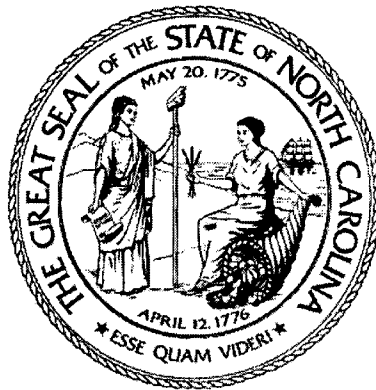


2011-2012

**EARLY CHILDHOOD
EDUCATION
IMPROVEMENT
COMMITTEE,
HOUSE SELECT**

MINUTES

NORTH CAROLINA GENERAL ASSEMBLY



HOUSE SELECT COMMITTEE ON EARLY CHILDHOOD EDUCATION IMPROVEMENT

REPORT TO THE 2012
REGULAR SESSION
OF THE
2011 GENERAL ASSEMBLY

**HOUSE SELECT COMMITTEE ON
EARLY CHILDHOOD EDUCATION IMPROVEMENT**

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EARLY CHILDHOOD EDUCATION IMPROVEMENT**

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Office of Speaker Thom Tillis
North Carolina House of Representatives
Raleigh, North Carolina 27601-1096

HOUSE SELECT COMMITTEE ON EARLY
CHILDHOOD EDUCATION IMPROVEMENT

TO THE HONORABLE MEMBERS OF THE
NORTH CAROLINA HOUSE OF REPRESENTATIVES

Section 1. The House Select Committee on Early Childhood Education Improvement (hereinafter "Committee") is established by the Speaker of the House of Representatives pursuant to G.S. 120-19.6(a1) and Rule 26 of the Rules of the House of Representatives of the 2011 General Assembly.

Section 2. The Committee consists of the 11 members listed below, appointed by the Speaker of the House of Representatives. Members serve at the pleasure of the Speaker of the House of Representatives. The Speaker of the House of Representatives may dissolve the Committee at any time.

Representative Justin Burr, Co-Chair
Representative Rayne Brown, Co-Chair
Representative Mark Hilton
Representative George Cleveland
Representative John Blust
Representative Pat McElraft
Representative Tim Moffitt
Representative Maggie Jeffus
Representative Michael Wray
Representative Rosa Gill
Representative Elmer Floyd

Section 3. The Committee may study the cost, quality, consumer education, and outcomes of the North Carolina Partnership for Children, Inc.'s activities funded to (i) increase early literacy, (ii) measurably improve families' abilities to raise healthy, productive, and successful children, and (iii) increase access to preventative health care for children from birth to five years of age.

The Committee may evaluate and report on the following:

- (1) The types of activities, goals, and intended outcomes of evidence-based early literacy activities that promote phonemic awareness, letter recognition, segmenting words into sounds, and decoding print text.
- (2) The types of family support and health activities supported with the North Carolina Partnership for Children, Inc., funds.
- (3) The goal and intended outcome of the family support and health activities.
- (4) The numbers served and results of the family support and health activities.
- (5) Study the match requirements and what constitutes the match requirements.
- (6) Any other matter the Committee deems relevant to its charge.

Section 4. The Committee shall meet upon the call of its Co-Chairs. A quorum of the Committee shall be a majority of its members.

Section 5. The Committee, while in the discharge of its official duties, may exercise all powers provided for under G.S. 120-19 and Article 5A of Chapter 120 of the General Statutes.

Section 6. Members of the Committee shall receive per diem, subsistence, and travel allowance as provided in G.S. 120-3.1.

Section 7. The expenses of the Committee including per diem, subsistence, travel allowances for Committee members, and contracts for professional or consultant services shall be paid upon the written approval of the Speaker of the House of Representatives pursuant to G.S. 120-32.02(c) and G.S. 120-35 from funds available to the House of Representatives for its operations.

Section 8. The Legislative Services Officer shall assign professional and clerical staff to assist the Committee in its work. The Director of Legislative Assistants of the House of Representatives shall assign clerical support staff to the Committee.

Section 9. The Committee may submit an interim report on the results of the study, including any proposed legislation, on or before May 1, 2012, by filing a copy of the report with the Office of the Speaker of the House of Representatives, the House Principal Clerk, and the Legislative Library. The Committee shall submit a final report on the results of its study, including any proposed legislation, to the members of the House of Representatives by December 31, 2012 by filing the final report with the Office of the Speaker of the

HOUSE SELECT COMMITTEE ON EARLY CHILDHOOD EDUCATION IMPROVEMENT

House of Representatives, the House Principal Clerk, and the Legislative Library.
The Committee terminates upon the convening of the 2013 General Assembly or
upon the filing of its final report, whichever occurs first.

Effective this the 23rd day of September, 2011.



Thom Tillis
Speaker



NORTH CAROLINA GENERAL ASSEMBLY
Legislative Services Office

George R. Hall, Legislative Services Officer

Research Division
300 N. Salisbury Street, Suite 545
Raleigh, NC 27603-5925
Tel. 919-733-2578 Fax 919-715-5460

O. Walker Reagan
Director

October 18, 2011

The Honorable Rayne Brown, Co-Chair
House Select Committee on Early Childhood Education Improvement
North Carolina House of Representatives
300 North Salisbury Street, Room 638
Raleigh, NC 27603-5925

Dear Representative Brown,

Congratulations on your designation as Co-Chair of the House Select Committee on Early Childhood Education Improvement.

I have asked Ms. Patsy Pierce and Ms. Dee Atkinson, with the Research Division; Ms. Lisa Wilks, with the Bill Drafting Division; and Ms. Lisa Hollowell, with the Fiscal Research Division, to serve as staff to this Committee. In accordance with the Committee's directions as expressed through the Co-Chairs, they will aid in all aspects of the Committee's work, and will attend the meetings of the Committee when it convenes upon the call of the Co-Chairs. Please note that all these individuals also will be responsible for staffing other study committees and commissions during the Interim.

Should you wish to contact Ms. Pierce and Ms. Atkinson, they may be reached by telephone at (919) 733-2578. Ms. Wilks may be reached at (919) 733-6660. Ms. Hollowell may be reached at (919) 733-4910.

My best wishes to you and the Committee in its work. If I may be of any service to you or the Committee, please contact me.

Yours truly,

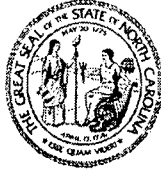
A handwritten signature in black ink that reads "O. Walker Reagan".

O. Walker Reagan
Director of Research

OWR/tmp

cc: Hon. Thom Tillis, Speaker
Hon. Justin Burr, Co-Chair
Mr. George Hall
Mr. Gerry Cohen
Mr. Mark Trogdon
Ms. Nicole McGuinness
Ms. Sarah Wolfe

Ms. Dee Atkinson
Ms. Patsy Pierce
Ms. Lisa Wilks
Ms. Lisa Hollowell
Ms. Becky Cook
Mr. Brian Peck



NORTH CAROLINA GENERAL ASSEMBLY
Legislative Services Office

George R. Hall, Legislative Services Officer

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300 N. Salisbury Street, Suite 545
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O. Walker Reagan
Director

October 18, 2011

The Honorable Justin Burr, Co-Chair
House Select Committee on Early Childhood Education Improvement
North Carolina House of Representatives
300 North Salisbury Street, Room 538
Raleigh, NC 27603-5925

Dear Representative Burr,

Congratulations on your designation as Co-Chair of the House Select Committee on Early Childhood Education Improvement.

I have asked Ms. Patsy Pierce and Ms. Dee Atkinson, with the Research Division; Ms. Lisa Wilks, with the Bill Drafting Division; and Ms. Lisa Hollowell, with the Fiscal Research Division, to serve as staff to this Committee. In accordance with the Committee's directions as expressed through the Co-Chairs, they will aid in all aspects of the Committee's work, and will attend the meetings of the Committee when it convenes upon the call of the Co-Chairs. Please note that all these individuals also will be responsible for staffing other study committees and commissions during the Interim.

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My best wishes to you and the Committee in its work. If I may be of any service to you or the Committee, please contact me.

Yours truly,

O. Walker Reagan
Director of Research

OWR/tmp

cc: Hon. Thom Tillis, Speaker
Hon. Rayne Brown, Co-Chair
Mr. George Hall
Mr. Gerry Cohen
Mr. Mark Trogdon
Ms. Nicole McGuinness
Ms. Sarah Wolfe

Ms. Dee Atkinson
Ms. Patsy Pierce
Ms. Lisa Wilks
Ms. Lisa Hollowell
Ms. Becky Cook
Mr. Brian Peck



NORTH CAROLINA GENERAL ASSEMBLY
Raleigh, North Carolina 27601

September 26, 2011

MEMORANDUM

TO: Members of the HOUSE SELECT COMMITTEE ON
EARLY CHILDHOOD EDUCATION IMPROVEMENT

FROM: Representative Justin Burr, Co-Chair
Representative Rayne Brown, Co-Chair

SUBJECT: Meeting Notice

DAY	DATE	TIME	ROOM
Thursday	October 6, 2011	10:00 AM	415 LOB

If you are unable to attend or have any questions concerning this meeting, please contact Lynn Taylor at (919) 715-0873 or email Lynn.Taylor@ncleg.net.

JB/lt

cc: Committee Record X
Interested Parties X

House Select Committee on Early Education Improvement

October 6, 2011, 10:00AM

Room 415

Agenda

Rep. Justin Burr, Co-Chair, presiding

Rep. Rayne Brown, Co-Chair

Budget/Program Overview for Division of Child Development and Early Education (DCDEE)

More At Four Program History

Ms. Lisa Hollowell, NCGA

Fiscal Research Division

NC Pre-K, S.L. 2011-145

Ms. Lisa Hollowell

Legal Actions (historical and post-2011 session)

Ms. Drupti Chauhan, NCGA

Research Division

Evolution of At-risk definition within More At Four Program

Dr. Patsy Pierce, NCGA

Research Division

Lunch Break

Implementation of NC Pre-K

Dr. Deb Cassidy, Director, Division
of Child Development and Early
Education, Department of Health and
Human Services

Provider Perspectives

Linda Piper, Executive Director of North Carolina Licensed Child Care Association (NCLCCA)

Kevin Campbell, Mecklenburg County

Dana Ramsey, Provider in numerous counties

Committee Discussion



MINUTES

HOUSE SELECT COMMITTEE ON EARLY CHILDHOOD EDUCATION IMPROVEMENT October 6, 2011 Room 415, Legislative Office Building

The House Selection Committee on Early Childhood Education Improvement met at 10:00 A.M., Thursday, October 6 2011, in Room 415 of the Legislative Office Building. Members present were Co-Chair Justin Burr, Presiding, Co-Chair Rayne Brown; Representatives George Cleveland, Elmer Floyd, Rosa Gill, and Mark Hilton.

Chairman Burr welcomed all members and visitors and introduced the following staff members: Lisa Hollowell and Brian Matteson, Fiscal Research; Dee Atkinson and Patsy Pierce, Research; Lisa Wilks, Bill Drafting; and Lynn Taylor, Committee Clerk. He then introduced the Sergeant at Arms who would be assisting with the meeting. A Visitor's Registration list and presentations are attached and filed as a record to the meeting.

Chairman Burr then called on Ms. Lisa Hollowell to present to the committee the Budget/Program Overview for Division of Child Development and Early Education (DCDEE), More at Four Program History and the NC Pre-K compared to More At Four Program (S.L. 2011 – 145). See Attachments 1, 2, 3 and 4.

Attachment 1: Discussion Highlights: Representative Gill asked when services start for the child with special needs and children who are developmentally delayed. Ms. Hollowell explained when children are identified by child support agencies and local education agency they can begin receiving services very early on and up to seventeen years of age with an individualized education plan.

Licensing and regulation of the child care program concerns prompted questions. Representative Hilton asked if those homes in the one star category lost their license from not showing improvement after so long. Ms. Hollowell answered there are some who choose to remain within the one star rating. However, in this current year's budget the General Assembly has said to receive child care subsidy they must have the 3, 4, or 5 star facility. Representative Hilton then asked if they used the star rating system to shut a system down and what criteria is used to shut the center down for not meeting standards? Ms. Hollowell responded the Division is constantly looking at determining if they still meet the star they've been given. They don't have to maintain the star rating they were issued, but can always go back one star. It can go back and forth. Reasons for being shut down are abuse and neglect or safety issues. Representative Hilton addressed the Chair stating he would like to know more specifics of how they are regulated in future meetings. Dr. Deb Cassidy, Director of Division of Child Development and Early Education in the Department of

Health and Human Services addressed those concerns. Every center is eligible to participate in the 1-5 star system, but the only reason a facility could be shut down is a serious issue of abuse or neglect or serious health safety violations detrimental to children served in that facility. Due to the recently passed budget legislation, programs (homes and centers) are motivated to achieve a 3 star status to receive the child care subsidy. There really is motivation there to serve those children. Representative Hilton stated he would like to build in incentives to improve centers. Chairman Burr noted a stride towards that was made this year by saying if you are receiving subsidy dollars you have to be a higher quality, star facility. From looking at slides 14 and 15 in Attachment 1 he noted there is a shift in facilities going from 1 star and moving to 3, 4, and 5 stars.

What changed during this period to cause the majority of one star facilities to change to a 2 star rating and above? Ms. Hollowell said several things played into improvement: Quality improvement done within the division itself; Smart Start lent significant amount of funds to improve quality; technical assistance as well as initiatives; and funding and grants all played a part. She then referred to Slide 27 of Attachment 1 that shows quality initiatives. Also, the higher the star rating, the higher the subsidy reimbursement will be.

Chairman Burr asked Ms. Hollowell to give a history of parent co-pays. Is this the same percentage that has been paid for 10 years or how long? Ms. Hollowell confirmed there had been no change in the established amount of 8, 9, 10% copays the federal government allows since she's been here. It is put into session law every two years and with the Creation of budget bill it's put in this year this chart was included also in the MAF transfer to DHHS. You all will consider whether to keep it at this level or to increase it. Representative Cleveland: The percentage has remained the same. Has the income varied? Ms. Hollowell answered the state median income is looked at by the division every two years, and they adjust it accordingly to their eligibility. See Slide 22, Attachment 1.

Chairman Burr asked Ms. Hollowell if families on the waiting lists qualified in another area was that taken into account. Ms. Hollowell explained you apply at the local DDS for the subsidy, and if they have it available you get it, and if they don't you go onto a waiting list. She didn't know if the data could cross look at the other programs and deferred to Dr. Cassidy. They will refer a family to Head Start and see if there's a possibility Head Start can service them. We know these are poor families who are being serviced whom many are eligible for Pre-K because Head Start's guidelines are different and they serve at the lowest level of poverty status. Representative Gill asked if there was any priority given to children with special needs that on the waiting list. Dr. Cassidy answered those children who have a disability will be given a priority category. Also, effective January of 2011 children who are homeless will also be given a priority category as well. Chairman Burr asked Ms. Hollowell for her opinion as to why the increase in levels since 2001. She answered the big jump in the waiting lists over the past few years probably has to do with the economy and families beginning to qualify for subsidies are going to get on the lists available. They are a couple of early dips, such as the 11,789 due to the way waiting lists were kept, making it somewhat of an anomaly on this chart. She also noted a trend of seeing children staying on a subsidy longer, there are less slots becoming available. Slide 25, Attachment 1.

Ms. Hollowell brought our attention to the creation of the MAF as a pilot program with Attachment 2, page 135. She then returned to slide 32 to complete Attachment 1.

Ms. Hollowell went through Attachment 3, an excerpt from Session Law 2011-145 from House Bill 200, entitled CONSOLIDATE MORE AT FOUR PROGRAM INTO DIVISION OF CHILD DEVELOPMENT.

Ms. Hollowell finished her presentation with Attachment 4 entitled NC Pre-K compared to More At Four Program (S.L. 2011 – 145). Representative Cleveland wanted clarification for military personnel. Ms. Hollowell directed our attention to Section 19.7.(f). Representative Floyd asked if it were possible to see curricula and Ms. Hollowell responded she would get examples. Representative Gill asked for clarification to be sure all of the at-risk kids that are identified can be served.

Chairman Burr called upon Ms. Drupti Chauhan from the NCGA Research Division to cover both historical and post 2011 session legal actions. See Attachment 5: Early Childhood Education-The Leandro II Opinion and 2011 Legal Actions Concerning Pre-K and the 2011 Appropriations Act.

Chairman Burr called upon Ms. Patsy Pierce from the NCGA Research Division to cover the Evolution of “At-Risk” definition within More At Four Program. The two components they were asked to develop in 2001 are the process and system for identifying children who are at risk of academic failure. It is not defined at this point in the General Assembly budget. The second level the General Assembly wants is to identify children who have never been served. In 2003 the language was added “as well as children who are underserved”. See Attachment 6. Note: Attachment 6 contains Handouts A, B, C, D, E, and F. Handout A is a Rubric system for identifying the at-risk children for academic failure. Handouts C and D are from the More At Four Program manual helping people out in the field identify what the income should be to help the child to qualify.

Chairman Burr recessed the meeting until 1 PM. He announced he will postpone Dr. Cassidy’s DCDEE presentation of Implementation of NC Pre-K so everyone on the committee can receive that together. Representative Gill asked for further clarification as to why the presentations by Dr. Cassidy would not be heard at this time. Chairman Burr explained they are working on some additional information concerning the Executive Order report that is supposed to come out and once they have all of that information they will come back. That will be first on the agenda at the next meeting.

At this time we heard perspective from the following providers:

Linda Piper – Executive Director of the North Carolina Licensed Child Care Association
See Attachment 9.

Kevin Campbell –Mecklenburg County, Owner/President Smart Kids Child Development Centers.
See Attachment 10.

Dana Ramsey – Wake County, Vice President of Operations, Childcare Network.
See Attachment 11.

Chairman Burr asked the providers how many of your classrooms are Pre-K and have 4 year olds in them? Mr. Campbell answered he has as little as 8 MAF class rooms in 2 different locations, and now 3. One center is about 30% and the other about 40%. To expand on that to have a MAF classroom is desirable. Centers are willing to invest to house the MAF classroom, but they are afraid of the longevity of it and the consistency of it. If you have a long term contract available for MAF, you would have a lot more participation. MAF offers the opportunity to retain your 4 year olds in communities where public schools have Pre-K because if you are not able to have a MAF classroom and the public school is serving at-risk children in their facilities, then most centers end up not having 4 year olds at all. Chairman Burr commented that would be detrimental to the centers if they were to lose their 4 year olds to the public setting. He then asked further questions. Do you see you are very similar to public schools in what you do? What do you do differently, or can you do better overall, or what tools do you have that are beneficial for them and are potentially cost wise? Within the actual 6.5 hour day of MAF NC Pre-K program, our program is almost identical to the CMS. It is overseen by them as a contract administrator; our teachers are all degreed; they go through the TLU unit; they are licensed, etc. The actual day is not different. My individual classrooms have performed equal with the public schools. The outcomes are equal with the public schools, but I'm not able to supply it. What we can do which I think is better is to provide wrap around care for young children, minimizing their transitions. They don't need to ride a bus and can be in the same location all day long which is a big advantage to their parents. Also, siblings can be kept together. Parent involvement is stronger. Relationships within the community are stronger because they are located there.

Chairman Burr in terms of the day, they are there for 6.5 hours, they are in a MAF classroom, what happens after the day is over? Mr. Campbell answered it's up to the parent. If it's a working parent, the child can go into after school care, which is a different from NC Pre-K. They can pick up their child, or if they don't have transportation, we can supply transportation to their homes. Chairman Burr asked Mr. Campbell if he has a lot of parents who may not qualify under the current standards to receive the subsidies under Pre-K, do you have a lot of parents who have an interest in receiving that high quality education. Not in his neighborhood, because they are all eligible income wise. He thinks their disappointment is with being put on a wait list. Ms. Ramsey said a lot of parents care about NC Pre-K and choose to stay in even with the option to stay in a regular 4 year old classroom which we house in the same building in 24 sites with 46 classrooms. There are regular 4 year old classrooms serving subsidized children that are non-NC Pre-K and children in all those locations. This is a decision for parents' right at the beginning of summertime to put their children in NC Pre-K or stay under their current voucher and being served in the classroom they are being served in.

Chairman Burr asked in terms of going from a regular 4 year old subsidy classroom to a Pre-K classroom in your facility what is the difference in the day to day activities? Ms. Ramsey said the focus is on curriculum and is the same, but doesn't have to be; the schedule is different and is spread out over 10 hours rather than 6.5 hours. Chairman Burr asked if it was better to spread the curriculum out. Ms. Ramsey said ten hours allows more free play that is considered time to make creative choices which they teach. Programming is still happening during that 10 hour day.

Representative Gill asked if they provided transportation for those kids to and from their homes. Ms. Ramsey said transportation is provided for NC Pre-K kids based on need because of the large

need in that population to get to the program. It is an expense of what they do. Mr. Campbell is transportation is one of the toughest parts of program. A little bit of money is provided in Mecklenburg County, but it doesn't come close to covering it.

Representative Gill asked Ms. Piper what are the qualifications for members of your organization? She responded to be a licensed provider.

Representative Floyd asked the difference between salaries. Based on MAF and NC Pre-K guidelines the salaries are exactly the same. The only disadvantage to the private sector right now is retirement. An IRA is offered, but it is not invested in retirement. It is advantageous for the young teacher to go with the school system. Representative Floyd inquired about contracts. Mr. Campbell said, for now, there are no long term contracts. He suggested multiple year contracts. Unless you have had a quality issue why do providers have to go through the agony of waiting almost to the beginning of the school year to know if they are going to have the contract? Representative Floyd brought up that he said the curriculum doesn't have to be the same. Ms. Ramsey said eventually the programs began to look different and it was not what she chose in her program. She went on to say the MAF model improved the quality. They are secure with onsite mentors. Representative Floyd went on to ask about wraparound services. Ms. Ramsey responded they are open 11.5 hours a day for working parents.

Chairman Burr recognized Linda Piper who wanted to give clarification for the requirements for being a member of our organization, there is a membership fee. There are 2 other categories of members. One is an affiliate member which Smart Start is one. Associate members are vendors. Voting members are affiliate members.

Chairman Burr asked about available space and the putting in of trailers. Is there ability to take on additional classrooms? Mr. Campbell said yes. Ms. Piper said their providers are very excited and willing to give it a shot especially if there is additional funding and can expand.

Representative Gill stated she didn't want us to go away with the idea mobile units are put on public school campuses just for MAF, but because of the increase in the number of school age kids.

Chairman Burr reiterated the point to be made at this stage is the availability within the schools is not there in many counties. The availability is there with you all, and you obviously perform the same services that are provided in public schools as well.

Going back to Ms. Ramsey to the classroom with what you had in the past with your multiple classrooms, do you have similar qualifications for your teachers or do you have different standards for those teachers? Ms. Ramsey answered the standards are not the same and there may be classrooms in that group where there is not a bachelor's degree. The 4 year classrooms attract more bachelor degreed teachers than some of the other classes. So, it is a higher level of that degree that we can get into those classrooms. The pay structure is not the same. There are lots of associate degrees and certainly lots of education and early childhood.

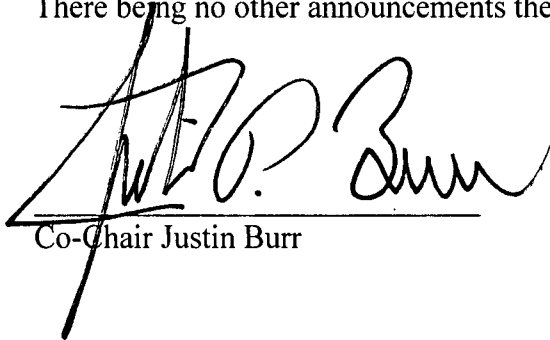
Chairman Burr asked if there were any other questions. Ms. Ramsey stated the reimbursement rate currently in place for 4 year olds do not support the higher paid teachers and not teachers with

bachelor degrees, either. Even with the new reduction in the MAF rate, we're having a hard time making it work. The salary scale is a big variable, and it affects our ability to fulfill that requirement. Mr. Campbell said local match for MAF. In reality there is not any local match. What happens is Smart Start money is considered local and it is being combined with MAF money to get the rate up where it needs to be. So from a standpoint of generating money out of local counties, there is very little of it. To fix that problem we need a weighted system to support the program at a level we want it supported at so we don't have to go to the counties and find ways to blend funds. The funding for MAF program went up over time and at the same time local Smart Start committees withdrew money from the program so the blended rates really stayed the same. MAF put more money in, and Smart Start took it out. It really wasn't their program. MAF did a great job of getting it going, but now we need one rate system where we don't have to do all these creative things to support what we want done without begging other people.

Chairman Burr asked if there are any other concerns you see this committee can address or are there any other issues we might have and need to cover. He thanked everyone for being here and taking time away from your business to come to Raleigh. Thank you for being here.

There will be an announcement out about our next meeting which will be in November.

There being no other announcements the meeting adjourned at 2:30 PM.



Co-Chair Justin Burr



Lynn Taylor - Committee Clerk

Department of Health and Human Services

Division of Child Development and Early Education



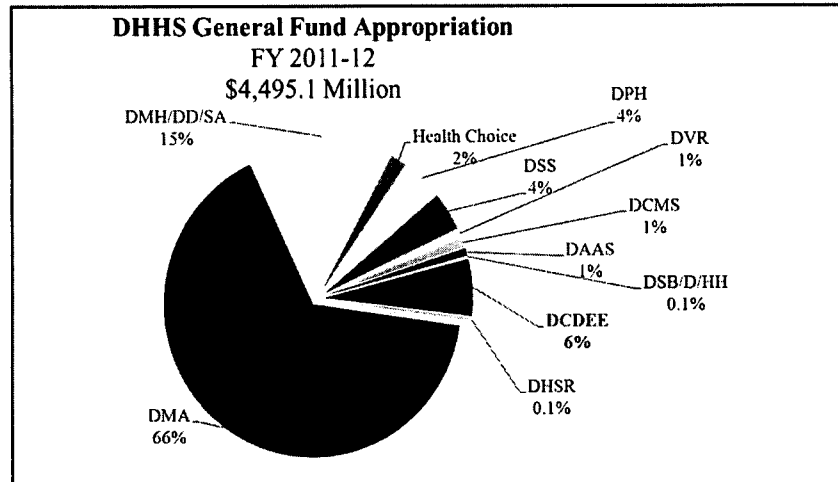
FISCAL RESEARCH DIVISION
A Staff Agency of the North Carolina General Assembly

Department of Health and Human Services Budget

	Actual	Actual	Appropriation	Appropriation
	FY 2009-10	FY 2010-11	FY 2011-12	FY 2012-13
Requirements	18,126,545,619	18,627,591,550	18,087,219,722	17,697,877,744
Receipts	14,275,041,465	14,609,933,767	13,592,092,770	13,242,714,811
Net Appropriations	\$3,851,504,154	\$4,017,657,783	\$4,495,126,952	\$4,455,162,933
Positions (FTE)	17,521.61	17,249.37	16,761.77	16,751.87

 **FISCAL RESEARCH DIVISION**
A Staff Agency of the North Carolina General Assembly

Department of Health and Human Services Budget



Division of Child Development and Early Education

Mission

“To build a stronger social and economic future for North Carolina by promoting high quality early childhood experiences.”

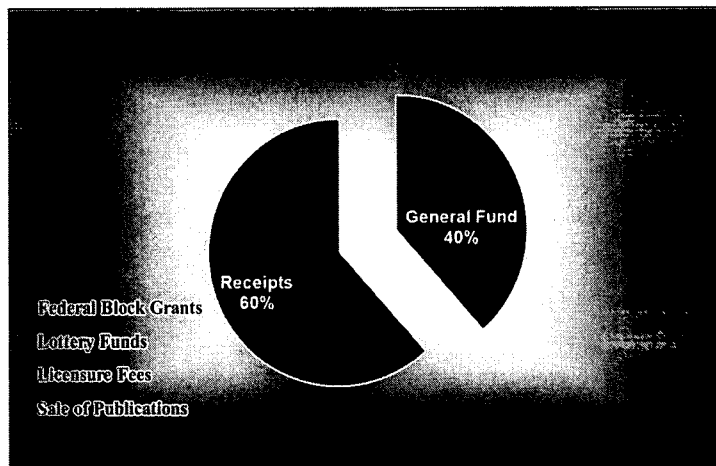
- Ensure the health and safety of children in child care settings
- Provide child care financial assistance
- Improve quality and availability of child care
- Parent Outreach

**Division of Child Development and Early Education
Budget Requirements**

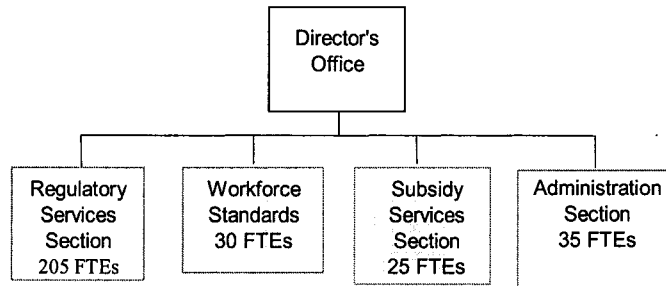
	2009-2010 Actual	2010-2011 Actual	2011-2012 Certified Budget	2012-13 Certified Budget
Total Requirements	\$640,530,353	\$612,436,206	\$671,627,310	\$671,627,310
Receipts	(\$383,523,239)	(\$378,101,935)	(\$405,524,377)	(\$405,524,377)
Appropriation	\$257,007,114	\$234,334,271	\$266,102,933	\$266,102,933
Positions	300.75	300.75	295.75	295.75

Division of Child Development

*Where do funds come from?
FY 2011-12*



Division of Child Development and Early Education Organizational Chart



Division of Child Development

- Child Care Commission
 - 17 Members Appointed by the Governor and General Assembly
 - 2 members added in 2011 with Early Childhood expertise
 - Adopt rules related to the licensure of child care facilities and enhancing standards
 - Social Services Commission

Division of Child Development

Licensure and Regulations

Regulation is required when 3 or more (unrelated) children are in care for more than 4 hours per day at least one day a week.

G.S. 110-91

group homes are regulated

Arrangements not considered child care include:

- Summer Day Camps
- Drop-in or short-term care
- Public and Private Schools
- Bible Schools
- Residential Child Care Facilities
- Mothers Morning Out Programs

Division of Child Development

Star Rated System



- Licensing system that provides information about regulated child care facilities
- The System is designed to measure quality in areas of program standards and teacher/staff education
- The system is 1-5 stars based on these standards, 5 is the highest.

Division of Child Development Regulatory Services Section

- Staff conduct site visits to regulated child care centers and homes
 - Pre-licensing visits to new facilities
 - Annual compliance visits (unannounced)
 - Complaint visits
 - Follow-up visits for administrative actions, etc.
 - Administrative Actions include closing a facility immediately if danger exists, downgrading a license to probationary status and requiring a corrective action plan, not allowing enrollment growth.
 - Civil penalties may be assessed based on willful or negligent noncompliance of the operator (\$250-\$1,000)

Division of Child Development Regulatory Services Section

Abuse and Neglect Investigations

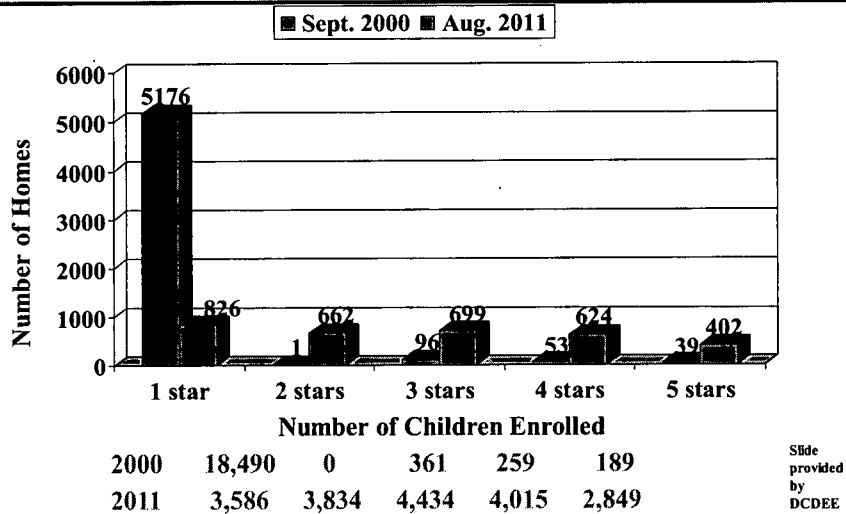
- Investigate allegations of abuse and neglect in Centers and Family Child Care Homes
- Work with local Departments of Social Services
- Work with providers on Corrective Action Plans and take actions against licenses

Division of Child Development

Licensure and Regulations

- 8,500 regulated facilities
 - 4,400 Centers *w/1 star rated system*
 - 3,519 Homes
- Schools – Voluntarily licensed
- Religious Organizations
 - May operate under requirements of G.S. 110-106 and send letter of intent to division to exempt from licensure

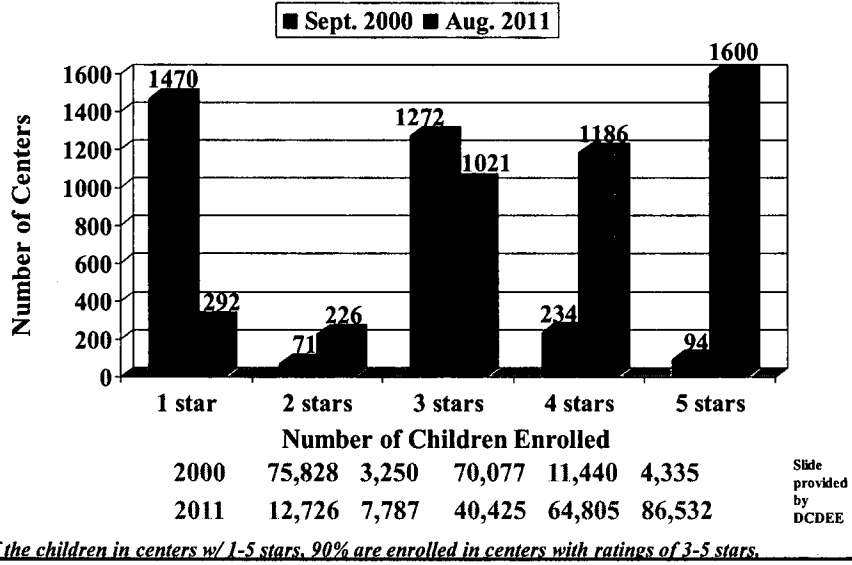
Family Child Care Homes with Star Rated Licenses and Enrollment (Sept. 2000 and Aug. 2011)



Of the children in homes w/ 1-5 stars, 60% are enrolled in homes with ratings of 3-5 stars.

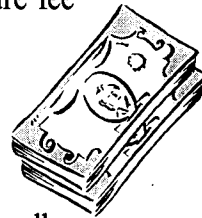
60%

Child Care Centers with Star Rated Licenses and Enrollment (Sept. 2000 and Aug. 2011)



Division of Child Development Licensure Fees

- Annual Fee
- Implemented FY 2003-04 for Centers and increased in FY 2009-10
- In 2009-10 Homes were charged a licensure fee
- Based upon capacity of center
 - 12 or fewer children \$52
 - 13-50 children \$187
 - 51-100 children \$375
 - 101 or more children \$600
- Generates approximately \$1.3 million annually



Division of Child Development

Child Care Subsidy

- Supports Working Families who qualify
 - Children up to 12 years old and 17 for developmentally disabled children
- Supports Child Welfare Services
- Supports Educational & Job Related Training
- Supports Children With Special Needs



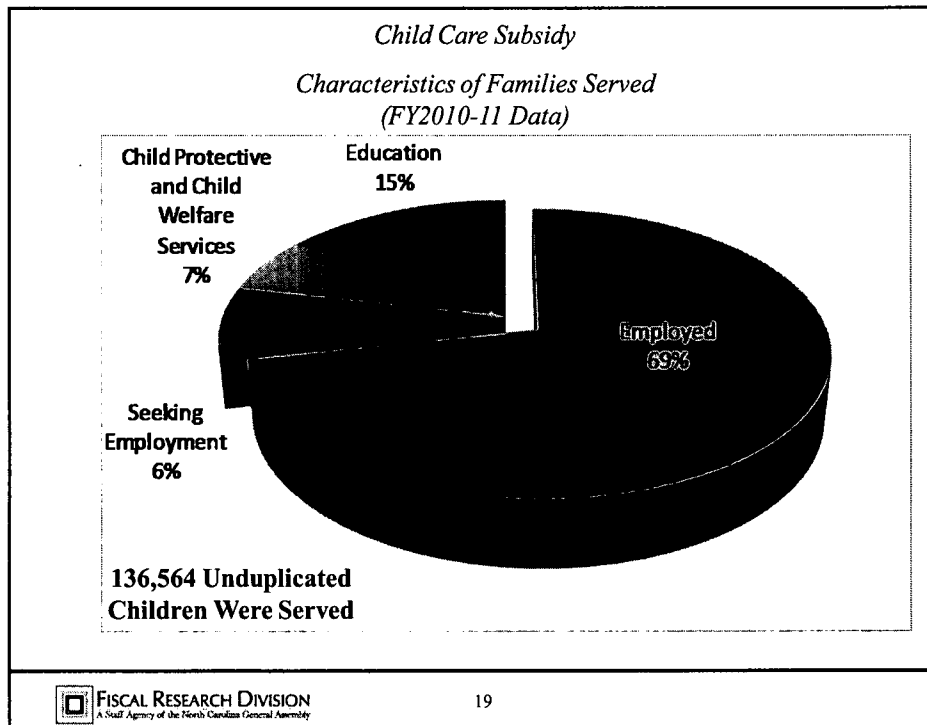
Child Care Subsidy Eligibility

ELIGIBLE FAMILIES

- The child's parents are working, or are attempting to find work;
- The child's parents are in school or in a job training program;
- The child is receiving child protective services;
- The child needs child care to support child welfare services or because the family is experiencing a crisis, or
- The child is developmentally delayed, or is at risk of being developmentally delayed.

million \$ set aside for children of military force





- ## Division of Child Development Child Care Subsidy
- Allocation formula of state and federal funds to counties:
 - Smart Start mandatory 30% subsidy funding is factored in the allocation formula
 - Based on the projected cost of serving children under age 11 in families with all parents working earning less than 75% of SMI
 - Reallocation is allowed
- FISCAL RESEARCH DIVISION**
A Staff Agency of the North Carolina General Assembly
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Division of Child Development

Child Care Subsidy

State-supervised, locally administered voucher system

Families choose child care arrangements

Eligibility 75% of state median income (SMI)

Number in Family	2	3	4	5
Monthly Earnings	\$2,528	\$3,123	\$3,718	\$4,312
Annual Income (75% SMI)	\$30,336	\$37,476	\$44,616	\$51,744
State Median Annual Income	\$40,447	\$49,964	\$59,481	\$68,998

SMI

Division of Child Development

Child Care Subsidy

Parent Fees

Family Size	Maximum Annual Income for Eligibility for Subsidy Services	Fee for Subsidy Services
2	\$30,336	10% = \$253/month
3	\$37,476	10% = \$312/month
4	\$44,616	9% = \$335/month
6	\$58,884	8% = \$393/month

Families pay a fee: 1-3 family members pay 10% of gross income for child care, 4-5 pay 9% and families of 6 or more pay 8%

Child Care Subsidy

*Funding FY2011-12 Certified Budget
From All Sources*

**Child Care Development Fund
Block Grant \$158M**

**Temporary Assistance for Needy
Families Block Grant \$147M**

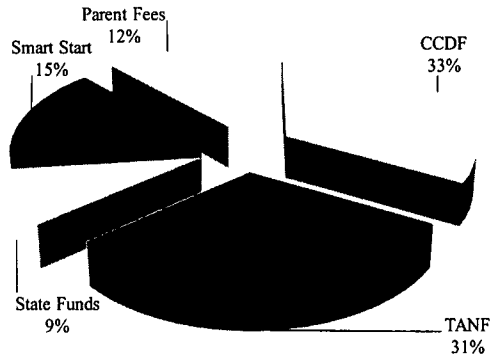
State Funds \$44.4M

Smart Start \$70.6M

Parent Fees \$57M

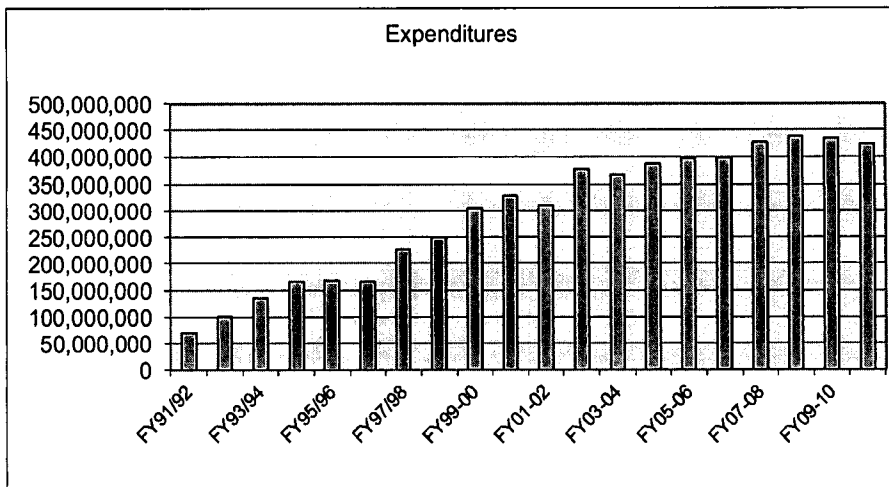
Total \$477M

*****NC Pre-K = \$128M**



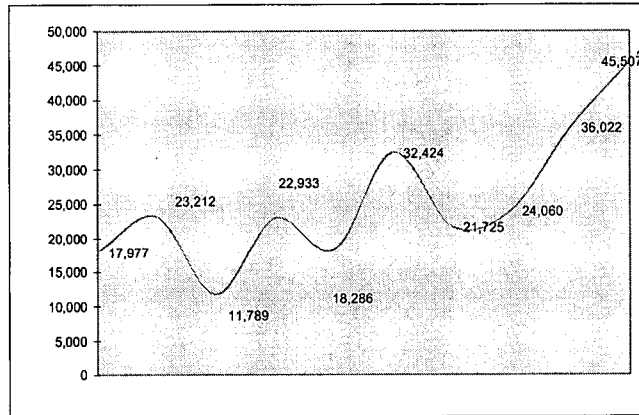
Division of Child Development

Trends in Child Care Subsidy



Division of Child Development

Child Care Subsidy Waiting List



50,695 as
of August
2011



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Division of Child Development Subsidy Rates

- NC child care subsidy rates are set at the 75th percentile of market, based on survey data
- Rate categories are based on location, whether the program is a center or a home, the age of children, and the quality of center
- Last market rate increase was implemented in October 2007, and market rate adjustment was partial – ranged from 10% - 30% implementation of the 2007 survey rate recommendations
 - S.L. 2011-145 allows DCDEE to adjust rates for 4 and 5 star rated facilities and NC Pre-K classrooms based upon market analyses

GA direct increase in funds



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Division of Child Development

Quality Enhancement Activities

Contract for Environment Rating Scales – assessments for centers and homes

Child Care Resource and Referral – services for parents and providers; technical assistance for infant/toddler care, school-age care, and children's healthy social behaviors

T.E.A.C.H. Early Childhood Program - Provides scholarships; cost shares with child care provider, and individual teacher

TEACH Health Insurance Program – shares cost of health insurance for child care staff

Child Care WAGES Program –Salary supplement program; rewards higher levels of education and permanency; encourages continuing education

FY2011-12 Budget Actions

- TEACH Program (\$3.8M)
 - To be funded from Child Development Fund Block Grant
- Maximize Federal Receipts – TANF (\$6.4M)
- Departments of Social Services' Administrative Allowance from 5%-4% (\$3.2M) *GA pulled back*
- Smart Start (\$37.6M) *reduced*
- Policy changes regarding subsidy services (\$9.7M)
 - Transportation *no longer provided*
 - Education Eligibility from 24 to 20 months
 - Registration Fees for Centers
 - Discontinue Subsidy Payment for MA4 Instructional Day

Insert
SB 1005
p. 135

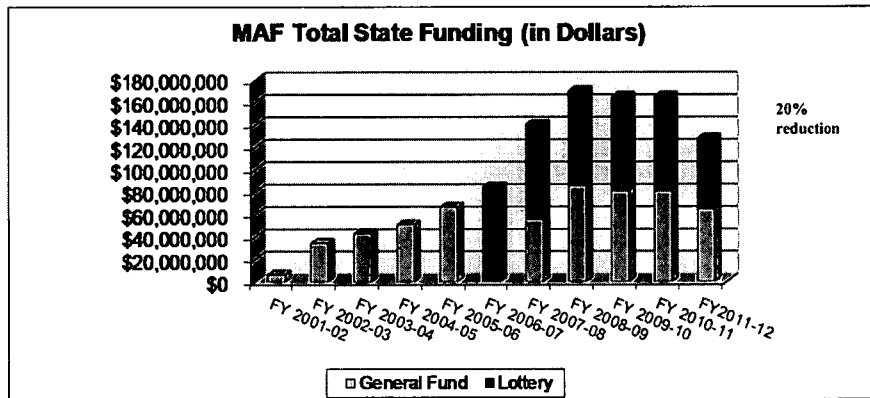
FY2011-12 Budget Actions

- Transfer of More At Four Program into Division of Child Development and Early Education, NC Pre-K
 - \$128M
 - \$65M State Funds
 - \$63M Lottery Funds

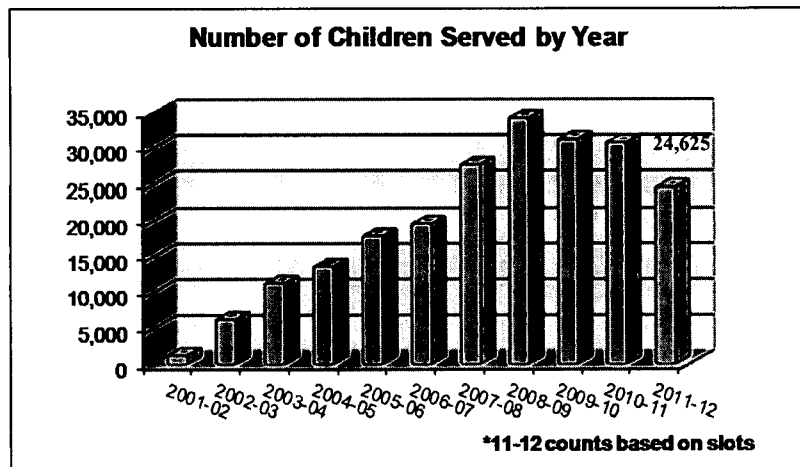
More at Four- Pilot

- S.L. 2001- 424 established the More At Four Pilot Program
 - Appropriation of \$6M
 - Established a Task Force
 - Provided Program Guidelines

More at Four- Funding History



More at Four- Children Served

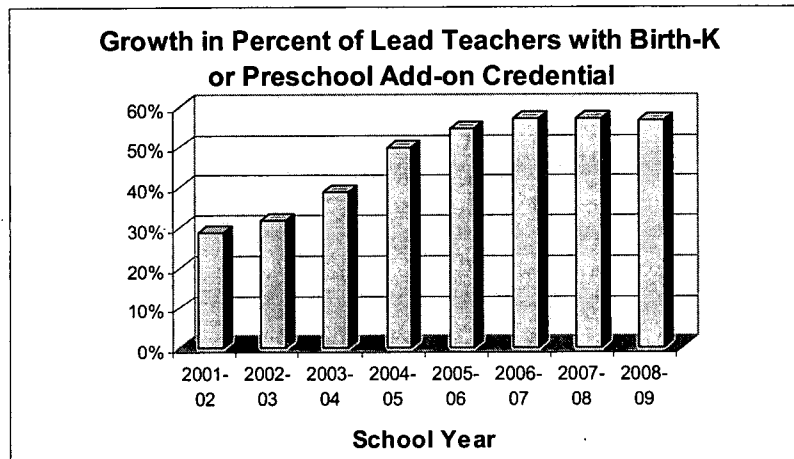


More at Four – Quality Standards

Operating/Quality Requirements

Classroom Setting	<ul style="list-style-type: none"> •Public School or Head Start classroom operated by the public schools <p style="text-align: center; margin: 5px 0;">or</p> <ul style="list-style-type: none"> •Private child care or Head Start setting with a 4- or 5-star license from the NC Division of Child Development (3-year provisional approval given to 3-star center)
Classroom Size	<ul style="list-style-type: none"> •May not exceed a maximum staff-to-child ratio of 1 to 9 •Maximum class size of 18 children, with one teacher and one assistant teacher per classroom

More at Four- Teacher Credentials



Source: Office of Early Learning, NC Department of Public Instruction

More at Four – Quality Standards Curricula

Operating/Quality Requirements

Curricula & Standards	<ul style="list-style-type: none"> •Programs expected to provide services consistent with Foundations: Early Learning Standards for North Carolina Preschoolers •6 different curricula are approved for use in MAF classroom by State Board of Education
Assessment	<ul style="list-style-type: none"> •OEL recommended but did not require use of 1 of a list of 5 assessments to track child growth

More at Four – Other Requirements

Operating/Quality Requirements

Calendar	<ul style="list-style-type: none"> •Must provide program for a regular school day (e.g., 6 or 6 ½ hours) for 180 instructional days per school calendar year •Schedule should approximate public school calendar
Wrap-around Services	<ul style="list-style-type: none"> •More at Four funds <u>may not be used</u> to provide services beyond the 6 ½ hour day •Other sources, like Smart Start, may be used to provide wrap-around services
Fees	<ul style="list-style-type: none"> •<u>No fees may be charged</u>, except for a nominal fee for providing transportation or meals to children ineligible for free/reduced price lunch

Questions



Transfer of More At Four S. L. 2011-145

- Transfer of More At Four Program into Division of Child Development and Early Education and renamed NC Pre-K



five hundred thousand dollars (\$500,000) may be used for evaluation of the Initiatives. The funds shall be used as follows:

- (1) Evaluation of the Early Childhood Education and Development Initiatives, including the ongoing review of quality child care efforts and child care providers' progress in preparing children to be ready to enter school and succeed.
- (2) Continuation of technical assistance to local partnerships in data collection and evaluation.
- (3) No more than five percent (5%) shall be used for the contractor's administrative overhead.

Requested by: Senators Martin of Guilford, Dannelly, Metcalf, Purcell, Wellons, Plyler, Odom, Lee; Representatives Earle, Nye, Baddour, Esposito, Easterling, Oldham, Redwine, Thompson, Baddour

DEVELOPMENT OF MORE AT FOUR PILOT PROGRAM

SECTION 21.76B.(a) Of the funds appropriated to the Department of Health and Human Services the sum of six million four hundred fifty-six thousand five hundred dollars (\$6,456,500) in each year of the 2001-2003 fiscal biennium shall be used to develop and implement "More At Four", a voluntary prekindergarten pilot program for at-risk four-year-olds. The Department of Health and Human Services, in consultation with the Department of Public Instruction, shall develop "More At Four" for four-year-old children in North Carolina to ensure that all children have an opportunity to succeed in kindergarten.

SECTION 21.76B.(b) The Department of Health and Human Services and the Department of Public Instruction shall establish the "More At Four" Pre-K Task Force to oversee development and implementation of the pilot program. The membership shall include:

- (1) Parents of at-risk children.
- (2) Representatives with expertise in early childhood development.
- (3) Classroom teachers who are certified in early childhood education.
- (4) Representatives of the private not-for-profit and for-profit child care providers in North Carolina.
- (5) Employees of the Department of Health and Human Services who are knowledgeable in the areas of early childhood development, current State and federally funded efforts in child development, and providing child care. *NCPC Inc. and S.L. 2001-487*
- (6) Representatives of local Smart Start partnerships.
- (7) Representatives of local school administrative units.
- (8) Representatives of Head Start prekindergarten programs in North Carolina.
- (9) Employees of the Department of Public Instruction.

SECTION 21.76B.(c) The Department of Health and Human Services and the Department of Public Instruction, under the guidance of the Task Force, shall develop and implement the "More At Four" pilot prekindergarten program for at-risk four-year-olds who are at risk of failure in kindergarten. The pilot shall be distributed geographically to ensure adequate representation of the diverse areas of the State, including underserved areas. The goal of the program shall be to provide quality prekindergarten services in order to enhance kindergarten readiness for these children. The program shall be consistent with standards and assessments established jointly by the Department of Health and Human Services, the Department of Public Instruction, and the Task Force and may consider the "More At Four" Pre-K Task Force recommendations. The program shall include:

- (1) A process and system for identifying children at risk of academic failure.

- highlight ✓
- (2) A process and system for identifying children who have never been served in a formal early education program such as child care, public or private preschool, Head Start, Early Head Start, early intervention programs or other such programs, who demonstrate educational needs on the basis of a prekindergarten assessment, and who are eligible to enter kindergarten the next school year.
 - (3) A curriculum or several curricula that are recommended by the Task Force. The Task Force may consider curricula used by established prekindergarten programs such as WINGS, Bright Beginnings, and others. These curricula shall (i) focus primarily on oral language and emergent literacy, (ii) engage children through key experiences and provide background knowledge requisite for formal learning and successful reading in the early elementary years, (iii) involve active learning, (iv) promote measurable kindergarten language-readiness skills that focus on emergent literacy and mathematical skills, and (v) develop skills that will prepare children emotionally and socially for kindergarten.
 - (4) An emphasis on ongoing family involvement with the prekindergarten program.
 - (5) Evaluation of child progress through pre- and post-assessment of children as well as ongoing assessment of the children by teachers.
 - ✓ (6) Guidelines for a system to reimburse local school boards and systems, private child care providers, and other entities willing to establish and provide prekindergarten programs to serve at-risk children. A process and system for reimbursing providers that builds upon the existing child care subsidy reimbursement system.
 - (7) A system built upon existing local school boards and systems, private child care providers, and other entities who demonstrate the ability to establish or expand prekindergarten capacity.
 - (8) A quality-control system. Participating providers shall comply with standards and guidelines as established by the Department of Health and Human Services, the Department of Public Instruction, and the Task Force. The Department may use the child care rating system to assist in determining program participation.
 - ✓ (9) Standards for minimum teacher qualifications. A portion of the classroom sites initially funded shall have at least one teacher who is certified or provisionally certified in birth to kindergarten education.
 - ✓ (10) A local contribution. Programs must demonstrate that they are accessing resources other than "More At Four".
 - (11) A system of accountability.
 - (12) Collaboration with State agencies and other organizations. The Department of Health and Human Services, the Department of Public Instruction, and the Task Force shall collaborate with State agencies and other organizations such as the North Carolina Partnership for Children, Inc., in the design and implementation of the pilot.
 - (13) Consideration of the reallocation of existing funds. In order to maximize current funding and resources, the Department of Health and Human Services, the Department of Public Instruction, and the Task Force shall consider the reallocation of existing funds from State and local programs that provide prekindergarten related care and services.
 - (14) Recommendations for long-term organizational placement and administration of the program.

SECTION 21.76B.(d) In development of the "More At Four" pilot, the Department of Health and Human Services, in consultation with the Department of Public Instruction and the Task Force, shall:

- (1) Contract with an independent research organization, outside the Department of Health and Human Services and the Department of Public Instruction, with proven expertise in evaluation of prekindergarten programs, for the design of an evaluation component. The evaluation component shall facilitate longitudinal review of the program and child-specific outcomes to include, at a minimum, participants' readiness for kindergarten, percentage of participants scoring at or above grade level on the third grade end-of-grade test, and high school graduation rates.
- (2) Collaborate in the development of a system to collect and maintain child-specific information to provide for the long-term evaluation of the pilot. The system shall be developed in a manner which builds upon existing State and local systems and which facilitates the interface with the N.C. Student Information Management System.

SECTION 21.76B.(e) State funds appropriated under this act for the "More At Four" pilot program shall not supplant current expenditures by counties, local partnerships, or other recipients of State and federal funds, allocated and expended on behalf of young children.

SECTION 21.76B.(f) In order to maximize and coordinate funding for prekindergarten programs for four-year-olds with demonstrated educational needs, the Department of Health and Human Services, the Department of Public Instruction, and the Task Force shall identify and make recommendations on the reallocation of funds from existing State and local programs providing prekindergarten related care and services, including child care subsidies. All potential funding sources, including federal as well as State-funded efforts, shall be identified.

SECTION 21.76B.(g) The Department of Health and Human Services, the Department of Public Instruction, and the Task Force shall report by January 1, 2002, and May 1, 2002, to the Joint Legislative Commission on Governmental Operations, the Joint Legislative Education Oversight Committee, the Senate Appropriations Committee on Health and Human Services, and the House of Representatives Appropriations Subcommittee on Health and Human Services on the progress in complying with this section. A final report along with recommendations for changes or expansion of the program shall be presented to the 2003 General Assembly.

Requested by: Senators Martin of Guilford, Dannelly, Metcalf, Purcell, Wellons, Plyler, Odom, Lee; Representatives Earle, Nye, Baddour, Esposito, Easterling, Oldham, Redwine, Thompson

CONSOLIDATION AND TRANSFER OF PROGRAM FUNDS IN THE DIVISION OF SERVICES FOR THE BLIND

SECTION 21.77. The Division of Services for the Blind may consolidate the operating budgets for the Medical Eye Care Program and the Independent Living Services Program. The Division shall continue to provide all services currently provided by the Medical Eye Care Program and the Independent Living Services Program.

Requested by: Senators Martin of Guilford, Dannelly, Metcalf, Purcell, Wellons, Plyler, Odom, Lee; Representatives Earle, Nye, Baddour, Esposito, Easterling, Oldham, Redwine, Thompson

ELIGIBILITY FOR VOCATIONAL REHABILITATION AND INDEPENDENT LIVING SERVICES

SECTION 21.78.(a) The Department of Health and Human Services shall compare the income eligibility standards for Vocational Rehabilitation and Independent Living Services to the income eligibility standards for Vocational Rehabilitation and Independent Living Services in other states.

CONSOLIDATE MORE AT FOUR PROGRAM INTO DIVISION OF CHILD DEVELOPMENT

SECTION 10.7.(a) The Department of Public Instruction, Office of Early Learning, and the Department of Health and Human Services are directed to consolidate the More At Four program into the Division of Child Development. The Division of Child Development is renamed the Division of Child Development and Early Education (DCDEE). The DCDEE is directed to maintain the More At Four program's high programmatic standards. The Department of Health and Human Services shall assume the functions of the regulation and monitoring system and payment and reimbursement system for the More At Four program.

All regulation and monitoring functions shall begin July 1, 2011. The More At Four program shall be designated as "prekindergarten" on the five-star rating scale. All references to "prekindergarten" in this section shall refer to the program previously titled the "More At Four" program. All references to "non-prekindergarten" shall refer to all four- and five-star rated facilities.

The Office of State Budget and Management shall transfer positions to the Department of Health and Human Services to assume the regulation, monitoring, and accounting functions within the Division of Child Development's Regulatory Services Section. This transfer shall have all the elements of a Type I transfer as defined in G.S. 143A-6. All funds transferred pursuant to this section shall be used for the funding of prekindergarten slots for four-year-olds and for the management of the program. The Department of Health and Human Services shall incorporate eight consultant positions into the regulation and accounting sections of DCDEE, eliminate the remaining positions, and use position elimination savings for the purpose of funding prekindergarten students. DCDEE may use funds from the transfer of the More At Four program for continuing the teacher mentoring program and contracting for the environmental rating scale assessments.

SECTION 10.7.(b) The Childcare Commission shall adopt rules for programmatic standards for regulation of prekindergarten classrooms. The Commission shall review and approve comprehensive, evidenced-based early childhood curricula with a reading component. These curricula shall be added to the currently approved "More At Four" curricula.

SECTION 10.7.(c) G.S. 143B-168.4(a) reads as rewritten:

"(a) The Child Care Commission of the Department of Health and Human Services shall consist of ~~15~~ 17 members. Seven of the members shall be appointed by the Governor and ~~eight~~ 10 by the General Assembly, ~~four~~ five upon the recommendation of the President Pro Tempore of the Senate, and ~~four~~ five upon the recommendation of the Speaker of the House of Representatives. Four of the members appointed by the Governor, two by the General Assembly on the recommendation of the President Pro Tempore of the Senate, and two by the General Assembly on the recommendation of the Speaker of the House of Representatives, shall be members of the public who are not employed in, or providing, child care and who have no financial interest in a child care facility. Two of the foregoing public members appointed by the Governor, one of the foregoing public members recommended by the President Pro Tempore of the Senate, and one of the foregoing public members recommended by the Speaker of the House of Representatives shall be parents of children receiving child care services. Of the remaining two public members appointed by the Governor, one shall be a pediatrician currently licensed to practice in North Carolina. Three of the members appointed by the Governor shall be child care providers, one of whom shall be affiliated with a for profit child care center, one of whom shall be affiliated with a for profit family child care home, and one of whom shall be affiliated with a nonprofit facility. Two of the members appointed by the General Assembly on the recommendation of the President Pro Tempore of the Senate, and two by the General Assembly on recommendation of the Speaker of the House of Representatives, shall be child care providers, one affiliated with a for profit child care facility, and one affiliated with a nonprofit child care facility. The General Assembly, upon the recommendation of the President Pro Tempore of the Senate, and the General Assembly, upon the recommendation of the Speaker of the House of Representatives, shall appoint two early childhood education specialists. None may be employees of the State."

SECTION 10.7.(d) The additional curricula approved and taught in prekindergarten classrooms shall also be taught in four- and five-star rated facilities in the non-prekindergarten four-year-old classrooms. The Child Care Commission shall increase standards in the four- and five-star-rated facilities for the purpose of placing an emphasis on early reading. The Commission shall require the four- and five-star-rated facilities to teach from the Commission's approved curricula. The Division of Child Development may use funds

from the Child Care Development Fund Block Grant to assist with the purchase of curricula or adjust rates of reimbursements to cover increased costs.

SECTION 10.7.(e) The Division of Child Development and Early Education shall adopt a policy to encourage all prekindergarten classrooms to blend private pay families with prekindergarten subsidized children in the same manner that regular subsidy children are blended with private pay children. The Division may implement a waiver or transition period for the public classrooms.

SECTION 10.7.(f) The prekindergarten program may continue to serve at-risk children identified through the existing "child find" methods in which at-risk children are currently served within the Division of Child Development. The Division of Child Development shall serve at-risk children regardless of income. However, the total number of at-risk children served shall constitute no more than twenty percent (20%) of the four-year-olds served within the prekindergarten program. 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.

SECTION 10.7.(g) The Division of Child Development and Early Education (DCDEE) shall adopt policies that improve the quality of childcare for subsidized children. The DCDEE shall phase in a new policy in which child care subsidies will be paid, to the extent possible, for child care in the higher quality centers and homes only. The DCDEE shall define higher quality, and subsidy funds shall not be paid for one- or two-star-rated facilities. For those counties with an inadequate number of three-, four-, and five-star-rated facilities, the DCDEE shall establish a transition period that allows the facilities to continue to receive subsidy funds while the facilities work on the increased star ratings. The DCDEE may allow exemptions in counties where there is an inadequate number of three-, four-, and five-star-rated facilities for nonstar-rated programs, such as religious programs.

SECTION 10.7.(h) The Division of Child Development and Early Education shall implement a parent co-payment requirement for prekindergarten classrooms the same as what is required of parents subject to regular child care subsidy payments. All at-risk children and age-eligible children of military personnel as described in subsection (g) of this section are exempt from the co-payment requirements of this subsection.

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 10.7.(i) All prekindergarten classrooms regulated pursuant to this section 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 10.7.(j) Based on market analysis and within funds available, the Division of Child Development and Early Education shall establish reimbursement rates based on newly increased requirements of four- and five-star-rated facilities and the higher teacher standards within the prekindergarten class rooms, specifically More At Four teacher standards, when establishing the rates of reimbursements. Additionally, the prekindergarten curriculum day shall cover six and one-half to 10 hours daily and no less than 10 months per year. The public classrooms will have a one-year transition period to become licensed through the Division of Child Development and may continue to operate prekindergarten, formerly "More At Four," classrooms during the 2011-2012 fiscal year.

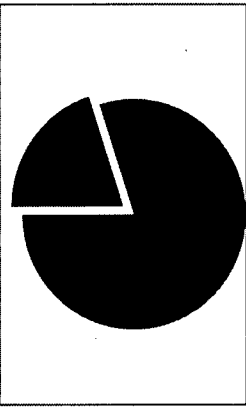
NC Pre-K compared to More At Four Program (S.L. 2011-145)

	NC Pre-K	More At Four	Difference
Funding	\$128,147,360 (state and lottery funds)	\$160,647,360 (FY2010-11, state, lottery, and federal one-time funds)	20% Reduction (\$32M)
State Administration	<p>Department of Health and Human Services, Division of Child Development and Early Education</p> <p>Section 10.7(a) "The Department of Health and Human Services shall assume the functions of the regulation and monitoring system and payment and reimbursement system for the More At Four program."</p> <p>Section 10.7(a) "...The Department of Health and Human Services shall incorporate eight consultant positions into the regulation and accounting sections of DCDEE, eliminate the remaining positions, and use position elimination savings for the purpose of funding prekindergarten students. DCDEE may use funds from the transfer of the More At Four program for continuing the teacher mentoring program and contracting for the environmental rating scale assessments."</p>	<p>Department of Public Instruction, Office of Early Learning</p>	<p>Change of Agencies administering the program.</p> <p>Elimination of state-level administrative positions.</p>
Local Administration	<p>Local Smart Start Partnerships and Local Education Agencies</p> <p>Sec. 10.7(f) "Eligibility determinations for prekindergarten participants may continue through local education agencies and local North Carolina Partnership for Children, Inc., partnerships." S.L. 2011-391, Sec. 22 "...The DCDEE shall use a portion of the funds to provide necessary services for recruitment, eligibility determination, and child</p>	<p>Local Smart Start Partnerships and Local Education Agencies</p>	<p>No change in local administration. ✓</p>

NC Pre-K compared to More At Four Program (S.L. 2011-145)

NC Pre-K	More At Four	Difference
<p>placement within local communities. These services shall be conducted by local partnerships that choose to offer the services.”</p> <p>S.L. 2011-391 The DCDEE shall use a portion of the funds to provide necessary services for recruitment, eligibility determination, and child placement within local communities. These services shall be conducted by local partnerships that choose to offer the services.</p>		
<p>Registration and Standards</p> <p>NC Child Care Commission Section 10.7(b) "...shall adopt rules for programmatic standards for regulation of prekindergarten classrooms. The Commission shall review and approve comprehensive, evidenced-based early childhood curricula with a reading component. These curricula shall be added to the currently approved "More At Four" curricula."</p> <p>Mandatory licensure of public classrooms through DCDEE</p> <p>Section 10.7(j) "The public classrooms will have a one-year transition period to become licensed through the Division of Child Development and may continue to operate prekindergarten, formerly "More At Four," classrooms during the 2011-2012 fiscal year."</p> <p>Continues public More At Four classrooms</p> <p>Section 10.7(j) "...Additionally, the prekindergarten</p>	<p>Department of Public Instruction, Office of Early Learning</p> <p>SL 2010-31, Sect. 7.5(a)</p> <p>"All [More at Four] classrooms shall be subject to the supervision of the Office of Early Learning and shall be operated in accordance with standards adopted by the State Board of Education."</p> <p>SL 2010-31, Sect. 7.5(b)</p> <p>"The Office of Early Learning shall specify program standards and requirements"</p> <p>Licensure through DCD was voluntary.</p> <p>In FY2011, 436 public classrooms were voluntarily licensed through DCD (approximately 500 were not licensed).</p> <p>Public More At Four classrooms offered instruction for 6 to 6.5 hours daily. <i>the less - to more than 6.5 hrs.</i></p>	<p>The Programmatic rules and governance shifts from DPI and State Board of Education to the NC Child Care Commission and Department of Health and Human Services.</p> <p>"Reading focus" with curricula is a General Assembly priority.</p> <p>Licensure is required for all NC Pre-K classrooms.</p> <p>No change in number of instructional hours in classroom.</p>
<p>Instructional Hours</p>		

NC Pre-K compared to More At Four Program (S.L. 2011-145)

	NC Pre-K	More At Four	Difference
Eligibility	<p>curriculum day shall cover six and one-half to 10 hours daily and no less than 10 months per year.”</p> <p>75% of State Median Income</p> <p>Up to 20% of children may have other at-risk factors, regardless of income</p> <p>SECTION 10.1.(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.”</p> <p>SECTION 10.7.(f) “...The Division of Child Development shall serve at-risk children regardless of income. However, the total number of at-risk children served shall constitute no more than twenty percent (20%) of the four-year-olds served within the prekindergarten program.”</p>	<p>75% of State Median Income</p> <p>Up to 20% of children may have other at-risk factors, regardless of income</p>	<p>None –</p> <p>100% of children served are at-risk (with at least 80% meeting income guidelines and at most 20% eligible by other risk factors) or are dependents of a parent serving in the military</p> 
Program Standards	<p>Teacher Qualifications - Bachelor's Degree w/ Birth-Kindergarten add-on license (or working towards)</p> <p>Teacher/Student Ratios (1:9, max. group 18)</p> <p>Curriculum – More At Four approved list and Commission will add curricula with early reading focus.</p> <p>Section 10.7(a) “The DCDEE is directed to maintain the More At Four program's high programmatic standards.”</p>	<p>Teacher Qualifications – Bachelor's Degree w/ Birth-Kindergarten add-on license (or working towards)</p> <p>Teacher/Student Ratios (1:9, max. group 18)</p> <p>Curriculum – Approved list - Creative, Bright Beginnings, Early Educating Children, Montessori Method, Explorations with Young Children</p>	<p>Change</p> <p>**The NC Pre-K program is directed to expand curriculum approved within the classrooms to include curricula focused on early reading.</p>
Family	Directs DCDEE to implement a family co-	None Required	Co-payment required for

NC Pre-K compared to More At Four Program (S.L. 2011-145)

	NC Pre-K	More At Four	Difference
<p>Contribution</p>	<p>payment. Exempts all (non-financially-based) at-risk children and military families</p> <p>FAMILY SIZE PERCENT OF GROSS FAMILY INCOME</p> <p>1-3 10%</p> <p>4-5 9%</p> <p>6 or more 8%.</p> <p>Section 10.7(h) "All at-risk children and age-eligible children of military personnel as described in subsection (g-f) of this section are exempt from the co-payment requirements of this subsection."</p>	<p><i>100% of gross family income</i></p>	<p>families who qualify at the 75% of State Median Income</p>
<p>Blending of Classrooms with private pay families</p>	<p>Encourages blending of all NC Pre-K classrooms. SECTION 10.7(e) "The Division of Child Development and Early Education shall adopt a policy to encourage all prekindergarten classrooms to blend private pay families with prekindergarten subsidized children in the same manner that regular subsidy children are blended with private pay children. The Division may implement a waiver or transition period for the public classrooms."</p>	<p>Blending of classrooms occurred mostly in private settings and not in public school classrooms.</p>	<p>Change Most public classrooms do not accept non-NC Pre-K children into their programs.</p>
<p>Accounting and Payment System</p>	<p>Requires all NC Pre-K programs to participate in the Subsidized Early Education for Kids (SEEK) attendance and payment tracking system. Section 10.7(i)</p>	<p><i>Task Force on the Consolidation of Early Childhood Education and Care, Report to the 2010 Regular Session of the 2009 General Assembly of North Carolina</i> "The EBT is on track for initial implementation within the year; this request encourages the More at Four program to become part of this system for payment purposes."</p>	<p>Legislative direction that all public More At Four classrooms will migrate to SEEK. <i>to save administrative dollars</i></p>
<p>Expansion of Curriculum Standards to 4 and 5 Star</p>	<p>Requires the <u>approved curricula</u> to be taught in non-NC Pre-K 4 and 5 star facilities. Section 10.7(d) ... "The Child Care Commission shall</p>	<p>N/A</p>	<p>No previous requirement.</p>

NC Pre-K compared to More At Four Program (S.L. 2011-145)

	NC Pre-K	More At Four	Difference
Facilities	increase standards in the four- and five-star-rated facilities for the purpose of placing an emphasis on early reading. The Commission shall require the four- and five-star-rated facilities to teach from the Commission's approved curricula. <i>Over in home centers</i>		
Child Care Subsidy	Directs DCDEE to provide subsidy only for higher quality child care facilities (3-5 star facilities), following a transition period. Section 10.7(g)... "The DCDEE shall phase in a new policy in which child care subsidies will be paid, to the extent possible, for child care in the higher quality centers and homes only."	N/A	Previously the subsidy program included 1- and 2- star facilities.
Reimbursement Rates	Directs DCDEE to adjust the rates based on the increase of quality within the child care subsidy program. Section 10.7(j) " Based on market analysis and within funds available, the Division of Child Development and Early Education shall establish reimbursement rates based on newly increased requirements of four- and five-star-rated facilities and the higher teacher standards within the prekindergarten class rooms..."	The State More At Four program also set rates of reimbursement.	No difference, State administrator (now DCDEE) establishes rates of reimbursement.

Early Childhood Education—The Leandro II Opinion and 2011 Legal Actions Concerning Pre-K and the 2011 Appropriations Act

Leandro II (2004)

- In 2004, the NC Supreme Court considered Judge Manning's Order for the State to "expand pre-kindergarten educational programs so that they reach and serve all qualifying 'at-risk' students." Hoke County Board of Education v. State of North Carolina, 358 N.C. 605, 599 S.E.2d 365 (2004) (Leandro II).
- The Court agreed with the trial court's findings that "State efforts towards providing remedial aid to "at-risk" prospective enrollees were inadequate." *Id.* at 642, 599 S.E.2d at 393.
- The Court held, however, that "there is a marked difference between the State's recognizing a need to assist 'at-risk' students prior to enrollment in the public schools and a court order compelling the legislative and executive branches to address that need in a singular fashion," and "while the trial court's findings and conclusions concerning the problem of "at-risk" prospective enrollees are well supported by the evidence, a similar foundational support cannot be ascertained for the trial court's order requiring the State to provide pre-kindergarten classes for . . . all of the State's 'at-risk' prospective enrollees[.]"
- The Court held that the remedy ordered by the trial court was inappropriate at that juncture because the subject matter was one that the Constitution designated as the shared province of the legislative and executive branches, and that the evidence did not support the "imposition of a narrow remedy that would effectively undermine the authority and autonomy of the government's other branches." *Id.* at 643, 599 S.E. 2d at 393.
- The Court concluded that, at that juncture, "the suggestion that pre-kindergarten is the sole vehicle or, for that matter, a proven effective vehicle by which the State can address the myriad problems associated with such 'at-risk' prospective enrollees is, at best, premature." *Id.* at 644, 599 S.E.2d at 644.

June 22, 2011 -- Leandro Hearing

- On June 22, 2011, Judge Manning held a hearing on the plaintiffs' claims that pre-kindergarten services for "at-risk" prospective enrollees were being "curtailed and not adequately met under the proposed budget for the next biennium."

July 18, 2011 -- Judge Manning Order

- In his July 18, 2011 Order, Judge Manning acknowledged that in Leandro II, the NC Supreme Court reversed the trial court order issued by Judge Manning which had ordered the State to "expand pre-kindergarten educational programs so that they reach and serve all qualifying "at-risk" students.
- Judge Manning then stated that it has been 7 years since Leandro II was issued and that the legislative and executive branches had determined that the State's ability to meet its obligations to "at-risk" prospective students was through Smart Start and More at Four since it has funded

those programs over the years and has used those programs to achieve "constitutional compliance" for at-risk prospective students under Leandro.

- Judge Manning noted that the State committed to the trial court in 2004 that its choice program to remedy the State's obligation to "at-risk" prospective enrollees was to ensure that "every at-risk four year old has access to a quality pre-kindergarten program." The State also represented to the trial court in 2004 that the State would expand the More at Four Prekindergarten Program to all at-risk four year olds across the State
- Judge Manning concluded that Sections 10.7(e), (f), and (g) of the 2011 Appropriations Act "combine to effectively limit access to prekindergarten services for many of those at-risk 4 year olds who need the program so they can start kindergarten ready to take advantage of their constitutional right to the opportunity to obtain a sound basic education." He noted that these sections had "taken the prekindergarten program (formerly MAF) established for at-risk 4 year olds and reduced the number of slots available to at-risk 4 year olds upwards of 80% without providing any alternative high quality prekindergarten option for at-risk 4 year olds at all."
- Judge Manning then ordered the following:
 - "The State of North Carolina shall not deny any eligible at-risk four year old admission to the North Carolina Pre-Kindergarten Program (NCPK) and shall provide the quality services of the NCPK to any eligible at-risk four year old that applies."
 - "The State of North Carolina shall not implement or enforce that portion of the 2011 Budget Bill, section 10.7.(f). that limits, restricts, bars or otherwise interferes, in any manner, with the admission of all eligible at-risk four year olds that apply to the prekindergarten program, including but not limited to the 20% cap restriction, or for that matter, any percentage cap, of the four year olds served within the prekindergarten program, NCPK."
 - "Further, the State of North Carolina shall not implement, apply or enforce any other artificial rule, barrier, or regulation to deny any eligible at-risk four year old admission to the prekindergarten program, NCPK."
 - "The Court is confident that the State of North Carolina will honor and discharge its constitutional duties in connection with this matter."

August 10, 2011 -- Governor's Executive Order

- The Executive Order directed the Department of Health and Human Services (DHHS) to consult with the Department of Public Instruction (DPI) to continue infrastructure and funding to ensure that current standards are not reduced and continue to base academic standards of NC Pre-K on the domains of child development that are needed for successful pre-K programs.
- The Executive Order required DHHS and DPI to develop a plan for all eligible at-risk pre-K children that included removal of barriers to participation in NC Pre-K, identification of at-risk children, and searching for unserved at-risk 4 year olds. While Manning's Order did not order searching for unserved at-risk 4 year olds, "child find" under More at Four provided for this type of search with the extent of the search by local administrators varying across the State. In addition, Section 10.7(f) of the 2011 Appropriations Act stated that the Pre-K program "may

continue to serve at-risk children identified through the existing 'child find' methods in which at-risk children are currently served within the Division of Child Development."

- The Executive Order directed DHHS to develop a plan to ensure that staffing in NC Pre-K is aligned with academic standards of NC Pre-K and is coordinated and aligned with kindergarten through grade 3. DHHS was to consider whether the staffing positions should be physically located at DPI.
- The Executive Order directed DHHS to "cost-out" a detailed plan for providing financial support to local classrooms including leveraging other financing sources in order to have a high-quality Pre-K program.
- DHHS is directed to collaborate with DPI to keep the high standards for NC Pre-K.
- The Executive Order directed DHHS to "remove all barriers so as to encourage participation by public schools in NC Pre-K." It also ordered DHHS to waive any requirement to blend private pay families with Pre-K subsidized children for public school classrooms—Section 10.7(e) of the 2011 Appropriations Act stated that DHHS "may" authorize such a waiver.

August 15, 2011 -- Motion to Intervene and for Clarification or Relief from Order

- On August 15, 2011, the President Pro Tempore of the Senate and the Speaker of the House of Representatives filed a Motion to Intervene and for Clarification or Relief from the Order entered by Judge Manning on July 18, 2011. The Movants asked the Court for the following:
 - To allow the Movants to intervene in the matter.
 - To clarify "that the 20% cap in Section 10.7 of the 2011 Appropriations Act does not apply to financially at-risk four year olds."
 - To clarify "that the Constitution does not require the State to implement a new program to provide Pre-K programs sufficient to provide Pre-K services to all at-risk children in the State."
- Motion to Intervene
 - The Movants stated that as the legislative leaders of the State, they have an interest in the validity and constitutionality of all laws enacted by the General Assembly and have a specific interest in clarifying the scope of the Manning Order to ensure that the 2011 Appropriations Act provisions are interpreted "in a manner consistent with the intent of the General Assembly to promote maximum access to Pre-K services for financially at-risk four year olds."
 - The Movants have a "specific interest in clarifying the scope of the Order to confirm that the Court did not (1) require the State to authorize, fund, and administer free, universal Pre-K services for all at risk four year olds without regard to cost, or (2) impact, impinge, or otherwise interfere with the legislature's exclusive authority to appropriate funds for public education. The Movants also "have an interest in protecting the exclusive province of the legislature to make decisions relating to the budget and appropriations matters."

- The Movants stated that if they are not permitted to intervene in the litigation as surrogates for the State, there "would be no vehicle for the interests of the legislative branch to clarify the scope of the Order".
- Motion for Relief Or Clarification Under Rule 60(b)
 - Clarification of the Manning Order regarding the 20% cap in the Appropriations Act:
 - The Movants stated that the General Assembly intended the 20% cap to limit services provided to children who are at-risk for reasons other than financial hardship and asked the Court to clarify its Order to allow the State to apply the 20% cap in that manner.
 - The Movants asked the Court to clarify that its Order did not require the State to fund and administer Pre-K services available above and beyond those services provided by the current levels of funds appropriated by the General Assembly.
 - Clarification of the Manning Order regarding providing Pre-K Services to all at-risk children:
 - The Movants asked that the Court clarify that its Order did not require the General Assembly to appropriate funds to establish a new universal Pre-K program that was free since the Order did not determine the funding levels to be unconstitutional but only the allocation of the funds.
 - The Movants asked that the Court clarify that its Order did not require the State to make Pre-K services available to the approximately 65,000 at-risk children in NC regardless of the funds available for that purpose.
 - Request for Relief from the Manning Order:
 - In the event the Court did intend to create a new constitutional obligation for the State to provide free, universal Pre-K services for all at-risk four year olds, the Movants requested relief from the Order because such a remedy is barred by the separation of powers doctrine in Article I, Section 6 of the North Carolina Constitution; it infringed upon the appropriations power of the General Assembly in violation of the NC Constitution; and it violated Leandro II where the Supreme Court stated that the Court has "limitations in providing specific remedies for violations committed by other government branches" in areas such as public school education.

August 17, 2011 -- State of North Carolina filed Notice of Appeal of Judge Manning's Order entered on July 18, 2011

Appeal pending before Appellate Court

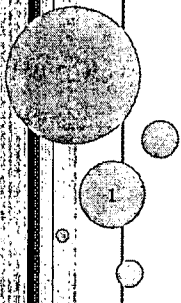
September 2, 2011 -- Judge Manning Order Re: Motion to Intervene and for Clarification or Relief from Order

- Judge Manning stated that the State of North Carolina is the defendant in the case, not the legislative or executive branches.
- He further stated that the "Court is not authorized to enter an Order essentially revising an act of the General Assembly" and that "the Court may not consider as evidence, statements made

by members of the General Assembly, under oath or otherwise, about what the General Assembly intended a statute to mean."

- Judge Manning stated that the State's obligations to "at-risk" prospective enrollees under the State Constitution are set forth Leandro II where the Supreme Court "indicated that Pre-K is a proper way to address the State's obligation to 'at-risk' prospective enrollees so that they can be prepared to enter kindergarten with the opportunity to obtain a sound basic education as is their right under the North Carolina Constitution."
- Finally, Judge Manning held that the 2011 Appropriations Act provisions addressed by the July 18, 2011 Order "constituted an impermissible barrier to the ability of 'at-risk' four year olds to take advantage of the opportunity to attend the Pre-K program and thereby have the opportunity to be prepared to obtain a sound basic education."
- Judge Manning ordered the following:
 - "The Motion to Intervene is denied."
 - "The Motion to Clarify or Relief from Order is denied."

suspect it will be given to Supreme Ct.



**EVOLUTION OF "AT RISK"
CRITERIA**
More at Four Program
2001-2010
Patsy Pierce, Ph.D., Research Division

S.L. 2001-424

- o **Section 21.76B.(a)** established funds to develop and implement "More At Four", a voluntary prekindergarten pilot program for at-risk four-year-olds.
- o **Section 21.76B.(c)** directs DHHS & DPI, under the guidance of the Pre-K Task force, to develop the program and details required components of the program.

ELIGIBILITY DETERMINATION REQUIREMENTS

o S.L. 2001-424, Section 21.76B.(c)

(1) A process and system for identifying children at risk of academic failure.

- o (2) A process and system for identifying children who have **never been served** in a formal early education program such as child care, public or private preschool, Head Start, Early Head Start, early intervention programs or other such programs, who demonstrate educational needs on the basis of a prekindergarten assessment, and who are eligible to enter kindergarten the next school year.

3

S.L. 2003-284, SECTION 10.40.(C): UNDERSERVED CHILDREN ADDED

- o (2) A process and system for identifying children who are not being served first priority in formal early education programs, such as child care, public or private preschools, Head Start, Early Head Start, early intervention programs, or other such programs, who demonstrate educational needs, and who are eligible to enter kindergarten the next school year, as well as **children who are underserved.**

4

IDENTIFYING "AT RISK FOR ACADEMIC FAILURE"

- FY 2001-2003: Risk factor scoring rubric used, including:
 - Family income (Federal Poverty guidelines for free or reduced price lunch)
 - Child's health status
 - Identified disabilities
 - Parent education
 - Parent employment
 - Family composition
 - Housing stability
 - English proficiency
 - Minority status

- Handout a/b
- Source: 2002-2003 More at Four Program Operations and Information Manual

5

2004-2010: SHIFT TO SMI AS PRIMARY ELIGIBILITY DETERMINATION FACTOR

- S.L. 2004-124 SECTION 10.40.(f) Beginning in the 2004-2005 fiscal year, the "More At Four" program shall establish income eligibility requirements for the program not to exceed seventy-five percent (75%) of the State median income to make the program consistent with the child care subsidy requirements. Up to twenty percent (20%) of children enrolled may have family incomes in excess of seventy-five percent (75%) of median income if they have other designated risk factors.

6

ELIGIBILITY FOR FAMILIES ABOVE 75% OF SMI (LIMITED TO 20% OF CHILDREN SERVED)

- Gross income cannot exceed 300% of Federal poverty guidelines AND they must meet one of the criteria:
 - Limited English Proficiency (LEP) as indicated by the family and/or child speaking limited or no English in the home.
 - Identified Disability as indicated by the child having a current Individualized Education Plan (IEP).
 - Chronic Health Condition as indicated by a health care provider diagnosis, e.g., asthma, sickle cell anemia, etc.
 - Developmental/Educational need as indicated by the child performance result on a developmental screening instrument.

- Source:2004-2010 More at Four Program Operations and Information Manual
- Handout c/d

7

MILITARY FAMILIES ADDED (REGARDLESS OF INCOME)

○ S.L. 2007-323, Section 7.24.(d)

- Furthermore, any age-eligible child of (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 is ordered to active duty by the proper authority within the last 18 months or 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, shall be eligible for the program.

- (handout f)

8

PRIORITIZING: “UNSERVED” AND “UNDERSERVED” 2001-2010

o Unserved

- (a) Children who have never been served in any preschool or childcare setting and meet at-risk criteria (serve children on subsidy waiting list first).
- (b) Children currently unserved (may have been previously served) and on subsidy waiting list and meet at-risk criteria.
- (c) Children currently unserved (may have been previously served) and not eligible for subsidy, and meet at-risk criteria.
- (d) (added in 2004-2005) Children in child care less than 5 months in the prior year.

o Source: 2002-2010 More at Four Program Operations and Information Manuals (handouts e/f)



PRIORITIZING “UNSERVED” AND “UNDERSERVED”

o Underserved

- (a) Children in a child care or preschool program who are eligible for, but not receiving, child care subsidy and meeting at-risk criteria. (moved to (b) in 2007-2008)
- (b) Children in **unregulated** child care not meeting More at Four standards and meet at-risk criteria. (moved to (a) in 2007-2008)
- (c) Other children who meet at risk criteria, including those in prekindergarten or child care not meeting More at Four standards.

• 2002-2010 More at Four Program Operations and Information Manuals

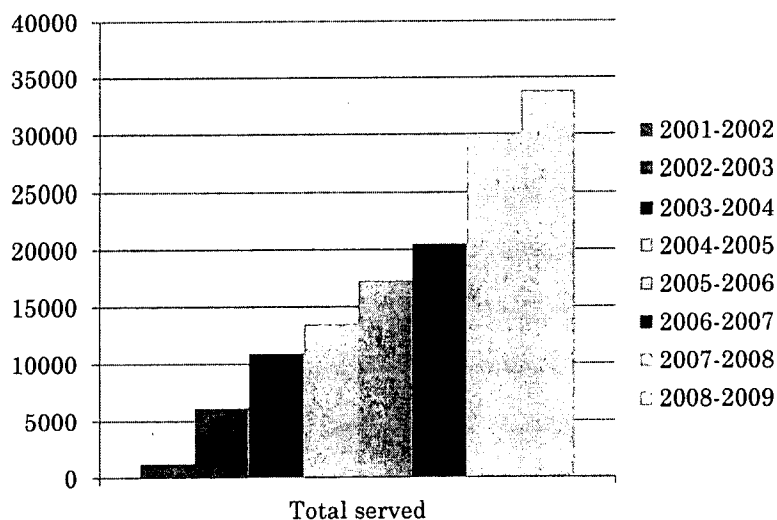


SUMMARY

- **At Risk: Primarily based on income level**
 - 2001-2002; 2002-2003: Scoring rubric: Children qualified for free or reduced lunch and other risk factors
 - 2003-2004: Scoring rubric or Income Eligibility
 - 2004-2010: Income eligibility (75% of SMI). 20% of the children could be above 75% of SMI if income was less than 300% of federal poverty AND if they had another risk factor
 - **Service Priority:** According to MAF program manual information (2002-2010), “unserved” children were given top service priority and “underserved” were given last service priority

11

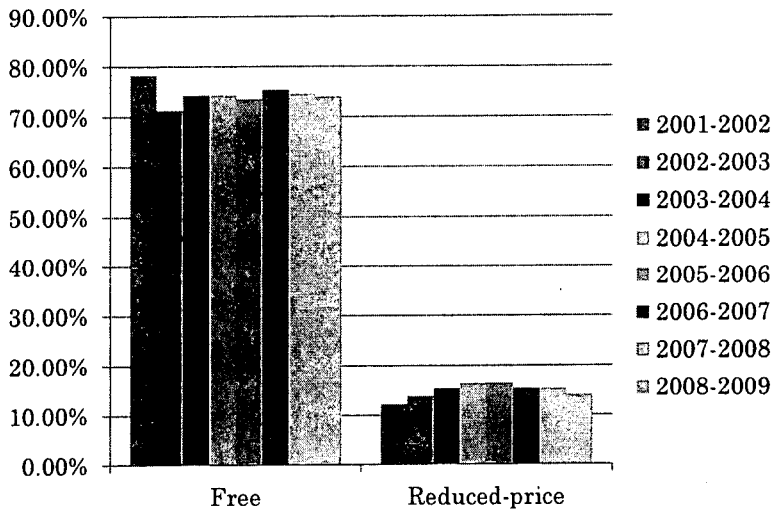
TOTAL NUMBERS OF CHILDREN SERVED IN MAF 2001-2009



12

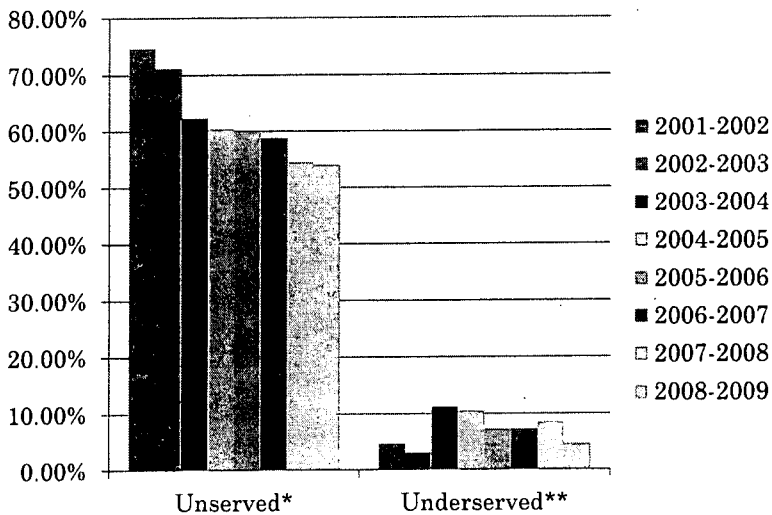
Peisner-Feinberg, et al, 2003; 2009

AT RISK: FREE OR REDUCED-PRICE LUNCH



13

SERVICE PRIORITY: PERCENTAGE OF UNSERVED/UNDERSERVED CHILDREN IN MAF 2001-2009



*never been served **<MAF standards

14

CITATIONS: MAF INFORMATION/DATA

- NC More at Four Prekindergarten Program Operations and Information Manuals, 2002-2010.
- Peisner-Feinberg, E. S. (2003). Child and Program Characteristics of the *North Carolina More at Four Pre-kindergarten Program: Year 1* (January - June, 2002). Chapel Hill, NC: FPG Child Development.
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- Peisner-Feinberg, E. S. & Schaaf, J. M. (2009). Evaluation of the North Carolina More at Four Pre-kindergarten Program: A Look across Time at Children's Outcomes and Classroom Quality from Pre-k through Kindergarten (2003-2009). Chapel Hill, NC: FPG Child Development Institute.

15

CITATIONS: POVERTY AND ACADEMIC RISK

- B.D. Rampey, G.S. Dione, P.I. Donahue, "NAEP 2008 Trends in Academic Progress (NCES 2009-479)" national center for educational Sciences, U.S. DOE, Washington, DC, 2009).
- D.K. Dickinson, *Science*, **333**, 964 (2011).
- G. Farkas, K. Beron, *Social Science Research*, **33**, 464 (2004).
- M. Vasilyeva, H. Waterfall, J. Huttenlocher, *Developmental Science*, **11**, 84 (2008).
- NICHD Early Childhood Research Network, *Developmental Psychology*, **41**, 428 (2005).

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Model I – Effective SFY 2001-2004

Child's Name: _____ Date: _____

Risk Factors	Level 2 Significant Factor	Level 1 Potential Factor	Level 0 Negligible Impact	Score
1 Family income	Eligible for free lunch.	Eligible for reduced price lunch.	Ineligible.	
2 Child's health status	Child is identified as mentally or physically chronically ill or medically fragile	Child is seen or has been seen by a pediatric specialist for a chronic health concern.	Child has no significant health concerns.	
3 Identified disabilities	Child has a current Individualized Education Program (IEP)	Child had an Individualized Family Service Plan (IFPS) but does not qualify for an Individualized Education Program (IEP).	Child has no identified disabilities.	
4 Parent education	Mother (or primary caregiver) does not have a high school diploma.	Mother (or primary caregiver) has a GED.	Mother (or primary caregiver) has a high school diploma.	
5 Parent employment	Single parent (mother or primary caregiver) is unemployed. Two parents (or caregivers) are unemployed.	Single parent (mother or primary caregiver) has been employed at current job for less than 12 months. Two parents (or caregivers) have been employed for less than 12 months.	Primary provider (single parent (mother or primary caregiver or two parents/ caregivers) has been employed at current job for 12 months or more.	
6 Family composition	Child lives with a single parent and there are compounding factors such as parental substance abuse or abuse/neglect.	Child lives with a single parent.	Child lives with two parents.	
7 Housing stability	Child has no stable place to live. Child may be homeless.	Child has lived at multiple addresses during the preceding 12-months.	Child has resided at the same address during the preceding 12-months.	
8 English proficiency	Family and child do not speak English.	Family and child speak limited English.	Family and child speak English.	
9 Minority status	Child is a member of a minority group and demonstrates any 4 or more risk factors	Child is member of a minority group and demonstrates up to 3 risk factors	Child is a member of a minority group and does not demonstrate any risk factors	
TOTAL				/18

Unsubsidized: (a) Children who have never been served in any preschool or child care setting (includes Head Start) and meet at-risk criteria (serve children on subsidy waiting list first). (b) Children currently unsubsidized (may have previously been served) and on subsidy waiting list and meet at-risk criteria. (c) Children currently unsubsidized (may have been previously served) and not eligible for subsidy, and meet at-risk criteria.

Underserved: (a) Children in a child care or preschool program who are eligible for but not receiving child care subsidy and meet at-risk criteria. (b) Children in unregulated child care not meeting More at Four Pre-K standards and meet at-risk criteria. (c) Other children who meet at-risk criteria, including those in pre-kindergarten or child care not meeting More at Four standards. This is a last resort category and documentation must be available to support children served at this level.

Criteria for identifying at-risk children

The characteristics or factors of children (and their families) that make them at-risk of academic failure are many; however, there is agreement around some of the most significant characteristics or factors. The following factors should be used as the criteria for identifying at-risk children for *More at Four* Pre-Kindergarten services.

Family income appears to be the leading indicator that a student may be at-risk of academic failure. A family's inability to provide for the basic needs of a child will impact every area (physical, emotional, social) of a child's life.

If a child is identified as having some type of **chronic health problem or a disability (mental or physical)**, a child will be considered at-risk of academic failure. Typically, the Exceptional Children's Program or Title I will serve these students once they enroll in school but the Exceptional Children's Program must work with other programs (particularly public school Pre-K programs) to provide inclusive options for children.

The **educational level** of the mother (or primary caregiver) also impacts the academic achievement of children. The higher the educational level of the mother, the greater a child's chances will be for academic success. Conversely, children of mothers with minimal education are more at-risk of academic failure.

The **employment status** of the mother (or primary caregiver) has a direct correlation with a child's potential for academic success or failure

Family composition, such as a single parent household, coupled with compounding factors (i.e., parental substance abuse, victim of abuse/neglect) or unstable housing may result in children being at-risk of academic failure.

In order for a child to be successful in an American school, speaking English is essential. **English proficiency** is necessary for a child but also important for the parents. Parents and child care providers must be able to communicate with each other regarding the needs of children.

While **minority ethnic status** alone does not make a child at-risk, when coupled with other factors (i.e., poverty, limited English proficiency), it will cause a child to be at-risk of academic failure. Therefore, it is important to look at **minority status as a factor only in connection with other factors**.

B. More at Four Child Enrollment Eligibility and Service Priority

Children served in a *More at Four* slot must meet age requirements, income eligibility, and service priority criteria as defined in this section.

Age Requirements

1. Children to be enrolled must be four years of age on or before **October 16th** in the year served.
2. Children age eligible for kindergarten cannot be served with *More at Four* funds.

More at Four Pre-Kindergarten Program

Eligibility by Income (Eligibility Model revised July 22, 2004)

Eligibility for *More at Four* is determined by family size and gross income. **Children in families with annual incomes at or below 75% of the State Median Income (SMI) level are eligible for *More at Four* services** (See table below). After eligibility is determined, **service priority status** (served vs. unserved) should be used to further prioritize children for services.

Table 1. 75 PERCENT STATE MEDIAN INCOME**	
Family Size	75 Percent State Median Income
1	\$21,885
2	\$28,619
3	\$35,352
4	\$42,086
5	\$48,820
6	\$55,554
7	\$56,816
8	\$58,079
9	\$59,342
10	\$60,604
11	\$61,867
12	\$63,129
13	\$64,392
14	\$65,655
15	\$66,917
16	\$68,180
17	\$69,442
18	\$70,705
19	\$71,967
20	\$73,230

** Based on October 1, 2003 North Carolina Subsidized Child Care Eligibility Limits

Eligibility for Families above 75% of the State Median Income (SMI) Level

When a family's gross income exceeds 75% of the State Median Income (SMI), a child may be deemed eligible if certain conditions are met. Their gross income cannot exceed 300% of poverty (See table below), and they must meet one of the following criteria:

- Limited English Proficiency (LEP) as indicated by the family and/or child speaking limited or no English in the home;
- Identified Disability as indicated by the child having a current Individualized Education Plan (IEP);
- Chronic Health Condition as indicated by a health care provider diagnosis, e.g., asthma, sickle cell anemia, cancer, HIV;
- Developmental/Educational Need as indicated by the child performance results on a developmental screen.

No more than 20% of a county/region's *More at Four* slots may be filled by children above the 75% of the State Median Income level.

Temporary Assistance to Needy Families Maintenance of Effort (TANF MOE)

When a child is determined eligible for services, a % of poverty category must be determined (See table below), entered on the eligibility score sheet and in MAFREPS. **This information will be used to determine TANF MOE.**

Family Size	130%	185%	200%	250%	300%
1	\$12,103	\$17,224	\$18,620	\$23,275	\$27,930
2	\$16,237	\$23,107	\$24,980	\$31,225	\$37,470
3	\$20,371	\$28,990	\$31,340	\$39,175	\$47,010
4	\$24,505	\$34,873	\$37,700	\$47,125	\$56,550
5	\$28,639	\$40,756	\$44,060	\$55,075	\$66,090
6	\$32,773	\$46,639	\$50,420	\$63,025	\$75,630
7	\$36,907	\$52,522	\$56,780	\$70,975	\$85,170
8	\$41,041	\$58,405	\$63,140	\$78,925	\$94,710
9	\$45,175	\$64,288	\$69,500	\$86,875	\$104,250
10	\$49,309	\$70,171	\$75,860	\$94,825	\$113,790
11	\$53,443	\$76,054	\$82,220	\$102,775	\$123,330
12	\$57,577	\$81,937	\$88,580	\$110,725	\$132,870
13	\$61,711	\$87,820	\$94,940	\$118,675	\$142,410
14	\$65,845	\$93,703	\$101,300	\$126,625	\$151,950
15	\$69,979	\$99,586	\$107,660	\$134,575	\$161,490
16	\$74,113	\$105,469	\$114,020	\$142,525	\$171,030
17	\$78,247	\$111,352	\$120,380	\$150,475	\$180,570
18	\$82,381	\$117,235	\$126,740	\$158,425	\$190,110
19	\$86,515	\$123,118	\$133,100	\$166,375	\$199,650
20	\$90,649	\$129,001	\$139,460	\$174,325	\$209,190

*Based on 2004 Federal Poverty Levels

More at Four Pre-Kindergarten Program Eligibility/Enrollment Scorecard
 (Effective SFY 2004-2005 - revised July 22, 2004)

Child's Name: _____ Birth Date: _____
 Address: _____
 City: _____ Zip: _____ Phone: (____) _____

A. Eligibility Factors:

- 1) Will the child be four years of age on or before **October 16th** of the current year?
 Yes ___ (Continue) No ___ (Discontinue, not eligible for M@4)
- 2) What is the annual family gross income? _____ What is the family size? _____
- 3) Is the annual family gross income at or below 75% of the State Median Income (SMI)?
 Yes ___ (Child is eligible for M@4, move to question 6) No ___ (Move to question 4)
- 4) Does the family's income fall above 75% of SMI but at or below 300% of the federal poverty level?
 Yes ___ (Continue) No ___ (Discontinue, not eligible for M@4)
- 5) a. Does the child have additional risk factors (check all that apply below)?

Child/Family above 75% of SMI and at or below 300% of Federal Poverty Level	
Does child have risk factors? (Check all that apply)	
Limited English Proficiency	<input type="checkbox"/>
Identified Disability (IEP)	<input type="checkbox"/>
Chronic Health Condition(s)	<input type="checkbox"/>
Developmental/Educational Need	<input type="checkbox"/>

- b. Is one condition checked in the table above?
 Yes ___ (Child is eligible for M@4, move to question 6) No ___ (Child not eligible)

No more than 20% of a county/region's More at Four slots may be filled with children from families with incomes above the 75% of the State Median Income level.

- 6) Select the appropriate % of Poverty category (For TANF MOE purposes only).

% of Poverty Category	Check one
130% of Poverty and below	<input type="checkbox"/>
131 - 185% of Poverty	<input type="checkbox"/>
186 - 200% of Poverty	<input type="checkbox"/>
201 - 250% of Poverty	<input type="checkbox"/>
252 - 300% of Poverty	<input type="checkbox"/>

B. Service Priority Status (Circle only one level)

UNSERVED	UNDERSERVED
1a. Child has never been served in any preschool or child care setting.	2a. Child is eligible for subsidy services but is <u>not</u> receiving subsidy.
1b. Child currently unserved but is <u>on the subsidy waiting list</u> .	2b. Child in unregulated care .
1c. Child currently unserved and is <u>not eligible for subsidy</u> .	2c. Child currently being served in settings that do <u>not</u> meet <i>More at Four</i> program standards.
1d. Child in care for <u>5 months or less</u> in prior year.	Exception: 50% of center's eligible 3-yr. old children move up.

More at Four Pre-Kindergarten Program Eligibility/Enrollment Scorecard

(REVISED; Effective August 6, 2007)

Date Completed: _____
 Child's Name: _____ Birth Date: _____
 Address: _____
 City: _____ Zip: _____ Phone: () _____

STEP ONE: Eligibility Factors

- 1) Will the child be four years of age on or before October 16th of the year served?
 No (Child not eligible; discontinue scorecard.)
 Yes (Move to question 2.)
- 2) What is the annual family gross income? _____ What is the family size? _____
- 3) Does the family's income fall at or below 75% of the State Median Income (SMI)?
 No (Move to question 4.)
 Yes (Child is eligible; complete tables A and B; THEN determine priority.)
- 4) a) Does the family's income fall above 75% of SMI, but at or below 300% of the federal poverty level?
 Up to 20% of a county's/region's More at Four slots may be filled with children from families with incomes above the 75% of State Median Income level. Children meeting military eligibility are excluded from this percentage. An exception request to the 300% poverty cap may be made if compelling evidence exists that the child in question would best be served in the MAF program.
 No (Move to question 5.)
 Yes (Complete table A, and then continue to question 4b.)
 b) Is one item checked on table A?
 No (Move to question 5.)
 Yes (Child is eligible*; complete table B; THEN determine priority.)
- 5) Is at least one parent or legal guardian of this child an active duty member of the military, or was a parent or legal guardian of this child seriously injured or killed while on active duty?
 No (Child is not eligible.)
 Yes (Child is eligible; complete tables A and B; THEN determine priority.)

TABLE A		
Check one box for each:	Yes	No
Child of eligible military family	<input type="checkbox"/>	<input type="checkbox"/>
Limited English Proficiency	<input type="checkbox"/>	<input type="checkbox"/>
Identified Disability (IEP)	<input type="checkbox"/>	<input type="checkbox"/>
Chronic Health Condition(s)	<input type="checkbox"/>	<input type="checkbox"/>
Developmental/Educational Need	<input type="checkbox"/>	<input type="checkbox"/>

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		

STEP TWO: Service Priority Status (Circle only one.)

UNSERVED	UNDERSERVED
1a. Child has never been served in any preschool or child care setting.	2a. Child in unregulated care; does not meet More at Four standards.
1b. Child currently unserved.	2b. Child not receiving subsidy; in regulated preschool or child care.
1c. Child served for 5 months or less in the year prior to service in the More at Four program in any preschool or child care setting.	2c. Child currently being served in settings that do not meet More at Four program standards.
	Exception: Eligible 3-year-old child moving up to fill a MAF slot.; 50% limit for each site.

DCDEE Presentation – October 6, 2011

Discuss how transition has occurred and present the following items in terms of what was happening prior to Judge Manning's ruling and the Governor's Executive Order and the current implementation.

NC Pre-K Budget

Of the total budget for the NC Pre-K, what is the breakdown of the budget? Include the following categories: slots, state level administration, local administration, teacher support contract, reserve (set-aside)

Improve Quality Initiatives

- Subsidy paid to higher quality centers only (DCDEE's assistance)
- Curriculum requirement in 4&5 star centers
- What is the status?
- When will this be in effect?
- DCDEE's own initiatives regarding unlicensed care.
- Child Care Commission's role in approval of rules and review of curriculum for early literacy

Implementation at State level

- What is the status of the positions to be transferred and eliminated by DHHS? Please include information on the RIF extensions, total amount of salaries paid already during current fiscal year. What is the total of the personnel costs incurred to date on the positions (beyond the eight allowed) that were to be eliminated?

Eligible Children

As of October 1, 2011, how many children have been found eligible? How many are being served in the classroom? Are any being served in other ways? What is the breakdown of children served in each eligibility category (75% of SMI, other at-risk factors, above the financial eligibility cut-off)

NC Pre-K Capacity

What is the current capacity within all designated classrooms?

As compared with 2010-11

- Program Standards and Teacher Qualifications
- Number of allocated Slots (before Judge Manning's decision and revised allocation); discuss rates of reimbursement
- Number of contractors and composition of contractors (Smart Start vs. LEA's); how DCDEE has changed administrative rates of reimbursement and implemented controls on these costs
- Number of classrooms (breakdown of public and private, Head Start)
- What is the average classroom size (number of children) and teacher:child ratio?
- Teacher Requirements (B-K license), exceptions granted
- Eligibility determination (definition of At-risk children)

- Discuss the Blending of Classroom law
 - Approximately how many classrooms are blended (private pay with public funds) compared with FY2010-11?

Family Contribution Update

- Status before Judge Manning's ruling and after
- Who is required to pay now? Approximately how many are paying a co-payment? Approximately, how much in copayments will be collected compared with estimate prior to changes resulting from Judge Manning's ruling?

SEEK status

Any EO item not previously discussed, please include.

Implementation of NC Pre-K
Presentation to the
House Select Committee on Early Education
Improvement

October 6, 2011

Dr. Deborah J. Cassidy, Director
NC Division of Child Development and Early Education

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Update on NC Pre-K

- Transitioned from DPI to DHHS effective July 1, 2011 with reduction of \$32 M
- Initial allocation estimates released in July based on assessment of projected amount of parent co-payments
- After judicial order, revised allocations without projected parent co-payments released in August

2

Allocations and Slots

- SFY 10-11: More at Four
 - \$153.8 M
 - 30,787 slots
- SFY 11-12: NC Pre-K with Projected Parent Co-payments
 - \$136.2 M
 - 27,248 slots
- SFY 11-12: NC Pre-K without Projected Parent Co-payments
 - \$123.1 M
 - 24,625 slots
- Same rates paid to contractors as in SFY 10-11 ³

NC Pre-K Contractors

91 Contracts

- 45 Local Smart Start Partnerships (49%)
- 41 Public Schools (45%)
- 4 Head Start (4%)
- 1 Other Non-Profit (1%)

4

NC Pre-K Sites/Classrooms

1190 Pre-K Sites - as of 10/5/11 (89% data)

- 639 - Public Schools (54%)
- 352 – Private Child Care (29%)
- 199 – Head Start (17%)

2001 Pre-K Classrooms – as of 10/5/11 (89% data)

- 1122 - Public Schools (56%)
- 544 – Private Child Care (27%)
- 335 – Head Start (17%)

5

NC Pre-K Children by Eligibility Category

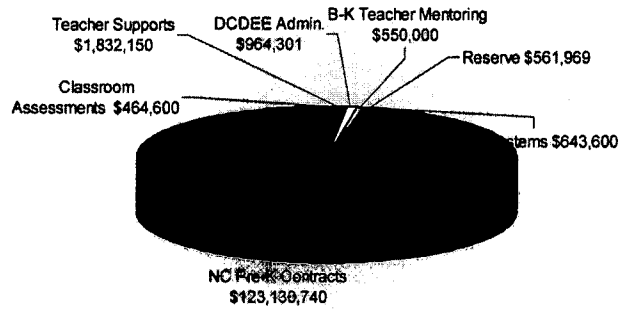
Eligibility Categories - as of 10/4/11 (85% data for 21,184 Pre-K Children)

- 93.8% - Income eligible
- 6.7% - Individualized Education Programs
- 21.7% - Limited English Proficiency
- 6.9% - Chronic health condition
- 24% - Developmental/educational need
- 7% - Military families

Includes some duplication – child may be in
more than one category

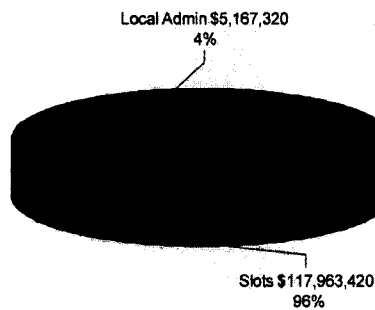
6

Breakout of SFY 11-12 NC Pre-K Budget - \$128.1 M



7

Breakout of SFY 11-12 NC Pre-K Contracts Budget - \$123.1 M



8

NC Pre-K Positions SFY 11-12

- 24 More at Four Positions transferred to DHHS as of 7/1/11; 8 in budget bill
- 13 individuals came to DCDEE
 - 2 transferred directly into DCDEE budget unit
 - 2 accepted permanent DCDEE positions – for teacher licensing
 - 3 accepted Reduction in Force (RIF) as of 9/30/11
 - 6 have RIF status through 10/17/11

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NC Pre-K Positions SFY 11-12

- Total annual amount budgeted for 8 NC Pre-K positions in Budget Bill
 - Salary/fringe = \$660,914
 - 4 are permanently filled
- Total estimated amount to be spent 7/1 through 10/17 on 13 positions
 - Salary/fringe = \$301,162

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NC Pre-K Compared with SFY 10-11

High Quality Program Standards Maintained

- 1:9 staff/child ratios
- Maximum group size 18
- 4 or 5 star license
- Developmental screenings within 90 days
- Required curricula
- Instructional day increased to a minimum of 6.5 hours

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NC Pre-K Compared with SFY 10-11

High Quality Teacher Qualifications Maintained

- All lead teachers must have or be working toward Birth-Kindergarten (B-K) licensure
- All lead teachers must have a BA/BS degree
- All teacher assistants must have or be working toward an Associate Degree
- Very few exceptions allowed
- Same salary scale as used in SFY 10-11

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NC Pre-K Compared with SFY 10-11

Support for Pre-K Teachers Maintained

- Mentoring and evaluation for Pre-K teachers in private settings to obtain Birth-Kindergarten license
- Teacher supports: TEACH, TEACH Health Insurance, WAGE\$

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NC Pre-K Compared with SFY 10-11

Local Administration Structure Maintained

- Local committee structure, site selection, and eligibility determination maintained
- Flexibility to differentiate rates among sites maintained
- New cap on administrative costs – 4% or \$20,000 - whichever is greater
- New administrative expenditure reporting
- Increased income verification requirements

NC Pre-K Compared with SFY 10-11

Blended Classrooms

- Contractors continue to blend funds across programs with NC Pre-K for diverse service delivery
- Preliminary data show 75% of NC Pre-K classrooms have less than 18 slots
 - Many of these classrooms have remaining slots filled with children in private pay, Head Start, Title I, or Exceptional Children's programs

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NC Pre-K Compared with SFY 10-11

Monitoring

- Local contractors to continue with on-site monitoring
- DCDEE licensing consultants to make on-site visits to NC Pre-K sites as part of current monitoring process
- DCDEE contractor monitoring

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Eligibility and Parent Co-Payments SFY 11-12

Prior Situation

- Eligible if income at or below 75% State Median Income, unless at-risk or military
- 20% at-risk eligible without regard to income
 - Limited English Proficiency
 - Individualized Education Program (IEP)/identified disability
 - Chronic health condition
 - Developmental needs identified via screening
- Income eligible families to be assessed a co-payment

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Eligibility and Parent Co-Payments SFY 11-12

The Current Situation

- At-risk priority based on income or identified disability (Individualized Education Program)
- Services to be provided to all at-risk children without co-pay assessed
- Other eligible children not at-risk: parent co-pay may be assessed
 - Limited English Proficiency
 - Chronic health condition
 - Developmental needs identified via screening
 - Military (but no parent co-pay)

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Collaboration with DPI

- Staffing
- Exceptional Children's services
- Head Start and Title I
- Data systems
- Contract management
- Proposed rules for curriculum and NC Pre-K program requirements

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NC Pre-K Capacity

July Survey of NC Pre-K Contractors

- Capacity to serve children as of:
 - October 1, 2011: A total of 24,757 slots in contract - all expected to be filled
 - January 2012: 6300 more children
 - Estimated SFY 12-13: 20,000 more children
- Number of eligible at-risk children on your waiting list:
 - 13,500 waiting to be served as of July

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Improving Quality of Child Care Updates

- Literacy Curriculum required in 4 & 5 star 4-year old classrooms
- Curriculum must meet key areas of early reading/literacy
 - Alphabet knowledge
 - Concepts about print
 - Oral language
 - Phonological awareness
 - Writing/writing name

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Improving Quality of Child Care Updates

- Child Care Commission role in approving standards
- Eventual implementation of higher subsidized child care rates for 4 & 5 star programs due to curriculum

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Improving Quality of Child Care Updates - Payments

- Subsidized Child Care Payments to non-licensed homes being phased out
- Subsidized Child Care Payments to 3-5 star programs – transition plan being developed

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SEEK Update

- SEEK = Subsidized Early Education for Kids
- New time, attendance, and payment system for subsidized child care
- Phase I underway in 67 counties – for time and attendance
- Phase II in Spring – for payments
- Planning for NC Pre-K payments to be added in SFY 12-13

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House Select Committee Presentation, 10-6-2011

Linda Piper, Executive Director, NC Licensed Child Care Association

I am Linda Piper, Executive Director of the North Carolina Licensed Child Care Association.

I came to this organization and this role as a provider – as a second-generation provider, in fact. My mother first, and then she and I together, owned and operated two 4-star centers in Wilson County. We cared for approximately 350 children before we sold our last center five years ago.

Now my role is to lead this association as it serves as a liaison, resource and advocate for private child care providers. We compile information, organize it on our website so providers can find it all in one place, and communicate with the professionals who are busy caring for children every day so that families can work.

We fill a critical need and void for private providers. Their work makes it hard for them to focus on anything beyond what's right there in front of them in their centers. They are not able to leave their centers, children and staff to attend a Child Care Commission meeting or Subsidy Advisory Committee meeting held during the work day. That's just one of the many ways we connect our members and all private providers to activities and happenings in Raleigh and around the state that directly impact their businesses and the families they serve.

When I started as a part-time Executive Director for NCLCCA seven years ago, we had 38 companies and 173 centers as members. Today, we have 181 company members and over 400 centers in our membership. Our member centers, on average, are licensed for 122 children each.

We have faith-based programs, Head Start programs, small family-owned sites and multi-state companies within our membership. We have for-profit and some non-profit providers. More than just our members, however, we represent the voices of many others who are just starting to learn about our organization and who are grateful to discover we exist.

We have the capability of being an amazing resource for you, as lawmakers, and for the myriad of regulating bodies with which we must work. We have an active board of directors and technology in place to reach out and get feedback from providers almost instantly. More than once, when I have given feedback during a meeting at DCDEE or within an advisory committee, I've been told "Wow, I never thought about it like that." Or "That would never have crossed my mind." Our perspective is one that should be welcomed.

I believe that we are at a crossroads in child care and early education in our state, and many of our members agree based on what I am hearing from the field. Recent changes in the early childhood system, combined with today's economic realities, have led to a great deal of uncertainty and confusion. As a testament to this, our annual

leadership conference is this weekend, in Greensboro, and we have a record number of attendees this year. Private providers are thirsty for information, clarification, support, and opportunities to give meaningful involvement and input.

As the voice for private providers, we continually solicit feedback – and sometimes get it even without asking! We have the privilege of seeing from a “10,000-foot perspective” how different issues affect all of the different spectrums of the provider population.

In regard to NC Pre-K, some of our members do not have NC Pre-K classrooms... just like some do not enroll subsidy children. Still, they are a vital part of the conversation because they are meeting the needs in their particular community.

It is also worth noting that just because some do not currently serve Pre-K children does not mean that they do not have the capacity to do so, or would not consider it in the future. However, as the child care environment continues to evolve in North Carolina, the extent to which it becomes more difficult for private providers to meet the myriad of requirements and mandates that go along with serving these children will determine the number of private providers who are willing and able to offer these vital services.

Speaking specifically about NC Pre-K, I am grateful to be able to share with you today some of what I have heard from private providers in recent months as I’ve traveled the state and visited their centers.

Over the last year, our Association has hosted 17 meetings across the state, from East Flat Rock in Henderson county to down east in Greenville, to Taylorsville in Alexander County in the northwest to Fayetteville in the southeast, and all points in between ... we invited providers to come and talk to us about their concerns and to receive updates from us about the activities of the Child Care Commission, the DCDEE, the General Assembly, and others. Meetings such as these help ensure that our work continues to reflect the goals of the providers that we serve.

Here is some of what private providers across the state have said:

- Providers in Franklin County have lost “slots” – Example: Center has gone from 18 slots to 14 in its classroom and the reimbursement rate has dropped from \$738 to \$695 while the Center is still expected to pay the teacher according to the mandated high pay scale.
- Davie County has seen its reimbursement rate drop from \$493 to \$480 and has serious concerns about meeting the mandated pay scale now that the teacher has completed the BK degree.
- Alamance County provider rate was cut by 13%; yet, salary costs have gone up. At the same time, some of the support that used to come through Smart Start that helped bolster required teacher salaries is gone or greatly diminished as a result of recent budget cuts. Additionally, Alamance County providers are forced

to raise awareness of More at Four classrooms on their own, at their cost, while other counties assist parents and providers by offering a single portal for all applicants and then fairly assign them to the most appropriate site.

- One provider in Hoke County which serves a Native American population had had their slots (they only had 9) taken from them recently because the extension they were given previously to bring their star level up from 3 to 4 was revoked. This hurts the families and children who were being served, as well as the Center and local economy.
- New Hanover County and Mecklenburg County providers feel the public school systems are controlling the program to their advantage without allowing Smart Start or private providers to have a voice – Examples include no start-up dollars, reducing slots, busing children and using their own tuition assistance programs to help send staff back to school.
- Some counties recognize children who are enrolled in a 4- or 5-star program through subsidy as being served, while other counties will pull children from a 3-5- star center and move them to another center's Pre-K classroom, creating an unnecessary transition in order to fill the Pre-K slots.
- We *frequently* hear that Head Start children are utilizing dollars and taking up Pre-K slots that could be filled by children who are currently un-served.
- Perhaps the most recurring theme is that private providers are frustrated about what they perceive as a disconnect between decision-makers and implementers in Raleigh, as well as many local committees across the state. They believe that the state (policymakers, regulators, etc.), as well as local committees, would benefit from their input as business owners and operators. They desire an effective, recognized channel through which to offer suggestions for improvements and efficiencies and raise the alarm when unintended consequences negatively impact their Centers, families and communities.

Despite the challenges I've just shared with you, we're also hearing that private providers *do* have the capacity to serve additional four-year-olds, and many are interested in doing so.

As North Carolina moves forward in the child care and early education arena, as I mentioned earlier, the decisions made by the General Assembly and others – such as DCDEE – will have significant bearing on whether the state's broad network of high-quality private child care centers will serve as an NC Pre-K partner working toward common goals and objectives.

In conclusion, I encourage you to allow us to assist you in your deliberations and decision-making by serving as a resource and liaison to the private providers in your districts. We have providers who are willing and able to serve on a Pre-K advisory

committee. As I also mentioned earlier, we have members who can represent faith-based programs, rural and urban programs, and even programs not currently serving Pre-K children. We don't claim to have all the answers, but we are eager to be part of the discussion. Thank you for having us here today to start this very important dialogue.

Lastly, I encourage you to stop in and visit a private child care center close to home sometime. Spend some time watching and gaining understanding of all that goes into providing such a rich learning environment for young children in our state within these hometown businesses that are operating efficiently and effectively – and creating and sustaining real jobs in your communities.

Thank you for your time today. I hope that next you will be able to hear from Kevin Campbell, who is a private provider in Mecklenburg County. He has information to share with you about placement of Pre-K children *this year* that I know is going to surprise and interest you.

Thank you again.

House Select Committee Presentation, 10-6-2011

**Kevin Campbell-Mecklenburg County resident, Owner/President
Smart Kids Child Development Centers**

I am Kevin Campbell from Mecklenburg County. I am a state-licensed private-sector child care provider. We have been in business for nearly 20 years and serve at-risk children. We have three, five star centers in Charlotte and one four but soon-to- be five-star center in Gaston County. The centers are licensed to serve at total of 500 children. We have been offered More @ Four since it was first offered, with as many as eight classrooms. I am personally involved with the centers on a daily basis and I hold a level-three child care administration credential. I also served on the local More @ Four committee for several years.

If I may, I would like to share with you a brief overview of the first child care center I purchased and still operate. I believe the story of our center and many like it statewide can help to better guide the future of state-funded child care programs and plays very much to the reason for this meeting.

The first center I operated was acquired in May of 1993. The origin of the center dates back to the 1940's. The founder of the center sold it in 1988 to the people I purchased it from. So for nearly 70 years the center has been in continuous operations and I am only the third owner. The center is located one block off of North Tryon near the North Tryon and Eastway Drive intersection, on the outer edge of the Hidden Valley Neighborhood. This is relevant and you'll find out why as I share my recent experiences and challenges with you.

During this 70 year history, needless to say, there have been many changes. Physically there have been two buildings built and many upgrades. More importantly, as I see it, there have been two major categories of changes. They are as follows:

First, the regulatory environment of child care has evolved significantly. When the center was started I do not believe there were any child care regulations. Today, the child care industry is highly regulated by multiple government bodies. These laws, rules and regulations are both state and federal. They include the Division of Child Development and Early Education, Environmental Health, Fire Codes, Building Code and all of the other agencies that other businesses deal with such as the NCDOT, OSHA, and local city codes and laws.

And secondly, federal and state programs such as child care subsidy, Smart Start and North Carolina Pre-Kindergarten have been established. I believe that is what we are here to talk about today and I hope that my 18-plus years of experience can be helpful.

Getting to the meat of my comments, I will speak about serving at-risk four-year-olds. Any child care center that serves subsidized children that enrolls four-year-olds is serving at-risk four-year-olds – and has been for many years. I can say this because the eligibility requirements are nearly the same for child care subsidy and NC Pre-K; they are based on the income of the families. I am not sure when child care

subsidy started, but it was before I entered the profession, so at least 20 years ago. Many centers that serve children receiving subsidy are able to offer four or five-star care, but More @ Four and now NC Pre-K have allowed private centers to serve at-risk children in child care centers at a higher level.

Here's what I mean: The centers' owners have not changed and in many cases the staff has not changed, but programs have been able to offer enhanced services because funding has been provided through More at Four/NCPK for lower ratios; additional and better materials; better training and more focused curriculum. Without state resources the addition of these enhancements all rest on private providers and/or families. Without state resources the cost of pre-kindergarten is raised, negatively impacting those least able to afford it.... many "at-risk" children. In other words, once resources are made available the private child care community is able to offer high quality pre-kindergarten services to more of the families that need it.

To that point, I am a supporter of a delivery system that looks first to the private sector to serve at-risk children and then to the public sector to augment as needed. I believe that this approach creates private sector jobs, serves children in their neighborhoods and solidifies the property tax base. Private providers have the experience and a proven track record. We have the community/family relationships, and we have shown we can do it efficiently and effectively.

I am concerned, however, that my goals are not shared. To illustrate, I would like to share two recent television news stories from Charlotte. On August 17, WSOC-TV had a story about closing eight pre-kindergarten classrooms. The program was downsized due to reduced funding, but the specific classrooms selected were based on "need" or geographic location. The news story said, "Since CMS (Charlotte-Mecklenburg Schools) manages Pre-K in Mecklenburg County, school officials will decide which eight classrooms are cut based on geographical need." Then on September 14, WBTV had a story about overcrowded schools and the need to use mobile classrooms. It reported, "All the new PreK-8 schools have mobiles. Now students who learned inside a school building last year are now forced to learn outside in mobile classrooms."

Let me bring these two stories together. The eight classrooms mentioned in the first story, those that were closed, were all NC Pre-K classrooms in the private sector. I know this very well because my center was selected as one with low need and we lost funding forcing us to close a classroom. That room is still sitting vacant as I speak to you today. The second story tells of elementary students being displaced to mobile classrooms in schools with Pre-K classrooms. In other words, eight classrooms in the private sector were closed, creating the need for eight additional mobile classrooms, and the cost of these classrooms, in the public schools.

Speaking only to the one classroom my center lost, families were negatively impacted and additional cost incurred. As I mentioned above, my center serves the Hidden Valley Neighborhood. The reason given for closing the NC Pre-K classroom at my center was lack of need or low number of children. There is no lack of children. In fact, there is a very large waiting list of children for pre-kindergarten in

Mecklenburg County. What actually happened is this: CMS is busing children to its own site which houses Pre-K.

For the Hidden Valley/ North Tryon areas where my center is located, children are being bused to University Meadows Elementary School and possibly other schools. University Meadows Elementary has 10 to 11 Pre-K classrooms and uses more than that number of mobile classrooms. From the middle of the Hidden Valley neighborhood to University Meadows Elementary is approximately 7.5 miles in the most direct route – which includes traveling on major city streets and state highways. From the middle of Hidden Valley to my center is less than one mile and does not require even crossing a major street.

To summarize this occurrence of events, a private classroom in close proximity to where at-risk children live was closed, so that the same children could be bused at least an additional 6.5 miles on busy streets to a public school site, using mobile classrooms for elementary-aged children that were in school building classrooms last year! And while I am talking, let me add that the public schools hired two of my Pre-K teachers at the beginning of this school year, which should clearly indicate their confidence in my centers' staff and the qualifications of those who I employ to teach children.

So from my view point, my center lost a classroom; and children are being bused farther from home at the expense of taxpayers, so that they can be taught by the same teacher they would have had teaching them in my center. I ask you today: Does this make sense? Is it best for the children and families? Is it best for our local communities? Is this collaboration?

As I stated earlier, I believe strongly that the private sector has done a good job and can continue to do a good job of teaching at-risk four-year-olds and preparing them for kindergarten. I ask that we all work together so that we maximize the limited resources available to serve the maximum number of children at a level of care that gives positive measurable outcomes. I strongly believe that private providers are an important partner in this endeavor and critical to our collective success when it comes to meeting our Pre-K goals.

At this point I will stop and turn the floor over to the next speaker.

I truly thank you for your time today and look forward to continuing to work with you in the weeks and months ahead.

House Select Committee Presentation, 10-6-2011

Dana Ramsey- Wake County resident, Vice President of Operations, Childcare Network

Childcare Network – Who are we?

Since coming to NC in 1997, we now serve 7,000 children in 60 locations in 20 counties across the state, including:

- Buncombe, Wake, Durham, Lee, Alamance, Cumberland, Mecklenburg, New Hanover, Onslow, Craven, Bladen, Forsyth, Randolph, Guilford, Brunswick, Lincoln, Gaston, Union, and Carteret (also serve children from Pamlico, Pender, Henderson, and Orange Counties).

We have participated in providing More at Four since the pilot phase, and currently serve 800 children in 24 licensed facilities in 13 counties.

Half of our licenses are 5-star, and all of the remaining but three are 4-star.

Additionally, we employ 1,200 people in the state

Private providers are a viable and necessary part of the NC Pre-K solution.

We want to be partners with the state in meeting its NC Pre-K goals, and believe that NC will have greater success in preparing more at risk 4 year-olds for kindergarten with the support and involvement of licensed private sector child care providers.

Licensed private providers have the experience and an impressive track record serving these children. Because of our decades of experience, we can also provide valuable information to facilitate meaningful, positive changes that will help the state maximize its investments to help more children with limited tax dollars – without sacrificing quality.

CONSIDER THIS:

- Licensed providers are already serving over 78,000 at-risk non-NC Pre-K children of all ages in our state, and there is the capacity to serve more.
- My company is presently 76% utilized and there are thousands of identified spaces in high-quality centers across the state.
- According to 2010 census information, there are approximately 636,000 children in NC under the age of 5.
- Waiting lists for all programs and ages prove that the needs remain high.

Our industry has been preparing for potential expansion for over a decade.

We are more prepared than ever with:

- Higher standards
- Lower ratios
- And more education
- The implementation of the star-rated license and the use of the Environment Rating Scales have made us a model for the country (sometimes to our detriment). We are one of the most regulated industries in the state. These well-established systems ensure safe, healthy learning environments.

Existing Relationships

There is already an existing relationship between the regulating entity for quality child care and early education, DCDEE, and private providers.

There is a synergy between DCDEE and providers that has developed over time that serves NC families well. Regular licensing, health and sanitation, fire, and building inspections are built into our operations.

This synergy is exemplified by the success of the recent transition of NCPK from DPI to DCDEE just before the start of school this year when families were already showing up on the doorsteps of private providers counting on continuity of services.

Private childcare options give parents more choices for their very young children - parent choice is good for children, families, and our state's economy, and parents choose us every day.

Our centers across the state are small, medium- and large-sized businesses that have shown over time that they can operate effectively and efficiently. After all, that is what it takes to stay in business. We efficiently deliver high quality services that people want or need...and keep coming back for.

Why are licensed private providers good for NC children and families?

- We are and have long been the "incubator for primary education."
- We have contributed significantly over the years to preparing children for a successful education, and also to gaining the national acclaim that NC has enjoyed for its programs, whether that be More at Four, Smart Start, or the star-rated license system.
- Our focus has been and continues to be on the WHOLE CHILD, whole family health and support, and fostering strong community connections. For young families, we are often the hub of available resources and parent training for our communities.
- Parent involvement and responsibility is higher in our centers - most parents we see every day. It is a true partnership.

- Our teachers and our staff are highly qualified, trained professionals, who are evaluated annually based on their classroom performance, not just years of service.
- Many parents of Pre-K children need full-day services. We provide consistency of care for families, serving all of their young children in one environment and providing year round, full-day care for children without the need for transporting mid-day.

What is working and what needs to be addressed as we move forward together:

From my perspective - let me share with you what is working well:

- DCDEE has done a great job under extremely tough circumstances to find and place children in a shorter period of time, and I am confident that the division will do a good job monitoring programs to ensure that requirements are met during their regular visits.
- Also, in many counties across NC, Pre-K is provided much needed additional support through our Smart Start partnerships, which are providing, in many cases: enhanced rates, additional resources, monitoring classroom quality, and helping identify children's needs.

On the other hand, let me share what has been most challenging, and what I believe needs to be addressed as we move forward:

- Currently, there are too many independent systems for placement of children and selection of sites and spaces.
- There are too many areas where local entities raise the program requirements when they cannot adequately fund the costs related to these expectations.

The extent to which child care providers are forced to incur cost increases for providing services to at-risk children without additional resources determines the extent to which the cost of care increase for everyone.

To put it more simply, there is a lack of available funding from many different counties that are requiring that we do more with sometimes less than the regular reimbursement for a subsidized four-year-old.

Additionally, with potential expansion, it is important to note that that serving four-year-olds has become a large part of the business model for many private providers. There are many providers that would cease to exist without their 4-year-old classrooms, which would negatively impact not only children, families and local economies, but also the success of the state's NC Pre-K program. Parents to struggle to find services for their younger children; 0-3 care would be negatively impacted, along with the state's capacity to for serving at-risk four-year-olds.

What can we do together to improve early child care and education?

I believe there is a lot that we can do to improve child care and early education if we work together. Private providers want to be a part of this process. Here are some places we might start:

- It is time to move forward with standardizing it all. Setting standards that apply statewide to all providers equally will benefit children, families and local economies by helping ensure a consistent level of quality across the state, AND by giving private providers the certainty that they need to invest and grow their businesses.
- We need to reduce the level of subjectivity involved in decision making county by county.
- We need to clarify the roles of the local committees and get them focused more on the WHAT and less on the HOW. In other words, they should not be making business decisions for providers or impeding the ability to manage effectively.
- Lastly, the processes for changes in the child care arena, whether it is expansion or new standards, need to be fair and balanced from the beginning. Everyone should be at the table. Private providers need an effective mechanism to provide valuable insight and information from the frontlines.

Economic Impact

In closing, I will emphasize today, perhaps more than ever, that the child care industry is critical to the economic viability of NC families. In the majority of NC households, parents are working, and affordable, high quality childcare is simply a necessity.

I will also mention how important an economic development tool it is for NC to have lots of choices for employers and employees for affordable, high quality care.

And finally, I will cite a recent economic impact study that cites the child care industry's \$1.7 billion impact on the state's economy, along with the 50,000 jobs it provides. (Insight Center for Community Economic Development with the help of the NC Partnership for Children)

As a member of the NC licensed child care community, I am ready and willing to work with you to solve our most pressing pre-kindergarten challenges and am confident that my colleagues are as well. I appreciate you hearing from us today.

VISITOR REGISTRATION SHEET

House Select - Early Childhood Education Improvemnet

Oct. 6, 2011

Name of Committee

Date

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME

FIRM OR AGENCY AND ADDRESS

BLAKE WALTON	CHILDRENS WORLD LEARNING CENTER
Blake Walton	childrens world learning center
Charles Walton	"
Andrew Henson	Civitas
John Proff	DPI
Jony Koon	DPI
Annette Newkirk	NC Child Care Coalition
Christopher Hill	NC Justice Center
Louisa Warren	NC Justice Center
Ken Melton	K.M.A
Kris Harton	DHHS

VISITOR REGISTRATION SHEET

House Select - Early Childhood Education Improvement

Oct. 6, 2011

Name of Committee

Date

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Anna Carter	DHHS - DCDEE
Jani Kozlowski	DHHS - DCDEE
Deborah J. Purdy	" "
Janice Fain	DHHS - DCDEE
Leslie Karlsson	NCPK
Matt Gross	NCPK
Stephanie Farjuel	NCPK
Linda Piper	NC Licensed Child Care Association
Vernon Mason Jr.	WEE SCHOOL / NCLCCA
Kevin Campbell	Smart Kids Child Development Centers / NCLCCA
Dana Ramsey	Childcare Network.

Lynn Taylor (Rep. Rayne Brown)

From: Dina Long (Rep. Burr)
Sent: Thursday, October 20, 2011 8:25 AM
To: Rep. Justin P. Burr
Subject: MEETING - HOUSE SELECT COMMITTEE ON EARLY CHILDHOOD EDUCATION IMPROVEMENT - Nov. 3, 2011

Follow Up Flag: Follow up
Flag Status: Flagged

NORTH CAROLINA GENERAL ASSEMBLY

Raleigh, North Carolina 27601

October 20, 2011

MEMORANDUM

TO: Members of the HOUSE SELECT COMMITTEE ON EARLY CHILDHOOD EDUCATION IMPROVEMENT

FROM: Representative Justin Burr, Co-Chair
Representative Rayne Brown, Co-Chair

SUBJECT: Meeting Notice

DAY	DATE	TIME	ROOM
Thursday	November 3, 2011	10 A.M.	544 - LOB

If you are unable to attend or have any questions concerning this meeting, please contact Lynn Taylor at (919) 715-0873 or email Lynn.Taylor@ncleg.net

cc: Committee Record
Interested Parties

House Select Committee on Early Education Improvement
November 3, 2011, 10:00
Room 544

Rep. Rayne Brown, Co-Chair, presiding

Rep. Justin Burr, Co-Chair

Implementation of NC Pre-K

Dr. Deborah Cassidy, Director

Service Plan, as directed by EO 100

Division of Child Development and Early
Education, Department of Health and Human
Services

Federally-Funded Pre-K Programs

Khari Garvin, Director, Head Start Collaboration
Office

Dr. Cindy Bagwell, Professional Development
Team Lead, Federal Programs

Dr. Vivian James, Coordinator Exceptional
Children Program

*Department of Public Instruction, Office of Early
Learning*

Rural Provider Perspective

Kim Haley – Rockingham County

Bill Batts, Small World Child Care Center and
Preschool - Wayne County

Committee Discussion



MINUTES

HOUSE SELECT COMMITTEE ON EARLY CHILDHOOD EDUCATION IMPROVEMENT November 3, 2011 Room 544, Legislative Office Building

The House Select Committee on Early Childhood Education Improvement met at 10:00 AM, Thursday, November 3, 2011 in Room 544 of the Legislative Office Building. Members present were Co-Chair Representative Rayne Brown, Presiding; Co-Chair Representative Justin Burr; Representative John Blust, Representative George Cleveland, Representative Elmer Floyd, Representative Rosa Gill, Representative Mark Hilton, Representative Maggie Jeffus, and Representative Tim Moffitt.

Presiding Chair Representative Brown welcomed all members and visitors and introduced the following staff members: Lisa Hollowell and Brian Matteson, Fiscal Research; Dee Atkinson, Patsy Pierce, and Drupti Chauhan Research; Lisa Wilks, Bill Drafting; and Lynn Taylor, Committee Clerk. She then introduced the Sergeant at Arms who would be assisting with the meeting: Reggie Sills, Bob Rossi, and Wayne Davis. A Visitor's Registration list and presentations are attached and filed as a record to the meeting.

Chairman Brown then called on Ms. Lisa Hollowell who went over the committee's expectations of Dr. Cassidy's presentation. Ms. Hollowell directed the committee to the paper "Questions for Division of Child Development and Early Education's Presentation – October 6, 2011" for an overview of the expectations of the presentation. See Attachment 1. Dr. Deborah Cassidy followed with a brief update of the Pre-K program in NC and the presentation Implementation of NC Pre-K (DCDEE). See Attachment 2. The Pre-K program was successfully transitioned from DPI to DHHS on July 1, 2011. Dr. Cassidy stressed due to the current budget, quantity of services were reduced but not quality of services and noted that almost 95% of children qualify based on low income. She conveyed the SEEK program is now the new time, attendance, and payment system, and all 100 counties are operational and in Phase I. As directed by the Governor Perdue's Executive Order 100, a compliance plan was submitted October 10, 2011. See Attachment 3.

Representative Burr asked how well payments to facilities are processed statewide for the SEEK program in light of Judge Manning's ruling and the appeals process. Ms. Cassidy responded there was no change in the payment system. It is still being done locally as it was in the past. She had not heard of payments being delayed and offered to look into that. Going back to Pre-K contractors where public schools make up about half (45%), private and Smart Start make up the other half (49%) and non-profits (1%) make up the rest, Representative Burr asked is one better than the other at administering the program locally. Dr. Cassidy answered there was no particular difference between the two structures whether they are a LEA or Smart Start, because they use the same guidelines for administering the program.

Representative Cleveland was recognized. He thanked Dr. Cassidy for clarification regarding military dependents. Going back to Slide #13 (Attachment 2) regarding mentoring and evaluation for Pre-K teachers in private settings to obtain Birth-Kindergarten licenses, he asked if they have to do this to maintain licensure. Dr. Cassidy responded yes. Representative Cleveland asked if there was continuing education in the community colleges or university system that could do this. Dr. Cassidy responded they count on the systems for professional development but asserted mentoring and evaluation for Pre-K teachers is an intensive professional development process the community colleges and university system do not have the resources to provide. Representative Cleveland asked if the teachers who are being mentored and evaluated are paying for this service or is the state paying. Noting he paid for any further education and continuing education he received, he didn't think the state should be paying half a million dollars to provide mentoring to allow them to keep their licenses to practice. Dr. Cassidy answered they are merely replicating the system of what LEAs provide for their teachers in order for teachers in private childcare facilities to obtain their permanent licensure. Having taught a number of years, Representative Cleveland understood the concept of mentoring and evaluation, but it was done in-house and didn't require extra monies to go around and do this. He expressed a problem with the concept and proposed this be discussed further. He then asked for elaboration on "Teacher Supports" in Slide 7, Attachment 2. Dr. Cassidy explained TEACH scholarships are to further education for B-K licensure. A match is required from the school or childcare facility. They pay the administrative costs for the Wages Program to help with the compensation levels of the teachers because it is difficult for the private child care system to provide the salaries that are required to compensate teachers according to the teachers' salary schedule and also many teachers within the private childcare system do not have health insurance. She explained they assist with the benefits for these teachers because private childcare does not have the resources to provide those supports. Representative Cleveland asked if Teacher Supports are in effect subsidizing the wages of teachers and providing health insurance for those in the private sector. Dr. Cassidy answered the program does not provide salary supplements but pays only for the administrative costs of the Wages Program. Stipends for salaries typically come from Smart Start. They also pay health insurance which is about one third of the cost. The individual pays a third and the program pays a third.

Representative Burr was recognized. He addressed the Chair to ask if staff could get a run down on the Wages Program and just what it really provides.

Representative Jeffus was recognized. She asked if it were correct to say that the program is operating pretty much the same as it was under DPI and a MAF program with the exception that you cannot serve the same number of children. Dr. Cassidy said they are maintaining the same standards with the exception they are not able to serve the same number of children due to the 20% cut to the program. Representative Jeffus then asked for clarification about the subsidy. Are some parents paying a subsidy to have their child attend the Pre-K program?

Dr. Cassidy explained some parents could be paying a co-pay for the Pre-K program. She explained how the counties are allowed on a case by case basis to charge a co-pay for those children who are not considered "at risk". If you are income eligible, have an IEP, or if you are military, you cannot be charged a co-pay. If you are qualifying based on the four categories (Slide 18) you can be charged a co-pay at the local level at their discretion. When Representative Jeffus asked if

the co-pay was handled the same way in the previous program or if were something new for the parents, Dr. Cassidy said there was no co-pay in the past. The co-pay is part of the budget bill for this year. That is a program change according to the budget bill.

Representative Hilton was recognized. He asked the staff if there was information or studies on income eligibility and how this compared to other states or national statistics for these kinds of programs. Ms. Hollowell responded that staff can provide information regarding the eligibility for childcare subsidy in NC as well as other states. They could look into the Pre-K program's eligibility as well.

Representative Burr was recognized. He revisited Representative Jeffus' question about the co-pay, noting that when you talk about subsidy dollars and the Pre-K program, they become blended. The majority of the language pertaining to the Pre-K program concerning the parent co-pay was the language that has been used in the past for the subsidy dollars. He explained it was simply aligned and everything put on the same level so there would be a co-pay for the Pre-K program as well. He explained that is what the dispute is about with Judge Manning's ruling. Judge Manning is saying we can't for the "at risk" or for those that meet the other qualifications that apply for the program. That is what caused the department to be able to serve fewer children. The reduction is from losing the additional funds for the parent co-pay. Representative Burr reminded the committee one of the items discussed at the last meeting in terms of wanting to cover additional children was the over 8.5 million subsidy dollars that was left on the table at the end of the year. There were over \$100,000.00 dollars in a lot of counties which could have funded classrooms. The year before that there was over \$14.5 million dollars that was unused. We have to find a way to work with the department to make sure the funds there are being fully utilized. We continue to talk about children on the waiting list, and yet every year it seems they are leaving money on the table. Sometimes it gets blended together, but there is the parent co-pay for the subsidies. Currently, that is not clear in terms of the Pre-K program.

Representative Floyd was recognized. He inquired about the cutoff date for enrollment. Dr. Cassidy answered children have to be four years of age by August 31. He noted the budget is approved July 1, we are in November, and some individuals have not received dollars for services provided for three months. Dr. Cassidy thought maybe all the counties but one had received payment. All counties have to enter their information in a data system to receive payment and one county has yet to enter their data. If there is a delay, it is because they have not entered information as required. Representative Floyd asked how practical is it within 90 days after the fiscal year everything should be in for people to receive their dollars.

Dr. Cassidy returned to Representative Burr's comments about the unspent subsidy money in 2009-2010. Dr. Cassidy responded that about \$8.5 million dollars was our money, and because it is our money-federal dollars-it was on a separate fiscal year. As of July 1, we still had a full quarter of the federal fiscal year to expend those dollars. That may look like we had \$14 million dollars, but about \$8.5 million of that was our unspent stimulus dollars that were on the table and spent out by September 30th at the end of the federal fiscal year. Additionally, \$4 million was held back that year for the SEEK swipe card system. The real balance that year was about a million and a half dollars. The 2010-2011 year indicates about \$8.6 million left. They had projected part of that money, along with the assistance of the department, would bring in foster care dollars but it was not

realized. Dr. Cassidy explained they did not have that number of foster care children who could draw down the funding. In anticipation of the budget cuts this year they slowed down spending for the counties, so that is what the carry forward really was. For this year it was \$6.3 million, which is about 1.5% of our \$410 million in subsidies. Therefore, the program is still within a couple million dollars of what was projected.

Representative Burr told Dr. Cassidy he was not aware at the last meeting of the Early Childhood Education Improvement committee that she had that money. He pointed out, if it was a once in a lifetime opportunity for a child as had been previously stated, then why wasn't it invested in the children instead of sitting in a reserve account. He received a detail report from the counties. Many of whom had over a hundred thousand dollars left in their account at the end of the fiscal year. When we have so many children unserved, then why isn't it being invested?

Representative Brown brought up building schools for thousands more children with that money and asked should we not look to the private sector first in order to save the tax payer and the burden on the counties. Dr. Cassidy stated they do support a diverse delivery system. Also, she believes there are excellent 4-5 star facilities that are prepared to assist in childcare and are willing to meet the needs of the Pre-K program and its standards, noting there are available classrooms due to the economic downturn. There is an opportunity to expand into the private system. Representative Brown then asked if public schools permitted private pay children with subsidized children for enrollment in blended classrooms. Dr. Cassidy said it is difficult, but private pay children are enrolled in the classroom.

Representative Burr asked for a list of public schools with blended classrooms. Going back to the Governor's EO 100, he pointed out it was the plan to serve an additional 6300 children in January. Was it still the plan? Dr. Cassidy said they had not given counties the go ahead to expand because resources need to be allocated in order to do that. They need to know where the dollars are coming from before they instruct them to move forward and pointed out if they are going to get started up in January, they need to begin now.

Representative Brown asked what procedures were used to locate these children not connected with a government agency. Dr. Cassidy responded they are working with Smart Start to find children with public service announcements and are disseminating flyers. DSS has a wait list of eligible children for the Pre-K program, as well as the lists that the counties keep.

Representative Brown brought up the criticism that private providers are left out. Dr. Cassidy answered they are establishing a statewide Pre-K advisory committee. That is one of the top discussion items on the agenda for their first meeting on November 29, 2011. They do not handle it, but it is handled by their 91 contractors. They do want to know what the process is and how this is happening in communities.

Representative Jeffus was recognized. She noted there were several lists that were requested and asked they be provided for all committee members.

Khari Garvin, Director of the Head Start Collaboration Office, addressed the federally funded Pre-K programs next on the agenda. He explained the Head Start system is regarded as two programs.

There is the Head Start program that serves low income children aged three to five, and there is the Early Head Start program that serves low income children from birth to age three, as well as expectant mothers. For his PowerPoint presentation, see Attachment 4.

Representative Burr was recognized. He asked if there were twenty children in each classroom. Mr. Garvin answered that Head Start federal standards will allow for twenty four year olds in every classroom unless there is a more stringent requirement by the state. Representative Burr then asked if he saw folks served by Head Start crossing between Pre-K dollars and subsidy dollars. Mr. Garvin answered Head Start does serve both three and four year olds.

Representative Brown asked how do we know which programs suits the child best. Mr. Garvin answered parental choice and eligibility requirements are the driving factors to serve children.

Dr. Vivian James, Coordinator for the Exceptional Children Program was recognized next on the agenda. Special education for children aged three is an entitlement for eligible children. This is a federal requirement under the IDEA Act. See Attachment 4.

Representative Cleveland was recognized. He asked if Medicaid pays for the evaluation of the eighteen thousand plus children. Dr. James answered she was trying to come up with a way to estimate the cost of the evaluation and apologized if she misled anyone in thinking that.

Speaking on the Title I Programs was Cindy Bagwell. The Title I Pre-Kindergarten program is funded through a federal program called the Elementary and Secondary Education Act. That program allows funding for children from birth up to entry age into school. However, in NC we traditionally serve only four year olds with that program. While that program allows funding for birth to five, it is not a mandate. It is a decision made at the local level. Either the local school district makes the decision to allocate some of their Title I resources to pre-kindergarten or the local school makes that decision. See Attachment 4.

At this time the Rural Provider Perspectives were given, beginning with Kim Haley from Rockingham County. See Attachment 5.

Representative Gill asked for and received confirmation that the committee would be provided the contact information of the presenters.

At the end of Ms. Haley's presentation Representative Brown noted the same concerns and incidents were expressed a month ago in the last committee meeting.

Representative Cleveland was recognized. Going back to her statement that six children were in her center and then moved to Pre-K classrooms, he questioned whether someone who could afford to pay privately would not fit into the Pre-K program in a school. Ms. Haley responded one was private pay, and the others were receiving assistance.

Representative Burr was recognized. Based on what they are hearing from the providers at last month's meeting and again today, he pointed out it seems the private centers are put at a disadvantage by the public schools.

Representative Gill was recognized. She asked if it were possible for a person paying for childcare to become eligible if that person lost his job or if they didn't have the money to change from a paying parent to a non-paying parent. Ms. Haley answered there are other means of qualifying, such as speech.

Ms. Lisa Hollowell added there are a large number of individuals on the waiting list for subsidy. It doesn't mean they aren't working and already paying for childcare. She confirmed what Representative Gill was asking and said that could definitely be the case.

Representative Brown commented that public school classrooms may be licensed voluntarily but were issued exemptions because the licensure was voluntary. She asked if the exemptions were because the licensure wasn't a requirement but understood licensure becomes mandatory next year.

Ms. Hollowell responded she would need to get more information. Many of the schools who already have Pre-K programs were already licensed through the Division of Child Development and Early Education. She thought maybe less than half of them were not, so they would have to become licensed over the next year. The Division is working with the school programs to become licensed.

Representative Brown then asked were they issued exemptions because licensure wasn't mandatory to which Ms. Hollowell answered they could operate on a notice they were planning to operate as a voluntary.

Bill Batts of Small World Child Care Center and Preschool in Wayne County was next on the agenda. As administrator and co-owner, his presentation was from a rural provider perspective on some of the advantages of having the NC Pre-K and private childcare centers. See Attachment 6.

Representative Cleveland was recognized. He asked if they were required to use the state teacher pay scale. Mr. Batts answered they used the one from 2005-2006, but it is comparable.

Representative Brown then asked for discussion amongst the committee members.

Representative Moffitt was recognized. He asked when Head Start and Early Head Start began. Dr. Cassidy answered Head Start began in 1965. (Head Start was authorized in the Economic Opportunity Act of 1964 and the program began in the Office of Economic Opportunity in July, 1965. In 1994, the Secretary of Health and Human Services formed an Advisory Committee on Services for Families with Infants and Toddlers to design Early Head Start. EHS evolved out of the work of this committee.) MAF began in 2001. Noting the longevity of the programs, Representative Moffitt pointed out the educational system as a whole is not working. He asked if there any studies to demonstrate these programs work, and if not, what we are doing to put ourselves on a different path. His concern is there seems to be a breakdown in education somewhere. As a hiring company, he is on the end of bad legislation and also on the end of folks we educate who are pretty much not employable from his point of view. When looking at the education system as a whole, we started with early childhood education, and then moved through K-12, community college and our university system to find something is not working. As a member of this committee, he questioned if there were studies to demonstrate that all the money

and effort and good will that we are putting into these programs actually produce the results we want, and, if so, he would like to see that. If not, what are we doing to put ourselves on a different path?

Dr. Patsy Pierce from the Research Department of the NCGA said copies of these studies could be sent electronically. She would be happy to talk to any members who would be interested, as well. A report submitted last year compares MAF to other children living within the same poverty guideline. It was a longitudinal study, so over many years they looked at the outcomes of the children. It found that children who participated in the MAF program have higher end of grade tests in reading and in math than compared to the children who had not been in MAF but who had comparable poverty levels. Other studies of Head Start are not quite as positive in their outcomes. She referenced the Science Journal in 2011 made a meta-analysis of all these Pre-K programs and even looked at some of the state Pre-K programs that have had positive outcomes. That study is able to show us what the components are of the programs that actually lend to higher child outcomes. Ms. Pierce offered to send copies and make the studies available on the NCGA website.

Representative Brown asked did the studies give the differences in graduation rates in those two samples of children. Dr. Pierce answered a few studies have information like graduation rates, teen pregnancy rates, and how employable the graduates of those programs are.

Representative Brown asked that Ms. Pierce make those studies available for everyone on the committee.

Representative Brown recognized Representative Moffitt before turning the chairmanship over to Co-Chair Representative Burr.

Representative Moffitt had a question for Dr. James. Referring to inclusion classes, it was a stated goal she did not want them to surpass more than 50% of students with an IEP. Have there been any studies in regards to the impact on the unexceptional children that are in these “inclusional” classes? His concern is for those children in an “inclusional” class who are normal and the impact it has on them.

Dr. James answered they have a little research indicating children without disabilities have some better gains in the social and emotional area. There are variables we have to consider in inclusive classrooms if we want positive child outcomes for both cohorts of children. We need smaller classrooms and higher teacher ratios. Dr. James reported there are blended classrooms reporting less than eighteen children in a classroom and that may be because the classrooms that have an administrative design for inclusion typically are doing so with that in mind and keeping the cap on the total number of children less than fifteen children and sometimes twelve. It depends on the school system and the values they set up and additionally where they are getting their other funds. Dr. James offered to send that information to Dr. Pierce for the committee.

Representative Moffitt then asked what does “at risk” mean. How do we define it?

Representative Burr answered that is part of the issue and what the committee will be considering as the definition has changed and there is no true definition. Judge Manning said we had to provide

the MAF for all "at risk" students, but yet he did not define what "at risk" is. That is something the committee will be delving into in the next meeting or two.

Representative Blust was recognized. He asked how much leeway is given in coming up with the definition of "at risk".

Representative Burr responded part of the problem is, especially with MAF, that over the years it seems as more funding became available, the definition broadened to pull in more children. It's a definition we set here at the General Assembly. This committee will have to look at what the previous definitions have been, what the qualifier is, and move forward with that and come up with a recommendation that can be potentially used next year.

Representative Blust said it is his understanding Judge Manning is ordering the legislature or the state government to do certain things for a category of people, but he is giving us no guidance on what that category of people must be. We have to serve them all, yet he is not going to tell us who they are.

Representative Burr replied that is pretty accurate. Basically, he is saying serve all the children at risk, but who sets the definition of "at risk"? The General Assembly does. That is something we will be studying a little bit more in the future.


Representative Burr asked for approval of the minutes from the October 6, 2011 meeting.

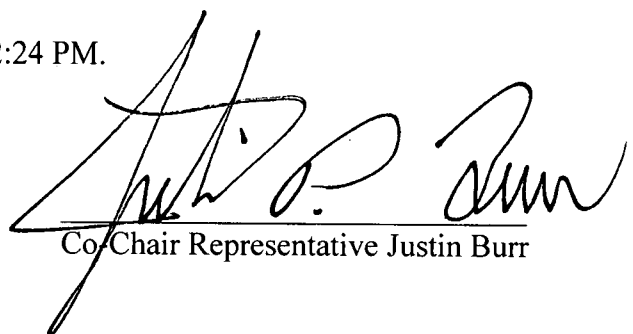
Representative Blust moved to approve the minutes without objection. The minutes were approved.

Representative Burr announced there were samples of curriculum currently used in these programs and available for viewing after the meeting.

A committee notice would be sent out announcing the next meeting of the House Select Committee on Early Childhood Education Improvement:

There being no other questions, the meeting adjourned at 2:24 PM.


Co-Chair Representative Rayne Brown


Co-Chair Representative Justin Burr


Lynn Taylor - Committee Clerk

DCDEE Presentation – October 6, 2011

Discuss how transition has occurred and present the following items in terms of what was happening prior to Judge Manning's ruling and the Governor's Executive Order and the current implementation.

NC Pre-K Budget

Of the total budget for the NC Pre-K, what is the breakdown of the budget? Include the following categories: slots, state level administration, local administration, teacher support contract, reserve (set-aside)

Improve Quality Initiatives

- Subsidy paid to higher quality centers only (DCDEE's assistance)
- Curriculum requirement in 4&5 star centers
- What is the status?
- When will this be in effect?
- DCDEE's own initiatives regarding unlicensed care.
- Child Care Commission's role in approval of rules and review of curriculum for early literacy

Implementation at State level

- What is the status of the positions to be transferred and eliminated by DHHS? Please include information on the RIF extensions, total amount of salaries paid already during current fiscal year. What is the total of the personnel costs incurred to date on the positions (beyond the eight allowed) that were to be eliminated?

Eligible Children

As of October 1, 2011, how many children have been found eligible? How many are being served in the classroom? Are any being served in other ways? What is the breakdown of children served in each eligibility category (75% of SMI, other at-risk factors, above the financial eligibility cut-off)

NC Pre-K Capacity

What is the current capacity within all designated classrooms?

As compared with 2010-11

- Program Standards and Teacher Qualifications
- Number of allocated Slots (before Judge Manning's decision and revised allocation); discuss rates of reimbursement
- Number of contractors and composition of contractors (Smart Start vs. LEA's); how DCDEE has changed administrative rates of reimbursement and implemented controls on these costs
- Number of classrooms (breakdown of public and private, Head Start)
- What is the average classroom size (number of children) and teacher:child ratio?
- Teacher Requirements (B-K license), exceptions granted
- Eligibility determination (definition of At-risk children)


- Discuss the Blending of Classroom law
 - Approximately how many classrooms are blended (private pay with public funds) compared with FY2010-11?

Family Contribution Update

- Status before Judge Manning's ruling and after
- Who is required to pay now? Approximately how many are paying a co-payment?
Approximately, how much in copayments will be collected compared with estimate prior to changes resulting from Judge Manning's ruling?

SEEK status

Any EO item not previously discussed, please include.




Implementation of NC Pre-K
Presentation to the House Select Committee
on Early Education Improvement

November 3, 2011

Dr. Deborah J. Cassidy, Director
NC Division of Child Development and Early Education

1



Update on NC Pre-K

- Transitioned from DPI to DHHS effective July 1, 2011 with reduction of \$32 M
- Initial allocation estimates released in July based on assessment of projected amount of parent co-payments
- After judicial order, revised allocations without projected parent co-payments released in August

2



Allocations and Slots

- SFY 10-11: More at Four
 - \$153.8 M
 - 30,787 slots
- SFY 11-12: NC Pre-K with Projected Parent Co-payments
 - \$136.2 M
 - 27,248 slots
- SFY 11-12: NC Pre-K without Projected Parent Co-payments
 - \$123.1 M
 - 24,625 slots
- Same rates paid to contractors as in SFY 10-11 *



NC Pre-K Contractors

91 Contracts

- 45 Local Smart Start Partnerships (49%)
- 41 Public Schools (45%)
- 4 Head Start (4%)
- 1 Other Non-Profit (1%)



NC Pre-K Sites/Classrooms

1154 Pre-K Sites - as of 10/31/11

- 599 - Public Schools (52%)
- 356 – Private Child Care (31%)
- 199 – Head Start (17%)

1926 Pre-K Classrooms – as of 10/31/11

- 1037 - Public Schools (54%)
- 557 – Private Child Care (29%)
- 332 – Head Start (17%)

5



NC Pre-K Children by Eligibility Category

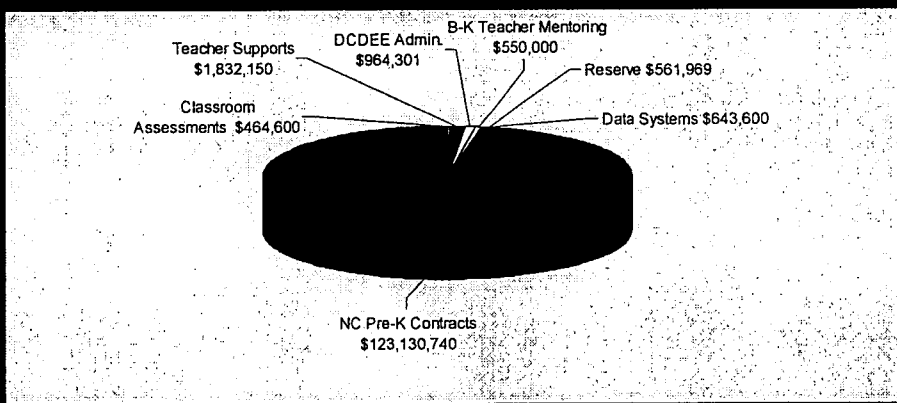
Eligibility Categories - as of 10/31/11

- 94.9% - Income eligible
- 6.7% - Individualized Education Programs
- 22.2% - Limited English Proficiency
- 6.9% - Chronic health condition
- 25.2% - Developmental/educational need
- 7.0% - Military families

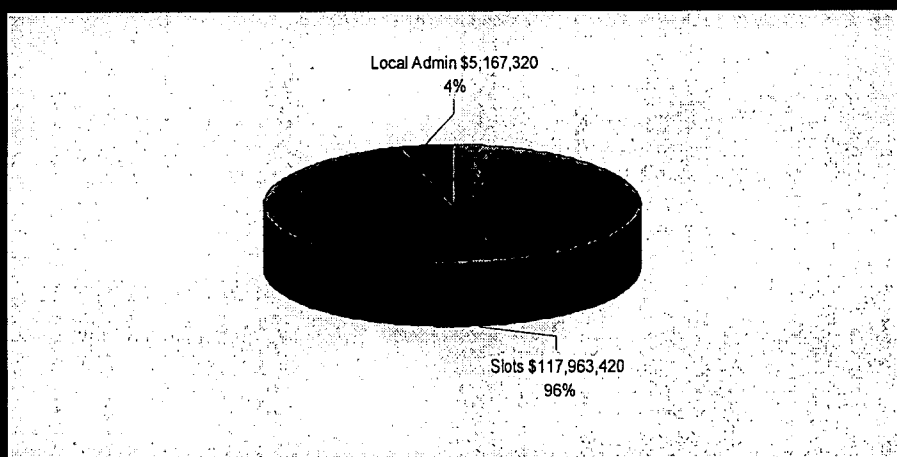
Includes some duplication – child may be in more than one category

6

Breakout of SFY 11-12 NC Pre-K Budget - \$128.1 M



Breakout of SFY 11-12 NC Pre-K Contracts Budget - \$123.1 M





NC Pre-K Positions SFY 11-12

- 24 More at Four Positions transferred to DHHS as of 7/1/11; 8 in budget bill
- 13 individuals came to DCDEE
 - 2 transferred directly into DCDEE budget unit
 - 2 accepted permanent DCDEE positions – for teacher licensing
 - 4 accepted Reduction in Force (RIF) as of 10/17/11
 - 5 have time-limited positions through 6/30/12

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NC Pre-K Positions SFY 11-12

- Total annual amount budgeted for 8 NC Pre-K positions in Budget Bill
 - Salary/fringe = \$660,914
 - 4 are permanently filled
- Total estimated amount to be spent 7/1 through 10/17 on 13 positions
 - Salary/fringe = \$301,162

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NC Pre-K Compared with SFY 10-11

High Quality Program Standards Maintained

- 1:9 staff/child ratios
- Maximum group size 18
- 4 or 5 star license
- Developmental screenings within 90 days
- Required curricula
- Instructional day increased to a minimum of 6.5 hours

11



NC Pre-K Compared with SFY 10-11

High Quality Teacher Qualifications Maintained

- All lead teachers must have or be working toward Birth-Kindergarten (B-K) licensure
- All lead teachers must have a BA/BS degree
- All teacher assistants must have or be working toward an Associate Degree
- Very few exceptions allowed
- Same salary scale as used in SFY 10-11

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NC Pre-K Compared with SFY 10-11

Support for Pre-K Teachers Maintained

- Mentoring and evaluation for Pre-K teachers in private settings to obtain Birth-Kindergarten license
- Teacher supports: TEACH, TEACH Health Insurance, WAGES

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NC Pre-K Compared with SFY 10-11

Local Administration Structure Maintained

- Local committee structure, site selection, and eligibility determination maintained
- Flexibility to differentiate rates among sites maintained
- New cap on administrative costs – 4% or \$20,000 - whichever is greater
- New administrative expenditure reporting
- Increased income verification requirements



NC Pre-K Compared with SFY 10-11

Blended Classrooms

- Contractors continue to blend funds across programs with NC Pre-K for diverse service delivery
- Preliminary data show 75% of NC Pre-K classrooms have less than 18 slots

Many of these classrooms have remaining slots filled with children in private pay, Head Start, Title I, or Exceptional Children's programs

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NC Pre-K Compared with SFY 10-11

Monitoring

- Local contractors to continue with on-site monitoring
- DCDEE licensing consultants to make on-site visits to NC Pre-K sites as part of current monitoring process
- DCDEE contractor monitoring

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Eligibility and Parent Co-Payments SFY 11-12

Prior Situation

- Eligible if income at or below 75% State Median Income, unless at-risk or military
- 20% at-risk eligible without regard to income
 - Limited English Proficiency
 - Individualized Education Program (IEP)/identified disability
 - Chronic health condition
 - Developmental needs identified via screening
- Income eligible families to be assessed a co-payment

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Eligibility and Parent Co-Payments SFY 11-12

The Current Situation

- At-risk priority based on income or identified disability (Individualized Education Program)
- Services to be provided to all at-risk children without co-pay assessed
- Other eligible children (parent co-pay may be assessed)
 - Limited English Proficiency
 - Chronic health condition
 - Developmental needs identified via screening
 - Military (but no parent co-pay)

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Collaboration with DPI

- Staffing
- Exceptional Children's services
- Head Start and Title I
- Data systems
- Contract management
- Proposed rules for curriculum and NC Pre-K program requirements

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NC Pre-K Capacity

July Survey of NC Pre-K Contractors

- Capacity to serve children as of:
 - October 1, 2011: A total of 24,757 slots in contract - all expected to be filled
 - January 2012: 6300 more children
 - Estimated SFY 12-13: 20,000 more children
- Number of eligible at-risk children on your waiting list:
 - 13,500 waiting to be served as of July

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Compliance Plan in Accordance with EO 100

- Submitted Plan – October 10, 2011
- Phase One – increase by 6,300 children by January, 2012
- Phase Two – increase by 9,000 children for four subsequent school years for a total of 67,057 children served by the 2015/2016 school year
- Collaboration with the Department of Public Instruction

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Compliance Plan in Accordance with EO 100

- Costs to implement Phase One - \$30,000,000.00
- Slot Costs –
 - $850.00 \times 6,300 \text{ children} \times 5 \text{ months} = \$26,775,000.00$
- Admin costs at 4%
 - (staff, TEACH, WAGES, data systems) - \$1,071,000
- Start up costs at \$500 per child
 - estimated need for half the slots - \$1,575,000
- Teacher mentor/evaluator costs
 - 350 classrooms/teachers - \$579,000

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Compliance Plan in Accordance with EO 100

This timeline would result in all at-risk children being served by the end of the 2015-2016 school year.

School Year	Slots	Total Served
2011-2012	24,757	24,757
January 2012	6,300	31,057
2012-2013	9,000	40,057
2013-2014	9,000	49,057
2014-2015	9,000	58,057
2015-2016	9,000	67,057



Compliance Plan in Accordance with EO 100

- Collaboration with the Department of Public Instruction
 - Maintain standards
 - Diverse delivery system that leverages local funding
 - Reduce barriers to participation
 - Staffing coordinated with the K-3rd grade system
 - Memorandum of Understanding between the DHHS, DPI and the State Board of Education
 - Unique child identifier used across data systems

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Improving Quality of Child Care Updates

- Literacy Curriculum required in 4 & 5 star 4-year old classrooms
- Curriculum must meet key areas of early reading/literacy
 - Alphabet knowledge
 - Concepts about print
 - Oral language
 - Phonological awareness
 - Writing/writing name

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Improving Quality of Child Care Updates

- Child Care Commission role in approving standards
- Eventual implementation of higher subsidized child care rates for 4 & 5 star programs due to curriculum

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Improving Quality of Child Care Updates - Payments

- Subsidized Child Care Payments to non-licensed homes being phased out
- Subsidized Child Care Payments to 3-5 star programs – transition plan being developed

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SEEK Update

- SEEK = Subsidized Early Education for Kids
- New time, attendance, and payment system for subsidized child care
- Phase I underway in 67 counties – for time and attendance
- Phase II in Spring – for payments
- Planning for NC Pre-K payments to be added in SFY 12-13

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**NC Pre-K Compliance Plan in Accordance with Governor
Perdue's Executive Order 100**

As Submitted By

**The Division of Child Development and Early Education
Department of Health and Human Services**

October 10, 2011

Background Information

The North Carolina More at Four Pre-kindergarten Program was implemented as a state-funded initiative for at-risk four-year-olds, designed to help them be more successful when they enter elementary school. The purpose of More at Four was to provide a high quality, classroom-based educational program during the year prior to kindergarten entry. More at Four has been providing a full school year pre-k program since 2002-2003, and has served over 163,000 children during the first ten program years (2002-2011). Operating under the authority of the State Board of Education, More at Four proved to be highly successful in improving the school readiness of children served. An evaluation of the performance of More at Four children on third grade reading and math tests compared to non-More at Four children found that More at Four children who were economically-disadvantaged in the third grade achieved statistically significant higher third grade math and reading scores, than economically-disadvantaged children who did not attend More at Four. The economic achievement gap was closed by up to 40% for these children (Peisner-Feinberg, E. & Schaff, J., 2010).

In June 2011 the administration of North Carolina's More at Four Pre-Kindergarten program was transferred from the Department of Public Instruction - Office of Early Learning to the Department of Health and Human Services - Division of Child Development and Early Education (DCDEE). This transfer was part of the General Assembly's budget bill, HB200 that was ratified on June 15, 2011. Also included in the budget bill were specific provisions related to the Pre-K program which required that the high standards of the Pre-K program be maintained, a parent co-pay added for most eligible families, and a \$32 million cut to the program.

Subsequently, an injunction was requested on behalf of five school districts based on concerns related to the co-pay provisions and perceived barriers to families from the changes that were mandated in the budget. A ruling issued on July 18th, 2011 by Superior Court Judge Howard Manning specified that at risk children could not be denied a sound basic education and any barriers to that access had to be removed. On August 10th, 2011 Governor Beverly Perdue issued Executive Order 100 pertaining to the provision of pre-kindergarten services to North Carolina's at-risk four year old children. The Executive Order focused on the State's commitment to serve at-risk children as required by the judicial order. It also provided guidance related to collaboration between the Department of Health and Human Services and the Department of Public Instruction (DPI) designed to ensure continued high quality services for children and families, alignment with the standards for the primary years of public school and smooth transitions for children as they move from Pre-K to the public school.

Over the past few months representatives of DCDEE and DPI have met on numerous occasions to plan to implement the directives of the General Assembly, the judicial order and the Governor's Executive Order. The plan for compliance with Executive Order 100 is outlined below.

Plan for Compliance with Executive Order 100

Section One of the Executive Order required that the same standards of the More at Four program be maintained under the transfer from DPI to DHHS.

Response: North Carolina's Pre-K program (NC Pre-K) began providing services to children, under the new management structure, in August 2011. The integrity of the program has been maintained as evidenced by the following provisions that have remained the same as in prior years when the program was administered by DPI:

- 91 local county/region contractor administrators are responsible for determining eligibility for families and for contracting with local sites. Five public school systems that were previously the contract administrator in 5 counties chose to not continue as the contract administrator during the 2011-2012 school year. The breakdown for contractor organizations is –
 - Public School Sites - 41
 - Local Smart Start Partnerships - 45
 - Head Start Agencies - 4
 - Other Community Action Agency – 1
- A diverse delivery system continues to be provided. NC Pre-K sites continue to operate in public schools, Head Start, Title I and private child care programs across the state. DCDEE has been working closely with DPI to resolve questions and continue the practice of blending Pre-K funding with Head Start, Exceptional Children (IDIEA, 619) and Title I funds to support NC Pre-K classrooms.
- The same high program standards have been maintained. For example -
 - Teacher Education - The Office of Early Learning (OEL) had planned to require all teachers to have a BA/BS as of the 2011-2012 school year. The Division of Child Development and Early Education (DCDEE) maintained that expectation except in certain situations where a waiver was requested due to the inability of the site to locate a highly qualified applicant. This is similar to the exception policy in the past. Exception requests have been limited.
 - Teacher to Student ratios of 1:9 with a maximum group of size of 18 are being provided.
 - Curriculum, developmental screenings and assessments continue to be required.
 - The online county, site, classroom and child database were successfully transitioned to DCDEE, and reflect the changes required by the budget bill as well as the judicial order.
 - Education Consultants have worked within DCDEE to continue to provide technical assistance to NC Pre-K contractors in order to ensure a smooth transition of services.

Three changes of note are as follows:

1. Local contractors' administrative costs have been limited to a maximum of 4% of the total allocation, or at least \$20,000, for an individual county/region. The State

Board of Education had previously specified an administrative cap for LEAs and local partnerships operating as the contract administrator at 8% (state-wide average). Administrative expenses are now required to be reported by defined categories, and are limited to be used to support expenses such as staff salaries, benefits, staff travel, training, computers, equipment and/or supplies and other administrative costs at the contract administrator level. These changes will result in increased service dollars for children.

2. Staffing to administer the program at the state level was reduced. DPI employed 24 staff who were involved in the operation and oversight of the More at Four program. The budget bill allowed for 8 staff to be transferred to DHHS, and these staff were to provide for monitoring as well as contracting responsibilities.
3. DCDEE child care consultants will begin monitoring the NC Pre-K classrooms during their regular annual visits. These visits will occur between November and May of the 2011-2012 school year. The results of these visits will be shared with the local contract administrators and any needed follow up will be developed in collaboration with the local contractor and the site.

During this transition DCDEE has worked closely with staff from the Early Childhood Advisory Council (ECAC) and determined that it is essential for the Pre-K program to maintain its unique identity. While recognizing that the quality in NC Pre-K programs will have a positive effect on other classrooms that a site may provide, by maintaining a separate identity its distinct characteristics can be highlighted and used as a goal for other programs to meet, as well as be available for research and evaluation to ensure continued positive outcomes for children.

Section Two of the Executive Order required collaboration between DCDEE, DPI, the State Board of Education and the ECAC.

Response: The importance of the collaboration among all of these entities is acknowledged by each. It is only through this collaboration that a smooth transition from NC Pre-K to Kindergarten can be assured, along with ensuring the alignment of the pre-k program with the K-3 system. This commitment to collaboration will be evidenced in the Memorandum of Understanding that is currently being developed that will outline the responsibilities of each agency.

Section Three of the Executive Order required a plan for how all eligible at-risk four year old children would be served in NC Pre-K.

Response: In order to serve all eligible at-risk children DCDEE must do the following:

- a) Identify and remove barriers to participation - The family co-pay has been identified as the most significant barrier for access to Pre-K services. Based on the recent judicial order, DCDEE has notified contract administrators that no family of an at-risk child will be required to pay a co-pay.

- b) Ongoing identification of at-risk children – All 91 contractors were contacted after the judicial order was received and were asked how many children they had on their waiting list for Pre-K services. At that time a total of approximately 13,500 children were reported to be on a waiting list. This waiting list was not inclusive of all at-risk children in a county because some contract administrators had historically either not kept a waiting list, or stopped adding new names to a waiting list after they had reached a certain number. During the phone calls to follow-up on the data collection effort, contract administrators were told to either start a waiting list, continue to maintain and update the list they had, or to re-open the one that they had previously started. This would ensure that eligible children could continue to be identified.

- c) Search for unserved children - Contractors traditionally use a variety of methods to find unserved at-risk children. These methods include the following:
 - 1. Recruitment sessions at community centers
 - 2. Searching of all available waiting lists including subsidy, Head Start, and public school early intervention programs
 - 3. Providing information to families who meet at-risk definition who were recently served through the Child Care Resource and Referral system
 - 4. Reaching out to the faith community to distribute information, particularly those institutions serving low income and minority communities
 - 5. Recruiting materials provided to pediatricians' offices, community health centers, public and faith-based social services agencies
 - 6. Posting of fliers in laundromats, libraries, community colleges, and grocery stores
 - 7. Sharing of information on educational television channels
 - 8. Publishing of ads in local newspapers
 - 9. Delivering of fliers to low income housing areas

Once at-risk children have been identified, a key component of service provision for all children is the ability to assure capacity for adequate high quality classrooms across the state in diverse delivery settings. To assess this level of capacity for each county, contract administrators were contacted and asked to provide data about how many children they could serve in programs beginning in January 2012, as well as at the beginning of the 2012-2013 school year. Based on the responses that were received, contractors estimated that at the beginning of calendar year 2012 (January 2012), 6,300 children could be served in classrooms that meet the high quality and academic standards. Contractors estimated that an additional 20,000 children could be served during the 2012-2013 school year if sufficient funding were provided. Contractors also reported information about service delivery barriers and local funding that could be accessed in order to fulfill the need for additional Pre-K services. DCDEE has released a revised

form that contractors have used in the past to formally request additional slots and to indicate their capacity for placing the slots.

In order to comply with the judicial order the following steps are recommended:

PHASE ONE:

- Currently, in SFY 2011-2012, there are 24,757 Pre-K slots in contract. All are expected to be filled.
- In January 2012 an additional 6,300 children can begin to receive services. According to contractors, there is capacity at the local level to serve this number of children at the high program standards as required for NC Pre-K because of the number of sites that met these standards during the 2010-2011 school year, but did not receive slots this year because of the reduction in funding.
- Priority for services will be given to children who are on county waiting lists and who have not previously been served. Children who are at-risk and unserved have had little to no formal exposure to structured environments to facilitate their cognitive growth and are at a higher risk of academic failure.

Funding to serve these children will need to be sufficient to cover the full service delivery cost due to limited local funding available at this time. In order for programs to meet the high academic standards required by the NC Pre-K program it is critical to provide the funding needed to support the system. Historically, counties have received local contributions to blend with State funding to ensure that a sufficient level of per child funding is available. Local funding comes from a variety of sources including local Smart Start dollars, and blending with Head Start, Exceptional Children's and Title I dollars. Based on reductions to Smart Start that occurred during this most recent legislative session, as well as redirection of Title I funds within school systems, the local funding streams will not have the resources to contribute dollars for any new children added to the system.

An estimated average of \$850.00 per month per child would be needed, as well as additional administrative/support costs, including start up costs for new classrooms to be created for the second half of the 2011-2012 school year, a five month time period, to serve 6,300 children. This average rate per month is based on data that have been collected from various sources. A cost study of the More at Four (MAF) program in 2006 found that, on average, class expenditures for a MAF class totaled about \$7,700 per child. However, the study concluded that MAF programs significantly under-reported total expenditures. Consistent with this study, various cost analyses conducted on other pre-kindergarten programs nationally have estimated costs to range from \$8,600 - \$11,000. It must be noted that this range is most likely driven by the cost of teaching staff which can vary significantly from state to state. The impact of state pre-k is significant and related to reduced cost in grades K-12 (reduced retention, lower special education identification).

Sufficient funding is essential in order to ensure sustaining a high quality state-funded academic pre-kindergarten program (\$8,500 per child per year).

This expansion will also require additional funding be set aside for state level supports. This would include additional dollars for the unit that supports B-K licensure, scholarship dollars available through TEACH for teachers to complete the required courses to achieve licensure, start up costs for new classrooms, and administrative costs for local contractors. In addition, staff at the state level would be needed to provide close oversight to ensure the program continues to maintain the required high quality standards. This would include a program manager, six education consultants, and two administrative support staff and would result in a total of 17 staff at the state level to support the NC Pre-K program as this expansion occurs (Eight staff currently budgeted and nine additional staff).

Costs to implement Phase One -	\$30,000,000.00
Slot Costs - 850.00 X 6,300 children X 5 months =	\$26,775,000
Admin costs at 4% (staff, TEACH, WAGES, data systems)-	\$ 1,071,000
Start up costs at \$500 per child, estimated need for half the slots -	\$ 1,575,000
Teacher mentor/evaluator costs - 350 classrooms/teachers -	\$ 579,000

PHASE TWO:

During the four subsequent school years, capacity would increase by an additional 9,000 children. These incremental increases will allow time for the local systems to bring the capacity up to the needed programmatic levels to meet the high academic standards. Based on historical experiences with expansion of the More at Four system, the optimal yearly increase should be no more than 9,000. An essential element for ensuring capacity at the local level is a reimbursement rate that supports the cost to provide the high quality services as required by the judicial order. Flexibility in the number of children added each year will be based on the capacity (teachers and sites) for expanding the program.

A second essential element for these increases will be the support services that are needed to facilitate the necessary educational levels of teachers through teacher licensure supports and educational scholarships. Because teachers are typically taking classes to receive their B-K license at the same time as they are working, it can be a lengthy process. Support services also include staffing at the state level, as additional positions will be needed to support expansion during this timeframe. Specific critical positions that will be needed will be in the teacher licensure area. As the number of classrooms increases there will be a capacity issue for finding teachers with a B-K license. There will be a need for assistance by mentors/evaluators in order for teachers to reach full licensure as required by the program standards. Over time, as teachers receive their full license the level of support needed at the state level will decrease.

This timeline would result in all at-risk children being served by the end of the 2015-2016 school year.

School Year	Slots	Total Served
2011-2012	24,757	24,757
January 2012	6,300	31,057
2012-2103	9,000	40,057
2013-2014	9,000	49,057
2014-2015	9,000	58,057
2015-2016	9,000	67,057

Section Four of the Executive Order required ensuring that staffing in the Pre-K program is aligned with the academic standards of the program and is coordinated with the K-3rd grade system.

Response: As noted above, staffing at the state level has been a challenge with funding reductions. Staffing needs to maintain the integrity of the program were discussed in the response to Section Three.

Historically alignment between the More at Four program and the K-3 system has been strong. Ensuring that this alignment continues will now require close communication between two Departments—the Department of Public Instruction and DCDEE within the Department of Health and Human Services. Over the years DCDEE and DPI have worked closely together on a variety of initiatives and since July 1st have been in close communication regarding the transition of the Pre-K program. Among the issues that have been discussed are staffing, Exceptional Children’s services, Head Start, data systems, review of documents such as proposed rules and program requirements, and contract management. This collaboration will be ongoing and further defined in a Memorandum of Understanding that is being developed between the two agencies.

Section Five of the Executive Order required plans for leveraging financial support for local classrooms.

Response: As noted above, funding sources at the county level have been leveraged since the beginning of the Pre-K program. The Pre-K program has also been able to maximize state dollars through contributions at the local level from Smart Start, and the blending of funds with the Title I, Exceptional Children’s Services and Head Start programs. In 2010-11 a total of \$84.4 million in local dollars were reported as other resources provided in addition to the \$153 million More at Four funds allocated. Most of these resources were from Head Start (29%); Title I (24%); and Smart Start (13%) and Exceptional Children’s Services (9%). In 2011-2012 expectations remained for counties to leverage all available dollars to serve as many children as possible. Maintaining a diverse delivery system is one mechanism to maximize local dollars as well as allow parental choices to meet their family and work needs. For example, public school systems are able to provide services to children who are eligible for Pre-K due to their ability to absorb a greater amount of the cost of providing the service. Another mechanism to access local funding is through Smart Start. Local Smart Start Partnerships contribute not only funding that is used to pay for slots, but also in-kind services in the technical assistance and consultation that is provided to Pre-K programs. The judicial decision

includes a quote from the Supreme Court's Leandro II ruling which states that "the State, using the combination of Smart Start and the More at Four Pre-Kindergarten Programs, have indeed selected pre-kindergarten combined with the early childhood benefits of Smart Start and its infrastructure with respect to pre-kindergarten programs, as the means to 'achieve constitutional compliance' for at risk prospective enrollees." (Leandro II, 640, 641, 644).

Section Six of the Executive Order required that the State Board of Education and DPI continue their presence in early education reform.

Response: Acknowledging the significant positive impact of high quality pre-k services on children as they enter kindergarten, and acknowledging that this impact continues at least through 3rd grade, the State Board and DPI are committed to continue working with DHHS and DCDEE to align and strengthen the system. This collaboration will be detailed in the Memorandum of Understanding between the specified entities.

Section Seven of the Executive Order required a Memorandum of Understanding between DHHS and DPI, as appropriate, to assure agency coordination and collaboration.

Response: Staff at DHHS and DPI have collaborated informally over the last three months. This collaboration is being formalized as the Memorandum of Understanding is being developed which will detail the ongoing coordination efforts.

Section Eight of the Executive Order required DHHS to work closely with public schools to ensure their continued involvement in the NC Pre-K program, including waiving licensure requirements if this created a barrier for serving families.

Response: DCDEE is committed to maintaining a diverse delivery system which includes public school sites. Approximately 50% of public school sites providing NC Pre-K are already licensed by DCDEE. Currently staff at the local level have begun conversations with the remaining school systems who are not licensed and have requested information related to licensure. Responding to these requests will continue, as well as initiating calls to local contacts to discuss the process and determine individual barriers that an individual school, or school system, may be facing. At the state level, DCDEE, along with DPI officials, will convene meetings with school superintendents who have expressed concerns related to meeting the licensing requirements. During these meetings issues will be identified as well as possible solutions. In addition, conversations related to waiving the licensure requirement will be discussed if it is determined that a significant fiscal impact would preclude the school from becoming licensed.

Section Nine of the Executive Order required DHHS to maintain child identifiers and expand across the system to link with DPI's data system.

Response: The data system that was in use when the program was located at DPI has been maintained and continues to be used for NC Pre-K. This system has the capacity for

providing child identifiers for children in the system. Through the application that the State is submitting for the Race to the Top and the P-20 Longitudinal Study, a unique child identifier is a key component, and would be expanded across multiple early childhood systems, including the Pre-K system.


Summary

The importance of the earliest years in a child's life has been validated through multiple research projects nationally, as well as evaluations completed in North Carolina. Children with high quality experiences during this time will be better prepared when they enter kindergarten, and will be in a position to have a more successful academic experience as they progress through school. North Carolina has shown a strong commitment over the last two decades to the youngest citizens of our state. Full implementation of the State's Pre-K program in order to serve our highest risk four year old children will demonstrate that ongoing commitment. The Division of Child Development and Early Education and the Department of Public Instruction will continue to work together to assure compliance and the strongest outcomes possible for four year old children.

**Federal Programs Serving
Three- and Four-year-olds in North Carolina**


A presentation for the
NC House Select Committee on Early
Childhood Education Improvement
November 3, 2011

**OFFICE OF
EARLY LEARNING**



Preparing children for school success through high-quality early education.

Head Start

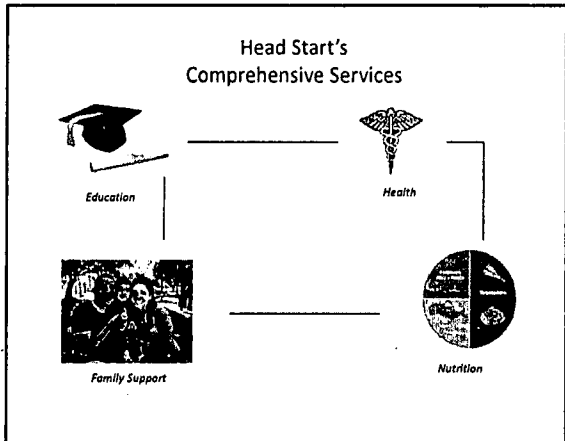


State of North Carolina | Department of Public Instruction | Office of Early Learning

Eligibility ~ Head Start

Criteria	Determination
<ul style="list-style-type: none"> • Primarily low-income children birth to 5; expectant mothers; and their families • Categorical eligibility includes: <ul style="list-style-type: none"> - Children in foster care - Families receiving public assistance (e.g. TANF benefits) - Children and families experiencing homelessness - Children with special needs* 	<ul style="list-style-type: none"> • Eligibility is determined by <u>proof</u> of age and income or categorical status

State of North Carolina | Department of Public Instruction | Office of Early Learning



Enrollment Data ~ Head Start

- NC Head Start programs served 20,735 children in 2010-11 → (Approx. 12,533 were 4-year-olds)
- NC Head Start programs are serving 20,901 children in 2011-12 → (Approx. 12,815 4-year-olds)
- Head Start enrollment is capped by the size of the grants awarded by U.S. DHHS to each local community
- Head Start programs are required by federal statute to maintain waiting lists of eligible children throughout the enrollment year



Funding Data ~ Head Start

- Head Start funds are awarded from the federal level (U.S. DHHS) directly to the local level
 - \$169.9M of federal funds were awarded to agencies in North Carolina to support 20,901 children birth to 5, expectant mothers, and their families in 2010-11 and 2011-12
 - Funding is awarded as federal grants to 55 North Carolina agencies serving all 100 counties including Community Action Agencies, private non-profits, County Governments, and LEAs



Eligibility ~ Preschool Exceptional Children
Other eligibility categories include:

- Deaf-blindness
- Deafness, hearing impairment
- Other health impairment
- Visual impairment, including blindness
- Traumatic Brain Injury
- Serious emotional disability
- Multiple disabilities
- Intellectual disability
- Specific learning disability

Public Schools of North Carolina State Board of Education | Department of Public Instruction | Office of Early Learning Programs (Page 3)

NC Child Find Trends

Year	Number Handicapped	Number Identified	Percent Change
2005-2006	11,689	15,179	+30%
2006 -2007	11,956	15,037	+26%
2007-2008	11,859	14,716	+24%
2008 -2009	11,503	14,392	+25%
2009-2010	12,166	15,079	+24%
2010-2011	12,363	15,482	+25%

Public Schools of North Carolina State Board of Education | Department of Public Instruction | Office of Early Learning Programs (Page 3)

NC Child Find Trends

Year	Handicapped	Population Statistics by Age and/or Sex	Percentage
2005	11,689	264,533	4.4%
2006	11,956	265,230	4.5%
2007	11,859	266,537	4.4%
2008	11,540	270,277	4.3%
2009	12,166	278,639	4.4%
2010	12,363	278,650	4.4%

Statistics from: Office of State Budget and Management Data Center & CECAS
http://www.osbm.state.nc.us/osobm/facts_and_figures/economic_data/population_estimates/county_estimates.html

Public Schools of North Carolina State Board of Education | Department of Public Instruction | Office of Early Learning Programs (Page 3)

Funding Data ~ Preschool Exceptional Children
(IDEA)

FY	State	Federal	Total	# of Children
2009-2010	\$48,038,351	\$11,034,542	\$59,072,893	15,076
2010-2011	\$50,136,492	\$11,113,323	\$61,249,815	15,482
2011-2012	\$51,084,945	\$11,113,496	\$62,198,441	TBD

Public Schools of North Carolina, State Board of Education, Department of Public Instruction, Office of Early Learning (Grade 2)

Title I Pre-Kindergarten

Public Schools of North Carolina, State Board of Education, Department of Public Instruction, Office of Early Learning (Grade 2)

Eligibility ~ Title I Pre-Kindergarten

- Eligible children are those who are:
 - Below the age of school entry
 - AND
 - Determined to be most at risk of failing to meet the state's academic achievement standards.
- Eligibility is determined on the basis of multiple, educationally-relevant criteria, such as developmentally appropriate measures, teacher judgment, and interviews with parents.
- Results of measures are used to rank-order applicants so that those with the greatest need are served first.

Public Schools of North Carolina, State Board of Education, Department of Public Instruction, Office of Early Learning (Grade 2)

Services ~ Title I Pre-Kindergarten

- Educational program offering:
 - Low teacher-child ratios
 - Licensed teacher & "highly qualified" teacher assistant
 - Comprehensive, research-based curriculum aligned to state standards
 - Ongoing assessment to inform instruction



Services ~ Title I Pre-Kindergarten

- Transition plans to support children's entry into and exit out of program
- Family engagement promoting two-way communication and involvement in decision-making



Enrollment Data ~ Title I Pre-Kindergarten

- Title I Pre-Kindergarten programs served 9,376 children in 2010-11.
- 2011-12 data is not yet available.
- Enrollment is capped by the amount of money that schools or districts allocate to pre-kindergarten services.
- A rank-ordered list of eligible children is maintained by the school district so that children can be added throughout the enrollment year as openings become available.



Funding Data ~ Title I Pre-Kindergarten

- Districts or schools that make the decision to offer a Title I Pre-Kindergarten program also determine the amount of their Title I allocation they will "set aside" to fund the program.

- 2010-11 Statewide Set-aside = \$58,563,072

- 2011-12 State Set-aside not yet available

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**House Select Committee on Early Childhood Education Improvement
Nov. 3, 2011
Kim Haley, Rockingham County, Owner/Director, Edu-Care Academy**

My name is Kim Haley and I am from Rockingham County. I have a degree in Elementary Education and taught Kindergarten in the public school system for more than 10 years.

For the past 14 years, I have owned and operated three 4-star licensed private child care centers. My centers are licensed to serve 300 children. I had a More at Four classroom at one my centers for nine years.

When More at Four began in 2001, our county [Rockingham] *solicited* private child care centers to make space available for classrooms for the More at Four program. We eagerly jumped into the program and opened our More at Four classroom in January of 2001. We maintained that classroom until August of 2010 when our "local partnership for children" [Smart Start] sent us a letter *just six days* before the start of the 2010-2011 school year informing us that we would no longer have a More at Four classroom at our site.

Why? (That is what we asked!) We were told that due to cuts in funding the partnership was asked to look at various factors for More at Four site retention and that we were cut because we had been in the program for so long – and because we had some teacher turnover. I don't know about you, but I believe that experience adds value for the families and children we serve. I would *never* have thought that nine years of experience would be a detriment to our center when it came to preparing "at-risk" four-year-olds for Kindergarten. As for teacher turnover, it is my understanding that teacher turnover is fairly prevalent these days – not only in private child care centers, but also public schools.

Amazingly, the same school year that we lost our More at Four classroom (2010-2011) – with all of the budget cuts and media reports about the negative impact they would have on schools – the elementary school located one mile from my center was given a *second* More at Four classroom.

What happened to our private center marks a trend occurring in our county. Our county started with eight More at Four classrooms in private centers in 2001-2002. This year our county has 18 More at Four classrooms with *all but one* of them housed in public elementary schools. With that being said, all of the private centers in my county are currently operating at only about 75 percent capacity. My three centers alone all have openings for four-year-olds.

I am here to tell you my story today because I want to make sure that you are aware that there are lots of high-quality private child care centers in this state ready and willing to serve at-risk four-year-olds. These centers – like mine – have invested time and resources in teachers, facilities and materials to provide

positive, safe, enriching learning environments for children that go way beyond “day care.”

Another issue that I believe needs to be brought to your attention is this: Just this school year, which started in late August, six children who were enrolled in my center have moved to NC Pre-K classrooms. One child was a private pay family and the other five were already receiving subsidy from the state for child care. While these six children and families had to undergo transitions, there are still children on the waiting list for NC Pre-K and for subsidy in Rockingham County. In other words, the children who are *not being served at all*, or who might be in a 1- or 2-star center and could have used the “boost” to NC Pre-K, are still not being served.

In closing, here are a few other thoughts for you to consider as you work to on NC Pre-K solutions for the future:

- Private licensed child care centers are among the safest environments for children. Our classrooms are monitored. Our kitchen is monitored. Our playgrounds are monitored. Public school classrooms may be licensed, but even those who are licensed are issued exemptions. For example, they are not required to wash hands in warm water as we are in centers. They are not required to use separate sinks for hand washing after bathroom trips and hand washing before meals. Their playgrounds and athletic fields have legal exemptions, and so on.
- High-quality licensed childcare centers with capacity to serve at-risk four-year-olds are an important part of the NC Pre-K program now and in the future, especially considering the issue of overcrowding in some public school systems. Schools shouldn't have to add mobile classrooms in order to serve NC Pre-K children when private centers have experience and capacity. Likewise, taxpayers shouldn't have to fund new school buildings unless there is a lack of high-quality private centers in a community to serve these children.
- Would the millions of dollars being spent on NC Pre-K be better spent if invested in child care subsidy (DSS)? This way parents would have an opportunity to get at-risk children into high-quality licensed centers before the age of 4. Wouldn't two or three years of early education in a safe, positive learning environment be even better for at-risk children than just one year? Wouldn't they be even better prepared for Kindergarten?

As a business owner and provider of valuable childcare services in my community, I look forward to working with you all to ensure that private licensed childcare centers continue to serve at-risk four-year-olds in North Carolina. I appreciate the opportunity to share these comments with you today.

House Select Committee Presentation, 11-3-2011**Bill Batts, Wayne County, Administrator/Owner, Small World Child Care Center and Small World, Too!**

My name is Bill Batts and I am the Administrator and Co-Owner of Small World Child Care Center & Small World, Too! We are a small family-owned and operated business and have been providing child care services to families for 30 years (since 1981). We are located about 50 miles east of Raleigh in Goldsboro (Wayne County), home of Seymour Johnson AFB. Presently, Small World serves about 375 children and their families ranging from ages two to 13, including five NC Pre-K classrooms.

Small World was a pilot program for More at Four in the 2001-2002 school year and has provided More at Four/NC Pre-K services continuously since the first year of the program. We were awarded additional pre-k classrooms through the years and were providing services in six classrooms last year. Wayne County provides NC Pre-K services in public school, Head Start, and private child care settings. Currently, Wayne County serves 543 children-down from 678 children last year. Of these 135 slot cuts, Small World lost a full classroom of 18 slots.

Although our county has our particular disagreements concerning the NC Pre-K program, I feel very fortunate when I hear of the trials and tribulations other counties across the state are having with their programs! Wayne County's NC Pre-K program is administered through our local Smart Start partnership and has all of the diverse service delivery providers at the table (public schools, Head Start, and private child care providers), as originally envisioned in the pre-k program.

I want to share with you today some of the advantages of having private child care centers provide NC Pre-K services, as well some of the challenges we have faced and improvements we have made over the years. The advantages of having private child care centers provide NC Pre-K services are many:

- Existing infrastructure of physical properties and local community relationships are utilized.
- Opportunity for children to receive care before and after the NC Pre-K instructional day to meet the needs of working families without an additional transition. This also includes care when school is out for teacher workdays, early dismissals, bad weather days, and holidays.
- Siblings can be cared for in the same location, meeting an essential need for families.
- Teachers in licensed private centers maintain the same standards as public school teachers, including licensure requirements. Highly qualified teachers also provide an added benefit of assistance and encouragement for other center teachers, benefiting other children in the center and creating an environment for whole center improvement.
- Private childcare centers are already thoroughly regulated and are familiar with environmental health and safety issues, including playground and outside spaces, and are already providing a safe environment especially designed for children of this age group.
- Private childcare centers are required to be built, furnished, and maintained to provide services specifically for this age group.
- Private childcare centers have been providing pre-k services for at-risk children and families through the DSS Child Care Subsidy program for many years – their experience is an asset to families, public school systems and the state.
- The quality of licensed private child care centers is evidenced by our significant contributions to the success of NC model programs, including Smart Start, T.E.A.C.H, WAGE\$, the Star Rated License, and More at Four.

- Families have direct access to the private center's Administration on a daily basis, and thus have a greater degree of flexibility and choice, which adds value and is good for them.
- Families who need continuation of child care during the summer months have already established a relationship with the private center and can eliminate an additional transition for the child before kindergarten.

Some challenges that licensed private providers have faced during our years of providing More at Four/NC Pre-K services include:

- The big one – only partial funding of the pre-k program. This has been a widely acknowledged problem since the beginning of the program. Although I certainly understand the economic challenges involved, I am still faced with the reality of having to meet the program teacher salary requirements, as well as the high cost of providing a quality curriculum and a multitude of assessment materials. This challenge multiplies each year as my teachers earn experience and move higher on the pay scale.
- Public school system recruitment of teachers – it is hard to compete with the state benefit package (state health plan and defined benefit retirement plan).
- Since the pre-k program has necessarily developed and adapted over time, we have had to make several adjustments to our policies and procedures, many times in very short notice.
- Funding reductions often lead to a loss of classrooms.
- In addition to the partial funding of the NC Pre-K slot reimbursement, funding that provided help for qualifying families toward before- and after-care was eliminated. Since the pre-k slot reimbursement is underfunded, we must utilize a strategy of combining all available funding streams, as well as having our pre-k classrooms used as multi-use classrooms.

Some improvements that have been experienced over the years include:

- Being invited as a partner in qualifying children's IEP (Individual Education Plan) process, along with families and appropriate specialists (coordinated by our local school system)
- The Teacher Mentoring and Evaluation Program that provides a pathway for teacher licensure in the private child care setting
- The emergence of a multi-dimensional consensus and awareness of the importance of early childhood education in the "big picture" of human development, and the consequences of lost opportunities
- A greater awareness, promotion, and cooperation of inclusion for all children in all child care settings made possible by collaboration of the service providers of the NC Pre-K community
- Hopefully, a permanent home for the NC Pre-K program at DCDEE, which should provide stability and a natural home for pre-k services

In closing, I would just like to say that I am personally excited about the increasing and ongoing collaboration between our local child care providers, child therapy and inclusion specialists, and our local Smart Start Partnership in Wayne County – although, I recognize that this type of collaboration is not occurring in many counties across the state. I hope that will change for the benefit of the children and families that we all serve. I am also optimistic about the opportunity to continue to work with state leaders like you in the months ahead to make sure we meet the needs of North Carolina's at-risk four-year-olds and overcome our current pre-k challenges. Thank you for your time and attention today.

VISITOR REGISTRATION SHEET

House Select - Early Childhood Education Improvement

Nov. 3, 2011

Name of Committee

Date

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME

FIRM OR AGENCY AND ADDRESS

MAH GROSS	NCPC
Khari Garvin	DPI
John Pruette	DPI
Cindy Bagwell	DPI
Vivian James	DAE
Catherine Woodall	DCDEE
Annette Newkirk	NCCCC
Jaime King	NCTEL
BILL BATT	SMAC WORLD CHILD CARE CENTER
Kimi Haley	Edu-Care Academy
Linda Piper	NC Licensed Child Care Assn.

VISITOR REGISTRATION SHEET

Nov. 3, 2011

Name of Committee

Date

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME

FIRM OR AGENCY AND ADDRESS

BILL WALTON	CH. WARDEN WAREN COUNTY CENTER
Kathleen Joyce	NCA SA
Magda Baligh	Halifax-Warren Smart Start
Marina Spaulding	U HHS
Tracy Zimmermann	NLPC
Andrew Henson	Civitas
Louisa Warren	NC Justice Center
Ann McGee	SBE
Matt Hurd	NC SBA

Lynn Taylor (Rep. Rayne Brown)

From: Lynn Taylor (Rep. Rayne Brown)
Sent: Thursday, December 15, 2011 1:38 PM
To: Rep. Rayne Brown
Subject: House Select Committee on Early Childhood Education Improvement Meeting Notice

NORTH CAROLINA GENERAL ASSEMBLY

Raleigh, North Carolina 27601

December 15, 2011

MEMORANDUM

TO: Members of the House Select Committee on Early Childhood Education Improvement
FROM: Representative Rayne Brown, Co-Chair
Representative Justin Burr, Co-Chair
SUBJECT: Meeting Notice

DAY	DATE	TIME	ROOM
Thursday	January 5, 2012	9:00 AM	643

If you are unable to attend or have any questions concerning this meeting, please contact Lynn Taylor at 919.715.0873 or Lynn.Taylor@ncleg.net.

cc: Committee Record
Interested Parties

House Select Committee on Early Education Improvement
January 5, 2012, 9:00
Room 643
Agenda

Rep. Justin Burr, Co-Chair, presiding

Rep. Rayne Brown, Co-Chair

Legislative Actions

Lisa Hollowell, Staff

S.L. 2011-145 and S.L. 2011-391

Smart Start

Stephanie Fanjul, President
North Carolina Partnership for Children, Inc.

Local Partnerships –

Wake County Partnership for Children, Inc.

Pam Dowdy, Executive Director

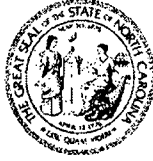
Stanly County Partnership for Children, Inc.

Barbara D. Whitley, MSW, Executive Director

Albemarle Smart Start Partnership

Dr. Denauvo M. Robinson, President & CEO

Committee Discussion



MINUTES

HOUSE SELECT COMMITTEE ON EARLY CHILDHOOD EDUCATION IMPROVEMENT

Thursday, January 5, 2012
Room 643, Legislative Office Building

The House Select Committee on Early Childhood Education Improvement met 10:00 AM, Thursday, January 5, 2012 in Room 643 of the Legislative Office Building. Members present were Co-Chair Representative Justin Burr; Co-Chair Representative Rayne Brown; Representative John Blust, Representative George Cleveland, Representative Elmer Floyd, Representative Rosa Gill, Representative Mark Hilton, Representative Pat McElraft, and Representative Tim Moffitt.

Representative Burr presided. He welcomed all members and visitors and introduced the Sergeant at Arms who would be assisting with the meeting: Reggie Sills, Bob Rossi, and Doug Harris. A Visitor's Registration list and presentations are attached and filed as a record to the meeting.

Presentations

Legislative Actions S.L. 2011-145 and S.L. 2011-391

Representative Burr called on Ms. Lisa Hollowell, Committee Staff from the Fiscal Research Department, to address legislative actions and special provisions governing the North Carolina Partnership for Children/Smart Start budget reduction with the handout entitled "Questions for North Carolina Partnership for Children." See Attachment 1.

Smart Start

Representative Burr then called upon Stephanie Fanjul, President of North Carolina Partnership for Children, Inc. Ms. Fanjul prepared a PowerPoint and handouts for the committee that specifically address all the questions in Attachment 1 regarding how North Carolina Partnership for Children (hereafter referred to as NCPC) is implementing the changes set forth in law and to discuss their mission, programs they fund, services and outcomes. She began by providing the context of NCPC before explaining the changes since it began to meet the changing needs of the State. Although the programs look different Ms. Fanjul maintained the core functions are still the same. See Attachment 2.

Representative Burr thanked Ms. Fanjul and opened the floor for the committee to ask questions. Representative Burr recognized Representative McElraft. She asked if the nutritional programs included education for the parents. Ms. Fanjul said the training offered through the education

components have made parents more aware of the nutritional needs of children and are developing more programs around activity and nutrition.

Representative Burr recognized Representative Moffitt. He inquired about the safety of children in childcare. Ms. Fanjul acknowledged in the early years of DCDEE this became an issue because of the lack of well trained and dedicated providers. She explained the number of safety instances is down dramatically because legislative actions; private providers stepped up voluntarily to increase their star rating; and a higher awareness of parents who now know better what they're looking for have all contributed to improve their quality. Representative Moffitt then asked if there was data regarding recipients of Smart Start today. Were their parents beneficiaries of Head Start? What evidence of outcomes do we have? How do we analyze and track children to document the effectiveness of the program? Ms. Fanjul said Smart Start was forbidden by the General Assembly in the early years from tracking individual children over concerns about privacy. Rural communities know where the children are and have anecdotal evidence. Other communities have started tracking children that have received Smart Start services through third grade and have data that show test scores have improved with the measure being math and reading scores established by the state of NC. She pointed out that not all of the children have been in Smart Start, only a portion of the children who have received Smart Start dollars. Only recently has the first set of data been produced and the results are promising and positive. Ms. Fanjul clarified that Head Start and Smart Start differ with Head Start being a federal program. Representative Moffitt pointed out that if we've been developing programs since 1965, we should be able to correlate investment dollars and outcomes. Test scores, lack of achievement by students in K-12, community colleges having to do remedial education of our students before qualifying to go on to a four year university all demonstrate we've gotten off track, and regardless of how much money we spend, the evidence just isn't there to support the programs. He asked if we have people who participated in Head Start and now their children are participating in Smart Start and if this a good data point for him to reflect upon. Ms. Fanjul respectfully asked to disagree, saying the context of our world has changed, and data is interpreted differently by different people. She said the data around Head Start's success has been misrepresented regarding the "fade out" that occurs around third grade. She went on to say the meta analysis only focused on the academic piece. These Head Start kids were poor kids living in poor communities going to poor schools. These poor schools do not have the resources to keep the kids going. The forty year study shows these kids did do better. Ms. Fanjul stated they were not able to immunize the kids from poor teachers in poor schools. She believes this is a much longer conversation.

Representative Burr recognized Representative Cleveland. He asked if it were correct MAF finances the administrative portion of the Wages Program, and Smart Start finances the funding for Wages in the Wage Program. Ms. Fanjul could not answer the question about the MAF program, stating that would be something the Division for Child Development would know. Smart Start's contribution for Wages is a local partnership *may* choose to invest in the Wages, and those dollars are administered through the Division of Child Development. This is an easier way than all the individual partnerships having individual contracts to run a Wages Program. Individual partnerships contribute if they choose to be in the Wages Program in order to help their teachers stay in early education.

Representative Cleveland understood all the money from the Smart Start people that participate in this goes to an organization called the Childcare Service Association that he's assuming to be a private agency. He wanted to know who Ms. Fanjul was calling teachers in the Smart Start program. Representative Cleveland then asked if he was running a four star childcare agency and participated with Smart Start and the Wages Program, was it correct that anyone employed there would have their wages supplemented. Ms. Fanjul said there are certain criteria for people who are eligible to participate in Wages, so everybody in a childcare center does not participate. Ms. Fanjul explained specific criteria such as a certain level of education must be met. Also, it is not a state run program. The More at Four program is a different model, but on the Smart Start side, the local counties determine which teachers who work in childcare programs would be eligible for it, and they contract for that service. She reiterated not everyone is eligible, not every county has it, and it's not a requirement of the state that the local partnerships do it.

Representative Cleveland addressed the Chair about his understanding of the program. He thought it would be very beneficial for the staff to give an overview of the Wages Program.

Representative Burr recognized Representative Cleveland for a follow up question. He asked Ms. Fanjul if they receive federal funding. She answered the NCPC does not receive any federal funding at this time.

Representative Burr asked Ms. Fanjul to address the handout with the questions from Fiscal Research with the committee. See Attachment 3.

Representative Burr asked Ms. Fanjul what is spent per year on audits. It is somewhere in the range of \$250-\$300 thousand dollars.

Representative Burr recognized Representative Cleveland. Representative Cleveland asked if the state auditor had an opportunity to bid. Ms. Fanjul responded it is an open bid so they could if they chose, but they haven't.

Representative Burr recognized Representative Cleveland. Representative Cleveland asked if the salary caps were \$60,000.00 for local partnerships and \$80,000.00 for state partnerships. Ms. Fanjul confirmed that is correct.

Representative Burr recognized Representative Gill. Her question related to the normal, challenging behaviors of young children as described by their parents. Noting these particular behaviors had decreased from 36% to 14%, she asked if the parents notify someone about their child's behavior or are these behaviors observed by doctors or childcare agencies. Ms. Fanjul answered all three are sources who can report. The "Incredible Years" is an evidence based program parents self-select to enter. No one is required to participate. Data is collected by a service survey given to parents at the beginning. At the end of the fourteen week time period, the parents are asked to fill out the survey again to tell them if the relationship is going better and have the particular indicators changed. The data shows the parents' responses to the survey. The program is not mandatory or required, but available for the parents to enter into when they think they have a need in their family.

Representative Burr recognized Representative Gill. Representative Gill asked of the families who are subsidized for childcare, do they participate in that survey asking about their child's behavior. Ms. Fanjul answered the survey is not a required portion of the subsidy program.

Representative Burr recognized Representative Floyd. Speaking from his former military experience, he recognized the need to have a land, sea and air attack in order to remove a target, which in this case is our youth. He sees this program as doing just that. He then questioned the waiting list for Partnership for Children. Ms. Fanjul said there is a waiting list at the Division of Child Development childcare subsidy system for different programs but not for Smart Start.

Representative Burr recognized Representative Floyd for another question. Representative Floyd stated his concern NC has the fifth highest rate of childhood obesity in the country. Are they dialoging with other departments about obesity. Ms. Fanjul said it is a requirement of the local Smart Start to be well-connected to all the agencies in their community. Smart Start was never intended to cover all the needs of all the children all the time, but rather to be a place to bring resources and people together to solve problems.

Representative Burr recognized Representative Cleveland. He asked about the support received from Smart Start if a center only had a one or two star rating. Ms. Fanjul said they would not place children in a one or two star program, but would support the facility if they requested their help to get more stars.

Representative Burr recognized Representative Blust. When Smart Start was first set up, it was billed as a public/private partnership. What percent are now private funds versus public funds of the total? Ms. Fanjul answered in kind contributions for this year was \$28 million, and every year that exceeds the ten percent required match. The other conceptualization of public/private was to have an organization that wasn't a public bureaucracy with rules and requirements specific to their work to allow people to innovate. She said the people are not state employees. They make up a community based organization to move more flexibly and creatively to solve a problem where a bureaucracy hinders innovation.

Representative Burr asked for more information on Shape NC. Noting the partnership with Pre-K and the relationship with administration to forty-five counties, he asked Ms. Fanjul for her opinion on terms of who is best at administration for Pre-K programs. Is it done better by partnerships versus the school systems? Ms. Fanjul said the community is usually right when picking their administrator and are capable of making the best decisions with the resources they have.

Representative Burr recognized Representative Moffitt. Citing an increase of 40% in children enrolled, he asked how many children participate in Smart Start statewide? Ms. Fanjul said it was almost impossible to have an unduplicated count when there is no prohibition against participating in various programs. Of the 94% of children who are seen by a doctor, they are getting the benefit of a Smart Start program when they go to their doctor, but it isn't the same as providing a subsidy. So, they touch every child in the state under five years of age, sometimes very lightly. She summed up by saying she was unable to give an unduplicated count.

Local Partnerships

Representative Burr recognized Pam Dowdy, Executive Director of Wake County Partnership for Children, Inc. She discussed how the system of collaboration between programs was essential to the system of Smart Start. Therefore, to ensure its success, moving a community to adopt a new system is to move the people within the community. Ms. Dowdy described how all children touched by their programs are assigned a unique number identifier. Taushau Wilkinson presented a WakeKIDS demonstration of the system developed in conjunction with DPI. See Attachment 4.

Representative Burr recognized Representative McElraft. She inquired why there is a category for military children. Ms. Dowdy said one of the criteria in the Pre-K program is to give opportunity for military families to have priority for service. If they have a child who is eligible, they track that. Representative McElraft asked if there were federal funds that come along with it, whereupon Ms. Dowdy answered no. Representative McElraft then asked where did that priority start, and who suggested that priority. Ms. Dowdy said it is in the regulations at the state level.

Representative Burr recognized Representative Blust. He asked for the list of risk factors, a brief description of them, and scientific or empirical evidence why it is a risk factor. Ms. Dowdy responded she thought this was a question that did not get an immediate answer.

Representative Burr recognized Barbara D. Whitley, Executive Director of Stanly County Partnership for Children, Inc. Ms. Whitley brought the following handouts for the committee:

1. Specific data for the Stanly County Partnership for Children. See Attachment 5.
2. A brochure printed yearly with the mission statement, programs and activities funded that year by the Stanly County Partnership for Children. See Attachment 6.
3. Parenting Pages, Vol.19 No. 1, published in the local newspaper. See Attachment 7.
4. Her presentation to the House Select Committee on Early Childhood Education Improvement. See Attachment 8.

Representative Burr recognized Dr. Denauvo M. Robinson, President and CEO of Albemarle Smart Start Partnership. See Attachment 9 and Attachment 10.

Representative Burr recognized Representative Cleveland. He asked Ms. Dowdy if Wake County does not raise private funds. Ms. Dowdy said they do have private funds. She explained their goal is not necessarily to raise funds for services for their organization, but to raise funds for services in the community. She cited examples of grants they have submitted that would be private funds going to other nonprofits to serve young children. He then asked Ms. Dowdy if they were doing grant writing for other organizations to provide services to children. Ms. Dowdy affirmed she and her staff do so collaboratively to support services in their community.

Representative Burr recognized Representative Cleveland for a follow up question. Representative Cleveland then asked Ms. Whitley about the extensive ESL program they conduct and how many illegal aliens are in that program. Ms. Whitley said she could not tell him the number. The community college enrolls the parents as students of the college and not for services through their agency.

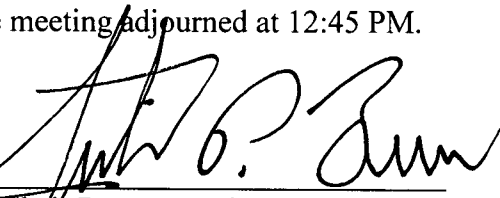
Representative Burr recognized Representative Cleveland. Representative Cleveland thanked Dr. Robinson for his comments.

Representative Burr recognized Chairman Brown. She thanked Dr. Robinson for his comments.

Representative Burr recognized Representative Floyd. He asked if the minutes could be tabled and taken up at the next meeting. Representative Burr responded they would be taken up after he thanked the presenters and panelists. Representative Burr expressed his appreciation to the presenters and panelists for traveling and taking the time to provide the committee with good information about what they do in their local partnerships and on the state partnership level.

Representative Burr recognized Representative Cleveland. He motioned the minutes from the October 6, 2011 and November 3, 2011 meetings be approved and accepted. Representative Burr called the vote. The motion carried and the minutes were passed.

The meeting adjourned at 12:45 PM.



Co-Chair Representative Justin Burr



Co-Chair Representative Rayne Brown



Lynn Taylor - Committee Clerk

HOUSE SELECT COMMITTEE ON EARLY CHILDHOOD EDUCATION IMPROVEMENT
January 5, 2012

Questions for North Carolina Partnership for Children

EARLY CHILDHOOD EDUCATION AND DEVELOPMENT INITIATIVES ENHANCEMENTS

SECTION 10.5.(a) Administrative costs shall be equivalent to, on an average statewide basis for all local partnerships, not more than eight percent (8%) of the total statewide allocation to all local partnerships. For purposes of this subsection, administrative costs shall include costs associated with partnership oversight, business and financial management, general accounting, human resources, budgeting, purchasing, contracting, and information systems management. The North Carolina Partnership for Children, Inc., shall develop a single statewide contract management system that incorporates features of the required standard fiscal accountability plan described in G.S. 143B-168.12(a)(4). All local partnerships shall be required to participate in the contract management system and shall be directed by the North Carolina Partnership for Children, Inc., to collaborate, to the fullest extent possible, with other local partnerships to increase efficiency and effectiveness.

Question #1 – Budget Information – Provide a chart showing the amount to be spent in the various budget categories (including child care subsidy, health, etc.).

Please provide a chart with the local partnership allocations showing service funds and administration.

Example – Partnership Name	Total Allocation	Administration	Service
GA Partnership	\$100,000	\$85,000	\$15,000

TECH CORRECTIONS

SECTION 21A. Section 10.5 of S.L. 2011-145 reads as rewritten:

"SECTION 10.5.(a) The North Carolina Partnership for Children, Inc. shall not reduce the allocation for counties with less than 35,000 in population by more than twenty percent (20%) of their current allocation/State funding level.

Question #2 – Please show how 21A has been complied with.

SECTION 10.5.(b) G.S. 143B-168.12(a)(5) is repealed.

SECTION 10.5.(c) The North Carolina Partnership for Children, Inc., shall not use more than eighty thousand dollars (\$80,000) in funds from the General Fund for the salary of any individual employee. A local partnership shall not use more than sixty thousand dollars (\$60,000) in funds from the General Fund for the salary of any individual employee. Nothing in this subsection shall be construed to prohibit the North Carolina Partnership for Children, Inc., or a local partnership from using non-State funds to supplement the salary of an employee employed by the North Carolina Partnership for Children, Inc., or the local partnership.

Question #3 – How has the salary cap been implemented at the NCPC, Inc. level and how has NCPC monitored local partnerships for compliance?

Prepare a handout of all NCPC, Inc. positions with salaries (showing amount

Questions for North Carolina Partnership for Children

paid for by State funds and amount covered by other funds). What information do you have available regarding local partnerships compliance with this law? Please provide copies.

SECTION 10.5.(d) The North Carolina Partnership for Children, Inc., and all local partnerships shall use competitive bidding practices in contracting for goods and services on contract amounts as follows:

- (1) For amounts of five thousand dollars (\$5,000) or less, the procedures specified by a written policy to be developed by the Board of Directors of the North Carolina Partnership for Children, Inc.
- (2) For amounts greater than five thousand dollars (\$5,000), but less than fifteen thousand dollars (\$15,000), three written quotes.
- (3) For amounts of fifteen thousand dollars (\$15,000) or more, but less than forty thousand dollars (\$40,000), a request for proposal process.
- (4) For amounts of forty thousand dollars (\$40,000) or more, a request for proposal process and advertising in a major newspaper.

SECTION 10.5.(e) The North Carolina Partnership for Children, Inc., and all local partnerships shall, in the aggregate, be required to match one hundred percent (100%) of the total amount budgeted for the program in each fiscal year of the biennium. Of the funds the North Carolina Partnership for Children, Inc., and the local partnerships are required to match, contributions of cash shall equal to at least ten percent (10%) and in-kind donated resources equal to no more than three percent (3%) for a total match requirement of thirteen percent (13%) for each fiscal year. The North Carolina Partnership for Children, Inc., may carry forward any amount in excess of the required match for a fiscal year in order to meet the match requirement of the succeeding fiscal year. Only in-kind contributions that are quantifiable shall be applied to the in-kind match requirement. Volunteer services may be treated as an in-kind contribution for the purpose of the match requirement of this subsection. Volunteer services that qualify as professional services shall be valued at the fair market value of those services. All other volunteer service hours shall be valued at the statewide average wage rate as calculated from data compiled by the Employment Security Commission in the Employment and Wages in North Carolina Annual Report for the most recent period for which data are available. Expenses, including both those paid by cash and in-kind contributions, incurred by other participating non-State entities contracting with the North Carolina Partnership for Children, Inc., or the local partnerships, also may be considered resources available to meet the required private match. In order to qualify to meet the required private match, the expenses shall:

- (1) Be verifiable from the contractor's records.
- (2) If in-kind, other than volunteer services, be quantifiable in accordance with generally accepted accounting principles for nonprofit organizations.
- (3) Not include expenses funded by State funds.
- (4) Be supplemental to and not supplant preexisting resources for related program activities.
- (5) Be incurred as a direct result of the Early Childhood Initiatives Program and be necessary and reasonable for the proper and efficient accomplishment of the Program's objectives.
- (6) Be otherwise allowable under federal or State law.
- (7) Be required and described in the contractual agreements approved by the North Carolina Partnership for Children, Inc., or the local partnership.
- (8) Be reported to the North Carolina Partnership for Children, Inc., or the local partnership by the contractor in the same manner as reimbursable expenses.

Failure to obtain a thirteen percent (13%) match by June 30 of each fiscal year shall result in a dollar-for-dollar reduction in the appropriation for the Program for a subsequent fiscal year. The North Carolina Partnership for Children, Inc., shall be responsible for compiling information on the private cash and in-kind contributions into a report that is submitted to the

Questions for North Carolina Partnership for Children

Joint Legislative Commission on Governmental Operations in a format that allows verification by the Department of Revenue. The same match requirements shall apply to any expansion funds appropriated by the General Assembly.

Question #4 – (pls refer to Technical Corrections also) How has this match-change impacted the amount of local contributions?

TECH CORRECTIONS

SECTION 21A. Section 10.5 of S.L. 2011-145 reads as rewritten:

"SECTION 10.5.(a) The North Carolina Partnership for Children, Inc. shall not reduce the allocation for counties with less than 35,000 in population by more than twenty percent (20%) of their current allocation/State funding level.

"SECTION 10.5.(a)10.5.(a1) Administrative costs shall be equivalent to, on an average statewide basis for all local partnerships, not more than eight percent (8%) of the total statewide allocation to all local partnerships. For purposes of this subsection, administrative costs shall include costs associated with partnership oversight, business and financial management, general accounting, human resources, budgeting, purchasing, contracting, and information systems management. The North Carolina Partnership for Children, Inc., shall develop a single statewide contract management system that incorporates features of the required standard fiscal accountability plan described in G.S. 143B-168.12(a)(4). All local partnerships shall be required to participate in the contract management system and shall be directed by the North Carolina Partnership for Children, Inc., to collaborate, to the fullest extent possible, with other local partnerships to increase efficiency and effectiveness.

"SECTION 10.5.(e) The North Carolina Partnership for Children, Inc., and all local partnerships shall, in the aggregate, be required to match one hundred percent (100%) of the total amount budgeted for the program in each fiscal year of the biennium. Of the funds the North Carolina Partnership for Children, Inc., and the local partnerships are required to match, contributions of cash shall equal to at least ~~ten-seven~~ percent ~~(10%)(7%)~~ and in-kind donated resources equal to no more than three percent (3%) for a total match requirement of ~~thirteen-ten~~ percent ~~(13%)(10%)~~ for each fiscal year. The North Carolina Partnership for Children, Inc., may carry forward any amount in excess of the required match for a fiscal year in order to meet the match requirement of the succeeding fiscal year. Only in-kind contributions that are quantifiable shall be applied to the in-kind match requirement. Volunteer services may be treated as an in-kind contribution for the purpose of the match requirement of this subsection. Volunteer services that qualify as professional services shall be valued at the fair market value of those services. All other volunteer service hours shall be valued at the statewide average wage rate as calculated from data compiled by the Employment Security Commission in the Employment and Wages in North Carolina Annual Report for the most recent period for which data are available. Expenses, including both those paid by cash and in-kind contributions, incurred by other participating non-State entities contracting with the North Carolina Partnership for Children, Inc., or the local partnerships, also may be considered resources available to meet the required private match. In order to qualify to meet the required private match, the expenses shall:

- (1) Be verifiable from the contractor's records.
- (2) If in-kind, other than volunteer services, be quantifiable in accordance with generally accepted accounting principles for nonprofit organizations.
- (3) Not include expenses funded by State funds.
- (4) Be supplemental to and not supplant preexisting resources for related program activities.
- (5) Be incurred as a direct result of the Early Childhood Initiatives Program and be necessary and reasonable for the proper and efficient accomplishment of the Program's objectives.

Questions for North Carolina Partnership for Children

- (6) Be otherwise allowable under federal or State law.
- (7) Be required and described in the contractual agreements approved by the North Carolina Partnership for Children, Inc., or the local partnership.
- (8) Be reported to the North Carolina Partnership for Children, Inc., or the local partnership by the contractor in the same manner as reimbursable expenses.

Failure to obtain a ~~thirteen~~~~ten~~ percent (~~13~~)(10%) match by June 30 of each fiscal year shall result in a dollar-for-dollar reduction in the appropriation for the Program for a subsequent fiscal year. The North Carolina Partnership for Children, Inc., shall be responsible for compiling information on the private cash and in-kind contributions into a report that is submitted to the Joint Legislative Commission on Governmental Operations in a format that allows verification by the Department of Revenue. The same match requirements shall apply to any expansion funds appropriated by the General Assembly.

...."

SECTION 10.5.(f) The Department of Health and Human Services shall continue to implement the performance-based evaluation system.

SECTION 10.5.(g) The Department of Health and Human Services and the North Carolina Partnership for Children, Inc., shall ensure that the allocation of funds for Early Childhood Education and Development Initiatives for State fiscal years 2011-2012 and 2012-2013 shall be administered and distributed in the following manner:

- (1) Capital expenditures are prohibited for fiscal years 2011-2012 and 2012-2013. For the purposes of this section, "capital expenditures" means expenditures for capital improvements as defined in G.S. 143C-1-1(d)(5).
- (2) Expenditures of State funds for advertising and promotional activities are prohibited for fiscal years 2011-2012 and 2012-2013.

SECTION 10.5.(h) A county may use the county's allocation of State and federal child care funds to subsidize child care according to the county's Early Childhood Education and Development Initiatives Plan as approved by the North Carolina Partnership for Children, Inc. The use of federal funds shall be consistent with the appropriate federal regulations. Child care providers shall, at a minimum, comply with the applicable requirements for State licensure pursuant to Article 7 of Chapter 110 of the General Statutes.

SECTION 10.5.(i) For fiscal years 2011-2012 and 2012-2013, the local partnerships shall spend an amount for child care subsidies that provides at least fifty-two million dollars (\$52,000,000) for the TANF maintenance of effort requirement and the Child Care Development Fund and Block Grant match requirement.

SECTION 10.5.(j) For fiscal years 2011-2012 and 2012-2013, local partnerships shall not spend any State funds on marketing campaigns, advertising, or any associated materials. Local partnerships may spend any private funds the local partnerships receive on those activities.

SECTION 10.5.(k) The North Carolina Partnership for Children, Inc., and its Board shall establish policies that focus the North Carolina Partnership for Children, Inc.'s mission on improving child care quality in North Carolina for children from birth to five years of age. North Carolina Partnership for Children, Inc.-funded activities shall include assisting child care facilities with (i) improving quality, including helping one- and two-star rated facilities increase their star ratings, and (ii) implementing prekindergarten programs. State funding for local partnerships shall also be used for evidence-based or evidence-informed programs for children from birth to five years of age that do the following:

- (1) Increase children's literacy.
- (2) Increase the parents' ability to raise healthy, successful children.
- (3) Improve children's health.
- (4) Assist four- and five-star rated facilities in improving and maintaining quality.

SECTION 10.5.(l) It is the intent of the General Assembly that the North Carolina Partnership for Children, Inc., implement an evidence-based pilot literacy program that improves literacy of children from birth through five years of age and increases children's chances of

Questions for North Carolina Partnership for Children

success in school. An annual evaluation of the pilot literacy program shall assess the goals and intended outcomes of the evidence-based pilot literacy program.

Question #5 – Provide a status report of the literacy pilot.

SECTION 10.5.(m) The Legislative Research Commission is authorized to study the cost, quality, consumer education, and outcomes of the North Carolina Partnership for Children, Inc.'s activities funded to (i) increase early literacy, (ii) measurably improve families' abilities to raise healthy, productive, and successful children, and (iii) increase access to preventative health care for children from birth to five years of age. The Legislative Services Commission shall evaluate and report on the following:

- (1) The types of activities, goals, and intended outcomes of evidence-based early literacy activities that promote phonemic awareness, letter recognition, segmenting words into sounds, and decoding print text.
- (2) The types of family support and health activities supported with the North Carolina Partnership for Children, Inc., funds.
- (3) The goal and intended outcome of the family support and health activities.
- (4) The numbers served and results of the family support and health activities.
- (5) Study the match requirements and what constitutes the match requirements.
- (6) Any other matter the Commission deems relevant to its charge.

SECTION 10.5.(n) On or before October 1, 2012, the Legislative Research Commission shall make a report of its findings and recommendations, including any proposed legislation, to the 2012 Regular Session of the 2011 General Assembly, the House of Representatives Appropriations Subcommittee on Health and Human Services, the Senate Appropriations Committee on Health and Human Services, and the Fiscal Research Division.



The North Carolina Partnership for Children, Inc.

**House Select Committee on Early Childhood
Education Improvement**

January 5, 2012

Stephanie Fanjul

President, The North Carolina Partnership for Children, Inc.



What is Smart Start?

Smart Start inspires and connects people to make immediate and lasting change in the health and well-being of North Carolina's young children. It is a network of nonprofit local partnerships led by a state-level organization (NCPC) working together.

As a public/private partnership, Smart Start is a cutting edge system that capitalizes on limited government, innovation, and local control, providing resources for parents and economic results for all North Carolinians.



NCPC and Local Partnerships work together to:

- Educate North Carolinians that experiences early in life have a lasting impact on later learning.
- Establish innovative, high-performing programs and services that measurably increase young children's health, development, and school readiness.
- Build strong relationships and shared goals between people, programs, and communities to maximize effectiveness.
- Increase investments in early childhood education, health, and family support that produce the highest return on the dollar.
- Produce and use data to identify needs and trends, demonstrate results, and promote continuous quality improvement.



Overview of Presentation

Since Smart Start's creation in 1993, it has been guided consistently by the same mission. What has changed over time is the context in which Smart Start operates and the problems it seeks to address.

Today, we will review Smart Start's history, highlight challenges that Smart Start has helped the state meet, explain the manner in which Smart Start operates today, and discuss current state challenges that Smart Start is addressing.



Genesis of Smart Start

In 1990, North Carolina had:

- 557,511 children birth to five,
- 19% of families with children under six lived in poverty, and
- 67% of mothers in the workforce.

Children and families needed:

- Safe child care, and
- Higher quality care that provided early education experiences.

Smart Start was created in this context to address these problems.



5

Genesis of Smart Start

Smart Start was based on research that experiences early in life can have a lasting impact on later learning.

Today, neuroscientists are able to show that early experiences actually shape the architecture of the brain and strongly affect whether a child grows up to be a healthy, productive member of society.



6

Genesis of Smart Start

The General Assembly created Smart Start and The North Carolina Partnership for Children, Inc. (NCPC) on July 9, 1993.

Policymakers established Smart Start as a public/private partnership. As such, it uses government dollars as a catalyst to leverage local ideas and resources.

Smart Start staff are employees of independent nonprofit organizations, not state employees.



Genesis of Smart Start

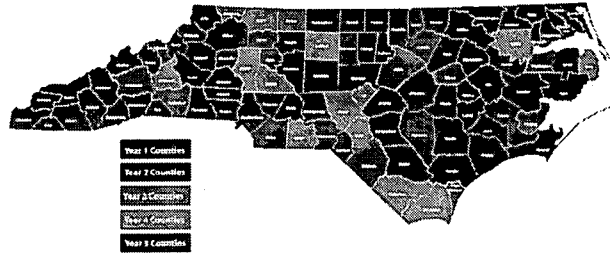
The legislation called for 12 pioneer Smart Start local partnerships. Counties were selected following an in-depth application process.

NCPC was originally charged with overseeing the development and implementation of the pioneer partnerships and developing the state's early childhood strategic plan.



Growth of Smart Start

The success of the pioneer partnerships led to the five-year expansion of Smart Start. In 1998, Smart Start was available statewide.



9

Smart Start: The Early Years

What did Smart Start do in the early years?

Smart Start brought together nonprofit organizations, foundations, state agencies, and others to solve the problems of the day.

Together, NCPC and Local Partnerships with their state and local partners made significant progress in addressing early childhood challenges the state was facing.

The following examples demonstrate some of Smart Start's early successes.



10

Solving Problems: Immunization

Challenge: In the 1990s, the number of children receiving immunizations was dropping.

State Level: Multiple state agencies worked with Smart Start to understand the problem. They saw a need to partner with people in local communities who interacted with young children.

Local Level: Smart Start Partnerships were able to reach at-risk families and connect them with the Division of Public Health, which provided the vaccines and administered the shots.

Result: NC has one of the highest immunization rates in the nation.



Solving Problems: School Readiness

Challenge: Many children, particularly those who had not been in formal child care, were not prepared for kindergarten.

State Level: NCPC and state leaders worked together to develop the More at Four model, which was then funded by the General Assembly.

Local Level: Smart Start Partnerships recruit eligible children and help private child care programs upgrade their classrooms so that they may participate. Some administer the program.

Result: Children participating in More at Four and Smart Start are better prepared for school.



Solving Problems: Child Care Quality

Challenge: Children were not safe in child care or benefiting from educational experiences.

State Level: The Division of Child Development created the voluntary 5-star rating system. Smart Start incorporated the measure into its statewide accountability system.

Local Level: Partnerships helped private child care providers better educate their teachers and provide ongoing professional development.

Result: The public strongly supported the star rating system, and child care providers embraced the opportunity to increase quality.



Smart Start Today

Today, Smart Start continues to inspire and connect people to make immediate and lasting change in the health and well-being of North Carolina's young children.



Smart Start Today

Today, North Carolina faces an even greater challenge of child poverty. There are more children birth to five; more of those children are living in poverty.

More Children

In 1990, there were 557,511 children birth to five. Today, there are 782,053—a **40% increase**.

More Children Living in Poverty

Since 1990, there has been an **85% increase in the number of children living in poverty**.



15

Smart Start Today

Today, NCPC ensures that Smart Start fully meets all legislatively mandated requirements and operates to the highest standards of effectiveness, accountability, efficiency and integrity. NCPC is dedicated to excellence and innovation in Smart Start through public/private partnership and leadership in best practices and evidence-based programming.

NCPC supports the success of the whole Smart Start system.



16

Smart Start Today

NCPC provides leadership and support to local partnerships in the areas of:

- Program innovation,
- Outcomes and accountability,
- Data and evaluation,
- Fiscal and grants management, and
- Fundraising.

NCPC convenes and collaborates with state partners to ensure effective and efficient services for young children across the state.



17

Smart Start Today

During the past ten years, NCPC and Smart Start local partnerships have been audited more than 450 times by State auditors and/or independent auditors hired by the State.

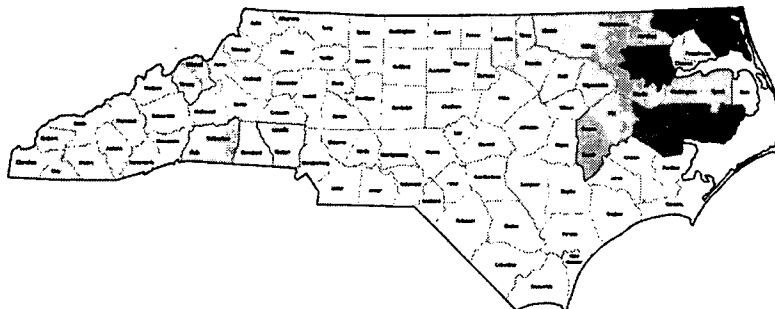
- NCPC has had no audit findings for the past nine years.
- In the past two years, all partnerships were audited, and had no findings.



18

Smart Start Today

Today, independent, nonprofit organizations work in all 100 North Carolina counties through NCPC and 77 Local Partnerships.



Smart Start Today

What does Smart Start do today?

- Educate North Carolinians that experiences early in life have a lasting impact on later learning.
- Establish innovative, high-performing programs and services that measurably increase young children's health, development, and school readiness.
- Build strong relationships and shared goals between people, programs, and communities to maximize effectiveness.
- Increase investments in early childhood education, health, and family support that produce the highest return on the dollar.
- Produce and use data to identify needs and trends, demonstrate results, and promote continuous quality improvement.



Smart Start: Educate

Educate North Carolinians that experiences early in life have a lasting impact on later learning.

At the local level, Local Partnerships:

- Provide families, child care professionals, and communities with information about healthy child development and the benefits of strong families, high-quality early education, and good physical and mental health.

At the state level, NCPC:

- Educates and engages the public on the importance of the early years in a child's later success in school and life. NCPC raised private grant funds to implement the Smart Investing initiative, which engaged more than 800 diverse North Carolinians, representing every county in the state in reviewing data and making tough decisions to identify the state's priorities for children.



Smart Start: Innovate

Establish innovative, high-performing programs and services that measurably increase young children's health, development, and school readiness.

At the local level, Local Partnerships:

- Help child care programs achieve higher stars on NC's rated license through onsite technical assistance, training, and support for child care professionals to obtain higher education.
- Work with doctor's offices to increase the number of children who receive the right developmental screenings, referrals and follow-up to detect and treat developmental delays early.
- Give parents the tools they need to raise healthy, successful children by providing education and resources through programs that increase parents' knowledge of early childhood development and positive parenting practices.



Smart Start: Innovate

Establish innovative, high-performing programs and services that measurably increase young children's health, development, and school readiness.

At the state level, NCPC:

- Promotes evidence-based programs with proven outcomes. NCPC works with state partners in health, child development, and family support to launch programs through local partnerships across the state—such as the Assuring Better Child Health and Development (ABCD), which provides assistance to physicians to ensure that all children receive developmental screening and so that primary care providers are able to refer children with developmental concerns to the appropriate services. Today, North Carolina has the highest rate of developmental screenings in the nation.



Smart Start: Build Relationships

Build strong relationships and shared goals between people, programs, and communities to maximize effectiveness.

At the local level, Local Partnerships:

- Help recruit and enroll children, recruit and improve the quality of NCPK classrooms, and administer NCPK (45 LPs). They partner with NCPK providers (private child care, Head Start, and public schools) to help eligible four-year-olds access NCPK.

At the state level, NCPC:

- Collaborate with state literacy organizations, local partnerships, private child care programs, and pediatricians to promote early literacy across the state through programs like Raising a Reader and Reach Out and Read®. Both programs provide books to parents to read with their children and information on how to help children develop language and literacy skills.



Smart Start: Increase Investments

Increase investments in early childhood education, health, and family support that produce the highest return on the dollar.

At the local level, Local Partnerships:

- Raise millions of dollars in addition to Smart Start funds to help meet the growing need for high-quality early education, health, and family support services in their communities.

At the state level, NCPC:

- Raises funds to support innovative solutions to some of NC's greatest challenges for children birth to five and their families. NCPC was awarded a \$5 million dollar, five-year grant by the W. K. Kellogg Foundation to build organizational capacity to improve outcomes, and was a key member of the Governor's team that put together NC's winning Race to the Top Early Learning Challenge application.



25

Smart Start: Data Driven

Produce and use data to identify needs and trends, demonstrate results, and promote continuous quality improvement.

At the local level, Local Partnerships:

- Collect, analyze, and report on every program they deliver or fund to ensure accountability, identify and address unmet needs, and make improvements.

At the state level, NCPC:

- Uses independent data sources to determine how young children are faring in key indicators of healthy development. These population-level indicators hold local partnerships accountable for better outcomes for young children in every county.



26

Smart Start: Today

Smart Start continues to bring together nonprofit organizations, foundations, state agencies, and others to solve the problems of the day.

The following examples demonstrate some of Smart Start's current work.



Solving Problems: Child Obesity

Challenge: NC has fifth highest rate of childhood obesity in the country.

State Level: The Blue Cross and Blue Shield of North Carolina Foundation awarded \$3 million to NCPC to create *Shape NC*, a groundbreaking initiative that is tackling the childhood obesity epidemic by focusing on young children in child care and community settings.

Local Level: Partnerships are working with local child care programs to ensure that children are served nutritious foods, engage in physical activity, and have teachers modeling healthy behaviors.



Solving Problems: Child Abuse

Challenge: More effective strategies needed to prevent child abuse and neglect.

State Level: NCPC joins private foundations, nonprofit organizations, and public agencies to explore and expand evidence-based and evidence-informed practice to prevent child abuse.

Local Level: Smart Start Partnerships apply for private and public funding to implement family support evidenced-based projects.



Solving Problems: Child Care Quality

Challenge: All children in child care should benefit from high quality care and education.

State Level: NCPC works with the Division of Child Development and Early Education and the Department of Public Instruction to improve the quality of early education workforce and private, nonprofit, and church child care programs.

Local Level: Smart Start Partnerships provide child care providers with tailored on-site technical assistance and professional development to improve and maintain their star-rating.



Smart Start Accomplishments

NCPC establishes measurable, statewide goals for increasing the health, well-being and development of North Carolina's children birth to five. Local Partnerships then take responsibility for making decisions about how best to achieve those goals based on the needs and resources in their local communities.

Since 1996 there have been 37 independently conducted evaluations of Smart Start, all with positive results.



Smart Start Accomplishments

More children attend high quality care. In FY 2010-11:

- 67% of all children in early care and education attend 4- and 5-star programs as compared to 33% in 2001.
- 78% of children whose families received subsidy attend 4- and 5-star centers (compared to 30% in 2001).
- Today, 10% of all children in early child care and education attend 1- and 2-star centers (compared to 46% in 2001).



Smart Start Accomplishments

More families have the tools they need to raise healthy, successful children. In FY 2010-11:

- 72% of parents read to their child/children at least four days a week after participating in the Raising a Reading program, compared to 63% before the program.
- Parents who described their children as having above normal challenging behaviors decreased from 36% to 14% after participation in The Incredible Years program.



33

Smart Start Accomplishments

More children with disabilities are identified at a younger age and are referred to early intervention services. In FY 2010-11:

- 94% of children whose medical offices participated in the Assuring Better Child Health and Development (ABCD) program received recommended developmental screenings at their most recent well-child visit, compared to 85% before ABCD.



34

Smart Start Accomplishments

More children are benefiting from better nutrition and physical activity. In FY 2010-11:

- 96% of child care programs participating in the evidence-based Nutrition and Physical Activity Self-Assessment for Child Care (NAP SACC) program improved physical activity and nutritional practices.



35

Smart Start Accomplishments

A 2011 Duke University study found children had higher third grade reading and math scores and fewer special education placements in counties that received more funding for Smart Start when those children were younger.

The researchers concluded that **investments in Smart Start generate broad education benefits.**



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Why Does it Matter?

The Education Continuum: The first 2,000 days are critical.

“There are only 2,000 days between the newborn baby and when that child will show up in kindergarten. It is urgent that we use the best scientific info to make sure we support all our children so they can succeed in school. Our children can't wait.”

*Dr. Andrew Meltzoff, co-director
University of Washington Institute for Learning and Brain Sciences*





The North Carolina
Partnership for Children, Inc.

**The North Carolina Partnership for Children's responses to questions from
Fiscal Research**

Question 1: Provide a chart showing the amount to be spent in the various budget categories (including child care subsidy, health, etc.).

2011-12 Smart Start Appropriation Allocations:

Local Partnership Administration	\$11,638,108
Local Partnership Services	133,838,306
Reach Out and Read Program	300,000
Unallocated LP funds	24
NCPC (including MAC, Audits, etc.)	4,916,397
Total 2011-12 Smart Start Appropriation:	\$150,692,835

2011-12 Local Partnership Budgets as of 12/15/11

Core Service	LP Budget (in millions)	% of Total LP Budgets
Subsidy	\$66.2	46%
Child Care Related Services	43.2	30%
Health Services	3.1	2%
Family Support Services	14.7	10%
Program Improvement and Evaluation	6.6	5%
Administration	11.6	8%
Total LP 2011-12 Budgets	145.4	100%

Question 1a: Please provide a chart with the local partnership allocations showing service funds and administration.

Local Partnership	2011-12 Base Admin Allocation	2011-12 Base Services Allocation	Total 2011-12 Allocation
Alamance	\$163,069	\$1,902,209	\$2,065,278
Albemarle	201,788	1,526,144	1,727,932
Alexander	93,121	484,937	578,058
Alleghany	46,782	140,346	187,128
Anson	90,868	455,311	546,179
Ashe	88,252	347,630	435,882
Avery	69,804	216,527	286,331
Beaufort/Hyde	119,623	683,673	803,296
Bladen	90,868	449,018	539,886
Brunswick	102,344	1,193,856	1,296,200
Buncombe	221,604	2,585,025	2,806,629
Burke	159,377	1,859,145	2,018,522
Cabarrus	184,310	2,149,992	2,334,302
Caldwell	133,320	1,555,187	1,688,507
Carteret	94,623	611,010	705,633
Caswell	81,430	252,866	334,296
Catawba	210,265	2,452,759	2,663,024
Chatham	96,012	850,785	946,797
Chowan-Perquimans	115,431	352,039	467,470
Cleveland	144,808	1,689,197	1,834,005
Columbus	96,012	788,347	884,359
Craven	137,475	1,603,656	1,741,131
Cumberland	329,758	6,449,037	6,778,795
Dare	90,868	415,905	506,773
Davidson	225,331	2,628,497	2,853,828
Davie	90,868	408,768	499,636
Down East	206,829	2,412,680	2,619,509
Duplin	96,012	1,048,847	1,144,859
Durham	329,758	5,485,939	5,815,697
Forsyth	329,758	4,500,073	4,829,831
Franklin-Granville-Vance	233,325	2,225,114	2,458,439
Guilford	329,758	5,152,587	5,482,345
Halifax-Warren	126,192	1,140,951	1,267,143
Harnett	153,064	1,785,507	1,938,571
Henderson	96,012	1,102,274	1,198,286
Hertford-Northampton	156,562	642,600	799,162
Hoke	96,012	900,970	996,982
Iredell	168,159	1,961,589	2,129,748
Johnston	198,164	2,311,598	2,509,762
Jones	54,573	163,718	218,291
Lee	96,012	927,925	1,023,937

NCPC Response to Fiscal Research Questions
January 5, 2012

Lenoir-Greene	149,305	1,410,559	1,559,864
Lincoln/Gaston	321,568	3,524,964	3,846,532
Madison	86,965	289,274	376,239
Martin/Pitt	240,529	2,474,694	2,715,223
McDowell	94,623	610,365	704,988
Mecklenburg	430,477	12,488,463	12,918,940
Mitchell-Yancey	116,635	360,792	477,427
Montgomery	90,868	447,750	538,618
Moore	96,012	1,083,007	1,179,019
New Hanover	175,773	2,050,401	2,226,174
Onslow	329,758	3,883,323	4,213,081
Orange	160,848	1,876,308	2,037,156
Pamlico	47,945	143,834	191,779
Pender	94,623	583,778	678,401
Person	94,623	583,682	678,305
Randolph	170,581	1,989,843	2,160,424
Region A	272,533	2,020,298	2,292,831
Richmond	96,012	853,913	949,925
Robeson	217,223	2,533,919	2,751,142
Rockingham	103,748	1,210,224	1,313,972
Rowan	159,109	1,856,019	2,015,128
Rutherford-Polk	126,302	1,142,228	1,268,530
Sampson	96,012	959,044	1,055,056
Scotland	93,121	541,888	635,009
Stanly	100,414	1,171,338	1,271,752
Stokes	94,623	626,134	720,757
Surry	96,150	1,121,598	1,217,748
Transylvania	81,430	252,702	334,132
Tyrrell-Washington	96,772	290,316	387,088
Union	195,879	2,284,944	2,480,823
Wake	427,590	12,404,710	12,832,300
Watauga	88,252	345,796	434,048
Wayne	142,763	1,665,342	1,808,105
Wilkes	96,012	1,112,745	1,208,757
Wilson	111,708	1,303,084	1,414,792
Yadkin	93,121	526,789	619,910
STATEWIDE	11,638,108	133,838,306	145,476,414

Question 2: Please show how NCPC complied with the requirement not to reduce the allocation for counties with less than 35,000 in population by more than twenty percent (20%) of their current allocation/State funding level.

The allocation methodology approved by the Board of Directors of The North Carolina Partnership for Children, Inc. includes applicable terms of the Appropriations Act of 2011

Special Provisions, and provisions of the Technical Corrections bill. The 20 percent maximum cuts for counties with less than 35,000 in total population affects 33 of 100 counties and 22 of 77 partnerships.

Based on previously approved methodology, a range of cuts is applied to base services allocations based on each county's percent of goal funded in an effort to reduce the gap between the highest and lowest percent funded counties. Because of the 35,000 population requirement, the Board developed and approved a new methodology that establishes the floor for the percent funded at 20 percent. This results in a narrower and lower range of cuts to county allocations and is a methodology that moved toward across-the-board while maintaining the approach of narrowing the gap, or parity in funding.

Question 3: How has the salary cap been implemented at the NCPC, Inc. level and how has NCPC monitored local partnerships for compliance? Prepare a handout of all NCPC, Inc. positions with salaries (showing amount paid for by State funds and amount covered by other funds).

The North Carolina Partnership for Children, Inc. (NCPC) monitors the local partnerships fiscally and programmatically. Based on North Carolina Session Law that a local partnership shall not use more than \$60,000 from the State General Fund for the salary of any individual employee, we have incorporated review of salary payments to individuals into our monitoring program. Additionally, the independent auditors will test for compliance with this provision.

In November 2011, NCPC surveyed all of the local partnerships asking them to list positions with salary in excess of the \$60,000 cap and all sources of funds that will be used to pay those salaries. Funding sources include state general funds up to the cap, federal and local government funds, private funds, restricted grants and other funds.

The North Carolina Partnership for Children, Inc.
 Positions and Salaries
 Budgets as of 12/22/11

Position	Total Annual Salary	State Funded	Privately Funded
Accounting & Contracting Manager	\$ 80,225	\$ 80,000	\$ 225
Accounting Assistant	29,495	29,495	-
Communications and Marketing Coordinator	28,125	28,125	-
Communications Director	75,000	56,398	18,602
Communications/Development Specialist	40,110	40,110	-
Contract Specialist	50,918	50,918	-
Contract Specialist	48,002	48,002	-
Evaluation Director	78,000	78,000	-

Executive Assistant	45,110	45,110	-
Executive Assistant	45,100	45,100	-
Executive Assistant	39,104	33,464	5,640
Finance Director	98,980	80,000	18,980
Financial Analyst	57,008	57,008	-
Financial Consultant	59,645	59,645	-
Financial Consultant	79,058	79,058	-
Financial Monitor	53,841	53,841	-
Financial Monitor	52,000	52,000	-
Health Specialist	59,477	59,477	-
Human Resources Director	34,961	34,961	-
Information Technology Director	98,838	80,000	18,838
LP Support Specialist	59,708	59,708	-
Monitoring Manager	61,544	61,544	-
Organizational Advancement Director	80,000	30,769	49,231
Organizational Development Specialist	54,729	21,050	33,679
Policy Analyst	48,162	36,214	11,948
President	145,935	80,000	65,935
Program Data Specialist	52,000	49,500	2,500
Program Research Assistant	32,098	32,098	-
Programs Director	80,000	75,385	4,615
Purchasing Specialist/Admin Assistant	42,465	42,465	-
Receptionist	24,440	24,440	-
Senior Accountant	57,799	57,799	-
SHAPENC Project Manager	60,336	-	60,336
Sr. Director of Finance and Operations	110,000	80,000	30,000
Sr. Director of Policy and Programs	102,000	80,000	22,000
State Training/Support Manager	74,278	74,278	-
Subsidy/Support Specialist	56,381	56,381	-
Systems Analyst	88,820	80,000	8,820
Web/Graphic Designer	51,687	25,844	25,843

Question 4: How has this match-change impacted the amount of local contributions?

We do not anticipate it having any impact.

Question 5: Provide a status report of the literacy pilot.

Evidence-Based Literacy Pilot: Reach Out and Read®

- Doctors, nurse practitioners, and other medical professionals incorporate Reach Out and Read's evidence-based model into regular pediatric checkups, by advising parents about the importance of reading aloud and giving developmentally-appropriate books to children.
- The program begins at the 6-month checkup and continues through age 5, with a special emphasis on children growing up in low-income communities.
- Studies of families served by Reach Out and Read indicate they read together more often, and their children enter kindergarten with larger vocabularies, stronger language skills, and a six-month developmental edge.

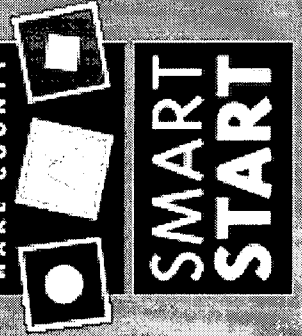
13 Local Partnerships will serve 38 medical practices

- Alexander – 2 practices
 - Anson – 2 practices
 - Dare – 2 practices
 - Davie – 2 practices
 - Down East – 2 practices
 - Duplin – 2 practices
 - Franklin/Granville/Vance – 4 practices
 - Madison – 2 practices
 - Randolph – 4 practices
 - Region A – 6 practices
 - Rockingham – 2 practices
 - Rowan – 4 practices
 - Watauga – 2 practices
 - Wilkes – 2 practices
- Medical practices will be brought on in 2 waves:
 - Cohort 1 will complete ROR certification training by 1/30/12
 - Cohort 2 will complete ROR certification training by 3/30/12
 - Local Partnerships will assist medical practices to:
 - Integrate the model into their office systems;
 - Develop a literacy rich environment in their waiting rooms with children's books and playing of a DVD demonstrating sharing a book with a child; and
 - Collect evaluation information including parent surveys.

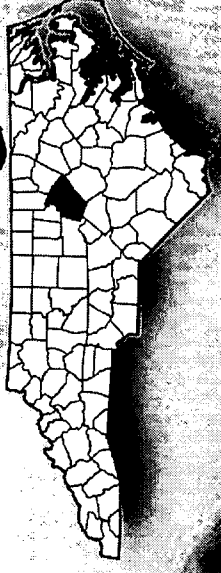
Wake County SmartStart

FOUNDATION | COLLABORATION | RESULTS

Presented To: The House Select
Committee on Early Childhood
Education Improvement

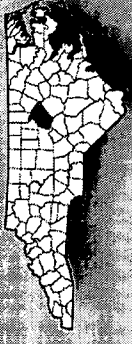


Presented By:
Pam Dowdy, Executive Director
Wake County SmartStart

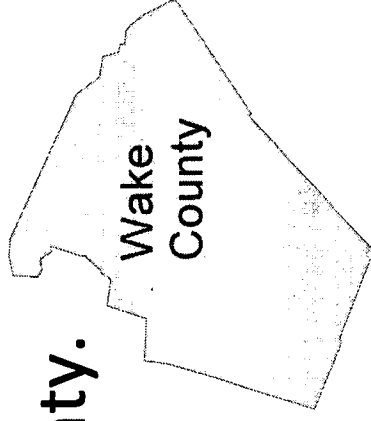


"Working to ensure children, birth to 5, are prepared for success in school and in life."

Foundation: Wake County Community

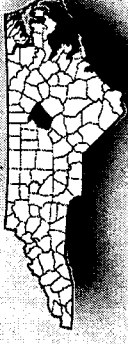


- 79,000 children, birth to five, in Wake County.
- 25,087 or 35.6 percent of all elementary school students are eligible for free or reduced lunch.
- One of every three children, birth to five, is Medicaid eligible.

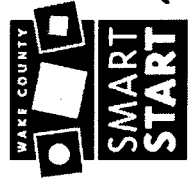
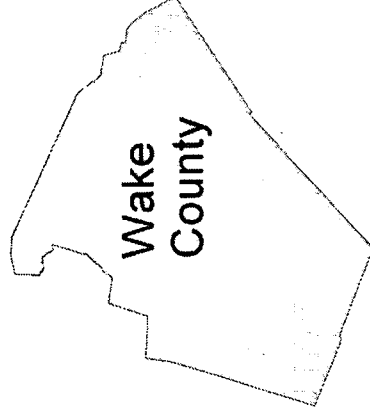


"Working to ensure children, birth to 5, are prepared for success in school and in life."

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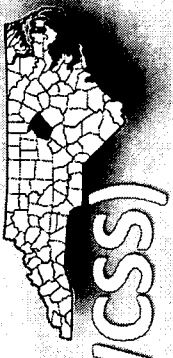


- 24,400 children, birth to five, are enrolled in regulated child care (1:3).
- Average cost of high-quality child care for an infant in a five star center: \$1,173.
- Number of licensed child care facilities in Wake: 664.
 - Of these, 331 are centers and 333 are family child care homes. These businesses employ 4,637 people directly.

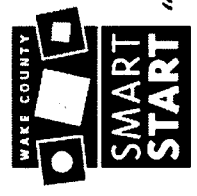


"Working to ensure children, birth to 5, are prepared for success in school and in life."

Foundation: Wake County SmartStart (WCSS)

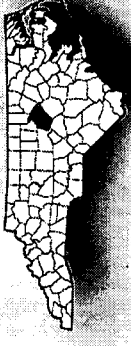


- Works to ensure children, birth to five, are prepared for success in school and in life.
- Supports programs that benefit 20,000 children (1/4 of all birth to five children).
- Possesses strong, authentic community relationships that impact children in Wake County.

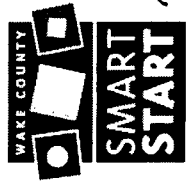


"Working to ensure children, birth to 5, are prepared for success in school and in life."

Foundation: WCSS

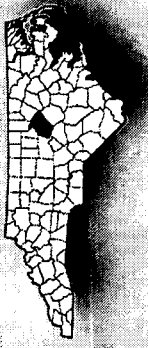


- Funds early childhood education, health and family support services to produce a high return on the investment.
- Identifies needs and trends and promote continuous quality improvement.
- Core work builds an effective early childhood system that collaborates for improved outcomes.

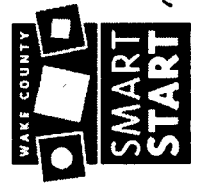
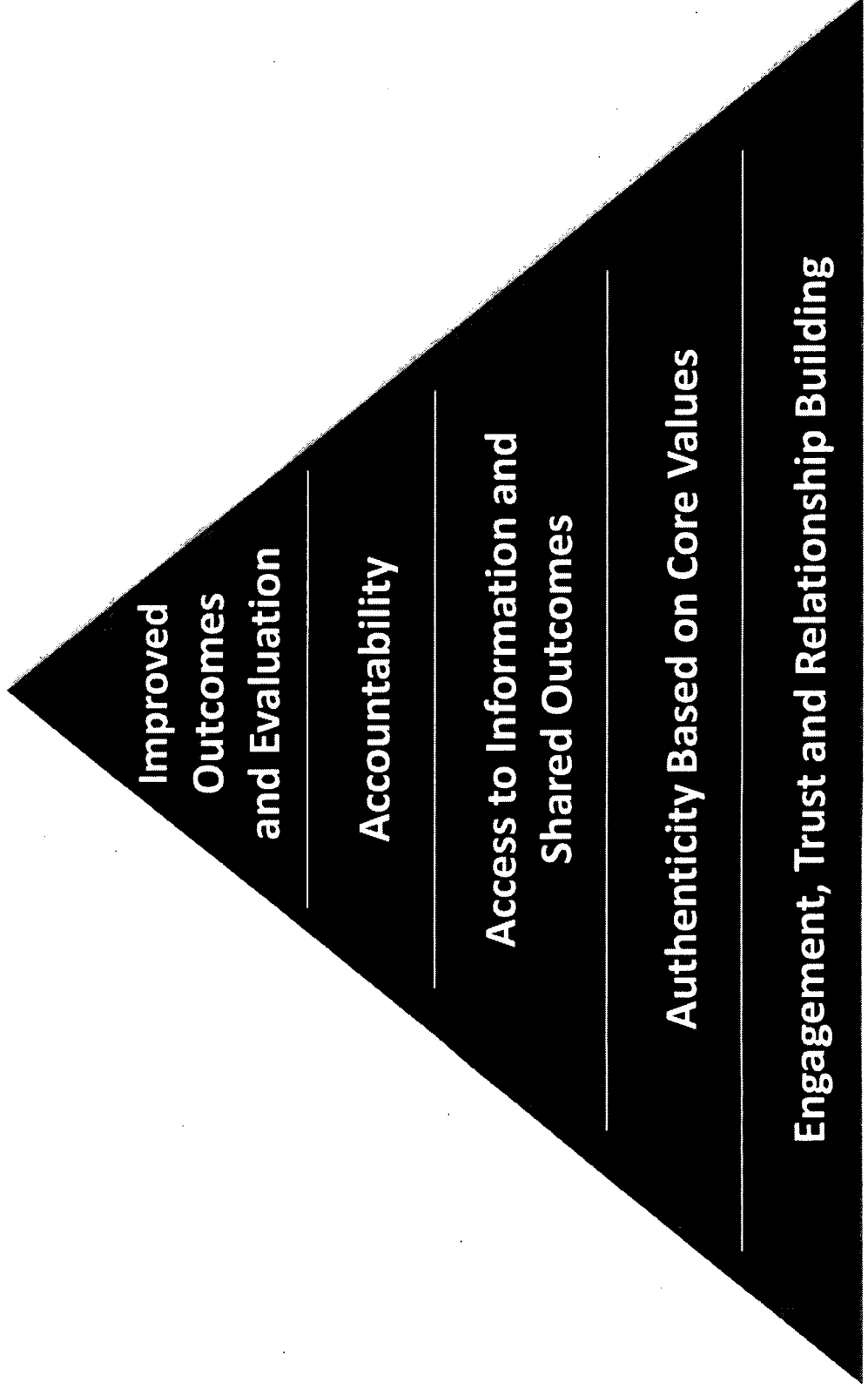


"Working to ensure children, birth to 5, are prepared for success in school and in life."

Foundation: WCSS

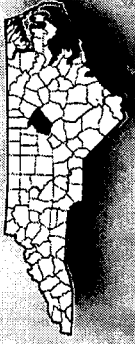


WCSS Fundamentals of Collaboration



"Working to ensure children, birth to 5, are prepared for success in school and in life."

Foundation and Collaboration: WCSS



WCSS Umbrella

Ensuring children, birth to five, are prepared for success in school and in life.

Quality Early
Child Care

Family
Support

Health

School Readiness

- WCSS funds 15 programs run by 10 partner agencies.
- Planning and coordination of services.

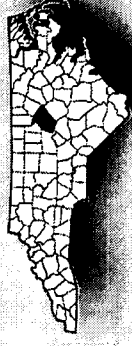
Pre-K Program

- 992 slots
- 43 Pre-K sites with 67 classrooms
- Collaborative partners
 - Universal Application
 - WakeKIDS



"Working to ensure children, birth to 5, are prepared for success in school and in life."

Collaboration: NC Pre-K Program

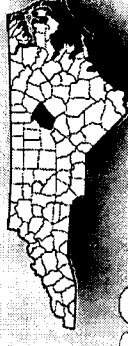


- Operated through the Division of Child Development and Early Education in the Department of Health and Human Services.
- Designed to provide high-quality educational experiences to foster educational success.
- Administered locally throughout the state.



"Working to ensure children, birth to 5, are prepared for success in school and in life."

Collaboration: The NC Pre-K Difference



- Curriculum
- Assessments
- Individualized instruction for all 18 students per classroom
- Teacher education
- Based on child's need; not parent's work status

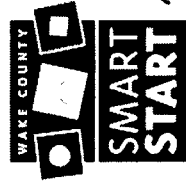


"Working to ensure children, birth to 5, are prepared for success in school and in life."

Collaboration: Pre-K in Wake County



- WCSS administers the program with Wake County Public Schools (Title I) and Telamon (Head Start).
- Partners collaborate to recruit families. Interested families complete a Universal Application.
- Priority for placement is based on a child's need.
- Classrooms are located where eligible children reside.



"Working to ensure children, birth to 5, are prepared for success in school and in life."

Collaboration: Pre-K in Wake County

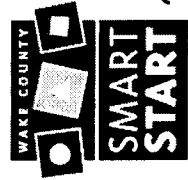


WCSS and Partners

- Recruitment
- Screening
- Assignment
- Coordination
- Contracting
- Staff Development

Pre-K Providers

- Classroom Instruction
- Child Evaluations
- Home Visits
- Family Involvement
- Referrals

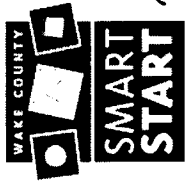


"Working to ensure children, birth to 5, are prepared for success in school and in life."

Collaboration: Pre-K in Wake County



- Assigning children to Pre-K slots in Wake County
 - Based on the individual child's needs.
- WakeKIDS database
 - Placement is determined in Pre-K facilities using WakeKIDS.
 - WakeKIDS is an objective and information-driven database used to assign kids to classrooms and for locating classroom space.
 - Allows WCSS to maximize resources and ensure children show up to school ready to be successful.



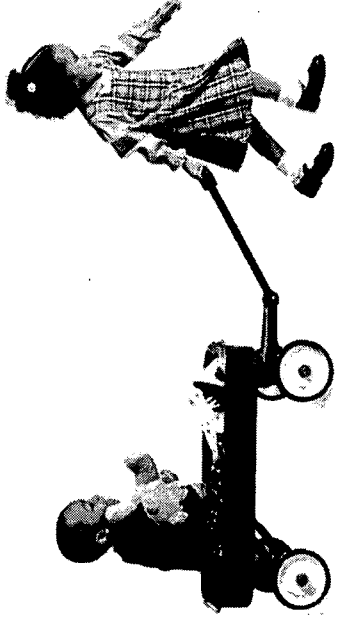
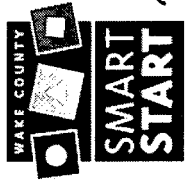
"Working to ensure children, birth to 5, are prepared for success in school and in life."

Why WakeKIDS?



WakeKIDS

- WakeKIDS was developed due to rapid program growth and a strong need to analyze complicated data. Also:
 - Many more applications than slots
 - Multiple funding streams
 - Highly sensitive personal data



"Working to ensure children, birth to 5, are prepared for success in school and in life."

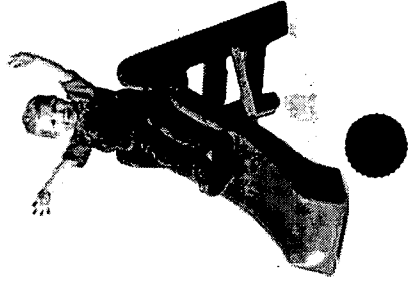
Why WakeKIDS?

WakeKIDS

- Maximize use of all resources
- Efficient system to determine priority eligibility
- Web-based data system streamlines work and creates a single portal of entry
- Seamless for families
- Data carefully encrypted



"Working to ensure children, birth to 5, are prepared for success in school and in life."



WakeKIDS Demo

WakeKIDS

Taushau Wilkinson
WakeKIDS Administrator

Login Page

Logon ID: _____

Password: _____

North Carolina

Office of School Readiness

Welcome, Taushau Wilkinson

Main

Wait List

Reports

Main

Title 1

Number of Children on Wait List: 551
Number of Children Reserved: 37
Expiration Number
16-Jan 37

Number of Children Placed: 671

Head Start

Number of Children on Wait List: 444
Number of Children Reserved: 0
Number of Children Placed: 204

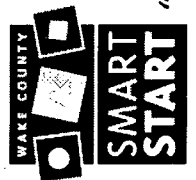
More At Four

Number of Children on Wait List: 444
Number of Children Reserved: 420
Expiration Number
17-Jan 420

Number of Children Placed: 850

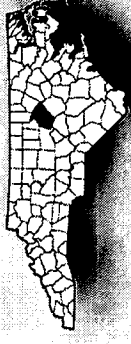
Subsidy

Number of Children on Wait List: 444
Number of Children Reserved: 0
Number of Children Placed: 0



"Working to ensure children, birth to 5, are prepared for success in school and in life."

Results: WCSS & Pre-K Successes



- **Improved outcomes for Wake County**
 - Ability to target children who are most at risk.
 - Better prepares children to successfully enter the public education system.
 - Collaboration builds on itself improving community relationships and trust resulting in improved outcomes.



"Working to ensure children, birth to 5, are prepared for success in school and in life."

Positive Results Offer Opportunities

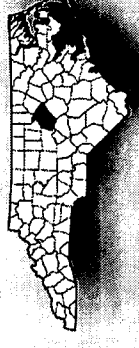


- Interfaces with state data on Pre-K
- Replication and use by other counties
- Shared data and shared outcomes
- Coordination of program administration

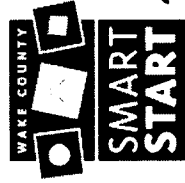


"Working to ensure children, birth to 5, are prepared for success in school and in life."

Positive Results Offer Opportunities

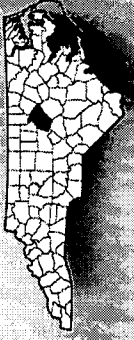


- **System Breadth**
 - The breadth of the Smart Start system has positive impacts on communities statewide.
- **Available Infrastructure**
 - Due to strong local and state Smart Start infrastructures, communities benefit and build – one example is WakeKIDS.
- **Community Engagement**
 - Collaborations in Wake and other counties build bridges and link families to the services needed.



"Working to ensure children, birth to 5, are prepared for success in school and in life."

Thank You.



Wake County SmartStart

4901 Waters Edge Drive, Suite 101

Raleigh, NC 27606

919-851-9550

Pam Dowdy, Executive Director

pdowdy@wakesmartstart.org

www.wakesmartstart.org



"Working to ensure children, birth to 5, are prepared for success in school and in life."

Stanly County Partnership for Children

Date Partnership established: November 23, 1993

2010-11 Allocation: \$1,585,313.00 / 2011-12 Allocation: \$1,271,752.00

Target Population:

- 3783 children ages 0-5 which represents 6.3% of overall population
- 45 child care facilities (27 centers and 18 family child care homes)
- 60% of Stanly County Child Care Centers have a 4 or 5 star rating
- 34% of Stanly County Family Child Care Homes have a 4 or 5 star rating
- 306 child care providers
- 34% of 0-5 year old children are enrolled in regulated/licensed child care
- 66% of 0-5 year old children are not enrolled in any type regulated/licensed child care

Impact of Services 2010-2011**Child Care Quality**

- ★ 72% of children in child care are enrolled in 4 or 5 star rated facilities exceeding the high performing PBIS standard.
- ★ 73% of children are enrolled in 1-5 star rated child care centers that have at least 5 lead teacher education points exceeding the high performing PBIS standard.
- ★ 36% of children are enrolled in 1-5 star rated child care homes that have at least 5 family child care provider education points falling below the minimum PBIS standard.

Child Care Provider Consultation, Training and Resources

- ★ 100% of child care facilities in Stanly County received technical assistance to improve quality child care.
- ★ Nearly three-fourths (74%) of (226 of 306) child care staff received training.
- ★ 88% of childcare facilities were members of the Early Childhood Resource Center during 2010-11 allowing use of a variety of high quality educational materials to supplement their classroom and instruction.

Child Care Provider Salary Supplements and Benefits

- ★ Smart Start provided 42% (127 of 306) of Stanly County Early Childhood teachers with salary supplements (through the WAGES program or Quality Stars Program).
- ★ 52 teachers received health benefits through Smart Start funding.
- ★ 95% of child care providers indicated that WAGES either encourages them to stay in their current programs or to pursue further education.

*"The WAGES project really pushes me to gain additional education for early childhood. The project proves to be a reward for years of hard work. It's nice to know that our efforts to gain early childhood degrees are being recognized."
(teacher)*

Continuing Education for Child Care Providers

- ★ 36 teachers took online courses as a result of Smart Start provided computers and 95% received a C or better course grade.

"I have enjoyed working through the Creative Curriculum training. It has broadened my ideas of how to incorporate a wide variety of interest areas into our classroom. The children gain curiosity as we incorporate a more hands on approach. As a new teacher, I found it helpful."

School Readiness

- ★ The School Readiness Coordinator worked with 8 centers (5 completed training) during 2010-11 providing training on the implementation of *The Creative Curriculum*. Six of these centers completed the training series. This nationally recognized curriculum provides readiness information and materials to prepare these children to enter school ready to succeed.

Child Care Availability and Affordability

- ★ The statewide goal is for each county to have at least 65% of children from low income families served by one of these programs: Head Start, public schools pre-K programs or subsidized child care. Stanly County fell just short of the minimum standard with 63% of low income children served by one of these programs.
- ★ Smart Start provided 122 pre-school aged children (who qualified financially) with child care subsidies in order that their parents could attend school or work.
- ★ During 2010-11, 361 children were served in More @ Four classrooms, 118 children in 5 private, licensed four or five star child care centers 27 children were served through 2 Head Start sites and an additional 216 were served at 10 public school.
- ★ Currently (2011-2012) NC Pre-K is serving 289 children in Stanly County in 7 private, licensed four or five star child care centers (199 slots), 2 Head Start locations (54 slots) and 2 public school sites (36 slots)
- ★ The statewide goal for the percentage of children receiving subsidized child care that are enrolled in regulated child care programs is at least 90%. Stanly County exceeds this goal with 100% of subsidized children enrolled in regulated, licensed care. Of those, 80% are enrolled in high quality 4 or 5 star rated facilities.

Health and Safety Successes in Stanly County

"The nurses keep us informed if there is an outbreak or anything and teach us info about diseases. Joy is so polite. This means a lot to us. She is always getting things across in a very polite, well mannered way. Advice is well received by our teachers."

- ★ 779 preschool children received health education in child care facilities in Stanly County.
- ★ 106 parents received health related education.
- ★ Two-thirds (203 of 306) child care provider teachers received health/safety education.
- ★ 100% of licensed child care centers and homes received on-site technical assistance by the Child Care Health Consultants.
- ★ 481 technical assistance consultations and health assessments were conducted in Stanly County childcare facilities.
- ★ 5 child care centers participated in Nutrition and Physical Activity Self Assessment for Child Care (NAP SACC) grant program and showed improvements in pre/post assessments.

Family Support

- ★ 83 families with 125 preschool-aged children were enrolled in the PAT Program during 2010-11.
- ★ 999 home visits were conducted with PAT parents. On average, families received 12 home visits during the year.
- ★ 111 PAT children were screened for developmental and health delays.
- ★ On average 95% of PAT parents reported that they felt competent and confident in applying parenting information they gained through the program.
- ★ 46 adults were able to attend English as a Second Language (ESL) classes offered by Stanly Community College at the Stanly County Partnership for Children offices. Children of these families were provided on-site child care during classes.

"The experience I have had since being involved with the Partnership for Children Parents as Teachers program has been the best learning experience since high school! We have been participating in PAT going on 4 years and our Parent Educator has taught me how to have more patience all the way to helping potty training. She has been awesome in helping me with everyday issues with my daughter and helped me get her into the Head Start program. I don't have much family to go to for advice and help, my child is "spirited", I need a lot of advice and she has always taught me how to get through tough situations and tools to help my daughter through it, as well. Overall, the Partnership program has taught me how to be the best mother I can be and get my daughter ready for the future."

**Child Care Referral
704-550-0103**

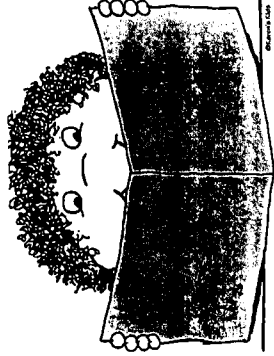
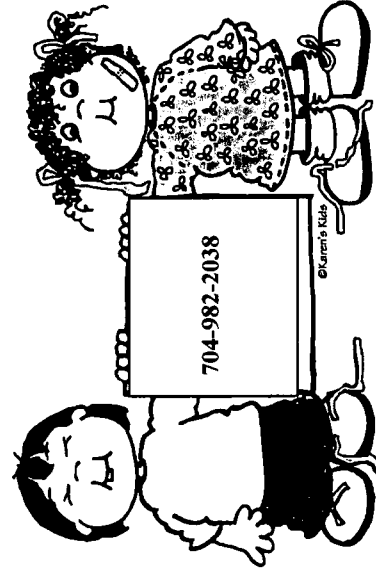
*Child Care Resource, Inc. - Need help finding child care? CCRI maintains a database listing of licensed centers and registered childcare homes in our county, and is available to answer questions regarding childcare.

**Early Childhood Resource Center
704-985-1418**

*Partnership For Children - A lending library of educational materials for parents with preschool children. Materials include games, puppets, videos, toys, and many other items. Parents may secure a membership for a small fee and check out materials to use with their children.

**Parents As Teachers
704-983-8625**

*Parents As Teachers (PAT) provides Stanly County families with children birth-five the opportunity to participate in an international early childhood parent education and family support program. PAT educators conduct monthly personalized home visits to address the specific needs of a child at his/her current stage of development. Services are available English and Spanish speaking families.



School Readiness – 704-982-0286

*Partnership For Children - Assists licensed child care centers with school readiness information and materials to prepare children to enter school ready to succeed. Trained staff assists with implementation of The Creative Curriculum into regulated child care facilities in Stanly County.

**North Carolina Pre-Kindergarten
704-985-1666**

*Partnership For Children – In conjunction with the Stanly County Schools NCPK program slots are provided in public schools, child care facilities and Head Start sites. These slots are only available to qualifying four year olds.

Child Care Subsidy – 704-982-6100

*Department of Social Services – The Partnership for Children provides funds to assist with child care expenses for qualifying parents who have their children in a registered or licensed 4 or 5 star childcare facilities.

*Agency Providing the Service

**Technical Assistance/Professional Development
704-985-1418**

*Partnership For Children - Child Care Service staff provides assistance with start-up information. Technical Assistance services are also provided on a one-on-one basis to licensed family child care homes and child care centers.

**Child Care WAGES® Project
919-967-3272**

*Child Care Services Association - Turnover and lack of teacher education directly affects the quality of childcare. The WAGES® Project provides a wage supplement for childcare providers to improve their level of Early Childhood Education.

**Quality Stars Program – 704-985-1418
Subsidy**

*Partnership For Children – Bonuses are provided for facilities with a four and five star rating based on the number of TANF eligible children they serve.

**School Readiness
704-982-0286**

*Partnership For Children – Child care providers who are employed in a child care facility, working toward higher education in Early Childhood, and enrolled in on-line college courses may be eligible for the Success-C-Line program.

**Early Childhood Resource Center
704-985-1418**

*Partnership For Children – The Early Childhood Resource Center is a lending library, which provides educational and developmental resources to childcare providers, early childhood professionals, agency representatives and others. On-site support services will be offered to childcare providers to share methods and strategies in using the materials available through the Early Childhood Resource Center. A small membership fee (based on type and size of facility) is required for the use of materials.

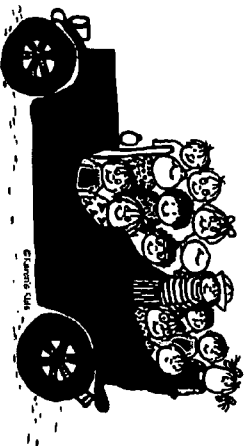
COMMUNITY OUTREACH

Community Outreach – 704-985-1667
Partnership For Children - The Community Outreach activity promotes Smart Start activities in the community and collaborates services between SCPC activities. This activity oversees community education of Smart Start services. The coordination of this program directly implements outreach-oriented programs. Parenting Pages is a newsmagazine that addresses issues pertinent to parents with children ages birth - five.

HEALTH INITIATIVES

Outreach Health Services
704-982-9171
*Stanly County Health Department - Health education services are provided for children in licensed childcare centers and registered childcare homes. Child Care Health Consultants provide assessments of child care facilities focusing on health, safety, and nutrition practices. Health education classes are offered for parents, children, and childcare providers.

*Agency Providing the Service

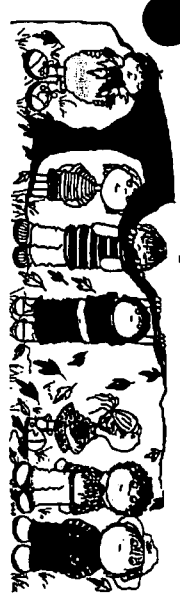


Stanly County Partnership For Children

1000 North First Street, Suite 8
PO Box 2165
Albemarle, NC 28002
704-982-2038
Fax: 704-983-8981
www.stanlypartnership.org



Stanly County Partnership For Children



Stanly County Partnership For Children (SCPC), local Smart Start agency, is a non-profit organization with a mission to "make early childhood resources available to young children and their families that result in young children being properly cared for (healthy, safe, age appropriately educated) and enabled to enter school ready to learn." The ultimate goal of Smart Start is to ensure that all children enter school healthy and prepared to succeed. Programs and services are provided to meet the needs of all children birth through five years old (not enrolled in kindergarten). Agencies and organizations within Stanly County work collaboratively with Stanly County Partnership For Children to coordinate and provide leadership for many of the Smart Start activities.

Board of Directors comprised of community representatives oversees the Smart Start program. Many community volunteers serve on committees and provide assistance in implementing these programs and services. The Smart Start activities enclosed represent services provided for the Stanly County community. There is no charge for eligible parents and children unless otherwise noted. You may contact Stanly County Partnership For Children by calling 704-982-2038 or visiting our offices at 1000 North First Street (Stanly County Commons) in Albemarle.



Attachment 6



PARENTING PAGES

FALL 2011

Stanly County Partnership For Children - Alcamarle, NC

Vol. 19 No. 1

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From Executive Director Page 2

The Problem Solving Parent Page 3

Fire Safety, Prevention and Preparedness Page 4

Healthy Habits, Healthy Families with WIC Page 5

Keeping Your Child Safe in the Car Page 5

Stanly County's Pre-Kindergarten Program Page 6

"Mom I Have Head Lights" Page 7

"The mission of Stanly County Partnership For Children is to make early childhood resources available to young children and their families that result in young children being properly cared for (healthy, safe, age appropriately educated) and enabled to enter school ready to learn."



PARENTING PAGES

Stanly County Partnership For Children (Smart Start)
Stanly County Commons, 1000 North First Street - Suite 8
Post Office Box 2165, Albemarle, North Carolina 28002
(704) 982-2038 • FAX (704) 983-8981
Website: www.stanlypartnership.org

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Executive Director

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Editor

CONTRIBUTING WRITERS:
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DENISE SMITH, LUCY WALTERS and BARBARA WHITLEY

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Outreach Coordinator 704-985-1667

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Gaynelle Thompson/Childcare Provider 704-982-2038
Misty Treadaway/Childcare Provider 704-982-2038
Wendy Treadaway/Childcare Provider 704-982-2038



On The Cover

Gavin and Grace
Hightower, children of
Phillip and Ashley
Hightower.

Photo courtesy of:
Angela Krol Photography

Executive Director Speaking... Prekindergarten – Path to our Future

Submitted By: **BARBARA D. WHITLEY, MSW, Executive Director**

All Children Are Born Wired for Feelings and Ready to Learn-- From the time of conception to the first day of kindergarten, development proceeds at a pace exceeding that of any subsequent stage of life. Efforts to understand this process have revealed the myriad and remarkable accomplishments of the early childhood period, as well as the serious problems that confront some young children and their families long before school entry. A fundamental paradox exists and is unavoidable: development in the early years is both highly robust and highly vulnerable. Although there have been long-standing debates about how much the early years really matter in the larger scheme of lifelong development, our conclusion is unequivocal: What happens during the first months and years of life matters a lot, not because this period of development provides an indelible blueprint for adult well-being, but because it sets either a sturdy or fragile stage for what follows.



WHITLEY

From birth to age 5, children rapidly develop foundational capabilities on which subsequent development builds. In addition to their remarkable linguistic and cognitive gains, they exhibit dramatic progress in their emotional, social, regulatory, and moral capacities. All of these critical dimensions of early development are intertwined, and each requires focused attention.

Striking disparities in what children know and can do are evident well before they enter kindergarten. These differences are strongly associated with social and economic circumstances, and they are predictive of subsequent academic performance. Redressing these disparities is critical, both for the children whose life opportunities are at stake and for a society whose goals demand that children be prepared to begin school, achieve academic success, and ultimately sustain economic independence and engage constructively with others as adult citizens. Early child development can be seriously compromised by social, regulatory, and emotional impairments. Indeed, young children are capable of deep and lasting sadness, grief, and disorganization in response to trauma, loss, and early personal rejection. Given the substantial short- and long-term risks that accompany early mental health impairments, the incapacity of many early childhood programs to address these concerns and the severe shortage of early childhood professionals with mental health expertise are urgent problems.

The conclusion here is that continued substantial investments must be made in the early years of our children to ensure that all children are prepared and ready to learn by the time they enter kindergarten.

The Stanly County Partnership for Children (SCPC) serves children birth to age 5 and their families. SCPC is conveniently located in Albemarle, and is an excellent resource for young children and their families. Please call 704-982-2038 or come by our offices at the Stanly County Commons to visit us and learn more about how we help young children be better prepared to grow up healthy and ready to learn.

Stanly County Partnership For Children Board of Directors

2011 - 2011 (effective July 1, 2011)

- BOARD CHAIR:** Matt Irvin Business Representative
VICE-CHAIR: Frank Sparger Business Representative
SECRETARY: Dr. Lisa Brandyberry...Community Mental Health Representative
TREASURER: Michael Sandy Community Representative

BOARD MEMBERS

- Treva Allmon Parent
 Dr. LaMonica Barnum Parent
 Margie Covington Head Start Representative
 Tony Dennis County Commissioner
 Dr. Samuel DePaul School Superintendent
 Martha Sue Hall Municipal Government
 Dorothy Hartsell Home Childcare Provider
 Melanie Holles Public Library Director
 Elaine Hollins Business Representative
 Joyce Isenhour Childcare Center Provider
 Lori Ivey Cooperative Extension Director
 Dennis Joyner Health Department Director
 Dr. Brenda Kays Community College President
 Angela Krol Business Representative
 Andy Lucas County Manager
 Beth Plowman Foundation Representative
 Albert Rush Community Representative
 Michael Scott Faith Community Representative
 Sharon Scott Social Services Director
 Brian Taylor Parent
 Jeanette Wilhelm Non-Profit Representative
 Amy Yow Non-Profit Representative

The Problem Solving Parent: Both Sides of Humor

*By: ELENOR REYNOLDS, Children and Families Expert
 Submitted by: DENISE SMITH, Child Care Services Coordinator*

We think of humor as a positive way to interact with children, and it can certainly be an effective teaching tool. Any good children's book, toy, TV show, or movie usually contains an element of humor, such as mistaken identity, playing a trick, an absurd accident, or getting the best of a grown-up. However, much of what we adults think of as humor is far too complex and sophisticated for a young child to process positively. If you watch cartoons with children, for example, you will learn that what we find humorous, does not entertain or even elicit a reaction from a young child.

The dictionary defines humor as "a comic quality causing amusement," but humor comes in many varieties, some of which can be harmful to young children. What may seem clever or witty to an adult may actually cause embarrassment or shame to a child. Sarcasm, teasing, mimicking, wisecracking, scoffing, ridiculing, and mocking can result in discouragement, confusion, and low self-esteem.

Children respond to humor that is simple and direct. And they love it when a joke is on the adults in their lives. The next time you spill the juice, lose your keys, break a dish, or burn the toast, turn it into a joke on yourself and show your child that it's O.K. to make mistakes and that you can laugh at yourself, which is an excellent way to counteract perfectionism. Children (who are still learning about language) also laugh at "word plays". When a child asks, "Will you put on my shoes?" respond with, "They won't fit me." Kids think this is hilarious and it encourages them to focus on what words really mean. Young children also laugh at tricks that are played on them, such as peek-a-boo and hide and seek.

When children are in a group and laugh at each other, it is usually because one child is doing or saying something "bad" or "wrong". Words that are frowned upon by grown-ups almost always bring laughter. Sometimes the laughter is a bit apprehensive because children feel some anxiety in laughing at what is forbidden, but they'll join in as long as everyone else is laughing. In a group, kids will also laugh if someone trips and falls, by accident or on purpose. Again it might be anxious laughter or an outlet to release a sense of relief that something has happened to someone else. If another child has an accident or is hurt and crying, a parent or teacher should interject with a comment such as, "I'll bet you're glad that wasn't you. How can we help our friend feel better?"

Humor that is positive and enriching comes from a sense of gratitude and joy. Much of this feeling toward life comes from a person's inborn temperament. Even a child whose inborn temperament is less than positive can learn joy and gratitude from role models. As with so many things, gratitude and joy begin with the adults in a child's life. Are you a joyful person? Are you grateful for your family, work, and community? Do you talk to your children about your values, hopes, and aspirations?

Gratitude is an attitude that can be passed on to your child. Point out the small wonders that surround your child and express that you are thankful for them. Stop to look for worms under a rock, birds nesting in a tree, icicles dripping from frozen branches, a beautiful sunset, or clouds skimming across the sky. Sing and dance with your child, make up stories, be spontaneous and silly. Greet your neighbors and show your child that the world is a friendly place. Trust that life is good. All of these things will contribute to your child's joy, and to the sense of humor that will give her strength for every day of her life. Humor based on joy is a gift, and it is one you can easily give to your child.

Eleanor Reynolds is the editor of The Best of the Problem-Solver: Articles for Parents and Teachers and the author of Guiding Young Children: A Problem-Solving Approach. She can be reached by email at problem@blarg.com.

Fire Safety, Prevention and Preparedness

Submitted by: **BRIAN TAYLOR**, City of Albemarle Fire Marshal and Safe Kids Stanly County Coordinator

Home Fires

One home structure fire was reported every 87 seconds in 2009.

On average, seven people die in home fires every day. Adults 65 and over face the highest risk of fire death.

In 2009, U.S. fire departments responded to 362,500 home structure fires. These fires caused 12,650 civilian injuries, 2,565 civilian deaths, \$7.6 billion in direct damage.

Escape Planning

According to an NFPA survey, less than one-fourth of Americans have both developed and practiced a home fire escape plan.

Almost three-quarters of Americans do have an escape plan; however, less than half actually practiced it.

One-third of American households who make escape plans estimate they would have at least 6 minutes before a fire in their home would become life threatening. The time available is often less. And only 8% said their first thought on hearing a smoke alarm would be to get out!

Smoke Alarms

Roughly two-thirds of home fire deaths happen in homes with no smoke alarms or no working smoke alarms. About one in five smoke alarm failures was due to dead batteries.

Working smoke alarms cut the risk of dying in reported home fires in half.

In fires considered large enough to activate the smoke alarm, hardwired alarms operated 91% of the time, while battery powered alarms operated only 75% of the time.

Home Fire Sprinklers

Automatic fire sprinkler systems cut the risk of dying in a home fire by about 80%.

Home fire sprinklers can contain and may even extinguish a fire in less time than it would take the fire department to arrive on the scene.

Sprinklers are highly effective because they react so quickly in a fire. They reduce the risk of death or injury from a fire because they dramatically reduce the heat, flames and smoke produced, allowing people time to evacuate the home.

Cooking

Cooking equipment is the leading cause of home structure fires and associated injuries, and was tied for the third leading cause of home fire deaths.

Unattended cooking was by far the leading cause of these fires.

Households using electric ranges have a higher risk of fires than those using gas ranges.

Children under five face a higher risk of non-fire burns associated with cooking than being burned in a cooking fire.

Nearly half (45%) of microwave oven injuries seen at emergency rooms in 2009 were scalds.

U.S. fire departments responded to an average of 155,400 cooking-related home fires each year between 2005-2009, causing an average of 390 deaths, 4,800 injuries and \$771 million in direct property damage.

Heating

Fires involving heating equipment peak in December, January and February, as do deaths from these fires. Overall, homes fires and home fire deaths are also more common in the cooler months of the year.

Heating equipment was the second leading cause of all reported home fires and home fire deaths.

The leading factor contributing to heating equipment fires was failure to clean, principally creosote from solid fueled heating equipment, primarily chimneys.

Half of home heating fire deaths resulted from fires caused by heating equipment too close to things that can burn, such as upholstered furniture, clothing, mattresses or bedding.

U.S. fire departments responded to an average of 64,100 heating-related home fires each year between 2005-2009, causing an average of 560 deaths, 1,620 injuries and \$904 million in direct property damage.

Smoking Materials

The risk of dying in a home structure fire caused by smoking materials rises with age.

In recent years, Canada and the United States have required that all cigarettes sold must be "fire safe," that is have reduced ignition strength and less likely to start fires.

U.S. fire departments responded to an average of 18,900 smoking-related home fires each year between 2005-2009, causing an average of 660 deaths, 1,270 injuries and \$492 million in direct property damage.

Electrical

41% of home electrical fires involved electrical distribution or lighting equipment.

53% of home electrical fires involved other known types of equipment, including ranges, washers/dryers, fans and space heaters.

During 2005-2009, electrical distribution and lighting equipment was involved in the ignition of 23,400 home structure fires, on average, per year. These fires caused an average of 390 deaths, 970 injuries and \$822 million in direct property damage.

Candles

On average, there are 35 home candle fires reported per day.

Roughly two-fifths of these fires started in the bedroom.

More than half of all candle fires start when things that can burn are too close to the candle.

During 2005-2009, candles caused an average of 12,900 home fires, 140 home fire deaths, 1,040 home fire injuries and \$471 million in direct property damage.

"Reproduced from NFPA's Fire Prevention Week website, www.firepreventionweek.org. ©2011 NFPA."

Children...

a wise investment.

The Stanly County Partnership For Children is working every day to make a difference in the lives of local children. Your support makes that difference possible. If you want to invest in the future of children in Stanly County, please volunteer or make a tax-deductable donation.

Name _____

Address _____

Daytime Phone (____) _____

Amount Enclosed:

\$10 \$20 \$50 \$100 Other

Please contact us about volunteer opportunities with Stanly County Partnership For Children

Please make checks payable to: Stanly County Partnership For Children, P.O. Box 2165, Albemarle, NC 28002. Return this form in person to: Stanly County Partnership For Children, 1000 N. First St., Albemarle, NC. • www.stanlypartnership.org

Healthy Habits, Healthy Families with WIC

Submitted By: *LUCY WALTERS,*
Stanly County Health Department WIC Director

More families than ever are finding it hard to put healthy food on their dinner tables. For young children, a lack of good nutrition can put them at risk for health problems and problems in school. North Carolina's WIC program helps low income families meet the nutritional needs of pregnant and post-partum women, infants and children up to age 5.

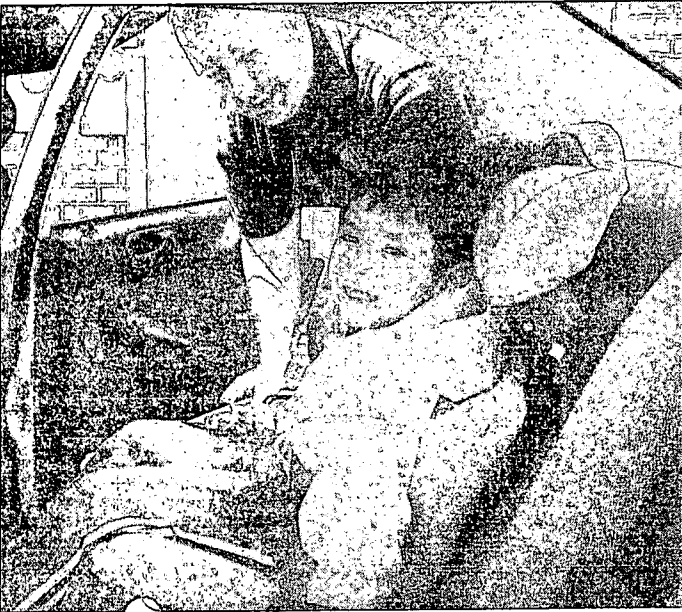
An important part of the WIC program is nutrition education and counseling. Topics range from healthy drink choices, healthy ways to prepare foods, and grocery shopping on a budget. Supplemental foods are the best known aspect of WIC participation, but health care referrals and breastfeeding support are part of the mission as well.

The North Carolina WIC program currently serves an average of 270,000 participants each month. Stanly County serves over 1500 WIC participants. Studies show that children who participate in WIC are more likely to receive regular preventive health services and are better immunized than children who did not participate in WIC.

Breastfeeding promotion and support is an important part of the WIC Program. All WIC agencies have trained staff ready to assist moms in making informed decisions about how they feed their babies. WIC also teaches moms the basics of breastfeeding.

The nutrition education and healthy foods WIC provides give children a healthy start in life. Better educated moms mean healthier babies. Medicaid beneficiaries who participated in WIC had lower infant mortality rates than Medicaid beneficiaries who did not participate in WIC. WIC participation also decreases the incidence of low birth weight and pre-term births.

The WIC Program is available at the Stanly County Health Department, 1000 N. First Street, Albemarle, NC. You may apply for WIC by calling (704)986-3003 or (704)986-3004 on Monday - Friday between 8:00-8:30 am. You may also visit the WIC web site at www.nutritionnc.com. The WIC Program is an equal opportunity provider and employer.



Keeping Your Child Safe in the Car: New

Recommendations from the American Academy of Pediatrics

Submitted By: *MARGARET HIGHTOWER, PAT Coordinator*

The experts are buckling down on the ways that children buckle up. The leading cause of death among children is car crashes, prompting the American Academy of Pediatrics (AAP) to update its recommendations on car seats:

- Children should ride in rear-facing car seats until age 2, or until they reach the maximum height and weight for their seat.
- Children should ride in belt-positioning booster seats until they have reached 4 feet 9 inches tall and are between 8 and 12 years of age.

These changes are supported by research that shows that using rear-facing seats has been effective at reducing injuries and death. Children under age 2 are 75 percent less likely to die or be severely injured in a crash if they are riding rear-facing, according to a study by the journal Injury Prevention.

The new recommendations also clarify the importance of meeting height and weight requirements rather than age requirements before transitioning to the next car seat stage.

"Parents often look forward to transitioning from one stage to the next, but these transitions should generally be delayed until they're necessary, when the child fully outgrows the limits for his or her current stage," said Dennis Durbin, MD, FAAP, lead author of the AAP's policy statement and accompanying technical report.

"A rear-facing child safety seat does a better job of supporting the head, neck and spine of infants and toddlers in a crash, because it distributes the force of the collision over the entire body," Dr. Durbin said. "For larger children, a forward-facing seat with a harness is safer than a booster, and a belt-positioning booster seat provides better protection than a seat belt alone until the seat belt fits correctly."

Booster basics

- Children should not transition from a rear-facing seat to a forward-facing seat with a harness until they reach the maximum weight or height for that seat.
- A booster will make sure the vehicle's lap-and-shoulder belt fit properly.
- The shoulder belt should lie across the middle of the chest and shoulder, not near the neck or face.
- The lap belt should fit low and snug on the hips and upper thighs, not across the belly.
- Most children will need a booster seat until they have reached 4 feet 9 inches tall and are between 8 and 12 years old.
- Children should ride in the rear of a vehicle until they are 13 years old.

Of course, it's important to be sure your car seat or booster seat is installed correctly, whatever your child's age. In many communities, local fire departments and hospitals offer free car seat installation and safety checks. To find resources in your neighborhood, visit www.seatcheck.org.



Looking for Child Care?

Call Child Care Resources, Inc.'s
Child Care Search
 at
(704) 550-0103

and talk with one of their parent
 counselors or search for child care
 online using Child Care eSearch at
www.childcareresourcesinc.org

Child Care Search can help you choose
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 ly-exempt child care programs, tips on
 what to look for when choosing a quali-
 ty program for your child, information
 on child care financial assistance
 options, information on child develop-
 ment/parenting, and guidance in
 accessing other community resources
 that can meet your family's needs.

Stanly County's Pre-Kindergarten Program

Submitted By: **BONNIE ALDRIDGE,**
School Readiness Coordinator

The Pre-K program that Stanly County has offered to eligible 4 year old children for the past several years underwent major changes over the summer, at both the state and local levels. Although a program does continue to exist, it was forced to face extreme cuts in funding, due to the state's budget.

At the state level, the program is being run by a different agency. Until this past summer, the program known as More at Four (MAF), was part of the Department of Public Instruction (DPI). As of July 1, the program began being supervised by the Division of Child Development and Early Education (DCDEE), and had its name changed to the North Carolina Pre-Kindergarten Program (NC Pre-K). While the two agencies tried to make the transition an easy one, it has proven to be rather difficult. Some definitions and requirements changed slightly, making the way for much extra work to be done here at the local level (call Stanly County Partnership for Children if you have questions about eligibility, etc). As a result of budget cuts, the number of children that our program is able to serve has been cut by 72 from last year. Locally, our public school system faced budget cuts of its own, and is no longer able to serve as many Pre-K children as in the past. Because of this, some new non-public child care facilities (4 and 5 star centers) are participating, and centers that have been participating, have added classrooms as necessary.

Luckily, after a long summer, the first day of Pre-K came for some of our county's 4 year olds! We are hopeful that we will be given the opportunity to serve more eligible 4 year old children in our county as we move through the fall. Currently, all of the spaces that the state has given us are filled, but it is our hope that money will become available to support more Pre-K spaces, and that some of those spaces will be offered to Stanly County!

Listed below are the non-public child care centers and public schools that are participating in the North Carolina Pre-Kindergarten Program for the School Year 2011/2012:

- All Star Learning Center
- Badin Elementary School
- Countryside Kids Club
- Kiddie Kare, Too
- Little Friends Day Care
- Norwood Head Start and Child Development Center
- Oakboro Elementary School
- Oakboro Kid's Club
- Quality Child Care Center
- Richfield Child Development Center
- Stanly County Head Start

If you have any question about Pre-K, call Stanly County Partnership for Children at 704-982-2038, and ask for the Pre-K Department.



Angela Krol
 Photography

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“Mom I Have Head Lights!” (head lice)

By: Joy Heglar, RN CCHC, STANLY COUNTY HEALTH DEPARTMENT

Head lice (Pediculosis Captitis)-is a phrase that always strikes fear in parents. Head Lice are common in preschool and school age children, but are not a sign of poor hygiene. The length of hair, and the frequency of shampooing or brushing do not influence lice infestation.

So, one may ask where do lice come from? Lice have been around since the beginning of time! Dried head lice and their eggs, which are known as nits have been found on the hair and scalp of Egyptian mummies. Lice are human parasites that require human blood to live. We can't get lice from animals; they have their own parasites known as fleas.

Lice can live about 30 days if they can feed off of the human scalp, but only 1-2 days off of the human scalp. Female lice lay 3-5 eggs (nits) a day. It takes about 7-10 days for the eggs (nits) to hatch, then it takes another 7-10 days for the lice to mature and lay eggs (nits) on their own.

Eggs (nits) are small, yellowish-white, oval shaped eggs that are glued at an angle on the side of a hair shaft. You can see the eggs (nits) with the naked eye and using a bright light or the sunlight helps to spot them even better. When the lice hatch, they are clear in color until they feed on the human scalp and then turn reddish-brown. Lice are about the size of a sesame seed and have 6 legs with claws so that they can easily grasp the hair.

The most common sign of head lice is itching, but there are some children that don't have any itching. If you notice the child is red behind the ears and at the bottom of the neck, then you would want to check that child's head for lice. Adult

lice and their eggs (nits) are found lots of times behind the ears and at the nape of the neck.

So, one may ask how do I get lice? Lice are spread from direct contact with the head or hair of an infested person. No, lice can't fly or jump like some may think. It is so very important to teach your child(ren) not to share personal items such as, hats, pillows, brushes, combs, towels, hair ties, etc, because this is how lice is spread.

There are many over the counter products out there, but you would want to check with your MD first before using chemical based products. Using a fine tooth-comb or manually removing the nits is as important as using any of the treatments. Making sure all nits are removed and you have a doctor's note stating that the child is nit free, is what you need before the child can return to childcare.

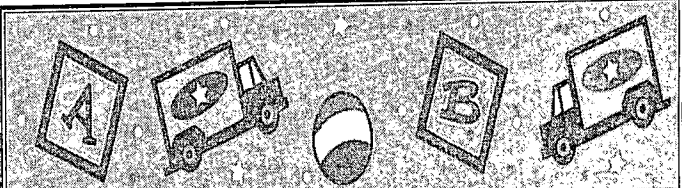
Things you can do to help prevent the spread or recurrence of head lice is to vacuum the upholstered furniture, rugs, stuffed animals, car seats, and couches. The bedding and recently worn clothing of an infested person should be washed in hot water and machine dried using a hot cycle. Combs and hairbrushes should be washed in hot water. If one member of the family has lice, then check all family members and inform playmates and childcare director.

September is head lice awareness month so teach your child(ren) to share a toy, share a slide, share the feelings deep inside, but never share a hat or comb, or lice could make their head their home.

Stanly County's Four and Five ★ ★ ★ Star Facilities ★ ★ ★

A Little Piece of Heaven Home Day Care	4 star
All Star Learning Center.....	4 star
Bright Beginnings.....	4 star
Countryside Kids Club	4 star
Fahondzi Learning Tree Child Development	4 star
Fun-N-Learning.....	4 star
Just Us Kids.....	5 star
Kiddie Kare.....	4 star
Kiddie Kare Too	4 star
Little Creations Day Care Home	5 star
Little Friends #2	5 star
Love and Laughter Home Day Care	4 star
Miss Debbie's Day Care Home	4 star
Norwood Head Start and Child Development Center	4 star
Oakboro Kids Club.....	5 star
Quality Child Care Center	5 star
Quality Home Day Care	4 star
Richfield Child Development Center.....	5 star
Stanly County Head Start.....	5 star
Susie's Friends Day Care.....	5 star
Sweet Home Child Development Center	4 star
The Son-Shine Kids Learning Center	5 star

These child care facilities have strived to obtain and maintain these ratings. Stanly County Partnership For Children is very proud of these facilities for all that they do for our children. Let's remember to thank our child care providers for trying to improve the quality of care for our children. If you would like more information about these facilities, please call the Child Care Services Department at 704-982-0286.



Come visit the
Albemarle
Early Childhood
Resource Center

*A lending library for parents and child care
providers who serve children
birth through five years old*

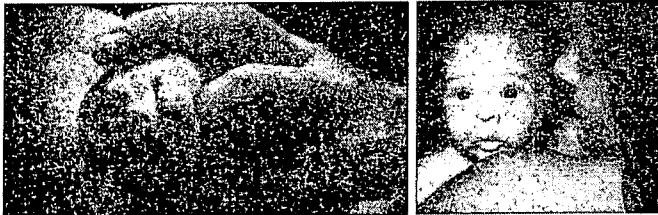
Family Memberships – \$15.00
(Membership valid July 1, 2011 – June 30, 2012)
ECRC Open From 9:00 am-4:30 pm



Gavin and Grace Hightower, children of Phillip and Ashley Hightower.

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your pregnancy & parenting roles



Join us for a series of educational classes designed to help parents-to-be and new parents understand pregnancy and parenting roles.

- Thursday, 9:00am - 10:00am
- Stanly County Community Commission Board Meeting Room
- Free transportation

Sponsored by:
Partners in Health, Stanly County Health Department, Stanly Regional Medical Center, and Stanly County Health Department



To register for the next Embrace educational series, call the Stanly County Health Department at (704) 982-9171.

MARK YOUR 2012 CALENDAR



Stanly County Partnership for Children presents

"The Commedia Cinderella"

by the Tarradiddle Players

Sunday, April 1, 2012 at 3:00 PM

Central Elementary School Auditorium

Tickets: \$5.00

Tickets are available at the following locations:

Stanly County Partnership for Children
First Bank locations

Limited number of tickets for sale the day of the show.

For more information, call 704-982-2038



*Presentation to House Select Committee on Early Education Improvement
January 5, 2012 by Barbara D. Whitley, MSW; Executive Director
Stanly County Partnership For Children*

The Stanly County Partnership For Children incorporated November 23, 1993 after the General Assembly appropriated Smart Start funds to establish an early childhood initiative across North Carolina. Stanly County's application was approved and was awarded a Smart Start grant effective October 1993, becoming one of the first 12 Smart Start programs established in NC. Our name was created, Stanly County Partnership For Children, Inc. and our mission developed. Known now as a "Pioneer Smart Start Program", we are very proud of the opportunity this afforded us to bring services to Stanly County to help every child be better prepared for kindergarten. Prior to Smart Start, no childcare referral service existed and there was a long waiting list for children to receive childcare subsidy so their parents could work or maintain employment. Upon receiving the Smart Start grant, the subsidy waiting list was quickly eliminated; a childcare referral network began and a family resource center was established to help families and early education teachers in our county. The family resource center provided families parenting classes and support programs.

As the former Director of Stanly County Dept. of Social Services (DSS) I knew the needs of children and families in our county and I served on the Smart Start grant application team along with hundreds of other community leaders. Once our county was selected, I was a member of the Board of Directors until my retirement from DSS in 2000, after a 32 year career with DSS. I continued volunteering for Smart Start for two more years and was then named our Partnership's third Executive Director in 2002.

Stanly County has always involved community and business leaders, parents and others interested in ensuring our young children are prepared for school and for life during the most critical time of their lives, birth to 5 years old. During the application process in 1993, we gathered a Committee of 100 to develop our plan and submit our application. Many meetings were held and critical input gathered. Our community continues to be an integral part of our early childhood work. We have a 25 member Board of Directors comprised of key community and business leaders, professionals, providers and parents. We collaborate with community agencies to best serve young children and their families and to make sure we are not duplicating services. We partner with local employers, the Chamber of Commerce and our local Community College to help identify and provide the programs and services needed in our local community. We work closely with the North Carolina Partnership for Children (NCPC) to make sure we follow all the laws, policies, procedures and best practices. Smart Start is now available all across NC and it takes the efforts of NCPC Board of Directors, NCPC staff and the local Board of Directors and staff to keep this early childhood initiative effective and efficient. Numerous studies have proven that the earlier we intervene, the more success children have when entering school and throughout their educational years and beyond into adulthood. It certainly is "invest now or pay later". The phrase, "children are our future" is a true statement.

With the Smart Start grant, Stanly Partnership developed an Early Childhood Resource Center and a childcare referral system to help parents find appropriate quality child care; and also help childcare teachers improve their classrooms and increase their education. The quality of childcare in Stanly

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County has improved dramatically over the 18 years that Smart Start has been in existence in Stanly County as evidenced by the increase in 4 & 5 star rated childcare facilities. Of the 27 currently licensed childcare centers, 60% now have a 4 or 5 star rating. There are 3,783 children ages 0-5 in Stanly County which represents 6.3% of our overall population. Of those, 34% are enrolled in childcare. We have 306 teachers and directors working in the childcare centers and homes. That represents a sizable small business industry in Stanly County that provides a significant local economic impact. According to the 2004 study of The Economic Impact of the Child Care Industry in NC, childcare in Stanly County represented overall more than a \$50 million economic impact.

Today, Stanly's Smart Start serves as the Local Administrator for the NC Pre-K Program. Stanly Partnership funded the very first pre-k teacher and assistant in Stanly County Schools in 1999 at Stanfield Elementary School. We collaborated to bring the More At Four Pre-K program to Stanly County in 2006. At that time, all the pre-k classrooms were located in our public school system. We worked hard to bring our private childcare centers up to the level needed for them to serve as pre-k sites and the first private childcare centers opened pre-k classrooms in 2007. Stanly County Schools had served as the local administrators and contracted with Stanly's Smart Start program to manage the private sites and Head Start sites until 2010, when Stanly Partnership became the local pre-k administrators for the More At Four Program and then in July 2011 the NC Pre-K Program. This school year, we have 289 NC Pre-K slots – 199 in private centers, 54 in Head Start classrooms, and 36 in public school classrooms. We currently have 65 children that have been screened and determined eligible on a waiting list for available pre-k slots. We have about another 40 who have applied and are in various stages of the process of getting all the paperwork completed. We continue to take applications almost daily for children needing pre-k.

There has been a lot of discussion in recent months about the best way to manage the pre-k program and the subsidy system. I can speak for Stanly County and affirm that the local Smart Start/Partnership for Children in collaboration with the local school system has provided the best leadership for establishing and maintaining the pre-k program. The subsidy system is separate; it is essentially a payment system that determines eligibility for the payment and dispenses the payment. Many other important services to parents, childcare facilities, and employers are effectively provided by the local Smart Start agencies. The very mission of Smart Start dictates being the most effective way for the whole system to be managed beyond the payment process. Currently local Smart Start agencies collaborate with the local DSS (who in most counties manages the payment process) to provide the full scope of services to parents, providers and the community. Smart Start addresses in every community childcare quality, childcare availability and affordability, health and safety, and family support to ensure that all children are prepared and ready to succeed when they enter kindergarten. Smart Start is solely focused on the needs of young children and their families. Subsidy helps families afford childcare, but Smart Start focuses on getting all childcare to a quality level where the best child outcomes are achieved.

*Presentation to House Select Committee on Early Education Improvement
January 5, 2012 by Barbara D. Whitley, MSW; Executive Director
Stanly County Partnership For Children*

I want to explain briefly some of the important services that Smart Start has funded through our Partnership in Stanly County:

In 1994 an Early Childhood Resource Center was established, using a lending library concept, and has been a hub where educational materials, educational/age appropriate toys and books can be accessed by our childcare teachers and families on behalf of thousands of children over the last 17 years. The recent funding reduction forced us to downsize our Resource Center space and staff, which has had an impact on providing these resources to many teachers and families. This has been a cornerstone of our work and is one of the most valuable and popular services we provide with our Smart Start funds. There is no other resource in our community like this and it would be a serious loss to our community if it were eliminated.

Another hallmark of our work was the establishment of a pediatric dental clinic. Prior to its establishment, children with dental problems had to travel long distances to be served and often could not afford to have their needs met. Through collaboration with our local Health Dept. and others, Stanly Partnership initiated the process to establish a dental clinic for poor children that opened in 2002 within the Health Dept. Private funds, including grants from Kate B. Reynolds and Duke Endowment were used to provide adequate funds to support the dental clinic until it became self-sufficient by 2005. It continues to serve Medicaid and NC Health Choice eligible children. The clinic has the only pediatric dentist in our community. We are very proud to have been a partner in bringing this needed and valuable service to our community.

Another effective family support program, which has been reduced due to budget cuts, is our Parents as Teachers program. Since 66% of the birth to age 5 children in Stanly County are not enrolled in regulated childcare, family support programs are critical to preparing these children for kindergarten. Parents as Teachers is an intensive home visitation program where trained parent educators visit in the home once or twice a month depending on the risk factors, and work with parents to teach them effective ways to help their child learn using simple, handy, inexpensive materials or items available in the home. This is an evidenced based program that works. We have a bi-lingual parent educator that serves our Hispanic parents as well as another parent educator that serves English speaking families. A third parent educator who served 30 families was eliminated this summer because of the funding cuts.

Another example of a successful program is our collaboration with Stanly Community College to provide English as a Second Language(ESL) classes at our offices. We provide the space and childcare for the ESL classes each week and the Community College provides the instructors and materials. In addition, Stanly Partnership has secured private grants to offset some of the costs associated with the childcare. This is the most successful ESL class that the College offers because of the location and the support we provide. The young children benefit from being in a group setting, often for the first time. They learn to interact with other children, speaking English, and in close proximity to their parents who are students learning English. This brings parents and their children into our office to utilize our resource center and

*Presentation to House Select Committee on Early Education Improvement
January 5, 2012 by Barbara D. Whitley, MSW; Executive Director
Stanly County Partnership For Children*

other services. This is a firmly focused community program that no other agencies in our community are providing.

I have provided you, the House Select Committee members, with a history, other information and examples of what Smart Start means to Stanly County. A focus on early childhood is of major importance as supported by over 40 years of research that proves school and lifetime outcomes of children who are in high quality early learning services. Without Smart Start funding, Stanly County as a small, rural county would not be able to provide an effective level of services to help prepare children for success once they start kindergarten. On behalf of the children of Stanly County and the State, I am requesting that the NC Legislature continue to provide funding for Smart Start and NC Pre-K Program as well as continue to partner with us to improve NC's nationally recognized early childhood initiative, Smart Start. Local Partnerships have to be competitive in their various locations around NC and thus need to be given the tools and flexibility to successfully function whether in large or small communities. One size does not adequately serve everyone in every location across our State. Smart Start, Head Start, DSS subsidy, Health Departments, Public Schools, and other resources are separate and apart, but must work collaboratively together to ensure that we raise a healthy and appropriately educated child that will become a better prepared tax payer! Your wisdom in creating Smart Start as the convenor of all services for young children in a county like Stanly, has proven to be an effective and efficient approach and thousands of young children and our State have benefited.

In closing, I want to say how grateful we are at the local level that our State leaders submitted the best Race to the Top (RTT) application in the Nation. NC and local communities like Stanly will benefit from Race to the Top funding. As you know a system will be developed that will allow us to track the progress of children in all our programs and use the assessment information to improve the teaching and learning environments for children. I am concerned that legislators might see the RTT grant as a reason to cut Smart Start funding. The RTT grant focuses on assessment for instructional purposes, kindergarten assessment at school entry to see how all our programs are working, and professional development of all teachers, among other things. We are proud that Smart Start was a key reason that NC's application was rated as the TOP ONE in the Nation.

Thank you for providing me the opportunity to speak with you, the House Select Committee. It is my honor to present information to you about Stanly County, Smart Start and NC Pre-K and I am happy to respond to any questions you have.

Smart
ALBEMARLE START PARTNERSHIP

Serving Northeastern North Carolina

www.albemarlessp.org

January 5, 2012

House Select Committee on Early
Childhood Education Improvement
North Carolina House of Representatives
Raleigh, North Carolina 27601-1096

Dear Committee Members:

It is my pleasure and privilege to tell you about the work of Smart Start in my community, just as it is my privilege to serve the children in northeastern North Carolina. The Albemarle Smart Start Partnership's office is located in Elizabeth City and provides programs to some of the most poverty stricken, low wealth counties in our state.

We believe that all children and families deserve the best of whatever they need to be successful. We know that high quality child care is critical to children's development and later success. Quality cannot be viewed a luxury for those who can afford it, quality child care can and must be the norm for all children from all backgrounds and incomes.

We know that the quality of childcare services will improve when parents both expect and demand it. Smart Start is able to educate parents about the components of quality child care and help child care providers achieve the high standards children deserve.

In 1994, Pasquotank County Partnership for Children was created to serve the children, families and the childcare community in Pasquotank County. Camden and Currituck counties decided that their communities would be best served by partnering with an established Smart Start program. In 1998, when those counties received the necessary funding, the partnership became the Albemarle Smart Start Partnership, serving a three county region.

Finding a balance between meeting local needs and having the capacity to provide effective services can sometimes be difficult. In 2006, Gates County's local advisory committee approached our Partnership about how their children and families might be served by our programs and made the decision to merge with us that July. Also in 2006, the Bertie County Partnership requested assistance with leadership and administrative functions. They too determined that their community would be best served by being part of a regional system of services and merged with our Partnership in 2007. In each instance of expansion, the local community made the decision to join with Albemarle Smart Start Partnership based on the needs of their children, families, and child care programs.

1403 Parkview Drive/Edgewood Center, Elizabeth City, North Carolina 27909-6533

Phone: 252-333-1233

Fax: 252-333-1201

Toll Free: 800-262-8314

Smart
ALBEMARLE START PARTNERSHIP

Serving Northeastern North Carolina
www.albemarlessp.org

Currently we have 23 professionals that serve a five county region. Our allocation for FY11-12 is \$1,727,932.00. To date, our region contains 135 child care facilities that serve over 2,500 children. Last year, our staff provided training workshops for over 400 teachers, technical assistance in over 250 classrooms in 120 childcare facilities, and assisted over 300 parents in finding child care. In our region, 78 percent of children are cared for in three, four, and five-star childcare programs.

Our family support programs have reached over 400 families with parenting support, postpartum home visits from a registered nurse and support for children with special needs.

We have a Child Care Scholarship Coordinator who administers child care subsidies and has office space inside the Department of Social Services in four of the five counties we serve. The Coordinator works out of the Partnership's main office in the fifth county.

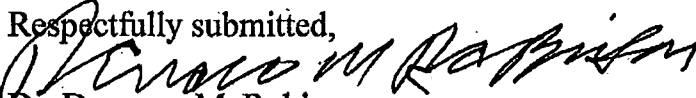
We serve on NC Pre-K committees in each of our five counties. In four of our counties NC Pre-K is managed by the school system. A nonprofit organization manages the other county.

Albemarle Smart Start Partnership has been able to bring additional services to our community by serving as the lead agency for regional Child Care Resource & Referral services, funded directly from the Division of Child Care and Early Education, for five additional counties. We have been awarded grants from the Department of Health and Human Services allowing for more programs to serve teens and teen parents. We also assist five other Partnerships with their daily fiscal responsibilities.

Smart Start must have a real presence in every county in the state. There is no substitute for local involvement and the strong personal relationships that are established between people who work together to achieve common goals around increasing young children's health, development and school readiness.

Thank you for the opportunity to share with you the important work, indeed critical work, conducted by the Albemarle Smart Start Partnership. If I can be of any further assistance, please do not hesitate to contact me.

Respectfully submitted,


Dr. Denauvo 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

Smart ALBEMARLE **START** PARTNERSHIP

Serving Northeastern North Carolina

www.albemarlessp.org

A typical day at Albemarle Smart Start Partnership:

The first phone call of the day is taken by our office manager and might be from a mother of three who has just been hired at a new job and is looking for child care for her toddler. The mom talks with our Consumer Education Specialist discussing the different types of child care available and learning about the star-rated licensing system. The Specialist speaks with the mother regarding what types of things to look for when visiting potential programs for her child; things such as how children spend their days, what activities the children engage in, how much physical play they receive, the education and training of the staff, what the program's policies and procedures are, and what the classroom environment is like. The Specialist ultimately guides the parent in answering the question "Which child care facility will best meet the needs of my child and our family?"

Parents are provided information about quality care and the availability of child care vacancies but are never provided with suggestions or recommendations regarding where they should place their child. That must always remain the parent's choice. The Specialist ascertains if the mom might qualify for assistance to pay for child care. She refers the mother to the Child Care Scholarship Coordinator who explains subsidy eligibility criteria in detail and gives her, if appropriate, an appointment to complete the application.

After that phone call, the Child Care Scholarship Coordinator prepares for her next appointment. It could be with someone such as a young Elizabeth City father who has just been awarded custody of his two children. In addition to the application for subsidy, the Coordinator helps him connect to other services, such as Health Choice insurance for his children. Our Partnership also serves parents who are enrolled in educational programs. DSS programs do not. We believe that anything we do to help the parent will help the child and that child care is an integral part of family dynamics. The Coordinator shows the young father our lending library where he can check out books and toys for his children and parenting information for himself, including books just for fathers.

Down the hall, a team meets to discuss their assessment of a Currituck County child care facility working to earn another star on their rated license. The Technical Assistance Specialists review and score an Infant Toddler and Early Childhood Environment Rating Scale that were conducted earlier in the week. Along with the Child Care Health Consultant and the Infant Toddler Specialist, they prepare a preliminary action plan to discuss with the center director and staff. Implementing the plan should ensure that the center will earn that extra star. Another Technical Assistance Specialist heads out to visit a soon to be opened family child care home in Currituck County to help develop written policies and procedures and a parent handbook.

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While the Professional Development Specialist meets with two child care teachers and their director in Camden County to talk about their plans to go back to school to earn a degree in early childhood education and enroll in the TEACH program, the Behavior Specialist gets a phone call from a Pasquotank County classroom teacher who is calling with a concern about a child who seems unfocused and disengaged. They schedule a time for an on-site observation. The School Age Specialist is setting up the training room for a Basic School Age Care training class scheduled for that evening.

Later that night, in Gates County, a group of parents who have children with special needs will meet for education and support. They came together as a support group with funding from the Family Support Network.

The day also begins with two Parent Educators – trained in the new Parents as Teachers foundational curriculum, preparing their home visits for the day. One heads to a home of a Coast Guard family. There she visits with a young family with a child who was born underweight. The mother is concerned that her child may have delays in fine motor control and together they conduct a developmental assessment. The Parent Educator helps the mom learn what is developmentally appropriate for children her child's age and to understand what skills the child will develop next. The other Parent Educator drives to Gates County to work with a single mother. After engaging in play focused on developing language skills, the Parent Educator talks with the mom about her plans to go to the local community college to earn her GED. In addition to the benefits of getting her degree, they also discuss transportation and child care issues. Meanwhile, in Bertie County, another Parent Educator works with a pregnant teen helping her prepare for her baby's arrival and make plans regarding how she can graduate from high school on time. All three have tailored their visits to each family's need while focusing on parent/child interactions, developmental parenting and family well-being.

Before driving to Knotts Island in Currituck County to conduct a monitoring visit of the Parents as Teachers program, our program evaluator pulls a list of technical assistance visits made for the quarter from a report to a funder. The Program Evaluator has a printout of families from the VisitTracker web-based database to use as she reviews parent files on-site. She will also shadow a home visit conducted by the Parent Educator assigned to Knotts Island.

At our main office in Elizabeth City the full service fiscal department processes accounts payable invoices on a daily basis. Once invoices are approved, they are keyed into the accounting software, posted and checks are produced. Journal entries to record payroll, correct errors, or make other adjustments are prepared on a daily basis as needed. In addition, our Partnership serves as a Multi-Partnership Accounting and Contracting affiliate site and provides a full range of accounting services to five other Smart Start Partnerships.

Our staff are involved in community outreach and community collaborations efforts. In the afternoon, the Child Care Health Consultant might attend a meeting of the Asthma Collation in Pasquotank County, while the Bertie Parent Educator, who works with teenage parents in the schools, attends a meeting with the School Health Advisory Committee. The Child Care Resource and Referral director attends a NC Pre-K meeting in Currituck County while the fiscal director attends a board meeting of a local non-profit children's science museum and activity center. In the evening, our staff conducts training sessions for child care personnel, facilitates parenting groups and attends community functions.

Our staff are active in many state level collaborations as well, serving on the Parents as Teachers State Advisory Board, the statewide Child Care Resource & Referral Advisory Committee, the NCPC Leader's Collaborative and the Family Support Network of NC, among others.

The work that Albemarle Smart Start Partnership does is varied and complex. No day looks just like another. Staff are responsive to the needs of the people they serve while adhering to program protocols and implementation guidelines. Above all, each day is dedicated to ensuring our youngest citizens have the opportunities to be successful in school and in life.

VISITOR REGISTRATION SHEET

HOUSE SELECT COMMITTEE ON
EARLY CHILDHOOD EDUCATION IMPROVEMENT

January 5, 2012

Name of Committee

Date

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
G. BRENNER	PROGRESS NC
Dick Carter	city
JOHN FREUDENBERG	PARTNERSHIP FOR CHILDREN OF CUMBERLAND CO.
Eva Hansen	" "
Linda Leonard	Smart Start of Davidson County, Inc.
Ron Bradford	Smart Start of Buncombe County, Inc.
Christopher Hill	NC Justice Center
Tammy Albertson	Stanly Co. Partnership For Children
Kim Lyke Holden	Catawba Co. Partnership for Children
Deborah Musika	Montgomery Co. Partnership for Children
Mary Ann Paschery	Union Smart Start

VISITOR REGISTRATION SHEET

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January 5, 2012

Name of Committee

Date

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
<i>Ed Thompson</i>	<i>Covenant w/ NC's Children</i>
<i>Debi S. Bartholomew</i>	<i>WCSS - 4901 Waters Edge, Raleigh 27606</i>
<i>Louise Bannon</i>	<i>WCSS - " "</i>
<i>SEAN MCKEOW</i>	<i>NCFA</i>
<i>MIKE DANIELS</i>	<i>WANCHE FISH CO, ^{WANCHESSE} N.C.</i>
<i>Willie ETHERIDGE</i>	<i>ETHERIDGE SEAFOOD</i>
<i>TILMAN R GRAY</i>	<i>AVON Seafood AVON, N.C.</i>
<i>Kenneth M. Seiber</i>	<i>HUBERT, NC.</i>

VISITOR REGISTRATION SHEET

HOUSE SELECT COMMITTEE ON
EARLY CHILDHOOD EDUCATION IMPROVEMENT

January 5, 2012

Name of Committee

Date

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME

FIRM OR AGENCY AND ADDRESS

NAME	FIRM OR AGENCY AND ADDRESS
<i>[Signature]</i>	MWC
Annette Newkirk	nc ccc
Joy Zimmerman	NCPC
Math Gross	NCPL
Susan Perry-Manning	NCPC
Annis J. Nelson	NCPC - Vice Chair
<i>[Signature]</i>	www
Butch Gunnells	NCPC
Jenna Nelson	ncacyc
Ginny Orvedahl	Halifax-Warren Smart Start
Justin Guillory	Progress NC

Lynn Taylor (Rep. Rayne Brown)

From: Lynn Taylor (Rep. Rayne Brown)
Sent: Tuesday, January 17, 2012 11:40 AM
To: Rep. Rayne Brown
Subject: House Select Committee on Early Childhood Education Improvement Meeting Notice

NORTH CAROLINA GENERAL ASSEMBLY

Raleigh, North Carolina 27601

January 17, 2012

MEMORANDUM

TO: Members of the House Select Committee on Early Childhood Education Improvement
FROM: Representative Rayne Brown, Co-Chair
Representative Justin Burr, Co-Chair
SUBJECT: Meeting Notice

DAY	DATE	TIME	ROOM
Thursday	February 2, 2012	9:00 AM	544 LOB

If you are unable to attend or have any questions concerning this meeting, please contact Lynn Taylor at 919.715.0873 or Lynn.Taylor@ncleg.net.

cc: Committee Record
Interested Parties

House Select Committee on Early Childhood Education Improvement
February 2, 2012, 9:00 AM
Room 544
Agenda

Rep. Rayne Brown, Co-Chair, presiding

Rep. Justin Burr, Co-Chair

Race-To-The-Top Early Learning Challenge Grant

Governor's Office

Anne Bryan, Senior Policy Advisor

Division of Child Development and Early Education

Dr. Deb Cassidy, Director

Division of Public Health

Dr. Kevin Ryan, Section Chief
Women's and Children's Health

Division of Public Instruction

John Pruetto, Director
Office of Early Learning

Literacy Research

Dr. Patsy Pierce, Staff

At-Risk Discussion

Dr. Patsy Pierce, Staff

Report Discussion



MINUTES

HOUSE SELECT COMMITTEE ON EARLY CHILDHOOD EDUCATION IMPROVEMENT

Thursday, February 2, 2012

Room 544, Legislative Office Building

The House Select Committee on Early Childhood Education Improvement met 9:00 AM, Thursday, February 2, 2012 in Room 544 of the Legislative Office Building. Members present were Co-Chair Representative Justin Burr; Co-Chair Representative Rayne Brown; Representative John Blust, Representative George Cleveland, Representative Elmer Floyd, Representative Rosa Gill, Representative Mark Hilton, Representative Maggie Jeffus, Representative Pat McElraft, and Representative Tim Moffitt.

Representative Rayne Brown presided. She welcomed all members and visitors and recognized the Sergeant at Arms who would be assisting with the meeting: Fred Hines, Carlton Adams, and Young Bae. Staff present were Lisa Hollowell with the Fiscal Research Division, Patsy Pierce with the General Research Division, Dee Atkinson also from General Research Division, and Committee Clerk Lynn Taylor. A Visitor's Registration Sheet and presentations are attached and filed as a record to the meeting.

Presentations

Race-To-The-Top Early Learning Challenge Grant

Representative Brown called on Ms. Anne Bryan, Senior Policy Advisor in the Governor's Office, to give an overview of the Race-To-The-Top program. The focus for today's presentation was to give a thumbnail of each of the projects and activities within each of those programs under the terms of the grant award. In essence it is a collaborative approach to bring the following major players together: Dr. Deb Cassidy, Director of the Division of Child Development and Early Education; Dr. Kevin Ryan, Section Chief of Women's and Children's Health, for the Division of Public Health; and Mr. John Pruette, Director of the Office of Early Learning from the Division of Public Instruction. They each presented from the handout entitled "Early Learning Challenge." See Attachment 1.

Representative Brown thanked the panel and opened the floor for the committee to ask questions.

Representative Brown recognized Representative Floyd. In light of the presentation on plans for northeastern North Carolina, he asked if there was anything being addressed about the southeastern part of North Carolina. Ms. Bryan explained they chose the northeastern area of the state for two reasons. Looking at the map, Tier 1 is the set of poorest counties in the state. The cluster that is the strongest and deepest is in northeastern North Carolina, making that the decision where to go.

Secondly, K-12 Race to the Top had already made a commitment in that area. If they also came along to make a difference with children before they came to kindergarten, they believed they could strengthen the impact of the K-12 commitment. Ms. Bryan added they are still making a determination of the communities within the sixteen to eighteen counties in this highest poverty tier who have been invited to submit an application in the selection process.

Representative Brown recognized Representative Floyd. He spoke of the 15%-16% unemployment rate in the southeastern part of the state and thought that should factor in the selection process, too. Ms. Bryan agreed with him, wishing they could do these programs in all high poverty areas all over the state, but it was not possible with the funds they had. They felt it was a compelling choice for the Transformation Zone area and reminded the committee other aspects of the Early Learning Challenge are available all over the state. Not all the resources are going into the Transformation Zone, so the southeast and other areas of the state can benefit from other aspects of the program. The hope that what is learned in the Transformation Zone will be used in the years to come to strengthen services all over the state.

Representative Brown recognized Representative Cleveland. He inquired if anyone from the Governor's Office has looked at what it will cost after the federal dollars are gone. Ms. Bryan answered it was a consideration. One of the basic tenants used for planning was these dollars needed to be used for capacity building. These were to be onetime expenditures for long term benefit. They are not looking at things that have to be continued after this. They do hope the ideas presented here will prove themselves to be so successful and important that those who are making the decisions at the time will want to consider them along with other options. The state has not been committed to anything other than what is being done here. They believe they are leveraging these dollars to create a situation that is going to be very different four years from now.

Representative Brown recognized Representative Cleveland for follow-up. He stated but it is causing a problem for the state four years from now. Their decisions are going to cause the legislature at that time to come up with monies to support programs that are being developed now. It is a problem someone else is going to have to address after most are gone. He inquired who is going to oversee the integrated data system. Ms. Bryan said there are data systems in place in each of the agencies now. What they are looking to do is link those systems into a larger system that can be used to help their agencies plan well, have information in a timely way so they are able to make corrections as they move forward to use dollars more effectively. Right now the integrated data system is being housed with the Early Childhood Advisory Council. Determination where this ought to be housed for the long term will happen as development goes along. Representative Cleveland again asked who is overseeing it. He believes the state law said the ITS folks were to be the overseers of all new programs and the building of them. Ms. Bryan responded they will be involved, as will representatives from all the agencies that they will be working with here, DPI and all the agencies that touch the early childhood system, to make sure they are coordinated. She said they are not creating another system but linking it together for greater impact.

Representative Brown recognized Representative Cleveland for follow-up. While they are going to do an assessment of K-3, he thought a K-5 or 6 assessment would be much more beneficial to see the outcomes of this program. Everything in the K-3 assessments always say what a wonderful program it is, but once you get past that, the problems start cropping up. He asked Mr. Pruette

(DPI) why we don't do a K-5 or K-6 assessment. Mr. Pruette answered the assessment that is in place is a formative assessment to drive classroom instruction. Other types of data are collected beyond third grade to help inform classroom instruction, i.e. end of grade tests, etc. It was not intended to be an assessment to prove the worth of this program or these dollars, but an assessment of child progress to better inform the teacher so he can provide the opportunities to move that child forward. The implementation of that assessment varies across the state. It is an effort to improve teachers' abilities to understand who their children are; where the children are in terms of their learning development; and help them provide opportunities for those children move forward. It is a little bit different than a qualitative assessment of the program's success.

Representative Brown recognized Representative Gill. She asked if the Early Learning Challenge would give the opportunity to look at how we repurpose our dollars to cost us less in the future to educate our children. Ms. Bryan said they want to work better as a true system and do better with limited resources for a transformative outcome. They are trying out things with a comprehensive set of services, not just the early care in education, but the health services that are needed. They think putting it all together will create a different landscape in the future to do more with less for better results.

Representative Brown recognized Representative Burr. He asked Dr. Cassidy how we can know what they are doing to improve the one and two star facilities. Noting funding for the Healthy Behavior Specialist, he also asked if they looking to put a number of folks throughout that area or is it one or two positions. Dr. Cassidy answered as an update on the one and two star progress that was in the budget bill last year, over 55% of their centers and 30%-40% of homes have applied for more stars through the work of their childcare consultants, research and referral specialists, as well as the technical assistance folks at the Smart Start. That group working together has made tremendous progress. Those that have applied before the July 1 deadline and are making progress towards it will continue to have subsidy dollars flowing toward them. The healthy social behavior specialists focus on children who are struggling. She stated there are more and more who are struggling in terms of their behaviors, their emotional stability, and these individuals work with teachers to help them better cope with those children in their classrooms. The money is for one individual over four years' salary and benefits in the northeastern region of the state.

Representative Burr then asked Mr. Pruette Has had the idea been discussed with DPI about tagging the children who receive subsidy dollars in the partnership programs to get a true identification of where they are, where they are going, and their progress through school. Mr. Pruette said it had been discussed across all the various departments. The Department of Public Instruction created a unique identifier in Pre-K, giving them the opportunity to track children across time, hence the results related to MAF outcomes as children exited third grade. Part of the data systems' development includes a discussion of expanding that unique identifier opportunity out to other programs giving them the opportunity to look at children as they move across the grades. Representative Burr asked when they plan on rolling out the student ID number and if the different early childhood education areas are included and could be added so their outcomes could be measured as well. Mr. Pruette answered that unique identifier currently exists for Pre-K children who are served in public school sites. There is infrastructure in place to push that out to other types of programs. That is part of this discussion as how the data dollars will be used.

Literacy Research

Representative Brown recognized Ms. Patsy Pierce for the presentation on Literacy Research. Part of the authorization for this committee includes a charge from the General Assembly that the Early Childhood Education Improvement Committee study the types of activities, goals and intended outcomes of evidence based early literacy activities that promote phonemic awareness, letter recognition, segmenting words into sounds, and decoding print text. Her presentation covered early literacy development and a look at some of the activities that the General Assembly is currently funding through our current budget **S.L. 2011-145**.

Ms. Pierce brought the following handouts for the committee:

1. Handout A – Risk and Protective Factors for Mental, Emotional, and Behavioral Disorders Across the Life Cycle;
2. Handout B – 2010 State-Funded Pre-K Program Eligibility Requirements;
3. Handout C – Oral and Written Language Milestones;
4. Handout D – Factors placing children “at risk”;
5. Handout E – NC Subsidized Child Care Eligibility Limits as 75 Percent of State Median Income; and
6. Findings from the Report of the National Early Literacy Panel were presented in her PowerPoint “Lullabies to Literacy: Early Literacy Development”. See Attachment 2. For the full report visit the House Select Committee on Early Childhood Education Improvement’s website: <http://www.ncleg.net/documentsites/committees/HSCECEI/02-02-2012/NELP%20Report09.pdf>.

Representative Brown thanked Ms. Pierce for a wonderful presentation and opened the floor for questions on early literacy.

Representative Brown recognized Representative Jeffus. She asked about the use of large pencils versus regular sized pencils and how that affects their writing. Ms. Pierce answered the most current information comes from occupational therapists who say it is still fine to use larger writing instruments as long as they work to develop fine motor skills during other times of the day.

Ms. Pierce continued her presentation with addressing the term “at risk”. See Handout D. For more research and information on “at risk” factors, go to the committee’s website <http://www.ncleg.net/gascripts/DocumentSites/browseDocSite.asp?nID=153&sFolderName=\11-03-2011>.

Representative Brown opened the floor for “eat risk” discussion.

Representative Brown recognized Representative McElraft. Representative McElraft asked Ms. Pierce to explain the eligibility of Head Start compared to the “at risk” factor eligibility for North Carolina Pre-K and if the Head Start eligibility is poverty times two. Ms. Pierce responded for Head Start families consisting of four members to be eligible for their programs is \$22,000 per year. For North Carolina, a family of four could make up to \$50,000 per year. North Carolina has a broader range, but the majority of children in Pre-K are actually falling back within the Head Start amount. Referring to page 13 of Handout D, 65% of the families are actually down at this level.

Representative McElraft asked if the General Assembly is forced by a judge to make sure all “at risk” children in North Carolina are provided with this Pre-K, then would we not because of our guidelines have to provide it to those making \$50,000 for a family of four. Ms. Pierce responded that seems logical. Whatever our current eligibility criteria, that is how North Carolina is defining “at risk”. If there is a direction is to serve all children “at risk”, then the General Assembly would serve children falling under that “at risk” definition. Representative McElraft expressed concern that anyone who is active duty with orders, eighteen months or expected with orders, could be everyone in the military. Is there a guideline for how much they make. Would they also have to qualify for the 75% of State Median Income or, because of this criterion, are they automatically given free childcare?

To answer that question Ms. Pierce asked the Chair for permission to recognize Jani Kozlowski, the NC Pre-K Program Coordinator in the Division of Child Development and Early Education. She pointed to the slide cited earlier on page 13 shows the grouping together of two different categories. Priority is made for poverty and children with disabilities, and they must be served before children with other eligibility. The military eligibility factor, limited English proficiency, and all those beyond IEP or poverty level, those children are only to be served once the children in the first category are served. It is only a very small percentage of the children currently served.

Pointing to the current NC Pre-K eligibility criteria “at risk” factors to understand who qualifies, Representative McElraft expressed concern that if we have these guidelines for “at risk”, at some point the General Assembly could be required to serve all children if a judge says that we have to serve all “at risk” children. We need to look at these criteria to make sure that we don’t have such an expensive program that we could be forced into spending extra taxpayer dollars that we’re not doing right now.

Representative Brown recognized Representative Burr. He reminded the committee that the definition of “at risk” is set by this body. It is this committee’s decision and one of the things that we are looking at today and reviewing.

Representative Brown recognized Representative Cleveland. Noting the “Perry Pre-school Program”, he asked how similar it is to what North Carolina is attempting to do. Ms. Pierce answered the criterion are very similar and what they are trying to emulate here in North Carolina.

Representative Brown thanked Dr. Pierce for her presentation.

Representative Brown recognized Representative Gill. She reminded to approve the minutes.

Representative Brown asked for a motion to accept the minutes. Representative Moffitt motioned.

Representative Floyd seconded the motion.

Representative Cleveland asked for discussion. Noting staff had been asked to provide several things, he inquired if the staff were sending to all members of the committee. He received

confirmation the information requested by Representative Gill had indeed been sent to all the committee members.

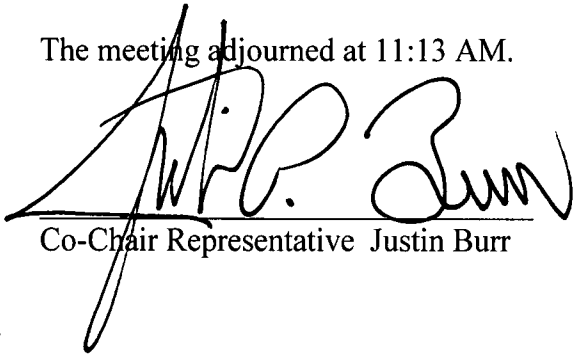
Representative Brown asked all those in favor of accepting January's minutes to say aye. The motion carried, and the minutes were unanimously passed.

Representative Brown spoke to the report process outlining the dates and recommendations for legislation to be included in the report by staff.

Representative Floyd asked if those dates could be emailed to the committee. Lynn Taylor confirmed she would provide the dates to the committee that day.

Representative Brown congratulated Representative Pat McElraft for being awarded Sales Representative of 2011 for Remel, a national microbiology products company.

The meeting adjourned at 11:13 AM.



Co-Chair Representative Justin Burr



Co-Chair Representative Rayne Brown



Lynn Taylor
Lynn Taylor, Committee Clerk

HOUSE SELECT COMMITTEE ON EARLY CHILDHOOD EDUCATION IMPROVEMENT
February 2, 2012

Early Learning Challenge Projects and Activities

House Select Committee on
Early Education Improvement
February 2, 2012



NC Early Childhood Advisory Council

The Early Learning Challenge in North Carolina

- Opportunity for bold and transformative action to help assure that all of NC's young children come to school ready for success in school and in life
- Grant of \$70 million
- 4-year grant period:
Jan 1, 2012–Dec 31, 2015
- A collaborative approach to strengthen the effectiveness and efficiency of the system and the outcomes for children



NC Early Childhood Advisory Council

NC's Plan: Four Areas of Focus

- Strengthen the state's early childhood system and build its capacity to foster positive outcomes for young children
- Enhance the quality of programs to serve young children and their families and improve access to high-quality programs
- Strengthen the early childhood workforce to increase staff and system effectiveness and sustain change
- Target high-intensity supports and community infrastructure-building efforts to turn around poor outcomes for young children in the state's highest-need counties



NC Early Childhood Advisory Council

Implementation Strategy

- **Lead Agency:** Early Childhood Advisory Council—responsible for overall coordination and specific projects
- **Participating State Agencies**—responsible for specific projects:
 - Division of Child Development and Early Education
 - Division of Public Health
 - Department of Public Instruction, Office of Early Learning
- **Contracts and MOUs** with other state and local agencies and organizations



NC Early Childhood Advisory Council

Early Childhood Advisory Council projects

- **Grants management and implementation support (\$6,708,211)**
 - Grants management (\$4,478,211)
 - Evaluation (\$1,000,000)
 - Technical assistance reserve (\$400,000)
 - Transformation Zone state-level support (\$830,000)
- **Integrated data system (\$8,894,351)**



NC Early Childhood Advisory Council

ECAC projects (cont'd)

- **Professional development capacity building (\$75,000)**
 - Professional Development Council (\$25,000)
 - Online Master's degree program (\$50,000)
- **Partnership initiatives (\$10,043,872)**
 - Transformation zone capacity building (\$2,757,572)
 - Leadership collaborative (\$2,112,736)
 - Faith-based child care engagement (\$338,588)
 - Assuring Better Health and Child Outcomes (\$2,665,609)
 - Child care health consultants (\$2,169,367)



NC Early Childhood Advisory Council

Division of Child Development and Early Education projects

- **Promoting participation in QRIS (\$2,017,266)**
 - Incentives to support programs that voluntarily meet higher standards (\$750,000)
 - Support for programs to join QRIS (\$1,242,266)
 - Task force on licensing (\$25,000)
- **QRIS program quality measure development (\$982,870)**
- **Increasing access to high-quality programs (\$4,491,852)**
 - Support 1 & 2 star programs to earn higher rating (\$1,394,430)
 - Increase access to high quality infant-toddler care (\$2,497,422)
 - Early childhood workforce study (\$600,000)
- **QRIS validation (\$2,393,000)**



NC Early Childhood Advisory Council

DCDEE projects (cont'd)

- **Enhanced professional development (\$5,419,340)**
 - Infant/toddler specialist (\$280,000)
 - Coaching, mentoring, and TA course (\$25,000)
 - Child Care Resource & Referral training enhancement (\$4,834,340)
 - Healthy behavior specialist (\$280,000)
- **Early learning and development standards (\$281,000)**
- **Certification and licensure (\$1,425,000)**
 - B-K teacher licensure support (\$800,000)
 - Educator efficacy endorsement & certification (\$625,000)



NC Early Childhood Advisory Council

DCDEE projects (cont'd)

- **Teacher education: access and articulation (\$593,000)**
 - Community college accreditation (\$200,000)
 - Community college innovation fund (\$393,000)
- **Compensation and retention (\$7,197,000)**
 - WAGES (\$4,000,000)
 - T.E.A.C.H.® Scholarships (\$3,197,000)
- **Classroom community building (\$495,760)**
- **Program director leadership institute (\$1,214,340)**



NC Early Childhood Advisory Council

Division of Public Health projects

- **Family strengthening (\$5,989,460)**
 - NorthEast Connects (\$1,998,750)
 - Family strengthening initiatives (\$3,969,210)



NC Early Childhood Advisory Council

Office of Early Learning projects

- **K-3 assessment (\$9,769,801)**
- **K-3 assessment (\$8,769,801)**
 - Kindergarten Entry Assessment (KEA)
 - Formative assessment across the early grades (K-3)
- **Using data to improve classroom instruction (\$1,000,000)**
 - Supports school and classroom efforts to improve school experiences of children
- **Family engagement (\$2,000,000)**
 - Utilizes Head Start grantees as "hubs" for professional development



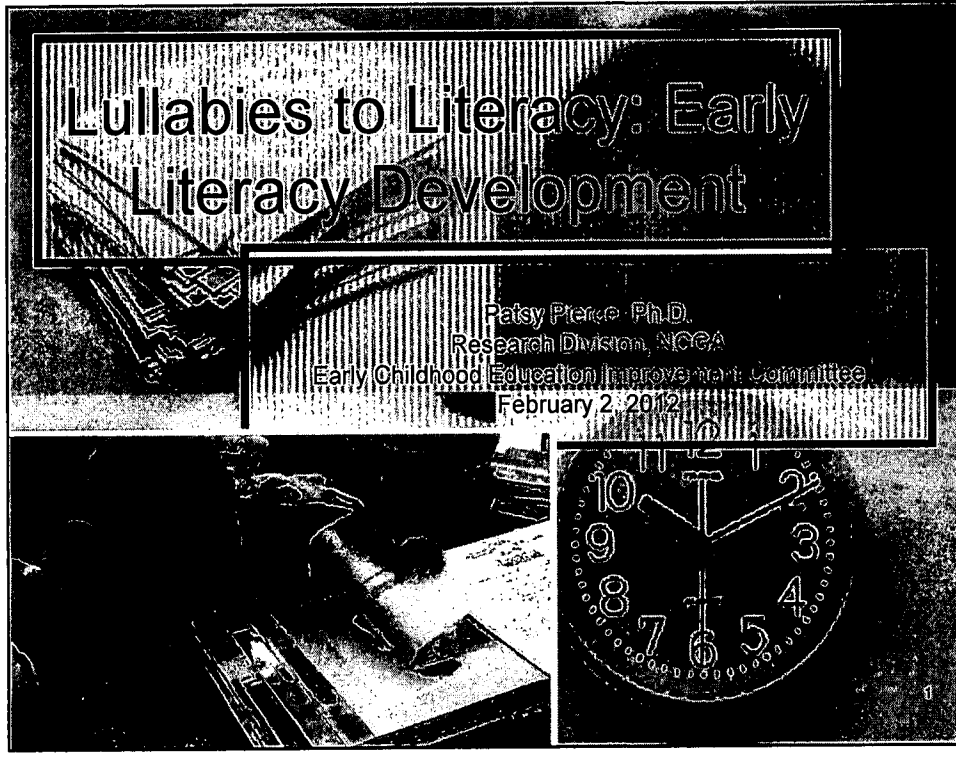
NC's Goals

Dramatically improved outcomes for North Carolina's young children

A stronger and more competitive economy for North Carolina

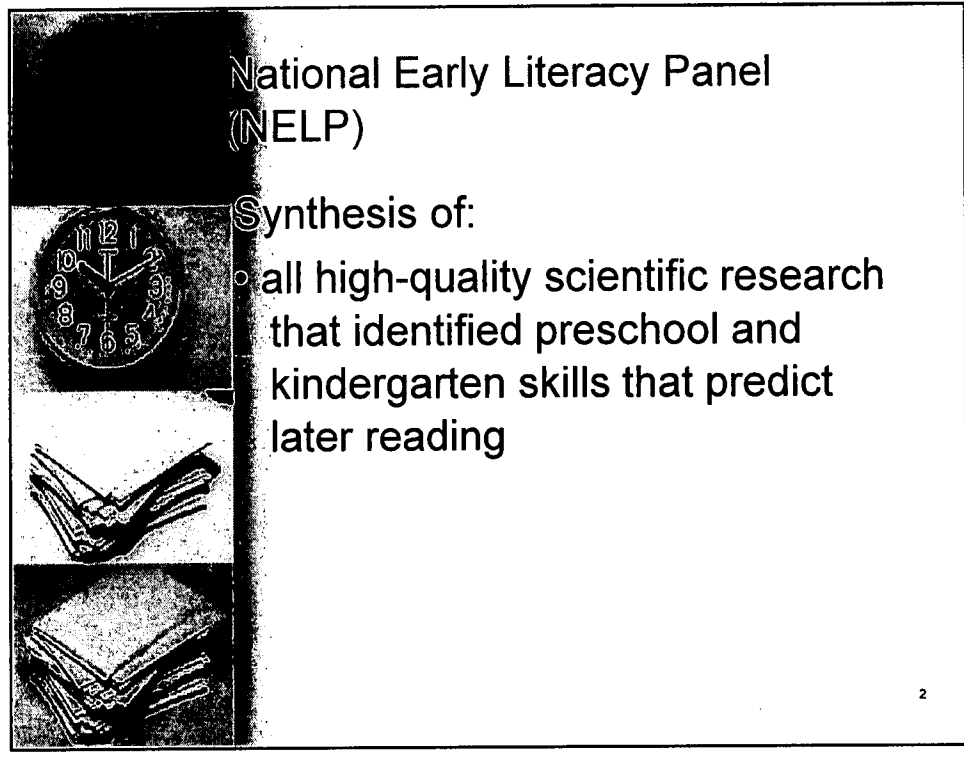


NC Early Childhood Advisory Council



Lullabies to Literacy: Early Literacy Development

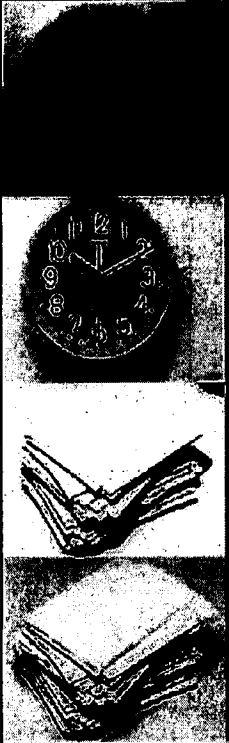
Patsy Pierce, Ph.D.
Research Division, NCEA
Early Childhood Education Improvement Committee
February 2, 2012



National Early Literacy Panel (NELP)

Synthesis of:

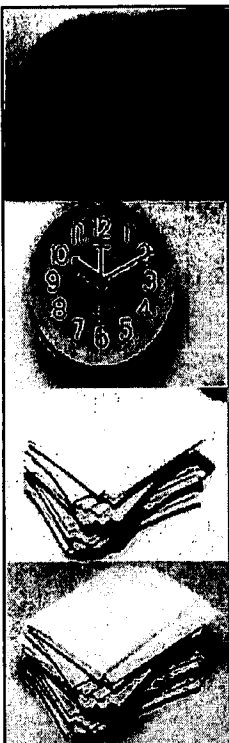
- all high-quality scientific research that identified preschool and kindergarten skills that predict later reading



NELP Findings

- Found Three Highly-Significant Predictors:
 - Oral Language
 - Alphabetic Code/Phonological Awareness
 - Print Knowledge/Concepts

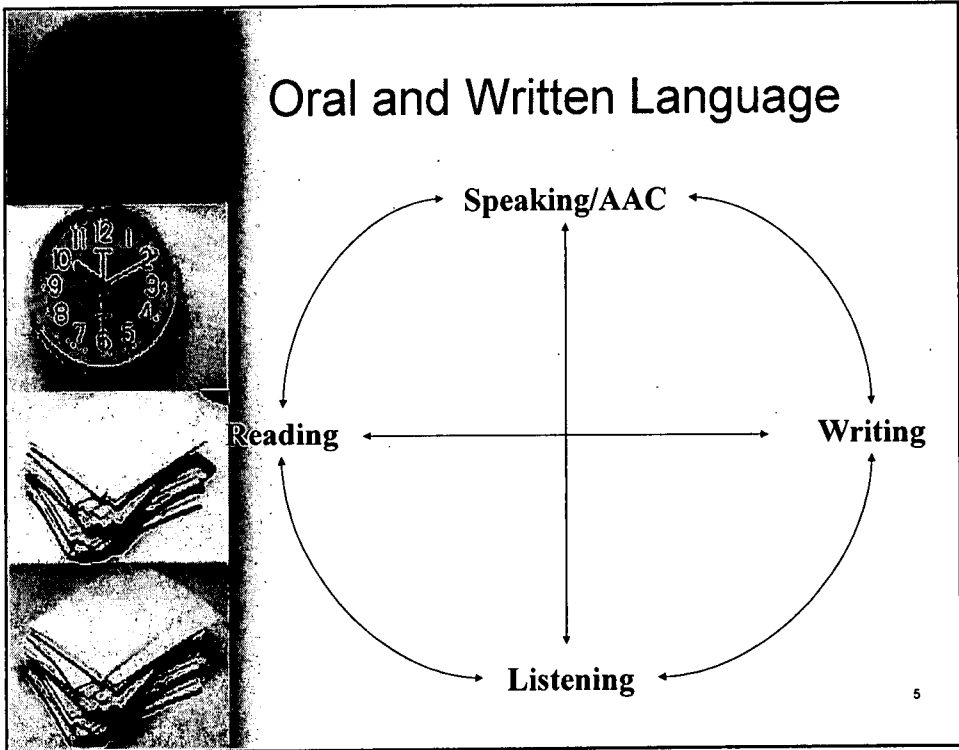
3



Oral and Written Language Connections

- Develop concurrently;
- Assist in each system's development;
- Share the same basic sound system (phonemes);
- Share the same basic rule system (morphemes and syntax)

4



National Findings: Literacy Skills

<p>"Thrilling Three": B-K</p> <ul style="list-style-type: none"> Oral language Alphabetic code print Knowledge/concepts <p>National Center for Family Literacy (2005). National early literacy panel: Synthesizing the scientific research on development of early literacy in young children.</p>	<p>"Fab Five": K-3</p> <ul style="list-style-type: none"> Phonemic awareness Phonics Vocabulary Fluency Comprehension <p>National Institute of Child Health and Human Development (NICHD). (2000). Report of the national reading panel. Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instructions. Reports of the subgroups. Washington, DC: Author.</p>
--	--

6

5 Interventions

- NELP identified 5 categories of interventions that we can use to promote early literacy development:
 - **Code-related interventions**
 - **Shared reading interventions**
 - **Language enhancement interventions**
 - **Parent and home programs for improving children's literacy**
 - **Preschool and kindergarten programs**

7

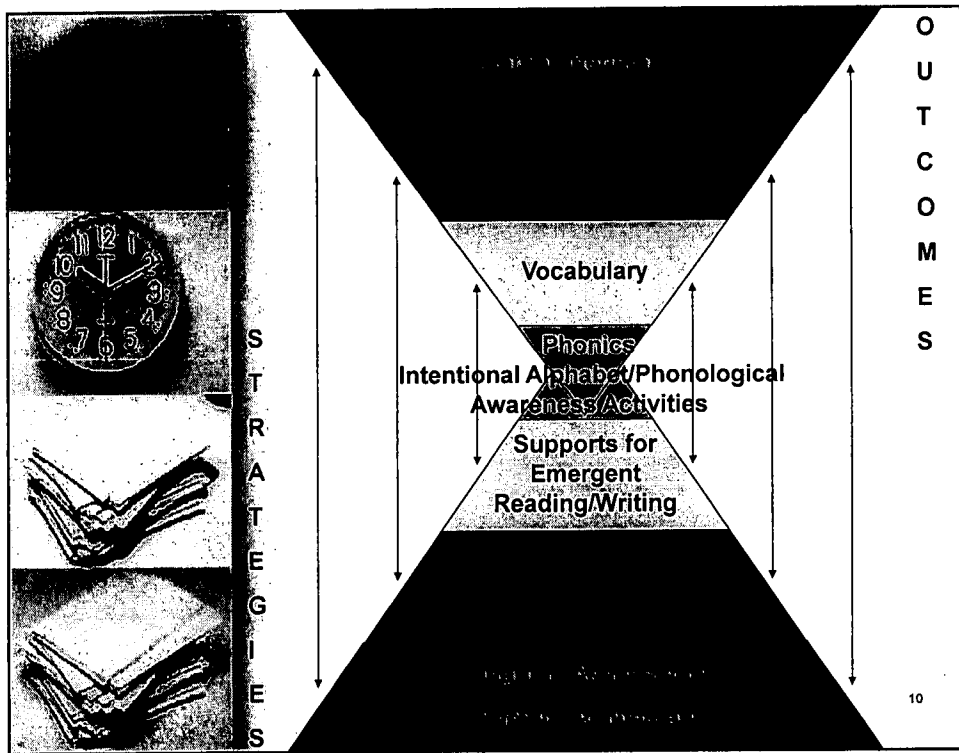
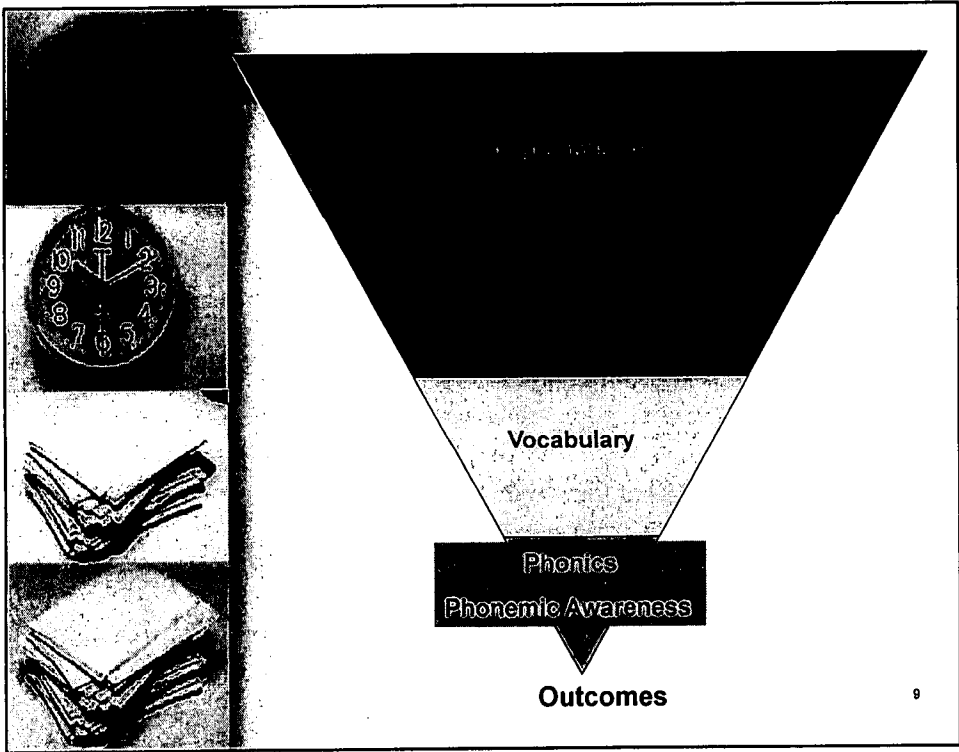


Intentional ABC &
Phonological
Awareness
Activities

Supports for
Emergent
Reading/Writing

Teaching Strategies

8



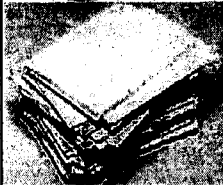
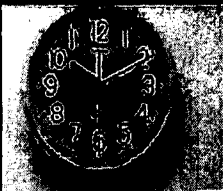
Family Involvement



- Literacy resources (e.g., library cards, books, literacy education for families);
- Children's literacy workshops for families, based on their needs and interests;
- Family members reading to children in classrooms, sending in taped readings reflective of cultural and linguistic backgrounds.

11

Ongoing Assessment



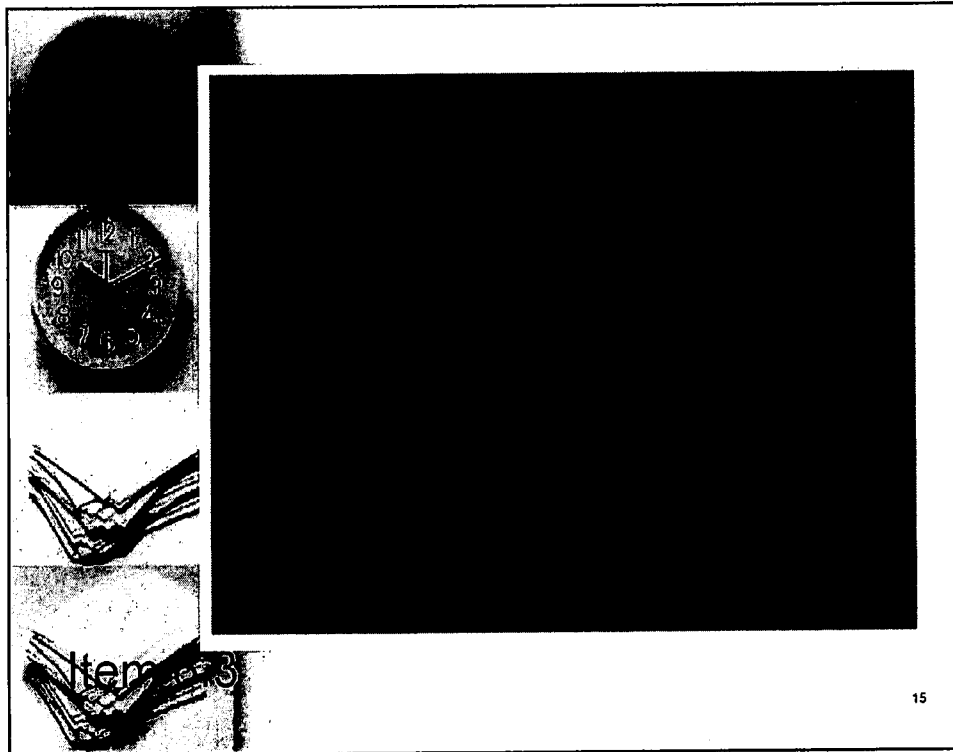
- Informs practice
- Uses multiple, authentic approaches
 - Observation Notes
 - Work Samples

12

How does _____ write his name? (Motor & Cognitive item)

Makes an inconsistent mark/scribble to represent their name	Makes a consistent mark/scribble to write their name	Makes letter like forms in scribble to write their name	Writes some letters to form name (not necessarily in order)	Writes name in recognizable form	Writes first and last names and/or other names
1	2	3	4	5	6

Item from The Bridge Early Language and Literacy Portfolio Framework¹³



15

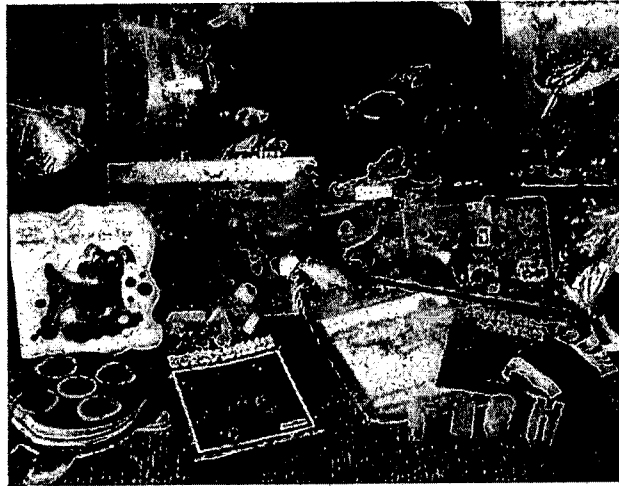
Rich Oral Language Environment

- Children talk more than adults
- ALL children have multiple ways to communicate
- Adults really listen-show true interest in what children are doing and saying
- Reflect on what children are doing; use encouragement rather than praise
- Label their feelings
- Ask open-ended, action questions; give suggestions
- Encourage choice & rule making
- Have real conversations with each child everyday
- Use a variety of words. Help children learn at least 2 new words everyday

Literacy-rich curricula: S.L. 2011-145, Section 10.7(b)

16

Literacy-rich water play



17

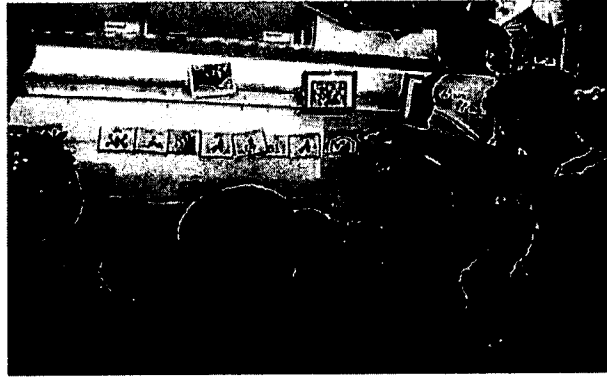
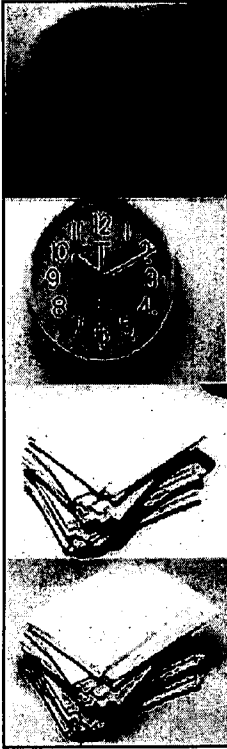
Supports for Emergent Reading

- Story Sharing
- Environmental Print (e.g., logos, newspapers, magazines)
- Print in the environment (e.g., labels, books, directions, dictation)
- Book Sharing
 - ACIR!
 - Follow the C*A*R* (comment and wait; ask questions and wait, respond by adding a little more
 - www.walarningsystems.org
- Shared Reading of Big Books
- Dialogic Reading (CROWD)
- Modeling Use of Reading for Real Purposes (e.g., learning, problem solving, task completion)
- Information books, ABC books, story books in centers

Literacy-rich curricula: S.L. 2011-145, Section 10.7(b)
See provided list

18

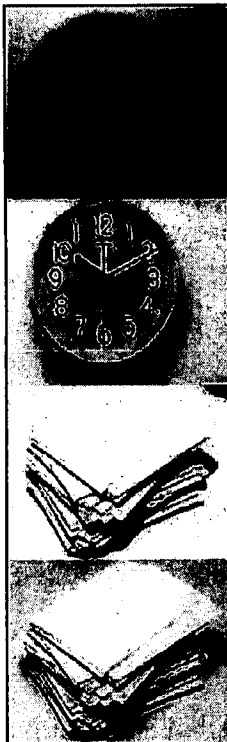
Reading daily schedule



19

Supports for Emergent Writing

- Language Experience Approach
- Shared Writing
- Modeling use of writing for real purposes (e.g., memory, self-expression, ownership)
- Writing props
- Sign in

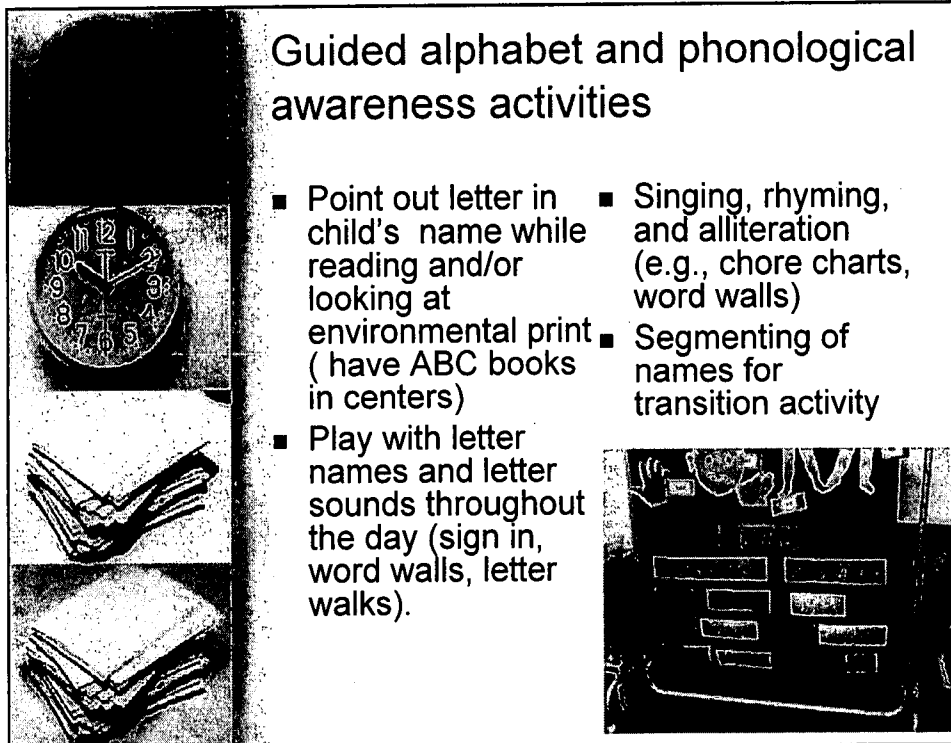


Supports for Writing Development=People, Pencils, Paper, Purpose

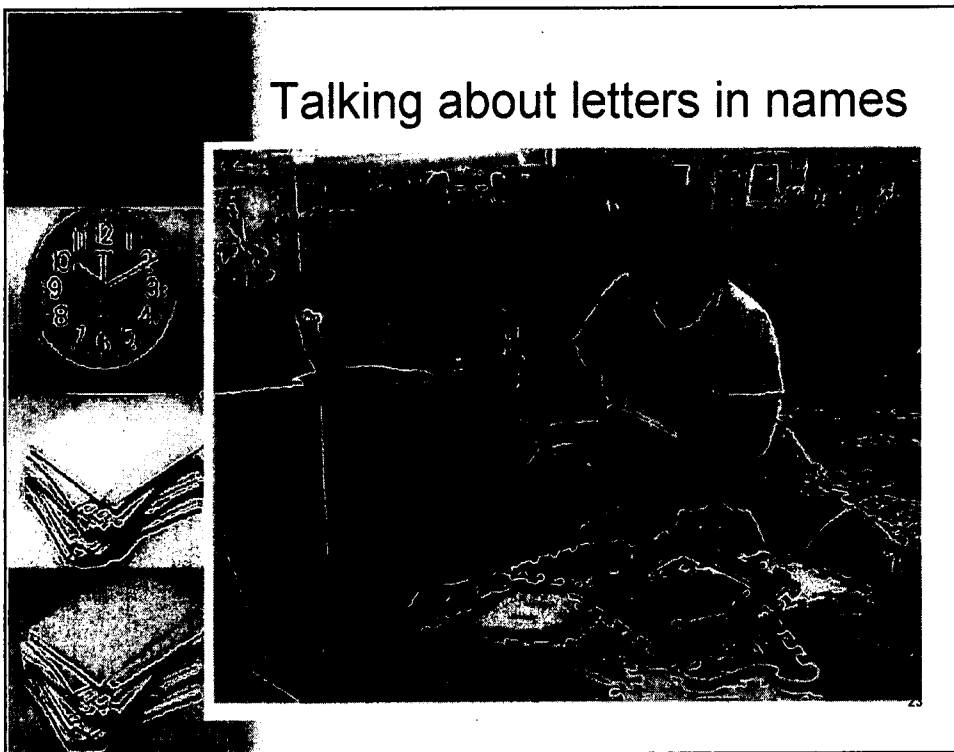


Guided alphabet and phonological awareness activities

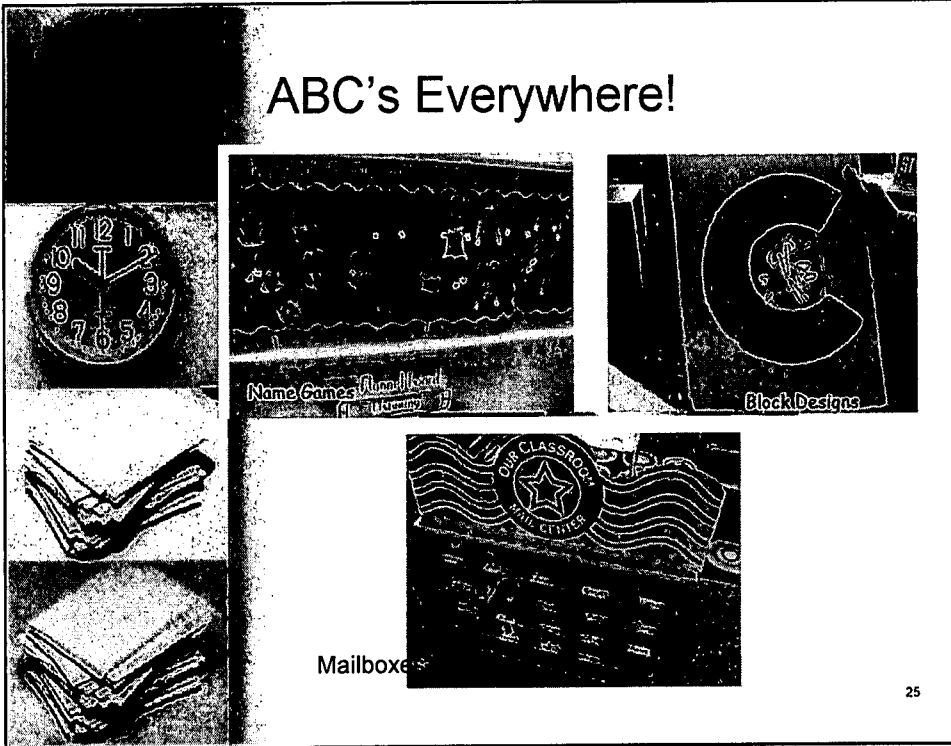
- Point out letter in child's name while reading and/or looking at environmental print (have ABC books in centers)
- Singing, rhyming, and alliteration (e.g., chore charts, word walls)
- Play with letter names and letter sounds throughout the day (sign in, word walls, letter walks).
- Segmenting of names for transition activity



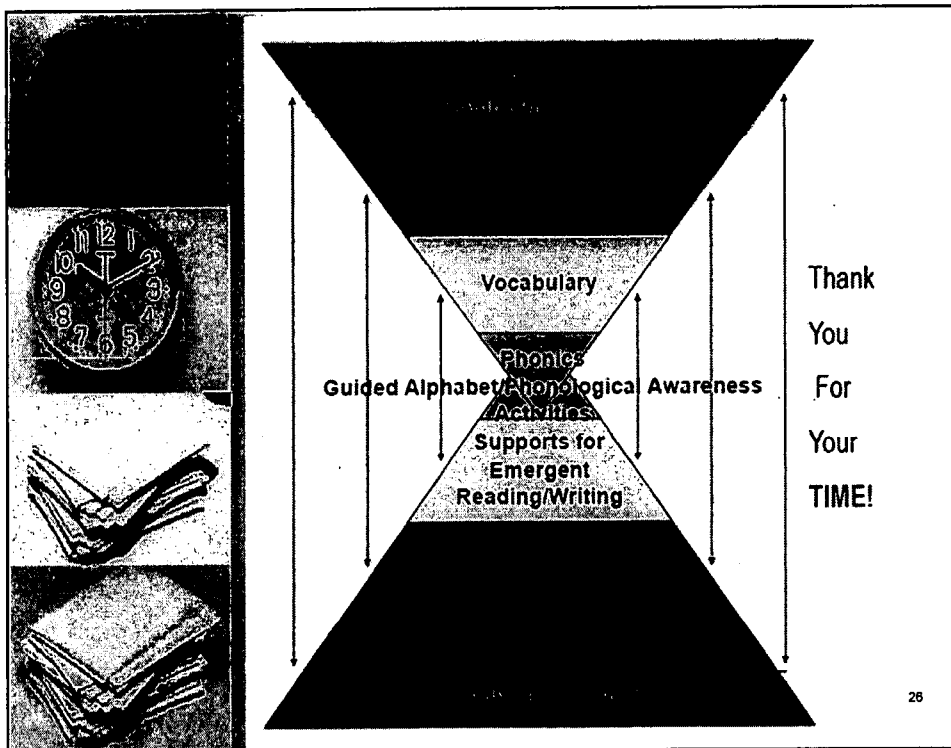
Talking about letters in names



ABC's Everywhere!



Mailboxes



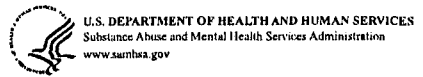
Thank
You
For
Your
TIME!

Risk

- Difficult temperament
- Insecure attachment
- Hostile to peers, socially inhibited
- Irritability
- Fearfulness
- Difficult temperament
- Head injury
- Motor, language, and cognitive impairments
- Early aggressive behavior
- Sexual abuse
- Parental drug/alcohol use
- Cold and unresponsive mother behavior
- Marital conflict
- Negative events
- Cold and unresponsive mother behavior
- Parental drug/alcohol use
- Family dysfunction
- Disturbed family environment
- Parental loss
- Poor academic performance in early grades
- Specific traumatic experiences
- Negative events
- Lack of control or mastery experiences
- Urban setting
- Poverty

Protective

- Self-regulation
- Secure attachment
- Mastery of communication and language skills
- Ability to make friends and get along with others
- Reliable support and discipline from caregivers
- Responsiveness
- Protection from harm and fear
- Opportunities to resolve conflict
- Adequate socioeconomic resources for the family
- Support for early learning
- Access to supplemental services such as feeding, and screening for vision and hearing
- Stable, secure attachment to childcare provider
- Low ratio of caregivers to children
- Regulatory systems that support high quality of care



Risk and Protective Factors for Mental, Emotional, and Behavioral Disorders Across the Life Cycle



Disorders

- depression
- anxiety
- substance abuse
- schizophrenia
- conduct disorders

Type of Factor

- ▼ risk factor
- ▼ protective factor

Sources of Risk/Protective Factors

- ▼ individual
- ▼ family
- ▼ school/community

- Negative self-image
- Apathy
- Anxiety
- Dysthymia
- Insecure attachment
- Poor social skills: impulsive, aggressive, passive, and withdrawn
- Poor social problem-solving skills
- Shyness
- Poor impulse control
- Sensation-seeking
- Lack of behavioral self-control
- Impulsivity
- Early persistent behavior problems
- Attention deficit/hyperactivity disorder
- Anxiety
- Depression
- Antisocial behavior
- Head injury
- Self-reported psychotic symptoms
- Parental depression
- Poor parenting, rejection, lack of parental warmth
- Child abuse/maltreatment
- Loss
- Marital conflict or divorce
- Family dysfunction
- Parents with anxiety disorder or anxious childrearing practices
- Parental overcontrol and intrusiveness

(family risk factors continued)

- Parents model, prompt, and reinforce threat appraisals and avoidant behaviors
- Marital conflict; poor marital adjustments
- Negative life events
- Permissive parenting
- Parent-child conflict
- Low parental warmth
- Parental hostility
- Harsh discipline
- Child abuse/maltreatment
- Substance use among parents or siblings
- Parental favorable attitudes toward alcohol and/or drug use
- Inadequate supervision and monitoring
- Low parental aspirations for child
- Lack of or inconsistent discipline
- Family dysfunction

(school/community risk factors continued)

- School failure
- Low commitment to school
- Peer rejection
- Deviant peer group
- Peer attitudes toward drugs
- Alienation from peers
- Law and norms favorable toward alcohol and drug use
- Availability and access to alcohol
- Urban setting
- Poverty
- Mastery of academic skills (math, reading, writing)
- Following rules for behavior at home, school, and public places
- Ability to make friends
- Good peer relationships
- Consistent discipline
- Language-based rather than physically-based discipline
- Extended family support
- Healthy peer groups
- School engagement
- Positive teacher expectations
- Effective classroom management
- Positive partnering between school and family
- School policies and practices to reduce bullying
- High academic standards

Risk and Protective Factors for Mental, Emotional, and Behavioral Disorders Across the Life Cycle *(continued)*

ADOLESCENCE



- Female gender
- Early puberty
- Difficult temperament: inflexibility, low positive mood, withdrawal, poor concentration
- Low self-esteem, perceived incompetence, negative explanatory and inferential style
- Anxiety
- Low-level depressive symptoms and dysthymia
- Insecure attachment
- Poor social skills: communication and problem-solving skills
- Extreme need for approval and social support
- Low self-esteem
- Shyness
- Emotional problems in childhood
- Conduct disorder
- Favorable attitudes toward drugs
- Rebelliousness
- Early substance use
- Antisocial behavior
- Head injury
- Marijuana use
- Childhood exposure to lead or mercury (neurotoxins)



- Parental depression
- Parent-child conflict
- Poor parenting
- Negative family environment (may include substance abuse in parents)
- Child abuse/maltreatment
- Single-parent family (for girls only)
- Divorce

(family risk factors continued)



- Marital conflict
- Family conflict
- Parent with anxiety
- Parental/marital conflict
- Family conflict (interactions between parents and children and among children)
- Parental drug/alcohol use
- Parental unemployment
- Substance use among parents
- Lack of adult supervision
- Poor attachment with parents
- Family dysfunction
- Family member with schizophrenia
- Poor parental supervision
- Parental depression
- Sexual abuse



- Peer rejection
- Stressful events
- Poor academic achievement
- Poverty
- Community-level stressful or traumatic events
- School-level stressful or traumatic events
- Community violence
- School violence
- Poverty
- Traumatic event
- School failure
- Low commitment to school
- Not college bound
- Aggression toward peers
- Associating with drug-using peers
- Societal/community norms about alcohol and drug use

(school/community risk factors continued)



- Urban setting
- Poverty
- Associating with deviant peers
- Loss of close relationship or friends



- Positive physical development
- Academic achievement/intellectual development
- High self-esteem
- Emotional self-regulation
- Good coping skills and problem-solving skills
- Engagement and connections in two or more of the following contexts: school, with peers; in athletics, employment, religion, culture



- Family provides structure, limits, rules, monitoring, and predictability
- Supportive relationships with family members
- Clear expectations for behavior and values



- Presence of mentors and support for development of skills and interests
- Opportunities for engagement within school and community
- Positive norms
- Clear expectations for behavior
- Physical and psychological safety

EARLY ADULTHOOD



- Early-onset depression and anxiety
- Need for extensive social support
- Childhood history of untreated anxiety disorders
- Childhood history of poor physical health
- Childhood history of sleep and eating problems
- Poor physical health
- Lack of commitment to conventional adult roles
- Antisocial behavior
- Head Injury



- Parental depression
- Spousal conflict
- Single parenthood
- Leaving home
- Family dysfunction



- Decrease in social support accompanying entry into a new social context
- Negative life events
- Attending college
- Substance-using peers
- Social adversity



- Identity exploration in love, work, and world view
- Subjective sense of adult status
- Subjective sense of self-sufficiency, making independent decisions, becoming financially independent
- Future orientation
- Achievement motivation



- Balance of autonomy and relatedness to family
- Behavioral and emotional autonomy

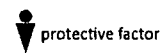


- Opportunities for exploration in work and school
- Connectedness to adults outside of family

Disorders

- depression
- anxiety
- substance abuse
- schizophrenia
- conduct disorders

Type of Factor



Sources of Risk/Protective Factors



individual

family

school/community

Handout B: 2010 State-Funded Pre-K Program Eligibility Requirements

Note: NIEER's *State Preschool Yearbook* series focuses on state-funded preschool education initiatives meeting the following criteria:

- The initiative is funded, controlled, and directed by the state.
- The initiative serves children of preschool age, usually 3 and/or 4. Although initiatives in some states serve broader age ranges, programs that serve *only* infants and toddlers are excluded.
- Early childhood education is the primary focus of the initiative. This does not exclude programs that offer parent education but does exclude programs that mainly focus on parent education. Programs that focus on parent work status or programs where child eligibility is tied to work status are also excluded.
- The initiative offers a group learning experience to children at least two days per week.
- State-funded preschool education initiatives must be distinct from the state's system for subsidized child care. However, preschool initiatives may be *coordinated* and *integrated* with the subsidy system for child care.
- The initiative is *not* primarily designed to serve children with disabilities, but services may be offered to children with disabilities.
- State supplements to the federal Head Start program are considered to constitute *de facto* state preschool programs if they substantially expand the number of children served, and if the state assumes some administrative responsibility for the program. State supplements to fund quality improvements, extended days, or other program enhancements or to fund expanded enrollment only minimally are not considered equivalent to a state preschool program.

Eligibility Criteria	States
No state-funded prek program meeting NIEER definition	Hawaii, Idaho, Indiana, Mississippi, Montana, New Hampshire, North Dakota, South Dakota, Utah, Wyoming
Universal (voluntary for any child within a certain age range)	Alabama, Florida, Iowa*, Louisiana*, Maryland, Massachusetts, Missouri*, New Jersey, New York*, Oklahoma, Rhode Island (in 4 urban areas), West Virginia, Wisconsin*, DC*
Head Start eligibility criteria	Alaska, Delaware, Minnesota, Oregon, Illinois (but will go up to 400% of FPL** with other risk factors)
110% of FPL**	Washington
Free or Reduced Lunch (130-185% of FPL)	Arizona, Colorado, Iowa*, Kansas, Kentucky, Missouri, Nebraska, Tennessee, Texas
Up to 200% of FPL	Louisiana*, Ohio
Up to 300% of FPL	Michigan (lowest income, plus one other risk factor are top priority)
Up to 400% of FPL	Illinois (with one other risk factor)
75% of SMI	California, Connecticut, North Carolina
Locally determined based on risk factors	Nevada, Pennsylvania, South Carolina, Tennessee, Virginia
Military	North Carolina, Tennessee, Texas

* goal to serve all children when funding available;

**FPL = Federal Poverty Level

Detailed Eligibility Requirement Information

Alabama

There are no specific eligibility requirements for the program beyond meeting the age criteria and being a resident of the state of Alabama.

Alaska

Eligibility requirements mirror federal Head Start guidelines.

Arizona

In order to be eligible for an Arizona Early Childhood Block Grant (ECBG) funded prekindergarten program, children must come from a family with an income at or below 185 percent of the federal poverty level.

Arkansas

Children from birth to age 5 from low-income families are eligible to receive early childhood services through the Arkansas Better Chance program. Other risk factors, such as being in foster care, developmental delay, family violence, having a parent on active overseas military duty, having a teen parent, low birth weight, low parental education level, or non-English speaking family members can also determine eligibility.

California

Unless children are receiving protective services or have been referred as at risk of abuse, neglect, or exploitation, families must have an income of 75 percent of the SMI to be eligible for the program.

Colorado

To be eligible for participation in the program, 4-year-olds must meet at least one risk factor; 3-year-olds must have at least three. Risk factors include eligibility for free or reduced-price lunch, being in foster care, a family history of abuse or neglect, homelessness, low parental education levels, parental substance abuse, or having a teen parent, as well as locally determined risk factors.

Connecticut

To be eligible to participate in this program for free, children must come from families with household incomes less than 75 percent of the state median income. Families are required to go through a redetermination of fee every six months, and families may have to pay a fee or drop out of the program if income has increased significantly. Due to the redetermination process, this program does not meet the NIEER definition of a state-funded preschool program.

Delaware

In 1994, Delaware's Early Childhood Assistance Program (ECAP) was established, aiming to expand access to comprehensive early childhood services for 4-year-olds who are income-eligible for Head Start. Ninety percent of children enrolled in ECAP must come from families with an income at or below 100 percent of

the federal poverty level and 10 percent of available slots must be allocated for children with disabilities. Due to new mandates in the Head Start Reauthorization Act of 2007, the Early Childhood Assistance Program now allows programs to take up to 35 percent of their funded enrollment from children living in households with incomes at 100 to 130 percent of the federal poverty level and count those children as income-eligible.

Florida

Florida's Voluntary Prekindergarten (VPK) Education Program was established as a result of a 2002 state constitutional amendment requiring prekindergarten access for all of the state's 4-year-old children.

Georgia

Established in 1993, Georgia's Pre-K program became the nation's first universal preschool program for 4-year-olds in 1995.

Hawaii, Idaho do not have NIEER defined state pre-K programs.

Illinois

At-risk children are the first funding priority of Illinois's pre-K program. Programs locally determine criteria for at-risk status based on needs identified by agencies and districts in their grant proposals. Common risk factors include exposure to drug or alcohol abuse in the family, low parent education levels, poverty, developmental delays, and a history of abuse, neglect, or family violence. Programs that serve families earning up to four times the federal poverty level are the second funding priority.

Indiana does not have a NIEER defined state pre-K program.

Iowa

Iowa has two state-funded preschool programs. At least 80 percent of children in the "Shared Visions" program must be eligible to receive free lunch. Eligibility for up to 20 percent of students in each "Shared Visions" classroom can be based on risk factors, including developmental delay, homelessness, low birth weight, having a teen parent, or having a parent who has a substance abuse problem. A sliding payment scale may be applied for children from over-income families depending on the local needs of the grantee. The State Voluntary Preschool Program (SVPP) was launched in the 2007-2008 program year to provide prekindergarten access to all 4-year-olds in the state. All 4-year-olds who live in Iowa are eligible for SVPP, and they do not have to be a resident of the district in which they attend preschool.

Kansas

Eligibility is determined by meeting at least one of eight risk factors: eligibility for free lunch, having a single parent, academic or developmental delay based upon validated assessment, having a parent lacking a high school diploma or GED, English Language Learner status, having a teen parent, migrant status, or referral from the Social and Rehabilitative Services agency.

Kentucky

The program is available to 4-year-olds from low-income families as well as 3- and 4-year-olds with disabilities. In the 2006-2007 school year, the number of children eligible for the program increased when the income

eligibility requirement was raised from 130 percent of the federal poverty line (FPL) to 150 percent of FPL. Children who do not meet these eligibility requirements may participate based on space availability, though they are funded by district money or tuition rather than state dollars.

Louisiana

Louisiana operates three state pre-K programs. One program is available to children who are at risk of being "insufficiently ready for the regular school program," with priority being given to children from low-income families. Eligibility for a second program is granted to 4-year-olds who qualify for free or reduced-price lunch, though children from families with higher incomes also may also attend using local funds or tuition. The third program has the goal of providing tuition reimbursement to families with incomes below 200 percent of the federal poverty level that send their 4-year-olds to qualifying preschools. Louisiana has mandated voluntary preschool access for all 4-year-olds regardless of income by the 2013-2014 program year.

Maine

Maine has a voluntary two-year kindergarten program for 4- and 5-year olds.

Maryland

Maryland serves 'economically disadvantaged' four-year olds with a goal of offering voluntary pre-K to all four year olds. Maryland also provides supplemental funds to Head Start to increase enrollment and to improve quality.

Massachusetts

All children may enroll in participating Massachusetts Universal Pre-Kindergarten programs regardless of income, though programs must serve or be willing to serve children from families with income levels at or below 85 percent of the state median income (SMI). UPK accepts children ages 2 years, 9 months until they reach the locally determined kindergarten eligibility age.

Michigan

At least 75 percent of the children enrolled in the program must come from families with an income below 300 percent of the federal poverty line (FPL), which was increased in the 2008-2009 program year from 250 percent FPL. Eligibility is also based on meeting other risk factors for educational disadvantage. In the 2009-2010 year, the Michigan State Board of Education adopted revised risk factors that updated and collapsed many of the previous risk factors into eight categories, with the goal of streamlining the enrollment process and targeting the most at-risk children and families. A prioritization process was adopted along with the revised risk factors, allowing extremely low family income to automatically qualify a child/family. Priority is then given to children from families with low income plus two risk factors, followed by children from families with low income plus one risk factor. In addition, children from families with incomes above 300 percent FPL must have at least two risk factors to be eligible for the Michigan program.

Minnesota

Minnesota provides state funding to both Early Head Start and Head Start in order to increase access to these programs for children from birth to age 5.

Mississippi does not have a NIEER defined state pre-K program.

Missouri

The Missouri state pre-K programs uses sliding payment scales, which use criteria including free or reduced-priced lunch eligibility. However, the goal is to eventually provide access to all families regardless of income.

Montana does not have a NIEER defined state pre-K program.

Nebraska

At least 70 percent of grant funding received by each participating preschool program must be used to serve children with one of the following four risk factors: eligibility for free or reduced-price lunch, having teen parents or parents who have not completed high school, living in a home in which English is not the primary language, or being born prematurely or with a low birth weight.

Nevada

The program offers preschool access to 3-, 4-, and 5-year-olds using eligibility criteria based on each program's assessment of local community needs. Four- and 5-year-olds who will be eligible for kindergarten the following year receive first priority, though children also may be eligible if they are English Language Learners, are from low-income families, or if they have an IEP.

New Hampshire does not have a NIEER defined state pre-K program.

New Jersey

The state Department of Education (DOE) funds school districts to provide the program to all 3- and 4-year-olds who wish to enroll.

New Mexico

There is no specific income requirement to be eligible for the program, except that two-thirds of enrolled children at each program site must live in the attendance zone of a Title I elementary school.

New York

While New York's Universal Pre-Kindergarten (UPK) is meant to be universal, funding has not been sufficient to achieve this goal. In 2009-2010, about 45 percent of the state's 4-year-olds were enrolled in the program. UPK slots are filled through district-operated lotteries.

North Carolina

NC Pre-K (formerly More at Four) serves "at-risk" four-year olds. Children are defined as "at risk" if they come from families with incomes at or below 75 percent of the state median income or have another risk factor, such as educational or developmental delay, an identified disability, a chronic health condition, or limited English proficiency. Children whose parents are active duty military personnel are automatically eligible for the program.

North Dakota

North Dakota does not have a NIEER defined state pre-K program.

Ohio

The program serves 3- and 4-year old children from families with incomes up to 200 percent of the federal poverty level (FPL). A sliding fee scale is applied for families above 100 percent of FPL, and families above 200 percent of FPL may enroll their children with support from district funds or through parent tuition.

Oklahoma

Oklahoma offers free, voluntary access to preschool programs for all 4-year-olds, becoming the second state in the nation to do so.

Oregon

Oregon provides comprehensive education and child development services to 3- and 4-year-olds from low-income families. All programs are held to the federal Head Start Performance Standards and must meet monitoring requirements.

Pennsylvania

Children are eligible for pre-K programs two years before meeting the locally determined kindergarten eligibility age, although districts can choose additional requirements such as low-income status or a lack of academic readiness.

Pennsylvania also provides supplemental funding to Head Start for additional slots and increased quality.

Rhode Island

Rhode Island launched its pre-K program in 2009. The program is available to 4-year-old children in four of the state's most urban communities and was in seven other sites.

South Carolina

Each school district can determine its own eligibility requirements according to local need and based on a list of state-specified risk factors, including child history of foster care, homelessness, low family income, low parent education level, or teen parent.

South Dakota does not have a NIEER defined state pre-K program.

Tennessee

There are three tiers of priority for enrollment. Top priority is given to 4-year-olds who are eligible for free and reduced-price lunch. Pending availability of space, additional children who have an IEP, are in state custody, have a history of abuse or neglect, or are English Language Learners may enroll. Children who meet locally determined risk factors such as single-parent families, low parent education level, teen parents, or a parent on active military duty, may enroll only if spots are still available after children meeting the state-specified risk factors have enrolled.

Texas

Children are eligible if they meet one of a number of risk factors: free or reduced-price lunch eligibility, homelessness or unstable housing, limited English proficiency, participation in foster care, or parent on active military duty or who has been injured or killed on duty. If parents pay tuition, non-eligible children may enroll at a district's discretion.

Utah does not have a NIEER defined state pre-K program.

Vermont

Children are eligible for Vermont's preK program if their families have incomes below 185 percent of the federal poverty level or if they have other risk factors, including a history of abuse or neglect, developmental delay, limited English proficiency, or social isolation.

Virginia

Program eligibility is based on locally determined risk factors which include, but are not limited to, homelessness, limited English proficiency, family unemployment, parents with limited education, poverty, and parent incarceration.

Washington

This state's initiative primarily serves 4-year-olds from families at or below 110 percent of the federal poverty level, though up to 10 percent of slots may be filled by children whose families are over the income cutoff if there are developmental and environmental risk factors present. Enrollment is also available to some 3-year-olds who meet other risk factors. Starting in the 2010-2011 school year, children who qualify for special education due to a disability will be eligible for Washington's pre-K initiative, regardless of the family's income level.

West Virginia

The state expanded preschool education in 2002 and set the goal of including all 4-year-olds in the state by the 2012-2013 school year.

Wisconsin

Since Wisconsin became a state in 1848, there has been a commitment to provide free education to 4-year old children in its constitution. Number of children served is limited by amount of funding. Wisconsin also provides supplemental funding to Head Start program for increased access and quality.

Wyoming does not have a NIEER defined state pre-K program.

District of Columbia

All 3- and 4-yearolds in the District of Columbia are eligible to attend the PSP program, but the number of available slots limits actual enrollment.

Source: *National Institute for Early Education Research 2010 State Preschool Yearbook*
<http://nieer.org/yearbook/pdf/yearbook.pdf>

Oral and Written Language Milestones

(adapted from Jalongo, Mary Reneck. (2003). *Early childhood language arts*. (3rd ed.). Boston, MA: Allyn and Bacon.)

Stage One: Prelinguistic – Speech-Type Sounds but No Words (approximately birth-11 months)

Birth	Crying is the major way of communicating needs. Vision is best at 8-10 inches.
2 weeks	Less crying, random gestures and vocalizations.
6 weeks	Squeal, gurgles, and <i>coos</i> (makes vowel sounds such as “uhh”).
1-2 months	Uses smile to communicate; likes to look at patterns more than solids.
3 months to 6 months	Child babbles (makes consonant-vowel syllable sounds like ma, de, da). Can focus on large and bright pictures in a book. Likes to chew and pat books.
6 months to 9 months	Accidentally imitates sounds, more repetition of syllables (such as ah ba ba); utterances express emotions. Can reach for books, often drops them and picks them up again.
9 months to 11 months	Deliberately imitates sounds, shows definite signs of understanding some words and simple commands; uses <i>expressive jargon</i> , a flow of gibberish that has the intonation of real speech. Listens to books, stories, and tries to turn pages.

Stage Two to Four: Linguistic Speech – The Child Uses Language in Increasingly Complex Ways (approximately 1 year and up)

Stage Two: One Word Utterances (approximately 1-2 years)

At approximately 12 months	Child uses <i>holophrases</i> (one-words utterances): complex meanings can underlie one word; vocabulary of three to six words
12 months to 18 months	Intonation is complex and speechlike; extensive use of nouns. <i>Vocabulary</i> : Three to fifty words. <i>Social</i> : Child does not attempt to convey additional information or show frustration when not understood. <i>Literacy</i> : Likes to turn pages, point to and label pictures on his/her own.

**Stage Three: Making Words into Phrases
(approximately 2-3 years)**

Around 2 years

Great strides in receptive language child; uses *telegraphic* speech, two or three word utterances.

Vocabulary: Fifty to two hundred words.

Social: Definite increase to communicative efforts, beginnings of conversation, although toddlers rarely extend conversations beyond two turns or sustain topics.

Literacy: Likes to listen to books, stories for longer periods of time and can hold the book correctly. Begins to recognize “logos”, e.g., “golden arches” for McDonald’s. Begins to show differences in “writing” versus “drawing.”

3 years

Often considered to be the most rapid period of language growth.

Vocabulary: Many new words acquired daily, 200-300 word vocabulary.

Social: Child strives to communicate and shows frustration if not understood; the ability of unfamiliar adults to understand the child increases.

Literacy: Likes to “read” stories to himself and others; will protest if adult “changes” story. Recognizes more logos and other environmental print. Begins to show “disconnected scribble” and some letter-like forms.

**Stage Four: Using Complete Sentences
(approximately 4-6 years)**

4 years

Pronunciation and grammar improve.

Vocabulary: 1,400 to 1,600 words.

Social: Child seeks way to correct misunderstanding; begins to adjust speech to listener’s information needs; disputes with peers can be resolved with words and invitations to play are more common.

Literacy: Understands story sequence and the functions/purposes of print. More letter-like forms are seen in scribble. Knows many letter names.

5 to 6 years

Complex, grammatically correct sentences; uses pronouns; uses past, present, and future tenses; average sentence length per oral sentence increases to 6.8 words.

Vocabulary: Uses approximately 2,500 words, understands about 6,000, responds to 25,000.

Social: Child has good control of elements of conversation.

Literacy: Pays more attention to print; knows some words, and is making some letter-sound associations. Tries to spell words when writing.

**Stage Five: Using Language Symbolically (reading and writing)
(approximately 6 years and up)**

6 to 7 years

Uses more complex sentences more adjectives; uses If...then conditional clauses; average number of words per sentence is 7.6.

Vocabulary: Speaking vocabulary of about 3,000 words.

Literacy: Begins to "decode" new words on their own.

7 to 8 years

Social: Uses adjectival clauses with *which*, more gerunds, subordinate clauses.

Literacy: Is beginning reading and writing with comprehension by having a sight word vocabulary and decoding strategies.



Literacy gateway on ASHA's website: <http://www.asha.org/about/leadership-projects/literacy/>



NC Curricula Approved as of November, 2008

Infant – Toddler Curricula

- The Creative Curriculum® for Infants, Toddlers and Twos, 2nd Edition
- High/Scope Infant-Toddler Curriculum (Approved with the stipulation that programs use the supplemental books titled *Multicultural Programs* and *I Belong.*)
- The Program for Infant/Toddler Care (Approved with the stipulation that providers must complete modules I – IV with a certified trainer as required by WestEd.)



NC Curricula Approved as of November, 2008

Preschool Curricula

- The Creative Curriculum® for Preschool
- The Empowered Child™ (Approved for use in Childtime programs)
- Explorations with Young Children: A Curriculum Guide from the Bank Street College of Education
- High/Scope Preschool Curriculum
- Opening the World of Learning™ (OWL)
- Passports: Experiences for Pre-K Success

Approved with the stipulation that programs purchase the *Compass* and at least one set of study/theme materials.

- Tutor Time LifeSmart™ (Approved for use in Tutor Time programs)



Additional Curricula Approved by the Child Care Commission on 8/16/11

- Creative Curriculum for Family Child Care (2nd edition)
- Creative Curriculum for Infants, Toddlers and Twos (2nd edition)
- Creative Curriculum System for Preschool (2010)
- High Reach Learning
- Investigator Club Prekindergarten Learning System (NC Edition)
- Tools of the Mind (6th Edition)

Factors placing children “at risk”

Patsy Pierce, Ph.D.
Research Division, NCGA
Early Childhood Education Committee
February 2, 2012

http://www.ncleg.net/gascripts/DocumentSites/brows_eDocSite.asp?nID=153&sFolderName=\11-03-2011

What does “at risk” mean?

- Risk: “the possibility of harm or loss”
(American Heritage Dictionary, 2008)
- Children with certain characteristics and/or who are living in certain circumstances may be more “at risk” for learning, developmental and/or health problems as children and underemployment, unemployment, health and/or mental health problems as adults

Risk and Protective Factor Research

- Risk factors are characteristics of school, community, and family environments, as well as characteristics of students and their peer groups that are known to predict increased likelihood of drug use, delinquency, school dropout, teen pregnancy, and violent behavior among youth.
 - Hawkins, J. D.; Catalano, R. F.; Arthur, M. W. (2002). "Promoting science-based prevention in communities". *Addictive Behaviors* **27** (6): 951–976. doi:[10.1016/S0306-4603\(02\)00298-8](https://doi.org/10.1016/S0306-4603(02)00298-8). PMID [12369478](https://pubmed.ncbi.nlm.nih.gov/12369478/).
 - Hawkins, J. D.; Catalano, R. F.; Miller, J. Y. (1992). "Risk and protective factors for alcohol and other drug problems in adolescence and early adulthood: Implications for substance abuse prevention". *Psychological Bulletin* **112** (1): 64–105. doi:[10.1037/0033-2909.112.1.64](https://doi.org/10.1037/0033-2909.112.1.64). PMID [1529040](https://pubmed.ncbi.nlm.nih.gov/1529040/)

Risk and Protective Factor Research

- Protective factors exert a positive influence or buffer against the negative influence of risk, thus reducing the likelihood that adolescents will engage in problem behaviors.
- Protective factors include social bonding to family, school, community and peers; healthy beliefs and clear standards for behavior; and individual characteristics. For bonding to serve as a protective influence, it must occur through involvement with peers and adults who communicate healthy values and set clear standards for behavior.

Risk and Protective Factor Research

- Research on risk and protective factors has important implications for prevention efforts.
- **The premise of the risk and protective factor model is that in order to promote positive youth development and prevent problem behaviors, it is necessary to address those factors that predict the problem behaviors.**
- By measuring risk and protective factors in a population, prevention programs can be implemented that will reduce the elevated risk factors and increase the protective factors.
- For example, if academic failure is identified as an elevated risk factor in a community, then mentoring, tutoring and increased opportunities and rewards for classroom participation can be provided to improve academic performance.

Current NC Pre-K Eligibility Criteria

“ At risk” factors:

A child

- Is from a family whose gross income is at or below 75% of the State Median Income level;
- Has an identified disability as indicated by the child having a current Individualized Education Program (IEP);
- Has Limited English Proficiency (LEP) as indicated by the family and/or child speaking limited or no English in the home;

NC Pre-K “At Risk” Conditions, cont’d

- Has a developmental or educational need as indicated by the child’s performance results on an approved developmental screening;
- Has a chronic health condition as indicated by a health care provider diagnosis;
- Has at least one parent or legal guardian who is an active duty member of the armed forces of the United States, the North Carolina National Guard or other state military force, or a Reserve Unit of the armed forces, and who is ordered to active duty by the proper authority within the last 18 months, or expected to be ordered within the next 18 months. A child whose parent or legal guardian has been seriously injured or killed while on active duty is also eligible.

Research findings through Google Scholar 1990-2012 database

- Poverty:
 - Impact on education: non-high school completion, retention, learning disabilities, lower literacy levels
 - Impact on health: low birth weight, illness
- Chronic Health Conditions: absences, limited mobility, fatigue, pain, learning problems
- Disability: non-high school completion, limited literacy
- Limited English Proficiency: non-high school completion, poverty
- Family in military: frequent family relocation was associated with an increased risk of children failing a grade in school and more frequently occurring behavioral problems

Other State Pre-K Program Eligibility

- 10 states do not have state-funded Pre-K program
- 13 states have/moving toward universal Pre-K
- 5 states use Head Start eligibility criteria
- 5 states let local school districts determine eligibility based on local needs
- 23 states use a combination of either state or federal poverty guidelines and other environmental/biological risk factors

Head Start Eligibility

Low-income family means a family whose total annual income before taxes is equal to, or less than, the income guidelines. For the purpose of eligibility, a child from a family that is receiving public assistance or a child in foster care is eligible even if the family income exceeds the income guidelines.

45 CFR 1305 Eligibility, Recruitment,
Selection, Enrollment and Attendance in
Head Start

Federal Poverty Definition

- The original poverty definition provided a range of income cutoffs or thresholds adjusted by such factors as family size, sex of the family head, number of children under 18 years old, and farm-nonfarm residence. At the core of this definition of poverty was the economy food plan, the least costly of four nutritionally adequate food plans designed by the Department of Agriculture. It was determined from the Department of Agriculture's 1955 Household Food Consumption Survey that families of three or more people spent approximately one-third of their after-tax money income on food; accordingly, poverty thresholds for families of three or more people were set at three times the cost of the economy food plan. Annual updates of these SSA poverty thresholds were based on price changes of the items in the economy food plan.
- The poverty thresholds are increased each year by the same percentage as the annual average Consumer Price Index (CPI).
 - Source: <http://www.census.gov/population/www/cpsdef.html>

2011 HHS Poverty Guidelines

2011 HHS Poverty Guidelines			
Persons in Family	48 Contiguous States and D.C.	Alaska	Hawaii
1	\$10,890	\$13,600	\$12,540
2	14,710	18,380	16,930
3	18,530	23,160	21,320
4	22,350	27,940	25,710
5	26,170	32,720	30,100
6	29,990	37,500	34,490
7	33,810	42,280	38,880
8	37,630	47,060	43,270
For each additional person, add	3,820	4,780	4,390

2011 NC Pre-K Enrollment by Income

Family Size	up to 100% FPL (HS)	101-130% FPL (Free)	131-185% FPL (Reduced Price)	186-200% FPL	Over 200 % FPL (@75% of SMI)	Total Children
1	154	2	4	0	1	161
2	2211	403	445	60	168	3287
3	4541	746	878	139	515	6819
4	4981	1082	1283	231	885	8462
5	3368	661	716	111	322	5178
6	1485	262	209	21	102	2079
7	497	56	54	6	13	626
8	187	21	17	0	3	228
9	50	8	2	0	0	60
10	21	1	1	0	0	23
11	7	0	0	0	0	7
12	4	0	0	0	0	4
Total	17506	3242	3609	568	2009	26934
Percent	65.0%	12.0%	13.4%	2.1%	7.5%	100.0%

“At Risk”: Commonalities Across States and Programs

- Environmental risk factors, e.g., poverty, maternal education level, child abuse/neglect
- Biological risk factors, e.g., disability, chronic health problems

Can we prevent “at risk” from becoming a self-fulfilling prophecy? In other words, do early childhood programs work?

- Longitudinal Studies (participants are now adults)
 - Perry Preschool Program
 - Abecedarian Project
 - Chicago Child-Parent Centers
- Current Pre-K program studies (participants are now upper elementary/middle school students)
 - OK
 - NC
 - NJ

Effects

- Longitudinal studies show for participants:
 - Greater high school and college completion
 - Less teen pregnancy, unemployment or underemployment, and crime involvement
- Current Pre-K program studies show higher third grade math and reading scores for participants
- Estimated cost-benefit analyses:
 - Perry: \$1 to \$16
 - Abecedarian: \$1 to \$4
 - Chicago-Child Parent: \$1 to \$10

Essential Elements for Long Term,

Positive Outcomes

- High levels of teacher education and professional development
- Teacher to child ratio allowing for frequent one on one and small group interactions
- Adequate teacher compensation
- Strong supervision and support of teachers
- Intensive educational focus in pre-K classrooms
- Balanced curriculum addressing all domains of learning
- Sufficient quantity of educational programming
 - Source: Barnett, W.S. (2010). Effectiveness of Early Educational Intervention, *Science*, 333, 975-978.

Outcome Research Sources

- Campbell, F. A., Ramey, C. T., Pungello, E. P., Sparling, J., & Miller-Johnson, S. (2002). Early Childhood Education: Young Adult Outcomes from the Abecedarian Project. *Applied Developmental Science, 6*, 42-57.
<http://www.fpg.unc.edu/~abc/#home>
- Heckman, J.J., Moon, S.H., Pinto, R., Savelyez, P., & Yavitz, A. (2010). "The Rate of return to the HighScope Perry Preschool Program." *Journal of Public Economics, 94*(1-2), 114-128.
- Reynolds, A.J., Temple, J.A., Robertson, D.L., & Mann, E.A. (2002). Age 21 Cost Benefit Analysis of the Title I Chicago Child-Parent centers. *Educational Evaluation and Policy Analysis, 49*(24), 267-303.
- Masse, L.N., & Barnett, W.S. (2002). A Cost Benefit-Analysis of the Abecedarian Early Childhood Intervention. NIEER.

75% of SMI

Family Size	75 Percent State Median Income
1	\$26,507
2	\$34,663
3	\$42,819
4	\$50,975
5	\$59,130
6	\$67,286
7	\$68,816
8	\$70,345
9	\$71,874
10	\$73,403
11	\$74,933
12	\$76,462

*Based on August 1, 2011 North Carolina Subsidized Child Care Eligibility Limits

VISITOR REGISTRATION SHEET
JOINT LEGISLATIVE CORRECTIONS OVERSIGHT COMMITTEE

Date: February 2, 2012

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Jani Kozlowski	DCDEE
Jenna Nelson	NCAeye
Fred Waddell	Eastern Seals USF
Annette Newkirk	NCCCC
Anna Carter	DCDEE
KARIS Horton	DHHS
John Derrin	Governor's Office
Jack	Chapel Hill
Louisa Warren	NC Justice Center
Stacy	Smart Start
Matt Galt	NCPD
Susan Perry-Murray	NCPD
Ken Melton	K. M. M.
Heather Barnett	WM

Lynn Taylor (Rep. Rayne Brown)

From: Lynn Taylor (Rep. Rayne Brown)
Sent: Tuesday, February 14, 2012 9:27 AM
To: Rep. Rayne Brown
Subject: House Select Committee on Early Childhood Education Improvement Meeting Notice

NORTH CAROLINA GENERAL ASSEMBLY
Raleigh, North Carolina 27601

February 14, 2012

MEMORANDUM

TO: Members of the House Select Committee on Early Childhood Education Improvement
FROM: Representative Rayne Brown, Co-Chair
Representative Justin Burr, Co-Chair
SUBJECT: Meeting Notice

DAY	DATE	TIME	ROOM
Thursday	March 1, 2012	9:00 AM	643 LOB

If you are unable to attend or have any questions concerning this meeting, please contact Lynn Taylor at (919) 715-0873 or email Lynn.Taylor@ncleg.net.

cc: Committee Record
Interested Parties

House Select Committee on Early Childhood Education Improvement
March 1, 2012, 9:00 AM
Room 643
Agenda

Rep. Justin Burr, Co-Chair, presiding

Rep. Rayne Brown, Co-Chair

Proposed Committee Report

Dr. Patsy Pierce, Staff

Lisa Hollowell, Staff

Committee Discussion and Comments

Committee Members

Expansion of NC Pre-K for 2011-12

Dr. Deb Cassidy, Director

Division of Child Development and Early
Education



MINUTES

HOUSE SELECT COMMITTEE ON EARLY CHILDHOOD EDUCATION IMPROVEMENT

Thursday, March 1, 2012

Room 643, Legislative Office Building

The House Select Committee on Early Childhood Education Improvement met 9:00 AM, Thursday, March 1, 2012 in Room 643 of the Legislative Office Building. Members present were Co-Chair Representative Justin Burr; Co-Chair Representative Rayne Brown; Representative John Blust, Representative George Cleveland, Representative Elmer Floyd, Representative Rosa Gill, Representative Mark Hilton, Representative Maggie Jeffus, Representative Pat McElraft, Representative Tim Moffitt and Representative Michael Wray.

Representative Justin Burr presided. He welcomed all members and visitors and recognized the Sergeant at Arms who would be assisting with the meeting: Fred Hines, Carlton Adams, and Martha Gadison. Attending staff were Lisa Hollowell and Brian Matteson from the Fiscal Research Division, Patsy Pierce and Dee Atkinson from the General Research Division, Lisa Wilks from Bill Drafting, and Committee Clerks Dina Long and Lynn Taylor. A copy of the draft report, presentation, amendment, and Visitor's Registration sheets are attached and filed as a record to the meeting.

Business

Representative Burr asked for a motion to approve the minutes from the February 2, 2012 meeting. Representative Moffitt motioned. Representative McElraft seconded. There was no discussion. The minutes were unanimously approved.

Proposed Committee Report

Representative Burr introduced the newest version of the committee report and thanked the members of the committee, the public, and the state Partnership for Children for their input and recommendations over the last week. The latest version of the draft report includes many of their recommendations to reach the ultimate goal of the committee: to improve early childhood education and to make sure they are serving the children most at risk that need assistance with the available dollars. Representative Burr then called on staff to review the new draft report.

Ms. Patsy Pierce, Legislative Analyst with the Research Division of the North Carolina General Assembly, introduced version five of the draft report. The first part of the report includes the authorizing information from the House for this committee, what the charge to the committee has

been, and the committee's members. The report includes the committee proceedings from each of the five meetings, followed by the committee findings and recommendations.

Ms. Lisa Hollowell, Analyst with the Fiscal Research Division of the General Assembly, presented the committee findings and recommendations beginning on page fifteen of the draft report. The first recommendation proposed was to continue the funding and monitoring of the early childhood programs in North Carolina. This recommendation states the committee is in support of the funding that is in place and want it to continue for the high quality childhood education programs. The second recommendation is for the General Assembly to establish eligibility criteria for the NC Pre-K program to target children with the greatest needs. Some of the earlier versions defined those eligibility criteria. This one does not. This directs the General Assembly to define those criteria.

Ms. Pierce addressed the third recommendation regarding private providers. NC Pre-K classrooms will be located in private childcare facilities, but the Division of Child Development and Early Education (DCDEE) may grant exceptions so that NC Pre-K classrooms can be located in other facilities, such as public schools and Head Start Centers. These exceptions will be made in order to meet local program capacity and quality needs. Exceptions should also be granted to maintain parental choice and to be able to continue to access and use federal dollars.

Ms. Hollowell addressed the components of the overall recommendation next. DCDEE should work collaboratively with the NC Partnership for Children to establish rates based on the provider cost data to implement the program at the level of quality as established by the General Assembly and provide the results of this study to the Joint Legislative Oversight Committee on Health and Human Services by December 1, 2012. DCDEE would establish a standardized process across the state in determining where the NC Pre-K slots would be located. The final recommendation would be that licensed child care providers be contracted on a multi-year basis. This would allow the business planning process to be done by the child care provider knowing they are going to have several years of a Pre-K classroom. It also has stability within a community when centers and programs are at distinct locations for several years.

Ms. Pierce addressed the fourth recommendation to develop the capability to assess and follow child development and progress across agencies. The committee found in order to continuously improve the NC Pre-K program as much data as possible should be gathered. Therefore the committee is recommending the early childhood programs, such as childcare subsidy and NC Pre-K, build on the K-12 data base system that the NC Department of Public Instruction has been developing.

The last recommendation stems from the presentation on early language and literacy development. The committee finds that early language and literacy development is a foundation for future academic success. Therefore the committee recommends that Pre-K teachers obtain a birth-kindergarten teaching license, and it be based in part on demonstration of competencies in early language and literacy instruction. That concludes the recommendations and findings in the Early Childhood Report. See Attachment 1.

Committee Discussion and Comments

Representative Burr opened the floor for discussion. He recognized Representative Jeffus who asked if they were addressing other provisions for exceptional children and those children with disabilities. Ms. Pierce responded there is nothing specific about children with individualized education plans in this version of the report. Representative Jeffus inquired if this was new material. Representative Burr affirmed it is. Representative Jeffus stated that there are people in attendance hearing this for the first time. Even though public comment had not been planned, she requested they be heard as to what they think might be best or some of their opinions.

Representative Burr thanked Representative Jeffus for her comments. He reiterated the recommendations came from pulling together the public comments received online over the past week and from working with different groups in order to come up with language that certainly works as the recommendations that we have. He stated again we have taken that public comment and moved forward with it and adopted it in this recommendation.

Representative Burr recognized Representative McElraft. She asked for staff to point out the differences in the last version and this version of the draft report.

Representative Burr recognized Ms. Hollowell to highlight those differences. The first major change was to recommendation number two "Establish eligibility criteria for the NC Pre-K program". Which included income at 100 percent of the poverty level or less; children who have the individualized educational programs, those children who have been part of the child protective services system, as well as military families. This takes out the defined eligibility and directs that eligibility be established.

Representative Burr recognized Representative McElraft for follow up. She asked if there will be a panel or group who will make that decision along with input from others who have experience with the Pre-k program. Ms. Hollowell responded laws are created a lot of different ways. One way was how the MAF program and the child care subsidy eligibility standards were included in the budget bill in years past. The Health and Human Services Appropriations Subcommittee might take a look at it and make recommendations. It could be the Health and Human Services Joint Oversight Committee would have some recommendations in the future on it. This is just stating that you recognize there needs to be defined eligibility criteria targeted at those children with the greatest needs.

Ms. Hollowell explained the next major change is the second bullet, under the third recommendation. Before, there was language stating that DCDEE would establish the provider rates based upon the provider cost data. Now this directs a study to look specifically at the per classroom reimbursement option and what kind of savings that could generate or how many more children could be served as a result of it.

Representative Burr asked Ms. Pierce to clarify if the current eligibility status remains the same. Ms. Pierce stated the current eligibility status has not been changed at all by this report. The current budget SL 2011 - 145 does include children with individualized education plans so it does include

children with disabilities. It includes children whose families are at the 75 percent of state medium income. It includes children with chronic health impairments.

Representative Burr recognized Representative Cleveland. He pointed out the assertion of an increasing number of children living in poverty and asked on what it is based.

Ms. Pierce answered the 2010 Census and the Annie E. Casey Foundation. Representative Cleveland pointed out in the report we are going to “extreme poverty” and asked if that is coming from the same source. Ms. Pierce said the 2010 Census breaks down the percentage of children whose families are living within 0-100% of the federal poverty level, 130% of the federal poverty level, and then 185% of the federal poverty level. They do break it down according to what percentage, and they show an increase in each of those poverty levels. Representative Cleveland asked if he were correct in understanding that if you were at the higher poverty level then you were in extreme poverty and if you were at 100% of the poverty level, you are just in poverty.

Ms. Hollowell answered 100% of the poverty level for a family of four is \$23,000. For a family of four 185% of the federal poverty level is \$42,643. The current eligibility for the NC Pre-K program is 75% of the State Median Income, which is about 200% of the federal poverty level. That means a family of four at 75% of the State Median Income is about \$44,000.

Representative Cleveland stated he had a problem with the idea of poverty. He stated extreme poverty is prevalent in other countries but not in the United States of America. He believes poverty is a governmental definition in this country. Through the years the government keeps redefining poverty, to make sure we have a poverty class. He finds it problematic to say we have an increasing number of children living in poverty or in extreme poverty. Extreme poverty is living on a \$1.50 a day, and he doesn't believe we have anyone in North Carolina doing that. Taking a census report and a study based on a census report to make these statements is disturbing, because it is a government agency perpetuating what they want as a poverty level.

Representative Burr stated there are people in need of assistance and in need of services like the NC Pre-K that need additional help in order to help prepare their child for kindergarten. They need this assistance in order to give them the opportunity which they otherwise might not have had if services like Pre-K and Partnership for Children were not there to assist them. Representative Burr stated we can have different opinions about our options and what is defined, but he believes there are people in this state who are hurting and who need assistance right now and are struggling to get by. It is the interest of the majority of the Committee members to make sure we are providing that assistance for those who are truly in need.

Representative Burr recognized Representative Gill who thanked him for his comments. Representative Gill concurred with the first recommendation to continue funding and monitoring of the early childhood programs and the increase in participation of the Pre-K programs, however she expressed her problem with Pre-K classrooms are to be located in private care facilities. Even though there is an exception, it starts out and implies they will be located in private care facilities, which rules out public schools, unless DCDEE decides otherwise. She asked if we are going to increase participation in Pre-K by the private childcare providers, then why have a statement in

conjunction with public schools to increase and locate more in private care facilities. She reads it as the only thing being considered.

Representative Burr reminded Representative Gill she is welcome to offer an amendment, as well as making it clear that all the members are welcome to propose and submit to the Chair their own recommendations or amendments for the committee. Representative Burr explained there is wide access to the public schools to continue to operate Pre-K classrooms. He called upon Ms. Hollowell for current statistics on the number of public versus private classes. According to the report given by Dr. Deb Cassidy, Ms. Hollowell responded there are currently 1,154 Pre-K sites. Of those, 599 are the public school sites, 356 are private child care, and 199 are Head Start programs. There are 1,926 individual classrooms with a 1,037 of those being in the public schools; 557 are in the private child care settings; and 332 are Head Start settings.

Representative Burr recognized Representative Gill for follow up. She stated she did not know she could submit amendments but thought this was going to be discussion and afterwards decide on how the amendment or recommendation would be submitted. She did not realize there would be amendments to these recommendations and would be glad to write an amendment and offer it. She would like the existing percentage of those providing care, the Pre-K classrooms, be the same for the public schools, the private kindergartens, and your Head Start programs and then gradually decrease or increase whichever way you see fit. She would be more comfortable if there was language within the recommendation to address that. Based on her understanding of the draft report, Representative Gill felt that all Pre-K classrooms were to be in private child care facilities.

Representative Burr assured Representative Gill that was not the case and welcomed her to submit an amendment. He also pointed out Dr. Pierce sent out the original draft two weeks earlier requesting input and recommendations from committee members. That input would have been welcomed before the committee met. The first draft was to incorporate committee members' recommendations, but unfortunately, no feedback was received from some members. He offered to put the committee at ease if she would like to draft an amendment.

Representative Burr stood the committee at ease, while staff worked with Representative Gill to draft an amendment. He also informed the committee copies will be made of the Partnerships' recommendations so they could see where a number of the proposed changes in the draft have come from. This was sent by email, previously. See Attachment 2. He again reiterated he wished members had talked with staff and prepared amendments beforehand so they would be prepared for this meeting.

While staff worked with Representative Gill, Representative Burr resumed the meeting recognizing Representative Blust for his question. He wondered if there was a bill coming up, would they be voting upon the provisions of a bill, and will someone thereafter prepare a bill for the short session? He pointed out there will still be the entire legislative process a bill will have to go through in the short session. He asked what impact these recommendations have that they are being asked to vote on and will there not be ample time to address everyone's concerns somewhere in the process.

Representative Burr affirmed there will be time in the future. This is just the first step in a very long process. These are just the recommendations to be sent back to the House, assumingly to go to

the Health and Human Services committee. We are looking at the current structure, making recommendations, and ideas and changes to make in the future. We are leaving it to the full body and the Health committee to make those determinations when we come back for session. Representative Blust stated someone could ignore these things and file a bill doing almost the opposite of what our recommendations are. These don't bind anyone to do anything.

Representative Burr recognized Representative Jeffus. She believed the missing link we need to hear from is the public schools, and we had not heard from them. She asked that we be allowed to hear their comments. Are we serving the same as in the past or will we serve more under this recommendation?

Representative Burr pointed to the first recommendation citing it is the intent to continue funding to meet the needs of a growing population and deal with the increased number of children living in poverty. He hopes this recommendation will go back to the full House for discussion and review to make sure they are assisting those who are truly at risk. We are simply a select committee making recommendations for a critical need and making sure we are assisting and funding those children who are most at risk.

Representative Burr reminded the committee that we are on our fifth meeting and the Department of Public Instruction came to speak about several issues dealing with early childhood education. Recommendations from DPI came via email the night before as well.

Representative Burr recognized Representative Floyd. He asked when the report should be finalized prior to session reconvening in May. Representative Burr answered according to the email sent to committee members it was our intention to receive your feedback and to take a vote today on the recommendations to go to the House. Representative Floyd then asked if it were possible at some point in time if these students were going to arrive in our public school system and requested there be one more meeting of the committee to hear from DPI again regarding the changes.

Representative Burr explained the committee was given a budget to meet four times. The committee actually met five times because one of the meetings took place on a day when the members were in session. The additional day gave them a bonus day beyond what they intended to meet to give members more time and more information to review. Also, the reason the draft report was sent out over two weeks ago was to receive your feedback. Representative Floyd said even though we move it to the private sector, these students would be coming in to our public school system and thought it was critical to the State to ask the Speaker for additional time. Representative Burr reminded him the recommendations in the draft report do not take the public schools out of the mix in terms of housing the Pre-K classrooms. That is not the case of the new recommendation.

Representative Burr recognized Representative Floyd for follow up. He thought those that the public school system receives may be a hardship on the public school system based on the definition that comes about.

Representative Burr recognized Representative McElraft. She thanked everyone for their input and expressed appreciation for the changes thus far. She liked the idea that we are not dictating and

have not established boundaries. Citing Carteret County as an example, they will have the flexibility at 130% of poverty to pick up every child that is in Pre-K right now. She liked the idea of parental choice being one of the criteria in deciding if they want to go to public or private school. She also liked the idea of having teachers certified, so now the parent truly has a choice where their child attends. Whether it is public or a local private day care center, it will have the capacity to have certified teachers.

Representative Burr called upon Dr. Pierce to clarify any confusion over the standards for public schools and those in private settings. According to NC Pre-K program requirements, any classroom that is going to be able to serve those children who qualify for NC Pre-K have to meet high quality standards. Therefore, the teachers have, or have to be working on a four year college degree, getting their birth through kindergarten license. They have to meet high quality child to adult ratios. They have to use specified curriculum that has been approved by the childcare commission. They have to follow USDA requirements. All classrooms, whether they are in a Head Start, or a private childcare location, or public school, have to meet those same high quality requirements.

Representative Burr recognized Representative Gill to introduce her amendment. Dr. Pierce said Representative Gill would like to redact the first bullet located under recommendation number three on page fifteen and replace that bullet.

Representative Burr recognized Representative Cleveland for his amendments. Dr. Pierce said Representative Cleveland would like an amendment under the first recommendation also on page fifteen about the continued funding and monitoring of early childhood programs. Representative Cleveland would like to redact the phrase in the fourth line by removing "and an increasing number of children living in poverty".

Representative Burr directed Dr. Piece to read the second amendment. Representative Floyd asked the amendments be done individually. Representative Burr took Representative Cleveland's motion to strike the phrase and asked for discussion.

Representative Burr recognized Representative Hilton. He requested staff to explain why the phrase was inserted. If it was needed, why was it needed, and what would it do if it was removed. Representative Burr answered the data shows the high unemployment rate across the country has raised the bar allowing the argument that there is an increasing number of children living in poverty. He expressed concern taking the phrase out of this recommendation.

Representative Burr recognized Representative McElraft. She pointed out that just because someone is in poverty does not mean they are at risk for education. They may have a parent staying home educating their child. The Head Start program goes into the home and teaches the parent how to teach. She thinks there is not a problem taking it out, because she didn't think poverty is our only criteria. In fact, she didn't think it was the main criteria for these children being at risk.

Representative Burr recognized Representative Moffitt who asked for printed copies of the amendments.

Representative Burr recognized Representative Floyd's request for a five minute recess.

Representative Burr resumed the meeting explaining they were working with Representative Gill on a bi-partisan agreement that the members could support.

Representative Burr recognized Representative Gill for her amendment. She asked to remove the word “diverse”, the word “and” in the fourth line, put a comma behind the word “choice”, and change “of” to “and”. See Attachment 3.

Representative Burr recognized Representative Blust who asked if the word “insurance” was now “assurance”. Representative Gill agreed.

Representative Burr apologized for the delay as they worked with Representative Gill and asked members to support her amendment and continue to work towards creating a positive environment for Pre-K settings.

Representative Burr recognized Representative Floyd for a question about grammar punctuation in the new wording of the amendment. Representative Burr recognized Representative Gill to explain.

Upon hearing no further discussion Representative Burr asked those in favor of accepting Representative Gill’s amendment to say aye. The ayes have it and the amendment to the report passed.

Representative Burr recognized Representative Cleveland. He withdrew his amendments.

Report Vote

Representative Burr recognized Representative McElraft. She motioned to accept the report as amended with technical corrections. Hearing no discussion, Representative Burr called the motion as presented by Representative McElraft to a vote. The motion carried and the report was adopted by the committee.

Representative Burr thanked the committee and public for their input and for the continued interest of this body to move early childhood education forward to assist those most at risk.

Expansion of NC Pre-K for 2011-2012

Representative Burr recognized Dr. Deb Cassidy, Director of the Division of Child Development and Early Education. She addressed the plan for additional one-time slots to the Pre-K program. See Attachment 4.

Representative Burr asked about the published number of slots by county. He noticed several counties had one slot listed and wondered if there was going to be a class with one four year old. Dr. Cassidy answered there were some counties who had requested only one slot. They had one child unserved in their county. This means they had an opening in their classroom they couldn’t fill because they didn’t have the funding to do that at the beginning of the fiscal year. They are requesting to complete a classroom. Some counties did not respond with how many children they

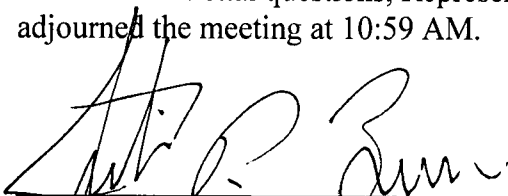
could serve immediately. When additional funds became available some counties responded they could serve additional children immediately. There is a revised spreadsheet with those numbers; however it still lacks four small counties. DCDEE anticipates being able to provide a complete list soon.

Representative Burr recognized Representative Floyd. He asked what the difference between slot and allocation is. Dr. Cassidy said slots are the number of children served and allocation is the amount of money they receive.


Representative Burr pointed out they have taken \$9.3 million out of subsidy and moved it over. With the average copay between \$64 and \$68 a month for subsidy, you are looking at a loss of between 600 and 640 thousand dollars that could have been reinvested in childcare subsidies for early childhood education. When you add in the fact the Governor's office took \$4 million out of TANF dollars, which could have gone to subsidy for early childhood education, and used it to plug a hole in non-profit. In the last thirty days, nearly \$5 million dollars in childcare subsidy dollars have been taken off the table by action of the Governor. Obviously, part of the money is still going for early childhood education, but certainly by taking this money and plugging a reduction the body of the General Assembly requested her to make in the non-profits in using childcare subsidy dollars to plug that hole, is taking it off the table when those dollars are needed and could be used. To take this money and move it over to Pre-K, which is still early childhood education, certainly has taken 600 thousand dollars plus off the table in parent copays that could have been reinvested in other slots as well.

Representative Burr recognized Representative Jeffus. She wanted to know if she could anticipate getting a draft bill from these recommendations. Representative Burr answered it is the intent to send these recommendations to the House as is.

With no additional questions, Representative Burr thanked the members of the committee and adjourned the meeting at 10:59 AM.



Co-Chair Representative Justin Burr

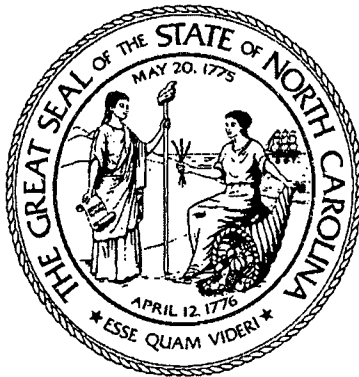


Co-Chair Representative Rayne Brown



Lynn Taylor Committee Clerk

**HOUSE SELECT COMMITTEE
ON EARLY CHILDHOOD
EDUCATION IMPROVEMENT**



***REPORT TO THE
2012 REGULAR SESSION OF THE
2011 GENERAL ASSEMBLY
OF NORTH CAROLINA***

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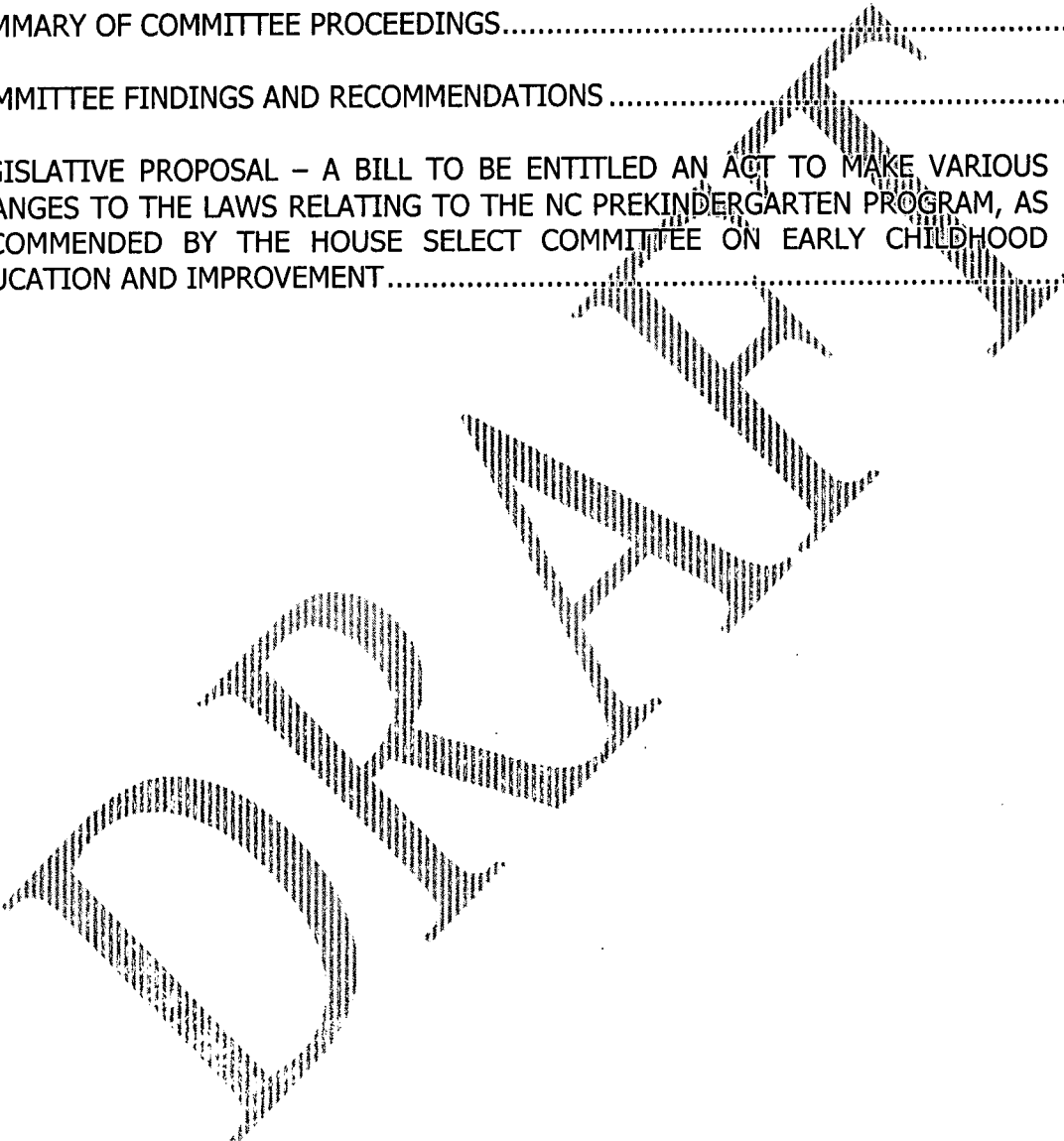
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STATE OF NORTH CAROLINA

HOUSE SELECT COMMITTEE ON EARLY CHILDHOOD EDUCATION IMPROVEMENT



March 1, 2012

TO THE MEMBERS OF THE 2012 REGULAR SESSION OF THE 2011 GENERAL ASSEMBLY OF NORTH CAROLINA:

Attached for your consideration is the report to the 2012 Regular Session of the 2011 General Assembly of North Carolina. This report was prepared by the House Select Committee on Early Childhood Education Improvement pursuant to G.S. 120-19.6(a1) and Rule 26 of the Rules of the House of Representatives of the 2011 General Assembly.

Respectfully submitted,

Representative Justin Burr
Cochair

Representative Rayne Brown
Cochair

DR. J. H. H. H.

HOUSE SELECT COMMITTEE ON EARLY CHILDHOOD EDUCATION IMPROVEMENT

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AUTHORIZING LETTER



Office of Speaker Thom Tillis
North Carolina House of Representatives
Raleigh, North Carolina 27601-1096

**HOUSE SELECT COMMITTEE ON EARLY
CHILDHOOD EDUCATION IMPROVEMENT**

**TO THE HONORABLE MEMBERS OF THE
NORTH CAROLINA HOUSE OF REPRESENTATIVES**

Section 1. The House Select Committee on Early Childhood Education Improvement (hereinafter "Committee") is established by the Speaker of the House of Representatives pursuant to G.S. 120-19.6(a1) and Rule 26 of the Rules of the House of Representatives of the 2011 General Assembly.

Section 2. The Committee consists of the 11 members listed below, appointed by the Speaker of the House of Representatives. Members serve at the pleasure of the Speaker of the House of Representatives. The Speaker of the House of Representatives may dissolve the Committee at any time.

Representative Justin Burr, Co-Chair
Representative Rayne Brown, Co-Chair
Representative Mark Hilton
Representative George Cleveland
Representative John Blust
Representative Pat McElraft
Representative Tim Moffitt
Representative Maggie Jeffus
Representative Michael Wray
Representative Rosa Gill
Representative Elmer Floyd

Section 3. The Committee may study the cost, quality, consumer education, and outcomes of the North Carolina Partnership for Children, Inc.'s activities funded to (i) increase early literacy, (ii) measurably improve families' abilities to raise healthy, productive, and successful children, and (iii) increase access to preventative health care for children from birth to five years of age.

HOUSE SELECT COMMITTEE ON EARLY CHILDHOOD EDUCATION IMPROVEMENT

The Committee may evaluate and report on the following:

- (1) The types of activities, goals, and intended outcomes of evidence-based early literacy activities that promote phonemic awareness, letter recognition, segmenting words into sounds, and decoding print text.
- (2) The types of family support and health activities supported with the North Carolina Partnership for Children, Inc., funds:
- (3) The goal and intended outcome of the family support and health activities.
- (4) The numbers served and results of the family support and health activities.
- (5) Study the match requirements and what constitutes the match requirements.
- (6) Any other matter the Committee deems relevant to its charge.

Section 4. The Committee shall meet upon the call of its Co-Chairs. A quorum of the Committee shall be a majority of its members.

Section 5. The Committee, while in the discharge of its official duties, may exercise all powers provided for under G.S. 120-19 and Article 5A of Chapter 120 of the General Statutes.

Section 6. Members of the Committee shall receive per diem, subsistence, and travel allowance as provided in G.S. 120-3.1.

Section 7. The expenses of the Committee including per diem, subsistence, travel allowances for Committee members, and contracts for professional or consultant services shall be paid upon the written approval of the Speaker of the House of Representatives pursuant to G.S. 120-32.02(c) and G.S. 120-35 from funds available to the House of Representatives for its operations.

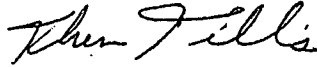
Section 8. The Legislative Services Officer shall assign professional and clerical staff to assist the Committee in its work. The Director of Legislative Assistants of the House of Representatives shall assign clerical support staff to the Committee.

Section 9. The Committee may submit an interim report on the results of the study, including any proposed legislation, on or before May 1, 2012, by filing a copy of the report with the Office of the Speaker of the House of Representatives, the House Principal Clerk, and the Legislative Library. The Committee shall submit a final report on the results of its study, including any proposed legislation, to the members of the House of Representatives by December 31, 2012 by filing the final report with the Office of the Speaker of the

HOUSE SELECT COMMITTEE ON EARLY CHILDHOOD EDUCATION IMPROVEMENT

House of Representatives, the House Principal Clerk, and the Legislative Library.
The Committee terminates upon the convening of the 2013 General Assembly or
upon the filing of its final report, whichever occurs first.

Effective this the 23rd day of September, 2011.



Thom Tillis
Speaker

COMMITTEE PROCEEDINGS

The House Select Committee on Early Childhood Education Improvement held 5 meetings between October 6, 2011 and March 1, 2012.

October 6, 2011

Budget/Program Overview for Division of Child Development and Early Education (DCDEE) More At Four Program History

Ms. Lisa Hollowell, NCGA, Fiscal Research Division

NC Pre-K, S.L. 2011-145

Ms. Lisa Hollowell

Legal Actions (historical and post-2011 session)

Ms. Drupti Chauhan, NCGA, Research Division

Evolution of At-risk definition within More At Four Program

Dr. Patsy Pierce, NCGA, Research Division

Implementation of NC Pre-K

Dr. Deb Cassidy, Director, Division of Child Development and Early Education, Department of Health and Human Services

Provider Perspectives

Linda Piper, Executive Director of North Carolina Licensed Child Care Association (NCLCCA)

Kevin Campbell, Mecklenburg County

Dana Ramsey, Provider in numerous counties

Committee Discussion

November 3, 2011

Implementation of NC Pre-K

Dr. Deborah Cassidy, Director

Service Plan, as directed by EO 100

Division of Child Development and Early Education, Department of Health and Human Services

Federally-Funded Pre-K Programs

Khari Garvin, Director, Head Start Collaboration Office

Dr. Cindy Bagwell, Professional Development Team Lead, Federal Programs

Dr. Vivian James, Coordinator Exceptional Children Program

Department of Public Instruction, Office of Early Learning

Rural Provider Perspective

Kim Haley – Rockingham County

Bill Batts, Small World Child Care Center and Preschool - Wayne County

Committee Discussion

January 5, 2012

Legislative Actions

S.L. 2011-145 and S.L. 2011-391

Lisa Hollowell, Staff

Smart Start

Stephanie Fanjul, President

North Carolina Partnership for Children, Inc.

Local Partnerships

- **Wake County Partnership for Children, Inc.**
Pam Dowdy, Executive Director
- **Stanly County Partnership for Children, Inc.**
Barbara D. Whitley, MSW, Executive Director
- **Albemarle Smart Start Partnership**
Dr. Denauvo M. Robinson, President & CEO

Committee Discussion

February 2, 2012

Race-To-The-Top Early Learning Challenge Grant

- **Governor's Office**
Anne Bryan, Senior Policy Advisor
- **Division of Child Development and Early Education**
Dr. Deb Cassidy, Director
- **Division of Public Health**
Dr. Kevin Ryan, Section Chief, Women's and Children's Health
- **Division of Public Instruction**
John Pruette, Director, Office of Early Learning

Literacy Research

Dr. Patsy Pierce, Staff

At-Risk Discussion

Dr. Patsy Pierce, Staff

Report Discussion

March 1, 2012

SUMMARY OF COMMITTEE PROCEEDINGS

This section of the report provides a brief summary of the Committee meetings. It is not intended to be a complete, official record of those meetings. However, there is an official record of the Committee's meetings, including minutes and handouts distributed to the Committee members, in the Legislative Library.

October 6, 2011

Ms. Lisa Hollowell, Analyst with the Fiscal Research Division of the North Carolina General Assembly, presented an overview on the 2011 budget for the Department of Health and Human Services (DHHS), Division of Child Development and Early Education (DCDEE), Subsidy and NC Pre-K programs. DCDEE represents about six-percent (6%) of DHHS's budget with a State appropriation of \$266,102,933 and receipts from federal block grants, licensure fees, publication sales, and lottery funds totaling \$405,524,377. Ms. Hollowell also gave an overview of DCDEE position functions, the purpose and make-up of the Child Care Commission, child care licensure requirements, and the "Star Rating System." By August, 2011 there were 1186 four-star and 1600 five-star rated child care facilities in North Carolina.

Ms. Hollowell continued her presentation by describing the Child Care Subsidy program including eligibility requirements. In 2010-2011, 136,564 unduplicated children were served through the Child Care Subsidy program. As of August, 2011, there were 50,695 children on the waiting list to receive child care subsidy. Ms. Hollowell concluded her presentation by highlighting current budgetary actions related to early childhood care and education including the transfer of the More at Four Prekindergarten program from the Office of Early Learning in the NC Department of Public Instruction to DCDEE. The program's name was changed to NC Pre-K, but child eligibility and program quality standards remained unchanged. The NC Pre-K program received a twenty-percent (20%) reduction in funding in the current budget. At the time of this presentation, 24,625 children were being served in the NC Pre-K program.

Ms. Drupti Chauhan, Principal Attorney in the Research Division, NCGA, provided the committee with a brief history of the "Leandro" cases in North Carolina in which local school systems sued, and won, against the State for sufficient funds and supports in order to meet the NC Constitutional guarantee of a "sound and basic education." Ms. Chauhan also updated committee members on the injunction against language in S.L. 2011-145, the current budget, which were seen as barriers to providing the NC Pre-K program to all "at risk" children. Ms. Chauhan indicated that on August 15, 2011, the President Pro Tempore of the Senate and the Speaker of the House of Representatives filed a Motion to Intervene and for Clarification or Relief from the Order entered by Judge Manning on July 18, 2011.

Ms. Chauhan also told the committee that on August 10, 2011, the Governor had issued an Executive Order which directed the Department of Health and Human Services (DHHS) to consult with the Department of Public Instruction (DPI) to continue infrastructure and funding to ensure that current standards are not reduced and continue to base academic standards of NC Pre-K on the domains of child development that are needed for successful pre-K programs. The Executive Order also directed DHHS to "remove all barriers so as to encourage participation by public schools in NC Pre-K." It ordered DHHS to waive any requirement to blend private pay families with Pre-K subsidized children for public school classrooms—Section 10.7(e) of the 2011 Appropriations Act stated that DHHS "may" authorize such a waiver.

Dr. Patsy Pierce, Legislative Analyst with the Research Division, NCGA, presented the legislative history of the More at Four program including the evolution of the eligibility criteria for children to be enrolled in the More at Four program. This eligibility criteria which included family income levels and other factors is how the State defines "at risk".

Chairman Burr postponed the presentation, Implementation of NC Pre-K, by Dr. Deborah Cassidy, Director, Division of Child Development and Early Education, Department of Health and Human Services. Chairman Burr explained that additional information concerning an Executive Order relating to this topic was forthcoming and that this item would be first on the agenda at the next meeting.

The next three speakers spoke about their perspectives as providers. All speakers indicated that private centers have a history of successfully serving children from low-income families through programs like More at Four and Child Care Subsidy and have valuable experience and expertise that they bring to this area.

Linda Piper, Executive Director of the North Carolina Licensed Child Care Association

Kevin Campbell, Owner/President of Smart Kids Child Development Centers, Mecklenburg County

Dana Ramsey, Vice President of Operations for Childcare Network, Wake County

Discussion Highlights

Committee members asked questions about consequences for child care centers who do not improve on the Star Rated License system and how to help centers to continuously improve. Discussion also included at risk categories, family co-payments, and the similarities and differences between private and public classrooms serving More at Four, now NC Pre-K children.

November 3, 2011

Ms. Lisa Hollowell, Fiscal Research Division, provided committee members with a list of questions that the Division of Child Development and Early Education had been asked to answer regarding 2011 budgetary directives.

Dr. Deborah Cassidy, Director, Division of Child Development and Early Education, Department of Health and Human Services, gave a brief update on the implementation of NC Pre-K. She mentioned that the Pre-K program was successfully transitioned from the Department of Public Instruction to the Department of Health and Human Services on July 1, 2011. She noted that due to the current budget, a number of services were reduced but that did not affect the quality of services being provided. She talked about the SEEK program being the new time, attendance, and payment system, and that all 100 counties are now operational and in Phase I of the program. She also mentioned that as directed by Governor Perdue's Executive Order 100, a compliance plan was submitted October 10, 2011.

The next four speakers spoke about the federally-funded Pre-K Programs:

Khari Garvin, Director, Head Start Collaboration, addressed the Committee regarding Head Start. He said that the Head Start system is regarded as two programs: the Head Start program that serves low income children aged three to five and the Early Head Start program that serves low income children from birth to age three as well as expectant mothers. He stated that parents choose which program they would like for their child to attend, when they qualify for more than one program.

Dr. Vivian James, Coordinator for the Exceptional Children Program, addressed the Committee regarding Special Education. She said special education for children aged three is an entitlement for eligible children. This is a federal requirement under IDEA.

Dr. Cindy Bagwell, Professional Development Team Lead, Federal Programs, addressed the Committee regarding Title I Programs. She said that the Title I Pre-Kindergarten program is funded through the Elementary and Secondary Education Act. She mentioned that the Title I program allows funding for children from birth to school entry age, but traditionally, in North Carolina, only four year olds are served.

Kim Haley of Rockingham County, and Bill Batts, Small World Child Care Center and Preschool, Wayne County spoke next on the rural private provider perspectives, which included their capacity to serve "at risk" children.

Discussion Highlights

Members discussed military families being included in the "at risk" population eligible for the NC Pre-K program, eligibility for child care subsidy and pre-K programs in other states, how teachers were obtaining required education and assessments, the WAGES program, subsidy dollars unspent at the end of the fiscal year, opportunities for more private centers to participate in the NC Pre-K program, how to find children to participate in the program, and inclusion of children in the NC Pre-K program with children whose parents are paying for child care. Members also discussed licensing of NC Pre-K classrooms in public schools, evidence of the positive outcomes of early childhood programs and inclusion of children with disabilities, and the definition of "at risk."

January 5, 2012

Lisa Hollowell, Fiscal Research Division, addressed the legislative actions governing the North Carolina Partnership for Children.

Ms. Stephanie Fanjul, President, North Carolina Partnership for Children (NCPC) presented on the history, growth, and outcomes of Smart Start. Through discussion with members, Ms. Fanjul highlighted some specific programs offered through local Smart Start Partnerships which target early literacy, behavior problems, and childhood obesity.

Three local Smart Start Partnership Executive Directors presented their perspectives. Each of these Partnerships manages the NC Pre-K program(s) in their catchment areas.

Ms. Pam Dowdy, Executive Director, Wake County Partnership for Children along with Ms. Taushau Wilkinson, Data Manager, featured a data base developed by their Partnership which helps to determine eligibility and then links to the available NC Pre-K classroom to the child's home.

Ms. Barbara Whitley, Executive Director, Stanley County Partnership for Children, described programs and services to children and families in their area, including an Early Childhood Resource center, pediatric dental clinic, Parents as Teachers, and an English as Second Language (ESL) program.

Mr. Denauvo Robinson, Executive Director, Albemarle Area Partnership for Children, featured programs and services provided in a five-county catchment area in Northeastern NC.

Discussion Highlights

Committee members discussed child-behavior, nutrition and education programs for families provided through Smart Start, safety issues in child care, child outcome data linked to Smart Start and other early childhood programs, the WAGES program, and audits of Smart Start. Committee member also asked about research supporting "at risk" factors and any use of federal or private funds by local Partnerships.

February 2, 2012

Ms. Anne Bryan, Senior Policy Advisor, Governor's Office provided an overview of the recently awarded federal Race-to-the Top/Early Learning Challenge grant. The grant amount is approximately \$70,000,000 and funds will be divided among the Governor's Office early Childhood Advisory Council and other State agencies. The purpose of the grant is to strengthen and increase the quality of the State's early childhood system including infrastructure and workforce. Northeastern NC will become a targeted "transformation zone" through grant implementation.

Dr. Deborah Cassidy, Director, Division of Child Development and Early Education, highlighted that agency's role in the grant. DCDEE will be providing incentives to child care providers to meet higher standard. They will also develop a new program quality measure, complete a childhood workforce study, build professional development capacity, especially for infant-toddler program providers, revise Early Learning Standards, and support B-K teacher licensure processes.

Dr. Kevin Ryan, Section Chief, Women's and Children's Health, Division of Public Health indicated that this agency will concentrate on implementing evidence-based family strengthening initiatives, especially in Northeastern NC.

Mr. John Pruette, Director, Office of Early Learning, DPI, described the K-3 assessment, P-12 data base, and family engagement initiatives that this office will manage.

Following the presentation on the Early Learning Challenge grant, Dr. Patsy Pierce, Research Division, provided information on early language and literacy development, assessment, and instruction. The 2009 National Early Literacy Panel results served as the basis for this presentation.

Dr. Pierce then presented research on "at risk and protective" factors, "at risk" definitions for pre-K program eligibility in other states, and evidence of long-term positive child and adults outcomes from participation in high-quality early childhood programs. Cost-benefit analysis information was also provided indicating that investment in high-quality early childhood programs reduces the need for public funding for adult programs such as welfare and prison.

The meeting concluded with Representative Rayne Brown's instructions to the committee members to send in their ideas for recommendations and possible legislation to be included in the report of this Committee to the 2012 Regular Session of the General Assembly.

Discussion Highlights

Committee members indicated concern about the temporary nature of the positions and programs being created with the time-limited Early Learning Challenge grant. The members also discussed the current eligibility criteria for the NC Pre-K program compared to "at risk" factors used by other states and programs.

March 1, 2012

COMMITTEE FINDINGS AND RECOMMENDATIONS

Based on information presented to the House Select Committee on Early Childhood Education Improvement and pursuant discussion among members during their regularly scheduled meetings, the Committee makes the following findings and recommendations to the 2012 Regular Session of the 2011 General Assembly:

1. Continue funding and monitoring of early childhood programs in North Carolina

The Committee finds that high quality early childhood programs yield cost-beneficial positive outcomes for children. It is therefore the intent of the Committee that continued funding is provided for State-funded early childhood programs in North Carolina to meet the needs of a growing population and an increasing number of children living in poverty. The Committee also recommends that child learning outcomes be continuously monitored and reported to the General Assembly to ensure optimal outcomes and investment returns.

2. Establish eligibility criteria for the NC Pre-K program

The Committee finds that a substantial body of longitudinal research indicates positive learning outcomes from the provision of high-quality early childhood education programs to children whose families live in poverty. These studies indicate, and the Committee finds, the most significant effects appear to be with children from more adverse conditions. The Committee finds that there are an increasing number of children living in extreme poverty, with over 30,000 four year olds living in families whose income is at or below 100% of federal poverty guidelines. The Committee also finds that consistency of use of eligibility criteria with other prekindergarten programs, such as Head Start, will lessen confusion and increase participation of children with the greatest needs in the NC Pre-K program. Therefore, the Committee recommends that the General Assembly establish eligibility criteria for the NC Pre-K program to target children with the greatest needs.

3. Increase participation in the NC Pre-K program by private child care providers

The Committee finds that private child care facilities have the capacity to provide high quality NC Pre-K classrooms where as local schools, in some instances, are over- crowded and have limited capacity. Therefore, the Committee recommends that:

- NC Pre-K classrooms be located in private child care facilities, with exceptions made by the Division of Child Development and Early Education (DCDEE). These exceptions should be made to meet program capacity and quality needs at the local level, and ensure maintenance of parental choice, accessibility, and use of federal dollars.
- DCDEE, working collaboratively with the NC Partnership for Children (NCPC), establish NC Pre-K rates based on provider cost data to implement the program at the level of quality as established by the General Assembly. DCDEE and NCPC shall study alternative payment structures for NC Pre-K classrooms that will maximize the number of children served. One consideration shall be setting reimbursement rates on a per classroom basis. The study shall identify benefits of contracting for entire classrooms in lieu of individual student rates and determine whether additional children may be served by this method. The study results shall be reported to the Joint Legislative Oversight Committee on Health and Human Services by December 1, 2012.


- DCDEE establish a standard decision-making process to be used by local NC Pre-K committees for awarding NC Pre-K slots. This decision-making process shall be transparent and allow for community and parental input regarding who should administer the program, and where classrooms shall be placed.
- Licensed child care providers be offered multiple-year contracts for NC Pre-K classroom implementation.

4. Develop the capability to assess and follow child development and progress across agencies

The Committee finds that in order to continuously improve the quality of early care and education in this State and resulting outcomes for children and families, that successful outcomes and support needs should be determined at program, classroom, and child levels. The Committee therefore recommends that State agencies involved in the provision of programs and services to children ages birth to five work collaboratively with the Department of Public Instruction to build upon the K-12 data base system. In order to accomplish this goal, agencies involved in the provision of services and supports to young children and their families, such as the Child Care Subsidy program, should develop a confidential, unique identifier for children receiving these supports, as well as child outcome measures which can be linked to programs, classrooms, and services. The collaborative assessment and data base system should be able to track child progress for children receiving State assistance from infancy through high school completion.

5. Increase prekindergarten teacher quality related to early language and literacy development


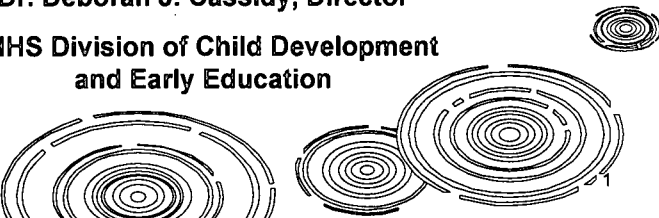
The Committee finds that early language and development from birth-to-five provides an essential foundation for future academic success. In order to ensure optimal early language and literacy development, the Committee recommends that prekindergarten teachers obtain a Birth-Kindergarten teacher license and that licensure approval, in part, be based on demonstration of competencies in early language and literacy instruction, especially in the areas of oral language, phonemic awareness, alphabet knowledge, and print concepts.



NC Pre-K Additional One-Time Slots
**Presentation to the House Select
Committee on Early Education
Improvement**

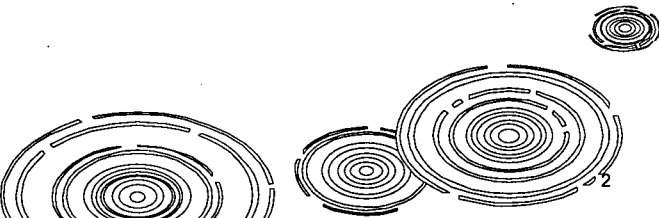
March 1, 2012

Dr. Deborah J. Cassidy, Director
**DHHS Division of Child Development
and Early Education**



**Plan for Additional One-
Time Slots**

- 2,000 additional one-time slots will be available to Contractors that have requested additional slots that can be filled immediately.
- One-time slots for SFY 2011-2012 will not carry forward into the next fiscal year.





Requirements of the Contractors

- Priority for unserved children
 - Services will be provided for five months
 - All NC Pre-K standards will be met
 - Reimbursement rate of \$850.00 per month will be provided
-
- Start-up support may be available for new slots that are in a brand new Pre-K classroom



Slot Allocation

- Slot allocation will be based on:
 - Contractors' requests for additional slots
 - Immediate capacity to serve unserved 4-year old children
 - Availability in public and private sites

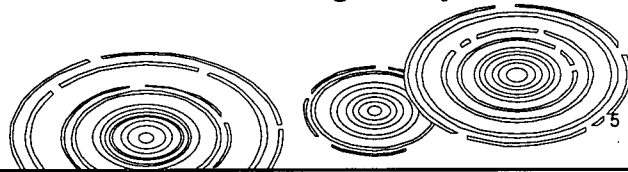
(Some school systems will maintain classrooms during the summer)





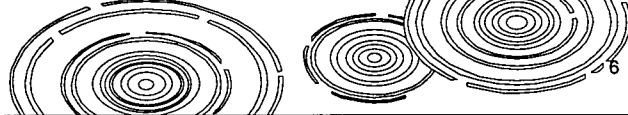
Funding

- Through careful monitoring, funds to support the additional one-time NC Pre-K slots are available based on projected statewide unexpended state child care subsidy funding.
- Approximately \$9.3 million is available to fund additional one-time slots for the 2011-2012 NC Pre-K Program year.



Reasons Funds are Available

- Counties are spending at a lower rate this year.
- Final SFY 11-12 allocations in many cases were less than estimates for SFY 11-12 due to reductions in subsidy funds when the budget was enacted. In many cases counties had to attrition their service levels as they began SFY 11-12.
- Counties were cautious in gearing up spending because of state reductions being taken during the year in the past couple of years.
- Full Smart Start allocations were not received until later in the year; therefore, counties were guarded in spending their Non-Smart Start funds too quickly.
- Counties received less services support funds this year (cut in budget from 5% to 4%) which impacted the number of staff available to move children off the wait list.



● Representative Gill recommends deleting the first bullet under Recommendation #3 on page 15 of the report and inserting the following:

“NC Pre-k classrooms be located in a diverse array of settings, including for-profit, not-for-profit, faith-based, Head Start, or public school classrooms. Site location shall be based on local capacity, quality and insurance of parental choice and accessibility of use of federal dollars.”



VISITOR REGISTRATION SHEET

House Select Committee on Early Childhood Improvement 3/1/12

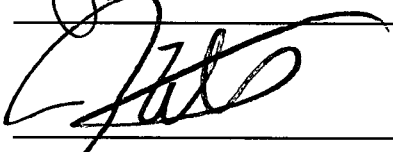
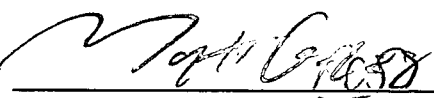
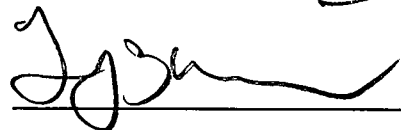
Name of Committee

Date

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NAME

FIRM OR AGENCY AND ADDRESS

Julia Adams	The Arc of NC
Steve Jaska	Colman & Lt Gov.
Kevin Campbell	Smart Kids CDC Charlotte, NC
Danielle Caldwell	The Children's Room FCCF, Durham, NC
Brett Walton	Ch. Morris W. - Greenville NC
Ken Melton	K. M. A.
Phil Thalheimer	ABC / Disney
Joe Camp	" "
	MWC
	NCPA
	NCPA

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House Select Committee on Early Childhood Improvement 3/1/12

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Date

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FIRM OR AGENCY AND ADDRESS

Spady Spady	WMM
Heather Barnett	WMM
Gene Causby	NCSCA
Bill O'Donnell	PEFNC
John News	Public Sch. Forum of NC
Katherine Joyce	NCASA
Cheryl Posner-Cahill	NC School Psych Assoc
Tom McDowell	NCICU
Carney Crowder	Governor's Office
Kris Horton	DHHS
J. K.	DHHS

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Name of Committee

Date

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NAME	FIRM OR AGENCY AND ADDRESS
<i>[Signature]</i>	DHHS
Tom Derrin	Governor's Office
Aimee Bryan	Governor's Office
Jani Korolowski	DCDEE
Anna Carter	DCDEE
Deb Cassidy	DCDEE
Juanita Fair	DCDEE
Susan Griffin	Guilford Co. Schools Exceptional Children
Tom Griffin	NC CASE
Bill Hussey	NC CASE
Nancy Haddock	Winston Salem

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Name of Committee

Date

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WILLIAM R. BATTIS	SMALL WORLD CEC, INC.
CHARLES C. IVEY	PARTNERSHIP FOR CHILDREN / WAYNE CO.
Whitney G. Jansta	Partnership for Children / WAYNE CO.
Valerie Wallace	Partnership for Children of Wayne Co.
Marilyn Agnew	Partnership for Children of Johnston Co.
Shelly Willis	Partnership for Children of Wayne Co.
Mary Schulte	Public Schools of Robeson Co.
Jennifer M. Britt	Public Schools of Robeson Co. 818 W. 3rd St Pembroke, NC 28372
Dawn Dawson	Wake County Public Schools
Pam Roney	Wake County Smart Start
Taylor Middleton	301-A McCreight Dr, Chapel Hill, NC 27514 MS-SLP student - UNC Chapel Hill

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Christine Bischoff	N.C. Justice Center
Bill Fawcett	NC Justice Center
Jeff Stark Kurcatter	Candidate for House District - 54 5905 Old State Goldston Rd. Pittsboro, NC 27312
Lois Ann Harris	LANTA
Anna Lise Dolph	Covenant
Rob Thompson	Covenant w/ NC's Children
Margaret Samvels	OCPYC
Teresa Milton	Orange County Schools Pre-K Teacher
Leigh Zaleon	Orange County Head Start/Early Head Start
LINDA HINDMAN	Orange County Partnership for Young Children
Birde Leonard	Smart Start of Davidson County

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House Select Committee on Early Childhood Improvement 3/1/12

Name of Committee

Date

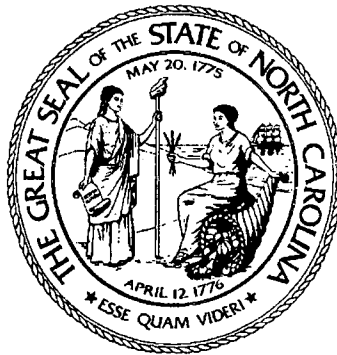
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NAME

FIRM OR AGENCY AND ADDRESS

Jennifer Cole	NCPK parent of twins
Julia Walker	Eastern Seals UCP NC & VA
Richard Edwards	Eastern Seals UCP NC & VA
Kelly Hales	Guilford County Schools Exec. Dir. of Federal Prog.
Beth Folger	Guilford County Schools Chief Academic Officer
Nancy Routh	Guilford County Board of Education
Mandy Sorge	FPG Child Development Center, Chapel Hill
Leanne Linnin	NCSBA
Diave Frost	Asheboro City Schools, Superintendent
Jody Koon	Early Learning
Khari Garvin	Head Start - State Collaboration Office

**HOUSE SELECT COMMITTEE
ON EARLY CHILDHOOD
EDUCATION IMPROVEMENT**



***REPORT TO THE
2012 REGULAR SESSION OF THE
2011 GENERAL ASSEMBLY
OF NORTH CAROLINA***

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STATE OF NORTH CAROLINA

HOUSE SELECT COMMITTEE ON EARLY CHILDHOOD EDUCATION IMPROVEMENT

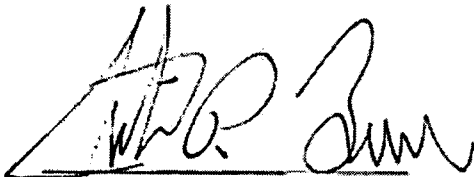


March 1, 2012


TO THE MEMBERS OF THE 2012 REGULAR SESSION OF THE 2011 GENERAL ASSEMBLY OF NORTH CAROLINA:

Attached for your consideration is the report to the 2012 Regular Session of the 2011 General Assembly of North Carolina. This report was prepared by the House Select Committee on Early Childhood Education Improvement pursuant to G.S. 120-19.6(a1) and Rule 26 of the Rules of the House of Representatives of the 2011 General Assembly.

Respectfully submitted,



Representative Justin Burr
Cochair



Representative Rayne Brown
Cochair

**HOUSE SELECT COMMITTEE ON
EARLY CHILDHOOD EDUCATION IMPROVEMENT**

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AUTHORIZING LETTER



Office of Speaker Thom Tillis
North Carolina House of Representatives
Raleigh, North Carolina 27601-1096

**HOUSE SELECT COMMITTEE ON EARLY
CHILDHOOD EDUCATION IMPROVEMENT**

**TO THE HONORABLE MEMBERS OF THE
NORTH CAROLINA HOUSE OF REPRESENTATIVES**

Section 1. The House Select Committee on Early Childhood Education Improvement (hereinafter "Committee") is established by the Speaker of the House of Representatives pursuant to G.S. 120-19.6(a1) and Rule 26 of the Rules of the House of Representatives of the 2011 General Assembly.

Section 2. The Committee consists of the 11 members listed below, appointed by the Speaker of the House of Representatives. Members serve at the pleasure of the Speaker of the House of Representatives. The Speaker of the House of Representatives may dissolve the Committee at any time.

Representative Justin Burr, Co-Chair
Representative Rayne Brown, Co-Chair
Representative Mark Hilton
Representative George Cleveland
Representative John Blust
Representative Pat McElraft
Representative Tim Moffitt
Representative Maggie Jeffus
Representative Michael Wray
Representative Rosa Gill
Representative Elmer Floyd

Section 3. The Committee may study the cost, quality, consumer education, and outcomes of the North Carolina Partnership for Children, Inc.'s activities funded to (i) increase early literacy, (ii) measurably improve families' abilities to raise healthy, productive, and successful children, and (iii) increase access to preventative health care for children from birth to five years of age.

HOUSE SELECT COMMITTEE ON EARLY CHILDHOOD EDUCATION IMPROVEMENT

The Committee may evaluate and report on the following:

- (1) The types of activities, goals, and intended outcomes of evidence-based early literacy activities that promote phonemic awareness, letter recognition, segmenting words into sounds, and decoding print text.
- (2) The types of family support and health activities supported with the North Carolina Partnership for Children, Inc., funds.
- (3) The goal and intended outcome of the family support and health activities.
- (4) The numbers served and results of the family support and health activities.
- (5) Study the match requirements and what constitutes the match requirements.
- (6) Any other matter the Committee deems relevant to its charge.

Section 4. The Committee shall meet upon the call of its Co-Chairs. A quorum of the Committee shall be a majority of its members.

Section 5. The Committee, while in the discharge of its official duties, may exercise all powers provided for under G.S. 120-19 and Article 5A of Chapter 120 of the General Statutes.

Section 6. Members of the Committee shall receive per diem, subsistence, and travel allowance as provided in G.S. 120-3.1.

Section 7. The expenses of the Committee including per diem, subsistence, travel allowances for Committee members, and contracts for professional or consultant services shall be paid upon the written approval of the Speaker of the House of Representatives pursuant to G.S. 120-32.02(c) and G.S. 120-35 from funds available to the House of Representatives for its operations.


Section 8. The Legislative Services Officer shall assign professional and clerical staff to assist the Committee in its work. The Director of Legislative Assistants of the House of Representatives shall assign clerical support staff to the Committee.

Section 9. The Committee may submit an interim report on the results of the study, including any proposed legislation, on or before May 1, 2012, by filing a copy of the report with the Office of the Speaker of the House of Representatives, the House Principal Clerk, and the Legislative Library. The Committee shall submit a final report on the results of its study, including any proposed legislation, to the members of the House of Representatives by December 31, 2012 by filing the final report with the Office of the Speaker of the

HOUSE SELECT COMMITTEE ON EARLY CHILDHOOD EDUCATION IMPROVEMENT

House of Representatives, the House Principal Clerk, and the Legislative Library.
The Committee terminates upon the convening of the 2013 General Assembly or
upon the filing of its final report, whichever occurs first.

Effective this the 23rd day of September, 2011.



Thom Tillis
Speaker

COMMITTEE PROCEEDINGS

The House Select Committee on Early Childhood Education Improvement held 5 meetings between October 6, 2011 and March 1, 2012.

October 6, 2011

Budget/Program Overview for Division of Child Development and Early Education (DCDEE) More At Four Program History

Ms. Lisa Hollowell, NCGA, Fiscal Research Division

NC Pre-K, S.L. 2011-145

Ms. Lisa Hollowell

Legal Actions (historical and post-2011 session)

Ms. Drupti Chauhan, NCGA, Research Division

Evolution of At-risk definition within More At Four Program

Dr. Patsy Pierce, NCGA, Research Division

Implementation of NC Pre-K

Dr. Deborah Cassidy, Director, Division of Child Development and Early Education, Department of Health and Human Services

Provider Perspectives

Linda Piper, Executive Director of North Carolina Licensed Child Care Association (NCLCCA)

Kevin Campbell, Mecklenburg County

Dana Ramsey, Provider in numerous counties

Committee Discussion

November 3, 2011

Implementation of NC Pre-K

Dr. Deborah Cassidy, Director

Service Plan, as directed by EO 100

Division of Child Development and Early Education, Department of Health and Human Services

Federally-Funded Pre-K Programs

Khari Garvin, Director, Head Start Collaboration Office

Dr. Cindy Bagwell, Professional Development Team Lead, Federal Programs

Dr. Vivian James, Coordinator Exceptional Children Program

Department of Public Instruction, Office of Early Learning

Rural Provider Perspective

Kim Haley – Rockingham County

Bill Batts, Small World Child Care Center and Preschool - Wayne County

Committee Discussion

January 5, 2012

Legislative Actions

S.L. 2011-145 and S.L. 2011-391

Lisa Hollowell, Staff

Smart Start

Stephanie Fanjul, President

North Carolina Partnership for Children, Inc.

Local Partnerships

- **Wake County Partnership for Children, Inc.**
Pam Dowdy, Executive Director
- **Stanly County Partnership for Children, Inc.**
Barbara D. Whitley, MSW, Executive Director
- **Albemarle Smart Start Partnership**
Dr. Denauvo M. Robinson, President & CEO

Committee Discussion

February 2, 2012

Race-To-The-Top Early Learning Challenge Grant

- **Governor's Office**
Anne Bryan, Senior Policy Advisor
- **Division of Child Development and Early Education**
Dr. Deborah Cassidy, Director
- **Division of Public Health**
Dr. Kevin Ryan, Section Chief, Women's and Children's Health
- **Division of Public Instruction**
John Pruette, Director, Office of Early Learning

Literacy Research

Dr. Patsy Pierce, Staff

At-Risk Discussion

Dr. Patsy Pierce, Staff

Report Discussion

March 1, 2012

Proposed Committee Report

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NC Pre-K Additional One-Time Slots

Dr. Deborah Cassidy, Director, Division of Child Development and Early Education

SUMMARY OF COMMITTEE PROCEEDINGS

This section of the report provides a brief summary of the Committee meetings. It is not intended to be a complete, official record of those meetings. However, there is an official record of the Committee's meetings, including minutes and handouts distributed to the Committee members, in the Legislative Library.

October 6, 2011

Ms. Lisa Hollowell, Analyst with the Fiscal Research Division of the North Carolina General Assembly, presented an overview on the 2011 budget for the Department of Health and Human Services (DHHS), Division of Child Development and Early Education (DCDEE), Subsidy and NC Pre-K programs. DCDEE represents about six-percent (6%) of DHHS's budget with a State appropriation of \$266,102,933 and receipts from federal block grants, licensure fees, publication sales, and lottery funds totaling \$405,524,377. Ms. Hollowell also gave an overview of DCDEE position functions, the purpose and make-up of the Child Care Commission, child care licensure requirements, and the "Star Rating System." By August, 2011 there were 1186 four-star and 1600 five-star rated child care facilities in North Carolina.

Ms. Hollowell continued her presentation by describing the Child Care Subsidy program including eligibility requirements. In 2010-2011, 136,564 unduplicated children were served through the Child Care Subsidy program. As of August, 2011, there were 50,695 children on the waiting list to receive child care subsidy. Ms. Hollowell concluded her presentation by highlighting current budgetary actions related to early childhood care and education including the transfer of the More at Four Prekindergarten program from the Office of Early Learning in the NC Department of Public Instruction to DCDEE. The program's name was changed to NC Pre-K, but child eligibility and program quality standards remained unchanged. The NC Pre-K program received a twenty-percent (20%) reduction in funding in the current budget. At the time of this presentation, 24,625 children were being served in the NC Pre-K program.

Ms. Drupti Chauhan, Principal Attorney in the Research Division, NCGA, provided the committee with a brief history of the "Leandro" cases in North Carolina in which local school systems sued, and won, against the State for sufficient funds and supports in order to meet the NC Constitutional guarantee of a "sound and basic education." Ms. Chauhan also updated committee members on the injunction against language in S.L. 2011-145, the current budget, which were seen as barriers to providing the NC Pre-K program to all "at risk" children. Ms. Chauhan indicated that on August 15, 2011, the President Pro Tempore of the Senate and the Speaker of the House of Representatives filed a Motion to Intervene and for Clarification or Relief from the Order entered by Judge Manning on July 18, 2011.

Ms. Chauhan also told the committee that on August 10, 2011, the Governor had issued an Executive Order which directed the Department of Health and Human Services (DHHS) to consult with the Department of Public Instruction (DPI) to continue infrastructure and funding to ensure that current standards are not reduced and continue to base academic standards of NC Pre-K on the domains of child development that are needed for successful pre-K programs. The Executive Order also directed DHHS to "remove all barriers so as to encourage participation by public schools in NC Pre-K." It ordered DHHS to waive any requirement to blend private pay families with Pre-K subsidized children for public school classrooms—Section 10.7(e) of the 2011 Appropriations Act stated that DHHS "may" authorize such a waiver.

Dr. Patsy Pierce, Legislative Analyst with the Research Division, NCGA, presented the legislative history of the More at Four program including the evolution of the eligibility criteria for children to be enrolled in the More at Four program. This eligibility criteria which included family income levels and other factors is how the State defines "at risk".

Chairman Burr postponed the presentation, Implementation of NC Pre-K, by Dr. Deborah Cassidy, Director, Division of Child Development and Early Education, Department of Health and Human Services. Chairman Burr explained that additional information concerning an Executive Order relating to this topic was forthcoming and that this item would be first on the agenda at the next meeting.

The next three speakers spoke about their perspectives as providers. All speakers indicated that private centers have a history of successfully serving children from low-income families through programs like More at Four and Child Care Subsidy and have valuable experience and expertise that they bring to this area.

Linda Piper, Executive Director of the North Carolina Licensed Child Care Association

Kevin Campbell, Owner/President of Smart Kids Child Development Centers, Mecklenburg County

Dana Ramsey, Vice President of Operations for Childcare Network, Wake County

Discussion Highlights

Committee members asked questions about consequences for child care centers who do not improve on the Star Rated License system and how to help centers to continuously improve. Discussion also included at risk categories, family co-payments, and the similarities and differences between private and public classrooms serving More at Four, now NC Pre-K children.

November 3, 2011

Ms. Lisa Hollowell, Fiscal Research Division, provided committee members with a list of questions that the Division of Child Development and Early Education had been asked to answer regarding 2011 budgetary directives.

Dr. Deborah Cassidy, Director, Division of Child Development and Early Education, Department of Health and Human Services, gave a brief update on the implementation of NC Pre-K. She mentioned that the Pre-K program was successfully transitioned from the Department of Public Instruction to the Department of Health and Human Services on July 1, 2011. She noted that due to the current budget, a number of services were reduced but that did not affect the quality of services being provided. She talked about the SEEK program being the new time, attendance, and payment system, and that all 100 counties are now operational and in Phase I of the program. She also mentioned that as directed by Governor Perdue's Executive Order 100, a compliance plan was submitted October 10, 2011.

The next four speakers spoke about the federally-funded Pre-K Programs:

Khari Garvin, Director, Head Start Collaboration, addressed the Committee regarding Head Start. He said that the Head Start system is regarded as two programs: the Head Start program that serves low income children aged three to five and the Early Head Start program that serves low income children from birth to age three as well as expectant mothers. He stated that parents choose which program they would like for their child to attend, when they qualify for more than one program.

Dr. Vivian James, Coordinator for the Exceptional Children Program, addressed the Committee regarding Special Education. She said special education for children aged three is an entitlement for eligible children. This is a federal requirement under IDEA.

Dr. Cindy Bagwell, Professional Development Team Lead, Federal Programs, addressed the Committee regarding Title I Programs. She said that the Title I Pre-Kindergarten program is funded through the Elementary and Secondary Education Act. She mentioned that the Title I program allows funding for children from birth to school entry age, but traditionally, in North Carolina, only four year olds are served.

Kim Haley of Rockingham County, and Bill Batts, Small World Child Care Center and Preschool, Wayne County spoke next on the rural private provider perspectives, which included their capacity to serve "at risk" children.

Discussion Highlights

Members discussed military families being included in the "at risk" population eligible for the NC Pre-K program, eligibility for child care subsidy and pre-K programs in other states, how teachers were obtaining required education and assessments, the WAGES program, subsidy dollars unspent at the end of the fiscal year, opportunities for more private centers to participate in the NC Pre-K program, how to find children to participate in the program, and inclusion of children in the NC Pre-K program with children whose parents are paying for child care. Members also discussed licensing of NC Pre-K classrooms in public schools, evidence of the positive outcomes of early childhood programs and inclusion of children with disabilities, and the definition of "at risk."

January 5, 2012

Lisa Hollowell, Fiscal Research Division, addressed the legislative actions governing the North Carolina Partnership for Children.

Ms. Stephanie Fanjul, President, North Carolina Partnership for Children (NCPC) presented on the history, growth, and outcomes of Smart Start. Through discussion with members, Ms. Fanjul highlighted some specific programs offered through local Smart Start Partnerships which target early literacy, behavior problems, and childhood obesity.

Three local Smart Start Partnership Executive Directors presented their perspectives. Each of these Partnerships manages the NC Pre-K program(s) in their catchment areas.

Ms. Pam Dowdy, Executive Director, Wake County Partnership for Children along with Ms. Taushau Wilkinson, Data Manager, featured a data base developed by their Partnership which helps to determine eligibility and then links to the available NC Pre-K classroom to the child's home.

Ms. Barbara Whitley, Executive Director, Stanley County Partnership for Children, described programs and services to children and families in their area, including an Early Childhood Resource center, pediatric dental clinic, Parents as Teachers, and an English as Second Language (ESL) program.

Mr. Denauvo Robinson, Executive Director, Albemarle Area Partnership for Children, featured programs and services provided in a five-county catchment area in Northeastern NC.

Discussion Highlights

Committee members discussed child-behavior, nutrition and education programs for families provided through Smart Start, safety issues in child care, child outcome data linked to Smart Start and other early childhood programs, the WAGES program, and audits of Smart Start. Committee member also asked about research supporting "at risk" factors and any use of federal or private funds by local Partnerships.

February 2, 2012

Ms. Anne Bryan, Senior Policy Advisor, Governor's Office provided an overview of the recently awarded federal Race-to-the Top/Early Learning Challenge grant. The grant amount is approximately \$70,000,000 and funds will be divided among the Governor's Office early Childhood Advisory Council and other State agencies. The purpose of the grant is to strengthen and increase the quality of the State's early childhood system including infrastructure and workforce. Northeastern NC will become a targeted "transformation zone" through grant implementation.

Dr. Deborah Cassidy, Director, Division of Child Development and Early Education, highlighted that agency's role in the grant. DCDEE will be providing incentives to child care providers to meet higher standard. They will also develop a new program quality measure, complete a childhood workforce study, build professional development capacity, especially for infant-toddler program providers, revise Early Learning Standards, and support B-K teacher licensure processes.

Dr. Kevin Ryan, Section Chief, Women's and Children's Health, Division of Public Health indicated that this agency will concentrate on implementing evidence-based family strengthening initiatives, especially in Northeastern NC.

Mr. John Pruette, Director, Office of Early Learning, DPI, described the K-3 assessment, P-12 data base, and family engagement initiatives that this office will manage.

Following the presentation on the Early Learning Challenge grant, Dr. Patsy Pierce, Research Division, provided information on early language and literacy development, assessment, and instruction. The 2009 National Early Literacy Panel results served as the basis for this presentation.

Dr. Pierce then presented research on "at risk and protective" factors, "at risk" definitions for pre-K program eligibility in other states, and evidence of long-term positive child and adults outcomes from participation in high-quality early childhood programs. Cost-benefit analysis information was also provided indicating that investment in high-quality early childhood programs reduces the need for public funding for adult programs such as welfare and prison.

The meeting concluded with Representative Rayne Brown's instructions to the committee members to send in their ideas for recommendations and possible legislation to be included in the report of this Committee to the 2012 Regular Session of the General Assembly.

Discussion Highlights

Committee members indicated concern about the temporary nature of the positions and programs being created with the time-limited Early Learning Challenge grant. The members also discussed the current eligibility criteria for the NC Pre-K program compared to "at risk" factors used by other states and programs.

March 1, 2012

Representative Burr recognized Lisa Hollowell, Fiscal Analyst and Dr. Patsy Pierce, Legislative Analyst, to explain the 2012 Report of the House Select Committee on Early Education Improvement. They summarized the findings and recommendations of the Committee, and answered Committee member questions.

Dr. Deborah Cassidy, Director, Division of Child Development and Early Education, updated the Committee on where an additional 2000 slots for NC Pre-K had been placed. These slots became available through allocation of unspent subsidy funds. The slots were given to public and private sites that requested them and had the capacity to immediately enroll and serve the children.

Discussion Highlights

Representative Gill submitted an amendment to the Committee report to remove language limiting NC Pre-K classrooms to private childcare facilities (with exceptions). The Committee accepted her amendment. Rep. Cleveland discussed the use of terms such as "extreme poverty." The Committee voted to accept the report, as amended.

COMMITTEE FINDINGS AND RECOMMENDATIONS

Based on information presented to the House Select Committee on Early Childhood Education Improvement and pursuant discussion among members during their regularly scheduled meetings, the Committee makes the following findings and recommendations to the 2012 Regular Session of the 2011 General Assembly:

1. Continue funding and monitoring of early childhood programs in North Carolina

The Committee finds that high quality early childhood programs yield cost-beneficial positive outcomes for children. It is therefore the intent of the Committee that continued funding is provided for State-funded early childhood programs in North Carolina to meet the needs of a growing population and an increasing number of children living in poverty. The Committee also recommends that child learning outcomes be continuously monitored and reported to the General Assembly to ensure optimal outcomes and investment returns.

2. Establish eligibility criteria for the NC Pre-K program

The Committee finds that a substantial body of longitudinal research indicates positive learning outcomes from the provision of high-quality early childhood education programs to children whose families live in poverty. These studies indicate, and the Committee finds, the most significant effects appear to be with children from more adverse conditions. The Committee finds that there are an increasing number of children living in extreme poverty, with over 30,000 four year olds living in families whose income is at or below 100% of federal poverty guidelines. The Committee also finds that consistency of use of eligibility criteria with other prekindergarten programs, such as Head Start, will lessen confusion and increase participation of children with the greatest needs in the NC Pre-K program. Therefore, the Committee recommends that the General Assembly establish eligibility criteria for the NC Pre-K program to target children with the greatest needs.

3. Increase participation in the NC Pre-K program by private child care providers

The Committee finds that private child care facilities have the capacity to provide high quality NC Pre-K classrooms where as local schools, in some instances, are over- crowded and have limited capacity. Therefore, the Committee recommends that:

- NC Pre-K classrooms be located in an array of settings, including for-profit, not-for-profit, faith-based, Head Start, or public school classrooms. Site location shall be based on local capacity, quality, assurance of parental choice, accessibility and use of federal funds.
- The Division of Child Development and Early Education (DCDEE), working collaboratively with the NC Partnership for Children (NCPC), establish NC Pre-K rates based on provider cost data to implement the program at the level of quality as established by the General Assembly. DCDEE and NCPC shall study alternative payment structures for NC Pre-K classrooms that will maximize the number of children served. One consideration shall be setting reimbursement rates on a per classroom basis. The study shall identify benefits of contracting for entire classrooms in lieu of individual student rates and determine whether additional children may be served by

this method. The study results shall be reported to the Joint Legislative Oversight Committee on Health and Human Services by December 1, 2012.

- DCDEE establish a standard decision-making process to be used by local NC Pre-K committees for awarding NC Pre-K slots. This decision-making process shall be transparent and allow for community and parental input regarding who should administer the program, and where classrooms shall be placed.
- Licensed child care providers be offered multiple-year contracts for NC Pre-K classroom implementation.

4. Develop the capability to assess and follow child development and progress across agencies

The Committee finds that in order to continuously improve the quality of early care and education in this State and resulting outcomes for children and families, that successful outcomes and support needs should be determined at program, classroom, and child levels. The Committee therefore recommends that State agencies involved in the provision of programs and services to children ages birth to five work collaboratively with the Department of Public Instruction to build upon the K-12 data base system. In order to accomplish this goal, agencies involved in the provision of services and supports to young children and their families, such as the Child Care Subsidy program, should develop a confidential, unique identifier for children receiving these supports, as well as child outcome measures which can be linked to programs, classrooms, and services. The collaborative assessment and data base system should be able to track child progress for children receiving State assistance from infancy through high school completion.

5. Increase prekindergarten teacher quality related to early language and literacy development

The Committee finds that early language and development from birth-to-five provides an essential foundation for future academic success. In order to ensure optimal early language and literacy development, the Committee recommends that prekindergarten teachers obtain a Birth-Kindergarten teacher license and that licensure approval, in part, be based on demonstration of competencies in early language and literacy instruction, especially in the areas of oral language, phonemic awareness, alphabet knowledge, and print concepts.