

STATE OF NORTH CAROLINA  
DEPARTMENT OF HEALTH AND HUMAN SERVICES

ROY COOPER  
GOVERNOR

KODY H. KINSLEY  
SECRETARY

November 13, 2023

**SENT VIA ELECTRONIC MAIL**

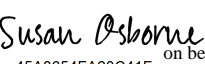
Mr. Brian Matteson, Director  
Fiscal Research Division  
Suite 619, Legislative Office Building  
Raleigh, NC 27603-5925

Dear Director Matteson:

Session Law 2017-57, Section 11B.1.(e), and subsequently, Session Law 2021-180, Section 9C.1.(f) requires the Department of Health and Human Services, Division of Child Development and Early Education (DCDEE), to submit an annual report on the NC Pre-Kindergarten (NC Pre-K) program to the Joint Legislative Oversight Committee on Health and Human Services, the Office of State Budget and Management, and the Fiscal Research Division. Pursuant to the provisions of law, the Department is pleased to submit the attached reports for years 2020, 2021, 2022 and 2023.

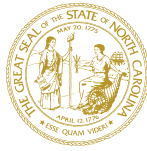
Should you have any questions regarding this report, please contact Karen Wade, Director of Policy, at [Karen.Wade@dhhs.nc.gov](mailto:Karen.Wade@dhhs.nc.gov).

Sincerely,

DocuSigned by:  
  
Susan Osborne on behalf of Kody H. Kinsley  
45A8654FA28C41F...  
Kody H. Kinsley  
Secretary

cc:	Mark Collins	Joyce Jones	Lisa Wilks	Jessica Meed
	Theresa Matula	Katherine Restrepo	Amy Jo Johnson	Luke MacDonald
	Nathan Babcock	Francisco Celis Villagrana	Fred Aikens	Todd Barlow
	Darryl Childers	Melissa Roark	Marissa Doctrove	Tai Rochelle

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STATE OF NORTH CAROLINA  
DEPARTMENT OF HEALTH AND HUMAN SERVICES

ROY COOPER  
GOVERNOR

KODY H. KINSLEY  
SECRETARY

November 13, 2023

**SENT VIA ELECTRONIC MAIL**

The Honorable Jim Burgin, Chair  
Joint Legislative Oversight Committee on  
Health and Human Services  
North Carolina General Assembly  
Room 620, Legislative Office Building  
Raleigh, NC 27603

The Honorable Donny Lambeth, Chair  
Joint Legislative Oversight Committee on  
Health and Human Services  
North Carolina General Assembly  
Room 303, Legislative Office Building  
Raleigh, NC 27603

The Honorable Larry Potts, Chair  
Joint Legislative Oversight Committee on  
Health and Human Services  
North Carolina General Assembly  
Room 307B1, Legislative Office Building  
Raleigh, NC 27603

Dear Chairmen:

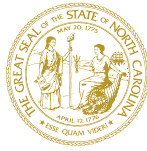
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Kody H. Kinsley  
Secretary

- |     |                 |                            |                  |                |
|-----|-----------------|----------------------------|------------------|----------------|
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|     | Theresa Matula  | Katherine Restrepo         | Amy Jo Johnson   | Luke MacDonald |
|     | Nathan Babcock  | Francisco Celis Villagrana | Fred Aikens      | Todd Barlow    |
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STATE OF NORTH CAROLINA  
DEPARTMENT OF HEALTH AND HUMAN SERVICES

ROY COOPER  
GOVERNOR

KODY H. KINSLEY  
SECRETARY

November 13, 2023

**SENT VIA ELECTRONIC MAIL**


Ms. Kristin Walker  
State Budget Director  
Room 5200, Administration Building  
Raleigh, NC 27603

Dear Director Walker:

Session Law 2017-57, Section 11B.1.(e), and subsequently, Session Law 2021-180, Section 9C.1.(f) requires the Department of Health and Human Services, Division of Child Development and Early Education (DCDEE), to submit an annual report on the NC Pre-Kindergarten (NC Pre-K) program to the Joint Legislative Oversight Committee on Health and Human Services, the Office of State Budget and Management, and the Fiscal Research Division. Pursuant to the provisions of law, the Department is pleased to submit the attached reports for years 2020, 2021, 2022 and 2023.

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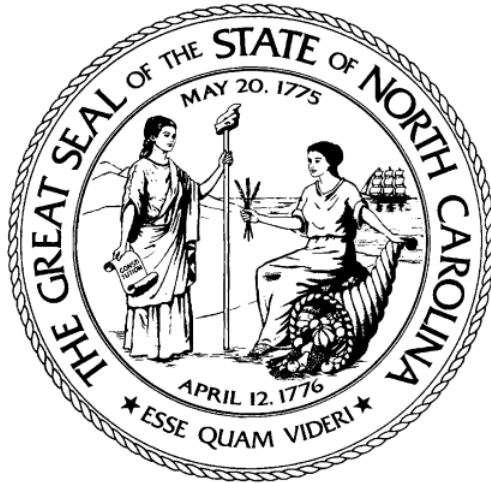
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on behalf of Kody H. Kinsley  
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|     | Darryl Childers | Melissa Roark              | Marissa Doctrove | Tai Rochelle   |

**Annual NC Pre-K Report  
State Fiscal Year 2018-2019**

**Session Law 2017-57, Section 11B.1.(e)**



**Joint Legislative Oversight Committee on Health  
and Human Services**

**Office of State Budget and Management**

**Fiscal Research Division**

**By  
North Carolina Department of Health and  
Human Services**

**November 13, 2023**

## Reporting Requirements

Session Law 2017-57, Section 11B.1.(e) requires the Division of Child Development and Early Education to submit an annual report no later than March 15 of each year to the Joint Legislative Oversight Committee on Health and Human Services, the Office of State Budget and Management, and the Fiscal Research Division. The report shall include the following:

- (1) The number of children participating in the NC Pre-K Program by county.
- (2) The number of children participating in the NC Pre-K Program who have never been served in other early education programs such as childcare, public or private preschool, Head Start, Early Head Start, or early intervention programs.
- (3) The expected NC Pre-K expenditures for the programs and the source of the local contributions.
- (4) The results of an annual evaluation of the NC Pre-K Program.

### The number of children participating in the NC Pre-K Program by county:

In Program Year 2018-2019, there were a total of 29,509 children participating in NC Pre-K services, see below for the distribution by county.

County	# Total Children	Percent
Alamance	467	1.58
Alexander	69	.23
Alleghany	62	.21
Anson	152	.51
Ashe	134	.45
Avery	109	.36
Beaufort	158	.53
Bertie	125	.42
Bladen	215	.72
Brunswick	250	.84
Buncombe	421	.14
Burke	391	.13
Cabarrus	411	.14
Caldwell	214	.72
Camden	58	.20
Carteret	250	.85
Caswell	80	.27
Catawba	384	1.30
Chatham	269	.91
Chowan	70	.23
Cleveland	421	1.42
Columbus	340	1.15
Craven	280	.95

Cumberland	1,825	6.18
Currituck	45	.15
Dare	115	.39
Davidson	356	1.21
Davie	178	.60
Duplin	292	.99
Durham	580	1.97
Forsyth	713	2.42
Franklin	159	.54
Gaston	865	2.93
Gates	31	.11
Granville	177	.59
Guilford	2,096	7.10
Halifax-Warren	360	1.22
Harnett	320	1.08
Henderson	162	.55
Hertford	189	.64
Hoke	401	1.36
Hyde	31	.11
Iredell	304	1.03
Johnston	366	1.24
Jones	78	.26
Lee	302	1.02
Lenoir/Greene	257	.87
Lincoln	191	.65
Madison	48	.16
Martin	127	.43
McDowell	194	.66
Mecklenburg	1,638	5.55
Mitchell	34	.12
Montgomery	195	.66
Moore	52	.18
Nash/Edgecombe	555	1.88
New Hanover	570	1.93
Northampton	120	.41
Onslow	752	2.55
Orange	309	1.05
Pamlico	58	.20
Pasquotank	152	.52
Pender	266	.90
Perquimans	36	.12
Person	134	.45
Pitt	512	1.74

Polk	89	.30
Randolph	328	1.11
Richmond	231	.78
Robeson	828	2.81
Rockingham	234	.79
Rowan	337	1.14
Rutherford	239	.81
Sampson	345	1.17
Scotland	258	.87
Stanly	314	1.06
Stokes	180	.61
Surry	272	.92
Transylvania	101	.34
Tyrrell	18	.06
Union	350	1.19
Vance	155	.53
Wake	1,648	5.58
Washington	111	.38
Watauga	107	.36
Wayne	574	1.95
Wilkes	391	1.33
Wilson	128	.43
Yadkin	164	.56
Yancey	38	.13
Multiple	594	2.01
<b>Total</b>	<b>29,509</b>	<b>100</b>

**The number of children participating in the NC Pre-K Program who have never been served in other early education programs such as childcare, public or private preschool, Head Start, Early Head Start, or early intervention programs:**

Of the children participating in NC Pre-K in SFY 2018-19, 58% or approximately 17,115 four-year-olds, were never previously served in other early education programs.

**The NC Pre-K expenditures for the programs and the source of local contributions:**

The total SFY 2018-2019 expenditures, from all funding sources, for NC Pre-K were \$169,361,350.

The source of local contributions as certified and reported by NC Pre-K contractors from July 1, 2018 through November 30, 2018 (part year) are noted in the chart below. Certification of expenditures of other resources in each NC Pre-K Program through November 30 is an annual reporting requirement. Certified Other Resources are reported to the Division of Child

Development by local contractors each year and should represent up to five (5) months of actual expenditures. These expenditures listed by funding source represent the amount of cash – not in-kind contributions- that has been spent during this time period from other sources to support the NC Pre-K Program. NC Pre-K subcontractors serve children for ten months. If a similar amount of funds were expended for the remaining five months of services, a total of \$75.5 million of other resources may be expended.

<u>Certified Other Resources</u>	<u>Expenditures Reported through 11/30/18</u>
Title I	\$ 8,298,034
Smart Start	\$ 3,363,532
Child and Adult Care Food Program	\$ 1,969,726
Preschool Disabilities Program	\$ 5,712,175
Head Start	\$11,284,130
Local Appropriations	\$ 1,966,629
Private Providers	\$ 1,169,611
Other	\$ 3,962,454
Total (Five months)	\$ 37,726,291

### **The results of an annual evaluation of the NC Pre-K Program<sup>1</sup>**

The Division of Child Development and Early Education contracts with the Frank Porter Graham Child Development Institute to conduct an annual evaluation of the NC Pre-K Program. The primary purpose of the 2018-2019 NC Pre-Kindergarten (NC Pre-K) evaluation was to examine the effectiveness of the NC Pre-K Program by looking at the second year of the longitudinal randomized controlled trial (RCT) Study.

Significant findings of the 2018-2019 NC Pre-K evaluation included: overall positive effects of NC Pre-K participation through pre-k for language and literacy skills, including vocabulary and word and letter recognition (two key measures related to subsequent school readiness, as well as, later reading and school success); gains on the measures of literacy, language, math and executive function skills during pre-k and from the end of pre-k to the end of kindergarten; good quality standards for classrooms with 80% of programs at the highest five-star licensing level; majority of children served from families with low incomes with 87% eligible for free or reduced-price lunches; and a continuing trend of improvement in levels of teacher education and credentials with almost all NC Pre-K lead teachers in both public schools (>99%) and private settings (98%) having at least a Bachelor’s degree, and nearly all NC Pre-K lead teachers in both public schools (96%) and private settings (95%) also holding a Birth-Kindergarten (B-K) teaching license.

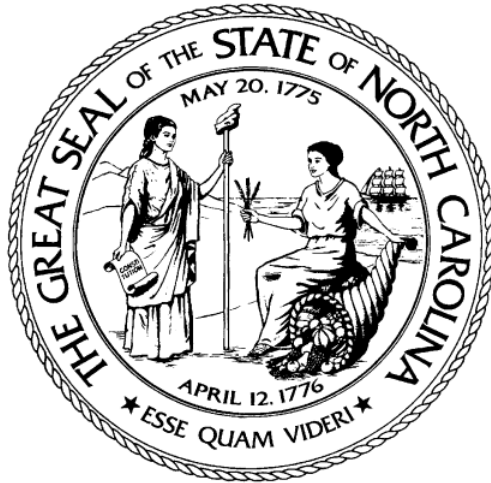
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<sup>1</sup> Peisner-Feinberg, E., Kuhn, L., Zadrozny, S., Foster, T., & Burchinal, M. (2020). *Kindergarten Follow-up Findings from a Small-Scale RCT Study of the North Carolina Pre-Kindergarten Program*. Chapel Hill, NC: The University of North Carolina, FPG Child Development Institute.



**Annual NC Pre-K Report  
State Fiscal Year 2019-2020**

**Session Law 2017-57, Section 11B.1.(e)**



**Joint Legislative Oversight Committee on Health  
and Human Services**

**Office of State Budget and Management**

**Fiscal Research Division**

**By  
North Carolina Department of Health and  
Human Services**

**November 13, 2023**

## Reporting Requirements

Session Law 2017-57, Section 11B.1.(e) requires the Division of Child Development and Early Education to submit an annual report no later than March 15 of each year to the Joint Legislative Oversight Committee on Health and Human Services, the Office of State Budget and Management, and the Fiscal Research Division. The report shall include the following:

- (1) The number of children participating in the NC Pre-K Program by county.
- (2) The number of children participating in the NC Pre-K Program who have never been served in other early education programs such as childcare, public or private preschool, Head Start, Early Head Start, or early intervention programs.
- (3) The expected NC Pre-K expenditures for the programs and the source of the local contributions.
- (4) The results of an annual evaluation of the NC Pre-K Program.

### The number of children participating in the NC Pre-K Program by county:

In Program Year 2019-2020, there were a total of 31,698 children participating in NC Pre-K services, see below for the distribution by county.

County	Total # Children	Percent
Alamance	538	1.70
Alexander	72	0.23
Alleghany	71	0.22
Anson	166	0.52
Ashe	130	0.41
Avery	69	0.22
Beaufort	135	0.43
Bertie	91	0.29
Bladen	192	0.61
Brunswick	292	0.92
Buncombe	512	1.62
Burke	416	1.31
Cabarrus	385	1.21
Caldwell	297	0.94
Camden	56	0.18
Carteret	271	0.85
Caswell	68	0.21
Catawba	420	1.33
Chatham	282	0.89
Cherokee	78	0.25
Chowan	93	0.29
Clay	47	0.15

Cleveland	508	1.60
Columbus	363	1.15
Craven	312	0.98
Cumberland	1,701	5.37
Currituck	46	0.15
Dare	141	0.44
Davidson	361	1.14
Davie	193	0.61
Duplin	340	1.07
Durham	693	2.19
Edgecombe	262	0.83
Forsyth	777	2.45
Franklin	167	0.53
Gaston	945	2.98
Gates	42	0.13
Graham	36	0.11
Granville	140	0.44
Greene	103	0.32
Guilford	2,267	7.15
Halifax	248	0.78
Harnett	391	1.23
Haywood	156	0.49
Henderson	233	0.74
Hertford	151	0.48
Hoke	361	1.14
Hyde	21	0.07
Iredell	357	1.13
Jackson	85	0.27
Johnston	402	1.27
Jones	65	0.21
Lee	321	1.01
Lenoir	173	0.55
Lincoln	301	0.95
Macon	114	0.36
Madison	44	0.14
Martin	96	0.30
McDowell	232	0.73
Mecklenburg	1,905	6.01
Mitchell	30	0.09
Montgomery	194	0.61
Moore	58	0.18
Nash	338	1.07

New Hanover	652	2.06
Northampton	95	0.30
Onslow	803	2.53
Orange	266	0.84
Pamlico	55	0.17
Pasquotank	161	0.51
Pender	333	1.05
Perquimans	41	0.13
Person	140	0.44
Pitt	614	1.94
Polk	91	0.29
Randolph	398	1.26
Richmond	229	0.72
Robeson	801	2.53
Rockingham	269	0.85
Rowan	371	1.17
Rutherford	301	0.95
Sampson	374	1.18
Scotland	299	0.94
Stanly	267	0.84
Stokes	169	0.53
Surry	287	0.91
Swain	111	0.35
Transylvania	135	0.43
Tyrrell	19	0.06
Union	409	1.29
Vance	244	0.77
Wake	1,762	5.56
Warren	75	0.24
Washington	63	0.20
Watauga	105	0.33
Wayne	654	2.06
Wilkes	384	1.21
Wilson	164	0.52
Yadkin	155	0.49
Yancey	48	0.15
<b>Total</b>	<b>31,698</b>	<b>100</b>

**The number of children participating in the NC Pre-K Program who have never been served in other early education programs such as childcare, public or private preschool, Head Start, Early Head Start, or early intervention programs.**

Of the 31,698 children participating in a NC Pre-K in Program Year 2019-2020, 17,350 (55.7%) were never previously served in other early education programs.

**The NC Pre-K expenditures for the programs and the source of local contributions**

The SFY 2019-2020 average funds allocated for NC Pre-K Districts by source are listed below. Dollar values for in-kind resources are not included.

**SFY 2019-2020**

Total direct service funds allocated	\$1,780,833.76
Smart start resources	\$104,175.76
Head start resources	\$176,453.23
Title 1 resources	\$145,783.26
Preschool Disability resources	\$94,875.18
City county resources	\$40,998.16
Subsidy resources	\$23,658.96
CACFP resources	\$52,678.99
Private provider resources	\$27,928.73

The source of local contributions as certified and reported by NC Pre-K contractors from July 1, 2019 through November 30, 2019 (part year) are noted in the chart below. Certification of expenditures of other resources in each NC Pre-K Program through November 30 are an annual reporting requirement. Certified Other Resources are reported to the Division of Child Development by local contractors each year and should represent up to five (5) months of actual expenditures. These expenditures listed by funding source represent the amount of cash – not in-kind contributions- that has been spent during this time period from other sources to support the NC Pre-K Program. NC Pre-K subcontractors serve children for ten months. If a similar amount of funds were expended for the remaining five months of services, a total of \$94 million of other resources may be expended.

<u>Certified Other Resources</u>	<u>Expenditures Reported through 11/30/19</u>
Title I	\$ 6,914,402
Smart Start	\$ 3,956,979
Child and Adult Care Food Program	\$ 2,979,246
Preschool Disabilities Program	\$ 6,516,554
Head Start	\$20,342,337
Local Appropriations	\$ 2,000,569
Private Providers	\$ 1,063,415
Other	\$ 3,358,680
Total (Five months)	\$ 47,132,182

### **The Results of the Annual Evaluation of the NC Pre-K Program<sup>1</sup>**

The Division of Child Development and Early Education contracts with the Frank Porter Graham Child Development Institute to conduct an annual evaluation of the NC Pre-K Program. Program evaluation and trend analyses were completed using administrative and descriptive data from three main NC Pre-K databases with the following key findings:

- For SFY 2019-2020, the NC Pre-K Program served over 30,000 children in over 2,000 classrooms in around 1,200 sites.
- Most NC Pre-K classrooms were located in (52%) public school settings, about one-third (34%) private settings, and 15% Head Start.
- Average total class size was approximately 16 children, with an average of 86% of those children funded by NC Pre-K
- Children attended NC Pre-K for an average of 99 days, which represents 81% of the average days of operation (122) or 55% of the 180 intended days of operation based on program guidelines. Most NC Pre-K programs closed for the remainder of the school year in North Carolina after March 13, 2020 for the COVID-19 pandemic.
- Characteristics for children enrolled for resembled historic characteristics of children enrolled in NC Pre-K programs; specifically:
  - about half were boys and half girls

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<sup>1</sup> Zadrozny S, Chen P, Carr R, Seifer R,. (2022). Findings from the North Carolina Pre-Kindergarten Program. Chapel Hill: The University of North Carolina, Frank Porter Graham Child Development Institute.

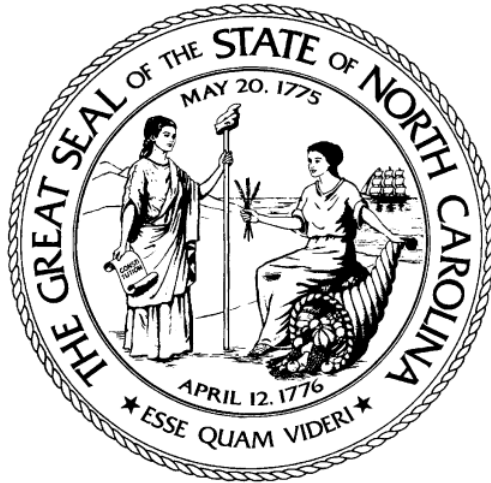
- nearly a quarter (24%) identified as Latinx ethnicity, nearly one-half were White, over one-third Black or African American, about 7% were multiracial, and fewer than 5% of children were either Native American or Alaskan Native, Asian, or Native Hawaiian or Pacific Islander (Children could identify as Latinx in addition to race categories)
- nearly 80% of the children attending NC Pre-K had at least one parent in the workforce
- children served by the NC Pre-K Program primarily came from low-income families, with over 80% eligible for free or reduced-price lunch
- for other eligibility factors, 16% identified as having limited English proficiency, 18% with a developmental/educational need, and 3-8% with either an identified disability, chronic health condition, or military parent
- information on children's prior placement indicated that over half had never previously been served in any preschool setting and an additional 14-18% were unserved at the time of enrollment
- For the NC star-rated licenses (the Quality Rating and Improvement System or QRIS in NC) approximately 80% of the sites had a five-star rating and 15% had a four-star rating.
- About 90% of classrooms reported using Creative Curriculum and its companion assessment (Teaching Strategies Gold or the Creative Curriculum Developmental Continuum). All classrooms reported using an approved developmental screening tool, with most using either Brigance (~45%) or DIAL (~45%).
- Teacher educational attainment is high across settings (99% of lead teachers have a bachelor's degree), and teacher qualifications (education and licensure/credentials) have increased over time. More teachers in private settings (9% in 2019-20) reported no credentials.

## **COVID-19 Survey Findings**

The SFY 2019-2020 NC Pre-K Program Annual Evaluation also included results from the NC Pre-K Site Administrators survey and the NC Pre-K Lead Teacher and Teacher Assistant survey during the COVID-19 pandemic. The Site Administrators survey indicated that 94% of NC Pre-K sites reported their NC Pre-K classrooms were physically closed as of April 24, 2020. As of April 24, 61 sites remained open and serving NC Pre-K children in-person, with a total of 995 NC Pre-K children being served and an average of 16 NC Pre-K children attending per site. Of the sites that were physically closed, 98% of sites reported they were providing remote learning services. The overwhelming majority of lead teachers (>99%) and teacher assistants (95%) surveyed reported providing remote learning services to children and families. Lead teachers reported that biggest barrier to families' engagement with remote learning services were: time to engage in remote learning, reliable access to technology, and reliable internet access (43%, 22%, and 16% respectively).

**Annual NC Pre-K Report  
State Fiscal Year 2020-2021**

**Session Law 2021-180, Section 9C.1.(f)**



**Joint Legislative Oversight Committee on Health  
and Human Services**

**Office of State Budget and Management**

**Fiscal Research Division**

**By  
North Carolina Department of Health and  
Human Services**

**November 13, 2023**



## Reporting Requirements

Session Law 2021-180, Section 9C.1.(f) requires the Division of Child Development and Early Education to submit an annual report no later than March 15 of each year to the Joint Legislative Oversight Committee on Health and Human Services, the Office of State Budget and Management, and the Fiscal Research Division. The report shall include the following:

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- (3) The expected NC Pre-K expenditures for the programs and the source of the local contributions.
- (4) The results of an annual evaluation of the NC Pre-K Program.

### The number of children participating in the NC Pre-K Program by county:

In Program Year 2020-2021, there were a total of 22,755 children participating in NC Pre-K services, see below for the distribution by county.

County	Total # Children	Percent
Alamance	422	1.85
Alexander	47	0.21
Alleghany	64	0.28
Anson	102	0.45
Ashe	70	0.31
Avery	65	0.29
Beaufort	105	0.46
Bertie	81	0.36
Bladen	159	0.70
Brunswick	234	1.03
Buncombe	319	1.40
Burke	344	1.51
Cabarrus	329	1.45
Caldwell	234	1.03
Camden	32	0.14
Carteret	168	0.74
Caswell	43	0.19
Catawba	358	1.57
Chatham	194	0.85
Cherokee	75	0.33
Chowan	89	0.39

<b>County</b>	<b>Total # Children</b>	<b>Percent</b>
Clay	52	0.23
Cleveland	450	1.98
Columbus	284	1.25
Craven	207	0.91
Cumberland	961	4.22
Currituck	49	0.22
Dare	153	0.67
Davidson	318	1.40
Davie	146	0.64
Duplin	292	1.28
Durham	467	2.05
Edgecombe	157	0.69
Forsyth	435	1.91
Franklin	148	0.65
Gaston	692	3.04
Gates	33	0.15
Graham	34	0.15
Granville	146	0.64
Greene	102	0.45
Guilford	1757	7.72
Halifax	222	0.98
Harnett	288	1.27
Haywood	117	0.51
Henderson	139	0.61
Hertford	91	0.40
Hoke	283	1.24
Hyde	21	0.09
Iredell	290	1.27
Jackson	54	0.24
Johnston	288	1.27
Jones	50	0.22
Lee	198	0.87
Lenoir	128	0.56
Lincoln	217	0.95
Macon	96	0.42
Madison	24	0.11
Martin	80	0.35
McDowell	190	0.83
Mecklenburg	1107	4.86
Mitchell	29	0.13

<b>County</b>	<b>Total # Children</b>	<b>Percent</b>
Montgomery	160	0.70
Moore	65	0.29
Nash	221	0.97
New Hanover	556	2.44
Northampton	76	0.33
Onslow	485	2.13
Orange	174	0.76
Pamlico	36	0.16
Pasquotank	141	0.62
Pender	266	1.17
Perquimans	37	0.16
Person	131	0.58
Pitt	403	1.77
Polk	77	0.34
Randolph	279	1.23
Richmond	154	0.68
Robeson	399	1.75
Rockingham	188	0.83
Rowan	294	1.29
Rutherford	213	0.94
Sampson	248	1.09
Scotland	218	0.96
Stanly	234	1.03
Stokes	156	0.69
Surry	221	0.97
Swain	91	0.40
Transylvania	92	0.40
Tyrrell	19	0.08
Union	258	1.13
Vance	254	1.12
Wake	1035	4.55
Warren	54	0.24
Washington	71	0.31
Watauga	86	0.38
Wayne	521	2.29
Wilkes	323	1.42
Wilson	54	0.24
Yadkin	116	0.51
Yancey	20	0.09
<b>Total</b>	<b>22,755</b>	<b>100</b>

**The number of children participating in the NC Pre-K Program who have never been served in other early education programs such as childcare, public or private preschool, Head Start, Early Head Start, or early intervention programs.**

Of the 22,755 children participating in a NC Pre-K in Program Year 2020-2021, 11,518 (50.6%) were never previously served in other early education programs.

**The NC Pre-K expenditures for the programs and the source of local contributions**

The SFY 2020-2021 average funds allocated for NC Pre-K Districts by source are listed below. Dollar values for in-kind resources are not included.

**SFY 2020-2021**

Total direct service funds allocated	\$1,768,605.76
Smart start resources	\$101,880.62
Head start resources	\$180,036.97
Title 1 resources	\$141,875.37
Preschool Disability resources	\$94,137.48
City count resources	\$410,95.13
Subsidy resources	\$19,002.02
CACFP resources	\$52,070.22
Private provider resources	\$23,917.18

The source of local contributions as certified and reported by NC Pre-K contractors from July 1, 2020 through November 30, 2020 (part year) are noted in the chart below. Certification of expenditures of other resources in each NC Pre-K Program through November 30 is an annual reporting requirement. Certified Other Resources are reported to the Division of Child Development by local contractors each year and should represent up to five (5) months of actual expenditures. These expenditures listed by funding source represent the amount of cash – not in-kind contributions- that has been spent during this time period from other sources to support the NC Pre-K Program. NC Pre-K subcontractors serve children for ten months. If a similar amount of funds were expended for the remaining five months of services, a total of \$77.5 million of other resources may be expended.

<u>Certified Other Resources</u>	<u>Expenditures Reported through 11/30/20</u>
Title I	\$ 7,693,172
Smart Start	\$ 4,227,307
Child and Adult Care Food Program	\$ 1,612,454
Preschool Disabilities Program	\$ 4,657,920
Head Start	\$11,711,556
Local Appropriations	\$ 2,494,183
Private Providers	\$ 1,122,494
Other	\$ 5,214,999
Total (Five months)	\$ 38,734,085

### **The Results of the Annual Evaluation of the NC Pre-K Program<sup>1</sup>**

The Division of Child Development and Early Education contracts with the Frank Porter Graham Child Development Institute to conduct an annual evaluation of the NC Pre-K Program. Program evaluation and trend analyses were completed using administrative and descriptive data from three main NC Pre-K databases with the following key findings:

- For SFY 2020-2021, in the midst of the COVID-19 Pandemic, the NC Pre-K Program served over 22,000 children in over 2,000 classrooms in nearly 1,200 sites.
- Most NC Pre-K classrooms were located in (52%) public school settings, about one-third (34%) private settings, and 15% Head Start.
- Average total class size was approximately 10 children and children attended an average of 126 days, representing 73% of the average days of operation (172) or 70% of the 180 intended days of operation.
- Characteristics for children enrolled resembled historic characteristics of children enrolled in NC Pre-K programs; specifically:
  - about half were boys and half girls
  - nearly a quarter (24%) identified as Latinx ethnicity, nearly one-half were White, over one-third Black or African-American, about 7% were multiracial, and fewer than 5% of children were either Native American or Alaskan Native, Asian, or

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<sup>1</sup> Zadrozny S, Chen P, Carr R, Seifer R,. (2022). Findings from the North Carolina Pre-Kindergarten Program. Chapel Hill: The University of North Carolina, Frank Porter Graham Child Development Institute.

Native Hawaiian or Pacific Islander (Children could identify as Latinx in addition to race categories)

- nearly 80% of the children attending NC Pre-K had at least one parent in the workforce
  - children served by the NC Pre-K Program primarily came from low-income families, with over 80% eligible for free or reduced-price lunch
  - for other eligibility factors, 16% identified as having limited English proficiency, 18% with a developmental/educational need, and 3-8% with either an identified disability, chronic health condition, or military parent
  - information on children's prior placement indicated that over half had never previously been served in any preschool setting and an additional 14-18% were unserved at the time of enrollment
- For the NC star-rated licenses (the Quality Rating and Improvement System or QRIS in NC) approximately 80% of the sites had a five-star rating and 15% had a four-star rating.
  - About 90% of classrooms reported using Creative Curriculum and its companion assessment (Teaching Strategies Gold or the Creative Curriculum Developmental Continuum). All classrooms reported using an approved developmental screening tool, with most using either Brigance (~45%) or DIAL (~45%).
  - Teacher educational attainment is high across settings (99% of lead teachers have a bachelor's degree), and teacher qualifications (education and licensure/credentials) have increased over time. More teachers in private settings (5% in 2020-21) reported no credentials.

### **NC Pre-K Teacher Wellbeing Survey**

The SFY 2020-2021 NC Pre-K Program Annual Evaluation also included results from the 2022 NC Pre-K Teacher Wellbeing Survey, in which all 91 contracting Pre-K agencies were asked to participate. The goals of this survey were to:

- 1) understand teacher's experiences relating to COVID-19;
- 2) identify ways to support the health and wellbeing of teachers as they navigate teaching and life following this unprecedented pandemic from 2020-2022; and
- 3) identify ways in which teachers or schools may benefit from additional efforts to support teachers.

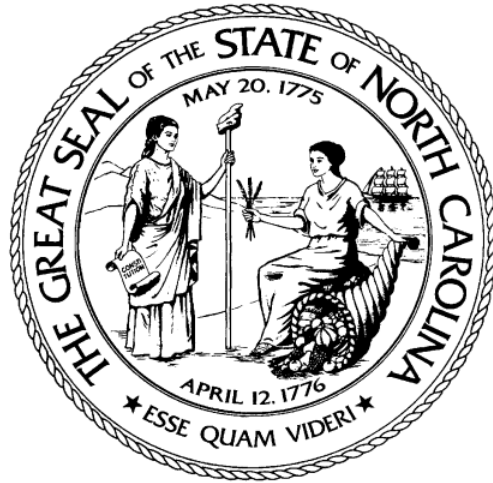
A total of 305 (25% of the 1243 invited to participate) teachers participated in the survey and they generally reported experiencing relatively stable employment, having some concerns about COVID-19, but mostly feeling comfortable returning to work in person. Other key findings included:

- Most teachers (80%) reported that their daily stress during the school year left them feeling more tired compared to previous years.
- Over a quarter of participating teachers (27%) indicated that they sometimes or often worried that their food might run out before they had more money; that they could not afford to eat balance meals (30%); and, several (22%) sometimes or often did run out of food.

- Among participating teachers, 41% had mild to moderate anxiety or depression scores and 9% reported moderate to severe depression, indicating a need for treatment or intervention for depression.
- One of the most notable results from the 2022 teacher wellbeing survey was that participation was much lower (25% response rate) compared to the 2020 teacher survey (89% response rate), even though similar recruitment methods were employed.

**Annual NC Pre-K Report  
State Fiscal Year 2021-2022**

**Session Law 2021-180, Section 9C.1.(f)**



**Joint Legislative Oversight Committee on Health  
and Human Services**

**Office of State Budget and Management**

**Fiscal Research Division**

**By  
North Carolina Department of Health and  
Human Services**

**November 13, 2023**



## Reporting Requirements

Session Law 2021-180, Section 9C.1.(f) requires the Division of Child Development and Early Education to submit an annual report no later than March 15 of each year to the Joint Legislative Oversight Committee on Health and Human Services, the Office of State Budget and Management, and the Fiscal Research Division. The report shall include the following:

- (1) The number of children participating in the NC Pre-K Program by county.
- (2) The number of children participating in the NC Pre-K Program who have never been served in other early education programs such as childcare, public or private preschool, Head Start, Early Head Start, or early intervention programs.
- (3) The expected NC Pre-K expenditures for the programs and the source of the local contributions.
- (4) The results of an annual evaluation of the NC Pre-K Program.

### The number of children participating in the NC Pre-K Program by county:

In Program Year 2021-2022, there were a total of 26,727 children participating in NC Pre-K services, see below for the distribution by county.

<b>County</b>	<b># Total Children</b>	<b>Percent</b>
Alamance	493	1.84
Alexander	70	0.26
Alleghany	59	0.22
Anson	118	0.44
Ashe	96	0.36
Avery	51	0.19
Beaufort	135	0.51
Bertie	83	0.31
Bladen	177	0.66
Brunswick	238	0.89
Buncombe	379	1.42
Burke	401	1.50
Cabarrus	379	1.42
Caldwell	298	1.11
Camden	41	0.15
Carteret	212	0.79
Caswell	73	0.27
Catawba	403	1.51
Chatham	205	0.77
Cherokee	64	0.24
Chowan	81	0.30
Clay	50	0.19

<b>County</b>	<b># Total Children</b>	<b>Percent</b>
Cleveland	488	1.83
Columbus	307	1.15
Craven	272	1.02
Cumberland	1043	3.90
Currituck	47	0.18
Dare	146	0.55
Davidson	314	1.17
Davie	157	0.59
Duplin	320	1.20
Durham	502	1.88
Edgecombe	219	0.82
Forsyth	750	2.81
Franklin	148	0.55
Gaston	853	3.19
Gates	37	0.14
Graham	31	0.12
Granville	156	0.58
Greene	95	0.36
Guilford	2062	7.72
Halifax	215	0.80
Harnett	402	1.50
Haywood	138	0.52
Henderson	131	0.49
Hertford	117	0.44
Hoke	327	1.22
Hyde	18	0.07
Iredell	358	1.34
Jackson	47	0.18
Johnston	343	1.28
Jones	54	0.20
Lee	252	0.94
Lenoir	164	0.61
Lincoln	255	0.95
Macon	114	0.43
Madison	13	0.05
Martin	90	0.34
McDowell	214	0.80
Mecklenburg	1342	5.02
Mitchell	32	0.12
Montgomery	161	0.60

<b>County</b>	<b># Total Children</b>	<b>Percent</b>
Moore	59	0.22
Nash	322	1.20
New Hanover	650	2.43
Northampton	96	0.36
Onslow	626	2.34
Orange	138	0.52
Pamlico	52	0.19
Pasquotank	160	0.60
Pender	307	1.15
Perquimans	36	0.13
Person	137	0.51
Pitt	565	2.11
Polk	88	0.33
Randolph	379	1.42
Richmond	213	0.80
Robeson	519	1.94
Rockingham	233	0.87
Rowan	266	1.00
Rutherford	257	0.96
Sampson	321	1.20
Scotland	271	1.01
Stanly	263	0.98
Stokes	155	0.58
Surry	247	0.92
Swain	93	0.35
Transylvania	99	0.37
Tyrrell	14	0.05
Union	322	1.20
Vance	247	0.92
Wake	1267	4.74
Warren	65	0.24
Washington	56	0.21
Watauga	97	0.36
Wayne	570	2.13
Wilkes	362	1.35
Wilson	157	0.59
Yadkin	151	0.56
Yancey	27	0.10
<b>Total</b>	<b>26,727</b>	<b>100</b>

**The number of children participating in the NC Pre-K Program who have never been served in other early education programs such as childcare, public or private preschool, Head Start, Early Head Start, or early intervention programs.**

Of the 26,727 children participating in a NC Pre-K in Program Year 2021-2022, 15,009 (56.2%) were never previously served in other early education programs.

**The NC Pre-K expenditures for the programs and the source of local contribution**

The SFY 2021-2022 average funds allocated for NC Pre-K Districts by source are listed below. Dollar values for in-kind resources are not included.

	<b>SFY 2021-2022</b>
Total direct service funds allocated	\$1,767,310.86
Smart start resources	\$98,816.93
Head start resources	\$190,641.25
Title 1 resources	\$147,456.53
Preschool Disability resources	\$96,667.24
City count resources	\$42,824.53
Subsidy resources	\$18,855.81
CACFP resources	\$54,624.87
Private provider resources	\$30,725.08

The source of local contributions as certified and reported by NC Pre-K contractors from July 1, 2021 through November 30, 2021 (part year) are noted in the chart below. Certification of expenditures of other resources in each NC Pre-K Program through November 30 is an annual reporting requirement. Certified Other Resources are reported to the Division of Child Development by local contractors each year and should represent up to five (5) months of actual expenditures. These expenditures listed by funding source represent the amount of cash – not in-kind contributions- that has been spent during this time period from other sources to support the NC Pre-K Program. NC Pre-K subcontractors serve children for ten months. If a similar amount of funds were expended for the remaining five months of services, a total of \$97 million of other resources may be expended.

<u>Certified Other Resources</u>	<u>Expenditures Reported through 11/30/21</u>
Title I	\$ 10,878,056
Smart Start	\$ 5,333,571
Child and Adult Care Food Program	\$ 1,797,900

Preschool Disabilities Program	\$ 6,203,794
Head Start	\$13,650,155
Local Appropriations	\$ 2,647,903
Private Providers	\$ 1,245,767
Other	\$ 6,776,543
Total (Five months)	\$ 48,533,689

### **The Results of the Annual Evaluation of the NC Pre-K Program<sup>1</sup>**

The Division of Child Development and Early Education contracts with the Frank Porter Graham Child Development Institute to conduct an annual evaluation of the NC Pre-K Program. Program evaluation and trend analyses were completed using administrative and descriptive data from three main NC Pre-K databases with the following key findings:

- For SFY 2021-2022, the NC Pre-K Program served over 26,000 children in over 2,000 classrooms in nearly 1200 sites.
- Most NC Pre-K classrooms were located in (52%) public school settings, about one-third (33%) private settings, and 14% Head Start.
- Average class size was 17.8 children, which was higher than the average Pre-K classroom size in the 2020-21 school year. Children attended an average of 129 days, representing 76% of the average days of operation (169) or 72% of the 180 intended days of operation.
- Characteristics for children enrolled resembled historic characteristics of children enrolled in NC Pre-K programs; specifically:
  - about half were boys and half girls
  - nearly a quarter (23%) identified as Latinx ethnicity, nearly one-half were White, over one-third Black or African American, about 7% were multiracial, and fewer than 5% of children were either Native American or Alaskan Native, Asian, or Native Hawaiian or Pacific Islander (Children could identify as Latinx in addition to race categories)
  - about 77% of the children attending NC Pre-K had at least one parent in the workforce
  - children served by the NC Pre-K Program primarily came from low-income families, with over 80% eligible for free or reduced-price lunch

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<sup>1</sup> Seifer R, Chen P, Zadrozny S. (2023). Findings from the North Carolina Pre-Kindergarten Program. Chapel Hill: The University of North Carolina, Frank Porter Graham Child Development Institute.

- for other eligibility factors, 14% identified as having limited English proficiency, 21% with a developmental/educational need, and 3-7% with either an identified disability, chronic health condition, or military parent
- information on children's prior placement indicated that over half had never previously been served in any preschool setting and an additional 18% were unserved at the time of enrollment
- For the NC star-rated licenses (the Quality Rating and Improvement System or QRIS in NC) approximately 80% of the sites had a five-star rating and 15% had a four-star rating.
- About 90% of classrooms reported using Creative Curriculum and its companion assessment (Teaching Strategies Gold or the Creative Curriculum Developmental Continuum). All classrooms reported using an approved developmental screening tool, with most using either Brigance (~45%) or DIAL (~45%).
- Teacher educational attainment is high across settings (98% of lead teachers have at least bachelor's degree). Nearly all teachers in public schools and private settings had a Birth-Kindergarten (B-K) license (or the equivalent). Relatively few teachers in public school settings (less than 1%) reported no credential. A higher percentage of teachers in private settings (5.1% in 2021-22) reported no credential.
- Results from trend analyses examined whether there have been any long-term changes in key program characteristics since the NC Pre-K Program (formerly More at Four) became statewide (2003-2004) through the 2021-22 program year, indicating:
  - little change over time in the distribution of NC Pre-K classrooms by setting types
  - fairly consistent patterns over time for children's prior placement
  - consistent increases in teacher qualifications over time for all aspects of teacher qualifications that were examined (% with bachelor's degree, % with B-K license, and % with no credential)