

COMMUNITY PROCESSES SUPPORTING CHILDREN'S DEVELOPMENT AND MOBILITY

SHAPING ECONOMIC FUTURES:
THE ROLE OF COMMUNITIES

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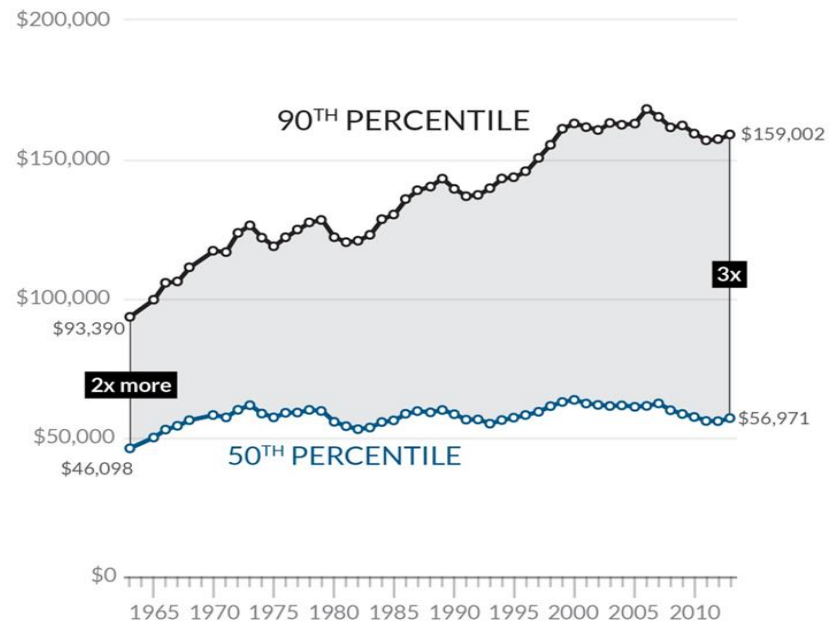
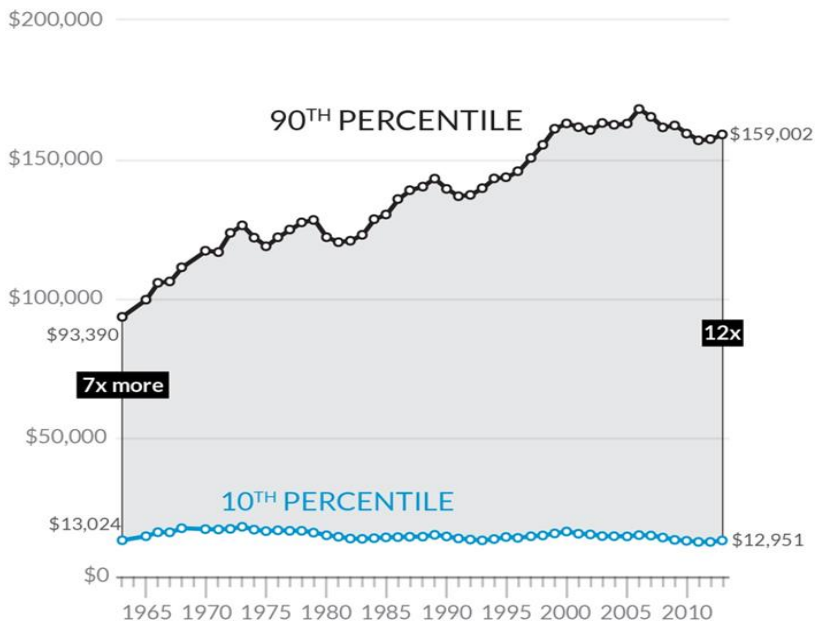
Forces Affecting Children's Development

- Bioecological theory of development
 - Individuals select into and affect contexts
 - Contexts affect individuals through proximal processes, opportunities, and constraints
- For children, families, communities, and schools are key contexts

Historic Shifts in Families, Neighborhoods, and Schools

- Heightened income inequality across families

Distribution of Family Income, 1963–2013



Sources: Current Population Survey 1963–2014. Calculations provided by Karen Smith, Urban Institute.

Notes: 2013 dollars. Income here is measured as private income (e.g., earnings and dividends) plus cash government benefits. Income differences narrow when all taxes and transfers—such as health insurance and in-kind government benefits—are included, but private wealth does not change.

Historic Shifts in Families, Neighborhoods, and Schools

- Heightened income inequality across families
- Growing economic segregation in neighborhoods and schools



Historic Shifts in Families, Neighborhoods, and Schools

- Heightened income inequality across families
- Growing economic segregation in neighborhoods and schools
- How do these economic trends affect proximal processes driving development?
- At what points of development are community contexts and processes most influential?

Intergenerational Transmission of Inequality

Investment/resource perspective:

Advantaged families provide more stimulation and support; access better schools and community resources

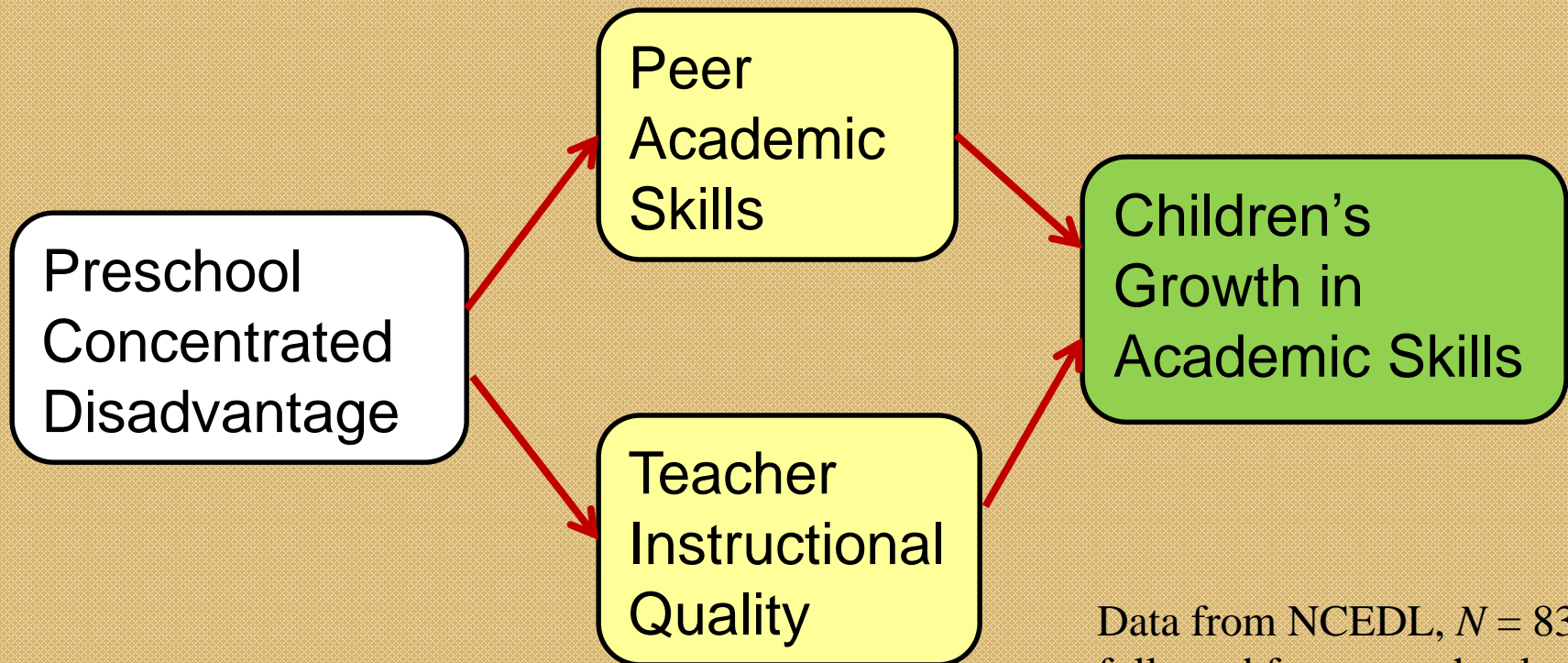
Stress perspective:

Disadvantaged families experience more chaotic, unstable, unsafe family and community environments

Norms perspective:

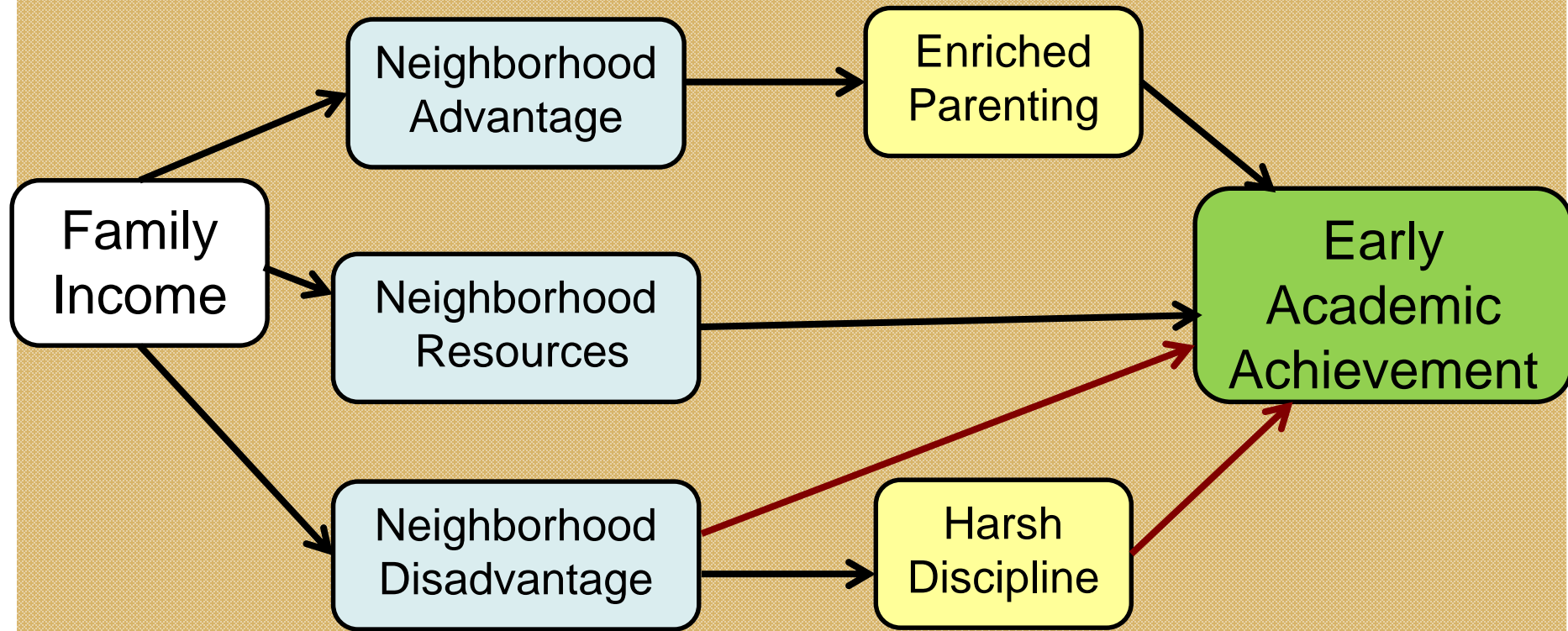
Advantage supports cultural capital and social norms of achievement & support

Concentrated Disadvantage in Preschools Linked to Lower School Readiness



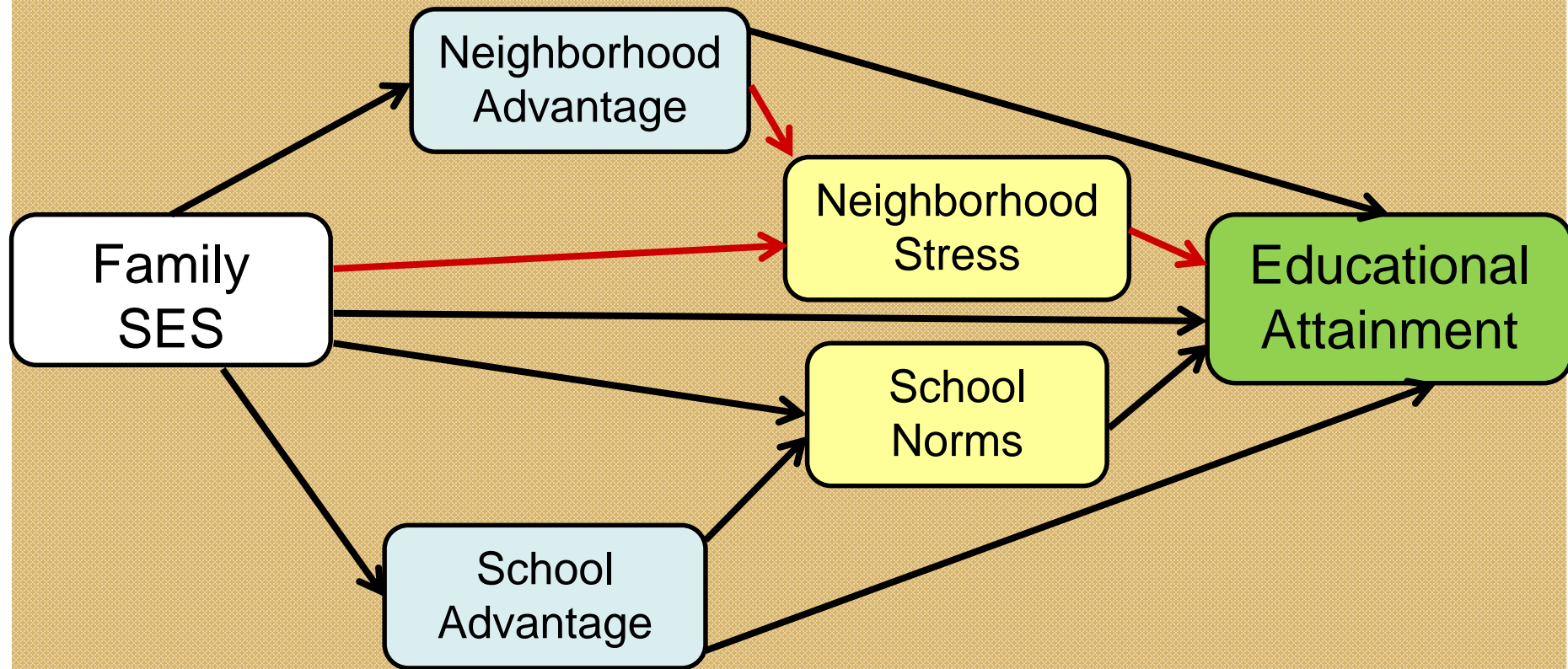
Data from NCEDL, $N = 837$
followed from preschool entry
through kindergarten

Community and Parenting Processes Promoting Children's Achievement



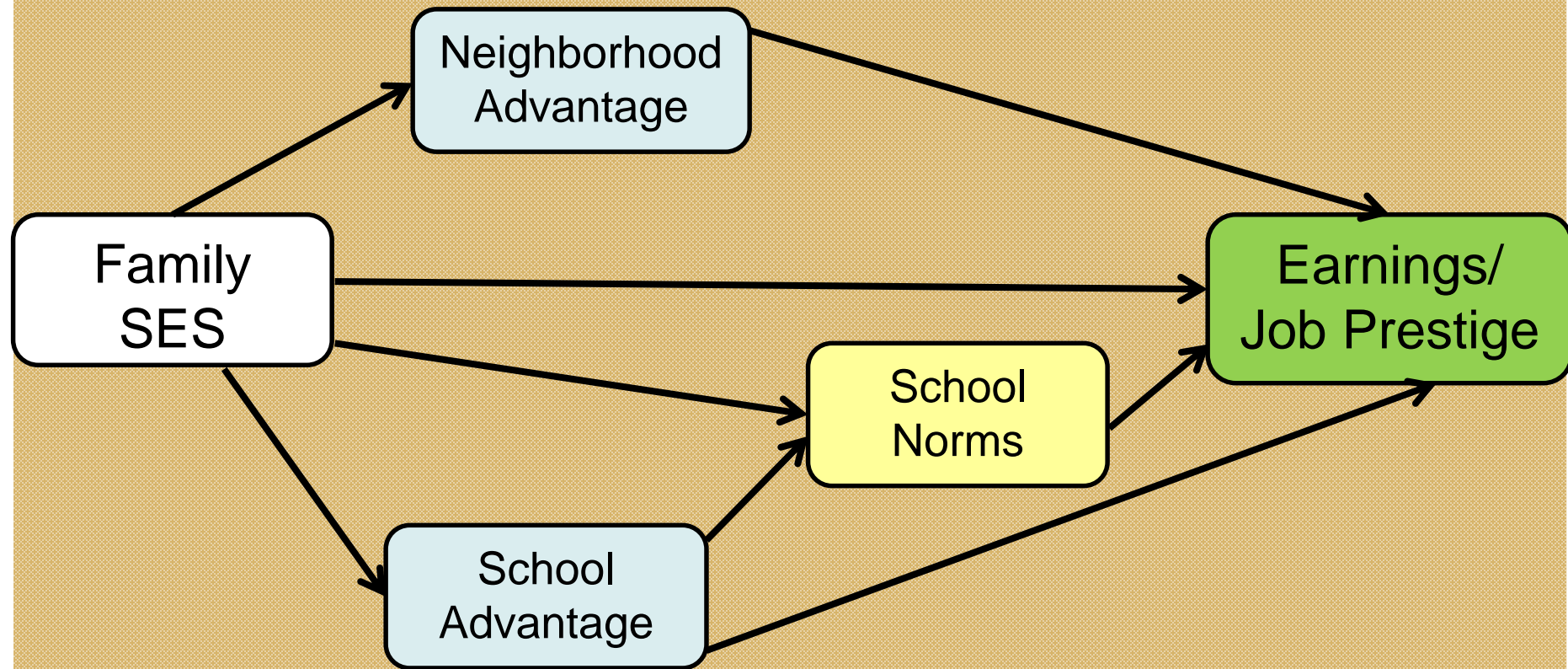
Data from ECLS-K kindergarten through 2nd grade, age 5 to 8, $N = 12,256$
Neighborhood pollution, crime; school characteristics ; parental distress ns

Community and School Processes Promoting Educational Attainment



Data from Add Health, ages 15 to 29, $N = 18,396$
Neighborhood norms and school stress ns

Community and School Processes Promoting Early Career Success



Data from Add Health, ages 15 to 29, $N = 18,396$
Neighborhood norms, stress; school stress ns

Summary Points

- Concentrated advantage/disadvantage at community level— associated with resources, stressors, norms-- helps drive intergenerational transmission of inequality
- Signs apparent in early childhood; expand over time through transition to adulthood
- Parenting and teaching practices essential in earlier years
- School contexts are key for teens

Implications for Policy and Practice

- Place-based initiatives investing in
 - community and school resource enhancement
 - crime reduction
 - parenting support
- Mobility and structural initiatives to increase
 - access to high resource communities
 - access to high resource, goal-oriented schools
- BUT: Residential and school mobility also inhibits successful child development
 - Attend to retention, stability