

MICHIGAN'S GREAT START READINESS PROGRAM (GSRP): REPLICATING EVIDENCE OF IMPACT IN RURAL MICHIGAN

✓ *GSRP in rural Michigan replicates results in urban Michigan; reduces the achievement gap in early literacy and math between higher and lower risk preschool children.*

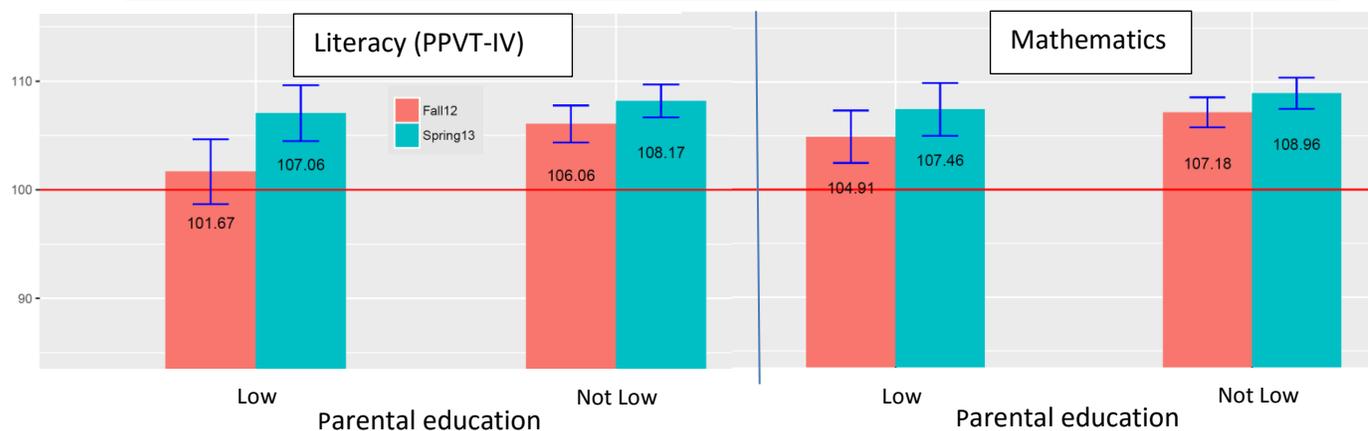


Figure 1: GSRP Reduces Achievement Gaps in Early Literacy and Math for Higher Risk Children

GSRP children in rural Michigan whose parents had lower educational attainment (GSRP risk 6) **scored lower at program entry and gained more by the end of the program year in both early literacy and math**, compared to their peers with parents who had higher educational attainment.¹ About 75% of the initial gap in early literacy scores and 40% in math scores were reduced.² Peabody Picture Vocabulary Test (PPVT-IV), which assesses receptive vocabulary knowledge, was used to assess early literacy. **Significant gains in PPVT-IV for higher risk children are especially noteworthy given vocabulary is a strong predictor for later reading.**³ In the context of the growing body of research indicating math is a strong predictor for later school success,⁴ the results for math are also promising. The positive findings for GSRP children in rural Michigan replicates the impact observed in an urban setting.

✓ *While learning happened at a faster rate for higher risk children in rural GSRP, the rate slowed down significantly during the summer, leading to re-widening of the gap at kindergarten entry.*

GSRP children continue to learn during the summer; however, the rate of learning seems to slow down significantly more for children at higher risks, thus re-widening the gap reduced by GSRP.

¹ 349 children were assessed. The vast majority were low-income (below 250% FPL) and White (95%). Hence analysis comparing across those two factors, found to strongly correlate with achievements, was not performed.

² Percent of reduction is based on comparable longitudinal scores and not the standard scores.

³ E.g., NICHD (2001). *Report of the National Reading Panel. National Institute for Child Health and Development*. Washington, DC: NICHD. Hemphill, L. & Tivnan, T. (2008). The importance of vocabulary on literacy achievement in high-poverty schools. *Journal of Education for Students Placed at Risk*, 13, 426-451.

⁴ Duncan, G., Dowsett, C., Classens, A., Magnuson, K., Huston, A., Klebanov, P., Pagani, L., Feinstein, L., Engel, Brooks-Gunn, J., Sexton, H., Duckworth, K and Japel, C. (2007). School Readiness and Later Achievement. *Developmental Psychology*, 43, 1428-1446.