

MIDWEST CPC
PreK-3rd
EXPANSION

2013-14

Midwest Child-Parent Center Expansion



Program
Guidelines and
Requirements



Human Capital Research Collaborative

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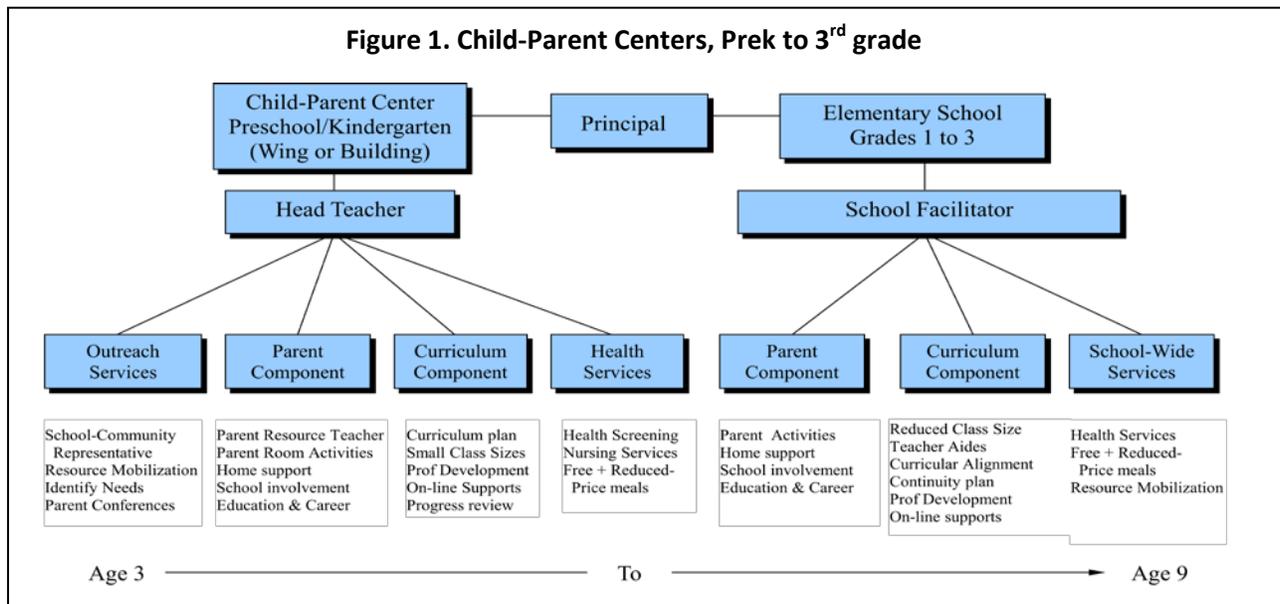
Overview: Child-Parent Center Program, Prekindergarten to 3rd Grade

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. Liaisons from the elementary school work with the HT and PRT to provide alignment of curriculum and parent involvement activities from PreK – 3rd. The HT works under the leadership of the Principal of the affiliated elementary school.

After a language-rich 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.



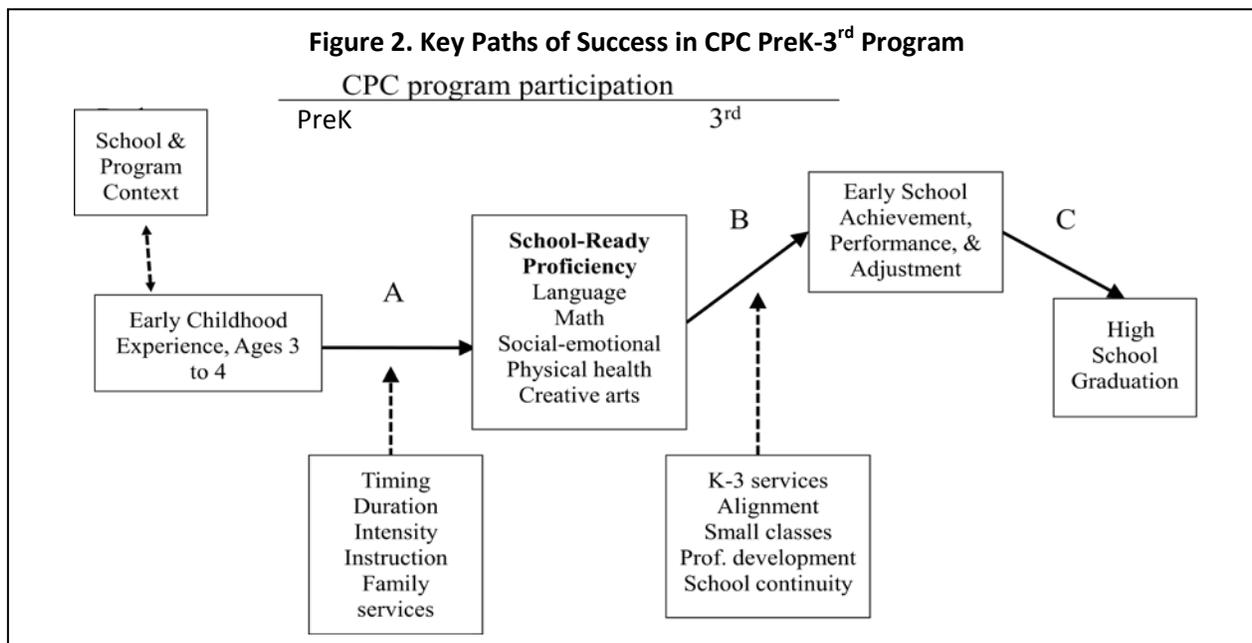
As shown, CPCs are distinguished by their timing (age 3 or 4), duration (up to six years), comprehensiveness of services, coordination across grades, leadership structure, intensity and quality of learning experiences, family and community services, proximity to the elementary school, and opportunities for professional development. Evidence of effectiveness and economic benefits is strong. Site mentors also work with CPC leadership and staff to promote and sustain effective implementation.

A. CPC Goals

The program has five major goals that are 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. 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 Midwest CPC Expansion, 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 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 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" (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. Effective PreK has been found to reduce this gap by about a third. CPC PreK-3rd can double the percentage of 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 PreK-3rd 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), and liaisons for curriculum and parent involvement. 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 (or full-time staff member in sites serving more than 200 children), 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.

Liaisons for curriculum and parent involvement are identified staff at the K-3rd level that spend approximately 10 percent of their time working with the Head Teacher 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.

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. State-funded prekindergarten and Head Start programs may implement a CPC program. Positive effects have been found for children from diverse backgrounds. 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 third grade.

G. Implementation

The CPC program helps children develop skills in reading, math, science, socio-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 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 implement an aligned PreK-3rd 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 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, & 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 which helps keep track of parent involvement goals and progress. Effective communication between parents and teachers is fundamental to the success of the program.

Head Teachers establish an efficient structure of communication, meetings, and activities with the leadership team, principals, and other school staff during the year. The CPC Expansion management team at the University of Minnesota and district administrators coordinate cross-site meetings and events. A team of site mentors also support CPC 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.

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 through 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 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 program.

The six major goals of the Investing in Innovation Project for 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.

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

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 facilitates high-quality instructional practices.

Parent Involvement and Engagement

1. The Parent Resource Teacher and School-Community Representative work closely with the Head Teacher and Liaisons to maintain a consistently supportive parent program across grades.
2. Parents sign a CPC school-home agreement at the start of the school year.
3. Sites maintain records of family participation in an online portfolio.
4. 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. Plan is revised and reapproved annually.
5. Every month, PRTs create and distribute a monthly parent involvement calendar, which reflects the parent involvement plan and the needs of the families.
6. PRTs conduct parent/teacher conferences over the year (fall, winter, spring) to review progress in the parent program.
7. All families will receive at least 1 home visit by a CPC staff during the fall.
8. The PRT participates in parent/teacher conferences over the year to review progress in the parent program.
9. The PRT establishes a parent advisory group for the center.
10. A resource room dedicated to parent and family activities is available.
11. PRTs provide opportunities for participation alternatives times of days.
12. PRTs 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 Head Teacher (or Director), Parent Resource Teacher, School-Community Representative, and Liaisons.
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 establishes 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 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 meet regularly 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 at least 2 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.

Effective Learning Experiences, Prek-3rd Grade

<p>Definition</p>	<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
<p>Goals</p>	<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.
<p>Requirements</p>	<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.

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.

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 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	<p>Involvement</p> <ul style="list-style-type: none"> • The Parent Resource Teacher and School-Community Representative work closely with the Head Teacher and Liaisons to maintain a consistently supportive parent program across grades. • Parents sign a school-home agreement at the start of the school year agreeing to participate in the parent program (i.e. a combination of school and home involvement) for at least 2.5 hours per week. • Sites maintain records of family participation in an online portfolio. • 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. Plan is revised and reapproved annually. • Maintain a parent involvement calendar for all families during the year. • All families will receive at least 1 home visit by a CPC staff during the fall. • PRT participates in parent/teacher conferences over the year (fall, winter, spring) to review progress in the parent program. <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 includes 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 diverse populations. Strategies must be sensitive to these issues and provide different options for families of all backgrounds. Involvement by other family members is also emphasized.</p>

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, School-Community Representative, and Liaisons.• 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 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 fosters an environment that allows students to take full advantage of the CPC PreK-3rd program.• Reduce the potential drop-off in the effects of prekindergarten that have been observed for many programs.• 80% of entering prekindergarten children continue to the kindergarten and school-age components. Close to 100% of 3-year-olds continue to the 4-year-old program.• CPC Leadership team will stay in place to ease transition and promote continuity.
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.

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 regularly 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 at least 2 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.

Further Information on the Midwest CPC Expansion Project

[CPC Background and Model: Program Guidelines and Requirements](#)

Human Capital Research Collaborative Fact Briefs:

- [Class Size Brief](#)
- [Curriculum Brief](#)
- [Fade Out Brief](#)
- [Funding Brief](#)
- [Parent Involvement Brief](#)
- [High Quality Preschool](#)

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 Strategies from Chicago Principals](#)

Collaborative Leadership Team

- [Child-Parent Center Organization](#)
- [PreK-3rd: Principals as Crucial Instructional Leaders](#)
- [How Superintendents Can Lead Change](#)

Continuity and Stability

- [School Mobility and Education Success: A Research Synthesis and Evidence on Prevention](#)
- [School Mobility and Achievement: Findings from an Urban Cohort](#)
- [On the Move: New Research Explores.....](#)

Professional Development

- [NAECY: What is Professional Development in Early Childhood Education?](#)
- [Promoting Language and Literacy Development for Early Childhood Educators](#)

JOB DESCRIPTIONS:

**Head Teacher
Parent Resource Teacher
School-Community Representative
Curriculum Liaison
Parent Involvement Liaison**

Child-Parent Center Head Teacher

The Child-Parent Centers (CPC) program is a targeted school reform model that emphasizes aligned education and services for low-income children from pre-kindergarten through third grade. CPCs have a heavy literacy focus in the classroom, small class sizes, intensive family involvement, and a structure that aligns services for children over time.

Head Teacher Responsibilities

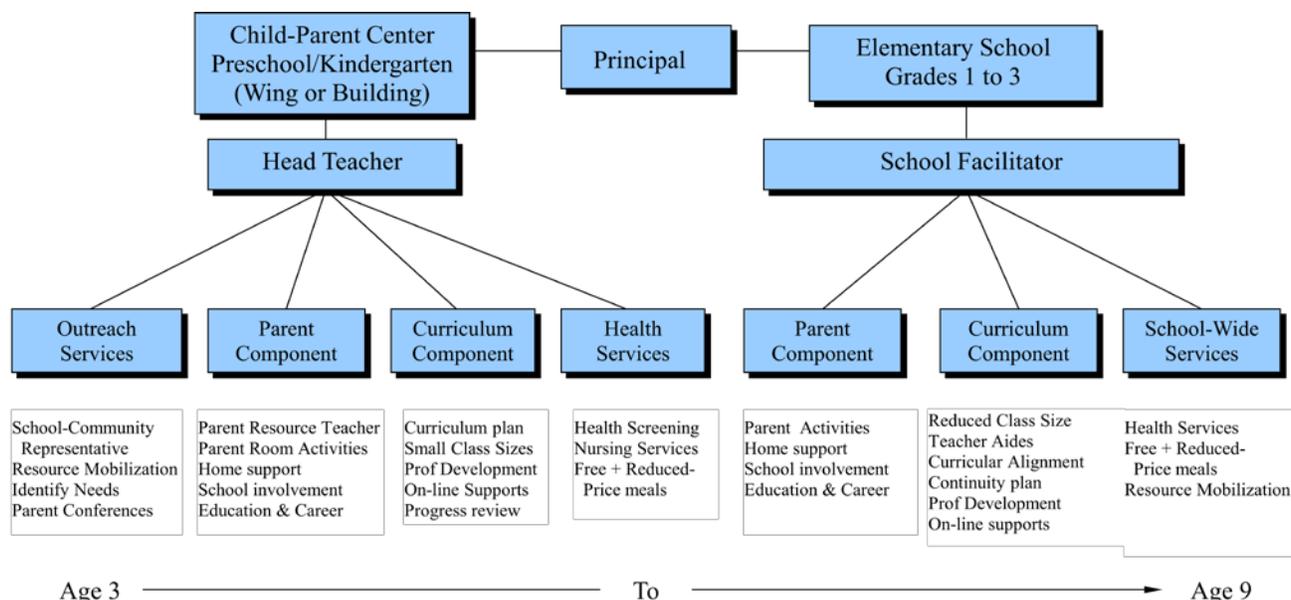
The Head Teacher is the program director who is responsible for organizing and implementing program services in collaboration with the Parent Resource Teacher, School-Community Representative, classroom teachers, and other specialist staff.

The Head Teacher 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: (1) effective learning experiences in the classroom, (2) collaborative leadership team, (3) parent involvement and engagement, (4) aligned curriculum, (5) continuity and stability, and (6) professional development support for staff.

Head Teacher Qualifications

- Must be a Certified/Licensed teacher, specialized in early childhood education
- Several years of experience in teaching, preferred
- Advanced knowledge of the CPC program, preschool to third grade
- Leadership experience in managing comprehensive human service programs
- Must have excellent written and verbal communication skills
- Must have ability to collaborate with school staff to ensure program quality
- Must be dedicated to the overall success Midwest CPC Expansion.

The CPC program and Head Teacher responsibilities are illustrated below:



CHILD-PARENT CENTER PARENT RESOURCE TEACHER

The Parent-Resource Teacher (PRT), under the direction of the Head Teacher and the Principal develops and maintains a parent involvement and engagement program in collaboration with the School-Community Representative that ensures that parents will actively participate in a wide range of school, home, and community activities that emphasize the following areas of outcomes:

- 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 school-learning
 - Parent training and education, and postsecondary education and workforce training.

Qualifications:

- Bachelor's degree or higher and State Type 04 certification (varies by state)
- Leadership experience in implementing family involvement activities in schools & communities
- Advanced knowledge of the Child-Parent Center program, preschool to third 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
- Capacities to lead and work effectively within a collaborative leadership team.
- Coordination of professional development opportunities for the SCR and other school staff.

Parent-Resource Teacher Responsibilities:

- develops and maintains menu-based system of engagement in collaboration with the School-Community Representative primarily for preschool and kindergarten children
- maintains a registry of parent participation and at the end of the school year placing the registry on file in the school office
- maintains an accounting of the parent program expenditures
- Provides monthly communication with families in the form of a PRT newsletter
- Participating in leadership meetings and events within the school and citywide
- Partners with teachers and school staff in creating a strong learning environment.

The Parent Resource Room

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 and learn and become an active member of the school community. Moreover, this resource room **connects parents with each other** and provides an opportunity for parents to create roles for themselves.

CHILD-PARENT CENTER SCHOOL-COMMUNITY REPRESENTATIVE

The School-Community Representative (SCR), under the direction of the Principal and Child-Parent Center Head Teacher:

- Fosters positive school, home, community relations
- Maintains a daily log (electronically, if possible), placed on file with the school office at the end of the school year
- Maintains electronic files of school calendars, newsletters, meetings, fliers, and announcements.
- Maintains pupil information file (electronically, if possible) – name, address, phone numbers in an electronic and secure format.
- Conducts home visits to participating families
- Checks pupil and parent attendance and calls or visits homes to provide insight on problems to teachers
- Works supportively with parent-resource teacher and jointly establishes a time when the SCR can participate and assist in parent program activities
- Accompanies the Parent Resource Teacher (PRT) on parent field trips
- Aids in ongoing recruitment of new pupils
- Checks resource agencies and is knowledgeable about the attendance area
- Maintains electronic file of community resources
- Coordinates activities with the unique needs of the center.

Qualifications:

- High school diploma or equivalent credential (i.e., GED)
- Strong knowledge base of the CPC program, preschool to third 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.

Priority Responsibilities:

- RECRUIT!
- Collaborates with the PRT in implementing a menu-based system of parent involvement and engagement
- Mobilize resources in the community on behalf of families and community members
- Maintain file of children in need of shots/physicals
- Works actively to keep parents informed
- Works actively to keep compliance levels high
- Works actively to keep attendance levels high
- Works actively to identify alternative participation solutions when needed
- Participates in leadership meetings within the school and citywide in collaboration with the Head Teacher and PRT
- Assists the PRT in organizing the work and meetings of the Parent Advisory Group.

CHILD-PARENT CENTER CURRICULUM LIAISON

Role:

The Curriculum 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 (gr. 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 Head Teacher, to ensure alignment of curricular materials, learning standards, assessments, and overall collaboration among PreK-3rd teachers. The school Principal is the supervisor.

The Curriculum Liaison serves as a member of the CPC 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.

Job Description:

A minimum 10% time allocation of a FTE currently employed by the school district. Provides advice and counsel for teachers and principals on matters pertaining to instruction across the PreK-3rd grade continuum. Plans and implements staff development programs for school staff.

Typical Tasks:

- Coordinating PD sessions for teachers across the PreK-3rd continuum;
- Ensuring that curriculum used in the PreK-3rd grade continuum is evidence-based;
- Assessing the school's CPC Curriculum Plan and ensuring fidelity of implementation;
- Ensure in-service training designed to support implementation of curricula involves all relevant teachers in the PreK-3rd grade continuum;
- Supervises development of instructional guidelines, policies, regulations, and official notices for CPC teachers;
- Uses assessment data, such as Kindergarten Readiness data, to inform instructional practices and curriculum implementation;
- Manages communication with teachers from Human Capital Research Collaborative, SRI, and Erikson.

Requirements:

- Knowledge of the CPC 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

CHILD-PARENT CENTER PARENT INVOLVEMENT LIAISON

Role:

The Parent Involvement Liaison works toward alignment of parental involvement activities and approaches across PreK-3rd. In this role, the liaison coordinates the parent involvement activities (gr. 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 Parent Resource Teacher, 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 Collaborative Leadership Team charged with the responsibility for planning, implementing, and evaluating the CPC PreK-3rd program. The Leadership Team meets regularly to discuss day-to-day operations as well as planning and evaluation topics.

Job Description:

A minimum 10% time allocation of a FTE currently employed by the school district. Provides advice and counsel for teachers and principals on matters pertaining to parent involvement program across the PreK-3rd grade continuum. Plans and implements parent involvement activities in the elementary grades.

Typical Tasks:

- Works with the PRT to plan age-specific and PreK-3rd parent involvement activities
- Identifies and refers families to community resources
- Sets goals for parent involvement levels in grades 1-3. Creates and implements systems to track involvement in the school, home, and community and targets efforts
- Sets goals for content offered and ensures it meets CPC content standards
- Conducts annual needs assessments for elementary grade families
- Prepares or revises established Parent Involvement Plan that includes a menu of parent involvement options based on results of needs assessment and a plan to involve as many families as possible.
- Creates a monthly calendar of parent involvement activities – offering a variety of events and workshops, each with a focus on CPC specified content (e.g. child development, parenting, language and literacy)
- Aligns CPC parent involvement efforts with other school family engagement efforts (e.g. Title I parent involvement goals, Parent Advisory Councils, PTA)
- Recruit families to become involved in the CPC parent program

Requirements:

- Knowledge of the CPC 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