



# **The Chicago Parent Program** Implementation Guide

What you need to know for successful implementation



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# Introduction

The Chicago Parent Program (CPP) is a group-based parenting program that strengthens parenting skills and capacities, and improves young children's behavioral health and wellbeing. CPP is the only evidence-based program designed with and for parents raising young children in low-income communities, particularly families of color. Established in 2002, CPP has developed a strong reputation as an effective program that truly addresses the needs of low-income families and families of color — a unique strength in a crowded field of well-established parenting programs.

There are many evidence-based programs designed to strengthen parenting skills. However, most were developed and tested on White, middle-class families. The CPP was specifically created to meet the needs of parents, kin, or legal guardians (referred to as “parents” throughout this document) raising young children in low-income communities, particularly families of color. The CPP development team worked with an advisory board of African American and Latinx parents who guided the team on every aspect of the program development. CPP shows real parents raising children in the real world. All of the strategies and principles included in the program are supported by research.

View a collection of research supporting the methods and principles of CPP.



The program includes 11 two-hour weekly parent group sessions followed by a two-hour Booster and Celebration parent group session four weeks later. Each two-hour session, led by two trained CPP group leaders, shows brief video vignettes of real families engaged in a range of situations common to all families — mealtimes, bedtimes, child tantrums in public, limit-setting challenges, family conflicts, etc. These videos are used throughout to teach strategies for positive parent-child relationship-building and managing challenging behavior. They also promote discussion and problem-solving. Other components of each session include role play exercises, group activities, brief handouts, and skill-building Practice Assignments. Refreshments and childcare are offered at each parent session to reduce barriers to attendance.

## Chicago Parent Program Implementation Phases

CPP planning and implementation is covered in four phases. Each of these phases and steps are described throughout the rest of the guide, accompanied by support materials as needed.

### CPP Planning & Implementation Overview

#### PHASE 1 – GETTING TO KNOW CPP

- Step 1: Decide if CPP is a good fit for your agency or organization
- Step 2: Get trained and purchase CPP materials



#### PHASE 2 – LAUNCHING CPP

- Step 1: Build support to become a CPP site
- Step 2: Create a program budget
- Step 3: Identify and define roles and responsibilities
- Step 4: Review your readiness to start CPP groups



#### PHASE 3 – PLANNING PROGRAM LOGISTICS

- Step 1: Secure session space and plan the environment
- Step 2: Arrange childcare
- Step 3: Recruit parents



#### PHASE 4 – IMPLEMENTING PARENT GROUP SESSIONS

- Step 1: Prepare for each session
- Step 2: Conduct the sessions



#### PHASE 5 – PLANNING FOR SUSTAINABILITY

- Step 1: Become an official CPP site
- Step 2: Embed CPP into your organization's culture
- Step 3: Develop and implement a quality monitoring and improvement plan
- Step 4: Identify sources for maintaining financial support

# Phase 1:

## Getting to Know CPP

CPP's effectiveness is highly dependent on a site's ability to implement the program as it was designed. To this end, it is important for organizations that are considering the program to engage in self-reflection to ensure that the support, resources, and stakeholder buy-in are all in place before launching CPP. You may have already completed this self-reflection and made a determination about CPP's applicability to your organization and the people you serve, so this will be a review of the steps you've taken, setting the stage for the rest of the process. However, if you have not yet made this determination, the steps below will help you do so.

### Step 1

#### Decide if CPP is a good fit for your agency or organization.

There are a number of things you can do to become more familiar with CPP and how it works. The first might be to review the CPP website and learn more about the components of the program.

Visit the CPP website.



Next, it is a good idea to reach out to the CPP team to get more personalized information and ask any questions pertaining to your agency. To do this, you can fill out a brief interest form, or you can email [CPPinfo@chicagoparentprogram.org](mailto:CPPinfo@chicagoparentprogram.org) with specific questions.

Fill out a brief interest form online.



It is also helpful to hear from others who have successfully implemented CPP in their agency. Examples of community agencies and organizations serving families with young children that have offered the program include:

- Public school districts
- Head Start sites
- Early childhood centers
- Mental health clinics
- Hospitals
- Transitional housing agencies
- Community organizations

If you would like to talk to individuals at CPP sites, please reach out the CPP team and they can put you in touch.

One important thing to note as you learn about CPP is to remember that CPP is intended to be used with parents and caregivers of **children who are between two and eight years old**. Many of the behavior management strategies described in the program would not be useful or developmentally appropriate for children younger than two years old. Also, it is important to remember that organizations must be able to commit to holding 12 weeks of sessions. This is important to the fidelity of the program.

Once you have completed this step and have learned more about CPP, it is time to move on to the next one and deepen your learning about the program.

### Step 2

#### Get trained and purchase CPP materials.

Before your organization implements the CPP, group leaders are required to participate in CPP training. CPP offers two types of training options – 1) a two-day training delivered onsite at your agency for up to 24 participants, and 2) Regional CPP Group Leader Training Workshops. Refer to [www.chicagoparentprogram.org](http://www.chicagoparentprogram.org) for training dates of regional workshops, and 3) virtual group leader training offered over four half-day sessions. Refer to [www.chicagoparentprogram.org](http://www.chicagoparentprogram.org) for training dates and locations.

If your organization is ready and would like to invest in an onsite training for which CPP comes to you, the first step is to contact the CPP team and let them know. The CPP team will set up a call with you to review the CPP program and discuss how training allows organizations to access this program. During this call, they will also discuss your training needs, i.e. how many people you would like to have trained as well as

the costs associated with the onsite work. The CPP Office will also provide guidance on who should attend the training and logistical planning for the training.

Once your organization has committed to completing a training, you will be able to purchase CPP materials. Upon completion of training, all group leaders receive a login and password to access additional CPP materials on the website. For regional trainings, group leaders will receive their manuals and videos (if purchased) when they arrive at the training session.

## Phase 1 Completion Checklist

### BY THE END OF PHASE 1, YOUR AGENCY SHOULD HAVE:

- ✓ Made a decision about whether CPP is right for your organization
- ✓ Determined which staff will be participating in the CPP group leader training
- ✓ Determined which staff will be leading CPP groups
- ✓ Chosen a recommended minimum of four trained CPP group leaders
- ✓ Purchased a copy of the Chicago Parent Program videos



# Phase 2: Launching CPP

## Step 1

### Build support to become a CPP site.

In order for an organization to be successful with CPP it is critical to build the full support and buy-in of agency leaders, staff, and parents at the outset of the program launch. This means having answers to basic feasibility questions such as communicating the meeting space and environment needed (i.e. a large room with tables and a place for food and refreshments and separate childcare), as well as an understanding of the estimated costs (see **STEP 2** for details on building a budget), access to funding, and the ability to access and recruit interested parents.

In addition to assuring stakeholders that logistics and cost estimates are well in hand, one of the best ways to generate excitement about CPP is to share evidence of its impact and results. In fact, the question that is most often asked by agency leaders and decision makers is, “What kind of results will we see from this program?” and, “How will CPP help us to meet our service goals?” Stakeholders are energized when they learn about the key outcomes and measures that drive CPP. As stakeholders learn about these outcomes, it is useful to also consider which outcomes are most important to their specific organization and how CPP can help them get there.

#### Outcomes that previous CPP sites have focused on include:

- **Positive Parent Behavior Changes:** Parents use harsh punishments less frequently and are more consistent with their positive discipline strategies.
- **Reduced Child Behavior Problems:** Children exhibit problematic behaviors less frequently.
- **Parent Confidence & Satisfaction:** Parents feel more confident, which drives positive changes in their interactions with their children and in turn improves child behavior. These changes are observed by both parents and teachers.
- **Parent Engagement:** Parents feel more connected with the agency/organization offering the program.

CPP sites have generated excitement among stakeholders about these outcomes, and CPP in general, by:

- Holding in-person meetings with stakeholders to review the program and communicate its potential.
- Directing decision-makers to our website to view our testimonial videos and research that demonstrate the value of CPP.

View CPP testimonial videos.



View CPP website and research.



- Distributing information sheets created specifically for educators, mental health providers, and parents.

View CPP information sheets.



- Determining if there are parents who express need and interest in establishing CPP. (You will need 8–15 parents who commit to attending the weekly group sessions.)

In addition to generating excitement about the potential the program brings, a person championing the launch of CPP should also be ready to discuss the details of staff capacity to successfully plan and execute the program. (See **STEP 3** in this phase for additional details about CPP roles and responsibilities.)

### Program Outcomes

**Positive Parent  
Behavior Changes**

**Reduced Child  
Behavior Problems**

**Parent Confidence  
& Satisfaction**

**Parent  
Engagement**

The staffing necessary for an agency to launch and run CPP includes:

### CPP Coordinator

This person is responsible for the effective oversight of program quality, ensuring that logistics are well planned for, such as meeting space, equipment, support for recruiting parents, childcare, and refreshments.



### Group Leaders

All CPP groups are led by two trained group leaders. Group leaders need to have at least a high school diploma though it is optimal if one of these leaders also has a background in the mental health field. Training multiple people within an organization is beneficial as it promotes widespread buy-in and understanding of the program. Having multiple trained CPP group leaders, beyond just the two required (four recommended), also means that you will have enough trained group leaders to run the groups in the event that group leaders are sick or unable to continue the program. Group leaders should also be knowledgeable about the program, respect parents' expertise when it comes to understanding their own children, be comfortable leading groups, have time to prepare for groups, and be positive and supportive of parents.



## Step 2

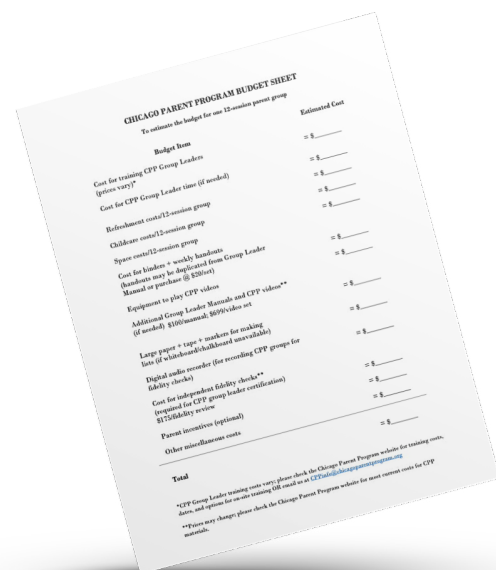
### Create a program budget.

Developing a program budget is a way for agencies to understand upfront the approximate costs of implementing the program. When developing a budget for CPP, please keep in mind that the budget will continue to be refined as your agency moves through the planning process and determines specific program offerings. With the understanding that cost estimates vary, most CPP sites include the following items in their budget:

- CPP Group Leader Manual for all group leaders
- At least one set of videos for each site or agency
- Stipend for group leaders (if applicable)
- Parent incentives (if offered). For example, programs have offered gift cards, children's books, or raffle drawings with prizes.
- Childcare costs
- Refreshments for parents, children, and group leaders
- Space costs
- Group session materials and supplies, such as: weekly handouts, video monitor with remote control or computer/projector/speaker combo, whiteboard or large paper for making lists, and a way to digitally record audio.

CPP provides a budget worksheet example to help agencies get started with the process.

[View CPP's Budget Planning Worksheet.](#)





# Step 3

## Identify and define roles and responsibilities.

Once the budget has been developed, it is time to consider the roles and responsibilities of those who will staff your CPP implementation. As mentioned previously, successful programs engage two group leaders and a CPP Coordinator to ensure a manageable workload for everyone.


### CPP Coordinator >>

As the group leaders are preparing for and running CPP groups, it is very helpful to have a CPP Coordinator managing and coordinating the implementation and monitoring quality. This is especially true for agencies managing multiple CPP sites and group leaders. The percent effort allocated to this position depends on the number of sites that will be implementing CPP, the site level resources, the agency's experience with CPP, and other evidence-based programming, group leader experience, and agency expectations for ongoing evaluation. Below are the types of responsibilities that have been assumed by CPP Coordinators in agencies implementing CPP at multiple sites.

### CPP Coordinator Responsibilities


PLANNING & IMPLEMENTING GROUP LEADER TRAINING	CPP IMPLEMENTATION	PROGRAM EVALUATION
<p>Work with CPP Office to coordinate Group Leader Training Workshop</p> <p>Assign CPP group leaders</p> <p>Ensure that all group leaders have completed the CPP Group Leader Training Workshop before leading a group</p>	<p>Assess agency readiness and buy-in for implementing CPP groups</p> <p>Communicate publicly about CPP</p> <p>Confirm resources at sites</p> <p>Provide guidance and support to group leaders during implementation</p> <p>Help group leaders strategize and implement parent recruitment plans</p> <p>Oversee resources, childcare plans, parent incentives (recommended), and meals/refreshments</p> <p>Monitor attendance</p> <p>Problem solve with group leaders when challenges arise (e.g., equipment or space problems, group leaders calling in sick, or agency closures due to weather)</p>	<p>Monitor quality of group leader implementation of CPP groups</p> <p>Collect evaluation data including the weekly parent surveys, parent attendance, practice completion, and end of program satisfaction forms</p> <p>Report evaluation results to agency leadership and CPP</p> <p>Develop an evaluation plan for collecting and reporting parent and child impact data</p> <p>Work with agency leadership in developing a plan for sustaining CPP</p>



[View a sample CPP Coordinator job description.](#) 

### Group Leaders >>

For group leaders, the tasks and responsibilities that are required fall into two main categories – actions *between* sessions and *during* the sessions. CPP suggests that group leaders review this list of responsibilities below and split them among themselves.

[View a sample CPP group leader job description.](#) 

### Group Leader Roles & Responsibilities

BEFORE THE FIRST SESSION	BETWEEN SESSIONS	DURING SESSIONS
<p>Recruit parents</p> <p>Schedule CPP groups</p> <p>Secure meeting space</p> <p>Arrange childcare</p> <p>Arrange refreshments</p> <p>Collect and process the CPP Parent Agreement Form</p>	<p>Set up the environment and equipment (make sure everything works!)</p> <p>Thoroughly review session topics and activities</p> <p>Preview videos</p> <p>Make copies of session materials</p> <p>Send out reminders about upcoming sessions</p>	<p>Manage videos</p> <p>Lead group discussion</p> <p>Lead role play activities</p> <p>Manage the group discussion, keeping parents on topic</p> <p>Take attendance</p> <p>Collect and distribute Practice Assignments</p> <p>Collect Weekly Satisfaction Forms</p> <p>Complete the group leader Weekly Checklist to ensure everything was covered in the session</p>



## Step 4

### Review your readiness to start CPP groups.

Now that you have secured buy-in from stakeholders, drafted a budget, and made a plan for allocating staff time and resources, you are ready to take the next step and commit to running CPP groups.

#### Phase 2 Completion Checklist

##### BY THE END OF PHASE 2, YOUR AGENCY SHOULD HAVE:

- ✓ Planned for and/or secured sufficient funds to cover costs for the program implementation.
- ✓ Built support for the program from key agency leaders and stakeholders by determining if the program is feasible for your agency to implement and sustain.
- ✓ Reviewed and completed the CPP Budget Worksheet and Readiness Checklist.
- ✓ Determined if you have a pool of parents who are potentially interested in the program (i.e., there needs to be at least 8-12 parents committed to attending the weekly CPP group).
- ✓ Investigated the possibility of securing appropriate space for running the group and providing childcare.
- ✓ Determined if your organization has the staff capacity dedicated to running the program.



# Phase 3:

## Planning Program Logistics

Now that your agency has investigated the costs, resources, and time necessary to run CPP and has committed to become a CPP site, you are ready to continue planning for your program. This phase of planning includes securing space, setting up the environment, arranging childcare, and recruiting parents.

### Step 1

#### Secure session space and plan the environment.

Identifying a comfortable space that offers an environment of focused support is essential for successful CPP sessions. Therefore, when you are considering a location for your program, make sure it is both convenient and centrally located in the community. Here are some questions to ask when considering a location:

- Is there adequate free parking for staff and participants for those who will drive?
- Is the location accessible by public transportation?
- Is there confidential space where parents can be separate from children?
- Is the environment comfortable and welcoming, with enough space for everyone participating (including room for childcare)?
- Is the room conducive to showing the CPP videos?
- Does it allow easy access to restrooms?
- Are there adequate accommodations for participants and/or participants' children with disabilities?

Scheduling group sessions is a critical factor to a program's success and should be done as you are looking for and securing space. When choosing dates and times that work for families, agencies have found it helpful to consult with potential parent participants before finalizing dates and committing to space to maximize participation.

#### It's important to schedule times that are convenient for parents to attend.

For example, schools, Head Start sites, and childcare centers may want to consider holding their groups on a Tuesday, Wednesday, or Thursday during the first two hours after child drop-off. To accommodate working families, some agencies hold their groups from 5:30–7:30pm. Some programs have had success offering sessions at pick-up time from schools/childcare centers. In this scenario, parents will often participate in the session while children stay in care a little later. Agencies should keep in mind that weekends and evenings can pose challenges because they typically require extra pay for staff and present a greater need for childcare. However, some agencies opt to hold programs in the evenings because it may be the only time that space is available, and it makes it easier for working parents to attend.

You should plan for sessions to be approximately two hours long. This is the actual duration of the session activities plus the time spent enjoying refreshments. Also, plan for 30 minutes before the session to set up and 30 minutes after the session to clean up. In addition to the actual session time, be sure to account for any preparation time (approximately one hour per week) that the group leaders will need to review content, videos, and activities.

When thinking about the physical environment needed for sessions, also consider the equipment needed. This includes:

- Equipment for playing videos (e.g. laptop, USB, TV)
- Digital audio recorder for fidelity monitoring (some group leaders like to use their smart phones or computers with the ability to record)

Supplies will also be needed to prepare the environment. They include:

- Large paper, markers, and tape; or
- Whiteboard and dry erase markers for lists

When determining what refreshments to offer to participants, it is important to remember that the purpose of this portion of the program is to make participants feel welcome and provide an additional opportunity to socialize in a low-pressure setting. CPP sites have also found that this time presents a chance to promote healthy eating, potentially aligning with other agency programs. Suggestions for meals include: a continental or hot breakfast (or dinner if the group is in the evening and the budget allows). However, light drinks and snacks work as well. Also, consider offering meals for children with a separate, kid-friendly menu and staff supervising the children.

## Step 2

### Arrange childcare.

Providing parents with a safe and comfortable place for their children to play while they meet is essential to the success of any CPP group. When arranging childcare, it is a good idea to start by asking the following questions to ensure a quality experience for parents and children. Please refer to [Childcare Guidelines](#) in this guide for additional details on what to consider when planning for childcare.

- Is transportation for children and/or childcare staff needed?
- Is the childcare space separate from the parent group meeting space? (Session quality and effectiveness can be reduced if children are in the same room, so the childcare space must be separate from the parent group space.)
- Are toys and activities needed? (Past CPP sites have found that planned activities for the children have worked well to keep them engaged for the two hours rather than just free play.)
- How will care be communicated to parents so that they feel comfortable leaving their children there?
  - Do childcare providers meet your agency's guidelines and requirements for certifications, qualifications, and criminal background checks? (For example, some agencies require childcare providers to have up-to-date CPR and first aid training.)
  - What will the age range of the children be? Do agency regulations require a specific ratio of adults to infants, small children, and older children for safety?

When arranging childcare, be sure to plan for 2.5 hours of time for each session to allow 15 minutes before and after for drop-off and pick-up respectively. It is also important that as parents are signing up for the program and their children are enrolling in childcare, agencies may want parents to fill out information sheets detailing their child's routine, any health concerns (including allergies), and emergency contact information if it is not already recorded.

## Step 3

### Recruit parents.

Once you have secured space and determined how you will offer childcare, it's time to actively recruit parents who are ready to commit to program participation. Recruitment



should begin at least two to four weeks before you intend to hold your first Chicago Parent Program group. This allows sufficient time for your agency to enroll a target number of parents (a minimum of 8 and maximum of 20). We recommend that groups have at least eight participants to maintain the quality and cost-effectiveness of parent discussion. Sites have found that if groups are too small or too large there is less opportunity for sharing, problem solving, and discussion among the parents. If this happens, group leaders tend to become more directive, which lessens the benefit and impact of high quality groups. Also, parents who sign up must have at least one child that is at least two years old.

There are no hard and fast rules about when/how to recruit at a school or other site, but the following are good ways to connect with parents to tell them about the program and have them complete the parent agreement. Throughout all the recruitment methods, be sure to emphasize the ease of parent participation (on-site childcare, refreshments, convenient time for parents).

#### 1 Create & Disseminate CPP Recruitment Flyers

When creating your CPP flyer, know that you are free to name your CPP offering whatever your agency would like, with the stipulation that you must also state on flyers and other written materials, "Using the Chicago Parent Program."

#### 2 Create Your Parent Recruitment Pitch

The goal is to get parents excited about joining parent sessions. Agencies find that many parents are more motivated to join if the sessions are called something other than a "class" or "parent group." Describing CPP as more of a "get together" makes parents feel less like they need a "class" to become a better parent, and more like they are coming together to support one another.

Here are some examples of names that have been used for CPP offerings: "Parents on Point," RAPP "Rochester Area Parent Program," and "Parent to Parent."

#### 3 Share Information with Parents

Once you've chosen a name and created a flyer for your program using the provided template, it's time to disseminate the information. One strategy is to be present in the area of the school where young children are typically dropped off by their parents in the morning and talk to parents about the program. If possible, have them sign the Parent Agreement then and there (see below for information on the Parent Agreement form). The Parent Agreement form clarifies the commitment parents are making when they sign up. You could also ask providers/staff at a site to send flyers home with children.

Download Recruitment Flyers.



#### 4 Present at Key Events

Agencies have found that giving short presentations or organizing a CPP information table at school events that involve parents, such as Back-to-School night, Head Start registration, and Pre-K Orientation, is an effective way to generate interest. You can have the Parent Agreement form (see below) ready at these events as well.

#### 5 Enlist Community Partners

Hearing about CPP from other partners that serve the parents and children you are trying to reach helps with recruitment because they are often trusted and connected to them directly.

#### 6 Post on Social Media.

CPP has produced a number of videos of parent participants speaking about the impact CPP has had on them. These videos are hosted on YouTube and are an excellent way to share first-hand experiences of the program directly from parents. Promoting these through social media is also a cost-effective way to reach and recruit parents.

#### 7 Engage Parents as CPP Ambassadors

If your agency has already run a CPP group, engage parents to serve as ambassadors for the program. Our experience is that other parents are the most effective recruiters into the program.

#### 8 Include CPP in Written Agency Communication

Be sure to take opportunities to talk about CPP in communications that are produced. This might include newsletters, email updates, Facebook, and agency websites.

#### 9 Hold an Information Session for Parents

Hold information sessions at agencies where parents can learn about the program, ask questions, and meet each other. Group leaders are often part of these sessions as well as previous participants. Some programs have had success offering a meal as part of the event. If parents express interest, have them sign up during the session.

As parents become interested and determine that they would like to enroll in CPP, their names should be added to a formal sign-up list. This is especially important for sites that are meeting parents for the first time. Key information to be collected includes: age, birthday, whether or not childcare is needed, contact information, dietary restrictions, and accommodations for special needs that are required. Sites may also want to conduct a phone screen prior to the group start date to meet parents and answer any questions they have about the program.

Additionally, parents should be asked to complete the Parent Agreement form. This will clarify and formalize what they are agreeing to do. The Parent Agreement form includes

information about the program start and end dates, and the location. It also asks parents to read and initial the expectations for participating in the group.

**In the Parent Agreement form, parents agree that they:**

- Understand there will be 12 weekly group sessions, each two hours long – but there’s food and childcare!
- Understand that they will be participating in a group with other parents and grandparents and together they will learn a lot – and feel good about themselves as parents!
- Will attend as many of these group sessions as they can – hopefully all of them!
- Will indicate if they need childcare during the group.
- Will let the agency know if they can’t attend a group.
- Understand that the group leader may audio record the session. This recording will not include parent names or identities. It is only to monitor quality and help support the group leader’s development. (See *Phase 4: Supporting Strong Group Leaders.*)

[View the Parent Agreement form.](#)



The parent agreement also references an optional incentive that agencies may choose to offer to parent program participants. Financial incentives that have worked in the past include bank debit cards and grocery store gift cards. Other incentive ideas include child-centered baskets (with books, bath toys, etc.), school supplies, and raffles.

#### Phase 3 Completion Checklist

**BY THE END OF PHASE 3, YOUR AGENCY SHOULD HAVE:**

- ✓ Secured space for the program sessions and prepared the environment with all needed supplies and equipment (see **STEP 1** for the complete list).
- ✓ Recruited at least 8–15 parents (but no more than 20) to attend a weekly parent group. Remember, parents should have at least one child that is between two and eight years old and signed the Parent Agreement form.
- ✓ Engaged childcare staff to care for the expected number and age ranges of children.
- ✓ Planned for and ordered refreshments for parents, children, childcare staff, and group leaders for each session.

# Phase 4: Implementing Parent Group Sessions

Congratulations on reaching Phase 4 of the CPP planning and implementation process! Your agency is now ready to begin implementing the group sessions.

The Chicago Parent Program is comprised of four **units**. The figure below shows an overview of sessions and topics within each unit.

## Overview of CPP Units & Parts

UNIT	TOPIC	SESSION
Unit 1: The Value of Your Attention	Child-Centered Time	1
	Family Routines & Traditions	2
	Praise & Encouragement	3
	Using Rewards for Challenging Behaviors	4
Unit 2: Using Your Authority Wisely	Say What You Mean & Mean What You Say	5
	Setting Limits & Teaching Responsibility	6
	Ignore & Distract	7
	Using Time-Outs	8
Unit 3: Managing Your Stress	Reducing Stress	9
	Problem-Solving	10
Unit 4: Sticking With the Program	Putting It All Together	11
	Booster & Celebration Session	12

Each CPP session follows a standardized structure and routine detailed in the CPP Group Leader Manual, ensuring that parents are comfortable with how information is being presented and discussed. The CPP Group Leader Manual is designed to be user friendly and easy to follow.

## Sessions 1-11 (Structure)

- Welcome & Agenda
- Review Ground Rules
- Review Practice Assignments from Last Week (if applicable)
- Videos & Discussion
- Role Play & Group Activities
- Review of Handouts
- Review of Practice Assignment for Coming Week
- Weekly Group Parent Survey

## Session 12 (Booster & Celebration Session)

Session 12 should be scheduled about one month after Session 11. The purpose of this session is to help parents maintain what they've learned in CPP. This session is also an opportunity to hand out completion certificates if you have decided to incorporate them into your program. (These certificates should be created by your agency. CPP does not issue parent certificates of completion because we can't attest to parent completion.) Many CPP groups also choose to have a celebration during Session 12 to recognize parents for their accomplishments and program completion. For example, one CPP site gives everyone Superman capes. Another site gives everyone a fabric tool belt to signify the tools and techniques they now have at their disposal. Some agencies also give additional awards for "best attendance," "best stories," and "most improved" so that all parents can be recognized for a strength.

# Supporting Strong Group Leaders

One of the most important aspects of implementing a successful CPP group is maintaining fidelity to the model through skilled group leading. Over the years, we have learned a great deal about what makes an effective group leader. These lessons have been distilled in the form of the Fidelity Checklist, which measures group leader adherence to the protocol, and the competence with which the group leader delivers the program during parent groups. Our research has shown that when the Chicago Parent Program is implemented with high quality (i.e., high levels of adherence and competence), parents are more engaged and more satisfied with the parent groups. The Fidelity Checklist helps leaders know the key characteristics of a high-quality Chicago Parent Program group leader. The following are the characteristics of effective group leaders that are included in the fidelity checklist.

## The group leader...

- Actively engages all parents in the discussion.
- Facilitates sharing of ideas among parents.
- Actively listens when a parent is talking.
- Communicates with all parents in a respectful, positive, and non-judgmental manner.
- Reinforces parents' ideas and opinions.
- Correctly conveys/communicates program principles.
- Communicates to parents that parents are experts about their own children.
- Facilitates problem solving about parenting challenges, issues, and questions using the CPP strategies.
- Does not impose their ideas or opinions on parents.
- Effectively manages challenging behavior from parents in the group (e.g., parent resistant to new strategies or ideas, monopolizing, anger, prolonged silence).
- Maintains a good pace for group discussion (not too fast, not too slow).
- Effectively uses role-play or group activity to teach a strategy.
- Builds on parents' knowledge by incorporating strategies discussed in previous sessions into this session.
- Helps parents anticipate challenges using the new strategies with their child.

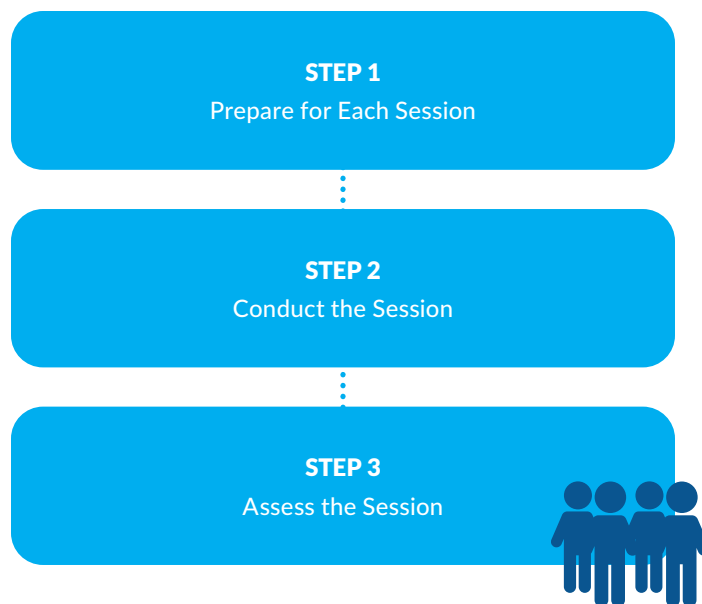
The checklist also assesses the overall tone of the parent group (quality and affective tone of discussion) and overall quality of co-leader interactions and ability to work together during the session.

The Fidelity Checklists are used by individual group leaders to guide and assess their session delivery and for independent fidelity assessment. Independent assessments of fidelity are used as an ongoing training tool to improve group leading facilitation skills and to achieve the distinction of becoming a *Certified Chicago Parent Program Group Leader*.

For more information about independent fidelity assessments and group leader certification, [contact us](#).

There are three steps that should be taken for each session to ensure effective program implementation. They are (1) preparing for each session, (2) conducting the session, and (3) assessing the session.

## Three Steps to Ensure Effective Program Implementation



# Step 1

## Prepare for each session.

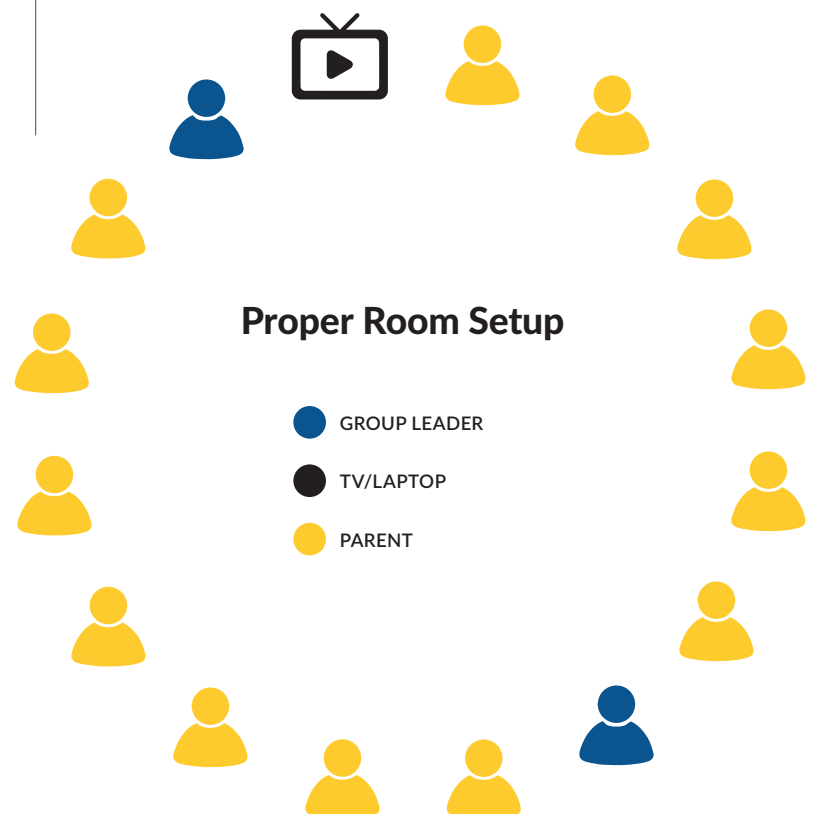
There are two important preparations for each session. The first is for group leaders to [review the CPP Group Leader Manual](#) to ensure they're prepared for the material covered in a session. Prior to the first meeting, we recommend having a "dress rehearsal" to make sure leaders are comfortable with the flow of the session. The second is to prepare the physical environment for the session.

As group leaders review the session material, they should be sure it is clear who will be responsible for what jobs during the session (review the list of roles and responsibilities you created in Phase 2, Step 3). This is also a good time to send reminders about when parent groups are being held (i.e. phone calls and text messages to parents and reminders to teachers so they can reinforce dates). Finally, don't forget to prepare the parent incentive (if one is being offered).

Next, group leaders should make sure the videos and equipment work, cue up the videos, and prepare handouts. Handouts can be found in the CPP Group Leader Manual, downloaded from the [CPP website](#), or purchased in bulk from the [CPP website](#). Handouts typically include:

- Agendas
- Summary of Important Points
- Weekly Handouts
- Practice Assignments
- Practice Checklists
- Weekly Parent Group Surveys
- End of Program Evaluation (Session 11 only)

**Next is room preparation.** Plan to spend approximately 30 minutes preparing the room. First, group leaders should confirm that a room is available that will comfortably fit all parents and group leaders. Once group leaders have access to the room, they should begin to set it up as follows (see figure): the furniture should be set up in a circle or a square with everyone on the same level, able to see each other. One group leader should be at a place in the formation with a laptop or video next to them. The other group leader should be in another spot in the formation, separated from the first group leader. Group leaders should also make sure that Ground Rules are clearly written down on a large paper and are posted in the room.





## Step 2

### Conduct each session.

For this step, it is important to remember that the CPP Group Leader Manual should be used before and during the session as a guide. As mentioned previously, each CPP session follows an established structure. Follow the format for each session to ensure fidelity to the model and to maximize effectiveness.

As you are working through each session in the manual, be sure to notice the **For Group Leaders Only** notes that are placed throughout. These boxed notes are intended to guide group leader efforts each week and explain important ideas that should be emphasized in the parent group discussions. They should not be read aloud to parents; they are for group leaders only.

**Discussion Questions** are also provided throughout the sessions. **Discussion Questions** are specifically designed to help parents learn an idea or principle. When a video scene freezes, pause the video and ask the discussion questions for that scene. If you wish to add your own questions, go ahead. Over time, you will learn about concerns unique to a particular group. Adding questions that help a group of parents work on these concerns is an important group leader role. Keep in mind that the best questions are “open-ended” questions that generate discussion, rather than questions that can be answered by parents with a simple “yes” or “no.” Adding questions such as, “How do you think the child is feeling in this situation?” or, “What do you think the child is learning?” are great ways to promote thought-provoking discussion.

Another important activity that is included in CPP sessions is role play and group activities. Not everyone learns through discussion or reading; many learn best by doing. To that end, role playing and group activities are very useful strategies for teaching parents new skills. In the CPP Group Leader Manual, specific role play and group activities are described. There are at least four reasons to use role play in a group session: (1) to reinforce the effective use of a strategy at the end of a session, (2) to give parents the opportunity to practice a new skill and get feedback before trying it at home with their child(ren), (3) to teach a strategy taught in a previous session that some parents missed, and (4) to understand why a parent reports a strategy taught in the program is not working with their child. Please refer to the Guidelines for Role Play in the CPP Group Leader Manual for further detail on the role play approach. Throughout the CPP Group Leader Manual, role play and group activity icons are included to show where we recommend using these approaches.

Each week, group leaders distribute CPP **handouts** for parents to take home and read. The handouts emphasize or elaborate on the content from the week’s parent group session. Review the **Summary of Important Points** out loud and suggest they

post this summary in a prominent place at home (like the refrigerator) where they and other family members can see it. Also, point out any additional reading that is included in the handouts and explain why it is important that they read this material during the week as well. All handouts are brief and intended to take parents less than ten minutes to read.

Each session also offers skill-building **Practice Assignments**, allowing parents to put what they are learning into action at home with their child. The Practice Assignments are specifically designed to give parents the immediate experience of trying a new strategy, seeing how it works, and adjusting it (if necessary) to the idiosyncrasies of their child’s personality or home life. At least 10–15 minutes before the end of each parent group, begin discussing the Practice Assignment for the coming week. The weekly Practice Assignment is described in the CPP Group Leader Manual at the end of each session.

Ask parents if they expect to have difficulties doing the assignment at home. Encourage them to talk openly about any potential problems (such as not having time or expecting the child won’t respond), and ask other parents if they have any suggestions for the parent. If a parent says that the strategy just won’t work with their child, find out more about why they think it won’t work. Engage the rest of the parent group in the discussion. Explain that sometimes a new strategy might seem like it won’t work because it’s so different from what has always been done in the past. In this case, ask parents to give the new strategy a try and see what happens.

Always begin the following week’s parent group by discussing how the Practice Assignments went. Allow 10–15 minutes for this discussion. Have all of the parents participate in this discussion, including what went well and what went wrong. Make sure parents complete and turn in the **Practice Checklist** each week so you can see what parents were able to do at home. Read and respond to comments parents have written on these checklists. Give lots of positive feedback.

Keep in mind that it is very common for parents to resist doing the Practice Assignments. Over time, the greatest incentive for parents using the new strategies at home will be their children’s positive responses. In the meantime, your encouragement, vigilance, and positive reinforcement for their efforts in doing the Practice Assignments will be essential. In fact, your attention to the Practice Assignments is so important, we’ve added Practice Assignment icons in the manual as a reminder.

### Key to Icons



MAKE  
A LIST



GROUP  
ACTIVITY



PRACTICE  
ASSIGNMENT



ROLE PLAY  
EXERCISE

At the end of each CPP weekly session, parents have an opportunity to give written feedback about how the session went. At the end of each session, group leaders distribute the [Weekly Parent Group Surveys](#) and ask parents to complete it before they go home. Parents do not need to sign their names, and honest feedback is encouraged.

## Step 3

### Assess the session.

Review the parents' feedback on the Weekly Parent Group Surveys after each group session. Use their feedback to assess whether parents understand the program content and find the video scenes, group discussions, and Practice Assignments useful. If parents are having difficulties with any of these components of the program, think about how you can adjust next week's parent group to address their concerns. If some of the evaluations indicate that parents are having problems with you as the group leader, do not become upset. Different groups have different "personalities" and may require different styles of facilitation. Ask yourself if the "personality" of this group requires something different from you. Talk to your co-leader. If you're not sure what is needed, consult with someone who knows The Chicago Parent Program or has a lot of experience working with parent groups. Ask for suggestions about other ways to help the parents in the group. Make a plan to talk with the parents at the beginning of the following group session about any issues that were raised in the previous week's evaluations.

Finally, as part of the implementation of each CPP group session, we strongly recommend that group leaders use the following tools to assure adherence to the session protocol, and assess and reflect on the quality of the group process:

- Group Leader Weekly Checklist
- CPP Group Leader Competence Checklist

#### Phase 4 Completion Checklist

##### BY THE END OF PHASE 4, YOUR AGENCY SHOULD HAVE:

- ✓ Prepared the physical environment for optimal CPP sessions.
- ✓ Copied handouts prior to each session.
- ✓ Sent reminders to parents prior to each session to encourage attendance.
- ✓ Used the guidance in the CPP Group Leader Manual before, during, and after the sessions.
- ✓ Assessed the quality of group sessions.



# Phase 5:

## Planning for Sustainability

Now that you've had the experience of planning and implementing CPP, it is important to create a plan for sustaining the program in your agency or organization:

### Step 1

#### Become an official CPP site.

In order to ensure the high-quality program and results, CPP does not support or endorse adaptations to the program model without approval from the CPP Office.

The CPP Agency Agreement is a document that is signed by both the agency and CPP. Its purpose is to create clarity for both parties and to create consistency in the CPP model across sites.

**Here is a summary of the key points that are stipulated in the CPP Agency Agreement:**

- 1 Successfully complete Group Leader Training.
- 2 Ensure you are ready to offer CPP at your agency.
- 3 Recruit parents into CPP groups.
- 4 Implement high quality CPP groups.
- 5 Monitor and support high quality CPP group leader skills.
- 6 Evaluate CPP at your agency and share with us what you're learning.
- 7 Become a Preferred CPP Site and receive discounts on future CPP training workshop fees.
- 8 Being part of the Chicago Parent Program family allows us to share (verbally, in writing, and on our website) that you are a CPP agency, including your agency's contact information.

The elements of the CPP Agency Agreement are covered during the CPP group leader training. This typically happens one of two ways. If CPP trainers conduct an on-site training at an agency, the CPP Agency Agreement will be reviewed and signed in coordination with this training. If agency staff opts to attend the larger group leader training dates in Chicago or Baltimore, they are introduced to the site agreement and invited to bring it back to their agency leaders for review prior to making a commitment.

[View the full CPP Agency Agreement form.](#)



### Step 2

#### Embed CPP into your organization's culture.

##### Nurture agency-wide buy-in

CPP is best sustained when its philosophy and approach are well understood and adopted agency-wide. Therefore, in order to build sustainability, it is critical to purposefully generate and nurture agency-wide buy-in for CPP across all leadership and staff, not just those directly involved in implementing CPP groups.

##### Highlight how CPP complements the agency's mission and goals

You can accomplish this by making clear how CPP complements the values and goals of your agency/organization. It's much easier to gain buy-in when everyone sees how the program fits with the work of the agency/organization. This agency-wide acceptance for CPP is also important because it will generate interest among parents, increasing their participation in the program.

##### Market CPP on your agency website

Advertising CPP on your agency website is a great way to highlight its value for families.

##### Integrate CPP into your agency's workflow

Also consider integrating CPP into your agency's workflow and position descriptions. By building CPP group coordination and group facilitation work into staff roles, CPP becomes part of their expected workload. In this way, CPP doesn't become another responsibility over and above their full-time job, but rather a part of their regular roles and responsibilities.

## Step 3

### Develop and implement a quality monitoring and improvement plan.

Maintaining and improving CPP program implementation quality is an essential piece of sustainability planning. There are several ways you can plan for this activity:

- Encourage or require CPP group leaders to become certified.
- Ensure there is a budget to support independent quality monitoring with the CPP Office.
- Create a plan for certified CPP group leaders to become trained in fidelity monitoring (contact the CPP Office for more information about how to get trained in using our fidelity rating systems).
- Create a feasible and effective evaluation plan to generate evidence supporting the impact CPP is having on your families. At a minimum, this should include:
  - Weekly Parent Group Survey responses;
  - CPP End of Program Evaluation form (distributed after Session 11);
  - Parent participation rates (i.e., number of CPP sessions attended, number of practice assignments completed);
  - Agencies might also want to assess changes in parenting practices and children's behavior.

## Step 4

### Identify sources for maintaining financial support.

Securing funding to ensure the continued implementation of CPP into the future is an important consideration that should be pursued as part of any successful sustainability planning effort. As you seek out sustainability funding, there are a few key points to remember:

- Estimate the cost to sustain the CPP in your agency/organization. The cost of sustaining the program is typically less than the start-up costs.
- Anticipate and build in a budget for training new staff to become CPP group leaders when there is staff turnover or promotions. Always make sure there is a cadre of trained CPP group leaders.
- As you look for funding, be sure to find out if there are local funders that would support continuing CPP.

Based on the type of agency or organization you are, there are some specific places to look for funding:

- If you are a **Title 1 school**, find out if you can use Title 1 family engagement funds to support CPP groups.
- If you are a **Head Start site**, find out whether you can access Head Start funds to support CPP.
- If you are a **public child welfare agency or a provider for families at risk of entering the child welfare system**, find out if you can access federal Family First Prevention Services funds to prevent child welfare involvement.
- If you are a **mental health provider**, find out if you can bill Medicaid for CPP (using CPT code for multi-family group therapy).
- If you are a **health care provider**, find out if your state allows providers to bill Medicaid for preventive mental health services using ICD-10 codes for high-risk families and young children.

#### Phase 5 Completion Checklist

##### BY THE END OF PHASE 5, YOUR AGENCY SHOULD HAVE:

- ✓ Become an official CPP Agency.
- ✓ Made plans for CPP group leaders to become certified.
- ✓ Created a budget to support independent quality monitoring.
- ✓ Planned for CPP group leaders to become trained in fidelity monitoring.
- ✓ Created a CPP impact evaluation plan.
- ✓ Identified and pursued sources for maintaining financial support of the program.

# Best Practice Tips for Group Leaders

The Chicago Parent Program is designed to be used with parents of young children in a small group format. The focus on young children is based on the assumption that intervening with parents while their children are young is the most efficient and effective way to prevent problems later on. Please note that this program is not recommended for parents of children younger than 2 years old. With this in mind, here are some guidelines for group leaders using The Chicago Parent Program.

## Guidelines for the group format:

Schedule weekly groups. The parent group sessions should be scheduled for two hours once a week over 11 consecutive weeks. Holding weekly sessions gives parents the opportunity to try out what they're learning at home between group sessions. Session 12 should be scheduled for the same time and place about 1 month after Session 11. Waiting 1 month before conducting Session 12 gives parents time to learn what they have difficulty doing on their own without the continuous support of the parent group.

**Make it convenient.** To increase the likelihood that parents will be able to attend, we recommend that group sessions be scheduled at a time when parents are mostly likely to attend. We strongly recommend that childcare and refreshments be made available during all group sessions. The easier and more pleasant it is for parents to participate in the weekly sessions, the more likely they are to sign up and attend.

**Use a group discussion format.** The Chicago Parent Program Group Leader Manual is intended for use in the context of a small parent discussion group. Small group discussions are best when the group has enough people for an exchange of ideas but not so many people that it's intimidating for parents to speak. We recommend group sizes of about 8–15 parents led by two trained group leaders.

**Communicate with your co-leader.** Because facilitating parent groups can be challenging for even the most experienced group leaders, we highly recommend that all Chicago Parent Program group sessions be led by two trained group leaders. However, this means that co-leaders have to talk to each other before parent group meetings to coordinate who will do what during the group session. For example, maybe one group leader might offer to take charge of stopping and starting the videos and monitoring the pacing of the group while the other may initiate the discussion questions and role-play exercise(s). You can switch those responsibilities at the following group session. Group leaders also have to talk to one another after the group session to discuss how things

are going in the group. Review the weekly satisfaction forms together and discuss any comments or concerns recorded by the parents. It is particularly important to talk immediately after the session about how you are working together as a team. Ask yourselves, "What went well this session?" "What principles or strategies are the parents still struggling with and how can we help them?" "How did we work together as a team today?" "Are there things we wished we had handled differently?" Of course, be sure to also identify what went well and what each of you did well to facilitate the session.

## Guidelines for facilitating a safe, supportive, and effective learning environment:

**Be on time.** It is very important that group leaders set the tone for the group by beginning and ending the parent group sessions on time.

**Set ground rules for maintaining a safe environment for sharing and learning.** It is important for parents to feel safe and comfortable in the parent group, so it will be important to set "ground rules" during the first parent group meeting and post them at each meeting. These ground rules should at a minimum include the importance of respect for everyone's ideas, of giving everyone a chance to be heard, of not interrupting one another, of being supportive and helpful to one another, and being open to different ways of doing things. Your group may wish to add other ground rules. For example, some group leaders have included an additional ground rule to silence cell phones during parent groups. It will be the responsibility of the group leader to ensure that the ground rules are posted, discussed, and reinforced at each meeting.

**Use the Discussion Questions.** The video scenes are intended to stimulate discussion. For each scene, there is a list of **Discussion Questions** in the Group Leader Manual specifically designed to help parents learn an idea or principle. When a video scene freezes, pause the video and ask the discussion questions for that scene. If you wish to add your own questions, go ahead. Over time, you will learn about concerns unique to a particular group and adding questions that help parents work on these concerns is an important group leader role. Keep in mind, however, that the best questions are "open-ended" questions that generate discussion rather than questions that can be answered by parents with a simple "yes" or "no." Adding questions such as "How do you think the child is feeling in this situation?" or "What do you think the child is learning?" are great ways to promote thought-provoking discussion.

**Actively engage all parents in the discussion and reinforce their ideas and opinions.** Encourage everyone to participate in the discussion. Participation aids learning. Try to draw out shy people (with such questions as "What do you think about how the parent handled the situation?" or "We haven't heard from \_\_\_\_") and gently persuade parents who monopolize

the discussion to hold back a little (with such comments as “Good point. Let’s hear what other people think.”). Give lots of positive feedback to parent’s ideas. If parents are initially silent after a discussion question is asked, do not jump in and answer the question. Even though silence can feel uncomfortable, let it be silent for a minute. If it is still quiet, ask if parents understand the question. If not, restate the question so it is understandable. Resist the temptation to be “the expert” by giving parents the answer. It is essential that parents have the opportunity to think, problem-solve, exchange ideas, and feel good about their ideas. This will only happen in the context of a lively parent discussion.

**Stay positive.** Never allow the parents in the group to become too negative toward a particular parent or child in a video scene. The cast and situations were carefully selected so that parents in the group could identify with what they are seeing. If a parent or child “actor” is allowed to be too severely criticized, some parents in the group will identify with that experience too. They may think that the parents in the group will criticize them for their “mistakes” and withdraw from the discussion and, eventually, from the group. If you hear the parents in the group becoming highly critical toward a scene or angry toward the parent in the scene, point out how common the situation is. Ask the group to identify what the parent in the scene did well or what could have been going on in the family that could have led to the situation.

**Support parents as the experts about their children.** Some parent programs place group leaders in the role of “parenting expert,” expecting this person to teach the correct way to talk to or discipline children. Sometimes, parents place the group leader in this role, hoping the group leader will tell them what to do. In The Chicago Parent Program, group leaders are knowledgeable about the strategies taught in the program and expert in facilitating group discussion and problem-solving. But parents are the experts about their children. There are a number of ways group leaders communicate to parents that they are the experts about their own children, both explicitly (e.g., “You know your child best,” “You are the expert on your own child,” “You decide what will work best for your child”) and implicitly (e.g., “How might this strategy work with your child?” “How did you choose to handle this situation?” or “What worked for you?”). Group leaders must respect parents’ knowledge about their children, value their ideas, honor their right to select which strategies they wish from the program, and resist the temptation to tell parents what is best.

**Help parents’ problem-solve.** Although the formal steps for effective problem-solving are not introduced to parents until Session 10, group leaders need to help parents use these skills starting in Session 1. The most common types of problems that arise during group sessions relate to parent’s questions about how to apply the strategies, difficulties encountered with trying a strategy at home with their child,

and problems that parents are experiencing with managing their children’s behavior. As the group leader, you want to (a) help parents define the problem, (b) help the group generate a list of possible and realistic solutions to the problem, (c) review the list of possible solutions and, (d) help the parent who raised the problem identify a solution they are willing to try and make a plan for how they will implement the solution.

**Effectively respond when parents seem resistant to new strategies.** Some parents may disagree with or resist trying a particular strategy taught in the program. Sometimes parents may be initially resistant to a new strategy because they are trying to understand how it would work for their children. If parents express resistance, group leaders should make sure parents understand the purpose of the strategy. However, group leaders should never feel the need to defend the strategy or argue for a particular position. The Chicago Parent Program offers a wide range of strategies that parents can choose from and tailor to address their goals. If they choose not to use a strategy taught in the program, because they do not believe it will be effective for their children or they do not agree with the premise underlying the strategy, respect their decision (for more guidance, see *Support Parents as Experts About Their Children*).

**Effectively respond to painful childhood memories.** In this program, parents are asked to reflect on different aspects of their childhood such as the childhood traditions they shared in their family, whether and how they were praised as children, what rules they had growing up, and how they were disciplined. Asking parents to reflect on these memories helps them to clarify their parenting values before being introduced to a new strategy. For some parents, reflecting on these childhood experiences brings up painful memories and strong emotions. Group leaders need to provide a safe space for sharing these memories and the feelings they evoke. Acknowledge the parent’s feelings. Then guide the discussion towards how the parent would like to do things differently for their children. For example, in response to a parent’s sadness over not being praised as a child, you might say “That sounds like a difficult experience for you. What do you want to do differently to let your children know which behaviors you value?” Recognizing that these painful feelings can be reactivated through group discussions, we recommend that group leaders maintain a list of local resources for families seeking additional supports.

**Maintain a good pace for group discussion.** Each group session includes: (1) a 10–15 minute discussion of parents’ experiences with the previous week’s practice assignment, (2) a review of the session agenda, (3) discussion of all video scenes designated for the session, (4) role-play or group activities to help parents practice the new skill, (5) review of written handouts, (6) a 10–15 minute discussion of the practice assignment for the coming week, and (7) a weekly evaluation form to gauge parent satisfaction with the session.

This can be a lot to cover. Therefore, it is important to pay attention to time and maintain a good pace for the group to get through all the content. However, parents are often so excited by the opportunity to just talk with other parents that it's easy for the conversation to veer off track. One of the most important but difficult roles of the group leader is to keep the group focused on discussion relevant to the topic without discouraging parents' comments, questions, and thoughts. It is useful to have two group leaders present in each group so that one can support the other in keeping the group discussions centered on the content of the program and to help make sure everything gets covered. For parent questions and ideas that are important but unrelated to the topic of the current session, group leaders may want to create a "parking lot" list for those questions and ideas and come back to them later in the session or in the program, as time permits.

**Use role-play and group activities to support learning.** Not everyone learns through discussion or reading; many learn best by doing. To that end, role-play and group activities are useful strategies for teaching parents new skills. In the Chicago Parent Program Group Leader Manual, specific role-play exercises and group activities are described. Role-play exercises give parents the opportunity to try a new strategy while assuming the role of a child or another parent, which can be particularly effective for helping parents gain empathy or insight about how a strategy might feel for a child or parent. Group activities typically involve everyone in the group and provide opportunities for parents to practice and demonstrate their ability to apply a new strategy. Role-play and group activity icons are included throughout the manual to show when and how to use these strategies for facilitating parents' learning. The section on *Guidelines for Role-Play Exercises* specifically outlines the structure for role-play exercises.

**Make lists.** It will be important to have access to a large paper on which you can write parents' responses during list-making activities and post them for everyone to see. For example, in the first group session, you will need to list parents' goals for participating in the parent group. In the session on ignoring, you will list child behaviors that parents think should be ignored so they can think how they want to use this strategy with their children during the week that follows. During the discussion of the practice assignments, use lists to record what parents say they will be working on during the upcoming week. Save these lists and post them at each group so you can refer to them when reviewing the practice assignments, discussing strategies from previous sessions, or linking new skills to the goals they identified at the beginning of the program.

**Build on parents' knowledge by incorporating strategies from previous sessions into the current session.** Throughout the program, continue reinforcing the strategies and principles that parents learned in previous sessions. Doing

so encourages parents to choose from a "bag of tricks" that may be effective in a particular situation rather than relying on a single strategy. With this in mind, child-centered time remains a part of the practice assignment for each week of the program, and beginning in Session 2 the practice checklists include reminders to parents about continuing to use the other strategies learned in previous sessions. There are also discussion questions spread throughout the program designed to draw out new applications for the strategies taught in previous sessions.

**Use the Chicago Parent Program handouts.** Weekly parent handouts emphasizing or elaborating on content from each parent group session should be distributed and reviewed with parents at the end of each group session in preparation for the upcoming practice assignment. Included in these handouts is the **Summary of Important Points**, which we ask parents to post in a prominent place at home (like the refrigerator) where they, and other family members, can see it. Encourage parents to read all of the handouts during the week to reinforce what they learned in group. The handouts are brief, written in simple language, and usually take 10 minutes or less to read.

**Ensure that supplemental handouts and resources are accurate, current, and appropriate.** There may be sessions where it is helpful to share additional resources to support parent's learning (e.g., examples of reward charts, information websites, information on typical child development, most recent guidelines on screen time for children of different ages). The Chicago Parent Program handouts and materials are geared for our general population but we support offering supplemental handouts and resources to help parents understand and implement the new strategies with their children. However, please be sure that any information distributed to parents is accurate, current, and from reputable sources.

**Be vigilant about the practice assignments.** A guiding principle of the Chicago Parent Program is if you want to see a behavior again, give it your attention. So it stands to reason that if you want parents to practice the new skills at home with their child, you have to give a lot of attention to the practice assignments. Parents will learn a great deal from the group discussions but their learning will stop there if they don't also try the new strategies at home. The practice assignments are specifically designed to give parents the immediate experience of trying a new strategy, seeing how it works, and adjusting it (if necessary) to their child's personality or home life. At least 10–15 minutes before the end of each parent group, begin discussing the practice assignment for the coming week. The weekly practice assignment is described in the Group Leader Manual at the end of each session and there are questions included in the manual to help parents anticipate difficulties they may have using the new skills at home (e.g., "What do you think might

keep you from being able to spend child-centered time with your child this week?”). Encourage parents to talk openly about any potential problems (such as not having time or expecting the child won’t respond) and ask other parents if they have any suggestions for the parent. Then always remember to begin each parent group the following week by discussing how the practice assignments went, including what went well and what did not go as well as planned. Make sure parents complete and turn in the **Practice Checklist** each week so you can see what parents are able to practice. Read and respond to comments parents may write on these checklists. Give lots of positive feedback to parents for trying the new skills at home. Keep in mind that it is very common for parents to resist doing the practice assignments. Over time, the greatest incentive for parents using the new strategies at home will be their children’s positive responses. But in the meantime, your encouragement, vigilance, and positive reinforcement for their efforts in doing the practice assignments will be essential.

**Evaluate the parent group sessions.** At the end of each parent group session, distribute the weekly evaluation form. Ask parents to complete the evaluation before they go home. Parents do not need to sign their names and honest feedback is encouraged. Later, review the evaluations. Use their feedback to assess whether parents understand the program content and are finding the video scenes, group discussions, and practice assignments useful. If parents are having difficulties with any of these components of the program, think about how you can adjust next week’s parent group to address their concerns. If some of the evaluations indicate that parents are having problems with you as the group leader, do not become upset. Different groups have different “personalities” and may require different styles of facilitation. Ask yourself if the “personality” of this group requires something different from you (see guideline on “Communicate with your co-leader”). If you’re not sure what is needed, consult with someone who knows The Chicago Parent Program or has a lot of experience working with parent groups. Ask for suggestions on other ways to help the parents in the group. Then talk with the parents at the beginning of the following group session about any issues that were raised in the previous week’s evaluations. Negotiate solutions and encourage additional feedback.

**Celebrate parents’ achievements.** Participating in weekly parent groups, being open to new ways of relating to your children and other adults, and changing behavior are not easy to do. Therefore, it is important to regularly celebrate parents’ achievements, through your praise, encouragement, and positive attention during weekly group sessions and through a larger celebration of their hard work at the final group session. In Session 12 of the manual, we offer guidance for celebrating parents’ hard work and successes.

**Have a good time.** People learn best when learning is fun. Many of the video scenes are funny as well as instructive. We hope people will laugh and, in doing so, see the humor in themselves. So even though your role is to help parents learn, have a good time.



# Resources

The following section contains the resource pages mentioned in this manual.

## 1 Information Sheets

[https://www.dropbox.com/sh/dbtei4xwuwl3vu/AACHKsouV3Aup\\_ZjQwRYXsQPa?dl=0](https://www.dropbox.com/sh/dbtei4xwuwl3vu/AACHKsouV3Aup_ZjQwRYXsQPa?dl=0)

## 2 CPP Budget Template

[https://www.dropbox.com/s/9t4pm2b5vef29a8/ CPP%20BUGDET%20WORKSHEET\\_fillable\\_FINAL%20copy.pdf?dl=0](https://www.dropbox.com/s/9t4pm2b5vef29a8/ CPP%20BUGDET%20WORKSHEET_fillable_FINAL%20copy.pdf?dl=0)

## 3 CPP Group Leader Sample Job Description

<https://www.dropbox.com/s/iq3hz13za5lks3/ CPP%20Group%20Leader%20Job%20Description%20Sample.docx?dl=0>

## 4 CPP Coordinator Sample Job Description

<https://www.dropbox.com/s/qz2ul3viwutd39q/ CPP%20Coordinator%20Job%20Description%20Sample.docx?dl=0>

## 5 CPP Agency Agreement

[https://www.dropbox.com/s/bhw1j2a9t8yxqn1/ CP2%20Agency%20Agreement\\_FINAL\\_fillable%20copy.pdf?dl=0](https://www.dropbox.com/s/bhw1j2a9t8yxqn1/ CP2%20Agency%20Agreement_FINAL_fillable%20copy.pdf?dl=0)

## 6 CPP Recruitment Flyers Templates

[https://www.dropbox.com/s/9cswwn1izcljcw/ CPP%20Recruitment%20Flyers\\_Jan%202021\\_Interactive\\_ALL.pdf?dl=0](https://www.dropbox.com/s/9cswwn1izcljcw/ CPP%20Recruitment%20Flyers_Jan%202021_Interactive_ALL.pdf?dl=0)

## 7 Parent Agreement Form

<https://www.dropbox.com/s/enua95zigd1i8t7/ Parent%20Agreement%20Form%20Generic%2004.18.2020.docx?dl=0>

# CPP Info Sheets

For Educators



# The Chicago Parent Program

The Chicago Parent Program is designed to address the needs of parents raising young children (2–5 years old) in low income communities. Developed with an advisory board of African American and Latinx parents and supported by over 20 years of research. This 12-session program provides the knowledge, skills, and confidence to help parents of young children with or at risk for developing behavior problems that can affect learning.

## CPP Makes A Big Impact

“Before [my son] was very aggressive... You know he wasn’t respecting me... now he’s working and everything... he tells me he loves me a lot... and he’s sleeping by himself. And the teacher says he’s doing better.”  
—*Parent*

“I noticed [the parent] was more confident and began to stick with what she said to her child, which helped to improve her child’s behavior in class.”—*Teacher*

“CPP builds positive, healthy relationships between the school and parents. So parents know they’re not alone. It’s a solution.”—*Principal*

“This is one of the programs I’ve seen to be the most successful.”  
—*Executive Director, Baltimore public school*



## The Program at a Glance

- First evidence-based parenting program developed with and for a racially and economically diverse community of parents
- Uses videos of real parents managing real problems in real world settings
- Effective for schools and early childhood agencies serving low income families
- Chicago Parent Program can be supported by Title I funds
- Strengthens parenting
- Parents more confident working with teachers on their child’s behavior
- Has been used in agencies in 20 states and the District of Columbia. Listed in the California Evidence-based Clearinghouse for Child Welfare (CEBC) and the Clearinghouse for Military Family Readiness
- High satisfaction — 100% would recommend the program to other parents
- Requires completing a 2-day, group leader training workshop
- Available in English or Spanish

**7,600+**

**TESTED AND PROVEN**  
The Chicago Parent Program has helped over 7,600 parents raise happier, healthier children

**83%**

**INCREASED CONFIDENCE RATE**  
83% of parents report the program made them “much more” confident in supporting their child’s school success

**94%**

**PARENTS FELT VALUED**  
94% of parents report that offering the Chicago Parent Program in their child’s school made them feel valued by the school

**Want to offer the Chicago Parent Program at your school or agency?**  
For more information, go to [chicagoparentprogram.org](http://chicagoparentprogram.org) or email [CPPinfo@chicagoparentprogram.org](mailto:CPPinfo@chicagoparentprogram.org)

For Mental Health Providers



# The Chicago Parent Program



The Chicago Parent Program is designed to address the needs of parents raising young children (2-5 years old) in low income communities. Developed with an advisory board of African American and Latinx parents and supported by over 20 years of research. This 12-session program provides the knowledge, skills, and confidence to help parents of young children with or at risk for developing serious behavior problems.

## CPP Makes A Big Impact

“Before [my son] was very aggressive... You know he wasn’t respecting me... now he’s working and everything... he tells me he loves me a lot... and he’s sleeping by himself. And the teacher says he’s doing better.”  
—*Parent*

“Doctors gave me ideas, none of them worked, not even the medication... the things I learned in these last couple of weeks, I wish I would’ve learned when he first started therapy.”—*Parent*

“Watching the changes in parents and their children over the 12 weeks was very exciting. For many, it was the first time they felt empowered to try new strategies and were amazed when they actually worked!”  
—*Mental Health Clinician*

## The Program at a Glance

- First evidence-based parenting program developed with and for a racially and economically diverse community of parents
- Uses videos of real parents managing real problems in real world settings
- Effective for community and mental health agencies serving low-income families
- Strengthens positive parenting, reduces use of corporal punishment
- Has been used in agencies in 20 states and the District of Columbia. Listed in the California Evidence-based Clearinghouse for Child Welfare (CEBC) and the Clearinghouse for Military Family Readiness
- As effective as other evidenced-based parenting programs but at lower cost
- Chicago Parent Program can be reimbursed by Medicaid
- Requires completing a 2-day, group leader training workshop
- Available in English or Spanish

**7,600+**

**TESTED AND PROVEN**  
The Chicago Parent Program has helped over 7,600 parents raise happier, healthier children

**100%**

**HIGH SATISFACTION RATE**  
100% of participants would recommend the program to other parents

**1+ Years**

**LONG-LASTING IMPACT**  
The program reduces children’s behavior problems, lasting up to 1 year or longer

**Want to become a Chicago Parent Program Provider?**

For more information, go to [chicagoparentprogram.org](http://chicagoparentprogram.org) or email [CPPinfo@chicagoparentprogram.org](mailto:CPPinfo@chicagoparentprogram.org)

For Parents



# The Chicago Parent Program



The Chicago Parent Program is designed to address the needs of parents raising young children (2-5 years old). Developed with an advisory board of African American and Latinx parents, this 12-session, video and group-based program provides the knowledge, skills, and confidence to help parents of young children be the best they can be.

**7,600+**

**TESTED AND PROVEN**

The Chicago Parent Program has helped over 7,600 parents raise happier, healthier children

**95%**

**CONFIDENCE BOOSTING**

95% of parents more confident in managing their child's behavior

**100%**

**HIGH SATISFACTION RATE**

100% of participants would recommend the program to other parents

**1+ Years**

**LONG-LASTING IMPACT**

The program reduces children's behavior problems, lasting up to 1 year or longer

## Parents See Big Changes in Their Children and Themselves

"I've seen a **big change** in him!"

"The program is the **best thing that could have happened to me.**"

"You know [my son] wasn't respecting me... now he's working and everything... he tells me he loves me a lot... and he's **sleeping by himself**. And the **teacher says he's doing better.**"

"I **don't get frustrated anymore**. Before I used to scream a lot and then when I started taking the program [my husband] noticed that I was changing the way I am. It helped him a lot too."

"I think it's made me a better parent."

"It helped me recognize what was going on with me. ... I recognize what was going on with me to help me fix what was going on with my kids.

**Learn more:**

Visit us at [chicagoparentprogram.org](http://chicagoparentprogram.org)

To bring the Chicago Parent Program to your community email us at [cppinfo@chicagoparentprogram.org](mailto:cppinfo@chicagoparentprogram.org).

# CPP Budget Planning Worksheet

# CPP Budget Planning Worksheet

To estimate the budget for one 12-session parent group

Budget Item	Estimated Cost
Cost for training CPP Group Leaders (prices vary)*	= \$ _____
Cost for CPP Group Leader time (if needed)	= \$ _____
Refreshment costs/12-session group	= \$ _____
Childcare costs/12-session group	= \$ _____
Space costs/12-session group	= \$ _____
Cost for binders + weekly handouts (handouts may be duplicated from the CPP Group Leader Manual or purchased in bulk on our website)	= \$ _____
Equipment to play CPP videos	= \$ _____
Additional Group Leader Manuals and CPP videos** (if needed) \$125/manual; \$875/video set	= \$ _____
Large paper + tape + markers for making lists	= \$ _____
Digital audio recorder (for recording CPP groups for fidelity checks)	= \$ _____
Cost for independent fidelity checks** (required for CPP group leader certification) \$199/fidelity review	= \$ _____
Parent incentives (optional)	= \$ _____
Other miscellaneous costs	= \$ _____
<hr/>	
<b>Total</b>	= \$ <sup>0</sup> _____

\*CPP Group Leader training costs vary; please check the Chicago Parent Program website for training costs, dates, and options for on-site training OR email us at [CPPinfo@chicagoparentprogram.org](mailto:CPPinfo@chicagoparentprogram.org)

\*\*Prices may change; please check the Chicago Parent Program website for most current costs for CPP materials.

# CPP Group Leader Sample Job Description



# Group Leader Sample Job Description

**Overview:** This position focuses primarily on the implementation of the Chicago Parent Program (CPP) methods through direct interactions with parents and caregivers. Group leaders run all parent sessions and closely with CPP Coordinators to ensure that implementation is a success. Group leader responsibilities fall into two main categories, actions before/between sessions and during sessions.

## Responsibilities before/between sessions

- 1 Strategize and implement parent recruitment plans in collaboration with CPP Coordinators
- 2 Manage scheduling and organization of sessions
  - Ensure that a well-functioning and convenient space to hold sessions is secured
  - Arrange for the provision of appropriate childcare
  - Plan for refreshments/meals to be provided at sessions
- 3 Collect and process necessary paperwork, communicating with parents and caregivers, the CPP Coordinator, and the CPP Program Office where necessary
- 4 Prepare to lead group sessions and effectively implement the CPP program with fidelity to the program model
  - Set up the session environment and equipment as needed including obtaining necessary materials for use during sessions (e.g., handouts, audio/visual equipment, space for groups, white board/paper for making lists)
  - Ensure adequate understanding of session topics and activities with an ability to effectively communicate concepts to parents and caregivers as well as answer questions
  - Preview videos to be used during session to ensure proper use and understanding
  - Create needed copies of session materials for distribution among parents and caregivers
- 5 Support parent attendance using regular session reminders

## Responsibilities during sessions

- 1 Lead CPP groups using a variety of materials and activities to convey session topics to parents and caregivers
  - Present and manage videos
  - Lead group discussion with parents and caregivers
  - Ensure discussion remains on topic
  - Lead role play and group activities to assist with understanding of topics
- 2 Keep record of parent and caregiver attendance and report low attendance problems to CPP Coordinator
- 3 Collect and distribute Practice Assignments to parents and caregivers to support continued learning and understanding of session topics
- 4 Collect Weekly Satisfaction Forms from parents and caregivers and return forms to the CPP Program Office
- 5 Complete the group leader Weekly Checklist and communicate as needed with CPP Coordinator

## Group leader qualifications

### REQUIRED:

- 1 At least a high school diploma or equivalent
- 2 Successfully complete Chicago Parent Program group leader training
- 3 Strong organizational and problem-solving skills
- 4 Strong communication and interpersonal skills
- 5 Knowledge of agency policies
- 6 Comfort with the parent population being served
- 7 Comfortable leading groups

### PREFERRED:

- 1 Early childhood education background
- 2 Mental health background
- 3 Bilingual (e.g., Spanish/English if agency serves a substantial Spanish-speaking population)

# CPP Coordinator Sample Job Description

# CPP Coordinator Sample Job Description

**Overview:** This position is largely about management and coordination of Chicago Parent Program (CPP) implementation and quality monitoring. It's particularly important to have a coordinator for agencies managing multiple CPP sites and group leaders. The percent effort allocated to this position depends on the number of sites that will be implementing CPP, the site level resources, the agency's experience with CPP and other evidence-based programming, group leader experience, and agency expectations for ongoing evaluation.

## Responsibilities related to planning and implementing CPP group leader training

- 1 Work with CPP Office to plan the CPP Group Leader Training Workshop
- 2 Identify individuals who will participate in the 2-day Group Leader Training Workshop (i.e., potential group leaders, agency champions, potential funders)
- 3 Following Group Leader Training Workshop, develop a plan for who will be leading which CPP groups
- 4 Ensure that all group leaders have completed the CPP Group Leader Training Workshop before leading a CPP group

## Responsibilities related to CPP implementation

- 1 Assess agency readiness and buy-in for implementing CPP groups across all implementation sites
- 2 Serve as the CPP champion and communicate CPP program information to multiple audiences
- 3 Confirm agency sites have the resources to commit to CPP before starting groups
- 4 Provide guidance and support to group leaders during implementation
- 5 Help group leaders strategize and implement parent recruitment plans
  - Ensure group leaders have necessary materials (e.g., handouts, audio/visual equipment, space for groups, white board/paper for making lists)
  - Ensure sites have plans in place for providing appropriate childcare
  - Ensure sites have plans in place for providing meals/refreshments during CPP groups
  - Support group leaders in managing logistic problems (e.g., equipment or space problems, group leaders calling in sick, agency closures due to weather)
  - Provide guidance to group leaders managing interpersonal conflicts involving parents in their groups

- 6 Manage parent incentives (if incentives used for promoting parent attendance)
- 7 In partnership with the group leaders, monitor parent attendance and Practice Assignment completion; problem solve low parent enrollment or attendance issues

## Responsibilities related to program evaluation

- 1 Monitor quality of group leader implementation of CPP groups
  - Ensure group leaders submit audio recordings of their groups for fidelity assessment
  - Review fidelity assessments with groups to understand areas where they may need additional support and guidance
  - Encourage and support group leaders becoming certified Chicago Parent Program group leaders
- 2 In collaboration with group leaders, collect evaluation data including the weekly parent surveys, parent attendance, practice completion, and end of program satisfaction forms and develop a plan for reporting those results to agency leadership and the CPP Program Office
- 3 If evaluating improvements in parenting and child behavior, or agency impact of CPP develop a plan for systematically collecting the evaluation data and reporting those results to agency leadership and the CPP Program Office
- 4 Work with agency leadership in developing a plan for sustaining CPP

## Coordinator qualifications:

### REQUIRED:

- 1 Successfully completed Chicago Parent Program group leader training
- 2 Strong organizational and problem-solving skills
- 3 Strong communication and interpersonal skills
- 4 Knowledge of agency policies
- 5 Comfort with the parent population being served

### PREFERRED:

- 1 Experience leading CPP groups with demonstrated skill and competence
- 2 Mental health background
- 3 Bilingual (e.g., Spanish/English if agency serves a substantial Spanish-speaking population)

# CPP Agency Agreement Form

# CPP Agency Agreement Form

Welcome to the Chicago Parent Program family! There are many benefits to becoming a Chicago Parent Program (CPP) Agency, including access to free program materials, an evidence-based quality monitoring system, and support for initiating and sustaining CPP in your agency. Below, we describe these benefits and the expectations for becoming a CPP Agency. Our goal is to ensure that your organization and the families you serve derive the most benefit from the Chicago Parent Program (CPP).

## 1 Successfully complete Group Leader Training

It is important that all CPP group leaders have successfully completed the CPP Group Leader Training Workshop (i.e., attended the full training, passed the CPP post-test, and received the CPP group leader training completion certificate). Completing this training is an important step in supporting your staff in delivering high quality CPP groups.

## 2 Ensure you are ready to offer CPP at your agency

Complete the CPP Readiness Checklist and the CPP Budget, available on the CPP website. Use these forms to help you assess whether you are ready to offer high quality CPP groups at your agency. Not sure if you're ready? Contact us at [CPPinfo@chicagoparentprogram.org](mailto:CPPinfo@chicagoparentprogram.org) and let's see if we can help.

## 3 Recruit parents into CPP Groups

All CPP Agencies need to use one of our standardized CPP recruitment flyers to recruit families into the CPP groups. Although your agency may choose a unique name for your parent/family initiative, all flyers must include text identifying the Chicago Parent Program (including the Chicago Parent Program logo).

Standardized flyers can be downloaded for duplication from the CPP website: Chicago Parent Program

## 4 Implement high quality CPP Groups

To ensure that your families receive the most benefit from CPP, agencies need to commit to implementing the CPP groups as prescribed in the manual and group leader training. This includes but is not limited to the following:

- a. implementing the CPP in 11 weekly 2-hour group sessions and a 12<sup>th</sup> Booster & Celebration session offered 4 weeks after the 11<sup>th</sup> session
- b. providing refreshments for parents during the parent groups
- c. providing childcare during the parent groups
- d. using the video vignettes, practice assignments, handouts, role play and group activities designated for each session
- e. ensuring that there is dedicated space at the site for groups and the equipment for showing the videos are in working order for conducting CPP groups
- f. seeking approval in writing from the CPP Leadership Team before implementing any adaptations (such as combining two sessions). All requests for adaptations should be submitted to: [CPPinfo@chicagoparentprogram.org](mailto:CPPinfo@chicagoparentprogram.org)
- g. honoring US copyright laws prohibiting duplication of the CPP videos, the Chicago Parent Program Group Leader Manual, and any other CPP materials with the following exceptions: CPP group leaders may duplicate at no cost the following printed materials from the Group Leader Manual or downloaded from the Group Leader Only site on the CPP website:
  - Ground Rules
  - Session agendas
  - Parent handouts and the Summary of Important Points
  - Practice Checklists
  - Weekly Parent Group Survey
  - Weekly Group Leader Checklists
  - End of Program Evaluation form

## 5 Monitor and support high quality CPP group leader skills

One of the benefits of the CPP is that we have a very strong system for monitoring the quality of the CPP group leader skills. Group leaders are encouraged to submit audio recordings of their CPP group sessions via our secure website and they receive detailed, written feedback on their group leading. Group leaders really enjoy the feedback, which can be used toward their certification as a certified CPP group leader. Details about cost and procedures are described on our website at [www.chicagoparentprogram.org](http://www.chicagoparentprogram.org).

## 6 Evaluate CPP at your agency and share with us what you're learning

It is important to evaluate whether CPP is working well and helping your families. As a CPP Agency, we will send an annual reporting form to include the following information for your agency for that year (please do not include parent names or other identifying information in these reports):

- a. number of CPP groups led
- b. number of parents who signed up to attend CPP groups
- c. number of parents who attended 1 or more CPP group sessions
- d. parent satisfaction using the CPP End of Program Evaluation survey
- e. parent or group leader testimonials (parent names removed for privacy)
- f. recommendations for improving the CPP
- g. if applicable, results of pre- and post-CPP data evaluating changes in child behavior, parent knowledge, parenting confidence, parenting behavior, or other relevant outcomes of interest

## 7 Become a Preferred CPP Site and receive discounts on future CPP training workshop fees

We know that staff turnover is a reality and the cost of training new CPP group leaders can add up over time. CPP Agencies can become a Preferred CPP Site and receive discounts on future CPP Group Leader Training Workshops. To become a CPP Preferred Site, agencies should have:

- a. led at least four 12-session CPP groups over at least 2 years,
- b. submitted at least 12 audio recordings of CPP groups for quality monitoring (see #5), and
- c. submitted evaluation data demonstrating that CPP is working well in your agency (see #6)

## 8 Being part of the Chicago Parent Program family allows us to share (verbally, in writing, and on our website) that you are a CPP Agency, including your agency's contact information.

We want CPP Agencies to connect with one another. Learning from and connecting with other CPP Agencies builds your resource network and opens new opportunities for strengthening the work you are doing to support families.

I hereby agree to these terms and have the authority to do so on behalf of (write in name of agency below):

AGENCY NAME \_\_\_\_\_

AGENCY ADDRESS \_\_\_\_\_

CITY \_\_\_\_\_ STATE \_\_\_\_\_ ZIP CODE \_\_\_\_\_

SIGNATURE ON BEHALF OF AGENCY \_\_\_\_\_

**CONTACT #1**

---

NAME (PLEASE PRINT) \_\_\_\_\_

AGENCY POSITION \_\_\_\_\_

EMAIL \_\_\_\_\_ PHONE \_\_\_\_\_

**CONTACT #2**

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NAME (PLEASE PRINT) \_\_\_\_\_

AGENCY POSITION \_\_\_\_\_

EMAIL \_\_\_\_\_ PHONE \_\_\_\_\_

**EVALUATOR(S) – Person(s) responsible for collecting evaluation data for CPP groups**

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NAME(S) (PLEASE PRINT) \_\_\_\_\_

EMAIL \_\_\_\_\_ PHONE \_\_\_\_\_

DATE SUBMITTED TO CPP OFFICE \_\_\_\_\_

Chicago Parent Program Contact: [CPPinfo@chicagoparentprogram.org](mailto:CPPinfo@chicagoparentprogram.org)

# Childcare Guidelines



# Childcare Guidelines

Please note the following are considerations for agencies planning to offer childcare, but are not requirements for the CPP program. These guidelines may be especially helpful for agencies that do not typically offer childcare so that they can plan a safe and welcoming experience for families.

## Registration forms

Forms should be filed in a secure place and made available to the staff supervising children during the parent group sessions.

- Child's name
- D.O.B.
- Parent/guardian name(s)
- Name of caregiver attending group (if different from parent/guardian)
- Home address
- Parent phone number (home/cell)
- Cell phone number for caregiver attending group (if different from parent/guardian above)
- Child allergies, special health care needs, and medical conditions
- Whether child is toilet trained or still using diapers
- Optional photo/social media authorization signed by parent/legal guardian — if children will be included in photos used to market the program

## Background checks for childcare staff (check to see if required by agency)

Background checks for childcare staff may be required by agencies. Check on the cost and be prepared to reimburse childcare staff for these background checks. Some agencies are able to set up an account with background check companies for discounts.

## Suggested classroom ratios for supervising young children during CPP parent groups

Recommendations for childcare staffing ratios differ by state; check your state's regulations on adult/child staffing ratios.

CHILD AGE	RECOMMENDED RATIO OF ADULT CHILDCARE STAFF TO CHILDREN
Infants: Birth to 12 months	1: 4
Infants: 12 to 18 months	1:5
Toddlers: 18 months to 2½ years	1:6
Toddlers: 2½ to 3 years	1:8
Preschoolers: 3 to 4 years	1:12
Preschoolers: 4 years or older	1:14

## Classroom requirements/procedures

- Post child food allergies in the room where it can easily be seen and where food is prepared; include child's first name and the food allergy
- Provide childcare staff with an attendance list to check children in and out
- Children's belongings should be kept in cubbies or individual plastic containers that can be labeled and cleaned and placed where young children cannot reach. Children's individual items should be kept separate to avoid cross contamination.
- Ask parents to provide diapers and wipes for infants/toddlers not yet toilet trained
- Label anything belonging to the child that can easily be lost or mistakenly taken by another child (e.g., pacifiers, hoodies, cups, blankets, snack packs, personal toys, bibs, bottles, and bottle caps)
- Cleaning items to clean toys and other shared items in the room (be sure to keep these out of children's reach)
- First-aid kit and thermometers
- Walkie talkies or access to a working phone in the childcare room should childcare staff need to quickly contact the parent/caregiver during the group session

## Classroom activities

- Create a regular activity routine for the children based on age
- Have appropriate toys, books, and other items available for the children such as:
  - Hardcover or childproof books
  - Arts supplies for crafts, paper for drawing/tracing
  - Sensory toys
  - Balls, blocks, Legos, pretend-play (dress-up), dolls, etc.
  - Music and movement
- Consider having a quiet corner for children should they need it

## Drop-off

- Have parents/caregivers walk their child(ren) to the childcare room. Give the child a hug, reassure they will be back soon, and let the childcare staff take over from there.
- Childcare staff can then help distract the child (ex: Can you help with...) to help parents/caregivers leave for the group sessions.

# CPP Parent Agreement Form

# Parent Agreement Form

*"The program is the best thing that could have happened to me." –Parent*

## For Parents: What it Means to Sign up for This Group

The Chicago Parent Program supports parents and grandparents raising young children. You will be part of a very supportive group of people like you and learn different ways to help your children succeed in life.

The program will start on (insert start date): \_\_\_\_\_ from (insert start and end time): \_\_\_\_\_ at (location): \_\_\_\_\_

Want to sign up? We'd love to have you. But it's a commitment. Please read below. Put your initials in each box, letting us know you understand what it means to sign up for this opportunity.

I UNDERSTAND THAT IF I SIGN UP FOR THIS GROUP:	PLEASE INITIAL EACH BOX YOU AGREE
I understand there will be 12 weekly group sessions, each 2 hours long--- but there's food and childcare!	
I understand that I will be participating in a group with other parents and grandparents and together we will learn a lot --and feel good about ourselves as parents!	
I will attend as many of these group sessions as I can – hopefully all of them!	
Optional: Your time is valuable. Each time you come you will receive an [describe incentive here]	
If I need childcare during the group, I will let (insert name of person they should notify here) _____ know.	
If for any reason I can't be at one of the groups, I will let (insert name of person they should notify here) _____ know.	
I understand that the group leader may audio record the session. This recording will not include my name or my identity. It is only to monitor quality and help support the group leader's development.	

**Please sign and print your name here if you agree to participate:**

\_\_\_\_\_  
(parent signature)

\_\_\_\_\_  
(print parent name)

Today's Date \_\_\_\_\_ Your phone number(s): \_\_\_\_\_

**Group leaders: keep the signed copy with the parent's contact information; give another copy to the parent for their records.**