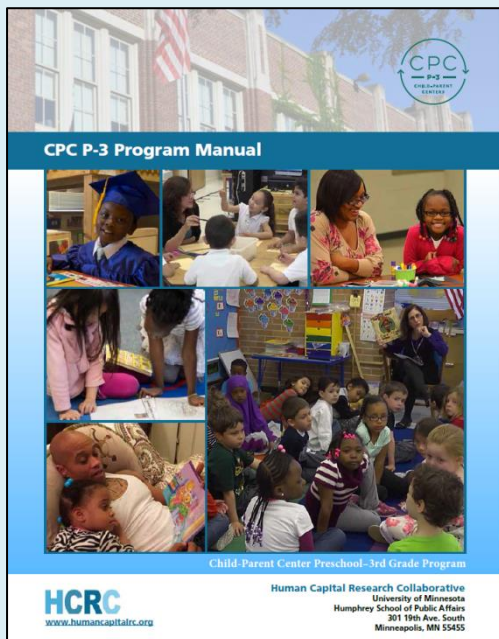


Preventing Gaps in School Readiness and Early Achievement: Child-Parent Center P-3 Program

Arthur J. Reynolds & Midwest CPC Team
Institute of Child Development &
Humphrey School of Public Affairs

April 27, 2016



Goals

1. All Children are School-Ready and Early Childhood Gains are Sustained to 3rd Grade and Beyond.
2. Close Achievement Gaps during the Entire Period of Early and Middle Childhood.
3. Enhance Excellence in Achievement and Well-Being for All Children through Implementation of Evidence-based Practices and Elements.

CPC P-3

A Comprehensive and Continuous System of Services from Preschool to 3rd grade to Support Child, Family, and School-Community Well-Being.

Developed by HCRC and Implemented in Partnership with Schools, Community Centers, and New Collaborations.



CPC P-3 Program Manual



Child-Parent Center Preschool-3rd Grade Program

Why \$100?

It has taken 50 years!

Puts together all features in one place.

[http://www.cehd.umn.edu/icd/research/cls/cpc
manual.html](http://www.cehd.umn.edu/icd/research/cls/cpc/manual.html).

Many examples of what works in practice

Complete scientific background and rationale

Lots of resources for your use.

www.humancapitalrc.org/midwestcpc

HCRC

Human Capital Research Collaborative

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Midwest Expansion of the Child-Parent Center (CPC) Education Program, Preschool to Third Grade



SPOTLIGHT

[2013 CPC Annual Report](#) [pdf]

[2013-2014 CPC Schools](#)

[CPC Program Guidelines](#) [pdf]

[Lorraine M. Sullivan Memorial Fund](#)

What is it?:

- The "Midwest Expansion of the Child-Parent Center Education Program, Preschool to Third Grade" or "Midwest CPC Expansion" project is a targeted school reform effort in three Midwestern states. The CPC aims to strengthen achievement of

SPOTLIGHT

Early Childhood Research and Innovation Endowment - [Learn More](#) / [Donate](#)

Lorraine M. Sullivan Memorial Fund of the Child-Parent Education Centers - [Learn More](#) / [Donate](#)

[Brown Bag Faculty Research Seminars, 2013 - 2014 Sessions](#)

[Closing the Achievement Gap with Early Education](#), article featuring Aaron Sojourner [off site]

[Early Learning Adds Up: Using Research to Drive Policy](#), June 5, 2014, Event co-sponsored by HCRC [off site]

[New PreK-3 Registry](#) [off site]

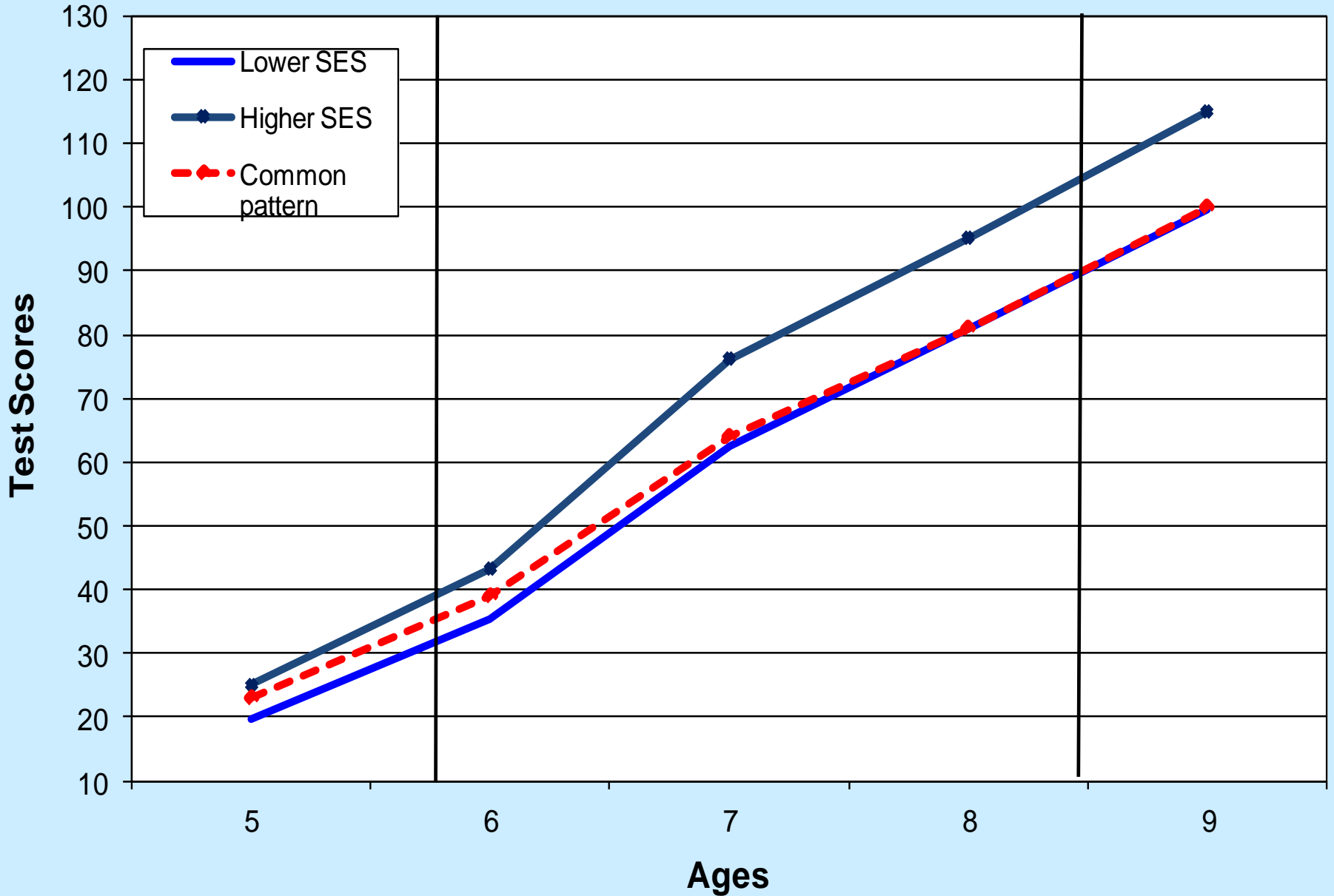
[Support all high quality Pre-K programs equally](#), Twin Cities Daily Planet, July 23, 2014 [off site]

[Past News and Events](#)

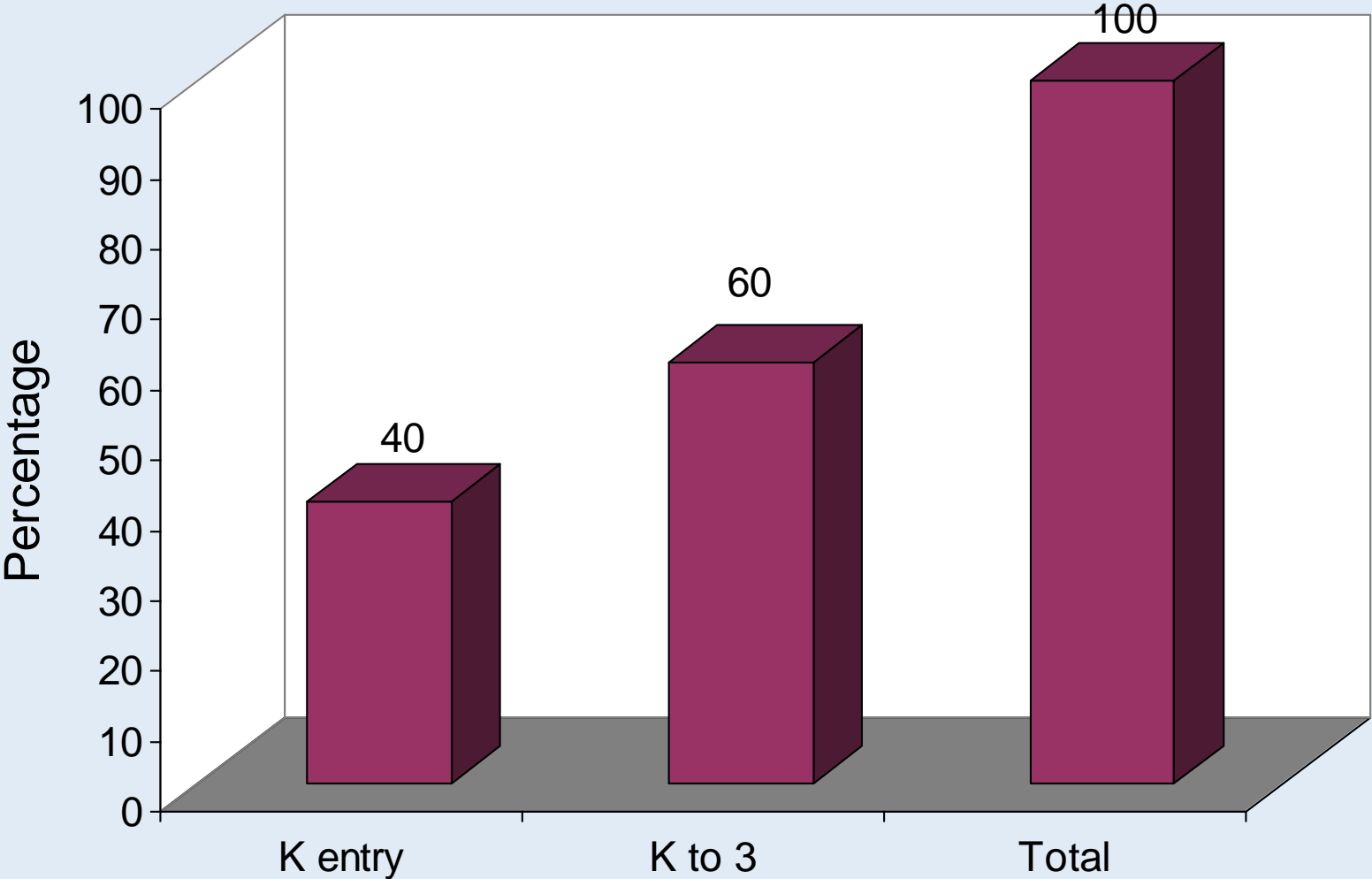
Early Schooling Trends

1. 3rd and 4th grade underachievement is the norm in U.S. schools.
2. Most previous efforts to strengthen continuity from PreK to 3rd grade have not had sustained effects.
3. Prek and School-age alone will not solve learning gaps.

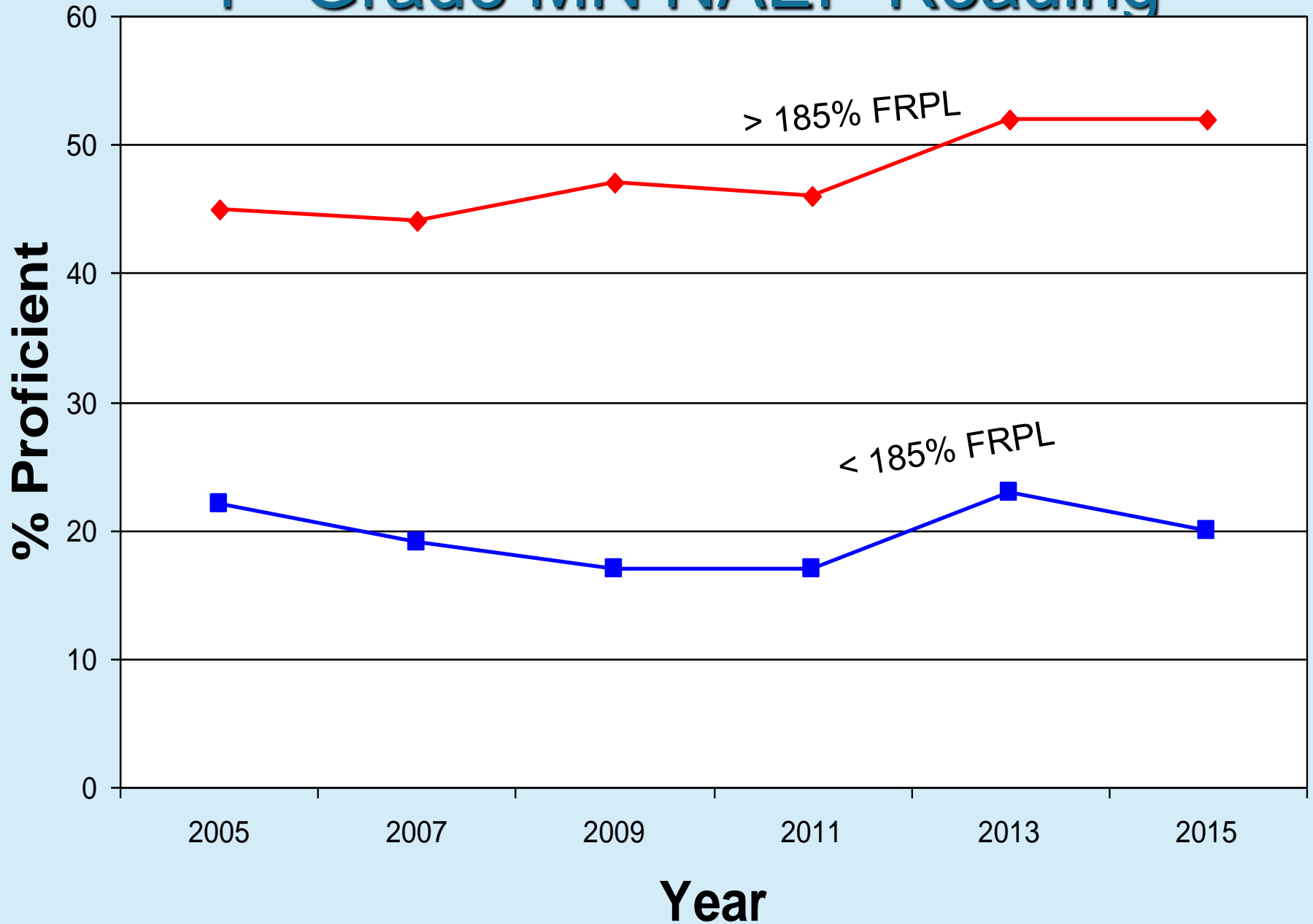
Drop-off in Early Gains in Reading Achievement



Sources of 3rd Grade Reading Gap



4th Grade MN NAEP Reading

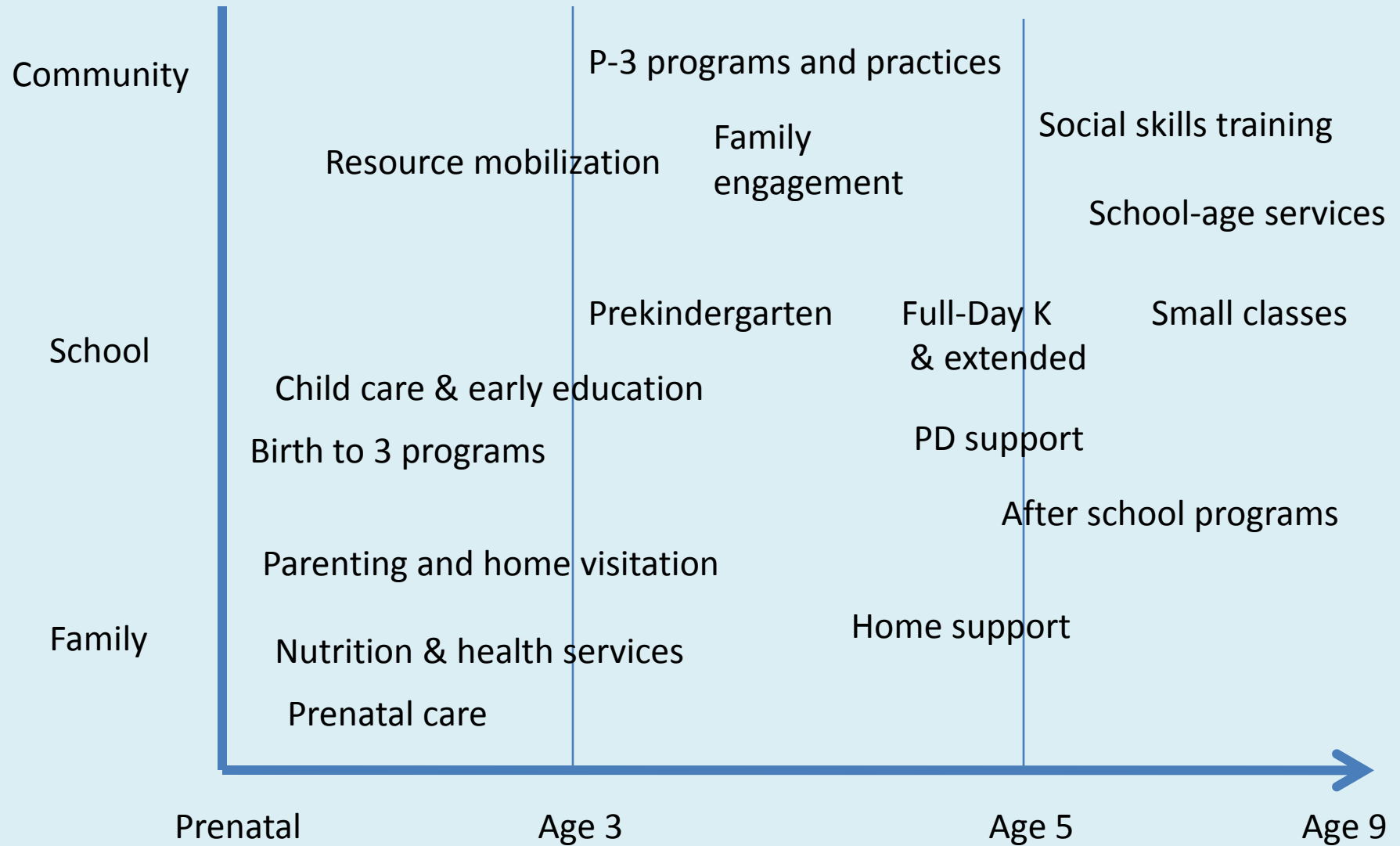


MN Kindergarten Readiness and 3rd Grade Reading Proficiency

Category	2012	2014
Overall	50%	58%
Gap by income	21%	31%

Sources. MDE (2013, 2014) and HCRC (2010, 2012) reports. K readiness is proficiency in language/literacy, math, and personal/social development.

First Decade Programs and Services to Organize and Align



Midwest CPC

Collaborative Leadership
Aligned Curriculum
Continuity and Stability

Early
Ed

P

K

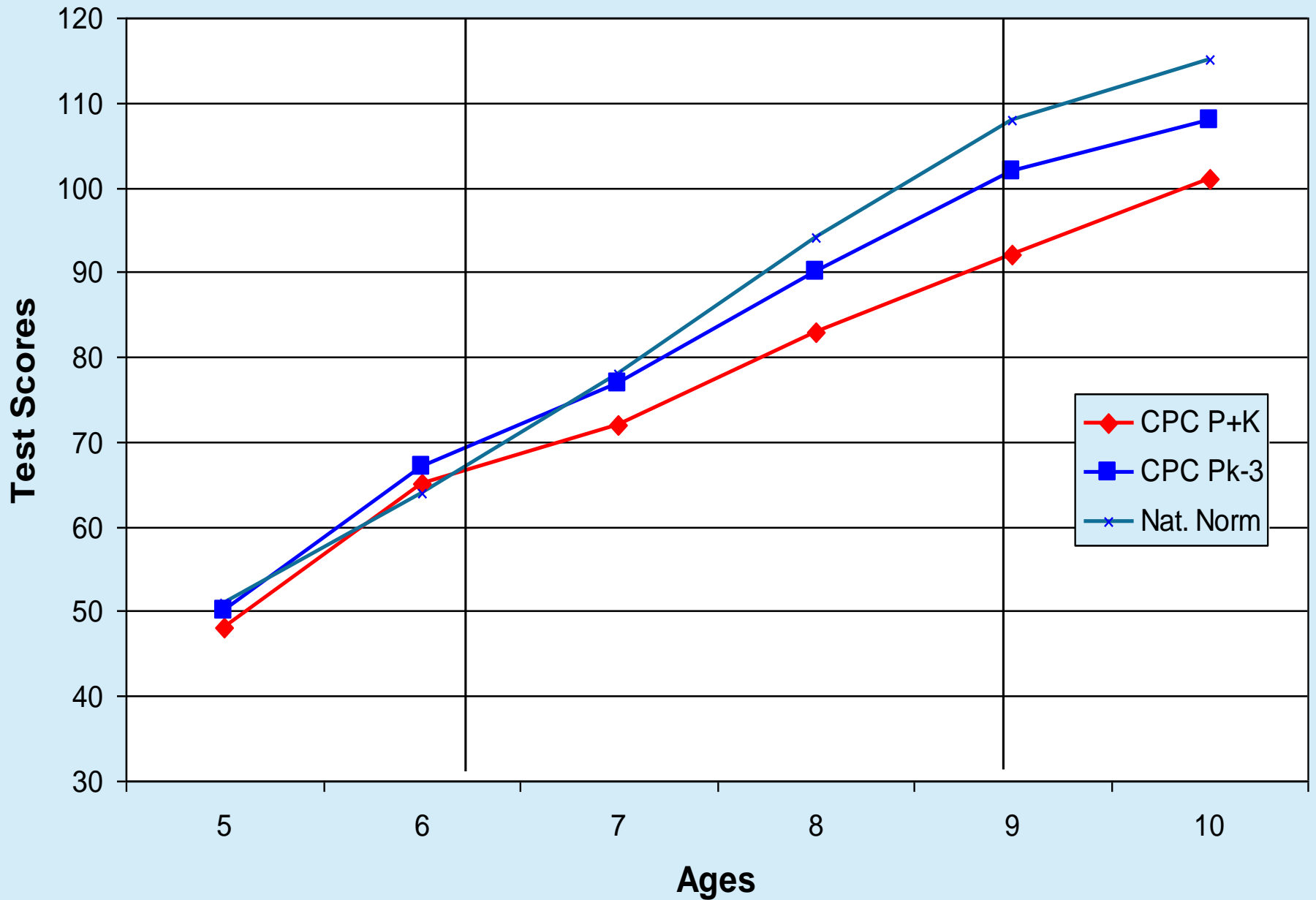
1-3

Effective Learning Experiences
Professional Development
Parent Involvement & Engagement

Achievement

Excellence

Reading Advantage of CPC



ROI Per Child, CPC P-3 (\$2015)

Comparison	Benefits	Costs	B/C Ratio
No CPC	122,639	14,065	8.72
Some CPC	48,606	5,902	8.24

PreK-3rd Goals

1. Improve school transition.
2. Promote continuity in learning.
3. Prevent drop-off of preschool impacts.
4. Enhance cumulative benefits of effective PreK, K, and 1st to 3rd grade.
5. Improve achievement and well-being in 3rd grade and beyond.



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

Midwest CPC Team

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Arthur Reynolds	Gwen Graham	Linda Ponce deLeon
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Brandt Richardson	Anita President	SRI
Nicole Smerillo	Anne Gaddis	Donna Spiker
Allie Giovanelli		Erika Gaylor
Christina Mondì		Kate Ferguson
Will Carlson		
Ellen Lepinski		ISU
		Erika Hunt

Roles

HCRC/UMN:
Directs project

Erikson Institute:
Professional development facilitators

SRI:
Independent evaluator

ISU:
Center for the Study of Education Policy – Technical assistance on sustainability, expansion

Funders

USDE Investing in Innovation Fund

Kellogg Foundation

Foundation for Child Development

Boeing Corporation

Pritzker Family Foundation

McCormick Foundation

McKnight Foundation

Greater Twin Cities United Way

Saint Paul Foundation

Target Corporation

Finnegan Family Foundation

Evanston Community Foundation

District 65 Foundation

Lewis-Sebring Family Foundation

University of Minnesota

Northwestern University

Minneapolis Foundation

Manual Purposes

Support Implementation of CPC P-3 Program

Improve Quality and Effectiveness of Existing Services

Preschool

Kindergarten

1st to 3rd Grade

Identify Strategies and Approaches that could help

Enhance Progress Monitoring Through Tools & Planning Resources

Resource for School and Community Improvement

Primer of CPC and Six Core Elements with Extensive Supporting Docs

Briefs

Small classes

Collaborative leadership

Full-day Preschool

Professional development

Parent involvement & engagement

ACEs

Pay for Success

CPC P-3 Goals

1. Promote school readiness in all domains.
2. Increase proficiency in K-8 achievement.
3. Enhance socio-emotional development.
4. Increase parent involvement.



Participating 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

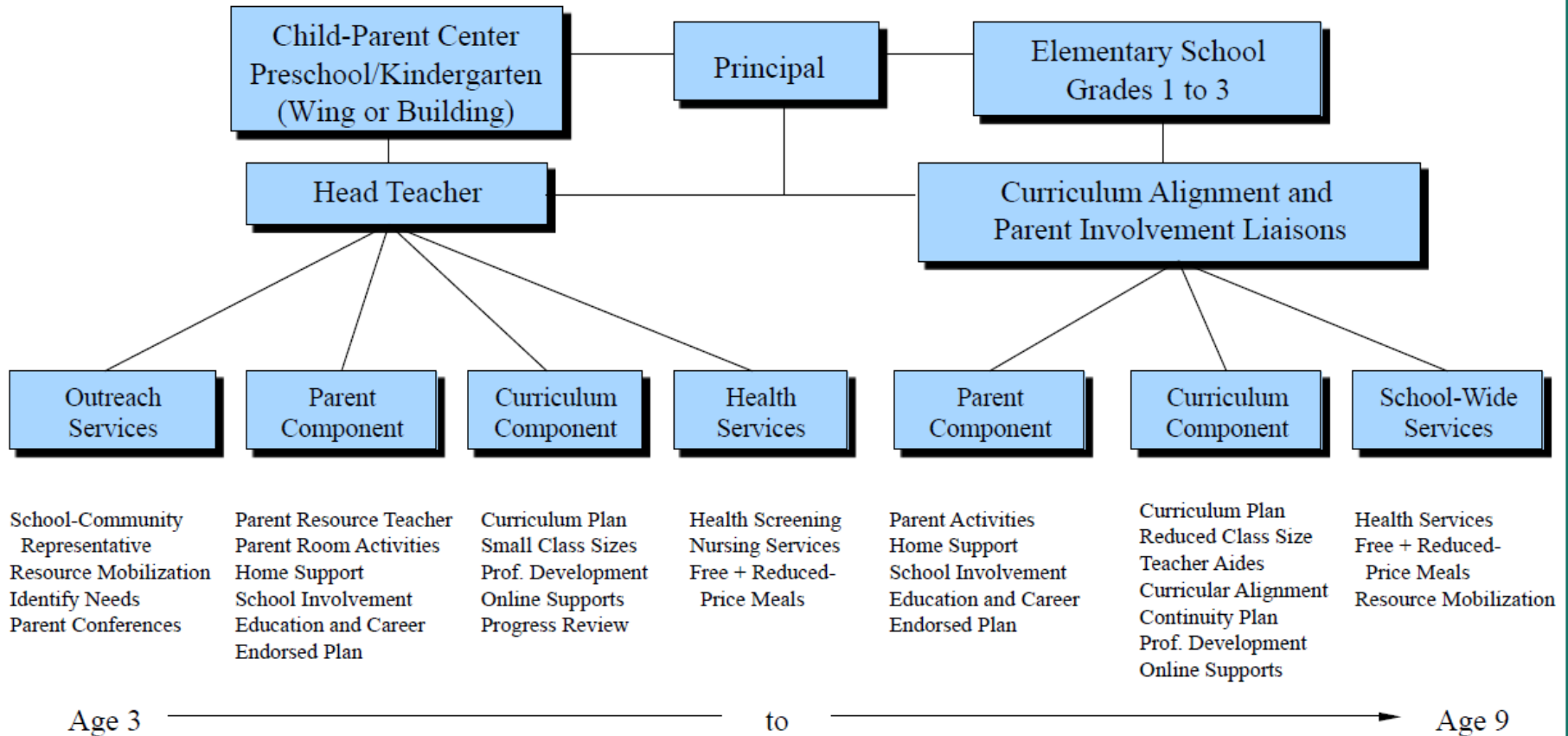
Participation Over Time

	2012-2013 PreK	2013-2014 Kindergarten	2014-2015 1 st grade	2015-2016 2 nd grade
School/centers	26	26	26	26
Children	2364	2000	1800	1800
Classrooms	90	97	95	95

Total children served: 7,500. All children, P-3rd: 9,764

The organization of CPC P-3 services from preschool to 3rd grade is shown in this chart:

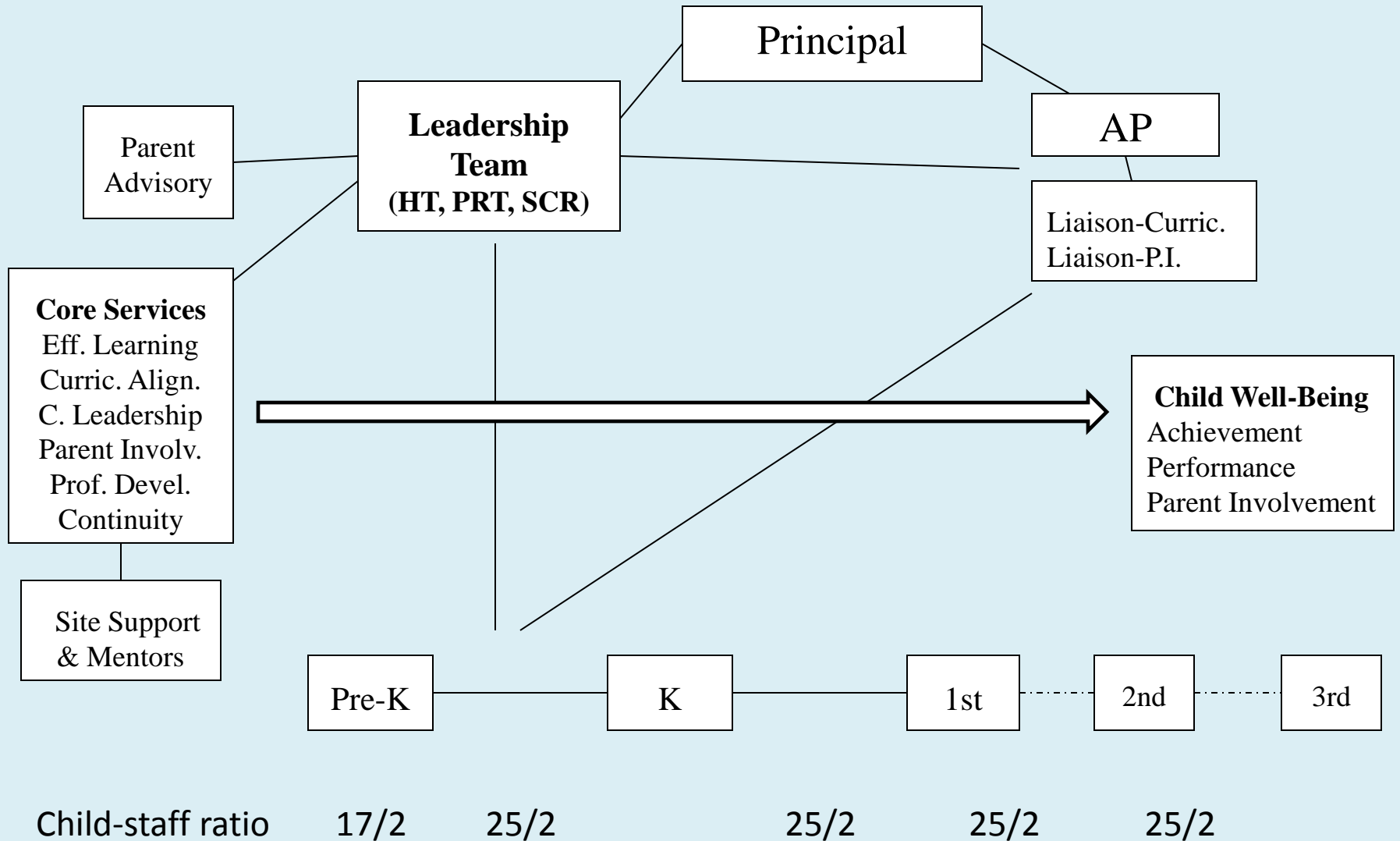
Child-Parent Centers, Preschool to 3rd Grade



CPC P-3 at a Glance

CPC-PK3 Core Program Elements		
Element 1	Effective Learning Experiences	Class size, length, balance
Element 2	Aligned Curriculum and Practices	Curriculum plan, integration
Element 3	Parent Involvement and Engagement	PI plan, assessment
Element 4	Collaborative Leadership Team	HT, PRT, SCR with Principal
Element 5	Continuity and Stability from PreK-3 rd Grade	80%+ continuity (e.g. K to 1) plus instructional supports
Element 6	Professional Development System	Modules, On-line, facilitation

Program Structure



Child-Parent 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 Configurations

Co-located

Close proximity (within 2 blocks)

Community-based

Program Element: Collaborative Leadership Team

What is it?

A group consisting of:

- Principal
- Assistant Principal
- Head Teacher (HT)
- Parent Resource Teacher (PRT)
- School-Community Representative (SCR)
- Parent Involvement Liaison (PIL)
- Curriculum Alignment Liaison (CAL)

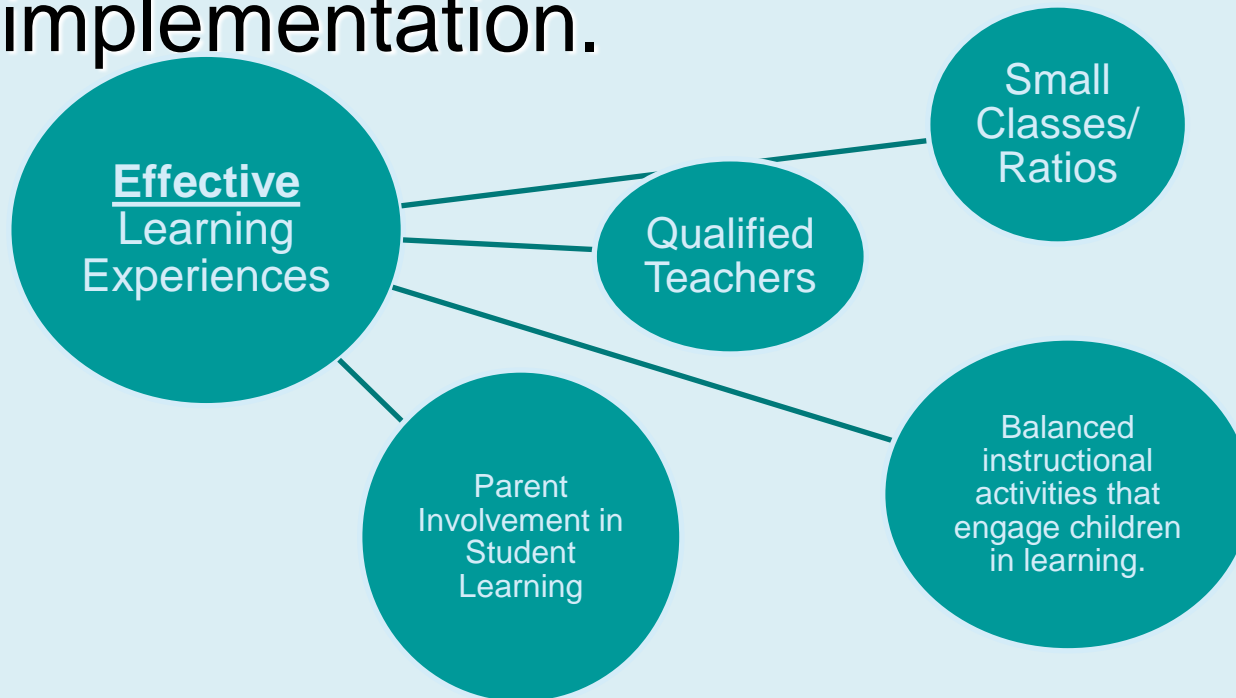


What are the goals?

- Promote shared vision among members of the leadership team to establish and structure the climate of the school and to promote more cohesive instructional practices.
- Share responsibilities and resources across staff to create effective and efficient distribution of leadership roles.
- Foster communication among the leadership team members as well as other school staff.

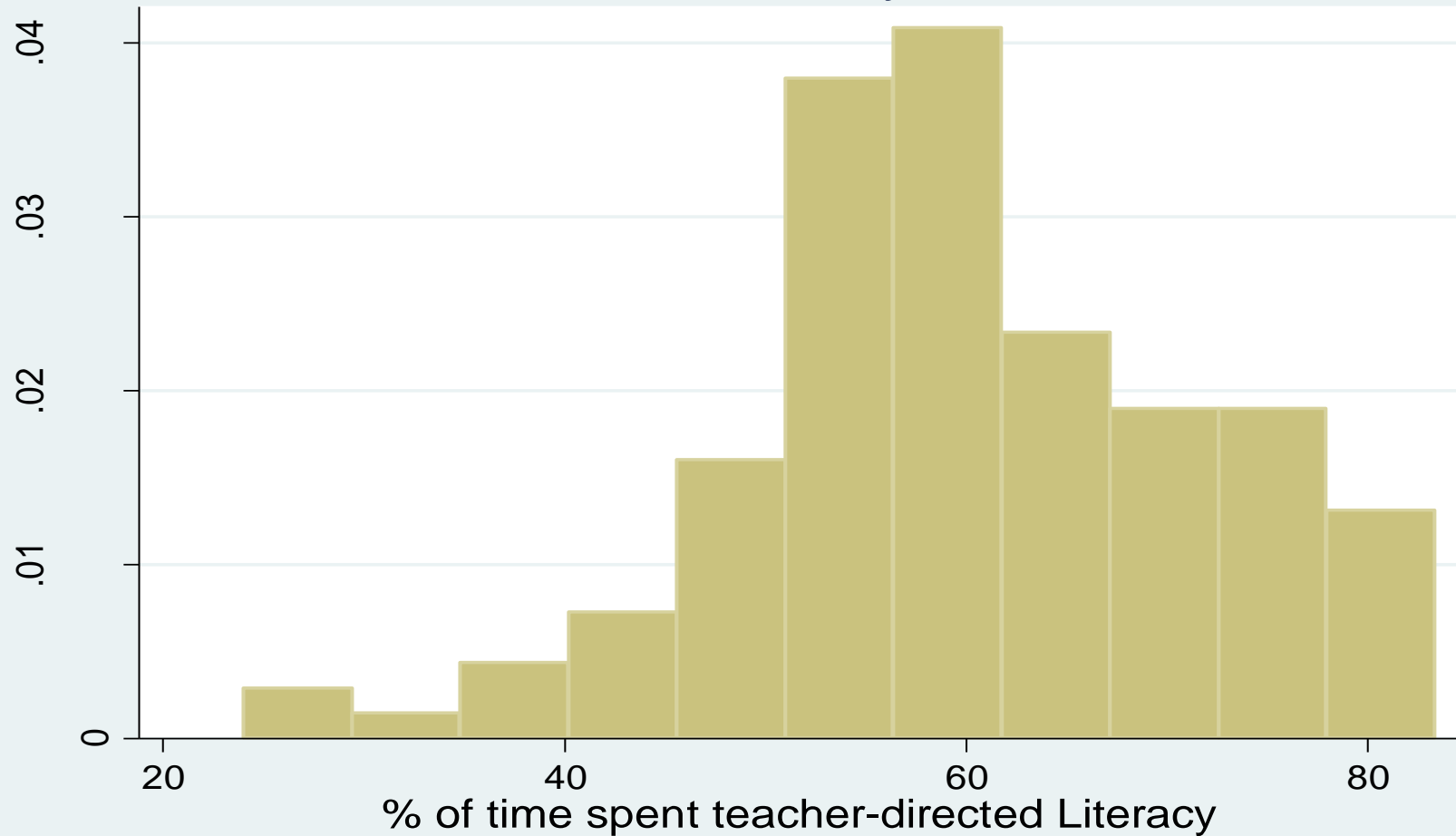
Effective Learning Experiences

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



Ex. Teacher-directedness in Literacy Instruction

Teacher-Directed Literacy in K Classrooms



Program Element: Continuity and Stability

What is it?

Continuity and stability refers to the year-to-year consistency in learning environments from preschool to 3rd grade. This consistency is supported by comprehensive services that meet the needs of children and families and ensures stability of students and teachers in co-located or close-by centers. These centers are aligned with kindergarten–3rd grade services resulting in higher academic performance and greater

"Most of the children in our 4-year-old full-day program will be here for kindergarten, and we hope that they will be here again for 1st, 2nd, and 3rd grade. Our goal is to see the same academic outcomes as were shown in the early '60s [original CPC program], and maybe even surpass them. The continuity is so important, not just in their academic skills but also in their social development. This is a community of learners and we hope that they stay a community of learners."



*Barbara Relerford, Former Head Teacher,
Chicago Public Schools*

To hear more, [click here](#) for a short video.

Leading Indicators of Adherence

		Prek	K-3
1.	EL: Max. ratio	17/2	25/2
2.	EL: Instructional balance of 65/35 (TD/CI)		
3.	CL: Manage operations	3 leads	Liaisons
4.	PI: Menu-based system with center, tailoring		
5.	AC: Curriculum plan continuously improved.		
6.	PD: Modules implemented with principal support.		
7.	CS: High student continuity	80%	80%

School-wide Benefits

- Increasing Attendance
- Leadership Structure can Promote Continuity Between Grades
- PD, Site Support, and Parent Involvement Enhances School Climate for Sustaining Learning Gains
- Full-Day PreK, K can Increase Commitment to School

New Initiatives

Wheatley Community Center with Mary T. Welcome CDC will pilot CPC for 2- to 4-year-olds this fall.

CPC Pay for Success in Chicago will release 1st year report using school readiness metric.

NICHD will fund a 5-year follow up of the i3 cohort to 8th grade. All districts have agreed to help in data collection.

Follow-up Cohort

3,000 CPC participants in 4 districts (SPPS, Chicago, Evanston, Normal)

1,200 students in matched control schools implementing the usual services.

Aligned Curricula

ALIGNED CURRICULA MIRRORS THE WAY CHILDREN LEARN

- From simple to complex
- From concrete to abstract
- From relying on adults to self control
- number tags to counting
- from friend to friendship
- from hitting to tattling or complaining

CPC REQUIREMENTS

- Grade level alignment: all children must be equally prepared for the next grade
- Cross grade level alignment: children must have the knowledge and skills to learn at the next grade level.
- Standards alignment: all children must have the opportunity to learn the same curricula.

LEADERSHIP STEPS: STANDARDS

Engage teachers to:

- Know their grade level standards (Common Core or State Standards), plus those above and below their grade.
- Make time for grade level teachers to determine the curricula needed to address the standards.
- Make time for cross grade level teachers meet to determine curricula needs for alignment.

LEADERSHIP STEPS: CURRICULA

Engage teachers to:

1. Select evidence-based literacy and math curricula.

Review needs, check out *whatworks.ed.gov* and *ghhttp://ies.ed.gov/ncee/wwc/*, review published curricula. If using school designed curricula, collect evidence of effectiveness (teacher assessments, test scores).

2. Select other curricula

Determine other curricula needs--such as social studies, music. Select published or school designed explicit curricula.

LEADERSHIP STEPS: SOCIAL ENVIRONMENT

1. Engage staff to define the desired community characteristics
2. Determine school and grade level expectations and consequences
3. Plan to communicate expectations and consequences to all staff, children, parents.

ISSUES

- Allowing for teacher creativity.
- Recognizing individual differences in children.
- Adjusting curricula to group differences (gender, cultural)
- Time in schedules for meetings.

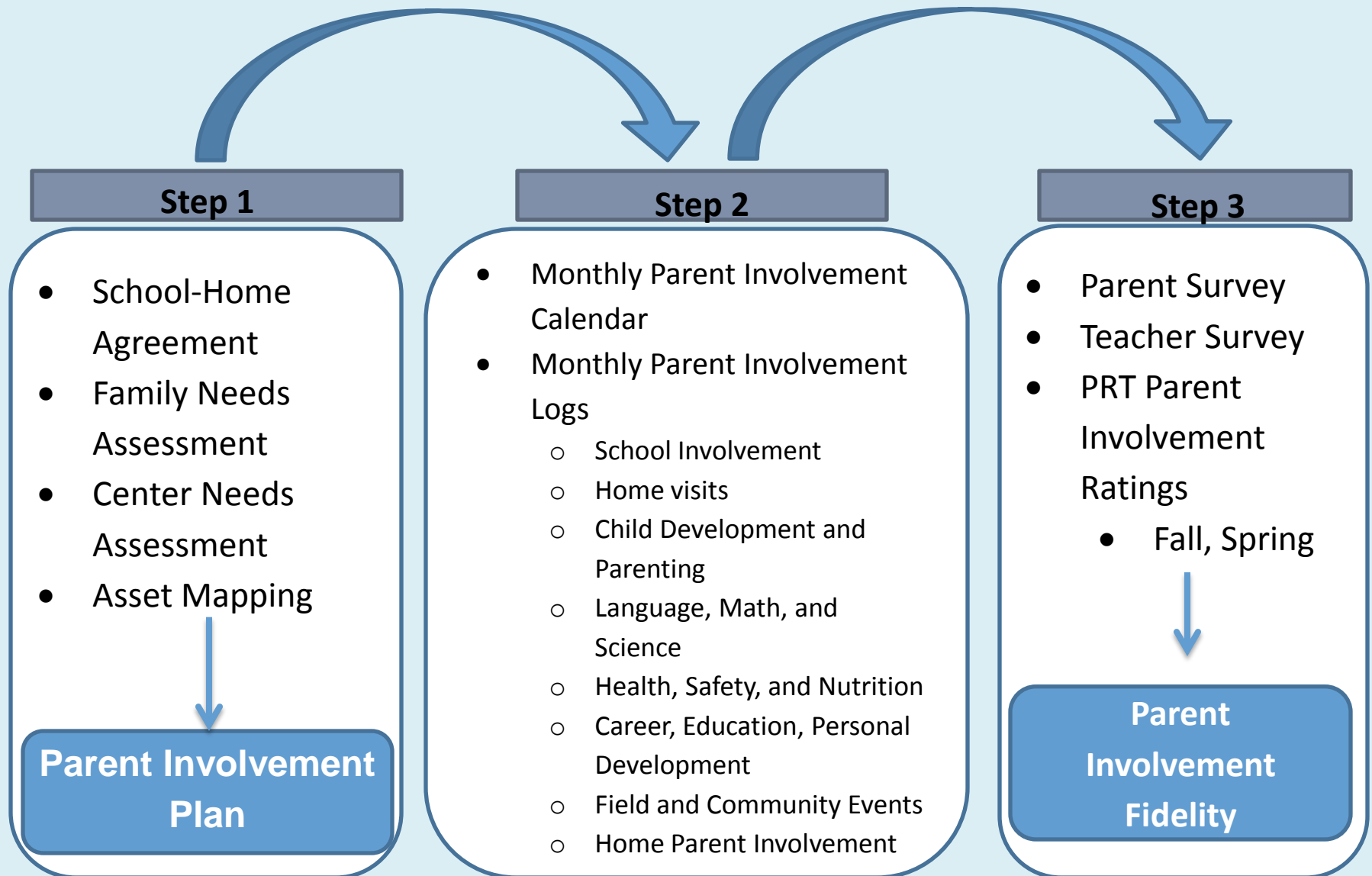
Parent involvement & Engagement



CPC P-3 Select Requirements: Parent Involvement & Engagement

1. Parents sign a **school-home agreement**
2. Sites establish a **parent involvement plan** based on a needs assessment
3. Sites develop a **Monthly parent involvement calendar**
4. **A parent resource room** dedicated to parent and family activities is available.

MCPC Parent Involvement Process



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*

Professional Development

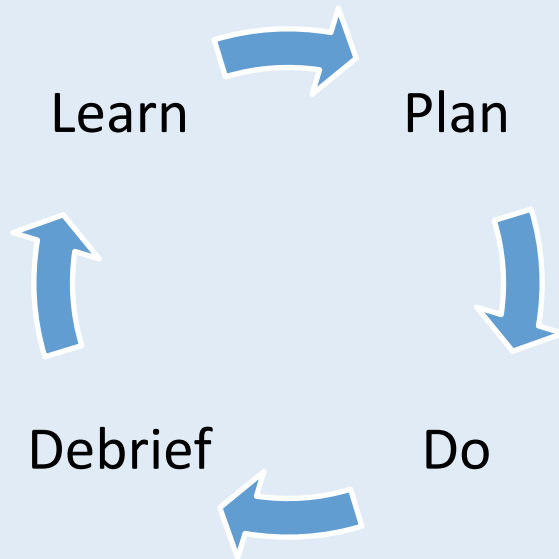
Child-Parent Center (CPC-P3) Professional Development Model

- Hybrid model of online learning & on-site facilitation, support.
- Supports P3 alignment via
 - Promoting high- impact teaching strategies
 - Providing content appropriate for P-3
 - Facilitating within and across-grade communication, planning, and collaborating

CPC-P3 PD Features

- Promoting a **Child-Initiated & Teacher-Directed** Balanced Instructional Approach
- Action-oriented
 - Teacher planning, implementing (with observations), and debriefing
- Choice!
 - Sites/ coaches/ programs → Content areas
 - Teacher → Specific EB strategies, practices

CPC-P3 PD Process



Beginning of year

- Coaches attend PD facilitation meeting
- Module roll-out meeting with teachers

Mid-semester

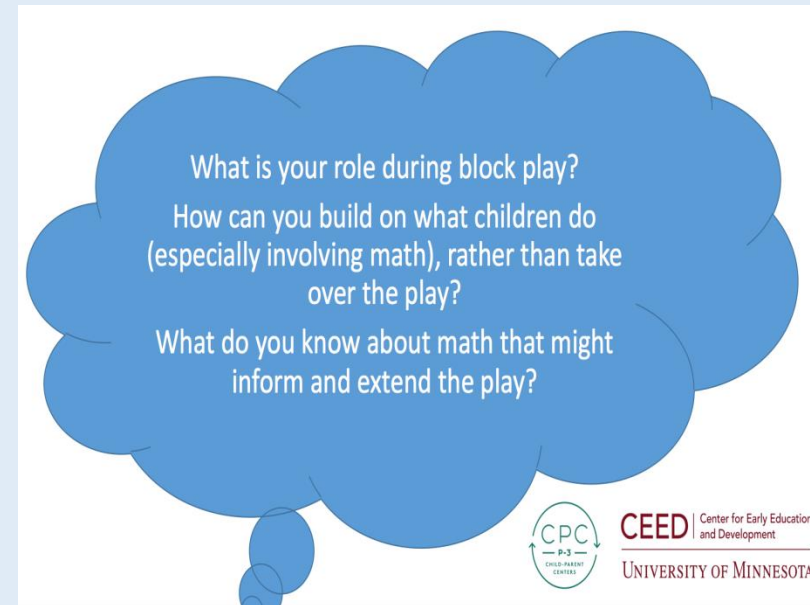
- Informal observation visit
- Individual coach/teacher meeting:
 - Check-in/reflective conference

End of semester

- Debrief: share strategies and learning, plan for sustaining strategy

CPC P-3 Process in Rochester

- Coaches presented Erikson’s “**Building Blocks for Early Learning**” & CEED’s “**Shapes and Spatial Awareness**” learning modules.
- Teachers made goals for Block play/ Math learning planning for:
 - **Teacher-directed activities**
 - **Child-initiated learning**
 - **Family- School extensions**
 - Other site initiatives (curriculum extensions)
- Coaches observed teachers implementing strategies and jointly refined goals
- Teacher debrief across sites at semester end



Progress Monitoring

CPC P-3 Progress Monitoring Tools

- Brief instruments that measure a specific CPC component to:
 - Support ongoing implementation of effective classroom practices & family engagement opportunities
 - Measure fidelity of implementation
- CPC P-3 Tools include:
 - CAR (Classroom Activities Report)
 - CLAC (Classroom Learning Activities Checklist)
 - PI (Parent Involvement) Logs

PI log

(online portfolio of family participation)

- Documentation of parent/family involvement is required.
- Parent Resource Teachers are expected to log home and school parent involvement through an online system: Efforts To Solution (ETO)

The screenshot displays the ETO software interface. At the top, the browser address bar shows the URL <https://secure.etosoftware.com/index.asp>. The page header includes the text "ETO™ software" and "University of Minnesota 13: Beasley". A navigation menu contains links for "Home", "New", "Quick Search", "To Do List", "Messages", "My Favorites", "My Dashboard", and "Reporting Dashboard". Below the menu is a search bar with the text "Enter Search Term(s)" and a dropdown menu set to "Participant" in "Beasley".

The main dashboard area is divided into several sections:

- Dashboard Search:** A search box with a magnifying glass icon and the text "Dashboard Search". Below it is a search input field.
- Recent Participants/Entities:** A section with a person icon and the text "Recent Participants". Below it is the message "You have no recent Participants."
- Recent Efforts:** A section with a bar chart icon and the text "Momo Hayakawa's Recent Efforts". Below it is the message "There are no recent Efforts for this Staff."
- Recent Assessments:** A section with a document icon and the text "My's Recent Assessments". Below it is the message "There are no recent Assessments for this Staff."
- Action Links:** A section with a link icon and the text "Links". Below it is a list of links: "Batch Upload", "Manage Dashboard Templates", "Manage Staff Accounts", "Dismiss Participants", "Dismiss Participants (NEW)", "Manage Groups", "Create Collection", "View Participant TouchPoints", "View Entity TouchPoints", "View Collections TouchPoints", "View Anonymous TouchPoints", "View General TouchPoints", and "View Family TouchPoints".

On the right side of the dashboard, there is a vertical navigation menu with the following items: "Participants", "Participant History", "My Work", "Entities", "Collections", "TouchPoints", "Record TouchPoints", "View Anonymous TouchPoints", "View Collections TouchPoints", "View Entity TouchPoints", "View Family TouchPoints", "View General TouchPoints", "View Participant TouchPoints", "Reports", "Wizards", "ETO Insight", "Program Administration", "Site Administration", and "Enterprise".

Preschool Family Engagement CPC vs. Comparison, Using 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 ($p < .01$).		

CAR



CPC Classroom Activity Report, 2014-2015

DUE: December 4,15; March 4 & June 3rd, 2016

Your Name: _____ Your Title: _____ Classroom # _____ School Name _____ Date: _____

Purpose: For teachers to individually reflect and/or collaboratively reflect with their colleagues about allocation of time in their classrooms. Report the *actual* time spent, not the *scheduled* time.

Directions: Three times a year, classroom teachers complete this report, noting the average percentage of instructional time spent in each domain. For an activity that overlaps with multiple domains, choose the main focus of the activity and use that domain to categorize.

Definitions: Teacher-directed- the use of direct instruction materials; learning is organized and sequenced by the teacher. Child-initiated- includes activities emphasizing field trips, learning centers, and child-initiated activities; activities/ environments may be planned by the teacher but chosen by the student.

DOMAIN and ACTIVITY	PERCENTAGE
A. LANGUAGE/LITERACY	
1) COMPREHENSION (understanding of concepts, texts, vocabulary; Read Alouds, sharing and discussions)	
2) ORAL EXPRESSION (Speaking and listening; planned conversations, dramatizations)	
3) LITERACY SKILLS (Concepts of print, alphabet knowledge and letter writing, phonological/phonemic awareness, decoding)	
4) WRITING (Emphasis on written expression and composition including drawing)	
B. MATH – Activities that include math: observation, categorizing, recipes, estimation.	
1) FORMAL/FOCUSED MATH INSTRUCTION (understand numbers and patterns, numerical meaning, order, counting, measurement)	
2) MATH GAMES (e.g. Chutes and Ladders, computer games)	
3) MATH ACROSS DAILY ACTIVITIES (Informally highlighting math ideas and concepts)	
C. SCIENCE	
1) FORMAL TEACHING ABOUT SCIENCE (Life, physical, earth/space, readings, discussions)	
2) HANDS-ON AND ACTIVITY-BASED SCIENCE EXPERIENCES (Investigations, tools)	
3) INFORMAL INTEGRATION OF SCIENCE IDEAS (Daily routines; centers, movement)	
D. SOCIAL and EMOTIONAL LEARNING (conduct, self-control)	
E. ART and MUSIC	
F. FINE MOTOR ACTIVITY	
G. LARGE MOTOR ACTIVITY	
SUM TOTAL 100%	

*Note the activities for which the percentage of time was difficult to determine: Of the time spent in each content domain below, determine the percentage of instructional time that is spent in Teacher-directed and Child-initiated experiences with the total equaling 100% in each domain.

DOMAIN	% Teacher-directed	% Child-initiated	Total
1. LANGUAGE/LITERACY			100%
2. MATH			100%
3. SCIENCE			100%

- Teachers report:
 - percent of time spent in different learning domains
 - percentage of child-initiated and teacher-directed activities
- Completed in Fall, Winter, Spring

Rochester Classroom Activity Report

Mean percentage of classroom activities

Language/Literacy (%)	Math (%)	Science (%)	Social and Emotional Learning (%)	Art and Music (%)	Fine motor activity (%)	Large Motor Activity (%)	Total (%)
46.4	13.7	7.1	12.3	4.8	5.0	10.7	100

Mean percentage of instructional time

	Teacher-directed (%)	Child-initiated (%)	Total(%)
Language/Literacy	67.2	32.8	100
Math	51.1	48.9	100
Science	36.3	63.7	100

Classroom Learning Activities Checklist (CLAC)

Classroom observation tool that measures **task orientation/engagement** via observing

- Student engagement/active participation
- Teaching strategies and facilitation
- Effective use of time
- Positive behavior management

CLAC Observations

Percentage of Classrooms Rated Moderately- High to High in Task Orientation

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

* Note: CLAC scale revised to 1-7. Moderately High/ High Task Orientation= 5, 6, 7

Implementation Supports

- Curriculum Plan
- Parent Involvement Plan
- Teacher Planning Sheet (Professional Development)

Findings

Spring of PreK PALS Upper Alpha Breakdown

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.

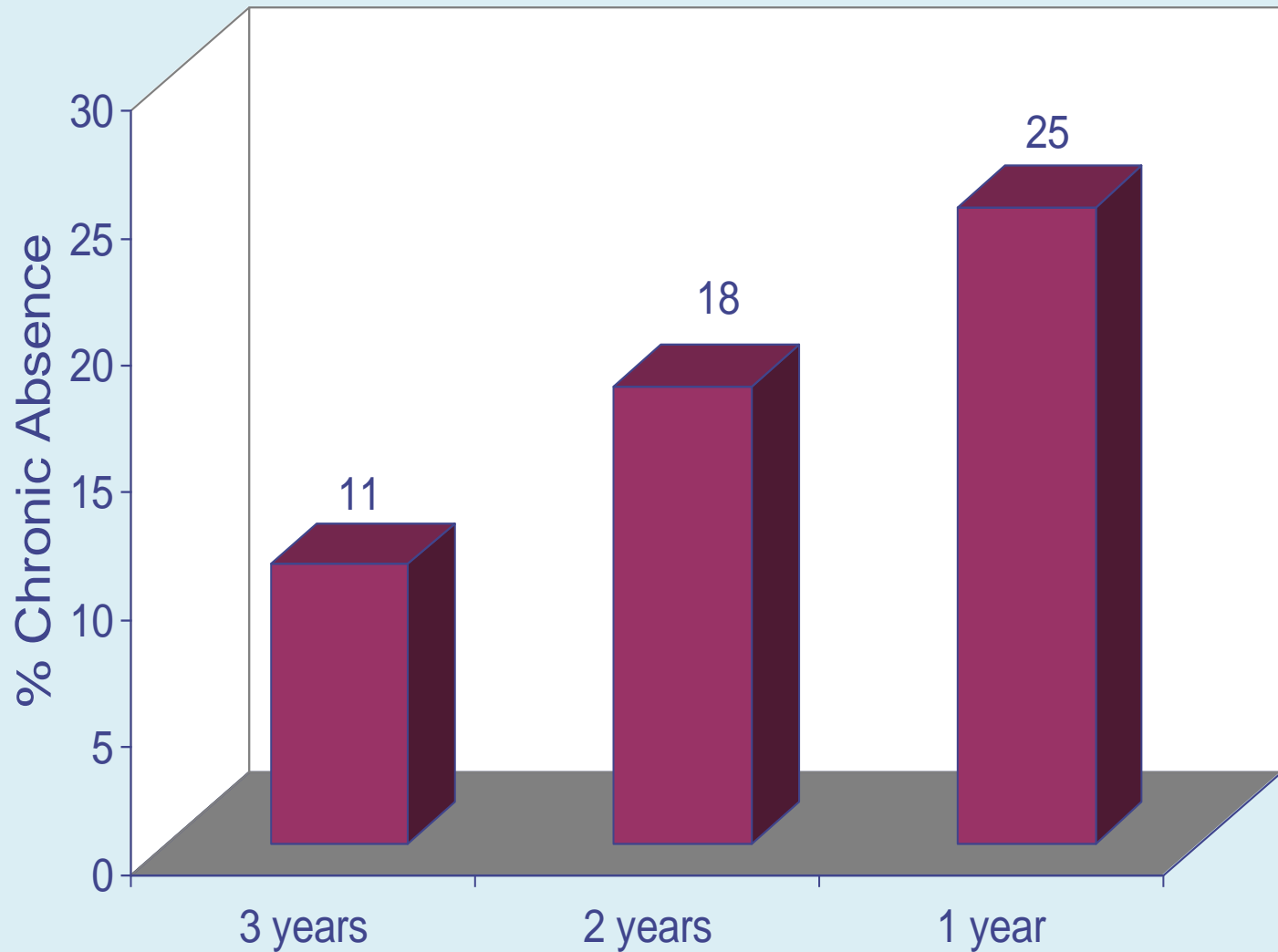
Spring of Kindergarten

Mondo Text Level B or Higher

Group	CPC Years	Pct. Text B +
CPC PK + K	2	53%
CPC PK or K	1	44%
Control sites	0	33%

Note. Adjusted for differences in child/family demographics.

Chronic Absence by Duration, St. Paul



Year 1 Attendance Outcomes: Full-Day Prek, Chicago

Score	Full-Day Prek	Part-Day	Diff.
Average Attendance	85%	80%	5p
Absent 20%+ School Days	21%	39%	-18p

Note. Adjusted for baseline differences. Children are from the same 10 schools offering full-day Prek. Readiness norm is from Teaching Strategies GOLD, Spring 2013.

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.

Time in Instruction by TA Time, K year

	<u>High TA</u>	<u>Med. TA</u>
	75%+	50-74%
<u>Literacy</u>		
Child-Initiated Instruction	36%	26%
Increased time	60 hours	

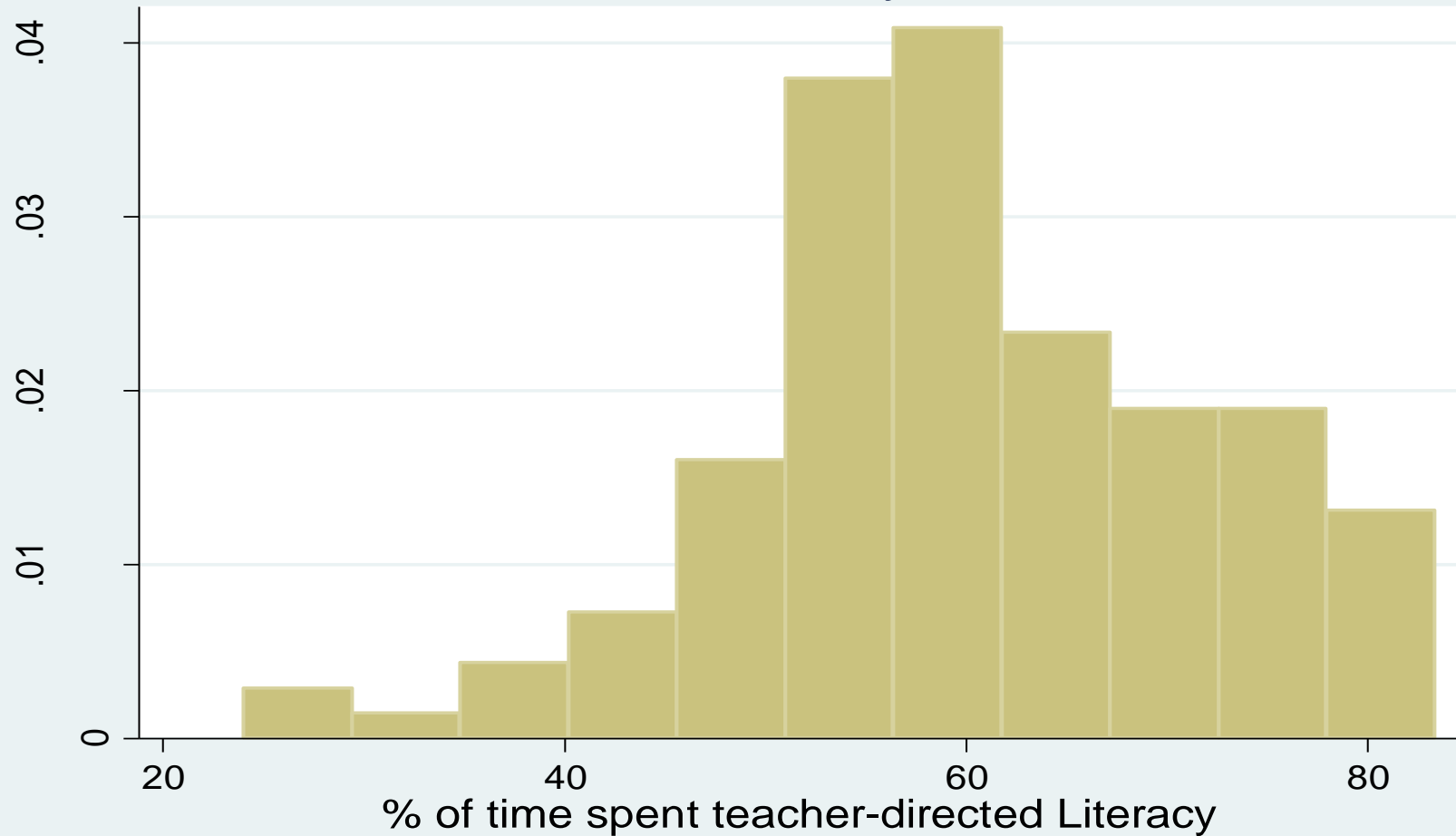
TS-Gold Gains for High Classroom Engagement

Literacy .30 SD

Math .40 SD

Ex. Teacher-directedness in Literacy Instruction

Teacher-Directed Literacy in K Classrooms



Financing and Scaling

CPC P-3 Cost Information (\$2012)

Component	Existing	New
Preschool	\$1,493	\$7,012
Kindergarten	\$2,324	\$2,324
1 st to 3 rd Grade	\$3,354	\$3,354
Total	\$7,171	\$12,690

Sustainability Activities

1. Partner with schools and districts to sustain without external funding.
2. Matching contributions from districts & partners.
3. Convening forums on dissemination.
4. Establish Lorraine Sullivan Memorial Fund.
5. Innovative financing through Pay for Success & other initiatives.

School Matching Funding

- ◆ Schools and districts have provided > \$3 million in matching contribution to program.
 - Full-day Prek in Chicago, led to Saint Paul and McLean County opening classes.
 - Teaching assistants in all districts, both matching and district-sustained.
 - School leadership team members (HT, PRT, SCR).

Sustainability Financing-SPPS

1. Title I Match at Start of Project.
2. UMN-SPPS match to open 2 full-day preks.
--sustained by district the following year
--3rd classroom opened this fall (AIMS)
3. 4 coaching & PRT positions sustained.
4. 20 TA positions sustained in K-1
5. Class sizes sustained K-2.
6. Planning for further sustainability/expansion.

Sustainability Financing-Chicago

1. 2012: UMN-CPS opened 23 full-day classes in 11 schools through matching contributions.
2. 2013: All were sustained plus 7 more opened.
3. 2014: All UMN-funded leadership team positions (30) sustained by district.
4. 2013-2015: 20 teacher and TA positions from matching or school contributions.
5. Pay for Success began Feb. 2015.
6. Priority on classroom supports and small classes to promote learning.

Social Impact Bonds (SIB)/ Pay for Success

Private investment to accelerate expansion of evidence based programs. Investment increases program slots and is paid back only if the program is successful in achieving outcomes.

National movement called Social Impact Investing

Two initiatives are for preschool programs:
Salt Lake City, Utah and Chicago

Avoided special education is the primary means of savings in these initiatives.

Pay for Success in ESSA

“Performance-based grant, contract, or cooperative agreement awarded by a public entity in which a commitment is made to pay for improved outcomes that result in social benefit and direct cost savings or cost avoidance to the public sector.”

Provisions for Pay for Success

Title I, Part D: Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At Risk

Title IV, Part A: Student Support and Academic Enrichment Grants under Section 4108, Activities to Support Safe and Healthy Students.

CPC Evidence in Prior Study

Group	K-12 education	
	%Sp Ed	Years in Sp ed
CPC preschool	14.4%	0.7
Comparison group	24.6%	1.4

Also:

33-52% reductions in juvenile arrest and child welfare

CPC Chicago SIB/Pay for Success

\$16.9 private investment to expand CPCs

Increase enrollment by 2,600 over 4 years

3 new centers; Total centers (FY17) = 19

Began Jan. 2015 in 6 sites and 11 classrooms

Expansion from the i3 project

CPC Payment Structure Per Child

Amount	Metric	Measure
\$2,900	School Readiness End-of-PreK	TS-Gold
\$9,100	Special education placement, K-12	Annual for CPS
\$750	3 rd grade reading	PARCC/ equiv.

Conclusion

Initial findings in Midwest CPC show that the conceptualization as a school reform **model is contributing to early achievement and parental involvement. New and established sites have a similar pattern of benefits. Full-day preschool is linked to enhanced readiness skills and better attendance. Continuity is occurring.**

Comments and Discussion

SPPS:	Lori Erikson, Bonnie Reyes, Nikole Logan
Rochester:	Margaret O'Toole, Sandy Simar
MDE	Bobbie Burnham, Mike Brown
MN Head Start	Gayle Kelly

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Midwest CPC Expansion

[Overview](#) | [2014-2015 Schools](#)

HCRC's research featured in JAMA, Journal of the American Medical Association

[Strong Evidence for Benefits of Full-Day PreK in CPCs](#) [off site]

December 1, 2014

Current CPC schools please click on the following links to access program information:
[2015-16 CPC Program Guidelines](#) [pdf]
[Google Drive](#)
[ETO Login page](#)

Child-Parent Center Introduction Video

This [video](#) outlines the history of the Child-Parent Centers, evidence behind their cost effectiveness, and the expansion of the model through an Investing in Innovation grant from the US Department of Education.



Overview

The Midwest Expansion of the Child-Parent Center Education Program, Preschool to Third Grade or "Midwest CPC Expansion" project is a targeted school reform effort currently in two Midwestern states. The CPC aims to strengthen achievement of preschool

SPOTLIGHT

[Early Childhood Research and Innovation Endowment](#) - [Learn More](#) / [Donate](#)

[Lorraine M. Sullivan Memorial Fund of the Child-Parent Education Centers](#) - [Learn More](#) / [Donate](#)

[New Report: Lessons Learned in Minnesota's Stalled Pay-For-Performance Financing Initiative](#), December 7, 2015

[NIH Podcast with Arthur Reynolds: Small Investment in Children's Education Yields Big Results](#) [off site]

[Health and Education in Early Childhood: Predictors, Interventions, and Policies](#), Editors: Arthur Reynolds, Arthur Rolnick, Judy Temple

[Human Capital Research Collaborative National Invitational Conference Agenda - Sustaining Early Childhood Gains](#), October 8-9, 2015 at the Federal Reserve Bank of Minneapolis

[Brown Bag Faculty Research Seminars](#), 2015 - 2016 Sessions

[HCRC's research featured in JAMA, Journal of the American Medical Association](#), December 1, 2014 [off site]

[Chicago's Social Impact Bond for Child-Parent Centers Expands a Proven School Reform Model](#) [pdf], November 7, 2014

[Federal Reserve Chair Janet Yellen Speaks Out in Strong Support of Early Childhood Education](#), October 17, 2014 [off site to federalreserve.gov]

[Children's Future Fund: Impact Children and Families for Generations](#), [Social Investment Prospectus](#) [pdf]

[Closing the Achievement Gap with Early Education](#), article featuring Aaron Sojourner [off site]

Program Element: Parent Involvement and Engagement

What is it?

Parent involvement and engagement is reciprocal, collaborative interaction between the school and family and is facilitated through multifaceted activities, events, and opportunities to mobilize community resources and engage parents and family members.

What are the goals?

- Encourage parent involvement and engagement by leading a comprehensive, menu-based parent program that addresses the needs of the families to strengthen the school-family partnership.
- Increase continued parent involvement and engagement in children's education throughout preschool–3rd grade.
- Enhance and provide support for educational attainment, career opportunities, and personal development for parents and family members.

"If parents feel comfortable coming into the school, talking with their teachers and their Principals, they're going to feel connected to their child's education. Therefore, they'll stay involved all the way through elementary and high school."



*Shelly Davis, Parent Resource Teacher,
Evanston/Skokie School District 65*

To hear more, [click here](#) for a short video.

Program Element: Aligned Curriculum and Practices

What is it?

An organized sequencing of evidence-based curricula and instructional practices from preschool–3rd grade that addresses multiple domains of child development within a balanced, activity-based approach.

What are the goals?

- Provide consistent and developmentally appropriate instructional practices throughout the early learning years (preschool–3rd grade).
- Provide clear understanding to teachers, parents, and others of how to support learning in multiple domains at each stage of development.
- Assess and monitor children’s progress throughout the year.
- Ease transition from one grade level to another.

Jenna Ruble, **Preschool–3rd Grade Manager, St. Paul Public Schools**

- Q:** What is St. Paul doing to create a seamless preschool–3rd grade system?
- A:** *We have implemented intentional designed curriculum, standards, assessments, routines, social skills tools, instructional frameworks, and instructional language from preschool–3rd. We are also creating opportunities for cross-grade-level conversations about expectations, standards, and practice. We offer family events across grade levels specifically for transitional support as well as to build knowledge and create a sense of community within the school.*

Program Element: Effective Learning Experiences

What is it?

Teaching and classroom practices provide continuous and intensive opportunities and experiences for engaged learning through diverse instruction focused on the development of language-literacy, math, science, and socio-emotional skills.

Nine requirements define effective learning experiences necessary for greatest positive results beginning in preschool and continuing to 3rd grade:

- Small class sizes and low child:teacher ratios
- Qualified teachers
- Instructional balance
- Family engagement
- Intensity of instruction
- Classroom climate
- Teacher-child interactions
- Professional development
- Accountability system

What are the goals?

- Provide a well-planned, well-implemented preschool and kindergarten experience that sets the stage for a child's early elementary years.
- Implement effective kindergarten and school-age services to enhance children's academic and social skills necessary for sustained effects.
- Implement the effectiveness elements with consistency over time.
- Increase proficiency and excellence in all domains of child development.

Program Element: Continuity and Stability

What is it?

Continuity and stability refers to the year-to-year consistency in learning environments from preschool to 3rd grade. This consistency is supported by comprehensive services that meet the needs of children and families and ensures stability of students and teachers in co-located or close-by centers. These centers are aligned with kindergarten–3rd grade services resulting in higher academic performance and greater

"Most of the children in our 4-year-old full-day program will be here for kindergarten, and we hope that they will be here again for 1st, 2nd, and 3rd grade. Our goal is to see the same academic outcomes as were shown in the early '60s [original CPC program], and maybe even surpass them. The continuity is so important, not just in their academic skills but also in their social development. This is a community of learners and we hope that they stay a community of learners."



*Barbara Relerford, Former Head Teacher,
Chicago Public Schools*

To hear more, [click here](#) for a short video.

Program Element: Professional Development System

What is it?

The CPC P-3 professional development system integrates online learning modules with in-person, follow-up support for classroom and program applications.

What are the goals?

- Advance the quality and alignment of preschool–3rd grade teaching within each CPC P-3 site.
- Promote the capacity of each site’s leadership team in advancing the CPC P-3 model.
- Help build a preschool–3rd grade professional learning community within and across sites.

“A unique feature of the CPC P-3 framework is that it encourages collaboration between grade levels as the teachers learn and implement new and developmentally appropriate strategies. Through this collaboration, teachers have the opportunity to vertically align their curriculum implementation strategies and consider the development of the skills that they are responsible for teaching at their grade levels in relation to the skills that are taught at the grade level before or after theirs.”

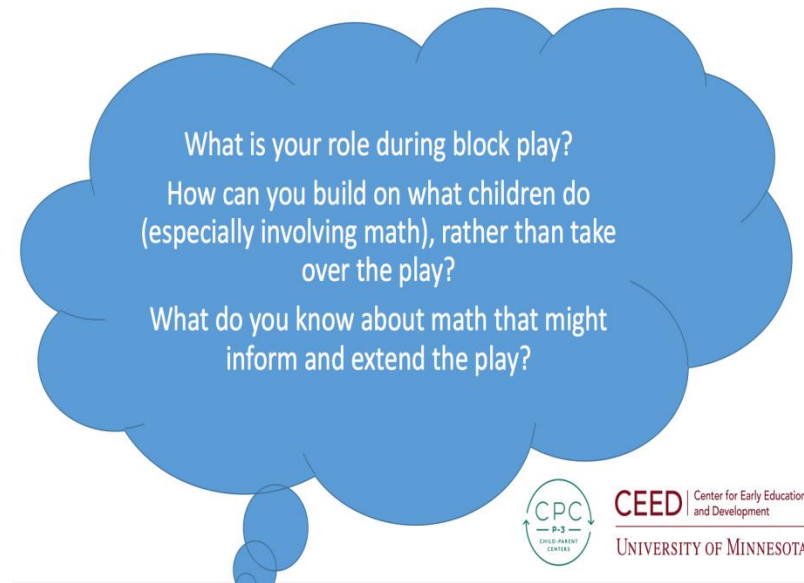


*Kristy Siebert, Head Teacher,
McLean County Unit 5 School District*

CPC PD example:
Rochester Pre-k

CPC P-3 Process in Rochester

- Coaches presented Erikson’s “**Building Blocks for Early Learning**” & CEED’s “**Shapes and Spatial Awareness**” learning modules.
- Teachers made goals for Block play/ Math learning planning for:
 - **Teacher-directed activities**
 - **Child-initiated learning**
 - **Family- School extensions**
 - Other site initiatives (curriculum extensions)
- Coaches observed teachers implementing strategies and jointly refined goals
- Teacher debrief across sites at semester end



CPC-P3 Professional Development

Effective PD Practices	CPC-P3 PD Characteristics
•Technology	•Technology (online learning modules)
•Specific & articulated objectives	•Evidence-based strategies + concrete action/ goal setting
•Explicit links of knowledge to practice	•Specific teacher planning/ Coaching
•Cross-classroom and school participation	•Collaboration (within & across grades, leadership)
•Match of PD intensity and duration to content	•Content (& scope) selected by sites
•Use of student data to monitor PD effects	•Planning & debriefing impact on students
•Alignment to organizational contexts	•Collaboration; PD across elements, content choice