

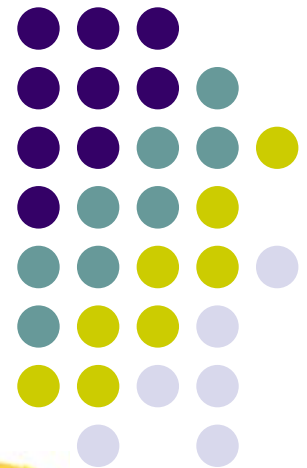
Lessons from the Evaluation of the Michigan School Readiness Program

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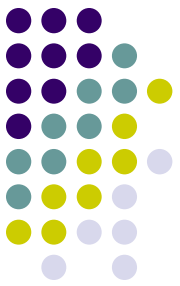
Larry Schweinhart, Ph. D.

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**High/Scope Educational Research
Foundation**

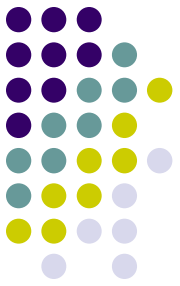


Outline



- MSRP 101
- Evaluation Findings
- Implications for Policy and Evaluation

Michigan's Early Childhood Programs



- Approximately 131,000 children
- 60% (79,000) considered at-risk
- 16% (21,571) served by MSRP
- 24% (31,500) served by Head Start
- 10% (13,378) served by special education
- 50% +/- (66,449) total served
 - by public programs; 84% of total at-risk children are served



Michigan School Readiness Program=MSRP



- State-funded pre-K for 4 year-olds (1 year)
- All children must have at least 2 of the 25 risk factors
- More than 50% must be low income
- 2007-2008 – 23rd year
- 3 types of services: Center-based, home-based, parent involvement and ed services



Risk Factor Trends 1996 – 2005

(% of children enrolled in MSRP)



1. Family History of Low School Achievement or Dropout (28.1%)
2. Single Parent (38%)
3. Unemployed Parent (22.8%)
4. Low Income Family (61.4%)
5. Teenage Parent (22.3%)
6. Housing in Rural or Segregated Area (29.1%)

2 Funding Streams



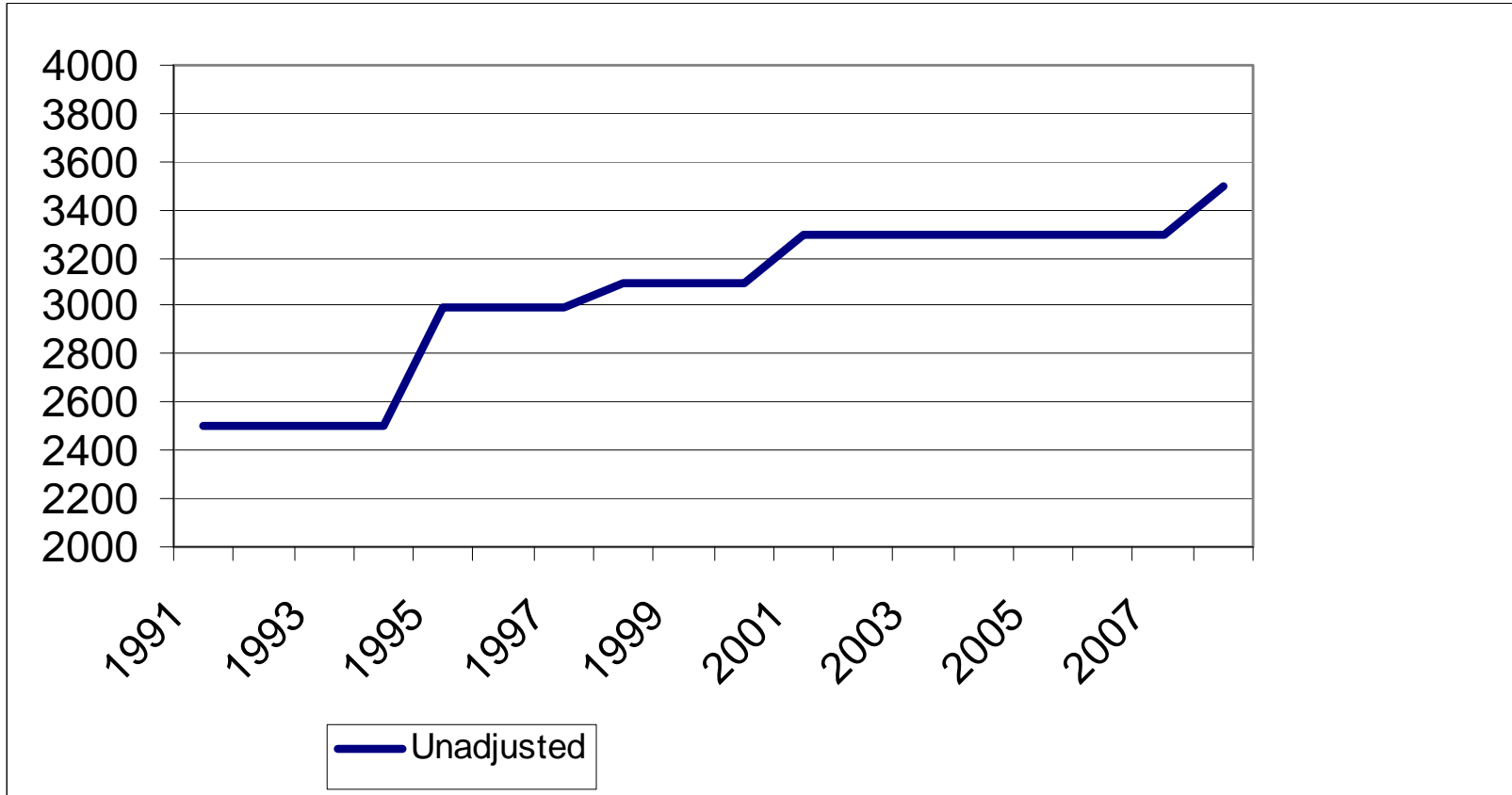
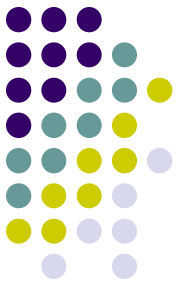
- **State School Aid Fund**

- 22,000 children in 05-06
@ \$3,300/child = \$72.6M
- School districts and academies = state school aid grantees
- Annual needs assessment and formula determine allocation levels

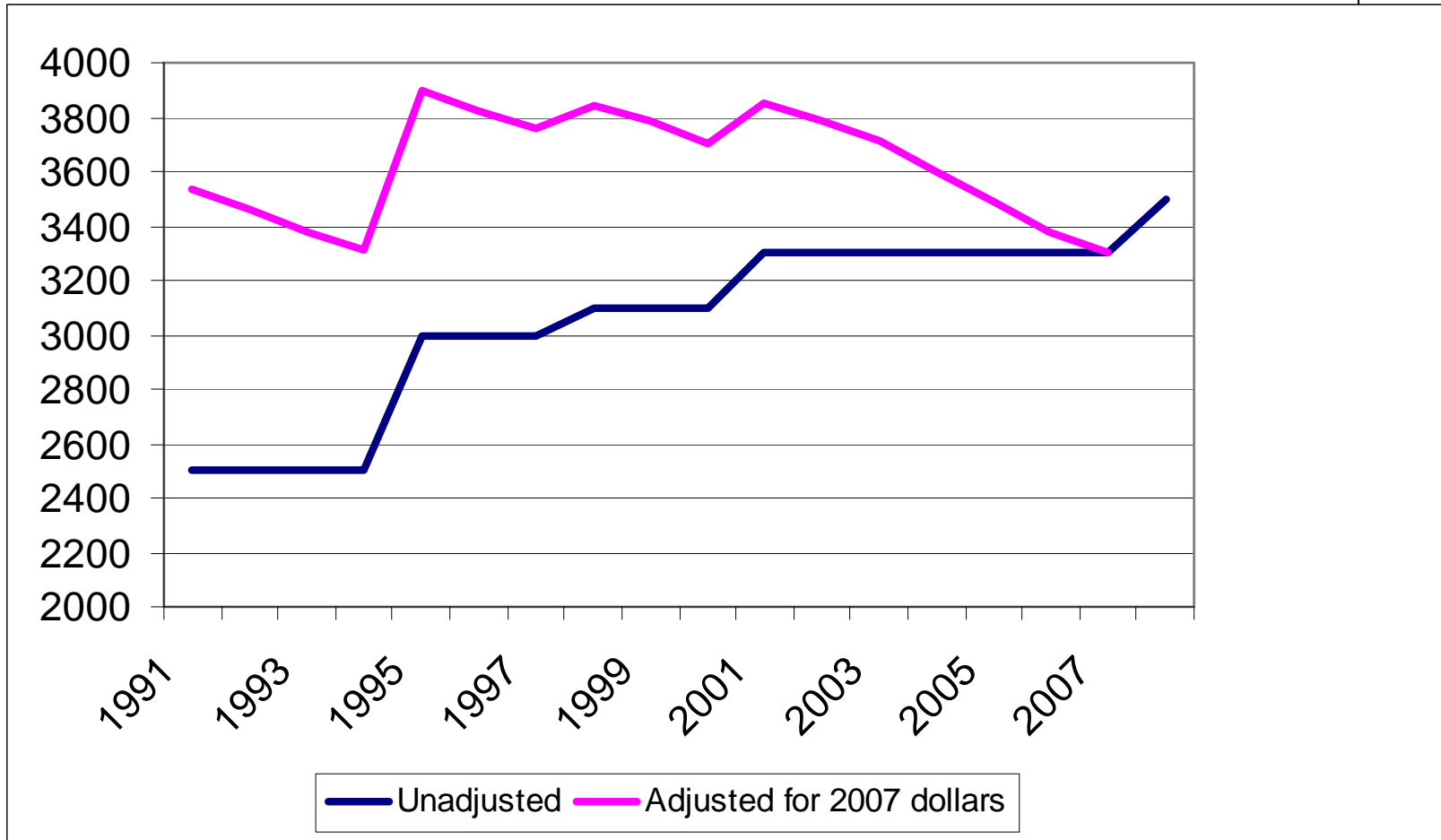
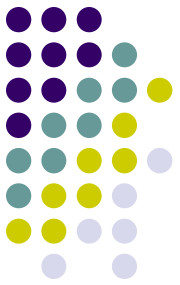
- **MDE Appropriations (General Fund)**

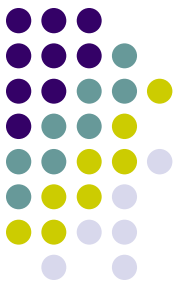
- 3,712 children in 05-06
@ \$3,300/child = \$12.25M
- Non-profits and ISDs who are Head Start grantees = competitive grantees
- 3 Year funding cycle

Spending per Child by Fiscal Year



Spending per Child by Fiscal Year

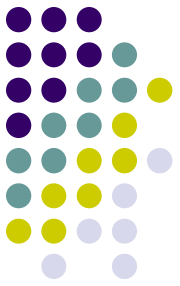




Quality of Implementation

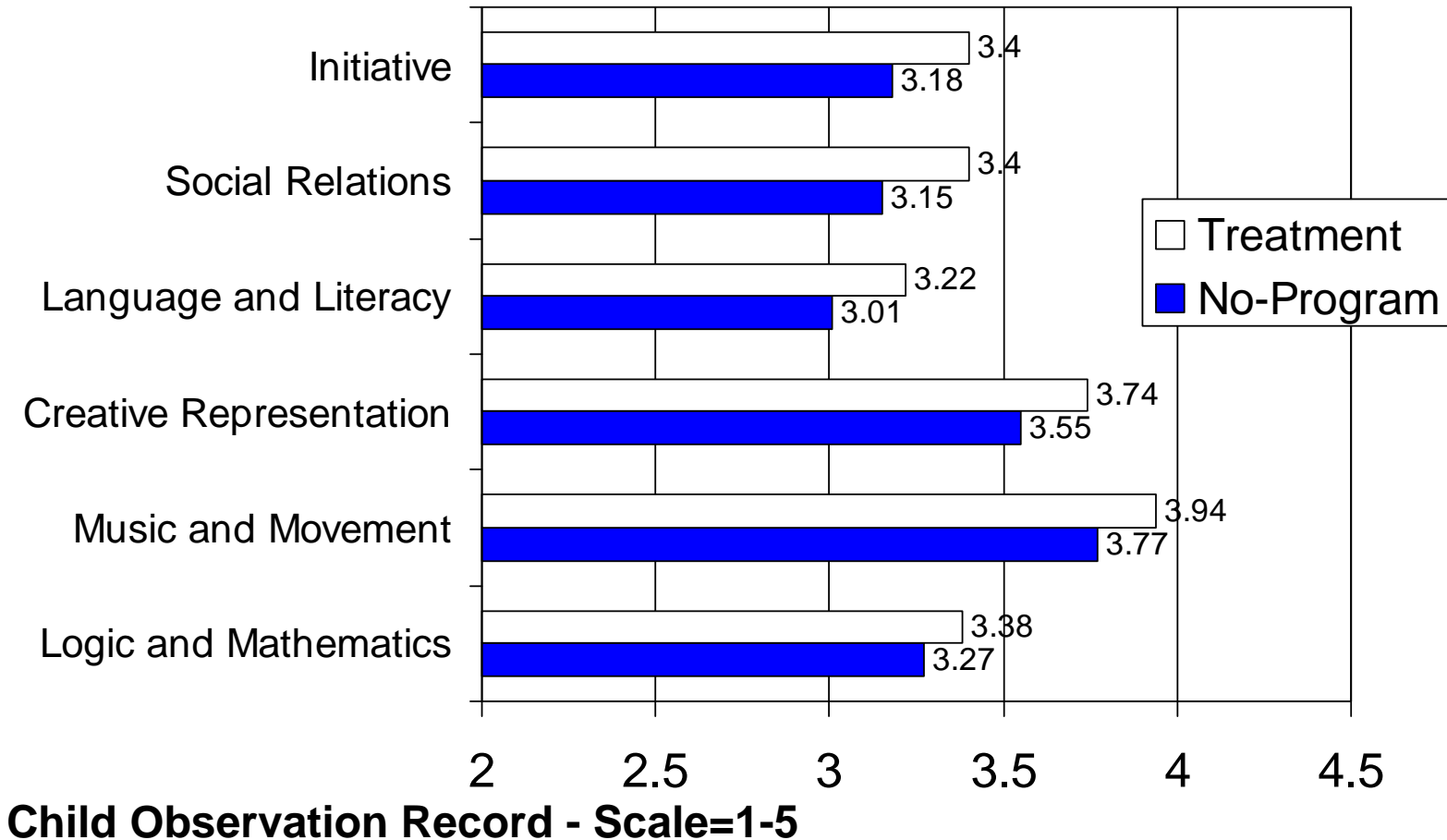
- Grantees self-report on Program Quality Assessment, 2nd edition
- Child risk factor report
- Narrative summaries
- Collect child data (suggested but not required)
- 2 home visits and 2 parent-teacher conferences

MSRP Sample

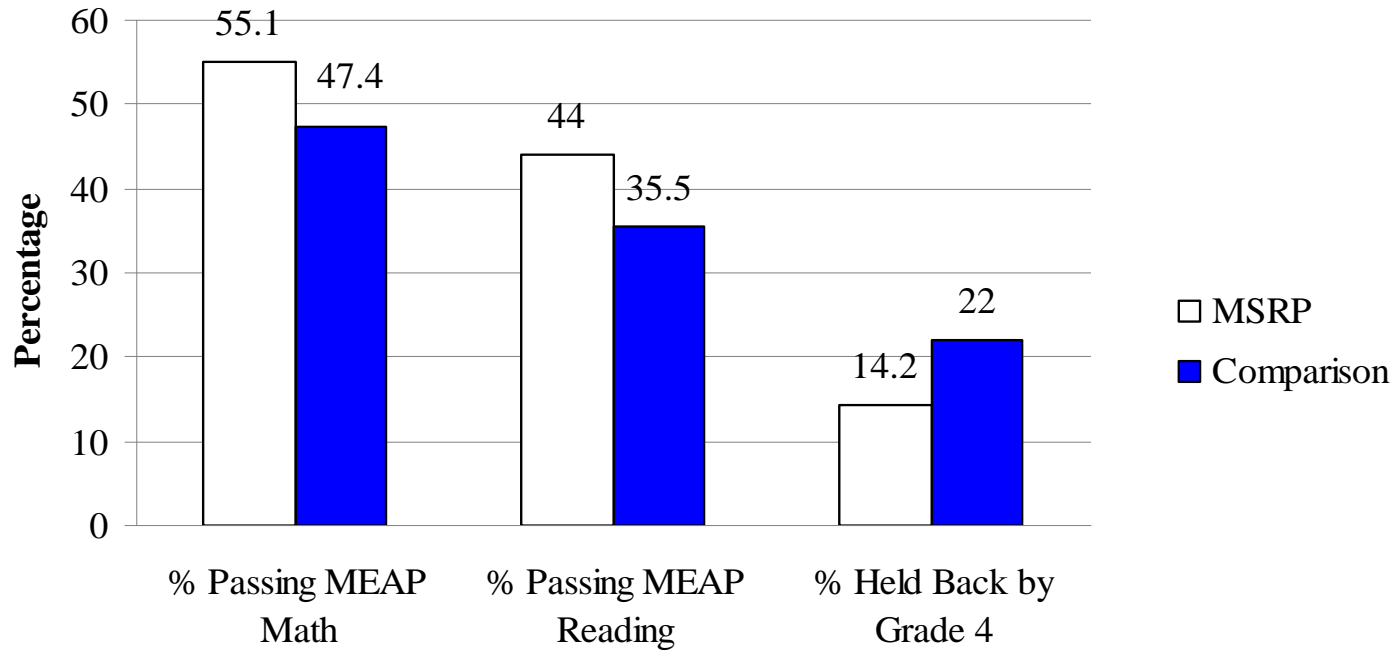
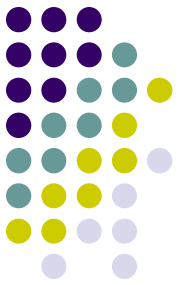


- Cohort 1 (1995-1996)
- Cohort 2 (1996-1997)
- Cohort 1: 596 children total (338 MSRP and 258 comparison)
- K-4 follow up; 6-8 follow up
- 5-state study with NIEER
- The Variation study

Kindergarten Follow Up



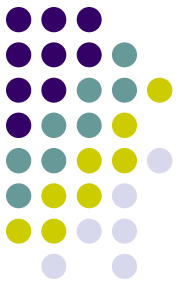
4th Grade MEAP and Grade Retention



<http://www.highscope.org/Research/MsrpEvaluation/msrpmmain.htm>

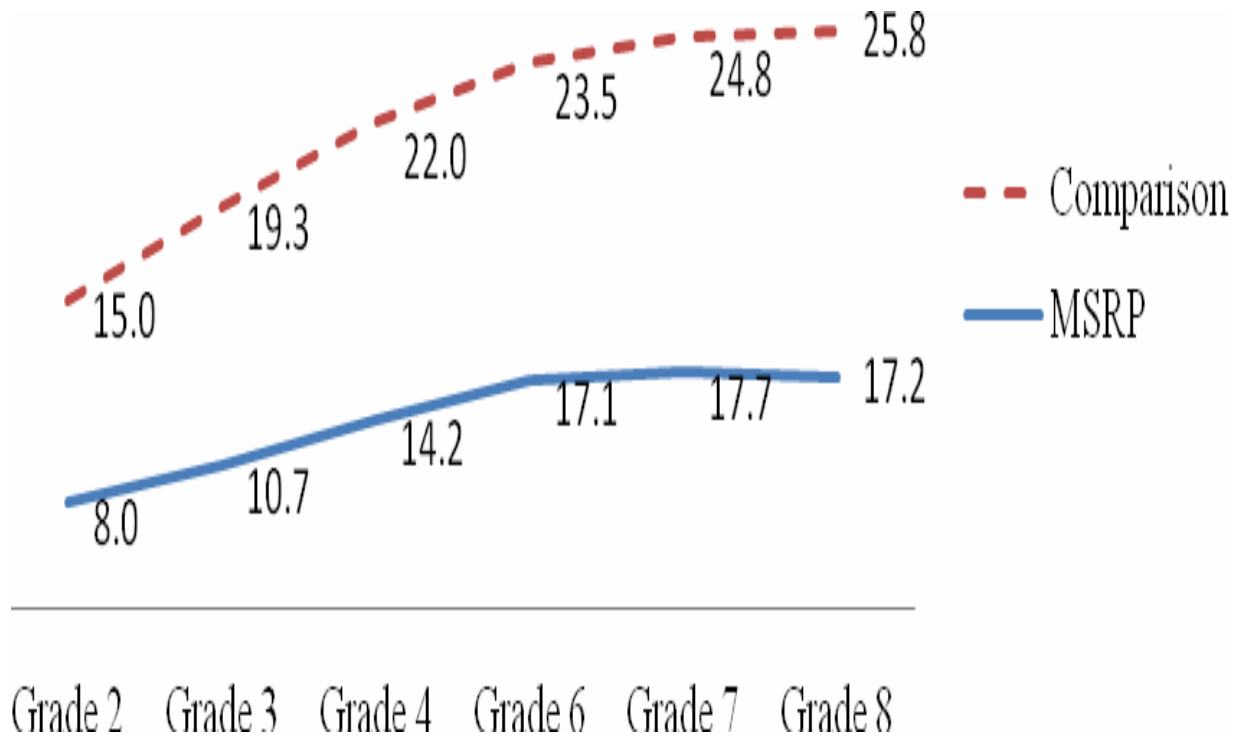
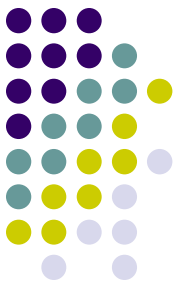
Study Sample

Follow Up at Grades 6-8

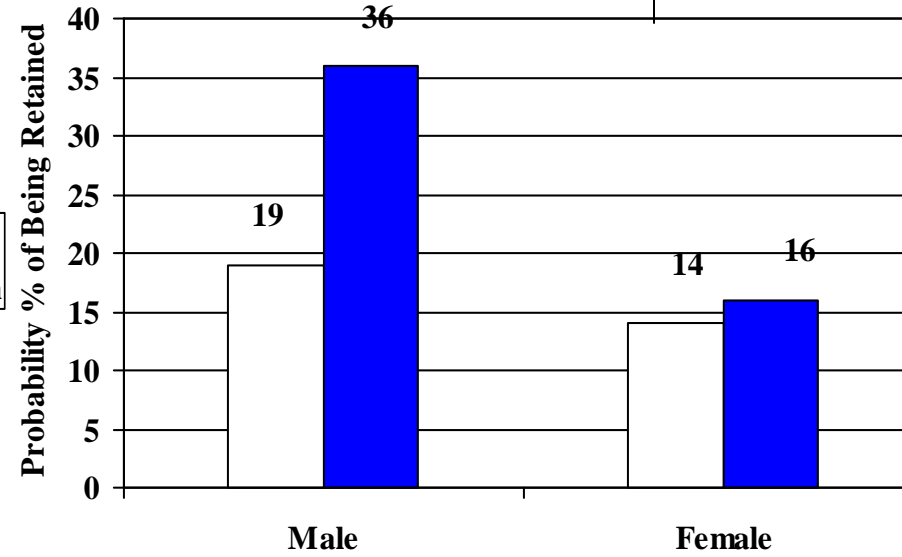
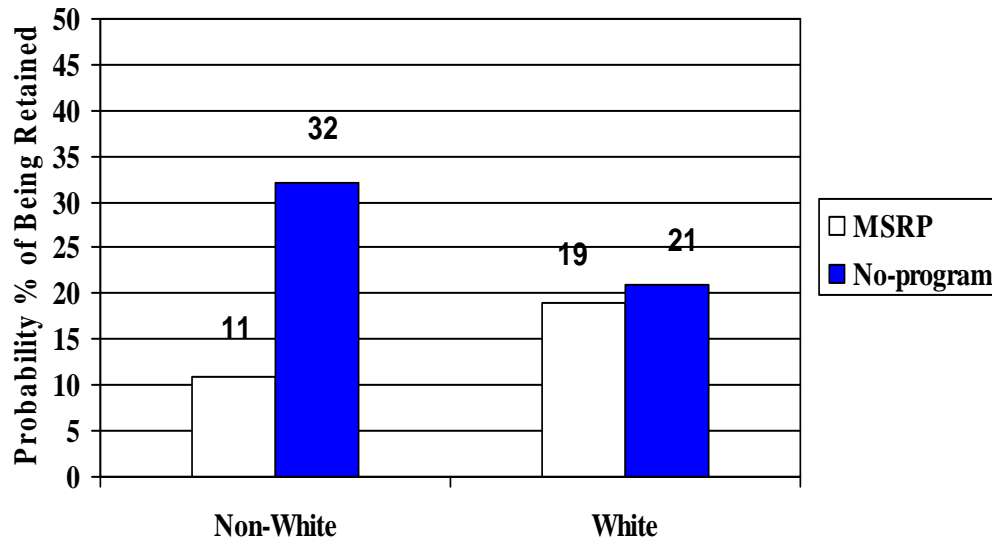
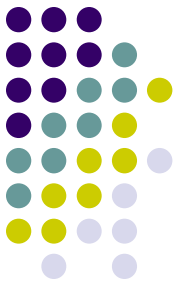


- 556 children (93% of the original sample found)
- At grade 6 = 11.5 years
- 57.3% white, 42.7% non-white
- 48.5% male
- 362 schools in 163 school districts
- 57.5% urban, 23.5% suburban, and 19.1% rural area schools

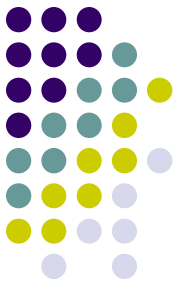
Group Differences in % Grade Retention Over Time



Grade Retention, 8th Grade

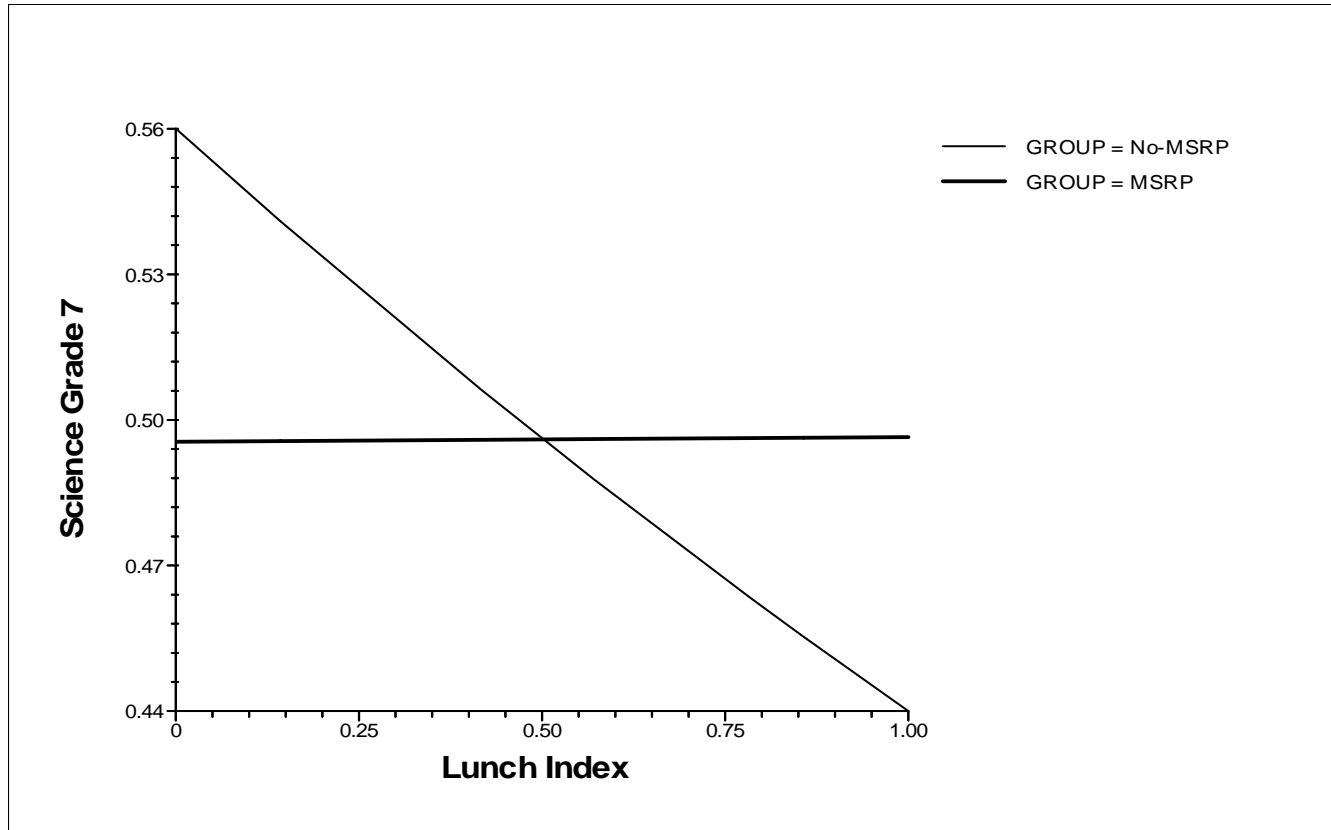
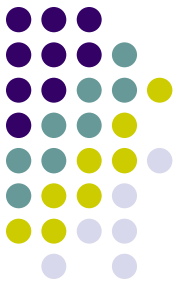


Return on Investment



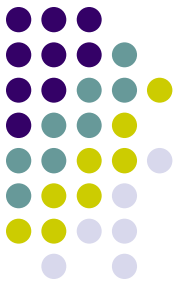
- ***More than 2,000 MSRP students avoided repeating a grade***
- ***A potential savings to the state School Aid Fund of more than \$13 million each year***

Science Course Enrollment 7th Grade



- Grade 8 Science Course Enrollment – no difference

The Variation Study



- 2004-2007, K-G1 follow up
- State-wide Sample of 70 Classrooms
 - 15 MSRP
 - 24 Head Start
 - 15 Center-Based Preschool Programs
- Child Sample Size = 407

Lesson 1:

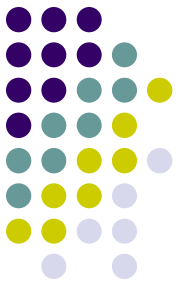
Studies of state-funded preschool programs require great care.



- Difficult, perhaps impossible to disentangle the effects of child background characteristics from the effects of program characteristics.
- Yet random assignment of similar children to several programs is a monumental bureaucratic challenge.
- From a matched control group design – to regression discontinuity
- A well-defined counterfactual
- How long do impacts last?

Lesson 2:

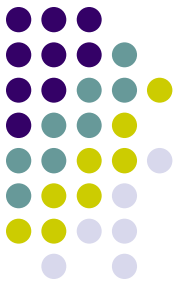
Statistical complexities cannot be disregarded.



- Statistical analyses should account for nested data
- Need to statistically control for child, classroom, and school level predictors
- Grade retention: cumulative versus non-cumulative
- Controlling for Type 1 error

Lesson 3:

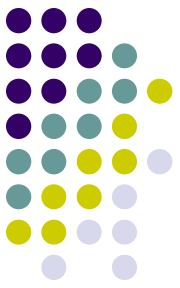
Definitions of quality vary across programs. They need to be identified.



- Structure
- Process
- Measure classroom quality
- What are the aspects of quality that MSRP should emphasize?

Lesson 4:

There is a strong relationship between funding and quality.



- Consultant-grantee ratio 1:183
- Blended classrooms
- Responding to community needs, keeping up with quality – need for higher funding
- Early Childhood Investment Corporation