

From Efficacy towards Scale-Up: The Midwest Child-Parent Center Expansion Project

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Abstract

The Child-Parent Center (CPC) Program is a center-based early childhood intervention that provides comprehensive, continuous educational and family-support services to economically-disadvantaged children from preschool through third grade. The Chicago Longitudinal study (CLS) has documented the substantial impact of the Chicago CPC program on a 1983 preschool cohort's socio-emotional, academic, economic, and health outcomes from childhood through adulthood. In 2012, The Midwest CPC Expansion Project was funded by the U.S. Department of Education's *Investing in Innovation* fund to scale-up and validate the CPC program across the Midwest in urban, rural, and suburban regions and across diverse populations (e.g., ethnically, economically, geographically). This poster highlights the innovative approaches the CPC expansion project uses in the 26 implementation preschool sites. This poster will describe: (a) program components implemented to achieve fidelity and allow flexibility of the CPC program, (b) research questions and data collection efforts, and (c) future data analyses plans to determine the quantitative impact and initial net benefit of the program.

Research Questions

The study will address three major impact research questions:

1. Do students in the intervention group make greater gains in school readiness skills and early school achievement compared to students in the comparison group?
2. Do parents of students in the intervention group show greater involvement in their children's school, more frequent parenting practices that support early learning, and greater increases in education level and employment compared with parents of students in the comparison group?
3. Do outcomes vary as a function of child, family and program characteristics?

Historical Context

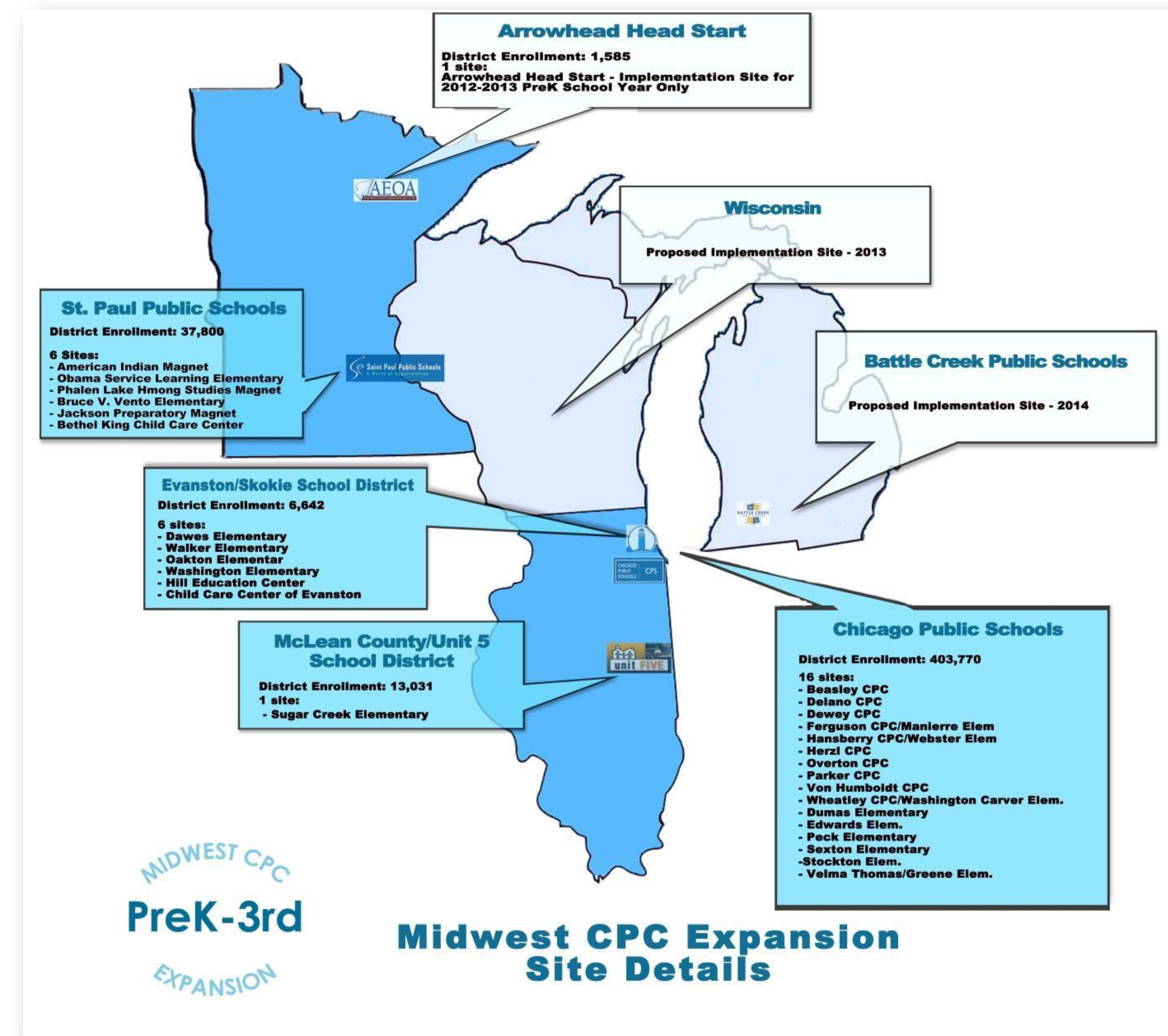
The **Child-Parent Center (CPC)** program is an early childhood intervention from preschool through 3rd grade, targeting low-income children and their families.

- Over 30 years of research has demonstrated returns of \$8 per dollar spent.
- The CPC produces cognitive, socio-emotional, mental health, and economic gains throughout the life course (Reynolds et al., 2011).

Midwest CPC Expansion at a Glance

	Minnesota		Illinois			Total
	St. Paul	Virginia	Chicago	Normal	Evanston / Skokie	
CPC preK 2012-2013						
# Sites	6	1	15	1	2	26
# Classes/Sessions*	20	3	101	5	12	141
# Children	284	53	1650	85	197	2269

* Note: Some preK classrooms host one or two separate half-day classes



Research & Data Analyses

- Intervention schools were matched to comparison schools using propensity score matching.
 - Based on key variables that included average test score, percent free and reduced lunch and percent minority status.
 - Matching was done by district, so all St. Paul schools were matched to another St. Paul school, where available.
 - On occasion, several intervention schools were matched to one comparison school.
- Individual level data is being collected so treatment effects can be estimated using propensity score matching at the individual level.

Preliminary Implementation Results

Demographic, Class size and Attendance data currently being collected

District	Attendance Rate			Chronic Absence		
	Average	High	Low	Average	High	Low
Chicago	90%	94%	84%	41%	65%	21%

- Chronic absence defined as absence >10% of total school days
- Ongoing collection of additional attendance data

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

Implementation Components with Fidelity

Component	What is it?	Fidelity Measure
Effective Learning Experiences, PreK-3 rd Grade	<ul style="list-style-type: none"> • Low group sizes • Well-qualified staff 	<ul style="list-style-type: none"> • Principal survey • Teacher survey • Classroom observation tool
Aligned Curriculum	<ul style="list-style-type: none"> • Implement endorsed curriculum plan • Across -grade alignment • Balances child-initiated and teacher-guided activities 	<ul style="list-style-type: none"> • Endorsed curriculum plans • Principal survey • Teacher survey
Parent Involvement & Engagement	<ul style="list-style-type: none"> • 2.5 hours weekly participation by parents • Parent involvement activities built on needs assessments of participating families 	<ul style="list-style-type: none"> • Parent survey • Principal survey • Teacher survey • Parent involvement logs
Collaborative Leadership Team	<ul style="list-style-type: none"> • Regular meetings with principal, Head Teacher, Parent Resource teacher, and School-Community Representative 	<ul style="list-style-type: none"> • Principal survey • Implementation form
Continuity and Stability	<ul style="list-style-type: none"> • Communicating and planning across classes & grade 	<ul style="list-style-type: none"> • Principal survey • Implementation form
Professional Development	<ul style="list-style-type: none"> • Online learning modules with teachers and jointly across grades • Language/ literacy, socio-emotional, higher-order thinking skills, science & math 	<ul style="list-style-type: none"> • Participation logs

Future Directions

- Continued CPC expansion: New CPC sites in MN, WI, and MI in 2013-2015
- Qualitative study: In-depth interviews with CPC parents
- Cost-benefit analyses of CPC program: 5-year cost-benefit analysis in 2018.

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For more information, visit <http://humancapitalrc.org/midwestcpc/sponsors.cfm>



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