The Child-Parent Center (CPC) program is a comprehensive Pre-K-3rd grade intervention targeting low-income children and their families. Cost-benefit analyses have demonstrated returns of over $8 per dollar invested. The CPC model has proven effects on cognitive, socio-emotional, and economic gains throughout the life course (Reynolds et al., 2011).

The Midwest Child-Parent Center Expansion Project began in 2012 to expand the CPC model to 30 schools across the Midwest through an Investing in Innovation grant from the US Department of Education.

Core Program Elements include:
- Effective Learning Experiences, Pre-K-3rd
- Aligned Curriculum
- Parent Involvement and Engagement
- Collaborative Leadership Team
- Continuity and Stability
- Professional Development System

Methodology
Linear and probit regressions in the generalized estimating equations approach were used to analyze the data of 982 students in 11 schools that had both full-day and part-day CPC classrooms. Robust standard errors were estimated through clustering at the school level. Missing test scores were multiply imputed using the expectation-maximization algorithm. Sensitivity analyses were conducted to confirm results.

Adjusted marginal means were calculated while controlling for sex, race/ethnicity, free lunch status, age in months, special education status, school level, attendance, and a dummy variable indicating timing of assessment.

We analyzed impacts on: (a) average attendance rates; (b) 2 measures of chronic absence; (c) TSGOLD assessment scores; and (d) parent involvement.

Results
TSGOLD Achievement
- Full-day students had significantly higher test scores in literacy, language, math, socio-emotional development, physical health and total scores.
- Significant both for raw test scores and the percent of students scoring at or above the national average.
- Only cognitive development was insignificant.

Attendance Rates and Chronic Absence
- Full-day students had significantly higher rates of attendance.
- Full-day students had significantly lower rates of chronic absence.

Parent Involvement
- No significant differences in parent involvement emerged.

Policy Implications & Future Directions
This research attests to the effectiveness of full-day early elementary programs. Opening full-day classrooms can enhance schools’ abilities to effectively meet family needs and to promote early school readiness.

- The availability of full-day PreK increased program enrollment at many of the sites in the current study.
- Based on preliminary results, Chicago Public Schools has recently expanded their full-day offerings.
- Replication is necessary to examine other contexts.

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