

U.S. Department of Education
Washington, D.C. 20202-5335



APPLICATION FOR GRANTS
UNDER THE

Preschool Development Grants - Expansion

CFDA # 84.419B

PR/Award # S419B150013

Grants.gov Tracking#: GRANT11760172

OMB No. 1810-0718, Expiration Date: 02/28/2015

Closing Date: Oct 15, 2014

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Non Responsive

Application for Federal Assistance SF-424

* 1. Type of Submission:

- ☐ Preapplication
☒ Application
☐ Changed/Corrected Application

* 2. Type of Application:

- ☒ New
☐ Continuation
☐ Revision

* If Revision, select appropriate letter(s):

* Other (Specify):

* 3. Date Received:

10/14/2014

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

NA

State Use Only:

6. Date Received by State:

08/18/2014

7. State Application Identifier:

NA

8. APPLICANT INFORMATION:

* a. Legal Name: Department of Health and Human Services

* b. Employer/Taxpayer Identification Number (EIN/TIN):

561636462

* c. Organizational DUNS:

8097853630000

d. Address:

* Street1: 2001 Mail Service Center

Street2:

* City: Raleigh

County/Parish:

* State: NC: North Carolina

Province:

* Country: USA: UNITED STATES

* Zip / Postal Code: 27699-2001

e. Organizational Unit:

Department Name:

Health & Human Services

Division Name:

Child Development & Early Ed

f. Name and contact information of person to be contacted on matters involving this application:

Prefix:

Mr.

* First Name:

Robert

Middle Name:

* Last Name: Kindsvatter

Suffix:

Title: Director

Organizational Affiliation:

* Telephone Number: 919-527-6533

Fax Number: 919-715-0976

* Email: rob.kindsvatter@dhs.nc.gov

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Application for Federal Assistance SF-424

* 9. Type of Applicant 1: Select Applicant Type:

A: State Government

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

* 10. Name of Federal Agency:

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

S4.419

CFDA Title:

Preschool Development Grants

* 12. Funding Opportunity Number:

ED-GRANTS-081814-002

* Title:

Office of Elementary and Secondary Education (OESE): Preschool Development Grants: Expansion Grants CFDA Number: S4.419B

13. Competition Identification Number:

S4 419B2015 1

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

Areas Affected by Project.pdf

Add Attachment

Delete Attachment

View Attachment

* 15. Descriptive Title of Applicant's Project:

North Carolina's application for the Preschool Expansion Grant proposes to expand and enhance services to at-risk four-year-old children served through the North Carolina Pre-K program.

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424**16. Congressional Districts Of:*** a. Applicant * b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

 17. Proposed Project:* a. Start Date: * b. End Date: **18. Estimated Funding (\$):**

* a. Federal	<input type="text" value="19,991,065.00"/>
* b. Applicant	<input type="text" value="(b)(4)"/>
* c. State	<input type="text"/>
* d. Local	<input type="text"/>
* e. Other	<input type="text"/>
* f. Program Income	<input type="text"/>
* g. TOTAL	<input type="text"/>

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

- ☐ a. This application was made available to the State under the Executive Order 12372 Process for review on .
- ☐ b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- ☒ c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**☐ Yes ☒ No

If "Yes", provide explanation and attach.

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

☒ ** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title: * Telephone Number: Fax Number: * Email: * Signature of Authorized Representative: * Date Signed:

SF-424 Question 14: Areas Affected by Project

The application proposes statewide services. NC counties are listed below.

Alamance	.	.
Alexander	.	.
Alleghany	.	.
Anson	.	.
Ashe	.	.
Avery	.	.
Beaufort	.	.
Bertie	.	.
Bladen	.	.
Brunswick	.	.
Buncombe	.	.
Burke	.	.
Cabarrus	.	.
Caldwell	.	.
Camden	.	.
Carteret	.	.
Caswell	.	.
Catawba	.	.
Chatham	.	.
Cherokee	.	.
Chowan	.	.
Clay	.	.
Cleveland	.	.
Columbus	.	.
Craven	.	.
Cumberland	.	.
Currituck	.	.
Dare	.	.
Davidson	.	.
Davie	.	.
Duplin	.	.
Durham	.	.
Edgecombe	.	.
Forsyth	.	.
Franklin	.	.
Gaston	.	.
Gates	.	.
Graham	.	.
Granville	.	.
Greene	.	.
Guilford	.	.
Halifax	.	.
Harnett	.	.
Haywood	.	.
Henderson	.	.
Hertford	.	.
Hoke	.	.
Hyde	.	.
Iredell	.	.
Jackson	.	.
Johnston	.	.
Jones	.	.
Lee	.	.
Lenoir	.	.
Lincoln	.	.
Macon	.	.
Madison	.	.
Martin	.	.
McDowell	.	.
Mecklenburg	PR/Award # S419B150013	.
Mitchell	Page 66	.

SF-424 Question 14: Areas Affected by Project

The application proposes statewide services. NC counties are listed below.

Montgomery	.
Moore	.
Nash	.
New Hanover	.
Northampton	.
Onslow	.
Orange	.
Pamlico	.
Pasquotank	.
Pender	.
Perquimans	.
Person	.
Pitt	.
Polk	.
Randolph	.
Richmond	.
Robeson	.
Rockingham	.
Rowan	.
Rutherford	.
Sampson	.
Scotland	.
Stanly	.
Stokes	.
Surry	.
Swain	.
Transylvania	.
Tyrrell	.
Union	.
Vance	.
Wake	.
Warren	.
Washington	.
Watauga	.
Wayne	.
Wilkes	.
Wilson	.
Yadkin	.
Yancey	.
State Total	.

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	TITLE
Floyd Jones	Secretary
APPLICANT ORGANIZATION	DATE SUBMITTED
Department of Health and Human Services	10/14/2014

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB

0348-0046

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name: <input type="text" value="N/A"/> * Street 1: <input type="text" value="N/A"/> Street 2: <input type="text"/> * City: <input type="text" value="N/A"/> State: <input type="text"/> Zip: <input type="text"/> Congressional District, if known: <input type="text"/>		
5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime: 		
6. * Federal Department/Agency: <input type="text" value="U.S. Department of Education"/>		7. * Federal Program Name/Description: <input type="text" value="Elemental Development Grants"/> CFDA Number, if applicable: <input type="text" value="84.419"/>
8. Federal Action Number, if known: <input type="text"/>		9. Award Amount, if known: \$ <input type="text"/>
10. a. Name and Address of Lobbying Registrant: Prefix: <input type="text"/> * First Name: <input type="text" value="N/A"/> Middle Name: <input type="text"/> * Last Name: <input type="text" value="N/A"/> Suffix: <input type="text"/> * Street 1: <input type="text" value="N/A"/> Street 2: <input type="text"/> * City: <input type="text" value="N/A"/> State: <input type="text"/> Zip: <input type="text"/>		
b. Individual Performing Services (including address if different from No. 10a) Prefix: <input type="text"/> * First Name: <input type="text" value="N/A"/> Middle Name: <input type="text"/> * Last Name: <input type="text" value="N/A"/> Suffix: <input type="text"/> * Street 1: <input type="text" value="N/A"/> Street 2: <input type="text"/> * City: <input type="text" value="N/A"/> State: <input type="text"/> Zip: <input type="text"/>		
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure. * Signature: <input type="text" value="Floyd Jones"/> * Name: Prefix: <input type="text" value="Jr."/> * First Name: <input type="text" value="Adriana"/> Middle Name: <input type="text"/> * Last Name: <input type="text" value="Wes"/> Suffix: <input type="text"/> Title: <input type="text" value="Secretary"/> Telephone No.: <input type="text" value="919-855-4200"/> Date: <input type="text" value="06/14/2014"/>		
Federal Use Only:		Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

PR/Award # S419B150013

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NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

Compliance with GEPA.pdf

Delete Attachment

View Attachment

Compliance with the Department of Education's General Provision Act (GEPA)

In accordance with Section 427 of the Department of Education's General Provision Act (GEPA), the Division of Child Development and Early Education (DCDEE) ensures equal access and participation to all persons regardless of their race, color, ethnicity, religion, national origin, gender, age, citizenship status, or disability to the programs and services offered by or through DCDEE. For activities proposed to be funded through the Preschool Development/Expansion Grants, the following examples are provided of how DCDEE ensures equal access and participation.

- DCDEE is a state agency that will follow Equal Employment Opportunity policies when hiring the proposed six FTEs budgeted in the grant application. The policies can be found at http://www.oshr.nc.gov/Guide/Policies/1_EEO/Equal%20Employment%20Opportunity%20Policy.pdf.
- The NC Pre-K program serves a diverse population of children. According to the NC Pre-K evaluation released in SFY 13-14 for the program year 2012-13, the breakout of children served by race was 48.4% White/European-American; 37.2% Black/African-American; 6.5% Native American/Alaskan Native; 5.2% Multiracial; 1.9% Asian; and .8% Native Hawaiian/Pacific Islander. Ethnicity of the children served was 75.7% Non-Hispanic/Latino and 24.3% Hispanic/Latino. DCDEE will continue to review the characteristics of children enrolled in NC Pre-K to ensure that a diverse population is served.
- As in past program years, the NC Pre-K evaluation for the 2012-13 program year found that children served by NC Pre-K were primarily from low-income families, with 91% eligible for free or reduced-price lunch. 59.5% of the children served had never before been served in any child care or preschool setting. Eligibility requirements for NC Pre-K support the provision of services to children most likely to benefit from the program.
- In addition, there were 20% of children served with limited English proficiency and 25% with a developmental/educational need. Four percent of children served had an identified disability, 5% had a chronic health condition, and 6% had a military parent. These

children were eligible for NC Pre-K regardless of their family income, removing a potential barrier to receiving services.

- All children enrolled in NC Pre-K must receive a developmental screening, unless the child has an existing Individualized Education Program (IEP). Children must be screened within 90 days after the first day of attendance in the program or within 6 months prior to the first day of attendance. The screening is used solely for the purpose of identifying children who may need to be referred for further evaluation and testing.
- NC Pre-K program staff must utilize *Foundations: Early Learning Standards for North Carolina Preschoolers and Strategies for Guiding Their Success*, for planning developmentally appropriate, high-quality prekindergarten experiences for children. Guiding Principles within *Foundations* emphasize cultural awareness and responsiveness, as well as inclusive environments for children with special needs.
- When a teacher has significant concerns about a NC Pre-K child's development, sensory function, or behavior, he/she is required to notify the local school system for assistance. The NC Pre-K administrator, teacher, and parent, in consultation with the school system's Preschool Exceptional Children Program and other available resources, work together to develop a coordinated plan to make every effort to maintain the child's placement in the NC Pre-K program.

The above listed provisions and strategies will help to ensure that DCDEE reflects these principles in our work with children and the community: valuing diversity and similarities of children and families; effectively responding to children and their families' unique needs regardless of race, gender, color, national origin, disability, or age; and ensuring that equal access to services and programs is provided.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION

Department of Health and Human Services

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Dr. * First Name: Aldona Middle Name:
* Last Name: Wan Suffix:
* Title: Secretary

* SIGNATURE: Floyd Jones

* DATE: 10/14/2014

Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

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You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment:

Preschool Development Grants – Expansion Grant

Application for Initial Funding

State of North Carolina

The State of North Carolina is submitting an application for initial funding for the United States Department of Education and United States Department of Health and Human Services FY 2014 Preschool Development Grants – Expansion Grant in the amount of \$(b)(4) annually.

North Carolina's proposal is an ambitious and achievable plan for increasing the number and percentage of eligible four-year-olds served in high-quality pre-kindergarten statewide by leveraging the tremendous strengths of the existing state-funded NC Pre-Kindergarten Program's quality and collaborative infrastructure, as well as its proven ability to improve educational achievement for at-risk children. This proposal is also an ambitious and achievable plan for enhancing existing slots in the NC Pre-Kindergarten (NC Pre-K) Program statewide through in-service, evidence-based professional development, enhancing teacher compensation and/or enhancing comprehensive services for programs that have needs in these areas.

Project Objectives and Activities

- Expand NC Pre-K slots by an estimated 2,300 statewide by the start of the 2015-16 school year and each subsequent year of the grant, leveraging the existing infrastructure, high-quality program requirements, and monitoring and evaluation systems of the NC Pre-K Program.
- Improve existing NC Pre-K slots statewide by providing a local option to enhance teacher compensation or to enhance comprehensive services for children, including transportation, in communities that experience program quality gaps in these areas.
- Improve existing NC Pre-K slots statewide by ensuring that all pre-kindergarten teachers in public and private settings have access to an enhanced in-service, evidence-based professional development delivery system, with an emphasis on mentoring and evaluation, in support of the NC Birth-through-Kindergarten teacher licensure standard.
- Provide targeted outreach to ensure enrollment of eligible children from military families, in the child welfare system and homeless children, as well as children with disabilities and special educational needs. In addition, partner with the East Coast Migrant Head Start

Project to expand NC Pre-K services and promote a high-quality teacher workforce for serving four-year-olds from migrant/seasonal families in three targeted counties.

- Evaluate classroom quality and school readiness outcomes for participating children.
- Engage the NC Early Childhood Advisory Council in a planning process on NC Pre-K funding and sustainability.

Proposed Project Outcomes

- An estimated 2,300 children statewide served each year with federal grant funding who achieve greater than expected gains on school readiness outcomes as measured by an independent evaluation.
- 95 percent of NC Pre-K Program lead teachers statewide achieve Birth-through-Kindergarten (B-K) Standard Professional I or II licensure by the end of the four-year grant period.
- An estimated 90 under-served migrant/seasonal children annually in three targeted counties receive an enhanced educational experience through a partnership between the NC Pre-K Program and the East Coast Migrant Head Start Project.

Collaborating Agencies

- Division of Child Development and Early Education, NC Department of Health and Human Services
- Office of Early Learning, NC Department of Public Instruction
- Office of the Governor
- Smart Start local partnerships
- Local school systems
- Early Intervention Branch, Division of Public Health, NC Department of Health and Human Services
- East Coast Migrant Head Start Project and Telamon Corporation
- Frank Porter Graham Child Development Institute, University of North Carolina at Chapel Hill
- Child Development and Family Relations, East Carolina University
- College of Education, University of North Carolina at Charlotte
- NC Early Childhood Advisory Council

Project Narrative File(s)

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Preschool Development Grants –Expansion Grants

NORTH CAROLINA

Application for Initial Funding
CFDA Number: 84.419B



U.S. Department of Education
Washington, DC 20202
Approved OMB Number: 1810-0718
Expiration Date: 02/28/2015

**NORTH CAROLINA APPLICATION FOR INITIAL FUNDING UNDER
PRESCHOOL-EXPANSION GRANTS COMPETITION**

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A. Executive Summary (10 points)

The extent to which the State includes an ambitious and achievable plan for expanding access to High-Quality Preschool Programs that clearly articulates how the plans proposed under each criterion in this section, when taken together, will--

(1) Build on the State's progress to date as demonstrated in selection criterion (B);

North Carolina is submitting an ambitious and achievable plan proposal for expanding access to high-quality pre-kindergarten for at-risk four-year-olds statewide by leveraging the tremendous strengths of the existing NC Pre-Kindergarten Program in quality and infrastructure, as well as its proven ability to improve educational achievement for at-risk children. The NC Pre-K Program is a State-funded educational program for eligible 4-year-olds, designed to enhance their school readiness skills. NC Pre-K provides funding statewide for serving eligible children in classroom-based educational programs on a school day (6-1/2 hours/day) and school calendar basis in a variety of setting types, including public schools, Head Start programs, and licensed child care centers (both for-profit and nonprofit, including faith-based).

Since the inception of the program in 2001, the NC Pre-K Program has evidenced sizable growth as it scaled up to become a major statewide program, but importantly, has maintained high standards with regard to the quality and provision of services throughout its history. Independent external evaluations of the statewide program have been conducted annually by the Frank Porter Graham Child Development Institute, University of North Carolina at Chapel Hill. Several longitudinal studies of children from pre-k through kindergarten have demonstrated beneficial effects of the NC Pre-K Program on children's outcomes. Evaluation results also suggest that participation in the pre-k program has long-term benefits that can help reduce the achievement gap for children from families with low incomes. Based on a study of all North Carolina third-graders across two years, children from families with low incomes who had attended the pre-k program scored higher on third-grade math and reading end-of-grade tests than children from families with low incomes who had not attended the pre-k program (90% of program participants in pre-k were from families with low incomes).

(2) Provide voluntary, High-Quality Preschool Programs for Eligible Children through subgrants to each Subgrantee in two or more High-Need Communities;

North Carolina will partner with the 91 Contractors that administer the NC Pre-K Program at the local level, which covers all 100 counties in the State. These Contractors are local school systems or local Smart Start partnerships that subcontract with schools, Head Start programs, or child care providers to serve at-risk four-year-olds in the community. The goal is to reach all 100 counties with the opportunity to expand the number of four-year-olds served, with prioritization of counties in which the waiting lists for pre-kindergarten are high and there is capacity to serve more children. In addition, North Carolina will partner with the East Coast Migrant Head Start Project and Telamon Corporation to enhance services for four-year-old children from migrant/seasonal families.

(3) Increase the number and percentage of Eligible Children served in High-Quality Preschool Programs during each year of the grant period through the creation of new, and the improvement of existing State Preschool Program slots, as applicable;

North Carolina plans to expand the NC Pre-K Program with federal grant funding by increasing the number of slots by an estimated 2,300 statewide beginning in the 2015-16 school year and recurring through the four years of the grant. This number of slots will meet 75 percent of the current need for additional Pre-K slots, according to a statewide needs assessment.

While North Carolina is building on its long-standing experience and infrastructure for serving four-year-olds in high-quality pre-kindergarten, North Carolina also recognizes where the programs experience gaps in quality, services or funding. Therefore, this plan also seeks to improve existing slots by:

- Funding an expansion and enhancement of the professional development delivery system for NC Pre-K teachers that supports Birth-through-Kindergarten teacher licensure, using evidence-based strategies, with an emphasis on teacher mentoring and evaluation.
- Funding additional options for program enhancement, such as enhancing pre-kindergarten teacher compensation or enhancing comprehensive services, based on gaps experienced at the community level. North Carolina has identified transportation as one component of

comprehensive services that is a frequent gap in services experienced by pre-kindergarten programs across the State.

(4) Have all the characteristics specified in the definition of High-Quality Preschool Programs;

As evidenced by the NC Pre-K Program Requirements, monitoring system and evaluation, NC Pre-K providers meet high-quality program standards including: curriculum and assessment; lead teachers with Birth-through-Kindergarten (B-K) teacher licensure or a minimum of a bachelor's degree working toward B-K licensure; professional development for all staff; class size of 18 and staff to child ratio of 1 to 9; and NC child care Star Rated Licensing (TQRIS) at the highest levels, among other standards (Appendix 2). Furthermore, North Carolina has had Early Learning and Development Standards in place for preschoolers since 2005.

(5) Set expectations for the school readiness of children upon kindergarten entry;

The *North Carolina Foundations for Early Learning and Development* provides a common set of goals and developmental indicators for North Carolina's young children birth through entry to kindergarten (Appendix 3). This document guides the early learning and development system for what children should be learning before kindergarten. In addition, the Office of Early Learning with the NC Department of Public Instruction is currently developing a K-3 Formative Assessment that includes an assessment of children at kindergarten entry aligned with the *Foundations*. Data collected will support the development of an aligned and coherent system of education across the early learning continuum (P - 3rd Grade).

(6) Be supported by a broad group of stakeholders, including Early Learning Intermediary Organizations and, if applicable, State and local early learning councils; and

North Carolina's application includes letters of support from the 91 NC Pre-K Contractors that administer State-funded pre-kindergarten at the local level, including local school systems and local Smart Start partnerships, and from the East Coast Migrant Head Start Project and Telamon Corporation. The application is also supported by State partner agencies and the NC Early Childhood Advisory Council.

(7) Allocate funds between—

(a) Activities to build or enhance State Preschool Program infrastructure using no more than five percent of its Federal grant funds received over the grant period on State-level infrastructure including, but not limited to, monitoring and evaluation and other quality-enhancing activities that improve the delivery of High-Quality Preschool Programs to Eligible Children; and

Funding will be used to enhance State capacity to coordinate the professional development system for NC Pre-K teachers, monitor and support quality improvements for NC Pre-K programs, meet grant management and reporting requirements, and support sustainability planning. Funding will also enhance the independent evaluation of NC Pre-K by the Frank Porter Graham Child Development Institute, University of North Carolina at Chapel Hill.

(b) Subgrants to Early Learning Providers to implement voluntary, High-Quality Preschool Programs for Eligible Children in one or more High-Need Communities, including how it will--

(i) Provide High-Quality Preschool Programs to Eligible Children no later than the end of year one of the grant period;

The NC Division of Child Development and Early Education maintains contracts with each of the 91 local NC Pre-K Contractors who administer the NC Pre-K Program at the local level through subcontracts with providers. This existing network of 91 Pre-K Contractors has the capacity to take applications for and identify children eligible for services, identify placements and negotiate rates for services within the Pre-K requirements and to monitor the program requirements. This infrastructure has been in place for many years, giving North Carolina the ability to expand slots Statewide and support enhancements by the start of the 2015-16 school year. The current needs assessment also indicates the capacity of local providers to expand slots by the amount proposed by the start of the 2015-16 school year.

(ii) Subgrant at least (b)(4) percent of its Federal grant funds to its Subgrantee or Subgrantees over the grant period; and

North Carolina is applying for a grant of \$20,000,000 annually. (b)(4) percent (\$19,000,000) will be contracted to Subgrantees (\$12,990,718 for expansion of slots and \$6,009,282 for enhancement of slots).

(iii) Support each Subgrantee in culturally and linguistically appropriate outreach and communication efforts in order to ensure that all families, including those who are isolated or otherwise hard to reach, are informed of the opportunity and encouraged to enroll their children in available programs.

The NC Pre-K Program, through the partnerships with the 91 Contractors statewide, has implemented extensive outreach efforts over the fourteen years of program implementation, with an emphasis on finding children who are the most at-risk and unserved, thus the “hard to reach” families. Evaluation results demonstrate that North Carolina has been successful in enrolling children who were previously unserved. The processes that have been developed at the local level to meet State requirements for enrollment will also be used to reach families for enrollment in the new federally funded slots. These local processes are supported by required local NC Pre-K Committees that represent a wide array of community agency representatives that can help ensure culturally and linguistically appropriate outreach.

Evidence for selection criterion (A):

- (A)(3) and (A)(7) Information contained in Table A for the number of Eligible Children to be served each year of the grant and the number and percentage of State Preschool Program slots are included in Table A in North Carolina’s application package.
- (A)(4) Documentation of the structural elements in the definition of High-Quality Preschool Program are included in Appendix 3.
- (A)(5) Set of expectations for school readiness are included in Appendices 1 and 2.
- (A)(6) Letters of support are included in Appendix 12.

B. Commitment to State Preschool Programs (20 points)

The extent to which the State has demonstrated its commitment to develop or enhance the State Preschool Program infrastructure and its capacity to both deliver and increase access to High-Quality Preschool Programs for Eligible Children, as evidenced by --

(1) State Early Learning and Development Standards (2 points)

North Carolina has had State Early Learning and Development Standards for preschoolers since 2005 that include the five domains of development, and these standards have been a required component for the NC Pre-K Program since that time (Appendix 3). In 2012, the NC Child Care Commission also adopted administrative rules requiring use of the standards for NC Pre-K providers (Appendix 5).

In 2013, North Carolina released revised and updated standards, titled *North Carolina Foundations for Early Learning and Development*, which span birth to age 5 and include goals, developmental indicators, and strategies in five developmental domains: 1) Approaches to Play and Learning; 2) Emotional and Social Development; 3) Health and Physical Development; 4) Language Development and Communication; and 5) Cognitive Development. Early childhood educators use the *North Carolina Foundations for Early Learning and Development* to improve their knowledge of child development, inform instruction, and support the establishment of goals for children's individual development and learning.

North Carolina invests in a variety of approaches to embed the *North Carolina Foundations for Early Learning and Development* in the preparation of and ongoing professional development for the early learning workforce and in classroom practice. For example, the NC Division of Child Development and Early Education, working with the NC Department of Public Instruction, the NC Child Care Resource and Referral Network, the NC Community College System and other agencies, has worked to ensure the broad dissemination, awareness and utilization of the standards so that its content informs higher education coursework, teacher licensure and professional development, technical assistance services to early care and education practitioners, classroom instruction and improved program quality for children served.

For example, the NC Child Care Resource and Referral system, with funding from North Carolina's Race to the Top-Early Learning Challenge Grant, provides a standardized .5 CEU training that provides an introduction to *North Carolina Foundations for Early Learning and Development* for all child care programs, including NC Pre-K sites. In addition, the Office of Early Learning, NC Department of Public Instruction, in conjunction with the Early Learning Network, Frank Porter Graham Child Development Institute, developed an advanced training in the standards that is offered Statewide and reaches not only teachers, but also superintendents, school boards, principals, curriculum and instruction specialists, and other specialists in the public school system. The NC Community College system, with funding from NC's Race to the Top-Early Learning Challenge Grant, is also working to embed *North Carolina Foundations for Early Learning and Development* in its early childhood programs.

(2) The State's financial investment, if any, and the estimated number and percentage of children, including if known, the estimated number and percentage of Eligible Children, served in the State Preschool Programs over the last four years (6 points)

Baseline (Recurring) Funds. Funds to support the NC Pre-K program are supported on a recurring basis from two primary sources, State appropriations and North Carolina Education Lottery receipts. Funds from these sources have increased over the past four years as detailed in the chart below. In SFY 13-14 an additional \$ (b)(4) in recurring State funds were appropriated to expand Pre-K services statewide.

One-time Resources. Over this period, funding from non-recurring sources has also been identified to support the provision of additional Pre-K services to children. This included \$ (b)(4) of TANF ARRA funding in SFY 2010-11 and additional one-time State appropriations of \$ (b)(4) and \$ (b)(4) in SFYs 2012 and 2013 respectively.

See table below.

Funding Source	<u>SFY 2010-11</u>	<u>SFY 2011-12</u>	<u>SFY 2012-13</u>	<u>SFY 2013-14</u>
Baseline State and Lottery Funds	(b)(4)			
Additional One-time Funding Identified for Pre-K Services				
Total Funding				

For SFY 2014-2015, North Carolina expanded Pre-K State funding for Pre-K once again by \$(b)(4) bringing current base funding for the program to \$(b)(4).

Children are eligible for NC Pre-K primarily based on age (4 years old) and family income (up to 75% of State median income), although children with higher family incomes who have other risk factors (limited English proficiency, identified disability, chronic health condition, or developmental/educational need) or a parent actively serving in the military may also be enrolled. It is anticipated that these State funds will support services for over 27,000 four year old children who meet the State's eligibility criteria. For SFY 2014-2015, the number of four-year-old North Carolina children projected to be served in NC Pre-K will exceed 23 percent of the total four-year-old population and approximately 35 percent of the at-risk four-year-old population.

See Table B in the required Excel spreadsheet in the application package for the number and percentage of children, including eligible children, served in NC Pre-K over the last four years.

(3) Enacted and pending legislation, policies or practices that demonstrate the State's current and future commitment to increasing access to High-Quality Preschool Programs for Eligible Children (4 points)

North Carolina's State-funded Pre-K Program has been authorized and funded by the NC General Assembly since 2001, with expansion of access for the majority of the fourteen years of

implementation (Appendix 4). During the 2012-2013 school year, NC Pre-K ranked 20th of 41 States that provide pre-k in access, with 23 percent of 4-year-olds being served by the program, according to the National Institute for Early Education Research (NIEER). NC Pre-K also ranks 13th in the country for State spending on its program, which provides the State with the ability to continue to have a high quality prekindergarten program, according to NIEER.

Pursuant to the 2011 Appropriations Act, the NC Pre-K Program (formerly the More at Four Pre-Kindergarten Program) was transferred administratively from the NC Department of Public Instruction to the NC Division of Child Development and Early Education. Following this administrative transition, the NC Child Care Commission adopted administrative rules for NC Pre-K Services (NCAC Section .3000) in November 2012 to ensure programs offer high quality educational experiences to enhance school readiness for eligible four-year-olds (Appendix 5).

In addition to administering the NC Pre-K Program, the Division of Child Development and Early Education has been implementing one of the nation's most mature Tiered Quality Rating and Improvement Systems (TQRIS) that is built into program licensure and regulated through State statutes and administrative rules. The 2011 Appropriations Act expanded the use of the TQRIS (the NC Star Rated Licensing System) by requiring NC Pre-K classrooms in public schools to become licensed under this system, with a transition period for licensure during which the public school classrooms could continue to operate. (Public school pre-k classrooms were previously regulated by the public school system and not the TQRIS, though many were licensed voluntarily). This legislative requirement was successfully completed by July 2014. With the transfer of the NC Pre-K Program to the Division of Child Development and Early Education, the legislature also mandated the use of an approved curriculum aligned with the early learning and development standards in classrooms serving four-year-olds in 4- and 5-star programs, in addition to NC Pre-K classrooms. The requirement extends to all child care classrooms regardless of setting. This assures that baseline standards convey whether the child is served in a public school, Head Start, or private child care facility classroom.

(4) The quality of existing State Preschool Programs, as evidenced by policies and program data that demonstrate the State's commitment to the components of a High-Quality Preschool Program; compliance with Program Standards; and support for program

monitoring and improvement, which may be accomplished through the use of a TQRIS (4 points)

NC Pre-K program standards include the following (Appendix 2):

- Pre-K sites must maintain a 4- or 5- star license through the NC Star Rated License (TQRIS), which ensures Pre-K sites are meeting health and safety standards, as well as quality standards, at the 4- and 5- star level, and participating in annual monitoring and quality improvement for program licensure. In addition to the annual licensing visit, Pre-K sites must also participate in the NC Pre-K Program Monitoring and Improvement system described later in this Criterion.
- Pre-K teachers must hold a Birth-through-Kindergarten (B-K) license from the NC Department of Public Instruction or, at a minimum, a bachelor's degree with a B-K Lateral Entry license while working toward full licensure.
- Licensed administrators and teachers must participate in professional development consistent with the NC State Board of Education policy. Administrators and teachers working toward the required Pre-K qualifications must participate in a minimum of six documented semester hours per year.
- Pre-K classrooms must have a staff-to-child ratio of 1 to 9 with a maximum class size of 18 children.
- Pre-K classrooms must operate for a minimum of a 6.5 hour school day for the length of the public school instructional calendar.
- Pre-K classrooms must use an approved curriculum and ongoing formative assessment that is aligned with the Early Learning and Development Standards.
- Pre-K sites must provide breakfast and/or snacks and lunch meeting USDA requirements during the regular school day.
- Enrolled children must have a timely health assessment and approved developmental screening.

NIEER Ranking

According to the National Institute for Early Education Research (NIEER), North Carolina's NC Pre-K program consistently ranks as one of the top State-funded prekindergarten programs in the

country. For over a decade, NIEER has produced an annual State of Preschool Report, which ranks State-funded prekindergarten programs on access, quality and spending. During the 2012-2013 school year, NC Pre-K was one of only four States to meet all 10 benchmarks for State pre-K quality standards. These standards include policies such as lead teachers being required to have a Bachelor's degree and specialized training in pre-K, class sizes of 20 children or less with a 1:10 staff-child ratio, and site visits being required. These quality standards have been maintained for the NC Pre-K program since the 2005-2006 year, making it one of the few programs to meet all 10 benchmarks for so many years.

Evaluation Results (Including Program Compliance)

Annual independent Statewide evaluation studies have been conducted since the NC Pre-K Program began, including multiple studies of program services, classroom quality, and children's outcomes during their pre-k year as well as longer-term into kindergarten and third grade (Appendix 1). These studies, by the Frank Porter Graham Child Development Institute at the University of North Carolina at Chapel Hill, have been able to draw conclusions about the characteristics and quality of the program over time, as well as the effectiveness for children, with a number of key findings described below:

- Since its inception, NC Pre-K has served nearly 300,000 children, currently serving approximately 30,000 children. Consistent with the mission of a targeted program, the majority of children have continued to be from low-income families (91% qualified for free or reduced-price lunch) and from a variety of backgrounds and different eligibility factors, including a substantial proportion of children with limited English proficiency or developmental/educational needs (20-25%), as well as children with identified disabilities and other factors (4-6%).
- With regard to structural characteristics related to quality, the NC Pre-K Program has remained fairly stable over time on most factors, with indications of a high quality program. These program characteristics include class size (average=16), and use of an approved curriculum, ongoing assessment, and developmental screening by all classrooms. One area of steady improvement has been the levels of teacher education and credentials; in 2012–2013, almost all NC Pre-K lead teachers in both public schools and

private settings had at least a bachelor's degree and nearly all lead teachers in public schools and over half in private settings had a B-K license.

- Classroom quality for the NC Pre-K Program has been measured using several tools – environmental quality (ECERS-R), teacher-child instructional interactions (CLASS), language and literacy environment (ELLCO), and teacher sensitivity (CIS). Classroom quality has remained consistently good over the years in almost all areas, with very few classrooms scoring in the low quality range.
- Finally, with regard to outcomes, the NC Pre-K Program has been shown to have beneficial effects for children, based on several longitudinal studies of children from pre-k through kindergarten. Comparisons to norm-referenced measures show that children who participate in the NC Pre-K Program make greater than expected gains in all domains of learning (language, literacy, math, general knowledge, social skills) during pre-k and continuing into kindergarten. These studies also indicate that the program is especially beneficial for dual language learners (DLLs). Children who have lower levels of English proficiency make gains at an even faster rate than other children, although they typically start pre-k with lower levels of skills and often have not caught up to their peers even by the end of kindergarten. Similar evidence for effectiveness was found based on a study with a treatment and a comparison group using a regression discontinuity design (RDD), indicating that participation in the pre-k program improved children's language, literacy, and math skills at entry into kindergarten. A third type of evaluation study found that participation in the pre-k program has long-term benefits that can help to reduce the achievement gap for children from families with low income, based on a study of end-of-grade (EOG) scores for all NC third-graders across two years. Children from families with low income who had attended the pre-k program scored higher on third-grade math and reading EOGs than children from families with low income who had not attended the pre-k program (90% of program participants were children from low income families at the time of pre-k).

Program Monitoring and Improvement

The Division of Child Development and Early Education, local NC Pre-K Contract Administrators, and NC Pre-K Site Administrators all have monitoring responsibilities for the NC Pre-K program (Appendices 2 and 6).

Monitoring by the Division of Child Development and Early Education

All NC Pre-K sites are monitored each year for compliance with NC Pre-K program requirements, as part of the annual licensing visit and through the NC Pre-K Program Early Educator Support, Licensure and Professional Development Office. These visits also provide an opportunity for the licensing consultants and teacher mentors and evaluators to offer technical assistance as needed to improve program and instructional quality. In addition, financial monitoring occurs via the contract process. All NC Pre-K contractors provide itemized budgets of how they will spend their Pre-K allocations, and undergo annual contract monitoring. All NC Pre-K contractors complete a monitoring tool (checklist) each year, documenting their compliance with contract and program requirements, and their monitoring of Pre-K sites (Appendix 7). All completed contractor monitoring tools are reviewed by Division staff to ensure fiscal and programmatic compliance and areas of concern are addressed with the Pre-K contractor. In addition, one-third of the 91 Pre-K contracts are selected each year to receive an additional desk audit or on-site visit for more detailed monitoring. These reviews and visits allow DCDEE to select a sample of transactions to test. Any items not in compliance are addressed through a corrective action plan with the contractor.

Reporting and monitoring information may also be obtained through Pre-K programmatic data systems. These systems include extensive information about children, staff, and programs. Contractors enter child eligibility and attendance data, site and classroom data, teacher education data, and payment rates into these systems for Division approval. Contractors submit monthly attendance reports to provide documentation of their monthly payment for direct services. Finally, all Pre-K contractors are required to report expenditures and accomplishments each year through the online NCGrants system. Depending on the amount of funds received, they may also be subject to a fiscal audit of Pre-K expenditures.

NC Pre-K Contractor Monitoring Responsibilities

NC Pre-K contractors are required to monitor their Pre-K sites and classrooms to ensure compliance with the program's standards. When a particular standard or requirement has not been met, contractors establish a written plan for the site to comply. The contractor will also follow up with the site/classroom if any concerns are identified by the State licensing consultants during their annual visits to the program and with the teacher licensing specialists, mentors and evaluators. Contractors report results of their monitoring to the local NC Pre-K Committee prior to the end of the program year, so that information may be considered in planning for the upcoming program year.

NC Pre-K Site Monitoring Responsibilities

NC Pre-K sites are required to annually complete a site monitoring tool (checklist) of program components at the site and classroom levels to ensure compliance with NC Pre-K standards (Appendix 8). The site administrator provides the monitoring tools to their Pre-K contractor for review during the contractor's site monitoring. Information collected with this tool is used by the contractor to confirm and document compliance with program standards at the classroom level. If a particular standard has not been met, each site establishes a written plan for compliance. A copy of the site monitoring tool is available at each NC Pre-K site for review by the State licensing consultant during their annual compliance visit.

(5) The State's coordination of preschool programs and services, in partnership with its Early Learning Advisory Council, with other State and Federal resources that may be used to serve preschool-aged children, including, if applicable, programs and services supported by title I of the ESEA, Part C and section 619 of part B of IDEA, subtitle VII-B of the McKinney-Vento Act, the Head Start Act (42 U.S.C. 9831 et seq.), and the Child Care and Development Block Grant Act of 1990 (42 U.S.C. 9858 et seq.) (2 points)

Office of Early Learning

Housed within the NC Department of Public Instruction, the Office of Early Learning has worked to coordinate multiple funding types dedicated to the provision of pre-kindergarten services in an effort to set one common standard for programs statewide. Leveraging both

funding and the rigorous program standards associated with the State-funded pre-kindergarten model that is NC Pre-K, this State office has successfully supported a coherent and aligned model of public pre-kindergarten in North Carolina. Currently, the Office of Early Learning supports Title I Pre-K, Exceptional Children's Preschool (IDEA Section 619 of Part B), and the Head Start State Collaboration Office.

Title I

Title I funding is an integral part of the success of State-funded pre-kindergarten in North Carolina as local education agencies in the State have a long history of utilizing Title I funds to support pre-kindergarten classrooms in public school settings. At its pinnacle, some districts have used 80 percent or more of their Title I appropriation for pre-kindergarten.

Exceptional Children's Preschool (IDEA Section 619 of Part B)

Similar to Title I, local districts have recognized the efficiency of leveraging multiple funding types to support inclusive classroom settings for children with disabilities. Braiding NC Pre-K, Title I, Head Start, Developmental Day, and local government funds with Exceptional Children funds, currently 1,506 fully inclusive classrooms exist Statewide. This represents fully 75 percent of the full day classroom settings that exist for children with disabilities in North Carolina.

Head Start

Head Start programs in North Carolina have collaborated with the NC Pre-K Program since its inception. Head Start's unique brand of comprehensive services has combined with the quality initiatives of NC Pre-K to deliver a tremendous depth of services and interventions to North Carolina's most at-risk four-year-olds. Head Start's partnership with the NC Pre-K program has progressively grown over the years, accounting for as much as 20 percent of all NC Pre-K slots administered across the State at its peak. Head Start programs' rate of participation is no coincidence and is reflective of the State's ongoing strategy to leverage and build upon the strengths of these programs and to collaborate – rather than compete – with them.

To ensure that State-funded pre-kindergarten would not become a competitor with Head Start, close collaboration and planning was necessary with Head Start grantees as NC Pre-K expanded to statewide stature and prominence. Recognizing Head Start's infrastructure and capacity, North Carolina developed what was to become a national model for how to partner with existing Head Start programs to provide access to high-quality pre-kindergarten services. By layering State Pre-K funds on top of existing Head Start funds, children are deemed dually eligible. As a result, the increased funding allows for higher quality standards to be met for Head Start programs, including a bachelor's degreed teacher holding a Birth-Kindergarten teacher licensure. In return, the State pre-kindergarten program is able to leverage the comprehensive services delivered by the program receiving both funding types. In 2013-14, over 60 percent of Head Start four-year-olds were designated as dually eligible and received such braided support.

Smart Start

Smart Start, which is a network of 77 nonprofit local partnerships led by The North Carolina Partnership for Children, Inc. (NCPC), is also integral to NC Pre-K. Many local partnerships allocate a portion of local Smart Start funds to supplement NC Pre-K payment rates, especially in private child care programs. For instance, in SFY 13-14, lead agencies reported investing \$3.45 million in Smart Start funds after five service months; for an annualized projected total of \$6.9 million.

Forty-seven of the local Smart Start partnerships serve as the contract administrator for the NC Pre-K program for all or part of their catchment area. Furthermore, Local Smart Start partnership Board Chairs and School superintendents (or their designees) co-chair the local NC Pre-K Planning Committee. By working together, Smart Start and the public schools can set the stage for collaborations, developmentally appropriate quality learning environments, and continuity of service to families. The Committee, comprised of a variety of local leaders, agencies, and concerned citizens, is responsible for choosing an administrator, providing guidance to the program to best serve as many of the at risk children identified in each county as possible, and for site selection as required by the NC Pre-K program. The Administrator ensures sites receive technical assistance and support as well as follow the program requirements.

Division of Child Development and Early Education

The Division of Child Development and Early Education of the NC Department of Health and Human Services serves as the statewide administrator of NC Pre-K funds with responsibility for program oversight, budget management, sub-recipient contracting and monitoring. The Division also leverages federal Child Care Development Funding to support Pre-K quality and availability in a number of ways. Regulatory staff at the Division license and monitor all pre-K sites to assure that the programs meet 4- and 5- star licensure requirements. A portion of child care subsidy funds allocated through the Division are used to provide before- and after-school care for children served by NC Pre-K. Also, North Carolina's Child Care Resource and Referral system, which is funded by CCDF quality dollars, provides technical assistance to programs to increase quality to be eligible to be an NC Pre-K classroom. The TA can range from intensive technical assistance as part of a quality enhancement improvement plan, to specialized TA from a healthy social behavior specialist, to assistance related to improving an outdoor learning environment.

North Carolina Early Childhood Advisory Council (NCECAC)

All of the above referenced agencies and funding streams are represented on the North Carolina Early Childhood Advisory Council. This Council, which was reestablished and reappointed by Governor Pat McCrory by Executive Order in January 2014, is a forum for collaborative discussion of pre-kindergarten and related issues. The NC ECAC has 25 members appointed by the Governor that represent an array of agencies, professionals, and parents with an interest in early learning and development.

The mission of the NCECAC is to create a shared vision for an effective system of public and private programs and services that support the needs of all North Carolina's young children for strong families, healthy development, and high-quality early care and learning opportunities; and to promote innovative and practical policy recommendations that: support families in raising their children; provide early care and learning opportunities for children that provide a strong foundation for success in school; and ensure healthy child development.

(6) The State's role in promoting coordination of preschool programs and services at the State and local levels with other sectors that support the early learning and development of children, including child health, mental health, family support, nutrition, child welfare, and adult education and training sectors (2 points)

Smart Start

The State of North Carolina has invested in Smart Start since 1993 to promote coordination of programs and services to help ensure that all children start school healthy and ready to learn. State funds are allocated to the network of local Smart Start partnerships with goals to: raise the quality of early care and education; strengthen families; support early literacy; and advance child health and nutrition.

Through the role of local Smart Start partnerships in planning and administering the NC Pre-K Program, the State's Pre-K sites benefit from the coordination of services at the State and local level that Smart Start promotes. For example, Child Care Health Consultants funded by Smart Start provide consultation, training, and technical assistance to child care providers to work with parents and children to address health and safety issues as well as promote the most effective health practices. Through nutrition and physical activity supports, child care staff, children and families receive strategies to improve food choices and begin to "move more." Blue Cross Blue Shield funded the Smart Start Shape NC project which has targeted selected counties in an effort to expand opportunities to upgrade outdoor learning environments, provide educational modules for teaching staff to help them learn more about how nutrition and physical activity contribute to a healthy life.

Smart Start also supports strategies that provide connections and continuity between early childhood programs, public schools, families and communities. These may include transition activities, shared curricula, assessment and professional development as well as joint planning between families, early childhood programs, and public schools. In addition, Smart Start and its partners, such as medical offices and child care sites, promote early literacy practices to families and children. National evidence based and evidence-informed programs such as Reach Out and Read and Raising a Reader encourage book sharing and a love of reading for future school success.

NC Child Care Resource and Referral

At the State level, the NC Child Care Resource and Referral Council meets regularly with State partners such as the NC Division of Child Development and Early Education, the NC Department of Public Instruction, and the NC Partnership for Children to ensure coordination of services, identify current challenges and identify future needs to support the system. At the local level, resource and referral agencies collaborate with other local agencies such as the county health department, child care health consultants, local licensing staff and other quality enhancement consultants to assess the needs for preschool programs. This collaboration can result in specialized training being offered, sharing of resources across agencies, or identifying needs for the community.

Evidence for selection criterion (B):

- (B)(1) Executive summary or brief description of the State's Early Learning and Development Standards, including how the definition is met are included in Appendix 3.
- (B)(2) Completed table that describes the State's financial investment and number of children served in State Preschool Programs (See Completed Table B in North Carolina's application package).
- (B)(3) Evidence of enacted and pending legislation, policies, or practices is included in Appendices 4 and 5.
- Any other supporting evidence the State believes will be helpful to peer reviewers.

C. Ensuring Quality in Preschool Programs (30 points)

The extent to which the State has an ambitious and achievable plan to ensure program quality, including a description of how the State will (8 points) –

This section begins with information addressing each of the criteria. At the end of the section is an ambitious and achievable plan to support North Carolina's efforts to ensure quality in the NC Pre-K Program with the federal grant funding.

(1) Use no more than five percent of the funds received over the grant period for State Preschool Program infrastructure and quality improvements at the State level through activities such as –

(a) Enhancing or expanding Early Learning and Development Standards

North Carolina has invested significantly in its Early Learning and Development Standards, which have been required of NC Pre-K programs since 2005 and which were revised in 2013. Refer to Selection Criterion B (1) for an overview of the ongoing activities that support the enhancement and statewide expansion of these standards. North Carolina will leverage these existing investments and commitments from partner agencies (Division of Child Development and Early Education, Department of Public Instruction, NC Community College System, NC Resource and Referral Network) to ensure that these high early learning and development standards are used for all children served through Pre-K expansion funding.

(b) Implementing Program Standards consistent with a High-Quality Preschool Program

North Carolina will continue to require and monitor the current Pre-K Program Standards, the majority of which have been required since the inception of State-funded Pre-K. Refer to Selection Criterion B (4) for an overview of the Pre-K Program Standards and the Program Monitoring and Improvement Process. The NC Pre-K Program Standards meet all 10 benchmarks defined by the National Institute for Early Education Research (NIEER) for pre-k program quality.

Preschool Development Grants - Expansion Grant funds allowed under Selection Criterion C (1) will be used to support salary and benefits for an additional position with the NC Pre-K Program in the Division of Child Development and Early Education focused on program monitoring and quality implementation for the new slots funded by this grant. This position will provide program and policy guidance, technical assistance and training to local NC Pre-K Contract Administrative agency staff on NC Pre-K Program Requirements and the NC Child Care Rules, and provide program monitoring and quality improvement support for both Contractor and Site staff funded by the grant.

Refer to the Overall Budget Table and Budget Narrative for the budget for State-level staff to support infrastructure and quality improvement.

Pre-K Evaluation

In addition, Preschool Development Grants - Expansion Grant funds allowed under Selection Criterion C (1) will be used to expand the ongoing, independent evaluation of NC Pre-K by the Frank Porter Graham Child Development Institute, University of North Carolina at Chapel Hill. The evaluation will expand to include a sample of children and classrooms funded by the grant to provide information about classroom quality and children's school readiness outcomes. The study will use these sources of data to evaluate the impact of the federal grant funds on children's school readiness outcomes and pre-k quality: (1) individual child assessments of language, literacy, and math skills during pre-k and kindergarten, (2) teacher ratings of behavior skills during pre-k and kindergarten, (3) observational measures of pre-k classroom practices (global environment, language and literacy environment, and teacher-child instructional interactions), (4) parent demographic and pre-k satisfaction surveys, (5) teacher demographic surveys during pre-k and kindergarten, (6) child, teacher, and classroom characteristics from the statewide databases, and (7) extant data on child performance on the K-3 Formative Assessment/Kindergarten Entry Assessment.

Researchers will gather the same child outcome, classroom quality, parent and teacher surveys, and database information on this sample as on the larger sample for the ongoing statewide pre-k program evaluation. These data will be used to examine the gains in academic and social skills that children make during the pre-k year and through kindergarten, with attention to whether there are greater effects for particular subgroups of children such as dual-language learners or children with disabilities. In addition, analyses of the quality of the program, what factors relate to better quality (such as teacher qualifications, classroom composition, or class size), and the associations between pre-k program quality and children's outcomes will be examined.

Information about program and child characteristics and parent satisfaction will be analyzed descriptively to examine the program context, as well as to examine associations among relevant variables. Analyses also will be conducted to examine whether there are any differences in the effects for the grant subsample as for the larger program sample. Finally, scores from the Kindergarten Entry Assessment (Child Profile) portion of the K-3 Formative Assessment will be

examined to determine how the performance of children who participated in the pre-k program compared to similar groups of children who did not attend the pre-k program.

Refer to the Overall Budget Table and Budget Narrative for the evaluation budget.

(c) Supporting programs in meeting the needs of children with disabilities and English learners, including in workforce development

Refer to Selection Criterion D (4)(b)(ii) for details about the enhanced professional development system proposed in this application, which will support programs in meeting the needs of children with disabilities and English learners, particularly through the coordination of professional development between IDEA Section 619 of Part B programs and NC Pre-K.

Preschool Expansion Grant funds allowed under Selection Criterion C (1) will be used to support salary and benefits for a specialized staff position with the Office of Early Learning, NC Department of Public Instruction focused on professional development for the NC Pre-K Program. This position is being placed in the Office of Early Learning to maximize the resources from this Office in support of NC Pre-K in both the public and private sectors, especially the expertise in serving children with disabilities and the coordination with IDEA Section 619 of Part B and Head Start.

Refer to the Overall Budget Table and Budget Narrative for the budget for State staff to support infrastructure and quality improvement.

(d) Conducting a needs assessment to determine current availability of High-Quality Preschool Programs, including private and faith-based providers and Head Start programs

The ongoing State and local-level administration of the NC Pre-K program includes a regular needs assessment of slot capacity and availability, which includes public schools, private licensed child care providers (including faith-based providers) and Head Start programs. This process will be continued throughout the grant period to identify where capacity exists to serve additional children in high need areas. This will allow North Carolina to assure provision of high-quality services for children served through Pre-K expansion.

(e) Establishing or upgrading preschool teacher education and licensure requirements

North Carolina's current Pre-K teacher education and licensure requirements, which are among the highest nationally, will be continued and supported by the professional development system described in Selection Criterion D (4)(b)(ii).

NC Pre-K Program standards require all lead teachers to hold, or be working toward a North Carolina Birth-through-Kindergarten (B-K) or Preschool Add-on Standard Professional II licensure. Teachers working toward the required education and licensure shall hold a minimum of a BA/BS degree and one of the following requirements: (1) NC Initial Provisional Lateral Entry BK License, or (2) A North Carolina K-6 license and a provisional Preschool Add-on license, or (3) Another North Carolina or other State's license and an NC Provisional B-K license, or (4) A BA/BS degree in early childhood education, child development, or a related field, and be eligible for a NC Initial Provisional Lateral Entry B-K License.

The North Carolina Birth-through-Kindergarten degree and license prepares early childhood educators to work with young children, from birth through age 5 years, with and without disabilities, including those at-risk, and their families. The four-year pre-service process results in a four-year degree, requiring prescribed standards-based coursework and a student teaching/internship to qualify for a NC Educator's Standard Professional I license (BA/BS degree plus license) issued by the NC State Board of Education. The in-service process requires an additional three years of induction or beginning teacher support also set forth under NC State Board of Education Licensure Policy for all licensed teachers, coupled with formal teacher evaluations, resulting in a professional development plan, leading to a North Carolina Birth-through-Kindergarten Standard Professional II license. Teachers with a BK SP II license are observed and evaluated during the five-year licensure cycle. Teachers may advance to a mentor teacher position, once they have attained the BK SP II license.

(f) Improving teacher and administrator early education training programs and professional development

While North Carolina's Pre-K teacher education and licensure requirements are among the highest nationally, the need to support the early educator workforce to meet these standards remains a prevailing focus of the NC Pre-K program and this grant application. Refer to

Selection Criterion D (4)(b)(ii) and Appendix 10 that provide a comprehensive professional development plan for the Pre-K teachers under this grant.

Preschool Expansion Grant funds allowed under Selection Criterion C (1) will be used to support salary and benefits for a specialized staff position with the Office of Early Learning, NC Department of Public Instruction focused on professional development, as described in Selection Criterion C (1)(c), and for a specialized staff position with the NC Division of Child Development and Early Education focused on Professional Development. These two positions will provide needed State-level infrastructure support to implement the enhanced professional development system described in Selection Criterion D(4)(b)(ii).

Refer to the Overall Budget Table and Budget Narrative for the budget for State staff to support infrastructure and quality improvement.

(g) Implementing a Statewide Longitudinal Data System to link preschool and elementary and secondary school data

The NC Race to the Top-Early Learning Challenge Grant is building an early childhood data system that integrates high quality education, health, and social service data from participating State agencies to better inform early childhood policies and programs in North Carolina. The NC Early Childhood Integrated Data System (NC ECIDS) will link to NC's longitudinal data system P-20W (Pre-K to age 20/ workforce). The NC ECIDS, which is planned for implementation in late 2015, will be an integral tool to inform the NC Pre-K Program planning in future years.

(h) Implementing a Comprehensive Early Learning Assessment System

NC Pre-K Program Standards currently require the following components of a Comprehensive Early Learning Assessment System that will be continued for this grant:

- A developmental screening for all enrolled children using an approved screening instrument, unless the child has an existing Individualized Education Program (IEP), and administered by a professional trained in that screening instrument
- An ongoing, instructional assessment to assist teachers in gathering information about each child's growth and skill development, as well as to inform instruction

- An environmental quality assessment (provided by the NC Rated License Assessment Project using the ECERS-R) as part of the Star Rated License assessment every three years

One of the B-K Teacher Standards that guides professional development is “B-K teacher candidates use authentic, ongoing assessment of children’s abilities to plan, implement and evaluate programs that build upon each child’s unique strengths.” Further, teacher performance is measured using the NC Professional Teaching Standards, which require that “Teachers use a variety of methods to assess what each student has learned (multiple indicators).” Preschool Expansion Grant funds allowed under Selection Criterion C (1) will be used for professional development staff as described in Selection Criterion C (1)(f), which also supports the formative assessment component of a Comprehensive Early Learning Assessment System through teacher professional development.

In addition to the Pre-K Program Requirements regarding assessment, the Office of Early Learning, NC Department of Public Instruction, is developing and piloting a K-3 Formative Assessment, which includes a Kindergarten Entry Assessment. Refer to Selection Criterion C (3) and Appendix 11 for a detailed description of the K-3 Formative Assessment.

(i) Building preschool programs’ capacity to engage parents in decisions about their children’s education and development, help families build protective factors, and help parents support their children’s learning at home

Refer to Selection Criterion D (4)(b)(ii) for details about the enhanced professional development system proposed in this application, which will support programs in engaging parents. One of the B-K Teacher Standards that guides professional development is “B-K teacher candidates foster relationships with families that support children’s development and learning.” Preschool Expansion Grant funds allowed under Selection Criterion C (1) will be used for professional development staff as described in Selection Criterion C (1)(f), which also supports the building of program’s capacity to engage families, through teacher professional development.

In addition to the enhanced professional development strategies described in Selection Criterion D (4)(b)(ii), the NC Pre-K Program will also maximize the availability of the regional Head Start Family Engagement hubs funded by North Carolina’s Race to the Top-Early Learning Challenge (RTT-ELC) grant. The NC Head Start State Collaboration Office coordinates the Family

Engagement project, which leverages the expertise of local Head Start and Early Head Start programs to provide training, coaching and follow-up support on effective strategies for family engagement. The hubs offer expertise on nurturing parental interest in their child's development, effective, two-way communication with families and supporting effective transitions into Kindergarten. During the final year of the RTT-ELC grant (2015), the NC Head Start State Collaboration Office and the NC Division of Child Development and Early Education will work together to conduct additional outreach to NC Pre-K sites that have not yet participated in the support provided by the hubs to encourage participation during 2015.

(j) Building State and community-level support for High-Quality Preschool Programs through systemic linkages to other early learning programs and resources to support families, such as child health, mental health, family support, nutrition, child welfare, and adult education and training sectors

The NC Pre-K Program will continue to coordinate with Smart Start, Child Care Resource and Referral, the Early Intervention System, and other service delivery systems to strengthen linkages to community services. For example, North Carolina Pre-K Programs benefit from the services of the Child Care Health Consultants funded by Smart Start. Child Care Health Consultants (CCHCs) are health professionals with education and experience in child and community health and early care and education, who have additionally received formal training in child care health consultation. CCHCs work with child care directors, child care facility owners' caregivers/teachers, health care professionals, and families to ensure optimal health for young children and to reduce the children's risk of illness and harm. They provide technical assistance and employ a variety of strategies to achieve these goals. There are approximately 70 CCHCs in North Carolina serving 60 counties. CCHCs are the fabric of healthy child care in North Carolina.

Refer to Selection Criteria B (6) for more information about linkages between Pre-K sites and resources to support families.

(k) Other activities that would support the delivery of High-Quality Preschool Programs to Eligible Children

The NC Early Childhood Advisory Council (NCECAC) will be charged with examining North Carolina's system of early childhood programs and funding and making recommendations, including convening a work group on NC Pre-K Funding and Sustainability. This work group, which will include leadership from the Division of Child Development and Early Education, the Department of Public Instruction, the Governor's Office and other Council members, will consider funding models and funding needs for serving children in Pre-K effectively, as well as sustainability of the program. Preschool Expansion Grant funds allowed under Selection Criterion C (1) will be used to fund facilitation and consultation to support the NC Pre-K sustainability planning.

(2) Implement a system for monitoring and supporting continuous improvement for each Subgrantee to ensure that each Subgrantee is providing High-Quality Preschool Programs (which may be accomplished through the use of leveraging a TQRIS and other existing monitoring systems), including the extent to which the State (10 points) –

(a) Has the capacity to measure preschool quality, including parent satisfaction measures, and provide performance feedback to inform and drive State and local continuous program improvement efforts

The NC Pre-K system for monitoring and supporting continuous improvement includes three main components. All NC Pre-K sites are monitored each year for adherence to high-quality program standards and, if it is determined that a standard(s) is not met, a corrective action plan is implemented. In addition to program monitoring, continuous improvement of Pre-K sites is also supported by the NC Pre-K Program Early Educator Support, Licensure and Professional Development Office, which provides teacher mentors and evaluators that offer assistance to improve program and instructional quality. Further, the ongoing, independent evaluation of the NC Pre-K program measures NC Pre-K quality, which provides information that informs State and local quality improvement efforts. Refer to Selection Criterion B (4), which describes in detail the NC Pre-K Program Monitoring and Improvement System and the independent evaluation by the Frank Porter Graham Child Development Institute, University of North Carolina at Chapel Hill. Also Refer to Selection Criterion C (1)(b) that describes the plan for expanding the independent evaluation, which will include parent satisfaction measures.

In addition, NC Pre-K Programs are required to hold a 4- or 5- star license through North Carolina's TQRIS and B-K licensed teachers are required to meet prescribed and assessed instructional standards as described in the Professional Development Plan in Selection Criterion D (4)(b)(ii).

(b) Is using a Statewide Longitudinal Data System that is able to track student progress from preschool through third grade

Refer to Selection Criterion C (1)(g) for an overview of the NC Early Childhood Integrated Data System that is currently under development. The NC ECIDS, when it becomes operational, will link to NC's longitudinal data system P-20W, which will enable the tracking of student progress from preschool through the third grade and further.

(c) Clearly specifies the measureable outcomes, including school readiness, to be achieved by the program.

North Carolina expects children served by the NC Pre-K program, including children in the federal grant-funded slots, to make greater than expected gains in norm-referenced measures in all domains of learning (language, literacy, math, general knowledge, social skills) during pre-kindergarten and continuing into kindergarten. These child outcomes will continue to be measured by the independent evaluation by the Frank Porter Graham Child Development Institute, University of North Carolina at Chapel Hill. Refer to Selection Criterion C (1)(b) for an overview of the proposal to expand the NC Pre-K evaluation that measures children's school readiness outcomes.

(3) Measure the outcomes of participating children across the five Essential Domains of School Readiness during the first few months of their admission into kindergarten using an assessment or assessments, such as a Kindergarten Entry Assessment, to achieve the purposes for which the assessment was developed and that conform with the recommendations of the National Research Council report on early childhood assessments (12 points).

The Office of Early Learning, NC Department of Public Instruction, is designing a developmentally appropriate individualized formative assessment for K-3 children, funded by NC's Race to the Top-Early Learning Challenge Grant. Through this assessment process, the teacher intentionally collects evidence about what children can say, do, make, or write (e.g., observations, work samples, parent input, activities) across 5 areas of learning and development. The teacher and student then use the evidence collected to understand where a child may be in his or her learning. This helps the teacher and student make immediate and ongoing adjustments to instruction and learning.

The K-3 Formative Assessment will include a kindergarten entry process that occurs within the first sixty days of enrollment. In North Carolina, approximately 120,000 children enter kindergarten each year with varying experiences, knowledge and skills. The information collected from this initial administration creates a Kindergarten Child Profile, capturing a snapshot of each child at the beginning of kindergarten. This kindergarten entry process is being piloted in the current school year and will be implemented statewide in the 2015-16 school year. As part of the evaluation of the pre-k program, data from the Kindergarten Child Profile will be examined to determine how the performance of children who participated in the pre-k program compared to similar groups of children who did not attend the pre-k program.

In the aggregate, data from the Kindergarten Child Profile, along with data contained in the P-20W Data System (currently under development), will be used to inform professional development. The NC Pre-K program staff will work with the Office of Early Learning to understand each successive cohort of entering kindergarten students in an effort to provide for the development and support of an aligned and coherent system of education across the early learning continuum (P-3). As such, the learning gains of children served in North Carolina's early learning programs can be supported and sustained into the later grades.

Ambitious and Achievable Plan for Selection Criterion C

Since the establishment of State-funded pre-kindergarten in 2001, North Carolina has developed an infrastructure to ensure the implementation of high-quality pre-k programs and to measure child outcomes, as described in the narrative. North Carolina will continue to leverage its

existing standards and processes for ensuring quality in support of the expansion and enhancements proposed in this application.

Therefore, the specific activities in the Ambitious and Achievable Plan for Selection Criterion C are designed to strengthen State capacity to ensure quality in the new and enhanced NC Pre-K slots through the hiring of additional staff with the Division of Child Development and Early Education for monitoring, support for quality program implementation, and coordination of professional development, with a partnership with the Department of Public Instruction for coordination of professional development. New activities also include an evaluation of the NC Pre-K expansion funded by the grant and sustainability planning.

Key Goal 1: Ensure Quality in NC Pre-K

(A) Key Activities and Rationale: Staff will be hired to support monitoring of the NC Pre-K program sites funded by the grant, support quality program implementation, and provide coordination of professional development. The Division of Child Development will partner with the Department of Public Instruction for professional development coordination. An independent evaluation will examine participating children’s school readiness outcomes. These activities were selected as priorities for funding for the “no more than five percent of funds for infrastructure and quality improvements at the State level.”

(B) Timeline and Milestones:

Goal 1: Ensuring Quality in NC Pre-K	Year 1 Jan- Dec 2015 Quarters				Year 2 Jan- Dec 2016 Quarters				Year 3 Jan- Dec 2017 Quarters				Year 4 Jan- Dec 2018 Quarters			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
	A. Implement Program Standards consistent with a High-Quality Preschool Program and implement monitoring process for quality assurance															
Continue to monitor the NC Pre-K program standards statewide and support quality program implementation, using existing infrastructure and procedures	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Hire and retain an additional State-level Program Consultant/Monitor position to support quality implementation and the		√	√	√	√	√	√	√	√	√	√	√	√	√	√	√

additional monitoring required for the new slots funded by the federal grant																	
B. Complete an independent evaluation of classroom quality and children's school readiness outcomes for the new slots funded by the grant																	
Contract with the FPG Child Development Institute, University of North Carolina at Chapel Hill for the evaluation and develop specific evaluation plan		√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
C. Support programs in meeting the needs of children with disabilities and English learners, including in workforce development																	
Hire and retain two Professional Development Coordinators to work with the Division of Child Development and Early Education and the Office of Early Learning, Department of Public Instruction that will strengthen professional development on meeting needs of children with disabilities and English learners		√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
D. Improve teacher and administrator early education training programs and professional development																	
Hire and retain two Professional Development Coordinators to work with the Division of Child Development and Early Education and the Office of Early Learning, Department of Public Instruction (same as C above) that will implement the professional development plan in D(4)(b)(ii) and Appendix 10	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
E. Develop funding and sustainability plan for NC Pre-K																	
NC Early Childhood Advisory Council creates work group and hires facilitator/consultant, as needed	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√

(C) Key Performance Measures: New staff will be hired in the first 4-5 months of the grant. A contract will be implemented in the first 6 months of the grant for the independent evaluation.

(D) Supporting Evidence: NC Pre-K Program Requirements (Appendix 2), NC Pre-K Program Fiscal and Contracts Manual (Appendix 6), Contractor Monitoring Tool

(Appendix 7), Site Monitoring Tool (Appendix 8), Job descriptions for Program Monitor and Professional Development Coordinator positions, NC Pre-K Grant Evaluation Plan

(E) Selection Criterion Addressed: (C)(1)(b), (C)(1)(c), (C)(1)(f), (C)(1)(k)

(F) Responsible Party or Key Personnel: Director of the Division of Child Development and Early Education, Grant Project Director, Grant Staff, Frank Porter Graham Child Development Institute, Office of Early Learning

(G) Financial Resources: \$1,000,000 annually

Evidence for selection criterion (C):

- (C)(2)(a) Evidence of a monitoring protocol used to drive continuous program improvement are included in Appendices 1, 2, 6, 7, and 8.
- (C)(2)(c) Evidence of State targets with measurable outcomes, including school readiness achieved by the program are included in Appendices 1 and 3.

D. Expanding High-Quality Preschool Programs in Each High-Need Community (60 points)

The extent to which the State articulates an ambitious and achievable plan for expanding High-Quality Preschool Programs in two or more High-Need Communities, including a description of how—

(1) The State has selected each Subgrantee and each High-Need Community that will be served, including a description of each High-Need Community and its geographic diversity, such as whether the community is located in a rural or tribal area, and whether it is located in a federally designated Promise Zone (8 points).

Selection Criteria D (1) and D (2) are addressed together in Selection Criterion D (2) below.

(2) Each High-Need Community is currently underserved, including the number and percentage of four-year-olds in State Preschool Programs and other publically funded preschool programs (8 points).

North Carolina's existing and long-standing infrastructure for providing high-quality pre-kindergarten for at-risk four-year-olds will allow the State to rapidly expand services with federal grant funding and ensure that every High-Need Community in the State is able to participate in the expansion. To identify "High-Need Community," the prevailing measure used in North Carolina is county-level economic condition published annually by the NC Department of Commerce, using a three-level system for designating the State's 100 counties into economic development tiers. North Carolina's Development Tier Designation statute (§143B-437.08) provides specific guidelines for calculating annual tier rankings. This process assigns each county to a designation of Tier 1 (most distressed), Tier 2, or Tier 3 (least distressed). Tier rankings take into account four factors:

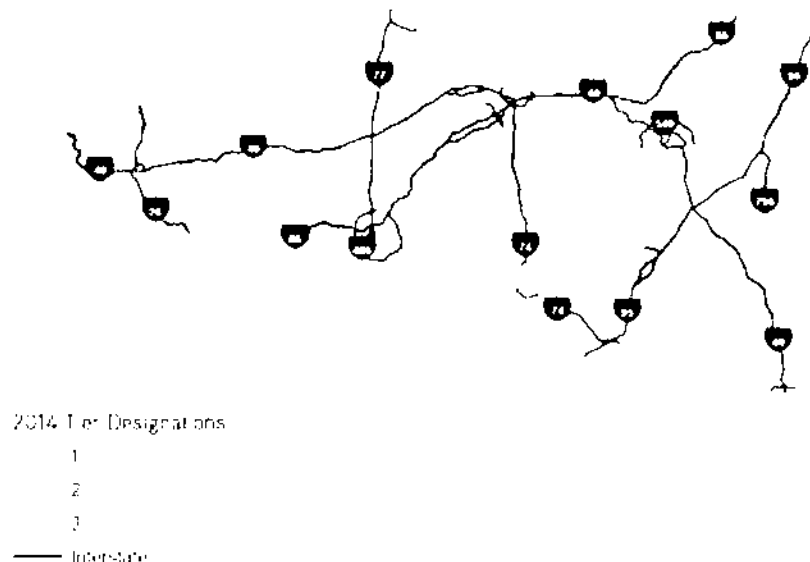
- ***Adjusted property tax base per capita*** for the most recent taxable year (2014-15)
- ***Percentage growth in population*** for the most recent 36 months for which data are available (July 2009 – July 2012)
- ***Median household income*** for the most recent twelve months for which data are available (2012)
- ***Average unemployment rate*** for the most recent twelve months for which data are available (September 2012 – August 2013)

Specific factors comprise the rankings of counties by individual tier. Some general characteristics that describe each Tier are as follows:

- Tier 1 Counties consist of North Carolina's most rural and lowest income communities in the State. These include all counties with populations of less than 12,000 as well as counties with populations between 12,000 and 49,999 with county poverty rates in excess of 19%. In Tier 1 counties, 54% of eligible at-risk 4 year old children received Pre-K services in SFY 13-14.
- Tier 2 Counties consist of counties with populations between 12,000 at 49,999 with county poverty rates below 19%. In Tier 2 counties, 45% of eligible at-risk 4 year old children received Pre-K services in SFY 13-14.

- Tier 3 counties represent North Carolina's larger and more urban counties with populations in excess of 50,000. In Tier 3 counties, 32% of eligible at-risk 4 year old children received Pre-K services in SFY 13-14.

In terms of geographic diversity counties by Tier are represented below.



As these descriptions indicate, Tiers 1 and 2 identify counties with high economic needs. North Carolina, however, is also considering the unmet need for services in the county selection process for this grant application, which is also significant indicator of “High-Need.” Unmet need is measured by the percentage of eligible children unserved by NC Pre-K in each county. Many counties are “High-Need” under this measure, including most of our urban areas that are Tier 3 counties. Thus, “High-Need” communities exist in every North Carolina county. Because North Carolina has the existing infrastructure to support NC Pre-K expansion statewide, this application is proposing to serve children in every county and not limited to a few high-need communities. This further supports our proposal for serving children statewide. Appendix 9 provides detail for county level designations by economic tier as well as current percentages of at-risk four year old children served.

(3) The State conducted outreach, including consultation with tribes, if applicable, to potential Subgrantees and the process used in selecting each Subgrantee (4 points).

The outreach structure and process for implementing the NC Pre-K Program is ongoing and was used to develop this proposal. The NC Division of Child Development and Early Education maintains an ongoing contractual and oversight relationship with the 91 NC Pre-K Program Contractors, with continuous outreach and support. The Division also collects data annually from the Contractors on the number of children on the waiting list for NC Pre-K in each county and the capacity to expand to serve additional children. This data informed the development of this proposal to expand the number of slots using a statewide approach.

Likewise, the 91 Contractors maintain an ongoing contractual and oversight relationship with the Pre-K sites in their jurisdiction, including public schools, Head Start, and private licensed child care centers. The Contractors also provide outreach to programs in the community that have the potential to become NC Pre-K providers as expansion occurs. The Region A Partnership for Children provides outreach in the western, mountain region of North Carolina that includes the Qualla Boundary of the Eastern Band of Cherokee Indians.

On September 18, 2014, the Division of Child Development and Early Education held a webinar for the 91 Pre-K Contractors and provided an overview of the grant application opportunity and the grant development process. A second webinar was held for the Contractors on October 1, 2014, to update on the progress of the grant application and request the letters of support for the application. In addition, North Carolina's Head Start State Collaboration Office Director worked closely with the East Coast Migrant Head Start Project and Telamon Corporation to develop the proposal described in Selection Criterion E (8).

(4) The State will subgrant at least 95 percent of its Federal grant award over the grant period to its Subgrantee or Subgrantees to implement and sustain voluntary, High-Quality Preschool Programs in two or more High-Need Communities, and--

(a) Set ambitious and achievable annual targets for the number and percentage of additional Eligible Children to be served during each year of the grant period through, as applicable, the (16 points); and

(b) Incorporate in their plan (12 points):

(i) Ambitious expansion of the number of new slots in State Preschool Programs that meet the definition of High-Quality Preschool Program; and

North Carolina will allocate a total of \$^{(b)(4)} annually of grant funding to expand the number of new slots in the NC Pre-K program Statewide. These funds will support an estimated 2,300 new full- time pre-kindergarten slots statewide which will be maintained over the four year period of the grant award. See Table (D) (4).

According to data collected by the Division of Child Development and Early Education in the summer of 2014, the current maximum capacity for expansion Statewide is 3,109 slots including placements in public schools, private child care facilities and in Head Start programs. These are child care slots that already meet the requirements for participation in the North Carolina Pre-K program. Additionally our current waiting list for eligible at-risk four year olds currently stands at 6,085. Our existing network of 91 Pre-K Contractors has the capacity to take applications for and identify children eligible for services, identify placements and negotiate rates for services within the Pre-K guidelines and to monitor for program requirements.

- *Tier 1 Counties:* Approximately 400 slots will be targeted to serve additional children in Tier 1 Counties. There are currently 858 4-year old children on the Pre-K waiting list in these counties with an existing licensed capacity to serve 568 children.
- *Tier 2 Counties:* Approximately 900 slots will be targeted to serve additional children in Tier 2 Counties. There are currently 2,117 4-year old children on the Pre-K waiting list in these counties with a licensed capacity to serve 1,364 children.
- *Tier 3 Counties:* Approximately 1,000 slots will be targeted to serve additional children in Tier 3 Counties. There are currently 3,100 4-year old children on the Pre-K waiting list in these counties with a licensed capacity to serve 1,436 children.

This is an ambitious expansion of the number of new slots in the NC Pre-K program that will benefit an estimated 2,300 additional four-year-olds in North Carolina starting next school year (SFY 2015-16) – and in each subsequent year that the grant funding is available.

In addition, North Carolina’s expansion includes improving services for children who are migrant/seasonal by allocating \$(b)(4) annually for a partnership with Telamon Corporation and the East Coast Migrant Head Start Project, as described in Selection Criterion E (8).

Ambitious and Achievable Plan for Selection Criterion D (4)(b)(i)

Key Goal 2: Expand NC Pre-K Slots Statewide by 2,300

(A) Key Activities and Rationale: For each year of the plan, the Division of Child Development and Early Education will conduct a statewide survey to collect information from the 91 NC Pre-K Contractors to determine the specific number of four- year- old children in each county who are both eligible for and are waiting for pre-kindergarten placement. Contractors will also provide specific details regarding the capacity to provide services in each community. This will include the numbers and locations of available child care, Head Start or public school slots that meet the Pre-K requirements and are ready to begin serving children. This is an existing requirement of the contract agencies as part of their annual planning process. Based upon this information, the Division will allocate slots by Contractor to serve additional children. The contract agencies will be responsible for taking applications for and qualifying children for services, working with parents to identify appropriate classroom assignments, negotiating specific rates per classroom and notifying families of placements. The Contractors will also be responsible for assuring monitoring programs throughout the year and making payments to providers for services on a monthly basis. It is our expectation that an estimated 2,300 at-risk 4-year old children will be served in the first year of the grant award and for each of three following years of the award.

(B) Timeline and Milestones:

Goal: Provide Pre-K Services for 2,300 At-Risk Four Year Olds Statewide Annually	Year 1				Year 2				Year 3				Year 4			
	Jan- Dec 2015				Jan- Dec 2016				Jan- Dec 2017				Jan- Dec 2018			
	Quarters				Quarters				Quarters				Quarters			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
A. Plan with 91 Existing Contractors for Provision of Pre-K Services for an estimated 2,300																

Identify At-Risk Four Year Olds Eligible for Pre-K Services and Pre-K Eligible Slots for Placements.	√	√			√	√			√	√			√	√		
Provide (via contract) Direct Pre-K Services to an estimated 2,300 At-Risk Four Year Olds.			√	√	√	√	√	√	√	√	√	√	√	√	√	√
Provide Ongoing Monitoring and Support for Contracted Pre-K Classrooms			√	√	√	√	√	√	√	√	√	√	√	√	√	√

(C) Key Performance Measures: The Division of Child Development and Early Education will measure for each year of the grant award the number of at-risk four-year-old children who are eligible for as well as those who are waiting to be served. The Division will also measure the percentage of children served through this funding as well as the total number of children served through Pre-K with all funds against the total estimated demand for services (service penetration rate). Over the four year period of the award, the NC Pre-K Program will serve an estimated 9,200 at-risk four year olds.

The Division will also continue to monitor overall capacity to serve children statewide through the analysis of Pre-K slots that are in place to provide capacity for services statewide.

(D) Supporting Evidence: The 91 NC Pre-K Contractors have the capacity to support this level of expansion. The North Carolina General Assembly appropriated an additional \$(b)(4) in expansion funding for the Pre-K program in SFY 13-14 and an additional \$(b) in funding in SFY 14-15. In each of these years, these contract agencies were able to manage the increased capacity for supporting expansion (as detailed in Section A Key Goals and Activities) as well as the follow up responsibilities for monitoring programs. This plan includes an allowance for administrative support for contract agencies that is consistent with prior expansion efforts (4% of allocated funding).

The 91 Pre-K Contractors report a capacity to expand by 3,000 slots Statewide. Additionally, there are currently over 6,000 eligible at-risk four- year- olds who are on the waiting list for Pre-K services. While this is a current year figure, it provides a reliable projected level of ongoing need for children anticipated to be eligible for services.

(E) Selection Criterion Addressed: D(4)(a) and D (4)(b)(i)

(F) Responsible Party or Key Personnel: Director, Division of Child Development and Early Education, and Grant Project Director

(G) Financial Resources: \$(b)(4) annually

(ii) Ambitious improvement of existing State Preschool Program slots to bring them to the level of a High-Quality Preschool Program by extending programs from half-day to Full-Day; limiting class size and decreasing child to staff ratios; employing and compensating a teacher with a bachelor's degree; providing in-service, evidence-based professional development such as coaching; or providing Comprehensive Services.

In addition to the ambitious expansion of slots by approximately 2,300, North Carolina will also allocate \$(b)(4) annually of the grant for ambitious improvement of existing NC Pre-K slots. There are two parts to the plan to improve existing slots:

- \$(b)(4) annually will provide an optional enhancement to the slot rate that will be offered to the Pre-K Contractors (Subgrantees). In order to receive an enhanced slot rate, Pre-K Contractors will select from a menu of options that includes enhancing teacher pay or enhancing comprehensive services (including the several components of comprehensive services included in the federal definition, such as services coordinated with IDEA Part C and Section 619 of Part B, linkages to community services, and family engagement.) In addition, North Carolina has identified transportation as a frequent need of communities for serving at-risk children in NC Pre-K and will include transportation on this menu of options under comprehensive services.

If North Carolina is awarded this federal grant, the Division of Child Development and Early Education will immediately conduct a needs assessment of the 91 Pre-K Contractors to gauge the level of need by county for enhancing teacher pay or enhancing comprehensive services. The needs assessment will guide the methodology for allocating the enhanced rates.

- \$(b)(4) annually statewide will be required of the Pre-K Contractors (Subgrantees) to set-aside for ensuring participation of Pre-K teachers in a professional development system that

supports the NC Pre-K Program standard that lead teachers hold a Birth-through-Kindergarten (B-K) teaching license from the NC Department of Public Instruction. A detailed plan is included in Appendix 10.

North Carolina is unique in that it has an advanced professional development system in the public education realm supporting public school teachers – and a developing system supporting private sector pre-kindergarten teachers implemented by the Early Educator Support, Licensure and Professional Development Unit of the North Carolina Division of Child Development and Early Education (in partnership with East Carolina University and the University of North Carolina at Charlotte that are funded to provide teacher mentors and evaluators for Pre-K teachers in the eastern or western area of the State respectively.)

Therefore, pre-kindergarten teachers in the public schools currently have greater access to high-quality professional development supporting B-K licensure than pre-kindergarten teachers in the private sector, though this has been an area of priority for the NC Pre-K program for several years, addressed in accordance with available funding. One key example of the difference in access for teachers in the private sector is that these teachers do not receive the same high-quality support for working with children with disabilities that is provided by the Department of Public Instruction's IDEA Section 619 of Part B professional development system.

The Preschool Development Grant – Expansion Grant provides North Carolina an opportunity to invest further in evidence-based professional development and eliminate the inequities in professional development between public sector and private sector pre-kindergarten teachers. With this grant funding, the Division of Child Development and Early Education and the NC Department of Public Instruction will partner to provide a more coordinated system of professional development for all pre-kindergarten teachers, regardless of setting, that integrates the current public and private systems of teacher licensure support, using evidence-based practices of training and mentoring/coaching that align with the North Carolina Foundations for Early Learning and Development, the NC Professional Teaching Standards, the NC Mentor Teaching Standards and the NC Teacher Evaluation Process. This professional development system builds from the current strengths and existing cross-

sector infrastructure, but makes significant improvements that are a hallmark of this grant proposal. The key goals are (Appendix 10):

1. Ensure that all Pre-K teachers who are required to hold a NC B-K Standard Professional II license, have access to evidence-based professional development activities (mentoring, coaching, evaluation, professional development plans, targeted professional development) required by the NC State Board of Education policy and the NC Child Care Rules.
2. Create structures and strategies to integrate existing high-quality professional development initiatives across sectors/agencies.
3. Enhance professional development offerings on the *North Carolina Foundations for Early Learning and Development* using identified evidence-based practices.
4. Pilot a “child surveillance” model to assist teachers in monitoring children who are at risk for school failure, provide appropriate pre-referral differentiated instruction, and make appropriate referrals to the IDEA Section 619 Part B.
5. Develop and implement on-line professional development modules for Part C and B, 619 staff on Early Childhood Transition, and processes for sharing data between local lead agencies and the State lead agencies.
6. Develop and implement two Pre-K Demonstration Sites within the nonpublic sector (following guidelines for the Pre-K Demonstration Sites that exist in the public sector) for B-K teacher observations and guided practices.
7. Implement a Mentoring-Coaching Sustainability Plan in partnership with local communities to ensure B-K licensed pre-kindergarten teachers has access to a well-supported system of evidence-based, in-service, mentoring and coaching in their local communities.

Ambitious and Achievable Plan for Selection Criterion D (4)(b)(ii)

Key Goal 3: Improve Existing NC Pre-K Slots Statewide to bring them to the level of a High-Quality Preschool Program by: 1) employing and compensating a teacher with a bachelor’s degree; 2) providing in-service, evidence-based professional development such as coaching; or 3) providing Comprehensive Services.

(A) Key Activities and Rationale: Provide an enhanced slot rate to improve existing NC Pre-K slots by enhancing teacher compensation and/or enhancing comprehensive services, including transportation. The enhanced slot rate will allow local NC Pre-K Contractors and providers to address existing gaps in pre-k quality or services. Also, provide in-service, evidence-based professional development to support the standard of Birth-through-Kindergarten teacher licensure for all NC Pre-K lead teachers. This will ensure the highest-quality instructional practices that will allow children to achieve positive school readiness outcomes.

(B) Timeline and Milestones:

Goal: Enhance Existing Pre-K Slots	Year 1 Jan-Dec 2015 Quarters				Year 2 Jan-Dec 2016 Quarters				Year 3 Jan-Dec 2017 Quarters				Year 4 Jan-Dec 2018 Quarters			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
A. Implement enhanced slot rate for enhancing teacher compensation or enhancing comprehensive services																
Conduct statewide needs assessment and additional planning in consultation with 91 Pre-K Contractors	√	√			√	√			√	√			√	√		
Develop allocation methodology for enhanced slot rate	√	√			√	√			√	√			√	√		
Provide enhanced rate via contracts and monitor for compliance			√	√	√	√	√	√	√	√	√	√	√	√	√	√
B. Implement enhanced system of professional development to ensure teachers receive high-quality services to support Birth-through-Kindergarten licensure																
<i>See Appendix 10 for detailed description of activities and timelines</i>	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√

(C) Key Performance Measures: 95 percent of NC Pre-K Program lead teachers achieve Birth-through-Kindergarten (B-K) Standard Professional I or II licensure by the end of the four-year grant period.

(D) Supporting Evidence: Appendix 10

(E) Selection Criterion Addressed: D(4)(b)(ii)

(F) Responsible Party or Key Personnel: Director, Division of Child Development and Early Education, Grant Project Director, Early Education Unit Director, Division of Child Development and Early Education

(G) Finance Resources: \$(b)(4)

(5) The State, in coordination with each Subgrantee, intends to sustain High-Quality Preschool Programs after the grant period, including any non-Federal support that the State or each Subgrantee commits to contribute (12 points).

The NC Early Childhood Advisory Council (NCECAC), working with members of the NC General Assembly, will be charged with examining North Carolina's system of early childhood programs and funding, and developing new funding models, where needed, and sustainability plans. This work will include a specific focus on pre-k funding and sustainability. A work group, which will include leadership from the Division of Child Development and Early Education, the Department of Public Instruction, the Governor's Office and other Council members, will consider funding models and funding needs for serving children in Pre-K effectively, as well as sustainability of the program.

Evidence for selection criterion (D):

- Letters of support from each Subgrantee attesting to the Subgrantee's participation are included in North Carolina's application package.
- Table (D)(4) and Table A. (See Completed Tables (D)(4) and A in Excel spreadsheets in North Carolina's application package)
- Appendix 10 provides a detailed plan for enhancing professional development.

E. Collaborating with Each Subgrantee and Ensuring Strong Partnerships (50 points)

The extent to which the State has an ambitious and achievable plan to ensure that each Subgrantee is effectively implementing High-Quality Preschool Programs, including a description of—

(1) The roles and responsibilities of the State and Subgrantee in implementing the project plan (2 points).

The State (specifically, the Division of Child Development and Early Education) will negotiate the number of new slots to be awarded to each of the 91 NC Pre-K Contractors (Subgrantees), as described in Selection Criterion D(4)(b)(i), as well as conduct a needs assessment and determine the allocation of enhanced rates for slots, as described in Selection Criterion D(4)(b)(ii), execute contracts with each Subgrantee for delivery of services, and then monitor according to the Program Monitoring and Improvement described in Selection Criterion B(4). The State will also implement the enhanced professional development system described in Selection Criterion D(4)(b)(ii) and will employ new State-level staff to support this work as described in the Budget Narrative and Selection Criteria C(1)(c) and C(1)(f).

The State will also contract with Telamon Corporation, a contract agency for the East Coast Migrant Head Start Project, to improve services for children who are migrant/seasonal as described in Selection Criterion E (8). The State will also contract with the Frank Porter Graham Child Development Institute at the University of North Carolina at Chapel Hill for an independent evaluation of program quality and child outcomes for the expansion slots funded by this grant.

The Subgrantees will implement additional Pre-K slots (serving more children) and slot enhancements according to the terms of the contract, including required participation of Pre-K teachers in the enhanced professional development system described in Selection Criterion D(4)(b)(ii). Subgrantees will sub-contract with providers (public schools, Head Start or private licensed child care providers) in their catchment area to serve children. Subgrantees will also implement the Program Monitoring and Improvement Plan described in Selection Criterion B (4).

(2) How the State plans to implement High-Quality Preschool Programs, including the organizational capacity and existing infrastructure of the Subgrantee to provide High-Quality Preschool Programs, either directly or indirectly through an Early Learning

Provider or Providers, and coordinate the delivery of High-Quality Preschool Programs (6 points).

The current NC Pre-K program has 91 local-level NC Pre-K Contractors (Subgrantees) that administer the program across all 100 counties and subcontract with early learning providers (public schools, private licensed child care facilities, and Head Start) in their catchment area. These 91 contractors are usually local Smart Start partnerships or local school systems and they have the organizational capacity to support the level of expansion of slots and enhancement of existing slots proposed in this application, gained through many years of administering the NC Pre-K program locally and collaborating with other service providers in the community.

In addition to the administrative capacity, the 91 local Contractors also have required cross-sector local NC Pre-K Committees that serve in an advisory role to the contract administrator in the development and implementation of local policies and procedures for implementing NC Pre-K, including the following:

1. Developing and implementing a coordinated process for recruiting, identifying, and placing four-year-old children who are at-risk;
2. Participating in collaborative efforts to offer professional development services to early childhood programs in the community;
3. Demonstrating and documenting how programs are accessing resources other than those provided by NC Pre-K;
4. Documenting agreements with other community agencies regarding the provision of services to young children with disabilities;
5. Developing and implementing a written transportation plan showing how the transportation needs of participating children will be met;
6. Developing and implementing a written transition plan showing how the needs of participating children will be met as they transition into pre-kindergarten and then into kindergarten;
7. Developing and implementing a written family engagement plan to implement strategies designed to develop partnerships with families and build reciprocal relationships that promote shared decision-making.

8. Developing and implementing a written plan for working with children and families with limited English proficiency.
9. Providing all families of participating children with information about access to health insurance such as NC Health Check (Medicaid for Children) and the importance of a medical and dental home for their children;
10. Identifying and using community resources to develop a plan for obtaining child health assessments within the required timeframe;
11. Developing a plan for consultation services from a qualified health consultant for all sites; and
12. Documenting a process for ensuring that qualified eligible teachers and teacher assistants are compensated at the appropriate levels.

(3) How the State will ensure that each Subgrantee minimizes local administrative costs (2 points).

NC Pre-K Contractors are allowed to spend no more than four percent on administrative costs according to the NC Pre-K Fiscal and Contracts Manual (Appendix 6). Administrative expenditures are monitored by the NC DCDEE fiscal monitors according to the Program Monitoring and Improvement process described in B(4). This requirement will be applied to federal grant funding, as well.

(4) How the State and Subgrantee will monitor the Early Learning Providers to ensure they are delivering High-Quality Preschool Programs (4 points).

The NC Pre-K Program Monitoring and Improvement process is described in Selection Criteria B (4). In this process, The Division of Child Development and Early Education, local NC Pre-K Contract Administrators, and NC Pre-K Site Administrators all have monitoring responsibilities for the NC Pre-K program. All NC Pre-K sites are monitored each year for compliance with NC Pre-K program requirements, as part of the annual licensing visit and through the NC Pre-K Program Early Educator Support, Licensure and Professional Development Office (Appendix 7). These visits also provide an opportunity for the licensing consultants and teacher mentors

and evaluators to offer technical assistance as needed to improve program and instructional quality.

NC Pre-K Contractors (Subgrantees) are also required to monitor their Pre-K sites and classrooms to ensure compliance with the program's standards (Appendix 2). When a particular standard or requirement has not been met, contractors establish a written plan for the site to comply. The Contractor will also follow up with the site/classroom if any concerns are identified by the State licensing consultants during their annual visits to the program and with the teacher licensing specialists, mentors and evaluators. Contractors report results of their monitoring to the local NC Pre-K Committee prior to the end of the program year, so that information may be considered in planning for the upcoming program year.

NC Pre-K sites are required to annually complete a site monitoring tool (checklist) of program components at the site and classroom levels to ensure compliance with NC Pre-K standards (Appendix 8). The site administrator provides the monitoring tools to their Pre-K Contractor for review during the contractor's site monitoring. Information collected with this tool is used by the contractor to confirm and document compliance with program standards at the classroom level. If a particular standard has not been met, each site establishes a written plan for compliance. A copy of the site monitoring tool is available at each NC Pre-K site for review by the State licensing consultant during their annual compliance visit.

(5) How the State and the Subgrantee will coordinate plans related to assessments, data sharing, instructional tools, family engagement, cross-sector and comprehensive services efforts, professional development, and workforce and leadership development (4 points).

The NC Pre-K Program Requirements prescribe how the State and Subgrantees will coordinate plans related to assessments, data sharing, instructional tools, family engagement, cross-sector and comprehensive services efforts, professional development, and workforce and leadership development. Furthermore, required professional development, including the plan for enhanced professional development described in Selection Criterion D (4)(b)(ii) and Appendix 10, promotes competencies in most of these areas, such as assessments, instructional tools, and family engagement.

In addition, the NC Pre-K Program has a State Pre-K Advisory Committee consisting of representation from State and local agencies, contract administrators, providers from public and private sectors, teachers, principals, and those that deliver direct services that is scheduled to meet quarterly, as well workgroups that meet as needed. The Pre-K Advisory Committee at the State level, as well as the local Pre-K committees, provide additional structures for coordination in the areas listed in this Selection Criterion.

In addition to State and local Pre-K Advisory Committees that help coordinate successful implementation of programs, NC Pre-K also plans to enhance its existing infrastructure to support successful implementation of this federal grant by holding bimonthly webinars with Subgrantees. Currently, NC Pre-K holds three webinars per year with Subgrantees to discuss issues identified by the local programs. Through the Preschool Expansion Grant, NC Pre-K will hold at least six webinars per year that include participation of collaborating State agency partners, such as the NC Department of Public Instruction, Head Start, Early Intervention, and CCR&Rs. These webinars will cover a variety of topics that are identified as priorities for supporting grant implementation and improving the delivery of NC Pre-K, such as the topics listed in this Selection Criterion.

(6) How the State and Subgrantee will coordinate, but not supplant, the delivery of High-Quality Preschool Programs funded under this grant with existing services for preschool-aged children including, if applicable, State Preschool Programs and programs and services supported through title I of the ESEA, part C and section 619 of part B of IDEA, subtitle VII-B of the McKinney-Vento Act, the Head Start Act, and the Child Care and Development Block Grant Act (6 points).

The NC Pre-K Program requires that NC Pre-K funds may not supplant other public funds, but are to be used to supplement other funds to serve more children or to improve the level of services (Appendix 6). There is a supplement, non-supplant contract provision at both contracting levels (primary contract between the Division of Child Development and Early Education and lead agencies administering NC Pre-K; and in the subcontracts between lead

agencies and NC Pre-K providers). The contract provision States that Pre-K funds may not be used to reduce total expenditures of other public funds for the services, and the Division will continue to use this contract provision for the federal grant funds.

Another NC Pre-K requirement is for lead agencies to report on the amount of other resources invested in the NC Pre-K program. An estimated annual amount is reported, along with certified actual expenditures mid-year. In SFY 13-14, the amount of certified actual resources reported was \$(b)(4) for five months, or an annualized projected total of \$(b)(4). This included federal funding from Title I, Head Start, child care subsidy, and the Preschool Exceptional Children program.

An example of service delivery coordination is the placement of NC Pre-K children in Head Start sites, where the services provided by Head Start are supplemented by NC Pre-K. In SFY 13-14, 15 percent of NC Pre-K children were served in Head Start programs. This collaboration benefits both programs: Head Start children benefit from NC Pre-K's higher programmatic standards and NC Pre-K children benefit from the expanded services offered by Head Start programs. Head Start participation in NC Pre-K enables more children to be served, since the cost per child to provide services is lower than at public school and private child care sites, due to federal Head Start funds that are invested. To ensure that funds are supplemented but not supplanted, the maximum payment rate for NC Pre-K children enrolled at Head Start sites was determined based on the estimated additional costs incurred by Head Start sites to serve NC Pre-K children. The additional costs included: extended operating hours; higher teacher qualifications; and a decrease in the maximum number of children per classroom. When these costs were compared to the amount of federal Head Start funds received per child, the difference was used to determine the NC Pre-K payment rate (\$(b)(4) child/month).

Another example is the use of State Smart Start funds designated by local Smart Start partnerships for the NC Pre-K program. Smart Start funds supplement NC Pre-K payment rates, especially in private child care programs where the State Pre-K rates of \$(b)(4) may not be sufficient in communities to support the costs to deliver high quality services. In SFY 13-14,

lead agencies reported investing \$(b)(4) in Smart Start funds after five service months; for an annualized projected total of \$(b)(4)

Ambitious and Achievable Plan for Selection Criterion E

Key Goal 4: Ensure strong partnerships and collaboration among the State, Subgrantees, and Early Learning Providers for effective implementation

(A) Key Activities and Rationale: Activities will leverage the existing collaborative infrastructure for the NC Pre-K Program and build additional supports for ensuring strong partnerships for effective Pre-K implementation, through program monitoring and cross-agency discussion and development of new or improved strategies for serving pre-k children

(B) Timeline and Milestones:

Goal 4: Ensure strong partnerships and collaboration between NC Pre-K, Subgrantees, and Early Learning Providers for effective implementation	Year 1 Jan- Dec 2015 Quarters				Year 2 Jan- Dec 2016 Quarters				Year 3 Jan- Dec 2017 Quarters				Year 4 Jan- Dec 2018 Quarters			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Key Activities																
1. Conduct ongoing program monitoring to ensure each Subgrantee is effectively implementing High-Quality Preschool Programs																
Division of Child Development and Early Education monitors NC Pre-K contractors and sites, according to monitoring plan and schedule	√				√				√				√			
NC Pre-Contractors monitor the program sites in their local communities		√				√				√				√		
2. Conduct annual fiscal monitoring, which includes assurance that each Subgrantee is expending no more than $\frac{(b)(4)}{100}$% on administrative costs.																
Division of Child Development and Early Education conducts fiscal monitoring of contracts according to fiscal monitoring				√				√				√				√

plan and schedule																	
3. Convene State Pre-K Advisory Committee																	
Convene quarterly meeting with the State Pre-K Advisory Committee to review Pre-K grant progress and improvements	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
4. Hold bimonthly webinars with State and Subgrantees to discuss issues for Pre-K quality improvement and effective implementation																	
Hold 6 webinars consisting of participation from collaborating State agency partners, contractors, and providers and engage in guided discussions around key topics.	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√

(C) Performance Measures: Annual program and fiscal monitoring reports, quarterly committee meetings and bimonthly webinars.

(D) Selection Criterion Addressed: (E)(3), (E)(4), (E)(5)

(E) Supporting Evidence: NC Pre-K Program Requirements (Appendix 2), NC Pre-K Fiscal and Contracts Manual (Appendix 6)

(F) Responsible Party or Key Personnel: Director, Division of Child Development and Early Education, Grant Manager, Early Education Unit Manager, Division of Child Development and Early Education, monitoring staff

(G) Financial Resources: Leverage existing NC Pre-K State funding

**(7) How the Subgrantee will integrate, to the extent practicable, High-Quality Preschool Programs for Eligible Children within economically diverse, inclusive settings, including those that serve children from families with incomes above (b)
(4) percent of the Federal Poverty Line (6 points).**

Since its inception, NC's Pre-K program has targeted providing high-quality pre-kindergarten to children with high needs and has supported serving eligible children in economically diverse and inclusive settings. For example, NC Pre-K programs have been given intensive technical assistance in serving children in classrooms that blend multiple funding sources. North Carolina has been successful in increasing the number of children in inclusive settings through NC Pre-K. Also, the NC Pre-K program has engaged the private child care sector, using the full array of service providers at the local level, which supports economically diverse programs. Refer to the description in Section B(5) and (E)(6) of how the NC Pre-K Program coordinates with other funding sources for preschool.

(8) How the Subgrantee will deliver High-Quality Preschool Programs to Eligible Children, including Eligible Children who may be in need of additional supports, such as those who have disabilities or developmental delays; who are English learners; who reside on "Indian lands" as that term is defined by section 8013(7) of the ESEA; who are migrant; who are "homeless," as defined in subtitle VII-B of the McKinney-Vento Act; who are in the child welfare system; who reside in rural or tribal areas; who are from military families; and other children as identified by the State (6 points).

The NC Pre-K Program currently serves children in need of additional supports, according to current policies and eligibility. Four-year-old children in military families, for instance, are currently eligible for NC Pre-K without regard to income. In addition to eligibility based on income and military eligibility, NC Pre-K Program Requirements (Appendix 2) also provide eligibility (up to a percentage of slots for families above the income eligibility) for children who have one of these risk factors: identified developmental disability; Limited English Proficiency (LEP) as indicated by the family and/or child speaking limited or no English in the home; an educational need as indicated by the child's performance results on an approved developmental screening; or a chronic health condition as indicated by the diagnosis from a professional health care provider.

This application proposes to continue the current policies of the NC Pre-K program, strengthen outreach to military families, and provide a new focus on children who are homeless and children who are migrant/seasonal, as described below:

Children from Military Families

NC Pre-K Contractors in areas with a large military presence will be supported in providing outreach to military families. The NC Pre-K Program has a special eligibility category for military families because North Carolina is home to several military bases and is the fourth largest State for military presence with 140,207 total Service Members. Multiple deployments over extended periods of time impact the children in these Service Member's families. The high-quality educational experiences provided through the NC Pre-K program can offer additional support needed by young children in military families, to further enhance their school readiness. By legislative definition (Appendix 4), children who are of either of the following shall be eligible for the program: (i) an active duty member of the Armed Forces of the United States, including the North Carolina National Guard, State military forces, or a reserve component of the Armed Forces, who was ordered to active duty by the proper authority within the last 18 months or is expected to be ordered within the next 18 months or (ii) a member of the Armed Forces of the United States, including the North Carolina National Guard, State military forces, or a reserve component of the Armed Forces, who was injured or killed while serving on active duty.

With this federal grant, military families with four-year-old children who meet the federal definition for eligibility will also be eligible for the expansion slots. Currently, 5.9 percent of the children served in NC Pre-K are military (1,584 children) and North Carolina plans to increase the number served to ensure that all military families with four-year-olds are served.

Children in the Child Welfare System

For children in the child welfare system, North Carolina also proposes to prioritize serving these children in the Pre-K expansion slots with additional outreach. The Division of Child

Development and Early Education and the Division of Social Services will contact the local Departments of Social Services to provide information about the expansion slots and to ensure NC Pre-K enrollment of all eligible four-year-olds in the child welfare system.

Children Who are Homeless

For children who are homeless, North Carolina also proposes to use this Preschool Expansion Grant funding opportunity to better coordinate the NC Pre-K Program with and leverage the existing resources and expertise of the NC Head Start system to develop strategies for prioritizing and serving children experiencing homelessness. The Improving Head Start for School Readiness Act of 2007 designated children and families experiencing homelessness as being categorically eligible for enrollment in Head Start programs. In the seven years since the reauthorization of the Head Start Act, North Carolina Head Start programs have purposefully identified and recruited children experiencing homelessness (as defined in the McKinney-Vento Act) and prioritized them for enrollment. Therefore, Head Start programs will be key settings in which children experiencing homelessness will receive NC Pre-K services, based on Head Start's extensive experience with serving this special population of children. In addition, North Carolina's Head Start system has garnered keen insights through experience about the complexities of recruiting and providing Pre-K services to some of North Carolina's youngest and most vulnerable residents. Head Start has built a significant infrastructure in this regard cultivating important partnerships and linkages with the Homeless Liaisons in their school districts, shelters, and a network of advocacy groups and support agencies to support their efforts. To bolster our efforts further, the State is amending existing policies for childcare subsidy eligibility to add "homelessness" as a category and allowing the local DSS to decide whether to make it a high priority risk factor for participation. This change should expand homeless families' access to much needed wrap around care services.

Another focus of North Carolina's work through this grant would be to strengthen the capacity of NC Pre-K providers to deliver impactful services to homeless children, since preschool children experiencing homelessness are far more likely to need specialized services and interventions to address developmental and personal needs, which can increase the cost of service delivery. For

example, developmental delays in language, motor development and/or social skills; or behaviors that warrant mental health intervention; or prevalent health issues like asthma are all common with children experiencing homelessness and require significant resources to properly address the need. To this end, the State will consider the additional funding needs for Pre-K providers that serve this special population in the funding strategies developed by the Task Force on Funding and Sustainability described in Selection Criterion C (1)(k).

North Carolina also plans to leveraging the resources of our Head Start Family Engagement Training Hubs (funded through our Race to the Top – Early Learning Challenge Grant) to build the capacities of partner providers less experienced with serving homeless children to recruit and serve children experiencing homelessness. That is to say, NC Head Start programs will provide training and coaching services to other early childhood providers administering NC Pre-K services across the State (e.g. private childcare, public schools, etc.) to increase their knowledge and strengthen their ability to serve children experiencing homelessness.

Children Who Are Migrant/Seasonal

East Coast Migrant Head Start Project (ECMHSP) is the migrant and seasonal grantee for the State of North Carolina, serving roughly 750 four-year-old children in ten locations across the State. Centers operate for full days during peak agricultural periods in the State (primarily during the summer months) providing the full array of Head Start comprehensive services 5-6 days per week. Operating dates for each center vary based on the crops that are grown and the availability of families working with those crops. Some centers are open for 8 weeks (blueberries), while others operate for up to 5 months (tobacco and sweet potatoes). The Migrant/Seasonal Head Start program serves children age 6 weeks to compulsory school age whose parents have moved at least once during the past 24 months to obtain qualifying agricultural work. Children served in the North Carolina Migrant/Seasonal Head Start system have not historically participated in the NC Pre-K program since its inception in 2001, as many reside in the State only during the summer months and do not remain here long enough to qualify. However, other migrant/seasonal children served in North Carolina “settle out” of the program and remain in North Carolina through the winter months and beyond – well after the

agriculture season has ended. This population of children is already in care, but they are not receiving the full year of Pre-K instruction.

We are proposing to expand the resources of the NC Pre-K program to these migrant/seasonal children who remain in the State, but who have fragmented preschool experiences due to a lapse in services beginning in the winter. There are two key goals of our proposed partnership between the Migrant/Seasonal Head Start system and the NC Pre-K program. The first of these is continuity of care. Now for the first time, migrant/seasonal children will receive Pre-K services for up to five additional months (through late spring) beyond their traditional program year – bridging the gap in Pre-K services and eliminating abrupt transitions caused by a curtailed program year. This initiative will help to assure access to care for this population of children that is consistent with services provided statewide.

A second key goal of this new NC Pre-K partnership is to cultivate a stronger, better-educated workforce. Migrant/seasonal children will benefit from classroom teachers with higher credentials and increased professional development opportunities, each resulting from this expansion. Specifically, we will build on and extend the successes of the NC Pre-K program with children who are “dual language learners.”

According to a 12-year research study on NC Pre-K conducted by UNC's Frank Porter Graham Child Development Institute (FPG) that was released in 2014, “dual-language learners” make the greatest academic progress in the program. As 91% of children served in the NC Migrant/Seasonal Head Start program are dual-language learners, we are projecting that this NC Pre-K partnership will replicate this effect.

In Year 1, we are proposing to expand NC Pre-K services to migrant/seasonal children served in Columbus and Sampson Counties (Eastern NC) and Henderson County (Western NC) to approximately 85% of the under-served four-year-olds served in our State's Migrant/Seasonal Head Start system described above. This will allow time for the children and families (and the staff who serve them) to make the transition to the extended program year. We will also be better equipped to address and respond to those variables that are unpredictable (e.g. irregular

weather patterns or crop cycles) and that can impact enrollment, attendance, and service delivery each year. We will progressively capture the remaining 15% of under-served migrant/seasonal children into this expansion by the start of Year 3. NC Pre-K quality initiatives will be blended with the Head Start services provided by the Migrant/Seasonal program in the first five months of operation. Then five additional months of solely NC Pre-K services will be appended to the initial period of blended services. We will allocate partial NC Pre-K funding to support the required services not covered by Migrant/Seasonal Head Start funding; and will allocate full NC Pre-K funding to support the five-month extension of services.

Ambitious and Achievable Plan for Selection Criterion E (8)

Key Goal 5: Deliver high-quality NC Pre-K to an estimated 90 under-served four-year-olds who are migrant/seasonal in three targeted NC counties through a partnership with the East Coast Migrant Head Start Project and Telamon Corporation

(A) Key Activities and Rationale: Contract with Telamon to provide NC Pre-K for migrant/seasonal children served in Columbus and Sampson Counties (Eastern NC) and Henderson County (Western NC), leveraging the services provided by East Coast Migrant Head Start and providing quality enhancement

(B) Timeline and Milestones:

Goal 5: Deliver high-quality NC Pre-K to 85 percent of the under-served four-year-olds who are migrant/seasonal in three NC counties through a partnership with the East Coast Migrant Head Start Project and Telamon Corporation	Year 1 Jan- Dec 2015 Quarters				Year 2 Jan- Dec 2016 Quarters				Year 3 Jan- Dec 2017 Quarters				Year 4 Jan- Dec 2018 Quarters			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1. Offer NC Pre-K slots for East Coast Migrant Head Start to provide continuity of care																
Identify, recruit and enroll migrant/seasonal 4-year olds in select counties.	√	√														
Deliver services and resolve barriers to program participation			√	√	√	√	√	√	√	√	√	√	√	√	√	√

2. Cultivate a stronger, better-educated workforce																
Recruit and hire B-K teachers to serve migrant/seasonal children in NC Pre-K	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√

(C) Key Performance Measures: 85 percent of under-served migrant/seasonal children will be served annually, with potential increases in the third and fourth years of the grant

(D) Key Criterion: (E)(8)

(E) Supporting Evidence: Not applicable

(F) Key Personnel or Responsible: Grant Manager, Head Start State Collaboration Director, Telamon Corporation

(G) Financial Resources: \$(b)(4) annually (of the \$(b)(4) annually for slot expansion)

(9) How the State will ensure the Subgrantee implements culturally and linguistically responsive outreach and communication efforts to enroll children from families with Eligible Children, including isolated or hard-to-reach families; helps families build protective factors; and engages parents and families (e.g., builds capacity to support children's learning and development) as decision-makers in their children's education (4 points).

The NC Pre-K Requirements (Appendix 2) provide for a local NC Pre-K Committee that serves in an advisory role to the Contract Administrator in the development and implementation of local policies and procedures for implementing NC Pre-K; see Section (E)(2) for State requirements. Local NC Pre-K Committees consist of a wide array of community agency representatives, professionals, and members to ensure participation and representation of community cultural and linguistic diversity; committees are chaired/co-chaired by local contractors (LEAs or local Smart Start partnerships). These committees work to establish contextually appropriate outreach and

communication plans to reach eligible children in their catchment areas. Local Pre-K Committees submit meeting minutes documenting their efforts to implement various communications and outreach strategies (such as newspaper articles, open houses, et) to reach all eligible families. These minutes are submitted annually to the Division of Child Development and Early Education as part of ongoing monitoring and adherence to program requirements.

The State is also ensuring culturally and linguistically responsive outreach through capacity building of the early learning development system to identify and support diverse families. Leveraging the work of the NC Race to the Top-Early Learning Challenge grant, local CCR&Rs are rolling out Cultural Competence training with the goal of improving the cultural competence of the early childhood workforce in order to develop and strengthen culturally responsive teaching practices, culturally inclusive program policies, and respectful, strength-based engagement with families.

(10) How the State will ensure strong partnerships between each Subgrantee and LEAs or other Early Learning Providers, as appropriate, including a description of how the State will ensure that each Subgrantee (10 points) --

(a) Partners with LEAs or other Early Learning Providers, as appropriate, to carry out activities that provide children and their families with successful transitions from preschool into kindergarten; and

The State requires local NC Pre-K Committees which serve in an advisory role in the development and implementation of local policies and procedures for implementing NC Pre-K. A key requirement of the local committees, is “Developing and implementing a written transition plan showing how the needs of participating children will be met as they transition into pre-kindergarten and then into kindergarten.” Refer to Section (E)(2) for the full list of Committee requirements.

In addition to local Pre-K committees supporting successful transitions, the NC Pre-K Expansion Grant proposed professional development plan includes goals related to successful transitions from preschool to kindergarten (Appendix 10).

(b) Coordinates and collaborates with LEAs or other Early Learning Providers, as appropriate, in--

(i) Providing opportunities for early educators to participate in professional development on early learning and kindergarten standards, assessments, curricula, and culturally and linguistically responsive strategies to help families build protective factors, build parents' capacity to support their children's learning and development, and engage parents as decision-makers in their children's education;

Through the NC Pre-K Expansion Grant, Birth through Kindergarten teachers will participate in a comprehensive professional development plan that includes skill development on early learning and kindergarten standards, assessments, curricula, and culturally and linguistically responsive strategies to help families build protective factors, build parents' capacity to support their children's learning and development, and engage parents as decision-makers in their children's education (Appendix 10).

(ii) Providing family engagement, support, nutrition, and other Comprehensive Services and coordinating with other community partners to ensure families' access to needed supports;

The State ensures collaboration and coordination with Subgrantees and Early Learning Providers through the local NC Pre-K Committee infrastructure (see Section E(2) for requirements) which includes membership from various community agencies, teachers, principals, professionals, and community members who work together to ensure families receive access to needed supports.

In addition, through this grant, local providers will have an option for an enhanced slot rate to provide enhanced Comprehensive Services to support locally-identified needs for families.

For example, an enhanced slot rate for providers could help better connect pre-kindergarten children and families to services leveraged by Smart Start, Early Intervention and Exceptional Children's Preschool. Smart Start, for instance, helps increase the number of children who receive the appropriate developmental screenings, referrals and follow-up to detect and treat developmental delays early by working with doctors' offices through the Assuring Better Child Health and Development program. Today, North Carolina has the highest rate of developmental screenings in the nation. In addition, local Smart Starts connect families with State-level systems for Early Intervention and Exceptional Children's Preschool services, family and caregiver support, and specific therapeutic interventions. Services are provided beyond those supported by mental health or early intervention and special education funds or to fill an identified gap and may include programs such as support for parent-to-parent programs, coordination of services, therapies, behavior intervention specialist, etc.

The Early Intervention (Part C) program provides supports and services to infants and toddlers with disabilities or established health conditions that lead to disability, and their families. Each infant or toddler referred to Early Intervention receives service coordination (a type of case management). One of the requirements for the service coordinator is to the family access needed supports such as a medical home (e.g., pediatrician or other primary care provider), nutrition (e.g., WIC services), health insurance (e.g., Medicaid, Health Choice).

(iii) Supporting full inclusion of Eligible Children with disabilities and developmental delays to ensure access to and full participation in the High-Quality Preschool Program;

Supporting inclusion has been a focus for the NC Pre-K Program through the braiding of funds from multiple funding streams, including IDEA Part B, 619. In addition, serving children with disabilities with full inclusion is a focus of the professional development system described in Selection Criterion D(4)(b)(ii) and Appendix 10. Through the grant, North Carolina is proposing to align the NC Pre-K professional development system to ensure that teachers in private settings have full access to the full range of high-quality professional development opportunities that public school teachers receive around inclusion for children with disabilities through the Office of Early Learning, Section 619 Program.

(iv) Supporting the inclusion of children who may be in need of additional supports, such as children who are English learners; who reside on "Indian lands" as that term is defined by section 8013(7) of the ESEA; who are migrant; who are "homeless," as defined in subtitle VII-B of the McKinney-Vento Act; who are in the child welfare system; who reside in rural areas; who are from military families; and other children as identified by the State;

Local NC Pre-K Committees and Contractors serve as critical actors in supporting the inclusion of children in need of additional supports. Committees serve in an advisory role to identify needs and coordinate services in the community. Through this grant, North Carolina will provide outreach for military children and children in the child welfare system, will develop strategies and capacity to better serve homeless children, as well as implement a special initiative to serve migrant children, as described in Section (E)(8).

(v) Ensuring that High-Quality Preschool Programs have age-appropriate facilities to meet the needs of Eligible Children;

All NC Pre-K providers are required to maintain a 4- or 5- star license through the NC Star Rated License System (TQRIS), which ensures age-appropriate health, safety, sanitation, and facility standards for 4-year olds. An annual licensing visit is conducted to ensure compliance with these requirements.

(vi) Developing and implementing a systematic procedure for sharing data and other records consistent with Federal and State law;

NC Pre-K currently has a reporting system and systematic procedure for data and record sharing consistent with Federal and State law. The NC Pre-K Reporting System consists of three main parts, NCPre-KPlan, NCPre-KKids and NC Pre-K APP using a web-based platform. Program information concerning contract, sites and classrooms resides in NCPre-KPlan. Information related to the children served in the NC Pre-Kindergarten Program is entered in NCPre-K APP,

and housed in NCPRe-KKids. Contractors are required to report monthly, on child-level data along with related site and classroom operation information. These data are used for both monitoring and evaluation purposes. Because the data are statewide, they allow for comprehensive evaluation at a level that is rarely achievable in State pre-k research.

(vii) Utilizing community-based learning resources, such as libraries, arts and arts education programs, and family literacy programs.

As required by NC Pre-K Program Requirements, contractors must convene local NC Pre-K Committees to serve in advisory role for development and implementation of local policies and procedures for implementing NC Pre-K including the utilization of community-based learning resources; see Section E (2) for the full list of requirements.

Evidence for selection criterion (E):

- Appendices 2, 6, and 10.

F. Alignment within a Birth through Third Grade Continuum (20 points).

The extent to which the State has an ambitious and achievable plan to align High-Quality Preschool Programs supported by this grant with programs and systems that serve children from birth through third grade to, among other things, improve transitions for children across this continuum.

(1) For birth through age-five programs, these activities include--

(a) Coordinating with other early education and care programs and child care family service providers supported through Federal, State, and local resources to build a strong continuum of learning for children from birth through age five and their families that expands families' choices, facilitates or improves their access to programs and supports in their own communities, and engages all families with Eligible Children, including isolated or hard-to-reach families that might not otherwise participate; and

Smart Start

At the community level, the local Smart Start partnerships lead or participate in cross-sector planning and coordination, and efforts to reach all families, including outreach, home-based services, and linkages with primary care providers, early care and education providers, schools, faith community, etc. Several local partnerships have hosted Early Childhood Faith Summits this year to raise awareness about the importance of quality early care and education and explore ways faith communities can support families with young children and link with available resources. The North Carolina Partnership for Children provides disaggregated county population data to local partnerships and many local partnerships have convened community partners to plan to address disparities, including several local partnerships who have led racial equity retreats to identify and plan to tackle the barriers to equal opportunities for high quality early care and education.

Smart Start supports the Assuring Better Child Health and Development (ABCD) Project statewide to increase developmental screening rates during well child check-ups and referrals to early intervention and the Preschool Exceptional Children's Program. Child care health consultants also promote medical homes with families to assure children are accessing preventative health care and screenings.

(b) Ensuring that the provision of High-Quality Preschool Programs will not lead to a diminution of other services or increased cost to families for programs serving children from birth through age five; and

NC Pre-K currently prohibits NC Pre-K funds from being used to reduce expenditures of other public funds. In addition, NC Pre-K does not allow parents to be charged a fee for services, except if a nominal charge for food or transportation is needed. Costs for wrap-around care can be covered through child care subsidies.

The Department of Public Instruction and the NC Partnership for Children (Smart Start) are primary funders or administrators of other services to children birth through age five. These partners are involved with the Division of Child Development and Early Education in NC Pre-K

program planning to ensure that service coordination occurs. For example, NC uses its TQRIS across early childhood programs to define high quality early care and education. Partner agencies have focused efforts to assist early care and education programs in attaining and maintaining the high quality standards at the four-and five-star rated license level within the TQRIS. There has also been coordination in defining and using early learning standards, the *North Carolina Foundations for Early Learning and Development*, across early childhood programs (Appendix 3). NC's Early Childhood Advisory Council is overseeing many projects for children birth through age five across agencies that are funded by the Race to the Top-Early Challenge Grant.

These are all examples of North Carolina's history of early childhood system partners working across programs to ensure that services for children and families are enhanced rather than diminished. That same planning and coordination will occur for any of these grant funds that NC receives.

(2) For kindergarten through third grade, these activities may include—

(a) Ensuring that Eligible Children are well-prepared for kindergarten;

Preparing eligible children for successful entry into kindergarten has long been a priority for the State of North Carolina. Most recently that priority has been evidenced by the creation and evolution of the robust State-funded pre-kindergarten program that is NC Pre-K. Similarly, attention has been given to ensuring the preparedness of schools to meet the individual strengths and needs of children entering the school house door. The North Carolina definition of school readiness includes “the capacity of schools to meet the needs of students, regardless of their condition” and it has been the work of the Office of Early Learning to increase that capacity. Established in 2010 by the State Superintendent of Public Instruction to support children's success in the early grades, the work of the office serves as an impetus for early grade reform State-wide.

By partnering with the FirstSchool initiative of the FPG Child Development Institute at the University of North Carolina at Chapel Hill, public school efforts to become more responsive to

the needs of an increasingly younger and diverse population are being strengthened. Most notably, focusing on the transition from pre-kindergarten to kindergarten and the instructional practices inherent to each has proven to be a successful strategy. Through a process of collaborative inquiry, kindergarten classrooms move to ease the transition by employing instruction that is more facilitated and scaffolded than didactic in nature. Hence, schools are becoming more responsive and supportive of student success across the early grade continuum.

(b) Sustaining the educational and developmental gains of Eligible Children by—

(i) Promoting collaboration between preschool and kindergarten teachers;

Led by the Office of Early Learning, NC public schools operate under the premise that if the State is going to leverage the extraordinary gains that children make in its State early learning programs, the continuum of education and the system of supports that exists K-3 must be reformed and strengthened. As such, supporting the collaboration between preschool and kindergarten teachers has become an important strategy.

Consistent with its FirstSchool collaboration, the Office of Early Learning promotes the process of collaborative inquiry as a means to align and strengthen the early education continuum. At the school level, this process features across grade-level (pre-k through grade 3) conversations and team planning that result in a more aligned and consistent approach to educational pedagogy and practice, particularly with respect to instructional support.

Additionally, the Office has developed and supports a State-wide network of demonstration sites in pre-k and kindergarten that excel in the facilitation of best practice. Used as a resource for the professional development of early childhood teachers and instructional leaders State-wide, this network works to build the connection between the pre-kindergarten and school-age programs beginning at kindergarten (Appendix 10).

(ii) Expanding access to Full-Day kindergarten; and

North Carolina provides Full-Day kindergarten to every child who reaches age 5 on or before August 31 of the school year.

(iii) Increasing the percentage of children who are able to read and do math at grade level by the end of third grade; and

Student achievement and increased percentages of children who are able to read and do math at grade level by the end of third grade are a high priority for the State of North Carolina. Recently, the NC General Assembly passed the “Read to Achieve” law that requires that every child be reading proficient at the end of the third grade. The strength of this law is viewed as the opportunity that it presents to revision the State’s early education continuum (P-3) to better support young children’s growth and development.

Importantly, it is recognized that such reform cannot focus on reading proficiency in isolation. For children growth and development to be fully supported, it is imperative that multiple domains of development be the impetus for reform. As such, five development domains; language and communication, cognition and general knowledge, approaches to learning, health and physical development, and emotional and social development have become central to the early grade reform conversation and activity that is occurring at every level from the State Board of Education to the classroom. Only then, can it be expected that proficiency levels in reading and math be improved.

(c) Sustaining a high level of parent and family engagement as children move from High-Quality Preschool Programs into the early elementary school years;

Research is clear, family engagement is critical to the success of children in school. Therefore, it is imperative that schools focus upon meaningful ways to support the active participation of families in the education of their children

Typically family/school interaction takes the form of one-way communication from the school to the family or involvement of the family by virtue of PTA attendance. While important, these

activities often miss an important opportunity. The focus must become leveraging what parents know about their children in an effort to strengthen the home/school partnership that is critical to student success.

As such, the Office of Early Learning is currently developing a Kindergarten-Third Grade Formative Assessment Process that will be used to inform instruction in the classroom (Appendix 11). Using multiple assessment means, e.g., conversation, observation, work samples, tasks, teachers will collect evidence in real-time that will inform a child's individual development. Unique to this assessment as well as being viewed as critical, will be the opportunity for families to provide evidence of their child's development. By accessing an on-line portal, families will have the opportunity to submit evidence that will help the teacher more deeply understand an individual child's condition. For example, the evidence submitted by the parent may take the form of a video of the child participating in organized flag-football and become evidence supporting that child's health and physical development status. Allowing the families active participation in helping the school and teacher understand the individual strengths and needs of their children will be a catalyst to improve family engagement in a meaningful way.

(a) Taking steps, or building upon the steps it has taken, to align, at a minimum--

(i) Child learning standards and expectations;

Critical to the work of an aligned continuum of early education is the alignment of child learning standards across the birth to grade 3 space. To that end, NC recently worked to revise its States early learning standards to align not only across ages 0-5 but to K-12 standards as well. Further, in the development of the K-3 Formative Assessment Process, NC conducted a gap analysis of said standards to ensure that multiple domains of development are being addressed across the education continuum (Appendix 11).

As implementation and scaling up of the formative assessment work continues across North Carolina, it must be noted that the resulting deeper understanding of child standards and the associated developmental progressions defined in the assessment on the part of both the teachers and instructional leaders is leading to appropriate child expectations.

(ii) Teacher preparation, credentials, and workforce competencies;

The ability and competencies of a teacher in the classroom, particularly with respect to instructional practice are critical to the success of children in the classroom. The research is very clear on this point. In an effort to improve such practice, the Office of Early Learning is working to affect improved and sustained instructional practice among teachers across the early grade continuum through the professional development delivered to and the implementation capacity developed within local school districts State-wide. Leveraging its collaboration with FirstSchool as well as infrastructure developed for the purpose of K-3 Formative Assessment implementation, the Office of Early Learning is promoting and supporting teacher instruction that is whole-child centered and rooted in how children best learn. Moving away from didactic instruction in the early grades, the Office of Early Learning is pushing evidence-based early childhood practice up into the K-3 space (Appendices 10 and 11).

(iii) Comprehensive Early Learning Assessment Systems;

North Carolina has long been invested in assessment in the early grades as a means to drive instruction. As early as 1997, the Department of Public Instruction developed and led the implementation of a State-wide system of formative assessment in the early grades specific to literacy and math. More recently, the department's Office of Early Learning has worked to revise the process to be more comprehensive, developing a K-3 Formative Assessment Process that spans multiple domains of development; language and literacy, cognition and general knowledge, approaches to learning, health and physical development, and emotional and social development. Aligned to the both North Carolina's early learning standards and K-12 standards, the assessment is a critical link to an aligned continuum of education from birth to grade 3. It is recognized; however, as this assessment process grows in its implementation in the kindergarten grade and above, it is imperative that North Carolina work to connect this vital work to the assessment processes that are in place in the pre-kindergarten programs State-wide in its continuing effort to develop a meaningful and useful system of assessment that can be a driver of instructional change and alignment across the early education system.

(iv) Data systems; and

Leveraging multiple grants, North Carolina is in the process of developing a data system that will connect programs across P-20W. Utilizing a federated model for design of the system, multiple existing data systems designated as authoritative sources will be linked through an electronic “broker” to allow for the collection of data specific to programs and services spanning the full education continuum. Central to the successful operation of the system is the creation of a unique identifier for children. Not only will this identifier allow for determining an unduplicated count of children receiving State services but will allow for the tracking of children’s progress from the time children enter the State system of supports and education into the workforce. Such a system is seen as critical to informing the continued development and evolution of State programs and system of education aimed at supporting the success of the State’s citizenry.

(v) Family engagement strategies.

In addition to outreach, parent education, and services received from Smart Start and other local agencies supporting family engagement, the K-3 formative assessment will provide families a way to be actively involved in helping schools and teachers understand the individual strengths and needs of their children, serving as a meaningful way to improve family engagement.

Evidence for selection criterion (F):

- Appendices 10 and 11.

G. Budget and Sustainability

The required budget tables and budget narrative are included in North Carolina’s application package.

Competitive Preference Priority 1: Contributing Matching Funds (up to 10 points)

1. North Carolina is contributing \$ (b)(4) in State matching funds.

Funds to support the NC Pre-Kindergarten Program are supported on a recurring basis from two primary sources, State appropriations and North Carolina Education Lottery receipts. In SFY 13-

14 an additional \$(b)(4) in recurring State funds were appropriated to expand Pre-K services statewide. For SFY 2014-2015, North Carolina expanded Pre-K State funding for Pre-K once again by a non-recurring amount off \$(b)(4) bringing current base funding for the program to \$(b)(4). North Carolina's financial investment in NC Pre-K is described in Selection Criterion B (2).

2. North Carolina is also contributing \$(b)(4) annually in non-federal funds determined locally.

As part of the current NC Pre-K model, the 91 local NC Pre-K Contractors are encouraged to support State Pre-K funding with local dollars. These funds are blended with NC Pre-K funds to support program costs in the community and/or to increase the number of children served.

Contractors certify the amount of other resources spent to support the program mid-year (in-kind is not included). For SFY 13-14, contractors certified that \$(b)(4) in non-Federal Smart Start funds were expended to support the NC Pre-K program. The annualized total is projected to be \$(b)(4). It is anticipated that these investments will continue to support the NC Pre-K program.

Competitive Preference Priority 2: Supporting a Continuum of Early Learning and Development (up to 10 points)

North Carolina has many strategies at the State and local level that support a continuum of early learning and development that are described in this application, including Selection Criteria B (1), B (5), B (6), C (1)(j), E (2), E (10), F(1) and F(2).

This application proposes the NC Pre-K Professional Development Plan (Selection Criterion D (4)(b)(ii) and Appendix 10) to be funded by the grant at \$(b)(4) annually that will significantly move North Carolina forward in its efforts to support a continuum of early learning and development by ensuring the highest-quality Pre-K teacher workforce with the competencies to ensure successful transitions for children, family engagement, and connections to needed community services and supports. Furthermore, this is a comprehensive, *statewide* strategy that will improve the experiences of young children within the continuum of early learning and development services. For example, one of the key goals of the NC Pre-K Professional

Development Plan will strengthen the development screening and referral process for children who may need special education services (Appendix 10):

Professional Development Key Goal 3-4: Pilot a “child surveillance” model to assist teachers in monitoring children who are at risk for school failure, provide appropriate pre-referral differentiated instructions, and make appropriate referrals to the IDEA Section 619 of Part B program.

(A) Key Activities, Rationale and, as applicable, Scale-Up Activities:

- (1) Develop and implement a coordinated plan between the 619 Preschool and the NC Pre-K Programs to assist in appropriate follow-up as a result of developmental screening results.
- (2) Develop training and implement a pilot project for a “child surveillance” model. This will include training for NC Pre-K teachers to identify children who are at risk as evidenced by their developmental screen results and red flag indicators. A second tier will incorporate a process to monitor child progress, implement differentiated instructional practices, and make appropriate referrals for evaluations. This model will incorporate the use of the formative assessment process using “learning progressions.” Accountability measures will be incorporated into the pilot project by tracking the appropriate data to measure the success of pre-referral intervention strategies and the subsequent number of children who were referred for special education evaluations and who qualified for special education services. A secondary training component will target the development of communication protocols with the 619 special education programs and training for those staff in facilitating an appropriate and timely process.
- (3) Develop training and implement a pilot for local administrators on appropriate early childhood measures that support positive behaviors and early childhood development.

(B) Timeline and Milestones:

Goal 4. Develop and Pilot a “child surveillance” model	Year 1 Jan- Dec 2015 Quarters				Year 2 Jan- Dec 2016 Quarters				Year 3 Jan- Dec 2017 Quarters				Year 4 Jan- Dec 2018 Quarters			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4

(1) Develop and implement a coordinated plan between the 619 Preschool and the NC Pre-K Programs															
Increase Early Learning Network capacity to conduct coordination and evaluation of the pilot project.		√													
Convene appropriate NC Pre-K and Exceptional Children stakeholders from targeted programs and identify priorities for the plan.					√										
Develop communication protocols and guidance on the process for follow-up					√										
Design pilot study and accountability measures for evaluation purposes.					√										
(2) Implement Child Surveillance Pilot Project Phase 1 (two targeted classes; one private and one public).															
Conduct joint training of NC Pre-K and Exceptional Children staff from targeted program on the implementation of Foundations for Early Learning and Development: Effective Teaching Practices for Providing Emotional and Social Supports.			√												
Conduct data collection on teacher implementation (Pre and Post).				√	√	√									
Implement communication protocols between NC Pre-K and Exceptional Children programs.				√	√	√									
Collect and analyze classroom behavior records and child outcomes measures							√	√							
(3) Implement Child Surveillance Pilot Project Phase 2 (two targeted classes; one private and one Public).															
Conduct data collection on teacher implementation (Pre and Post).								√	√	√					
Implement communication protocols between NC Pre-K and Exceptional Children programs.								√	√	√					
Collect and analyze classroom behavior records and child outcomes measures											√	√			
Early Learning Network evaluation team analyze data from phase 1 and phase 2 pilot projects												√			
Final report with formal recommendations													√		

(C) Key Performance Measures: Data from the two phase pilot study will be analyzed and a final report issued with formal recommendations to the field for implementing a child

surveillance model in local programs for the purpose of intervening with children who are at risk for school failure, and to make appropriate referrals for follow-up special education services.

(D) Supporting Evidence: After phase II of the pilot project, a collaborative process will be developed in which NC Pre-K classroom staff can communicate with local 619 special education staff around concerns about developmental screen results and classroom performance that may lead to referral to special education. This will include model communication protocols, steps in decision making around developmental screen results and risk factors, and steps in the differentiated instruction prior to referral.

(E) Selection Criterion Addressed: (C)(1)(c) and (E)(10)(b)(iii)

(F) Responsible Party and Key Personnel: 619 Preschool Program, the Early Learning Network, and the Office of Early Learning

(G) Financial Resources: This activity is one of seven activities funded under the Professional Development Plan (Appendix 10) for a total of \$(b)(4)

Competitive Preference Priority 3: Creating New High-Quality State Preschool Program Slots (10 points)

North Carolina will allocate a total of \$(b)(4) annually of grant funding to expand the number of new slots in the NC Pre-K program statewide. These funds will support an estimated 2,300 new full-time pre-kindergarten slots statewide, beginning at the start of the 2015-16 school year and maintained over the four year period of the grant award. See Table (D) (4).

According to data collected by the Division of Child Development and Early Education in the summer of 2014, the current maximum capacity for immediate expansion statewide is 3,109 slots, including placements in public schools, private child care facilities and Head Start programs. Additionally, the waiting list for eligible at-risk four-year-olds currently stands at 6,085, which is a reasonable estimate of the additional number of children needing NC Pre-K placement in the 2015-16 school year.

Other Attachment File(s)

* Mandatory Other Attachment Filename:

To add more "Other Attachment" attachments, please use the attachment buttons below.

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#	Attachment Title	Relevant Selection Criterion
1	North Carolina Pre-Kindergarten Program Evaluation Summary of Research (2002-2013)	(A)(1), (A)(7)(a), (A)(7)(b), (B)(4), (C)(1)(b), (C)(2)(a), (C)(2)(c), (E)(1), (G)(budget and budget narrative)
2	NC Pre-Kindergarten (NC Pre-K) Program Requirements and Guidance	(A)(4), (A)(7)(b)(i), (B)(4), (B)(5), (C)(1)(b), (C)(1)(h), (D)(4)(b)(i), (E)(4), (E)(5), (E)(8), (E)(9), (E)(10)(b)(vii)
3	North Carolina Foundations for Early Development and Learning	(A)(5), (B)(1), (D)(4)(b)(ii), (F)(1)(b)
4	North Carolina Pre-Kindergarten Legislation	(B)(3), (E)(8)
5	Administrative Rules for NC Pre-K Services	(B)(1), (B)(3)
6	NC Pre-K Fiscal and Contract Manual	(B)(4), (E)(3), (E)(6)
7	NC Pre-K Contractor Monitoring Tool	(B)(4), (E)(4)
8	NC Pre-K Site Monitoring Tool	(B)(4), (E)(4)
9	County Economic Tier Designations and Current percentages of at-risk four year old children served	(D)(4)(b)(i)
10	NC Pre-K Professional Development Plan	(A)(3), (A)(7)(a), (C)(1)(c), (C)(1)(e), (C)(1)(f), (C)(1)(i), (C)(2)(a), (D)(4)(b)(ii), (E)(1), (E)(5), (E)(10)(a), (E)(10)(b)(i), (E)(10)(b)(iii), (F)(2)(b)(i), (F)(2)(a)(ii)
11	North Carolina K-3 Formative Assessment Overview	(A)(5), (C)(1)(h), (C)(3), (F)(2)(c), (F)(2)(a)(i), (F)(2)(a)(ii), (F)(2)(a)(iii), (F)(2)(a)(v)
12	Letters of Support	(A)(6)

(b)(6)

Purpose of the NC Pre-K Evaluation

Since the NC Pre-K Program began, a variety of statewide evaluation studies have been conducted. These annual evaluations have included multiple studies of program services, classroom quality, and children's outcomes during their pre-k year as well as longer-term into kindergarten and third grade. The primary research questions addressed by these evaluations have included:

- What were the key characteristics of the local NC Pre-K Programs?
- What was the quality of NC Pre-K classrooms and what factors were associated with better quality?
- What were the outcomes of children attending NC Pre-K and what factors were associated with better outcomes?
- To what extent have there been any changes over time in these results?

Ellen S. Peisner-Feinberg, PhD

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FPG Child Development Institute,
The University of North Carolina at Chapel Hill.

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This summary is available at
<http://www.fpg.unc.edu/projects/evaluation-nc-pre-kindergarten-program>

Key Findings

Program Characteristics

- There have been consistent improvements in teacher qualifications—increases in the proportion of teachers with BA degrees and B-K licenses and decreases in the proportion of teachers with no credential.
- The NC Pre-K Program has continued to ensure that it primarily serves an at-risk, high service priority (children who have not been in a preschool program), and diverse population of children.
- NC Pre-K classrooms have continued to be offered in a variety of setting types, including public school, for-profit and non-profit child care, and Head Start.

Program Quality

- Classroom quality for the NC Pre-K Program is in the medium to good range across a number of different areas that have been measured—global quality, teacher-child instructional interactions, language and literacy environment, and teacher sensitivity. Classroom quality has remained fairly similar over the years in almost all areas; although scores are still not as high as they could be, very few classrooms have scored in the low quality range.
- Similar to most other pre-k samples, quality tends to be higher for areas related to the general classroom environment and the sensitivity and supportiveness of teacher-child interactions than for aspects related to instructional support.
- There have not been consistent predictors of classroom quality, including factors such as teacher qualifications, class size, and the composition of the classroom. Likely, this is because there are program requirements that are known to relate to higher quality (e.g., lower class size, higher adult:child ratios, teacher qualifications, use of curriculum). These have resulted in a restricted range of quality (toward the higher end) which has prevented these associations from being found.

Child Outcomes

- The NC Pre-K Program likely has beneficial effects for children, based on several longitudinal studies of children from pre-k through kindergarten. Comparisons to norm-referenced measures show that children who participate in the NC Pre-K Program make greater than expected gains in all domains of learning (language, literacy, math, general knowledge, social skills) during pre-k and continuing into kindergarten.
- These studies also indicate that the program is especially beneficial for dual language learners (DLLs). Children who have lower levels of English proficiency make gains at an even faster rate than other children, although they typically start pre-k with lower levels of skills and often have not caught up to their peers even by the end of kindergarten.
- Based on a study with a treatment and a comparison group, participation in the pre-k program improves children's skills at entry into kindergarten. Positive effects were found for language, literacy, and math skills, with similar findings for different groups of children (by poverty status, risk factor status, or English proficiency level).
- Participation in the pre-k program has long-term benefits that can help to reduce the achievement gap for poor children. These findings were based on a study of third-grade end-of-grade (EOG) scores for all children in NC across two years. In third grade, poor children who had attended the pre-k program scored higher on math and reading EOGs than poor children who had not attended the pre-k program (90% of program participants were poor in pre-k).

Conclusions

The NC Pre-K Program has had positive outcomes for children, the level of quality has remained fairly constant over time, and there have been substantial improvements in teacher qualifications (one of the primary areas of focus for the program). These results indicate that the program clearly has several areas of strength; as it has grown over the years into a full-scale statewide program, the effects for children and the quality of classroom practices have been maintained. However, as with any program, there are some areas for improvement; two broad recommendations from these findings would be to support efforts to help increase the overall level of classroom quality and to support efforts for improving instruction for DLLs.

Overview of the NC Pre-K Program

The NC Pre-K Program is a state-funded educational program for eligible 4-year-olds, designed to enhance their school readiness skills. Since its inception in the 2001-2002 school year (as the More at Four Program), the statewide pre-k program has served over 255,000 children. Children are eligible for NC Pre-K primarily based on age and family income (up to 75% of state median income), although children with higher family incomes who have other risk factors (limited English proficiency, identified disability, chronic health condition, or developmental/educational need) or a parent actively serving in the military may be enrolled. NC Pre-K provides funding for serving eligible children in classroom-based educational programs on a school day (6-1/2 hours/day) and school calendar basis (180 days/year). Local sites are expected to meet a variety of program standards including curriculum and assessment; training and education levels for teachers; class size and adult:child ratios; and North Carolina child care licensing levels.

NC Pre-Kindergarten (NC Pre-K) Program Requirements and Guidance

Issue Date: August 6, 2012



NC Pre-Kindergarten (NC Pre-K) Program Requirements and Guidance

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Section 1: Introduction

The NC Pre-K Program is a program of the Division of Child Development and Early Education in the North Carolina Department of Health and Human Services.

The NC Pre-K Program is designed to provide high-quality educational experiences to enhance school readiness for eligible four-year-olds. The program requirements are built on the premise that to be successful academically in school, children need to be prepared in all five of the developmental domains outlined by the National Education Goals Panel. Each of these domains is critical to children's well-being and for their success in reading and math as they come to school. The five domains, as reflected in *Foundations: Early Learning Standards for North Carolina Preschoolers and Strategies for Guiding Their Success* are:

- Approaches to learning
- Emotional and social development
- Health and physical development
- Language development and communication
- Cognitive development

The requirements are designed to ensure that a high-quality pre-kindergarten classroom experience is provided for eligible four-year-olds in each local NC Pre-K Program and that, to the extent possible, uniformity exists across the state.

Guidance:

Program *Guidance* is included in some sections of this document. The purpose of this *Guidance* is to provide additional clarification to the requirements, when needed, and to encourage best practices in serving children in the NC Pre-K Program. The *Guidance* is intended to direct local NC Pre-K committees, contractors and sites to adopt policies and implement practices that address critical components of providing high-quality pre-kindergarten that meet the needs of all children.

Effective Practices Briefs

The Division of Child Development and Early Education (DCDEE) also recommends that programs use the *Effective Practices Briefs* listed below. These briefs offer additional guidance for best practices in pre-kindergarten classrooms:

- Developmental Screening of Children in Pre-Kindergarten, July 2010
- Foundations: Early Learning Standards for North Carolina Preschoolers, August 2010
- Pre-Kindergarten Curricula, August 2010
- Assessment of Children in Pre-Kindergarten, August 2010

Additional *Effective Practices Briefs* may be issued over time, as well as updates to the briefs when needed. Briefs currently available can be downloaded from the Office of Early Learning website: <http://www.earlylearning.nc.gov/InfoforEducators/effectivePractices.asp>

The *NC Pre-K Program Requirements & Guidance* and the *NC Pre-K Program Fiscal and Contracts Manual* may be downloaded from the Division of Child Development and Early Education website: http://ncchildcare.dhhs.state.nc.us/general/mb_ncprek.asp

All NC Pre-K programs must comply with the Requirements. Requests for exceptions to the Requirements as specified in this document must be made in writing by the NC Pre-K local contractor to the Division of Child Development and Early Education:

Division of Child Development and Early Education
NC Department of Health and Human Services
2201 Mail Service Center
Raleigh, NC 27699-2075
919-662-4499 – Phone / 1-800-859-0829

www.ncchildcare.net

Section 2: The County/Region NC Pre-K Committee

A. Purpose of the NC Pre-K Committee

The NC Pre-K Program is built upon a system of existing local school boards and districts, private child care providers, and other entities that demonstrate the ability to provide high quality pre-kindergarten services for eligible 4-year olds.

The NC Pre-K Program requires that every county (or region) participating in NC Pre-K must establish and maintain a County/Region NC Pre-K Committee. The purpose of the Committee is to:

1. Select a contractor agency;
2. Develop operational policies and procedures;
3. Ensure collaboration and shared responsibility for developing, approving, and implementing the local plan for delivering NC Pre-K services at the community level;
4. Ensure that services are built on the existing early childhood service delivery system, and that service providers in the community with the ability to provide NC Pre-K services have the opportunity to express interest and be considered;
5. Provide ongoing, collaborative advice about local policies and procedures in the implementation of NC Pre-K services; and
6. Provide oversight for the local program (both programmatic and fiscal).

B. Committee Structure and Meetings

Co-Chairs

The County/Region NC Pre-K Committee must be co-chaired by the school superintendent (or designee) for the local education agency (LEA) and the board chair (or designee) for the local Smart Start Partnership. If a designee is assigned, it must be done in writing and the designee must have the same decision-making authority as the school superintendent or local partnership board chair. The contract administrator (person named in the NC Pre-K Plan) shall not serve as the chair of the NC Pre-K Committee.

If there is more than one LEA or local Smart Start partnership in a county or region, one superintendent and one local Smart Start board chair may be designated to serve as the co-chairs. All superintendents (or designees) and local Smart Start board chairs (or designees) in a county or region must be members of the committee.

Membership

The co-chairs are responsible for appointing the committee members and convening the committee according to the *NC Pre-K Program Requirements & Guidance*. Appointments shall be made annually. The co-chairs should create an independent County/Region NC Pre-K Committee. However, they may designate another functioning early childhood committee or board in the county/region that has the appropriate membership to serve in this capacity. If

an existing early childhood committee is designated to serve in this capacity, the existing early childhood committee must officially adjourn from its meeting and requirements, then officially reconvene as the NC Pre-K Committee operating under NC Pre-K Requirements, with the required co-chairs and membership to perform NC Pre-K functions.

Committee membership must be kept current in the online NC Pre-K Plan, and shall consist of the following:

In addition to the co-chairs, representatives to the local NC Pre-K Committee must include:

1. Licensed child care center (4- or 5-star license) representative,
2. Head Start program representative,
3. Parent of preschool-age children (especially children who are at-risk) representative,
4. Child care resource and referral agency or another child-serving agency representative,
5. Department of Social Services or other child care subsidy funding agency representative, and
6. Public schools Exceptional Children's preschool program representative(s).

Guidance:

In addition to the mandated members, the following representatives are strongly encouraged.

1. County cooperative extension agency representative,
2. Local interagency coordinating council representative,
3. County/regional departments of health and mental health representative(s),
4. Early childhood professional organizations representative(s),
5. Local business community representative(s),
6. Military representative,
7. Early childhood representative from a university, community college/higher education, and/or,
8. Child Care Health Consultant or health professional representative.

Committee Meetings

The Committee is a public body subject to the Open Meeting Law (G.S. Chapter 143, Article 33C) and Public Records Law (G.S. Chapter 132) and must operate in accordance with their obligations under those statutes.

The committee, under the direction of the co-chairs, should set a meeting schedule and establish protocol that allows the committee to fulfill its functions. The committee must maintain minutes of all meetings that document: 1) meeting attendees; 2) items discussed; and 3) actions taken or decisions made. In addition to regular meetings, the **Committee must meet prior to May 31** to advise planning and document approval of the NC Pre-K plan for the following year.

C. Committee Authority

Actions Requiring Full Committee Approval

The County/Region NC Pre-K Committee is the decision-making body for the local NC Pre-K Program and is authorized to do the following:

1. Conduct annual planning for NC Pre-K and approve an implementation plan. All committee members must read and agree to the Assurances and Requirements, and sign Section 1, which must be submitted, along with a copy of the minutes of the meeting, to the Division of Child Development and Early Education by **May 31**.
2. Select or change the contract administrative agency (the Contractor).

Minutes and signatures of all committee members must be submitted to the Division of Child Development and Early Education for items 1 and 2.

3. Approve distribution of funding.
4. Review and approve the provider reimbursement strategy (i.e., payment rates to providers and other related costs).
5. Approve provider transportation charges to/from the NC Pre-K program.
6. Approve costs that may be charged to cover the full/partial costs of meals when children do not qualify for free/reduced priced lunch.
7. Approve adding new sites or non-voluntary termination of sites in the County/Region Plan.
8. Approve requests to increase or decrease the budget involving NC Pre-K funds requesting funds to serve additional children.

Items 3 through 8 require committee approval but do not require the signature of all Committee members. The minutes of the Committee meetings shall be kept on file and shall indicate members present, decisions made, and results of votes.

Actions Not Requiring the Full Committee

In cases where decisions must be made before the Committee can be convened, the Contract Administrator and/or Committee co-chairs may do the following on behalf of the Committee:

9. Approve moving child placements across sites.
10. Approve increases or decreases in the budget involving other resources accessed (but not state NC Pre-K funds).

For **actions 9 & 10**, signatures of the Committee co-chairs are required. A report of all actions must be reported back to the Committee.

D. Additional Functions – Committee and Contractor

The Committee serves in an advisory role to the Contract Administrator in the development and implementation of local policies and procedures for implementing NC Pre-K, including the following:

1. Developing and implementing a coordinated process for recruiting, identifying, and placing four-year-old children who are at-risk;
2. Participating in collaborative efforts to offer professional development services to early childhood programs in the community;
3. Demonstrating and documenting how programs are accessing resources other than those provided by NC Pre-K;
4. Documenting agreements with other community agencies regarding the provision of services to young children with disabilities;
5. Developing and implementing a written transportation plan showing how the transportation needs of participating children will be met;
6. Developing and implementing a written transition plan showing how the needs of participating children will be met as they transition into pre-kindergarten and then into kindergarten;
7. Developing and implementing a written family engagement plan to implement strategies designed to develop partnerships with families and build reciprocal relationships that promote shared decision-making.
8. Developing and implementing a written plan for working with children and families with limited English proficiency.
9. Providing all families of participating children with information about access to health insurance such as NC Health Check (Medicaid for Children) and the importance of a medical and dental home for their children;
10. Identifying and using community resources to develop a plan for obtaining child health assessments within the required timeframe;
11. Developing a plan for consultation services from a qualified health consultant for all sites; and
12. Documenting a process for ensuring that qualified eligible teachers and teacher assistants are compensated at the appropriate levels.

Guidance:**Transportation Plan:**

A written transportation plan should address transportation for children to and from all NC Pre-K sites. In developing the plan, the Committee and Contractor should identify community resources that are available and work with the school system, as feasible. Legislation allows for transportation of any NC Pre-K child to any NC Pre-K site on public school buses. If, after careful review, it is determined that transportation cannot be provided, without creating a participation barrier the contractor must maintain a written record of what was decided through the committee process.

Transition Plan:

The written transition plan should be developed by the Committee and Contractor and should include these components:

1. Specify how children will transition into the NC Pre-K classroom.
2. Specify how children will transition into kindergarten.
3. Reflect the diversity and uniqueness of children, families and communities.
4. Be revised as ongoing transition efforts are expanded.

Additional information regarding transitions can be found in the Ready Set Go transitions series at <http://www.earlylearning.nc.gov/InfoforEducators/readySchools.asp> or <http://www.readysetk.org/>

Medical and Dental Home

The Committee and Contractor should work with all NC Pre-K sites as well as with community health care resources (e.g., Child Care Health Consultants or N.C. Health Check coordinators) to assist families in securing health insurance, a medical home (primary health care provider), and dental home (dentist) for their child. At a minimum, the contractor should work with sites to give families information about the N.C. Health Check (Medicaid for Children) health insurance program and about the importance of a medical and dental home. The contractor should ensure that this information is available for all families of children served by NC Pre-K. The information may be distributed: 1) at a county-wide event; 2) at the site level; and/or 3) directly to families. In addition, the contractor may also choose to give families a list of local primary health care providers. There are free bilingual materials (English/Spanish) available online from the NC Healthy Start Foundation at: www.nchealthystart.org

To view a copy of the “Health Check / NC Health Choice Fact Sheet”, go to:
http://www.nchealthystart.org/downloads2/HICNCHC_Fact_Sheet.pdf

To view “The Right Call Every Time: Your Medical Home” Brochure, go to:
http://www.nchealthystart.org/downloads2/MH_The_right_call.pdf

The “Health Check / NC Health Choice Fact Sheet” is now translated and available online in several languages: Arabic, Chinese, Hmong, Korean, Montagnard, Spanish, and Vietnamese. To print out a copy in one of these languages go to:
<http://www.nchealthystart.org/outreach/index.html>

Child Health Assessment:

The plan to support sites in meeting the child health assessment requirement would include notifying all families at the time of application to the program that the child’s health assessment is required before being enrolled or within 30 days after a child enters the NC Pre-K program. The Contractor and sites should work with the parent/family to coordinate transportation and other appropriate resources, such as the public health department, public school health nurse, Child Care Health Consultants, and other health care and medical consultants in the community to help families meet this requirement.

Plan for Health Consultation Services:

A plan for health consultation services for all NC Pre-K sites should address the provision of services to sites from a qualified health consultant (either a licensed pediatric health professional or a health professional with specific training in health consultation for early childhood programs). Such a plan may include defined policies and practices to ensure health promotion and prevention of infection and injury, and inclusion of children with special health care needs.

E. Reporting Program Progress

The Contractor must report to the County/Region NC Pre-K Committee throughout the year on implementation of the County/Region Plan including:

1. Program progress (recruiting, child identification and eligibility, enrollment, and attendance);
2. Site updates (child placement; star licensure progress);
3. Site staff education levels, staff salaries and progress toward goals (administrators, teachers, assistants);
4. Professional development activities;
5. Efforts to collaborate with other agencies;
6. Strengths and barriers to service delivery;
7. Efforts to implement plans related to transportation, transitions, helping families access health insurance and a medical and dental home, helping ensure child health assessments, and consultation from a qualified health professional; and
8. Fiscal and budget reports, including funds received and funds paid to subcontractor(s).

Section 3: The NC Pre-K Child

A. NC Pre-K Child Enrollment Eligibility

Local Contractors are responsible for determining NC Pre-K Child Eligibility. This responsibility, along with other administrative duties, determined that NC Pre-K contracts issued by DCDEE are Financial Assistance contracts. Any NC Pre-K Contractor wishing to delegate eligibility determination responsibilities to a sub-contractor must request approval from DCDEE before delegating this responsibility. Characteristics and requirements of Financial Assistance contracts are described in the *NC Pre-K Fiscal & Contracts Manual*.

Age Requirements

1. Children to be enrolled must be four years of age on or before **August 31st** of the program year.
2. Children age eligible for kindergarten cannot be served with NC Pre-K funds.

Income Requirements

A child that meets the age requirements is eligible for NC Pre-K if the child is from a family whose gross income is at or below 75% of the State Median Income level.

Additional Eligibility Criteria

Children of Eligible Military Families:

Any age-eligible child who is a child of either of the following shall be eligible for the program, without regard to income: (i) an active duty member of the Armed Forces of the United States, including the North Carolina National Guard, State military forces, or a reserve component of the Armed Forces, who was ordered to active duty by the proper authority within the last 18 months or is expected to be ordered within the next 18 months or (ii) a member of the Armed Forces of the United States, including the North Carolina National Guard, State military forces, or a reserve component of the Armed Forces, who was injured or killed while serving on active duty.

Additional Eligible Children:

In addition, up to 20% of age-eligible children enrolled may have family incomes in excess of seventy-five percent (75%) of the state median income if the child has one of the risk factors identified below:

- Identified developmental disability.
- Limited English Proficiency (LEP) as indicated by the family and/or child speaking limited or no English in the home;
- An educational need as indicated by the child's performance results on an approved developmental screening;
- A chronic health condition as indicated by the diagnosis from a professional health care provider;

Guidance:**Children of Eligible Military Families**

Children who have a parent or guardian in the military often experience increased stress levels. Contract administrators are strongly encouraged to identify resources in the community and help make connections for families to support children in these circumstances.

Clarification for Additional Eligibility Criteria

- Developmental disabilities are identified through screenings followed by targeted tests and measures administered by education and/or health professionals. They may include but are not limited to cerebral palsy, sight or vision impairment, orthopedic impairment, or autism.
- An educational need must be supported by the results from an approved developmental screening instrument. NC Pre-K approved developmental screening instruments can be found in Section 5 under the heading of “Developmental Screening”.
- Limited English proficiency is identified when the family and/or child speaks limited or no English in the home. Contract administrators are strongly encouraged to identify resources in the community to support children and families with limited English proficiency.
- Chronic health conditions must be documented by a professional health care provider. These conditions may include but are not limited to: asthma, diabetes, cancer, sickle cell anemia, juvenile arthritis or other health conditions that the health care provider has diagnosed and identified as having the potential to interfere with a child’s development and learning.

Priority to Serve the Unserved Population

Contract Administrators are strongly encouraged to serve children who have received no prior early education services outside the home in a group setting. In addition, continuity of care should be taken into consideration for eligible 4 year old children moving into a NC Pre-K classroom who have been previously enrolled in that site.

B. NC Pre-K Program Eligibility Form**NC Pre-K Program Eligibility Form**
(REVISED: Effective July 23, 2012)

Date Completed: _____

Child's Name: _____ Birth Date: _____

Address: _____

City: _____ Zip: _____ Phone: () _____

Determining Eligibility Factors1) Will the child be four years of age on or before **August 31st** of the program year?___ **No (Child not eligible)**___ **Yes (Move to question 2.)**

2) What is the annual family gross income? _____ What is the family size? _____

Are the parent(s) – check all that apply: (These are not eligibility requirements but this information will help DCDEE to leverage federal funding)

- ☐ **Employed**
☐ **Seeking employment**
☐ **In post-secondary education**
☐ **In high school or in a GED program**
☐ **In job training**
☐ **Other**

3) Does the family's countable income fall at or below 75% of the State Median Income (SMI)?

___ **No (Complete Tables A and B and then move to question 4.)**___ **Yes (Child is eligible; complete Tables A and B.)**

TABLE A		
Check one box for each:	Yes	No
Child has identified developmental disability	<input type="checkbox"/>	<input type="checkbox"/>
Child of eligible military family	<input type="checkbox"/>	<input type="checkbox"/>
Child has Limited English Proficiency	<input type="checkbox"/>	<input type="checkbox"/>
Child has chronic health condition(s)	<input type="checkbox"/>	<input type="checkbox"/>
Child has identified educational need	<input type="checkbox"/>	<input type="checkbox"/>

1. TABLE B (TANF/MOE only)	Check one
130% of poverty and below	
131 - 185% of poverty	
186 - 200% of poverty	
201 - 250% of poverty	
251 - 300% of poverty	
Above 300% of poverty	

4) **(Please complete this question if you have answered "No" to question 3.)**

Have one or more boxes in Table A been checked "Yes"?

___ **No (Child is not eligible)**

___ **Yes (**Up to 20% of children in families with family incomes above 75% of the state median income may be deemed eligible and enrolled in NC Pre-K if the child has other designated risk factors. Children of eligible military families may be served without regard to income and are NOT required to be included in the allowed 20% of over-income families.)**

C. Eligibility for Families at or below 75% of State Median Income

Income eligibility for NC Pre-K is determined by family size and gross income.

Table 1. (b) (4) % STATE MEDIAN INCOME*	
Family Size	75 Percent State Median Income
1	(b)(4)
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
*Based on August 1, 2011 North Carolina Subsidized Child Care Eligibility Limits	

D. Temporary Assistance to Needy Families/Maintenance of Effort

When a child is determined eligible for services, a % of poverty category must be determined (see Table 2), entered on the NC Pre-K Program Eligibility Form, and in NC Pre-K Kids. This information will be used for the purposes of meeting TANF/MOE requirements and will not affect eligibility determination.

Table 2. INCOME ELIGIBILITY LEVEL*	
NC Pre-K 2012-13	
Family Size	(b)(4)
1	(b)(4)
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
*Based on 2012 Federal Poverty Levels	
Revised July 26, 2012	

E. Definitions and Recommended Documentation for Verification

During the application process, at a minimum, the items and documentation identified in the chart below must be collected for each child and family. This information will serve two purposes: (1) to determine NC Pre-K eligibility and (2) for the state to determine TANF (Temporary Aid to Needy Families) and CCDF (Child Care and Development Fund) Maintenance of Effort (MOE) and Matching contributions.

Element	Parent, guardian or caregiver statement substantiated by parent, guardian or caregiver signature is required for income, military status, family size, kinship.
Child's Name	Parent, guardian or caregiver statement.
Birth Date	Child's birth certificate, or medical records, or recorded in Family Bible
Child's SS #	Verification of child's social security number, if applicable
County	County of child's residence as documented on child's application.
Military Status	Parent, guardian or caregiver statement (signature required).
Kinship (signature required)	<p>Kinship is established when the child in care lives with an adult blood relative or with a non-relative who has legal custody or guardianship. If child is living with non-relatives or other adults that have legal custody or guardianship, guardian must present a <u>legal document</u> verifying they have <u>legal custody</u> or <u>guardianship</u>.</p> <ol style="list-style-type: none"> 1. A parent - This includes a natural mother or father, a legal mother or father, or adoptive parent(s) after issuance of the final order of adoption. 2. An alleged mother or father or other alleged maternal or paternal relative. 3. A blood or half-blood relative or adoptive relative limited to: brother, sister, grandparent, great-grandparent, great-great-grandparent, uncle or aunt, great-uncle or aunt, great-great-uncle or aunt, nephew, niece, first cousin. 4. A step relative limited to: stepparent, stepbrother, and stepsister. 5. Spouses of anyone in the above groups, even after the marriage has been terminated by death or divorce. 6. Other adults who have legal custody or guardianship of a child. Foster parents do not have legal custody or guardianship; custody remains with the Department of Social Services.
Family Size (signature required) (Number in Family: parents, stepparents, all siblings)	<p>Include the following individuals living in the child's home:</p> <ol style="list-style-type: none"> 1. The NC Pre-K child plus all minor brothers and sisters, half brothers, half sisters, stepbrothers and stepsisters. 2. Parents and stepparents of these children. 3. Incarcerated or institutionalized individuals are <u>not</u> included. 4. If a child is living with a relative like a grandparent, aunt, uncle, etc., or an individual who has <u>legal custody</u>, then the family size consists of the NC Pre-K child, plus all minor brothers and sisters, half brothers, half sisters, stepbrothers and stepsisters living in the same household. The adults are <u>not</u> included, nor are the children of these adults counted. 5. If a child is living with a relative like a grandparent, aunt, uncle, etc., or an individual who has <u>legal guardianship</u>, then the family size consists of the NC Pre-K child, plus all minor brothers and sisters, half-brothers, half-sisters, stepbrothers and stepsisters living in the same household. The adults and children of these adults <u>are</u> counted as well.
Family Income (To convert weekly income to annual, multiply weekly by 4.3 to obtain monthly, then by 12 for annual.)	<p>Count parent or stepparent's regular gross income (signature required).</p> <p>Regular gross income may include income earned through sales commissions averaged over several months, regular employment through a temporary employment agency, child support, alimony payments, and workman's compensation.</p> <p>Excluded from regular gross income are parent, stepparent and child Supplemental Security Income, adoptive assistance, foster care payments, and irregular income (e.g., over-time, temporary unemployment pay, Work First, Food Stamps, student loans).</p> <p>If legal custodian, or other caregiver, only count the child's income, including Social Security Income and Child Support Payments. Do not count Supplemental Security Income. Count income from any <u>minor</u> siblings living in the home.</p> <p>If legal guardian count the adults income, child's income, including Social Security Income and Child Support Payments. Count income from any <u>minor</u> siblings living in the home. Do not count Supplemental Security Income.</p>

F. Children with Unique Needs

When a teacher, parent, or other involved person has significant concerns about a NC Pre-K child's development, sensory function, or behavior, he/she shall notify the local school system for assistance. The following steps shall be followed:

1. If, as a result of information gathered through the screening process, or from experience working with a particular NC Pre-K child, the NC Pre-K program staff has significant concerns about that child and the program's ability to address his/her needs, the program administrator shall notify the local school system's Preschool Exceptional Children Program for assistance.
2. The NC Pre-K administrator, teacher, and parent, in consultation with the school system's Preschool Exceptional Children Program and other available resources, shall work together to develop a coordinated plan to support the NC Pre-K child's placement in the NC Pre-K program. Every effort shall be made to maintain the child's enrollment and participation.
3. If efforts to access the consultation needed to develop a coordinated plan of support prove unsuccessful, the NC Pre-K Contract Administrator shall contact the Division of Child Development and Early Education for assistance.

Section 4: The NC Pre-K Site

A. Facility Requirements

All facilities must be licensed at the 4 or 5 star level unless a waiver or extension is granted by DCDEE.

Pursuant to 2011 legislation, public school classrooms must become licensed through DCDEE. If DCDEE determines that meeting licensure standards for a public school constitutes a significant barrier to access to NC Pre-K for at-risk students, the Division will grant an extension and create a transition plan to assist public schools in obtaining licensure. Programs that are concerned that they will never be able to become licensed, even with an extension, should contact their DCDEE Child Care Consultant to discuss available options.

Guidance:

Public school licensure:

Unlicensed public school programs should contact the appropriate DCDEE Lead Child Care Consultant to begin the steps toward licensure. The DCDEE Lead Child Care Consultant will guide the licensing process and identify any barriers, potential solutions, and if warranted, extensions for the licensing process.

B. Official NC Pre-K Day and Year

NC Pre-K sites must provide a Pre-K program for a minimum of 6.5 hours per day for 180 instructional days per school calendar year.

Guidance:

Official day and year requirements:

Whenever possible the hours of operation should be consistent with the school system in the geographic area where the site is located. Additionally, the site's 180-day schedule should generally track the local public school calendar. Variations from this guidance should be addressed between the Contractor and site.

Home Visits/Staggered Entry:

Days that are set aside for home visits and for staggered entry at the beginning of the school year may be included as part of the 180-day school calendar year. Throughout the school year a home visit may also count as an attendance day when used for programmatic purposes or for a child that is unable to come to school due to special circumstances (c.g. extended illness; hospitalization, and recovery).

Staff Professional Development:

Up to five days may be set aside for professional development and included as part of the 180-day school calendar year. Professional development days may not be used as teacher optional attendance workdays. Documentation of professional development contact hours, objectives and dates should be maintained by staff, Site Administrators, and Contractors.

C. Program Attendance Policy

Child attendance must be taken daily and submitted monthly for reimbursement. A child must attend ten days of the month in order for the Contractor to receive payment. For the first and last month of classroom operation when limited attendance days are available, a child must attend at least one day in order for the Contractor to receive payment. *(See the NC Pre-K Program Fiscal and Contract Manual, for detailed requirements on the payment process.)*

When a child enrolled in the NC Pre-K program has been absent for three consecutive days, the Site-level Administrator should contact the family and determine the child's participation status. Any changes must be reported to the local Contractor.

Guidance:

Contractors and sites should work with families to support a child's attendance and participation in NC Pre-K. NC Pre-K Site Administrators should document attempts to contact the family, as well as decisions regarding the child's continued participation in the program. Every effort should be made to maintain the child's placement and participation in NC Pre-K.

D. Nutrition

Sites must provide breakfast and/or snacks and lunch meeting USDA requirements during the regular school day. The partial/full cost of meals may be charged when families do not qualify for free/reduced price meals. This parental fee must be approved by the NC Pre-K Committee.

E. Transportation

When all other options have been exhausted, families with children participating in NC Pre-K may be charged a nominal amount for transportation to/from the NC Pre-K site if approved by the NC Pre-K Committee. However, children who are at-risk should not be denied services based on the family's inability to pay.

F. Wrap-around Services

Families may also be charged for the cost of wraparound services provided before or after the NC Pre-K day, during holidays, or during summer months. NC Pre-K funds may not be used for such costs.

Guidance:

While NC Pre-K funding cannot be used for wraparound services (time periods before or after the NC Pre-K day), sites should attempt to meet the needs of families and children for full day care. When wraparound services are provided before and/or after the regular school day, during holidays, or summer months, the provider may charge a fee for that service or accept a subsidy voucher from a participating family. Instructional staff (teacher and teacher assistant) 40 hour work week should not include before and/or after care services.

G. Religious Activities

Activities, instruction, or communications which promote religious beliefs shall not be directed toward children participating in NC Pre-K during the NC Pre-K school day.

Section 5: The NC Pre-K Classroom

A. Child Health Assessments

A health assessment is required to be on file at the NC Pre-K site within 30 days after a child enters the NC Pre-K program and must have been conducted within 12 months of program entry. The health provider is responsible for making appropriate referrals as indicated by the health assessment. The health assessment must include:

1. Physical examination
2. Updated immunizations
3. Vision screening
4. Hearing screening
5. Dental screening

All health assessments must be reviewed to ensure that all necessary referrals related to the results have been made.

Guidance:

Forms:

Sites are encouraged to use the Kindergarten Health Assessment Report (Form # PPS-2K Rev. 1/11), which is available through local health departments, public schools, and at http://ncdhhs.gov/dph/wch/doc/aboutus/KHA_1-11.pdf or <http://www.nchealthyschools.org>. The Kindergarten Health Assessment Report may be used in lieu of the DCDEE Health Assessment Form.

For sites that use other forms, additional documentation may be necessary to meet all NC Pre-K requirements.

A child's last allowable Medicaid health assessment will meet this requirement.

All components of the health assessment can be completed during the child's physical including the vision, hearing and dental screenings.

Working with families:

If a child's health assessment is not in place on the first day of attendance, the family/parent should be given written notice to have the assessment completed within 30 calendar days or provide written evidence within 30 days of the date that the child has been scheduled for the health assessment.

If the assessment is not completed within 30 calendar days, or an appointment has not been made or has not been kept for the child's health assessment, the parent/family should be notified by the Contract Administrator that the child will lose his/her NC Pre-K placement

unless there are extenuating circumstances. Contractors may request an exception to these timelines based on extenuating circumstances.

Contractors and sites should make every effort to assist families in obtaining a health assessment for their child and should enlist help from other community organizations and agencies.

B. Developmental Screening

All children enrolled in NC Pre-K must receive a developmental screening using an approved screening instrument, unless the child has an existing Individualized Education Program (IEP). The screening shall be conducted by a professional trained in administering the screening. Children must be screened within 90 days after the first day of attendance in the program or within 6 months prior to the first day of attendance.

The NC Pre-K program requires that screening be used solely for the purpose of identifying children who should be referred for further evaluation and testing based on concerns in one or more developmental domains.

Children shall be screened using one of the approved screening instruments listed below:

1. Ages & Stages Questionnaires, Third Edition (ASQ-3) or Ages & Stages Questionnaires (ASQ)
2. Brigance Early Childhood Screen II (3-5 Years), or Brigance Head Start Screen, or Brigance Preschool Screen – II, (under 4 yrs. 11 mos.) or Brigance K & 1 Screen – II (5 yrs.0 mos. and older)
3. Developmental Indicators for the Assessment of Learning, Third Edition (DIAL-3) or Fourth Edition (DIAL-4)
4. Parents' Evaluation of Developmental Status (PEDS)

Guidance:

Any professional conducting developmental screening must be trained in the use of the selected screening instrument. Oversight of the screening process should be provided by professional(s) with specialized training and expertise in early childhood assessments. Coordination with community service providers is recommended to avoid duplicate screening of children.

See the Effective Practices Brief on Developmental Screening of Children in Pre-Kindergarten, July 2010 at: <http://www.earlylearning.nc.gov/pdf/EP-DevelopmentalScreeningJuly2010.pdf>

C. Early Learning Standards And Curricula

NC Pre-K program staff must be knowledgeable about *Foundations: Early Learning Standards for North Carolina Preschoolers and Strategies for Guiding Their Success*, and use these early learning standards to guide their planning of developmentally

appropriate, high-quality prekindergarten experiences for children. *Foundations* is available at: <http://www.earlylearning.nc.gov/Foundations/ToDownload.asp>

In addition, each NC Pre-K classroom staff shall use an approved curriculum. The selected curriculum must be approved by the NC Child Care Commission. The Child Care Commission shall approve additional curricula during quarterly meetings following a pre-determined timeline. This shall be reflected in the NC Child Care Commission minutes.

The following list represents currently approved preschool curricula:

1. *The Creative Curriculum® for Preschool, 4th Edition*, Teaching Strategies, Inc., 2002
2. *The Creative Curriculum® for Preschool, 5th Edition*, Teaching Strategies, Inc., 2010
Approved with the stipulation that programs purchase and use:
Volume 1 The Foundation;
Volume 2 Interest Areas;
Volume 3 Literacy;
Volume 4 Mathematics; and
Volume 5 Objectives for Development and Learning.
3. The Creative Curriculum® system for Preschool, Teaching Strategies, Inc., 2010
4. *The Empowered Child™*, Childtime, 2nd Edition, 2007 (Approved for use in Childtime programs.)
5. *Explorations with Young Children: A Curriculum Guide from the Bank Street College of Education*, Gryphon House, 1992
6. High Reach Learning, High Reach Learning, Inc. 2009
7. *HighScope Preschool Curriculum*, HighScope Press, 2002
8. *Investigator Club Prekindergarten Learning System*, NC Edition, Robert Leslie Publishing, 2007-2012
Approved with the stipulation that programs implement the curriculum only in four-year-old classrooms and purchase the complete system, NC edition
9. *Opening the World of Learning™ (OWL)*, Pearson Early Learning, 2005 (Approved with the stipulation that full-year programs have a plan to supplement or extend the curriculum since OWL is designed to cover a school year.
10. *Passports: Experiences for Pre-K Success*, HighReach Learning, 2007 (Approved with the stipulation that programs purchase the *Compass* and at least one set of study/theme materials.)
11. *Tools of the Mind*, 6th Edition, Metropolitan State College of Denver, 2009-2011.
Approved with the stipulation that programs participate in the *Tools of The Mind* professional development offered by the publishers to implement the curriculum and purchase: Bodrova, E. and Leong, D. J., *Tools of the Mind The Vygotskian Approach to Early Childhood Education*, 2nd ed., Pearson Education, Merrill/Prentice Hall, 2007.
12. *Tutor Time LifeSmart™*, Copyright 2005 (Approved for use in Tutor Time programs.)

Guidance:

See the Effective Practices Brief on Foundations: Early Learning Standards for North Carolina Preschoolers, August 2010 at: http://www.earlylearning.nc.gov/_pdf/EP-FoundationsAugust2010.pdf

D. Instructional Assessment

Classroom staff are required to conduct ongoing assessments to gather information about each child's growth and skill development, as well as to inform instruction. The following instruments meet this requirement.

1. Creative Curriculum Developmental Continuum, Ages 3-5 and Teaching Strategies GOLD;
2. Galileo On-line Assessment System
3. HighScope Preschool Child Observation Record (COR) (second edition)
4. Learning Accomplishment Profile Third Edition (LAP-3)
5. Learning Care System (for use with Tutor Time *LifeSmart™* and The Empowered Child™ Childtime)
6. Work Sampling System (Meisels)

Guidance:

See the Effective Practices Brief on Assessment of Children in Pre-Kindergarten, August 2010 at: http://www.earlylearning.nc.gov/_pdf/EP-AssessmentAugust2010.pdf

E. Staff-to-Child Ratio and Class Size

The classroom will not exceed a maximum staff-to-child ratio of 1 to 9 with a maximum class size of 18 children, with one teacher and one assistant teacher per classroom. Classrooms that provide for inclusive settings for children with disabilities may require an adult to child ratio lower than 1 to 9. For LEA-administered public school exceptional children's preschool classrooms, ratios must be in compliance with the North Carolina Policies Governing Services for Children with Disabilities, Section 1508-2, (Appendix B) at: <http://ec.ncpublicschools.gov/policies/nc-policies-governing-services-for-children-with-disabilities>

Guidance:

Inclusive classrooms are encouraged. The value of inclusive settings ensures that each child's strengths, unique learning needs, and abilities are addressed. Inclusive classrooms may require an adult to child ratio lower than 1 to 9.

F. Mixed-age Classrooms

Children may be placed in a NC Pre-K classroom that do not meet age eligibility requirements but these children cannot be funded using NC Pre-K dollars and must not be

reported in the NC Pre-K Plan. When choosing to operate a mixed-age classroom, it is important to ensure developmentally appropriate practices for each child. Consult with your DCDEE Child Care Consultant when considering this option.

G. Rest Time

A rest/quiet period is required for each child every day, the length of which shall be determined according to the individual needs of each child.

During rest time, the staff/child ratio is considered in compliance if at least one staff is in the classroom with children while resting and is visually supervising all children. The second person needed to meet the 1 to 9 ratio must be on the premises, within calling distance of the classroom to remain in compliance.

Guidance:

Preschool-aged children should be provided with a regular time, everyday, when they are encouraged, but not forced, to nap or rest. The nap/rest time should be regularly scheduled, so that it happens at about the same time each day. Preschoolers have often (but not always) outgrown their need for sleep during the day but still benefit from a quiet rest time where they can relax and do quiet activities. The nap/rest schedule must be reasonable for most of the children in the group. For those children who are early risers or non-nappers accommodations must be made to meet their needs such as:

- Children can read books quietly or play quietly with toys on their mat or cot.
- Children can read or play quietly in another part of the classroom away from sleeping children.
- Children may go to another room where early risers or non-nappers can participate in activities, with the necessary supervision.
- Children can go outside where they can participate in free play or specific activities, provided that they are supervised by the required number of staff.

At least one alert staff member is always in the classroom, actively supervising the children with no lapses. Additional staff must be onsite and can be called to assist in the event a need arises.

H. Indoor and Outdoor Learning Environments

Classrooms shall provide high-quality indoor and outdoor learning environments that support the implementation of *Foundations: Early Learning Standards for North Carolina's Preschoolers and Strategies for Guiding Their Success*, as well as the chosen curriculum. The outdoor classroom is considered an extension of the learning environment. Both indoor and outdoor environments shall address curricular objectives by encouraging child-initiated, teacher-supported, active learning experiences. Teachers shall arrange for children to be outdoors each and every day, for a minimum of one hour, weather permitting.

I. Family Engagement

NC Pre-K classrooms shall provide meaningful opportunities for families to be engaged in their child's education.

NC Pre-Kindergarten Contractors shall develop a comprehensive plan for family engagement to implement strategies designed to develop partnerships with families and build reciprocal relationships that promote shared decision-making. The following are examples of meaningful opportunities for families to be engaged in their child's education:

- (1) Home visits;
- (2) Formal and informal parent/teacher conferences;
- (3) Classroom visits and options for parents and families to participate in classroom activities;
- (4) Parent education;
- (5) Family involvement in decision making about their own child and about their child's early childhood program; and
- (6) Opportunities to engage families outside of the regular service day.

A log of activities, opportunities, or communications made for family engagement must be on file at the NC Pre-K site.

Section 6: The NC Pre-K Staff

A. Site-Level Administrator Licensure and Credentials

Administrators of NC Pre-K sites must have either a:

NC Principal License, NC Exceptional Children Program Administrator License, or
North Carolina Early Childhood Administrator Credential (NCECAC) Level III.

If the site-level administrator has not yet earned the NCECAC Level III, the following will apply:

1. Provisional approval will be given for four years from the time the site began participation with the NC Pre-K program for the administrator with NCECAC I or II to obtain the NCECAC Level III; and
2. Progress toward NCECAC Level III will be considered a minimum of six documented semester hours per year.

Administrators of NC Pre-K sites shall not serve as the NC Pre-K teacher or teacher assistant.

Administrator long term vacancies shall not exceed 12 weeks.

B. Teacher Education, Licensure and Credentials

All lead teachers will hold, or be working toward a North Carolina (NC) Birth through Kindergarten (B-K) or Preschool Add-on Standard Professional II licensure.

Teachers working toward the required education and licensure shall hold a minimum of a BA/BS degree and one of the following requirements:

- (1) NC Initial Provisional Lateral Entry BK License, or
- (2) A North Carolina K-6 license and a provisional Preschool Add-on license, or
- (3) Another North Carolina or other state's license and an NC Provisional B-K license, or
- (4) A BA/BS degree in early childhood education, child development, or a related field, and be eligible for a NC Initial Provisional Lateral Entry B-K License.

All Pre-K teachers who are employed by a nonpublic school must be enrolled with the Early Educator Support, Licensure & Professional Development Unit of the DCDEE.

Pre-K teachers with a BA/BS degree shall make progress toward B-K licensure by completing a minimum of six documented semester hours per year, and achieve the B-K license within three years. The site-level administrator shall maintain documentation available for review by the Division, of the progress toward the required standard.

Teachers who hold a NC Initial Lateral Entry BK License or a NC Provisional BK or Preschool Add-on licenses must submit unofficial transcripts to the EESLPD Unit.

Teachers who hold an SP II license are required to meet professional development requirements during the five-year renewal cycle.

C. Teacher Assistant Education and Credentials

All teacher assistants will have a high school diploma or GED and will hold, or be working toward, a minimum of an Associate Degree in early childhood education or child development (ECE/CD) or a Child Development Associate (CDA) credential. Teacher assistants working toward the Associate Degree or CDA shall make progress by completing a minimum of six documented semester hours per year. The site-level administrator shall maintain documentation available for review by the Division of the progress toward the required standard.

Teacher assistants employed by public schools are exempt from this requirement to hold an ECE/CD Associate Degree or CDA if they meet the employment requirements outlined by the federal “No Child Left Behind” (NCLB) legislation, and have one of the following:

- (1) Six documented semester hours of coursework in early childhood education,
or
- (2) Two years of work experience in an early childhood setting.

Guidance:

Early Educator Support, Licensure and Professional Development (EESLPD) Unit

The Early Educator Support, Licensure and Professional Development (EESLPD) Unit within the NC DHHS-Division of Child Development and Early Education, provides mentoring, evaluation and licensure services in nonpublic schools to support NC Pre-K teachers throughout the licensure process.

http://ncchildcare.dhhs.state.nc.us/general/mb_ncprek_detail.asp

NC Pre-K teachers who are employed in a nonpublic school holding a NC BK license must

- maintain an annual **Professional Development Plan**. Teachers must participate in professional development activities that align with the expectations of the North Carolina Professional Teaching Standards, in the areas of leadership, diverse learners, content knowledge, facilitating learning, reflective professional practice and child outcomes.

NC Pre-K teachers who are employed in a nonpublic school holding a NC BK Standard Professional II license must

- submit certificates and/or transcripts of required professional development by **May 15** of each year of the five-year renewal cycle to support the renewal of the SP II license, which is renewed in year five. Training and/or coursework completed must support the birth-through-kindergarten licensure area that aligns with the North

Carolina Professional Teaching Standards in the areas of leadership, diverse learners, content knowledge, facilitative learning, technology and professional practice. The training/coursework must equal a minimum of 7.5 units of credit (CEUs) or 75 contact hours. One unit is equal to 10 clock hours, or one quarter hour or two-thirds of a semester hour of IHE (college or university) credit. **Note: classroom teaching experience is no longer accepted for licensure renewal.**

- 1 renewal credit (1 CEU or 10 contact hours) must address literacy which aligns to Standard 3 – Content/Knowledge **and**
- 1 renewal credit (1 CEU or 10 contact hours) in Birth-through-Kindergarten content that aligns to Standard 3 or 4 (content knowledge or facilitating/teaching the content)

NC Pre-K teachers holding **less than** a NC BK license (NC Lateral Entry or Provisional BK or Provisional Preschool Add-on) and employed by a nonpublic school must:

- obtain a Plan of Study from an accredited college/university with an approved BK licensure program (http://ncechildcare.dhhs.state.nc.us/pdf_forms/NCPre-K_ApprovedBKProgramsNC.pdf) or the Nash Regional Alternative Licensing Center (<http://www.ralc.us/>).
- submit unofficial transcripts to the EESLPD Unit within **10 workdays of the close of each semester to support the Plan of Study**. A minimum of 6 semester hours must be completed annually based on the teacher's individual Plan of Study.
- **Complete a minimum of 6 hours of coursework prior to June 30. All coursework required by the Plan of Study must be completed within *three* years of the issuance of the Lateral Entry License and *five* years of the issuance of a Provisional License.**

Bilingual staff:

Sites that serve children and families who do not speak English or have limited English proficiency are encouraged to hire staff that are fluent in the child's native language.

D. Substitute Staff

When a member of the NC Pre-K teaching staff is unable to work, a substitute staff person must be provided to maintain the staff-to-child ratio requirements and must be able to implement the program in accordance with the NC Pre-K Program Requirements. Substitute staff must be at least 18 years of age and meet the following minimum qualifications:

Short Term Vacancies

When teachers are absent from the Pre-K classroom for 15 or fewer days, the following requirements apply:

Nonpublic Schools (Private Child Care/Pre-K Settings): Substitutes in private settings must have at least a high school diploma or a GED, and completed at least

one course in early childhood education or child development, such as the North Carolina Early Childhood Credential.

Public School Settings: Substitutes must meet the requirements of the substitute policy consistent with the local education agency (LEA).

Long Term Vacancies

When teachers are absent from the Pre-K classroom for 16 or more attendance days, the substitute staff must hold at least an Associate's Degree in early childhood education/child development or a 4-year degree in a related field.

Substitutes for teacher assistants must be at least 18 years of age and have a minimum of a high school diploma or a GED.

Substitute staff employed for long term vacancies of teachers and teacher assistants shall not exceed 12 weeks.

E. Staff Time

Instructional staff (Teachers & Teacher Assistants) shall work in direct contact with children in the NC Pre-K program for at least a 32.5 hour work week. In addition to these direct, day-to-day instructional experiences, instructional staff will require additional time for related instructional activities, including time for planning, scheduling and conducting home visits, meeting with children's families, and/or attending required professional development activities. These related activities shall take place outside of the NC Pre-K day of direct teacher-child contact, and are not to exceed 40 hours per week.

F. Professional Development Requirements

Licensed Administrators, Teachers, and Teacher Assistants in nonpublic and public schools will participate in professional development consistent with the State Board of Education policy.

Administrators, Teachers, and Teacher Assistants in nonpublic school settings, working toward Pre-K qualifications will participate in a minimum of six documented semester hours per year.

Guidance:

NC Pre-K Teachers and Site Administrators who are employed by a nonpublic school are required to complete a series of professional development prerequisite sessions that support the teacher licensure process upon enrollment with the Early Educator Support, Licensure and Professional Development (EESLPD) Unit and, as required annually, based on changes and updates to the teacher licensure and evaluation policy approved by NC State Board of Education.

When planning professional development, NC licensed teachers are required to follow their professional development plans, which are developed based on their formally assessed teaching practices.

Up to five of the 180 NC Pre-K service days may be used for state- or county/regional-sponsored professional development, to the extent that additional hardships are not created for children and families in the NC Pre-K classroom. NC Pre-K staff may attend more than five days of professional development during the school year, but no more than five service days can be set aside for this purpose.

The DCDEE will offer professional development opportunities for Teachers, Teacher Assistants, and Administrators, to the extent feasible and that funds are available. Contractors, subcontractors including Principals, Directors and classroom staff may be required to participate in targeted professional development specified by DCDEE based on identified program needs.

G. Compensation for Instructional Staff

Compensation includes all salary, wages, health and/or retirement benefits paid to eligible NC Pre-K teachers and teacher assistants working in public and nonpublic school NC Pre-K programs as defined in this Section.

Teacher Eligibility

1. Teachers who work in **public school** NC Pre-K programs will receive salaries based on the NC Public School Salary Schedule for Certified Staff and receive health and retirement benefits offered through the NC State Health Plan and NC State Retirement System.
2. Teachers who work in **nonpublic school** NC Pre-K programs and currently hold a NC Birth-Kindergarten (B-K), Preschool Add-On, Provisional B-K, Preschool Add-on, or Lateral Entry B-K license are eligible to receive a compensation package as defined in **Table 3**.
3. Teachers with a BA/BS degree in child development, early childhood or a related field (human development and family studies, or psychology), and at least a 2.5 GPA will be granted an **Initial Provisional Lateral Entry B-K License** and are also eligible to receive a compensation package as defined in **Table 3**.

Teacher Assistant Eligibility

1. Teacher assistants working in **public school** NC Pre-K programs will receive salaries based on the NC Public School Salary Schedule for Non-Certified Staff and receive health and retirement benefits offered through the NC State Health Plan and NC State Retirement System.

2. Teacher assistants who work in **nonpublic school** NC Pre-K programs and exceed NC Pre-K education requirements (currently hold AA/AAS in ECE) are eligible to receive a compensation package as defined in **Table 4**.

Compensation Packages for Nonpublic School Programs

1. Compensation packages must be equivalent to at least the **minimum compensation level** for eligible teachers and teacher assistants, as defined in **Tables 3 and 4**. The package may consist of a, b, or c and equal to the package amount.
 - a. Salary **only**, or
 - b. Salary **plus** health **or** retirement plans, **or**
 - c. Salary **plus** health **and** retirement plans.
2. Local nonpublic school NC Pre-K programs are required to move eligible teachers and teacher assistants from the **minimum to the target compensation level**, based on available state and local fiscal resources.
3. Teachers with less than the required education and experience, and teacher assistants with less than an associate's degree in early childhood education, who work in nonpublic school NC Pre-K programs, should be compensated based on salary and benefit targets defined by the site administrator.

Guidance:

Programs providing NC Pre-K services should refer to state labor laws pursuant to the North Carolina Wage and Hour Act (<http://www.nclabor.com/wh/wh.htm>) and to federal and labor laws pursuant to the Fair Labor Standards Act (<http://www.dol.gov/compliance/laws/comp-flsa.htm>) regarding questions about wage and hour rules and employment classifications (i.e., exempt versus nonexempt) of NC Pre-K instructional staff based on educational degrees and credentials.

Instructional staff, teacher and teacher assistant, shall work in direct contact with NC Pre-K children for at least 32.5 hours per week. Instructional staff should spend the remainder of the 40 hour work week on planning activities to support direct instruction expectations.

Contract Administrators are strongly encouraged to provide salaries to teachers and teacher assistants that are comparable to that of teachers in the local public school setting. The 2012/2013 public school employee salary schedules can be found at: <http://www.ncpublicschools.org/docs/fbs/finance/salary/schedules/2012-13schedules.pdf>.

Table 3. Compensation Packages for Eligible Teachers Working in Nonpublic School Programs
B-K Licensure, Pre-school Add-on Licensure, Provisional B-K Licensure, Initial Provisional Lateral Entry B-K License & BA/BS Degree

Experience	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Minimum Compensation	(b)(4)															
Compensation Target																

Notes

- Minimum and Maximum Compensation Target (Salary and Benefits) Packages** based on North Carolina Public School Salary Schedules for Certified Employees - Bachelor's Degree Certified Teacher Salary **Schedule 5th Pay Period 2005-2006**. For Minimum Compensation Tables for more than 15 years of service, see: <http://www.dpi.state.nc.us/docs/fbs/finance/salary/schedules/2005-06schedulespayperiod5.pdf>
- Health benefit calculation based on 2005-2006 NC State Health Plan rate **\$321 per month** (12 months of employment).
- Retirement benefit calculation based on **7% of annual salary**.
- Compensation scale assumes a 40-hour work week for 36 weeks (10-month school year) (1,440 hours: includes 6 ½ hours direct child contact, plus related instructional planning, home visits, family conferences, professional development activities – See Section 6. b).
- Employer and employee state and federal taxes are not included in these figures.
- County supplements are determined by the Local NCPRE-K Committee.
- Initial Provisional Lateral Entry B-K License** – Granted to a teacher with a BA/BS degree in child development, early childhood or a related field (human development and family studies, or psychology), and at least a 2.5 GPA. Upon completion of B-K requirements teacher recommended for a B-K Standard Professional I or II license.
- Provisional B-K Licensure** – Granted to a teacher with another North Carolina license. Ex: Teacher with K-6 license approved for a provisional B-K or Preschool Add-on. Upon completion of B-K requirements teacher recommended for a B-K Standard Professional I or II license and/or Preschool Add-on License.
- Teaching Experience** – One year of full time (at least 30 hours/week) teaching experience in a public or nonpublic setting is given for each increment (step) on the state salary schedule. Experience is determined by the NC Department of Public Instruction (DPI) at the time the license is issued. Teachers should be placed at the “0” level of experience until the DPI Licensure Section computes “years of experience,” which are denoted on the license document mailed to the teacher. Teacher’s salary would move to the appropriate step of **Table 3** upon receipt of license.

**Table 4. Compensation Packages for Teacher Assistants Working in Nonpublic School Programs
AA/AAS Degree in Early Childhood Education**

Experience	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Minimum Compensation	(b)(4)															
Compensation Target																

Revised September 13, 2006 – Minimum Compensation and Compensation Target (based on a 10-month school year)

Notes

1. **Minimum and Maximum Compensation Target (Salary & Benefits) Packages** based on Fiscal Year 2005-2006 North Carolina Public Schools Salary Schedules - Curriculum Support Personnel Salary Grades for Teacher Assistants with at least AA/AAS degree.
2. Health benefit calculation based on **2005-2006** NC State Health Plan rate **\$321 per month** (12 months of employment).
3. Retirement benefit calculation based on % of annual salary.
4. Compensation scale assumes a 40-hour work week for 36 weeks (10-month school year). NC Pre-K teacher assistants work 37.5-40 hours a week for 36 weeks.
5. Employer and employee state and federal taxes are not included in these figures.
6. Teaching Experience – One year of full time teaching assistant experience (at least 30 hours/week) in a public or nonpublic setting is given for each step in **Table 4**.

Section 7: Evaluation and Monitoring

A. ECERS-R Assessments

Beginning July 2012, all NC Pre-K licensed programs in public schools and private child care facilities will now have an ECERS-R assessment as part of their regular rated license assessment every 3 years. This will be conducted at the time of the star rated license reassessment. At least one of the classrooms chosen for the star rated license assessment must be a NC Pre-K classroom.

NC Pre-K classrooms must score a **minimum of 5.0**. Classrooms that receive less than 5.0 will be contacted by the Division of Child Development and Early Education and are required to submit an Improvement Plan demonstrating how the minimum rating will be accomplished by the following year of operation. Classrooms have one year to improve quality to the 5.0 level.

Guidance:

Guide to the NC Pre-K ECERS-R Assessment Process:

1. The DCDEE Child Care Consultant will request the ECERS-R assessment from the NC Rated License Assessment Project (NCRLAP) as part of the rated license assessment.
2. At least one of the classrooms chosen for the ECERS-R assessment must be a NC Pre-K classroom. If a NC Pre-K classroom is not chosen as part of the random selection process, the NCRLAP assessor will return another day (within two weeks) to complete an ECERS-R assessment for at least one NC Pre-K classroom.
3. When all the ECERS-R assessments for the facility have been completed, the NCRLAP will email the Assessment Reports (AR) to the DCDEE Child Care Consultant.
4. The DCDEE Child Care Consultant will contact the facility Director/Administrator and the NC Pre-K Site Administrator (if different from the facility Director/Administrator) to schedule a visit to deliver and review the AR, including the NC Pre-K ECERS-R assessment.
5. After the visit, the DCDEE Child Care Consultant will email a copy of the NC Pre-K ECERS-R assessment report to the local Contract Administrator and program contact to share the AR, items discussed, recommendations, and technical assistance opportunities available related to the NC Pre-K ECERS-R assessment.

If the NC Pre-K classroom scores less than 5.0 on the ECERS-R assessment:

An Improvement Plan is required when the classroom ECERS-R score does not meet the minimum assessment score (5.0) on any classroom assessment.

- The classroom will have one year to make improvements.
- The DCDEE Child Care Consultant will contact the NC Pre-K local Contract Administrator and the NC Pre-K Site Administrator to set up a meeting to discuss the AR and to develop an Improvement Plan. The Improvement Plan and timeline will be developed jointly with the DCDEE Child Care Consultant and Supervisor (if

necessary), the NC Pre-K local Contract Administrator, the NC Pre-K Site Administrator, Lead Teacher and Teacher Assistant, and (as needed) the local Child Care Resource and Referral Agency or Smart Start Partnership.

- A copy of the final Improvement Plan must be maintained by the NC Pre-K local Contractor, NC Pre-K site, and the DCDEE Child Care Consultant.
- Follow-up assessments will be conducted to ensure the minimum rating is met during the following school year. The DCDEE Child Care Consultant will request the follow-up assessment from the NCRLAP.
- A classroom may be exempt from the Improvement Plan requirements if the classroom location or teacher has changed since the ECERS-R assessment occurred. However, the classroom may be subject to a new assessment.

B. Reported Child Abuse and Neglect Investigations

The NC Division of Child Development and Early Education will notify local Contract Administrators of an open abuse and neglect investigation occurring in a NC Pre-K site.

The NC Pre-K site in question may continue operating the NC Pre-K classroom until the investigation and resolution are complete. If the allegation of abuse and/or neglect is substantiated, NC Pre-K funds may be terminated where there is substantiation of abuse and neglect that jeopardize the health and safety of children enrolled in the program.

In some cases, NC Pre-K Program payments will continue through the appeals process. However, NC Pre-K funds will be terminated when the participating NC Pre-K site child care facility license has been suspended or revoked. Any substantiation of child abuse or neglect, or any administrative action resulting in a change of the license status, may impact future participation in the NC Pre-K program.

C. Program and Fiscal Monitoring of Local NC Pre-K Programs

The Division of Child Development and Early Education, local Contract Administrators, and Site Administrators are required to monitor for compliance with the NC Pre-K program, fiscal and contract requirements.

Monitoring by the Division of Child Development and Early Education

In addition to monitoring child care licensing requirements, DCDEE Child Care Consultants will monitor for compliance with specific NC Pre-K Program Requirements. Results of DCDEE monitoring will be sent to the Division of Child Development and Early Education.

Monitoring Tools

Monitoring tools developed by the Division of Child Development and Early Education must be used at the local level for self-review and verification of compliance with the operating requirements.

a. NC Pre-K Site Monitoring Tool (Site Tool), completed by the Site Administrator (or designee), is designed to provide checklists of those components of the program that must be reviewed for compliance annually at the site and classroom level. **The Site**

Monitoring Tool shall be submitted to the local contractor and maintained on file at the child care facility for review by the child care consultant in the Division of Child Development and Early Education assigned to monitor the NC Pre-K program.

b. NC Pre-K Contractor Monitoring Tool (Contractor Tool), completed by the local contractor (or designee), is designed to provide checklists of those components of the program (both programmatic and fiscal) that must be reviewed for compliance annually at the local contractor level. A copy of this tool will also be submitted to DCDEE. **Note: This tool is being revised to include aspects related to financial assistance contracts.**

Guidance:

The required Contractor and Site Monitoring Tools are organized by specific program or fiscal requirements. The tools list specific documentation required to support the cited requirement/standard, and tracking columns are included for self-monitoring. Supporting documentation, listed under the “source” column, must be available for review by the local contractor and by DCDEE personnel during monitoring. To download monitoring tools please go to: http://ncchildcare.dhhs.state.nc.us/general/mb_ncprek.asp

Note: The NC Pre-K Contractor Monitoring Tool is being revised to include aspects related to financial assistance contracts.

Site Administrator responsibilities:

1. Each site must monitor its own program and classrooms on a regular basis using the NC Pre-K Site Monitoring Tool (Site Tool).
2. The Site Administrator (or designee) monitors NC Pre-K sites/classroom(s) and completes the Site Tool.
3. When a particular standard or requirement has not been met, each site should establish a written plan (which may include exceptions from the state office) to meet compliance. The plan should define who is responsible for accomplishing the task, a timeline, and information to indicate progress toward meeting the requirement.
4. By October 31st of the program year, the Site Administrator completes, signs (Section F. Assurance Statement), dates an original copy of the completed Site Tool, attaches written action plans for items not met, and submits the materials to the local Contractor. NOTE: If a site or classroom becomes a NC Pre-K site or classroom after October 1, a Site Tool should be completed and submitted to the local Contractor within 90 days of the first attendance day at that site/classroom.
5. Information collected with this tool will be used by the local Contractor to confirm, record, and report local site compliance to the DCDEE using the NC Pre-K Contractor Monitoring Tool (Contractor Tool).
6. A copy of the Site Monitoring Tool should be available at each NC Pre-K site and shared with the DCDEE Child Care Consultant during the annual licensing compliance visit.

Local Contractor responsibilities:

1. Local contractors monitor sites/classrooms and complete the NC Pre-K Contractor Monitoring Tool (Contractor Tool).
2. When a particular standard or requirement has not been met, each Contractor should establish a written plan (which may include exceptions from the state office) to meet compliance. The plan should define who is responsible for accomplishing the task, a timeline, and information to indicate progress toward meeting the requirement. In addition, any non-compliance with fiscal requirements may result in corrective action, including reimbursement for unallowable expenditures.
3. The local Contractor (or designee) ensures that:
 - a. By October 31st of the program year an original copy of the Site Tool from each NC Pre-K site is on file. (See NOTE in item 4, above.)
 - b. Some information on the NC Pre-K Contractor Tool is completed using results from the Site Tool. Specific written action plans, timelines, exceptions from the state office, and information to indicate progress toward meeting a requirement for any site/classroom must be recorded and attached to the monitoring tool. In addition, the Contractor will follow up with the site/classroom on concerns, if any are identified by the DCDEE Child Care Consultant during the annual visits between November – May of the program year.
 - c. No later than January 31st of the program year, at least one annual site visit will be made to each NC Pre-K program site/classroom. During the visit, the Site Tool should be discussed and validated by the local Contractor (or designee). For sites/classrooms that have not met specific requirements, written plans, attached to the Site Tool, to meet compliance should be reviewed and monitored for completion. This may require additional classroom visits by the Contractor (or designee).
 - d. By Feb. 1st, the Contract Administrator must complete the Contractor Tool for all NC Pre-K sites to be reviewed and discussed with the DCDEE Administration Section staff. Any written action plans, timelines, exceptions from the state office, and other information to support progress toward requirements not met are on file and discussed.
 - e. The Contractor Tool will be made available to DCDEE personnel for review during a scheduled monitoring/compliance review. Such review will occur from February 1st through May 15th of the program year by site visit or desk review. DCDEE personnel will contact the local contractor (or designee) to set a specific date and time to review monitoring results. The Contractor Tool must be signed and mailed to DCDEE office prior to desktop review or on-site visit.
 - f. By May 31, the Contract Administrator must complete and mail Action Plans (timeline/who completes each task) for items that do not meet the Program Requirements and/or Fiscal Guidelines, sign, date, and mail to the DCDEE. **Any corrective actions for fiscal non-compliance must be completed within 90 days of notification by the state office.**

4. Results are reported to the local NC Pre-K Committee prior to **May 31st** of the program year. Information included in the tool should be considered in planning for the upcoming program year.

State level responsibilities:

Visits by DCDEE Child Care Consultants will be made to NC Pre-K classrooms during annual licensing visits to ensure standards and documentation are in place with the program and fiscal requirements, as well as to offer technical assistance to improve program quality. These visits will occur November – May of the program year. The Child Care Consultant will report information gathered from these visits to the local Contract Administrator.

Reporting and monitoring information may also be obtained through the NC Pre-K County Plan (NC Pre-KPlan) and the NC Pre-K Reporting System (NC Pre-KKids). These systems include extensive information about children, staff, and programs. Child information will include the necessary information required to support the State's Maintenance of Effort (MOE) for Temporary Assistance to Needy Families (TANF).

1. DCDEE personnel will schedule monitoring during February 1st through May 15th to review results, including action plans, collected and documented on the Contractor and Site Tools by the county/region contractor.
2. DCDEE personnel will:
 - a. Validate that all requirements have either been met or plans for achieving compliance are in place. Validation is a process that requires comparing results reported on the monitoring tools ("Yes, No, N/A, Plan") with the evidence to support the "Yes, No, N/A, Plan" selections. Validation occurs when there is agreement between what the local contractor (or designee) reports and what the monitor (state program personnel) reviews. If specific program or fiscal requirements have not been met, plans and a timeline for meeting compliance will be discussed. If specific fiscal requirements have not been met, any corrective action must be completed within 90 days of notification by the state office.
 - b. Confirm that the Contractor (or designee) will submit final programmatic monitoring results, summarized on the Contractor Tool with supporting plans for items not met, to the state office by May 31st. This may require additional follow-up (Email communication, telephone calls, technical assistance visits) by DCDEE personnel to provide support in areas not fully implemented.
 - c. By June 15th, DCDEE personnel reviews, signs, dates Section G (State Office Validation), and returns a copy of the Contractor Tool to the local Contractor (or designee) along with any plans for meeting the program and fiscal requirements. If specific fiscal requirements have not been met, any corrective actions must be completed within 90 days of notification by the state office.
4. An original copy of the tool will be maintained by the state office as evidence of program requirements compliance.

D. Monitoring Timeline

When	What	Who
By October 31	An original copy of the Site Tool is completed, and plans for items that require an Action Plan must be submitted to the Local Contract Administrator and the Child Care Consultant at the Division of Child Development and Early Education. (Site or classroom new after October 1 should complete and submit within 90 days of the first attendance day.)	Site administrator or designee (site director or public school principal) *All child developmental screenings may not be completed by October 31 and should be noted in the Action Plan.
November – January 31	Complete the Contractor Tool , including Action Plans and Timelines, as applicable.	Local Contract Administrator (or designee)
November – May	Local Contract Administrators conduct site visits to review and discuss Site Tool and results. Schedule follow-up visits as need DCDEE Child Care Consultants conduct site visits to NC Pre-K programs to review Site Tool and monitor for compliance with child care requirements.	Local Contract Administrator (or designee) DCDEE Personnel
By February 1	Local Contract Administrators complete Contractor Tool for all NC Pre-K sites to be reviewed and discussed with DCDEE Administration Section staff.	Local Contract Administrator (or designee)
February 1 – May 15	DCDEE Administration Section staff review Contractor Tool results with local Contract Administrators by desk audits and/or visits to the local Contract Administrator.	DCDEE Personnel
By May 31	Action Plans (timeline/who completes each task) for items that do not meet the Program Requirements, sign, date, and mail to the Division of Child Development and Early Education office. Corrective Actions for items that do not meet the Fiscal Requirements must be completed within 90 days of notification by the state office.	Local Contract Administrator (or designee)
By June 15	Mail copy of Contractor Tool, with any comments from DCDEE , to the local Contractor. (Original copy filed in the state office.) Monitoring results reported to the Local NC Pre-K Committee.	DCDEE Personnel Local Contractor

E. Monitoring Temporary Assistance to Needy Families (TANF) and Maintenance of Effort (MOE)

The Temporary Assistance to Needy Families (TANF) block grant funds services and assistance to income-eligible families who have a child living in the home. The TANF block grant, administered by the State Department of Health and Human Services (DHHS), has an annual cost sharing requirement, referred to as the Maintenance of Effort requirement (MOE). Every federal fiscal year, each state must spend a certain amount of its own money to help eligible families in ways that are consistent with the purpose of the TANF program.

The NC Pre-K Program, designed to provide high-quality pre-kindergarten experiences that may allow parents to work, may count as MOE. (See *NC Pre-K Program Fiscal and Contract Manual*).

Local NC Pre-K programs are subject to monitoring visits by the DHHS Division of Budget and Analysis. The Division of Budget and Analysis, in conjunction with the State NC Pre-K Program, will select administrative programs for monitoring visits. Monitoring visits are not audits, but reviews of randomly selected child records, to ensure that funds to be counted as MOE meet the basic guidelines as outlined in the *NC Pre-K Program Fiscal and Contract Manual*.

Local NC Pre-K programs should inform eligible NC Pre-K families, at the time of their enrollment into the program, that they should update the program if any of the following information changes during the NC Pre-K program year. Families should be informed that NC Pre-K services would continue for their child and would not be affected by the information update/change.

1. Name changes
2. Child's living arrangement changes related to who has legal custody and/or guardianship of the child

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North Carolina Foundations for Early Learning and Development

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Task Force.

Writers

Catherine Scott-Little
*Human Development and Family Studies Department
UNC-Greensboro*

Glyn Brown
*SLRVL Center
UNC-Greensboro*

Edna Collins
*Division of Child Development and Early Education
NC Department of Health and Human Services*

Editors

Lindsey Alexander
Lindsey Alexander Editorial

Katie Hume
*Frank Porter Graham Child Development Institute
UNC-Chapel Hill*

Designer

Gina Harrison
*Frank Porter Graham Child Development Institute
UNC-Chapel Hill*

Photography

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*60 and 143 courtesy of
UNC-Greensboro, Child Care Education Program.
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back cover (infant) courtesy of
NC Department of Health and Human Services,
Division of Child Development and Early Education.*

All others:
Don Trull, John Cotter
*Frank Porter Graham Child Development Institute
UNC-Chapel Hill*

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Introduction

Children's experiences before they enter school matter—research shows that children who experience high-quality care and education, and who enter school well prepared, are more successful in school and later in their lives. Recognizing the importance of the early childhood period, North Carolina has been a national leader in the effort to provide high-quality care and education for young children. Programs and services such as Smart Start, NC Pre-K, early literacy initiatives, Nurse Family Partnerships and other home visiting programs, and numerous other initiatives promote children's learning and development. Quality improvement initiatives such as our Star Rated License, Child Care Resource and Referral (CCR&R) agencies, T.E.A.C.H. Early Childhood® Scholarship Project, and the Child Care W.A.G.E.S.® Project are designed to improve the quality of programs and services and, in turn, benefit children. Although the approaches are different, these programs and initiatives share a similar goal—to promote better outcomes for

North Carolina's young children. This document, *North Carolina Foundations for Early Learning and Development* (referred to as *Foundations*), serves as a shared vision for what we want for our state's children and answers the question “What should we be helping children learn before kindergarten?” By providing a common set of Goals and Developmental Indicators for children from birth through kindergarten entry, our hope is that parents, educators, administrators, and policy makers can together do the best job possible to provide experiences that help children be well prepared for success in school and life.

This Introduction provides important information that adults need in order to use *Foundations* effectively. We discuss the purpose of the document, how it should be used, and what's included. We've also tried to answer questions that you might have, all in an effort to help readers understand and use *Foundations* as a guide for what we want children to learn during their earliest years.

***Foundations* can be used to:**

- Improve teachers' knowledge of child development;
- Guide teachers' plans for implementing curricula;
- Establish goals for children's development and learning that are shared across programs and services; and
- Inform parents and other family members on age-appropriate expectations for children's development and learning.

Purpose of Foundations

A Note About Terminology

Foundations is designed to be useful to a broad range of professionals who work with children. In this document we refer to “teachers and caregivers.” This terminology includes anyone who works with children—teachers, caregivers, early educators, early interventionists, home visitors, etc. The document also refers to “children” generically, which is intended to include infants, toddlers, and preschool children.

North Carolina’s Early Childhood Advisory Committee, Division of Child Development and Early Education, and Department of Public Instruction Office of Early Learning worked together to develop *Foundations* to provide a resource for all programs in the state.

Foundations describes Goals for all children’s development and learning, no matter what program they may be served in, what language they speak, what disabilities they may have, or what family circumstances they are growing up in. Teachers and caregivers can turn to *Foundations* to learn about child development because the document provides age-appropriate Goals and Developmental Indicators for each age level—infant, toddler, and preschooler. *Foundations* is also intended to be a guide for teaching—not a curriculum or checklist that is used to assess children’s development and learning, but a resource to define the skills and abilities we want to support in the learning experiences we provide for children. The Goals for children can be used by teachers, caregivers, early interventionists, home visitors, and other professionals who support and promote children’s development and learning. It is,

however, important to remember that while *Foundations* can help you determine what is “typical” for children in an age group, the Developmental Indicators may not always describe a particular child’s development. When a child’s development and learning does not seem to fit what is included in the continuum under his/her age level, look at the Developmental Indicators for younger or older age groups to see if they are a better fit for the child. Your goal is to learn what developmental steps the child is taking now, and to meet the individual needs of that child on a daily basis.

Foundations can also be used as a resource for parents and other family members. All parents wonder if their child is learning what’s needed in order to be successful in school. Parents will find it helpful to review the Goals and Developmental Indicators to learn what most early educators in North Carolina feel are appropriate goals for young children.

Finally, *Foundations* is a useful document for individuals who do not work directly with children, but who support teachers and caregivers in their work. It is important to take stock to see if a program’s learning environment, teaching materials, learning activities, and interactions are supporting children’s development in the areas described

in *Foundations*. Administrators can use *Foundations* as a guide to evaluate the types of learning experiences provided in their program. *Foundations* can also be a resource to identify areas where teachers and caregivers need to improve their practices and as a basis for professional development. Training and technical assistance providers should evaluate the support they provide to teachers and caregivers to ensure that the professional development is consistent with the Goals and Developmental Indicators. Furthermore, *Foundations* can be used as a textbook in higher education courses and a training manual for in-service professional development. In summary, *Foundations* is designed to be a resource for teachers, caregivers, parents, administrators, and professional development providers as we work together to support the learning and development of North Carolina's youngest children.

Organization of This Document

This document begins with this Introduction, which provides background information on the use of *Foundations*. Following the Introduction, you will find the Goals and Developmental Indicators, which describe

expectations for what children will learn prior to kindergarten, starting with infancy and covering all ages through kindergarten entry. A glossary with definitions of key terms that are used throughout *Foundations* is included at the end of the document.

The Goals and Developmental Indicators are divided into five domains:

- Approaches to Play and Learning (APL)
- Emotional and Social Development (ESD)
- Health and Physical Development (HPD)
- Language Development and Communication (LDC)
- Cognitive Development (CD)

Because infants', toddlers', and preschool children's bodies, feelings, thinking skills, language, social skills, love of learning, and knowledge all develop together, it is essential that we include all five of these domains in *Foundations*. None of the domains is more or less important than others, and there is some overlap between what is covered in one domain and what's covered in other domains. This is because children's development and learning is integrated or interrelated. The progress that a child makes in one domain is related to the progress he or she makes in other domains. For example, as a child interacts with adults (i.e., Social

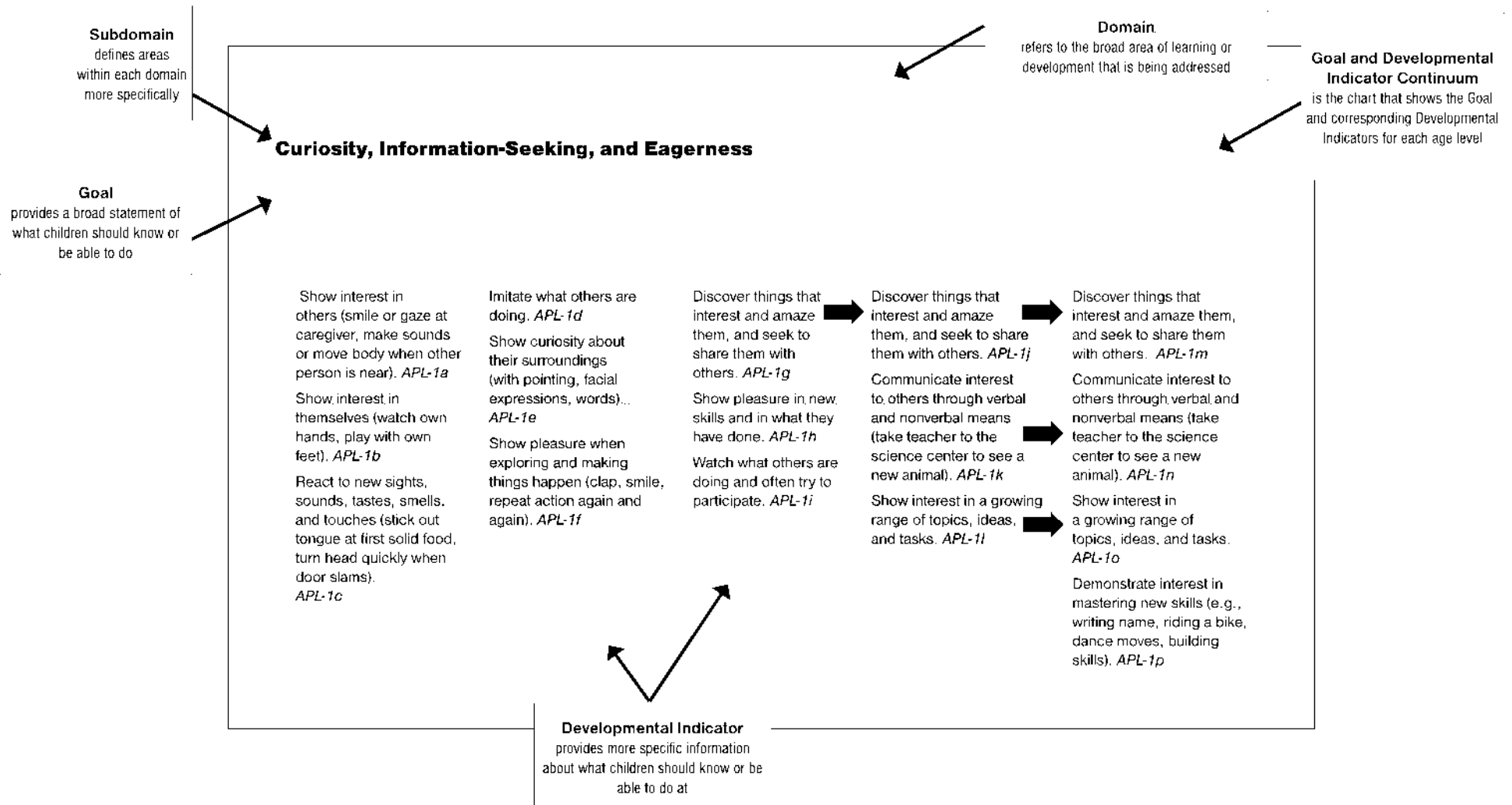
Development), she/he learns new words (i.e., Language Development) that help her/him understand new concepts (i.e., Cognitive Development). Therefore, it is essential that *Foundations* address all five domains, and that teachers and caregivers who are using *Foundations* pay attention to all five domains.

At the beginning of each domain section, you will find a **domain introduction** that describes some of the most important ideas related to the domain. This introductory information helps you understand what aspects of children's learning and development are included in the domain. The introduction is followed by the **Goal and Developmental Indicator Continuum** (sometimes called a "Continuum" for short in this document) for each domain. The Continuum for each domain is a chart that shows the Goals for the domain, and the Developmental Indicators related to each Goal for each age level. As the sample chart on the next page shows, North Carolina has elected to arrange our Developmental Indicators along a continuum so that all of the Developmental Indicators for the age levels between birth and kindergarten entry are included on the same row. This format allows teachers and caregivers to easily look across the age levels to see the progression that a child might make toward the Goal.

The Goals are organized in **subdomains** or subtopics that fall within the domain. **Goals** are statements that describe a general area or aspect of development that children

make progress on through birth through age five. The **Developmental Indicators** are more specific statements of expectations for children's learning and development

that are tied to particular age levels. A Goal and Developmental Indicator Continuum is provided for each Goal.



The Developmental Indicators are grouped into five age groups or levels: Infants, Younger Toddlers, Older Toddlers, Younger Preschoolers, and Older Preschoolers. **The age levels or groups are intended as a guide to help the reader know where to start when using each Goal and Developmental Indicator Continuum. Generally, the Developmental Indicators describe expectations that many children will reach toward the end of their respective age level. They are not, however, hard and fast requirements or expectations for what children should be able to do at the end of the age level.** The fact that there is overlap across the age levels shows that what children know and are able to do at one age is closely related to what they know and are able to do at the previous and the next age levels. Most children will reach many, but not necessarily all, of the Developmental Indicators that are listed for their age level; some will exceed the Developmental Indicators for their age level well before they are chronologically at the upper end of the age range; and others may never exhibit skills and knowledge described for a particular age level. Each Goal and Developmental Indicator Continuum is designed to help teachers and caregivers identify where an individual child might

be on the learning continuum described in the Developmental Indicators, and to easily see what might have come before and what might come after the child's current level of development.

The Developmental Indicators are numbered so that it is easier to find specific items. The identification system is the same for all Developmental Indicators across all five domains. First, there is an abbreviation of the domain where the Developmental Indicator is found (APL for Approaches to Play and Learning in the sample chart). The abbreviation is followed by a number that indicates what Goal the Developmental Indicator is associated with (1 for Goal 1 in the sample chart). Finally, each of the Developmental Indicators for each Goal has a letter that reflects the order of the item. The first indicator in the infant age level begins with the letter "a," the second indicator begins with the letter "b," etc. All subsequent indicators are assigned a letter in alphabetical order. (The sample chart shows Developmental Indicators "a" through "p"). The numbering system is simply a way to help teachers and caregivers communicate more easily about the Developmental Indicators (i.e., so they can refer to specific indicators without having to write or say the whole indicator), and does not

Age Periods

The Developmental Indicators are divided into overlapping age levels shown below. These age ranges help the reader know where to start when using the Developmental Indicators. They describe expectations many children will reach toward the end of the respective age level, but are not requirements for what children should know and be able to do at the end of the age period.

- **Infants:** birth to 12 months
- **Younger Toddlers:** 8–21 months
- **Older Toddlers:** 18–36 months
- **Younger Preschoolers:** 36–48 months
- **Older Preschoolers:** 48–60+ months

Developmental Indicator Numbering System

Domain Abbreviation	Goal Number	Indicator Letter
APL ESD HPD LDC CD	1 – 15	a - z

imply that any Developmental Indicator is more important or should come before others within the same age level. Occasionally, the same Developmental Indicators apply to two or more age levels. Arrows are used to show where these Developmental Indicators repeat.

The final resources included in *Foundations* are the **strategies** that are provided at the end of each Goal and Developmental Indicator Continuum. These strategies provide ideas for how teachers and caregivers can support children's development and learning in the areas described in the Developmental Indicators. They are a guide for the types of teaching practices and interactions adults can use to foster children's progress on the Developmental Indicators. The list includes strategies that can be used to promote the learning and development of all children, and some strategies that are specifically designed to provide ideas on how to work with Dual Language Learners and children with disabilities. The strategies that give specific ideas for accommodations and ways to promote second-language learning may be particularly helpful for teachers working with these groups of children. Most of the strategies are practices that can be carried out as part of a child's everyday activities. They are not intended to be an exhaustive list of how teachers can support

children's growth and development, but are a place to start when planning activities to support children's progress.

How to Use Foundations

To get a general idea of what is included in *Foundations*, we suggest that you begin by reading the entire document cover to cover. This will help you get a sense of each section and how the various pieces fit together.

Once you have reviewed *Foundations* as a whole, you are then ready to focus on the children in your care. Included within each Goal is a set of Developmental Indicators that explain what behaviors or skills to look for according to the age of the child. Check the age level to see which Developmental Indicators (infants, younger toddlers, older toddlers, younger preschoolers, or older preschoolers) might apply to the children you work with, and study those indicators to know what is typical for your children. It may be helpful to start by focusing on one domain at a time.

Foundations describes what children at different stages of development often are able to do toward the end of the age period. You will probably notice that children in your group regularly do some of the things listed for their age level. They may just be starting to show some of the abilities, and they may not yet do some of the things described. This is normal. Use the Developmental Indicators to think about next steps for each child in your group. Then consider the natural moments during the day that might offer chances for children to take these next steps. What activities might you plan? What materials might you add to the environment? For children with disabilities or special needs who may not be at the same level as other children their age, use the same process described above: think about next steps for these children by considering their current level of development and how they might develop next.

Next, consider the strategies listed after the Development Indicators. They can help you think about how to use a natural moment or everyday learning opportunity to address specific areas of children's development and learning. Many of these strategies can be carried out with no special equipment. Choose strategies that seem most likely to help the children you teach and care for take their

next steps. Sometimes the Developmental Indicators for a child's age level do not seem to describe how a particular child is developing right now. This may happen whether or not a child has a disability. When this happens, look at guidelines for younger or older age groups as appropriate. Your goal is always to learn what developmental steps the child is taking now. Then you can choose strategies to support those next steps. Many strategies for children with disabilities are suggested. Be creative and find ways to adapt other strategies. Families and other professionals can suggest additional ideas.

Finally, seek additional professional development to help you use the document effectively. *Foundations* is designed to be a useful resource for teachers and caregivers and provides a wealth of useful information that can be used to improve the quality of care provided to children. It is not, however, intended to be used alone, without additional resources, and does not replace the need for continued professional development. Supervisors, mentors, college instructors, and technical assistant providers offer important support for teachers and caregivers using *Foundations*. It is important, therefore, to follow the steps described above to use *Foundations* and to also seek additional information and professional development in order to use the document effectively.

Goals and Developmental Indicators SHOULD Be Used To ...

- Promote development of the whole child, including physical, emotional-social, language, cognitive development, and learning characteristics.
- Provide a common set of expectations for children's development and, at the same time, validate the individual differences that should be expected in children.
- Promote shared responsibility for children's early care and education.
- Emphasize the importance of play as an instructional strategy that promotes learning in early childhood programs.
- Support safe, clean, caring, and effective learning environments for young children.
- Support appropriate teaching practices and provide a guide for gauging children's progress.
- Encourage and value family and community involvement in promoting children's success.
- Reflect and value the diversity that exists among children and families served in early care and education programs across the state.

Goals and Developmental Indicators Should NOT Be Used To ...

- Stand in isolation from what we know and believe about children's development and about quality early education programs.
- Serve as an assessment checklist or evaluation tool to make high-stakes decisions about children's program placement or entry into kindergarten.
- Limit a child's experiences or exclude children from learning opportunities for any reason.
- Set up conflicting expectations and requirements for programs.
- Decide that any child has "failed" in any way.
- Emphasize child outcomes over program requirements.

Domains, Subdomains, and Goals Overview

Curiosity, Information-Seeking, and Eagerness

Goal APL-1: Children show curiosity and express interest in the world around them.

Goal APL-2: Children actively seek to understand the world around them.

Play and Imagination

Goal APL-3: Children engage in increasingly complex play.

Goal APL-4: Children demonstrate creativity, imagination, and inventiveness.

Risk-Taking, Problem-Solving, and Flexibility

Goal APL-5: Children are willing to try new and challenging experiences .

Goal APL-6: Children use a variety of strategies to solve problems.

Attentiveness, Effort, and Persistence

Goal APL-7: Children demonstrate initiative.

Goal APL-8: Children maintain attentiveness and focus..

Goal APL-9: Children persist at challenging activities.

Emotional and Social Development (ESD)

Developing a Sense of Self

- Goal ESD-1: Children demonstrate a positive sense of self-identity and self-awareness.
- Goal ESD-2: Children express positive feelings about themselves and confidence in what they can do.

Developing a Sense of Self With Others

- Goal ESD-3: Children form relationships and interact positively with familiar adults who are consistent and responsive to their needs.
- Goal ESD-4: Children form relationships and interact positively with other children.
- Goal ESD-5: Children demonstrate the social and behavioral skills needed to successfully participate in groups.

Learning About Feelings

- Goal ESD-6: Children identify, manage, and express their feelings.
- Goal ESD-7: Children recognize and respond to the needs and feelings of others.

Health and Physical Development (HPD)

Physical Health and Growth

- Goal HPD-1: Children develop healthy eating habits.
- Goal HPD-2: Children engage in active physical play indoors and outdoors.
- Goal HPD-3: Children develop healthy sleeping habits.

Motor Development

- Goal HPD-4: Children develop the large muscle control and abilities needed to move through and explore their environment.
- Goal HPD-5: Children develop small muscle control and hand-eye coordination to manipulate objects and work with tools.

Self-Care

- Goal HPD-6: Children develop awareness of their needs and the ability to communicate their needs.
- Goal HPD-7: Children develop independence in caring for themselves and their environment.

Safety Awareness

- Goal HPD-8: Children develop awareness of basic safety rules and begin to follow them.

Language Development and Communication (LDC)

Learning to Communicate

- Goal LDC-1: Children understand communications from others.
- Goal LDC-2: Children participate in conversations with peers and adults in one-on-one, small, and larger group interactions.
- Goal LDC-3: Children ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- Goal LDC-4: Children speak audibly and express thoughts, feelings, and ideas clearly.
- Goal LDC-5: Children describe familiar people, places, things, and events.
- Goal LDC-6: Children use most grammatical constructions of their home language well.
- Goal LDC-7: Children respond to and use a growing vocabulary.

Foundations for Reading

- Goal LDC-8: Children develop interest in books and motivation to read.
- Goal LDC-11: Children develop phonological awareness.
- Goal LDC-12: Children develop knowledge of the alphabet and the alphabetic principle.

Foundations for Writing

- Goal LDC-13: Children use writing and other symbols to record information and communicate for a variety of purposes.
- Goal LDC-14: Children use knowledge of letters in their attempts to write.
- Goal LDC-15: Children use writing skills and writing conventions.

Cognitive Development (CD)

Construction of Knowledge: Thinking and Reasoning

- Goal CD-1: Children use their senses to construct knowledge about the world around them.
- Goal CD-2: Children recall information and use it for new situations and problems.
- Goal CD-3: Children demonstrate the ability to think about their own thinking: reasoning, taking perspectives, and making decisions.

Creative Expression

- Goal CD-4: Children demonstrate appreciation for different forms of artistic expression.
- Goal CD-5: Children demonstrate self-expression and creativity in a variety of forms and contexts, including play, visual arts, music, drama, and dance.

Social Connections

- Goal CD-6: Children demonstrate knowledge of relationships and roles within their own families, homes, classrooms, and communities.
- Goal CD-7: Children recognize that they are members of different groups (e.g. family, preschool class, cultural group).
- Goal CD-8: Children identify and demonstrate acceptance of similarities and differences between themselves and others.
- Goal CD-9: Children explore concepts connected with their daily experiences in their community.

Mathematical Thinking and Expression

- Goal CD-10: Children show understanding of numbers and quantities during play and other activities.
- Goal CD-11: Children compare, sort, group, organize, and measure objects and create patterns in their everyday environment.
- Goal CD-12: Children identify and use common shapes and concepts about position during play and other activities.
- Goal CD-13: Children use mathematical thinking to solve problems in their everyday environment.

Scientific Exploration and Knowledge

- Goal CD-14: Children observe and describe characteristics of living things and the physical world.
- Goal CD-15: Children explore the natural world by observing, manipulating objects, asking questions, making predictions, and developing generalizations.

Guiding Principles

1. **Development and learning across the full continuum from birth to five years (infant, toddler, and preschool) is important.**

Learning and development begin before birth and continue throughout life. Each stage of a young child's development makes an important contribution to later success. Good prenatal care and high-quality early care and education experiences throughout the early childhood period are essential. Teachers and caregivers can use *Foundations* as a guide to provide positive learning experiences for young children of all ages, starting at birth and continuing through the time children enter kindergarten.

2. **Each child is unique.**

Children's development results from a combination of many factors, such as the characteristics they are born with, the culture they live in, and their experiences with their family and in other settings such as early care and education programs. *Foundations* should be used as a guide to understand how development

generally unfolds, but children will differ in how and when they demonstrate progress in the areas described within the Developmental Indicators.

3. **Development occurs in predictable patterns but an individual child's developmental progress is often uneven across different stages and across developmental domains.**

Even though each child is unique, there are some predictable steps or stages of development. One ability or skill usually develops before another, and skills that develop earlier often are the foundation for skills that develop later. Children vary a great deal, however, in when and how they reach each stage, and they may make more progress in one area of development than another.

4. **Young children's learning is integrated across different areas of development so *Foundations*—and learning experiences provided for children—must address all domains.**

As young children learn and grow, each area of their development is interrelated

and makes a contribution to how well they learn and master new skills. Their growth in the different domains—physical, emotional-social, approaches to play and learning, language, and cognitive—cannot be separated because progress in one area affects the progress they make in other areas of development. Therefore, *Foundations* and the learning opportunities that children experience must address all areas of their development in an integrated manner.

5. **Many factors influence a child's development, including relationships with family members and others and experiences within the home, early learning setting, and community.**

How a child develops is based on a combination of factors, such as the characteristics they are born with, the culture they live in, and their experiences within their family and in other settings. Each of these factors is important in a child's growth and development, so it is important that teachers and caregivers pay attention to all aspects of a child's life in order to support his/her development and learning.

6. Each child develops within a culture.

North Carolina is home to families and children from diverse cultural backgrounds. This diversity is a benefit because families from different backgrounds bring a wealth of strengths, knowledge, and values to our state. Teachers and caregivers must be aware of children's cultural backgrounds because their family's beliefs, attitudes, values, and behaviors have a big impact on the child's development and learning. It is important to respect each child's culture, to learn as much as you can about a child's family and culture, and to foster a close connection with the child and family by seeking to care for the child in a way that's consistent with the family's values and how they care for the child.

7. Nurturing and responsive relationships are essential for healthy growth and development.

Relationships with sensitive, caring adults are important for children's development in all domains. Strong emotional bonds, or secure attachments, with trusted adults are particularly important for infants and

toddlers. The relationships that children form with adults support their emotional and social development and also serve as a springboard for exploring the environment and learning new concepts.

8. Children are active learners and they learn through play.

Children need hands-on learning experiences to develop the skills and knowledge described in *Foundations*. They learn by doing, and they need time to practice what they are learning, to ask questions, to investigate, and to use what they are learning in their everyday activities.

9. All children can learn and make progress in the areas defined in *Foundations*.

Foundations describes important areas of learning and development, and includes Developmental Indicators that give a picture of how children make progress toward the Goals. All children, no matter what their circumstances, can learn and make progress along the continuum of Developmental Indicators. Children

with disabilities may demonstrate their capabilities in different ways than do other children, perhaps with accommodations or modifications in the learning environment and/or perhaps working toward Developmental Indicators at a lower age level. Likewise, children who are learning English in addition to another language at home will make progress on the same Developmental Indicators as English-speaking children, particularly if they are in an early education setting where adults use their home language as well as English. *Foundations* is designed to be used with all children.

10. Children with disabilities learn best in inclusive settings.

Children with disabilities will make the most progress developmentally, socially, and academically when appropriate special education services are provided in inclusive settings. Children with and without disabilities learn from one another in inclusive settings. Inclusive settings where education and support are individualized to each child will benefit all children, including children with and without disabilities.

Effective Use of Foundations With All Children

While children generally develop in similar stages and sequences, there can be a great deal of diversity in how quickly and how evenly their development unfolds. Factors such as the child's individual temperament, socioeconomic status, relationships with family members, and the community/culture in which a baby or child lives can affect growth and learning. *Foundations* is designed to allow for individual differences and can serve as a basis for individualized programming decisions for all children. Ideas for how to use it with two specific groups of children are described below.

Children With Disabilities

Although the Goals and Developmental Indicators are the same for all children, it is important to remember that children with disabilities may demonstrate progress on the Developmental Indicators at a different rate and/or in different ways from typically developing children. Children with disabilities may be slower to demonstrate progress in some domains than in others, and may have

very strong skills in one domain but need additional support to make progress in another domain. Teachers and caregivers may find it useful to look at the Developmental Indicators for a younger age level for ideas of next steps for the child if his or her developmental level seems to be different from the Developmental Indicators for his or her chronological age. In some cases, teachers and caregivers may need to observe children with disabilities more closely to notice their progress and may need to use alternate methods to help them demonstrate their capabilities. For example, a teacher or caregiver could give a nonverbal child a voice output device that allows the child to push a button that will speak for him or her to participate in a game with the other children.

Teachers may also need to tailor their curriculum and instructional strategies to meet the individual learning needs of children with disabilities and to ensure that each child has access to, and is able to fully participate in, all learning activities. For instance, the teacher could have the child point to pictures instead of talking when making a choice about which free play activity to join.

In addition, it is important to consider how peer relationships can benefit not only

children with disabilities, but all children in the classroom. When designing learning activities, a teacher could consider pairing a child with a disability with a peer to help the child reach his or her goals, learn a new skill, or even participate more fully. This also helps to foster emotional and social development skills in both children. Although all of the strategies included in the document are applicable for children with disabilities, teachers and caregivers will find some strategies in each domain that are written specifically to provide ideas for working with children with disabilities.

Finally, teachers and caregivers should keep in mind that it is important for all children to involve their families in the learning process, but it is especially important for children with disabilities. Family members can often give valuable information about resources or tools they have found to be effective in meeting their child's individual needs. In addition to the child's family, teachers can also communicate with other members of the child's team, such as specialists and therapists, to ensure that that child's goals are being met and that they are demonstrating progress on the Developmental Indicators along with the other children in the classroom.

In summary, the Goals, Developmental Indicators, and strategies described in *Foundations* are appropriate for children with disabilities, but teachers and caregivers will need to individualize their expectations, how they teach, and the opportunities they provide for the child to demonstrate his or her progress. Additionally, collaboration with families and with other service providers is extremely important when supporting children with disabilities as they make progress in the areas described in *Foundations*.

Children From Diverse Language and Cultural Backgrounds

In recent years, North Carolina has become more ethnically diverse and there are an increasing number of children and families who speak a language other than English living in our state. A growing number of our children may, therefore, be Dual Language Learners. A Dual Language Learner (DLL) is a child who is learning a second language, in most cases English, at the same time he or she is learning his/her first or home language. The term “Dual Language Learner” highlights the fact that the child is learning two languages, or becoming bilingual. The Goals and Developmental Indicators from all five domains

are applicable for Dual Language Learners, but teachers may need to supplement or provide different types of learning experiences that can best support Dual Language Learners, and to think carefully about how the children demonstrate what they are learning.

The first thing to keep in mind is that Dual Language Learners will benefit greatly if teachers and caregivers continue to support their home language learning at the same time they are learning English. It is easier for children to learn concepts, develop social skills, and be engaged in learning activities if they can hear instructions and conversations in their home language. Plus, even though they may be learning English they are still learning their home language as well, so it's important for them to continue to hear and use their home language. Sometimes teachers and caregivers may find it challenging to support a child's use of his/her home language if they do not speak the child's language. Ideally someone interacting with the child can speak both English and the child's language, even if it is not the teacher. Programs may find it helpful to have at least one person on staff who speaks the home language of Dual Language Learners to translate for parents and help in classrooms. If this option is not available, programs might consider asking

family members or other volunteers who speak the child's home language to help in the classroom. In addition, teachers and caregivers who do not speak the same language as the family can learn key words or phrases to help guide the child using the child's home language during the day.

In addition to continuing to support the child's home language, teachers and caregivers may need to take the child's language learning into account when planning learning activities, and should think carefully about how they can support Dual Language Learners' progress on the Goals and Developmental Indicators in each domain. This means that teachers need to plan how they will introduce concepts and ideas in a way that Dual Language Learners can best understand them even if the instruction is in English. Ideally concepts can be introduced in the child's home language and in English so the child has a chance to learn the concept and to learn English. For instance, pairing a Dual Language Learner with one child who speaks the same home language and English, along with another child who only speaks English, could be a good strategy to help the child learn social skills described in the Emotional and Social Development domain and make progress in learning some words in English. Naming objects in both English and the child's home

language is another example of how concepts and vocabulary words can be introduced to Dual Language Learners. Use very simple instructions in the child's home language and in English, as well as pictures, gestures, and objects to help explain the concepts being taught to help children learn the language, concepts, and behavioral skills described in *Foundations*. The strategies included within each domain provide some additional ideas for teaching Dual Language Learners, and more information is provided in the Supporting Dual Language Learners section at the end of this document.

Furthermore, teachers and caregivers should provide support for children to demonstrate their learning in a variety of ways. Remember that children can demonstrate their capabilities on almost any of the Goals and Developmental Indicators in their home language or in English, and through other means such as gestures, pictures and/or using objects to show what they have learned. For instance, when learning to count (a Cognitive Developmental Indicator at the preschool level), children could count in their home language; children may use new vocabulary words (a Goal in the Language Development and Communication domain) in their home language and/or English; or children may make scientific observations of living things (a Goal in the Cognitive domain)

using their home language. Therefore, teachers should continue to support the home language of Dual Language Learners as much as possible while they are learning English by individualizing their teaching strategies and allowing children to demonstrate progress on the Developmental Indicators in their home language or in English. Keep in mind that teachers and caregivers who do not speak the same language as the children may need to rely on other staff and/or family members for help as they plan and carry out learning activities for Dual Language Learners.

Finally, teachers and caregivers should remember that it is important to work closely with all children's families, and this is especially true for Dual Language Learners. For example, the family can provide invaluable information about their child's experiences and the extent to which the child has heard/hears English being spoken. In addition, families can provide information about how the child learns best, they can assist the teacher in gaining a greater understanding of the child's home language, and they can reinforce what the child is learning in the program with learning experiences at home. Families are a tremendous resource for understanding a child's home culture, and they are key to working effectively with children from diverse cultures.

Foundations and Children's Success in School

The title of this document—*Foundations*—was selected because the Goals and Developmental Indicators described for infants, toddlers, and preschoolers are critically important to their success later in school. What children learn between birth and the time they start kindergarten lays the foundation for their learning and development for years to come. The team of state leaders that revised *Foundations* carefully studied North Carolina's Standard Course of Study (*Common Core State Standards* and *NC's Essential Standards*), the standards for what kindergarten children should know and be able to do. The team studied both the Common Core State Standards and North Carolina's Essential Standards during the process of writing *Foundations*. The goal was to ensure that the content of *Foundations* is aligned with the expectations for what kindergarten children learn and is also appropriate for the ages of children described in *Foundations*. This does not mean that the skills and knowledge described in *Foundations* are exactly the same as those included in the kindergarten standards. Rather, the focus in *Foundations* is on the early precursor skills

that research suggests are important or lay the foundation for what children learn later. For instance, kindergarten children may begin to read words and short sentences. The *Foundations* Goals that address children's knowledge of letters, understanding of print concepts (such as the fact that print runs from left to right), and phonological awareness skills all contribute to children's ability to read once they enter kindergarten. The next chart shows how the content of *Foundations* is aligned with the kindergarten standards. For children to reach their full potential, adults must provide an environment and experiences that promote growth and learning in all areas described in *Foundations* through age-appropriate activities, materials, and daily routines.

In addition to helping early education teachers and caregivers prepare infants, toddlers, and preschoolers for success in school, *Foundations* can also be a resource for kindergarten teachers as they support children's success once they enter school. Kindergarten teachers can use *Foundations* to get a better idea of what children have learned before they started school. Understanding the Goals and Developmental Indicators helps kindergarten teachers see what was expected of very young children; they can use this understanding as a starting point for what they teach early in the year. When there's some continuity between what children learned in preschool and what's being taught in kindergarten, it's easier for the children to transition to kindergarten.

Kindergarten teachers may also find it helpful to look at *Foundations* when teaching children who may lack some of the precursor skills that are important for making progress on the kindergarten standards and may enter kindergarten without the types of skills and knowledge described in *Foundations*. The kindergarten teacher can use the Goals and Developmental Indicators in *Foundations* as a basis for helping children learn the precursor skills and knowledge they may have missed during their early years.

Standards Alignment—*Foundations* and the North Carolina Standard Course of Study

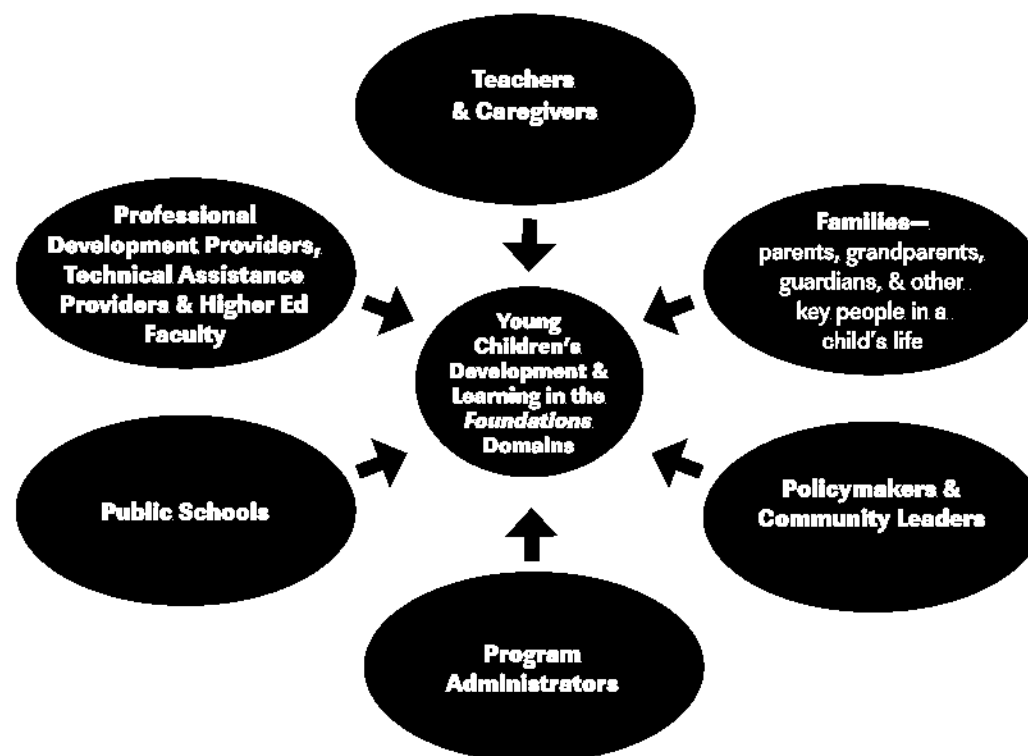
Foundations Domains	Common Core State Standards and NC's Essential Standards
Approaches to Play and Learning <ul style="list-style-type: none"> • Curiosity, Information-Seeking, and Eagerness • Play and Imagination • Risk-Taking, Problem-Solving, and Flexibility • Attentiveness, Effort, and Persistence 	Mathematics* <ul style="list-style-type: none"> • Practices
Emotional and Social Development <ul style="list-style-type: none"> • Developing a Sense of Self • Developing a Sense of Self with Others • Learning About Feelings 	Guidance <ul style="list-style-type: none"> • Cognitive
Health and Physical Development <ul style="list-style-type: none"> • Physical Health and Growth • Motor Development • Self-Care • Safety Awareness 	Healthful Living <ul style="list-style-type: none"> • Health Education <ul style="list-style-type: none"> –Mental and Emotional Health –Interpersonal Communication and Relations • Physical Education <ul style="list-style-type: none"> –Personal/Social Responsibility
Language Development and Communication <ul style="list-style-type: none"> • Learning to Communicate • Foundations for Reading • Foundations for Writing 	Guidance <ul style="list-style-type: none"> • Socio-Emotional
Cognitive Development <ul style="list-style-type: none"> • Construction of Knowledge: Thinking and Reasoning • Creative Expression • Social Connections • Mathematical Thinking and Expression • Scientific Exploration and Knowledge 	Healthful Living <ul style="list-style-type: none"> • Health Education <ul style="list-style-type: none"> –Personal and Consumer Health –Nutrition and Physical Activity –Alcohol, Tobacco, and Other Drugs • Physical Education <ul style="list-style-type: none"> –Motor Skills –Movement Concepts –Health-related Fitness
	English Language Arts* <ul style="list-style-type: none"> • Reading • Writing • Speaking and Listening • Language
	Information and Technology
	Guidance <ul style="list-style-type: none"> • Cognitive
	Arts Education
	Social Studies
	Mathematics*
	Science

*Common Core State Standards

Helping Children Make Progress on *Foundations* Goals: It Takes Everyone Working Together

While *Foundations* describes the goals North Carolina has for young children, it's the adults in our state who are responsible for supporting their progress in the areas described in *Foundations*. Teachers and caregivers need to understand and use *Foundations*. Programs may need to change their curricula to ensure infants, toddlers, and preschoolers each experience responsive caregiving and stimulating learning environments that support children's progress in all five domains. To do this effectively will require collective effort among the various stakeholders who are responsible for working with young children. Families, program administrators, public school personnel, community agencies/partners, policy makers, and teachers/caregivers themselves all have a role in supporting the use of *Foundations* and helping children make progress in areas defined by the Goals and Developmental Indicators. The roles that adults can play in using *Foundations* and supporting children's progress are described below.

Foundations Stakeholders



The Role of Families

Families are children's first and most important teachers. The use of *Foundations* offers a unique opportunity to bring parents, family members and early educators together to support children's development and learning. Educators can use *Foundations* as a

tool to encourage family members to become more involved in their children's learning and education. By reviewing *Foundations* with family members, educators can help them understand how children develop and provide them with specific strategies and activities that they can use at home.

The Role of Teachers and Caregivers

Teachers and caregivers are responsible for the day-to-day implementation of *Foundations*. To use the document effectively, teachers and caregivers may need additional professional development in order to learn about the content of *Foundations* and improve their teaching skills. *Foundations* does not tell educators how to teach, but defines what children should know and be able to do. As a result, teachers and caregivers must be able to design appropriate experiences to support children's learning.

The Role of Administrators

Program directors and principals are the instructional leaders of their early childhood programs. As such, they play a vital role in ensuring the successful implementation and use of *Foundations*. Administrators influence the resources that are available, as well as the attitudes and practices of the persons working directly with young children. Administrators should use *Foundations* for staff development and look for opportunities to share the document with families.

The Role of Public Schools

Foundations provides a description of what we want children to know and be able to do before they enter kindergarten. When

children develop the characteristics and behaviors described in *Foundations*, they are prepared to make progress on the standards in kindergarten and the later grades. It is important for public school teachers and administrators to know and understand what has been expected of children when they enter formal school. This allows them to build on previous learning and create opportunities that are stimulating and appropriate.

The Role of Policymakers and Community Leaders

Decisions made by policymakers and community leaders can affect the overall well-being of young children. Oftentimes, people in these roles decide how money is spent within the community. They may also be responsible for approving regulations and rules that affect the quality of programs. Policymakers and community leaders can support use of *Foundations* by advocating for funding and promoting collaboration and cooperation among agencies and organizations that serve young children and their families.

When these groups come together to support understanding and implementation of *Foundations*, young children benefit and make greater progress on the Goals that have been articulated in *Foundations*.

The Role of Professional Development Providers, Technical Assistance Providers, and Higher Education Faculty

Many professionals support teachers' and caregivers' ability to provide high-quality, individualized, appropriate experiences to support children's development and learning. These professionals can use *Foundations* to help teachers and caregivers understand *how* children develop and *why* it is important to provide particular activities or experiences for children (e.g., to understand that an activity such as building with blocks helps children develop the spatial mathematics skills described in the cognitive domain, or that responsive interactions with children help them develop important emotional and social skills).

Frequently Asked Questions

What's new in this revised version?

This document describes a continuum of learning for young children, birth to age five. While previously North Carolina had guidelines and standards for this age span, they were in two separate documents. The revised document presents a continuum to help early childhood educators look across age levels and learning domains to see how children's development emerges and progresses over time. In addition, we now have Goals that are applicable for children across the age span, and Developmental Indicators written for specific age levels.

Who should use this document?

Foundations is intended for any adult who works with young children and their families. This includes teachers and caregivers in child care centers and public schools, family child care home providers, or family and neighbor care. Early childhood programs across the state, irrespective of their location or setting, should find this a useful

resource for planning. *Foundations* is also a useful resource for persons who support teachers and caregivers—administrators, professional development and technical assistance providers, higher education faculty, and others concerned with improving the quality of children's learning experiences can use *Foundations* as a guide for the types of learning experiences teachers and caregivers should provide for children.

What ages are covered?

Foundations is divided into five age levels: Infants (birth to 12 months), Younger Toddlers (8 to 21 months), Older Toddlers (18 to 36 months), Younger Preschoolers (36 to 48 months), and Older Preschoolers (48 to 60+ months). Because children develop at different rates, there is overlap at the youngest age levels (e.g., the age range between 8 to 12 months is included in both Infants and Younger Toddlers). The overlap in the age levels reflects the fact that it is normal for children this age to vary a lot in when they demonstrate the skills and behaviors described in the Developmental Indicators written for infants and toddlers. While *Foundations* describes general expectations for children within these

age levels, not all children of a particular age will demonstrate progress on all the Developmental Indicators for that age.

What does it mean if a child in my group does not do what's described in the *Foundations* for his or her age level?

The age levels in this document provide guidance about what to look for at different ages. Generally, most of the Developmental Indicators are intended to describe a skill or characteristic that emerges later in the age level, so if the child is young for the age level, the skill may emerge later. However, it is important to keep in mind that each child is different. Some children may seem to do extremely well in one domain while progressing more slowly in another. Even children at the end of an age level may not show every ability or skill listed for that level. It is important to look at a child's overall pattern of development and progress to decide whether he or she is developing as expected. Do not focus narrowly on just a few skills or abilities. If, however, you and/or the child's family have concerns about a child's development, it is important to refer the child for an evaluation to rule out a suspected disability.

How is *Foundations* different from other standards we use?

Foundations describes the goals North Carolina has established for children's learning and development. The Goals and Developmental Indicators describe how we expect children to develop and learn when they receive high-quality care and education. There are other sets of standards that describe expectations for how programs will care for and educate children—licensing rules for child care facilities, the Star Rated License system, accreditation standards, and program standards of Early Head Start and Head Start. Programs that meet high standards for quality will help children make progress in the areas described in *Foundations*. Some programs, such as Early Head Start, Head Start, and IDEA funded programs for children with disabilities also have their own expectations for child outcomes. *Foundations* is designed to be consistent with these expectations so that teachers and caregivers can use both *Foundations* and their program-specific child outcomes to plan learning experiences for children.

How can I use these Goals and Developmental Indicators in my work with children who have disabilities or delays?

Children with disabilities or delays will make progress toward the Goals and Developmental Indicators in *Foundations* when they receive high-quality care and education. They may move more slowly than their peers in some or all areas, and some children may not develop all of the skills and abilities listed. When working with children with disabilities, begin by looking at the Developmental Indicators for their age level. If none of the Developmental Indicators at this age level seem to describe what the child is trying to do now, look at an earlier age level. For some children, you may find that it's helpful to use Developmental Indicators from two or three different levels. Using the Developmental Indicators, decide what comes next in different areas and create opportunities for the child to develop those abilities or skills. It may be necessary to adapt strategies to help particular children learn. All of the strategies included within the domains are considered good practices for children with disabilities, and some of the strategies are written to

provide specific ideas for working with children with disabilities. Specialists such as early interventionists, speech-language pathologists, physical therapists, and occupational therapists can help families, teachers, and caregivers develop additional strategies that have been tailored to meet the individual needs of the child. These strategies will help children with disabilities or delays develop to their full potential.

How can I use these Goals and Developmental Indicators in my work with children who speak a language other than English at home?

Children growing up in families that speak a language other than English will make progress in the areas described in *Foundations*. Even though the teacher/caregiver may not speak the same language as the child, the Goals and Developmental Indicators in *Foundations* are still a useful resource. Teachers and caregivers working with children who are learning both English and their own home language should try to use the child's home language whenever possible so the child can learn the skills and knowledge described in *Foundations* more easily. Teachers/caregivers may

also need to provide additional support for children learning English in addition to their home language, such as short/simple instructions or pictures to illustrate a concept. Some of the strategies included within the domain provide additional ideas for working with Dual Language Learners. Finally, teachers and caregivers should remember that children can demonstrate progress on the Developmental Indicators in either their home language or in English.

Is the *Foundations* document meant for families to use, too?

Research indicates that the extent to which families are involved in their children's education is related to children's school readiness and their later school success. Teachers and caregivers can use *Foundations* as a tool to encourage family members to become more involved in their children's learning and education. By reviewing the Goals and Developmental Indicators with family members, educators can help them understand how children develop, and provide them with specific strategies and activities that they can use at home. This may also be an opportunity to make family members aware of resources and services that are available within the community.

Is this a curriculum?

Foundations is not a curriculum, but is a resource that can be helpful for choosing curricula and planning daily activities. *Foundations* describes the skills and knowledge we want children to develop. A curriculum is a resource that provides guidance on **how** teachers and caregivers can help children learn the skills and knowledge described in *Foundations*. This document will not tell you which curriculum, activities, or materials to select, but rather will help you decide what experiences are best suited to help children develop and learn. Once you have a good understanding from *Foundations* on the types of skills and knowledge that are important for the age you teach, you can look for a curriculum that will help you provide appropriate experiences to help children develop the skills described in the Developmental Indicators. North Carolina has established a process to evaluate curricula and provide recommendations for which curricula meet important criteria, including alignment with *Foundations*. Check the list of approved curricula as a starting point for decisions about which curriculum to use.

Is this an assessment?

Foundations is **not** an assessment tool. *Foundations* describes the skills and knowledge we want children to develop. An assessment is a tool that helps teachers and caregivers gather information about a child to determine how she or he is making progress in the areas described in the Developmental Indicators. We recommend that you never use the Goals and Developmental Indicators as a checklist for assessing children's development. Using the Goals and Developmental Indicators simply as a checklist could suggest that there is something wrong with children who have not achieved everything on the list. Remember that the Goals and Developmental Indicators are guidelines that describe the areas of development and learning that families, teachers, and caregivers should promote. They serve as a guide for what **adults** should do to support children's development—not as a checklist of skills that children need to “pass.”

Is *Foundations* based on research?

The Goals, Developmental Indicators, and strategies included in *Foundations* were developed based on current research about child development. This research

helped the team decide which Goals and Developmental Indicators are most appropriate for young children and informed the development of the strategies.

Why does *Foundations* include five domains of development and learning?

Because infants', toddlers', and preschool children's bodies, feelings, thinking skills, language, social skills, love of learning, and knowledge all develop together, it is essential that we include all five of these domains in *Foundations*. Children's learning and development in each of these domains is important for their long-term success in school.

What types of strategies are included in the *Foundations* document?

Each domain includes strategies that are designed to give teachers ideas for how they might support children's progress on the Developmental Indicators included in the domain. Strategies are provided for each subdomain and are organized into two age groups: Infants/Toddlers and Preschoolers. Most of the ideas provided in the strategies can be used with all children. A few of the strategies

are written to provide specific ideas for working with children with disabilities and with Dual Language Learners. They are intended to be a starting point for helping children make progress on the Developmental Indicators. Teachers and caregivers are encouraged to seek additional professional development to learn how to use the *Foundations* document and how to best support children's learning and development.

Why are there similar Developmental Indicators and strategies in more than one domain?

For very young children, one developmental step often forms the foundation for future development in more than one domain or area. For example, the ability to imitate others helps a child form relationships (a Goal in Emotional and Social Development) and learn new words (a Goal in Language Development and Communication). Imitation also allows children to participate in pretend play (an important skill in Approaches to Play and Learning) and to learn self-care routines (a skill described in the Health and Physical Development domain). Thus, imitation

is a skill included in more than one domain. Repeating Developmental Indicators in this way helps to show how all of the domains are connected.

How do the Goals and Developmental Indicators relate to what's expected of children in kindergarten?

The expectations described in *Foundations* form the basis for what children will be able to learn and do in the next phase of their education; thus these standards are called *Foundations*. They are aligned with national standards and North Carolina's standards for what kindergarten children should know and be able to do, and include abilities and characteristics that pave the way for children to be successful in school and later in life. When adults provide experiences that foster children's development in the areas described in *Foundations*, they are helping children develop skills and characteristics that will be important in kindergarten and later grades.

SUBPART XII-B. DIVISION OF CHILD DEVELOPMENT AND EARLY EDUCATION

NC PRE-K

SECTION 12B.1.(a) Eligibility. – The Department of Health and Human Services, Division of Child Development and Early Education, shall continue implementing the prekindergarten program (NC Pre-K). The NC Pre-K program shall serve children who are four years of age on or before August 31 of the program year. In determining eligibility, the Division shall establish income eligibility requirements for the program not to exceed seventy-five percent (75%) of the State median income. Up to twenty percent (20%) of children enrolled may have family incomes in excess of seventy-five percent (75%) of median income if those children have other designated risk factors. Furthermore, any age-eligible child who is a child of either of the following shall be eligible for the program: (i) an active duty member of the Armed Forces of the United States, including the North Carolina National Guard, State military forces, or a reserve component of the Armed Forces who was ordered to active duty by the proper authority within the last 18 months or is expected to be ordered within the next 18 months or (ii) a member of the Armed Forces of the United States, including the North Carolina National Guard, State military forces, or a reserve component of the Armed Forces who was injured or killed while serving on active duty. Eligibility determinations for prekindergarten participants may continue through local education agencies and local North Carolina Partnership for Children, Inc., partnerships.

Other than developmental disabilities or other chronic health issues, the Division shall not consider the health of a child as a factor in determining eligibility for participation in the NC Pre-K program.

SECTION 12B.1.(b) Multiyear Contracts. – The Division of Child Development and Early Education shall require the NC Pre-K contractor to issue multiyear contracts for licensed private child care centers providing NC Pre-K classrooms.

SECTION 12B.1.(c) Programmatic Standards. – All entities operating prekindergarten classrooms shall adhere to all of the policies prescribed by the Division of Child Development and Early Education regarding programmatic standards and classroom requirements.

SECTION 12B.1.(d) NC Pre-K Committees. – The Division of Child Development and Early Education shall establish a standard decision-making process to be used by local NC Pre-K committees in awarding prekindergarten classroom slots and student selection.

SECTION 12B.1.(e) SEEK. – All prekindergarten classrooms shall be required to participate in the Subsidized Early Education for Kids (SEEK) accounting system to streamline the payment function for these classrooms with a goal of eliminating duplicative systems and streamlining the accounting and payment processes among the subsidy reimbursement systems. Prekindergarten funds transferred may be used to add these programs to SEEK.

SECTION 12B.1.(f) Pilot Program. – The Division of Child Development and Early Education shall create a pilot program that provides funding for NC Pre-K classrooms on a per classroom basis. The pilot program shall include three different NC Pre-K contractual regions that are geographically diverse. The local NC Pre-K administrator shall contract with the provider for operation of a classroom established pursuant to the pilot program. The Division shall provide a report on the status of the pilot program to the Joint Legislative Oversight Committee on Health and Human Services and the Fiscal Research Division no later than January 31, 2014. The report shall include the following:

- (1) The number of students served.
- (2) The amount of funds paid for each classroom.
- (3) The amount of funds paid per student.
- (4) The attendance information on students in the pilot program as compared to those students in a classroom having a traditional funding structure.
- (5) Information on the number of students and students' families using the Subsidized Early Education for Kids (SEEK) system.
- (6) A cost comparison of the classroom pilots to the average cost per student through the per student funding methodology.

SECTION 12B.1.(g) Reporting. – The Division of Child Development and Early Education shall submit an annual report no later than March 15 of each year to the Joint Legislative Commission on Governmental Operations, the Joint Legislative Oversight

Committee on Health and Human Services, the Office of State Budget and Management, and the Fiscal Research Division. The report shall include the following:

- (1) The number of children participating in the NC Pre-K program by county.
- (2) The number of children participating in the NC Pre-K program who have never been served in other early education programs such as child care, public or private preschool, Head Start, Early Head Start, or early intervention programs.
- (3) The expected NC Pre-K expenditures for the programs and the source of the local contributions.
- (4) The results of an annual evaluation of the NC Pre-K program.

SECTION 12B.1.(h) Child Care Commission. -- G.S. 143B-168.4(b) reads as rewritten:

"(b) Members shall be appointed as follows:

- (1) Of the Governor's initial appointees, four shall be appointed for terms expiring June 30, ~~1986~~,2015, and three shall be appointed for terms expiring June 30, ~~1987~~,2016;
- (2) Of the General Assembly's initial appointees appointed upon recommendation of the President of the Senate, two shall be appointed for terms expiring June 30, ~~1986~~,2015, and two shall be appointed for terms expiring June 30, ~~1987~~,2016;
- (3) Of the General Assembly's initial appointees appointed upon recommendation of the Speaker of the House of Representatives, two shall be appointed for terms expiring June 30, ~~1986~~,2015, and two shall be appointed for terms expiring June 30, ~~1987~~,2016.

Appointments by the General Assembly shall be made in accordance with G.S. 120-121. After the initial appointees' terms have expired, all members shall be appointed to serve two-year terms. Any appointment to fill a vacancy on the Commission created by the resignation, dismissal, death, or disability of a member shall be for the balance of the unexpired term."

SECTION 12B.1.(i) The terms of all members currently serving on the Child Care Commission shall expire on the effective date of this act. A new Commission of 17 members shall be appointed in the manner provided by G.S. 143B-168.4(a) and (b), as amended in subsection (h) of this section. Members appointed pursuant to subsection (h) of this section shall be appointed no later than October 1, 2013.

CHILD CARE SUBSIDY RATES

SECTION 12B.3.(a) The maximum gross annual income for initial eligibility, adjusted biennially, for subsidized child care services shall be seventy-five percent (75%) of the State median income, adjusted for family size.

SECTION 12B.3.(b) Fees for families who are required to share in the cost of care shall be established based on a percent of gross family income and adjusted for family size. Fees shall be determined as follows:

FAMILY SIZE	PERCENT OF GROSS FAMILY INCOME
1-3	10%
4-5	9%
6 or more	8%

SECTION 12B.3.(c) Payments for the purchase of child care services for low-income children shall be in accordance with the following requirements:

- (1) Religious-sponsored child care facilities operating pursuant to G.S. 110-106 and licensed child care centers and homes that meet the minimum licensing standards that are participating in the subsidized child care program shall be paid the one-star county market rate or the rate they charge privately paying parents, whichever is lower, unless prohibited by subsection (f) of this section.
- (2) Licensed child care centers and homes with two or more stars shall receive the market rate for that rated license level for that age group or the rate they charge privately paying parents, whichever is lower, unless prohibited by subsection (f) of this section.

CHAPTER 9 - CHILD CARE RULES**Effective May 1, 2013****SECTION .3000 NC PRE-KINDERGARTEN SERVICES****10A NCAC 09 .3001 SCOPE**

The rules in this Section apply to all licensed programs that serve children in the North Carolina Pre-Kindergarten (NC Pre-K) program. The NC Pre-K program is intended to provide high-quality educational experiences to enhance school readiness for at-risk-four-year olds. All rules in this Chapter shall apply except as provided in this Section.

History Note: Authority G.S. 110-85; 110-88; S.L. 2011-145, s. 10.7(a)-(f);

Eff. November 1, 2012.

10A NCAC 09 .3002 FACILITY REQUIREMENTS

(a) Programs serving NC Pre-K children shall maintain a four or five star rated license.

(b) All NC Pre-K licensed programs shall have an assessment completed every three years using the Early Childhood Environment Rating Scale-Revised Edition assessment tool as a part of the rated license reassessment process. Classrooms that score below the "good level," as defined by the tool, shall be reassessed the following year and a minimum "good level" must be achieved in order to continue to be approved as a NC Pre-K site. At least one NC Pre-K classroom will be chosen for an assessment during the reassessment process.

History Note: Authority G.S. 110-85; 110-88; S.L. 2011-145, s. 10.7(a);

Eff. November 1, 2012.

10A NCAC 09 .3003 PROGRAM ATTENDANCE POLICY

When a child is absent for more than three consecutive days, the site-level administrator shall contact the family and determine the child's participation status. The site-level administrator must document attempts to contact the family and any specified decisions regarding the child's continued participation in the program. The site-level administrator shall contact the local NC Pre-K contractor to share information related to the child's absence and to determine what further actions may be necessary to maintain the child's attendance in the program.

History Note: Authority G.S. 110-85; 110-88; S.L. 2011-145, s. 10.7(a);

Eff. November 1, 2012.

10A NCAC 09 .3005 CHILD HEALTH ASSESSMENTS

(a) A health assessment is required to be on file at the NC Pre-K site within 30 days after a child enters the NC Pre-K program and the assessment may be no more than 12 months old at the time of program entry. The health assessment must include the following:

- (1) Physical examination;
- (2) Updated immunizations;
- (3) Vision screening;
- (4) Hearing screening; and

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- (5) Dental screening.

(b) Site-level administrators shall review all health assessment results and shall share results with families.

History Note: Authority G.S. 110-85; 110-88; S.L. 2011-145, s. 10.7(a);

Eff. November 1, 2012.

10A NCAC 09 .3006 DEVELOPMENTAL SCREENING

(a) All children enrolled in the NC Pre-K program must receive a developmental screening, unless the child has an existing Individualized Education Program (IEP). The developmental screening shall be conducted by a person trained in administering the screening. Children must be screened within 90 days after the first day of attendance in the program or within six months prior to the first day of attendance. The screenings shall be used solely for the purpose of identifying children who should be referred for further evaluation and testing based on concerns in one or more developmental domains.

(b) Site-level administrators shall review all developmental screening results and shall share results with families.

History Note: Authority G.S. 110-85; 110-88; S.L. 2011-145, s. 10.7(a);

Eff. November 1, 2012.

Effective May 1, 2013

10A NCAC 09 .3007 EARLY LEARNING STANDARDS AND CURRICULA

(a) NC Pre-K programs shall use North Carolina's Early Learning and Development Standards (and subsequent editions), as developed by a group of state and national early childhood experts. The Early Learning and Development Standards can be found on the Division of Child Development and Early Education's website at <http://www.ncchildcare.net>.

(b) Each NC Pre-K classroom shall use a curriculum as defined in 10A NCAC 09 .0102.

History Note: Authority G.S. 110-85; 110-88; S.L. 2011-145, s. 10.7(a);

Eff. January 1, 2013.

10A NCAC 09 .3008 FORMATIVE ASSESSMENTS

Classroom staff are required to conduct formative assessments to gather information about each child's growth and skill development, as well as inform instruction. All formative assessments used by the NC Pre-K program shall be approved by the NC Child Care Commission based on the assessment tool's ability to collect information on children's behaviors, development, skills, knowledge, strengths, needs and interests across all domains of development.

History Note: Authority G.S. 110-85; 110-88; S.L. 2011-145, s. 10.7(a), (b);

Eff. March 1, 2013.

10A NCAC 09 .3009 STAFF-TO-CHILD RATIO AND CLASS SIZE

The classroom shall not exceed a maximum staff-to-child ratio of one to nine with a maximum class size of 18 children, with at least one teacher and one assistant teacher per classroom.

Effective May 1, 2013 147

History Note: Authority G.S. 110-85; 110-88; S.L. 2011-145, s. 10.7(a);

Eff. November 1, 2012.

10A NCAC 09 .3010 FAMILY ENGAGEMENT

NC Pre-Kindergarten programs shall develop a comprehensive plan for family engagement consisting of strategies designed to develop partnerships with families and build reciprocal relationships that promote shared decision-making. Examples of meaningful opportunities for families to be engaged in their child's education include, but are not limited to:

(1) Allowing Pre-K program teachers the opportunity for home visits;

Effective May 1, 2013

- (2) Formal and informal parent/teacher conferences;
- (3) Classroom visits and options for parents and families to participate in classroom activities;
- (4) Parent education;
- (5) Allowing family members the opportunity for involvement in decision making about their own child and about their child's early childhood program; and
- (6) Opportunities to engage families outside of the regular service day.

History Note: Authority G.S. 110-85; 110-88; S.L. 2011-145, s. 10.7(a);

Eff. November 1, 2012.

10A NCAC 09 .3011 NC PRE-K SITE-LEVEL ADMINISTRATOR QUALIFICATIONS

(a) Administrators of NC Pre-K sites must have either:

(1) A NC Principal License, or

(2) A North Carolina Early Childhood Administrator Credential (NCECAC) Level III. If the site-level administrator has not yet earned the NCECAC Level III, the following shall apply:

(A) Provisional approval shall be given for four years from the time the site began participation with the NC Pre-K program for the administrator with NCECAC I or II to obtain the NCECAC Level III; and

(B) Progress toward NCECAC Level III shall be considered a minimum of six documented semester hours per year.

(b) Administrators of NC Pre-K sites shall not serve as the NC Pre-K teacher or teacher assistant.

(c) Long term vacancies shall not exceed 12 weeks.

History Note: Authority G.S. 110-85; 110-88; S.L. 2011-145, s. 10.7(a);

Eff. November 1, 2012.

10A NCAC 09 .3012 NC PRE-K TEACHER EDUCATION, LICENSURE AND CREDENTIALS

(a) All teachers shall hold, or be working toward a North Carolina (NC) Birth through Kindergarten (B-K) Standard Professional II or Preschool Add-on licensures. Teachers working

toward the required education and license shall hold a minimum of a BA/BS degree and the following requirements:

- (1) NC Initial Provisional Lateral Entry B-K License, or
 - (2) A North Carolina K-6 license and a provisional Preschool Add-on license, or
 - (3) Another North Carolina or other state's license and an NC Provisional B-K license, or
 - (4) A BA/BS degree in early childhood education, child development, or a related field, and be eligible for a NC Initial Provisional Lateral Entry B-K License.
- (b) All Pre-K teachers must be enrolled with the Early Educator Support, Licensure & Professional Development Unit of the Division of Child Development and Early Education.
- (c) Pre-K teachers with a BA/BS degree shall make progress toward B-K licensure by completing a minimum of six documented semester hours per year, and achieve the B-K license within three years. The site-level administrator shall maintain documentation available for review by the Division, of the progress toward the required standard.

History Note: . Authority G.S. 110-85; 110-88; S.L. 2011-145, s. 10.7(a);

Eff. November 1, 2012.

10A NCAC 09 .3013 NC PRE-K TEACHER ASSISTANT EDUCATION AND CREDENTIALS

All teacher assistants shall:

- (1) have a high school diploma or GED and shall hold, or be working toward, a minimum of an Associate Degree in early childhood education or child development (ECE/CD) or a Child Development Associate (CDA) credential. Teacher assistants working toward the Associate Degree or CDA shall make progress by completing a minimum of six documented semester hours per year; or
- (2) meet the employment requirements outlined by the federal "No Child Left Behind" (NCLB) legislation, and have one of the following:
 - (a) Six documented semester hours of coursework in early childhood education, or
 - (b) Two years of work experience in an early childhood setting.

The site-level administrator shall maintain documentation available for review by the Division of the progress toward the required standard.

History Note: . Authority G.S. 110-85; 110-88; S.L. 2011-145, s. 10.7(a);

Effective May 1, 2013

Eff. November 1, 2012.

10A NCAC 09 .3014 NC PRE-K SUBSTITUTE STAFF

(a) When a member of the NC Pre-K teaching staff is unable to work, a substitute staff person must be provided to maintain the staff-to-child ratio as specified in Rule .3009 of this Section and must be able to implement the program in accordance with this Section. Substitute staff must be at least 18 years of age and meet the following minimum qualifications:

(1) Requirements for short-term vacancies, when teachers are absent from the Pre-K classroom for 15 or fewer days, include the following:

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(A) Nonpublic Schools (Private Child Care/Pre-K Settings): Substitutes in private settings must have at least a high school diploma or a GED, and completed at least one course in early childhood education or child development, such as the North Carolina Early Childhood Credential; or

(B) Public School Settings: Substitutes must meet the requirements of the substitute policy consistent with the local education agency (LEA).

(2) Requirements for long-term vacancies, when teachers are absent from the Pre-K classroom for 16 or more attendance days, are for substitute staff to hold at least an Associate's Degree in early childhood education/child development or a four year degree in a related field.

(b) Substitutes for teacher assistants must be at least 18 years of age and have a minimum of a high school diploma or a GED.

(c) Long term vacancies shall not exceed 12 weeks.

History Note: Authority G.S. 110-85; 110-88; S.L. 2011-145, s. 10.7(a);

Eff. November 1, 2012.

10A NCAC 09 .3015 INSTRUCTIONAL STAFF STANDARDS

Instructional staff shall work in direct contact with children in the Pre-K program for at least a 32.5 hour work week. In addition to these direct, day-to-day instructional experiences, the Pre-K program must provide adequate additional time for the instructional staff for related instructional activities, including time for planning, scheduling and conducting home visits, meeting with children's families, or attending required professional development activities.

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These related activities shall take place outside of the six and a half hour day of direct teacher-child contact.

History Note: Authority G.S. 110-85; 110-88; S.L. 2011-145, s. 10.7(a);

Eff. November 1, 2012.

10A NCAC 09 .3016 PROFESSIONAL DEVELOPMENT REQUIREMENTS

(a) Licensed Administrators, Teachers, and Teacher Assistants in non-public and public schools shall participate in professional development consistent with the NC State Board of Education policy. The policy can be found on the Department of Public Instruction's website at <http://www.ncpublicschools.org/licensure>.

(b) Administrators, Teachers, and Teacher Assistants in non-public school settings, working toward Pre-K qualifications shall participate in a minimum of six documented semester hours per year.

History Note: Authority G.S. 110-85; 110-88; S.L. 2011-145, s. 10.7(a);

Eff. November 1, 2012.

NC Pre-Kindergarten (NC Pre-K) Program Fiscal and Contract Manual

Issue Date: December 2012

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Section 1. Introduction

The North Carolina Pre-Kindergarten Program (hereafter referred to as NC Pre-K, NC Pre-K Program or the Program) is a program of the Division of Child Development and Early Education in the North Carolina Department of Health and Human Services. The NC Pre-K Program is designed to provide high-quality educational experiences to enhance school readiness for eligible at-risk four-year-olds. The purpose of this manual is to outline proper management of the fiscal and contracting aspects of the Program and to provide fiscal reporting requirements.

This *NC Pre-K Fiscal and Contract Manual* and the *NC Pre-K Program Requirements and Guidance* may be downloaded from the Division of Child Development and Early Education website: <http://www.ncchildcare.net>

Contact Information
Division of Child Development and Early Education
NC Department of Health and Human Services
2201 Mail Service Center
Raleigh, NC 27699-2075
919-662-4499 / 1-800-859-0829

Section 2. County/Region Plan and Contracts

A. County/Region Plan

A County/Region Plan (hereafter referred to as the Plan) must be developed in accordance with the *NC Pre-K Program Requirements and Guidance*. The Division of Child Development and Early Education (hereafter referred to as DCDEE) pre-approves the Plan and approves applicable changes.

County/Region NC Pre-K County/Region Committee: See – NC Pre-K Program Requirements and Guidance, Section 2

B. Contracts

The NC Pre-K Program procures, through contracts, high quality pre-kindergarten education services for eligible four-year-olds who are at risk of school failure. All contracts and payments for services are subject to fund availability.

The contractual agreement is between the North Carolina Department of Health and Human Services (hereafter referred to as NC DHHS), Division of Child Development and Early Education (DCDEE) and the responsible county entity (Contractor) selected to administer the Program by the County/Region NC Pre-K Committee (hereafter referred to as the Committee). As a rule, the Contractor will communicate with DCDEE for all matters pertaining to the contract unless otherwise indicated.

NC Pre-K contracts are with private and public agencies as determined by the Committee.

1. NC Pre-K Contracts and Subcontracts

Using the guidelines for contract determination, DCDEE determined NC Pre-K contracts are Financial Assistance contracts. A Financial Assistance contract is subject to N.C.G.S. § 143C-6-22 & 23 with the exception of the public school system. Any unspent funds remaining in the NC Pre-K Financial Assistant contracts at the end of the contract period must revert to DCDEE.

Financial Assistance contracts require more detailed information on how contract funds will be spent. DCDEE will request a breakout of how administrative and direct services allocations will be spent so that the contract budget can be established. In addition, private non-profit NC Pre-K contractors may request an advance for payments as a Financial Assistance contractor.

Pending further guidance, for now, Smart Start partnerships with NC Pre-K contracts should follow their audit requirement in G.S. 143B-168.14, which takes precedent over the NC Grants reporting requirements pertaining to annual audits (GS 143 C-6.23). However, Smart Start partnerships are still responsible for reporting through the NC Grants system on NC Pre-K expenditures.

Any subcontracts issued by NC Pre-K contractors are considered Purchase of Service, since the subcontracts are for a certain number of children to be served in NC Pre-K classrooms, at an established rate per child. DCDEE does not require NC Pre-K contractors to have detailed budgets for their subcontracts that are Purchase of Service. NC Pre-K contractors should use subcontract templates provided by DCDEE.

2. Plan Review, Approval, and Changes

The Contractor submits the County/Region Plan and applicable changes on-line to DCDEE. DCDEE reviews the Plan and all requested changes. An Administrative Letter, signed by the DCDEE Director, is the official approval or denial notice for changes to the Plan, such as changes in site location and teacher credentials. Any Administrative Letters should be maintained with the original Plan.

County/Region NC Pre-K Committee: See - *NC Pre-K Program Requirements and Guidance Section 2*

3. Contract Development, Review, and Approval

DCDEE notifies the Contractor of its allocation for the next contract year and develops a contract based on the current allotment and the existing on-line Plan. DCDEE requests budget information from NC Pre-K contractors in order to process the contracts. DCDEE strives to have all contracts executed by July 1st.

a. Contract Development

A contract document consists of a contract template and other attachments as required. The *NC Pre-Kindergarten Program Requirements and Guidance*, this manual and the approved County/Region NC Pre-K Plan on file at DCDEE are incorporated by reference in the contract.

- **Contract Cover and Attachment A**

The contract cover and Attachment A of the contract include terms and conditions and the contract requirements. These include, but are not limited to, the following as applicable:

- Effective period of the contract
- Contractor duties;
- Contract amount (direct services, administrative and start-up)
- Division Duties
- Sales/use tax requirements
- Records retention requirements
- Reporting requirements

- **Other Attachments (as applicable)**

NC Pre-K contracts may also include the following attachments, depending on whether the contractor is a non-profit or public agency.

- The Scope of Work, which is a description of services and includes performance measures (Attachment B)
- The line item budget, budget narrative, and FTE sheet (Attachment C)
- Conflict of Interest (Attachment D) and copy of Contractor's conflict of interest policy (as applicable)
- Certification of No Overdue Tax Debts (Attachment E) (as applicable)
- IRS federal tax exempt letter or 501 (c) (3) verification form (Attachment F)
- NC Vendor Certifications (Attachment G)

NOTE: DCDEE accepts the signatures of the Principal or Center Director, in Section II of the Plan, as certification that the *NC Pre K Program Requirements and Guidance* have been read and that each NC Pre-K classroom will comply with the requirements.

b. Contract Review and Approval

Once the NC Pre-K contractors return all contract items to DCDEE, it is reviewed and approved by the NC DHHS and the Attorney General's office.

4. Contract Signatures

Signature steps are as follows:

- Once approved, the NC Pre-K Contract Administrator receives two (2) original contracts to secure authorized signature. The signer of the contract must be the person with fiscal oversight responsibility within that local organization (i.e., Superintendent of Schools, Chairman of the Partnership Board or authorized designee, or CEO or President of a private organization or authorized designee).
- The NC Pre-K Contract Administrator returns two (2) original signed contracts and supporting documents to DCDEE; and
- Division of Child Development and Early Education Director signs contracts. The contract is now executed and one original executed contract is sent to the Pre-K Contractor for its files.

5. Contractor Subcontracting Responsibilities

All of the Contractor's direct services allocation must be used to serve children in NC Pre-K classrooms. This may be done through subcontracting, through the Contractor providing direct services themselves, or a combination of the two situations.

If not providing direct services, the Contractor must execute subcontracts with providers of NC Pre-K services for a minimum of 6.5 hours per day for 180 instructional days per school calendar year. The Contractor should follow its own procurement procedures for

processing subcontracts. The Contractor should use the template(s) supplied by DCDEE and should have the template reviewed by its legal counsel to ensure it meets its agency's requirements.

- The Contractor shall not subcontract any pre-k educational services without prior approval from DCDEE. Prior approval consists of approval through the on-line NC Pre-K Plan.
- All subcontracts with providers for NC Pre-K services will be Purchase of Service contracts. Subcontractors request payment based on children served, not by budget line item. Direct services funds do not have to be returned if unexpended by the Pre-K subcontractor.
- Any approved subcontract is subject to all conditions of the contract between NC DHHS DCDEE and the Contractor;
- The Contractor, as advised by the County/Region Committee, decides if subcontractor will receive start-up funds in the contract to purchase start-up items or if the Contractor will purchase the items for the subcontractor. The Contractor should decal any equipment that it purchases with start-up funds before sending it to the subcontractor. The subcontractor should decal any equipment that it purchases with start-up funds.
- DCDEE will not pay for services performed by an unapproved subcontractor.
- DCDEE can request complete copies of any agreements between the Contractor and any of its subcontractors.
- The Contractor must submit to DCDEE any additional clauses added to subcontracts.
- The Contractor must receive all subcontractor data (this includes, but is not limited to, request for payment and attendance reports with applicable child information) in a timely manner to ensure submission to DCDEE by the required date.
- The subcontract templates should only be used to subcontract for the NC Pre-K children (for a minimum of 6.5 hours per day for 180 instructional days per school calendar year) for which the Provider will receive reimbursement for children served.
- The Contractor is responsible for amending a subcontract when any changes are made that impact the subcontract that was initially executed.

The Contractor is responsible for monitoring the subcontractor to ensure compliance with applicable rules and regulations and is liable for repayment to DCDEE of misspent start-up funds or unearned direct services funds.

6. Subcontracts in Private Child Care

Session Law 2012-142 (budget bill) passed in 2012 by the NC General Assembly requires DCDEE to require NC Pre-K contractors to issue multiple year contracts for licensed private child care centers providing NC Pre-K classrooms. The subcontract template has a section for private child care centers that addresses this by requiring the subcontract to be effective for two years. The subcontract template language states that

funding is conditional upon availability of funds, the child's needs, and the site continuing to meet the NC Pre-K Requirements, Program Guidance and Fiscal and Contract standards.

7. Contract Changes

Changes may be required during the effective period of the contract. The Contractor changes the information using the on-line Plan and Change Request process. Refer to the NC Pre-K Plan User Guide for detailed instructions of all changes to the NC Pre-K Plan (www.ncchildcare.net) The Guide lists where changes can be made, what signatures are required, and what DCDEE approval is needed.

NOTE: Email addresses listed in the Plan for the Contract Administrator, the Program Contact, and Additional Contact, if applicable need to be correct at all times. Automated emails associated with the on-line Plan are forwarded directly to the email addresses listed.

Changes that affect the effective period of the contract and/or the contract amount result in a contract amendment.

8. Contract Termination

A contract may be terminated for various reasons such as funding reduction or the Contractor's failure to fulfill the obligations under the contract or for other reasons as described in the contract.

If the contract is terminated, the Contractor must return any unearned and unspent start-up funds to DCDEE within 60 days of the termination date but no later than June 15 of the current state fiscal year (hereafter referred to as SFY), whichever is earliest.

Section 3. Pre-K Allocations, Allowable Uses of Pre-K Funds, and Children Served

A. Allocating Pre-K Funding

DCDEE allocates funding to serve children, the direct services payment rate for the type of classroom, and the maximum administrative budget to each county.

The full cost of a high quality pre-kindergarten program is estimated at approximately \$ (b)(4) - \$ (b)(4) per-child per school year. NC Pre-K does not pay the full cost of a high quality pre-k program; therefore, communities are required to access other resources.

Counties receive a per-child allocation for a 10-month school year. The current statewide average is approximately \$ (b)(4) per child (or \$ (b)(4) per month). Each county's base allocation was originally based on the low-wealth county supplemental funding formula used by the North Carolina Department of Public Instruction. In interim years, other adjustments have been made to reflect higher percentages of private child care slots and higher child care market rates and/or funding reductions.

For SFY 2012-13, DCDEE no longer allocated a set number of "Pre-K slots." Instead, counties received an allocation of direct services and administrative funds. Counties are to serve the greatest number of children possible with their direct services allocation. The direct services allocation is based on the number of children that contractors estimated could be served by type of setting/payment rate, for 10 months.

B. Types of Pre-K Funds Allocated and Allowable Uses

There are three types of Pre-K funds that a contractor may receive from DCDEE: Direct Services Funds, Administrative Funds, and Start-up Funds. All Pre-K funds will be budgeted by expenditure category within the Pre-K Contract budget. Refer to the document **Instructions for Completing NC Pre-K Contractor Budget Worksheet July 2012** for details on what expenses may be included in the contract line-item budget.

Note: Any non-consumable items purchased with any Pre-K funds (either in the current year or in previous years) must remain with the NC Pre-K Program. Non-consumable items are defined as tangible products that can be stored or inventoried and have an average life expectancy of at least two years. Non-consumables must be accounted for and movable from the time a site/classroom joins the NC Pre-K Program. When a classroom terminates, all non-consumable items must be redistributed to other NC Pre-K classrooms.

1. **Direct Services funds:** Direct services funds are NC Pre-K funds paid to the Contractor for serving children in NC Pre-K classrooms. Direct services funds that a Contractor receives must be passed to NC Pre-K providers for payment of direct services to children. This may be done through subcontracting, through the Contractor providing direct services themselves, or a combination of the two situations. The total amount of direct services funds must correspond to the number of children served. Direct services funds

must be spent in the year for which they are awarded and on the cost to provide direct services for NC Pre-K children in approved classrooms.

For Pre-K contractors who are also providing direct services, the direct services funds may be used for program support (i.e., transportation, recruitment, or outreach). Sites can also choose to use this funding for items such as: salary/benefits for teaching staff, equipment, supplies, curriculum and related materials, developmental screening tools and assessment efforts, staff to conduct developmental screenings, staff training, etc.

Direct services funds should be spent on NC Pre-K services and cannot supplant existing funds for pre-k educational services (See Section 4.C). However, with the advice and consent of the county's NC Pre-K Committee, NC Pre-K contractors may supplement the amount of the NC Pre-K payment with other resources to ensure the full cost of care is paid.

Beginning in SFY 2012-13, DCDEE has determined the following maximum payment rates to be paid to operators of NC Pre-K classroom sites with NC Pre-K funds. Any request for a different payment amount must be approved by DCDEE as an exception rate. The payment rate does not vary by the level of star license held by the Pre-K site.

- Operated by Head Start: \$(b)(4) per child per month
- Operated by Public Schools: \$(b)(4) per child per month
- Operated by private child care: \$(b) per child per month for a Pre-K classroom with a lead teacher with a Bachelor's degree and \$(b) per child per month for a Pre-K classroom with a lead teacher with a BK licensed teacher. When a lead teacher's education level changes during the year, this change should be entered in the Pre-K Plan and the payment rate changed accordingly.

Contractors may supplement these amounts with other funding, as approved by their local Committee. If Pre-K sites were paid less than these rates in SFY 2011-12, Contractors were required in SFY 2012-13 to continue the lower payment amount unless an exception was approved.

NC Pre-K contractors will show their direct services funds on a line-item budget that is part of their contract. Contractors will show any direct services funds that they expend as a contractor on Pre-K classrooms, and any direct services funds that they subcontract.

2. **Administrative funds:** Administrative funds are approximately four (4%) percent or a minimum of \$(b)(4) of the Contractor's initial total allocation. Administrative funds are the funds the Contractor receives for the administration of the NC Pre-K Program. They can be used to support costs at the Contract Administrator level, including staff salaries, benefits, staff travel, training, computers, equipment and/or supplies and other administrative costs related to the NC Pre-K Program. Indirect cost charges are not allowed. However, allocation of direct costs may be allowed if there is a cost allocation

plan in place. Administrative funds must be spent in the year for which they are awarded and on costs for the NC Pre-K Program only.

NC Pre-K contractors will designate how their administrative funds will be spent on a line-item budget that is part of their contract. Administrative funds can be used to support staff, travel, supplies, and professional development costs that the contractor is providing or purchasing for its NC Pre-K teachers or classrooms. A Contractor, with the approval from their Committee, may use a portion or all of the administrative funds for direct services to serve more children in Pre-K classrooms. They may also use administrative funds for contracted services such as transportation for children. These expenditures would be reported on the appropriate line item on the Financial Status Reports when submitted for payment and should align with the contract budget.

Administrative funds will not be reduced if the Contractor's direct services allocation is reduced. Administrative funds will not be increased if the Contractor receives reallocated direct service funding throughout the year. Additional administrative funds may be received if program expansion funds are allocated during the year.

3. **Start-up funds:** The purpose of start-up funds is to equip new classrooms to serve new children when the Pre-K program is expanded. Start-up funds are available for program expansion through a one-time allocation per new child. For SFY 2012-13, expansion funds were allocated which included start-up funds in the amount of \$500 per new child served in a new classroom. Children currently receiving Pre-K services transferred to a new classroom do not generate additional start-up funds.

The Contractor, as advised by the County/Region Committee, decides if a subcontractor will receive start-up funds in the contract to purchase start-up items or if the Contractor will purchase the items for the subcontractor. The Contractor, as advised by the County/Region NC Pre-K Committee, may allocate start-up funds among the classrooms based on needs. The Contractor should decal any equipment that it purchases with start-up funds before sending it to the subcontractor.

Start-up funds are restricted funds. Contractors use the Generally Accepted Accounting Principles (GAAP) to document start-up fund expenditures. Start-up funds will be available upon execution of the contract or upon the allocation of expansion funds. Start-up funds must be used to prepare the NC Pre-K classroom, including but not limited to the purchase of instructional materials, curriculum, equipment and supplies. As restricted funds, start-up funds may not be expended for real property, buses or motor vehicles or office/administrative equipment. When a classroom terminates, all items purchased with start-up funds for that classroom must be redistributed to other NC Pre-K classrooms.

The Contractor requests payment for any start-up funds allocated for expansion, following the procedures for requesting payment in Section 5. If start-up funds have been allocated, contractors can be paid for start up costs at anytime during the SFY.

C. Other Resources Identified by Pre-K Contractors

NC Pre-K policy requires that programs must demonstrate that they are accessing resources other than NC Pre-K. Other resources may be cash and/or in-kind and are reported by funding source. Other resources consist of cash and in-kind from funding sources (State or Federal) such as Smart Start, Head Start, Title I, and local appropriations. Other resources are reported through the NC Pre-K Plan and through a report that Contractors submit to DCDEE. Other resources are not included in a Pre-K Contract budget.

There is no specific percentage required. Other resources should be used for necessary expenses for the NC Pre-K Program, should be allowable costs, and should not include services before and after the minimum 6.5 hour classroom per day. Cash resources should be actual cash deposited in the Contractor's account and in-kind resources are non-cash.

Other resources are divided into two categories for reporting purposes:

- Estimated Other Resources Budget** - The estimated budget for other resources is reported to DCDEE in the on-line NC Pre-K Plan only. Estimated Other Resources are cash and non-cash (in-kind) resources. The amounts are listed by funding source and represent the best estimate of other resources that will be used to support the NC Pre-K Program for the state fiscal year (12 months). Although the estimated budget can be viewed on-line, it is not part of the contract document and does not need to be part of any subcontract for NC Pre-K services.

The annual estimated other resources budget assists DCDEE in capturing the full cost of the Program. Documentation of the amounts are not required for the estimated other resources budget and Contractor's annual estimates are not subject to audit. Contractors should examine the estimated other resources budget semi-annually (December 15 and May 15) and update the on-line Plan budget amounts based on actual expenditures of other resources.

The table below does not represent a complete list but does provide examples of other resources by funding source and how to estimate other resources:

Funding Source	How to Calculate Estimated Other Resources For the NC Pre-K Plan Budget Page
Smart Start	Total amount of Smart Start subsidy supporting NC Pre-K children Personnel costs of staff related to administering NC Pre-K Program
Title I	Amount for NC Pre-K Classroom (divide by total number of students then times NC Pre-K students)
CACFP (food program)	Number of NC Pre-K children qualifying for free or reduced lunch times rate.
Exceptional Children	Amount for NC Pre-K classroom funding (divided by total number of students, times NC Pre-K students)
Head Start	Amount for NC Pre-K classroom (divided by total number of students, times NC Pre-K students)

Local Appropriations	Estimated value of classroom, playground and joint use space for NC Pre-K children in public facilities
Private Provider Funds	Amount provider normally charges for a minimum of 6.5 hrs. per day less the NC Pre-K child, less CACFP, and less any other funds that the provider receives to augment the NC Pre-K classroom. This represents the provider's in-kind contribution and actual expenses of the provider that do not have to be tracked.

- Certified Other Resources** – The certified other resources is reported to DCDEE annually and should represent up to 5 months of actual expenditures. These expenditures, listed by funding source, represent the amount of cash (not in-kind) that has been spent July 1 through November 30 from other sources to support the NC Pre-K Program. The Contractor must submit an **Other Resources Certification Statement** to DCDEE no later than January 15 and is required to have full documentation (as prescribed in the table below) on file to support the amounts listed. Certified other resources are included in the Compliance Supplement and are subject to audit.

The table below does not represent a complete list but describes the documentation required to certify other resources by funding source:

Funding Source	Supporting Documentation Needed for Certified Other Resources
Smart Start	Smart Start agency's accounting records
Title I	LEA accounting records showing actual expenditures for classroom, prorated to cover NC Pre-K students only
CACFP (food program)	CACFP receipts referencing children's names
Exceptional Children	Exceptional Children agency's accounting records showing actual expenditures for classroom, prorated to cover NC Pre-K students only
Head Start	Head Start agency's accounting records showing actual expenditures for classroom, prorated to cover NC Pre-K students only
Parent Fees (Transportation)	Agency's accounting records showing actual receipt of funds
Parent Fees (Nutrition)	Agency's accounting records showing actual receipt of funds.

Parent Fees: The only fees that may be charged to the NC Pre-K families for services are nominal fees described in the NC Pre-K Program Requirements and Guidance, unless the specific situation has been approved by DCDEE. In addition, the Program Requirements and Guidance describes when a co-payment may be assessed to parents. Parent fees charged for wrap-around services provided outside the minimum 6.5 NC Pre-K classroom day, do not help finance NC Pre-K classroom day and should not be reported as "other resources."

D. Determining the Number of Children Served per County

Historically, the number of children served originally allocated to each county was based on each county's share of the total population of eligible at-risk four-year-olds in the state that year. Free or reduced price lunch participation (which is based on family income) was used for this purpose. This method provided the base line of slots per county.

Beginning in SFY 2012-13, a number of slots is no longer allocated to counties. Instead, counties are allocated direct services and administrative funds to serve as many children as possible throughout the year. The children per classroom and classroom rates are entered into the NC Pre-K Plan by Contractors. The number of children who can be served will depend on the settings where the children are placed, since there are different payment rates by type of setting.

- **Additional Children Served**

Contractors are encouraged to serve as many children as possible throughout the year with their direct services allocation. Approval is not needed from DCDEE to serve more children. The Contractors revise their budgets in the Pre-K Plan to adjust for serving more children.

Periodically, DCDEE will review how contractors are spending their allocations. DCDEE may move funds from a contractor who is projected to not spend all of their allocation to another contractor who is able to use the funds. DCDEE will request information from contractors periodically about their capacity to serve more children. Based on this information, direct services funds may be reallocated and a contract amendment issued.

When notified by DCDEE that additional funds have been allocated, the Committee should be involved in planning how to budget the new funds and in identifying the sites where the children will be served.

County/Region NC Pre-K Committee: See - NC Pre-K Program Requirements and Guidance Section 2-C

- **Reduction of Children Served**

The number of children served throughout the year may decrease for different reasons.

1. A Contractor may voluntarily revert unspent direct services funds that they cannot spend throughout the year. This may result in fewer children served than initially anticipated. For example, the capacity of approved Pre-K classrooms may change during the year. This will be reflected in the Contractor's Pre-K Plan budget and the amount of funds that cannot be spent will be identified. The Contractor should notify DCDEE when this is the case, so that unspent direct services funds can be moved to another contractor to serve children. The decision to voluntarily revert funding should be reflected in Committee minutes.

2. DCDEE reviews allocations and spending on a periodic basis and reverts direct services funds from under spending contractors and reallocates the funds to contractors who can serve children.
3. A Contractor may monitor their budget and expenditures and choose to attrition services if they are overspending their allocation during the year. This means the Contractor will not immediately fill Pre-K funded spaces when children leave throughout the year. In this way, unspent funds can accumulate in their budget to help offset higher than anticipated direct services expenditures. This can be managed in the Pre-K Plan budget.

Section 4. Related Funding Information

A. Related NC Pre-K Costs

NC Pre-K funds must be spent on the NC Pre-K Program. The Contractor, with approval of the Committee, expends funds for direct services by allocating them to the individual NC Pre-K sites. Sites can choose to use this funding for items such as: salary/benefits for teaching staff, equipment, supplies, curriculum and related materials, developmental screening tools and assessment efforts, staff to conduct developmental screenings, staff training, transportation, and other costs related to the NC Pre-K Program. NC Pre-K **does not** provide specific funds to offset the costs of transportation for children to and from the program, recruitment of eligible children and outreach to families and the community. However, these costs may be addressed by the administrative funds received by the Contractor, or by direct service funds received by the NC Pre-K site.

B. Leveraging Funding

Contractors leverage money from a variety of sources in order to fully fund NC Pre-K classrooms. Such funding includes NC Pre-K funds plus other resources including other state, federal or local sources. DCDEE encourages counties to leverage all eligible revenue sources to support the NC Pre-K classrooms.

C. Supplanting funds

NC Pre-K funding may not supplant other funds. Generally, NC Pre-K funds may not replace other funds but may supplement other funds to serve more eligible at-risk 4-year-olds or to improve the level of service to comply with NC Pre-K requirements. The pool of non-NC Pre-K funds available to the county for pre-k educational activities (local, state, and/or federal) should not be replaced with NC Pre-K funds. Leveraging other funding sources is referenced in Section 5 of Governor Perdue's Executive Order 100.

If a request is made to support existing 4-year-old classrooms with NC Pre-K funds when current funding is eliminated, reduced or redirected, a specific, detailed explanation is required and must be reviewed and approved by DCDEE. This explanation must include the type of funds being eliminated, reduced or redirected.

D. Temporary Assistance to Needy Families (TANF) Maintenance of Effort and Child Care and Development Fund (CCDF) Match

TANF and CCDF block grants fund services and assistance to income-eligible families. Both block grants are administered by the North Carolina Department of Health and Human Services (NCDHHS). Both have an annual cost-sharing requirement, referred to as the Maintenance of Effort requirement (MOE), and CCDF has an annual requirement for matching grant dollars with state funds. Every federal fiscal year each state must spend a certain amount of its own money to help eligible families in ways that are consistent with the purpose of the TANF and CCDF programs. The NC Pre-K Program, designed to provide quality pre-kindergarten experiences

that may allow parents to work, may count as MOE and Matching expenditures for North Carolina.

NC Pre-K Kids: NC Pre-K Child Reporting System (hereafter referred to as NC Pre-K Kids) captures the MOE and Matching information to assist the State in meeting its federal requirements for TANF and CCDF expenditures. Although this process is invisible to the Contractor, the Contractor provides the information in three ways:

- First, the Contractor collects and enters the child information into NC Pre-K Kids. NC Pre-K Kids determines TANF and CCDF eligibility. These eligibility criteria include:
 - The child is a US citizen;
 - The child is a resident of North Carolina;
 - The child is eligible for free or reduced lunch;
 - The child lives with an adult blood relative or with a non-relative who has legal custody or guardianship
 - The child's parent is employed, seeking employment, in post-secondary education, in high school or a GED program, or in job training.

If any of these data elements are missing the eligibility cannot be established. The Monthly Attendance Report generated by NC Pre-K Kids will show "CND" (can not determine) in the TANF/CCDF eligibility column. TANF or CCDF eligibility does not affect payment for NC Pre-K services.

- Second, the Contractor enters the payment rates into the NC Pre-K Plan system. These rates represent the amount of NC Pre-K funds that are paid to the provider.
- Third, the Contractor enters the amount of Smart Start funds spent on NC Pre-K Children in the NC Pre-K Kids system.

This process of capturing and calculating the number of eligible children and the amount of funds expended per-child is invisible to the Contractor. However, the Contractor is responsible to ensure that eligibility data are accurately entered into NC Pre-K Kids. Data should be verified during the course of the program and any changes in TANF/CCDF eligibility entered in NC Pre-K Kids. The Contractor is responsible for maintaining eligibility documentation in each child's file.

NC Pre-K Kids automatically calculates the number of TANF and CCDF eligible children and the amount expended toward the state's MOE and Matching requirements. DCDEE reports these amounts to the NCDHHS, Office of the Controller for recording and reporting purposes.

Refer to the *NC Pre-K Program Requirements and Guidance*, for the required data elements determining NC Pre-K eligibility and acceptable documentation.

Section 5. NC Pre-K Payments

A. Payment Process

NC Pre-K Contractors request payment through submitting monthly Financial Status Reports (FSRs) to the DCDEE Budget Unit. Contractors record their administrative and direct services expenditures (and any start-up expenditures if available) for the month using the FSR template and instructions provided by DCDEE.

For prompt processing of payment, it is important that the FSR be completed correctly and submitted in a timely manner. Instructions for completing the FSR are found on DCDEE's website at http://ncchildcare.dhhs.state.nc.us/pdf_forms/NCPre-K_Financial_Status_Report.pdf.

Contractors should also submit classroom attendance report(s) and summary of classroom attendance report(s) with the FSR for payment. This documentation is used to verify the direct services expenditures on the FSR. Payments for direct services will automatically be calculated by the Pre-K Kids system based on children's attendance when the attendance reports are printed. There may be instances where payment exceptions have been approved by DCDEE where the Pre-K Kids system did not calculate a payment. When that occurs, Contractors should manually note the correct payment amount and reason for exception on the attendance sheet and attendance summary, and reflect the correct expenditures on the FSR.

The Contractor submits the following items to DCDEE by the **10th business day** of the month **following** the month of service to receive payment:

- An original, signed ***Financial Status Report***. This form is not generated from NC Pre-K Kids therefore it must be prepared by the Contractor and signed by the Superintendent, Chairman of the Board, CEO, or designee, or the Chief Fiscal Officer or designee.
- An original, signed ***Summary of Attendance Report Form***. This form, signed by the Contractor, is generated from NC Pre-Kids after all classroom information for the month is entered. The Contractor must manually enter any payment exceptions approved by DCDEE that are not automatically calculated per classroom on this form.
- A signed copy of each ***monthly Classroom Attendance Report***. This form is generated from NC Pre-K Kids and it is completed as part of the monthly input into NC Pre-K Kids. After the classroom attendance information is entered and verified, the site director or designee should sign and date the report. The signature of the Contractor is also required prior to submission to DCDEE.

NOTE: DCDEE accepts the Site Director (or designee) and Contractor's signatures as certification of each child's attendance and that the classroom is in compliance with the NC Pre-Kindergarten requirements.

Contractors should send hard copies of the above documents to DCDEE by the **10th business day** of the month following the service month. The earlier this information and supporting documents are received, the earlier payment will be made. Contractors may elect to use the US Postal Service or an overnight delivery service.

For US Postal Service use the following address:

NC Pre-Kindergarten Program
Attention: Max Perry
2201 Mail Service Center
Raleigh, NC 27699-2201

For overnight delivery service use the following address:

NC Pre-Kindergarten Program
Attention: Max Perry
319 Chapanoke Road, Suite 120
Raleigh, NC 27603

Once the FSRs are approved for payment, the NC DHHS pays the Contractor by electronic funds transfer. The Fiscal Officer for the Contractor is notified by email of the payment.

B. Contract Advances

The NC Pre-K contract payment terms are for DCDEE to make payment within 30 days of receiving an approved invoice. However, the SFY 2012-13 NC Pre-K contracts also allow for funds to be advanced to private non-profit agencies for up to 30 days. Advances are addressed on the FSR Instructions and Certification of Cash Needs Form.

Private non-profit Pre-K contractors may request up to one month's estimated expenditures as an advance on the FSR for each month. Contractors will show the amount that requested to be advanced on line "J" of the FSR. Line "K" on the FSR will automatically calculate the payment, based on the month's reimbursement, the advance requested for the next month, and the amount the Contractor has already been paid to date.

In order to request an advance, Contractors must complete and submit a Certification of Cash Needs form, posted on DCDEE's website. Contractors will only need to fill this form out one time for approval to have advances throughout the contract year.

The following are examples of the bottom portion of completed FSRs that include a request for an advance. Funds may only be advanced for a maximum of 30 days, therefore, the requested amount for a cash advance must not exceed 1/10th of the contract.

Example 1:

Here is a sample November FSR. The contractor spends \$(b)(4) each month for Pre-K. DCDEE has already paid the contractor \$(b)(4) for August, September, and October services (Line "G"). They spent \$(b)(4) in November, so their total expenditures = \$(b)(4) (Line "H"). They request a cash advance of \$10,000 for December in Line "J". They are paid the \$(b)(4) for what they spent in November (Line "I") + the \$(b)(4) advance they are requesting for December, for a total of \$(b)(4) (Line "K").

COMPUTATION OF CASH REQUIREMENTS	
G. Total Cash Received & Requested to Date	(b)(4)
H. Total Year To Date Expenditures (Line F83)	
I. Ending Cash Balance Amt. (Line 86 minus Line 87)	
J. Estimated Expenditures advance not to exceed 30 day period	
K. Cash Payment Requested (Line 89 minus Line 88)	

Example 2: Here is the same contractor's FSR for December.

The \$(b)(4) in Line "G" reflects the \$(b)(4) they have received for Aug, Sept, Oct, and Nov, plus the \$(b)(4) cash advance they were paid in November. Their total expenditures for Aug – December = \$(b)(4) (Line "H"), so there is no balance owed by DCDEE on Line "I". However, since they are requesting \$(b)(4) be advanced for January (Line "J"), the total payment from DCDEE = \$(b)(4) (Line "K").

COMPUTATION OF CASH REQUIREMENTS	
G. Total Cash Received & Requested to Date	(b)(4)
H. Total Year To Date Expenditures (Line F83)	
I. Ending Cash Balance Amt. (Line 86 minus Line 87)	
J. Estimated Expenditures advance not to exceed 30 day period	
K. Cash Payment Requested (Line 89 minus Line 88)	

C. Payment Policies for Direct Services

Monthly payments for direct services are calculated based on the number of children served multiplied by the per-child monthly rate, in accordance with the attendance policies below. The monthly payment rates are referenced in Section 3 B. Contractors and subcontractors may request reimbursement for a maximum of 10 months for each child served (i.e., no reimbursement will be made for an individual child to receive more than 10 months of services). In general, the number of children for whom a Contractor is requesting payment should align with the number of children per site in the Pre-K Plan. However, it is possible for a site to serve more than that number of children for a particular month if a child left during the month and a new child enrolled. Contractors will need to manually note on attendance sheets if more than 18 children are served during the month.

1. NC Pre-K Program Daily Attendance Requirements

- a. Child attendance must be taken each day of the NC Pre-K program year.
- b. A child may be considered in attendance and recorded as present in NC Pre-K Kids when:
 1. He/she is present for the majority of the NC Pre-K program day.
 2. A home/community/education setting visit is conducted to meet with the child/family for initial program orientation and/or educational purposes (written documentation required).

Local programs are encouraged to work with families to support the child's attendance and participation in NC Pre-K. When a child has been absent for **three** consecutive days, the NC Pre-K site administrator should contact the family and determine the child's participation status. Site administrators must document attempts to contact the family, as well as decisions regarding the child's continued participation in the program. Every effort should be made to maintain the child's placement and participation in NC Pre-K.

2. NC Pre-K Attendance Requirement for Payment Purposes:

- a. Payment will be made at 100% of the monthly rate when a child attends at least 10 days or 50% of the operating days during the month.
- b. Payment will be made at 50% of the monthly rate when a child attends between 25% - 50% of the operating days during the month. **This is a new payment policy effective December 2012, and is automatically calculated by NC Pre-K Kids.**
- c. Payment will **NOT** be made when a child attends less than 25% of the operating days during the month.

- d. Payment will be made at 100% of the monthly rate for children attending **one day**
 - for the first and last month of classroom operation
 - for a new child enrolling in any Pre-K classroom during the year due to the Contractor receiving expansion or reallocated funds (i.e., Pre-K services are being increased)

The Pre-K Kids system does not automatically calculate this payment unless the child has attended the minimum number of attendance days; therefore, Contractors will need to manually note this on the attendance reports.

- e. Payment will be made at 100% of the monthly rate for any children filling existing vacant Pre-K spaces during the year, if they start attending mid-month when limited attendance days are available.

The Pre-K Kids system does not automatically calculate this payment, so Contractors will need to manually note this on the attendance reports.

- f. Payment may be made at 100% of the monthly rate for children with special circumstances that warrant an exception: e.g., child involved in debilitating accident or has prolonged illness limiting on-site NC Pre-K participation. Exception requests must be made in writing by the Contract Administrator and submitted to Max Perry in the Administration Section of DCDEE, for consideration and approval. Decisions will be made on a case-by-case basis.

The Pre-K Kids system does not automatically calculate this payment, so Contractors will need to manually note this on the attendance reports.)

Note: If a child is served at two different sites within the same month and meets the attendance requirement for payment purposes for both, payment may be made to each site serving the child. However, two payments will not be made for the same child who moves from classroom to classroom within a site during the month.

Payment will not be made for children who are in unapproved classrooms, or with unapproved teachers according to the Pre-K Plan.

D. Electronic Funds Transfer

The NC DHHS Controller's Office issues NC Pre-K payments as set up by the payee with the Office of the State Controller.

Contractors receive payments electronically by submitting the Office of the State Controller Vendor Electronic Payment form to the Division of Child Development and Early Education NC Pre-Kindergarten Program, Attention: Max Perry. Contractors must notify DCDEE of any deposit account changes, including physical address and name changes. A copy of the form can be found on the Office of the State Controller website at <http://www.osc.nc.gov> Forms & Policies, Electronic Commerce, Vendor Electronic Payment Form.

E. Termination/Suspension of Payments

NC Pre-K payments may be subject to termination for failure by the Contractor or subcontractor to meet licensing requirements and/or actions by the Contractor or subcontractor that jeopardize the health and safety of children enrolled in the program. See the NC Pre-K Program Requirements (Section 7) for requirements on reported child abuse and neglect investigations.

Section 6. Procurement and Property Management

A. Property Management

The Contractor should assign a control number to any equipment that is purchased with NC Pre-K funds, including any equipment purchased with start-up funds that is sent to a subcontractor. If start-up funds are passed by the Contractor to a subcontractor, the subcontractor should decal each piece of equipment that is purchased with start-up funds with a permanent identification number. (See Section 2. Item B.5.) Items must be accounted for and movable from the time a site/classroom joins the NC Pre-K Program. Annual physical inventory shall be taken of equipment with value of \$500 or more and results compared to accounting and fixed asset records. When it is determined that the equipment is no longer needed to support the Program, written instructions should be obtained from DCDEE as to disposition. Also, Contractors may use NC Pre-K equipment to be replaced as trade-in against replacement equipment or may sell said equipment and use the proceeds to offset the costs of replacement equipment with prior written approval of the NC Pre-K Program.

1. Public Agencies

Public agencies will follow the policies of State Property Management.

2. Not-for-Profit Agencies

Not-for-profit agencies should have written policies and procedures, which provide proper control and accountability for equipment purchased with NC Pre-K funds. Refer to the NC DHHS Non-Profit Manual www.dhhs.state.nc.us/control for further information. The Contractor must notify all subcontractors of their responsibility to comply with equipment conditions.

B. Care of Property

The Contractor is responsible for the proper custody and care of any furnished equipment or equipment purchased with NC Pre-K funds. The Contractor will reimburse DCDEE for loss or damage of such equipment. When the equipment provided or purchased is no longer needed for the NC Pre-K program or at the termination of the contract, the Contractor shall obtain written instructions from DCDEE regarding dispositions of such equipment.

C. Non-consumable Items

All non-consumable items purchased with NC Pre-K funds must remain with the NC Pre-K Program. Non-consumable items are defined as tangible products that can be stored or inventoried and have an average life expectancy of at least two years. Non-consumables must be accounted for and movable from the time a site/classroom joins the NC Pre-K Program. When a classroom terminates, all non-consumable items must be redistributed to other NC Pre-K classrooms.

D. Selection of NC Pre-K Classroom Services

NC Pre-K does not require competitive bidding in securing contractors to provide NC Pre-K classroom services. Rather, NC Pre-K requires that providers of classroom services are selected and approved by the County/Region NC Pre-K Committee. The Contractor may adopt this policy **UNLESS** their agency has policies and procedures that require bidding, in that case, those bidding procedures must be followed. If the Contractor does have such policies in place but would like to adopt the NC Pre-K policy, the Contractor must receive exception approval through proper channels in its agency.

Section 7. Program Income

Program income includes interest earned on any funds advanced and proceeds and interest from the sale of equipment and non-consumable items purchased with Pre-K funds.

When program income is earned during the contract period, the Contractor will report the amount to DCDEE on the Financial Status Report.

A Contractor should also have program income policies and procedures in place that would be applicable to subcontractors.

Section 8. Documentation and Records

Child Eligibility

The Contractor is responsible for verifying child eligibility for the NC Pre-K program, including obtaining documentation of eligibility and attendance as specified in the NC Pre-K Program Requirements and Guidance Section 3. E. This documentation may be maintained at the contractor or local site level. If maintained at the local site level, the Contractor is responsible for producing the documentation if requested by DCDEE or auditors.

In addition, some NC Pre-K expenditures are used by DCDEE to leverage federal TANF and CCDF funds, based on eligibility data entered by Contractors into Pre-K Kids. This is a seamless process for Contractors. This is another reason why maintaining documentation of eligibility is important, since expenditures that are counted for this purpose are subject to federal policy, regulations and audit.

Expenditures of NC Pre-K Funds

The Contractor should maintain documentation on all Pre-K expenditures. This includes, but is not limited to the following:

- Invoices and payroll records for administrative expenditures;
- Payments made for Pre-K services;
- Invoices for items purchased with start-up funds;
- Copies of Financial Status Reports and backup (attendance records) submitted to DCDEE for payment of Pre-K expenditures;
- Evidence showing the use of Contractor's current procurement policies; and
- Inventory records of equipment purchased.

Expenditures of Certified Other Resources

The Contractor should maintain documentation to support the amount of "other resources accessed" through November 30 as certified. The Contractor is responsible for maintaining records for certified other resources in accordance with Generally Accepted Accounting Principles (GAAP) and as specified in the contract. Contractors must have the necessary documentation, have computed it correctly, and show that it is for NC Pre-K. If Contractors do not supply the necessary information or uses a general statement such as "office space," or "personnel," it can not be determined whether this is an allowable resource. As a result, it will likely not be counted when audited.

Internal Policies

Contractors are responsible for establishing and maintaining internal controls, consisting of written policies, procedures, and methods that provide reasonable assurance that the following are met:

- Reliable operational and financial data;
- Safeguarding of assets and records;
- Operational efficiency; and
- Compliance with managerial policies and applicable laws and regulations

Records Retention and Disposition Schedules

Contractors and sub-recipients with DCDEE are responsible for certain record keeping. To ensure that agencies do not purge records inappropriately, contractors and sub-recipients are required to follow the records retention and disposition schedule according to the source of funds received.

The following records retention statement is included in contracts:

Records shall not be destroyed, purged or disposed of without the express written consent of the Division. State basic records retention policy requires all grant records to be retained for a minimum of five years or until all audit exceptions have been resolved, whichever is longer. If the contract is subject to federal policy and regulations, records retention may be longer than five years since records must be retained for a period of three years following submission of the final Federal Financial Status Report, if applicable, or three years following the submission of a revised final Federal Financial Status Report. Also, if any litigation, claim, negotiation, audit, disallowance action, or other action involving the contract has been started before expiration of the five year retention period described above, the records must be retained until completion of the action and resolution of all issues which arise from it, or until the end of the regular five year period described above, whichever is later.

Funding over the years for More at Four/NC Pre-K contracts has included State funds and Lottery funds with two years including Federal TANF funds (Temporary Assistance for Needy Families). The Department of Health and Human Services started using SFY 08-09 More at Four expenditures as TANF MOE (Maintenance of Effort), therefore records must be maintained for a longer period of time.

NC Pre-K Contractors should use the following guide for records retention:

1. You must keep records starting with SFY 07-08 through SFY 11-12 at this time.
2. On July 1, 2013 you may destroy SFY 07-08 More at Four records.
3. For SFY 08-09 and later, any More at Four/Pre-K files must be maintained for 10 years due to a TANF record retention requirement of 10 years. SFY 08-09 records may not be destroyed until July 1, 2019.

The Division of Child Development and Early Education will notify contractors when and if there are any changes to the records retention and disposition schedules.

Additional information on records retention and disposition schedules may be found via the following websites:

Office of the Controller – North Carolina Department of Health and Human Services
<http://www.ncdhhs.gov/control/retention/retention.htm>

Government Records Branch of North Carolina
<http://www.records.ncdcr.gov/>

Division of Child Development and Early Education Records Retention and Disposition
Schedule
<http://www.stateschedules.ncdcr.gov/>

Section 9. NC Pre-K Kids: NC Pre-K Child Reporting System

The Frank Porter Graham Child Development Institute at the University of North Carolina in Chapel Hill, under contract with DCDEE, developed NC Pre-K Kids. This online database captures information to assist in program evaluation.

NC Pre-K Kids is linked to NC Pre-K Plan (the NC Pre-K online Plan) and collects information about NC Pre-K students. The ***Monthly Classroom Attendance Report*** and the ***Summary of Attendance Report*** are generated from NC Pre-K Kids and are submitted with the monthly Financial Status Report.

NC Pre-K Kids validates child eligibility based on input data. The validation check is performed when a child form is made *Ready to Submit*. In order for a child to be listed on the Monthly Attendance Report, the child form for that service month must be in *Ready to Submit* status or *Submitted* status.

Contractors are responsible for entering the child information when the child enters the NC Pre-K Program and for entering the attendance each month. The versatility of NC Pre-K Kids allows any user with appropriate access to enter child information and attendance daily, weekly, or monthly.

Note: Contractor and/or subcontractors should enter child information and attendance for each month the child is served and submit data to NC Pre-K Kids. Child information and attendance should be submitted to NC Pre-K Kids even if the Contractor is not requesting reimbursement from DCDEE.

For technical assistance with NC Pre-K Kids:

- Refer to the NC Pre-K Kids 2012-2013 User Guide located on the NC Pre-K Plan Instruction page and on the DCDEE website (www.ncchildcare.net)
- Or contact Trevon Lucas (trevon.lucas@dhhs.nc.gov)
Phone: 919-890-7051.

Section 10. Reporting Requirements

Submitting plans, reports, documents and other products as required, to DCDEE is a contract requirement. The following table lists the fiscal reporting requirements for Contractors.

	Form #	Form Name	Submission Instruction	Due Date
1	NC Pre-K Kids	NC Pre-K Kids	To report child information and attendance data must be submitted to the NC Pre-K Child Reporting System (NC Pre-K Kids) for <u>each</u> month the child is served (even if reimbursement is not requested).	By the 10th business day of the month following the month of services rendered
2		Financial Status Report	An original, signed, completed <i>Financial Status Report</i> is submitted to request payment for direct services, administrative expenses, and start-up expenses (if applicable) Submit attendance documentation listed below to correspond to direct services expenditures.	By the 10th business day of the month following the month of services rendered for July through May services Request for June services is due no later than June 15
3		Summary Attendance Report	Submit the following as documentation for payment for direct services: • an original, signed, completed <i>Summary of Attendance Report</i> generated from NC Pre-K Kids. . .	By the 10th business day of the month following the month of services rendered for July through May services
4		Monthly Attendance Report	• a signed, completed <i>Monthly Classroom Attendance Report</i> generated from NC Pre-K Kids	Request for June services is due no later than June 15
5		Quarterly Start-Up Report	Contractors will report the expenditure of start-up funds by submitting: • one original <i>Quarterly Start-up Report</i> form signed by the Superintendent/Chairman of Board or designee. NOTE: If Contractor expends and reports all start-up funds prior to the fourth quarter, mark the last report as "final" and do not submit any subsequent quarterly start-up reports. Program income is also reported on this form. No submission is necessary if start-up funds were not received. Start-up expenditures should not be reported until the items are received and the invoice has been paid.	• 1st qtr is due 10-15 • 2nd qtr is due 01-15 • 3rd qtr is due 04-15 • 4th qtr is due no later than June 15
6		Other Resources Certification Statement	To report actual expenditures of resources accessed through November 30 submit: • one original <i>Other Resources Certification Statement</i> form signed by the Contract Administrator. . .	January 15

7.	NC Pre-K Plan	Estimated Other Resources Budget	To update the estimated other resources budget submit through NC Pre-K Plan on-line. List annual amounts by funding source that represent the best annual estimate of other resources accessed to support the Program for the current state fiscal <u>year</u> ...	Dec. 15 and May 15
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In addition, Pre-K Contractors are responsible for reporting on expenditures and accomplishments through the NC Grants system. This reporting is required on an annual basis following the end of the State Fiscal Year and is dependent on the level of funding. More information and registration instructions can be found at <https://www.ncgrants.gov/NCGrants/Home.jsp>.

NC Grants system reporting is not required for NC Pre-K subcontractors, since they are purchase of service contracts.

Section 11. Reversions and Refunds.

DCDEE must reconcile all funds by the end of each state fiscal year. All unspent administrative, direct services, or start-up funds revert to DCDEE at the end of the fiscal year. In addition, refunds of DCDEE payments made to Contractors are due to DCDEE no later than the due date for the June Financial Status Report (FSR) in order to complete fiscal year closeout.

A refund to DCDEE must occur in these situations:

a. Advances:

Any unexpended funds advanced to the Contractor must be returned or settled no later than the June FSR due date for the year. If the expenditures reported on the June FSR are not sufficient to cover the advance, a check representing the difference must be attached to the June FSR. The Division must receive this report no later than the June due date for the June FSR. When submitting the final report for the contract period, any remaining cash balance on hand must be returned to DCDEE with the final report.

b. Start-up funds:

- A refund of start-up funds paid by DCDEE must occur if the total number of children for whom the Contractor received start-up funds were not served. If applicable, DCDEE can reduce the subsequent monthly operating payment.
- A refund of program income/interest earned on start-up funds must occur if the Contractor does not expend the funds in the year they are earned.

c. Ineligible child(ren):

If a Contractor receives payment for an ineligible child(ren), it must refund the amount paid by DCDEE for the child's services as well as any related start-up funds, to DCDEE immediately but no later than the June FSR.

d. Sales/Use Tax:

A refund to DCDEE is due if the Contractor erroneously reports a refundable sales/use tax expenditure of start-up funds. If eligible, the Contractor and all subcontractors shall (1) ask the North Carolina Department of Revenue for a refund of all sales and use taxes paid by them in the performance of the contract, pursuant to G.S. 105-164.14; and (2) exclude all refundable sales and use taxes from all reportable expenditures before the expenses are entered in the quarterly start-up reports. Also, the Contractor will certify that it and all of the subcontractors (if any) collect all required taxes, pursuant to G.S. 143-59.1.

e. Administrative Expenditures:

A refund to DCDEE is due if it is determined that an overpayment of administrative funds has occurred. The refund should be submitted no later than the June FSR.

f. Other Refunds

All other refunds due DCDEE should be received in accordance with these guidelines but no later than the June FSR.

The Contractor may return funds to DCDEE in one of two ways listed below:

- a. Reduce the amount of refund from a subsequent request for payment; or
- b. Submit a check payable to the NC DHHS for the amount of refund. The check should include the Contractor's name, contract identification number and reason for refund such as start-up or ineligible child.

The check should be mailed to the following address:

For US Postal Service use the following address:

NC Pre-Kindergarten Program
ATTN: (b)(6)
2201 Mail Service Center
Raleigh, North Carolina 27699-2201

For overnight delivery service use the following address:

NC Pre-Kindergarten Program
ATTN: (b)(6)
319 Chapanoke Road, Suite 120
Raleigh, North Carolina 27603

Section 12. End of Year Requirements

NC Pre-K funds are available only for the SFY for which they are authorized. Therefore payments to Contractors for services rendered (direct services, administration, and any start-up) must be made within that SFY and any unspent Pre-K funds revert to DCDEE.

The NC Pre-K Program contracts follow the SFY and terminate on June 30. Since DCDEE must reconcile all funds by the end of each SFY, all financial reporting, including Financial Status Reports and quarterly start-up reports, must be received in DCDEE **no later than June 15** in order for payments to be made within the SFY. Contractors should plan their purchases accordingly, so all items ordered can be received and paid prior June 15.

A. Financial Status Reports

Financial Status Reports and supporting documentation for **June** services and administrative expenses, and any adjustments to earlier months' Financial Status Reports, are due no later than June 15. Failure to submit by June 15 may result in no payment.

B. Quarterly Start-up Reports

The *Quarterly Start-up Report* form for the last quarter of the SFY (April/May/June), is due to DCDEE no later than June 15. Program income earned on start-up funds is also reported on this form. (Program income includes interest earned on start-up funds and proceeds and interest earned from the sale of equipment and non-consumable items purchased with start-up funds.)

C. Reconciling Records

Contactors must finalize and reconcile records on the following:

- Expenditure of all Pre-K funds;
- Expenditure of certified other resources;
- Eligibility of children attending NC Pre-K classes; and
- Child attendance records

Section 13. Audit and Monitoring

A. Audit

The NC Pre-K Program contracts are financial assistance contracts and are subject to a fiscal audit under G. S. 143C-6-22 & 23, except for the public schools*. Contractors and subcontractors are subject to an audit of Pre-K expenditures, child eligibility and attendance, and the certified other resources accessed.

Note: Pending further guidance, for now, Smart Start partnerships with NC Pre-K contracts should follow their audit requirement in G.S. 143B-168.14, which takes precedent over the NC Grants reporting requirements pertaining to annual audits (GS 143 C-6.23). However, Smart Start partnerships are still responsible for reporting through the NC Grants system on NC Pre-K expenditures.

* NC Pre-K Contractors who are public schools are subject to G.S. 159-34 for reporting and audit requirements.

B. Monitoring Local NC Pre-K Programs

DCDEE, local contractors, and site administrators are required to monitor for compliance with the NC Pre-K program and fiscal and contract requirements. (See the *NC Pre-Kindergarten Program Requirements and Guidance*, Section 7 for requirements on the monitoring process.)

DCDEE will conduct annual fiscal monitoring through a desk audit review and/or on-site visits. The NC Pre-K Contractor Monitoring Tool will be completed by contractors and submitted to DCDEE prior to the DCDEE fiscal monitoring process. DCDEE will contact Contractors before conducting a desk audit or on-site visit.

Appendix

Appendix A: Forms List

1	The NC Pre-Kindergarten Program Financial Status Report
2	The NC Pre-Kindergarten Program Summary of Attendance Report
3	The NC Pre-Kindergarten Program Monthly Attendance Report
4	The NC Pre-Kindergarten Program Request for Start-up Funds
5	The NC Pre-Kindergarten Program Quarterly Start-Up Report
6	The NC Pre-Kindergarten Program Request for Additional Slots
7	The NC Pre-Kindergarten Other Resources Certification Statement
8	NC Pre-K Contractor Monitoring Tool
9	NC Pre-K Site Monitoring Tool

The Contractor and/or subcontractor should have a letter on file if any required signatures are delegated to other staff.

Appendix B: List of Related Resources

Private Not for Profit Manual	www.dhhs.state.nc.us/control
Office of State Controller Vendor Pay Form	www.ncosc.state.nc.us
2012-2013 NC Pre-K Kids	https://maf.ad.unc.edu/NCPre-KKids_1213/Logon.aspx
2012-2013 NC Pre-K Plan	https://maf.ad.unc.edu/NCPre-KPlan_1213/login.aspx

Appendix C: Glossary of Terms These terms apply specifically to the NC Pre-K Program.

Administrative Funds: Administrative funds are restricted to approximately $\frac{(b)(4)}{(b)(4)} \left(\frac{1}{6} \right)$ percent or a minimum of $\frac{(b)(4)}{(b)(4)}$ of the Contractor's original total allocation for SFY 2012-2013. Administrative funds are the funds the Contractor receives for the administration of the NC Pre-K Program. They can be used to support costs at the Contract Administrator level, including staff salaries, benefits, staff travel, training, computers, equipment and/or supplies and other administrative costs related to the NC Pre-K Program. Indirect cost charges are not allowed. However, allocation of direct cost may be allowed if there is a cost allocation plan in place. Administrative funds must be spent in the year for which they are awarded and on costs for the NC Pre-K Program only.

The Contractor does not have to spend all of their administrative allocation on program implementation. A Contractor, with the approval of the Committee, may use a portion or all of the administrative funds towards differential payment rates with their provider based on the need or other funding source available; or for contracted services such as transportation for children and report it on their reimbursement form. If the Contractor uses any of the administrative funds towards slot payments it is reported on the Financial Status Report on line B 11 (d). If the Contractor uses any administrative funds for contracted services, it is reported on the Financial Status Report on line C. Contractor administrative funds can also be used to support travel, supplies, and professional development costs that the contractor is providing or purchasing for its NC Pre-K teachers or classrooms. These expenditures would be reported on the appropriate line item on the Financial Status Report.

Administrative Letter: An official approval or denial letter, signed by the Director of the Division of Child Development and Early Education, for changes to the Plan such as site location, teacher credentials, or reallocation of slots between sites. The letter should be maintained with the original Plan. An Administrative Letter **does not** change the total amount of NC Pre-K funds available.

Allocation: State NC Pre-K Program funds that are designated by DCDEE to counties for direct services, administration, or start-up.

Audit Trail: The ability to trace each transaction forward from the source of documentation through all journals and ledgers to the summary statements and financial reports, or the reverse.

Budget: A line-item contract document showing proposed Pre-K expenditures for a fiscal year. The contract budget includes funding from the State NC Pre-K Program for operating, administration and start-up.

Classroom Attendance Report: A form identifying student name, date enrolled in the NC Pre-K Program, and days attended during a given month. This form is required documentation submitted with the Financial Status Report and is generated in the NC Pre-K Kids (NC Pre-K Child Reporting System). The Attendance Report must be signed by the Site Director or designee and the Contractor on a monthly basis to verify attendance.

County/Region NC Pre-K Committee: A committee of local educators and representative from other groups interested in pre-kindergarten educational programs for eligible at-risk children. The committee must be chaired and convened by a school superintendent in a county/region or designee and the board

chair for the local Smart Start Partnership for Children or designee. The Committee determines the Contractor, approves the Plan and advises the Contractor during the contract period.

Contract: A mutually binding legal relationship between the NC DHHS NC Pre-K Program and the responsible county/regional entity to provide NC Pre-K classroom services to eligible children and receive payment based on the child's attendance and the approved payment rate for the classroom. The contract with DCDEE is a Financial Assistance Contract.

Contractor: The responsible county/regional entity entering into a purchase of service contract with the NC DHHS, NC Pre-K Program to deliver a service for the NC Pre-K program. The term includes public and non-profit organizations such as, but not limited to, local partnerships, school systems and Head Start agencies.

Contract Administrator: The person, designated by the County/Region NC Pre-K Committee, to oversee the NC Pre-K contract.

Contract Amendment: A written agreement, signed by all parties of the contract, which changes specifications of the contract, such as, but not limited to, period of coverage, the amount of funds, or the number of children to be served.

Cost: The direct and allocated expenses related to a particular service or program. Cost is determined on a cash basis. Cost does not include transfers of funds and may exclude other types of expenses as directed by the awarding agency.

Cost of Equipment: The net invoice price of the equipment including the cost of modifications, attachments or accessories. Other charges such as the cost of installation, transportation, taxes, duty or protective in-transit insurance, can be included or excluded from the cost according to the Contractor's regular accounting practices.

Direct Services Funds: Direct services funds are NC Pre-K funds paid to the Contractor for NC Pre-K services rendered to eligible children under the contract. Direct services funds that a Contractor receives must be passed to the provider for payment of direct services to eligible children unless the Contractor is a provider of direct services. These funds are a fixed payment rate per child per month of service delivered. Sites can choose to use this funding for items such as: salary/benefits for teaching staff, equipment, supplies, curriculum and related materials, developmental screening tools and assessment efforts, staff to conduct developmental screenings, staff training, etc. Since the NC Pre-K Program pays approximately half of the cost of a quality pre-k program, the funds are generally used to offset part of the cost of providing the NC Pre-K program. The calculation is based on the number of children attending times the monthly classroom rate of payment.

Eligible Child: A child who meets the established criteria to participate in the NC Pre-K program as defined in the NC Pre-K Program Requirements.

Equipment: Tangible, nonexpendable, personal property having a useful life of at least two years and acquisition cost of \$(b) or more per unit.

Financial Assistance Contract: Generally, a financial assistance contract represents grant funds dispersed by a State agency that are subject to N.C.G.S. § 143C-6-22 & 23. Some characteristics of a financial assistance contract include: the contractor determines eligibility for services or funds; the contractor undertakes certain administrative functions, such as program monitoring; and the contractor has responsibility for overseeing compliance with program standards. NC Pre-K contracts with DCDEE are considered Financial Assistance contracts.

Fiscal Administrator: The person, selected by the County/Region NC Pre-K Committee, who is responsible for managing fiscal transactions using GAAP.

Generally Accepted Accounting Principles (GAAP): Uniform minimum standards and guidelines for financial accounting and reporting. They govern the form and content of the financial statements of an entity. GAAP encompass the conventions, rules and procedures necessary to define accepted accounting- practice at a particular time. They include not only broad guidelines of general application, but also detailed practices and procedures. GAAP provide a standard by which to measure financial presentations. The primary authoritative body on the application of GAAP to state and local governments GASB, Governmental Accounting Standards Board.

Non-consumable items: All non-consumable items purchased with NC Pre-K funds must remain with the NC Pre-K Program. Non-consumable items are defined as tangible products that can be stored or inventoried and have an average life expectancy of at least two years. Non-consumables must be accounted for and movable from the time a site/classroom joins the NC Pre-K Program. When a classroom terminates, all non-consumable items must be redistributed to other NC Pre-K classrooms.

Not-for-profit Agency: Any corporation, trust, association, cooperative, or other organization that (a) is operated primarily for educational, service, charitable, or similar purposes in the public interest; (b) is not organized primarily for profit; and (c) uses its net proceeds to maintain, improve or expand its operations.

Other Resources Accessed: Required by the NC Pre-K Program and divided into two categories:

- 1) **Estimated Resources;** annual approximation accessed other than NC Pre-K funds available from state, federal and local sources for operating the NC Pre-K Program,
- 2) **Certified Resources;** actual expenditures supported by funds other than NC Pre-K funds received from state, federal and local sources for operating the NC Pre-K Program. Examples include, but are not limited to, Smart Start funds, Title I funds, Head Start funds and city/county appropriations.

Procurement: The process of purchasing goods and services used by the Contractor and subcontractors for the provision of services.

Program Income: Income earned by the Contractor that is directly generated by interest on and advanced funds and by the sale of equipment and non-consumable items purchased with Pre-K funds.

Public Agency: Any government agency, either local, state or federal, which acts on behalf of the people in general rather than private matters or interests.

Purchase of Service Contract (POS): An agreement in which an independent contractor performs routine or recurrent services requiring specialized knowledge, experience, expertise or similar capabilities for a state agency for compensation from NC Pre-K funds (e.g., pre-kindergarten program for eligible at-risk children). The pre-approved service is not primarily for review, analysis or advice in formulating or implementing improvement in programs or services. The following organizational activities involve Contractors who are party to purchase of service contracts:

The contractor: (1) provides the goods and services within normal business operations; (2) provides similar goods or services to many different purchasers; (3) operates in a competitive environment; (4) provides goods or services that are secondary to the operation of the Federal program; and (5) is not subject to compliance requirements of the Federal program. NC Pre-K subcontracts for providing services to children in Pre-K classrooms are considered Purchase of Service contracts.

Restricted Funds: Funds received by the Contractor, which can only be used for the specific purpose, as indicated by DCDEE.

Site: A location approved by DCDEE to house one or more pre-k classrooms.

Start-up Funds: Start-up funds are a one-time standard allocation per child and are restricted funds. Contractors use the Generally Accepted Accounting Principles (GAAP) to document start-up fund expenditures. These funds must be used to prepare the NC Pre-Kindergarten classroom, including but not limited to the purchase of instructional material, curriculum, equipment and supplies. As restricted funds, start-up funds may not be expended for real property, buses or motor vehicles or office/administrative equipment. Items purchased with start-up funds stay with the NC Pre-K Program and as such must be portable and tracked. The Contractor is accountable for these funds. This accountability requires the Contractor to serve one new child for each amount in start-up funds received. Additionally, the Contractor must spend the amount received per slot. The Contractor, as advised by the County/Region NC Pre-K Committee, may allocate start-up funds among the classrooms based on needs. The Contractor, as advised by the County/Region Committee, decides if subcontractor will receive start-up funds in contract to purchase start-up items or if the Contractor will purchase the items for the subcontractor.

State Fiscal Year (SFY): 12-month period running from July 1 through June 30.

Subcontract: A purchase of service contract (see definition above) between the Contractor and another entity, to provide NC Pre-kindergarten services.

Subcontractor: The responsible entity, who has entered into a purchase of services contract with the Contractor to provide NC Pre-K services.

Summary of Attendance Report: A form identifying the Contractor's name and number, facility/site, classroom, teacher, number of children to reimburse and amount to reimburse. This form is required documentation submitted with the Financial Status Report and is generated in the NC Pre-K Kids (NC Pre-K Child Reporting System). The Summary Attendance Report must be signed by the Contractor or designee on a monthly basis to verify attendance.

Termination: The cancellation of a contract, in whole or in part, by DCDEE prior to the original date of completion.

NOTES PAGE



NC Pre-K Contractor Monitoring Tool for State Fiscal Year (SFY) 2013-2014

The **NC Pre-K Contractor Monitoring Tool** is based on the *NC Pre-Kindergarten Program Requirements and Guidance* (issue date August 2012) and the *NC Pre-K Fiscal and Contract Manual* (revised December 2012). This tool is designed to provide checklists of those components of the program that must be reviewed annually. After initial review, those components that require further attention should be evaluated again within the same school year. Regular, systematic, and focused supervision of NC Pre-K programs ensures that sound, high-quality and appropriate services are implemented and maintained.

The use of the *NC Pre-Kindergarten Program Requirements and Guidance*, the *NC Pre-K Fiscal and Contract Manual*, the Contractor Monitoring Tool, and the accompanying NC Pre-K Site Monitoring Tool(s) ensures uniformity across programs throughout the state and should be used in developing local county/regional plans. Compliance areas include program and fiscal components, which are addressed by this tool.

Instructions

1. **By October 31st** of the program year (or within 90 days of when a new site begins participation in the NC Pre-K program), the Contractor (or designee) must have an **original copy** of the NC Pre-K Site Monitoring Tool from each NC Pre-K site on file.
2. Results from the **Site Monitoring Tool** should be used to complete the NC Pre-K Contractor Monitoring Tool. Specific concerns for any site/classroom must be recorded and attached to the **Contractor Monitoring Tool**.
3. **By January 31st** of the program year, the Contractor should make at least one annual site visit to each the NC Pre-K program site/classroom. During the visit, the **Site Monitoring Tool** should be discussed and validated by the local Contractor. For sites/classrooms that have not met specific guidelines, plans to meet compliance should be reviewed and monitored for completion. This may require additional classroom visits by the Contractor.
4. The **Contractor Monitoring Tool** must be made available for review during a scheduled monitoring/compliance visit or call conducted by the State. Such visits will be scheduled during **February through May 15** of the program year. The local Contractor will be contacted by the DCDEE Administration Section to set a specific date and time. Staff from the DCDEE Administration Section will inform your agency of when to fax the Monitoring Tool to DCDEE.
5. **By May 31st** of the program year the Assurance Statement on page 5 of the Contractor Monitoring Tool is completed, signed, and dated. Any written action plans, timelines and other information to support progress toward standards not met are attached and mailed to the DCDEE Administration Section.
6. **By June 15th** of the program year the DCDEE Administration Section reviews, signs, dates the NC Pre-K State Program Validation Section on page 5 and returns a copy of the Contractor Monitoring Tool to the local Contractor (or designee) along with any plans for meeting the program and fiscal requirements.
7. **By June 15th** of the program year, the Contractor reports results to the local NC Pre-K Committee. Information included in the tool should be considered in planning for the upcoming program year.
8. An **original** copy of the tool will be maintained by the DCDEE Administration Section as evidence of guideline compliance.
9. A fiscal/contract monitoring tool will be sent to Contractors before desk audits and site visits by DCDEE are conducted.

This **NC Pre-K Contractor Monitoring Tool** is available on the DCDEE web site at <http://www.nc.childcare.net>

NC Pre-K Contractor Monitoring Tool for State Fiscal Year (SFY) 2013-2014

County/Region _____ Contract Administrative Agency _____

of NC Pre-K Sites Monitored _____ # of Classrooms Monitored _____ Dates Monitored _____

NC Pre-Kindergarten Program and Fiscal Requirements

Reference documents: NC Pre-Kindergarten Program Requirements and Guidance, NC Pre-K Fiscal and Contract Manual

1a. ... Committee Structure and Meetings	Explain Compliance in Details
<p><input type="checkbox"/> Yes <input type="checkbox"/> No Membership includes required representatives and co-chairs</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No Minutes are kept of all meetings, documenting meeting attendance, items discussed, and actions or decisions made, including actions that “require committee approval.”</p> <p><i>Source:</i></p> <ul style="list-style-type: none"> ▪ <i>Committee meeting minutes</i> 	
1b. ... Committee Authority	Explain Compliance in Details
<p><input type="checkbox"/> Yes <input type="checkbox"/> No Actions requiring full committee or co-chair approval have followed program requirements including delegated authority to move or add children.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No Committee/Contractor has written transportation, transition and family engagement plans as required in Program Requirements</p> <p><i>Source:</i></p> <ul style="list-style-type: none"> ▪ <i>Committee meeting minutes</i> ▪ <i>Written plan(s) on file</i> 	

<p>2a. NC Pre-K Child Enrollment Eligibility</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No Uses state requirements for service eligibility and for each child - there is documentation that NC Pre-K eligibility has been met and income has been verified. . .</p> <p><i>Source:</i></p> <ul style="list-style-type: none"> ▪ <i>child application or other documentation with parent signature</i> ▪ <i>current NC Pre-K Scorecard and Income Eligibility tables used</i> ▪ <i>Program Eligibility Form used</i> ▪ <i>sampling of children's records from every type of program verified to include eligibility & income documentation</i> <p><input type="checkbox"/> Yes <input type="checkbox"/> No Contractor has process/procedure for determining child eligibility, . . . including verifying eligibility if initially determined by . . . subcontractors.</p> <p><i>Source:</i></p> <ul style="list-style-type: none"> ▪ <i>Verification or documentation of evidence for the process/procedure used.</i> 	<p>Explain Compliance in Details</p>
<p>2b. Program and Fiscal Monitoring of Local NC Pre-K Program</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No Contractor made at least one annual monitoring visit to each site.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No Contractor reviewed, signed, and maintains documentation of each NC Pre-K Site Monitoring Tool. .</p> <p><i>Source:</i></p> <ul style="list-style-type: none"> ▪ <i>Assurance Statement signed at the end of this document..</i> 	<p>Explain Compliance in Details</p>

2c. Subcontracts	Explain Compliance in Details
<p><input type="checkbox"/> Yes <input type="checkbox"/> No Are subcontracts applicable? If yes:</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No Do you use one of the NC Pre-K Subcontract templates found on the DCDEE website as your subcontract template?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No Does your subcontract template contain the following clause: <i>"Reporting Requirements: The DCDEE NC Pre-K Program Office has determined this contract to be a purchase of services not subject to N.C.G.S. § 143C-6-22 & 23."</i></p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No Do you add additional clauses to the subcontract template? If yes, _____ send a copy of your subcontract to the DCDEE Administration _____ Section.</p>	

3a. Direct Services Funds	Explain Compliance in Details
<p><input type="checkbox"/> Yes <input type="checkbox"/> No Direct Services funds are budgeted monthly and correspond to _____ classroom rates in NC Pre-K Plan.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No Is the current NC Pre-K rate structure being followed? _____ <i>*If no, was an exception received from DCDEE</i> <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No All Direct Service NC Pre-K funds reimbursed by DCDEE were used to pay for children in NC Pre-K classrooms.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No Does contractor have a plan for budgeting any unspent Direct Service funds that accumulate throughout the year?</p>	

3b. Administrative Funds	Explain Compliance in Details
<p><input type="checkbox"/> Yes <input type="checkbox"/> No Administrative expenditures are restricted and in compliance with state fiscal policy and NC Pre-K fiscal manual.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No Administrative expenditures are reported and documentation maintained.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No Reimbursement of travel expenses are in compliance with state fiscal policy.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No Are sales tax amounts excluded from reportable expenditures before they are entered on the FSR, and a refund requested from the North Carolina Department of Revenue.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No Equipment purchased with administrative funds remains with NC Pre-K Program.</p>	
3c. Start-up Funds	Explain Compliance in Details
<p><input type="checkbox"/> Yes <input type="checkbox"/> No Were either start up funds received in SFY 13-14? \$ _____ or expansion start up funds received in SFY 12-13? \$ _____</p> <p>If Yes:</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No Were all start up fund requirements in the fiscal manual followed.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No Did you purchase start up items, or did the subcontractor purchase start up items?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No Did all items purchased with start up remain with current NC Pre-K classroom?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No Do you have documentation for start-up expenditures such as a purchase order and an invoice marked paid?</p>	

<p>4a. Payment for Services</p> <p>Note: DCDEE will complete this question prior to desk audits or on-site monitoring. Contractors do not need to complete this question.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No Financial Status Reports received no later than the 10th business day of the month following the month of service?</p> <table border="1" data-bbox="260 467 829 540"> <tr> <td>Sept 16</td> <td>Oct 14</td> <td>Nov 15</td> <td>Dec 13</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </table>	Sept 16	Oct 14	Nov 15	Dec 13					<p>Explain Compliance in Details</p>
Sept 16	Oct 14	Nov 15	Dec 13						
<p>4b. Other Resources</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No Has existing Pre-k funding been used to supplant with other funding?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No Other Resources that can be reasonably estimated are budgeted?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No Changes to estimated Other Resources are reported to DCDEE using the on-line change request.</p> <p>Note: DCDEE will complete the following information prior to desk audits or on-site monitoring. Contractors do not need to complete this portion.</p> <p>Estimated Other resources are \$</p> <p>Total operating budget is \$</p> <p>Estimated Other resources are _____% of total operating budget.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No Was certified Other Resources report received by January 15</p>	<p>Explain Compliance in Details</p>								

County/Region _____ Contract Administrative Agency _____ SFY 2013-2014

Assurance Statement

Local NC Pre-K program sites and classrooms approved in the SFY 2013-2014 County/Region Plan have been monitored by _____ on _____. NC Pre-K Sites and classrooms not
(Local monitor's name/position) (range of dates)
meeting the guidelines have filed a plan with the local contract administrator for achieving compliance with the *NC Pre-Kindergarten Program Requirements and Guidance*.

County/Region NC Pre-K Contract Administrator Signature

Date

State Program Validation

The local NC Pre-K Contract Administrator for SFY 2013-2014 has been monitored by

(DCDEE Administration Section Staff name/position)

on _____
Date

____ All requirements have been met OR plans for achieving compliance are in place. Additional follow-up (visits, email communication, telephone technical assistance) will be made as needed to document compliance.

DCDEE Administration Section Staff

Date

NC Pre-K Site Monitoring Tool State Fiscal Year (SFY) 2013-2014

The NC Pre-K Site Monitoring Tool is based on the NC Pre-K Program Requirements (issue date August 6, 2012). This tool is designed to provide a checklist of site information that must be reviewed annually. In addition to meeting the N.C. Child Care Requirements, this tool should serve as a summary of all information for classrooms located at this site. After initial review, any components that require further attention should be evaluated again within the same school year. Regular, systematic, and focused supervision of NC Pre-K programs ensures that sound, high-quality and appropriate services are implemented and maintained. The use of the NC Pre-K Site Monitoring Tool ensures uniformity across programs throughout the state and should be used in developing local county/regional plans. This tool addresses only program components.

Instructions

1. Each site must monitor its own program and classrooms on a regular basis using the NC Pre-K Site Monitoring Tool State Fiscal Year 2013-2014.
2. The Site administrator (or designee) monitors NC Pre-K sites/classroom(s) and completes the Site Monitoring Tool.
3. When a particular standard or requirement has not been met, each site should establish a written Action Plan to meet compliance and documentation defining who is responsible for accomplishing the task, a timeline, and other information to indicate progress toward meeting the requirement. This plan should include any required exceptions (e.g., staff education, length of day, etc.) approved by the Division of Child Development and Early Education (DCDEE).
4. For items marked "N/A," written clarification may be necessary for why that item does not apply.
5. By November 15th, 2013 (or within 90 days of when a new site begins participation in the NC Pre-K program), the site administrator should complete the monitoring form, sign and date the Assurance Statement, and send an original copy of the completed Site Monitoring Tool (Action Plans for items not met should be attached) to the local Contract Administrator.

Information collected with this tool may be used by the local Contract Administrator to confirm, record, and respond during monitoring visits made by the Division of Child Development and Early Education, Monitoring and Compliance Unit staff.

North Carolina Pre-Kindergarten Program (NC Pre-K) Site Monitoring Tool State Fiscal Year (SFY) 2013-2014

Facility Name: _____ Facility ID# _____

NC Pre-K Site Administrator: _____

Number of NC Pre-K Classrooms Monitored: _____ Date(s) of Monitoring Visits: _____

****Please note:** for your convenience, the site monitoring tool lettering & numbering system is intended to correspond with the related section in the NC Pre-K Program Requirements.

Section 3: The NC Pre-K Child (The local Contract Administrator will verify compliance with items in Section 3 during the site visit.)

A. NC Pre-K Child Enrollment Eligibility	Source	Yes	No	N/A	Plan or clarification [who, what, when; or exception letter on file]
A1. NC Pre-K County Contractor determines eligibility/priority.	<ul style="list-style-type: none"> written operational policies 	<input type="checkbox"/>	<input type="checkbox"/>		
A2. Child is 4 years of age on or before August 31 st in the year served; not eligible for kindergarten.	<ul style="list-style-type: none"> birth certificate or adoption certificate or medical records or family Bible 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		
A3. Every child's family is determined to be income eligible, or the child meets one of the other eligibility criteria as specified in the Program Requirements.	<ul style="list-style-type: none"> NC Pre-K Program Eligibility Form or child application and other documentation with parent signature and Income Eligibility Tables used and Verification of family income (pay stubs, tax records, etc.) or exception letter/email on file 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		

North Carolina Pre-Kindergarten Program (NC Pre-K) Site Monitoring Tool State Fiscal Year (SFY) 2013-2014

B. Program Eligibility Form	Source	Yes	No	N/A	Plan or clarification
B1. First priority is “income eligible” children, followed by other eligible children (I.E.P, chronic health condition, military, or developmental/educational need)	<ul style="list-style-type: none"> child application or other documentation and NC Pre-K Program Eligibility Form and Income Eligibility Tables used and written policy/procedures for prioritizing children 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		
F. Children with Unique Needs	Source	Yes	No	N/A	Plan or clarification
F1. If alternative placement has been considered for any child with challenging behaviors, a written plan is on file that documents efforts to maintain enrollment.	<ul style="list-style-type: none"> copy of plan on file 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
F2. Decisions regarding alternative placement for any child with challenging behaviors must involve a state-level representative from the NC Pre-K Program.	<ul style="list-style-type: none"> written documentation of communication, meetings, and resolution with state office representatives 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Section 4: The NC Pre-K Site

A. Facility Requirements	Source	Yes	No	N/A	Plan or clarification
A1. NC Pre-K program holds a 4- or 5-star license, OR Public school program is pursuing licensure.	<ul style="list-style-type: none"> current facility license or plan for pursuing a star license 	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	

North Carolina Pre-Kindergarten Program (NC Pre-K) Site Monitoring Tool State Fiscal Year (SFY) 2013-2014

B. Official NC Pre-K Day and Year	Source	Yes	No	N/A	Plan or clarification
B1. Minimum of 6.5 hour instructional day	<ul style="list-style-type: none"> classroom schedule or school calendar or operational policies 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		
B2. 10 months, 180 service days (5 of which may be used for professional development)	<ul style="list-style-type: none"> classroom schedule or school calendar or operational policies 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		
C. Program Attendance Policy	Source	Yes	No	N/A	Plan or clarification
C1. Establish procedure to verify classroom attendance.	<ul style="list-style-type: none"> class attendance records 	<input type="checkbox"/>	<input type="checkbox"/>		
C2. Documentation on file that families were contacted when a child was absent for more than 3 consecutive days.	<ul style="list-style-type: none"> contact logs (i.e., telephone, home visits) or written letters of notification and/or written exceptions 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		
D. Nutrition	Source	Yes	No	N/A	Plan or clarification
D1. Fees are charged for meals only when children do not qualify for free/reduced priced meals and only after approval by the Committee.	<ul style="list-style-type: none"> parent handbook or operational policies and documentation from NC Pre-K Committee approving fees 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
D2. Breakfast and/or snacks and lunches served meet USDA requirements.	<ul style="list-style-type: none"> copy of menus (at least 1 month) 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

North Carolina Pre-Kindergarten Program (NC Pre-K) Site Monitoring Tool State Fiscal Year (SFY) 2013-2014

E. Transportation	Source	Yes	No	N/A	Plan or clarification
E1. Transportation fees are charged only after all other options have been exhausted, and no eligible child is denied services based on the inability to pay.	<ul style="list-style-type: none"> parent handbook or operational policies and documentation from NC Pre-K Committee approving transportation fees 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
F. Wrap-around services	Source	Yes	No	N/A	Plan or clarification
F1. Families may be charged for the cost of wraparound services provided before or after the regular school day, during holidays, or during summer months. NC Pre-K dollars may not be used for such costs.	<ul style="list-style-type: none"> parent handbook or operational policies 	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	
G. Religious activities	Source	Yes	No	N/A	Plan or clarification
G1. Activities, instruction, or communications which promote religious beliefs shall not be directed toward children participating in NC Pre-K during the NC Pre-K portion of the day.	<ul style="list-style-type: none"> parent handbook or operational policies 	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	

Section 5: The NC Pre-K Classroom

A. Child Health Assessment	Source	Yes	No	N/A	Plan or clarification
<p>A1. Health assessments are on file within 30 days of the child's enrollment and must have been conducted within 12 months of program entry.</p> <p>If not, parents/families are notified in writing to have the health assessment completed per NC Pre-K Requirements.</p>	<ul style="list-style-type: none"> copy of each child's assessment or copy of parent notification letter and written documentation of appointment 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		

North Carolina Pre-Kindergarten Program (NC Pre-K) Site Monitoring Tool State Fiscal Year (SFY) 2013-2014

B. Developmental Screening	Source	Yes	No	N/A	Plan or clarification
B1. All children screened within ninety days of the first day of attendance using an approved screening tool. Exception: 1. Child screened at time of application 2. Child with an IEP	<ul style="list-style-type: none"> dated cover sheet of each child's screening or copy of child's IEP 	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>		
C. Early Learning Standards & Curricula	Source	Yes	No	N/A	Plan or clarification
C1. An approved curriculum is used in the Pre-K classroom(s) according to the approved curriculum's recommendations.	<ul style="list-style-type: none"> lesson plans (at least 1 month) and direct observation 	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>		
D. Formative (Instructional) Assessment	Source	Yes	No	N/A	Plan or clarification
D1. Ongoing assessment is conducted according to the approved assessment instrument's recommendations.	<ul style="list-style-type: none"> evidence of child's progress documented in accordance with assessment procedures 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
E. Staff-to-Child Ratio and Class Size	Source	Yes	No	N/A	Plan or clarification
E1. Class size is 18 children or less.	<ul style="list-style-type: none"> direct observation and attendance roster 	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	
E2. Adult: child ratio is 1:9 or less.	<ul style="list-style-type: none"> direct observation and attendance roster 	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	
E3. Adult: child ratio is 1:18 during rest time. Second staff on premises within calling distance.	<ul style="list-style-type: none"> direct observation and attendance roster 	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	

North Carolina Pre-Kindergarten Program (NC Pre-K) Site Monitoring Tool State Fiscal Year (SFY) 2013-2014

H. Indoor and Outdoor Learning Environment	Source	Yes	No	N/A	Plan or clarification
H1. Both indoor and outdoor environments shall address curricular objectives by encouraging child-initiated, teacher-supported, active learning experiences.	<ul style="list-style-type: none"> log of activities/opportunities/communications or lesson plans 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
H2. Teachers shall arrange for children to be outdoors each and every day, for a minimum of one hour, weather permitting.	<ul style="list-style-type: none"> log of activities/opportunities/communications 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I. Family Engagement	Source	Yes	No	N/A	Plan or clarification
I1. Opportunities for parents and families to be involved in child's learning and parent education is made available to extent feasible.	<ul style="list-style-type: none"> log of activities/opportunities/communications 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Section 6: The NC Pre-K Staff

A. Administrator Licensure and Credentials	Source	Yes	No	N/A	Plan or clarification
A1. Administrators Public Schools: Principal Licensure Four- and Five-Star child care centers: N.C.ECAC III OR Provisional approval with adequate progress toward N.C.ECAC II and III	<ul style="list-style-type: none"> copy of license or N.C.ECAC III, or written statement from employing entity attesting copy in personnel files or DCDEE licensing visit, verifying education credentials or exception letter on file verifying evidence of progress toward credential or NC Pre-K Plan verification of exception 	<input type="checkbox"/>	<input type="checkbox"/>		

North Carolina Pre-Kindergarten Program (NC Pre-K) Site Monitoring Tool State Fiscal Year (SFY) 2013-2014

A2. Administrators of NC Pre-K sites do not serve as the NC Pre-K teacher or NC Pre-K teacher assistant.	• Assurance Statement on file	<input type="checkbox"/>	<input type="checkbox"/>		
A3. Administrator vacancies will not exceed 12 weeks.	• Assurance Statement on file	<input type="checkbox"/>	<input type="checkbox"/>		
B. Teacher Education, Licensure and Credentials	Source	Yes	No	N/A	Plan or clarification
B1. Teachers	• copy of teacher's license or • written statement from employing entity attesting copy on file in personnel files or • DCDEB licensing visit verifying education credentials or • exception letter on file verifying evidence of progress toward license or • NC Pre-K Plan verification of exception	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		
BA or BS degree					
AND					
B-K license or Preschool Add-on license					
OR					
Provisional approval with adequate progress toward licensure.					

North Carolina Pre-Kindergarten Program (NC Pre-K) Site Monitoring Tool State Fiscal Year (SFY) 2013-2014

C. Teacher Assistant Education and Credentials	Source	Yes	No	N/A	Plan or clarification
<p>C1. Teacher Assistants</p> <p>ECE/CD Associate Degree or a CDA Credential, OR High school diploma or GED, and working toward Associate Degree or CDA, with adequate progress, OR Meets N.C.LB exception</p>	<ul style="list-style-type: none"> • copy of degree or CDA, or • written statement from employing entity attesting copy in personnel files, or • DCD licensing visit verifying education credentials or • exception letter on file verifying evidence of progress toward credential or degree or • NC Pre-K Plan verification of exception 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		
D. Substitute Staff	Source	Yes	No	N/A	Plan or clarification
<p>D1. Substitute teaching staff are provided when teachers and assistants are absent. Long term substitutes are not exceed a period of 12 weeks.</p>	<ul style="list-style-type: none"> • substitute log by classroom 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<p>D2. Substitutes are at least 18 years old and have at least a High School diploma or GED, and meet the requirements specified in the requirements for Short-term Substitutes and Long-Term Substitutes for Teachers and Assistants or meet the LEA substitute policy.</p>	<ul style="list-style-type: none"> • copy of substitute application or • DCDEE compliance summaries of education verification or • copy of LEA policy 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	

North Carolina Pre-Kindergarten Program (NC Pre-K) Site Monitoring Tool State Fiscal Year (SFY) 2013-2014

E. Staff Time	Source	Yes	No	N/A	
E1. Instructional staff (Lead Teacher and Teacher Assistant) works directly with children for at least a 30-hour week	<ul style="list-style-type: none"> classroom schedule or school calendar or operational policies 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		
G. Compensation for Instructional Staff	Source	Yes	No	N/A	Plan or clarification
G1. Teachers and Teacher Assistants in public schools are paid on the State Salary Schedules and receive health and retirement benefits offered by the N.C. State Health Plan and N.C. State Retirement System.	<ul style="list-style-type: none"> written teacher contracts/agreements or personnel policies 	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	
G2. Teachers in <u>nonpublic</u> schools are paid according to Table 3 in the NC Pre-K Requirements: <ul style="list-style-type: none"> Teachers fully licensed (B-K or Pre-school Add-on) Teachers provisionally licensed with a BA or BS degree 	<ul style="list-style-type: none"> written teacher contract/agreements or personnel policies or exception letter on file 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
G3. Assistants in <u>nonpublic schools</u> with at least 2-year AA/AAS degrees are paid according to Table 4 in NC Pre-K Requirements.	<ul style="list-style-type: none"> written teacher contracts/agreements or personnel policies or exception letter on file 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	

Section 7: Evaluation and Monitoring

A. ECERS-R Assessments	Source	Yes	No	N/A	Plan or clarification
A1. Classrooms score at least 5.0 on assessments.	<ul style="list-style-type: none"> ECERS-R Assessment Reports 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
A2. Improvement plan developed as needed.	<ul style="list-style-type: none"> copy of improvement plan 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

North Carolina Pre-Kindergarten Program (NC Pre-K) Site Monitoring Tool State Fiscal Year (SFY) 2013-2014

Assurance Statement

All NC Pre-K classrooms at this site were monitored by _____,
(monitor's name, title)

On _____, date, as documented on this monitoring tool, and submitted to the local NC Pre-K Contractor

In accordance with the *NC Pre-K Program Requirements*.

Site Administrator or Designee Signature

Date

Local Contractor Validation

The local NC Pre-K site has been visited and monitored for SFY 2013-2014 by _____,
(monitor's name, position)

On _____.
(Date)

☐ All requirements have been met or plans for achieving compliance are in place. Additional follow-up (visits, email communication, telephone technical assistance) will be made, as needed, to document compliance.

NC Pre-K Contractor Monitor Signature

Date

County	Contractor	Children Age 4	Projected # of Four Year Olds Under 200% FPL	SFY 13-14 Slots	2014 Waiting List	Total Facility Capacity	Current Capacity for Expansion (Lesser of WL or Slot Capacity)	Teacher Waiting List	Penetration Rates	County Tier
Alamance	Alamance Partnership for Children	1,904	1,065	415	143	69	69	4	39.0%	2
Alexander	Alexander County Partnership for Childrer	419	243	67	1	-	-	1	27.6%	2
Alleghany	Alleghany County Schools	101	74	59	10	10	10		79.7%	1
Anson	Anson County Partnership for Children	309	224	152	-	36	-	1	67.9%	1
Ashe	Ashe County Schools	280	176	134	3	23	3	2	76.1%	2
Avery	Avery County Schools	151	104	91	50	25	25	1	87.5%	2
Beaufort	Beaufort/Hyde Partnership for Children	557	352	132	21	10	10	1	37.5%	1
Bertie	Bertie County Schools	225	164	142	-	-	-		86.6%	1
Bladen	Bladen County Schools	383	249	204	20	-	-	1	81.9%	1
Brunswick	Smart Start of Brunswick County, Inc.	1,127	607	277	33	33	33	6	45.6%	3
Buncombe	Buncombe County Partnership for Childre	2,666	1,457	332	230	138	138	16	22.8%	3
Burke	Burke County Smart Start, Inc.	919	525	377	41	16	16	2	71.8%	1
Cabarrus	Cabarrus County Partnership for Children	2,432	1,161	411	-	-	-	1	35.4%	3
Caldwell	Caldwell County Smart Start a Partnership	842	474	149	85	85	85	4	31.4%	1
Camden	Albemarle Partnership for Children	102	41	36	3		3	2	87.8%	1
Carteret	Carteret County Schools	650	349	192	22	111	22	2	55.0%	3
Caswell	Caswell County Partnership for Children	212	135	47	6	6	6	2	34.8%	1
Catawba	Catawba County Partnership for Children	1,833	971	333	55	38	38	1	34.3%	2
Chatham	Chatham County Partnership for Children	700	355	252	4	18	4	2	71.0%	3
Cherokee	Region A Partnership for Children	254	159	110	18	18	18	1	69.1%	2
Chowan	Edenton - Chowan Board of Education	170	121	70	10	-	-	1	57.9%	1
Clay	Region A Partnership for Children	99	70	44	7	7	7	1	62.7%	1
Cleveland	Cleveland County Partnership for Children	1,126	713	442	61	61	61		62.0%	2
Columbus	Columbus County Schools	655	423	320	34	34	34	1	75.7%	1
Craven	Craven County Board of Education	1,651	856	235	140	58	58	2	27.5%	2
Cumberland	Partnership for Children of Cumberland Co	5,613	3,280	1,846	200	163	163	54	56.3%	2
Currituck	Currituck County Schools	260	125	61	4	4	4	1	48.8%	2
Dare	Dare County Schools	358	154	92	2	-	-		59.7%	2
Davidson	Smart Start of Davidson County	1,858	1,021	344	9	9	9	5	33.7%	2
Davie	Davie County Schools	451	224	160	10	48	10	2	71.4%	2
Duplin	Duplin County Schools	845	549	266	142	44	44	1	48.5%	2
Durham	Durham's Partnership for Children	4,220	2,203	452	282	63	63	8	20.5%	3
Edgecombe	Down East Partnership for Children	701	555	351	31	23	23	9	63.3%	1
Forsyth	Smart Start of Forsyth County	4,746	2,666	606	300	116	116	9	22.7%	3
Franklin	Franklin Granville Vance Smart Start, Inc.	738	438	108	66	66	66	4	24.7%	2
Gaston	Gaston County Schools	2,606	1,354	771	228	108	108	8	56.9%	2
Gates	Gates County Schools	110	67	31	9	-	-		46.3%	1
Graham	Region A Partnership for Children	94	61	49	8	8	8	1	81.0%	1
Granville	Granville County Schools	640	309	124	140	18	18	1	40.1%	2
Greene	Lenoir/Greene Cty. Partnership for Childre	279	202	75	10	-	-	0	36.9%	1
Guilford	Guilford County Partnership for Children	6,015	3,276	1,947	110	36	36	31	59.4%	3
Halifax	Halifax-Warren SmartStart Partnership for	616	427	237	26	15	15	4	55.6%	1
Harnett	Harnett County Partnership for Children	1,847	985	285	-	-	-	9	28.9%	2
Haywood	Region A Partnership for Children	561	311	137	23	23	23	2	44.1%	2
Henderson	Western Carolina Community Action, Inc.	1,145	537	170	42	23	23	7	31.7%	3
Hertford	Hertford County Schools	263	183	168	8	8	8		91.8%	1
Hoke	Hoke County Schools	1,003	541	401	64	-	-	2	74.1%	1
Hyde	Hyde County Schools	54	40	31	-	-	-		77.5%	1
Iredell	Iredell County Partnership for Children	1,861	830	266	90	36	36	1	32.0%	3
Jackson	Region A Partnership for Children	411	225	33	5	5	5	0	14.6%	1
Johnston	Partnership for Children of Johnston Coun	2,371	1,214	329	77	18	18	1	27.1%	3
Jones	Jones County Partnership for Children	121	77	67	13	13	13		87.0%	1
Lee	Lee County Partnership for Children	839	487	250	100	49	49	3	51.3%	2
Lenoir	Lenoir/Greene Cty. Partnership for Childre	707	522	182	26	-	-	1	35.0%	1
Lincoln	Partnership for Children of Lincoln/Gastor	855	400	153	12	18	12		38.3%	2
Macon	Region A Partnership for Children	324	214	93	15	15	15	1	43.6%	2
Madison	Community Action Opportunities	178	75	45	4	4	4	1	60.0%	2

Martin	Martin County Schools	244	141	130	20	-	-		92.2%	1
McDowell	McDowell County Schools	473	318	162	15	15	15		50.9%	2
Mecklenburg	Charlotte-Mecklenburg Schools	13,890	6,051	1,170	1,000	210	210	10	19.3%	3
Mitchell	Intermountain Children's Services, Inc.	139	93	34	-	-	-	1	36.6%	1
Montgomery	Montgomery County Partnership for Child	308	215	150	42	42	42	1	69.8%	1
Moore	Moore County Schools	958	481	42	74	18	18		8.7%	3
Nash	Down East Partnership for Children	1,103	622	225	20	14	14	5	36.1%	2
New Hanover	New Hanover County Schools	2,312	981	532	350	350	350	5	54.2%	3
Northampton	Northampton County Schools	225	173	120		-	-		69.4%	1
Onslow	Onslow County Partnership for Children, I	4,161	2,275	690	125	200	125	20	30.3%	2
Orange	Orange County Partnership for Young Chil	1,255	509	259	85	51	51	7	50.9%	3
Pamlico	Pamlico County Schools	119	69	58	15	15	15	1	84.1%	2
Pasquotank	Elizabeth City - Pasquotank County School	523	266	131	13	18	13	3	49.2%	1
Pender	Pender County Schools	624	321	232	-	-	-	2	72.3%	3
Perquimans	Perquimans County Schools	128	90	36	9	-	-		40.0%	1
Person	Person County Partnership for Children	480	251	115	6	4	4	1	45.8%	2
Pitt	Pitt County Schools	2,275	1,209	502	100	36	36	6	41.5%	2
Polk	Polk County Schools	175	101	77	14	14	14		76.2%	2
Randolph	Randolph County Partnership for Children	1,695	1,006	262	126	15	15	6	26.0%	2
Richmond	Richmond County Schools	560	387	235	95	51	51	5	60.7%	1
Robeson	Robeson County Partnership for Children,	1,905	1,475	828	15	15	15	18	56.1%	1
Rockingham	Rockingham County Partnership for Childr	943	561	198	36	25	25	1	35.3%	1
Rowan	Smart Start Rowan, Inc.	1,659	1,031	297	-	-	-	5	28.8%	2
Rutherford	Rutherford County Schools	749	472	241	18	18	18	7	51.1%	1
Sampson	Sampson County Partnership for Children	864	549	336	31	9	9	7	61.2%	2
Scotland	Scotland County Schools	478	355	232	25	25	25	4	65.4%	1
Stanly	Stanly County Partnership for Children, Inc	675	338	273	70	64	64	12	80.8%	2
Stokes	Stokes Partnership for Children	449	274	178	14	10	10	2	65.0%	2
Surry	Surry County Early Childhood Partnership	832	477	245	70	70	70		51.4%	1
Swain	Region A Partnership for Children	184	97	82	14	14	14	1	84.9%	1
Transylvania	Smart Start of Transylvania County	296	156	68	36	36	36	4	43.6%	2
Tyrrell	Tyrrell County Schools	41	34	18	9	-	-		52.9%	1
Union	Alliance for Children	2,573	976	375	-	-	-	6	38.4%	3
Vance	Vance County Schools	581	428	129	-	-	-	1	30.1%	1
Wake	Wake County SmartStart	12,773	4,387	1,061	394	205	205	25	24.2%	3
Warren	Halifax-Warren SmartStart Partnership for	215	135	88	9	6	6	1	65.0%	1
Washington	Washington County Schools	163	120	73	10	17	10		60.8%	1
Watauga	Watauga County Schools	371	158	81	17	10	10		51.3%	3
Wayne	The Partnership for Children of Wayne Cou	1,676	1,052	504	84	18	18	3	47.9%	2
Wilkes	Wilkes County Schools	719	500	396	25	42	25		79.2%	2
Wilson	Wilson County Partnership for Children	1,080	665	117	36	43	36	1	17.6%	1
Yadkin	Yadkin CountySchools	395	245	164	10	10	10		66.9%	2
Yancey	Intermountain Children's Services, Inc.	175	77	36	-	-	-	1	46.8%	2
Statewide Totals		123,900	64,741	26,336	6,085	3,420	3,109	393	40.7%	

NC Pre-K Professional Development Plan

Working from the strengths and existing cross-sector infrastructure of the professional development programs that support Pre-K teachers who are required to hold a BK license, this Plan will integrate the public and private systems of teacher licensure support through evidence-based practices, training and mentoring/coaching that align with the *North Carolina Foundations for Early Learning and Development*, the NC Professional Teaching Standards, NC Mentor Teaching Standards and the NC Teacher Evaluation Process for Pre-K BK licensed teachers (1,070) based in nonpublic schools (child care centers, Head Start programs and other private programs). All teachers and administrators in both the public and private sectors, in both expansion and enhanced Pre-K slots will have equal access to the NC Department of Public Instruction Preschool and Kindergarten Demonstration Sites (Appendix 10-3). This will provide teachers and administrators opportunities to observe evidence-based practices supported by facilitated discussions and targeted mentoring, coaching and ongoing professional development aligned with standards to fully support Pre-K teachers who work with children with and without disabilities. NC Department of Public Instruction has the infrastructure to address this gap in teacher licensure support. This opportunity will help to create and maintain equity between both teacher licensure systems. This will be accomplished through mentoring and coaching services through two regionally-based professional development hubs using a prescribed mentoring model (Appendix 10-1, 10-2: NC Mentor Teacher Training Model).

North Carolina is unique in that it has a public system that supports the BK licensure requirements for Pre-K/Preschool teachers who are employed by the NC Department of Public Instruction (NC Pre-K, Exceptional Children and Title I preschool classrooms), while a nonpublic system under the NC Department of Health and Human Services, Division of Child Development and Early Education, NC Pre-K Early Educator Support, Licensure and Professional Development Office (EESLPD), is responsible for supporting preschool and NC Pre-K BK licensed teachers working in nonpublic school classes. Both operate under the same educator licensure statutes, rules, and policies; however, resources are not equally accessible to the private sector teachers to meet and support the full range of instructional needs, including working with and supporting the educational and interpersonal needs of children with disabilities and special needs (Table 1).

Table 1. Current System of Support	Public School Pre-K Teachers	Nonpublic School Pre-K Teachers	Public School Administrators	Nonpublic School Administrators
1. NC BK SP II Licensure	Required	Required	NA	NA
2. Infrastructure to mentor, observe and evaluate licensed Pre-K Teachers- (Appendix 10-1 Phases of the EESLPD Mentoring and Evaluation Process; Appendix 10-2: NC Mentor Teacher Training Model; Appendix 10-7: Implementation Plan for Effective Teaching Practices)	YES	YES- 63% of teachers	YES	NO
3. Infrastructure to train administrators on evaluating early childhood teachers.	NA	NA	NO	NO
4. Demonstration Classrooms- (Appendix 10-3: NC DPI Preschool-Kindergarten Demonstration Classes)	YES	limited to no access	YES	NO
5. Access to materials supporting a long term professional development plan.(Appendix 10-4: “ NC DPI Strategic Plan for <i>NC Foundations for Early Learning and Development</i>)	YES	NO	YES	NO
Access to a series of professional development on (Appendix 10-5) - “Foundations for Early Learning and Development: Effective Teaching Practices for Promoting Healthy Emotional and Social Behavior.”)	YES	NO	YES	NO
Access to district wide training and implementation of Social-Emotional Foundations for Early Learning (SEFEL) (Appendix 10-6: “NC SEFEL” Implementation Approaches)	YES	NO	YES	NO
Access to Child Care Resource and Referral- <i>NC Foundations for Early Learning and Development</i> Training (.5 CEU overview of the standards)	YES	YES	YES	YES
Access to Child Care Resource and Referral- Healthy Social Behaviors Initiative	NO	Limited access	NO	Limited access
Access to Smart Start-Chart Child Care Health Consultants	YES	YES	YES	YES
Access Family Engagement Hubs-Training (Appendix 10-8: Head Start Family Engagement Training Hubs)	YES	YES	YES	YES

Funding from the Preschool Expansion and Enhancement Grant will support seven Key Professional Development Goals impacting approximately 29,246 children across sectors and programs. Table 2 summarizes the projected need and sector targeted to close the gaps in supporting BK licensed teachers in private Pre-K classrooms.

Table 2. Key Goal	Funding Need	Expansion Class		Enhanced Class	
		Private	Public	Private	Public
(3-1) Mentor-Coach BK Teachers	(b)(4)	√		√	
(3-2) Integrate PD Initiatives		√	√	√	√
(3-3) Develop PD Content		√	√	√	√
(3-4) Child Surveillance Pilot		√	√	√	√
(3-5) Part C, B 619 IDEA Transition Modules		√	√	√	√
(3-6) Demo-Private Pre-K		√		√	
(3-7) Sustainability Plan-Scale-Up		√		√	
Total		√	√	√	√

Subgrantees will be required to fund professional development activities from enhancement slot allocations that will be factored into each contract based on the cost per teacher (average of \$(b)(4) for Goals 1, 6 and 7 (Table 1) to cover the costs of mentoring, coaching, and evaluation services for Pre-K BK licensed teachers in new and expansion classrooms. Public schools have access to such services. Incentives may be considered for Public Schools that partner with private Pre-K sites to provide and/or sustain these services for the private sector. Costs for Key Goals 2, 3, 4 and 5 (Table 2) address the training that will be developed and delivered to the state system of professional development practitioners (mentors, coaches), which is expected to benefit up to 29,246 children receiving NC Pre-K services across sectors. While the annual costs for these Goals is \$(b)(4) the overall impact to the children served by well-prepared coaches and mentors, teachers and administrators who participate in evidenced-based professional development is valued at \$391 per Pre-K classroom/teacher.

The Professional Development Plan: “Evidence-Based In-service Professional Development System for Teachers, Administrators, Mentors and Coaches to Support Effective Teaching Practices in Pre-K Classrooms”

The primary purpose of the ambitious and achievable Professional Development Plan is to increase teacher performance and positive child outcomes in the state’s preschool programs, while utilizing existing resources from the teacher licensure system and professional development systems in both the NC DPI and DHHS NC Pre-K EESLPD Office. This Plan will integrate the two systems of teacher licensure professional development requirements on both the state and local levels. NC Pre-K subgrantees will be required to work directly with both systems to ensure that all Pre-K administrators and BK licensed teachers – both public and private – have equal access to the full range of evidence-based mentoring, coaching and professional development support to facilitate effective learning and development experiences for all children.

Key Goal 3-1: Ensure that all cross-sector Pre-K teachers who are required to hold an NC BK Standard Professional II license, have access to evidence-based professional development activities (mentoring, coaching, evaluation, professional development plans, targeted PD) required by NC State Board of Education policy and the NC Child Care Rules.

(A) Key Activities, Rational and, applicable, Scale-Up Activities: (1) Eight new and 105 returning mentors, coaches and evaluators will complete the combined .5 CEU Child Care Resource and Referral *NC Foundations for Early Learning and Development* training and NCDPI and train-the-trainer series on the *NC Foundations for Early Development and Learning*. (Appendix 10-3). Mentors and coaches will be responsible for training assigned teachers and administrators. Teachers (n=1,070) and administrators will partner with mentors and coaches to support effective instructional practices in expansion and enhancement classrooms. (2) Provide newly trained mentors and coaches to 470 new (expansion and wait list) Pre-K BK licensed teachers who are employed in private classrooms. Local Pre-K subgrantees will access mentor-coaching through the Regional Hubs. Regional Hubs will collaborate with the Early Learning Network at FPG and NCDPI Preschool/Kindergarten Demonstration Program (Goal 3-2) and the Family Engagement Hubs to support teachers’ goals (Appendix 10-8).

(B) Timeline and Milestones:

Goal 3-1: Access to BK licensure Services & Comprehensive Professional Development System	Year 1 Jan- Dec 2015 Quarters				Year 2 Jan- Dec 2016 Quarters				Year 3 Jan- Dec 2017 Quarters				Year 4 Jan- Dec 2018 Quarters			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1. Plan with NC Pre-K EESLPD Regional Hubs, Early Learning Network (FPG) and Demonstration Site Program for Teacher Support																
Hire, train program staff	√	√	√													
Convene initial & routine meetings with Regional Hubs, Sub-grantees	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Develop criteria, PD MOU, PD Licensure Performance Agreements for sub-grantees Enhancement & Expansion	√	√	√													
Develop cross-section training plan for Expansion & Enhancement Pre-K teachers, administrators, mentors-coaches, evaluators, partner agency staff	√	√	√													
Evaluate Plan & adjust plan						√	√	√	√	√	√	√	√	√	√	√
2. Professional Development—Regional Hubs, Early Learning Network (ELN), Preschool Demonstration Program, RttT-ELC Family Engagement Training																
Conduct pre-requisite PD for Licensed Teachers, Administrators (2.4 CEUs) & Mentor-Coach Training (3CEUs) & ELN, Preschool Demo Program Training Family Engagement Training		√	√	√	√	√			√				√			
Implement Early Learning Network & Preschool Demonstration Program PD					√	√	√	√	√	√	√	√	√	√	√	√
3. Demonstration Program-Guided Observations to Support Instructional Practices																
Teacher self-assesses, identifies PD goals					√	√	√	√	√	√	√	√	√	√	√	√
Mentor assesses, evaluator observes; teacher, mentor, administrator consult & develop teacher's PD goals, strategies, measures, results (ongoing), adjust plan mid- and year-end based on observations					√	√	√	√	√	√	√	√	√	√	√	√
Facilitate Guided Observations; TA follow-up, targeted Early Learning Network PD						√		√		√		√		√		
Adjust PD Plan goals; reassess; identify new goals, strategies									√				√			√
4. Family Engagement Training																
Disseminate training information	√	√	√	√	√	√										
Monitor training progress/Ind. PD Plan							√			√			√			√
Monitor, evaluate & report results					√			√			√			√		

(C) Key Performance Measures: 95% (803 of 846) of teachers in Pre-K Enhancement classrooms, and 95% (67 of 70) of teachers in Pre-K Expansion classrooms will attain the BK SP I or BK SP II license by the end of the grant period.

(D) Supporting Evidence: 600 teachers are receiving, coaching and evaluation services to support the BK licensure process (DCDEE NC Pre-K EESLPD HRMS Database). Currently 400 have completed pre-requisite PD plus an additional 70 new Pre-K teachers in expansion classrooms, private sector, will need pre-requisite PD and a mentor/coach and evaluator team.

(E) Selection Criterion Addressed: (C)(1)(f), (E)(5) and (F)(2)(i)

(F) Responsible Party or Key Personnel: Pre-K sub-grantees, NC Pre-K EESLPD Regional Hubs in East Carolina University and University of North Carolina-Charlotte in partnership with The Early Learning Network (FPG) and the NCDPI Preschool Demonstration Program.

(G) Finance Resources: This activity is one of seven activities funded under the Plan for a total of \$(b)(4) There is no cost for the Family Engagement Training.

Key Goal 3-2: Create structures, mechanisms and strategies to support the integration of existing initiatives to support high quality professional development to support enhanced and expansion Pre-K slots across sectors that adhere to the guiding principles that support effective adult learning, including pre-learning, mentoring and/or coaching and formative evaluation and accountability measures that are tied to the NC Early Learning and Development standards and the NC Professional Teaching assessment process.

(A) Key Activities, Rational and, applicable, Scale-Up Activities:

- (1) Hold an annual meeting of professional development leaders from EESPLD Office Regional University Hubs, the Early Learning Network, and North Carolina Teacher Effectiveness Division to discuss professional needs of teachers, school administrators, and early childhood administrators who administer NC Pre-K programs in private child care, public school and Head Start programs.
- (2) Increase the capacity of the state's preschool demonstration classrooms to conduct guided observations for staff in the EESLPD Eastern and Western Regional Hubs located at East

Carolina University and UNC-Charlotte, including the participation of Higher Education BK preparation students. Currently the (FPG) Early Learning Network is facilitating an on-line registration process with follow-up CEU certificates.

- (3) The Early Learning Network will administer a comprehensive listserv of all preschool program administrators and/or coordinators who administer an NC Pre-K, Title I Pre-K, Developmental Day Pre-K, Head Start, and Exceptional Children Pre-K programs to provide information in a timely and uniform manner.
- (4) Facilitate regional PD Institutes using the materials developed by the state for local PD providers. Institutes will include the NC Department of Public Instruction, NC Department of Public Health, the Child Care Resource and Referral Network, Smart Start, Head Start, Early Intervention, Child Care Health and Mental Health Care coaches/mentors and others.

(B) Timeline and Milestones:

Goal 3-2: Create structures, mechanisms and strategies to support the integration of existing initiatives	Year 1 Jan-Dec 2015 Quarters				Year 2 Jan-Dec 2016 Quarters				Year 3 Jan-Dec 2017 Quarters				Year 4 Jan-Dec 2018 Quarters			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1. Hold an annual meeting of professional development leaders to identify and prioritize needs of constituents																
Identify cross sector PD leadership contacts		√														
Develop communication protocols		√														
Convene the forum			√			√				√					√	
Identify mechanisms to evaluate the needs of constituents			√													
Set the dates for subsequent meetings			√													
Implement and Evaluate Plan								√					√			√
2. Increase capacity of state's preschool demonstration program																
Contract with First School to provide support to demonstration teachers			√													
Increase capacity of the Network system to do the on-line registration, evaluation				√												
Early Learning Network evaluation system to provide an end of year evaluation report				√			√				√					√
3. Facilitate a comprehensive early childhood listserv for NC Pre-K, Title I Pre-K, Exceptional Children Pre-K, Developmental Day Pre-K and Head Start programs.																

Increase capacity of the Network to build, maintain, and manage the listserv housed on the UNC-CH server		√	√													
4. Facilitate regional PD institutes for cross sector PD providers																
Increase the capacity of the Network to coordinate registration and evaluation system		√														
Secure contracts for venues and develop logistics			√					√					√			
Conduct 3 regional institutes and deliver PD content							√				√				√	
Monitor, evaluate & report results								√				√				√

(C) Key Performance Measures: By the end of the contract period, four leadership forums will have been convened to identify priorities. The preschool demonstration class program will maintain fidelity and the on-site observations guided by the NC Pre-K EESLPD mentors will be facilitated through the on-line registration process. The comprehensive listserv will have been be actively managed and utilized by the field of program coordinators and PD providers. Finally, four regional cross-sector PD institutes will have been held for last three years of the grant for the professional development providers from the various sectors.

(D) Supporting Evidence: Collaboration between the NC Pre-K EESLPD Office and the Office of Early Learning Preschool Demonstration Program will afford teachers served by the NC Pre-K EESLPD Office the opportunity to observe high quality early childhood instruction that is tied to the professional development. The Early Learning Network has the staff necessary to conduct the activities noted above and has access to the UNC-CH server that will house the comprehensive listserv, and has established an on-line registration and evaluation system for the on-site observations of the preschool demonstration classes and training events.

(E) Selection Criterion Addressed: (E)(10)(b)(i) and (F)(1)(a)

(F) Responsible Party and Key Personnel: Early Learning Network in collaboration with the Office of Early Learning's Preschool Demonstration Program and the NC Pre-K EESLPD Office will take the lead on these activities.

(G) Financial Resources: This activity is one of seven activities funded under this Plan for a total of \$ (b)(4)

Key Goal 3-3: Identify and integrate research-based practices that support the facilitation of early learning development into a three-dimensional tiered instructional model: 1) emotional-social, 2) language and communication (including early reading and writing), and 3) cognition (including mathematical and scientific thinking). Develop professional development based on these practices and tie them to the *NC Foundations for Early Learning and Development* and the NC Professional Teaching Standards. The model will incorporate pre-learning activities, active learning, and post-learning strategies such as teacher self-assessment, guidance for administrators, and follow-up action plans. This guidance can be used by mentors and coaches when working with individual teachers and can be incorporated into teachers' professional development plans as require by the NC State Board of Education's Licensure Policy the NC Educator Effectiveness System (Teacher Evaluation Component).

(A) Key Activities, Rational and, as applicable, Scale-Up Activities:

- (1) The Early Learning Network has now completed the content for a series of professional development on "Foundations for Early Learning and Development: Effective Teaching Practices for Promoting Healthy Emotional and Social Behavior." This includes tier I of the pyramid model and a special module on formative assessment practices. This was rolled out in the summer of 2014 and is being implemented in the school systems in 2014-2015. The Race to the Top-Early Learning Development Grant is funding the conversion of these training modules to an on-line platform so that they may be accessed by the wider early childhood community. Tier II of the pyramid model is currently under development and will be implemented in the train the trainer model in the summer of 2015.
- (2) During this grant period, the Early Learning Network, and a host of contract developers, will develop the content for the second and third dimension of the tiered instructional pyramid. This will be: 1) "Foundations for Early Learning and Development: Effective Teaching Practices to Promote Positive Outcomes for Cognitive Development," including mathematical and scientific thinking and 2), "Foundations for Early Learning and Development: Effective Teaching Practice to Promote Positive Outcomes in Language Development," including emergent reading and writing.

- (3) During this grant period, the Early Learning Network, and contract developers, will develop the content for advanced training on formative assessment using learning progressions that are based on the NC Foundations for Early Learning and Development Standards. The purpose of this will be to improve teacher's abilities to better identify where a child is currently functioning and what the "next steps" should be in his/her differentiation of instruction. This approach is aligned with the current work on the Kindergarten Entry Assessment in the Office of Early Learning.
- (4) During this grant period, the Early Learning Network, in conjunction with the NC Pre-K EESLPD Regional Hubs and the Teacher Effectiveness Division within the Department of Education will develop training and guidance for school and early childhood administrators on conducting effective teacher evaluations in early childhood classrooms that incorporate the *NC Foundations for Early Learning and Development* and the NC Professional Teaching Standards. Material developed will be tied to Goals 3-1 and 3-3. Plans for implementation will be coordinated with the administrative training that is provided through the NCDPI Educator Effectiveness Division.

(B) Timelines and Milestones:

Goal 3-3: Develop professional development content that integrates research-based practices that support the facilitation of early learning development into a three-dimensional tiered instructional model: 1) emotional-social, 2) language and communication (including early reading and writing), and 3) cognition (including mathematical and scientific thinking).	Year 1 Jan-Dec 2015 Quarters				Year 2 Jan-Dec 2016 Quarters				Year 3 Jan-Dec 2017 Quarters				Year 4 Jan-Dec 2018 Quarters			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
(1) Implement 7 on-line training modules for tier I of the <i>Early Learning Foundations: Effective Teaching Practices for Promoting Healthy Emotional and Social Behavior</i>																
Convert train the trainer materials into online platform,	√															
Develop contracts for voiceover, narration	√															
Review by stakeholders	√															
Release to public	√															

(2) Develop content for: Foundations for Early Learning and Development: Effective Teaching Practices for Providing Targeted Emotional and Social Support															
Issue contracts to reviewers and developers for collaboration	√														
Early Learning Network and contractors develop content	√	√													
Review by stakeholders	√														
Use in regional institute I								√							
(3) Develop content for: Foundations for Early Learning and Development: Effective Teaching Practices to Promote Positive Outcomes for Language Development															
Issue contracts to reviewers and developers for collaboration				√											
Early Learning Network and contractors develop content								√	√						
Review by stakeholders										√					
Use in regional institute II											√				
(4) Develop content for: Foundations for Early Learning and Development: Effective Teaching Practices to Promote Positive Outcomes for Cognitive Development															
Issue contracts to reviewers and developers for collaboration								√							
Early Learning Network and contractors develop content											√	√			
Review by stakeholders												√			
Use in regional institute III														√	
(5) Develop content for Administrators: What to Look for in High Quality Early Childhood Classes															
Issue contracts to reviewers and developers								√				√			
Early Learning Network, EESLPD, UNC-C, and the Teacher Effectiveness Division collaborate to develop content and plan for dissemination													√		
Review by stakeholders														√	

(C) Key Performance Measures: North Carolina will increase the number of professional development providers in the state that: 1) are knowledgeable about effective teaching practices that promote positive child outcomes in emotional-social, language and cognitive development in young preschool children. They will also be equipped with information on evidence based practices, resources, and training materials to effectively adapt and utilize with their constituents. Finally, guidance materials and training will be developed for

Administrator which will be disseminated through the Teacher Effectiveness Division in their administrative training track.

- (D) **Supporting Evidence:** Evaluation results shall indicate a moderate to high degree of satisfaction directly after the regional institutes are held with the PD providers and in an impact survey six months after the training. Information will be gathered to measure to degree to which the material was utilized and was perceived successful in the subsequent trainings.
- (E) **Selection Criterion Addressed:** (C)(1)(f) Ambitious and achievable improvement of existing and expansion State Preschool Program slots to ensure program quality, including teacher and administrator early education training programs and professional development.
- (F) **Financial Resources:** This activity is one of seven activities funded under the Evidence-Based In-service Professional Development System for Teachers, Administrators, Mentors and Coaches to Support Effective Teaching Practices in Pre-K Classrooms for a total of \$(b)(4)

Key Goal 3-4: Pilot a “child surveillance” model to assist teachers in monitoring children who are at risk for school failure, provide appropriate pre-referral differentiated instructions, and make appropriate referrals to the 619 B program.

(A) Key Activities, Rational and, as applicable, Scale-Up Activities:

- (1) Develop and implement a coordinated plan between the 619 Preschool and the NC Pre-K Programs to assist in appropriate follow-up as a result of developmental screening results.
- (2) Develop training and implement a pilot project for a “child surveillance” model. This will include training for NC Pre-K teachers to identify children who are at risk as evidenced by their developmental screen results and red flag indicators. A second tier will incorporate a process to monitor child progress, implement differentiated instructional practices, and make appropriate referrals for evaluations. This model will incorporate the use of the formative assessment process using “learning progressions.” Accountability measures will be incorporated into the pilot project by tracking the appropriate data to measure the success of pre-referral intervention strategies and the subsequent number of children who were referred for special education evaluations and who qualified for special education services. A secondary training component will target the development of communication protocols with

the 619 special education programs and training for those staff in facilitating an appropriate and timely process.

- (3) Develop training and implement a pilot for local administrators on appropriate early childhood measures that support positive behaviors and early childhood development.

(B) Timeline and Milestones:

Goal 3-4: Develop and Pilot a “child surveillance” model	Year 1 Jan-Dec 2015 Quarters				Year 2 Jan-Dec 2016 Quarters				Year 3 Jan-Dec 2017 Quarters				Year 4 Jan-Dec 2018 Quarters			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
(1) Develop and implement a coordinated plan between the 619 Preschool and the NC Pre-K Programs																
Increase Network capacity to conduct coordination and evaluation of the pilot project.		√														
Convene appropriate NC Pre-K and Exceptional Children stakeholders from targeted programs and identify priorities for the plan.					√											
Develop communication protocols and guidance on the process for follow-up					√											
Design pilot study and accountability measures for evaluation purposes					√											
(2) Implement Child Surveillance Pilot Project Phase 1 (two targeted classes; one private and one public)																
Conduct joint training of NC Pre-K and Exceptional Children staff from targeted program on the implementation of Foundations for Early Learning and Development: Effective Teaching Practices for Providing Emotional and Social Supports.			√													
Conduct data collection on teacher implementation (Pre and Post).				√	√	√										
Implement communication protocols between NC Pre-K and Exceptional Children programs.				√	√	√										
Collect and analyze classroom behavior records and child outcomes measures							√	√								
(3) Implement Child Surveillance Pilot Project Phase 2 (two targeted classes; one private and one Public)																

Conduct data collection on teacher implementation (Pre and Post).									√	√	√						
Implement communication protocols between NC Pre-K and Exceptional Children programs.									√	√	√						
Collect and analyze classroom behavior records and child outcomes measures												√	√				
Early Learning Network evaluation team analyze data from phase 1 and phase 2 pilot projects													√				
Final report with formal recommendations														√			

(C) Key Performance Measures: Data from the two phase pilot study will be analyzed and a final report issued with formal recommendations to the field for implementing a child surveillance model in local programs for the purpose of intervening with children who are at risk for school failure, and to make appropriate referrals for follow-up special education services.

(D) Supporting Evidence: Supporting Evidence: After phase II of the pilot project, a collaborative process will be developed in which NC Pre-K classroom staff can communicate with local 619 special education staff around concerns about developmental screen results and classroom performance that may lead to referral to special education. This will include model communication protocols, steps in decision making around developmental screen results and risk factors, and steps in the differentiated instruction prior to referral.

(E) Selection Criterion Addressed: (C)(1)(c) and (E)(10)(iii)

(F) Responsible Party and Key Personnel: 619 Preschool Program, Early Learning Network, Early Learning Network, the Office of Early Learning and contractors.

(G) Financial Resources: This activity is one of seven activities funded under the Plan for a total of \$ (b)(4)

Key Goal 3-5: Develop and implement on-line professional development modules for Part C and B, 619 staff on Early Childhood Transition, and processes for sharing data between local lead agencies and the state lead agencies.

(A) Key Activities and, as applicable, Scale-Up Activities: See Chart – Goal 3-7.

(B) Timeline and Milestones:

Goal 3-5: Develop and implement on-line professional development modules for Part C and B, 619 staff on Early Childhood Transition, and procedures for sharing data between local lead agencies and the state lead agencies.	Year 1				Year 2				Year 3				Year 4							
	Jan-Dec 2015				Jan-Dec 2016				Jan-Dec 2017				Jan-Dec 2018							
	Quarters	1	2	3	4	Quarters	1	2	3	4	Quarters	1	2	3	4	Quarters	1	2	3	4
(1) Part C and B, 619 state leadership agree to training content and priorities																				
Conduct meeting to plan development of on-line training modules				√																
Agree to process for delivering continuing education credits				√																
Identify key stakeholders				√																
(2) Develop content of transition training modules																				
Early Learning Network, Part B, 619 and Part C leadership review existing training materials and develop appropriate materials for on-line platform.					√															
Issue contract for videographer			√																	
Early Learning network, Part B, 619 and Part C developers finalize content					√															
(3) Develop data sharing system for transition notification data from local Part C and Part B agencies and between the Lead Part C and 619 SEA																				
Part B, 619 and Part C leadership develop data requirements and gain guidance from Federal Programs leadership on rules for data sharing	√																			
Initiate contract with IT			√	√																
Pilot on-line data sharing program					√															
Pilot on-line training program and procedures for data sharing					√	√														
Post on-line training modules and make available statewide										√										

(C) Key Performance Measures: By the end of the grant period an on-line transition training program will be made available to Part C and B, 619 staff statewide. This training will

include procedures included in the local interagency agreements, the Guiding Practices in Early Childhood Transition, and in the data sharing system process.

(D) Selection Criterion Addressed: Competitive Preference Priority 2: Supporting a Continuum of Early Learning and Development and (F)(1)(a)

(E) Supporting Evidence: The Early Learning Network staff includes technical support personnel for development of on-line training modules. The UNC-CH server has the capacity to host on-line modules. The FPG Data Management and Analysis team can develop a data sharing system to support the transition of services from Part C to the Part B, 619 program.

(F) Responsible Party and Key Personnel: Early Learning Network, Part B, 619 staff, Part C Coordinator, and the Data Management and Analysis Division at FPG.

(G) Financial Resources: This activity is one of seven activities funded under the Professional Development Plan for a total of \$(b)(4)

Key Goal 3-6: Develop and implement two Pre-K Demonstration Sites within the nonpublic sector that meets NCDPI Demonstration Site criteria to be used for the BK teacher observations and guided practices.

(A) Key Activities and as applicable, Scale-up Activities: The NC Pre-K EESLPD Office successfully piloted a plan to develop one preschool demonstration site during the 2013-2014 school year, which is successful. An expansion plan will be implemented to continue this work with selected local administrators and teachers and the NCDPI Demonstration Program. Annual program surveys indicate that evidence-based professional development networks of teacher support, promoting effective instructional classroom practices need to be available in local communities in private and public classrooms. This Sustainability Plan will ensure NC Pre-K EESLPD BK licensed teachers continue receiving high quality, evidence-based in-service, mentoring and coaching services, and leadership development opportunities beyond the grant period.

(B) Timeline and Milestones:

Goal 3-6: Develop and/or Expand Demonstration Sites	Year 1 Jan-Dec 2015 Quarters				Year 2 Jan-Dec 2016 Quarters				Year 3 Jan-Dec 2017 Quarters				Year 4 Jan-Dec 2018 Quarters			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
(1) Recruitment																
Identify high-need areas for Enhancement & Expansion of BK classroom teachers	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Recruit up to 4 qualified sites (meeting most Demonstration Site Criteria) in identified areas over grant period			√	√	√	√	√	√								
(2) Development																
Train new partners about Demonstration Site expectations and Guided Observation protocols			√	√	√	√	√	√	√	√	√	√	√	√	√	√
Arrange two (2) joint observations with State and Regional Lead to determine if program and designated SPII teacher(s) meet standards				√	√	√	√	√	√	√	√	√	√	√	√	√
(3) Incentives																
Provide annual support & training on research and innovative practices; provide training materials NCDPI Preschool/Kindergarten Demonstration Program & Early Learning Network				√		√		√	√	√		√		√		√
Arrange two (2) joint observations annually with State and Regional Lead to determine if program continues to meet standards			√	√	√	√	√	√	√	√	√	√	√	√	√	√
(4) Stipends for programs tied to teachers served																
Provide annual stipend as incentive when a partner agrees to serve as a Demonstration Site and provide up to 20 Guided Observation opportunities each school year				√				√				√				√

(C) Key Performance Measures: By December 2015, four (4) potential demonstration programs will be selected in high-need areas based on review of recommendations from field EESLPD Mentors/Evaluators. Selected sites must meet most of the Demonstration Site Criteria and be willing to offer up to 20 guided observations each school year.

(D) Supporting Evidence: Beginning and initially BK licensed teachers benefit from observing high quality practices, reflecting on these observations and taking ideas to their own classroom to improve their teaching. With guidance from the Mentor in this Professional Development continuum, teachers receive the maximum support in their professional growth, especially if they can relate to the setting of the classroom they observe. As a state we want to ensure that a cross-sector of high quality Pre-K and K classrooms is available for guided observations in both public and nonpublic settings.

(E) Key Criterion Addressed: (E)(1)(2)

(F) Responsible Party and Key Personnel: NC Pre-K Regional Hubs in collaboration with the DCDEE NC Pre-K EESLPD Office will be the key leads for this plan.

(G) Financial Resources: This activity is one of six activities funded under this Plan for a total of \$(b)(4)

Key Goal 3-7: Implement a Mentoring-Coaching Sustainability Plan in partnership with local communities to ensure Pre-K BK licensed teachers, as well as other early childhood educators, have access to a well-supported system of evidence-based in-service, mentoring and coaching in their local communities.

(A) Key Activities and, as applicable, Scale-Up Activities: Since 2007, 91 local early childhood BK licensed education specialists have collaborated with the NC Pre-K EESLPD Office to provide mentoring, coaching services to NC Pre-K BK licensed services. This collaborative effort with NC Pre-K providers, Head Start programs, local education agencies, Developmental Day Programs and local private child care programs will be expanded to ensure access of these evidence-based practices.

(B) Timeline and Milestones:

Goal 3-7: BK Licensure Sustainability Plan (Local Community Mentor-Evaluator Recruitment)	Year 1 Jan-Dec 2015 Quarters				Year 2 Jan-Dec 2016 Quarters				Year 3 Jan-Dec 2017 Quarters				Year 4 Jan-Dec 2018 Quarters			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
(1) Recruitment																
Identify high-need areas for Enhancement & Expansion classroom teachers	√	√	√	√	√	√										
Recruit up to 30 qualified partners in identified areas over grant period		√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
(2) Personnel and Resource Development																
Train new partners and provide copies of <i>Resource Manual for Administrators and Principals Supervising and Evaluating Teachers of Young Children</i> and <i>2013 NC Foundations</i>			√	√	√	√	√		√	√	√			√	√	√
(3) Incentives																
Arrange two (2) joint observations with State and Regional Lead or other <u>experienced</u> Mentor/Evaluator for each newly trained partner with pre- and post-meetings for planning and reflecting/feedback			√	√	√	√	√	√	√	√	√	√	√	√		√
(4) Tie Incentive Stipends to Teachers Served																
Provide <u>one-time</u> stipend when a partner serves teachers at \$100.00/teacher. (partner may serve only 1-2 teachers/up to 6). 30 partners in high-need areas				√				√				√				√

(C) Key Performance Measures: By December 2015, 50% of Pre-K teachers employed by private child care centers, Head Start Programs and Development Day programs that have received either Pre-K Enhancement or Expansion funds will have a "partner mentor and/or evaluator" to support the BK licensure process.

(D) Supporting Evidence: The need for Mentor and Evaluation services to support Pre-K BK teachers in nonpublic, NC Pre-K classrooms is greater than available staff/funding. Currently 400 teachers are waiting for a mentor/evaluator team. Building capacity with local partners is the key in sustaining local services. About half (n=345) of NC Pre-K teachers in the private sector are mentored and/or evaluated by local 91 local BK licensed and EESLPD trained staff employed by Smart Start, private child care, Head Start, Developmental Day programs. Under RTT-ELC BK Project (non-NC Pre-K teachers) 74 teachers are served by a "local partner mentor or evaluator. To sustain these services over time, a rigorous recruitment and training effort will be needed to plan for the ongoing need for NC Pre-K teachers in both the expansion and enhancement classrooms.

(E) Key Criterion Addressed: (E)(1)(2)

(F) Responsible Party and Key Personnel: NC Pre-K Regional Hubs in collaboration with the DCDEE NC Pre-K EESLPD Office will be the key leads for this plan.

(G) Financial Resources: This activity is one of seven activities funded under the Plan for a total of \$(b)(4)

Phases of the EESLPD Mentoring and Evaluation Process

The DCDEE NC Pre-K EESLPD Office operates in accordance with the General Statute 100 (GS110) and Chapter 9 of the NC Child Care Rules. All licensed childcare facilities in the state of NC adhere to these regulations and rules including the NC Pre-Kindergarten Program, Developmental Day Programs, Head Start Programs, and nonpublic childcare facilities. All early childhood education teachers, whether Initial Licensure (Lateral Entry or Birth-through-Kindergarten Standard Professional I (BK SP I), or II (BK SP II), are required to participate in the NC Teacher Evaluation process through the Early Educator Support, Licensure and Professional Development (EESLPD) Office. The State Board of Education (SOE) is charged with the oversight of the Excellent Schools Act—General Statute 115-C333(GS 115C-333) <http://www.NC Board of Education Excellent Schools Act—General Statute—GS 115C-333>; Jan. 2007 (NCDPI)_Citation Statutory Reference: PL 107-110, the No Child Left Behind Act of 2001; Session Law 2003-284 and 2011 SESSION LAW REFERENCES G.S. 143A-6 - TYPE I TRANSFER OF MORE AT FOUR TO THE NC DHHS DCDEE; and Policy ID Number: TCP-A-002 Policy Title: Policies on Routes to Licensure. The statue enables licensed teachers in nonpublic school early childhood settings to receive mentoring and evaluation services just like teachers in public school settings.

For initially licensed teachers, the mentoring and evaluation process is the central feature of the Beginning Teacher Support Program (BTSP) and occurs in six phases over a three-year period. Teachers with a BK SP II license are observed and evaluated during the five-year licensure cycle and are not mentored.

The EESLPD Office is responsible for conducting a general orientation session for eligible early childhood education teachers and their site administrators to inform them about NC teacher licensure policy and procedures, NC Pre-K Program Requirements, Department of Public Instruction and how teachers are supported through their education, professional development, and licensure journey to the highest licensure status, the NC Birth-through-Kindergarten BK SP II license. After completing an general orientation session, teachers and site administrators must complete a series of training in the NC Teacher Evaluation Process that includes State Board Education priorities for the 21st Century, NC Professional Teaching Standards, NC BK Specialty

Standards, and how to use the NC Teacher Evaluation Process Rubric for Self-Assessment, Professional Development requirements, and the NC Code of Professional Practice and Conduct for NC Educators.

The EESLPD Office also requires teachers to complete an annual NC Pre-Evaluation Orientation on the NC teacher evaluation process designed to supplement the information shared and discussed during the mandatory NC Teacher Evaluation Process training. The sessions are scheduled during the fall and spring of each program year and conducted through a combination of webinars and face-to-face sessions. The sessions are required of all early childhood education teachers who have officially enrolled with the EESLPD Office and their site administrators. A teacher is eligible for EESLPD services once he or she has completed the general orientation and evaluation training sessions with their site administrator, has met educational prerequisites, and submits required documentation to the EESLPD Office. An assigned mentor will serve as the point of contact for early childhood education teachers until they complete the requirements for a BK SP II license. Once a teacher attains a BK SP II license, an EESLPD evaluator and/or an evaluator from qualified professional partners will be the point of contact.

Evaluators complete annual reports documenting: (1) Pre-Observation Conferences; (2) Post-Observation Conferences after each observation; (3) Formal Observations; and (4) Summary Evaluation Conference based on the EESLPD evaluation schedule. Observation and evaluation results are used to inform mentor support activity, which continues throughout the year, and inform further development and refinement of the professional development plan. Evaluation documents are completed electronically or entered into the NC DPI Home Base NC Educator Effectiveness System.

In cases where teachers need additional time to develop their teaching skills and performance, as validated through the prescribed teacher observation and performance evaluation process, additional resources may be deployed at the local and state level, including additional observations by the EESLPD Office, to support teacher growth. In such cases, teacher performance progress will be monitored through the use of monitored or directed Professional Development Plans.

Phases in the Mentoring and Evaluation Process for Initially Licensed Teachers: The Beginning Teacher Support Program

All initially licensed early childhood education teachers, Lateral Entry or BK SP I are required to participate in the EESLPD process according to the six phases outlined below for each year of a three year process.

Getting Started

- Enrollment process
- Mandatory EESLPD General Orientation (1st year only)
- Teacher Evaluation Training Tracks A, B, C and Day 2 (1st year only)

Track A

Overview of the Phases of the NC Teacher Evaluation Process, Professional Teaching Standards, the role of the EESLPD Office and introduces Standard 1 – Teachers demonstrate leadership.

Track B

Reviews the phases of the evaluation components, roles of the teacher, site administrator and introduces Standard 2 – Teachers establish a respectful environment for a diverse population of children and Standard 3 – Teachers know the content they teach (Birth-through-Kindergarten).

Track C

Previews the phases of the evaluation components and introduces Standard 4 – Teachers facilitate learning for their children, Standard 5 – Teachers reflect on their practice, Standard 6 – Teachers contribute to the academic success of their children.

- Day 2 (face-to-face)
 - Discuss the NC Teacher Evaluation manual (definitions, 21st Century Learning, components, and Standards 1-5, NC Foundations for Early Learning and Development, Code of Ethics for NC Educators and Resource Manual for Administrators and Principals Supervising and Evaluating Teachers of Young Children http://ncchildcare.dhhs.state.nc.us/general/mb_eeslpd.asp)
 - Review the NCDPI Teacher Evaluation Rubric rating levels and identify examples of teacher and child skills, behaviors and artifacts (evidence) that would support each rating level for each standard and selected element under the NCDPI Teacher Performance Standards.

- Discuss how child and teacher performance data collected through the observation process will provide the basis for the development and self-monitoring of the teacher's own Professional Development Plan (PDP).
- **Writing SMART Goals for Professional Development Plans (1st year only) - The professional development plan is a document that teachers use to plan and monitor their professional growth. The plan aligns with the NC Professional Teaching Standards. They identify areas for improvement from the NC Teacher Evaluation (NC Professional Teaching Standards) and write 2 to 3 SMART goals.**
 - Discuss goal setting.
 - Identify the steps for SMART goal setting for the Professional Development Plan (SMART - Smart, Measurable, Attainable/Achievable, Relevant/Realistic, Time bound).
 - Discuss the components of the professional development plan (teacher strategies needed to improve performance, goals for standards/elements, activities/actions, expected outcomes and evidence of completion, resources needed and timeline) aligned and supported by the BK Teacher Preparation Standards and the NC Professional Teaching Standards.
- NC Pre-Evaluation Orientation during the Team Agreement Meeting (annually)

1. Phase I Self-Assessment and Teacher Development

- Development of the Team (teacher, mentor, site administrator and evaluator)
- EESLPD Office Team Agreement Meeting (Mentor leads this meeting)
- Getting-to-Know-You Conference (Mentor and Teacher)

2. Phase II Professional Development Plan

- Self-Assessment (teacher completes Rubric for Evaluating North Carolina Teachers)
- Professional Development Plan (PDP) discussion and development begins (Mentor and Teacher)

3. Phase III Formal Observation Begins

- Evaluator contacts teacher, site administrator and mentor
- Pre-Observation Conference (teacher and evaluator)
- First formal observation (announced)
- Post-Observation Conference (teacher, site administrator & evaluator, mentor when available)

4. Phase IV Formal Observation Continues

- Professional Development Plan (PDP) reviewed, adjusted and signed (evaluator & teacher)
- Two formal observations (or more) additional observations, including Post-Observation Conference (scheduled by the evaluator, at least one is unannounced)
- Completion of the mid-year review (teacher), discussed with mentor, reviewed and signed (evaluator & teacher)

5. Phase V Observation and Summary Evaluation Conference

- Completion of the end-of-year review (teacher), discussed with mentor, reviewed and signed (evaluator & teacher)
- Final formal observations, including Post-Observation Conference (scheduled by the evaluator)
- Summary Evaluation Conference (scheduled by evaluator)

6. Phase VI Submission Professional Development Log

- Teachers completing coursework for the B-K license submits Professional Development Log and unofficial transcripts to EESLPD Office by: January 7th and May 28th

North Carolina Mentor Teacher Training Model

Under the NC Pre-K EESLPD Office, each teacher holding a BK Standard Professional I license or Lateral Entry BK is required to successfully complete an evidenced and performance-based three-year Beginning Teacher Support process mandated under NC's State Board of Education Licensure Policy. Through this framework of teacher self-assessment, needs-based mentoring and formative and summary evaluation, teachers work collaboratively with their assigned team of mentors and evaluators to develop effective instructional practices coupled with a professional development plan, which includes participation and leading a Professional Learning Community. By the end of this three-year process, a teacher must demonstrate effective practices at least at the 'proficient' level on all five of NC's Professional Teaching Standards, as measured by the Rubric for Evaluating NC Teachers, and incorporates the *NC Foundations for Early Learning and Development*. This process leads to the highest level of licensure, the NC BK SP II license, required for all public and private-based NC Pre-K teachers.

Mentor-Evaluator teams use formative observation and coaching processes with teachers to support and guide their instructional practices in appropriate content pedagogy, learning environments, planning and assessment, instructional strategies, reflective practices, leadership development and family/community/school relationships, using teachers' formal observations and summative evaluation results gathered by a team evaluator, and information collected about children's learning and development through formative assessment.

This work takes place directly in classrooms and may incorporate a variety of other approaches to support the teacher such as phone conferences, webinars, email, videotapes and other web-based technology, meetings, seminars, demo site visits, and face-to-face conferences and Professional Learning Communities. The NC Mentor Teacher Performance Standards, which are aligned with the evidence-based NC Professional Teaching Standard, specifically describe the performance expectations of mentors for supporting and guiding effective teaching practices. Mentors and evaluators are cross-trained, as the NC Teacher Evaluation Process requires coaching skills during the formative phases of the process.

NC Mentor Training provides personnel with coaching and mentoring strategies and consultation skills to support and guide instructional practices to develop site administrators' skills to evaluate their teachers. Evaluators function as coaches during the formal observation phase of the teacher's evaluation process (majority of the year) and compile summary evaluation results at the end of each year. A similar model is implemented in public school preschool classrooms.

Nonpublic classrooms are located in for and not-for-profit child development centers, Head Start programs, Developmental Day programs and NC Pre-K programs. Mentoring/coaching and evaluation practices are individually prescribed for teachers who work with children who have Individual Family Support Plans (IFSP) or and Individual Education Plan or Program (IEP).

Pre-requisite: Qualified individuals must complete the 1.2 CEU-based NC Teacher Evaluation Process Training that is anchored in the NC Professional Teaching Standards as described previous section.

- **Overview & Background Information** - Focus: NC Mentor Task Force Charge, State Alignment—21st Century Standards for Learning, Professional Teaching Standards (revised 2007), NC Beginning Teacher Support Standards, Mentor Standards (revised)
- **NC Mentor Standards** - Focus: Introduce each standard, Standard 1: Trusting Relationship & Coaching, Leadership, Communication & Collaboration, Best Practices, Advocacy for Beginning Teachers, Ethical Standards; Standard 2: Relationships with students, families, at school and in the community, Honor and Respect for Diversity, Classroom Environments that Optimize Learning, Reaching Students of all Learning Levels; Standard 3: North Carolina Standard Course Of Study (Foundations) and 21st Century Goals, Content and Curriculum; Standard 4: Instructional Practice, Professional Practice, Student Assessment; Standard 5: Allocation and Use of Time with Beginning Teachers, Reflective Practice, Mentor Data Collection
- **Processing and Connecting the Standards** to What Matters Most - Focus: Impacting child learning/development

- **Developing Relationships** - Focus: Generation Z (2001-present), Generation Y (1981-2000), Generation X (1965-1980), Baby Boomers (1946-1964), Traditionalists (1922-1945)
- **Building Relationships** - NC DPI Mentor Standards 1 (Leadership) and 2 (Helping Teachers to Build Respectful Environments)
- **Professional Learning Communities** - Three Big Ideas of a PLC (Focus on Learning, Build a Collaborative Culture, Focus on Results) - Six Essential Characteristics of a PLC (Shared mission, vision, values and goals; Collaborative teams focused on learning; Collective inquiry; Action orientation and experimentation; Commitment to continuous improvement; Results orientation)
- **What is culture?** Focus: Our own culture is lens through which we view the world. Review/discuss data on ethnicity, race. Types/differences of culture – organizational, ethnic and occupational. Cultural factors and classroom communication styles. Shaping instructional techniques to meet children’s diverse cultural needs.
- **Communication Styles -Focus:** Understanding how communication styles contribute to school success; shapes instructional practices to ensure that teachers offer the most developmentally appropriate learning experiences to all children and to facilitate learning for children that do not look like us
- **Families/Parental Involvement** - Focus: Research underscores why families must be involved and how to meaningfully engage them
- **Reflecting on Educator Self - Focus:** Mentors have deep/broad understanding of the subject content, are voracious readers, conduct research-based instructional strategies and able to practice the subject content
- **NC Mentor Performance Standards** - Focus: adopted by NC SBE January 2010; aligned with the NC Professional Teaching Standards and 21st Century Goals (All Children will graduate from HS globally competitive for work, postsecondary education)

and prepare for life in the 21st Century), Multiple Intelligences embedded in classroom instruction

- **Mentors Complete Self-Assessment** (using Mentor Rubric) - Focus: prepares the mentor, identifies mentor's strength/needs, assesses what he/she has learned and how applied in classroom
- **Reflective Coaching** – Focus: Encourages reflection through questioning, Reciprocal Learning, Non-judgmental approach to guide a person to self-directed learning, Focus on a teacher's thinking, perceptions, beliefs and assumptions. Observation is seen as an opportunity to collect data (adopted by Coastal & Garmston (1985) Cognitive Coaching Framework), Requirements for reflective coaching: Trust, Communication Awareness, Appropriate Responses, Knowledge, Structure, Questioning

Teachers, administrators and personnel (mentors and evaluators) employed by the EESLPD Regional Hubs and those who collaborate and partner with the Hubs to carry out the provisions of NC educator licensure through mentoring and coaching beginning teachers are required to complete the 1.2 CEU professional development series. Training is provided through webinars, face-to-face, and job shadowing, coaching sessions and includes: Orientation to Teacher Licensure, The NC Teacher Evaluation Process, The Importance of Performance Ratings, Writing Smart Goals for the PD Plan, Planning and Facilitating a Professional Learning Community, NC Mentor Teaching Training. As previously noted, three new modules have been added to the initial preparation of mentors and evaluators to incorporate into their work with teachers. Mentors and evaluators will be required to provide training received under the NC Pre-K EESLPD Train-the-Trainer model to implement *Foundations for Early Learning and Development: Effective Teacher Practices Supporting High Quality Supportive Environments and Nurturing & Responsive Relationships*.

Appendix 10-3

NC Department of Public Instruction Preschool/Kindergarten Demonstration Program

The North Carolina Department of Public Instruction is offering the Demonstration Site Program with funding from the Division of Exceptional Children and Title I Program. This program offers the opportunity to visit inclusive preschool and kindergarten classrooms to view effective practices. This opportunity is available for anyone working with young children. The demonstration classrooms serve preschool and kindergarten children and families that reflect cultural, linguistic, and ability diversity. Children may be supported by multiple funding sources.

Demonstration programs:

- Provide guided observation sessions with opportunities for discussion with teachers and administrators
- May offer additional professional development, technical assistance, and/or resource libraries
- Model the use of North Carolina's Early Learning Standards for pre-kindergarten or North Carolina's Common Core and Essential Standards for Kindergarten
- Model the intentional implementation of an appropriate pre-kindergarten curriculum or a balanced approach to instruction as described in *The Power of K North Carolina Position Statement on Kindergartens of the 21st Century* both approved by the State Board of Education
- Model research-based teaching practices and incorporate a variety of teaching methods as described by:
 - *The Resource Manual for Administrators Supervising and Evaluating Teachers of Young Children*
 - *The North Carolina Guide for the Early Years, Second Edition*
 - *National Association for the Education of Young Children*
- Demonstrate collaborative partnerships with Exceptional Children personnel to provide appropriate modifications and accommodations to address the individual needs of children with disabilities
- Demonstrate collaborative relationships with families and other community partners

Demonstration Site Guided Observation Procedure

- Contact the Demonstration Site you would like to visit (contact information available)
- Arrange a Guided Observation date with the Demonstration Site contact person
- Complete the online registration (visitors will receive an email with a link to the Online Registration form)

*Online Registration is required prior to a visit!

- Participate in the scheduled Guided Observation
- Complete and submit the online evaluation (received via email)
- Receive CEU's/child care credit hours (contingent upon submitting evaluation)

Appendix 10-4

NC Department of Public Instruction Strategic Plan for *NC Foundations for Early Learning and Development*

The Office of Early Learning, North Carolina Department of Public Instruction (NC DPI), in conjunction with the Early Learning Network (FPG) developed a strategic plan when developing the content for the initial training on the NC Foundations for Early Learning and Development that included:

- 1) meeting with teacher stakeholders to identify what they needed to incorporate the standards into their classroom practices,
- 2) meeting with administrators to identify what they needed when working with preschool teachers in their schools and how we might help them identify how teachers incorporate the standards into their teaching practices,
- 3) developing seven initial train-the-trainer modules with input from FirstSchool researchers at FPG,

Phase I. Eight Regional Administrative Overview Sessions (Spring, 2014)- *Implementing Foundations for Early Learning and Development: Effective Teacher Practices Supporting High Quality Supportive Environments and Nurturing & Responsive Relationships*

Because there is no universal preschool program in North Carolina, existing preschool programs in school districts are arranged in many different configurations with different leadership structures. Preschool classrooms may be scattered about school districts. Some are embedded in elementary schools while others may be housed in designated preschool centers. The notion of “school-wide” implementation of a preschool professional development program, therefore, does not necessarily apply to preschool programs. However, “district-wide” implementation may better describe a district’s plan to embed a given program into all of its preschool classrooms. Districts must also address multiple leadership structures to successfully implement a professional development program. Characteristics of district-wide implementation plans include cross program leadership teams that develop and oversee the plan, thereby reducing duplication and maximizing resources.

The focus of the overview for Administrators included:

- 1) understanding the relationship between the *NC Foundations for Early Learning and Development* and the Common Core and NC Standard Course of Study for Kindergarten,
- 2) information about upcoming summer institutes for local professional development trainers,
- 3) recommendations for developing an implementation plan, and
- 4) considerations for measuring teacher and program progress which can inform leadership about future program planning.

Phase II: Four regional three day “train-the trainer” institutes were conducted in the summer of 2014.

Foundations for Early Learning and Development: Effective Teacher Practices Supporting High Quality Supportive Environments and Nurturing & Responsive Relationships

Content - These initial training modules and implementation plan combined the evidence-based practices from the SEFEL model and tied them to the *NC Foundations for Early Learning and Development* and the NC Professional Teaching Standards by which teachers are evaluated. Consultants from the FirstSchool project acted as reviewers and provided content on research around effective teaching practices for children who are African-American, Latino, and Low-Income children. Teacher Stakeholders reviewed the modules for relevancy to their professional development needs. The module on formative assessment was informed by collaboration with the NC Preschool Assessment/Formative Assessment Team, NC Preschool Assessment Demonstration Teams and Dr. Toni Linder.

Based on input from stakeholders, the NC Early Learning Network developed a series of professional development training modules for program trainers that:

- Adhered to the guiding principles of professional development (see, below),
- Included instructional practices that promote early learning and development to ensure positive child outcomes for all children and include adaptations/strategies for:
 - African American, Latino, Low Income children, and
 - Children with significant disabilities
- Had formative assessment practices that are aligned with the Early Learning Standards, NC Falcon, Kindergarten Entry Assessment and:
 - Incorporated videos of children and teachers in the classroom that were used throughout the training modules to practice conducting formative assessment practices
 - Demonstrated how to use information contained in learning progressions from birth through five to inform instruction

- Provided informational talking points for teachers and administrators called iPoints (instructional practices observed in teaching standards) that answer questions such as:
 - iPoints for teachers - What teaching standard am I addressing when I use these instructional practices?
 - iPoints for teachers - What early learning standards am I addressing when I use these instructional practices?
 - iPoints for administrators - When I see a teacher use this instructional practice, what teaching standard does that apply to?
 - iPoints for administrators - When I see a child demonstrate this behavior in response to this instructional practice, what early learning standard is the teacher addressing?

Guiding Principles - The development of the initial *Foundations* modules were guided by the following research-based practices for effective professional development:

- 1) Provide pre-learning activities to prepare participants for face-to-face professional development activities
- 2) Reflect professional standards
- 3) Are infused with experiential learning
 - a. Active, rather than passive, delivery
 - b. Build in peer-to-peer interaction
 - Participants clarify concepts to one another
 - Participants work collaboratively to uncover solutions
- 4) Provide content in writing rather than lecture
- 5) Include role-play in which participants can practice new skills and get feedback
- 6) Link to specific practices, particularly those that address needs identified by participants
- 7) Infuse practical applications to participants' work with diverse children and families

Training Components - A module was defined as “a set of standardized parts or independent units that can be used to construct a more complex structure” (Google). For these professional development (PD) modules on *Effective Teacher Practices Supporting High Quality Supportive Environments and Nurturing & Responsive Relationships*, the parts are sets of materials that can be used independently or combined in different ways to construct the more complex PD

provided. Seven modules were developed for the 2014 Effective Teacher Practices Train-the-Trainer Summer Institutes:

Module 1: Foundations Overview

Module 2: Formative Assessment

Module 3: Promoting Positive Relationships

Module 4: Classroom Design

Module 5: Behavior Expectations and Rules

Module 6: Schedules and Routines

Module 7: Directions and Feedback

Each module was designed according to research-based practices for effective PD and contained:

1. A pre-learning assignment – an article for participants to read and reflect upon and, for Modules 3-7, a teacher/staff instructional practice self-assessment checklist
2. A 30-minute discussion of the pre-learning assignment – this can take place adjacent to the 90-minute face-to-face session or can be used as part of a Professional Learning Community (PLC) or other meeting of participants that occurs prior to the 90-minute face-to-face session
3. A 90-minute face-to-face session –includes PowerPoint slides, video clips, handouts, and a script with trainer notes and content specific to the topic of the module. For Modules 3-7, handouts include
 - Instructional Practices Checklists (the teacher/staff self-assessment checklist is included with the pre-learning activities; the observer checklist is included with handouts) including research-based practices specific to the topic of the module
 - iPoints – ‘Instructional Practices Observed IN Teaching Standards,’ to show connections between practices, early learning and development standards, and NC Professional Teaching Standards
 - Module-specific resources and activities with answer sheets
4. Supporting Materials – these documents are used across modules and include
 - North Carolina Professional Teaching Standards
 - Foundations at a Glance
 - Foundations-NC Standard Course of Study Crosswalk
5. Post-learning activities – designed to take new knowledge and skills into the classroom, including a discussion of post-learning activities that might occur as part of a Professional Learning Community (PLC) or in other follow-up PD

NC SEFEL Implementation Approach

The NC Department of Public Instruction, Office of Early Learning set upon a systematic process of facilitating district wide implementation of Social-Emotional Foundations for Early Learning (SEFEL) using the implementation science provided by National Implementation Research Network (NIRN). Training to leadership teams, coaches, and school trainers is provided by the statewide professional development and technical assistance system called the Early Learning Network. This is a joint project of the Department of Public Instruction and Frank Porter Graham Child Development Institute at UNC-Chapel Hill. Thirty school systems (including those with Special Education, Title I and Head Start Programs) are currently involved in this intensive model to scale up the use of these evidence based practices that uses: a) high quality training, b) prescribed coaching at the classroom level, and c) and application of the teacher fidelity measure called the Teaching Pyramid Observation Tool (TPOT). School system implementation teams are required to develop an implementation plan and provide data on teacher fidelity. This project is now scaling up accountability measures by also collecting: a) child outcome measures, b) count data of problematic behaviors in the classrooms, and c) data on coaching dosages. The SEFEL model was also incorporated into the existing preschool demonstration class project operated out of the Office of Early Learning so that administrators and teachers could see high quality implementation of SEFEL practices in action prior to committing to enter into the intensive targeted SEFEL project.

Collaboration between the school system SEFEL and the HSB project occurred around training on coaching practices and reliable administration of the Teaching Pyramid Observation Tool (TPOT).

NC Pre--K EESLPD implementation plan for *Foundations for Early Learning and Development: Effective Teacher Practices Supporting High Quality Supportive Environments and Nurturing & Responsive Relationship*

The purpose of this plan is to ensure that the learning and developmental learning progressions for children with and without disabilities and special learning needs are incorporated into the current EESLPD mentoring and coaching framework for BK licensed teachers and their evaluators. Participants will develop a deep working knowledge and application of the relationship between the *NC Foundations of Early Learning and Development*, Kindergarten early learning standards, curriculum and the North Carolina Professional Teaching Standards.

In addition to the NC State Board of Education pre-requisite professional development requirements for Pre-K BK licensed teachers and Pre-K mentors (NC Mentor Training, NC Teacher Evaluation Training), additional sessions are planned to more specially and intentionally address child-learning progressions across the private/nonpublic school NC Pre-K classrooms, based on the training, conducted by the Early Learning Network (FPG), *Foundations for Early Learning and Development: Effective Teacher Practices Supporting High Quality Supportive Environments and Nurturing & Responsive Relationship*. Seven NC Pre-K EESLPD BK licensed trainers completed the train-the-trainer institute on the *Foundations for Early Learning and Development: Effective Teacher Practices Supporting High Quality Supportive Environments and Nurturing & Responsive Relationships* during the fall 2014 and have developed three modules that align intentionally with the NC Teacher Evaluation and NC Mentoring process. This training expands upon the basic .5 CEU Child Care Resource and Referral sponsored *Foundations* training and to ensure that the learning and developmental learning progressions for children with and without disabilities and special learning needs are incorporated into the current EESLPD mentoring and coaching framework for BK licensed teachers and their evaluators. Participants will develop a deep working knowledge and application of the relationship between the *NC Foundations of Early Learning and Development*, Kindergarten early learning standards, curriculum and the North Carolina Professional Teaching Standards. Key components of this training, which begins in November, include:

November 2015 (Module 1 & 3):

Objectives – Overview of Foundations:

- Goals and indicators-all infants, toddlers, and preschoolers
- Resource and guide for teachers, parents, and anyone working with young children and their families
- Define what a learning expectation is and why we have and use learning expectations.
- Identify *North Carolina Foundations for Early Learning and Development* (NC FELD) by name, explain the structure by which the expectations are organized, and identify for what age groups they are written.

Promoting Positive Relationships

Objectives:

- To understand how to effectively implement instructional practices related to building and maintaining positive relationships that promote children's learning
- To understand the importance of involving families in practices related to building and maintaining positive relationships that promote children's learning
- To understand the importance of conducting formative assessment with children as they maintain and build positive relationships which promote learning
- To understand the relationships among targeted instructional practices, NC Foundations for Early Learning and Development, the NC Professional Teaching Standards, and the NC Standard Course of Study

January 2015 (Modules 5 & 2)

Behavior Expectations and Rules

Objectives:

- To understand the relationship between behavior expectations and rules
- To understand the importance of involving families/caregivers in the development and implementation of the expectations and rules
- To understand the process of creating, teaching, and communicating behavior expectations and rules to families, staff, and children

- To understand how to articulate the relationship between instructional practices, Foundations for Early Learning and Development, and the North Carolina Professional Teaching Standards
- To understand how formative assessment reflects children's understanding of behavior expectations and rules

Formative Assessment

Objectives

- To understand what formative assessment is and how it is used to inform instruction
- To identify effective early childhood evidence-based instructional practices that support formative assessment
- To understand how to use formative assessment data for different data purposes

March 2015 (Modules 4, 6, & 7)

Classroom Design

Objectives:

- To understand how to use instructional practices related to classroom design that promote children's emotional-social development
- To understand how to involve families in practices related to creating physical environments that promote children's emotional-social development
- To understand how to articulate the relationships among targeted instructional practices, Foundations for Early Learning and Development, and Teaching Standards

Directions & Feedback

Objectives:

- Understand how to use instructional practices related to giving directions and feedback that promote children's learning
- Understand how to involve families in practices related to giving directions and feedback that promote children's learning
- Understand how to conduct formative assessment related to giving directions and feedback that promote children's learning

- Understand how to articulate the relationship among targeted instructional practices, Foundations for Early Learning and Development, and NC Professional Teaching Standards

Schedules & Routines

Objectives:

- Understand how to use instructional practices related to schedules and routines that promote children's emotional-social development and learning
- Understand how to involve families in practices related to schedules and routines that promote children's emotional-social development and learning
- Understand how to conduct formative assessment related to schedules and routines that promote children's learning
- Understand how to articulate the relationships among targeted instructional practices
- Foundations for Early Learning and Development, and NC Professional Teaching Standards

Teachers, administrators and personnel (mentors and evaluators) employed by the EESLPD Regional Hubs and those who collaborate and partner with the Hubs to carry out the provisions of NC educator licensure through mentoring and coaching beginning teachers are required to complete the 1.2 CEU professional development series. Training is provided through webinars, face-to-face, and job shadowing, coaching sessions and includes: Orientation to Teacher Licensure, The NC Teacher Evaluation Process, The Importance of Performance Ratings, Writing Smart Goals for the PD Plan, Planning and Facilitating a Professional Learning Community, NC Mentor Teaching Training. As previously noted, three new modules have been added to the initial preparation of mentors and evaluators to incorporate into their work with teachers. Mentors and evaluators will be required to provide training received under the NC Pre-K EESLPD Train-the-Trainer model to implement *Foundations for Early Learning and Development: Effective Teacher Practices Supporting High Quality Supportive Environments and Nurturing & Responsive Relationships*.

Family Engagement Hubs (Race-to-the-Top Early Learning Challenge Project) - Pre-K teachers will have access to high quality, evidence-based family engagement and support training defined by program standards related to family engagement adapted from Head Start Performance Standards. The family engagement training content centers on nurturing within parents an active interest in their child's development; effective, two-way communication with families; and supporting successful transitions of children into Kindergarten. Elements of the Head Start Parent, Family and Community Engagement Framework are incorporated into the training. Local Head Start and Early Head Start grantees provide training and coaching in multi-county hubs across the State. Early childhood partners are being supported in their endeavor to strengthen service delivery leading to positive parent-child relationships, family well-being, and deeper family connections to communities. This training aligns to the NC Professional Teaching Standard, *NC Foundations for Early Learning and Development* and the NC Birth-through-Kindergarten Teacher Preparation Standards.

Kindergarten through Third Grade Formative Assessment Race to the Top Early Learning Challenge Grant

In 2010, North Carolina's Superintendent of Public Instruction, Dr. June Atkinson, established the Office of Early Learning in the Department of Public Instruction to promote reform in the early grades and strengthen programs across the pre-kindergarten through third grade span. This Office is now leading the effort to design a developmentally appropriate, individualized assessment appropriate for use by all school districts with children in kindergarten through third grade: the Kindergarten through Third Grade Assessment (K-3 Assessment).

The purpose of the K-3 Assessment will be to inform instruction. Therefore, it will be formative in nature and used on a daily basis by teachers and students to guide teaching and learning (Council of Chief State School Officers, 2008). It will gather a variety of data (e.g., observations, conversations, work samples, tasks) from multiple sources (e.g., teachers, support staff, families, community members). In addition, the K-3 Assessment will be aligned with both North Carolina's Early Learning and Development Standards and the Standard Course of Study. It will be constructed using principles of universal design so that it will be accessible to the greatest number of children possible. It will build on the best of assessments currently being used in the early grades while broadening areas assessed from reading and mathematics to incorporate five domains of development and learning included in North Carolina's definition of school readiness: approaches to learning, cognitive development, emotional – social development, health and physical development, and language development and communication. As a result, the K-3 Assessment will provide teachers a more complete picture of the whole child and provide data to inform daily instructional practices.

The K-3 Assessment will include a kindergarten entry process that addresses five domains of development and occurs within the first sixty days of enrollment. The data from this initial administration will generate a Child Profile for each student and provide information that both teachers and students will use to inform teaching and learning.

While data from the K-3 Assessment will be gathered at entry into kindergarten and entered into the state's longitudinal data system, that data will be used to inform professional development and support rather than for accountability and high-stakes purposes (e.g., to evaluate teachers or early learning programs). In fact, the K-3 Assessment will include safeguards to prevent misuse of information in decisions about individual children.

While the development of the K-3 Assessment responds to legislation passed by North Carolina's General Assembly and meets requirements of North Carolina's Race to the Top Early Learning Challenge grant, the ultimate goal is to support teachers' efforts to improve the experiences and outcomes for young children.

References

Council of Chief State School Officers. (2008). *Attributes of effective formative assessment*. Washington, DC. Retrieved from http://www.ccsso.org/documents/2008/attributes_of_effective_2008.pdf

Legislative Component	<ul style="list-style-type: none"> The State Board of Education shall develop, adopt and provide developmentally appropriate individualized assessment instruments for kindergarten through third grade Local school administrative units shall use these assessment instruments provided to them by the State Board of Education The initial administration of the K-3 Assessment will include a process at kindergarten entry that generates a <i>Child Profile</i> within the first 60 days of enrollment This process will include screening of all students entering kindergarten in early language, literacy, and math within 30 days of enrollment (a subsection of the <i>Child Profile</i>) The assessment shall be administered at the classroom level in all LEAs, aligned to NC's early learning and development standards and standard course of study, and appropriate for use with all students. 	
Race to the Top-Early Learning Challenge Grant	<ul style="list-style-type: none"> Grounded in recommendations from the National Research Council's 2008 <i>Early Childhood Assessment: Why, What and How</i> report Must measure all five Essential Domains of School Readiness (language and literacy development, cognition and general knowledge, approaches toward learning, physical well-being and motor development, and social and emotional development) Must be constructed in accordance with principles of universal design and accessible to, valid, and appropriate for the greatest number of children (may be supplemented for children with high needs) Will be used to guide daily instruction Will not be used for accountability and high-stakes purposes (e.g., to evaluate teachers or early learning and development programs) 	
Responsibilities of Stakeholders	<p>State:</p> <ul style="list-style-type: none"> Develops a K-3 Assessment that includes a kindergarten entry assessment process that generates a <i>Child Profile</i> Conducts pilot testing for validity and reliability and usability testing for appropriate and effective implementation Provides professional development to regions to support scaling-up and implementation Provides coaching and technical assistance to regions to support sustainability <p>LEA:</p> <ul style="list-style-type: none"> Establishes a District Implementation Team to manage the K-3 Assessment scale-up and implementation Develops a continuous improvement process that includes the use of data to inform ongoing professional development to ensure sustainability <p>School:</p> <ul style="list-style-type: none"> Identifies a person(s) to lead the K-3 Assessment implementation effort in the school Provides time for teachers and staff to participate in professional development on the assessment Uses assessment data to inform continuous improvement planning and to provide ongoing support for sustainability <p>Teachers:</p> <ul style="list-style-type: none"> Implement the K-3 Assessment following the administration guidelines Use assessment data to guide instruction Engage in a process of continuous improvement to transform instruction based on assessment data 	
Timeline	<p>Task</p> <p>Develop K-3 Assessment</p> <p>Usability in Transformation Zone</p> <p>Initial Implementation</p>	<p>Timeline</p> <p>January 2013 - August 2014</p> <p>March 2014 – May 2015</p> <p>June 2015 – December 2015</p>

Letters of Support

<p style="text-align: center;"><u>State Partners</u></p> <p>NC Early Childhood Advisory Council DPI Office of Early Learning DPI Exceptional Children DHHS Early Intervention Branch NC Division of Social Services UNC FPG Child Development Institute UNC Charlotte East Carolina University NC Head Start State Collaboration Office East Coast Migrant Head Start North Carolina Early Learning Network NC Community College System CCR&R Council</p> <p style="text-align: center;"><u>NC Pre-K Contractors</u></p> <p>Alamance Partnership for Children Albemarle Partnership for Children (Camden) Alexander County Partnership for Children Alleghany County Schools Alliance for Children Anson County Partnership for Children Ashe County Schools Avery County Schools Beaufort/Hyde Partnership for Children Bertie County Schools Bladen County Schools Buncombe County Partnership for Children Burke County Smart Start, Inc. Cabarrus County Partnership for Children Caldwell County Smart Start Partnership Carteret County Schools Caswell County Partnership for Children Catawba County Partnership for Children Charlotte-Mecklenburg Schools Chatham County Partnership for Children Children's Council of Watauga County, Inc. Cleveland County Partnership for Children, Inc. Columbus County Schools Community Action Opportunities Craven County Board of Education Currituck County Schools Dare County Schools Davie County Schools Down East Partnership for Children Duplin County Schools Durham's Partnership for Children Edenton - Chowan Board of Education Elizabeth City - Pasquotank County Schools Franklin Granville Vance Smart Start, Inc. Gaston County Schools Gates County Schools Granville County Schools Guilford County Partnership for Children Halifax-Warren SmartStart Partnership for Children</p>	<p>Harnett County Partnership for Children Hertford County Schools Hoke County Schools Hyde County Schools Intermountain Children's Services, Inc. Iredell County Partnership for Children Jones County Partnership for Children Lee County Partnership for Children Lenoir/Greene County Partnership for Children Martin County Schools McDowell County Schools Montgomery County Partnership for Children Moore County Schools New Hanover County Schools Northampton County Schools Onslow County Partnership for Children, Inc. Orange County Partnership for Young Children Pamlico County Schools Partnership for Children of Cumberland County, Inc. Partnership for Children of Johnston County, Inc. Partnership for Children of Lincoln/Gaston Counties Pender County Schools Perquimans County Schools Person County Partnership for Children Pitt County Schools Polk County Schools Randolph County Partnership for Children Region A Partnership for Children Richmond County Schools Robeson County Partnership for Children, Inc. Rockingham County Partnership for Children, Inc. Rutherford County Schools Sampson County Partnership for Children Scotland County Schools Smart Start of Brunswick County, Inc. Smart Start of Davidson County Smart Start of Forsyth County Smart Start of Transylvania County Smart Start Rowan, Inc. Stanly County Partnership for Children, Inc. Stokes Partnership for Children Surry County Early Childhood Partnership The Partnership for Children of Wayne County, Inc. Tyrrell County Schools Union County Alliance for Children Vance County Schools Wake County SmartStart Washington County Schools Western Carolina Community Action, Inc. Wilkes County Schools Wilson County Partnership for Children Yadkin County Schools Telamon Corporation</p>
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**STATE OF NORTH CAROLINA
OFFICE OF THE GOVERNOR**

PAT McCrory
GOVERNOR

U.S. Department of Education
Office of Elementary and Secondary Education
Preschool Development Grants: Expansion Grants
U.S. Department of Education
400 Maryland Avenue, SW.
Washington, DC 20202-4260

October 8, 2014

Dear Assistant Secretaries Delisle and Greenberg,

On behalf of the North Carolina Early Childhood Advisory Council (NCECAC), I am writing to support North Carolina's application for the Preschool Development Grants - Expansion Grant. North Carolina has a long history of commitment to providing high-quality preschool programs to children with high needs, as evidenced by our state-funded NC Pre-Kindergarten program. Currently, approximately half of North Carolina four-year-old children are from families whose income is below 200 percent of the Federal Poverty Line. The Preschool Expansion grant would provide North Carolina an opportunity to serve more children who qualify for our NC Pre-K program.

North Carolina's proposal reflects the strong history of cross-agency collaborations and outlines key ambitious and achievable goals to expand access to high-quality pre-kindergarten across the state, while also integrating enhancements to North Carolina's pre-kindergarten professional development delivery system, service provision and coordination to leverage the continuum of services that support preschool children in North Carolina. The grant is an exciting opportunity to build on North Carolina's strengths and meeting the needs of more 4-year-olds in need of access to high-quality learning environments.

The NCECAC is committed to supporting the work outlined in the Preschool Expansion Grant proposal.

Sincerely,

(b)(6)

Lucy Roberts
Executive Director
NC Early Childhood Advisory Council



PUBLIC SCHOOLS OF NORTH CAROLINA

DEPARTMENT OF PUBLIC INSTRUCTION | June St. Clair Atkinson, Ed.D., *State Superintendent*

WWW.NCPUBLICSCHOOLS.ORG

October 6, 2014

Office of Elementary and Secondary Education (OESE)
Preschool Development Grants: Expansion Grants
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-4260

Dear Assistant Secretaries Delisle and Greenberg,

As the Executive Director, I am writing to support North Carolina's application for the Preschool Development Grants - Expansion Grant. If North Carolina is awarded, the North Carolina Department of Public Instruction Office of Early Learning will partner with the North Carolina Division of Child Development and Early Education to implement the professional development plans to enhance existing Pre-K slots across the state. The NC Pre-K Expansion grant will leverage NC DPI's robust professional development infrastructure, including support from the Early Learning Network (EPN) and the Preschool Demonstration Program, as well as scale up their existing evidence-based professional development program that integrates implementation science principles to support Pre-K teachers in both the public and private sectors.

The application reflects North Carolina's strong history of providing high-quality state-funded pre-kindergarten to children with high needs, as well as successful collaborations across agencies to meet children's needs. The proposal also outlines key ambitious and achievable goals to integrate enhancements to the professional development delivery system for our State pre-kindergarten teachers to make North Carolina's Pre-K teachers the best in the nation.

This grant is an exciting opportunity to expand access to and continue to improve NC Pre-K to promote positive outcomes for our State's most at-risk four-year-olds. The Preschool Expansion grant would build on North Carolina's commitment to providing access to high-quality early learning opportunities for children with high needs, ensuring the highest-quality teacher workforce, and preparing preschool children for success in school and life.

We are committed to supporting the work outlined in the Preschool Expansion Grant proposal.

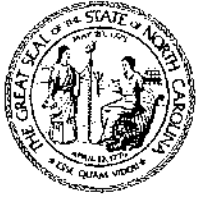
(b)(6)

OFFICE OF EARLY LEARNING

John R. Pruetto, M.Ed., *Executive Director* | john.pruetto@dpi.nc.gov | <http://dpi.state.nc.us/earlylearning/>

2075 Mail Service Center, Raleigh, North Carolina 27699-2075 | (919) 807-3946

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PUBLIC SCHOOLS OF NORTH CAROLINA

DEPARTMENT OF PUBLIC INSTRUCTION | June St. Clair Atkinson, Ed.D., *State Superintendent*

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U.S. Department of Education
Office of Elementary and Secondary Education (OESE)
Preschool Development Grants: Expansion Grants
U.S. Department of Education
400 Maryland Avenue, SW.
Washington, DC 20202-4260

October 3, 2014

Dear Assistant Secretaries Delisle and Greenberg,

I am writing to support North Carolina's application for the Preschool Development Grants -Expansion Grant. If North Carolina is awarded, I will be partnering with the NC Early Learning Network, NC Pre-K Regional Hubs and the North Carolina Department of Public Instruction Preschool Demonstration Program to implement the professional development plans to enhance existing Pre-K slots across the state.

The application reflects North Carolina's strong history of providing high- quality state-funded pre-kindergarten to children with high needs, as well as successful collaborations across agencies to meet children's needs. The proposal also outlines key ambitious and achievable goals to integrate enhancements to the professional development delivery system for our State pre-kindergarten teachers. We look forward to leveraging our existing infrastructure and successes to make North Carolina's Pre-K teachers the best in the nation.

This grant is an exciting opportunity to expand access to and continue to improve NC Pre-K to promote positive outcomes for our State's most at-risk four-year-olds. The Preschool Expansion grant would build on North Carolina's commitment to providing access to high- quality early learning opportunities for children with high needs, ensuring the highest-quality teacher workforce, and preparing preschool children for success in school and life.

We are committed to supporting the work outlined in the Preschool Expansion Grant proposal.

Sincerely,

(b)(6)

Vivian James, Ph.D., CCC-SLP
NC 619 Exceptional Children Coordinator

C: John Pruette

OFFICE OF EARLY LEARNING

John R. Pruette, M.Ed., *Executive Director* | john.pruette@ncpublicschools.gov | www.osr.nc.gov
2075 Mail Service Center, Raleigh, North Carolina 27699-2075 | (919) 981-5300 | Fax (919) 855-6841
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**North Carolina Department of Health and Human Services
Division of Public Health**

Pat McCrory
Governor

Aldona Z. Wos, M.D.
Ambassador (Ret.)
Secretary DHHS

Penelope Slade-Sawyer
Division Director

October 3, 2014

U.S. Department of Education
Office of Elementary and Secondary Education (OESE)
Preschool Development Grants: Expansion Grants
U.S. Department of Education
400 Maryland Avenue, SW.
Washington, DC 20202-4260

Dear Assistant Secretaries Delisle and Greenberg,

As the state lead agency for the Early Intervention program under Part C of the Individuals with Disabilities Education Act (IDEA), we are writing to support North Carolina's application for the Preschool Development Grants-Expansion Grants. The Early Intervention Branch is a part of the Division of Public Health in the North Carolina Department of Health and Human Services. The Early Intervention Branch serves as the state level office for the Part C Early Intervention program, which is also called the NC Infant Toddler Program. Our program provides supports, services, and transition assistance for families and their children, birth to three years of age, who have developmental disabilities or delays or established health conditions that lead to developmental delay.

We look forward to continued collaboration with our sister Division in the Department of Health and Human Services, the Division of Child Development and Early Education, as well as with the North Carolina Department of Public Instruction, and other service delivery systems to strengthen linkages to community services. The attached Preschool Expansion Grant proposal reflects North Carolina's strong history of providing high-quality state-funded pre-kindergarten to children with high needs, as well as successful collaborations across agencies to meet children's needs. The proposal outlines key ambitious and achievable goals to expand access to North Carolina's Pre-K Program across the state and integrates enhancements to the professional development delivery system for our State pre-kindergarten teachers, as well as other enhancements to strengthen our pre-kindergarten programs.

This grant is an exciting opportunity to expand access to and continue to improve NC Pre-K to promote positive outcomes for our State's most at-risk four-year-olds. The Preschool Expansion grant would build on North Carolina's commitment to providing access to high-quality early learning opportunities for children with high needs, ensuring the highest-quality teacher workforce, and preparing preschool children for success in school and life.

We are committed to supporting the work outlined in the Preschool Expansion Grant proposal.

Sincerely,

(b)(6)

Deborah E. Carroll, Ph.D., Early Intervention Branch Head

CC: Sherry Franklin, Quality Improvement Manager/Part C Coordinator, Early Intervention Branch

www.ncdhhs.gov • www.publichealth.nc.gov
Early Intervention Branch, Women's and Children's Health Section
Tel 919-707-5520 • Fax 919-870-4834
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North Carolina Department of Health and Human Services
Division of Social Services

Pat McCrory
Governor

Aldona Z. Wos, M.D.
Ambassador (Ret.)
Secretary DHHS

Wayne E. Black
Division Director

October 13, 2014

U.S. Department of Education
Office of Elementary and Secondary Education (OESE)
Preschool Development Grants: Expansion Grants
U.S. Department of Education
400 Maryland Avenue, SW.
Washington, DC 20202-4260

Dear Assistant Secretaries Delisle and Greenberg,

On behalf of the N.C. Department of Health and Human Services, Division of Social Services, I am writing to support North Carolina's application for the Preschool Development Grants -Expansion Grants.

The application reflects North Carolina's strong history of providing high- quality state-funded pre-kindergarten to children with high needs, as well as successful collaborations across agencies to meet children's needs. The proposal outlines key ambitious and achievable goals to expand access to North Carolina's Pre-K Program across the state and integrates enhancements to the professional development delivery system for our State pre-kindergarten teachers, as well as other enhancements to strengthen our pre-kindergarten programs.

This grant is an exciting opportunity to expand access to and continue to improve NC Pre-K to promote positive outcomes for our State's most at-risk four-year-olds. The Preschool Expansion grant would build on North Carolina's commitment to providing access to high- quality early learning opportunities for children with high needs, ensuring the highest-quality teacher workforce, and preparing preschool children for success in school and life.

We are committed to supporting the work outlined in the Preschool Expansion Grant proposal.

Sincerely,

(b)(6)

Wayne E. Black, Director
NC Division of Social Services

www.ncdhhs.gov • www.ncdhhs.gov/dss
Tel 919-527-6335 • Fax 919-334-1018

Location: Albemarle Building • 820 S. Boylan Avenue • Raleigh, NC 27603
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U.S. Department of Education
400 Maryland Avenue, SW.
Washington, DC 20202-4260

October 8, 2014

Dear Assistant Secretaries Delisle and Greenberg,

As the Principal Investigator for the statewide NC Pre-K Program Evaluation, I am writing to support North Carolina's application for the Preschool Development Grants-Expansion Grant. Our team at the FPG Child Development Institute at the University of North Carolina at Chapel Hill serves as the external evaluator for the NC Pre-K Program. If North Carolina is awarded this grant, we will be able to build on the existing evaluation design to gather additional critical information to evaluate the program's effectiveness, provide data for program improvement, and help support reporting on the grants performance measures. Leveraging our existing evaluation infrastructure that has been established since NC Pre-K's inception, the evaluation will be able to gather assessments of children's development, observations of classroom quality and curriculum implementation, surveys of parents and teachers, and monthly reports of program services specifically related to the goals of the grant.

The present application reflects North Carolina's strong history of providing high-quality state-funded pre-kindergarten to at-risk children, promoting a highly qualified workforce, and encouraging successful collaborations across agencies to meet children's needs. This grant is an exciting opportunity to expand access to and continue to improve NC Pre-K to promote positive outcomes for our State's most vulnerable four-year-olds in order to prepare them for school success.

I am committed to supporting the work outlined in the Preschool Expansion Grant proposal.

Sincerely,

(b)(6)

Ellen S. Peisner-Feinberg, Ph.D.
Senior Scientist
Director, National Pre-k and Early Learning Evaluation Center
Principal Investigator, NC Pre-K Program Evaluation



College of Education
Department of Educational Leadership
(704) 687-4717
Fax (704) 687-3493

October 3, 2014

U.S. Department of Education
Office of Elementary and Secondary Education (OESE)
Preschool Development Grants: Expansion Grants
U.S. Department of Education
400 Maryland Avenue, SW.
Washington, DC 20202-4260

Dear Assistant Secretaries Delisle and Greenberg,

I am writing to support North Carolina's application for the Preschool Development Grants -Expansion Grant. If North Carolina is awarded, UNC Charlotte will be one of the NC Pre-K Regional Hubs working in partnership with The Early Learning Network (EPG) and the NCDPI Preschool Demonstration Program to implement the professional development plans to enhance existing Pre-K slots across the state.

The application reflects North Carolina's strong history of providing high- quality state-funded pre-kindergarten to children with high needs, as well as successful collaborations across agencies to meet children's needs. The proposal also outlines key ambitious and achievable goals to integrate enhancements to the professional development delivery system for our State pre-kindergarten teachers to make North Carolina's Pre-K teachers the best in the nation.

This grant is an exciting opportunity to expand access to and continue to improve NC Pre-K to promote positive outcomes for our State's most at-risk four-year-olds. The Preschool Expansion grant would build on North Carolina's commitment to providing access to high- quality early learning opportunities for children with high needs, ensuring the highest-quality teacher workforce, and preparing preschool children for success in school and life. We are committed to supporting the work outlined in the Preschool Expansion Grant proposal.

Sincerely,

(b)(6)

Richard G. Lambert, Ph.D., Ed.S.
Professor, *Department of Educational Leadership*
University of North Carolina at Charlotte
Director, *Center for Educational Measurement and Evaluation*
9201 University City Blvd.
Charlotte, NC 28223-0001
Phone: 704-687-8867
E-mail: rglamber@email.uncc.edu

**Department of Child
Development and
Family Relations**

College of Human Ecology
108 Rivers Building
East Carolina University
Greenville, NC 27858-4353

252-328-6908 office
252-328-4276 fax
www.ecu.edu/cde/cdfr
cdfr@ecu.edu

Child Development Laboratory
109 Rivers Building
252-328-6926

Marriage and Family Therapy Clinic
612 East Tenth Street
252-737-1415

U.S. Department of Education

Office of Elementary and Secondary Education (OESE)

Preschool Development Grants: Expansion Grants

U.S. Department of Education

400 Maryland Avenue, SW.

Washington, DC 20202-4260

October 3, 2014

Dear Assistant Secretaries Delisle and Greenberg,

I/we are writing to support North Carolina's application for the Preschool Development Grants -Expansion Grant. If North Carolina is awarded, we will be one of the NC Pre-K Regional Hubs working in partnership with The Early Learning Network (FPG) and the NCDPI Preschool Demonstration Program to implement the professional development plans to enhance existing Pre-K slots across the state.

The application reflects North Carolina's strong history of providing high- quality state-funded pre-kindergarten to children with high needs, as well as successful collaborations across agencies to meet children's needs. The proposal also outlines key ambitious and achievable goals to integrate enhancements to the professional development delivery system for our State pre-kindergarten teachers to make North Carolina's Pre-K teachers the best in the nation.

This grant is an exciting opportunity to expand access to and continue to improve NC Pre-K to promote positive outcomes for our State's most at-risk four-year-olds. The Preschool Expansion grant would build on North Carolina's commitment to providing access to high- quality early learning opportunities for children with high needs, ensuring the highest-quality teacher workforce, and preparing preschool children for success in school and life.

We are committed to supporting the work outlined in the Preschool Expansion Grant proposal.

Sincerely,

(b)(6)

Barbara L. Brehm

ECU-EESLPD Hub, Principal Investigator

BS Birth through Kindergarten Teacher Education, Program Coordinator



PUBLIC SCHOOLS OF NORTH CAROLINA

DEPARTMENT OF PUBLIC INSTRUCTION | June St. Clair Atkinson, Ed.D., *State Superintendent*

WWW.NCPUBLICSCHOOLS.ORG

U.S. Department of Education
Office of Elementary and Secondary Education (OESE)
Preschool Development Grants: Expansion Grants
U.S. Department of Education
400 Maryland Avenue, SW.
Washington, DC 20202-4260

October 3, 2014

Dear Assistant Secretaries Delisle and Greenberg,

On behalf of the NC Head Start-State Collaboration Office (NC HSSCO), please accept this letter in support of North Carolina's application for the Preschool Development Grants-Expansion Grant. If North Carolina is awarded, the NC HSSCO will work in partnership with the North Carolina Division of Child Development and Early Education, the NC Early Learning Network (FPG), and the NCDPI Preschool Demonstration Program to implement the professional development plans that will enhance existing Pre-K slots. We will leverage our work with family engagement to assist the expansion of Pre-K services to reach migrant/seasonal children and children experiencing homelessness served through local Head Start programs across the State.

The application reflects North Carolina's strong history of providing high-quality State-funded pre-kindergarten to children with high needs, as well as successful collaborations across agencies to meet children's needs. The proposal also outlines key ambitious and achievable goals to integrate enhancements to the professional development delivery system for our State pre-kindergarten teachers to make North Carolina's Pre-K teachers the best in the nation.

This grant is an exciting opportunity to expand access to the quality initiatives of the NC Pre-K program leading to improved outcomes for our State's most at-risk four-year-olds. The Preschool Expansion grant would build on North Carolina's commitment to and long history of delivering the highest quality early learning opportunities for children with high needs. We are committed to supporting the work outlined in the Preschool Expansion Grant proposal.

Sincerely,

(b)(6)

Khari M. Garvin, M.Ed.
Director, NC HSSCO

OFFICE OF EARLY LEARNING

John R. Pruetto, M.Ed., *Executive Director* | john.pruetto@dpi.nc.gov | www.earlylearning.nc.gov

2075 Mail Service Center, Raleigh, North Carolina 27699-2075 | (919) 807-3946

AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER



EAST COAST MIGRANT HEAD START PROJECT

2700 Wycliff Road, Suite 302 ▪ Raleigh, North Carolina 27607

Telephone: (919) 420-0334 ▪ Fax: (919) 783-8368

U.S. Department of Education
Office of Elementary and Secondary Education (OESE)
Preschool Development Grants: Expansion Grants
U.S. Department of Education
400 Maryland Avenue, SW.
Washington, DC 20202-4260

October 3, 2014

Dear Assistant Secretaries Delisle and Greenberg,

As the Chief Executive Officer for East Coast Migrant Head Start Project, I am writing to support North Carolina's application for the Preschool Development Grants-Expansion Grant. East Coast Migrant Head Start Project serves approximately 750 children in ten locations across the State. If North Carolina is awarded, East Coast Migrant Head Start Project may, for the first time, be able to provide 4-year-old children Pre-K services for up to five additional months (through late spring) beyond their traditional program year. In addition, we will be better able to not only better serve, but significantly improve developmental outcomes for migrant/seasonal children, with additional instruction time and a stronger, better-educated workforce.

The application reflects North Carolina's strong history of providing high-quality State-funded Pre-kindergarten to children with high needs, as well as successful collaborations with other agencies to meet children's needs. The proposal also outlines key ambitious and achievable goals integrating enhancements to the professional development delivery system for our State Pre-kindergarten teachers to become the best in the nation.

This grant is an exciting opportunity to expand access to the quality initiatives of NC Pre-K to some of North Carolina's highest risk families, leading to improved outcomes for children of migrant and seasonal families, almost all of whom are "dual language learners." The Preschool Expansion grant would build on North Carolina's commitment to providing access to high-quality early learning opportunities for children with high needs, ensuring the highest-quality teacher workforce, and preparing preschool children for success in school and life.

We are committed to partnering with North Carolina to support the work outlined in the Preschool Expansion Grant proposal.

Sincerely,

(b)(6)

José Simón Villa, Ph.D.
Chief Executive Officer

FPG CHILD DEVELOPMENT INSTITUTE

SHERYI-MAR NORTH
CAMPUS BOX 8040
CHAPEL HILL, NC 27599-8040
www.fpg.unc.edu

U.S. Department of Education
Office of Elementary and Secondary Education (OESE)
Preschool Development Grants: Expansion Grants
U.S. Department of Education
400 Maryland Avenue, SW.
Washington, DC 20202-4260

October 7, 2014

Dear Assistant Secretaries Delisle and Greenberg,

We are writing to support North Carolina's application for the Preschool Development Grants -Expansion Grant. If North Carolina is awarded, we will be partnering with the NC Pre-K Regional Hubs and the North Carolina Department of Public Instruction Preschool Demonstration Program to implement the professional development plans to enhance existing Pre-K slots across the state.

The application reflects North Carolina's strong history of providing high- quality state-funded pre-kindergarten to children with high needs, as well as successful collaborations across agencies to meet children's needs. The proposal also outlines key ambitious and achievable goals to integrate enhancements to the professional development delivery system for our State pre-kindergarten teachers. We look forward to leveraging our existing infrastructure and successes to make North Carolina's Pre-K teachers the best in the nation

This grant is an exciting opportunity to expand access to and continue to improve NC Pre-K to promote positive outcomes for our State's most at-risk four-year-olds. The Preschool Expansion grant would build on North Carolina's commitment to providing access to high- quality early learning opportunities for children with high needs, ensuring the highest-quality teacher workforce, and preparing preschool children for success in school and life.

We are committed to supporting the work outlined in the Preschool Expansion Grant proposal.

Sincerely,

(b)(6)

Robin Rooney, Ph.D.
Director, North Carolina Early Learning Network



NORTH CAROLINA COMMUNITY COLLEGE SYSTEM

R. Scott Ralls, Ph.D.

President

U.S. Department of Education
Office of Elementary and Secondary Education (OESE)
Preschool Development Grants: Expansion Grants
U.S. Department of Education
400 Maryland Avenue, SW.
Washington, DC 20202-4260

October 6, 2014

Dear Assistant Secretaries Delisle and Greenberg,

As the Program Coordinator for Early Childhood Education, Public Service Technologies, and Career and College Promise for the North Carolina Community College System Office, I/we are writing to support North Carolina's application for the Preschool Development Grants - Expansion Grants. We look forward to continued collaboration with the NC Division of Child Development and Early Education and the North Carolina Department of Public Instruction to support professional development plans to enhance existing Pre-K slots across the state.

The application reflects North Carolina's strong history of providing high-quality state-funded pre-kindergarten to children with high needs, as well as successful collaborations across agencies to meet children's needs. The proposal outlines key ambitious and achievable goals to expand access to North Carolina's Pre-K Program across the state and integrates enhancements to the professional development delivery system for our State pre-kindergarten teachers, as well as other enhancements to strengthen our pre-kindergarten programs.

This grant is an exciting opportunity to expand access to and continue to improve NC Pre-K to promote positive outcomes for our State's most at-risk four-year-olds. The Preschool Expansion grant would build on North Carolina's commitment to providing access to high-quality early learning opportunities for children with high needs, ensuring the highest-quality teacher workforce, and preparing preschool children for success in school and life.

We are committed to supporting the work outlined in the Preschool Expansion Grant proposal.

Sincerely,

(b)(6)

Lisa Mabe Eads

Program Coordinator Early Childhood, Public Service, Career & College Promise
North Carolina Community College System Office

U.S. Department of Education
Office of Elementary and Secondary Education (OESE)
Preschool Development Grants: Expansion Grants
U.S. Department of Education
400 Maryland Avenue, SW.
Washington, DC 20202-4260

October 6, 2014

Dear Assistant Secretaries Delisle and Greenberg:

As leaders of the North Carolina Child Care Resource and Referral Council, which contracts for and supports the delivery of high quality child care resource and referral services across the state, we are writing to support North Carolina's application for the Preschool Development Grants - Expansion Grants. Further, we look forward to continued collaboration with the NC Division of Child Development and Early Education and the North Carolina Department of Public Instruction to support professional development plans to enhance existing Pre-K slots across the state.

North Carolina has a strong history of providing high quality, state-funded pre-kindergarten to children with high needs, as well as successful collaborations across agencies to meet children's needs. In fact, North Carolina's Pre-K Program has been recognized as one of the strongest and highest quality in the nation. Despite this, access to this program is limited due to the constraints of our state's economy. The proposal North Carolina is submitting outlines key ambitious and achievable goals to expand access to North Carolina's Pre-K Program across the state and integrates enhancements to the professional development delivery system for our State pre-kindergarten teachers, as well as other enhancements to strengthen our pre-kindergarten programs.

This grant opportunity builds on North Carolina's nationally recognized leadership on and commitment to the foundational importance of early learning. Moreover, it offers critically needed resources to increase access to the early learning opportunities which help to build the skills and knowledge needed to prepare our state's most educationally at-risk four-year-old children for early and ongoing success in school and in life.

We are fully committed to supporting the work outlined in North Carolina's Preschool Expansion Grant proposal.

Sincerely,

(b)(6)

Janet Singerman
President,
Child Care Resources Inc.

Sheila Hoyle
Executive Director,
Southwestern Child
Development Commission

Anna Carter
President,
Child Care Services Association



PUBLIC SCHOOLS OF NORTH CAROLINA

DEPARTMENT OF PUBLIC INSTRUCTION | June St. Clair Atkinson, Ed.D., *State Superintendent*

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U.S. Department of Education
Office of Elementary and Secondary Education (OESE)
Preschool Development Grants: Expansion Grants
U.S. Department of Education
400 Maryland Avenue, SW.
Washington, DC 20202-4260

October 3, 2014

Dear Assistant Secretaries Delisle and Greenberg,

On behalf of the NC Head Start-State Collaboration Office (NC HSSCO), please accept this letter in support of North Carolina's application for the Preschool Development Grants-Expansion Grant. If North Carolina is awarded, the NC HSSCO will work in partnership with the North Carolina Division of Child Development and Early Education, the NC Early Learning Network (FPG), and the NCDPI Preschool Demonstration Program to implement the professional development plans that will enhance existing Pre-K slots. We will leverage our work with family engagement to assist the expansion of Pre-K services to reach migrant/seasonal children and children experiencing homelessness served through local Head Start programs across the State.

The application reflects North Carolina's strong history of providing high-quality State-funded pre-kindergarten to children with high needs, as well as successful collaborations across agencies to meet children's needs. The proposal also outlines key ambitious and achievable goals to integrate enhancements to the professional development delivery system for our State pre-kindergarten teachers to make North Carolina's Pre-K teachers the best in the nation.

This grant is an exciting opportunity to expand access to the quality initiatives of the NC Pre-K program leading to improved outcomes for our State's most at-risk four-year-olds. The Preschool Expansion grant would build on North Carolina's commitment to and long history of delivering the highest quality early learning opportunities for children with high needs. We are committed to supporting the work outlined in the Preschool Expansion Grant proposal.

Sincerely,

(b)(6)

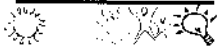
Khari M. Garvin, M.Ed.
Director, NC HSSCO

OFFICE OF EARLY LEARNING

John R. Pruetto, M.Ed., *Executive Director* | john.pruetto@dpi.nc.gov | www.earlylearning.nc.gov

2075 Mail Service Center, Raleigh, North Carolina 27699-2075 | (919) 807-3946

AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER



2322 River Road
Burlington, NC 27217

Phone: 336.513.0063
Fax: 336.226.1152

www.alamancechildren.org

U.S. Department of Education
Office of Elementary and Secondary Education (OESE)
Preschool Development Grants: Expansion Grants
U.S. Department of Education
400 Maryland Avenue, SW.
Washington, DC 20202-4260

October 3, 2014

Dear Assistant Secretaries Delisle and Greenberg,

As the Executive Director of Alamance Partnership for Children, I/we are writing to support North Carolina's application for the Preschool Development Grants - Expansion Grants. If North Carolina is awarded, this agency will be a Sub-grantee under the grant.

The application reflects North Carolina's strong history of providing high-quality state-funded pre-kindergarten to children with high needs, as well as successful collaborations across agencies to meet children's needs. The proposal outlines key ambitious and achievable goals to expand access to North Carolina's Pre-K Program across the state and integrates enhancements to the professional development delivery system for our State pre-kindergarten teachers, as well as other enhancements to strengthen our pre-kindergarten programs.

This grant is an exciting opportunity to expand access to and continue to improve NC Pre-K to promote positive outcomes for our State's most at-risk four-year-olds. The Preschool Expansion grant would build on North Carolina's commitment to providing access to high-quality early learning opportunities for children with high needs, ensuring the highest-quality teacher workforce, and preparing preschool children for success in school and life.

We are committed to supporting the work outlined in the Preschool Expansion Grant proposal.

Sincerely,

(b)(6)

Carrie Theall, MLIS

Executive Director

Alamance Partnership for Children

A Local Smart Start Agency



Smart
ALBEMARLE START PARTNERSHIP
Serving the Children of North Carolina
www.albemarlessp.org

October 6, 2014

U.S. Department of Education
Office of Elementary and Secondary Education (OESE)
Preschool Development Grants: Expansion Grants
U.S. Department of Education
400 Maryland Avenue, SW.
Washington, DC 20202-4260

Dear Assistant Secretaries Delisle and Greenberg,

As the President and CEO of the Albemarle Smart Start Partnership and the Contractor for the Camden County Pre-K Program, I am writing to support North Carolina's application for the Preschool Development Grants-Expansion Grant. Our Partnership serves five counties and we are directly involved with all five Pre-K Programs. Smart Start's vision is that "Every child reaches his or her potential and is prepared for success in a global community." With this, a top priority for Smart Start is increasing the quality of early care and education across the state. If North Carolina is awarded, we will partner with the NC Division of Child Development and Early Education and Department of Public Instruction to support implementation of the Preschool Expansion grant through our local Smart Start Partnerships who serve as NC Pre-K contractors.

The application reflects North Carolina's strong history of providing high- quality state-funded pre-kindergarten to children with high needs, as well as successful collaborations across agencies to meet children's needs. The proposal also outlines key ambitious and achievable goals to integrate enhancements to the professional development delivery system for our State pre-kindergarten teachers. We look forward to leveraging our existing infrastructure and successes to make North Carolina's Pre-K teachers the best in the nation.

This grant is an exciting opportunity to expand access to and continue to improve NC Pre-K to promote positive outcomes for our State's most at-risk four-year-olds. The Preschool Expansion grant would build on North Carolina's commitment to providing access to high- quality early learning opportunities for children with high needs, ensuring the highest-quality teacher workforce, and preparing preschool children for success in school and life.

We are committed to supporting the work outlined in the Preschool Expansion Grant proposal. Thank you for your positive consideration.

Sincerely, (b)(6)

Dr. Debra M. Robinson, President & CEO

1403 Parkview Drive/Edgewood Center, Elizabeth City, North Carolina 27909-6533

Phone: 252-333-1233

Fax: 252-333-1201

Toll Free: 800-262-8314



Alexander County

Partnership For Children



U.S. Department of Education
Office of Elementary and Secondary Education (OESE)
Preschool Development Grants: Expansion Grants
U.S. Department of Education
400 Maryland Avenue, SW.
Washington, DC 20202-4260

October 3, 2014

Dear Assistant Secretaries Delisle and Greenberg,

As the Executive Director of the Alexander County Partnership for Children, I am writing to support North Carolina's application for the Preschool Development Grants -Expansion Grants. If North Carolina is awarded, this agency will be a Sub-grantee under the grant.

The application reflects North Carolina's strong history of providing high- quality state-funded pre-kindergarten to children with high needs, as well as successful collaborations across agencies to meet children's needs. The proposal outlines key ambitious and achievable goals to expand access to North Carolina's Pre-K Program across the state and integrates enhancements to the professional development delivery system for our State pre-kindergarten teachers, as well as other enhancements to strengthen our pre-kindergarten programs.

This grant is an exciting opportunity to expand access to and continue to improve NC Pre-K to promote positive outcomes for our State's most at-risk four-year-olds. The Preschool Expansion grant would build on North Carolina's commitment to providing access to high- quality early learning opportunities for children with high needs, ensuring the highest-quality teacher workforce, and preparing preschool children for success in school and life.

We are committed to supporting the work outlined in the Preschool Expansion Grant proposal.

Sincerely,

(b)(6)

Paula E. Cline
Executive Director
Alexander County Partnership for Children



U.S. Department of Education
Office of Elementary and Secondary Education (OESE)
Preschool Development Grants: Expansion Grants
U.S. Department of Education
400 Maryland Avenue, SW.
Washington, DC 20202-4260

October 3, 2014

Dear Assistant Secretaries Delisle and Greenberg,

As the Executive Director of Curriculum and Instruction for Allegheny County Schools, I am writing to support North Carolina's application for the Preschool Development Grants -Expansion Grants. If North Carolina is awarded, Allegheny County Schools will be a Sub-grantee under the grant.

The application reflects North Carolina's strong history of providing high- quality state-funded pre-kindergarten to children with high needs, as well as successful collaborations across agencies to meet children's needs. The proposal outlines key ambitious and achievable goals to expand access to North Carolina's Pre-K Program across the state and integrates enhancements to the professional development delivery system for our State pre-kindergarten teachers, as well as other enhancements to strengthen our pre-kindergarten programs.

This grant is an exciting opportunity to expand access to and continue to improve NC Pre-K to promote positive outcomes for our State's most at-risk four-year-olds. The Preschool Expansion grant would build on North Carolina's commitment to providing access to high- quality early learning opportunities for children with high needs, ensuring the highest-quality teacher workforce, and preparing preschool children for success in school and life.

We are committed to supporting the work outlined in the Preschool Expansion Grant proposal.

Sincerely,

(b)(6)

Cindy Price
Executive Director of Curriculum and Instruction
Allegheny County Schools
85 Peachtree Street
Sparta, NC 28675



U.S. Department of Education
Office of Elementary and Secondary Education (OESE)
Preschool Development Grants: Expansion Grants
U.S. Department of Education
400 Maryland Avenue, SW.
Washington, DC 20202-4260

October 9, 2014

Dear Assistant Secretaries Delisle and Greenberg,

As the NC Pre-Kindergarten funding agent for Anson County, we are writing to support North Carolina's application for the Preschool Development Grants -Expansion Grants. If North Carolina is awarded, the Anson County Partnership for Children will be a Sub-grantee under the grant.

The application reflects North Carolina's strong history of providing high- quality state-funded pre-kindergarten to children with high needs, as well as successful collaborations across agencies to meet children's needs. The proposal outlines key ambitious and achievable goals to expand access to North Carolina's Pre-K Program across the state and integrates enhancements to the professional development delivery system for our State pre-kindergarten teachers, as well as other enhancements to strengthen our pre-kindergarten programs.

This grant is an exciting opportunity to expand access to and continue to improve NC Pre-K to promote positive outcomes for our State's and our community's most at-risk four-year-olds. The Preschool Expansion grant would build on North Carolina's commitment to providing access to high- quality early learning opportunities for children with high needs, ensuring the highest-quality teacher workforce, and preparing preschool children for success in school and life.

We are committed to supporting the work outlined in the Preschool Expansion Grant proposal.

(b)(6)

Elaine B. Scarborough
Executive Director

"Helping make Anson County a better place to be a child and to raise a child"



Challenging young minds to soar.

Dr. Todd Holden, Superintendent • Charles L. King, Chairman • Charles B. Jones, Jr., Vice Chairman • Dr. Lee Beckworth • Polly Jones • Terry Williams

U.S. Department of Education
Office of Elementary and Secondary Education (OESE)
Preschool Development Grants: Expansion Grants
U.S. Department of Education
400 Maryland Avenue, SW.
Washington, DC 20202-4260

October 3, 2014

Dear Assistant Secretaries Delisle and Greenberg,

As the Director of the NC Pre-K Program for Ashe County Schools, I am writing to support North Carolina's application for the Preschool Development Grants -Expansion Grants. If North Carolina is awarded, this agency will be a Sub-grantee under the grant.

The application reflects North Carolina's strong history of providing high-quality state-funded pre-kindergarten to children with high needs, as well as successful collaborations across agencies to meet children's needs. The proposal outlines key ambitious and achievable goals to expand access to North Carolina's Pre-K Program across the state and integrates enhancements to the professional development delivery system for our State pre-kindergarten teachers, as well as other enhancements to strengthen our pre-kindergarten programs.

This grant is an exciting opportunity to expand access to and continue to improve NC Pre-K to promote positive outcomes for our State's most at-risk four-year-olds. The Preschool Expansion grant would build on North Carolina's commitment to providing access to high-quality early learning opportunities for children with high needs, ensuring the highest-quality teacher workforce, and preparing preschool children for success in school and life. We are committed to supporting the work outlined in the Preschool Expansion Grant proposal.

Sincerely,

(b)(6)

Ashe County Schools
Director of Exceptional Children and Pre-K Programs

www.ashe.k12.nc.us

PO Box 604 • 320 South Street • Jefferson, NC 28640 • 336.246.7175 • 336.246.3609 fax • Courier No. 15-65-01

Avery County S C H O O L S

775 CRANBERRY STREET, NEWLAND, NC 28657 Phone: 828-733-6006 Fax: 828-733-8943
www.averyschools.net

U.S. Department of Education
Office of Elementary and Secondary Education (OESE)
Preschool Development Grants: Expansion Grants
U.S. Department of Education
400 Maryland Avenue, SW.
Washington, DC 20202-4260

October 3, 2014

Dear Assistant Secretaries Delisle and Greenberg,

As the Avery County Schools, we are writing to support North Carolina's application for the Preschool Development Grants -Expansion Grants. If North Carolina is awarded, this agency will be a Sub-grantee under the grant.

The application reflects North Carolina's strong history of providing high- quality state-funded pre-kindergarten to children with high needs, as well as successful collaborations across agencies to meet children's needs. The proposal outlines key ambitious and achievable goals to expand access to North Carolina's Pre-K Program across the state and integrates enhancements to the professional development delivery system for our State pre-kindergarten teachers, as well as other enhancements to strengthen our pre-kindergarten programs.

This grant is an exciting opportunity to expand access to and continue to improve NC Pre-K to promote positive outcomes for our State's most at-risk four-year-olds. The Preschool Expansion grant would build on North Carolina's commitment to providing access to high- quality early learning opportunities for children with high needs, ensuring the highest-quality teacher workforce, and preparing preschool children for success in school and life.

We are committed to supporting the work outlined in the Preschool Expansion Grant proposal.

Sincerely,

(b)(6)

Pre-Kindergarten Director

Finance Officer

Superintendent

John Greene

Kathey Aldridge

Avery County Board of Education
Dr. Bob Clark
David Burleson, Superintendent

Steve Smith

Keith Tutterow



979 Washington Square Mall
Washington, NC 27889
Tel. 252-975-4667 • Fax 252-975-4722

U.S. Department of Education
Office of Elementary and Secondary Education (OESE)
Preschool Development Grants: Expansion Grants
U.S. Department of Education
400 Maryland Avenue, SW.
Washington, DC 20202-4260

October 3, 2014

Dear Assistant Secretaries Delisle and Greenberg,

As the Executive Director of the Beaufort-Hyde Partnership for Children, I am writing to support North Carolina's application for the Preschool Development Grants -Expansion Grants. If North Carolina is awarded, this agency will be a Sub-grantee under the grant.

The application reflects North Carolina's strong history of providing high- quality state-funded pre-kindergarten to children with high needs, as well as successful collaborations across agencies to meet children's needs. The proposal outlines key ambitious and achievable goals to expand access to North Carolina's Pre-K Program across the state and integrates enhancements to the professional development delivery system for our State pre-kindergarten teachers, as well as other enhancements to strengthen our pre-kindergarten programs.

This grant is an exciting opportunity to expand access to and continue to improve NC Pre-K to promote positive outcomes for our State's most at-risk four-year-olds. The Preschool Expansion grant would build on North Carolina's commitment to providing access to high- quality early learning opportunities for children with high needs, ensuring the highest-quality teacher workforce, and preparing preschool children for success in school and life.

We are committed to supporting the work outlined in the Preschool Expansion Grant proposal.

Sincerely,

(b)(6)

Lisa Woolard
Executive Director



979 Washington Square Mall
Washington, NC 27889
Tel. 252-975-4667 • Fax 252-975-4722

U.S. Department of Education
Office of Elementary and Secondary Education (OESE)
Preschool Development Grants: Expansion Grants
U.S. Department of Education
400 Maryland Avenue, SW.
Washington, DC 20202-4260

October 3, 2014

Dear Assistant Secretaries Delisle and Greenberg,

As the Executive Director of the Beaufort-Hyde Partnership for Children, I am writing to support North Carolina's application for the Preschool Development Grants -Expansion Grants. If North Carolina is awarded, this agency will be a Sub-grantee under the grant.

The application reflects North Carolina's strong history of providing high- quality state-funded pre-kindergarten to children with high needs, as well as successful collaborations across agencies to meet children's needs. The proposal outlines key ambitious and achievable goals to expand access to North Carolina's Pre-K Program across the state and integrates enhancements to the professional development delivery system for our State pre-kindergarten teachers, as well as other enhancements to strengthen our pre-kindergarten programs.

This grant is an exciting opportunity to expand access to and continue to improve NC Pre-K to promote positive outcomes for our State's most at-risk four-year-olds. The Preschool Expansion grant would build on North Carolina's commitment to providing access to high- quality early learning opportunities for children with high needs, ensuring the highest-quality teacher workforce, and preparing preschool children for success in school and life.

We are committed to supporting the work outlined in the Preschool Expansion Grant proposal.

A rectangular box containing the text "(b)(6)" in the top left corner, indicating a redacted signature.

Lisa Woolard
Executive Director

Askewville Preschool/NC Pre-K



*Tundra Woolard, Director of NC Pre-K - Bertie County Schools
121 Askewville Street, Windsor, NC 27893 · Phone (252) 794-2260 · Fax (252) 794-2428 · twoolard@bertie.k12.nc.us
Title I Supported*

U.S. Department of Education
Office of Elementary and Secondary Education (OESE)
Preschool Development Grants: Expansion Grants
U.S. Department of Education
400 Maryland Avenue, SW.
Washington, DC 20202-4260
October 3, 2014

Dear Assistant Secretaries Delisle and Greenberg,

As the Contract Designee/Director of NC Pre-K for Bertie County Schools, I/we am writing to support North Carolina's application for the Preschool Development Grants -Expansion Grants. If North Carolina is awarded, this agency will be a Sub-grantee under the grant.

The application reflects North Carolina's strong history of providing high- quality state-funded pre-kindergarten to children with high needs, as well as successful collaborations across agencies to meet children's needs. The proposal outlines key ambitious and achievable goals to expand access to North Carolina's Pre-K Program across the state and integrates enhancements to the professional development delivery system for our State pre-kindergarten teachers, as well as other enhancements to strengthen our pre-kindergarten programs.

This grant is an exciting opportunity to expand access to and continue to improve NC Pre-K to promote positive outcomes for our State's most at-risk four-year-olds. The Preschool Expansion grant would build on North Carolina's commitment to providing access to high- quality early learning opportunities for children with high needs, ensuring the highest-quality teacher workforce, and preparing preschool children for success in school and life.

We are committed to supporting the work outlined in the Preschool Expansion Grant proposal.

Sincerely,

Tundra Woolard

(b)(6)

*Director of Pre-K & Title I
Bertie County Schools*

Our vision at Askewville Preschool is to provide a safe, nurturing, and mutually respectful environment where children will have engaging, creative and challenging activities so they can become lifelong learners, with unlimited possibilities for success.



Bladen County Schools

1489 US Hwy 701 South

Post Office Box 37

Elizabethtown, North Carolina 28337

Telephone: (910) 862-4136 Fax: (910) 862-4277

Robert P. Taylor, Ed.D
Superintendent

U.S. Department of Education
Office of Elementary and Secondary Education (OESE)
Preschool Development Grants: Expansion Grants
U.S. Department of Education
400 Maryland Avenue, SW.
Washington, DC 20202-4260

October 3, 2014

Dear Assistant Secretaries Delisle and Greenberg,

As the NC Pre-K Director for Bladen County Schools, I am writing to support North Carolina's application for the Preschool Development Grants -Expansion Grants. If North Carolina is awarded, this agency will be a Sub-grantee under the grant.

The application reflects North Carolina's strong history of providing high- quality state-funded pre-kindergarten to children with high needs, as well as successful collaborations across agencies to meet children's needs. The proposal outlines key ambitious and achievable goals to expand access to North Carolina's Pre-K Program across the state and integrates enhancements to the professional development delivery system for our State pre-kindergarten teachers, as well as other enhancements to strengthen our pre-kindergarten programs.

This grant is an exciting opportunity to expand access to and continue to improve NC Pre-K to promote positive outcomes for our State's most at-risk four-year-olds. The Preschool Expansion grant would build on North Carolina's commitment to providing access to high- quality early learning opportunities for children with high needs, ensuring the highest-quality teacher workforce, and preparing preschool children for success in school and life.

We are committed to supporting the work outlined in the Preschool Expansion Grant proposal.

Sincerely,

(b)(6)

Bladen County Schools
NC Pre-K Director

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Laurie Stradley, Vice-Chair
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i play. Inc.

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Laurie Wilkins
Mission Hospital Child Development
Center

Robbie Williams
One Youth at a Time

Executive Director
Amy Barry

October 3, 2014

**U.S. Department of Education
Office of Elementary and Secondary Education (OESE)
Preschool Development Grants: Expansion Grants
U.S. Department of Education
400 Maryland Avenue, SW.
Washington, DC 20202-4260**

Dear Assistant Secretaries Delisle and Greenberg,

As the Executive Director for Smart Start of Buncombe County, I am writing in support of North Carolina's application for the Preschool Development Grants-Expansion Grants.

This agency has been the local Contract Administrator for the North Carolina Pre-Kindergarten (NC Pre-K) program since the state first started funding high quality pre-k for at risk children. The providers in our county who participate in NC Pre-K have improved the quality of their care by meeting the state regulated program requirements. Teacher education levels have significantly increased as a result of the NC Pre-K program. We recently increased the number of providers participating in the program, but additional funds are needed in order to serve more children. If North Carolina is awarded, this agency will be a Sub-grantee under the grant.

Our state has a strong history of providing high-quality state-funded pre-kindergarten to children with high need. The proposal outlines ambitious and achievable goals to expand access to North Carolina's Pre-K Program across the state and integrates enhancements to the professional development delivery system for our State pre-kindergarten teachers, as well as other enhancements to strengthen our pre-kindergarten programs.

This grant is an exciting opportunity to expand access to and continue to improve NC Pre-K to promote positive outcomes for our State's most at-risk four-year-olds. The Preschool Expansion grant would build on North Carolina's commitment to providing access to high-quality early learning opportunities for children with high needs, ensuring the highest-quality teacher workforce, and preparing preschool children for success in school and life.

We are committed to supporting the work outlined in the Preschool Expansion Grant proposal.

Respectfully,

(b)(6)

Amy Barry

Executive Director



Supporting school readiness programs for young children and their families.

**2229 Riverside Drive, Asheville, NC 28804 • phone: 828.285.9333 • fax: 828.285.9933
www.smartstart-buncombe.org**



Burke County Smart Start, Inc.

Making a Difference in Our Children's Lives!

U.S. Department of Education
Office of Elementary and Secondary Education (OESE)
Preschool Development Grants: Expansion Grants
U.S. Department of Education
400 Maryland Avenue, SW.
Washington, DC 20202-4260

October 3, 2014

Dear Assistant Secretaries Delisle and Greenberg,

As the Executive Director of Burke County Smart Start, Inc. and an administrator of NC Pre-K, I am writing to support North Carolina's application for the Preschool Development Grants -Expansion Grants. If North Carolina is awarded, this agency will be a Sub-grantee under the grant.

The application reflects North Carolina's strong history of providing high- quality state-funded pre-kindergarten to children with high needs, as well as successful collaborations across agencies to meet children's needs. The proposal outlines key ambitious and achievable goals to expand access to North Carolina's Pre-K Program across the state and integrates enhancements to the professional development delivery system for our State pre-kindergarten teachers, as well as other enhancements to strengthen our pre-kindergarten programs.

This grant is an exciting opportunity to expand access to and continue to improve NC Pre-K to promote positive outcomes for our State's most at-risk four-year-olds. The Preschool Expansion grant would build on North Carolina's commitment to providing access to high- quality early learning opportunities for children with high needs, ensuring the highest-quality teacher workforce, and preparing preschool children for success in school and life.

We are committed to supporting the work outlined in the Preschool Expansion Grant proposal.

Sincerely,

(b)(6)

Kathy S. Smith
Executive Director
Burke County Smart Start, Inc.



Cabarrus Partnership for children

U.S. Department of Education
Office of Elementary and Secondary Education (OESE)
Preschool Development Grants: Expansion Grants
U.S. Department of Education
400 Maryland Avenue, SW.
Washington, DC 20202-4260

October 3, 2014

Dear Assistant Secretaries Delisle and Greenberg,

As the Cabarrus County Partnership for Children, we are writing to support North Carolina's application for the Preschool Development Grants -Expansion Grants. If North Carolina is awarded, this agency will be a Sub-grantee under the grant.

The application reflects North Carolina's strong history of providing high- quality state-funded pre-kindergarten to children with high needs, as well as successful collaborations across agencies to meet children's needs. The proposal outlines key ambitious and achievable goals to expand access to North Carolina's Pre-K Program across the state and integrates enhancements to the professional development delivery system for our State pre-kindergarten teachers, as well as other enhancements to strengthen our pre-kindergarten programs.

This grant is an exciting opportunity to expand access to and continue to improve NC Pre-K to promote positive outcomes for our State's most at-risk four-year-olds. The Preschool Expansion grant would build on North Carolina's commitment to providing access to high- quality early learning opportunities for children with high needs, ensuring the highest-quality teacher workforce, and preparing preschool children for success in school and life.

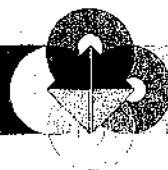
We are committed to supporting the work outlined in the Preschool Expansion Grant proposal.

Sincerely,

(b)(6)

Teresa Aldridge

Cabarrus County NC Pre-K Program





U.S. Department of Education
Office of Elementary and Secondary Education (OESE)
Preschool Development Grants: Expansion Grants
U.S. Department of Education
400 Maryland Avenue, SW.
Washington, DC 20202-4260

October 3, 2014

Dear Assistant Secretaries Delisle and Greenberg,

As the Executive Director of Caldwell County Smart Start we are writing to support North Carolina's application for the Preschool Development Grants -Expansion Grants. If North Carolina is awarded, this agency will be a Sub-grantee under the grant.

The application reflects North Carolina's strong history of providing high- quality state-funded pre-kindergarten to children with high needs, as well as successful collaborations across agencies to meet children's needs. The proposal outlines key ambitious and achievable goals to expand access to North Carolina's Pre-K Program across the state and integrates enhancements to the professional development delivery system for our State pre-kindergarten teachers, as well as other enhancements to strengthen our pre-kindergarten programs.

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We are committed to supporting the work outlined in the Preschool Expansion Grant proposal.

Sincerely,

(b)(6)

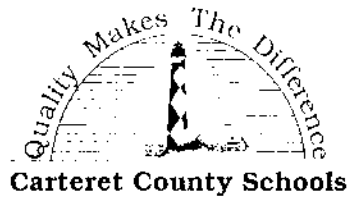
Teresa Branch, Executive Director
Caldwell County Smart Start

P.O. Box 2128, Lenoir, NC 28645 P: (828)426-5437 F: (828)426-4329 www.caldwellsmartstart.org

Helping Caldwell County Children Arrive at School Healthy and Prepared for Success.

Daniel A. Novey, Ed.D.
Superintendent

Matthew Bottoms
Blair L. Propst
Assistant Superintendents



Carteret County Board of Education

107 Safrit Drive, Beaufort, NC 28516

252-728-4583 / 252-728-3028 FAX

<http://www.carteretcountyschools.org>

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U.S. Department of Education
Office of Elementary and Secondary Education (OESE)
Preschool Development Grants: Expansion Grants
U.S. Department of Education
400 Maryland Avenue, SW.
Washington, DC 20202-4260

October 3, 2014

Dear Assistant Secretaries Delisle and Greenberg,

As the Director of Preschool in Carteret County, I/we are writing to support North Carolina's application for the Preschool Development Grants -Expansion Grants. If North Carolina is awarded, this agency will be a Sub-grantee under the grant.

The application reflects North Carolina's strong history of providing high- quality state-funded pre-kindergarten to children with high needs, as well as successful collaborations across agencies to meet children's needs. The proposal outlines key ambitious and achievable goals to expand access to North Carolina's Pre-K Program across the state and integrates enhancements to the professional development delivery system for our State pre-kindergarten teachers, as well as other enhancements to strengthen our pre-kindergarten programs.

This grant is an exciting opportunity to expand access to and continue to improve NC Pre-K to promote positive outcomes for our State's most at-risk four-year-olds. The Preschool Expansion grant would build on North Carolina's commitment to providing access to high- quality early learning opportunities for children with high needs, ensuring the highest-quality teacher workforce, and preparing preschool children for success in school and life.

We are committed to supporting the work outlined in the Preschool Expansion Grant proposal.

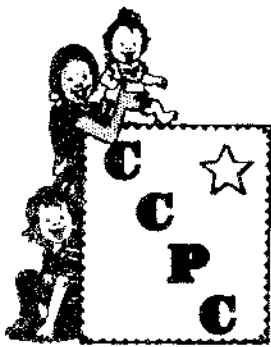
Sincerely,

(b)(6)

Lisa Kittrell
Director of Preschool and English Language Arts

MISSION

THE MISSION of the Carteret County Schools is to graduate all students prepared to be productive citizens.



Caswell County Partnership for Children

P.O. Box 664
Yanceyville, NC 27379
(336) 694-1538
Fax: (336) 694-7666
Web Address: www.caswellchildren.org

U.S. Department of Education
Office of Elementary and Secondary Education (OESE)
Preschool Development Grants: Expansion Grants
U.S. Department of Education
400 Maryland Avenue, SW.
Washington, DC 20202-4260

October 3, 2014

Dear Assistant Secretaries Delisle and Greenberg,

As the Contract Administrator for the Caswell County NC Pre-K Program, I am writing to support North Carolina's application for the Preschool Development Grants -Expansion Grants. If North Carolina is awarded, this agency will be a Sub-grantee under the grant.

The application reflects North Carolina's strong history of providing high- quality state-funded pre-kindergarten to children with high needs, as well as successful collaborations across agencies to meet children's needs. The proposal outlines key ambitious and achievable goals to expand access to North Carolina's Pre-K Program across the state and integrates enhancements to the professional development delivery system for our State pre-kindergarten teachers, as well as other enhancements to strengthen our pre-kindergarten programs.

This grant is an exciting opportunity to expand access to and continue to improve NC Pre-K to promote positive outcomes for our State's most at-risk four-year-olds. The Preschool Expansion grant would build on North Carolina's commitment to providing access to high- quality early learning opportunities for children with high needs, ensuring the highest-quality teacher workforce, and preparing preschool children for success in school and life.

We are committed to supporting the work outlined in the Preschool Expansion Grant proposal.

Sincerely,

(b)(6)

Patricia Warren,

Caswell County Partnership for Children Board Chair

Caswell County NC Pre-K Committee, Co-Chair



U.S. Department of Education
Office of Elementary and Secondary Education (OESE)
Preschool Development Grants: Expansion Grants
U.S. Department of Education
400 Maryland Avenue, SW.
Washington, DC 20202-4260

October 3, 2014

Dear Assistant Secretaries Delisle and Greenberg,

As the Catawba County Partnership for Children, we are writing to support North Carolina's application for the Preschool Development Grants -Expansion Grants. If North Carolina is awarded, this agency will be a Sub-grantee under the grant.

The application reflects North Carolina's strong history of providing high-quality state-funded pre-kindergarten to children with high needs, as well as successful collaborations across agencies to meet children's needs. The proposal outlines key ambitious and achievable goals to expand access to North Carolina's Pre-K Program across the state and integrates enhancements to the professional development delivery system for our State pre-kindergarten teachers, as well as other enhancements to strengthen our pre-kindergarten programs.

This grant is an exciting opportunity to expand access to and continue to improve NC Pre-K to promote positive outcomes for our State's most at-risk four-year-olds. The Preschool Expansion grant would build on North Carolina's commitment to providing access to high-quality early learning opportunities for children with high needs, ensuring the highest-quality teacher workforce, and preparing preschool children for success in school and life.

We are committed to supporting the work outlined in the Preschool Expansion Grant proposal.

Sincerely,

(b)(6)

Kim Lyke Holden, MBA
Executive Director

P.O. Box 3123, Hickory, NC 28603
2110 Main Avenue SE, Hickory, NC 28602
Phone: 828-695-6505 Fax: 828-328-4551
www.catawbakids.com



Charlotte-Mecklenburg Schools

Every Child. Every Day. For a Better Tomorrow.

U.S. Department of Education
Office of Elementary and Secondary Education (OESE)
Preschool Development Grants: Expansion Grants
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-4260

October 3, 2014

Dear Assistant Secretaries Delisle and Greenberg,

As the Pre-Kindergarten Director in the Charlotte Mecklenburg Schools, I am writing to support North Carolina's application for the Preschool Development Grants -Expansion Grants. We are committed to increasing the graduation rate by providing high quality early education as a Sub-grantee. The Charlotte-Mecklenburg Schools and North Carolina have historically shown strong program outcomes for all children, demonstrating that **Early Education Matters**.

This application reflects North Carolina's strong history of providing high- quality state-funded Pre-kindergarten to children with high needs. Please note our successful collaborations with multiple agencies (Department of Public Instruction-Title I and Exceptional Children, DHHS, Smart Start, Head Start and non-profit and private child care providers) to meet the needs of children and provide support to families. The proposal outlines measurable and achievable goals to expand access to North Carolina's Pre-K Program across the state. Included in this proposal is a professional development delivery system for our state's Pre-K teachers, one of several initiatives that will strengthen NC's Pre-K programs.

This grant is an exciting opportunity to expand access to, and continue to improve, NC Pre-K to promote positive outcomes North Carolina's most at-risk four-year-olds. The Preschool Expansion grant would build on our state's commitment to providing access to high-quality early learning opportunities for children with high needs, ensure a well prepared and high quality teacher workforce, and prepare preschool children for success in school and life.

Thank you for your consideration as we are very committed to implementing the work outlined in the Preschool Expansion Grant proposal.

Sincerely,

(b)(6)

Julie Babb
Director

Phone: 980-343-6249 ▪ Fax: 980-343-5087 ▪ www.cms.k12.nc.us ▪ CMS-TV Cable 3



October 3, 2014

Genevieve R. Megginson
Executive Director

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U.S. Department of Education
Office of Elementary and Secondary Education (OESE)
Preschool Development Grants: Expansion Grants
U.S. Department of Education
400 Maryland Avenue, SW.
Washington, DC 20202-4260

Dear Assistant Secretaries Delisle and Greenberg,

Chatham County Partnership for Children supports North Carolina's application for the Preschool Development Grants -Expansion Grants. If North Carolina is awarded, this agency will be a Sub-grantee under the grant.

The application reflects North Carolina's strong history of providing high-quality state-funded pre-kindergarten to children with high needs, as well as successful collaborations across agencies to meet children's needs. The proposal outlines key ambitious and achievable goals to expand access to North Carolina's Pre-K Program across the state and integrates enhancements to the professional development delivery system for our State pre-kindergarten teachers, as well as other enhancements to strengthen our pre-kindergarten programs.

This grant is an exciting opportunity to expand access to and continue to improve NC Pre-K to promote positive outcomes for our State's most at-risk four-year-olds. The Preschool Expansion grant would build on North Carolina's commitment to providing access to high-quality early learning opportunities for children with high needs, ensuring the highest-quality teacher workforce, and preparing preschool children for success in school and life.

We are committed to supporting the work outlined in the Preschool Expansion Grant proposal.

Sincerely,

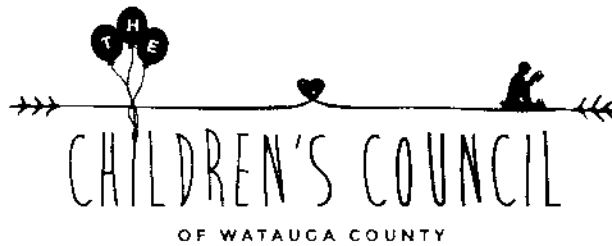
(b)(6)

Genevieve Megginson, Executive Director



WORKING TOGETHER

Formed in 1994 to bring Smart Start and other resources to Chatham County, the Partnership supports and develops quality early care and education for our youngest children, the future



U.S. Department of Education
Office of Elementary and Secondary Education (OESE)
Preschool Development Grants: Expansion Grants
U.S. Department of Education
400 Maryland Avenue, SW.
Washington, DC 20202-4260

October 3, 2014

Dear Assistant Secretaries Delisle and Greenberg,

As the contract administrator for the NC Pre-K program in Watauga County, we are writing to support North Carolina's application for the Preschool Development Grants - Expansion Grants. If North Carolina is awarded, this agency will be a Sub-grantee under the grant.

The application reflects North Carolina's strong history of providing high- quality state-funded pre-kindergarten to children with high needs, as well as successful collaborations across agencies to meet children's needs. The proposal outlines key ambitious and achievable goals to expand access to North Carolina's Pre-K Program across the state and integrates enhancements to the professional development delivery system for our State pre-kindergarten teachers, as well as other enhancements to strengthen our pre-kindergarten programs.

This grant is an exciting opportunity to expand access to and continue to improve NC Pre-K to promote positive outcomes for our State's most at-risk four-year-olds. The Preschool Expansion grant would build on North Carolina's commitment to providing access to high- quality early learning opportunities for children with high needs, ensuring the highest-quality teacher workforce, and preparing preschool children for success in school and life.

We are committed to supporting the work outlined in the Preschool Expansion Grant proposal.

Sincerely,

(b)(6)

Executive Director

Crystal Kelly, Executive Director



October 3, 2014

U.S. Department of Education
Office of Elementary and Secondary Education (OESE)
Preschool Development Grants: Expansion Grants
U.S. Department of Education
400 Maryland Avenue, SW.
Washington, DC 20202-4260

Dear Assistant Secretaries Delisle and Greenberg,

As the Executive Director of the Cleveland County Partnership for Children, I/we are writing to support North Carolina's application for the Preschool Development Grants-Expansion Grant. Smart Start's vision is that "Every child reaches his or her potential and is prepared for success in a global community." With this, a top priority for Smart Start is increasing the quality of early care and education across the state. If North Carolina is awarded, we will partner with the NC Division of Child Development and Early Education and Department of Public Instruction to support implementation of the Preschool Expansion grant through our local Smart Start Partnerships who serve as NC Pre-K contractors.

The application reflects North Carolina's strong history of providing high- quality state-funded pre-kindergarten to children with high needs, as well as successful collaborations across agencies to meet children's needs. The proposal also outlines key ambitious and achievable goals to integrate enhancements to the professional development delivery system for our State pre-kindergarten teachers. We look forward to leveraging our existing infrastructure and successes to make North Carolina's Pre-K teachers the best in the nation.

This grant is an exciting opportunity to expand access to and continue to improve NC Pre-K to promote positive outcomes for our State's most at-risk four-year-olds. The Preschool Expansion grant would build on North Carolina's commitment to providing access to high- quality early learning opportunities for children with high needs, ensuring the highest-quality teacher workforce, and preparing preschool children for success in school and life.

We are committed to supporting the work outlined in the Preschool Expansion Grant proposal.

Sincerely,

(b)(6)

Cathy R. Taylor

"Creating Brighter Futures for Children"

105 E. Ridge Street • Kings Mountain, North Carolina 28086
704) 734-2052 • Fax (704) 734-2058 • www.ccpartnershipforchildren.com



COLUMBUS COUNTY SCHOOLS

Accredited by the State Board of Education and the Southern Association of Colleges & Schools

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ADMINISTRATION

ALAN FAULK
Superintendent

JONATHAN WILLIAMS
Assistant Superintendent

October 3, 2014

U.S. Department of Education
Office of Elementary and Secondary Education (OESE)
Preschool Development Grants: Expansion Grants
U.S. Department of Education
400 Maryland Avenue, SW.
Washington, DC 20202-4260

Dear Assistant Secretaries Delisle and Greenberg,

As the Superintendent of Columbus County Schools, I am writing to support North Carolina's application for the Preschool Development Grants -Expansion Grants. If North Carolina is awarded, this agency will be a Sub-grantee under the grant.

The application reflects North Carolina's strong history of providing high- quality state-funded pre-kindergarten to children with high needs, as well as successful collaborations across agencies to meet children's needs. The proposal outlines key ambitious and achievable goals to expand access to North Carolina's Pre-K Program across the state and integrates enhancements to the professional development delivery system for our State pre-kindergarten teachers, as well as other enhancements to strengthen our pre-kindergarten programs.

This grant is an exciting opportunity to expand access to and continue to improve NC Pre-K to promote positive outcomes for our State's most at-risk four-year-olds. The Preschool Expansion grant would build on North Carolina's commitment to providing access to high- quality early learning opportunities for children with high needs, ensuring the highest-quality teacher workforce, and preparing preschool children for success in school and life.

We are committed to supporting the work outlined in the Preschool Expansion Grant proposal.

Sincerely,

H. Alan Faulk
Superintendent



Community Action Opportunities

HELPING PEOPLE. CHANGING LIVES.

October 8, 2014

U.S. Department of Education
Office of Elementary and Secondary Education (OESE)
Preschool Development Grants: Expansion Grants
U.S. Department of Education
400 Maryland Avenue, SW.
Washington, DC 20202-4260

Dear Assistant Secretaries Delisle and Greenberg:

I write on behalf of Community Action Opportunities to express our support of and commitment to North Carolina's application for the Preschool Development Grant-Expansion Grants funding opportunity. We are a best-practice Community Action Agency recognized by federal and state funding organizations for our consistent delivery of high-quality, early childhood and family development services. If you award this grant to North Carolina, we will be a Subgrantee.

North Carolina's strong application includes evidence of the State's long history of, and intention to continue, appropriating funds for and providing technical support to NC Pre-K, its High-Quality Preschool Program. NC Pre-K prepares children from low- and moderate-income families, to enter kindergarten ready to succeed in school and life.

Among the application's strengths are examples of successful inter-agency collaborations that ensure: 1) families can address multiple needs by obtaining comprehensive support services and 2) Eligible Children with disabilities and developmental delays and those in need of additional supports have access to, and fully participate in, NC Pre-K Programs. The proposal also describes ambitious and achievable goals that: 1) expand NC Pre-K slots for Eligible Children, 2) enhance the professional development delivery system for NC Pre-K teachers and 3) strengthen other key NC Pre-K systems.

We are excited about how the Preschool Expansion grant can fortify our already robust NC Pre-K Program. The State will use this funding to serve and help additional Eligible Children reach measurable, high-quality results, improve the NC Pre-K infrastructure and enhance other Program components that are essential to High-Quality Preschools. We are confident that North Carolina is highly qualified for and deserves this award. We hope that, after your deliberate review of this application, you reach the same conclusion.

Sincerely,

(b)(6)

Vicki S. Heidinger
Executive Director

cc: Brian Repass, Children, Family and Community Partnerships Department Director



Board Of Education

Crystal G. Judd, Ed.D., *Chairman* • Linda M. Thomas, *Vice Chairman*

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Dr. David B. Morris, *Superintendent*

U.S. Department of Education
Office of Elementary and Secondary Education (OESE)
Preschool Development Grants: Expansion Grants
U.S. Department of Education
400 Maryland Avenue, SW.
Washington, DC 20202-4260
October 3, 2014

Dear Assistant Secretaries Delisle and Greenberg,

As the Contract Administrator, I/we are writing to support North Carolina's application for the Preschool Development Grants -Expansion Grants. If North Carolina is awarded, this agency will be a Sub-grantee under the grant.

The application reflects North Carolina's strong history of providing high- quality state-funded pre-kindergarten to children with high needs, as well as successful collaborations across agencies to meet children's needs. The proposal outlines key ambitious and achievable goals to expand access to North Carolina's Pre-K Program across the state and integrates enhancements to the professional development delivery system for our State pre-kindergarten teachers, as well as other enhancements to strengthen our pre-kindergarten programs.

This grant is an exciting opportunity to expand access to and continue to improve NC Pre-K to promote positive outcomes for our State's most at-risk four-year-olds. The Preschool Expansion grant would build on North Carolina's commitment to providing access to high- quality early learning opportunities for children with high needs, ensuring the highest-quality teacher workforce, and preparing preschool children for success in school and life.

We are committed to supporting the work outlined in the Preschool Expansion Grant proposal.

Sincerely,

(b)(6)

Director of Elementary Education
Craven County Schools



Currituck County Schools

A Beacon for Excellence in Education

2958 CARATOKE HIGHWAY • CURRITUCK, NC 27929
252.232.2223 • FAX 252.232.3655

U.S. Department of Education
Office of Elementary and Secondary Education (OESE)
Preschool Development Grants: Expansion Grants
U.S. Department of Education
400 Maryland Avenue, SW.
Washington, DC 20202-4260

October 3, 2014

Dear Assistant Secretaries Delisle and Greenberg,

As the NC Pre-K Contractor and Administrator for Currituck County Schools, we are writing to support North Carolina's application for the Preschool Development Grants -Expansion Grants. If North Carolina is awarded, this agency will be a Sub-grantee under the grant.

The application reflects North Carolina's strong history of providing high- quality state-funded pre-kindergarten to children with high needs, as well as successful collaborations across agencies to meet children's needs. The proposal outlines key ambitious and achievable goals to expand access to North Carolina's Pre-K Program across the state and integrates enhancements to the professional development delivery system for our State pre-kindergarten teachers, as well as other enhancements to strengthen our pre-kindergarten programs.

This grant is an exciting opportunity to expand access to and continue to improve NC Pre-K to promote positive outcomes for our State's most at-risk four-year-olds. The Preschool Expansion grant would build on North Carolina's commitment to providing access to high- quality early learning opportunities for children with high needs, ensuring the highest-quality teacher workforce, and preparing preschool children for success in school and life.

We are committed to supporting the work outlined in the Preschool Expansion Grant proposal.

Sincerely,

(b)(6)

Sandra Kinzel,
Assistant Superintendent
NC Pre-K Administrator
Currituck County Schools

Deidre M. Simmons
NC Pre-K Contractor
Currituck County Schools



Dare County Schools

3020 S. Wrightsville Ave.
P.O. Box 1508
Nags Head, N.C. 27959
Phone (252) 480-8888
Fax (252) 480-8885

SUE F. BURGESS, Ed.D.
Superintendent

JOHN M. WINSTON, JR.
Assistant Superintendent

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October 3, 2014

U.S. Department of Education
Office of Elementary and Secondary Education (OESE)
Preschool Development Grants: Expansion Grants
U.S. Department of Education
400 Maryland Avenue, SW.
Washington, DC 20202-4260

Dear Assistant Secretaries Delisle and Greenberg,

As the NC Pre-K Contract Administrator for Dare County Schools, I am writing to support North Carolina's application for the Preschool Development Grants - Expansion Grants. If North Carolina is awarded, this agency will be a Sub-grantee under the grant.

The application reflects North Carolina's strong history of providing high- quality state-funded pre-kindergarten to children with high needs, as well as successful collaborations across agencies to meet children's needs. The proposal outlines key ambitious and achievable goals to expand access to North Carolina's Pre-K Program across the state and integrates enhancements to the professional development delivery system for our State pre-kindergarten teachers, as well as other enhancements to strengthen our pre-kindergarten programs.

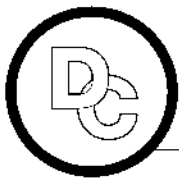
This grant is an exciting opportunity to expand access to and continue to improve NC Pre-K to promote positive outcomes for our State's most at-risk four-year-olds. The Preschool Expansion grant would build on North Carolina's commitment to providing access to high- quality early learning opportunities for children with high needs, ensuring the highest-quality teacher workforce, and preparing preschool children for success in school and life.

We are committed to supporting the work outlined in the Preschool Expansion Grant proposal.

Sincerely,

(b)(6)

Margie Parker
Director of Elementary Instruction
Dare County Schools



COUNTY SCHOOLS

innovate • achieve • excel

220 Cherry Street • Mocksville, NC 27028
336.751.5921 • Fax 336.751.9013

U.S. Department of Education
Office of Elementary and Secondary Education (OESE)
Preschool Development Grants: Expansion Grants
U.S. Department of Education
400 Maryland Avenue, SW.
Washington, DC 20202-4260

October 3, 2014

Dear Assistant Secretaries Delisle and Greenberg,

As the Superintendent of Davie County Schools, I am writing to support North Carolina's application for the Preschool Development Grants -Expansion Grants. If North Carolina is awarded, this agency will be a Sub-grantee under the grant.

The application reflects North Carolina's strong history of providing high- quality state-funded pre-kindergarten to children with high needs, as well as successful collaborations across agencies to meet children's needs. The proposal outlines key ambitious and achievable goals to expand access to North Carolina's Pre-K Program across the state and integrates enhancements to the professional development delivery system for our State pre-kindergarten teachers, as well as other enhancements to strengthen our pre-kindergarten programs.

This grant is an exciting opportunity to expand access to, and continue to improve NC Pre-K to promote positive outcomes for our State's most at-risk four-year-olds. The Preschool Expansion grant would build on North Carolina's commitment to providing access to high- quality early learning opportunities for children with high needs, ensuring the highest-quality teacher workforce, and preparing preschool children for success in school and life.

We are committed to supporting the work outlined in the Preschool Expansion Grant proposal.

Sincerely,

Darrin L. Hartness, Ed.D

Superintendent



Down East Partnership for Children

PO Box 1245 215 Lexington Street
Rocky Mount, NC 27802 (252) 985-4300 www.depc.org

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U.S. Department of Education
Office of Elementary and Secondary Education (OESE)
Preschool Development Grants: Expansion Grants
U.S. Department of Education
400 Maryland Avenue, SW.
Washington, DC 20202-4260

October 3, 2014

Dear Assistant Secretaries Delisle and Greenberg,

This letter is to express the support of the Down East Partnership for Children (DEPC) for North Carolina's application for the Preschool Development Grants -Expansion Grants. The Down East Partnership for Children (DEPC) is a non-profit organization in eastern North Carolina with the mission to build a strong foundation for children and families by advocating and supporting both high quality early care and education and a coordinated system of community resources. We focus on supporting families and strengthening the early childhood education and family support systems to ensure that all young children, ages 0-8 are healthy and ready to start school and experience success. If North Carolina is awarded, this agency will be a Sub-grantee under the grant.

The application reflects North Carolina's strong history of providing high- quality state-funded pre-kindergarten to children with high needs, as well as successful collaborations across agencies to meet children's needs. The proposal outlines key ambitious and achievable goals to expand access to North Carolina's Pre-K Program across the state and integrates enhancements to the professional development delivery system for our State pre-kindergarten teachers, as well as other enhancements to strengthen our pre-kindergarten programs.

This grant is an exciting opportunity to expand access to and continue to improve NC Pre-K to promote positive outcomes for our State's most at-risk four-year-olds. The Preschool Expansion grant would build on North Carolina's commitment to providing access to high- quality early learning opportunities for children with high needs, ensuring the highest-quality teacher workforce, and preparing preschool children for success in school and life.

We are committed to supporting the work outlined in the Preschool Expansion Grant proposal.

Sincerely, (b)(6)
(b)(6)

Henrietta Zalkind
Executive Director





Duplin County Schools

Board Members:

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Office of Elementary and Secondary Education (OESE)
Preschool Development Grants: Expansion Grants
U.S. Department of Education
400 Maryland Avenue, SW.
Washington, DC 20202-4260

October 3, 2014

Dear Assistant Secretaries Delisle and Greenberg,

As the Chief Officer for Federal Programs and Operations for Duplin County Schools, I am writing to support North Carolina's application for the Preschool Development Grants - Expansion Grants. If North Carolina is awarded, this agency will be a Sub-grantee under the grant. We plan to expand and enhance our comprehensive Pre-Kindergarten Program with this new funding opportunity.

The Preschool Expansion grant would build on North Carolina's commitment to providing access to high-quality early learning opportunities for children with high needs, ensuring the highest-quality teacher workforce, and preparing preschool children for success in school and life.

We are committed to supporting the work outlined in the Preschool Expansion Grant proposal.

Sincerely,

(b)(6)

Cary M. Powers
Chief Officer for Federal Programs and Operations

315 N. Main St. • Kenansville, NC 28349 • Phone: (910) 296-1521 • www.duplinschools.net

In compliance with federal laws, the Duplin County School System administers all educational programs, employment activities, and admissions without discrimination because of race, religion, national or ethnic origin, color, age, military service, disability, or gender, except where exemption is appropriate and allowed by law.



1201 S. Briggs Avenue
Suite 210
Durham, NC 27703

919-403-6960
Fax 919-403-6963

www.dpfc.net

Smart
START

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Office of Elementary and Secondary Education (OESE)
Preschool Development Grants: Expansion Grants
U.S. Department of Education
400 Maryland Avenue, SW.
Washington, DC 20202-4260

October 3, 2014

Dear Assistant Secretaries Delisle and Greenberg,

As the Executive Director of Durham's Partnership for Children and contract administrator of the NC Pre K program in Durham County, I am writing to support North Carolina's application for the Preschool Development Grants -Expansion Grants. If North Carolina is awarded, this agency will be a Sub-grantee under the grant.

North Carolina has a strong history of providing high-quality state-funded pre-kindergarten to children in our communities. The proposal outlines ambitious and achievable goals to expand access to North Carolina's Pre-K Program across the state. Additionally, it integrates enhancements to the professional development delivery system for our state's pre-kindergarten teachers.

This grant offers an opportunity to ensure quality Pre-K programs and promote positive outcomes with some of our state's most at-risk four year olds. The Preschool Expansion grant would build on North Carolina's commitment to providing access to high-quality early learning opportunities for children with high needs, ensuring the highest-quality teacher workforce, and preparing preschool children for success in school and life. We are committed to supporting the work outlined in the Preschool Expansion Grant proposal. Please feel free to call on me if you have any questions. I can be reached at 919-403-6960. Thank you for your consideration in this matter.

Sincerely,

(b)(6)

Laura Benson
Executive Director
Durham's Partnership for Children



EDENTON-CHOWAN SCHOOLS

OFFICE OF THE SUPERINTENDENT

Post Office Box 206 Edenton, North Carolina 27932
Telephone: (252) 482-4436 Fax: (252) 482-7309
www.eeps.k12.nc.us

Rob Jackson, Superintendent

U.S. Department of Education
Office of Elementary and Secondary Education (OESE)
Preschool Development Grants: Expansion Grants
U.S. Department of Education
400 Maryland Avenue, SW.
Washington, DC 20202-4260

October 3, 2014

Dear Assistant Secretaries Delisle and Greenberg,

As the NC Pre-K Coordinator for the Edenton-Chowan Public Schools, we are writing to support North Carolina's application for the Preschool Development Grants -Expansion Grants. If North Carolina is awarded, this agency will be a Sub-grantee under the grant.

The application reflects North Carolina's strong history of providing high- quality state-funded pre-kindergarten to children with high needs, as well as successful collaborations across agencies to meet children's needs. The proposal outlines key ambitious and achievable goals to expand access to North Carolina's Pre-K Program across the state and integrates enhancements to the professional development delivery system for our State pre-kindergarten teachers, as well as other enhancements to strengthen our pre-kindergarten programs.

This grant is an exciting opportunity to expand access to and continue to improve NC Pre-K to promote positive outcomes for our State's most at-risk four-year-olds. The Preschool Expansion grant would build on North Carolina's commitment to providing access to high- quality early learning opportunities for children with high needs, ensuring the highest-quality teacher workforce, and preparing preschool children for success in school and life.

We are committed to supporting the work outlined in the Preschool Expansion Grant proposal.

Sincerely,

(b)(6)

Ann Henderson, NC Pre-K Coordinator

Edenton-Chowan Schools

Elizabeth City-Pasquotank Public School

Mr. Linwood L. Williams
Superintendent

Mr. Frank Heath
Assistant Superintendent

Ms. Dianne Meiggs
Assistant Superintendent

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Mrs. Virginia Houston

October 3, 2014

U.S. Department of Education
Office of Elementary and Secondary Education (OESE)
Preschool Development Grants: Expansion Grants
U.S. Department of Education
400 Maryland Avenue, SW.
Washington, DC 20202-4260

Dear Assistant Secretaries Delisle and Greenberg,

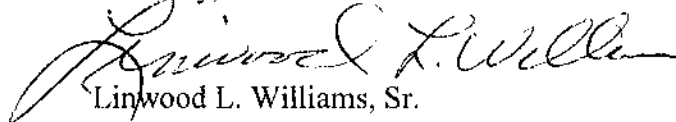
The Superintendent and NC Pre-K Contract Administrator for the Elizabeth City-Pasquotank Public Schools are writing to support North Carolina's application for the Preschool Development Grants-Expansion Grants. If North Carolina is awarded, our school district would be more than interested in partnering with the state to expand and/or to enhance our Pre-K program with this potential funding opportunity.

The application reflects North Carolina's strong history of providing high-quality state-funded pre-kindergarten to children with high needs, as well as successful collaborations across agencies to meet children's needs. The proposal outlines key ambitious and achievable goals to expand access to North Carolina's Pre-K Program across the state and integrates enhancements to the professional development delivery system for our State pre-kindergarten teachers, as well as other enhancements to strengthen our pre-kindergarten programs.

This grant is an exciting opportunity to expand access to and continue to improve NC Pre-K to promote positive outcomes for our State's most at-risk four-year-olds. The Preschool Expansion grant would build on North Carolina's commitment to providing access to high-quality early learning opportunities for children with high needs, ensuring the highest-quality teacher workforce, and preparing preschool children for success in school and life.

Again, thank you for including our district to be a part of this wonderful opportunity. We are certainly committed to supporting the work outlined in the Preschool Expansion Grant proposal.

Sincerely,



Linwood L. Williams, Sr.
Superintendent

(b)(6)

Susan Buckner
Pre-K Director/NC Pre-K Contractor Administrator



Franklin Granville Vance Smart Start * P. O. Box 142 * Henderson, NC 27536
Telephone (252) 433-9110 * Fax (252) 433-9230

"Building Brighter Futures For Children"

Carolyn M. Paylor
Executive Director

Paul Westfall
Executive Board Chair

U.S. Department of Education
Office of Elementary and Secondary Education (OESE)
Preschool Development Grants: Expansion Grants
U.S. Department of Education
400 Maryland Avenue, SW.
Washington, DC 20202-4260

October 3, 2014

Dear Assistant Secretaries Delisle and Greenberg,

As the Executive Director of the Franklin Granville Vance Smart Start, Inc., I/we are writing to support North Carolina's application for the Preschool Development Grants -Expansion Grants. If North Carolina is awarded, this agency will be a Sub-grantee under the grant.

The application reflects North Carolina's strong history of providing high- quality state-funded pre-kindergarten to children with high needs, as well as successful collaborations across agencies to meet children's needs. The proposal outlines key ambitious and achievable goals to expand access to North Carolina's Pre-K Program across the state and integrates enhancements to the professional development delivery system for our State pre-kindergarten teachers, as well as other enhancements to strengthen our pre-kindergarten programs.

This grant is an exciting opportunity to expand access to and continue to improve NC Pre-K to promote positive outcomes for our State's most at-risk four-year-olds. The Preschool Expansion grant would build on North Carolina's commitment to providing access to high- quality early learning opportunities for children with high needs, ensuring the highest-quality teacher workforce, and preparing preschool children for success in school and life.

We are committed to supporting the work outlined in the Preschool Expansion Grant proposal.

Sincerely,

(b)(6)

Carolyn M. Paylor, MA. LPC, BCPC
Executive Director
Franklin Granville Vance Smart Start, Inc.



Gaston County Schools
shaping our future

W. Jeffrey Booker
Superintendent

Central Administrative Office

943 Osceola Street
P. O. Box 1397
Gastonia, NC 28053
704-866-6100
FAX: 704-866-6175

**Department of
Exceptional Children**

215 West Third Avenue
Gastonia, NC 28052
704-866-6160
FAX: 704-866-6191

**Division of
Resource Management**

1351 Bradford Heights Road
Gastonia, NC 28054
704-866-6129
FAX: 704-866-6193

School Nutrition Programs

500 Reid Street
Lowell, NC 28098
704-824-8423
FAX: 704-824-8442

Staff Development Center

240 Eighth Avenue
Cramerton, NC 28032
704-824-2828
FAX: 704-824-4918

Teacher Resource Center

366 W. Garrison Boulevard
Gastonia, NC 28053
704-866-6174
FAX: 704-866-6194

U.S. Department of Education
Office of Elementary and Secondary Education (OESE)
Preschool Development Grants: Expansion Grants
U.S. Department of Education
400 Maryland Avenue, SW.
Washington, DC 20202-4260

October 7, 2014

Dear Assistant Secretaries Delisle and Greenberg,

As the Contract Administrator for Gaston County NC Pre-Kindergarten Program, I am writing to support North Carolina's application for the Preschool Development Grants -Expansion Grants. If North Carolina is awarded, this agency will be a Sub-grantee under the grant.

The application reflects North Carolina's strong history of providing high- quality state-funded pre-kindergarten to children with high needs, as well as successful collaborations across agencies to meet children's needs. The proposal outlines key ambitious and achievable goals to expand access to North Carolina's Pre-K Program across the state and integrates enhancements to the professional development delivery system for our State pre-kindergarten teachers, as well as other enhancements to strengthen our pre-kindergarten programs.

This grant is an exciting opportunity to expand access to and continue to improve NC Pre-K to promote positive outcomes for our State's most at-risk four-year-olds. The Preschool Expansion grant would build on North Carolina's commitment to providing access to high- quality early learning opportunities for children with high needs, ensuring the highest-quality teacher workforce, and preparing preschool children for success in school and life. Gaston County has a waiting list of almost 300 4-year-olds who could benefit from any expansion opportunity.

We are committed to supporting the work outlined in the Preschool Expansion Grant proposal.

Sincerely,

(b)(6)

Linda C. McConnell
Contract Administrator, Gaston County NC Pre-Kindergarten
366 W. Garrison Boulevard
Gastonia, NC 28052

**DR. P. BARRY
WILLIAMS**
Superintendent

Public Schools of Gates County

Office of the Superintendent
205 Main Street • P.O. Box 125
GATESVILLE, NORTH CAROLINA 27938
(252) 357-1113

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October 3, 2014

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Office of Elementary and Secondary Education (OESE)
Preschool Development Grants: Expansion Grants
U.S. Department of Education
400 Maryland Avenue, SW.
Washington, DC 20202-4260

Dear Assistant Secretaries Delisle and Greenberg,

As the Pre-K Coordinator for Gates County Public Schools, I am writing to support North Carolina's application for the Preschool Development Grants - Expansion Grants. If North Carolina is awarded, this agency will be a Sub-grantee under the grant.

The application reflects North Carolina's strong history of providing high-quality state-funded pre-kindergarten to children with high needs, as well as successful collaborations across agencies to meet children's needs. The proposal outlines key ambitious and achievable goals to expand access to North Carolina's Pre-K Program across the state and integrates enhancements to the professional development delivery system for our State pre-kindergarten teachers, as well as other enhancements to strengthen our pre-kindergarten programs.

This grant is an exciting opportunity to expand access to and continue to improve NC Pre-K to promote positive outcomes for our State's most at-risk four-year-olds. The Preschool Expansion grant would build on North Carolina's commitment to providing access to high-quality early learning opportunities for children with high needs, ensuring the highest-quality teacher workforce, and preparing preschool children for success in school and life. We are committed to supporting the work outlined in the Preschool Expansion Grant proposal.

Sincerely,

(b)(6)

Lori S. Ward
Preschool Coordinator
Gates County Schools

Office of Superintendent - Post Office Box 927 - Oxford, NC 27565 - 919 693 4613 - www.gcs.k12.nc.us

October 7, 2014

U.S. Department of Education
Office of Elementary and Secondary Education (OESE)
Preschool Development Grants: Expansion Grants
U.S. Department of Education
400 Maryland Avenue, SW.
Washington, DC 20202-4260

Dear Assistant Secretaries Delisle and Greenberg,

As the Superintendent of Granville County Public Schools, I am writing to support North Carolina's application for the Preschool Development Grants - Expansion Grants. If North Carolina is awarded, this agency will be a Sub-grantee under the grant.

The application reflects North Carolina's strong history of providing high-quality state-funded pre-kindergarten to children with high needs, as well as successful collaborations across agencies to meet children's needs. The proposal outlines key ambitious and achievable goals to expand access to North Carolina's Pre-K Program across the state and integrates enhancements to the professional development delivery system for our State pre-kindergarten teachers, as well as other enhancements to strengthen our pre-kindergarten programs.

This grant is an exciting opportunity to expand access to and continue to improve NC Pre-K to promote positive outcomes for our State's most at-risk four-year-olds. The Preschool Expansion grant would build on North Carolina's commitment to providing access to high-quality early learning opportunities for children with high needs, ensuring the highest-quality teacher workforce, and preparing preschool children for success in school and life.

We are committed to supporting the work outlined in the Preschool Expansion Grant proposal.

Sincerely,



Dorwin L. Howard, Sr., Ed. D.
Superintendent, Granville County Public Schools



U.S. Department of Education
Office of Elementary and Secondary Education (OESE)
Preschool Development Grants: Expansion Grants
U.S. Department of Education
400 Maryland Avenue, SW.
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October 3, 2014

Dear Assistant Secretaries Delisle and Greenberg,

As the NC Pre-K Contract Administrator, I/we are writing to support North Carolina's application for the Preschool Development Grants -Expansion Grants. If North Carolina is awarded, this agency will be a Sub-grantee under the grant.

The application reflects North Carolina's strong history of providing high- quality state-funded pre-kindergarten to children with high needs, as well as successful collaborations across agencies to meet children's needs. The proposal outlines key ambitious and achievable goals to expand access to North Carolina's Pre-K Program across the state and integrates enhancements to the professional development delivery system for our State pre-kindergarten teachers, as well as other enhancements to strengthen our pre-kindergarten programs.

This grant is an exciting opportunity to expand access to and continue to improve NC Pre-K to promote positive outcomes for our State's most at-risk four-year-olds. The Preschool Expansion grant would build on North Carolina's commitment to providing access to high- quality early learning opportunities for children with high needs, ensuring the highest-quality teacher workforce, and preparing preschool children for success in school and life.

We are committed to supporting the work outlined in the Preschool Expansion Grant proposal.

Sincerely,

(b)(6)

Jennifer Noble



Halifax-Warren Smart Start Partnership for Children

October 3, 2014

U.S. Department of Education
Office of Elementary and Secondary Education (OESE)
Preschool Development Grants: Expansion Grants
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-4260

Dear Assistant Secretaries Delisle and Greenberg:

The Halifax – Warren Smart Start Partnership for Children, Inc. is extremely pleased to support North Carolina's application for the Preschool Development Grants - Expansion Grants. If North Carolina is awarded, this agency will be a Sub-grantee under the grant.

The application reflects North Carolina's strong history of providing high- quality state-funded pre-kindergarten to children with high needs, as well as successful collaborations across agencies to meet children's needs. The proposal outlines key ambitious and achievable goals to expand access to North Carolina's Pre-K Program across the state and integrates enhancements to the professional development delivery system for our State pre-kindergarten teachers, as well as other enhancements to strengthen our pre-kindergarten programs.

This grant is an exciting opportunity to expand access to and continue to improve NC Pre-K to promote positive outcomes for our State's most at-risk four-year-olds. The Preschool Expansion grant would build on North Carolina's commitment to providing access to high-quality early learning opportunities for children with high needs, ensuring the highest-quality teacher workforce, and preparing preschool children for success in school and life.

We are committed to supporting the work outlined in the Preschool Expansion Grant proposal.

Sincerely,

(b)(6)

Magda Baligh
Executive Director



Partnership for Children

170 Pine State St., PO Box 70, Lillington, NC 27546

Phone (910) 893-2344

Fax (910) 893-2387

www.harnettsmartstart.org

U.S. Department of Education
Office of Elementary and Secondary Education (OESE)
Preschool Development Grants: Expansion Grants
U.S. Department of Education
400 Maryland Avenue, SW.
Washington, DC 20202-4260

October 3, 2014

Dear Assistant Secretaries Delisle and Greenberg,

As the Executive Director of the Harnett County Partnership for Children, I am writing to support North Carolina's application for the Preschool Development Grants -Expansion Grants. If North Carolina is awarded, our agency will be a Sub-grantee under the grant.

The application reflects North Carolina's strong history of providing high- quality state-funded pre-kindergarten to children with high needs, as well as successful collaborations across agencies to meet children's needs. The proposal outlines key ambitious and achievable goals to expand access to North Carolina's Pre-K Program across the state and integrates enhancements to the professional development delivery system for our State pre-kindergarten teachers, as well as other enhancements to strengthen our pre-kindergarten programs.

This grant is an exciting opportunity to expand access to and continue to improve NC Pre-K to promote positive outcomes for our State's most at-risk four-year-olds. The Preschool Expansion grant would build on North Carolina's commitment to providing access to high- quality early learning opportunities for children with high needs, ensuring the highest-quality teacher workforce, and preparing preschool children for success in school and life.

We are committed to supporting the work outlined in the Preschool Expansion Grant proposal.

Sincerely,

(b)(6)

Tara Fish
Executive Director
Harnett County Partnership for Children

The mission of the Harnett County Partnership for Children is to improve the quality of life for young children and families in Harnett County through community-based programs focusing on health, education, and family support.



HERTFORD COUNTY PUBLIC SCHOOLS

HCPS, serving as a cornerstone of our community, will prepare graduates who are ready to meet the global challenges of education, career, and life.

701 North Martin Street • P.O. Box 158 • Winton, North Carolina 27986 • Phone (252) 358-1761 • FAX (252) 358-4745

U.S. Department of Education
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U.S. Department of Education
400 Maryland Avenue, SW.
Washington, DC 20202-4260

October 3, 2014

Dear Assistant Secretaries Delisle and Greenberg,

As the Contract Administrator for Hertford County Public Schools, I/we are writing to support North Carolina's application for the Preschool Development Grants -Expansion Grants. If North Carolina is awarded, this agency will be a Sub-grantee under the grant.

The application reflects North Carolina's strong history of providing high- quality state-funded pre-kindergarten to children with high needs, as well as successful collaborations across agencies to meet children's needs. The proposal outlines key ambitious and achievable goals to expand access to North Carolina's Pre-K Program across the state and integrates enhancements to the professional development delivery system for our State pre-kindergarten teachers, as well as other enhancements to strengthen our pre-kindergarten programs.

This grant is an exciting opportunity to expand access to and continue to improve NC Pre-K to promote positive outcomes for our State's most at-risk four-year-olds. The Preschool Expansion grant would build on North Carolina's commitment to providing access to high- quality early learning opportunities for children with high needs, ensuring the highest-quality teacher workforce, and preparing preschool children for success in school and life.

We are committed to supporting the work outlined in the Preschool Expansion Grant proposal.

Sincerely,

(b)(6)

Patty Hardy

Contract Administrator for NC PreK



Hoke County Schools



Elizabeth Mitchell, Director of NC Pre-Kindergarten

116 West Prospect Ave.
P.O. Box 370
Raeford, NC 28376

Phone: (910) 875-2416
Fax: (910) 875-3931
emitchell@hcs.k12.nc.us

U.S. Department of Education
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Preschool Development Grants: Expansion Grants
U.S. Department of Education
400 Maryland Avenue, SW.
Washington, DC 20202-4260

October 3, 2014

Dear Assistant Secretaries Delisle and Greenberg,

As the NC Pre-K Contract Administrator for Hoke County Schools, I am writing on behalf of our school system to support North Carolina's application for the Preschool Development Grants -Expansion Grants. If North Carolina is awarded, this agency will be a Sub-grantee under the grant.

The application reflects North Carolina's strong history of providing high- quality state-funded pre-kindergarten to children with high needs, as well as successful collaborations across agencies to meet children's needs. The proposal outlines key ambitious and achievable goals to expand access to North Carolina's Pre-K Program across the state and integrates enhancements to the professional development delivery system for our State pre-kindergarten teachers, as well as other enhancements to strengthen our pre-kindergarten programs.

This grant is an exciting opportunity to expand access to and continue to improve NC Pre-K to promote positive outcomes for our State's most at-risk four-year-olds. The Preschool Expansion grant would build on North Carolina's commitment to providing access to high- quality early learning opportunities for children with high needs, ensuring the highest-quality teacher workforce, and preparing preschool children for success in school and life.

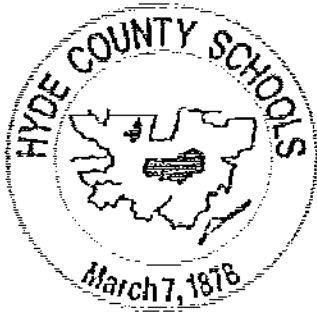
We are committed to supporting the work outlined in the Preschool Expansion Grant proposal.

Sincerely,

(b)(6)

NC Pre-K Contract Administrator





Superintendent
Dr. Randolph Latimore

Hyde County Schools

1430 Main Street
P.O. Box 217
Swan Quarter, NC 27885
Office (252) 926-3281
Fax (252) 926-3083

BOARD OF EDUCATION
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David G. Telson
Randy Etheridge
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October 3, 2014

U.S. Department of Education
Office of Elementary and Secondary Education (OESE)
Preschool Development Grants: Expansion Grants
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-4260

Dear Assistant Secretaries Delisle and Greenberg,

As the Director of Student Services and Contract Administrator for our North Carolina PreKindergarten program, I am writing to support North Carolina's application for the Preschool Development Grants -Expansion Grants. If North Carolina is awarded, this agency will be a Sub-grantee under the grant.

The application reflects North Carolina's strong history of providing high- quality state-funded pre-kindergarten to children with high needs, as well as successful collaborations across agencies to meet children's needs. The proposal outlines key ambitious and achievable goals to expand access to North Carolina's Pre-K Program across the state and integrates enhancements to the professional development delivery system for our State pre-kindergarten teachers, as well as other enhancements to strengthen our pre-kindergarten programs.

This grant is an exciting opportunity to expand access to and continue to improve NC Pre-K to promote positive outcomes for our State's most at-risk four-year-olds. The Preschool Expansion grant would build on North Carolina's commitment to providing access to high- quality early learning opportunities for children with high needs, ensuring the highest-quality teacher workforce, and preparing preschool children for success in school and life.

We are committed to supporting the work outlined in the Preschool Expansion Grant proposal.

(b)(6)

(b)(6)

Linda Mayo Willis, PhD
Director of Student Services
Hyde County Schools



HEAD START

INTERMOUNTAIN CHILDREN'S SERVICES, INC.

P.O. Box 338 • Spruce Pine, North Carolina 28777 • Telephone (828) 688-2190-2199
FAX: (828) 688-9195

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Office of Elementary and Secondary Education (OESE)
Preschool Development Grants: Expansion Grants
U.S. Department of Education
400 Maryland Avenue, SW.
Washington, DC 20202-4260

October 3, 2014

Dear Assistant Secretaries Delisle and Greenberg,

As the Site Administrator for Mitchell County, I am writing to support North Carolina's application for the Preschool Development Grants -Expansion Grants. If North Carolina is awarded, this agency will be a Sub-grantee under the grant.

The application reflects North Carolina's strong history of providing high- quality state-funded pre-kindergarten to children with high needs, as well as successful collaborations across agencies to meet children's needs. The proposal outlines key ambitious and achievable goals to expand access to North Carolina's Pre-K Program across the state and integrates enhancements to the professional development delivery system for our State pre-kindergarten teachers, as well as other enhancements to strengthen our pre-kindergarten programs.

This grant is an exciting opportunity to expand access to and continue to improve NC Pre-K to promote positive outcomes for our State's most at-risk four-year-olds. The Preschool Expansion grant would build on North Carolina's commitment to providing access to high- quality early learning opportunities for children with high needs, ensuring the highest-quality teacher workforce, and preparing preschool children for success in school and life.

We are committed to supporting the work outlined in the Preschool Expansion Grant proposal.

Sincerely,

(b)(6)



HEAD START

INTERMOUNTAIN CHILDREN'S SERVICES, INC.

P.O. Box 338 • Spruce Pine, North Carolina 28777 • Telephone (828) 688-2190-2199
FAX: (828) 688-9195

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U.S. Department of Education
400 Maryland Avenue, SW.
Washington, DC 20202-4260

October 3, 2014

Dear Assistant Secretaries Delisle and Greenberg,

As the Site Administrator for Yancey County, I am writing to support North Carolina's application for the Preschool Development Grants -Expansion Grants. If North Carolina is awarded, this agency will be a Sub-grantee under the grant.

The application reflects North Carolina's strong history of providing high- quality state-funded pre-kindergarten to children with high needs, as well as successful collaborations across agencies to meet children's needs. The proposal outlines key ambitious and achievable goals to expand access to North Carolina's Pre-K Program across the state and integrates enhancements to the professional development delivery system for our State pre-kindergarten teachers, as well as other enhancements to strengthen our pre-kindergarten programs.

This grant is an exciting opportunity to expand access to and continue to improve NC Pre-K to promote positive outcomes for our State's most at-risk four-year-olds. The Preschool Expansion grant would build on North Carolina's commitment to providing access to high- quality early learning opportunities for children with high needs, ensuring the highest-quality teacher workforce, and preparing preschool children for success in school and life.

We are committed to supporting the work outlined in the Preschool Expansion Grant proposal.

(b)(6); (b)(7)(C)

Iredell County Partnership for Young Children, Inc.

734 Salisbury Rd., Statesville, NC 28677

(704) 878-9980 • fax (704) 878-9961

www.iredellsmartstart.org



*Lifting Children
to Better Beginnings...*



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U.S. Department of Education
400 Maryland Avenue, SW.
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October 3, 2014

Dear Assistant Secretaries Delisle and Greenberg,

The Iredell County Partnership for Young Children fully supports North Carolina's application for the Preschool Development Grants -Expansion Grants. If North Carolina is awarded, this agency will be a Sub-grantee under the grant.

The application reflects North Carolina's strong history of providing high- quality state-funded pre-kindergarten to children with high needs, as well as successful collaborations across agencies to meet children's needs. The proposal outlines key ambitious and achievable goals to expand access to North Carolina's Pre-K Program across the state and integrates enhancements to the professional development delivery system for our State pre-kindergarten teachers, as well as other enhancements to strengthen our pre-kindergarten programs.

This grant is an exciting opportunity to expand access to and continue to improve NC Pre-K to promote positive outcomes for our State's most at-risk four-year-olds. The Preschool Expansion grant would build on North Carolina's commitment to providing access to high- quality early learning opportunities for children with high needs, ensuring the highest-quality teacher workforce, and preparing preschool children for success in school and life.

We are committed to supporting the work outlined in the Preschool Expansion Grant proposal.

Sincerely,

(b)(6)

Marta Koesling
Executive Director



Jones County Partnership for Children
Post Office Box 186 (115 Market St. #125)
Trenton, NC 28585
(252) 418-5272 Fax (252) 448-1500
Email: jcp@jcpnc.org

U.S. Department of Education
Office of Elementary and Secondary Education (OESE)
Preschool Development Grants: Expansion Grants
U.S. Department of Education
400 Maryland Avenue, SW.
Washington, DC 20202 4260

October 3, 2014

Dear Assistant Secretaries Delisle and Greenberg,

As the Executive Director I am writing to support North Carolina's application for the Preschool Development Grants -Expansion Grants. If North Carolina is awarded, this agency will be a Sub-grantee under the grant.

The application reflects North Carolina's strong history of providing high quality state funded pre-kindergarten to children with high needs, as well as successful collaborations across agencies to meet children's needs. The proposal outlines key ambitious and achievable goals to expand access to North Carolina's Pre-K Program across the state and integrates enhancements to the professional development delivery system for our state pre-kindergarten teachers, teacher assistants, other pre-kindergarten support staff and administrators as well as other enhancements to strengthen our pre-kindergarten programs.

This grant is an exciting opportunity to expand access to and continue to improve NC Pre-K to promote positive outcomes for our state's most at-risk four-year olds. The Preschool Expansion grant would build on North Carolina's commitment to providing access to high quality early learning opportunities for children with high needs, ensuring the highest-quality teacher workforce, and preparing preschool children for success in school and life.

We are committed to supporting the work outlined in the Preschool Expansion Grant proposal.

Sincerely,

(b)(6)

Dr. Norma H. Serrón-Boyd, Executive Director



"Building partnerships to enable all young children to reach their full potential"

October 3, 2014

U.S. Department of Education
Office of Elementary and Secondary Education (OESE)
Preschool Development Grants: Expansion Grants
U.S. Department of Education
400 Maryland Avenue, SW.
Washington, DC 20202-4260

Dear Assistant Secretaries Delisle and Greenberg,

As the Board Chair and Executive Director of Lee County Partnership for Children, we are writing to support North Carolina's application for the Preschool Development Grants-Expansion Grant. Smart Start's vision is that "Every child reaches his or her potential and is prepared for success in a global community." With this, a top priority for Smart Start is increasing the quality of early care and education across the state. If North Carolina is awarded, we will partner with the NC Division of Child Development and Early Education and Department of Public Instruction to support implementation of the Preschool Expansion grant through our local Smart Start Partnerships who serve as NC Pre-K contractors.

The application reflects North Carolina's strong history of providing high- quality state-funded pre-kindergarten to children with high needs, as well as successful collaborations across agencies to meet children's needs. The proposal also outlines key ambitious and achievable goals to integrate enhancements to the professional development delivery system for our State pre-kindergarten teachers. We look forward to leveraging our existing infrastructure and successes to make North Carolina's Pre-K teachers the best in the nation.

This grant is an exciting opportunity to expand access to and continue to improve NC Pre-K to promote positive outcomes for our State's most at-risk four-year-olds. The Preschool Expansion grant would build on North Carolina's commitment to providing access to high- quality early learning opportunities for children with high needs, ensuring the highest-quality teacher workforce, and preparing preschool children for success in school and life.

We are committed to supporting the work outlined in the Preschool Expansion Grant proposal.

Sincerely,

(b)(6)

Jan Hayes
Board Chair

Lyn Hankins
Executive Director



October 3, 2014

U.S. Department of Education
Office of Elementary and Secondary Education (OESE)
Preschool Development Grants: Expansion Grants
U.S. Department of Education
400 Maryland Avenue, SW.
Washington, DC 20202-4260

Dear Assistant Secretaries Delisle and Greenberg,

As the Executive Director of the Lenoir/Greene Counties Partnership for Children I am writing to support North Carolina's application for the Preschool Development Grants -Expansion Grants. If North Carolina is awarded, this agency will be a Sub-grantee under the grant.

The application reflects North Carolina's strong history of providing high- quality state-funded pre-kindergarten to children with high needs, as well as successful collaborations across agencies to meet children's needs. The proposal outlines key ambitious and achievable goals to expand access to North Carolina's Pre-K Program across the state and integrates enhancements to the professional development delivery system for our State pre-kindergarten teachers, as well as other enhancements to strengthen our pre-kindergarten programs.

This grant is an exciting opportunity to expand access to and continue to improve NC Pre-K to promote positive outcomes for our State's most at-risk four-year-olds. The Preschool Expansion grant would build on North Carolina's commitment to providing access to high- quality early learning opportunities for children with high needs, ensuring the highest-quality teacher workforce, and preparing preschool children for success in school and life.

We are committed to supporting the work outlined in the Preschool Expansion Grant proposal.

Sincerely,

(b)(6)

Keith Sylvester, Executive Director

Martin County Schools

"Working Together... Making a Difference!"

SUPERINTENDENT
Ron Melchiorre

ASSISTANT SUPERINTENDENT
Chris Mansfield, Ed.D

300 North Watts Street
Williamston, North Carolina 27892
252-792-1575 (Telephone) 252-792-1965 (Fax)
www.martin.k12.nc.us

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Barbara Council

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Office of Elementary and Secondary Education (OESE)
Preschool Development Grants: Expansion Grants
U.S. Department of Education
400 Maryland Avenue, SW.
Washington, DC 20202-4260

October 3, 2014

Dear Assistant Secretaries Delisle and Greenberg,

As the Preschool Coordinator for Martin County Schools, I am writing to support North Carolina's application for the Preschool Development Grants -Expansion Grants. If North Carolina is awarded, this agency will be a Sub-grantee under the grant.

The application reflects North Carolina's strong history of providing high- quality state-funded pre-kindergarten to children with high needs, as well as successful collaborations across agencies to meet children's needs. The proposal outlines key ambitious and achievable goals to expand access to North Carolina's Pre-K Program across the state and integrates enhancements to the professional development delivery system for our State pre-kindergarten teachers, as well as other enhancements to strengthen our pre-kindergarten programs.

This grant is an exciting opportunity to expand access to and continue to improve NC Pre-K to promote positive outcomes for our State's most at-risk four-year-olds. The Preschool Expansion grant would build on North Carolina's commitment to providing access to high- quality early learning opportunities for children with high needs, ensuring the highest-quality teacher workforce, and preparing preschool children for success in school and life.

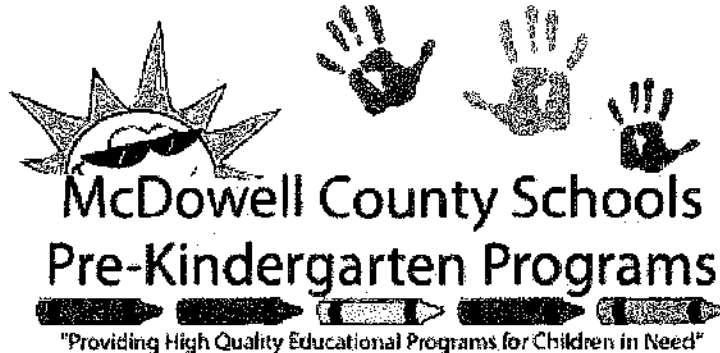
We are committed to supporting the work outlined in the Preschool Expansion Grant proposal.

Sincerely,

(b)(6)

Debi C. Rogers

Martin County Schools



U.S. Department of Education
Office of Elementary and Secondary Education (OESE)
Preschool Development Grants: Expansion Grants
U.S. Department of Education
400 Maryland Avenue, SW.
Washington, DC 20202-4260

October 7, 2014

Dear Assistant Secretaries Delisle and Greenberg,

As the contract administrator, I/we are writing to support North Carolina's application for the Preschool Development Grants -Expansion Grants. If North Carolina is awarded, this agency will be a Sub-grantee under the grant. The application reflects North Carolina's strong history of providing high- quality state-funded pre-kindergarten to children with high needs, as well as successful collaborations across agencies to meet children's needs. The proposal outlines key ambitious and achievable goals to expand access to North Carolina's Pre-K Program across the state and integrates enhancements to the professional development delivery system for our State pre-kindergarten teachers, as well as other enhancements to strengthen our pre-kindergarten programs. This grant is an exciting opportunity to expand access to and continue to improve NC Pre-K to promote positive outcomes for our State's most at-risk four-year-olds. The Preschool Expansion grant would build on North Carolina's commitment to providing access to high- quality early learning opportunities for children with high needs, ensuring the highest-quality teacher workforce, and preparing preschool children for success in school and life. We are committed to supporting the work outlined in the Preschool Expansion Grant proposal.

Sincerely,

(b)(6)

Paige Ziegler
Preschool Coordinator/NCPrek Contract Administrator
McDowell County Schools
172 Lukin Street
Marion, NC 28752



**441 Page Street • P.O. Box 427
Troy, North Carolina 27371-0427
PHONE: (910) 576-6511 • FAX: (910) 576-2044**

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Office of Elementary and Secondary Education (OESE)
Preschool Development Grants: Expansion Grants
U.S. Department of Education
400 Maryland Avenue, SW.
Washington, DC 20202-4260

October 3, 2014

Dear Assistant Secretaries Delisle and Greenberg,

As the Assistant Superintendent of Learning for Montgomery County Schools in North Carolina, I am writing to support North Carolina's application for the Preschool Development Grants -Expansion Grants. If North Carolina is awarded, this agency will be a Sub-grantee under the grant.

The application reflects North Carolina's strong history of providing high- quality state-funded pre-kindergarten to children with high needs, as well as successful collaborations across agencies to meet children's needs. The proposal outlines key ambitious and achievable goals to expand access to North Carolina's Pre-K Program across the state and integrates enhancements to the professional development delivery system for our State pre-kindergarten teachers, as well as other enhancements to strengthen our pre-kindergarten programs.

This grant is an exciting opportunity to expand access to and continue to improve NC Pre-K to promote positive outcomes for our State's most at-risk four-year-olds. The Preschool Expansion grant would build on North Carolina's commitment to providing access to high- quality early learning opportunities for children with high needs, ensuring the highest-quality teacher workforce, and preparing preschool children for success in school and life.

We are committed to supporting the work outlined in the Preschool Expansion Grant proposal.

Sincerely,

(b)(6)

Dr. Jeff James
Assistant Superintendent



MOORE COUNTY SCHOOLS
Growing to Greatness

U.S. Department of Education
Office of Elementary and Secondary Education (OESE)
Preschool Development Grants: Expansion Grants
U.S. Department of Education
400 Maryland Avenue, SW.
Washington, DC 20202-4260

October 1, 2014

Dear Assistant Secretaries Delisle and Greenberg,

As the Associate Superintendent of Moore County Schools, I am writing in support of North Carolina's application for the Preschool Development Grants -Expansion Grants. If North Carolina is awarded, Moore County Schools will be a sub-grantee under the grant.

The application reflects North Carolina's strong history of providing high quality state-funded pre-kindergarten to children with high needs, as well as successful collaboration across agencies to meet children's needs. The proposal outlines key ambitious and achievable goals to expand access to North Carolina's Pre-K program across the state and integrates enhancements to the professional development delivery system for our State pre-kindergarten teachers as well as other enhancements to strengthen our pre-kindergarten programs.

This grant is an exciting opportunity to expand access to and continue to improve NC Pre-K to promote positive outcomes for our State's most at-risk four-year-olds. The Preschool Expansion grant would build on Moore County's commitment to providing access to high quality early learning opportunities for children with high needs, ensuring the highest quality teacher workforce, and preparing preschool children for success in school and life.

We are committed to supporting the work outlined in the Preschool Expansion Grant proposal and are in full support of the expansion project.

Sincerely,

(b)(6)

Kathy Kennedy, Ed. D.
Associate Superintendent
Moore County Schools



New Hanover County Schools
Reach, Equip, Achieve

Early Childhood Education Program
6410 Carolina Beach Road, Wilmington, NC 28412
(910)-254-4340

U.S. Department of Education
Office of Elementary and Secondary Education (OESE)
Preschool Development Grants: Expansion Grants
U.S. Department of Education
400 Maryland Avenue, SW.
Washington, DC 20202-4260

October 3, 2014

Dear Assistant Secretaries Delisle and Greenberg,

As the Director of the Early Childhood Education Program of New Hanover County Schools, I'm writing to support North Carolina's application for the Preschool Development Grants -Expansion Grants. If North Carolina is awarded, this agency will be a Sub-grantee under the grant.

The application reflects North Carolina's strong history of providing high- quality state-funded pre-kindergarten to children with high needs, as well as successful collaborations across agencies to meet children's needs. The proposal outlines key ambitious and achievable goals to expand access to North Carolina's Pre-K Program across the state and integrates enhancements to the professional development delivery system for our State pre-kindergarten teachers, as well as other enhancements to strengthen our pre-kindergarten programs.

This grant is an exciting opportunity to expand access to and continue to improve NC Pre-K to promote positive outcomes for our State's most at-risk four-year-olds. The Preschool Expansion grant would build on North Carolina's commitment to providing access to high- quality early learning opportunities for children with high needs, ensuring the highest-quality teacher workforce, and preparing preschool children for success in school and life.

We are committed to supporting the work outlined in the Preschool Expansion Grant proposal.

Sincerely,

(b)(6)

Shannon Smiles,
Director of Early Childhood Education

Northampton County Schools
Post Office Box 158 • 701 N. Church Street
Jackson, North Carolina 27845
Telephone: (252) 534-1371 • Fax: (252) 534-4631

Dr. Monica Smith-Woofter
Superintendent

U.S. Department of Education
Office of Elementary and Secondary Education (OESE)
Preschool Development Grants: Expansion Grants
U.S. Department of Education
400 Maryland Avenue, SW.
Washington, DC 20202-4260

October 3, 2014

Dear Assistant Secretaries Delisle and Greenberg,

As the Acting Pre-K Coordinator for Northampton County Schools, we are writing to support North Carolina's application for the Preschool Development Grants -Expansion Grants. If North Carolina is awarded, this agency will be a Sub-grantee under the grant.

The application reflects North Carolina's strong history of providing high- quality state-funded pre-kindergarten to children with high needs, as well as successful collaborations across agencies to meet children's needs. The proposal outlines key ambitious and achievable goals to expand access to North Carolina's Pre-K Program across the state and integrates enhancements to the professional development delivery system for our State pre-kindergarten teachers, as well as other enhancements to strengthen our pre-kindergarten programs.

This grant is an exciting opportunity to expand access to and continue to improve NC Pre-K to promote positive outcomes for our State's most at-risk four-year-olds. The Preschool Expansion grant would build on North Carolina's commitment to providing access to high- quality early learning opportunities for children with high needs, ensuring the highest-quality teacher workforce, and preparing preschool children for success in school and life.

We are committed to supporting the work outlined in the Preschool Expansion Grant proposal.

Sincerely,

(b)(6)

Catina Jackson-Hoggard
Director, Federal Programs
Acting Pre-K Coordinator

"Dedicated to Excellence"

Onslow County Partnership for Children

900 Dennis Road, Jacksonville, NC 28546 Phone: 910-938-0336 Fax: 910-938-0068

www.onslowkids.org

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Office of Elementary and Secondary Education (OESE)
Preschool Development Grants: Expansion Grants
U.S. Department of Education
400 Maryland Avenue, SW.
Washington, DC 20202-4260

October 3, 2014

Dear Assistant Secretaries Delisle and Greenberg,

As the Executive Director of the Onslow County Partnership for Children and with the support of our Board of Directors and staff, I am writing to support North Carolina's application for the Preschool Development Grants - Expansion Grants. If North Carolina is awarded, this agency will be a Sub-grantee under the grant.

The application reflects North Carolina's strong history of providing high- quality state-funded pre-kindergarten to children with high needs, as well as successful collaborations across agencies to meet children's needs. The proposal outlines key ambitious and achievable goals to expand access to North Carolina's Pre-K Program across the state and integrates enhancements to the professional development delivery system for our State pre-kindergarten teachers, as well as other enhancements to strengthen our pre-kindergarten programs.

This grant is an exciting opportunity to expand access to and continue to improve NC Pre-K to promote positive outcomes for our State's most at-risk four-year-olds; many of the children residing in our local community, and are at-risk military dependents would benefit if our state is awarded the Preschool Expansion grant to provide additional high quality NC Pre-K services. The Preschool Expansion grant would build on North Carolina's commitment to providing access to high- quality early learning opportunities for children with high needs, ensuring the highest-quality teacher workforce, and preparing preschool children for success in school and life. This grant also provides an opportunity to serve more children in our predominately military community.

We are committed to supporting the work outlined in the Preschool Expansion Grant proposal.

Sincerely,

(b)(6)

Dawn Rochelle, MSW, LSCW
Executive Director
Onslow County Partnership for Children
900 Dennis Road
Jacksonville, NC 28546
910-938-766

Onslow County Partnership for Children



Together We Build Brighter Futures



120 Providence Rd. Suite 101,
Chapel Hill, NC 27514
P. 919.967.9091 F. 919.933.1008
www.OrangeSmartStart.org

U.S. Department of Education
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Preschool Development Grants: Expansion Grants
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-4260

October 3, 2014

Dear Assistant Secretaries Delisle and Greenberg,

As the NC Pre-K Contract Administrator for Orange County, I am writing on behalf of the Orange County Partnership for Young Children to support North Carolina's application for the Preschool Development Grants -Expansion Grants. If North Carolina is awarded the expansion, this agency will be a sub-grantee under the grant. The expansion grant would increase our ability to provide much-needed services for our waiting list of economically disadvantaged and high risk four year-olds.

The Orange County Partnership for Young Children was the State's first partnership to receive public and private dollars in order to support local community needs under its Smart Start initiative. Our collaboration with both state and county agencies allows us to maximize funds and share resources so that families are able to receive the services they need in an efficient and effective way. The State's application reflects North Carolina's strong history of providing high-quality, state-funded pre-kindergarten to children with high needs and successful collaborations across agencies to meet these needs. The proposal outlines key ambitious and achievable goals to expand access to North Carolina's Pre-K Program across the state and integrates enhancements to the professional development delivery system for our State's pre-kindergarten teachers, as well as other enhancements to strengthen our pre-kindergarten programs.

This grant is an exciting opportunity to expand access to and continue to improve NC Pre-K to promote positive outcomes for our State's most at-risk four-year-olds. The Preschool Expansion grant would build on North Carolina's commitment to providing access to high-quality early learning opportunities for children with high needs, ensuring the highest-quality teacher workforce, and preparing preschool children for success in school and life.

The partnership is committed to supporting the work outlined in the Preschool Expansion Grant proposal.

Sincerely,

(b)(6)

Robin Pulver
Executive Director



BOARD

Jennifer Boger
Strowd-Roses Foundation

Colleen Bridger
Orange County Health
Department

Christopher Brook
ACMC of North Carolina

Cathy Bryson
Parent Rep.

Mimi Chapman
UNC School of Social Work

Mike Cureton
Celebration Assembly of God

Mark Dorosin
Orange County Board of
Commissioners

Tom Forcella
Chapel Hill / Carrboro City
Schools

Braxton Foushee
NAACP

Clarence G. Grier
Orange Co. Asst. City
Manager

Christine Lee
Eye Institute of NC, PC

Lucinda Munger
Orange County Library

Drew Nelson
Willis, Johnson & Nelson,
PLLC

Paul Popish
OCBIC; retired Pediatrician

Sharon Ringwalt
National Early Childhood
Technical Assistance Center
and Mid-South Regional
Resource Center

Robin Pulver
Executive Director

PAMLICO COUNTY SCHOOLS

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Steven B. Curtis, Finance Officer
Noland T. Hicks, Director of CTE/Student Services
Sherry G. Meador, Director of Curriculum & Instruction/Accountability
Henry R. Rice, III, Executive Director of Adm. Services
Virginia D. Simmons, Director of Exceptional Children Program
Joseph C. Spruill, Director of Technology



Administrative Offices
507 Anderson Drive
Bayboro, NC 28515
252-745-4171
252-745-4172 (Fax)
www.pamlico.k12.nc.us

We Do What's Best for Children!

U.S. Department of Education
Office of Elementary and Secondary Education (OESE)
Preschool Development Grants: Expansion Grants
U.S. Department of Education
400 Maryland Avenue, SW.
Washington, DC 20202-4260

October 7, 2014

Dear Assistant Secretaries Delisle and Greenberg,

As the NC Pre K Contractor for Pamlico County Schools, we are writing to support North Carolina's application for the Preschool Development Grants -Expansion Grants. If North Carolina is awarded, this agency will be a Sub-grantee under the grant.

The application reflects North Carolina's strong history of providing high- quality state-funded pre-kindergarten to children with high needs, as well as successful collaborations across agencies to meet children's needs. The proposal outlines key ambitious and achievable goals to expand access to North Carolina's Pre-K Program across the state and integrates enhancements to the professional development delivery system for our State pre-kindergarten teachers, as well as other enhancements to strengthen our pre-kindergarten programs.

This grant is an exciting opportunity to expand access to and continue to improve NC Pre-K to promote positive outcomes for our State's most at-risk four-year-olds. The Preschool Expansion grant would build on North Carolina's commitment to providing access to high- quality early learning opportunities for children with high needs, ensuring the highest-quality teacher workforce, and preparing preschool children for success in school and life.

We are committed to supporting the work outlined in the Preschool Expansion Grant proposal.

Sincerely,

(b)(6)

Mrs. Virginia Simmons
Pamlico County Schools Exceptional Children Director/
NC Pre K Coordinator



The support you need to help children succeed.

PEC is a 501(c)(3) nonprofit organization supported by public and private funds through Smart Start, NC Pre-K, tax-deductible donations, and grants.

U.S. Department of Education
Office of Elementary and Secondary Education (OESE)
Preschool Development Grants: Expansion Grants
U.S. Department of Education
400 Maryland Avenue, SW.
Washington, DC 20202-4260

October 3, 2014

Dear Assistant Secretaries Delisle and Greenberg,

As the President of the Partnership for Children of Cumberland County, I am writing to lend the Partnership's support for North Carolina's application for the Preschool Development Grants -Expansion Grants. If North Carolina is awarded, the Partnership will be a sub-grantee under the grant.

The application reflects North Carolina's strong history of providing high- quality state-funded pre-kindergarten to children with high needs, as well as successful collaborations across agencies to meet children's needs. The proposal outlines key ambitious and achievable goals to expand access to North Carolina's Pre-K Program across the state and integrates enhancements to the professional development delivery system for our State pre-kindergarten teachers, as well as other enhancements to strengthen our pre-kindergarten programs.

This grant is an exciting opportunity to expand access to and continue to improve NC Pre-K to promote positive outcomes for our State's most at-risk four-year-olds. The Preschool Expansion grant would build on North Carolina's commitment to providing access to high- quality early learning opportunities for children with high needs, ensuring the highest-quality teacher workforce, and preparing preschool children for success in school and life. The Partnership is committed to supporting the work outlined in the Preschool Expansion Grant proposal.

Best regards,

(b)(6)

Eva Hansen, President



October 3, 2014

U.S. Department of Education
Office of Elementary and Secondary Education (OESE)
Preschool Development Grants: Expansion Grants
U.S. Department of Education
400 Maryland Avenue, SW.
Washington, DC 20202-4260

Dear Assistant Secretaries Delisle and Greenberg,

As the Executive Director for The Partnership for Children of Johnston County, I am writing to support North Carolina's application for the Preschool Development Grants-Expansion Grant. Smart Start's vision is that "Every child reaches his or her potential and is prepared for success in a global community." With this, a top priority for Smart Start is increasing the quality of early care and education across the state. If North Carolina is awarded, we will partner with the NC Division of Child Development and Early Education and Department of Public Instruction to support implementation of the Preschool Expansion grant through our local Smart Start Partnerships who serve as NC Pre-K contractors.

The application reflects North Carolina's strong history of providing high- quality state-funded pre-kindergarten to children with high needs, as well as successful collaborations across agencies to meet children's needs. The proposal also outlines key ambitious and achievable goals to integrate enhancements to the professional development delivery system for our State pre-kindergarten teachers. We look forward to leveraging our existing infrastructure and successes to make North Carolina's Pre-K teachers the best in the nation.

This grant is an exciting opportunity to expand access to and continue to improve NC Pre-K to promote positive outcomes for our State's most at-risk four-year-olds. The Preschool Expansion grant would build on North Carolina's commitment to providing access to high- quality early learning opportunities for children with high needs, ensuring the highest-quality teacher workforce, and preparing preschool children for success in school and life.

We are committed to supporting the work outlined in the Preschool Expansion Grant proposal.

Sincerely,

(b)(6)

Dwight Morris, D.Min.
Executive Director





October 3, 2014

U.S. Department of Education
Office of Elementary and Secondary Education (OESE)
Preschool Development Grants: Expansion Grants
U.S. Department of Education
400 Maryland Avenue, SW.
Washington, DC 20202-4260

Dear Assistant Secretaries Delisle and Greenberg,

We, as Board Chair and Executive Director of the Partnership for Children of Lincoln and Gaston Counties, are writing to support North Carolina's application for the Preschool Development Grants - Expansion Grants. If North Carolina is awarded, our Partnership is interested in partnering to expand and/or enhance Pre-K with this new funding opportunity and will be a Sub-grantee under the grant.

The application reflects North Carolina's strong history of providing high-quality state-funded pre-kindergarten to children with high needs, as well as successful collaborations across agencies to meet children's needs. The proposal outlines key ambitious and achievable goals to expand access to North Carolina's Pre-K Program across the state and integrates enhancements to the professional development delivery system for our State pre-kindergarten teachers, as well as other enhancements to strengthen our pre-kindergarten programs.

This grant is an exciting opportunity to expand access to and continue to improve NC Pre-K to promote positive outcomes for our State's most at-risk four-year-olds. The Preschool Expansion grant would build on North Carolina's commitment to providing access to high-quality early learning opportunities for children with high needs, ensuring the highest-quality teacher workforce, and preparing preschool children for success in school and life.

We are committed to supporting the work outlined in the Preschool Expansion Grant proposal.

Sincerely,

(b)(6)

Tammy Kane
Board Chair

(b)(6)

Michael E. Linker
Executive Director



Preschool Program

210 East Fremont Street
Burgaw, NC 28425
(910) 259-7603

U.S. Department of Education
Office of Elementary and Secondary Education (OESE)
Preschool Development Grants: Expansion Grants
U.S. Department of Education
400 Maryland Avenue, SW.
Washington, DC 20202-4260

October 3, 2014

Dear Assistant Secretaries Delisle and Greenberg,

As a representative of Pender County Schools Preschool Program, I am writing to support North Carolina's application for the Preschool Development Grants -Expansion Grants. If North Carolina is awarded, this agency will be a Sub-grantee under the grant.

The application reflects North Carolina's strong history of providing high- quality state-funded pre-kindergarten to children with high needs, as well as successful collaborations across agencies to meet children's needs. The proposal outlines key ambitious and achievable goals to expand access to North Carolina's Pre-K Program across the state and integrates enhancements to the professional development delivery system for our State pre-kindergarten teachers, as well as other enhancements to strengthen our pre-kindergarten programs.

This grant is an exciting opportunity to expand access to and continue to improve NC Pre-K to promote positive outcomes for our State's most at-risk four-year-olds. The Preschool Expansion grant would build on North Carolina's commitment to providing access to high- quality early learning opportunities for children with high needs, ensuring the highest-quality teacher workforce, and preparing preschool children for success in school and life.

We are committed to supporting the work outlined in the Preschool Expansion Grant proposal.

Sincerely,

(b)(6)

Stacie Poulin

Pender County Schools Preschool Program
Executive Director / Director
(910) 259-7603



PERQUIMANS COUNTY SCHOOLS

P.O. Box 337
Hertford, NC 27944
Phone (252) 426-5741
Fax (252) 426-4913
Website
<http://www.pcs.k12.nc.us/>

Dwayne K. Stallings, Ed.D.
Superintendent

James R. Bunch
Assistant Superintendent

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Ralph Hollowell
Steven Magaro
Amy Spough
Anne White, Ed.D.

U.S. Department of Education
Office of Elementary and Secondary Education (OESE)
Preschool Development Grants: Expansion Grants
U.S. Department of Education
400 Maryland Avenue, SW.
Washington, DC 20202-4260

October 3, 2014

Dear Assistant Secretaries Delisle and Greenberg,

As the Superintendent of Perquimans County Public Schools and NC PreK Chairperson, I am writing to support North Carolina's application for the Preschool Development Grants -Expansion Grants. If North Carolina is awarded, this agency will be a Sub-grantee under the grant. The application reflects North Carolina's strong history of providing high-quality state-funded pre-kindergarten to children with high needs, as well as successful collaborations across agencies to meet children's needs. The proposal outlines key ambitious and achievable goals to expand access to North Carolina's Pre-K Program across the state and integrates enhancements to the professional development delivery system for our State pre-kindergarten teachers, as well as other enhancements to strengthen our pre-kindergarten programs.

This grant is an exciting opportunity to expand access to and continue to improve NC Pre-K to promote positive outcomes for our State's most at-risk four-year-olds. The Preschool Expansion grant would build on North Carolina's commitment to providing access to high-quality early learning opportunities for children with high needs, ensuring the highest-quality teacher workforce, and preparing preschool children for success in school and life. We are committed to supporting the work outlined in the Preschool Expansion Grant proposal.

Sincerely,

Dwayne K. Stallings, Ed.D.
Superintendent

c: Brenda Dail
NC Pre-K Director



U.S. Department of Education
Office of Elementary and Secondary Education (OESE)
Preschool Development Grants: Expansion Grants
U.S. Department of Education
400 Maryland Avenue, SW.
Washington, DC 20202-4260

October 3, 2014

Dear Assistant Secretaries Delisle and Greenberg,

As the Executive Director for Person County Partnership for Children, I am writing to support North Carolina's application for the Preschool Development Grants -Expansion Grants. If North Carolina is awarded, this agency will be a Sub-grantee under the grant.

The application reflects North Carolina's strong history of providing high- quality state-funded pre-kindergarten to children with high needs, as well as successful collaborations across agencies to meet children's needs. The proposal outlines key ambitious and achievable goals to expand access to North Carolina's Pre-K Program across the state and integrates enhancements to the professional development delivery system for our State pre-kindergarten teachers, as well as other enhancements to strengthen our pre-kindergarten programs.

This grant is an exciting opportunity to expand access to and continue to improve NC Pre-K to promote positive outcomes for our State's most at-risk four-year-olds. The Preschool Expansion grant would build on North Carolina's commitment to providing access to high- quality early learning opportunities for children with high needs, ensuring the highest-quality teacher workforce, and preparing preschool children for success in school and life.

We are committed to supporting the work outlined in the Preschool Expansion Grant proposal.

Sincerely,

(b)(6)

Ann C. Garrard



U.S. Department of Education
Office of Elementary and Secondary Education (OESE)
Preschool Development Grants: Expansion Grants
U.S. Department of Education
400 Maryland Avenue, SW.
Washington, DC 20202-4260

October 3, 2014

Dear Assistant Secretaries Delisle and Greenberg,

As a Co-Chair of Pitt County's NC Pre-K Program Committee, I am writing to support North Carolina's application for the Preschool Development Grants -Expansion Grants. If North Carolina is awarded, this agency will be a Sub-grantee under the grant.

The application reflects North Carolina's strong history of providing high- quality state-funded pre-kindergarten to children with high needs, as well as successful collaborations across agencies to meet children's needs. The proposal outlines key ambitious and achievable goals to expand access to North Carolina's Pre-K Program across the state and integrates enhancements to the professional development delivery system for our State pre-kindergarten teachers, as well as other enhancements to strengthen our pre-kindergarten programs.

This grant is an exciting opportunity to expand access to and continue to improve NC Pre-K to promote positive outcomes for our State's most at-risk four-year-olds. The Preschool Expansion grant would build on North Carolina's commitment to providing access to high- quality early learning opportunities for children with high needs, ensuring the highest-quality teacher workforce, and preparing preschool children for success in school and life.

We are committed to supporting the work outlined in the Preschool Expansion Grant proposal.

Sincerely,

A handwritten signature in black ink that reads 'Ethan Lenker'.

Dr. Ethan Lenker
Superintendent
Pitt County Schools



U.S. Department of Education
Office of Elementary and Secondary Education (OESE)
Preschool Development Grants: Expansion Grants
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-4260

October 3, 2014

Dear Assistant Secretaries Delisle and Greenberg,

As the Director of Curriculum and Instruction and the NCPre-K Contract Administrator for Polk County Schools, I am writing to support North Carolina's application for the Preschool Development Grants-Expansion Grants. If North Carolina is awarded, we are interested in being a Sub-grantee under the grant.

North Carolina has a strong history of providing high-quality state-funded pre-kindergarten to children with high needs. Polk County has the reputation of providing high quality preschool services in our public schools for all children as we serve children who are eligible for state NC Pre-K, Head Start, Title I, Exceptional Children, and tuition. This collaboration across funding sources has been crucial in our ability to provide quality preschool services. We support the proposal's goals to expand access to North Carolina's Pre-K Program across the state.

As North Carolina continues to promote positive outcomes for our State's most at-risk-four year olds and prepare children for success in school, the Preschool Expansion grant would be of great benefit.

We support the Preschool Expansion Grant proposal.

Sincerely,

(b)(6)

Aaron Greene
Director of Curriculum and Instruction
NC Pre-K Contracts Administrator
Polk County Schools



Randolph County Partnership for Children



"Building Brighter Futures"

U.S. Department of Education
Office of Elementary and Secondary Education (OESE)
Preschool Development Grants: Expansion Grants
U.S. Department of Education
400 Maryland Avenue, SW.
Washington, DC 20202-4260

October 3, 2014

Dear Assistant Secretaries: Delisle and Greenberg,

As the Executive Director of The Randolph County Partnership for Children I am writing to support North Carolina's application for the Preschool Development Grants -Expansion Grants. If North Carolina is awarded, this agency will be a Sub-grantee under the grant. The Randolph Partnership for Children is interested in collaborating with the NC Division of Child Development to expand and enhance our county's pre-k program with this funding opportunity.

The application reflects North Carolina's strong history of providing high- quality state-funded pre-kindergarten to children with high needs, as well as successful collaborations across agencies to meet children's needs. The proposal outlines key ambitious and achievable goals to expand access to North Carolina's Pre-K Program across the state and integrates enhancements to the professional development delivery system for our State pre-kindergarten teachers, as well as other enhancements to strengthen our pre-kindergarten programs.

This grant is an exciting opportunity to expand access to and continue to improve NC Pre-K to promote positive outcomes for our State's most at-risk four-year-olds. The Preschool Expansion grant would build on North Carolina's commitment to providing access to high- quality early learning opportunities for children with high needs, ensuring the highest-quality teacher workforce, and preparing preschool children for success in school and life.

We are committed to supporting the work outlined in the Preschool Expansion Grant proposal.

Sincerely,

(b)(6)

Pauline McKee
Executive Director



REGION A PARTNERSHIP FOR CHILDREN

Witness the Miracle...A Nurturing Community...A Loving Family... A Smiling Child
116 Jackson Street ♦ Sylva, NC 28779 ♦ 828.586.0661
www.regionakids.org

U.S. Department of Education
Office of Elementary and Secondary Education (OESE)
Preschool Development Grants: Expansion Grants
U.S. Department of Education
400 Maryland Avenue, SW.
Washington, DC 20202-4260

October 3, 2014

Dear Assistant Secretaries Delisle and Greenberg,
As the Executive Director of the Region A Partnership for Children, (RAPC) I am writing on behalf of the Board and staff to support North Carolina's application for the Preschool Development Grants -Expansion Grants. RAPC is the Smart Start and NC Pre-K administrator for the seven westernmost counties and the Cherokee Indian Reservation. If North Carolina is awarded, this agency will be a Sub-grantee under the grant. We currently provide NC Pre-K programming in all seven counties, collaborating with public schools, Head Start and private child care providers across the region to serve children in the highest star- rated facilities. We have the capacity, with additional resources to expand our outreach, thus ensuring more children in these rural communities will have opportunities for success.

The application reflects North Carolina's strong history of providing high- quality state-funded pre-kindergarten to children with high needs, as well as successful collaborations across agencies to meet children's needs. The proposal outlines key ambitious and achievable goals to expand access to North Carolina's Pre-K Program across the state and integrates enhancements to the professional development delivery system for our State pre-kindergarten teachers, as well as other enhancements to strengthen our pre-kindergarten programs.

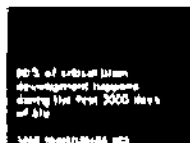
This grant is an exciting opportunity to expand access to and continue to improve NC Pre-K to promote positive outcomes for our State's most at-risk four-year-olds. The Preschool Expansion grant would build on North Carolina's commitment to providing access to high- quality early learning opportunities for children with high needs, ensuring the highest-quality teacher workforce, and preparing preschool children for success in school and life.

Our Board, staff and our providers in this region are committed to supporting the work outlined in the Preschool Expansion Grant proposal. We respectfully urge you to consider funding this proposal.

Sincerely,

(b)(6)

Janice M. Edgerton, Executive Director





Dr. William S. Greenberg
Superintendent
PO Drawer 1259
118 Vance Street
Hamlet, NC 28345
910-582-5860 Phone
910-582-7921 Fax

U.S. Department of Education Office of Elementary and Secondary Education (OESE)
Preschool Development Grants: Expansion Grants U.S. Department of Education 400
Maryland Avenue, SW, Washington, DC 20202-4260

October 3, 2014

Dear Assistant Secretaries Delisle and Greenberg,

As the Contract Administrator for Richmond County Schools, I am writing to support North Carolina's application for the Preschool Development Grants -Expansion Grants. If North Carolina is awarded, this agency will be a Sub-grantee under the grant.

The application reflects North Carolina's strong history of providing high- quality state-funded pre-kindergarten to children with high needs, as well as successful collaborations across agencies to meet children's needs. The proposal outlines key ambitious and achievable goals to expand access to North Carolina's Pre-K Program across the state and integrates enhancements to the professional development delivery system for our State pre-kindergarten teachers, as well as other enhancements to strengthen our pre-kindergarten programs.

This grant is an exciting opportunity to expand access to and continue to improve NC Pre-K to promote positive outcomes for our State's most at-risk four-year-olds. The Preschool Expansion grant would build on North Carolina's commitment to providing access to high-quality early learning opportunities for children with high needs, ensuring the highest-quality teacher workforce, and preparing preschool children for success in school and life.

We are committed to supporting the work outlined in the Preschool Expansion Grant proposal.

Sincerely,

(b)(6)

Marsha B. Porter

Director of Federal Programs and Student Services



210 East 2nd Street, Lumberton, NC 28358
Tel. (910) 738-6767 • Fax (910) 738-4379

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U.S. Department of Education
Office of Elementary and Secondary Education (OESE)
Preschool Development Grants: Expansion Grants
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-4260

October 3, 2014

Dear Assistant Secretaries Delisle and Greenberg,

As the Robeson County Partnership for Children, Inc., we are writing to support North Carolina's application for the Preschool Development Grant - Expansion Grants. If North Carolina is awarded, this agency will be a Sub-grantee under the grant.

The application reflects North Carolina's strong history of providing high-quality state-funded pre-kindergarten to children with high needs, as well as successful collaborations across agencies to meet children's needs. The proposal outlines key ambitious and achievable goals to expand access to North Carolina's Pre-K Program across the state and integrates enhancements to the professional development delivery system for our State pre-kindergarten teachers, as well as other enhancements to strengthen our pre-kindergarten programs.

This grant is an exciting opportunity to expand access to and continue to improve NC Pre-K to promote positive outcomes for our State's most at-risk four-year-olds. The Preschool Expansion grant would build on North Carolina's commitment to providing access to high-quality early learning opportunities for children with high needs, ensuring the highest-quality teacher workforce, and preparing preschool children for success in school and life.

We are committed to supporting the work outlined in the Preschool Expansion Grant proposal.

Sincerely,

(b)(6)

Jessica Lowery, Ph.D.
Executive Director

COMMUNITIES THRIVE WHEN CHILDREN THRIVE

www.robesonpartnership.org



**Rockingham County
Partnership for Children, Inc.**

P. O. Box 325 • Wentworth • NC • 27375
7572 NC Hwy 87 • Reidsville • NC • 27320
336-342-9676 • 336-342-9962 (fax)
www.rockinghamkids.org

U.S. Department of Education
Office of Elementary and Secondary Education (OESE)
Preschool Development Grants: Expansion Grants
U.S. Department of Education
400 Maryland Avenue, SW.
Washington, DC 20202-4260

October 4, 2014

Dear Assistant Secretaries Delisle and Greenberg,

As the local contractor of the NC Pre-Kindergarten Program in Rockingham County we are writing to support North Carolina's application for the Preschool Development Grants -Expansion Grants. If North Carolina is awarded, this agency will be a Sub-grantee under the grant.

The application reflects North Carolina's strong history of providing high- quality state-funded pre-kindergarten to children with high needs, as well as successful collaborations across agencies to meet children's needs. The proposal outlines key ambitious and achievable goals to expand access to North Carolina's Pre-K Program across the state and integrates enhancements to the professional development delivery system for our State pre-kindergarten teachers, as well as other enhancements to strengthen our pre-kindergarten programs.

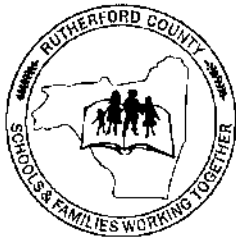
This grant is an exciting opportunity to expand access to and continue to improve NC Pre-K to promote positive outcomes for our State's most at-risk four-year-olds. The Preschool Expansion grant would build on North Carolina's commitment to providing access to high- quality early learning opportunities for children with high needs, ensuring the highest-quality teacher workforce, and preparing preschool children for success in school and life.

We are committed to supporting the work outlined in the Preschool Expansion Grant proposal.

Sincerely,

(b)(6)

Heather Adams/Executive Director & Adina Tompkins/NC Pre-K Coordinator



Rutherford County Schools

382 West Main Street
Forest City, NC 28043

Phone (828) 288-2200
Fax (828) 288-2490

Janet H. Mason, Ed.D.
Superintendent

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U.S. Department of Education
Office of Elementary and Secondary Education (OESE)
Preschool Development Grants: Expansion Grants
U.S. Department of Education
400 Maryland Avenue, SW.
Washington, DC 20202-4260

October 3, 2014

Dear Assistant Secretaries Delisle and Greenberg,

As the Finance Officer of Rutherford County Schools, I am writing to support North Carolina's application for the Preschool Development Grants -Expansion Grants. If North Carolina is awarded the grant, this agency will be a Sub-grantee under the grant.

The application reflects North Carolina's strong history of providing high- quality state-funded pre-kindergarten to children with high needs, as well as successful collaborations across agencies to meet children's needs. The proposal outlines key ambitious and achievable goals to expand access to North Carolina's Pre-K Program across the state and integrates enhancements to the professional development delivery system for our State pre-kindergarten teachers, as well as other enhancements to strengthen our pre-kindergarten programs.

This grant is an exciting opportunity to expand access to and continue to improve NC Pre-K to promote positive outcomes for our State's most at-risk four-year-olds. This aspect is of particular importance to us in Rutherford County since we have over 70% of our children who have traditionally qualified for free and reduced lunch (some elementary locations as high as 100%). The Preschool Expansion grant would build on North Carolina's commitment to providing access to high- quality early learning opportunities for children with high needs, ensuring the highest-quality teacher workforce, and preparing preschool children for success in school and life.

We are committed to supporting the work outlined in the Preschool Expansion Grant proposal.

Sincerely,

(b)(6)

Hadi Faber Kerns

Finance Officer

Rutherford County Schools Vision: All Rutherford County students will graduate prepared for college and career success.

In compliance with federal law, Rutherford County Schools does not discriminate on the basis of race, sex, religion, color, national or ethnic origin, age, disability, or military service in its policies, programs, activities, admissions, or employment.



Victoria Byrd, DBA
Executive Director

(910) 592-9399

211 W. Main Street
Clinton NC 28328

U.S. Department of Education
Office of Elementary and Secondary Education (OESE)
Preschool Development Grants: Expansion Grants
U.S. Department of Education
400 Maryland Avenue, SW.
Washington, DC 20202-4260

October 3, 2014

Dear Assistant Secretaries Dellsie and Greenberg,

As the contract administrator for the current North Carolina Pre-Kindergarten program in Sampson County, the Partnership for Children of Sampson County is writing to support North Carolina's application for the Preschool Development Grants -Expansion Grants. If North Carolina is awarded, this agency will be a Sub-grantee under the grant. As such, this will allow Sampson County to serve even more at-risk children with our existing collaborative partners which include both county LEAs, Head Start and high quality private child care facilities.

The application reflects North Carolina's strong history of providing high- quality state-funded pre-kindergarten to children with high needs, as well as successful collaborations across agencies to meet children's needs. The proposal outlines key ambitious and achievable goals to expand access to North Carolina's Pre-K Program across the state and integrates enhancements to the professional development delivery system for our State pre-kindergarten teachers, as well as other enhancements to strengthen our pre-kindergarten programs.

This grant is an exciting opportunity to expand access to and continue to improve NC Pre-K to promote positive outcomes for our State's most at-risk four-year-olds. The Preschool Expansion grant would build on North Carolina's commitment to providing access to high- quality early learning opportunities for children with high needs, ensuring the highest-quality teacher workforce, and preparing preschool children for success in school and life; this is extremely important for low wealth, rural counties such as Sampson County where resources are extremely limited.

We are committed to supporting the work outlined in the Preschool Expansion Grant proposal.

Sincerely,

(b)(6)

VICTORIA BYRD, DBA, MPA



322 South Main Street
Laurinburg, North Carolina 28352
(910) 276-1138 • fax (910) 277-4310

U.S. Department of Education
Office of Elementary and Secondary Education (OESE)
Preschool Development Grants: Expansion Grants
U.S. Department of Education
400 Maryland Avenue, SW.
Washington, DC 20202-4260

October 3, 2014

Dear Assistant Secretaries Delisle and Greenberg,

As the Pre K Coordinator for Scotland County Schools, I/we are writing to support North Carolina's application for the Preschool Development Grants -Expansion Grants. If North Carolina is awarded, this agency will be a Sub-grantee under the grant. The application reflects North Carolina's strong history of providing high- quality state-funded pre-kindergarten to children with high needs, as well as successful collaborations across agencies to meet children's needs. The proposal outlines key ambitious and achievable goals to expand access to North Carolina's Pre-K Program across the state and integrates enhancements to the professional development delivery system for our State pre-kindergarten teachers, as well as other enhancements to strengthen our pre-kindergarten programs.

This grant is an exciting opportunity to expand access to and continue to improve NC Pre-K to promote positive outcomes for our State's most at-risk four-year-olds. The Preschool Expansion grant would build on North Carolina's commitment to providing access to high- quality early learning opportunities for children with high needs, ensuring the highest-quality teacher workforce, and preparing preschool children for success in school and life.

We are committed to supporting the work outlined in the Preschool Expansion Grant proposal.

Sincerely,

Mrs. Sandra Wilcher
Pre K Coordinator, Scotland County Schools



OF BRUNSWICK COUNTY

Getting Start for School Success

P. O. Box 3050
Charlotte, North Carolina 28459
Tel: 910-754-3166 • Fax: 910-754-3188
www.smartstartbrunswick.org

U.S. Department of Education
Office of Elementary and Secondary Education (OESE)
Preschool Development Grants: Expansion Grants
U.S. Department of Education
400 Maryland Avenue, SW.
Washington, DC 20202-4260

October 3, 2014

Dear Assistant Secretaries Delisle and Greenberg,

As the Executive Director and NCPreK Director of Smart Start of Brunswick County, we are writing to support North Carolina's application for the Preschool Development Grants -Expansion Grants. If North Carolina is awarded, this agency will be a Sub-grantee under the grant.

The application reflects North Carolina's strong history of providing high- quality state-funded pre-kindergarten to children with high needs, as well as successful collaborations across agencies to meet children's needs. The proposal outlines key ambitious and achievable goals to expand access to North Carolina's Pre-K Program across the state and integrates enhancements to the professional development delivery system for our State pre-kindergarten teachers, as well as other enhancements to strengthen our pre-kindergarten programs.

This grant is an exciting opportunity to expand access to and continue to improve NC Pre-K to promote positive outcomes for our State's most at-risk four-year-olds. The Preschool Expansion grant would build on North Carolina's commitment to providing access to high- quality early learning opportunities for children with high needs, ensuring the highest-quality teacher workforce, and preparing preschool children for success in school and life.

We are committed to supporting the work outlined in the Preschool Expansion Grant proposal.

Sincerely,

(b)(6)

Linda Gironde
Executive Director

(b)(6)

Helen Gabriel
NC PreK Director

Smart Start of Davidson County

306 East US Hwy 64 • Lexington, NC 27292 • Phone: (336) 249-6688 • Fax (336) 249-6687



U.S. Department of Education
Office of Elementary and Secondary Education (OESE)
Preschool Development Grants: Expansion Grants
U.S. Department of Education
400 Maryland Avenue, SW.
Washington, DC 20202-4260

October 3, 2014

Dear Assistant Secretaries Delisle and Greenberg,

As the Executive Director of Smart Start of Davidson County in Lexington, N.C, I am writing to support North Carolina's application for the Preschool Development Grants -Expansion Grants. If North Carolina is awarded, this agency will be a Sub-grantee under the grant.

The application reflects North Carolina's strong history of providing high- quality state-funded pre-kindergarten to children with high needs, as well as successful collaborations across agencies to meet children's needs. The proposal outlines key ambitious and achievable goals to expand access to North Carolina's Pre-K Program across the state and integrates enhancements to the professional development delivery system for our State pre-kindergarten teachers, as well as other enhancements to strengthen our pre-kindergarten programs.

This grant is an exciting opportunity to expand access to and continue to improve NC Pre-K to promote positive outcomes for our State's most at-risk four-year-olds. The Preschool Expansion grant would build on North Carolina's commitment to providing access to high- quality early learning opportunities for children with high needs, ensuring the highest-quality teacher workforce, and preparing preschool children for success in school and life.

We are committed to supporting the work outlined in the Preschool Expansion Grant proposal.

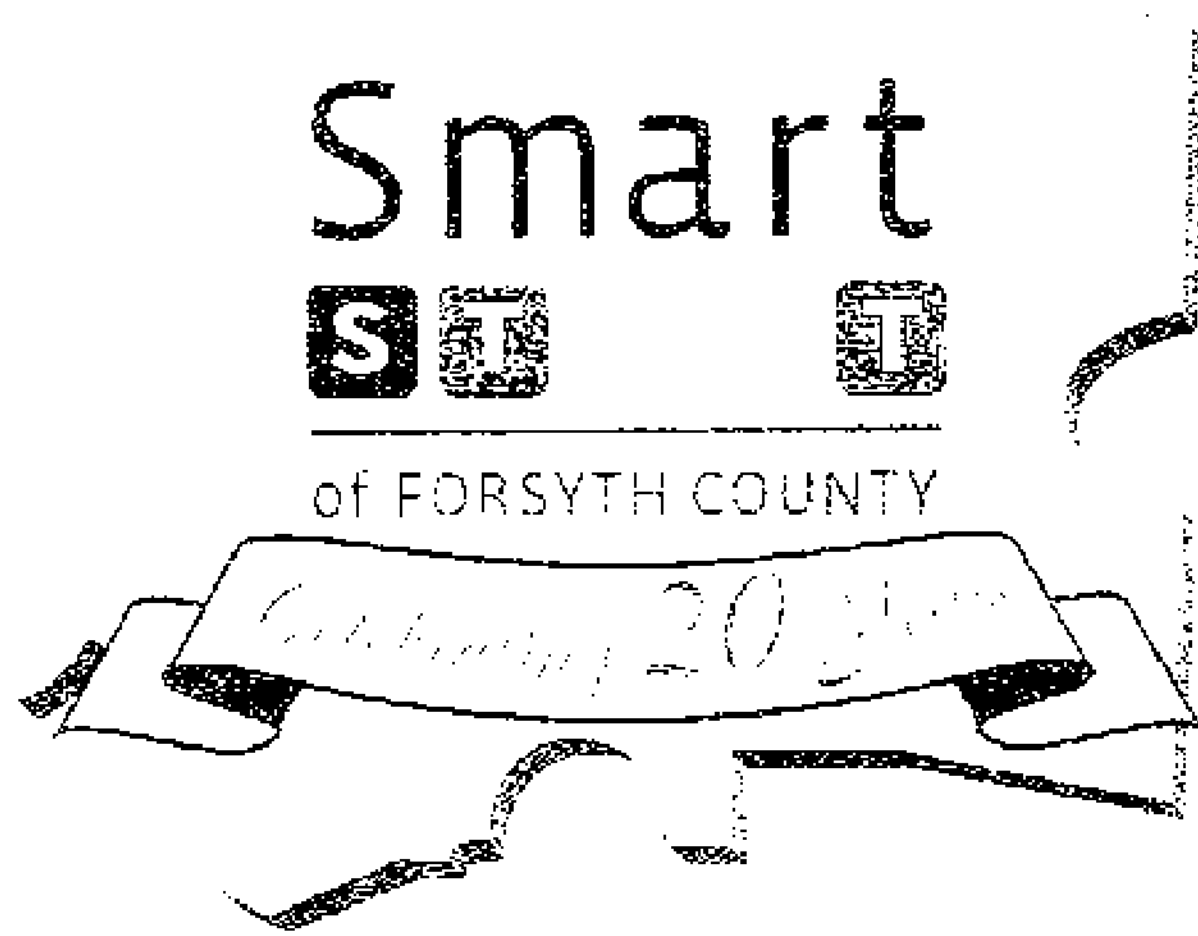
Sincerely,

(b)(6)

William R. Pless

Executive Director

Smart Start of Davidson County



October 1, 2014

U.S. Department of Education
Office of Elementary and Secondary Education (OESE)
Preschool Development Grants: Expansion Grants
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-4260

Re: North Carolina's Preschool Expansion Grant

Dear Assistant Secretaries Delisle and Greenberg:

In my role as CEO/Executive Director, and on behalf of my board of directors, I am writing to support North Carolina's application for the Preschool Expansion Grant. Our state's proposal reflects the strong history of cross-agency collaborations and successes that North Carolina's Pre-K program has achieved by providing high quality preschool to children with high needs. The proposal also outlines key ambitious and achievable goals to expand access to high-quality preschool across the state and integrates enhancements to the preschool professional development delivery system, as well as service provision and coordination to leverage the continuum of services that support preschool children in North Carolina.

This grant is an exciting opportunity to expand access to this critical program and create a comprehensive early childhood professional development delivery system that will build a new generation of Birth-through-Kindergarten coaches and mentors to ultimately improve student learning experiences. The Preschool Expansion Grant would build on North Carolina's continued commitment to providing access to high quality early learning opportunities to children with high needs, enhance our teacher workforce, and work to ensure that preschool children are ready for school and life—work that began with the passage of the initial Smart Start legislation in 1993.

We are committed to supporting the work outlined in the Preschool Expansion Grant proposal.

Sincerely,

(b)(6)

Lawrence D. Vellani, MPA
CEO/Executive Director

Cc: Douglas Punger, JD, Chairman of the Board, SSFC, Inc., and Co Chair, Forsyth County NC Pre-K Committee



U.S. Department of Education
Office of Elementary and Secondary Education (OESE)
Preschool Development Grants: Expansion Grants
U.S. Department of Education
400 Maryland Avenue, SW.
Washington, DC 20202-4260

October 3, 2014

Dear Assistant Secretaries Delisle and Greenberg,

As the Executive Director of Smart Start of Transylvania County, I am writing to support North Carolina's application for the Preschool Development Grants -Expansion Grants. If North Carolina is awarded, this agency will be a Sub-grantee under the grant.

The application reflects North Carolina's strong history of providing high- quality state-funded pre-kindergarten to children with high needs, as well as successful collaborations across agencies to meet children's needs. The proposal outlines key ambitious and achievable goals to expand access to North Carolina's Pre-K Program across the state and integrates enhancements to the professional development delivery system for our State pre-kindergarten teachers, as well as other enhancements to strengthen our pre-kindergarten programs.

This grant is an exciting opportunity to expand access and continue to improve NC Pre-K to promote positive outcomes for our State's most at-risk four-year-olds. The Preschool Expansion grant would build on North Carolina's commitment to providing access to high- quality early learning opportunities for children with high needs, ensuring the highest-quality teacher workforce, and preparing preschool children for success in school and life.

We are committed to supporting the work outlined in the Preschool Expansion Grant proposal.

Sincerely,

(b)(6)

Joe Castro
Executive Director

Board of Directors

Chair
Shirley Cox

Vice Chair
Dan Hodges

Secretary
Carolyn Steele

Treasurer
Bill Morton

Cindy Anders
Erin Drew
Stacey Gash
Betsy Langston
Page Lemel
Ruby Midkiff
Donna Raspa
Aubrey Reneau

Staff

Executive Director
Joe Castro

Program Director
September
Ferguson-Fisher

**NCPre-K
Administrative
Assistant**
Johnnie R. Snyder



"A Partnership for Children and Families"

Our vision for Rowan County is that the entire community will join with its families to ensure that every child grows up in a healthy, safe, supportive, nurturing environment with hope instilled, dreams encouraged and individuality valued.

1839 Jake Alexander Blvd. West – Salisbury, NC 28147

P: 704-630-9085 F: 704-630-6259 – www.rowan-smartstart.org

U.S. Department of Education
Office of Elementary and Secondary Education (OESE)
Preschool Development Grants: Expansion Grants
U.S. Department of Education
400 Maryland Avenue, SW.
Washington, DC 20202-4260

October 3, 2014

Dear Assistant Secretaries Delisle and Greenberg,

As the Administrator of Rowan County's NC Pre-K Program, I am writing to support North Carolina's application for the Preschool Development Grants -Expansion Grants. If North Carolina is awarded, this agency will be a Sub-grantee under the grant.

The application reflects North Carolina's strong history of providing high- quality state-funded pre-kindergarten to children with high needs, as well as successful collaborations across agencies to meet children's needs. The proposal outlines key ambitious and achievable goals to expand access to North Carolina's Pre-K Program across the state and integrates enhancements to the professional development delivery system for our State pre-kindergarten teachers, as well as other enhancements to strengthen our pre-kindergarten programs.

This grant is an exciting opportunity to expand access to and continue to improve NC Pre-K to promote positive outcomes for our State's most at-risk four-year-olds. The Preschool Expansion grant would build on North Carolina's commitment to providing access to high- quality early learning opportunities for children with high needs, ensuring the highest-quality teacher workforce, and preparing preschool children for success in school and life.

We are committed to supporting the work outlined in the Preschool Expansion Grant proposal.

Sincerely,

(b)(6)

Amy Brown, Executive Director
Smart Start Rowan, Inc.
1329 Jake Alexander Blvd., S.
Salisbury, NC 28146
(704) 630-9085



Stanly County Partnership For Children

October 3, 2014

U.S. Department of Education
Office of Elementary and Secondary Education (OESE)
Preschool Development Grants: Expansion Grants
U.S. Department of Education
400 Maryland Avenue, SW.
Washington, DC 20202-4260

Dear Assistant Secretaries Delisle and Greenberg,

As the Executive Director of Stanly County Partnership For Children, I am writing to support North Carolina's application for the Preschool Development Grants -Expansion Grants. If North Carolina is awarded, this agency will be a Sub-grantee under the grant.

The application reflects North Carolina's strong history of providing high- quality state-funded pre-kindergarten to children with high needs, as well as successful collaborations across agencies to meet children's needs. The proposal outlines key ambitious and achievable goals to expand access to North Carolina's Pre-K Program across the state and integrates enhancements to the professional development delivery system for our State pre-kindergarten teachers, as well as other enhancements to strengthen our pre-kindergarten programs.

This grant is an exciting opportunity to expand access to and continue to improve NC Pre-K to promote positive outcomes for our State's most at-risk four-year-olds. The Preschool Expansion grant would build on North Carolina's commitment to providing access to high- quality early learning opportunities for children with high needs, ensuring the highest-quality teacher workforce, and preparing preschool children for success in school and life.

We are committed to supporting the work outlined in the Preschool Expansion Grant proposal.

Sincerely,
(b)(6)

Tammy H. Albertson
Executive Director



STOKES
Partnership
for Children

151 Jefferson Church Road, Suite 105 / PO Box 2319 King, NC 27021

tel 336/985-2676 fax 336/985-3302 www.stokespfc.com

October 3, 2014

U.S. Department of Education
Office of Elementary and Secondary Education (OESE)
Preschool Development Grants: Expansion Grants
U.S. Department of Education
400 Maryland Avenue, SW.
Washington, DC 20202-4260

Dear Assistant Secretaries Delisle and Greenberg,

As the Contract Administrator for the NC Pre-K program in Stokes County, N.C., I am writing to support North Carolina's application for the Preschool Development Grants -Expansion Grants. If North Carolina is awarded, this agency will be a Sub-grantee under the grant.

The application reflects North Carolina's strong history of providing high- quality state-funded pre-kindergarten to children with high needs, as well as successful collaborations across agencies to meet children's needs. The proposal outlines key ambitious and achievable goals to expand access to North Carolina's Pre-K Program across the state and integrates enhancements to the professional development delivery system for our State pre-kindergarten teachers, as well as other enhancements to strengthen our pre-kindergarten programs.

Stokes Partnership for Children will not only be an active partner with the Preschool Development Grants -Expansion Grants by working locally with the NC Pre-K program to ensure more children are given the opportunity to attend a high quality preschool program , but will also assist with preparing teachers to meet the qualifications to teach in a NC Pre-K classroom. Since 1999, the AmeriCorps and Children Together program (ACT) has been "Getting Things Done" for the children of North Carolina. This is made possible by a federal AmeriCorps grant awarded to Stokes Partnership for Children (SPC), which passes through the NC Commission on Volunteerism and Community Service. ACT combines the National Service Program, AmeriCorps, with the Smart Start initiative created by former Governor James Hunt. Smart Start is a nationally recognized and award winning initiative that was designed to ensure that young children enter school healthy and ready to succeed. This initiative is based on the realization that children in high quality early childhood programs have stronger language, mathematics and social skills than those in lower quality classrooms and have more positive self-perceptions. ACT addresses the

need for quality child care by assisting with the need for teacher education and the enhancement of quality child care, for children birth to five. The ACT program has received formal endorsements from the NC Head Start State Collaboration Office and the NC Division of Child Development and Early Education, NC Pre-K program and currently has an active partnership with these organizations by providing ACT members to work in their classrooms. ACT members are also placed in private child care. For the purposes of the Preschool Development Grants -Expansion Grants, ACT members will provide regular teachers/providers with release time from their classrooms to pursue coursework in early childhood education as necessary to meet the educational criteria to teach in an NC Pre-K classroom; by utilizing ACT members as assistant teachers as a means to reduce the high teacher-child ratios and provide other additional resources to early childhood programs.

This grant is an exciting opportunity to expand access to and continue to improve NC Pre-K to promote positive outcomes for our State's most at-risk four-year-olds. The Preschool Expansion grant would build on North Carolina's commitment to providing access to high- quality early learning opportunities for children with high needs, ensuring the highest-quality teacher workforce, and preparing preschool children for success in school and life.

We are committed to supporting the work outlined in the Preschool Expansion Grant proposal.

Sincerely,

(b)(6)

Cindy S. Tuttle
Executive Director



817 West Pine Street • P.O. Box 7050 • Mt. Airy, NC 27030 • Phone (336) 786-1880 • Fax (336) 786-1879

October 3, 2014

U.S. Department of Education
Office of Elementary and Secondary Education (OESE)
Preschool Development Grants: Expansion Grants
U.S. Department of Education
400 Maryland Avenue, SW.
Washington, DC 20202-4260

Dear Assistant Secretaries Delisle and Greenberg,

As the Executive Director of the Surry County Early Childhood Partnership, we are writing to support North Carolina's application for the Preschool Development Grants-Expansion Grant. Smart Start's vision is that "Every child reaches his or her potential and is prepared for success in a global community." With this, a top priority for Smart Start is increasing the quality of early care and education across the state. If North Carolina is awarded, we will partner with the NC Division of Child Development and Early Education and Department of Public Instruction to support implementation of the Preschool Expansion grant through our local Smart Start Partnerships who serve as NC Pre-K contractors.

The application reflects North Carolina's strong history of providing high- quality state-funded pre-kindergarten to children with high needs, as well as successful collaborations across agencies to meet children's needs. The proposal also outlines key ambitious and achievable goals to integrate enhancements to the professional development delivery system for our State pre-kindergarten teachers.

This grant is an exciting opportunity to expand access to and continue to improve NC Pre-K to promote positive outcomes for our State's most at-risk four-year-olds. The Preschool Expansion grant would build on North Carolina's commitment to providing access to high- quality early learning opportunities for children with high needs, ensuring the highest-quality teacher workforce, and preparing preschool children for success in school and life. We are committed to supporting the work outlined in the Preschool Expansion Grant proposal.

Sincerely,

(b)(6)

Marty Westmoreland

Surry County Early Childhood Partnership/Executive Director



The Partnership for Children of Wayne County

800 N. William St., Goldsboro, NC 27530
FAX: 919 735 3194 Email: info@pfcw.org

Phone: 919 735-3371
Website: www.pfcw.org



October 3, 2014

U.S. Department of Education
Office of Elementary and Secondary Education (OESE)
Preschool Development Grants: Expansion Grants
U.S. Department of Education
400 Maryland Avenue, SW.
Washington, DC 20202-4260



Dear Assistant Secretaries Delisle and Greenberg,



As the Executive Director of The Partnership for Children of Wayne County, Inc., I am writing to voice our Partnership's support for North Carolina's application for the Preschool Development Grants -Expansion Grants. **If North Carolina is awarded, our agency will be a sub-grantee under the grant. We are most interested in expanding our ability to provide high-quality pre-kindergarten to our county's children.**



The application reflects North Carolina's strong history of providing high-quality state-funded pre-kindergarten to children with high needs, as well as successful collaborations across agencies to meet children's needs. The proposal outlines key ambitious and achievable goals to expand access to North Carolina's Pre-K Program across the state and integrates enhancements to the professional development delivery system for our State pre-kindergarten teachers, as well as other enhancements to strengthen our pre-kindergarten programs.

This grant is an exciting opportunity to expand access to and continue to improve NC Pre-K to promote positive outcomes for our state's most at-risk four-year-olds. The Preschool Expansion grant would build on North Carolina's commitment to providing access to high-quality early learning opportunities for children with high needs, ensuring the highest-quality teacher workforce, and preparing preschool children for success in school and life. **Wayne County would be a direct beneficiary of the state's effort, as we have a growing number of children with early education needs.**



Our Partnership is committed to supporting the work outlined in the Preschool Expansion Grant proposal and encourages your selection committee to provide every consideration to our state's proposal.

Sincerely,
(b)(6)

Charles C. Ivey
Executive Director

Superintendent
Dr. Michael Dunsmore

Assistant Superintendent
Pearl J. Sutton



Board of Education
Lee Scripture, *Chairman*
Janie Spencer, *Vice-Chairman*
Robin Dunbar
Karen Clough
Carlos Armstrong

Tyrrell County Public Schools

P. O. Box 328 Columbia, NC 27925

U.S. Department of Education
Office of Elementary and Secondary Education (OESE)
Preschool Development Grants: Expansion Grants
U.S. Department of Education
400 Maryland Avenue, SW.
Washington, DC 20202-4260

October 3, 2014

Dear Assistant Secretaries Delisle and Greenberg,

As the Pre-K Coordinator, I am writing to support North Carolina's application for the Preschool Development Grants -Expansion Grants. If North Carolina is awarded, this agency will be a Sub-grantee under the grant.

The application reflects North Carolina's strong history of providing high- quality state-funded pre-kindergarten to children with high needs, as well as successful collaborations across agencies to meet children's needs. The proposal outlines key ambitious and achievable goals to expand access to North Carolina's Pre-K Program across the state and integrates enhancements to the professional development delivery system for our State pre-kindergarten teachers, as well as other enhancements to strengthen our pre-kindergarten programs.

This grant is an exciting opportunity to expand access to and continue to improve NC Pre-K to promote positive outcomes for our State's most at-risk four-year-olds. The Preschool Expansion grant would build on North Carolina's commitment to providing access to high- quality early learning opportunities for children with high needs, ensuring the highest-quality teacher workforce, and preparing preschool children for success in school and life.

We are committed to supporting the work outlined in the Preschool Expansion Grant proposal.

Sincerely,

(b)(6)

Susan Smith, Tyrrell County Pre-K Coordinator

Alliance for Children

105 Cedar Street/PO Box 988
Monroe, NC 28110
Phone: 704-226-1407
Fax: 704-226-1369

October 3, 2014

U.S. Department of Education
Office of Elementary and Secondary Education (OESE)
Preschool Development Grants: Expansion Grants
400 Maryland Avenue, SW.
Washington, DC 20202-4260

Dear Assistant Secretaries Delisle and Greenberg,

As the executive director of Alliance for Children, I am writing to support North Carolina's application for the Preschool Development Grants-Expansion Grants. If North Carolina is awarded, this agency will be a Sub-grantee under the grant.

The application reflects North Carolina's strong history of providing high-quality state-funded pre-kindergarten to children with high needs, as well as successful collaborations across agencies to meet children's needs. The proposal outlines key ambitious and achievable goals to expand access to North Carolina's Pre-K Program across the state and integrates enhancements to the professional development delivery system for our State pre-kindergarten teachers, as well as other enhancements to strengthen our pre-kindergarten programs.

This grant is an exciting opportunity to expand access to and continue to improve NC Pre-K to promote positive outcomes for our State's most at-risk four-year-olds. The Preschool Expansion grant would build on North Carolina's commitment to providing access to high-quality early learning opportunities for children with high needs, ensuring the highest-quality teacher workforce, and preparing preschool children for success in school and life. We are committed to supporting the work outlined in the Preschool Expansion Grant proposal.

Sincerely,

(b)(6)

Mary Ann Raspberry
Executive Director



Alliance for Children
investing in bright futures

VANCE COUNTY SCHOOLS

October 3, 2014

U.S. Department of Education
Office of Elementary and Secondary Education (OESE)
Preschool Development Grants: Expansion Grants
U.S. Department of Education
400 Maryland Avenue, SW.
Washington, DC 20202-4260

Dear Assistant Secretaries Delisle and Greenberg:

As the Contract Administrator, I/we are writing to support North Carolina's application for the Preschool Development Grants: Expansion Grants. If North Carolina is awarded, this agency will be a Sub-grantee under the grant.

The application reflects North Carolina's strong history of providing high-quality state-funded pre-kindergarten to children with high needs, as well as successful collaborations across agencies to meet children's needs. The proposal outlines key ambitious and achievable goals to expand access to North Carolina's Pre-K Program across the state and integrates enhancements to the professional development delivery system for our State pre-kindergarten teachers, as well as other enhancements to strengthen our pre-kindergarten programs.

This grant is an exciting opportunity to expand access to and continue to improve NC Pre-K to promote positive outcomes for our State's most at-risk four-year-olds. The Preschool Expansion grant would build on North Carolina's commitment to providing access to high-quality early learning opportunities for children with high needs, ensuring the highest-quality teacher workforce, and preparing preschool children for success in school and life.

We are committed to supporting the work outlined in the Preschool Expansion Grant proposal.

Sincerely,

(b)(6)

Cassandra Evans,
Federal Programs Director



U.S. Department of Education
Office of Elementary and Secondary Education (OESE)
Preschool Development Grants: Expansion Grants
U.S. Department of Education
400 Maryland Avenue, SW.
Washington, DC 20202-4260

October 3, 2014

Dear Assistant Secretaries Delisle and Greenberg,

I am writing in support of North Carolina's application for the Preschool Development Grants-Expansion Grants. North Carolina has a strong history of providing high-quality state-funded pre-kindergarten to children most at risk, as well as successful collaborations across agencies to meet children's needs. This grant proposal builds on North Carolina's commitment to providing access to high-quality early education experiences for children most at risk, to ensuring the highest-quality teacher workforce, and to preparing preschool children for success in school and life. It is such an exciting opportunity to increase positive outcomes for our State's most at-risk four-year-olds.

Wake County SmartStart is currently the administrator of NC Pre-K in Wake County. If North Carolina is awarded the Preschool Development Grant, our agency will be a sub-grantee. We have seen first-hand the difference that is made in the lives of the four year olds that participate in NC Pre-K. We hear from kindergarten teachers that children who might otherwise not be prepared to enter kindergarten are entering school prepared to be successful. We are thrilled about the possibility of this excellent program being strengthened and made more widely available so that more children in our community have the opportunity to participate.

As a current administrator of NC Pre-K, we are committed to supporting the work outlined in the Preschool Expansion Grant proposal.

Sincerely,

(b)(6)

Pamela J. Dowdy, Executive Director
Wake County SmartStart



WASHINGTON COUNTY SCHOOLS

802 Washington Street • Plymouth, North Carolina 27962

Phone: 252.793.5171 Fax: 252.793.5062

Dr. Joe Davis

Superintendent

U.S. Department of Education
Office of Elementary and Secondary Education (OESE)
Preschool Development Grants: Expansion Grants
U.S. Department of Education
400 Maryland Avenue, SW.
Washington, DC 20202-4260

October 3, 2014

Dear Assistant Secretaries Delisle and Greenberg,

As the Contract Administrator (Superintendent) of Washington County Schools, I am writing to support North Carolina's application for the Preschool Development Grants -Expansion Grants. If North Carolina is awarded, this agency will be a Sub-grantee under the grant.

The application reflects North Carolina's strong history of providing high- quality state-funded pre-kindergarten to children with high needs, as well as successful collaborations across agencies to meet children's needs. The proposal outlines key ambitious and achievable goals to expand access to North Carolina's Pre-K Program across the state and integrates enhancements to the professional development delivery system for our State pre-kindergarten teachers, as well as other enhancements to strengthen our pre-kindergarten programs.

This grant is an exciting opportunity to expand access to and continue to improve NC Pre-K to promote positive outcomes for our State's most at-risk four-year-olds. The Preschool Expansion grant would build on North Carolina's commitment to providing access to high- quality early learning opportunities for children with high needs, ensuring the highest-quality teacher workforce, and preparing preschool children for success in school and life.

We are committed to supporting the work outlined in the Preschool Expansion Grant proposal.

Sincerely,

A handwritten signature in black ink that reads "Dr. Joe Davis". The signature is written in a cursive, flowing style.

Dr. Joe Davis,
Superintendent

U.S. Department of Education
Office of Elementary and Secondary Education (OESE)
Preschool Development Grants: Expansion Grants
U.S. Department of Education
400 Maryland Avenue, SW.
Washington, DC 20202-4260

October 3, 2014

Dear Assistant Secretaries Delisle and Greenberg,

As the Executive Director of Western Carolina Community Action , I am writing to support North Carolina's application for the Preschool Development Grants -Expansion Grants. If North Carolina is awarded, this agency will be a Sub-grantee under the grant.

The application reflects North Carolina's strong history of providing high- quality state-funded pre-kindergarten to children with high needs, as well as successful collaborations across agencies to meet children's needs. The proposal outlines key ambitious and achievable goals to expand access to North Carolina's Pre-K Program across the state and integrates enhancements to the professional development delivery system for our State pre-kindergarten teachers, as well as other enhancements to strengthen our pre-kindergarten programs.

This grant is an exciting opportunity to expand access to and continue to improve NC Pre-K to promote positive outcomes for our State's most at-risk four-year-olds. The Preschool Expansion grant would build on North Carolina's commitment to providing access to high- quality early learning opportunities for children with high needs, ensuring the highest-quality teacher workforce, and preparing preschool children for success in school and life.

We are committed to supporting the work outlined in the Preschool Expansion Grant proposal.

Sincerely,

(b)(6)

David White
Executive Director



Superintendent
Marty T. Hemric, Ed. D.

Associate Superintendent
Wanda P. Hutchinson, Ed. D.

Assistant Superintendent
Anna R. Lankford, MA

U.S. Department of Education
Office of Elementary and Secondary Education (OESE)
Preschool Development Grants: Expansion Grants
U.S. Department of Education
400 Maryland Avenue, SW.
Washington, DC 20202-4260

October 3, 2014

Dear Assistant Secretaries Delisle and Greenberg,

As the North Carolina Pre-Kindergarten Contract Administrator for Wilkes County, I am writing to support North Carolina's application for the Preschool Development Grants -Expansion Grants. If North Carolina is awarded, Wilkes County Schools will be a Sub-grantee under the grant.

The application reflects North Carolina's strong history of providing high-quality state-funded pre-kindergarten to children with high needs, as well as successful collaborations across agencies to meet children's needs. The proposal outlines key ambitious and achievable goals to expand access to North Carolina's Pre-K Program across the state and integrates enhancements to the professional development delivery system for our State pre-kindergarten teachers, as well as other enhancements to strengthen our pre-kindergarten programs.

This grant is an exciting opportunity to expand access to and continue to improve NC Pre-K to promote positive outcomes for our State's most at-risk four-year-olds. The Preschool Expansion grant would build on North Carolina's commitment to providing access to high-quality early learning opportunities for children with high needs, ensuring the highest-quality teacher workforce, and preparing preschool children for success in school and life.

We are committed to supporting the work outlined in the Preschool Expansion Grant proposal.

Sincerely,

(b)(6)

Janet J. Sink

Director of Pre-K Programs
Wilkes County Schools



Wilson County Partnership for Children

109 Park Avenue West
Post Office Box 2661
Wilson, North Carolina 27894
Phone: 252.206.4235
Fax: 252.206.4245

October 7, 2014

U.S. Department of Education
Office of Elementary and Secondary Education (OESE)
Preschool Development Grants: Expansion Grants
400 Maryland Avenue, SW.
Washington, DC 20202-4260

Dear Assistant Secretaries Delisle and Greenberg,

As Wilson County Partnership for Children, we are writing to support North Carolina's application for the Preschool Development Grants -Expansion Grants. If North Carolina is awarded, this agency will be a Sub-grantee under the grant.

The application reflects North Carolina's strong history of providing high- quality state-funded pre-kindergarten to children with high needs, as well as successful collaborations across agencies to meet children's needs. The proposal outlines key ambitious and achievable goals to expand access to North Carolina's Pre-K Program across the state and integrates enhancements to the professional development delivery system for our State pre-kindergarten teachers, as well as other enhancements to strengthen our pre-kindergarten programs.

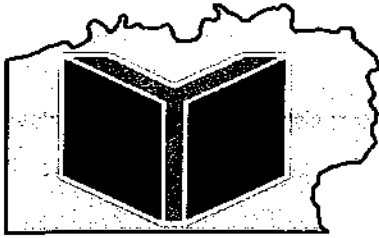
This grant is an exciting opportunity to expand access to and continue to improve NC Pre-K to promote positive outcomes for our State's most at-risk four-year-olds. The Preschool Expansion grant would build on North Carolina's commitment to providing access to high- quality early learning opportunities for children with high needs, ensuring the highest-quality teacher workforce, and preparing preschool children for success in school and life.

We are committed to supporting the work outlined in the Preschool Expansion Grant proposal.

Sincerely,

(b)(6)

A. NaDene Tucker, Executive Director



Yadkin County Schools

Learn Today. Lead Tomorrow

U.S. Department of Education
Office of Elementary and Secondary Education (OESE)
Preschool Development Grants: Expansion Grants
U.S. Department of Education
400 Maryland Avenue, SW.
Washington, DC 20202-4260

October 3, 2014

Dear Assistant Secretaries Delisle and Greenberg,

On behalf of the Yadkin County School System, I am writing to support North Carolina's application for the Preschool Development Grants -Expansion Grants. If North Carolina is awarded, this agency will be a Sub-grantee under the grant.

The application reflects North Carolina's strong history of providing high- quality state-funded pre-kindergarten to children with high needs, as well as successful collaborations across agencies to meet children's needs. The proposal outlines key ambitious and achievable goals to expand access to North Carolina's Pre-K Program across the state and integrates enhancements to the professional development delivery system for our State pre-kindergarten teachers, as well as other enhancements to strengthen our pre-kindergarten programs.

This grant is an exciting opportunity to expand access to and continue to improve NC Pre-K to promote positive outcomes for our State's most at-risk four-year-olds. The Preschool Expansion grant would build on North Carolina's commitment to providing access to high- quality early learning opportunities for children with high needs, ensuring the highest-quality teacher workforce, and preparing preschool children for success in school and life.

Specifically for Yadkin County, this expansion would help in providing more opportunities for children in a rural county. Currently, only 19% of children in this county under the age of 6 are in licensed early education programs.

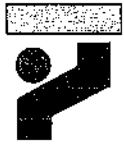
We are committed to supporting the work outlined in the Preschool Expansion Grant proposal.

Sincerely,

(b)(6)

Myra Cox, Assistant Superintendent
Yadkin County Schools
121 Washington Street
Yadkinville, NC 27055

www.yadkin.k12.nc.us
121 WASHINGTON STREET • YADKINVILLE, NORTH CAROLINA 27055
TELEPHONE: (336) 679-2051 • FAX: (336) 679-4013



Telamon Corporation

Empowering Individuals, Improving Communities

5560 Munford Road, Suite 201
Raleigh, NC 27612
(919) 851-7611
Fax: (919) 851-9044

U.S. Department of Education
Office of Elementary and Secondary Education (OESE)
Preschool Development Grants: Expansion Grants
U.S. Department of Education
400 Maryland Avenue, SW.
Washington, DC 20202-4260

October 3, 2014

Dear Assistant Secretaries Delisle and Greenberg:

As the Executive Director of Telamon Corporation I am writing to support North Carolina's application for the Preschool Development Grants-Expansion Grant. Telamon Corporation serves roughly 315 migrant and seasonal children across the State. If North Carolina is awarded, Telamon Corporation will, for the first time, be able to provide 4-year-old children Pre-K services for up to five additional months (through late spring) beyond their traditional program year. In addition, we will be better able to not only better serve, but significantly improve developmental outcomes for migrant/seasonal children, with additional instruction time and a stronger, better-educated workforce.

The application reflects North Carolina's strong history of providing high-quality State-funded Pre-kindergarten to children with high needs, as well as successful collaborations across agencies to meet children's needs. The proposal also outlines key ambitious and achievable goals to integrate enhancements to the professional development delivery system for our State Pre-kindergarten teachers to make North Carolina's Pre-K teachers the best in the nation.

This grant is an exciting opportunity to expand access to the quality initiatives of NC Pre-K, leading to improved outcomes for children of migrant/seasonal families and those who are "dual language learners." The Preschool Expansion grant would build on North Carolina's commitment to providing access to high-quality early learning opportunities for children with high needs, ensuring the highest-quality teacher workforce, and preparing preschool children for success in school and life.

We are committed to partnering with North Carolina to support the work outlined in the Preschool Expansion Grant proposal.

Sincerely,

(b)(6)

Suzanne Orozco
Executive Director

An Equal Opportunity Employer

Auxiliary aids and services are available to individuals with disabilities upon request.

These instructions refer to this excel spreadsheet, which includes tabs for Table A, Table B, Competitive Priority 1 Table, Table (D)(4), and the Budget Table. Additionally, there is an example of Table A.

Instructions for Table A – Preschool Development Grants--Expansion (Second Sheet)

General Instructions

- This table is divided into three sections, which correspond to Absolute Priority 1, Competitive Priority 1 and Selection Criteria (D) (4).
- To reduce the burden on States, many of the cells contain formulas that calculate additional information (i.e., percentages and totals). These cells are locked, and you cannot edit them.
- You should only enter information into cells that are light red, and once you put information into these cells, they will turn light orange.
- Finally, this table should serve as a planning tool; therefore, you should input your best estimates for future funding levels. These estimates should be supported with evidence in the narrative portion of your application.

Part I. Absolute Priority 1

1. For years 1-4, fill out the expected amount of federal funds allocated for lines 1A (State-Level Infrastructure), 1C (New Preschool Slots) and 1D (Improved Preschool Slots). State-Level Infrastructure should account for no more than 5% of the cumulative funds for all 4 years. Nothing else should be filled out in this section. Some cells will self-populate based on previously entered formulas, and those cells should be left alone.

Part II. Competitive Priority 1

1. For each year, fill out the expected Matching Funds allocated for lines 2A (State-Level Infrastructure), 2C (New Preschool Slots) and 2D (Improved Preschool Slots). Cumulative State-Level Infrastructure *need not* be 5% of the total Matching Funds, as that limit applies only to Federal funds.
2. For line 2F (State Matching Funds), fill out the *increased* State funds spent on preschool during State Fiscal Year 2014 only.
3. The green total section containing lines 2F-2J will self-populate using information from parts I and II and is there for your reference.

Part III. Selection Criteria (D) (4)

1. In line 3A (Total Eligible Children), please fill out the total Eligible Children for each year (these are based on estimates).
2. Next, fill out 3B (Children Served in New Preschool Slots) and 3C (PPE/Slot). 3D (Estimated Cost) and 3E (% Eligible Children Served...) will be calculated for you. The estimated cost should roughly correspond to the amount your state has available for new preschool slots, for each year and in total (shown in 2H in the green total section in Part II).
3. Next, fill out 3F (Children Served in Improved Preschool Slots) and 3G (PPE/Slot). These numbers should be based on averages across all the different ways you plan to improve preschool slots. In addition, they should be based on the evidence presented in your narrative. 3H (Estimated Cost) and 3I (% Eligible Children Served...) will be calculated for you. The estimated cost should roughly correspond to the amount your state has available for improved preschool slots, for each year and in total (shown in line 2I in the green total section in Part II.)

Instructions for Table B (Third Sheet)

Note: For each of the columns, fill out the required information for years 2010-2013.

1. For columns 1-3, fill out past funding sources for State Preschool Programs.
2. For columns 4 and 5, fill out the total number of four-year old children in the state and those who are at or below 200% FPL, respectively.
3. For columns 6 and 7, fill out the total number of four-year old children served in State Preschool Program and the total number of four-year old children at or below 200% FPL served in the State Preschool Program. The percentages will calculate automatically.

Instructions for Competitive Priority 1 Table (Fourth Sheet)

1. For FY 2014 Investment, fill out the *increased* State funds provided by the state in FY 2014. Do not enter funds under "Local," "Philanthropic," or "Other" in this column.
2. For years 1-4, fill out the expected amount of matching funds coming from State, local, philanthropic, and other sources.
3. The totals for each year will self-populate; you cannot edit the cells in the Overall Match line.
4. Finally, the last line serves to check that the numbers in this table are the same as those entered into the Table A. If they are the same, the cell below the total will read "Correct"; if there is a problem, it will read "Please verify numbers". Before moving on, please make sure all of the cells are correct.

Instructions for Table (D)(4) (Fifth Sheet)

1. In consultation with Subgrantees, States should provide information on the way they plan to improve slots and the estimated cost associated with the improvement.
2. For each Subgrantee, fill out how the slots will be improved each year, how many children will be served, and the total estimated cost.
3. Leave any unneeded rows blank.
4. Add additional rows as needed. To do so, select lines 22-25. Right click on your selection and choose "Copy." Then, select four rows beneath the last line of the previous Subgrantee entry. Right click on that selection and choose "Paste." Change the "5" in the "Subgrantee 5" cell to the appropriate number, and fill out the rest of the rows as appropriate.

Table A										
Expansion Grants										
PART I. Absolute Priority 1		Instructions: For each year, please fill out the expected Federal Fiscal Year 4 Development Grant Funds for 1A, 1C, and 1D. Nothing else should be filled out in this section. The other cells will self-populate with information; those should not be modified.								
	Year 1		Year 2		Year 3		Year 4		Cumulative \$	%
Allocation of Federal Preschool Development Grant Funds	\$	% Funds	\$	% Funds	\$	% Funds	\$	% Funds		
1A: State-Level Infrastructure	\$966,065	5%	\$959,065	5%	\$958,565	5%	\$958,565	5%	\$3,842,260	5%
1B: High-Quality Preschool Programs	\$19,000,000	95%	\$19,000,000	95%	\$19,000,000	95%	\$19,000,000	95%	\$76,000,000	95%
1C: New Preschool Slots	\$12,990,718	65%	\$12,990,718	65%	\$12,990,718	65%	\$12,990,718	65%	\$51,962,872	65%
1D: Improved Preschool Slots	\$6,009,282	30%	\$6,009,282	30%	\$6,009,282	30%	\$6,009,282	30%	\$24,037,128	30%
Total Federal Funds	\$19,966,065	100%	\$19,959,065	100%	\$19,958,565	100%	\$19,958,565	100%	\$79,842,260	100%
PART II. Competitive Priority 1		Instructions: For each year, fill out the expected Matching Funds for 2A, 2C, 2D. Also, provide the increased State funding in fiscal Year 2014 at the bottom of this section. The other cells will self-populate with information; those should not be modified.								
	Year 1		Year 2		Year 3		Year 4		Cumulative \$	%
Allocation of Matching Funds	\$	% Funds	\$	% Funds	\$	% Funds	\$	% Funds		
2A: State-Level Infrastructure	(b)(4)									
2B: High-Quality Preschool Programs										
2C: New Preschool Slots										
2D: Improved Preschool Slots										
Total Year 1-4 Matching Funds										
Type of State Match	Increased State Funding in Fiscal Year 2014	\$ from Year 1	\$ from Year 2	\$ from Year 3	\$ from Year 4	Overall Matching Funds	Match %			
2E: State Matching Funds (if applicable)	(b)(4)									
2F: Total Funds for State-Level Infrastructure	(b)(4)									
2G: Total Funds for High-Quality Preschool Programs										
2H: Total Funds for New Preschool Slots										
2I: Total Funds for Improved Preschool Slots										
2J: Total Program Resources										
PART III. Selection Criterion (D)(4)		Instructions: For each year, please fill out 3A, 3B, 3C, and 3E, 3G. The other cells will self-populate with information; those should not be modified.								
	Year 1		Year 2		Year 3		Year 4		Cumulative	
3A: Total Eligible Children	(b)(4)									
3B: Eligible Children Served in New Preschool Slots										
3C: PPE/Slot										
3D: Estimated Cost (Rounded)										
3E: % Eligible Children Served in New Preschool Slots										
3F: Eligible Children Served in Improved Preschool Slots										
3G: PPE/Slot										
3H: Estimated Cost (Rounded)										
3I: % Eligible Children Served in Improved Preschool Slots										
3J: Total % Eligible Children Served With New and Improved Slots										
3K: Total Children Served										

State Fiscal Year	1: State Funding	2: Local Funding	3: Philanthropic /Private Funding (if applicable)	4: Number of Four-Year Old Children	5: Number of Four-Year Olds at or below 200% FPL	6: Four-Year Olds Served in the State Preschool Program		7: Four-Year Olds at or below 200% FPL Served in the State Preschool Program	
						#	%	#	%
2014	(b)(4)								
2013									
2012									
2011									

Competitive Priority 1 Table						
Types of Match	<i>Increased State Funding in Fiscal Year 2014</i>	Year 1	Year 2	Year 3	Year 4	TOTAL
State	(b)(4)					
Local						
Philanthropic						
Other						
Overall Match						
Matches Amount from Table A	Correct	Correct	Correct	Correct	Correct	Correct

Table (D)(4)						
Subgrantee 1	Breakdown	Year 1	Year 2	Year 3	Year 4	
Alamance Partnership for Children	Methods for Improving Slots (Select as many as apply)	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	
	Total Eligible Children Served in Improved Preschool Slots (if applicable)	(b)(4)				
	Total Estimated Cost					
Subgrantee 2	Breakdown	Year 1	Year 2	Year 3	Year 4	
Albemarle Partnership for Children - Camden	Methods for Improving Slots (Select as many as apply)	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	
	Total Eligible Children Served in Improved Preschool Slots (if applicable)	(b)(4)				
	Total Estimated Cost					
Subgrantee 3	Breakdown	Year 1	Year 2	Year 3	Year 4	
Alexander County Partnership for Children	Methods for Improving Slots (Select as many as apply)	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	
	Total Eligible Children Served in Improved Preschool Slots (if applicable)	(b)(4)				
	Total Estimated Cost	Contract amount to be determined based on specific enhancement.	Contract amount to be determined based on specific enhancement.	Contract amount to be determined based on specific enhancement.	Contract amount to be determined based on specific enhancement.	
Subgrantee 4	Breakdown	Year 1	Year 2	Year 3	Year 4	
Alleghany County Schools	Methods for Improving Slots (Select as many as apply)	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	
	Total Eligible Children Served in Improved Preschool Slots (if applicable)	(b)(4)				
	Total Estimated Cost					
Subgrantee 5	Breakdown	Year 1	Year 2	Year 3	Year 4	
Alliance for Children	Methods for Improving Slots (Select as many as apply)	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	
	Total Eligible Children Served in Improved Preschool Slots (if applicable)	(b)(4)				

	Total Estimated Cost	Contract amount to be determined based on specific enhancement.	Contract amount to be determined based on specific enhancement.	Contract amount to be determined based on specific enhancement.	Contract amount to be determined based on specific enhancement.
Subgrantee 6	Breakdown	Year 1	Year 2	Year 3	Year 4
Anson County Partnership for Children	Methods for Improving Slots (Select as many as apply)	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services
	Total Eligible Children Served in Improved Preschool Slots (if applicable)	101	101	101	101
	Total Estimated Cost	Contract amount to be determined based on specific enhancement.	Contract amount to be determined based on specific enhancement.	Contract amount to be determined based on specific enhancement.	Contract amount to be determined based on specific enhancement.
Subgrantee 7	Breakdown	Year 1	Year 2	Year 3	Year 4
Ashe County Schools	Methods for Improving Slots (Select as many as apply)	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services
	Total Eligible Children Served in Improved Preschool Slots (if applicable)	(b)(4)			
	Total Estimated Cost				
Subgrantee 8	Breakdown	Year 1	Year 2	Year 3	Year 4
Avery County Schools	Methods for Improving Slots (Select as many as apply)	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services
	Total Eligible Children Served in Improved Preschool Slots (if applicable)	(b)(4)			
	Total Estimated Cost				
Subgrantee 9	Breakdown	Year 1	Year 2	Year 3	Year 4
Beaufort/Hyde Partnership for Children	Methods for Improving Slots (Select as many as apply)	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services
	Total Eligible Children Served in Improved Preschool Slots (if applicable)	(b)(4)			
	Total Estimated Cost				
Subgrantee 10	Breakdown	Year 1	Year 2	Year 3	Year 4
Bertie County Schools	Methods for Improving Slots (Select as many as apply)	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services
	Total Eligible Children Served in Improved Preschool Slots (if applicable)	(b)(4)			
	Total Estimated Cost				

	Total Estimated Cost	Contract amount to be determined based on specific enhancement.	Contract amount to be determined based on specific enhancement.	Contract amount to be determined based on specific enhancement.	Contract amount to be determined based on specific enhancement.
Subgrantee 11	Breakdown	Year 1	Year 2	Year 3	Year 4
Bladen County Schools	Methods for Improving Slots (Select as many as apply)	<input checked="" type="checkbox"/> Teacher Qualifications/ Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/ Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/ Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/ Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services
	Total Eligible Children Served in Improved Preschool Slots (if applicable)	(b)(4)			
	Total Estimated Cost	Contract amount to be determined based on specific enhancement.	Contract amount to be determined based on specific enhancement.	Contract amount to be determined based on specific enhancement.	Contract amount to be determined based on specific enhancement.
Subgrantee 12	Breakdown	Year 1	Year 2	Year 3	Year 4
Buncombe County Partnership for Children	Methods for Improving Slots (Select as many as apply)	<input checked="" type="checkbox"/> Teacher Qualifications/ Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/ Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/ Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/ Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services
	Total Eligible Children Served in Improved Preschool Slots (if applicable)	(b)(4)			
	Total Estimated Cost				
Subgrantee 13	Breakdown	Year 1	Year 2	Year 3	Year 4
Burke County Smart Start, Inc.	Methods for Improving Slots (Select as many as apply)	<input checked="" type="checkbox"/> Teacher Qualifications/ Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/ Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/ Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/ Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services
	Total Eligible Children Served in Improved Preschool Slots (if applicable)	(b)(4)			
	Total Estimated Cost	\$			
Subgrantee 14	Breakdown	Year 1	Year 2	Year 3	Year 4
Cabarrus County Partnership for Children	Methods for Improving Slots (Select as many as apply)	<input checked="" type="checkbox"/> Teacher Qualifications/ Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/ Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/ Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/ Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services
	Total Eligible Children Served in Improved Preschool Slots (if applicable)	(b)(4)			
	Total Estimated Cost	Contract amount to be determined based on specific enhancement.	Contract amount to be determined based on specific enhancement.	Contract amount to be determined based on specific enhancement.	Contract amount to be determined based on specific enhancement.
Subgrantee 15	Breakdown	Year 1	Year 2	Year 3	Year 4
Caldwell County Smart Start a Partnership for Young Children	Methods for Improving Slots (Select as many as apply)	<input checked="" type="checkbox"/> Teacher Qualifications/ Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/ Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/ Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/ Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services
	Total Eligible Children Served in Improved Preschool Slots (if applicable)				
	Total Estimated Cost				

	Total Eligible Children Served in Improved Preschool Slots (if applicable)	(b)(4)			
	Total Estimated Cost	\$			
Subgrantee 16	Breakdown	Year 1	Year 2	Year 3	Year 4
Carteret County Schools	Methods for Improving Slots (Select as many as apply)	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services
	Total Eligible Children Served in Improved Preschool Slots (if applicable)	(b)(4)			
	Total Estimated Cost	\$			
Subgrantee 17	Breakdown	Year 1	Year 2	Year 3	Year 4
Caswell County Partnership for Children	Methods for Improving Slots (Select as many as apply)	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services
	Total Eligible Children Served in Improved Preschool Slots (if applicable)	(b)(4)			
	Total Estimated Cost	\$			
Subgrantee 18	Breakdown	Year 1	Year 2	Year 3	Year 4
Catawba County Partnership for Children	Methods for Improving Slots (Select as many as apply)	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input checked="" type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services
	Total Eligible Children Served in Improved Preschool Slots (if applicable)	(b)(4)			
	Total Estimated Cost	\$			
Subgrantee 19	Breakdown	Year 1	Year 2	Year 3	Year 4
Charlotte-Mecklenburg Schools	Methods for Improving Slots (Select as many as apply)	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services
	Total Eligible Children Served in Improved Preschool Slots (if applicable)	(b)(4)			
	Total Estimated Cost	\$			
Subgrantee 20	Breakdown	Year 1	Year 2	Year 3	Year 4
Chatham County Partnership for Children	Methods for Improving Slots (Select as many as apply)	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services
	Total Eligible Children Served in Improved Preschool Slots (if applicable)	(b)(4)			

Total Estimated Cost		\$ (b)(4)			
Subgrantee 21	Breakdown	Year 1	Year 2	Year 3	Year 4
Cleveland County Partnership for Children, Inc.	Methods for Improving Slots (Select as many as apply)	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services
	Total Eligible Children Served in Improved Preschool Slots (if applicable)	(b)(4)			
	Total Estimated Cost	\$			
Subgrantee 22	Breakdown	Year 1	Year 2	Year 3	Year 4
Columbus County Schools	Methods for Improving Slots (Select as many as apply)	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services
	Total Eligible Children Served in Improved Preschool Slots (if applicable)	(b)(6)			
	Total Estimated Cost	\$			
Subgrantee 23	Breakdown	Year 1	Year 2	Year 3	Year 4
Community Action Opportunities - Madison	Methods for Improving Slots (Select as many as apply)	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input checked="" type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services
	Total Eligible Children Served in Improved Preschool Slots (if applicable)	(b)(4)			
	Total Estimated Cost	\$			
Subgrantee 24	Breakdown	Year 1	Year 2	Year 3	Year 4
Craven County Board of Education	Methods for Improving Slots (Select as many as apply)	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services
	Total Eligible Children Served in Improved Preschool Slots (if applicable)	(b)(4)			
	Total Estimated Cost	\$			
Subgrantee 25	Breakdown	Year 1	Year 2	Year 3	Year 4
Currituck County Schools	Methods for Improving Slots (Select as many as apply)	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services
	Total Eligible Children Served in Improved Preschool Slots (if applicable)	(b)(4)			
	Total Estimated Cost	\$			
Subgrantee 26	Breakdown	Year 1	Year 2	Year 3	Year 4

Dare County Schools	Methods for Improving Slots (Select as many as apply)	<input checked="" type="checkbox"/> Teacher Qualifications/ Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/ Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/ Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/ Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services
	Total Eligible Children Served in Improved Preschool Slots (if applicable)	(b)(4)			
	Total Estimated Cost	Contract amount to be determined based on specific enhancement.	Contract amount to be determined based on specific enhancement.	Contract amount to be determined based on specific enhancement.	Contract amount to be determined based on specific enhancement.
Subgrantee 27	Breakdown	Year 1	Year 2	Year 3	Year 4
Davie County Schools	Methods for Improving Slots (Select as many as apply)	<input checked="" type="checkbox"/> Teacher Qualifications/ Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/ Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/ Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/ Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services
	Total Eligible Children Served in Improved Preschool Slots (if applicable)	(b)(4)			
	Total Estimated Cost	\$	(b)(4)		
Subgrantee 28	Breakdown	Year 1	Year 2	Year 3	Year 4
Down East Partnership for Children	Methods for Improving Slots (Select as many as apply)	<input checked="" type="checkbox"/> Teacher Qualifications/ Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/ Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/ Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/ Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services
	Total Eligible Children Served in Improved Preschool Slots (if applicable)	(b)(4)			
	Total Estimated Cost	\$	(b)(4)		
Subgrantee 29	Breakdown	Year 1	Year 2	Year 3	Year 4
Duplin County Schools	Methods for Improving Slots (Select as many as apply)	<input checked="" type="checkbox"/> Teacher Qualifications/ Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/ Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/ Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/ Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services
	Total Eligible Children Served in Improved Preschool Slots (if applicable)	(b)(4)			
	Total Estimated Cost	\$	(b)(4)		
Subgrantee 30	Breakdown	Year 1	Year 2	Year 3	Year 4
Durham's Partnership for Children	Methods for Improving Slots (Select as many as apply)	<input checked="" type="checkbox"/> Teacher Qualifications/ Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/ Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/ Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/ Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services
	Total Eligible Children Served in Improved Preschool Slots (if applicable)	(b)(4)			
	Total Estimated Cost	\$	(b)(4)		
Subgrantee 31	Breakdown	Year 1	Year 2	Year 3	Year 4

Edenton - Chowan Board of Education	Methods for Improving Slots (Select as many as apply)	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services
	Total Eligible Children Served in Improved Preschool Slots (if applicable)	(b)(4)			
	Total Estimated Cost	Contract amount to be determined based on specific enhancement.	Contract amount to be determined based on specific enhancement.	Contract amount to be determined based on specific enhancement.	Contract amount to be determined based on specific enhancement.
Subgrantee 32	Breakdown	Year 1	Year 2	Year 3	Year 4
Elizabeth City - Pasquotank County Schools	Methods for Improving Slots (Select as many as apply)	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services
	Total Eligible Children Served in Improved Preschool Slots (if applicable)	(b)(4)			
	Total Estimated Cost	\$			
Subgrantee 33	Breakdown	Year 1	Year 2	Year 3	Year 4
Franklin Granville Vance Smart Start, Inc.	Methods for Improving Slots (Select as many as apply)	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services
	Total Eligible Children Served in Improved Preschool Slots (if applicable)	(b)(4)			
	Total Estimated Cost	\$			
Subgrantee 34	Breakdown	Year 1	Year 2	Year 3	Year 4
Gaston County Schools	Methods for Improving Slots (Select as many as apply)	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services
	Total Eligible Children Served in Improved Preschool Slots (if applicable)	(b)(4)			
	Total Estimated Cost	\$			
Subgrantee 35	Breakdown	Year 1	Year 2	Year 3	Year 4
Gates County Schools	Methods for Improving Slots (Select as many as apply)	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services
	Total Eligible Children Served in Improved Preschool Slots (if applicable)	(b)(4)			
	Total Estimated Cost	Contract amount to be determined based on specific enhancement.	Contract amount to be determined based on specific enhancement.	Contract amount to be determined based on specific enhancement.	Contract amount to be determined based on specific enhancement.
Subgrantee 36	Breakdown	Year 1	Year 2	Year 3	Year 4

Granville County Schools	Methods for Improving Slots (Select as many as apply)	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based, Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based, Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based, Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based, Professional Development <input checked="" type="checkbox"/> Comprehensive Services
	Total Eligible Children Served in Improved Preschool Slots (if applicable)	(b)(4)			
	Total Estimated Cost	\$	(b)(4)		
Subgrantee 37	Breakdown	Year 1	Year 2	Year 3	Year 4
Guilford County Partnership for Children	Methods for Improving Slots (Select as many as apply)	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based, Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based, Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based, Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based, Professional Development <input checked="" type="checkbox"/> Comprehensive Services
	Total Eligible Children Served in Improved Preschool Slots (if applicable)	(b)(4)			
	Total Estimated Cost	\$	(b)(4)		
Subgrantee 38	Breakdown	Year 1	Year 2	Year 3	Year 4
Halifax-Warren SmartStart Partnership for Children	Methods for Improving Slots (Select as many as apply)	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based, Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based, Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based, Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based, Professional Development <input checked="" type="checkbox"/> Comprehensive Services
	Total Eligible Children Served in Improved Preschool Slots (if applicable)	(b)(4)			
	Total Estimated Cost	\$	(b)(4)		
Subgrantee 39	Breakdown	Year 1	Year 2	Year 3	Year 4
Harnett County Partnership for Children	Methods for Improving Slots (Select as many as apply)	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based, Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based, Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based, Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based, Professional Development <input checked="" type="checkbox"/> Comprehensive Services
	Total Eligible Children Served in Improved Preschool Slots (if applicable)	(b)(4)			
	Total Estimated Cost	Contract amount to be determined based on specific enhancement.	Contract amount to be determined based on specific enhancement.	Contract amount to be determined based on specific enhancement.	Contract amount to be determined based on specific enhancement.
Subgrantee 40	Breakdown	Year 1	Year 2	Year 3	Year 4
Hertford County Schools	Methods for Improving Slots (Select as many as apply)	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based, Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based, Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based, Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based, Professional Development <input checked="" type="checkbox"/> Comprehensive Services
	Total Eligible Children Served in Improved Preschool Slots (if applicable)	(b)(4)			
	Total Estimated Cost	\$	(b)(4)		
Subgrantee 41	Breakdown	Year 1	Year 2	Year 3	Year 4

Hoke County Schools		Methods for Improving Slots (Select as many as apply)	<input checked="" type="checkbox"/> Teacher Qualifications/ Compensation. <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/ Compensation. <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/ Compensation. <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Deve opment <input checked="" type="checkbox"/> Comprehensive Services.	<input checked="" type="checkbox"/> Teacher Qualifications/ Compensat on, <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Rat o, <input checked="" type="checkbox"/> Evidence-Based Professiona l Development. <input checked="" type="checkbox"/> Comprehensive Services
Total Eligible Children Served in Improved Preschool Slots (if applicable)	(b)(4)					
Total Estimated Cost	Contract amount to be determined based on specific enhancement.					
Subgrantee #2	Breakdown	Year 1	Year 2	Year 3	Year 4	
Hyde County Schools	Methods for Improving Slots (Select as many as apply)	<input checked="" type="checkbox"/> Teacher Qualifications/ Compensation. <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/ Compensation. <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Ev dence-Based Profess onal Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/ Compensation. <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio. <input checked="" type="checkbox"/> Evidence-Based Professional Deve opment <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/ Compensat on, <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Rat o, <input checked="" type="checkbox"/> Evidence-Based Professiona l Development <input checked="" type="checkbox"/> Comprehensive Services	
Total Eligible Children Served in Improved Preschool Slots (if applicable)	(b)(4)					
Total Estimated Cost	Contract amount to be determined based on specific enhancement.					
Subgrantee #3	Breakdown	Year 1	Year 2	Year 3	Year 4	
Intermountain Children's Services, Inc. - Mitchell	Methods for Improving Slots (Select as many as apply)	<input checked="" type="checkbox"/> Teacher Qualifications/ Compensation. <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/ Compensation. <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Ev dence-Based Profess onal Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/ Compensation. <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence Based Professional Deve opment <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/ Compensat on <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Rat o, <input checked="" type="checkbox"/> Evidence Based Professiona l Development <input checked="" type="checkbox"/> Comprehensive Services	
Total Eligible Children Served in Improved Preschool Slots (if applicable)	(b)(4)					
Total Estimated Cost	Contract amount to be determined based on specific enhancement.					
Subgrantee #4	Breakdown	Year 1	Year 2	Year 3	Year 4	
Intermountain Children's Services, Inc. - Yancey	Methods for Improving Slots (Select as many as apply)	<input checked="" type="checkbox"/> Teacher Qualifications/ Compensation. <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/ Compensation. <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Ev dence-Based Profess onal Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/ Compensation. <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Deve opment <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/ Compensat on <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Rat o <input checked="" type="checkbox"/> Evidence-Based Professiona l Development <input checked="" type="checkbox"/> Comprehensive Services	
Total Eligible Children Served in Improved Preschool Slots (if applicable)	(b)(4)					
Total Estimated Cost	Contract amount to be determined based on specific enhancement.					
Subgrantee #5	Breakdown	Year 1	Year 2	Year 3	Year 4	
Iredell County Partnership for Children	Methods for Improving Slots (Select as many as apply)	<input checked="" type="checkbox"/> Teacher Qualifications/ Compensation. <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/ Compensation. <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Ev dence-Based Profess onal Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/ Compensation. <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Deve opment <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/ Compensat on, <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Rat o <input checked="" type="checkbox"/> Evidence-Based Professiona l Development <input checked="" type="checkbox"/> Comprehensive Services	
Total Eligible Children Served in Improved Preschool Slots (if applicable)	(b)(4)					

		(b)(4)			
Total Estimated Cost		\$			
Subgrantee 46	Breakdown	Year 1	Year 2	Year 3	Year 4
Jones County Partnership for Children	Methods for Improving Slots (Select as many as apply)	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services
	Total Eligible Children Served in Improved Preschool Slots (if applicable)	(b)(4)			
	Total Estimated Cost	\$			
Subgrantee 47	Breakdown	Year 1	Year 2	Year 3	Year 4
Lee County Partnership for Children	Methods for Improving Slots (Select as many as apply)	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services
	Total Eligible Children Served in Improved Preschool Slots (if applicable)	(b)(4)			
	Total Estimated Cost	\$			
Subgrantee 48	Breakdown	Year 1	Year 2	Year 3	Year 4
Lenoir/Greene Cty. Partnership for Children	Methods for Improving Slots (Select as many as apply)	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services
	Total Eligible Children Served in Improved Preschool Slots (if applicable)	(b)(4)			
	Total Estimated Cost	Contract amount to be determined based on specific enhancement.	Contract amount to be determined based on specific enhancement.	Contract amount to be determined based on specific enhancement.	Contract amount to be determined based on specific enhancement.
Subgrantee 49	Breakdown	Year 1	Year 2	Year 3	Year 4
Martin County Schools	Methods for Improving Slots (Select as many as apply)	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services
	Total Eligible Children Served in Improved Preschool Slots (if applicable)	(b)(4)			
	Total Estimated Cost	Contract amount to be determined based on specific enhancement.	Contract amount to be determined based on specific enhancement.	Contract amount to be determined based on specific enhancement.	Contract amount to be determined based on specific enhancement.
Subgrantee 50	Breakdown	Year 1	Year 2	Year 3	Year 4
McDowell County Schools	Methods for Improving Slots (Select as many as apply)	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services
	Total Eligible Children Served in Improved Preschool Slots (if applicable)	(b)(4)			
	Total Estimated Cost				

Total Estimated Cost		\$	(b)(4)			
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Subgrantee 51	Breakdown	Year 1	Year 2	Year 3	Year 4	
Montgomery County Partnership for Children	Methods for Improving Slots (Select as many as apply)	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	
		(b)(4)				
		(b)(4)				
	Total Eligible Children Served in Improved Preschool Slots (if applicable)	(b)(4)				
Total Estimated Cost		\$	(b)(4)			

Subgrantee 52	Breakdown	Year 1	Year 2	Year 3	Year 4	
Moore County Schools	Methods for Improving Slots (Select as many as apply)	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	
		(b)(4)				
		(b)(4)				
	Total Eligible Children Served in Improved Preschool Slots (if applicable)	(b)(4)				
Total Estimated Cost		\$	(b)(4)			

Subgrantee 53	Breakdown	Year 1	Year 2	Year 3	Year 4	
New Hanover County Schools	Methods for Improving Slots (Select as many as apply)	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	
		(b)(4)				
		(b)(4)				
	Total Eligible Children Served in Improved Preschool Slots (if applicable)	(b)(4)				
Total Estimated Cost		\$	(b)(4)			

Subgrantee 54	Breakdown	Year 1	Year 2	Year 3	Year 4
Northampton County Schools	Methods for Improving Slots (Select as many as apply)	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services
		(b)(4)			
		(b)(4)			
	Total Eligible Children Served in Improved Preschool Slots (if applicable)	(b)(4)			
Total Estimated Cost	Contract amount to be determined based on specific enhancement.	Contract amount to be determined based on specific enhancement.	Contract amount to be determined based on specific enhancement.	Contract amount to be determined based on specific enhancement.	Contract amount to be determined based on specific enhancement.

Subgrantee 55	Breakdown	Year 1	Year 2	Year 3	Year 4	
Onslow County Partnership for Children, Inc	Methods for Improving Slots (Select as many as apply)	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	
		(b)(4)				
		(b)(4)				
	Total Eligible Children Served in Improved Preschool Slots (if applicable)	(b)(4)				
Total Estimated Cost		\$	(b)(4)			

Subgrantee 56	Breakdown	Year 1	Year 2	Year 3	Year 4
Orange County Partnership for Young Children	Methods for Improving Slots (Select as many as apply)	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services
	Total Eligible Children Served in Improved Preschool Slots (if applicable)	(b)(4)			
	Total Estimated Cost	\$	(b)(4)		
Subgrantee 57	Breakdown	Year 1	Year 2	Year 3	Year 4
Pamlico County Schools	Methods for Improving Slots (Select as many as apply)	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services
	Total Eligible Children Served in Improved Preschool Slots (if applicable)	(b)(4)			
	Total Estimated Cost	\$	(b)(4)		
Subgrantee 58	Breakdown	Year 1	Year 2	Year 3	Year 4
Partnership for Children of Cumberland County, Inc.	Methods for Improving Slots (Select as many as apply)	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services
	Total Eligible Children Served in Improved Preschool Slots (if applicable)	(b)(4)			
	Total Estimated Cost	\$	(b)(4)		
Subgrantee 59	Breakdown	Year 1	Year 2	Year 3	Year 4
Partnership for Children of Johnston County, Inc.	Methods for Improving Slots (Select as many as apply)	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services
	Total Eligible Children Served in Improved Preschool Slots (if applicable)	(b)(4)			
	Total Estimated Cost	\$	(b)(4)		
Subgrantee 60	Breakdown	Year 1	Year 2	Year 3	Year 4
Partnership for Children of Lincoln/Gaston Counties, Inc.	Methods for Improving Slots (Select as many as apply)	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services
	Total Eligible Children Served in Improved Preschool Slots (if applicable)	(b)(4)			
	Total Estimated Cost	\$	(b)(4)		
Subgrantee 61	Breakdown	Year 1	Year 2	Year 3	Year 4

Pender County Schools	Methods for Improving Slots (Select as many as apply)	<input checked="" type="checkbox"/> Teacher Qualifications/ Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/ Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/ Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/ Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services
	Total Eligible Children Served in Improved Preschool Slots (if applicable)	(b)(4)			
	Total Estimated Cost	Contract amount to be determined based on specific enhancement.	Contract amount to be determined based on specific enhancement.	Contract amount to be determined based on specific enhancement.	Contract amount to be determined based on specific enhancement.
Subgrantee 62	Breakdown	Year 1	Year 2	Year 3	Year 4
Perquimans County Schools	Methods for Improving Slots (Select as many as apply)	<input checked="" type="checkbox"/> Teacher Qualifications/ Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/ Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/ Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/ Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services
	Total Eligible Children Served in Improved Preschool Slots (if applicable)	(b)(4)			
	Total Estimated Cost	Contract amount to be determined based on specific enhancement.	Contract amount to be determined based on specific enhancement.	Contract amount to be determined based on specific enhancement.	Contract amount to be determined based on specific enhancement.
Subgrantee 63	Breakdown	Year 1	Year 2	Year 3	Year 4
Person County Partnership for Children	Methods for Improving Slots (Select as many as apply)	<input checked="" type="checkbox"/> Teacher Qualifications/ Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/ Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/ Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/ Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services
	Total Eligible Children Served in Improved Preschool Slots (if applicable)	(b)(4)			
	Total Estimated Cost	\$	(b)(4)		
Subgrantee 64	Breakdown	Year 1	Year 2	Year 3	Year 4
Pitt County Schools	Methods for Improving Slots (Select as many as apply)	<input checked="" type="checkbox"/> Teacher Qualifications/ Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/ Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/ Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/ Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services
	Total Eligible Children Served in Improved Preschool Slots (if applicable)	(b)(4)			
	Total Estimated Cost	\$	(b)(4)		
Subgrantee 65	Breakdown	Year 1	Year 2	Year 3	Year 4
Polk County Schools	Methods for Improving Slots (Select as many as apply)	<input checked="" type="checkbox"/> Teacher Qualifications/ Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/ Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/ Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/ Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services
	Total Eligible Children Served in Improved Preschool Slots (if applicable)	(b)(4)			
	Total Estimated Cost	\$	(b)(4)		
Subgrantee 66	Breakdown	Year 1	Year 2	Year 3	Year 4

Randolph County Partnership for Children	Methods for Improving Slots (Select as many as apply)	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services
	Total Eligible Children Served in Improved Preschool Slots (if applicable)	(b)(4)			
	Total Estimated Cost	\$			
Subgrantee 67	Breakdown	Year 1	Year 2	Year 3	Year 4
Region A Partnership for Children	Methods for Improving Slots (Select as many as apply)	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services
	Total Eligible Children Served in Improved Preschool Slots (if applicable)	(b)(4)			
	Total Estimated Cost	\$			
Subgrantee 68	Breakdown	Year 1	Year 2	Year 3	Year 4
Richmond County Schools	Methods for Improving Slots (Select as many as apply)	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services
	Total Eligible Children Served in Improved Preschool Slots (if applicable)	(b)(4)			
	Total Estimated Cost	\$			
Subgrantee 69	Breakdown	Year 1	Year 2	Year 3	Year 4
Robeson County Partnership for Children, Inc.	Methods for Improving Slots (Select as many as apply)	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services
	Total Eligible Children Served in Improved Preschool Slots (if applicable)	(b)(4)			
	Total Estimated Cost	\$			
Subgrantee 70	Breakdown	Year 1	Year 2	Year 3	Year 4
Rockingham County Partnership for Children, Inc.	Methods for Improving Slots (Select as many as apply)	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services
	Total Eligible Children Served in Improved Preschool Slots (if applicable)	(b)(4)			
	Total Estimated Cost	\$			
Subgrantee 71	Breakdown	Year 1	Year 2	Year 3	Year 4

Rutherford County Schools	Methods for Improving Slots (Select as many as apply)	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services
	Total Eligible Children Served in Improved Preschool Slots (if applicable)	(b)(4)			
	Total Estimated Cost	\$	(b)(4)		
Subgrantee 72	Breakdown	Year 1	Year 2	Year 3	Year 4
Sampson County Partnership for Children	Methods for Improving Slots (Select as many as apply)	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services
	Total Eligible Children Served in Improved Preschool Slots (if applicable)	(b)(4)			
	Total Estimated Cost	\$	(b)(4)		
Subgrantee 73	Breakdown	Year 1	Year 2	Year 3	Year 4
Scotland County Schools	Methods for Improving Slots (Select as many as apply)	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services
	Total Eligible Children Served in Improved Preschool Slots (if applicable)	(b)(4)			
	Total Estimated Cost	\$	(b)(4)		
Subgrantee 74	Breakdown	Year 1	Year 2	Year 3	Year 4
Smart Start of Brunswick County, Inc.	Methods for Improving Slots (Select as many as apply)	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services
	Total Eligible Children Served in Improved Preschool Slots (if applicable)	(b)(4)			
	Total Estimated Cost	\$	(b)(4)		
Subgrantee 75	Breakdown	Year 1	Year 2	Year 3	Year 4
Smart Start of Davidson County	Methods for Improving Slots (Select as many as apply)	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services
	Total Eligible Children Served in Improved Preschool Slots (if applicable)	(b)(4)			
	Total Estimated Cost	\$	(b)(4)		
Subgrantee 76	Breakdown	Year 1	Year 2	Year 3	Year 4

Smart Start of Forsyth County	Methods for Improving Slots (Select as many as apply)	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services
	Total Eligible Children Served in Improved Preschool Slots (if applicable)	(b)(4)			
	Total Estimated Cost	\$	(b)(4)		
Subgrantee 77	Breakdown	Year 1	Year 2	Year 3	Year 4
Smart Start of Transylvania County	Methods for Improving Slots (Select as many as apply)	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services
	Total Eligible Children Served in Improved Preschool Slots (if applicable)	(b)(4)			
	Total Estimated Cost	\$	(b)(4)		
Subgrantee 78	Breakdown	Year 1	Year 2	Year 3	Year 4
Smart Start Rowan, Inc.	Methods for Improving Slots (Select as many as apply)	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services
	Total Eligible Children Served in Improved Preschool Slots (if applicable)	(b)(4)			
	Total Estimated Cost	Contract amount to be determined based on specific enhancement.	Contract amount to be determined based on specific enhancement.	Contract amount to be determined based on specific enhancement.	Contract amount to be determined based on specific enhancement.
Subgrantee 79	Breakdown	Year 1	Year 2	Year 3	Year 4
Stanly County Partnership for Children, Inc.	Methods for Improving Slots (Select as many as apply)	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services
	Total Eligible Children Served in Improved Preschool Slots (if applicable)	(b)(6)			
	Total Estimated Cost	\$	(b)(6)		
Subgrantee 80	Breakdown	Year 1	Year 2	Year 3	Year 4
Stokes Partnership for Children	Methods for Improving Slots (Select as many as apply)	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services
	Total Eligible Children Served in Improved Preschool Slots (if applicable)	(b)(4)			
	Total Estimated Cost	\$	(b)(4)		
Subgrantee 81	Breakdown	Year 1	Year 2	Year 3	Year 4

Surrey County Early Childhood Partnership	Methods for Improving Slots (Select as many as apply)	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services
	Total Eligible Children Served in Improved Preschool Slots (if applicable)	(b)(4)			
	Total Estimated Cost	\$	(b)(4)		
Subgrantee 82	Breakdown	Year 1	Year 2	Year 3	Year 4
Telamon (East Coast Migrant Head Start)	Methods for Improving Slots (Select as many as apply)	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services
	Total Eligible Children Served in Improved Preschool Slots (if applicable)	(b)(4)			
	Total Estimated Cost	\$	(b)(4)		
Subgrantee 83	Breakdown	Year 1	Year 2	Year 3	Year 4
The Partnership for Children of Wayne County, Inc.	Methods for Improving Slots (Select as many as apply)	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services
	Total Eligible Children Served in Improved Preschool Slots (if applicable)	(b)(4)			
	Total Estimated Cost	\$	(b)(4)		
Subgrantee 84	Breakdown	Year 1	Year 2	Year 3	Year 4
Tyrrell County Schools	Methods for Improving Slots (Select as many as apply)	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input type="checkbox"/> Comprehensive Services
	Total Eligible Children Served in Improved Preschool Slots (if applicable)	(b)(4)			
	Total Estimated Cost	Contract amount to be determined based on specific enhancement.	Contract amount to be determined based on specific enhancement.	Contract amount to be determined based on specific enhancement.	Contract amount to be determined based on specific enhancement.
Subgrantee 85	Breakdown	Year 1	Year 2	Year 3	Year 4
Vance County Schools	Methods for Improving Slots (Select as many as apply)	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services
	Total Eligible Children Served in Improved Preschool Slots (if applicable)	(b)(4)			
	Total Estimated Cost	Contract amount to be determined based on specific enhancement.	Contract amount to be determined based on specific enhancement.	Contract amount to be determined based on specific enhancement.	Contract amount to be determined based on specific enhancement.
Subgrantee 86	Breakdown	Year 1	Year 2	Year 3	Year 4

Wake County SmartStart	Methods for Improving Slots (Select as many as apply)	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services
	Total Eligible Children Served in Improved Preschool Slots (if applicable)	(b)(4)			
	Total Estimated Cost	\$			
Subgrantee 87	Breakdown	Year 1	Year 2	Year 3	Year 4
Washington County Schools	Methods for Improving Slots (Select as many as apply)	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services
	Total Eligible Children Served in Improved Preschool Slots (if applicable)	(b)(4)			
	Total Estimated Cost	\$			
Subgrantee 88	Breakdown	Year 1	Year 2	Year 3	Year 4
Watauga County Schools	Methods for Improving Slots (Select as many as apply)	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services
	Total Eligible Children Served in Improved Preschool Slots (if applicable)	(b)(4)			
	Total Estimated Cost	\$			
Subgrantee 89	Breakdown	Year 1	Year 2	Year 3	Year 4
Western Carolina Community Action, Inc. (Henderson)	Methods for Improving Slots (Select as many as apply)	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services
	Total Eligible Children Served in Improved Preschool Slots (if applicable)	(b)(4)			
	Total Estimated Cost	\$			
Subgrantee 90	Breakdown	Year 1	Year 2	Year 3	Year 4
Wilkes County Schools	Methods for Improving Slots (Select as many as apply)	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services
	Total Eligible Children Served in Improved Preschool Slots (if applicable)	(b)(4)			
	Total Estimated Cost	\$			
Subgrantee 91	Breakdown	Year 1	Year 2	Year 3	Year 4

Wilson County Partnership for Children	Methods for Improving Slots (Select as many as apply)	<input checked="" type="checkbox"/> Teacher Qualifications/ Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/ Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/ Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/ Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input type="checkbox"/> Comprehensive Services
	Total Eligible Children Served in Improved Preschool Slots (if applicable)	(b)(4)			
	Total Estimated Cost				

Subgrantee 92	Breakdown	Year 1	Year 2	Year 3	Year 4
Yadkin County Schools	Methods for Improving Slots (Select as many as apply)	<input checked="" type="checkbox"/> Teacher Qualifications/ Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/ Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/ Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services	<input checked="" type="checkbox"/> Teacher Qualifications/ Compensation <input type="checkbox"/> Full Day <input type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input checked="" type="checkbox"/> Comprehensive Services
	Total Eligible Children Served in Improved Preschool Slots (if applicable)	(b)(4)			
	Total Estimated Cost				

OVERALL STATEWIDE BUDGET					
Budget Table 1-1: Budget Summary by Budget Category (Evidence for selection criterion (G))					
Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	\$ (b)(4)				
2. Fringe Benefits	\$				
3. Travel	\$				
4. Equipment	\$				
5. Supplies	\$				
6. Contractual	\$				
7. Training Stipends					
8. Other					
9. Total Direct Costs (add lines 1-8)	\$				
10. Indirect Costs*					
11. Funds to be distributed to Subgrantees	\$				
12. Funds set aside for participation in grantee technical assistance	\$				
13. Total Grant Funds Requested (add lines 9-12)	\$				
14. Funds from other sources used to support the State's plan	\$				
15. Total Statewide Budget (add lines 13-14)	\$				

Columns (a) through (d): For each grant year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all grant years.

Line 6: Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6.

Line 10: If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.

Line 11: Show the amount of funds to be distributed to Subgrantees. At the time of application, States are not required to provide budgets for how the Subgrantees will use these funds. However, as stated in Program Requirement (o), grantees must submit scopes of work for the State and for each Subgrantee within 90 days of receipt of an award, and these scopes of work must contain, among other items, detailed budgets. Additionally, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that Subgrantees spend these funds in accordance with the State plan.

Line 12: The State must set aside \$25,000 annually from its grant funds for the purpose of participating in Preschool Development Grant technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Subgrantees evenly across the four years of the grant.

Line 13: This is the total funding requested under this grant.

Example Table A - Preschool Development Grants- Expansion Grants										
Expansion Grants										
PART I. Absolute Priority 1		Instructions: For each year, please fill out the expected Federal Preschool Development Grants Funds for 1A, 1C, and 1D. Nothing else should be filled out in this section. The other cells will self-populate with information; those should not be modified.								
	Year 1		Year 2		Year 3		Year 4		Cumulative \$	%
Allocation of Federal Preschool Development Grants Funds	\$	% Funds	\$	% Funds	\$	% Funds	\$	% Funds		
1A: State-Level Infrastructure	\$1,050,000	7%	\$900,000	6%	\$600,000	4%	\$450,000	3%	\$3,000,000	5%
1B: High-Quality Preschool Programs	\$13,950,000	93%	\$14,100,000	94%	\$14,400,000	96%	\$14,550,000	97%	\$57,000,000	95%
1C: New Preschool Slots	\$12,555,000	84%	\$11,985,000	80%	\$11,520,000	77%	\$10,912,500	73%	\$46,972,500	78%
1D: Improved Preschool Slots	\$1,395,000	9%	\$2,115,000	14%	\$2,880,000	19%	\$3,637,500	24%	\$10,027,500	17%
Total Federal Funds	\$15,000,000	100%	\$15,000,000	100%	\$15,000,000	100%	\$15,000,000	100%	\$60,000,000	100%
PART II. Competitive Priority 1		Instructions: For each year, fill out the expected Matching Funds for 2A, 2C, 2D. Also, provide the increased State Funding in Fiscal Year 4 at the bottom of this section. The other cells will self-populate with information; those should not be modified.								
	Year 1		Year 2		Year 3		Year 4		Cumulative \$	%
Allocation of Matching Funds	(b)(4)									
2A: State-Level Infrastructure										
2B: High-Quality Preschool Programs										
2C: New Preschool Slots										
2D: Improved Preschool Slots										
Total Year 1-4 Matching Funds										
Type of State Match	Increased State Funding in Fiscal Year 2014	\$ from Year 1	\$ from Year 2	\$ from Year 3	\$ from Year 4	Overall Matching Funds		Match %		
2E: State Matching Funds (if applicable)	(b)(4)									
2F: Total Funds for State-Level Infrastructure	(b)(4)									
2G: Total Funds for High-Quality Preschool Programs										
2H: Total Funds for New Preschool Slots										
2I: Total Funds for Improved Preschool Slots										
2J: Total Program Resources										
PART III. Selection Criterion (D)(4)		Instructions: For each year, please fill out 3A, 3B, 3C and 3E, 3G. The other cells will self-populate with information; those should not be modified.								
	Year 1		Year 2		Year 3		Year 4		Cumulative	
3A: Total Eligible Children	(b)(4)									
3B: Eligible Children Served in New Preschool Slots										
3C: PPE/Slot										
3D: Estimated Cost (Rounded)										
3E: % Eligible Children Served in New Preschool Slots										
3F: Eligible Children Served in Improved Preschool Slots	(b)(4)									
3G: PPE/Slot										
3H: Estimated Cost (Rounded)										
3I: % Eligible Children Served in Improved Preschool Slots										
3J: Total % Eligible Children Served With New and Improved Slots										
3K: Total Children Served										

APPLICATION ASSURANCES AND CERTIFICATIONS
Preschool Development Grants --Development Grants Competition
(CFDA No. 84.419B)

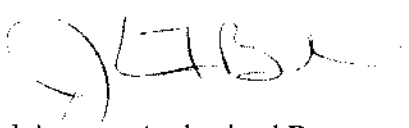
Legal Name of Applicant: Office of the Governor	Applicant's Mailing Address: 20301 Mail Service Center Raleigh, North Carolina 27699-0301
Employer Identification Number: 561636462	Organizational DUNS: 8097853630000
Lead Agency: NC Department of Health and Human Services Contact Name: Dr. Aldona Wos	Lead Agency Contact Phone: (919)855-4800 Lead Agency Contact Email Address: aldona.wos@dhhs.nc.gov

(Single point of contact for communication)

Required Applicant Signatures *(Must include signatures from an authorized representative of each Subgrantee. Insert additional signature blocks as needed below. To simplify the process, signatories may sign on separate Application Assurance forms.):*

To the best of my knowledge and belief, all of the information and data in this application are true and correct.

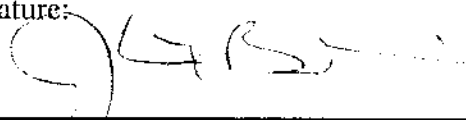
I further certify that I have read the application, am fully committed to it, and will support its implementation:

Governor or Authorized Representative of the Governor (Printed Name): JOHN F. BALDWIN	Telephone: 919 817 2015
Signature of Governor or Authorized Representative of the Governor: 	Date: 10/8/14
Lead Agency Authorized Representative (Printed Name): Aldona Wos, MD	Agency Name:
Signature of Lead Agency Authorized Representative: <div style="border: 1px solid black; width: 300px; height: 50px; margin-top: 10px;"> (b)(4) </div>	Date: 10-14-14

Accountability, Transparency, and Reporting Assurances

The Governor or his/her authorized representative assures that the State will comply with all applicable assurances in OMB Standard Forms 424B and D (Assurances for Non-Construction and Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards, including Davis-Bacon prevailing wages; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable Federal laws, executive orders, and regulations.

- With respect to the certification regarding lobbying in Department Form 80-0013, no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program; the State will complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," when required (34 C.F.R. Part 82, Appendix B); and the State will require the full certification, as set forth in 34 C.F.R. Part 82, Appendix A, in the award documents for all subawards at all tiers.
- The State and other entities will comply with the following provisions of the Education Department General Administrative Regulations (EDGAR), as applicable: 34 CFR Part 74 -- Administration of Grants and Agreements with Institutions of Higher Education, Hospitals, and Other Non-Profit Organizations; 34 CFR Part 76 -- State-Administered Programs, including the construction requirements in section 75.600 through 75.617 that are incorporated by reference in section 76.600; 34 CFR Part 77 -- Definitions that Apply to Department Regulations; 34 CFR Part 80 -- Uniform Administrative Requirements for Grants and Cooperative Agreements to State and Local Governments, including the procurement provisions; 34 CFR Part 81 -- General Education Provisions Act—Enforcement; 34 CFR Part 82 -- New Restrictions on Lobbying; and with the debarment and suspension regulations found at 2 CFR Part 3485.

Governor or Authorized Representative of the Governor (Printed Name):	
JOHN F. BALOW	
Signature:	Date:
	10/8/14

Budget Narrative File(s)

* Mandatory Budget Narrative Filename:

Budget Narrative.pdf

[Delete Mandatory Budget Narrative](#)

[View Mandatory Budget Narrative](#)

To add more Budget Narrative attachments, please use the attachment buttons below.

[Add Optional Budget Narrative](#)

[Delete Optional Budget Narrative](#)

[View Optional Budget Narrative](#)

Budget Narrative

1) **Personnel:** \$377,500/year, for a total of \$1,510,000 for the grant period.

The following requested personnel will provide the state infrastructure.

1. Grant Manager/Program Development Coordinator	The position coordinates DCDEE's activities under the NC Pre-K grant. This includes serving as first point of contact for Governor's office; monitoring ongoing fidelity to SOW and progress toward performance measures; anticipating/facilitating coordination among contracts/activities (internal & external); serving on external coordinating groups; and preparing and/or coordinating quarterly and year-end reporting.	100%	(b)(4)
2. Business Officer	This position is an integral part of the Budget section, particularly for the NC Pre-K program, by providing technical support and assistance for NC Pre-K Contractors, managing "System Change Requests," working closely with the Pre-K system programmer regarding any system issues/problems, assisting contractors in contract management, developing contracts/amendments for contractors and managing numerous spreadsheets throughout the contractual process in order to effectively track contract volume. Position will develop contracts and track measures through the DHHS Open Window system. Position also ensures that contracts are executed timely and in accordance with State and DHHS policies and guidelines fiscal/administrative staff. Position may also work on spreadsheets and gather Pre-K data as requested. The position works closely with the Pre-K Accounting Technician, Budget Officer, and other Business Officers in providing support and assistance with budgetary and contractual issues with the Pre-K program.	100%	
3. Licensing and Data Specialist	The Licensing Specialist determines teacher eligibility for enrollment and NCDPI educator licensure. This position interfaces with the NC Department of Public Instruction's Licensing Division to support the issuance of the NC BK license (lateral entry, provisional BK, BK Standard Professional I or II licensure). This	100%	

	position works with lead teachers and site administrators, EESLPD Regional Leads, local NC Pre-K and NC Developmental Day programs and other early childhood programs to ensure appropriate BK licenses are issued to teachers. This position will also serve as the data manager for the Grant.		
4. Professional Development Coordinator	The Professional Development Coordinator ensures that NC BK licensed teachers receive required pre-service professional development, mentoring and evaluation services to meet the NC State Board of Education's educator licensure policy. This position interfaces with early childhood education sectors across all state initiatives, NC Pre-K, Smart Start, Head Start, CCR&R, NC Department of Public Instruction's Demonstration Sites to support effective teaching practices leading to the BK SP II license. This position works with the DCDEE Regulatory Section to support effective child learning and development in NC Pre-K classrooms, NC Developmental Day programs and other early childhood programs and NCDPI Educator Effectiveness System.	100%	\$(b)(4)
5. Program Monitor/Policy Consultant	Program Monitor provides program and policy guidance, technical assistance, training, and program monitoring to local NC Pre-K Contract Administrative agency staff on NC Pre-Kindergarten Program Requirements, NC Child Care Rules, and technical support for NC Pre-K Plan, NC Pre-K Kids and NC Pre-K APP. This position interfaces with other DCDEE sections and units to ensure a coordinated system of support to local administrative contractors. This position will also begin to develop the internal audit plans for ongoing sustainability.	100%	\$
6. Budget Officer/Fiscal Monitor	This position is an integral part of the Budget section, particularly for the NC Pre-K program, and will have budget responsibilities. The position ensures that grant funds are expended as budgeted and in accordance with State and DHHS policies and guidelines. The position will review reports from the NC Accounting System to verify and track grant expenditures and draws of federal receipts. The position will prepare DCDEE budget revisions to align these grant funds within	100%	\$

DCDEE's budget. The position will perform fiscal monitoring of contracts with these grant funds. Position will also work on Pre-K data requests that require fiscal analysis. The position works closely with the Pre-K Accounting Technician, Budget Officer and other Business Officers in providing support and assistance with budgetary and contractual issues within the Pre-K program.

Total Personnel Costs				
Year 1	Year 2	Year 3	Year 4	Total
(b)(4)				

2) Fringe Benefits: \$(b)(4) year, for a total of \$(b)(4) for the grant period.

The State of North Carolina provides the following fringe benefits: Social Security: 7.65%; Retirement: 15.21%; and Medical: \$(b)(4) per person. The fringe benefit costs were calculated as follows.

Position	Budgeted Salary	FICA 7.65%	Retirement 15.21%	Health Insurance	Total Fringe
1	\$(b)(4)				
2	\$				
3	\$				
4	\$				
5	\$				
6	\$				
	\$				

Total Fringe Costs				
Year 1	Year 2	Year 3	Year 4	Total
(b)(4)				

3) Travel: \$(b)(4) year for a total of \$(b)(4) for the grant period.

Travel reimbursement rates in North Carolina are either the IRS business standard mileage rate ((cents as of 01/01/14) if a state owned vehicle is not available to the employee or (cents/mile if a State owned vehicle is available and the employee elects to use his/her personal vehicle. Per Diem rates if an overnight stay if necessary are: breakfast (b)(4) lunch (b)(4) dinner \$(b)(4) and lodging \$(b)(4) +tax \$(b)(4) total). Per Diem rates for Out-of-State travel are: breakfast \$(b)(4) lunch \$(b)(4) dinner \$(b)(4) and lodging \$(b)(4) +tax \$(b)(4) total).

To estimate travel cost, the NC Office of the Governor has established standard amounts of travel based on the amount of travel anticipated. This rate applies to all participating agencies	Base per yr.	# of Staff/Trips	Total Annual Cost
(b)(4)	(b)(4)		

Airfare = Average \$(b)(4)/person			
Registration fee = \$(b)(4)/person			
Other = Taxi, baggage fees, hotel rate may exceed per diem, additional meal on travel date, mileage to airport, etc. = \$(b)(4)/person			
Total = \$(b)(4)/person			

Total Travel Costs				
Year 1	Year 2	Year 3	Year 4	Total
(b)(4)				

- 4) **Equipment:** \$(b)(4) for the grant period. Consistent with State agency policy, equipment is defined as tangible, non-expendable, personal property having a useful life of more than one year and an acquisition cost of \$(b)(4) or more per unit.

Justification	Unit Cost	Item Description	Total
IT Equipment: Year 1: This is a one-time expense (except for the air card) with ongoing maintenance to provide computer and technology equipment to the Staff	(b)(4)	6 Monitors 6 Laptops 6 Laptop ports, adaptors 6 printers 6 software licenses 1 air card	(b)(4) year
Year 2: This is the on-going cost of an air card to be shared among the staff who travel; plus \$518 for any other equipment that may be needed	month	1 air card	year
Years 3 and 4: This is the on-going cost of an air card to be shared among the staff who travel; plus \$18 for any other equipment that may be needed	month	1 air card	year 00

Total Equipment Costs				
Year 1	Year 2	Year 3	Year 4	Total
(b)(4)				

- 5) **Supplies:** \$(b)(4) year, for a total of \$(b)(4) for the grant period. The State allocates \$(b)(4) per year for each employee. This cost includes office supplies, postage, and printing. \$(b)(4) x 6 staff = \$(b)(4) year for each year of the grant period.

Total Supply Costs				
Year 1	Year 2	Year 3	Year 4	Total
(b)(4)				

- 6) **Contractual:** \$(b)(4) over the grant period.

There are four anticipated contractual activities during the grant period. The State will follow the appropriate procedures for procurement when contracting for activities.

a. Evaluation Contract: \$(b)(4) over the grant period

A total of \$(b)(4) is proposed to expand the current annual evaluation of the NC Pre-K program, to include services provided through this grant. The evaluation contract is proposed to be funded at \$(b)(4) in Year 1; and at \$(b)(4) in Years 2 – 4.

b. NC ECAC: \$(b)(4) is proposed for the State to hire a facilitator/consultant in Year 1 to guide a workgroup of the NC Early Childhood Advisory Council (NC ECAC) to evaluate the current funding model for NC Pre-K and to explore new funding models. It is projected that the position would be similar to a Program Development Coordinator classification, with a salary of \$(b)(4)/hour (\$ (b)(4) hour is midpoint for this classification, plus temporary agency fees), for an estimated 411.5 hours of work.

c. Professional Development Coordinator for Department of Public Instruction (DPI):

A total of \$300,000 over the grant period is proposed for a contract with the NC Department of Public Instruction for a Professional Development Coordinator position, with a projected cost of \$(b)(4) year.

Professional Development Coordinator	The Professional Development Coordinator ensures that NC BK licensed teachers receive required pre-service professional development, mentoring and evaluation services to meet the NC State Board of Education's educator licensure policy. This position interfaces with early childhood education sectors across all state initiatives, NC Pre-K, Smart Start, Head Start, CCR&R, NC Department of Public Instruction's Demonstration Sites to support effective teaching practices leading to the BK SP II license. This position works with the DCDEE Regulatory Section to support effective child learning and development in NC Pre-K classrooms, NC Developmental Day programs and other early childhood programs and NCDPI Educator Effectiveness System.	100%	(b)(4)
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d. Technical Assistance: \$(b)(4) year, or a total of \$(b)(4) over the grant period, is proposed for contracted technical assistance to support any needs that arise from the ambitious and achievable plan. For example, contracted services may be needed for training development and delivery; grant implementation support; internal evaluation capacity building; and other areas of expertise for successful implementation.

Total Contractual Costs					
	Year 1	Year 2	Year 3	Year 4	Total
Evaluation	(b)(4)				
NCECAC					
DPI Position					
Technical Assistance					

7) Training Stipends

N/A

8) Other:

N/A

9) Total Direct Costs: A total of \$ (b)(4) for direct costs is proposed over the grant period.

Total Direct Costs				
Year 1	Year 2	Year 3	Year 4	Total
(b)(4)				

10) Indirect Costs – N/A

The State is not requesting funds for indirect cost.

11) Funds to be distributed to Subgrantees: \$ (b)(4)

These funds will be allocated to an estimated 91 NC Pre-K contractors to expand services statewide to eligible four-year-old children (an estimated \$ (b)(4) annually), and to enhance existing services provided through the NC Pre-K program (an estimated total of \$ (b)(4) annually). Costs are based on data regarding eligible children waiting for services and on capacity for service delivery.

Total Funds to be Distributed to Subgrantees				
Year 1	Year 2	Year 3	Year 4	Total
(b)(4)				

12) Funds set aside for participation in grantee technical assistance

The State's required set aside of \$ (b)(4) /year, or \$ (b)(4) over the grant period, is set aside in the budget for PreK grantee technical assistance activities.

Total Funds Set Aside for Grantee Participation in Technical Assistance				
Year 1	Year 2	Year 3	Year 4	Total
(b)(4)				

13) Total Grant Funds Requested

Total Grant Funds Requested				
Year 1	Year 2	Year 3	Year 4	Total
(b)(4)				

14) Funds from other sources used to support the state plan: \$(b)(4) annually

As part of the current NC Pre-K model local contractors are encouraged to support state Pre-K funding with local dollars. These funds are blended with NC Pre-K funds to support program costs in the community and/or to increase the number of children served.

Contractors certify the amount of other resources spent to support the program mid-year (in-kind is not included). For SFY 13-14, contractors certified that \$(b)(4) in state Smart Start funds were expended to support the NC Pre-K program. The annualized total is projected to be \$(b)(4). It is anticipated that these investments will continue to support the NC Pre-K program.

15) Total Budget

Total Budget				
Year 1	Year 2	Year 3	Year 4	Total
(b)(4)				

**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 04/30/2014

Name of Institution/Organization

Department of Health and Human Services

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	0.00	0.00	0.00	0.00	0.00	0.00
2. Fringe Benefits	0.00	0.00	0.00	0.00	0.00	0.00
3. Travel	0.00	0.00	0.00	0.00	0.00	0.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	0.00	0.00	0.00	0.00	0.00	0.00
6. Contractual	0.00	0.00	0.00	0.00	0.00	0.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	0.00	0.00	0.00	0.00	0.00	0.00
9. Total Direct Costs (lines 1-8)	0.00	0.00	0.00	0.00	0.00	0.00
10. Indirect Costs*	0.00	0.00	0.00	0.00	0.00	0.00
11. Training Stipends	0.00	0.00	0.00	0.00	0.00	0.00
12. Total Costs (lines 9-11)	0.00	0.00	0.00	0.00	0.00	0.00

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) ... Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☐ Yes ☐ No

(2) ... If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: To: (mm/dd/yyyy)

Approving Federal agency: ☐ ED ☐ Other (please specify):

The Indirect Cost Rate is %.

(3) ... For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

☐ Is included in your approved Indirect Cost Rate Agreement? or, ☐ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %.

Name of Institution/Organization Department of Health and Human Services	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
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**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	0.00	0.00	0.00	0.00	0.00	0.00
2. Fringe Benefits	0.00	0.00	0.00	0.00	0.00	0.00
3. Travel	0.00	0.00	0.00	0.00	0.00	0.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	0.00	0.00	0.00	0.00	0.00	0.00
6. Contractual	0.00	0.00	0.00	0.00	0.00	0.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	0.00	0.00	0.00	0.00	0.00	0.00
9. Total Direct Costs (lines 1-8)	0.00	0.00	0.00	0.00	0.00	0.00
10. Indirect Costs	0.00	0.00	0.00	0.00	0.00	0.00
11. Training Stipends	0.00	0.00	0.00	0.00	0.00	0.00
12. Total Costs (lines 9-11)	0.00	0.00	0.00	0.00	0.00	0.00

SECTION C - BUDGET NARRATIVE (see instructions)

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

OMB Number: 1894-0007
Expiration Date: 07/31/2014

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
Mr.	Robert	W.	Kindsvatter	

Address:

Street1:	2201 Mail Service Center
Street2:	
City:	Raleigh
County:	
State:	NC: North Carolina
Zip Code:	27699-2201
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
919 527 6500	919 715 0976

Email Address:

rob.kindsvatter@dhs.nc.gov

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

☐ Yes ☐ No ☒ Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed project Period?

☒ Yes ☐ No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

☐ Yes Provide Exemption(s) #:

☒ No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

Nonexempt Research Narrative.pdf		Delete Attachment	View Attachment
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Nonexempt Research Narrative

(1) Human Subjects Involvement and Characteristics

Each year, a sample of 200 children will be randomly selected from those being served by the expansion funds for the evaluation study. Children's participation will include completing individual research assessments with data collectors during pre-k and kindergarten. Children's teachers will be asked to complete behavior rating scales and demographic forms with individual and classroom information. Classroom quality assessments will be conducted in a sample of 30-50 pre-k classrooms these children are attending each year.

In addition, information will be gathered from all children and families served by the preschool expansion funds, including parent questionnaires with child and family demographic information and parent satisfaction ratings of the pre-k program and extant data on child performance on the NC Kindergarten Entry Assessment.

(2) Source of Materials

The study will use six sources of data to evaluate the impact of the preschool development grant funds on children's school readiness outcomes and pre-k quality: (1) individual child assessments of language, literacy, and math skills during pre-k and kindergarten, (2) teacher ratings of behavior skills during pre-k and kindergarten, (3) observational measures of pre-k classroom practices (global environment, language and literacy environment, and teacher-child instructional interactions), (4) parent demographic and pre-k satisfaction surveys, (5) teacher demographic surveys during pre-k and kindergarten, and (6) extant data on child performance on the Kindergarten Entry Assessment.

(3) Recruitment and Informed Consent

The researchers will seek written permission from parents for their children's participation in the evaluation study. Permission letters will describe the purpose of the study, the nature of participation for children and parents, the maintenance of confidentiality of the data, the voluntary nature of participation and withdrawal, and ask parents to indicate on a written consent form whether or not they are willing for their child to participate and to complete study forms. Pre-k sites and teachers are expected to participate in the evaluation as a condition of receiving NC Pre-K Program, but will receive letters describing the study and asking for their cooperation in scheduling assessment visits, completing study forms, and facilitating classroom observations. For children in the randomly selected evaluation sample, during the kindergarten year, we will obtain permission from the relevant school districts and then from principals prior to recruiting their teachers for study participation. Teachers will receive written consent letters describing the study (similar to the letters described above) and asking them to indicate on a written consent form whether or not they are willing to participate in the study. Prior to conducting individual research assessments, children will provide verbal

assent. For the analyses of extant data on kindergarten performance, individual permission will not be sought, as there will be no direct contact with human subjects and these data are being used for evaluation of the educational program. These data will initially need to be identified in order to ensure that they are matched to the correct children who received the expansion slots and to match to other data in the statewide pre-k database, but then they will be de-identified for analysis and reporting purposes.

(4) Potential Risks

There is minimal risk for this study, primarily the risk of a breach of confidentiality. In addition, some children in the evaluation sample could indicate discomfort with the assessment procedures.

(5) Protection Against Risk

Data collected in this study are not of a sensitive nature. Data will be handled by project staff in a way to minimize risk, including refraining from discussing information about individual participants, keeping data forms secure, coding data with ID numbers rather than names, and using secure procedures for electronic storage of data.

To reduce any potential anxiety related to assessment procedures, data collectors will be trained to build rapport with children by being positive and friendly in their interactions. Data collectors will not begin an individual assessment until that child gives their verbal assent. If for any reason a child becomes uncomfortable with the assessment, it will be stopped.

(6) Importance of Knowledge Gained

The evaluation is designed to provide information about the effects of participation in state pre-k programs on children's academic skills. The knowledge gained from this evaluation will provide useful information is expected to lead to strategies for improving the quality of state pre-k services that are available and promoting children's development of language, literacy, math, and socio-emotional skills in pre-k.

(7) Collaborating Site(s)

Researchers from the FPG Child Development Institute will conduct the study as independent, external evaluators. The researchers will recruit pre-kindergarten teachers and children from classrooms located in sites in North Carolina which are recipients of the Preschool Development expansion funds to participate in the evaluation study. Extant data on children's kindergarten performance will be obtained from the NC Department of Public Instruction.