

Newsletter of the  
*Chicago Longitudinal Study*

Promoting Children's Success

Issue 2

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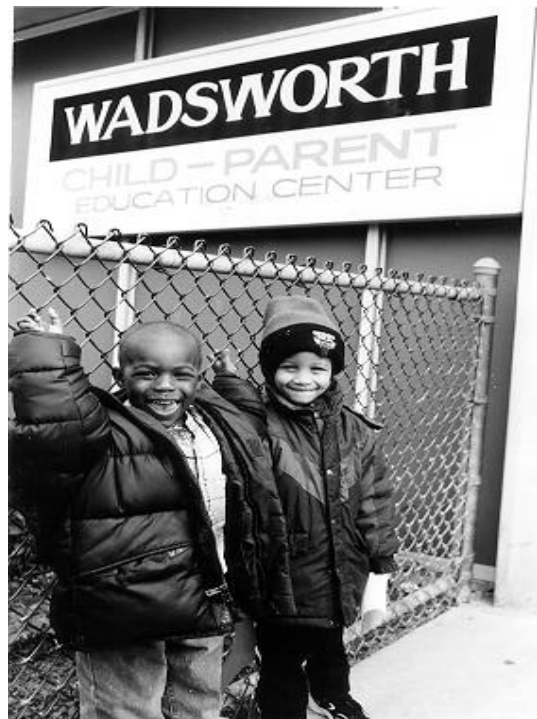
## What is the Chicago Longitudinal Study?

The Chicago Longitudinal Study (CLS) investigates the educational and social development of 1,539 children who completed kindergarten programs in the Chicago Public Schools in 1986. Born in 1979 or 1980, most participants in the study attended the Child-Parent Centers in preschool. Others attended full-day kindergarten programs.

In collaboration with the Chicago Public Schools, this 17-year study has followed the progress of participants through parent and teacher surveys, youth surveys and interviews as well as school records. Youth were expected to complete their senior year of high school in 1998 or 1999. They are now age 22. We are currently investigating early adult experiences in education, employment, and family matters, and how school-age experiences have prepared participants for the future.

### The CLS is guided by four major goals:

1. To evaluate the effects of the Child-Parent Centers on youth, adult, and family well-being.
2. To document patterns of school performance and adjustment throughout the school-age years.
3. To understand how participation in the CPC program leads to better school and social adjustment.
4. To determine the personal, school, and family factors that promote well-being.



## What is the Child Parent Center Program?

The Child-Parent Center (CPC) program is a center-based early intervention that provides comprehensive educational and family-support services to children and their parents from preschool to early elementary school. The CPC program opened in May 1967 in four sites on Chicago's west side. They were named Cole, Dickens, Hansberry, and Olive Child-Parent Education Centers. The program is the second oldest (after Head Start) federally-funded preschool program in the U.S. and the oldest extended early childhood program. Currently, the CPC program operates in 23 centers throughout the city. The major rationale of the program is that the foundation for school success is facilitated by the presence of a stable and enriched learning environment during the early childhood years and when parents are active participants in their children's education.

# What is the Impact of the Child Parent Centers?

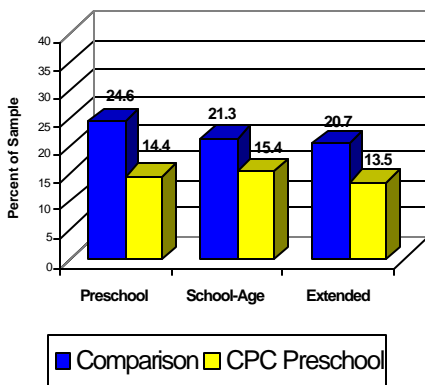
We examined whether the CPC program from preschool to the early grades continued to have an impact on academic achievement and development in adolescence and young adulthood.

**Q:** Did youth who participated in the CPC program do better academically than those who did not participate in the program?

**A:** Yes. Youth who participated in the CPC program (regardless of the amount of time) had higher reading and math scores at age 15 than the comparison group. Specifically, youth who participated in the preschool program had a 5-month gain in performance in both reading and math achievement at age 15.

Figure 2

Special Education Placement by Age 18



**Q:** Were youth who participated in the CPC program less likely to be placed in special education?

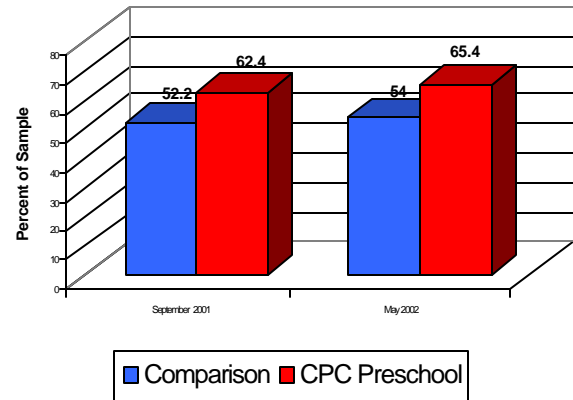
**A:** Yes. By age 18, 14% of preschool participants received special education services compared with 25% of the comparison group. Only 13.5% of children with extended program participation received special education services (see Figure 2).

**Q:** Were youth who participated in the CPC program less likely to repeat a grade?

**A:** Yes. Students who participated in the preschool, school age, or extended program were less likely to repeat a grade in school. For example, 23% of preschool participants repeated a grade compared to 38% in the comparison group (see Figure 3).

Figure 1

Percent Completing High School

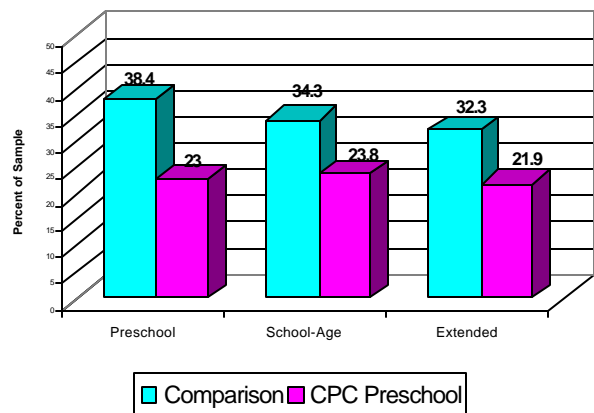


Participation in the CPC preschool program was associated with higher rates of high school completion by age 22 (see Figure 1). Youth who attended preschool had a higher rate of high school completion (65%) than youth who did not attend preschool (54%).

Finally, youth who attended the CPCs for 5 or 6 years showed the highest levels of school achievement and educational attainment.

Figure 3

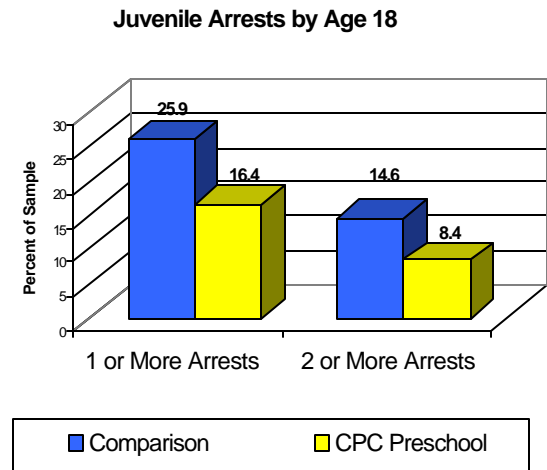
Percentage Repeating a Grade by Age 15



**Q:** Did the preschool program reduce delinquency?

**A:** Yes. CPC preschool participation was associated with lower rates of official juvenile arrests as measured by petitions to the juvenile court. Specifically, preschool participants had a 37% lower rate of juvenile arrest than the comparison group (16.4% vs. 25.9%). They also had a lower rate of repeat arrests (see Figure 4).

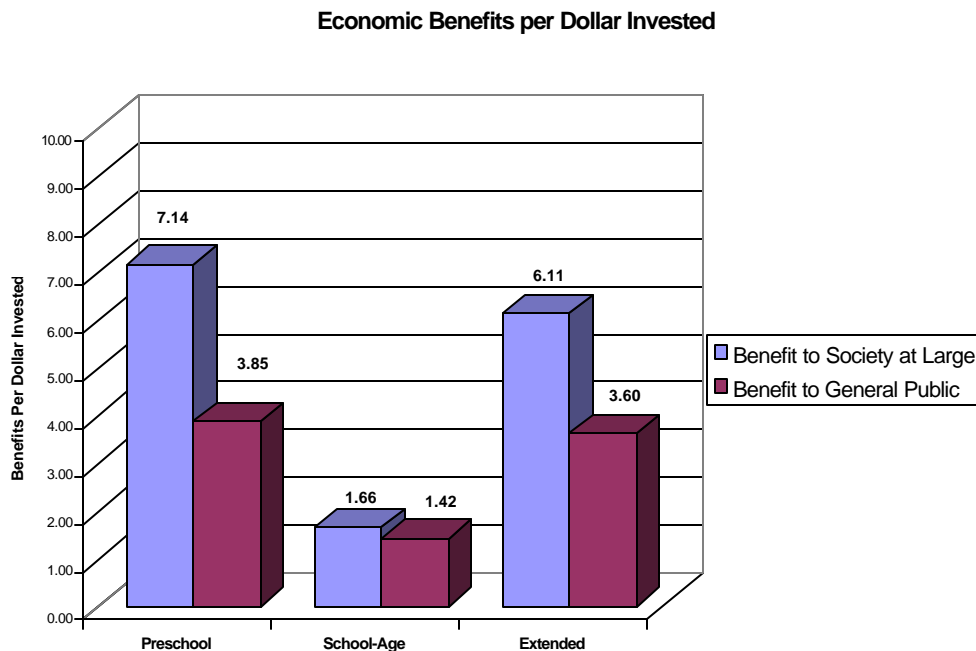
Figure 4



## Do the Benefits of CPC Participation Exceed Costs?

We found that the economic return of program participation exceeded costs by a substantial amount. For every dollar invested in the preschool program, the return to society at large is \$7.14 in reduced costs of remedial education and justice system expenditures, and in increased earnings and tax revenues projected from educational attainment. The benefit to the general public in reduced government expenditures was \$3.85 per dollar invested. Participation in the school-age program and in the extended program for 4 to 6 years provided economic returns from \$1.42 to \$6.11 per dollar invested (see Figure 5).

Figure 5



## Were Parents Satisfied and Involved in their Children's Education?

Parents had very positive attitudes toward school and their child's education. When study participants were age 12, over 90% reported that school was important to get a good job, that they liked helping their children with homework, and that they expected their child to go far in school. Ninety-two percent said that they liked going to their child's school. Parents also were highly satisfied with the CPC program.

Parent involvement in and attitudes towards school were positively associated with reading and math achievement in the elementary grades. Going to their child's school, parent satisfaction with school, and good communication between home and school all led to better school performance.

Parent Satisfaction with the CPC Program	
Very Satisfied	86.3 %
Somewhat Satisfied	12.0 %
Somewhat Dissatisfied	1.1 %
Very Dissatisfied	.5 %

## What are Student's College Plans and Experiences?

At age 16, students were asked how far they expected to go in school. As shown in Figure 6, the majority expected to earn a college degree.

By age 22, 61% of students graduated from high school or earned a G.E.D. About 30% have attended college, or vocational/trade school. The top 12 colleges participants are attending can be found in the list to the right.

## What is the Next Phase of the Study?

In the next phase of the study, we will interview participants about their transition from adolescence to adulthood, including their educational and employment experiences, and future plans.

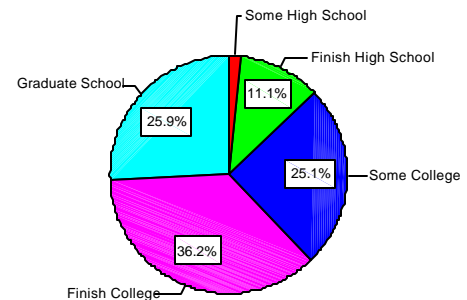
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Figure 6

How Far in School Do You Think You Will Get?



### Most Frequently Attended Colleges and Universities Top 12 schools:

- 1 Harold Washington College
- 2 Northern Illinois University
- 2 Southern Illinois University
- 2 Malcolm X College
- 5 University of Illinois at Champaign
- 5 Robert Morris College
- 5 Olive Harvey College
- 8 Chicago State University
- 9 Daley College
- 10 Kennedy King
- 11 University of Illinois at Chicago
- 11 East - West College