

Great Start Readiness Program State Evaluation 2020–21 Annual Report

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2020–21 Program Overview

Since March 2020, the COVID-19 pandemic has continuously created challenges for the Great Start Readiness Program (GSRP). Although all programs resumed in-person learning during the 2020–21 program year, many programs had to swing back and forth between in-person and virtual modes to meet quarantine requirements as health concerns arose. In response to the constant changes and challenges many programs faced, the Michigan Department of Education (MDE) lifted its requirement that programs collect and report child-level data.

The GSRP state evaluation team, led by the Community Evaluation Programs group at the Michigan State University (MSU) Office of University Outreach and Engagement, started the current longitudinal evaluation project in October 2017. Having closely monitored the impacts of the COVID-19 pandemic on GSRP operation and participants, the team adjusted the longitudinal study plan accordingly. Data on program quality were not available because they rely on in-person observations using the CLASS or PQA-R instrument. Except for this omission, this report follows the same structure as previous years' reports, documenting major findings on Cohort 4/Year 4 (2020–21).

During the 2020–21 program year, GSRP funding was awarded to 55 intermediate school districts (ISDs), operated by 51 ISDs and two consortia representing a total of four ISDs. (See Appendix A and Appendix B for a map of ISDs.) These 51 ISDs and 2 consortia oversaw sub-recipients managing 1,192 sites and operating 2,287 classrooms. The number of ISDs is one lower than last year because it does not include Barry ISD. Calhoun ISD operated all sites located in Barry ISD, although the two ISDs did not officially reorganize as a consortium. All data in this report reflect this management change: Barry ISD classrooms are included in Calhoun figures, which therefore show significant increases in many areas from 2019–20.

Decreases across the board reflect the impact of the pandemic. Compared with last year, the number of sites dropped by 22 and classrooms, by 78. Programs also suffered from staff shortages, with 99 fewer lead teachers and 200 fewer associate teachers compared with last year. The 28,422 children served in 2020–21 represent a significant decrease from last year's student count of 37,369—despite the fact that Michigan legislation removed the income cap restriction in hope of increasing child enrollment. A large majority of the children (89%) came from low-income families, with children nearly evenly distributed across gender; 57% were White (non-Hispanic), 24% were Black, 11% Hispanic/Latino, 5% multi-racial, 2% Asian, less than 1% American Indian/Alaska Native, and less than 1% Hawaiian/Pacific Islander.

Classroom Operations

Approximately seven in ten classrooms (69%) were operated by schools: local education agencies (LEAs) and public school academies (PSAs) or ISDs. The other 31% of classrooms were operated by community-based entities including non-profit organizations, for-profit companies, and universities, as shown in

Figure 1. On average, each site had two classrooms, but sites ranged widely from one to 25 classrooms. Among the 2,287 classrooms, 82% were funded exclusively by the GSRP funding stream, while 18% blended funding with Head Start programs (the “GSRP/Head Start blend” classrooms). Most classrooms offered school-day programming; only 8% were part-day.

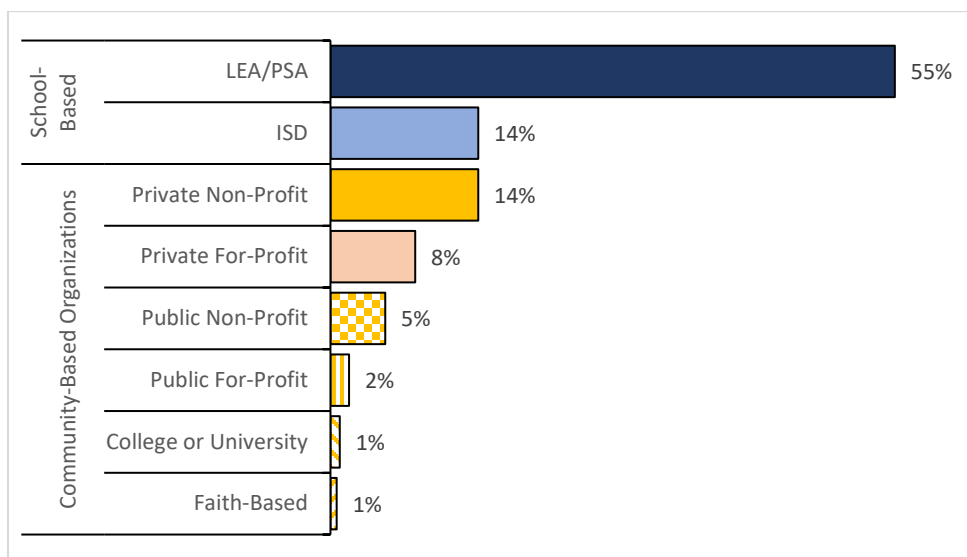


Figure 1. Classroom Operation Types

Population Served

Child Demographics

A detailed breakdown of child demographics and counts by classroom type can be found in Table 1. Children were nearly evenly distributed across gender (49% female). Fifty-seven percent were White (non-Hispanic), 24% were Black, 11% Hispanic/Latino, 5% multi-racial, 2% Asian, less than 1% American Indian/Alaska Native, and less than 1% Hawaiian/Pacific Islander. Most children were in GSRP exclusive (rather than GSRP/Head Start blend) programs, and most children were in school-managed classrooms that followed school-day schedules. These counts are based on actual child attendance, not funding allocation. Approximately 4.5% of participants switched sites during the year. Table 2 lists child demographics by ISD.

Table 1. GSRP Child Demographics and Classroom Types

	Number of Children (Total = 28,422)	% of Children
Gender		
Male	14,363	51%
Female	14,059	49%
Race/Ethnicity		
White (Non-Hispanic)	16,174	57%
Black/African American	6,694	24%
Hispanic/Latino	3,238	11%
Multi-racial	1,543	5%
Asian	581	2%
American Indian/Alaska Native	169	<1%
Hawaiian/Pacific Islander	23	<1%
GSRP Service Program Type		
GSRP exclusive	23,472	83%
GSRP/Head Start Blend	4,950	17%
GSRP Management Entity/Operation Type		
School	20,385	72%
CBOs	8,037	28%
GSRP Delivery Schedule		
School-day	26,540	93%
Part-day	1,882	7%

Table 2. GSRP Child Demographics by ISD

Agency	Total	F	M	White	Black	Hisp	Multi	Asian	AIAN	NHPI
Michigan	28,422	49%	51%	57%	24%	11%	5%	2%	<1%	<1%
Allegan Area ESA	229	48%	52%	77%	1%	16%	5%	0%	1%	0%
AMA ESD	197	51%	49%	96%	0%	1%	4%	0%	0%	0%
Bay-Arenac ISD	401	52%	48%	77%	2%	11%	8%	0%	0%	0%
Berrien RESA	395	50%	50%	57%	25%	9%	7%	1%	1%	0%
Branch ISD	130	52%	48%	83%	2%	14%	1%	0%	0%	0%
C.O.O.R. ISD	261	48%	52%	92%	1%	2%	3%	1%	1%	0%
Calhoun ISD	705	50%	50%	58%	15%	10%	12%	5%	0%	0%
Charlevoix-Emmet ISD	237	54%	46%	89%	1%	2%	6%	0%	3%	0%
Cheb-Otsego-Presque Isle ESD	145	44%	56%	94%	1%	1%	3%	0%	2%	0%
Clare-Gladwin RESD	271	51%	49%	91%	0%	4%	4%	0%	0%	0%
Clinton County RESA	189	56%	44%	73%	3%	13%	9%	2%	1%	0%
Copper Country ISD	116	49%	51%	88%	2%	0%	1%	2%	8%	0%
Delta-Schoolcraft ISD	109	44%	56%	91%	0%	0%	1%	1%	7%	0%
Dickinson-Iron ISD	61	54%	46%	92%	0%	2%	7%	0%	0%	0%
Eastern Upper Peninsula ISD	166	52%	48%	64%	2%	2%	1%	1%	30%	0%
Eaton RESA	179	49%	51%	78%	3%	11%	7%	1%	0%	0%
Genesee ISD	1,491	48%	52%	53%	34%	6%	7%	0%	0%	0%
Gogebic-Ontonagon ISD	33	42%	58%	88%	6%	0%	0%	0%	6%	0%
Heritage Southwest ISD	148	44%	56%	78%	5%	5%	7%	1%	2%	0%
Hillsdale ISD	197	49%	51%	90%	0%	9%	1%	0%	0%	0%
Huron ISD	117	52%	48%	97%	0%	2%	1%	0%	1%	0%
Ingham ISD	985	51%	49%	39%	25%	18%	13%	4%	0%	0%
Ionia ISD	212	51%	49%	96%	0%	2%	0%	0%	0%	1%
Iosco RESA	135	53%	47%	98%	0%	0%	2%	0%	0%	0%
Jackson ISD	500	48%	52%	71%	10%	5%	13%	1%	1%	0%
Kalamazoo RESA	965	51%	49%	47%	38%	0%	13%	1%	0%	0%
Kent ISD	2,365	49%	51%	32%	25%	31%	7%	4%	0%	0%
Lapeer ISD	186	52%	48%	88%	2%	6%	3%	1%	1%	0%
Lenawee ISD	321	41%	59%	75%	6%	17%	2%	0%	0%	0%
Livingston ESA	278	41%	59%	92%	2%	0%	3%	2%	1%	0%
Macomb ISD	1,792	50%	50%	50%	32%	4%	7%	7%	0%	0%
Marquette-Alger RESA	73	47%	53%	89%	1%	3%	5%	1%	0%	0%
Mecosta-Osceola ISD	204	49%	51%	91%	2%	1%	4%	1%	0%	0%
Menominee ISD	60	52%	48%	93%	2%	2%	3%	0%	0%	0%
Midland County ESA	513	51%	49%	85%	1%	7%	5%	0%	1%	0%
Monroe ISD	307	43%	57%	78%	4%	8%	9%	1%	0%	0%
Montcalm Area ISD	265	45%	55%	95%	0%	4%	0%	0%	0%	0%
Muskegon Area ISD	732	54%	46%	56%	29%	8%	6%	0%	0%	0%
Newaygo County RESA	274	53%	47%	92%	0%	5%	2%	0%	0%	0%
Northwest Education Services	500	45%	55%	87%	2%	7%	2%	1%	1%	0%
Oakland Schools	1,986	48%	52%	45%	34%	14%	5%	3%	0%	0%
Ottawa Area ISD	885	48%	52%	70%	2%	19%	5%	3%	0%	0%
Saginaw ISD	798	51%	49%	33%	53%	9%	5%	1%	0%	0%
Sanilac ISD	210	47%	53%	91%	0%	5%	3%	0%	0%	0%
Shiawassee Regional ESD	368	46%	54%	93%	0%	3%	4%	0%	0%	0%
St. Clair County RESA	368	49%	51%	79%	6%	6%	9%	0%	0%	0%
St. Joseph County ISD	298	45%	55%	76%	4%	14%	4%	1%	1%	0%
Tuscola ISD	262	47%	53%	91%	1%	7%	1%	0%	0%	0%
Van Buren ISD	288	47%	53%	51%	1%	39%	7%	0%	1%	0%
Washtenaw ISD	684	54%	46%	31%	18%	42%	6%	3%	0%	0%
Wayne RESA	5,300	50%	50%	38%	48%	10%	2%	2%	0%	0%
West Shore ESD	238	49%	51%	76%	2%	21%	1%	1%	0%	0%
Wexford-Missaukee ISD	293	47%	53%	87%	1%	6%	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. ESA = Educational Service Agency; ESD = Educational Service District; RESA = Regional Educational Service Agency; RESD = Regional Educational Service District.

Distribution of Child Eligibility Factors

In the past, priority in GSRP enrollment went to low-income families, defined as those whose incomes were at or below 250% of the federal poverty level (FPL), with additional priority based on other eligibility factors. To combat decreases in enrollment across the state resulting from the pandemic, the Michigan legislature removed the income cap restriction to allow children who would otherwise have been over the income limit to fill empty seats. Table 3 shows the breakdown of 2020–21 GSRP participants by income level. The percentage of participants whose family income level was over 300% FPL increased significantly this year to 6.6%, as opposed to slightly more than 2% in previous years.

Table 3. 2020-21 GSRP Child Counts and Percentage by Federal Poverty Level Ranges

Percentage of Federal Poverty Level	Number of Children (Total = 28,422)	% of Children
0% to 50% FPL	7,056	25%
51% to 100% FPL	6,228	22%
101% to 150% FPL	5,312	19%
151% to 200% FPL	3,946	14%
201% to 250% FPL	2,881	10%
251% to 300% FPL	1,145	4%
301% to 350% FPL	1,005	4%
351% to 400% FPL	302	1%
401% to 450% FPL	222	1%
451% to 500% FPL	104	<1%
501% FPL and above	221	1%

Even after the legislature relaxed the income requirement, GSRP classrooms still served Michigan children with the greatest need: 89% of GSRP children in 2020–21 came from families with incomes of 250% FPL or less. Table 4 lists the GSRP eligibility factors and the percentage of enrolled children who were eligible under each factor. A little under half 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/guardians did not have a high school diploma. Table 5 lists the percentages of children with specific eligibility factors in each ISD.

Table 4. Children Enrolled in GSRP by Eligibility Factors

Eligibility Factor and Definition	Number of Children (Total = 28,422)	% of Children
Low family income: Equal to or less than 250% FPL	25,423	89%
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	13,078	46%
Parent/guardian with low educational attainment: Parent has not graduated from high school or is illiterate	4,133	15%
Diagnosed disability or identified developmental delay: 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	3,444	12%
Primary home language other than English: English is not spoken in the child’s home; English is not the child’s first language	2,805	10%
Abuse/neglect of child or parent: Domestic, sexual, or physical abuse of child or parent; child neglect issues	2,504	9%
Severe or challenging behavior: Child has been expelled from preschool or childcare center	887	3%

Table 5. 2020-21 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	28,422	89%	46%	15%	12%	10%	9%	3%
Allegan Area ESA	229	87%	14%	7%	14%	7%	1%	4%
AMA ESD	197	86%	78%	26%	34%	1%	34%	12%
Bay-Arenac ISD	401	86%	61%	10%	22%	0%	12%	4%
Berrien RESA	395	95%	21%	8%	9%	7%	3%	2%
Branch ISD	130	97%	91%	28%	8%	19%	14%	8%
C.O.O.R. ISD	261	81%	54%	26%	17%	1%	22%	6%
Calhoun ISD	705	94%	46%	19%	10%	0%	10%	3%
Charlevoix-Emmet ISD	237	86%	51%	14%	6%	0%	27%	1%
Cheb-Otsego-Presque Isle ESD	145	88%	83%	26%	26%	0%	30%	10%
Clare-Gladwin RESD	271	90%	96%	13%	7%	1%	28%	1%
Clinton County RESA	189	88%	50%	9%	22%	3%	10%	4%
Copper Country ISD	116	95%	50%	9%	19%	3%	21%	2%
Delta-Schoolcraft ISD	109	81%	57%	32%	24%	2%	28%	10%
Dickinson-Iron ISD	61	90%	0%	3%	5%	0%	2%	0%
Eastern Upper Peninsula ISD	166	72%	60%	13%	17%	0%	12%	2%
Eaton RESA	179	92%	82%	21%	16%	4%	27%	5%
Genesee ISD	1,491	89%	44%	10%	12%	1%	4%	5%
Gogebic-Ontonagon ISD	33	85%	18%	9%	39%	0%	9%	15%
Heritage Southwest ISD	148	89%	51%	11%	22%	1%	16%	1%
Hillsdale ISD	197	84%	64%	19%	11%	1%	34%	3%
Huron ISD	117	82%	26%	7%	20%	0%	13%	17%
Ingham ISD	985	88%	59%	8%	13%	9%	5%	4%
Ionia ISD	212	86%	76%	13%	27%	0%	17%	1%
Iosco RESA	135	94%	87%	21%	16%	1%	30%	1%
Jackson ISD	500	81%	62%	21%	15%	2%	18%	11%
Kalamazoo RESA	965	87%	4%	1%	4%	3%	2%	0%
Kent ISD	2,365	88%	8%	14%	10%	18%	9%	3%
Lapeer ISD	186	87%	41%	15%	11%	3%	19%	2%
Lenawee ISD	321	92%	64%	30%	12%	1%	12%	8%
Livingston ESA	278	89%	87%	52%	63%	5%	24%	0%
Macomb ISD	1,792	90%	38%	12%	11%	12%	3%	1%
Marquette-Alger RESA	73	86%	1%	0%	4%	0%	0%	0%
Mecosta-Osceola ISD	204	91%	83%	37%	15%	0%	16%	16%
Menominee ISD	60	72%	78%	28%	15%	0%	23%	8%
Midland County ESA	513	83%	44%	9%	20%	1%	8%	1%
Monroe ISD	307	84%	64%	10%	21%	4%	8%	3%
Montcalm Area ISD	265	88%	100%	2%	12%	2%	3%	2%
Muskegon Area ISD	732	90%	61%	13%	8%	1%	14%	2%
Newaygo County RESA	274	88%	100%	10%	24%	0%	2%	5%
Northwest Education Services	500	83%	51%	18%	11%	4%	17%	2%
Oakland Schools	1,986	93%	45%	11%	12%	12%	7%	3%
Ottawa Area ISD	885	76%	19%	7%	12%	7%	2%	3%
Saginaw ISD	798	97%	85%	21%	11%	1%	2%	1%
Sanilac ISD	210	85%	41%	7%	14%	0%	9%	1%
Shiawassee Regional ESD	368	76%	26%	10%	16%	1%	5%	1%
St. Clair County RESA	368	89%	47%	27%	13%	1%	17%	7%
St. Joseph County ISD	298	84%	3%	0%	22%	4%	0%	0%
Tuscola ISD	262	84%	68%	27%	18%	0%	20%	11%
Van Buren ISD	288	85%	53%	17%	23%	20%	10%	1%
Washtenaw ISD	684	95%	44%	12%	14%	16%	8%	3%
Wayne RESA	5,300	96%	48%	18%	5%	25%	4%	2%
West Shore ESD	238	83%	77%	18%	18%	10%	8%	5%
Wexford-Missaukee ISD	293	88%	71%	17%	14%	2%	44%	4%

Staff Characteristics

Teacher Credentials and Salary

Teachers' levels of education and experience can be expected to affect teaching quality, as can their compensation and other contract provisions that affect retention. Table 6 summarizes GSRP teachers' credentials and median salaries. The data show that 42% of the lead teachers had a teaching certificate with ZA/ZS endorsement; 47% had a bachelor's degree in early childhood education (ECE) or child development (CD), with or without certification; and almost one-fourth had a master's degree. The categories are not mutually exclusive; teachers with multiple credentials were counted multiple times. For associate teachers, child development associate (CDA) was the most common credential (50%), followed by associate degree (25%) and bachelor's degree (11%). The table also shows salary levels, a key factor in recruiting and retaining highly qualified teachers. Because teacher salaries can vary greatly, this report uses median rather than mean salaries, so that a few unusually high or low salaries do not bias the results. As Table 6 shows, the median salaries of teachers generally reflected their educational backgrounds. Lead teachers had more credentials and correspondingly higher salaries than associate teachers; also, lead teachers with more education had higher salaries than those with less.

Table 6. GSRP Teacher Credentials and Median Salaries

Credential	% *	N *	Median Salary (FTE)
Lead Teacher		2,130	
Teaching certificate with ZA/ZS	42%	884	\$45,457
Teaching certificate with bachelor's in ECE/CD and specialized preschool training	9%	202	\$39,768
Bachelor's in ECE/CD with specialized preschool training, not certified	38%	809	\$34,440
Master's	22%	477	\$50,370
Within 1–2 courses of bachelor's in ECE/CD or ZS endorsement	4%	87	\$31,200
Teaching certificate with PPI or special education approval	0.5%	10	\$35,711
Teaching certificate with CDA	0.7%	15	\$30,992
Compliance plan	7%	147	\$30,401
Associate Teacher		1,961	
CDA	50%	971	\$21,090
Associate in ECE/CD	25%	487	\$21,259
Bachelor's	11%	224	\$21,149
Master's	1%	21	\$22,288
Minimal qualification with compliance plan	18%	344	\$18,050
120 hours approval from MDE	4%	72	\$21,382

*Teachers may have more than one credential.

Table 7 demonstrates that lead teachers, in general, had more teaching experience than associate teachers. In 2020–21, about 59% of lead teachers and 47% of associate teachers had been teaching in GSRP classrooms for more than four years. Teaching experience outside of GSRP classrooms varied greatly. About a quarter of lead teachers and 36% of associate teachers had less than a year’s experience teaching in non-GSRP settings; 45% of lead teachers had at least four years of experience working in non-GSRP programs.

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

Teaching Experience and Contract Coverage		Lead Teacher (N = 2,130)		Associate Teacher (N = 1,961)		
GSRP Teaching Experience	%	N	Median Salary (FTE)	%	N	Median Salary (FTE)
Less than 1 year	10%	206	\$32,493	15%	297	\$19,339
1–2 years	12%	247	\$33,768	17%	329	\$19,977
2–3 years	9%	197	\$34,790	12%	236	\$20,207
3–4 years	11%	224	\$35,370	10%	192	\$20,924
4–5 years	12%	251	\$36,128	12%	229	\$21,299
More than 5 years	47%	1,005	\$42,000	35%	678	\$21,677
Other Teaching Experience						
Less than 1 year	26%	556	\$40,000	36%	700	\$19,593
1–2 years	13%	277	\$37,130	14%	270	\$20,056
2–3 years	8%	179	\$36,053	7%	146	\$20,996
3–4 years	8%	163	\$36,600	6%	120	\$20,760
4–5 years	8%	165	\$35,390	7%	128	\$20,704
More than 5 years	37%	790	\$36,500	30%	597	\$22,141
Contract Coverage						
Yes	33%	696	\$49,686	28%	555	\$20,280
No	67%	1,434	\$34,517	72%	1,406	\$20,800

Teacher Salary and Benefits by Program Type

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

Table 8. Median Salary by Managing Entity Type

Managing Entity Type	%	Lead Teacher (N = 2,130)		%	Associate Teacher (N = 1,961)	
		N	Median Salary (FTE)		N	Median Salary (FTE)
Public School Total	69%	1,464	\$40,412	68%	1,335	\$20,000
LEA/PSA	55%	1,162	\$41,971	54%	1,055	\$20,274
ISD	14%	302	\$36,734	14%	280	\$19,571
CBOs Total	31%	666	\$32,811	32%	626	\$22,562
College or university	1%	20	\$38,399	1%	18	\$30,063
Faith-based	1%	14	\$30,143	1%	11	\$19,061
Private for-profit	8%	172	\$32,634	8%	161	\$22,059
Private non-profit	14%	310	\$32,542	15%	301	\$22,548
Public for-profit	2%	40	\$35,582	2%	35	\$24,667
Public non-profit	5%	110	\$31,925	5%	100	\$22,562

Table 9. Median Salary by Program Type

Program Type	%	Lead Teacher (N = 2,130)		%	Associate Teacher (N = 1,961)	
		N	Median Salary (FTE)		N	Median Salary (FTE)
Public School Total	69%	1,464	\$40,412	68%	1,335	\$20,000
GSRP exclusive	88%	1,284	\$41,311	88%	1,175	\$19,672
GSRP/Head Start Blend	12%	180	\$37,338	12%	160	\$21,149
CBOs Total	31%	666	\$32,811	32%	626	\$22,562
GSRP exclusive	60%	399	\$32,375	59%	368	\$22,163
GSRP/Head Start Blend	40%	267	\$33,112	41%	258	\$22,780

Teachers' salaries varied greatly by geographic location. At the first GSRP State Evaluation Advisory Committee meeting on November 15, 2018, participants expressed interest in learning about compensation scales across regions and how GSRP teachers' salaries compared to those of K–12 teachers in each ISD. Table 10 uses publicly available data¹ to show that, on average, salaries for GSRP lead teachers were about 35% lower than salaries for K–12 teachers.

¹ Data were retrieved from 2019–2020 *Bulletin 1014: Michigan Public Schools Ranked by Select Financial Information* (2020, February), the latest financial report that shows average teacher salaries in Michigan public school districts. Available from <https://www.michigan.gov/mde/0,4615,7-140-6605-21539--,00.html>

The other important part of teacher compensation is benefits. Table 11 presents the benefits offered to school-day GSRP teachers by management entity and program type. Figure 2 shows the data visually. Teachers in GSRP/Head Start blend sites were offered more benefits than teachers in GSRP exclusive classrooms in many areas, including retirement, vacation, and insurance. Teachers in GSRP exclusive classrooms run by CBOs were least likely to be offered retirement and insurance benefits. Teachers in school-managed sites were more likely than those in non-school sites to receive paid sick days.

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

Agency	Average K–12 Teacher Salary*	Median GSRP Lead Teacher Salary (FTE)	GSRP N	% GSRP Is Lower Than K–12
Michigan	\$57,578	\$37,246	2,130	35%
Allegan Area ESA	\$57,914	\$32,000	17	45%
AMA ESD	\$54,089	\$33,500	11	38%
Bay-Arenac ISD	\$59,849	\$32,108	29	46%
Berrien RESA	\$54,255	\$31,000	23	43%
Branch ISD	\$58,540	\$35,307	8	40%
C.O.O.R. ISD	\$48,216	\$41,246	18	14%
Calhoun ISD	\$53,118	\$32,592	53	39%
Charlevoix-Emmet ISD	\$58,017	\$35,727	17	38%
Cheb-Otsego-Presque Isle ESD	\$60,250	\$33,011	12	45%
Clare-Gladwin RESD	\$55,770	\$31,168	20	44%
Clinton County RESA	\$58,870	\$37,575	12	36%
Copper Country ISD	\$53,177	\$32,784	13	38%
Delta-Schoolcraft ISD	\$55,939	\$31,500	9	44%
Dickinson-Iron ISD	\$54,895	\$37,233	4	32%
Eastern Upper Peninsula ISD	\$50,471	\$31,208	15	38%
Eaton RESA	\$51,582	\$37,200	15	28%
Genesee ISD	\$56,729	\$34,661	112	39%
Gogebic-Ontonagon ISD	\$51,725	\$47,624	3	8%
Heritage Southwest ISD	\$55,853	\$32,841	9	41%
Hillsdale ISD	\$51,279	\$37,359	14	27%
Huron ISD	\$56,570	\$34,512	9	39%
Ingham ISD	\$54,891	\$39,659	74	28%
Ionia ISD	\$54,842	\$32,500	9	41%
Iosco RESA	\$55,228	\$32,888	9	40%
Jackson ISD	\$59,125	\$29,635	35	50%
Kalamazoo RESA	\$58,644	\$40,691	71	31%
Kent ISD	\$57,253	\$44,400	162	22%
Lapeer ISD	\$56,832	\$33,312	13	41%
Lenawee ISD	\$56,504	\$34,000	17	40%
Livingston ESA	\$59,662	\$31,915	24	47%
Macomb ISD	\$68,107	\$40,300	121	41%
Marquette-Alger RESA	\$54,723	\$35,342	6	35%
Mecosta-Osceola ISD	\$55,800	\$34,790	16	38%
Menominee ISD	\$38,188	\$29,920	5	22%
Midland County ESA	\$57,260	\$33,000	40	42%
Monroe ISD	\$55,340	\$33,788	24	39%

Agency	Average K-12 Teacher Salary*	Median GSRP Lead Teacher Salary (FTE)	GSRP N	% GSRP Is Lower Than K-12
Montcalm Area ISD	\$53,197	\$50,635	20	5%
Muskegon Area ISD	\$56,499	\$35,350	55	37%
Newaygo County RESA	\$62,068	\$55,653	21	10%
Northwest Education Services	\$56,806	\$34,416	42	39%
Oakland Schools	\$63,410	\$35,520	159	44%
Ottawa Area ISD	\$59,815	\$32,000	55	47%
Saginaw ISD	\$54,671	\$42,030	62	23%
Sanilac ISD	\$56,758	\$34,097	17	40%
Shiawassee Regional ESD	\$61,129	\$29,680	28	51%
St. Clair County RESA	\$57,820	\$39,500	25	32%
St. Joseph County ISD	\$54,734	\$37,101	22	32%
Tuscola ISD	\$57,884	\$33,952	20	41%
Van Buren ISD	\$52,183	\$42,630	22	18%
Washtenaw ISD	\$58,927	\$43,377	64	26%
Wayne RESA	\$52,468	\$43,342	429	17%
West Shore ESD	\$59,174	\$32,693	18	45%
Wexford-Missaukee ISD	\$43,268	\$39,164	22	9%

* Source: 2019-2020 Bulletin 1014: Michigan Public Schools Ranked by Select Financial Information.

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

Benefit	Lead Teachers				Associate Teachers			
	SCHOOL		CBOs		SCHOOL		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
Health insurance	83%	95%	54%	96%	61%	87%	47%	90%
Dental insurance	81%	98%	43%	95%	59%	86%	39%	90%
Vision insurance	79%	95%	42%	95%	59%	83%	38%	90%
Disability insurance	44%	53%	36%	78%	35%	49%	32%	77%
Vacation days	40%	42%	74%	82%	36%	39%	75%	81%
Sick days	94%	97%	80%	96%	90%	94%	80%	96%
Retirement	86%	94%	30%	87%	69%	85%	26%	82%
Tax shelter/annuity	14%	3%	7%	12%	11%	4%	7%	12%
Dependent care	15%	9%	14%	27%	13%	12%	15%	26%
Cafeteria benefits	20%	18%	13%	12%	19%	19%	13%	12%
Cash in lieu	28%	31%	9%	22%	21%	28%	10%	22%
Other benefits	25%	23%	25%	18%	23%	24%	24%	19%

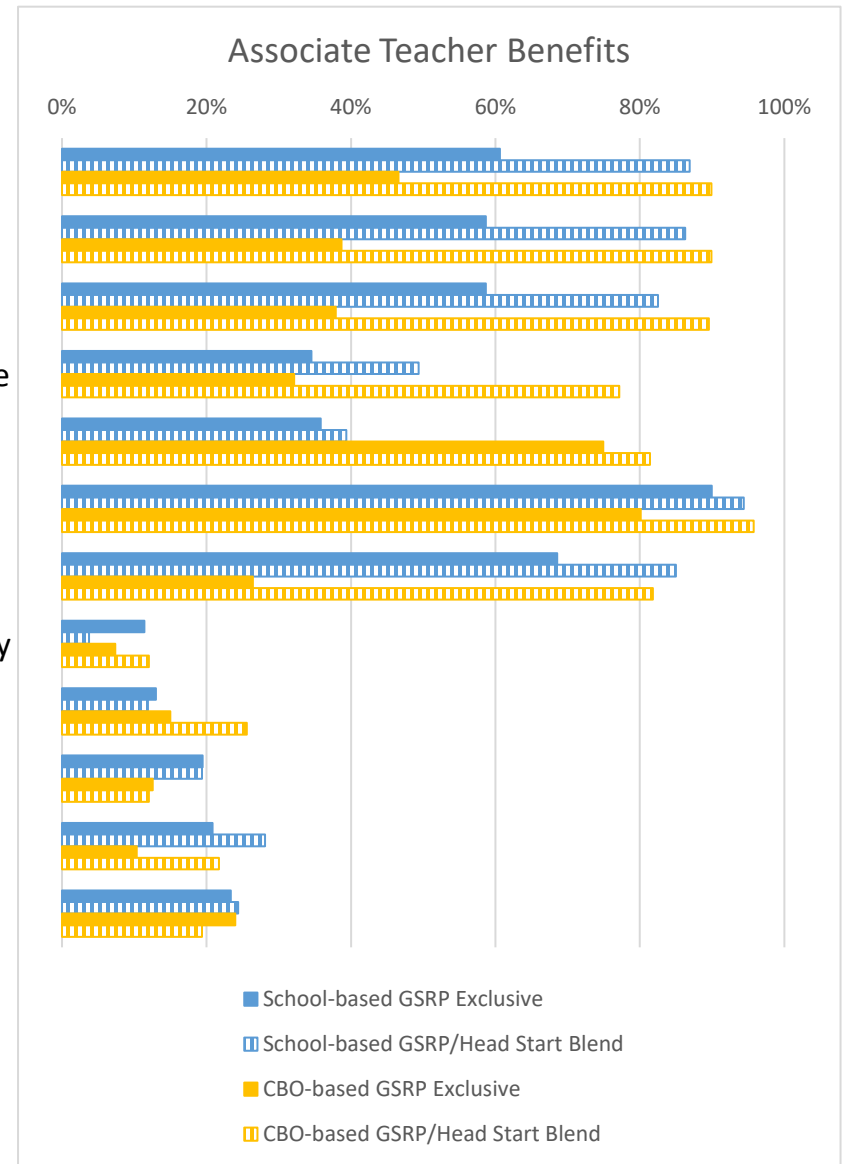
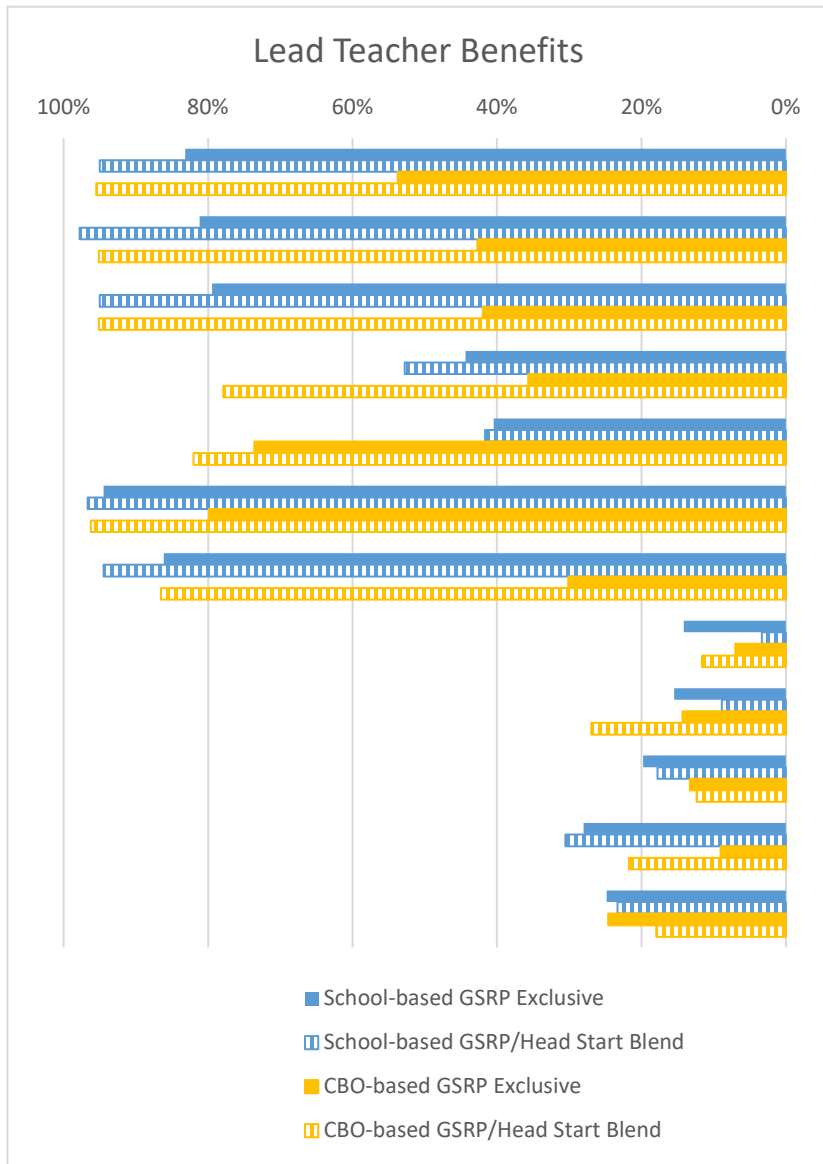


Figure 2. GSRP School-Day Lead Teacher and Associate Teacher Benefits

Accessibility

GSRP Availability

GSRP classrooms that are close to families' homes are more accessible than those farther away. In Figure 3, each dot represents a single GSRP site: green dots for 2019–20 and pink dots for 2020–21. The gray-shaded circles around the pink 2020–21 dots represent a viable catchment area around each site, defined as a 20-mile radius. In 2019–20, 94% of Michigan land fell within the catchment area of a GSRP site; in 2020–21, coverage decreased slightly to 93%. Comparing Figure 3 with the Michigan population density map in Appendix C shows that GSRP sites are concentrated in the highest-density areas of the state.

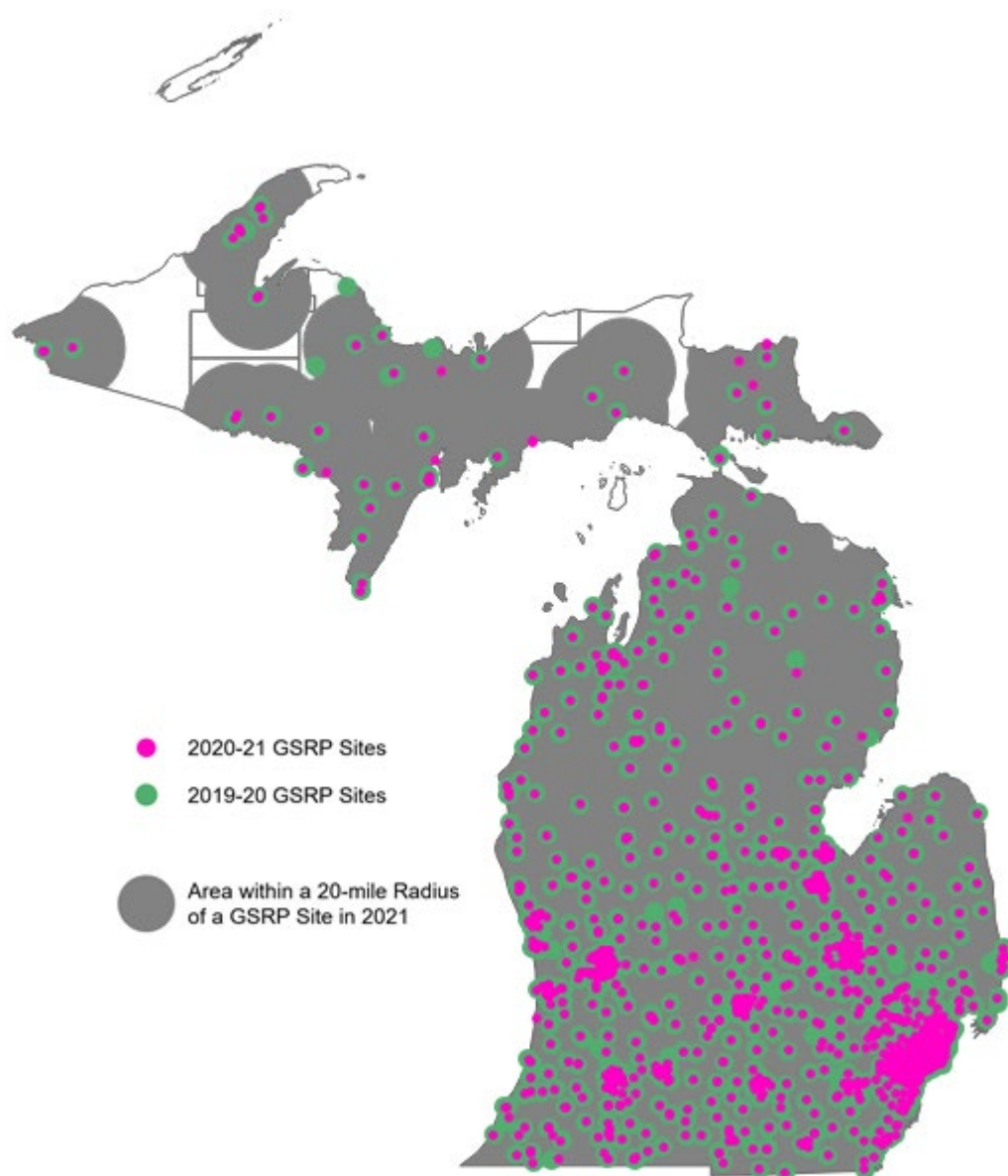


Figure 3. GSRP Sites and Areas Within 20 Miles of a Site

Service Utilization

To examine the extent to which eligible Michigan children enrolled in publicly funded preschools in 2020–21, the evaluation team added the number of GSRP-funded slots to the number of Head Start children in each ISD² to estimate the number of children attending a free public preschool. To arrive at an estimate of the number of income-eligible children, the team used Census Bureau American Community Survey data from 2017. 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 for higher utilization. The numbers of children served in GSRP, Head Start, and blended programs are displayed as bars with bases situated in the corresponding ISDs.

A detailed breakdown of the percentages of the income-eligible population served in each ISD is in Table 12. The ISDs in which less than 45% of eligible children participated in a publicly funded preschool classroom were Cheb-Otsego-Presque Isle ESD, Eaton RESA, Allegan Area ESA, Monroe ISD, Macomb ISD, Wayne RESA, and Berrien RESA. ISDs with high percentages (at least 90%) of eligible children attending public preschools were Alpena-Montmorency-Alcona ESD, Delta-Schoolcraft ISD, Menominee ISD, and Clinton County RESA. These are mostly remote areas where the population is small and service providers are relatively few.

Data on the numbers of children placed on GSRP waitlists due to space limitations are shown in Table 13. A total of 241 children from 22 ISDs completed applications but did not attend GSRP classrooms in 2020–21. Like the enrollment numbers, the numbers of children on the waitlist went down significantly from 2019–20 to 2020–21, most likely due to COVID-19 concerns.

² The number of Head Start program participants served by each sub-recipient came from MDE’s MEGS+ system based on allocation estimates for 2022-23.

Table 12. 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	44%
Alpena-Montmorency-Alcona ESD	100%
Bay-Arenac ISD	71%
Berrien RESA	45%
Branch ISD	53%
C.O.O.R. ISD	75%
Calhoun ISD	51%
Charlevoix-Emmet ISD	76%
Cheb-Otsego-Presque Isle ESD	41%
Clare-Gladwin RESD	74%
Clinton County RESA	90%
Copper Country ISD	61%
Delta-Schoolcraft ISD	98%
Dickinson-Iron ISD	57%
Eastern Upper Peninsula ISD	84%
Eaton RESA	38%
Genesee ISD	63%
Gogebic-Ontonagon ISD	63%
Heritage Southwest ISD	74%
Hillsdale ISD	61%
Huron ISD	73%
Ingham ISD	51%
Ionia ISD	53%
Iosco RESA	66%
Jackson ISD	61%
Kalamazoo RESA	70%
Kent ISD	57%
Lapeer ISD	50%
Lenawee ISD	67%
Livingston ESA	55%
Macomb ISD	44%
Marquette-Alger RESA	56%
Mecosta-Osceola ISD	50%
Menominee ISD	98%
Midland County ESA	63%
Monroe ISD	44%
Montcalm Area ISD	57%
Muskegon Area ISD	53%
Newaygo County RESA	58%
Northwest Education Services	80%
Oakland Schools	47%
Ottawa Area ISD	58%
Saginaw ISD	60%
Sanilac ISD	67%
Shiawassee Regional ESD	76%
St. Clair County RESA	47%
St. Joseph County ISD	57%
Tuscola ISD	79%
Van Buren ISD	61%
Washtenaw ISD	45%
Wayne RESA	41%
West Shore ESD	66%
Wexford-Missaukee ISD	61%

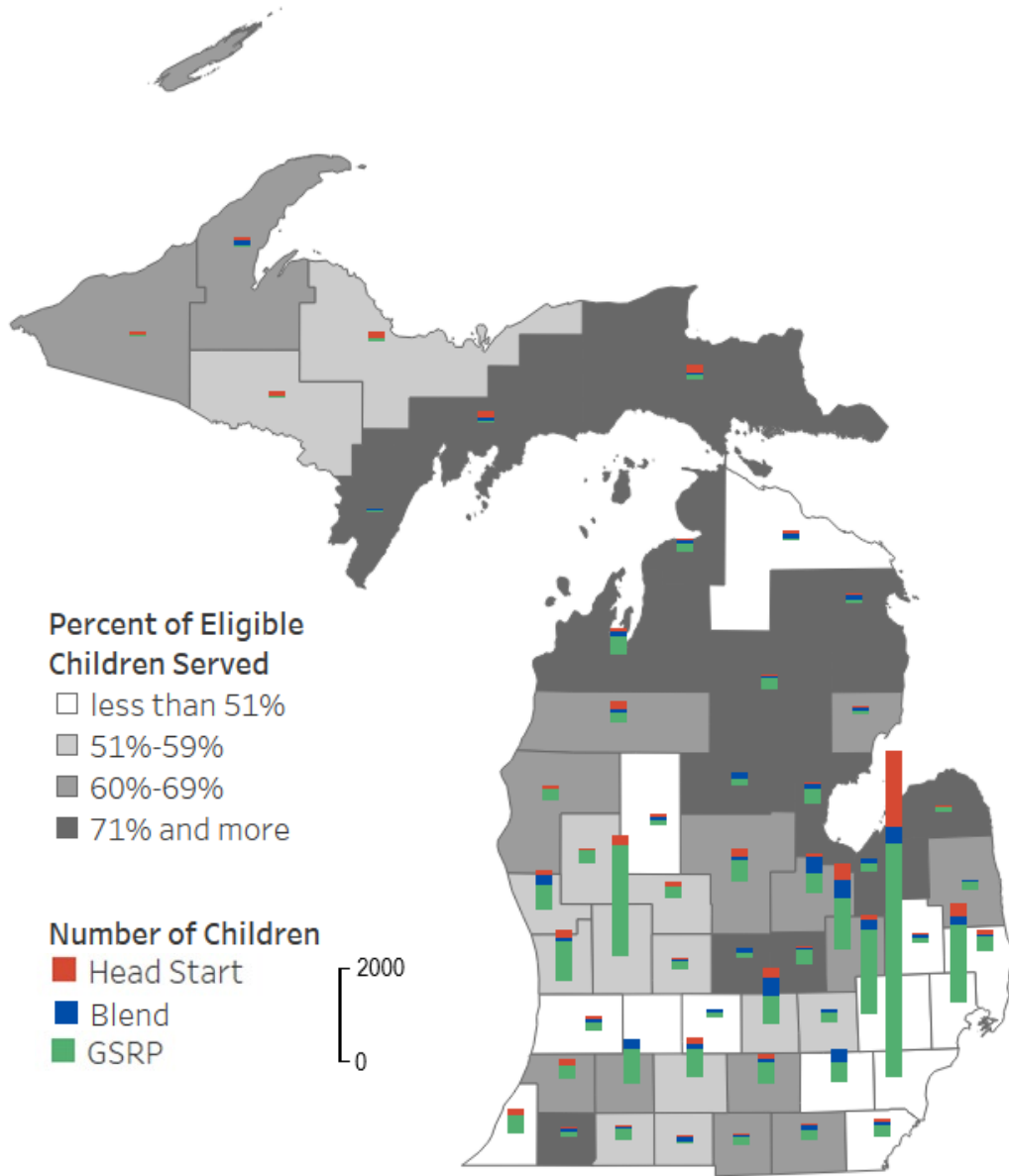


Figure 4. Income-Eligible Children Attending GSRP or Head Start Programs in 2020–21

Table 13. Children on GSRP Waitlists by ISD

Agency	Children Waitlisted in 2020–21	Change	Children Waitlisted in 2019–20
Michigan	241	↓	1,482
Allegan Area ESA	13	↓	33
AMA ESD	1	↓	31
Bay-Arenac ISD	0	↓	17
Berrien RESA	0	-	0
Branch ISD	8	↑	7
C.O.O.R. ISD	0	↓	16
Calhoun ISD	0	↓	29
Charlevoix-Emmet ISD	11	-	11
Cheb-Otsego-Presque Isle ESD	4	↓	45
Clare-Gladwin RESD	5	↑	0
Clinton County RESA	17	↑	8
Copper Country ISD	4	↓	31
Delta-Schoolcraft ISD	0	-	0
Dickinson-Iron ISD	6	↑	4
Eastern Upper Peninsula ISD	0	↓	4
Eaton RESA	11	↓	44
Genesee ISD	0	↓	31
Gogebic-Ontonagon ISD	0	↓	5
Heritage Southwest ISD	0	↓	25
Hillsdale ISD	0	-	0
Huron ISD	0	-	0
Ingham ISD	0	↓	6
Ionia ISD	5	↓	21
Iosco RESA	0	↓	2
Jackson ISD	0	↓	4
Kalamazoo RESA	0	↓	123
Kent ISD	6	↓	354
Lapeer ISD	0	↓	7
Lenawee ISD	11	↓	15
Livingston ESA	0	-	0
Macomb ISD	46	↓	61
Marquette-Alger RESA	0	-	0
Mecosta-Osceola ISD	0	-	0
Menominee ISD	0	↓	6
Midland County ESA	0	↓	5
Monroe ISD	0	-	0
Montcalm Area ISD	1	↓	12
Muskegon Area ISD	21	↓	86
Newaygo County RESA	0	↓	2
Northwest Education Services	1	↓	32
Oakland Schools	22	↓	32
Ottawa Area ISD	0	↓	2
Saginaw ISD	0	-	0
Sanilac ISD	1	↓	10
Shiawassee Regional ESD	0	↓	3
St. Clair County RESA	0	-	0
St. Joseph County ISD	0	↓	1
Tuscola ISD	0	↓	17
Van Buren ISD	0	↓	22
Washtenaw ISD	8	↓	28
Wayne RESA	18	↓	256
West Shore ESD	0	↓	5
Wexford-Missaukee ISD	21	↓	29



Figure 5. Number of Children on the GSRP Waitlist by ISD

Conclusion

The COVID-19 pandemic disrupted in-person programming starting in mid-March 2020. Challenges to program delivery and data collection continued throughout 2020–21 and into the following program year. To combat enrollment drops, the State Legislature relaxed the income requirements to enroll children whose families earned more than 250% FPL. Nevertheless, the total number of children served in 2020–21, at 28,422, was 24% lower than the number served in 2019–20. Furthermore, 241 children were placed on waitlists because their sites did not have funded seats for them—even as other sites struggled to fill seats.

Even with elimination of the income requirement, a large majority of GSRP children (89%) came from families designated as low income (up to 250% of FPL); about 64% had at least one non-income-related risk factor. Approximately 43% of GSRP participants were members of racial or ethnic minority groups, as compared to 35% of such population in Michigan. Approximately 4.5% of enrolled children attended more than one site, which might reflect a family relocation or a choice to switch to a site perceived to be more appropriate for the child or more convenient for the caregiver.

The 53 ISDs and consortia that managed MDE GSRP grants oversaw sub-recipients that operated 2,287 classrooms in 1,192 sites—numbers that decreased in 2020–21, most likely due to pandemic constraints on staffing and decreased enrollment due to parents' fear of the pandemic. Even at these reduced numbers, 93% of Michigan's land area was located within 20 miles of a GSRP site. Given the concentration of Michigan's population in urban and surrounding suburban areas, the percentage of the population living near GSRP sites is probably at least as high. Approximately seven in ten classrooms (69%) were operated by school entities, including districts and ISDs. The other 31% 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 82% of sites were funded exclusively by GSRP; 18% blended GSRP and Head Start funding. Most classrooms offered school-day rather than part-day programming.

Like preschool teachers throughout the country, GSRP teachers received significantly lower compensation than K–12 teachers. Teacher shortages, always a problem, were a bigger issue than ever during the pandemic. The data do not show why 22 sites and 78 classrooms dropped off of the GSRP rolls from 2019–20 to 2020–21, but staff shortages are likely to have played a major role. As the pandemic wears on, and particularly in light of what many have called “the Great Resignation,” grantees' ability to hire and retain highly qualified teachers is likely to depend on improving pay and benefits toward the level enjoyed by K–12 teachers.

Appendix A. GSRP Grantees (Simplified)



Appendix B. GSRP Grantees (Actual Boundaries)



Appendix C. Michigan Population Density Map

