

2009 - 2010 Great Start Readiness Program

Program Quality Assessment

Statewide Data Report

**Prepared by
HighScope Educational Research Foundation**

September 2010

**Submitted to
Lindy Buch, Ph.D.
Michigan Department of Education**

Introduction

The following report summarizes Great Start Readiness Program (GSRP) classroom quality data collected during the 2009 - 2010 program year's Mid-Year Report process. Specifically, preschool Program Quality Assessment (PQA)¹ scores are described. Scores on the PQA range from 1 to 5, with 1 representing low quality and 5 representing exceptional quality. A useful way to interpret the PQA is that scores less than 3 indicate low quality, scores between 3 and 4.49 indicate medium quality, and scores at or above 4.5 indicate high quality. It is important to keep in mind that the PQA scores provided in this report are all self-reported. Table 1 indicates that GSRP grantees have consistently considered themselves to be on average implementing high quality programs in some areas and closely approaching high quality in all others.

Table 1: Total and Sub-scale Average Scores Over Time

PQA Scale	07-08 Mean Score	08-09 Mean Score	09-10 Mean Score	Change from PY08-PY09	% change
Total PQA Score	4.48	4.35	4.39	0.04	.90
I. Learning Environment	4.35	4.32	4.32	0.00	0.00
II. Daily Routine	4.43	4.41	4.35	-0.06	-1.38
III. Adult-Child Interaction	4.61	4.57	4.51	-0.06	-1.33
IV. Curriculum Planning and Assessment	4.41	4.43	4.30	-0.13	-3.02
V. Parent Involvement and Family Services	4.60	4.56	4.55	-0.01	-0.22
VI. Staff Qualifications and Development	4.28	4.31	4.25	-0.06	-1.41
VII. Program Management	4.60	4.58	4.59	0.01	0.22

The total number of classrooms in the PY09 dataset was 1,506 however, 70 had no data available (N = 1436). Of the available data 89.8% were reported to be run by a formula grantee and 10.2% by competitive grantee. Nearly all of these (92.4%) were center based. When looking across the 2 program types there are differences in the types of services offered. In particular, as shown in Table 2, competitive grantees provided slightly more full-day options and more home visiting and GSRP-Head Start blended classrooms. Of the formula grantees part-day programs make up the largest portion (67.8%).

¹ HighScope Educational Research Foundation. (2003). *Preschool Program Quality Assessment 2nd edition*. Ypsilanti, MI: HighScope Press.

Table 2: Program Option (Percentage) by Program Grantee Type

Program Option	Formula Grantee <i>N</i> = 1290	Competitive Grantee <i>N</i> = 146
Full-Day	26	31.5
All-Day, Alternate Day	5.0	2.7
Part-Day	67.8	53.4
Migrant	0	.7
Home Visiting	.8	6.9
GSRP-Head Start Blend	.5	4.8

Table 3 indicates that there are some differences in how classrooms housed within the 2 program types rated themselves. Specifically, competitive grantees on average rated themselves higher in all areas. None of the reported value differences however were statistically significant.

Table 3: PQA Scale Scores by Program Type

PQA Scale	Formula Grantee <i>N</i> = 1279	Competitive Grantee <i>N</i> = 136
I. Learning Environment	4.29	4.56
II. Daily Routine	4.32	4.63
III. Adult-Child Interaction	4.50	4.69
IV. Curriculum Planning and Assessment	4.25	4.73
V. Parent Involvement and Family Services	4.53	4.74
VI. Staff Qualifications and Development	4.22	4.57
VII. Program Management	4.58	4.73
Total PQA Score	4.34	4.64

Areas In Need of Improvement

Table 4 provides information on three different thresholds that can be used to identify areas in need of improvement. The first is 10% or more of classrooms scoring at or below 3 on a particular item. The second threshold is 25% or more of classrooms scoring at or below 3. The third threshold is 10% or more of classrooms scoring at or below 2. Ten (10) percent of the PQA individual items could not cross all three thresholds. That is, low scores were reported based on all three criteria for small group time, acknowledgment of child efforts, team teaching, parents on policy-making committees, and professional organization affiliation.

Table 4: PQA Items with Low to Medium Quality Across Classrooms

PQA Item	10% or more scoring ≤ 3	25% or more scoring ≤ 3	10% or more scoring ≤ 2
I. Learning Environment			
A. Safe and healthy environment			
B. Defined interest areas			
C. Logically located interest areas			
D. Outdoor space, equipment, materials	√		
E. Organization and labeling of materials	√		
F. Varied and open-ended materials	√		
G. Plentiful materials	√		
H. Diversity-related materials	√	√	
I. Displays of child initiated work	√	√	
II. Daily Routine			
A. Consistent daily routine			
B. Parts of the day			
C. Appropriate time for each part of day			
D. Time for child planning	√	√	
E. Time for child-initiated activities	√		
F. Time for child recall	√	√	
G. Small-group time	√	√	√
H. Large-group time	√		
I. Choices during transition times	√		
J. Cleanup time with reasonable choices			
K. Snack or meal time	√		
L. Outside time	√		
III. Adult-Child Interaction			
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	√		
F. Adults as partners in play	√		
G. Encouragement of child initiatives			
H. Support for child learning at group times	√		
I. Opportunities for child exploration	√		
J. Acknowledgement of child efforts	√	√	√
K. Encouragement for peer interaction	√		
L. Independent problem solving			
M. Conflict resolution	√		

Table 4: PQA Items with Low to Medium Quality Across Classrooms (continued)

PQA Item	10% or more scoring ≤ 3	25% or more scoring ≤ 3	10% or more scoring ≤ 2
IV. Curriculum Planning and Assessment			
A. Curriculum model	√		√
B. Team teaching	√	√	√
C. Comprehensive child records			
D. Anecdotal note taking by staff	√	√	
E. Use of child observation measure	√		
V. Parent Involvement and Family Services			
A. Opportunities for involvement			
B. Parents on policy-making committees	√	√	√
C. Parent participation in child activities			
D. Sharing of curriculum information	√		
E. Staff-parent informal interactions			
F. Extending learning at home	√		
G. Formal meetings with parents			
H. Diagnostic/special education services			
I. Service referrals as needed	√		
J. Transition to kindergarten	√		
VI. Staff Qualifications and Development			
A. Program director background	√		
B. Instructional staff background	√		
C. Support staff orientation and supervision			
D. Ongoing professional development	√		
E. In-service training content and methods	√		
F. Observation and feedback	√		
G. Professional organization affiliation	√	√	√
VII. Program Management			
A. Program licensed			
B. Continuity in instructional staff			
C. Program assessment			
D. Recruitment and enrollment plan			
E. Operating policies and procedures			
F. Accessibility for those with disabilities			
G. Adequacy of program funding	√	√	
Total Percentage of Items in Category	59%	17%	10%

Table 5 provides average scores for every PQA item.

Table 5: PQA Item Means and Standard Deviations

PQA Item	Mean Score	Standard Deviation
I. Learning Environment	4.32	0.53
A. Safe and healthy environment	4.55	0.70
B. Defined interest areas	4.67	0.65
C. Logically located interest areas	4.57	0.68
D. Outdoor space, equipment, materials	4.22	0.94
E. Organization and labeling of materials	4.19	0.93
F. Varied and open-ended materials	4.28	0.78
G. Plentiful materials	4.53	0.77
H. Diversity-related materials	3.82	0.92
I. Displays of child initiated work	4.01	0.99
II. Daily Routine	4.35	0.54
A. Consistent daily routine	4.77	0.62
B. Parts of the day	4.61	0.69
C. Appropriate time for each part of day	4.68	0.69
D. Time for child planning	3.90	1.02
E. Time for child-initiated activities	4.53	0.79
F. Time for child recall	3.74	1.08
G. Small-group time	3.96	1.18
H. Large-group time	4.33	0.86
I. Choices during transition times	4.28	0.89
J. Cleanup time with reasonable choices	4.75	0.59
K. Snack or meal time	4.36	0.82
L. Outside time	4.33	1.01
III. Adult-Child Interaction	4.51	0.51
A. Meeting basic physical needs	4.68	0.70
B. Handling separation from home	4.65	0.77
C. Warm and caring atmosphere	4.77	0.52
D. Support for child communication	4.62	0.70
E. Support for non-English speakers	4.60	0.76
F. Adults as partners in play	4.44	0.83
G. Encouragement of child initiatives	4.74	0.62
H. Support for child learning at group times	4.51	0.84
I. Opportunities for child exploration	4.46	0.86
J. Acknowledgement of child efforts	3.72	1.01
K. Encouragement for peer interaction	4.66	0.71
L. Independent problem solving	4.67	0.69
M. Conflict resolution	4.26	0.99

Table 5: PQA Item Means and Standard Deviations (continued)

PQA Item	Mean Score	Standard Deviation
IV. Curriculum Planning and Assessment	4.30	0.66
A. Curriculum model	4.24	1.25
B. Team teaching	3.89	1.11
C. Comprehensive child records	4.88	0.45
D. Anecdotal note taking by staff	3.90	1.02
E. Use of child observation measure	4.59	0.78
V. Parent Involvement and Family Services	4.55	0.40
A. Opportunities for involvement	4.68	0.64
B. Parents on policy-making committees	3.64	1.19
C. Parent participation in child activities	4.73	0.56
D. Sharing of curriculum information	4.44	0.79
E. Staff-parent informal interactions	4.84	0.43
F. Extending learning at home	4.43	0.81
G. Formal meetings with parents	4.89	0.39
H. Diagnostic/special education services	4.83	0.55
I. Service referrals as needed	4.44	0.78
J. Transition to kindergarten	4.55	0.76
VI. Staff Qualifications and Development	4.25	0.51
A. Program director background	4.26	0.96
B. Instructional staff background	4.46	0.80
C. Support staff orientation and supervision	4.80	0.51
D. Ongoing professional development	4.45	0.75
E. In-service training content and methods	4.11	0.92
F. Observation and feedback	4.17	0.98
G. Professional organization affiliation	3.47	1.20
VII. Program Management	4.59	0.33
A. Program licensed	4.94	0.30
B. Continuity in instructional staff	4.66	0.75
C. Program assessment	4.56	0.67
D. Recruitment and enrollment plan	4.49	0.72
E. Operating policies and procedures	4.75	0.54
F. Accessibility for those with disabilities	4.71	0.81
G. Adequacy of program funding	4.04	1.06
Total PQA Score	4.35	0.39

Note: N = 1415 for Form A except item III E. Support for non-English speakers N = 613. N= 393 for Form B.

Characteristics of GSRP Teaching Staff

In addition to PQA scores, the Mid-Year Reporting process also collects information on the characteristics of GSRP programs and teaching staff. The remaining tables in this report provide descriptive statistics on a range of information. Table 6 provides demographic and qualification information for teaching staff. It is important to note that in Table 6, the education and training information is not comprised of mutually exclusive categories. As a result, the total percentages for this variable exceed 100%. For example, a teacher could have responded that they have earned both an associate's degree and a bachelor's degree. Also 120 clock hours with approval letter and associate's degree in child development were not choices for lead teachers. Tables 7 and 8 contain compensation information. In addition to describing teacher compensation, a test for statistically significant differences in compensation by program type was conducted. As indicated in Table 8, lead teachers in formula grant programs make significantly higher hourly wages and annual salaries than their competitive grant program counterparts. Their hourly rate is a full \$4.30 more per hour than competitive grant programs. Annual salary averages are also significantly more per year for formula grant program lead teachers than for competitive grant teachers (\$16,180 more per year). Also associate teachers in competitive grant programs on average make a significantly higher annual salary than do formula grant teachers (\$9,356 more per year). As for hourly rates for associate teachers, both grant program types make about the same amount (\$12.00 for formula grantees vs. \$11.05 for competitive grantees). Finally, Table 9 shows the prevalence of the types of benefits staff receive.

Table 6: Teacher Background Characteristics and Qualifications

Teacher Characteristics	Lead Teacher		Associate Teacher	
	%	N	%	N
Ethnicity				
Hispanic/Latino	1.5	22	6.0	86
Race				
American Indian/Alaska Native	0.2	3	1.1	15
Asian	0.3	5	0.7	10
African American	9.1	130	16.9	235
Hawaiian/Pacific Islander	0.1	1	0.2	3
White	89.8	1270	80.3	1119
Multiracial	0.5	7	0.8	11
Gender				
Male	1.0	15	1.8	25
Female	99.0	1421	98.2	1368
Education and Training				
Compliance plan	1.8	27	17.2	259
120 clock hours letter on file with MDE	--	--	16.8	253
Child Development Associate (CDA)	5.0	75	36.1	544
Associate's degree in child development	--	--	20.7	311
Bachelor's degree (Child Development)	11.9	179	5.7	86
PPI/EC Spec Ed approval letter	2.4	36	0.0	0
EC specialist or ZA endorsement	80.3	1210	3.6	54
Valid MI teaching certificate	84.2	1268	5.8	87
Master's degree in EC	24.8	373	.4	6
GSRP Teaching Experience				
Less than 1 year	14.1	203	16.9	235
1 to 2 years	14.3	205	16.4	229
3 to 4 years	13.9	200	13.2	184
4 to 5 years	8.8	126	7.5	105
more than 5 years	48.9	702	46.0	640
Additional Teaching Experience				
Less than 1 year	28.5	409	37.7	525
1 to 2 years	20.6	296	15.8	220
3 to 4 years	10.4	149	10.0	139
4 to 5 years	5.0	72	4.3	60
more than 5 years	35.5	510	32.2	448
Contract Coverage				
Yes	59.2	850	55.4	772
No	40.8	586	44.6	621

Table 7: Teacher Compensation

Type of Compensation	Lead Teacher			Associate Teacher		
	Mean	S.D.	N	Mean	S.D.	N
Hourly Salary	18.77	5.36	380	11.91	2.45	1191
Annual Salary	48,852	18,295	1046	17,889	6,225	188
Hours worked per week	32.92	7.82	1436	30.25	11.36	1393
Weeks worked per year	37.64	5.13	1436	36.74	5.21	1393
Total Benefits Received	5.73	2.24	1436	4.09	2.63	1414

Table 8: Teacher Compensation by Program Type

Type of Compensation	Formula Grantee		Competitive Grantee	
	Mean	N	Mean	N
Lead Teacher				
Hourly Salary***	19.81	288	15.51	92
Annual Salary***	49,641	995	33,461	51
Associate Teacher				
Hourly Salary	12.00	1075	11.05	116
Annual Salary***	17,043	171	26,399	17

* p ≤ .05; ** p ≤ .01; *** p ≤ .001

Table 9: Prevalence of Benefits Receipt by Type of Benefit

Benefits Received	Lead Teacher		Associate Teacher	
	%	N	%	N
Health Insurance				
Yes	80.2	1151	45.1	638
No	19.8	285	54.9	776
Dental Insurance				
Yes	76.5	1098	43.9	621
No	23.5	338	56.1	793
Vision Insurance				
Yes	74.8	1074	44.5	629
No	25.2	362	55.5	785
Disability Insurance				
Yes	49.5	711	31.2	441
No	50.5	725	68.8	973
Vacation Days				
Yes	42.8	615	38.3	542
No	57.2	821	61.7	872
Sick Days				
Yes	94.4	1355	86.8	1228
No	5.6	81	13.2	186
Retirement				
Yes	86.1	1236	70.6	998
No	13.9	200	29.4	416
Tax Annuity				
Yes	24.9	357	13.8	195
No	75.1	1079	86.2	1219
Dependent Care				
Yes	11.8	169	7.7	109
No	88.2	1267	92.3	1305
Cafeteria Benefits				
Yes	12.8	184	10.5	149
No	87.2	1252	89.5	1265
Other Benefits				
Yes	19.4	279	16.7	236
No	80.6	1157	83.3	1178