

# Great Start Readiness Program (GSRP) State Evaluation 2018-19 Annual Report

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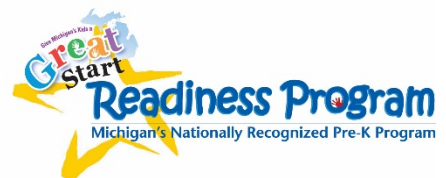
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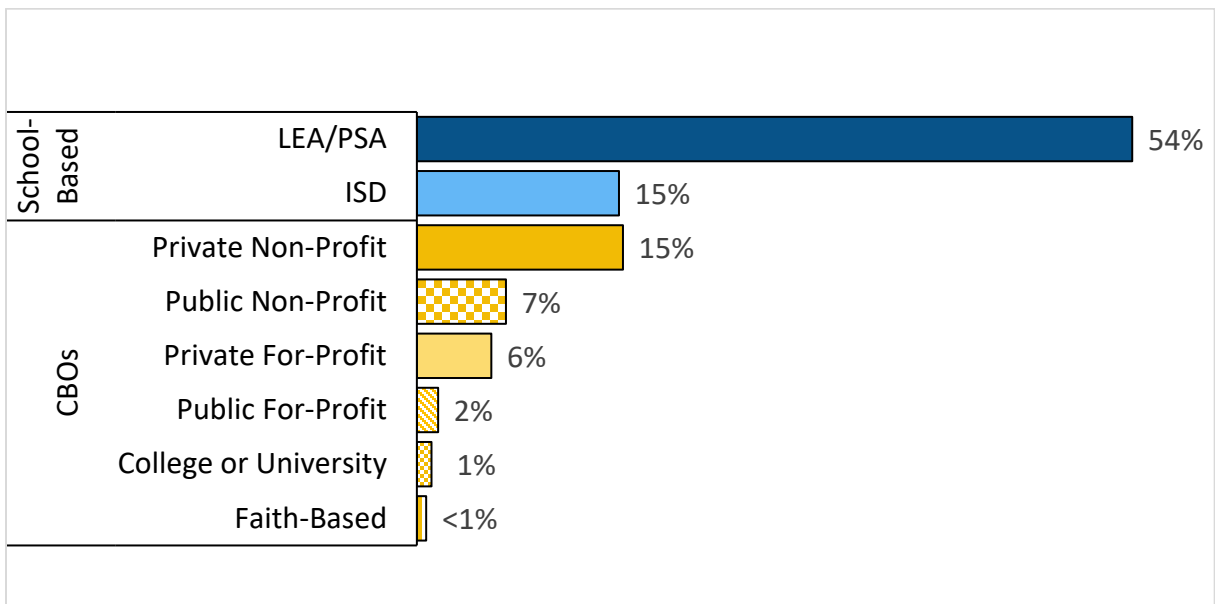
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## 2018-2019 Program Overview

The Great Start Readiness Program (GSRP) state evaluation team, led by the Community Evaluation Programs group at Michigan State University’s (MSU) Office of University Outreach and Engagement, started the project in October 2017. This report documents major findings from the Cohort 2/Year 2 (2018-2019) study. During the 2018-2019 program year, GSRP funding was awarded to 56 ISDs, operated by 51 ISDs and 2 consortia representing a total of 5 ISDs, who oversaw subrecipients managing 1,182 sites and operating 2,352 classrooms. A total of 38,075 children were served. Among them, approximately 11% participated in more than one classroom due to family relocations.

## Classroom Operation

Approximately two-thirds of the classrooms (69%) were operated by schools (districts/PSA or ISDs), leaving 31% of classrooms operated by community-based organizations (see Figure 1. for details). On average, two classrooms were located in each site but ranged widely from 1-16 classrooms per site. Among the 2,352 classrooms, 79% were funded exclusively by the GSRP funding stream, while 21% blended funding with Head Start programs (the “GSRP/Head Start Blend” classrooms). Most classrooms offered 4 or 5 days per week of school-day programming; only 10% were part-day.



**Figure 1. GSRP Classroom Operation Types**

# Population Served

## Child Demographics

A detailed breakdown of child demographics and counts by classroom type can be found in Table 1. Children were evenly distributed across gender (49% female). Fifty-three percent were White (non-Hispanic), 28% were Black, 10% Hispanic/Latino, 5% multi-racial, 2% Asian, 1% American Indian/Alaska Native and less than 1% were Hawaiian/Pacific Islander. The majority of the children were in GSRP exclusive programs (in contrast to GSRP/Head Start Blend) in school-based classrooms which followed school-day schedules. Table 2 lists demographics by ISD.

**Table 1. GSRP 2017–18 Child Demographics and Counts/Percent by Classroom Types**

	Number of Children (Total = 38,075)	% of Children
<b>Gender</b>		
Male	19,467	51%
Female	18,608	49%
<b>Race/Ethnicity</b>		
White (Non-Hispanic)	20,274	53%
Black/African American	10822	28%
Hispanic/Latino	3,919	10%
Multi-Racial	2,069	5%
Asian	691	2%
American Indian/Alaska Native	244	1%
Hawaiian/Pacific Islander	56	<1%
<b>GSRP Service Program Type*</b>		
GSRP Exclusive	34,909	82%
GSRP/Head Start Blend	7,795	18%
<b>GSRP Delivery Method*</b>		
School-Based	30,348	71%
CBO-based	12,356	29%
<b>GSRP Delivery Schedule*</b>		
School-day	38881	91%
Part-Day	3,823	9%

*Note.* CBO = Community-based Organization. \*The numbers of child count exceed the total unique number of 38,075 because some children attended multiple classrooms due to relocation.

**Table 2. GSRP 2018–19 Child Demographics by ISD**

Agency	N	F%	M%	White%	Black%	Hisp%	Multi%	Asian%	AIAN%	NHPI%
<b>Michigan</b>	<b>38,075</b>	<b>49%</b>	<b>51%</b>	<b>53%</b>	<b>28%</b>	<b>10%</b>	<b>5%</b>	<b>2%</b>	<b>1%</b>	<b>&lt;1%</b>
Allegan Area ESA	289	53%	47%	81%	4%	11%	0%	1%	3%	0%
AMA ESD	172	53%	47%	87%	1%	5%	6%	0%	1%	0%
Barry ISD	135	50%	50%	84%	1%	10%	4%	0%	1%	0%
Bay-Arenac ISD	520	46%	54%	79%	4%	11%	5%	0%	0%	0%
Berrien RESA	529	45%	55%	54%	27%	12%	6%	1%	0%	0%
Branch ISD	141	46%	54%	82%	0%	16%	0%	1%	0%	1%
Calhoun ISD	879	50%	50%	55%	16%	9%	14%	5%	0%	0%
Charlevoix ISD	261	51%	49%	92%	1%	1%	5%	0%	1%	0%
Clare-Gladwin RESD	308	52%	48%	91%	0%	4%	4%	1%	0%	0%
Clinton County RESA	221	57%	43%	82%	1%	11%	5%	0%	0%	0%
COOR ISD	292	47%	53%	92%	1%	4%	1%	1%	0%	0%
COPESD	214	45%	55%	92%	0%	0%	7%	0%	0%	0%
Copper Country ISD	122	53%	47%	84%	1%	0%	1%	2%	11%	1%
Delta-Schoolcraft ISD	116	40%	60%	80%	0%	0%	13%	0%	7%	0%
Dickinson-Iron ISD	81	51%	49%	95%	0%	1%	2%	0%	1%	0%
Eaton RESA	268	50%	50%	78%	3%	10%	7%	1%	0%	0%
EUP ISD	145	53%	47%	66%	2%	1%	2%	0%	28%	0%
Genesee ISD	2331	48%	52%	47%	41%	6%	6%	0%	0%	0%
Gogebic-Ontonagon ISD	46	50%	50%	4%	0%	96%	0%	0%	0%	0%
Hillsdale ISD	255	46%	54%	94%	0%	4%	2%	0%	0%	0%
Huron ISD	116	47%	53%	95%	2%	2%	2%	0%	0%	0%
Ingham ISD	1308	46%	54%	41%	28%	16%	11%	4%	1%	0%
Ionia County ISD	281	49%	51%	83%	0%	9%	6%	0%	0%	0%
Iosco RESA	132	45%	55%	95%	0%	1%	4%	1%	0%	0%
Jackson County ISD	736	47%	53%	66%	15%	6%	13%	1%	0%	0%
Kalamazoo RESA	1337	48%	52%	45%	38%	0%	12%	1%	4%	1%
Kent ISD	3254	50%	50%	36%	24%	28%	7%	4%	0%	0%
Lapeer County ISD	213	49%	51%	81%	1%	14%	3%	0%	0%	0%
Lenawee ISD	330	48%	52%	78%	4%	17%	2%	0%	0%	0%
Lewis Cass ISD	146	43%	57%	77%	5%	5%	10%	0%	1%	0%
Livingston ESA	349	50%	50%	92%	1%	0%	5%	1%	2%	0%
Macomb ISD	2096	50%	50%	52%	32%	4%	7%	5%	0%	0%
Marquette-Alger RESA	95	59%	41%	91%	1%	2%	2%	0%	2%	2%
Mecosta-Osceola ISD	275	49%	51%	91%	1%	3%	3%	1%	0%	0%
Menominee County ISD	98	40%	60%	88%	1%	6%	2%	1%	2%	0%
Midland County ESA	1691	48%	52%	51%	30%	12%	6%	0%	0%	0%
Monroe County ISD	434	50%	50%	79%	6%	5%	8%	1%	0%	0%
Montcalm Area ISD	361	45%	55%	91%	1%	4%	3%	1%	0%	0%
Muskegon Area ISD	986	48%	52%	61%	24%	8%	6%	0%	1%	0%
Newaygo County RESA	355	48%	52%	85%	1%	11%	3%	0%	0%	0%
Oakland Schools	3099	50%	50%	44%	37%	11%	5%	3%	0%	0%
Ottawa Area ISD	869	46%	54%	63%	5%	24%	4%	3%	1%	0%
Sanilac ISD	229	41%	59%	93%	0%	5%	1%	0%	0%	0%
Shiawassee RESD	397	48%	52%	82%	2%	4%	12%	0%	0%	0%
St. Clair County RESA	509	47%	53%	80%	5%	4%	12%	0%	0%	0%
St. Joseph County ISD	416	46%	54%	77%	5%	13%	5%	0%	0%	0%
Traverse Bay Area ISD	627	49%	51%	87%	2%	6%	3%	1%	2%	0%
Tuscola ISD	309	49%	51%	93%	0%	4%	2%	1%	0%	0%
Van Buren ISD	334	47%	53%	54%	3%	37%	4%	0%	0%	0%
Washtenaw ISD	885	49%	51%	37%	41%	9%	9%	3%	1%	0%
Wayne RESA	7814	50%	50%	29%	59%	8%	1%	1%	0%	0%
West Shore ESD	318	46%	54%	68%	3%	25%	3%	0%	1%	0%
Wexford-Missaukee ISD	351	52%	48%	88%	1%	4%	4%	1%	1%	0%

Note. F = female; M = male; Hisp = Hispanic; Multi = multi-racial; AIAN = American Indian or Alaska Native; NHPI = Native Hawaiian or other Pacific Islander.

### *Distribution of Child Eligibility Factors*

Enrollment priorities for the GSRP classrooms were based on income level and a set of eligibility factors. GSRP classrooms served Michigan children with the greatest need, as evidenced by 96% of children coming from low-income families (defined as family income equal to or less than 250% of Federal Poverty Level (FPL)). About half of the children were reported to have an environmental risk such as the absence of a parent, unstable housing, residing in a high-risk neighborhood, or prenatal/postnatal exposure to toxic substances. About 17% of parents/guardians did not have a high school diploma. For a complete list of GSRP eligibility factors and percentage of children eligible for each factor, see Table 3. Table 4 lists the percent of eligible children by each ISD.

**Table 3. GSRP 2017–18 Child Counts and Percent by Eligibility Factors**

Eligibility Factor and Definition	Number of Children (Total = 38,075)	% of Children
<b>Low family income:</b> Equal to or less than 250% of Federal Poverty Level	36,445	95.7%
<b>Environmental risk:</b> 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	19,871	52.2%
<b>Parent/guardian with low educational attainment:</b> Parent has not graduated from high school or is illiterate	6,403	16.8%
<b>Diagnosed disability or identified developmental delay:</b> Child is eligible for special education services or child’s developmental progress is less than that expected for his/her chronological age, or chronic health issues cause development or learning problems	4,190	11.0%
<b>Primary home language other than English:</b> English is not spoken in the child’s home; English is not the child’s first language	3,427	9.0%
<b>Abuse/neglect of child or parent:</b> Domestic, sexual, or physical abuse of child or parent; child neglect issues	3,317	8.7%
<b>Severe or challenging behavior:</b> Child has been expelled from preschool or childcare center	1,149	3.0%



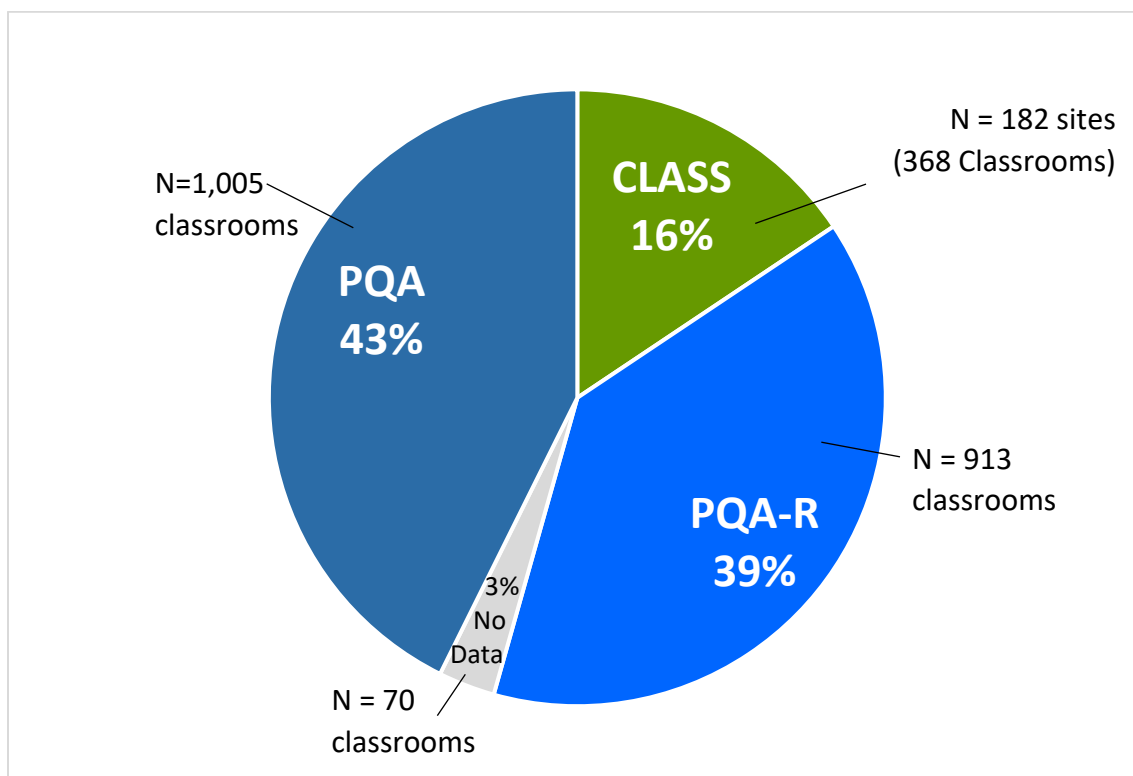
**Table 4. GSRP 2018–19 Child Eligibility by ISD**

Agency	Total Children	Low Income	Environmental Risk	Low Parental Education	Disability/Delay	Home Language Non-English	Abuse/Neglect	Severe/Challenging Behavior
<b>Michigan</b>	<b>38,075</b>	<b>96%</b>	<b>52%</b>	<b>17%</b>	<b>11%</b>	<b>9%</b>	<b>9%</b>	<b>3%</b>
Allegan Area ESA	289	96%	29%	2%	9%	7%	5%	5%
AMA ESD	172	95%	89%	27%	51%	0%	38%	13%
Barry ISD	135	93%	53%	15%	23%	1%	19%	4%
Bay-Arenac ISD	520	93%	54%	8%	17%	0%	8%	2%
Berrien RESA	529	98%	26%	17%	6%	8%	7%	2%
Branch ISD	141	99%	76%	20%	12%	15%	15%	9%
Calhoun ISD	879	98%	69%	26%	14%	0%	12%	5%
Charlevoix ISD	261	94%	62%	31%	9%	0%	43%	0%
Clare-Gladwin RESD	308	94%	97%	8%	11%	0%	18%	7%
Clinton County RESA	221	93%	33%	4%	11%	4%	10%	1%
COOR ISD	292	95%	63%	32%	15%	1%	23%	4%
COPESD	214	90%	76%	21%	10%	0%	24%	4%
Copper Country ISD	122	99%	47%	11%	13%	2%	16%	1%
Delta-Schoolcraft ISD	116	83%	56%	6%	22%	0%	2%	2%
Dickinson-Iron ISD	81	81%	35%	0%	2%	0%	0%	1%
Eaton RESA	268	96%	56%	12%	18%	3%	19%	2%
EUP ISD	145	84%	45%	14%	18%	0%	7%	2%
Genesee ISD	2,331	96%	48%	12%	7%	1%	4%	4%
Gogebic-Ontonagon ISD	46	87%	67%	9%	26%	0%	9%	11%
Hillsdale ISD	255	97%	52%	20%	16%	0%	27%	1%
Huron ISD	116	88%	34%	5%	22%	0%	9%	28%
Ingham ISD	1,308	96%	38%	10%	12%	8%	5%	3%
Ionia County ISD	281	91%	73%	17%	21%	2%	30%	1%
Iosco RESA	132	97%	96%	26%	19%	0%	40%	2%
Jackson County ISD	736	94%	54%	17%	10%	1%	18%	3%
Kalamazoo RESA	1,337	96%	61%	9%	10%	11%	5%	3%
Kent ISD	3,254	90%	12%	14%	9%	16%	7%	2%
Lapeer County ISD	213	99%	43%	20%	8%	7%	13%	0%
Lenawee ISD	330	99%	66%	28%	14%	1%	17%	13%
Lewis Cass ISD	146	92%	45%	15%	14%	2%	5%	4%
Livingston ESA	349	99%	89%	48%	58%	4%	16%	1%
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Marquette-Alger RESA	95	88%	71%	2%	20%	0%	2%	2%
Mecosta-Osceola ISD	275	92%	87%	44%	16%	0%	25%	10%
Menominee County ISD	98	86%	85%	43%	23%	4%	26%	11%
Midland County ESA	1,691	97%	66%	20%	12%	1%	5%	1%
Monroe County ISD	434	88%	60%	14%	19%	2%	10%	4%
Montcalm Area ISD	361	95%	99%	5%	10%	1%	7%	1%
Muskegon Area ISD	986	91%	50%	13%	13%	3%	13%	3%
Newaygo County RESA	355	92%	97%	18%	27%	0%	5%	6%
Oakland Schools	3,099	98%	41%	13%	11%	10%	7%	3%
Ottawa Area ISD	869	96%	25%	10%	12%	8%	4%	4%
Sanilac ISD	229	90%	33%	4%	15%	0%	7%	0%
Shiawassee RESD	397	94%	34%	16%	15%	0%	7%	5%
St. Clair County RESA	509	98%	67%	29%	13%	0%	12%	5%
St. Joseph County ISD	416	88%	16%	9%	25%	8%	5%	6%
Traverse Bay Area ISD	627	93%	54%	14%	12%	3%	18%	2%
Tuscola ISD	309	92%	100%	17%	15%	0%	21%	7%
Van Buren ISD	334	96%	54%	19%	18%	20%	9%	1%

Agency	Total Children	Low Income	Environmental Risk	Low Parental Education	Disability/Delay	Home Language Non-English	Abuse/Neglect	Severe/Challenging Behavior
<b>Michigan</b>	<b>38,075</b>	<b>96%</b>	<b>52%</b>	<b>17%</b>	<b>11%</b>	<b>9%</b>	<b>9%</b>	<b>3%</b>
Washtenaw ISD	885	100%	37%	8%	8%	9%	5%	1%
Wayne RESA	7,814	100%	67%	23%	5%	21%	5%	2%
West Shore ESD	318	92%	78%	23%	18%	1%	12%	5%
Wexford-Missaukee ISD	351	96%	65%	19%	7%	1%	44%	3%

## Classroom Quality

Program quality assessment was conducted by early childhood specialists using three different tools. Among the total of 2,352 classrooms, the Program Quality Assessment (PQA) by HighScope was conducted with 1,005 classrooms, the revised version (Program Quality Assessment-Revised; PQA-R) was conducted with 913 classrooms, and the Classroom Assessment Scoring System (CLASS) by Teachstone was conducted with 182 sites representing 368 classrooms. Data were not available from 70 classrooms, and a small percentage of classrooms (< 1%) submitted multiple scores from more than one assessment tool. Figure 2 shows the percentage of usage for each tool.



**Figure 2. GSRP Classroom Usage of Program Quality Assessment Tools**

## *Program Quality Assessment (PQA)*

A total of 1,005 classrooms were assessed by the PQA Form A. It included four domains: I. Learning Environment, II. Daily Routine, III. Adult-Child Interaction and IV. Curriculum Planning and Assessment. Scores ranged from 1-5, with a score of 5 being the highest level of quality. Table 5 presents the detailed scores for each item in the four domains for 2018-2019. Quality practices that were less frequently observed, indicated by fewer than 80% being rated as 4 or 5, are bolded under each domain. The data suggest that teachers needed the most support around conflict resolution, providing diversity-related materials for learning, and interacting as partners in play. Table 6 displays the percentages of classrooms that had less than 80% rated high-quality (4s or 5s ratings) by each classroom type. Notably, in addition to the aforementioned areas that had lower scores across all classroom types, data for school-based GSRP/Head Start Blend classrooms demonstrated a need to enhance children's understanding of daily routines, especially around giving children the opportunity to plan and recall/reflect, providing children with choices during transition times, and allocating appropriate time for each part of the day.

**Table 5. Percent of Classrooms by Quality Level for PQA Form A Item**

PQA Items (N = 1,005 classrooms)		LEVEL OF QUALITY		
		(1-2)	(3)	(4-5)
<b>I. Learning Environment</b>				
A	Safe and healthy environment	5%	4%	91%
B	Defined interest areas	0%	8%	92%
C	Logically located interest areas	0%	8%	92%
D	Outdoor space, equipment, materials	11%	4%	85%
<b>E</b>	<b>Organization and labeling of materials</b>	<b>1%</b>	<b>20%</b>	<b>79%</b>
F	Varied and open-ended materials	0%	12%	88%
G	Plentiful materials	0%	6%	93%
<b>H</b>	<b>Diversity related materials</b>	<b>1%</b>	<b>31%</b>	<b>68%</b>
I	Displays of child-initiated work	2%	14%	84%
<b>II. Daily Routine</b>				
A	Consistent daily routine	0%	10%	90%
B	Parts of the day	0%	2%	98%
C	Appropriate time for each part of the day	1%	14%	85%
D	Time for child planning	1%	19%	80%
E	Time for child-initiated activities	0%	4%	96%
F	Time for child recall	4%	15%	81%
G	Small group time	4%	2%	94%
H	Large group time	4%	12%	84%
<b>I</b>	<b>Choices during transition times</b>	<b>5%</b>	<b>18%</b>	<b>77%</b>
J	Cleanup time with reasonable choices	1%	6%	93%
K	Snack or mealtime	1%	5%	94%
L	Outside time	3%	9%	89%
<b>III. Adult-Child Interaction</b>				
A	Meeting basic physical needs	2%	1%	97%
B	Handling separation from home	1%	5%	93%
C	Warm and caring atmosphere	0%	4%	96%
D	Support for child communication	1%	15%	84%
E	Support for non-English speakers	0%	6%	94%
<b>F</b>	<b>Adults as partners in play</b>	<b>0%</b>	<b>26%</b>	<b>74%</b>
G	Encouragement of child initiatives	0%	15%	85%
<b>H</b>	<b>Support for child learning at group times</b>	<b>3%</b>	<b>19%</b>	<b>78%</b>
I	Opportunities for child exploration	1%	18%	81%
J	Acknowledgement of child efforts	3%	15%	82%
K	Encouragement for peer interaction	0%	12%	87%
L	Independent problem solving	1%	10%	90%
<b>M</b>	<b>Conflict resolution</b>	<b>7%</b>	<b>43%</b>	<b>50%</b>
<b>IV. Curriculum Planning and Assessment</b>				
A	Curriculum model	0%	2%	98%
B	Team teaching	2%	13%	85%
C	Comprehensive child records	0%	0%	99%
D	Anecdotal note taking by staff	2%	8%	90%
E	Use of child observation measure	0%	0%	100%

Note: Bolded items showed less than 80% of classrooms having high scores (4 and 5).

**Table 6. Less than 80% Rated on Level 4 and Level 5 for PQA Form A Item (2018-2019)**

	<u>SCHOOL-BASED</u>			<u>CBOs</u>			
	Classroom Options Number of Classrooms	School-Day 627	Part-Day 34	GSRP/Head Start Blend 59	School-Day 187	Part-Day 18	GSRP/Head Start Blend 80
<b>I. Learning Environment</b>							
A	Safe and healthy environment						
B	Defined interest areas						
C	Logically located interest areas						
D	Outdoor space, equipment, materials				79%		
E	<b>Organization and labeling of materials</b>	78%					73%
F	Varied and open-ended materials		79%				
G	Plentiful materials						
H	<b>Diversity related materials</b>	68%	62%		68%		58%
I	<b>Displays of child-initiated work</b>			71%			79%
<b>II. Daily Routine</b>							
A	Consistent daily routine						
B	Parts of the day						
C	<b>Appropriate time for each part of the day</b>			69%			78%
D	<b>Time for child planning</b>	80%		61%			
E	Time for child-initiated activities						
F	<b>Time for child recall</b>			56%			
G	Small group time						
H	<b>Large group time</b>			76%			
I	<b>Choices during transition times</b>	77%		68%	72%		79%
J	Cleanup time with reasonable choices						
K	Snack or mealtime						
L	Outside time						
<b>III. Adult-Child Interaction</b>							
A	Meeting basic physical needs						
B	Handling separation from home						
C	Warm and caring atmosphere						
D	Support for child communication						
E	Support for non-English speakers						75%
F	<b>Adults as partners in play</b>	75%		63%	74%		70%
G	Encouragement of child initiatives						
H	<b>Support for child learning at group times</b>	79%		71%	78%		76%
I	<b>Opportunities for child exploration</b>			73%	78%		
J	<b>Acknowledgement of child efforts</b>	79%					
K	Encouragement for peer interaction						
L	Independent problem solving						
M	<b>Conflict resolution</b>	49%	65%	46%	48%		54%
<b>IV. Curriculum Planning and Assessment</b>							
A	Curriculum model						
B	Team teaching						
C	Comprehensive child records						
D	Anecdotal note taking by staff						
E	Use of child observation measure						

## Program Quality Assessment – Revised (PQA-R)

As an updated version of the PQA, the PQA-R, was piloted for the first time on 913 GSRP classrooms. The PQA-R scale ranged from 1 to 4, with 4 being the highest quality level. In this report, the percent of classrooms at each score level was presented in Table 7 for items under Domain I. Learning Environment, in Table 8 for Domain II. Teaching and Learning Routines and Adult-Child Interaction, and in Table 9 for Domain III. Curriculum, Planning, Assessment, and Parent Engagement. Given this is the first year such data is being collected, the lack of information around quality standard thresholds from the assessment developer limits the ability to further interpret what the quality levels mean around each item and sub-scales.

**Table 7. Percent of Classrooms by Quality Score for PQA-R Domain I: Learning Environment Scores**

PQA-R Items (N = 913 classrooms)		LEVEL OF QUALITY			
		1	2	3	4
<b>I. LEARNING ENVIRONMENT</b>					
<b>A: The learning environment is safe and healthy</b>					
1	Healthy toileting and hand-washing routines are in place.	1%	5%	20%	74%
2	Proper safety procedures are in place.	0%	2%	12%	86%
<b>B: The indoor space has interest areas that are named and intentionally organized</b>					
1	Many interest areas are evident and named.	0%	0%	5%	94%
2	Materials in the interest areas are intentionally organized, grouped by function, and accessible to children throughout the day.	0%	4%	12%	84%
<b>C: Classroom materials are plentiful</b>					
1	Literacy content area.	4%	10%	18%	69%
2	Mathematics content area.	8%	15%	17%	61%
3	Perceptual, motor, and physical development content area.	9%	19%	16%	56%
4	Social studies/social and emotional content area.	4%	7%	14%	74%
5	Science content area.	1%	4%	15%	80%
<b>D: Classroom material reflect human diversity, children's homes, and community cultures</b>					
1	Materials reflect the home and community cultures, jobs, interests, hobbies, and special needs and abilities of the children and adults in the classroom.	0%	8%	22%	70%
2	Multicultural materials are integrated into the classroom.	1%	15%	34%	49%
<b>E: There is a safe and accessible outdoor/indoor play area with ample space and materials to support many types of play.</b>					
1	The outdoor play area is on site and easily and safely accessible for all children, including those using wheelchairs, walkers, or strollers. OR There is an indoor area purposefully designed for active play, with ample space, that adults only use when it is unsafe to use the outdoor play area.	0%	2%	10%	88%
2	The outdoor/indoor play area includes structures for various types of movement.	6%	10%	25%	58%
3	Outdoor/indoor play area includes portable materials for many types of active play.	3%	12%	16%	69%
<b>F: Children's work and environmental print are on display</b>					
1	Adults display a variety of child-initiated work at child level throughout the learning environment.	3%	11%	27%	59%
2	Many examples of environmental print that encourage children to write letters, numbers, names, and words are intentionally placed throughout the classroom.	0%	3%	12%	84%

**Table 8. Percent of Classrooms by Quality Score for PQA-R Domain II:  
Teaching and Learning Routines and Adult-Child Interactions Scores**

PQA-R Items (N = 913 classrooms)		LEVEL OF QUALITY			
		1	2	3	4
<b>II. TEACHING AND LEARNING ROUTINES and ADULT-CHILD INTERACTIONS</b>					
<b>A: The classroom follows a consistent sequence of events (daily routine)</b>					
1	Adults and children follow a consistent routine or sequence of events (adults let children know about changes in the routine ahead of time).	0%	4%	13%	83%
2	Adults support children's understanding of the sequence of events in a school day.	2%	11%	20%	68%
3	Adults are thoughtful about letting children know when transitions to a different area (within and outside of the classroom), group, or activity will occur.	1%	14%	27%	57%
<b>B: There is time each day for child-initiated activities in the classroom and during outdoor/indoor play.</b>					
1	Adults allow children at least 50 consecutive minutes every day for classroom child-initiated activities.	0%	2%	5%	93%
2	Adults allow children to carry out their intentions using all accessible materials during classroom child-initiated activity time.	0%	1%	11%	87%
3	Adults allow children at least 30 consecutive minutes every day for child-initiated activities in outdoor/indoor play areas.	3%	6%	8%	83%
4	Adults allow children to carry out their intentions using all accessible materials during the child-initiated outdoor/indoor play areas.	1%	3%	8%	88%
<b>C: There is time each day for adult-initiated small- and large-group activities that support each child's developmental level</b>					
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%	28%	57%
2	Adults lead large-group time so that children can contribute their own ideas and participate at their own developmental levels.	3%	18%	27%	53%
3	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.	2%	15%	27%	55%
4	Adults lead small-group time so that children can contribute their own ideas and participate at their own developmental levels.	3%	13%	26%	57%
<b>D: Adults create a sensitive and responsive learning environment for all children.</b>					
1	Adults acknowledge the feelings of all children who are distressed or upset and comfort them.	2%	9%	15%	74%
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%	8%	20%	72%
3	Adults primarily focus on the children by spending all of their time working, playing, observing, and talking with children.	0%	4%	16%	79%
4	Adults encourage children by providing positive feedback on individual children's efforts.	2%	22%	35%	41%
<b>E: Adults support children as they plan and reflect upon their work.</b>					
1	Adults encourage children to make plans for child-initiated activities.	1%	5%	7%	87%
2	Adults 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, deciding to play alone or with others.	16%	27%	23%	34%
3	Adults encourage children to reflect upon what they did during child-initiated activities.	6%	6%	12%	77%
4	Adults 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.	13%	22%	25%	40%

PQA-R Items (N = 913 classrooms)		LEVEL OF QUALITY			
		1	2	3	4
<b>II. TEACHING AND LEARNING ROUTINES and ADULT-CHILD INTERACTIONS</b>					
<b>F: Adults support children's language and literacy development throughout the day.</b>					
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%	27%	63%
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).	4%	17%	24%	55%
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).	11%	27%	27%	35%
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.	8%	19%	27%	46%
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.	11%	26%	21%	43%
6	Adults support and intentionally scaffold children's development in writing during child- and adult-initiated activities by modeling how to write letters and words, providing opportunities for children and adults to share in the writing process, and using writing for a purpose or to express meaning.	5%	17%	29%	49%
<b>G: Adults support children's mathematics development throughout the day.</b>					
1	Adults support and intentionally scaffold children's development in subitizing and developing one-to-one correspondence during child-initiated activities and conversations and/or during adult-initiated activities (large group, small group, and transitional activities).	13%	29%	27%	32%
2	Adults support and intentionally scaffold children's development of cardinality during child-initiated activities and conversations and/or adult initiated activities (large group, small group, and transitional activities).	7%	23%	26%	44%
3	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, and transitional activities).	14%	32%	26%	29%
4	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).	24%	33%	22%	21%
<b>H: Adults support children's reasoning and problem-solving throughout the day.</b>					
1	Adults ask open-ended questions about children's thought processes.	4%	27%	32%	38%
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).	3%	15%	27%	55%
3	Adults encourage children to observe, predict, AND draw conclusions.	16%	33%	23%	28%
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).	11%	33%	27%	29%



PQA-R Items		LEVEL OF QUALITY			
		1	2	3	4
		(N = 913 classrooms)			
<b>II. TEACHING AND LEARNING ROUTINES and ADULT-CHILD INTERACTIONS</b>					
5	Adults support and intentionally scaffold children when they are using digital tools and accessing the internet.	31%	34%	17%	18%
<b>I: Adults support children's ideas, actions, and developmental levels during child-initiated activities.</b>					
1	Adults are intentional about entering children's work/choices/play.	1%	12%	27%	60%
2	Adults support and intentionally scaffold children at their developmental level by helping them extend and add complexity to their work/play.	1%	20%	32%	46%
<b>J: Adults support children's ideas, actions, and developmental levels during adult-initiated activities.</b>					
1	Adults support and use many strategies to extend children's ideas and actions during adult-initiated large-group learning opportunities.	3%	22%	29%	47%
2	Adults support and use many strategies to extend children's ideas and actions during adult-initiated small-group learning opportunities.	4%	19%	31%	46%
3	Adults intentionally introduce concepts or skills that are moderately challenging in small-group settings.	7%	19%	27%	47%
<b>K: Adults encourage thoughtful social interaction among all children throughout the day.</b>					
1	Adults encourage children to interact with one another and find opportunities to refer children to one another.	4%	14%	20%	61%
2	Adults encourage caring, thoughtful, and helpful behaviors between children and support children's spontaneous cooperative efforts.	5%	17%	21%	57%
<b>L: Adults diffuse conflicts and support all children in resolving conflicts.</b>					
1	Adults diffuse conflict situation before moving into problem solving by approaching children calmly and stopping any hurtful actions and by acknowledging children's feelings.	5%	20%	26%	48%
2	Adults involve children in identifying the problem by gathering information from the children about what happened or what is upsetting and by restating the problem.	8%	27%	19%	46%
3	Adults involve children in the process of finding and choosing a solution for a problem by asking children for solutions and encouraging them to choose one together and by monitoring children as they act on their decisions and provide support if needed.	14%	25%	20%	42%

**Table 9. Percent of Classrooms by Quality Score for PQA-R Domain III:  
Curriculum, Planning, Assessment and Parent Engagement**

PQA-R Items (N = 913 classrooms)		LEVEL OF QUALITY			
		<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
<b>III. CURRICULUM, PLANNING, ASSESSMENT, and PARENT ENGAGEMENT</b>					
<b>A: Adults use a comprehensive, evidence-based educational model(s)/approach(es) to guide teaching practices.</b>					
1	Adults refer to the comprehensive, evidence-based educational model(s)/approach(es) chosen as their curricula to guide their teaching practices.	1%	6%	19%	74%
2	Adults adjust or modify the curriculum for children with special needs, including dual language learners.	2%	7%	15%	76%
<b>B: Adults document the developmental progress of each child using measure validated for preschool-aged children.</b>					
1	Adults screen children for developmental delays and ensure that the measure used provides reliable and valid results.	0%	1%	0%	99%
2	Adults use a research-validated child observation measure to document children's growth.	1%	4%	3%	92%
3	Adults use the assessment results to monitor children's developmental progress continuously to inform large-group, small-group, and individual instruction.	2%	9%	17%	72%
<b>C: Adults record, discuss, and use anecdotal notes to plan.</b>					
1	Adults use anecdotal notes to plan for individual children.	2%	11%	18%	69%
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.	1%	12%	22%	65%
<b>D: Adults share responsibilities for planning activities connected to the comprehensive educational model(s)/approach(es) that are focused on play.</b>					
1	Adults create daily plans at least weekly.	4%	5%	10%	81%
2	Adults create daily 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%	10%	18%	71%
3	Adults include in their daily plans how children will use digital devices and access and respond to information from the internet.	36%	29%	13%	21%
<b>E: Adults provide many parent engagement options, encourage two-way sharing of child information, and support families with resources about child development and program transitioning.</b>					
1	Adults provide families with many opportunities to participate in school activities including sharing information about each family's child(ren).	0%	2%	11%	87%
2	Adults regularly share anecdotal information with families.	2%	10%	18%	70%
3	Adults report the assessment results to families. Adults provide explanations of the results to families if needed.	0%	4%	12%	84%
4	Adults provide families with resources and information about child development.	1%	8%	16%	76%
5	Adults support the children and families of the children who are transitioning to kindergarten or to the next level classroom. This includes supporting children who are dual language learners and children with Individualized Education Programs.	0%	5%	15%	80%

## CLASS Assessment

The CLASS has been a program quality assessment tool mainly used by Head Start Programs. It was first approved for its sole use in GSRP during the 2018-19 program year. With this approval, the state evaluation team received the first available data from 182 sites representing 388 classrooms and made a recommendation to MDE to enforce data submission at the classroom level in the future. The CLASS tool focuses on teacher-child interactions and has three domains: I. Emotional Support, II. Classroom Organization, and III. Instructional Support. Quality ratings ranged from 1 to 7, with score 1-2 representing low quality, 3-5 representing middle quality and 6-7 representing high quality. Because data were reported at the site level this year, analyses on variations across classroom types (e.g., school-day vs. half-day) were not available. Results also showed that there was no significant difference between school-based and CBO sites. Table 10 displays the percent of sites by each quality level. The data suggested that most programs excelled at providing children with Emotional Support such as creating positive climate, avoiding negativity, being sensitive about children’s needs and responding to children’s interests. Classroom Organization was also shown as a stronger domain, with teachers being effective at managing behaviors and maximizing children’s learning time. The only area within this domain that programs might need additional support was “Instructional Learning Formats,” which reflects teacher’s use of materials and strategies in encouraging children’s active participation and listening. Programs might struggle around providing high-quality Instructional Support; this includes helping children develop reasoning skills and relating learning subjects to real lives, scaffolding and prompting thought processes, and encouraging children to participate in classroom conversations.

**Table 10. Percent of Sites by CLASS Quality Level**

CLASS Items (N = 182 sites)	LEVEL OF QUALITY		
	Low (1-2)	Middle (3-5)	High (6-7)
<b>I. Emotional Support</b>	0%	4%	96%
Positive Climate	0%	5%	95%
Negative Climate*	0%	2%	98%
Teacher Sensitivity	0%	13%	87%
Regard for Student Perspectives	0%	17%	83%
<b>II. Classroom Organization</b>	0%	22%	78%
Behavior Management	0%	15%	85%
Productivity	0%	14%	86%
Instructional Learning Formats	0%	40%	60%
<b>III. Instructional Support</b>	7%	87%	6%
Concept Development	10%	82%	8%
Quality of Feedback	6%	84%	10%
Language Modeling	4%	85%	12%

\*Originally lower scores represent higher quality. Data were reverse coded.

Because CLASS has been the main program quality assessment tool for Head Start programs, a publicly available national report on Head Start programs' CLASS scores was used as a reference point to examine how this year's GSRP CLASS scores differ from the national sample from the 2014 Head Start cohort. Table 11 presents the bottom 10% of the GSRP and Head Start programs' CLASS scores across the three domains. The data suggested that scores around Instructional Support have been significantly lower than the other two domains. Not only GSRP classrooms, but also Head Start programs, tended to have struggles around demonstrating the kinds of high-quality instructional practices that were outlined in the tool. This suggested a closer review of the tool and potentially some demonstration of high-quality practices might be needed for classroom teachers to better understand the contents and expectations as related to their daily interactions with the children.

**Table 11. Lowest 10 % of CLASS Scores: GSRP vs. 2014 Head Start Cohort**

	<u>GSRP</u>	<u>2014 Head Start Cohort</u>
I. Emotional Support	5.8	5.7
II. Classroom Organization	5.1	5.4
III. Instructional Support	2.8	2.2

Source: Use of Classroom Assessment Scoring System (CLASS®) in Head Start  
<https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/use-of-class.pdf>

## Staff Characteristics

### *GSRP Teacher Credentials and Salary*

Teachers' experience and contract coverages that help provide job continuity are expected to affect teaching quality. Compensation is one of the key factors in recruiting and retaining highly qualified teachers. Because teacher salaries can vary greatly, in this report the median salaries rather than mean salaries were used to avoid biasing the results due to a few unusually high or low salaries. A summary of GSRP teachers' credentials and median salaries can be found in Table 12. The data show that half of the lead teachers had a teaching certificate with ZA/ZS, 42% had a bachelor's degree (ECE/CD with specialization in preschool teaching), and almost one-fifth had a master's degree. Only 2% of lead teachers were grandfathered based on the discontinued minimal requirement for having a Michigan teaching certificate with a valid CDA or having a special approval. For associate teachers, CDA was the most common credential (46%). About 5% of the associate teachers were grandfathered with 120 clock hour approval letter from MDE. The median salary of the teachers generally reflected their education backgrounds, with lead teachers having substantially more credentials and higher pays than associate teachers.

**Table 12. Teacher Credential Status and Median Salary**

Credential List	% Qualified	N	Median Salary (FTE)
<b>Lead Teacher</b>			
Teaching certificate with ZA/ZS	50%	1,080	\$42,120
BA (ECE/CD with specialization in preschool teaching)	42%	917	\$33,876
Master's	18%	398	\$50,195
Teaching certificate within 1-2 courses of ZA	6%	140	\$30,278
Teaching certificate with Special Education approval	1%	22	\$39,353
Teaching certificate with CDA	1%	21	\$33,014
<b>Associate Teacher</b>			
CDA	46%	1,004	\$19,928
AA	28%	603	\$20,464
BA	11%	230	\$19,920
Master's	1%	26	\$20,000
Minimal qualification with compliance plan	17%	375	\$17,298
120 hours approval from MDE	5%	103	\$20,007

Note: Total number of unduplicated lead teachers reported (N) = 2,227; unduplicated associate teachers (N) = 2,177.

Table 13 demonstrates that lead teachers, in general, had more teaching experience than associate teachers. In 2018-2019, about 54% of lead teachers and 41% of associate teachers had been teaching in GSRP classrooms for more than 4 years. Teaching experience outside of GSRP classrooms varied greatly, with about a third of lead teachers and 41% of the associate teachers having less than a year’s experience teaching in non-GSRP settings while a third of teachers having at least four years of experiences working in non-GSRP programs.

**Table 13. Lead and Associate Teacher Experiences, Contract Coverage and Median Salary**

Teaching Experiences and Contract Coverage		Lead Teacher (N=2,227)		Associate Teacher (N=2,117)		
	%	N	Median Salary (FTE)	%	N	Median Salary (FTE)
<b>GSRP Teaching Experience</b>						
Less than 1 year	8%	179	\$32,391	13%	277	\$17,784
1-2 years	22%	488	\$33,302	29%	641	\$19,200
3-4 years	16%	348	\$35,110	17%	360	\$19,772
4-5 years	16%	365	\$37,221	13%	274	\$19,977
More than 5 years	38%	847	\$42,453	29%	625	\$20,081
<b>Additional Teaching Experience</b>						
Less than 1 year	30%	678	\$39,301	41%	893	\$18,673
1-2 years	18%	410	\$35,123	15%	337	\$19,656
3-4 years	10%	228	\$35,889	9%	191	\$19,536
4-5 years	8%	170	\$35,010	6%	124	\$20,077
More than 5 years	33%	741	\$36,572	29%	632	\$21,168
<b>Contract Coverage</b>						
Yes	35%	787	\$47,742	29%	640	\$19,266
No	65%	1,440	\$33,664	71%	537	\$19,712

### *Teacher Salary and Benefits by Program Type*

Teachers’ salaries varied by specific entity types and classroom options. Classrooms run by colleges/universities, districts/PSAs, and ISDs tended to provide a higher salary to lead teachers than did faith-based, non-profit, and for-profit entities. Associate teachers’ salaries were more consistent across agencies; salaries from the ISDs for associate teachers tended to be lower compared to others (see Table 14 for details). Notably, there is a substantial difference on lead teacher salary between GSRP exclusive and GSRP/Head Start Blend classrooms. Lead teachers working in the school-based GSRP/Head Start Blend classrooms tended to receive less pay than those in the 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 (see Table 15 for details).

**Table 14. Median Salary by Program Type**

Program Type	Lead Teacher (N=2,227)			Associate Teacher (N=2,117)		
	%	N	Median Salary (FTE)	%	N	Median Salary (FTE)
<b>Public Schools Total</b>	<b>69%</b>	<b>1,544</b>	<b>\$40,000</b>	<b>71%</b>	<b>1,497</b>	<b>\$18,957</b>
District/PSA	54%	1,210	\$40,437	55%	1,160	\$18,973
ISD	15%	334	\$37,840	16%	337	\$18,848
<b>CBOs subtotal</b>	<b>31%</b>	<b>683</b>	<b>\$32,000</b>	<b>32%</b>	<b>680</b>	<b>\$21,580</b>
College or university	1%	24	\$37,455	1%	24	\$28,103
Faith-based	1%	15	\$29,000	1%	14	\$19,133
Private for-profit	6%	125	\$31,464	6%	123	\$21,090
Private non-profit	15%	344	\$31,204	16%	343	\$21,280
Public non-profit	6%	141	\$33,664	7%	139	\$21,683
Public for-profit	2%	34	\$30,655	2%	37	\$22,150

**Table 15. Median Salary by Class Options**

Class Options	Lead Teacher (N=2,227)			Associate Teacher (N=2,117)		
	%	N	Median Salary (FTE)	%	N	Median Salary (FTE)
<b>Public Schools Total</b>	<b>69%</b>	<b>1,544</b>	<b>\$40,000</b>	<b>71%</b>	<b>1,497</b>	<b>\$18,957</b>
GSRP Exclusive	60%	1,328	\$40,331	55%	1,160	\$18,525
GSRP/Head Start Blend	10%	216	\$37,278	16%	337	\$21,214
<b>CBOs subtotal</b>	<b>31%</b>	<b>683</b>	<b>\$32,000</b>	<b>32%</b>	<b>680</b>	<b>\$21,580</b>
GSRP Exclusive	18%	407	\$31,680	19%	405	\$21,280
GSRP/Head Start Blend	12%	276	\$32,346	13%	275	\$22,000

Teachers' salaries varied greatly by geographic location, and GSRP teachers' compensation is often confined by the district's structures. At the first State Evaluation Advisory committee meeting on November 15, 2018, participants were interested in learning about the different compensation scales across all regions and a comparable salary within each ISD. Table 16 uses publicly available data<sup>1</sup> to provide a rough comparison of GSRP full-time lead teachers' salaries with regional K-12 teacher average salaries. With some exceptions, the available data suggest that salaries for GSRP teachers were substantially lower than the K-12 average salaries

<sup>1</sup> Data were retrieved from 2016-2017 *Bulletin 1011: Analysis of Michigan Public School Districts Revenue and Expenditures* (2018, February), the latest financial report that shows Michigan Public Schools' average teacher salary by districts. Available from <https://www.michigan.gov/mde/0,4615,7-140-6605-21539--,00.html>

(about 34% lower on average). Table 17 and Figure 3 present school-day teachers' benefits by program types and options. Teachers who worked at GSRP/Head Start Blend classrooms received better benefits across many areas such as retirements (403b, pensions, etc.), vacation days, and health, dental and vision insurance. Compared to teachers at other program types, teachers working at CBO-based classrooms were less likely to receive paid sick days. Teachers working at CBO-based GSRP-exclusive classrooms were less likely to receive insurances and retirement plans.



**Table 16. Lead Teacher Salary Compared to Regional K-12 Teachers**

	Average K-12 Teacher Salary*	Median Salary (FTE)	# of Available Records	Compared to K-12 Average (% Lower)
<b>Michigan</b>	<b>\$56,119</b>	<b>\$36,914</b>	<b>2,227</b>	<b>34%</b>
Allegan Area ESA	\$53,205	\$33,854	17	36%
AMA ESD	\$48,576	\$31,000	11	36%
Barry ISD	\$59,124	\$36,300	8	39%
Bay-Arenac ISD	\$58,465	\$33,956	32	42%
Berrien RESA	\$51,891	\$39,608	25	24%
Branch ISD	\$59,536	\$34,306	8	42%
Calhoun ISD	\$51,602	\$36,500	19	29%
Charlevoix ISD	\$53,398	\$33,485	50	37%
Clare-Gladwin RESD	\$59,470	\$35,373	15	41%
Clinton County RESA	\$55,212	\$30,712	12	44%
COOR ISD	\$54,147	\$31,554	20	42%
COPESD	\$60,701	\$37,243	14	39%
Copper Country ISD	\$51,534	\$29,840	10	42%
Delta-Schoolcraft ISD	\$55,675	\$23,890	10	57%
Dickinson-Iron ISD	\$54,365	\$33,422	4	39%
Eaton RESA	\$49,971	\$30,000	11	40%
EUP ISD	\$53,518	\$35,800	16	33%
Genesee ISD	\$59,368	\$37,546	126	37%
Gogebic-Ontonagon ISD	\$52,653	\$45,468	2	14%
Hillsdale ISD	\$49,681	\$32,173	16	35%
Huron ISD	\$53,296	\$37,627	8	29%
Ingham ISD	\$61,581	\$38,872	78	37%
Ionia County ISD	\$51,230	\$35,000	9	32%
Iosco RESA	\$48,662	\$30,694	8	37%
Jackson County ISD	\$58,633	\$30,503	37	48%
Kalamazoo RESA	\$55,441	\$39,353	78	29%
Kent ISD	\$64,128	\$39,085	183	39%
Lapeer County ISD	\$59,763	\$36,000	13	40%
Lenawee ISD	\$57,369	\$30,851	21	46%
Lewis Cass ISD	\$55,068	\$39,900	7	28%
Livingston ESA	\$63,126	\$27,868	27	56%
Macomb ISD	\$65,436	\$39,680	114	39%
Marquette-Alger RESA	\$50,464	\$31,855	11	37%
Mecosta-Osceola ISD	\$59,093	\$33,102	18	44%
Menominee County ISD	\$43,884	\$35,006	5	20%
Midland County ESA	\$58,087	\$36,508	100	37%
Monroe County ISD	\$54,886	\$32,779	25	40%
Montcalm Area ISD	\$52,782	\$45,598	21	14%
Muskegon Area ISD	\$58,480	\$35,350	55	40%
Newaygo County RESA	\$58,720	\$56,308	21	4%
Oakland Schools	\$62,617	\$36,000	185	43%
Ottawa Area ISD	\$64,666	\$34,607	55	46%
Sanilac ISD	\$55,355	\$32,440	16	41%
Shiawassee RESD	\$55,201	\$30,000	31	46%
St. Clair County RESA	\$60,678	\$39,541	30	35%
St. Joseph County ISD	\$52,254	\$34,000	24	35%
Traverse Bay Area ISD	\$57,582	\$33,203	44	42%
Tuscola ISD	\$54,592	\$40,499	18	26%
Van Buren ISD	\$52,590	\$41,500	20	21%
Washtenaw ISD	\$60,608	\$42,818	59	29%
Wayne RESA	\$63,837	\$42,000	438	34%
West Shore ESD	\$57,055	\$30,906	21	46%
Wexford-Missaukee ISD	\$55,040	\$30,278	21	45%

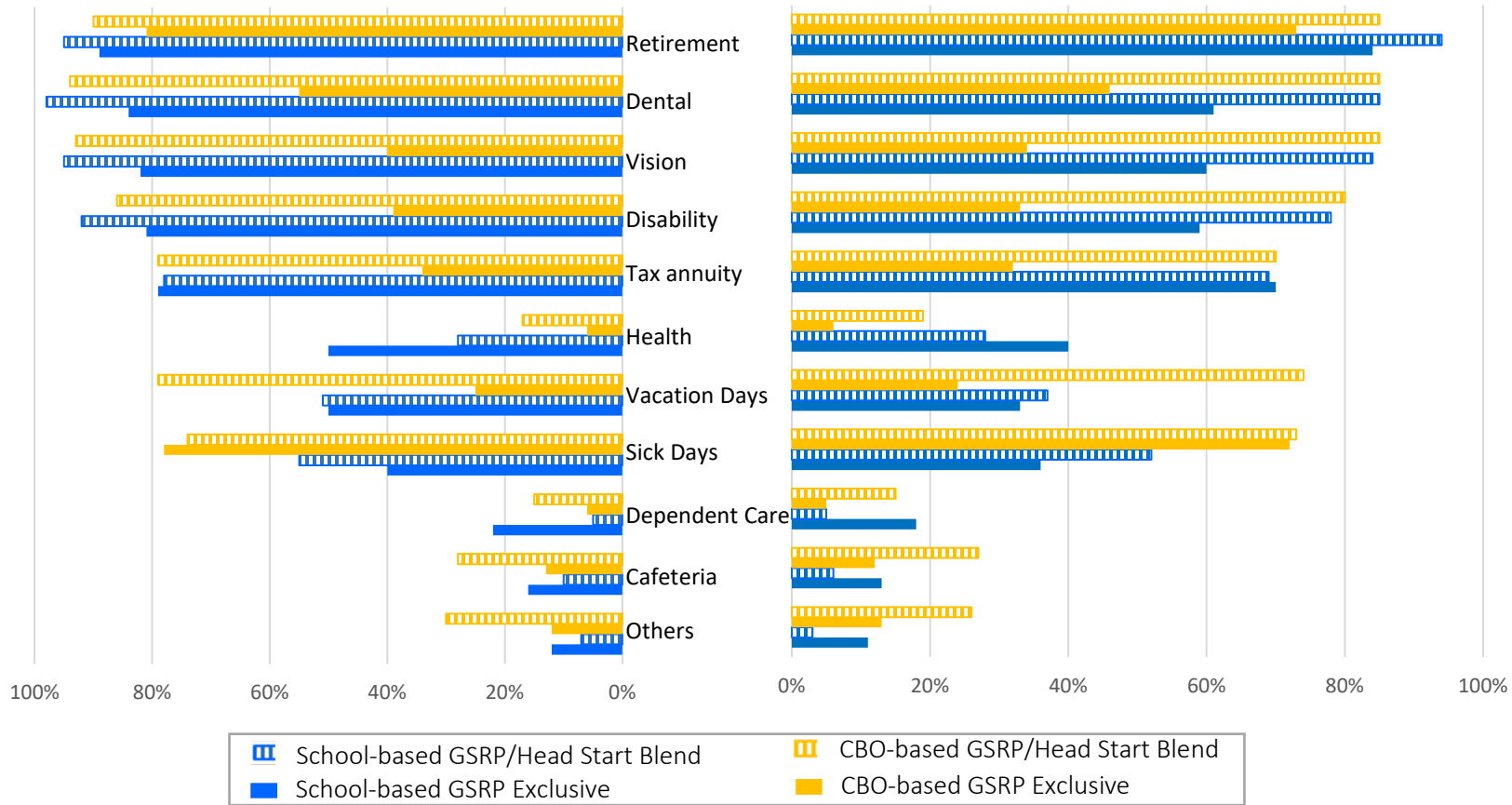
\*Source: 2016-2017 *Bulletin 1011: Michigan Public Schools Revenue and Expenditures*.

**Table 17. Percent of School-Day Teacher Having Benefits by Class Type**

Classroom Options	Lead Teachers				Associate Teachers			
	SCHOOL-BASED		CBOs		SCHOOL-BASED		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
Retirement	89%	95%	81%	90%	84%	94%	73%	85%
Dental Insurance	84%	98%	55%	94%	61%	85%	46%	85%
Vision Insurance	82%	95%	40%	93%	60%	84%	34%	85%
Disability Insurance	81%	92%	39%	86%	59%	78%	33%	80%
Tax annuity	79%	78%	34%	79%	70%	69%	32%	70%
Health Insurance	50%	28%	6%	17%	40%	28%	6%	19%
Vacation Days	50%	51%	25%	79%	33%	37%	24%	74%
Sick Days	40%	55%	78%	74%	36%	52%	72%	73%
Dependent Care	22%	5%	6%	15%	18%	5%	5%	15%
Cafeteria Benefits	16%	10%	13%	28%	13%	6%	12%	27%
Other Benefits	12%	7%	12%	30%	11%	3%	13%	26%

**Lead Teacher Benefits**

**Associate Teacher Benefits**

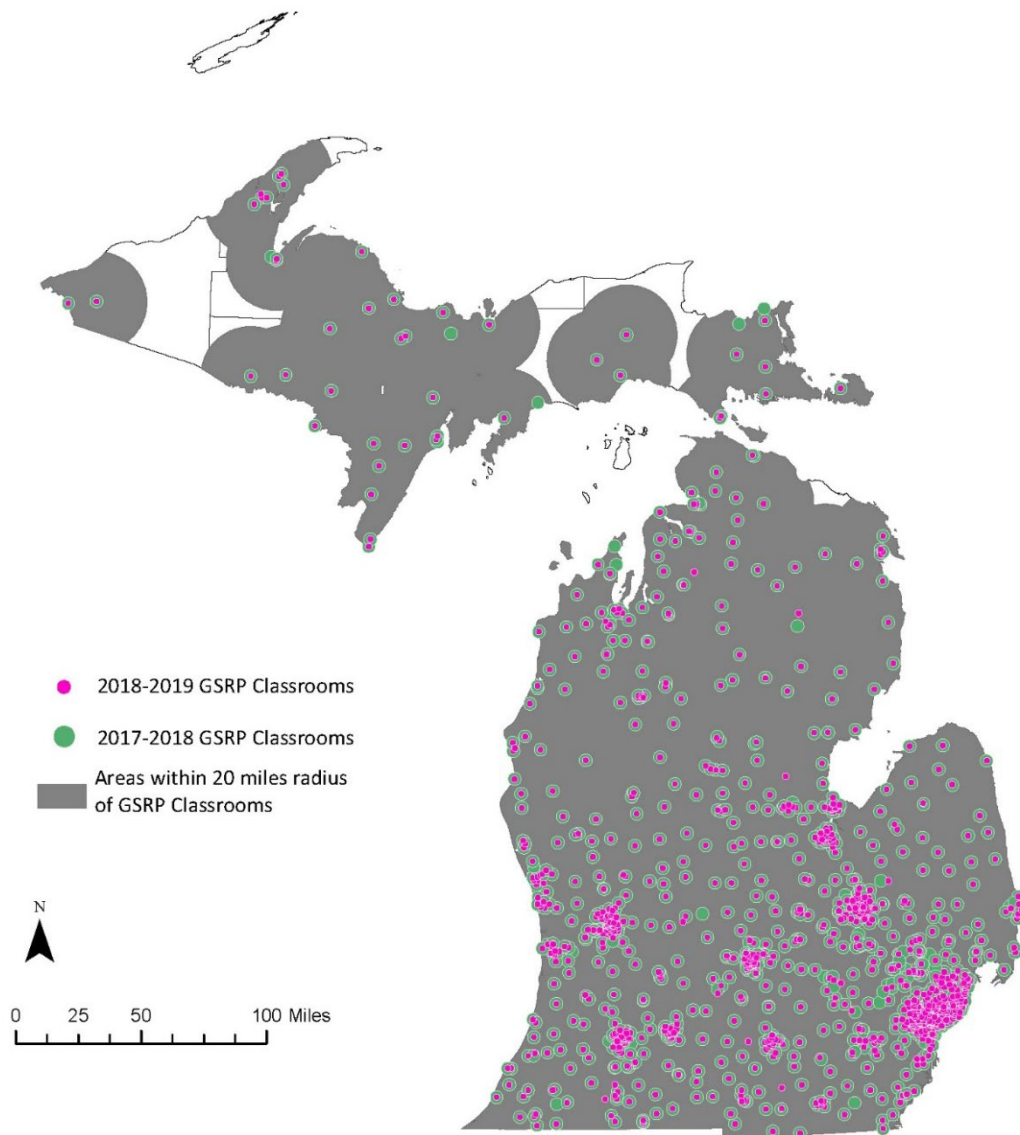


**Figure 3. Comparison of GSRP School-Day Teacher Benefits**

# Accessibility Study

## GSRP Program Availability

When GSRP classrooms are closer to families' homes, they are more easily accessible. Figure 4 presents the GSRP site locations. Each green dot represents a single site in 2017-18, and each pink dot represents a single site during the 2018-19 year. The gray-shaded circles around the pink dots represent a viable catchment area around each site, defined here as a 20-mile radius. In 2017-18, 96% of Michigan land fell within the catchment area of a GSRP site; in 2018-19, coverage decreased to 93%. A comparable Michigan population density map by the same GSRP grantee regions can be found in Appendix B.



**Figure 4. GSRP Location and 93 Percent Land Coverage Within 20 Miles of a GSRP Classroom**

## *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 childhood experiences, their health and education, the norms and expectations for their future, and adulthood success<sup>2</sup>. The Child Opportunity Index 2.0 created by [diversitydatakids.org](http://diversitydatakids.org) is a metric to reflect contemporary opportunities for 27,000 neighborhoods across the United States. It consists of three domains: **education** (determined by factors such as third-grade-level proficiencies and high school graduation rates), **health and environment** (determined by factors such as air pollution levels, healthy food outlets and the availability of green spaces) and **social and economic factors** (determined by measures such as the number of adults with high-skill jobs, employment, home ownership and poverty rates). Each neighborhood receives a score for each of the three domains and an overall Child Opportunity Level composite score to reflect their opportunity levels (“very low”, “low”, “moderate”, “high” to “very high” opportunity) as compared to the state and national averages<sup>3</sup>.

In the state of Michigan, Child Opportunity Score was available for 2,740 neighborhoods (each neighborhood represents a census tract). In this report, the overall Child Opportunity Index was used with opportunity levels compared against the national average. A breakdown of the opportunity levels and the availability of GSRP classrooms can be seen in Table 18, with data showing the provision of the GSRP classrooms reflecting the needs. Figure 5 shows a detailed Michigan map of GSRP site locations in relation to each neighborhood’s opportunity level. Zoomed-in versions of the map with metropolitan-area data are presented in Figure 6 for Saginaw, Flint, and Detroit and in Figure 7 for Kalamazoo, Grand Rapids, and Lansing.

**Table 18. Michigan Neighborhood Child Opportunity Levels and GSRP Availability**

Child Opportunity Level	Number of Michigan Neighborhoods (Total = 2,740)	% of Michigan Neighborhoods	Number of GSRP Classrooms (Total=2,353)	% of GSRP Classrooms
Very High	636	24%	87	3.7%
High	589	21%	331	14.1%
Moderate	555	20%	639	27.2%
Low	529	19%	594	25.3%
Very Low	431	16%	701	29.8%

<sup>2</sup> 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](http://diversitydatakids.org): Brandeis University, Heller School for Social Policy and Management.

<sup>3</sup> Noelke, C., McArdle, N., Baek, M., Huntington, N., Huber, R., Hardy, E., & Acevedo-Garcia, D. (2020). Child Opportunity Index 2.0 Technical Documentation.

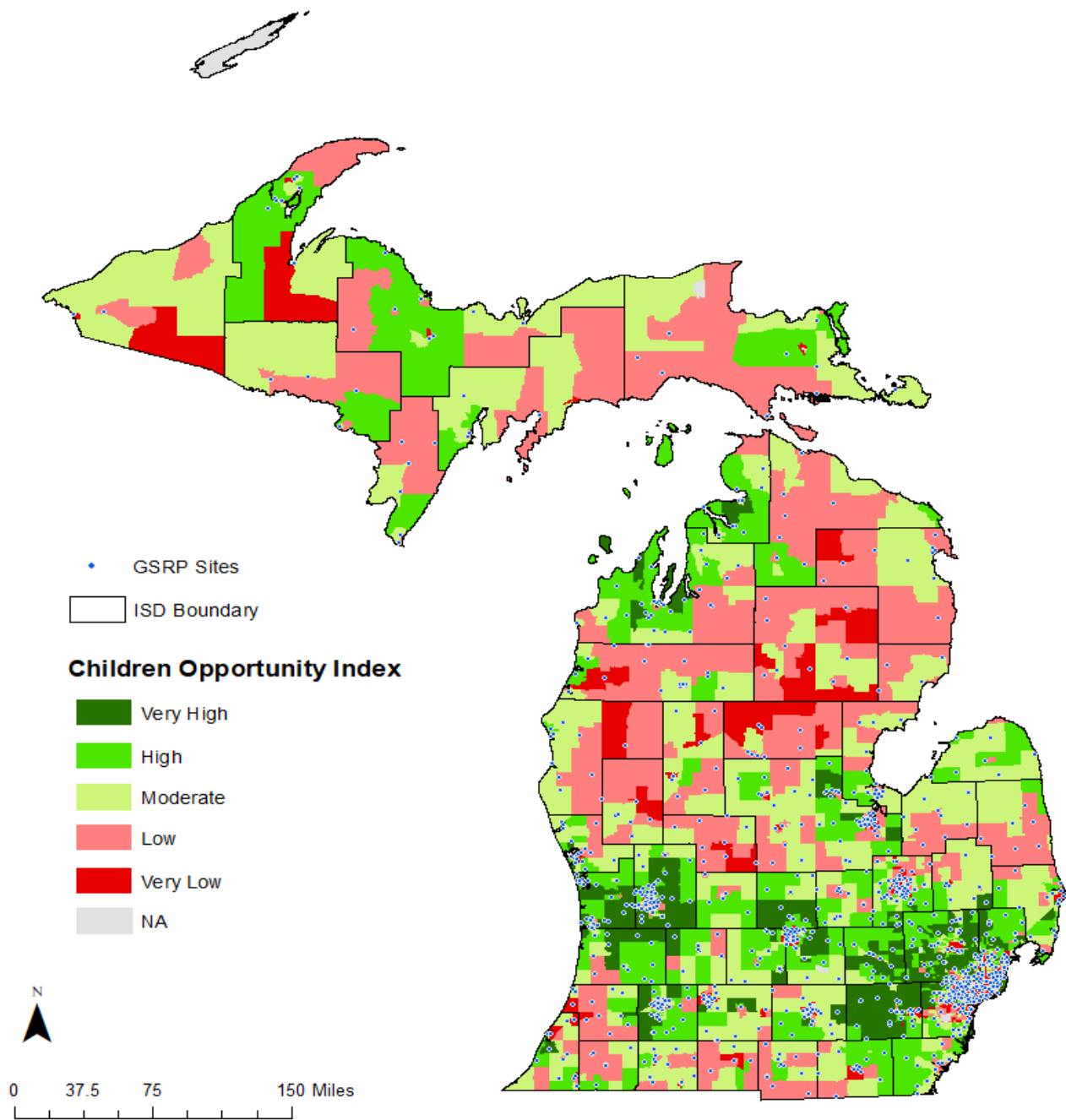
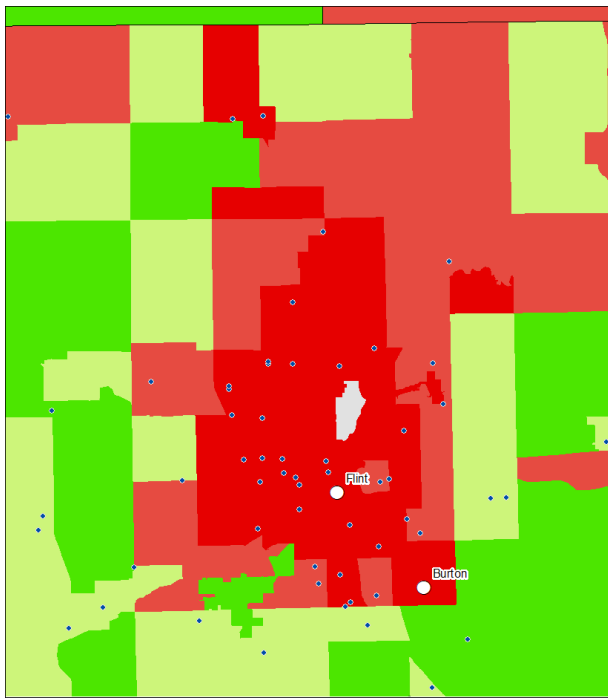
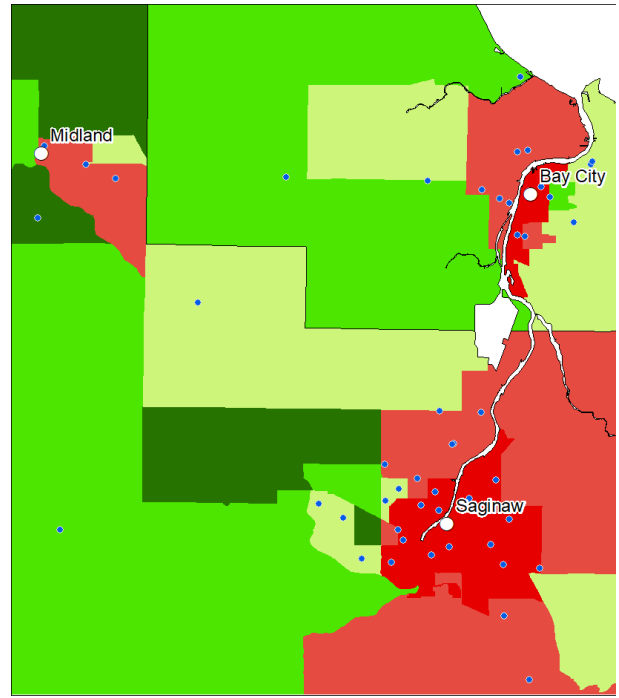


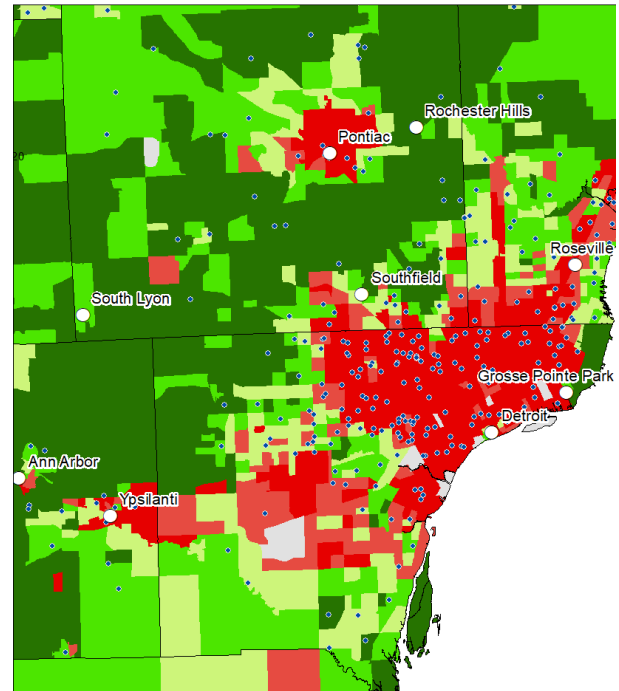
Figure 5. GSRP Site Location by Child Opportunity Levels Across Michigan



[Flint]

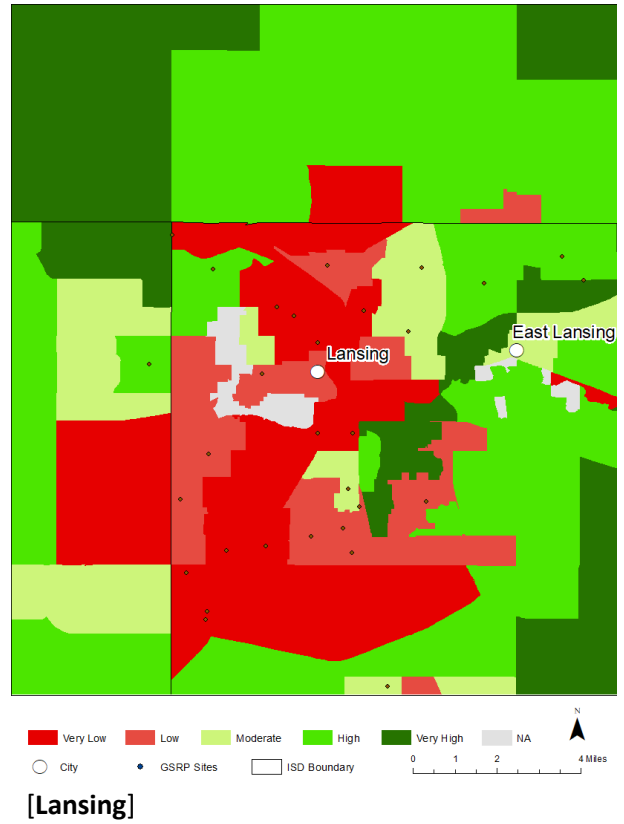
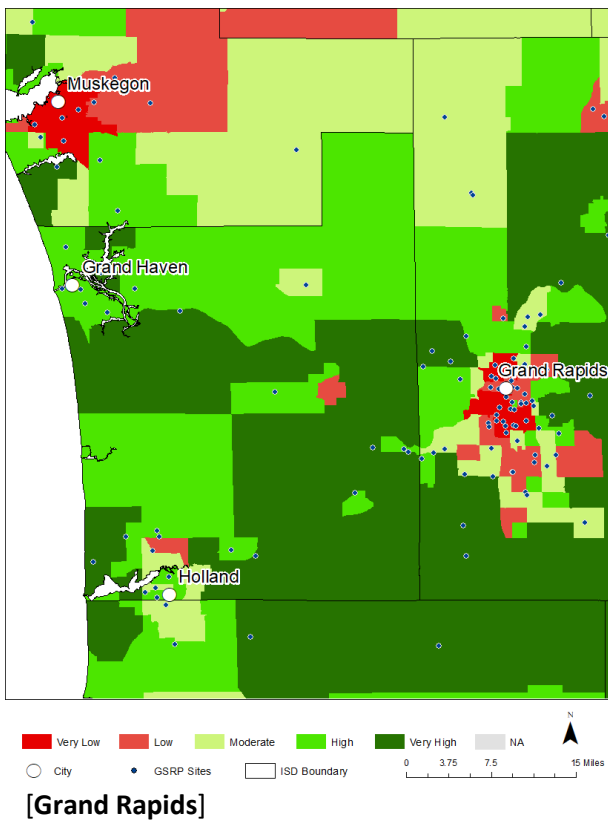
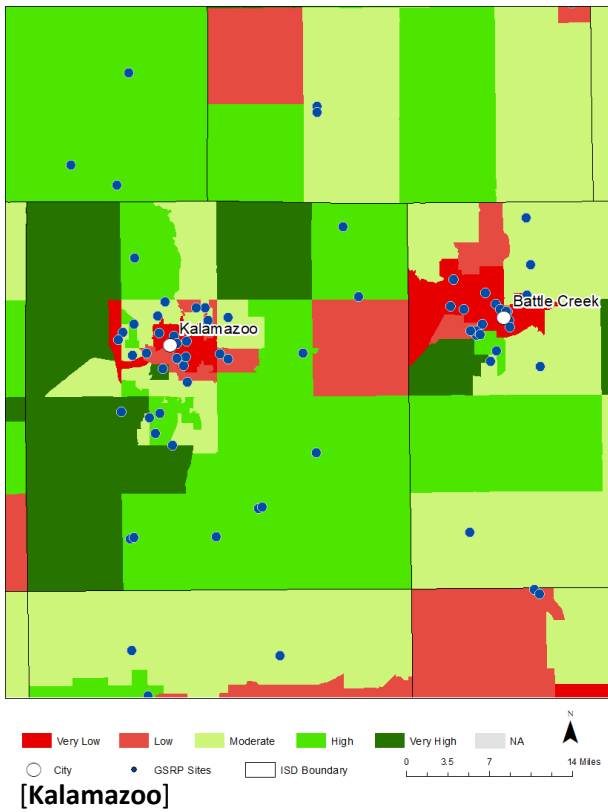


[Saginaw]



[Detroit]

Figure 6. GSRP Site Locations by Child Opportunity Levels for Saginaw, Flint, and Detroit



**Figure 7. GSRP Site Locations by Child Opportunity Levels for Kalamazoo, Grand Rapids, Lansing**

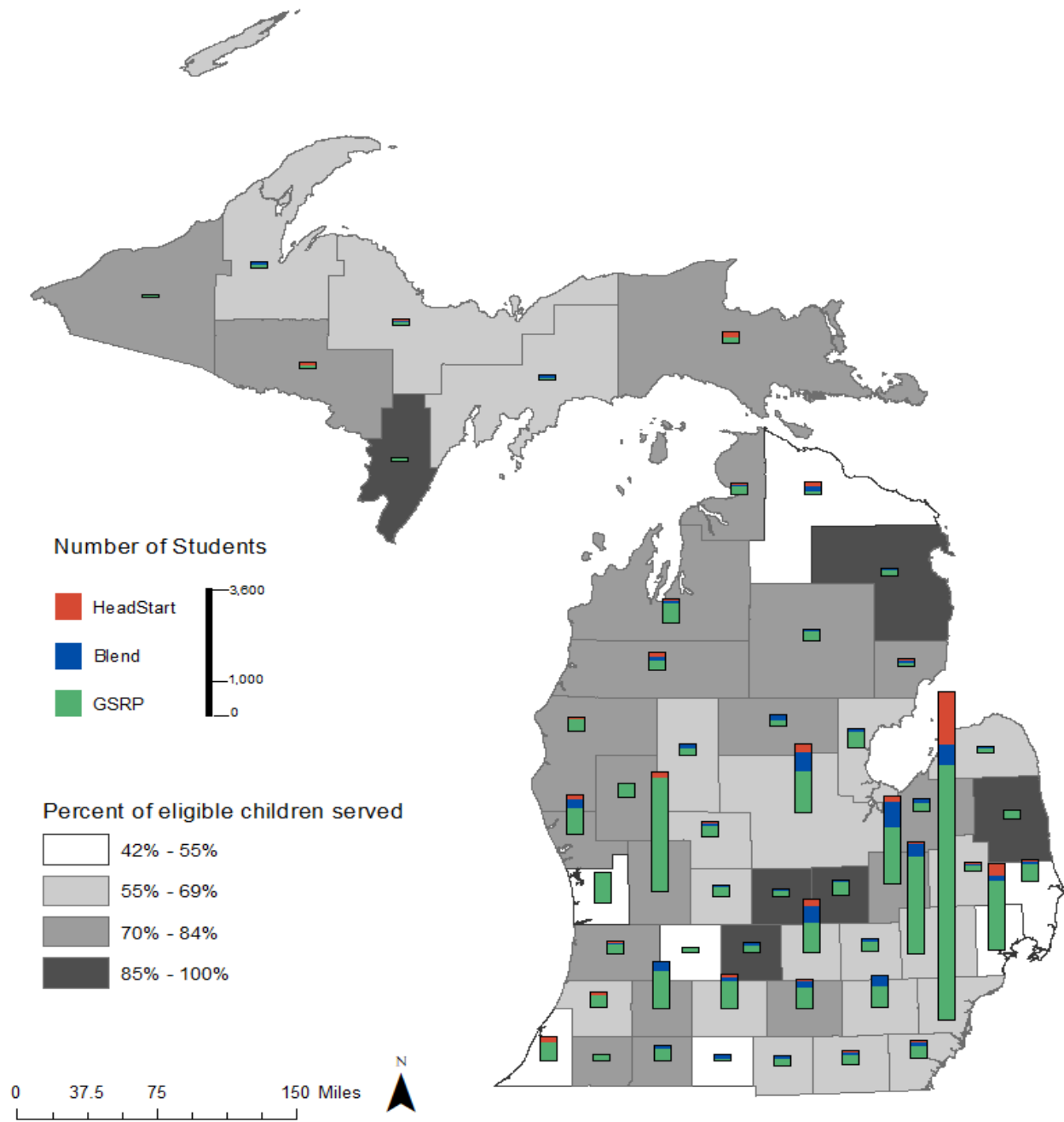
## *Overall Service Utilization*

To examine the extent to which eligible Michigan children utilize publicly funded preschool services, the number of 2018-2019 GSRP-funded slots and Head Start children counts<sup>4</sup> were combined to estimate the number of children attending a free preschool classroom by each ISD. The data were then compared to the number of eligible children (defined as children's family income at or below 250% of federal poverty guidelines) based on the 2015 American Community Survey data (the 2015 ACS 5-year estimates summarizing data from 2011-2015 were released in 2016). Beginning with the 2017 ACS data, GSRP will secure the new ACS data estimates annually. Figure 8 provides two domains of information within each grantee: the extent to which eligible children attended a free preschool classroom through a GSRP or Head Start program (displayed in shading), and the number of children served in the various program types (displayed in the bars with bases situated in each ISD). Shading ranges from white for lower utilization to darker gray for higher utilization. The bar charts display the number of children served in the Head Start programs (colored in Red), GSRP/Head Start Blend programs (colored in Blue), and GSRP Exclusive programs (colored in Green). Appendix A presents the GSRP grantees with their geographic locations. In addition, waitlist children's data were reported for the first time during this year. The data show that a total of 1,127 children from 37 ISDs completed the application but never attended a GSRP classroom due to space limitation (See Table 19 and Figure 9 for details).

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<sup>4</sup> The total number of 2018-2019 Head Start program participants served by each subrecipient was accessed from Michigan Department of Education's MEGS+ system based on allocation estimates for the program year 2019-2020.





**Figure 8. Percent and Count of Eligible Children Attending GSRP or Head Start Programs in 2018-19**

**Table 19. Number of Children on the Waitlist by ISD**

<b>Number of Waitlist Children</b>	
<b>Michigan</b>	<b>1,127</b>
Allegan Area ESA	59
AMA ESD	57
Barry ISD	0
Bay-Arenac ISD	12
Berrien RESA	0
Branch ISD	0
Calhoun ISD	19
Charlevoix ISD	5
Clare-Gladwin RESD	21
Clinton County RESA	23
COOR ISD	24
COPESD	18
Copper Country ISD	0
Delta-Schoolcraft ISD	0
Dickinson-Iron ISD	4
Eaton RESA	4
EUP ISD	21
Genesee ISD	42
Gogebic-Ontonagon ISD	0
Hillsdale ISD	0
Huron ISD	0
Ingham ISD	29
Ionia County ISD	29
Iosco RESA	3
Jackson County ISD	17
Kalamazoo RESA	0
Kent ISD	113
Lapeer County ISD	9
Lenawee ISD	0
Lewis Cass ISD	0
Livingston ESA	0
Macomb ISD	78
Marquette-Alger RESA	0
Mecosta-Osceola ISD	3
Menominee County ISD	9
Midland County ESA	50
Monroe County ISD	0
Montcalm Area ISD	24
Muskegon Area ISD	22
Newaygo County RESA	0
Oakland Schools	64
Ottawa Area ISD	2
Sanilac ISD	1
Shiawassee RESD	2
St. Clair County RESA	9
St. Joseph County ISD	21
Traverse Bay Area ISD	50
Tuscola ISD	3
Van Buren ISD	28
Washtenaw ISD	44
Wayne RESA	162
West Shore ESD	0
Wexford-Missaukee ISD	46

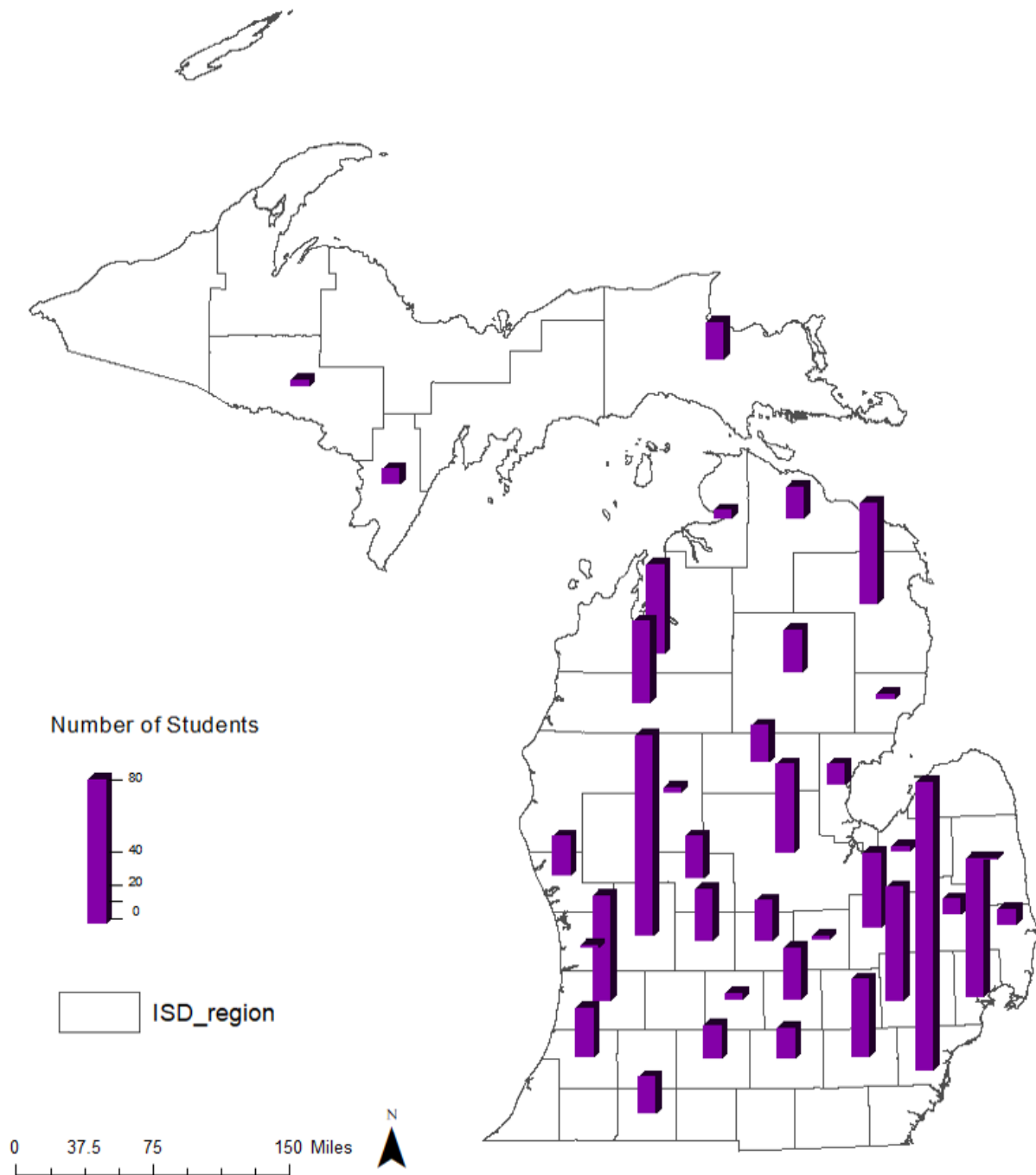


Figure 9. Number of Waitlist Children by ISD

### *Service Utilization by Eligible Racial/Ethnic Groups*

Race/ethnicity remains one of the strongest predictors of access to high-quality education and utilization of opportunities<sup>5</sup>. Although almost all ISDs served more than 50% of eligible families, participation could vary greatly among racial/ethnic groups within each ISD. To better understand the different pattern of GSRP usages and identify underrepresented racial/ethnic groups, a “Location Quotient<sup>6</sup> (LQ) score was calculated for each racial/ethnic group based on the following formula:

$$LQ_i^n = \frac{\frac{Participants_i^n}{Population_i^n}}{\frac{Participants_i}{Population_i}}$$

where the  $i$  subscript denotes the racial/ethnic group and the  $n$  superscript denotes a GSRP site. To get a reliable estimate of the population, each GSRP site was linked with a geographically nearby school and the school’s K-3 enrollment from the economically disadvantaged children during the 2018-19 school year<sup>7</sup> was used to generate an estimate of the true population. Based on this rationale, eligible children who did not have access to a GSRP classroom were intentionally excluded from the calculation to ensure that low utilization was not due to the unavailability of the GSRP classrooms. For the numerator of the LQ, the score was calculated based on each racial/ethnic group’s actual participation in a GSRP site compared to the eligible racial/ethnic population of the linked school. For the denominator of the LQ, the score was based on each racial/ethnic group’s total GSRP participants across the state divided by the total eligible racial/ethnic population from all the linked schools across the state.

Because the LQ score represents the likelihood of service utilization, a value greater than one denotes a higher rate of participation relative to the state average, while a value less than one denotes a lower rate of state-average participation. To help interpret the data, LQ scores were further categorized into eight levels of usage ranging from “extremely low”, “very low,” “low,” “on par,” “high,” “very high,” “extremely high,” to “overrepresentation” based on specific cut-off points outlined in Table 20.

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<sup>5</sup> 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.

<sup>6</sup> Miller, M. M., Gibson, L.J., and Wright, N. G. (1991). Location quotient: A basic tool for economic development studies. *Economic Development Review*, 9(2), 65–68.

<sup>7</sup> Data were retrieved from MI School Data:

<https://www.mischooldata.org/DistrictSchoolProfiles2/StudentInformation/StudentCounts/StudentCount.aspx>

**Table 20. The LQ Range and GSRP Usage Level Defined in This Report**

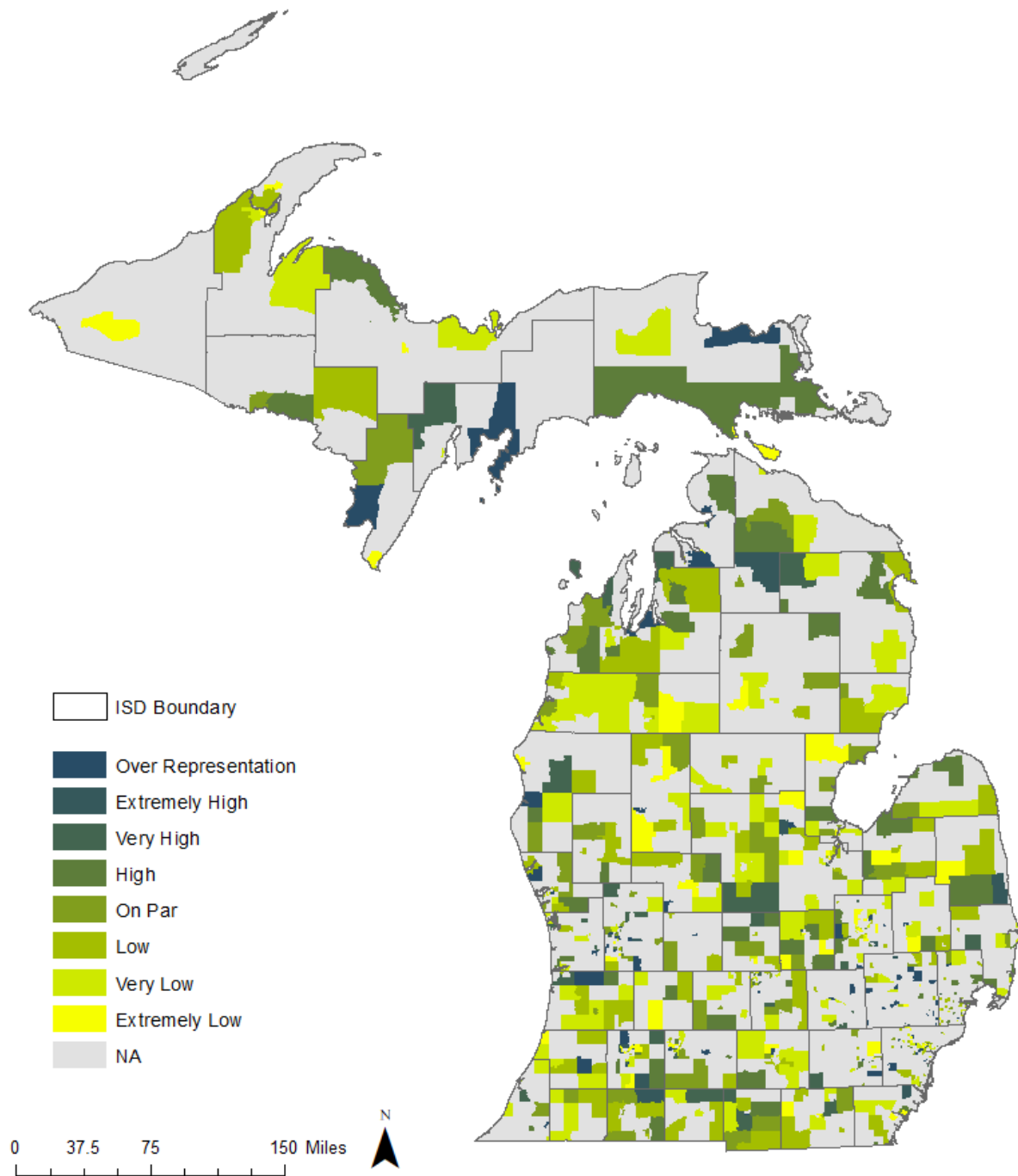
LQ Range	GSRP Usage Level
0.00 ~ 0.29	Extremely Low
0.30 ~ 0.59	Very Low
0.60 ~ 0.89	Low
0.90 ~ 1.09	On Par
1.10 ~ 1.39	High
1.40 ~ 1.69	Very High
1.70 ~ 1.99	Extremely High
2.00 and above	Overrepresentation

During the 2018-19 program year, GSRP classrooms were available in 902 Michigan neighborhoods. To reflect the usage geographically and account for meaningful racial/ethnic representation, the GSRP usage level by each racial/ethnic group was laid out on the map when there were at least 5 eligible racial/ethnic population in a neighborhood where a GSRP site was located. This accounted for 710 neighborhoods with at least 5 eligible White children, 367 neighborhoods with at least 5 eligible Black children, 258 neighborhoods with at least 5 eligible Hispanic children, 185 neighborhoods with at least 5 eligible multi-racial children, and 30 neighborhoods with at least 5 eligible Asian children. A total of 631 neighborhoods were also included for the disadvantaged non-White population, which included the Black, Hispanic, Multiracial, and American Indian populations. The American Indian population was too small to be displayed in a map individually. The percent and counts of included neighborhoods by each group can be seen in Table 21. Figure 10 displays the GSRP usage by the White racial/ethnic group, Figure 11 for disadvantaged non-White population, Figure 12 for Black racial/ethnic group, Figure 13 for Hispanic racial/ethnic group, Figure 14 for multi-racial racial/ethnic group and Figure 15 for Asian racial/ethnic group.

**Table 21. Neighborhoods that are Presented in the Service Unitization Map by Racial/Ethnic Group**

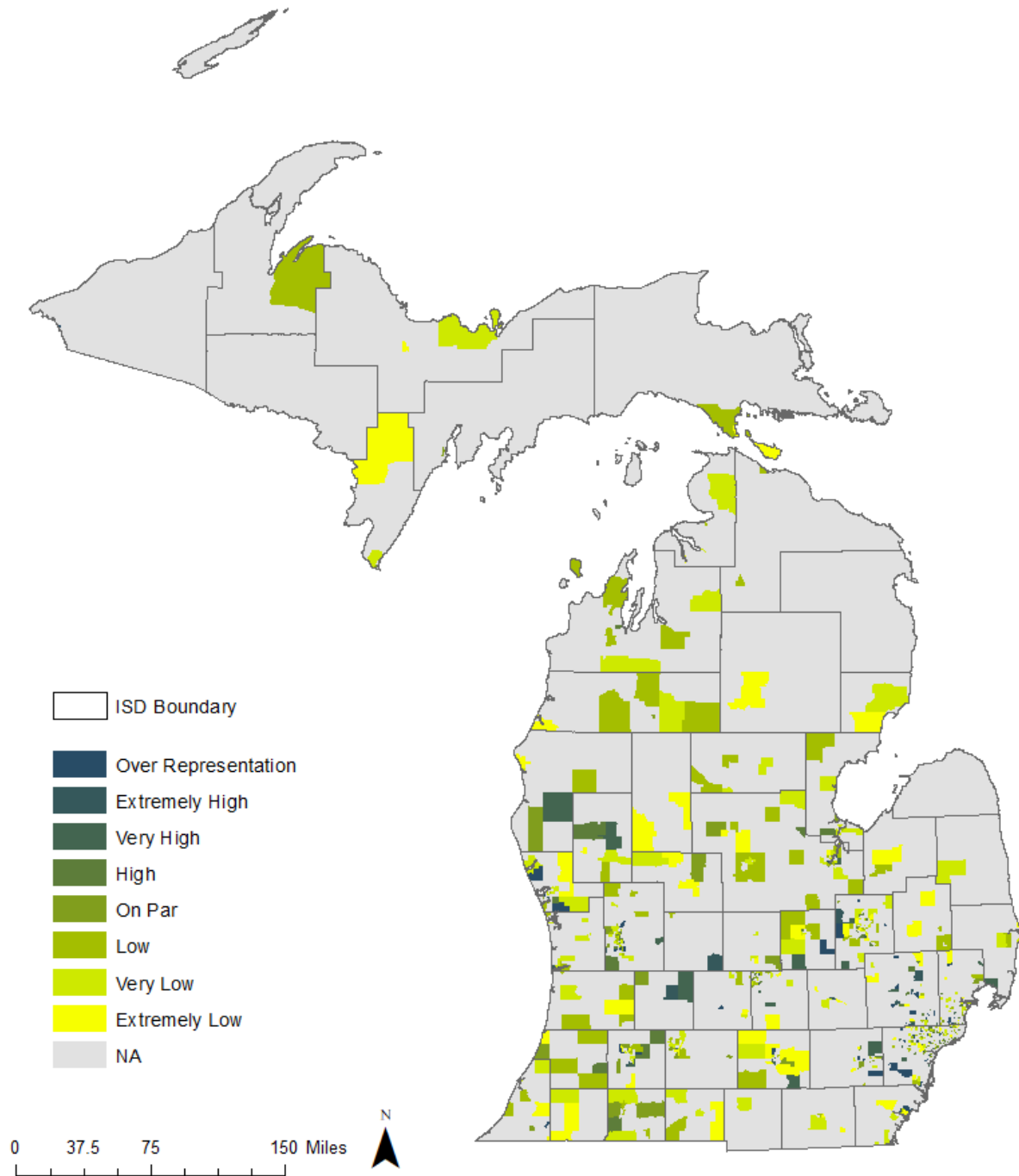
Percent and Count of Neighborhoods with At Least 5 Eligible Children of..											
<u>White</u>		<u>Disadvantaged Non-White (Total Combined)</u>		<u>Black</u>		<u>Hispanic</u>		<u>Multi-racial</u>		<u>Asian</u>	
<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>
79%	710	41%	367	41%	367	29%	258	21%	185	3%	30

\* Total number of Michigan neighborhoods with at least 1 GSRP classroom: 902



\*NA = Neighborhoods with no GSRP classrooms or no more than 5 eligible White children  
 \*\*The level of service utilization was compared to the state average for the White children

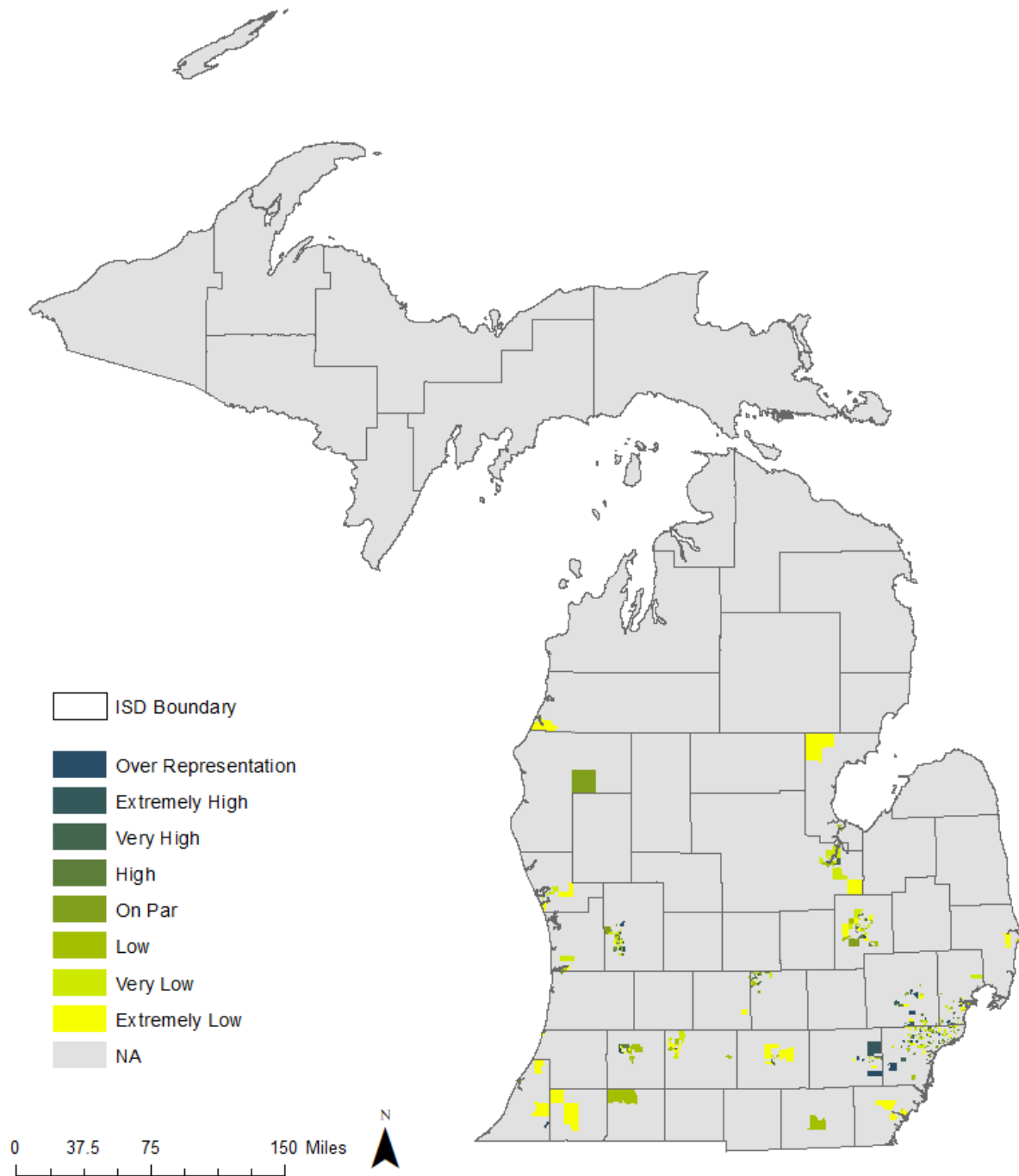
**Figure 10. GSRP Utilization Level by Eligible White Racial/Ethnic Group**



\*NA = Neighborhoods with no GSRP classrooms or no more than 5 eligible Disadvantaged Non-White children

\*\*The level of service utilization was compared to the state average for the Disadvantaged Non-White children

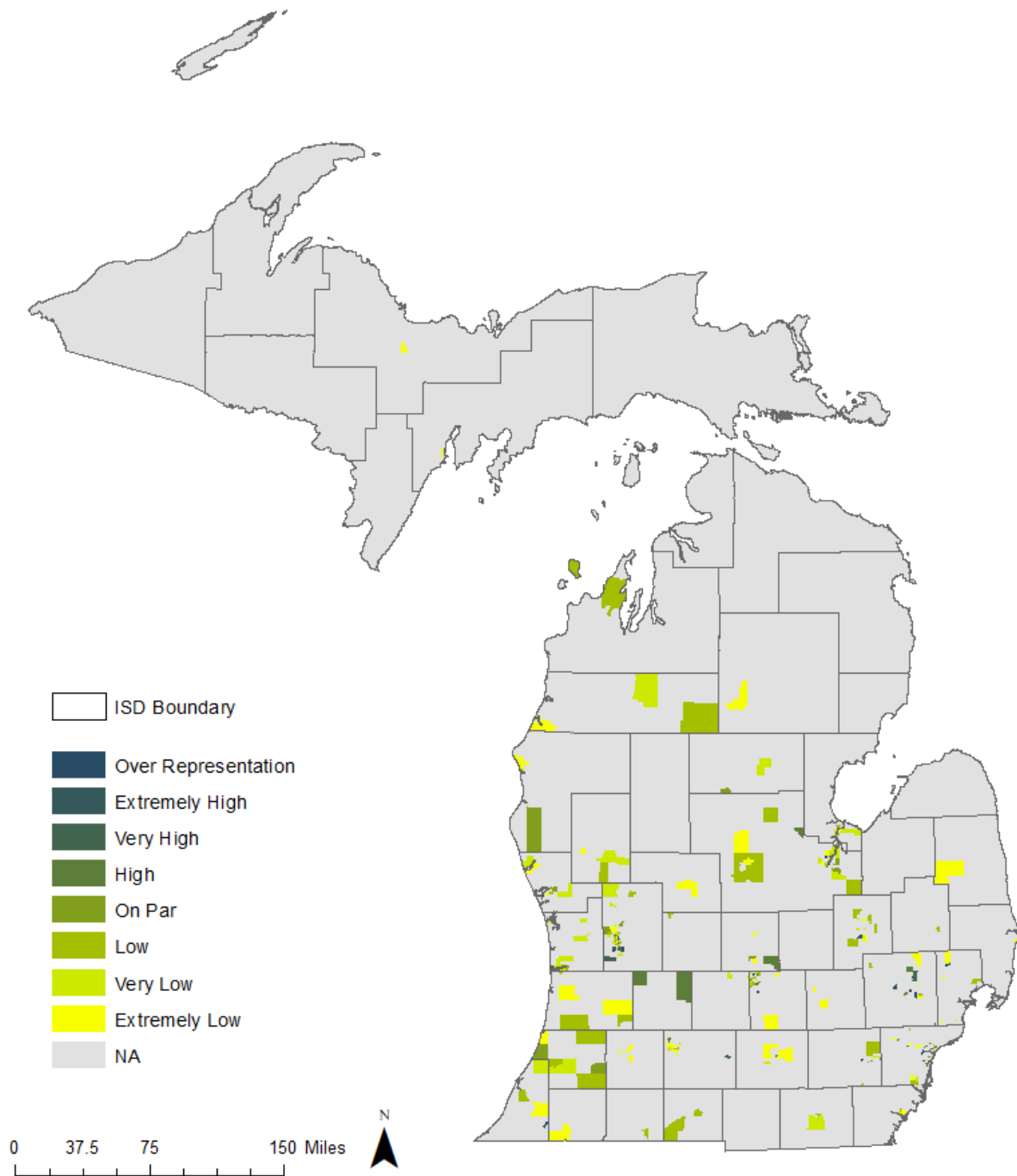
**Figure 11. GSRP Utilization Level by Eligible Disadvantaged Non-White Racial/Ethnic Group**



\*NA = Neighborhoods with no GSRP classrooms or no more than 5 eligible Black children  
 \*\*The level of service utilization was compared to the state average for the Black children

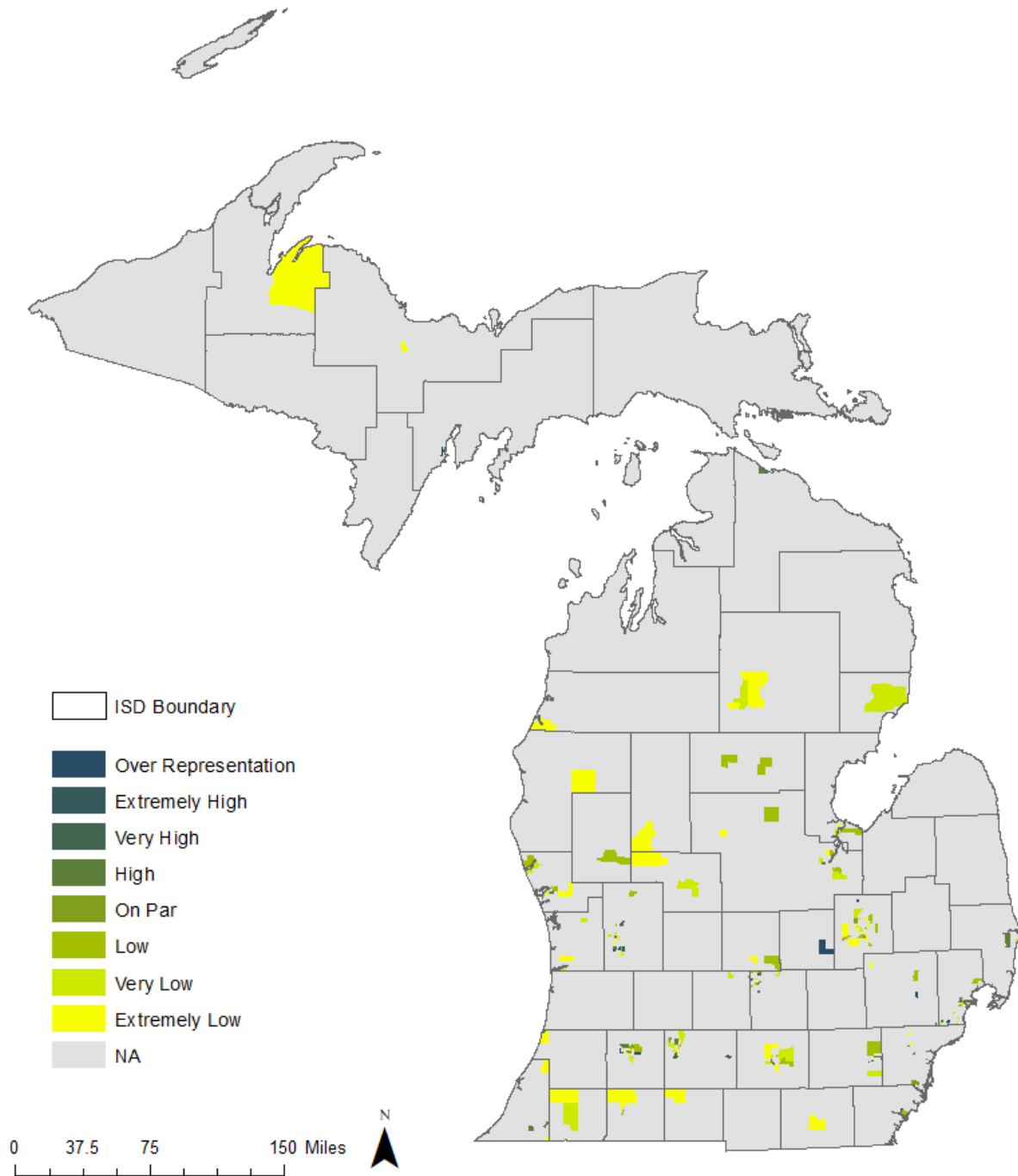
**Figure 12. GSRP Utilization Level by Eligible Black Racial/Ethnic Group**





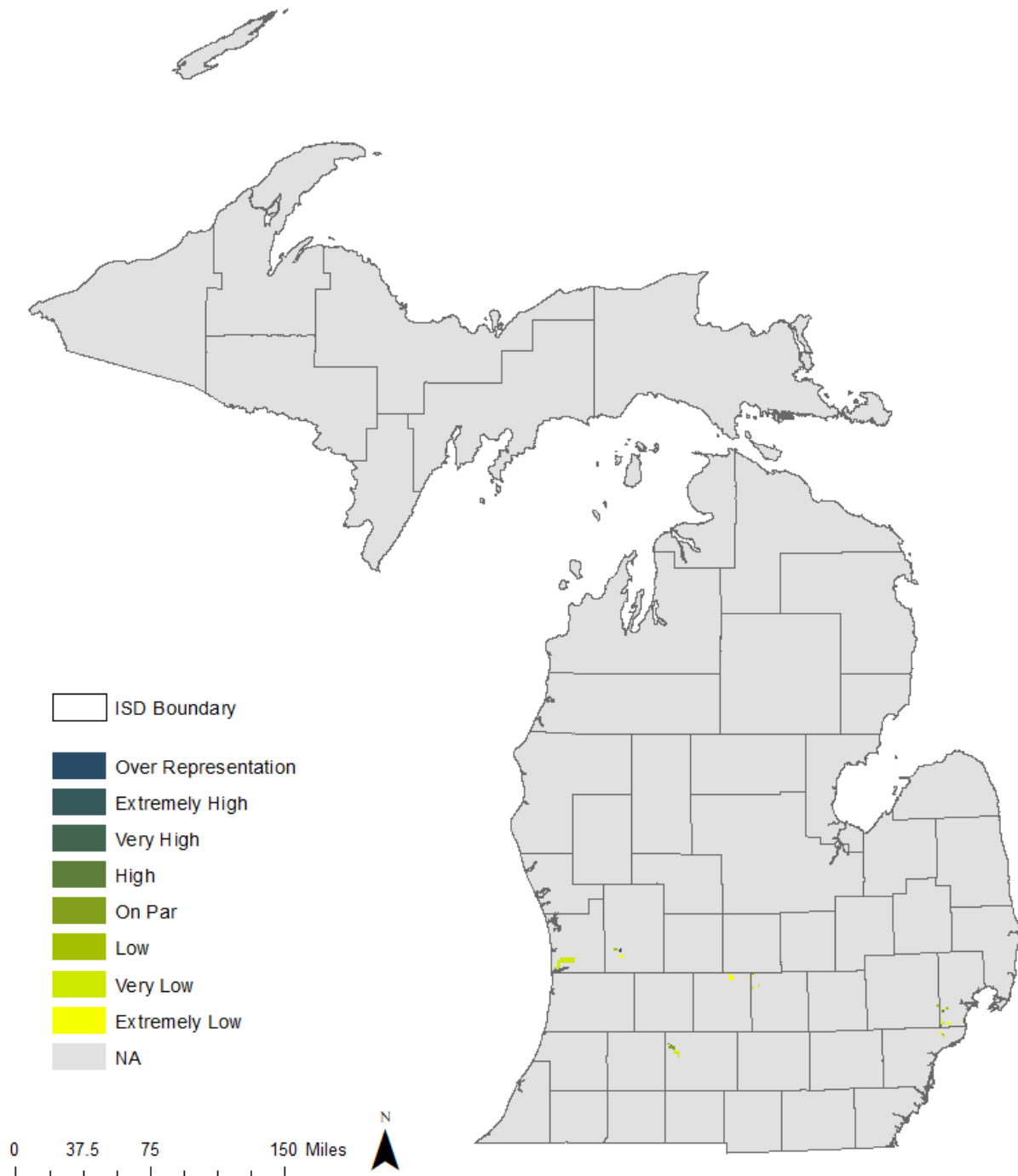
\*NA = Neighborhoods with no GSRP classrooms or no more than 5 eligible Hispanic children  
 \*\*The level of service utilization was compared to the state average for the Hispanic children

**Figure 13. GSRP Utilization Level by Eligible Hispanic Racial/Ethnic Group**



\*NA = Neighborhoods with no GSRP classrooms or no more than 5 eligible Multi-racial children  
 \*\*The level of service utilization was compared to the state average for the Multi-racial children

**Figure 14. GSRP Utilization Level by Eligible Multi-racial Racial/Ethnic Group**



\*NA = Neighborhoods with no GSRP classrooms or no more than 5 eligible Asian children  
 \*\*The level of service utilization was compared to the state average for the Asian children

**Figure 15. GSRP Utilization Level by Eligible Asian Racial/Ethnic Group**

## Conclusion and Recommendation

During the 2018-2019 program year, GSRP funding was awarded to 56 ISDs, operated by 51 ISDs and 2 consortia representing a total of 5 ISDs, who oversaw subrecipients managing 1,182 sites and operating 2,352 classrooms. About 79% of the classrooms were funded exclusively by the GSRP funding stream, while 21% had blended funding with the Head Start programs. A total of 38,075 children were served and 96% of them came from low income families. Children were evenly distributed across gender; 53% were White (non-Hispanic), 28% were Black, 10% Hispanic/Latino, 5% multi-racial, 2% Asian, 1% American Indian/Alaska Native and less than 1% were Hawaiian/Pacific Islander.

Three assessment tools were used to assess classroom quality; they were: PQA (used by 43% classrooms), PQA-R (used by 39% classrooms) and CLASS (used by 16% classrooms although data were submitted at the site level). Data on PQA-R and CLASS were submitted for the first time. The variety of the tools being used and the lack of comparison benchmarks from the tool developers limited the capacity for statewide comparisons and interpretations beyond descriptives. Adult-child interaction practices, especially around scaffolding reasoning, demonstrating conflict resolution, and encouraging reflective thinking processes tended to be the areas teachers needed the most support. Also, like the national findings on preschool teachers, GSRP teachers continued to experience a significantly lower compensation than K-12 teachers.

With a focus on continuous improvement around GSRP accessibility, this report presents a series of maps to show GSRP service coverage and utilization. The data show that the availability of GSRP classrooms, for the most part, matched with the local needs, with most the programs located in the resource-poor areas. The data also showed that the utilization of the services varied greatly across racial/ethnic groups and regions, with eligible families of racial/ethnic minorities being less likely to enroll in the programs than their White counterparts across the state. It is recommended that GSRP grantees develop new strategies in recruiting specific racial/ethnic groups that tended to be underrepresented in local communities.

# Appendix A. GSRP Grantees



## Appendix B. Michigan Population Density Map

