Appendix 1. Child-Parent Center Preschool to 3rd Grade Program

## Principal

Child-Parent Center

Preschool/Kindergarten

(Wing or Building)

# Elementary School

Grades 1 to 3

## Head Teacher

Outreach

Services

Parent

Component

Curriculum

Component

Health

Services

Parent

Component

Curriculum

Component

School-Wide

Services

School-Community

Representative

Resource Mobilization

Identify Needs

Parent Conferences

Parent Resource Teacher

Parent Room Activities

Home Support

School Involvement

Education and Career

Endorsed Plan

Curriculum Plan

Small Class Sizes

Prof. Development

Online Supports

Progress Review

Health Screening

Nursing Services

Free + Reduced-

Price meals

Parent Activities

Home Support

School Involvement

Education and Career

Endorsed Plan

Curriculum Plan

Reduced Class Size

Teacher Aides

Curricular Alignment

Continuity Plan

Prof. Development

Online Supports

Health Services

Free + Reduced-

Price meals

Resource Mobilization

## Age 3

To

Age 9

# Curriculum Alignment and Parent Involvement Liaisons

Appendix 2. Comparison of CPC Program Before and After Midwest Expansion Implementation

|  | Pre-Midwest Expansion | Midwest Expansion |
| --- | --- | --- |
| Populations Served | * The program primarily served African American youth living in urban Chicago. * 93% Black and 7% Hispanic * 9 in 10 families were low income (up to 185% of federal poverty line) | * The program serves children from diverse racial and ethnic backgrounds (e.g., African American, Hispanic, Hmong) living in several Midwest states. * 60% Black, 25% Hispanic, 8% Asian, 2% American Indian * 7 in 10 families were low income (185% of poverty line) |
| Collaborative Leadership Team | School principals were minimally involved in program implementation. | School principals have a central role in program implementation and planning. |
| Effective Learning Experiences | Preschool sessions were part-day. Curriculums emphasized teacher-directed activities. | Full- and part-day preschool options are offered in many districts. Curriculums emphasize a balance of teacher-directed and child-initiated activities. |
| Aligned Curriculum and Practices | There were no documented curriculum alignment plans. | Schools develop plans to align curriculums across grades. |
| Parent Involvement and Engagement | Parent involvement in school was the main focus. | Schools provide a menu of options for parent involvement at home and school. |
| Professional Development | School leadership teams facilitated professional development. | Onsite facilitation, coaching, and online professional development modules are offered. |
| Continuity and Stability | There were limited efforts to reduce mobility and increase continuity between school years. | Parent involvement staff, teachers, and site mentors engage in extensive outreach to promote continuity and stability. |

Appendix 3. Child-Parent Center PreK-3rd Grade Program: Background and Requirements

The Child-Parent Center (CPC) Pre-K to 3rd Grade Program is a proven and cost-effective school improvement model designed to increase achievement and enrollment. The program provides comprehensive and continuous education and family support services from prekindergarten to third grade. Under the direction of a leadership team at each site and in collaboration with the Principal, the program is designed to enhance school readiness skills, increase early school achievement and performance, and promote parent involvement and engagement.

**Social Importance of Addressing the PreK to Grade 3 Continuum**

A major advance in early childhood education is the integration and alignment of services from preschool through the early grades. This integration can not only improve children’s school transition in kindergarten but enhance learning gains from preschool that will promote enduring effects on later school performance. Models of Pk-3 have been evaluated but only the CPC program has strong evidence of large and enduring effects on school achievement, high school graduation, and well-being.

Although publicly funded preschool programs have grown dramatically and now serve 25% of all 3- and 4-year-olds, the magnitude and endurance of their impacts are rarely sufficient to close achievement gaps or raise performance to the national average and beyond. Evaluations of state-financed preschool programs show that the significant benefits at kindergarten entry, while meaningful, tend to drop over time. Recent national evaluations of Head Start also demonstrate that short-term effects often are not sustained.

Three contributing factors to this pattern of impacts are that most state and local preschools (a) provide only one year of service at age 4 and usually for part of the day, (b) do not provide comprehensive and intensive services, and (c) do not implement Pk-3 programs systematically. In the nationally representative, less than 10% received the Pk-3 elements commonly used in CPC (e.g., preschool and kindergarten in the same location, small classes, and intensive parent involvement). By providing longer duration of high-quality education and family support services to high-need students, CPC expansion shows great potential for efficiency as indicated by the high estimated return the program has demonstrated.

**Key Program Elements**

Table A3 shows the structure and components of the CPC program in which the six core program elements are implemented. The elements are effective learning experiences, collaborative leadership, curriculum alignment, parent involvement and engagement, professional development, and continuity and stability. The complete program requirements and guidelines as well as manual are available at <http://cpcp3.org> and <http://humancapitalrc.org/midwestcpc.>

*Table A3. Key Requirements of CPC*

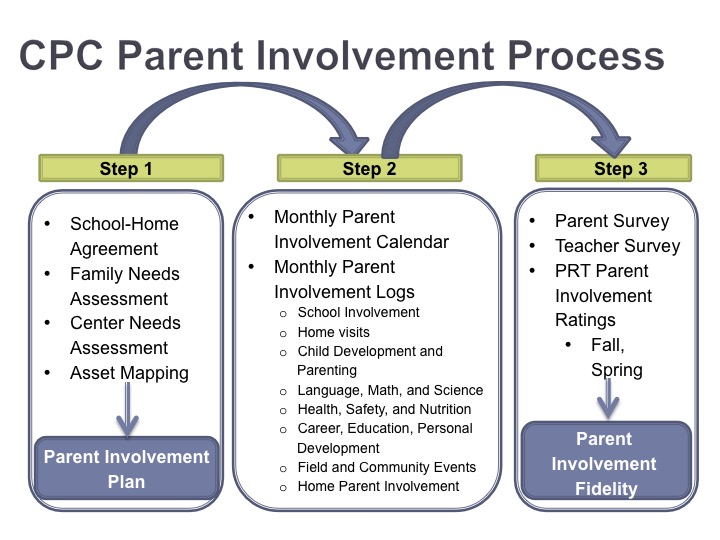
|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Phase | Maximum child to staff ratio | Leadership Team | Curriculum Alignment | PD & Coaching | Site  support | Research & Assessment |
| PreK (3&4yo) | 17 to 2 | HT, PRT, SCR | Evid.-based\* | Coordinators | Mentors | On-going |
|  |  |  |  |  |  |  |
| Kindergarten | 25 to 2 | HT, PRT, SCR | EB | ‘’ “ | “ “ | “ “ |
|  |  |  |  |  |  |  |
| Grades 1 to 3 | 25 to 2 | Liaisons | EB | “ “ | “ “ | “ “ |

*Note*. The Head Teacher (HT) runs the program at each site. Length of day for preschool is half day and full-day. \*EB = evidence based. Liaisons are for curriculum and parent involvement. Coordinators provide professional development (PD) and teacher support for instruction. Site support mentors help ensure quality of implementation. PRT = Parent Resource Teacher. SCR = School-community representative. Teacher aides include at least 1.0FTE for 2 classes to provide 50% time in the class each day.

**Requirement by Program Element**

1. ***Effective learning experiences, PreK - 3rdgrade***: Ensure mastery in language and literacy, math, science, and socio-emotional development throughout early childhood.
   1. Prekindergarten classes are limited to 17 children and have a minimum of 2 teaching staff.
   2. Kindergarten and Grade 1-3 classes are limited to 25 children and have a minimum of 2 staff.
   3. Head Teachers and classroom teachers are certified teachers with a bachelor’s degree (or higher). All assistants have an associate’s degree, 60 credit hours, or a CDA.
   4. Teachers document the organization and implementation of instructional practices each week in accordance with the effectiveness elements.
   5. Teachers meet with parents over the year (fall, winter, spring) to review children’s progress and discuss parent program opportunities with the PRT.
2. ***Aligned curriculum***: Organize a sequence of evidence-based curricula and instructional practices that address multiple domains of child development within a balanced, activity-based approach.
   1. Implement an endorsed curriculum plan from Prek to 3rd grade that is aligned to standards, domains of learning, assessments, and learning activities.
   2. Provide a rationale for the curriculum plan including supplemental materials.
   3. Collaborate with the PRT to ensure that opportunities to engage families in student learning are available.
   4. Provide meaningful professional development and ongoing coaching and feedback for teachers, aides, and other staff members that facilitates high-quality instructional practices.
3. ***Parent involvement and engagement***: Comprehensive services led by the Parent Resource Teachers and School-Community Representatives that include multi-faceted activities and opportunities to engage families.
   1. The Parent Resource Teacher and School-Community Representative work closely with the Head Teacher and Liaisons to maintain a consistently supportive parent program across grades.
   2. Parents sign a CPC school-home agreement at the start of the school year.
   3. Sites maintain records of family participation in an online portfolio.
   4. Establish a written parent involvement plan based on a needs assessment that balances home, school, and community participation as well as opportunities for educational, career, and personal development. Plan is revised and reapproved annually.
   5. Every month, PRTs create and distribute a monthly parent involvement calendar, which reflects the parent involvement plan and the needs of the families.
   6. PRTs conduct parent/teacher conferences over the year (fall, winter, spring) to review progress in the parent program.
   7. All families will receive at least 1 home visit by a CPC staff during the fall.
   8. The PRT participates in parent/teacher conferences over the year to review progress in the parent program.
   9. The PRT establishes a parent advisory group for the center.
   10. A resource room dedicated to parent and family activities is available.
   11. PRTs provide opportunities for participation alternatives times of days.
   12. PRTs provide parent involvement opportunities for families of all backgrounds. Involvement for other family members is also emphasized.
4. ***Collaborative leadership team***: A leadership team run by the Head Teacher in collaboration with the Principal.
   1. The program leadership team in each site includes the Head Teacher (or Director), Parent Resource Teacher, School-Community Representative, and Liaisons.
   2. Under the direction of the Head Teacher, the site leadership team meets regularly, and all members of the team of the same job position at neighboring CPCs also meet regularly.
   3. The leadership team is responsible for ensuring that other school staff have adequate resources, including time for preparation and collaboration, to effectively meet the goals of the other CPC elements.
   4. The Head Teacher establishes partnerships with community providers to strengthen service delivery and enlist local universities in training opportunities.
5. ***Continuity and stability***: Prekindergarten to school-age continuity through co-located or close-by centers that incorporates comprehensive service delivery and stability for children and families.
   1. Head Teachers in collaboration with Principals establish a structure of communication, planning, and joint activities between classes across grades (PreK and K, K and 1st, 1st and 2nd, and 2nd and 3rd grade).
   2. Establish a plan to promote program continuity from Prek to 3rd .
   3. To promote continuity of services, class sizes are limited to 25 children in kindergarten through third grade with teacher aides for each class.
   4. Establish that the preschool cohort is assured continued enrollment in the program through third grade in the same school where they began participation.
6. ***Professional development system***: Integrate on-line professional development and on-site follow-up support for classroom and program applications.
7. Individual teachers and staff meet regularly with school facilitators to review ways to support their instruction in the classroom and with other teachers.
8. Teachers and staff actively participate in professional development modules with facilitators and take part in on-line activities and opportunities to share experiences with other teachers.
9. All leadership team members participate in at least 2 professional development workshops during the year.
10. Ensure that training modules are implemented jointly across grades such as for Prek and K teachers, K and 1st grade teachers, and so on.

Appendix 4. CPC Parent Involvement Process



Appendix 5. Percentage of Time in Instructional Activities During the Year by Chicago Full-Day and Part-Day Classes

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Instruction |  | | Mean Percentage Time, Hours, and Percent Change | | | |
| **Type of Activity** | Part-Day  (n = 76) | | | Full-Day  (n = 21) | Increased hours  in full-day  classes | Percent  change over  part-day classes |
| Language & Literacy | 48.9 (9.9) | | | 48.1 (6.1) | 269 | 232 |
| Math | 18.9 (5.7) | | | 19.3 (3.2) | 111 | 241 |
| Social-Emotional | 7.8 (4.1) | | | 8.8 (3.5) | 54 | 264 |
| Science | 8.1 (3.0) | | | 8.4 (2.5) | 49 | 244 |
| **Teacher Directed vs. Child Initiated** | |  | |  |  |  |
| **Language & Literacy** | |  | |  |  |  |
| Teacher-Directed | | 50.5 (13.8) | | 52.4 (12.1) | 145 | 241 |
| Child-Initiated | | 49.5 (13.8) | | 47.6 (12.1) | 124 | 223 |
| **Math** | |  | |  |  |  |
| Teacher-Directed | | 49.6 (11.8) | | 50.6 (12.0) | 57 | 246 |
| Child-Initiated | | 50.4 (11.8) | | 49.4 (12.2) | 54 | 235 |
| **Science** | |  | |  |  |  |
| Teacher-Directed | | 43.1 (15.7) | | 53.1 (15.0) | 29 | 293 |
| Child-Initiated | | 56.2 (16.6) | | 46.2 (16.3) | 20 | 205 |
| **Mean hours of total instruction for year** | | 417 | | 984 | 567 | 236 |
|  |  | | |  |  |  |

*Note*. Data are teacher reports for 16 sites in Chicago. Two full-day classrooms out of 23 did not report time use. Standard deviations are in parentheses. Due to omitting the category “other”, percentage time in instruction activity does not add to 100%.

Appendix 6. Midwest Child-Parent Center Expansion: Classroom Learning and Activities

Checklist

**Description**

The Classroom Learning and Activities Checklist (CLAC) is a classroom-level observation tool that captures student task orientation and the instructional practices that support it.

The measure captures four distinct aspects of student learning:

* Observed student engagement
* Instructional practices and materials that promote student engagement and goal-oriented learning
* Effective management of instructional time
* Observed student behavior.

Together, these components provide a classroom-level description of the strategies and activities that promote task orientation.

**CLAC Process**

The CLAC is used as a fidelity measure for one of the Midwest CPC Expansion’s requirements: Effective Learning Experiences. Trained observers (either HCRC staff or CPC Mentors) coordinate with the Principal, Head Teacher, and/ or classroom teachers to arrange either a Fall or Spring classroom visit.

For the visit, the observer spends 20-25 minutes documenting students’ engagement, the instructional activities of the classroom, the management of time, and student behavior using criteria from the CLAC observation form. After taking detailed notes, the observer scores the classroom using the standardized CLAC scoring rubric.

These observations are generally conducted during scheduled instructional time (e.g., group instruction, free choice, small groups) and cover a range of instructional topics (literacy, socio-emotional, science, etc.). The observer does not interact with the teacher(s) or students and does his/ her best to minimize his/ her presence in the room. The CLAC observer may ask the teachers a couple of questions around curriculum and enrollment prior to starting the observation.

Classroom-level CLAC scores are confidential and are not be shared with district, school, or classroom staff. Classroom information (for example, teacher name) is de-identified using a numeric coding system. For implementation sites, site-level averages are only given to the site; district and project averages may be more broadly shared as fidelity indicators of the CPC program requirement, Effective Learning Experiences.