



2015-16

Program Guidelines and Requirements

CPC-PK3 Program



HCRC Human
Capital
Research
Collaborative

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Overview

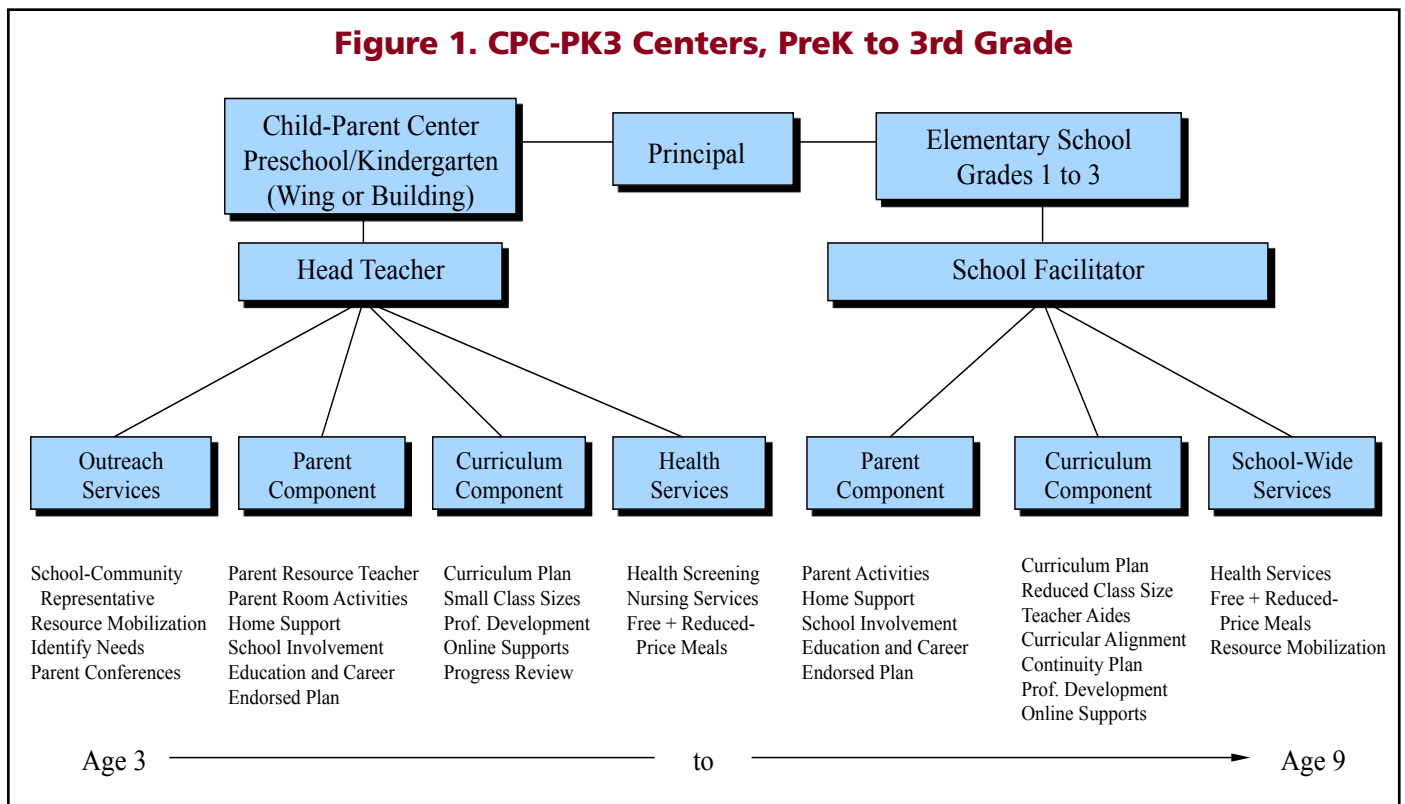
CPC-PK3 Program, PreKindergarten to 3rd Grade

The CPC-PK3 program is a center-based, early childhood model that provides comprehensive educational and family support services, primarily in low-income neighborhoods, to children from preschool to 3rd grade. Established by the Chicago Public School District in 1967, the CPC has demonstrated for over four decades that it is one of the nation's most effective educational reform strategies.

Each CPC-PK3 Center is a dynamic support system for the entire spectrum from PreK to Grade 3 in partnership with its affiliated elementary school. The CPC's Head Teacher (HT) or Director works under the leadership of the elementary school Principal. The Parent Resource Teacher (PRT) directs the CPC's parent resource room, and outreach activities are organized by the School-Community Representative (SCR). Health services are coordinated with the elementary school. Liaisons from the elementary school work with the HT and PRT to provide alignment of curriculum and parent involvement activities from PreK–3rd grade.

After a language-rich and activity-based PreKindergarten at ages 3 or 4, the K–3rd component of the CPC-PK3 program provides reduced class sizes, teacher aides for each class, continued parent involvement opportunities, and enriched classroom environments for strengthening language and literacy, math, science, and social-emotional skills. Site mentors also work with CPC-PK3 leadership and staff to promote and sustain effective implementation. The key elements of curriculum alignment and performance monitoring are integrated within a robust professional development system of school facilitators and online supports.

The organization of CPC-PK3 services from PreKindergarten to 3rd grade is shown in Figure 1.



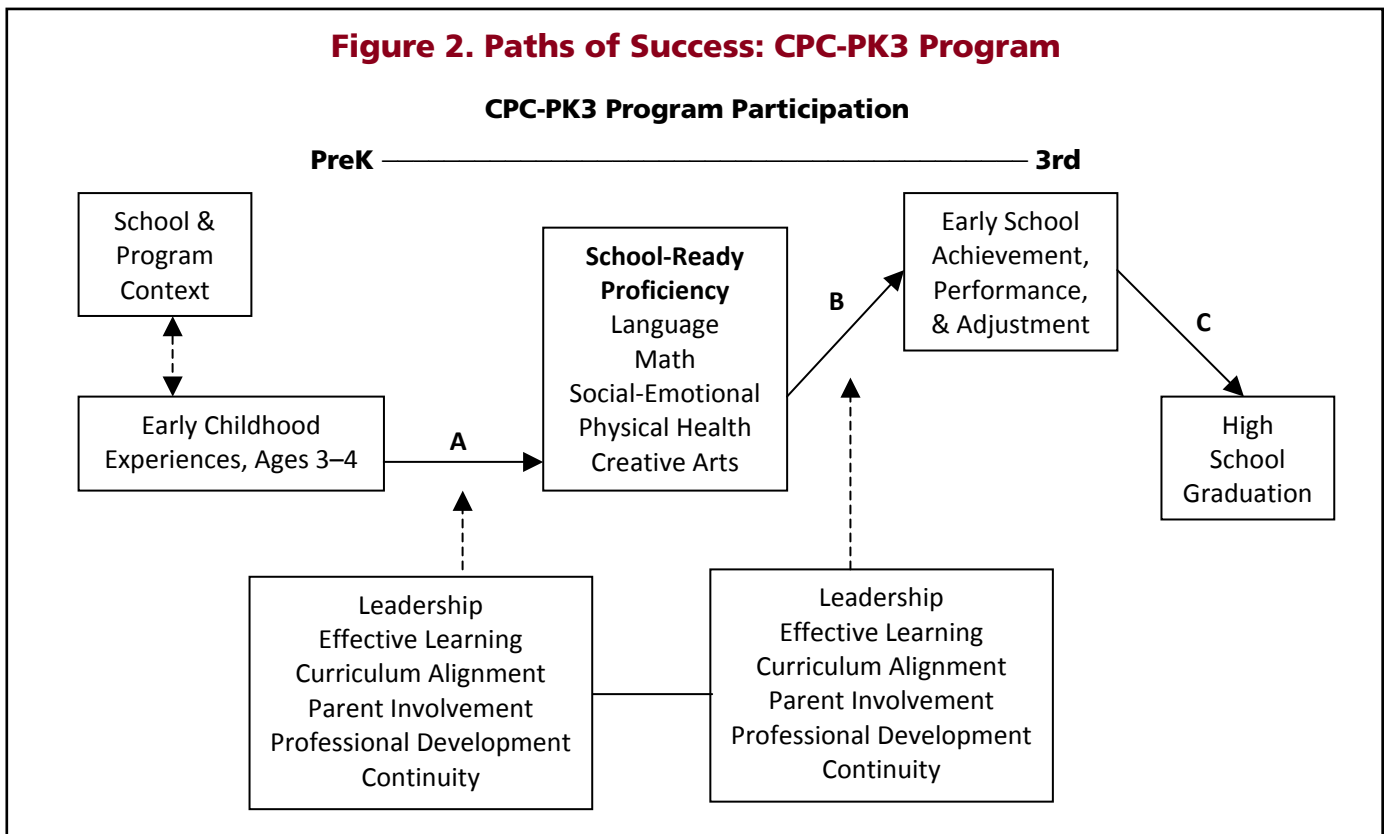
As shown, CPC-PK3 Centers are distinguished by their timing (age 3 or 4), duration (up to six years), comprehensiveness of services, coordination across grades, leadership structure, intensity and quality of learning experiences, family and community services, proximity to the elementary school, and opportunities for professional development. The program has shown strong evidence of effectiveness and economic benefit as described in Section H below.

A. CPC-PK3 Goals

Five major goals are assessed in the CPC-PK3 program. These goals are consistent with the CPC-PK3 program's track record for strengthening schools and communities.

1. Promote readiness for Kindergarten in language and literacy, math, science, and social-emotional learning.
2. Increase proficiency and excellence in early school achievement, including reading, math, and science.
3. Enhance social adjustment and psychological development in the early grades, including social-emotional learning, school commitment, and self-control.
4. Increase parent involvement and engagement throughout a child's formative academic years.
5. Enhance educational success, career opportunities, and personal development for parents and family members.

Figure 2 shows how CPC-PK3 participation promotes school achievement and success. The opportunity to participate in PreK provides a foundation for school-ready proficiency at Kindergarten entry (Path A). Higher levels of proficiency or mastery in Kindergarten when combined with continuing



educational enrichment and family support services through the early grades lead to higher school performance and achievement at the end of Grade 3 (Path B). This higher achievement links directly to higher rates of high school graduation and college readiness as well as the prevention of problem behaviors such as child maltreatment, delinquency, and crime (Path C).

B. Core Program Elements

In the CPC-PK3 program, all centers and sites implement six core elements of the program:

1. ***Effective learning experiences, PreK–3rd grade:*** Ensure mastery in language and literacy, math, science, and social-emotional development throughout early childhood.
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.
3. ***Parent involvement and engagement:*** Comprehensive services are led by the Parent Resource Teachers and School-Community Representatives including multifaceted activities and opportunities to engage families.
4. ***Collaborative leadership team:*** A leadership team is run by the Head Teacher in collaboration with the Principal.
5. ***Continuity and stability:*** PreKindergarten to school-age continuity, through co-located or close-by centers, incorporates comprehensive service delivery and stability for children and families.
6. ***Professional development system:*** Online professional development and on-site follow-up support is integrated for classroom and program applications.

C. CPC History

The program was designed as a response to three major problems facing Chicago's west side neighborhoods of North Lawndale and West Garfield Park in the mid 1960s: low rates of school attendance, family disengagement with schools, and low student achievement. For example, only 8% of sixth graders in area schools were at or above the national average in reading achievement.

Based in part on a survey of neighborhood residents, Dr. Lorraine Sullivan, District 8 Superintendent for Chicago's west side schools and CPC founder, believed that the best solution was to design an early childhood program with parents as partners in children's education. The Child-Parent Education Centers were established in May 1967 in four sites serving the most disadvantaged areas of the city. Expansion began soon after.

By approving the establishment of CPCs in 1967, the Chicago Public School District was the first in the nation to allocate Title I funds (from the Elementary and Secondary Education Act of 1965) to preschool. CPC is the second oldest federally funded early childhood program (after Head Start), and the first federally funded comprehensive PreK–3rd program.

The original goal of the program (an "ESEA Title I, Model Project") was 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."

Dr. Sullivan described the CPC philosophy as promoting a nurturing learning climate: “In a success-oriented environment in which young children can see themselves as important, they are ‘turned on’ for learning. Attitudes toward themselves and others, interest in learning, increased activity, conversation, and enthusiasm are all evidences of the change. Parents are increasingly aware of the role of the home in preparing children for school and have renewed hope that education will develop the full potential of their children.”

D. Rationale for CPC-PK3 as a PreKindergarten to 3rd Grade Approach

Early childhood programs from birth to age 5 that are high in quality have demonstrated positive effects in promoting school readiness and achievement. However, the measured results of most routinely implemented programs show that they are insufficient by themselves to substantially reduce the achievement gap by 3rd grade. Effective PreK has been found to reduce this gap by about a third. The CPC-PK3 program can double the achievement gap reduction to two thirds.

Although CPC has a distinguished history, expansion of the program to other settings is a major need. It is consistent with the reform goal of scaling up the most effective PreK–3rd models. Participation in CPC-PK3 is expected to promote enduring positive impacts for three major reasons: (1) A longer duration of participation will produce greater and more foundational changes in school achievement and performance; (2) the program encourages stability and predictability in learning environments; and (3) it is implemented during the transition to school, a critical phase of development in which continuing services can accelerate learning and lessen the possibility of drop-off effects.

E. CPC-PK3 Leadership Team

The CPC-PK3 leadership team includes the Head Teacher (HT), Parent Resource Teacher (PRT), School-Community Representative (SCR), and liaisons for curriculum alignment and parent involvement. Working with the Principal and Assistant Principal, the HT is a certified teacher who directs the CPC-PK3 program in the site and is responsible for all aspects of planning, implementation, and supervision. The HT has extensive experience in teaching and in providing comprehensive services.

The PRT is a full-time professional and a certified teacher (or in some cases a social worker). This teacher directs the parent program and staffs the parent resource room in the center. Working collaboratively with the SCR, the PRT also establishes partnerships with community agencies to strengthen parenting, health, education, social service, and employment opportunities.

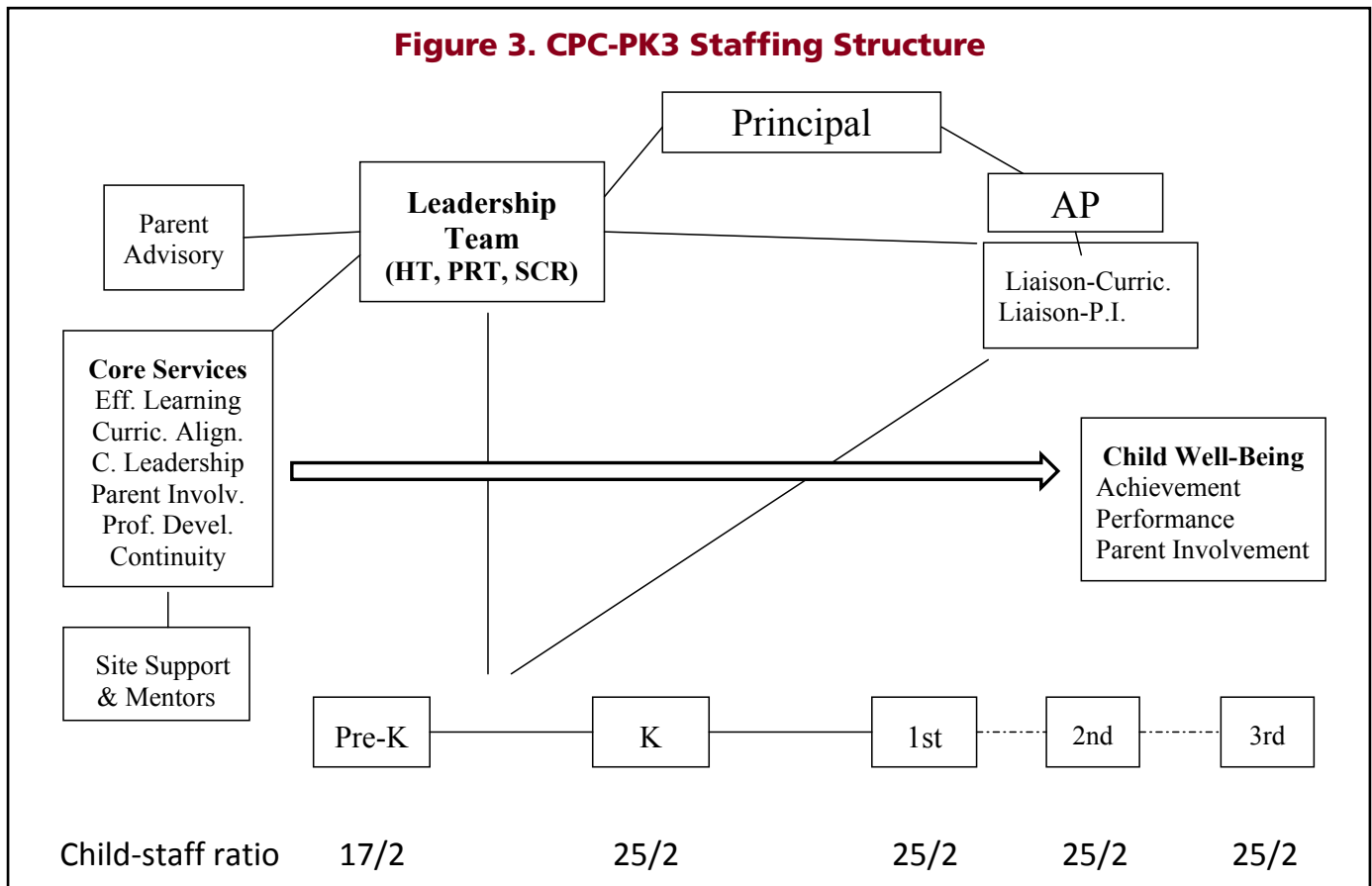
The SCR is a paraprofessional who works under the HT to implement the parent program in the center and has extensive knowledge of the local community and service agencies. Typical activities include enrolling families, providing resource referrals to parents, conducting home visits, and meeting informally with parents and other staff. In the original CPCs, the SCR was a half-time position. In the contemporary program model, schools have seen the benefits of having a full-time SCR. Increased time for this role has shown better attendance, lower rates of chronic absence, and higher rates of parent involvement.

Liaisons for curriculum and parent involvement are identified staff at the K–3rd level who spend approximately 10 percent of their time working with the HT and PRT to make sure classroom

practices and parent involvement activities vertically align from PreK–3rd. These liaisons may be assistant principals, curriculum specialists, parent educators, or other staff with similar skill sets.

Specialist staff may include nurses, speech therapists, school psychologists, and ESL and special education teachers and aides. School nurses conduct health screenings, test for vision and hearing, and provide referrals. Referrals are made for nutrition, physical exams, and mental health. Links with community agencies and clinics also are provided. Children typically receive free- and reduced-price breakfast and lunches in the program.

Figure 3. CPC-PK3 Staffing Structure



F. Eligibility

Children enter the program beginning at age 3 or 4, and they may continue to enroll and receive services through 3rd grade if they remain in a program school. Eligibility is based primarily on the presence of risk factors associated with school underachievement as defined by school districts and funding sources (e.g. Head Start, state PreK). These usually include family poverty, residence in a low-income neighborhood, and/or eligibility for early intervention services due to special needs. Residence in a Title I neighborhood is the most common criterion across school districts. Eligibility for continuing services in the elementary grades may depend on residence in the attendance area of the program school. State-funded PreKindergarten, Head Start programs, child care centers, and all types of elementary schools may implement the CPC program. Positive effects have been found for children from diverse backgrounds and contexts. Full-day services in PreKindergarten and Kindergarten are at the discretion of the district and/or school. The schools ensure continued participation in the program through 3rd grade.

G. Implementation

The CPC-PK3 program helps children develop skills in reading, math, science, social-emotional development, and communication through a broad spectrum of learning experiences in the classroom, family support services, and community-based activities and programming. Although the program does not require specific curricula, those used must have a strong emphasis on the development of literacy, oral language skills, phonemic awareness, numeracy skills, science-based inquiry, and social-emotional learning through diverse activity-based strategies (e.g., whole-class, small-group, individualized, field trips). This approach also helps ensure the achievement of high standards in student performance. The partner districts implement an aligned PreK–3rd curriculum model. Research on the CPC-PK3 program shows that successful integration of teacher-directed and child-initiated strategies results in greater effects on achievement and long-term child well-being.

In collaboration with HTs, PRTs and Parent Involvement Liaisons (K–3rd staff) develop multi-faceted parent programs at each center to promote involvement and engagement in children’s learning at home and in school, and for parents’ own benefit. A menu-based parent involvement plan is developed at each center to address six areas: (1) child development and parenting; (2) health, safety, and nutrition; (3) school involvement; (4) language, math, and science; (5) field experiences and community resources; and (6) education, career, and personal development. Logs of parent involvement activity are maintained in an electronic system that helps keep track of parent involvement goals and progress. Effective communication between parents and teachers is fundamental to the success of the program.

HTs establish an efficient structure of communication, meetings, and activities with the leadership team, principals, and other school staff during the year. The CPC-PK3 management team at the University of Minnesota and district administrators coordinate cross-site meetings and events. A team of site mentors also supports CPC-PK3 staff in the effective implementation of the program. As part of the professional development system, the Erikson Institute provides coaching to classroom teachers throughout the year with quarterly progress meetings. Online modules are available to support implementation in all schools (see page 17 for list of modules).

H. Evidence of Effects: Investing in Innovation Project

Since its inception, the CPC-PK3 program has consistently demonstrated that it is one of the most effective education programs in the nation. Based primarily on the findings of the Chicago Longitudinal Study, which tracks impacts for a mid-1980s PreK cohort, there is strong evidence of the positive effects of CPC-PK3. They include large effects on school readiness at Kindergarten entry, school achievement up through 3rd grade as well as longer-term effects on reading and math achievement, reduced need for school remedial services, educational attainment including high school graduation and college attendance, reduced delinquency and arrest, and positive adult well-being. The program also has been found to return 4 to 11 dollars in economic benefits per dollar invested in the program.

In the Midwest CPC (MCPC) expansion, a five-year longitudinal evaluation of the implementation and impact of the program for the fall 2012 PreK cohort is being conducted by SRI International in collaboration with the University of Minnesota and project partners. The data collection methods include direct assessments and teacher ratings of child performance, parent and teacher surveys,

principal surveys, classroom observations, and assessments of children in comparison schools not implementing the CPC-PK3 program.

The six major goals of the Investing in Innovation Project for the MCPC expansion are:

1. Implement the CPC-PK3 program with high levels of quality and fidelity.
2. Assess the quality of implementation of the PreK, K, and 1st to 3rd grade components.
3. Evaluate the impact of CPC-PK3 from PreK to 3rd grade using a rigorous design.
4. Assess the impact of CPC-PK3 overall and by child, family, and program characteristics.
5. Determine the initial cost-effectiveness of the CPC-PK3 program.
6. Implement a sustainability plan to facilitate program expansion in additional settings.

In the fall of 2013, a new PreK sustainability cohort was followed to document the consistency of impacts compared to the previous year.

I. Key Requirements of the CPC-PK3 Program

The following are the key requirements of the CPC-PK3 program implemented in collaboration with districts and centers by core element.

Effective Learning Experiences, PreK to 3rd Grade

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 teaching staff.
3. HTs 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 activities at least quarterly 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.

Aligned Curriculum

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. CPC leadership team members will regularly participate in grade-level and across-grade meetings throughout the year.
4. Liaisons for curriculum alignment and parent involvement will share their strategies for promoting continuity in instruction and parent engagement with other schools.

Parent Involvement and Engagement

1. The PRT and SCR work closely with the HT and Liaisons to maintain a consistently supportive parent program across grades.
2. Parents sign a CPC-PK3 school-home agreement at the start of the school year agreeing to participate at least 2.5 hours per week.

3. Sites maintain records of family participation in an online portfolio.
4. Sites 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. This plan is revised and reapproved annually.
5. Every month, PRTs and Parent Involvement Liaisons create and distribute a monthly parent involvement calendar, which reflects the parent involvement plan and the needs of the families.
6. PRTs and Parent Involvement Liaisons are available throughout the year to families and teachers to discuss progress in the parent program.
7. All families are eligible for a home visit. Priority is given to families with low participation or low child attendance.
8. The PRT and Parent Involvement Liaison establish and promote a parent group for the center.
9. A resource room dedicated to parent and family activities is available.
10. PRTs and Parent Involvement Liaisons provide alternative times of day for parent participation opportunities.
11. PRTs and Parent Involvement Liaisons provide parent involvement opportunities for families of all backgrounds. Involvement for other family members is also emphasized.

Collaborative Leadership Team

1. The program leadership team in each site includes the Principal, Assistant Principal, HT (or Director), PRT, School-Community Representative, and Liaisons.
2. Under the direction of the HT, the site leadership team meets regularly. Team members in the same job position at neighboring CPCs also meet regularly.
3. The leadership team is responsible for ensuring that other school staff members have adequate resources, including time for preparation and collaboration, to effectively meet the goals of the other CPC-PK3 elements.
4. The leadership team establishes partnerships with community providers to strengthen service delivery and enlist local universities in training opportunities.

Continuity and Stability

1. HTs 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, 2nd and 3rd).
2. The leadership team incorporates continuity and stability into curriculum alignment and parent involvement plans from PreK–3rd.
3. Through policy and practice reforms, CPC-PK3 students are assured continued enrollment in the program through at least 3rd grade in the same school where they began participation.
4. The leadership team works together to achieve at least 80% retention of CPC students each year.

Professional Development System

1. Individual teachers and staff meet at least twice per year with HTs/Curriculum Alignment Liaisons, and school facilitators to review ways to support their instruction in the classroom via coaching and in-classroom supports.
2. Teachers and staff actively participate in professional development modules with facilitators and take part in online activities and opportunities to share experiences with other teachers.
3. All leadership team members participate in at least two professional development workshops during the year.
4. Training modules are implemented jointly across grades, such as for PreK and Kindergarten teachers, Kindergarten and 1st grade teachers, and so on.
5. Opportunities are provided for staff development that emphasize skills or knowledge of curricular alignment, parent involvement, leadership development, and continuity and stability.

In the following charts, the definitions, goals, and requirements of each program element are described further.

Effective Learning Experiences, PreK–3rd Grade

Definition	<p>Teaching and classroom practices provide continuous and intensive opportunities and experiences for engaged learning through diverse instruction focused on the development of language and literacy, math, science, and social-emotional skills. Nine elements define effective learning experiences necessary for greatest positive results beginning in PreK and continuing to 3rd grade:</p> <ul style="list-style-type: none"> • Small class sizes and low child:teacher ratios • Qualified teachers • Balanced curriculum • Family engagement • Intensity of instruction • Classroom climate • Teacher-child interactions • Professional development • Accountability system
Goals	<ul style="list-style-type: none"> • Provide a well-planned, well-implemented PreK and Kindergarten experience that will set 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.
Requirements	<ul style="list-style-type: none"> • PreKindergarten classes are limited to 17 children and have a minimum of 2 teaching staff. • Kindergarten and Grade 1-3 classes are limited to 25 children and have a minimum of 2 teaching staff. • HTs 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 • Teachers document the organization and implementation of instructional activities at least quarterly in accordance with the effectiveness elements. • Teachers meet with parents over the year (fall, winter, spring) to review children’s progress and discuss parent program opportunities with the PRT.

Aligned Curriculum	
Definition	An organized sequencing of evidence-based curricula and instructional practices from PreK–3rd that addresses multiple domains of child development within a balanced, activity-based approach.
Goals	<ul style="list-style-type: none"> • Provide consistent and developmentally appropriate instructional practices throughout the early learning years. • 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.
Requirements	<ul style="list-style-type: none"> • Implement an endorsed curriculum plan that is: <ul style="list-style-type: none"> ◦ Aligned to standards (Head Start, Common Core, etc.) ◦ Addresses language-literacy, math, science, and social-emotional learning ◦ Supported by ongoing assessment of child progress ◦ Aligned from PreK–3rd ◦ Balances child-initiated and teacher-directed activities • Provide a rationale for the curriculum plan. The rationale should include: <ul style="list-style-type: none"> ◦ Why this curriculum was selected for this student population ◦ The use of supplemental materials ◦ The extent to which it is evidence-based • CPC leadership team members will regularly participate in grade-level and across-grade meetings throughout the year. • Liaisons for curriculum alignment and parent involvement will share their strategies for promoting continuity in instruction and parent engagement with other schools.

Parent Involvement and Engagement	
Definition	Comprehensive services led by the PRTs and SCR that include multi-faceted activities, events, and opportunities to mobilize community resources and engage parents and family members.
Goals	<ul style="list-style-type: none"> • Implement 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 PreK–3rd grade. • Enhance and provide support for educational attainment, career opportunities, and personal development for parents and family members.
Requirements	<ul style="list-style-type: none"> • The PRT and SCR work closely with the HT and Liaisons to maintain a consistently supportive parent program across grades. • Parents sign a CPC-PK3 school-home agreement at the start of the school year agreeing to participate at least 2.5 hours per week. • Sites maintain records of family participation in an online portfolio. • Sites 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. This plan is revised and reapproved annually. • Every month, PRTs and Parent Involvement Liaisons create and distribute a monthly parent involvement calendar, which reflects the parent involvement plan and the needs of the families. • PRTs and Parent Involvement Liaisons are available throughout the year to families and teachers to discuss progress in the parent program. • All families are eligible for a home visit. Priority is given to families with low participation or low child attendance. • The PRT and Parent Involvement Liaison establish and promote a parent group for the center. • A resource room dedicated to parent and family activities is available. This room includes resources to facilitate use (e.g., computer with internet, microwave, library with children's books). • PRTs and Parent Involvement Liaisons provide alternative times of day for parent participation opportunities. • PRTs and Parent Involvement Liaisons provide parent involvement opportunities for families of all backgrounds. Involvement for other family members is also emphasized.

Collaborative Leadership Team	
Definition	A leadership team run by the HT in collaboration with the Principal.
Goals	<ul style="list-style-type: none"> • Promote shared visions 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.
Requirements	<ul style="list-style-type: none"> • The program leadership team in each site includes the Principal, Assistant Principal, HT (or Director), PRT, School-Community Representative, and Liaisons. • Under the direction of the HT, the site leadership team meets regularly. Team members in the same job position at neighboring CPCs also meet regularly. • The leadership team is responsible for ensuring that other school staff members have adequate resources, including time for preparation and collaboration, to effectively meet the goals of the other CPC-PK3 elements. • The leadership team establishes partnerships with community providers to strengthen service delivery and enlist local universities in training opportunities.

Continuity and Stability	
Definition	PreKindergarten to school-age continuity through co-located or close-by centers that incorporates comprehensive service delivery and stability for children and families.
Goals	<ul style="list-style-type: none"> • Provide a stable school environment and foster an environment that allows students to take full advantage of the CPC-PK3 program. • Reduce the potential drop-off in the positive effects of PreKindergarten that have been observed for many programs. • Of the entering PreKindergarten children, 80% continue to the Kindergarten and school-age components. Close to 100% of 3-year-olds continue to the 4-year-old program. • CPC-PK3 leadership team will stay in place to ease transition and promote continuity.
Requirements	<ul style="list-style-type: none"> • HTs 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, 2nd and 3rd). • The leadership team incorporates continuity and stability into curriculum alignment and parent involvement plans from PreK–3rd. • Through policy and practice reforms, CPC-PK3 students are assured continued enrollment in the program through at least 3rd grade in the same school where they began participation. • The leadership team works together to achieve at least 80% retention of CPC students each year.

Professional Development System	
Definition	The CPC-PK3 professional development cycle integrates online professional development and on-site follow-up support for classroom and program applications.
Goals	<ul style="list-style-type: none"> • Advance the quality and alignment of PreK–3rd grade teaching within each CPC-PK3 site; • Promote the capacity of each site’s leadership team in advancing the CPC-PK3 model; and • Help build a CPC-PK3 professional learning community within and across sites.
Requirements	<ul style="list-style-type: none"> • Individual teachers and staff meet at least twice per year with HTs/Curriculum Alignment Liaisons, and school facilitators to review ways to support their instruction in the classroom via coaching and in-classroom supports. • Teachers and staff actively participate in professional development modules with facilitators and take part in online activities and opportunities to share experiences with other teachers. • All leadership team members participate in at least two professional development workshops during the year. • Training modules are implemented jointly across grades, such as for PreK and Kindergarten teachers, Kindergarten and 1st grade teachers, and so on. • Opportunities are provided for staff development that emphasize skills or knowledge of curricular alignment, parent involvement, leadership development, and continuity and stability.

Further Information on the CPC-PK3 Program

Human Capital Research Collaborative Fact Briefs

[Class Size Brief](#)

[Curriculum Brief](#)

[Fade Out Brief](#)

[Funding Brief](#)

[Parent Involvement Brief](#)

Program History and Impacts

[The Child-Parent Center Program and Study](#)

[Early Childhood Intervention and Educational Attainment: Age 22 Findings from the Chicago Longitudinal Study](#)

[School-Based Early Childhood Education and Age-28 Well-Being: Effects by Timing, Dosage, and Subgroups](#)

Effective Learning Experiences

[Preschool Education and School Completion](#)

[Core Knowledge for PK–3 Teaching: Ten Components of Effective Instruction](#)

[PreK–3rd: Putting Full-Day Kindergarten in the Middle](#)

Aligned Curriculum

[More than Teacher-Directed or Child Initiated: Preschool Curriculum Type, Parent Involvement, and Children's Outcomes in the Child-Parent Centers](#)

[Not So Simple: Standards and Their Implementation](#)

[PreK–3rd: Getting Literacy Instruction Right](#)

Parent Involvement and Engagement

[Paths of Effects From Preschool to Adult Well-Being: A Confirmatory Analysis of the Child-Parent Center Program](#)

[The Family Partnership](#)

[Engaging Parents: Effective Practices from Chicago Principals](#)

Collaborative Leadership Team

[Child-Parent Center Organization](#)

[PreK–3rd: Principals as Crucial Instructional Leaders](#)

[PreK–3rd: How Superintendents Lead Change](#)

Continuity and Stability

[School Mobility and Educational Success: A Research Synthesis and Evidence on Prevention](#)

[School Mobility and Achievement: Longitudinal Findings from an Urban Cohort](#)

[On the Move: New Research Explores How Mobility Impacts Achievement Among Younger Students](#)

Professional Development

[NAECY: What is Professional Development in Early Childhood Education?](#)

[Promoting Language and Literacy Development for Early Childhood Educators](#)

CPC-PK3 Online Modules for Teachers and Staff

PreK Module 1: Children's Thinking in Action

http://coursemedia.erikson.edu:81/eriksononline/CPC/Module_1_Fostering_Childrens_Thinking/story.html

PreK Module 2: Fostering Young Children's Thinking: The Power of Representation

http://coursemedia.erikson.edu:81/eriksononline/CPC/Module2/CPC_Module_2_Final_output/story.html

PreK Module 3: Fostering Young Children's Thinking: The Power of Representation, Part II

http://coursemedia.erikson.edu:81/eriksononline/CPC/Module3/cpc_module_3/story.html

PreK Module 4: Continuity and Transition from PreKindergarten to Kindergarten

http://coursemedia.erikson.edu:81/eriksononline/CPC/Module4/Module4_output/story.html

Kindergarten Module 1: Learning in Action: The Road Map

http://coursemedia.erikson.edu:81/eriksononline/CPC/2013-2014/Module1_Final/story.html

Kindergarten Module 2: Learning in Action: The Power of Inquiry

<http://coursemedia.erikson.edu:81/eriksononline/CPC/2013-2014/Module2/Module2/story.html>

First Grade Module 1: Learning in Action

http://coursemedia.erikson.edu:81/eriksononline/CPC/2014_2015/CPC_2014_2015/story.html

First Grade Module 2: Learning in Action: Extensions

http://coursemedia.erikson.edu:81/eriksononline/CPC/2014_2015/CPC_2014_2015/story.html

JOB DESCRIPTIONS

Head Teacher

Parent Resource Teacher

School-Community Representative

Curriculum Alignment Liaison

Parent Involvement Liaison

Mentor

CPC-PK3 Head Teacher (HT)

Job Description

The CPC-PK3 program is a targeted school reform model that emphasizes aligned education and services for low-income children from PreK–3rd grade. CPC-PK3 sites have a heavy literacy focus in the classroom, small class sizes, intensive family involvement, and a structure that aligns services for children over time.

The HT is the program director who is responsible for organizing and implementing program services in collaboration with the PRT, SCR, classroom teachers, and other specialist staff.

The HT works under the direction of the Principal to lead the implementation of all services within the school. The 6 key responsibilities are to ensure faithful implementing of the following:

- Effective learning experiences in the classroom
- Collaborative leadership team
- Parent involvement and engagement
- Aligned curriculum
- Continuity and stability
- Professional development support for staff

Typical Tasks

- Observe and coach teachers in best practices and CPC-PK3 professional development content.
- Convene weekly meetings of the leadership team.
- Lead the annual development of the curriculum plan with Curriculum Alignment Liaison and Principal.
- Work with other leadership team members to create community partnerships to benefit center families and children.
- Regularly report to Principal on progress of children in the center.
- Ensure implementation fidelity and completion of fidelity-related data by teachers and school staff.

Requirements

- A certified/licensed teacher, specialized in early childhood education
- Several years of experience in teaching preferred
- Advanced knowledge of the CPC-PK3 program, PreK to 3rd grade
- Leadership experience in managing comprehensive human service programs
- Excellent written and verbal communication skills
- Ability to collaborate with school staff to ensure program quality
- Dedicated to the overall success of the CPC-PK3 program

CPC-PK3 Parent Resource Teacher (PRT)

Job Description

The PRT schedules activities and manages the Parent Resource Room, located within or attached to the Child-Parent Center. This room provides a warm and friendly environment within the school, where parents can come in, learn and become active members of the school community. Moreover, this resource room connects parents with each other and provides an opportunity for parents to create roles for themselves.

The PRT, under the direction of the Head Teacher and the Principal, develops and maintains a parent involvement and engagement program in collaboration with the SCR that ensures that parents will actively participate in a wide range of school, home, and community activities emphasizing:

- Supportive home environment (home economics, parenting practices)
- Healthy family (family nutrition education, health and safety, consumer education)
- Development (child development, personal development for all family members)
- Parent education (literacy, necessary skills to reinforce the child's academic experience, postsecondary education and workforce training)

Typical Tasks

- Develop and maintain a menu-based system of engagement in collaboration with the SCR primarily for families of PreK and Kindergarten children.
- Maintain a registry of parent participation, and at the end of the school year, place the registry on file in the school office.
- Maintain an accounting of the parent program expenditures.
- Provide monthly communication with families in the form of a Parent Resource Room newsletter.
- Participate in leadership meetings and events within the school and citywide.
- Partner with teachers and school staff in creating a strong learning environment.
- Coordinate professional development opportunities for the SCR and other school staff.

Requirements

- Bachelor's degree or higher and State Type 04 certification (varies by state)
- Leadership experience in implementing family involvement activities in schools and communities
- Advanced knowledge of the CPC-PK3 program, PreK to 3rd grade
- Extensive experience in working with families in a variety of ways such as home visits, family events and meetings, and providing direct services
- Problem-solving skills in addressing the needs of children and family members
- Ability to lead and work effectively within a collaborative leadership team

CPC-PK3 School-Community Representative (SCR)

Job Description

The SCR, under the direction of the Principal and HT, fosters positive school, home, and community relations and collaborates with the PRT in implementing a menu-based system of parent involvement and engagement. The SCR works actively to keep parents informed, compliance levels high, and attendance levels high while mobilizing resources in the community on behalf of families and community members.

Typical Tasks

- Aid in ongoing recruitment of new pupils.
- Maintain a file of children in need of shots/physicals.
- Work actively to identify alternative participation solutions when needed.
- Participate in leadership meetings within the school and citywide in collaboration with the HT and PRT.
- Assist the PRT in organizing the work and meetings of the Parent Group.
- Maintain a daily log (electronically, if possible), placed on file with the school office at the end of the school year.
- Maintain electronic files of school calendars, newsletters, meetings, fliers, and announcements.
- Maintain pupil information file (electronically, if possible) with name, address, and phone numbers in an electronic and secure format.
- Conduct home visits to participating families.
- Check pupil and parent attendance and call or visit homes to provide insight on problems to teachers.
- Work supportively with PRT and jointly establish a time when the SCR can participate and assist in parent program activities.
- Accompany the PRT on parent field trips.
- Check resource agencies and be knowledgeable about the attendance area.
- Maintain electronic file of community resources.
- Coordinate activities with the unique needs of the center.

Requirements

- High school diploma or equivalent credential (i.e., GED)
- Strong knowledge base of the CPC-PK3 program, PreK to 3rd grade
- Extensive knowledge of community organizations and groups in the surrounding area
- Experience in working with families in a variety of ways including home visits, parent room events and meetings, and providing direct services
- Problem-solving skills in addressing the needs of children and family members
- Capacity to work effectively within a collaborative leadership team

CPC-PK3 Curriculum Alignment Liaison

Job Description

The Curriculum Alignment Liaison works toward alignment of curriculum and instructional approaches across PreK–3rd. In this role, the liaison coordinates the coaching/facilitation of high-quality and aligned instructional practices in the primary grades (1–3), organizes the professional development of primary grade teachers, and orders curriculum materials and supplies as needed. The liaison works closely with their PreK/K counterpart, the CPC-PK3 HT, to ensure alignment of curricular materials, learning standards, assessments, and overall collaboration among PreK–3rd teachers. The school Principal is the supervisor.

The Curriculum Alignment Liaison serves as a member of the CPC-PK3 Collaborative Leadership Team charged with the responsibility for planning, implementing, and evaluating an educational program relevant to the needs of the student population in a school and/or school system. Specific responsibilities include providing evidence of effectiveness regarding each curricula implemented, ensuring that the professional development meets the needs of classroom teachers implementing the curriculum, convening meetings across grade levels, and advising administrators, teachers, and other professional personnel regarding curriculum alignment. This position requires a minimum 10% time allocation of a full-time employee currently employed by the school district.

Typical Tasks

- Provide advice and counsel for teachers and principals on matters pertaining to instruction across the PreK–3rd grade continuum.
- Plan and implement staff development programs for school staff.
- Coordinate PD sessions for teachers across the PreK–3rd grade continuum.
- Ensure that curriculum used in the PreK–3rd grade continuum is evidence-based.
- Assess the school's CPC-PK3 Curriculum Plan and ensure fidelity of implementation.
- Ensure in-service training designed to support implementation of curricula involves all relevant teachers in the PreK–3rd grade continuum.
- Supervise development of instructional guidelines, policies, regulations, and official notices for CPC-PK3 teachers.
- Use assessment data, such as Kindergarten Readiness data, to inform instructional practices and curriculum implementation.
- Manage communication with teachers from Human Capital Research Collaborative, SRI, and Erikson.

Requirements

- Knowledge of the CPC-PK3 PreK–3rd Program
- Bachelor's degree in Early Childhood Education, Elementary Education or related field
- Prior teaching experience in an early childhood or elementary setting
- Familiarity with educational trends, specifically in curriculum and instruction
- Ability to lead others in change of practices
- Ability to establish and maintain effective working relationships with staff

CPC-PK3 Parent Involvement Liaison

Job Description

The Parent Involvement Liaison works toward alignment of parent involvement activities and approaches across PreK–3rd grade. In this role, the liaison coordinates the parent involvement activities (Grades 1–3), conducts needs assessments of families annually, maintains the Parent Resource Room in the elementary school, and orders materials and supplies for the Parent Resource Room. The liaison works closely with their PreK/K counterpart, the CPC-PK3 PRT, to ensure alignment of parent involvement strategies, activities, goal setting, and evaluation of the parent program. The school Principal is the supervisor.

The Parent Involvement Liaison serves as a member of the CPC-PK3 Collaborative Leadership Team charged with the responsibility for planning, implementing, and evaluating the CPC-PK3 program. The Leadership Team meets regularly to discuss day-to-day operations as well as planning and evaluation topics. This position requires a minimum 10% time allocation of a full-time employee currently employed by the school district. The liaison provides advice and counsel for teachers and principals on matters pertaining to the parent involvement program across the PreK–3rd grade continuum, as well as plans and implements parent involvement activities in the elementary grades.

Typical Tasks

- Work with the PRT to plan age-specific and PreK–3rd parent involvement activities.
- Identify and refer families to community resources.
- Set goals for parent involvement levels in Grades 1–3.
- Create, target, and implement systems to track involvement in the school, home, and community.
- Set goals for content offered and ensure it meets CPC-PK3 content standards.
- Conduct annual needs assessments for elementary grade families.
- Prepare or revise the established Parent Involvement Plan to include a menu of parent involvement options based on results of needs assessment and a plan to involve as many families as possible.
- Create a monthly calendar of parent involvement activities offering a variety of events and workshops, each with a focus on CPC-PK3-specified content (e.g., child development, parenting, language and literacy).
- Align CPC-PK3 parent involvement efforts with other school-family engagement efforts (e.g. Title I parent involvement goals, Parent Councils, PTA).
- Recruit families to become involved in the CPC-PK3 parent program.

Requirements

- Knowledge of the CPC-PK3 PreK–3rd Program
- A minimum of two years experience with parent involvement in the schools
- Skills in technology and computers (MS Office, Web browsing, etc.)
- Bachelor's Degree in Early Childhood Education/Elementary education or related field
- Familiarity with Title I funding and programming
- Residence in or involvement with this school neighborhood for a minimum of 3 years
- Experience working with the PTA or other similar school-community leadership organization

CPC-PK3 Mentor

Job Description

The CPC-PK3 Mentor serves as a mentor to the CPC-PK3 Collaborative Leadership Team and is charged with the responsibility for supporting an educational program with an emphasis on high parent involvement and engagement, relevant to the specific needs of a center's families. Specific responsibilities include receiving staffing updates from the Principal, ensuring that professional development is taking place, ensuring that teaching assistants are being used effectively, and supporting the PRT, Parent Involvement Liaison, and SCR in providing a comprehensive CPC-PK3 parent program which serves the needs of the families. This position requires a minimum 10% time allocation of a full-time employee currently employed by the school district. The CPC-PK3 Mentor provides advice and assistance to Collaborative Leadership Team members and teachers for implementing the CPC-PK3 program with high fidelity across the PreK–3rd grade continuum.

Typical Tasks

- Hold monthly site visits to ensure all CPC-PK3 requirements are being met.
- Check in monthly with Principal to discuss promoting parent involvement and to receive staffing updates.
- Check in monthly with the HT to assess professional development implementation and the use of teaching assistants in classrooms.
- Check attendance and develop a plan to maintain/increase student attendance.
- Convene the HT, Curriculum Alignment Liaison, PRT, and Parent Involvement Liaison in a joint meeting to receive updates on collaboration, alignment of curriculum, and parent program across grades.
- Communicate weekly with PRTs to receive updates on the progress of the parent program and to check on how the SCR's time is being used.

Requirements

- Knowledge of the CPC-PK3 PreK–3rd Program
- Prior leadership experience in a CPC or similar school reform model
- Bachelor's degree in Early Childhood Education, Elementary Education, or related field; Master's degree preferred
- Prior teaching experience in an early childhood or elementary setting
- Familiarity with educational trends, specifically in parent involvement and engagement strategies
- Ability to lead others in change of practices
- Ability to establish and maintain effective working relationships with staff

Implementation and Monitoring Forms

Quality monitoring through data collection and analysis is an important aspect of the CPC-PK3 approach. Information collected through the forms in this section helps keep program implementation on track, and helps school leaders and outside supporters understand the program benefits. The following are examples of ways in which program quality is measured.

1. **Classroom Activity Report (CAR):** Monthly teacher-reported checklists assess the extent to which teachers implement activity-based curriculum and instructional practices that are rich in literacy, language, and early math concepts.
2. **Parent Home Involvement Checklist:** Forms are sent home with each child to encourage at-home activities and quality interactions between family members and children. Data is collected weekly.
3. **Needs Assessment:** This annual questionnaire is completed for each family in the program. It inquires about family needs and interests, times available for in-school activities, and need for social services in the community. PRTs and Parent Involvement Liaisons use the results of the needs assessment to create the year's parent involvement plan.
4. **Curriculum Alignment Plan Template:** A plan of strategies aligns curriculum, assessments, and professional development within and across grades. The template is completed by the HT and Curriculum Alignment Liaison each year in the fall and signed by Principal.
5. **Parent Involvement Plan Template:** This plan of parent involvement activities for the school year is based on the results of the needs assessment of each family. It is completed by the PRT and Parent Involvement Liaison annually and signed by the Principal.
6. **Child-Parent Center School-Home Agreement:** Parents read and sign the agreement as a sign of their commitment to participate in the program. The agreement is also signed by the Principal or the HT to show the school's commitment to provide a high-quality program.

**PreK and Kindergarten CPC-PK3 Classroom Activity Report, Year: _____****Your Name:** _____ **Your Title:** _____ **Classroom #** _____ **School Name:** _____**Date:** _____ **# of Sessions Children Attend This Week:** _____ **Length of Session Students Attend:** _____**Grade Level (circle one):** PreK / K**Purpose:** To determine the specific amount and type of teaching children have received over the year. *Report the actual time spent, not the scheduled time.***Directions:** Every other month, for a period of one week, 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 and use that domain to categorize the activity. If no time was spent in a domain, please leave the line blank for that domain.**Definitions:** Teacher-directed activities are approaches to instruction where the teacher takes the lead in defining learning goals and methods; this includes individual and small-group formal skill instruction and large-group instructional activities, including story reading and discussion time. Child-initiated activities provide opportunities for free choice and informal learning, and include field trips and learning centers.

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. SOCIO-EMOTIONAL LEARNING (conduct, self-control)	
E. ART and MUSIC	
F. FINE MOTOR ACTIVITY	
G. LARGE MOTOR ACTIVITY	
*Note the activities for which the percentage of time was difficult to determine:	TOTAL 100%

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 (Ex: whole group mini-lessons; guided reading)	% Child-initiated (Ex: learning centers with choice; peer groupings)	Total
1. LANGUAGE/LITERACY			100%
2. MATH			100%
3. SCIENCE			100%



CPC-PK3 Classroom Activity Report, Year: _____

Last revised 4-28-2015

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

Grade Level (circle one): 1st grade / 2nd grade / 3rd grade

Purpose: To determine the specific amount and type of teaching children have received over the year. *Report the actual time spent, not the scheduled time.*

Directions: Every other month, for a period of one week, 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 and use that domain to categorize the activity. If no time was spent in a domain, please leave the line blank for that domain.

Definitions: Teacher-directed activities are approaches to instruction where the teacher takes the lead in defining learning goals and methods; this includes individual and small-group formal skill instruction and large-group instructional activities, including story reading and discussion time. Child-initiated activities provide opportunities for free choice and informal learning, and include field trips and learning centers.

DOMAIN and ACTIVITY	PERCENTAGE
A. ENGLISH LANGUAGE ARTS	
1) READING LITERATURE and INFORMATIONAL TEXT (asking questions about story; retelling and describing key parts of story; exploring text features)	
2) INTEGRATION OF KNOWLEDGE AND IDEAS (using illustrations and details in a story to describe its characters, setting, or events; comparing experiences of characters)	
3) FOUNDATIONAL PRINT and WRITING (exploring the distinguishing features of a sentence, learning the features of spoken words, syllables, and sounds)	
4) SPEAKING & LISTENING AND LANGUAGE (asking and answering questions about key details in a text read aloud or information presented orally or through other media)	
B. MATHEMATICS	
1) OPERATIONS & ALGEBRAIC THINKING and GEOMETRY (representing and solving problems using addition and subtraction; reasoning with shapes and their attribute)	
2) NUMBERS AND OPERATIONS (extending counting sequence; learning place value)	
3) MEASUREMENT AND DATA (measuring lengths by unit; telling and writing time)	
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. SOCIO-EMOTIONAL LEARNING (self-regulation; identifying and expressing emotions; positive peer relations; identifying and expressing emotions)	
E. ART and MUSIC	
F. PHYSICAL EDUCATION	
*Note the activities for which the percentage of time was difficult to determine:	TOTAL 100%

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 (Ex: whole group mini-lessons; guided reading)	% Child-initiated (Ex: learning centers with choice; peer groupings)	Total
1. LANGUAGE/LITERACY			100%
2. MATH			100%
3. SCIENCE			100%

Parent Home Involvement Checklist

Instructions: Please check the amount of time you or other family members were involved at home with your child in the past week.

Child _____ Parent _____ Week of _____

Classroom Teacher _____ Grade _____ CPC / School _____

Reading with child 	Math/ Counting, matching, shapes and numbers	Drawing, writing, and arts & crafts 	Watching educational TV programs with your child (such as <i>Sesame Street</i>)	Playing games, puzzles, building with blocks 	Going on outings with child (to museums, zoos, and parks, for example)	Going to the library or community center with child 
<input type="checkbox"/> none <input type="checkbox"/> 15 min <input type="checkbox"/> 30 min <input type="checkbox"/> 1 hr. <input type="checkbox"/> 2 hours <input type="checkbox"/> more than 2 hours	<input type="checkbox"/> none <input type="checkbox"/> 15 min <input type="checkbox"/> 30 min <input type="checkbox"/> 1 hr. <input type="checkbox"/> 2 hours <input type="checkbox"/> more than 2 hours	<input type="checkbox"/> none <input type="checkbox"/> 15 min <input type="checkbox"/> 30 min <input type="checkbox"/> 1 hr. <input type="checkbox"/> 2 hours <input type="checkbox"/> more than 2 hours	<input type="checkbox"/> none <input type="checkbox"/> 15 min <input type="checkbox"/> 30 min <input type="checkbox"/> 1 hr. <input type="checkbox"/> 2 hours <input type="checkbox"/> more than 2 hours	<input type="checkbox"/> none <input type="checkbox"/> 15 min <input type="checkbox"/> 30 min <input type="checkbox"/> 1 hr. <input type="checkbox"/> 2 hours <input type="checkbox"/> more than 2 hours	<input type="checkbox"/> none <input type="checkbox"/> 15 min <input type="checkbox"/> 30 min <input type="checkbox"/> 1 hr. <input type="checkbox"/> 2 hours <input type="checkbox"/> more than 2 hours	<input type="checkbox"/> none <input type="checkbox"/> 15 min <input type="checkbox"/> 30 min <input type="checkbox"/> 1 hr. <input type="checkbox"/> 2 hours <input type="checkbox"/> more than 2 hours





The information you provide will not be shared with others. Your responses will help our school improve services for families. Return this form to the Parent Resource Teacher or Parent Involvement Liaison by _____

Parent Home Involvement Checklist

Instructions: Please check the amount of time you or other family members were involved at home with your child in the past week.

Child _____ Parent _____ Week of _____

Classroom Teacher _____ Grade _____ CPC / School _____

Reading with child 	Math/ Counting, matching, shapes and numbers	Drawing, writing, and arts & crafts 	Watching educational TV programs with your child (such as <i>Sesame Street</i>)	Playing games, puzzles, building with blocks 	Going on outings with child (to museums, zoos, and parks, for example)	Going to the library or community center with child 
<input type="checkbox"/> none <input type="checkbox"/> 15 min <input type="checkbox"/> 30 min <input type="checkbox"/> 1 hr. <input type="checkbox"/> 2 hours <input type="checkbox"/> more than 2 hours	<input type="checkbox"/> none <input type="checkbox"/> 15 min <input type="checkbox"/> 30 min <input type="checkbox"/> 1 hr. <input type="checkbox"/> 2 hours <input type="checkbox"/> more than 2 hours	<input type="checkbox"/> none <input type="checkbox"/> 15 min <input type="checkbox"/> 30 min <input type="checkbox"/> 1 hr. <input type="checkbox"/> 2 hours <input type="checkbox"/> more than 2 hours	<input type="checkbox"/> none <input type="checkbox"/> 15 min <input type="checkbox"/> 30 min <input type="checkbox"/> 1 hr. <input type="checkbox"/> 2 hours <input type="checkbox"/> more than 2 hours	<input type="checkbox"/> none <input type="checkbox"/> 15 min <input type="checkbox"/> 30 min <input type="checkbox"/> 1 hr. <input type="checkbox"/> 2 hours <input type="checkbox"/> more than 2 hours	<input type="checkbox"/> none <input type="checkbox"/> 15 min <input type="checkbox"/> 30 min <input type="checkbox"/> 1 hr. <input type="checkbox"/> 2 hours <input type="checkbox"/> more than 2 hours	<input type="checkbox"/> none <input type="checkbox"/> 15 min <input type="checkbox"/> 30 min <input type="checkbox"/> 1 hr. <input type="checkbox"/> 2 hours <input type="checkbox"/> more than 2 hours

The information you provide will not be shared with others. Your responses will help our school improve services for families. Return this form to the Parent Resource Teacher or Parent Involvement Liaison by _____



School _____ Grade _____ Name _____

Last revised
4-28-2015

The Needs Assessment: A Family Survey on Parent Involvement and Engagement Checklist

Child-Parent Center Program, PreK–3rd Grade

Directions: The Child-Parent Centers provide a menu of options for families to get involved. To provide the most useful activities for families, we ask for your input about the types of events to offer in the parent program.

1. Which types of activities are you interested in participating in? (Check all that apply).

Child development & parenting <input type="checkbox"/>	Health, safety, & nutrition <input type="checkbox"/>	Volunteering in the school <input type="checkbox"/>	Language, math, & science <input type="checkbox"/>	Field trips <input type="checkbox"/>	Career and Education <input type="checkbox"/>	Other (specify) _____
---	--	---	---	---	---	--------------------------

2. Please rate your level of interest in the types of workshops and events listed below by assigning each category a number. You can assign two categories with the same number if you are equally interested in them.
(1 = activity you are most interested in; 6 = activity you are least interested in).

Child development & parenting _____	Health, safety, & nutrition _____	Volunteering in the school _____	Language, math, & science _____	Field trips _____	Career and Education _____
---	---	--	---	-----------------------------	--------------------------------------

Please list any other event or workshop you would like to get involved in:

3. Your personal goal for this year (example: GED): _____

4. Steps needed to reach this goal: _____

5. Assistance needed to reach this goal: _____

6. What are the best times of day for you to participate in the program? (Check all that apply)

At child drop-off <input type="checkbox"/>	During the school day <input type="checkbox"/>	An hour before child pick-up <input type="checkbox"/>	At child pick-up <input type="checkbox"/>	After school <input type="checkbox"/>	In the evening <input type="checkbox"/>
--	--	---	---	---	---

Yes No

7. Would you be interested in helping us plan events? _____

8. What kinds of things may keep you from being involved in the parent program at the Center?

9. Do you have any suggestions for how to get other parents involved?

The process of developing family goals as part of the CPC-PreK3 Program has been explained to me.

Parent Signature _____ Date: _____

Staff Signature _____ Date: _____



CPC-PK3 Curriculum Alignment Plan Year: _____

Site Name: _____ Date: _____

Curriculum Alignment Liaison: _____

Instructions: The Curriculum Alignment Liaison (CAL), in collaboration with the Head Teacher (HT) and Principal, should complete this plan. This will be the foundation for curriculum alignment from PreK to 3rd grade.

As described in the CPC guidelines, the *goals for the aligned curriculum component* are to:

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

The program requirements established to meet these goals are as follows:

- Implement an endorsed Curriculum Alignment Plan from PreK to 3rd grade that is aligned to standards, domains of learning, assessments, and learning activities.
- Provide a rationale for the Curriculum Alignment Plan including supplemental materials.
- Collaborate with the PRT to ensure that opportunities to engage families in student learning are available.
- Provide meaningful professional development and ongoing coaching and feedback for teachers, aides, and other staff members that will facilitate high-quality instructional practices.

Your site's Curriculum Alignment Plan is a key element of the PreK to 3rd grade alignment system.

Timeline for 20__ – 20__

1. Discuss plans at CPC Institute: _____
2. CAL, HT, and Principal submit plan: _____
3. HCRC management team reviews plans and provides feedback: _____
4. Final Curriculum Alignment Plan, signed by Principal, submitted: _____

Questions or comments can be directed to Arthur Reynolds, HCRC: ajr@umn.edu

A. NARRATIVE SECTION

Instructions: In this section, limit your answer to no more than 3 or 4 sentences. Additional information can be attached as an appendix.

A1. NAME(S) OF CURRICULA TO BE USED: (Example: *Creative Curriculum, Everyday Math, PBIS, and Blueprint*. Use “Teacher/District” if not a standardized curriculum.)

A2. CURRICULA RATIONALE: (Example Rationale: *School X uses evidence-based literacy, math and science curricula which have been proven to be appropriate for English Language Learners (74% of our student population are ELL). The curricula are aligned from Kindergarten through 3rd grade and are informed by quarterly assessments of student learning.*)

A3. ASSESSMENTS: What child-level assessments are being used? How are the assessments aligned with the curricula? (Example: *The curriculum and assessment tools are published for the curricula and the assessment tools are developed and mandated by the district.*)

A4. EVIDENCE OF EFFECTIVENESS OF EACH CURRICULUM USED: (Include publisher and/or school district assessments.) (Example: *Our school uses Literacy Express published by Lakeshore Learning for oral language and print literacy development which has a “Positive Effects” rating of effectiveness on the [What Works Clearinghouse](#).*)

Grade Level	Curriculum	Effect	Comments
PreK			
K			
1st–3rd			

A5. CURRICULUM ALIGNMENT ACROSS GRADES: How is the school’s curriculum aligned across grade levels? (Example: *The PreK Early Childhood Workshop is aligned to Reader’s and Writer’s Workshop in K–3rd. Instructional strategies for reading are aligned PreK to 3rd grade. Currently, we are working on updating curriculum and standards alignment from PreK to 3rd grade.*)

A6. CURRICULUM ALIGNMENT IN SERIES: If the school’s curricula for any subject area are part of a series, which grades are covered by each curricula? (Example: *CLI Blueprint is a literacy-focused curriculum that covers PreK through 3rd grade in our school.*)

A7. ALIGNMENT GAPS: Are there any gaps identified in curriculum alignment across the PreK–3rd continuum? If so, what concrete steps are you taking to address these gaps, especially from Kindergarten to 1st grade? (Example: *Our school’s PreK and Kindergarten curriculum for literacy are not aligned so we are working to secure a common literacy curriculum across grade levels that is aligned with 1st through 3rd grades.*)

A8. SUPPLEMENTAL MATERIALS: Please list supplemental material(s) that your school is using and provide a rationale for using them. (Example: *We are using DLM-Math Express as a supplement to our math curriculum because we need improvement in this domain for our students.*)

A9. RECENT CURRICULAR CHANGES: Please list any curricular changes your school made in the PreK–3rd grades in the past year. (Example: *We began supplementing Everyday Math with math games in PreK.*)

B. CURRICULUM IMPLEMENTATION

Although curricular flexibility is a hallmark of the CPC-PK3 program, effectiveness has been found to be influenced by a variety of instructional practices and approaches. Rate the extent to which your Center’s curriculum includes the following approaches and activities (circle your response):

Rate the level of emphasis given to this approach or activity: PreK

	None	Low/Minimal	Medium/ Sometimes	High/ Often	Rank from 1–9 (1=most used strategy)
B1. Formal reading instruction	0	1	2	3	N/A
B2. Mastery of basic skills	0	1	2	3	N/A
B3. Small-group activities	0	1	2	3	___
B4. Large-group activities	0	1	2	3	___
B5. Field trips	0	1	2	3	___
B6. Child-initiated activities	0	1	2	3	___
B7. Teacher-directed activities	0	1	2	3	___
B8. Interest centers	0	1	2	3	___
B9. Inquiry-based learning	0	1	2	3	___
B10. Socio-emotional learning	0	1	2	3	___
B11. Activity-based science	0	1	2	3	___

Rate the level of emphasis given to this approach or activity: Kindergarten

	None	Low/Minimal	Medium/ Sometimes	High/ Often	Rank from 1–9 (1=most used strategy)
B1. Formal reading instruction	0	1	2	3	N/A
B2. Mastery of basic skills	0	1	2	3	N/A
B3. Small-group activities	0	1	2	3	___

B4. Large-group activities	0	1	2	3	_____
B5. Field trips	0	1	2	3	_____
B6. Child-initiated activities	0	1	2	3	_____
B7. Teacher-directed activities	0	1	2	3	_____
B8. Interest centers	0	1	2	3	_____
B9. Inquiry-based learning	0	1	2	3	_____
B10. Socio-emotional learning	0	1	2	3	_____
B11. Activity-based science	0	1	2	3	_____

Rate the level of emphasis given to this approach or activity: 1st Grade

	None	Low/Minimal	Medium/ Sometimes	High/ Often	Rank from 1–9 (1=most used strategy)
B1. Formal reading instruction	0	1	2	3	N/A
B2. Mastery of basic skills	0	1	2	3	N/A
B3. Small-group activities	0	1	2	3	_____
B4. Large-group activities	0	1	2	3	_____
B5. Field trips	0	1	2	3	_____
B6. Child-initiated activities	0	1	2	3	_____
B7. Teacher-directed activities	0	1	2	3	_____
B8. Interest centers	0	1	2	3	_____
B9. Inquiry-based learning	0	1	2	3	_____
B10. Socio-emotional learning	0	1	2	3	_____
B11. Activity-based science	0	1	2	3	_____

Rate the level of emphasis given to this approach or activity: 2nd Grade

	None	Low/Minimal	Medium/ Sometimes	High/ Often	Rank from 1–9 (1=most used strategy)
B1. Formal reading instruction	0	1	2	3	N/A
B2. Mastery of basic skills	0	1	2	3	N/A

B3. Small-group activities	0	1	2	3	_____
B4. Large-group activities	0	1	2	3	_____
B5. Field trips	0	1	2	3	_____
B6. Child-initiated activities	0	1	2	3	_____
B7. Teacher-directed activities	0	1	2	3	_____
B8. Interest centers	0	1	2	3	_____
B9. Inquiry-based learning	0	1	2	3	_____
B10. Socio-emotional learning	0	1	2	3	_____
B11. Activity-based science	0	1	2	3	_____

Rate the level of emphasis given to this approach or activity: 3rd Grade

	None	Low/Minimal	Medium/ Sometimes	High/ Often	Rank from 1–9 (1=most used strategy)
B1. Formal reading instruction	0	1	2	3	N/A
B2. Mastery of basic skills	0	1	2	3	N/A
B3. Small-group activities	0	1	2	3	_____
B4. Large-group activities	0	1	2	3	_____
B5. Field trips	0	1	2	3	_____
B6. Child-initiated activities	0	1	2	3	_____
B7. Teacher-directed activities	0	1	2	3	_____
B8. Interest centers	0	1	2	3	_____
B9. Inquiry-based learning	0	1	2	3	_____
B10. Socio-emotional learning	0	1	2	3	_____
B11. Activity-based science	0	1	2	3	_____

C. PROFESSIONAL DEVELOPMENT

Ease of Implementation	Significant Barrier(s)	A Few Barriers	No Barriers
C1. School staff members are available and communicative to Erikson facilitators.	1	2	3
C2. Appropriate accommodations are given for school staff members to deliver module content (e.g., classroom space, scheduling considerations).	1	2	3
C3. Adequate time is given for module delivery.	1	2	3
C4. Technological setup is adequate for module delivery.	1	2	3
C5. Printed and supplementary materials are available during module sessions.	1	2	3
C6. School staff members appear open and responsive to the PD <u>process design</u> (e.g. timeframe, group delivery style, facilitation).	1	2	3
C7. School staff members appear open and responsive to module <u>content</u> .	1	2	3
C8. School staff members appear open and responsive to module <u>learning activities</u> .	1	2	3
C9. School staff members appear open and responsive to coaching.	1	2	3
C10. School leaders support Erikson facilitators and classroom staff in implementation of PD activities.	1	2	3
C11. Which teachers will participate in the CPC-PK3 professional development activities this year?			
<input type="checkbox"/> PreK teachers	<input type="checkbox"/> PreK teaching assistants		
<input type="checkbox"/> Kindergarten teachers	<input type="checkbox"/> Kindergarten teaching assistants		
<input type="checkbox"/> 1st grade teachers	<input type="checkbox"/> 1st grade teaching assistants		
<input type="checkbox"/> 2nd grade teachers	<input type="checkbox"/> 2nd grade teaching assistants		
<input type="checkbox"/> 3rd grade teachers	<input type="checkbox"/> 3rd grade teaching assistants		

D. FUTURE PLANS

Instructions: The Principal, in collaboration with the CAL and HT, should complete this section.

D1. ALIGNMENT: Who will have leadership responsibilities for the alignment from PreK to 3rd grade? Please provide their names and contact information.

D2. ALIGNMENT GAPS:

- What needs to happen to align any gaps in curriculum from PreK to 3rd grade in your school this year?
- Who will participate in this alignment process?

D3. COMMUNICATION: How are you increasing communication between teachers across grade levels? For example, how are you increasing communication between Kindergarten and 1st grade teachers?

D4. CHALLENGES: Describe any barriers to curriculum alignment from PreK to 3rd grade in your school. (Example of a barrier: *Inadequate time for professional development and alignment work.*)

Instructions: Once this Curriculum Alignment Plan has been completed, the HT, CAL, and Principal should sign the form below. Submit the form via the online system.

Signature of Head Teacher

Signature of Principal

Signature of Curriculum Alignment Liaison



CPC-PK3 Parent Involvement Plan, Year: 20__

Site Name: _____ Date: _____

Parent Involvement Liaison: _____ PRT: _____

Head Teacher: _____ Principal: _____

Instructions: The Parent Involvement Liaison (PIL), in collaboration with the Parent Resource Teacher (PRT) should complete this form for the PreK–1st grade program. This plan will be the foundation for parent involvement from PreK to 3rd grade.

This plan is due October 17, 2015

The parent involvement goals as stated in the CPC-PK3 Guidelines are:

1. Implement a comprehensive, menu-based parent program to strengthen the school-family partnership.
2. Increase parent involvement and engagement in children's education throughout early childhood.
3. Enhance educational attainment, career opportunities, and personal development for parents and family members.

The parent program **requirements** established to meet these goals are:

- (a) Parents sign a CPC-PK3 School-Home Agreement at the start of the school year.
- (b) Sites maintain records of parent involvement and engagement.
- (c) Develop a written Parent Involvement Plan designed to balance home, school, and community participation based on Needs Assessment of families.
- (d) Maintain a monthly Parent Involvement Calendar during the year.
- (e) Conduct home visits, for high-need families, by CPC-PK3 staff.
- (f) The PIL and PRT establish a Parent Advisory Group for the Center.
- (g) A Parent Resource Room dedicated to parent and family activities is available.
- (h) Provide a variety of opportunities for participation during alternative times during the day (e.g., earlier in the morning vs. later in the morning).

For more information on the CPC-PK3 Guidelines, please visit the Human Capital Research Collaborative Google Drive at:

https://drive.google.com/folderview?id=0ByARKhRrms1_ajJNV1prWnNBWHM&usp=sharing

A. NEEDS ASSESSMENT RESULTS

A1. Summarize what you found in the Needs Assessment of families. (Example: Parents are interested in GED courses offered locally, parents want information on health insurance, etc.)

A2. Are you providing anything new to families this year as a result of what you discovered in the Needs Assessment? Please explain.

CPC-PK3 Parent Involvement Plan, Year:

B. PARENT INVOLVEMENT IN YOUR SCHOOL

B1. Provide examples of activities that you plan to offer at your school for each category of parent involvement in the chart below.

Parent Involvement Category	Example
Parent involvement in school	
Volunteer in child's classroom	
Volunteer for class field trips	
Participate in school decision-making	
Child development and parenting	
Child development	
Parenting skills	
Language, math, and science	
Language and early literacy	
Math / science	
Health, safety, and nutrition	
Health, physical screening, exams	
Nutrition education or cooking	
Career, education, and personal development	
Adult education or GED courses	
Employment or job skills training	
Financial skills	
Field and community resources	
Field trips in the community	
Volunteering in the community	

B2. How does the program communicate about parent involvement opportunities to PreK–1st grade families (e.g., newsletter, phone calls, home visits, School-Community Representative)?

B3. Describe any barriers to parent involvement experienced in your school.

PreK family barriers:

Kindergarten family barriers:

1st grade family barriers:

CPC-PK3 Parent Involvement Plan, Year:

2nd grade family barriers:

3rd grade family barriers:

B4. How do you engage difficult-to-reach families?

PreK families:

Kindergarten families:

1st grade families:

2nd grade family barriers:

3rd grade family barriers:

C. FUTURE PLANS

Instructions: The PIL, in collaboration with the PRT, Head Teacher, and Principal, should complete this section.

C1. ALIGNMENT: Who will have leadership responsibilities for the alignment of parent involvement opportunities from PreK to 3rd grade?

C2. ALIGNMENT: How will you plan for alignment of parent involvement opportunities from PreK through 3rd grade?

C3. Estimate the percentage of parents that will be involved for each of the six categories:

	% PreK	% Kdg.	% 1st gr.	% 2nd gr.	% 3rd gr.
Volunteering in classrooms/field trips/PTA/PAC					
Child development and parenting					
Language, Math, and Science					
Health, Safety, and Nutrition					
Career, Education, & Personal Development					
Field and Community Resources					
Overall involvement across all domains					

D. WORKING WITH THE COMMUNITY

D1. Please attach a list of community partners you work with to provide services to families.

CPC-PK3 Parent Involvement Plan, Year:

Instructions: Once this Parent Involvement Plan is completed and signed below, this form should be emailed to Momo Hayakawa at hayak006@umn.edu.

Signature of Parent Involvement Liaison

Signature of Parent Resource Teacher

Signature of Principal

Signature of Head Teacher

Insert your
logo here

Child-Parent Center
<Site Address>
<Site Phone Number – the best one for family members to call>
<Site website, if available>

CPC-PK3 School-Home Agreement

Parent's/Guardian's Name _____

Child's Name _____

Child's Birthdate (DD/MM/YY) _____

The Center's Agreement

We agree to:

1. Give this child the best education possible in this center.
2. Do everything possible to provide the child with a happy, successful learning experience.
3. Keep the parent informed of the child's progress and development in the Center.
4. Welcome visits by the parents to the Center.
5. Provide a meaningful and varied parent program.

The Parents' Agreement

1. I (or my designee) agree to bring my child to school every day. Children must report at _____ a.m. to receive breakfast. Afternoon classes begin at _____ p.m.
2. I (or my designee) agree to pick up my child from school or the bus stop each day on time. Children are dismissed from school at _____ a.m. or _____ p.m.
3. I agree to participate in the parent program at least 2.5 hours per week and participate in a combination of both school events (e.g., field trips, workshops in the Parent Resource Room, meetings with the Head Teacher/Parent Resource Teacher/Classroom Teacher, classroom participation) and home parent involvement (e.g. reading to child, cooking with child, playing educational games with child).
4. I agree to receive at least one home visit in the 20__ – 20__ school year.
5. I understand that through enhancing *my own education, skills, and job training*, I will support my child's educational success.
6. I agree to read all notes and to fill in any forms from the Center and have them sent back to the Center promptly.
7. I agree to have all physicals and inoculations completed in a timely manner.
8. I agree to do everything possible to cooperate with the Center to assist our child's growth and development.

We agree to work together!

Principal's/Director's Signature

Parent's Signature

Date

This document is an agreement between the school and the parent to work together in helping the child achieve maximum education growth.

Parent signs agreement in duplicate.

1 copy – parent receives

1 copy – remains on file at school