



Children of the Rising Sun Early Childhood Institute, Detroit, MI. Photo courtesy of the Federal Reserve Bank of Chicago.

Making the Vision a Reality: A Roadmap for Implementing *PreK for All*



Implementation Brief

In January 2023, Governor Gretchen Whitmer announced *PreK for All*, a bold goal to provide every four-year-old in Michigan with access to free PreKindergarten (PreK) by 2027. The announcement was followed by a \$254.6 million increase in funding for the state’s PreK program—the Great Start Readiness Program (GSRP)—to expand eligibility to children from families with incomes up to 400 percent of the federal poverty level.¹

GSRP provides a strong foundation on which to base a statewide *PreK for All* expansion. Research on GSRP has shown that it is successful in closing achievement gaps between children from less advantaged families and their peers. Equally important, children who participate in GSRP perform better on state assessments in third grade compared to children who do not.² GSRP is also one of only five state programs that meets all 10 benchmarks for high-quality PreK set by the National Institute of Early Education Research (NIEER).³

To develop the plan for expansion, a *PreK for All* Action Team guided a set of recommendations based on input from over 4,200 Michiganders, the latest research, and findings from other states and localities with robust PreK systems. The recommendations focused on several key areas, including building the state’s PreK capacity, strengthening the workforce, ensuring robust enrollment, and coordinating *PreK for All* with other programs and initiatives within the state’s birth-to-five early learning and care system.

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The recommendations are guided by five non-negotiable principles:

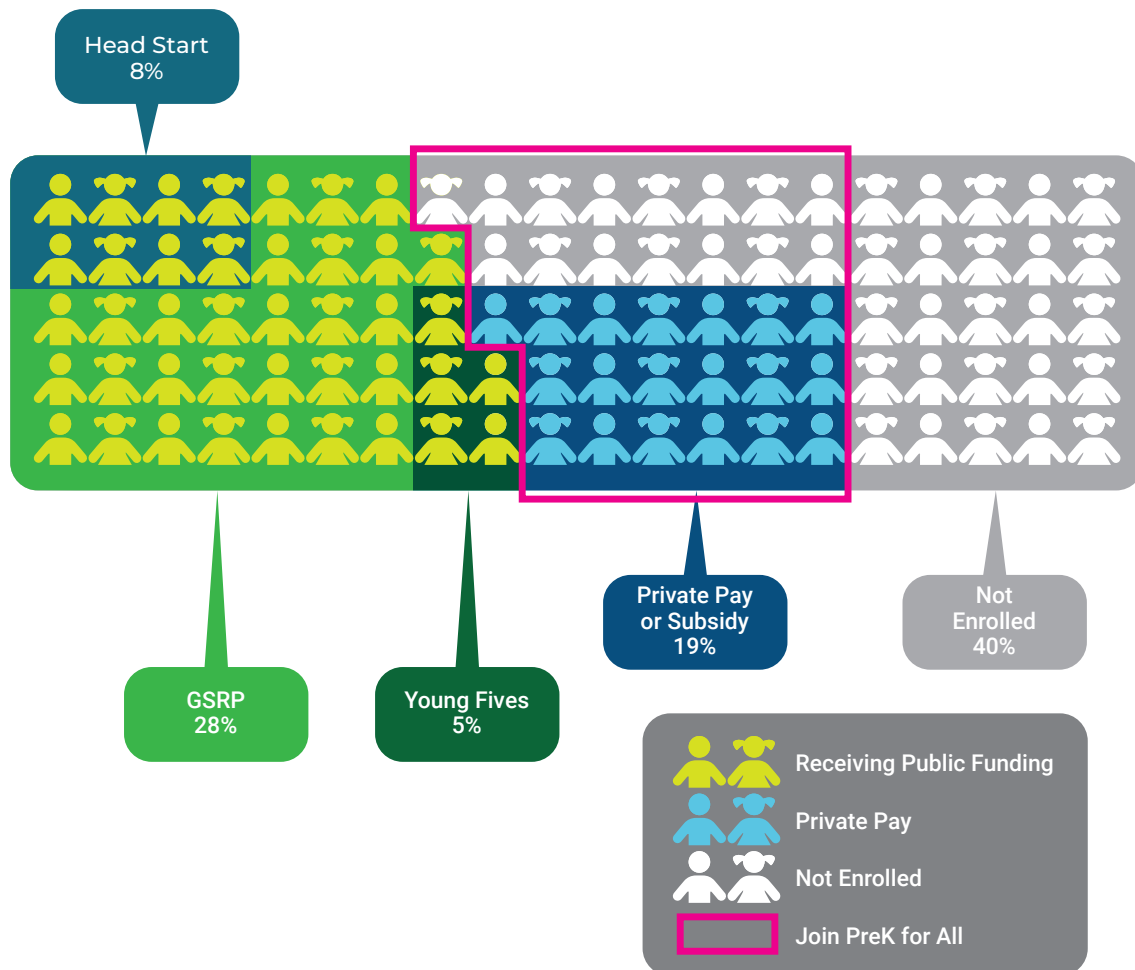
1. Children from less advantaged families must be served first.
2. Programming is high quality, based on research on how young children learn best.
3. Families can choose the setting they prefer, including schools and licensed child care settings.
4. PreK teachers receive the same compensation as kindergarten teachers.
5. Child care and three-year-old preschool programs are strengthened and the PreK program aligns with and leverages the high-quality early childhood infrastructure Michigan has created.

Estimating the Capacity Needs of *PreK for All* Expansion

States with the highest PreK enrollment have a participation rate of just under 70 percent.⁴ *PreK for All* aims to enroll 75 percent of four-year-old children, which would make Michigan the top-enrolling state in the country.⁵ This ambitious goal means that the state must plan to serve a total of 88,500 of the state's 118,000 four-year-old children in publicly funded programs by 2027.

Figure 1 shows where Michigan's four-year-old children currently receive early learning and care.⁶ Forty-one percent (nearly 49,000 children) are enrolled in publicly funded early learning settings, including Head Start, GSRP, and Young Fives.⁷ To meet the *PreK for All* goal, the state must sustain enrollment in these programs and expand to serve nearly 40,000 more children (indicated by the pink box in **Figure 1**). The expansion will involve enrolling children from Michigan's private-pay settings⁸ and children who are currently not enrolled in any early learning setting (shown in gray).

Figure 1. Current Early Learning and Care Settings of Four-Year-Old Children in Michigan*

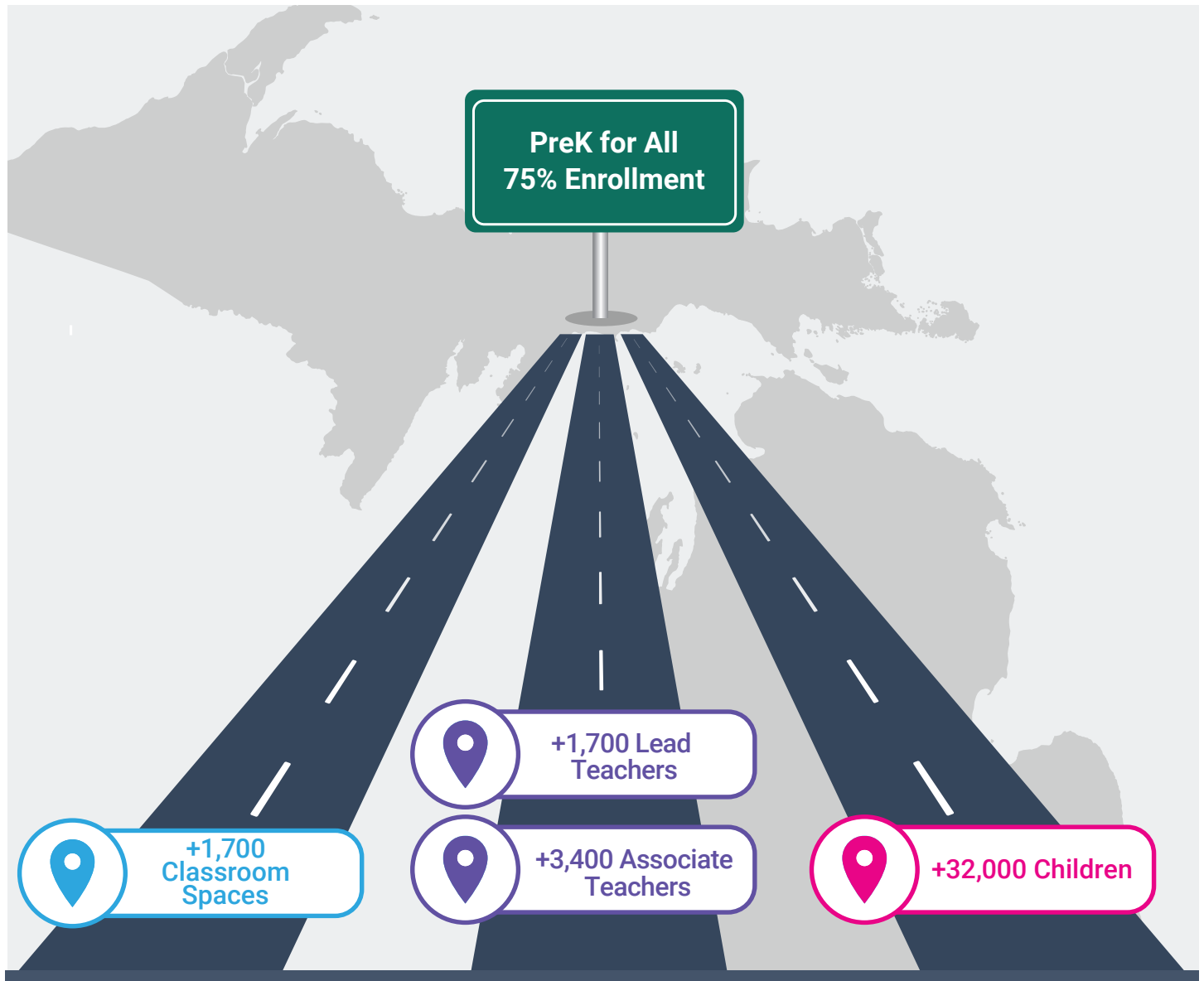


*The pink box illustrates the number of children who will need to be served by *PreK for All*. While robust participation of private-pay early learning providers is a goal, it is not anticipated that every private-pay provider will choose to participate in *PreK for All* or meet the minimum quality requirements (See Table 1).

Defining Michigan's *PreK for All* Capacity Needs

Nearly 49,000 children are enrolled in Michigan's publicly funded early learning settings, and it is estimated that these programs have the capacity to immediately enroll at least 6,800 additional children. This means that the current programs could serve nearly 55,800 children.⁹ Accordingly, to meet the goal of 75 percent enrollment, the state must enroll an additional 32,000 children. At current GSRP classroom ratios, *PreK for All* will require at least 1,700 additional lead teachers, 3,400 associate teachers, and 1,700 more classroom spaces (Figure 2).¹⁰

Figure 2. What is Needed to Achieve *PreK for All*



Achieving the *PreK for All* Vision

Recommendations are offered in four areas to support the successful implementation of *PreK for All* (Figure 3). The recommendations work to:

1. Increase the number of high-quality spaces available for *PreK for All*;
2. Recruit, train, and retain an effective PreK workforce;
3. Support robust enrollment; and
4. Connect *PreK for All* to the overall early learning and care system.

Figure 3. The Roadmap to Achieve *PreK for All*





Strategies to Increase the Number of Seats Available for PreK for All

The state will need to expand quickly to enroll 32,000 more children, adding the needed 1,700 additional classrooms. The following three strategies, working together, will maximize the use of current four-year-old classrooms and build the supply of *PreK for All* learning spaces.

Offer existing early learning and care providers a new pathway to participate in *PreK for All* and support them in providing high-quality programming.

Across Michigan, nearly 20 percent of four-year-old children are cared for in child care programs either in community-based organizations (CBOs), or public schools, where families pay tuition for their child’s early learning and care. With space and staff limiting *PreK* expansion, these private-pay settings can be part of an immediate solution. To build capacity, CBOs and public schools serving private-pay families should immediately be eligible to participate in *PreK for All* under the condition that they meet minimum quality standards now, and fully meet all *PreK for All* standards over a specific timeframe (shown in **Table 1**).

Table 1: Recommended Minimum Quality Standards for Initial Participation in <i>PreK for All</i>	
Safety	Meet state health and safety standards; be a licensed child care provider.
Learning Time	Provide the minimum days required by GSRP and commit to participate in program financial review and monitoring.
Teaching & Learning	<ul style="list-style-type: none"> Participate in Great Start to Quality. Implement a Professional Educator Preparation Plan (PEPP) for educators not meeting <i>PreK for All</i> teacher credentialing standards. Use an observation-based early childhood assessment and developmentally appropriate curriculum. Conduct developmental screening and referral. Commit to implement an approved GSRP curriculum within two years.
Commitment to Quality	Commit to implementing the full standards within three years with technical assistance.

A certain number of home-based early learning providers that meet the quality standards in Table 1 would be invited to opt-in to *PreK for All* as part of a home-based early learning provider pilot. Recognizing their smaller size, mixed-aged environment, and other unique features, the pilot would help the state determine the structure, capacity, final quality benchmarks, and supports necessary to implement *PreK for All* successfully in those settings. Including home-based early learning providers in *PreK for All* would further solidify Michigan’s position as a national leader in *PreK* programming.¹¹

To support new providers that wish to be a part of *PreK for All* but may need additional financial assistance to meet the requirements over time, start-up grants should be offered. The start-up funding could be used for recruitment bonuses, curriculum materials and other classroom supplies, training, or other expenses associated with the start-up of a *PreK for All* classroom.¹²



Squiggles & Giggles Child Care, LLC., Detroit, MI. Photo courtesy of Aly Darin Photography.

In order to give additional technical support to new providers, Intermediate School Districts (ISDs) should identify a start-up coordinator¹³ dedicated to conducting outreach and providing technical assistance. ISDs should be provided increased flexibility and additional funding to support new *PreK for All* providers.

If all center-based and tuition-based early learning and care programs participate, and assuming that 25 percent of home-based programs eventually participate, Michigan can enroll 11,700 more children and lower costs for families quickly.¹⁴ Simultaneously, the effort will raise quality standards in more early learning settings across Michigan, benefiting infants, toddlers, and school-age children.

Allow a 1:10 teacher-to-child ratio in *PreK for All* classrooms.

Currently, GSRP classrooms are required to maintain at least a 1:8 teacher-to-child ratio. To increase capacity, *PreK for All* should allow a 1:10 teacher-to-child ratio, which still adheres to the national standard of best practices in PreK programming.¹⁵ This change would allow current PreK classrooms to enroll more children and provide additional revenue per classroom (assisting with other goals such as improved compensation). Practically, this means that rather than teaching 16 children in a class with two teachers, a classroom could expand to 20 children, effectively enrolling four additional children and reducing the number of assistant teachers required to support *PreK for All*. If all current GSRP classrooms enroll four more children, the program could immediately serve an additional 10,000 children.¹⁶

Open new classrooms in partnership with schools and early learning and care providers.

By inviting private-pay programs to join *PreK for All* and increasing ratios, the program can quickly enroll more children. However, the expansion will still need to find space to serve ~10,000 more children (~500 more classrooms).

To do this, ISDs and the state should partner with public schools to identify empty classroom spaces and work with them to convert those spaces into *PreK for All* classrooms. Michigan should also conduct community-level PreK facility needs assessments across the state, with a focus and prioritization on counties with low enrollment in PreK and higher concentrations of lower-resourced families.¹⁷ The needs assessments should include identification of unused space in public schools and consideration of whether these classrooms could become a part of *PreK for All* immediately or would require upgrades or renovation. The needs assessments should act as a guide for investments in public schools or CBOs to expand or open new PreK classrooms.¹⁸ To provide technical assistance to support the expansion or opening of new classrooms, the state should support community development financial institutions (CDFIs) and increase the capacity of the Child Care Licensing Bureau to expedite PreK program licensing approval to bring new classrooms online.

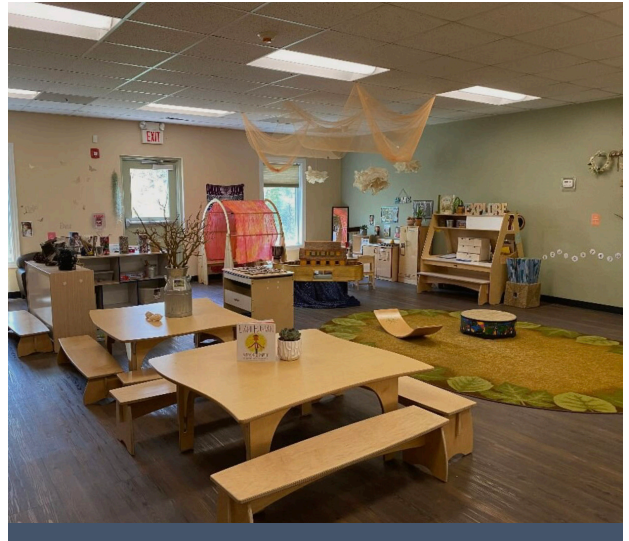


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Strategies to Recruit, Train, and Retain an Effective *PreK for All* Workforce

The top concern shared by Michigan stakeholders was recruiting, training, and retaining *PreK for All* educators. Every state, including Michigan, is facing workforce shortages, high rates of turnover, and mental health issues within the workforce.¹⁹ One cause of these challenges is poor compensation across the early learning field. The salaries of Michigan's current PreK teachers fall well below those of K-12 teachers, with even lower pay for PreK teachers in CBOs compared to schools.²⁰ Accordingly, improving compensation, supporting positive workplace environments, and building a stronger workforce pipeline will be imperative to the success of *PreK for All* expansion. Michigan is fortunate to be building on strong momentum in recent years where the state has already invested heavily in recruiting and training future educators, including by investing in Grow Your Own programs and establishing the MI Future Educator Fellowship.²¹

Make progress toward compensation parity.

PreK for All should work toward compensation parity between PreK and K-12 teachers. Michigan should pursue a “compensation-first” strategy where parity is initially determined by educator role. This means *PreK for All* lead teachers would be paid the same salary as K-12 lead teachers in the respective school district with a plan and commitment to meet the

PreK for All teacher credential requirement.²² Michigan should also use existing tools and Michigan-specific research to assess whether pay parity with K-12 teachers is adequate to support the recruitment and retention of *PreK* teachers.²³ Recognizing that pay is only part of a compensation strategy, the state should also explore providing a state-backed benefits package that could include health insurance, paid time off, and/or dental insurance for the *PreK* workforce.

Intentionally invest in compensation mechanisms.

To achieve its compensation parity goals, Michigan will need to implement funding strategies that either create a separate pay equity fund or offer a larger per-child allocation to *PreK for All* providers.²⁴

Create multiple affordable pathways to achieve *PreK* teaching credentials.

PreK for All requires a robust workforce pipeline that will support a diverse *PreK for All* workforce. Michigan must prioritize building a diverse work-



Photo courtesy of Gretchen's House, Inc., Ann Arbor, MI.

force through targeted recruitment efforts and scholarships. Furthermore, the state should partner with Institutes of Higher Education (IHEs) to define multiple, alternative pathways to achieving a credential. These pathways should build off the foundation of registered apprenticeships and the Future Proud Michigan Educator Grow Your Own programs.²⁵ Further, every effort should be made to significantly reduce and/or eliminate the cost to educators of achieving *PreK for All* credentials by expanding and marketing programs such as the T.E.A.C.H. Early Childhood Scholarship Program and MI Future Educator Fellowship.²⁶ Finally, GSRP compliance plans should be converted to Preschool Educator Preparation Plans (PEPP). A PEPP provides a feasible pathway for teachers to achieve the *PreK for All* credentialing requirements and identifies financial and other supports based upon individual needs. A maximum of six years may be provided to achieve the required credentials with a realistic timeline determined for each teacher on an individual basis.



Strategies to Support Robust Enrollment

To achieve the 75 percent enrollment goal, *PreK for All* must be designed to meet the diverse needs of Michigan families. Families have a variety of needs and preferences, including values about how their children are educated, specific educational needs of their children, and the need to have *PreK* support work schedules.²⁷ *PreK for All* can support robust enrollment by increasing eligibility while working to accommodate the preferences, needs, and work schedules of Michigan families.

Allow all families to enroll regardless of income in 2024-2025.

By immediately removing the income eligibility cap, all families in Michigan will be eligible to enroll in *PreK for All* by fall 2024. ISDs would continue to work with new and existing *PreK for All* providers to prioritize children from less advantaged families and ensure families are properly referred to the program that best fits their child's needs, such as Head Start.

This strategy simultaneously dispels any perceived stigma attached to enrolling in a program that has historically been for children from low-income families, allows local leaders to leverage clear messaging to recruit families, removes complicated application processes and barriers to enrollment, and ensures classrooms are operating at full capacity.

Meet families' diverse needs and preferences.

Michigan families have different needs and preferences for the education and care of their four-year-old children. The state can meet these diverse needs by:

- Offering PreK in a variety of settings by continuing partnerships with Head Start, ensuring ISDs and CBOs are supported, and by making sure that administrative burden is not a barrier to provider participation in *PreK for All*.
- Strongly encouraging and incentivizing five-day-a-week programming. For the first time, the FY24 budget included additional funding for programs to offer five-day-a-week programming.²⁸ This funding provides a strong foundation on which to base additional future investment. The state should increase this funding and provide guidance on effective implementation of a five-day-a-week program, including how best to leverage community partners to expand programming through “specials” such as art or music.
- Ensuring access to before- and after-care and summer programming by clarifying that providers can charge tuition for wrap-around and summer programming and by creating a resource guide for parents and grantees that helps identify and access wrap-around and summer child care services.
- Continuing investment in transportation services across the K-12 and PreK system and creating a cross-sector work-group to identify opportunities to support improved transportation options.²⁹

Meet the needs of all children.

To ensure that all children are supported in PreK classrooms, *PreK for All* must focus on serving children with disabilities and developmental delays in inclusive classrooms and provide support for the state's youngest multilingual learners. *PreK for All* should start with a policy statement that sets expectations about inclusion and provides an overview of the legal and research foundations for inclusion in *PreK for All* programs. *PreK for All* should continue to reference, support, and expand on the work and recommendations included in Michigan's Preschool Inclusion Collective Action Plan, with particular focus on collaborating with the Preschool Inclusion State Leadership Team.³⁰

PreK for All should also provide the appropriate supports and services specifically designed for young children who are multilingual learners.



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Finally, *PreK for All* should invest in strategies that provide the workforce adequate support, skills, and knowledge to implement inclusive practices and work with multilingual learners, such as:

- Conducting a review of early educator competencies and a review of higher education coursework that supports inclusive and culturally and linguistically appropriate practices;
- Investing in and promoting access to professional development opportunities; and
- Funding inclusion specialists at each ISD that implement the Inclusive Classroom Profile and provide practice-based coaching based on profile scores.^{31,32}



Strategies to Connect *PreK for All* to the Overall Early Learning and Care System



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PreK programming is only one component of a comprehensive birth-to-five early learning and care system, which operates at the intersection of the early education and K-12 systems. To best support children and families, *PreK for All* must work seamlessly within the early education system, as well as coordinate with and leverage other services within the system. In addition, the state must work to ensure that *PreK for All* supports the strength of the entire birth-to-five system.

Be aware of the potential impact on infant and toddler care.

PreK for All implementation must be aware of the impact that PreK expansion can have on the supply of infant and toddler care in Michigan. Creating a strong PreK program with higher compensation and more supports could drive infant and toddler teachers to PreK, further exacerbating the capacity issues the state is experiencing with infant and toddler care. As such, the state must focus on building infant and toddler capacity and supporting infant and toddler teachers while expanding PreK. For example, the state

can work toward increasing compensation for infant and toddler teachers by utilizing the Child Care and Development Fund (CCDF) for infant and toddler contracts that can support CBOs in paying teachers more.

Build strong partnerships between *PreK for All* and other early education services and programs.

PreK for All will need to connect to other services that support its teachers, parents, and children, including but not limited to: infant and early childhood mental health consultants, the Child Development and Care subsidy, Help Me Grow Michigan, and early childhood special education.

Align PreK with kindergarten.

PreK for All programming must work to facilitate the transition from early learning and care into kindergarten. *PreK for All* should implement best practice PreK-to-kindergarten-transition strategies, including data sharing, joint professional development, and curriculum alignment.

Roadmap Creation

The recommendations proposed in the Roadmap were guided by a statewide advisory committee, the *PreK for All* Action Team, whose participants included a diverse set of leaders: early childhood experts, public school administrators, legislators, practitioners from across Michigan, and state government officials (**Table 2**). The Action Team was supported by staff at the Michigan Department of Education, the Michigan Department of Licensing and Regulatory Affairs, the Michigan Department of Lifelong Education, Advancement, and Potential, the University of Michigan and New York University, and early care and education policy consultants, the Policy Equity Group and Southern Imaginations. Together, they considered a number of sources of information to collectively inform the final recommendations of the Roadmap, including:

- An overview of GSRP program standards, operations, and enrollment trends;
- Analysis of GSRP teacher compensation across GSRP settings and in comparison to K-12 settings;
- Analysis of demographic makeup of GSRP teachers in comparison to the children enrolled in GSRP;
- Analysis of enrollment data by county;
- A summary of lessons learned from 10 localities across the U.S. that have robust PreK systems; and
- Input summarized from over 4,200 Michigan parents, practitioners, and policymakers through a series of 12 in-person and virtual input sessions and an online feedback form.

Table 2: Members of the *PreK for All* Action Team

Chair Carrie Rosingana Chief Executive Officer Capital Area Michigan Works!	
Timothy J. Bartik, Ph.D. Senior Economist W.E. Upjohn Institute for Employment Research	Heather Eckner Director of Statewide Education and Outreach Autism Alliance of Michigan
Chana Edmond-Verley Chief Executive Officer Vibrant Futures	Kimberly L. Edwards House of Representatives, Michigan's 12 th District
Sophia Lafayette-Lause, ED.D. Executive Director of Early Childhood Wayne Regional Education Service Agency	Jessica Mays President Michigan Head Start Association
Kristen McDonald Rivet Senator, Michigan's 35 th District	Sharon Mortensen President/CEO Midland Area Community Foundation
Cari O'Connor Director of Early Childhood Services Montcalm Area Intermediate School District	Gretchen Preston President and Owner Gretchen's House
Michael F. Rice, Ph.D. Superintendent of Public Instruction Michigan Department of Education	Michelle Richard Acting Director Michigan Department for Lifelong Education, Advancement, and Potential
John Severson, Ph.D. Executive Director Michigan Association of Intermediate School Administrators	Denise L. Smith Senior Consultant Great Ideas Consulting

Endnotes

- ¹ In addition to expanding eligibility, the funding supported an increase in the per-child allocation for GSRP to achieve parity with the K-12 per-child allocation. Executive Office of the Governor. (2023, July 20). *Gov. Whitmer Signs Historic Education Budget Providing Free School Meals, First Steps Toward Free Pre-K for All*. [Press Release]. <https://www.michigan.gov/whitmer/news/press-releases/2023/07/20/whitmer-signs-education-budget-providing-free-school-meals-steps-toward-free-prek-for-all>
- ² Wu, J. (2023). *GSRP Child Outcomes: Findings from Michigan's State-Funded Preschools*. Michigan State University. https://cep.msu.edu/upload/GSRP%20Child%20Outcomes_2-pager_FINAL.pdf
- ³ Friedman-Krauss, A. H., Barnett, W. S., Hodges, K. S., Garver, K. A., Weisenfeld, G. G., Gardiner, B. A., & Jost, T. M. (2023). *The State of Preschool Yearbook 2022*. National Institute for Early Education Research. <https://nieer.org/the-state-of-preschool-yearbook-2022>
- ⁴ The states with the highest enrollment rates across the US are Florida (68 percent) and Oklahoma (65 percent). Washington, DC has an enrollment rate of 83 percent.
- ⁵ Ibid.
- ⁶ Numbers in this graphic are derived from quantitative estimates completed by Weiland et al. (2023). Their document states the following: "The population of 4-year-olds in Michigan in SY 2022-23 is based on the number of 3-year-olds in an estimate from the 2021 American Community Survey, specifically 118,000 4-year-olds. Head Start enrollment is from the 2022-23 Head Start Program Information Report. GSRP, GSRP/HS blend, and TK enrollment are from administrative student records in SY 2022-23 from the Michigan Education Research Institute (MERI). TK enrollment is from MERI student data in SY 2021-22. Not all school districts with TK report student-level TK enrollment. For districts that do not report TK enrollment, we infer enrollment based on grade progression patterns as explained in Appendix B. The fraction of children in subsidized licensed childcare is from the Administration for Children and Families, US Department of Health and Human Services Fiscal Year 2020. Enrollment in private pay licensed child care is the difference between total child care enrollment (calculated from the 2015-2019 5-year American Community Survey) and estimated enrollment in publicly funded and subsidized licensed childcare" (p. 6). Weiland, C., Chaudry, A., Shapiro, A., Berne, J., Hyland, K., Hamp, N., & Taylor, A. (2023). *An Evidence-Based Path to Expanding High-Quality Pre-K in Michigan*. University of Michigan. https://edpolicy.umich.edu/sites/epi/files/2023-12/MI%20Pre-K%20for%20All%20Report_v8_0.pdf
- ⁷ Michigan's state-funded transitional kindergarten (TK) program—Young Fives—provides an optional extra year of prekindergarten for children who turn five between June 1 and September 1. Each school district in the state has the discretion to administer a TK program. Shapiro, A., Garcia, K.C., Jacob, B., Musaddiq, T., Owusu S., and Weiland, C. (2023). *Michigan Transitional Kindergarten: A First Look at Program Reach and Features*. University of Michigan. <https://edpolicy.umich.edu/research/epi-policy-briefs/michigan-transitional-kindergarten-first-look-program-reach-and-features>
- ⁸ Private-pay programs include home-based providers, as well as non-profit and for-profit early learning and care centers. These also include public schools that run private-pay programs within their school districts. Some of the private-pay programs also accept Child Development and Care subsidies.
- ⁹ The numbers are based on quantitative estimates originally provided by Weiland et al. (2023). The numbers included in this report are larger as they do not include an assumption about how expansion dollars from 2023 may have expanded capacity of the GSRP. Given the number of factors at play, including the rate at which 2023 expansion dollars are being drawn down, it is difficult to calculate a precise estimate. All estimates have been rounded. Weiland, C., Chaudry, A., Shapiro, A., Berne, J., Hyland, K., Hamp, N., & Taylor, A. (2023). *An Evidence-Based Path to Expanding High-Quality Pre-K in Michigan*. University of Michigan. https://edpolicy.umich.edu/sites/epi/files/2023-12/MI%20Pre-K%20for%20All%20Report_v8_0.pdf
- ¹⁰ These estimates assume a maximum class size of 18 in the current GSRP standards.
- ¹¹ Harmeyer, E., Weisenfeld, G., & Frede, E. (2023). *Including Family Child Care (FCC) Programs in Publicly-Funded Pre-K: Conditions for Success*. National Institute for Early Education Research. <https://nieer.org/wp-content/uploads/2023/03/HomeGrown-NIEER-FCC-Report-final.3.31.pdf>
- ¹² This recommendation was inspired by the city of Boston, which also provided start-up grants to community-based organizations. City of Boston. (2023). *Steps Taken to Increase Availability, Variety of Preschool Seats for Boston Families*. [Press Release]. <https://www.boston.gov/news/steps-taken-increase-availability-variety-preschool-seats-boston-families>
- ¹³ This role could also be fulfilled through a subgrant to trusted community partners.
- ¹⁴ Given the criteria for participation in Table 1, 60 percent of all private-pay center-based providers and 43 percent of home-based providers that participate in Great Start to Quality will immediately be eligible to join *PreK for All* (Great Start to Quality, 2023). As shown in Figure 1, private-pay programs serve 19 percent, or 22,420, of Michigan's children. On average, home-based providers are serving 19 percent of preschoolers in care (Office of Child Care, 2022). In other states, PreK participation by home-based providers is low (Harmeyer et al., 2023). Therefore, we made a conservative assumption that 25 percent of all home-based programs will join the *PreK for All* pilot, and assumed all eligible centers will join. Together, this would mean a little more than half the children already in private-pay programs could join *PreK for All* immediately. Great Start to Quality. (2023). *Great Start to Quality Participation Data*. Early Childhood Investment Corporation. <https://greatstarttoquality.org/great-start-to-quality-participation-data/>; Office of Child Care. (2022, May 24). *FY 2020 Final Data Table 13—Average Monthly Percentages of Children in Child Care by Age Category and Care Type* [Data Table]. U.S. Department of Health and Human Services. <https://www.acf.hhs.gov/occ/data/fy-2020-preliminary-data-table-13>; Harmeyer, E., Weisenfeld, G., & Frede, E. (2023). *Including Family Child Care (FCC) Programs in Publicly-Funded Pre-K: Conditions for Success*. The National Institute for Early Education Research. <https://nieer.org/wp-content/uploads/2023/03/HomeGrown-NIEER-FCC-Report-final.3.31.pdf>
- ¹⁵ Friedman-Krauss, A. H., Barnett, W. S., Hodges, K. S., Garver, K. A., Weisenfeld, G. G., Gardiner, B. A., & Jost, T. M. (2023). *The State of Preschool Yearbook 2022*. National Institute for Early Education Research. <https://nieer.org/the-state-of-preschool-yearbook-2022>
- ¹⁶ Calculation based on state evaluation that says GSRP had 2,524 classrooms (Wu et al., 2023). Currently, class sizes are capped at 18 children with a third adult present; however, the average class size is closer to 15 children based on the number of classrooms and teachers available from 2022-2023 data and enrollment numbers from the 2022-2023 school year (Wu et al., 2023). For simplicity, it is assumed each classroom enrolls 16 children and could add 4 more children. Wu, J., Herbowicz, T., Van Egeren, L. A., & Akaeze, H. O. (2023). *Great Start Readiness Program State Evaluation 2021-22 Annual Report*. Michigan State University. <https://cep.msu.edu/upload/gsrp/GSRP%20Annual%20Report%202021-22.pdf>
- ¹⁷ Weiland, C., Chaudry, A., Shapiro, A., Berne, J., Hyland, K., Hamp, N., & Taylor, A. (2023). *An Evidence-Based Path to Expanding High Quality Pre-K in Michigan*. University of Michigan. https://edpolicy.umich.edu/sites/epi/files/2023-12/MI%20Pre-K%20for%20All%20Report_v8_0.pdf
- ¹⁸ This grant process could be modeled after the Caring for MI Future Facilities Improvement Fund. IFF. (2023). *Caring for MI Future: Facilities Improvement Fund*. <https://caringformi-fif.org/>

- ¹⁹ Elharake, J. A., Shafiq, M., Cobanoglu, A., Malik, A. A., Klotz, M., Humphries, J. E., Murray, T., Patel, K. M., Wilkinson, D., Yildirim, I., Diaz, R., Rojas, R., Cohen, A. K., Lee, A., Omer, S. B., & Gilliam, W. S. (2022). Prevalence of Chronic Diseases, Depression, and Stress Among US Childcare Professionals During the COVID-19 Pandemic. *Preventing Chronic Disease*, 19. <https://doi.org/10.5888/pcd19.220132>; Cobanoglu, A., Gilliam, W., & Hamm, K. (2023). Call for Papers: Early Childhood Education (ECE) Workforce Well-being. *Early Childhood Research Quarterly*. <https://www.journals.elsevier.com/early-childhood-research-quarterly/call-for-papers/early-childhood-education-ece-workforce-well-being>
- ²⁰ Wu, J., Herbowicz, T., Van Egeren, L. A., & Akaeze, H. O. (2023). *Great Start Readiness Program State Evaluation 2021-22 Annual Report*. Michigan State University. <https://cep.msu.edu/upload/gsrp/GSRP%20Annual%20Report%202021-22.pdf>
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