

The Child-Parent Center Program and Midlife Well-Being: Impacts and Returns, Processes, and Scale-Up Evidence

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Overview and CLS/MLS Lessons for Early Ed Effectiveness

Presenter: Arthur J. Reynolds, U of Minnesota

Lessons on CPC-P3 and Reforms

Presenter: Barbara T. Bowman, Erickson Institute

New Findings on Midlife Economic Well-Being

Presenter: Suh-Ruu Ou, U of Minnesota

Midlife Impacts on Mental and Physical Health

Presenter: Christina F. Mondri, Boston Children's Hosp./Harvard U

Benefit-Cost Analysis at Age 37

Presenters: Nishank Varshney and Judy A. Temple, U of Minnesota

CLS Sample Description

- ◆ 989 child cohort born in 1979-1980 graduating from Child-Parent Centers in PK and K; participated for up to 6 years. Centers are located in the highest poverty areas.
- ◆ 550 children enrolled in an alternative early childhood program in kindergarten in 5 randomly selected schools serving low-income families. They matched on socioeconomic status; 15% in Head Start.

Midwest Child-Parent Center Expansion

Scale up of CPC program revised as a P-3 school reform model over 2012-2017. Four districts: Chicago, Saint Paul, Normal, Evanston; 25 sites.

Matched comparison groups of children in district programs based on propensity scores from SRI International (program = 2,351, compar. = 1,227)

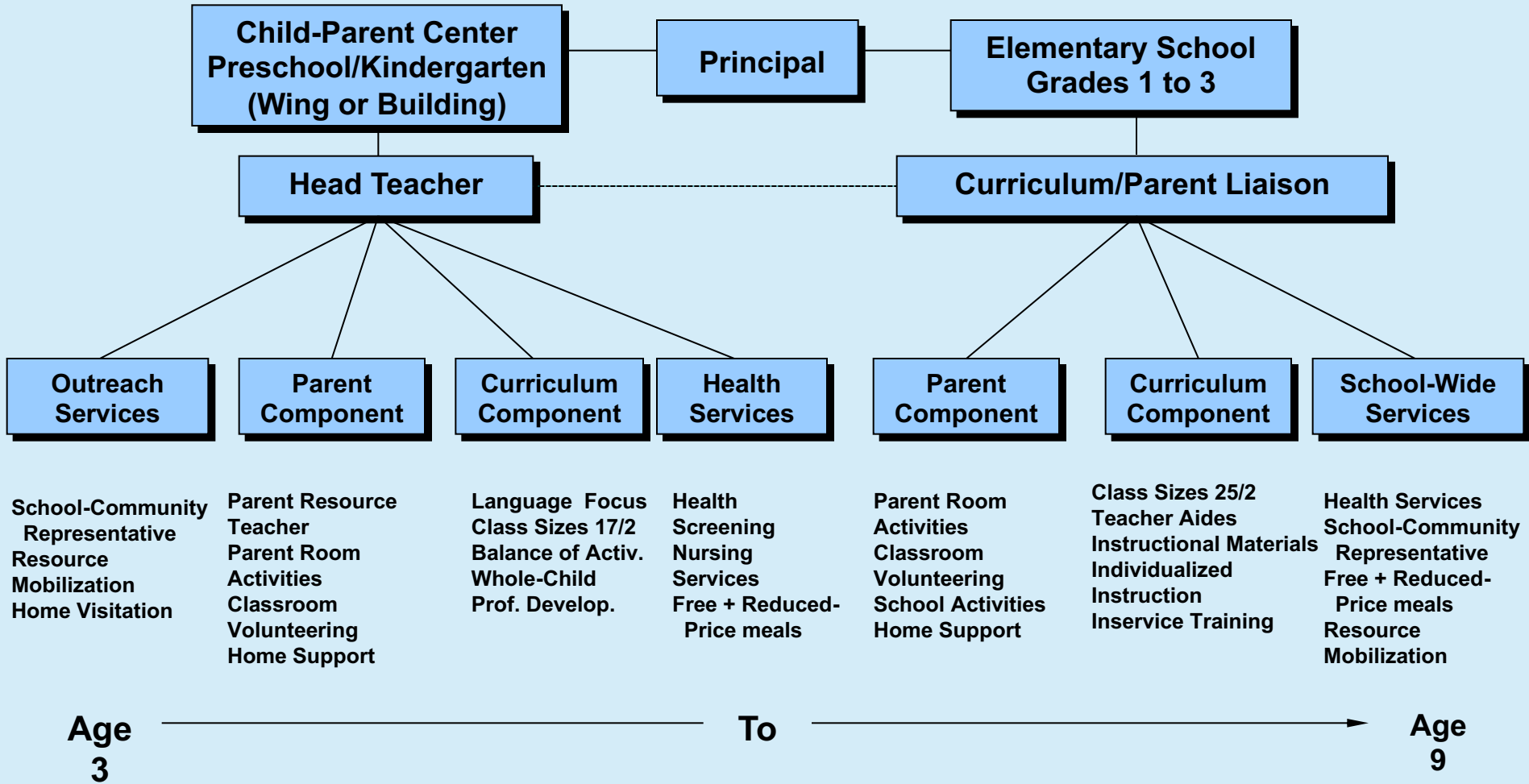
Analysis focus on CPC participants in Chicago & Saint Paul

District and state used as outcomes in analyses collected as part of the expansion

Elements Comparison

	80s	Today
Effective Learning	T-directed	Active learning
Class sizes	17/2	17/2
Full day PK/K	None/60%	Up to 50%/100%
Collab. Lead.	Head tch.	Principal role
Aligned Curriculum	Coordinator	Head tch./liaison
Continuity & Stab.	Same	Same
Parent involve.	School	Menu-system
Prof. Devel.	In-person	Hybrid model

Child-Parent Center Structure



Age 3 ————— To —————> Age 9

HCRC Mission

Dedicated to advancing effective public policies and programs for young people through research, outreach, and training that spans birth to early adulthood and beyond.

Prospective Studies We Run:

Chicago Longitudinal Study (CLS)

Midwest Longitudinal Study (MLS) of CPC-P3

Key Questions

1. Can Contemporary Programs Sustain Effects?
2. What are the Essential or Critical Elements?
3. How Leadership & Alignment Drive Reforms?
4. What are the Most Important Next Steps?

Comparison of Effect Sizes

	Midwest CPC	CLS CPC
Outcome		
Readiness	.46	.63
Higher Dosage	.33	.35
Parent Inv.	.40	.46

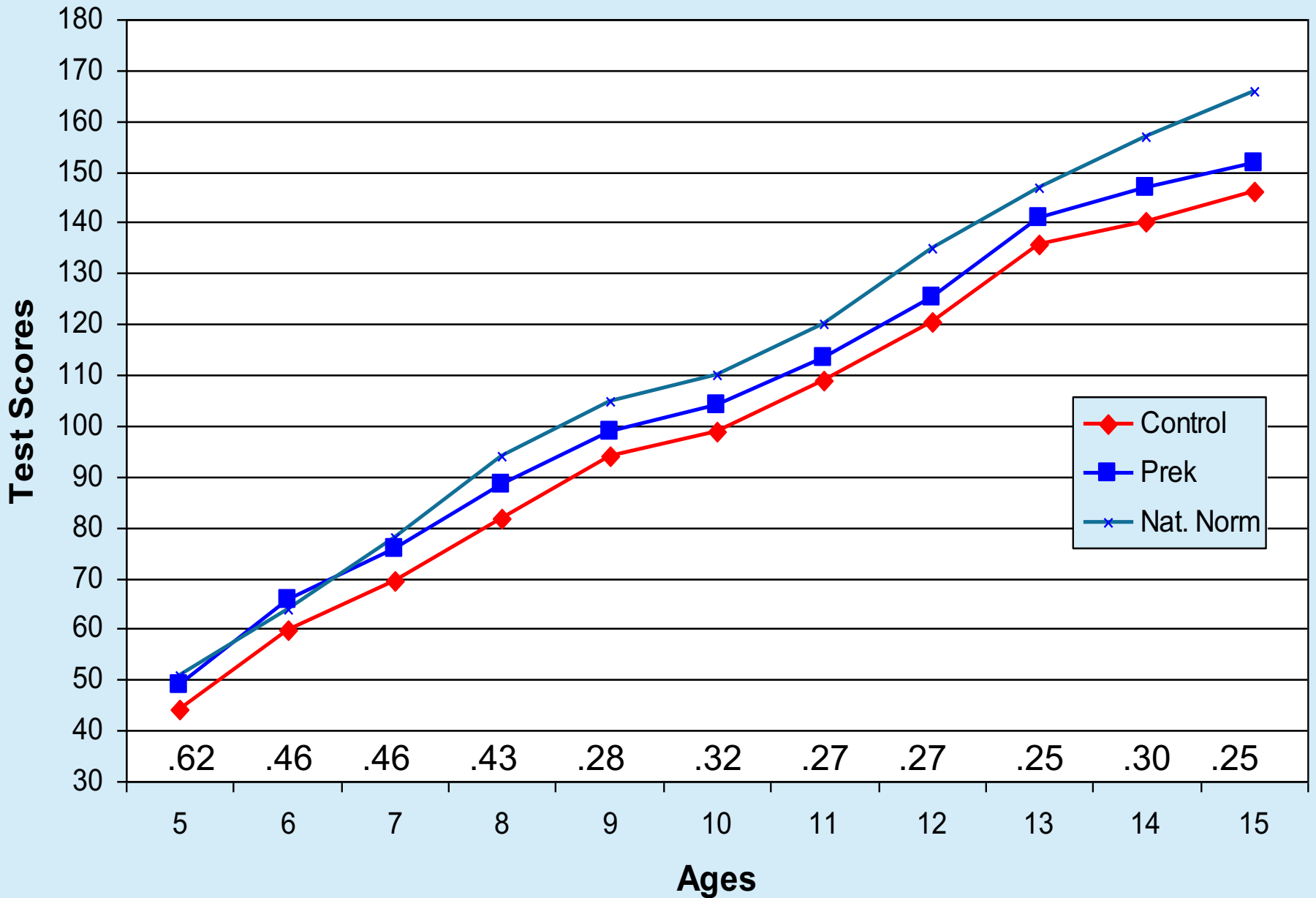
Note. School readiness skills measured by TS-Gold /PALS/ISEL in MCPC and ITBS Composite in CLS. Parent involvement is school participation. Dosage is higher vs. lower.

CPC Program, Past and Present

Outcome	CLS Chicago	Expansion Chi/SP
P/K ready	.62	.47/.44
K end	.46	.40/.42
1 st grade	.46	.40/.44
3rd grade	.28	.18/--
8 th grade	.30	--
Sp ed/retain (15)	.45/.44	--
HS grad.	.28	--

Note. Adjusted for baseline differences. Readiness norm is from Teaching Strategies GOLD/ITBS battery. Chicago K and 1 are combined TRC/Mclass; Saint Paul is Mondo.

CPC Preschool and Reading



2. Essential Elements of Effective Early Childhood Progs

1. Provide universal access for all
2. Begin by age 4
3. Sufficient intensity of learning
- 4. Multifaceted experiences across domains**
5. Highly trained professionals and PD
6. Accountability system for improvement
- 7. Comprehensive family services**
- 8. Small class sizes & class ratios ($\leq 17/2$)**
9. Optimal duration and length
- 10. Align and support P-3 continuum**

Small Classes

A long history of studies document positive influences on intensity of learning, responsiveness, and teacher satisfaction leading to sustained gains.

(e.g., landmark studies, child care staffing study, NICHD child care, Head Start recs, TN-Star, CPC, NIEER)

Effect Sizes for PreK Class Sizes, Chicago, Total Readiness

Contrast	ES	Months
Up to 17 vs 20	.20	2-3
Up to 17 vs 22	.33	3-4

Note. School readiness skills measured by TS-Gold Total Score adjusted for baseline characteristics, fall score, and full-day prek. N = 2630.

Multifaceted & Engaged Learning

Time and quality matter a lot

Active & task-oriented learning

Balance of instruction

Responsiveness and tailoring

Greater Assistant Time in K Classrooms, More Child-Initiated Learning

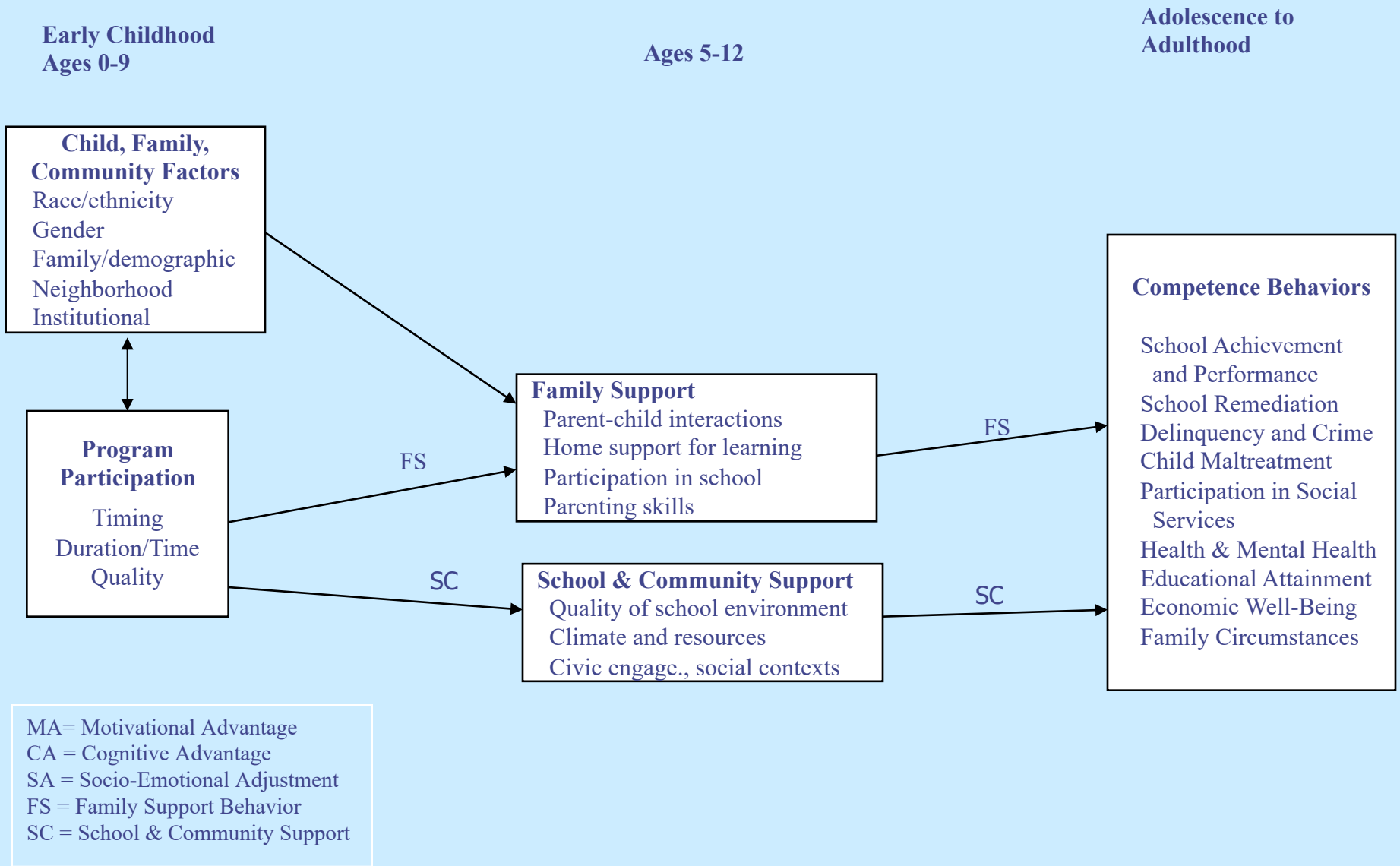
	<u>Class. assistant time</u>	
	75%+	50-74%
<u>Literacy instruction</u>		
Teacher-Directed	63%	74%
Child-Initiated	36%	26%

The increased percentage of time equals 60 more hours in child-initiated learning.

Comprehensive Family Services

No ECE program has shown a high economic return or sustained effects into adulthood without substantial family support services.

Figure 1: Two Contexts in Five Hypothesis Model of Program Impacts



3. Leadership & Alignment

Continuity in these supports help sustain gains over time.

Correlations between Leadership Fidelity and Other CPC Elements

<i>CPC Element</i>	<i>Corr.</i>
Effective Learning	.22
Aligned Curriculum	.45
Continuity and Stability	.45
Professional Development	.12
Parent Involvement	.71

Note. Fidelity Ratings were aggregated across Years 1 to 5.

Partnership Model for Scaling

Reynolds and colleagues (2017). Scaling and sustaining effective early childhood programs through school-family-university collaboration. *Child Development*, 88(5), 1453-1465.

Sustaining Early Childhood Learning Gains

Program, School,
and Family Influences

Edited by Arthur J. Reynolds
and Judy A. Temple

First book on
sustaining gains

15 chapters

Cambridge, 2019

HCRC Human
Capital
Research
Collaborative



CPC P-3 Program Manual



Child-Parent Center Preschool-3rd Grade Program

HCRC
www.humancapitalrc.org

Human Capital Research Collaborative
University of Minnesota
Humphrey School of Public Affairs
301 19th Ave. South
Minneapolis, MN 55455

4. Future Directions & Needs

Continuity in these supports help sustain gains over time.

Midwest CPC Continuity

Collaborative Leadership
Aligned Curriculum
Continuity and Stability

Early
Ed

P

K

1-3

Achievement

Well-Being

Effective Learning Experiences
Professional Development
Parent Involvement & Engagement

EC Vision

Universal Preschool for 3- and 4-Year-Olds in All States and Implemented with Elements Essential for Sustaining Gains

Establish and Scale Key P-3 Elements in Elementary Schools

Overarching EC Principles

A supportive and enriching organizational and social context for learning is foundational to optimal benefits and sustained gains.

Gains are more likely to be initiated and sustained as the number of key elements present in programs and classrooms increases.

New HCRC Action Steps:

Evidence Matters Blog (<http://hcrc.umn.edu>)
(early ed workforce, 10 elements)

HCRC Summer Graduate Research Fellows

Pilot Matching Grant Program (50/50) to support
implementation of structural elements

Accept Digital Currencies (USDC, Bitcoin, Ethereum)

Themes

1. Think big for EC goals!
2. Think macro-ecologically.
3. Critical analysis of needs, problems, and **evidence**.
4. We all must do better on dissemination, translation.

1964 to Today

