Early Childhood Intervention and Well-Being: From Mechanisms to Sustainable Practice

WEDNESDAY, MAY 29, 2013: 10:15 AM-11:45 AM

GRAND BALLROOM B
HYATT REGENCY SAN FRANCISCO

CHAIR: ARTHUR J. REYNOLDS

HCRC Human Capital Research Collaborative

Scope of Prevention Programs

Efficacy

Effectiveness

Scale Up

Sustainability

Maintenance at Scale

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CPC Project Goals

1. Implement CPC with high quality.

2. Assess implementation.

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.

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Early Schooling Trends

1. Less than half of children enter Kindergarten fully ready succeed.

2. Preschool impacts are frequently found to drop off over time.

3. Third and fourth grade underachievement is the norm in U.S. schools.

4. Most previous efforts to strengthen continuity from preschool to third grade have not succeeded.

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Reading Proficiency Gap

Goal: 75% Proficient (4th gr., 2011 NAEP)

Illinois/Minnesota children:	35%
Current gap to goal	40 pts.
Impact of effective Pre-K:	15 pts.
Reduction in gap:	38%
Remaining gap:	25 pts.

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ECLS-K Reading Learning by SES: K to 3rd Grade
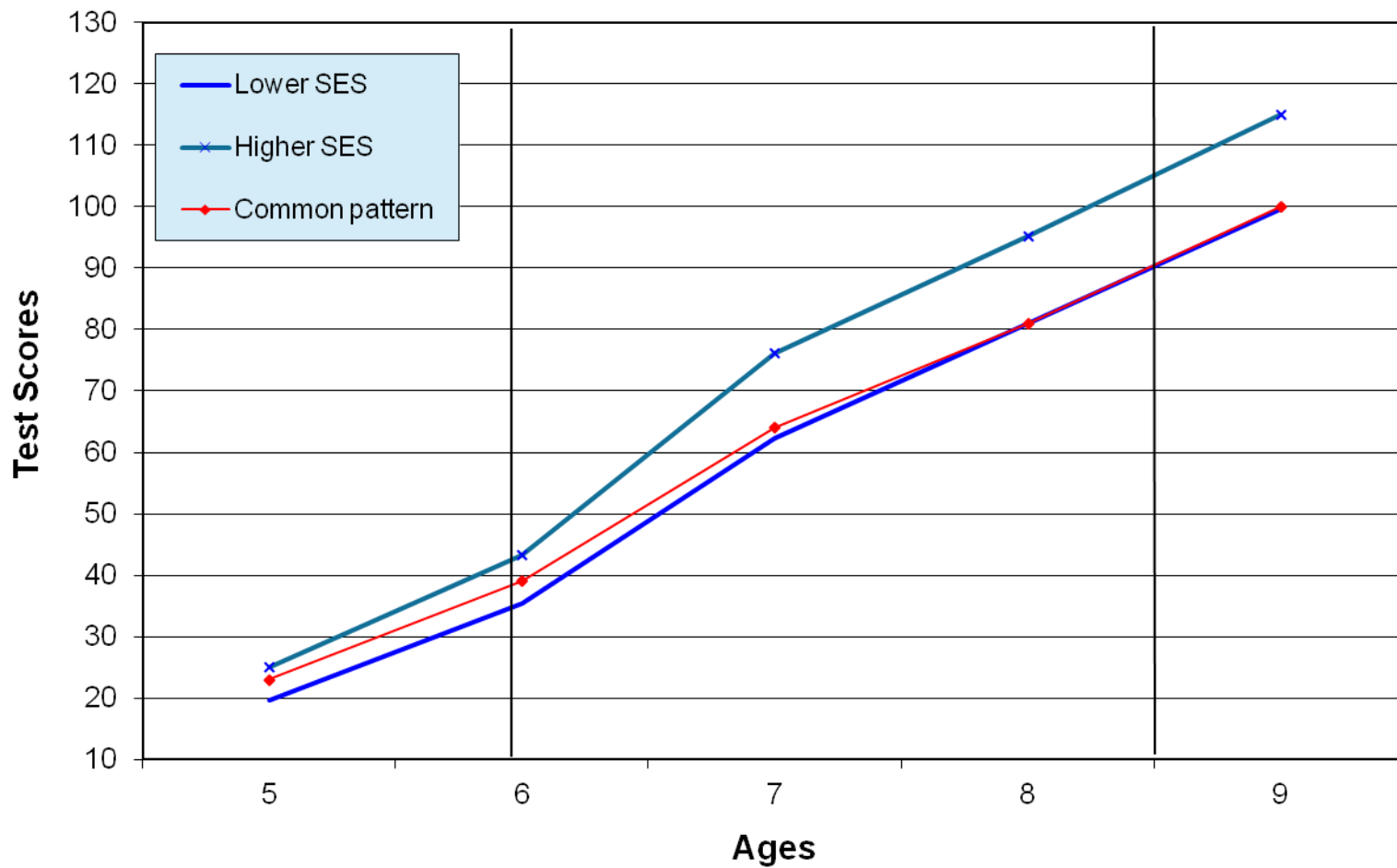
Child-Parent Centers

CPC is the second oldest federally funded preschool program

It is the first PreK-3 program

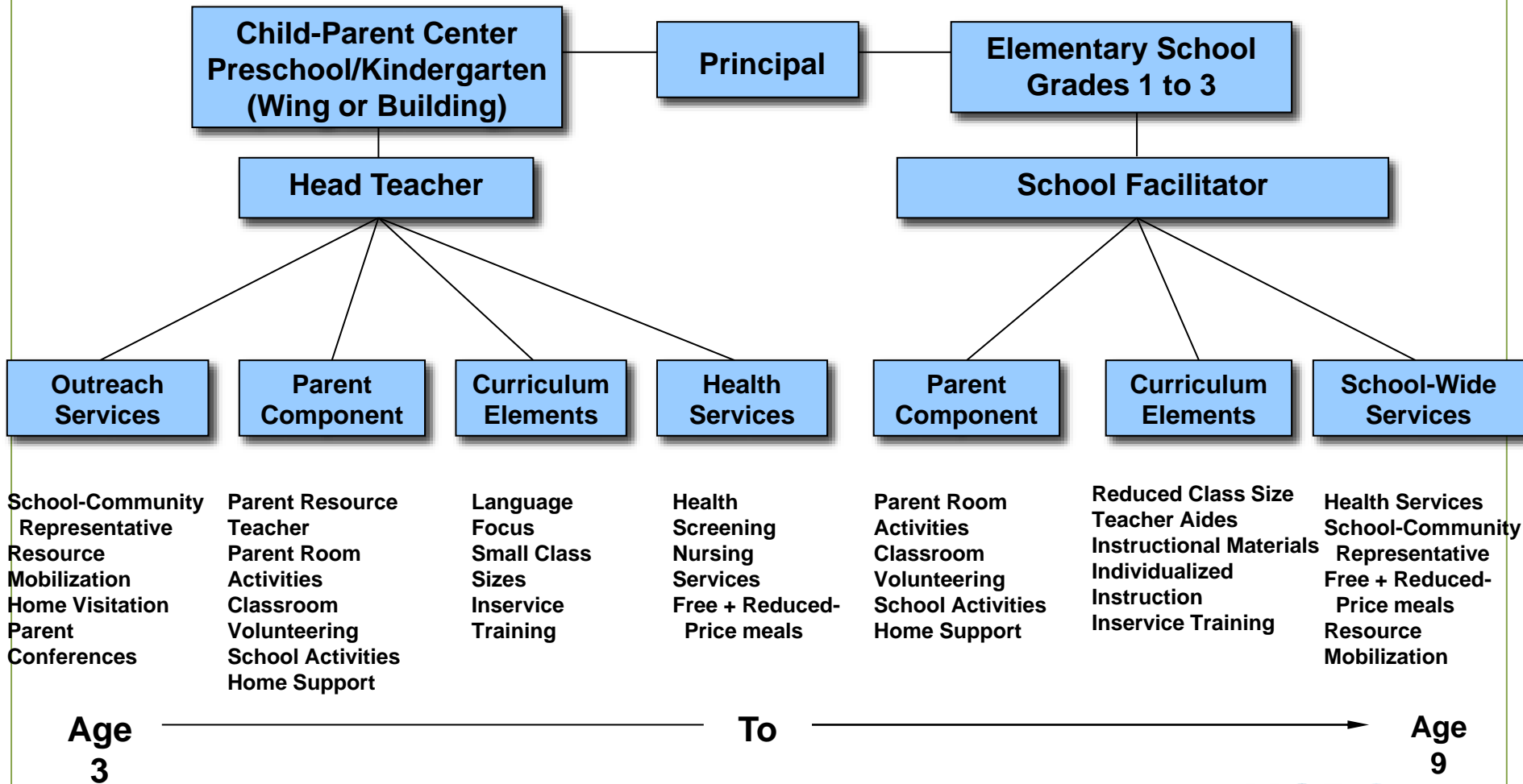Chicago District was first district to use Title I for preschool (1967)

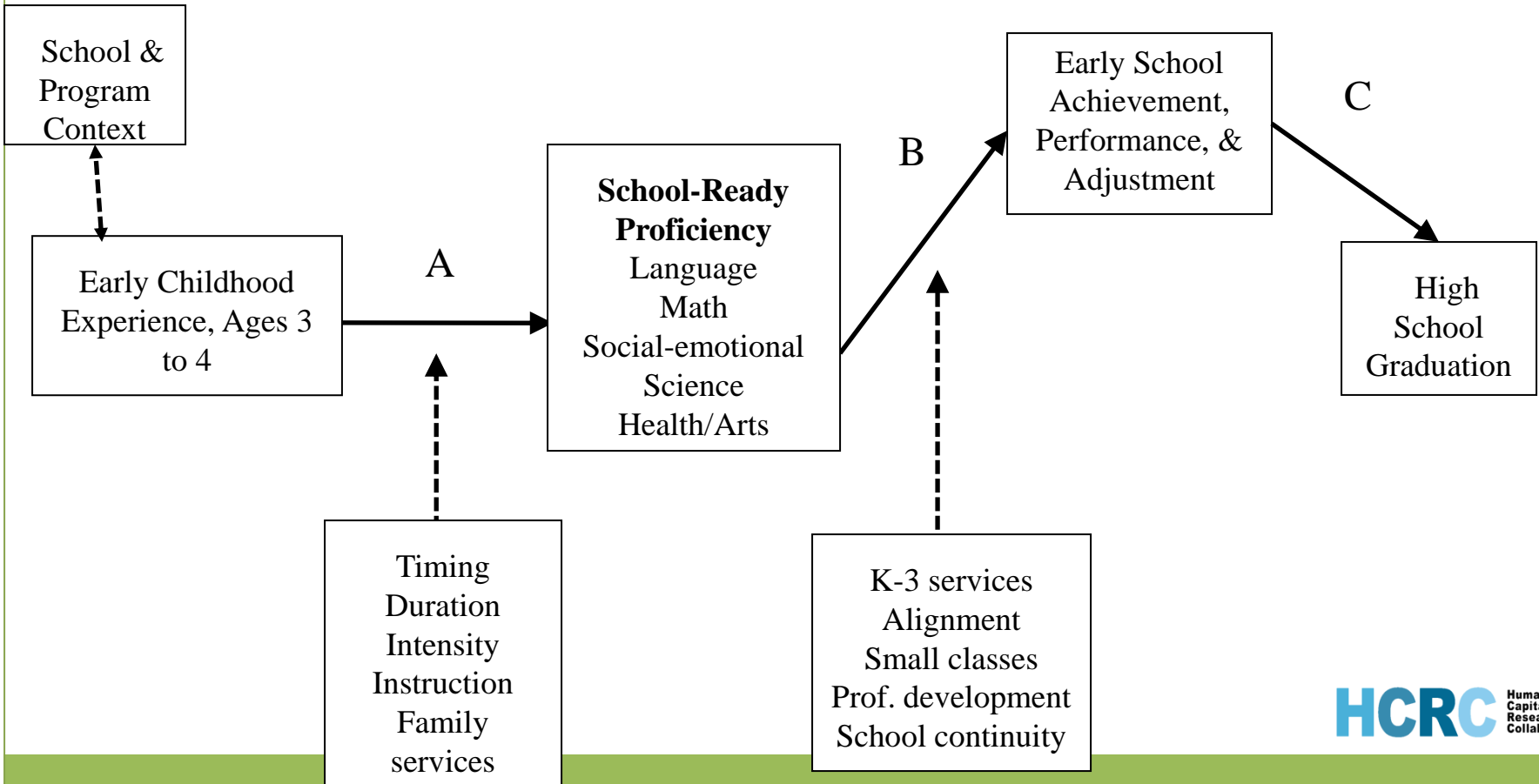District 8 Supt. Lorraine Sullivan developed program with much local collaboration

Program Goal

"The Child-Parent Education Centers are designed to reach the child and parent early, develop language skills and self-confidence, and to demonstrate that these children, if given a chance, can meet successfully all the demands of today's technological, urban society." (Sullivan, 1968)

Child-Parent Center Structure

```
Child-Parent Center                                    Elementary School
Preschool/Kindergarten  ——  Principal  ——              Grades 1 to 3
(Wing or Building)
         |                                                      |
    Head Teacher                                        School Facilitator
```

Outreach Services	Parent Component	Curriculum Elements	Health Services	Parent Component	Curriculum Elements	School-Wide Services
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**

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Paths of Success of CPC PK-3 Model

CPC program participation

Prek ——————————————————————————— 3rd

School & Program Context

Early Childhood Experience, Ages 3 to 4

A

School-Ready Proficiency Language Math Social-emotional Science Health/Arts

B

Early School Achievement, Performance, & Adjustment

C

High School Graduation

Timing Duration Intensity Instruction Family services

K-3 services Alignment Small classes Prof. development School continuity

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Chicago Longitudinal Study

1. Effects of CPC program for a cohort of 1,539 born in 1979-80

2. What is the timing and duration of impacts at ages three to nine years?

3. What are the influences on life-course development from the early years to midlife?
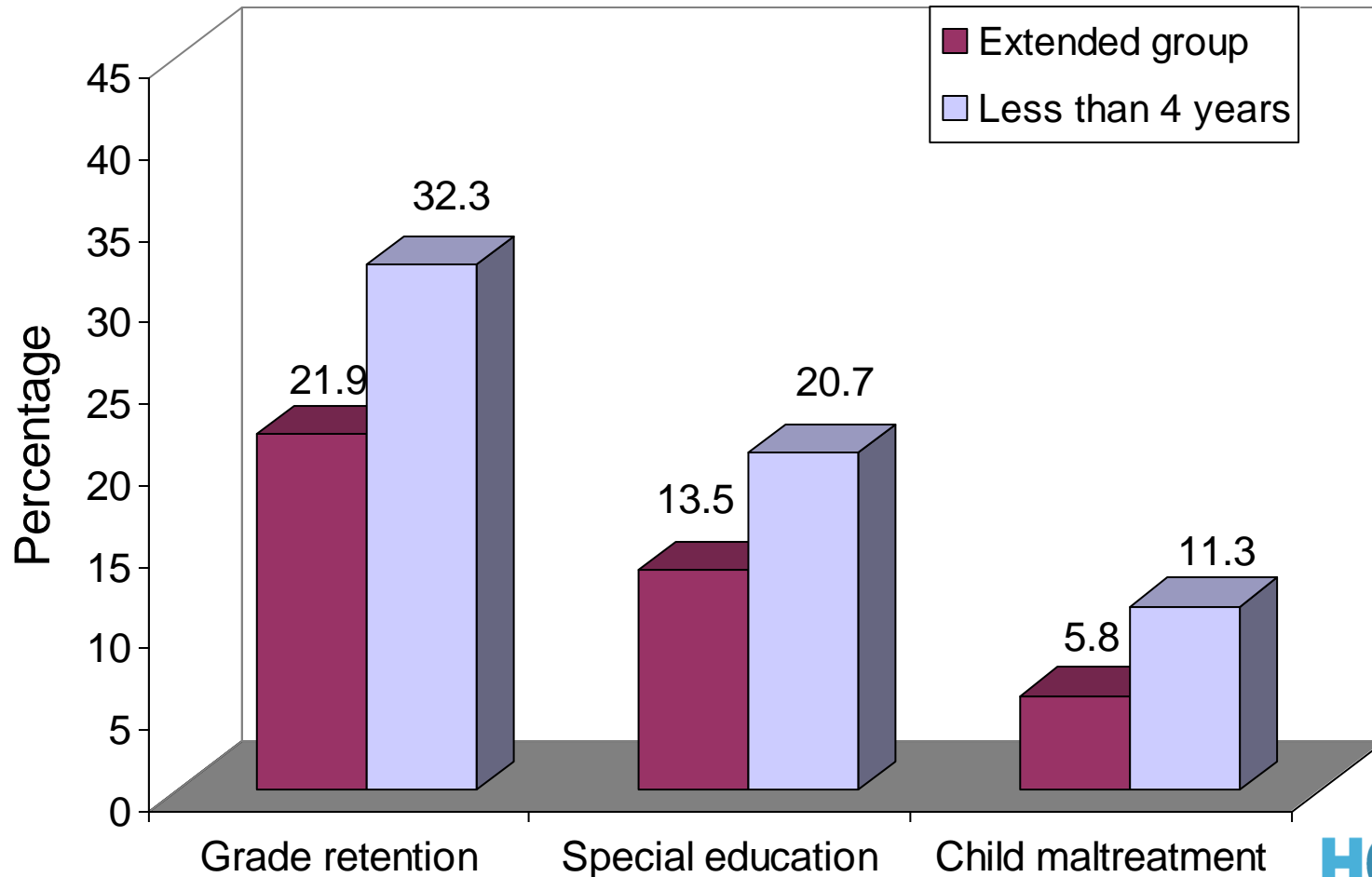
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CPC Preschool and Readiness
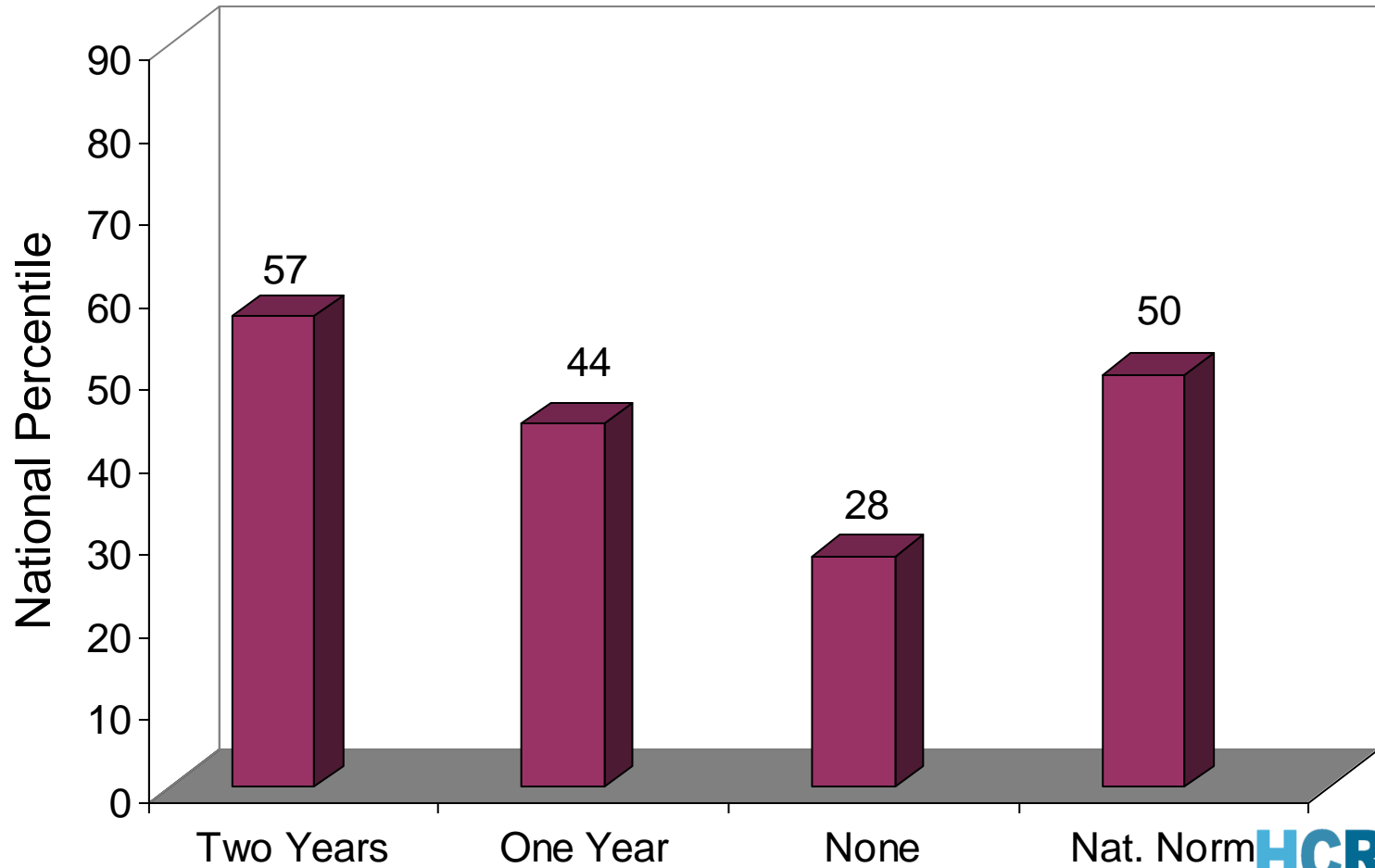
Reading Achievement

Reading Achievement over Time by Extended Program Groups
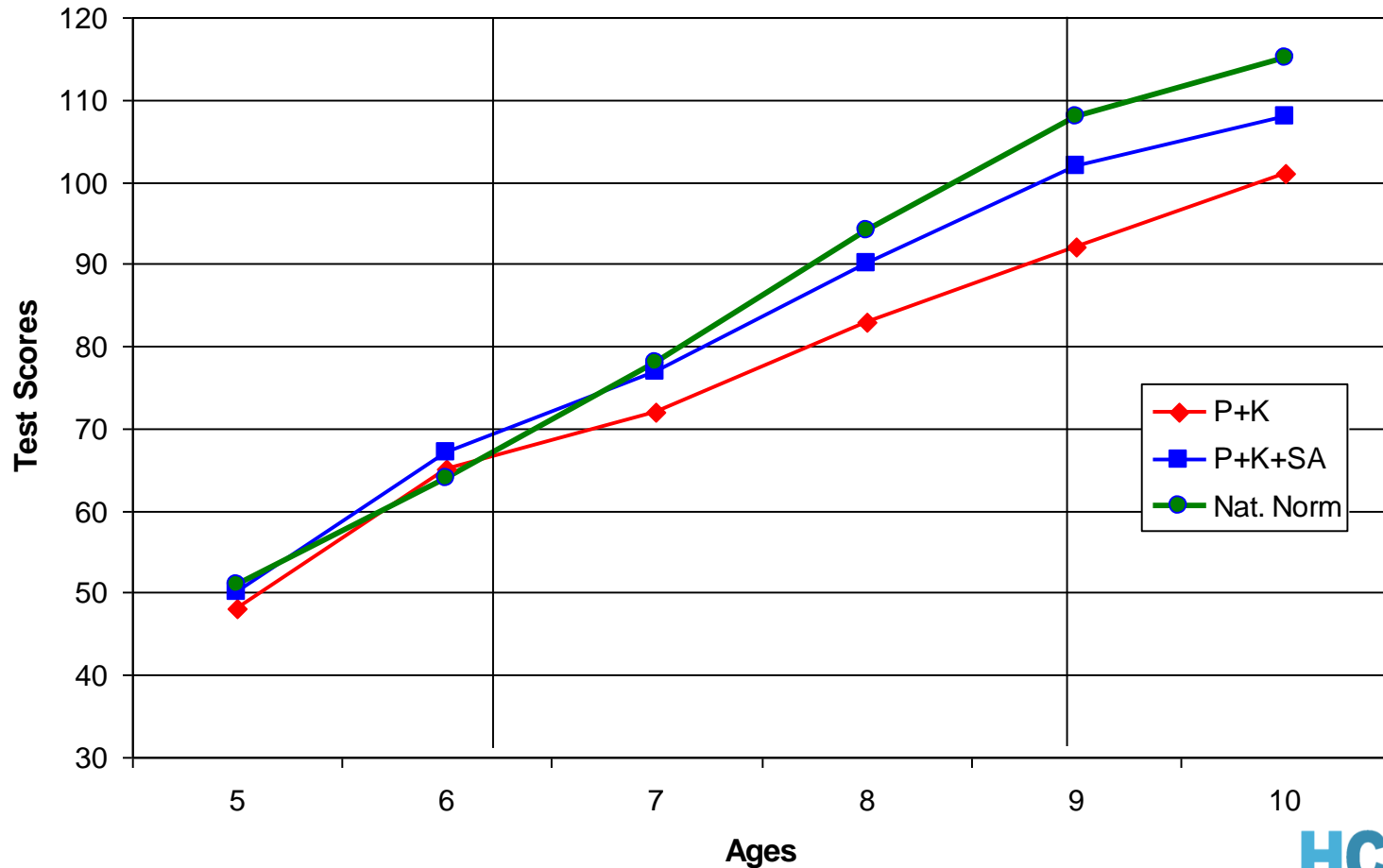
Remedial Education & Child Welfare

Key Principles of PK-3 Programs

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

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Core Elements

Collab. Leadership HT, PRT, SCR with Principal

Effective Learning Class size, Length, Balance

Curric. Alignment Plan completed, integration

Parent Involvement   Plan completed, assessment

Prof. Development Modules, On-line, Facilitation

Continuity & Stability   High rate program stability

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Refinements

1. Full-day Pre-K in many sites.

2. Menu-based 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.

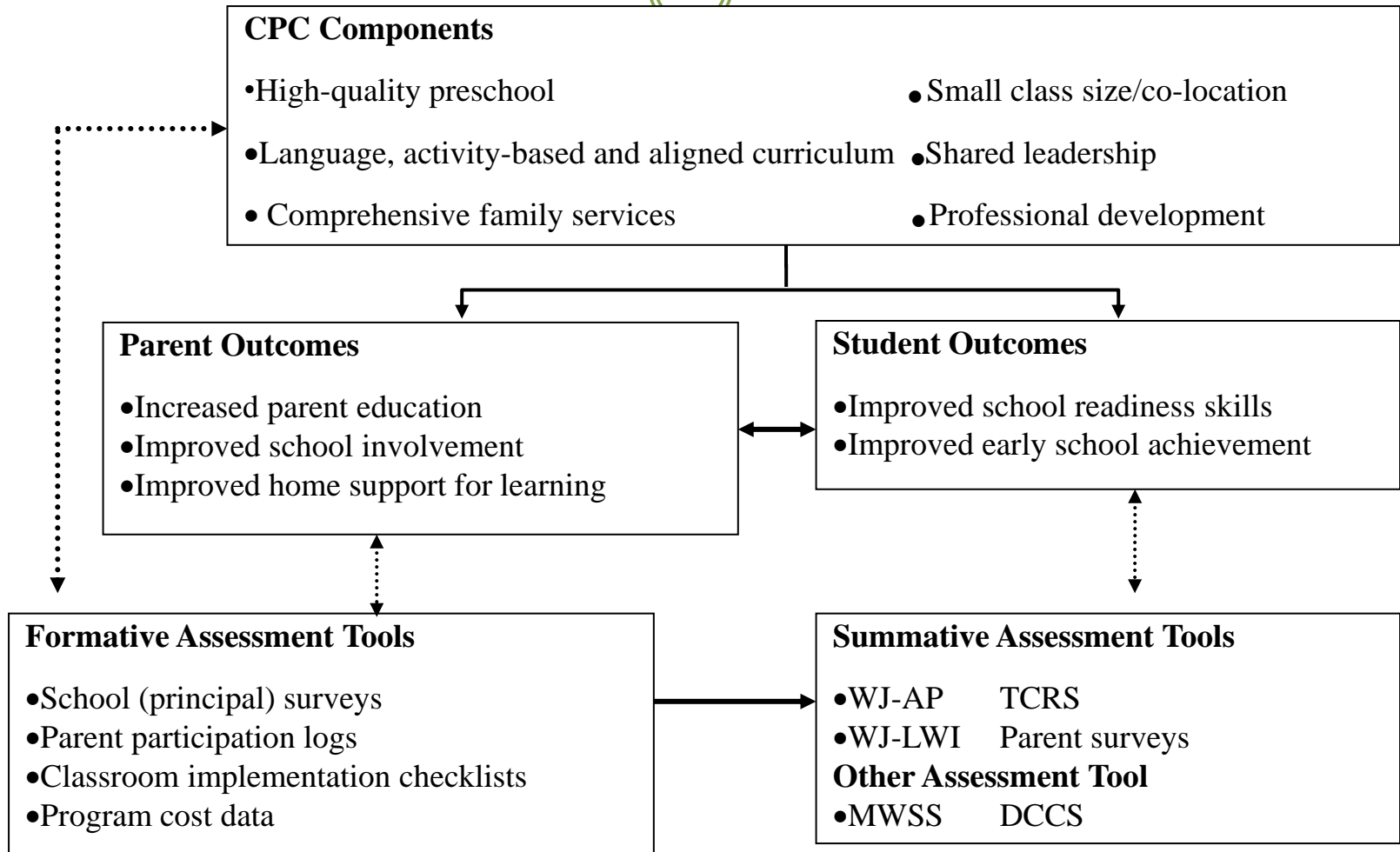5. On-going assessment and data collection on key elements.

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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.

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Logic Model for Evaluation

CPC Components

- High-quality preschool
- Language, activity-based and aligned curriculum
- Comprehensive family services

- Small class size/co-location
- Shared leadership
- Professional development

Parent Outcomes

- Increased parent education
- Improved school involvement
- Improved home support for learning

Student Outcomes

- Improved school readiness skills
- Improved early school achievement

Formative Assessment Tools

- School (principal) surveys
- Parent participation logs
- Classroom implementation checklists
- Program cost data

Summative Assessment Tools

- WJ-AP   TCRS
- WJ-LWI   Parent surveys

Other Assessment Tool

- MWSS   DCCS

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Continuity Goals

80% or more of 4-year-olds will continue in the program in Kindergarten

Nearly 100% of 3-year-olds will continue in the program in their sites.

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What is implementation fidelity?

- Fidelity = how actual program implementation compares to the program theory or requirements
- Necessary to state program theory and outcomes
- How aspects of program are ACTUALLY implemented
- Can be different than how aspects are SUPPOSED to be implemented

Program Theory → Implementation → Outcomes

Why measure fidelity?

- Testing program theory or logic model

Possible post-program outcomes

Outcomes as expected

Outcomes NOT as expected

Outcomes as expected, BUT only for some participants

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Chicago Longitudinal Study 1985 – Present

- Chicago Child-Parent Centers
  - Began in 1967 in response to low parent engagement with school and under performance

- Chicago Longitudinal Study
  - 1985 single-cohort study of CPC participants
  - Intervention group N=1,539
  - Comparison group N=989
  - Multiple time points of outcome and implementation measures

Chicago Longitudinal Study 1985 - Present

- Summary of effects
  - Increased school readiness
  - Increased early achievement reading and math
  - Reduced special education placement and grade retention
  - Lower rates of juvenile and adult crime
  - Lower rates of participation in public assistance programs
  - Cost-effective ($1: $8-11)

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CPC Expansion Study and Sample

- Scale-up of CPC model to new cohort in varied contexts
- One cohort of children from PreK-3rd grade
  - Approx. 2,500 intervention children + 668 comparison children
  - PreK 2012-2013; K 2013-2014; 3rd 2016-2017
- 26 sites in 5 school districts across MN and IL

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Contextual Factors

- Nearly all low-income families
- Low-performing schools
- High student mobility
- Low parent involvement in school
- Disconnection between administration of PreK/child care and K-3 systems
- Geographical variation (urban, suburban, rural)

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What are we measuring?

Child-Parent Center key elements

1. Effective Learning Experiences PreK-3rd
2. Aligned Curriculum
3. Parent Involvement and Engagement
4. Collaborative Leadership Team
5. Continuity and Stability
6. Professional Development

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Program Requirements (1of2)

Program Element	# of Req's	Example
Effective Learning Experiences	5	Kindergarten and Grades 1-3 classes are limited to 25 children and have a minimum of 2 teaching staff
Aligned Curriculum	4	Implement an endorsed curriculum plan that is aligned to standards, addresses language-literacy, math, science, and s/e learning, is supported by ongoing assessment of child progress, is aligned to PreK-3rd, balances teacher-directed and child-initiated activities
Parent Involvement & Engagement	9	A resource room dedicated to parent and family activities is available

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Program Requirements (2of2)

Program Element	# of Req's	Example
Collaborative Leadership Team	4	The program leadership team in each site includes the Principal, Head Teacher, Parent-Resource Teacher, and School-Community Representative
Continuity and Stability	4	Establish that the preschool cohort is assured continued enrollment in the program through third grade in the same school where they began participation
Professional Development System	4	Individual teachers and staff will meet quarterly with facilitators to review ways to support their instruction and practices in the classroom and with other teachers

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Effective Learning Experiences

- Site Visits and ratings form
  - Measures overall program implementation according to the 6 elements on a 5-point scale

- Enrollment and staffing forms
  - Measures class size, CPC leadership team, and all-day vs. ½-day programming

- CLASS and CLAC observations
  - Measures teacher-student interaction and time on task

- Teacher and principal surveys
  - Measures experiences during Year One of implementation

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Aligned Curriculum

- **Bi-weekly and monthly instructional forms**
  - Measures percent of time spent in domains (math, literacy, science, socio-emotional) and percent of activities that are child-initiated vs. teacher-directed each week

- **Curriculum Plans**
  - Measures extent to which curricula are evidence-based, are informed by assessments, and incorporate alignment activities

- **CLAC Observations**
  - Measures four areas of task orientation: Child Task Orientation/Engagement, Support in Learning Activities, Effective Use of Time, and Classroom Behavior

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Collaborative Leadership team

- Enrollment and staffing forms

- Site visit interviews
  - Qualitative measuring of inter-staff relationships

- Monthly District Phone Calls
  - Troubleshooting, Implementation guidance, and technical assistance

- Principal survey
  - Conducted via phone to identify policies and practices in each school aimed at coordinating and aligning your schools and early educating settings

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Continuity and Stability

Principal Survey

- An 27-item online survey that school principals will complete annually in the spring to provide summary data about the implementation of instructional practices, professional development, parent activities, and staffing in their school.

	To no extent	To some extent	To a moderate extent	To a great extent
5. The curriculum in the elementary classrooms in my school is aligned with the states early learning standards for 3 and 4 year old students.	○	○	○	○
12. Within-grade level teams of teachers participate in professional development activities together.	○	○	○	○
13. Across-grade level teams of teachers participate in professional development activities together.	○	○	○	○

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Continuity and Stability

Administrative Mobility Data

Site Visits

- Conducted Fall '12 and Spring '13, including a semi-structured interview of program staff
- Example Item: Do joint planning activities occur across grades in your school?
  - "We've started organizing teachers across grades for planning large family activities, once we started the communication, they've found ways to plan together for curriculum and created a Google Doc for Lesson Plans."
- Fall '12 Average Continuity rating: 3.8 across sites

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Parent Involvement

% of Parents who signed the School-Home Agreement	Site Visit Rating Form – Likert Scale Score	Child-Level Logs
Teacher Survey – Classroom Level	Calendars – Activities Offered	Family Portfolios – Evidence of Participation
Parent Involvement Ratings form – School Level Estimates	Parent Survey – Parent Report	Home Interaction Forms – Child-Level, Parent and Teacher-report

Professional Development

Coaching Ratings Form

- Content, Duration Attendance

Teacher Surveys

- Self-report on PD utilization and preparedness for working with specific student population

PD Attendance Rosters

Monthly Instructional Forms

- Measures change in balance of content areas in the classroom

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Overall Fidelity

- 80% of sites received a rating of 3 or higher (scale 1-5) on Fall fidelity ratings.

- Retaining students in spite of mobility challenges: 80% continuity is the goal

- More difficult to meet requirements on: designated parent-resource room (3 sites), ratios, and fully implemented Parent Advisory groups

Challenges to Fidelity

1. Delays in staff hires in some sites.
2. Setting up family resource rooms/centers in some sites.
3. Balancing combined HT/PRT role.
4. Limits of part-time SCR in larger centers.
5. Variability in levels of parent involvement.
6. Addressing student absences.
7. Time for PD modules & planning.
8. Ensuring high rate of continuity.
9. Chicago school closings & continuity.

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Overall Positive Effects of CPC

CPC program participation has been linked to:

- Higher educational attainment, income, socioeconomic status (SES), rates of health insurance coverage

- Lower rates of justice-system involvement and of substance abuse.

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

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School Quality: Continuity

- Horizontal continuity*:*
  - The varied settings in which a young child receives education and care at any one point in time (e.g. home, neighborhood, school)

- Vertical continuity:
  - Connections between care and education, health, and social services across time.

- Significant, positive effect associated with receiving PK-3 continuity in CLS cohort

School Quality: Continuity

Stable learning environments are conducive to learning

- Co-located, close proximity, neighborhood school
  - We can look at the differences when data collection is complete
    - Original implementation did not include neighborhood CPC sites
    - Added in i3 expansion

Sites by Organization

Co-located	**Close by**	**Community**
Hansberry	Parker	Hill
Ferguson	Dewey	CCC of Ev.
Dumas	Overton	Arrowhead
Sexton	Von Humboldt	Sugar Creek
Obama	Delano	Edwards
Am. Indian	Wheatley	Peck
Vento	Stockton	Thomas
Phalen Lake	Herzl	Bethel
Jackson	Beasley	

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Mobility

- School-age participation for 2 or 3 years linked to higher rates of on-time high school graduation (41.5% versus 28.5%; P = 0.025).

- Relative to 4 years, extended intervention for 5 or 6 years was linked to a lower rate of arrest for violence (13.4% versus 20.8%; P = 0.002)

- Frequent mobility is associated with 6 month achievement gap by 7th grade (Temple and Reynolds, 1999) and higher rates of school dropout (Reynolds, Chen and Herbers, 2009)

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School Quality: Continuity

Stable learning environments are conducive to learning

- Mobility
  - Through February 28th, the treatment sample in St Paul had a 3.3% mobility rate
  - The control group had a 7.8% mobility rate
  - 2.4% of the treatment sample joined at least 1 month after the official start date
  - 4.7% of the control group joined at least 1 month after the official start date
  - When the year ends, we will have updated mobility data (students that will attend a CPC kindergarten)

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School Quality: Curriculum

Students learn more when an emphasis is placed on intentional learning activities and a balance exists between teacher-directed and child-initiated activities

- Learning Time is spent across activities
- Child-initiated and teacher-directed reports

Curriculum

- Preschool curriculum characterized by a balance of teacher-directed and child-initiated learning activities most consistently and strongly associated with positive outcomes measured between kindergarten entry and high school completion.

- This was especially the case for:
  - Elementary reading achievement
  - School readiness at kindergarten entry

Graue et al., 2004

Curriculum

- Consistently significant and positive effects on test scores for PK-3 continuity for children who experienced a High Child/High Teacher instructional approach (Sullivan, 2012)

- These effects are sustained over time.

- Regardless of the level of teacher direction, a high degree of child initiated learning promotes:
  - Higher levels of school readiness
  - Higher third and eighth grade reading scores
  - Higher rates of high school completion.

Graue et al., 2004

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Curriculum Alignment

All sites have an endorsed curriculum plan and are submitting monthly instructional worksheets.

These worksheets assess what percent of instructional time is devoted to each domain of learning.

Key Curriculum Findings

	Literacy		Math		Science		Art & Music, Soci-Emotional, Etc.	
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
Chicago	45.3%	48%	14.9%	20%	6.3%	7%	33.5%	25%
Evanston	40.7%	39%	11%	28%	8.8%	3%	39.5%	30%
Normal	45.59%	47.6%	15.98%	20%	7.99%	5.5%	30.45%	26.7%
Saint Paul	45.7%	52.85%	14.3%	17.75%	6%	5.1%	33.9%	24.3%
Virginia	38.10		14.8%		5.9%		41.2%	

Teacher-Directed vs. Child-Initiated

	Language & Literacy		Math		Science	
	Teacher-Directed	Child-Initiated	Teacher-Directed	Child-Initiated	Teacher-Directed	Child-Initiated
Chicago	52.1%	47.9%	52.5%	47.5%	44.9%	55.1%
Evanston	37%	63%	36%	64%	7%	93%
Normal	23%	77%	20%	80%	20%	80%
Saint Paul	56.5%	43.5%	53%	47%	43.3%	56.7%

Effective Learning Experiences

- Are students receiving an effective learning experience once they are in the CPC program?

- CPC has a long history of demonstrated results, so for the i3 project, this is closely linked to fidelity of implementation.

- Student: Teacher ratio of 17:2 in preschool, 25:2 in school age

- 2 key factors to analyze:
  - Attendance rates (not examined in CLS literature)
  - Classroom quality ratings

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			% of Students Chronically Absent (absent >10%)		
Chicago	Average	High	Low	Average	High	Low
	90%	94%	84%	41%	65%	21%
Unit 5	91%	-	-	33%	-	-
St. Paul	93%	98%	85%	25%	57%	4%

*Chicago attendance data through October
*Unit 5 attendance data through March 5
*St Paul attendance data through December 31

Effective Learning Experiences: Attendance Rates in Chicago

District	Attendance Rate			% of Students Chronically Absent		
Full-Day	Average	SD	N	Average	SD	N
	92%***	.0998	377	32%***	.4654	377
Half-Day	89%***	.1125	1,273	43%***	.4953	1,273
Free Lunch	90%	.1113	1,263	42%*	.4930	1,263
Reduced Lunch	91%	.1120	31	26%*	.4448	31
Full Lunch	93%	.0676	36	22%**	.4216	36
Existing CPC	89%*	.1120	927	44%***	.4347	927
New CPC	90%*	.1078	723	37%***	.4818	723

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

Chicago Predictive Factors of Attendance Rates and Chronic Absences

VARIABLES	Attendance Rate	Chronic Absence (Marginal Effects)
Free Lunch	-0.00257	0.0378
	(0.00689)	(0.03199)
4 year olds	-0.0111*	0.0115
	(0.00601)	(0.0730)
Full Day	0.0447***	-0.1434***
	(0.00958)	(0.118)

The most important predictor is full day status, with students from full day programs significantly higher attendance rates and significantly less likely to be chronically absent.

St Paul Predictive Factors of Attendance and Chronic Absence

Variable	Attendance Rate	Chronic Absence (Marginal Effects)
AM Class	-0.0217***	0.165***
	(0.00792)	(0.0618)
Female	-0.000589	0.0523
	(0.00792)	(0.0603)
Special Ed	0.00465	0.0385
	(0.0121)	(0.0957)
American Indian	-0.0757***	0.7340***
	(0.02407)	(.1553)
Black	-0.0346*	0.3077
	(.0182)	(0.1963)

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Effective Learning Experiences:
Site & Classroom Visit Data

- Site visits in fall and spring.

- In fall, sites rated on implementation in several domains

- In spring, piloted a new rating system to be used in conjunction with the CLASS (the CLAC)

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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

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Effective Learning Environments:
Engaging Environments

- Classroom Learning Activities Checklist (CLAC) captures task orientation through observed:
  - Child engagement
  - Teachers' facilitation of learning activities
  - Time management
  - Classroom Behavior
- Asking four questions:
  - Are children engaged?
  - Are materials and strategies supporting this?
  - Is time used well?
  - Does behavior promote learning?

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Effective Learning Environments:
Engaging Environments

Task Orientation

- Student participation and actions in each activity appear to be directed towards a learning outcome for that activity.

Overall Classroom Task Orientation	
Average: 3.86	Range: 3-5
Scale : 1-5 (N=28)	

Sample of activities include: Read alouds, writing, math worksheets, water table, computers, dress-up

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Future Directions

- Collect updated attendance, mobility data
  - Use to analyze predictors of attendance and mobility
- Validate the CLAC tool
- Analyze impact of location of preschool to kindergarten
- Re-analyze CLS results of key program components

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Year 2 Planning

Curriculum

1. Assess child- initiated learning balance in K setting
2. Evaluate proportion of time is spent across activities
3. Link to professional development

Effective Learning Experiences

1. Examine role of attendance incentives
2. Pilot CLAC in kindergarten classrooms; conduct site visits
3. Validate tool
   1. Inter rater reliability, stability of scores across events & time
   2. Correlate scores to student achievement

PreK Year 1	Kindergarten Year 2	1st grade Year 3	2nd grade Year 4	3nd grade Year 5
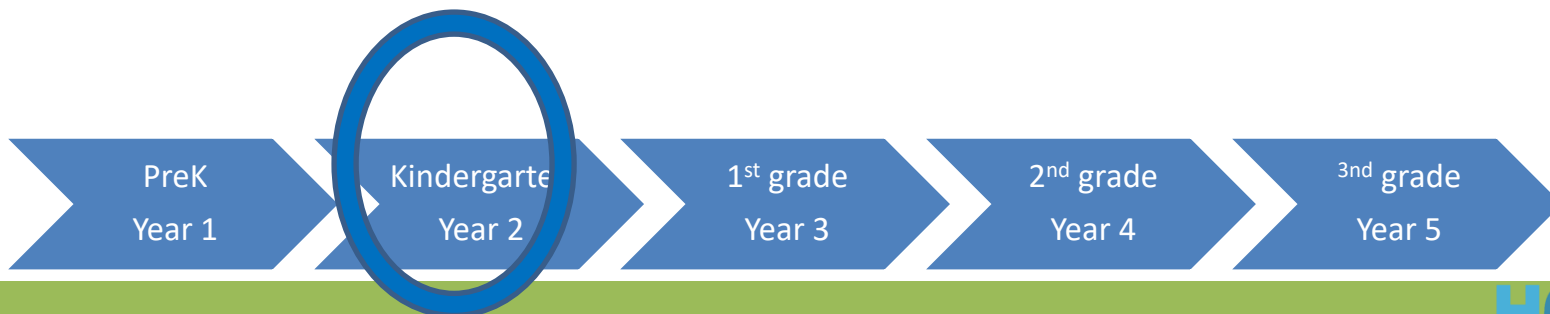
Parent Involvement As a Generative Mechanism of Impact in the Child-Parent Centers

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Outline

- Why Parent Involvement?
- Parent involvement in the Child-Parent Centers
  - *What we've learned*
- Implementation of CLS findings to the 2013 Midwest CPC Expansion
  - *How we're scaling-up based on evidence*
- Fall Implementation
  - *How things are going*
- Next Immediate Steps & Year 2 Plans

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Background

- Parent involvement has been documented to aid children's socio-emotional and cognitive development.

- Such family support services are promoted in:
  - prevention programs (e.g. Head Start) and
  - public policies (e.g. No Child Left Behind)

- The Child-Parent Center program provides family support services through the Parent Resource Room, Parent Resource Teacher, and School-Community Representative
  - requires 2.5 hours/week of home and school parent involvement.

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Impacts of CPC on Parents

Over 20 years of research on the CPCs has shown the following impacts of CPC on parents:

1. Involvement in school activities
   - frequency
   - type
2. Attitudes toward education
3. Satisfaction with child's education
4. Lower rates of child maltreatment

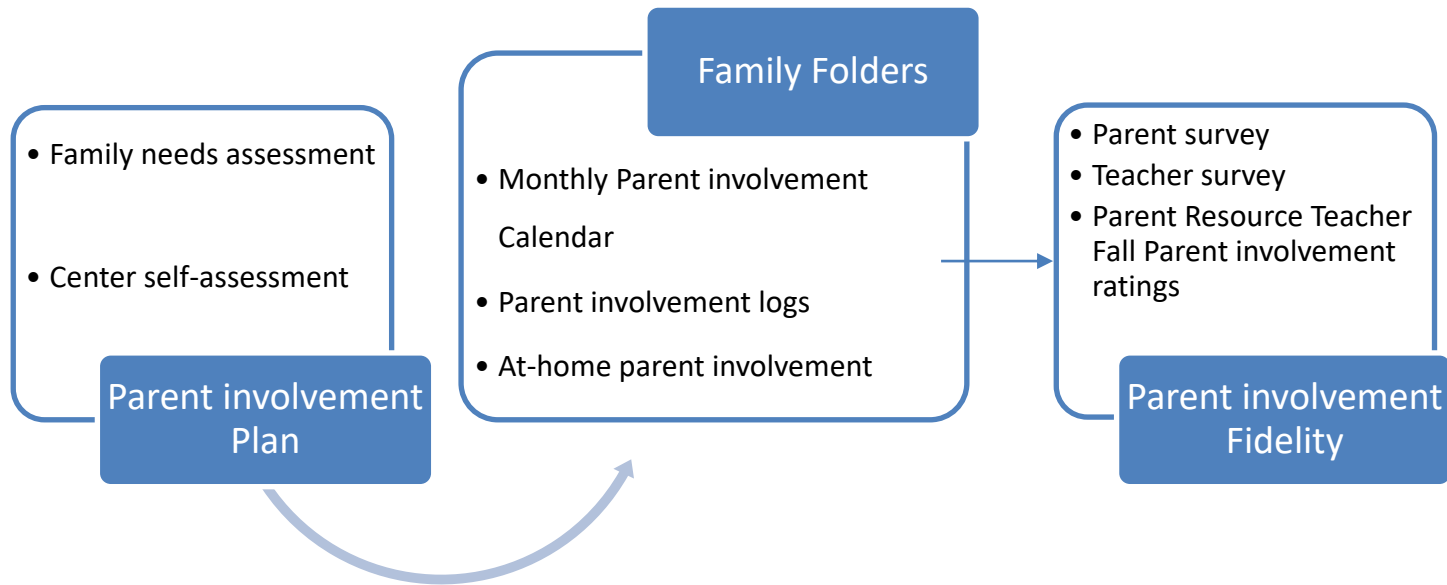(see Miedel & Reynolds, 1999; Reynolds & Robertson, 2003)

Parent Involvement and Engagement in the Child-Parent Centers

- Trusting, respectful relationships

- Supports for parenting

  - Parent Resource Room & Teacher, School-Community Representative

    - Two-way communication about children's learning

    - Concrete assistance for children's home learning

    - Connections with community resources

    - Supports for parents as adults

- Menu of options

Parent Involvement Program:
Process in Implementation Year 1

Parent involvement Plan
- Family needs assessment
- Center self-assessment

Family Folders
- Monthly Parent involvement Calendar
- Parent involvement logs
- At-home parent involvement

Parent involvement Fidelity
- Parent survey
- Teacher survey
- Parent Resource Teacher Fall Parent involvement ratings

School-Home Agreement Form

- The School-Home agreement form documents the agreement between **school and the parent to work together in helping the child achieve maximum education growth.**

- Child-Parent Centers agree to
    - Give the child the best education possible in the center
    - Keep the parent informed of the child's progress and development
    - Welcome visits by the parents to the center
    - Provide a meaningful and varied parent program

- Parents agree to
    - bring child to school every day.
    - pick up child from school or the bus stop each day on time.
    - participate in the parent program at least 2.5 hours per week and participate in a *combination* of both school events and home parent involvement

Overview of Implementation of Parent Involvement Program

- ## Needs Assessment Conducted by PRTs

Example Items:

- What activities or workshops in the center, school, or community would you like to participate in if they were available at your child's school?
- What activities would you like to do more frequently with your child?
- What are the best times of day for you to participate in the program?

Sample Responses:

Nutrition	ESL courses	Reading to child
Cooking	GED courses	Math skills
Diabetes	Computer skills classes	Kindergarten readiness
Dental/Health information	Financial wellness	Bullying prevention
Exercise	Employment opportunities	Lending library

Overview of Implementation of Parent Involvement Program

- Parent Involvement Plan developed based on Needs Assessment

Example Plan Item

Are you providing anything new to families this year as a result of what you discovered in the needs assessment?

- " Yes, since the parents want to get involved in their child's education, we are doing workshops in Reading and Math Skills. "

- "Yes, health workshops, i.e. breast Cancer, Awareness, Substance Abuse, Asthma Management, and Restorative Justice"

- "The Dad's Reading Daily Program which includes a Literacy Conference for Fathers."

Example Parent Involvement Calendar

Areas of Concentration	Monday	Tuesday	Wednesday	Thursday	Friday	Don't Miss
a.Child Development/ Parenting **b.Health, Safety, Nutrition** **c.School Involvement** **d.Language, Math, & Science** **e.Field Experience & Community Resources** **f.Career, Education, & Personal Development**		Read to your child every day…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
	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
Please join us as we advocate to keep Stockton School open. Details on right.	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
Can you donate any of these items? **-Lace** **-Safety pins** **-Empty Jars**	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 No Parent Program 1/20 PRT Meeting
	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)		

Documentation of
Parent Involvement Program

- PRTs document <u>frequency</u> and <u>type</u> of activities parents are engaged in through the monthly parent involvement logs
  - Monthly logs stored in family folders
    - Ever child has a family folder
- Home parent involvement survey
- Parent survey
  - home and school parent involvement
    - frequency and by type

A. Classroom and School Involvement

☐ Check here if no activities this month

☐ Volunteered in child's classroom

Date: _____ Hrs: _____ Date: _____ Hrs: _____
Date: _____ Hrs: _____ Date: _____ Hrs: _____
Date: _____ Hrs: _____ Date: _____ Hrs: _____
Date: _____ Hrs: _____ Date: _____ Hrs: _____
Date: _____ Hrs: _____ Date: _____ Hrs: _____
Date: _____ Hrs: _____ Date: _____ Hrs: _____

☐ Volunteered for class field trip

Date: _____ Hrs: _____ Date: _____ Hrs: _____
Date: _____ Hrs: _____ Date: _____ Hrs: _____

☐ Attended school events

Date: _____ Hrs: _____ Date: _____ Hrs: _____
Date: _____ Hrs: _____ Date: _____ Hrs: _____

☐ Attended parent-teacher conference

Date: _____ Hrs: _____ Date: _____ Hrs: _____
Date: _____ Hrs: _____ Date: _____ Hrs: _____

☐ Met with the teacher(s)

Date: _____ Hrs: _____ Date: _____ Hrs: _____

☐ Participated in school decision-making (e.g., PTA meetings)

Date: _____ Hrs: _____ Date: _____ Hrs: _____

B. Parent Involvement Activities

☐ Check here if no activities this month

	Date	Hours	Provided by	Location	Date	Hours	Provided by	Location	TOTAL EVENTS
Child Development and Parenting..									#_____
☐ Child development	1. _____	_____	_____	_____	2. _____	_____	_____	_____	
☐ Parenting skills	1. _____	_____	_____	_____	2. _____	_____	_____	_____	
Language, Math, and Science..									#_____
☐ Language and early literacy	1. _____	_____	_____	_____	2. _____	_____	_____	_____	
☐ Math	1. _____	_____	_____	_____	2. _____	_____	_____	_____	
☐ Science	1. _____	_____	_____	_____	2. _____	_____	_____	_____	
Health, Safety, and Nutrition..									#_____
☐ Health, physical screening, exams	1. _____	_____	_____	_____	2. _____	_____	_____	_____	
☐ Nutrition education or cooking	1. _____	_____	_____	_____	2. _____	_____	_____	_____	

Fall Parent Involvement Summary

Participation in Parent Involvement by hours/ week			
2.5 hours	>1 hour	<1 hour	None
33%	25%	25%	27%

% Parent Participation by Type
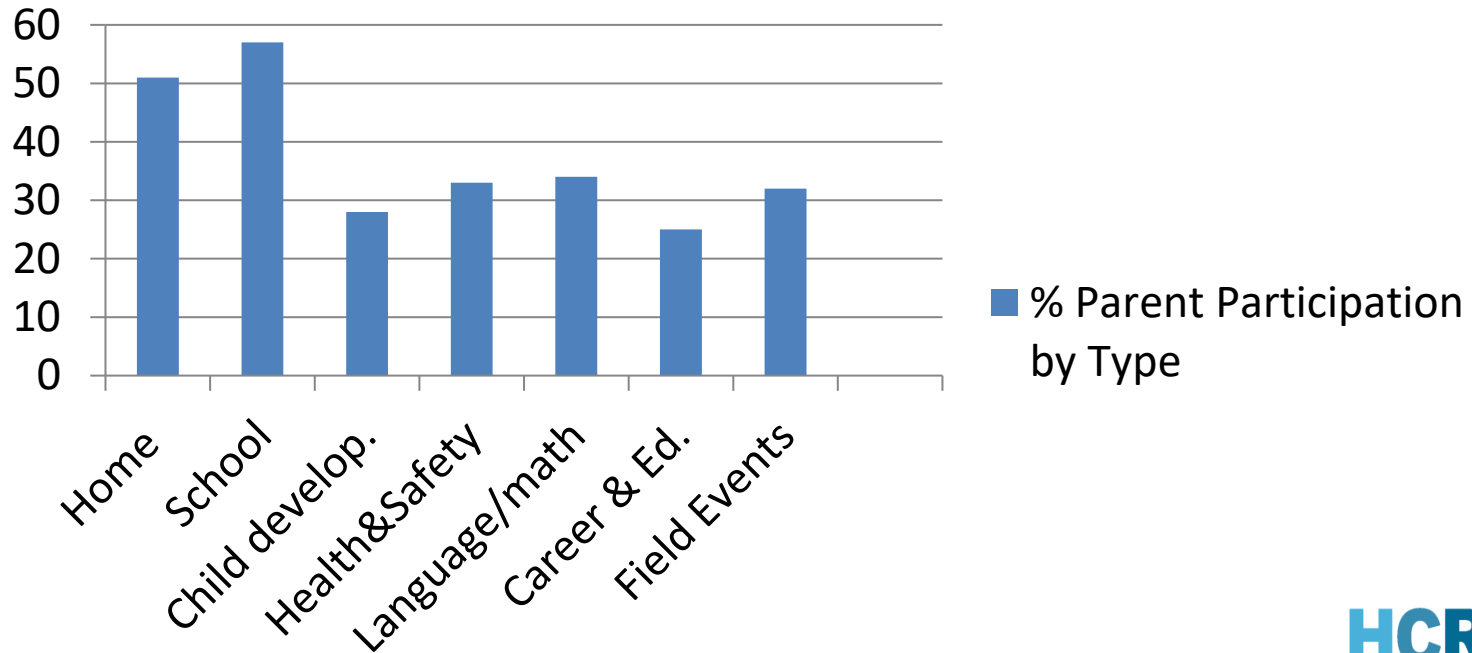
Parent Involvement:
Strengths and Weaknesses of Year 1

Strengths	Weaknesses
Home activities	Opportunities to Identify a Career Path
Nutrition/Health/Exercise	GED courses/Education advancement
Arts and crafts	

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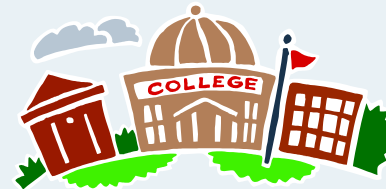
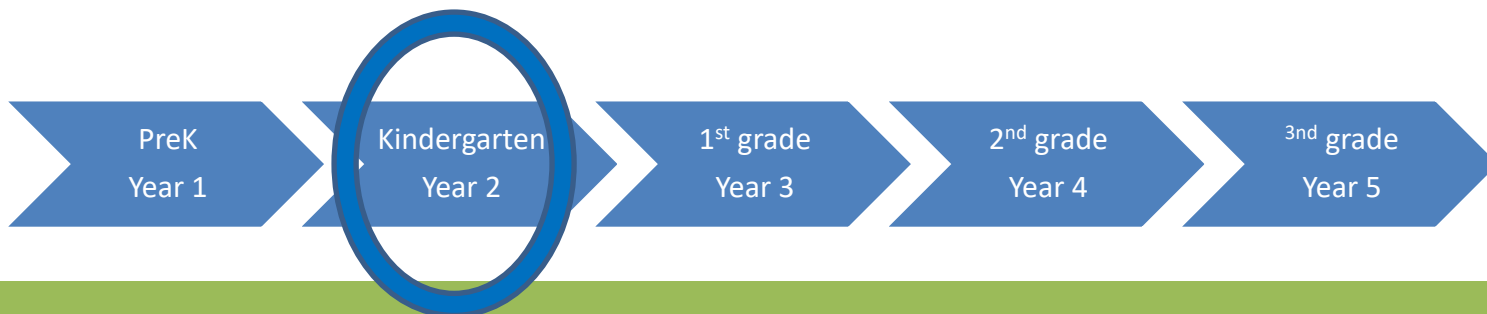# Next Immediate Steps with Data

- Examine frequency of parent involvement by type
  - With aggregate data
  - By district
  - By classroom

- Compare parent involvement report by sources
  - Parent vs. Teacher vs. Parent Resource Teacher
- Examine the impact of parent involvement on children's achievement
  - Does this differ by:
    - Center/District?
    - Demographics of population?

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Year 2 Planning

1. Develop electronic system for reporting
2. Liaisons will strengthen Prek-K continuity
3. Full time School Community Representatives
4. Updated parent involvement plans
5. Emphasis on GED classes, workshops
6. Parent Advisory Groups in each site
7. Explore attendance incentives

PreK
Year 1

Kindergarten
Year 2

1st grade
Year 3

2nd grade
Year 4

3nd grade
Year 5

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Sustainability Cohort

- Supporting a new cohort of CPC PreK students across districts

- Different research requirements for the next cohort

- Determining flexibility of model components for sustainability cohorts

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Sustainability

- HCRC partners with districts and service agencies to develop and implement plans

- Identifying funding streams and new opportunities

- Sustainability forums include community stakeholders, current. & potential funders

- Developing and assessing indicators of success

- Early Childhood Research & Innovation Fund

HCRC Human Capital Research Collaborative

Acknowledgements

- Investments in Innovation Grant (i3), U.S. Department of Education

- University of Minnesota

- Human Capital Research Collaborative

- SPR Travel Grant

Thank you!

Questions & Discussion

Resources

- For additional information on the Midwest CPC Expansion: www.humancapitalrc.org/midwestcpc

- For more information on the CLS study: www.clstudy.net

- For references and additional reading: http://clstudy.net/Publication.htm

Contact us

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