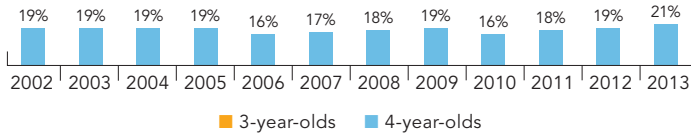
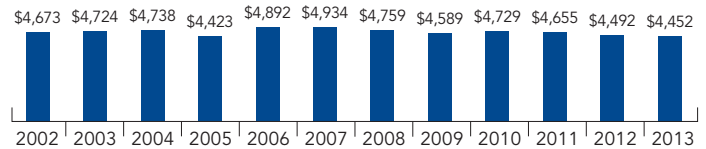


Michigan

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2013 DOLLARS)



Established in 1985, the Michigan School Readiness Program (MSRP) was developed to ensure preschool education for at-risk 4-year-olds, and is associated with the state’s early childhood initiative, Project Great Start. MSRP is now called the Great Start Readiness Program (GSRP). At least 75 percent of the children in GSRP must be from families with earnings lower than 300 percent FPL, though other risk factors for educational disadvantages can be used to determine whether a child qualifies for services. In 2009, the risk factors were modified by the Michigan State Board of Education into eight categories, to target children who are most at risk. Families with particularly low family income are automatically eligible; second priority is based on low-income families with one or two additional risk factors. Children with family incomes above 300 percent FPL may be able to attend if they have at least two risk factors.

The program has moved from half-day programs toward school-day programs, based on concerns that part-day programs may not serve the needs of low-income families. However, this shift reduced the number of children who could be served. The state defined accessible priority status in distributing funds to programs by specifying 10 hours of programming per day in the 2011-2012 school year.

In 2012-2013, overall funding for GSRP was increased by \$5 million, with the increase targeted to school district programs. Per slot allocation remained at \$3,400 per half-day slot. Overall funding for GSRP was increased by \$65 million for 2013-2014, with the per slot allocation increased to \$3,625 per half day slot. Michigan will also be rolling back the kindergarten cutoff date from December 1 to September 1 over three years, beginning November 1 for the 2013-2014 school year. The state implemented an income-prioritization process, based on a quintile system. A sliding scale fee for families over income was made mandatory, but details have been left to local discretion.

Public school districts receive direct financial support, but they may assign funds to local providers in other settings to offer GSRP. Other preschool providers, such as social service and mental health agencies, private child care centers, and Head Start agencies, may apply for competitive preschool education endowments. The level of need in each district and a school funding formula determine overall district funding. During the 2011-2012 school year, the support structure for GSRP was altered so that intermediate school districts pass along funds to LEAs and non-district competitive agencies. GSRP is intended to become part of an early childhood block grant and the state is developing a multi-year phase-in arrangement.

The state implemented new teaching requirements in the 2011-2012 year, including removing the exemption for subcontracted programs to allow teachers with 90 credit hours and at least four years of schooling practice to participate. The state also now requires all teachers with unfinished training to complete compliance plans within two years, rather than four years, from the start date of their service. Early learning standards are being adjusted to align infant-toddler, pre-K, and K–3 standards with the Common Core standards.

In August 2011, the governor brought together the Michigan Department of Education’s Office of Early Childhood Education and Family Services and the Michigan Department of Human Services Office of Early Childhood, in the Office of Great Start, within the Michigan Department of Education, to manage the GSRP program. The Office of Great Start plans to implement a QRS program for the 2013-2014 school year. The GSRP program has been assessed for both program impact/child outcomes and process quality several times since 2004.

Michigan reported a significant increase in service to children with an IEP in the 2012-2013 school year, partially due to a major promotional campaign about inclusion over the past three years. The new \$65 million investment in GSRP requires more blended options to maximize use of the expansion funds, resulting in the creation of more GSRP/Head Start blended classrooms available to provide full-day services, as well as GSRP/early childhood special education blended classrooms for full-day services.

| ACCESS RANKINGS | |
|-----------------|-------------|
| 4-YEAR-OLDS | 3-YEAR-OLDS |
| 24 | None Served |

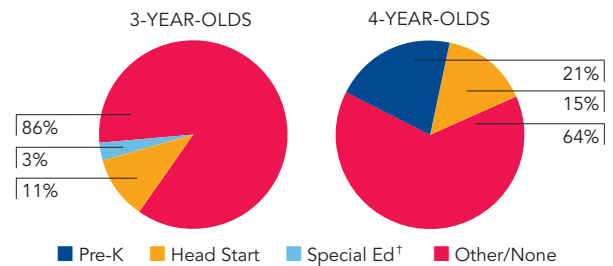
| RESOURCES RANKINGS | |
|--------------------|-----------------------|
| STATE SPENDING | ALL REPORTED SPENDING |
| 18 | 23 |

MICHIGAN GREAT START READINESS PROGRAM

ACCESS

| | |
|--|--|
| Total state program enrollment | 24,547 ¹ |
| School districts that offer state program | 58% |
| Income requirement | 300% FLP |
| Hours of operation | 3 to 6.5 hours/day, 4 days/week ² |
| Operating schedule | 30 weeks/year |
| Special education enrollment, ages 3 and 4 | 11,845 |
| Federally funded Head Start enrollment, ages 3 and 4 | 30,324 |
| State-funded Head Start enrollment, ages 3 and 4 | 0 |

STATE PRE-K AND HEAD START ENROLLMENT AS PERCENTAGE OF TOTAL POPULATION



† All special education students are included in state pre-K enrollment.

QUALITY STANDARDS CHECKLIST

| POLICY | STATE PRE-K REQUIREMENT | BENCHMARK | DOES REQUIREMENT MEET BENCHMARK? | TOTAL BENCHMARKS MET 7 |
|---|--|---|-------------------------------------|----------------------------------|
| Early learning standards | Comprehensive | Comprehensive | <input checked="" type="checkbox"/> | |
| Teacher degree | BA ² | BA | <input checked="" type="checkbox"/> | |
| Teacher specialized training | Elementary Teaching Certificate with EC Endorsement (public); BA with teaching certificate and CDA or CD with focus on preschool teaching (nonpublic) ² | Specializing in pre-K | <input checked="" type="checkbox"/> | |
| Assistant teacher degree | CDA ³ | CDA or equivalent | <input checked="" type="checkbox"/> | |
| Teacher in-service | 6 credit hours/5 years (certified staff); 12 clock hours/year (other staff) ⁴ | At least 15 hours/year | <input type="checkbox"/> | |
| Maximum class size | | 20 or lower | <input checked="" type="checkbox"/> | |
| 3-year-olds | NA | | | |
| 4-year-olds | 18 ⁵ | | | |
| Staff-child ratio | | 1:10 or better | <input checked="" type="checkbox"/> | |
| 3-year-olds | NA | | | |
| 4-year-olds | 1:8 | | | |
| Screening/referral and support services | Vision, hearing, health; and other support services ⁶ | Vision, hearing, health; and at least 1 support service | <input checked="" type="checkbox"/> | |
| Meals | Depends on length of program day ⁷ | At least 1/day | <input type="checkbox"/> | |
| Monitoring | Other monitoring ⁸ | Site visits | <input type="checkbox"/> | |

RESOURCES

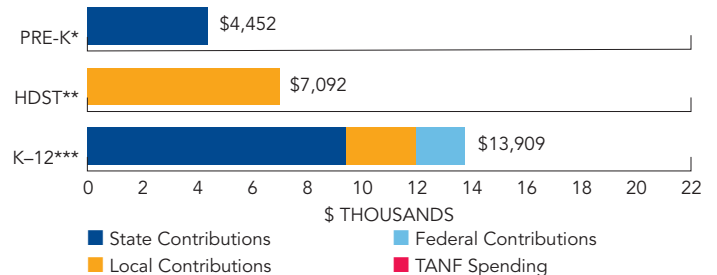
| | |
|---|------------------|
| Total state pre-K spending | \$109,275,000 |
| Local match required? | Yes ⁹ |
| State spending per child enrolled | \$4,452 |
| All reported spending per child enrolled* | \$4,452 |

* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending for the 2012-2013 year includes funding only for 3- and 4-year-olds served. Past years figured have unintentionally included funds for Early Head Start.

*** K-12 expenditures include capital spending as well as current operating expenditures. Data are for the '12-'13 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



¹ Children served in the full-day programs using two half-day slots are only counted once in the enrollment; an additional 42 children were also served in a home-based option but are not included in the enrollment count.

² Teachers whose training is incomplete may be considered "out of compliance," but must be enrolled in a training program and reach compliance within four years.

³ An associate degree in early childhood education/child development or equivalent training approved by the State Board of Education is also permissible. If a suitable candidate cannot be hired, an assistant teacher may start "out of compliance," but must have completed one course in child development and have a plan to complete the requirements within two years.

⁴ All classroom staff must complete 12 clock hours per year plus current CPR, first aid, and blood-borne pathogen training to keep required child care licenses current. This generally adds up to more than 15 hours per year. Lead teachers who are certified teachers in public school settings must complete six credit hours or an equivalent number of State Board CEUs every five years to keep their teaching certification current. New lead teachers must complete even more training to renew the certificate the first time. Lead teachers who are in nonpublic school settings may not have certification and therefore may not need additional hours or equivalent time.

⁵ A qualified teacher and associate teacher must be present in classes of 9-16 children. If more than 16 children are in a class, a third adult must be present.

⁶ Programs must assure that children have health screenings, including vision and hearing, but they do not have to provide the screening. Screenings are often provided in the program by the local health department. Programs are required to make referrals; behavioral and dental screenings and referrals are determined locally. Support services include parent conferences or home visits, parent involvement activities, health services for children, information about nutrition, referral to social services, and transition to kindergarten activities.

⁷ Part-day programs must provide at least a snack, and school-day programs must provide one meal and two snacks or two meals and one snack.

⁸ The state oversight agency's monitoring plan includes site visits to programs. GSRP collects electronic data on all programs every year. On-site monitoring is limited by staff numbers and funding, but programs are monitored every other year for child care licensing purposes. Information collected includes staff qualifications, anonymous child eligibility data, program quality assessment data, and financial information.

⁹ GSRP cannot operate solely on the state funding, but the state does not collect local spending data. Grantees must include in-kind space for GSRP, because GSRP does not allow funding to cover the cost of facilities. Data are not collected on the total in-kind funding contribution.