

TABLE 1.1 Community and Contextual Analyses Reviewed by Developmental Period

Study	Early Childhood			
	Data Set(s) & Sample	Neighborhood/ Community	Outcomes	Results
	Characteristics	Level(s) Characteristics	Level(s) Domain	
Brooks-Gunn, Duncan, Klebanov, and Sealand (1993)	Infant Health and Development Program (IHDP) 489 black, 304 non-Hispanic white, and 101 Hispanic, low-birth-weight infants, at age 3 1980 census	<i>Census tract</i>  Affluent neighbors Low-income neighbors Professional/ managerial workers Female-headed families Male joblessness Welfare receipt	<i>Individual</i>  Cognitive functioning Behavior problems	<i>Effects of tract-level sociodemographic characteristics on individual outcomes</i>  Affluent neighbors → (+) IQ at age 3  (Effects mediated by home learning environment)
Coulton, Korbin, Su, and Chow (1995)	City and county agency data 177 census tracts in Cleveland 1990 census	<i>Census tract</i>  Community impoverishment Community child-care burden (family & age structure) Residential instability Contiguity to high- poverty areas	<i>Census tract</i>  Child maltreatment rates	<i>Effects of tract-level sociodemographic characteristics on tract-level outcomes</i>  Impoverishment Child-care burden Residential instability Contiguity to high- poverty areas } → (+) Rates of child maltreatment

(Table continues on p. 16.)

TABLE 1.1 *Continued*

Study	Data Set(s) & Sample	Early Childhood		
		Neighborhood/ Community	Outcomes	Results
		<i>Level(s)</i> Characteristics	<i>Level(s)</i> Domain	
Coulton and Pandey (1992)	City and county agency data 187 census tracts in Cleveland	<i>Census tract</i>	<i>Census tract</i>	<i>Effects of tract-level sociodemographic characteristics on tract-level outcomes</i>
		Type of poverty area Demographic factors Social conditions Poverty rates	Low-birth-weight-rates Infant death rates	<div><div>Poverty Races Population decline</div><div>Crime Substandard public housing Unmarried childbearing</div><div>(Significant indirect effects of crime, poverty, race, and population decline)</div></div> <div>→ (+) Low-birth-weight rate</div> <div>→ (+) Infant death rates</div>
Duncan, Brooks- Gunn, and Klebanov (1994)	IHDP 489 black, 304 non-Hispanic white, and 101 Hispanic low-birth-weight infants at age 5 1980 census	<i>Census tract</i>  Neighborhood poverty Affluent neighbors Low-income neighbors	<i>Individual</i>  Cognitive functioning Behavior problems	<i>Effects of tract-level sociodemographic characteristics on individual outcomes</i>  Affluent neighbors → (+) IQ at age 5 Low-income neighbors → (+) Externalizing problem behavior at age 5

Middle Childhood

		<i>Census tract</i>	<i>Individual</i>	<i>Effects of tract-level sociodemographic characteristics on individual outcomes</i>	
Kupersmidt, Griesler, de Rosier, Patterson, and Davis (1995)	Children from 6 elementary schools in small southern public school system 762 white and 509 black 2nd–5th-grade children; 656 females, 615 males 1980 census	Neighborhood SES (low/middle)	Behavioral adjustment Social adjustment	Middle-SES neighborhood	→ (–) Aggressive behavior of black children from low-income, single-parent homes
				Low-SES neighborhood	→ (+) Teacher prediction of delinquency
				Middle-SES neighborhood	→ (+) Peer rejection of low-income white children in single-parent homes
				Middle-SES neighborhood	→ (+) Number of home playmates for middle-income white children

Late Childhood/Early Adolescence

		<i>Neighborhoods</i>	<i>Individual</i>	<i>Effects of neighborhood sociodemographic characteristics on individual outcomes</i>	
Peeples and Loeber (1994)	Pittsburgh Youth Study 219 white 290 black Pittsburgh public middle school students ages 12–16 1980 census	(1–7 census tracts) (underclass/ not underclass)	Delinquent behavior	Underclass neighborhood	→ (+) { Frequency of delinquent behavior Seriousness of delinquent behavior

(Table continues on page 18.)

TABLE 1.1 *Continued*

Study	Data Set(s) & Sample  Characteristics	Late Adolescence/Early Adulthood		
		Neighborhood/ Community <i>Level(s)</i> Characteristics	Outcomes <i>Level(s)</i> Domain	Results
Brooks-Gunn, Duncan, Klebanov, and Sealand (1993)	Panel Study of Income Dynamics (PSID) 1,132 black and 1,214 white women, ages 14–19 1970 and 1980 census	<i>Census tract</i> <i>Zip code</i>  Affluent neighbors Low-income neighbors Professional/managerial workers Female-headed families Welfare receipt Male joblessness	<i>Individual</i>  School dropout Teen out-of-wedlock births	<i>Effects of tract- and zip-code-level sociodemographic characteristics on individual outcomes</i>  Affluent neighbors $\longrightarrow (-)$ { School dropout Teenage births } For whites only  Professional/managerial workers $\longrightarrow (-)$ { School dropout Teenage births }  Female-headed families $\longrightarrow (+)$ School dropout (Zip-code data produced more significant effects on school dropout)
Case and Katz (1991)	1989 NBER Boston Youth Survey 585 black (299 males) 455 white (288 males) in 3 high-poverty areas of Boston's central city	<i>Block group</i>  Neighborhood peer influence (mean of neighbors' behaviors)	<i>Individual</i>  Adolescent behaviors	<i>Effects of block-group-level peer characteristics on individual outcomes</i>  Neighborhood peer influence $\longrightarrow (+)$ { Regular alcohol use Illegal drug use Criminal activity Idleness Friendship with gang members Church attendance }

Clark (1992)	1980 census 5% sample 22,534 males, aged 15–18, from 10 largest SMSAs in 1980	<i>Census tract</i>  Professional/managerial workers Affluent neighbors College graduates Male joblessness High school dropouts Neighborhood poverty Female-headed families Welfare receipt	<i>Individual</i>  School dropout	<i>Effects of tract-level sociodemographic characteristics on individual outcomes</i>  Professional/ managerial workers → (–) Affluent neighbors → (–) Neighborhood poverty → (+) <span style="font-size: 3em; vertical-align: middle;">}</span> School dropout
Corcoran, Gordon, Laren, and Solon (1992)	PSID 841 males, aged 10–17 in 1968 1970 census	<i>Zip code</i>  Median family income Female-headed families Male joblessness Welfare receipt	<i>Individual</i>  Economic status	<i>Effects of zip-code-level sociodemographic characteristics on individual outcomes</i>  Welfare receipt → (–) <span style="font-size: 3em; vertical-align: middle;">}</span> Men's earnings Hourly wage rate Family income Family income-to- needs ratio  Male joblessness → (–) Hours of work
Coulton, Korbin, Su, and Chow (1995)	City and county agency data 177 census tracts in Cleveland 1990 census	<i>Census tract</i>  Community impoverishment Community child-care burden (family and age structure) Residential instability Contiguity to high- poverty areas	<i>Census tract</i>  Incidence of: Social problems Health problems	<i>Effects of tract-level sociodemographic characteristics on tract-level outcomes</i>  Impoverishment } → (+) <span style="font-size: 3em; vertical-align: middle;">}</span> Teen pregnancy Drug arrests Juvenile delinquency Violent crime Child-care burden }  Residential instability → (+) Violent crime

(Table continues on page 20.)

TABLE 1.1 *Continued*

Study	Data Set(s) & Sample	Late Adolescence/Early Adulthood		
		Neighborhood/ Community <i>Level(s)</i> Characteristics	Outcomes <i>Level(s)</i> Domain	Results
Coulton and Pandey (1992)	City and county agency data 187 census tracts in Cleveland	<i>Census tract</i>  Type of poverty area Demographic factors Social conditions Poverty rate	<i>Census tract</i>  Teen birthrate Juvenile delin- quency rate High school dropout rate	<i>Effects of tract-level sociodemographic characteristics on tract-level outcomes</i>  <div> <div> Poverty Race Population decline </div> <div> } </div> <div> → (+) </div> <div> { Teen birthrate Juvenile delinquency } </div> </div> <div> <div> Unmarried childbearing Crime Substandard housing </div> <div> } </div> <div> → (+) </div> <div> { Teen birthrate Juvenile delinquency } </div> </div> (Significant indirect effects of crime, poverty, race, and population decline)
Crane (1991b)	1970 15 per- cent PUMS Neighborhood Characteristics File 113,997 males and females, aged 16–19 44,466 for teen childbearing 92,512 for school dropout	<i>Census neighborhoods</i>  Professional/managerial workers	<i>Individual</i>  School dropout Teen childbearing	<i>Effects of census neighborhood-level sociodemo- graphic characteristics on individual outcomes</i>  <div> <div> Professional/ managerial workers </div> <div> } </div> <div> → (-) </div> <div> { School dropout Teen childbearing } </div> </div> (Nonlinear effects)

Datcher (1982)	PSID 196 black and 356 white urban young men, aged 13–22, living with their parents in 1968 1970 census	Zip code  Family income	Individual  Years of schooling	Effects of zip-code-level sociodemographic characteristics on individual outcomes  Family income → (+) Years of schooling
Dornbusch, Ritter, and Steinberg (1991)	Northern California high school students 382 black and 3,467 white	Census tract  Community SES	Individual  Self-reported grades	Effects of tract-level sociodemographic characteristics on individual outcomes  Community SES → (+) Student reports of grades
Duncan (1994)	PSID 783 white males, 818 white females, 884 black males, & 954 black females, aged 16–22 1970 census 1980 census	Census tract  Low-income neighbors Affluent neighbors Female-headed families Female employment Race Region	Individual  Years of schooling Failure to complete high school College attendance	Effects of tract-level sociodemographic characteristics on individual outcomes  Low-income neighbors → (–) Years of schooling (white girls) Affluent neighbors → (+) Years of schooling (except black males) Racial integration → (+) Years of schooling (black males)  Female-headed families } → (–) Years of schooling Female employment } (black females) Female employment → (+) Years of schooling (white males) Low-income neighbors } → (–) College attendance Black neighbors } (black males)

(Table continues on p. 22.)

TABLE 1.1 *Continued*

Study	Late Adolescence/Early Adulthood			
	Data Set(s) & Sample	Neighborhood/ Community <i>Level(s)</i>	Outcomes <i>Level(s)</i>	Results
	Characteristics	Characteristics	Domain	
Ensminger, Lamkin, and Jacobson (1996)	Woodlawn Longitudinal Study 950 black male and female youth 1970 census 1980 census Chicago Board of Education Records	<i>Census tract</i>  Neighborhood SES (poverty/middle SES tracts) Neighborhood poverty White-collar workers	<i>Individual</i>  School dropout Years of schooling	Female employment → (-) College attendance (white and black females)
				Female-headed families → (+) Dropout (black females)
				<i>Effects of tract-level sociodemographic characteristics on individual outcomes</i>
				Middle SES neighborhood → {(-) School dropout (+) Years of schooling
Esbensen and Huizinga (1990)	Denver Youth Survey 1,530 youth, aged 7–15 in high-risk neighborhoods in a midwestern city 1980 census	<i>Census block groups</i>  3 types of socially disorganized neighborhoods	<i>Census block groups</i>	<i>Effects of 3 clusters of block groups on individual outcomes</i>
			Prevalence and frequency of drug use	Type of neighborhood → {Settings of drug use Reasons for drug use
			<i>Individual</i>  Settings of drug use Reasons for drug use	



Garner and Raudenbush (1991)	2,500 students in one Scottish education authority who left school between 1984 and 1986 1981 census of population	<i>Educational authority</i>  Neighborhood deprivation index	<i>Individual</i>  Educational attainment score	<i>Effects of authority-level sociodemographic characteristics on individual outcomes</i>  Neighborhood deprivation $\longrightarrow (-)$ Educational attainment score
Hogan and Kitagawa (1985)	1979 Young Chicagoans Survey 1070 unmarried black Chicago women, aged 13–19 in 1979 1970 census	<i>Census tract</i>  Neighborhood SES (high, medium, low) based on index of neighborhood quality	<i>Census tract</i>  Teenage pregnancy rates	<i>Effects of tract-level sociodemographic characteristics on tract-level outcomes</i>  Low neighborhood SES Living on the West Side $\left. \vphantom{\begin{array}{c} \text{Low neighborhood SES} \\ \text{Living on the West Side} \end{array}} \right\} \longrightarrow (+)$ Teenage pregnancy rate
Massey, Gross, and Eggers (1991)	1980 Summary Tape File 4A  1980 5 percent PUMS Whites, blacks, and Hispanics in 50 largest SMSAs who have lived in the same house for 5 years	<i>SMSA</i>  Segregation Poverty rate  Public housing (by group)  <i>Census tract</i>  Poverty	<i>Census tract</i>  Poverty rate  <i>Individual</i>  Male joblessness Teen childbearing Female-headed families	<i>Effects of SMSA sociodemographic characteristics on tract-level outcomes</i>  SMSA segregation $\longrightarrow$ Poverty rate $\times$ poverty  <i>Effects of tract-level sociodemographic characteristics on individual outcomes</i>  Neighborhood poverty $\longrightarrow (+)$ $\left\{ \begin{array}{l} \text{Male joblessness (16–19-yr.-olds)} \\ \text{Male joblessness (20–35-yr.-olds)} \\ \text{Teen childbearing (15–18-yr.-olds)} \\ \text{Female-headed families} \end{array} \right.$

(Table continues on p. 24.)

TABLE 1.1 *Continued*

Study	Data Set(s) & Sample	Late Adolescence/Early Adulthood		
		Neighborhood/ Community	Outcomes	Results
		<i>Level(s)</i> Characteristics	<i>Level(s)</i> Domain	
Sampson and Groves (1989)	1982 British Crime Survey	<i>Locality</i>	<i>Locality</i>	<i>Effects of sociodemographic characteristics on locality processes</i>
	1984 British Crime Survey	Community structural characteristics Community social organization	Rates of crime and delinquency	Residential stability → (+) Urbanization → (-) { Local friendship networks
				Community SES → (-) Ethnic heterogeneity → (+) Family disruption → (+) Urbanization → (+) { Unsupervised peer groups
				Community SES → (+) Organizational participation
				<i>Effects of community processes on locality outcomes</i>
				Unsupervised peer groups → (+) {
				Local friendship networks → (-) { Victimization
				Family disruption → (+)
				Organizational participation → (-)
				Unsupervised peer groups → (+) {
				Family disruption → (+) { Offending rates
				Local friendship networks → (-)

Simcha-Fagan  
and  
Schwartz  
(1986)

1980 census  
294 black, 238 white,  
and 21 other males,  
aged 11–18, and  
their mothers from  
12 N.Y. City  
neighborhoods

*Census tract*

3 Neighborhood  
Factors:  
Community disorder-  
criminal structure  
Community informal  
structure  
Community  
organizational  
participation

*Census tract  
Individual*

Self-reported  
delinquency  
Officially  
recorded  
delinquency  
Severe self-  
reported  
delinquency

*Effects of sociodemographic  
characteristics on community processes*

Community poverty	}	→ (+)	Community disorder- criminal subculture
Children in single- family households			
Maternal education level		→ (+)	Organizational participation

*Effects of community processes on tract-level  
outcomes*

Organizational participation	→ (-)	}	Self-reported delinquency
Disorder-criminal subculture	→ (+)		
Disorder-criminal subculture	→ (+)		Officially recorded delinquency

*Effects of community processes on individual  
outcomes*

Residential stability	→ (+)	}	Self-reported delinquency
Organizational participation	→ (-)		
Community disorder-criminal subculture	→ (+)		Officially recorded delinquency
Community disorder-criminal subculture	→ (+)		Severe self-reported delinquency

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FIGURE 2.1 Conceptual Framework

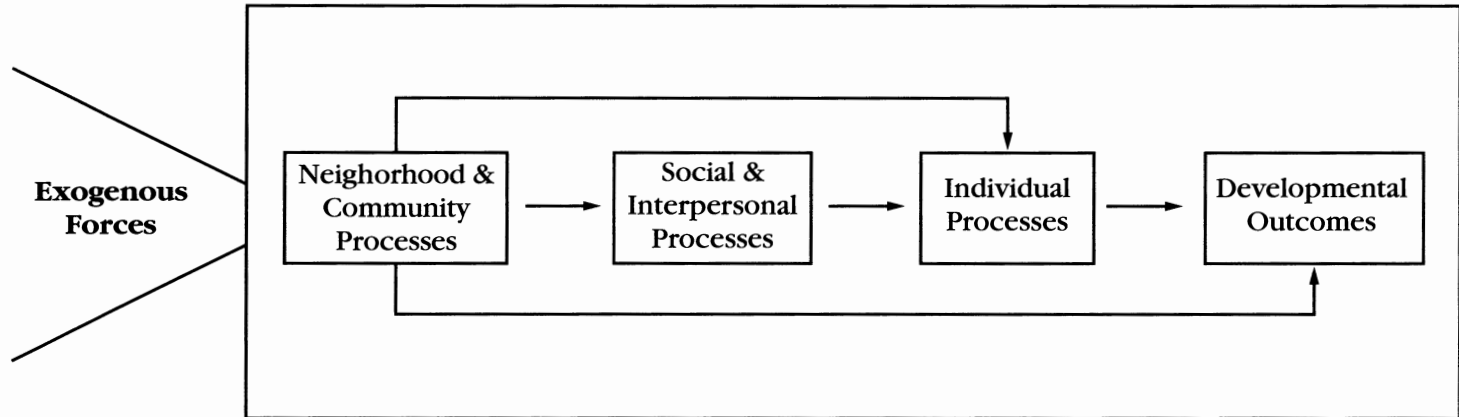


FIGURE 2.2 Neighborhood and Community Dimensions

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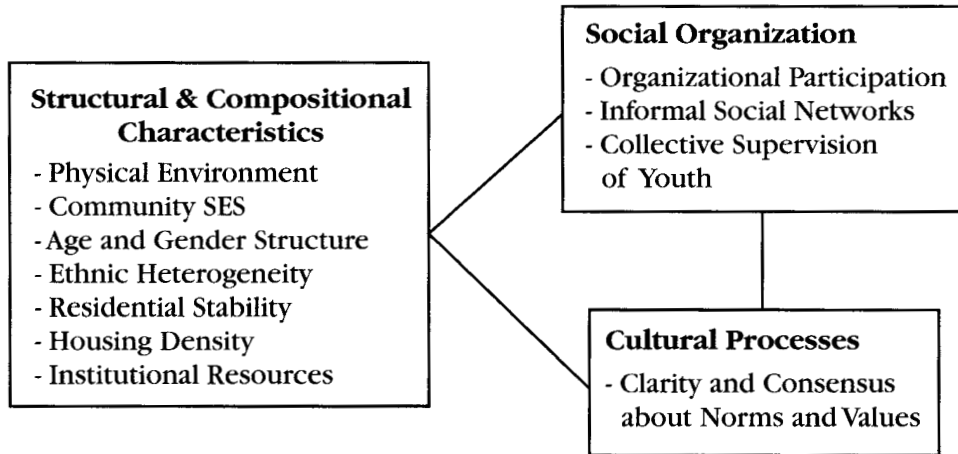


TABLE 3.1 Principal Components Analysis of Census-Tract Variables Based on the PSID  
Sample: Varimax Rotation, Six Factors

	Low SES	High SES	Male Joblessness	Ethnic Diversity	Family Concentration	Residential Stability
% of families with children headed by females	.89 <sup>a</sup>					
% of non-Latino individuals who are black	.91 <sup>a</sup>					
% of non-Latino individuals who are white	-.83 <sup>a</sup>					
% of nonelderly individuals who are poor	.73 <sup>a</sup>	.42				
% of families with children living as subfamilies	.69 <sup>a</sup>					
Ratio of children to families with children	.65 <sup>a</sup>					
Ratio of two-parent families to children	-.87 <sup>a</sup>					
% of females aged 16-64 who are employed	-.68					
% of males aged 16-64 who worked fewer than 26 weeks	.68		.56 <sup>c</sup>			
% of workers in laborer or service occupations	.63	.51				
% of families with incomes < \$10,000	.62	.61				
% of adults unemployed	.60	.41				
% of housing units that are rental	.53				.47	
% of individuals aged 25+ with 13+ years of schooling		-.89 <sup>b</sup>				
% of workers in executive/ professional occupations		-.89 <sup>b</sup>				
% families with income > \$30,000		-.87 <sup>b</sup>				
% of individuals aged 25+ with < 12 years of schooling		.76				
Gini coefficient of family income		.66				
% of individuals aged 16-19 and not in military with < 12 years of schooling		.63				
% of housing units vacant		.45				
% of males aged 16-64 not in labor force			.66 <sup>c</sup>			
Number of family income categories used to calculate						

TABLE 3.1 *Continued*

	Low SES	High SES	Male Joblessness	Ethnic Diversity	Family Concentration	Residential Stability
Gini coefficient			-.60			
% females aged 16-64 employed 27+ weeks			-.54		.42	
% of individuals aged 25+ with 12 years of schooling			-.43			
% of foreign-born individuals				.85 <sup>d</sup>		
% of Latino individuals				.82 <sup>d</sup>		
Index of ethnic diversity				.62 <sup>d</sup>		
% neither black, white, nor Latino				.54 <sup>d</sup>		
Ratio of persons to occupied units					-.82 <sup>e</sup>	
% of all individuals aged 0-17					-.74 <sup>e</sup>	
% of all individuals aged 65+					.68 <sup>e</sup>	
% of housing units in 5+ unit structures					.51	
% of individuals aged 5+ who lived in the same dwelling 5 years ago						.93
% of individuals aged 5+ who lived in both the same house and country 5 years ago						.80

<sup>a</sup> Measure used in the analysis as part of the low-SES factor.

<sup>b</sup> Measure used in the analysis as part of the high-SES factor.

<sup>c</sup> Measure used in the analysis as part of the male joblessness factor.

<sup>d</sup> Measure used in the analysis as part of the ethnic diversity factor.

<sup>e</sup> Measure used in the analysis as part of the family concentration factor.

TABLE 3.2 Correlation Matrix of Factors Based on the PSID Sample

	Low SES	High SES	Male Joblessness	Ethnic Diversity
High SES	−.62			
Male joblessness	.05	−.06		
Ethnic diversity	.36	−.15	−.00	
Family concentration	.49	−.38	.09	.24

*Note:* In contrast to the signs of the measures in table 3.1, the high-SES factor is scaled so that higher values indicate higher SES, the male joblessness factor is scaled so that higher values indicate more male joblessness, and the family concentration factor is scaled so that higher values indicate more children and more crowded conditions.



TABLE 3.3 Means and Standard Deviations on Five Factors Across Analysis Samples

Data Set and Subsample	Low SES	High SES	Male Joblessness	Ethnic Diversity	Family Concentration
IHDP—whites	-.16 (.67)	.04 (.94)	-.14 (.88)	.44 (1.38)	-.57 (1.03)
IHDP—blacks	1.72 (1.15)	-.91 (.63)	1.27 (1.25)	-1.32 (2.67)	.14 (1.07)
NLSY—whites	-0.23 (0.57)	-0.44 (0.67)	-0.17 (0.77)	-0.20 (0.93)	-0.12 (0.81)
NLSY—blacks	1.19 (1.23)	-0.80 (0.67)	0.11 (0.95)	0.19 (1.05)	0.90 (1.33)
Atlanta—blacks	2.32 (.84)	-1.14 (.54)	1.71 (1.11)	-.39 (.39)	.50 (.90)
NY-Washington- Baltimore—whites	-0.36 (0.52)	-0.88 (0.42)	0.31 (0.51)	1.10 (1.04)	-1.03 (0.54)
NY-Washington- Baltimore—blacks	1.73 (0.70)	-0.64 (0.78)	1.57 (0.99)	1.27 (1.03)	0.06 (0.94)
NY-Washington- Baltimore—Latinos	1.12 (0.79)	-1.10 (0.65)	1.40 (0.96)	2.84 (1.37)	-0.04 (0.95)
Upstate New York—whites	.34 (.83)	-.53 (.79)	.05 (.83)	.46 (.79)	.60 (1.03)
Upstate New York—blacks	1.51 (.97)	-.90 (.59)	.81 (1.01)	1.05 (.68)	.34 (1.07)
PSID—all, aged 10–16	.21 (.90)	-.48 (.85)	-.26 (.71)	.22 (.88)	-.19 (.88)
PSID—whites, aged 10–16	-.15 (.52)	-.20 (.90)	-.23 (.76)	.22 (.92)	-.42 (.67)
PSID—blacks, aged 10–16	1.69 (1.00)	-1.03 (.62)	.03 (.76)	.59 (.92)	.55 (.97)

TABLE 3.4 Means of White and Black Adolescents on Census-Tract Measures Used in Neighborhood Factors, PSID Sample

Factor	Census-Tract Measure	White Mean	Black Mean
Low SES	% of families with children headed by females	8.9	25.2
	% of non-Latino individuals who are black	4.4	58.9
	% of non-Latino individuals who are white	92.3	39.1
	% of nonelderly individuals who are poor	7.5	22.8
	% of families with children living as subfamilies	3.9	9.1
	Ratio of children to families with children	2.4	2.9
	Ratio of two-parent families to children	0.75	0.52
High SES	% of individuals aged 25+ with 13+ years of schooling	25.0	14.1
	% of workers in executive/professional occupations	25.8	14.4
	% families with income > \$30,000	28.2	12.5
Male joblessness	% of males aged 16–64 not in labor force	10.2	16.3
	% of males aged 16–64 who worked fewer than 26 weeks	15.1	22.4
Ethnic diversity	% of foreign-born individuals	5.2	3.3
	% of Latino individuals	3.7	4.3
	Index of ethnic diversity	11.7	32.7
	% neither black, white, nor Latino	0.8	0.7
Family concentration	Ratio of persons to occupied units	2.8	3.7
	% of all individuals aged 0–17	35.4	38.3
	% of all individuals aged 65+	8.8	9.1

TABLE 3.5 Six-Year Family and Neighborhood Poverty Levels for White and Black Children, Aged Ten to Thirteen in 1980

	Six-Year Average Fraction of Individuals in Neighborhood Who Were Poor					Total
Number of years family was poor	0-10%	10-20%	20-30%	30-40%	40%+	
White ( <i>n</i> = 528)						
None	52.4	17.6	3.1	0.9	0.3	75.3%
1-4 years	7.5	8.7	1.8	0.2	0.0	17.9%
5-6 years	0.7	2.9	0.9	0.2	0.0	6.8%
White total	60.6%	29.2%	5.8%	1.3%	0.3%	100.0%
Black ( <i>n</i> = 409)						
None	3.7	11.0	6.0	2.1	2.8	25.5%
1-4 years	1.0	9.2	10.3	3.8	9.5	33.7%
5-6 years	1.3	12.6	11.5	4.4	10.9	40.7%
Black total	6.0%	32.7%	27.7%	10.3%	23.2%	100.0%

Source: Panel Study of Income Dynamics.

FIGURE 4.1 Illustration of Linear and Nonlinear Effects of the Presence of Affluent Neighbors on Children's Verbal Ability (PPVT Standard Scores): By Race and Sex.

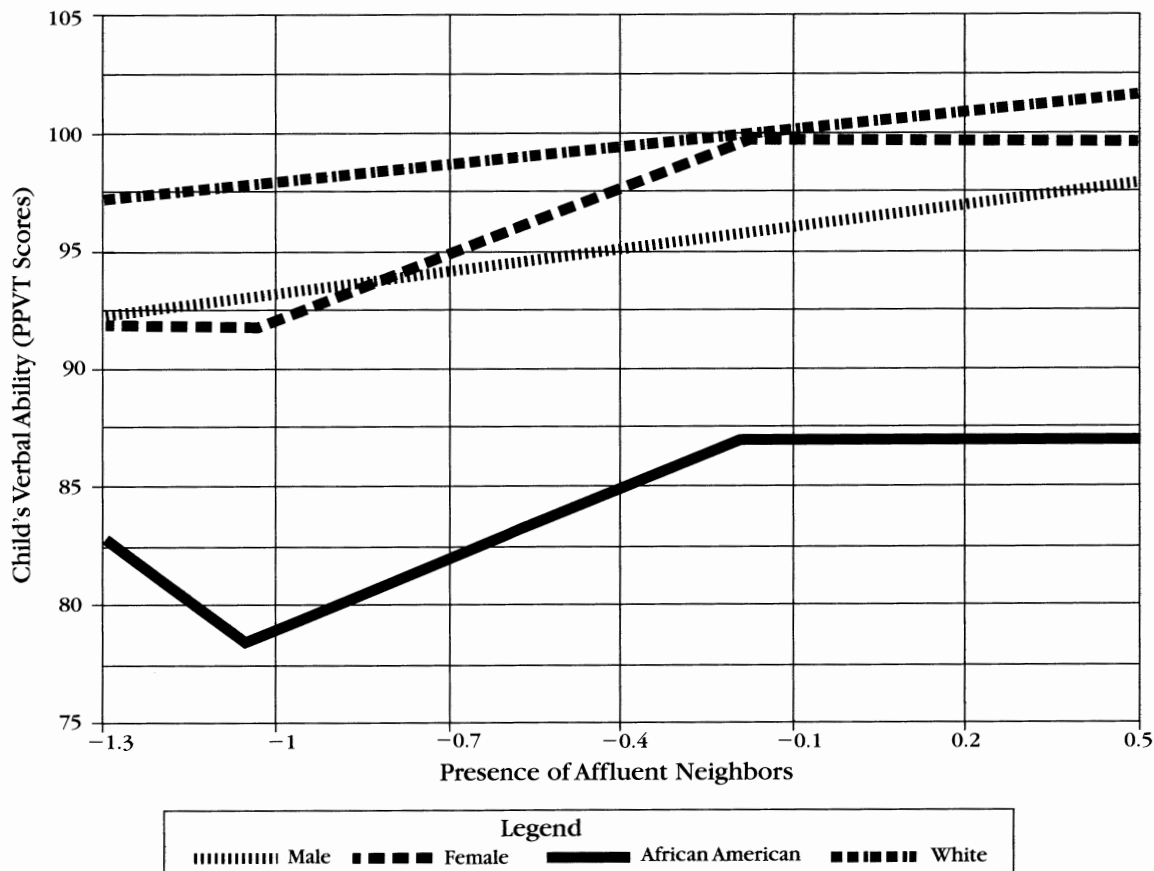


TABLE 4.1 Baseline Characteristics (Before Randomization) of the Primary Analysis Group

Baseline Characteristic	Site*							
	Arkansas	Einstein	Harvard	Miami	Pennsylvania	Texas	Washington	Yale
Birth weight, g (mean $\pm$ SD)								
Intervention group	1861.0 $\pm$ 429.1	1785.3 $\pm$ 427.6	1741.2 $\pm$ 455.0	1727.1 $\pm$ 492.7	1920.9 $\pm$ 422.3	1754.3 $\pm$ 395.4	1810.6 $\pm$ 432.5	1947.8 $\pm$ 434.2
Follow-up group	1817.0 $\pm$ 437.1	1837.9 $\pm$ 420.9	1761.7 $\pm$ 466.0	1682.4 $\pm$ 586.3	1810.4 $\pm$ 466.8	1746.3 $\pm$ 440.9	1842.6 $\pm$ 455.8	1719.9 $\pm$ 504.3
Gestational age, wk (mean $\pm$ SD)								
Intervention group	33.1 $\pm$ 2.3	32.6 $\pm$ 2.5	33.1 $\pm$ 2.8	32.6 $\pm$ 2.3	33.6 $\pm$ 2.7	32.6 $\pm$ 2.8	33.1 $\pm$ 2.5	33.3 $\pm$ 2.2
Follow-up group	33.0 $\pm$ 2.5	32.8 $\pm$ 2.5	32.7 $\pm$ 2.9	32.7 $\pm$ 2.6	33.7 $\pm$ 2.7	33.2 $\pm$ 2.8	33.5 $\pm$ 3.1	32.7 $\pm$ 3.0
Neonatal Health Index† (mean $\pm$ SD)								
Intervention group	100.5 $\pm$ 16.4	104.2 $\pm$ 14.1	100.9 $\pm$ 14.2	103.0 $\pm$ 15.0	99.8 $\pm$ 15.8	98.4 $\pm$ 19.2	101.4 $\pm$ 15.9	97.3 $\pm$ 16.4
Follow-up group	99.7 $\pm$ 15.7	97.8 $\pm$ 16.5	99.6 $\pm$ 16.7	97.7 $\pm$ 16.3	100.1 $\pm$ 16.1	100.9 $\pm$ 13.9	99.2 $\pm$ 16.1	101.8 $\pm$ 15.4
Maternal age, y (mean $\pm$ SD)								
Intervention group	23.3 $\pm$ 4.5	24.8 $\pm$ 6.1	26.4 $\pm$ 5.9	22.7 $\pm$ 6.1	24.3 $\pm$ 5.8	22.0 $\pm$ 6.0	26.3 $\pm$ 5.4	26.9 $\pm$ 5.9
Follow-up group	24.5 $\pm$ 5.9	25.7 $\pm$ 6.5	27.7 $\pm$ 5.7	22.7 $\pm$ 5.2	22.8 $\pm$ 5.7	21.4 $\pm$ 5.0	27.3 $\pm$ 5.7	25.7 $\pm$ 5.8
Maternal education‡ (mean $\pm$ SD)								
Intervention group	1.8 $\pm$ 0.8	1.7 $\pm$ 0.9	2.2 $\pm$ 0.8	1.5 $\pm$ 0.7	1.7 $\pm$ 0.8	1.6 $\pm$ 0.6	2.1 $\pm$ 0.9	2.3 $\pm$ 0.8
Follow-up group	2.0 $\pm$ 0.8	1.8 $\pm$ 0.9	2.5 $\pm$ 0.7	1.5 $\pm$ 0.7	1.9 $\pm$ 0.8	1.4 $\pm$ 0.6	2.2 $\pm$ 0.8	2.3 $\pm$ 0.8

Gender, % M								
Intervention group	47.9	50.0	48.9	52.3	47.9	49.0	49.0	54.3
Follow-up group	47.5	50.0	48.4	50.0	41.5	40.9	50.0	62.1
Maternal race, %								
Black								
Intervention group	54.2	41.3	40.0	77.3	95.8	69.4	23.5	26.1
Follow-up group	52.5	47.8	31.2	80.4	94.3	71.6	16.3	45.5
Hispanic								
Intervention group	2.1	39.1	6.7	11.4	0.0	14.3	2.0	4.3
Follow-up group	0.0	40.2	6.5	14.3	1.9	14.8	2.5	1.5
White/other								
Intervention group	43.7	19.6	53.3	11.4	4.2	16.3	74.5	69.6
Follow-up group	47.5	12.0	62.4	5.4	3.8	13.6	81.3	53.0

Note: From "Enhancing the Outcomes of Low-Birth-Weight, Premature Infants: A Multisite Randomized Trial by the Infant Health and Development Program." 1990. *Journal of the American Medical Association* 263(22):3037. Copyright 1990 by the American Medical Association. Reprinted with permission.

\* For full names of sites, see the list of participating universities.

† Neonatal Health Index is a score standardized to a mean of 100, with high scores signifying better health (Scott, Bauer, Kraemer, and Tyson 1989).

‡ Maternal education is measured on a three-point scale, where 1 indicates less than high school graduate; 2, high school graduate; and 3, some college or more.

TABLE 4.2 Effects of Neighborhood Characteristics on Children's Intellectual Functioning at Ages Three to Four

	IHDP Stanford Binet IQ Scores	IHDP PPVT Standard Scores	NLSY PPVT Standard Scores
Neighborhood factors			
Low SES	-3.62* (1.17)	-3.12* (1.07)	-6.35* (0.97)
High SES	4.91* (1.10)	3.31* (1.01)	-0.02 (1.01)
Male joblessness	-0.01 (0.95)	-0.62 (0.87)	-1.12 (0.81)
Family concentration	0.45 (0.69)	0.61 (0.63)	-1.61* (0.70)
Ethnic diversity	-1.23* (0.38)	-0.59 (0.35)	-1.15 (0.75)
<i>N</i>	681	627	785
Adjusted $R^2$	0.28	0.29	0.16
Mean of $Y$ (Std. dev.)	88.87 (19.74)	87.79 (17.48)	92.12 (18.37)

\*Indicates coefficient is more than twice its standard error.

TABLE 4.3 Effects of Family Characteristics on Children's Intellectual Functioning at Ages Three to Four

	IHDP Stanford Binet IQ Scores	IHDP PPVT Standard Scores	NLSY PPVT Standard Scores
Family characteristics			
Family income/needs	3.52* (0.51)	2.65* (0.46)	2.28* (0.59)
Female head	0.16 (1.36)	0.73 (1.24)	1.56 (1.50)
Mother's education	1.12* (0.32)	0.78* (0.29)	1.97* (0.39)
Teenage mother at study child's birth	1.20 (1.74)	-3.45* (1.58)	-0.93 (1.80)
Teenage mother at a pre- vious birth (NLSY)			-1.21 (1.57)
Mother's employment			
30-39 hrs/week (NLSY)	1.41	1.55	-2.22
or full-time (IHDP)	(1.42)	(1.29)	(1.25)
20-29 hrs/week (NLSY)	1.07	2.48	-0.26
or part-time (IHDP)	(1.70)	(1.55)	(1.98)
1-19 hrs/week (NLSY)			-0.76 (2.26)
Child is African American	-10.19* (1.64)	-10.43* (1.49)	-21.05* (1.57)
Child is male	-2.28 (1.19)	0.84 (1.08)	-3.10* (1.11)
Age in months (NLSY)			-0.07 (0.08)
<i>N</i>	681	627	785
Adjusted <i>R</i> <sup>2</sup>	0.40	0.42	0.30
Mean of <i>Y</i>	88.87	87.79	92.19
(Std. dev.)	(19.74)	(17.48)	(18.32)

\*Indicates coefficient is more than twice its standard error.



TABLE 4.4 Effects of Neighborhood and Family Characteristics on Children's Intellectual Functioning at Ages Three to Four

	IHDP Stanford Binet IQ Scores	IHDP PPVT Standard Scores	NLSY PPVT Standard Scores
Neighborhood factors			
Low SES	-0.09 (1.14)	0.10 (1.04)	-1.51 (1.01)
High SES	2.45* (1.04)	1.24 (0.95)	0.09 (0.94)
Male joblessness	0.20 (0.87)	-0.43 (0.79)	-0.68 (0.74)
Family concentration	0.71 (0.63)	0.83 (0.57)	-1.16 (0.65)
Ethnic diversity	-0.58 (0.35)	-0.07 (0.32)	-1.32 (0.69)
Family characteristics			
Family income/needs	3.12* (0.52)	2.42* (0.48)	2.30* (0.60)
Female head	-0.08 (1.36)	0.69 (1.24)	2.17 (1.51)
Mother's education	1.01* (0.32)	0.75* (0.29)	1.85* (0.39)
Teenage mother at study child's birth	1.10 (1.74)	-3.38* (1.58)	-1.06 (1.80)
Teenage mother at a pre- vious birth (NLSY)			-1.37 (1.57)
Mother's employment			
30-39 hrs/week (NLSY) or full-time (IHDP)	1.51 (1.42)	1.51 (1.29)	-2.04 (1.26)
20-29 hrs/week (NLSY) or part-time (IHDP)	0.89 (1.70)	2.33 (1.55)	-0.32 (1.97)
1-19 hrs/week (NLSY)			-0.67 (2.26)
Child is African American	-10.14* (1.83)	-10.17* (1.67)	-17.51* (1.88)
Child is male	-2.26 (1.19)	0.86 (1.08)	-3.16* (1.11)
Age in months (NLSY)			-0.05 (0.08)
<i>N</i>	681	627	779
Adjusted <i>R</i> <sup>2</sup>	0.41	0.42	0.31
Mean of <i>Y</i>	88.87	87.79	92.20
(Std. dev.)	(19.74)	(17.48)	(18.37)

\*Indicates coefficient is more than twice its standard error.

TABLE 4.5 Effects of Neighborhood and Family Characteristics on Children's Intellectual Functioning at Ages Three to Four, by Race

	IHDP Stanford Binet IQ Scores		NLSY PPVT Standard Scores	
	White	Black	White	Black
Neighborhood factors				
Low SES	2.15 (2.42)	-0.79 (1.34)	-1.54 (1.65)	-0.76 (1.27)
High SES	3.03* (1.53)	1.12 (1.64)	0.38 (1.18)	-0.98 (1.78)
Male joblessness	-2.03 (1.59)	1.10 (1.04)	-1.20 (1.01)	-0.27 (1.03)
Family concentration	-0.20 (1.13)	0.73 (0.80)	-1.07 (0.88)	-1.79 (0.94)
Ethnic diversity	-1.20 (0.94)	-0.14 (0.41)	-2.17* (1.01)	1.15 (1.03)
Family characteristics				
Family income/needs	2.88* (0.71)	2.66* (0.92)	2.73* (0.72)	0.64 (1.29)
Female head	2.71 (2.91)	-1.72 (1.52)	2.10 (2.06)	1.21 (2.05)
Mother's education	1.47* (0.55)	0.37 (0.40)	1.56* (0.49)	2.04* (0.67)
Teenage mother at study child's birth	-0.69 (4.68)	-0.13 (1.78)	0.15 (2.28)	-4.44 (3.00)
Teenage mother at a pre- vious birth (NLSY)			-2.49 (2.04)	1.86 (2.44)
Mother's employment				
30-39 hrs/week (NLSY) or full-time (IHDP)	3.32 (2.60)	1.50 (1.78)	-1.59 (1.60)	-2.43 (2.16)
20-29 hrs/week (NLSY) or part-time (IHDP)	3.81 (2.83)	-1.04 (2.16)	0.09 (2.34)	-0.56 (4.38)
1-19 hrs/week (NLSY)			-1.40 (2.63)	3.88 (6.25)
Child is male	-0.88 (2.21)	-2.80* (1.39)	-3.11* (1.38)	-2.92 (1.88)
Age in months (NLSY)			0.07 (0.10)	-0.45* (0.14)
<i>N</i>	269	412	495	284
Adjusted <i>R</i> <sup>2</sup>	0.30	0.22	0.11	0.11
Mean of <i>Y</i> (Std. dev.)	100.11 (20.52)	81.86 (15.58)	96.62 (16.01)	74.36 (16.36)

\*Indicates coefficient is more than twice its standard error. \*indicates  $t < 2.0$ , but  $p < .05$ .

TABLE 4.6 Effects of Neighborhood Characteristics on Children's Intellectual Functioning at Ages Five to Six

	IHDP WPSSI Verbal IQ Scores	IHDP PPVT Standard Scores	NLSY PIAT Reading	NLSY PIAT Math	NLSY PPVT Standard Scores
Neighborhood factors					
Low SES	-4.38* (1.05)	-5.81* (1.35)	-0.31 (0.73)	-2.82* (0.81)	-5.71* (1.01)
High SES	4.61* (0.99)	4.61* (1.28)	2.48* (0.81)	2.40* (0.88)	2.21* (1.09)
Male joblessness	0.70 (0.85)	-0.01 (1.10)	-0.46 (0.60)	0.92 (0.66)	0.51 (0.83)
Family concentration	-0.56 (0.62)	0.10 (0.80)	-0.33 (0.46)	-0.18 (0.50)	-1.20 (0.62)
Ethnic diversity	-1.60* (0.34)	-2.00* (0.44)	0.14 (0.62)	-0.90 (0.69)	-2.93* (0.87)
<i>N</i>	601	601	669	672	622
Adjusted <i>R</i> <sup>2</sup>	0.28	0.29	0.02	0.06	0.16
Mean of <i>Y</i> (Std. dev.)	90.41 (17.43)	81.69 (21.71)	107.34 (11.73)	101.06 (13.08)	95.44 (16.88)

\*Indicates coefficient is more than twice its standard error.

TABLE 4.7 Effects of Family Characteristics on Children's Intellectual Functioning at Ages Five to Six.

	IHDP WPSSI Verbal IQ Scores	IHDP PPVT Standard Scores	NLSY PIAT Reading Recognition	NLSY PIAT Mathematics Scores	NLSY PPVT Standard Scores
Family characteristics					
Family income/needs	3.13* (0.55)	3.88* (0.67)	1.87* (0.45)	0.83 (0.50)	0.97 (0.61)
Female head	-0.82 (1.34)	-1.66 (1.61)	1.72 (1.05)	2.65* (1.16)	0.61 (1.44)
Mother's education	1.50* (0.33)	1.42* (0.40)	1.08* (0.28)	0.90* (0.31)	2.01* (0.39)
Teenage mother at study child's birth	-0.23 (1.58)	0.43 (1.90)	0.23 (1.07)	-4.31* (1.20)	-1.68 (1.51)
Teenage mother at a previous birth (NLSY)			-2.30 (1.27)	-2.97* (1.38)	-0.20 (1.72)
Mother's employment					
30-39 hrs/week (NLSY) or full- time (IHDP)	1.67 (2.00)	3.35 (2.40)	1.10 (0.90)	0.90 (1.01)	0.22 (1.26)
20-29 hrs/week (NLSY) or part-time (IHDP)	1.92 (2.39)	3.13 (2.88)	0.54 (1.67)	-0.62 (1.78)	0.61 (2.18)
1-19 hrs/week (NLSY)			4.85* (1.74)	1.74 (1.97)	6.53* (2.46)
Child is African American	-7.77* (1.57)	-13.67* (1.89)	-1.13 (1.09)	-6.81* (1.20)	-18.17* (1.50)
Child is male	-1.56 (1.03)	-0.49 (1.36)	-1.36 (0.83)	-1.85* (0.92)	-1.40 (1.14)
Age in months (NLSY)			-0.60* (0.08)	-0.09 (0.09)	-0.05 (0.11)
Child is in school	-0.69 (1.25)	-0.17 (1.51)	8.14* (1.22)	8.92* (1.35)	4.98* (1.67)
N	601	601	680	684	632
Adjusted R <sup>2</sup>	0.38	0.42	0.18	0.18	0.29
Mean of Y (Std. dev.)	90.41 (17.43)	81.69 (21.71)	107.27 (11.71)	101.02 (13.07)	95.30 (16.82)

\*Indicates coefficient is more than twice its standard error.

TABLE 4.8 Effects of Neighborhood and Family Characteristics on Children's Intellectual Functioning at Ages Five to Six

	IHDP WPSSI Verbal IQ Scores	IHDP PPVT Standard Scores	NLSY PIAT Reading Recognition	NLSY PIAT Mathematics Scores	NLSY PPVT Standard Scores
Neighborhood factors					
Low SES	-1.72 (1.08)	-1.40 (1.30)	0.12 (0.81)	-1.19 (0.90)	-0.03 (1.11)
High SES	1.99* (1.00)	1.59 (1.21)	1.79* (0.76)	1.34 (0.84)	2.22* (1.01)
Male joblessness	0.76 (0.82)	-0.05 (0.99)	-0.16 (0.56)	0.70 (0.63)	-0.07 (0.77)
Family concentration	-0.29 (0.60)	0.47 (0.72)	-0.53 (0.42)	-0.33 (0.47)	-1.57* (0.57)
Ethnic diversity	-1.10* (0.34)	-1.31 * (0.40)	0.61 (0.58)	-0.26 (0.65)	-1.32 (0.81)
Family characteristics					
Family income/needs	2.59* (0.57)	3.26* (0.69)	1.70* (0.46)	0.77 (0.51)	0.82 (0.62)
Female head	-0.88 (1.33)	-1.73 (1.60)	1.49 (1.09)	2.96* (1.19)	0.55 (1.46)
Mother's education	1.35* (0.33)	1.36* (0.40)	1.04* (0.29)	0.83* (0.32)	1.88* (0.40)
Teenage mother at study child's birth	-0.24 (1.57)	0.37 (1.89)	0.39 (1.09)	-4.05* (1.22)	-1.59 (1.51)
Teenage mother at a previous birth (NLSY)			-2.47 (1.28)	-3.08* (1.39)	-0.38 (1.72)
Mother's employment					
30-39 hrs/week (NLSY) or full-time (IHDP)	0.75 (1.99)	2.37 (2.40)	1.22 (0.91)	0.92 (1.02)	-0.13 (1.27)
20-29 hrs/ week (NLSY) or part-time (IHDP)	0.72 (2.39)	1.43 (2.89)	0.28 (1.68)	-0.82 (1.80)	-0.13 (2.19)
1-19 hrs/week (NLSY)		4.31* (1.75)	1.34 (1.98)	5.59* (2.46)	
Child is African American	-6.52* (1.72)	-12.73* (2.08)	-0.87 (1.31)	-5.56* (1.44)	-16.76* (1.81)
Child is male	-1.46 (1.12)	-0.37 (1.35)	-1.28 (0.84)	-1.67 (0.93)	-1.14 (1.15)
Age in months (NLSY)		(0.08)	-0.62* (0.09)	-0.11 (0.11)	-0.08
Child is in school	-0.80 (1.24)	-0.24 (1.49)	7.93* (1.24)	9.12* (1.38)	4.97* (1.68)
<i>N</i>	601	601	665	668	618
Adjusted <i>R</i> <sup>2</sup>	0.40	0.44	0.19	0.19	0.31
Mean of <i>Y</i> (Std. dev.)	90.41 (17.43)	81.69 (21.71)	107.33 (11.75)	101.05 (13.10)	95.41 (16.89)

\*Indicates coefficient is more than twice its standard error.

TABLE 4.9 Effects of Neighborhood and Family Characteristics on Children's Intellectual Functioning at Ages Five to Six by Race

	IHDP WPPSI Verbal IQ Scores		IHDP PPVT Standard Scores	
	White	Black	White	Black
Neighborhood factors				
Low SES	-1.86 (2.31)	-1.10 (1.30)	-0.71 (2.53)	-1.14 (1.66)
High SES	2.10 (1.50)	1.76 (1.59)	2.83 (1.64)	1.00 (2.03)
Male joblessness	1.22 (1.52)	0.66 (1.01)	-0.27 (1.66)	0.83 (1.28)
Family concentration	-0.77 (1.10)	-0.28 (0.76)	0.07 (1.21)	-0.05 (0.97)
Ethnic diversity	-2.26* (0.89)	-0.58 (0.40)	-2.80* (0.97)	-0.60 (0.51)
Family characteristics				
Family income/needs	2.82* (0.80)	2.02* (0.94)	2.98* (0.88)	3.28* (1.20)
Female head	2.61 (2.42)	-3.61* (1.61)	4.49 (2.65)	-6.04* (2.05)
Mother's education	1.34* (0.51)	1.02* (0.51)	1.17* (0.56)	1.24 (0.64)
Teenage mother at study child's birth	6.37 (4.33)	-1.82 (1.62)	5.83 (4.74)	-1.12 (2.07)
Teenage mother at a previous birth (NLSY)				
Mother's employment 30-39 hrs/week (NLSY)	2.86 (4.17)	0.27 (2.24)	3.17 (4.56)	2.96 (2.86)
or full-time (IHDP)				
20-29 hrs/week (NLSY)	5.62 (4.61)	-0.98 (2.90)	5.38 (5.04)	0.48 (3.70)
or part-time (IHDP)				
1-19 hrs/week (NLSY)				
Child is male	-0.93 (2.10)	-2.41 (1.33)	-0.81 (2.30)	-0.63 (1.70)
Age in months (NLSY)				
Child is in school	-4.28 (2.28)	2.16 (1.50)	-2.98 (2.50)	2.63 (1.91)
N	228	373	228	373
Adjusted R <sup>2</sup>	0.32	0.13	0.30	0.16
Mean of Y	100.89	84.14	96.57	72.79
(Std. dev.)	(18.13)	(13.57)	(19.70)	(17.61)

TABLE 4.9 *Continued*

NLSY PIAT Reading Recognition Scores		NLSY PIAT Mathematics Scores		NLSY PPVT Standard Scores	
White	Black	White	Black	White	Black
0.76 (1.48)	-0.33 (0.96)	-1.20 (1.66)	-0.69 (1.06)	-0.26 (1.99)	0.58 (1.38)
2.61* (0.99)	-1.22 (1.47)	2.04 (1.10)	-0.56 (1.59)	2.27 (1.30)	1.18 (2.11)
0.26 (0.77)	-1.34 (0.79)	1.07 (0.87)	-0.60 (0.88)	-0.25 (1.05)	-0.43 (1.14)
-0.74 (0.56)	-0.24 (0.70)	-0.68 (0.63)	0.42 (0.78)	-1.52* (0.74)	-1.18 (1.03)
1.04 (0.92)	-0.70 (0.75)	-0.41 (1.03)	-0.68 (0.84)	-2.60* (1.25)	0.38 (1.12)
1.83* (0.57)	1.15 (0.91)	0.84 (0.64)	0.81 (1.00)	0.46 (0.76)	2.59+ (1.32)
2.34 (1.54)	-0.51 (1.45)	3.94* (1.69)	1.14 (1.60)	1.03 (2.02)	1.31 (2.11)
0.95* (0.39)	1.60* (0.45)	0.72 (0.43)	1.23* (0.50)	1.43* (0.52)	2.96* (0.69)
-0.05 (1.48)	0.82 (1.55)	-3.49* (1.68)	-4.96* (1.73)	-1.86 (2.05)	-0.63 (2.30)
-2.73 (1.78)	-1.40 (1.78)	-3.91* (1.92)	-0.87 (1.98)	-1.32 (2.32)	1.89 (2.60)
0.34 (1.20)	3.44* (1.53)	1.26 (1.36)	0.04 (1.69)	-0.82 (1.64)	0.83 (2.27)
0.54 (2.13)	4.34 (3.26)	-1.34 (2.27)	2.60 (3.61)	-2.21 (2.70)	5.53 (4.80)
4.05 (2.16)	5.45 (3.85)	0.66 (2.48)	7.25 (4.06)	3.80 (3.00)	14.85* (5.43)
-1.73 (1.12)	0.12 (1.30)	-1.67 (1.25)	-0.79 (1.44)	-0.47 (1.52)	-2.65 (1.91)
-0.69* (0.11)	-0.42* (0.12)	-0.19 (0.12)	0.06 (0.13)	-0.05 (0.15)	-0.17 (0.17)
7.99* (1.66)	7.95* (1.84)	9.94* (1.86)	7.72* (2.04)	4.22 (2.22)	7.15* (2.68)
379	286	381	287	355	263
0.19	0.18	0.14	0.12	0.09	0.15
107.96 (11.72)	105.34 (11.65)	102.85 (12.79)	95.35 (12.46)	99.95 (14.36)	80.79 (16.13)

\*Indicates coefficient is more than twice its standard error.

+ Indicates  $t < 2.0$ , but  $p < .05$ .

TABLE 4.10 Effects of Neighborhood Characteristics on Children's Behavioral Functioning at Ages Five to Six

	IHDP Achenbach Internalizing	IHDP Achenbach Externalizing	NLSY Behavior Problems Internalizing	NLSY Behavior Problems Externalizing
Neighborhood factors				
Low SES	0.05 (0.68)	0.30 (0.63)	-0.13 (0.13)	-0.10 (0.17)
High SES	-0.64 (0.65)	-0.53 (0.60)	0.27 (0.14)	-0.02 (0.19)
Male joblessness	0.02 (0.56)	0.31 (0.52)	0.24* (0.10)	0.06 (0.14)
Family concentration	0.06 (0.40)	0.19 (0.37)	0.12 (0.08)	0.27* (0.10)
Ethnic diversity	0.17 (0.22)	0.29 (0.21)	0.23* (0.11)	0.18 (0.14)
<i>N</i>	642	642	685	688
Adjusted $R^2$	0.00	0.01	0.02	0.01
Mean of $Y$ (Std. dev.)	13.79 (9.56)	12.75 (8.88)	9.36 (2.04)	11.96 (2.69)

\*Indicates coefficient is more than twice its standard error.



TABLE 4.11 Effects of Family Characteristics on Children's Behavioral Functioning at Ages Five to Six

	IHDP Achenbach Internalizing	IHDP Achenbach Externalizing	NLSY Behavior Problems Internalizing	NLSY Behavior Problems Externalizing
Family characteristics				
Family income/needs	-0.61 (0.36)	-0.77* (0.33)	-0.10 (0.08)	-0.28* (0.11)
Female head	2.06* (0.88)	1.35 (0.79)	0.27 (0.19)	0.09 (0.25)
Mother's education	-0.69* (0.22)	-0.46* (0.20)	-0.11* (0.05)	-0.10 (0.07)
Teenage mother at study child's birth	-0.12 (1.04)	1.34 (0.93)	-0.24 (0.20)	0.12 (0.26)
Teenage mother at a previous birth (NLSY)			-0.12 (0.23)	0.78* (0.30)
Mother's employment 30-39 hrs/week (NLSY) or full-time (IHDP)	1.31 (1.31)	0.82 (1.18)	-0.31 (0.17)	-0.19 (0.22)
20-29 hrs/week (NLSY) or part-time (IHDP)	1.81 (1.57)	1.74 (1.41)	-0.29 (0.30)	-0.05 (0.40)
1-19 hrs/week (NLSY)			0.67* (0.32)	0.20 (0.43)
Child is African American	-2.89* (1.03)	-1.79 (0.93)	-0.02 (0.20)	-0.59* (0.26)
Child is male	-0.48 (0.74)	4.72* (0.67)	-0.30 (0.15)	0.22 (0.20)
Age in months (NLSY)			0.02 (0.01)	0.00 (0.02)
Child is in school	-0.03 (0.82)	-0.17 (0.74)	-0.40 (0.22)	-0.60* (0.30)
<i>N</i>	642	642	699	702
Adjusted <i>R</i> <sup>2</sup>	0.06	0.12	0.03	0.04
Mean of <i>Y</i> (Std. dev.)	13.79 (9.56)	12.75 (8.88)	9.35 (2.01)	11.96 (2.67)

\*Indicates coefficient is more than twice its standard error.

TABLE 4.12 Effects of Neighborhood and Family Characteristics on Children's Behavioral Functioning at Ages Five to Six

	IHDP Achenbach Internalizing	IHDP Achenbach Externalizing	NLSY Behavior Problems Internalizing	NLSY Behavior Problems Externalizing
Neighborhood factors				
Low SES	0.18 (0.72)	0.12 (0.65)	-0.14 (0.15)	0.09 (0.20)
High SES	0.36 (0.67)	0.25 (0.60)	0.29* (0.14)	0.13 (0.19)
Male joblessness	-0.01 (0.55)	0.26 (0.49)	0.20 (0.10)	-0.05 (0.14)
Family concentration	-0.01 (0.40)	0.07 (0.36)	0.13 (0.08)	0.30* (0.10)
Ethnic diversity	0.10 (0.22)	0.18 (0.20)	0.18 (0.11)	0.13 (0.14)
Family characteristics				
Family income/needs	-0.63 (0.38)	-0.73* (0.34)	-0.10 (0.09)	-0.30* (0.11)
Female head	2.02* (0.89)	1.33 (0.80)	0.25 (0.20)	0.07 (0.26)
Mother's education	-0.71* (0.22)	-0.47* (0.20)	-0.09 (0.05)	-0.10 (0.07)
Teenage mother at study child's birth	-0.11 (1.04)	1.33 (0.94)	-0.18 (0.20)	0.11 (0.27)
Teenage mother at a previous birth (NLSY)			-0.12 (0.23)	0.82* (0.31)
Mother's employment 30-39 hrs/week (NLSY) or full-time (IHDP)	1.30 (1.33)	0.92 (1.19)	-0.30 (0.17)	-0.19 (0.22)
20-29 hrs/week (NLSY) or part-time (IHDP)	1.85 (1.60)	1.91 (1.43)	-0.25 (0.30)	0.02 (0.40)
1-19 hrs/week (NLSY)			0.66* (0.33)	0.24 (0.43)
Child is African American	-2.90* (1.15)	-1.96 (1.03)	-0.02 (0.24)	-0.72* (0.32)
Child is male	-0.49 (0.75)	4.69* (0.67)	-0.31+ (0.16)	0.17 (0.21)
Age in months (NLSY)			0.02 (0.01)	0.01 (0.02)
Child is in school	-0.05 (0.83)	-0.20 (0.74)	-0.45+ (0.23)	-0.68* (0.30)
N	642	642	681	684
Adjusted R <sup>2</sup>	0.05	0.11	0.04	0.05
Mean of Y (Std. dev.)	13.79 (9.56)	12.75 (8.88)	9.35 (2.02)	11.95 (2.69)

\*Indicates coefficient is more than twice its standard error. + indicates  $t < 2.0$ , but  $p < .05$ .

TABLE 4.13 Effects of Neighborhood and Family Characteristics on Children's Behavioral Functioning at Ages Five to Six, by Race

	IHDP Achenbach Internalizing		IHDP Achenbach Externalizing		NLSY Behavior Problems Internalizing		NLSY Behavior Problems Externalizing	
	White	Black	White	Black	White	Black	White	Black
Neighborhood factors								
Low SES	-0.17 (1.35)	0.08 (0.93)	-0.53 (1.19)	0.26 (0.86)	-0.36 (0.28)	-0.16 (0.17)	-0.09 (0.36)	-0.26 (0.25)
High SES	0.37 (0.88)	-0.52 (1.14)	0.50 (0.78)	-0.53 (1.05)	0.27 (0.19)	0.22 (0.26)	0.06 (0.24)	0.24 (0.39)
Male joblessness	0.91 (0.89)	-0.44 (0.72)	1.26 (0.78)	-0.35 (0.66)	0.16 (0.15)	0.32* (0.14)	-0.29 (0.19)	0.51* (0.21)
Family concentration	0.29 (0.65)	-0.19 (0.55)	-0.15 (0.57)	0.15 (0.50)	0.11 (0.11)	0.13 (0.13)	0.29* (0.13)	0.25 (0.19)
Ethnic diversity	-0.08 (0.52)	0.13 (0.29)	-0.01 (0.46)	0.18 (0.26)	0.34 (0.17)	0.14 (0.14)	0.24 (0.22)	0.15 (0.21)
Family characteristics								
Family income/needs	-0.31 (0.47)	-1.12 (0.68)	-0.60 (0.41)	-0.94 (0.62)	-0.12 (0.11)	-0.10 (0.16)	-0.40* (0.14)	0.04 (0.24)
Female head	1.97 (1.42)	2.13 (1.16)	1.38 (1.25)	1.46 (1.06)	0.22 (0.29)	0.21 (0.26)	-0.19 (0.36)	0.66 (0.38)
Mother's education	-0.66* (0.30)	-0.89* (0.36)	-0.58* (0.26)	-0.49 (0.33)	-0.08 (0.07)	-0.16* (0.08)	-0.09 (0.09)	-0.20 (0.12)

Teenage mother at study child's birth	-0.44 (2.54)	-0.39 (1.17)	1.46 (2.24)	1.06 (1.07)	-0.26 (0.28)	0.02 (0.27)	0.20 (0.36)	-0.11 (0.41)
Teenage mother at a previous birth (NLSY)					-0.25 (0.32)	0.24 (0.32)	0.88* (0.41)	0.74 (0.47)
Mother's employment 30-39 hrs/week (NLSY) or full-time (IHDP)	-0.71 (2.44)	2.08 (1.62)	-0.91 (2.15)	1.66 (1.48)	-0.36 (0.23)	-0.07 (0.27)	-0.06 (0.29)	-0.56 (0.40)
20-29 hrs/week (NLSY) or part-time (IHDP)	-1.30 (2.70)	3.66 (2.09)	0.66 (2.38)	2.35 (1.92)	-0.21 (0.39)	-0.61 (0.58)	-0.03 (0.49)	0.02 (0.87)
1-19 hrs/week (NLSY)					0.67 (0.41)	0.73 (0.66)	0.31 (0.52)	-0.21 (0.98)
Child Is male	-0.51 (1.23)	-0.56 (0.96)	5.74* (1.09)	4.00* (0.88)	-0.51* (0.21)	0.26 (0.23)	-0.01 (0.27)	0.67 (0.34)
Age in months (NLSY)					0.02 (0.02)	0.03 (0.02)	0.01 (0.03)	0.01 (0.03)
Child is in school	1.77 (1.34)	-1.02 (1.08)	1.27 (1.18)	-0.95 (0.99)	-0.59 (0.31)	-0.09 (0.32)	-0.76 (0.40)	-0.51 (0.48)
<i>N</i>	255	386	255	386	391	290	391	293
Adjusted <i>R</i> <sup>2</sup>	0.07	0.05	0.17	0.07	0.04	0.03	0.05	0.06
Mean of <i>Y</i> (Std. dev.)	14.01 (9.66)	13.65 (9.49)	12.60 (8.99)	12.85 (8.82)	9.32 (2.06)	9.43 (1.91)	12.01 (2.62)	11.78 (2.91)

\*Indicates coefficient is more than twice its standard error.

FIGURE 5.1 Model of Neighborhood and Family Influences on Maternal Characteristics and Behavior

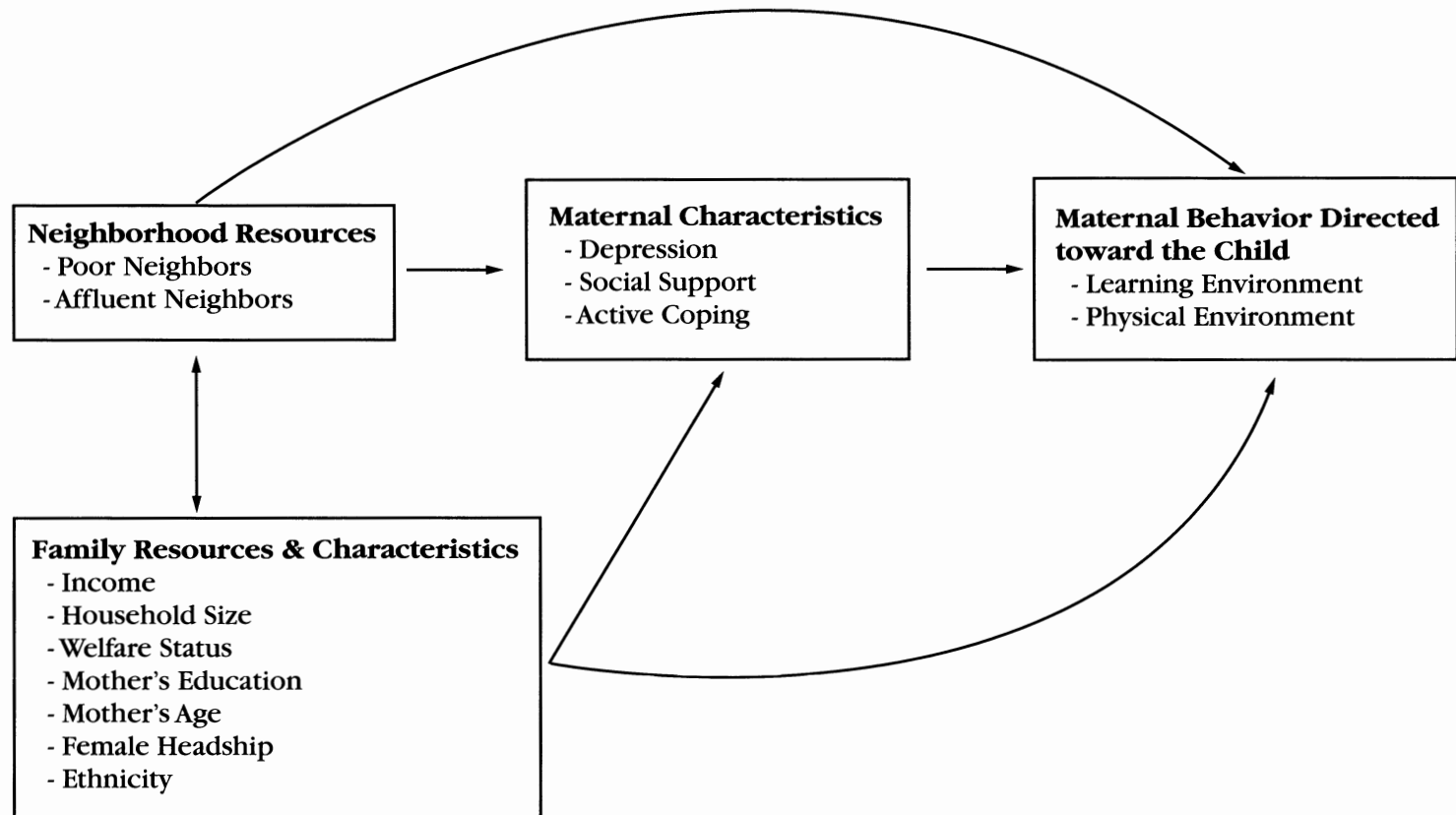


FIGURE 5.2 Two Models of Neighborhood and Family Influences on Child Development Outcomes, Ages Five to Six

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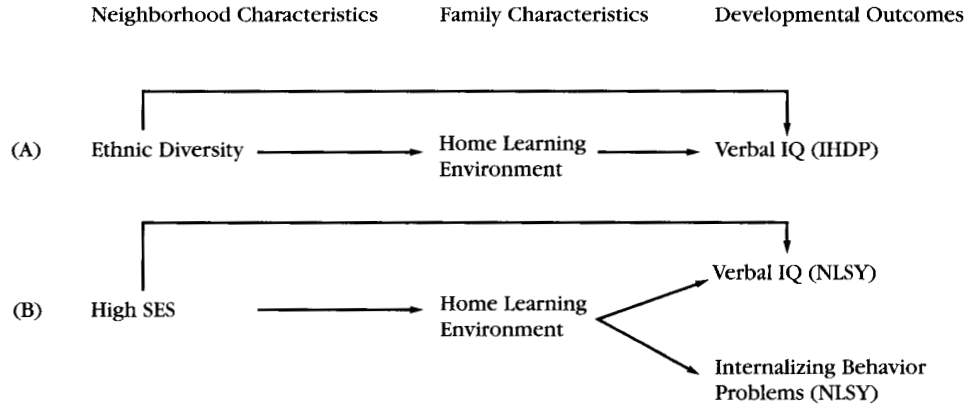


TABLE 5.1 Effects of Neighborhood Factors and Family Characteristics on Maternal Parenting Behavior at Ages Three to Four and Five to Six

	IHDP—Age 3 HOME Learning Environment	IHDP—Age 3 HOME Physical Environment	NLSY—Ages 3–4 HOME-SF Learning Environment	NLSY—Ages 5–6 HOME-SF Learning Environment
Neighborhood factors				
Low SES	–1.07* (0.35)	–0.24* (0.12)	–0.18 (0.85)	0.09 (1.10)
High SES	–0.06 (0.32)	–0.02 (0.11)	–1.20 (0.77)	2.29* (1.01)
Male joblessness	0.36 (0.27)	–0.10 (0.09)	–1.87* (0.63)	–0.10 (0.75)
Family concentration	0.23 (0.19)	0.002 (0.07)	–0.36 (0.53)	0.57 (0.56)
Ethnic diversity	–0.41* (0.11)	–0.04 (0.04)	–0.45 (0.58)	–0.75 (0.77)
Family characteristics				
Family income/needs	0.82* (0.16)	0.24* (0.06)	3.15* (0.50)	2.08* (0.60)
Female head	–1.12* (0.42)	–0.09 (0.15)	0.64 (1.23)	–1.78 (1.44)
Mother's education	0.44* (0.10)	0.11* (0.03)	1.67* (0.32)	1.54* (0.38)
Teenage mother at study child's birth	0.30 (0.53)	–0.25 (0.19)	–3.09* (1.47)	0.56 (1.54)
Teenage mother at a previous birth (NLSY)			–2.54* (1.29)	0.00 (1.65)

*(Table continues on p. 126.)*

TABLE 5.1 *Continued*

	IHDP—Age 3 HOME Learning Environment	IHDP—Age 3 HOME Physical Environment	NLSY—Ages 3–4 HOME-SF Learning Environment	NLSY—Ages 5–6 HOME-SF Learning Environment
Mother's employment				
30–39 hrs./week (NLSY) or full-time (IHDP)	0.76 (0.43)	0.36* (0.15)	–0.47 (1.03)	0.07 (1.21)
20–29 hrs./week (NLSY) or part-time (IHDP)	0.91 (0.52)	0.30 (0.18)	0.51 (1.68)	4.92* (2.20)
1–19 hrs./week (NLSY)			–2.21 (1.84)	4.14 (2.30)
Child is African American	–2.69* (0.56)	–0.20 (0.20)	–5.30* (1.55)	–5.02* (1.75)
Child is male	0.36 (0.36)	–0.06 (0.13)	–0.63 (0.91)	–0.13 (1.11)
Age in months (NLSY)			0.09 (0.07)	0.09 (0.11)
<i>N</i>	634	634	795	619
Adjusted <i>R</i> <sup>2</sup>	0.45	0.28	0.23	0.14
Mean of <i>Y</i>	21.17	5.33	101.21	100.60
(Std. dev.)	(6.03)	(1.85)	(14.42)	(14.56)

\*Indicates coefficient is more than twice its standard error.



TABLE 5.2 Effects of Neighborhood Factors and Family Characteristics on Maternal Warmth, Social Support, and Mental Health at Age Three (IHDP)

	IHDP HOME Warmth	IHDP Social Support	IHDP Depression
Neighborhood factors			
Low SES	-0.22 (0.12)	-0.09 (0.17)	0.17 (0.35)
High SES	-0.16 (0.11)	-0.46* (0.16)	0.02 (0.32)
Male joblessness	-0.02 (0.09)	-0.17 (0.13)	-0.11 (0.26)
Family concentration	0.04 (0.07)	-0.06 (0.09)	-0.22 (0.19)
Ethnic diversity	-0.14* (0.04)	-0.13* (0.05)	0.02 (0.11)
Family characteristics			
family income/needs	0.07 (0.06)	0.21* (0.08)	-0.13 (0.16)
Female head	-0.24 (0.14)	-1.90* (0.21)	0.05 (0.42)
Mother's education	0.06* (0.03)	-0.04 (0.05)	0.04 (0.10)
Teenage mother at study child's birth	-0.34 (0.18)	0.70* (0.26)	0.70 (0.53)
Teenage mother at a previous birth (NLSY)			
Mother's employment			
30-39 hrs./week (NLSY) or full-time	0.22 (0.15)	0.63* (0.21)	-1.01* (0.43)
20-29 hrs./week (NLSY) or part-time	0.06 (0.18)	0.19 (0.26)	-1.50* (0.52)
1-19 hrs./week (NLSY)			
Child is African American	-0.55* (0.20)	0.40 (0.28)	-1.24* (0.56)
Child is male	0.08 (0.13)	-0.01 (0.18)	0.48 (0.36)
<i>N</i>	634	646	646
Adjusted <i>R</i> <sup>2</sup>	0.16	0.18	0.04
Mean of <i>Y</i>	5.09	10.51	21.69
(Std. dev.)	(1.70)	(4.73)	(5.87)

\*Indicates coefficient is more than twice its standard error.

TABLE 5.3 Effects of Neighborhood Factors, Family Characteristics, and Maternal Characteristics on Developmental Outcomes at Ages Three to Four

	IHDP Stanford-Binet IQ Score	IHDP PPVT-R Standard Scores	IHDP Achenbach Externalizing Behavior Problems	NLSY PPVT-R Standard Scores	NLSY Externalizing Behavior Problems
Neighborhood factors					
Low SES	1.27 (1.10)	1.17 (1.03)	0.12 (0.82)	-1.63 (1.02)	0.19 (0.25)
High SES	2.46* (1.00)	1.30 (0.94)	-0.90 (0.75)	0.20 (0.92)	0.41 (0.23)
Male joblessness	-0.43 (0.83)	-0.91 (0.78)	-0.87 (0.62)	-0.20 (0.75)	0.26 (0.19)
Family concentration	0.34 (0.60)	0.54 (0.56)	-0.61 (0.45)	-0.82 (0.63)	0.05 (0.16)
Ethnic diversity	-0.05 (0.34)	0.29 (0.32)	-0.16 (0.26)	-1.20 (0.69)	0.01 (0.17)
Family characteristics					
Family income/needs	2.10* (0.52)	0.78 (0.46)	-0.39 (0.38)	0.84 (0.60)	-0.19 (0.16)
Female head	1.24 (1.39)	0.65 (1.30)	-0.30 (1.04)	2.27 (1.51)	0.20 (0.36)
Mother's education	0.48 (0.31)	0.33 (0.29)	-0.21 (0.23)	1.02* (0.39)	0.01 (0.10)
Teenage mother at study child's birth	0.72 (1.68)	-3.75* (1.57)	2.42 (1.25)	-0.38 (1.78)	-0.13 (0.41)
Teenage mother at a previous birth (NLSY)				-1.29 (1.55)	-0.65 (0.40)
Mother's employment 30-39 hrs./week (NLSY) or full-time	0.46 (1.37)	1.41 (1.29)	-0.29 (1.02)	-1.91 (1.24)	0.44 (0.31)
20-29 hrs./week (NLSY) or part-time	-0.63 (1.64)	1.37 (1.54)	-0.39 (1.22)	-1.31 (1.96)	-0.51 (0.63)
1-19 hrs./week (NLSY)				-1.21 (2.23)	-0.01 (0.53)

(Table continues on p. 130.)

TABLE 5.3 *Continued*

	IHDP Stanford-Binet IQ Score	IHDP PPVT-R Standard Scores	IHDP Achenbach Externalizing Behavior Problems	NLSY PPVT-R Standard Scores	NLSY Externalizing Behavior Problems
Child is African American	-6.88* (1.80)	-8.72* (1.65)	1.66 (1.34)	(2.23) -15.65* (1.88)	(0.53) -1.30* (0.48)
Child is male	-2.63* (1.14)	0.88 (1.06)	2.10* (0.85)	-3.16* (1.10)	0.55 (0.29)
Age in months (NLSY)				-0.07 (0.08)	0.07 (0.04)
Maternal characteristics					
HOME learning environment 36 mos. (IHDP)/36-59 mos. (NLSY)	1.41* (0.14)	1.14* (0.13)	-0.30* (0.11)	0.40* (0.04)	-0.03* (0.01)
HOME physical environment 36 mos. (IHDP)	-0.56 (0.37)	0.41 (0.35)	-0.96* (0.28)		
HOME warmth 36 mos. (IHDP)	-0.14 (0.39)	-0.70 (0.37)	0.09 (0.29)		
Depression 36 mos. (IHDP)	-0.26* (0.12)	-0.12 (0.11)	0.45* (0.09)		
Moos active Behavioral coping 36 mos. (IHDP)	-0.05 (0.10)	-0.17 (0.09)	0.13 (0.08)		
Social support 36 mos. (IHDP)	-0.09 (0.26)	-0.46 (0.24)	-0.29 (0.19)		
<i>N</i>	634	610	634	715	380
Adjusted $R^2$	0.50	0.46	0.18	0.37	0.04
Mean of $Y$	88.87	87.79	25.26	92.77	12.29
(Std. dev.)	(19.74)	(17.48)	(11.48)	(18.19)	(2.75)

\*Indicates coefficient is more than twice its standard error.

TABLE 5.4 Effects of Neighborhood Factors, Family Characteristics, and Maternal Characteristics on Developmental Outcomes at Ages Five to Six

	IHDP WPPSI Verbal IQ Score	IHDP PPVT-R Standard Scores	IHDP Achenbach Externalizing Behavior Problems	NLSY PPVT-R Standard Scores	NLSY PIAT Reading Scores	NLSY Externalizing Behavior Problems	NLSY Internalizing Behavior Problems
Neighborhood factors							
Low SES	-0.54 (1.03)	0.003 (1.25)	-0.13 (0.67)	-0.30 (1.18)	0.43 (0.86)	0.05 (0.21)	-0.10 (0.16)
High SES	2.16* (0.95)	1.72 (1.16)	0.10 (0.62)	1.72 (1.06)	1.51 (0.80)	0.20 (0.19)	0.38* (0.15)
Male joblessness	0.33 (0.78)	-0.50 (0.95)	0.26 (0.51)	0.18 (0.80)	-0.17 (0.59)	-0.05 (0.14)	0.18 (0.11)
Family concentration	-0.62 (0.56)	0.05 (0.69)	0.16 (0.37)	-1.61* (0.59)	-0.81 (0.44)	0.32* (0.11)	0.15 (0.08)
Ethnic diversity	-0.65* (0.32)	-0.83* (0.39)	0.07 (0.21)	-1.19 (0.84)	0.43 (0.60)	0.12 (0.15)	0.20 (0.11)
Family characteristics							
Family income/needs	1.52* (0.56)	2.03* (0.68)	-0.32 (0.36)	0.57 (0.63)	1.51* (0.47)	-0.25* (0.11)	-0.04 (0.09)
Female head	-0.55 (1.28)	-1.35 (1.55)	0.90 (0.83)	0.76 (1.55)	2.29* (1.15)	0.15 (0.27)	0.23 (0.21)
Mother's education	0.81* (0.32)	0.67 (0.40)	-0.35 (0.21)	1.41* (0.41)	0.82* (0.30)	-0.03 (0.07)	-0.05 (0.06)
Teenage mother at study child's birth	0.11 (1.50)	1.01 (1.83)	1.07 (0.97)	-1.55 (1.58)	0.21 (1.14)	-0.05 (0.28)	-0.18 (0.21)
Teenage mother at a previous birth (NLSY)				-0.77 (1.78)	-2.26 (1.35)	0.83* (0.31)	-0.14 (0.24)
Mother's employment							
30-39 hrs./week (NLSY) or full-time	-0.99 (1.89)	0.54 (2.30)	1.13 (1.22)	-0.43 (1.32)	1.36 (0.96)	-0.24 (0.23)	-0.37* (0.18)
20-29 hrs./week (NLSY) or part-time	-0.64 (2.27)	0.13 (2.77)	1.86 (1.47)	-1.07 (2.32)	-0.48 (1.76)	0.58 (0.42)	-0.01 (0.32)
1-19 hrs./week (NLSY)				4.03 (2.52)	3.39 (1.81)	0.38 (0.44)	0.71* (0.34)

(Table continues on p. 132.)

TABLE 5.4 *Continued*

	IHDP WPPSI Verbal IQ Score	IHDP PPVT-R Standard Scores	IHDP Achenbach Externalizing Behavior Problems	NLSY PPVT-R Standard Scores	NLSY PIAT Reading Scores	NLSY Externalizing Behavior Problems	NLSY Internalizing Behavior Problems
Child is African American	-3.62* (1.67)	-9.64* (2.03)	-1.78 (1.08)	-16.07* (1.92)	-0.85 (1.40)	-0.93* (0.33)	-0.26 (0.26)
Child is male	-1.92 (1.06)	-0.85 (1.29)	4.50* (0.68)	-0.37 (1.20)	-0.87 (0.88)	0.18 (0.21)	-0.27 (0.16)
Age in months (NLSY)				-0.03 (0.12)	-0.66* (0.09)	0.00 (0.02)	0.03 (0.02)
Child is in school	-0.88 (1.18)	-0.58 (1.44)	-0.18 (0.76)	4.26* (1.77)	8.27* (1.32)	-0.44 (0.32)	-0.55* (0.24)
Maternal characteristics							
HOME learning environment 36 mos. (IHDP)/5 or 6 yrs. (NLSY)	1.16* (0.13)	1.28* (0.16)	-0.17* (0.08)	0.19* (0.05)	0.14* (0.03)	-0.03* (0.01)	-0.03* (0.01)
HOME physical environment 36 mos. (IHDP)	-0.35 (0.35)	0.03 (0.43)	-0.49* (0.23)				
HOME warmth 36 mos. (IHDP)	0.20 (0.37)	0.06 (0.45)	-0.06 (0.24)				
Depression 36 mos. (IHDP)	-0.08 (0.11)	-0.20 (0.14)	0.32* (0.07)				
Moos active behavioral coping 36 mos. (IHDP)	0.05 (0.09)	0.14 (0.12)	0.18* (0.06)				
Social support 36 mos. (IHDP)	-0.36 (0.23)	-0.55* (0.28)	-0.07 (0.15)				
N	585	585	585	554	595	611	608
Adjusted R <sup>2</sup>	0.48	0.50	0.16	0.33	0.21	0.08	0.07
Mean of Y	90.41	81.69	12.75	95.60	107.51	11.93	9.34
(Std. dev.)	(17.43)	(21.71)	(8.88)	(16.77)	(11.83)	(2.66)	(2.05)

\*Indicates coefficient is more than twice its standard error.

TABLE 5.5 Effects of Family Characteristics on Children's Developmental Outcomes at Ages Three to Four, by Neighborhood Resource

	IHDP Stanford-Binet IQ Scores		IHDP PPVT-R Standard Scores		NLSY PPVT-R Standard Scores	
	Resource Rich	Resource Poor	Resource Rich	Resource Poor	Resource Rich	Resource Poor
Family characteristics						
Family income/needs	1.84*	1.91*	1.46*	1.88*	0.49	0.82
	(0.84)	(0.69)	(0.72)	(0.67)	(0.90)	(0.83)
Female head	1.99	0.76	2.57	1.26	-0.30	2.49
	(3.03)	1.42	(2.61)	(1.38)	(2.63)	(1.86)
Mother's education	0.70	0.17	0.94	0.06	0.69	1.37*
	(0.68)	(0.34)	(0.59)	(0.33)	(0.59)	(0.57)
Teenage mother at study child's birth	4.39	-0.18	0.37	-4.31*	-1.16	-0.33
	(5.67)	(1.69)	(4.87)	(1.63)	(2.90)	(2.29)
Teenage mother at a previous birth (NLSY)					-0.47	-2.09
					(2.64)	(1.92)
Mother's employment						
30-39 hrs./week (NLSY)	-2.05	2.40	-0.83	2.29	0.17	-3.35*
or full-time	(2.93)	(1.55)	(2.52)	(1.50)	(2.05)	(1.62)
20-29 hrs./week (NLSY)	0.85	-1.60	-1.24	2.32	0.09	-2.07
or part-time	(3.25)	(1.88)	(2.80)	(1.82)	(3.04)	(2.62)
1-19 hrs./week (NLSY)					-0.19	-3.26
					(3.16)	(3.35)
Child is African American	-8.46*	-4.12*	-9.75*	-5.78*	-21.00*	-16.64*
	(3.75)	(1.88)	(3.23)	(1.82)	(3.63)	(1.86)
Child is male	-2.46	-3.67*	1.09	-0.47	-3.48*	-2.49
	(2.40)	(1.28)	(2.06)	(1.24)	(1.76)	(1.43)
Age in months (NLSY)					0.03	-0.11
					(0.13)	(0.11)

*(Table continues on page 138.)*

TABLE 5.5 *Continued*

	IHDP Stanford-Binet IQ Scores		IHDP PPVT-R Standard Scores		NLSY PPVT-R Standard Scores	
	Resource Rich	Resource Poor	Resource Rich	Resource Poor	Resource Rich	Resource Poor
HOME learning environment	1.89*	1.13*	0.98*	0.80*	0.04*	0.04*
	(0.32)	(0.13)	(0.28)	(0.13)	(0.01)	(0.01)
Interaction: learning × income/needs <sup>a</sup>	-0.09	0.24*	0.12	0.02	-0.01	-0.00
	(0.18)	(0.10)	(0.15)	(0.10)	(0.01)	(0.00)
Interaction: learning × mother's education <sup>a</sup>	0.33	0.21*	0.19	0.17*	-0.00	-0.01
	(0.26)	(0.05)	(0.23)	(0.04)	(0.00)	(0.01)
Interaction: learning × child is African American <sup>a</sup>	2.10*	-1.73*	2.23*	-2.00*	-0.02	-0.02*
	(0.70)	(0.37)	(0.59)	(0.36)	(0.03)	(0.01)
Interaction: learning × child is male <sup>a</sup>	-0.54	0.02	-0.40	-0.20	0.00	-0.01
	(0.60)	(0.24)	(0.51)	(0.23)	(0.01)	(0.01)
<i>N</i>	175	456	175	432	260	455
Adjusted <i>R</i> <sup>2b</sup>	0.47	0.40	0.42	0.37	0.27	0.34
Mean of <i>Y</i>	100.26	84.36	98.02	83.30	98.59	87.71
(Std. dev.)	(20.82)	(17.25)	(17.03)	(15.72)	(16.19)	(18.34)

\*Indicates coefficient is more than twice its standard error.

<sup>a</sup> Interactions control for the effects of family characteristics. One interaction term per regression model; total of four models run per dependent variable.

<sup>b</sup> For regression model without interaction term.

TABLE 5.6 Effects of Family Characteristics on Children's Developmental Outcomes at Ages Five to Six, by Neighborhood Resource

	IHDP WPPSI IQ Scores		IHDP PPVT-R Standard Scores		NLSY PPVT-R Standard Scores		NLSY PIAT Reading Scores	
	Rich	Poor	Rich	Poor	Rich	Poor	Rich	Poor
Family characteristics								
Family income/needs	0.35 (0.77)	1.27 (0.78)	1.97* (0.95)	1.99* (0.95)	-0.33 (0.91)	1.09 (0.88)	2.19* (0.81)	0.97 (0.59)
Female head	-3.75 (2.18)	-0.64 (1.54)	-1.50 (2.69)	-1.47 (1.87)	-0.26 (2.62)	1.58 (1.93)	5.53* (2.40)	0.85 (1.24)
Mother's education	0.64 (0.46)	1.70* (0.44)	0.19 (0.56)	0.98 (0.54)	0.80 (0.64)	1.41* (0.54)	0.39 (0.57)	1.01* (0.35)
Teenage mother at study child's birth	4.43 (4.13)	0.46 (1.66)	11.06* (5.10)	-0.71 (2.02)	-2.45 (2.66)	-2.40 (1.98)	-2.91 (2.34)	1.07 (1.27)
Teenage mother at a previous birth (NLSY)					-1.45 (2.94)	-1.31 (2.25)	-1.64 (2.64)	-2.36 (1.53)
Mother's employment								
30-39 hrs./week (NLSY) or full-time	0.34 (3.92)	-0.04 (2.20)	3.84 (4.84)	0.67 (2.68)	-1.17 (2.00)	0.45 (1.79)	1.68 (1.78)	1.00 (1.14)
20-29 hrs./week (NLSY) or part-time	-0.81 (4.21)	1.69 (2.78)	5.04 (5.20)	0.42 (3.37)	-1.14 (3.87)	0.64 (2.96)	-0.84 (3.66)	0.10 (1.96)
1-19 hrs./week (NLSY)					7.31* (3.55)	1.43 (3.56)	7.94* (2.98)	-0.64 (2.37)
Child is African American	-4.27 (2.86)	-3.55 (1.93)	-9.29* (3.53)	-7.98* (2.35)	-15.58* (3.25)	-17.18* (1.90)	2.09 (2.95)	-1.14 (1.23)
Child is male	-3.19 (1.83)	-2.12 (1.32)	-1.41 (2.25)	-1.88 (1.61)	0.47 (1.85)	-1.08 (1.56)	0.85 (1.65)	-1.74 (1.01)
Age in months (NLSY)					-0.07 (0.20)	0.02 (0.15)	-0.65* (0.18)	-0.66* (0.10)

*(Table continues on p. 140.)*



TABLE 5.6 *Continued*

	IHDP WPPSI IQ Scores		IHDP PPVT-R Standard Scores		NLSY PPVT-R Standard Scores		NLSY PIAT Reading Scores	
	Rich	Poor	Rich	Poor	Rich	Poor	Rich	Poor
Child is in school	-4.02*	1.15	-5.15*	1.42	12.98*	-2.03	11.29*	6.71*
	(2.00)	(1.45)	(2.47)	(1.76)	(2.87)	(2.25)	(2.58)	(1.48)
HOME learning environment	2.00*	1.08*	1.91*	1.16*	0.01	0.02*	0.02*	0.01*
	(0.26)	(0.14)	(0.32)	(0.17)	(0.01)	(0.01)	(0.01)	(0.00)
Interaction: learning × income/needs <sup>a</sup>	0.42*	0.24*	-0.16	-0.16	0.00	0.00	-0.00	0.00
	(0.13)	(0.11)	(0.17)	(0.14)	(0.01)	(0.00)	(0.00)	(0.00)
Interaction: learning × mother's education <sup>a</sup>	<sup>c</sup>	0.28*	<sup>c</sup>	0.09	-0.02*	-0.00	0.00	0.00
		(0.09)		(0.12)	(0.01)	(0.01)	(0.01)	(0.00)
Interaction: learning × child is African American <sup>a</sup>	-1.29*	-1.42*	1.12	-1.01*	-0.00	-0.00	0.00	-0.00
	(0.53)	(0.39)	(0.66)	(0.48)	(0.02)	(0.01)	(0.02)	(0.01)
Interaction: learning × child is male <sup>a</sup>	-1.42*	-0.04	-1.33	-0.51	0.02	0.01	-0.01	-0.01
	(0.46)	(0.24)	(0.58)	(0.29)	(0.02)	(0.01)	(0.01)	(0.01)
<i>N</i>	153	408	153	408	190	364	196	399
Adjusted <i>R</i> <sup>2b</sup>	0.57	0.35	0.57	0.33	0.30	0.30	0.19	0.22
Mean of <i>Y</i>	103.07	86.90	96.76	76.02	100.31	92.05	109.61	106.01
(*Std. dev.)	(16.48)	(16.20)	(20.33)	(18.32)	(14.75)	(17.35)	(12.44)	(11.16)

\*Indicates coefficient is more than twice its standard error.

<sup>a</sup> Interactions control for the effects of family characteristics. One interaction term per regression model; total of four models run per dependent variable.

<sup>b</sup> For regression model without interaction term.

<sup>c</sup> Interaction term not entered in regression model because of tolerance limitations.

FIGURE 6.1 Age Differences in Effects of Neighborhood Composition on Educational Risk from Middle Childhood to Middle Adolescence (New York Samples Only)

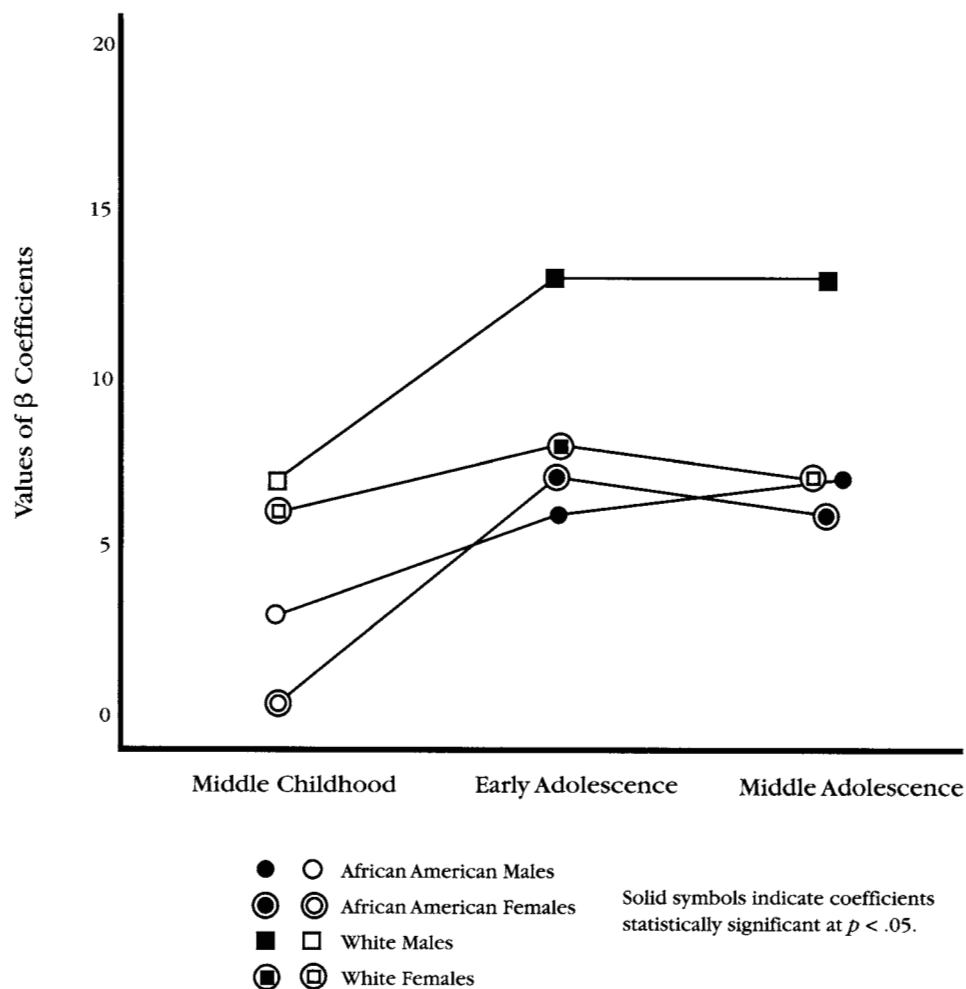


FIGURE 6.2 Age Differences in Effects of Family Economic Risk on Educational Risk from Middle Childhood to Middle Adolescence (New York Samples Only)

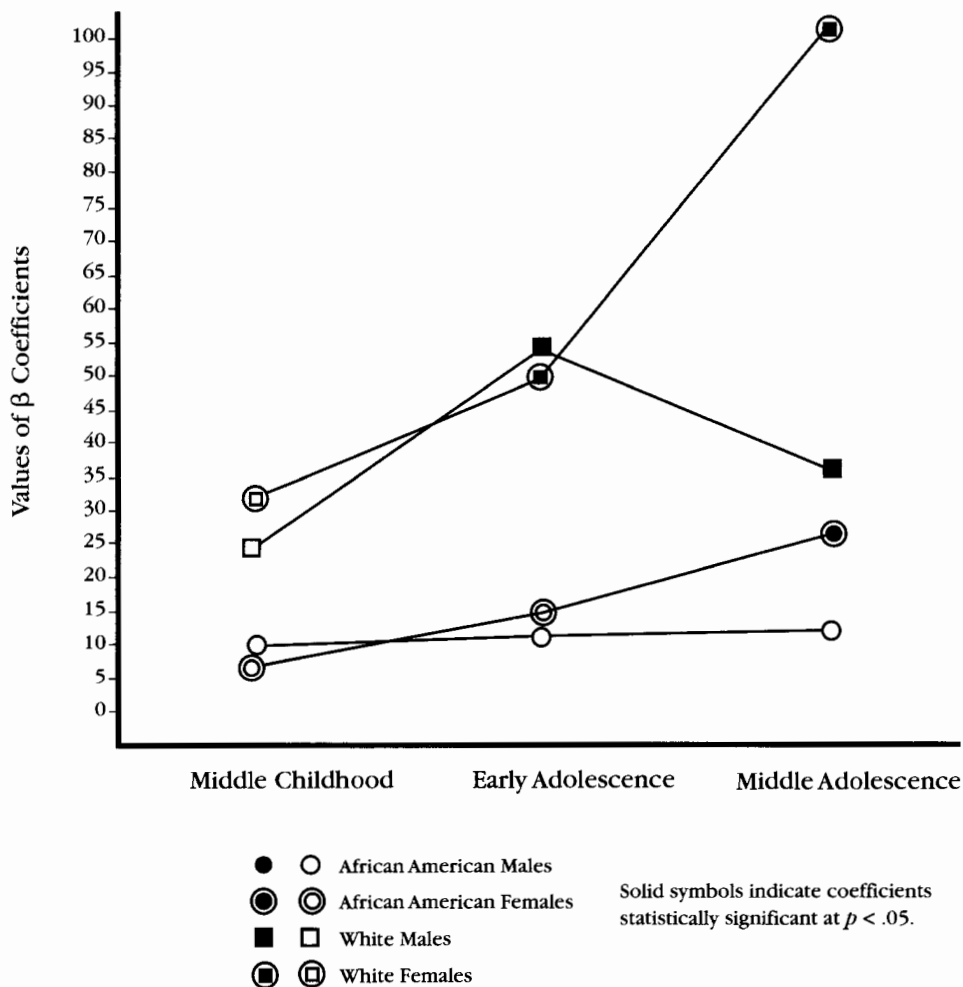


TABLE 6.1 Sample Demographic Information

	White Males	White Females	African American Males	African American Females
New York sample				
Middle childhood				
<i>N</i>	101	94	414	431
Neighborhood risk <sup>a</sup>	1.52 (2.29)	1.62 (2.43)	4.59 (2.41)	4.60 (2.18)
Family economic risk <sup>b</sup>	.62	.58	.83	.82
School outcomes <sup>c</sup>	.81 (1.04)	.59 (.90)	1.10 (1.09)	.89 (.96)
New York sample				
Early adolescence				
<i>N</i>	638	607	1,025	1,136
Neighborhood risk <sup>a</sup>	.12 (2.02)	.06 (2.05)	2.83 (2.38)	2.92 (2.93)
Family economic risk <sup>b</sup>	.96	.81	1.98	1.54
School outcomes <sup>c</sup>	(1.29)	(1.14)	(1.54)	(1.42)
Atlanta sample				
Early adolescence				
<i>N</i>	—	—	237	109
Neighborhood risk <sup>a</sup>	—	—	5.27 (2.24)	4.89 (2.62)
Family income/needs	—	—	1.04 (0.88)	1.25 (1.09)
School outcomes <sup>d</sup>	—	—	37.52 (25.33)	46.98 (26.91)
NYC/B/DC sample				
Early adolescence				
<i>N</i>	134	175	129	231
Neighborhood risk <sup>a</sup>	.86 (1.02)	.80 (1.08)	3.59 (2.13)	4.15 (2.13)
Family economic risk <sup>c</sup>	-.25 (.51)	-.25 (.54)	.08 (.60)	.02 (.61)
School outcomes <sup>f</sup>	.15 (.85)	.37 (.86)	.15 (.79)	.07 (.80)
New York sample				
Middle adolescence				
<i>N</i>	275	204	653	665
Neighborhood risk <sup>a</sup>	.92 (2.20)	.96 (2.03)	3.02 (2.33)	3.40 (2.31)
Family economic risk <sup>b</sup>	.43	.46	.63	.64
School outcomes <sup>c</sup>	1.61 (1.40)	1.63 (1.37)	2.37 (1.69)	2.02 (1.40)

TABLE 6.1 *Continued*

	White Males	White Females	African American Males	African American Females
PSID sample				
Middle adolescence				
<i>N</i>	785	821	858	931
Neighborhood risk <sup>a</sup>	-.11 (1.82)	-.06 (1.77)	3.66 (2.17)	3.78 (2.14)
Family income/needs	3.18 (1.91)	3.23 (1.97)	1.40 (.91)	1.37 (.82)
School outcomes <sup>g</sup>	13.4 (2.4)	13.2 (2.3)	12.0 (1.9)	12.4 (1.9)

<sup>a</sup> Mean (and standard deviation) of the three-variable neighborhood risk composite in standard deviation units based on national norms for the PSID (chapter 3).

<sup>b</sup> Proportion of subjects eligible for the free or reduced-cost lunch program.

<sup>c</sup> Represents average number of "flags" for each group.

<sup>d</sup> Represents average score on the Iowa Test of Basic Skills.

<sup>e</sup> Based on students' reports of family labor market participation and automobile ownership.

<sup>f</sup> Represents average score on the reading/math composite.

<sup>g</sup> Represents years of completed schooling.

TABLE 6.2 Effects of Neighborhood Composite and Family Characteristics on School Outcomes: New York Middle Childhood Sample

	White Males	White Males	Black Males	Black Males	White Females	White Females	Black Females	Black Females
Neighborhood characteristics								
Composite neighborhood factors (low SES, high SES, and male joblessness combined)	.09* (.04)	.07 (.05)	.03 (.02)	.03 (.02)	.09* (.04)	.06 (.04)	.00 (.02)	.00 (.02)
Family characteristics								
Eligible for reduced-price/ free lunch	—	.25 (.22)	—	.10 (.14)	—	.33 (.19)	—	.07 (.12)
<i>N</i>	101	101	414	414	94	94	431	431
Adjusted <i>R</i> <sup>2</sup>	.04	.04	.00	.00	.05	.07	.00	.00
Mean of <i>Y</i> <sup>a</sup> (Std. dev.)	.81 (1.04)	.81 (1.04)	1.10 (1.09)	1.10 (1.09)	.59 (.90)	.59 (.90)	.89 (.96)	.89 (.96)

\*Indicates coefficient is at least twice its standard error.

<sup>a</sup> School outcomes are represented by the average number of "flags" for this group.

TABLE 6.3 Effects of Neighborhood Characteristics and Family Characteristics on School Outcomes: New York Middle Childhood Sample

	White Males	White Males	Black Males	Black Males	White Females	White Females	Black Females	Black Females
Neighborhood characteristics								
Low SES	-.15 (.21)	-.16 (.21)	-.02 (.12)	-.02 (.12)	.29 (.18)	.27 (.18)	-.17 (.09)	-.17 (.09)
High SES	-.44* (.20)	-.41 (.21)	.15 (.17)	.15 (.17)	-.26 (.18)	-.25 (.18)	.15 (.15)	.03 (.15)
Male	(.05)	.03	.24* (.11)	.23* (.11)	-.31 (.23)	-.32 (.23)	.13 (.08)	.13 (.08)
joblessness	(.19)	(.20)	(.11)	(.11)	(.23)	(.23)	(.08)	(.08)
Family	.00	.00	-.12	-.11	-.01	.02	.05	.04
concentration	(.14)	(.14)	(.09)	(.09)	(.14)	(.14)	(.08)	(.08)
Ethnic	.09	.09	.07	.08	.11	.05	.09	.09
diversity	(.16)	(.16)	(.07)	(.07)	(.15)	(.15)	(.06)	(.06)
Family characteristics								
Eligible for reduced-price/ free lunch	—	.19 (.26)	—	-.09 (.14)	—	.28 (.20)	—	.05 (.11)
<i>N</i>	101	101	414	414	94	94	431	431
Adjusted <i>R</i> <sup>2</sup>	.04	.04	.01	.01	.05	.06	.02	.02
Mean of <i>Y</i> <sup>a</sup>	.81	.81	1.10	1.10	.59	.59	.89	.89
(Std. dev)	(1.04)	(1.04)	(1.09)	(1.09)	(.90)	(.90)	(.96)	(.96)

\*Indicates coefficient is at least twice its standard error.

<sup>a</sup> School outcomes are represented by the average number of "flags" for this group.

TABLE 6.4 Effects of Neighborhood Composite and Family Characteristics on School Outcomes: Atlanta Early Adolescence Sample

	African American Males	African American Males	African American Females	African American Females
Neighborhood factors				
Neighborhood risk factor	-.38 (.63)	-.21 (.74)	-1.74* (.87)	-1.05 (.97)
Family characteristics				
Family income/needs	—	2.96 (2.08)	—	1.13 (2.64)
Female head	—	.41 (3.47)	—	5.63 (5.32)
Mother's education	—	1.84* (.76)	—	3.72* (.96)
Grade six	—	-2.52 (4.05)	—	11.72* (5.65)
Grade seven	—	(2.72) (4.20)	—	(.46) (6.85)
<i>N</i>	237	237	109	109
Adjusted <i>R</i> <sup>2</sup>	.00	.03	.02	.16
Mean of <i>Y</i> <sup>a</sup> (Std. dev.)	37.52 (25.33)	37.52 (25.33)	46.98 (26.91)	46.98 (26.91)

\*Indicates coefficient is at least twice its standard error.

<sup>a</sup> School outcomes are represented by the average score on the Iowa Test of Basic Skills.



TABLE 6.5 Effects of Neighborhood Composite and Family Characteristics on School Outcomes: NYC/B/DC Early Adolescence Sample

	White Males	White Males	Black Males	Black Males	White Females	White Females	Black Females	Black Females
Neighborhood characteristics								
Composite neighborhood factors (low SES, high SES, and male joblessness combined)	.08 (.08)	-.08 (.08)	.05 (.04)	.06 (.04)	-.16* (.06)	-.16* (.07)	-.03 (.03)	-.03 (.03)
Family characteristics	—	.5	—	-.06	—	-.36*	—	.01
Poverty		(.18)		(.15)		(.16)		(.11)
No father	—	-.07		-.06		.45		-.14
		(.32)		(.20)		(.26)		(.15)
<i>N</i>	134	134	129	129	175	175	231	231
Adjusted <i>R</i> <sup>2</sup>	.00	.01	.01	.01	.03	.05	.00	.00
Mean of <i>Y</i> <sup>a</sup>	.15	.15	.15	.15	.37	.37	.07	.07
(Std. dev.)	(.85)	(.85)	(.79)	(.79)	(.86)	(.86)	(.80)	(.80)

\*Indicates coefficient is at least twice its standard error.

<sup>a</sup> School outcomes are represented by the average score on the reading-math composite.

TABLE 6.6 Effects of Neighborhood Composite and Family Characteristics on School Outcomes: New York Early Adolescence Sample

	White Males	White Males	Black Males	Black Males	White Females	White Females	Black Females	Black Females
Neighborhood characteristics								
composite neighborhood	.16*	.13*	.06*	.06*	.11*	.08*	.07*	.07*
factors (low SES, high	(.02)	(.02)	(.02)	(.02)	(.02)	(.02)	(.02)	(.02)
SES combined)								
Family characteristics								
eligible for reduced-	—	.54*	—	.12	—	.50*	—	.14
price/free lunch		(.11)		(.10)		(.10)		(.09)
<i>N</i>	638	638	1025	1025	607	607	1136	1136
Adjusted <i>R</i> <sup>2</sup>	.06	.09	.01	.01	.04	.07	.02	.02
Mean of <i>Y</i> <sup>a</sup>	.96	.96	1.98	1.98	.81	.81	1.54	1.54
(Std. dev.)	(1.29)	(1.29)	(1.54)	(1.54)	(1.14)	(1.14)	(1.42)	(1.42)

\*Indicates coefficient is at least twice its standard error.

<sup>a</sup> School outcomes are represented by the average number of "flags" for this group.

TABLE 6.7 Effects of Neighborhood Characteristics and Family Characteristics  
on School Outcomes: Atlanta Early Adolescence Sample

	African American Males	African American Males	African American Females	African American Females
Neighborhood factors				
Low SES	-6.49 (3.88)	-6.00 (4.48)	-.70 (5.36)	-5.52 (5.83)
High SES	-2.01 (3.73)	-.38 (4.27)	11.19* (5.59)	8.51 (6.11)
Male joblessness	-3.65* (1.75)	-4.23* (2.00)	2.98 (2.60)	4.50 (2.83)
Family concentration	-1.19 (1.71)	-1.05 (1.95)	-3.84 (2.63)	.33 (2.94)
Ethnic diversity	1.40 (6.72)	1.44 (7.66)	-3.21 (7.72)	-4.88 (8.29)
Family characteristics				
Family income/needs	—	2.23 (2.09)	—	1.03 (2.63)
Female head	—	.06 (3.47)	—	6.81 (5.33)
Mother's education	—	2.07* (.76)	—	3.74* (.99)
Grade six	—	-2.27 (4.04)	—	12.42* (5.67)
Grade seven	—	2.80 (4.19)	—	2.76 (6.98)
<i>N</i>	237	237	109	109
Adjusted <i>R</i> <sup>2</sup>	.01	.04	.06	.18
Mean of <i>Y</i> <sup>a</sup> (Std. dev.)	37.52 (25.33)	37.52 (25.33)	46.98 (26.91)	46.98 (26.91)

\*Indicates coefficient is at least twice its standard error.

<sup>a</sup> School outcomes are represented by the scores on the Iowa Test of Basic Skills.

TABLE 6.8 Effects of Neighborhood Characteristics and Family Characteristics on School Outcomes: NYC/B/DC Early Adolescence Sample

	White Males	White Males	African American Males	African American Males	White Females	White Females	African American Females	African American Females
Neighborhood characteristics								
Low SES	.02 (.19)	.02 (.19)	.05 (.18)	.04 (.19)	-.37* (.16)	-.37* (.16)	-.01 (.14)	-.02 (.14)
High SES	-.28 (.22)	-.30 (.22)	.03 (.20)	.02 (.20)	.15 (.17)	.11 (.17)	-.02 (.13)	-.02 (.13)
Male joblessness	-.05 (.19)	-.06 (.19)	.07 (.13)	.07 (.13)	.02 (.07)	.03 (0.7)	-.04 (0.7)	-.05 (.07)
Crowding/age structure	-.13 (.16)	-.13 (.16)	.02 (.14)	.02 (.15)	-.02 (.14)	-.04 (.14)	.02 (.10)	.02 (.10)
Ethnic diversity	.12 (.08)	.12 (.08)	-.05 (.10)	-.04 (.10)	.08 (.15)	.05 (.15)	-.11 (.11)	-.10 (.11)
Family characteristics								
Poverty	—	.06 (.18)	—	-.03 (.16)	—	-.36* (.16)	—	.04 (.12)
No father	—	-.08 (.32)	—	.04 (.22)	—	.46 (.26)	—	-.18 (.16)
<i>N</i>	134	134	130	130	176	176	229	229
Adjusted <i>R</i> <sup>2</sup>	.00	.03	.03	.04	.02	.04	.01	.01
Mean of <i>Y</i> <sup>a</sup>	.15	.15	-.16	-.16	.37	.37	-.06	-.06
(Std. dev.)	.85	.85	.80	.80	.86	.86	.80	.80

\*Indicates coefficient is at least twice its standard error.

<sup>a</sup> School outcomes are represented by the average score on the reading/math composite.

TABLE 6.9 Effects of Neighborhood Characteristics and Family Characteristics on School Outcomes: New York Early Adolescence Sample

	White Males	White Males	African American Males	African American Males	White Females	White Females	African American Females	African American Females
<b>Neighborhood factors</b>								
Low SES	.10 (.12)	.05 (.12)	-.08 (.09)	-.08 (.09)	.11 (.11)	.05 (.11)	-.01 (.08)	-.01 (.08)
High SES	-.33* (.08)	-.29* (.08)	.07 (.12)	.08 (.12)	-.10 (.08)	-.05 (.08)	-.17 (.10)	-.17 (.10)
Male joblessness	.21 (.11)	.19 (.10)	.26* (.10)	.26* (.10)	.24* (.09)	.21* (.09)	.10 (.08)	.09 (.08)
Family concentration	-.08 (.06)	-.07 (.06)	-.01 (.06)	-.01 (.06)	-.11 (.06)	-.08 (.05)	-.02 (.05)	-.02 (.05)
Ethnic diversity	-.15 (.10)	-.12 (.10)	.06 (.07)	.06 (.07)	-.04 (.09)	-.02 (.09)	.11 (.06)	.10 (.06)
<b>Family characteristics</b>								
Eligible for reduced-price/ free lunch	—	.52* (.11)	—	.12 (.10)	—	.48* (.10)	—	.13 (.09)
<i>N</i>	638	638	1025	1025	607	607	1136	1136
Adjusted <i>R</i> <sup>2</sup>	.07	.10	.01	.02	.04	.07	.02	.02
Mean of <i>Y</i> <sup>a</sup> (Std. dev.)	.98 (1.29)	.98 (1.29)	1.98 (1.54)	1.98 (1.54)	.81 (1.14)	.81 (1.14)	1.54 (1.42)	1.54 (1.42)

\*Indicates coefficient is at least twice its standard error.

<sup>a</sup> School outcomes are represented by the average number of "flags" for this group.

TABLE 6.10 Effects of Neighborhood Composite and Family Characteristics on School Outcomes: PSID Middle Adolescence Sample

	White Males		Black Males		White Females		Black Females	
Neighborhood factors								
Neighborhood risk composite	-.42*	-.12*	-.12*	-.08*	-.50*	-.16*	-.12*	-.09*
	(.05)	(.05)	(.03)	(.03)	(.05)	(.05)	(.03)	(.03)
Family characteristics								
Family income/needs		.30*		.16*		.28*		.17*
		(.04)		(.06)		(.04)		(.06)
Female head		-.30		-.32		-.14		.03*
		(.27)		(.14)		(.25)		(.13)
Mother's education		.23*		.09*		-.16*		.16*
		(.04)		(.03)		(.05)		(.03)
<i>N</i>	785	785	858	858	821	821	931	931
Adjusted <i>R</i> <sup>2</sup>	.07	.22	.02	.07	.11	.25	.02	.09
Mean of <i>Y</i> <sup>a</sup>	13.4	13.4	12.0	12.0	13.2	13.2	12.4	12.4
(Std. dev.)	(2.4)	(2.4)	(1.9)	(1.9)	(2.3)	(2.3)	(1.9)	(1.9)

\*Indicates coefficient is at least twice its standard error.

<sup>a</sup> School outcomes are represented by the years of completed schooling.

TABLE 6.11 Effects of Neighborhood Factors and Family Characteristics on School Outcomes: New York Middle Adolescence Sample

	White Males		African American Males		White Females		African American Females	
Neighborhood characteristics								
Neighborhood risk composite	.16*	.13*	.07*	.07*	.17*	.07	.07*	.06*
	(.04)	(.04)	(.02)	(.03)	(.05)	(.05)	(.02)	(.02)
Family characteristics								
Eligible for the free/ reduced-price lunch		.36*		.13		.96*		.26*
		(.18)		(.12)		(.20)		(.11)
<i>N</i>	275	275	653	653	204	204	665	665
Adjusted <i>R</i> <sup>2</sup>	.06	.08	.01	.02	.06	.16	.01	.02
Mean of <i>Y</i> <sup>a</sup>	1.61	1.61	2.37	2.37	1.63	1.63	2.02	2.02
(Std. dev.)	(1.40)	(1.40)	(1.69)	(1.49)	(1.37)	(1.37)	(1.40)	(1.40)

\*Indicates coefficient is at least twice its standard error.

<sup>a</sup> School outcomes are represented by the average number of "flags" for this group.

TABLE 6.12 Effects of Neighborhood Characteristics and Family Characteristics on School Outcomes: PSID Middle Adolescence Sample

	White Males		African American Males		White Females		African American Females	
Neighborhood characteristics								
Low SES	.03 (.21)	−.02 (.20)	−.17 (.10)	−.14 (.11)	−.36 (.20)	.06 (.18)	.22 (.11)	.10 (.11)
High SES	.93* (.11)	.43* (.11)	.14 (.12)	.06 (.13)	.86* (.10)	.38* (.10)	.72* (.13)	.51* (.13)
Male joblessness	.05 (.15)	.19 (.15)	−.03 (.08)	.06 (.09)	−.04 (.14)	.04 (.09)	−.13 (.10)	.03 (.10)
Family concentration	−.13 (.09)	−.14 (.09)	−.08 (.06)	−.08 (.06)	.00 (.09)	.04 (.09)	.08 (.12)	.12 (.07)
Ethnic diversity	−.12 (.11)	.06 (.11)	.20* (.09)	.24* (.09)	.10 (.12)	.18 (.11)	.23* (.08)	.18 (.08)
Family characteristics								
Family income/needs	—	.27* (.05)	—	.22* (.06)	—	.26* (.04)	—	.14* (.06)
Female head		.27* (.05)		.22* (.06)		.26* (.04)		.00 (.14)
Mother's education	.23*	(.04)	.09*	(.03)	.24*	(.03)	.16*	(.03)
<i>N</i>	785	785	858	858	821	821	931	931
Adjusted <i>R</i> <sup>2</sup>	.11	.24	.03	.08	.14	.26	.05	.11
Mean of <i>Y</i> <sup>a</sup>	13.4	13.4	12.0	12.0	13.2	13.2	12.4	12.4
(Std. dev)	(2.4)	(2.4)	(1.9)	(1.9)	(2.3)	(2.3)	(1.9)	(1.9)

\*Indicates coefficient is at least twice its standard error.

<sup>a</sup> School outcomes are represented by the average years of schooling for this group.

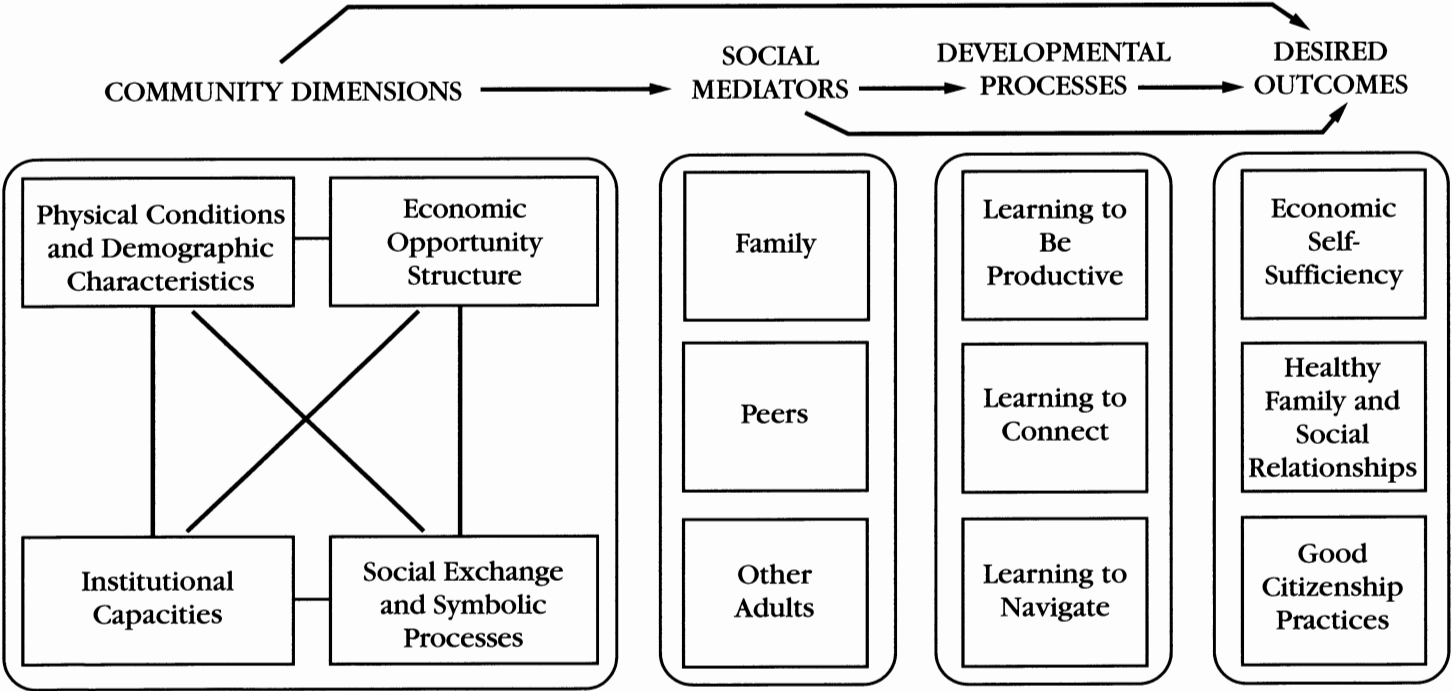


TABLE 6.13 Effects of Neighborhood Characteristics and Family Characteristics on School Outcomes: New York Middle Adolescence Sample

	White Males		African American Males		White Females		African American Females	
Neighborhood characteristics								
Low SES	−.13 (.18)	−.14 (.18)	.12 (.11)	.12 (.11)	.22 (.20)	.09 (.19)	.03 (.11)	.05 (.11)
High SES	−.37* (.16)	−.32* (.14)	.01 (.14)	.02 (.14)	−.03 (.15)	.02 (.14)	−.20 (.13)	−.21 (.13)
Male joblessness	.19 (.19)	.15 (.19)	.17 (.11)	.15 (.11)	.34* (.16)	.16 (.16)	−.08 (.10)	.05 (.10)
Family concentration	.15 (.10)	.15 (.10)	−.13 (.08)	−.14 (.08)	−.06 (.12)	−.05 (.11)	−.07 (.08)	−.07 (.08)
Ethnic diversity	−.08 (.16)	−.08 (.16)	.15 (.09)	.15 (.09)	−.07 (.17)	.04 (.16)	−.02 (.08)	.00 (.08)
Family characteristics								
Eligible for the free/ reduced-price lunch		.32 (.18)		.14 (.12)		.96* (.20)		.23 (.12)
N	275	275	653	653	204	204	665	665
Adjusted R <sup>2</sup>	.09	.10	.02	.02	.07	.16	.02	.02
Mean of Y <sup>a</sup> (Std. dev.)	1.61 (1.40)	1.61 (1.40)	2.37 (.169)	2.37 (.169)	1.63 (1.37)	1.63 (1.32)	2.02 (1.40)	2.02 (1.40)

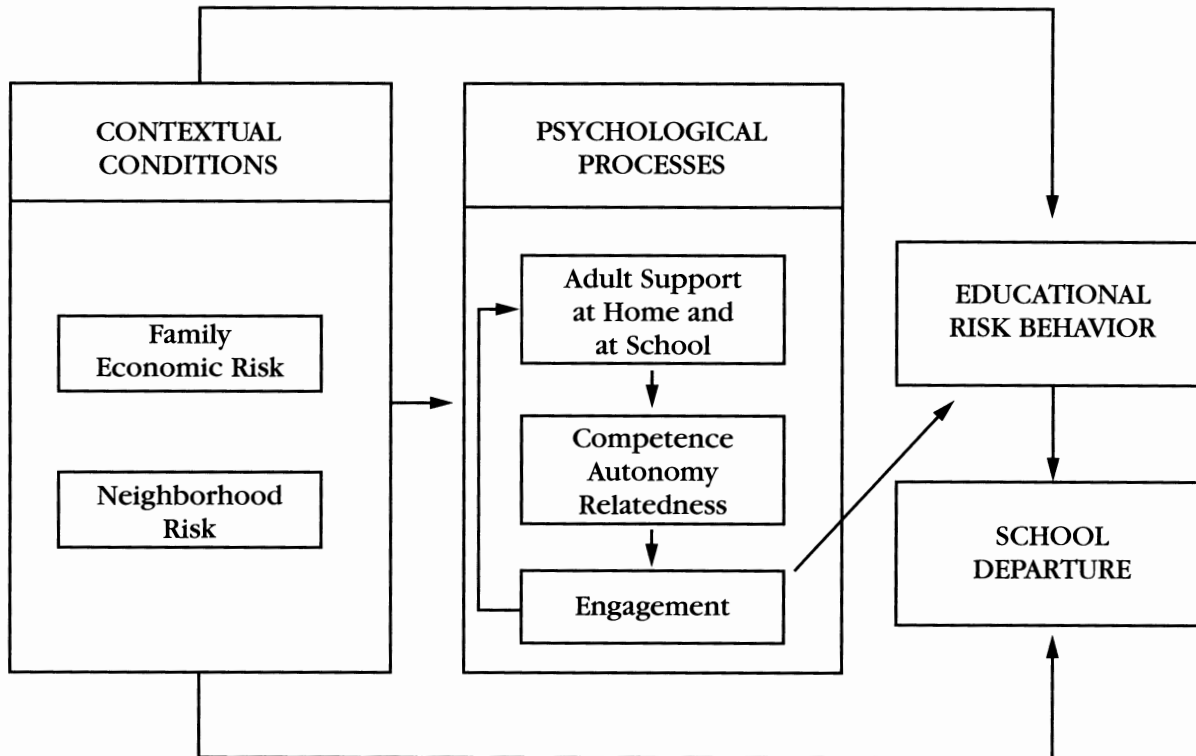
\*Indicates coefficient is at least twice its standard error.  
<sup>a</sup>School outcomes are represented by the average number of “flags” for this group.

FIGURE 7.1 Model Depicting Hypothesized Relations Among Community Dimensions, Social Mediators, Developmental Processes, and Desired Outcomes in Young Adulthood



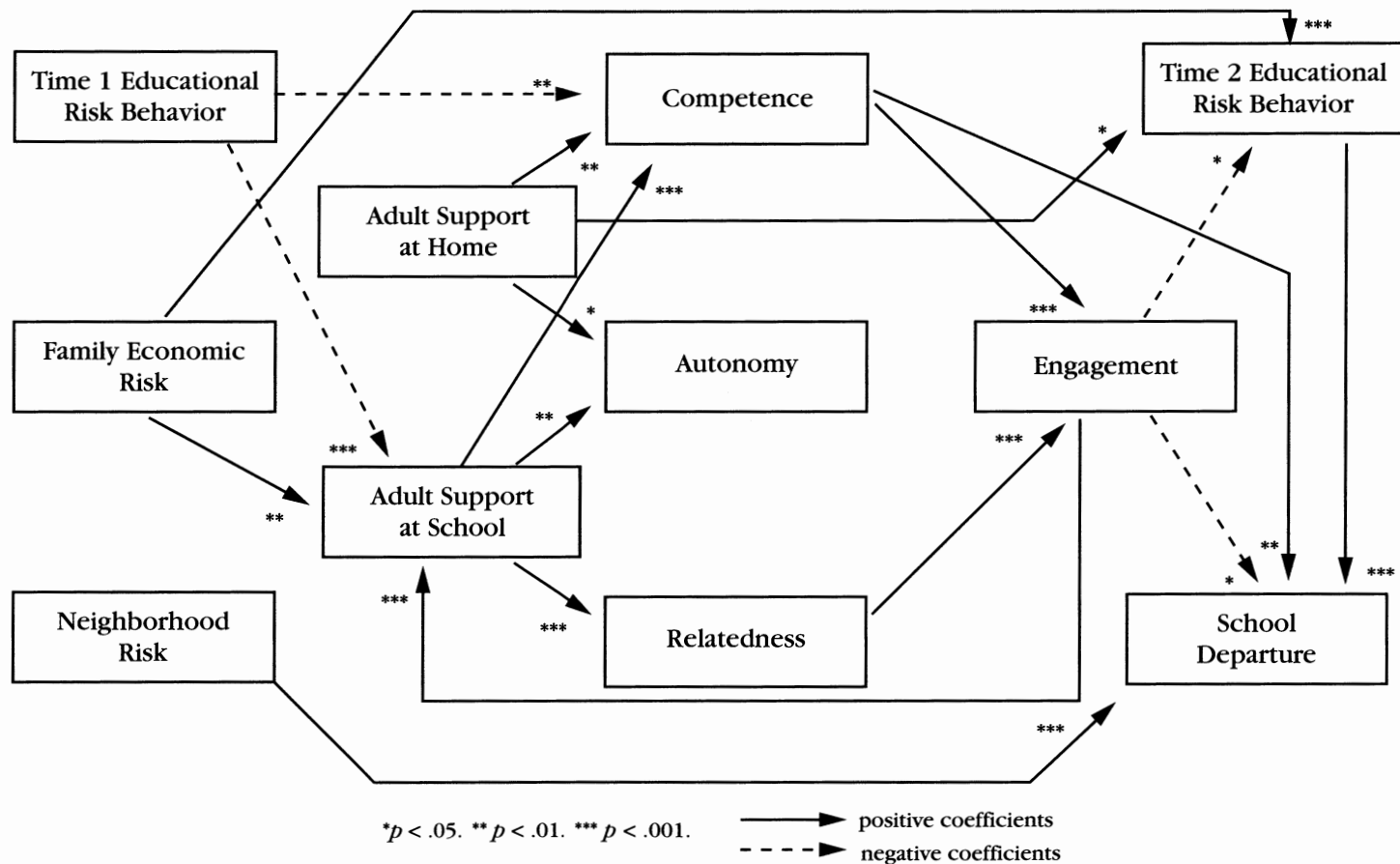
Source: Connell, Aber, and Walker (1995).

FIGURE 7.2 Model Depicting the Hypothesized Relations Among the Contextual, Psychological, and Educational Outcome Variables



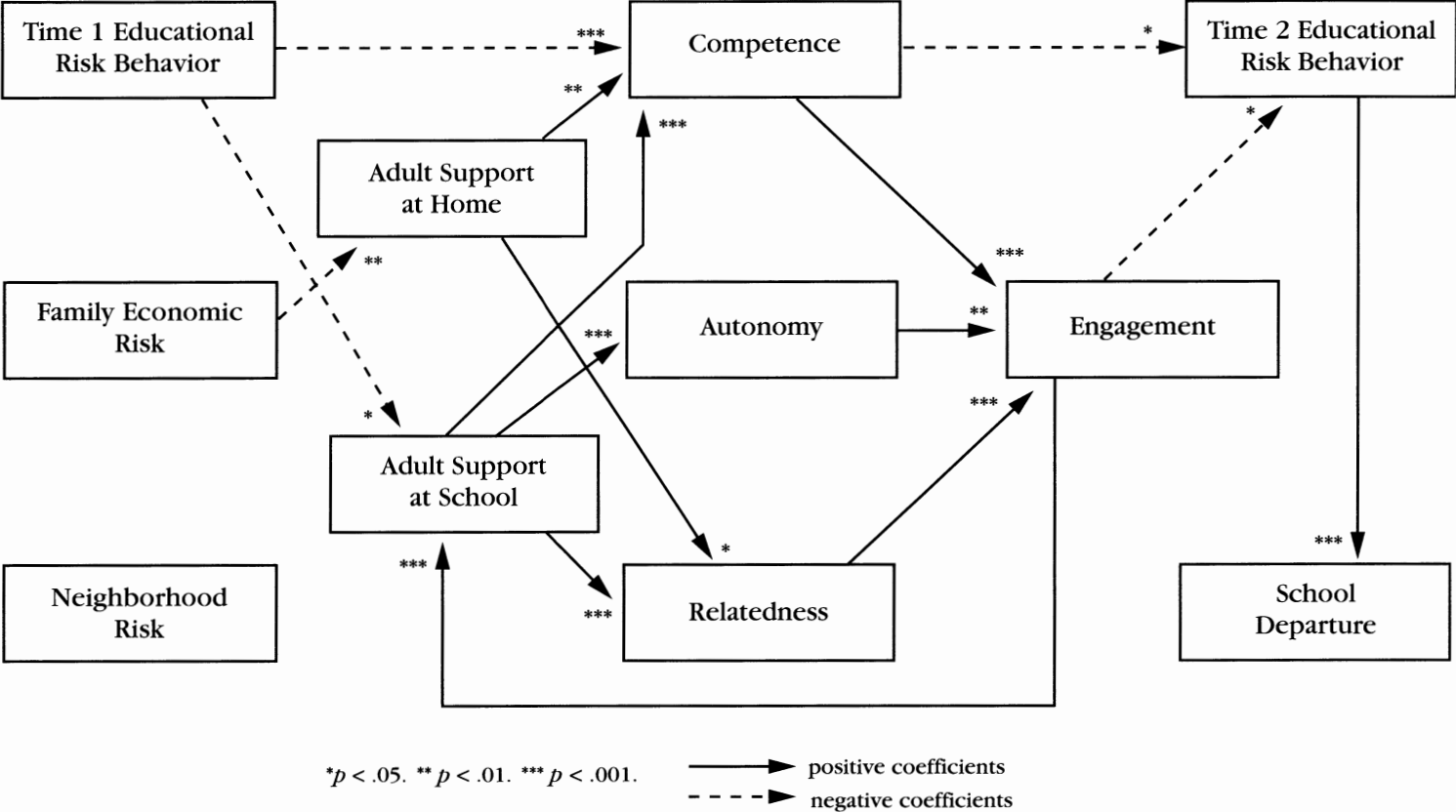
Source: Connell, Halpern-Felsher et al. (1995).

FIGURE 7.3 Results from Path Analyses Showing Relations Among the Contextual, Psychological, and Educational Outcome Variables for the African American Males ( $N = 225$ )



Source: Connell, Halpern-Felsher et al. (1995).

FIGURE 7.4 Results from Path Analyses Showing Relations among the Contextual, Psychological, and Educational Outcome Variables for the African American Females ( $N = 218$ )



Source: Connell, Halpern-Felsher et al. (1995).

TABLE 7.1 Sample Demographic Information

	Males	Females
<i>N</i>	225	218
Neighborhood risk <sup>a</sup>	3.60 (2.16)	4.00 (2.12)
Family economic risk <sup>b</sup>	.84	.90

<sup>a</sup> Mean (and standard deviation) of the three-variable neighborhood risk composite in standard deviation units based on national norms of PSID data (Duncan and Aber this volume).

<sup>b</sup> Proportion of subjects eligible for the free/reduced-cost lunch program.

TABLE 7.2 Research/Assessment Package for Schools: Student Report

Variable Definition and Sample Items
Perceived Adult Support
<i>Adult involvement</i> Parents and teachers show interest in, are knowledgeable about, and put time and effort into students' learning, while also communicating positive affect. <i>Sample items:</i> <ul style="list-style-type: none"><li>• My parents like to talk to me about school.</li><li>• My parents know a lot about what happens to me in school.</li><li>• My teacher cares about how I do in school.</li><li>• My teacher doesn't seem to have enough time for me.</li></ul>
<i>Adult autonomy support</i> Parents and teachers provide voice and choice for students in important school-related decisions, take students' perspective, and help students draw connection between school learning and students' current and future life. <i>Sample items:</i> <ul style="list-style-type: none"><li>• My parents talk about connections between schoolwork and things in my life.</li><li>• When it comes to school, my parents try to control everything I do.</li><li>• My teacher lets me decide things for myself.</li><li>• My teacher thinks what I say is important.</li></ul>
<i>Adult structure</i> Parents and teachers set expectations and standards that are clear and optimally challenging and deliver consequences that are fair, affirming, and useful. <i>Sample items:</i> <ul style="list-style-type: none"><li>• My parents make it clear what they expect of me in school.</li><li>• I know how my parents will act if I don't do my homework.</li><li>• The rules in my classroom are clear.</li><li>• My teachers' expectations for me are way off base.</li></ul>
Developmental Needs
<i>Competence</i> Students report that they have control over positive and negative academic outcomes, they know effective strategies for producing or avoiding these outcomes, and they have the capacities to execute these strategies. <i>Sample items:</i> <ul style="list-style-type: none"><li>• Trying hard is the best way for me to do well in school.</li><li>• I don't know what it takes to get good grades in school.</li></ul>
<i>Autonomy</i> Students report that they do their schoolwork because it is interesting and/or personally important to them versus because they fear failure or external consequences. <i>Sample items:</i> <ul style="list-style-type: none"><li>• I do my classwork because I want to understand the subject.</li><li>• I do my homework because I'll get in trouble if I don't.</li></ul>

TABLE 7.2 *Continued*

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*Relatedness to self*

Students experience emotional security and satisfaction with self.

*Sample items:*

- When I think about myself, I feel important.
- I wish I liked myself better.

*Relatedness to others*

Students experience optimal connection and emotional security with teachers and other students.

*Sample items:*

- When I'm with my teacher, I feel happy.
- I wish my teacher would spend more time with me.

---

Engagement

---

Students report behaviors and emotions that reflect commitment to and interest in academic endeavors.

*Sample items:*

- When I'm in school, I feel happy.
  - I read books, even when they are not assigned.
  - When I'm in class, I just act as if I'm working.
  - I pay attention in class.
-



TABLE 7.3 Correlations Among Variables Used in the Analyses for the Male and Female Subjects

Males <sup>a</sup>	Support at Home	Support at School	Competence	Autonomy	Relatedness	Engagement
Time 1						
educational risk	-.02	-.18***	-.24****	-.05	-.16**	-.14**
Neighborhood risk	.03	.10	.05	-.01	.03	.03
Family economic risk	-.04	.18***	.06	.05	.09	.13**
Support at home	—	.15**	.21****	.17***	.14**	.16***
Support at school	.15**	—	.37****	.22****	.46****	.54****
Competence	.21****	.37****	—	.39****	.44****	.50****
Autonomy	.17***	.22****	.39****	—	.18***	.26****
Relatedness	.14**	.46****	.44****	.18***	—	.58****
Engagement	.17***	.54****	.50****	.26****	.58****	—
Time 2						
educational risk	.05	-.17***	-.30****	-.04	-.19***	-.19***
School departure	.07	-.09	-.07	-.02	-.13**	-.17***
Females <sup>b</sup>						
Time 1						
educational risk	-.04	-.13**	-.32****	-.12*	-.18***	-.15**
Neighborhood risk	.00	-.02	-.07	-.02	.02	.03
Family economic risk	-.17***	.03	-.09	-.03	-.04	-.01
Support at home	—	.23****	.28****	.12*	.27****	.31****
Support at school	.23****	—	.30****	.26****	.52****	.51****
Competence	.28****	.30****	—	.39****	.52****	.53****
Autonomy	.12*	.26****	.39****	—	.21***	.37****
Relatedness	.27****	.52****	.52****	.21**	—	-.62****
Engagement	.31****	.51****	.53****	.37***	.62****	—
Time 2						
educational risk	-.11	-.14*	-.34****	-.13*	-.19**	-.20***
School departure	-.12*	-.11*	-.15**	-.02	-.08	-.09

<sup>a</sup> *N* = 225. <sup>b</sup> *N* = 218.\**p* < .10. \*\**p* < .05. \*\*\**p* < .01. \*\*\*\**p* < .001.

TABLE 7.4 Parameter Estimates and Standard Errors from Path Analyses for African American Males

	Support at Home	Support at School	Competence	Autonomy	Relatedness	Engagement	Time 2 Education Risk	School Departure
Time 1								
education risk	-.01 (.02)	-.09* (.03)	-.04* (.01)	.00 (.02)	-.02 (.02)	.01 (.01)	—	—
Family economic risk	-.07 (.10)	.31* (.11)	.04 (.06)	.04 (.08)	.04 (.07)	.05 (.05)	.99* (.29)	-.05 (.07)
Neighborhood risk	.01 (.02)	.03 (.02)	.00 (.01)	-.01 (.01)	.00 (.01)	-.01 (.01)	.04 (.05)	.04* (.01)
Support at home	—	—	.10* (.04)	.11* (.05)	.06 (.05)	.01 (.03)	.21* (.10)	.01 (.02)
Support at school	—	—	.17* (.04)	.13* (.05)	.31* (.04)	.17* (.03)	-.04 (.13)	.01 (.03)
Competence	—	—	—	—	—	.25* (.06)	-.60 (.38)	.25* (.10)
Autonomy	—	—	—	—	—	.03 (.05)	.15 (.11)	-.01 (.03)
Relatedness	—	—	—	—	—	.28* (.05)	.19 (.30)	-.03 (.08)
Engagement	—	—	—	—	—	—	-.92* (.39)	-.22* (.10)
Time 2								.16*
educational risk	—	—	—	—	—	—	—	(.02)
R <sup>2</sup>	.01	.07**	.18	.05	.21	.47	.09	.33

*N* = 225. \*indicates coefficient is at least twice its standard error.

TABLE 7.5 Parameter Estimates and Standard Errors From Path Analyses for African American Females

	Support at Home	Support at School	Competence	Autonomy	Relatedness	Engagement	Time 2 Education Risk	School Departure
Time 1	-.01	-.06*	-.06*	-.03	-.03	.01		
educational risk	(.02)	(.03)	(.01)	(.02)	(.02)	(.01)	—	—
Family economic	-.28*	.11*	.00	-.01	-.05	.03	.50*	.09
risk	(.11)	(.15)	(.06)	(.10)	(.09)	(.06)	(.31)	(.09)
Neighborhood	.00	.00	.00	.00	.01	.01	.00	.00
risk	(.01)	(.02)	(.01)	(.01)	(.01)	(.01)	(.05)	(.01)
Support			.14*	.05	.14*	.07	.02	-.02
at home	—	—	(.04)	(.06)	(.05)	(.04)	(.10)	(.03)
Support			.10*	.15*	.33*	.12*	.02	-.02
at school	—	—	(.03)	(.05)	(.04)	(.03)	(.11)	(.03)
						.27*	-.80*	.06
Competence	—	—	—	—	—	(.07)	(.40)	(.11)
Autonomy	—	—	—	—	—	.12*	.06	.03
						(.04)	(.10)	(.03)
						.28*	.33	.05
Relatedness	—	—	—	—	—	(.05)	(.29)	(.08)
							-.74*	-.06
Engagement	—	—	—	—	—	—	(.36)	(.10)
Time 2								.13*
educational risk	—	—	—	—	—	—	—	(.02)
R <sup>2</sup>	.02	.01	.21	.06	.30	.50	.04	.16

N = 218. \*indicates coefficient is at least twice its standard error.

FIGURE 8.1 Contextual and Psychological Influences on Behavioral Outcomes

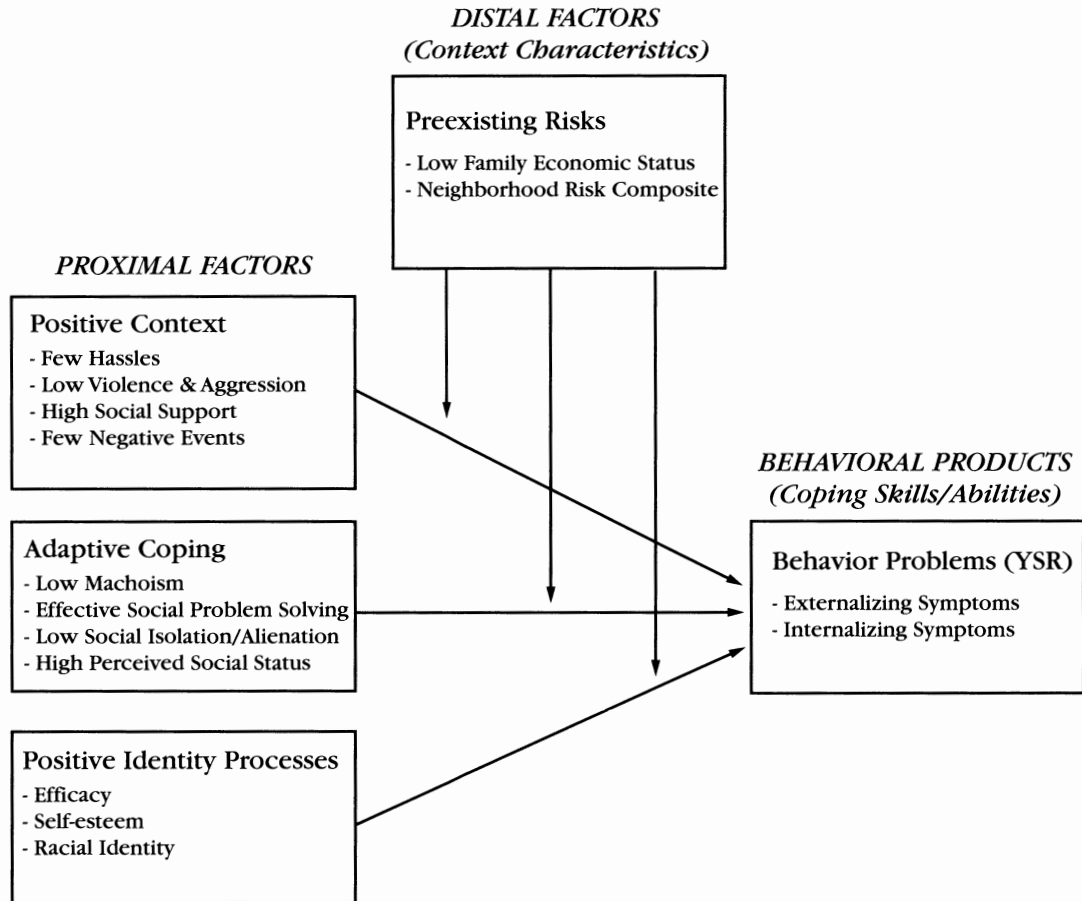


FIGURE 8.2 Females (NYC/B/DC): Externalizing Mean Scores, by Risk and Coping

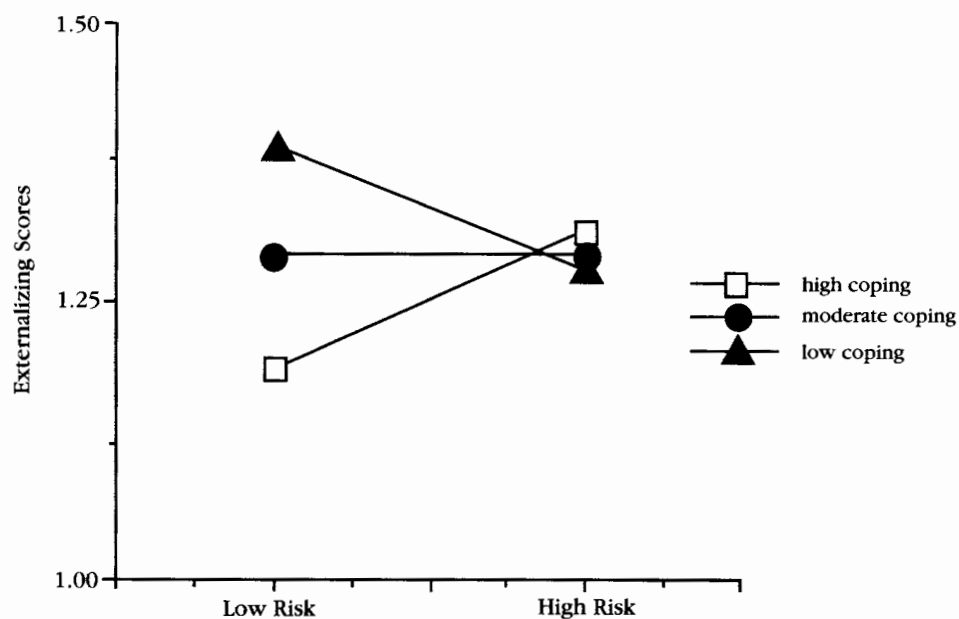


FIGURE 8.3 Males (NYC/B/DC): Internalizing Mean Scores, by Risk and Level of Negative Life Events

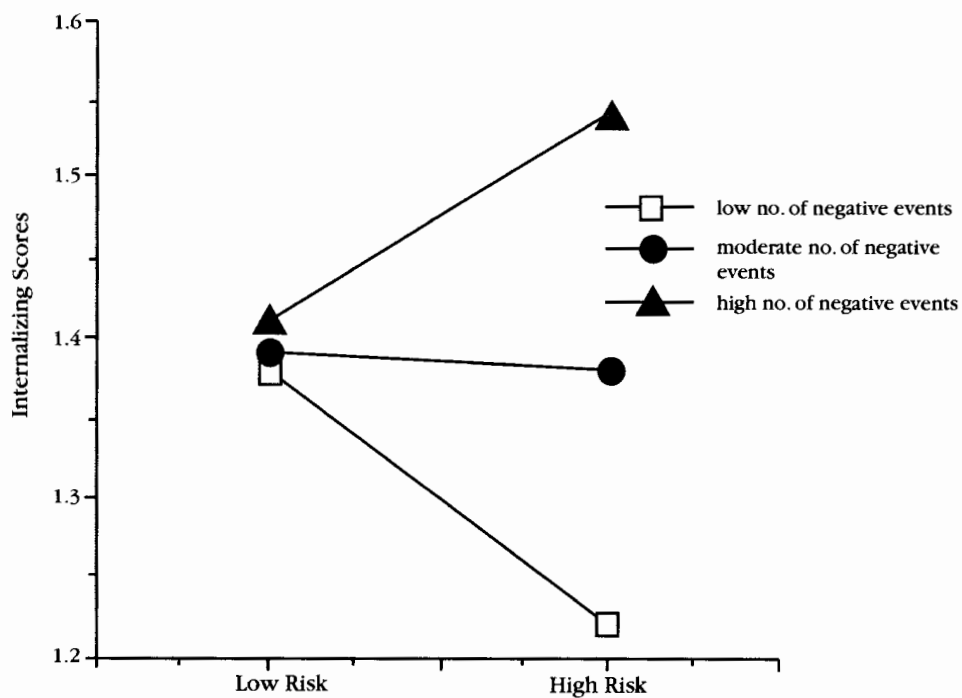


FIGURE 8.4 Females (Atlanta): Internalizing Mean Scores, by Level of Risk and Identity

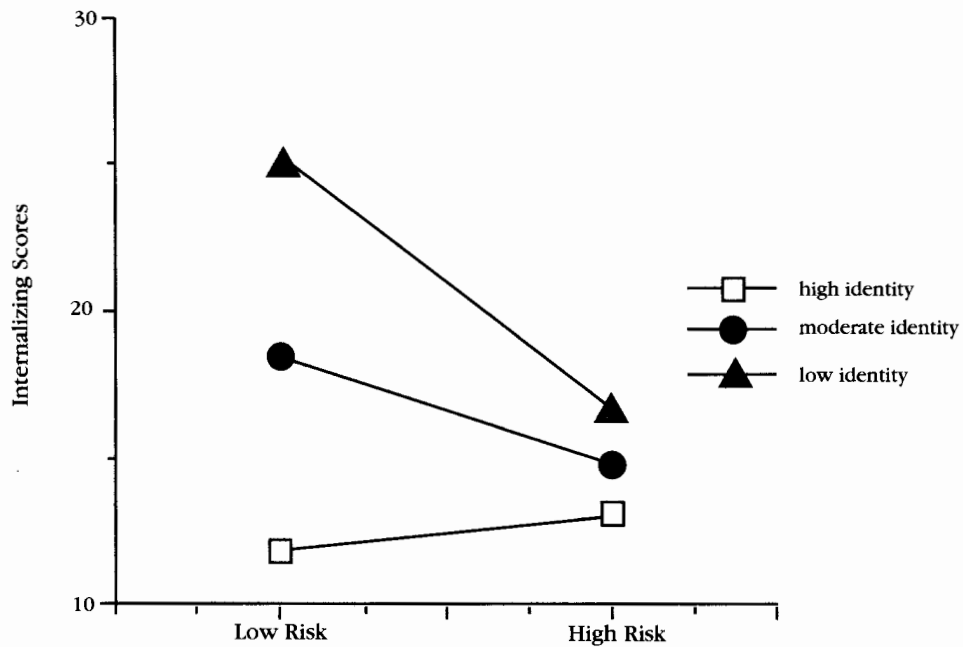


FIGURE 8.5 Females (Atlanta): Externalizing Mean Scores, by Level of Risk and Identity

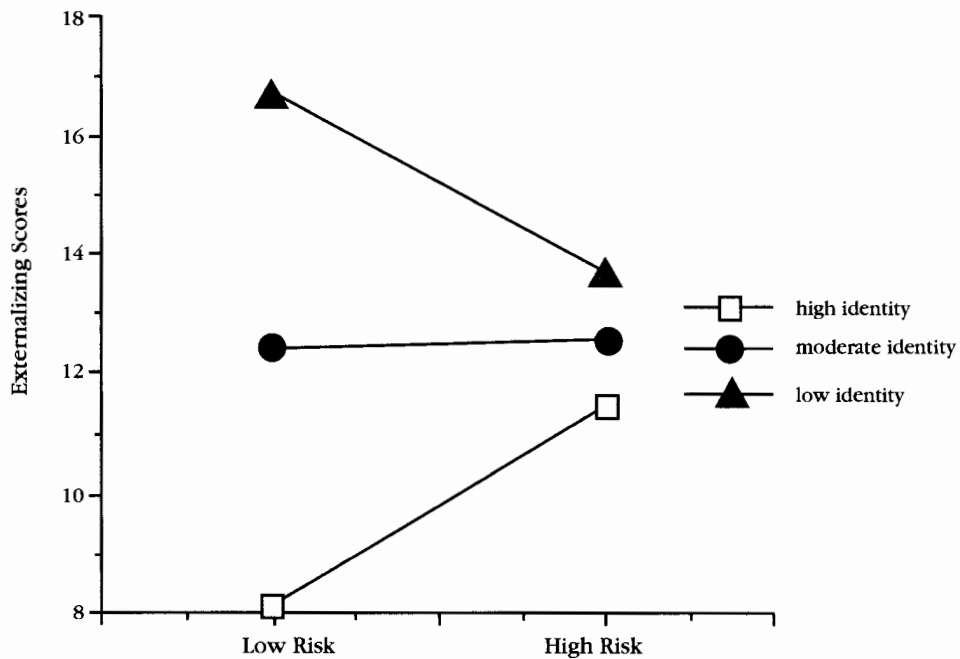


FIGURE 8.6 Females (Atlanta): YSR (Total) Mean Scores, by Level of Risk and Identity

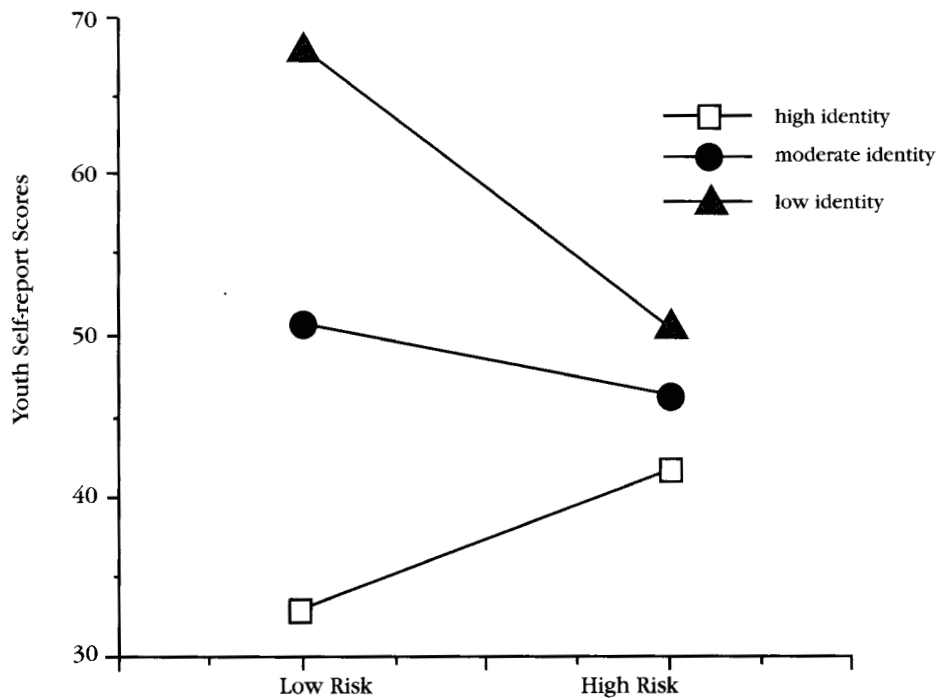


TABLE 8.1 Mean Census Scores, by Site and Level of Risk

PAC				
All Females (Median Census Score = 1.914; $M = 1.631$ ) Census Score				
Group (Risk Level)	Range	Mean	<i>SD</i>	<i>N</i>
Low risk (bottom half)	-.79-1.53	0.94	0.63	82
High risk (top half)	1.91-3.63	2.31	0.44	84
All Males (Median Census Score = 1.914; $M = 1.756$ ; $n = 386$ ) Census Score				
Group (Risk Level)	Range	Mean	<i>SD</i>	<i>N</i>
Low risk (bottom third)	-.80-1.45	0.86	0.52	108
High risk (top third)	2.09-3.60	2.51	0.37	133
Pathways				
All Females (Median Census Score = 1.441; $M = 1.375$ ) Census Score				
Group (Risk Level)	Range	Mean	<i>SD</i>	<i>N</i>
Low risk (bottom half)	-1.28-1.44	0.86	0.54	86
High risk (top half)	1.47-2.98	1.90	0.40	84
All Males (Median Census Score = 1.338; $M = 1.212$ ) Census Score				
Group (Risk Level)	Range	Mean	<i>SD</i>	<i>N</i>
Low risk (bottom half)	-.72-1.33	0.64	0.51	53
High risk (top half)	1.35-2.90	1.78	0.36	53



TABLE 8.2 Results of Correlations Between Process Constructs and Mental Health Outcomes—NYC/B/DC

Females						
	Low-Risk Neighborhoods			High-Risk Neighborhoods		
	PSY	INT	EXT	PSY	INT	EXT
Neigh. hass.	.222*	.207	.051	.234*	.112	.146
Social support	-.092	-.207	.027	.025	-.035	.065
Neigh. cohes.	-.131	-.178	-.061	-.178	-.178	-.010
Neg. life ev.	-.428 <sup>a</sup>	-.296**	-.355** <sup>a</sup>	-.186 <sup>a</sup>	-.085	-.190 <sup>a</sup>
Adapt. coping	-.292**	-.248*	-.272** <sup>a</sup>	-.058	-.170	.042 <sup>a</sup>
Pos. identity	-.406***	-.405***	-.325***	-.397***	-.397***	-.279***
Males						
	Low-Risk Neighborhoods			High-Risk Neighborhoods		
	PSY	INT	EXT	PSY	INT	EXT
Neigh. hass.	.261	.263	-.002	.212	.142	.188
Social support	.054	.129	-.090	-.006	-.025	-.034
Neigh. cohes.	-.006	-.079	-.069	-.056	-.025	-.059
Neg. life ev.	-.352**	-.178	-.314* <sup>a</sup>	-.408**	-.414** <sup>a</sup>	-.273
Adapt. coping	-.243	-.299*	-.161	-.190	-.282*	-.093
Pos. identity	-.264	-.396*	-.123	-.346*	-.497***	-.049

\* =  $p < .05$ , \*\* =  $p < .01$ , \*\*\* =  $p < .001$

<sup>a</sup> Indicates that correlation coefficients are significantly different from each other in high-risk versus low-risk neighborhoods.

TABLE 8.3 Results of Correlations Between Process Constructs and Mental Health Outcomes—Atlanta

	Females					
	Low-Risk Neighborhoods			High-Risk Neighborhoods		
	YSR	INT	EXT	YSR	INT	EXT
Neigh. Hass.	-.276**	-.269*	-.258*	-.279**	-.203	-.271*
Social Support	.030	.009	-.056	.044	.076	-.044
Neigh. Dangers	-.179	-.181	-.072	-.087	-.123	-.041
Social Status	-.344***	-.264*	-.325***	-.088	-.047	-.164
Neg. Life Ev.	-.445***a	-.485***a	-.378***a	-.173 <sup>a</sup>	-.180 <sup>a</sup>	-.203 <sup>a</sup>
Adapt. Coping	-.316**	-.284**	-.323***	-.069	-.051	-.135
Pos. Identity	-.507***a	-.498***a	-.404***a	-.243 <sup>a</sup>	-.248 <sup>a</sup>	-.218 <sup>a</sup>
	Males					
	Low-Risk Neighborhoods			High-Risk Neighborhoods		
	YSR	INT	EXT	YSR	INT	EXT
Neigh. Hass.	-.249*	-.319***	-.255**	-.132	-.095	.188*
Social Support	.062	.023	.042	-.061	-.077	-.043
Neigh. Dangers	-.089	-.071	-.087	-.084	-.075	-.034
Social Status	.187 <sup>a</sup>	.092	.241 <sup>a</sup>	-.118 <sup>a</sup>	-.146	-.130 <sup>a</sup>
Neg. Life Ev.	-.352***	-.339***	-.361***	-.379**	-.326***	-.339***
Adapt. Coping	-.034	-.130	-.125	-.230**	-.212*	-.253**
Pos. Identity	-.481***	-.512***	-.370***	-.490***	-.497***	-.480***

\* =  $p < .05$ , \*\* =  $p < .01$ , \*\*\* =  $p < .001$

<sup>a</sup> Indicates that correlation coefficients are significantly different from each other in high-risk versus low-risk neighborhoods.

TABLE 8.4 Results of Regression Analyses of the Effects of Process Constructs and Family Characteristics on Mental Health Outcomes—NYC/B/DC

Females				
	YSR	YSR	EXT	EXT
<i>Demographics/risk</i>				
Good fam. econ.		-.00 (.03)		-.04 (.03)
Neigh. risk	-.04 (.08)	-.03 (.08)	-.00 (.09)	.00 (.09)
<i>Process constructs</i>				
Neg. life events	-.01 (.02)	-.02 (.03)	-.04 (.03)	-.04 (.03)
Positive identity		-.38 (.16)*	-.43 (.17)**	
<i>Interactions</i>				
Neg. life × neigh.	-.02 (.03)	-.01 (.02)	.01 (.02)	.01 (.02)
Identity × neigh.			.20 (.10)*	.23 (.10)*
<i>N</i>				
Adj. $R^2$	.07	.07	.07	.08
Males				
	INT	INT		
<i>Demographics/risk</i>				
Good fam. econ.		-.02 (.04)		
Neigh. risk	-.26 (.12)*	-.26 (.12)*		
<i>Process constructs</i>				
Neg. life events	.49 (.03)	.05 (.03)		
<i>Interactions</i>				
Neg. life × neigh.	-.05 (.02)*	-.06 (.02)*		
<i>N</i>				
Adj. $R^2$	.09	.09		

βs and their standard errors are presented.

TABLE 8.5 Results of Regression Analyses of the Effects of Process Constructs and Family Characteristics on Mental Health Outcomes—Atlanta

Females						
	YSR	YSR	EXT	EXT	INT	INT
<i>Demographics/risk</i>						
Good fam. econ.		−4.6 (2.8)		−1.3 (.91)		−1.1 (1.1)
Neigh. risk	−9.9 (4.0)*	−8.8 (4.6)	−1.26 (1.3)	−.96 (1.5)	−5.4 (1.6)	−5.2 (1.9)**
<i>Process constructs</i>						
Neg. life events	−34.8 (19.1)	−36.9 (21.6)	−5.2 (6.2)	−5.8 (7.0)	−19.1 (7.6)*	−19.7 (8.7)*
Positive identity	−40.8 (8.9)***	−44.1 (10.2)***	−9.8 (2.9)***	−10.8 (3.3)***	−15.8 (3.5)***	−16.6 (4.1)***
<i>Interactions</i>						
Neg. life × neigh.	9.5 (13.4)	1.3 (15.1)	−.74 (4.3)	−.20 (4.9)	6.5 (5.4)	7.0 (6.1)
Identity × neigh.	17.5 (5.5)**	18.8 (6.2)**	4.1 (1.8)*	4.6 (2.0)*	6.7 (2.2)**	7.0 (2.5)**
<i>N</i>						
Adj. <i>R</i> <sup>2</sup>	.24	.25	.15	.15	.27	.26
Males						
	YSR	YSR	EXT	EXT		
<i>Demographics/risk</i>						
Good fam. econ.		4.2 (4.0)		1.6 (1.3)		
Neigh. risk	3.5 (5.0)	−4.2 (6.0)	1.3 (1.6)	.95 (1.7)		
<i>Process constructs</i>						
Social status	6.6 (9.1)	6.0 (9.6)	3.9 (2.9)	3.6 (3.1)		
<i>Interactions</i>						
Social status × neigh.	47.7 (8.0)	−4.2 (6.0)	−2.5 (1.8)	−2.3 (1.9)		
<i>N</i>						
Adj. <i>R</i> <sup>2</sup>	−.01	−.01	−.00	−.00		

Note: βs and their standard errors are presented.

FIGURE 9.1 Partial Model of Transactional Process, with Coefficients and Standard Errors Taken from Table 9.3

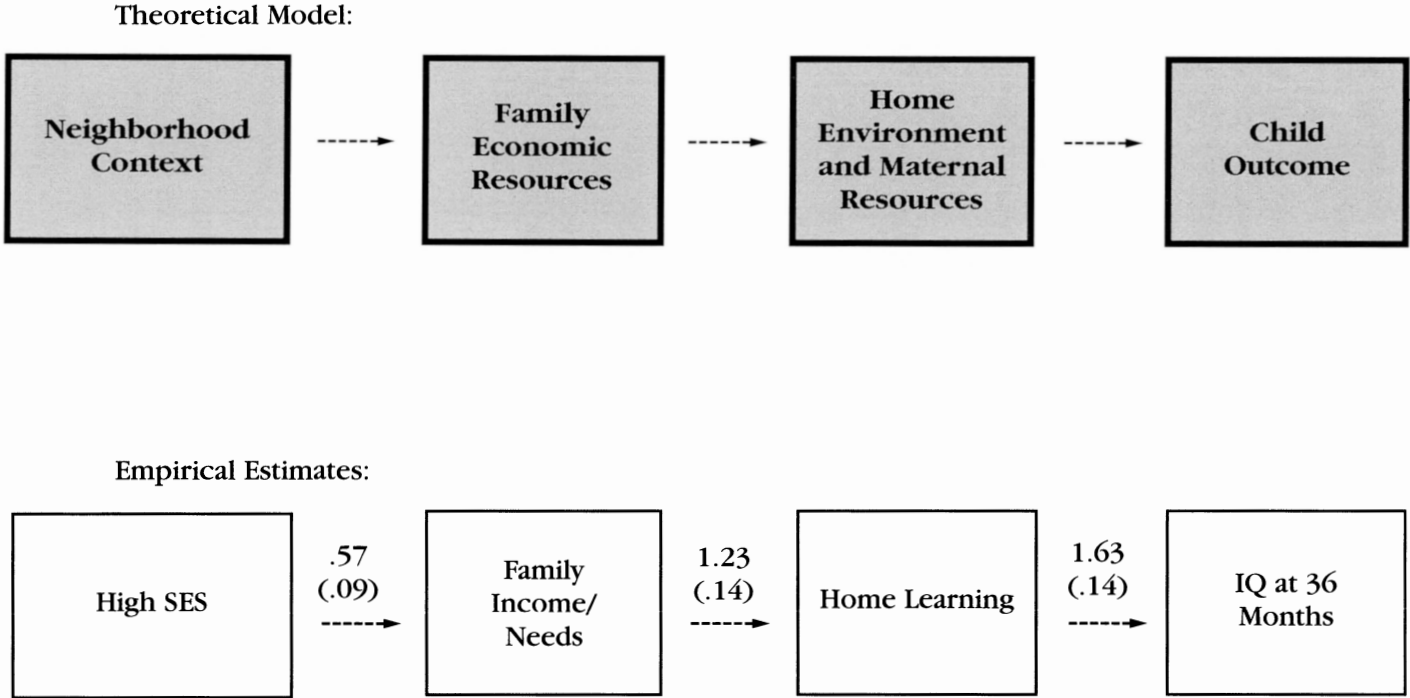


TABLE 9.1 Effects of Neighborhood on IQ with and Without Typically Unmeasured Parental Characteristics—IHDP Data

Dependent Variable: IQ at 36 Months			
Neighborhood factors			
Low SES	-3.62*	.004	1.28
	(1.15)	(1.13)	(1.09)
High SES	4.91*	2.74*	2.62*
	(1.09)	(1.03)	(0.99)
Male joblessness	-.01	.15	-.35
	(.94)	(.86)	(.83)
Family concentration	.45	.71	.28
	(.68)	(.62)	(.60)
Ethnic diversity	-1.23*	-.59	-.06
	(.38)	(.35)	(.34)
Typically unmeasured characteristics			
Home learning			1.44*
			(.14)
Home physical			-.52
			(.37)
Home warmth			-.16
			(.39)
Depression			-.25*
			(.12)
Social support			-.11
			(.24)
Coping			-.04
			(.10)
Family characteristics			
Family income/needs		2.40*	1.63*
		(.44)	(.44)
Mother's education		1.26*	.53
		(.31)	(.30)
Black		-10.86*	-6.75*
		(1.77)	(1.75)
Teen mother?		1.27	.83
		(1.72)	(1.66)
Child characteristics			
Birth weight (grams)	.004*	.003*	.003*
	(.001)	(.001)	(.001)
Neonatal index	.04	.11*	.09*
	(.04)	(.04)	(.04)
Male		-2.22	-2.71*
		(1.18)	(1.13)
N	698	698	640
R <sup>2</sup>	.28	.40	.50
Mean (and std. dev.) of dependent variable	88.87 (19.74)	88.87 (19.74)	88.87 (19.74)

Note: All regressions include seven dummy variables for site and a dummy variable measure of treatment versus control status.

\* indicates coefficient is more than twice its standard error.

TABLE 9.2 An Instrumental-Variables Approach to Adjusting for Selection Bias

		White Males			White Females			Black Males			Black Females		
		OLS	IV- First Stage	IV- Second Stage	OLS	IV- First Stage	IV- Second Stage	OLS	IV- First Stage	IV- Second Stage	OLS	IV- First Stage	IV- Second Stage
Neighborhood factors	High SES of adolescent	.23 (.17)			.59* (.13)			.24 (.16)			.79* (.16)		
	High SES of mother		.79* (.03)			.75* (.04)			.57* (.04)			.80* (.04)	
	Instrument for high SES of adolescent			.34* (.21)			.71* (.19)			.61* (.23)			.90* (.20)
Family characteristics	Family income/needs	.48* (.08)	.04* (.02)	.46* (.09)	.32* (.06)	.06* (.02)	.30* (.07)	.22* (.10)	.11* (.03)	.13 (.10)	.36* (.13)	.04 (.03)	.32* (.14)
	Mother's education	.15* (.05)	.01 (.01)	.14* (.05)	.20* (.05)	.02 (.01)	.19* (.05)	.02 (.04)	-.02 (.01)	.01 (.04)	.10 (.05)	-.02 (.01)	.10 (.05)
	Female head	.84 (.47)	-.07 (.09)	.85 (.47)	1.28* (.41)	-.01 (.11)	1.29* (.41)	-.04 (.23)	.06 (.07)	-.13 (.23)	.16 (.24)	-.02 (.06)	.14 (.25)
	Constant	10.14* (.63)	-.48* (.12)	10.34* (.67)	9.93* (.57)	-.56* (.15)	10.17* (.62)	11.87* (.52)	-.70* (.15)	12.57* (.61)	11.89* (.56)	-.27 (.14)	12.08* (.60)
Dependent variable		School- ing	High SES of Adoles- cent	School- ing	School- ing	High SES of Adoles- cent	School- ing	School- ing	High SES of Adoles- cent	School- ing	School- ing	High SES of Adoles- cent	School- ing
<i>N</i>		355	355	355	383	383	383	241	241	241	267	267	267
<i>R</i> <sup>2</sup>		.20	.75	.20	.28	.65	.28	.07	.60	.08	.29	.73	.28

\*Indicates coefficient is more than twice its standard error.

Source: Panel Study of Income Dynamics.

TABLE 9.3 A Cross-Sectional Version of the Transactions Model—IHDP Data

[illegible]



TABLE 9.3 *Continued*

	Dependent Variable							
	Family Income/Needs at 36 Months	HOME Learning	HOME Physical	HOME Warmth	Coping	Social Support	Depression	IQ at 36 Months
Family characteristics								
Family income/Needs		1.23*	.33*	.15*	.25	.40*	-.18	1.50*
		(.14)	(.05)	(.05)	(.16)	(.07)	(.13)	(.47)
Black	-1.15*	-2.68*	-.20	-.50*	-1.12	.02	-1.31*	-6.44*
	(.14)	(.55)	(.19)	(.19)	(.66)	(.28)	(.53)	(1.77)
Child characteristics								
Male	.07	.34	-.04	.06	.60	.02	.44	-2.87*
	(.10)	(.37)	(.13)	(.12)	(.44)	(.19)	(.36)	(1.16)
<i>N</i>	699	641	641	641	679	679	679	641
<i>R</i> <sup>2</sup>	.42	.40	.24	.15	.05	.06	.03	.46
Mean (and stnd. dev.) of dependent variable	1.91 (1.76)	21.17 (6.03)	5.33 (1.85)	5.09 (1.70)				88.87 (19.74)

\*Indicates coefficient is more than twice its standard error. All regressions include seven dummy variables for site.

TABLE 9.4 Alternative Specifications for Effects of Neighborhood Measures on Completed Schooling

	White Males			White Females			Black Males			Black Females		
Neighborhood factors												
Low SES	.17 (.29)	.31 (.22)	.25 (.20)	.09 (.23)	.02 (.20)	−.09 (.19)	.09 (.12)	−.05 (.11)	−.12 (.10)	.07 (.15)	.11 (.12)	.05 (.11)
High SES	.39* (.11)	.41* (.11)		.37* (.10)	.38* (.10)		−.38* (.18)	.08 (.13)		.59* (.16)	.43* (.14)	
Male joblessness	−.04 (.14)	.01 (.15)	−.02 (.14)	−.07 (.13)	−.04 (.14)	−.13 (.13)	−.08 (.08)	.50* (.19)	−.06 (.08)	−.11 (.09)	−.52* (.21)	−.10 (.09)
Family concentration	−.09 (.09)	−.10 (.09)	−.10 (.09)	.07 (.08)	.06 (.08)	.05 (.08)	−.02 (.07)	−.06 (.06)	−.09 (.06)	.12 (.07)	.12 (.07)	.09 (.07)
Ethnic diversity	−.04 (.11)	−.06 (.11)	−.04 (.10)	.16 (.11)	.17 (.11)	.19 (.11)	.09 (.10)	.12 (.10)	.24* (.09)	.21* (.09)	.24* (.08)	.18* (.08)
High SES × % black	−.002 (.009)			.007 (.009)			.009* (.003)			−.003 (.003)		
Male joblessness × % black		−.007 (.006)			−.006 (.009)			−.008* (.003)			.006* (.003)	
High-SES spline 1			.60* (.21)			.02 (.19)			−.28 (.16)			−.27 (.18)
High-SES spline 2			−.38 (.32)			.66* (.30)			1.18* (.44)			2.41* (.38)
Constant	10.15* (.43)	10.22* (.43)	10.37* (.46)	9.76* (.38)	9.75* (.38)	9.36* (.42)	11.42* (.32)	11.62* (.32)	11.25* (.33)	11.12* (.31)	11.06* (.31)	10.57* (.31)
N	785	785	785	821	821	821	858	858	858	931	931	931
R <sup>2</sup>	.22	.22	.22	.26	.26	.26	.08	.08	.08	.10	.10	.14

\* Indicates coefficient is more than twice its standard error. All regressions control for the following family-level measures: family income/needs, female headship, and mother's education.

Source: Panel Study of Income Dynamics.

TABLE 9.5 Standard Error Estimates with and Without Correction for Serial Correlation

	White Males			White Females			Black Males			Black Females		
	SRS	Complex	Ratio: Complex/ SRS	SRS	Complex	Ratio: Complex/ SRS	SRS	Complex	Ratio: Complex/ SRS	SRS	Complex	Ratio: Complex/ SRS
Neighborhood factors												
Low SES	-.02 (.20)	-.02 (.21)	1.1	-.06 (.19)	-.06 (.19)	1.0	-.14 (.11)	-.14 (.20)	1.8	.10 (.11)	.10 (.23)	2.1
High SES	.43* (.11)	.43* (.12)	1.1	.38* (.10)	.38* (.11)	1.1	.06 (.13)	.06 (.30)	2.3	.51* (.13)	.51 (.29)	2.2
Male joblessness	.19 (.15)	.19 (.16)	1.1	-.04 (.13)	-.04 (.12)	0.9	.06 (.10)	.06 (.23)	2.3	.03 (.10)	.03 (.25)	2.5
Family concentration	-.14 (.09)	-.14 (.14)	1.6	.04 (.09)	.04 (.09)	1.0	-.08 (.06)	-.08 (.14)	2.3	.12 (.07)	.12 (.15)	2.1
Ethnic diversity	.06 (.11)	.06 (.09)	0.8	.18 (.11)	.18 (.14)	1.3	.24* (.09)	.24 (.14)	1.6	.18* (.08)	.18 (.13)	1.6
Family characteristics												
Family income/ needs	.27* (.05)	.27* (.05)	1.0	.26* (.04)	.26* (.07)	1.8	.22* (.06)	.22* (.19)	3.2	.15* (.07)	.15 (.13)	1.9
Female head	-.42 (.27)	-.42 (.33)	1.2	-.12 (.25)	-.12 (.27)	1.1	-.29* (.14)	-.29 (.30)	2.1	-.00 (.14)	-.00 (.23)	1.6
Mother's education	.23* (.04)	.23* (.04)	1.0	.24* (.03)	.24* (.04)	1.2	.09* (.03)	.09* (.04)	1.3	.16* (.03)	.16* (.04)	1.3
Constant	16.22	16.22		11.04	11.04		14.05	14.05		14.46	14.46	
N	785	785		821	821		858	858		931	931	
R <sup>2</sup>	.24	.24		.26	.26		.08	.08		.11	.11	

\*Indicates coefficient is more than twice its standard error. SRS refers to sampling errors calculated under the assumption of simple random sampling. Complex refers to standard errors calculated to account for serial correlation. Ratio: Complex/SRS is the ratio of the Complex and SRS standard errors. Adjustments for serial correlation were made with the OSIRIS REPER sampling error program.

Source: Panel Study of Income Dynamics.

TABLE 11.1 Summary of Conceptual and Methodological Approaches to Assessing Neighborhoods

Neighborhood Constructs	Methodological Approach	Sample Measures	Source
Income	Census-tract data	Percent of families in tract w/income <\$10,000; percent of families w/income >\$30,000 (1979 dollars)	Duncan et al. 1994
Human capital	Census-tract data	Percent of high school graduates; percent unemployed young males; percent professionals	Crane 1991; Duncan and Aber chapter 3; Wilson 1991a, 1991b
Ethnic integration	Census-tract data	Percent of minorities; percent of specific racial/ethnic group	Sampson 1992; Sampson and Morenoff vol. 2
Social capital	Census-tract data	Concentration of poverty (40 percent or more); residential mobility	Jargowsky and Bane 1990; Sampson 1992; Sampson and Morenoff vol. 2; Wilson 1991a, 1991b
	Individual ratings	Participation in community activities and informal networks among neighbors; likelihood intervene in various situations; ratings of quality of neighborhood; ratings of stability of neighborhood; ratings of neighborhood cohesion	Furstenberg 1993; Korbin and Coulton vol. 2; Seidman et al. 1995; Simcha-Fagan and Schwartz 1986
	Systematic social observation	Observation of behavior of children, youth, and adults; observation of information channels (for example, signs); observations of physical environment	Barnes-McGuire and Reiss 1993; Burton 1996; Spencer et al. vol. 2; Taylor et al. 1984

TABLE 11.1 *Continued*

Neighborhood Constructs	Methodological Approach	Sample Measures	Source
Social disorganization	Census-tract data	Residential mobility; family concentration (crowded housing); ethnic heterogeneity	Sampson and Morenoff vol. 2; Shaw and McKay 1942
	Individual ratings	Ratings of problems concerning condition of housing, trash accumulation, prostitution, public drinking and drug use, vacant lots and buildings, public arguing and fighting, presence of businesses, residential mobility	Korbin and Coulton vol. 2; Simcha-Fagan and Schwartz 1986
	Systematic social observation	Observations of housing density, condition of housing, trash accumulation, prostitution, public drinking and drug use, vacant lots and buildings, public arguing and fighting, presence of businesses	Barnes-McGuire and Reiss 1993; Burton 1996; Spencer et al. vol. 2; Taylor et al. 1984
Safety	Individual ratings	Ratings of how worried they are about events (for example, walking alone at night, being mugged); ratings of magnitude of problems (for example, murder, rape, robbery)	Furstenberg 1993; Furstenberg and Hughes vol. 2; Korbin and Coulton vol. 2
	Systematic social observation	Observation of lighting, police presence, neighborhood-watch signs, buildings with bars and wire, traffic	Barnes-McGuire and Reiss 1993; Burton 1996; Spencer et al. vol. 2; Taylor et al. 1984

FIGURE A Conceptual Model

