

Measuring Indirect Economic Benefits of Low-Income Families' Access to Preschool Programs

**Steven R. Miller
Jamie Wu
Teresa Herbowicz**

**Michigan State University
University Outreach and Engagement**

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Michigan Department of Education (MDE) is charged with managing the Great Start Readiness Program (GSRP), designed to help 4-year-old children with an elevated risk of educational delays due to family poverty, abuse, disability, and other factors. MDE has partnered with Michigan State University (MSU) to collect data and conduct various statewide evaluations of GSRP. In 2022, a new assessment was created to evaluate attitudes of parents of children attending the GSRP, especially about the impact of the program on their household finances during the Covid-19 pandemic. The survey effort was called *The 2021-22 GSRP Family Financial Impact Survey*. Program evaluators had to overcome several challenges in administering this survey, including reaching the targeted populations and addressing extracting useful information about indirect financial benefits associated with participating in this early childhood education program. In particular, the lack of direct access to contact information of parents/guardians of children in the GSRP by the evaluation team posed a significant challenge to evaluators. This report discusses the strategy and approach used by the MSU team of evaluators and MDE for reaching the target population and for designing a survey instrument that applicable for this challenging population and task.

Background and Literature

Increasingly, evaluative studies require a measure of economic value, or a measure of value for money (VFM)(Emmi et al., 2011). From an evaluative standpoint, assigning VFM poses significant challenges to evaluators, and requires different approaches from standard summative program evaluations, depending on the program or program targets being evaluated (King, 2017). Specifically, programs that target improving education outcomes, or those promoting healthy eating and physical activity, have distinct channels of personal-financial outcomes and social-economic results, and therefore require unique approaches to assessing VFM.

Economic approaches to valuation can be compelling but are not always consistent with evaluation approaches. Several concepts of VFM have been developed in the economics literature, including various value for investment (VFI) approaches, cost benefit analysis (CBA), cost effectiveness analysis (CEA), and cost utility analysis (CUA); each with different approaches to measuring costs and benefits. Which approach is adopted depends on the objectives of the evaluation and the resources for undertaking a VFM measure. However, economic approaches of VFM suffer some shortcomings when applied to evaluation efforts. Primarily, economic principles are largely silent about distributional effects (King, 2017); often missing the point when the program's target population is a disadvantaged population. That is, economic valuation approaches mostly target aggregate, social gains, which place equal weight on all social groups, while intervention programs often target key populations. As King (2017) notes, combining all values into single measures of VFM reduces the overall clarity of the merit of the program, while clouding policy and operational implications. Additionally, economic methods cannot determine program merit when non-economic criteria also apply (King, 2017).

The CBA approaches are the most common approaches to generating VFM measures (Julnes, 2012; King, 2017) and expresses all costs and benefits in a common unit measured in currency. While CBA provides insights distinct from those provided by traditional program evaluation approaches, it falls short of providing a comprehensive measure of VFM. Many sources of costs and benefits are not easily

represented in currency form, and evaluators are inclined to omit key measures of benefits when it is difficult to convert the benefit into dollar terms (Gargani, 2017; King, 2017; King, 2021). Therefore, CBA can actually reduce the actionable information derived from evaluation efforts over more conventional summative evaluation approaches and aggregating different value outcomes into a single unit measure impedes comparing differences across stakeholders who place different priorities across program outcomes.

The Michigan Department of Education engaged Michigan State University researchers to conduct an ongoing monitor and evaluation study of the statewide early education program, Great Start Readiness Program (GSRP). This program is designed to help 4-year-old children with an elevated risk of educational delays due to family poverty, abuse, disability, and other factors across Michigan. More succinctly, the GSRP is a state-subsidized pre-kindergarten program with the intent to close the educational gap between at-risk students and their peers. While it is centrally funded, classroom administration is handled at the school district (SD) level through 57 Michigan intermediate school districts (ISD). GSRP classrooms may be administered by the school district (SD) or by a third-party, community-based organization (CBO).

Figure 1 shows the overlay of the 57 ISDs with 869 associated school districts across the state, where the 1233 dots denote GSRP sites. What is evident in Figure 1 is that households in many school districts, especially those in the Upper Peninsula, have scarce or no access to a GSRP classroom. The pattern corresponds with population density across the state.

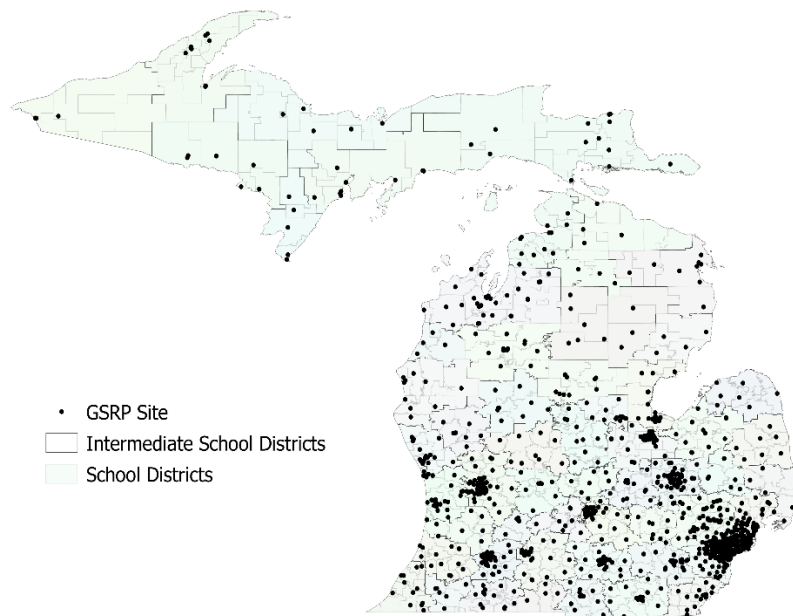


Figure 1: Michigan Intermediate School Districts, School Districts and GSRP Facilities

Sources: Michigan.GOV, GIS Open Data and MSU Community Evaluation Program (Community Evaluation Programs, 2022; MI.gov, 2022)

As a subsidized pre-k program, GSRP tuition is graduated, starting at fully subsidized tuition for families with household income at 250 percent of the federal poverty line or lower. For households with income between 250 and 350 percent of the poverty line, 95 percent of the tuition cost is subsidized by the state, while 10 percent is subsidized at 351 percent of the poverty line and up. Other factors contribute to

eligibility to participate in GSRP, including the presence or absence of a second parent in the household, primary language used in the household, parental/guardian educational levels, child behavioral or developmental issues, and other environmental risk factors that may hinder child's development relative to peers (Michigan Department of Education, 2017).

GSRP classrooms can meet for a full day (school day) or half day. The length of classroom day has implications on householder work schedules and childcare requirements if the householder is employed. This is because half-day programming may be more disruptive to a parent responsible for work and childcare. Half-day sessions may impose added transportation costs to parents/guardians in getting the child to and from the GSRP classroom. It may also hinder the householder's ability to hold a job if the costs associated with childcare exceed the earnings potential in the workplace. This earnings constraint is more poignant when more than one child requiring daycare services resides in the household (Godøy et al., 2021). For those householders who work and can defer daytime childcare to a third-party relative or friend, these costs may be mitigated. The true cost of childcare services and the extent to which the GSRP changes may be difficult for individuals to express. For example, for those households who can enroll the child in a commercial childcare service, the costs of the childcare service may or may not include transportation to and from the GSRP facility. That is, the standard hourly rate for childcare may not be sufficient in communicating the household childcare cost savings afforded by the time the child attends the GSRP program.

A related factor impacting the household's financial environment is whether the GSRP is offered four days a week, or five days. Four-day weeks can be particularly challenging for households where the household situation requires the service of a commercial daycare provider. Because Michigan licenses for commercial daycare establish the cap of the number of children the facility can provide for, it might be difficult and costly for a daycare provider to keep an open slot on one day for a child attending a four-day GSRP. Equally so, licensed childcare providers do not earn billing hours for GSRP children while they are attending GSRP, and the limited time slots may impede providers' ability to enroll other children during those hours.

Survey Administration Considerations

The MDE mandated that the MSU evaluation program be undertaken at the statewide level, rather than the regional, case study approach of the past (Xiang and Schweinhart, 2002). The evaluation team established that the household economic assessment should also entail a statewide representation of the costs and benefits realized by GSRP households. Taking the statewide representation mandate, and the limited available budget and timeline for undertaking the household economic component of the evaluation, an online survey of GSRP households was determined most appropriate. An initial survey instrument was tested with school district representatives and garnered a low response rate. Subsequently, an incentive plan was included in the survey invitation and economic questions were augmented with secondary data to reduce the survey length. This was based on the assumption that a shorter survey will invoke higher response rates for this otherwise difficult population to survey. The next section discusses the survey development and considerations for administering this survey.

Cost considerations required the use of an electronic, or internet-based, medium for collecting survey responses. Printing and mailing costs, including return mailing, as well as the labor costs for coding responses into a machine-readable format was deemed too expensive for this project, where the target population was over 37,000 based on 2019-2020 school year enrollment. The sampling intent is to be representative of the state as a whole.

Reaching GSRP households can be a challenge in the best circumstances. The survey team faced an additional challenge of not having access to individual parent/guardian emails. A few options for getting emails to individual households were considered. Ultimately, the investigative team, in close collaboration with MDE, devised a system where representatives of ISDs provided contact information of all their GSRP lead teachers, who then would be requested to deliver the survey invitation to GSRP parents/guardians. This approach appeared to be the most appropriate approach over the most classrooms. This approach would require the MSU evaluation team to contact classroom teachers with a two-part message. The top part would contain information about the project and instruction for teachers to forward the bottom part to GSRP parents/guardians. The bottom part of the message contained an MSU Institutional Review Board-approved cover letter to parents briefly explaining the project and the parents'/guardians' rights under the evaluation, and a specific link to use to get access to the online survey. However, incentives built into the survey design required some method of collecting contact information from participating households but separating it from the survey content. It also required collecting an indicator of which classroom that household's child is enrolled in, for distributing class-room participation incentives discussed below.

Incentives to participate in the survey were included for both classroom teachers and GSRP households. The teacher incentives were to encourage classroom teachers to forward the survey to parents or guardians of their current GSRP students. They were provided the opportunity to be entered into a drawing for two of 100 \$25 gift cards (one for the lead and one for the associate teacher) for Walmart or Amazon, if at least seven surveys were returned from their classroom. Having seven responses for a classroom would generally imply a response rate of around 30 to 60 percent for that classroom. However, teachers were requested to self-identify for inclusion in the survey if at least one response is received, if classrooms had fewer than 7 GSRP students.

A GSRP household incentive was a \$25 Walmart or Amazon gift card per household for 100 randomly drawn individuals. upon completion of the primary survey, respondents were automatically re-directed to a separate survey that allowed for collection of willing recipient's contact information with no connection to the primary survey responses. Household participation in the drawing was voluntary.

MSU and MDE intended for the survey to be solely an online instrument, and it was programmed into the Qualtrics online survey administration tool administered at MSU. To accommodate various populations, the landing page of the survey contained an option to select one of three languages: English, Spanish or Arabic – three common primary family languages in the state of Michigan. The translations were done by a commercial translation service. Two teachers requested that the questionnaire be provided in Spanish and English in paper version with postage paid return envelopes, because of lack of reliable internet access

in the region. That was accommodated. Ultimately, only two paper questionnaires in English were returned.

Establishing Hypothesized Sources of Household Economic Impacts

There are several cost and revenue considerations in measuring the VFM of the GSRP. This report focuses on a single construct around the values and costs realized by households participating in the GSRP, from which both baselines and changes must be estimated. This effort attests to the challenges and boundaries of effective indirect VFM measures on households participating in subsidized pre-k education programs.

In establishing a survey of potential benefits and costs of participating in the GSRP, the first tasks are to hypothesize and establish the proposed channels of financial and economic impact to GSRP households, and then to establish the appropriate approach to measuring that effect. Complicating attempts to measure household effects is the difference in program delivery, from half- to full-day and between four- and five-day weeks, regional resources, including availability of childcare providers with ability to transport GSRP children, and household factors, like availability of a second earner or the presence of adolescents or other adult relatives that can provide childcare support, when breadwinners need to work. That is, the evaluation team recognized that it is difficult to cookie-cut a template approach with broad representation of all represented households and situations. Despite this, the survey team established three categories of impact that the GSRP may have on participating households, 1) direct monetary effects, 2) incidental monetary effects, and 3) non-monetary effects. The factors underlying each category are described below.

Direct Monetary Effects

Direct monetary effects are household transactions directly attributed to the GSRP. In most cases, these are household expenditures associated with having a child participate in the GSRP, such as tuition for their child to attend GSRP, if required. Most GSRP students attend the program with no tuition cost to the household. However, tuition may be required from some students to attend GSRP, and at some GSRP sites, there may be an optional before- or after-class childcare service for a fee. This spectrum of subsidized and non-subsidized services associated with the program makes evaluation of the household's direct GSRP costs difficult. Households may not be able to distinguish tuition costs (should they exist) from other childcare-related service costs. Other costs may be rolled into the final child-care and support services that may or may not be directly associated with GSRP participation like those associated with transporting the child to and from GSRP.¹

Maybe more impactful to household economics is whether the GSRP is a full- or part-day program and whether it meets four or five days a week. Especially for low-income households, the GSRP may provide more than educational opportunities for disadvantaged youth, since it may also provide childcare services that the household would otherwise have to factor into the household's decision to, or ability to participate in the labor market. As discussed above, half-day and four-day week GSRP classrooms can be particularly disruptive to working householders who depend on commercial childcare services. Such a

¹ Costs associated with households' use of own vehicle to transport to and from GSRP are more associated with incidental monetary effects.

class schedule may require disruptions to the typical workday and workweek for those without a means to provide for commercial childcare and child transportation services.

Hence, the evaluation requires asking not only about the household’s access and use of childcare services but also about the potential for work disruptions as they relate to full- or part-time programming and five- or four-day-per-week programming. This is further compounded by modern work and home dynamics. The option of shift work affords many opportunities to circumvent school-day logistic challenges by working outside of the traditional 8-5 workday. However, schedules may not always be under the control of the worker, off-hour schedules may not be desirable for parenting, and other household economic concerns may also exist.

Household structure makes surveying about single parenting and workforce integration challenging, as the nomenclature for describing the non-traditional nuclear family is not well established in the general population. Child custodianship may not follow the traditional parent model. For example, **Table 1** shows the counts and percentage breakouts of living arrangements of children under the age of 18 (U.S. Census Bureau, 2022d) indicating that about 12.3 percent of children nationally and 10.6 percent of children in Michigan live in households (HH) where the birth parent is not the primary caregiver. Furthermore, the U.S. Census indicates that, in the U.S., 1.7 million (4.6%) households with children are headed by the children’s grandparent, while Michigan has about 41,300 (3.7%) households with grandparents caring for grandkids (U.S. Census Bureau, 2022b; U.S. Census Bureau, 2022e).

	United States		Michigan	
	HH Counts	Percent	HH Counts	Percent
Children Less Than 18 Years of Age	73,062,291	100%	2,155,025	100%
Married Couple with Children	48,777,880	67%	1,412,983	66%
Single Head of Household	23,785,287	33%	725,314	34%
Single Male Head of Household	5,750,935	24%	181,690	25%
Single Female Head of Household	18,034,352	76%	543,624	75%
Relationship with Householder				
Own Children	64,002,567	87.6%	1,926,592	89.4%
Not Own Children	8,986,662	12.3%	228,433	10.6%
Grandchild	5,918,046	8.1%	144,387	6.7%
Other Relatives	1,753,495	2.4%	40,945	1.9%
Foster Child or Other Unrelated Child	1,315,121	1.8%	43,101	2.0%

Table 1: Characteristics of Households with Children

Source: American Community Survey 5-Year Estimates, Tables S0901 (U.S. Census Bureau, 2022d)

In summary, survey questions must recognize the non-traditional structure of families and work which creates additional complexity to the instrument of a survey that is already targeting a segment of the population that tends to have a lower education attainment, in many ways, has greater competing time commitments and prevalent immigrant status than the general population. In addition, many GSRP families face financial challenges which impact their ability to have reliable access to internet and even to a computer. As such, great care went into developing a simply-worded survey that can accommodate

small screen sizes such as those of smart phones, which might be the only viable means to completing an online survey for a large number of parents (Vogels, 2021).

Incidental Monetary Effects

Incidental monetary effects are changes in household's monetary positions that are incidentally related to whether the eligible child attends or does not attend the GSRP. While the change in money values is directly observable, no transaction can be directly linked to participating in the GSRP. Rather, net effects arise through secondary channels, like earnings from employment made possible because the GSRP frees the householder to add hours to their respective workweek. These situations have a real potential effect on household wellbeing but require probing GSRP households to recognize the effect. In this case, this includes determining whether any adult in the household is freed to add hours to work or join the workforce because of the GSRP, and if so, how many hours and at what wage. It may also include estimating household cost savings due to reduced expenses on third-party childcare services for hours not covered by GSRP. Of course, this is only relevant if childcare costs exist or would exist in the absence of the GSRP. Alternatively, participating in the GSRP may generate household costs that would not otherwise be incurred. Such may include additional transportation costs and a reduction in employment or parental educational opportunities due to the GSRP schedule.

Effective measures of baselines for comparisons are vital to measuring the incidental monetary effects, though gauging such measures can be challenging. Determining what is new in childcare cost savings is not as straight forward as one may anticipate. For instance, are the transportation costs to and from GSRP additional costs to the household relative to the transportation costs the household would have incurred in transporting the child to day care? Would the household be able to quantify the difference between the two? That is, the survey respondent must establish for themselves what the baseline costs for childcare is in the absence of the GSRP, before they can establish what change in that cost the GSRP generated. The survey questionnaire must guide the respondent to the appropriate baseline concepts, by which comparisons are derived.

Non-Monetary Effects

The final channel of impact lends itself to qualitative measurements rather than quantitative measurements. As such, dollar values are difficult to assign and attributing the effects to overall economic impact is often avoided. However, economic concepts exist around such evaluation measurements as cost-effectiveness analysis (CEA) or cost-utility analysis (CUA) and, thus, will be briefly discussed here, as they relate to concepts applied to this GSRP evaluation.

Having a child enrolled in a pre-kindergarten program may elicit satisfaction at being able to provide for the educational needs of one's child. The relevance of this benefit depends on the household situation. In households where English is not the primary language, participation in pre-kindergarten program allows these children to close the educational gap between them and their peers. It may also engender other benefits to the householder, including connecting the householder to other parents and to other public resources (especially pertinent to new parents) in the community. It may also contribute to the householders' free time to engage in non-employment ventures, including the pursuit of job training and educational vocations, participating in community services, or simply taking care of personal and

household matters. Despite the absence of dollar value measures, such considerations contribute to economic, social, and private wellbeing and should be accounted for in total program evaluations.

Establishing Baselines

In this assessment, baselines are the states of existence by which outcomes are measured. Because the population from which the sample is drawn is the universe of households with students currently enrolled in a GSRP classroom, the baseline state should be that which would exist in the absence of the GSRP. As a sample of the population without access to GSRP is not a viable option in this assessment, the baseline must be drawn as a counterfactual state of those households participating in the GSRP. Several factors went into establishing effective baselines of our sample.

One option for setting the frame was to distribute the survey in the fall of 2021 allowing the survey respondents to reflect on and better recall childcare cost and availability, and employment situation during summer for comparison. Summer was initially chosen as the basis of the baselines because more families either must pay for a commercial childcare service or alter their employment arrangement to care for their child and, thus, could refer to that information when answering survey questions. This plan was hindered by ongoing COVID-19 classroom disruptions, which ultimately led to delivery of the survey in the spring of 2022. This made referencing the summer situation for baseline comparisons challenging. Rather, the survey was developed around the hypothetical frame of how the household will have to act should the GSRP not be available for the participating child. Hence, respondents were asked to consider a hypothetical frame for establishing baseline for comparison. This includes whether and to what extent other childcare would be required, or the extent to which employment of the householder would be impacted, where expected work disruptions may exist even when childcare services can be arranged. It also requires projecting the nonmonetary wellbeing that would be lost in the absence of the GSRP.

Should work interruptions be relevant for the participating household, either in the presence or the absence of the GSRP, understanding the lost earnings requires estimates of base earnings and the extent of lost or gained work due to GSRP. As individuals are often unwilling to disclose income information in surveys (Pleis and Dahlhamer, 2004), an alternative approach to estimating earnings was proposed that uses average occupation wage data from secondary sources. Accordingly, the respondents were asked to indicate their occupation which allowed for assigning an average wage rate provided by the (U.S. Bureau of Labor Statistics, 2022).

GSRP participation may also disrupt commercial childcare services and options. As discussed above, half-day and 4-day week programs can be disruptive to householder's work schedules but can also be a barrier to finding qualified commercial childcare. The state license for childcare facilities establishes the maximum number of children that can attend the childcare facility. Enrolling a child with an irregular schedule will make it difficult for the childcare facility to maintain profit-maximizing occupancy. Should a childcare facility accept a child enrolled in a 4-day week GSRP, the facility could be at capacity on that fifth day, but short by one pupil on the other four days of the week during the hours of the GSRP. The estimates account for lost childcare revenues, should the GSRP reduce program hours.

In many cases, commercial childcare service providers may coexist with the GSRP. It is conceivable for childcare services to be customized around GSRP schedule. This could include billing for hours outside of the GSRP but may also include transportation services to and from the GSRP classroom. Having transportation services built into the final bill for childcare services shrouds the true costs of GSRP. The householder will learn about the additional costs of transportation and logistical services for managing childcare outside of GSRP hours only if the childcare provider itemizes and passes forward these additional costs to the householder. The survey of the householder-only has provided no viable approach to assessing costs and cost reductions generated by GSRP participation to for-hire childcare services.

Survey Deployment

In February 2022, program evaluators contacted all Michigan ISDs via email, with a request for contact information of lead teachers of GSRP classrooms. This email provided an explanation and rationale for surveying GSRP student households, including the relevant contact information, and cover statement required under the Michigan State University Institutional Review Board. Reminders were provided to ISDs that did not initially respond. All but one ISD contacted returned the relevant classroom contact information. The remaining ISD did not provide a list of contact information but committed to distribute an upcoming researchers' message to GSRP lead teachers. Otherwise, the same procedures were followed across all ISDs. In all cases, the ISD provided the contact information of the lead teachers where the protocol was for the lead classroom teachers to provide GSRP parents/guardians email survey participation invitations.

The ISD responses to this request often included contact information for both the lead and the assistant teachers in the classroom and in some cases, also for support staff. In such cases, and if there was a vacancy in the lead teacher position, or his/her email address was not available, the assistant teacher (or even a support staff) contact was used to distribute the survey. In total, the list contained 2,091 teachers that were initially asked to help with the distribution of teacher-specific survey links to parents of their GSRP children. The lead teacher's contact information was not always up to date. In those cases, the appropriate ISD was contacted to update the lead teacher information. Overall, a) 21 email addresses of teachers had to be corrected due to misspelling or changes in the username format; b) 32 different teachers (associates or new hires) had to be contacted after the initial invitation because of changes in the personnel; c) messages to 33 teachers were still undeliverable; and d) eight names were removed from the list, because teachers informed MSU that they did not work with GSRP children.

The ISD that did not provide a list of classroom lead teachers followed a different approach. Rather than having the evaluation team contact the GSRP teachers directly, the ISD communicated directly with the classroom instructor for the purpose of distributing the email survey invitation. Separate links to the survey were provided for each of the targeted GSRP classrooms in this ISD. In total, the list contained 193 links, 125 reflected an estimated number of teachers in MSU's records for that ISD and 68 "spare" links, one per site, in case some sites had more GSRP lead teachers than previous records indicated. In total, 2,243 teacher contacts were considered viable. Email invitations were sent to lead teachers and the one ISD for distribution to GSRP parents/guardians on March 22, 2022. A reminder invitation followed on April

11, 2022, to those teachers and the ISD whose links were not used at all in completion of the survey. The survey was closed on April 22, 2022.

Qualtrics recorded 875 (39%) teacher- and classroom-specific links used in completion of the surveys. In addition, 241 surveys were completed for which the teacher/classroom link extensions were not captured, therefore, MSU cannot determine how many links were truly used in the survey completion. This also resulted in potential undercounts of the number of responses from any one classroom, where seven or more responses were required to enroll the classroom instructional team in the incentive giveaway.

In tracking survey responses, MSU evaluators discovered a large number of responses from the first day of responses were impossibly identical. These responses came from a single IP address located in eastern China, where it was evident a bot was established to complete the survey multiple times, potentially to enroll in the gift card giveaway.

In total, MSU received 7,493 responses to the survey. Based on the reviews of the data, the following number of records were removed for specified reasons, though some cases were disqualified for multiple reasons:

- 144 records did not have answers to at least 11 of 16 core questions (sub-questions excluded from this evaluation) – 99 records had no core responses at all;
- 19 responses came from teachers (as indicated in the response about a respondent’s relationship to the child);
- 7 responses had comments in Chinese (the survey was for Michigan families who spoke English, Spanish or Arabic);
- 246 were fully duplicate records, though primary cases were kept in the data file;
- 1,479 records came from three questionable IP addresses and contained almost identical survey responses;
- 1,793 records had a non-Michigan zip code (zip codes were provided by respondents and those fell outside the Michigan zip code range).

Overall, the evaluation team concluded that 5,212 records were complete and valid, though within valid responses, the individual had the prerogative to opt out of any survey question. Hence, any one question may have fewer than 5,212 valid responses.

Survey Findings

Many lessons were learned in undertaking this study of the indirect VFM impacts of the GSRP. The indirect nature of the perceived channels of social economic effect posed challenges in both sampling the target population and for generating relevant metrics from that population. Not all challenges were anticipated.

Indirect communications with the target population required getting buy in from intermediaries between the evaluators and the target. For this project, that included the program leaders at each respective ISD and the classroom teachers. The MSU Evaluators had an ongoing relationship with state ISD representatives in their ongoing role – facilitating communicating with and generating buy-in of respective

ISDs. As no standing relationship existed with teaching staff, who are required to forward the survey information to student guardians/parents, the MSU evaluation team determined that an incentive along with a summative statement of the purpose of the survey was required to encourage teachers to forward the survey request. This imposed additional data collection needs. Determine whether teachers forwarded the survey request required the ability to link completed surveys back to the classroom, while maintaining overall anonymity of responses. Overall, 5,212 responses were received from 827 distinct classrooms, where only 226 classrooms had sufficient responses to be entered into the gift card drawing.

The overall survey participation rate cannot be determined, as there exists no accounting for the number of households invited to participate. This is a shortcoming for which the evaluation team could not find a satisfactory solution (Kost and da Rosa, 2018). As response rates have implications on the reliability of the survey findings, the inability to calculate the overall survey response rate calls into question how representative the survey findings will be on the overall targeted population. Other challenges expound on this. The need to maintain as short a survey as feasible, but still achieve the objective effective estimates meant the number of questions asked must be kept to a minimum. Some of the questions sacrificed included baseline characteristics that would allow for comparison against population counts

Figure 2 shows the geographic distribution of survey responses as indicated by the IP addresses of survey respondents. The distribution largely corresponds with the distribution of GSRP programs shown in Figure 1. Both also strongly correlate with population centers in Michigan, where the southeast corner grouping houses the Detroit metropolitan statistical area, and the eastern groups reflect the metropolitan areas of Grand Rapids and Kalamazoo (U.S. Census Bureau, 2020).

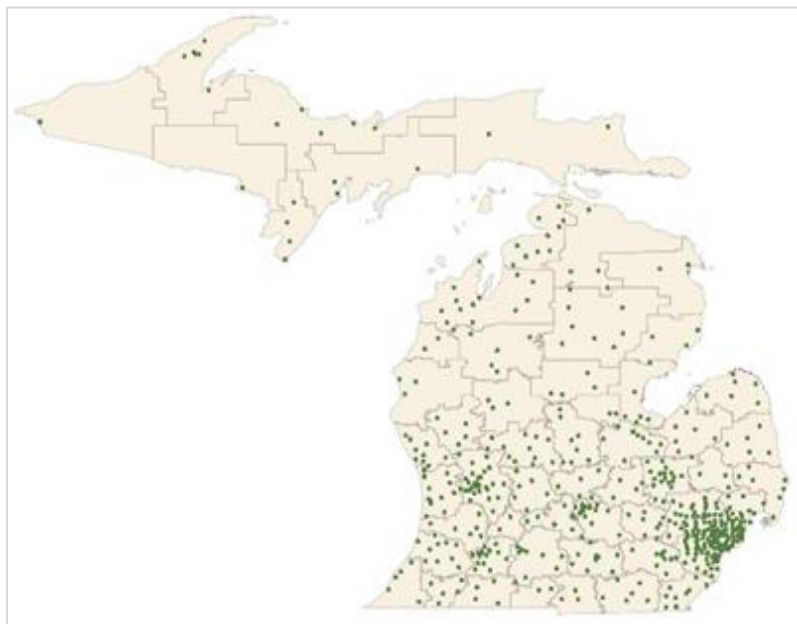


Figure 2: Geographic Distribution of Survey Responses

One of the key challenges in developing the survey instrument is developing one that is amenable to small screens. The evaluation team anticipated a significant share of responses would be collected via cell phone or tablet. The survey collected the operating systems of the devices used to complete the survey, finding

that an overwhelming majority of responses (3,956 of 5,212) came from smartphones or tablets.² PCs, including desktops and laptops totaled 1,231, while 19 devices were Chromebooks. Six responses came from Unix systems. The overwhelming number of respondents using smartphones indicated that for this population, the survey design must accommodate the limited screen sizes of these devices.

Most all respondents used the English version of the survey, though Spanish and Arabic versions were available. It is difficult to determine if language was a barrier to completing the survey without knowing the primary language spoken at home of the target population. However, about 1.1 percent of the respondents used the Spanish language version of the survey, while only 0.3 percent of the population 18 years and older indicate Spanish as their primary language (U.S. Census Bureau, 2022c). Similarly, while about 5.6 percent of Michiganders identify as being Hispanic, about nine percent of respondents indicated the same (U.S. Census Bureau, 2022a).

Tuition for most (90.7%) GSRP students is fully covered by the GSRP program for both four and five-day programs. However, this reduces to 80.5 percent for those attending half-day programs, where only 12 percent of children included in this survey indicated participating in half-day programs. We also found that those children needing extra assistance in speaking English or with developmental needs were more likely to pay part of their tuition. As an overwhelming majority of responses indicated that the GSRP program their child was enrolled in was a full-day but for four days a week (75.7%), we asked if households would add work-hours if the GSRP program operated on longer hours over the week. Though 47% of respondents indicated that expanding GSRP hours would not increase their work time, 30 percent indicated they would add work hours, while 23 percent was undecided. In addition, about nine percent of the respondents indicated paying for childcare services within the week outside of the GSRP hours. The findings suggest that expanding the hours of the GSRP program would have a significant effect on the earnings of households with the ability to expand work hours.

The ability to quantify the economic effects was hampered by issues discussed in this report. Qualitative measures can often communicate potential and actual VFM where dollar values cannot and in many cases, can provide greater evaluative flexibility than quantitative approaches. Several qualitative measures were also considered in this assessment. A key qualitative question was whether the householder believed the availability of the GSRP helped to free them of the time necessary for work. About 80% of respondents indicated that the GSRP program was somewhat or very helpful in allowing them to work, denoting a strong relationship with potential household financial outcomes. Other qualitative questions targeted on the householders' secondary effects and connectivity to community. For instance, about 66% of respondents indicated that participating in the GSRP brought them closer to peer families and the community. Alternatively, only about 52 percent of respondents indicated that participation connected them to other community resources. Finally, qualitative questions addressed the householders' perceptions of the GSRP's direct effect on preparing the student for academic success, indicating that

² Android operating systems do not distinguish cellphones from tablets. So, they could not be broken out. Apple products outnumbered Android devices. Apple devices do distinguish devices, where 2,369 iPhones were counted and only five iPads.

around 94 percent of respondents indicated the program somewhat or strongly helped prepare their child for kindergarten or for developing their child’s social skills.

Contributing Economics

Michigan invests about \$456.5 million annually in the GSRP program, which serves about 37,369 students per year (Wu et al., 2021). Total enrollment was disrupted during the COVID-19 pandemic. Michigan legislators have since passed the 2022 state education budget, which boosted overall state investment in education and provided 1,300 new fully subsidized slots for GSRP. With this in mind, we infer economic effect based on pre pandemic levels of attendance levels.

The economic contributions estimated here may be likened to spillover effects – those effects that are not directly intended in the provision of the GSRP program, but which still accrue to participants. Two primary channels of economic effect are estimated using the survey responses. First, participating households realize the benefit of high-quality, pre-K childcare for the hours of attendance. We assign a value to that based on standard childcare rates. To be sure, this does not constitute an economic or financial impact to participating households, as not all participating households would be required to undertake childcare for these hours in the absence of the GSRP program. The second proposed channel of effect is through increased access to the labor market for those households that indicate that having their child in the GSRP program affords them to increase hours at work.

For households participating in the GSRP program, there are benefits to be experienced per child enrolled in a GSRP program as well as benefits realized per household of participating children. There is likely not a one-to-one match between number of children and number of households, as some mixed households and households with twins may have more than one child enrolled in the program at the same time. To account for this, we assert that the total number of households participating in the GSRP program is 36,248, which assumes that three percent of the participating households have more than one child enrolled at any given time. This roughly corresponds with the national rate of twin births of 30 per thousand (Centers for Disease Control, 2022).

At this high level of analysis, several assumptions were introduced. First, and consistent with the GSRP school year, GSRP school year accounts for 30 weeks of classes, where one-half day classes are held for three hours in a day, while full-day classes occupy 6.5 hours. Survey distributions were used to determine the share of students attending full-day and half-day sessions and the share enrolled in programs held four-days a week and versus five-days a week (Table2). Accordingly, the average GSRP student participates in 25.2 GSRP classroom hours per week.

Michigan’s minimum wage has advanced nearly annually since 2016. In 2019, the minimum wage was \$9.45 per hour. In 2020 through 2021, it was \$9.65. While the hourly earnings of many in the workforce is capped at minimum wage, the Bureau of Labor Statistics reports that the average hourly wages of hourly workers in 2019 was just over \$18.50 based on a 35 hour work week (Bureau of Labor Statistics, 2022). For this analysis, expected hourly wages of GSRP parents afforded work opportunities are set the 20th percentile of hourly wages, or at \$14.09 per hour. Establishing an equivalent value to households for daytime childcare requires establishing a standard or expected hourly rate for childcare services. Childcare

rates are often established on a weekly or monthly basis (Burroughs et al., 2021). These contractual rates are generally lower than non-contracted, or spot rates. A 2021 survey of child care provider centers established a statewide average hourly rate of \$5.33 (Burroughs et al., 2021). In this assessment, \$5.33 per hour is the projected secondary value GSRP households derive from the time their child attends the GSRP program.

	Responses	Percent
HALF day - 4 days a week	479	9.2%
FULL day - 4 days a week	3,945	75.7%
HALF day - 5 days a week	136	2.6%
FULL day - 5 days a week	622	11.9%
Other	28	0.5%
Total	5,210	100.0%

Table 2: Breakout of Classroom Types

Outside of the child development services provided by GSRP, we assert that hours spent in the GSRP classroom also provide a basic high-quality child care service to households that is consistent with the value households would place on child care. Accordingly, over **37,369** GSRP students with 25.2 GSRP hours per week on average, or approximately 941,602 hours of high-quality child care services are rendered per week. Valuing this at the standard child care rate over 30 weeks, provides a derived benefit worth \$150.6 million per academic year. To be sure, around nine percent of respondents indicated being required to pay five or ten percent of the program tuition, or approximately \$2.1 million per year based on the sliding scale tuition schedule (Michigan Department of Education, 2022). Netting out this direct household expenditure from the derived childcare benefit estimates provides a net social benefit of \$148.4 million.

Survey respondents indicated that having their child in the GSRP program was beneficial in allowing them to participate in the workforce. Two questions alluded to GSRP participation and work. First, we asked if making the GSRP program available five days a week, whether that would allow the household to work more hours. A challenge in interpreting this is that first, it asks on the margin if more hours would be sought with the added day of GSRP. Second, 14.6 percent of respondents indicated having their child in a five-day program to begin with. Hence, using this as a basis for estimating the added household earnings made available by the GSRP will provide a conservative estimate overall. Alternatively, a second work-related question asks along a sliding scale, how helpful the GSRP program is in allowing the householder to work. Accordingly, 87 percent of respondents indicated that the GSRP program was somewhat helpful in allowing them to work. This question does not ask if they are able to work because of the GSRP program, so likely overstates the overall association. The actual estimate of the number of hours and associated earnings that can be attributed to GSRP enabled work likely rests in between the two estimates. Using the more conservative, estimate that the GSRP provides frees 30 percent of the GSRP households to participate during GSRP hours, or about 274,000 additional work hours per academic year. Using the 20th percentile wage rate of \$14.09, asserts contributed income/earnings of \$3.86 million per week of the

GSRP program.³ Over the course of 30 weeks of program delivery, that amounts to \$115.8 million per year.

Synthesis

Undertaking this VFM study brought about unexpected challenges. Indirect measures of VFM require additional considerations than those directly associated with the program being evaluated. In this, the concept of the value consideration of direct channels of effect is generally less ambiguous relative to indirect measures. Having no direct contact with subjects compounded these challenges. Piloting the survey and making appropriate changes to the survey instrument helped to mitigate many unforeseen problems with the survey instrument and sampling approaches. As discussed in this paper, some challenges could not be fully overcome.

The design of the short web-based survey in this analysis attempted to circumvent many of these challenges. It was designed around two channels of effect. The first is the value participating households receive in terms of high-quality child care for four to five year old children of low-income households. Once netting out the household tuition costs, for those whose participation in the GSRP program requires tuition, we estimate that the program generates just under \$150 million per academic year in high-quality child care services, when valued at the general rate for standard child care services. The second is the value of earnings afforded by those households who benefit from the GSRP program able to add work-hours because of their child's participation in the GSRP program. Though the survey asked about the households association between GSRP program participation and work in three ways, including one around responses to COVID-19 lockouts. The results were somewhat contradictory, and the more conservative estimate was highlighted in this paper. Accordingly, we estimate that \$115.8 million in annual household earnings is supported by the GSRP.

These measures of VFM are significant because they realize value that the GSRP program generates outside of the intended program purpose. That is, it is a subset of benefits that are realized and measured here are unintended from the original program objective. These more direct channels of economic effect are part of an ongoing effort with the Michigan GSRP, where recognizing the full benefits will entail measures of both the direct and indirect VFM.

³ The alternative estimate of 87 percent of participating households are enabled to work results in an estimate of \$11.20 million per academic year.

Appendix A: Survey Instrument

2021-22 GSRP Family Financial Impact Survey (COVID)

Start of Block: Landing

Q1 Click to write the question text

Browser (1)
Version (2)
Operating System (3)
Screen Resolution (4)
Flash Version (5)
Java Support (6)
User Agent (7)

Q2 Dear families of GSRP preschool attendees:

The purpose of this study is to understand how access to the **Great Start Readiness Program (GSRP)** preschool classroom impacts you and your household financially.

The survey should not take more than **10 minutes** to complete. Your participation is strictly voluntary and confidential, and you may skip any questions. Your responses or choice not to participate **will not affect your child's GSRP participation** in any way, and your answers will remain anonymous.

As a thank-you, we will include you in a drawing for 1 of 100 \$25 Walmart electronic gift cards upon completing the survey. To participate in the drawing, the questionnaire will ask you to provide your contact information. This information will not be linked with your survey responses.

We thank you for your participation in this important research project. If you have any questions, please do not hesitate to contact me, the principal investigator:

Steven R. Miller, Ph.D.
Director
Center for Economic Analysis
Michigan State University
Email: mill1707@msu.edu
Office: 517-355-2153

Q3 What is your relationship to the child in GSRP?

- Mother/mother figure (1)
- Father/father figure (2)
- Grandmother (3)
- Grandfather (4)
- Other, please specify: (5) _____

Page Break

Q4 Please identify your race/ethnicity. (Check all that apply.)

1. Black or African American (1)
2. White or Caucasian (2)
3. Hispanic or Latinx (3)
4. Asian or Asian American (4)
5. American Indian or Alaskan Native (5)
6. Native Hawaiian or other Pacific Islander (6)
7. Arab or Middle Eastern (7)
8. Bi-Racial or Multi-Racial (8)
9. Prefer not to answer (9)
10. Other, please specify: (10) _____

Page Break

Q5 Does your child receive extra help in understanding English?

- Yes (1)
- No (2)

Q6 Does your child have any disability (i.e., physical, mental or learning disability)?

- Yes (1)
- No (2)

Page Break

Q7 Please provide your home 5-digit Zip Code.

- 5-digit US Zip Code: (1) _____

End of Block: Landing

Start of Block: Block 2



Q8 Which GSRP option does your child currently attend?

- HALF day - 4 days a week (1)
- FULL day - 4 days a week (2)
- HALF day - 5 days a week (3)
- FULL day - 5 days a week (4)
- Other (5) _____

Display This Question:

If Q8 = 1

Or Q8 = 2

Or Q8 = 3

Or Q8 = 5



Q9

If GSRP were offered for a full day, for 5 days a week, would you or someone else in your household seek additional employment or business opportunity?

- No, we are not interested in getting additional work (2)
- No, we have other responsibilities that keep us from working more (3)
- Yes, ideally we will work more; how many more hours per week: (1)

- I don't know/ undecided (4)

Page Break



Q10 Did you pay for this child to attend GSRP?

- No; this program is at no cost to me (2)
- Yes; about how much per week (\$): (1)



Q11 Did you pay for additional childcare (Monday to Friday) for your child to attend GSRP? (For example: Before/after care or when GSRP is closed.)

- No (2)
- Yes; about how much per week (\$): (1)

Page Break



Q12 How have COVID-related GSRP closures or quarantine requirements affected your family's ability to work? (Check all that apply.)

11. I or someone else in this household who doesn't work watched this child for free (1)
12. I or someone else in this household reduced the work hours or stopped working. Please estimate about how many work hours per week were lost: (2) _____
13. We paid a person or a program to watch this child. Please estimate about how much per week (\$): (3)

14. I do not know/ I do not want to answer (4)

Page Break

Display This Question:

If Q12 = 2



Q13 What is the average hourly pay earned by the person who had to work less to take care of this child?

- \$7 - \$10 (1)
- \$11 - \$15 (2)
- \$16 - \$20 (3)
- \$21 - \$25 (4)
- \$26 - \$30 (5)
- \$31 - \$35 (6)
- \$36 - \$40 (7)
- \$41 or more (8)
- Other, please specify: (9) _____
- Prefer not to answer (10)

Page Break



Q14

We ask this question to better understand how preschools can be a financial burden to families like yours. What is your before-tax annual household income?

- Less than \$10,000 (1)
- \$10,000 to \$19,999 (2)
- \$20,000 to \$29,999 (3)
- \$30,000 to \$39,999 (4)
- \$40,000 to \$49,999 (5)
- \$50,000 to \$59,999 (6)
- \$60,000 to \$69,999 (7)
- \$70,000 to \$79,999 (8)
- \$80,000 to \$89,999 (9)
- \$90,000 to \$99,999 (10)
- \$100,000 to \$149,999 (11)
- \$150,000 or more (12)
- Prefer not to answer (13)

Page Break



Q15 How has GSRP been helpful to ...

	Not at all helpful (1)	A little helpful (2)	Somewhat helpful (3)	Very helpful (4)	We're not interested in this (5)
allow you to work? (Q16_1)	•	•	•	•	•
prepare this child for kindergarten? (Q16_2)	•	•	•	•	•
develop this child's social skills? (Q16_3)	•	•	•	•	•
better connect you to other families? (Q16_4)	•	•	•	•	•
better connect you to your community? (Q16_5)	•	•	•	•	•
better connect you to other resources (WIC, mental health, food banks, transportation voucher, utility assistance, etc.)? (Q16_6)	•	•	•	•	•

Page Break

Q16 Do you have any suggestions about how to improve this survey, or wish to share about how GSRP has affected your family during the pandemic? Please share below.

End of Block: Block 2

Appendix B: Statistical Findings

Results (simple partially recoded variables, data NOT WEIGHTED, only "REASONABLE" data used (5,212 cases), however the percentages reflect VALID percentages.

Language	Percentage
Arabic	0.4%
English	98.4%
Spanish	1.2%

Table 2. Language Used to Complete the Survey (N=5,212).

Relationship	Percentage
Mother/mother figure	89.3%
Father/father figure	8.5%
Grandmother	1.6%
Grandfather	0.2%
Other	0.4%

Table 3. Relationship of a Survey Respondent to the GSRP Child (N=).

Race/Ethnicity	Percentage
Black or African American	18.1%
White or Caucasian	69.7%
Hispanic or Latinx	9.3%
Asian or Asian American	2.5%
American Indian or Alaskan Native	1.3%
Native Hawaiian or Other Pacific Islander	0.1%
Arab or Middle Eastern	3.0%
Bi-Racial or Multi-Racial	2.2%
Prefer not to answer	0.9%
Other	0.3%

Table 4. Race/Ethnicity of the Survey Respondent (N=).

Need	Percentage
Child receives extra help in understanding English	12.6%
Child has any disability (i.e., physical, mental, or learning disability)	12.3%

Table 5. GSRP Child's Special Needs (N=).

Program Option	Percentage
HALF day - 4 days a week	9.2%
FULL day - 4 days a week	75.7%
HALF day - 5 days a week	2.6%
FULL day - 5 days a week	11.9%
Other	0.5%

Table 6. GSRP Program Option Child Attended (N=).

Course of Action	Percentage	Mean Hours	Median Hours
Yes, ideally, we will work more; how many more hours per week:	29.9%	13.37	8.00
No, we are not interested in getting additional work	26.2%	X	X
No, we have other responsibilities that keep us from working more	21.2%	X	X
I don't know/ undecided	22.8%	X	X

Table 7. If GSRP Were Offered for a Full Day, for 5 Days a Week, Would the Respondent or Someone Else in the Household Seek Additional Employment or Business Opportunity? (N=).

Q9_1_TEXTr REVISED: If GSRP were offered for a full day, for 5 days a week, would you/ someone in your household seek additional employment or business opportunity? - Yes, ideally we will work more; how many more hours per week		
N	Valid	659
	Missing	4553
Mean		13.37
Median		8.00
Mode		8
Std. Deviation		10.300
Minimum		2
Maximum		60
Sum		8809
Percentiles	25	8.00
	50	8.00
	75	15.00

Payment	Percentage	Mean Amount	Median Amount
Yes; about how much per week (\$):	9.3%	\$ 92.72	\$ 30.00
No; this program is at no cost to me	90.7%	X	X

Table 8. Payment for Child's Attendance in GSRP (N=).

Q10_1_TEXTr REVISED: Did you pay for this child to attend GSRP? - Yes; about how much per week (\$):		
N	Valid	387
	Missing	4825
Mean		92.72
Median		30.00
Mode		20.00
Std. Deviation		180.93
Minimum		1.50
Maximum		2,349.00
Sum		35,880.86
Percentiles	25	16.00
	50	30.00
	75	85.00

Payment	Percentage	Mean Amount	Median Amount
Yes; about how much per week (\$):	18.7%	\$ 90.79	\$ 70.00
No	81.3%	X	X

Table 9. Payment for Additional Childcare (Monday-Friday) for the Child to Attend GSRP (e.g., Before/After Care or when GSRP Is Closed) (N=).

Q11_1_TEXTr REVISED: Did you pay for additional childcare (Monday to Friday) for your child to attend GSRP? (For example: Before/after care or when GSRP is closed.) - Yes; about how much per week (\$)		
N	Valid	869
	Missing	4343
Mean		90.79
Median		70.00
Mode		100.00
Std. Deviation		81.42
Minimum		2.00
Maximum		750.00
Sum		78,895.00
Percentiles	25	40.00
	50	70.00
	75	101.00

Impact	Percentage	Mean	Median
I or someone in this household who doesn't work watched this child for free	54.4%	X	X
I or someone reduced the work hours or stopped working. Please estimate about how many hours per week were lost:	25.3%	25.63	21.00
We paid a person or a program to watch this child. Please estimate about how much per week:	11.3%	\$ 151.77	\$ 125.00
I do not know/ I do not want to answer	13.1%	X	X

Table 10. Impact of COVID-related GSRP Closures or Quarantine Requirements on Respondent Family's Ability to Work? (N=).

		Q12_2_TEXTr REVISED: How have COVID-related GSRP closures or quarantine requirements affected your family's ability to work? (Check all that apply.) - I or someone reduced the work hours or stopped working. Please estimate about how many hours per week were lost:	Q12_3_TEXTr REVISED: How have COVID-related GSRP closures or quarantine requirements affected your family's ability to work? (Check all that apply.) - We paid a person or a program to watch this child. Please estimate about how much per week (\$):
N	Valid	933	486
	Missing	4279	4726
Mean		25.63	151.77
Median		21.00	125.00
Mode		40	100
Std. Deviation		16.065	117.119
Minimum		1	3
Maximum		80	850
Sum		23915	73758
Percentiles	25	12.50	80.00
	50	21.00	125.00
	75	40.00	200.00

EXCERPT Q12_2_TEXTr REVISED: How have COVID-related GSRP closures or quarantine requirements affected your family's ability to work? (Check all that apply.) - I or someone reduced the work hours or stopped working. Please estimate about how many hours per week were lost:					
		Frequency	Percent	Valid Percent	Cumulative Percent
Missing	-30693	1	0.0		
	-2000	1	0.0		
	-1000	1	0.0		

	-960	1	0.0		
	-550	1	0.0		
	-500	1	0.0		
	-450	1	0.0		
	-400	1	0.0		
	-240	1	0.0		
	-200	3	0.1		
	-160	3	0.1		
	-150	1	0.0		
	-140	1	0.0		
	-125	1	0.0		
	-120	7	0.1		
	-112	1	0.0		
	-108	1	0.0		
	-100	5	0.1		
	Missing response	3908	75.0		
	-90	1	0.0		
	Miss response when qualified to respond	331	6.4		
	0	7	0.1		
	Total	4279	82.1		
Total		5212	100.0		

Hourly Pay	Percentage
\$7 - \$10	3.6%
\$11 - \$15	25.2%
\$16 - \$20	30.1%
\$21 - \$25	15.4%
\$26 - \$30	8.1%
\$31 - \$35	6.3%
\$36 - \$40	2.4%
\$41 or more	4.0%
Other, please specify:	1.6%
Prefer not to answer	3.2%

Table 21. Average Hourly Pay Earned by the Person Who Had to Work Less to Take Care of the Child (N=).

Q13_9_TEXT What is the average hourly pay earned by the person who had to work less to take care of this child? - Other, please specify: - Text					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		3908	75.0	75.0	75.0
	-99	1282	24.6	24.6	99.6
	\$3	1	0.0	0.0	99.6
	\$3.59 serving wage	1	0.0	0.0	99.6
	0	4	0.1	0.1	99.7
	15	1	0.0	0.0	99.7
	48 salary	1	0.0	0.0	99.7
	53	1	0.0	0.0	99.8
	contracted per class per semester taught so income not necessarily reduced	1	0.0	0.0	99.8
	Did not pay anyone	1	0.0	0.0	99.8
	Did not work	1	0.0	0.0	99.8
	Family member	1	0.0	0.0	99.8
	Haven't worked since 2020	1	0.0	0.0	99.8
	I work on call	1	0.0	0.0	99.9
	None	2	0.0	0.0	99.9
	Student	1	0.0	0.0	99.9
	The amount of money our household earns varies based on our ability to work	1	0.0	0.0	99.9
	The days lost	1	0.0	0.0	100.0
	Unknown	1	0.0	0.0	100.0
	Work on commission	1	0.0	0.0	100.0
	Total	5212	100.0	100.0	

Household Income	Percentage
Less than \$10,000	6.8%
\$10,000 to \$19,999	9.8%
\$20,000 to \$29,999	14.9%
\$30,000 to \$39,999	13.2%
\$40,000 to \$49,999	10.9%
\$50,000 to \$59,999	10.5%
\$60,000 to \$69,999	8.4%
\$70,000 to \$79,999	5.9%
\$80,000 to \$89,999	3.6%
\$90,000 to \$99,999	3.0%
\$100,000 to \$149,999	4.5%
\$150,000 or more	1.3%
Prefer not to answer	7.1%

Table 32. Before-tax Annual Household Income of Respondent (N=).

How has GSRP been helpful to ...	Not at All Helpful	A little Helpful	Somewhat Helpful	Very Helpful	We're Not Interested in this
... allow you to work?	4.0%	8.3%	19.1%	60.8%	7.9%
... prepare this child for kindergarten?	0.6%	4.4%	12.0%	82.3%	0.7%
... develop this child's social skills?	0.7%	4.1%	12.0%	82.5%	0.7%
... better connect you to other families?	10.0%	19.6%	28.5%	37.6%	4.3%
... better connect you to your community?	8.8%	20.5%	30.0%	36.9%	3.8%
... better connect you to other resources (WIC, mental health, food banks, transportation voucher, utility assistance, etc.)?	12.9%	15.4%	20.5%	31.8%	19.4%

Table 43. Level of Helpfulness of GSRP to Respondent in Specific Situations (N=).

How has GSRP been helpful to ...	Mean Score
... allow you to work?	3.48
... prepare this child for kindergarten?	3.77
... develop this child's social skills?	3.78
... better connect you to other families?	2.98
... better connect you to your community?	2.99
... better connect you to other resources (WIC, mental health, food banks, transportation voucher, utility assistance, etc.)?	2.88

Table 54. Mean Score of Helpfulness of GSRP to Respondent in Specific Situations, Where 1 Means "Not Helpful at All" and 4 Means "Very Helpful" (N=).

Table 6. Language a respondent used to complete the survey (N=).

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