

Executive Summary

The Child-Parent Center Preschool–3rd Grade (CPC P-3) program is a targeted school reform effort currently in three Midwestern states. This program aims to strengthen overall well-being and achievement of preschool through elementary school-aged children from low-income families. By partnering with local education and nonprofit agencies in Illinois, Minnesota, and Wisconsin, the University of Minnesota is working to implement, research, and sustain the CPC model in high-need schools.

The Child-Parent Center (CPC) Program is a center-based early intervention that provides comprehensive educational and family-support services from preschool to early elementary school. The CPC program was established in 1967 through funding from Title I of the landmark Elementary and Secondary Education Act of 1965. It is the second oldest (after Head Start) federally funded preschool program in the U. S. and is the oldest extended early childhood intervention.



Initially implemented in four sites in Chicago and later expanded to 25, the program originally served families in high-poverty neighborhoods that were not being served by other early childhood programs. The program was substantially revised in 2012 by Arthur Reynolds at the University of Minnesota as a comprehensive school reform model to serve children in a broad variety of geographic and economic contexts. The overall goals of the program are to promote children’s well-being and academic success, and to facilitate parent involvement in their children’s education.

Major Goals of the CPC P-3 Program

Following are the major goals of the CPC P-3 program. These goals are consistent with the program’s track record for strengthening schools and communities.

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

Core Program Elements

In the CPC P-3 program, all centers and sites implement six core elements of the program:

1. **Collaborative Leadership Team:** A team run by the Head Teacher in collaboration with the Principal
2. **Effective Learning Experiences:** Experiences that ensure mastery in language-literacy, math, science, and socio-emotional development throughout early childhood
3. **Aligned Curriculum and Practices:** Organized sequence of evidence-based curricula and instructional practices that address multiple domains of child development within a balanced, activity-based approach
4. **Parent Involvement and Engagement:** Comprehensive services led by the Parent Resource Teachers and School-Community Representatives, including multifaceted activities and opportunities to engage families
5. **Professional Development:** Online professional development and onsite follow-up support integrated for classroom and program applications
6. **Continuity and Stability:** Preschool to school-age continuity, through co-located or close-by centers, that incorporates comprehensive service delivery and stability for children and families

The CPC model was originally established in the 1960s in Chicago; the program was significantly modified and expanded in 2012 by the Human Capital Research Collaborative at the University of Minnesota. This manual is the culmination of the revision process, leading to a scalable model for communities and schools. For over four decades, research on the CPC program and its elements has demonstrated that it is one of the nation's most effective social programs.^{1,2,3}

