

***More at Four* Pre-Kindergarten Program:
Second Progress Report to the General Assembly
On Section 21.76B**

Submitted by

***More at Four* Pre-Kindergarten Program
Governor's Office**

Department of Public Instruction

Department of Health & Human Services

***More at Four* Pre-Kindergarten Task Force**

May 1, 2002

Progress Report on the *More at Four* Pre-Kindergarten Program

In response to Session Law 2001-424, Section 21.76B.(g), a second progress report due May 1, 2002 on the development and implementation of the *More at Four* Pre-Kindergarten Program is submitted to the:

- Joint Legislative Commission on Governmental Operations,
- Joint Legislative Education Oversight Committee,
- Senate Appropriations Committee on Health and Human Services, and
- House of Representatives Appropriations Subcommittee on Health and Human Services.

All sites have been funded for the 2001-02 school year and will be continued for the 2002-03 school year. A total of 1621 child positions have been approved in 166 classrooms in 34 counties. Information on the 28 funded sites is included in the following Attachments:

- Attachment A List of grant sites, 34 counties, and classrooms
- Attachment B Number of children to be served, curriculum chosen, and types of service delivery setting(s) for the classrooms
- Attachment C Number of children by types of settings
- Attachment D Grant Contract Budgets for Start-up, Operating and Local Contributions
- Attachment D-1 Local Operating Budget Categories
- Attachment D-2 Start-Up Funding Budget Categories
- Attachment E Geographic Distribution of Grant Recipients
- Attachment F Grant Site Implementation Data: Authorized Children, and Enrollment Data
- Attachment G Mini-Profiles of Children's and Teachers' Experiences in *More at Four* Pre-K Programs

Status of Legislative Requirements

This report is organized by each sub-section in the legislation (Section 21.76B), with the sub-section and a brief description listed in the left column and the status of implementation in the right column. Since this status report was also included in the January 1, 2002 Legislative Report, updated information is shown in **bold-faced type**.

Sub-Section of Section 21.76B	Status of Implementation
Section 21.76B(a) The Department of Health and Human Services in consultation with the Department of Public Instruction shall develop <i>More at Four</i> Pre-K Program.	A "management team" consisting of designees from the Governor's Office, the DHHS, the DPI was formed to oversee the development of the <i>More at Four</i> Pre-Kindergarten Program. The management team also consults with The NC Partnership for Children, Inc.. An Interim Director of the program, Dr. Carolyn Cobb, was hired on November 6, 2001. After the Director of the Program was hired, the management team was asked to continue functioning as an advisory group to the <i>More at Four</i> Pre-Kindergarten Program Office. Since that time, this group has been included on the Executive Committee of the <i>More at Four</i> Pre-Kindergarten Program Task Force. (See next Section.)

<p>Section 21.76B.(b) Establish a <i>More at Four</i> Pre-K Task Force to oversee the development & implementation of the pilot program</p>	<p>The Task Force was jointly established by the DHHS and the DPI and is chaired by the Secretary of DHHS and the Superintendent of DPI. It includes representatives of the groups named in this sub-section: early childhood experts from both departments, state and local Smart Start partnerships, Head Start programs, parents, teachers certified in early childhood, private for-profit and not-for-profit child care, and other early childhood education experts. Membership also includes representatives from the UNC-General Administration, private universities and colleges, and the N. C. Department of Community Colleges.</p>
<p>Section 21.76B.(c) DHHS & DPI, with guidance from Task Force, shall develop/implement program. Pilot shall be distributed geographically.</p> <p>Program shall be consistent with standards & assessments established jointly by above groups.</p>	<p>The <i>More at Four</i> Pre-Kindergarten Initiative Program Guidelines and Requirements document, which was approved by the Task Force and details the requirements to be followed by the local Pre-K sites, was attached to the January report and is also available on the Governor's web site at www.governor.nc.state.nc.</p> <p>Two rounds of competitive applications were held, with grantees first selected based on review team ratings of several aspects of program quality. Additional consideration was given to economic need and geographic distribution of the applicant communities. The map in Attachment E depicts the geographic distribution of the sites across the state. A total of 28 grants (including 34 counties) comprise the final list of grantees.</p>
<p>Section 21.76B.(c)(1) and (2) Process for identifying children at risk of academic failure, and children who have never been served...</p>	<p>See <u>Program Guidelines and Requirements</u>, "Defining, Identifying and Recruiting At-Risk Children" (pages 12-16). Also see "Program Standards and Curriculum" Section, page 20, which addresses required health screening of Pre-K children, and page 22, which addresses screening in various developmental domains.</p>
<p>Section 21.76B.(c)(3) Curricula that are recommended by Task Force.</p>	<p>This requirement is addressed in the <u>Program Guidelines and Requirements</u>, page 19. Research-based curricula that address the developmental domains in the legislation and the five domains listed in the Ready for School Goal Team Panel were considered. Recommended curricula currently include: Bright Beginnings, Creative Curriculum, High Scope, Montessori, and Bank Street Explorations. The <i>More at Four</i> Pre-Kindergarten Program Office can review other research-based curricula. That office has established a committee of curriculum experts to conduct such reviews. At least three other curricula have been reviewed to date and were not approved.</p>
<p>Section 21.76B.(c)(4) An emphasis on family involvement.</p>	<p>An emphasis on family involvement is included and can be found in the <u>Program Guidelines and Requirements</u>, page 21.</p>
<p>Section 21.76B.(c)(5) Evaluation of child progress by pre- and post-assessment and ongoing assessment by teachers.</p>	<p>See <u>Program Guidelines and Requirements</u>, "Outcomes, Critical Success Factors and Evaluation Section, pages 25-27. Pre- and Post-assessment of children will be carried out by the outside evaluation starting with the 2002-03 school year. Because children will receive only a partial year of pre-K access this fiscal year, pre-post assessments were not considered to be reliable measures for evaluation purposes or to be cost-effective. Frank Porter Graham Child Development Institute, the outside evaluator, is collecting child-specific information and survey data from staff and programs during the Spring of 2002. Ongoing assessment by teachers is addressed in the <u>Program Guidelines and Requirements</u>, page 23 under "Instructional Assessment."</p>

<p>Section 21.76B.(c)(6) Guidelines for reimbursing entities that provide Pre-K programs.</p>	<p>A system of reimbursement for 2001-02 has been finalized in conjunction with the DHHS Controller's Office, with input from DPI and The NC Partnership for Children, Inc. In working with the DHHS Controller's Office, we determined that the existing child care subsidy system was not feasible for funding stable Pre-Kindergarten programs. The system established is a blend of per student funding and funding for classrooms. When a pilot site is selected, funding to the site is based on the number of <i>eligible</i> children to be served. If a child leaves that site, the money does not automatically stop. The classroom/site will have 60 days to fill the position with another eligible child before it runs the risk of losing the funding (starting with the 2002-03 school year). This system provides more stability for classrooms and continuity for quality programs. The system of reimbursement is under continuing study. Other strategies will be explored that may provide for less paperwork burden on the grant contractor and subcontractors as well as provide for fiscal accountability. If feasible any such funding and tracking mechanism could be put in place for the next fiscal year.</p>
<p>Section 21.76B.(c)(7) System built upon existing local school, private child care providers, & other entities with ability to establish or expand Pre-K capacity.</p>	<p>The application and selection of <i>More at Four</i> Pre-K sites is based on existing service delivery providers. The communities selected include classes in public Pre-Kindergartens, Head Start classes, and private for-profit and non-profit child care providers. [See Attachment B for types of settings. See Attachment C for numbers of child positions by type of setting.]</p>
<p>Section 21.76B.(c)(8) and (9) <u>Quality control system.</u> Providers meet standards/guidelines as established by DHHS, DPI & Task Force. May use child care rating system. <u>Standards for minimum teacher qualifications</u> (licensure)</p>	<p>Requirements for staff (administrators, teachers, and teacher assistants) and for classroom/center licensing are set at a quality program level: public school licensure for teaching staff, AAS certification for assistants (staff may start with lower credentials but have 4 years to reach these standards), and a minimum of 3-star rating by DCD to be accepted as a participant (must reach 4- or 5-star rating within 3 years). [See pages 17-19 of <u>Program Guidelines and Requirements</u> for requirements for staff and classrooms. A number of the sites already have teachers who meet the requirements, as specified by this sub-section. Other sites, especially rural counties, are having trouble finding qualified staff. (See attachment F for more detailed information.)</p>
<p>Section 21.76B.(c)(10) A local contribution is required</p>	<p>The application sets forth requirements for a local contribution beyond the <i>More at Four</i> Pre-Kindergarten Program funds. Applicants are required to specify what other sources of funding will be used to support the children/classrooms included in the <i>More at Four</i> Pre-Kindergarten Program sites. The intent of this program is to provide, on average, no more than half the costs of a quality program. No site will receive more than \$400 per child per month. Sites received between \$282 and \$350 per child per month. One rural, poor county received \$395 for this first year.</p>
<p>Section 21.76B.(c)(11) A system of accountability</p>	<p>The <u>Program Guidelines and Requirements</u> address this need in the "Program Standards and Curriculum" Section on pages 24. The procedures for fiscal accountability were developed in early January and are in place. Tool(s) for ongoing program monitoring and accountability are nearing completion and will be ready for use in the 2002-03 school year. The child-specific database, along with teacher and program databases, have been developed in paper form for the Spring 2002 data collection. Web-based data entry will be developed via contractor for the 2002-03 school year. The system will include data collection on children served, as well as information about staff, programs, and expenditures. Approval of invoices by the <i>More at Four</i> Pre-Kindergarten Program Office is required for reimbursement by the DHHS Controller's Office to the local contract administrator.</p>

Section 21.76B.(c)(12) Collaboration with State agencies and other organizations.	As noted above, there has been ongoing collaboration on the development and implementation of this program prior to and continuing with the establishment of the <i>More at Four</i> Pre-Kindergarten Program office among DHHS, DPI, and the NC Partnership for Children. The original Task Force, comprised of even more groups developed the <u>Program Guidelines and Requirements</u> , and provided preliminary assistance with the funding of sites and application requirements. The Executive Committee of the Task Force helps review materials and to make policy/program decisions between Task Force Meeting dates. At the local level, collaboration is required as addressed in the <u>Program Guidelines and Requirements</u> , page 23.
Section 21.76B.(c)(13) Consideration of reallocation of existing funds.	To be submitted to the 2003 General Assembly in the second year of the pilot after more experience is obtained and input received from local communities and state agencies.
Section 21.76B.(c)(14) Recommendation for long-term placement and administration of the program.	To be included in the 2002-03 report to the 2003 General Assembly.
Section 21.76B.(d)(1) Contract with an independent research organization...for design of evaluation component.	A contract with the Frank Porter Graham Child Development Institute (FPGCDI) has been established. FPGCDI is nationally known for its research in early childhood, including Pre-K programs. The evaluation design will include child-specific outcomes (starting in 2002-03), long-term follow-up plans, assessment of how well the programs are able to meet quality standards, and the impact on the existing service delivery system.
Section 21.76B.(d)(2) Develop a system to collect & maintain child-specific information for long-term evaluation of pilot	A child-specific database will be part of the ongoing system of accountability. It will facilitate the evaluation of the program, provide the basis for following children into the public school system (interfacing with the Student Information Management System and/or the NC WISE), and provide information on whether the appropriate children are being served. To best utilize limited funding and resources, the development of the child-specific database will be carried out by FPG Child Development Institute as part of their evaluation contract. They will be developing a web-based data entry system based on one already in existence. The end-of-year specific child data collection for 2001-02 will be handled by a paper/pencil version. Refinements will be made as necessary, moving toward a web-based application in 2002-03. FPGCDI will develop databases related to staff and program information as well, since this information is also critical to their evaluation. They will provide data analyses requested by the <i>More at Four</i> Pre-K Office for monitoring and reporting purposes.
Section 21.76B.(e) <i>More at Four</i> Pre-Kindergarten Program funds shall not supplant current state or federal expenditures.	The non-supplant provision is emphasized in the local application and is reviewed as part of the budget provided by the applicant in the selection process.
Section 21.76B.(f) Recommendations on the reallocation of funds from existing State and local programs providing Pre-K related care and services...	To be submitted to the 2003 General Assembly in the second year of the pilot after more experience is obtained and input received from local communities and state agencies.
Section 21.76B.(g) Required reports due January 1, 2002 and May 1, 2002. Final report due to 2003 General Assembly.	This report constitutes the second of the required reports.

Other Activities

In order to address the supply of qualified teachers and the level of training and understanding of the curricula required, several strategies are being pursued from the state level to assist local sites.

- **A partnership with the T.E.A.C.H. Early Childhood® Project was established** to provide scholarships for all *More at Four* Pre-K teachers and teacher assistants who are taking college courses to upgrade their skills. Scholarships provided through the T.E.A.C.H. Early Childhood ® Project assist teachers in obtaining bachelors degrees and B-K licensure and assist teacher assistants in obtaining associate degrees in early childhood. Through an amendment to the existing contract between DHHS and T.E.A.C.H., *More at Four* Pre-K funds are being used for two new scholarship options that help meet short- and long-term *More at Four* Pre-K teacher qualification and staffing needs:
 1. The T.E.A.C.H. Early Childhood® B-K Licensure Scholarship to help increase the pool of teachers with B-K licensure.
 2. The T.E.A.C.H. Early Childhood® Scholars Program to attract qualified individuals into the field of preschool education by substantially contributing to the costs of their college education
- **A contract with the University of North Carolina-Greensboro was issued** to provide statewide professional development for staff in the selected sites that will facilitate their knowledge of specific curricula and further their ability to attain the appropriate license and/or certificate. **Professional development activities include:** (1) orientation session for staff, (2) training sessions on curriculum being used by the programs (High Scope, Creative Curriculum, and Bright Beginnings), (3) a mandatory two-day summer institute, and (4) an optional five-day summer institute that will offer credit-based coursework toward required licensure credentials.

Summary and Recommendations

Mid-Year Implementation: Overview

Due to the late date for finalizing the state budget, the *More at Four* Pre-Kindergarten Program began enrollment of children in January 2002 for the first round of applicants. The second-round of applicants began enrolling children in early March of 2002. The mid-year start-up posed special challenges for the state office, local grant contractors, and actual classroom sites. A fiscal accountability and reimbursement procedure as well as procedures for recruiting and identifying at-risk children had to be developed and implemented quickly. Local expenses and budgets had already been established for the various service delivery sites when the *More at Four* Pre-K requirement for local contributions to the budget was announced.

In spite of these special challenges, the collaboration among all relevant constituent groups at the state and local levels was impressive. The Governor's Office, the Department of Health and Human Services, the Department of Public Instruction, the North Carolina Partnership for Children, and the appointed *More at Four* Pre-K Task Force have worked collaboratively and quickly to implement the grant application, review, and selection process; the reimbursement system and procedures; and to provide policy and program guidance as new issues arose. The local communities, many of which were already collaborating in important ways around the care and education of children, put quality applications together with extraordinarily quick turn-around. Since their selection, they have worked hard to move as quickly as possible to identify children, hire staff, set up classrooms, and enroll children in order to provide children with have several months of Pre-Kindergarten experience before entering Kindergarten in 2002-03.

Local communities have experienced special challenges in some areas in finding staff due to their rural location and the mid-year start-up. Others have experienced difficulty in reaching parents and identifying unserved pre-k children in the middle of the year. A few programs noted that they enrolled children, only to have the parent decide they wanted them at home. All grantees have expressed confidence that they can meet their authorized enrollment for the 2002-03 school year, as they will have the program in place and will have a number of opportunities to recruit children from the end of this school year through the summer, using more comprehensive community outreach, finding siblings of entering Kindergarten children, and having a longer period for recruitment.

Grantees and their *More at Four* Pre-K sites were surveyed in mid-April 2002 to determine the number, percentage, and demographics of children enrolled. Information was also requested regarding the number/percentage of teachers and teacher assistants hired, as well as the credentials of teaching and administrative staff. Results of this survey are described below. Information on the children by site and total is included in Attachment F. The numbers may change slightly by the end of the year as new children are identified and as new staff are added.

Children Served (see Attachment F)

Of the 1621 child positions allocated statewide, 1549 were eligible for enrollment this year and 72 are to start in programs in 2002-03. Some sites are implementing full classrooms with *More at Four* Pre-K funding; others are including several *More at Four* Pre-K children in existing classrooms, expanding the number of at-risk positions served. Of the 1549 authorized child positions, 1181 children (76%) have been enrolled as of mid-April 2002. The percentage of children enrolled ranges from 0 to 100%. One of the 28 grantees was approved to begin serving children in the 2002-03 school year, leaving 27 grants with operating programs this spring. Of those 27, another grantee was approved to

start with 36 children this spring (in the public schools and in Head Start) and to add 18 children (in private child care) in 2002-03. Three of these 27 grantees with operating classrooms have fewer than 50% of the allocated children enrolled. Anson County (0%) has identified the children to fill its 36 positions, but has been unable to recruit teachers for those classes – one of the mid-year challenges some sites have faced. Seven grant communities have filled between 50 and 75% of their positions. This example reinforces the need to continue funding the TEACH (Teacher Enhancement and Compensation Helps) Program that provides scholarships for college students pursuing elementary education degrees and B-K licensing and who commit to teach in *More at Four* Pre-K classrooms in return for tuition assistance. Most of the grant communities (70%) have between 75% to 100% of their allocated positions filled.

Demographic information on the children served currently includes ethnicity, children with disabilities or health problems, and children who have limited English proficiency. Most of the children served are Black (40.3%) or White (34.5%), followed by Hispanic/Latino (14.5%), American Indian (4.7%), Multi-racial (3.6%), Asian/Pacific Islander (2.3%), and “Other” (three children or 0.25%). The *More at Four Pre-Kindergarten Program Guidelines and Requirements* specify a target of including 10% of the *More at Four* Pre-K enrollment as children with specific disabilities. Of the currently enrolled children, approximately 11.5% have an identified disability, and another 12% have a health concern or problem. About 15% of the children have limited English proficiency (typically Latino or Asian children).

Teaching and Administrative Staff Information

The number of classes authorized to have all or some *More at Four* Pre-K children is 166, with 155 starting during the current school year. Teachers have been hired for 91% of those 155 classes. Credentials of the teachers in these classes include the following:

- 45% hold a Birth-Kindergarten (B-K) license or have a BA or MA degree with the preschool add-on;
- 30% hold a BA and are working toward the B-K license;
- 14% hold the two-year (AA) degree and are working toward the BA degree with B-K license;
- 11% were noted as “Other.” The “Other” category as described in the site surveys includes teachers who hold master’s degrees in elementary education or other fields and a teacher hired on an interim basis.

All of the classroom sites except the one unable to find teachers and two that are starting in 2002-03 have teacher assistant (TA) positions. There are 160.5 TA positions, with a few sites hiring more than one (part-time) TA per class. These TAs hold the following credentials:

- 22% hold the Early Childhood Education/Associate Degree.
- 22% hold the CDA credential.
- 28% have a high school degree or GED.
- 28% were designated as “other”. The predominant composition of the “other” category described by sites includes many assistants with bachelor degrees in non-education related fields and one with a non-education related associate of applied science degree.

The scholarship assistance offered to *More at Four* Pre-K teachers and teacher assistants through the T.E.A.C.H. Early Childhood® Project is an important component in upgrading the qualifications of existing *More at Four* Pre-K staff to meet program standards and in recruiting new qualified teachers. These data reinforce the need to continue funding T.E.A.C.H. scholarships.

Administrative Staff Information

At the classroom site level, 117.5 administrators were reported. The goal for site-level administrator credentialing is a Level III Child Care Administrative Certification or a principal license (preferably with a major in Early Childhood Education or Child Development). Fifty-five percent (64.5) of the administrators hold principal licenses, closely paralleling the number of classrooms and children in the public schools. Of these 64.5 principal administrators, 29.5% hold a degree in Early Childhood Education or Child Development. Administrators in other types of service delivery settings, comprise the following percentages of all administrators.

- 9% have Level III Child Care Administrative Credentials.
- 12% hold Level II Child Care Administrative Credentials.
- 11% were listed as "other". This category primarily covered administrators who held degrees in other areas.

Budget Allocations and Expenditures

More at Four funds allocated to grantees for 2001-02 totaled \$3,415,215 - \$1,134,700 in start-up funds and \$2,280,515 in ongoing operating funds. Local contributions are required and totaled \$4,068,684 in cash or in-kind. The largest single local contribution came from Smart Start in many counties, followed by public school funds, Head Start, state child care subsidy, local appropriations, and preschool disabilities funds. Public school funds are broken into local school contributions and federal Title I funds. (See attachment D.)

Attachments D-1 and D-2 show the breakdown of local program operating expenses and start-up expenses by category of expenditure. Operating costs (D-1) were primarily personnel (86%). The next largest category was for educational and other supplies and assessments (6%). Student services (e.g., food/nutrition, transportation) comprised 4% and staff development 3%. One-time start-up costs (D-2) were designated primarily for education related supplies (70%), followed by student transportation (8%), staff development (7%), and equipment (6%).

Fiscal and Monitoring Procedures

Local contract administrators have worked diligently to meet the system guidelines and timelines for budgeting and reimbursement established by the *More at Four* Pre-K Office and the DHHS Controller's Office. It has created an enormous time commitment on the part of the contractors, as well as the subcontractors. Fiscal and contract management has also been a critical and time-consuming job for the state *More at Four* Pre-K Office. Yet everyone realizes this program component is essential and has worked to meet timelines and procedures with great cooperation and flexibility. On the other hand, local contract administrators are putting in a large amount of time to administer and oversee this program without receiving any reimbursement for that time. Contractors also need to provide both fiscal and program monitoring and oversight of local subcontractors (classroom sites). These tasks require funding that was not included in the *More at Four* Pre-K grants; only classroom-related expenses were included in the first year of funding.

First-Year Evaluation

The full evaluation is to be implemented with the 2002-03 school year. However, the outside evaluator is collecting end-of-year data on individual children, teachers, and programs during the spring of 2002. In the interim, this report includes aggregate data on the numbers of children enrolled,

demographic descriptions of children (see Attachment F), teachers hired and their current credentials, and other staff data. It also includes a summary of start-up funding, operating funding, and local contributions (cash or in-kind) for the 2001-02 school year (see Attachment D, break downs by category of expenditures are show for both start-up and program operating expenses in Attachment D-1 and D-2).

It was not feasible to measure child progress with pre- and post-assessments for the half year or less that children were served during the start-up phase of 2001-02. Those measures will be included in the evaluation for 2002-03. However, some stories or descriptions that describe the kinds of children being served and their experiences have been included in Attachment G in order to provide examples of what the *More at Four* Pre-K classrooms are intended to do.

Conclusions and Recommendations

While it is premature to make extensive recommendations regarding the program, the following issues need to be pursued for the 2002-03 school year based on experiences during the start-up year.

- As funds are available, a small amount of funding (e.g., maximum of 5%) may be allotted to local contractors for monitoring the local program, technical assistance to subcontractors, and their time in administering the program.
- As funds are available, additional staff assistance (either on a contractual or time-limited position basis) is needed at the state level to provide program monitoring and technical assistance in implementing appropriate educational programs for at-risk Pre-Kindergarten children, as well as for providing fiscal operations and oversight.
- The mid-year start-up presented challenges for a few sites that could not be surmounted. These classrooms have been approved to start in the 2002-03 school year.
- The system of reimbursing local grant contractors continues to be studied. The goal is to find the least cumbersome method of reimbursement that provides sound accountability. Any recommended changes will be sent to the *More at Four* Pre-Kindergarten Program Task Force for review.
- As funds are available, continue supporting the T.E.A.C.H. Early Childhood® Scholarship Project to provide tuition assistance to *More at Four* Pre-K teachers and to attract new qualified teachers to the preschool education field.

**More at Four Pre-Kindergarten Program
Grants, Counties, and Sites**

Grantee	County/Region	Classroom Sites
Alamance-Burlington School System	Alamance	Garrett Elementary E.M. Yoder Elementary North Graham Elementary Ray Street Complex
Union County Community Action, Inc.	Anson	Central Center for Children and Families
Ashe County School System	Ashe	Even Start Family Literacy Pre-K Program at Ashe Family Central
Beaufort County Partnership for Children	Beaufort	Eastern Elementary Chocowinity Primary Care-O-World Enrichment Center
Brunswick County Partnership for Children, Inc.	Brunswick	Bolivia Elementary Lincoln Primary School Supply Elementary Babies Learning Center Cuddle Bears For Kids Only Little Sandpipers Earth Angles
Buncombe County Partnership for Children, Inc.	Buncombe	Asheville City Schools Preschool Bell Elementary School Head Start Williams Elementary School Head Start Emma Elementary School Head Start Johnston Elementary School Head Start Hominy Valley Elementary School Head Start Community Child Care Center
Carteret County Schools	Carteret	Beaufort Elementary Newport Elementary Morehead Primary My School-Private Enterprise
Catawba County Partnership for Children	Catawba	South Newton Elementary Oakwood Elementary Tyndall Center at Sipe's Orchard Home

Craven County Board of Education	Craven	Craven County Even Start Family Literacy Program James W. Smith Elementary School
Cumberland County Partnership for Children, Inc.	Cumberland	Manchester Elementary School Stedman Primary School Lake Rim Elementary School Ferguson-Easley Elementary School Lewis Chapel Day Care Center Wonder Years Child Care and Learning Center FTCC Early Childhood Educational Center
Davidson County Partnership for Children	Davidson	South Lexington Elementary Southwest Elementary Thomasville Primary Churchland Elementary Lexington Family Enrichment Center The Learning Place (Thomasville)
Forsyth Early Childhood Partnership, Inc.	Forsyth	Easton Elementary Kimberly Park Petree Elementary Mudpies Child Development Center Old Town Community Development Center New Horizons Child Development Center East Winston Primary School-Charter School
Gaston County Schools	Gaston	Cline Learning Center of Dallas Forest Heights Elementary
Granville County Schools	Granville	West Oxford Elementary
Guilford County Partnership for Children, Inc.	Guilford	Jones Elementary Erwin Elementary Falkener Elementary Poplar Grove Head Start Southside Children's Center of Developmental Day Care KIDS, Inc.
Hertford County Public Schools	Hertford	Bearfield Primary CADA Head Start
Hoke County School System	Hoke	Rockfish Hoke Elementary Scurlock Elementary South Hoke Elementary West Hoke Elementary

Charlotte-Mecklenburg Schools	Mecklenburg	Highland Renaissance Elementary Childcare Network
New Hanover County Schools	New Hanover	J. C. Roe Pre-K Center Noah's Ark Winter Park Pre-School II New Hanover County Community Action Head Start (Peabody Center)
Northampton County Schools	Northampton	Seaboard-Coates Elementary Rich-Square Elementary Willis-Hare Elementary
Orange County Partnership for Young Children	Orange	Carrboro Elementary Seawell Elementary Glenwood Elementary Chapel Hill High School Carr Court Second Baptist Lincoln Center Pathways Elementary Head Start Efland Cheeks Elementary Head Start New Hope Elementary Head Start Community School for People Under Six
Pamlico County Schools	Pamlico	Pamlico County Primary
Region A Partnership for Children	Cherokee, Clay; Graham, Swain, Macon, Jackson, Haywood	Backyard Preschool Ranger Preschool Scott's Creek Bright Adventures New Horizon's II Head Start Hayesville CDC Elf CDC Silver Bluff CDC St. John's CDC Cashiers CDC Cherokee Methodist Nursery Webster Enterprises CDC Morningstar CDC Murphy Early Care and Education Ranger CDC Valley River Extension Learning Center Hazelwood Early Care and Education Center Hampton School Jean's Kid's Place Little Hands Playskool Haywood Community College CDC

Public Schools of Robeson County	Robeson	Cottonwood Pre-Elementary Shining Stars – Bryan Shining Stars – Pembroke
Scotland County Schools	Scotland	Scotland Accelerated Academy
Vance County Schools	Vance	Zeb Vance Elementary
Wake County Smart Start	Wake	Jordan Child & Family Enrichment Center Fuquay-Varina Early Learning Center Childcare Network-Brentwood Avenue
Wayne County Partnership for Children, Inc.	Wayne	Brodgen Elementary Chestnut Street Head Start Small World Child Care Center

More at Four Pre-Kindergarten Program
Fiscal Year 2001-02

Funded Grants, Curricula Chosen, Number of Children, & Classroom Settings

Grant Sites	Curriculum(s) Chosen	# of Children	Classroom Settings
1. Alamance/Burlington	Bright Beginnings	24	Public preschools
2. Anson County	Creative Curriculum	36	Head Start
3. Ashe County	Creative Curriculum	15	Public preschool
4. Beaufort County	Creative Curriculum	72	Public preschools, Private non-profit child care
5. Brunswick County	Creative Curriculum & High Scope	54	Public Schools, Private child care
6. Buncombe County	Creative Curriculum	24	Public schools/Head Start blend*, Private non-profit child care
7. Carteret County	Creative Curriculum	61	Public preschools, Private for-profit child care
8. Catawba County	Creative Curriculum	54	Public preschools (one in building with other non-profits)
9. Craven County	Creative Curriculum	28	Public preschools
10. Cumberland County	Creative Curriculum	112	Public preschools, Private for profit and non-profit child care
11. Davidson County	Creative Curriculum & Bright Beginnings	96	Public preschools, Private non-profit child care
12. Forsyth County	Creative Curriculum	110	Public preschools (including 1 charter school), Non-profit child care, For-profit/Head Start blend
13. Gaston County	Creative Curriculum	36	Public preschool, Private for-profit child care
14. Granville County	Creative Curriculum	16	Public preschool
15. Guilford County	Creative Curriculum	118	Public preschool, Head Start, private non-profit child care
16. Hertford County	Creative Curriculum & High Scope	36	Public preschools, Head Start
17. Hoke County	Bright Beginnings	90	Public preschools, Head Start
20. Mecklenburg County	Bright Beginnings	54	Public preschools, private for-profit child care
18. New Hanover County	Creative Curriculum	54	Public preschools, Private child care
19. Northampton County	Creative Curriculum	54	Public preschools
21. Orange County	Creative Curriculum	100	Public preschools, Head Start/public preschool blend, Private child care
22. Pamlico County	Creative Curriculum	15	Public preschool
23. Region A**	Creative Curriculum & High Scope	106	Public preschools, Head Start, private child care
24. Robeson County	Creative Curriculum	58	Public Preschools/Head Start blend, Private for-profit child care
25. Scotland County	Bright Beginnings	36	Public preschools
26. Vance County	High Scope	18	Public preschool
27. Wake County	Creative Curriculum	90	Private child care (profit and non-profit)
28. Wayne County	Creative Curriculum	54	Public preschool, Head Start, private child care
Total Number of Children		1621	

*Blend refers to two primary programs – usually Public Schools and Head Start – combining to become an overall class that meets *More at Four* Pre-Kindergarten Program standard

**Region A: Cherokee, Graham, Swain, Macon, Clay, Haywood, Jackson

More at Four Pre-Kindergarten Program

Number of Children by Grant and Type of Setting

Grantee	Number of Children by Type of Setting							
	Total	Schools	Head Start	Head Start in Schools	Private For Profit	Private Non-Profit	Head Start/ Private For Profit blend	Other*
Alamance	24	24						
Anson	36		36					
Ashe	15	15						
Beaufort	72	54				18		
Brunswick	54	13			32			9
Buncombe	24			20		4		
Carteret	61	43			18			
Catawba	54	36						18
Craven	28	28						
Cumberland	112	64			16	16		16
Davidson	96	78				18		
Forsyth	110	48				16	32	14
Gaston	36	18			18			
Granville	16	16						
Guilford	118	54	36			28		
Hertford	36	18	18					
Hoke	90	72	18					
New Hanover	54	18	18		9	9		
Northampton	54	54						
Mecklenburg	54	36			18			
Orange	100			88		12		
Pamlico	15	15						
Region A	106	44	3		6	38		15
Robeson	58	40			18			
Scotland	36	36						
Vance	18	18						
Wake	90				36	54		
Wayne	54	18	18		18			
Total Number	1621	860	147	108	189	213	32	72
% of Children	100%	53.05%	9.07%	6.66%	11.66%	13.14%	1.97%	4.44%

*Other includes charter schools, community colleges

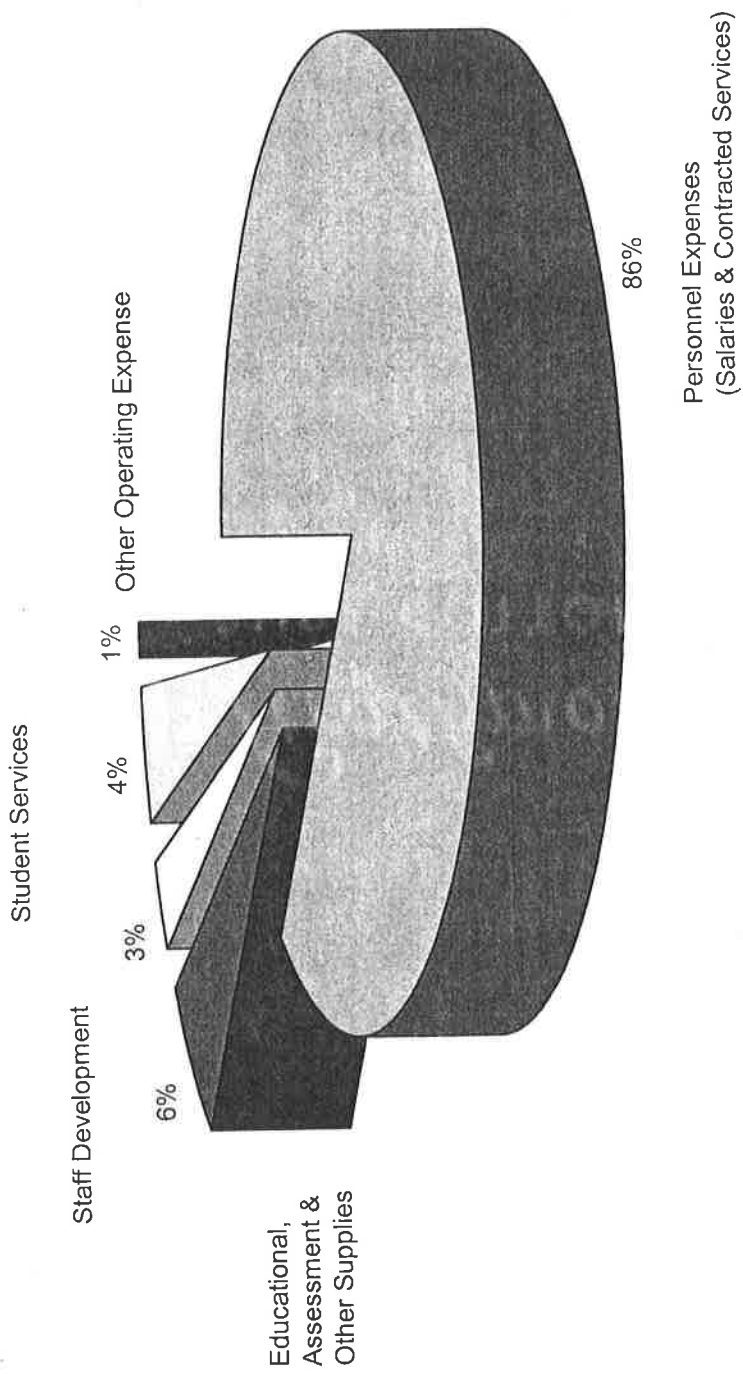
More at Four Pre-Kindergarten Program
Grant Contract Budgets for Start-up, Operating and Local Contributions

Grant Sites	Start-up Budget	Operating Budget	Local Contributions (Cash and In-kind)									
			State Child care Subsidy	Title I	Smart Start	Pre-school Disabilities	Local Appropriation	Head Start	Public School	Other*	Total	
Alamance County	16,800	25,200	-	-	-	19,046	-	-	37,969	-	-	57,015
Anson County	25,200	27,701	8,500	7,000	18,500	1,000	5,000	5,615	-	-	-	45,615
Ashe County	10,500	24,375		6,000	41,416	1,000	-	-	-	12,400	-	60,816
Beaufort County	50,400	122,658	-	-	10,767	-	22,500	-	-	39,610	-	72,877
Brunswick County	37,800	-	-	-	-	-	-	-	-	-	-	-
Buncombe County	16,800	39,000	123,000	17,515	53,000	4,265		32,865	91,620	15,330		337,595
Carteret County	42,700	68,744	-	16,378	-	-	-	-	26,860	10,044		53,282
Catawba County	37,800	94,500	-	4,000	2,500	8,700	-	-	-	55,300		70,500
Craven County	19,600	29,400	-	25,000	3,000	700	48,548	-	-	27,235		104,483
Cumberland County	78,400	217,449	-	14,436	120,858				30,000	23,895		189,189
Davidson County	67,200	83,694	-	2,880	1,500	14,760	4,511	-	-	39,022		62,673
Forsyth County	77,000	134,750	20,000	-	169,531	-	-	-	12,600	18,706		220,837
Gaston County	25,200	38,935	-	5,000	6,120	18,200	16,000	-	-	15,304		60,624
Granville County	11,200	16,800	-	-	21,688	-	14,243	-	-	-		35,931
Guilford County	82,600	206,500	25,000	18,149	-	-	-	68,664	70,883	22,241		206,500
Hertford County	25,200	36,900	-	-	420	9,000	7,000	-	11,850	600		28,870
Hoke County	63,000	177,750	14,412	65,495	160,970	29,627	18,396	5,832	8,543	-		303,275
Mecklenburg County	37,800	87,750	-	-	41,859	-	-	-	63,599	-		105,458
New Hanover County	37,800	63,000	-	30,000	7,500	7,500	-	30,000	-	-		75,000
Northampton County	37,800	57,240	-	4,850	-	500	6,857	800	-	-		13,007
Orange County	70,000	170,806	69,333	8,133	37,313	68,777	109,628	466,791	-	80,801		840,776
Pamlico County	10,500	15,750	-	-	20,000	2,000	-	-	3,000	2,374		27,374
Region A **	74,200	170,680	170,682	35,000	30,000	25,000	-	1,500	10,000	11,000		283,182
Robeson County	40,600	101,618	8,333	-	59,450	62,500	22,900	-	-	75,298		228,481
Scotland County	25,200	44,100	-	3,500	8,313	3,500	45,730	-	-	20,899		81,942
Vance County	12,600	22,750	-	4,893	6,667	-	-	-	7,630	-		19,190
Wake County	63,000	107,965	100,625	-	120,415	-	-	-	17,500	116,832		355,372
Wayne County	37,800	94,500	-	-	82,500	12,000	-	11,000	13,000	10,320		128,820
Total	1,134,700	2,280,515	539,885	253,793	903,429	288,075	322,876	623,067	375,054	762,505		4,068,684

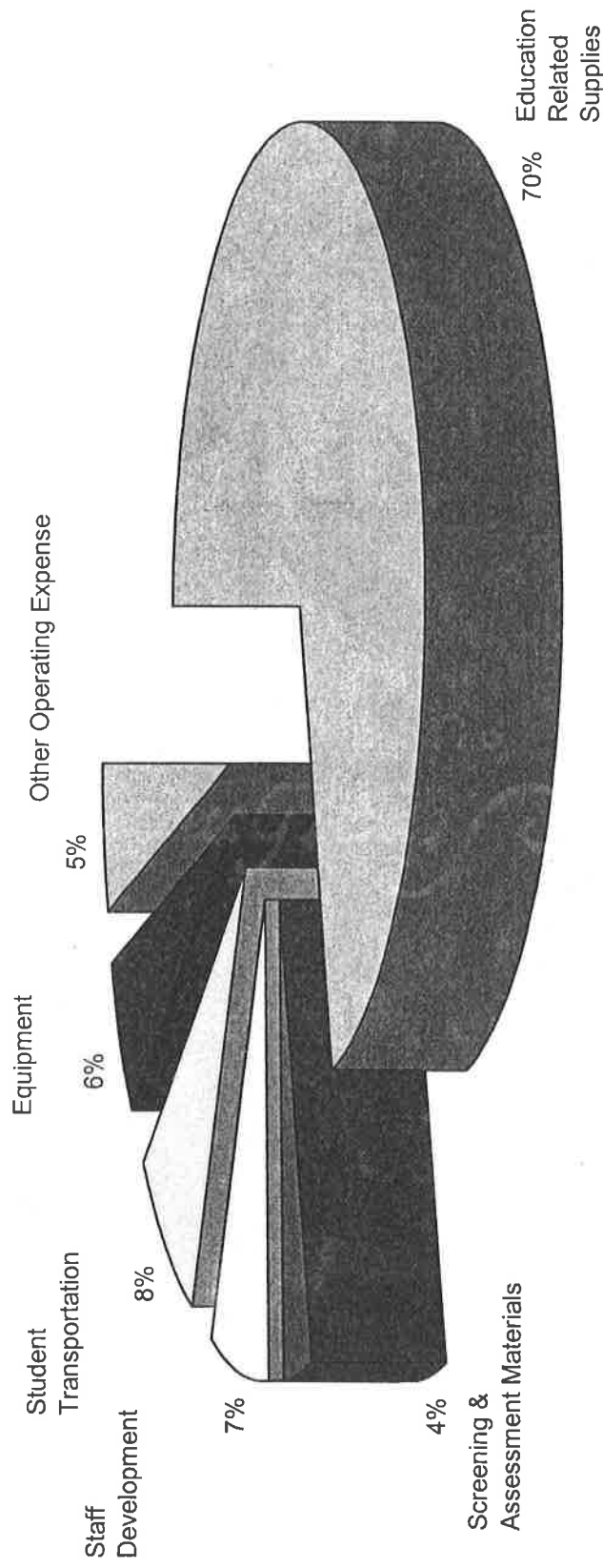
* Other Funds include private for-profit contributions, USDA/Meals, Even Start, private non-profit contributions, Medicaid and contributions from a wide variety of local, county and state agencies.

** Includes Cherokee County, Graham County, Swain County, Macon County, Clay County, Haywood County and Jackson County.

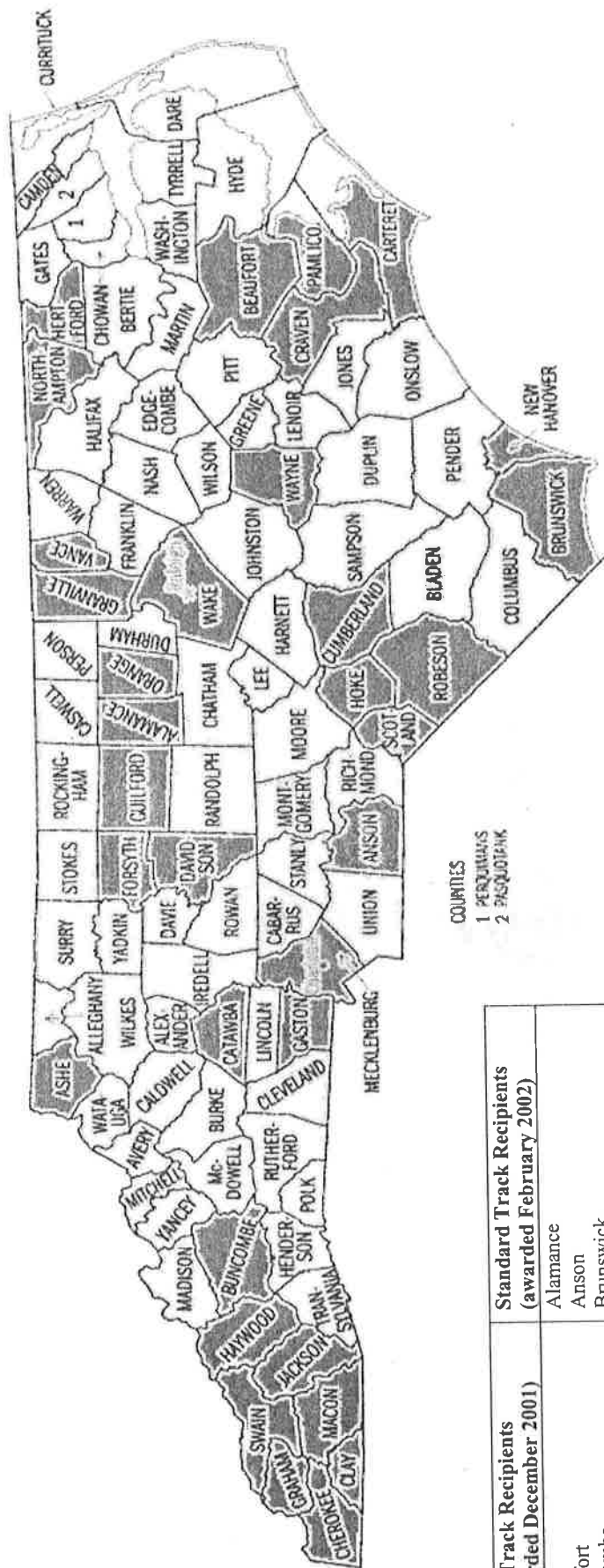
**The More at Four Pre-Kindergarten Program
Program Operating Budget
Fiscal Year 2001-02**



**The More at Four Pre-Kindergarten Program
Program Start-up Budget
Fiscal Year 2001-02**



More at Four Pre-Kindergarten Program **2001-02 Geographic Distribution of Grant Recipients**



Fast Track Recipients (awarded December 2001)	Standard Track Recipients (awarded February 2002)
Ashe	Alamance
Beaufort	Anson
Buncombe	Brunswick
Catawba	Carteret
Cumberland	Craven
Guilford	Davidson
Hoke	Forsyth
Mecklenburg	Gaston
Orange	Granville
Robeson	Hertford
Wayne	New Hanover
Region A (Cherokee, Clay, Graham, Swain, Macon, Jackson)	Northampton
	Pamlico
	Scotland
	Vance
	Wake

More at Four Pre-Kindergarten Program
Fiscal Year 2001-02
Grant Site Implementation Data: Authorized Children, Enrollment, and Teacher Data

Grant Sites	Number of Pre-K Children		Number (and Percent) of Children Enrolled by Ethnicity									# (and %) with Disabilities	# (and %) Limited English Proficient	# (and %) with Health Problems
	# Positions Allocated	# Children Enrolled by April 02	Hispanic/Latino	Black (non-Hispanic)	Asian/Pacific Islander	American Indian	Multi-Racial	White	Other					
Alamance County	24	15	8	2	0	0	0	3	2	3	4	0		
Anson County	36	0	0	0	0	0	0	0	0	0	0	0		
Ashe County	15	15	2	0	0	0	3	10	0	1	2	1		
Beaufort County	72	72	9	31	2	0	2	28	0	0	8	5		
Brunswick County	54	N/A ¹	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Buncombe County	24	20	3	2	0	0	2	13	0	8	1	3		
Carteret County	61	52	11	3	1	0	1	36	0	1	9	2		
Catawba County	54	54	23	5	13	0	1	12	0	5	34	4		
Craven County	28	24	0	11	0	0	1	12	0	4	0	6		
Cumberland County	112	91	4	48	0	2	11	26	0	13	3	35		
Davidson County	96	86	13	21	3	0	4	45	0	2	12	6		
Forsyth County	110	62	20	35	1	0	0	6	0	6	21	0		
Gaston County	36	23	3	5	0	0	0	15	0	1	2	2		
Granville County	16	16	7	6	0	0	1	2	0	1	7	2		
Guilford County	118	106	4	86	2	0	3	11	0	10	6	6		
Hertford County	36	17	0	15	0	0	0	2	0	8	0	2		
Hoke County	90	89	10	29	0	18	0	32	0	0	7	11		
Mecklenburg County	54	52	13	26	3	1	3	6	0	1	10	4		
New Hanover County	54	36 ²	5	20	0	0	0	11	0	8	4	3		
Northampton County	54	11	0	7	0	0	0	4	0	1	0	0		
Orange County	100	68	13	33	2	0	2	18	0	14	17	3		
Pamlico County	15	13	0	0	0	1	1	11	0	2	1	5		
Region A ^{**}	106	62	4	1	0	4	0	53	0	10	5	8		
Robeson County	58	58	1	16	0	25	4	12	0	25	2	3		
Scotland County	36	23	0	12	0	4	1	6	0	0	0	0		
Vance County	18	16	1	5	0	0	1	9	0	1	1	1		
Wake County	90	50	13	26	0	0	0	10	1	7	19	3		
Wayne County	54	50	4	31	0	0	1	14	0	4	3	26		
Total	1621	1181	171 (14.5%)	476 (40.3%)	27 (2.3%)	55 (4.7%)	42 (3.6%)	407 (34.5%)	3 (0.25%)	136 (11.5%)	178 (15.1%)	141 (11.9%)		

¹ Brunswick County is authorized to start classes in the 2002-03 school year; these numbers are not included in other calculations.

² New Hanover County started 36 children in the current school year and will start 18 children in private child care in 2002-03.

Mini-Profiles of Children's and Teachers' Experiences in More at Four Pre-Kindergarten Programs

1. "M" is one of my Hmong students. She spoke only a few words of English when she came to us. She was also very shy. Getting her to explain her artwork, even to my Hmong assistant, was impossible. Her vocabulary has increased very quickly. She is picking up the necessary words and phrases to communicate with me and the other children very well. She has become much less shy since the first day and is one of the first to raise her hand if she knows the answer.

2. "K" is also one of my Hmong students. He speaks very little English and is picking up English slowly. He comes from a household where he is allowed to roam freely, and his mother has a hard time controlling him. The first of week of school was very difficult for him. He did not follow directions and when he would get upset he would sit down in the middle of the floor and throw his shoes at us. Sometimes he would hit and kick us. He never participated in group time. These behaviors have happened much less frequently over the past three months. Most days he follows along and, although he does not always participate (I think largely because of the language barrier), he does sit and listen. We have not "cured" him from occasional fits, but they come less frequently with every week. Just yesterday I put him in time-out for hitting a little girl. He sat down like I told him to and he got up with no problem after a few minutes. That was a major accomplishment for him. I hope we can keep this up.

3. One child, "R", came to me with violent, serious behavior issues (as in kicking, hitting, knock-down, throw-down "hissy" fits). It literally took one-on-one with him during the first several weeks. He is a sad, angry, child--who wanted to play-- but simply did not know HOW to play.. His behavior was so unpredictable, I began to suspect that the mom was not being consistent in administering his ADHD medications. (Just giving him his medicine is a huge daily hurdle--and he gets it twice a day!) So after a conference with the mom, she agreed to turn over the medications to me completely. We have had several good days in a row now! She also agreed to the full DEC evaluation, which is in the works, and to having a clinical specialist from Smart Start to come and help us with some behavior strategies. I have helped "R" engage in play with his friends by modeling how to be the cashier at Wal-Mart. He likes being the "money man." Now when he hoards the money in the cash register and refuses to check out any more groceries in home living center, I might say, when the other children complain, "Well, I think "R" is having a little trouble playing right now. It's okay. You can play in blocks." "R" immediately changes his behavior so that the others will WANT to play with him. He still likes to maintain control, and perhaps always will, but at least he is enjoying some reciprocal play with his peers now. His peers are not as afraid of him now and are beginning to realize that not only will "R" not be allowed to hurt them, but also they will not be allowed to hurt "R." We are a community of learners. We care about one another. We also have a principal who makes it clear that at this preschool, we are part of something even bigger--our school, our community, and our world. The principal has been a wonderful influence on "R" and has been consistent, patient, and caring with "R" and his needs. As far as "R's" outbursts, they have subsided to a manageable point. It's not exactly a success story yet, but it's progress.

4. We have one child who has had extensive behavioral problems, a history of "displacements" with Child Care & Home Care Providers, etc. At the time of his referral to *More at Four* he was not served anywhere. So mother & child have been attending counseling sessions and the story goes on. C is in the referral process for additional testing and possible Developmental Delayed/Atypical Behavior (DD) placement. The referral is still pending and we have gotten most of the testing done. He has a DSMR-VI diagnosis, but WOW, he is doing great with Teacher A. in the *More at Four* classroom setting. So, we are waiting to see if we are on an extended honeymoon period or if he has truly found his "nitch" and was in inappropriate placements previously. Plus, we understand that he and his mother (a single, young parent) have benefited from counseling. The short of it is, we are going to hold out just another 2 or 3 weeks to see how we need to plan for his Kindergarten year
5. When I entered XYZ school yesterday, I was bombarded by administrators and other teachers with how well the *More at Four* students are doing; they look like they have been there all year long. The P.E. teacher said their ball handling skills were ahead of some of the other children who had been there since August. The teacher modestly admitted that ball throwing, kicking and balance beam walking had been a focus during recess time since they enrolled. So the moral of this story is, just give them a taste, a little bit to go on, and soon they soar like eagles. I can hardly wait to see the gains they show us in just 10+ weeks. We are working hard, but we are also having much fun!
6. A real success story for *More at Four* and for what it is really designed to do is "K." K is a child who is Hmong. The only English he spoke when he came to *More at Four* was, "Miss Gigi! Miss Gigi!" He said this often and loud during the early days as he made discoveries in the beautiful room here at South Newton. His eyes would light up with wonder as he leafed through books or built a castle in blocks. He spoke Hmong only to another Hmong child and no English to anyone. During group time, I could tell he so much wanted to contribute in some way other than pointing or gesturing or finger plays. He had no one to interpret for him, nor did I--so we just learned together. One day, after I had done a theme on nursery rhymes and traditional tales (since I realized these children were not familiar with any of them) "K" was playing on the monkey bars outside. He jumped down and came over to me and exclaimed loudly, "Miss Gigi! Miss Gigi! I NO FALL DOWN! I NO FALL DOWN!" (He was pretending to be Humpty Dumpty and he was telling me that he didn't fall down!) It was an exciting day for me and for him. He has come such a long ways in his language. In fact, today I let him be "teacher" by doing a part of our wind-down routine before nap. Each child, one at a time, comes up to the "teacher" and puts his picture/name in the container. Then the teacher issues a little two-step instruction, "Go to the potty, and then rest on your cot." "K" did it today without a single hesitation. I almost think the children who have no interpreter for them learn faster than those who do! At least this is true in K's situation. I must also give credit to "K's" mom who has been nurtured by his mom's parent educator with Parents as Teachers.
7. Overall, I have seen timid, clingy children from hard environments bloom into confident, fun-loving learners. I bought a software program for them and have introduced it to them. All of them can use the mouse now! And each child can either write his name or at least is learning to write his name and identify letters in his name. The children know what the front and back of the books are and what a title page looks like. They know what an author does and what an

illustrator does. They are learning to pattern, sequence, and problem solve. They have planted a garden outside our window and water it faithfully. The social advances I see in these children are so exciting to me. Instead of being "tattletales," they are learning to use their words to solve their problems with one another. And that is a pretty big thing to learn when you are four--or 44! **We are learning to play--but most of all, we are playing to learn. It's been a great year.**

8. I stopped by XYZ Pre-Elementary this morning and I wish you and the Governor could know what I saw and how I felt. One child came in who had not had high points on the rating scale but who was unserved. Come to find out not everything was recorded on the rating scale that reflected the home. The child's mother is in prison for a serious crime, the father is on drugs and does not want the children, the grandparents said no to the children so the children are with the great grandparents. To watch this child come in and not see the child's face, to watch the child be encouraged to visit the center only to stand as if the world has already whipped the life out of her at four years of age was too much. Please keep fighting for these children. I wondered why we took on more and daily I know more.
9. And finally, a letter to Governor Easley from a citizen about her observations in a *More at Four* Pre-K classroom:

"I am retired (clerical) from our public schools and now do some volunteer work in them. Frequently during January, February, and March of this year I have assisted in the *More at Four* classroom at XYZ School.

In this classroom there is a very diverse group: two are Hmong (one of whom spoke no English and the other is fluent in Hmong and English); most are Hispanic and speak little or no English; one is Black with the remainder being White (one of whom is an Attention Deficit Disordered child who disrupts and delays the teaching/learning process.....). Remarkable, in spite of this difficult obstacle, the teacher and assistant are doing well with the children....

The Hmong child has spoken several English words. The Hispanic (students) are beginning to understand (English) spoken instructions. The Black child has adapted well to this setting. The white children (apparently poor) are eager to learn and glow with excitement at that prospect.

This is only a glimpse of the *More at Four* class with which I am familiar. These children are fortunate to have this golden opportunity for Kindergarten readiness, in my opinion. I applaud your *More at Four* program and hope you will continue it."