

# Any Involvement is Better Than None: The Role of Parent Involvement on Chronic Absence and Achievement

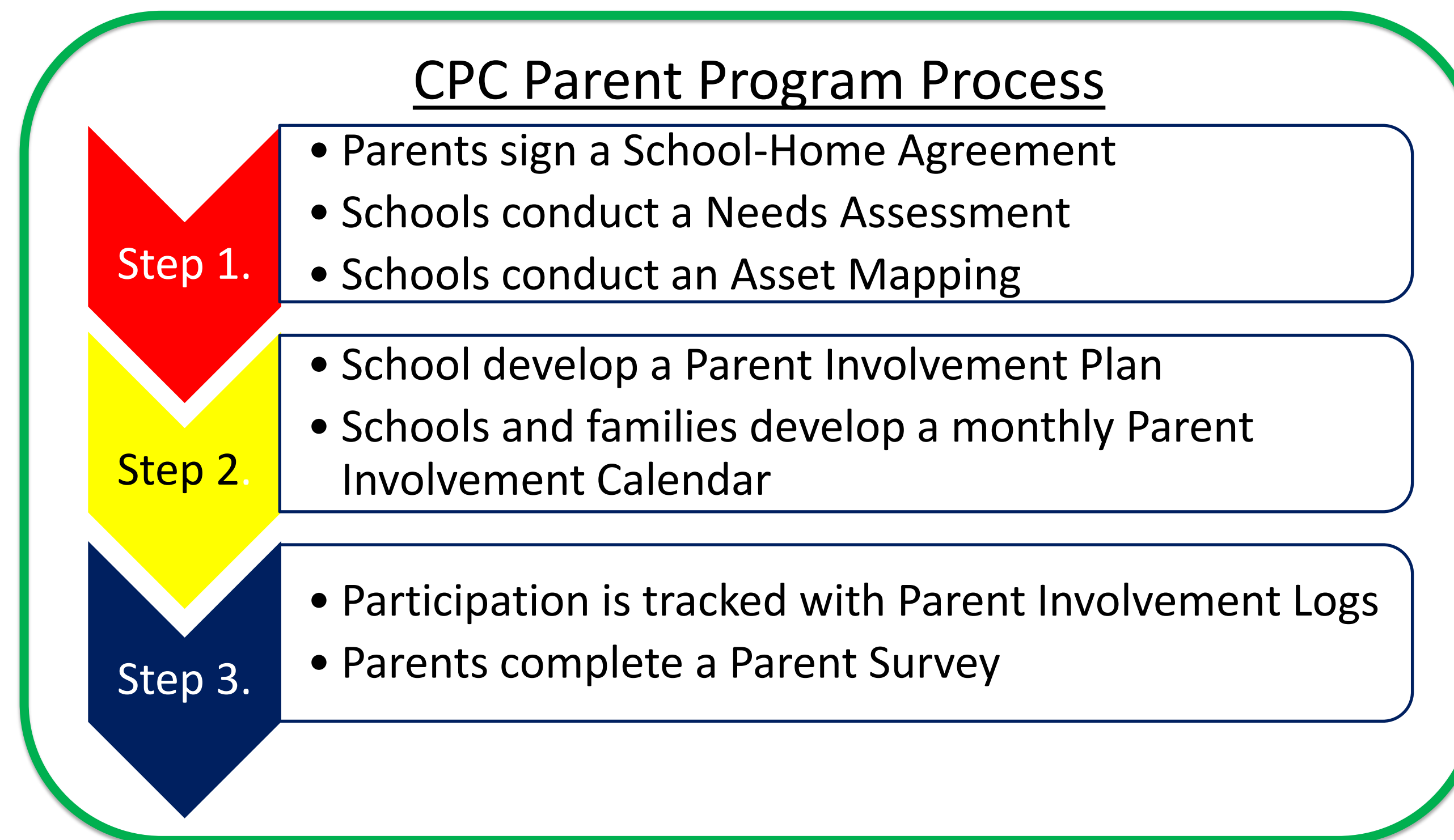


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## Background

- The Midwest Child-Parent Center Preschool-3<sup>rd</sup> (CPC P-3) program is a comprehensive school-based intervention for at-risk families (Reynolds, 2000).
- Parent school involvement is a critical element of the CPC program.
- CPC requires 2.5 hours of weekly home and school involvement
- The Parent Resource Teacher and a School-Community Representative develop and support a menu-based system of parent involvement which offers:
  - Home visiting
  - Child development workshops
  - Healthy, nutrition, safety workshops
  - Language, literacy, math, and science events



## Research Questions

- Does school parent involvement increase children's achievement, socio-emotional development and attendance?
- Does any parent involvement impact student achievement or do they need to be highly involved?

## Sample & Methodology

### Sample

- 1,724 Midwest CPC P-3 participants living in Chicago, IL.
  - 48% male
  - 85% free and reduced price lunch
  - 10% special education
  - 64% African American
  - 34% Latino

### Measures

- Preschool parent involvement in school
  - Parent participation was collected through a monthly Parent Involvement Log, completed by the Parent Resource Teachers
    - No school involvement: 0 participation (17%)
    - Low school involvement: participated 1-17 times (55%)
    - High school involvement: 18 times or more (29%)
- Achievement, behavioral development, and attendance
  - Teaching Strategies GOLD assessment (fall and spring teacher ratings)
    - Literacy, language, math, cognitive, socio-emotional development
  - Chronic absence collected by the school district (10%+ missed days and 20%+ missed days)

## Results

	Math		Literacy		SEM		Cognitive		Total		Chronic absence 10% + missed		Chronic absence 20% + missed	
	β	SE	β	SE	β	SE	β	SE	β	SE	β	SE	β	SE
Full-time School-Community Representative	.72***	.08	.95***	.09	.75***	.08	.85***	.08	1.10***	.09	.38***	.07	.29***	.08
High involvement	.32**	.10	.42***	.10	.64***	.09	.42***	.09	.33***	.10	-.28***	.08	-.48***	.09
Low involvement	.02	.07	.01	.07	.20**	.07	.06	.07	.03	.07	-.06	.06	-.21**	.07

Note: \*p<.05, \*\*p<.01, \*\*\*p<.001; Covariates controlled for: fall score, month assessed, black, Hispanic, male, sped, months old, free lunch status. (n=1,724)

## Findings

- CPC preschool parent involvement **increases student achievement across multiple domains**, socio-emotional development, and may prevent chronic absence.
- Any parent involvement – *even just attending a few times*:
  - can impact a child's socio-emotional development
  - is associated with decreased rates of extreme chronic absence

## Policy Implications

- Parent involvement in a context of a concerted school-wide effort to increase parent participation **increases** students' gains in achievement from fall to spring among all at-risk families.
- Parent involvement has a clear impact on children's educational development in a school culture where parent involvement is encouraged.
- Our findings indicate the importance of having a dedicated **parent liaison** that develops a menu-based parent program of events tailored to the needs of the families.
- School improvement plans** should **prioritize parent involvement systems**, as required by ESSA

### The CPC parent program:

- provides **concrete steps and strategies** for schools to **build capacity** for school staff and families.
- is a response to the USDoE Dual-Capacity Building Framework
- provides **evidence-based strategies** that have been proven to increase parent involvement and impact children's development
- is a response to ESSA legislation to incorporate opportunities for family engagement

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