

Report to the Joint Legislative Oversight Committee on Health and Human Services and Fiscal Research Division: Annual Report on the NC Pre-K Program

Session Law 2013-360, Section 12B.1. (g) states:

SECTION 12B.1.(g) Reporting. – The Division of Child Development and Early Education shall submit an annual report no later than March 15 of each year to the Joint Legislative Commission on Governmental Operations, 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 child care, 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.

Following are the report data as required by items 1 through 4 in SECTION 12B.1.(f) of Session Law 2013-360.

- (1) The number of children participating in the NC Pre-K program by county: A total of 26,851 children are in contract to receive NC Pre-K services in SFY 14-15. See the attached chart for the number of children contracted 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 child care, public or private preschool, Head Start, Early Head Start, or early intervention programs. Of the children participating in NC Pre-K in SFY 14-15, contractors reported that 58% were never served in other early education programs. In addition, another 13% were currently unserved by an early education program at the time of application.
- (3) The expected NC Pre-K expenditures for the programs and the source of the local contributions. The SFY 14-15 Year-to-Date expenditures for NC Pre-K through January 31, 2015 total \$67,041,352.10. The source of local contributions as certified and reported by NC Pre-K contractors from July 1, 2014 through November 30, 2014 are noted in the chart below. Certification of expenditures of other resources in the NC Pre-K program through November 30 is an annual reporting requirement.

Certified Other Resources	Expenditures Reported through 11/30/14
Child Care Subsidy	\$ 107,692
Title I	\$ 7,056,806
Smart Start	\$ 3,812,843
Child and Adult Care Food Program	\$ 1,921,854
Preschool Disabilities Program	\$ 5,484,857
Head Start	\$ 9,684,984
Local Appropriations	\$ 1,805,501
Private Providers	\$ 1,243,085
Other	\$ 1,818,045
Total (Five months)	\$ 32,935,668

(4) The results of an annual evaluation of the NC Pre-K program

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. During the SFY 2013-14 program year, the evaluation focused on child outcomes as well as program characteristics and quality.

Child Outcomesⁱ

- *Children who had participated in the NC Pre-K Program exhibited significant longitudinal growth from pre-k through kindergarten across all domains of learning, with scores generally in the expected range for their age group.*
- *Similarly to the full sample, children in the DLL (dual language learner) subsample exhibited significant longitudinal growth for all skills measured in English and for most skills measured in Spanish.*
- *Growth rates for children who had participated in NC Pre-K were even greater during pre-k than during kindergarten for many skills.*
- *The pattern of longitudinal growth in skills shown by children in the most recent cohort of NC Pre-K varied slightly from previous cohorts.*
- *Children's level of English proficiency was associated with different rates of longitudinal growth for most skills.*
- *There were no consistent patterns of association of other child characteristics or classroom quality with children's longitudinal growth in skills from pre-k through kindergarten.*

Program Characteristics and Quality

- *Many of the characteristics of the NC Pre-K Program were consistent with good quality standards, as well as program guidelines,*
- *Many program characteristics have been fairly stable over time.*
- *One continuing trend in the NC Pre-K Program has been a steady improvement in the levels of teacher education and credentials, with increases in both of these areas in 2013–2014 compared to past years.*
- *The quality of classroom practices for a sample of NC Pre-K classrooms gathered as part of the rated license assessments was in the high quality range overall.*

ⁱ **Excerpted from:** Peisner-Feinberg, E. S., Schaaf, J. M., Hildebrandt, L. M., Pan, Y. & Warnaar, B. L. (2015.) *Children's Kindergarten Outcomes and Program Quality in the North Carolina Pre-Kindergarten Program: 2013–2014 Statewide Evaluation*. Chapel Hill: The University of North Carolina, FPG Child Development Institute.) A full copy of the report may be found at www.ncchildcare.nc.gov.