

## Educational Success and Adult Health: Findings from the Chicago Longitudinal Study

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## Research Questions

- What are the educational predictors of health and mental health in the Chicago Longitudinal Study (CLS)?
- What are the mediators of the observed effects?

## Sample Description

- Adult survey of CLS participants
- Administered from 2002-2004
- Study participants were 22-24 years old
- 76.4% recovery rate of eligible, original sample members: N = 1,142
- Supplemental public aid data for the health insurance outcome: N = 1,277

## Measures

- **Covariates:**
  - Gender
  - Race
  - Child Abuse/Neglect, ages 0-3
  - 8 Environmental Risk Factors, ages 0-3
  - Missing Risk Factor Dummy
  - CPC Program Sites
- **Chicago Child Parent Center (CPC) Program Measures**
  - CPC Preschool Program Participation
  - CPC School-Age Program Participation
- **Educational Achievement Factors**
  - Kindergarten Achievement
  - Grade 8 Reading Achievement. Low achievement = 1 Std. Dev. below mean, High achievement = 1 Std. Dev. above mean.
  - High School Completion by May, 2002

## Measures (cont'd)

### Classroom Adjustment Factors:

- Socioemotional Classroom Adjustment, grades 1-6:
  - Number of years teacher rated child's adjustment above average
  - "High" group defined as 5-6 years of above average ratings
  - "Low" group defined as 0-1 years of above average ratings
- Troublemaking Behavior, grades 3-6
  - Student perceived tendency to break rules, fight, and get into trouble
  - "High" group defined as 1 standard deviation above mean
  - "Low" group defined as 1 standard deviation below mean
- Perceived Competence, grades 3-6
  - Student perceived academic and social competence
  - Dichotomized variable, scores of 1 or more std. dev. above mean coded 1

## Outcome Measures

Outcome	Value of 1 =	Source of Data
Health Insurance Coverage	Public or private health insurance coverage	Self-report supplemented by administrative
Access to Health Care	Has doctor or regular place to go for health care	Self-report
Daily Tobacco Use	Uses tobacco daily, e.g., cigarettes	Self-report
Any Substance Use/misuse	Present alcohol use more than once/day, present marijuana use almost daily, present hard drug use few times/week or more, personal problem with substance abuse age 16+, or substance abuse treatment age 16+	Self-report
Future Optimism	Score of 20 on 5-item future optimism scale Range 5-20.	Self-report
Depression	Yes on any one of 5-items indicating symptomatic response, e.g., sadness & hopelessness, in past month	Self-report

## Statistical Analysis Strategies

*Question 1:* predictor models were estimated in Probit regression for each health outcome

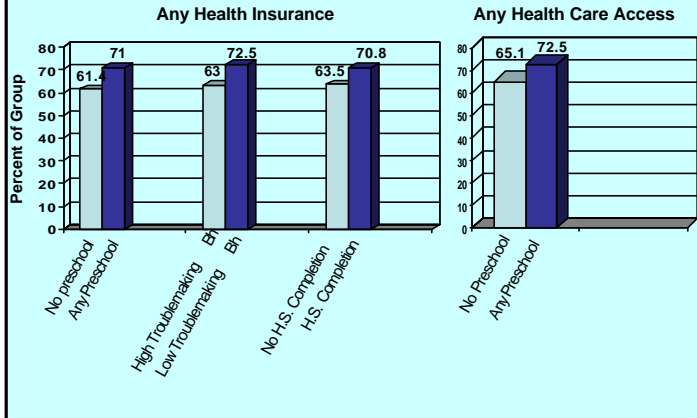
*Question 2:* mediation models were estimated using sequential OLS linear regression runs

## Question 1 Findings

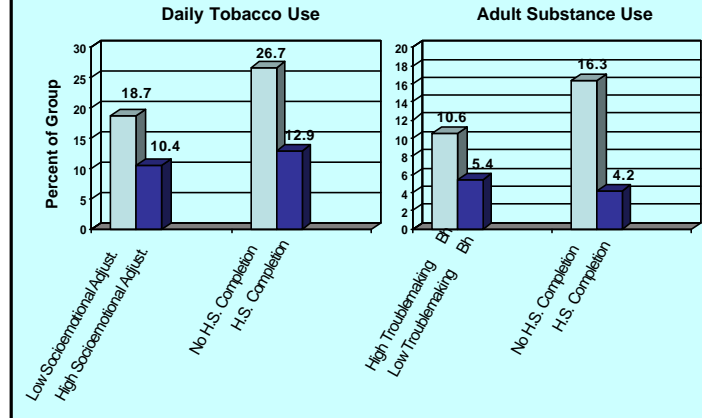
	Health Insurance	Health-care Access	Tobacco Use	Substance Use	Optimism	Depression
<b>Educational Predictors</b>						
CPC Preschool Program Participation	9.6**	7.4*	-	-	-	-
Yrs. Classroom Adjustment > Avg. (grades 1-6)	-	-	-2.4*	-	-	-2.6**
Troublemaking Behavior (grades 3-6)	-8.6*	-	-	2.5*	-	-
Grade 8 Reading Achievement	-	-	-	-	0.3**	-
High School Completion	7.3*	-	-13.7**	-12.1**	9.7**	-7.3**

\*\*p < .01 \*p < .05

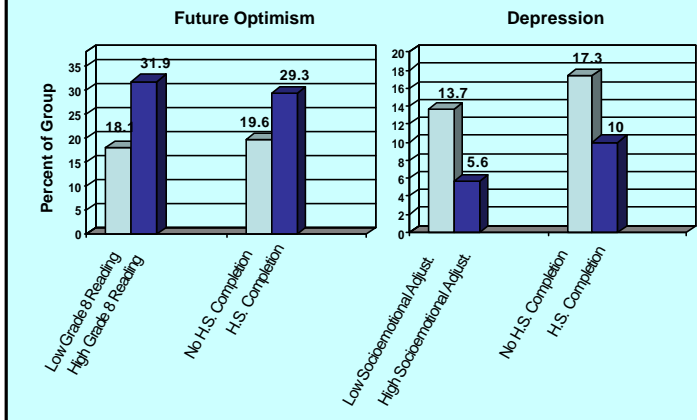
### Educational Predictors of Health Insurance and Health Care Access



### Educational Predictors of Daily Tobacco and Substance Use

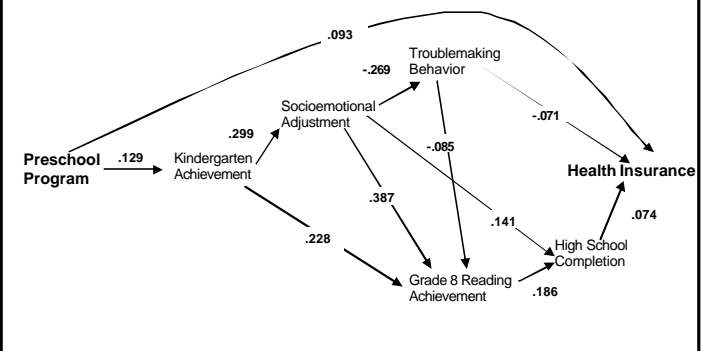


### Educational Predictors of Future Optimism and Depression



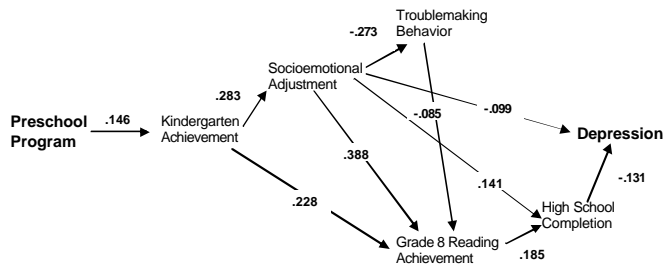
### Question 2 Findings

Mediation to Health Insurance (N=1,277)



## Question 2 Findings

Mediation to Depression (N=1,140)



## Summary of Findings

*Question 1:* Both early and late educational experiences predict positive health and mental health outcomes in the CLS.

*Question 2:* Observed effects of early and later educational factors on at least 2 health-related outcomes appear to be mediated through several distinct pathways.

## Limitations

- Exploratory study
- Correlational versus causal findings
- Limited range of predictors explored

## Implications

- Promoting early educational success can have effects on adult health and mental outcomes.
- Early intervention strategies ought to target both achievement and adjustment domains.
- All efforts to promote high school completion, both early in development and later, ought to be pursued.