**High-Quality Center-Based Care and Early Childhood Development and Academic Success**

**Chicago Child-Parent Centers**

Background

The Chicago Child-Parent Centers (CPCs) provide comprehensive educational support and family support to economically disadvantaged children and their parents. The guiding principle of the program is that by providing a school-based, stable learning environment during preschool, in which parents are active and consistent participants in their child's education, scholastic success will follow. The program requires parental participation and emphasizes a child-centered, individualized approach to social and cognitive development.

Implementation- Focus on Parent Involvement

Each parent is required to volunteer at least one half-day per week at the CPC. Parental participation is designed to accommodate parents' daily schedules and needs.

A full-time staff member provides outreach services to CPC families. This outreach includes (1) recruiting families from the neighborhood who are most in need of CPC programming; (2) conducting home visits to families upon child enrollment and on a continuing as-needed basis; and (3) referring families to community and social services agencies, such as agencies providing employment training, mental health services, and welfare. The outreach worker provides transportation services to the center for families in need.

Impact

Multiple studies by Reynolds et al (1995, 2000, 2002, 2003, 2007) found that when compared with children who did not attend the program, CPC preschoolers:

- Scored significantly higher on both math and reading achievement
- Were less likely to have ever been retained in a grade
- Were less likely to ever be placed in special education and, for those who were placed in special education, spent an average of four fewer months in such services

In the 15 year follow-up, the CPC preschool group had significantly better outcomes than the non-preschool group on

- Number of years of special education from ages 6 to 18 (0.73 years versus 1.43 years)
- Percentage of children who experienced child maltreatment (reports of abuse/neglect) from ages 4 to 17 (5.0 percent versus 10.3 percent)
- Arrests of any type (16.9 percent versus 25.1 percent) and violent arrests (9.0 percent versus 15.3 percent)
- Number of petitions to juvenile court by age 18 (an average of 0.45 versus an average of 0.78 petitions)
- High school completion by age 21 (61.9 percent versus 51.4 percent)
- Highest grade completed by age 21 (grade 11 [0.23] versus grade 10 [0.87] on average)

Citations found here: http://www.promisingpractices.net/program.asp?programid=98#programinfo

**Perry Preschool Project**

Background

Children who were in centered-based care "HighScope" located in Ypsilanti, Michigan were enrolled in full time child care for two years from approximate ages 3-5. Most teachers had a master's degree and all had completed training in child development. There were no more than 16 children in a class and two lead teachers as well as a teacher's assistant. The preschool classes followed one of three specific theory-based curricula.

Implementation- Focus on Parent Involvement

HighScope classrooms welcome visits from parents and encourage them to participate in field trips and other special events. The program is especially eager for parents to share things about their families and culture so they can be incorporated into the program's daily routine. In addition, staff hold regular workshops to help parents understand child development and how it is fostered at school and home. Teachers and caregivers conduct at least one home visit and two conferences with parents each year to share what is happening in the program in general and with their child in particular. In sum, HighScope regards parents and teachers as partners in promoting children's learning.

Impact

A study randomized 123 low-income African American children either in the center-based care or control conditions (home or relative care). Children have been followed through age 40. The average IQ for children in both groups when starting the study was 79. The IQ for children in the treatment group rose to 102 (control 83) after one year in the preschool and was 92 at age 10 (controls 85). As adults, children who participated in the preschool program have higher incomes, are more likely to have jobs and completed high school, and have committed fewer crimes than those in the control group.

HighScope Educational Research Foundation. HighScope Perry Preschool Study Lifetime Effects. http://highscope.org/content.asp?contentid=219. Accessed March 27, 2014.

http://www.highscope.org/Content.asp?ContentId=291

**Abecedarian Program**

Background

The Abecedarian Program followed four cohorts of children enrolled in fulltime early care and education from infancy through age five in Chapel Hill, NC. Children had individualized educational programs and low teacher ratios. The curriculum focused on education as play in the curricular areas of social, emotional and cognitive development, with a special emphasis on language skills. Children were followed through age 21.

Implementation- Focus on Parent Involvement

- Families encouraged to participate in parent group sessions on topics related to parenting and family development.
- Social workers available to provide assistance to parents with such issues as housing and social services as well as personal counseling.
- Pediatric care provided by a team of on-site research nurses and pediatricians.

Impact
Children in the intervention group had higher IQs starting as toddlers through age 21, higher academic achievement in reading and math through young adulthood, were more likely to attend college, and were more likely to have their first child at a later age. Not only are the results of this program impressive for the young children, but mothers of intervention preschoolers were more likely to go further in school and have better employment than controls.

Frank Porter Graham Child Development Institute. Major Findings: The Abecedarian Project. The Carolina Abecedarian Project website. http://abc.fpg.unc.edu/major-findings.

http://www.promisingpractices.net/program.asp?programid=132

**Head Start Impact Study**

Background
The Head Start Impact Study was a large scale attempt to evaluate the Head Start national program that serves so many low-income children. In the 2012-13 academic year, 1,130,000 children were served by Head Start for at least some time during the year. Head Start serves mostly three and four year olds from low-income families. The Head Start Impact study included 4,667 newly entering three and four year olds.

Impact
There were modest gains over the course of the year in cognitive and socio-emotional development; however, findings generally did not persist beyond the Head Start Year. This study highlights real world challenges of large scale implementation of early care and education. Compared to the smaller Abecedarian and Perry Preschool projects, the quality was less consistently high. In the Head Start Impact Study, 70% of children were in high quality programs; 60% with curriculum that emphasized language and math, and 60% of children had teachers with an associate's degree or bachelor's degree.

U.S. Department of Health and Human Services. Head Start Program Facts Fiscal Year 2013. Administration for Children and Families Office of Head Start website. http://eclkc.ohs.acf.hhs.gov/hslc/mr/factsheets/docs/hs-program-fact-sheet-2013.pdf. Accessed March 27, 2014.