

***July 22 Prekindergarten Conference Call
Additional Questions and Answers***

Q: Is attendance voluntary or mandatory for the Teacher Institute in NYC and do both lead teachers and associate teachers attend?

Nancy Kolben: I would need to check further—I think that everyone is expected to participate and it is for the lead teacher.

Q: With expansion funds in NYC is pay aligned between state pre-k teachers within school districts and state pre-k teachers with CBOS...or is pay aligned between all state pre-k teachers and teachers in the K-12 system?

Nancy Kolben: All of NYC is one school district and the salary alignment discussed is for teachers with comparable credentials working in CBOS. It comes close to the starting salary for teachers in the public schools.

Q: What is the funding source for your pre-k expansion and it is sustainable?

Nancy Kolben: The funding source for our pre-k program is state education funding. We have protected this funding and are moving closer to a permanent funding strategy statewide that will be aligned with the state aid funding formula. We are not there yet.

Richard Lower: GSRP is funded through the State School Aid Act and is subject to an annual legislative budgetary process. As a state budget is a statement of priorities of policymakers, the sustainability aspect of this funding source is only as strong as the continued support and prioritization by the Governor and Michigan Legislature.

Q: Would Michigan be willing to share a sample or the template for the community needs assessment that a district would use?

Richard Lower: Yes, and it is attached as a PDF.

Q: Has there been any research in Michigan to show whether its support of four-year-olds in CBOS had any effect on services for the younger children at these sites? What are your thoughts on whether or not working with these sites improves or decreases the quality for younger children as well?

Richard Lower: There has not been a specific study done to date to answer this question. GSRP is based on a center-based model that is appropriate for three- and four-year-old children, based on our Early Childhood Standards of Quality for preK. However, we can hypothesize a connection between having a GSRP classroom and all related supports

in a mixed delivery location with child care and other age younger age groups would influence the overall quality of programs and services for that location as long as all staff are allowed to take part in any professional development and training that is offered brought in by GSRP funding.

If you would like additional information about Michigan or New York City's prekindergarten efforts, please contact:

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