Ideen Einleitung:

Bisher: Soziale Arbeit mit wenig Wirkungsmessung

* Hauptsächlich deskriptiv bisher (Literatur?)
* Bisher verwendete methoden herausfinden - Literatur

Mithilfe von CHILDREN:

Daten nutzen, um konkrete wirkungen kausal zu messen

Wirkungen von ausflügen (entdeckerfonds)

Beim Literature-Review könntest du schauen, ob du Paper findest, die zeigen, dass Kinder aus sozial marginalisierten Haushalten sich ungesünder ernähren, dass es in Deutschland eine geographische Segregation nach sozialen Schichten gibt und dass geographische Mobilität mit sozialer Mobilität einhergeht (dazu müsste es ein Paper von Raj Chetty geben).

Wir könnten noch sehr gut jeweils ein Paper gebrauchen, das sagt, dass Kinder/Jugendliche mit mehr self-esteem (selbstachtung) bzw. mehr everyday expertise (Alltagskompetenz oder etwas Verwandtem) größere Chancen im Leben haben (oder dass das sonst irgendwie positiv ist).

Soziale arbeit mit wenig empirischer forschung? Paper!

Soziale arbeit tatsächlich in brennpunkten? Paper!

**Wichtigkeit der kindheit für die chancen im leben:**

* Heckmann Carneiro 2003

**Generell: besseres soz. Und familiäres Umfeld -> bessere chancen**

* Heckmann Carneiro 2003

**SES -> charaktezüge**

* Kosse usw

**Kinder aus sozial marginalisierten HH -> ungesündere ernährung**

keywords: unhealthy, fast food, insalubrious, sickly

* Gordon usw- nicht explizit auf kinder bezogen
* Darmon & drewnowski – besser als Gordon, auch nicht bzgl kinder explizit

**Geogr. Trennung nach sozialen schichten:**

* Chetty usw

**Mehr selbstachtung/everyday expertise -> größere chancen:**

Keywords: self-esteem, everyday expertise, confidence, pride, selfworth, ability, competence

**Zur methodik:**

* Heckmann et al

Heckmann et. al. : The rate of return to the HighScope Perry Preschool Program

Heckman, J. J., Moon, S. H., Pinto, R., Savelyev, P. A., & Yavitz, A. (2010). The rate of return to the HighScope Perry Preschool Program. *Journal of public Economics*, *94*(1-2), 114-128.

**Overview:**

* estimates the rate of return to the HighScope Perry Preschool Program (in Michigan, USA), an early intervention program targeted toward disadvantaged African-American youth (each one observed over 40 years)
* Measures economic benefits from preschool education program
* Uses standart errors as first

**Results:**

* Statistically significant returns above the historical return on equity
* the estimated annual rates of return are above the historical return to equity of about 5.8% but below previous estimates reported in the literature (with no standart errors, just correlations)

**Methods:**

* treatment and control group

Wichtige Stellen:

„The internal rate of return (IRR) compares

alternative investment projects in a common metric. For each gender

and treatment group, we construct average life cycle benefit and cost

profiles and then compute IRRs.“ (page 122)

„For the benefit of non-economist

readers, annual rates of return of this magnitude, if compounded and

reinvested annually over a 65 year life, imply that each dollar invested

at age 4 yields a return of 60–300 dollars by age 65“ (page 115)

Heckmann, Carneiro 2003: Human Capital policy

Heckman, J., Carneiro, P. (2003). Human Capital Policy. *NBER Working Paper* (9495).

**Übersicht:**

* early family factors determine the most of gaps in college attendance
* Children from better families and with high ability earn higher returns to schooling.
* We demonstrate the importance of both cognitive and noncognitive skills that are formed early in the life cycle in accounting for racial, ethnic and family background gaps in schooling and other dimensions of socioeconomic success.
* Children from better families and with high ability earn higher returns to schooling.
* The evidence points to a high return to early interventions and a low return to remedial or compensatory interventions later in the life cycle
* “This paper considers alternative policies for promoting skill formation that are targetted to different stages of the life cycle. We demonstrate the importance of both cognitive and noncognitive skills that are formed early in the life cycle in accounting for racial, ethnic and family background gaps in schooling and other dimensions of socioeconomic success. Most of the gaps in college attendance and delay are determined by early family factors. Children from better families and with high ability earn higher returns to schooling. We find only a limited role for tuition policy or family income supplements in eliminating schooling and college attendance gaps. At most 8% of American youth are credit constrained in the traditional usage of that term. The evidence points to a high return to early interventions and a low return to remedial or compensatory interventions later in the life cycle. Skill and ability beget future skill and ability. At current levels of funding, traditional policies like tuition subsidies, improvements in school quality, job training and tax rebates are unlikely to be effective in closing gaps.”

# Kosse usw: How Does Socio-Economic Status Shape a Child's Personality?

Deckers, T., Falk, A., Kosse, F., Schildberg-Hörisch, H. (2015). How does socio-economic status shape a child's personality? [IZA Discussion Paper (8977](https://papers.ssrn.com/sol3/papers.cfm?abstract_id=2598917##)).

Empirische ergebnisse:

**Übersicht:**

SES = “is the social standing or class of an individual or group. It is often measured as a combination of education, income and occupation. Examinations of socioeconomic status often reveal inequities in access to resources, plus issues related to privilege, power and control.“ Source: American Psychological Association, https://www.apa.org/topics/socioeconomic-status/

* They show that the SES is a powerful predictor of child´s time preferences, risk preferences, altruism, crystallized and fluid IQ
* Results: children from families with higher SES are more patient, more altruistic, less likely to be risk seeking, score higher on IQ tests
* Many dimensions of a child´s environment differ systematically by SES

Already at age

7 to 9, children from families with higher SES are more patient, less likely to be risk seeking,

* and score higher on tests of crystallized, uid, and overall IQ.
* children of higher educated parents are significantly more patient
* initial conditions at birth diverse signficantly by SES. Children from parents with higher income and higher educational attainment typically have a higher weight at birth and are born in a later week of gestation, two indicators that represent
* favorable initial conditions (Case et al., 2002).
* “We also discuss potential pathways through which SES could affect the formation of a child's personality by documenting that many dimensions of a child's environment differ systematically by SES: parenting style, quantity and quality of time parents spend with their children, the mother's IQ and economic preferences, a child's initial conditions at birth, and family structure.”

**Methodik:**

* “We measure a family's SES by the mother's and father's average years of education and household income.”
* “we use panel data to show that the relationship between SES and personality is fairly stable over time at age 7 to 10. Personality profiles that vary systematically with SES might offer an explanation for social immobility.”
* Interviews took place in Bonn and Cologne (Germany) and were conducted by trained university students (mostly graduates) of psychology or education science.
* The average income in our sample is 1265 Euro and corresponds to a household that is roughly at the 40% quantile of the German income distribution
* Did experiments with them according to time preferences, risk preferences, altruism, IQ

Kosse usw: The Formation of Prosociality: Causal Evidence on the Role of Social Environment

Kosse, F., Deckers, T., Pinger, P., Schildberg-Hörisch, H., Falk, A. (2020). The formation of prosociality: causal evidence on the role of social environment. *Journal of Political Economy*, *128*(2).

EMPIRISCH

**Übersicht:**

* Evidence: Significant and persistant increase of elementary school children´s prosociality in the treatment group (that had a mentor for 1 year) relative to the control group without mentor
* Better social environment closes the prosociality gap between low- and high-SES children.
* A mediation analysis suggests that prosociality develops in response to prosocial role models and intense social interactions.

**Methodik:**

* Children in treatment & control group, treatment: mentor for 1 year
* randomly assigned variation of the social environment of the kids
* Using the sociodemographic background information (household income, parental education, and single-parent status), we classify families as either low or high SES

[Kautz usw: Fostering and measuring skills: Improving cognitive and non-cognitive skills to promote lifetime success](https://www.nber.org/papers/w20749)

Kautz, T., Heckman, J. J., Diris, R., Ter Weel, B., Borghans, L. (2014). *Fostering and measuring skills: Improving cognitive and non-cognitive skills to promote lifetime success* (No. w20749). National Bureau of Economic Research.

**Übersicht:**

* This paper reviews the recent literature on measuring and boosting cognitive and noncognitive skills. The literature establishes that achievement tests do not adequately capture character skills|personality traits, goals, motivations, and preferences that are valued in the labor market, in school, and in many other domains. Their predictive power rivals that of cognitive skills. Reliable measures of character have been developed. All measures of character and cognition are measures of performance on some task. In order to reliably estimate skills from tasks, it is necessary to standardize for incentives, effort, and other skills when measuring any particular skill. Character is a skill, not a trait. At any age, character skills are stable across different tasks, but skills can change over the life cycle. Character is shaped by families, schools, and social environments. Skill development is a dynamic process, in which the early years lay the foundation for successful investment in later years. High-quality early childhood and elementary school programs improve character skills in a lasting and cost-effective way. Many of them beneficially affect later-life outcomes without improving cognition. There are fewer long-term evaluations of adolescent interventions, but workplace-based programs that teach character skills are promising. The common feature of successful interventions across all stages of the life cycle through adulthood is that they promote attachment and provide a secure base for exploration and learning for the child. Successful interventions emulate the mentoring environments offered by successful families.

Chetty usw: [Where is the land of opportunity? The geography of intergenerational mobility in the United States](https://academic.oup.com/qje/article-abstract/129/4/1553/1853754)

Chetty, R., Hendren, N., Kline, P., Saez, E. (2014). Where is the land of opportunity? The geography of intergenerational mobility in the United States. *The Quarterly Journal of Economics*, *129*(4), 1553-1623.

**Übersicht:**

* The conditional expectation of child income given parent income is linear in percentile ranks
* intergenerational mobility varies substantially
* across areas within the United States
* the probability that a child reaches the top quintile of the national income distribution starting from a family in the bottom quintile is 4.4% in Charlotte but 12.9% in San Jose.
* High mobility areas have (i) less residential segregation, (ii) less income inequality, (iii) better primary schools, (iv) greater social capital, and (v) greater family stability.
* DESKRIPTIV
* We use administrative records on the incomes of more than 40 million children and their parents to describe three features of intergenerational mobility in the United States.
* First, we characterize the joint distribution of parent and child income at the national level. The conditional expectation of child income given parent income is linear in percentile ranks. On average, a 10 percentile increase in parent income is associated with a 3.4 percentile increase in a child’s income. Second, intergenerational mobility varies substantially across areas within the United States. For example, the probability that a child reaches the top quintile of the national income distribution starting from a family in the bottom quintile is 4.4% in Charlotte but 12.9% in San Jose. Third, we explore the factors correlated with upward mobility. High mobility areas have (i) less residential segregation, (ii) less income inequality, (iii) better primary schools, (iv) greater social capital, and (v) greater family stability. Although our descriptive analysis does not identify the causal mechanisms that determine upward mobility, the publicly available statistics on intergenerational mobility developed here can facilitate research on such mechanisms.

Measuring food deserts in New York City’s low-income neighborhoods

Gordon, C., Purciel-Hill, M., Ghai, N. R., Kaufman, L., Graham, R., & Van Wye, G. (2011). Measuring food deserts in New York City's low-income neighborhoods. *Health & place*, *17*(2), 696-700.

Only descriptive!!

**Überblick:**

* There has been growing interest in the environmental factors that contribute to poor health outcomes, particularly in areas where health disparities are pronounced. The locations of food deserts, or unhealthy food environments, correspond to areas with the highest proportions of African-American/Black residents, a population suffering from higher rates of many chronic conditions, including obesity and diabetes in our study area. This study seeks to enhance our understanding of the role of the neighborhood environment on residents' health, by examining neighborhood food availability and access in low-income and wealthier neighborhoods of New York City. We documented the neighborhood food environment and areas we call “food deserts” by creating methodological innovations. We calculated the lowest scores within East and Central Harlem and North and Central Brooklyn—areas with the highest proportions of Black residents and the lowest median household incomes. By contrast, the most favorable food desert scores were on the Upper East Side, a predominantly white, middle and upper-income area.

Does social class predict diet quality?

Darmon, N., & Drewnowski, A. (2008). Does social class predict diet quality?. *The American journal of clinical nutrition*, *87*(5), 1107-1117.

**Überblick:**

* A large body of epidemiologic data show that diet quality follows a

socioeconomic gradient. Whereas higher-quality diets are associated

with greater affluence, energy-dense diets that are nutrient-poor

are preferentially consumed by persons of lower socioeconomic

status (SES) and of more limited economic means. As this review

demonstrates, whole grains, lean meats, fish, low-fat dairy products,

and fresh vegetables and fruit are more likely to be consumed by

groups of higher SES. In contrast, the consumption of refined grains

and added fats has been associated with lower SES. Although micronutrient

intake and, hence, diet quality are affected by SES, little

evidence indicates that SES affects either total energy intakes or the

macronutrient composition of the diet. The observed associations

between SES variables and diet-quality measures can be explained

by a variety of potentially causal mechanisms. The disparity in

energy costs ($/MJ) between energy-dense and nutrient-dense foods

is one such mechanism; easy physical access to low-cost energydense

foods is another. If higher SES is a causal determinant of diet

quality, then the reported associations between diet quality and better

health, found in so many epidemiologic studies, may have been

confounded by unobserved indexes of social class. Conversely, if

limited economic resources are causally linked to low-quality diets,

some current strategies for health promotion, based on recommending

high-cost foods to low-income people, may prove to be wholly

ineffective. Exploring the possible causal relations between SES and

diet quality is the purpose of this review.

Literature:

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McNeece, Aaron/Thyer, Bruce (2004): Evidence-Based Practice and Social Work. In: Journal of Evidence- Based Social Work, 1 (1), pp.7–25. [CrossRef](https://doi.org/10.1300/J394v01n01_02)[Google Scholar](http://scholar.google.com/scholar_lookup?title=Evidence-Based%20Practice%20and%20Social%20Work&author=Aaron.%20McNeece&author=Bruce.%20Thyer&journal=Journal%20of%20Evidence-%20Based%20Social%20Work&volume=1&issue=1&pages=7-25&publication_year=2004)

Proctor, Enola K./Rosen, Aaron (2003): The Structure and Function of Social Work Practice Guidelines. In: Proctor, Enola K./Rosen, Aaron (eds.): Developing Practice Guidelines for Social Work Intervention: Issues, Methods, and Research agenda. New York: Columbia, pp.108–127. [Google Scholar](http://scholar.google.com/scholar_lookup?title=The%20Structure%20and%20Function%20of%20Social%20Work%20Practice%20Guidelines&author=Enola%20K..%20Proctor&author=Aaron.%20Rosen&pages=108-127&publication_year=2003)

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[**How does socio-economic status shape a child's personality?**](https://papers.ssrn.com/sol3/papers.cfm?abstract_id=2598917)

T Deckers, [A Falk](https://scholar.google.de/citations?user=IBtkgvgAAAAJ&hl=de&oi=sra), [F **Kosse**](https://scholar.google.de/citations?user=2KyjUjgAAAAJ&hl=de&oi=sra), H Schildberg-Hörisch - 2015 - papers.ssrn.com

[**The formation of prosociality: causal evidence on the role of social environment**](https://www.journals.uchicago.edu/doi/full/10.1086/704386)

[F **Kosse**](https://scholar.google.de/citations?user=2KyjUjgAAAAJ&hl=de&oi=sra), T Deckers, [P Pinger](https://scholar.google.de/citations?user=FPBOEmwAAAAJ&hl=de&oi=sra)… - Journal of Political …, 2020 - journals.uchicago.edu

Wichtiges paper für relevanz von CHILDREN:

### [Human capital policy](https://www.nber.org/papers/w9495)

[J **Heckman**](https://scholar.google.de/citations?user=7EelTwgAAAAJ&hl=de&oi=sra), [P **Carneiro**](https://scholar.google.de/citations?user=ocmc7T8AAAAJ&hl=de&oi=sra) - **2003** - nber.org