

What is a Child-Parent Center?



Child-Parent Center (CPC P-3) overview

About CPCs

The Child Parent Center preschool to 3rd grade (CPC P-3) model is a center-based early childhood model that provides comprehensive educational and family support services, primarily in low-income neighborhoods. CPC P-3 is an expanded and enhanced form of the original CPC program, which was 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.

Because of their demonstrated impact on well-being, early childhood interventions are at the forefront of prevention for improving educational success and health. The goal of the CPC P-3 program is to improve early childhood education through family engagement



"Finding strategies that work for students who are at low academic levels is a challenge. Our school has been greatly helped by the CPC P-3 program because it builds the foundation at the younger grades, which then flows into greater success and achievement as these children move up through the grades."

— Derrick Orr
Principal, Chicago Public Schools

and high quality instruction, making transition to the next grade easier.

The goal of the model is to provide students a supportive learning environment that is consistent, stable, and predictable, while it also increases collaboration between school staff, the community, and parents. In the CPC P-3 program, sites implement six core elements:

Collaborative Leadership Team: A team run by the Head Teacher in collaboration with the principal to establish and structure the climate of the school and to promote more cohesive instructional practices.

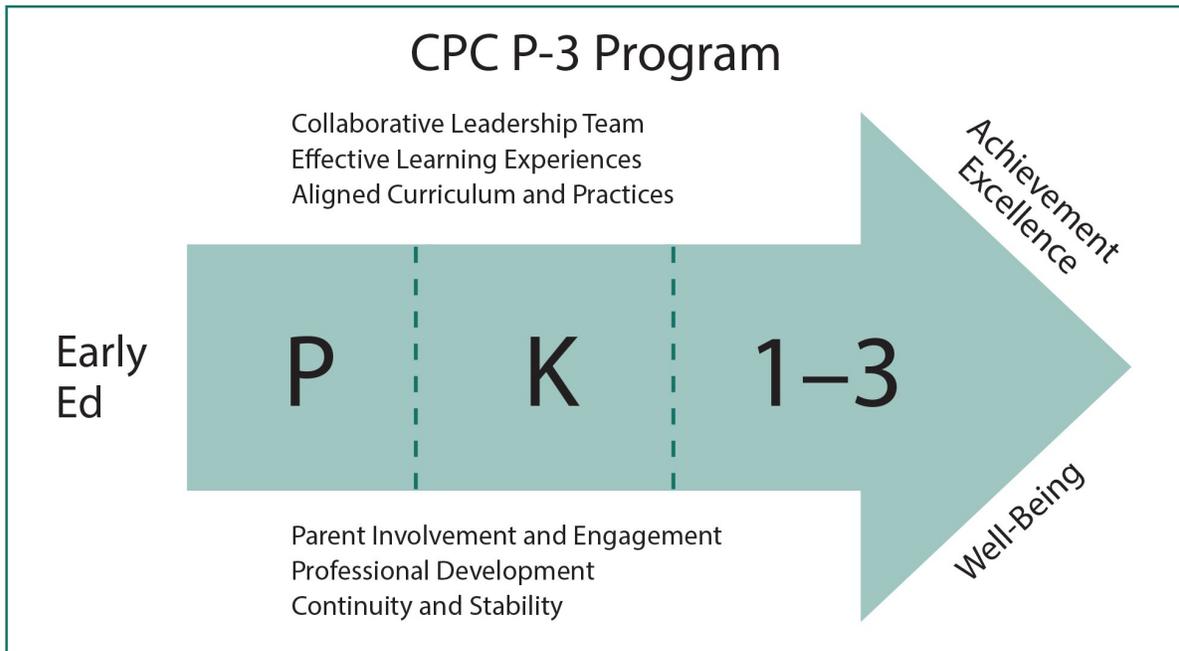
Effective Learning Experiences: Experiences that ensure mastery in language-literacy, math, science, and socio-emotional development throughout early childhood.

Aligned Curriculum and Practices: Organized sequence of evidence-based curricula and instructional practices that address multiple areas of child development within a balanced, activity-based approach.

Parent Involvement and Engagement: Comprehensive services led by the Parent Resource Teachers and School-Community Representatives, including multifaceted activities and opportunities to engage families.

Professional Development: Online professional development and onsite follow-up support for teachers throughout the year.

Continuity and Stability: Preschool to school-age continuity, promoted by locating CPC centers in schools or nearby, that incorporates comprehensive service delivery and stability for children and families.



Midwest CPC Expansion

The Midwest CPC Expansion (MCPC) has been a hallmark project of the Human Capital Research Collaborative (HCRC), a partnership between the University of Minnesota and the Federal Reserve Bank of Minneapolis to promote effective public policies and programs for young people through multidisciplinary research on human development and learning. Under an Investing in Innovation Grant from the U.S. Department of Education, HCRC began an expansion of the CPC program in 2012 in four school districts, including St. Paul, Minnesota, and Chicago, Evanston, and Normal in Illinois.

Impact

Research following program alumni through age 28 indicates that CPC preschool participation leads to greater academic, social, and economic success. Specifically, program participation was independently linked to higher educational attainment, income, socio-economic status, and health insurance coverage, as well as lower rates of justice-system involvement and substance abuse.

CPC participants had greater rates of high school completion than members of a socio-demographically matched comparison group, which contributed to higher economic status. By early

adulthood, CPC participants had a higher average annual income, higher health insurance coverage rates, and lower rates of incarceration and substance abuse.

Economic returns

Data collected on program alumni through age 26 indicate that the CPC program has high economic returns to society. Benefits include savings in the criminal justice system for delinquency and crime prevention, increased tax revenues as a result of higher levels of educational attainment and career success, savings for reduced levels of special education placement, and savings in child welfare for reduced rates of child abuse and neglect.

