

# 50 Years of the Child-Parent Center Education Program in Chicago and Beyond

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APPAM, Chicago

November 4, 2017

Intro: Arthur Reynolds, Univ. of Minnesota

CPCs Today: Lisa Heiskell-Tompkins, CPC/SIB Manager,  
Chicago Public School District

History : Arthur Reynolds

-Fidelity & Scaling: Sangyoo Lee, Adelaide Nelson, U of MN

Pay for Success: Judy Temple, Univ. of MN

Discussant: Barbara Bowman, Erikson Institute

# Child-Parent Centers, P-3: History, Evidence, and Scaling

Arthur J. Reynolds  
University of Minnesota

APPAM, Chicago

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Goal of Title I Act of 1965:

“Employ imaginative thinking and new approaches to meet the educational needs of poor children.”

# 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)

# CPC History

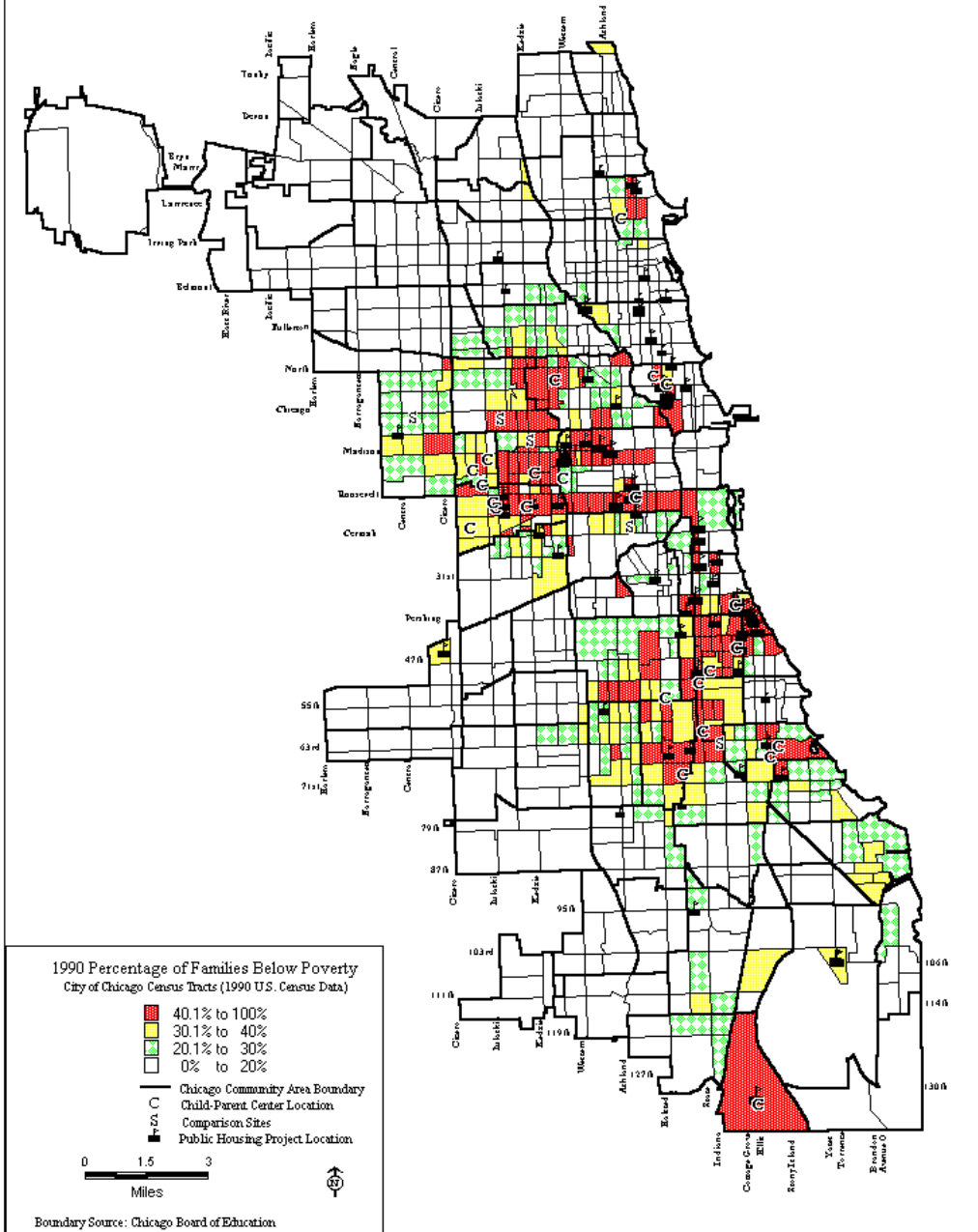
First preschool program funded by Title I (1967)

Original P-3 program, providing integrative services

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



# Neighborhood Context in the Chicago Longitudinal Study



Boundary Source: Chicago Board of Education.

# Timeline

- ◆ **1966:** General Superintendent of the Chicago Public Schools asked Dr. Lorraine Sullivan to report on ways to improve attendance
- ◆ **1967:** CPC centers were implemented in four sites
- ◆ **1970s:** 25 CPCs were in operation
- ◆ **1977:** Funding of school-age component through State of IL
- ◆ **1985:** Start of Chicago Longitudinal Study
- ◆ **2011:** 10 CPCs in operation
- ◆ **2012:** CPC expansion to 30 sites in IL and MN
- ◆ **2015:** Pay for Success Chicago expansion, 3 new centers



# CPC Stages

First generation showed impacts of early enrichment and parent involvement.

Second generation established a structure of an effective P-3 system in a high poverty context.

Third generation is focused on the generalizability and sustainability of a contemporary model of reform.

# CPC P-3 in 2017

A School Reform Model that provides Comprehensive and Continuous System of Services from Preschool to 3<sup>rd</sup> grade to Support Child, Family, and School Well-Being.

Developed at Univ. of Minnesota in collaboration with Districts

# **CPC Districts and Sites**

Saint Paul Public Schools

Rochester Public Schools

Families First MN/Head Start

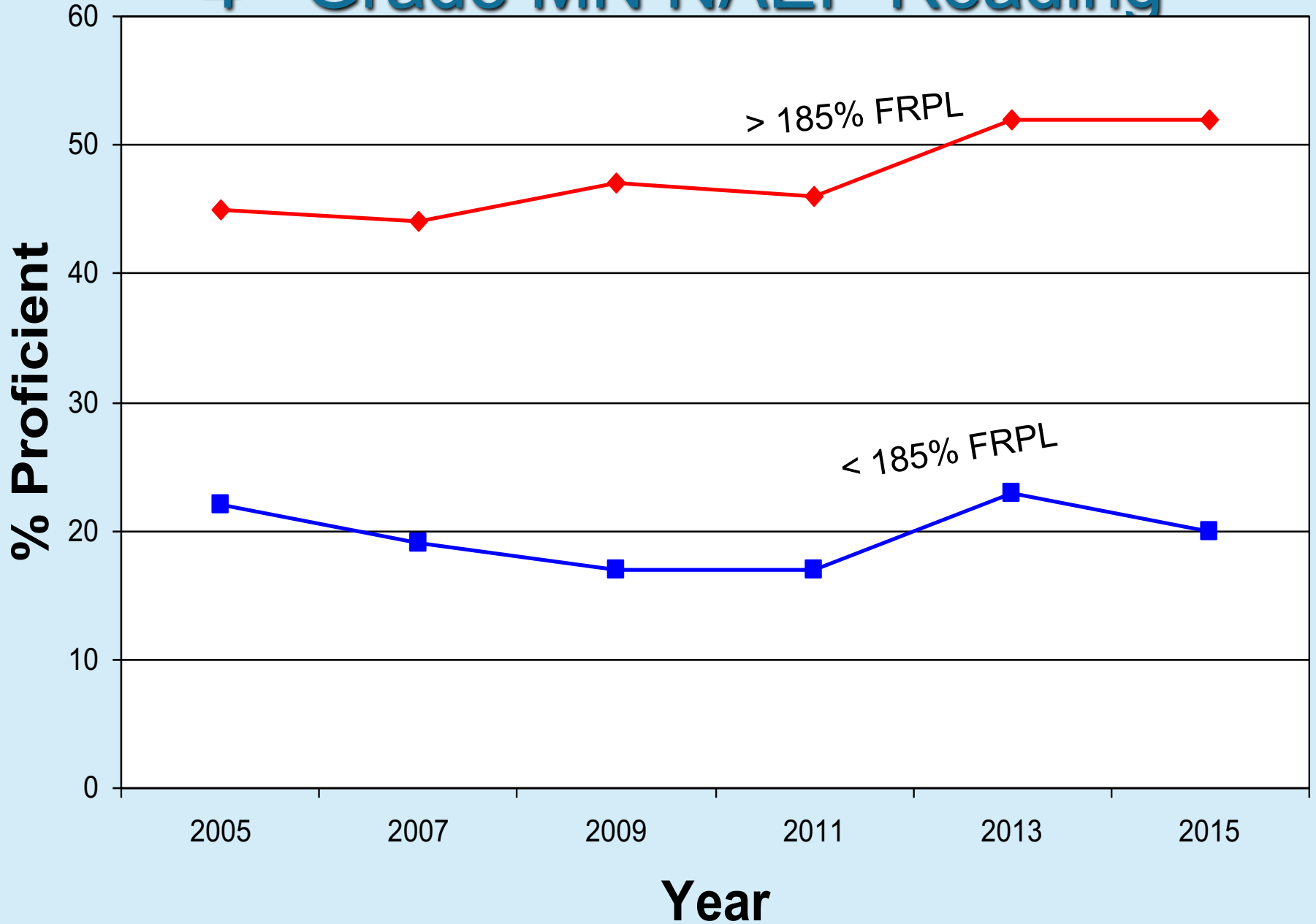
Chicago Public Schools

Unit 5 District (Normal, IL)

Evanston-Skokie School District

Madison Metropolitan School District

# 4<sup>th</sup> Grade MN NAEP Reading



# Midwest CPC

Collaborative Leadership  
Aligned Curriculum  
Continuity and Stability

Early  
Ed

P

K

1-3

Achievement

Well-Being

Effective Learning Experiences  
Professional Development  
Parent Involvement & Engagement

# Core Elements

Collab. Leadership

HT, PRT, SCR with Principal

Effective Learning

Small classes, inst. balance

Curric. Alignment

Plan completed, integration

Parent Involvement

Plan completed, assessment

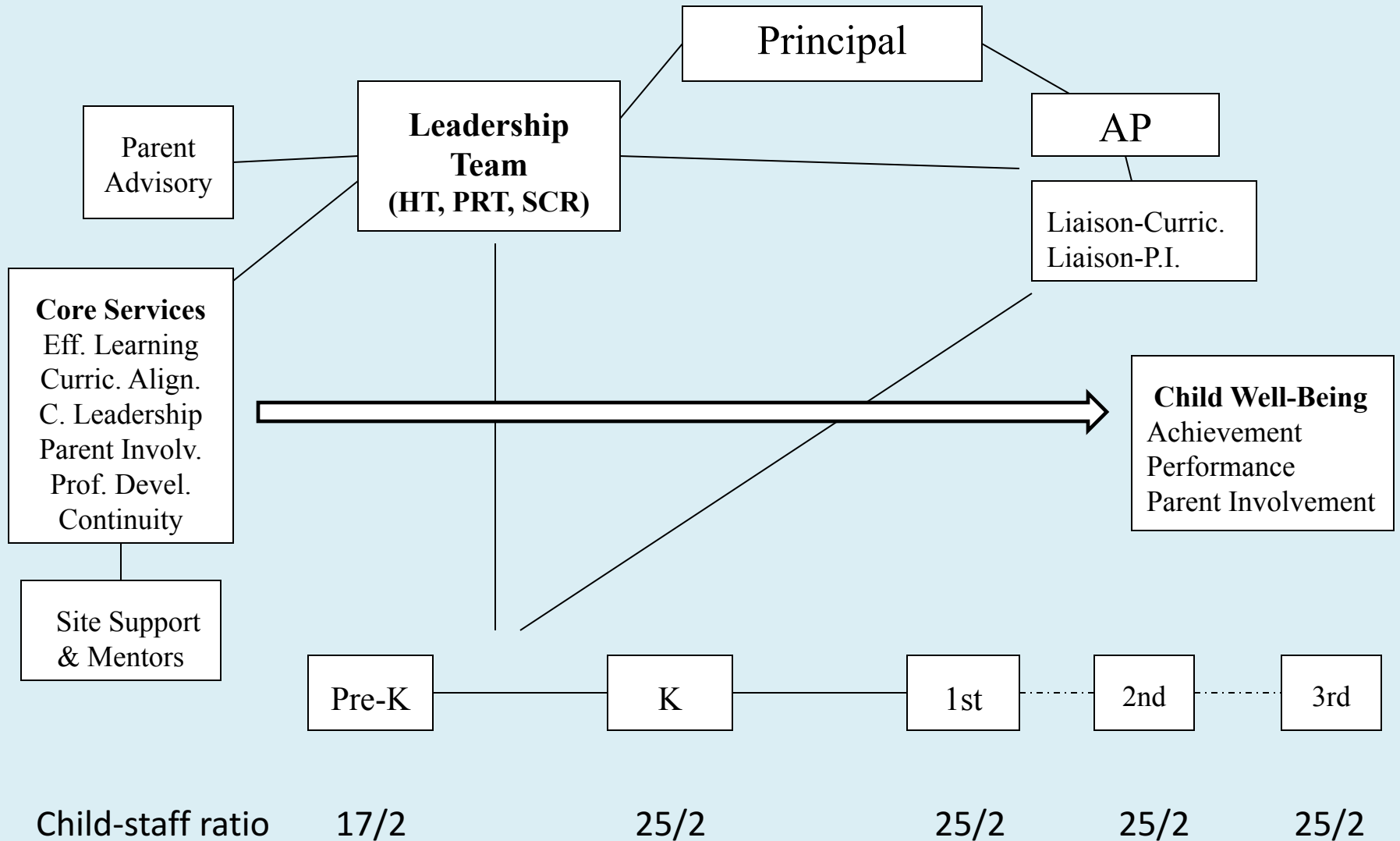
Prof. Development

Site facilitation, modules

Continuity & Stability

80%+ yearly continuity plus instructional supports

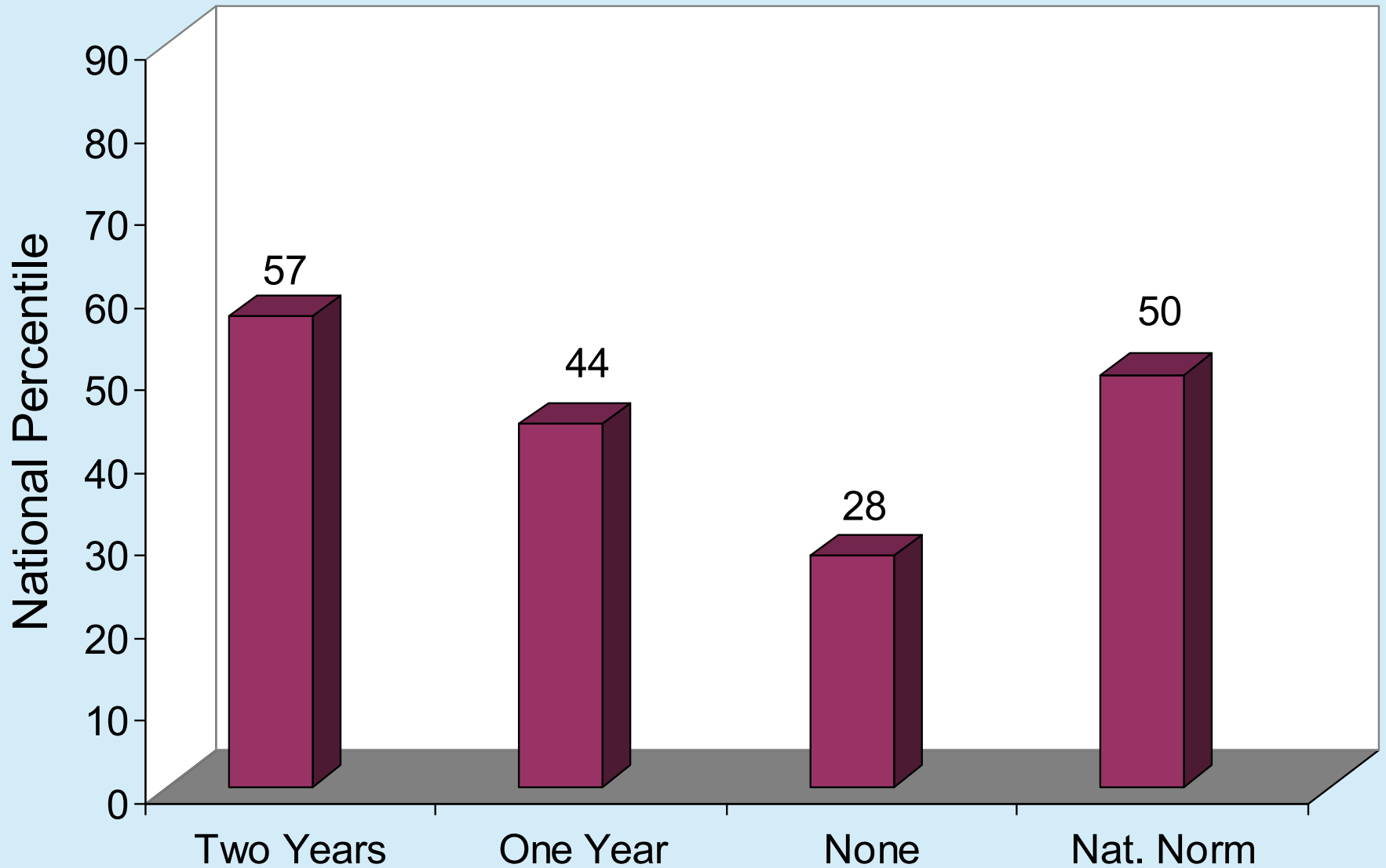
# Program Structure



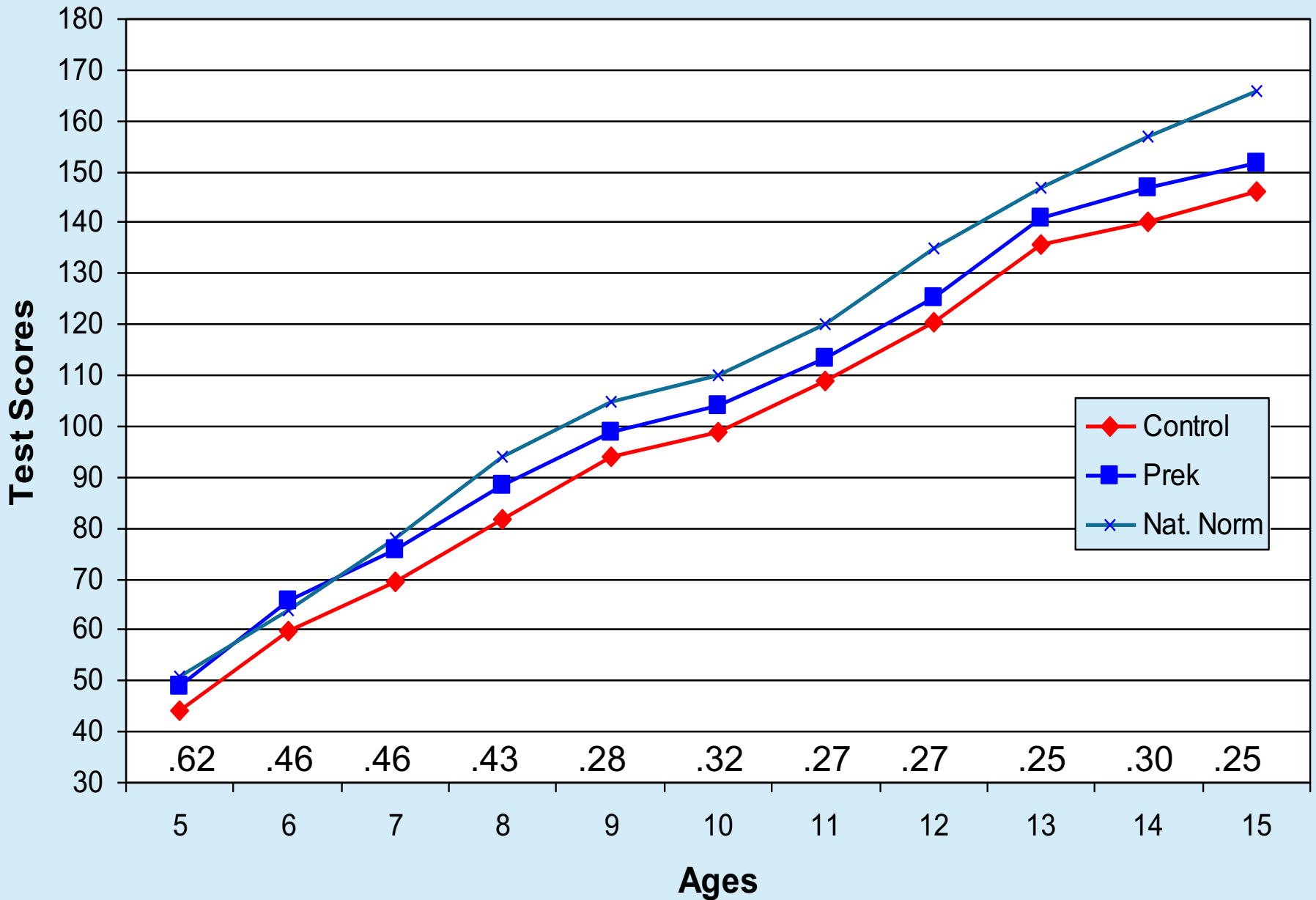
# 1. Unique Blend of Enrichment & Family Support



# CPC Preschool and Readiness



# CPC Preschool and Reading



# Parent Involvement and Engagement

"It's all about the relationship. Without it, families will not open up about their real needs. Families need someone they can go to when in crisis, and I am happy that I can be available to point them in the right direction to find the assistance they need."



*Beth Kelley, School-Community Representative,  
McLean County Unit 5 School District*

"School-home involvement gives the parents an active part in their child's academic life, in addition to helping with or supervising regular school homework. This involvement goes beyond that and includes time spent with the child reading for pleasure, conversations while watching TV, playing games, and being out and about in the community."



*Sonja Griffin, Mentor,  
Chicago Public Schools*

# Family Engagement, PI log data

District	Group	Average number of events
Overall	Comparison	2.7*
	CPC	12.4
Chicago	Comparison	2.9*
	CPC	14.4
Evanston	Comparison	1.3*
	CPC	2.9
Normal, IL	Comparison	N/A
	CPC	6.3
Saint Paul	Comparison	2.7*
	CPC	8.4

\*denotes significant differences ( $p < .01$ ).

# Year 1 School Readiness Outcomes: CPC, Chicago

Score	Any CPC	Control	Diff.
Met Norm, (4+ scales)	70%	52%	18p
Literacy	78%	57%	21p
Socio-emot.	67%	46%	21p

Note. Adjusted for baseline differences. Readiness norm is from Teaching Strategies GOLD, Spring 2013.

# CPC School Readiness, Chicago (2013)

Domain	Full-Day CPC	Part-Day CPC	Diff.
Met Norm, Total Readiness	81%	59%	22p
Ave. Attendance	85%	80%	5p

Note. Adjusted for baseline differences. 982 children are from the same 11 schools offering full-day Prek. Readiness norm is from Teaching Strategies GOLD, Spring 2013.

# Saint Paul Schools PALS Upper Alphabet

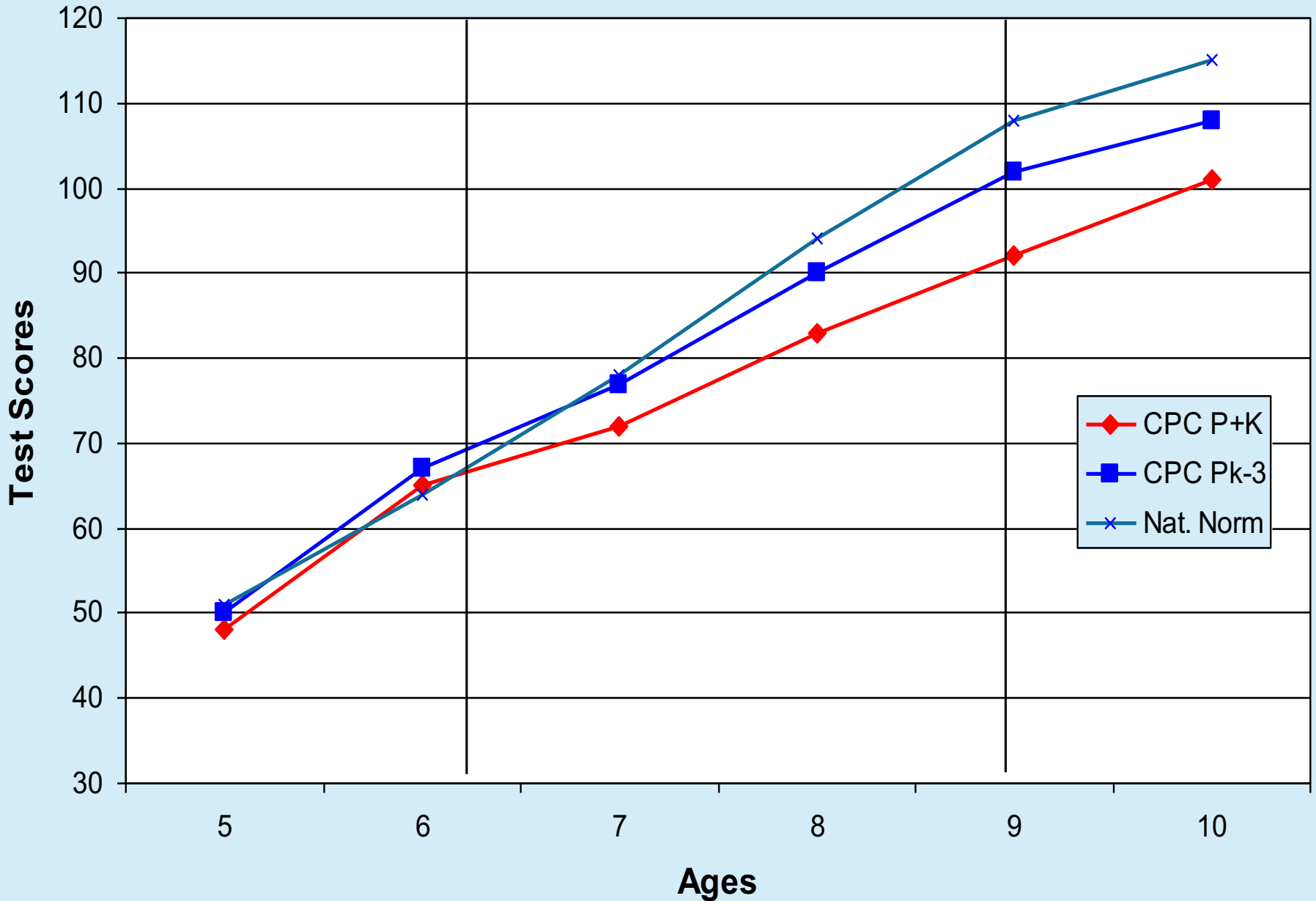
Group	Fall to Spring	Year Gain	Pct 12+
CPC	8 to 21	13	55
Control	10 to 19	9	36

Note. Number of children was 192 (CPC) and 87 (control). Adjusted for differences in child/family demographics and baseline performance.

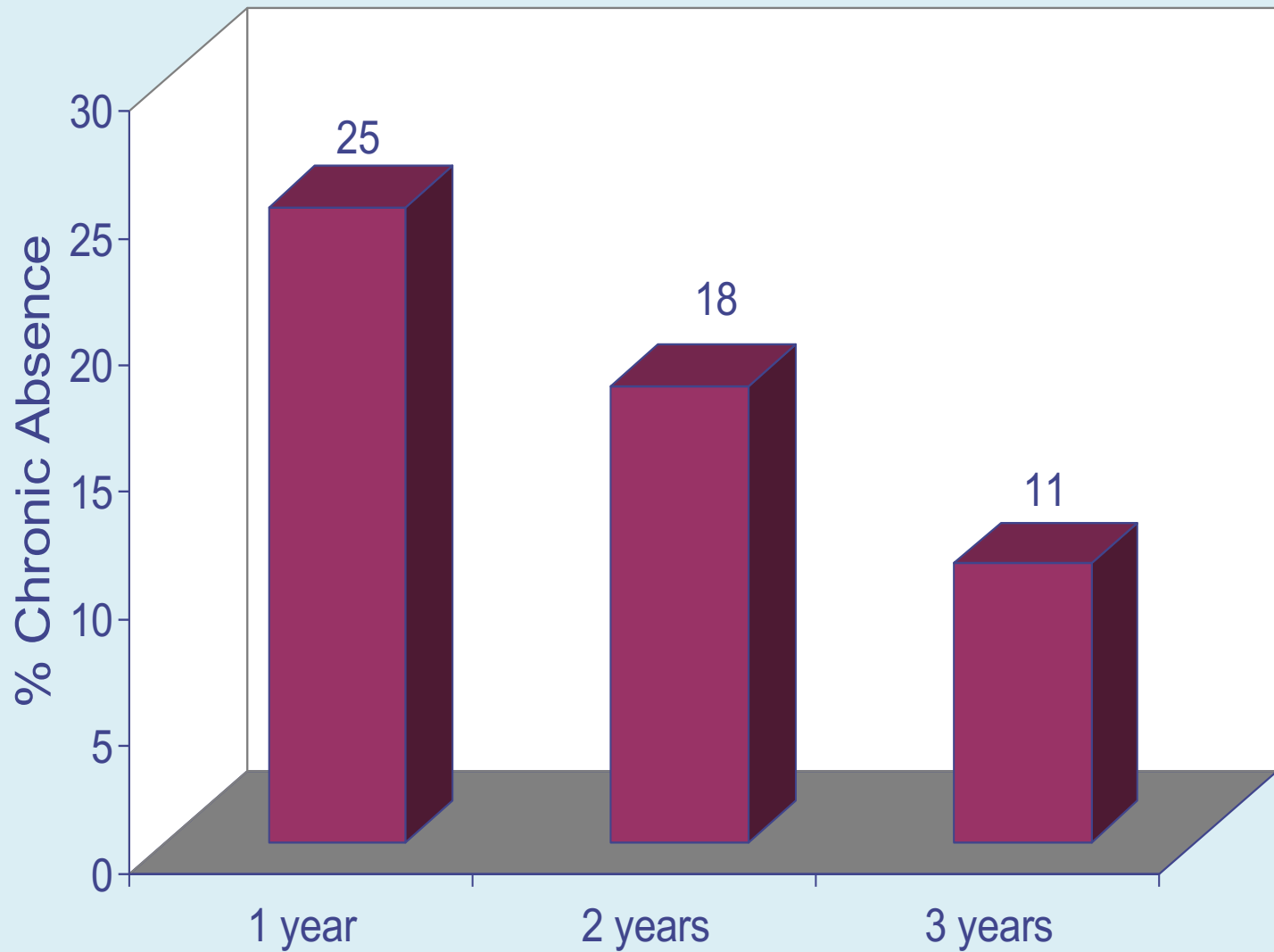
## 2. P-3 Continuity Improves Learning



# Reading Advantage of CPC



# Chronic Absence by Duration, St. Paul



# Age 35 Ed Attainment, P-3

	Prog	Comp	Diff
AA and above	18.5%	12.5%	6.0*
BA and above	14.3%	8.2%	6.1*
AA+/credential	25.0%	18.1%	6.9*

Note. Program group, 4-6 years, Comparison, 0-3 years. Rates are adjusted.

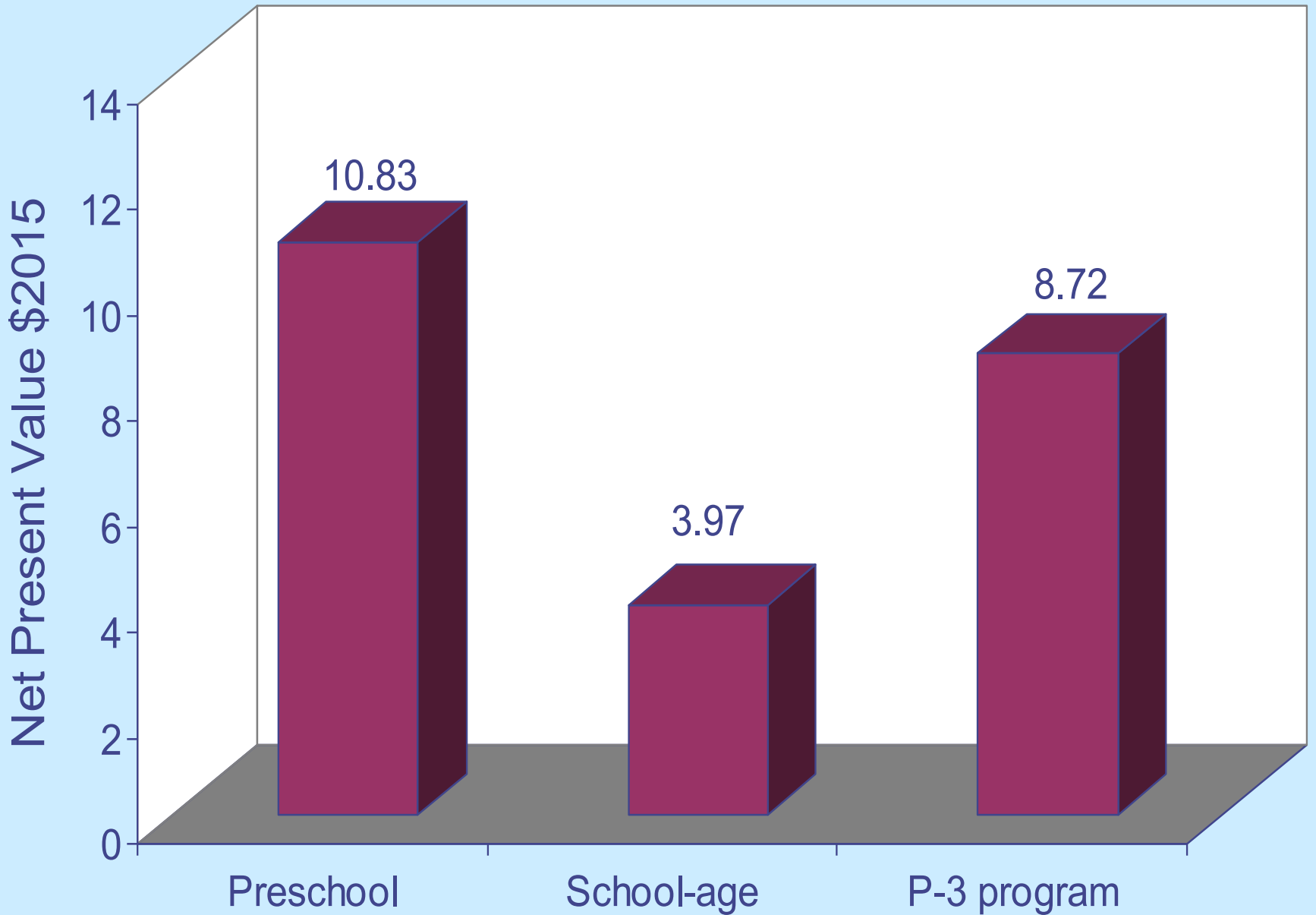
# Age 35 Annual Income, P-3

	Prog	Comp	Diff
\$15,592+	52.8%	43.6%	9.2*
\$20,415+	40.2%	31.7%	8.5*
Top Quartile	30.9%	20.5%	10.4*

Note. Average annual wages from ages 30-35 from administrative records and self-reports on the age 35 survey all in 2015 dollars. Rates are adjusted.

### 3. High Return on Investment

# CPC Return per Dollar Invested



# 2013 SOTU

“I propose working with states to make high-quality preschool available to every child in America. Every dollar we invest in high-quality early education can save more than seven dollars later on – by boosting graduation rates, reducing teen pregnancy, even reducing violent crime.”  
(President Obama)

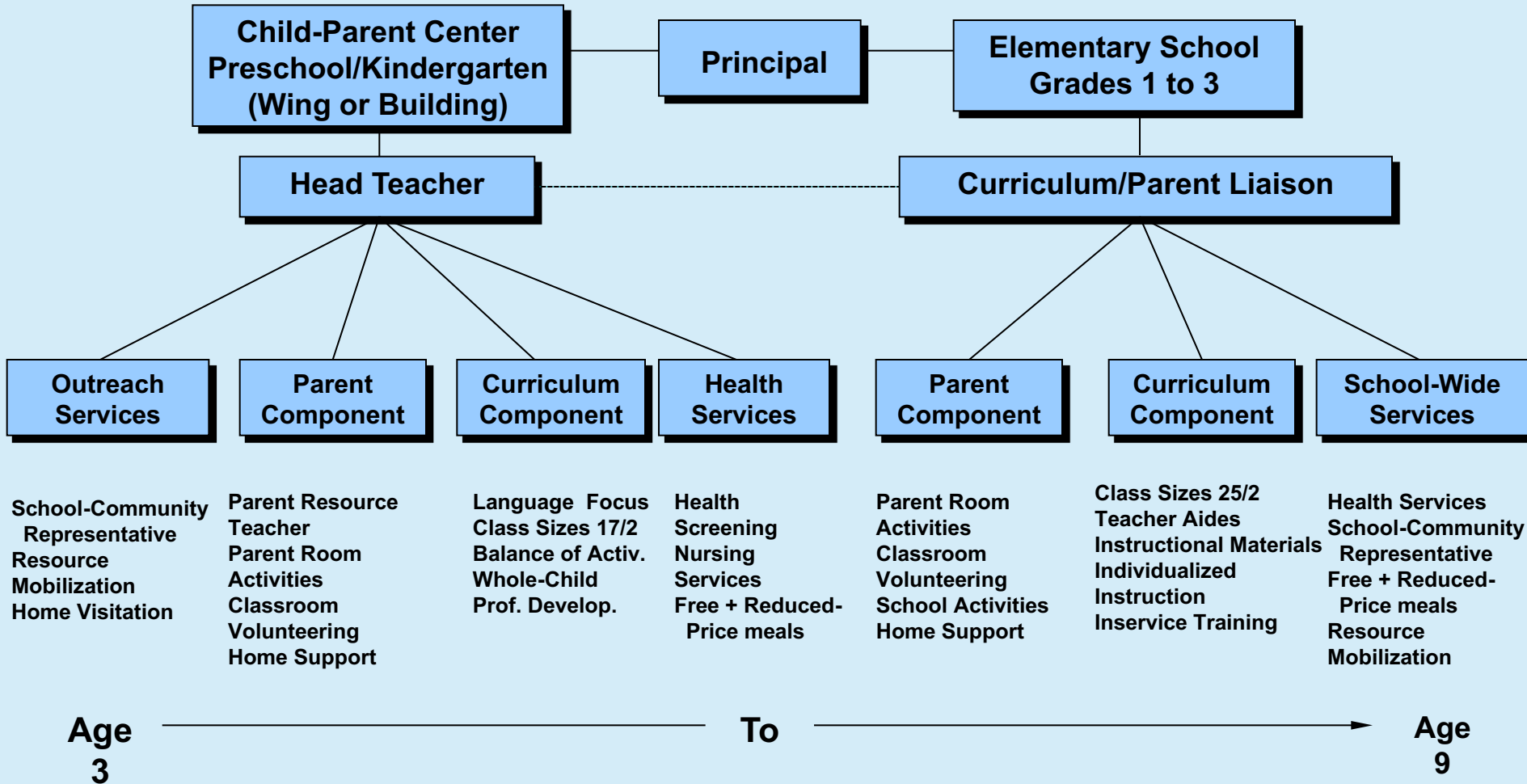
# 4. Broad Reach & Impacts



# Key Impacts: Prek

	Prog	Comp	Diff
Juvenile arrest	16.9%	25.1%	-8.2%*
Child maltreat.	6.9%	14.2%	-7.3%*
HS completion	79.4%	70.7%	8.7%*
Felony arrest	16.3%	21.2%	-4.9%*
Depression	12.8%	17.4%	-4.6%*
Health Insur.	76.7%	66.6%	10.1%*

# Child-Parent Center Structure



# 5. Feasible Scaling

# Key Principles

1. Shared Ownership
2. Committed Resources
3. Progress Monitoring for Improvement



## CPC P-3 Program Manual



Child-Parent Center Preschool-3rd Grade Program

**HCRC**  
[www.humancapitalrc.org](http://www.humancapitalrc.org)

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



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## Child-Parent Centers

The Child-Parent Center preschool to 3rd grade (CPC P-3) model is a school reform effort currently in three Midwestern states. The program aims to strengthen overall well-being and achievement of preschool through elementary school-aged children from low-income families.

**Who's involved in running a CPC P-3 site? Learn more here.**

**CPC P-3 ROLES & RESPONSIBILITIES**



# CPC P-3 Progress Monitoring Tools

Classroom Activities Report (CAR)

Classroom Learning Activities Checklist (CLAC)

Parent Involvement Logs

Curriculum Alignment Plan (Annual)

Parent Involvement Plan (Annual)

PD Review

Home-School Agreement

# Classroom Learning Activities Checklist (CLAC) Findings

	Year 1 (PK)	Year 2 (K)	Year 3 (1 <sup>st</sup> )*	Year 4 (2 <sup>nd</sup> )
CPC	81%	82%	86%	71%
Control	50%	56%	59%	55%



# 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.

# 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.

# Fidelity Assessment in Midwest CPC Expansion

Sangyoo Lee, Adelaide Nelson, Allyson Candee, Arthur Reynolds  
University of Minnesota

# Fidelity Process

Ratings for each element include the following:

- Observations
- Interviews
- Site visits
- Administrative records
- Plans

Scaling for each element and by year is 1 to 5, with 5 being excellent—high levels of fidelity.

# Fidelity Measurement

Scoring matched to available evidence with the program requirements (32 for 6 elements)

Good reliability

Scoring rubric modified over time

Became more explicit by element and requirements

## Collaborative Leadership Team

Promote a shared vision and positive climate for learning, manage implement of elements, foster communication among teachers, students, and parents.

**Requirement 1 (of 4):** Under the direction of the Head Teacher, the site Leadership Team meets regularly. Team members in the same job position at neighboring CPCs also meet regularly

Each are scored from 1 (no meetings) to 5 (frequent meetings)

# CPC Fidelity Ratings

Fidelity Averages Across Years by Element					
	Year 1	Year 2	Year 3	Year 4	Year 5
Effective Learning Experiences	3.6	4.0	3.6	4.3	3.8
Collaborative Leadership Team	4.0	4.4	3.9	4.4	4.1
Aligned Curriculum	3.6	3.6	4.2	3.9	4.0
Parent Involvement	3.9	4.8	4.2	3.7	4.2
Professional Development	3.4	4.2	3.0	3.2	3.2
Continuity and Stability	4.3	3.5	4.4	4.3	4.0
Overall	3.8	4.1	3.9	4.0	3.9

# Correlations between CLT Fidelity and Other 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.



# Implications

1. Monitoring fidelity is key to scaling evidence-based programs.
2. Training and technical assistance is an important component.
3. Linking fidelity to outcomes identifies most impactful elements.

# Overall Summary

CPC program is unique and has a distinguished history of effectiveness

Among the most effective social programs

Program scaling is feasible and early evidence shows initial positive impacts

# Funding Support from:

U. S. Department of Education

National Institute of Child Health and  
Human Development

Bill & Melinda Gates Foundation

W. K. Kellogg Foundation

McCormick Foundation

McKnight Foundation