

MIDWEST CPC
PreK-3rd
EXPANSION

2012

Midwest Child-Parent Center Expansion



Guidelines Executive Summary



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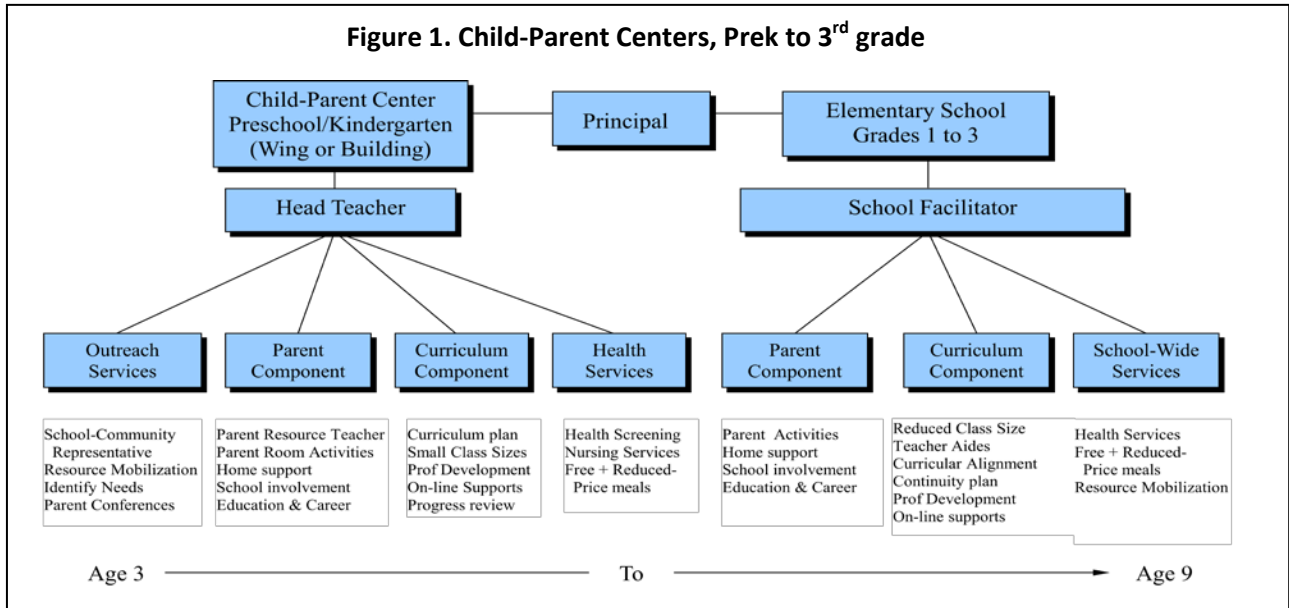
Child-Parent Center Program, Prekindergarten to Third Grade

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

Each CPC is run by a Head Teacher (HT) or Director and includes a parent resource room directed by the Parent Resource Teacher (PRT), outreach activities organized by the School-Community Representative (SCR), and health services coordinated with the elementary school. The HT works under the leadership of the Principal of the affiliated elementary school.

After an intensive language- and activity-based prekindergarten at ages 3 or 4, the kindergarten and school-age component in the elementary school provides reduced class sizes, teacher aides for each class, continued parent involvement activities, and enriched classroom environments for strengthening language and literacy, math, science, and socio-emotional skills. Curriculum alignment and performance monitoring also are key elements, and they are integrated within the professional development system of school facilitators and on-line supports.

The organization of CPC services from prekindergarten to third grade is shown in Figure 1.

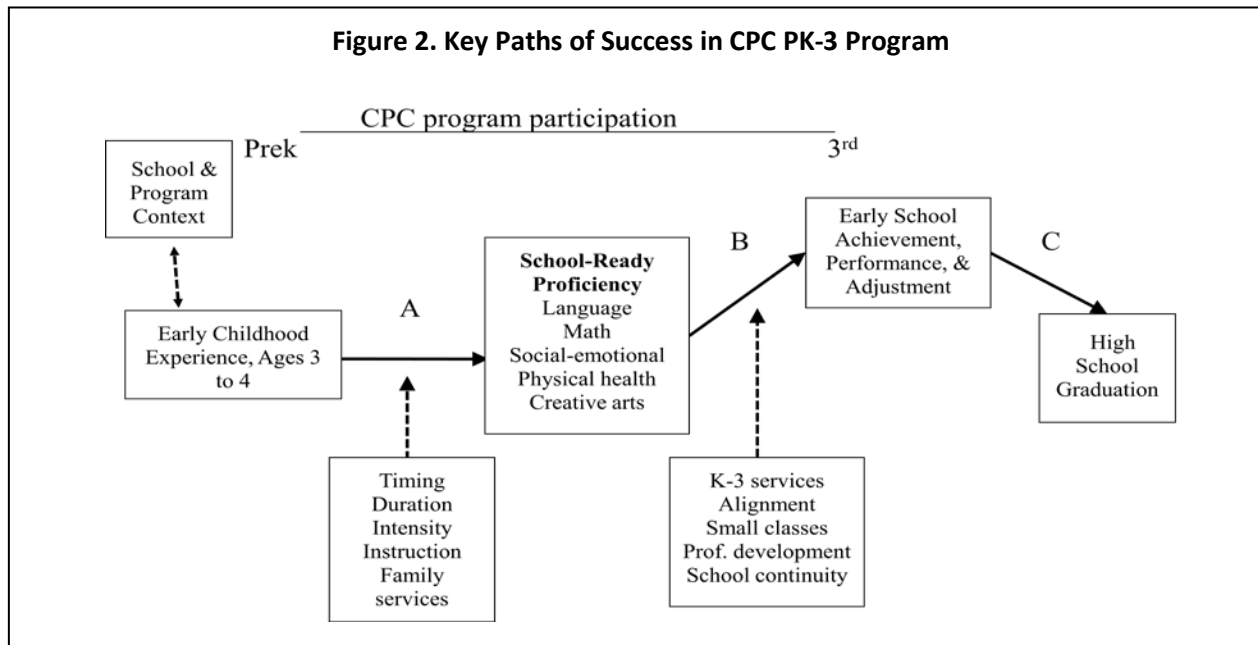


A. CPC Goals

The program has five major goals that will be assessed in the expansion. These goals are consistent with the historical record of the program to strengthen schools and communities.

1. Promote readiness for kindergarten in language and literacy, math, science, and socio-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 socio-emotional learning, school commitment, and self control.
4. Increase parent involvement and engagement in children's education throughout early childhood.
5. Enhance educational attainment, career opportunities, and the personal development for parents and family members.

The process by which CPC participation promotes school achievement and success is shown in Figure 2.



B. Core Program Elements

In the Midwest expansion of CPC that begins in the fall 2012, all centers and sites will implement six core elements of the program:

1. **Effective learning experiences, PreK to 3^d grade:** Ensure mastery in language and literacy, math, science, and socio-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 led by the Parent Resource Teachers and School-Community Representatives that include multi-faceted activities and opportunities to engage families.
4. **Collaborative leadership team:** A leadership team 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 that incorporates comprehensive service delivery and stability for children and families.
6. **Professional development system:** Integrate on-line professional development and on-site follow-up support 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 responses to 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 Pk-3 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" (p. 70)

D. Rationale for CPC as a Prekindergarten to Third 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 size of the initial effects of most routinely implemented programs indicates that they are insufficient by themselves to substantially increase excellence in achievement or reduce the achievement gap by third grade.

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 Pk-3 models. Participation in CPC Pk-3 is expected to promote enduring impacts on achievement for three major reasons: (1) A longer duration of participation will produce larger and more enduring 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 whereby continuing services can accelerate learning and lessen the possibility of drop-off effects.

E. CPC Leadership Team

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

PRT is a full-time professional that is 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, and social service and employment opportunities.

SCR is a paraprofessional who works under the PRT to implement the parent program in the center. As a half-time staff member, the SCR has extensive knowledge of the local community and services agencies. Typical activities include enrolling families, providing resource referrals to parents, conducting home visits, and meeting informally with parents and other staff.

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.

F. Eligibility

Children enter the program at age 3 or 4 and their eligibility is based primarily on the level of risk, family or neighborhood poverty. Residence in a Title I neighborhood is the key criterion for participation in Chicago's CPCs. Full-day services in prekindergarten and kindergarten are at the discretion of the district and/or school. The schools will ensure continued participation in the program through third grade.

G. Implementation

The CPC program helps children develop skills in reading, math, 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 socio-emotional learning through diverse activity-based strategies (e.g., whole-class, individualized, field trips). This approach also helps ensure the achievement of high standards in student performance. The partner districts will implement an aligned Pk-3 curriculum model. Research on the CPCs shows that successful integration of teacher-directed and child-initiated strategies link to greater effects on achievement and long-term child well-being.

In collaboration with Head Teachers, Parent Resource Teachers will 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 will be developed at each center to address six areas: (1) child development and parenting, (2) health, safety, and nutrition, (3) school involvement, (4) language, math, & science, (5) field experiences and community resources, and (6) education, career, and personal development. A parent involvement calendar will be maintained for each child and shared with family members. Effective communication between parents and teachers is fundamental to the success of the program.

Because of the establishment of a continuous system of comprehensive services that is responsive to children's needs, the CPC Pk-3 program enhances school stability, consistency, and satisfaction with education necessary for children' long-term school success.

Head teachers will establish an efficient structure of communication, meetings, and activities with the leadership team, principals, and other school staff during the year. The i3 management team at the University of Minnesota and district administrators will coordinate cross-site meetings and events. As part of the professional development system, the Erikson Institute provides coaching to classroom teachers throughout the year with quarterly progress meetings.

H. Evidence of Effects and Investing in Innovation Project

Since its inception, the CPC 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. They include large effects on school readiness at kindergarten entry, school achievement up to third grade as well as longer-term effects on reading and math achievement, impacts on reductions in need for school

remedial services, educational attainment including high school graduation and college attendance, 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 CPC expansion, a five-year longitudinal evaluation of the implementation and impact of the program for the fall 2012 Prek cohort will be 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 program.

The six major goals of the Investing in Innovation Project on the CPC expansion are:

1. Implement the CPC 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 from Prek to 3rd grade using a rigorous design.
4. Assess the impact of CPC overall and by child, family, and program characteristics.
5. Determine the initial cost-effectiveness of the CPC program.
6. Implement a sustainability plan to facilitate program expansion in additional settings.

I. Key Requirements of the CPC Program

The following are the key requirements of the CPC 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 staff.
3. Head Teachers 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 practices each week 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. Collaborate with the PRT to ensure that opportunities to engage families in student learning are available.
4. Provide meaningful professional development and ongoing coaching and feedback for teachers, aides, and other staff members that will facilitate high-quality instructional practices.

Parent Involvement and Engagement

1. Parents sign a CPC school-home agreement at the start of the school year.
2. Sites maintain a file of school-home agreements for all families.
3. Establish a written parent involvement plan designed to balance home, school, and community participation.
4. Maintain a parent involvement calendar for all families during the year.
5. Conduct parent/teacher conferences over the year (fall, winter, spring) to review progress in the parent program.
6. The Parent Resource Teacher will establish a parent advisory group for the center.
7. A resource room dedicated to parent and family activities is available.
8. Provide opportunities for participation in evenings and alternatives times of day.

Collaborative Leadership Team

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

Continuity and Stability

1. Head Teachers in collaboration with Principals will establish a structure of communication, planning, and joint activities between classes across grades (PreK and K, K and 1st, 1st and 2nd, and 2nd and 3rd grade).
2. Establish a plan to promote program continuity from Prek to 3rd.
3. To promote continuity of services, class sizes are limited to 25 children in kindergarten through third grade with teacher aides for each class.
4. Establish that the preschool cohort is assured continued enrollment in the program through third grade in the same school where they began participation.

Professional Development System

1. Individual teachers and staff will meet quarterly with school facilitators to review ways to support their instruction in the classroom and with other teachers.
2. Teachers and staff actively participate in professional development modules with facilitators and take part in on-line activities and opportunities to share experiences with other teachers.
3. All leadership team members participate in professional development workshops during the year.
4. Ensure that training modules are implemented jointly across grades such as for Prek and K teachers, K and 1st grade teachers, and so on.

In the next section, the definitions, goals, and requirements of each program element are described further.

i3 CPC Elements and Requirements

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 socio-emotional skills. Nine elements define effective learning experiences necessary for high impact beginning in Prek and continuing to third 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 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 (< 9 children for each staff) • Kindergarten and Grades 1 to 3 classes are limited to 25 children and have a minimum of 2 teaching staff (< 13 children for each staff) • Head Teachers and classroom teachers are early childhood certified teachers (or equivalent) in possession of a Bachelor's degree. All assistants have an associate's degree, 60 credit hours, or a CDA. • Teachers document the organization and implementation of instructional activities each week 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.

i3 CPC Elements and Requirements

Aligned Curriculum

Definition	An organized sequencing of evidence-based curricula and instructional practices from PreK – 3 rd that address 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 socio-emotional learning○ Supported by on-going 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 you have selected this curriculum for the student population in your schools○ The use of supplemental materials○ The extent to which it is evidence-based.• Collaborate with PRT to ensure that there are opportunities to engage families in student learning.• Provide professional development and ongoing coaching and feedback for teachers, aides, and other staff members that will facilitate high-quality instructional practices.

i3 CPC Elements and Requirements

Parent Involvement and Engagement

Definition	Comprehensive services led by the Parent Resource Teachers and School-Community Representatives that include multi-faceted activities, events, and opportunities to engage parents, family members, and mobilize community resources.
Goals	<ul style="list-style-type: none"> • Implement a comprehensive, menu-based parent program to strengthen the school-family partnership. • Increase parent involvement and engagement in children’s education throughout early childhood. • Enhance educational attainment, career opportunities, and personal development for parents and family members.
Requirements	<p>Involvement</p> <ul style="list-style-type: none"> • Parents sign a school-home agreement at the start of the school year agreeing to participate in the program for at least 2.5 hours per week. • Sites maintain a file of home-school agreements for all families • Establish a written parent involvement plan designed to balance home, school, and community participation as well as opportunities for educational, career, and personal development. • Maintain an parent involvement calendar for all families during the year • Conduct parent/teacher conferences over the year (fall, winter, spring) to review progress in the parent program. • PRT will establish a parent advisory group for the center. <p>Parent Resource Room</p> <ol style="list-style-type: none"> a. A resource room dedicated to parent and family activities is available. This room will include resources to facilitate use (e.g., computer with internet, microwave, library with children’s books). b. Provide opportunities for participation in evenings and alternative times of day. <p>Engaging Diverse Populations</p> <p>Parent involvement and engagement may be defined differently for low-income and diverse populations. Strategies must be sensitive to these issues and provide different options for families of all backgrounds. Involvement by other family members also is emphasized.</p>

i3 CPC Elements and Requirements

Collaborative Leadership Team

Definition	A leadership team run by the Head Teacher 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 as well as other school staff.
Requirements	<ul style="list-style-type: none">• The program leadership team in each site includes the Head Teacher or Director, Parent Resource Teacher, and School-Community Representative.• Under the direction of the Head Teacher, leadership teams meet regularly within the school, and all members of the team of the same job position at neighboring CPCs also meet regularly.• The leadership team is responsible for making sure that other school staff have adequate resources, including time for preparation and collaboration to effectively meet the goals of the other CPC elements.• The Head Teacher will establish partnerships with community providers to strengthen service delivery and enlist local universities in training opportunities.

i3 CPC Elements and Requirements

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 fosters an environment that allows students to take full advantage of the CPC Pk-3 program.• Reduce the potential drop-off in the effects of prekindergarten that have been observed for many programs.• Maintain a high percentage of entering prekindergarten children that continues to the kindergarten and school-age components.
Requirements	<ul style="list-style-type: none">• Head Teachers in collaboration with the principal will establish a structure of communication, planning, and joint activities between classes across grades (Prek and K, K and 1st grade, 1st and 2nd, and 2nd and 3rd grade).• Establish a plan to promote program continuity from Prek to 3rd.• Class sizes are limited to 25 children in kindergarten through third grade with teacher aides for each class.• Establish that the preschool cohort is assured continued enrollment in the program through third grade in the same school where they began participation.

i3 CPC Elements and Requirements

Professional Development System

Definition	The CPC professional development cycle integrates on-line 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 site;• Promote the capacity of each site's leadership team in advancing the CPC model; and• Help build a Prek-3rd CPC professional learning community within and across sites.
Requirements	<ul style="list-style-type: none">• Individual teachers and staff will meet quarterly with school facilitators to review ways to support their instruction and practices in the classroom and with other teachers.• Teachers and staff actively participate in professional development modules with facilitators and take part in on-line activities and opportunities to share experiences with other teachers.• All leadership team members participate in professional development workshops during the year.• Ensure that training modules are implemented jointly across grades, such as for Prek and K teachers, K and 1st grade teachers and so on.

Instructions for Parent Involvement Monthly Calendar

As Parent Involvement is a critical element in the Child-Parent Center program, we would like to ensure that parents have every possible opportunity to get involved – regardless of their circumstance. This means that 1) **different types** of parent involvement activities and events must be offered and 2) activities and events must be offered at **different times of the day**.

Also, recognizing that parent involvement and engagement in activities at the school may be a new and different expectation, we encourage specialized events such as Real Men Read (i.e. fathers and grandfathers come in to the school to read to children) or Grandparents' day.

The calendar should be a useful tool for the families – at one glance, parents should be able to identify events they would be interested in attending.

When appropriate, please list the time when an event or activity is occurring.

Particularly highlight any workshops or events occurring for parents of families of high importance (for example, workshops on how to open a savings account).

The Parent Involvement Monthly Calendar is to be completed by the Parent Resource Teacher and *approved* by the Principal **before the 1st of the month**. These monthly calendars will be sent home with the children on the 1st of every month.

Parent Involvement and Engagement Events and Activities Calendar

Head Teacher/Parent Resource Teacher: _____



August 2012

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		Read to your child everyday.	1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Principal's Signature: _____ Date: _____

Instructions for Parent Involvement Summary Calendar

The Child-Parent Center model expects parents to participate in numerous forms of parent involvement activities and events. Research indicates that different types of parent involvement impact children in different ways. Therefore, we encourage Parent Resource Teachers to offer a variety of parent involvement activities.

The Parent Involvement Summary Calendar is to be completed by the Parent Resource Teacher at the **end of each month** to summarize the variety of parent involvement activities and events that were offered through the CPC parent involvement and engagement program at your center.

There are 6 types of parent involvement and engagement that will be offered through the Parent Resource Teacher:

1. **Child Development and Parenting:** Attending workshops offered through the Parent Resource Room on parenting techniques/strategies and child development (for example, socio-emotional development). Receipt of home visiting to discuss child development and parenting strategies also falls under this category.
2. **Health, Safety, and Nutrition:** Health screening, nutrition education, and cooking with your child are all examples of this category of parent involvement. Parents can also attend cooking events in the Parent Resource Room and learn about healthy, inexpensive recipes they can cook with their children.
3. **School Involvement:** Participation in activities in the Parent Resource Room or children's classrooms. Also, attending assemblies and various events held at school. Teacher conferences are also considered as school involvement.
4. **Language, Math, and Science:** Reading with your child at home, singing songs, and playing counting or math games at home.
5. **Field Experience and Community Resources:** Going on field trips or participating in community events.
6. **Career, Education, and Personal Development:** Parents taking GED classes, vocational classes, and degree classes. Also pursuing employment opportunities and acquiring further skills and training (e.g. career training, attending job fairs).

At the end of each month, please complete the Summary Calendar and identify how many times each type of parent involvement activity opportunity was provided to families through the Parent Resource Teacher for that month. Please use the definitions listed above as a guide to identify parent involvement activities and events under the appropriate category of parent involvement.

Instructions for Home-School Agreement

The Home-School agreement is a contract between the parents and the school. It is a critical tool that provides a starting ground for the Head Teacher to discuss with parents the myriad of opportunities available through our high-quality Prek-3 program.

It is imperative that parents have an opportunity to personally come in contact with the Head Teacher and not only understand but commit to the CPC expectations. This is a wonderful opportunity for the Head Teacher to share with the family the uniqueness of CPC program and emphasize the great support offered through the CPC.

Head teachers can use this time to discuss what makes the CPC program high-quality: small class sizes, teacher student ratio, curriculum, PreK-3rd alignment, and abundant parent resources. In addition to explaining what is offered through the program, Head Teachers should highlight the importance of parent involvement and our weekly expectations of the parents. It is crucial that parents understand that parent involvement and engagement is *not an option* but an *expectation* in the CPC program.

It is our expectation that all enrolled families have signed and had face-to-face contact with the Head Teacher by the **end of the first week of school.**

The Home-School Agreement is NOT to be sent home with the child to be signed by the parent at home.

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

Insert your logo here



Child-Parent Center 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 understand that through enhancing *my own education, skills, and job training*, I will support my child's educational success.
5. I agree to read all notes and to fill in any forms from the center and have them sent back to the center promptly.
6. I agree to have all physicals and inoculations completed in a timely manner.
7. 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.

Weekly Activity Summary Worksheet

Your Name: _____ Your Title: _____ Classroom # _____ Date Completed: _____

School Name: _____ # of Sessions Children Attend This Week: _____ Length of School Day: _____

Purpose of Tool: For teachers to individually reflect and/or collaboratively reflect with their colleagues and Head Teacher, about allocation of time in their classrooms.

Directions: At the end of each week, the classroom teacher completes the worksheet, noting the number of minutes spent on each activity. Submit the form to your Head Teacher or Director. The Head Teacher will retain a hard copy for each classroom for every week of the school year (ex: a separate binder for each classroom's worksheets.)

ACTIVITY

CIRCLE AVERAGE WEEKLY MINUTES

1. LANGUAGE/LITERACY					
COMPREHENSION (Understanding and vocabulary)	10	20	30	40	50+
PRINT CONVENTIONS (direction, authorship, punctuation)	10	20	30	40	50+
ORAL AND WRITTEN EXPRESSION (drawing, dictation, dramatization)	10	20	30	40	50+
PHONEMICS, PHONICS (Letter sounds, word sound separation)	10	20	30	40	50+
EXPLICIT ALPHABET INSTRUCTION (letter identification, letter formation, letter tracing, name writing)	10	20	30	40	50+
ALPHABET GAMES (Lotto, part of play activity)	10	20	30	40	50+
2. MATH					
EXPLICIT MATH INSTRUCTION (number names, order, counting up, down, graphing, estimation, operations)	10	20	30	40	50+
MATH GAMES (Puzzles, chutes and ladders, blocks)	10	20	30	40	50+
3. SCIENCE (Observation/describing, explanations)	10	20	30	40	50+
4. PLANNED CONVERSATION WITH TEACHERS OR OTHER CHILDREN (Planned group discussions, social information, play)	10	20	30	40	50+
5. GROSS and FINE MOTOR ACTIVITY (Teacher led)	10	20	30	40	50+
6. ART (Free drawing, pasting cutting)	10	20	30	40	50+
7. FREE PLAY (Unstructured choice time with teacher involvement)	10	20	30	40	50+

Note: If you teach more than one prekindergarten cohort per week, please turn the sheet over and fill out the form for your additional section.



Weekly Activity Summary Worksheet

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ACTIVITY

CIRCLE AVERAGE WEEKLY MINUTES

1. LANGUAGE/LITERACY					
COMPREHENSION (Understanding and vocabulary)	10	20	30	40	50+
PRINT CONVENTIONS (direction, authorship, punctuation)	10	20	30	40	50+
ORAL AND WRITTEN EXPRESSION (drawing, dictation, dramatization)	10	20	30	40	50+
PHONEMICS, PHONICS (Letter sounds, word sound separation)	10	20	30	40	50+
EXPLICIT ALPHABET INSTRUCTION (letter identification, letter formation, letter tracing, name writing)	10	20	30	40	50+
ALPHABET GAMES (Lotto, part of play activity)	10	20	30	40	50+
2. MATH					
EXPLICIT MATH INSTRUCTION (number names, order, counting up, down, graphing, estimation, operations)	10	20	30	40	50+
MATH GAMES (Puzzles, chutes and ladders, blocks)	10	20	30	40	50+
3. SCIENCE (Observation/describing, explanations)	10	20	30	40	50+
4. PLANNED CONVERSATION WITH TEACHERS OR OTHER CHILDREN (Planned group discussions, social information, play)	10	20	30	40	50+
5. GROSS and FINE MOTOR ACTIVITY (Teacher led)	10	20	30	40	50+
6. ART (Free drawing, pasting cutting)	10	20	30	40	50+
7. FREE PLAY (Unstructured choice time with teacher involvement)	10	20	30	40	50+