

Great Start Readiness Program's quality exceeds the nation's top publicly funded PreK program

Average CLASS® Scores

- MI's GSRP (n = 709 classrooms)
- DC's PreK (n = 840 classrooms)³

Emotional Support



Classroom Organization



Instructional Support



% of Classrooms Meeting or Exceeding Expectations *

Emotional Support



Classroom Organization



Instructional Support



All Three Domains



* Expectations: emotional support - 6; classroom organization - 6; instructional support - 4.⁵

Program quality is the foundation for positive childhood outcomes in publicly funded PreK. Michigan's Great Start Readiness Program (GSRP) provides thousands of low-income 4-year-olds with high-quality instruction. In 2021-22, over a third of GSRP classrooms were evaluated using the Classroom Assessment Scoring System (CLASS®). CLASS® is a recognized evaluative tool where trained evaluators score the programs from 1 to 7 on three areas: their emotional support of children, classroom organization, and their instructional support.¹⁻²



In 2021-22, GSRP outscored the District of Columbia's (DC) Universal PreK Program across all CLASS® dimensions.³ DC's PreK was recognized as the most accessible publicly funded PreK program for 4-year-olds and the most well-funded at \$20,442 for each child.⁴ Michigan ranked 19th in accessibility and 6th for spending at \$11,927.⁴

Quality matters for low-income children

Maintaining and increasing GSRP's quality is essential to closing the academic gap, as low-income students often attend lower quality programs than their wealthier peers.⁵ Ensuring that all low-income children have access to a high-quality GSRP classroom will require:

- Investing in professional development around instructional quality and classroom organization across the state.
- Increasing support for classrooms with higher populations of low-income students.

By expanding GSRP's quality, Michigan is establishing itself as one of the best publicly funded PreK programs.



For more information, check out the Great Start Readiness Program State Evaluation 2021-22 Annual Report at cep.msu.edu/gsrp or www.t.ly/ExMzs

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1 Pianta, R.C., La Paro, K.M., & Hamre, B.K. (2008). Classroom Assessment Scoring System™ (CLASS™). Paul H. Brookes Publishing Co., Inc.

2 Vitiello, V. E., Bassok, D., Hamre, B. K., Player, D., & Williford, A. P. (2018). Measuring the quality of teacher-child interactions at scale: Comparing research-based and state observation approaches. *Early Childhood Research Quarterly*, 44, 161-169.

3 District of Columbia Office of the State Superintendent of Education (2023, August). PreKindergarten Reports: The State of PreK in the District of Columbia. *OSSE Annual PreK Report 2022*.

4 Friedman-Krauss, A. H., Barnett, W. S., Hodges, K.S., Garver, K.A., Weisenfeld, G.G., Gardiner, B.A., & Merriman Jost, T. (2022). *The State of Preschool 2022: State Preschool Yearbook*. New Brunswick, NJ: National Institute for Early Education Research.

5 Aguiar, A. L., & Aguiar, C. (2020). Classroom composition and quality in early childhood education: A systematic review. *Children and Youth Services Review*, 115.