Evidence on Prevention

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CLS Examples on Mobility

1. Robustness testing
2. Indirect effects
3. Child-Parent Center PK-3 evidence
4. Mobility contribution to economic returns
CLS Sample Description

Cohort of 1,539 Kindergartners born in 1979-1980 who attended publicly funded early childhood programs for children at risk in Chicago public schools.

Data collected annually from many sources with 90% or higher recovery into adulthood. Mobility measured starting in K from school records and supplemented with parent/student reports.
## Threshold Impacts for School Moves and Related Factors

### Grade 8 reading

<table>
<thead>
<tr>
<th>Description</th>
<th>Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 move K-8</td>
<td>-1.9</td>
</tr>
<tr>
<td>2 moves K-8</td>
<td>-2.7</td>
</tr>
<tr>
<td>3+ moves K-8</td>
<td>-5.7*</td>
</tr>
<tr>
<td>Magnet school</td>
<td>6.4*</td>
</tr>
<tr>
<td>Private school</td>
<td>2.8</td>
</tr>
<tr>
<td>Out of Chicago</td>
<td>-0.6</td>
</tr>
<tr>
<td>High family risk</td>
<td>-5.7*</td>
</tr>
</tbody>
</table>

Note. *p< .05
Threshold Impacts for School Moves on Educational Attainment

Highest grade-
Age 25

1 move K-12  -0.08
2 moves K-12  -0.17
3 moves K-12  -0.25*
4+ moves K-12  -0.32*

Residential moves  -0.10

Note. *p < .05
Paths to Well-Being Affected by Early Childhood Experiences

Early Childhood
Ages 3-9

Social/Economic Conditions
Child demographics
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
Continuity and support
School characteristics

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

Ages 5-12

Motivation
Self-efficacy
Perceived competence
Persistence in learning

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

Social Adjustment
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Child Well-Being
School Achievement and Performance
School Remediation
Delinquency and Crime
Health & Mental Health
Educational Attainment
Economic Well-Being
Family Circumstances

Adolescence to Adulthood

Social/Economic Conditions
Child demographics
Socio-Environmental Risk
Neighborhood Attributes

Motivation
Self-efficacy
Perceived competence
Persistence in learning

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

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Child-Parent Centers

Covariates
* Mother's Education
* Family Composition
* Sex

Preschool Participation

Cognitive Measures at school entry (5 yrs)

Parent Involvement (1st-3rd grades)

Academic Motivation (K/1st grade)

Social Emotional Maturity (1st – 3rd grades)

Retention or Special Education by age 14

Academic Achievement (14/15 years)

School Mobility

Juvenile arrests

Educational Attainment
Last Grade Completed (age 21)

School Quality
Perry Preschool Study

Covariates
- Mother’s Education
- Family Composition
- Sex

Preschool Participation

Cognitive Measures at school entry (5 yrs)

Parent Involvement (1st – 3rd grades)

Academic Motivation (K/1st grade)

Social Emotional Adjustment (1st – 3rd grades)

Academic Achievement (14/15 years)

Retention or Special Education by age 14

School Mobility

Educational Attainment Last Grade Completed (age 21)

Juvenile arrests

Correlation coefficients:
- Cognitive Measures: .19
- Parent Involvement: .42
- Academic Motivation: -.35
- Social Emotional Adjustment: -.28
- Academic Achievement: .42
- School Mobility: -.21
- Educational Attainment: .13
- Juvenile arrests: -.43

Note: The diagram shows the relationships and correlations between variables.
PK-3 Education Programs

Programs
Planned interventions and services beginning during any of the first 5 years of life and continue up to third grade

Practices
Elements of PK-3 programs such as preschool, full-day kindergarten, class sizes, curriculum alignment, parent involvement.
Child-Parent Centers

Age 3 To Age 9
## CPC Impacts on School Moves

<table>
<thead>
<tr>
<th>Prog. Group</th>
<th>2+ moves grade 4-8</th>
<th>3+ moves grade 4-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extended</td>
<td>-13.8%</td>
<td>-9.9%</td>
</tr>
<tr>
<td>School-age</td>
<td>-5.8%</td>
<td>-6.7%</td>
</tr>
<tr>
<td>Preschool</td>
<td>-9.3%</td>
<td>-3.9%</td>
</tr>
</tbody>
</table>

*Note.* Marginal effects from probit regression. See Table 9 and Appendix E for model information.
Mediational Contribution of Mobility to Age-26 CPC Returns

<table>
<thead>
<tr>
<th></th>
<th>NPV</th>
<th>B/C ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preschool</td>
<td>$84,556</td>
<td>10.57</td>
</tr>
<tr>
<td>School age</td>
<td>$11,706</td>
<td>3.97</td>
</tr>
<tr>
<td>Extended</td>
<td>$9,397</td>
<td>8.35</td>
</tr>
<tr>
<td>Mobility preschool contribution</td>
<td>$10,524</td>
<td>1.19</td>
</tr>
</tbody>
</table>

Note. Mobility link exclusive to educational attainment and crime benefits. See Table 10. Values are 2008 dollars.
Research Directions

1. Measure U. S. school moves annually.
2. Assess linear versus threshold effects.
3. Assess child and family subgroups.
4. Examine move type, reasons, and frequency within and across ages.
5. Examine processes & mediators.
6. Fully assess indirect and context effects.
7. Improve evidence on programs & policies.