

Scaling Child-Parent Center P-3: A Partnership-Based School Reform Model to Improve Achievement

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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)

Sources for Economic Returns

CPC
2002, 2011

Perry
1993-2005

Public Ret.	\$7.20	\$7.16
Total Ret.	\$7-11	\$4-16
Cost (2017)	\$9,999	\$21,454
Scale	Large	One site

Added Value, CPC P-3

Age 21

Age 26

School-age

\$2.12

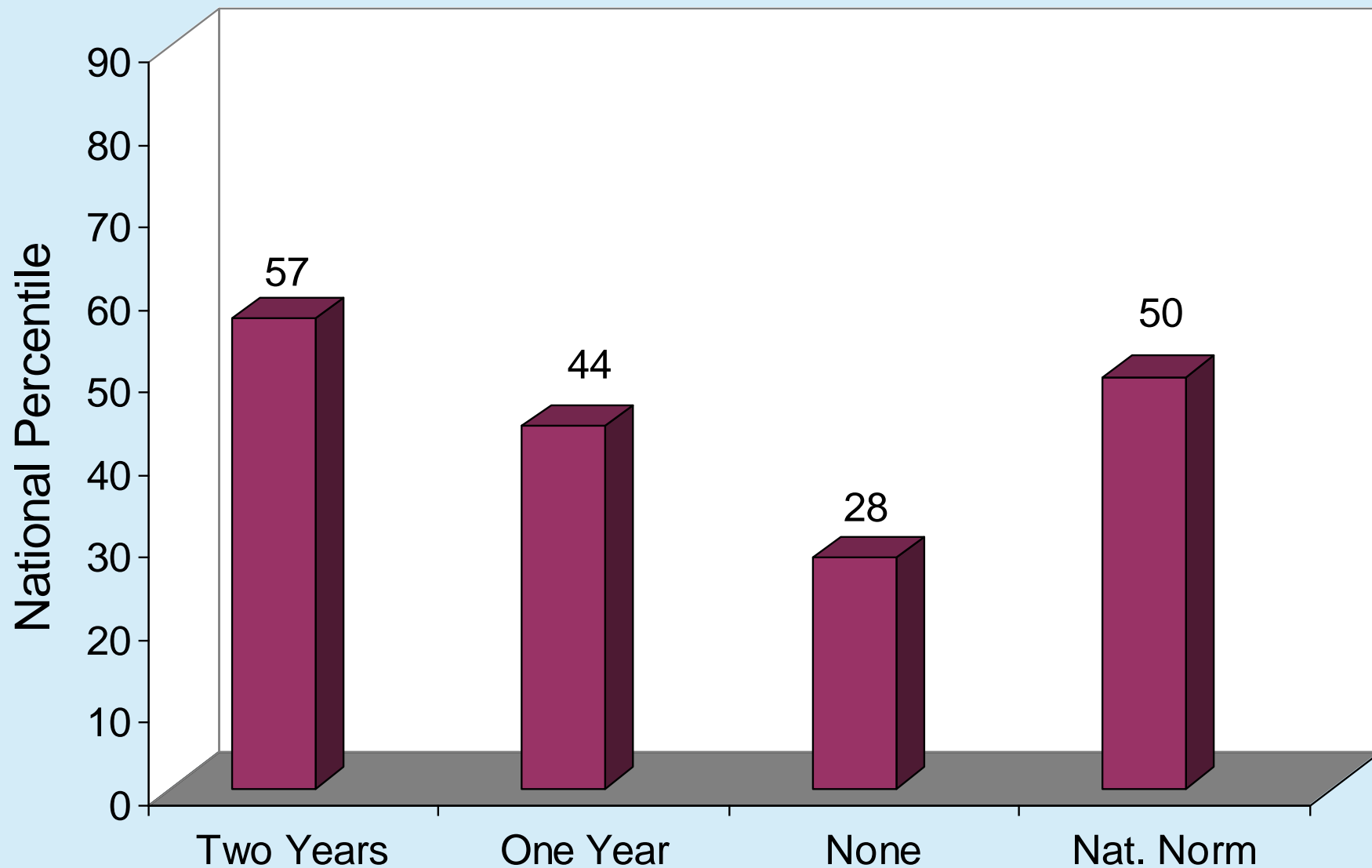
\$3.97

P-3 vs P,K

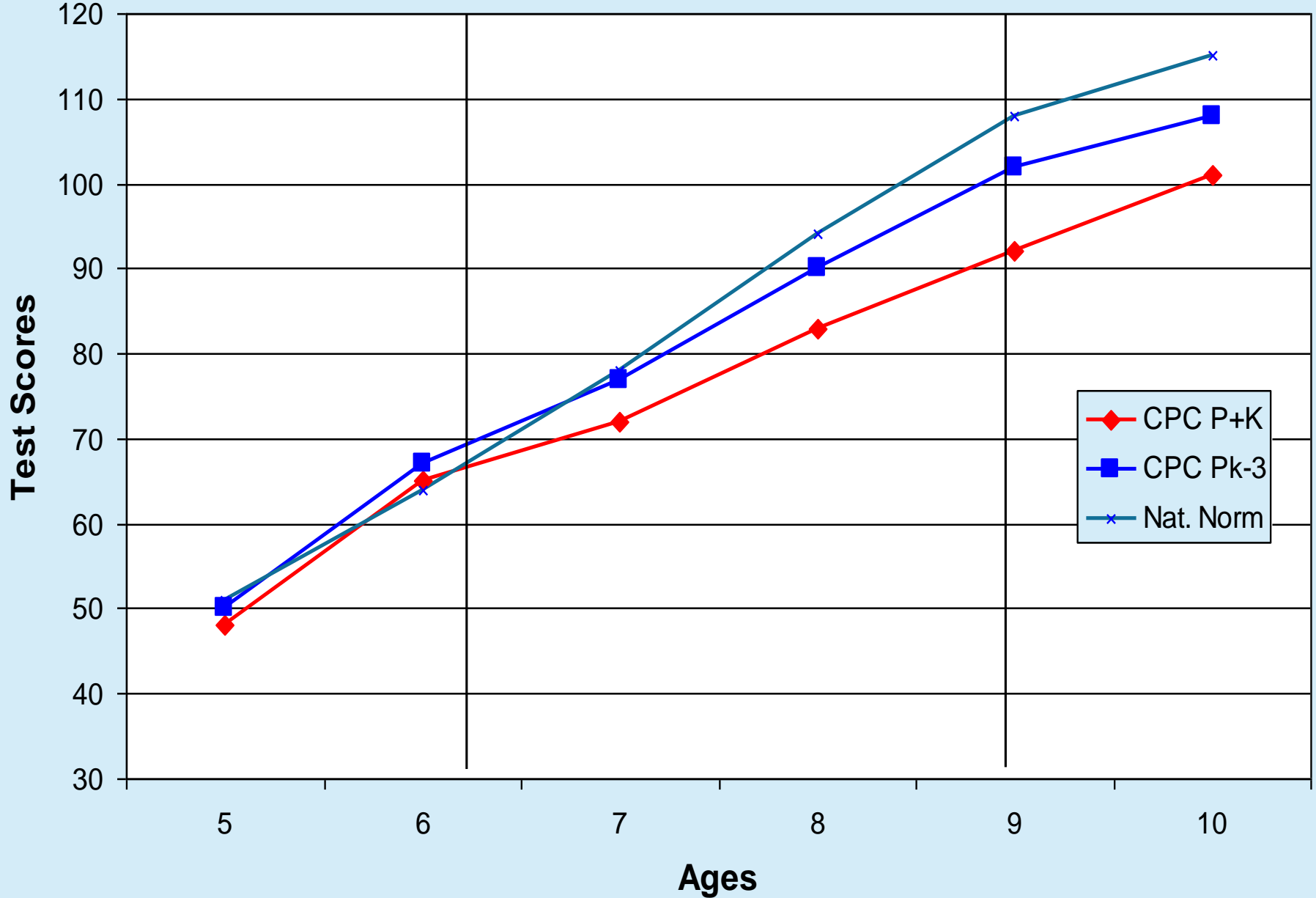
\$9.05

\$8.24

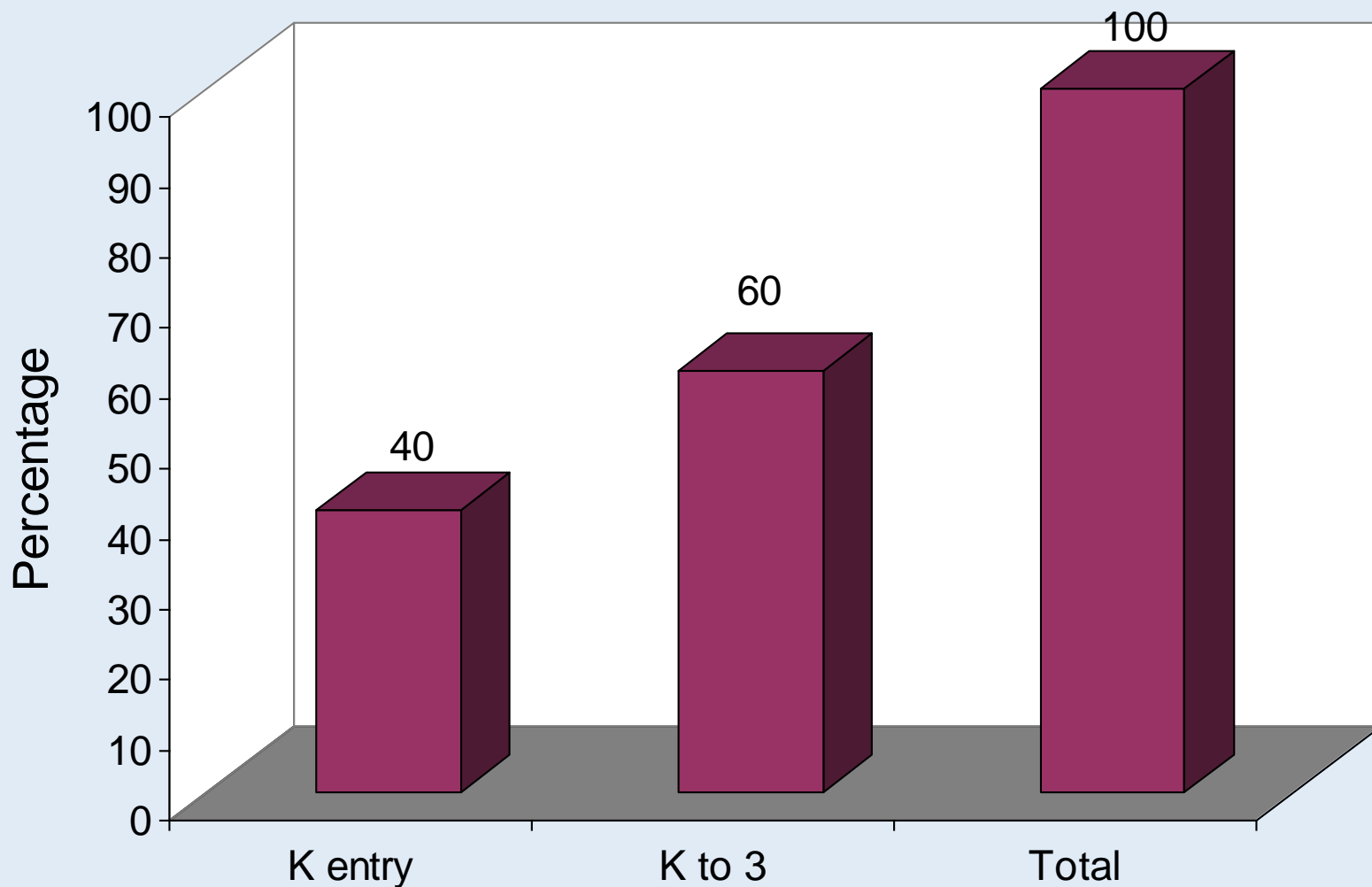
CPC Preschool and Readiness



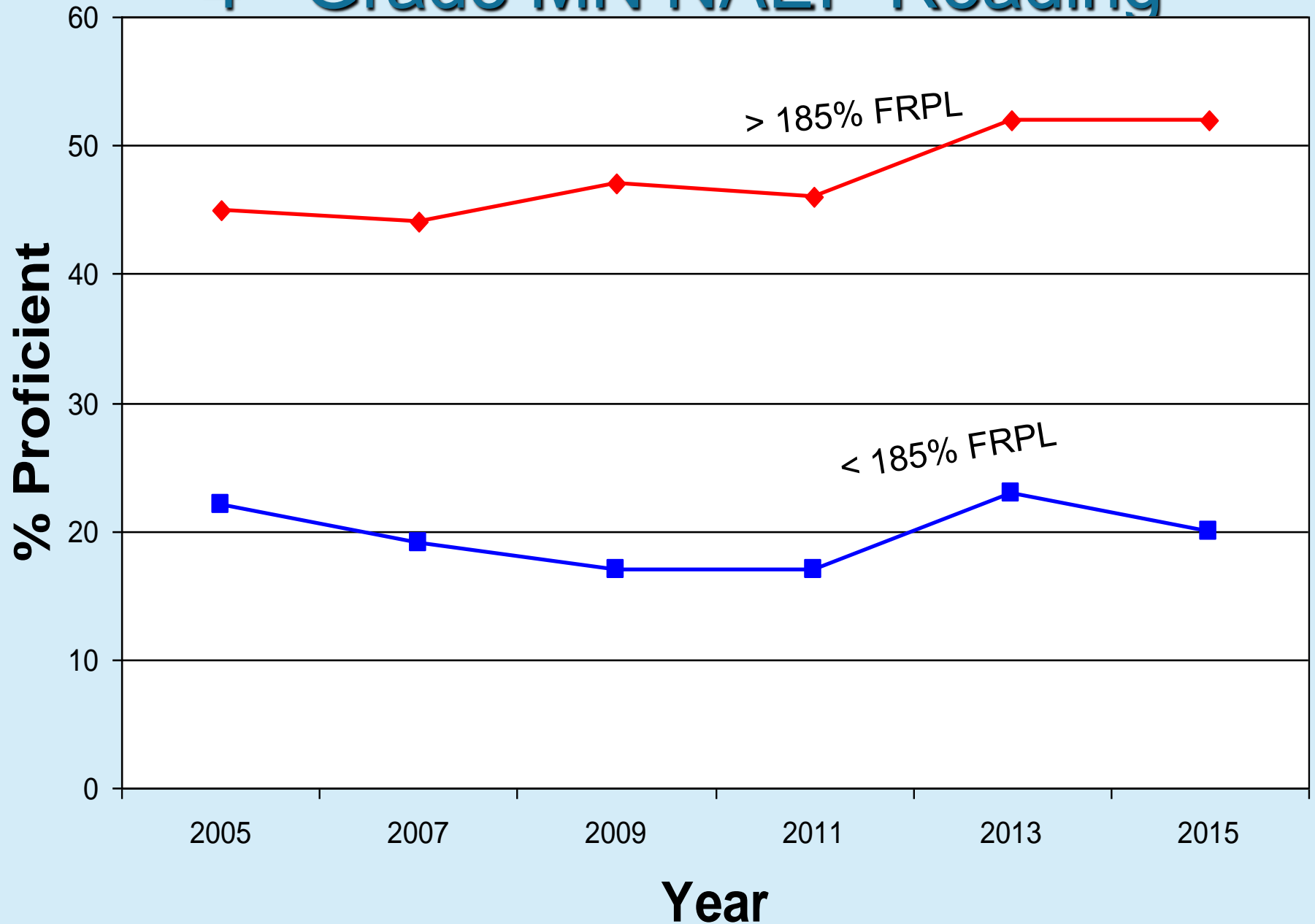
Reading Advantage of CPC



Sources of 3rd Grade Reading Gap



4th 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

Midwest Child-Parent Center P-3

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

Developed at U of Minnesota and Implemented in Partnership with Districts, Schools, Community Centers.

Models of Scale Up in ECE

1. Ideal: Efficacy to Effectiveness to Scale Up
2. Reality: Initial Scale Up to Population
3. Need: Refine based on Implementation and Evidence

Barriers to Scaling

Cost

Institutional Commitment

Fragmentation of Services

Reform Principles of Collaboration

Shared Ownership

Progress Monitoring for Improvement

Committed Resources

CPC P-3 Elements

Collab. Leadership

Head Teacher, Parent Resource
Tchr, Outreach with Principal

Effective Learning

Class size, Length, Instruct. Balance

Curric. Alignment

Plan completed, integration

Parent Involvement

Plan completed, assessment

Prof. Development

On-line and Site Support

Continuity & Stability

80%+ continuity K to 1 plus
instructional supports

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%

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

CPC-Related Projects

1. *Chicago Longitudinal Study*, 1985 to present
 - 1,539 in CPC and comparison groups to midlife
2. *Midwest CPC P-3 Program*, 2012 to present
 - Scale-up in four districts involving 10,000 children
3. *Midwest Longitudinal Study*, 2012 to present
 - 3,508 in lead MCPC cohort complete 3rd gr. in 2017

Implementation

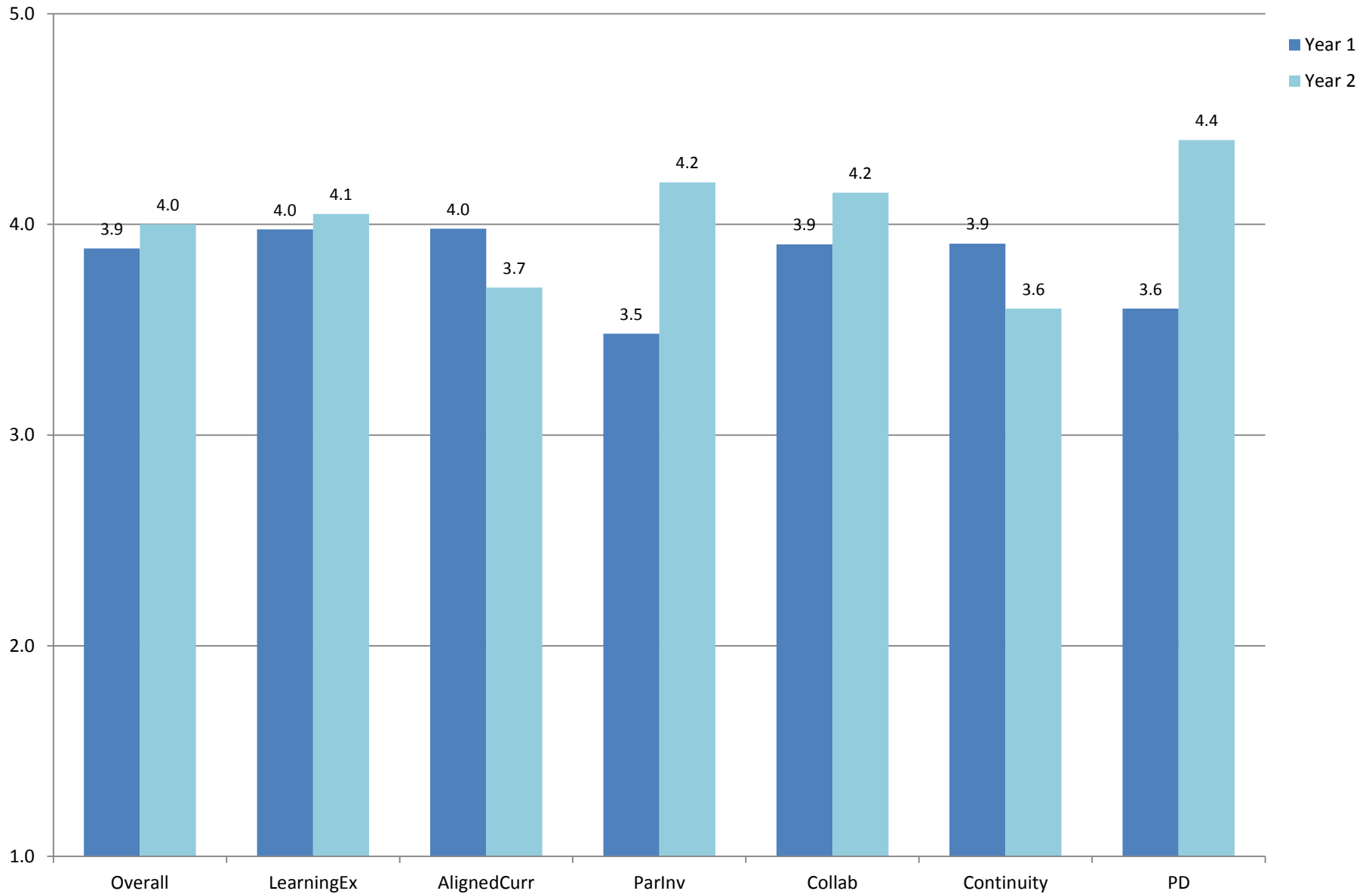


CPC P-3 Program Manual



Child-Parent Center Preschool-3rd Grade Program

Overall Site Ratings Years 1 and 2



Classroom Learning Activities Checklist (CLAC) Findings

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

Impacts

Year 1 School Readiness: Chicago

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

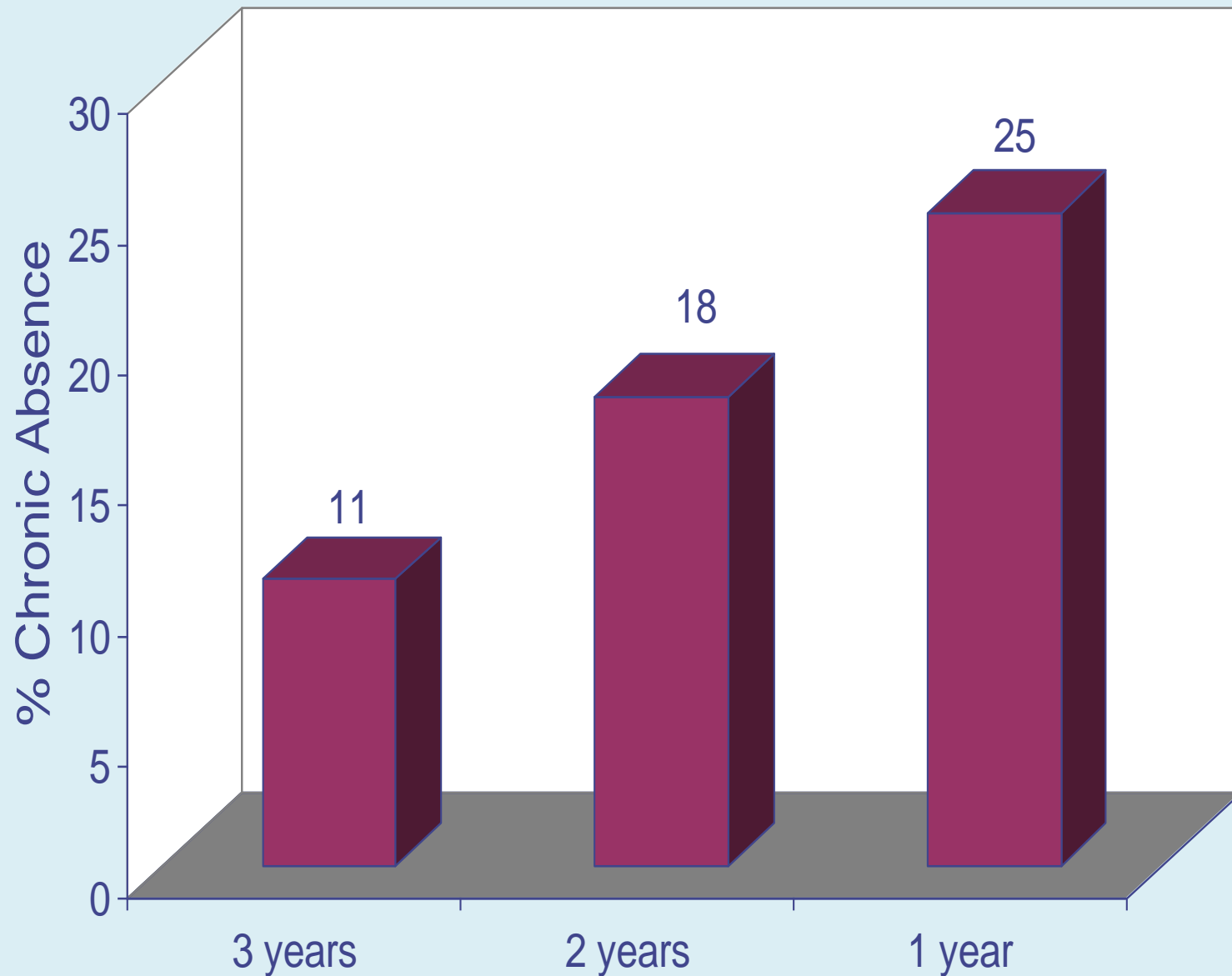
Note. Adjusted for baseline differences. Readiness norm is from Teaching Strategies GOLD, Spring 2013.

PreK and School Readiness: Chicago

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.

Chronic Absence by Duration, St. Paul



Number of School Events Attended in PreK (Parent Involvement Logs)

Group	Total	Chicago	Others
CPC	12.4	14.4	7.0
Control	2.7	2.9	2.1

Note. PRT-documented involvement. Number of children was 2028 (CPC) and 696 (control). Adjusted for child and family demographics.

Comparison of Effect Sizes in Two CPC Studies

Outcome	Midwest CPC	CLS CPC
Readiness	.48	.62
Higher Dosage	.33	.34
Parent Inv.	.50	.46

Note. School readiness skills measured by TS-Gold Total in MCPC and ITBS Composite in CLS. Parent involvement is school participation. Dosage is higher vs. lower.

Conclusion

Reform Principles of Collaboration

Shared Ownership

Progress Monitoring for Improvement

Committed Resources

CPC Chicago Pay for Success Initiative

Mayor's Office began plan in fall 2013

Expansion from the i3 CPC expansion project

\$16.9m private investment to expand CPCs

Increase enrollment by 2,600 over 4 years

Opened 3 new centers

Began Feb. 2015 in 6 sites

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	State test/ equiv.

Strategies for Scaling and Sustaining

1. Establish Partnerships with Schools and Districts
2. Share Ownership in Implementation
3. Invest to Overcome Barriers to Participation
4. Make Refinements Early On as Needed
5. Establish Systems of Support for On-going Fidelity
6. Develop Financing Models to Sustain & Expand

Funding support from NICHD,
U. S. Dept. of Education, Kellogg
Foundation, McCormick
Foundation, and many others.

Further information:

cpcp3.org

humancapitalrc.org

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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.

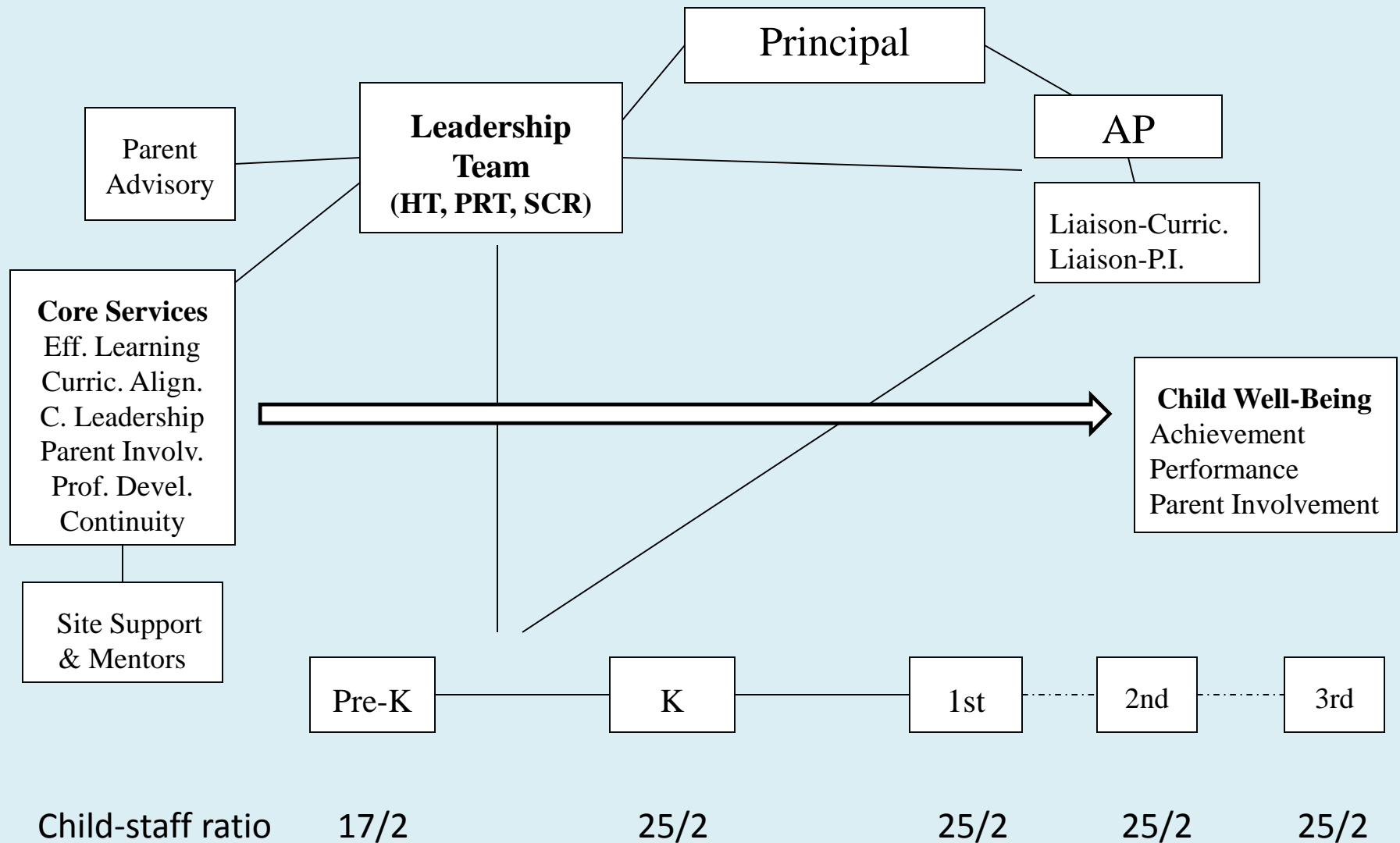
CPC P-3 ROLES & RESPONSIBILITIES



Purchase the CPC P-3 manual

The CPC P-3 manual describes how to implement a comprehensive system of services for promoting school readiness, achievement, and healthy development in a child's first decade. The program's approach is designed to enhance continuity in learning during the transitions from home to center-based preschool settings, from preschool to kindergarten, and sequentially from kindergarten to the elementary grades. The manual also includes a variety of resources, monitoring tools, planning documents and checklists,

Program Structure



Process for Scaling Up

In 2012, the Chicago Public Schools had no full-day classes in public PreK.

Lack of full-day option a cause of lower enrollment.

In collaboration with UMN, Principals provided matching funding to open 23 full-day classes of up to 17 students each.

These classes were sustained and expanded the following year.

Expanded to Saint Paul and Normal (IL) districts.

Strong evidence of benefit.