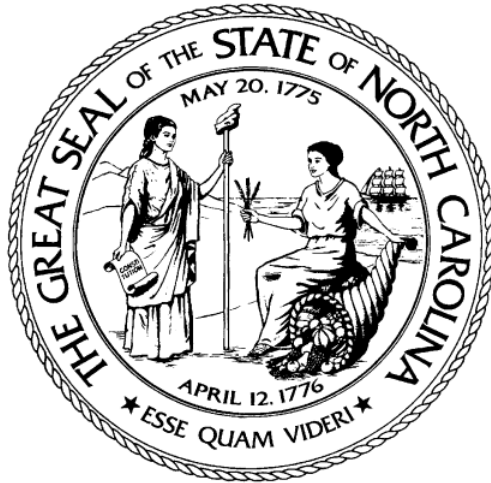


**Annual NC Pre-K Report
State Fiscal Year 2019-2020**

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
Total	31,698	100

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 Program¹

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

¹ 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).