

# Child-Parent Center, Preschool to 3<sup>rd</sup> Grade Program

## Midwest Expansion

Arthur Reynolds, Mallory Warner-Richter, Molly  
Sullivan, Momo Hayakawa, & Erin Lease

HCRC Brown Bag Presentation  
March 26, 2013

# Agenda

- Project Overview
  - Midwest CPC Expansion
  - Linked to Chicago Longitudinal Study
- CPC Highlights
- Implementation Review
  - Curriculum alignment
  - Parent involvement
  - Professional development
- Policy Implications

# CPC Expansion Team

Arthur Reynolds

Mallory Warner-Richter

Erin Lease

Judy Temple

Art Rolnick

Barry White

Molly Sullivan

Cathy Momo Hayakawa

Suh-Ruu Ou

Rayane Alamuddin

Michelle Englund

Brandt Richardson

Nicole Smerillo

Allyson Candee

Allison Giovanelli

Ellen Lepinski

Barbara Bowman

Paula Cottone

Sonja Griffin

# Funding Support

U. S. Dept. of Education (i3)

Greater Twin Cities United Way

Target Corporation

McKnight Foundation

Saint Paul Foundation

Minneapolis Foundation

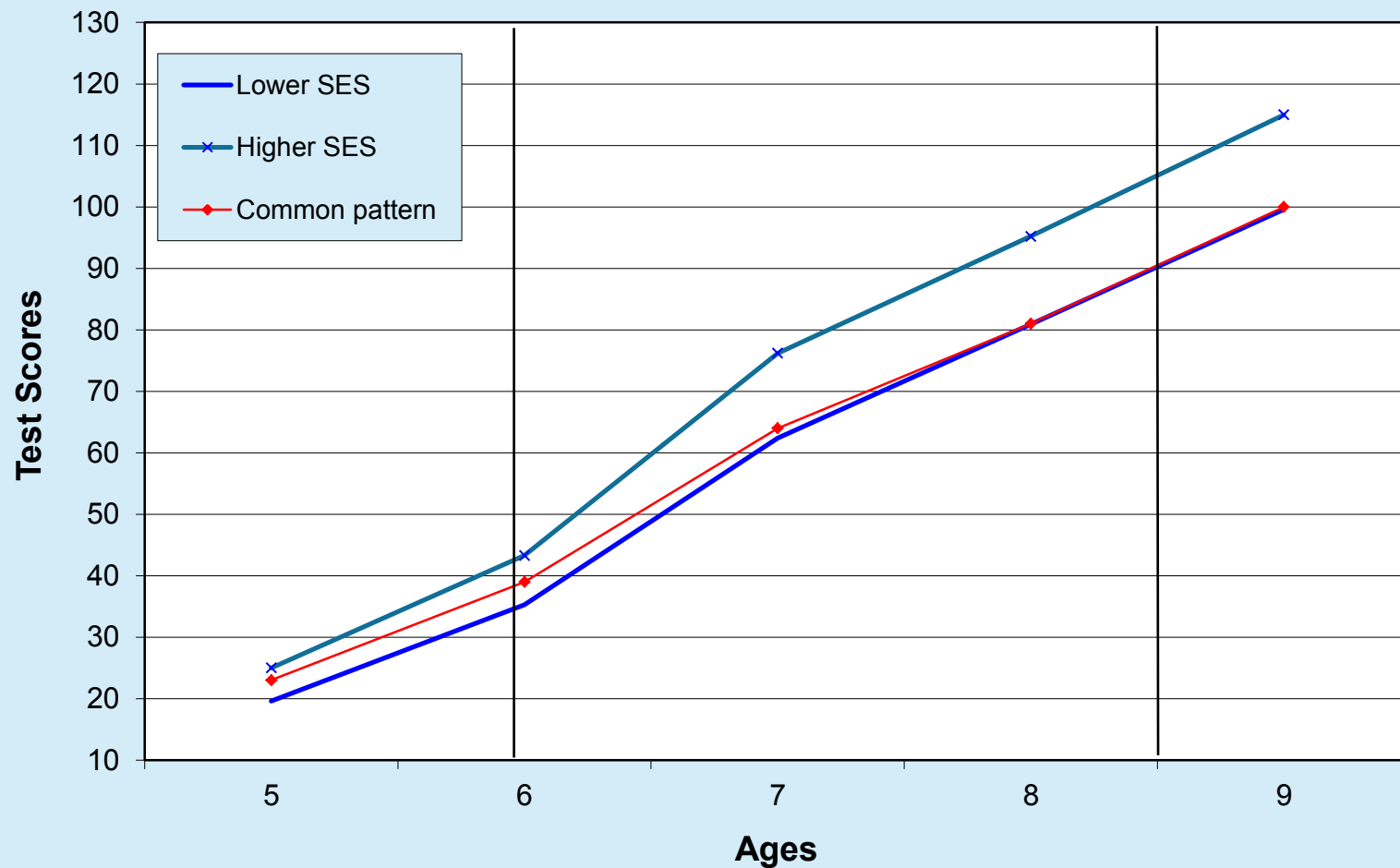
Saint Paul Public Schools

For others, see [humancapitalrc.org](http://humancapitalrc.org)

# Early Childhood Trends

1. Less than half of U. S. children enter Kindergarten fully ready to succeed.
2. Preschool impacts are frequently found to drop off over time.
3. Third and fourth grade underachievement is common in U.S. schools.
4. Most previous efforts to strengthen continuity from preschool to third grade have limited success.

## Early Achievement Gaps and the Drop-Off Effect





# Reading Proficiency Gap

Goal: 75% Proficient (4<sup>th</sup> gr., NAEP)

Minnesota children: 35%

Impact of effective Pre-K: 15 points

Reduction in gap, MN: 38%

# 3<sup>rd</sup> Grade Reading on State Tests

Meet or Exceed, 2012

<b>Area</b>	<b>M or E</b>	<b>E only</b>
State of MN	81%	55%
Saint Paul	63%	38%
Minneapolis	64%	40%
State of Illinois	76%	30%
Chicago	65%	20%



# **Midwest CPC Expansion**

# CPC Expansion: A Snapshot

## WHAT

- A five year project to expand a proven PreK-3<sup>rd</sup> grade model and evaluate its impacts on children's well-being.

## WHO

- The 2012-2013 Pre-K cohort includes a partnership of five school districts and nine educational organizations
- Additional Expansion sites will be announced in 2013 and beyond.

## WHY

- To improve children's school success and increase parent involvement in education and the community
- Develop a sustainability and scale-up plan

# CPC Project Goals

1. Implement CPC with high quality.
2. Assess implementation fidelity.
3. Evaluate impacts on achievement and parental involvement.
4. Assess impacts by child, family, and program attributes.
5. Determine initial cost-effectiveness.
6. Implement a sustainability plan to facilitate maintenance and expansion.

# Timeline, 2012 Prek Cohort

- Jan 2012-Aug 2012. . . . Planning
- Sep 2012-June 2013. . . . PreK year
- Sep 2013-June 2014. . . . K year
- Sep 2014-June 2015. . . . 1st grade
- Sep 2015-June 2016. . . . 2nd grade
- Sep 2016-June 2017. . . . 3rd grade

# CPC Partners:

## Chicago, IL

- Chicago Public Schools
- Woodlawn Children's Promise Community, Chicago, IL

## Evanston, IL

- Evanston/Skokie District 65
- Child Care Center of Evanston

## Normal, IL

- Unit 5

## Virginia, MN

- Arrowhead Head Start
- Virginia, MN Public Schools

## St. Paul, MN

- St. Paul Public Schools
- Bethel King Child Development Center
- Saint Paul Promise Neighborhood

**Erikson Institute:** Professional development

**SRI International:** Evaluation

**Center for the Study of Education Policy at Illinois State University:** Sustainability and Scale-Up

**Human Capital Research Collaborative, University of Minnesota:** Lead Organization and Grantee

# CPC Program



# Key Principles

- Continuity
  - Consistency in learning environments
- Organization
  - Staffing, leadership, services
- Instruction
  - Aligning curriculum, encouraging communication
- Family support services

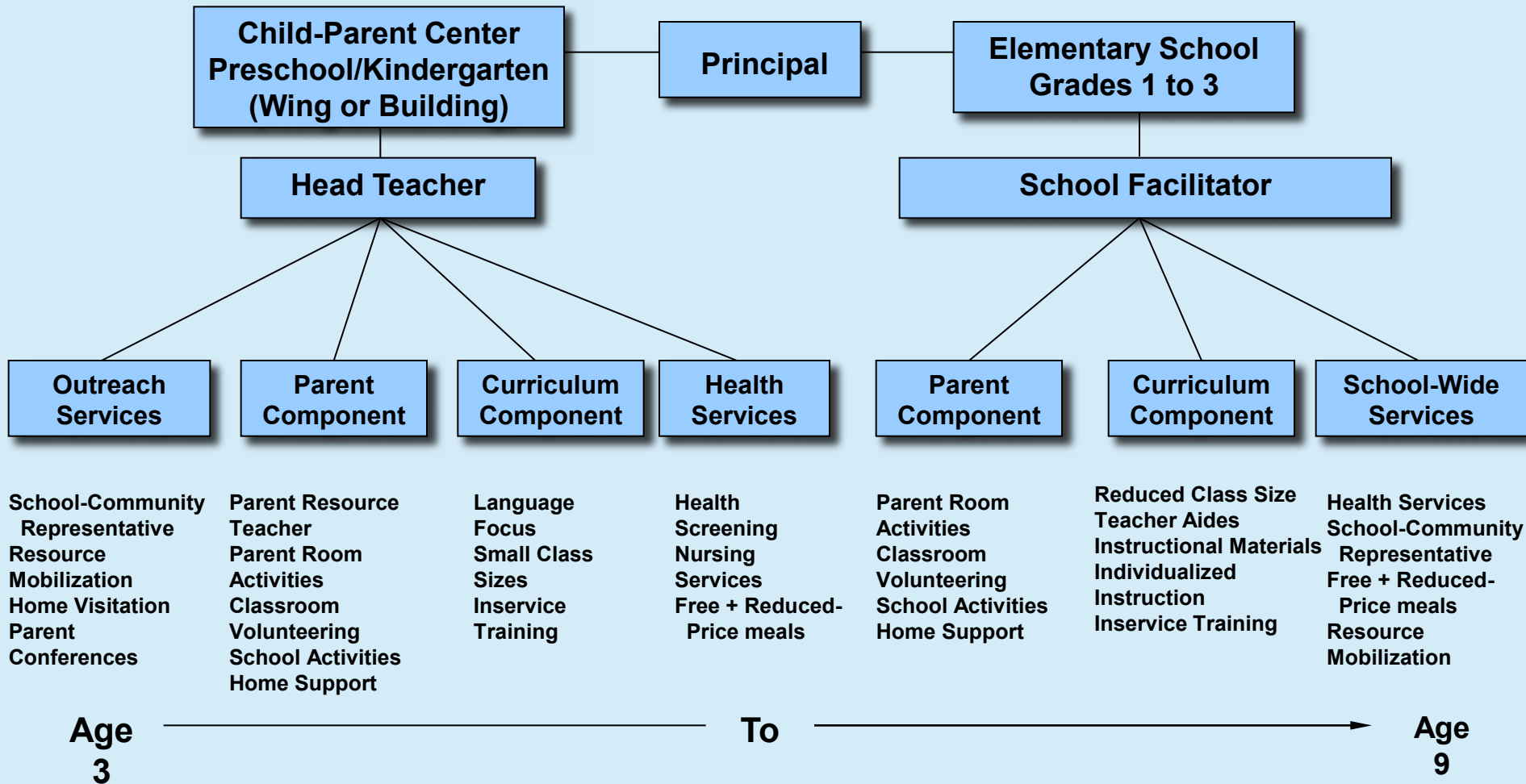
# PK-3 Approaches

<b>Classification</b>	<b>Example</b>
Case Management	Head Start & Transition P; Abecedarian Project
School Organizational	Small classes; PK-3 schools
Comprehensive Services	Child-Parent Centers
Instructional Reforms	Follow-Through
Single Practices	Full- Day K; Parent Involvement

# Core Elements

<u>Effective Learning</u>	Class size, Length, Balance
<u>Collab. Leadership</u>	HT, PRT, SCR with Principal
<u>Curric. Alignment</u>	Endorsed plans, integration
<u>Parent Involvement</u>	Menu-based system
<u>Continuity &amp; Stability</u>	High rate program stability
<u>Prof. Development</u>	Modules, On-line, Facilitation

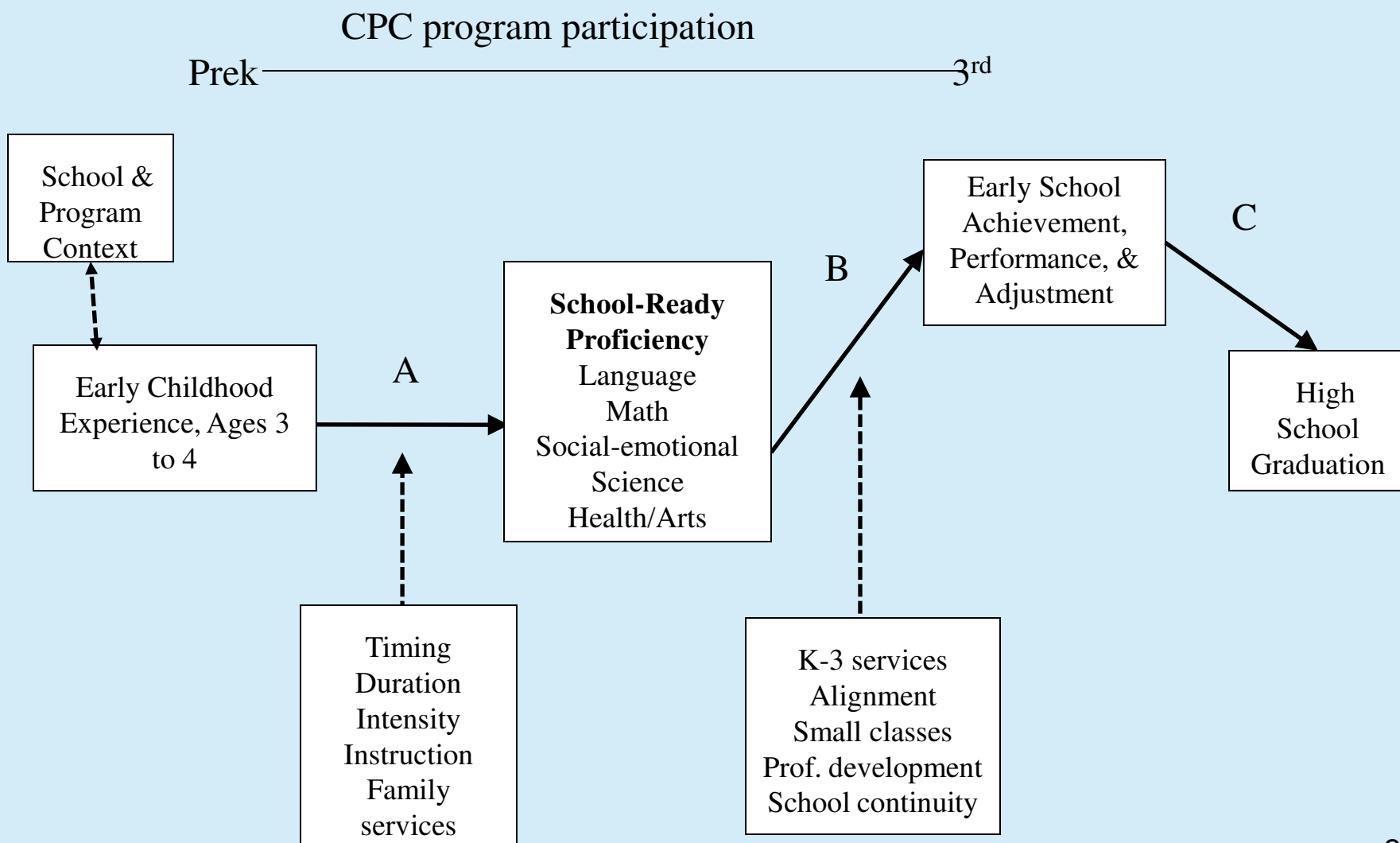
# Child-Parent Center Structure



# Wheatley CPC



# Paths of Success of CPC PK-3 Model

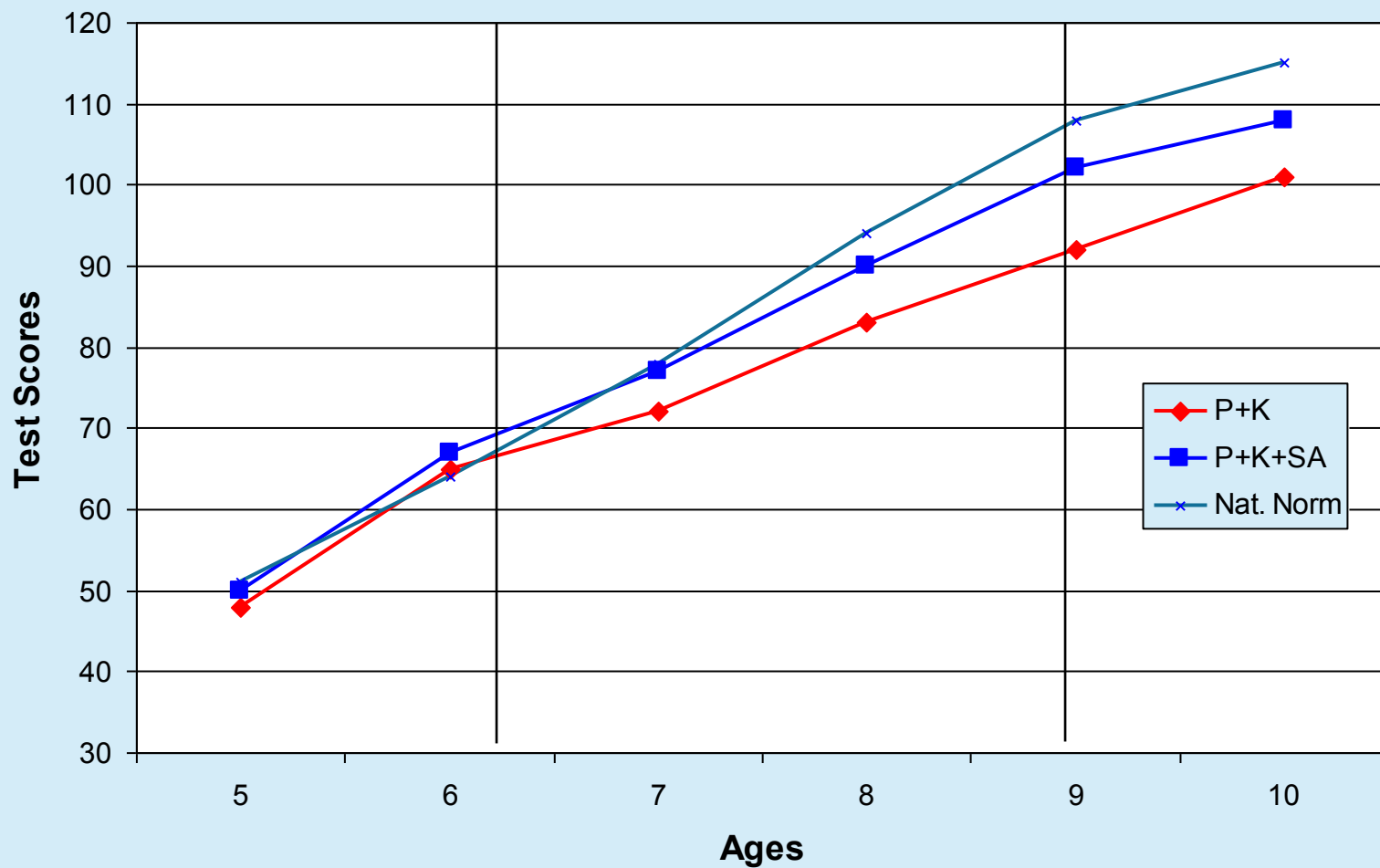




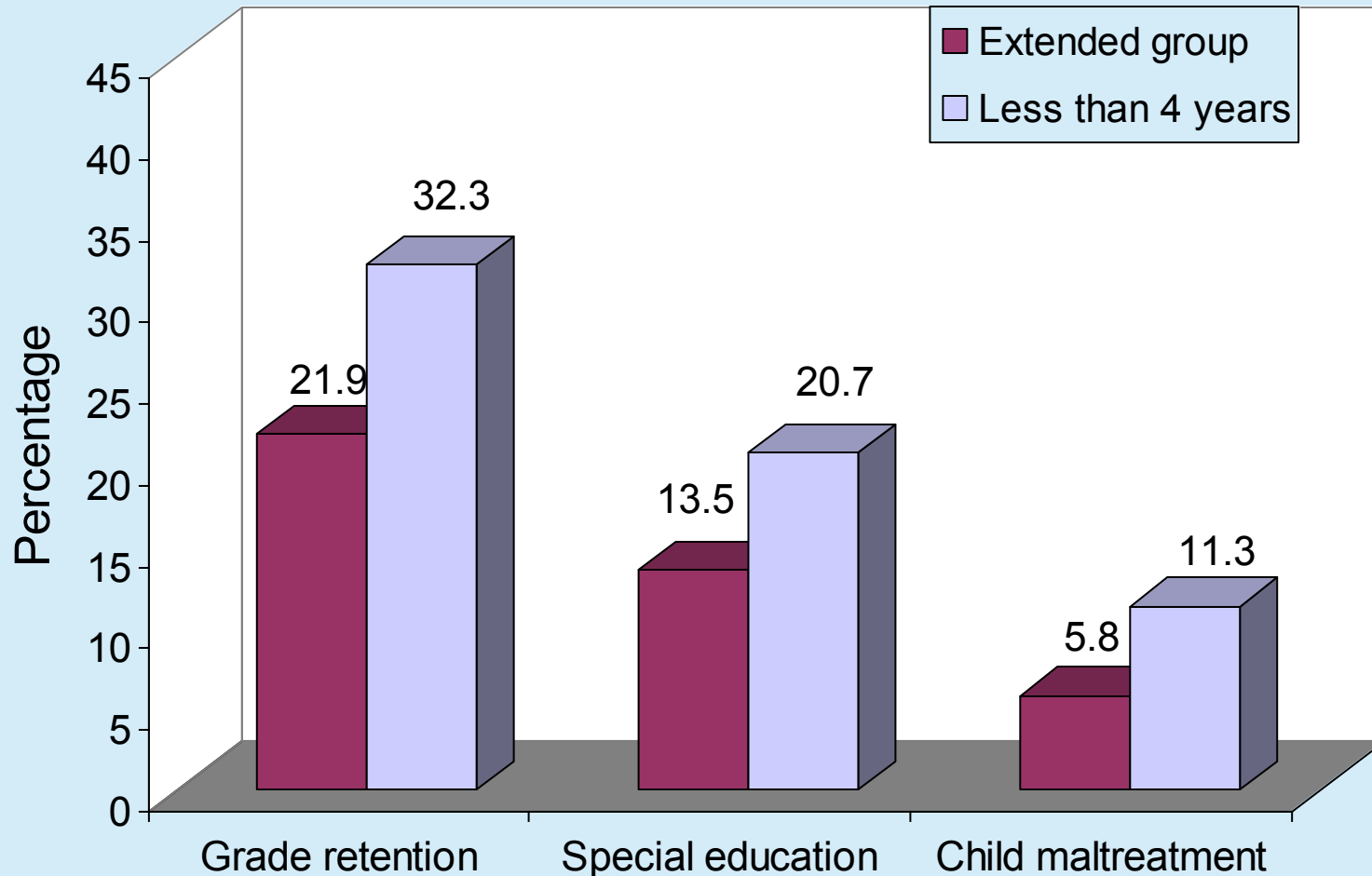
# Effect Sizes, CPC Preschool (CLS)

Outcome	SD units
Cognitive composite, K	0.63
Grade 3 achievement	0.26
Grade 6-8 achievement	0.29
Remediation by Grade 8	-0.42
Juvenile arrest	-0.29
High school graduation	0.28

**Reading Achievement over Time by Extended Program Groups**



# Remedial Education & Child Welfare



# Major Refinements

1. Full-day Pre-K in many sites.
2. Parent involvement and curriculum plans endorsed by principals.
3. PD system & site support instead of full-time curriculum coordinators.
4. Broader context including community-based sites.
5. On-going assessment and data collection on key elements.

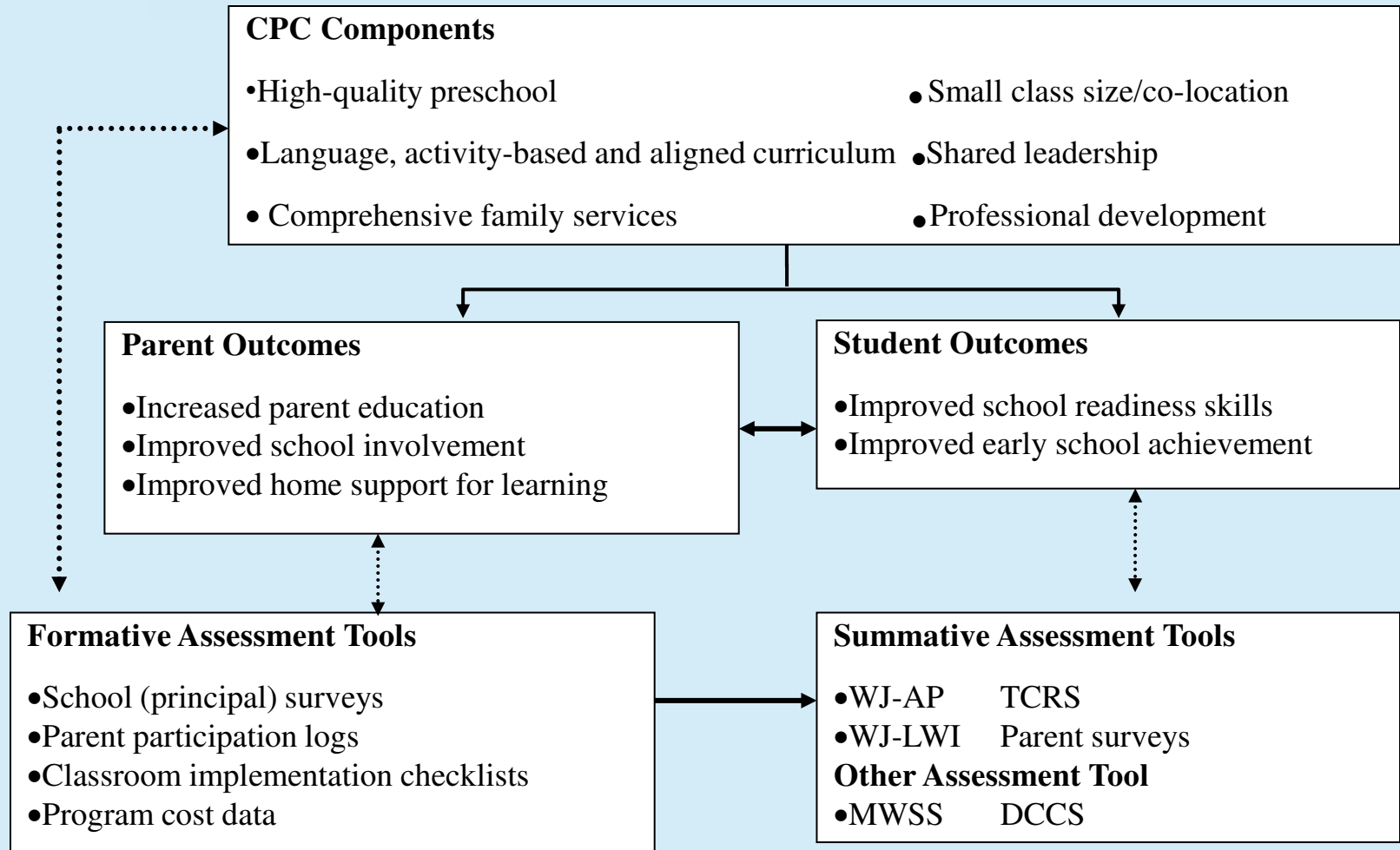
# Research Design (SRI)

27 program schools in six districts will implement starting in fall 2012. Primarily Title I schools in high-need areas. 2,400 preschool participants will be followed to third grade

23 control schools matched to program schools based on propensity scores of school, family, and child attributes.

Assessments of children will be in preschool, kindergarten, and up to third grade.

# Logic Model for Evaluation





# **Initial Implementation Highlights**

## **Fall 2012 – PreK Year**

# Sites by Organization

## **Co-located**

Hansberry

Ferguson

Dumas

Sexton

Obama

Am. Indian

Vento

Phalen Lake

Jackson

## **Close by**

Parker

Dewey

Overton

Von Humboldt

Delano

Wheatley

Stockton

Herzl

Beasley

## **Community**

Hill

CCC of Ev.

Arrowhead

Sugar Creek

Edwards

Peck

Thomas

Bethel

# Enrollment, Fall 2012

2,316 children in 26 preschool sites (plus 7  
K-3 partner sites)

1,664 are 4-year-olds

652 are 3-year-olds

1,967 in 19 Illinois sites

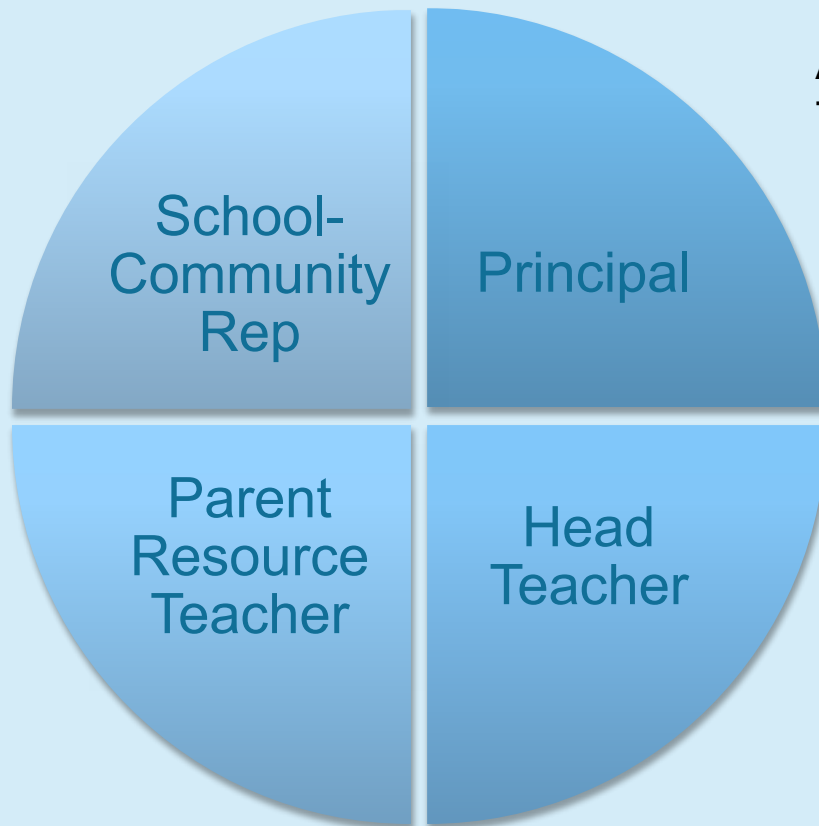
349 in 7 Minnesota sites

# CPC PreK Picture: 2012-2013

	<u>Minnesota</u>		<u>Illinois</u>			Total
<u>CPC Pre-k 2012-2013</u>	St. Paul	Virginia	Chicago	Normal	Evanston / Skokie	
# Sites	6	1	16	1	2	26
# Classrooms	10	3	65	5	12	95
# Full-day	2	0	23	0	2	27
# Children	296	53	1655	85	227	2316

**Note: No. of children based on fall 2012 data. Most classrooms were part-day. 13 of 26 sites offered full-day Pre-k.**

# Collaborative Leadership Team



A leadership team run by the Head Teacher in collaboration with the Principal.

- Site-level leadership teams meet regularly, often weekly.
- Leadership teams members across sites meet monthly.
- 95% of collaborative leadership team staff across all sites hired by 1/8/13

# Effective Learning Experiences: Class Sizes by District

District	Average CPC Class size
Chicago	14.9
Saint Paul	15.8
Normal	17.2
Virginia	17
Evanston	15

- Required class size is maximum 17 children: minimum 2 adults



# Effective Learning Experiences: Attendance Rates

District	Attendance Rate			Chronic Absence		
Chicago	Average	High	Low	Average	High	Low
	90%	94%	84%	41%	65%	21%
District	Average Number of Absences			Minimum	Maximum	
Normal-Unit 5	8.5			0	34	

- Attendance rates collected for Chicago and Normal, still being collected at other sites
- For Chicago, we examine chronic absence ( $\geq 10\%$  absence)
- Normal attendance data for students that joined in August or September

# Effective Learning Experiences: Attendance Rates

District	Attendance Rate			Chronic Absence		
	Average	SD	N	Average	SD	N
Full-Day	92%***	.0998	377	32%***	.4654	377
Half-Day	89%***	.1125	1273	43%***	.4953	1273

T-test indicate significant differences in averages between full and half day rates at a 99% confidence level.

# Aligned Curriculum

- Balance and integrate content areas and types of learning outcomes (e.g., skills, higher-order thinking)
- Align curricula, teaching methods, and assessments horizontally and vertically
- Create “ladders of learning” for each child
- Establish site-level instructional teams

# HCRC Support for Curriculum Alignment

- Curriculum Plans were developed in October.
- HCRC Barbara Bowman reviewed the plans and provided feedback.
- Sites adapted the plans and principals approved the plans by December 2012.
- Changes in instructional activities took place as a result.

# St. Paul Instruction, Fall 2012

Language/literacy	49%
Math	19%
Gross motor/play	17%
Art	9%
Science	6%

Note. Estimated from N of minutes per week, Instructional Activity Form

# Spring 2013 Curriculum Data

Name	Story Reading	Oral Expression	Phonemic Awareness/Phonics	Formal Reading Instruction	Writing	Formal Math Instruction	Math Games	Science	Gross & Fine Motor Activity	Art and Music	Social and Emotional Learning
Chicago	15.4	10.9	9.7	7.26	7.7	11.1	6.6	7.6	9.7	8.1	7.5
Evanston	13	11	7	0	8	14	14	3	14	10	6
Normal	10	10	10	7.6	9.2	10	10	5.4	17	5	5.2
St. Paul	12.8	10.6	8.9	4.9	8.3	11.7	10.2	5.3	13.6	7.7	6.2

- Significant differences in percent of time on instructional activities are seen in Formal Reading Instruction, Science, and Gross & Fine Motor Activity, and Art & Music time allocations.
- Balance of activities is greatest Chicago.

# Balance of Instructional Activities

District	Language/Literacy		Math		Science	
	Teacher-Directed	Child-Initiated	Teacher-Directed	Child-Initiated	Teacher-Directed	Child-Initiated
<b>Chicago</b>	56%	45%	54%	46%	51%	49%
<b>Evanston</b>	37%	63%	36%	64%	4%	93%
<b>Normal</b>	24%	76%	20%	80%	20%	80%
<b>Virginia</b>	55%	45%	54%	46%	51%	49%



# Parent Involvement and Engagement

- Trusting, respectful relationships
- Differentiation for families, just like children
- Menu of options:
  - Supports for parenting
  - Two-way communication about children's learning
  - Concrete assistance for children's home learning
  - Connections with community resources
  - Supports for parents as adults

# Impacts of CPC on Parents

1. Involvement in school activities
2. Attitudes toward education
3. Satisfaction with child's education
4. Lower rates of substantiated reports, child maltreatment

Example: Weekly involvement in early childhood linked to 38% reduction in later grade retention (Miedel & Reynolds, 1999)

# Overview of Implementation of Parent Involvement Plan: Part 1

- Needs Assessment Conducted by PRTs
- Parent Involvement Plan developed based on Needs Assessment
- PRTs create monthly events calendars based on needs assessment

## Example Parent Involvement Calendar

Areas of Concentration	Monday	Tuesday	Wednesday	Thursday	Friday	Don't Miss
a. Child Development/ Parenting		<u>Read to your child every day...</u> you can earn 15 minutes of volunteer time every day with our Daily Book Bags!			1 No School School Improvement Day	2/16 Public Hearing for Stockton (Ravenswood-Ridge) 11am -1pm
b. Health, Safety, Nutrition						
c. School Involvement	4 Help Teacher's Prep Writer's Workshop(c, d)	5 Continue Knitting and Crochet (f)	6 Flower Vases Paper Flowers Walking Wednesday (f)	7 Nutrition with Sandra (a, b)	8 AM – Head Start Meeting (c)	Nutrition With Sandra – Every Thursday
d. Language, Math, & Science						
e. Field Experience & Community Resources	11 Help Teacher's Prep Writer's Workshop (c, d)	12 No School Lincoln's Birthday	13 “The Things I Love About You” – Bookmaking Walking Wednesday	14 Nutrition with Sandra (a, b)	15 Positive Guidance Workshop (a, f)	Walking Wednesday's  Important Reminders: No School 2/1 School Improvement Day
f. Career, Education, & Personal Development						
Please join us as we advocate to keep Stockton School open. Details on right.	18 Help Teacher's Prep Writer's Workshop (c, d)	19 Continue Knitting and Crochet (f)	20 No Parent Program Parent Resource Teacher Meeting	21 Nutrition with Sandra (a, b)	22 Budgeting Strategies with Dr. Anita President (a, f)	No School 2/12
Can you donate any of these items? -Lace -Safety pins -Empty Jars	25 Help Teacher's Prep Writer's Workshop March Planning (c, d)	26 Continue Knitting and Crochet March Planning (c, d)	27 AM – No School Half Day	28 Nutrition with Sandra (a, b)		No Parent Program 1/20 PRT Meeting  43

# Implementation of Parent Involvement Plan: Part 2

- PRTs document frequency and type of activities parents are engaged in through the monthly parent involvement logs
  - Every child has a family folder
- Home parent involvement survey
- Parent survey
  - home and school parent involvement, frequency and by type

# Fall Parent Involvement Summary:

## Average % Parent Participation

Participation by hours/week				Participation by type of involvement					
2.5 hrs.	>1hr	<1hr	None	Home	School	Child development	Language, math, science	Career and education	Field and community Events
33%	25%	25%	27%	51%	57%	28%	34%	25%	32%



# Professional Development System

- Advance quality and alignment of PreK-3<sup>rd</sup> grade teaching
- Promote capacity of Head Teacher and CPC leadership team to support classroom practices
- Help build a PreK-3<sup>rd</sup> grade professional learning community



# Features of Professional Development

- Four online PD modules per year

- 1) Language/literacy
- 2) Social/emotional
- 3) Higher-order thinking skills
- 4) STEM

- Fosters school-level leadership
- Soft-touch, high-tech
- Individualized options within modules (e.g. choose content as needed)



# Overview of Fall PreK Implementation Fidelity/Quality

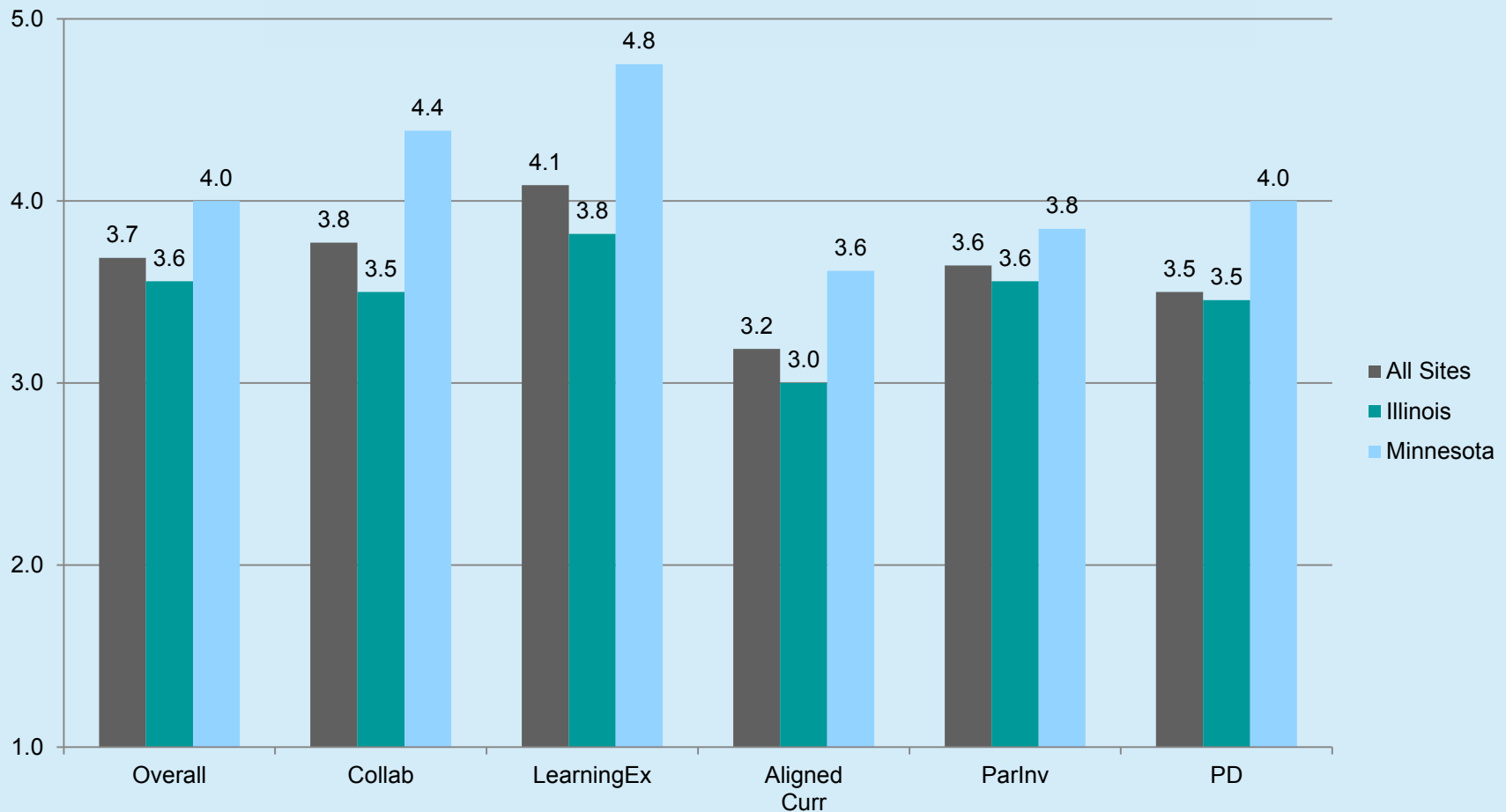
- Assessed with site visits by 1-2 observers
- Oct. – Dec. 2012
- Structured interviews with leadership staff
- Document gathering
- Brief classroom observation with enrollment count
- Ratings on 5 of 6 key elements plus overall program rating

# Fall Site Visit Summary

Key Element	Average Rating
Overall program	3.7
Collaborative Leadership Team	3.8
Effective Learning Experiences	4.1
Aligned Curriculum	3.2
Parent Involvement	3.6
Professional Development	3.5

- 5 pt scale. 1=low, 3=medium, 5-high
- all elements actual range = 1-5

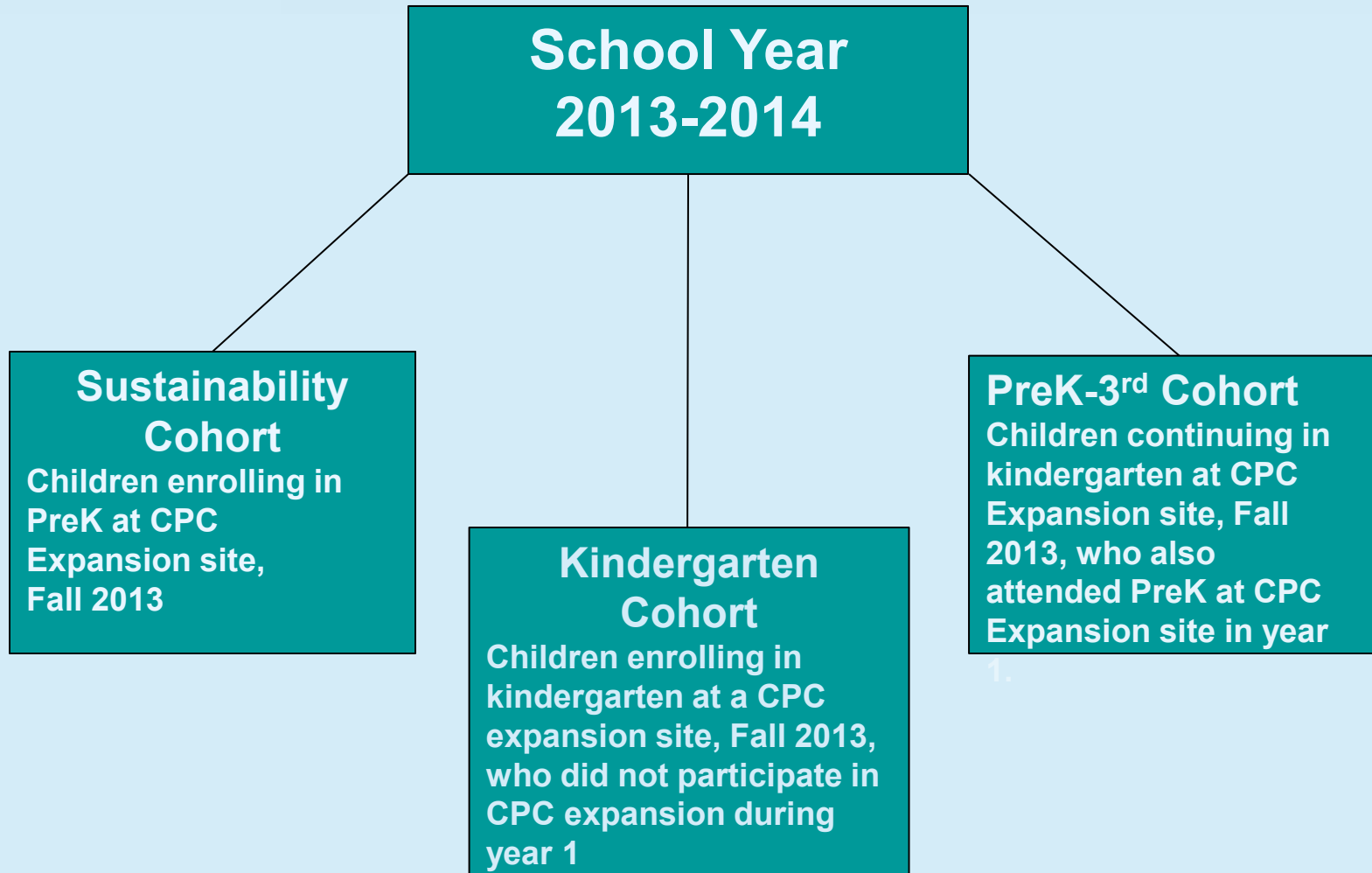
# Average Ratings Across Key Program Elements



# Continuity

- Retaining students in spite of mobility challenges: 80% continuity is the goal
- Hiring additional teaching aides to support larger Kindergarten enrollments
- Coordinating Curriculum Alignment Liaisons and Parent Involvement Liaisons to help with K-3<sup>rd</sup> grades

# Three-Cohort Model: Year 2





# Cultivating Sustainability

- HCRC works with districts to identify multiple funding streams:
  - District, principals' discretionary funding, HCRC support, & allocations of Title I funding
- Sustainability Forums include community stakeholders as well as current & potential funders to learn about CPC
- Developing indicators of success before the SRI Evaluation is concluded.



# Sustainability Cohorts Emerging

- Supporting a new cohort of CPC Pre-K students in Normal, IL and St. Paul, MN
- Different research requirements for the next cohort
- Determining flexibility of model components for sustainability cohorts

# Policy Implications

Districts could permanently allocate a percentage of Title I funding to support high-quality PreK programming.

District	Total District Budget	Title I Allocation	% of total Budget	% spent on PreK
Chicago Public Schools, IL	5,162,000,000	369,000,000	7.1%	~3-4%*
St. Paul Public Schools, MN	655,800,000	25,485,025	3.8%	~0.6%* *
Unit #5/Normal, IL	120,500,000	1,280,078	1.1%	0%
Virginia Minnesota Public Schools	15,998,890	305,154	2%	0%

# For more info:

Guidelines & Requirements

Curriculum & parent inv. planning

Research and monitoring

PD & Program modules

[www.humancapitalrc.org/cpc](http://www.humancapitalrc.org/cpc)

Arthur Reynolds, Project Director,  
[ajr@umn.edu](mailto:ajr@umn.edu)

Mallory Warner-Richter, Project Manager,  
[mwr@umn.edu](mailto:mwr@umn.edu)