

**U.S. Department of Education**  
Washington, D.C. 20202-5335



**APPLICATION FOR GRANTS  
UNDER THE**

**Preschool Development Grants - Expansion**

**CFDA # 84.419B**

**PR/Award # S419B150013**

**Grants.gov Tracking#: GRANT11760172**

OMB No. 1810-0718, Expiration Date: 02/28/2015

Closing Date: Oct 15, 2014

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter c (for example, c1, c2, c3, etc.).

Non Responsive

**Application for Federal Assistance SF-424**

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
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* 3. Date Received: <input type="text" value="10/14/2014"/>	4. Applicant Identifier: <input type="text"/>
--	--

5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text" value="NA"/>
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**State Use Only:**

6. Date Received by State: <input type="text" value="08/18/2014"/>	7. State Application Identifier: <input type="text" value="NA"/>
--	--

**8. APPLICANT INFORMATION:**

* a. Legal Name: <input type="text" value="Department of Health and Human Services"/>	
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="561636462"/>	* c. Organizational DUNS: <input type="text" value="8097853630000"/>

**d. Address:**

* Street1: <input type="text" value="2001 Mail Service Center"/>
Street2: <input type="text"/>
* City: <input type="text" value="Raleigh"/>
County/Parish: <input type="text"/>
* State: <input type="text" value="NC: North Carolina"/>
Province: <input type="text"/>
* Country: <input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code: <input type="text" value="27699-2001"/>

**e. Organizational Unit:**

Department Name: <input type="text" value="Health &amp; Human Services"/>	Division Name: <input type="text" value="Child Development &amp; Early Ed"/>
---	--

**f. Name and contact information of person to be contacted on matters involving this application:**

Prefix: <input type="text" value="Mr."/>	* First Name: <input type="text" value="Robert"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Kindsvatter"/>	
Suffix: <input type="text"/>	

Title: <input type="text" value="Director"/>
--

Organizational Affiliation: <input type="text"/>
--

* Telephone Number: <input type="text" value="919-527-6533"/>	Fax Number: <input type="text" value="919-715-0976"/>
---	---

* Email: <input type="text" value="rob.kindsvatter@dhs.nc.gov"/>
--

**Application for Federal Assistance SF-424**

**\* 9. Type of Applicant 1: Select Applicant Type:**

A: State Government

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

**\* 10. Name of Federal Agency:**

U.S. Department of Education

**11. Catalog of Federal Domestic Assistance Number:**

S4.419

CFDA Title:

Preschool Development Grants

**\* 12. Funding Opportunity Number:**

ED-GRANTS-081814-002

\* Title:

Office of Elementary and Secondary Education (OESE): Preschool Development Grants: Expansion Grants CFDA Number: S4.419B

**13. Competition Identification Number:**

S4 419B2015 1

Title:

**14. Areas Affected by Project (Cities, Counties, States, etc.):**

Areas Affected by Project.pdf

[Add Attachment](#)

[Delete Attachment](#)

[View Attachment](#)

**\* 15. Descriptive Title of Applicant's Project:**

North Carolina's application for the Preschool Expansion Grant proposes to expand and enhance services to at-risk four-year-old children served through the North Carolina Pre-K program.

Attach supporting documents as specified in agency instructions.

[Add Attachments](#)

[Delete Attachments](#)

[View Attachments](#)

**Application for Federal Assistance SF-424**

**16. Congressional Districts Of:**

\* a. Applicant

\* b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

**17. Proposed Project:**

\* a. Start Date:

\* b. End Date:

**18. Estimated Funding (\$):**

* a. Federal	<input type="text" value="19,991,065.00"/>
* b. Applicant	<input type="text" value="(b)(4)"/>
* c. State	<input type="text"/>
* d. Local	<input type="text"/>
* e. Other	<input type="text"/>
* f. Program Income	<input type="text"/>
* g. TOTAL	<input type="text"/>

**\* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

- a. This application was made available to the State under the Executive Order 12372 Process for review on .
- b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- c. Program is not covered by E.O. 12372.

**\* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

Yes  No

If "Yes", provide explanation and attach

**21. \*By signing this application, I certify (1) to the statements contained in the list of certifications\*\* and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances\*\* and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

\*\* I AGREE

\*\* The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

**Authorized Representative:**

Prefix:  \* First Name:   
Middle Name:   
\* Last Name:   
Suffix:

\* Title:

\* Telephone Number:  Fax Number:

\* Email:

\* Signature of Authorized Representative:  \* Date Signed:

SF-424 Question 14: Areas Affected by Project

The application proposes statewide services. NC counties are listed below.

Alamance	
Alexander	
Alleghany	
Anson	
Ashe	
Avery	
Beaufort	
Bertie	
Bladen	
Brunswick	
Buncombe	
Burke	
Cabarrus	
Caldwell	
Camden	
Carteret	
Caswell	
Catawba	
Chatham	
Cherokee	
Chowan	
Clay	
Cleveland	
Columbus	
Craven	
Cumberland	
Currituck	
Dare	
Davidson	
Davie	
Duplin	
Durham	
Edgecombe	
Forsyth	
Franklin	
Gaston	
Gates	
Graham	
Granville	
Greene	
Guilford	
Halifax	
Harnett	
Haywood	
Henderson	
Hertford	
Hoke	
Hyde	
Iredell	
Jackson	
Johnston	
Jones	
Lee	
Lenoir	
Lincoln	
Macon	
Madison	
Martin	
McDowell	
Mecklenburg	PR/Award # S419B150013
Mitchell	Page e6

SF-424 Question 14: Areas Affected by Project

The application proposes statewide services. NC counties are listed below.

Montgomery	.	.
Moore	.	.
Nash	.	.
New Hanover	.	.
Northampton	.	.
Onslow	.	.
Orange	.	.
Pamlico	.	.
Pasquotank	.	.
Pender	.	.
Perquimans	.	.
Person	.	.
Pitt	.	.
Polk	.	.
Randolph	.	.
Richmond	.	.
Robeson	.	.
Rockingham	.	.
Rowan	.	.
Rutherford	.	.
Sampson	.	.
Scotland	.	.
Stanly	.	.
Stokes	.	.
Surry	.	.
Swain	.	.
Transylvania	.	.
Tyrrell	.	.
Union	.	.
Vance	.	.
Wake	.	.
Warren	.	.
Washington	.	.
Watauga	.	.
Wayne	.	.
Wilkes	.	.
Wilson	.	.
Yadkin	.	.
Yancey	.	.
<b>State Total</b>		

## ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

**PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.**

**NOTE:** Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.



9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

<p>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Floyd Jones</p>	<p>TITLE</p> <p>Secretary</p>
<p>APPLICANT ORGANIZATION</p> <p>Department of Health and Human Services</p>	<p>DATE SUBMITTED</p> <p>10/14/2014</p>

Standard Form 424B (Rev. 7-97) Back

# DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB  
0348-0046

<b>1. * Type of Federal Action:</b> <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	<b>2. * Status of Federal Action:</b> <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	<b>3. * Report Type:</b> <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
--	--	--

**4. Name and Address of Reporting Entity:**

Prime     SubAwardee

\* Name:

\* Street 1:     Street 2:

\* City:     State:     Zip:

Congressional District, if known:

**5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:**

<b>6. * Federal Department/Agency:</b> <input type="text" value="U.S. Department of Education"/>	<b>7. * Federal Program Name/Description:</b> <input type="text" value="Elemental Development Grants"/> CFDA Number, if applicable: <input type="text" value="84.419"/>
---	---

<b>8. Federal Action Number, if known:</b> <input type="text"/>	<b>9. Award Amount, if known:</b> \$ <input type="text"/>
--	--

**10. a. Name and Address of Lobbying Registrant:**

Prefix:     \* First Name:     Middle Name:

\* Last Name:     Suffix:

\* Street 1:     Street 2:

\* City:     State:     Zip:

**b. Individual Performing Services** (including address if different from No. 10a)

Prefix:     \* First Name:     Middle Name:

\* Last Name:     Suffix:

\* Street 1:     Street 2:

\* City:     State:     Zip:

**11.** Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

\* Signature:

\* Name: Prefix:     \* First Name:     Middle Name:

\* Last Name:     Suffix:

Title:     Telephone No.:     Date:

<b>Federal Use Only:</b>	Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)
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PR/Award # S419B150013

## NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

### To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

### What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

### What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

### Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email [ICDocketMgr@ed.gov](mailto:ICDocketMgr@ed.gov) and reference the OMB Control Number 1894-0005.

## Optional - You may attach 1 file to this page.

Compliance with GEPA.pdf

Delete Attachment

View Attachment

## **Compliance with the Department of Education's General Provision Act (GEPA)**

In accordance with Section 427 of the Department of Education's General Provision Act (GEPA), the Division of Child Development and Early Education (DCDEE) ensures equal access and participation to all persons regardless of their race, color, ethnicity, religion, national origin, gender, age, citizenship status, or disability to the programs and services offered by or through DCDEE. For activities proposed to be funded through the Preschool Development/Expansion Grants, the following examples are provided of how DCDEE ensures equal access and participation.

- DCDEE is a state agency that will follow Equal Employment Opportunity policies when hiring the proposed six FTEs budgeted in the grant application. The policies can be found at [http://www.oshr.nc.gov/Guide/Policies/1\\_EEO/Equal%20Employment%20Opportunity%20Policy.pdf](http://www.oshr.nc.gov/Guide/Policies/1_EEO/Equal%20Employment%20Opportunity%20Policy.pdf).
- The NC Pre-K program serves a diverse population of children. According to the NC Pre-K evaluation released in SFY 13-14 for the program year 2012-13, the breakout of children served by race was 48.4% White/European-American; 37.2% Black/African-American; 6.5% Native American/Alaskan Native; 5.2% Multiracial; 1.9% Asian; and .8% Native Hawaiian/Pacific Islander. Ethnicity of the children served was 75.7% Non-Hispanic/Latino and 24.3% Hispanic/Latino. DCDEE will continue to review the characteristics of children enrolled in NC Pre-K to ensure that a diverse population is served.
- As in past program years, the NC Pre-K evaluation for the 2012-13 program year found that children served by NC Pre-K were primarily from low-income families, with 91% eligible for free or reduced-price lunch. 59.5% of the children served had never before been served in any child care or preschool setting. Eligibility requirements for NC Pre-K support the provision of services to children most likely to benefit from the program.
- In addition, there were 20% of children served with limited English proficiency and 25% with a developmental/educational need. Four percent of children served had an identified disability, 5% had a chronic health condition, and 6% had a military parent. These

children were eligible for NC Pre-K regardless of their family income, removing a potential barrier to receiving services.

- All children enrolled in NC Pre-K must receive a developmental screening, unless the child has an existing Individualized Education Program (IEP). Children must be screened within 90 days after the first day of attendance in the program or within 6 months prior to the first day of attendance. The screening is used solely for the purpose of identifying children who may need to be referred for further evaluation and testing.
- NC Pre-K program staff must utilize *Foundations: Early Learning Standards for North Carolina Preschoolers and Strategies for Guiding Their Success*, for planning developmentally appropriate, high-quality prekindergarten experiences for children. Guiding Principles within *Foundations* emphasize cultural awareness and responsiveness, as well as inclusive environments for children with special needs.
- When a teacher has significant concerns about a NC Pre-K child's development, sensory function, or behavior, he/she is required to notify the local school system for assistance. The NC Pre-K administrator, teacher, and parent, in consultation with the school system's Preschool Exceptional Children Program and other available resources, work together to develop a coordinated plan to make every effort to maintain the child's placement in the NC Pre-K program.

The above listed provisions and strategies will help to ensure that DCDEE reflects these principles in our work with children and the community: valuing diversity and similarities of children and families; effectively responding to children and their families' unique needs regardless of race, gender, color, national origin, disability, or age; and ensuring that equal access to services and programs is provided.

## CERTIFICATION REGARDING LOBBYING

### Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

### Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

#### \* APPLICANT'S ORGANIZATION

Department of Health and Human Services

#### \* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Dr.

\* First Name: Aldona

Middle Name:

\* Last Name: Wan

Suffix:

\* Title: Secretary

\* SIGNATURE: Floyd Jones

\* DATE: 10/14/2014

## Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

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## You may now Close the Form

**You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.**

\* Attachment:

## **Preschool Development Grants – Expansion Grant**

### **Application for Initial Funding**

#### **State of North Carolina**

The State of North Carolina is submitting an application for initial funding for the United States Department of Education and United States Department of Health and Human Services FY 2014 Preschool Development Grants – Expansion Grant in the amount of \$(b)(4) annually.

North Carolina's proposal is an ambitious and achievable plan for increasing the number and percentage of eligible four-year-olds served in high-quality pre-kindergarten statewide by leveraging the tremendous strengths of the existing state-funded NC Pre-Kindergarten Program's quality and collaborative infrastructure, as well as its proven ability to improve educational achievement for at-risk children. This proposal is also an ambitious and achievable plan for enhancing existing slots in the NC Pre-Kindergarten (NC Pre-K) Program statewide through in-service, evidence-based professional development, enhancing teacher compensation and/or enhancing comprehensive services for programs that have needs in these areas.

#### **Project Objectives and Activities**

- Expand NC Pre-K slots by an estimated 2,300 statewide by the start of the 2015-16 school year and each subsequent year of the grant, leveraging the existing infrastructure, high-quality program requirements, and monitoring and evaluation systems of the NC Pre-K Program.
- Improve existing NC Pre-K slots statewide by providing a local option to enhance teacher compensation or to enhance comprehensive services for children, including transportation, in communities that experience program quality gaps in these areas.
- Improve existing NC Pre-K slots statewide by ensuring that all pre-kindergarten teachers in public and private settings have access to an enhanced in-service, evidence-based professional development delivery system, with an emphasis on mentoring and evaluation, in support of the NC Birth-through-Kindergarten teacher licensure standard.
- Provide targeted outreach to ensure enrollment of eligible children from military families, in the child welfare system and homeless children, as well as children with disabilities and special educational needs. In addition, partner with the East Coast Migrant Head Start



Project to expand NC Pre-K services and promote a high-quality teacher workforce for serving four-year-olds from migrant/seasonal families in three targeted counties.

- Evaluate classroom quality and school readiness outcomes for participating children.
- Engage the NC Early Childhood Advisory Council in a planning process on NC Pre-K funding and sustainability.

### **Proposed Project Outcomes**

- An estimated 2,300 children statewide served each year with federal grant funding who achieve greater than expected gains on school readiness outcomes as measured by an independent evaluation.
- 95 percent of NC Pre-K Program lead teachers statewide achieve Birth-through-Kindergarten (B-K) Standard Professional I or II licensure by the end of the four-year grant period.
- An estimated 90 under-served migrant/seasonal children annually in three targeted counties receive an enhanced educational experience through a partnership between the NC Pre-K Program and the East Coast Migrant Head Start Project.

### **Collaborating Agencies**

- Division of Child Development and Early Education, NC Department of Health and Human Services
- Office of Early Learning, NC Department of Public Instruction
- Office of the Governor
- Smart Start local partnerships
- Local school systems
- Early Intervention Branch, Division of Public Health, NC Department of Health and Human Services
- East Coast Migrant Head Start Project and Telamon Corporation
- Frank Porter Graham Child Development Institute, University of North Carolina at Chapel Hill
- Child Development and Family Relations, East Carolina University
- College of Education, University of North Carolina at Charlotte
- NC Early Childhood Advisory Council

## Project Narrative File(s)

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\* **Mandatory Project Narrative File Filename:**

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To add more Project Narrative File attachments, please use the attachment buttons below.

# **Preschool Development Grants –Expansion Grants**

## **NORTH CAROLINA**

**Application for Initial Funding  
CFDA Number: 84.419B**



**U.S. Department of Education  
Washington, DC 20202  
Approved OMB Number: 1810-0718  
Expiration Date: 02/28/2015**

**NORTH CAROLINA APPLICATION FOR INITIAL FUNDING UNDER  
PRESCHOOL-EXPANSION GRANTS COMPETITION**

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## **A. Executive Summary (10 points)**

**The extent to which the State includes an ambitious and achievable plan for expanding access to High-Quality Preschool Programs that clearly articulates how the plans proposed under each criterion in this section, when taken together, will--**

### **(1) Build on the State's progress to date as demonstrated in selection criterion (B);**

North Carolina is submitting an ambitious and achievable plan proposal for expanding access to high-quality pre-kindergarten for at-risk four-year-olds statewide by leveraging the tremendous strengths of the existing NC Pre-Kindergarten Program in quality and infrastructure, as well as its proven ability to improve educational achievement for at-risk children. The NC Pre-K Program is a State-funded educational program for eligible 4-year-olds, designed to enhance their school readiness skills. NC Pre-K provides funding statewide for serving eligible children in classroom-based educational programs on a school day (6-1/2 hours/day) and school calendar basis in a variety of setting types, including public schools, Head Start programs, and licensed child care centers (both for-profit and nonprofit, including faith-based).

Since the inception of the program in 2001, the NC Pre-K Program has evidenced sizable growth as it scaled up to become a major statewide program, but importantly, has maintained high standards with regard to the quality and provision of services throughout its history. Independent external evaluations of the statewide program have been conducted annually by the Frank Porter Graham Child Development Institute, University of North Carolina at Chapel Hill. Several longitudinal studies of children from pre-k through kindergarten have demonstrated beneficial effects of the NC Pre-K Program on children's outcomes. Evaluation results also suggest that participation in the pre-k program has long-term benefits that can help reduce the achievement gap for children from families with low incomes. Based on a study of all North Carolina third-graders across two years, children from families with low incomes who had attended the pre-k program scored higher on third-grade math and reading end-of-grade tests than children from families with low incomes who had not attended the pre-k program (90% of program participants in pre-k were from families with low incomes).

**(2) Provide voluntary, High-Quality Preschool Programs for Eligible Children through subgrants to each Subgrantee in two or more High-Need Communities;**

North Carolina will partner with the 91 Contractors that administer the NC Pre-K Program at the local level, which covers all 100 counties in the State. These Contractors are local school systems or local Smart Start partnerships that subcontract with schools, Head Start programs, or child care providers to serve at-risk four-year-olds in the community. The goal is to reach all 100 counties with the opportunity to expand the number of four-year-olds served, with prioritization of counties in which the waiting lists for pre-kindergarten are high and there is capacity to serve more children. In addition, North Carolina will partner with the East Coast Migrant Head Start Project and Telamon Corporation to enhance services for four-year-old children from migrant/seasonal families.

**(3) Increase the number and percentage of Eligible Children served in High-Quality Preschool Programs during each year of the grant period through the creation of new, and the improvement of existing State Preschool Program slots, as applicable;**

North Carolina plans to expand the NC Pre-K Program with federal grant funding by increasing the number of slots by an estimated 2,300 statewide beginning in the 2015-16 school year and recurring through the four years of the grant. This number of slots will meet 75 percent of the current need for additional Pre-K slots, according to a statewide needs assessment.

While North Carolina is building on its long-standing experience and infrastructure for serving four-year-olds in high-quality pre-kindergarten, North Carolina also recognizes where the programs experience gaps in quality, services or funding. Therefore, this plan also seeks to improve existing slots by:

- Funding an expansion and enhancement of the professional development delivery system for NC Pre-K teachers that supports Birth-through-Kindergarten teacher licensure, using evidence-based strategies, with an emphasis on teacher mentoring and evaluation.
- Funding additional options for program enhancement, such as enhancing pre-kindergarten teacher compensation or enhancing comprehensive services, based on gaps experienced at the community level. North Carolina has identified transportation as one component of

comprehensive services that is a frequent gap in services experienced by pre-kindergarten programs across the State.

**(4) Have all the characteristics specified in the definition of High-Quality Preschool Programs;**

As evidenced by the NC Pre-K Program Requirements, monitoring system and evaluation, NC Pre-K providers meet high-quality program standards including: curriculum and assessment; lead teachers with Birth-through-Kindergarten (B-K) teacher licensure or a minimum of a bachelor's degree working toward B-K licensure; professional development for all staff; class size of 18 and staff to child ratio of 1 to 9; and NC child care Star Rated Licensing (TQRIS) at the highest levels, among other standards (Appendix 2). Furthermore, North Carolina has had Early Learning and Development Standards in place for preschoolers since 2005.

**(5) Set expectations for the school readiness of children upon kindergarten entry;**

The *North Carolina Foundations for Early Learning and Development* provides a common set of goals and developmental indicators for North Carolina's young children birth through entry to kindergarten (Appendix 3). This document guides the early learning and development system for what children should be learning before kindergarten. In addition, the Office of Early Learning with the NC Department of Public Instruction is currently developing a K-3 Formative Assessment that includes an assessment of children at kindergarten entry aligned with the *Foundations*. Data collected will support the development of an aligned and coherent system of education across the early learning continuum (P - 3<sup>rd</sup> Grade).

**(6) Be supported by a broad group of stakeholders, including Early Learning Intermediary Organizations and, if applicable, State and local early learning councils; and**

North Carolina's application includes letters of support from the 91 NC Pre-K Contractors that administer State-funded pre-kindergarten at the local level, including local school systems and local Smart Start partnerships, and from the East Coast Migrant Head Start Project and Telamon Corporation. The application is also supported by State partner agencies and the NC Early Childhood Advisory Council.

**(7) Allocate funds between—**

**(a) Activities to build or enhance State Preschool Program infrastructure using no more than five percent of its Federal grant funds received over the grant period on State-level infrastructure including, but not limited to, monitoring and evaluation and other quality-enhancing activities that improve the delivery of High-Quality Preschool Programs to Eligible Children; and**

Funding will be used to enhance State capacity to coordinate the professional development system for NC Pre-K teachers, monitor and support quality improvements for NC Pre-K programs, meet grant management and reporting requirements, and support sustainability planning. Funding will also enhance the independent evaluation of NC Pre-K by the Frank Porter Graham Child Development Institute, University of North Carolina at Chapel Hill.

**(b) Subgrants to Early Learning Providers to implement voluntary, High-Quality Preschool Programs for Eligible Children in one or more High-Need Communities, including how it will--**

**(i) Provide High-Quality Preschool Programs to Eligible Children no later than the end of year one of the grant period;**

The NC Division of Child Development and Early Education maintains contracts with each of the 91 local NC Pre-K Contractors who administer the NC Pre-K Program at the local level through subcontracts with providers. This existing network of 91 Pre-K Contractors has the capacity to take applications for and identify children eligible for services, identify placements and negotiate rates for services within the Pre-K requirements and to monitor the program requirements. This infrastructure has been in place for many years, giving North Carolina the ability to expand slots Statewide and support enhancements by the start of the 2015-16 school year. The current needs assessment also indicates the capacity of local providers to expand slots by the amount proposed by the start of the 2015-16 school year.



**(ii) Subgrant at least (b)(4) percent of its Federal grant funds to its Subgrantee or Subgrantees over the grant period; and**

North Carolina is applying for a grant of \$20,000,000 annually. (b)(4) percent (\$19,000,000) will be contracted to Subgrantees (\$12,990,718 for expansion of slots and \$6,009,282 for enhancement of slots).

**(iii) Support each Subgrantee in culturally and linguistically appropriate outreach and communication efforts in order to ensure that all families, including those who are isolated or otherwise hard to reach, are informed of the opportunity and encouraged to enroll their children in available programs.**

The NC Pre-K Program, through the partnerships with the 91 Contractors statewide, has implemented extensive outreach efforts over the fourteen years of program implementation, with an emphasis on finding children who are the most at-risk and unserved, thus the “hard to reach” families. Evaluation results demonstrate that North Carolina has been successful in enrolling children who were previously unserved. The processes that have been developed at the local level to meet State requirements for enrollment will also be used to reach families for enrollment in the new federally funded slots. These local processes are supported by required local NC Pre-K Committees that represent a wide array of community agency representatives that can help ensure culturally and linguistically appropriate outreach.

Evidence for selection criterion (A):

- (A)(3) and (A)(7) Information contained in Table A for the number of Eligible Children to be served each year of the grant and the number and percentage of State Preschool Program slots are included in Table A in North Carolina’s application package.
- (A)(4) Documentation of the structural elements in the definition of High-Quality Preschool Program are included in Appendix 3.
- (A)(5) Set of expectations for school readiness are included in Appendices 1 and 2.
- (A)(6) Letters of support are included in Appendix 12.

## **B. Commitment to State Preschool Programs (20 points)**

**The extent to which the State has demonstrated its commitment to develop or enhance the State Preschool Program infrastructure and its capacity to both deliver and increase access to High-Quality Preschool Programs for Eligible Children, as evidenced by --**

### **(1) State Early Learning and Development Standards (2 points)**

North Carolina has had State Early Learning and Development Standards for preschoolers since 2005 that include the five domains of development, and these standards have been a required component for the NC Pre-K Program since that time (Appendix 3). In 2012, the NC Child Care Commission also adopted administrative rules requiring use of the standards for NC Pre-K providers (Appendix 5).

In 2013, North Carolina released revised and updated standards, titled *North Carolina Foundations for Early Learning and Development*, which span birth to age 5 and include goals, developmental indicators, and strategies in five developmental domains: 1) Approaches to Play and Learning; 2) Emotional and Social Development; 3) Health and Physical Development; 4) Language Development and Communication; and 5) Cognitive Development. Early childhood educators use the *North Carolina Foundations for Early Learning and Development* to improve their knowledge of child development, inform instruction, and support the establishment of goals for children's individual development and learning.

North Carolina invests in a variety of approaches to embed the *North Carolina Foundations for Early Learning and Development* in the preparation of and ongoing professional development for the early learning workforce and in classroom practice. For example, the NC Division of Child Development and Early Education, working with the NC Department of Public Instruction, the NC Child Care Resource and Referral Network, the NC Community College System and other agencies, has worked to ensure the broad dissemination, awareness and utilization of the standards so that its content informs higher education coursework, teacher licensure and professional development, technical assistance services to early care and education practitioners, classroom instruction and improved program quality for children served.

For example, the NC Child Care Resource and Referral system, with funding from North Carolina's Race to the Top-Early Learning Challenge Grant, provides a standardized .5 CEU training that provides an introduction to *North Carolina Foundations for Early Learning and Development* for all child care programs, including NC Pre-K sites. In addition, the Office of Early Learning, NC Department of Public Instruction, in conjunction with the Early Learning Network, Frank Porter Graham Child Development Institute, developed an advanced training in the standards that is offered Statewide and reaches not only teachers, but also superintendents, school boards, principals, curriculum and instruction specialists, and other specialists in the public school system. The NC Community College system, with funding from NC's Race to the Top-Early Learning Challenge Grant, is also working to embed *North Carolina Foundations for Early Learning and Development* in its early childhood programs.

**(2) The State's financial investment, if any, and the estimated number and percentage of children, including if known, the estimated number and percentage of Eligible Children, served in the State Preschool Programs over the last four years (6 points)**

**Baseline (Recurring) Funds.** Funds to support the NC Pre-K program are supported on a recurring basis from two primary sources, State appropriations and North Carolina Education Lottery receipts. Funds from these sources have increased over the past four years as detailed in the chart below. In SFY 13-14 an additional \$ (b)(4) in recurring State funds were appropriated to expand Pre-K services statewide.

**One-time Resources.** Over this period, funding from non-recurring sources has also been identified to support the provision of additional Pre-K services to children. This included \$ (b)(4) of TANF ARRA funding in SFY 2010-11 and additional one-time State appropriations of \$ (b)(4) and \$ (b)(4) in SFYs 2012 and 2013 respectively.

See table below.

<b>Funding Source</b>	<b><u>SFY 2010-11</u></b>	<b><u>SFY 2011-12</u></b>	<b><u>SFY 2012-13</u></b>	<b><u>SFY 2013-14</u></b>
Baseline State and Lottery Funds	(b)(4)			
Additional One-time Funding Identified for Pre-K Services				
<b>Total Funding</b>				

For SFY 2014-2015, North Carolina expanded Pre-K State funding for Pre-K once again by \$ (b)(4) bringing current base funding for the program to \$ (b)(4).

Children are eligible for NC Pre-K primarily based on age (4 years old) and family income (up to 75% of State median income), although children with higher family incomes who have other risk factors (limited English proficiency, identified disability, chronic health condition, or developmental/educational need) or a parent actively serving in the military may also be enrolled. It is anticipated that these State funds will support services for over 27,000 four year old children who meet the State’s eligibility criteria. For SFY 2014-2015, the number of four-year-old North Carolina children projected to be served in NC Pre-K will exceed 23 percent of the total four-year-old population and approximately 35 percent of the at-risk four-year-old population.

See Table B in the required Excel spreadsheet in the application package for the number and percentage of children, including eligible children, served in NC Pre-K over the last four years.

**(3) Enacted and pending legislation, policies or practices that demonstrate the State’s current and future commitment to increasing access to High-Quality Preschool Programs for Eligible Children (4 points)**

North Carolina’s State-funded Pre-K Program has been authorized and funded by the NC General Assembly since 2001, with expansion of access for the majority of the fourteen years of

implementation (Appendix 4). During the 2012-2013 school year, NC Pre-K ranked 20<sup>th</sup> of 41 States that provide pre-k in access, with 23 percent of 4-year-olds being served by the program, according to the National Institute for Early Education Research (NIEER). NC Pre-K also ranks 13<sup>th</sup> in the country for State spending on its program, which provides the State with the ability to continue to have a high quality prekindergarten program, according to NIEER.

Pursuant to the 2011 Appropriations Act, the NC Pre-K Program (formerly the More at Four Pre-Kindergarten Program) was transferred administratively from the NC Department of Public Instruction to the NC Division of Child Development and Early Education. Following this administrative transition, the NC Child Care Commission adopted administrative rules for NC Pre-K Services (NCAC Section .3000) in November 2012 to ensure programs offer high quality educational experiences to enhance school readiness for eligible four-year-olds (Appendix 5).

In addition to administering the NC Pre-K Program, the Division of Child Development and Early Education has been implementing one of the nation's most mature Tiered Quality Rating and Improvement Systems (TQRIS) that is built into program licensure and regulated through State statutes and administrative rules. The 2011 Appropriations Act expanded the use of the TQRIS (the NC Star Rated Licensing System) by requiring NC Pre-K classrooms in public schools to become licensed under this system, with a transition period for licensure during which the public school classrooms could continue to operate. (Public school pre-k classrooms were previously regulated by the public school system and not the TQRIS, though many were licensed voluntarily). This legislative requirement was successfully completed by July 2014. With the transfer of the NC Pre-K Program to the Division of Child Development and Early Education, the legislature also mandated the use of an approved curriculum aligned with the early learning and development standards in classrooms serving four-year-olds in 4- and 5-star programs, in addition to NC Pre-K classrooms. The requirement extends to all child care classrooms regardless of setting. This assures that baseline standards convey whether the child is served in a public school, Head Start, or private child care facility classroom.

**(4) The quality of existing State Preschool Programs, as evidenced by policies and program data that demonstrate the State's commitment to the components of a High-Quality Preschool Program; compliance with Program Standards; and support for program**

**monitoring and improvement, which may be accomplished through the use of a TQRIS (4 points)**

NC Pre-K program standards include the following (Appendix 2):

- Pre-K sites must maintain a 4- or 5- star license through the NC Star Rated License (TQRIS), which ensures Pre-K sites are meeting health and safety standards, as well as quality standards, at the 4- and 5- star level, and participating in annual monitoring and quality improvement for program licensure. In addition to the annual licensing visit, Pre-K sites must also participate in the NC Pre-K Program Monitoring and Improvement system described later in this Criterion.
- Pre-K teachers must hold a Birth-through-Kindergarten (B-K) license from the NC Department of Public Instruction or, at a minimum, a bachelor's degree with a B-K Lateral Entry license while working toward full licensure.
- Licensed administrators and teachers must participate in professional development consistent with the NC State Board of Education policy. Administrators and teachers working toward the required Pre-K qualifications must participate in a minimum of six documented semester hours per year.
- Pre-K classrooms must have a staff-to-child ratio of 1 to 9 with a maximum class size of 18 children.
- Pre-K classrooms must operate for a minimum of a 6.5 hour school day for the length of the public school instructional calendar.
- Pre-K classrooms must use an approved curriculum and ongoing formative assessment that is aligned with the Early Learning and Development Standards.
- Pre-K sites must provide breakfast and/or snacks and lunch meeting USDA requirements during the regular school day.
- Enrolled children must have a timely health assessment and approved developmental screening.

NIEER Ranking

According to the National Institute for Early Education Research (NIEER), North Carolina's NC Pre-K program consistently ranks as one of the top State-funded prekindergarten programs in the

country. For over a decade, NIEER has produced an annual State of Preschool Report, which ranks State-funded prekindergarten programs on access, quality and spending. During the 2012-2013 school year, NC Pre-K was one of only four States to meet all 10 benchmarks for State pre-K quality standards. These standards include policies such as lead teachers being required to have a Bachelor's degree and specialized training in pre-K, class sizes of 20 children or less with a 1:10 staff-child ratio, and site visits being required. These quality standards have been maintained for the NC Pre-K program since the 2005-2006 year, making it one of the few programs to meet all 10 benchmarks for so many years.

### Evaluation Results (Including Program Compliance)

Annual independent Statewide evaluation studies have been conducted since the NC Pre-K Program began, including multiple studies of program services, classroom quality, and children's outcomes during their pre-k year as well as longer-term into kindergarten and third grade (Appendix 1). These studies, by the Frank Porter Graham Child Development Institute at the University of North Carolina at Chapel Hill, have been able to draw conclusions about the characteristics and quality of the program over time, as well as the effectiveness for children, with a number of key findings described below:

- Since its inception, NC Pre-K has served nearly 300,000 children, currently serving approximately 30,000 children. Consistent with the mission of a targeted program, the majority of children have continued to be from low-income families (91% qualified for free or reduced-price lunch) and from a variety of backgrounds and different eligibility factors, including a substantial proportion of children with limited English proficiency or developmental/educational needs (20-25%), as well as children with identified disabilities and other factors (4-6%).
- With regard to structural characteristics related to quality, the NC Pre-K Program has remained fairly stable over time on most factors, with indications of a high quality program. These program characteristics include class size (average=16), and use of an approved curriculum, ongoing assessment, and developmental screening by all classrooms. One area of steady improvement has been the levels of teacher education and credentials; in 2012–2013, almost all NC Pre-K lead teachers in both public schools and

