

Revised for HUD
June 5, 2001

Question Number	Question	Source	Justification
SECTION 1: EDUCATION			
1	Do you go to school?	MTO Baseline, modified	Q1-2 School enrollment is not only a crucial outcome for MTO children but also an important mediating factor. Neighborhoods influence child outcomes through several mechanisms and school is one of them. Information on specific school and location is gathered in the Parent-on-Child module of the Household Survey and this will prove crucial in helping us gather administrative data on school quality. With an MTO move, we want to know whether children remain in the high-poverty schools in their new neighborhoods or whether they change to (potentially higher quality) schools in their low-poverty neighborhoods and how this may impact child outcomes.
2	Why don't you go to school?	NLSY	
3	During the school year, how often are you late for school?	SPD98	Q3-5b For MTO children and youths, one of the factors that we are most interested in is how a move from a high- to a low-poverty neighborhood affects educational outcomes. Though we are measuring math and verbal skills directly through achievement tests, there is a possibility that after 5 years, a move to a lower poverty neighborhood may not have affected achievement test scores. Since we might not be able to capture a change in student performance in the short run, we included questions on change in attitude towards school (effort) (5-5b), which is actually strongly correlated with future change in achievement. Questions 5-5e look at school/classroom environment, an important factor in shaping educational attainment. We expect that MTO may affect educational outcomes by allowing mover families access to schools that not only have more resources, better teachers and higher quality of instructions, but also may provide a more nurturing environment for learning (safety, teacher interest) and more positive peer influences.
4	Thinking about your school, in general, how much do you agree with each of the following statements about your school and teachers:	NLSY97	
4a	—The teachers are interested in students.	Original	
4b	—Disruptions by other students get in the way of my learning	NLSY97	
4c	—Discipline is fair.	NLSY97	
4d	—There is a lot of cheating on tests and assignments.	NLSY97	
4e	—I feel safe at this school.	NLSY97	
4f	---I have my own Math textbook that I can take home with me to do my homework.	MTO NY	
5	Next, I will read some sentences about school. After I read the sentence, please tell me whether the statement is not at all true, not very true, sort of true, or very true for you during the last school year.		
5a	—I work very hard on my schoolwork	SPD98	
5b	—I pay attention in class.	SPD98	

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SECTION 2: NEIGHBORHOOD, DANGER, AND RISK			
1	How happy are you living in your neighborhood?	AH	Q1-7e Questions in this section measure child exposure to violence and victimization. In prior studies with the MTO population, fear of crime and victimization were identified as factors with pervasive impact on family's lives and as the main reason families wanted to move away from public housing. Exposure to violence can affect child outcomes at many levels. It affects social interactions and limits healthy activities like playing outside the house. It may have a strong impact on child and adult mental health (depression and generalized anxiety disorder). In the case of children, it may also affect educational outcomes; and it may affect the type of parenting and level of monitoring children receive.
2	During the past month, have you seen people using or selling illegal drugs in your neighborhood?	Original	
2a	How often in the past month? Almost every day, once a week, or once or twice in the past 30 days?	Original	
3	During the past month have you heard gunshots in your neighborhood?	Original	
3a	How often in the past month?	Original	
4	Are there any gangs in your neighborhood or where you go to school? By gangs we mean a group of people that has set clear boundaries of its territory or turf, protects its members and turf against other rival gangs through fighting or threats, hangs out together, and wears gang colors or clothes. By a gang that hangs out together, we do not mean just a group of friends.	NLSY97, modified	We ask children more specifically about gangs (questions 4-5) because we are interested in child peer influences as well as possible child delinquent outcomes later. We expect that, with a move to a low-poverty neighborhood, incidence of drug sales, gunshots, victimization, exposure to violence, and exposure to gangs will be significantly lower.
5	Do any of your brothers, sisters, cousins, or friends belong to a gang?	NLSY97	
6	In the past 12 months, that is, since (MONTH last year) how often did you get into a serious physical fight?	AH	
6a	The last time you were in a physical fight, where did it occur?	AH	
7	During the past 12 months, how often did each of the following things happen—never, once, or more than once?	AH, modified	
7a	—You saw someone shoot or stab another person.	AH	

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7b	—Someone pulled a knife or gun on you.	AH	
7c	—Someone shot you.	AH	
7d	—Someone cut or stabbed you.	AH	
7e	—You were jumped.	AH	
8	How many friends do you have who you play with, hang out with, talk on the phone, or get together with?	NCSR, modified	<p>Q8-10a These questions look at child leisure activities, specifically at friendships and reading for fun.</p> <p>The friendship questions for children provide some measure of isolation and of whether or not child interacts with other children on a constant basis. Here, for children that move from a higher to lower-poverty neighborhoods, we expect to find a higher degree of isolation compared to MTO controls. While moving to a safer neighborhood might make playing and interacting with other children easier, racial and social differences in a potentially less diverse neighborhood might make for a lonelier experience for lower-income minority children.</p> <p>We are also interested in the number of hours children spend reading a week. Time spent on reading could increase as a result of the different schools and contact with higher-SES children. The number of hours that children read for fun may also be a mediator of improved achievement.</p>
9	Outside of school, how often do you play with, 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, modified	
10	Outside of school, how many hours each week do you read for fun? (Do not count school-assigned reading.)	NLSY79	
10a	Which of the following categories is the closest to the amount of time you spend reading? 1-4 hours; 5-9 hours; 10-14 hours; 15-19 hours; 20 or more hours?	NLSY79	

SECTION 3: HEALTH			
1	Now I'd like to ask you some questions about your health. In general, how is your health: would you say it is excellent, very good, good, fair, or poor?	NLSY97	Q1 This question—along with the parent's answer to the same question—measures the sample child's general health, one of the key outcome variables 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 life expectancy.
2	Now I'd like to take a little break just to see how tall you are and how much you weigh. Height: __Feet ____ Inches	Original	Q2-3 These questions will be used to measure obesity, a basic health outcome with higher incidence in low-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); and different social norms about eating habits. We will measure height and weight directly for children younger than 12, because research shows that in this age group self-reports and parental reports are inaccurate and unreliable.
3	Weight: __Pounds	Original	
4	Now I would like to talk to you about some different feelings you may have. For each one I'll ask you if you felt that way all of the time, most of the time, some of the time, a little of the time, or none of the time: In the past 30 days, how often have you had the following experiences...?	NCSR-AS	Q4-4f These questions are considered the key indicators of depression for children 10-11 and are valid in self-reports. Numerous studies have demonstrated higher incidences of depression and anxiety among low-income populations and those living in low-income communities. The rate of adult depression among the MTO population prior to intervention was significantly higher than that in the community at large; these questions allow the first measurement of depression among the children in MTO families. For children as for adults, the MTO treatment can directly affect these mental health outcomes by reducing the stress associated with living in a violent, high-crime, high-poverty community. But it is also possible that treatment group members will experience increased feelings of social isolation as a result of moving to a new community, contributing to increased depression.
4a	How often did you feel so depressed that nothing could cheer you up?		
4b	How often did you feel nervous?	NCSR-AS	
4c	How often did you feel restless or fidgety?	NCSR-AS	
4d	How often did you feel hopeless?	NCSR-AS	
4e	How often did you feel worthless?	NCSR-AS	
4f	How often did you feel everything was an effort?	NCSR-AS	

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SECTION 4: BEHAVIOR AND FAMILY DYNAMICS			
	I am going to read another list of items that describe feelings or thoughts people sometimes have. In the last 6 months, for each item that I read, please tell me if it is often true, sometimes true, or not true of you.	PHDCNII	<p>Q1-13</p> <p>These items measure behavior problems among children. Previous MTO research in Boston found fairly large impacts of MTO on the reported prevalence of some behavior problems among boys (as reported by a parent) but statistically insignificant impacts on girls. Using data from the NLSY-CH, we also found that parental reports of behavior problems at ages 8 to 14 were statistically significant predictors of socioeconomic outcomes (alcohol use, drug use, criminal involvement, and school enrollment) measured 4 to 8 years later. Other research has shown the predictive validity of child behavior problems for future delinquency and lack of educational achievement.</p> <p>We want to verify these findings by asking both parents and children about the children's problem behaviors. Behavior problem items parallel to the ones presented here are asked in the Parent-on-Child module. These include questions from the anti-social, headstrong, hyperactivity, immaturity, and peer problem subscales.</p> <p>Questions from PHDCN-II are a subset of the index developed by T.M. Achenbach.</p>
1	—I have trouble concentrating or paying attention.	PHDCNII	
2	—I lie or cheat.	PHDCNII	
3	—I tease others a lot.	PHDCNII	
4	—I disobey my parents.	PHDCNII	
5	—I don't get along with other kids	Achenbach YSR-25	
6	—I have trouble sitting still.	PHDCN-II	
7	—I have a hot temper.	PHDCNII	
8	—I would rather be alone than with others.	PHDCNII	
9	—I try to get a lot of attention.	PHDCNII	
10	—I'm too dependent on adults.	Achenbach YSR-11	
11	—I hang around with kids who get into trouble.	PHDCNII	
12	—I disobey at school.	PHDCNII	
13	—I have trouble getting along with teachers.	Original	

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14 15	Now we would like to know about your relationship with your mother, or with the adult most responsible for taking care of you or who knows the most about your Activities: —When you think about the person who takes care of you, is that your mother? —Who is the adult that takes care of you most of the time?	Original	Q14-17d We are interested in learning about how moving from a high- to a low-poverty neighborhood might affect parenting and home environment, which in turn could have direct implications for child development. A large body of empirical research has documented associations between parenting and the home environment and developmental outcomes such as cognitive functioning, behavior problems, social functioning, academic achievement, and physical and mental health. Parenting and home environment are thought to be associated with neighborhood of residence and subsequent child well-being. A move to a lower-poverty neighborhood may change the parent's sense of safety and may change social and parenting norms. Such a move could also produce reduced levels of depression and stress. We will ask questions on level of parental support and parental monitoring as way of assessing parenting styles.
16	When you think about how [MOTHER/ RELATIONSHIP FROM QUESTION 15] acts toward you, in general, would you say [MOTHER/ RELATIONSHIP FROM QUESTION 15] is very supportive, somewhat supportive, or not very supportive?	NLSY97, modified	High levels of parental monitoring are associated with fewer problem behaviors (i.e., less delinquency, substance use, and risky sexual activity) as well as better school performance for children. While better parenting may require some degree of monitoring, moving to a lower-poverty and safer neighborhood might actually require less close monitoring of children and youth itself.
17	How much does your [MOTHER / RELATIONSHIP FROM QUESTION 15] know...		
17a	—about your close friends, that is, who they are?	NLSY97	
17c	—about where you are with when you are not at home?	NLSY97	
17d	—about who your teachers are and what you are doing in school?	NLSY97	Q18-20 Questions 18-20 are about paternal monitoring, level of support and participation in child's life (discussed above) we also measure contact of children with absent fathers. Contact with fathers may affect children's outcomes positively if the father is a good role model, mentor, or skilled parent. We will attempt to capture this by inquiring about whether the father is supportive, which has been shown to be highly correlated with other positive parenting measures.
18	Now I'd like to ask you about your father. When you were growing up, in general, was he very supportive, somewhat supportive, or not very supportive of you?	NLSY97	
18b	In the past 12 months, how often have you seen your father?	3 CITY	

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19	How much does your [FATHER/PRIMARY CAREGIVER] know...	NLSY97	Lack of contact with a father who was not supportive may also be a good thing, if that father was abusive or otherwise not a good role model or parent. We will complement this with a question on level of monitoring/father's knowledge of child's life.
19a	—about your close friends, that is, who they are?	NLSY97	
19b	—about where you are with when you are not at home?	NLSY97	
19c	—about who your teachers are and what you are doing in school?	NLSY97	
20	Now I'd like to talk to you about how you see yourself in the future. Please tell me what you think the chances are for each of the following, choosing from very low, low, about 50-50, high or very high. Think about how you see yourself in the future. What are the chances that...	MTO NY	<p>Q20-20c</p> <p>These questions provide indicators of the child's future expectations in domains that are of particular interest to us: general social standing, education, and employment.</p> <p>We think that by providing more opportunities, the MTO treatment could influence child expectations of the future. Some would also argue that outlook and expectations themselves will be important determinants shaping child outcomes.</p>
20a	Life will turn out better for you than it has for your parents?	MTO-NY	
20b	You will complete college?	MTO-NY	
20c	You will find a stable, well-paid job as an adult?	MTO-NY	