Great Start Readiness Program State Evaluation 2021-22 Annual Report

Jamie H. Wu, PhD
Teresa Herbowicz, MS
Steven R. Miller, PhD
Laurie A. Van Egeren, PhD
Hope O. Akaeze, PhD

Community Evaluation Programs
Office for Public Engagement and Scholarship
University Outreach and Engagement
Michigan State University

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Great Start Readiness Program
Michigan's Nationally Recognized Pre-K Program

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2021-22 Program Overview

The Great Start Readiness Program (GSRP) state evaluation team, led by Community Evaluation Programs at the Michigan State University (MSU) Office of University Outreach and Engagement, started the current longitudinal evaluation project in October 2017. GSRP programs continued to mitigate the impacts of the COVID-19 pandemic and resumed in-person operation fully during the 2021-22 school year.

Data on program quality, which are largely dependent on in-person observations using the CLASS or PQA-R instrument, were not collected in 2020-21 because of the closing of schools due to COVID-19 but were again available to the state evaluation this year. Therefore, this report follows the same structure as pre-pandemic reports, documenting major findings from Cohort 5 students, staff, and classrooms in the 2021-22 school year.

In addition, the state evaluation team conducted a GSRP Family Financial Impact Survey in spring 2022. Main findings and estimates from that survey are included at the end of this report.

During the 2021-22 school year, the Michigan Department of Education (MDE) awarded GSRP funding to 53 grantees consisting of 51 intermediate school districts (ISDs) and two consortia representing a total of four ISDs. (See Appendix A and Appendix B for maps of ISDs.) As in previous years, Barry ISD is reported together with Calhoun ISD. These 51 ISDs and two consortia oversaw subrecipients, managing 1,325 sites[1] and operating 2,524 classrooms.

The numbers of sites and classrooms rebounded from pandemic-era lows. Compared with last year, the number of sites rose by 133 and the number of classrooms by 237. Programs were also able to overcome staffing challenges to some extent: GSRP classrooms had 220 more lead teachers and 238 more associate teachers than in 2020-21. However, the vacancy rates remained largely the same as last year: 4% for lead teachers and 6% for associate teachers.

The 36,415 children served by GSRP in 2021-22 also represent a significant rebound from last year's student count of 28,422. In fact, the number of children served by GSRP this year was only 954 children short of the pre-pandemic count of 37,369. The demographics of the 2021-22 student population were largely the same as before the pandemic; see Population Served below.

[1] A total of 1,343 unique site license numbers were reported to the state evaluation through all data sources. Among them, 10 license numbers could not be found in the Michigan Department of Licensing and Regulatory Affairs (LARA) system as active sited, and a few sites had two license numbers assigned to them, where one number in the pair was mistyped. After the review, the count of valid GSRP sites was deemed to be 1,325 for the 2021–22 school year.

Site and Classroom Management and Funding

Approximately two in three classrooms (66%) were operated by schools: local education agencies (LEAs) and public-school academies (PSAs) or ISDs. The other 34% of classrooms were operated by community-based entities including non-profit organizations, for-profit companies, and universities. On average, each site had two classrooms, but sites ranged widely from one to 17 classrooms. Among the 2,524 classrooms, 83% were funded exclusively by the GSRP funding stream, while 17% were funded by blended funding with Head Start programs ("GSRP/Head Start blend" classrooms). Most classrooms offered school-day programming; only 8% were part-day.

Population Served

Child Demographics

As in the past, a large majority of GSRP children (91%) came from low-income families, defined as families whose income is less than or equal to 250% of the federal poverty level (FPL). A detailed breakdown of child demographics and counts by classroom type can be found in Table 1. Children were evenly distributed by gender (50% female). Fifty-two percent were White (non-Hispanic), 29% were Black, 10% Hispanic or Latinx, 6% multiracial, 2% Asian, less than 1% American Indian or Alaska Native, and less than 1% Hawaiian or Pacific Islander. Most children were in GSRP-exclusive (rather than GSRP/Head Start blend) programs, and most were in school-managed classrooms that followed school-day schedules; less than 30% were in sites managed by community-based organizations (CBOs), defined as all non-school sponsors including non-profit and for-profit organizations. These counts are based on actual child attendance, not funding allocation. About 4.7% of participants switched sites during the year. Table 2 lists child demographics by ISD.

Table 1. GSRP Child Demographics and Classroom Types

	Number of Children (Total = 36,415)	% of Children
Gender		
Female	18,048	50%
Male	18,367	50%
Race/Ethnicity		
White (Non-Hispanic)	19,013	52%
African American or Black	10,584	29%
Hispanic or Latinx	3,727	10%
Two or more races	2,067	6%
Asian	757	2%
American Indian or Alaska Native	208	<1%
Native Hawaiian or Pacific Islander	59	<1%
GSRP Service Program Type		
GSRP exclusive	30,872	85%
GSRP/Head Start blend	5,543	15%
GSRP Managing Entity Type		
School	25,844	71%
CBO	10,571	29%
GSRP Delivery Schedule		
School day	34,721	95%
Part day	1,694	5%

Table 2. GSRP Child Demographics by ISD

Agency	Total	F	M	White	Black	Hisp	Multi	Asian	AIAN	NHPI
Michigan	36,415	50%	50%	52%	29%	10%	6%	2%	1%	0%
Allegan Area ESA	251	52%	48%	78%	0%	16%	6%	0%	0%	0%
AMA ESD	197	50%	50%	96%	1%	0%	3%	0%	1%	0%
Bay-Arenac ISD	532	49%	51%	82%	2%	8%	7%	0%	1%	0%
Berrien RESA	445	49%	51%	54%	27%	11%	6%	1%	1%	0%
Branch ISD	140	44%	56%	76%	4%	16%	5%	0%	0%	0%
C.O.O.R. ISD	315	48%	52%	92%	1%	3%	3%	0%	1%	0%
Calhoun ISD	877	48%	52%	58%	17%	8%	10%	5%	0%	0%
Charlevoix-Emmet ISD	303	48%	52%	89%	0%	3%	5%	0%	2%	0%
Cheb-Ots-Presque Isle ESD	184	51%	49%	95%	0%	0%	4%	0%	1%	0%
Clare-Gladwin RESD	276	53%	47%	87%	0%	5%	6%	0%	1%	0%
Clinton County RESA	178	48%	52%	74%	3%	13%	10%	0%	1%	0%
Copper Country ISD	118	42%	58%	82%	1%	0%	0%	3%	14%	0%
Delta-Schoolcraft ISD	157	47%	53%	86%	0%	3%	4%	1%	7%	0%
Dickinson-Iron ISD	73	56%	44%	88%	0%	5%	7%	0%	0%	0%
Eastern UP ISD	214	57%	43%	64%	2%	1%	11%	1%	19%	2%
Eaton RESA	226	48%	52%	76%	3%	11%	7%	4%	0%	0%
Genesee ISD	1,780	49%	51%	47%	39%	6%	7%	0%	0%	0%
Gogebic-Ontonagon ISD	46	50%	50%	78%	0%	9%	11%	0%	0%	2%
Heritage Southwest ISD	161	48%	52%	76%	6%	7%	10%	1%	1%	0%
Hillsdale ISD	231	47%	53%	89%	0%	9%	2%	0%	0%	0%
Huron ISD	157	50%	50%	97%	0%	1%	1%	0%	1%	0%
Ingham ISD	1,297	51%	49%	38%	25%	17%	15%	5%	0%	0%
Ionia ISD	257	46%	54%	96%	0%	3%	0%	0%	0%	1%
Iosco RESA	137	50%	50%	93%	0%	0%	5%	1%	1%	0%
Jackson ISD	642	49%	51%	66%	12%	7%	14%	1%	0%	0%
Kalamazoo RESA	985	53%	47%	42%	42%	0%	14%	2%	0%	0%
Kent ISD	2,903	50%	50%	32%	27%	29%	8%	4%	0%	0%
Lapeer ISD	214	46%	54%	80%	0%	14%	6%	0%	0%	0%
Lenawee ISD	346	47%	53%	66%	5%	22%	5%	2%	1%	0%
Livingston ESA	279	48%	52%	90%	1%	1%	3%	2%	3%	0%
Macomb ISD	2,659	50%	50%	45%	38%	4%	6%	7%	1%	0%
Marquette-Alger RESA	101	60%	40%	85%	1%	3%	5%	0%	2%	4%
Mecosta-Osceola ISD	254	58%	42%	90%	4%	2%	4%	0%	0%	0%
Menominee ISD	62	45%	55%	77%	3%	10%	8%	2%	0%	0%
Midland County ESA	638	47%	53%	76%	1%	13%	7%	1%	1%	1%
Monroe ISD	421	45%	55%	75%	9%	8%	7%	0%	0%	0%
Montcalm Area ISD	366	47%	53%	93%	1%	5%	1%	1%	0%	0%
Muskegon Area ISD	944	48%	52%	55%	29%	7%	9%	1%	0%	0%
Newaygo County RESA	413	51%	49%	91%	0%	7%	1%	0%	0%	0%
Northwest Education Services	553	46%	54%	88%	1%	6%	4%	0%	1%	0%
Oakland Schools	2,615	49%	51%	40%	40%	12%	4%	3%	0%	0%
Ottawa Area ISD	852	49%	51%	67%	4%	22%	4%	3%	0%	0%
Saginaw ISD	995	47%	53%	32%	49%	11%	6%	1%	0%	1%
Sanilac ISD	277	49%	51%	94%	0%	4%	1%	0%	0%	0%
Shiawassee RESD	418	50%	50%	88%	1%	6%	5%	0%	0%	0%
St. Clair County RESA	457	49%	51%	82%	5%	4%	8%	0%	1%	0%
St. Joseph County ISD	322	47%	53%	71%	3%	20%	6%	0%	0%	1%
Tuscola ISD	295	49%	51%	89%	0%	8%	1%	0%	1%	0%
Van Buren ISD	344	51%	49%	57%	3%	35%	4%	0%	0%	0%
Washtenaw ISD	867	52%	48%	33%	40%	11%	12%	4%	0%	0%
Wayne RESA	8,028	50%	50%	31%	58%	8%	2%	1%	0%	0%
West Shore ESD	252	46%	54%	72%	4%	22%	1%	0%	0%	0%
Wexford-Missaukee ISD	361	50%	50%	90%	1%	5%	2%	0%	2%	0%

Note. F = female; M = male; Hisp = Hispanic; Multi = multiracial; AIAN = American Indian or Alaska Native; NHPI = Native Hawaiian or other Pacific Islander. ESA = Educational Service Agency; ESD = Educational Service District; RESA = Regional Educational Service Agency; RESD = Regional Educational Service District.

Changes in Enrollment Policy Due to COVID-19

Michigan offers GSRP enrollment priority to low-income families. To determine which children to admit to the program, ISDs sort applications by family percentage of FPL into quintiles: 0–50% of FPL, 51–100%, 101–150%, 151–200%, and 201–250%. Slots are given to the lowest-income families first, and then available spaces are filled with children from the next higher income group. If two families have the same percentage of FPL, the child with more eligibility factors is admitted. The six eligibility factors that serve as "tie breakers" are disability, abuse or neglect, home language other than English, severe challenging behavior, environmental risk, and low parental education. Having one of three additional eligibility factors automatically places children in the lowest quintile, regardless of actual income: if the child has a qualifying IEP (individualized education program), is experiencing homelessness, or is in the foster care system.

Children whose family income is above 250% of FPL are considered to be "over-income"; 15% may be admitted only if slots are available after all income-eligible applicants are enrolled. Over-income families pay a sliding-scale fee determined by the ISD. In anticipation of a significant decline in enrollment, in the 2020–21 school year, the legislature increased the income eligibility from 250% to 400% of FPL and removed its cap on the percentage of over-income children who could attend GSRP. For the 2021–22 school year, they reinstated the over-income level of 250% of FPL but increased the cap from 10% of the total GSRP population to 15%.

Distribution of Child Eligibility Factors

Because GSRP has continued to prioritize lower-income children for enrollment, the policy changes in the past two years have resulted in only a slight change in the family income profile of GSRP children. During the pre-pandemic years, about 95% of the GSRP participants were from low-income families. Even after the legislature relaxed the income requirement, GSRP classrooms still served Michigan children with the greatest need: Children with family incomes of 250% or less of FPL constituted 90% of the program population in 2020-21 and 91% in 2021-22. Table 3 shows the breakdown of 2021-22 GSRP participants by income level. The percentage of participants whose family income level was over 300% of FPL dropped slightly to 5% from over 6% last year, but it was still more than the pre-pandemic average of 2%.

Table 3. GSRP Child Counts and Percentage by Federal Poverty Level Ranges

Percentage of Federal Poverty Level	Number of Children (Total = 36,415)	% of Children
0% to 50% FPL	9,676	26%
51% to 100% FPL	7,305	20%
101% to 150% FPL	7,233	20%
151% to 200% FPL	5,148	14%
201% to 250% FPL	4,007	11%
251% to 300% FPL	1,320	4%
301% FPL and above	1,726	5%

Table 4 lists the GSRP eligibility factors and the percentage of enrolled children who were eligible under each factor in 2021-22. A little under half (47%) of the children were reported to have environmental risks such as the absence of a parent, unstable housing, residence in a high-risk neighborhood, or prenatal or postnatal exposure to toxic substances. About 14% of parents or guardians did not have a high school diploma. Table 5 lists the percentages of children with specific eligibility factors in each ISD.

Table 4. Children Enrolled in GSRP by Eligibility Factors

Eligibility Factor and Definition	Number of Children (Total = 36,415)	% of Children
Low family income: Equal to or less than 250% FPL	33,369	91%
Environmental risk: Parental loss due to death, divorce, incarceration, military service, or absence; sibling issues; teen parent (not age 20 when first child born); family is homeless or without stable housing; residence in a high-risk neighborhood (area of high poverty, high crime, limited access to critical community services); or prenatal or postnatal exposure to toxic substances known to cause learning or developmental delays	17,135	47%
Parent/guardian with low educational attainment: Parent has not graduated from high school or is illiterate	5,235	14%
Diagnosed disability or identified developmental delay: Child is eligible for special education services, child's developmental progress is less than that expected for his/her chronological age, or chronic health issues cause development or learning problems	4,194	12%
Primary home language other than English: English is not spoken in the child's home; English is not the child's first language	3,639	10%
Abuse/neglect of child or parent: Domestic, sexual, or physical abuse of child or parent; child neglect issues	2,964	8%
Severe or challenging behavior: Child has been expelled from preschool or childcare center	1,091	3%

Table 5. GSRP Child Eligibility by ISD

Agency	Total Children	Low Income	Environ-mental Risk	Low Parental Education	Disability /Delay	Home Language Non-English	Abuse/ Neglect	Severe/ Challenging Behavior
Michigan	36,415	91%	47%	14%	12%	10%	8%	3%
Allegan Area ESA	251	85%	18%	3%	14%	7%	4%	7%
AMA ESD	197	92%	76%	21%	29%	2%	36%	5%
Bay-Arenac ISD	532	86%	63%	9%	18%	1%	8%	4%
Berrien RESA	445	97%	24%	9%	7%	6%	2%	1%
Branch ISD	140	92%	93%	27%	12%	19%	21%	7%
C.O.O.R. ISD	315	83%	57%	27%	16%	1%	23%	5%
Calhoun ISD	877	93%	54%	19%	11%	0%	9%	4%
Charlevoix-Emmet ISD	303	83%	47%	16%	11%	0%	35%	0%
Cheb-Ots-Presque Isle ESD	184	88%	81%	33%	22%	0%	31%	11%
Clare-Gladwin RESD	276	87%	99%	20%	7%	0%	31%	7%
Clinton County RESA	178	92%	42%	9%	19%	1%	8%	2%
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Genesee ISD	1,780	94%	43%	9%	15%	2%	4%	6%
Gogebic-Ontonagon ISD	46	78%	57%	4%	28%	0%	2%	9%
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Washtenaw ISD	867	98%	48%	18%	9%	19%	9%	1%
Wayne RESA	8,028	99%	51%	16%	4%	22%	4%	2%
West Shore ESD	252	85%	63%	19%	12%	12%	5%	3%
Wexford-Missaukee ISD	361	88%	70%	16%	10%	1%	40%	1%

Staff Characteristics

Teacher Credentials and Salary

Teachers' levels of education and experience can be expected to affect teaching quality, as can their compensation and other contract provisions that affect retention. Table 6 summarizes GSRP teachers' credentials and median salaries. The data show that 36% of the lead teachers had a teaching certificate with ZA/ZS (early childhood) endorsement; 45% had a bachelor's degree in early childhood education (ECE) or child development (CD) with or without certification; and 20% had a master's degree. The categories are not mutually exclusive; teachers with multiple credentials were counted multiple times. For associate teachers, child development associate (CDA) was the most common credential (46%), followed by associate degree (22%) and bachelor's degree (10%). About 1% of associate teachers had a master's degree.

Staffing has been a prolonged challenge in early childhood programs nationwide, and the pandemic has worsened the situation in many communities. Table 6 also shows salary levels, a key factor in recruiting and retaining highly qualified teachers. Because teacher salaries can vary greatly, this report uses median rather than mean salaries, so that a few unusually high or low salaries do not bias the results. The data show that the median salaries of teachers generally reflected their educational backgrounds. Lead teachers had more credentials and correspondingly higher salaries than associate teachers; also, lead teachers with more education had higher salaries than those with lower educational attainment.

Table 6. GSRP Teacher Credentials and Median Salaries

Credential	% *	N *	Median Salary (FTE)
Lead Teachers		**2,350**	
Compliance plan (with no finished degree yet but to get it in three years)	14%	318	$32,967
Within 1-2 courses of bachelor's in ECE/CD or ZS endorsement	4%	91	$34,000
Teaching certificate with ZA/ZS	36%	849	$49,730
Teaching certificate with CDA	1%	31	$38,000
Teaching certificate with PPI or EC special ed approval	1%	24	$41,857
Teaching certificate w/bachelor's in ECE/CD with preschool specialization	7%	164	$40,267
Bachelor's in ECE/CD with preschool specialization (non-certified)	38%	902	$37,628
Master's	20%	464	$50,000
Associate Teachers		**2,199**	
Minimal qualification with compliance plan	25%	555	$20,978
120 hours approval from MDE	3%	72	$24,258
CDA	46%	1,019	$23,310
Associate in ECE/CD	22%	485	$23,712
Bachelor's	10%	211	$24,141
Master's	1%	21	$24,049

*Teachers may have more than one credential.

Table 7 demonstrates that lead teachers, in general, had more teaching experience than associate teachers. In 2021-22, about 60% of lead teachers and 41% of associate teachers had been teaching in GSRP classrooms for more than four years. Teaching experience outside of GSRP classrooms varied greatly. About a quarter of lead teachers and 37% of associate teachers had less than one year of experience teaching in preschool in non-GSRP settings; 48% of lead teachers had at least four years of experience working in non-GSRP programs.

Table 7. Lead and Associate Teacher Experience, Contract Coverage, and Median Salary

Teaching Experience and Contract Coverage	Lead Teacher (N = 2,350)			Associate Teacher (N = 2,199)		
GSRP Teaching Experience	**%**	**N**	**Median Salary (FTE)**	**%**	N	**Median Salary (FTE)**
Less than 1 year	16%	365	$35,790	28%	621	$21,818
1 to 2 years	9%	205	$36,345	13%	290	$21,660
2 to 3 years	8%	199	$36,750	10%	211	$23,024
3 to 4 years	8%	178	$39,845	9%	191	$22,655
4 to 5 years	10%	224	$38,672	10%	209	$23,515
More than 5 years	50%	1,179	$43,343	31%	677	$24,250
Other Teaching Experience						
Less than 1 year	25%	592	$41,507	37%	812	$21,575
1 to 2 years	12%	283	$39,300	14%	302	$22,337
2 to 3 years	7%	169	$38,228	8%	175	$23,040
3 to 4 years	8%	177	$37,485	6%	122	$23,163
4 to 5 years	6%	147	$37,800	7%	160	$22,940
More than 5 years	42%	982	$40,280	29%	628	$24,258
Contract Coverage						
No	69%	1,619	$37,080	73%	1,597	$22,800
Yes	31%	731	$52,985	27%	602	$23,324

Teacher Salary and Benefits by Program Type

Teachers' salaries varied by GSRP managing entity type, as shown in Table 8. Sites run by colleges and universities, LEAs and PSAs, or ISDs tended to provide higher salaries to lead teachers than did other non-profit and for-profit entities. Associate teachers' salaries were more consistent across agencies, though ISDs tended to pay lower salaries than some other entities, and colleges and universities paid the highest median salaries. As Table 9 shows, lead teacher salaries were lower in school-managed GSRP/Head Start blend classrooms than in school GSRP-exclusive classrooms. In contrast, associate teachers working at CBOs or school-based GSRP/Head Start blend programs tended to be paid more than those at school-based GSRP-exclusive programs.

Table 8. Median Salary by Managing Entity Type

Managing Entity Type	Lead Teacher (N = 2,350) %	Lead Teacher (N = 2,350) N	Lead Teacher (N = 2,350) Median Salary (FTE)	Associate Teacher (N = 2,199) %	Associate Teacher (N = 2,199) N	Associate Teacher (N = 2,199) Median Salary (FTE)
Public Schools Total	**67%**	**1,571**	**$42,984**	**66%**	**1,460**	**$22,178**
District/PSA	56%	1,312	$43,200	55%	1,218	$22,200
ISD	11%	259	$41,258	11%	242	$21,918
CBOs Total	**33%**	**779**	**$35,472**	**34%**	**739**	**$24,740**
College or university	1%	17	$44,000	1%	16	$30,765
Head Start grantee or delegate	12%	285	$35,472	12%	274	$25,166
Non-profit	8%	193	$34,500	9%	188	$23,968
Private for-profit	11%	270	$35,520	11%	247	$24,480
Private non-profit	<1%	9	$40,404	<1%	9	$21,840
Public for-profit	<1%	5	$21,600	<1%	5	$17,600

Table 9. Median Salary by Program Type

Program Type	Lead Teacher (N = 2,350) %	Lead Teacher (N = 2,350) N	Lead Teacher (N = 2,350) Median Salary (FTE)	Associate Teacher (N = 2,199) %	Associate Teacher (N = 2,199) N	Associate Teacher (N = 2,199) Median Salary (FTE)
Public Schools Total	67%	1,571	$42,984	66%	1,460	$22,178
GSRP exclusive	92%	1,448	$43,094	91%	1,335	$22,077
GSRP/Head Start blend	8%	123	$41,426	9%	125	$22,811
CBOs Total	33%	779	$35,472	34%	739	$24,740
GSRP exclusive	65%	506	$36,390	65%	479	$24,864
GSRP/Head Start blend	35%	273	$34,876	35%	260	$24,631

Teacher salaries varied greatly by geographic location. Table 10 uses publicly available data[2] to show that, on average, salaries for GSRP lead teachers were about 31% lower than salaries for K–12 teachers. This was an improvement from previous years, when lead teachers' salaries were about 34-35% lower than those of K–12 teachers in the same regions. Increases in teacher salaries emerged in 85% of ISDs.

[2] Data were retrieved from 2020–2021 *Bulletin 1014: Michigan Public Schools Ranked by Select Financial Information* (2022, February), the latest financial report that shows average teacher salaries in Michigan public school districts. Available from https://www.michigan.gov/mde/services/financial-management/state-aid/publications/bulletin-1014-michigan-public-schools-ranked-by-select-financial-information

Table 10. Average K–12 and Median GSRP Lead Teacher Salaries by District

Agency	GSRP N	Median GSRP Lead Teacher Salary (FTE)	% Salary Increase from Last Year	Average K–12 Teacher Salary*	% GSRP Is Lower Than K–12
Michigan	2,348	$40,000	7%	$57,926	31%
Allegan Area ESA	18	$34,048	6%	$58,128	41%
AMA ESD	12	$41,504	24%	$46,677	11%
Bay-Arenac ISD	33	$34,232	7%	$62,434	45%
Berrien RESA	25	$33,000	6%	$54,214	39%
Branch ISD	7	$36,900	5%	$55,749	34%
C.O.O.R. ISD	18	$44,753	9%	$48,254	7%
Calhoun ISD	48	$36,646	12%	$54,186	32%
Charlevoix-Emmet ISD	23	$44,111	23%	$59,449	26%
Cheb-Ots-Presque Isle ESD	12	$33,600	2%	$60,283	44%
Clare-Gladwin RESD	16	$32,153	3%	$58,406	45%
Clinton County RESA	12	$39,219	4%	$60,152	35%
Copper Country ISD	10	$34,664	6%	$38,325	10%
Delta-Schoolcraft ISD	12	$26,755	-15%	$56,687	53%
Dickinson-Iron ISD	5	$37,000	-1%	$56,636	35%
Eastern UP ISD	18	$32,528	4%	$49,150	34%
Eaton RESA	14	$38,600	4%	$51,935	26%
Genesee ISD	114	$37,610	9%	$57,144	34%
Gogebic-Ontonagon ISD	3	$35,453	-26%	$46,005	23%
Heritage Southwest ISD	10	$35,656	9%	$54,560	35%
Hillsdale ISD	14	$34,992	-6%	$51,003	31%
Huron ISD	12	$38,557	12%	$55,670	31%
Ingham ISD	81	$43,680	10%	$54,905	20%
Ionia ISD	10	$37,693	16%	$55,558	32%
Iosco RESA	9	$34,544	5%	$55,758	38%
Jackson ISD	38	$37,100	25%	$58,230	36%
Kalamazoo RESA	64	$43,883	8%	$60,411	27%
Kent ISD	188	$46,193	4%	$58,674	21%
Lapeer ISD	13	$41,444	24%	$57,911	28%
Lenawee ISD	21	$35,248	4%	$57,287	38%
Livingston ESA	25	$40,214	26%	$57,270	30%
Macomb ISD	170	$41,315	3%	$69,806	41%
Marquette-Alger RESA	7	$34,242	-3%	$56,043	39%
Mecosta-Osceola ISD	16	$37,000	6%	$57,627	36%
Menominee ISD	4	$30,838	3%	$38,012	19%
Midland County ESA	39	$34,000	3%	$58,656	42%
Monroe ISD	27	$34,320	2%	$54,482	37%
Montcalm Area ISD	24	$53,811	6%	$53,526	-1% (higher)
Muskegon Area ISD	58	$40,000	13%	$55,929	28%
Newaygo County RESA	25	$52,189	-6%	$64,236	19%
Northwest Education Services	43	$35,402	3%	$58,285	39%
Oakland Schools	171	$37,440	5%	$63,737	41%
Ottawa Area ISD	61	$39,842	25%	$58,320	32%
Saginaw ISD	63	$38,704	-8%	$56,014	31%
Sanilac ISD	21	$36,362	7%	$57,714	37%
Shiawassee RESD	32	$30,240	2%	$62,046	51%
St. Clair County RESA	28	$41,340	5%	$58,682	30%
St. Joseph County ISD	21	$38,835	5%	$56,174	31%
Tuscola ISD	20	$37,625	11%	$57,536	35%
Van Buren ISD	23	$43,115	1%	$50,038	14%
Washtenaw ISD	64	$43,400	0%	$58,024	25%
Wayne RESA	506	$45,000	4%	$52,891	15%
West Shore ESD	18	$33,830	3%	$60,724	44%
Wexford-Missaukee ISD	22	$34,826	-11%	$44,163	21%

Another important part of teacher compensation is benefits. In an effort to recruit and retain quality staff, many ISDs enhanced their benefit packages for GSRP teachers during the 2021-22 school year; see Table 11. For lead teachers, school-based programs offered increased benefits including disability insurance, vacation days, cash in lieu (of untaken benefits), tax shelter or annuity programs, and dependent care. These benefits were more prevalent in GSRP-exclusive programs than in GSRP/Head Start blend programs. However, a larger proportion of teachers from CBO-based programs than teachers from school-based programs had a retirement plan. Furthermore, lead teachers in CBO-based GSRP-exclusive programs were more likely to have paid sick days, dental insurance, and vision insurance than were teachers in school-based programs or in CBO-based GSRP/Head Start blend programs. Fewer lead teachers in CBO-based GSRP/Head Start blend programs received disability insurance, vacation days, cash in lieu, and dependent care than last year; increases in benefits (for those who received them) were less common than last year.

Similar patterns are evident in benefits for associate teachers, who, in general, received fewer benefits than lead teachers. Compared to last year, school-based GSRP/Head Start blend programs on average decreased their level of benefits on health insurance, retirement, dental insurance, vision insurance, dependent care, and cafeteria benefits. However, the percentage of associate teachers receiving tax shelter or annuity increased from 4% last year to 21% this year; the percentage of associate teachers receiving disability insurance also increased. In CBO-based GSRP/Head Start blend programs, fewer associate teachers received disability insurance, vacation days, and cash in lieu compared to last year.

Overall, benefits improved, particularly for lead teachers and particularly for teaching staff in GSRP-exclusive programs and some school-based GSRP/Head Start Blend programs. Table 11 presents the benefits offered to GSRP teachers by managing entity and program type in the last two years. Figure 1 shows the 2021-22 data visually.

Table 11. GSRP School-Day Teacher Benefits by Managing Entity and Program Type

Benefit	Year	Lead Teachers				Associate Teachers			
		Schools		CBOs		Schools		CBOs	
		GSRP Exclusive	GSRP/ Head Start Blend	GSRP Exclusive	GSRP/ Head Start Blend	GSRP Exclusive	GSRP/ Head Start Blend	GSRP Exclusive	GSRP/ Head Start Blend
Sick days	**21-22**	**94%**	**98%**	**85%** ↑	**99%**	**90%**	**94%**	**83%**	**98%**
	20-21	94%	97%	80%	96%	90%	94%	80%	96%
Health insurance	**21-22**	**85%**	**98%**	**59%** ↑	**97%**	**61%**	**75%** ↓	**50%**	**94%**
	20-21	83%	95%	54%	96%	61%	87%	47%	90%
Retirement	**21-22**	**81%** ↓	**84%** ↓	**35%** ↑	**89%**	**72%**	**70%** ↓	**31%** ↑	**87%** ↑
	20-21	86%	94%	30%	87%	69%	85%	26%	82%
Dental insurance	**21-22**	**82%**	**97%**	**51%** ↑	**97%**	**61%**	**73%** ↓	**43%**	**93%**
	20-21	81%	98%	43%	95%	59%	86%	39%	90%
Vision insurance	**21-22**	**81%**	**92%**	**49%** ↑	**97%**	**62%**	**66%** ↓	**42%**	**93%**
	20-21	79%	95%	42%	95%	59%	83%	38%	90%
Disability insurance	**21-22**	**51%** ↑	**69%** ↑	**30%** ↓	**71%** ↓	**37%**	**58%** ↑	**28%**	**68%** ↓
	20-21	44%	53%	36%	78%	35%	49%	32%	77%
Vacation days	**21-22**	**47%** ↑	**44%**	**77%**	**72%** ↓	**42%** ↑	**41%**	**76%**	**72%** ↓
	20-21	40%	42%	74%	82%	36%	39%	75%	81%
Cash in lieu	**21-22**	**35%** ↑	**42%** ↑	**7%**	**17%** ↓	**29%** ↑	**30%**	**8%**	**17%** ↓
	20-21	28%	31%	9%	22%	21%	28%	10%	22%
Cafeteria benefits	**21-22**	**24%**	**11%** ↓	**12%**	**13%**	**23%**	**10%** ↓	**12%**	**15%**
	20-21	20%	18%	13%	12%	19%	19%	13%	12%
Tax shelter/annuity	**21-22**	**21%** ↑	**24%** ↑	**4%**	**16%**	**17%** ↑	**21%** ↑	**4%**	**14%**
	20-21	14%	3%	7%	12%	11%	4%	7%	12%
Dependent care	**21-22**	**21%** ↑	**8%**	**18%**	**22%** ↓	**17%**	**7%** ↓	**15%**	**24%**
	20-21	15%	9%	14%	27%	13%	12%	15%	26%
Other benefits	**21-22**	**12%** ↓	**12%** ↓	**17%** ↓	**12%** ↓	**10%** ↓	**14%** ↓	**17%** ↓	**13%** ↓
	20-21	25%	23%	25%	18%	23%	24%	24%	19%

Note: Changes of at least 5 percentage points are marked with ↑ or ↓.

Figure 1. GSRP School-Day Lead Teacher and Associate Teacher Benefits

Classroom Quality

Program quality assessment was conducted by early childhood specialists using one of two tools: the 2019 revised version of the Program Quality Assessment (PQA-R) by HighScope and the Classroom Assessment Scoring System (CLASS) by Teachstone. Figure 2 shows the percentage of usage for each tool.

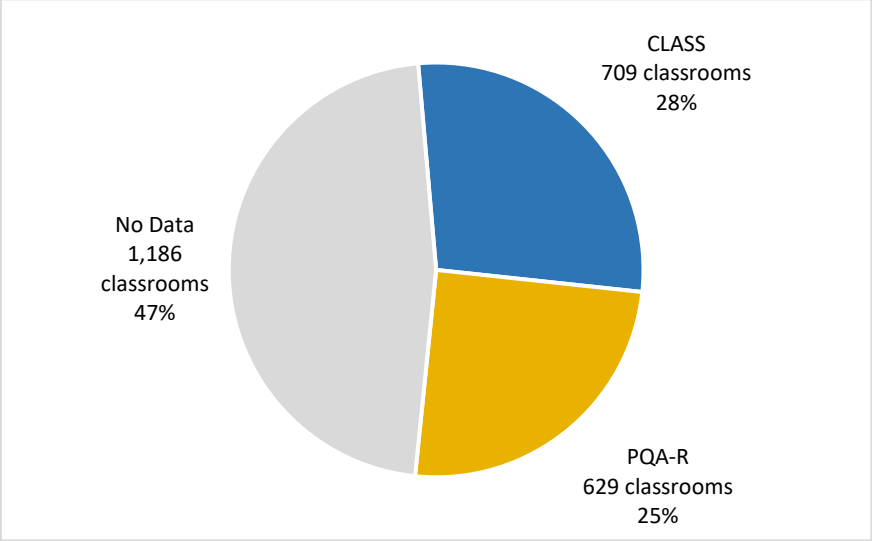


Figure 2. GSRP Classroom Use of Program Quality Assessment Tools

Program Quality Assessment – Revised

PQA-R data were available on 629 classrooms in the 2021-22 school year. PQA-R consists of three domains:

Domain I: Learning environment,
Domain II: Teaching and learning routines and adult-child interaction,
Domain III: Curriculum, planning, assessment, and family engagement.

The scale ranges from 1 to 4, with 1 being the lowest quality and 4 being the highest quality level. Table 12 shows that the majority of the GSRP classrooms exceled at all three domains: 92% of classrooms demonstrated high or medium-high quality in curriculum, planning, assessment, and family engagement (Domain III); 89% had high or medium-high quality in learning environments (Domain I) and 79% in teaching and learning routines and adult-child interaction (Domain II). Notably, about 20% of classrooms showed medium-low and low levels of quality practices in Domain II, suggesting a need for training or coaching support in the area of teaching and learning routines and adult-child interaction.

Table 12. Classroom Quality Across All Three PQA-R Domains

PQA-R Level of Quality	Domain I: Learning Environment	Domain II: Teaching and Learning Routines and Adult-Child Interaction	Domain III: Curriculum, Planning, Assessment and Family Engagement
4, High	56%	69%	83%
3, Medium high	33%	10%	9%
2, Medium low	6%	18%	7%
1, Low	5%	2%	1%

N = 618 classrooms

Each of the three domains includes a wide range of quality practices. To enhance understanding, Tables 13–15 show item-level data for each of the three domains, detailing the percentages of classrooms rated at each of the four quality levels.

Table 13. Distribution of Classrooms by Quality Score for PQA-R Domain I: Learning Environment

PQA-R Domain I Items	Percentage of Classrooms at Quality Level			
(N = 629 classrooms)	1	2	3	4
I-A: The indoor space has a variety of interest areas that have names and are intentionally organized.				
1: A variety of interest areas that provide diverse activities are evident and named.	0%	2%	12%	86%
2: Materials in interest areas are organized, grouped by function, and accessible throughout the day.	1%	5%	21%	72%
I-B: Classroom materials are plentiful.				
1: Plentiful literacy materials.	8%	11%	15%	66%
2: Plentiful mathematics materials.	8%	16%	18%	58%
3: Plentiful perceptual, motor, and physical development materials.	11%	17%	17%	55%
4: Plentiful social studies/social-emotional materials.	7%	18%	19%	55%
5: Plentiful science materials.	2%	6%	14%	78%
6: Plentiful diversity of human experiences materials.	16%	12%	21%	51%
I-C: There is a safe outdoor play area with ample space, structures, and materials to support many types of movement.				
1: The outdoor play area is safe and there are space and play structures that allow for movement.	5%	7%	11%	77%
2: Outdoor area includes portable materials for active play.	5%	14%	18%	63%
I-D: Children's work and environmental print are on display.				
1: Adults display children's work throughout the learning environment in many ways.	7%	13%	24%	56%
2: Many examples of environmental print that encourage children to write letters, numbers, names, and words are intentionally placed throughout the classroom.	0%	4%	15%	81%

Table 14. Distribution of Classrooms by Quality Score for PQA-R Domain II: Teaching and Learning Routines and Adult-Child Interactions

PQA-R Domain II Items (N = 629 classrooms)	Percentage of Classrooms at Quality Level 1	2	3	4
II-A: Adults support children's understanding of the consistent sequence of events (daily routine).				
1: Adults support children's understanding of the consistent routine and sequence of events in a school day.	2%	9%	21%	69%
2: Adults are thoughtful about letting children know when transitions to a different area (within and outside of the classroom), group, or activity will occur.	4%	13%	28%	55%
II-B: There is time each day for child-initiated activities in the classroom and during outdoor time.				
1: Adults allow children to carry out their intentions using all accessible materials during classroom child-initiated activity for an extended period of time.	0%	5%	19%	76%
2: Adults allow children carry out their intentions using all accessible equipment and materials during the outdoor child-initiated activity for an extended period of time.	2%	7%	12%	79%
II-C: Adults support children's ideas, actions, and developmental levels during child-initiated activities.				
1: Adults are intentional about entering children's work/choices/play.	2%	14%	28%	56%
2: Adults support and intentionally scaffold children at their development level by helping them extend and add complexity to their work/play.	4%	19%	27%	50%
II-D: There is time each day for adult-initiated, large-group activities that support each child's developmental level.				
1: Adults provide large-group activities daily during which all adults participate in the activities and intentionally scaffold learning for each child, as needed.	2%	13%	29%	56%
2: Adults lead large-group activities so that children can contribute their own ideas and participate at their own developmental levels.	5%	16%	27%	52%
3: Adults support and use many strategies to extend children's ideas and actions during adult-initiated large-group learning opportunities.	7%	19%	29%	45%
II-E: There is time each day for adult-initiated, small-group activities that support each child's developmental level.				
1: Adults provide small-group learning opportunities daily during which children are allowed to explore and learn age-appropriate concepts and skills and adults intentionally scaffold learning for each child, as needed.	3%	14%	28%	56%
2: Adults lead small-group activities so that children can contribute their own ideas and participate at their own developmental levels.	5%	13%	24%	57%
3: Adults support and use many strategies to extend children's ideas and actions during adult-initiated small-group learning opportunities.	8%	18%	29%	45%
4: Adults intentionally introduce concepts or skills that are moderately challenging in small-group settings.	13%	17%	24%	45%
II-F: Adults create a sensitive and responsive learning environment for all children.				
1: Adults acknowledge the feelings of all children who are distressed or upset and comfort them.	4%	9%	15%	72%
2: Adults interact with all children positively, calmly, and respectfully and clearly explain in a calm, positive way what is expected and what they can do.	1%	9%	18%	72%
3: Adults encourage children by providing positive feedback on individual children's efforts.	4%	19%	31%	46%

PQA-R Domain II Items (N = 629 classrooms)	Percentage of Classrooms at Quality Level 1	 2	 3	 4
II-G: Adults encourage and support children to make plans and reflect upon their work.				
1: Adults encourage and support children to make plans for child-initiated activities and intentionally scaffold each child's planning by encouraging each child to expand upon his or her plans, such as sequencing the events, thinking through each step of the plan, or deciding to play alone or with others.	6%	25%	29%	39%
2: Adults encourage and support children to reflect upon what they did during child-initiated activities and intentionally scaffold each child's reflections by encouraging each child to expand upon his or her reflections, such as telling the sequence of events, the steps taken to complete the plan, or if the child played alone or played with others.	9%	22%	25%	45%
II-H: Adults support children's language and literacy development throughout the day.				
1: Adults support and intentionally scaffold children's development of language by attending to children who are speaking to them, listening and talking to children during mealtimes, conversing with children in a give-and-take manner, asking questions and responding to children's questions, and rarely interrupting children when they are conversing with others or are engaged in play.	2%	8%	25%	65%
2: Adults support and intentionally scaffold children's development of letter knowledge and letter sounds during child-initiated activities and conversations and/or adult-initiated activities (large group, small group, and transitional activities).	7%	17%	26%	51%
3: Adults support and intentionally scaffold children's development of phonological awareness during child-initiated activities and conversations and/or adult-initiated activities (large group, small group, and transitional activities).	19%	24%	25%	32%
4: During read-aloud, in which adults are intentionally building children's comprehension skills, adults engage children in discussions about the text before, during, and/or after the read-aloud.	8%	12%	24%	56%
5: Adults support and intentionally scaffold children's development of vocabulary throughout the day as they discuss or explain new or unknown words that come up in books, songs, activities, and conversations.	15%	19%	25%	41%
6: Adults support and intentionally scaffold children's development in writing.	6%	17%	31%	45%
II-I: Adults support children's mathematics development throughout the day.				
1: Adults support and intentionally scaffold children's development in subitizing during child-initiated activities and conversations and/or during adult-initiated activities (large group, small group, and transitional activities).	24%	24%	22%	30%
2: Adults support and intentionally scaffold children's development in one-to-one correspondence during child-initiated activities and conversations and/or during adult-initiated activities (large group, small group, and transitional activities).	8%	21%	27%	43%
3: Adults support and intentionally scaffold children's development in cardinality during child-initiated activities and conversations and/or adult-initiated activities (large group, small group, and transitional activities).	15%	26%	22%	37%
4: Adults support children's development in using mathematical attributes to compare objects during child-initiated activities and conversations and/or adult-initiated activities (large group, small group, transitional activities).	17%	23%	25%	35%
5: Adults support and intentionally scaffold children's development of naming and describing shapes during child-initiated activities and conversations and/or during adult-initiated activities (large group, small group, and transitional activities).	28%	26%	19%	26%

PQA-R Domain II Items (N = 629 classrooms)	Percentage of Classrooms at Quality Level 1	 2	 3	 4
II-J: Adults support children's reasoning and problem-solving throughout the day.				
1: Adults ask open-ended questions about children's thought processes.	3%	24%	31%	41%
2: Adults intentionally scaffold children when they are solving problems with materials and are doing age-appropriate things for themselves even when the effort may lead to creating messes, delays, partial outcomes, or mistakes (from which they learn).	8%	15%	30%	47%
3: Adults encourage children to observe, predict, AND draw conclusions.	13%	26%	22%	39%
4: Adults support and intentionally scaffold children in using scientific words and engage children in thinking scientifically about a variety of scientific concepts during child-initiated activities and conversations and/or during adult-initiated activities (large group, small group, and transitional activities).	15%	24%	25%	36%
II-K: Adults encourage thoughtful social interaction among all children throughout the day.				
1: Adults encourage children to interact with one another and find opportunities to refer children to one another.	9%	16%	23%	52%
2: Adults encourage caring, thoughtful, and helpful behaviors between children and support children's spontaneous cooperative efforts.	10%	15%	22%	53%
II-L: Adults diffuse conflicts and support all children in resolving conflicts.				
1: Adults diffuse conflict situations before moving into problem solving.	11%	18%	23%	47%
2: Adults involve children in identifying the problem.	14%	23%	20%	44%
3: Adults involve children in the process of finding and choosing a solution for a problem.	16%	23%	22%	39%

Table 15. Distribution of Classrooms by Quality Score for PQA-R Domain III: Curriculum, Planning, Assessment and Family Engagement

PQA-R Domain III Items (N = 629 classrooms)	Percentage of Classrooms at Quality Level 1	2	3	4
III-A: Adults use a comprehensive, evidence-based educational model(s)/approach(es) to guide teaching practices.				
1: Adults refer to the comprehensive, evidence-based educational model(s)/approach(es) chosen as their curricula to guide their teaching practices (e.g., refer to curriculum manuals/guides, books, or kits to plan lessons or address/solve issues as they arise in the classroom).	1%	5%	12%	82%
2: Adults adjust or modify the curriculum for children with special needs, including dual language learners (e.g., support the home language of dual language learners as they learn the language in the classroom).	2%	7%	18%	73%
III-B: Adults document the developmental progress of each child using measures validated for preschool-aged children.				
1: Adults use a research-validated child observation measure to document children's growth (e.g., COR Advantage, DRDP, My Teaching Strategies, Work Sampling).	1%	2%	6%	91%
2: Adults use the assessment results to monitor children's developmental progress continuously to inform large-group, small-group, and individual instruction.	2%	7%	17%	74%
III-C: Adults record and use anecdotal notes to create lesson plans that are connected to learning goals and focused on learning through developmentally appropriate practices (play).				
1: Adults use anecdotal notes to plan for individual children.	3%	8%	22%	67%
2: Adults write anecdotal notes that focus on children's strengths, are objective, and reflect what children say and do throughout the day with sufficient specific details to support developmental assessment decisions (e.g., "stacked 5 rectangular blocks" or "completed the 15-piece train puzzle independently").	2%	7%	16%	75%
3: Adults create lesson plans that are clearly connected to specific learning goals in the reported comprehensive educational model(s)/approach(es) focused on learning through developmentally appropriate practices (play).	2%	8%	19%	70%
III-D: Adults provide many family engagement options, encourage two-way sharing of child information, and support families with program transitioning.				
1: Adults provide families with many opportunities to participate in school activities.	3%	7%	17%	73%
2: Adults regularly exchange anecdotal information with families (e.g., during daily pickup, when texting family members, when sending notes home, through an online system).	1%	5%	17%	77%
3: Adults report the assessment results to families. Adults provide explanations of the results to families if needed.	1%	3%	11%	85%
4: Adults support the children and families of the children who are transitioning to kindergarten or to the next preschool-level classroom. This includes supporting children who are dual language learners (DLLs) and children with Individualized Education Programs (IEPs).	1%	8%	19%	72%

CLASS Assessment

The CLASS program quality assessment tool has mainly been used by Head Start Programs. It was first approved for sole use in GSRP during the 2018-19 school year. The CLASS tool focuses on teacher-child interactions in three domains:

1. Emotional support,
2. Classroom organization,
3. Instructional support.

Quality ratings range from 1 to 7, with scores 1-2 representing low quality, 3-5 representing middle quality, and 6-7 representing high quality.

Results in Table 16 indicate that most classrooms provided high-quality emotional support to the children by creating positive climate, avoiding negativity, being sensitive to children's needs, and responding to children's interests. Classroom organization scores tended toward middle levels of quality, which is not surprising given that the evaluation year was still affected by COVID-19 quarantines and program closures; teachers could have been less effective than usual at managing behaviors and maximizing children's learning time.

Table 16. CLASS Quality Levels

CLASS Items (N = 709 classrooms)	Percentage of Classrooms at Quality Level		
	Low (1-2)	Middle (3-5)	High (6-7)
Emotional support	**0%**	**16%**	**84%**
Positive climate	0%	13%	87%
Negative climate*	0%	1%	99%
Teacher sensitivity	0%	22%	77%
Regard for student perspectives	0%	31%	69%
Classroom organization	**0%**	**41%**	**59%**
Behavior management	0%	29%	71%
Productivity	0%	28%	71%
Instructional learning formats	1%	51%	48%
Instructional support	**16%**	**80%**	**4%**
Concept development	24%	71%	5%
Quality of feedback	15%	75%	10%
Language modeling	11%	81%	8%

*Data were reverse coded to match the meaning of the remaining scores, so that higher scores are better.

To compare CBO-based and school-based programs in Michigan with one another and with Head Start programs across the U.S., evaluators compared lowest scores 10th percentile scores (Table 17) and average scores (Table 18). The results suggest that school-based classrooms scored slightly better than programs operated by CBOs.

Table 17. Lowest 10 Percentile CLASS Scores by GSRP Managing Entity Type vs. National Head Start

CLASS Domain	GSRP or GSRP/Head Start Blend Programs in Michigan			Head Start in the U.S. **
	CBO	School-based	Total	Total
	N = 244 classrooms	N = 438 classrooms	N = 709 * classrooms	N = 78 grantees
Emotional support	5.7	5.8	5.8	5.7
Classroom organization	4.8	4.9	4.9	5.3
Instructional support	2.4	2.8	2.7	2.4

10th percentile means that 10% of classroom scores were below the indicated value. Scores range from 1 to 7.

* Information about the managing entities of 27 GSRP classrooms was not available.

** Head Start information: A National Overview of Grantee CLASS® Scores in 2020 https://eclkc.ohs.acf.hhs.gov/data-ongoing-monitoring/article/national-overview-grantee-class-scores-2020 Accessed: March 9, 2023.

Table 18. Average CLASS Scores by GSRP Managing Entity Type vs. National Head Start

CLASS Domain	GSRP or GSRP Blend with Head Start in Michigan			Head Start in the U.S. **
	CBO	School-based	Total	Total
	N = 244 classrooms	N = 438 classrooms	N = 709 * classrooms	N = 78 grantees
Emotional support	6.4	6.5	6.5	6.0
Classroom organization	5.8	6.0	6.0	5.8
Instructional support	3.8	4.2	4.0	2.9

Scores range from 1 to 7.

* Information about the managing entities of 27 GSRP classrooms was not available.

** Head Start information: A National Overview of Grantee CLASS® Scores in 2020 https://eclkc.ohs.acf.hhs.gov/data-ongoing-monitoring/article/national-overview-grantee-class-scores-2020 Accessed: March 9, 2023.

Accessibility

GSRP Availability

GSRP classrooms that are close to families' homes are more accessible than those farther away. In Figure 3, each dot represents a single GSRP site: green dots for 2020-21 and pink dots for 2021-22. The gray-shaded circles around the 2021-22 dots represent a viable catchment area around each site, defined as a 20-mile radius. In 2020-21, a vast majority of Michigan land fell within the catchment area of a GSRP site; in 2021-22, the coverage remained about the same. Comparing Figure 4 with the Michigan population density map in Appendix C shows that GSRP sites are concentrated in the highest-density areas of the state.

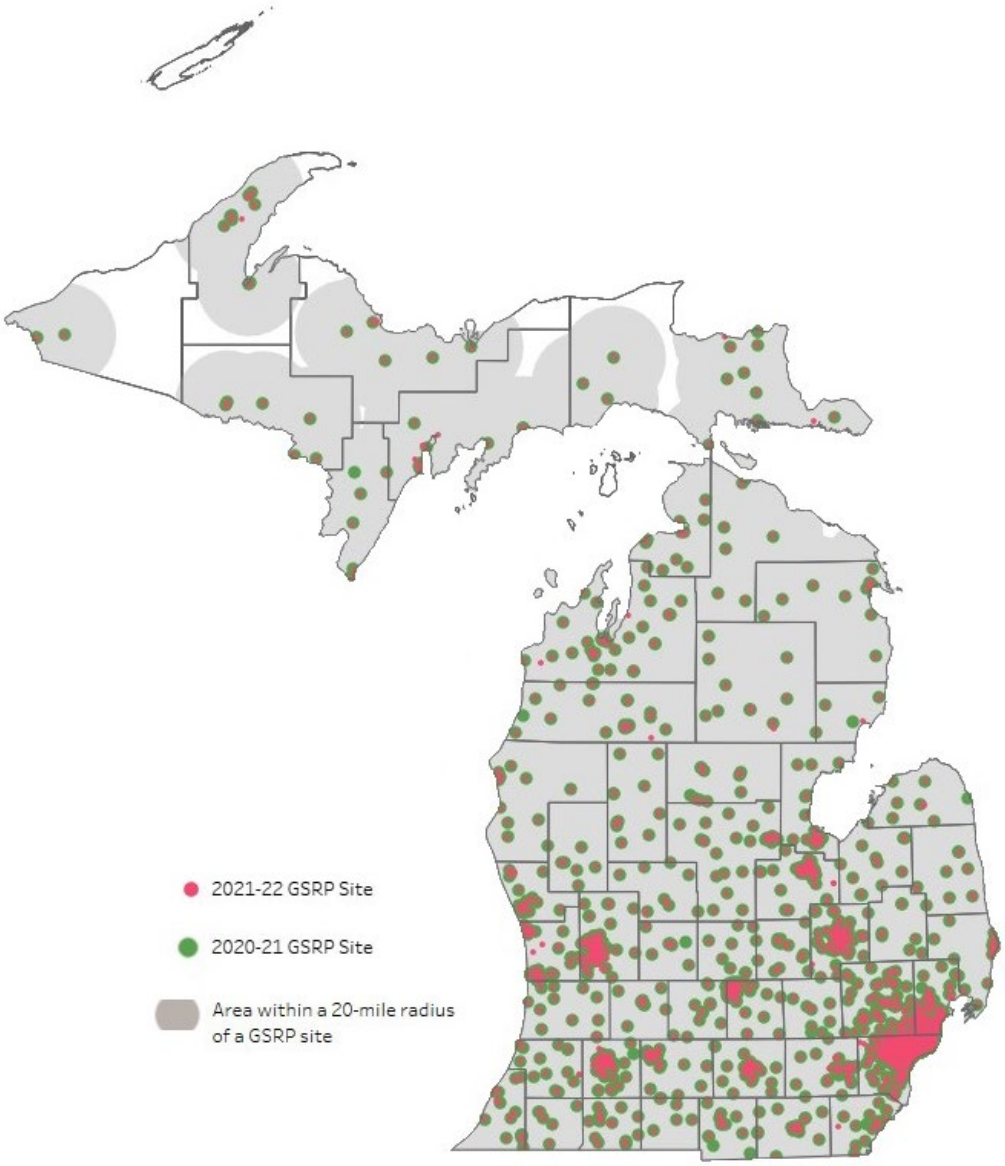


Figure 3. GSRP Sites and Areas Within 20 Miles of a Site

GSRP Program Availability in Relation to Neighborhood Child Opportunity

Current research has shown that where children live and the extent to which children have access to opportunities greatly affect the quality of their experiences, their health and education, the norms and expectations for their future, and their chances of success in adulthood.[3] Child Opportunity Index 2.0 (COI), created by diversitydatakids.org, is a metric to reflect contemporary opportunities for 72,000 neighborhoods across the U.S. It consists of three domains:

1. Education, determined by factors such as grade-level proficiency in grade 3 and high school graduation rates,
2. Health and environment, determined by factors such as air pollution levels and the availability of healthy food and green spaces,
3. Social and economic factors, determined by measures such as the proportion of adults with high-skill jobs and rates of employment, home ownership, and poverty.

Each neighborhood receives a score for each of the three domains and a composite COI score of very low, low, moderate, high, or very high in comparison with state and national averages.[4]

In Michigan, COI scores were available for 2,740 neighborhoods (census tracts) for 2015, the latest year available. Table 19 shows the breakdown of neighborhoods by COI scores compared to the availability of GSRP classrooms. In general, GSRP classrooms tend to be located in neighborhoods with high needs, reflected in low COI levels. Figure 4 shows a Michigan map of GSRP site locations in relation to neighborhood COI scores. For detailed information about specific locations, visit https://cep.msu.edu/projects/great-start-readiness-program-state-evaluation/maps/sites-by-child-opportunity-index.

Table 19. Michigan Neighborhood Child Opportunity Index Levels and GSRP Availability

COI Level	Number of Michigan Neighborhoods (Total = 2,740)	% of Michigan Neighborhoods	Number of GSRP Classrooms (Total = 2,524)	% of GSRP Classrooms
Very low	636	24%	667	26%
Low	589	21%	765	31%
Moderate	555	20%	589	23%
High	529	19%	345	14%
Very high	431	16%	158	6%

[3] Acevedo-Garcia, D., Noelke, C., & McArdle, N. (2020). The geography of child opportunity: Why neighborhoods matter for equity. Introducing the Child Opportunity Index 2.0. Waltham, MA: diversitydatakids.org: Brandeis University, Heller School for Social Policy and Management.

[4] Noelke, C., McArdle, N., Baek, M., Huntington, N., Huber, R., Hardy, E., & Acevedo-Garcia, D. (2020). Child Opportunity Index 2.0 Technical Documentation.

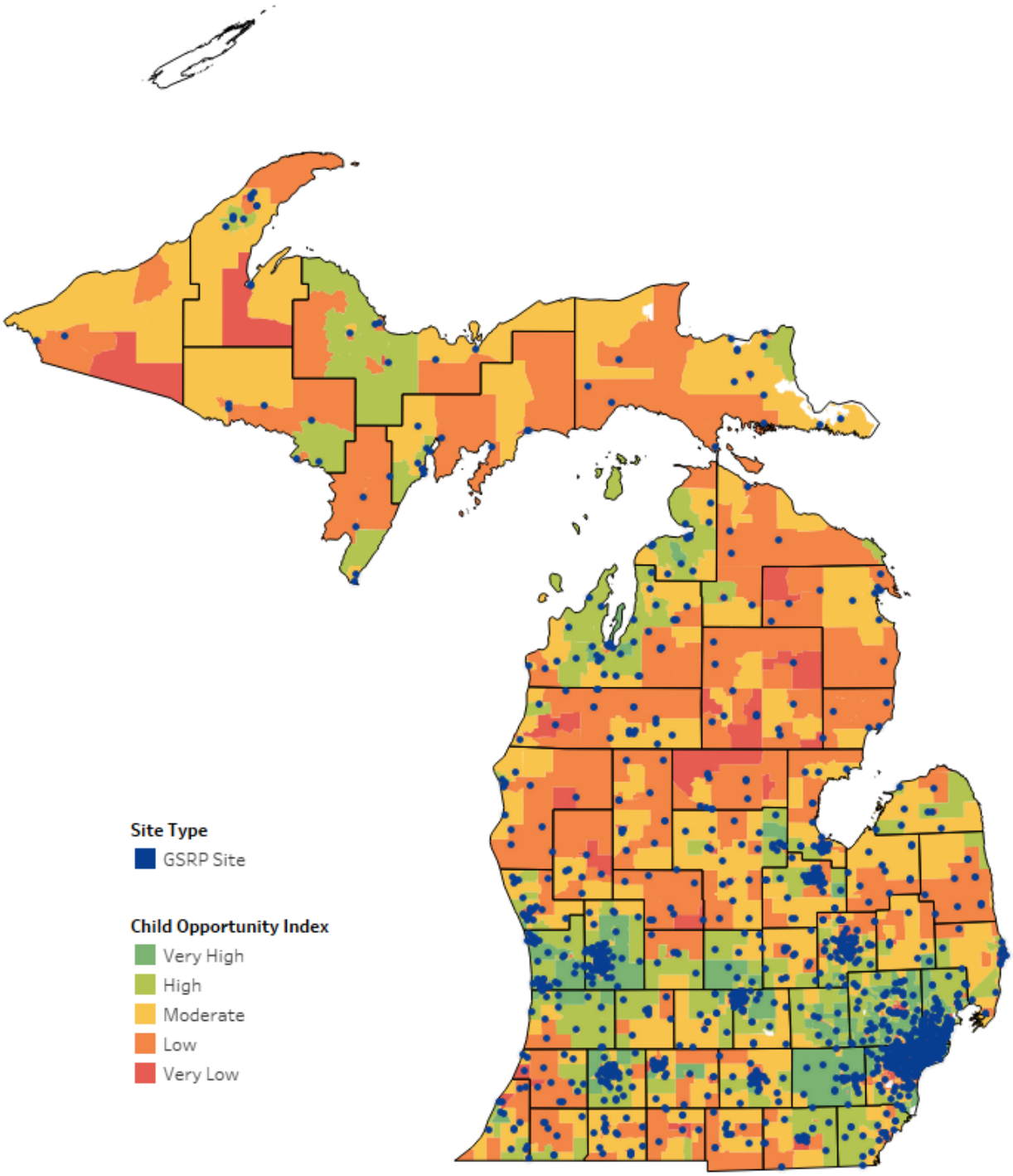


Figure 4. GSRP Site Locations by Child Opportunity Index Levels

Service Utilization

To examine the extent to which eligible Michigan children were enrolled in publicly funded preschools, the evaluation team added the number of GSRP-funded slots in 2021-22 to the number of Head Start children in 2020-21 (the latest year available) in each ISD[5] to estimate the number of children attending a free public preschool. To arrive at an estimate of the number of income-eligible children (between 0% and 250% of FPL), the team used U.S. Census Bureau American Community Survey data estimates for 2021-22 based on 2018 data extrapolations.

Figure 5 shows the results of the comparison for each ISD. Shading indicates the extent to which eligible children attended a GSRP or Head Start program, with darker shading representing higher utilization. The numbers of children served in GSRP, Head Start, and blended programs are displayed as bars with bases situated in the corresponding ISDs.

A detailed breakdown of the percentages of the income-eligible population served in each ISD is in Table 20. The ISDs in which less than 45% of eligible children participated in a publicly funded preschool classroom were Allegan Area ESA and Berrien RESA. Eleven ISDs enrolled at least 90% of eligible children in public preschools: Alpena-Montmorency-Alcona ESD, Bay-Arenac ISD, C.O.O.R. ISD, Charlevoix-Emmet ISD, Delta-Schoolcraft ISD, Huron ISD, Jackson ISD, Menominee ISD, Sanilac ISD, Shiawassee RESD, and Tuscola ISD.

Data on the numbers of children placed on GSRP waitlists due to space limitations are shown in Table 21 and Figure 6. A total of 331 children from 26 ISDs completed applications but did not get a slot to attend a GSRP classroom in 2021-22. Like the enrollment numbers, the waitlist numbers went up significantly in 2021-22 from 2020–21. It is important to note that, in some location, children weren't just on waitlists due to space limitations. Some children were on waitlists due to lack of staff. Whole classes of children were on waitlists instead of in classrooms because they could not be served due to lack of teachers.

[5] The number of Head Start program participants served by each sub-recipient came from MDE's MEGS+ system based on allocation estimates for 2020-21, the latest year available.

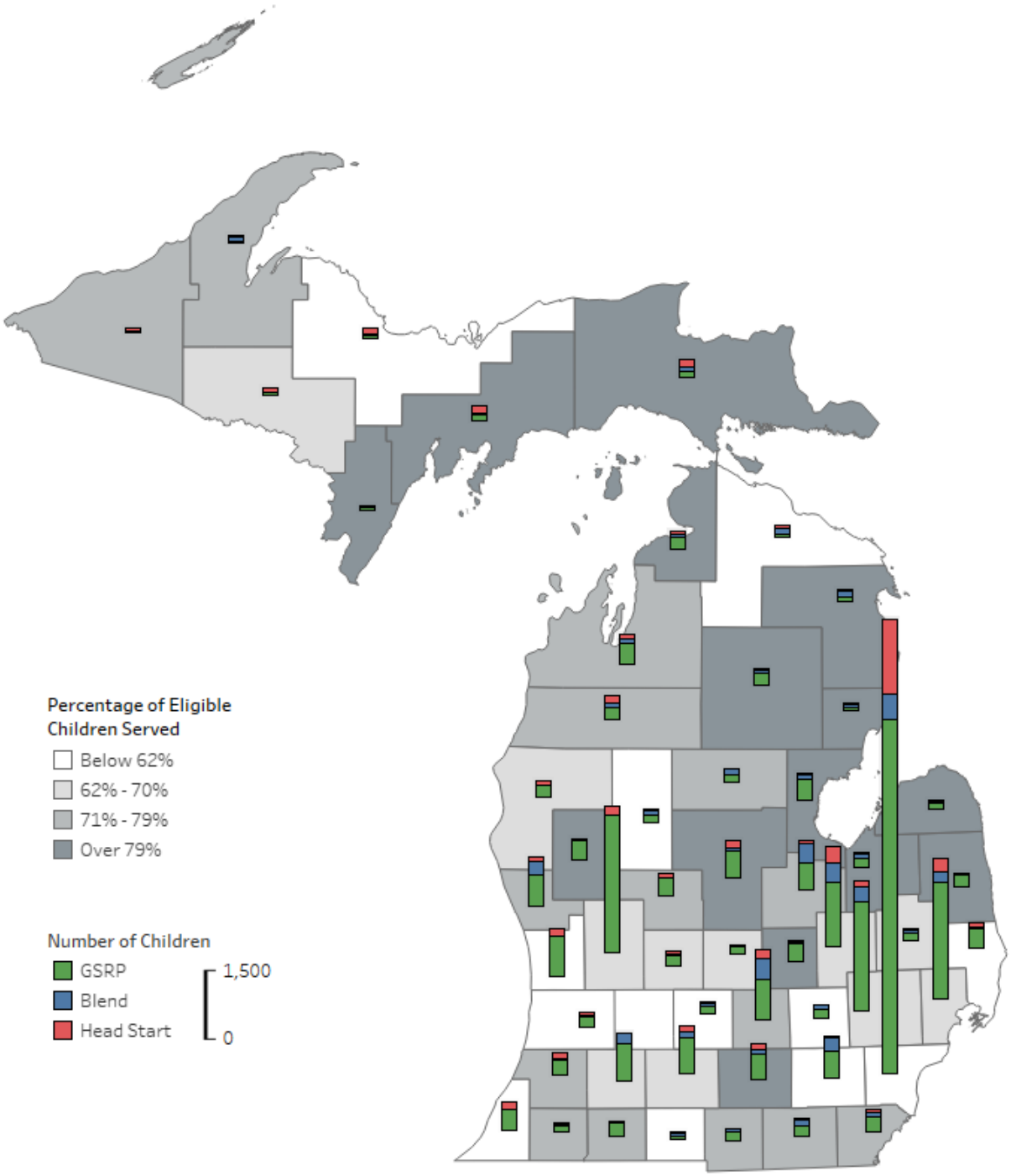


Figure 5. Income-Eligible Children Attending GSRP in 2021-22 or Head Start Programs in 2020-21

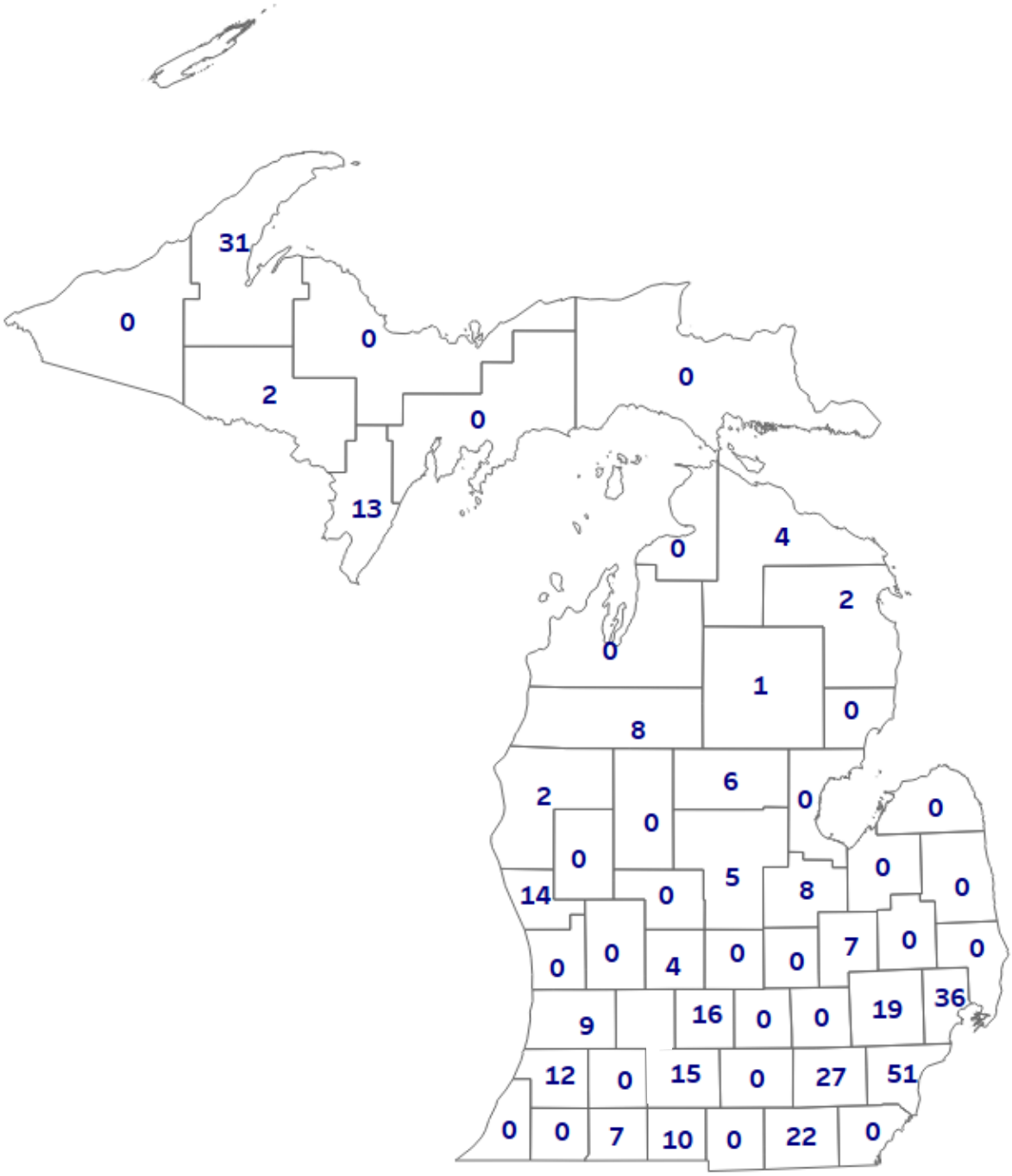
Table 20. Income-Eligible Children Served in Publicly Funded Preschool Programs by ISD

Agency	Percentage of Income-Eligible Children in GSRP or Head Start
Allegan Area ESA	45%
AMA ESD	93%
Bay-Arenac ISD	100%
Berrien RESA	44%
Branch ISD	59%
C.O.O.R. ISD	100%
Calhoun ISD	70%
Charlevoix-Emmet ISD	94%
Cheb-Ots-Presque Isle ESD	57%
Clare-Gladwin RESD	74%
Clinton County RESA	69%
Copper Country ISD	71%
Delta-Schoolcraft ISD	100%
Dickinson-Iron ISD	65%
Eastern UP ISD	87%
Eaton RESA	56%
Genesee ISD	63%
Gogebic-Ontonagon ISD	78%
Heritage Southwest ISD	71%
Hillsdale ISD	73%
Huron ISD	100%
Ingham ISD	71%
Ionia ISD	62%
Iosco RESA	80%
Jackson ISD	90%
Kalamazoo RESA	62%
Kent ISD	70%
Lapeer ISD	64%
Lenawee ISD	75%
Livingston ESA	59%
Macomb ISD	62%
Marquette-Alger RESA	61%
Mecosta-Osceola ISD	58%
Menominee ISD	100%
Midland County ESA	80%
Monroe ISD	77%
Montcalm Area ISD	74%
Muskegon Area ISD	74%
Newaygo County RESA	87%
Northwest Education Services	71%
Oakland Schools	64%
Ottawa Area ISD	61%
Saginaw ISD	73%
Sanilac ISD	90%
Shiawassee RESD	97%
St. Clair County RESA	55%
St. Joseph County ISD	71%
Tuscola ISD	95%
Van Buren ISD	72%
Washtenaw ISD	58%
Wayne RESA	58%
West Shore ESD	69%
Wexford-Missaukee ISD	73%

Table 21. Children on GSRP Waitlists by ISD

Agency	Children Waitlisted in 2021-22	Change	Children Waitlisted in 2020–21
Michigan	331	↑	241
Allegan Area ESA	9	↓	13
AMA ESD	2	↑	1
Bay-Arenac ISD	0	-	0
Berrien RESA	0	-	0
Branch ISD	10	↑	8
C.O.O.R. ISD	1	↑	0
Calhoun ISD	15	↑	0
Charlevoix-Emmet ISD	0	↓	11
Cheb-Ots-Presque Isle ESD	4	-	4
Clare-Gladwin RESD	6	↑	5
Clinton County RESA	0	↓	17
Copper Country ISD	31	↑	4
Delta-Schoolcraft ISD	0	-	0
Dickinson-Iron ISD	2	↓	6
Eastern UP ISD	0	-	0
Eaton RESA	16	↑	11
Genesee ISD	7	↑	0
Gogebic-Ontonagon ISD	0	-	0
Heritage Southwest ISD	0	-	0
Hillsdale ISD	0	-	0
Huron ISD	0	-	0
Ingham ISD	0	-	0
Ionia ISD	4	↓	5
Iosco RESA	0	-	0
Jackson ISD	0	-	0
Kalamazoo RESA	0	-	0
Kent ISD	0	↓	6
Lapeer ISD	0	-	0
Lenawee ISD	22	↑	11
Livingston ESA	0	-	0
Macomb ISD	36	↓	46
Marquette-Alger RESA	0	-	0
Mecosta-Osceola ISD	0	-	0
Menominee ISD	13	↑	0
Midland County ESA	5	↑	0
Monroe ISD	0	-	0
Montcalm Area ISD	0	↓	1
Muskegon Area ISD	14	↓	21
Newaygo County RESA	0	-	0
Northwest Education Services	0	↓	1
Oakland Schools	19	↓	22
Ottawa Area ISD	0	-	0
Saginaw ISD	8	↑	0
Sanilac ISD	0	↓	1
Shiawassee RESD	0	-	0
St. Clair County RESA	0	-	0
St. Joseph County ISD	7	↑	0
Tuscola ISD	0	-	0
Van Buren ISD	12	↑	0
Washtenaw ISD	27	↑	8
Wayne RESA	51	↑	18
West Shore ESD	2	↑	0
Wexford-Missaukee ISD	8	↓	21

Figure 6. Number of Children on the GSRP Waitlist by ISD



Conclusion

The COVID-19 pandemic disrupted in-person programming starting in mid-March 2020. Challenges to program delivery and data collection continued throughout 2021-22. The total number of children served in 2021-22, at 36,415, was about 28% higher than in the previous year. Furthermore, 331 children were placed on waitlists because nearby GSRP sites did not have a seat for them.

A large majority of GSRP children (91%) came from families designated as low income (up to 250% of FPL); about 66% had at least one non-income-related risk factor. Approximately 48% of GSRP participants were members of racial or ethnic minority groups, as compared to 26% of all four-year-old children in Michigan.[6] Approximately 4.7% of enrolled children attended more than one site, which might reflect a family relocation or a choice to switch to a site perceived to be more appropriate for the child or more convenient for the caregiver.

The 53 ISDs and consortia that managed MDE GSRP grants oversaw sub-recipients that operated 2,524 classrooms in 1,325 sites—numbers that increased in 2021-22, most likely due to less severe and less frequent restrictions and fears related to the pandemic. A vast majority of Michigan's land area was located within 20 miles of a GSRP site. Given the concentration of Michigan's population in urban and surrounding suburban areas, the percentage of the population living near GSRP sites is probably at least as high. Approximately two-thirds (66%) of GSRP sites were operated by school entities, including districts and ISDs. The other 34% were operated by a variety of organizations ranging from community-based non-profits to institutions of higher education and a few for-profit companies. About 83% of sites were funded exclusively by GSRP; 17% blended GSRP and Head Start funding. Most classrooms offered school-day rather than part-day programming.

Encouraging trends have been observed this year: more children were served, the number of sites and classrooms increased, and some grantees improved their teacher compensation. Staffing remains GSRP's biggest challenge. The ability of ISD to recruit and retain highly qualified teachers will depend on continuous improvement in pay and benefits, aiming toward the compensation enjoyed by K–12 teachers.

[6] U.S. Census Bureau QuickFacts: https://www.census.gov/quickfacts/fact/table/MI/PST045221 Accessed: March 28, 2023.

Findings from the 2021-22 GSRP Family Financial Impact Survey

Michigan's annual investment in GSRP, its pre-kindergarten program for disadvantaged four-year-olds, is around $456 million. Because this program places children under high-quality supervision, it might be expected to enable household adults to work while their children are being cared for, free of charge. MSU researchers anticipated that households of children participating in GSRP would therefore reap economic benefits. To estimate these benefits, the MSU team developed the 2021-22 GSRP Family Financial Impact Survey and administered it in spring 2022 to families with children enrolled in GSRP.[7]

This study posed significant challenges. Privacy concerns and the decentralized nature of GSRP administration prevented direct access to the contact information of parents and guardians ("families") of the approximately 36,000 children enrolled in GSRP. MSU, in close collaboration with MDE, devised a plan for disseminating the survey through classroom teachers. The MSU team contacted representatives of each ISD that administers GSRP to request the email addresses of GSRP lead teachers and the names of their GSRP sites. The MSU team then contacted those teachers with a customized two-part message. The first part contained information about the project and instructions for teachers and a request to forward the second part of the message to the families of the children in their GSRP classes. The second part contained a customized link to the survey and an MSU's message to families briefly explaining the project.

The family survey was anonymous. However, in order to gather data about the classrooms and ISDs of participating families, MSU provided classroom-specific survey links. In addition to permitting the MSU team to measure responses by classroom, these classroom-specific links also facilitated a classroom participation incentive. As indicated in the first part of the communication with teachers, each classroom meeting a minimum target for responses was included in a raffle for two $25-dollar Amazon gift cards for that classroom's teaching team. One hundred gift cards were offered to cover up to 50 classrooms. GSRP families also had an incentive. If they completed the survey and provided their contact information, they were entered in a raffle for one of 100 $25 Amazon gift cards. To protect respondents' anonymity, respondent-supplied contact information for the random drawing was separated from the survey responses.

To encourage completion, the MSU team developed a short survey along 14 question areas. Pilot testing of the survey was undertaken with several ISD administrators and staff volunteers. Their feedback was incorporated into the final survey design. The online survey was hosted on the MSU Qualtrics web-based survey

[7] For more information, see Herbowicz, T., & Miller, S. (2023). Measuring Indirect Economic Benefits of Low-Income Families' Access to Preschool Programs. https://www.academia.edu/96913717/Measuring_Indirect_Economic_Benefits_of_Low_Income_Families_Access_to_Preschool_Programs?auto_accept_coauthor=true

platform. That platform provided mobile, tablet, and computer-friendly formats. To accommodate various populations, the landing page of the survey contained an option to select one of three languages: English, Spanish, or Arabic. Translations had been done by a commercial translation service. Paper surveys in English and Spanish were provided to teachers on request, along with a postage-paid envelope and instructions for sharing the paper survey with families who wished to participate but did not have access to internet.

Before sending a survey invitation, the MSU team sent an introductory email to GSRP teachers in early March 2022. This email was followed by the two-part message with a request for survey distribution to GSRP families on March 22, 2022. A reminder was sent on April 11, 2022, to classrooms with no responses. The survey was closed on April 22, 2022.

Responses were received from 875 distinct classroom links, representing 40% of GSRP classrooms. A total of 7,493 surveys were collected. However, 1,253 surveys completed on the first day originated from China and had identical responses and a single IP address, suggesting that a survey bot had been used. After these surveys and other duplicated, questionable, and incomplete responses were excluded, 5,212 surveys remained, representing 14% of the total 36,415 participants in school year 2021-22. Because a total count of delivered survey requests is not possible, the survey response rate cannot be determined.

Main Survey Findings

- Respondents overwhelmingly chose the English version of the survey (98%).
- Survey participants were predominantly mother figures (89%).
- Of the respondents who completed valid surveys, about 70% identified as White, 18% as Black or African American, and 9% as Hispanic or Latinx.
- About 85% of children attended GSRP four days per week. About 30% of the families indicated that they would likely work additional hours if GSRP were offered five full days.
- Most children (76%) attended four full (about 6.5-hour) days of GSRP a week; 12% attended five full days. Only about 12% attended half-day sessions (about 3 hours). See Figure 7.

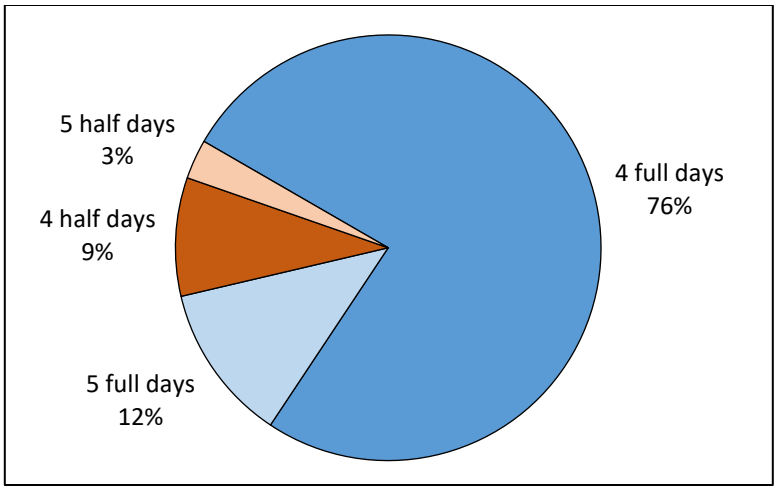


Figure 7. GSRP Schedules of Children of Families Surveyed

- Almost 90% of families did not pay any tuition for their child to attend GSRP.
- About 19% of families paid for childcare in addition to GSRP, for example, before or after program hours or on days when GSRP was closed. The average expense for the additional childcare was nearly $91 per week.
- The impact of COVID-related GSRP closures or quarantine requirements on families' ability to work varied.
    - Over half (54%) of the respondents indicated that someone in the household watched the child at no cost.
    - About 11% of families paid a person or program to watch their GSRP child, at an average cost of nearly $152 per week.
    - About one-quarter (25%) of families reported that someone in the household had to reduce work hours or stop working to care for the GSRP child, at an average loss of about 25 work hours per week. On average, GSRP classroom closed for one week in 2021-22 due to COVID-19 quarantine measures. According to their reported hourly wage rate for these lost hours, the total wage loss of all families due to pandemic-related program closures was nearly $700,000 a week.
- About 50% of responding families had an annual household income before taxes of between $20,000 and $60,000; nearly 17% indicated their household income was below $20,000. Income levels may be somewhat skewed by the fact that Michigan legislature increased the family income threshold in 2021-22, allowing families with higher incomes to send their children to GSRP if seats were not occupied by eligible children from lower-income families.

- Most responding families found GSRP to be somewhat or very helpful in the following ways (Figure 8):
  - 95% indicated that the program helped their child develop social skills,
  - 95% found GSRP helpful in preparing their child for kindergarten,
  - 87% were able to work because their child attended GSRP,
  - 70% considered GSRP helpful in connecting them to their community,
  - 69% thought GSRP helped them connect with other families,
  - 65% indicated GSRP was helpful in connecting them to other resources.

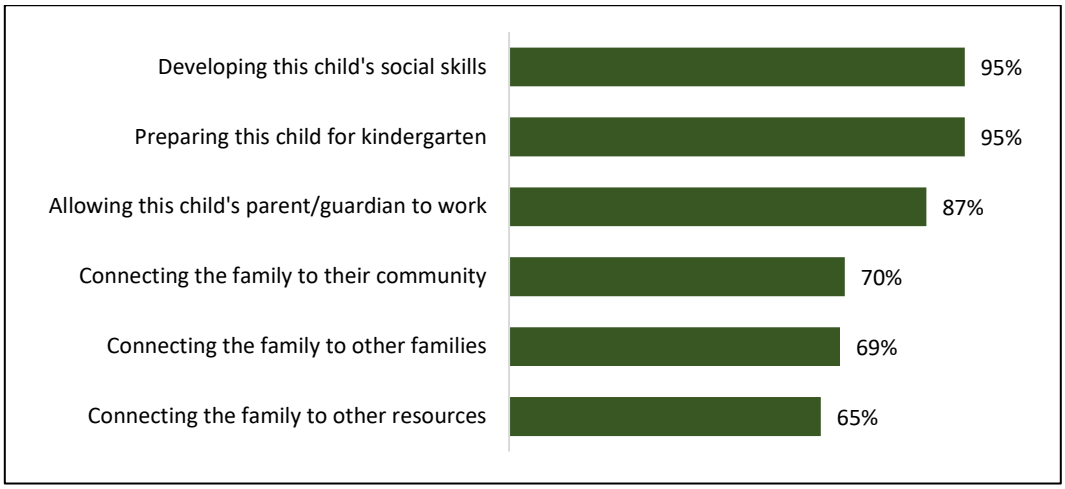


Figure 8. Families' Perception of Benefits: GSRP Was Somewhat or Very Helpful

Estimated Financial Impacts of GSRP

The primary purpose of this survey was to estimate the financial impacts of GSRP on participating families. In light of the challenges of collecting complex and sensitive data, the need to keep the survey short and accessible, and the limited availability of relevant statistics from other sources, MSU researchers made several assumptions in order to generate estimates of the program's financial impacts on participating households.

The number of children enrolled in 2019–20 was used as a benchmark of the typical annual enrollment for a non-pandemic year. That year, 37,369 children were enrolled. As all GSRP children are assumed to be four years old, a family with two children in the program is either a blended household or has twins. To account for such duplication, the MSU researchers used a standard estimate of 3 twins per 1,000 children,[8] thereby arriving

[8] Birth rate for twins in the United States from 1980 to 2020 (per 1,000 live births). 2022. Published by Frédéric Michas. May 17, 2022. https://www.statista.com/statistics/276017/us-twin-birth-rate/. Accessed on October 15, 2022.

at an estimated 36,248 households affected by GRSP per year.

A typical school year for GSRP lasts 30 weeks; days per week and hours per day vary by classroom. Based on the survey responses about hours and days children attended GSRP, the MSU team estimated that the average classroom time per week was 25.2 hours. Multiplied by 37,369 children and 30 weeks, that totals nearly 28.3 million child-program hours per year.

Family Savings on Childcare Costs

The cost of non-GSRP childcare varies significantly by location and provider. The MSU team estimated that an average charge for childcare services in Michigan was $5.33 per hour based on a state 2021 statewide survey of childcare providers by Public Policy Associates.[9]

GSRP generates value beyond providing high-quality childcare. However, to be able to illustrate the financial benefit, MSU researchers had to consider the value of GSPR as a childcare equivalent and estimate the costs families avoided by enrolling their child in GSRP. The MSU team assumed that, for each hour of attendance in the program, the participating household received financial benefits equivalent to the cost of childcare for that amount of time. The total annual value of GSRP as a childcare equivalent was estimated to be about $150.6 million.

Nine percent of respondents indicated they paid tuition for GSRP. Assuming that tuition payments reduced the benefit families derived from GSRP participation, the MSU team estimated how much families paid. Survey responses made it clear that families who paid tuition had difficulty separating tuition costs from other childcare costs, including transportation. The researchers therefore did not use families' tuition estimates. Instead, the MSU team applied MDE's published tuition levels:[10] 5% of tuition for families who indicated that their children attended half-day programs and 10% of tuition for full-day programs. The estimated average tuition amounted to $613 per month per tuition-paying family. The estimated aggregated tuition paid by GSRP families totaled $2.1 million per year. Subtracting the tuition paid from the value of GSRP as a childcare equivalent comes to an estimated $148.4 million per year families saved in childcare costs by enrolling their children in GSRP.

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[9] Burroughs, Robb, Nathan Burroughs, Colleen Graber, and Dirk Zuschlag. 2021. Michigan's Child Care Market Rates: An Analysis of Costs for Quality Child Care for the Child Development and Care Subsidy Program. Lansing, MI: Public Policy Associates. Retrieved from https://www.michigan.gov/-/media/Project/Websites/mde/ogs/cdc-2/partner_docs/mrs_final_report_ada.pdf?rev=4af55593c5934c09a20d0c1c0c435f69

[10] Sample Sliding Scale Tuition (michigan.gov). 2021. https://www.michigan.gov/-/media/Project/Websites/mde/gsrp/implementation/sample_sliding_scale_tuition.pdf . Accessed in October 2022.

Household Earnings Gained

A large proportion (87%) of respondents indicated that having their child in GSRP freed at least one household member to participate in the labor market in some capacity. To estimate the financial impact of this GSRP benefit, the MSU team established benchmarks for the per-hour gross earnings families could expect to generate. Asking all survey respondents to supply their hourly wages was not an option, so the MSU team used U.S. Bureau of Labor Statistics data[11] to estimate the average hourly wage. Because GSRP serves predominantly low-income families, researchers used the 20th percentile of U.S. hourly wage earners to arrive at an average wage of $14.09 per hour. This wage is consistent with poverty-level earnings but well above Michigan's 2022 minimum wage of $9.87 per hour.

Nearly 30% of survey respondents indicated that expanding GSRP from four days a week to five days or increasing the number of hours per day would free them to add hours to their work week. MSU researchers used this response to indirectly measure the extent to which families' labor market participation was constrained by childcare needs. To estimate the effect of GSRP on families' ability to work, the MSU team assumed that the same 30% of families were able to participate in the labor force during the school year because of GSRP and that the total number of work hours was the number of hours the child attended the program. An average program time per week of 25 hours times 36,248 adults who gained those hours as employment time yields about 274,000 work hours a week gained by GSRP households. Applying the wage estimate of $14.09 per hour times 30 weeks of the school year provides an estimate of potential earnings for GSRP families of up to $115.8 million per year.

These estimates may be aggressive because of the assumptions necessary to derive them. First, the survey did not ask whether families were able to participate in the labor force but rather whether they would work more if GSRP expanded its hours. The estimate of potential earnings assumed that a "yes" answer to the second question implied a "yes" answer to the unasked first question. Another assumption was that the number of work hours made possible by GSRP participation was the same as the average hours per week of GSRP. Together, these two assumptions may inflate the actual work hours facilitated by the program. Finally, GSRP does not operate year-round, so working families may have to modify work hours when GSRP is not in session. Working families have limited flexibility to adapt to childcare constraints, and GSRP is a temporary resource available for 30 weeks per year.

[11] Characteristics of minimum wage workers, 2020: BLS Reports: U.S. Bureau of Labor Statistics. February 2021. Report 1091. https://www.bls.gov/opub/reports/minimum-wage/2020/home.htm . Accessed in October 2022.

Conclusion

The impact of GSRP in 2020–21 goes beyond Michigan's $456.5 million of state funding. The direct and immediate beneficiaries are the children who learn and grow in a safe environment. This report documents secondary benefits: the effects of GSRP participation on family expenses and incomes. As shown in Figure 9, GSRP families save an estimated $148.4 million per year on childcare. In addition, many families are better able to work, or to work more hours, generating up to $115.8 million per year in household earnings. Together, these secondary benefits amount to about $264.2 million per year, covering more than half of the state's investment. The estimated contribution of GSRP to Michigan's economy is $720.7 million, the sum of the state investment into the program, family savings on the childcare, and potential earnings afforded to families participating in GSRP, as shown in Figure 9. This estimate does not include the intended educational benefits to children that are the primary rationale for the program.

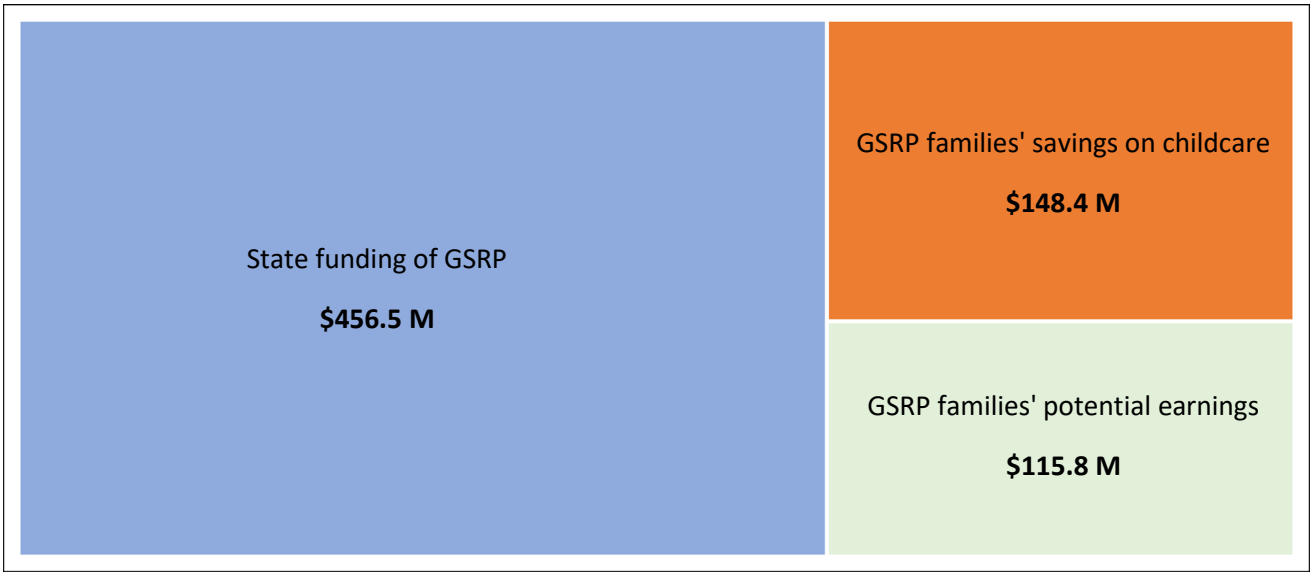

Figure 9. Economic Contribution of GSRP to the Michigan Economy

Appendix A. GSRP Grantees (Simplified)

Appendix B. GSRP Grantees (Actual Boundaries)

Appendix C. Michigan Population Density Map