

**HYBRID North Carolina Pre-Kindergarten Planning Committee Meeting
Agenda**

Quorum is 11 = 50% + 1 (Total Board Members = 21)

Thursday, May 18, 2023

12:00 pm – 12:30 pm

Be the Driving Force to meet our roles and responsibilities as a non-profit Board by:

- *Providing Oversight* ➤ *Ensuring Adequate Resources* ➤ *Establishing a Strategic Direction*

	Topic	Presenter
I.	Determination of Quorum & Call to Order	Maria Ford
II.	Action*	
	A. Minutes – Thursday, March 30, 2023 B. SFY 2023-2024 1. Approval of Annual Written Plans 2. Approval for Contractor to Move Children across NC Pre-K Sites! <i>Recusals: Dr. Marvin Connelly, Jr., Maria Ford, Terrasine Gardner, Mary Mathis, Erin Robinson and Wanda Wesley</i>	Maria Ford Maria Ford / Candy Scott / Ar-Nita Davis
II.	Updates^Δ	
	A. SFY 2022-2023 DCDEE NC Pre-K Monitoring Update B. Fiscal Update C. Enrollment and Application Updates 1. SFY 2022-2023 Enrollment 2. SFY 2023-2024 Application/Placement	Carole Mangum Carole Mangum Candy Scott / Ar-Nita Davis
IV.	Adjourn^Δ	Maria Ford

* Needs Action ^Δ Information Only ^ε Electronic Copy (Hard copies are available upon request) [!]Possible Conflict of Interest (Recusals)

^D Document Included in Packet



Partnership for Children of Cumberland County, Inc.
Called Hybrid North Carolina Pre-Kindergarten Planning Committee Meeting Minutes
March 30, 2023 (12:02 pm to 12:20 pm)
Be the Driving Force



MEMBERS PRESENT: Shona Bannister (D), Robin Deaver, Maria Ford (D), Terrasine Gardner, Sandee Gronowski*, Dr. Meredith Gronski, Haja Jallow-Konrat (joined @ 12:13pm), Brian Jones, Karen McDonald (joined @ 12:08pm), Tre'vone McNeill (joined @ 12:12pm), Ayesha Neal*, Tawnya Rayman, and Wanda Wesley
MEMBERS ABSENT: Dr. Pamela Adams-Watkins, Lonnie Ballard, Lisa Childers, Brenda Jackson, Mary Mathis, Erin Robinson, Heather Skeens, Steve Terry and Ebone Williams
NON-VOTING MEMBERS ABSENT: Dr. Marvin Connelly, Jr.
STAFF ATTENDEES: Dottie Adams*, Ar-Nita Davis, Michelle Downey*, Pamela Federline, Belinda Gainey*, Julanda Jett*, Sharon Moyer, Candy Scott*, Mary Sonnenberg*, Karen Staab* and Mike Yeager

*Attended in person

AGENDA ITEM	DISCUSSION & RECOMMENDATION	ACTION	FOLLOW-UP
I. Determination of NC Pre-K Quorum & Call to Order – Maria Ford, Co-Chair	<p>The Called Hybrid Meeting of the North Carolina Pre-Kindergarten (NC Pre-K) Planning Committee was held on February 23, 2023, beginning at 12:02 pm pursuant to prior written notice to each Committee member. Notification was made via email and meetings notices are located on the PFC website. Maria Ford, Co-Chair, chaired the meeting, determined that a quorum was not present and called the meeting to order to discuss items for information. Belinda Gainey, Executive Specialist, was Secretary for the meeting and recorded the minutes.</p> <p><i>Due to an absence of quorum, the meeting began with the discussion on items for information in Section II.</i></p>	None	None
II. Action* A. Minutes – Thursday, February 23, 2023 B. Verification of Allocation effective, March 1, 2023	<p><i>Quorum was reached at 12:14pm. Action items were then reviewed.</i></p> <p>A. The minutes of the February 23, 2023 meeting were previously distributed and reviewed by the Committee. Terrasine Gardner moved to approve North Carolina Pre-Kindergarten (NC Pre-K) Planning Committee Minutes from February 23, 2023 as presented. Brian Jones seconded the motion. Hearing no further discussion, the Co-Chair put the motion to a vote and asked if there was any oppositions. Virtual board members who opposed the action were asked to type it in the ZOOM Chat Box. All votes were unanimous. There were no abstentions. The motion carried.</p> <p>B. Maria Ford provided an overview of the Verification of Allocation for FY 2022-2023 Memorandum. This included allocation for 886 Private Sites, 399 for Cumberland County Schools (CCS) and 144 for Head Start; totaling 1429 children. The allocation includes Arether's Little M&M II Child Care Center, Burns Child Care & Preschool Center, Next Step Childcare Center II, and Stepping Stones Learning Academy #4 and the two new Head Start sites (Fisher Street Head Start and Southern</p>	Motion Carried	None



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	<p>Ave. Head Start) approved through the site selection recommendations from the Site Selection Sub-Committee on February 23, 2023. Sandee Gronowski asked for a motion. Ayesha Neal moved to approve the site allocations as presented. Robin Deaver seconded the motion. Hearing no further discussion, the Co-Chair put the motion to a vote and asked if there was any oppositions. Virtual board members who opposed the action were asked to type it in the ZOOM Chat Box. All votes were unanimous. The motion carried. Recusals: Maria Ford, Terrasine Gardner and Wanda Wesley</p>	<p>Motion Carried</p>	<p>None</p>
<p>III. Updates^A</p> <p>A. Fiscal Update</p> <ol style="list-style-type: none"> 1. Amendment #1 Summary 2. Year-End <p>B. Programmatic Update</p> <ol style="list-style-type: none"> 1. New Site Compliance Progress^D 2. Child Recruitment for SY2023-2024 <ol style="list-style-type: none"> a. Recruitment/Outreach b. Application/Placement 	<p><i>Due to an absence of quorum, the meeting began with the discussion on items for information in Section II.</i></p> <p>Mary Sonnenberg provided the Fiscal Update:</p> <p>A.1. Amendment #1 for retro rate increase have mostly been executed for private child cares sites and Head Start. Additional adjustments will be made.</p> <p>A.2. There will be guidelines coming to make sure all of the attendance records are received. Information has been gathered for NC Pre-K Monitoring and will submitted to DCDEE. Awaiting additional information on the LETRS sites; awaiting final guidance.</p> <p>Ar-Nita Davis provided the Programmatic Update:</p> <p>B.1. Technical Assistance is taking place with Fisher Street Head Start, Burns Child Care & Preschool Center, Stepping Stones Learning Academy #4 and Southern Avenue Head Start. The Compliance Plan & Tracking for these NC PreK Sites was provided and reviewed the committee.</p> <p>B.2.a. Recruitment and outreach are ongoing. Advertisements will be placed on the Fayetteville City buses. Child Care Centers will be asked to advertise on their websites. Sharon Moyer stated that the digital marketing has been increased. CCS is continuing robocalls and sending information out to families.</p> <p>B.2.b. For SY2022-2023, 2,364 applications have been received in School Mint, with 378 still in process of completion by Family Services. 1,322 children have been placed in the NC Pre-K Program and 123 children on the wait list. For SY2023-2024, 1,597 applications have been received in School Mint; 483 still in process of completion by Family Services and 1,114 have been completed. 1,019 applications have been processed and 73 require follow-up. 209 children have been placed in the NC Pre-K Program and 625 are on the wait list. 60 children have been deemed ineligible. Placement is ongoing for both SY2022-2023 and SY 2023-2024.</p>	<p>None</p> <p>None</p> <p>None</p> <p>None</p> <p>None</p> <p>None</p>	<p>None</p> <p>None</p> <p>None</p> <p>None</p> <p>None</p> <p>None</p>
<p>IV. Adjournment</p>	<p>As there was no further business; the chair announced the meeting adjourned. The meeting was adjourned at 12:20 pm.</p>	<p>Adjourned</p>	<p>None</p>

Submittal: The minutes of the above stated meeting are submitted for approval.

Secretary of Meeting

Date

Approval: Based on Committee consensus, the minutes of the above stated meeting are hereby approved as presented and/or corrected.

Committee Chair

Date

MEMORANDUM

DATE: 5/18/2023

TO: NC Pre-K Committee

FROM: Candace Scott, Vice President of Programs

SUBJECT: Proposed Recommendations for Action Items

- A. Recommend the approval of the following Annual Written Plans/Policies as presented for SFY 2023-2024 (see attached written plans):
1. Family Engagement Plan
 2. Limited English Proficiency Plan
 3. Prevention of Suspension/Expulsion of Children with Unique Needs/Challenging Behaviors Plan
 4. Transition Plan
 5. Transportation Plan
- B. Recommend approval to allow the Contractor to move children across NC Pre-K sites without co-chair signatures.

Please Note: As stated in the NC Pre-Kindergarten (NC Pre-K) Program Requirements and Guidance, the co-chairs and the Committee may agree to transfer decision making to move children across sites to the Contractor.

NC Pre-K Family Engagement Plan SY: 2023-2024

Name of Site: _____

NC Pre-K sites/classrooms shall provide meaningful opportunities for families to engage in their child's education by implementing strategies that develop partnerships with families and build reciprocal relationships that promote shared decision making.

NC Pre-K sites must implement the following strategies:

1. Provide an orientation or open house for families at the start of the school year.
2. Conduct at least one formal parent/teacher conference throughout the school year, and allow opportunities for informal parent/teacher conferences as needed. During the conferences, teachers share their observations and ongoing assessment results to inform families of their child's development to include strengths and opportunities for growth.
3. Extend an open invitation for family members to visit the classroom and opportunities to participate in classroom activities.
4. Engage and include families when making decisions about their child and changes to the program.
5. Provide at least one opportunity to engage families outside of the regular service day to meet the needs of working families (e.g., family spaghetti night, weekend family fun day or take-home play-based activities that enhance learning).
6. Provide information on community resources to support the various needs of families with a focus on resources that address causes of stress.
7. Provide opportunities to collect feedback about the program from families through surveys and/or other methods.
8. NC Pre-K programs are required to enroll all NC Pre-K families in the ReadyRosie solution and must incorporate ReadyRosie resources into their existing family engagement plans.

Optional strategies (choose at least one):

- Allow Pre-K teachers the opportunity for home visits at the beginning and throughout the school year to gather information from the family about their child and to share information about the NC Pre-K program with the family.
- Provide opportunities for parent education in the form of trainings or workshops.
- Publish newsletters (include a copy of each newsletter in your file).
- Provide opportunities for family members to share special talents or aspects of their culture.
- Provide opportunities for family members to participate in advisory groups (e.g., Family Advisory Councils and Policy Councils).
- Other: _____

A log of all activities, opportunities or communications related to the NC Pre-K Family Engagement Plan must be documented and kept on file at the NC Pre-K site. For events/meetings, include sign-in sheets that describe the event/meeting, list date and time, and signatures of the participants.

Documentation for the NC Pre-K Family Engagement Plan will be reviewed and verified during site-monitoring.

Site Administrator Signature: _____ **Date:** _____

NC Pre-K Limited English Proficiency Plan SY: 2023-2024

Name of Site: _____

With guidance from the Partnership for Children of Cumberland County and the NC Pre-K Committee, NC Pre-K sites are to follow this written plan for Limited English Proficiency. The purpose of this plan is to ensure that providers and families have access to appropriate resources and supports to obtain and maintain child placement in NC Pre-K.

Sites should address the following components by implementing one or more of the identified strategies for each component:

1. Offering Language Assistance Services

- a) Sites should make every effort to communicate with children and families with Limited English Proficiency.
- b) During the orientation process and throughout the year as needed, families will receive information on Limited English Proficiency resources.

2. Translation Plan

- a) Printed materials need to be translated into the family's primary language when a need has been determined.
- b) Vital documents or information should be a priority for translation.
- c) Vital documents or information are those that are critical for accessing federally/state funded services or benefits or are documents required by law. They include, but are not limited to:
 - 1) Applications
 - 2) Parent Handbooks
 - 3) Consent and complaint forms
 - 4) Letters with eligibility or participation information
 - 5) Notices regarding reduction, denial, or termination of services/benefits and the right to appeal such actions
 - 6) Notices that require a response from participants
 - 7) Notices that offer free language assistance
- d) Some families with Limited English Proficiency may not have the ability to read and understand written materials; therefore, oral interpretation of written materials may be necessary.

3. Bilingual Staff

- a) Sites should attempt to recruit bilingual staff as much as possible.
- b) Volunteer interpreters - When bilingual staff is not available, adult volunteers, may assist with occasional interpretation services.
- c) Interpreters should be aware of variances within a language and should be able to communicate with families using the appropriate colloquial speech.

4. Interpretation Services

- a) Minor children should not be used as translators if avoidable.
- b) Staff should accommodate families' wishes to use friends or family members whenever possible. However, staff must keep in mind client confidentiality and interpreter competency.
- c) Use "I speak" cards to identify the language spoken. "I speak" cards are available at <http://www.dol.gov/oasam/programs/crc/ISpeakCards.pdf>
- d) Use internet translation services such as Microsoft Translate or Google Translator.
- e) Use Telephone Interpretation Services.

5. Emergency Situations

- a) When immediate action is required, sites will take whatever steps necessary to ensure that all families, including families with Limited English Proficiency, have access to services or information within the appropriate time frames. For example, when a family needs an interpreter or other language assistance services to obtain expedited program services, the site’s goal is to make the services accessible within the required time frame, whether that means using an interpreter or any other appropriate type of language assistance.

Optional Strategies and Resources

- a) Telephone Interpreter Services
- b) Internet Translation Services
- c) Mobile Translation Application
- d) Translation Services (Independent Company)
- e) Language Department from Local Institutions of Higher Learning
- f) Other: _____

A log of all activities, opportunities or communications made for the purpose of supporting the NC Pre-K Limited English Proficiency Plan must be documented and kept on file at the NC Pre-K site. For events/meetings, include sign-in sheets that describe the event/meeting, list date and time, and signatures of the participants.

Documentation for the NC Pre-K Limited English Proficiency Plan will be reviewed and verified during site-monitoring.

Site Administrator Signature: _____ **Date:** _____

NC Pre-K Prevention of Suspension and/or Expulsion Plan SY: 2023-2024

Name of Site: _____

With guidance from the Partnership for Children of Cumberland County and the NC Pre-K Committee, NC Pre-K sites are to follow this written plan to prevent the suspension and/or expulsion of children with unique needs/challenging behaviors. The purpose of this plan is to ensure that providers and families have access to appropriate resources and supports to maintain child placement in NC Pre-K.

At a minimum, sites must address the following four components by implementing the identified strategies for each component:

1. Evidence-based instructional practices to prevent/address challenging behavior will be implemented:
 - Allow NC Pre-K teachers and administrators/designees the opportunity to participate in trainings and technical assistance provided by the Partnership that incorporates evidence-based instructional practices designed to prevent the suspension and/or expulsion of children with unique needs/challenging behaviors. Examples of evidence-based instructional practices include training and technical assistance using the Center on the Social and Emotional Foundations for Early Learning (CSEFEL) Pyramid Model and the Classroom Assessment Scoring System (CLASS).
2. Families will be given the opportunity to discuss their child's challenging behaviors, including options other than suspension and expulsion:
 - Through informal and formal conferences families are given opportunities for involvement in decision making about their child's unique needs/challenging behaviors and the planning process for ensuring their child's placement in NC Pre-K.
3. Families will be provided information on child development, as well as resources about referrals for screening and evaluation if a child is suspected of having health, social-emotional, developmental delays or a disability:
 - During the orientation process and throughout the year as needed, families will receive information on child development in the form of resources from the North Carolina Foundations for Early Learning. Families will also receive information on the network of community resources available to support the prevention of suspension and/or expulsion of children with unique needs/challenging behaviors.
 - Available community resources for NC Pre-K staff include: The Partnership for Children of Cumberland County's Provider Services and Regional Healthy Social Behaviors Project.
 - Available community resources for families include: Cumberland County Schools' Exceptional Children's Services; Cumberland COLORS; Care Coordination for Children; and the Child Health Clinic-Department of Public Health.
4. Procedures to prevent and respond to children with unique needs/challenging behaviors:
 - When a classroom is experiencing challenges due to meeting the needs of children with unique needs/challenging behaviors, the NC Pre-K site may make arrangements with the Partnership for technical assistance.
 - Based on a referral from the Partnership, NC Pre-K Sites are to participate in the Regional Healthy Social Behaviors Project if more specialized and intensive technical assistance is needed.
 - When a child has been identified through working with the Healthy Social Behaviors Project and the documentation gathered supports the need for additional services, the NC Pre-K site shall notify Cumberland County Schools' Exceptional Children's Services for assistance. Additionally,

the site is to notify the Partnership of the request made to Cumberland County Schools' Exceptional Children's Services. It is also at this time that the NC Pre-K site complete and submit to the Partnership the Children with Unique Needs/Challenging Behaviors Report [Appendices-9-10 in the North Carolina Pre-Kindergarten (NC Pre-K) Program Requirements and Guidance] as documentation of the strategies used to maintain the child's placement.

- The NC Pre-K site, the Partnership, and family, in consultation with the school system's Exceptional Children's Services and other available resources, shall work together to develop a coordinated plan to support the child's continued placement. Every effort shall be made to maintain the child's enrollment and participation. (In the event that efforts to access the consultation needed to develop a coordinated plan of support prove unsuccessful, the Partnership shall contact the Division of Child Development and Early Education for guidance.)

Optional strategies may include (choose at least one):

- Allow Pre-K teachers the opportunity to participate in additional trainings designed to prevent the suspension and/or expulsion of children with unique needs/challenging behaviors outside of the training provided by the Partnership;
- Support Pre-K teachers in using a variety of strategies designed to support healthy social-emotional development in young children, such as Conscious Discipline® by Becky Bailey and/or Devereux's FLIP IT®;
- Provide opportunities for family members to participate in educational events that support healthy social-emotional development in young children;
- Other: _____

A log of all activities, opportunities or communications made for the purpose of preventing the suspension and/or expulsion of children with unique needs/challenging behaviors must be documented and kept on file at the NC Pre-K site. For events/meetings, include sign-in sheets that describe the event/meeting, list date and time, and signatures of the participants.

Documentation for the NC Pre-K Prevention of Suspension and/or Expulsion Plan will be reviewed and verified during site-monitoring.

Site Administrator Signature: _____ **Date:** _____

NC Pre-K Transition Plan SY: 2023-2024

Name of Site: _____

With guidance from the Partnership for Children of Cumberland County and the NC Pre-K Committee, NC Pre-K sites will implement strategies that assist children and families transition into pre-kindergarten and then into kindergarten.

Transition into Pre-Kindergarten

Sites must implement the following strategies:

1. Make initial contact with families by mail, face to face, or by phone.
2. Prior to or upon enrollment, host families in an initial visit to the site to tour the facility and gather information.
3. All children shall be screened within 90 days after the first day of attendance in the NC Pre-K Program or within six months prior to the first day of attendance.
4. When applicable, the site will work with the family to contact the local school system's Exceptional Children Program or other qualified resources to determine if a child is eligible for special education, related services, or other supports for modifications in the classroom.
5. Provide an orientation or open house for families to include educating families on the transition into pre-kindergarten.
6. Conduct formal and/or informal conferences with families for the purpose of gathering information about the child and informing families about the classroom environment and curriculum.
7. Provide families information on North Carolina Foundations on Early Learning and Development.

Optional strategies (choose at least one):

- NC Pre-K teachers conduct initial home visits.
- Provide staggered entry.
- Other: _____

Transition into Kindergarten

Sites must implement the following strategies:

1. Provide a family meeting for the purpose of providing information to families about entry into the public-school system to include the link to Cumberland County School's Kindergarten Showcase <https://www.ccs.k12.nc.us/kindergarten>.
2. Utilize transition materials/resources provided by the Partnership (materials/resources may vary per school year).
3. Conduct formal and informal conferences with families throughout the year for the purpose of sharing on-going assessment information on the child's growth and development (at least one conference must be formal).
4. Allow children and teachers the opportunity to participate in transition to kindergarten events hosted by Cumberland County Schools or other school of choice.
5. Provide families with resources for summer transition activities.
6. Participate in any school readiness activities or events facilitated by the Partnership.
7. It is important that programs understand the requirements of the Individuals with Disabilities Education Improvement Act (IDEA), Parts C and B, in order to ensure collaboration, compliance and effective transitions for children and families.
8. Be sure that each parent has all pertinent information for registering their child at their school of choice.

Optional strategies (choose at least two):

- Prepare and share an All About Me Worksheet with the appropriate parties.
- Facilitate a tour of a school bus.
- Simulate a cafeteria experience for the children or visit a lunch room.
- Shorten nap times.
- In addition to providing resources for summer transition activities, provide supplies for children to use over the summer (scissors, crayons, paper and/or books).
- Other: _____

A log of all activities, opportunities or communications related to the NC Pre-K Transition Plan must be documented and kept on file at the NC Pre-K site. For events/meetings, include sign-in sheets that describe the event/meeting, list date and time, and signatures of the participants.

Documentation for the NC Pre-K Transition Plan will be reviewed and verified during site-monitoring.

Site Administrator Signature: _____ **Date:** _____

NC Pre-K Transportation Plan SY: 2023-2024

Name of Site: _____

On an annual basis, NC Pre-K sites are required to notify the Partnership for Children of Cumberland County of their ability to provide transportation services. Families with children participating in the NC Pre-K program may be charged a nominal amount for transportation to/from the NC Pre-K site if approved by the NC Pre-K Committee. However, children who are at-risk should not be denied services based on the family’s inability to pay. NC Pre-K Sites assume all liability for transporting children and must adhere to the NC Child Care Licensing Requirements. Sites providing transportation must submit a written description of the transportation services that addresses transporting children to and from the NC Pre-K site. The NC Pre-K site must disclose any fees to be charged to the family for the service, and NC Pre-K Committee approval is required to charge a fee.

We understand that transportation is necessary for families to attend NC Pre-K at our site, we have considered the following resources: (Check at least one and all others you have considered.)

- | | |
|---|--|
| <input type="checkbox"/> Public School Bus | <input type="checkbox"/> Public Transportation |
| <input type="checkbox"/> Site Provided Transportation | <input type="checkbox"/> Private Transportation Provided by Family |
| <input type="checkbox"/> Site Family Car Pool | <input type="checkbox"/> Other: _____ |

At this time, we are: (Please check one.)

- Unable to provide transportation services. Please list your challenges below:
- _____
- _____
- _____

- Able to provide transportation services to families. Attach a description of your transportation services and complete the following question:

Will the site charge a nominal fee for transportation?

- No
- Yes, cost per week month (check one) \$_____

We are requesting approval from the NC Pre-K Committee to charge a nominal fee to NC Pre-K families to offset transportation cost, and we understand that eligible children should not be denied services based on the family’s inability to pay.

Documentation for the NC Pre-K Transportation Plan will be reviewed and verified during site-monitoring.

Site Administrator Signature: _____ **Date:** _____



NC DEPARTMENT OF
**HEALTH AND
HUMAN SERVICES**
Division of Child Development and Early
Education

ROY COOPER • Governor
KODY H. KINSLEY • Secretary
ARIEL FORD • Director

May 9, 2023

Mary Sonnenberg
Partnership for Children of Cumberland County
351 Wagoner Dr, Suite 200
Fayetteville, NC 28303

Dear Ms. Sonnenberg:

The NC Division of Child Development and Early Education (DCDEE) performed a fiscal and programmatic desk review of Partnership for Children of Cumberland County under Contract #43841. The purpose of the monitoring was to gain assurances of contract compliance as required under NCGS 143.6.23, the NC Pre-K Program Requirements and Guidance Manual, and the NC Pre-K Fiscal and Programmatic Monitoring Worksheet for State Fiscal Year 2022-2023.

Fiscal Summary: DCDEE reviewed a sampling of monthly expenditures. There were no fiscal issues identified from the samples.

Attendance Summary: DCDEE reviewed a sampling of classroom attendance records and contractor monthly attendance reports. There were no issues identified from the samples examined.

Eligibility Summary: DCDEE reviewed a sampling of student eligibility files. There were no issues identified from the samples.

Programmatic Summary: DCDEE reviewed and verified NC Pre-K committee minutes, membership, meeting requirements, conflict of interest signed statements, Section 1 signatures of County Plan and required written plans. Site monitoring efforts were reviewed and required completion of monitoring tools were verified. There were no issues identified from the items examined.

This concludes the FY 22-23 NC Pre-K fiscal and programmatic monitoring of Partnership for Children of Cumberland County. Thank you for the time spent in preparation and for your participation in the required monitoring process

Respectfully Submitted,

Patsy Stone

Patsy Stone
DCDEE Monitoring & Compliance Unit

CC: Ariel Ford ^{AF}
DCDEE Director

NC DEPARTMENT OF HEALTH AND HUMAN SERVICES • DIVISION OF CHILD DEVELOPMENT AND EARLY EDUCATION

LOCATION: 333 East Six Forks Rd • Raleigh, NC 27609
MAILING ADDRESS: 2201 Mail Service Center, Raleigh, NC 27699-2200
www.ncdhhs.gov • TEL: 919-814-6300 • Fax: 919-715-1013

AN EQUAL OPPORTUNITY / AFFIRMATIVE ACTION EMPLOYER

Partnership for Children of Cumberland County, Inc. - NC PRE-KINDERGARTEN GRANT

Fiscal Year 2022 / 2023

LEGEND
Internal Budget Adjustments
Budget Changes per Amedment #1

FY 22/23 Revenues per Contract	
\$ 9,075,550	NC Pre-k Grant Payments to Providers [Fund 206, Fund 210, Fund 319]
\$ 174,963	2% CCDF Quality/Admin Funds [Fund 328]
\$ 140,277	2% CCDF ARPA Funds [Fund 314]
\$ 603,865	6% Administrative Fee [Fund 211]
\$ 9,994,655	Total NC Pre-k Grant

as of April 2023	
SHOULD BE	
83%	17%

FUND	Activity	FY 22/23 Budget					Y-T-D	Remaining Budget	% of Budget Expended	% of Available Funds
		2/1/2023 (AMENDMENT #1)	February	March	April					
211	3323-999 Administrative Operations	\$ 139,320.00	\$ 10,342.54	\$ 10,236.77	\$ 10,183.76	\$ 113,856.51	\$25,463.49	82%	18%	
	3323-001 CCR&R - Core	\$ 145,609.00	\$ 10,493.45	\$ 10,204.41	\$ 10,052.91	\$ 112,531.23	\$33,077.77	77%	23%	
	3323-017 NC Pre-k Coordination (In-Direct)	\$ 307,386.00	\$ 17,082.49	\$ 29,070.53	\$ 28,983.56	\$ 198,355.32	\$109,030.68	65%	35%	
	3323-017 NC Pre-K LETRS ONLY	\$ 11,550.00	\$ -	\$ -	\$ 0.00	\$ -	\$11,550.00	0%	100%	
	Fund 211 Sub-Total	\$ 603,865.00	\$ 37,918.48	\$ 49,511.71	\$ 49,220.23	\$ 424,743.06	\$ 179,121.94	70%	30%	
206	2342-015 NC Pre-k Subsidy (Direct - Child Reimbursement) - State Funds	\$ 264,330.00	\$ 23,985.50	\$ 23,496.00	\$ 23,985.50	\$ 189,436.50	\$74,893.50	72%	28%	
	Fund 206 Sub-Total	\$ 264,330.00	\$ 23,985.50	\$ 23,496.00	\$ 23,985.50	\$ 189,436.50	\$ 74,893.50	72%	28%	
210	2342-015 NC Pre-k Subsidy (Direct - Child Reimbursement) - State Funds	\$ 4,780,048.00	\$ 534,782.00	\$ 546,091.00	\$ 699,872.00	\$ 1,830,277.00	\$2,949,771.00	38%	62%	
	2348-015 NC Pre-K Non-TANF/CCDF - State Funds	\$ 622,750.00	\$ 147,794.00	\$ 150,646.00	\$ 194,666.00	\$ 500,856.00	\$121,894.00	80%	20%	
	Fund 210 Sub-Total	\$ 5,402,798.00	\$ 682,576.00	\$ 696,737.00	\$ 894,538.00	\$ 2,331,133.00	\$ 3,071,665.00	43%	57%	
314	3323-017 NC Pre-K CCDF-ARPA Funding-ADMIN - Federal Funds [budgeted for outreach]	\$ 19,505.00	\$ -	\$ 6,005.00	\$ -	\$ 6,005.00	\$13,500.00	31%	69%	
	3323-999 NC Pre-K CCDF-ARPA Funding-ADMIN - Federal Funds	\$ 120,772.00	\$ -	\$ 117,772.00	\$ 3,000.00	\$ 120,772.00	\$0.00	100%	0%	
	Fund 314 Sub-Total	\$ 140,277.00	\$ 0.00	\$ 123,777.00	\$ 3,000.00	\$ 126,777.00	\$ 13,500.00	90%	10%	

Partnership for Children of Cumberland County, Inc. - NC PRE-KINDERGARTEN GRANT

Fiscal Year 2022 / 2023

LEGEND
Internal Budget Adjustments
Budget Changes per Amedment #1

FY 22/23 Revenues per Contract	
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as of April 2023	
SHOULD BE	
83%	17%

FUND	Activity	FY 22/23 Budget						Remaining Budget	% of Budget Expended	% of Available Funds
		2/1/2023 (AMENDMENT #1)	February	March	April	Y-T-D				
319	2342-015 NC Pre-k Subsidy TANF (Direct - Child Reimbursement) - Federal Funds	\$ 3,141,448.00	\$ -	\$ -	\$ -	\$3,141,448.00	\$0.00	100%	0%	
	2348-015 NC Pre-K Non-TANF/CCDF - Federal Funds	\$ 266,974.00	\$ -	\$ -	\$ -	\$266,974.00	\$0.00	100%	0%	
	Fund 319 Sub-Total	\$ 3,408,422.00	\$ -	\$ -	\$ -	\$3,408,422.00	\$0.00	100%	0%	
328	3322-017 NC Pre-K CCDF Quality Funds - Federal Funds	\$ -	\$ (80,485.45)	\$ -	\$ -	\$0.00	\$0.00	#DIV/0!	#DIV/0!	
	3323-017 NC Pre-K CCDF Quality Funds - Federal Funds	\$ 174,863.67	\$ 129,167.07	\$ 11,409.25	\$ 22,613.59	\$163,189.91	\$11,673.76	93%	7%	
	3323-999 NC Pre-K CCDF Quality Funds-ADMIN - Federal Funds	\$ 99.33	\$ 99.33	\$ -	\$ -	\$99.33	\$0.00	100%	0%	
	Fund 328 Sub-Total	\$ 174,963.00	\$ 48,780.95	\$ 11,409.25	\$ 22,613.59	\$ 163,289.24	\$11,673.76	93%	7%	
329	3323-017 NC Pre-K Capacity Building Funds - Federal Funds	\$ -	\$ (38,021.38)	\$ -	\$ -	\$0.00	(\$0.00)	#DIV/0!	#DIV/0!	
	3323-001 NC Pre-K Capacity Building Funds - Federal Funds	\$ -	\$ -			\$0.00	\$0.00	#DIV/0!	#DIV/0!	
	3323-999 NC Pre-K Capacity Building Funds - Federal Funds	\$ -	\$ (99.33)			\$0.00	\$0.00	#DIV/0!	#DIV/0!	
	Fund 329 Sub-Total	\$ -	\$ (38,120.71)	\$ -	\$ -	\$0.00	\$ (0.00)	#DIV/0!	#DIV/0!	

Total Budget Remaining						\$3,350,854.20
Total NC Pre-K Grant		\$5,058,149				
Total NC Pre-k Grant Expended			\$755,140.22	\$904,930.96	\$993,357.32	\$6,643,800.80
Total State Funds		\$6,270,993				
Total Federal Funds		\$3,723,662				
Total NC Pre-K Grant		\$9,994,655				

MEMORANDUM

DATE: 5/18/2023

TO: Executive Committee

FROM: Candace Scott, Vice President of Programs

SUBJECT: NC Pre-K Updates

I. Updates as of 5/12/2023

A. SY22.23 Child Placements

Children Placed: 1392

Waitlist: 79

B. SY23.24 Child Applications and Enrollment

Applications Submitted: 1434

Waitlist: 889

Reserved for Placement: 1

Children Placed: 306