

**Midwest Child-Parent Center Expansion  
Year 1 Attendance Findings**

Preliminary research on the i3 CPC Expansion Project has indicated the effectiveness of three key components for increasing daily attendance rates and decreasing chronic absence rates in preschool students. These three components are: full-day PreK, high levels of parent involvement, and the presence of a School-Community Representative.

**Full Day PreK**

Roughly 26% of the students in the Chicago Public Schools expansion attended a full day PreK program.

	Full-Day PreK	Half-Day PreK
Average Attendance	89%	85%
Percent of Students Chronically Absent	45%	61%

Students that were enrolled in a full-day preschool class were more likely to attend school on a daily basis, but also significantly less likely to miss 10% or more of school days.

**High Parent Involvement**

A crucial component of the CPC model is increased parent involvement. While individual child-level data is being collected and cleaned, the Parent Resource Teacher was asked to rate the school-level parent involvement for their schools. They did this for both parent involvement in the schools and parent involvement at home.

*School Parent Involvement (High PI: 30% or more of families met 2.5 hour requirement)*

	High PI	Low PI
Average Attendance	87%	86%
Percent of Students Chronically Absent	52%	59%

*Home Parent Involvement (High PI: 50% or more of families were involved at home)*

	High PI	Low PI
Average Attendance	87%	85%
Percent of Students Chronically Absent	54%	62%

Preliminary results indicate that higher levels of parent involvement in the home and in the school are more effective in reducing the number of students who are chronically absent than they are in raising the average attendance rate.

### Full-Time Outreach Staff

Finally, the last component with demonstrated impacts on attendance is the presence of the CPC model's School-Community Representative. Approximately 48% of the students received services from a full-time SCR.

	Full-time SCR	Part-time SCR
Average Attendance	88%	84%
Percent of Students Chronically Absent	51%	63%

All CPCs have a Parent-Resource Teacher (PRT) and School-Community Representative (SCR). The SCR is typically a paraprofessional who works under the PRT to implement the parent program in the center. As historically a half-time staff member, the SCR has extensive knowledge of the local community and services agencies. Typical activities include enrolling families, providing resource referrals to parents, conducting home visits, and meeting informally with parents and other staff. With increased demands on SCR time, including higher school enrollment, increased efforts for home visiting and data collection, the project supported full-time hours for SCRs in many sites.

Like full-day prek, a full-time SCR seems effective in reducing chronic absence and increasing daily attendance rates.

While the information presented here are simple means, further analysis using more robust methods including regression analysis has been completed which verifies these results.

Given the importance of attendance on educational impacts, the CPC model also piloted an Attendance Incentive Program in 2 schools in the 2012-2013 school year. This year, 8 schools are participating in the Incentive Program, which will allow us to analyze the impact on attendance throughout the year.

For additional information, please see our website: [www.humancapitalrc.org/midwestcpc](http://www.humancapitalrc.org/midwestcpc)