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Great Start Readiness Program (GSRP)

State Evaluation 2022-23 Annual Report

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2022-23 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. This report documents major findings from Cohort 6 students and classrooms in the 2022-23 school year. Data include child demographics, program quality as assessed by in-person observations, and accessibility considerations. Staff data were not available this year; a change in the reporting system left the data incomplete, so they could not be properly analyzed and reported.

During the 2022-23 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 that managed 1,352 sites^[1] and operated 2,555 classrooms. The numbers of sites and classrooms rebounded from pandemic-era lows. They also topped pre-pandemic records. Compared with last year, the number of sites rose by 27 and the number of classrooms by 31. Anecdotal information suggests that many GSRP administrators struggle to fill vacant lead and associate teacher positions.

The 38,467 children served by GSRP in 2022-23 represent nearly 6% increase from last year's student count of 36,415. In fact, the number of children served by GSRP this year surpassed the pre-pandemic high of 37,369. The demographics of the 2022-23 student population were largely the same as before the pandemic; see Population Served below.

Site Management

Approximately two in three classrooms (68%) were operated by schools: local education agencies (school districts), public school academies, or ISDs. The other 32% 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.



^[1] A total of 1,364 unique site license numbers were reported to the state evaluation from various data sources. Among them, 12 license numbers could not be found as active sites in the Michigan Department of Licensing and Regulatory Affairs (LARA), Great Start to Quality and Childcare Provider database system. Therefore, the count of valid GSRP sites was deemed to be 1,352 for the 2022-23 school year.

Population Served

Child Demographics

The children count presented in this report is based on the status at the end of school year. As in the past, a large majority of GSRP children (90%) 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 about evenly distributed by gender (49% female). Fifty-one percent were White (non-Hispanic), 30% 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 settings 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. Less than 4% of participants switched sites during the year. Table 2 lists child demographics by ISD.

Table 1. GSRP Child Demographics and Classroom Types

	# of Children (Total = 38,467)	% of Children
Gender		
Female	18,993	49%
Male	19,474	51%
Race/Ethnicity		
White (Non-Hispanic)	19,787	51%
African American or Black	11,435	30%
Hispanic or Latinx	3,937	10%
Two or more races	2,211	6%
Asian	831	2%
American Indian or Alaska Native	220	<1%
Native Hawaiian or Pacific Islander	46	<1%
GSRP Service Program Type		
GSRP exclusive	33,279	87%
GSRP/Head Start blend	5,188	13%
GSRP Site Type		
School-based	27,223	71%
Community-based	11,244	29%
GSRP Delivery Schedule		
School day	37,118	96%
Part day	1,349	4%

Table 2. GSRP Child Demographics by ISD

Agency	Total	F	M	White	Black	Hisp	Multi	Asian	AIAN	NHPI
Michigan	38,467	49%	51%	51%	30%	10%	6%	2%	<1%	<1%
Allegan Area ESA	298	50%	50%	77%	0%	15%	6%	0%	1%	0%
AMA ESD	194	48%	52%	94%	0%	1%	3%	2%	1%	1%
Bay-Arenac ISD	533	51%	49%	75%	3%	12%	9%	0%	0%	0%
Berrien RESA	517	49%	51%	50%	30%	13%	6%	1%	0%	1%
Branch ISD	141	45%	55%	80%	3%	12%	5%	0%	0%	0%
C.O.O.R. ISD	320	49%	51%	92%	2%	3%	3%	0%	0%	0%
Calhoun ISD	876	48%	52%	61%	20%	6%	9%	4%	0%	0%
Charlevoix-Emmet ISD	328	44%	56%	94%	0%	1%	5%	0%	0%	0%
Cheb-Ots-Presque Isle ESD	162	46%	54%	91%	0%	0%	7%	1%	1%	1%
Clare-Gladwin RESD	291	48%	52%	91%	0%	1%	7%	0%	0%	0%
Clinton County RESA	182	48%	52%	81%	2%	11%	5%	1%	0%	0%
Copper Country ISD	134	53%	47%	87%	1%	1%	1%	3%	7%	0%
Delta-Schoolcraft ISD	200	48%	52%	85%	0%	1%	7%	0%	7%	0%
Dickinson-Iron ISD	76	57%	43%	96%	0%	1%	1%	1%	0%	0%
Eastern UP ISD	208	50%	50%	67%	1%	1%	5%	0%	24%	1%
Eaton RESA	241	50%	50%	76%	2%	13%	7%	2%	0%	0%
Genesee ISD	1,984	49%	51%	45%	40%	6%	8%	1%	0%	0%
Gogebic-Ontonagon ISD	44	43%	57%	95%	0%	2%	2%	0%	0%	0%
Heritage Southwest ISD	191	46%	54%	75%	5%	13%	6%	1%	1%	0%
Hillsdale ISD	241	48%	52%	96%	2%	1%	1%	0%	0%	0%
Huron ISD	149	46%	54%	91%	1%	5%	1%	0%	1%	0%
Ingham ISD	1,299	50%	50%	41%	24%	16%	14%	5%	0%	0%
Ionia ISD	232	46%	54%	95%	2%	3%	0%	0%	0%	0%
Iosco RESA	138	48%	52%	94%	1%	0%	4%	0%	1%	0%
Jackson ISD	618	51%	49%	67%	13%	5%	14%	0%	0%	0%
Kalamazoo RESA	976	52%	48%	44%	40%	0%	14%	2%	0%	0%
Kent ISD	2,927	50%	50%	30%	27%	31%	8%	4%	0%	0%
Lapeer ISD	211	49%	51%	82%	2%	9%	3%	2%	1%	0%
Lenawee ISD	328	50%	50%	73%	4%	18%	5%	0%	0%	0%
Livingston ESA	334	50%	50%	86%	1%	7%	5%	1%	1%	0%
Macomb ISD	3,093	49%	51%	45%	38%	3%	6%	8%	0%	0%
Marquette-Alger RESA	137	58%	42%	87%	1%	5%	4%	0%	3%	0%
Mecosta-Osceola ISD	263	48%	52%	89%	2%	3%	4%	0%	2%	0%
Menominee ISD	76	51%	49%	86%	1%	7%	7%	0%	0%	0%
Midland County ESA	638	48%	52%	82%	2%	8%	7%	1%	1%	0%
Monroe ISD	447	48%	52%	75%	8%	9%	9%	0%	0%	0%
Montcalm Area ISD	387	55%	45%	89%	2%	5%	2%	0%	2%	0%
Muskegon Area ISD	895	48%	52%	54%	28%	10%	8%	0%	0%	0%
Newaygo County RESA	349	51%	49%	83%	1%	11%	6%	0%	0%	0%
Northwest Education Services	575	50%	50%	81%	1%	6%	6%	0%	6%	1%
Oakland Schools	2,849	50%	50%	41%	39%	12%	5%	3%	0%	0%
Ottawa Area ISD	956	48%	52%	61%	5%	26%	6%	3%	0%	0%
Saginaw ISD	1,009	48%	52%	33%	49%	9%	8%	1%	0%	0%
Sanilac ISD	274	46%	54%	88%	1%	6%	4%	0%	0%	0%
Shiawassee RESD	418	50%	50%	88%	1%	5%	6%	0%	0%	0%
St. Clair County RESA	510	52%	48%	83%	5%	4%	7%	0%	0%	0%
St. Joseph County ISD	332	47%	53%	69%	6%	19%	5%	1%	0%	0%
Tuscola ISD	325	46%	54%	91%	1%	5%	3%	0%	0%	0%
Van Buren ISD	345	44%	56%	57%	3%	31%	8%	0%	1%	0%
Washtenaw ISD	804	50%	50%	32%	41%	13%	10%	4%	0%	0%
Wayne RESA	8,826	50%	50%	30%	58%	8%	2%	2%	0%	0%
West Shore ESD	239	51%	49%	71%	1%	25%	3%	0%	0%	0%
Wexford-Missaukee ISD	347	47%	53%	87%	2%	7%	2%	0%	1%	1%

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.

GSRP Enrollment Policy

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”; grantees may admit over-income children up to 15% of total enrollment, but 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 10% cap on the percentage of over-income children who could attend GSRP. For the 2021–22 and subsequent school years, the legislature 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 few years have resulted in only a slight change in the family income profile of GSRP children. GSRP classrooms continued to serve Michigan children with the greatest need. During the pre-pandemic years, about 95% of the GSRP participants were from low-income families. During the pandemic, the percentage of over-income children increased. Afterward, when eligibility rules tightened again, children with family incomes of 250% or less of FPL constituted 91% of the program population in 2021–22 and 90% in 2022–23. Table 3 shows the breakdown of 2022–23 GSRP participants by income level. The percentage of participants whose family income level was over 300% of FPL rose slightly to 6% from 5% last year, as compared to the pre-pandemic average of 2%.

Table 4 lists the GSRP eligibility factors and the percentage of enrolled children who were eligible under each factor in 2022–23. A little under half (48%) 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 15% 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. The distribution of eligibility factors remains closely aligned with that of previous years, reflecting stability in the makeup of the GSRP student population.

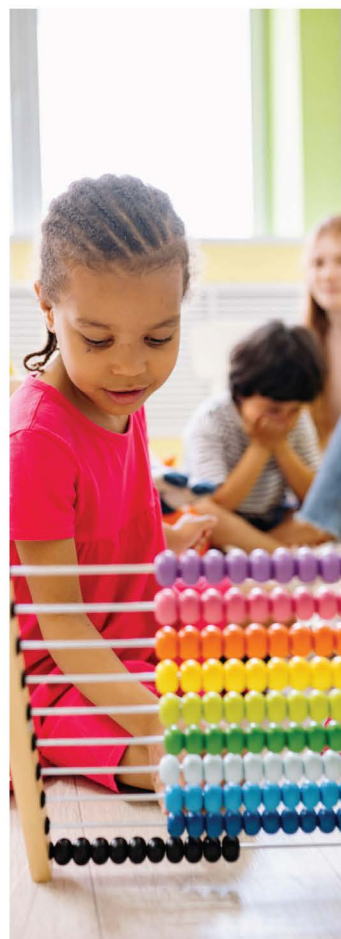


Table 3. GSRP Child Counts and Percentage by Federal Poverty Level Ranges

Percentage of Federal Poverty Level	# of Children (Total = 38,467)	% of Children
0% to 50% FPL	11,334	29%
51% to 100% FPL	6,883	18%
101% to 150% FPL	6,904	18%
151% to 200% FPL	5,451	14%
201% to 250% FPL	4,042	11%
251% to 300% FPL	1,533	4%
301% FPL and above	2,320	6%

Table 4. Children Enrolled in GSRP by Eligibility Factors

Eligibility Factor and Definition	# of Children (Total = 38,467)	% of Children
Low family income: Equal to or less than 250% FPL	34,614	90%
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	18,343	48%
Parent/guardian with low educational attainment: Parent has not graduated from high school or is illiterate	5,734	15%
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	4,594	12%
Primary home language other than English: English is not spoken in the child's home; English is not the child's first language	4,217	11%
Abuse/neglect of child or parent: Domestic, sexual, or physical abuse of child or parent; child neglect issues	3,177	8%
Severe or challenging behavior: Child has been expelled from preschool or childcare center	1,195	3%



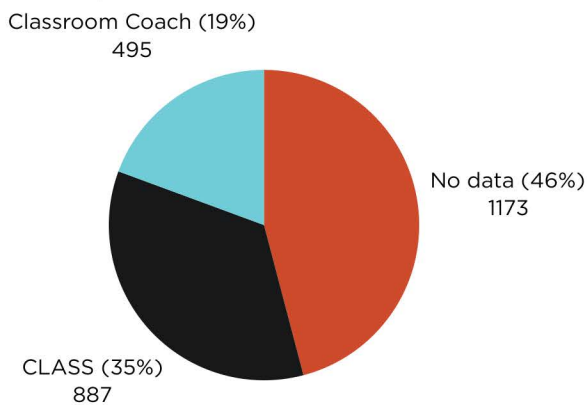
Table 5. GSRP Child Eligibility by ISD

Agency	Total Children	Low Income	Environmental Risk	Low Parental Education	Disability/Delay	Home Language Non-English	Abuse/Neglect	Severe/Challenging Behavior
Michigan	38,467	90%	48%	15%	12%	11%	8%	3%
Allegan Area ESA	298	87%	18%	9%	15%	6%	4%	7%
AMA ESD	194	90%	73%	34%	24%	1%	32%	9%
Bay-Arenac ISD	533	88%	62%	14%	21%	1%	6%	4%
Berrien RESA	517	98%	23%	9%	8%	8%	2%	1%
Branch ISD	141	95%	94%	26%	10%	19%	27%	4%
C.O.O.R. ISD	320	85%	53%	21%	17%	1%	19%	2%
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Charlevoix-Emmet ISD	328	77%	47%	16%	9%	1%	33%	0%
Cheb-Ots-Presque Isle ESD	162	84%	77%	22%	10%	0%	28%	5%
Clare-Gladwin RESD	291	89%	99%	13%	3%	0%	31%	2%
Clinton County RESA	182	79%	36%	8%	25%	1%	10%	5%
Copper Country ISD	134	87%	21%	25%	12%	1%	14%	1%
Delta-Schoolcraft ISD	200	77%	65%	32%	16%	2%	30%	13%
Dickinson-Iron ISD	76	92%	30%	5%	4%	0%	3%	0%
Eastern UP ISD	208	77%	74%	18%	19%	0%	16%	0%
Eaton RESA	241	89%	85%	24%	16%	5%	37%	6%
Genesee ISD	1,984	93%	47%	8%	13%	2%	4%	5%
Gogebic-Ontonagon ISD	44	66%	52%	9%	32%	0%	7%	5%
Heritage Southwest ISD	191	86%	50%	14%	31%	8%	8%	7%
Hillsdale ISD	241	86%	42%	15%	15%	0%	17%	3%
Huron ISD	149	77%	19%	8%	17%	0%	5%	3%
Ingham ISD	1,299	85%	69%	3%	13%	8%	3%	3%
Ionia ISD	232	88%	53%	9%	31%	0%	8%	0%
Iosco RESA	138	96%	72%	20%	12%	0%	15%	1%
Jackson ISD	618	85%	68%	21%	14%	2%	18%	10%
Kalamazoo RESA	976	91%	1%	10%	5%	7%	0%	0%
Kent ISD	2,927	86%	6%	17%	12%	20%	9%	4%
Lapeer ISD	211	96%	36%	24%	9%	2%	11%	5%
Lenawee ISD	328	92%	48%	30%	19%	1%	13%	13%
Livingston ESA	334	74%	89%	57%	69%	3%	32%	1%
Macomb ISD	3,093	88%	34%	13%	10%	13%	4%	1%
Marquette-Alger RESA	137	85%	12%	1%	9%	1%	2%	3%
Mecosta-Osceola ISD	263	90%	69%	38%	8%	1%	21%	7%
Menominee ISD	76	91%	84%	42%	24%	7%	41%	16%
Midland County ESA	638	82%	58%	14%	21%	2%	9%	5%
Monroe ISD	447	83%	68%	9%	20%	2%	9%	7%
Montcalm Area ISD	387	83%	100%	5%	14%	1%	6%	1%
Muskegon Area ISD	895	90%	51%	8%	10%	2%	6%	1%
Newaygo County RESA	349	86%	99%	0%	19%	0%	0%	0%
Northwest Education Services	575	82%	42%	11%	10%	2%	16%	4%
Oakland Schools	2,849	90%	42%	9%	12%	11%	6%	3%
Ottawa Area ISD	956	85%	23%	7%	14%	10%	3%	3%
Saginaw ISD	1,009	96%	88%	20%	8%	1%	4%	2%
Sanilac ISD	274	80%	24%	7%	14%	0%	6%	0%
Shiawassee RESD	418	84%	26%	12%	21%	1%	6%	5%
St. Clair County RESA	510	90%	58%	22%	18%	1%	14%	7%
St. Joseph County ISD	332	85%	21%	9%	24%	9%	11%	9%
Tuscola ISD	325	85%	40%	16%	16%	0%	12%	4%
Van Buren ISD	345	87%	53%	18%	23%	17%	12%	4%
Washtenaw ISD	804	98%	61%	19%	11%	23%	11%	3%
Wayne RESA	8,826	97%	56%	19%	5%	23%	4%	1%
West Shore ESD	239	83%	67%	14%	14%	12%	6%	8%
Wexford-Missaukee ISD	347	89%	74%	18%	11%	2%	50%	3%

Classroom Quality

ISDs have discretion in determining how and when their classrooms will be evaluated for program quality. Within their individual evaluation plans, ISDs determine which of their classrooms will be evaluated within a year; at least one third of classrooms must be reviewed annually, and every classroom must be included in an assessment at least once every three years.**[2]** Further, ISDs can choose from two evaluation tools: Classroom Coach and Classroom Assessment Scoring System (CLASS). While individual ISDs determine the specifics of their evaluations, traditionally, larger ISDs utilize CLASS as they co-operate with federally funded Head Start classrooms which require CLASS evaluation. Some ISDs use both Classroom Coach and CLASS for a more robust evaluation.

Figure 1. GSRP Classroom Use of Program Quality Assessment Tools



Assessments are conducted annually between March and May by an Early Childhood Specialist (ECS). ECSs are reliable, trained assessors hired by each ISD or subrecipient to provide an external Classroom Coach and/or CLASS evaluation. They are required to have an advanced degree in child development or education, five years of experience working with young children, and certification using GSRP-approved evaluation tools.**[3]** ECSs provide classrooms with an evaluation report and work with GSRP staff to set goals for quality advancement. All teachers receive documented verbal feedback from their classroom's evaluation, but some may not see the full evaluation report.

Program quality assessment in 2022-23 school year was conducted by early childhood specialists using one of two tools: Classroom Coach by HighScope or the Classroom Assessment Scoring System (CLASS) by Teachstone. Figure 1 shows the percentage of usage for each tool. Data on program quality were available for a bit more than half of classrooms, with 35% conducted using CLASS and 19% using Classroom Coach.

[2] GSRP Implementation Manual. Section: Program Evaluation. Revised August 2023. https://www.michigan.gov/mileap/-/media/Project/Websites/mileap/Documents/Early-Childhood-Education/gsrp/implementation/implementation_manual.pdf. Accessed on February 21, 2024

[3] GSRP Implementation Manual. Section: Early Childhood Specialist. Revised August 2023. https://www.michigan.gov/mileap/-/media/Project/Websites/mileap/Documents/Early-Childhood-Education/gsrp/implementation/ecs_imp_manual_section.pdf. Accessed on February 21, 2024.

Classroom Coach

Classroom Coach has replaced HighScope’s Preschool Program Quality Assessment (PQA), developed in 2003, and its 2015 revision, PQA-R.**[4]** Although Classroom Coach can be used with other curricula, researchers suggest that it aligns best with HighScope products.**[5]** Classroom Coach consists of three domains:

Domain 1	Domain 2	Domain 3
Learning environment	Teaching and learning routines and adult-child interaction	Curriculum, planning, assessment, and family engagement

The assessment scale ranges from 1 to 4, with 1 being the lowest and 4 being the highest quality level.

In the 2022-23 school year, Classroom Coach data were available for 495 classrooms, although not all classrooms were rated on every item. Table 6 shows that the majority of the GSRP classrooms excelled at all three domains: 89% of classrooms demonstrated high or medium-high quality in curriculum, assessment, and family engagement (Domain 3); 83% in learning environments (Domain 1), and 70% in routines and adult-child interaction (Domain 2). Notably, about 30% of classrooms showed medium-low and low levels of quality practices in Domain 2. This finding suggests a need for training or coaching support in the area of teaching and learning routines and adult-child interaction.

All three domains include a wide range of quality practices, and classrooms show considerable score variations across items within each domain. Tables 7–9 show item-level data for each of the three domains, detailing the percentages of classrooms rated at each of the four quality levels. Bolded items or sub-statements are areas that GSRP state consultants at Michigan Department of Lifelong Education, Advancement, and Potential (MiLEAP that augmented MDE) considered as especially important and noteworthy in February 2024.

Table 6. GSRP Child Eligibility by ISD

Classroom Coach Level of Quality	Domain 1: Learning Environment	Domain 2: Routines and Adult-Child Interaction	Domain 3: Curriculum, Assessment, and Family Engagement
4, High	51%	57%	81%
3, Medium high	32%	13%	8%
2, Medium low	10%	24%	9%
1, Low	7%	6%	2%

N = 495 classrooms

[4] Fairey, Caroline. Nov 16, 2021. An Interview with the Creators of Classroom Coach. <https://highscope.org/interview-classroom-coach/>. Accessed on December 4, 2023.

[5] Frede, E., & Hodges, K. (2023, March). Measuring teacher facilitation of playful learning. Research Note. National Institute for Early Education Research. https://nieer.org/sites/default/files/2023-08/Final-Play-Facilitation-Research-Note_FredeHodges2023_Updated.pdf. Accessed on February 20, 2024.

Table 7. Distribution of Classrooms by Quality Score for Classroom Coach Domain 1: Learning Environment

Classroom Coach Domain 1 Items (N = 495 classrooms)	% of Classrooms at Quality Level			
	1	2	3	4
1-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 and can be tailored to individual children's interests are evident and named.	0%	2%	17%	81%
2: Materials in interest areas are organized, grouped by function, and accessible throughout the day.	1%	8%	20%	71%
1-B: Classroom materials are plentiful.				
1: Plentiful literacy materials.	13%	12%	15%	60%
2: Plentiful mathematics materials.	9%	17%	22%	51%
3: Plentiful perceptual, motor, and physical development materials.	14%	19%	15%	52%
4: Plentiful social studies/social-emotional materials.	9%	18%	25%	48%
5: Plentiful science materials.	5%	9%	16%	70%
6: Plentiful diversity of human experiences materials.	15%	14%	22%	48%
1-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 is space and play structures that allow for movement.	3%	10%	14%	73%
2: Outdoor area includes portable materials for active play.	6%	19%	17%	57%
1-D: Children's work and environmental print are on display.				
1: Adults display children's work throughout the learning environment in many ways.	11%	15%	28%	45%
2: Many examples of environmental print that encourage children to write letters, numbers, names and words are intentionally placed throughout the classroom.	0%	5%	19%	76%



Table 8. Distribution of Classrooms by Quality Score for Classroom Coach Domain 2: Routines and Adult-Child Interactions

Classroom Coach Domain 2 Items (N = 495 classrooms)	% of Classrooms at Quality Level			
	1	2	3	4
2-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.	4%	12%	21%	62%
2: Adults are thoughtful about letting children know when transitions to a different space (within and outside of the classroom), group, or activity will occur.	5%	14%	33%	47%
2-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%	7%	21%	72%
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.	4%	7%	16%	74%
2-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.	3%	18%	33%	46%
2: Adults support and intentionally scaffold children at their development level by helping them extend and add complexity to their work/play.	6%	21%	31%	42%
2-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.	5%	19%	26%	50%
2: Adults lead large-group activities so that children can contribute their own ideas and participate at their own developmental levels.	8%	20%	25%	47%
3: Adults support and use many strategies to extend children’s ideas and actions during adult-initiated large-group learning opportunities.	10%	22%	31%	36%
2-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.	5%	18%	28%	49%
2: Adults lead small-group activities so that children can contribute their own ideas and participate at their own developmental levels.	9%	19%	25%	48%
3: Adults support and use many strategies to extend children’s ideas and actions during adult-initiated small-group learning opportunities.	10%	26%	26%	38%
4: Adults intentionally introduce concepts or skills that are moderately challenging in small-group settings.	18%	21%	21%	41%
2-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.	6%	13%	16%	65%
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.	0%	10%	22%	67%
3: Adults encourage children by providing positive feedback on individual children’s efforts.	6%	21%	37%	36%
2-G Adults encourage and support children to make plans for 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.	8%	30%	24%	37%
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.	11%	21%	29%	40%

Table 8. Distribution of Classrooms by Quality Score for Classroom Coach Domain 2: Routines and Adult-Child Interactions

Classroom Coach Domain 2 Items (N = 495 classrooms)	% of Classrooms at Quality Level			
	1	2	3	4
2-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.	3%	13%	27%	57%
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).	9%	22%	25%	44%
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).	24%	24%	25%	27%
4: During read-alouds, 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.	10%	14%	22%	53%
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.	18%	20%	22%	40%
6: Adults support and intentionally scaffold children’s development in writing.	8%	21%	33%	38%
2-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).	27%	22%	24%	28%
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).	12%	19%	25%	44%
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).	17%	26%	27%	31%
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).	20%	28%	23%	29%
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).	33%	23%	19%	25%
2-J Adults support children’s reasoning and problem solving throughout the day.				
1: Adults ask open-ended questions about children’s thought processes.	7%	27%	36%	30%
2: Adults provide support or 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).	13%	24%	29%	35%
3: Adults encourage children to observe, predict, AND draw conclusions.	19%	27%	22%	32%
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).	19%	26%	24%	32%
2-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.	11%	19%	28%	42%
2: Adults encourage caring, thoughtful, and helpful behaviors between children and support children’s spontaneous cooperative efforts.	13%	20%	24%	42%
2-L Adults diffuse conflicts and support all children in resolving conflicts.				
1: Adults diffuse conflict situations before moving into problem solving.	14%	22%	26%	38%
2: Adults involve children in identifying the problem.	19%	25%	21%	34%
3: Adults involve children in the process of finding and choosing a solution for a problem.	24%	25%	18%	32%

Table 9. Distribution of Classrooms by Quality Score for Classroom Coach Domain 3: Curriculum, Assessment, and Family Engagement

Classroom Coach Domain 3 Items (N = 495 classrooms)	% of Classrooms at Quality Level			
	1	2	3	4
3-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%	17%	77%
2: Adults adjust or modify the curriculum for children with special needs, including dual language learners (e.g., dual language learners have their home language supported as they learn the language used in the classroom).	4%	7%	20%	69%
3-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).	2%	4%	8%	86%
2: Adults use the assessment results to monitor children's developmental progress continuously to inform large-group, small-group, and individual instruction.	4%	11%	17%	68%
3-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.	5%	11%	19%	64%
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").	4%	11%	24%	61%
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).	4%	12%	24%	60%
3-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.	2%	7%	15%	76%
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).	3%	8%	16%	74%
3: Adults report the assessment results to families. Adults provide explanations of the results to families if needed.	3%	3%	13%	81%
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).	2%	5%	20%	73%

CLASS Assessment

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

Domain 1
Emotional support

Domain 2
Classroom organization

Domain 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 10 indicate that most classrooms provided high-quality emotional support to the children (Domain 1) by creating a positive climate, avoiding negativity, being sensitive to children’s needs, and responding to children’s interests. The percentage of classrooms with a high score for Domain 1 improved from 84% in 2021-22 to 94% in 2022-23. The percentage of classrooms with high scores in classroom organization (Domain 2) improved by 16 percentage points from 2021-22 to reach 75% in 2022-23. This finding indicates that teachers were more effective at managing behaviors and maximizing children’s learning time – tasks that were challenging during the pandemic years. Instructional support also improved, though a vast majority of classrooms (81%) received a middle score, the same as in 2021-22.

Table 10. CLASS Quality Levels

CLASS Items (N = 887 classrooms)	% of Classrooms at Quality Level		
	Low (1-2)	Middle (3-5)	High (6-7)
Emotional support	0%	6%	94%
Positive climate	0%	7%	93%
Negative climate*	0%	0%	100%
Teacher sensitivity	0%	17%	83%
Regard for student perspectives	0%	22%	78%
Classroom organization	0%	25%	75%
Behavior management	0%	21%	79%
Productivity	0%	17%	83%
Instructional learning formats	0%	37%	63%
Instructional support	11%	81%	8%
Concept development	20%	74%	5%
Quality of feedback	11%	77%	11%
Language modeling	9%	80%	12%

*Data were reverse coded, so that higher scores are better.

Taking advantage of the fact that many Head Start programs use CLASS, evaluators analyzed CLASS scores for GSRP programs by managing entity type (school- or CBO-based) and for Head Start programs nationwide. Table 11 shows the comparisons for the lowest 10th percentile scores; Table 12 shows average scores for the two types of GSRP entities and Head Start. The results suggest that school-based classrooms scored slightly better than programs operated by CBOs. The lowest-scoring CBO-based programs underperformed not only school-based GSRP programs but also the national Head Start programs (Table 11). However, average scores for both CBO- and school-based programs were greater than or equal to average Head Start scores across all three domains (Table 12).

Table 11. Lowest 10th 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 Classrooms (N = 217)	School-based Classrooms (N = 638)	Total Classrooms (N = 855 *)	Total Grantees (N = 78)
Emotional Support	5.5	5.7	5.7	5.7
Classroom Organization	4.7	5.0	4.9	5.3
Instructional Support	2.2	2.6	2.4	2.4

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

* Information about the managing entities of 32 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 on February 21, 2024.

Table 12. Average 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 Classrooms (N = 217)	School-based Classrooms (N = 638)	Total Classrooms (N = 855 *)	Total Grantees (N = 78)
Emotional Support	6.3	6.4	6.4	6.0
Classroom Organization	5.8	6.0	5.9	5.8
Instructional Support	3.5	3.9	3.8	2.9

Scores range from 1 to 7 (best).

* Information about the managing entities of 32 GSRP classrooms was not available.

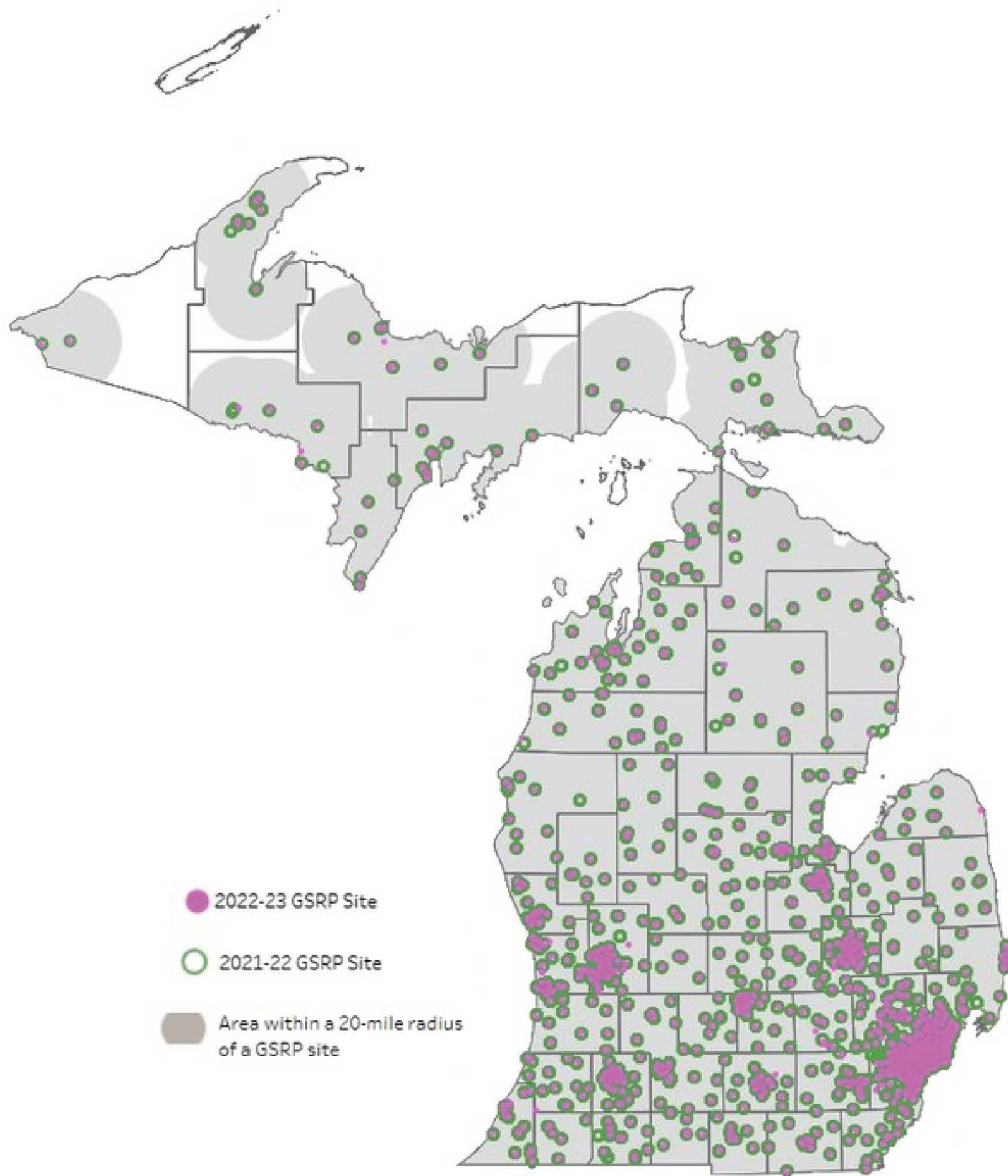
** Head Start information: A National Overview of Grantee CLASS® Scores in 2020. <https://eclkc.ohs.acf.hhs.gov/data-ongoing-monitoring/article/national-overview-grantee-class-scores-2020>. Accessed on February 21, 2024.

Accessibility

GSRP Availability

GSRP classrooms that are close to families' homes are more accessible than those farther away. In Figure 2, each dot represents a single GSRP site: green dots for 2021-22 and pink dots for 2022-23. The gray-shaded circles around the 2022-23 dots represent a viable catchment area around each site, defined as a 20-mile radius. In 2021-22, a vast majority of Michigan land fell within the catchment area of a GSRP site; in 2022-23, the coverage remained about the same. Comparing Figure 2 with the Michigan population density map in Appendix C shows that GSRP sites are concentrated in the highest-density areas of the state.

Figure 2. GSRP Sites and Areas Within 20 Miles of a Site



GSRP Program Availability in Relation to Neighborhood Child Opportunity Index

Current research has shown that the extent to which children have access to opportunities in the neighborhoods where they live greatly affects the quality of their experiences, their health and education, the norms and expectations for their future, and their chances of success in adulthood.^[6] 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:

- **Education**, determined by factors such as grade-level proficiency in grade 3 and high school graduation rates.
- **Health and environment**, determined by factors such as air pollution levels and the availability of healthy food and green spaces.
- **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.^[7]

In Michigan, COI scores were available for 2,740 neighborhoods (census tracts) for 2015, the latest year available. Table 13 shows the breakdown of neighborhoods by COI scores compared to the availability of GSRP classrooms. In general, GSRP classrooms tend to be located in high-need neighborhoods, reflected in low COI scores.

Figure 3 shows a Michigan map of GSRP site locations in relation to neighborhood COI scores. For detailed information about specific locations, visit cep.msu.edu/projects/great-start-readiness-program-state-evaluation/maps/sites-by-child-opportunity-index.

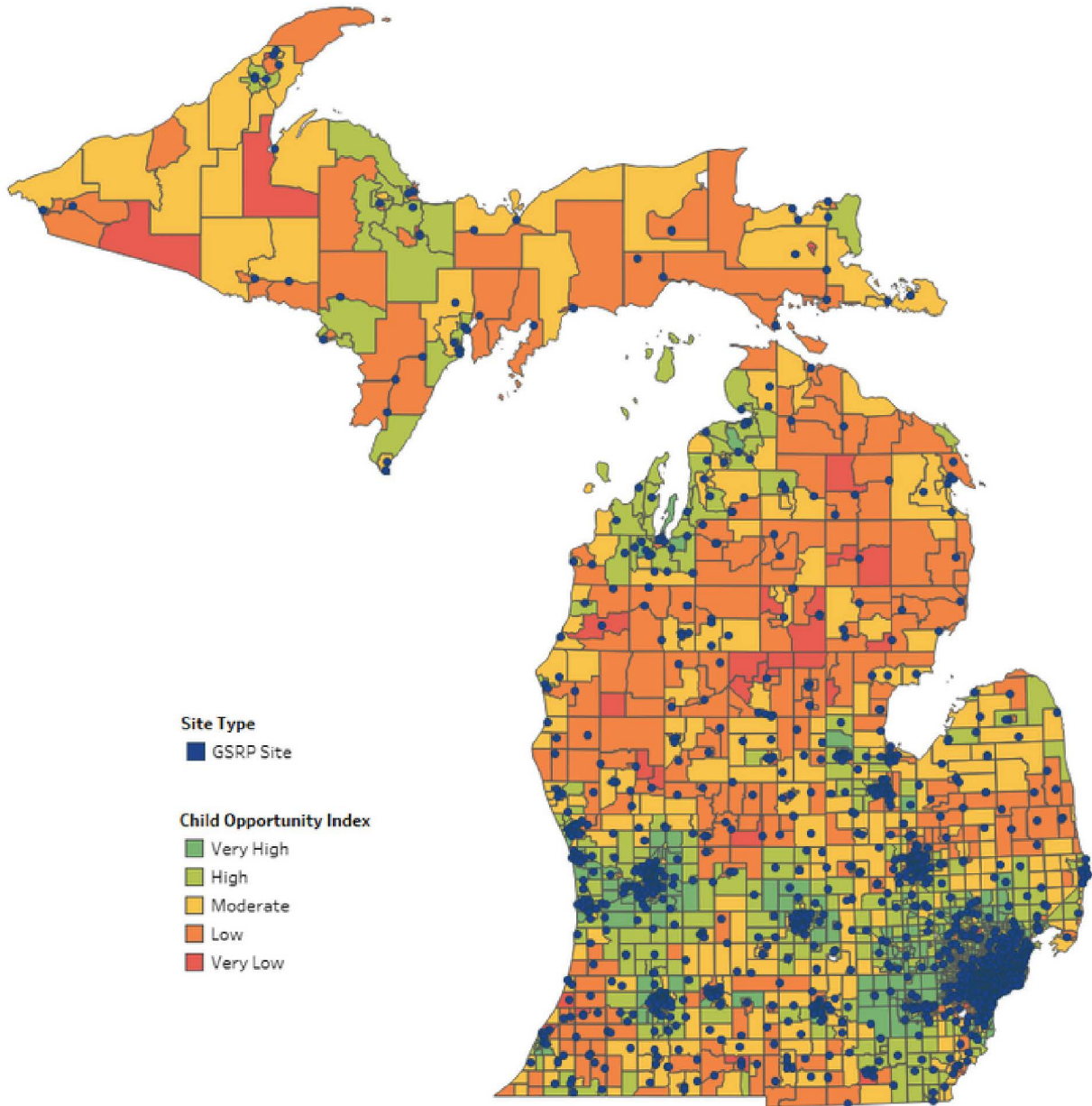
Table 13. Michigan Neighborhood Child Opportunity Index Levels and GSRP Availability

COI Level	Number of Michigan Neighborhoods (Total = 2,740)	% of Michigan Neighborhoods	Number of GSRP Classrooms (Total = 2,555)	% of GSRP Classrooms
Very low	636	24%	721	28%
Low	589	21%	730	29%
Moderate	555	20%	606	24%
High	529	19%	338	13%
Very high	431	16%	159	6%

^[6] 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.

^[7] Noelke, C., McArdle, N., Baek, M., Huntington, N., Huber, R., Hardy, E., & Acevedo-Garcia, D. (2020). Child Opportunity Index 2.0 Technical Documentation.

Figure 3. 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 2022-23 to the number of Head Start children in each ISD to estimate the number of children attending a free public preschool. To arrive at an estimate of the number of income-eligible children (those whose families earn between 0% and 250% of FPL), the team used U.S. Census Bureau American Community Survey data estimates for 2022-23 based on 2019 data extrapolations. Figure 4 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 number 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 14. The ISDs in which less than 50% of eligible children participated in a publicly funded preschool classroom were Allegan Area ESA, Berrien RESA, and Cheboygan-Otsego-Presque Isle ESD. Nine ISDs enrolled at least 90% of eligible children in public preschools: Alpena-Montmorency-Alcona ESD, Bay-Arenac ISD, Charlevoix-Emmet ISD, Delta-Schoolcraft ISD, Eastern Upper Peninsula ISD, Heritage Southwest ISD, Huron ISD, Menominee ISD, and Tuscola ISD.

Data on the numbers of children placed on GSRP waitlists due to space limitations are shown in Table 15 and Figure 5. It is important to note that more children were placed on the waitlist at the beginning of the program, but some were accepted to the GSRP throughout the school year. A total of 481 children from 27 ISDs completed applications but did not get a seat in a GSRP classroom in 2022-23. Like the enrollment numbers, the waitlist numbers went up significantly in 2022-23 from 2021-22. According to the GSRP State Evaluation Advisory Committee, in some locations, lack of staff rather than lack of space was the reason children were waitlisted; whole classrooms' worth of children could not be served because there were not enough teachers.



**Table 14. 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	49%
AMA ESD	91%
Bay-Arenac ISD	100%
Berrien RESA	49%
Branch ISD	53%
C.O.O.R. ISD	85%
Calhoun ISD	70%
Charlevoix-Emmet ISD	90%
Cheb-Ots-Presque Isle ESD	45%
Clare-Gladwin RESD	67%
Clinton County RESA	62%
Copper Country ISD	70%
Delta-Schoolcraft ISD	96%
Dickinson-Iron ISD	60%
Eastern UP ISD	93%
Eaton RESA	58%
Genesee ISD	67%
Gogebic-Ontonagon ISD	82%
Heritage Southwest ISD	100%
Hillsdale ISD	85%
Huron ISD	97%
Ingham ISD	69%
Ionia ISD	56%
Iosco RESA	74%
Jackson ISD	76%
Kalamazoo RESA	68%
Kent ISD	64%
Lapeer ISD	68%
Lenawee ISD	61%
Livingston ESA	71%
Macomb ISD	71%
Marquette-Alger RESA	67%
Mecosta-Osceola ISD	61%
Menominee ISD	100%
Midland County ESA	88%
Monroe ISD	79%
Montcalm Area ISD	81%
Muskegon Area ISD	86%
Newaygo County RESA	71%
Northwest Education Services	60%
Oakland Schools	70%
Ottawa Area ISD	63%
Saginaw ISD	75%
Sanilac ISD	87%
Shiawassee RESD	88%
St. Clair County RESA	64%
St. Joseph County ISD	70%
Tuscola ISD	100%
Van Buren ISD	65%
Washtenaw ISD	54%
Wayne RESA	61%
West Shore ESD	77%
Wexford-Missaukee ISD	52%

Figure 4. Income-Eligible Children Attending GSRP or Head Start in 2022-23

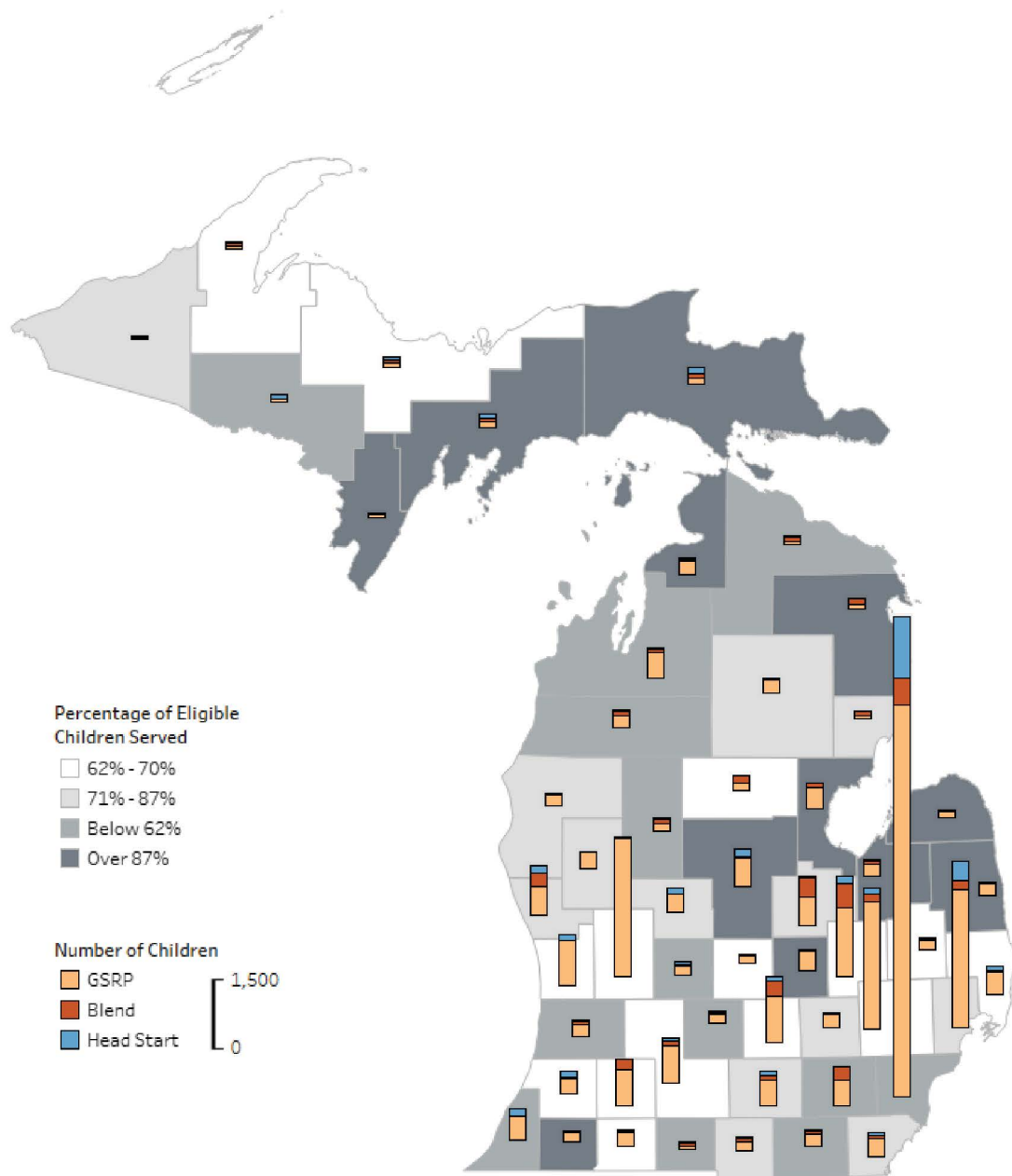


Table 15. Children on GSRP Waitlists by ISD

Agency	Children Waitlisted in 2022-23	Change	Children Waitlisted in 2021-22
Michigan	481	↑	331
Allegan Area ESA	4	↓	9
AMA ESD	11	↑	2
Bay-Arenac ISD	0	↔	0
Berrien RESA	0	↔	0
Branch ISD	17	↑	10
C.O.O.R. ISD	2	↑	1
Calhoun ISD	0	↓	15
Charlevoix-Emmet ISD	0	↔	0
Cheb-Ots-Presque Isle ESD	27	↑	4
Clare-Gladwin RESD	21	↑	6
Clinton County RESA	0	↔	0
Copper Country ISD	20	↓	31
Delta-Schoolcraft ISD	0	↔	0
Dickinson-Iron ISD	1	↓	2
Eastern UP ISD	0	↔	0
Eaton RESA	22	↑	16
Genesee ISD	12	↑	7
Gogebic-Ontonagon ISD	0	↔	0
Heritage Southwest ISD	0	↔	0
Hillsdale ISD	0	↔	0
Huron ISD	0	↔	0
Ingham ISD	0	↔	0
Ionia ISD	21	↑	4
Iosco RESA	0	↔	0
Jackson ISD	5	↑	0
Kalamazoo RESA	117	↑	0
Kent ISD	0	↔	0
Lapeer ISD	6	↑	0
Lenawee ISD	0	↓	22
Livingston ESA	0	↔	0
Macomb ISD	39	↑	36
Marquette-Alger RESA	0	↔	0
Mecosta-Osceola ISD	9	↑	0
Menominee ISD	0	↓	13
Midland County ESA	3	↓	5
Monroe ISD	0	↔	0
Montcalm Area ISD	25	↑	0
Muskegon Area ISD	3	↓	14
Newaygo County RESA	0	↔	0
Northwest Education Services	5	↑	0
Oakland Schools	26	↑	19
Ottawa Area ISD	0	↔	0
Saginaw ISD	0	↓	8
Sanilac ISD	0	↔	0
Shiawassee RESD	0	↔	0
St. Clair County RESA	8	↑	0
St. Joseph County ISD	0	↓	7
Tuscola ISD	0	↔	0
Van Buren ISD	11	↓	12
Washtenaw ISD	28	↑	27
Wayne RESA	20	↓	51
West Shore ESD	5	↑	2
Wexford-Missaukee ISD	13	↑	8

Conclusion

The total number of children served in 2022-23, at 38,467, was nearly 6% higher than in 2021-22, as attendance rebounded after the pandemic. However, 481 children were placed on waitlists because nearby GSRP sites did not have a seat for them.

A large majority of GSRP children (90%) came from families designated as low income (up to 250% of FPL); about 67% had at least one eligibility factor other than income. About 49% of GSRP participants were members of racial or ethnic minority groups, as compared to 26% of all Michigan children under five years of age.^[8] Less than 4% of enrolled children attended more than one site. Families whose children attended more than one site may have relocated, or they may have chosen 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 in 2022-23 oversaw sub-recipients that operated 2,555 classrooms in 1,352 sites—numbers that showed an increase of 27 sites and 31 classrooms over 2021-22. Over two-thirds (68%) of GSRP classrooms were operated by school entities, including districts and ISDs. The other 32% 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 87% of children were funded exclusively by GSRP and 13% by a blend of GSRP and Head Start funding. Most children attended school-day rather than part-day programming.

A vast majority of Michigan's land area was located within 20 miles of a GSRP site. Because Michigan's population is concentrated in urban and surrounding suburban areas, this finding suggests that the proportion of residents who live near GSRP sites is high.

Encouraging trends have been observed again this year: the number of sites and classrooms increased, and more children were served. However, program administrators have indicated that staffing remains GSRP's biggest challenge. Due to the lack of complete data on GSRP staffing in 2022-23, evaluators were not able to assess the number of teachers, their qualifications, or their compensation and benefits. However, findings from past years suggest that the ability of ISDs to recruit and retain highly qualified teachers depends on continuous improvement in pay and benefits, aiming toward the compensation enjoyed by K-12 teachers.

[8] U.S. Census Bureau QuickFacts: <https://www.census.gov/quickfacts/fact/table/MI/AGE135222>. Accessed: January 17, 2024.

Appendices

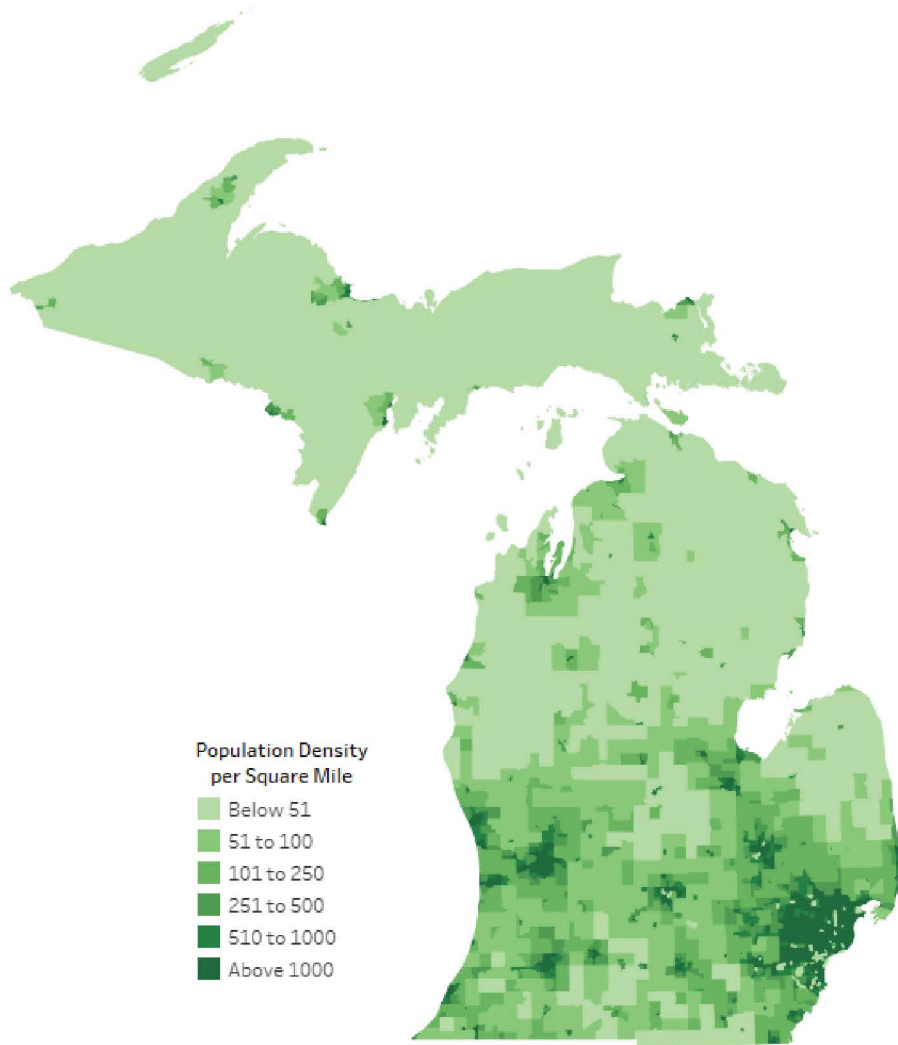
Appendix A. GSRP Grantees (Simplified)



Appendix B. GSRP Grantees (Actual Boundaries)



Appendix C. Michigan Population Density Map



Data sourced from American Community Survey (ACS) 5-year averages (2018-2022). Accessed via IPUMS NHGIS, University of Minnesota, www.nhgis.org.