

CHAPTER 4: RESULTS AND DISCUSSION

Correlations Between Predictor and Dependent Variables

Pearson, or zero-order, correlations were calculated to determine the predictor variables that accounted for a significant portion of the variance associated with the measurement of parents' and teachers' ratings of the children's social skills and problem behaviors across the four points of time. Tables 4-1 through 4-4 present by year the zero-order correlations obtained between each predictor variable and the dependent variable, as appropriate. In each case, the dependent variable was a result of summing together the scores for all appropriate factors.

Table 4-1. Predictor-Dependent Variable Correlations	
Time Point: Beginning of Kindergarten	
Predictor Variables	Dependent Variables - Summed Factor Scores for Parent Ratings of Social Skills ((N=241)
SES	-.027
Head Start Experience	.039
Dual Parents	.180**
Gender	
Male	.052
Non-Male	-.052
Ethnicity	
Black	-.169**
Hispanic	.455**
Asian	-.282**
Family Resources	
Adequate Income	-.243**
Available Time	.424**
Family Routines	
Routine with Immediate Family	-.465**
Children's Routine	.122
Working Parents' Routine	-.162*
Routine with Extended Family	.261**

*p=.05; ** p=.01

Table 4-2. Predictor-Dependent Variable Correlations		
Time Point: End of Kindergarten		
Predictor Variables	Dependent Variables	
	Summed Factor Scores for Parent Ratings of Social Skills (N=227)	Summed Factor Scores for Teacher Ratings of Social Skills (N=255)
SES	-.154*	.034
Head Start Experience	.236**	-.025
Dual Parents	.308**	.096
Gender		
Male	-.005	-.082
Non-Male	.005	.082
Ethnicity		
Black	-.260**	-.044
Hispanic	.442**	-.160*
Asian	-.163*	.180**
Parent Involved in School	.033	.064
Attitude Toward School		
Good School	.534**	NA
Effective Administration	.275**	NA
Parenting Style		
Encouraging and Respectful	.421**	NA
Domineering	.399**	NA
Disinterested	-.357**	NA
Strict	-.044	NA
Attitude Toward Neighborhood		
Cohesive Neighborhood	-.238**	NA
Concerned Neighbors	-.493**	NA
Undesirable Neighborhood	.278**	NA

* p=.05; ** p=.01

Table 4-3. Predictor-Dependent Variable Correlations		
Time Point: End of First Grade		
Predictor Variables	Dependent Variables	
	Summed Factor Scores for Parent Ratings of Social Skills (N=212)	Summed Factor Scores for Teacher Ratings of Social Skills (N=208)
SES	.080	.007
Head Start Experience	.210**	-.083
Dual Parents	.233**	.024
Gender		
Male	.009	-.126
Non-Male	-.009	.126
Ethnicity		
Black	-.137*	-.181**
Hispanic	.386**	.012
Asian	-.235**	.142*
Parent Involved in School Attitude Toward School	.051	-.011
Good Teachers	.329**	NA
Well-Maintained School	.168*	NA
Well-behaved Students	.208**	NA
Parenting Style		
Encouraging and Respectful	.392**	NA
Domineering	.151*	NA
Disinterested	-.080	NA
Attitude Toward Neighborhood		
Cohesive Neighborhood	-.165*	NA
Concerned Neighbors	-.302**	NA
Undesirable Neighborhood	.470**	NA

* p=.05; ** p=.01

**Table 4-4. Predictor-Dependent Variable Correlations
Time Point: End of Second Grade**

Predictor Variables	Dependent Variables			
	Summed Factor Scores for Parent Ratings of Social Skills (N=156)	Summed Factor Scores for Parent Ratings of Problem Behaviors (N=200)	Summed Factor Scores for Teacher Ratings of Social Skills (N=184)	Summed Factor Scores for Teacher Ratings of Problem Behaviors (N=190)
SES	-.014	.008	.019	-.161*
Head Start Experience	.078	-.060	.078	.131
Dual Parents	.149*	-.131	-.080	-.182*
Gender				
Male	.070	.060	-.041	.112
Non-Male	-.070	-.060	.041	-.112
Ethnicity				
Black	-.044	.184**	.046	.190**
Hispanic	.120	-.335**	-.091	-.049
Asian	-.105	.069	.036	-.168*
Parent Involved in School Attitude Toward School	-.042	-.015	-.123	-.048
Good School/Teachers	.224**	-.261**	NA	NA
Well-behaved Students	-.094	-.359**	NA	NA
Life Events				
Separated from Loved One	.052	.281**	NA	NA
Married/Engaged	.124	.145	NA	NA
Traumatic Event	.103	.111	NA	NA

* p=.05; ** p=.01

Intercorrelations Among Predictors and Dependent Variables

Intercorrelations among the significant (p=.05) predictors and dependent variables were calculated to determine the amount of overlap among them (i.e., collinearity). The results of these intercorrelations, by time point, are presented in Tables 4-5 through 4-8.

Table 4-5. Intercorrelations Among Significant Predictors and Dependent Variable
Time Point: Beginning of Kindergarten

Variables	Variables					
	1	2	3	4	5	6
Hispanic (1)	1.00	-.354**	.230**	-.223**	.434**	.455**
Adequate Income (2)	-.354**	1.00	.000	.005	-.313**	-.234**
Available Time (3)	.230**	.000	1.00	-.543**	.243**	.424**
Routine with Immediate Family (4)	-.223**	.005	-.543**	1.00	.000	-.465**
Routine with Extended Family (5)	.434**	-.313**	.243**	.000	1.00	.261**
DV: Parent Ratings of Social Skills (6)	.455**	-.243**	.424**	-.465**	.261**	1.00

* p=.05; ** p=.01

Table 4-6. Intercorrelations Among Significant Predictors and Dependent Variable
Time Point: End of Kindergarten

Variables	Variables						
	1	2	3	4	5	6	7
Hispanic (1)	1.00	.029	.340**	.081	.446**	-.029	-.228**
Head Start Experience(2)	.029	1.00	.024	.145*	-.130	.220**	-.150*
Dual Parents (3)	.340**	.024	1.00	.149*	.280**	.025	-.252**
Encouraging/ Respectful (4)	.081	.145*	.081	1.00	.000	.000	-.118
Domineering (5)	.446**	-.130	.280**	.000	1.00	.000	-.197**
Disinterested (6)	-.029	.220**	.025	.000	.000	1.00	.184**
Cohesive Neighborhood (7)	-.228**	-.150*	-.252**	-.118	-.197**	.184**	1.00
Concerned Neighbors (8)	-.411**	-.153*	.151*	.210**	-.406**	.161*	.000
Undesirable Neighborhood (9)	.050	.065	.056	.232**	.003	-.290**	.000
Good School (10)	.271**	.130	.179**	.253**	.252**	-.254**	-.194**
Effective Administration (11)	.271**	-.004	.209**	-.018	.244**	.000	-.122
DV: Parent Ratings of Social Skills (12)	.442**	.236**	.308**	.421**	.399**	-.357**	-.238**
DV: Teacher Ratings of Social Skills (13)	-.160	-.025	.096	-.050	-.111	-.303**	-.029

* p=.05; ** p=.01

Table 4-6. Intercorrelations Among Significant Predictors and Dependent Variables						
Time Point: End of Kindergarten (Continued)						
Variables	Variables					
	8	9	10	11	12	13
Hispanic (1)	-.411**	.050	.271**	.271**	.442**	-.160*
Head Start Experience(2)	-.153*	.065	.130	-.004	.236**	-.025
Dual Parents (3)	-.151*	.056	.179**	.209**	.308**	.096
Encouraging/ Respectful (4)	-.210**	.232**	.253**	-.018	.421**	-.050
Domineering (5)	-.406**	.003	.252**	.244**	.399**	-.111
Disinterested (6)	.161*	-.290**	-.254**	.000	-.357**	-.303**
Cohesive Neighborhood (7)	.000	.000	-.194**	-.122	-.238**	-.029
Concerned Neighbors (8)	1.00	.000	-.332**	-.218**	-.493**	.093
Undesirable Neighborhood (9)	.000	1.00	.342**	.075	.278**	-.015
Good School (10)	-.332**	.342**	1.00	.000	.534**	.048
Effective Administration (11)	-.218**	.075	.000	1.00	.275**	-.034
DV: Parent Ratings of Social Skills (12)	-.493**	.278**	.534**	.275**	1.00	.065
DV: Teacher Ratings of Social Skills (13)	.093	-.015	.048	-.034	.065	1.00

* p=.05; ** p=.01

Table 4-7. Intercorrelations Among Significant Predictors and Dependent Variables						
Time Point: End of First Grade						
Variables	Variables					
	1	2	3	4	5	6
Hispanic (1)	1.00	.029	-.531**	-.371**	.231**	-.062
Head Start Experience(2)	.029	1.00	.264**	-.050	.163*	-.018
HS/Black (3)	.531**	.264**	1.00	-.244**	-.068	.136*
HS/Asian (4)	-.371**	-.050	-.244**	1.00	-.171*	-.145*

Table 4-7. Intercorrelations Among Significant Predictors and Dependent Variables						
Time Point: End of First Grade						
Variables	Variables					
	1	2	3	4	5	6
Encouraging/ Respectful (5)	.231**	.163*	-.068	-.171*	1.00	-.010
Cohesive Neighborhood (6)	-.062	-.018	.136*	-.145**	-.010	1.00
Concerned Neighbors (7)	-.420**	-.105	.262**	.040	-.116	.000
Undesirable Neighborhood (8)	.132	.288**	-.038	-.148*	.329**	.000
Good Teachers (9)	.184**	.092	-.251**	.071	.222**	-.184**
Well-Behaved Students (10)	.065	.048	.009	-.073	.142*	-.077
DV: Parent Ratings of Social Skills (11)	.386**	.210**	-.121	-.245**	.392**	-.165*
DV: Teacher Ratings of Social Skills (12)	.012	-.083	-.169*	.113	.117	.006

* p=.05; ** p=.01

Table 4-7. Intercorrelations Among Significant Predictors and Dependent Variables						
Time Point: End of First Grade (Continued)						
Variables	Variables					
	7	8	9	10	11	12
Hispanic (1)	-.420**	.132	.184**	.065	.386**	.012
Head Start Experience(2)	-.105	.288**	.092	.048	.210**	-.083
HS/Black (3)	.262**	-.038	-.251**	.009	-.121	-.169*
HS/Asian (4)	.040	-.148*	.071	-.073	-.245**	.113
Encouraging/ Respectful (5)	-.116	.329**	.222**	.142*	.392**	.117
Cohesive Neighborhood (6)	.000	.000	-.184**	-.077	-.165*	.006
Concerned Neighbors (7)	1.00	.000	-.031	-.121	-.302**	.025
Undesirable Neighborhood (8)	.000	1.00	.421**	.249**	.470**	.118
Good Teachers (9)	-.031	.421**	1.00	.000	.329**	.087
Well-Behaved Students (10)	-.121	.249**	.000	1.00	.208**	-.021

Table 4-7. Intercorrelations Among Significant Predictors and Dependent Variables						
Time Point: End of First Grade (Continued)						
Variables	Variables					
	7	8	9	10	11	12
DV: Parent Ratings of Social Skills (11)	-.302**	.470**	.329**	.208**	1.00	.185*
DV: Teacher Ratings of Social Skills (12)	.025	.118	.087	-.021	.185*	1.00

* p=.05; ** p=.01

Table 4-8. Intercorrelations Among Significant Predictors and Dependent Variables					
Time Point: End of Second Grade					
Variables	Variables				
	1	2	3	4	5
Hispanic (1)	1.00	-.392**	.346**	.153*	.191**
Asian (2)	-.392**	1.00	.121	-.099	.057
Dual Parents (3)	.346**	.121	1.00	.064	.171*
Good School/Teachers (4)	.153*	-.099	.064	1.00	.000
Well-Behaved Students (5)	.191**	.057	.171*	.000	1.00
Separated from Loved One (6)	-.186*	-.037	-.305**	-.167*	-.135
DV: Parent Ratings of Social Skills (7)	.120	-.105	.149*	.224**	-.094
DV: Parent Ratings of Problem Behaviors (8)	-.335**	.069	-.131	-.261**	-.359**
DV: Teacher Ratings of Social Skills (9)	-.091	.036	-.080	-.157*	.039
DV: Teacher Ratings of Problem Behaviors (10)	-.049	-.168*	-.182*	-.029	.007

* p=.05; ** p=.01

Variables	Variables				
	6	7	8	9	10
Hispanic (1)	-.186*	.120	-.335**	-.091	-.049
Asian (2)	-.037	-.105	.069	.036	-.168*
Dual Parents (3)	-.305**	.149*	-.131	-.080	-.182*
Good School/Teachers (4)	-.167*	.224**	-.261**	-.157*	-.029
Well-Behaved Students (5)	-.135	-.094	-.359**	.039	.007
Separated from Loved One (6)	1.00	.052	.281**	.164	.136
DV: Parent Ratings of Social Skills (7)	.052	1.00	.444**	-.084	-.020
DV: Parent Ratings of Problem Behaviors (8)	.281**	.444**	1.00	.039	.146
DV: Teacher Ratings of Social Skills (9)	.164	-.084	.039	1.00	.394**
DV: Teacher Ratings of Problem Behaviors (10)	.136	-.020	.146	.394**	1.00

* p=.05; ** p=.01

Testing of Univariate Models

Numerous univariate models were constructed to test various predictors of the summed factor scores for parent and teacher ratings of children's social skills and problem behaviors. All relevant predictors, along with the appropriate dependent variable (i.e., summed factor scores for parent ratings about children's social skills, summed factor scores for parent ratings about children's problem behaviors, summed factor scores for teacher ratings about children's social skills, or summed factor scores for teacher ratings about children's problem behaviors) were examined in separate univariate models. First, the significance of the full model and the standardized betas associated with each predictor in that model were determined. Recall this was accomplished by examining the significance ($p=.05$) of the overall R^2 for the full model and the significance ($p=.05$) of the standardized betas for each predictor in that model. A series of regressions were then run using a backward approach to determine the unique contribution of each predictor. Recall the unique contribution of each predictor was determined by calculating the change in R^2 between that obtained when all predictors were included (i.e., full model) and that obtained when the predictor was eliminated.

The univariate models were built based on results of the zero-order correlations between the predictor and dependent variables. That is, separate univariate models were established to test the unique contribution of each predictor variable for which a significant zero-order correlation ($p=.01$) with the dependent variable was obtained.

Model 1

Model 1 Hypothesis: Ethnicity (black, Hispanic, Asian) and SES account significantly ($p=.05$) for the variance associated with the summed factor scores of parents' ratings of the children's social skills.

Model 1 included SES, and black, Hispanic, and Asian ethnic groups as predictor variables; and the summed factor scores for parents' ratings of their children's social skills as the dependent variable. At the beginning of kindergarten, social skills were measured as (1) behaving appropriately and (2) being friendly and outgoing. Social skills were measured at the end of kindergarten as (1) behaving appropriately, (2) being friendly and outgoing, and (3) being helpful. At the end of the first and second grades, social skills were measured as (1) behaving appropriately and (2) being friendly and outgoing. Recall the dependent variable was the result of summing together the scores of the appropriate factors at the different time points. All subsequent models that used parents' ratings of the children's social skills were measured, for the appropriate years, as described above.

This model was first run with all predictors to determine their combined contribution in explaining the variance associated with the summed factor scores for parents' ratings of the children's social skills. A series of regressions were then run, with and without each predictor, to determine their unique contributions. The regression results for Model 1 are presented in Table 4-9.

Table 4-9. Model 1				
Predictors: SES, Black, Hispanic, Asian				
Dependent Variable: Summed Factor Scores for Parents' Ratings of Children's Social Skills				
Time Points: All				
Time Points	R ² Change	Stand. Beta	t	Sig.
Beginning of Kindergarten (N=241)				
Model 1	.237	-	-	.000
SES	.014	.061	1.010	.314
Black	.002	.082	.838	.403
Hispanic	.076	.478	4.647	.000
Asian	.005	-.107	-1.253	.212
End of Kindergarten (N=235)				
Model	.198	-	-	.000
SES	.002	-.062	-.924	.357
Black	.002	.056	.538	.591
Hispanic	.080	.468	4.306	.000
Asian	.001	.026	.300	.765

Table 4-9. Model 1 Predictors: SES, Black, Hispanic, Asian Dependent Variable: Summed Factor Scores for Parents' Ratings of Children's Social Skills Time Points: All				
Time Points	R ² Change	Stand. Beta	t	Sig.
End of First Grade (N=212)				
Model 1	.159	-	-	.000
SES	.000	.129	1.883	.061
Black	.010	.163	1.504	.134
Hispanic	.081	.481	4.208	.000
Asian	.000	.028	.296	.768
End of Second Grade (N=198)				
Model 1	.018	-	-	.521
SES	.000	.016	.212	.833
Black	.000	.001	.010	.992
Hispanic	.005	.121	.968	.334
Asian	.001	-.035	-.352	.725

As can be seen, the unique contribution of SES was practically zero when combined with the three ethnicity variables (i.e., black, Hispanic, and Asian). Therefore, SES was not included in subsequent models that examined predictors of parents' ratings of children's social skills. At each time point, the unique contributions of the black and Asian ethnicity variables also were practically zero. The unique contribution of the Hispanic variable was about 8% at the beginning and end of kindergarten and at the end of first grade; however, it's contribution decreased to practically zero at the end of second grade.

Model 2

Model 2 Hypothesis: Ethnicity (black, Hispanic, Asian) and SES account significantly ($p=.05$) for the variance associated with the summed factor scores of parents' ratings of the children's problem behaviors.

Model 2 included SES, and black, Hispanic, and Asian ethnic groups as predictor variables; and the summed factor scores for parents' ratings of their children's problem behaviors as the dependent variable. These ratings were collected only at the end of second grade, and were measured as (1) behaving in a difficult or defiant manner; (2) acting sad, lonely, and depressed; (3) being self-conscious; and (4) having a quick temper. Recall the dependent variable was the result of summing together the scores of the above four factors. All subsequent models that used parents' ratings of the children's problem behaviors were measured as described above.

This model was first run with all predictors to determine their combined contribution in explaining the variance associated with the summed factor scores for parents' ratings of the

children’s problem behaviors. A series of regressions were then run, with and without each predictor, to determine their unique contributions. The regression results for Model 2 are presented in Table 4-10.

Table 4-10. Model 2 Predictors: SES, Black, Hispanic, Asian Dependent Variable: Summed Factor Scores for Parents’ Ratings of Children’s Problem Behavior Time Point: End of Second Grade				
Time Point	R ² Change	Stand. Beta	t	Sig.
End of Second Grade (N=200)				
Model 2	.135	-	-	.000
SES	.012	-.085	-1.175	.242
Black	.008	-.144	-1.308	.193
Hispanic	.089	-.500	-4.276	.000
Asian	.011	-.141	-1.503	.135

The results show that the unique contribution of SES was practically nothing when the black, Hispanic, and Asian ethnicity variables were included in the model. Thus, SES was not included in subsequent models that examined predictors of parent ratings of children’s problem behaviors. Similar contributions were obtained for the black and Asian ethnicity variables; however, the unique contribution of the Hispanic variable was almost 9%.

Model 3

Model 3 Hypothesis: Ethnicity (black, Hispanic, Asian) and SES account significantly ($p=.05$) for the variance associated with the summed factor scores of teachers’ ratings of the children’s social skills.

Model 3 included SES, and black, Hispanic, and Asian ethnic groups as predictor variables; and the summed factor scores for teachers’ ratings of the children’s social skills as the dependent variable. At the end of kindergarten and at the end of the first and second grades, social skills were measured as (1) behaving appropriately, (2) acting in a controlled manner, and (3) being confident and assertive. Recall the dependent variable was the result of summing together the scores of the above three factors. All subsequent models that used teachers’ ratings of the children’s social skills were measured, for the appropriate years, as described above.

This model was first run with all predictors to determine their combined contribution in explaining the variance associated with the summed factor scores for teachers’ ratings of the children’s social skills. A series of regressions were then run, with and without each predictor, to determine their unique contributions. The regression results for Model 3 are presented in Table 4-11.

Table 4-11. Model 3 Predictors: SES, Black, Hispanic, Asian Dependent Variable: Summed Factor Scores for Teachers' Ratings of Children's Social Skills Time Points: End of Kindergarten, End of First Grade, End of Second Grade				
Time Points	R ² Change	Stand. Beta	t	Sig.
End of Kindergarten (N=255)				
Model 3	.025	-	-	.297
SES	-.027	.006	.088	.930
Black	.003	-.089	-.783	.435
Hispanic	.011	-.180	-1.479	.141
Asian	.000	.011	.102	.919
End of First Grade (N=208)				
Model 3	.044	-	-	.110
SES	-.001	-.011	-.143	.886
Black	.014	-.201	-1.563	.120
Hispanic	.006	-.138	-1.004	.317
Asian	.002	.059	.510	.611
End of Second Grade (N=184)				
Model 3	.012	-	-	.794
SES	.004	-.004	-.049	.961
Black	.003	-.087	-.647	.519
Hispanic	.010	-.168	-1.164	.246
Asian	.002	-.055	-.473	.637

As can be seen, SES acted as a suppressor variable at the end of kindergarten and also at the end of first grade when combined with the black, Hispanic, and Asian ethnicity variables. At the end of second grade, SES contributed virtually nothing at the end of second grade when combined with the three ethnicity variables. Therefore, SES was not included in subsequent models that examined predictors of teacher ratings of children's social skills. Similar to results obtained for SES, the unique contributions of the ethnicity variables also were practically zero for each of the three time points.

Model 4

Model 4 Hypothesis: Ethnicity (black, Hispanic, Asian) and SES account significantly ($p=.05$) for the variance associated with the summed factor scores of teachers' ratings of the children's problem behaviors.

Model 4 included SES, and black, Hispanic, and Asian ethnic groups as predictor variables, and the summed factor scores for teachers' ratings of the children's problem behaviors as the dependent variable. These ratings were collected only at the end of second grade, and were measured as (1) being difficult and quick-tempered, (2) being disruptive, and (3) acting sad,

lonely, and self-conscious. Recall the dependent variable was the result of summing together the scores of the above three factors. All subsequent models that used teachers' ratings of the children's problem behaviors were measured as described above.

This model was first run with all predictors to determine their combined contribution in explaining the variance associated with the summed factor scores for teachers' ratings of the children's problem behaviors. A series of regressions were then run, with and without each predictor, to determine their unique contributions. The regression results for Model 4 are presented in Table 4-12.

Table 4-12. Model 4 Predictors: SES, Black, Hispanic, Asian Dependent Variable: Summed Factor Scores for Teachers' Ratings of Children's Problem Behavior Time Point: End of Second Grade				
Time Point	R ² Change	Stand. Beta	t	Sig.
End of Second Grade (N=190)				
Model 4	.117	-	-	.001
SES	.065	-.189	-2.373	.019
Black	.001	.059	.464	.643
Hispanic	.012	-.196	-1.442	.151
Asian	.035	-.267	-2.441	.016

The regression results show that, although statistically significant, the unique contribution of SES was very small (6½%) when combined with the black, Hispanic, and Asian ethnicity variables. Thus, SES was not included in subsequent models that examined predictors of teacher ratings of children's problem behaviors. The unique contributions of the black and Hispanic ethnicity variables each were also practically zero. The unique contribution of the Asian variable, although statistically significant, also was very small (3½%).

Model 5

Model 5 Hypothesis: Ethnicity (black, Hispanic, Asian) and previous Head Start experience account significantly ($p=.05$) for the variance associated with the summed factor scores of parents' ratings of the children's social skills.

Using the summed factor scores for parent ratings of the children's social skills as the dependent variable, Model 5 examined the predictor contributions of ethnicity (i.e., black, Hispanic, and Asian) and previous Head Start experience. This model was first run with all predictors to determine their combined contribution in explaining the variance associated with the summed factor scores for parents' ratings of the children's social skills. A series of regressions were then run, with and without each predictor, to determine their unique contributions. Table 4-13 presents the regression results for Model 5.

Table 4-13. Model 5 Predictors: Head Start, Black, Hispanic, Asian Dependent Variable: Summed Factor Scores for Parents' Ratings of Children's Social Skills Time Points: All				
Time Points	R ² Change	Stand. Beta	t	Sig.
Beginning of Kindergarten (N=241)				
Model 5	.238	-	-	.000
Previous Head Start Experience	.001	-.025	-.414	.679
Black	.002	.080	.813	.417
Hispanic	.076	.476	4.602	.000
Asian	.006	-.113	-1.299	.195
End of Kindergarten (N=235)				
Model 5	.255	-	-	.000
Previous Head Start Experience	.057	.247	3.787	.000
Black	.003	.082	.814	.417
Hispanic	.086	.489	4.645	.000
Asian	.005	.089	1.042	.299
End of First Grade (N=212)				
Model 5	.207	-	-	.000
Previous Head Start Experience	.048	.222	3.323	.001
Black	.014	.190	1.794	.074
Hispanic	.086	.497	4.464	.000
Asian	.002	.067	.715	.476
End of Second Grade (N=198)				
Model 5	.028	-	-	.284
Previous Head Start Experience	.010	.103	1.361	.175
Black	.000	.008	.069	.945
Hispanic	.005	.128	1.024	.307
Asian	.000	-.018	-.177	.860

At the beginning of kindergarten, Model 5 accounted for approximately 24% of the variance associated with parents' ratings of the children's social skills. Of this variance, the unique contribution of previous Head Start experience was practically nothing. Similarly, the unique contributions of both the black and Asian ethnic variables were almost zero. However, the unique contribution of the Hispanic variable was almost 8%.

Model 5, at the end of kindergarten, accounted for approximately 26% of the variance associated with parents' ratings of the children's social skills. The unique contribution of previous Head Start experience at this time was almost 6%. Of the three ethnic variables, the unique contributions of both the black and Asian variables were practically zero while the unique contribution of the Hispanic variable was almost 9%. At the end of first grade, the amount of variance that Model 5 accounted for in parents' ratings of the children's social skills dropped

slightly to 21%. Of this variance, the unique contribution of previous Head Start experience was about 5%. At this time, the unique contribution of the black ethnicity variable was slightly more than 1% while the Asian variable continued to contribute practically nothing. The unique contribution of the Hispanic ethnicity variable remained relatively high at almost 9%.

At the end of second grade, Model 5 accounted for only 3% of the variance associated with parents' rating of the children's social skills. The unique contribution of previous Head Start experience dropped to 1%, and the three ethnicity variables (i.e., black, Hispanic, and Asian) contributed virtually nothing to the model.

Model 6

Model 6 Hypothesis: Ethnicity (black, Hispanic, Asian), previous Head Start experience, and the interaction of ethnicity and Head Start (black/Head Start, Hispanic/Head Start, Asian/Head Start) account significantly ($p=.05$) for the variance associated with the summed factor scores of parents' ratings of the children's social skills.

Model 6 included the three ethnicity variables (i.e., black, Hispanic, and Asian), previous Head Start experience, and three ethnicity/Head Start interaction variables (i.e., black/Head Start, Hispanic/Head Start, and Asian/Head Start) as predictors. The summed factor scores for parent ratings of the children's social skills were used as the dependent variable. This model was first run with all predictors to determine their combined contribution in explaining the variance associated with the summed factor scores for parents' ratings of the children's social skills. A series of regressions were then run, with and without each predictor, to determine their unique contributions. Table 4-14 presents the regression results for Model 6.

At the end of kindergarten, Model 6 accounted for 28½% of the variance associated with the summed factor scores for parents' ratings of the children's social skills. Recall, at this time, social skills were measured as (1) behaving appropriately, (2) being friendly and outgoing, and (3) being helpful. Although the model itself accounted for a significant portion of the variance associated with the dependent variable, none of the unique contributions of the predictors were statistically significant. The largest unique contribution was the combined one of the ethnicity/Head Start interaction variables (i.e., black/Head Start, Hispanic/Head Start, and Asian/Head Start), which was still only 3%. The unique contributions of the remaining predictors were each less than 1%.

Table 4-14. Model 6 Predictors: Head Start Experience, Black, Hispanic, Asian, Black/Head Start, Hispanic/Head Start, Asian/Head Start Dependent Variable: Summed Factor Scores for Parents' Ratings of Children's Social Skills Time Points: End of Kindergarten and End of First Grade				
Time Point	R ² Change	Stand. Beta	t	Sig.
End of Kindergarten (N=235)				
Model 6	.285	-	-	.000
Head Start Experience	.005	.188	1.117	.265
Black/Head Start, Hispanic/Head Start, and Asian/Head Start	.030	-	-	-
Black/Head Start	.002	-.212	-.738	.461
Hispanic/Head Start	.006	.356	1.165	.246
Asian/Head Start	.003	-.268	-.823	.412
Black	.004	.276	.922	.357
Hispanic	.002	.172	.558	.578
Asian	.004	.339	.974	.331
End of First Grade (N=212)				
Model 6	.279	-	-	.000
Head Start Experience	.025	.443	2.492	.014
Black/Head Start, Hispanic/Head Start, and Asian/Head Start	.072	-	-	-
Black/Head Start	.019	-.636	-2.184	.030
Hispanic/Head Start	.000	-.046	-.145	.885
Asian/Head Start	.036	-.768	-3.001	.003
Black	.029	.820	2.668	.008
Hispanic	.013	.577	1.796	.074
Asian	.036	.844	3.008	.003

Model 6, at the end of first grade, accounted for approximately the same amount of variance associated with the summed factor scores for parents' ratings of the children's social skills as it had the previous year (28%). At the end of first grade, social skills were measured as (1) behaving appropriately and (2) being friendly and outgoing. More of the predictors at this time had unique contributions that were statistically significant; however, these contributions were still very small. The Head Start variable had a unique contribution of about 2½%. For ethnicity, Asian uniquely contributed about 3½%, black uniquely contributed about 3%, and Hispanic uniquely contributed slightly more than 1%. The combined unique contribution of the ethnicity/Head Start interaction variables was slightly more than 7%. Separately, the unique contributions of these variables were almost 2% for the black/Head Start interaction variable,

zero for the Hispanic/Head Start interaction variable, and about 3½% for the Asian/Head Start interaction variable.

Model 7

Model 7 Hypothesis: Ethnicity (black, Hispanic, Asian) and dual parent status account significantly (p=.05) for the variance associated with the summed factor scores of parents’ ratings of the children’s social skills.

Model 7 used the summed factor scores for parent ratings of the children’s social skills as the dependent variable, and the ethnicity variables (i.e., black, Hispanic, and Asian) and dual parent status as the predictor variables. Recall the dual parent status variable measured the number of adults in the family. Families that reported only one adult were classified as single parent families, while families that reported two or more adults were classified as dual parent families. This model was first run with all predictors to determine their combined contribution in explaining the variance associated with the summed factor scores for parents’ ratings of the children’s social skills. A series of regressions were then run, with and without each predictor, to determine their unique contributions. Table 4-15 presents the regression results for Model 7.

Table 4-15. Model 7 Predictors: Dual Parent Status, Black, Hispanic, Asian Dependent Variable: Summed Factor Scores for Parents’ Ratings of Children’s Social Skills Time Points: All				
Time Points	R ² Change	Stand. Beta	t	Sig.
Beginning of Kindergarten (N=241)				
Model 7	.238	-	-	.000
Dual Parent Status	.000	.018	.264	.792
Black	.002	.086	.866	.388
Hispanic	.071	.472	4.464	.000
Asian	.005	-.110	-1.272	.205
End of Kindergarten (N=235)				
Model 7	.225	-	-	.000
Dual Parent Status	.027	.187	2.572	.011
Black	.002	.071	.695	.488
Hispanic	.051	.391	3.507	.001
Asian	.000	-.018	-.204	.838
End of First Grade (N=212)				
Model 7	.171	-	-	.000
Dual Parent Status	.012	.120	1.586	.114
Black	.011	.167	1.546	.124
Hispanic	.060	.431	3.644	.000
Asian	.000	.000	-.002	.998

Table 4-15. Model 7 Predictors: Dual Parent Status, Black, Hispanic, Asian Dependent Variable: Summed Factor Scores for Parents' Ratings of Children's Social Skills Time Points: All				
Time Points	R ² Change	Stand. Beta	t	Sig.
End of Second Grade (N=198)				
Model 7	.040	-	-	.130
Dual Parent Status	.022	.169	1.990	.048
Black	.000	.024	.207	.836
Hispanic	.001	.054	.422	.674
Asian	.003	-.070	-.695	.488

At the beginning of kindergarten, Model 7 accounted for almost 24% of the variance associated with parents' ratings of the children's social skills, with dual parent status having contributed nothing. Of the three ethnicity variables, the unique contributions of the black and Asian variables each were practically nothing, while the Hispanic variable contributed approximately 7%. The amount of variance that Model 7 accounted for at the end of kindergarten dropped slightly to about 23%. At this time, the unique contribution of dual parent status increased to about 3%. The black and Asian ethnicity variables each continued to contribute practically nothing, while the unique contribution of the Hispanic variable was about 5%.

The amount of variance associated with parents' ratings of children's social skills accounted for by Model 7 continued to decrease at the end of first grade to about 17%. The unique contribution of dual parent status at this time was slightly more than 1%. The unique contributions for all three ethnicity variables were practically nothing, with the black ethnicity variable having contributed the most (1%). At the end of second grade, Model 6 accounted for only 4% of the variance associated with parents' ratings of the children's social skills. The unique contribution of dual parent status increased slightly to a little more than 2%. At the end of second grade, the three ethnicity variables contributed virtually nothing to the model.

Model 8

Model 8 Hypothesis: Ethnicity (black, Hispanic, Asian), adequate income, and available time account significantly ($p=.05$) for the variance associated with the summed factor scores of parents' ratings of the children's social skills.

The three ethnicity variables (i.e., black, Hispanic, and Asian) and the two factors identified as family resources (i.e., adequate income and available time) were used as predictors in Model 8. The summed factor scores for parent ratings of the children's social skills were used as the dependent variable. Recall data about family resources were collected from parents only at the beginning of kindergarten. This model was first run with all predictors to determine their combined contribution in explaining the variance associated with the summed factor scores for

parents' ratings of the children's social skills. A series of regressions were then run, with and without each predictor, to determine their unique contributions. Table 4-16 presents the regression results for Model 8.

Table 4-16. Model 8				
Predictors: Adequate Income, Available Time, Black, Hispanic, Asian				
Dependent Variable: Summed Factor Scores for Parents' Ratings of Children's Social Skills				
Time Point: Beginning of Kindergarten				
Time Point	R ² Change	Stand. Beta	t	Sig.
Beginning of Kindergarten (N=241)				
Model 8	.353	-	-	.000
Adequate Income and Available Time	.116	-	-	-
Adequate Income	.039	-.250	-3.507	.001
Available Time	.089	.310	5.340	.000
Black	.002	.075	.816	.416
Hispanic	.023	.276	2.673	.008
Asian	.015	-.177	-2.138	.034

Model 8 accounted for approximately 35% of the variance associated with the summed factor scores for parents' ratings of the children's social skills. Recall that parents' ratings of the children's social skills at the beginning of kindergarten were measured as (1) behaving appropriately and (2) being friendly and outgoing. The combined contribution of adequate income and available time was almost 12%; the unique contributions of these two variables were 4% and 9%, respectively. The black ethnicity variables contributed practically nothing to Model 8, while the Asian variable contributed 1½% and the Hispanic variable contributed slightly more than 2%.

Model 9

Model 9 Hypothesis: Ethnicity (black, Hispanic, Asian) and adequate income account significantly ($p=.05$) for the variance associated with the summed factor scores of parents' ratings of the children's social skills.

Model 9 included the three ethnicity variables (i.e., black, Hispanic, and Asian) and one of the family resource variables (i.e., adequate income) as predictors, and the summed factor scores for parent ratings of the children's social skills as the dependent variable. This model was first run with all predictors to determine their combined contribution in explaining the variance associated with the summed factor scores for parents' ratings of the children's social skills. A series of regressions were then run, with and without each predictor, to determine their unique contributions. Table 4-17 presents the regression results for Model 9.

Table 4-17. Model 9 Predictors: Adequate Income, Black, Hispanic, Asian Dependent Variable: Summed Factor Scores for Parents' Ratings of Children's Social Skills Time Point: Beginning of Kindergarten				
Time Point	R ² Change	Stand. Beta	t	Sig.
Beginning of Kindergarten (N=241)				
Model 9	.264	-	-	.000
Adequate Income	.027	-.245	-3.227	.001
Black	.001	.054	.554	.581
Hispanic	.035	.343	3.142	.002
Asian	.018	-.196	-2.231	.027

Model 9 accounted for slightly more than 26% of the variance associated with the summed factor scores for parents' ratings of the children's social skills. Of this variance, the unique contribution of adequate income was almost 3%. The black ethnicity variable contributed virtually nothing, the Asian variable contributed almost 2%, and the Hispanic variable contributed 3½%.

Model 10

Model 10 Hypothesis: Ethnicity (black, Hispanic, Asian) and available time account significantly ($p=.05$) for the variance associated with the summed factor scores of parents' ratings of the children's social skills.

Model 10 included the three ethnicity variables (i.e., black, Hispanic, and Asian) and the other family resource variable (i.e., available time) as predictors, and the summed factor scores for parent ratings of the children's social skills as the dependent variable. This model was first run with all predictors to determine their combined contribution in explaining the variance associated with the summed factor scores for parents' ratings of the children's social skills. A series of regressions were then run, with and without each predictor, to determine their unique contributions. Table 4-18 presents the regression results for Model 10.

Table 4-18. Model 10 Predictors: Available Time, Black, Hispanic, Asian Dependent Variable: Summed Factor Scores for Parents' Ratings of Children's Social Skills Time Point: Beginning of Kindergarten				
Time Point	R ² Change	Stand. Beta	t	Sig.
Beginning of Kindergarten (N=241)				
Model 10	.314	-	-	.000
Available Time	.077	.307	5.154	.000
Black	.004	.106	1.130	.260
Hispanic	.056	.409	4.137	.000
Asian	.003	-.086	-1.066	.288

The variance associated with the summed factor scores for parents' ratings of the children's social skills accounted for by Model 10 was approximately 31%. The unique contribution of available time was almost 8%. The black and Asian ethnicity variables each contributed practically nothing, while the Hispanic variable contributed almost 6%.

Model 11

Model 11 Hypothesis: Ethnicity (black, Hispanic, Asian), routine with immediate family, working parents routine, and routine with extended family account significantly ($p=.05$) for the variance associated with the summed factor scores of parents' ratings of the children's social skills.

The predictors used in Model 11 included the three ethnicity variables (i.e., black, Hispanic, and Asian) and three family routine variables (i.e., immediate family, working parents, and extended family) as predictors. Recall data about the family's routines were collected only at the beginning of kindergarten. The dependent variable for this model was the summed factor scores for parent ratings of the children's social skills. This model was first run with all predictors to determine their combined contribution in explaining the variance associated with the summed factor scores for parents' ratings of the children's social skills. A series of regressions were then run, with and without each predictor, to determine their unique contributions. Table 4-19 presents the regression results for Model 11.

Table 4-19. Model 11 Predictors: Routine with Immediate Family, Working Parents Routine, Routine with Extended Family, Black, Hispanic, Asian Dependent Variable: Summed Factor Scores for Parents' Ratings of Children's Social Skills Time Point: Beginning of Kindergarten				
Time Point	R ² Change	Stand. Beta	t	Sig.
Beginning of Kindergarten (N=241)				
Model 11	.367	-	-	.000
Routine with Immediate Family, Working Parents Routine, and Routine with Extended Family	.130	-	-	-
Routine with Immediate Family	.111	-.349	-5.903	.000
Working Parents Routine	.003	-.073	-1.066	.288
Routine with Extended Family	.018	.170	2.372	.019
Black	.004	.112	1.196	.233
Hispanic	.027	.324	2.949	.004
Asian	.004	-.096	-1.103	.271

Model 11 accounted for almost 37% of the variance associated with the summed factor scores for parents' ratings of the children's social skills. The combined contribution of the variables for routines with immediate family, working parents, and extended family was 13%. Of those three variables, the variable for routine with immediate family contributed about 11%, while the unique contribution of the variable for working parents routine was practically nothing and the variable for routine with extended family was about 2%.

Model 12

Model 12 Hypothesis: Ethnicity (black, Hispanic, Asian) and routine with immediate family account significantly ($p=.05$) for the variance associated with the summed factor scores of parents' ratings of the children's social skills.

The dependent variable for Model 12 was the summed factor scores for parent ratings of the children's social skills, and the predictors included the three ethnicity variables (i.e., black, Hispanic, and Asian) and the variable routine with immediate family. This model was first run with all predictors to determine their combined contribution in explaining the variance associated with the summed factor scores for parents' ratings of the children's social skills. A series of regressions were then run, with and without each predictor, to determine their unique contributions. Table 4-20 presents the regression results for Model 12.

Table 4-20. Model 12 Predictors: Routine with Immediate Family, Black, Hispanic, Asian Dependent Variable: Summed Factor Scores for Parents' Ratings of Children's Social Skills Time Point: Beginning of Kindergarten				
Time Point	R ² Change	Stand. Beta	t	Sig.
Beginning of Kindergarten (N=241)				
Model 12	.347	-	-	.000
Routine with Immediate Family	.110	-.340	-5.714	.000
Black	.004	.105	1.115	.266
Hispanic	.068	.450	4.584	.000
Asian	.000	-.028	-.338	.736

Model 12 accounted for approximately 35% of the variance associated with the summed factor scores for parents' ratings of the children's social skills. Of this variance, the unique contribution for the routine with immediate family was 11%. The black and Asian ethnicity variables each contributed virtually nothing to the model, while the unique contribution of the Hispanic variable was almost 7%.

Model 13

Model 13 Hypothesis: Ethnicity (black, Hispanic, Asian) and routine with extended family account significantly ($p=.05$) for the variance associated with the summed factor scores of parents' ratings of the children's social skills.

The regression results for Model 13 are presented in Table 4-21. The summed factor scores for parents' ratings of the children's social skills were used as the dependent variable for Model 12, and the three ethnicity variables (i.e., black, Hispanic, and Asian) and routine with extended family were included as predictors. This model was first run with all predictors to determine their combined contribution in explaining the variance associated with the summed factor scores for parents' ratings of the children's social skills. A series of regressions were then run, with and without each predictor, to determine their unique contributions.

Table 4-21. Model 13 Predictors: Routine with Extended Family, Black, Hispanic, Asian Dependent Variable: Summed Factor Scores for Parents' Ratings of Children's Social Skills Time Point: Beginning of Kindergarten				
Time Point	R ² Change	Stand. Beta	t	Sig.
Beginning of Kindergarten (N=241)				
Model 13	.255	-	-	.000
Routine with Extended Family	.019	.148	1.928	.055
Black	.003	.091	.904	.367
Hispanic	.045	.401	3.496	.001
Asian	.011	-.159	-1.716	.088

Model 13 accounted for approximately 25% of the variance associated with the summed factor scores for parents' ratings of the children's social skills. The unique contribution of the routine with extended family variable was almost 2%. Although statistically significant, the unique contribution of the Hispanic ethnicity variable was only 4½%. The remaining two ethnicity variables each had unique contributions of 1% or less.

Model 14

Model 14 Hypothesis: Ethnicity (black, Hispanic, Asian), encouraging and respectful parenting style, domineering parenting style, and disinterested parenting style account significantly ($p=.05$) for the variance associated with the summed factor scores of parents' ratings of the children's social skills.

Three parenting styles (i.e., encouraging and respectful, domineering, and disinterested), and the black, Hispanic, and Asian ethnicity variables were included in Model 14 as predictors. Recall data about parenting styles were collected at the end of kindergarten and at the end of first grade. The summed factor scores for parents' ratings of the children's social skills were used as the dependent variable. This model was first run with all predictors to determine their combined contribution in explaining the variance associated with the summed factor scores for parents' ratings of the children's social skills. A series of regressions were then run, with and without each predictor, to determine their unique contributions. Table 4-22 presents the regression results for Model 14.

Table 4-22. Model 14 Predictors: Encouraging/Respectful, Domineering, Disinterested, Black, Hispanic, Asian Dependent Variable: Summed Factor Scores for Parents' Ratings of Children's Social Skills Time Points: End of Kindergarten, End of First Grade				
Time Points	R ² Change	Stand. Beta	t	Sig.
End of Kindergarten (N=227)				
Model 14	.484	-	-	.000
Encouraging/Respectful, Domineering, and Disinterested	.286	-	-	-
Encouraging/Respectful	.163	.411	7.512	.000
Domineering	.026	.203	3.010	.003
Disinterested	.099	-.322	-5.840	.000
Black	.000	-.007	-.080	.936
Hispanic	.029	.315	3.170	.002
Asian	.000	.005	.065	.948
End of First Grade (N=212)				
Model 14	.244	-	-	.000
Encouraging/Respectful, Domineering, and Disinterested	.085	-	-	-
Encouraging/Respectful	.097	.323	4.725	.000
Domineering	.004	.069	.912	.363
Disinterested	.000	-.003	-.043	.966
Black	.009	.149	1.379	.170
Hispanic	.076	.348	2.854	.005
Asian	.000	.021	.210	.834

At the end of kindergarten, Model 14 accounted for almost half (48%) of the variance associated with the summed factor scores for parent's ratings of the children's social skills. Recall that parents' ratings of the children's social skills, at the end of kindergarten, were measured as behaving appropriately, (2) being friendly and outgoing, and (3) being helpful. The combined contribution of the three parenting styles was almost 29%. The unique contributions of the encouraging and respectful, domineering, and disinterested parenting styles were 16%, 3%, and 10%, respectively. The black and Asian ethnicity variables each had unique contributions of practically zero, while the unique contribution of the Hispanic variable was about 3%.

Model 14 accounted for only about 24% of the variance associated with the summed factor scores for parents' ratings of the children's social skills at the end of the first grade. Recall that, at this time, parents' ratings of the children's social skills were measured as (1) behaving appropriately and (2) being friendly and outgoing. Compared to the almost 29% at the end of kindergarten, the combined contributions of the three parenting styles at the end of first

grade was only about 9%. The unique contribution of the encouraging and respectful parenting style was almost 10%, while the contributions of the other two parenting styles each were practically zero. The unique contribution of the black ethnicity variable was almost 1%, the contribution of the Asian variable was zero, and the contribution of the Hispanic variable was about 8%.

Model 15

Model 15 Hypothesis: Ethnicity (black, Hispanic, Asian) and encouraging and respectful parenting style account significantly ($p=.05$) for the variance associated with the summed factor scores of parents’ ratings of the children’s social skills.

Model 15 included the ethnicity variables (i.e., black, Hispanic, and Asian) and the encouraging and respectful parenting style as predictors. This model used the summed factor scores for parents’ ratings of the children’s social skills as the dependent variable. This model was first run with all predictors to determine their combined contribution in explaining the variance associated with the summed factor scores for parents’ ratings of the children’s social skills. A series of regressions were then run, with and without each predictor, to determine their unique contributions. Table 4-23 presents the regression results for Model 15.

Table 4-23. Model 15 Predictors: Encouraging/Respectful, Black, Hispanic, Asian Dependent Variable: Summed Factor Scores for Parents’ Ratings of Children’s Social Skills Time Points: End of Kindergarten, End of First Grade				
Time Points	R ² Change	Stand. Beta	t	Sig.
End of Kindergarten (N=227)				
Model 15	.357	-	-	.000
Encouraging/Respectful	.159	.404	6.668	.000
Black	.001	-.056	-.589	.556
Hispanic	.048	.368	3.697	.000
Asian	.000	.016	.207	.836
End of First Grade (N=212)				
Model 15	.240	-	-	.000
Encouraging/Respectful	.081	.318	4.686	.000
Black	.012	.171	1.660	.099
Hispanic	.055	.395	3.578	.000
Asian	.001	.054	.577	.565

At the end of kindergarten, Model 15 accounted for almost 36% of the variance associated with the summed factor scores for parents’ ratings of the children’s social skills. Of that variance, the encouraging and respectful parenting style uniquely contributed about 16%. The unique contributions of the ethnicity variables were virtually zero for the black and Asian variables, and about 5% for the Hispanic variable.

By the end of first grade, the amount of variance associated with the summed factor scores for parents' ratings of the children's social skills accounted for by Model 15 dropped to 24%. The unique contribution of the encouraging and respectful parenting style also decreased to about 8%. For the ethnicity variables, the unique contribution of the Asian variable remained at zero; the contribution of the black variable was about 1%; and the contribution of the Hispanic variable was 5½%.

Model 16

Model 16 Hypothesis: Ethnicity (black, Hispanic, Asian) and domineering parenting style account significantly (p=.05) for the variance associated with the summed factor scores of parents' ratings of the children's social skills.

Model 16 included the ethnicity variables (i.e., black, Hispanic, and Asian) and the domineering parenting style as predictors. This model used the summed factor scores for parents' ratings of the children's social skills as the dependent variable. This model was first run with all predictors to determine their combined contribution in explaining the variance associated with the summed factor scores for parents' ratings of the children's social skills. A series of regressions were then run, with and without each predictor, to determine their unique contributions. Table 4-24 presents the regression results for Model 16.

Table 4-24. Model 16 Predictors: Domineering, Black, Hispanic, Asian Dependent Variable: Summed Factor Scores for Parents' Ratings of Children's Social Skills Time Points: End of Kindergarten, End of First Grade				
Time Points	R ² Change	Stand. Beta	t	Sig.
End of Kindergarten (N=227)				
Model 16	.226	-	-	.000
Domineering	.028	.203	2.471	.014
Black	.000	.023	.228	.820
Hispanic	.038	.351	2.965	.003
Asian	.002	-.052	-.555	.579
End of First Grade (N=212)				
Model 16	.147	-	-	.000
Domineering	.012	.043	.534	.594
Black	.011	.164	1.459	.146
Hispanic	.057	.435	3.420	.001
Asian	.000	.008	.079	.937

At the end of kindergarten, Model 16 accounted for about 23% of the variance associated with the summed factor scores for parents' ratings of the children's social skills. The unique contribution of the domineering parenting style was about 3%. For the ethnicity variables, the unique contributions of the black and Asian variables each were virtually zero, while the Hispanic variable contributed about 4%.

Model 16 accounted for almost 15% of the variance associated with the summed factor scores for parents' ratings of the children's social skills at the end of first grade. The unique contribution of the domineering parenting style was only about 1%. The black ethnicity variable had a unique contribution of about 1%, the Asian variable continued to contribute nothing, and the Hispanic variable uniquely contributed about 6%.

Model 17

Model 17 Hypothesis: Ethnicity (black, Hispanic, Asian) and disinterested parenting style account significantly ($p=.05$) for the variance associated with the summed factor scores of parents' ratings of the children's social skills.

Model 17 included the ethnicity variables (i.e., black, Hispanic, and Asian) and the disinterested parenting style as predictors. This model used the summed factor scores for parents' ratings of the children's social skills as the dependent variable. This model was first run with all predictors to determine their combined contribution in explaining the variance associated with the summed factor scores for parents' ratings of the children's social skills. A series of regressions were then run, with and without each predictor, to determine their unique contributions. Table 4-25 presents the regression results for Model 17.

Table 4-25. Model 17				
Predictors: Disinterested, Black, Hispanic, Asian				
Dependent Variable: Summed Factor Scores for Parents' Ratings of Children's Social Skills				
Time Points: End of Kindergarten, End of First Grade				
Time Points	R² Change	Stand. Beta	t	Sig.
End of Kindergarten (N=227)				
Model 17	.297	-	-	.000
Disinterested	.099	-.320	-5.002	.000
Black	.005	.111	1.126	.262
Hispanic	.105	.539	5.198	.000
Asian	.009	.122	1.465	.145

Table 4-25. Model 17 Predictors: Disinterested, Black, Hispanic, Asian Dependent Variable: Summed Factor Scores for Parents' Ratings of Children's Social Skills Time Points: End of Kindergarten, End of First Grade				
Time Points	R ² Change	Stand. Beta	t	Sig.
End of First Grade (N=212)				
Model 17	.145	-	-	.000
Disinterested	.014	.004	.052	.959
Black	.012	.179	1.609	.110
Hispanic	.077	.464	3.985	.000
Asian	.000	.029	.290	.772

Model 17, at the end of kindergarten, accounted for approximately 30% of the variance associated with the summed factor scores for parents' ratings of the children's social skills. The unique contribution of the disinterested parenting style was almost 10%. At this time, the unique contributions of the ethnicity variables were about 1% for the Asian variable, 10½% for the Hispanic variable, and virtually nothing for the black variable. At the end of first grade, Model 17 accounted for only about 15% variance associated with the summed scores of parents' ratings of the children's social skills – half of the variance that it accounted for at the end of kindergarten. The unique contribution of the disinterested parenting style dropped at this time to slightly more than 1%. The unique contribution of the Asian ethnicity variable was zero, the contribution of the black variable was about 1%, and the contribution of the Hispanic variable was almost 8%.

Model 18

Model 18 Hypothesis: Ethnicity (black, Hispanic, Asian) and parents' attitudes about a cohesive neighborhood, concerned neighbors, and an undesirable neighborhood account significantly ($p=.05$) for the variance associated with the summed factor scores of parents' ratings of the children's social skills.

Table 4-26 shows the regression results for Model 18. This model used the summed factor scores for the parents' ratings of the children's social skills as the dependent variable, and three attitudes that parents had about their neighborhood (i.e., cohesive neighborhood, concerned neighbors, and undesirable neighborhood) and the three ethnicity variables (i.e., black, Hispanic, and Asian) as predictors. Recall that data concerning parents' attitudes about their neighborhood were collected at the end of kindergarten and at the end of first grade. This model was first run with all predictors to determine their combined contribution towards the summed factor scores for parents' ratings of the children's social skills. A series of regressions were then run, with and without each predictor, to determine their unique contributions.

Table 4-26. Model 18				
Predictors: Cohesive Neighborhood, Concerned Neighbors, Undesirable Neighborhood, Black, Hispanic, Asian				
Dependent Variable: Summed Factor Scores for Parents' Ratings of Children's Social Skills				
Time Points: End of Kindergarten, End of First Grade				
Time Points	R ² Change	Stand. Beta	t	Sig.
End of Kindergarten (N=230)				
Model 18	.388	-	-	.000
Cohesive Neighborhood, Concerned Neighbors, and Undesirable Neighborhood	.190	-	-	-
Cohesive Neighborhood	.031	-.186	-3.047	.003
Concerned Neighbors	.119	-.387	-5.949	.000
Undesirable Neighborhood	.062	.255	4.298	.000
Black	.004	.098	1.072	.285
Hispanic	.029	.295	2.914	.004
Asian	.000	.008	.106	.916
End of First Grade (N=212)				
Model 18	.383	-	-	.000
Cohesive Neighborhood, Concerned Neighbors, and Undesirable Neighborhood	.224	-	-	-
Cohesive Neighborhood	.036	-.193	-3.229	.001
Concerned Neighbors	.053	-.259	-3.917	.000
Undesirable Neighborhood	.166	.416	6.925	.000
Black	.014	.190	2.018	.045
Hispanic	.033	.322	3.091	.002
Asian	.000	.025	.289	.773

The variance associated with the summed factor scores for parents' ratings of the children's social skills accounted for by Model 18 at both time points was approximately 38%. Recall that parents' ratings of the children's social skills at the end of kindergarten were measured as (1) behaving appropriately, (2) being friendly and outgoing, and (3) being helpful. At the end of first grade, social skills were measured as (1) behaving appropriately and (2) being friendly and outgoing. The combined unique contribution of the three parental attitudes was 19% at the end of kindergarten and increased slightly at the end of first grade to approximately 22%. Of the three parental attitudes, the unique contribution of their attitude about a cohesive neighborhood was about the same each year (3%). However, while the unique contribution of the parents' attitudes about concerned neighbors was about 12% at the end of kindergarten, it was only about 5% at the end of first grade. The unique contribution of the parents' attitude about an undesirable neighborhood also changed between the two time points, but in the opposite direction as that of the parents' attitude about concerned neighbors. The unique contribution of the parents' attitude about an undesirable neighborhood was about 6% at the end of kindergarten and increased to more than 16% at the end of first grade.

Model 19

Model 19 Hypothesis: Ethnicity (black, Hispanic, Asian) and parents’ attitudes about a cohesive neighborhood account significantly ($p=.05$) for the variance associated with the summed factor scores of parents’ ratings of the children’s social skills.

Model 19 examined the unique contributions of parents’ attitudes about a cohesive neighborhood and ethnicity (i.e., black, Hispanic, and Asian) as predictors of the summed factor scores for parents’ ratings of the children’s social skills (i.e., dependent variable). This model was first run with all predictors to determine their combined contribution in explaining the variance associated with the summed factor scores for parents’ ratings of the children’s social skills. A series of regressions were then run, with and without each predictor, to determine their unique contributions. The regression results for Model 19 are presented in Table 4-27.

Table 4-27. Model 19				
Predictors: Cohesive Neighborhood, Black, Hispanic, Asian				
Dependent Variable: Summed Factor Scores for Parents’ Ratings of Children’s Social Skills				
Time Points: End of Kindergarten, End of First Grade				
Time Points	R ² Change	Stand. Beta	t	Sig.
End of Kindergarten (N=230)				
Model 19	.211	-	-	.000
Cohesive Neighborhood	.013	-.124	-1.842	.067
Black	.001	.063	.608	.544
Hispanic	.069	.439	4.009	.000
Asian	.000	.014	.156	.876
End of First Grade (N=212)				
Model 19	.179	-	-	.000
Cohesive Neighborhood	.020	-.159	-2.340	.020
Black	.010	.160	1.480	.141
Hispanic	.072	.455	3.995	.000
Asian	.000	.004	.040	.968

At the end of kindergarten and at the end of first grade, Model 19 accounted for about 21% and almost 18%, respectively, of the variance associated with the summed factor scores for parents’ ratings of the children’s social skills. At both time points, the unique contribution of parents’ attitude about a cohesive neighborhood was very small (i.e., 1% at the end of kindergarten and 2% at the end of first grade). The unique contributions of the black and Asian ethnicity variables at both time points each were practically zero, while the unique contribution of the Hispanic variable at both time points was about 7%.

Model 20

Model 20 Hypothesis: Ethnicity (black, Hispanic, Asian) and parents’ attitudes about concerned neighbors account significantly ($p=.05$) for the variance associated with the summed factor scores of parents’ ratings of the children’s social skills.

The summed factor scores for parents’ ratings of the children’s social skills were used as the dependent variable for Model 20, and the ethnicity variables (i.e., black, Hispanic, and Asian) and parents’ attitude about concerned neighbors were included as predictors. This model was first run with all predictors to determine their combined contribution in explaining the variance associated with the summed factor scores for parents’ ratings of the children’s social skills. A series of regressions were then run, with and without each predictor, to determine their unique contributions. The regression results for Model 20 are presented in Table 4-28.

Table 4-28. Model 20				
Predictors: Concerned Neighbors, Black, Hispanic, Asian				
Dependent Variable: Summed Factor Scores for Parents’ Ratings of Children’s Social Skills				
Time Points: End of Kindergarten, End of First Grade				
Time Points	R ² Change	Stand. Beta	t	Sig.
End of Kindergarten (N=230)				
Model 20	.292	-	-	.000
Concerned Neighbors	.094	-.341	-4.986	.000
Black	.001	.062	.634	.527
Hispanic	.036	.326	3.063	.003
Asian	.000	-.022	-.262	.794
End of First Grade (N=212)				
Model 20	.186	-	-	.000
Concerned Neighbors	.027	-.199	-2.664	.008
Black	.010	.165	1.533	.127
Hispanic	.047	.381	3.222	.002
Asian	.000	-.005	-.054	.957

At the end of kindergarten, Model 20 accounted for slightly more than 29% of the variance associated with the summed factor scores for parents’ ratings of the children’s social skills. Of this variance, the unique contribution of the concerned neighbors variable was approximately 9%. The black and Asian ethnicity variables each had unique contributions of practically zero, while the Hispanic variable had a unique contribution of about 4%.

Model 20, at the end of first grade, accounted for about 19% of the variance associated with the summed factor scores for parents’ ratings of the children’s social skills. The unique contribution of the concerned variable at the end of first grade dropped to below 3%. The unique contributions of the ethnicity variables remained about the same at practically zero for the black and Asian variables and about 4% for the Hispanic variable.

Model 21

Model 21 Hypothesis: Ethnicity (black, Hispanic, Asian) and parents’ attitudes about an undesirable neighborhood account significantly ($p=.05$) for the variance associated with the summed factor scores of parents’ ratings of the children’s social skills.

Table 4-29 shows the regression results for Model 21. This model used the summed factor scores for the parents’ ratings of the children’s social skills as the dependent variable, and parents’ attitudes about an undesirable neighborhood and the three ethnicity variables (i.e., black, Hispanic, and Asian) as predictors. This model was first run with all predictors to determine their combined contribution in explaining the variance associated with the summed factor scores for parents’ ratings of the children’s social skills. A series of regressions were then run, with and without each predictor, to determine their unique contributions.

Table 4-29. Model 21 Predictors: Undesirable Neighborhood, Black, Hispanic, Asian Dependent Variable: Summed Factor Scores for Parents’ Ratings of Children’s Social Skills Time Points: End of Kindergarten, End of First Grade				
Time Points	R ² Change	Stand. Beta	t	Sig.
End of Kindergarten (N=230)				
Model 21	.256	-	-	.000
Undesirable Neighborhood	.058	.250	3.836	.000
Black	.003	.086	.850	.397
Hispanic	.087	.491	4.651	.000
Asian	.000	.078	.915	.361
End of First Grade (N=212)				
Model 21	.302	-	-	.000
Undesirable Neighborhood	.143	-.393	6.202	.000
Black	.014	.191	1.918	.057
Hispanic	.076	.467	4.460	.000
Asian	.004	.094	1.058	.292

At the end of kindergarten, Model 21 accounted for almost 26% of the variance associated with the summed factor scores for parents’ ratings of the children’s social skills. The unique contribution of the undesirable neighborhood variable was almost 6%. The black and Asian ethnicity variables each contributed virtually nothing to the model, while the Hispanic variable had a unique contribution of almost 9%.

In addition to Model 5, this was the only other model that the variance associated with the summed factor scores for parents’ ratings of the children’s social skills increased over time – at the end of first grade, the variance accounted for by Model 21 increased to 30%. Much of the increase came from the undesirable neighborhood – it’s unique contribution increased at this

time to slightly more than 14%. The unique contributions for each of the three ethnicity variables remained practically unchanged from their contributions at the end of kindergarten.

Model 22

Model 22 Hypothesis: Ethnicity (black, Hispanic, Asian) and parents’ attitudes about a good school, an effective school administration, good teachers, a well-maintained school, and well-behaved students account significantly ($p=.05$) for the variance associated with the summed factor scores of parents’ ratings of the children’s social skills.

Model 22 used parental attitudes about the school and the three ethnicity variables (i.e., black, Hispanic, and Asian) as predictors, and the summed factor scores for the parents’ ratings of the children’s social skills as the dependent variable. This model was first run with all predictors to determine their combined contribution in explaining the variance associated with the summed factor scores for parents’ ratings of the children’s social skills. A series of regressions were then run, with and without each predictor, to determine their unique contributions. Table 4-30 shows the regression results for Model 22.

Table 4-30. Model 22				
Predictors: Good School, Effective Administration, Good Teachers, Well-Maintained School, Well-Behaved Students, Black, Hispanic, Asian				
Dependent Variable: Summed Factor Scores for Parents’ Ratings of Children’s Social Skills				
Time Points: End of Kindergarten, End of First Grade, End of Second Grade				
Time Points	R ² Change	Stand. Beta	t	Sig.
End of Kindergarten (N=227)				
Model 22	.357	-	-	.000
Good School and Effective Administration	.159	-	-	-
Good School	.156	.408	6.596	.000
Effective Administration	.028	.176	2.801	.006
Black	.001	.026	.271	.787
Hispanic	.028	.288	2.772	.006
Asian	.001	.022	.281	.779

Table 4-30. Model 22				
Predictors: Good School, Effective Administration, Good Teachers, Well-Maintained School, Well-Behaved Students, Black, Hispanic, Asian				
Dependent Variable: Summed Factor Scores for Parents' Ratings of Children's Social Skills				
Time Points: End of Kindergarten, End of First Grade, End of Second Grade				
Time Points	R ² Change	Stand. Beta	t	Sig.
End of First Grade (N=212)				
Model 22	.258	-	-	.000
Good Teachers, Well-Maintained School and Well-Behaved Students	.099	-	-	-
Good Teachers	.074	.281	4.211	.000
Well-Maintained School	.005	.072	1.109	.269
Well-Behaved Students	.026	.162	2.498	.013
Black	.011	.167	1.609	.109
Hispanic	.054	.395	3.595	.000
Asian	.000	-.008	-.086	.931
End of Second Grade (N=198)				
Model 22	.070	-	-	.026
Good School/Teachers and Well-Behaved Students	.052	-	-	-
Good School/Teachers	.039	.205	2.717	.007
Well-Behaved Students	.010	-.103	-1.380	.169
Black	.000	.009	.077	.939
Hispanic	.004	.110	.889	.375
Asian	.000	.005	.050	.960

At the end of kindergarten, Model 22 accounted for approximately 36% of the variance associated with the summed factor scores for parents' ratings of the children's social skills. The combined unique contribution of parents' attitudes about a good school and an effective administration was 16%. Of these, the parents' attitudes about a good school had a greater influence – the unique contribution of parents' attitudes about a good school was about 15½%, while the unique contribution of parents' attitudes about an effective administration was slightly less than 3%. The Hispanic ethnicity variable also had a unique contribution of slightly less than 3%, and the unique contributions of the black and Asian variables each were virtually zero.

Model 22 accounted for approximately 26% of the variance associated with the summed factor scores for parents' ratings of the children's social skills at the end of first grade. The combined unique contribution of the parents' attitudes about good teachers, a well-maintained school, and well-behaved students was about 10%. The unique contribution of parents' attitudes about a well-maintained school was practically zero, parents' attitudes about well-behaved students was almost 3%, and parents' attitudes about good teachers was slightly more than 7%. As was the case at the end of kindergarten, the black and Asian ethnicity variables at the end of

first grade each had unique contributions of practically zero. The unique contribution of the Hispanic variable increased slightly at this time to about 5½%.

At the end of second grade, Model 22 accounted for only 7% of the variance associated with the summed factor scores for parents' ratings of the children's social skills. The combined unique contribution of parents' attitudes about a good school and teachers and well-behaved students was approximately 5%. The unique contribution of parents' attitudes about a good school and teachers was 4% and the unique contribution of parents' attitudes about well-behaved students was only 1%. At this time, the three ethnicity variables each had unique contributions of virtually zero.

Model 23

Model 23 Hypothesis: Ethnicity (black, Hispanic, Asian) and parents' attitudes about a good school account significantly ($p=.05$) for the variance associated with the summed factor scores of parents' ratings of the children's social skills.

Table 4-31 shows the regression results for Model 23. This model included as predictors parents' attitudes about a good school and the three ethnicity variables (i.e., black, Hispanic, and Asian). The summed factor scores for the parents' ratings of the children's social skills were used as the dependent variable. Recall, at the end of kindergarten, parents' ratings of the children's social skills were measured as (1) behaving appropriately, (2) being friendly and outgoing, and (3) being helpful. At the end of the first and second grades, social skills were measured as (1) behaving appropriately and (2) being friendly and outgoing. This model was first run with all predictors to determine their combined contribution in explaining the variance associated with the summed factor scores for parents' ratings of the children's social skills. A series of regressions were then run, with and without each predictor, to determine their unique contributions.

Table 4-31. Model 23				
Predictors: Good School, Black, Hispanic, Asian				
Dependent Variable: Summed Scores for Parents' Ratings of Children's Social Skills				
Time Points: End of Kindergarten, End of First Grade, End of Second Grade				
Time Points	R ² Change	Stand. Beta	t	Sig.
End of Kindergarten (N=227)				
Model 23	.329	-	-	.000
Good School	.131	.404	6.414	.000
Black	.003	.083	.862	.390
Hispanic	.052	.375	3.722	.000
Asian	.003	.061	.761	.448
End of First Grade (N=212)				
Model 23	.227	-	-	.000
Good Teachers	.068	.275	4.062	.000
Black	.013	.183	1.748	.082
Hispanic	.061	.417	3.760	.000
Asian	.000	-.010	-.109	.913
End of Second Grade (N=198)				
Model 23	.060	-	-	.028
Good School/Teachers	.042	.211	2.791	.006
Black	.000	.005	.048	.962
Hispanic	.003	.084	.686	.494
Asian	.000	-.010	-.104	.917

Model 23, at the end of kindergarten, accounted for almost 33% of the variance associated with the summed factor scores for parents' ratings of the children's social skills. This variance dropped to slightly less than 23% by the end of first grade and, by the end of second grade, it had decreased to only 6%. Parents' attitudes about a good school had, at the end of kindergarten, a unique contribution of about 13%. At the end of first grade, the unique contribution of parents' attitudes about good teachers was about 7%. The unique contribution of parents' attitudes about a good school and teachers, at the end of second grade, was 6%. At all three time points, the unique contribution of the black and Asian ethnicity variables each was virtually zero. However, the Hispanic variable had a unique contribution of 5% at the end of kindergarten, and a unique contribution of 6% at the end of the first grade. By the end of second grade, similar to the other two ethnicity variables, the Hispanic variable also had a unique contribution of zero.

Model 24

Model 24 Hypothesis: Ethnicity (black, Hispanic, Asian) and parents' attitudes about an effective school administration account significantly ($p=.05$) for the variance associated with the summed factor scores of parents' ratings of the children's social skills.

The summed factor scores for parents' ratings of the children's social skills were used as the dependent variable for Model 24, and the ethnicity variables (i.e., black, Hispanic, and Asian) and parents' attitude about an effective school administration were included as predictors. This model was first run with all predictors to determine their combined contribution in explaining the variance associated with the summed factor scores for parents' ratings of the children's social skills. A series of regressions were then run, with and without each predictor, to determine their unique contributions. The regression results for Model 24 are presented in Table 4-32.

Table 4-32. Model 24				
Predictors: Effective Administration, Black, Hispanic, Asian				
Dependent Variable: Summed Factor Scores for Parents' Ratings of Children's Social Skills				
Time Point: End of Kindergarten				
Time Point	R ² Change	Stand. Beta	t	Sig.
End of Kindergarten (N=227)				
Model 24	.201	-	-	.000
Effective Administration	.003	.166	2.386	.018
Black	.000	.006	.052	.959
Hispanic	.046	.369	3.226	.001
Asian	.000	-.002	-.024	.981

Model 24 accounted for approximately 20% of the variance associated with the summed factor scores for parents' ratings of the children's social skills. The unique contributions for parents' attitudes about an effective administration, and for the black and Asian ethnicity variables each were zero. The Hispanic variable accounted for a very small amount of the variance – its unique contribution was about 4½%.

Model 25

Model 25 Hypothesis: Ethnicity (black, Hispanic, Asian) and parents' attitudes about a well-maintained school account significantly ($p=.05$) for the variance associated with the summed factor scores of parents' ratings of the children's social skills.

Model 25 used parental attitudes about a well-maintained school and the three ethnicity variables (i.e., black, Hispanic, and Asian) as predictors, and the summed factor scores for the parents' ratings of the children's social skills as the dependent variable. This model was first run with all predictors to determine their combined contribution in explaining the variance associated with the summed factor scores for parents' ratings of the children's social skills. A series of

regressions were then run, with and without each predictor, to determine their unique contributions. Table 4-33 shows the regression results for Model 25.

Table 4-33. Model 25 Predictors: Well-Maintained School, Black, Hispanic, Asian Dependent Variable: Summed Factor Scores for Parents' Ratings of Children's Social Skills Time Point: End of First Grade				
Time Point	R ² Change	Stand. Beta	t	Sig.
End of First Grade (N=212)				
Model 25	.160	-	-	.000
Well-Maintained School	.001	.062	.903	.368
Black	.010	.164	1.496	.136
Hispanic	.078	.469	4.078	.000
Asian	.001	.034	.349	.728

Of the total variance associated with the summed factor scores for parents' ratings of the children's social skills, Model 25 accounted for 16%. The only variable that had a significant unique contribution was the Hispanic ethnicity variable (8%). The other variables (i.e., parent attitudes about a well-maintained school, black, and Asian) included in the model each had unique contributions of 1% or less.

Model 26

Model 26 Hypothesis: Ethnicity (black, Hispanic, Asian) and parents' attitudes about well-behaved students account significantly ($p=.05$) for the variance associated with the summed factor scores of parents' ratings of the children's social skills.

Table 4-34 shows the regression results for Model 26. This model used the summed factor scores for the parents' ratings of the children's social skills as the dependent variable, and parents' attitudes about well-behaved students and the three ethnicity variables (i.e., black, Hispanic, and Asian) as predictors. This model was first run with all predictors to determine their combined contribution in explaining the variance associated with the summed factor scores for parents' ratings of the children's social skills. A series of regressions were then run, with and without each predictor, to determine their unique contributions.

Table 4-34. Model 26 Predictors: Well-Behaved Students, Black, Hispanic, Asian Dependent Variable: Summed Factor Scores for Parents' Ratings of Children's Social Skills Time Points: End of First Grade, End of Second Grade				
Time Points	R ² Change	Stand. Beta	t	Sig.
End of First Grade (N=212)				
Model 26	.180	-	-	.000
Well-Behaved Students	.021	.154	2.268	.025
Black	.009	.153	1.419	.158
Hispanic	.076	.463	4.079	.000
Asian	.001	.026	.278	.782
End of Second Grade (N=198)				
Model 26	.031	-	-	.244
Well-Behaved Students	.013	-.115	-1.507	.134
Black	.000	.005	.043	.966
Hispanic	.008	.149	1.182	.239
Asian	.001	-.018	-.175	.861

At the end of first grade, Model 26 accounted for 18% of the variance associated with the summed factor scores for parents' ratings of the children's social skills. By the end of second grade, Model 26 accounted for only 3% of this variance. At the end of first grade, although statistically significant, the unique contribution for parents' attitude about well-behaved students was only 2%. The black and Asian ethnicity variables each had unique contributions of practically zero, while the unique contribution of the Hispanic variable was almost 8%. At the end of second grade, none of the variables contributed significantly to the model.

Model 27

Model 27 Hypothesis: Ethnicity (black, Hispanic, Asian) and parents' attitudes about well-behaved students account significantly ($p=.05$) for the variance associated with the summed factor scores of parents' ratings of the children's problem behaviors.

Model 27 included parental attitudes about a good school and teachers, parental attitudes about well-behaved students, and the three ethnicity variables (i.e., black, Hispanic, and Asian) as predictors. The summed factor scores for the parents' ratings of the children's problem behaviors were used as the dependent variable. This model was first run with all predictors to determine their combined contribution in explaining the variance associated with the summed factor scores for parents' ratings of the children's problem behaviors. A series of regressions were then run, with and without each predictor, to determine their unique contributions. Table 4-35 shows the regression results for Model 27.

Table 4-35. Model 27 Predictors: Good School/Teachers, Well-Behaved Students, Black, Hispanic, Asian Dependent Variable: Summed Factor Scores for Parents' Ratings of Children's Problem Behaviors Time Point: End of Second Grade				
Time Point	R ² Change	Stand. Beta	t	Sig.
End of Second Grade (N=200)				
Model 27	.261	-	-	.000
Good School/Teachers and Well-Behaved Students	.126	-	-	-
Good School/Teachers	.039	-.202	-3.025	.003
Well-Behaved Students	.094	-.314	-4.718	.000
Black	.008	-.137	-1.342	.181
Hispanic	.053	-.392	-3.549	.000
Asian	.008	-.116	-1.322	.188

Model 27 accounted for about 26% of the variance associated with the summed factor scores for parents' ratings of the children's problem behaviors. Recall that parents' ratings of the children's problem behaviors were measured as (1) behaving in a difficult or defiant manner, (2) acting sad, lonely, and depressed, (3) being self-conscious, and (4) having a quick temper. The combined unique contribution of the parents' attitudes about a good school and teachers, and well-behaved students was almost 13%. The unique contribution of parents' attitudes about a good school and teachers was 4%, while the unique contribution of parents' attitudes about well-behaved students was slightly more than 9%. The black and Asian ethnicity variables each had unique contributions of practically zero, yet the Hispanic variable contributed over 5%.

Model 28

Model 28 Hypothesis: Ethnicity (black, Hispanic, Asian) and parents' attitudes about a good school and teachers account significantly ($p=.05$) for the variance associated with the summed factor scores of parents' ratings of the children's problem behaviors.

Model 28 included parents' attitudes about a good school and teachers, and the three ethnicity variables (i.e., black, Hispanic, and Asian) as predictors. The summed factor scores for the parents' ratings of the children's problem behaviors were used as the dependent variable. This model was first run with all predictors to determine their combined contribution in explaining the variance associated with the summed factor scores for parents' ratings of the children's problem behaviors. A series of regressions were then run, with and without each predictor, to determine their unique contributions. Table 4-36 shows the regression results for Model 28.

Table 4-36. Model 28 Predictors: Good School/Teachers, Black, Hispanic, Asian Dependent Variable: Summed Factor Scores for Parents' Ratings of Children's Problem Behaviors Time Point: End of Second Grade				
Time Point	R ² Change	Stand. Beta	t	Sig.
End of Second Grade (N=200)				
Model 28	.167	-	-	.000
Good School/Teachers	.032	-.184	-2.610	.010
Black	.009	-.147	-1.361	.175
Hispanic	.078	-.471	-4.072	.000
Asian	.014	-.162	-1.753	.081

Model 28 accounted for almost 17% of the variance associated with parents' ratings of the children's problem behaviors. The unique contribution of parents' attitudes about a good school and teachers was only 3%. The black and Asian ethnicity variables each had unique contributions of approximately 1%, while the Hispanic variable had a unique contribution of almost 8%.

Model 29

Model 26 Hypothesis: Ethnicity (black, Hispanic, Asian) and parents' attitudes about well-behaved students account significantly ($p=.05$) for the variance associated with the summed factor scores of parents' ratings of the children's problem behaviors.

The summed factor scores for parents' ratings of the children's problem behaviors were used as the dependent variable for Model 29. Parents' attitudes about well-behaved students and the three ethnicity variables (i.e., black, Hispanic, and Asian) were included as predictors. This model was first run with all predictors to determine their combined contribution in explaining the variance associated with the summed factor scores for parents' ratings of the children's problem behaviors. A series of regressions were then run, with and without each predictor, to determine their unique contributions. Table 4-37 shows the regression results for Model 29.

Table 4-37. Model 29 Predictors: Well-Behaved Students, Black, Hispanic, Asian Dependent Variable: Summed Factor Scores for Parents' Ratings of Children's Problem Behaviors Time Point: End of Second Grade				
Time Point	R ² Change	Stand. Beta	t	Sig.
End of Second Grade (N=200)				
Model 29	.222	-	-	.000
Well-Behaved Students	.087	-.302	-4.452	.000
Black	.007	-.134	-1.279	.202
Hispanic	.063	-.427	-3.798	.000
Asian	.005	-.095	-1.054	.293

Slightly more than 22% of the variance associated with the summed factor scores for parents' ratings of the children's problem behaviors was accounted for by Model 29. Of this variance, parents' attitudes about well-behaved students had a unique contribution of almost 9%. The Hispanic ethnicity variable uniquely contributed about 6%, while the black and Asian variables each had unique contributions of practically zero.

Model 30

Model 30 Hypothesis: Ethnicity (black, Hispanic, Asian) and the family having experienced separation from a loved one, a marriage/engagement, and a traumatic event account significantly ($p=.05$) for the variance associated with the summed factor scores of parents' ratings of the children's problem behaviors.

Table 4-38 presents the regression results for Model 30. This model used the summed factor scores for the parents' ratings of the children's problem behaviors as the dependent variable. Three life events (i.e., separated from a loved one, married/engaged, and traumatic event) and three ethnicity variables (i.e., black, Hispanic, and Asian) were included as predictors. Recall that data about life events experienced by the family were collected only at the end of the second grade. This model was first run with all predictors to determine their combined contribution in explaining the variance associated with the summed factor scores for parents' ratings of the children's problem behaviors. A series of regressions were then run, with and without each predictor, to determine their unique contributions.

Table 4-38. Model 30 Predictors: Separated from Loved One, Married/Engaged, Traumatic Event, Black, Hispanic, Asian Dependent Variable: Summed Factor Scores for Parents' Ratings of Children's Problem Behaviors Time Point: End of Second Grade				
Time Point	R ² Change	Stand. Beta	t	Sig.
End of Second Grade (N=156)				
Model 30	.189	-	-	.000
Separated from Loved One, Married/Engaged, and Traumatic Event	.054	-	-	-
Separated from Loved One	.042	.214	2.627	.010
Married/Engaged	.022	.149	1.907	.059
Traumatic Event	.006	.082	1.027	.306
Black	.006	-.117	-.986	.326
Hispanic	.050	-.355	-2.869	.005
Asian	.004	-.089	-.855	.394

Model 30 accounted for almost 19% of the variance associated with the summed factor scores for parents' ratings of the children's problem behaviors. The combined unique contribution of the three life events was only slightly more than 5%. Examination of the different life events shows unique contributions of about 4% for having separated from a loved one, about 2% for a marriage or engagement, and practically zero for having experienced a traumatic event. The black and Asian ethnicity variables also had unique contributions of less than 1% each, and the Hispanic variable had a unique contribution of 5%.

Model 31

Model 31 Hypothesis: Ethnicity (black, Hispanic, Asian) and the family having experienced separation from a loved one account significantly ($p=.05$) for the variance associated with the summed factor scores of parents' ratings of the children's problem behaviors.

The summed factor scores for parents' ratings of the children's problem behaviors were used as the dependent variable for Model 31. Separation from a loved one and the three ethnicity variables (i.e., black, Hispanic, and Asian) were included as predictors. This model was first run with all predictors to determine their combined contribution in explaining the variance associated with the summed factor scores for parents' ratings of the children's problem behaviors. A series of regressions were then run, with and without each predictor, to determine their unique contributions. Table 4-39 shows the regression results for Model 31.

Table 4-39. Model 31 Predictors: Separated from Loved One, Black, Hispanic, Asian Dependent Variable: Summed Factor Scores for Parents' Ratings of Children's Problem Behaviors Time Point: End of Second Grade				
Time Point	R ² Change	Stand. Beta	t	Sig.
End of Second Grade (N=156)				
Model 31	.160	-	-	.000
Separated from Loved One	.025	.216	2.627	.010
Black	.006	-.096	-.803	.423
Hispanic	.053	-.362	-2.927	.004
Asian	.005	-.102	-.974	.332

Model 31 accounted for 16% of the variance associated with the summed factor scores for parents' ratings of the children's problem behaviors. Although statistically significant, the unique contribution of separation from a loved one was only 2½%. The Hispanic ethnicity variable had the largest unique contribution of slightly more than 5%, while the black and Asian variables each had unique contributions of practically zero.

Model 32

Model 32 Hypothesis: Ethnicity (black, Hispanic, Asian) and dual parent status account significantly ($p=.05$) for the variance associated with the summed factor scores of teachers' ratings of the children's problem behaviors.

Table 4-40 presents the regression results for Model 32. This model used the summed factor scores for the teachers' ratings of the children's problem behaviors as the dependent variable. Recall that teachers' ratings of problem behaviors were measured as (1) being difficult and quick-tempered, (2) being disruptive, and (3) acting sad. The predictors used in this model included dual parent status and the three ethnicity variables (i.e., black, Hispanic, and Asian). This model was first run with all predictors to determine their combined contribution in explaining the variance associated with the summed factor scores for teachers' ratings of the children's problem behaviors. A series of regressions were then run, with and without each predictor, to determine their unique contributions.

Table 4-40. Model 32 Predictors: Dual Parent Status, Black, Hispanic, Asian Dependent Variable: Summed Factor Scores for Teachers' Ratings of Children's Problem Behaviors Time Points: End of Second Grade				
Time Point	R ² Change	Stand. Beta	t	Sig.
End of Second Grade (N=190)				
Model 32	.125	-	-	.003
Dual Parents	.008	-.104	-1.164	.246
Black	.000	.045	.359	.720
Hispanic	.006	-.151	-1.068	.287
Asian	.028	-.242	-2.173	.031

Approximately 12½% of the variance associated with the summed factor scores for teachers' ratings of the children's problem behaviors was accounted for by Model 32. The Asian ethnicity variable had a unique contribution of about 3%. The remaining variables each had unique contributions of practically zero.

Summary of Models that Examined Predictors of Summed Factor Scores for Parents' Ratings of Children's Social Skills

Parents' ratings of their children's social skills were collected at four time points – at the beginning and end of kindergarten, and at the end of the first and second grades. At the beginning of kindergarten, as well as at the end of the first and second grades, social skills were measured as (1) behaving appropriately and (2) being friendly and outgoing. At the end of kindergarten, social skills were measured as (1) behaving appropriately, (2) being friendly and outgoing, and (3) being helpful. Recall, for each of the four time points, the dependent variable was the result of summing together the scores of the above two or three factors for parents' ratings of the children's social skills.

Beginning of Kindergarten

A total of nine separate univariate models (i.e., Models 1, 5, and 7-13) were examined at the beginning of kindergarten using the summed factor scores for parents' ratings of the children's social skills as the dependent variable. The amount of variance associated with the dependent variable that was accounted for by these nine models ranged from 24 % to 37%. The model examined at the beginning of kindergarten that accounted for the largest percentage of the variance associated with the dependent variable included the three ethnicity variables and the three variables that measured the different family routines (i.e., Model 11).

Across the nine models tested at the beginning of kindergarten, 14 predictors were examined, nine of which were significantly correlated (i.e., eight at $p = .01$ and one at $p = .05$) with the dependent variable. Although they were correlated significantly with the dependent

variable, the unique contributions of the black, dual parent, and working parent routine variables were not statistically significant in any of the models for which they were included. Thus, at the beginning of kindergarten, a total of six predictors were found to significantly contribute to the summed factor scores for parents' ratings of the children's social skills. A summary of these significant predictors ($p=.05$), across models, is presented in Table 4-41.

Table 4-41. Summary of Significant Predictors Included Across Models									
Dependent Variable: Summed Factor Scores for Parents' Ratings of Children's Social Skills									
Time Point: Beginning of Kindergarten									
Significant Predictor	Model								
	1	5	7	8	9	10	11	12	13
Adequate income				X	X				
Available time				X		X			
Hispanic	X	X	X	X	X	X	X	X	X
Routine with immediate family							X	X	
Routine with extended family							X		X

When included as a predictor, the Hispanic variable uniquely contributed a significant amount. The Asian variable had significant unique contributions when it was combined with the adequate income variable (i.e., Models 8 and 9). The adequate income variable had significant unique contributions in each of these models as well. The other family resource variable – available time – also had unique contributions in both models for which it was included (i.e., Models 8 and 10). Finally, of the three family routine variables, routine with immediate family and routine with extended family variables had unique contributions that were significant. The unique contributions of the variable for routine with immediate family was significant in both models for which it was included (i.e., Models 11 and 12). However, of the two models for which it was included, the unique contributions of the variable for routine with extended family was significant in one model (i.e., Model 11), and neared significance in another model (i.e., Model 12, $p = .06$).

End of Kindergarten

A total of 16 separate univariate models (i.e., Models 1,3, 5-7, and 14-24) were examined at the end of kindergarten using the summed factor scores for parents' ratings of the children's social skills as the dependent variable. The amount of variance associated with the dependent variable that was accounted for by these 15 models ranged from 20 % to 48%. The model examined at the end of kindergarten that accounted for the largest percentage of the variance associated with the dependent variable included the three ethnicity variables and the three parenting style variables (i.e., Model 14).

Across the 16 models tested at the end of kindergarten, 18 predictors were examined, 14 of which were significantly correlated (12 at $p = .01$ and two at $p = .05$) with the dependent variable. Three of these variables (i.e., SES, black, and Asian) failed to achieve a significant unique contribution in any of the models for which they were included. Thus, at the end of

kindergarten, a total of 11 predictors were found to significantly contribute to the summed factor scores for parents' ratings of the children's social skills. A summary of these significant predictors ($p=.05$), across models, is presented in Table 4-42.

Table 4-42. Summary of Significant Predictors Included Across Models																
Dependent Variable: Summed Factor Scores for Parents' Ratings of Children's Social Skills																
Time Point: End of Kindergarten																
Significant Predictor	Model															
	1	3	5	6	7	14	15	16	17	18	19	20	21	22	23	24
Cohesive neighborhood										X	X					
Concerned neighbors										X		X				
Disinterested parent style						X			X							
Domineering parent style						X		X								
Dual parent status					X											
Effective administration														X		X
Encouraging/respectful parent style						X	X									
Good school														X	X	
Head Start experience			X	X												
Hispanic	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Undesirable neighborhood										X			X			

In contrast to the other two ethnicity variables, the Hispanic variable achieved a significant unique contribution in all 15 models for which it was included. Unlike at the beginning of kindergarten, the dual parent variable had a significant unique contribution in the one model for which it was included. The Head Start variable had a significant unique contribution in one of the models for which it was included (i.e., Model 5), but failed to achieve a significant unique contribution in the other model for which it was included (i.e., Model 6). The variables associated with the parents' attitudes about the school (i.e., good school and effective administration) and about their neighborhood (i.e., cohesive neighborhood, concerned neighbors, and undesirable neighborhood) obtained significant unique contributions in all of the models for which they were included. This was also the case for the three parenting style variables (i.e., encouraging and respectful, domineering, and disinterested).

End of First Grade

Using the summed factor scores for parents' ratings of the children's social skills as the dependent variable, 17 separate univariate models (i.e., 1, 3, 5-7, 14-23, and 25-26) were examined with end of first grade data. The amount of variance associated with the dependent variable that was accounted for by these 17 models ranged from 15 % to 38% (i.e., Model 18). The model examined at the end of first grade that accounted for the largest percentage of the variance associated with the dependent variable included the three ethnicity variables and the three variables for parents' attitudes about their neighborhood (i.e., Model 18).

A total of 18 predictors were examined at the end of first grade, 13 of which were significantly correlated (i.e., 10 at $p = .01$ and 3 at $p = .05$) with the dependent variable. The dual parents variable failed to obtain a significant unique contribution in the model for which it was included (i.e., Model 7). Also, one of the variables that measured parents' attitudes about the school (i.e., well-maintained school) failed to obtain a significant unique contribution in the models for which it was included (i.e., Models 22 and 25). Finally, the domineering parenting style failed to achieve a significant unique contribution in the models for which it was included. Thus, at the end of first grade, a total of 10 predictors were found to significantly contribute to the summed factor scores for parents' ratings of the children's social skills. A summary of these significant predictors ($p=.05$), across models, is presented in Table 4-43.

Table 4-43. Summary of Significant Predictors Included Across Models																	
Dependent Variable: Summed Factor Scores for Parents' Ratings of Children's Social Skills																	
Time Point: End of First Grade																	
Significant Predictor	Model																
	1	3	5	6	7	14	15	16	17	18	19	20	21	22	23	25	26
Cohesive neighborhood										X	X						
Concerned neighbors										X		X					
Encouraging/respectful parent style						X	X										
Good teachers														X	X		
Head Start/Asian				X													
Head Start/Black				X													
Head Start experience			X	X													
Hispanic	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Undesirable neighborhood										X			X				
Well-behaved students														X			X

The Hispanic variable obtained a significant unique contribution in each model for which it was included. Two of the variables that measured parents' attitudes about the school (i.e., good teachers and well-behaved students) had significant unique contributions in the two models for which they were included. The encouraging and respectful parenting style variable had significant unique contributions in each model for which it was included. As was the case at the end of kindergarten, the three variables associated with parents' attitudes about their neighborhood (i.e., cohesive neighborhood, concerned neighbors, and undesirable neighborhood) achieved significant unique contributions in each model for which they were included.

End of Second Grade

A total of 7 separate univariate models (i.e., Models 1, 5, 7, 22-23, and 26) were examined at the end of second grade using the summed factor scores for parents' ratings of the children's social skills as the dependent variable. The amount of variance associated with the dependent variable that was accounted for by these seven models ranged from 2% to 7%. The model examined at the end of second grade that accounted for the largest percentage of the variance associated with the dependent variable included the three ethnicity variables and the two variables for parents' attitudes about the school (i.e., Model 22).

Only two of the 14 predictors examined at the end of second grade were significantly correlated (i.e., one at $p = .01$ and one at $p = .05$) with the dependent variable. The dual parents variable obtained a significant unique contribution in the one model for which it was included (i.e., Model 7). The other predictor that significantly correlated with the dependent variable – good school and teachers – also achieved significant unique contributions in both models for which it was included (i.e., Models 22 and 23). Thus, at the end of second grade, two predictors were found to significantly contribute to the summed factor scores for parents' ratings of the children's social skills. A summary of these significant predictors ($p=.05$), across models, is presented in Table 4-44.

Table 4-44. Summary of Significant Predictors Included Across Models Dependent Variable: Summed Factor Scores for Parents' Ratings of Children's Social Skills Time Point: End of Second Grade			
Significant Predictor	Model		
	7	22	23
Dual parent status	X		
Good school/teachers		X	X

Summary of Models that Examined Predictors of Summed Factor Scores for Parents' Ratings of Children's Problem Behaviors

Parents' ratings of their children's problem behaviors were collected only at the end of second grade, and were measured as (1) behaving in a difficult or defiant manner; (2) acting sad, lonely, and depressed; (3) being self-conscious; and (4) having a quick temper. Recall the dependent variable was the result of summing together the scores of the four factors for parents' ratings of children's problem behaviors.

Of the various predictors included in the current research, two ethnicity variables (i.e., black and Hispanic), both parental attitudes about the school (i.e., good school and teachers, and well-behaved students), and one life event (i.e., separated from a loved one) were significantly correlated ($p=.01$) with the summed factor scores for parents' ratings of the children's problem behaviors. Based on these significant correlations, six separate univariate models were examined (i.e., Models 2 and 27-31). The amount of variance associated with the summed factor scores for parents' ratings of the children's problem behaviors that was accounted for by these six models ranged from a low of 13% (i.e., Model 2) to a high of 26% (i.e., Model 27).

Across the six models, four variables had unique contributions that were statistically significant. A summary of these significant predictors ($p=.05$), across models, is presented in Table 4-45. In all cases, the amount of variance they uniquely accounted for was less than 10%. The largest unique contribution was provided by the variable that measured parents' attitudes about well-behaved students. This variable was included in two models – its unique contribution was 9½% in Model 27 and 9% in Model 29. The Hispanic ethnicity variable, which was included in all six models, had in each unique contributions that were statistically significant, yet small (i.e., 5-8%). The other two variables had unique contributions that were even smaller. The variable that measured parents' attitudes about a good school and teachers uniquely contributed only about 3-4%. The unique contribution for having separated from a loved one was statistically significant in both models for which it was included but, again, its unique contribution was extremely small in each (i.e., 2-4%).

Table 4-45. Summary of Significant Predictors Included Across Models						
Dependent Variable: Summed Factor Scores for Parents' Ratings of Children's Problem Behaviors						
Time Point: End of Second Grade						
Significant Predictor	Model					
	2	27	28	29	30	31
Good school/teachers		X	X			
Hispanic	X	X	X	X	X	X
Separated from loved one					X	X
Well-behaved students		X		X		

Summary of Models that Examined Predictors of Summed Factor Scores for Teachers' Ratings of Children's Problem Behaviors

Teachers' ratings of the children's problem behaviors was collected only at the end of second grade, and were measured as (1) being difficult and quick-tempered, (2) being disruptive, and (3) acting sad, lonely, and self-conscious. Recall the dependent variable was the result of summing together the scores of the three factors for teachers' ratings of children's problem behaviors.

The predictors that were significantly correlated with the summed factor scores for teachers' ratings of the children's problem behaviors included SES, Asian ethnicity, dual parent status ($p=.05$), and black ethnicity ($p=.01$). Based on these significant correlations, two separate univariate models were examined (i.e., Model 4 and Model 32). The amount of variance associated with the summed factor scores for teachers' ratings of the children's problem behaviors that was accounted for by both of these models was approximately 12%.

There were two predictors that obtained significant unique contributions across the two models that used the summed factor scores for teachers' ratings of the children's problem behaviors as the dependent variable. A summary of these significant predictors ($p=.05$), across models, is presented in Table 4-46. In both cases, while the unique contributions were statistically significant, they accounted for less than 7% of the variance. The SES variable, included only in Model 2, had a significant unique contribution of 6½%. Although statistically significant, the unique contribution of SES was very small when combined with the three ethnicity variables and, thus, SES was not included in subsequent models that examined predictors of teacher ratings of children's problem behaviors. The Asian ethnicity variable also had significant unique contributions in both models and, in each case, the unique contribution was 3% or less.

Table 4-46. Summary of Significant Predictors Included Across Models		
Dependent Variable: Summed Factor Scores for Teachers' Ratings of Children's Problem Behaviors		
Time Point: End of Second Grade		
Significant Predictor	Model	
	4	32
Asian	X	X

Summary of Largest Variance Models

A summary of the largest variance models associated with the different dependent variables, across time points, is presented in Table 4-47. Overall, Model 14 (end of kindergarten) accounted for the greatest amount of variance associated with the summed factor scores for parents' ratings of the children's social skills (48%). This model included the three

parenting styles (i.e., encouraging/respectful, domineering, and disinterested) and the three ethnicity variables. Models 11 (beginning of kindergarten) and 18 (end of first grade) each accounted for slightly less than 40% of the variance associated with the summed factor scores for parents' ratings of the children's social skills. Model 11 included the three family routine variables, along with the three ethnicity variables. Model 18 included the three parental attitudes about their neighborhood and the three ethnicity variables. Model 22 (end of second grade), which included the two parental attitudes about the school, accounted for the smallest amount of variance associated with the summed factor scores for parents' ratings of the children's social skills.

Model 27 (end of second grade) accounted for the greatest amount of variance associated with the summed factor scores for parents' ratings of the children's problem behaviors. This model, which included the two parental attitudes about the school and the three ethnicity variables, accounted for approximately 26% of the variance associated with this dependent variable.

Model 32 accounted for the greatest amount of variance associated with the summed factor scores for teachers' ratings of the children's problem behaviors. This model included the three ethnicity and dual parent variables, and accounted for 12½% of the variance associated with this dependent variable.

Table 4-47. Models That Account for Largest Variance Associated with Each Dependent Variable By Each Time Point	
Model	Percent Variance Accounted
Dependent Variable: Summed Factor Scores for Parents' Ratings of Children's Social Skills	
Model 14 (End of Kindergarten, N=227) Encouraging/respectful, Domineering, and Disinterested Domineering Disinterested Black Hispanic Asian	48%
Model 18 (End of First Grade, N=212) Cohesive neighborhood, Concerned neighbors, and Undesirable neighborhood Cohesive neighborhood Concerned neighbors Undesirable neighborhood Black Hispanic Asian	38

Table 4-47. Models That Account for Largest Variance Associated with Each Dependent Variable By Each Time Point	
Model	Percent Variance Accounted
Model 11 (Beginning of Kindergarten, N=241) Routine with immediate family, Working parents routine, and Routine with extended family Routine with immediate family Working parents routine Routine with extended family Black Hispanic Asian	37
Model 22 (End of Second Grade, N=198) Good school/teachers and Well-behaved students Good school/teachers Well-behaved students Black Hispanic Asian	7
Dependent Variable: Summed Factor Scores for Parent Ratings of Children's Problem Behaviors	
Model 27 (End of Second Grade, N=200) Good school/teachers and Well-behaved students Good school/teachers Well-behaved students Black Hispanic Asian	26
Dependent Variable: Summed Factor Scores for Teachers' Ratings of Children's Problem Behaviors	
Model 32 (End of Second Grade, N=190) Dual parents Black Hispanic Asian	12½