Childhood Predictors of Adult Well-Being in the Chicago Longitudinal Study

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Project Questions

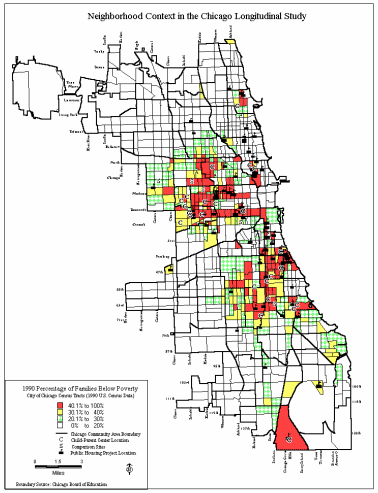
- Is Participation in the Child-Parent Centers Associated with Later Well Being?
- Do Timing and Length of Services Matter?
- Do the Estimated Effects Vary By Child, Family, and Program Attributes?
- Which Factors and Processes Account for Long-Term Effects?
- Which Child, Family, and School Experiences Contribute to Well-Being?

Sample Characteristics

- 1,539 Children Born in 1979 or 1980, attended PK in 1983-85, K in 1985-86.
- Lived in highest poverty neighborhoods: Mean child poverty rate was 41%.
- 93% African American, 50.2% female.
- 75% from single-parent families.
- Over 60% were receiving public aid.
- Mean risk index was 4.5 of 8; 73% 4 or more.
- HS graduation in 1998 or 1999.
- Recovery rates by age 24 above 85%.

Brief Description

- 989 complete cohort of children graduating from Child-Parent Centers in kindergarten; they participated from 2 to 6 years. Centers are located in the highest poverty areas of Chicago.
- 550 children enrolled in an alternative early childhood program in kindergarten in five randomly selected schools and other schools serving low-income families. They matched on eligibility for Title I programs and socioeconomic status.



Characteristics of Study Groups

	CPC Intervention	Comparison
Sample	Complete cohort	Random sample of K sites
Recovery, by age 24	902 of 989 (91%)	487 of 550 (89%)
Key attributes	Reside in highest poverty areas Over 80% of children enroll Mean no. of risks = 4.5; 73% with 4 or more risks Parent ed > than in c-group	Reside in high poverty areas Had school-based enrichment Mean no. of risks = 4.5; 71% with 4 or more risks Area poverty > than in p-group
Intervention levels		
Preschool	100% 1 or 2 years	15% in Head Start
Kindergarten	60% full day	100% full day
School age	69% 1 year 56% 2-3 years	30% 1 year 0% 2-3 years

Theoretical Perspectives

Ecological Systems Theory

- PPCT orientation
- Home-School Links (Mesosytem)
- Proximal Processes

Resilience

- Cumulative Risks Linked to Poverty
- Impact of Early Experience

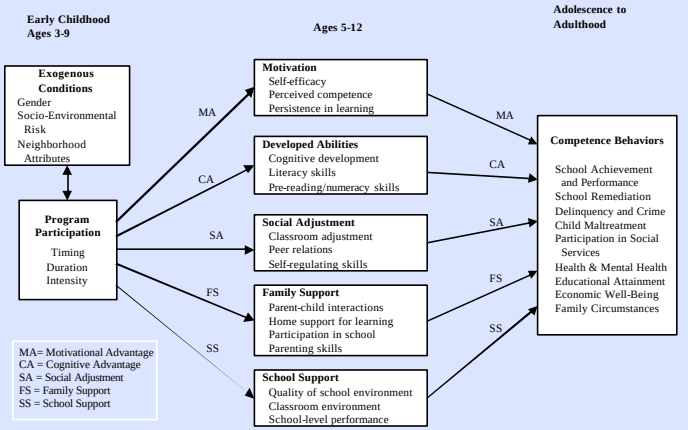
Major Data Sources

- Teacher ratings yearly from K-Grade 7.
- Parent ratings, Grades 2, 6, 11.
- Child ratings yearly from Grades 3-6, 10, 12, and at age 22-24.
- Interviews/essays with selected children at Grades 6 and 10.
- ITBS test scores yearly starting in K.
- Administrative records from schools, social services, child welfare, public health, justice system, employers, and higher ed.
- Community attributes from Census data.

Sample Sizes and Recovery Rates for Adult Follow Up

Outcome measure assessed at ages 22-24	Number of cases	Recovery rate (%)
Educational attainment	1,368	88.9
Employment status	1,249	81.2
Arrest status/Incarceration history	1,418	92.1
Substance use/mental health, tobacco use (self report)	1,142	76.4
Health insurance (self report/admin records)	1,277	85.5
Public aid history	1,315	88.0
Parental ed attainment/employment	1,438	93.9
Parental public aid participation	1,440	94.1

Common Paths from Early Childhood to Adult Well-Being



Four Presentations

- Adult Outcomes of Participation in the Child-Parent Centers
- Predictors of Educational Attainment, Economic, and Social Behavior
- Educational Predictors of Health and Mental Health
- Child Welfare, Maltreatment, and Adult Well-Being

Total Costs Per Person of Outcomes in 2002 dollars

Outcome	Cost/benefit No discount
Sp ed history-K to 12	$42,995
Maltreatment Victim	$30,414
(Intangible-Victim)	(22,899)
Juvenile crime	42,844
(Intangible-Victim)	(65,787)
Adult crime	155,058
(Intangible-Victim)	(236,587)
HS completion vs No	$314,983
(Tax revenues)	(111,205)