Michigan





he Michigan School Readiness Program (MSRP) began serving at-risk 4-year-old children as a pilot program in 1985. At least 50 percent of the children served must be from families with income below 185 percent of the federal poverty level that also demonstrate at least one of a list of 25 possible risk factors. Children who do not meet the income eligibility criteria may participate only if they exhibit at least 2 of the 25 risk factors. Funding for the program is distributed through formula grants to public schools, and competitive grants to Head Start and private child care centers, as well as mental health and social service agencies. Most direct funding goes to public schools, which may then subcontract with other agencies. Districts are funded based in part on the size of the district and the number of children eligible for free or reduced-price meals.

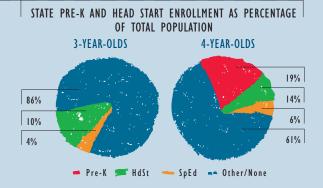
Reorganization efforts are underway to integrate the state's system of early childhood and related family services. A product of these efforts is the new Early Childhood Investment Corporation (ECIC), which was scheduled to be operating by October 2005, with local collaboratives chosen for the first phase of implementation by February 2006. This interagency initiative is intended to promote a statewide high-quality system by establishing standards and guidelines for early childhood development activities. Other efforts related to program quality include a new prekindergarten early learning standards document that went into effect in March 2005, development of an early learning standards document for infants and toddlers, development of a quality rating system for child care, and continued implementation of an accountability system to assess MSRP program quality.

Beginning in 2003–2004, public school districts were allowed to use some of their MSRP funds for parent involvement and education programs. Services offered through these programs are available to parents of children from birth to age 5, and expand the focus of the MSRP beyond classroom or home-based prekindergarten services.

ACCESS RANKING-4s	ACCESS RANKING—3s	RESOURCES RANKING
14	None Served	18

ACCESS

Total state program enrollment - - - - - - - - 24,862 School districts that offer state program - - - - - - - 81% Income requirement - - - 50% of children must be below 185% FPL Hours of operation - - - - - At least 2.5 hours/day, 4 days/week 2 Operating schedule - - - - - - - - At least 30 weeks/year Special education enrollment - - - - - - - - - 13,413 Federally funded Head Start enrollment '03-'04 - - - - - 32,370 State-funded Head Start enrollment - - - - - - - - 0



QUALITY STANDARDS CHECKLIST

POLICY STATE PRE-K REQUIREMENT Early learning standards Not specific to Pre-K Teacher degree BA (public) ³ ; AA + CDA (nonpublic) Teacher specialized training Teaching certification with ECE endorsement (public); meets CDA requirements (nonpublic) Assistant teacher degree CDA or 120 clock hours ⁴ Teacher in-service None ⁵ Maximum class size 3-year-olds NA 4-year-olds NA 4-year-olds NA 4-year-olds NA	BENCHMARK Comprehensive BA Specializing in Pre-K CDA or equivalent At least 15 hours/year 20 or lower 1:10 or better	DOES REQUIREMENT MEET BENCHMARK? TOTAL: of 10
Screening/referral and support services Support services only 7 Meals Snack 8 Monitoring None 9	Vision, hearing, health; and at least I service At least I/day Site visits	

RESOURCES

SPENDING PER CHILD ENROLLED Total state Pre-K spending - - - - - - - \$83,686,700 10 \$3,366 PRE-K* Local match required? - - - - - - - - No State spending per child enrolled - - - - - - - \$3,366 \$6,611 ('03-'04) TZUH State spending per 3-year-old - - - - - - - - \$0 State spending per 4-year-old - - - - - - - \$637 \$11,515 K-12** 8 10 12 14 * Pre-K programs may receive additional funds from federal or local sources that are not included in this figure. ** K-12 expenditures include capital spending as well as current operating expenditures. \$ thousands Data are for the '04-'05 school year, unless otherwise noted. - State Contribution 📂 Local Contribution — Federal Contribution

- This figure is an estimate of children who were enrolled in the program throughout the year. Based on mid-year data reports, approximately 540 children were enrolled in home-based programs. Programs are required to offer a minimum of 300 instructional hours per year. Most programs offer 4 half-days per week, but some operate for 2 full-days. Programs may charge tuition if offering a fifth day of class each week, full-day classes, or summer programs.

 As of the 2004—2005 program year, school districts that subcontract with agencies are permitted to follow agency requirements for teachers if they can prove that appropriate personnel were
- not available.

- Assistant teachers are given 2 years to meet this requirement, but must have one course in child development to start working. An associate's degree is preferred.

 Certified teachers must complete 6 credit hours or 60 clock hours every 5 years to keep their certification.

 A qualified teacher and associate teacher must be present in rooms with 9–16 children. If more than 16 children are in a class, a third adult (who does not have to meet any specified qualifications) must be present.

 Programs must make referrals but are not required to conduct screenings. Programs that choose to use funds for the Parent Involvement and Education initiative must provide health, vision,
- hearing, and developmental screenings to all children in their areas. Support services include four parent conferences or home visits, parent involvement activities, and referral to social services. Additional meals or snacks are required by child care licensing rules if the program day is extended. If breakfast or lunch is served, it is recommended that the program operate at least 3 hours. Although not a requirement, local programs are monitored. Site visits are conducted for agency programs at least once during their 3-year funding cycle.
- This figure is an estimate.