

**Parent-on-Youth Module: Item-by-Item Justification**

Question Number	Question	Source	Justification
<b>SECTION 1: EDUCATION</b>			
1	What is the highest grade or year of school [YOUTH] has ever completed?	LAFANS Parent–F31; modified	Q1-6 These questions determine the youth’s educational attainment to date and whether he/she is currently enrolled in school. Combined with information on the youth’s age and school history (see below), the questions permit analysis of educational progress, an important outcome for youth.
2	Has (he/she) received a regular high school diploma? Do not include a GED.	Original; similar to NLSY97	
3	Has (he/she) received a GED?	Original; similar to NLSY97	
3a	Is [YOUTH] currently enrolled in college?	Original	
4	Is [YOUTH] in school now?	MTO-Baseline	
5	Why doesn’t [YOUTH] attend school?	LAFANS	
6	Has (he/she) received a GED?	Original	Q7-15a This sequence obtains the school history for the youth. These data are needed in order to learn how school changes may have followed residential location changes brought about by the MTO intervention. While it is hypothesized that schools in low-poverty neighborhoods will be important in changing the educational attainment and economic prospects of MTO youth, it is unclear whether youth have attended those schools or whether (for a variety of reasons) they may have been schooled elsewhere. Identification of schools will allow linking to data on school performance and the socioeconomic characteristics of the student body, factors which would shape how schools mediate MTO impacts.
7	The next questions are about the high school experiences of [YOUTH]. When was [YOUTH] last enrolled in high school?	Original; similar to NLSY97	
8	When was [YOUTH] last enrolled in school?	LAFANS	
9	What is the name of the school [YOUTH] is attending (most recently attended)?	Original	

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10	Is/was this school a...[TYPE OF SCHOOL]	LAFANS	<p>Q14-15a Grade retention is a major aspect of educational progress. It may reflect not only the youth's educational efforts but also the policies of different schools or the different standards between a youth's prior school and one in a low-poverty neighborhood.</p> <p>Q16-18 These questions measure disciplinary sanctions. Behavior in school may be affected by the MTO treatment through peer behavior and school norms. But these sanctions may also reflect difficulty in adjusting to a different school.</p>
11	Where is this school located?	LAFANS	
12	For which grade(s) did [YOUTH] attend this school?	LAFANS, modified	
13	Why did [YOUTH] leave this school?	Original	
14	Has [YOUTH] ever repeated a grade?	LAFANS	
15	Which grades did [YOUTH] repeat?	LAFANS	
15a	IF YES: Did [YOUTH] repeat [GRADE] in same school?	Original	
16	Has [YOUTH] ever been suspended or expelled?	PSID	
16a	IF YES: Did this happen in the last 12 months?	Original	
17	REPEAT Q'S 9-13 FOR EACH ADDITIONAL SCHOOL.		
18	During the past 2 years, has anyone from [YOUTH] school asked someone to come in and talk about problems [YOUTH] was having with schoolwork or behavior?	MTO-Baseline	

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19	During the past 2 years, has [YOUTH] gone to a special class for gifted students or done advanced work in any subjects?	MTO Baseline	Q19 The youth's academic track (both opportunities for and involvement in advanced school work) may be affected by moves to low-poverty neighborhoods. Better schools in more affluent neighborhoods are more likely to offer advanced classes and provide more rigorous preparation.
20	During the past 2 years, has [YOUTH] gone to a special class or school or gotten special help in school for...	MTO-Baseline	Q20-20b These questions measure whether the youth has been involved in formal special education programming in school. Moving to a low-poverty community's school may require adjustments and remedial intervention to effect the transition. But recent research also indicates that minority children in predominantly white schools tend to be over-assigned to special education.
20a	—Learning problems?		
20b	—Behavioral or emotional problems?		
<b>SECTION 2: HEALTH</b>			
1	Would you say [YOUTH]'s health in general is excellent, very good, good, fair, or poor?	NHIS97	Q1 This question measures the youth's general health. Findings from the MTO Boston study suggest that general health status improve with moves into lower-poverty neighborhoods.
2	What kind of health insurance or health care coverage does [CHILD] have?	NHIS99	Q2 This question measures health insurance coverage for the child. Family transitions off public assistance may lead to loss of Medicaid coverage, while parents' new employment may not provide health insurance they can afford. Loss of health care access could thus offset other health benefits of an MTO move.
3	Have you ever been told by a doctor or other health professional that [YOUTH] had asthma?	NHIS99, modified	Q3-7 These questions measure the incidence of asthma in the youth 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 youth in these settings are even more susceptible than adults to asthma. 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.
4	During the past 12 months, has [YOUTH] had an episode of asthma or an asthma attack?	NHIS99	
5	During the past 12 months, did [YOUTH] have to visit an emergency room or urgent care center because of asthma?	NHIS99	

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6	During the past 12 months, has [YOUTH] had a wheezing or whistling sound in (his/her) chest?	NHIS99	
7	How many attacks of wheezing or whistling has [YOUTH] had in (his/her) chest during the past 12 months?	NHIS99	
8	In the past 12 months, has [YOUTH] had any accidents or injuries that required medical attention?	NLSY79	Q8-9 Accidents and injuries are an important component of overall health for children and youth. These questions measure their incidence. Low-poverty neighborhoods may be safer in some respects (e.g., better housing, less exposure to violence) but may allow more exercise and outdoor play, which can increase accidents and injuries.
9	How many such accidents or injuries requiring medical attention has [YOUTH] had in the past 12 months?	NLSY79	
SECTION 3: BEHAVIOR			
	<i>Now I am going to read some statements that describe behavior problems that many children have. Please tell me whether each statement has been often true, sometimes true, or not true of [YOUTH] during the past three months.</i>	NLSY79-98, Mother Supplement, Behavior Problems Index (entire sequence)	Q1-15 Behavior Problems Index This sequence measures behavioral problems as a <b>mediating factor</b> . It is expected that youth in low-poverty neighborhoods will show a reduced incidence of behavior problems in the long run. Items are asked of parents for the anti-social, headstrong, hyperactivity, and peer problem subscales. A different selection of items and subscales is included in the Interim Survey of Youth.
1	Has difficulty concentrating, cannot pay attention for long.		
2	Cheats or tells lies.		
3	Is rather high strung, tense, and nervous.		
4	Bullies or is cruel or mean to others.		
5	Is disobedient at home.		

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6	Has trouble getting along with other children.		
7	Feels worthless or inferior.		
8	Is restless or overly active, cannot sit still.		
9	Has a very strong temper and loses it easily.		
10	Is unhappy, sad or depressed.		
11	Withdrawn, does not get involved with others.		
12	Hangs around with kids who get into trouble.		
13	Worries too much.		
14	Is disobedient at school.		
15	Has trouble getting along with teachers.		