The Chicago Child-Parent Centers: Prevention and Cost-Effectiveness in Early Adulthood

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Most Frequently Cited Early Childhood Intervention Programs

<table>
<thead>
<tr>
<th>Program</th>
<th>Type</th>
<th>Age at Last Follow-Up</th>
<th>Number of Citations</th>
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<tbody>
<tr>
<td>High Scope Perry Preschool Program</td>
<td>Model</td>
<td>27</td>
<td>15</td>
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<tr>
<td>Carolina Abecedarian Project</td>
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<td>15</td>
<td>14</td>
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<td>Houston Parent-Child Development Center</td>
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<td>Yale Child Welfare Research Program</td>
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<tr>
<td>Chicago Child-Parent Centers</td>
<td>Large Scale</td>
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<td>Milwaukee Project</td>
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<td>Syracuse Family Development Program</td>
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<td>Early Training Project</td>
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<td>Consortium for Longitudinal Studies</td>
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<td>Philadelphia Project</td>
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<td>Infant and Health Development Program</td>
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<td>Educational Testing Service Head Start Study</td>
<td>Large Scale</td>
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<td>New Haven Follow-Through Study</td>
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<td>5</td>
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<tr>
<td>Elmina Perinatal/Early Infancy Project</td>
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<td>Harlem Training Project</td>
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<td>University of Rochester Nurse Home Visiting Program</td>
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<tr>
<td>Gordon Parent Education Program</td>
<td>Model</td>
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<td>New York State Experimental PreKindergarten</td>
<td>Large Scale</td>
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<td>PSID Head Start Longitudinal Study</td>
<td>Large Scale</td>
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<td>High Scope Preschool Curriculum Comparison Study</td>
<td>Model</td>
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<td>Louisville Experiment (Head Start)</td>
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<tr>
<td>Menninger Infancy Project</td>
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<td>2</td>
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<tr>
<td>Mothers’ Child Home Program</td>
<td>Model</td>
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Figure. Alternative Paths Leading to Social Competence

Early Childhood
Ages 3-9

- Exogenous Conditions
  - Gender
  - Socio-Environmental Risk
  - Neighborhood Attributes

- Program Participation
  - Timing
  - Duration
  - Intensity

- Motivation
  - Self-efficacy
  - Perceived competence
  - Persistence in learning

- Developed Abilities
  - Cognitive development
  - Literacy skills
  - Pre-reading/numeracy skills

- Social Adjustment
  - Classroom adjustment
  - Peer relations
  - Self-regulating skills

- Family Support
  - Parent-child interactions
  - Home support for learning
  - Participation in school
  - Parenting skills

- School Support
  - Quality of school environment
  - Classroom environment
  - School-level performance

Adolescence
Ages 12-

- Social Competence Behaviors
  - School achievement and performance
  - Retention in Grade
  - Receiving Special Education Services
  - Delinquency and Crime
  - Child Maltreatment
  - Participation in Social Services
  - Educational Attainment

MA = Motivational Advantage
CA = Cognitive Advantage
SA = Social Adjustment
FS = Family Support
SS = School Support

Child-Parent Centers

- Child-Parent Center
  - Preschool/Kindergarten
    (Wing or Building)

- Principal
- Head Teacher
- Elementary School
  Grades 1 to 3

- Curriculum Parent-Resources Teacher

- Outreach Services
- Parent Component
- Curriculum Component
- Health Services
- Parent Component
- Curriculum Component
- School-Wide Services

- Age 3

Outreach Services:
- School-Community Representative
- Resource Mobilization
- Home Visitation
- Parent Conferences

Parent Component:
- Parent Resource Teacher
- Parent Room Activities
- Classroom Volunteering
- School Activities
- Home Support

Curriculum Component:
- Language Focus
- Small Class Sizes
- Inservice Training

Health Services:
- Health Screening
- Nursing Services
- Free + Reduced-Price meals

Age 9

- Reduced Class Size
- Teacher Aides
- Instructional Materials
- Individualized instruction
- Inservices

- Health Services
- School-Community Representative
- Resource Mobilization
Study Description

- In 1985, 1,539 kindergartners who participated in government-funded early childhood programs in 25 Chicago sites were included in an evaluation research project.

- The progress of children during their entire school-age years was monitored through interviews, surveys, observations, and administrative records of many kinds.

Participants

- 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.
Some Sample Characteristics

• 93% African American
• 84% resided in families near or below the poverty line
• 70% were from single-parent households
• 58% of parents reported being high school graduates by child’s age 12
• All participated in early childhood programs in preschool or kind.

Follow Up

• 92% attended the Chicago schools for 6 or more years

• Youth graduated from high school in 1998/1999

• 1,315 (85%) are active in the study at age 21 (September 2001)
Active Samples in CLS by Years

Equivalence of Program and Comparison Groups

<table>
<thead>
<tr>
<th>Child/family attribute</th>
<th>Preschool group (n = 841)</th>
<th>Comparison group (n = 445)</th>
<th>p-value</th>
<th>Original sample p-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female child, %</td>
<td>52.3</td>
<td>46.3</td>
<td>.017</td>
<td>.117</td>
</tr>
<tr>
<td>African American, %</td>
<td>94.0</td>
<td>92.6</td>
<td>.315</td>
<td>.945</td>
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<tr>
<td>Risk index (0-6), mean (SD)</td>
<td>3.56 (1.3)</td>
<td>3.62 (1.4)</td>
<td>.406</td>
<td>.095</td>
</tr>
<tr>
<td>High school-poverty (&gt;60%)*, %</td>
<td>77.1</td>
<td>71.9</td>
<td>.027</td>
<td>.038</td>
</tr>
<tr>
<td>Child eligible for subsidized meals (&lt;130% of family poverty)*, %</td>
<td>92.3</td>
<td>92.8</td>
<td>.772</td>
<td>.787</td>
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<tr>
<td>Parent completed high school*, %</td>
<td>66.1</td>
<td>59.3</td>
<td>.033</td>
<td>.017</td>
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<tr>
<td>Single-parent status*, %</td>
<td>69.6</td>
<td>65.7</td>
<td>.223</td>
<td>.269</td>
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<tr>
<td>Parent not employed full-time by child’s age 12*, %</td>
<td>64.9</td>
<td>60.8</td>
<td>.204</td>
<td>.606</td>
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<tr>
<td>Missing parent education or meals</td>
<td>7.0</td>
<td>8.5</td>
<td>.329</td>
<td>.044</td>
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<tr>
<td>Mean number of siblings*</td>
<td>2.6</td>
<td>2.8</td>
<td>.007</td>
<td>.043</td>
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<tr>
<td>Parent was under age 20 at child’s birth, %</td>
<td>23.2</td>
<td>19.2</td>
<td>.154</td>
<td>.250</td>
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<tr>
<td>Child abuse or neglect by age 4, (indicated report, %)</td>
<td>1.1</td>
<td>1.3</td>
<td>.662</td>
<td>.951</td>
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<tr>
<td>Census-track poverty, age 4, mean (SD)</td>
<td>46.0 (13.5)</td>
<td>39.9 (11.9)</td>
<td>&lt;.001</td>
<td>&lt;.001</td>
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</table>
Johnson Child-Parent Center

Parent Resource Room
School Readiness Skills

ITBS National Percentile Score

<table>
<thead>
<tr>
<th>Age 5 Composite</th>
<th>Word Analysis</th>
<th>Math</th>
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<tbody>
<tr>
<td>Comparison Group</td>
<td>Preschool Group</td>
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<tr>
<td>28</td>
<td>47</td>
<td>51</td>
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<tr>
<td>34.3</td>
<td>23.8</td>
<td>32.3</td>
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</table>

Grade Retention by Age 15

Percentage of Overall Sample

<table>
<thead>
<tr>
<th>Preschool School-Age Extended</th>
<th>Comparison</th>
<th>Preschool</th>
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<tbody>
<tr>
<td>Preschool</td>
<td>38.4</td>
<td>23.90</td>
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<tr>
<td>School-Age</td>
<td>34.3</td>
<td>23.80</td>
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<tr>
<td>Extended</td>
<td>32.3</td>
<td>21.90</td>
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</table>
Special Education Placement by Age 18

Juvenile Arrest by Age 18
Age of First Arrest for Program and Comparison Groups

High School Completion Rates Over Time
Rates of High School Completion by Groups

Adjusted Rates of Maltreatment by Age 17 (DCFS Reports)