



NC Pre-K
Program
Evaluation
Project



Variations in Enrollment Practices in the NC Pre-K Program: 2016–2017 Statewide Evaluation



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We wish to acknowledge the members of our NC Pre-K Program Evaluation Team who assisted with this study: Research staff Dr. Treshawn Anderson, Shannon Casey, Stephanie Catlett, Elizabeth Gunn, Alexis Kokoska, Tom Leggett, Carla Moreno, Jennifer Osborne, Judith Owen, Maria Sanchez, Stefanie Schwartz, Gina Walker, and statistical consultant Dr. Margaret Burchinal.

In addition, we offer our appreciation to all those who participated in and assisted with this study, including the contract administrators, program contacts, and other staff for the NC Pre-K Program contracts, and the staff of the North Carolina Division of Child Development and Early Education.

Cover by Gina Harrison.

Suggested citation: Peisner-Feinberg, E. S., Van Manen, K.W., & Mokra, I. L. (201). *Variations in Enrollment Practices in the NC Pre-K Program: 2016-2017 Statewide Evaluation*. Chapel Hill, NC: The University of North Carolina, FPG Child Development Institute.

This study was funded by the North Carolina Division of Child Development and Early Education, Department of Health and Human Services. The opinions expressed in this report do not necessarily reflect those of the funding agency.

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Purpose of the NC Pre-Kindergarten Evaluation Study

The primary purpose of the 2016-2017 NC Pre-Kindergarten (NC Pre-K) Evaluation study was to examine variability in enrollment practices within the statewide Pre-K Program. Four major categories of enrollment practices were examined: recruitment, application, placement, and waitlist. The study involved all 91 local NC Pre-K Program contracts, with data gathered through both surveys and phone interviews. The results provided information about local variations in implementation of the NC Pre-K Program and how these variations impacted who was served and not served by the program; how placement decisions were made; who was on the waitlist (i.e., those who applied to the NC Pre-K Program but were not selected); and the extent of collaboration and coordination of NC Pre-K with other programs and agencies. Second, these data also were used to inform the feasibility and design of the subsequent year's evaluation utilizing a randomized controlled trial (RCT) design. These data provided information about how children were recruited and placed, which populations of children were served by the program, where there were sufficient waitlists to conduct random assignment into the program, and the likely make-up of the control group to help guide sample selection, study recruitment, and the development of procedures for collaborating with local Pre-K administrators and programs on the study.

In addition, key characteristics of the NC Pre-K Program during the 2016-2017 year, along with trends over time (2003-2004 to 2016-2017), were examined based on statewide administrative data (NC Pre-K Kids and NC Pre-K Plan). Information examined included characteristics of the local NC Pre-K settings, the children served, the qualifications of teachers, and the distributions and counts of program participants and service providers. Since the inception of the statewide Pre-K program in North Carolina in 2001–2002, the evaluation has been conducted by the FPG Child Development Institute at the University of North Carolina-Chapel Hill. See the Appendix for a list of previous reports for further information about prior years.

Overview of the NC Pre-Kindergarten Program

NC Pre-K is a state-funded educational program for eligible 4-year-olds, designed to enhance their school readiness skills. Initiated in 2001–2002, the program became statewide by 2003–2004.¹ Since its inception, the statewide pre-k program has served over 375,000 children. According to program guidelines,¹ children are eligible for NC Pre-K primarily based on age and family income. Children must be four years old by August 31 of the program year, with a gross family income at or below 75% of state median income. Within a local program, up to

¹ In 2011, the North Carolina General Assembly transferred the existing state pre-k program from the Department of Public Instruction (DPI) to the Division of Child Development and Early Education (DCDEE) in the North Carolina Department of Health and Human Services (DHHS) and renamed it from the More at Four Pre-Kindergarten Program to the North Carolina Pre-Kindergarten Program.

20% of age-eligible children with higher family incomes may be enrolled if the child has at least one of the following additional factors: limited English proficiency, identified disability, chronic health condition, or educational need as indicated by results from developmental screening. In addition, children with a parent serving in the military are eligible regardless of family income or other eligibility factors.² NC Pre-K provides funding for serving eligible children in classroom-based educational programs in a variety of setting types, including public schools, Head Start, and private child care centers (both for-profit and nonprofit).

The requirements for NC Pre-K are designed to provide a high-quality, classroom-based educational experience for children, and to ensure uniformity in the program across the state, to the extent possible. The NC Pre-K Program operates on a school day and school calendar basis for 6-1/2 hours/day and 36 weeks/year. Local sites are expected to meet a variety of program standards around curriculum, screening and assessment, training and education levels for teachers and administrators, class size, adult:child ratios, North Carolina child care licensing levels, and provision of other program services.ⁱ Class sizes are restricted to 18 children with a lead and assistant teacher, with adult:child ratios of 1:9. Lead teachers are required to hold or be working toward a NC Birth through Kindergarten (B-K) license or the equivalent and assistant teachers are required to hold or be working toward an Associate Degree in early childhood education or child development (ECE/CD) or a Child Development Associate (CDA) credential. Classroom activities and instruction are based on the state early learning standardsⁱⁱ and an approved curriculum; classroom staff are expected to conduct developmental screenings and ongoing assessments to gather information on individual children's growth and skill development as well as to inform instruction. Monthly reimbursement rates by the NC Pre-K Program vary by the type of classroom and teacher qualifications, ranging from up to \$400 per child (in Head Start sites) to a maximum of \$650 (private sites with a B-K-licensed lead teacher), with an average annual cost per child estimated at \$5,534, representing 61% of the total cost of \$9,126.ⁱⁱⁱ

The program is administered at the state level by the Division of Child Development and Early Education (DCDEE), NC Department of Health and Human Services (NC DHHS), which then contracts with county or multi-county administrators to oversee local implementation. Contract administrators are primarily either local public school systems or local Smart Start partnerships, and must include collaboration among members of the local early childhood community (e.g., local public school systems, local Smart Start partnerships, Head Start, child care providers, resource and referral agencies) through an oversight committee.

² This eligibility factor was added to the program guidelines in 2007–2008.

Method

Participants

Participants in the study included contract administrators, or their designees, representing the 91 local program contracts administered by the state. NC Pre-K contracts entail county or multi-county level administration of the local program, overseen by the school system (local education agency, LEA), Smart Start partnership, or occasionally other community agencies. All 91 contract administrators responded to the brief screeners that were sent to determine the best respondent for the surveys and phone interviews. Based on the responses to the brief screeners, 89 contracts were included in the surveys and phone interviews, with a 100% participation rate for both. Two contracts were excluded because decision-making for all of the relevant practices was handled at the individual site level rather than centrally at the contract level. Participants included 28 (31%) contract administrators, 51 (57%) program contacts (an officially designated role within the contract), and 10 (11%) other individuals (e.g., NC Pre-K Program Director, Coordinator, or Manager). The respondents were determined based upon the individuals indicated as having the primary responsibility for recruitment, placement, and waitlist practices at the contract level. Of the 89 respondents, 51% (n=45) represented contracts administered by a local Smart Start partnership, 46% (n=41) represented LEAs, and 3% (n=3) represented other agency types (e.g., community action agencies, including Head Start grantees).

Measures and Procedures

Brief Screeners

The brief screener was an initial online survey conducted via Qualtrics used to determine the best respondent for each NC Pre-K contract for the survey and phone interview. The brief screener consisted of three primary questions asking for contact information for the best person to provide information about recruitment, placement, and waitlist processes for the NC Pre-K contract.

Surveys

The survey was an online measure conducted via Qualtrics to gather basic information from each NC Pre-K contract about recruitment, application, placement, and waitlist practices. The survey consisted of 25 questions in multiple-choice, yes/no, or numerical format, with the exception of items requesting unique information (i.e., specify "other"). The surveys were gathered over a one-month period (10/25-11/22/16). Up to three reminders were sent via email, with follow-up phone calls and emails as needed for the final 10% of the sample.

Phone Interviews

The phone interview involved a more in-depth measure of recruitment, application, placement, and waitlist practices, designed to gather information about the particular processes used for decision-making and implementation by local NC Pre-K Programs. The phone interviews were conducted using a semi-structured interview protocol, consisting of 21 questions/topics with accompanying probes used as needed. Each interview lasted approximately 1 hour (mean=52.2 min, SD=11.5, range=30-82), and occurred over a 5-week period (10/31-12/5/16). A team of 8 research assistants were trained by study investigators to conduct and record the interviews, including modeling with scripted responses and paired practice sessions, and had to meet proficiency standards prior to gathering data. Interviewers took detailed notes on standard interview documentation forms designed to ensure that all interview questions/topics were covered during the session, and cleaned their data immediately following each interview (e.g., corrected misspelled words and grammatical errors and checked for completeness of responses). In occasional circumstances where the interviewer determined that further clarification or information was needed, a brief follow-up call was scheduled with the respondent.

The study investigators, along with two of the primary interviewers, developed a coding scheme to categorize responses to the open-ended questions for the phone interview data. Codes were generated to capture the specific recruitment, application, placement and waitlist processes used by contracts; how and when these processes were implemented; who implemented these processes; and how well these processes functioned. Each type of interview question was examined to determine whether responses could be classified using one code (i.e., “code one”) or multiple codes (i.e., “code all that apply”) per respondent, as well as whether a single set of codes or more than one set of codes were needed to capture the full response (e.g., type of process and how well it worked). When possible, the same sets of codes were used across questions (e.g., types of strategies, effectiveness).

Using this coding scheme, the 89 interviews were coded by two of the research team members involved in developing the coding scheme. In addition, they both independently coded 20% of the interviews (n=19) to assess interrater reliability. Total number of agreements and disagreements were determined across all coded items, using a strict definition for agreement (i.e., a disagreement was counted each time one rater had a different code than the other rater). Interrater reliability scores were calculated using Cohen’s Kappa, with very high levels of agreement (mean K=0.95, range=0.61-1.0).

Statewide Administrative Data

Data on program characteristics were obtained from two statewide databases of service report data—NC Pre-K Plan (Plan) and NC Pre-K Kids (Kids). Data are entered by system users from

all local NC Pre-K contracts, each representing a county or multi-county region, with Plan data updated as needed and Kids data entered on a monthly basis. Plan data include hierarchically-linked information about the contracts (agency contact information), sites (site type, licensing star rating, number of classes, and program service dates), classrooms (curriculum, ongoing assessment tools, developmental screening tools, daily hours of operation, and class size), and teachers (teacher education and licensure/credentials). Kids data include hierarchically-linked information about the sites (operation days and teacher workdays), classrooms (total monthly enrollment and classroom composition—number of NC Pre-K and non-NC Pre-K children), and individual children in NC Pre-K (household composition; prior placement; race; ethnicity; gender; birth date; primary caregiver’s employment; payment reimbursement rate; attendance; and eligibility factors of family income level, limited English proficiency, developmental disability, identified educational need and/or IEP, chronic health condition, and parent military service). The NC Pre-K Program Evaluation Team downloaded, verified, corrected, and archived data from both systems monthly. The current report includes statewide data from the 2003–2004 through the 2016–2017 program years (July 1–June 30), focusing on the most recent year, along with comparisons of some key characteristics over time.

Analysis Approach

Pre-K Enrollment Practices

A mixed methods approach was used to analyze the survey and phone interview data within the four primary constructs of interest: recruitment, application, placement, and waitlist practices. The analysis process was based on a grounded theory approach^{iv}, first using an inductive analysis methodology, followed by a quantitative deductive methodology. First, codes were developed for all qualitative responses (see measures section for further information). Descriptive analyses were conducted on all survey and interview variables, including frequencies as well as means, standard deviations, and ranges as appropriate. These data were compared across sources and examined for patterns among key constructs.

Program Characteristics

Descriptive Analyses

Descriptive analyses were conducted to examine key characteristics for the NC Pre-K Program. Data from the statewide administrative databases (NC Pre-K Kids and NC Pre-K Plan) were examined for the current study year (2016-2017), including number of sites, classrooms, and children; class size and proportion of NC Pre-K children; days of attendance and operation; licensing ratings; curricula and assessments used; setting types; child characteristics; and teacher education and licensure/credentials.

Trends over Time

Trend analyses were conducted to examine whether there were changes in key program characteristics over time. Data were examined from the statewide administrative databases (NC Pre-K Kids and NC Pre-K Plan) for each program year from 2003–2004 (the first year the program was statewide) to 2016–2017 (the current year of the study). Data from each program year were considered to be independent. The characteristics examined included teacher qualifications (whether teachers had a bachelor’s degree or above, whether teachers had a B-K license or the equivalent, whether teachers had no credential), classroom setting types (public schools, private settings, and Head Start), and children’s prior placement (proportion never served, proportion not served at time of enrollment), with dichotomous variables created for each of the six teacher qualifications and setting type characteristics and continuous variables created for the two prior placement variables. Separate trend analyses were conducted for each of the eight key program characteristics, with R^2 ($1 - SS_{\text{residual}}/SS_{\text{total}}$) calculated to estimate the trend’s goodness-to-fit to the data. For these analyses, R^2 can range from 0 to 1, where 1 indicates perfect fit and $R^2 > 0.7$ indicates an acceptable linear trend.

Results

NC Pre-K Enrollment Practices

Results from the surveys and interviews conducted with the NC Pre-K contracts are reported across four major topics of enrollment practices: recruitment, application, placement, and waitlist. Within each topic, results are organized by key findings, with supporting evidence from both survey and interview data indicated, as appropriate.

Recruitment

Most NC Pre-K contracts believe that they are reaching most eligible applicants with their recruitment efforts, although some specific populations are more difficult to reach.

The majority of interview respondents (81%, n=72) believed that recruitment efforts were reaching most of the eligible pre-k population. When asked to estimate the proportion of families being missed, about 17% reported none were being missed, another one-third (34%) reported 10% or fewer were being missed, and another one-quarter (28%) reported up to 30%. Few respondents (5%) reported 50% or more being missed, and 15% reported that they were unable to estimate this figure (see [Table 1](#)). The most difficult populations to reach were those whose home languages were not English, families without existing community connections (e.g., those without a sibling already enrolled in school or child care or not already connected with social/community services), those without transportation, and more transient families (e.g., those who move frequently, homeless families; (see [Table 2](#)).

Most NC Pre-K Programs collaborate with other agencies around recruitment of children and families.

Based on survey responses, the vast majority of NC Pre-K Programs collaborated around recruitment with agencies related to the direct provision of child care services or related resources, such as local school systems (91%), Head Start programs (87%), child care programs (84%), and child care resource and referral agencies (79%). Collaboration with Department of Social Services (87%), public health centers (78%) and pediatricians' offices (61%) also was relatively high, although collaboration with other social services and health-related agencies was lower (see [Table 3](#)).

According to interview responses, most (82%) NC Pre-K Programs began the recruitment process in the early spring, between January and March. A small number indicated that they began recruitment earlier (5%) or later (8%), with the remainder reporting continuous recruitment throughout the year (6%). (See [Table 4](#).) In contrast, about one-third (34%) of the programs reported that they do not stop actively recruiting and almost another one-third (33%) do not stop actively recruiting until the end of the school year or close to it (between May and June or through spring). Smaller numbers (10%) indicated that they only continued active recruitment through the summer months (between July and August or summer) and even fewer

(2%) continued through the start of the school year (September or October). A few programs (6%) indicated that they discontinued recruitment once their slots were filled and one program indicated that these end dates varied by site. (See [Table 5](#).)

Successful recruitment strategies include both technology-based and print-based forms of communication.

When asked the types of methods used for distributing information about the NC Pre-K Program, survey respondents reported both technology-based strategies such as posting information on websites (92%) or using social media (74%) as well as print-based communication strategies such as sending information home via elementary schools (90%), posting information in community locations (90%), or newspaper ads (69%; see [Table 6](#)).

When asked which recruitment strategies were most successful, interview respondents reported both types of strategies as well, although these rates were somewhat lower than the use rates. The same methods were most frequently rated as effective or most effective for technology-based strategies – posting information on websites (49%) or using social media (51%) – and for print-based strategies – sending information home via elementary schools (74%) and posting information in community locations (55%), although newspaper ads (27%) were less frequently cited. One additional strategy, word of mouth (43%), also frequently was mentioned as successful (see [Table 7](#)). It is worth noting that, according to survey responses, these recruitment materials are offered in Spanish by most (92%, n=82) programs (in addition to English), with a few (5%, n=4) programs providing materials in other languages as well.

Different types of recruitment strategies were more successful with different types of families, particularly families with home languages other than English, those with existing community connections, and those who were younger, higher tech, or in the military.

Approximately three-quarters (74%) of the interview respondents indicated that certain strategies were more or less effective with particular types of families, with variability in the types of families and strategies indicated (see [Table 8](#)). For families with home languages other than English, recruitment techniques that were more successful involved more traditional forms of outreach, including both direct communication strategies such as word of mouth, sending information home through elementary schools and preschools, and collaboration with other agencies, as well as more indirect strategies such as posting information in community locations and radio/TV ads; in contrast, posting information on websites was considered a less successful strategy for this population. For families with deeper community connections (e.g., those with a sibling already enrolled in school or child care or already connected with social/community services), effective recruitment strategies included posting information in community locations and on websites, sending information home through elementary schools and preschools, and collaboration with other agencies. For families who were younger, more high tech, or in the military, more successful strategies were more technology-based, such as use of social media

and websites; in contrast, print forms of communication, such as newspaper ads were less successful with these populations.

Application

NC Pre-K Programs vary greatly in terms of the number of eligible applications received.

Survey respondents estimated an average of almost 400 eligible applicants to the program at initial placement for the current year (mean=396, SD=716). However, this number ranged from 26 to 6,000, with almost one-quarter (23%) reporting 100 or fewer, just over half (51%) reporting 250 or fewer, and almost three-quarters (74%) reporting under 400 eligible applicants. Only 16% of the programs had above 500 eligible applicants and only five of these had 1,000 or more (see [Table 9](#)).

The vast majority of NC Pre-K Programs have a centralized process for handling applications, with local variability in the collaborating programs and time frame for this process.

Based on the interview responses, the majority (96%) of NC Pre-K Programs handle the application process at the contract level, with only a few (4%) reporting that they handle the application process at the individual site level. Slightly over half (55%) of the interview respondents indicated that they only accept applications for the NC Pre-K Program; about one-quarter indicated that they accept joint applications with Title I (29%) or Head Start (27%), and few with other programs including Exceptional Children, DSS child care subsidy, and other local subsidy, scholarship, or fee-paying programs (see [Table 10](#)).

Almost three-quarters (73%) of interview respondents indicated that their NC Pre-K contracts begin accepting applications the spring before the school year begins, between January and April. About one-third (29%) of these indicated an initial acceptance date between January and February, more than another one-quarter (30%) in March, and another 14% in April. Very few programs (6%) offered initial acceptance dates before or after this window, and one-fifth (20%) indicated that they accept applications on a rolling basis. (See [Table 11](#).) In contrast, only 6% (n=5) of the programs indicated that they have a deadline for accepting applications, varying between the end of April and the end of June (one program indicated this varies by site), and most programs (93%, n=83) indicated that they continue to accept applications throughout the year.

Most NC Pre-K Programs offer families some variety in the options available for completing and submitting applications, as well as some support for this process.

Almost all (97%, n=86) interview respondents reported using paper versions of applications; more than half (54%, n=48) indicated that applications could be printed from their website, while only a few (6%, n=5) indicated that applications could be completed online. Interview respondents reported that applications were available to families primarily through the central

office for the NC Pre-K contract (e.g., the local school district office or Smart Start partnership office; 81%), local NC Pre-K sites (69%), or online through their website (60%; see [Table 12](#)).

The locations where families can submit applications were similar, with the most frequent interview responses including the central office for the NC Pre-K contract (88%), local NC Pre-K sites (60%), and via mail, fax, or email (34%; see [Table 13](#)). In addition, all programs offered families support for completing application materials, with most (70%, n=62) providing assistance as requested, and the remaining 30% (n=27) providing assistance during a phone or in-person interview that is a required part of their application process. Most interview respondents reported that their NC Pre-K Programs offer support to families who speak languages other than English for completing application materials through bilingual staff (85%, n=76) or bilingual materials (71%, n=63); a few programs provide support through collaboration with other agencies (6%, n=5) and only 2% (n=2) did not provide such support.

Slightly over half (57%, n=51) of interview respondents reported that their NC Pre-K contract does not conduct intake interviews with families. Only 8% (n=7) of contracts reported that they have a formal intake interview process in place; however, the remainder gathered information less formally through support for all families during the application process (18%, n=16), parent surveys during child screening (13%, n=12), or additional interview questions about the child (3%, n=3).

NC Pre-K Programs indicated some barriers to families' access to the application process due to the application requirements or process structure, but also provided potential solutions involving both existing and future strategies.

The primary barriers in applying to the NC Pre-K Program related to both the requirements of the application and the structure of the process, as indicated by interview respondents. These responses included difficulty in obtaining transportation to the application site or applications only accepted at a central location (49%), understanding the application process or instructions (34%), obtaining the necessary documentation (24%), and completing the number of forms needed (19%). Barriers related to limitations in the application format were less frequently reported – not available in a family's home language (16%) and only available in paper or online format (11%). In contrast, over one-quarter (26%) of programs reported that families experienced no barriers to the application process. (See [Table 14](#).)

For the barriers that were reported, a variety of possible solutions were suggested, including strategies that programs already were implementing as well as potential future strategies. Providing in-person help or translation assistance were the most frequently mentioned solutions for reducing barriers for families. Several solutions to help reduce the burden for families in completing applications also were mentioned, including providing online versions, facilitating the documentation process, alternative options for retuning applications, offering

home visits, providing transportation, and coordinating with other agencies. As expected, providing transportation for families was one suggestion for reducing barriers to access during the application process. Perhaps also not unexpectedly, respondents frequently indicated that they did not know what the solution was for a particular barrier or believed that there was nothing that could be done to solve the problem (see [Table 15](#)).

Placement

Most NC Pre-K programs handle the placement process at the contract level, with decisions typically made between May and July.

Most interview respondents indicated that the placement process for NC Pre-K is handled at the contract level (88%, n=78) as opposed to the site level (12%, n=11). About three-quarters (74%, n=66) of NC Pre-K programs make placement decisions at a set point or date (e.g., the day after screening), some (17%, n=15) make placement decisions continuously on a rolling basis, and a smaller number typically engage in multiple rounds of placement (9%, n=8). Based on interview responses, most NC Pre-K Programs (82%) planned to make initial placement decisions for the upcoming year between May and July, although some (7%) were earlier between March and April and some (9%) as late as August (see [Table 16](#)).

The majority of NC Pre-K Programs consider eligibility for other need-based preschool programs when making placement decisions, although placement in NC Pre-K took priority for almost half these contracts.

Slightly over half (57%, n=51) of the interview respondents indicated that they place children in other preschool programs in addition to NC Pre-K. Most survey respondents indicated that they considered eligibility for other needs-based programs, including Exceptional Children (63%, n=56), Head Start (60%, n=53), Title I Preschool (49%, n=44), DSS Child Care Subsidy (29%, n=26), and other local subsidies or scholarships (15%, n=13), when making placement decisions for NC Pre-K. However, 20% (n=18) of the NC Pre-K contracts indicated that they did not consider other programs when making placement decisions. For the majority (n=71) who did consider eligibility for other programs, almost half (44%, n=31) indicated that NC Pre-K took priority over other programs in making placement decisions. The remainder indicated other programs took priority, including a substantial proportion (39%, n=28) who indicated Exceptional Children, several who indicated Title I (18%, n=13) or Head Start (13%, n=9), and a few who indicated subsidy programs at the state (1%, n=1) or local level (1%, n=1).

NC Pre-K Programs varied in their use of different factors to prioritize selection decisions, including individual risk factors, prior placement, application date, site location, and other factors related to individual family circumstances.

All programs indicated that they used various factors to prioritize selection decisions across children, and over two-thirds (69%, n=61) indicated that they used NC Pre-K APP as a tool to help with this process, based on survey responses. Given that local programs can decide how to prioritize selection decisions within the NC Pre-K Program guidelines (after determining age and income eligibility), there was variability in the factors used. The majority of programs (76%-89%) considered most of the individual risk factors (educational need, chronic health condition, limited English proficiency, identified disability, military family) and/or the total number of risk factors. A substantial number (52%-79%) also considered prior placement (never served, underserved, previously served at same site). Smaller numbers took other factors into account, such as application date (45%), site location (36%), or a variety of other factors (30%) related to individual family circumstances such as parent education levels, having an older sibling at the same site, the availability of transportation, the need for before-/after-school care, homelessness, or foster care situations. (See [Table 17.](#)) In addition, most (89%, n=79) NC Pre-K Programs considered parent requests related to site when making placement decisions, while a smaller number (26%, n=23) considered parent requests related to teachers; few programs (7%, n=6) indicated that they would not consider parent requests with regard to placement.

The process for notifying families of acceptance decisions, both the methods used and the time frames, varied across NC Pre-K Programs.

Most NC Pre-K Programs notified families of acceptance decisions through more distant or passive communication methods (e.g., phone, letter, email, text, postcard) by the contract (81%, n=72) and/or individual site (24%, n=21), based on interview responses. Few programs informed families through home visits or other forms of in-person contact (9%, n=8). The amount of time families were given to accept a slot once notified varied, however. A substantial number of programs (39%, n=35) had no time limit or waited to see if the child showed up once the program began; relatively few (11%, n=10) had a very short time limit (1-3 days), over one-third (36%, n=32) had a relatively longer time limit (1-4 weeks), and a few programs (10%, n=9) had a time limit only at the start of the school year.

Waitlist

Most NC Pre-K Programs maintain a waitlist, although the numbers vary across programs and within programs over time, with few programs having no waitlist.

The majority (83%, n=74) of NC Pre-K Programs indicated in the interviews that their contract has a waitlist. A small number (11%, n=10) indicated that they have had a waitlist in the past,

but did not have one at that point (in late fall), and a few (6%, n=5) indicated that they did not maintain a waitlist. Most programs (72%, n=64) indicated that their current waitlist was about the same size as in the past; slightly more programs indicated that the current waitlist size was lower (15%, n=13) than higher (10%, n=9) compared to previously (3%, n=3 did not have this information).

When asked to estimate the typical range in size of their waitlist, the range varied from 0-2,200, with an average minimum of 73 and an average maximum of 92, according to interview respondents. Some (16%) programs indicated that their minimum waitlist was typically zero, with almost three-quarters (75%) having 50 or fewer. Only 8% typically had a minimum waitlist greater than 150 and only two programs had a minimum greater than 300. The distribution was similar for the typical maximum waitlist size, although with a slightly higher range (as expected). Some programs reported a maximum range of zero (7%), an indication they do not maintain a waitlist. About three-quarters (76%) of the programs had a maximum waitlist size up to 80. Only 11% typically had a maximum waitlist of 200 or above and only three programs had greater than 300 (see [Table 18](#)).

NC Pre-K Programs place a substantial number of children on their waitlists in NC Pre-K or less frequently, in other early education programs, although these numbers vary across programs.

When asked to estimate the proportion of children on the waitlist who are placed in NC Pre-K over the course of the year, interview respondents indicated that over half are placed, on average (mean=0.53, SD=0.34). However, these numbers ranged from almost none (0.01 or 1%) to all (1.0 or 100%) of the waitlist, with about 20% of programs placing a proportion up to 0.10, and about half (51%) placing up to 0.50. About one-fifth (22%) placed around three-quarters or more of the waitlist (0.71-0.90), and another one-fifth (18%) placed all or almost all of the waitlist (0.91-1.0). (See [Table 19](#).)

In general, few families from the waitlist were offered slots in NC Pre-K but declined, did not respond, or could not be reached. The average proportion was 0.06 (SD=0.08, range=0-0.40). For about 95% (n=74) of the interview respondents, this proportion was 0.20 or below, with a proportion of 0.05 or lower for over two-thirds of these programs (69%, n=54). Some (15%, n=12) of these programs indicated that this did not occur for any families; only four programs indicated a proportion above 0.20.

If a child was not eligible for NC Pre-K or no slots are available, 20% (n=18) of interview respondents reported that their program would actively work with other agencies to try to place the child in another program. Another two-thirds (67%, n=60) indicated that they would attempt more passive strategies to assist families, such as providing resource and referral information or contact information for other programs. The remainder (12%, n=11) either

indicated that they do not help place children in other programs (8%) or that this was not applicable to their program (4%).

When asked whether their NC Pre-K Program shares waitlist information with other programs, almost half (49%, n=44) of interview respondents indicated they do not share waitlist information; 40% (n=36) indicated they share with other early education programs; 4% (n=4) indicated they share with other community agencies; and the remainder (7%, n=6) indicated they do not have waitlists. When asked whether they have a process for obtaining permission from families to share information across programs, 36% (n=32) of interview respondents indicated that they obtain permission on the application form (either through a combined or universal application or another form); 7% (n=6) indicated they call parents for permission; 9% (n=8) indicated they do not have a process; and almost half (48%, n=43) indicated they did not know whether there was a process in place.

NC Pre-K Programs consider some factors for prioritizing their waitlists, primarily children's level of need.

When asked to describe how the NC Pre-K Programs prioritize their waitlists, interview respondents indicated similar types of responses to the prioritization used for selection during placement, although the distribution varied substantially. The majority of programs (79%) indicated that they considered children with the greatest need in terms of number of risk factors. Several other programs specifically mentioned children with an educational need (19%), as well as the application date (24%) or the site location (17%), with other categories mentioned by few programs (see [Table 20](#)). When asked whether applications are re-prioritized when additional ones are received, the majority of interview respondents (72%, n=64) reported yes, based on need; a small number (6%, n=5) indicated yes, based on location; 15% (n=13) indicated no (i.e., first come-first served); and 8% (n=7) indicated that they have no waitlist.

NC Pre-K Programs generally did not engage in active communication methods for informing families or maintaining contact about waitlist status, yet many were aware of these barriers as well as potential strategies for improvement.

The vast majority (91%, n=81) of interview respondents indicated that families are informed about their NC Pre-K waitlist status primarily through passive communication methods, either by the contract (84%, n=75) or the site (7%, n=6). A few use more direct communication methods such as home visits or other in-person communication (4%, n=4), and a small number inform families at the time the application is submitted (7%, n=6). However, interview respondents indicated that most programs (65%, n=58) do not maintain contact with families on the waitlist (unless families call them); in contrast, almost one-quarter (22%, n=19) try to maintain some form of contact with families and another 4% (n=3) contact families as needed to update their waitlists.

When asked about barriers to reaching some families who apply to the program, interview respondents suggested some barriers that may be more common for low-income and at-risk populations such as those targeted by NC Pre-K and others that are common to Pre-K programs in general. The most frequently reported barrier by most programs (85%, n=76) was contact information no longer being valid (often because phones are disconnected or numbers change or families move), as well as families being in crisis (16%, n=14) or the program not meeting the family's needs (e.g., transportation or hours; 8%, n=7). Other barriers included the family accepted a slot in another program (15%, n=13) or the parent no longer wanted the child enrolled in Pre-K (13%, n=12); in contrast, 13% (n=12) indicated that this situation did not apply to their program.

When asked, some interview respondents provided suggestions for ways to improve this process, primarily related to better methods of communication with families and better meeting their needs, with variability in terms of the level of cost and effort to implement. The most frequent suggestion (19%, n=12) for improvement related to directly ensuring better contact with families, primarily by requesting multiple contacts who could reach the family; other ideas included stating the need to inform the program about changes in contact information on the application, providing a business card for staying in touch, and offering a free cell phone plan. Suggestions for better meeting families' needs through home visits (9%, n=8), informing families earlier about placement decisions (2%, n=2), and transportation (1%, n=1) also were offered. Other less frequently mentioned suggestions included better educating parents about the importance of NC Pre-K (3%, n=3), increasing funding (3%, n=3), and collaborating with other agencies already working with these families (1%, n=1).

NC Pre-K Program Characteristics

Many of the structural characteristics of the NC Pre-K Program were consistent with good quality standards, as well as with program guidelines.

Descriptive data were analyzed to provide information about the NC Pre-K Program for the 2016-2017 school year. In 2016–2017, the NC Pre-K Program served 28,905 children in 1,949 classrooms located in 1,162 sites. More than three-quarters (79%) of the programs were at the highest, five-star licensing level, with another 16% at the four-star level, and the remainder temporary or in process. The average total class size was approximately 16 children, with approximately 13 of those children (86% on average) funded by NC Pre-K. On average, children attended NC Pre-K for 139 days, which represents 81% of the 172 actual days of operation or 77% of the 180 planned instructional days offered by the program. (See [Table 21](#)) Almost all classrooms reported using a primary curriculum, formative assessment, and developmental screening measure from the approved lists provided by the NC Pre-K Program Guidelines. In addition to the NC Foundations for Early Learning and Development, the vast

majority of classrooms used Creative Curriculum and its companion assessments (Teaching Strategies Gold or Creative Curriculum Developmental Continuum); the most common screening tools were DIAL and Brigance (see [Table 22](#)).

In general, most program characteristics have remained fairly stable over time.

The characteristics of the settings, the children and their families who participated in NC Pre-K have remained similar to previous years. In 2016-2017, NC Pre-K classrooms were located in approximately half (52%) public school settings; about one-third (33%) private settings (25% for-profit and 8% non-profit child care centers); and 15% Head Start (5% administered by public schools and 10% not). (See [Table 23](#).) About half the children who participated in NC Pre-K were boys and half were girls from a variety of racial and ethnic backgrounds, including over one-half of diverse, non-white racial backgrounds and one-quarter children of Hispanic/Latino ethnicity. Slightly over three-quarters of children who attended NC Pre-K had at least one employed parent. (See [Table 24](#).) As expected, given the eligibility requirements, children who participated in NC Pre-K primarily came from low-income families, with 90% eligible for free or reduced-price lunch (at or below 185% poverty). Children also varied on other eligibility factors, ranging from 19-22% with limited English proficiency or an educational need to 5-6% with an identified disability, chronic health condition, or military family (see [Table 25](#)). Information on children's prior placement indicated that almost three-quarters had never previously been served in any preschool setting (59%) or were currently unserved (14%) at the time of enrollment (see [Table 26](#)).

Results from trend analyses examined whether there have been any long-term changes in key program characteristics since the NC Pre-K Program (formerly More at Four) became statewide (2003-2004) through the current year (2016-2017). Distributions are shown setting type (see [Table 27](#)) and children's prior placement (see [Table 28](#)). The results of the trend analyses for the distribution of classrooms by setting types (percentages of public pre-k, private, and Head Start) indicated that there was little change over time, with no evidence of linear trends for any of these categories (as indicated by $R^2 < .70$). (See [Figure 1](#)) The results for children's prior placement similarly showed fairly consistent patterns over time, with no evidence of linear trends for the proportion of children never served (never served) and the proportion not served at the time of enrollment (unserved). (See [Figure 2](#))

One continuing trend in the NC Pre-K Program has been improvement in the levels of teacher education and credentials.

One consistent change in the program has been the increases in teacher education and credentials over time. Almost all (over 99%) lead teachers in the NC Pre-K Program in 2016–2017 had at least a bachelor’s degree in both public school and private settings. (See [Table 29](#).) Nearly all teachers in public school settings (96%) and more than three-quarters of the teachers in private settings (81%) had a Birth-Kindergarten (B-K) license (or the equivalent). Relatively few teachers in public school settings (< 1%) and in private settings (13%) were reported to have no credential (see [Table 30](#)).

Results from trend analyses examined whether there have been any long-term changes in teacher qualifications since the NC Pre-K Program (formerly More at Four) became statewide (2003-2004) through the current year (2016-2017). Distributions are shown for teacher education (see [Table 31](#)) and teacher licensure/credentials (see [Table 32](#)). The results of the trend analyses showed significant changes over time for all three aspects of teacher qualifications that were examined (see [Figure 3](#)). For teacher education (percentage with bachelor’s degree or above), results indicate an increasing trend over time ($R^2 = 0.79$). It should be noted that teacher education has essentially reached the maximum level from cohorts 9-13, which decreases the goodness-of-fit statistic, although it is still within the acceptable range. For lead teacher licensure and credentials, the results indicate two parallel trends – an increasing trend in the percentage of those with a B-K license ($R^2 = 0.98$) and a decreasing trend in the percentage of those with no credential ($R^2 = 0.79$). It should be noted that the large decrease in those with no credential between the first and second cohorts explains the lower goodness-of-fit statistic, although it is still within the acceptable range.

Conclusions

Overall, the results from the survey and interview data with NC Pre-K contract administrators suggest that there are local variations across the state in many of the recruitment, application, placement, and waitlist practices, in accord with variations in the specific populations served and circumstances encountered within their counties. NC Pre-K Programs vary substantially in terms of their size, which has implications for the administrative effort required to manage these processes. NC Pre-K Programs also vary in how they handle these processes, and the intensity of effort and potential effectiveness involved. For example, the greater efforts programs exert to recruit hard to reach populations, the more likely it is they will need to use more varied outreach strategies for communication with these families at all phases. Programs varied substantially in the length of their recruitment process, the types of recruitment strategies attempted (and with which populations), the number of applicants, their selection process, and the size of their waitlists.

Most NC Pre-K Programs believe that they are reaching most eligible applicants, but also are aware of specific populations that are harder to reach and may be more likely to be missed. These same populations – families whose home languages are not English, those without existing community connections, those without transportation, and more transient families – experience barriers to enrollment in the program at all phases from recruitment to application to placement to waitlist. Respondents offered some suggestions for ways to increase awareness about and access to the program, as well as to facilitate communication between the program and these families. Many of these efforts were already being undertaken by programs and could be increased (sometimes with additional funding), while others were new suggestions.

Collaboration with other programs and agencies was a common theme across these various practices. Collaboration and coordination generally were described as positive attributes in most cases, although the need for enhanced efforts in this regard was sometimes seen as a barrier; for example, lack of coordination in the application process across agencies or better coordination with agencies already working with families on the waitlist. This finding is not surprisingly, given that NC Pre-K is designed to promote collaboration both at the administrative or contract level through the oversight committee structure and at the program/implementation level through the provision of services in a variety of existing early education settings. However, achieving this outcome is not necessarily a foregone conclusion; it is notable that the NC Pre-K Programs viewed collaboration and coordination as facilitators rather than as barriers to helping them meet their goals.

Finally, it is worthwhile to note that when asked whether any changes were expected in the recruitment, application, placement, or waitlist processes for the upcoming year, the majority of interview respondents (61%, n=54) indicated that they expected no changes. A small number of

programs expressed some potential changes in these areas, including increased recruitment efforts (12%); the application process (10%) or the number of applications (4%); better collaboration and coordination with other agencies (7%) or earlier timelines (4%); and a larger waitlist (8%). Given that the study participants represented all NC Pre-K contracts, this pattern of responses suggests that these practices remain relatively constant at the local level and that the information reported continues to be representative of the NC Pre-K Program.

In looking at the NC Pre-K Program characteristics, it is notable that they have remained fairly stable over time. NC Pre-K began in the 2001-2002 school year, and 2016-2017 was the 14th year since the program became statewide. Even as it has scaled up, the program has remained true to its mission of providing Pre-K to a largely unserved target population of children from low-income families of diverse backgrounds in a variety of early education settings. Many structural characteristics of the program – class size, teacher-child ratio, days and hours of operation, use of curriculum, formative assessment, and developmental screening – have remained consistent with good quality standards and program guidelines. One important area of change has been a continuing improvement in the levels of teacher education and credentials. There have been significant increases in teacher education and licensure levels, and a significant decrease in those with no credential over the past 14 years, since NC Pre-K became a statewide program. Given the focus of NC Pre-K at the state level on improving teacher qualifications within the program (and more broadly in the field), this is a key achievement.

In sum, the findings from the present study provide a picture of a mature state Pre-K program that has maintained a consistent pattern of operations as it has scaled up implementation over time. The current system of county-level contract administration, including various early childhood partners in the community, and provision of services within existing early education settings, seems to allow for a combination of local variations in enrollment processes while still promoting collaboration among relevant parties – all with the goal of serving children and families in need. One concluding thought is that it was clear throughout the study how dedicated the staff of these programs were to the mission of NC Pre-K. In the words of two of the interview respondents: “I exhaust all possibilities trying to help the family find the right fit for their needs.” “We feel like we’re doing everything we can, and the community’s response shows it is working.”

Table 1. Proportion of Families Not Reached by NC Pre-K Recruitment Efforts

N=86

Proportion of Families Missed	%	n
0%	17.4	15
1–10%	33.7	29
11–20%	18.6	16
21–30%	9.3	8
31–40%	1.2	1
41–50%	3.5	3
> 50%	1.2	1
Don't know	15.1	13

Note. This information was not reported by 3 respondents.

Table 2. Groups Identified as More Difficult to Recruit for NC Pre-K

N=89

Groups	%	n
Non-English speaking families	22.5	20
Families without community connections	18.0	16
Families without transportation	15.7	14
Transient / homeless families	12.4	11
Rural families	9.0	8
Lowest income groups / families in poverty	7.9	7
Families without computer / internet access	7.9	7
Families with fear or mistrust of government agencies	5.6	5
Families in crisis situations	4.5	4
Populations with lower literacy / education levels	3.4	3
Older families (e.g., grandparents)	3.4	3
Younger families	3.4	3
Other ^a	2.2	2
None ^b	24.7	22

^aOther responses included families living in specific geographic locations and specific minority ethnic groups within the county.

^b22 respondents reported there are no specific populations that are more difficult to reach.

Table 3. Collaborating Agencies for NC Pre-K Program Recruitment

N=89

Collaborating Agencies	%	n
School systems	91.0	81
Head Start	86.5	77
Department of Social Services	86.5	77
Child care programs	84.3	75
Child care resource and referral agencies	78.7	70
Public health centers	77.5	69
Pediatricians' offices	60.7	54
Faith-based organizations	44.9	40
Developmental evaluation centers	39.3	35
Neighborhood and community centers	37.1	33
Interagency councils	37.1	33
Family resource centers	32.6	29
Housing authority agencies	31.5	28
Mental health centers	25.8	23
Domestic violence shelters	25.8	23
Ethnic/cultural organizations	20.2	18
Parks and recreation centers	19.1	17
Family courts	6.7	6
Other ^a	21.3	19

^a Examples of *Other* responses included military bases, local businesses, public agencies (libraries, registrar of deeds), adult education programs, and homeless shelters.

Table 4. Beginning Month for NC Pre-K Recruitment Process
N=89

Beginning Month	%	n
November	2.3	2
December	2.3	2
January	30.3	27
February	29.2	26
March	22.5	20
April	5.6	5
May	2.3	2
Continuous	5.6	5

Table 5. Month NC Pre-K Recruitment Process Ends
N=89

Month	%	n
July	4.5	4
August	3.4	3
September	1.1	1
October	1.1	1
November	0.0	0
December	0.0	0
January	0.0	0
February	1.1	1
March	4.5	4
April	9.0	8
May	15.7	14
June	13.5	12
Spring	1.1	1
Summer	2.3	2
End of year	2.3	2
Continuous	33.7	30
Until full	5.6	5
Varies by site	1.1	1

Table 6. Recruitment Methods Used by NC Pre-K Programs

N=89

Recruitment Methods	%	n
Information on the program's website	92.1	82
Send information home via local elementary schools	89.9	80
Post flyers (e.g., pediatrician's office, DSS, etc.)	89.9	80
Social media	74.2	66
Newspaper ads	68.5	61
Send information home via other early education programs	61.8	55
Open-house meetings	53.9	48
Road signage or signs in front of site	39.3	35
Online advertising on other websites	33.7	30
Radio spots	25.8	23
Ads in parenting magazines	7.9	7
Other ^a	25.8	23

^a Examples of *Other* responses included other media (bulk mailings, TV ads, public school automated calling systems, etc.), sharing information through other school events, and word of mouth.

Table 7. Effective Recruitment Methods for NC Pre-K^a

N=89

Recruitment Methods	%	n
Send information home via local elementary schools	74.2	66
Post flyers in community locations (e.g., pediatrician's office, library, DSS, schools, etc.)	55.1	49
Social media	50.6	45
Information on program website or other agencies' websites	49.4	44
Word of mouth	42.7	38
Send information home via other early education programs	34.8	31
Open-house meetings	28.1	25
Newspaper ads	27.0	24
Collaboration with agencies that are not early education programs (e.g., DSS, Health Department)	21.3	19
Signs in front of sites or other locations	20.2	18
Radio or television spots	14.6	13
Collaboration with other early education agencies	11.2	10
Automated calls	9.0	8
Community outreach events (e.g., booths at community fairs)	7.9	7
Mass mailings	3.4	3
Outreach through churches or other faith-based organizations	1.1	1
Other ^b	3.4	3

^aNote. These methods were rated as effective or most effective by interview respondents.

^b Examples of *Other* responses included outreach through summer feeding program, Latino Family Outreach, and crisis assistance locations.

Table 8. Effectiveness of Recruitment Methods for Different Family Groups

Family Group	Effectiveness of Recruitment Strategies (frequency)								
	Word of mouth	Automated call	Social Media	Website	Send info home via schools	Send info home via other sites	Post info in community	Early education collaboration	Collaborate with other agencies
English-speaking				More-1					
Non-English	More-6			Less-1	More-1		More-3	More-2	More-2
Younger			More-5	More-1					
Transient			Less-2	Less-1	More-1				More-1
Higher income		More-1		More-1					
Low income				Less-4	More-1		More-2		More-1
Military	More-1		More-2	More-7					
High tech			More-2	More-3					
No internet			Less-3	Less-8					More-1
Rural	More-1	Less-1					More-1		
Low education	More-1								
Connections	More-2	More-1	-	More-1	More-14	More-2	More-4	More-2	More-2
No connections			Less-1	More-1			More-1; Less-1		
In crisis									More-1

Table 8. Effectiveness of Recruitment Methods for Different Family Groups

Family Group	Effectiveness of Recruitment Strategies (frequency)							
	Community Outreach Events	Faith-based outreach	Open house	Newspaper	Radio or TV spots	Signs	Home visits	Other ^a
English-speaking								
Non-English	More-1				More-2	Less-1		More-2
Younger				Less-4	Less-2			
Older				More-3	More-1			
Transient				Less-2				
Low income		More-1	More-1	More- 1; Less-2				
Military								
No internet								
Rural					More-1			
No transportation			Less-1					
Connections								More-1
No connections				More-2			More-1	
In crisis						More-1		More-1

^aOther strategies included crisis assistance locations and Latino Family Outreach.

Table 9. Number of Eligible Applicants for NC Pre-K Contracts (2016-2017)

N=86^a

Eligible Applicants	%	n
1-50	11.6	10
51-100	11.6	10
101-150	14.0	12
151-200	3.5	3
201-250	10.5	9
251-300	9.3	8
301-350	8.1	7
351-400	5.8	5
401-450	8.1	7
451-500	1.2	1
501-550	2.3	2
551-600	1.2	1
601-650	1.2	1
651-700	2.3	2
701-750	0.0	0
751-800	0.0	0
800-850	2.3	2
851-900	1.2	1
901-950	0.0	0
>1000	5.8	5

^aThis information was not reported by 3 respondents.

Table 10. Programs with Joint Applications with NC Pre-K
N=89

Programs	%	n ^b
Only NC Pre-K	55.1	49
Title I	29.2	26
Head Start	27.0	24
Exceptional Children	10.1	9
DSS child care subsidy	4.5	4
Other ^a	4.5	4

^a Examples of *Other* responses included Smart Start child care subsidy, local scholarships, and private fee paying.

Table 11. Beginning Month for Accepting Applications
N=89

Beginning Month	%	n
November	2.2	2
January	15.7	14
February	13.5	12
March	30.3	27
April	13.5	12
May	3.4	3
June	1.1	1
Continuous	20.2	18

Table 12. Options for Obtaining NC Pre-K Applications
N=89

Options for Obtaining Applications	%	n
Paper version available at specified location(s)	96.6	86
Central office for NC Pre-K contract	80.9	72
Local NC Pre-K sites	68.5	61
Other agencies or offices (e.g., Head Start, DSS, Health Department, school district office)	39.3	35
Registration events (events held at specific times at sites other than the central office)	23.6	21
Other community locations (e.g, library, post office, pediatrician’s office)	16.9	15
Application can be obtained from website	59.6	53
Contract will mail, fax, or email to families upon request	24.7	22
Home visit	4.5	4
Other ^a	3.4	3

^aExamples of *Other* responses included program staff bringing application form to parent’s workplace or meeting at other convenient location (e.g., fast food restaurant); and staff completing application via phone call.

Table 13. Options for Submitting NC Pre-K Applications
N=89

Options for Submitting Applications	%	n
Central office for NC Pre-K contract	87.6	78
Local NC Pre-K sites	59.6	53
Mail, fax, or email	33.7	30
Other agencies or offices (e.g., Head Start, DSS, Health Department, school district office)	23.6	21
Registration events (events held at specific times at sites other than central office)	22.5	20
Home visit	3.4	3
Submit online	1.1	1
Other ^a	1.1	1

^aExamples of *Other* responses included program staff bringing application form to parent's workplace or meeting at other convenient location (e.g., fast food restaurant); and staff completing application via phone call.

Table 14. Barriers During Application Process for the NC Pre-K Program
N=89

Barriers	%	n
Difficult for parents to get transportation to application site	40.4	36
Difficult for families to understand application process or instructions	33.7	30
Difficult to obtain or gather supporting documents	23.6	21
Too many forms to complete	19.1	17
Applications not available in family's home language	15.7	14
Applications only available in a paper format	10.1	9
Applications only accepted at a central location	9.0	8
Applications only accepted during limited hours	4.5	4
Difficult to navigate the NC Pre-K program website	4.5	4
Applications only available in an online format	1.1	1
Other ^a	4.5	4
No barriers	25.8	23

^a Examples of *Other* responses included lack of awareness of the NC Pre-K program and application deadline requirements and lack of funding.

Table 15. Suggested Solutions to Barriers During Application Process
N=89

Solutions	%	n
In-person help with application	20.2	18
Provide translator or translate forms into home language	14.6	13
Electronic version of application that can be submitted online	13.5	12
Facilitate documentation process	13.5	12
Home visits / staff meet parents at convenient location	13.5	12
Collaborate with other programs, agencies, and community organizations	10.1	9
Option to download, email, fax or mail application	7.9	7
Provide transportation	7.9	7
Simplify/modify forms or website	3.4	3
Other ^a	6.7	6
Don't know / No solution for barrier	43.8	39
There are no barriers to the application process	25.8	23

^a Examples of *Other* responses included creating a universal application online portal, increased efforts to educate parents about NC Pre-K, and setting up computer stations in local schools.

Table 16. Month for Initial Placement Decisions (2017-2018)

N=89

Month for Initial Placement Decisions	%	n
March	2.2	2
April	4.5	4
May	19.1	17
June	36.0	32
July	27.0	24
August	9.0	8
Continuous	2.2	2

Table 17. Factors Used to Prioritize Selection Decisions
N=89

Selection Decision Factors	%	n
Educational need	88.8	79
Chronic health condition	87.6	78
Limited English proficiency	84.3	75
Military family	84.3	75
Identified disability	82.0	73
Unserved	78.7	70
Total number of risk factors	76.4	68
Underserved	61.8	55
Previously served at same site	51.7	46
Application date	44.9	40
Site location	36.0	32
Other ^a	30.3	27

^a Examples of *Other* responses included homelessness, foster care situations, parent education levels, availability of transportation, need for before or after-school care, and an older sibling at the same site.

Table 18. Typical Minimum and Maximum Waitlist Size
N=83^a

Waitlist Size	Minimum Frequency		Maximum Frequency	
	%	n	%	n
0	15.7	13	7.2	6
1-25	37.3	31	43.4	36
26-50	21.7	18	14.5	12
51-75	4.8	4	7.2	6
76-100	7.2	6	12.0	10
101-125	1.2	1	0.0	0
126-150	3.6	3	3.6	3
151-175	0.0	0	1.2	1
176-200	2.4	2	4.8	4
201-225	0.0	0	0.0	0
226-250	0.0	0	0.0	0
251-275	0.0	0	0.0	0
276-300	3.6	3	2.4	2
>300	2.4	2	3.6	3

^aThis information was not reported by 6 respondents.

Table 19. Proportion of Children Placed from NC Pre-K Program Waitlists
N=78^a

Proportion Placed	%	n
0.00-0.10	19.2	15
0.11-0.20	7.7	6
0.21-0.30	9.0	7
0.31-0.40	1.3	1
0.41-0.50	14.1	11
0.51-0.60	5.1	4
0.61-0.70	3.9	3
0.71-0.80	10.3	8
0.81-0.90	11.5	9
0.91-1.00	17.9	14

^aThis information was not reported by 11 respondents who had no waitlist in recent years.

Table 20. Factors Used to Prioritize Waitlist
N=81

Factors Used	%	n
Total number of risk factors	79.0	64
Application date	23.5	19
Educational need	18.5	15
Site location/transportation	17.3	14
Parent choice	1.2	1
Previously served at same site	1.2	1
Service priority status	1.2	1
Lower income	1.2	1
Other high risk	1.2	1
Other ^b	4.9	4

^a This information was not reported by 8 respondents who had no waitlist in recent years.

^bExamples of *Other* responses included homelessness, foster care situations, and classroom composition.

Table 21. NC Pre-K Program Characteristics (2016–2017)

Program Characteristic		
Total NC Pre-K Sites (Centers/Schools)	n=1,162	
Total NC Pre-K Classrooms	n=1,949	
Total Children Served	n=28,905	
	Mean	(SD)
Class Size	15.6	(3.4)
Number of NC Pre-K Children per Class	13.3	(4.3)
Proportion of NC Pre-K Children per Class	0.86	(0.20)
Days of Attendance per Child	139	(38.6)
Days of Operation	172	(10.0)
Licensing Star Ratings	%	n
Five-Star	79.3	922
Four-Star	16.4	190
Temporary	0.9	11
Public School in Process	3.4	39

Table 22. NC Pre-K Classrooms: Curricula, Formative Assessments, and Developmental Screening Measures (2016–2017)

Educational Resources	n=1,949	%	n
Primary Curriculum			
Creative Curriculum for Preschool ³		88.8	1,731
Opening the World of Learning (OWL)		6.6	129
HighScope Preschool Curriculum ³		3.0	58
Tools of the Mind		1.2	24
Investigator Club Prekindergarten Learning System		0.2	3
Passports: Experiences for Pre-K Success		0.2	3
Bank Street		0.1	1
Formative Assessment			
Teaching Strategies GOLD / Creative Curriculum Developmental Continuum		91.3	1779
Work Sampling System		4.8	93
HighScope Preschool Child Observation Record (COR)		2.8	55
Galileo Online Assessment System		0.9	17
Investigator Club		0.1	2
Learning Accomplishment Profile-3 rd Edition ⁴		0.1	2
Parents Progress Report ⁴		0.1	1
Developmental Screening Measure			
Developmental Indicators for the Assessment of Learning (DIAL)		54.9	1,070
Brigance		36.4	710
Ages & Stages Questionnaire (ASQ)		6.9	135
Parents' Evaluation of Developmental Status (PEDS)		1.7	34

³ Eight of these classrooms also reported use of HighScope.

⁴ This formative assessment was no longer on the approved list during 2016-2017.

Table 23. Distribution of NC Pre-K Classrooms by Setting Type (2016–2017)

Setting Type	n=1,949	%	n
Public Preschool		52.3	1019
Private		32.5	633
Private For-Profit		24.9	485
Private Non-Profit		7.6	148
Head Start		15.2	297
Head Start Not Administered by Public School		10.4	202
Head Start Administered by Public School		4.9	95

Table 24.Characteristics of NC Pre-K Children (2016–2017)

Characteristic	n=28,905	%/Mean	n
Child's age on 8/31 of program year		4.4	28,905
Gender			
Male		50.6%	14,638
Female		49.4%	14,267
Race			
White/European-American		48.3%	13,947
Black/African-American		35.5%	10,271
Native American/Alaskan Native		5.5%	1,596
Multiracial		7.1%	2,051
Asian		2.4%	688
Native Hawaiian/Pacific Islander		1.2%	352
Ethnicity			
Non-Hispanic/Latino		75.5%	21,829
Hispanic/Latino		24.5%	7,076
Parents Employed			
Mother		49.7%	14,373
Father		42.0%	12,134
Mother and/or Father		77.6%	22,438

Table 25. Eligibility Factors for NC Pre-K Children (2016–2017)

Eligibility Factors ⁵	n=28,905	%	n
Family Income			
130% of poverty and below (eligible for free lunch)		72.7	21,007
131–185% of poverty (eligible for reduced-price lunch)		16.9	4,894
186–200% of poverty		2.9	845
201–250% of poverty		3.5	1,009
>251% of poverty		4.0	1,150
Limited English Proficiency			
Family and/or child speak limited or no English in the home		18.5	5,359
Educational Need			
Educational need indicated by performance on a developmental screen		21.9	6,340
Identified Disability			
Child has an IEP		4.8	1,373
Chronic Health Condition(s)			
Child is chronically ill/medically fragile		4.9	1,415
Military Family			
Parent on active duty or receiving military disability retirement or killed on active duty		5.7	1,649

⁵ Children are eligible for the NC Pre-K Program primarily based on age and family income. Children must be four years old by August 31 of the program year, with a gross family income up to 75% of state median income. Children who do not meet the income eligibility may be eligible if they have at least one of the following: limited English proficiency, identified disability, chronic health condition, educational need, or a parent serving in the military.

Table 26. Prior Placement for NC Pre-K Children (2016–2017)

Prior Placement	n=28,905	%	n
Children who have never been served in any preschool or child care setting.		59.2	17,114
Children who are currently unserved (may previously have been in preschool or child care setting).		14.3	4,125
Children who are in unregulated child care.		1.9	546
Children who are in a regulated preschool or child care setting, but are not receiving subsidy.		14.5	4,193
Children who are receiving subsidy and are in some kind of regulated child care or preschool program.		9.7	2,794
Not reported.		0.5	133

Table 27. Pre-K Classrooms by Setting Type (2003-04 – 2016-17)

Setting Type	2003–2004 n=866	2004–2005 n=1,027	2005–2006 n=1,218	2006–2007 n=1,439	2007–2008 n=2,110	2008–2009 n=2,322	2009–2010 n=2,308	2010–2011 n=2,262	2011–2012 n=2,057	2012–2013 n=2,150	2013–2014 n=1,993	2014–2015 n=1,974	2015–2016 n=1,962	2016–2017 n=1,949
Public Preschool	49.7% (430)	54.1% (556)	53.0% (646)	55.0% (791)	53.4% (1,127)	51.9% (1,205)	52.2% (1,205)	54.1% (1,223)	50.6% (1,041)	50.7% (1,090)	54.2% (1,080)	51.6% (1,019)	51.6% (1,013)	52.3% (1019)
Private	35.2% (305)	34.8% (357)	35.1% (427)	32.0% (461)	28.5% (602)	28.8% (669)	28.1% (649)	27.1% (613)	33.3% (686)	33.5% (719)	31.9% (636)	33.2% (655)	32.9% (645)	32.5% (633)
Private For-Profit	25.1% (217)	24.1% (247)	23.6% (287)	21.3% (306)	19.4% (409)	20.1% (467)	19.3% (446)	18.7% (424)	24.2% (497)	24.3% (522)	23.4% (466)	24.9% (491)	25.2% (494)	24.9% (485)
Private Non-Profit	10.2% (88)	10.7% (110)	11.5% (140)	10.8% (155)	9.1% (193)	8.7% (202)	8.8% (203)	8.4% (189)	9.2% (189)	9.2% (197)	8.5% (170)	8.3% (164)	7.7% (151)	7.6% (148)
Head Start	15.1% (131)	11.1% (114)	11.9% (145)	13.0% (187)	18.1% (381)	19.3% (448)	19.7% (454)	18.8% (426)	16.0% (330)	15.8% (341)	13.9% (277)	15.2% (300)	15.5% (304)	15.2% (297)
Head Start Not Administered by Public School	9.2% (80)	8.4% (86)	9.0% (110)	10.1% (145)	14.8% (313)	15.8% (366)	15.8% (364)	14.9% (338)	12.4% (256)	12.8% (276)	10.6% (212)	10.6% (209)	10.7% (209)	10.4% (202)
Head Start Administered by Public School	5.9% (51)	2.7% (28)	2.9% (35)	2.9% (42)	3.2% (68)	3.5% (82)	3.9% (90)	3.9% (88)	3.6% (74)	3.0% (65)	3.3% (65)	4.6% (91)	4.8% (95)	4.9% (95)

Table 28. Prior Placement of Pre-K Children (2003-04 – 2016-17)

Prior Placement	2003–2004 n=10,891	2004–2005 n=13,515	2005–2006 n=17,251	2006–2007 n=20,468	2007–2008 n=29,978	2008–2009 n=33,798	2009–2010 n=34,212	2010–2011 n=33,747	2011–2012 n=29,311	2012-2013 n=32,142	2013-2014 n=29,346	2014-2015 n=29,271	2015-2016 n=28,757	2016-2017 n=28,905
Children who have never been served in any preschool or child care setting.	62.3% (6,788)	60.4% (8,165)	59.9% (10,325)	58.8% (12,033)	54.6% (16,353)	54.0% (18,237)	54.8% (18,755)	57.5% (19,397)	59.6% (17,484)	59.5% (19,120)	61.7% (18,111)	57.7% (16,904)	59.4% (17,069)	59.2% (17,114)
Children who are currently unserved (may previously have been in preschool or child care setting). ⁶	20.9% (2,282)	17.9% (2,418)	13.2% (2,270)	13.1% (2,676)	13.1% (3,938)	16.1% (5,433)	15.1% (5,155)	14.6% (4,918)	17.9% (5,234)	19.2% (6,181)	16.1% (4,729)	13.9% (4,055)	14.4% (4,131)	14.3% (4,125)
Children who are in unregulated child care.	--	4.5% (608)	4.2% (716)	4.0% (814)	5.3% (1,592)	5.9% (1,981)	4.7% (1,609)	3.8% (1,291)	2.8% (810)	2.0% (647)	1.8% (520)	2.2% (646)	1.8% (509)	1.9% (546)
Children who are in a regulated preschool or child care setting, but are not receiving subsidy.	5.6% (606)	3.4% (463)	2.1% (364)	2.4% (497)	3.6% (1,072)	4.5% (1,510)	4.7% (1,612)	5.2% (1,765)	13.5% (3,955)	12.0% (3,845)	13.4% (3,928)	17.2% (5,022)	15.5% (4,460)	14.5% (4,193)
Children who are receiving subsidy and are in some kind of regulated child care or preschool program	--	--	--	--	--	--	--	--	6.2% (1,828)	7.3% (2,349)	7.0% (2,058)	8.8% (2,575)	8.6% (2,474)	9.7% (2,794)
Children served for 5 months or less in the year prior to service in the More at Four program in any preschool or child care setting.	--	3.2% (436)	5.9% (1,022)	4.1% (849)	3.9% (1,161)	2.3% (780)	2.1% (721)	1.5% (520)	--	--	--	--	--	--
Other children, including those in pre-kindergartens or child care settings that do not meet More at Four program standards.	11.2% (1,215)	10.5% (1,425)	7.2% (1,236)	7.2% (1,474)	8.5% (2,556)	4.6% (1,570)	4.4% (1,507)	4.5% (1,527)	--	--	--	--	--	--
Children served by this site as 3-year-olds.	--	--	7.6% (1,318)	10.4% (2,125)	11.0% (3,306)	12.7% (4,287)	14.2% (4,853)	12.8% (4,329)	--	--	--	--	--	--

⁶This category included two separate categories indicating children’s eligibility for subsidy prior to 2007–2008.

Figure 1. NC Pre-K Setting Types by Cohort (2003-2004 - 2016-2017)

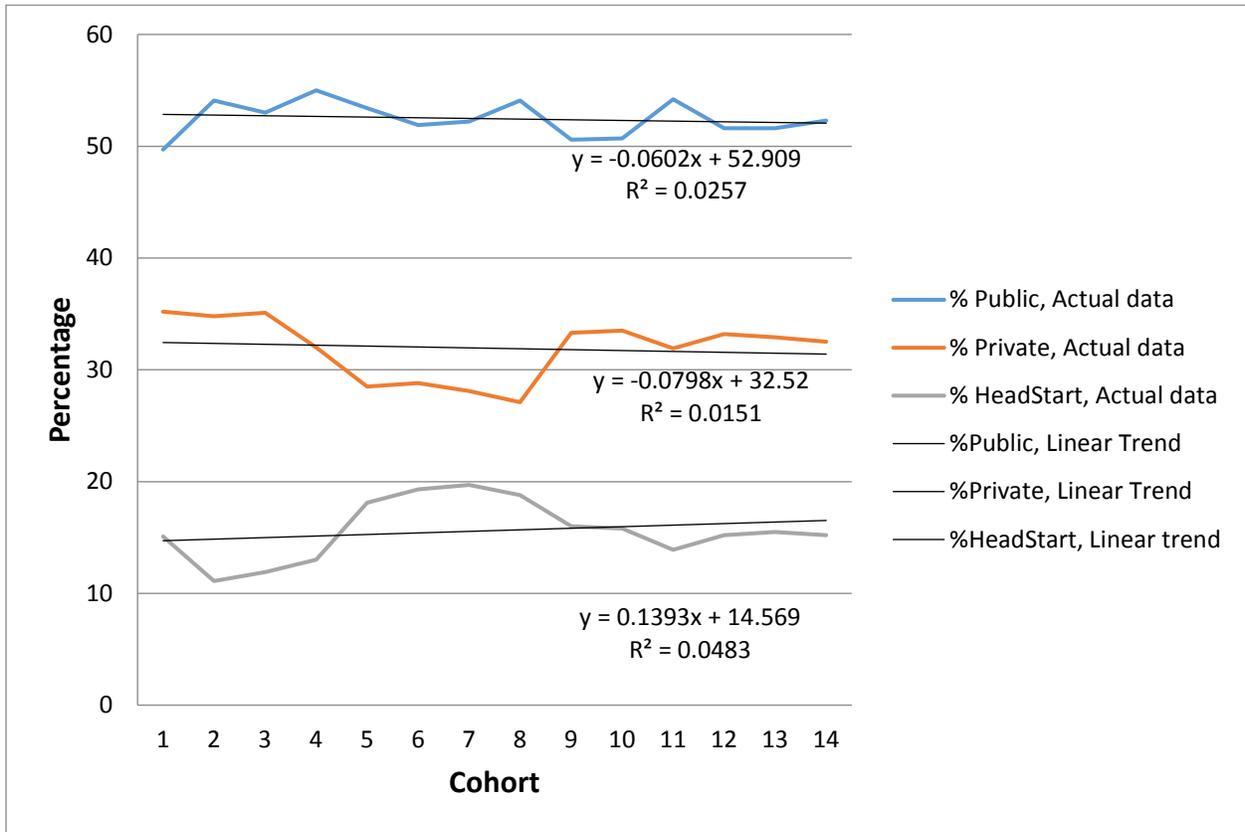


Figure 2. Prior Placement for NC Pre-K Children by Cohort (2003-2004 - 2016-2017)

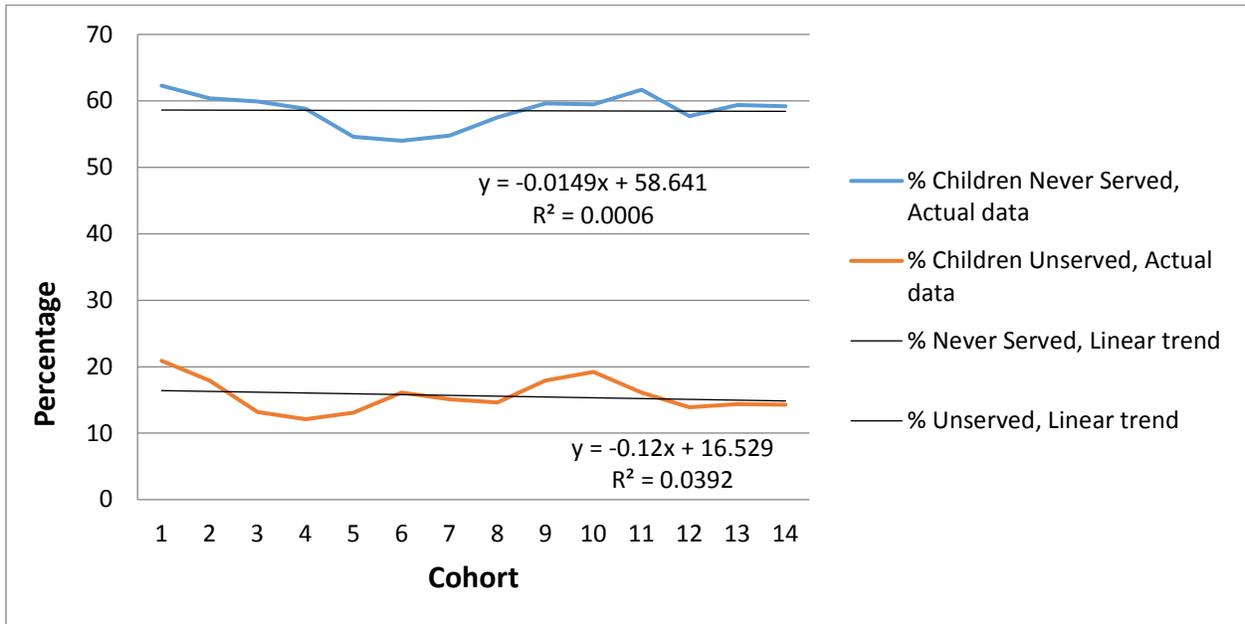


Table 29. Education Levels of NC Pre-K Lead Teachers (2016–2017)

Setting Type ^a	Total n ^b	Highest Education Level							
		MA/MS or higher		BA/BS		AA/AAS		HS Diploma/GED	
		%	n	%	n	%	n	%	n
Public School	1,135	17.6	200	82.1	932	0.1	1	0.2	2
Private	864	9.4	81	90.2	779	0.3	3	0.1	1
All	1,999	14.1	281	85.6	1,711	0.2	4	0.1	3

Table 30. Licensure/Credential Levels of NC Pre-K Lead Teachers (2016–2017)

Setting Type ^a	Total n	Highest Licensure/Credential									
		B-K License ^c		Other Teacher's License ^d		CDA Credential ^e		NCECC ^f		None	
		%	n	%	n	%	n	%	n	%	n
Public School	1,136	96.2	1,093	3.3	38	0.0	0	0.1	1	0.4	4
Private	887	80.5	714	5.1	45	0.3	3	1.1	10	13.0	115
All	2,023	89.3	1,807	4.1	83	0.1	3	0.5	11	5.9	119

^a Teachers in Head Start classrooms administered by public schools are included in public school setting types; teachers in Head Start classrooms not administered by public schools are included in private setting types.

^b Data were not reported for 24 teachers.

^c B-K = Birth-Kindergarten license. This category includes teachers with a B-K license, Initial B-K license (formerly SP I), Continuing B-K license (formerly SP II), Lateral Entry B-K license, Provisional B-K license, or Preschool Add-on license.

^d Other teacher's license includes non-early childhood licenses and licenses from other states.

^e CDA = Child Development Associate.

^f NCECC = North Carolina Early Childhood Credential.

Table 31. Education Levels of Pre-K Lead Teachers (2003-04 – 2016-17)

Setting Type ^a	Total n ^b	Highest Education Level							
		MA/MS or higher		BA/BS		AA/AAS		HS diploma/GED	
		%	n	%	n	%	n	%	n
2003–2004									
Public School	450	17.1	77	77.1	347	2.4	11	3.3	15
Private	534	4.1	22	62.5	334	25.3	135	8.1	43
All	984	10.1	99	69.2	681	14.8	146	5.9	58
2004–2005									
Public School	615	15.1	93	83.6	514	1.0	6	0.3	2
Private	519	4.2	22	61.3	318	29.5	153	5.0	26
All	1,133	10.2	115	73.3	831	14.0	159	2.5	28
2005–2006									
Public School	725	13.8	100	84.6	613	1.4	10	0.3	2
Private	620	3.4	21	61.0	378	31.8	197	3.9	24
All	1,342	9.0	121	73.7	989	15.4	206	1.9	26
2006–2007									
Public School	875	15.1	132	84.0	735	0.8	7	0.1	1
Private	684	4.4	30	57.9	396	34.2	234	3.5	24
All	1,555	10.4	162	72.5	1,128	15.4	240	1.6	25
2007–2008									
Public School	1,197	13.8	165	84.5	1,012	1.5	18	0.2	2
Private	990	3.8	38	50.0	495	41.8	414	4.3	43
All	2,183	9.3	203	68.9	1,503	19.8	432	2.1	45
2008–2009									
Public School	1,305	14.9	195	83.5	1,090	1.4	18	0.2	2
Private	1,109	4.2	47	52.4	581	41.3	458	2.1	23
All	2,409	10.0	241	69.2	1,667	19.8	476	1.0	25
2009–2010									
Public School	1,308	15.3	200	83.0	1,085	1.8	23	0.0	0
Private	1,107	5.3	59	62.2	689	31.7	351	0.7	8
All	2,412	10.7	259	73.5	1,772	15.5	373	0.3	8
2010–2011									
Public School	1,333	16.0	213	82.9	1,105	1.1	15	0.0	0
Private	1,065	7.2	77	73.9	787	18.8	200	0.1	1
All	2,395	12.1	289	78.9	1,889	9.0	216	0.0	1
2011–2012									
Public School	1,142	15.8	181	83.7	956	0.4	5	0.0	0
Private	1,054	8.6	91	87.3	920	3.6	38	0.5	5
All	2,191	12.4	271	85.4	1,872	2.0	43	0.2	5
2012–2013									
Public School	1,191	16.3	194	83.5	995	0.2	2	0.0	0
Private	1,064	7.9	84	89.9	957	2.1	22	0.1	1
All	2,255	12.3	278	86.6	1,952	1.1	24	0.0	1

^a Teachers in Head Start classrooms administered by public schools are included in public school setting types; teachers in Head Start classrooms not administered by public schools are included in private setting types.

^b In some cases, the *n* for All is less than the sum of the *n*'s for Public School and Private because some teachers worked in both public and private settings (n=1 in 2004–2005; n=3 in 2005–2006 and 2009–2010; n=4 in 2006–2007, 2007–2008, and 2010–2011; and n=5 in 2008–2009 and 2011–2012).

Table 31. Education Levels of Pre-K Lead Teachers (2003-04 – 2016-17)

Setting Type ^a	Total n ^b	Highest Education Level							
		MA/MS or higher		BA/BS		AA/AAS		HS diploma/GED	
		%	n	%	n	%	n	%	n
2013–2014									
Public School	1,168	15.4	180	84.4	985	0.2	2	0.0	0
Private	932	11.2	104	88.0	819	1.0	9	0.0	0
All	2,099	13.6	285	85.9	1,803	0.5	11	0.0	0
2014-2015									
Public School	1,149	19.4	223	80.4	924	0.1	1	0.1	1
Private	911	10.0	92	90.0	819	0.0	0	0.0	0
All	2,060	15.3	315	84.7	1,743	0.0	1	0.0	1
2015-2016									
Public School	1,125	18.3	206	81.4	916	0.0	0	0.3	3
Private	881	10.1	89	89.7	790	0.1	1	0.1	1
All	2,006	14.7	295	85.0	1,706	0.0	1	0.2	4
2016-2017									
Public School	1135	17.6	200	82.1	932	0.1	1	0.2	2
Private	864	9.4	81	90.2	779	0.3	3	0.1	1
All	1999	14.1	281	85.6	1,711	0.2	4	0.1	3

Table 32. Licensure/Credential Levels of Pre-K Lead Teachers (2003-04 – 2016-17)

Setting Type ^e	Total n ^f	Highest Licensure/Credential									
		B-K License ^a		Other Teacher's License ^b		CDA Credential ^c		NCECC ^d		None	
		%	n	%	n	%	n	%	n	%	n
2003–2004											
Public School	454	68.1	309	18.3	83	0.0	0	1.1	5	12.6	57
Private	535	16.4	88	10.5	56	3.9	21	16.3	87	52.9	283
All	989	40.1	397	14.1	139	2.1	21	9.3	92	34.4	340
2004–2005											
Public School	615	75.4	464	13.5	83	0.7	4	1.1	7	9.3	57
Private	519	15.2	79	9.1	47	9.6	50	28.9	150	37.2	193
All	1,133	47.8	542	11.5	130	4.8	54	13.9	157	22.1	250
2005–2006											
Public School	725	83.1	601	9.8	71	0.6	4	1.1	8	5.7	41
Private	620	16.5	103	8.5	53	6.5	40	31.5	195	36.9	229
All	1,342	52.3	702	9.2	124	3.3	44	15.1	202	20.0	269
2006–2007											
Public School	875	86.2	753	8.0	70	0.6	5	1.3	11	4.1	36
Private	684	20.6	142	7.5	51	5.6	38	32.3	221	33.9	232
All	1,555	57.4	893	7.7	120	2.8	43	14.9	231	17.2	268
2007–2008											
Public School	1,197	85.7	1,025	7.2	86	0.9	11	1.1	13	5.2	62
Private	990	17.1	172	5.7	56	6.5	64	37.9	375	32.6	323
All	2,183	54.7	1,194	6.5	142	3.4	75	17.7	387	17.6	385
2008–2009											
Public School	1,305	86.8	1,134	7.5	98	0.6	8	1.2	16	3.8	49
Private	1,109	22.7	256	5.8	64	4.4	49	39.2	435	27.5	305
All	2,409	57.5	1,385	6.7	162	2.4	57	18.7	451	14.7	354
2009–2010											
Public School	1,308	88.5	1,156	7.0	91	0.5	6	1.9	25	2.3	30
Private	1,107	30.8	341	7.6	84	4.6	51	32.9	364	24.1	267
All	2,412	62.0	1,496	7.3	175	2.3	56	16.1	388	12.3	297

^aB-K = Birth-Kindergarten license. This category includes teachers with a B-K license, Initial B-K license (formerly SP I), Continuing B-K license (formerly SP II), Lateral Entry B-K license, Provisional B-K license, or Preschool Add-on license.

^b Other teacher's license includes non-early childhood licenses and licenses from other states.

^c CDA = Child Development Associate.

^d NCECC = North Carolina Early Childhood Credential.

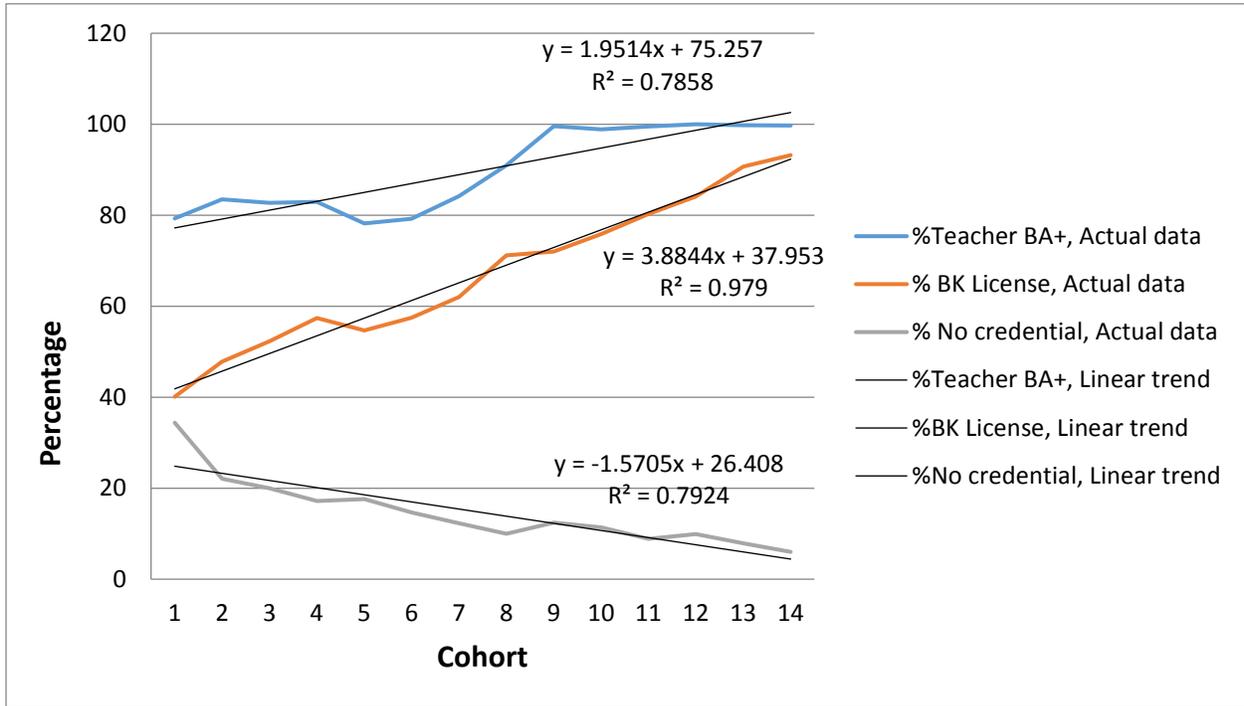
^e Teachers in Head Start classrooms administered by public schools are included in public school setting types; teachers in Head Start classrooms not administered by public schools are included in private setting types.

^f In some cases, the *n* for All is less than the sum of the *n*'s for Public School and Private because teachers worked in both setting types (*n*=1 in 2004–2005; *n*=3 in 2005–2006 and 2009–2010; *n*=4 in 2006–2007, 2007–2008, and 2010–2011; and *n*=5 in 2008–2009 and 2011–2012).

Table 33. Licensure/Credential Levels of Pre-K Lead Teachers (2003-04 – 2016-17)

Setting Type ^c	Total n ^d	Highest Licensure/Credential									
		B-K License ^b		Other Teacher's License		CDA Credential		NCECC		None	
		%	n	%	n	%	n	%	n	%	n
2010–2011											
Public School	1,333	92.8	1,237	4.6	61	0.2	3	1.3	17	1.1	15
Private	1,065	44.0	471	9.2	98	2.9	31	22.6	241	21.0	224
All	2,394	71.2	1,704	6.6	159	1.4	34	10.8	259	10.0	239
2011–2012											
Public School	1,142	91.3	1,043	6.0	68	0.1	1	0.7	8	1.9	22
Private	1,054	51.0	538	11.0	116	1.4	15	12.9	135	23.7	250
All	2,191	72.0	1,578	8.4	183	0.7	16	6.5	143	12.4	271
2012–2013											
Public School	1,191	92.9	1,106	4.9	58	0.1	1	0.3	3	1.9	23
Private	1,064	57.0	606	9.0	96	0.9	10	11.2	119	21.9	233
All	2,255	75.9	1,712	6.8	154	0.5	11	5.4	122	11.4	256
2013–2014											
Public School	1,168	93.7	1,093	5.1	59	0.1	1	0.1	1	1.2	14
Private	932	63.8	594	10.5	98	0.9	8	6.3	59	18.6	173
All	2,099	80.3	1,686	7.5	157	0.4	9	2.9	60	8.9	187
2014–2015											
Public School	1,149	91.7	1,054	1.7	20	0.0	0	0.5	6	6.0	69
Private	911	74.5	679	6.3	57	0.1	1	4.3	39	14.8	135
All	2,060	84.1	1,733	3.8	77	0.0	1	2.2	45	9.9	204
2015–2016											
Public School	1,125	96.0	1,080	2.7	30	0.0	0	0.0	0	1.3	15
Private	881	76.7	676	4.2	37	0.6	5	2.2	19	16.3	144
All	2,006	87.5	1,756	3.3	67	0.2	5	0.9	19	7.9	159
2016–2017											
Public School	1,136	96.2	1093	3.3	38	0.0	0	0.1	1	0.4	4
Private	887	80.2	711	5.1	45	0.3	3	1.1	10	13.3	118
All	2,023	89.2	1804	4.1	83	0.1	3	0.5	11	6.0	122

Figure 3. NC Pre-K Teacher Qualifications by Cohort (2003-2004 - 2016-2017)



Appendix

List of NC Pre-K Evaluation Reports

- 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: The University of North Carolina, FPG Child Development Institute.
- Peisner-Feinberg, E. S., & Maris, C. L. (2005). *Evaluation of the North Carolina More at Four Pre-kindergarten Program: Year 2 (July 1, 2002–June 30, 2003)*. Chapel Hill: The University of North Carolina, FPG Child Development Institute.
- 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: The University of North Carolina, FPG Child Development Institute.
- Peisner-Feinberg, E. S., & Maris, C. L. (2006). *Evaluation of the North Carolina More at Four Pre-kindergarten Program: Children's longitudinal outcomes and classroom quality in kindergarten*. Chapel Hill: The University of North Carolina, FPG Child Development Institute.
- Peisner-Feinberg, E. S., Elander, K.C., & Maris, C. L. (2006). *Evaluation of the North Carolina More at Four Pre-kindergarten Program: Year 4 (July 1, 2004–June 30, 2005) Program characteristics and services*. Chapel Hill: The University of North Carolina, FPG Child Development Institute.
- Peisner-Feinberg, E. S., & Schaaf, J. M. (2007). *Evaluation of the North Carolina More at Four Pre-kindergarten Program: Children's outcomes and program quality in the fifth year*. Chapel Hill: The University of North Carolina, FPG Child Development Institute.
- Peisner-Feinberg, E. S., & Schaaf, J. M. (2008). *Evaluation of the North Carolina More at Four Pre-kindergarten Program: Children's longitudinal outcomes and program quality over time (2003–2007)*. Chapel Hill: The University of North Carolina, FPG Child Development Institute.
- Peisner-Feinberg, E. S., & Schaaf, J.M. (2008). *Evaluation of the North Carolina More at Four Pre-kindergarten Program: Performance and progress in the seventh year (2007–2008)*. Chapel Hill: The University of North Carolina, FPG Child Development Institute.
- Peisner-Feinberg, E. S. & Schaaf, J. M. (2009). *Evaluation of the North Carolina More at Four Pre-kindergarten Program: A look across time at children's outcomes and classroom quality from pre-k through kindergarten (2003–2009)*. Chapel Hill: The University of North Carolina, FPG Child Development Institute.
- Peisner-Feinberg, E. S., & Schaaf, J.M. (2010). *Long-term effects of the North Carolina More at Four Pre-kindergarten Program: Children's reading and math skills at third grade*. Chapel Hill: The University of North Carolina, FPG Child Development Institute.
- Peisner-Feinberg, E. S., & Schaaf, J.M. (2011). *Effects of the North Carolina More at Four Pre-kindergarten Program on children's school readiness skills: Key findings*. Chapel Hill: The University of North Carolina, FPG Child Development Institute.
- Peisner-Feinberg, E. S., Schaaf, J. M., Hildebrandt, L., & LaForett, D. R. (2013). *Quality and characteristics of the North Carolina Pre-Kindergarten Program: 2011–2012 statewide evaluation*. Chapel Hill: The University of North Carolina, FPG Child Development Institute.
- Peisner-Feinberg, E. S., LaForett, D. R., Schaaf, J. M., Hildebrandt, L. M., Sideris, J., & Pan, Y. (2014). *Children's outcomes and program quality in the North Carolina Pre-Kindergarten Program: 2012–2013 Statewide evaluation*. Chapel Hill: The University of North Carolina, FPG Child Development Institute.
- Peisner-Feinberg, E. S., Schaaf, J. M., Hildebrandt, L. M., Pan, Y. & Warnaar, B. L. (2015). *Children's kindergarten outcomes and program quality in the North Carolina Pre-Kindergarten Program: 2013–2014 statewide evaluation*. Chapel Hill: The University of North Carolina, FPG Child Development Institute.
- Peisner-Feinberg, E. S., Garwood, J. D., & Mokrova, I. L. (2016). *Children's pre-k experiences and outcomes in the North Carolina Pre-Kindergarten Program: 2014–2015 statewide evaluation*. Chapel Hill, NC: The University of North Carolina, FPG Child Development Institute
- Peisner-Feinberg, E. S., Mokrova, I. L., & Anderson, T. L. (2017). *Effects of participation in the North Carolina Pre-Kindergarten Program at the end of kindergarten: 2015–2016 statewide evaluation*. Chapel Hill, NC: The University of North Carolina, FPG Child Development Institute.
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