

Midwest Expansion of the Child-Parent Center Education Program, Preschool to Third Grade

Human Capital Research Collaborative, University of Minnesota

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Brief Project Description

The University of Minnesota is partnering with 7 local education and nonprofit agencies in Illinois, Minnesota, and Wisconsin to implement the Child-Parent Center (CPC) Education Program. CPC provides intensive and continuous educational and family-support services through the entire school transition process, emphasizes basic skills in language arts and math, and enhances family involvement in children's education. The purpose of the validation project is to assess generalizability for a broader array of social contexts. A target group of 2,352 preschool children in 33 schools will be compared with children in comparison schools receiving usual services and followed to the end of the program in third grade. More than 6,000 additional students will receive program services in kindergarten to third grade. In Illinois, where the model began in the Chicago Public Schools in 1967, 20 schools serving over 1,600 children beginning in preschool in fall 2012 and over 5,000 additional children in kindergarten to third grade will receive services in the program up to 2017. At least six schools and more than 1,000 children will be served in the Saint Paul Public Schools. An additional 200 students will be served in Virginia, Minnesota through Arrowhead Head Start and the Virginia Public Schools.

Major Goals

Goal 1. Implement the CPC model with high levels of quality and following key elements and principles established by evidence of effectiveness.

Goal 2. Assess the quality of implementation of the preschool, kindergarten, and first to third grade components of the program by context and participant characteristics.

Goal 3. Evaluate the impact of the CPC program from preschool to third grade using a rigorous and multi-faceted quasi-experimental design (SRI International).

Goal 4. Assess the impact of the CPC program by child, family, and program characteristics.

Goal 5. Determine the cost-effectiveness of the program over preschool to third grade.

Goal 6. Implement a sustainability plan to facilitate program expansion in additional settings.

CPC Program

This comprehensive program implements the following strategies: (1) high-quality preschool for up to two years in small classes taught by certified teachers; (2) curricula and instructional practices that emphasize language, literacy, and math skill skills within a structured activity-based approach; (3) comprehensive family services led by the Parent Resource Teachers and School-Community Representatives that include parental involvement and resource mobilization; (4) a leadership team run by the Head Teacher in collaboration with the Principal; (5) kindergarten and school-age continuity through co-located or close-by centers, small classes with teacher aides, and instructional coordination by school coordinators; and (6) on-going professional development by school coordinators to support teachers and principals in implementing and aligning evidence-based curricula and instructional practices.

The CPC program will be implemented with a high degree of fidelity and adherence to program principles established by previous research. The preschool component will demonstrate substantial impacts on school readiness. Moreover, Pk-3 participation will substantially improve second and third grade achievement, social competence and reduce the need for remedial education.

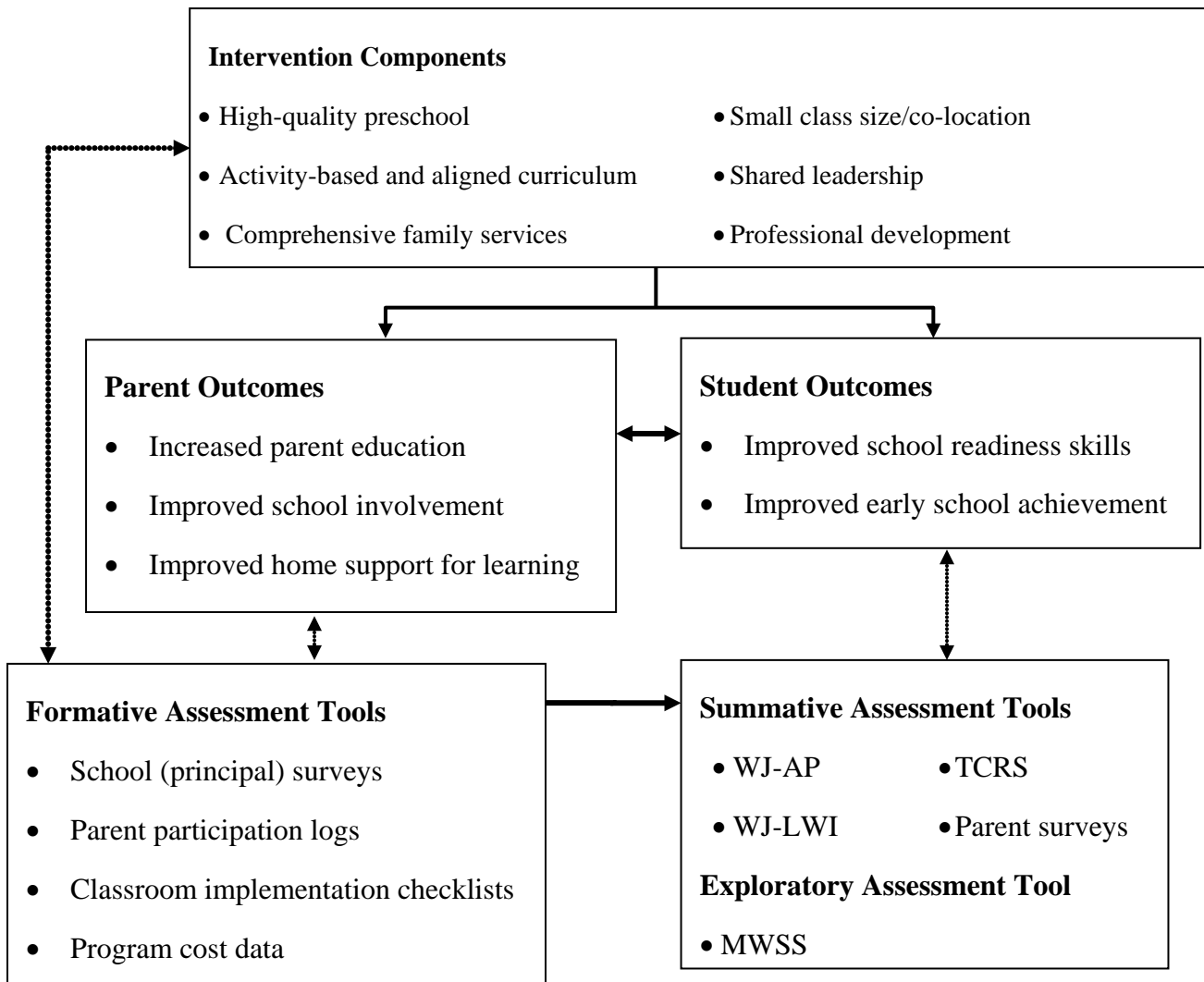
The project is expected to enhance children's school readiness, transition to school, early reading and math achievement, and parent involvement thus providing a strong foundation for enduring effects on later achievement, and high school graduation.

Official Partners: Chicago Public Schools, Evanston-Skokie District 65, Normal District 5 in Illinois, Saint Paul Public Schools, Milwaukee Public Schools, Arrowhead Head Start and Virginia, MN Public Schools, Illinois State University, Erickson Institute, and SRI International (evaluation contractor).

Advisory Committee: Lindsay Chase-Lansdale (Northwestern), Samuel Meisels (Erikson Institute), Laura Kohn (New Schools Foundation).

Letters of Support include Illinois Governor Pat Quinn and Minnesota Governor Mark Dayton; Chicago Mayor Rahm Emanuel and Saint Paul Mayor Chris Coleman; Senator Al Franken and Senator Amy Klobuchar of Minnesota; ISBE Superintendent Koch, Wisconsin Superintendent of Instruction Tony Evers, and Minnesota Commissioner of Education Brenda Cassellius; United Way Twin Cities, McKnight Foundation, W. K. Kellogg Foundation, Minnesota Elementary School Principals Association, Federal Reserve Bank of Minneapolis, and the State of Wisconsin Head Start Collaborative.

Logic Model for Evaluation

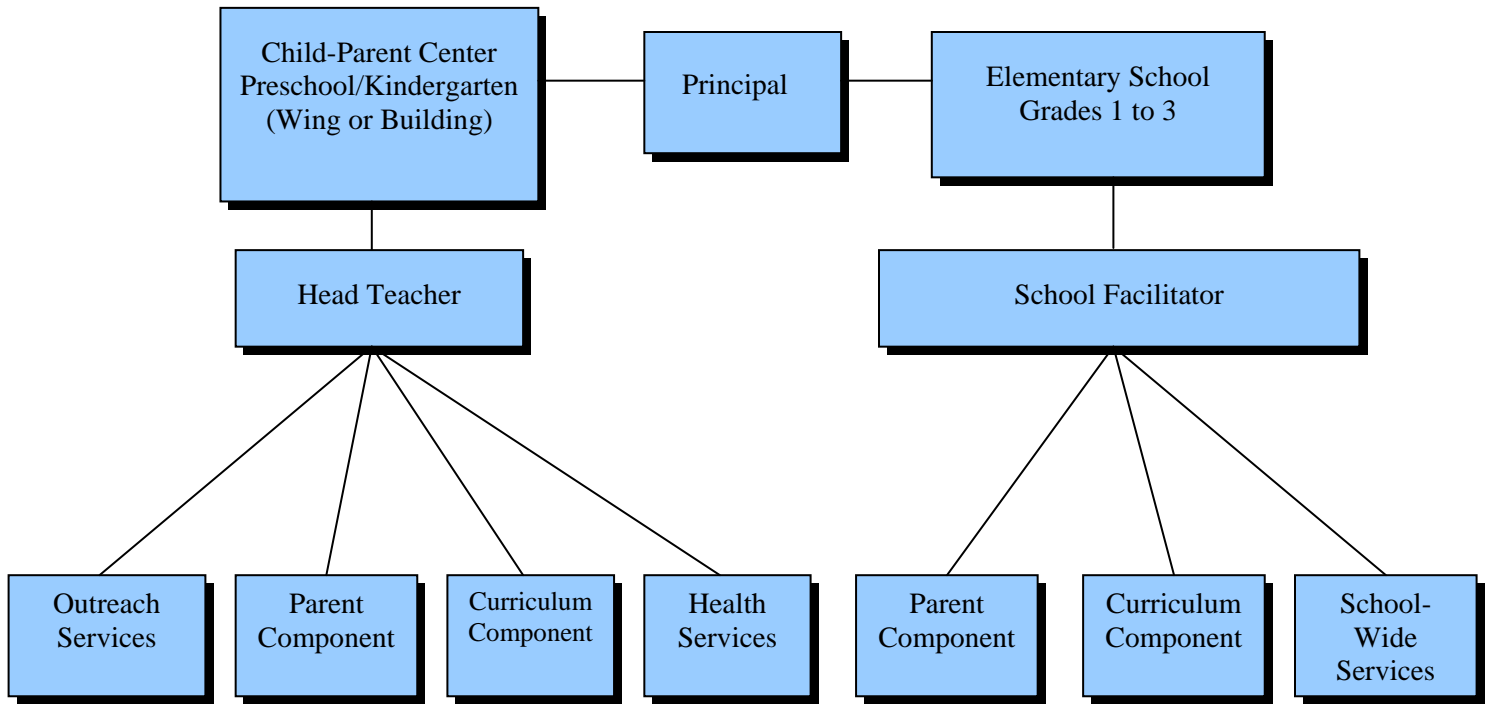


CPC Pk-3 Elements of Effectiveness

These are the core component that must be in place in order to achieve the full benefit of the program:

- 1) Target children at risk.
- 2) Begin early – at age 4 or younger.
- 3) Duration – the necessary dosage for CPC is from pre-kindergarten through 3rd grade.
- 4) High intensity of services – nurses and parent-support personnel are full-time employees.
- 5) Small class sizes and teacher-student ratios.
- 6) Highly-trained teachers who are compensated well.
- 7) Comprehensive family services – parent education, health, and social services—run by the Parent Resource Teacher and provided in the Parent Resource Room.
- 8) Compensatory focus.
- 9) Provide transition services into kindergarten and early grades.
- 10) Curriculum alignment – the Parker CPC currently uses the same or an aligned curriculum from pre-K through 3rd grade.

Figure: CPC Program Model, Age 3 – Age 9



- School-Community Representative Resource Mobilization Home Visitation Parent Conferences
- Parent Resource Teacher Parent Room Activities Classroom Volunteering School Activities Home Support
- Language Focus Small Class Sizes Inservice Training
- Health Screening Nursing Services Free + Reduced-Price meals
- Parent Room Activities Classroom Volunteering School Activities Home Support
- Reduced Class Size Teacher Aides Instructional Materials Individualized Instruction Inservice Training
- Health Services School-Community Representative Free + Reduced-Price meals Resource Mobilization

Age 3 → To → Age 9

Proposed CPC Project Sites

Site	Type	Project schools		Children served		CPC attributes	
		N	Poverty	Preschool	K-3	Age 3	Structure
Chicago	Large urban	15	75%	1450	3930	50%	Co-located
Evanston	Metro	4	57%	103	309	60%	Separate
Normal	Urban	1	50%	65	195	50%	Separate
Milwaukee	Large urban	6	76%	370	1110	30%	Co-located
Saint Paul	Large urban	6	66%	310	930	20%	Co-located
Virginia, MN	Rural	1	45%	54	162	25%	Both

Note. N of schools total = 33; N of students total = 2,352 (Preschool children followed over time). For K-3 components, a conservative estimate is that 6,636 additional children will be served as part of smaller classes and coordination. Virginia includes Arrowhead Head Start. The total number of children is 8,988.