

Evaluation of the  
North Carolina  
More at Four  
Pre-kindergarten Program  
Year 4 (July 1, 2004–June 30, 2005)  
Program Characteristics and Services



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## Evaluation of the North Carolina More at Four Pre-kindergarten Program: Year 4 (2004-2005) Program Characteristics and Services

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For more information about the Evaluation of the North Carolina More at Four Pre-kindergarten Program, visit the web site at [www.fpg.unc.edu/~mafeval](http://www.fpg.unc.edu/~mafeval).

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## Overview of the More at Four Program

The North Carolina More at Four Pre-kindergarten Program is a state-funded initiative for at-risk 4-year-olds, designed to help them be more successful when they enter elementary school. More at Four is based on the premise that all children can learn if given the opportunity, but at-risk children have not been given the same level of opportunity. The purpose of More at Four is to provide a high quality, comprehensive educational program for at-risk children during the year prior to kindergarten entry. The program first targets “unserved” children (those not already being served in a preschool program) and secondly, “underserved” children (those eligible for but not receiving child care financial assistance and/or those in lower quality settings). (Appendix A provides further information about the 2004-2005 program guidelines for determining risk factors and service priority status.)<sup>1</sup> The More at Four Program was initiated in the 2001-2002 school year, with sites first serving children in the spring of 2002. In 2004-2005, it was estimated that there were approximately 53,000 at-risk 4-year-olds in North Carolina based on poverty status (at or below 185% of poverty), with more than 7,000 of these children remaining unserved by a preschool program and more than 10,000 underserved in low quality care<sup>2</sup>.

More at Four provides funding for classroom-based educational programs at a variety of sites designated by the local administration within each county or region (typically, either the local public school system or the local Smart Start partnership<sup>3</sup>). The programs are administered at the county or region (multi-county groupings) level, with oversight by the State More at Four Office, and must include collaboration among the local school system(s), the local Smart Start partnership, and other interested members of the early childhood community (e.g., Head Start, child care providers, resource and referral agencies). Eligibility for More at Four in the 2004-2005 school year was primarily based on income, with children in families at or below 75% of State Median Income (SMI) eligible as well as children in families above 75% SMI but below 300% of federal poverty if they demonstrate a designated risk factor (limited English proficiency, disability, chronic health condition, and/or developmental/educational need). Priority for service is given first to children who are unserved by a preschool program at the time of enrollment, and second, to children who are underserved at enrollment (e.g., in a program but not receiving child care subsidy and/or in lower quality care).

More at Four classrooms operate in a variety of settings, including public schools, Head Start, and community child care centers (both for-profit and nonprofit). Children may be enrolled in classrooms serving More at Four children exclusively or in blended classrooms serving children funded through other sources such as Head Start or parent fees. The programs operate on a school calendar basis for 6 to 6-1/2 hours/day and 180 days/year. Local sites must meet a variety of program guidelines and standards around curriculum, training and education levels for teachers and administrators, class size and student-teacher ratios, North Carolina child care licensing levels, and provision of other program services<sup>4</sup>.

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In the fourth year of the program (July 1, 2004- June 30, 2005), the focus of the current report, More at Four sites were operating in all 100 North Carolina counties, administered by 91 local contractors (typically, public school districts or Smart Start partnerships). The fourth year represented the first time all 100 counties were continuing operations from the previous year, given that county-level participation was phased in over the first three years of the program<sup>5</sup>. In 2004-2005, the program served over 13,000 children in more than 1,000 classrooms in nearly 700 sites (schools, Head Start programs, and private child care centers).

## **Overview of the Statewide Evaluation of the More at Four Program**

The current report contains results from a statewide evaluation of the More at Four Program conducted during the first four years of the program by the FPG Child Development Institute at the University of North Carolina, Chapel Hill. The current report focuses on findings related to program characteristics and services during the fourth year of operation. (Separate reports with results of the evaluation from the first three years are also available<sup>6, 7, 8.</sup>)

The primary research questions addressed by this component of the evaluation included:

- What were the characteristics of the local programs during the fourth year of operations?
  - What was the size of the More at Four Program?
  - In what types of settings were children served?
  - Did individual sites and classrooms meet the program guidelines for operations?
  - What were the qualifications of the staff?
- Who was served by the More at Four Program?
  - What were the demographic characteristics of the children served?
  - Did the children served meet the program guidelines in terms of eligibility and service priority?

In order to address these questions, we analyzed information from monthly service report data provided by each local contractor representing a county or region (multi-county group). Information was provided about child and program characteristics for all children, classrooms, and sites participating in More at Four. These monthly reports included information about program size and operation days, teacher and administrator qualifications, and children's demographic characteristics and attendance information. Each local More at Four contractor was responsible for submitting these monthly reports via an online data collection tool, the More at Four Reporting System (MAFREPS). The data on which the current report is based represent submissions by all 91 local contractors (100 counties) providing services to children in 2004-2005. (Appendix B provides greater detail regarding data collection methods for the 2004-2005 evaluation.)

## Results

### WHAT WERE THE CHARACTERISTICS OF THE LOCAL MORE AT FOUR PROGRAMS?

#### **What was the size of the More at Four Program during its fourth year of operation?**

**The More at Four Program experienced continued growth during its fourth year, expanding by nearly one-quarter to serve over 13,000 children across all 100 North Carolina counties.** The More at Four Program has continued to expand substantially since its inception in the 2001-2002 school year. The total number of children served in the fourth year was 13,515, an increase of 24% from the previous year's total of 10,891 children and more than double the second year's total of 6,125. The number of classrooms and sites has continued to increase somewhat as well, with 1,027 classrooms in 689 sites (schools and child care centers) serving children across North Carolina in year 4. (See Table 1 for comparisons of program characteristics each year.) Similarly to previous years, almost half (48%, 44) of the local More at Four contracts were administered by public school systems, almost half (47%, 43) were administered by local Smart Start partnerships, and a few (4%, 4) were administered by other organizations (for instance, a community action agency or Head Start program.) There was substantially less ongoing start-up of new sites and classes in the fourth year, given that the previous year (2003-2004) marked the first time that all 100 counties were on board. The vast majority of sites (94%), classes (94%), and children (84%) began the program by September or earlier.

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**Table 1. Program Characteristics**

<b>Program Characteristic</b>	<b>Year 1 Spring 2002</b>	<b>Year 2 2002-03</b>	<b>Year 3 2003-04</b>	<b>Year 4 2004-05</b>
Total More at Four Local Contractors	26	81	91	91
Total More at Four Counties	32	89	100	100
Total More at Four Sites (Facilities)	102	419	628	689
Total More at Four Classrooms	139	526	883	1,027
Total Children Served	1,244	6,125	10,891	13,515
Total Children Never Previously Served <sup>a</sup>	926 (74%)	4,364 (71%)	6,788 (62%)	8,165 (60%)
Total Children Not Served at Time of Enrollment	--- <sup>b</sup>	5,446 (89%)	9,070 (83%)	10,583 (78%)
Average Class Size <sup>c</sup> (mean/median)	14 / 16	17 / 18	17 / 18	16 / 18
Average Number of More at Four Children per Class <sup>d</sup> (mean/median)	9 / 9	11 / 12	11 / 12	12 / 12
Average Proportion of More at Four Children per Class <sup>e</sup> (mean/median)	62% / 83%	72% / 100%	75% / 100%	74% / 93%

<sup>a</sup> These data are based on reported service priority status.

<sup>b</sup> The service priority categories in the year 1 program guidelines did not distinguish children who were unserved at the time of enrollment.

<sup>c</sup> These data are based on the maximum monthly reported class size for each classroom.

<sup>d</sup> These data are based on the maximum monthly reported number of More at Four children for each classroom.

<sup>e</sup> These data are based on the maximum monthly reported proportion of More at Four children for each classroom.

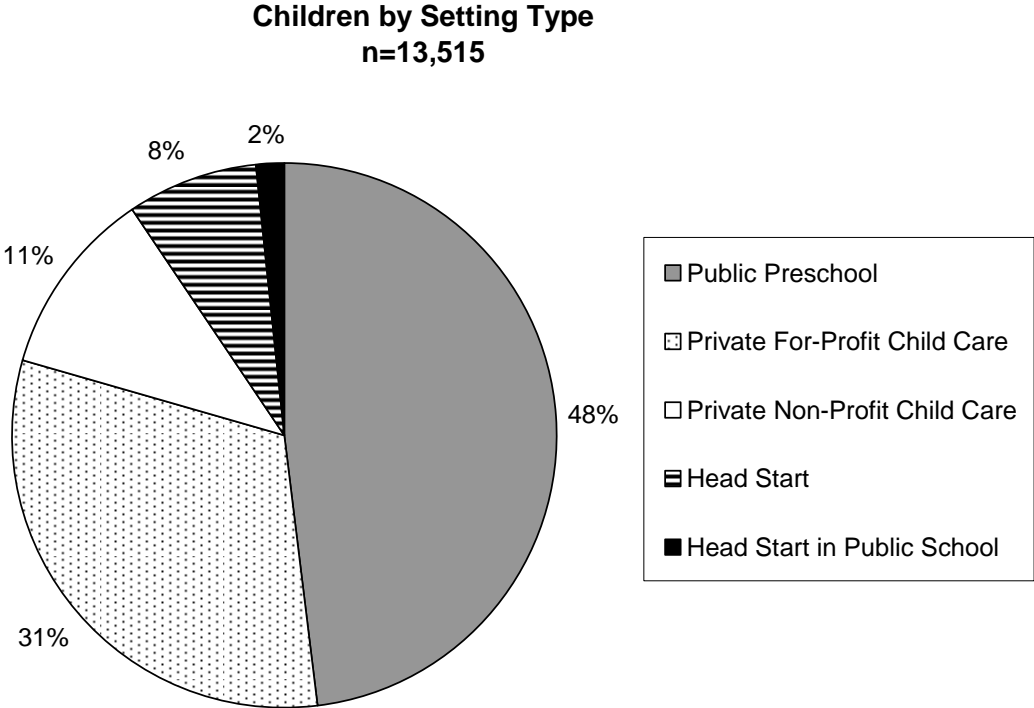


### **In what types of settings were More at Four children served?**

**Children were served in a variety of service delivery settings, including public schools, for-profit and nonprofit private child care, Head Start, and various other combinations.**

The More at Four program setting characteristics in year 4 were very similar to previous years. Half (50%) of the children were served in public school settings (including 2% combined with Head Start), 42% were served in private child care settings (mostly for-profit centers), and 10% were served in Head Start, including both public and non-public settings (see Figure 2.) The majority of Head Start and community sites were at the two highest levels, 5-star or 4-star, of the five-level NC child care licensing system. For Head Start sites, over 85% were licensed at the two highest levels, with about half of these at the 5-star level (42%) and half at the 4-star level (44%). For community sites, almost one-quarter (23%) were at the 5-star level and more than half (55%) were at the 4-star level. For public school sites, which are not required to be licensed, 16% were at the 5-star level and 2% at the 4-star level, with 68% reporting they were in process with state licensing. (See Table 2.) More at Four children tended to be served in blended classrooms which included children funded through other programs. The mean class size was 16 children and the median was 18, consistent with the program guidelines maximum of 18. The majority of children in these classes were funded through More at Four, with an average of 12 children per class, representing a mean proportion of 74% of the class and a median of 93% (see Table 1). The average state reimbursement rate from the More at Four Program was \$361/child/month (range=\$250-\$441, with some variations in state allocations based on county wealth), which is equivalent to \$3,610 over the 10-month program year. The More at Four Program estimates that the funding provides about half the cost of a high quality program, and requires counties to provide matching funds.

Figure 2. Distribution of Children by Setting Type.<sup>a</sup>



<sup>a</sup> Children who attended more than one More at Four site during the 2004-2005 school year (196 children attended 2 sites, 3 children attended 3 sites) are represented by the setting type in which they were enrolled the longest.

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**Table 2. North Carolina Child Care Licensing Ratings for More at Four Classrooms**

**n=689**

<b>Licensing Rating</b>	<b>Public School Settings</b> n=357	<b>Community Settings</b> n=261	<b>Head Start</b> n=71	<b>All Settings</b> n=689
5-Star	13.7% (49)	23.4% (61)	42.3% (30)	20.3% (140)
4-Star	2.2% (8)	54.8% (143)	43.7% (31)	26.4% (182)
3-Star	0% (0)	19.9% (52)	1.4% (1)	7.7% (53)
Temporary	5.9% (21)	1.9% (5)	8.5% (6)	4.6% (32)
In Process	70.0% (250)	--	4.2% (3)	36.7% (253)
None	8.1% (29)	--	--	4.2% (29)

**As in previous years, the program reflected allowable variations in local implementation, with individual counties/regions differing on a number of program characteristics, including program size, types of settings, and children’s risk status.** The size of the local county/region More at Four programs varied, ranging from 12 to 1,151 children, with a median of 96 children and a mean of 149 children. Individual counties also varied in the types of sites in which they served children, with some utilizing only a single type of setting (e.g., public school, private child care, or Head Start) and others utilizing multiple settings. The risk status of the children served within each county also varied, with from 40% to 100% eligible for free lunch and 0% to 42% eligible for reduced-price lunch, 0% to 75% with limited English proficiency, 0% to 33% with an identified disability, 0% to 26% with a chronic health condition, and 0% to 100% exhibiting educational/developmental need. (See Appendix A for further information on program guidelines for determining risk status.)

## **Did the individual sites and classrooms meet the More at Four guidelines for program operation?**

**Nearly all individual sites met the guidelines for program operation, including class size, daily hours of operation, and length of program year in 2004-2005.** In the fourth year, More at Four showed increasing evidence of a well-established program. While the local programs have typically met the guidelines related to class size and hours of operation in previous years, there has been a greater amount of ongoing start-up of new classes and sites throughout the year, resulting in fewer sites able to offer the program for the full 10-month program year. All 100 counties in North Carolina had begun operations by the third year of the program, so the fourth year represented the first time that every county was in a position to continue, rather than initiate, the program. Although there was some continued growth in the number of sites and classrooms in the fourth year, each local county/region was able to begin operations in the 2004-2005 school year from an established base.

Similarly to previous years, the mean class size was 16 and the median was 18, consistent with the maximum of 18 allowed by the program guidelines, with nearly all (98%) of the classes having a maximum class size of 18 or fewer.<sup>a</sup> Again, similarly to previous years, sites operated for an average of 6.4 hours per day, in accord with the guidelines requiring programs to operate for 6- to 6-1/2 hours per day, consistent with the length of a regular school day. Almost all classes (99%) reported operating at least 6 hours per day.

In the fourth year of the program, nearly all sites (90%) operated for the full 10 months. The total days of operation averaged 170 days, or 94% of the typical school year of 180 days specified in the program guidelines.

Children attended More at Four for an average of 134 days (SD=45), or about three-quarters of the school year, in 2004-2005. About two-thirds of the children (64%, 8,605) were enrolled for the full program year, with an average attendance rate of 155 days (SD=20). Approximately 11% (1,433) of the children withdrew before the end of the program year. Of the children who withdrew prior to the end of the year, about one-third (37%, 533) moved out of the service area, another third (30%, 426) left due to parent choice, and the remainder (33%, 474) withdrew for other reasons. In addition, a small number of children (0.2%, 31) changed to a different More at Four class during the school year.

**All individual classrooms reported using one of the curricula recommended in the More at Four guidelines.** The 2004-2005 guidelines recommended that classrooms use a research-based curriculum from those reviewed and recommended by the More at Four Curriculum Review Committee. A large majority of classrooms (79%) used Creative Curriculum<sup>9</sup>, with smaller numbers of classes implementing Bright Beginnings<sup>10</sup> (14%), and High/Scope (7%)<sup>11</sup>, and very few utilizing Montessori or some combination of these curricula. (See Table 3.)

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<sup>a</sup> The highest maximum class size reported was 19, reported by 22 classrooms. Of these 22 classrooms, 21 were located in one county that was granted an exception and permitted to have up to 19 children per class.

**Table 3. Distribution of Classrooms by Primary Curriculum Type**

n=1,027

Curriculum Type <sup>a</sup>	Number	Percent
Creative Curriculum <sup>b</sup>	809	78.8%
Bright Beginnings <sup>c</sup>	143	13.9%
High/Scope <sup>d</sup>	69	6.7%
Bright Beginnings & Creative Curriculum	1	0.1%
Creative Curriculum & High/Scope	1	0.1%
Montessori	4	0.4%

### **What were the qualifications of the More at Four program staff?**

According to the More at Four program guidelines, individual classrooms are given 4 years to meet the More at Four program standards around qualifications of lead teachers, assistant teachers, and site administrators. Accordingly, the guidelines include a set of specifications for provisional approval which local programs are expected to meet in the interim while working toward the program standards, although exceptions to these guidelines have been granted when appropriately credentialed staff could not be found. In addition, in some cases, the guidelines distinguish between public school and community settings. (See Appendix A for a description of the guidelines related to staff qualifications.)

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<sup>a</sup> The Bank Street curriculum was also included in the guideline recommendations, but no classrooms reported it as the primary curriculum.

<sup>b</sup> Of classrooms using Creative Curriculum alone or in combination with another curriculum, 9 classrooms reported using the 1<sup>st</sup> edition, 4 classrooms reported using the 2<sup>nd</sup> edition, 34 classrooms reported using the 3<sup>rd</sup> edition, 671 classrooms reported using the 4<sup>th</sup> edition, and 92 classrooms did not report the edition used.

<sup>c</sup> Of classrooms using Bright Beginnings alone or in combination with another curriculum, 4 classrooms reported using the 1<sup>st</sup> edition, 126 classrooms reported using the 2<sup>nd</sup> edition, and 14 did not report the edition used.

<sup>d</sup> Of classrooms using High/Scope alone or in combination with another curriculum, 47 reported using edition 2, and 22 classrooms did not report the edition used.

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**More at Four teachers and site administrators reported fairly high levels of education and licensure/credentials, with slight increases compared to prior years of the program.**

Classrooms are given 4 years to meet the standards for staff qualifications (education and licensure/credentials) from the time the More at Four classroom is established, with many individual staff meeting some or all of these standards by the fourth year of the program. Lead teacher education levels overall were similar to or higher than those typically reported in pre-kindergarten or child care programs<sup>12, 13</sup>. Slight increases in staff education and credentials have occurred each year, generally with changes in accord with the program guidelines. As found in previous years of the More at Four Program, staff in public school settings tended to be more highly qualified than staff in community settings, both in terms of education and credentials.

Lead and Assistant Teachers

Lead teachers in public school settings were more likely than lead teachers in community settings or assistant teachers in either setting to meet the More at Four program goals for education and licensure/credentials. Almost all (99%) lead teachers in public schools and about two-thirds (65%) of lead teachers in community settings held bachelor's degrees or higher. In contrast, fewer than half (43%) of the assistant teachers had associate's degrees or higher (50% in public schools and 35% in community settings). (See Table 4.)

Licensure/credential levels were also much higher for public school lead teachers than for other teaching staff. The goal for lead teachers stated in the program guidelines was to have certified teachers with B-K or preschool add-on licenses. Approximately three-quarters (75%) of lead teachers in public schools held B-K or preschool add-on licenses compared to 15% of those in community settings. (See Table 5.) However, almost another two-thirds (65%, 336) of the lead teachers in community settings met the criteria for provisional approval (held at least an associate's degree and were working toward a B-K or preschool add-on license). In addition, another 18% (111) of lead teachers in public school settings met the criteria for provisional approval (held at least a bachelor's degree and were working toward a B-K or preschool add-on license).

Few assistant teachers held a CDA credential or higher (11%), with slightly higher figures for community settings (15%) than public school settings (9%). The stated program goal for assistant teachers included options related to either credentials/licensure (CDA credential or higher) or education (associate's degree or higher). Almost half (49%, 561) of all assistant teachers met the stated goal, with slightly higher proportions in public school (49%, 321) than community settings (46%, 228). In addition, another 28% (179) of assistant teachers in public school settings reported they met the No Child Left Behind (NCLB) standards. Exceptions to meeting the program goal were granted for assistant teachers in public school settings who met the NCLB standards, in conjunction with evidence of additional early childhood coursework and/or experience. In addition, 32% (361) of all assistant teachers met the criteria for provisional approval of holding a high school diploma and working toward a CDA (or higher credential/license) or an associate's degree, with a much higher proportion of teachers in community settings meeting these criteria (48%, 237) than in public school settings (19%, 124).

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In year 4, slight increases in educational levels from previous years were noted for lead teachers, especially for those with bachelor's degrees or higher in public school settings (e.g., 4 percentage point increase from year 3) and with associate's degrees or higher in community settings (3 percentage point increase from year 3). For assistant teachers, slight increases in those with bachelor's degrees were found in community settings (3 percentage point increase from year 3), and in the proportion with associate degrees in public school settings (5 percentage point increase from year 3). In terms of licensure and credentials, a higher proportion of lead teachers with B-K or preschool add-on licenses in public school settings were noted in year 4 (9 percentage point increase from year 3). For lead teachers in community settings, increases in those with CDA (6 percentage point increase) and NCECC (13 percentage point increase) credentials were found, but no increases were found for licensed teachers. Similarly, substantial increases in the percentage of assistant teachers with the NCECC were found (11 percentage point increase overall from year 3; 9 percentage points in public settings and 19 percentage points in community), with slight decreases for those with CDA credentials (3 percentage point decrease for public school settings, 2 percentage point decrease for community settings). Further, there were decreases in both settings in the proportion of assistant teachers with no credential (6 percentage point decrease in public school settings and 17 percentage point decrease in community settings).

Site Administrators

The education and credential levels of site administrators tended to be fairly high, with (not unexpectedly) higher levels for those in public school than community settings. Although the program guidelines specify different goals for administrators by setting, those in public school settings were still more likely to meet these standards than those in community settings. Nearly all (99.7%) administrators in public settings held a bachelor's degree or higher, compared to 62% in community settings. (See Table 6.) Nearly all (96%) public school administrators held principal's licenses<sup>14</sup>. For directors in community settings, 45% held a Level III North Carolina Early Childhood Administrator Credential or a principal's license and another 37% held a Level II credential. In addition, 14% of these directors reported working on their Level III credential and 8% reported working on their Level II credential. (See Table 7.)

Fewer changes from previous years were noted for site administrators, although the proportion of directors with associate's degrees in community settings increased (4 percentage points from year 3), with very slight increases (1-2 percentage points) for higher educational levels. Increases were also noted in the proportion of community setting administrators with NCECAC Levels I through III administrator credentials (increases of 3, 7, and 9 percentage points respectively at each level), and a concomitant decrease in those with no credentials (15 percentage points).

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**Table 4. Education Levels of More at Four Teachers**

Highest Degree Earned	Lead Teachers			Assistant Teachers		
	Public School Settings n=615	Community Settings n=518	All Settings n=1133	Public School Settings n=650 <sup>a</sup>	Community Settings n=496	All Settings n=1146
MA/MS or higher	15.1% (93)	4.2% (22)	10.2% <sup>b</sup> (115)	0.8% (5)	0.0% (0)	0.4% (5)
BA/BS	83.6% (514)	61.2% (317)	73.3% <sup>c</sup> (831)	15.8% (103)	15.3% (76)	15.6% <sup>d</sup> (179)
AA/AAS	1.0% (6)	29.5% (153)	14.0% <sup>e</sup> (159)	32.8% (213)	20.0% (99)	27.2% <sup>f</sup> (312)
HS diploma/ GED	0.3% (2)	5.0% 26	2.5% <sup>g</sup> (28)	50.5% (328)	64.7% (321)	56.6% <sup>h</sup> (649)
Less than HS diploma	0.0% (0)	0.0% (0)	0.0% (0)	0.2% (1)	0.0% (0)	0.1% (1)

<sup>a</sup> These data include one teacher who served in both a public setting and a community setting.

<sup>b</sup> Of lead teachers across all settings, 1 holding a MA/MS reported working toward a Ph.D.

<sup>c</sup> Of lead teachers across all settings, 15 holding BA/BS degrees reported working toward an MA/MS or higher

<sup>d</sup> Of assistant teachers across all settings, 5 holding BA/BS degrees reported working toward an MA/MS or higher.

<sup>e</sup> Of lead teachers across all settings, 108 holding AA/AAS degrees reported working toward a BA/BS.

<sup>f</sup> Of assistant teachers across all settings, 30 holding AA/AAS degrees reported working toward a BA/BS or higher.

<sup>g</sup> Of lead teachers across all settings, 7 holding high school diplomas/GED's reported working toward a BA/BS and 20 reported working toward an AA/AAS.

<sup>h</sup> Of assistant teachers across all settings, 25 holding high school diplomas/GED's reported working toward a BA/BS and 318 reported working toward an AA/AAS.



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**Table 5. Licensure/Credential Levels of More at Four Teachers**

Highest License/ Credential <sup>a</sup>	Lead Teachers			Assistant Teachers		
	Public School Settings n=615	Community Settings n=518	All Settings n=1133	Public School Settings n=650 <sup>b</sup>	Community Settings n=496	All Settings n=1146
B-K or Preschool add-on License	75.3% (463)	14.5% (75)	47.5% (538)	0.5% (3)	0.6% (3)	0.5% (6)
Provisional B-K License	0.0% (0)	0.6% (3)	0.3% (3)	0.0% (0)	0.0% (0)	0.0% (0)
Other Teacher's License	13.5% (83)	9.1% (47)	11.5% (130)	2.8% (18)	0.4% (2)	1.7% (20)
CDA Credential	0.7% (4)	9.7% (50)	4.8% (54)	5.8% (38)	13.5% (67)	9.2% (105)
NCECC	1.1% (7)	29.0% (150)	13.9% (157)	25.7% (167)	59.3% (294)	40.2% (461)
None	9.4% (58)	37.2% (193)	22.2% (251)	65.2% (424)	26.2% (130)	48.3% (554)

<sup>a</sup> Note: B-K = Birth-Kindergarten, CDA = Child Development Associate, NCECC = North Carolina Early Childhood Credential. Other teacher's license includes non-early childhood licenses and licenses from other states. No teachers reported having another type of provisional license other than B-K.

<sup>b</sup> These data include one teacher who served in both public and community settings.

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**Table 6. Education Levels of More at Four Site Administrators**

<b>Highest Degree Earned</b>	<b>Public School Settings</b> n=375 <sup>a</sup>	<b>Community Settings</b> n=310	<b>All Settings</b> n=685
PhD/EdD	13.3% (50)	1.3% (4)	7.9% (54)
MA/MS	80.8% (303)	19.4% (60)	53.0% <sup>b</sup> (363)
BA/BS	5.6% (21)	41.0% (127)	21.6% <sup>c</sup> (148)
AA/AAS	0.3% (1)	25.5% (79)	11.7% <sup>d</sup> (80)
HS diploma/ GED	0.0% (0)	12.9% (40)	5.8% <sup>e</sup> (40)

<sup>a</sup> Includes 2 site directors that reported working at both a public school and a community setting.

<sup>b</sup> Of site administrators across all settings, 8 holding MA/MS degrees reported working toward a PhD/EdD.

<sup>c</sup> Of site administrators across all settings, 8 holding BA/BS degrees reported working toward an MA/MS.

<sup>d</sup> Of site administrators across all settings, 34 holding AA/AAS degrees reported working toward a BA/BS or higher.

<sup>e</sup> Of site administrators across all settings, 3 holding high school diplomas/GED's reported working toward a BA/BS and 22 reported working toward an AA/AAS.

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**Table 7. Licensure/Credential Levels of More at Four Site Administrators**

<b>Highest License/ Credential Earned<sup>a</sup></b>	<b>Public School Settings n=375</b>	<b>Community Settings n=310</b>	<b>All Settings n=685</b>
Principal's License	96.0% (360)	2.3% (7)	53.6% (367)
NCECAC Level III	1.9% (7)	42.3% (131)	20.1% <sup>b</sup> (138)
NCECAC Level II	0.0% (0)	36.5% (113)	16.5% <sup>c</sup> (113)
NCECAC Level I	0.8% (3)	15.8% (49)	7.6% <sup>d</sup> (52)
None	1.3% (5)	3.2% (10)	2.2% <sup>e,f</sup> (15)

<sup>a</sup> Note: NCECAC = North Carolina Early Childhood Administration Credential

<sup>b</sup> 1 site administrator in a public setting with a NCECAC Level III credential reported working toward a Principal License.

<sup>c</sup> 41 site administrators in community settings with a NCECAC Level II credential reported working toward a NCECAC Level III credential.

<sup>d</sup> 24 site administrators in community settings with a NCECAC Level I credential reported working toward a NCECAC Level II credential and 1 reported working toward a NCECAC Level III credential.

<sup>e</sup> 1 site administrator in a public setting with no certification or license reported working toward a Principal's License.

<sup>f</sup> 1 site administrator working in a community setting with no certification or license reported working toward a NCECAC Level I credential.

## WHO WAS SERVED BY THE MORE AT FOUR PROGRAM?

### What were the demographic characteristics of the children served in the More at Four Program?

**The More at Four Program continued to serve a diverse group of children in its fourth year of operation.** The demographic characteristics of the children served during the fourth year were generally similar to those served in previous years of the program. About half of the children served in 2004-2005 were male (51%) and half were female (49%). Nearly all (98%) children were North Carolina residents and almost all (97%) were US citizens (although these criteria are not required for program eligibility). The children represented a variety of ethnic and racial backgrounds, including 40% African-American, 33% Caucasian, 19% Latino, and small percentages of children of other racial and ethnic groups. (See Figure 3.)

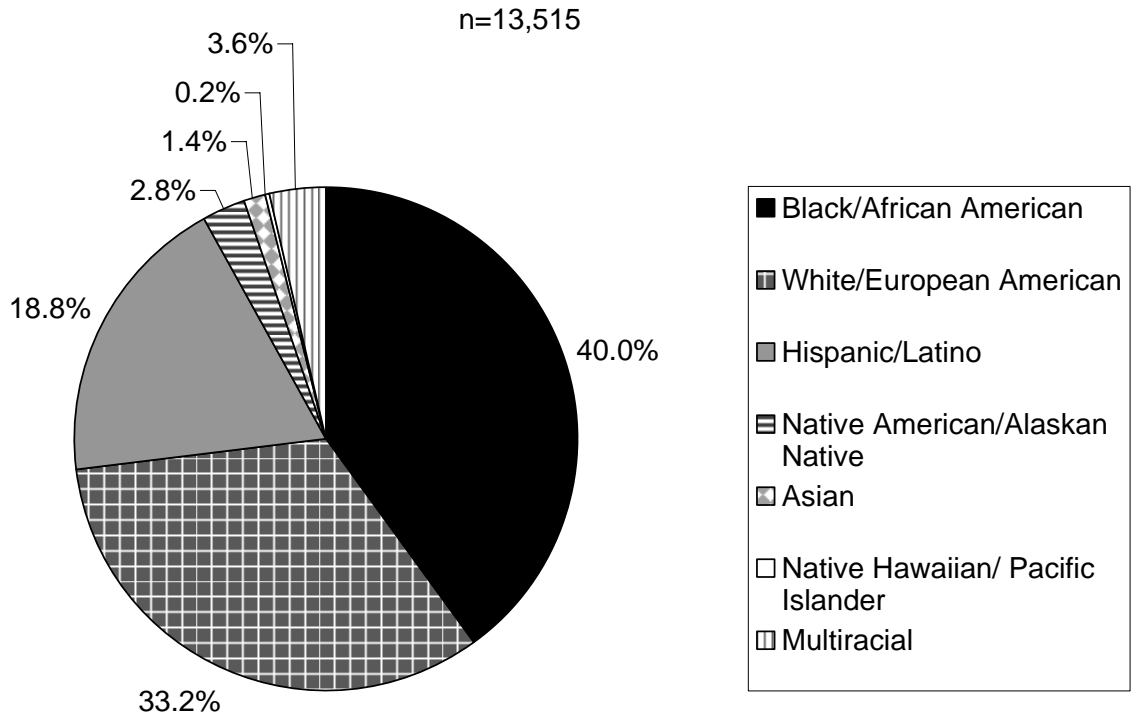
All children were 4 years old as of October 16, 2004, in accord with the program guidelines. The average child age at program entry was 4.4 years (range 3.7-5.6 years), with children enrolling in the program later in the school year tending to be older than those enrolling earlier.

More at Four children lived in households with an average of 4 family members (including the More at Four child). These families had low incomes, with a mean family income of \$17,444, and half the families having incomes at or below the median of \$16,120. (See Table 8.) Most (76%) of the children's primary caregivers were employed.

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**Figure 3. Distribution of Ethnicity/Race for More at Four Children.**



**Table 8. Family Characteristics of More at Four Children.**

<b>Household Composition</b>	<b>Mean / Median</b>	<b>SD</b>	<b>Range</b>	<b>N</b>
Total Household Size	4.0 / 4	1.3	1-13	13,515
Family Yearly Income <sup>a</sup>	\$17,444 / \$16,120	\$12,023	\$0-61,644	13,447

<sup>a</sup> Note: Family income data exclude the upper ½% of the range, to eliminate extreme outliers likely to be erroneous values.

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**A significant proportion of the children served in More at Four had an identified disability (7%), slightly above the estimated US population average of 6%<sup>15</sup>.** Of all the children attending More at Four during the fourth year, 7% (889) were reported as having some type of identified disability. Approximately 3% (359) of all children attending More at Four were referred for a disability evaluation during their time in More at Four, and an additional 7% (943) were referred for a disability evaluation prior to enrollment in More at Four. Of the children with identified disabilities, 84% (714/851 reported) had an active Individualized Education Plan (IEP) and 86% (725/839 reported) were receiving special services. Of the children with identified disabilities (one or more categories), more than three-quarters (77%) were diagnosed with speech/language impairments and approximately one-quarter (27%) were identified as Preschool Developmentally Delayed, with small numbers reported for other categories of impairments. (See Table 9.)

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**Table 9. Frequency of Types of Identified Disabilities.**  
n=883<sup>a</sup>

<b>Disability Category</b>	<b>Number<sup>b</sup></b>	<b>Percent</b>
Speech/Language Impaired	683	77.3%
Preschool Developmentally Delayed	234	26.5%
Other Health Impaired	42	4.8%
Behaviorally/Emotionally Disabled	34	3.9%
Hearing Impaired	23	2.6%
Orthopedically Impaired	23	2.6%
Autistic	16	1.8%
Visually Impaired	15	1.7%
Specific Learning Disabled	13	1.5%
Multi-handicapped	5	0.6%
Deaf-Blind	5	0.6%
Severe/Profound Mentally Disabled	1	0.1%
Traumatic Brain Injured	1	0.1%
Trainable Mentally Disabled	0	0%
Educable Mentally Disabled	0	0%

<sup>a</sup> Disability category information was not reported for 6 children.

<sup>b</sup> Note that more than one type of disability could be reported for each child. Multiple categories were indicated for 164 children, including 131 with two types, 27 with three types, 4 with four types, 1 with seven types, and 1 with ten types.

### **Did the children served by the More at Four Program meet the program guidelines in terms of eligibility and service priority status?**

The 2004-2005 program guidelines required programs to use the revised Model II eligibility criteria for determining children's eligibility for More at Four services. Under Model II, children's eligibility for the program is first determined by family income. Children in families with annual incomes at or below 75% of the state median income (SMI) level (based on income and family size) are eligible for the program. In addition, children in families with incomes above 75% SMI but at or below 300% of the federal poverty level are also eligible if they demonstrate at least one additional risk factor, including limited English proficiency, an identified disability, a chronic health condition, and/or developmental/educational need. Note that the program guidelines stipulate that up to 20% of the slots may be filled by children in this higher income group. (See Appendix A for further information on the program guidelines related to risk factor determinations and program eligibility.)

We gathered information about income levels and other risk factors for all children, and calculated total risk scores based on poverty status (<130% of federal poverty level = 5 points, 131-185% = 4, 186-200% = 3, 201-250% = 2, 251-300% = 0) and additional risk factors (1 point each). The average total risk factor score was 5.0 (SD=1.0), with scores ranging from 1 to 9.

**The program primarily served the intended population based on poverty status as well as other risk factors.** Almost all children (96%) had family incomes at or below 75% SMI. In addition, approximately three-quarters (74%) of the children were eligible for free lunch and another 16% were eligible for reduced price lunch. Approximately one-third (33%) of the children had at least one risk factor other than income, with 28% of all children having one additional factor, 5% having two, and less than 1% having three or four. Nearly one-fifth (17%) of all children were at additional risk based on limited English proficiency. Fewer children were at additional risk based on disability status (6% had an Individualized Education Plan), chronic health conditions (6%), or developmental/educational need (13%). These figures were similar to those for previous years, suggesting that the program has continued to serve a similar population of at-risk children even as it has expanded in scale. (See Table 10 for the distribution of risk factors.)



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**Table 10. Distribution of Children’s Risk Factor Status**

<b>Risk Factor</b>	<b>Risk Factor Level</b>	<b>Year 1 2001-02 n=1,244</b>	<b>Year 2 2002-03 n=6,125</b>	<b>Year 3 2003-04 n=10,833</b>	<b>Year 4 2004-05 n=13,515</b>
Family Income	Below 130% of poverty (eligible for free lunch)	78.3%	71.3%	74.3%	74.4%
	131-185% of poverty (eligible for reduced price lunch)	12.2%	13.7%	15.3%	16.4%
	186-200%				3.2%
	201-250%	9.5%	15.0% <sup>a</sup>	10.4% <sup>a,b</sup>	4.8%
	251-300%				1.3%
Limited English Proficiency	Family and/or child speak limited or no English in the home	17.7%	19.0%	18.1%	17.1%
Developmental/Educational Need	Child has developmental/educational need as indicated by performance results on a developmental screen	-- <sup>c</sup>	--	--	13.0%
Identified Disability	Child has an IEP	7.6%	7.9%	7.0%	5.7%
Chronic Health Condition(s)	Child is chronically ill/medically fragile	4.1%	2.9%	3.3%	5.5%

<sup>a</sup> In Years 1-3, the Model I eligibility criteria included only one category for families above 185% of poverty on the risk factor of family income.

<sup>b</sup> In Year 3, contracts had the option of using Model I or Model II for eligibility determination with the majority (75%) utilizing Model I.

<sup>c</sup> In Years 1-3, developmental/educational need was only considered as a risk factor for children in the highest family income category (above 185% poverty).

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**Programs were also serving the intended population based on service priority status, with the vast majority (78%) of children being unserved at the time of enrollment.** The first target of More at Four is reaching “unserved” at-risk children (i.e., those who are not in a pre-kindergarten program), and secondarily, reaching “underserved” at-risk children (i.e., those who are in a low-quality setting). (See Appendix A for program guideline definitions of service priority status levels.) More than three-quarters of the children served in More at Four each year since its inception were unserved at the time of enrollment, and the majority of children (60% or more) each year had never previously been served in any child care or preschool program, the highest service priority group. The absolute numbers of unserved and never served children have continued to grow each year, suggesting that the program has been successful in reaching the target groups, although the proportions have, not surprisingly, decreased slightly each year. In year 4, 78% (10,583) of the children attending More at Four were unserved at the time of enrollment and 60% (8,165) had never been served in a child care or preschool program. (See Table 11.)

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**Table 11. Distribution of Children by More at Four Service Priority Status at Time of Enrollment**  
n=13,515

<b>Service Priority Status</b>	<b>Year 1 2001-02</b>	<b>Year 2 2002-03</b>	<b>Year 3 2003-04</b>	<b>Year 4 2004-05</b>
<b><u>Unserved</u></b>				
Children who have never been served in any preschool or child care setting and meet eligibility requirements as defined in the Eligibility Model of the Guidelines.	74.7% (926)	71.2% (4364)	62.3% (6,788)	60.4% (8,165)
Children who are currently unserved (at home now but may previously have been in child care or preschool program) and are on the subsidy waiting list and meet eligibility requirements as defined in the Eligibility Model.	--	10.4% (637)	9.8% (1,072)	8.3% (1,121)
Children who are currently unserved (at home now but may previously have been in child care or some other preschool program) and are not eligible for subsidy, but who meet eligibility requirements as defined in the Eligibility Model.	-- <sup>a</sup>	7.3% (445)	11.1% (1,210)	9.6% (1,297)
Children identified during the More at Four recruitment efforts that meet eligibility requirements as defined in the Eligibility Model, are placed in a child care situation, and served for 5 months or less in the year prior to More at Four age eligibility.	--	-- <sup>b</sup>	-- <sup>c</sup>	3.2% (436)
<b><u>Underserved</u></b>				
Children who are eligible for subsidy but are not receiving it (but are in some kind of child care or preschool program) and meet eligibility requirements as defined in the Eligibility Model of the More at Four Guidelines.	11.9% (147)	3.0% (183)	5.6% (606)	3.4% (463)
Children who are in unregulated child care that does not meet the More at Four Pre-K standards and who meet eligibility requirements as defined in the Eligibility Model.	--	--	--	4.5% (608)
Other children who meet eligibility requirements as defined in the Eligibility Model, including those in pre-kindergarten or child care that does not meet More at Four standards.	13.4% (167)	8.1% (496)	11.2% (1215)	10.5% (1,425)

<sup>a</sup> The program guidelines for service priority status did not distinguish this category in Year 1.

<sup>b</sup> The program guidelines for service priority status did not distinguish this category in Year 2.

<sup>c</sup> The program guidelines for service priority status did not distinguish this category in Year 3.

## **Summary**

North Carolina's More at Four Pre-kindergarten Program, a statewide classroom-based program for at-risk children, has grown remarkably over its first four years. It has continued to expand substantially each year, although at a less rapid pace by the fourth year, in which over 13,000 children were served. Participation at the local county/region level was phased in over the first three years of the program, with the fourth year marking the first time all counties in the state had established programs to build upon at the start of the school year. Accordingly, most children participating in the program had the opportunity to attend for the complete school year in 2004-2005, with the vast majority of children (84%) and classrooms (94%) beginning by September. Nearly all sites operated for a full or nearly full program year, with 90% operating for the complete 10 months and a mean of 170 days of operation (out of 180 days possible), although children actually attended the program for slightly fewer days (mean=155 days for those who attended the full year). The median class size was 18, and while most children were in classrooms blending funding sources, the majority of children were funded through the More at Four Program.

The More at Four Program has continued to serve children in a variety of settings, as locally determined. Most children were in public school settings (50%) or for-profit child care centers (31%), with 11% in non-profit child care centers and 10% in Head Start (2% in public schools and 8% in community settings). Some significant differences in program characteristics were noted for public and community settings, some of which are to be expected given other requirements of these settings. Most notably, community settings as well as Head Start sites were more likely than public school settings to be licensed, with more than three-quarters of the classrooms in community and Head Start sites licensed at the two highest levels (5-star and 4-star). Lead teachers and administrators in public settings were more highly qualified than those in community settings in terms of education and credentials, with fewer differences in assistant teacher qualifications by setting type. Moreover, lead teachers and administrators, especially those in public settings, were more likely to meet the program standards than assistant teachers in any setting. The More at Four sites have demonstrated some continued improvement in teacher and administrator qualifications in accord with the program guidelines over the first four years of the program, with many staff working on higher level educational degrees and/or licensure/credentials. (Individual classrooms are given four years to meet the goals from the time they begin serving More at Four children.)

The More at Four Program served a variety of at-risk children, in accord with its mission. The children represented diverse racial/ethnic backgrounds and 7% had identified disabilities. A total of 3% of all children received a referral for a disability evaluation while attending More at Four, an indication that that the program is helping with early identification. The children enrolled in More at Four were largely from poor families, with 90% qualifying for free or reduced-price lunch. More than three-quarters were unserved at the time of enrollment, indicating that the local programs are doing a good job recruiting this highest service priority group and serving the intended population. In sum, while there are still some areas for improvement, most notably in terms of staff qualifications, the More at Four Program in its fourth year has become well-established at the local level, meeting most of the goals in terms of the characteristics of the services provided and the children served.

## Appendix A: More at Four Program Guidelines

### 2004-2005 Service Priority Status

A primary goal of the More at Four Pre-Kindergarten Program is to enroll those unserved at-risk children as defined below. Underserved at-risk children as defined below should be considered next.

#### Unserved Children

- a) Children who have **never** been served in any preschool or child care setting and meet eligibility requirements as defined in the **Eligibility Model** of the Guidelines. Children on the subsidy waiting list should be considered first.
- b) Children who are **currently unserved** (at home now but may previously have been in child care or preschool program) and are on the subsidy waiting list and meet eligibility requirements as defined in the **Eligibility Model**.
- c) Children who are **currently unserved** (at home now but may previously have been in child care or some other preschool program) and are not eligible for subsidy, but who meet eligibility requirements as defined in the **Eligibility Model**.
- d) Children identified during the More at Four recruitment efforts that meet eligibility requirements as defined in the **Eligibility Model**, are placed in a child care situation, and served for 5 months or less in the year prior to More at Four age eligibility.

#### Underserved Children

- a) Children who are eligible for subsidy but are not receiving it (but are in some kind of child care or preschool program) and meet eligibility requirements as defined in the **Eligibility Model** of the More at Four Guidelines.
- b) Children who are in unregulated child care that does not meet the More at Four Pre-K standards and who meet eligibility requirements as defined in the **Eligibility Model**.
- c) Other children who meet eligibility requirements as defined in the **Eligibility Model**, including those in pre-kindergartens or child care that do not meet More at Four standards. This is the last resort and documentation that children who fit the unserved category were diligently recruited should be available.

#### Exception

Fifty percent (50%) of the More at Four Pre-K slots designated to a site can be used to serve that site's three-year-old children when they become age eligible for More at Four, if they also meet eligibility guidelines as defined in the **Eligibility Model** of the More at Four Pre-Kindergarten Program Guidelines and Requirements.

Source: More at Four Pre-Kindergarten Program Guidelines and Requirements, January 2005

## 2004-2005 Criteria for Identifying At-Risk Children

### More at Four Pre-Kindergarten Program Eligibility/Enrollment Scorecard

(Effective SFY 2004-2005 - revised July 22, 2004)

<b>Child's Name:</b> _____	<b>Birth Date:</b> _____
<b>Address:</b> _____	
<b>City:</b> _____	<b>Zip:</b> _____ <b>Phone:</b> ( ) _____

**A. Eligibility Factors:**

- 1) Will the child be four years of age on or before **October 16<sup>th</sup>** of the current year?  
**Yes** \_\_\_ (Continue)                      **No** \_\_\_ (Discontinue, not eligible for M@4)
  
- 2) What is the annual family gross income? \_\_\_\_\_ What is the family size? \_\_\_\_\_
  
- 3) Is the annual family gross income at or below 75% of the State Median Income (SMI)?  
**Yes** \_\_\_ (**Child is eligible for M@4, move to question 6**)    **No** \_\_\_ (**Move to question 4**)
  
- 4) Does the family's income fall above 75% of SMI but at or below 300% of the federal poverty level ?  
**Yes** \_\_\_ (Continue)                      **No** \_\_\_ (Discontinue, not eligible for M@4)
  
- 5) a. Does the child have additional risk factors (check all that apply below)?

<b>Child/Family above 75% of SMI and at or below 300% of Federal Poverty Level</b>	
<b>Does child have risk factors? (Check all that apply)</b>	
Limited English Proficiency	
Identified Disability (IEP)	
Chronic Health Condition(s)	
Developmental/Educational Need	

- b. Is one condition checked in the table above?  
**Yes** \_\_\_ (**Child is eligible for M@4, move to question 6**)    **No** \_\_\_ (**Child not eligible**)

**No more than 20% of a county/region's More at Four slots may be filled with children from families with incomes above the 75% of the State Median Income level.**

- 6) Select the appropriate % of Poverty category (For TANF MOE purposes only).

<b>% of Poverty Category</b>	<b>Check one</b>
130% of Poverty and below	
131 - 185% of Poverty	
186 - 200% of Poverty	
201 - 250% of Poverty	
251 - 300% of Poverty	

Source: More at Four Pre-Kindergarten Program Guidelines and Requirements, January 2005

## **2004-2005 Staff Credentials and Standards**

### **Teacher Licensing and Credentials**

#### **1. Teachers**

**All teachers will hold Birth-Kindergarten (B-K) or Preschool Add-on licensure. When teachers have less than the required credential, the following requirements apply:**

##### **a. Provisional Approval**

###### **(i) Public Schools**

(a) Teachers will hold at least a BA/BS degree and provisional license and be working toward B-K licensure/Preschool Add-on.

###### **(ii) Other Child Care/Pre-Kindergarten Settings**

(a) Teachers will hold a minimum of an Early Childhood Education/Child Development (ECE/CD) associate degree and be working toward B-K licensure; or

(b) Teachers will hold a BA/BS in ECE/CD or a related field (as defined by the local education agency) and be working toward B-K licensure/Preschool Add-on.

###### **(iii) Time Limit for Provisional Licensure/Approval**

(a) Provisional approval will be given for an absolute maximum of **four years**. After this time the classroom will have a fully certified teacher or funding for that class will not be approved.

(b) Progress toward B-K or Pre-school Add-on licensure will be considered a minimum of six documented semester hours per year. The local More at Four contractor will maintain documentation of the progress towards the required standard.

**b. Teachers in More at Four classrooms shall not serve as the administrator of the child care center while assigned to a More at Four classroom.**

#### **2. Teacher Assistants**

**All assistants will hold a CDA (Child Development Associate) credential.** An Early Childhood Education/Child Development (ECE/CD) associate degree is strongly encouraged. When teacher assistants have less than a CDA or an ECE/CD associate degree the following requirements apply:

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**a. Provisional Approval – Other Child Care/Pre-Kindergarten Settings**

- (i) Assistants will hold high school diploma or GED equivalent and be working toward the CDA (minimum) or ECE/CD associate degree.
- (ii) Progress toward the CDA or ECE/CD will be considered a minimum of six documented semester hours per year.

**b. Exception**

- (i) Public schools: Teacher assistants employed by public schools are exempt from this requirement to hold a CDA if they meet the following:
  - a. Meet the employment requirements outlined by the federal “No Child Left Behind” (NCLB) legislation, and have one of the following:
    - i. Six documented hours of coursework in early childhood education, **or**
    - ii. Two years of work experience in an early childhood setting.
- (ii) Non-public schools: Teacher assistants working in private settings with a BS/BA in early childhood or child development or a related field (as defined by the local education agency) would meet the education requirement.

**Administrator Credentials**

**1. Public Schools**

- a. Principal licensure is required.
- b. All principals/directors are encouraged to hold a BS degree or complete coursework in ECE/CD.

**2. Other Child Care/Pre-Kindergarten Settings**

Directors/administrators of private child care/pre-kindergarten settings must have a **North Carolina Early Childhood Administrative Credential (NCECAC) Level III**. When the director/administrator has less than the required **NCECAC Level III**, the following will apply:

- a. Provisional approval will be given for a **maximum of four years** for the director/administrator with NCECAC to obtain the **NCECAC Level III**.
- b. Progress toward NCECAC Level III will be considered a minimum of six documented semester hours per year. The local More at Four contractor will maintain documentation of the progress towards the required standard.

Administrators of More at Four sites shall not serve as the More at Four teacher.

Source: More at Four Pre-Kindergarten Program Guidelines and Requirements, January 2005



## **Appendix B: Evaluation Methods**

### **Program Characteristics and Services**

Data from monthly reports of child and program characteristics submitted by each local contract were analyzed to examine program characteristics and services.

#### **Participating Contracts**

Each local More at Four contract, representing a county or a multi-county region, was responsible for submitting monthly service reports via an online data collection tool, the More at Four Reporting System (MAFREPS). The data on which the current report is based represent submissions by all 91 local contractors (100 counties) providing services to children in 2004-2005.

#### **Procedure**

MAFREPS is a web-based reporting system specifically designed to collect information about More at Four services. Local contractors enter information in MAFREPS at four levels—contract, site, classroom, and child—hierarchically linked within the system. Contract information includes slots allocated, contracting agency, and contact information for contractor. Site information includes type of site (public school, Head Start administered by public school, non-public school Head Start, private non-profit child care center, private for-profit child care center), NC licensing star rating level, operation days for each month, teacher workdays for each month, site director/principal education and certifications/credentials, site contact information, and other identifying information. Classroom information includes start and end date of More at Four services for the year, type of classroom (Head Start, public pre-kindergarten, private child care center, or other), type of curriculum used, program hours of operation, total class size, More at Four slots allocated and filled, lead and assistant teacher education and certifications/credentials, and More at Four reimbursement allocation. Finally, child information includes date of birth, race, national citizenship, state residency, level on each risk factor at enrollment, service priority status at enrollment, household composition, household income, caregiver employment status, monthly attendance, disability status information (referral, evaluation, identification, and services), and other identifying information.

Data were entered directly into MAFREPS by local More at Four contractors for each month of operation between July 1, 2004 and June 30, 2005. MAFREPS data were downloaded by the FPG Evaluation Team each month following the due date for that month's report.

## End Notes

<sup>1</sup> The guidelines for determining eligibility changed in subsequent years. The current guidelines can be found at <http://www.governor.state.nc.us/Office/Education/Home.asp>.

<sup>2</sup> These numbers are based on the latest available data for 2004 population estimates for 4-year-olds in North Carolina (State Demographics Unit, <http://demog.state.nc.us>) and the reported percentages of children eligible for free or reduced-price lunch (NC Department of Public Instruction, 2003).

<sup>3</sup> Smart Start is a comprehensive early childhood initiative created in 1993 to ensure that all North Carolina children enter school healthy and ready to succeed. The program focuses on improving the quality of child care and providing health and family support services to children from birth to age five and their families. Program funds are distributed to 81 community partnerships serving all 100 North Carolina counties. For more information about Smart Start, visit the North Carolina Partnership for Children's website at <http://www.ncsmartstart.org/>.

<sup>4</sup> For further details, see *More at Four Pre-Kindergarten Program Guidelines and Requirements*, January 2005.

<sup>5</sup> For further information about program characteristics and services in years 1-3, reports are available from the FPG More at Four Evaluation website: [www.fpg.unc.edu/~mafeval](http://www.fpg.unc.edu/~mafeval).

<sup>6</sup> Peisner-Feinberg, E. S. (2003). *Child and Program Characteristics of the North Carolina More at Four Pre-kindergarten Program: Year 1 (January-June 2002)*. Chapel Hill, NC: FPG Child Development Institute University of North Carolina at Chapel Hill.

<sup>7</sup> Peisner-Feinberg, E.S. & Maris, C.L. (2005). *Evaluation of the North Carolina More at Four Pre-kindergarten Program: Year 2 Report (July 1, 2002-June 30, 2003)*. Chapel Hill, NC: FPG Child Development Institute.

<sup>8</sup> Peisner-Feinberg, E.S. & Maris, C.L. (2005). *Evaluation of the North Carolina More at Four Pre-kindergarten Program: Year 3 Report (July 1, 2003-June 30, 2004)*. Chapel Hill, NC: FPG Child Development Institute.

<sup>9</sup> 3<sup>rd</sup> edition: Dodge, D.T., & Colker, L.J. (1992). *The Creative Curriculum for Early Childhood Third Edition*. Washington, DC: Teaching Strategies Inc. 4<sup>th</sup> edition: Dodge, D.T., Colker, L.J. & Heroman, C. (2002). *The Creative Curriculum for Preschool Fourth Edition*. Washington, DC: Teaching Strategies Inc.

<sup>10</sup> Smith, E. (2001). *Charlotte-Mecklenburg Schools Bright Beginnings Pre-Kindergarten Curriculum (Revised)*.

<sup>11</sup> 1<sup>st</sup> Edition: Hohmann, M & Weikart, D. (1995). *Educating Young Children*. Ypsilanti, MI: High/Scope Press. 2<sup>nd</sup> Edition: Hohmann, M. & Weikart, D. 2002. *Educating Young Children Second Edition*. Ypsilanti, MI: High/Scope Press.

**Evaluation of the North Carolina More at Four Pre-kindergarten Program: Year 4 (2004-2005)  
Program Characteristics and Services**

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<sup>12</sup> Cost, Quality and Child Outcomes Study Team. (1995). *Cost, quality and child outcomes in child care centers: Public Report*. Denver, CO: Economics Department, University of Colorado at Denver.

<sup>13</sup> Bryant, D., Barbarin, O., Clifford, R., Early, D., & Pianta, R. (2005, June). *The National Center for Early Development and Learning: Multi-State study of Pre-kindergarten*. Presentation at the Head Start Seventh National Research Conference, Washington, DC.

<sup>14</sup> It is likely that the remaining 4% of administrators without a principal's license were directing programs located in public school settings, but were not the school principal.

<sup>15</sup> US Census Bureau. (1995). *Population Profile of the United States: 1995*. Washington, DC: U.S. Government Printing Office.



## **Other More at Four Evaluation Team Publications**

Child and Program Characteristics of the North Carolina More at Four Pre-kindergarten Program: Year 1 (January–June, 2002) Report and Executive Summary

Evaluation of the North Carolina More at Four Pre-kindergarten Program: Year 2 (July 1, 2002–June 30, 2003) Report and Executive Summary

Evaluation of the North Carolina More at Four Pre-kindergarten Program: Year 3 (July 1, 2003–June 30, 2004) Report and Executive Summary

Evaluation of the North Carolina More at Four Pre-kindergarten Program: Children's Longitudinal Outcomes and Classroom Quality in Kindergarten Report and Executive Summary

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