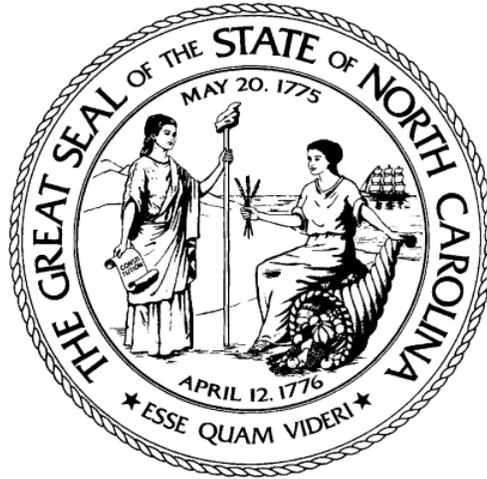


**Annual NC Pre-K Report
State Fiscal Year 2021-2022**

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.

County	# Total Children	Percent
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

County	# Total Children	Percent
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

County	# Total Children	Percent
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
Total	26,727	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 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.

	SFY 2021-2022
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 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 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

¹ 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)