

Expand Early Childhood Learning Opportunities Metrics Review

Michigan State Board of Education Meeting
October 22, 2020



Goals

- Expand early childhood learning opportunities
- Improve early literacy achievement
- Improve the health, safety, and wellness of all learners
- Expand secondary learning opportunities for all students
- Increase the percentage of all students who graduate from high school
- Increase the percentage of adults with a post-secondary credential
- Increase the numbers of certified teachers in areas of shortage
- Provide adequate and equitable school funding



Metrics

Goal	Metrics
Expand early childhood learning opportunities	<p>Number and percent of children served in GSRP*</p> <p>Number of children eligible for GSRP</p> <p>NIEER (National Institute for Early Education Research, Rutgers) annual yearbook rating for state-funded preschool programs</p> <p>*Collect/report, as available, for all students and all groups of students (gender, race/ethnicity, students with disabilities/students without disabilities, English learners/non-English learners)</p>



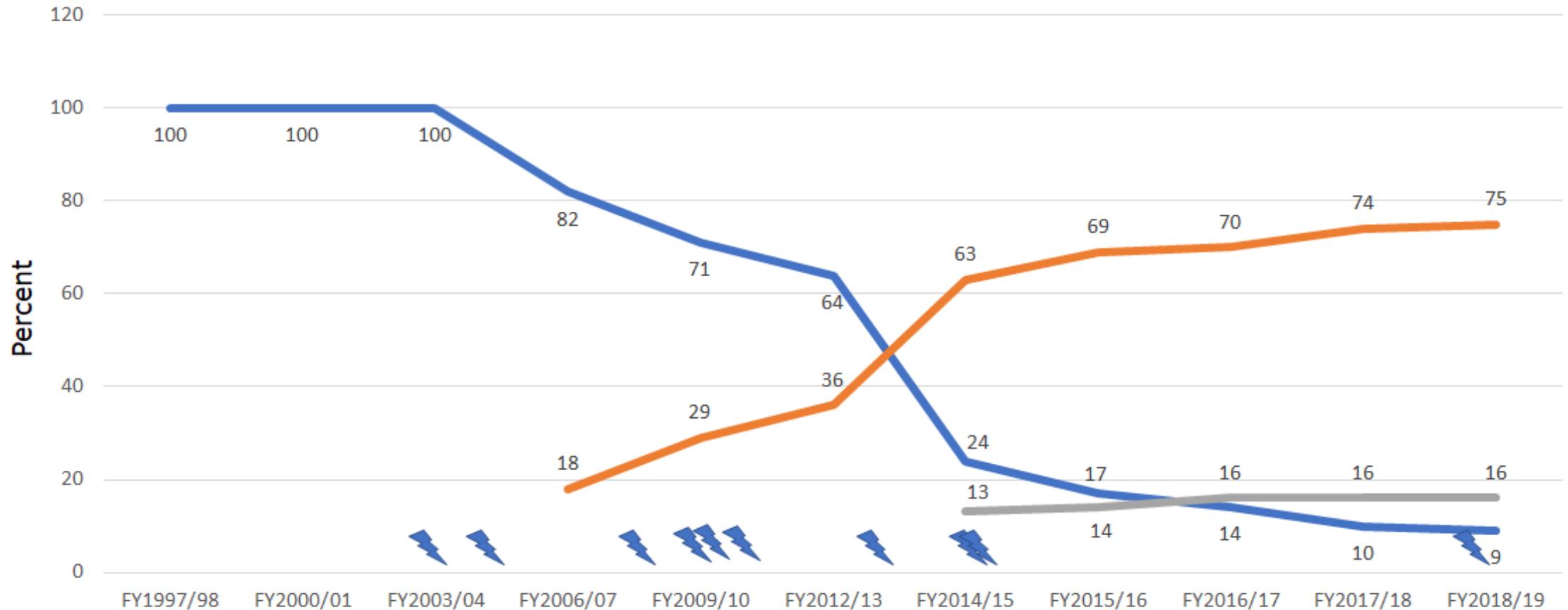
Considerations for GSRP Metrics

Various factors contribute to how GSRP is implemented at the state and local level, which ultimately determines the number of children served.

- ≡ Statute changes reducing number of children that can be enrolled/served
- ≡ Program options driven by parent choice, local infrastructure, capacity
- ≡ Funding cuts/investments



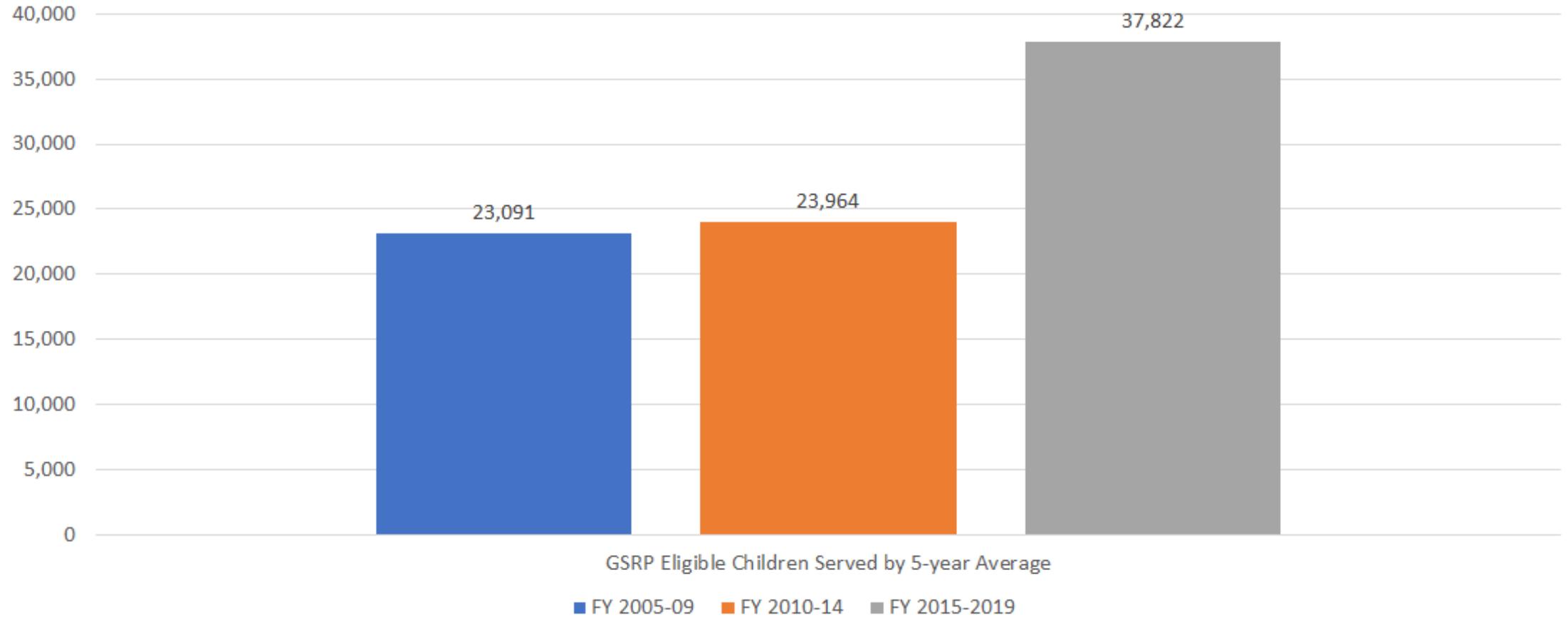
Percent of GSRP Children Served by Program Option



GSRP Program Options: Blue=Part-day; Orange=Full-day; Gray=GSRP/Head Start Blend

Note: Each lightening bolt represents a fiscal year (FY) of significant policy/funding change impacting GSRP

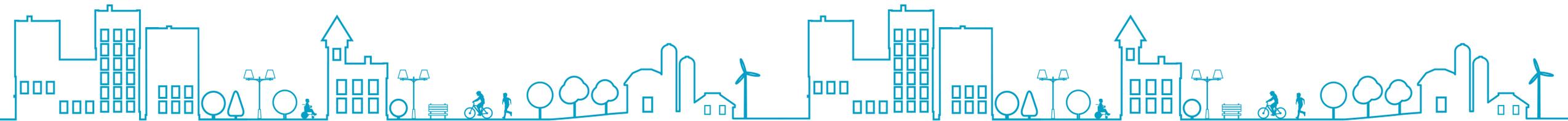
Number of GSRP Eligible Children Served 2005 - 2019



Metrics

Number of Children Eligible for GSRP

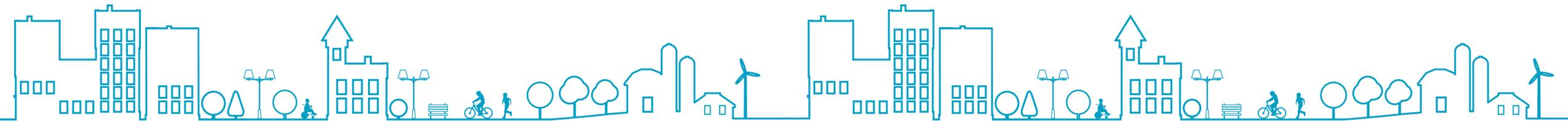
2015	2016	2017	2018	2019	4-year difference
68,755	69,082	67,216	65,348	64,148	-4,607



Metrics

Number and Percent of Eligible Children Served in GSRP

2015	2016	2017	2018	2019	4-year difference and percentage point (p.p.) change
37,506	38,771	38,371	37,325	37,140	-366
55%	56%	57%	57%	58%	3.00 p.p.



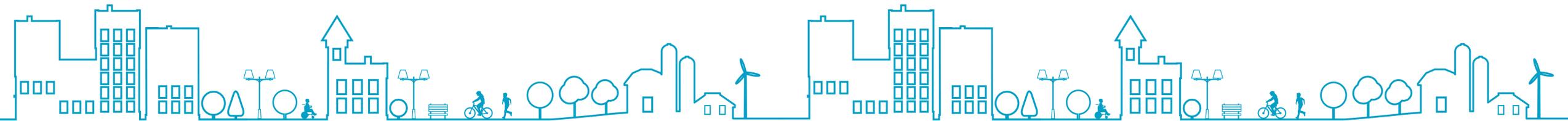
Number and Percent of Children Served by Gender

Female

2015	2016	2017	2018	2019	4-year difference and percentage point (p.p.) change
18,686	19,338	19,258	18,656	18,703	17
49%	49%	49%	49%	49%	0.00 p.p.

Male

2015	2016	2017	2018	2019	4-year difference and percentage point (p.p.) change
19,527	20,422	20,249	19,601	19,563	36
51%	51%	51%	51%	51%	0.00 p.p.



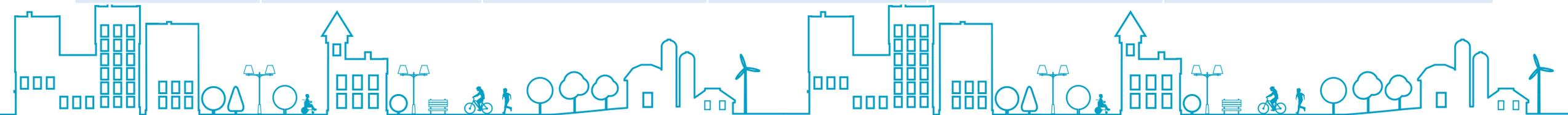
Number and Percent of Children Served by Race/Ethnicity

Asian

2015	2016	2017	2018	2019	4-year difference and percentage point (p.p.) change
740	731	772	762	692	-48
2%	2%	2%	2%	2%	0.00 p.p.

Black or African American

2015	2016	2017	2018	2019	4-year difference and percentage point (p.p.) change
10,891	11,472	11,353	10,972	10,895	4
29%	29%	29%	29%	28%	-1.00 p.p.



Number and Percent of Children Served by Race/Ethnicity

Hispanic or Latino

2015	2016	2017	2018	2019	4-year difference and percentage point (p.p.) change
3,989	4,218	4,065	3,872	3,923	-66
10%	11%	10%	10%	10%	0.00 p.p.

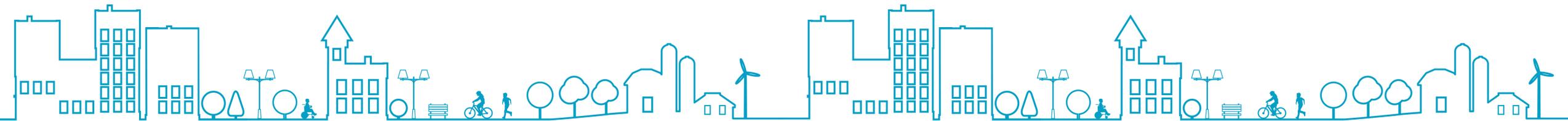
Native American or Alaska Native

2015	2016	2017	2018	2019	4-year difference and percentage point (p.p.) change
187	198	222	189	244	57
<1%	<1%	1%	<1%	1%	1.00 p.p.



Number and Percent of Children Served by Race/Ethnicity

Native Hawaiian or Other Pacific Islander					
2015	2016	2017	2018	2019	4-year difference and percentage point (p.p.) change
50	56	67	47	56	6
<1%	<1%	<1%	<1%	<1%	0.00 p.p.



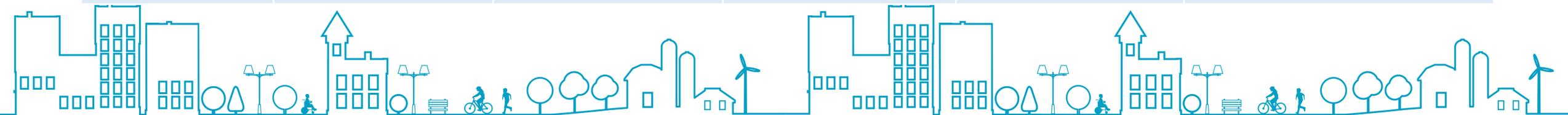
Number and Percent of Children Served by Race/Ethnicity

Two or More Races

2015	2016	2017	2018	2019	4-year difference and percentage point (p.p.) change
1,646	1,765	1,832	1,926	2,075	429
4%	4%	5%	5%	5%	1.00 p.p.

White

2015	2016	2017	2018	2019	4-year difference and percentage point (p.p.) change
20,707	21,318	21,196	20,489	20,381	-326
54%	54%	54%	54%	53%	-1.00 p.p.



Metrics

National Institute for Early Education Research (NIEER), Rutgers Annual Yearbook Rating for State-funded Preschool Programs

NIEER Rated Metrics	2015	2016	2017	2018	2019
Number of NIEER State-funded Preschool National Quality Benchmarks Met (out of 10)	8	9	10	10	10
National Rank	17	3	3	1	1
Tied with (Number of States)	7	3	3	2	3
NIEER National Ranking for GSRP on Access	15	15	16	18	18
NIEER National Ranking for GSRP on Funding Level	12	15	12	14	14



Early Childhood Education Effects on Later Student Outcomes

- Research on quality early learning programs in the 1960s and 1970s (e.g., Perry Preschool Project, Abecedarian Project, Chicago Child-Parent Centers, NJ Abbott) revealed that benefits for children lasted into adulthood, inspiring many states, including Michigan, to invest in preschool programs.
- Preschool is not an inoculation. Elementary school quality also makes a difference for the strength of ongoing effects in terms of achievement, school progress, and attainment longer term.
- Consistently, research has shown students who attend quality preschool programs are more prepared for school and are less likely to be identified as having special needs or to be held back in elementary school than children who did not attend preschool. Studies also show clear positive effects on children's early literacy and mathematics skills.

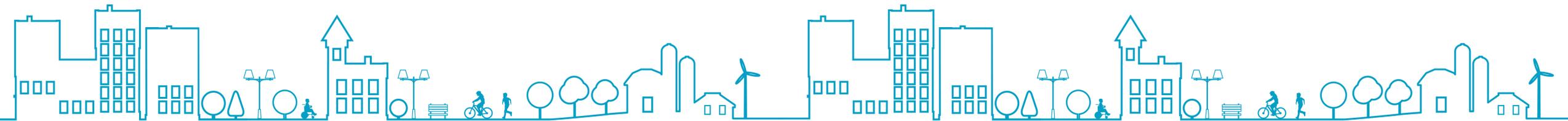
***All these short- and long-term effects have been associated with participation in GSRP as well, see www.michigan.gov/gsrp and <https://cerc.msu.edu/gsrp>.**



Efforts to Expand Early Childhood Learning Opportunities

Strategies to expand early childhood learning:

- Provide a repository for district contributions of best practices
- Convene educators to share best practices
- Create and share written documents about best practices
- Offer additional supports as requested



Additional Contributions to Expand Early Childhood Learning Opportunities

- Activities to increase investment in GSRP
- Continue to refine data sophistication and use on access and enrollment; particularly within an equity lens
- Continue to evaluate and improve the program with dissemination activities and general knowledge building of GSRP's influence on later educational and life success



Thank You!



Sheila Alles, Chief Deputy Superintendent

Dr. Scott Koenigsknecht, Deputy Superintendent

P-20 System and Student Transitions Division

Richard Lower, Director

Office of Preschool and Out-of-School Time Learning



Discussion

