

Newsletter of the Chicago Longitudinal Study

Promoting Children's Success

Issue 10

April 2025

A. CLS BACKGROUND

The Chicago Longitudinal Study (CLS) began in 1985 in the Chicago Public Schools. The goal is to identify the most important factors for promoting health and well-being. The CLS uses all information from participants and school records from 1539 participants to improve the lives of young people and their families, schools, and the communities in which they live.



CLS Focus Group January 2016

This year marks the 40th anniversary of CLS. Study Director Arthur J. Reynolds and the entire team thank you for your long-term cooperation and participation. We never expected that this project would become the largest and longest-running study of early education.

B. CLS Participants in Midlife

CLS participants are now 45 years old. They live all over the country but mostly in the Midwest. Over 60% remain in Chicago and the larger metropolitan area. Many participants have careers in education, health care, human services, and retail. A few interesting facts are that (a) 82% of participants are parents, (b) the average age of the oldest child is 20 years old, and (c) 82% are satisfied with their jobs.

| Midlife | Indicator |
|------------------------|-------------------------------------------------------------------------|
| Education | 42% postsecondary credential, including college degree |
| Community | 40% volunteer and 42% attended church |
| Service system support | 60% report endorse high levels of education, health, & economic support |

C. Child-Parent Centers (CPC) Continuity

Early Education Effectiveness Elements

A. Access and Population

1. Provide universal access.
2. Begin no later than age 4.

B. Structure and Scope

3. Small class sizes & child/staff ratios ($\leq 17/2$).
4. Sufficient intensity of learning experiences.
5. Optimal duration and length (≥ 1 year).
6. Comprehensive family support services.

C. Professional Learning & Standards

7. Highly trained professionals
8. Multifaceted & engaging learning experiences.
9. Accountability system with shared leadership

D. P-3 Alignment and Continuity

10. Coordination and alignment with K-3.

Collaborative Leadership
Aligned Curriculum
Continuity and Stability

Early
Ed



The figure shows the key elements of the Child-Parent Centers from preschool through 3rd grade that lead to greater well-being in children's and families' lives. This system is a foundation for many P-3 efforts around the country. The CLS has been a leader in this growth. 75% of the CLS participants had 1 year or more years of CPC participation (preschool to 3rd grade).

Chicago Longitudinal Study
Institute of Child Development
University of Minnesota- Twin Cities
51 East River Road
Minneapolis, MN 55455

Want to learn more about the CLS? Or, have you moved and want to update your contact information?

Call: 1-866-872-4270

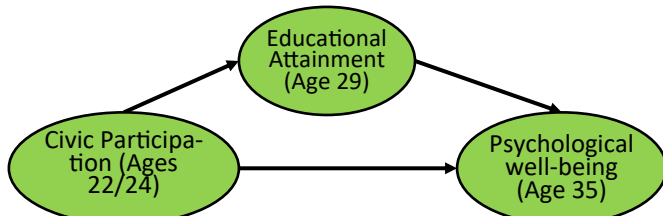
Email: clsstaff@umn.edu

Facebook: www.facebook.com/cls.staff

Website: <https://innovation.umn.edu/cls/>

Funding provided by
*National Institutes of Health,
U.S. Department of Education, and
Lorraine M. Sullivan Memorial Fund.*

D. Recent Findings



1. Civic participation in early adulthood leads to better psychological well-being in midlife via increasing educational attainment.

2. Early predictors of savings in midlife

- Child welfare system history by age 5
- Early math achievement
- Socio-emotional adjustment
- Magnet school attendance
- Juvenile arrest

What are your hopes for the future?

"I hope to retire by 45 and be able to travel the world and also seek the purpose of helping others."

What are you most satisfied with in your life right now?

"Two things: that I have my degree and that I'm saved. Because being saved changed my life. Getting my degree was something I always wanted to do to get accomplished, to achieve my dream of owning my own school."

References: [Financial Outcomes](#), [Civic Participation](#), [Psychological Well-Being](#)

E. Resources

CPC P-3 Website:

Visit our website to access information regarding the program. (<https://cpcp3.org>)

CPS Early Learning:

For early childhood education options in Chicago. (<https://www.cps.edu/ChicagoEarlyLearning/>)

CPC P-3 Manual:

Follow this link for background information and resources for program implementation. (<https://cpcp3.org/program-manual/>)

F. WHATS NEXT:

We are currently working on creating a brief intergenerational survey. This is an opportunity for your child to participate in a paid follow-up survey. Be on the look out for more information including the survey link!