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ABSTRACT

Intended to provide an intensive and comprehensive view of all early childhood programs serving children before they enter first grade, this population study focused on preschool, readiness kindergarten, regular kindergarten, and readiness first grade programs in all of Michigan's 528 K-12 school districts. Reflecting the 1983-84 school year, data focused on 11 questions contained in The Survey of Public School Pre-Kindergarten and Kindergarten Programs. The report of findings is organized according to program type, and a summary of findings is provided prior to the presentation of data. Recommendations to the State Board of Education and to the governor and legislature are offered. It is concluded that existing kindergarten programs must be upgraded by addressing issues of parent education, class size, teacher training, program options, screening, and program development. Appendices provide (1) a list of members of the Superintendent's study group on early childhood education; (2) the survey questionnaire; (3) lists of screening and/or readiness testing instruments used in the programs (including district frequencies); (4) figures indicating, by district, number of developmental kindergartens; pre-first graders; amount of state aid per pupil; total state cost; as well as longevity by program type.

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Superintendent's Early Childhood

Study Group Report

September, 1984

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INTRODUCTION

In the decade from 1970 to 1980, enrollment in the nation's pre-kindergarten and kindergarten programs increased by 21 percent--from 4.3 million to 5.2 million. This increase took place despite a 14 percent decline in the 3 to 5 year-old population (Frankel & Gerald, 1982, p. 15). One reason for this increasing enrollment has been the support in research for long-term benefits from quality early childhood programs (e.g., Lazar et al., 1982), particularly for children from poor and minority group populations. Another reason for the increase has been the growing demand of middle class families for care and tutelage for their pre-school children, especially those in which mothers are employed outside the home.

In accord with this trend, public schools in Michigan have developed three types of programs: pre-kindergarten programs for four year-olds, readiness kindergartens for five year-olds judged not yet ready for regular kindergarten, and pre-first grade readiness programs for children who have completed kindergarten but are judged not yet ready for first grade. Though differing in purpose and pattern, these programs have in common the conviction that children's experience during the early years has important and enduring effects on their subsequent development and, in fact, on all their transactions in the world of people and ideas.

ASSESSMENT OF THE PROBLEM SITUATION

Early childhood education in Michigan is receiving considerable attention from policy makers, parents, and professional educators. The Blueprint for Action authored by the State Board of Education in January, 1984 advocates the establishment of statewide screening for 3-5 year olds and the establishment of locally developed pre-primary programs. In September

of 1983, Senate Bill 9 and House Bill 4094 were introduced in the Michigan Legislature to address the issue of "less mature" children entering kindergarten. During the 1983-84 school year, the Michigan Teacher Certification Code Commission established an ad hoc committee to specifically deal with the area of early childhood endorsement. These issues have set the parameters for a discussion that is long overdue.

In Michigan, as in many states, we are faced with a problem that directly affects children upon public school entry. The issue that surfaces is how to provide an early educational program that is challenging, enriching and developmentally appropriate.

This issue is by no means unique to any locale. Some school districts have begun to offer alternative kindergarten or early school programs that are intended to provide a more appropriate match between the educational program and the development and educational "maturity" level of children. Some of the more common approaches currently used by districts to enhance the match between child and regular kindergarten are to provide pre-school programs for 3 and 4-year olds, readiness kindergartens for late birthday or more slowly maturing 5-year olds, transition first grades for more slowly maturing 6-year olds. Other school districts continue to resolve the problem of match between child and kindergarten in the more traditional manner: retain "failures" in kindergarten for a second year, or informally screen the child at entry and counsel parents to delay school entry.

For many parents whose child is judged "not ready" this not only creates a hardship but it also leads to a series of difficult questions, such as: "What does ready mean?", "Isn't this a public school that provides programs for five-year olds?", "Is there any way I can help get my child ready?", and finally "What is kindergarten, anyway?"

DEFINING KINDERGARTEN IN MICHIGAN

"What is kindergarten?" The answers to this question would have perhaps been relatively uniform in the 1950's or 1960's, but in the 1980's a polarization of response is the norm, stratified by the degree of academic preparation for first grade. Moreover, in the State of Michigan, this question has taken on political overtones as expressed in Senate Bill 9 and House Bill 4094. As quoted in a September 27, 1983 communique from the House Education Subcommittee on Early Childhood Education to the House Education Committee, Representative Wilfred Webb, Chair:

"Advocates of House Bill 4094 and Senate Bill 9 believe that one way to resolve this problem (less mature children) is to increase the minimum age requirement for entry to kindergarten by 120 days. Since both bills currently under consideration would allow school districts to roll back the entry age deadline from December 1 to September 1 each year, they are of the opinion that the proposals offer an expedient, generally acceptable solution.

Opponents of House Bill 4094 and Senate Bill 9, however, have expressed a real concern that many disadvantaged children, and children from low and in many instances, middle income families who would greatly benefit from early school entry would not be able to attend. Children from more affluent homes would be financially able to attend private pre-school programs, and some families, meeting strict poverty level guidelines, may qualify for the Head Start Program."

In summation, this communique concluded:

"The fundamental question is: Should the problems of the less mature student be resolved by delaying his educational opportunity, or should alternative educational programs geared to the learning and maturation needs of the child be encouraged?"

BACKGROUND OF THE STUDY

On October 4, 1983 the House Education Committee, under the chairmanship of Representative William R. Keith, in a correspondence to Dr. Phillip E. Runkel, State Superintendent of Public Instruction. . .

recommended that the Department of Education work with local school districts to design and implement alternative pre-school programs for less mature children. . .The Department's

report should include data on the extent to which districts already offer developmental kindergarten and pre-school programs and the degree of utilization of these programs."

At its October 5th meeting, the State Board of Education directed the Superintendent to establish a Study Group (see Appendix A for list of membership). to perform the following tasks:

1. TO LOOK AT THE ISSUE OF PRE-SCHOOL AS PRESENTED TO THE STATE BOARD OF EDUCATION;
2. TO WORK WITH LOCAL SCHOOL DISTRICTS TO DESIGN AND IMPLEMENT PROGRAMS FOR LESS MATURE CHILDREN; AND
3. TO MAKE RECOMMENDATIONS TO UPGRADE EXISTING KINDERGARTEN PROGRAMS.

Dr. Runkel appointed a Superintendent's Study Committee that became operative on January 17, 1984. At this initial meeting, the Study Group decided to solicit baseline information from each school district in the state. This baseline information would be descriptive and inclusive of program type, funding source, program longevity, teacher training and screening procedures for program entry.

The Michigan Department of Education did not have a centralized data base for early childhood programs specific to the stated task of the Study Group. Fourth Friday Count Data showed 121,000 kindergarten students and 2,611 kindergarten teachers, but the Study Group found this data insufficient for program identification and subsequent policy recommendations for young children in Michigan.

The Study Group was composed of sixteen organizations. Additionally, an ad hoc group (Appendix B) was organized to lend scholarly expertise and technical assistance to the formal group. Each group met six times between January and May of 1984.

The group wanted to answer the premier question: "What does early pre-school and kindergarten look like in the public sphere in the State

of Michigan?" The culmination of this effort was in the design of the attached survey, Form SP-3173, "Survey of Public School Pre-Kindergarten and Kindergarten Programs" (Appendix C).

THE SURVEY

This study was designed to be an intensive and comprehensive look at all early childhood programs in the State of Michigan prior to children entering first grade. The effort centered on all 528 (K-12) school districts in the state and specifically categorized those districts according to program type as follows: Pre-school Programs, Readiness Kindergarten Programs, Regular Kindergarten, and Readiness First Grade Programs. A population study was selected instead of a more manageable and convenient sample study for two reasons. First, the Michigan Department of Education does not currently collect individual school district data on kindergarten or first grade program type; consequently, we had no way to ascertain the identification of such districts. Secondly, the diversity of the Michigan public school districts in terms of geography and demography raised serious concerns relative to the accuracy of a sample study. To serve the multiple purposes of the Michigan Department of Education, The House Education Committee, and the membership of the Superintendent's Early Childhood Study Group, data were collected from 518 reporting districts stratified on the four previously mentioned program types on 11 separate questions. The data collection period extended for one month (June, 1984) and is reflective of the 1983-84 school year.

DEFINITIONS OF TERMS

The present study looks at early childhood practices as defined by the following categories throughout the public school system in the State of Michigan:

DEFINITIONS:

1. PRE-KINDERGARTEN PROGRAMS are public school programs for children who have not reached the age of five by December 1 of the enrollment year, e.g., Head Start.
2. READINESS KINDERGARTEN is designed for those children who are five by December 1, but who are determined "not ready" for the regular kindergarten program, e.g., young fives, developmental kindergarten, readiness kindergarten, etc.
3. REGULAR KINDERGARTEN is a half-day kindergarten program for children who are five years old by December 1 of the enrollment year.
4. PRE-FIRST GRADE READINESS PROGRAMS are designed for children who have completed kindergarten, but who are determined "not ready" for first grade, e.g., transition rooms, primary rooms, junior first grades, reading readiness rooms, pre-first grades, etc.

The Survey of Public School Pre-Kindergarten and Kindergarten Programs

(SP-3173) was mailed to 558 local school districts. The return rate was 92.8% (518). The school districts serve approximately 98% of the 1.7 million students enrolled in school year 1983-84.

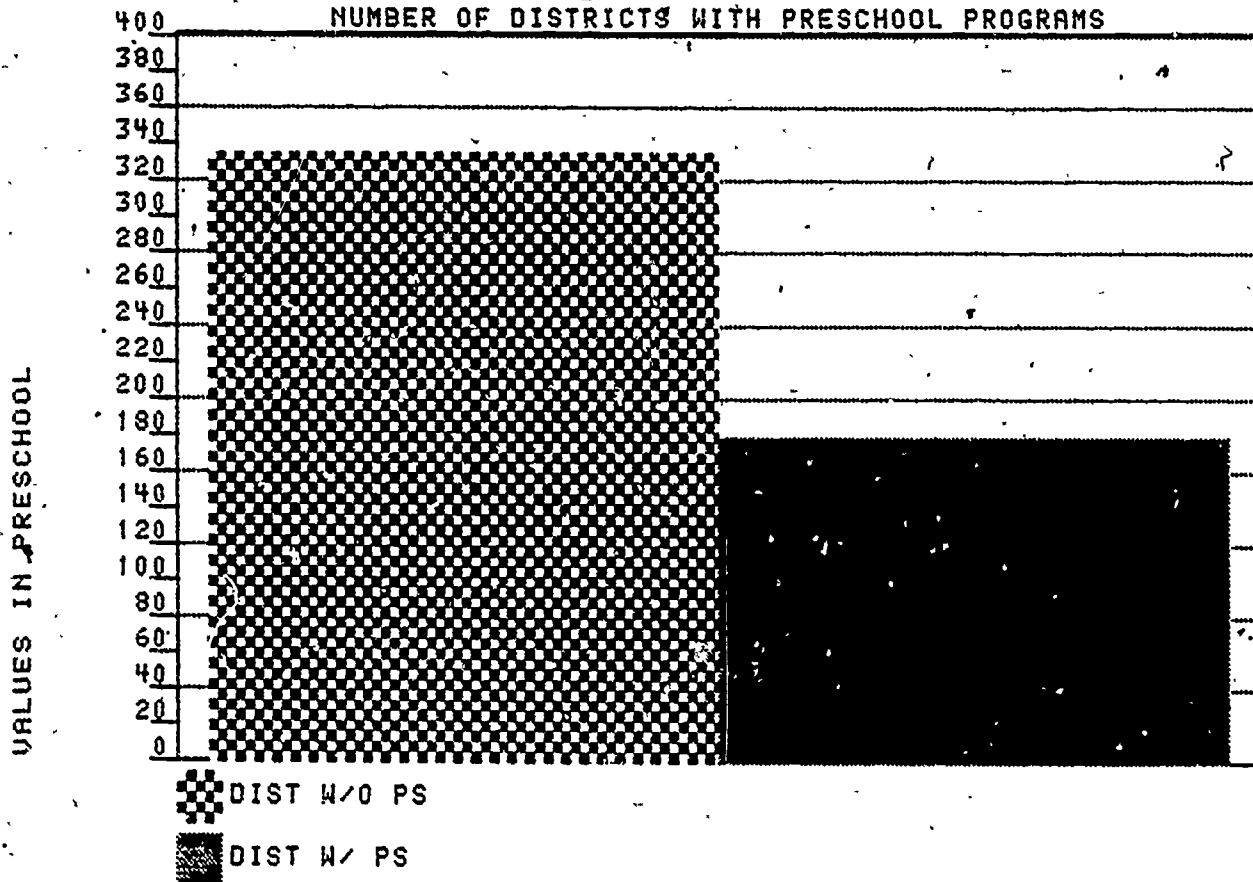
PRESENTATION OF PRE-SCHOOL DATA

Responding Districts N = 494

EARLY CHILDHOOD SURVEY

SUPERINTENDENT'S STUDY COMMITTEE

NUMBER OF DISTRICTS WITH PRESCHOOL PROGRAMS



Legend

Districts with Pre-K	37.85	N = 187
Districts without Pre-K	62.14	N = 307

PRE-KINDERGARTEN SUMMARY

One-third of all school districts in Michigan now offer pre-kindergarten programs, despite the fact that such programs are not funded by state government and federal funding for pre-kindergarten programs is not set aside for public schools. The number of pre-kindergarten programs is growing, with a net gain of 26 districts offering them during the 1984-85 school year (32 adding the program, 8 terminating it). Forty more districts say they would consider offering these programs if funding and/or space were available. Federal funding--Head Start, Chapter 1, and Community Education--does support early childhood programs operated by more than 140 districts.

There appears to be no consistent pattern to screening or the criteria for program involvement. Moreover, 40 different instruments are utilized testing the separate areas of information, language development, reading and math readiness, social development, motor development, visual and auditory development.

PRESENTATION OF DATA BY PROGRAM TYPE

Pre-Kindergarten

I. There are currently 187 (36% of the respondents) school districts offering such programs. Sixty-seven of these programs are funded directly by one source. The remaining 120 districts use a combination of funding sources for program operation.

<u>Al.</u>	<u>Programs</u>	<u>Number of Single Funding Source</u>	<u>Number of Combination Funding Source</u>
	Chapter I	24	32
	Community Education	3	55
	Head Start	17	42
	Local Revenues	7	39
	Parent Tuition	16	59

II. Data for Districts Not operating a Pre-Kindergarten Program:

- A. Thirty-two districts not currently operating a program are planning to do so for the 1984-85 school year.
- B. Cited reasons for not operating a pre-kindergarten program:

<u>Reasons</u>	<u>Number of Districts</u>
1. Too few children	81
2. The need is being met in Private Sector	155
3. Lack of Space/Funds	40
4. Other Reasons	65

III. Data for Districts Currently Operating a Pre-Kindergarten Program:

- A. The average number of years these programs have been in existence is nine. The range is 1-20. Forty-four or 20.4% of the districts with pre-kindergarten have programs that have been in existence for five years or less (See Appendix F).
- B. Eight school districts are planning to terminate this program in 1984-85.
- C. Eighty (80) of the districts with pre-kindergarten provided at least 7.5 hours of classtime per week while 58 of that number provided 12.5 hours or more of classtime per week.
- D. The tabulated enrollment for pre-kindergarten programs was 22,931.
- E. Sixty-nine (69) programs required some form of early childhood endorsement for its teaching staff, either a ZA or a CDA (Child Development Associate requested by Head Start).
- F. A standardized instrument for screening or readiness testing is used in 102 of the pre-kindergarten districts. Forty (40) different tests are used for this purpose (see Appendix D for utilization listing and frequency).

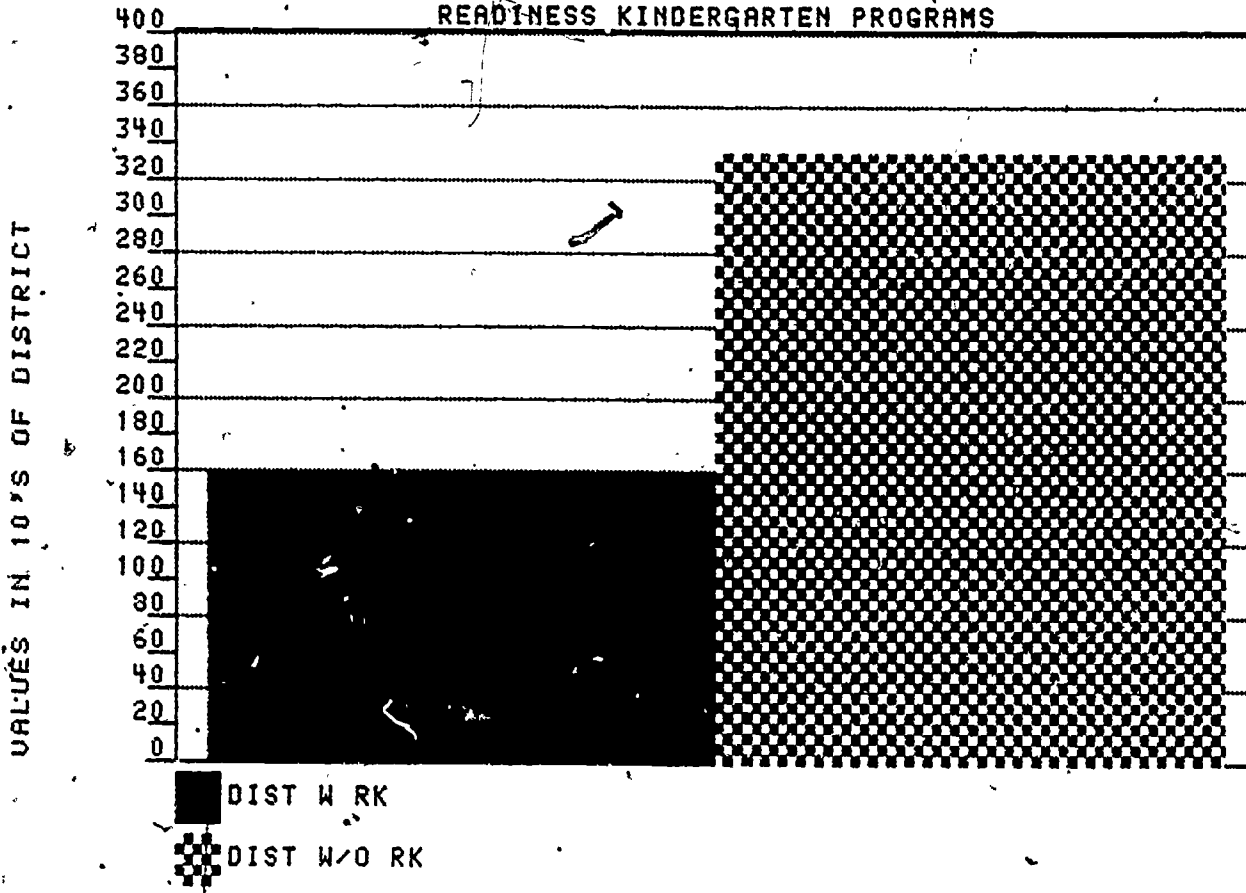
PRESENTATION OF READINESS KINDERGARTEN DATA

Responding Districts N = 497

EARLY CHILDHOOD SURVEY RK

SUPERINTENDENT'S STUDY COMMITTEE

READINESS KINDERGARTEN PROGRAMS



Legend

Districts with Readiness K
32.9 N = 161

Districts without Readiness K
67.60 N = 336

READINESS KINDERGARTEN SUMMARY

The data as collected suggests a proliferation of Readiness Kindergarten programs over the last five years with 67 additional school districts planning such programs for 1984-85 for a net gain of 55 (12 districts are terminating). This could bring the total to 221. Currently, of the 166 districts that had a program in 1983-84, 135 were "in formula" districts that served 4,684 students while 1,015 (17.8%) children were served in "out of formula" districts. The state aid reimbursement for this activity was \$3,430,933. Fifty (50) additional school districts cited inadequate funds as the reason for not operating a program.

The average number of years this program type has been in existence is five years and 90 districts or 62% of all programs have been in operation for five years or less. The data show that 157 or 95% of all programs are half-day sessions.

Forty-eight of the responding districts utilized the Gesell Readiness for screening, however, 31 different standardized instruments are also used. Nine districts are using their own locally developed screening instruments.

Teachers with early childhood training, are required for 28 (17%) of the responding districts. The children enrolled in Readiness Kindergarten are generally required to attend an additional year of regular kindergarten.

PRESENTATION OF DATA BY PROGRAM TYPE

Readiness Kindergarten

- I. There are currently 161 school districts (33.7% of the respondents) offering such programs.

II. Data for Districts Not Operating a Readiness Kindergarten.

A. Sixty-seven (67) districts not currently operating a program are planning to do so for the 1984-85 school year.

B. Cited reasons for not operating a Readiness Kindergarten:

<u>Reasons</u>	<u>Number of Districts</u>
1. Too few children	115
2. The need being met in Private Sector	49
3. Other Reasons	71
4. Lack of Space/Funds	50
5. Rejection of Concept	16

III. Data for Districts Currently Operating a Readiness Kindergarten.

A. The average number of years these programs have been in existence is five. The range is 1-20. Ninety or 65% of the districts have programs that have been in existence for five years or less.

B. Ten school districts are planning to terminate this program in 1984-85.

C. Of the responding districts, 157 provided a half-day program of 12.5 - 15 hours of class time per week.

D. There were 5,699 students enrolled in these programs.

E. Twenty-eight (28) or 17% programs required a ZA early childhood endorsement for its teaching staff.

F. Of the reporting districts, 133 always require a full academic year of kindergarten before starting first grade.

G. Of the districts operating a program, 177 use a standardized instrument for screening or readiness testing. Thirty-three different tests are used for this purpose (see Appendix D for listing and utilization frequency).

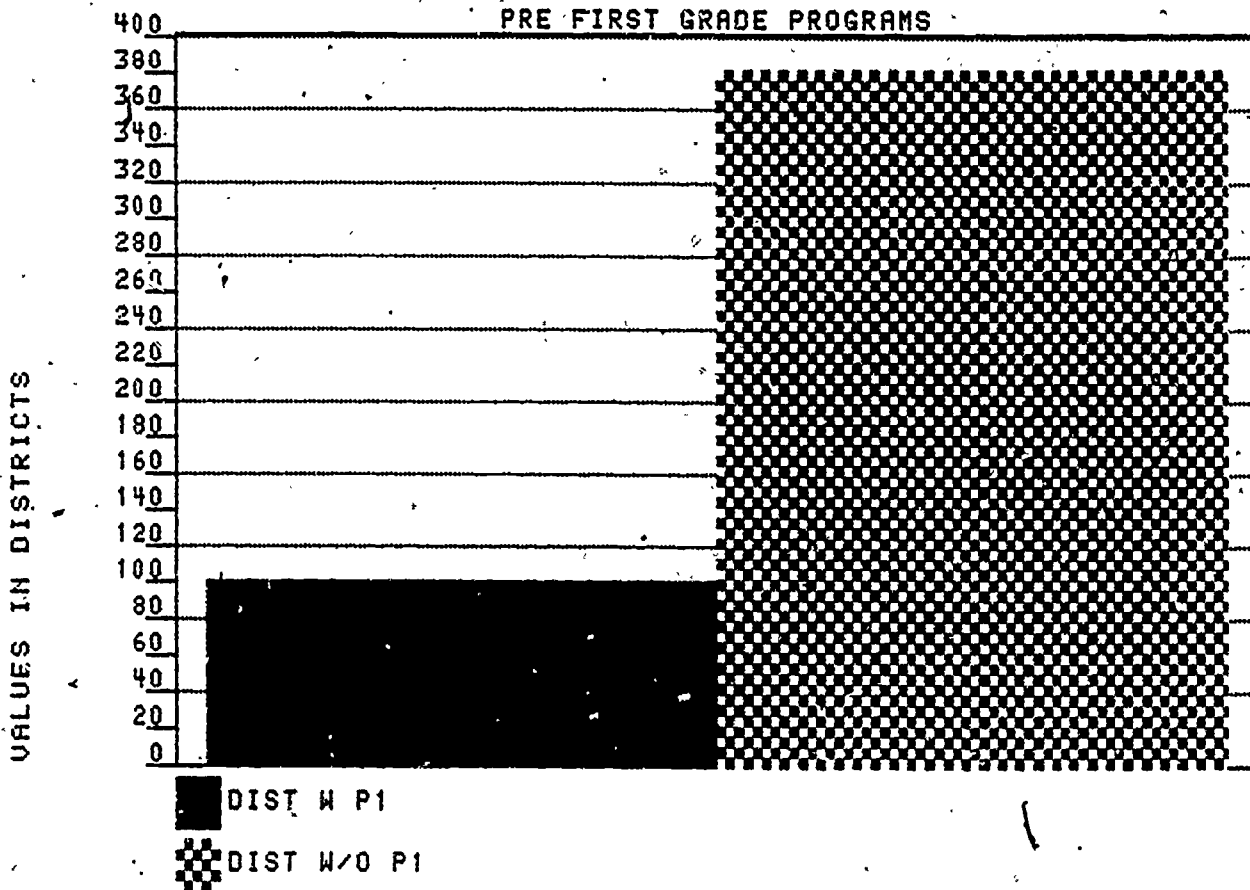
PRESENTATION OF PRE-FIRST GRADE DATA

Responding Districts N - 486

EARLY CHILDHOOD SURVEY PRE-1

SUPERINTENDENT'S STUDY COMMITTEE

PRE FIRST GRADE PROGRAMS



Legend

Districts with Pre-1	20.98	N = 102
Districts without Pre-1	79.01	N = 384

PRE-FIRST GRADE READINESS SUMMARY

The Pre-First Grade Readiness data reveal 102 school districts providing this type of experience. Of the responding districts 19 were "out of formula" districts. These districts served 575 children. The "in formula" districts serve 1,882 children. The net state aid reimbursement was \$1,313,163. Twenty-nine districts are planning to terminate this program in 1984-85 while 37 districts are planning to operationalize such a program in 1984. "Too few children" was cited by 139 districts as the reason for not having this program. "Other reasons" were cited by 166 school districts inclusive of 60 districts that identified "lack of funding" as the primary reason for not having such a program.

This program across the state is similar to both the pre-school and readiness kindergarten in terms of a recent proliferation during the last five years. The average number of years such programs have been in existence is seven years, while 45 (50%) have been in existence for less than five years. All of the responding districts operated full day programs.

The screening for this type of program differed from the Pre-K or Readiness Kindergarten in that the emphasis appeared to focus on reading readiness and school achievement more so than the aforementioned child development categories.

As with the other two programs, a relatively small percentage of districts, (12 districts 10%) require a ZA early childhood endorsement.

PRESENTATION OF DATA BY PROGRAM TYPE

Pre-First Grade Readiness Program

I. There are currently 102 (32.9%) school districts offering first grade readiness programs.

II. Data for Districts Not Operating a Readiness First Grade:

- A. Thirty-seven districts not currently operating a program are planning to do so in 1984-85.
- B. Cited reasons for not operating a Readiness First Grade:

<u>Reasons</u>	<u>Number of Districts</u>
1. Too Few Children	139
2. Other Reasons	93
3. Lack of Funding	60
4. Rejection of Concept	13

III. Data for Districts Currently Operating a Readiness First Grade:

- A. The average number of years these programs have been in existence is 7.2. The range is 1-20. Forty-five (50%) of the districts have programs that have been in existence for five years or less.
- B. Twenty-nine school districts are planning to terminate this program in 1984-85.
- C. All districts reported a full-day program.
- D. There were 2,457 students enrolled in these programs for 1983-84.
- E. Twelve (10%) programs require a ZA early childhood endorsement for its teaching staff.
- F. A standardized instrument for screening or readiness testing was used in 94 of the Readiness First Grade districts. Thirty different tests are used for this purpose (see Appendix D for listing and utilization frequency).

Where do we go from here? The survey indicated that about a third of the school districts in the state operate pre-kindergarten programs, despite the relative lack of non-district funding for such programs. About a third operate readiness kindergartens, and about a quarter operate pre-first grade readiness programs. The fact that these programs are so widespread suggests strongly that early childhood programs are an area that deserves attention from the Michigan Department of Education.

ISSUE: Teacher Training

Growth in the early years consists of a complex and rapid change in every phase of development. These phases are interdependent and each is crucially important. Health and physical growth, social and emotional development and cognition can be thought of as separate entities, but are actually dependent aspects of the whole person. An understanding of the total development of young children is necessary for planning and implementing appropriate educational programs. (Jacobs, Bursak, 1975)

In studying the area of early childhood education and the many facets of child development, an important aspect that must be dealt with is the need for certification standards for teachers in pre-schools and kindergartens.

The federal Head Start program has mandated that each of its teachers be in possession of a Child Development Associate credential. Additionally, the Detroit Public Schools have requested that any teacher anticipating to be employed in its newly initiated extended day kindergarten be in possession of a ZA endorsement.

The Journal of Teacher Education (March/April, 1983) published the results of a national survey on early childhood teacher certification. The following table shows the distribution of responses. The article concludes that there is a continuing need for specially trained early childhood teachers.

This report has provided an opportunity to examine the state of public school early childhood programs in Michigan. The Superintendent's Early Childhood Study Committee and the Early Childhood Ad Hoc Committee have helped to clarify issues and suggest directions to the Michigan Department of Education in formulating policies for young children. The following recommendations are made in the hope of contributing to future deliberations that should strengthen early childhood education programs in Michigan.

On January 11, 1984, the State Board of Education presented to the citizens of Michigan a document titled "Better Education for Michigan Citizens: A Blueprint for Action". This document is a . . . "plan to improve education in Michigan which emphasizes equity as well as excellence." It is in the format and the spirit of this document that the Superintendent's Early Childhood Study Group offers the following recommendations.

RECOMMENDATIONS TO THE STATE BOARD OF EDUCATION

RECOMMENDATION 1: Initiate the formation of an Early Childhood Referent Group to assist the Department in the formulation of policy recommendations and referent group identification.

RECOMMENDATION 2: With the assistance of this Early Childhood Referent Group, analyze the advantages and disadvantages of pre-kindergarten, developmental kindergarten, developmental first grade, and other early childhood program options.

RECOMMENDATION 3: Develop curriculum guidelines for pre-school and kindergarten programs.

RECOMMENDATION 4: Develop guidelines for parent training specifically related to growth and development.

RECOMMENDATION 5: Work with other state agencies to ensure the maximum impact of support for young children and their families.

Early Childhood Certification
Age and/or Grade Level Classifications

Age/Grade Level Classification	Number of States*
Birth to age 4	1
Birth to K; birth to age 6	2
Birth to age 8	2
Pre-K; ages 4-5	3
N-K; ages 3-6	7
N-3; ages 2-8 or 3-8	9
Grades N-6	1
K only	5
Grades K-3	13
Grades K-4	1
Grades K-6	1
Grades K-8	4
No description received	3

*The 50 states plus the District of Columbia are included.
One state, Ohio, offers two types of certification at the early childhood level.

The data in this study indicate that 28 of the 166 districts operating Readiness Kindergarten and 12 of the 102 districts operating Readiness First Grade programs require an early childhood ZA endorsement or specialized early childhood training. These numbers suggest that 85% of the programs could have a teacher with no specialized training. Without question, the people who work with young children are the key factors in determining whether a child succeeds in the pursuance and mastery of developmental tasks. Additionally, we need expertly trained teachers to expertly train parents.

RECOMMENDATION 6: An early childhood commission should be established by the Department of Education to systematically review and critique early childhood programs at all state universities.

RECOMMENDATION 7: A regional staff development/in-service training program should be established by the Michigan Department of Education at the intermediate school district level or encouraged through inter-district consortia.

RECOMMENDATION 8: A two-week summer teacher training program should be established at a state university pulling together early childhood trainers from the university programs. Teacher trainers should be provided stipends with the cost absorbed by their local districts.

RECOMMENDATION 9: Refer to the State Certification Code Commission that by 1990 local and intermediate schools be required to hire only those early childhood personnel with a ZA endorsement.

ISSUE: Screening of Children for Program Involvement

Screening can be defined as a process of confirming the development of a child by means of quickly and easily administered procedures. This process does not identify the nature of the problem, nor the reasons for it; screening merely indicates the existence of a condition that is not normally seen in the child's chronological age mates. After screening, diagnosis of the intensity or extent of the condition should be ascertained followed by prescribed treatment.

From the plethora of instruments used, the criteria for being assigned to a Readiness Kindergarten or a Readiness First Grade is subject to interpretation. In order to insure that programs are specifically designed for the advantage of children, the issue of reliable and appropriate screening must be addressed. This will aid in minimizing the confusion that many parents have in understanding the need for alternative or extra early childhood programs.

RECOMMENDATION 10: The Michigan Department of Education should assume the responsibility to assist districts with the process of student selection by:

- a. providing a recommended list of instruments for screening, assessment and reporting to parents;
- b. provide training seminars in test selection and test administration.

RECOMMENDATIONS TO THE GOVERNOR AND LEGISLATURE

ISSUE: Funding

Program development in many ways is attached to funding availability, however, the integration of parent education and early childhood programs should be pursued.

It comes as no surprise that 83% of school districts providing Readiness Kindergarten programs and 80% of those districts providing Readiness First Grade programs are "in formula" districts. The combined net state aid (pay out) for these programs is \$4,744,096. In light of the fact that the state does not provide funding for pre-school, but apparently does, at least in part, for the other two programs, it is impossible to ascertain whether or not the involved districts would opt for a pre-school program for four-year olds or a two-year kindergarten program for five-year olds, if funding was available. One way of considering this issue is that by not establishing a policy on early childhood programs, the State Board of Education has actually set a policy. Different models of early childhood education inclusive of extended day kindergarten should be an option available to local districts for state aid reimbursement instead of only Readiness Kindergarten and Readiness First Grade. Communication and sharing with the entire elementary program especially first grade staff should be an integral part of each early childhood program.

RECOMMENDATION 1: Legislation should be pursued to financially reimburse districts for state approved early childhood education programs.

RECOMMENDATION 2: Local districts should be encouraged through financial incentives to pursue early childhood programs.

RECOMMENDATION 3: A portion of the grant incentives program should be specifically targeted for early childhood education programming.

STUDY CONCLUSION

CONSIDERING THE MYRIAD OF ISSUES THAT HAVE SURFACED IN THE COURSE OF THIS STUDY, THE SUPERINTENDENT'S STUDY GROUP CONCLUDES THAT THE PROBLEMS INHERENT IN EARLY CHILDHOOD EDUCATION CANNOT BE CORRECTED BY MERELY CHANGING THE ENTRY DATE AS AN ISOLATED ACTIVITY. WE MUST UPGRADE THE EXISTING KINDERGARTEN PROGRAM BY ADDRESSING THE ABOVE MENTIONED ISSUES INCLUSIVE OF PARENT EDUCATION, CLASS SIZE, TEACHER TRAINING, PROGRAM OPTIONS, SCREENING AND PROGRAM DEVELOPMENT.

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Saline, Michigan 48176

Michigan CDA Advisory Council

Ms. Cecelia Mobley, Chairperson
Education Specialist
City of Detroit (head Start)
Neighborhood Service Department
5031 Grandy
Detroit, Michigan 48211

Michigan Congress of Parents,
Teachers, and Students

Ms. Sue Ross
1100 Crescent, N.E.
Grand Rapids, Michigan 49503

Michigan Early Childhood Consortium

Ms. Mary Trepanier, President (Prof.)
Ms. Joan Firestone (Alternate)
University of Michigan (Dearborn)
4901 Evergreen
Dearborn, Michigan 48128

ORGANIZATION NAME

REPRESENTATIVE NAME

Michigan Economics for Human
Development

Ms. Joanne Neil
908 W. Jefferson
Grand Ledge, Michigan 48837

Michigan Education Association

Ms. Mary Christian, Vice Pres.
P.O. Box 673
East Lansing, Michigan 48823

Michigan Elementary and Middle
School Principals Association

Mr. William Mays, Jr., Exec. Dir.
Room 9, Manly Miles Building
1405 S. Harrison Road
East Lansing, Michigan 48823

Michigan Federation of Teachers

Ms. Patricia A. Hall
9778 Lakewood
Grosse Ile, Michigan 48138

Michigan Reading Association

Dr. Carolyn Cummings
Cons. for Early Childhood Educ.
Saginaw I.S.D.
6235 Gratiot Road
Saginaw, Michigan 48603

National Black Child Development
Institute

Rep. Alma Stallworth, President
House of Representatives
State Capitol, Room 12
Lansing, Michigan 48909

Early Childhood Research

Dr. Samuel J. Meisels, Assoc. Prof.
University of Michigan
Center for Human Growth and
Development
300 N. Ingalls Building, 10th floor
Ann Arbor, Michigan 48109

Upper Peninsula Community
Coordinated Child Care

Mr. Dave Wright, Chairperson
1110 Minneapolis
Sault Ste. Marie, Michigan 49783

Early Childhood Educator

Ms. Barbara Schram
7339 Creekside Drive
Lansing, Michigan 48917

Michigan Department of Education Representatives

Dr. Phillip E. Runkel, Superintendent
Dr. Marvin H. McKinney, Early Education Specialist
Ms. Paula Tissot, Chief, Instructional Specialists Program

State Superintendent of Public
Instruction's Early Childhood Study Group

(Ad Hoc Committee)

Ms. Thelma Brooks
1626 Peach Street
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(313) 662-3627

Ms. Ginny McCaig
896 Washington Road
Grosse-Pointe, Michigan 48230
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Wayne State University
College of Education
Detroit, Michigan 48202
(313) 577-1686

Dr. Sam Meisels
Center for Human Growth and
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University of Michigan
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Detroit, Michigan 48202
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Ms. Eva Redwine
Detroit Public Schools
Headstart Program
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Detroit, Michigan 48204
(313) 931-5470

Ms. Cherfill Flynn, Consultant
Preprimary Impaired Programs
Oakland Schools
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Pontiac, Michigan 48054
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Dr. Larry Schweinhart
High Scope Research Foundation
600 N. River Street
Ypsilanti, Michigan 48197
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Dr. Gerald Freeman
Oakland University
School of Human and Education
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Rochester, Michigan 48063
(313) 377-4164 357-0194 (leave
messages)

Dr. Ann Soderman
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203 Human Ecology
East Lansing, Michigan 48824
(517) 355-1895

Mr. Ben Hamilton
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Michigan Department of Education
P.O. Box 30008
Lansing, Michigan 48909
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(517) 321-2591



PHILLIP E. RUNKEL
Superintendent
of Public Instruction

DEPARTMENT OF EDUCATION

Lansing, Michigan 48909

May 24, 1984

STATE BOARD OF EDUCATION,
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Ex-Officio

Dear Superintendent:

On October 4, 1983, the House Education Committee asked the Michigan Department of Education to report ". . . the extent to which districts already offer developmental kindergarten and preschool programs and the degree of utilization of these programs." At its October 5th meeting, the State Board of Education directed the Superintendent to establish a Study Group (organization list enclosed) to perform the following tasks:

1. TO LOOK AT THE ISSUE OF PRESCHOOL AS PRESENTED TO THE STATE BOARD OF EDUCATION;
2. TO WORK WITH LOCAL SCHOOL DISTRICTS TO DESIGN AND IMPLEMENT PROGRAMS FOR LESS MATURE CHILDREN; AND
3. TO MAKE RECOMMENDATIONS TO UPGRADE EXISTING KINDERGARTEN PROGRAMS.

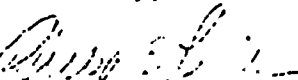
The efforts of this Study Group have resulted in the design of the enclosed survey, Form SP-3173, "Survey of Public School Pre-Kindergarten and Kindergarten Programs." Please complete Form SP-3173 and return it to the Michigan Department of Education by June 15, 1984.

This Study Group has worked hard in the formulation of the document and feels that if completed in a timely fashion, it will lead to results that will assist districts in the planning of effective early education programs.

When the analyses of the data are concluded, a complete report will be forwarded to you in appreciation for your assistance. The analyses will also provide an objective data base to assist our staff in the resolution of policy issues pertaining to your children in our state.

I strongly urge you to take time from your busy schedule and join us in this effort to better define early education. Should you have any questions, remarks or concerns, please refer them to Dr. Marvin H. McKinney, Early Childhood Specialist, at (517) 373-2589.

Sincerely,


Phillip E. Runkel

Enclosure

Direct questions regarding this form to
Dr. Marvin McKinney at (517) 373-8189.

AUTHORITY: Michigan Constitution
Art. 8, Sec. 3
COMPLETION: Voluntary

**SURVEY OF PUBLIC SCHOOL
PRE-KINDERGARTEN AND KINDERGARTEN
PROGRAMS**

Legal Name of School	District Code Number
Name of Contact Person	Contact Person's Telephone - Area Code/Local No.

MAILING INSTRUCTIONS: Return ONE copy by JUNE 15, 1984 to the STATE address indicated above.
Retain ONE copy for your record.

DEFINITIONS:

1. **PRE-KINDERGARTEN PROGRAMS** are public school programs for children who have not reached the age of five by December 1 of the enrollment year, e.g., Head Start.
2. **READINESS KINDERGARTEN** is designed for those children who are five by December 1, but who are determined "not ready" for the regular kindergarten program, e.g., young fives, developmental kindergarten, KI, readiness kindergarten, etc.
3. **REGULAR KINDERGARTEN** is a half-day kindergarten program for children who are five years old by December 1 of the enrollment year.
4. **PRE-FIRST GRADE READINESS PROGRAMS** are designed for children who have completed kindergarten, but who are determined "not ready" for first grade, e.g., transition rooms, primary rooms, junior first grades, reading readiness rooms, pre-first grades, etc.

CERTIFICATION: I certify that the information submitted on this report is true and correct to the best of my knowledge.

Date _____ Superintendent or Authorized Official _____ (Signature)

A. PRE-KINDERGARTEN PROGRAM ONLY

What funding sources are used for the PRE-KINDERGARTEN programs?

(Check ALL that apply)

7 NONE (Pre-Kindergarten Program is not offered.)

8 Head Start

9 Chapter I

10 Local district funding

11 Community Education

12 Parent tuition

13 Other (specify)

14 Other (specify)

NAME OF SCHOOL DISTRICT _____

DISTRICT CODE NUMBER

--	--	--	--	--

SP-3173
(Page 2)

B. PROGRAM DATA

	Pre-K Programs	Readiness Kindergarten	Regular Kindergarten	Pre-First Grade Readiness Programs
	(1)	(2)	(3)	(4)
1. Does your district currently provide these types of programs? 19	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO		<input type="checkbox"/> YES <input type="checkbox"/> NO
2. Complete this item for EACH "NO" response in item 1.				
a. Are there plans to provide such a program in 1984-85? 19	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO		<input type="checkbox"/> YES <input type="checkbox"/> NO
b. Why is this program not currently offered? (Check all that apply) 17				
(1) Too few children would qualify for such a program to justify implementation. 18	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
(2) Such programs are offered in the private sector. 19	<input type="checkbox"/>	<input type="checkbox"/>		
(3) Other (Specify) _____ 19	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
3. Complete this item for EACH "YES" response in item 1. 20				
a. How many years has this program been in existence including this year, 1983-84? 21	_____ yrs	_____ yrs		_____ yrs
b. Will this program continue to be offered in 1984-85? 22	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO		<input type="checkbox"/> YES <input type="checkbox"/> NO
c. How many hours per week are children in attendance in each session of this program? 23	_____ hours	_____ hours		_____ hours
d. How many CHILDREN in total are enrolled in this program in your district during the 1983-84 school year? 24				
e. Do you require an early childhood (ZA) endorsement for classroom teachers in this program? 25	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO
f. Do children who are enrolled in these programs also complete a full academic year of regular kindergarten before starting regular first grade? 26	<input type="checkbox"/> Never <input type="checkbox"/> Rarely <input type="checkbox"/> Sometimes <input type="checkbox"/> Always	<input type="checkbox"/> Never <input type="checkbox"/> Rarely <input type="checkbox"/> Sometimes <input type="checkbox"/> Always		
g. Do you perform screening or readiness testing of children prior to or upon their enrollment? 27	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO
h. Complete (1) and (2) if you check "YES" to item 3.g. 28	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO
(1) Do you use standardized instruments?				
(2) Name the instrument(s) you use.				
Pre-K _____			Regular K _____	
Readiness K _____			Pre-First Grade Readiness _____	



District Contact
Person for Page 2 _____

(Print Name)

Telephone _____

(Area Code/Local No.)

Screening and/or Readiness
Testing Instrument Listing

<u>Readiness First Grade</u>	<u>District Frequency</u>
ABC	3
Boehm	2
Brigance	1
CAT	5
CTBS	3
Gates	3
Gesell	8
HOIT - Reading	1
ITBS	1
Metro	18
PPVT	2
PREP	1
Purdue-Motor	1
SAT - Early Child	1
SESAT	5
SIT	1
Slingerland	1
Slosson	1
TOBE	2
Teacher Referral	3
WPPSI	1
Woodcook	1
30 Different Instruments	
Locally Developed Objective Reference Test	8

Screening and/or Readiness
Testing Instrument Listing

<u>Readiness Kindergarten</u>	<u>District Frequency</u>
ABC	19
Anton Brenner	2
Beery	3
Boehm Slater	2
Brenner-Gestalt	1
Brigance Diagnostic	11
CPI	1
Caldwell	5
Daberon	1
Dallas	1
Deu Task of K-R	3
Dial	16
Elliot - Pearson	1
Frostig	1
Gesell	48
Haptic Perception	1
Lesiak	6
MAP	1
MAT	2
Miller Preschool Assessment	1
Minnesota	1
Peabody - PSF	2
Zimmerman	1
33 Different Instruments	
Locally Developed Objective Reference Test	9

Screening and/or Readiness
Testing Instrument Listing

<u>Pre-Kindergarten</u>	<u>District Frequency</u>
Beery	1
Brennan Motor	1
Brigance	5
CPI	1
Caldwell	20
Chicago Early	1
Circus	1
Dallas	1
Denver	11
Dial	12
Elliot Pearson	1
Fluhardy	1
Gesell	9
Goldman First Test of Articulation	1
Humanics	1
K-ABC	3
Kaufman	1
LAP	1
McCarthy	11
Minneapolis Preschool	1
PPVT	4
Piper	1
Schaumberg	1
Stanford Binet	1
TOBE 2	1
Taylor, Readiness	1
Valett	1
WPPSI	2
WWCS	1
Zimmerman	3
40 Different Instruments	
Locally Developed Objective Reference Test	9

Screening and/or Readiness
Testing Instrument Listing

<u>Regular Kindergarten</u>	<u>District Frequency</u>
ABC	20
Anton Brenner	3
Beery	1
Boehm-Slater	3
Brigance	12
CAT	2
CPI	1
CRT	1
Caldwell	8
Daberon Screening	4
Denver	1
Dial	21
Frostig	1
Gesell	36
Lesiak	10
MAP	1
Metropol	6
Miller	3
Minnesota	1
PPVT	4
Peabody - PSF	1
Pinter - Cunningham	1
SESAT	2
TOBE	1
WPPSI	1
40 Different Instruments	
Locally Developed Objective Reference Test	13

APPENDIX E

DISTRICT NUMBER	DISTRICT NAME	NUMBER OF DEVELOPMENTAL KINDERGARTNERS	NUMBER OF PRE-FIRST GRADERS	STATE AID PER PUPIL	TOTAL STATE COST
02070	Munising	-	18	\$807	\$14,526
02960		-	20	-	-
03010	Plainwell	15	-	\$682	\$10,230
03020	Otsego	18	-	\$549	\$9,882
03040	Wayland Union	72	-	\$756	\$54,432
03050	Fennville	-	18	\$869	\$15,642
03100	Hamilton	14	-	\$18	\$252
05070	Mancelona	15	-	-	-
08010	Delton Kellogg	-	22	\$707	\$15,554
08050	Thornapple Kellogg	16	-	\$749	\$11,984
09010	Bay City	20	100	\$98	\$11,760
09090	Pinconning	103	-	\$808	\$83,224
11030	Lakeshore	-	36	\$496	\$17,856
11033	River Valley	-	19	\$43	\$817
11210	Brandywine	26	-	\$979	\$25,454
11340	Bridgman	20	-	-	-
13020	Battle Creek	28	17	\$1143	\$51,435
13050	Athens	17	-	\$752	\$12,784
13070	Harper Creek	45	-	\$917	\$41,265
13110	Marshall	-	15	\$453	\$6,795
13135	Union City	36	18	\$875	\$47,250
14020	Dowagiac	72	-	\$538	\$38,736
14030	Edwardsburg	-	21	\$474	\$9,954
15020	Boyne City	-	15	-	-
15060	East Jordan	30	17	\$114	\$5,358
16015	Cheboygan	30	-	\$478	\$14,340
17010	Sault Ste. Marie	-	18	\$1,099	\$19,782
17050	Detour	-	2	-	-
17140	Brimley	-	5	\$732	\$3,660
18010	Clare	-	15	\$846	\$12,690
18020	Farwell	-	20	-	-
21010	Escanaba	101	-	\$602	\$60,802
21025	Gladstone	43	-	\$1,197	\$51,471
22010	Iron Mountain	31	-	\$369	\$11,439

DISTRICT NUMBER	DISTRICT NAME	NUMBER OF DEVELOPMENTAL KINDERGARTNERS	NUMBER OF PRE-FIRST GRADERS	STATE AID PER PUPIL	TOTAL STATE COST
22030	Breitung	38	-	\$663	\$25,194
23010	Bellevue	-	7	\$989	\$6,923
23050	Eaton Rapids	17	-	\$781	\$13,277
23060	Grand Ledge	57	-	\$356	\$20,292
23065	Maple Valley	-	18	\$907	\$16,326
24070	Petoskey	-	18	-	-
25040	Mt. Morris	40	-	\$1,670	\$66,800
25080	Carman	-	40	-	-
25100	Fenton	17	-	\$479	\$8,143
25110	Kearsley	17	-	\$844	\$14,348
25120	Flushing	49	-	\$427	\$20,923
25150	Clio	-	38	\$914	\$34,732
25180	Swartz Creek	45	-	\$393	\$17,685
25200	Lake Fenton	-	18	\$121	\$2,178
25230	Bentley	8	17	\$735	\$18,375
25250	Linden	44	-	\$638	\$28,072
25260	Montrose	-	15	\$1,001	\$15,015
25280	Lakeville	30	-	\$916	\$27,480
26010	Beaverton	-	12	\$644	\$7,728
27020	Ironwood	15	-	\$894	\$13,410
28010	Traverse City	36	-	-	-
28035	Buckley	3	32	-	-
29040	Breckenridge	27	-	\$208	\$5,824
29050	Fulton	23	-	\$360	\$8,280
30020	Hillsdale	40	-	\$759	\$30,360
31030	Calumet	-	18	\$976	\$17,568
33020	Lansing	-	18	\$751	\$13,518
33060	Haslett	25	-	\$705	\$17,625
33100	Leslie	18	18	\$1,019	\$36,684
33200	Stockbridge	21	-	\$742	\$15,582
33230	Williamston	18	-	\$344	\$6,192
34090	Lakewood	43	-	\$953	\$40,979
34120	Saranac	-	15	\$902	\$13,530
34340	Easton Twp. #6	52	-	-	-

DISTRICT NUMBER	DISTRICT NAME	NUMBER OF DEVELOPMENTAL KINDERGARTNERS	NUMBER OF PRE-FIRST GRADERS	STATE AID PER PUPIL	TOTAL STATE COST
35010	Oscoda	40	-	\$469	\$18,760
36025	West Iron County	17	-	\$620	\$10,540
38010	Western	15	-	\$812	\$12,180
38040	Columbia	-	18	\$214	\$3,852
38080	Concord	15	-	\$1,013	\$15,195
38100	Hanover Horton	17	-	\$595	\$10,115
38120	Michigan Center	16	-	\$821	\$13,136
38130	Napoleon	-	18	\$735	\$13,230
38140	Northwest	36	-	\$573	\$20,628
38170	Jackson	90	-	\$619	\$55,710
39030	Comstock	85	-	-	-
39065	Gull Lake	14	-	-	-
39130	Parchment	16	-	\$1,465	\$23,440
40040	Kalkaska	22	-	-	-
41010	Grand Rapids	50	-	\$820	\$41,000
41025	Northview	26	-	\$544	\$14,144
41050	Caledonia	14	-	-	-
41070	Cedar Springs	17	16	\$955	\$31,515
41080	Comstock Park	16	-	\$1,141	\$18,256
41110	Forest Hills	18	60	-	-
41130	Grandville	17	-	\$208	\$3,536
41160	Kentwood	20	-	-	-
41170	Lowell	35	-	\$599	\$20,965
41210	Rockford	63	-	\$456	\$28,728
41240	Sparta	34	17	\$779	\$39,729
43040	Baldwin	20	20	-	-
44020	Almont	12	-	\$575	\$6,900
44090	North Branch	70	-	\$847	\$59,290
46010	Adrian	146	-	\$892	\$130,232
46020	Addison	21	19	\$53	\$2,120
46040	Blissfield	-	18	-	-
46080	Hudson	-	18	\$670	\$12,060
46110	Onsted	43	12	\$529	\$29,095
47030	Fowlerville	27	17	\$613	\$26,972
47060	Hartland	33	-	\$470	\$15,510

DISTRICT NUMBER	DISTRICT NAME	NUMBER OF DEVELOPMENTAL KINDERGARTNERS	NUMBER OF PRE-FIRST GRADERS	STATE AID PER PUPIL	TOTAL STATE COST
47070	Howell	42	31	\$409	\$29,857
47080	Pinckney	35	-	\$244	\$8,540
48040	Tahquamenon	-	15	\$625	\$9,375
49055	Engadine	-	7	-	-
50010	Centerline	16	-	-	-
50020	East Detroit	-	24	\$668	\$16,032
50030	Roseville	-	18	\$394	\$7,092
50080	Chippewa Valley	36	-	\$487	\$17,532
50120	Lakeshore	32	-	\$886	\$28,384
50180	Richmond	-	21	\$211	\$4,431
50210	Utica	158	-	\$648	\$102,384
50230	Warren Cons.	-	70	-	-
50240	Warren Woods	52	-	\$150	\$7,800
51070	Manistee	38	18	-	-
52180	Ishpeming	36	-	\$958	\$34,488
53040	Ludington	36	-	-	-
55010	Carney-Nadeau	-	-	\$630	-
55100	Menominee	47	-	\$629	\$29,563
56010	Midland	-	80	-	-
58010	Monroe	-	15	-	-
58030	Bedford	36	26	\$780	\$48,360
58070	Ida	20	-	\$510	\$10,200
58080	Jefferson	40	17	-	-
58090	Mason	16	-	\$631	\$10,096
59090	Lakeview	-	24	\$553	\$13,272
59125	Central Montcalm	-	38	\$1,007	\$38,266
60010	Atlanta	20	-	-	-
61060	Mona Shores	67	-	-	-
61065	Oakridge	17	-	\$1,281	\$21,777
61080	Fruitport	36	-	\$1,261	\$45,396
61120	Holton	85	15	\$1,224	\$122,400
61180	Montague	30	-	\$274	\$8,220
61190	Orchard View	36	-	\$1,151	\$41,436
61210	Ravenna	23	-	\$793	\$18,239
61220	Reeths Puffer	77	-	\$675	\$51,975

DISTRICT NUMBER	DISTRICT NAME	NUMBER OF DEVELOPMENTAL KINDERGARTNERS	NUMBER OF PRE-FIRST GRADERS	STATE AID PER PUPIL	TOTAL STATE COST
61230	North Muskegon	12	-	-	-
61240	Whitehall	33	-	\$573	\$18,909
62040	Fremont	18	-	\$510	\$9,180
62050	Grant	17	-	\$960	\$16,320
62090	Whitecloud	-	15	\$648	\$9,720
63020	Ferndale	30	30	\$1,241	\$74,460
63060	Southfield	36	-	-	-
63070	Avondale	40	-	-	-
63110	Oxford	17	-	\$301	\$5,117
63130	Hazel Park	36	-	\$1,425	\$51,300
63160	West Bloomfield	36	-	-	-
63180	Brandon	18	-	\$756	\$13,608
63190	Clarkston	94	-	\$539	\$50,666
63200	Farmington	58	30	-	-
63220	Huron Valley	39	25	\$639	\$40,896
63230	Lake Orion	57	-	\$694	\$39,558
63260	Rochester	19	-	-	-
63290	Walled Lake	-	120	-	-
63300	Waterford	52	-	\$432	\$22,464
64040	Ferry	19	-	\$824	\$15,656
64080	Shelby	32	-	\$712	\$22,784
67060	Reed City	-	18	\$387	\$6,966
67020	Evart	-	23	\$184	\$4,232
69030	Fairview	-	39	-	-
70010	Grand Haven	78	-	-	-
70020	Holland	38	-	-	-
70070	West Ottawa	-	28	\$411	\$11,508
70120	Coopersville	16	12	\$662	\$20,160
70175	Jenison	112	-	\$720	\$80,640
70190	Hudsonville	32	-	-	-
70300	Spring Lake	36	-	339	\$12,204
72010	Gerrish Higgins	-	15	-	-
72020	Houghton Lake	-	15	-	-
73010	Saginaw City	273	169	\$1,162	\$513,604

DISTRICT NUMBER	DISTRICT NAME	NUMBER OF DEVELOPMENTAL KINDERGARTNERS	NUMBER OF PRE-FIRST GRADERS	STATE AID PER PUPIL	TOTAL STATE COST
73030	Carrollton	-	12	\$947	\$11,364
73080	Buena Vista	36	-	-	-
73110	Chesaning Union	75	82	\$712	\$111,784
73180	Bridgeport Spaulding	45	40	\$1,124	\$95,540
73200	Freeland	30	-	\$621	\$18,630
73210	Hemlock	25	13	\$186	\$7,068
73230	Merrill	16	-	\$404	\$6,464
73240	St. Charles	20	-	\$785	\$15,700
73255	Swan Valley	19	12	\$447	\$13,857
74040	Gapac	20	-	\$180	\$3,600
74100	Marysville	18	-	-	-
75010	Sturgis	34	17	\$491	\$25,041
75050	Constantine	15	18	\$341	\$11,253
75060	Mendon	12	-	\$362	\$4,344
75070	White Pigeon	50	15	\$135	\$8,775
75080	Three Rivers	24	-	\$390	\$9,360
76060	Brown City	36	-	\$593	\$21,348
76090	Deckerville	16	-	-	-
78030	Durand	42	-	\$1,062	\$44,604
78040	Laingsburg	20	-	\$990	\$19,800
78080	Perry	20	-	\$1,034	\$20,680
78100	Corunna	-	40	\$763	\$30,520
78110	Owosso	34	-	\$644	\$21,896
79020	Caro	27	-	\$771	\$20,817
79030	Cass City	19	-	\$353	\$6,707
79080	Kingston	-	20	\$656	\$13,120
79090	Mayville	16	-	\$1,011	\$16,176
79100	Millington	-	17	\$1,031	\$17,527
79150	Vassar	23	-	\$681	\$15,663
80110	Gobles	-	17	\$775	\$13,175
80120	Hartford	-	19	\$1,146	\$21,774
80150	Mattawan	15	22	\$864	\$31,968
81050	Dexter	-	5	-	-
81070	Lincoln	10	-	\$619	\$6,190

DISTRICT NUMBER	DISTRICT NAME	NUMBER OF DEVELOPMENTAL KINDERGARTNERS	NUMBER OF PRE-FIRST GRADERS	STATE AID PER PUPIL	TOTAL STATE COST
81120	Saline	21	-	-	-
81140	Whitmore Lake	36	16	-	-
81150	Willow Run	81	-	\$1,277	\$103,437
82050	Garden City	8	20	\$1,208	\$33,824
82060	Hamtramck	30	-	\$823	\$24,690
82070	Highland Park	-	60	\$1,844	\$110,640
82095	Livonia	-	18	-	-
82100	Plymouth Canton	-	20	\$235	\$4,700
82110	Redford Union	39	54	\$1,055	\$98,115
82140	South Redford	15	-	-	-
82320	Harper Woods	-	14	-	-
82365	Woodhaven	40	-	\$556	\$22,240
82405	Southgate	-	18	\$412	\$7,416
83010	Cadillac	36	5	\$606	\$21,816
83060	Manton	21	-	-	-

Readiness Kindergarten Enrollment

135 Informula Districts - 4,684
31 Out of Formula Districts - 1,015
 Total Readiness Kindergarten Enrollment - 5,699

Net State Aid Cost

\$3,430,933

Readiness First Grade Enrollment

83 Informula Districts - 1,882
19 Out of Formula Districts - 575
 Total Readiness First Grade Enrollment - 2,457

\$1,313,163

TOTAL: \$4,744,096

School Districts with both Programs:

Informula - 29
 Out of Formula - 3
 32

YEARS IN EXISTENCE BY PROGRAM TYPE

	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Row Total
Pre-K Programs	2	9	6	8	8	14	19	9	13	6	21	4	14	3	8	8	1	4	5	4	4	170 40.8
Readiness K-Gart	1	22	21	21	10	21	15	10	6	1	10	2	4	2	4		1				1	152 36.5
Pre-1st Programs	2	17	8	6	6	6	4	4	3		13	2	5	2	5	4	1	1		1	4	95 22.8

COLUMN TOTALS BY YEARS

5	48	35	35	24	41	38	23	22	7	44
1.2	11.5	8.4	8.4	5.8	9.8	9.1	5.5	5.3	1.7	10.6
8	23	7	17	12	3	5	5	5	9	
1.9	5.5	1.7	4.1	2.9	.7	1.2	1.2	1.2	2.2	