JUNE 2019

Great Start Readiness Program (GSRP)

STATE EVALUATION 2017-18 ANNUAL REPORT

Part One: Accessibility and Program Quality Results

Jamie Heng-Chieh Wu, Ph.D.
KyungSook Lee, Ph.D.
Laurie A. Van Egeren, Ph.D.

Community Evaluation and Research Collaborative
University Outreach and Engagement
Michigan State University

In Collaboration with Michigan State University
School of Planning, Design and Construction
Center for Statistical Training and Consulting

MICHIGAN STATE UNIVERSITY | University Outreach and Engagement, Community Evaluation and Research Collaborative | Center for Statistical Training and Consulting | School of Planning, Design and Construction | Great Start Readiness Program, Michigan's Nationally Recognized Pre-K Program

CONTENTS

Introduction

Researchers from Michigan State University (MSU), led by the Community Evaluation and Research Collaborative in MSU's Office of University Outreach and Engagement, participated in the open grant competition for the Great Start Readiness Program (GSRP) state evaluation project and were awarded the grant in October 2017. The overall aim of this five-year evaluation is to support data-driven program improvement efforts and to scientifically examine the impacts of GSRP classrooms across the state.

The evaluation design comprises four studies:

1. **Accessibility Study:** Is GSRP equitably accessible to 4-year-old eligible children across geographic, racial/ethnic and income subgroups?
2. **Program Quality and Preschool Outcome Study:** How do different GSRP quality and implementation strategies relate to preschool outcomes?
3. **Academic Impact Study:** What are the academic benefits of GSRP?
4. **Economic Impact Study:** What are the economic returns to ISDs and comparative cost-effectiveness?

Preschool Education in Michigan

Michigan has a long history of investing in preschool education. The internationally recognized High/Scope Perry Preschool Study started in Ypsilanti, Michigan in 1962. The researchers identified 123 African-American children ages 3-4 years who were living in poverty and were at high risk of school failure. Among them, 58 children were randomly assigned to attend a high-quality preschool program, while the other 65 children attended none. After following the children to age 40, the study concluded that preschool experience is the best explanation for the positive effects found in the former preschool participants. Compared to the non-participants with similar backgrounds, the preschool participants were more likely to be ready for school at age 5, committed to school at age 14, obtain a high school diploma, and earn higher income at age 27, and were five times less likely to be arrested by age 40. Results also showed that females and males gained different advantages from participation, with females showing lower risk of grade retention, mental impairment and high-school drop-out, and males showing reduced crime rates. Such investment also led to a large return, with every dollar spent in the program garnering $17.07 in return, benefiting both the general public and the participants.[1]

The positive results paved the way for the 1985 launch of the Michigan School Readiness Program, Michigan's social policy program for free preschool education and the previous version of the Great Start Readiness Program (GSRP) for 4-year-old children with factors which may place them at risk of educational failure. Since 1995, High/Scope has conducted the state evaluation using a matched comparison quasi-experimental design following 596 children from the regions around six cities: Detroit, Grand Rapids, Grayling, Kalamazoo, Muskegon and Port Huron. Among the study participants, 338 children attended the preschool program and 258 children did not have a preschool program experience but were like their counterparts in age and socioeconomic status. Similar to the Perry Preschool Study, this longitudinal study, completed in 2011, demonstrated that GSRP participants achieved

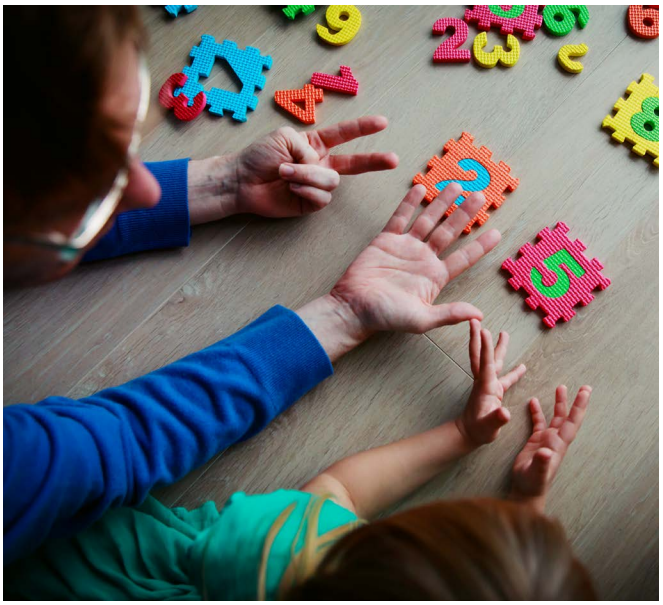
1 Schweinhart, L. J. (2007). Outcomes of the High/Scope Perry Preschool Study and Michigan School Readiness Program. In *Early Child Development: From Measurement to Action* (pp. 88–102).

better outcomes across kindergarten readiness, math and reading proficiency, grade retention and high school graduation rates compared to non-participants.[2] In the following years, researchers used a regression discontinuity design study to examine the impacts of GSRP classrooms on more than 300 children from the Lansing School District. The data showed significant improvement in children's early literacy and math skills, and the program helped reduce the achievement gap in early literacy between higher and lower risk children.[3] Overall, findings from the different studies all suggest that GSRP was implemented with high fidelity, successfully delivering high quality educational experiences for 4-year-old children at heightened risk for school failure. The promising results reflected the State's emphasis on quality assurance and justified continuous investment.

While public investment in preschool has been an increasingly popular social policy with favorable research findings nationwide, it is not without controversy. Critics questioned whether it is worth the investment, with some concerned that the impacts could be minimal or fade quickly. Others challenged the validity of the studies, as many existing findings were based on small samples or subject to selection bias.

Data Overview

During the first study year, our focus has been to develop a data system based on existing infrastructures to efficiently connect data from different sources and to maximize its use for secondary data analysis. Given the layered data structure, our analysis will be designed to account for nested effects in which units (such as students) have similar environment or experiences (such as the classroom which they attend). The highest level is the **ISD**, focusing on the total funding amount from the state and expense by different categories. Each ISD selects local **subrecipients** to manage regional sites, usually more than one site, with each site having a unique child care licensing number.



At the **site level**, we will examine how varying site types (schools, private for-profits, etc.), geographic locations, curriculum, and assessment tools are linked to different outcomes. At the **classroom level**, program quality (i.e., PQA/PQA-R, CLASS), teacher credentials, salaries and classroom options (school-day, part-day and GSRP/Head Start Blend) will be analyzed. Finally, at the **child level**, we will examine how students' characteristics, program attendance and academic performance might be correlated. Notably, because the State collects child data from sites without distinguishing among classrooms, classroom data will be aggregated to allow analysis at the site level. An overview of the data availability at different levels can be found in Appendix A.

Data Collection Method

MSU receives all GSRP data collected by MDE through different channels, including the Michigan Electronic Grant System (MEGS+), Michigan Student Data System (MSDS) and the platforms developed by program quality assessment vendors. A data sharing agreement was executed in October 2018 between MSU, MDE and the State of Michigan's Center for Educational Performance

2 Schweinhart, L. J., Xiang, Z., Daniel-Echols, M., Browning, K., & Wakabayashi, T. (2012, March). *Michigan Great Start Readiness Program evaluation 2012: High school graduation and grade retention findings*. Retrieved from https://www.michigan.gov/documents/mde/GSRP_Evaluation_397470_7.pdf

3 Xiang, Z. & Wakabayashi, T. (2014). *Michigan Great Start Readiness Program evaluation: Lansing School District 2011-2014—Group equivalency enhanced regression discontinuity design*. Unpublished report submitted to Michigan Department of Education. Retrieved from https://www.michigan.gov/mde/0,4615,7-140-63533_50451---,00.html

and Information (CEPI) for accessing child-level data. The agreement details the contents of the data, including child registration information, eligibility factors, demographic characteristics, and future academic records such as grade retention, school attendance, suspension/expulsion, MSTEP scores and utilization of special education. MSU will only receive de-identified child data with site information attached to each case.

In order to examine whether GSRP students have better outcomes than their counterparts, information on waitlist children who were eligible and applied for the program but never received the services will be used for comparison. Because they are similar to GSRP children in terms of their parents' awareness of and motivation to enroll children in GSRP, waitlist children are a better comparison group than a matched control group soley based on income and demographics. Waitlist children's application data, along with their future academic performance, will be used to statistically assess baseline differences and strengthen the inference of GSRP on impacts. Access to waitlist children's data was proposed in the supplemental budget for PA 265 of 2018 by the State Budget Office in November 2018 and granted in December 2018 by the Michigan State Legislature, allowing waitlist children to function as a comparison group beginning in the 2018-2019 school year.

Study Cohorts and Targeted Academic Outcomes

Given this is a five-year grant, five cohorts of the GSRP students will be followed during the study time frame. Each cohort's academic performance will be examined and followed longitudinally, focusing on the academic outcomes around preschool growth, grade retention, receipt of special education services, suspension/expulsion records and school attendance (See Table 1 for details).

Table 1. Study Cohorts and Targeted Academic Outcomes

	Year 1	Year 2	Year 3	Year 4	Year 5
Cohort 1* (2017-2018)	Prek 1, 2, 3**	K or DK entry	K retention Special education Suspension/ expulsion Absenteeism	1st retention Special education Suspension/ expulsion Absenteeism	3rd M-STEP Spring 2nd retention Special education Suspension/ expulsion Absenteeism
Cohort 2 (2018-2019)		Prek 1, 2, 3	K or DK entry	K retention Special education Suspension/ expulsion Absenteeism	1st retention Special education Suspension/ expulsion Absenteeism
Cohort 3 (2019-2020)			Prek 1, 2, 3	K or DK entry	K retention Special education Suspension/ expulsion Absenteeism
Cohort 4 (2020-2021)				Prek 1, 2, 3	K or DK entry
Cohort 5 (2021-2022)					Prek 1, 2, 3

*Cohort refers to the GSRP participants (all years) and waitlist children (beginning with Cohort 2) of the same preschool start year.
**Numbers refer to the timepoints during the preschool year: 1 = fall assessment, 2 = winter assessment, 3 = spring assessment.

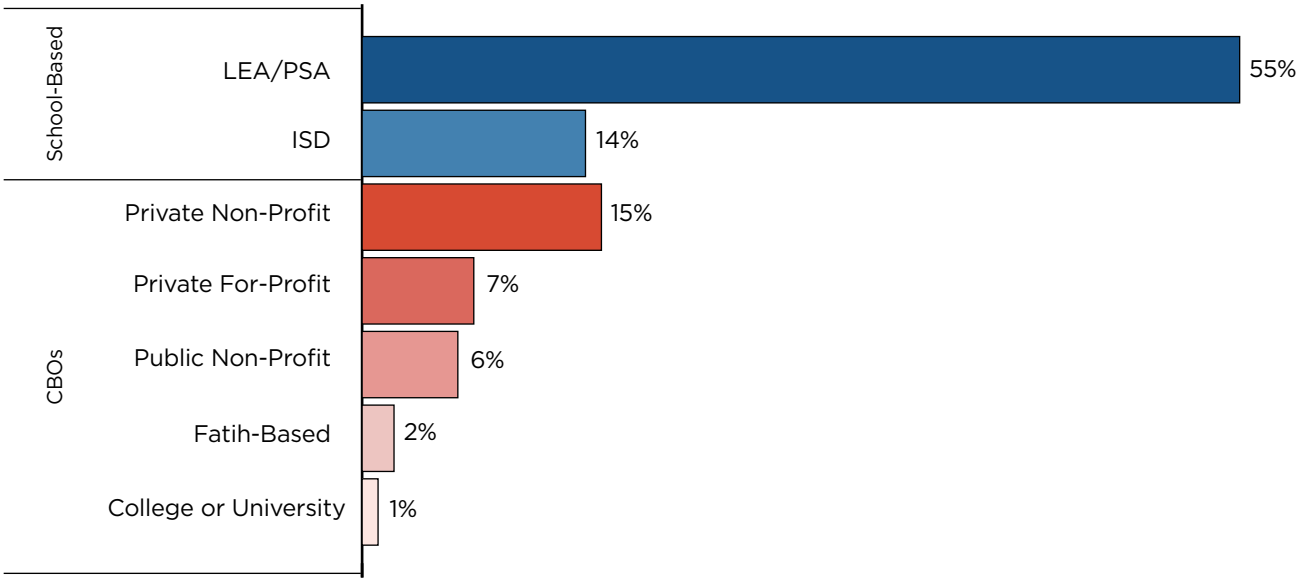
Data Collection Timeline

All data are scheduled to be available to MSU between July and August for the previous school year. For year 1 (2017-2018), child-level data were not available until late January 2019 as data reporting procedures and quality control systems required revision.

2017-2018 Program Overview

In the 2017-2018 program year, GSRP funding was awarded to 53 ISDs, who oversaw 761 subrecipients managing 1,200 sites and operating 2,361 classrooms. While the majority (66%) of the subrecipients were public school districts, classrooms might be actually operated by different types of entities. About two thirds of the classrooms (69%) were operated by schools (districts/PSA or ISDs), leaving 31% of classrooms operated by community-based organizations (See Figure 1 for details). On average, two classrooms were located in each site but ranged widely from 1-16 classrooms per site. Among the 2,361 classrooms, 76% were funded exclusively by GSRP funding stream, while 24% were operated on combined funding with Head Start programs (the "GSRP/Head Start Blend" classrooms). Almost all classrooms offered 4- or 5-days per week of school-day programming, and only 2% were part-day. Program Quality Assessment (PQA) was the sole assessment tool to assess subrecipients' and classroom quality.

Figure 1. GSRP Classroom Operation Types



2017-2018 Summary of Findings

- GSRP funded classrooms, including GSRP/Head Start Blend classrooms, are the major source in the state to provide free preschool education to eligible four-year-old children.
- GSRP classrooms are accessible within 20 miles, covering 96% of Michigan land. They are highly concentrated in urban areas around the Detroit, Grand Rapids, Lansing, Flint, Saginaw, Battle Creek and Muskegon regions.
- High quality practices were frequently found in GSRP classrooms in general, although GSRP/Head Start Blend classrooms tended to need more support in some areas.
- The median salary for the GSRP lead teachers was $34,821 and for associate teachers, $18,040. The lead teacher's salary was lower than the average salary of $56,119 for K-12 teachers in the same ISD by 38%.

Study 1 Results: Accessibility Study

Service Utilization

To examine the extent to which eligible Michigan children utilize publicly funded preschool services, we combined the numbers of 2017-2018 GSRP-funded slots with Head Start student counts[4] to estimate the number of students attending a free preschool classroom by each ISD. We then compared that number with the number of eligible children (defined as children's family income below 250% of federal poverty guidelines) based on 2015 U.S. census data.

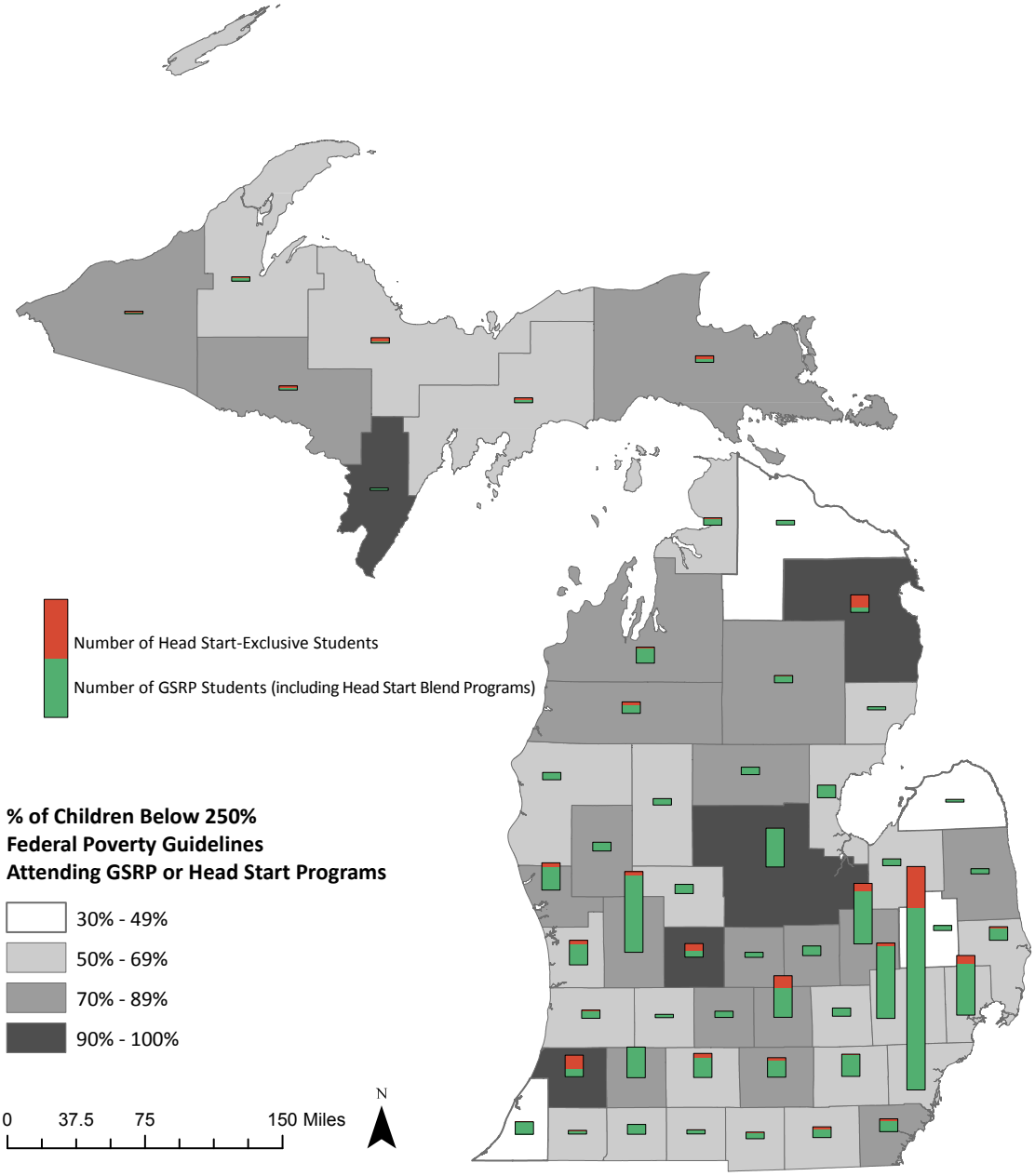
Map A provides three pieces of information within each ISD grantee: (a) the extent to which eligible children attended a free preschool classroom through a GSRP or Head Start program (colors range from lighter gray for lower utilization to darker gray for higher utilization); (b) the number of students served in Head Start programs (colored in red in the stacked bar chart; the base of the bar chart is situated in the ISD location); and (c) the number of students served in GSRP programs (colored in green). Appendix B presents the GSRP grantees with their geographic locations.

GSRP Program Availability

When GSRP classrooms are closer to families' homes, they are likely to be more easily accessible. Map B presents the GSRP classroom locations. Each green dot represents a single classroom, and the gray-shaded circles around the dots represent a 20 mile radius of those classrooms as viable catchment areas. A Michigan population map can be found in Appendix C for comparison.

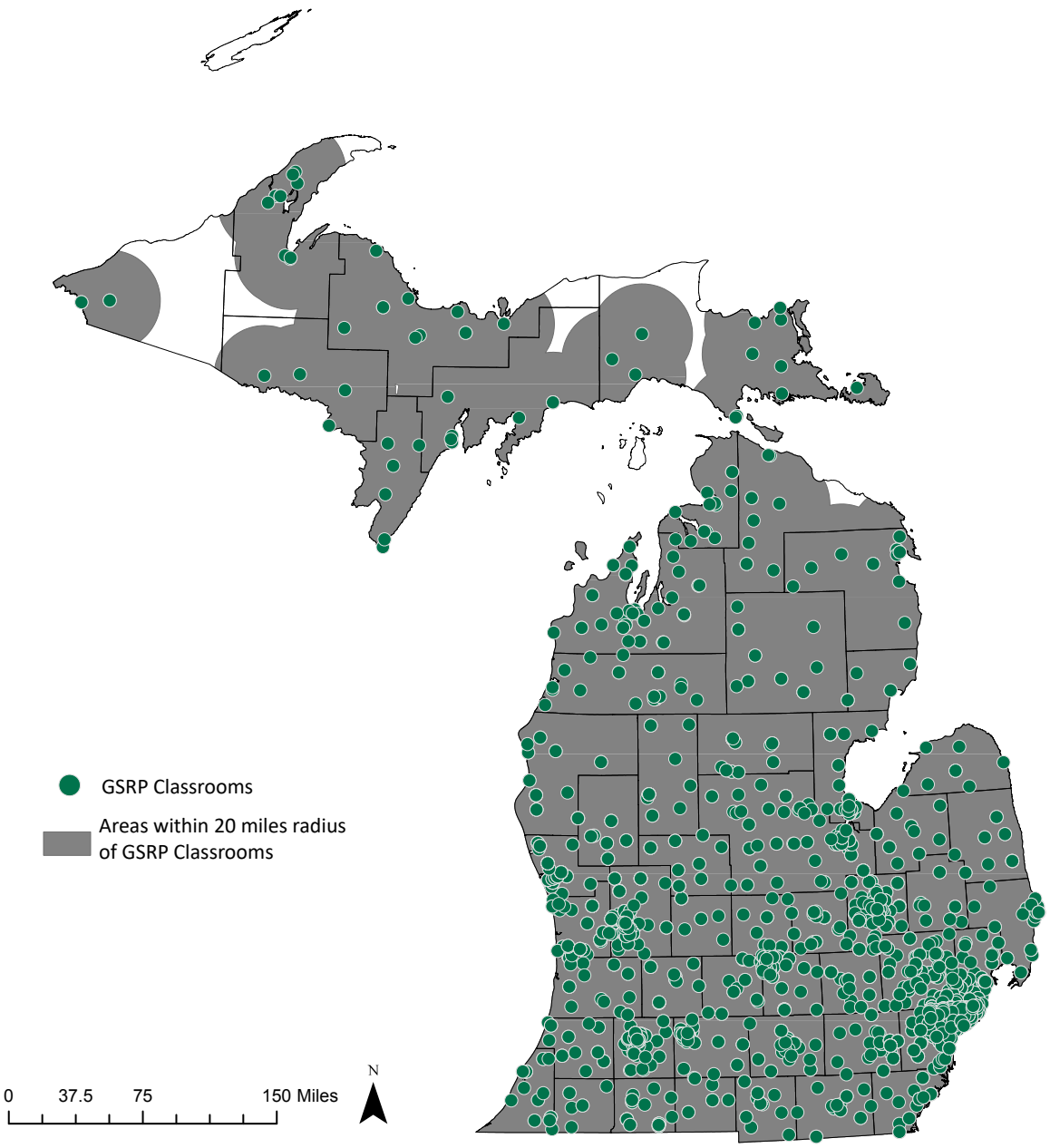
4 The total number of 2017-2018 Head Start program participants served by each subgrantee was accessed from Michigan Department of Education's MEGS+ system.

Map A: Percent of Children Below 250% of Federal Poverty Guidelines Attending GSRP or Head Start Programs in 2017-2018



- GSRP funded classrooms, including GSRP/Head Start Blend classrooms, are the major source in the state to provide free preschool education to eligible four-year-old children. This is especially true for most of the ISDs in the Lower Peninsula.
- Five areas presented the highest utilization of publicly funded preschool services: Alpena-Montmorency-Alcona, Ionia, Menominee, Midland-Gratiot-Isabella-Saginaw, and Van Buren.
- Four areas showed less than 50% of the eligible students attending a publicly funded preschool program: Berrien, Cheboygan-Otsego-Presque Isle, Huron, and Lapeer.

Map B: 96 Percent of Michigan Land Falls Within 20 Miles of a GSRP Classroom



- Most GSRP classrooms are accessible within 20 miles, except in areas that have low population density, such as the Upper Peninsula and the northeastern Lower Peninsula.
- GSRP classrooms are highly concentrated in urban areas around the Detroit, Grand Rapids, Lansing, Flint, Saginaw, Battle Creek and Muskegon regions.

Study 2 Results: Program Quality

Program Quality Assessment Ratings: Overall

Different quality aspects of the GSRP classrooms and program sites were assessed by early childhood specialists based on PQA forms A and B. Quality was rated at 5 levels, with scores of 5 being the highest level of quality. Table 2 displays overall scores for 2016-2017 and 2017-2018. Compared to the previous year, 2017-2018 classroom and site score changes are minimal, with average scores across all aspects rated above 4.

Table 2. PQA Mean Scores and Change (2016-2017 vs. 2017-2018)

PQA Scale*	2016-2017 Mean Score	2017-2018 Mean Score	Change	% Change
Classroom Level (Form A)	N = 2,250	N = 2,272		
Total Score for Form A	4.5	4.5	0.0	0.9
Learning Environment	4.4	4.4	0.0	0.5
Daily Routine	4.5	4.5	-0.1	1.5
Adult-Child Interaction	4.4	4.4	0.0	0.9
Curriculum Planning and Assessment	4.7	4.7	0.0	0.9
Site Level (Form B)	N = 620	N = 571		
Total Score for Form B	4.5	4.5	0.0	0.9
Parent Involvement and Family Services	4.6	4.6	-0.1	0.9
Staff Qualifications and Development	4.3	4.3	0.0	0.2
Program Management	4.6	4.6	-0.1	1.3

*PQA was rated at 5 levels, with 5 being the highest level.

Program Quality Assessment Ratings: Subrecipient Observations

PQA Form B assesses subrecipient quality across three domains: parent involvement and family services, staff qualifications and development, and program management. Table 3 presents detailed scores for each item in the three domains for 2017-2018. Quality practices that were less frequently observed, indicated by fewer than 80% being rated as 4 or 5, are highlighted for each domain. The data suggest that programs need the most support in inviting parents to serve on policy-making committees, strengthening professional organization affiliation and program directors' credentials, and retaining instructional staff.

Table 3. Distribution of Quality Level by PQA Form B Item (2017-2018)

Form B Item	LEVEL OF QUALITY (%)		
	Level 1-2	Level 3	Level 4-5
V. Parent Involvement and Family Services			
A. Opportunities for involvement	1%	12%	87%
B. Parents on policy making committees	12%	18%	70%
C. Parent participation in child activities	0%	3%	97%
D. Sharing of curriculum information	6%	16%	78%
E. Staff-parent informal interactions	0%	9%	91%
F. Extending learning at home	1%	9%	90%
G. Formal meeting with parents	1%	2%	98%
H. Diagnostic/special education services	1%	3%	96%
I. Service referrals as needed	1%	13%	86%
J. Transition to kindergarten	3%	12%	85%
VI. Staff Qualifications and Development			
A. Program director background	35%	8%	57%
B. Instructional staff background	13%	15%	72%
C. Support staff orientation and supervision	1%	3%	96%
D. Ongoing professional development	3%	5%	92%
E. In-service training content and methods	4%	5%	91%
F. Observation and feedback	3%	4%	93%
G. Professional organization affiliation	19%	13%	68%
VII. Program Management			
A. Program licensed	0%	2%	98%
B. Continuity in instructional staff	24%	0%	76%
C. Program assessment	2%	4%	94%
D. Recruitment and enrollment plan	3%	8%	89%
E. Operating policies and procedures	2%	1%	97%
F. Accessibility for those with disabilities	3%	3%	94%
G. Adequacy of program funding	6%	8%	87%

Note: Highlighted items showed less than 80% of subrecipients having high scores (4 and 5).

Program Quality Assessment Ratings: Classroom Observations Overview

PQA Form A was used to assess classroom-level quality across four domains: Learning Environment, Daily Routine, Adult-child Interaction and Curriculum Planning and Assessment. Table 4 presents the detailed scores for each item in the four domains for 2017-2018. Quality practices that were less frequently observed, indicated by fewer than 80% being rated as 4 or 5, are highlighted for each domain. The data suggest that teachers need more support in providing diversity-related materials, giving student choices during transition times, and providing students with effective techniques to resolve conflicts. Notably, the PQA quality assessment is currently being revised and PQA-R is expected to replace the current assessments for the 2019-2020 school year.

Table 4. Distribution of Quality Level by PQA Form A Item (2017-2018)

Form A Item	LEVEL OF QUALITY (%)		
	Level 1-2	Level 3	Level 4-5
I. Learning Environment			
A. Safe and healthy environment	5%	4%	91%
B. Defined interest areas	1%	9%	91%
C. Logically located interest areas	0%	9%	91%
D. Outdoor space, equipment, materials	6%	2%	92%
E. Organization and labeling of materials	1%	20%	79%
F. Varied and open-ended materials	1%	14%	86%
G. Plentiful materials	1%	9%	91%
H. Diversity related materials	1%	33%	66%
I. Displays of child initiated work	2%	16%	82%
II. Daily Routine			
A. Consistent daily routine	1%	10%	89%
B. Parts of the day	0%	2%	98%
C. Appropriate time for each part of the day	2%	17%	82%
D. Time for child planning	2%	19%	80%
E. Time for child initiated activities	0%	5%	95%
F. Time for child recall	4%	14%	82%
G. Small group time	8%	3%	89%
H. Large group time	4%	15%	81%
I. Choices during transition times	5%	22%	73%
J. Cleanup time with reasonable choices	0%	6%	94%
K. Snack or mealtime	1%	5%	93%
L. Outside time	3%	7%	91%
III. Adult-Child Interaction			
A. Meeting basic physical needs	2%	1%	97%
B. Handling separation from home	1%	5%	94%
C. Warm and caring atmosphere	1%	4%	95%
D. Support for child communication	1%	20%	79%
E. Support for non-English speakers	1%	10%	89%
F. Adults as partners in play	1%	26%	73%
G. Encouragement of child initiatives	0%	14%	85%
H. Support for child learning at group times	4%	23%	73%
I. Opportunities for child exploration	1%	17%	81%
J. Acknowledgment of child efforts	3%	16%	81%
K. Encouragement for peer interaction	1%	14%	86%
L. Independent problem solving	1%	9%	90%
M. Conflict resolution	9%	43%	48%
IV. Curriculum Planning and Assessment			
A. Curriculum model	0%	3%	97%
B. Team teaching	5%	13%	82%
C. Comprehensive child records	0%	1%	99%
D. Anecdotal note taking by staff	3%	9%	87%
E. Use of child observation measure	0%	0%	100%

Note: Highlighted items showed less than 80% of subrecipients having high scores (4 and 5).

Program Quality Assessment Ratings: Classroom Observations by Types and Options

Variations in teacher practices were found among different program types (school-based: ISD, LEA/PSA vs. CBOs: faith-based, college, non-profit, for-profit entities) and options (GSRP/ Head-Start Blend, school-day, part-day). Table 5 presents the detailed scores for each item by the characteristics. Quality practices that were less frequently observed, indicated by fewer than 80% being rated as 4 or 5, are highlighted for each domain. Although some quality practices were less frequently observed across all programs, GSRP/ Head Start Blend classrooms tended to have more lower-rated items than others, mostly around Daily Routines and Adult-Child Interaction.

Table 5. Less than 80% Rated on Level 4 and Level 5 for PQA Form A Item (2017-2018)

Program Options Number of Classrooms (N)	School-based			CBOs		
	School-Day (N = 1328)	Part-Day (33)	GSRP/Head Start Blend (224)	School-Day (363)	Part-Day (15)	GSRP/Head Start Blend (309)
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			75%	77%		77%
F. Varied and open-ended materials						79%
G. Plentiful materials						
H. Diversity related materials	69%	64%	60%	65%		57%
I. Displays of child initiated work			79%	79%		76%
II. Daily Routine						
A. Consistent daily routine						
B. Parts of the day						
C. Appropriate time for each part of the day				74%		77%
D. Time for child planning			71%			69%
E. Time for child initiated activities						
F. Time for child recall			75%			74%
G. Small group time						
H. Large group time						67%
I. Choices during transition times	74%		72%	72%		65%
J. Cleanup time with reasonable choices						
K. Snack or mealtime						
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			79%	73%		68%
E. Support for non-English speakers						
F. Adults as partners in play	76%		72%	69%		65%
G. Encouragement of child initiatives						76%
H. Support for child learning at group times	76%		68%	75%		61%
I. Opportunities for child exploration			79%	78%		75%
J. Acknowledgment of child efforts			71%			76%
K. Encouragement for peer interaction						78%
L. Independent problem solving						
M. Conflict resolution	51%	70%	40%	45%	47%	41%
IV. Curriculum Planning and Assessment						
A. Curriculum model						
B. Team teaching		76%				74%
C. Comprehensive child records						
D. Anecdotal note taking by staff		76%				
E. Use of child observation measure						

GSRP Teacher Credentials and Compensation

Teachers' experience and contract coverages that help provide job continuity are expected to affect teaching quality. Compensation is one of the key factors in recruiting and retaining highly qualified teachers. Because teacher salaries can vary greatly, we examined median salaries rather than mean salaries to avoid biasing the results due to a few unusually high or low salaries. A summary of GSRP teachers' credentials and median salaries can be found in Table 6. The data show that more than half of lead teachers had a teaching certificate with ZA/ZS, 40% had a bachelor's degree (ECE/CD with specialization in preschool teaching), and almost one fifth of the lead teachers had a master's degree. The data also show that only 3% of the lead teachers are grandfathered based on the discontinued minimal requirement for having a Michigan teaching certificate with a valid CDA or having a Special Education approval. For associate teachers, CDA was the most common credential (45%). About 6% of the associate teachers are grandfathered with 120 clock hour approval letter from MDE. The median salary of the teachers reflected their education backgrounds, with lead teachers having substantially more credentials and higher pay.

Table 6. Teacher Credential Status and Median Salary

Credential Status	Percent	N	Median Salary ($)
Lead Teacher			
Teaching certificate with ZA/ZS	54%	1,192	38,428
BA (ECE/CD with specialization in preschool teaching)	40%	878	32,000
Master's	19%	431	44,034
Teaching certificate within 1-2 courses of ZA	5%	118	30,320
Teaching certificate with Special Education approval	2%	51	36,000
Teaching certificate with CDA	1%	25	33,744
Associate Teacher			
CDA	45%	981	18,196
AA	29%	619	18,720
BA	12%	266	18,327
Master's	2%	34	18,086
Minimal qualification with compliance plan	16%	345	15,873
120 hours approval from MDE	6%	124	18,252

Note: Total number of unduplicated lead teachers reported (N) = 2,273; unduplicated associate teachers (N) = 2,273.

Table 7 demonstrates that lead teachers, in general, have more teaching experience than associate teachers. In 2017-2018, about 50% of lead teachers and 36% of associate teachers had been teaching in GSRP classrooms for more than 4 years. Teaching experience outside of GSRP classrooms varied, with about a third of lead and associate teachers having less than a year's experience teaching in non-GSRP settings and about the same proportion of teachers having at least four years of experiences working in non-GSRP programs. Teachers' experience and contract coverages did not differ significantly across different types of the classrooms (school-day vs. part-day; public school-based vs. GSRP/Head Start Blend, etc.).

Table 7. Lead and Associate Teacher Experiences and Contract Coverage

	Lead Teacher		Associate Teacher	
Teacher Characteristics	**%**	**N**	**%**	**N**
GSRP Teaching Experience				
Less than 1 year	7%	150	12%	263
1-2 years	24%	538	34%	742
3-4 years	19%	431	17%	363
4-5 years	19%	411	12%	265
More than 5 years	31%	690	24%	529
Total	100%	2,220	100%	2,162
Additional Teaching Experience				
Less than 1 year	32%	705	38%	831
1-2 years	19%	428	17%	373
3-4 years	10%	221	9%	186
4-5 years	7%	158	6%	119
More than 5 years	32%	708	30%	653
Total	100%	2,220	100%	2,162
Contract Coverage				
Yes	38%	852	36%	774
No	62%	1368	64%	1,388

Note: Total number of unduplicated lead teachers reported (N) = 2,220; unduplicated associate teachers (N) = 2,162.

Teachers' salaries varied by specific entity types and program options. Classrooms run by college/university and District/PSA tended to provide a higher salary to lead teachers than other entities. The salary structure for lead teachers working in private or public non-profits, private for-profit and faith based agencies tended to be lower. Associate teachers' salaries were more consistent across agencies; salaries from the ISDs for associate teachers tended to be lower compared to others (see Table 8 for details). Notably, there is a significant difference on lead teacher salary between GSRP exclusive and GSRP/Head Start Blend classrooms. Lead teachers working in the school-based GSRP/Head Start Blend classrooms tended to get paid lower than those in the GSRP exclusive classrooms. On the contrary, for associate teachers, school-based associate teachers working in the GSRP/Head Start Blend classrooms get better paid than other associate teachers (see Table 9 for details).

Table 8. Median Salary by Program Types (Full-Time Equivalent; FTE)

	Lead Teacher		Associate Teacher	
	Median Salary	**N**	**Median Salary**	**N**
District/PSA	$38,380	1,251	$17,271	1238
ISD	$34,962	323	$16,289	330
Public subtotal	**$37,271**	**1,574**	**$17,079**	**1568**
College or university	$39,199	20	$23,340	16
Faith-based	$30,340	39	$18,278	37
Private for-profit	$29,190	154	$20,000	150
Private non-profit	$29,534	334	$19,910	335
Public non-profit	$27,880	131	$18,446	130
CBOs subtotal	**$29,252**	**678**	**$19,343**	**668**

Note: Total number of unduplicated lead teachers reported (N) = 2,252; unduplicated associate teachers (N)= 2,236.

Table 9. Median Salary by Program Options (Full-Time Equivalent; FTE)

	Lead Teacher		Associate Teacher	
	Median Salary	**N**	**Median Salary**	**N**
GSRP Exclusive	$38,175	1353	$16,823	1340
GSRP/Head Start Blend	$34,962	221	$19,578	228
Public subtotal	**$37,271**	**1,574**	**$17,079**	**1568**
GSRP Exclusive	$30,000	365	$19,200	353
GSRP/Head Start Blend	$29,102	313	$19,417	315
CBOs subtotal	**$29,252**	**678**	**$19,343**	**668**

Note: Total number of unduplicated lead teachers reported (N) = 2,252; unduplicated associate teachers (N) = 2,236.

Teachers' salaries varied greatly by geographic location, and GSRP teachers' compensation is often confined by the district's structures. At the first State Evaluation Advisory committee meeting on November 15, 2018, participants were interested in learning about the different compensation scales across all regions and a comparable salary within each ISD. Following their recommendation, Table 10 uses publicly available data [5] to provide a rough comparison of GSRP full-time lead teachers' salaries with regional K-12 teacher average salaries. With some exceptions, the available data suggest that salary compensations for GSRP teachers were significantly lower than the K-12 average salaries in general (about 38% lower on average).

5 Data were retrieved from 2016-2017 Bulletin 1011: Analysis of Michigan Public School Districts Revenue and Expenditures (2018, February), the latest financial report that shows Michigan Public Schools' average teacher salary by districts. Available from https://www.michigan.gov/mde/0,4615,7-140-6605-21539--,00.html

Table 10. Lead Teacher Salary (FTE) Compared to Regional K-12 Teachers

	Average K-12 Teacher Salary*	LEAD TEACHER		% Lower Compared to K-12 Average
		Median Salary	# of Available Records	
State Average	$56,119	$34,821	2,252	38%
Allegan Area Educational Service Agency	$53,205	$33,045	17	38%
Alpena–Montmorency–Alcona ESD	48,576	33,266	12	32%
Barry ISD	59,124	35,400	9	40%
Bay–Arenac ISD	58,465	33,290	32	43%
Berrien RESA	51,891	42,638	24	18%
Branch ISD	59,536	33,045	8	44%
C.O.O.R. ISD	51,602	34,850	16	32%
Calhoun Intermediate School District	53,398	32,400	49	39%
Charlevoix–Emmet ISD	59,470	31,291	17	47%
Cheb–Otsego–Presque Isle ESD	55,212	30,307	11	45%
Clare–Gladwin Regional Education Service District	54,147	29,437	21	46%
Clinton County RESA	60,701	33,204	14	45%
Copper Country ISD	51,534	29,351	11	43%
Delta–Schoolcraft ISD	55,675	26,064	10	53%
Dickinson–Iron ISD	54,365	31,597	4	42%
Eastern Upper Peninsula ISD	49,971	30,928	12	38%
Eaton RESA	53,518	31,489	16	41%
Genesee ISD	59,368	31,854	136	46%
Gogebic–Ontonagon ISD	52,653	45,632	3	13%
Hillsdale ISD	49,681	29,443	18	41%
Huron ISD	53,296	42,000	9	21%
Ingham ISD	61,581	34,346	77	44%
Ionia ISD	51,230	39,075	10	24%
Iosco RESA	48,662	29,352	8	40%
Jackson ISD	58,633	25,902	40	56%
Kalamazoo RESA	55,441	37,307	77	33%
Kent ISD	64,128	32,966	191	49%
Lapeer ISD	59,763	35,358	13	41%
Lenawee ISD	57,369	30,595	23	47%
Lewis Cass ISD	55,068	36,489	7	34%
Livingston ESA	63,126	28,950	22	54%
Macomb ISD	65,436	38,268	114	42%
Marquette–Alger RESA	50,464	31,044	11	38%
Mecosta–Osceola ISD	59,093	32,155	17	46%
Menominee ISD	43,884	32,000	5	27%
Midland County Educational Service Agency	58,087	32,827	103	43%
Monroe ISD	54,886	29,381	25	46%
Montcalm Area ISD	52,782	43,900	23	17%
Muskegon Area ISD	58,480	35,350	57	40%
Newaygo County RESA	58,720	53,622	22	9%

*Source: 2016–2017 Bulletin 1011: Michigan Public Schools Revenue and Expenditures.

Table 10. Lead Teacher Salary (FTE) Compared to Regional K-12 Teachers

	Average K-12 Teacher Salary*	LEAD TEACHER		% Lower Compared to K-12 Average
		Median Salary	# of Available Records	
Oakland Schools	62,617	34,000	181	46%
Ottawa Area ISD	64,666	31,810	54	51%
Sanilac ISD	55,355	32,765	12	41%
Shiawassee Regional ESD	55,201	27,136	30	51%
St. Clair County RESA	60,678	38,475	30	37%
St. Joseph County ISD	52,254	34,000	24	35%
Traverse Bay Area ISD	57,582	32,965	44	43%
Tuscola ISD	54,592	43,284	17	21%
Van Buren ISD	52,590	40,988	20	22%
Washtenaw ISD	60,608	41,250	63	32%
Wayne RESA	63,837	40,000	443	37%
West Shore Educational Service District	57,055	32,046	20	44%
Wexford–Missaukee ISD	55,040	28,868	20	48%

*Source: 2016–2017 Bulletin 1011: Michigan Public Schools Revenue and Expenditures.

Lastly, Table 11 and Table 12 present teachers' benefits across different program types and options. Benefits mostly differed between lead and associate teachers rather than between types and options. Most lead and associate teachers had paid sick days, although associate teachers were less likely to have health, dental, vision and disability insurance coverages and retirement plans than lead teachers. Teachers working at GSRP/Head Start Blend programs, in many areas, tended to have better benefit coverage than GSRP exclusive programs, especially those working in CBO settings. Also, teachers working at CBO-operated GSRP programs (including GSRP/Head Start Blend) were more likely to receive paid vacation days than teachers working at other settings (See Figure 2 for details).

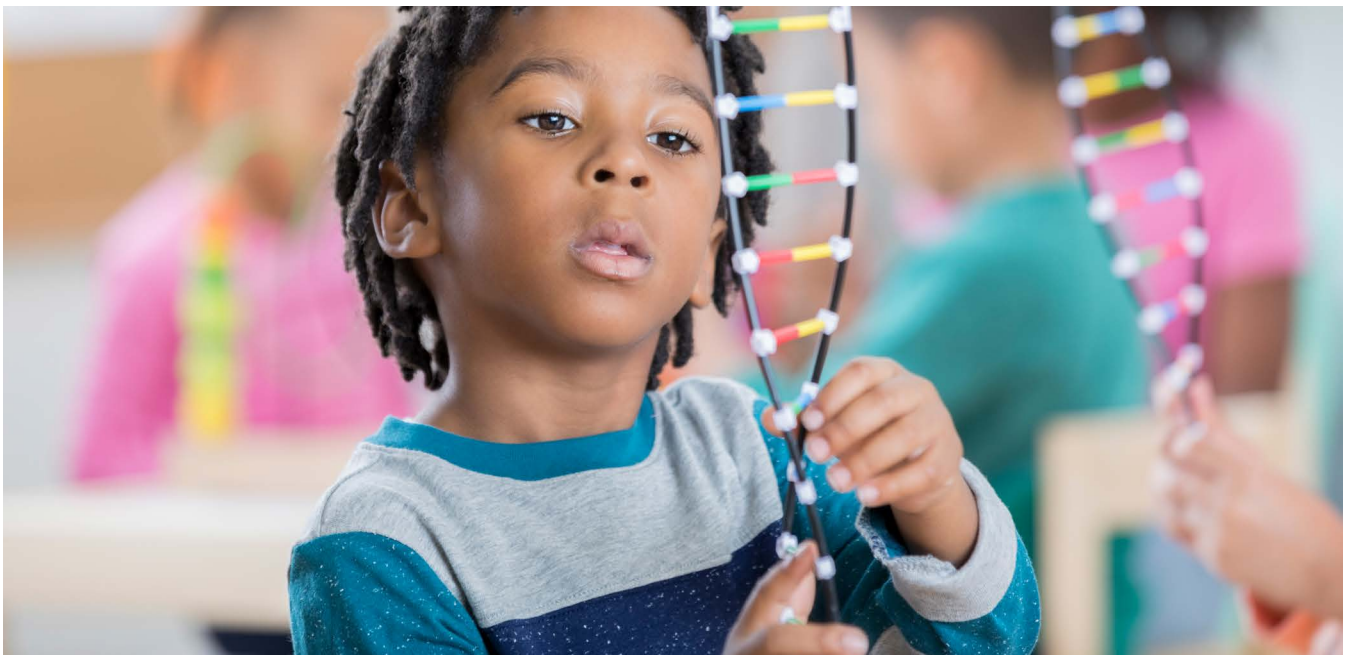


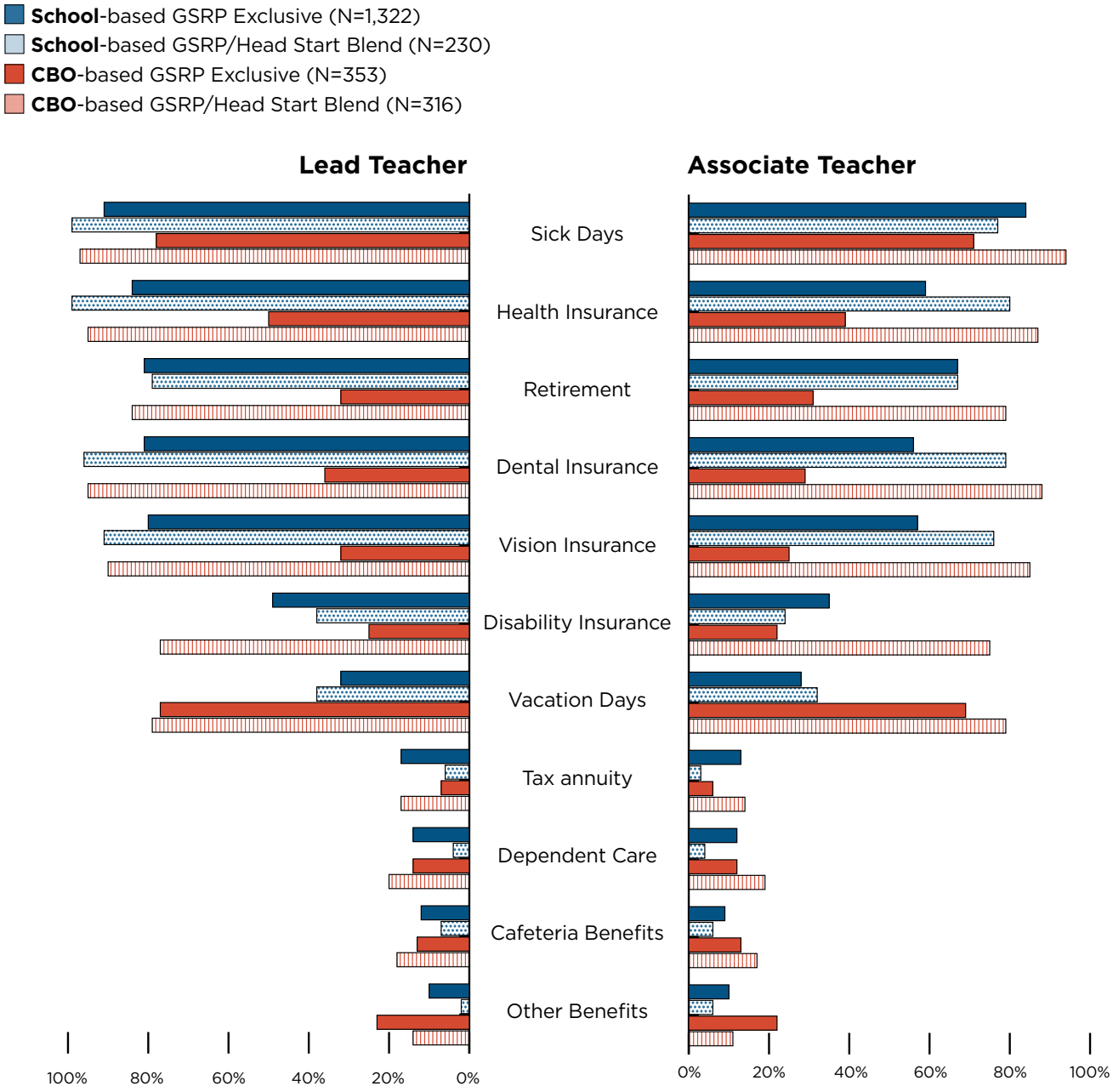
Table 11. Teacher Benefits 2017-18 (Lead Teacher)

		LEAD TEACHER											
		School-Based						CBOs					
		GSRP Exclusive				GSRP/Head Start Blend		GSRP Exclusive				GSRP/Head Start Blend	
		School-Day		Part-Day				School-Day		Part-Day			
Benefits Received		%	N	%	N	%	N	%	N	%	N	%	N
Health Insurance													
	Yes	**84%**	1112	**46%**	17	**99%**	227	**50%**	175	**40%**	6	**95%**	299
	No	**16%**	210	**54%**	20	**1%**	3	**50%**	178	**60%**	9	**5%**	17
Dental Insurance													
	Yes	**81%**	1072	**41%**	15	**96%**	221	**36%**	126	**33%**	5	**95%**	299
	No	**19%**	250	**60%**	22	**4%**	9	**64%**	227	**67%**	10	**5%**	17
Vision Insurance													
	Yes	**80%**	1061	**43%**	16	**91%**	209	**32%**	112	**7%**	1	**90%**	284
	No	**20%**	261	**57%**	21	**9%**	21	**68%**	241	**93%**	14	**10%**	32
Disability Insurance													
	Yes	**49%**	648	**19%**	7	**38%**	88	**25%**	88	**33%**	5	**77%**	243
	No	**51%**	674	**81%**	30	**62%**	142	**75%**	265	**67%**	10	**23%**	73
Vacation Days													
	Yes	**32%**	424	**22%**	8	**38%**	88	**77%**	271	**53%**	8	**79%**	249
	No	**68%**	898	**78%**	29	**62%**	142	**23%**	82	**47%**	7	**21%**	67
Sick Days													
	Yes	**91%**	1202	**84%**	31	**99%**	227	**78%**	274	**67%**	10	**97%**	307
	No	**9%**	120	**16%**	6	**1%**	3	**22%**	79	**33%**	5	**3%**	9
Retirement													
	Yes	**81%**	1075	**68%**	25	**79%**	181	**32%**	112	**20%**	3	**84%**	266
	No	**19%**	247	**32%**	12	**21%**	49	**68%**	241	**80%**	12	**16%**	50
Tax annuity													
	Yes	**17%**	222	**8%**	3	**6%**	13	**7%**	24	**27%**	4	**17%**	52
	No	**83%**	1100	**92%**	34	**94%**	217	**93%**	329	**73%**	11	**84%**	264
Dependent Care													
	Yes	**14%**	179	**14%**	5	**4%**	10	**14%**	48	**27%**	4	**20%**	62
	No	**87%**	1143	**87%**	32	**96%**	220	**86%**	305	**73%**	11	**80%**	254
Cafeteria Benefits													
	Yes	**12%**	164	**8%**	3	**7%**	15	**13%**	46	**7%**	1	**18%**	57
	No	**88%**	1158	**92%**	34	**94%**	215	**87%**	307	**93%**	14	**82%**	259
Other Benefits													
	Yes	**10%**	128	**8%**	3	**2%**	5	**23%**	82	**27%**	4	**14%**	43
	No	**90%**	1194	**92%**	34	**98%**	225	**77%**	271	**73%**	11	**86%**	273

Table 12. Teacher Benefits 2017-18 (Associate Teacher)

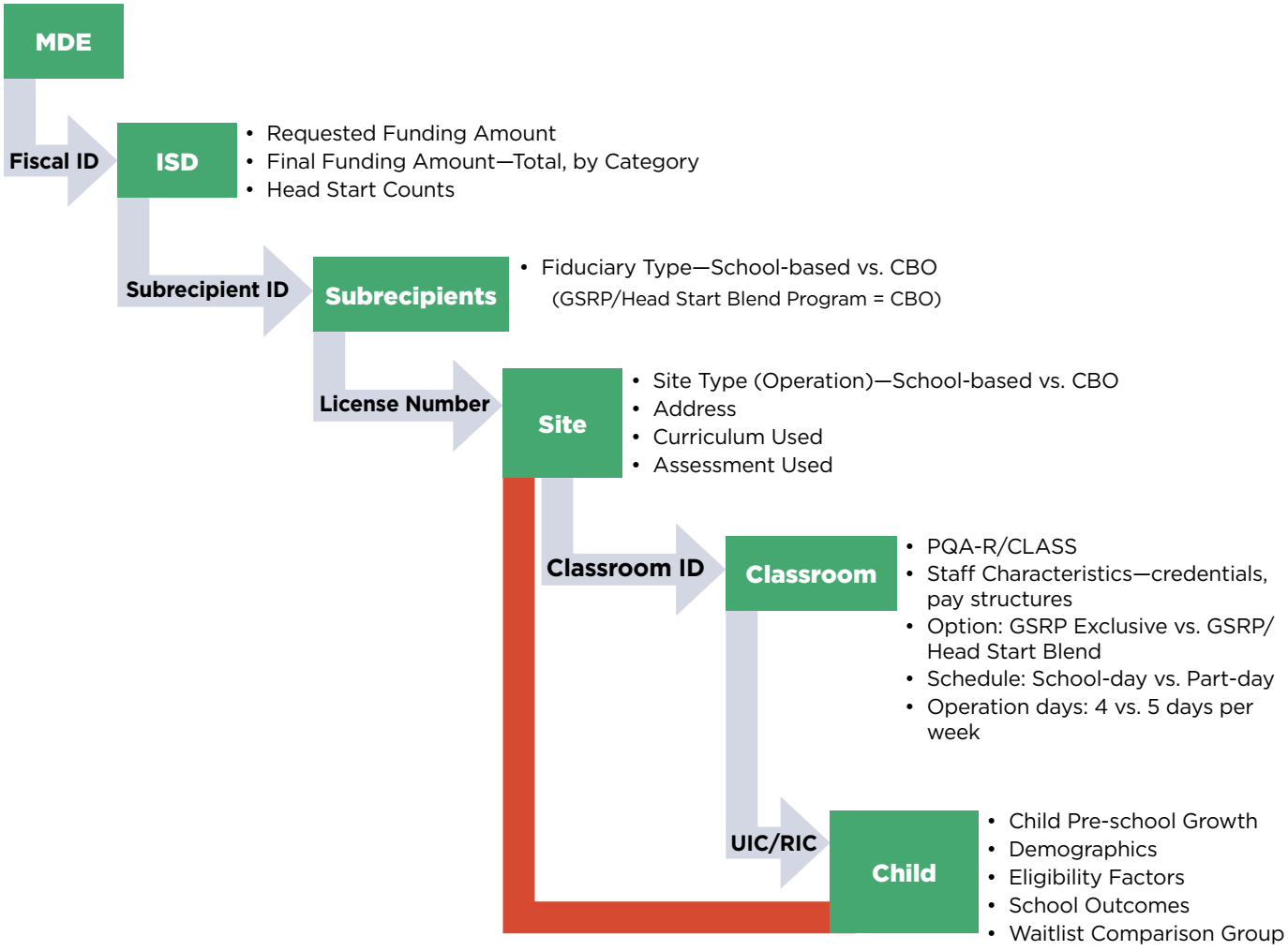
		ASSOCIATE TEACHER											
		School-Based						CBOs					
		GSRP Exclusive				GSRP/Head Start Blend		GSRP Exclusive				GSRP/Head Start Blend	
		School-Day		Part-Day				School-Day		Part-Day			
Benefits Received		%	N	%	N	%	N	%	N	%	N	%	N
Health insurance													
	Yes	**59%**	780	**32%**	12	**80%**	185	**39%**	137	**20%**	3	**87%**	275
	No	**41%**	542	**68%**	25	**20%**	45	**61%**	216	**80%**	12	**13%**	41
Dental insurance													
	Yes	**56%**	746	**19%**	7	**79%**	182	**29%**	101	**13%**	2	**88%**	279
	No	**44%**	576	**81%**	30	**21%**	48	**71%**	252	**87%**	13	**12%**	37
Vision insurance													
	Yes	**57%**	749	**19%**	7	**76%**	175	**25%**	87	**7%**	1	**85%**	270
	No	**43%**	573	**81%**	30	**24%**	55	**75%**	266	**93%**	14	**15%**	46
Disability insurance													
	Yes	**35%**	467	**14%**	5	**24%**	54	**22%**	77	**7%**	1	**75%**	236
	No	**65%**	855	**87%**	32	**77%**	176	**78%**	276	**93%**	14	**25%**	80
Vacation days													
	Yes	**28%**	371	**14%**	5	**32%**	73	**69%**	243	**27%**	4	**79%**	250
	No	**72%**	951	**87%**	32	**68%**	157	**31%**	110	**73%**	11	**21%**	66
Sick days													
	Yes	**84%**	1106	**76%**	28	**77%**	176	**71%**	249	**33%**	5	**94%**	296
	No	**16%**	216	**24%**	9	**24%**	54	**30%**	104	**67%**	10	**6%**	20
Retirement													
	Yes	**67%**	880	**78%**	29	**67%**	155	**31%**	108	**7%**	1	**79%**	251
	No	**33%**	442	**22%**	8	**33%**	75	**69%**	245	**93%**	14	**21%**	65
Tax annuity													
	Yes	**13%**	172	**8%**	3	**3%**	7	**6%**	22	**0%**	0	**14%**	45
	No	**87%**	1150	**92%**	34	**97%**	223	**94%**	331	**100%**	15	**86%**	271
Dependent care													
	Yes	**12%**	158	**14%**	5	**4%**	8	**12%**	42	**0%**	0	**19%**	61
	No	**88%**	1164	**87%**	32	**97%**	222	**88%**	311	**100%**	15	**81%**	255
Cafeteria benefits													
	Yes	**9%**	116	**8%**	3	**6%**	14	**13%**	47	**7%**	1	**17%**	55
	No	**91%**	1206	**92%**	34	**94%**	216	**87%**	306	**93%**	14	**83%**	261
Other benefits													
	Yes	**10%**	127	**8%**	3	**6%**	14	**22%**	79	**0%**	0	**11%**	36
	No	**90%**	1195	**92%**	34	**94%**	216	**78%**	274	**100%**	15	**89%**	280

Figure 2. The Comparison of Teacher Benefits by Program Types and Options (School-Day/FTE only)



- Although lead teacher salary tended to be offered at a lower rate in the GSRP/Head Start Blend classrooms, the benefits offered to the lead and associate teachers were significantly better across many areas such as sick days, health, dental and vision insurances.
- Compared to others, lead and associate teachers working at CBO-based classrooms were more likely to receive paid vacation days.
- Teachers working at CBO-based GSRP exclusive classrooms were less likely to receive insurances and retirement plans.

Appendix A. GSRP Data Overview



Appendix B. GSRP Grantees

Appendix C. Michigan Population Density Map