

How the Child-Parent P-3 Program Aligns With the ESSA Standards

The evidence-based Child-Parent Center Preschool to 3rd Grade (CPC P-3) program is a school reform model that provides comprehensive educational and family support services that are aligned from preschool through 3rd grade.

The goal of CPC P-3 is to improve achievement and socio-emotional learning through access to high-quality early childhood education that balances active learning and family engagement within a multi-component, multi-year system of services in the same school.

In the program, all centers and sites implement **six** core elements of the program. The key requirements for each element are listed below. These requirements are strategies of supporting and implementing ESSA standards.

- **Effective Learning Experiences:** Ensure mastery in language and literacy, math, science, and social-emotional development throughout early childhood.
 - Limited class size of 17:2 in preschool and 25:2 in K-3rd
 - Instructional balance of teacher-directed and child-initiated activities at a ratio of at least 65/35
- **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.
 - Provide a rationale for, develop and implement the Curriculum Alignment Plan
 - Leadership team members regularly participate in grade-level and across-grade meetings throughout the year
 - Liaisons for curriculum alignment and parent involvement share their strategies for promoting continuity in instruction and parent engagement
- **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.
 - Establish a Parent Involvement Plan based on a Family Needs Assessment
 - Develop and distribute a Monthly Parent Involvement Calendar
 - Develop engaging activities for families in the Parent Resource Room
- **Collaborative Leadership Team:** A leadership team is run by the Head Teacher in collaboration with the Principal.
 - Regular meetings among leadership team members
 - Ensuring that school staff members have adequate resources, including time for preparation and collaboration
- **Continuity and Stability:** Pre-school to school-age continuity, through close-by centers, incorporates comprehensive service delivery and stability for children and families.
 - The leadership team incorporates continuity and stability into their plans
- **Professional Development:** Online professional development and on-site follow-up support is integrated for classroom and program applications.
 - Professional Development training is implemented jointly across grades
 - Individual teachers and staff meet at least twice/year with Head Teachers and Curriculum Liaisons to review ways to support their instruction in the classroom



Crosswalk Comparison of ESSA with CPC Elements

ESSA Section	Child-Parent Center P-3 Strategies
<p>State Title I Plans</p> <p>Sec. 1111(g) State Plan shall describe: (A) how the State will provide assistance to local educational agencies and individual elementary schools choosing to use funds under this part to support early childhood education programs;</p>	<p>The CPC P-3 Curriculum Alignment Plan and Parent Involvement Plan requires each school’s Collaborative Leadership Team to collaborate and develop a plan for the school year. These plans include rationales for the evidence-based practices selected, as well as sustainability plans for the future.</p> <p>Evidence- Based School Improvement Practice:</p> <ul style="list-style-type: none"> • Make explicit the framework for improvement planning and how LEAs are currently supported in making evidence-based decisions. • Assists in defining or delineating approaches to guiding schools in selecting evidence-based interventions. • Aids in devising vetting process for Title 1 plans. • Builds capacity for evidence-based decision making.
<p>State Assessments</p> <p>Funds under this part that are used to improve early childhood education programs shall not be used to carry out any of the following activities:</p> <p>(A) Assessments that provide rewards or sanctions for individual children or teachers.</p> <p>(B) A single assessment that is used as the primary or sole method for assessing program effectiveness.</p> <p>(C) Evaluating children, other than for the purposes of improving instruction, classroom environment, professional development, or parent and family engagement, or program improvement.</p>	<p>The CPC P-3 program requires schools to conduct assessments across a diverse array of developmental domains (e.g. literacy, cognitive, math, socio-emotional) to document and improve the instructional experience for children.</p> <p>Assessments are used in conjunction with other data collected (e.g. parent involvement information) from multiple sources to inform the Curriculum Liaison and teachers of effective approaches to instruction. The data is also shared among teachers and CPC staff to identify further areas if support needed in program improvement and professional development.</p> <p>Evidence- Based School Improvement Practice:</p> <ul style="list-style-type: none"> • Provides opportunities to examine specific issues, problems, or outcomes that need to be targeted. • Provides opportunity to update evidence-based intervention list.
<p>State Report Cards</p> <p>Each state report card required under this subsection shall include the following information:</p> <p>(l) the number and percentage of—</p> <p>(cc) children enrolled in preschool programs;</p>	<p>The CPC model requires small class sizes and 17:2 student-teacher ratios for preschool and 25:2 student-teacher ratios from kindergarten through 3rd grade. Family liaisons collaborate to perform outreach work to increase enrollment.</p> <p>Evidence- Based School Improvement Practice:</p> <ul style="list-style-type: none"> • Aligns context of specific school with ESSA requirements and expectations.
<p>SEL</p> <p>Establish learning environments and enhance students’ effective learning skills that are essential for school readiness and academic success.</p> <p>Activities to support safe and healthy students</p>	<p>The CPC P-3 professional development provides an opportunity for educators to improve SEL capacity. Moreover, the emphasis on child-initiated instruction supports the growth of SEL.</p> <p>Evidence- Based School Improvement Practice:</p> <ul style="list-style-type: none"> • Teachers assess students’ socio-emotional development using the Teacher-Child Rating Scale (Hightower et al., 1989).

<p>School Climate Provisions</p> <p>States may adopt an indicator of “school quality and student success”</p>	<p>The CPC P-3 Classroom Learning Activities Checklist provides classroom level data on student engagement and task orientation.</p> <p>Parent Resource Teachers and School-Community Representatives provide a welcoming environment in not only the Parent Resource room but the whole school.</p> <p>Culturally competent practices, meaningful home-school collaboration, school connectedness are all requirements of the CPC Parent Involvement element.</p> <p>Evidence- Based School Improvement Practice:</p> <ul style="list-style-type: none"> Stakeholder perceptions are surveyed using Parent Survey, Teacher survey, and Principal survey.
<p>Pay for Success</p> <p>Conducting a feasibility study of the effectiveness of a proposed intervention</p> <p>Implementing a rigorous evaluation on impacts</p> <p>Reporting progress in an annual report</p>	<p>Sustainability is a key feature of the CPC model . The CPC program has successfully been implemented in Chicago through Pay for Success, or Social Impact Bonds which has assisted with funding staffing and other supports.</p> <p>Evidence- Based School Improvement Practice:</p> <ul style="list-style-type: none"> The city of Chicago approved a plan to increase enrollment in the CPC program by 2,600 preschool students over four years through Pay for Success (Gaylor et al., 2016. Evaluation of Kindergarten Readiness in Five Child-Parent Centers: Report for 2014-2015).
<p>Community Schools “Community Support for School Success”</p> <p>Indicators beyond academics in state and district accountability systems</p> <p>Net set of tools and resources to boost results-focused school-community partnerships (i.e. integrated student supports, needs assessments, professional development for educators to work effectively with families and communities)</p>	<p>The CPC provides a community-school partnership through opportunities provided by the Parent Resource Teacher (PRT) and School-Community Representative (SCR) in the Parent Room.</p> <p>The SCR conducts family needs assessments and collaborates with community partners to provide resources for families.</p> <p>Events and workshops provided by the PRT are aligned with classroom curricula to extend the learning beyond the classroom. The PRT collaborates with teachers to effectively provide support for families outside of the classroom.</p> <p>Evidence-Based School Improvement Practice:</p> <ul style="list-style-type: none"> Community schools in Chicago have effectively implemented the CPC program since 2012.
<p>Professional Development</p> <p>Provide activities that ... are sustained, intensive, collaborative, job-embedded, data-driven, and classroom focused.</p> <p>Providing high-quality, personalized professional development that is evidence-based</p>	<p>CPC PD integrates learning modules with in-person, follow-up support for classroom and program applications. It promotes the capacity of each site’s leadership team to build a professional learning community that emphasizes curriculum alignment, parent involvement, leadership development, and continuity and stability.</p> <p>Evidence-Based School Improvement Practice:</p> <ul style="list-style-type: none"> Implementation and monitoring forms are completed and reviewed in a continuous feedback-loop process.