

HYBRID North Carolina Pre-Kindergarten Planning Committee Meeting

Agenda

Quorum is 12 = 50% + 1 Attendee (Total Board Members = 23)

Thursday, February 29, 2024

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	Co-Chairs: Brian Jones / Maria Ford
II.	Action* SFY 2023-2024	
	A. Minutes – Thursday, December 14, 2023 B. SFY 2023-2024 <ol style="list-style-type: none"> 1. Rescind Motion made and approved from the December 14, 2023 meeting that no changes be made in the current NC Pre-K guidelines of a ratio of one to 9 children and a maximum class size of 18 with at least one teacher and one teacher assistant. 	Maria Ford Maria Ford / Mary Sonnenberg / Ar-Nita Davis
III.	Action* SFY 2024-2025	
	A. Approve NC Pre-K Contracting Agency B. Approve Site Location and Allocation Implementation Plan 2024-2025! <i>Recusals: Dr. Pamela Adams-Watkins, Lonnie Ballard, Dr. Marvin Connelly, Jr., Maria Ford, Terrasine Gardner, and Mary Mathis</i> C. Approval for Contractor to Move Children across NC Pre-K Sites! <i>Recusals: Dr. Pamela Adams-Watkins, Lonnie Ballard, Dr. Marvin Connelly, Jr., Maria Ford, Terrasine Gardner, and Mary Mathis</i> D. Approve 2024-2025 NC Pre-K Written Plans <ul style="list-style-type: none"> • Prevention of Suspension/Expulsion of Children with Challenging Behaviors Plan • Transportation Plan • Transition Plan • Family Engagement Plan • Limited English Proficiency Plan • Inclement Weather Plan • Health Consultation Plan 	Maria Ford / Mary Sonnenberg / Ar-Nita Davis

IV.	Updates^Δ	
	A. Fiscal Update 1. SFY 2023-2024 Financials B. NC Pre-K SFY 2023-2024 Child Placement C. NC Pre K Applications SFY 2024-25	Carole Mangum Ar-Nita Davis
V.	Adjourn	Maria Ford
* Needs Action /Possible Conflict of Interest (Recusals) ^Δ Information Only [°] Electronic Copy (Hard copies available upon request) ^D Document Included in Packet		



Partnership for Children of Cumberland County, Inc.
North Carolina Pre-Kindergarten Planning Committee Meeting Minutes (In-Person)
December 14, 2023 (12:04 pm to 12:22 pm)
Be the Driving Force



MEMBERS PRESENT: Lonnie Ballard, Shona Bannister (D), Maria Ford (D), Sandee Gronowski, Van Gunter, Haja Jallow-Konrat, Brian Jones, Amanda Klinck, Katie Lada, Mary Mathis, Ayesha Neal, Birgit Sexton, Betty Smith and Darlisha Warren
MEMBERS ABSENT: Dr. Pamela Adams-Watkins, Lisa Childers, Patricia Fecher, Terrasine Gardner, Wynne Long, Taylor Mobley, Tre’vone McNeill, Heather Skeens and Ebone Williams
NON-VOTING MEMBERS PRESENT: Dr. Marvin Connelly, Jr.
NON-VOTING MEMBERS ABSENT: Brenda Jackson
NON-VOTING ATTENDEES: Dottie Adams, Ar-Nita Davis, Michelle Downey, Belinda Gainey, Julanda Jett, Marie Lilly, Carole Mangum, Sharon Moyer, Anthony Ramos, Karen Staab, Mary Sonnenberg
GUEST: Senator Val Applewhite, Gwen Brown and Jerome Scott

AGENDA ITEM	DISCUSSION & RECOMMENDATION	ACTION	FOLLOW-UP
I. Determination of NC Pre-K Quorum & Call to Order – Maria Ford, Co-Chair	The meeting of the North Carolina Pre-Kindergarten (NC Pre-K) Planning Committee was held on December 14, 2023, beginning at 12:04 pm pursuant to prior written notice to each Committee member. Notification was made via email and meeting notices are located on the PFC website. Maria Ford, Co-Chair, chaired the meeting, determined that a quorum was present and called the meeting to order. Belinda Gainey, Executive Specialist, was the Secretary for the meeting and recorded the minutes.	None	None
II. Site Selection Presentation	<p>Site Selection Committee member, Gwen Brown, Co-Chair, presented the site selection recommendations to the NC Pre-K Planning Committee. These items are approved in Section III.B.2.</p> <p>The NC Pre-K Site Selection Sub-Committee unanimously recommends approval to add the following four facilities as new NC Pre-K sites beginning the SFY 2025 school year.</p> <ol style="list-style-type: none"> 1. Gracie's Childcare and Learning Center License Type: Five Star Center License Site Selection Rubric Score Total (65) <ul style="list-style-type: none"> • Program Standards 13 out of 15 • Education Standards 8 out of 15 • Geographic 27 out of 35 • Classroom and Family 17 out of 27 2. Hearts for Children Childcare and Learning Center License Type: Four Star Center License Site Selection Rubric Score Total (60) 	None	None



Partnership for Children of Cumberland County, Inc.
North Carolina Pre-Kindergarten Planning Committee Meeting Minutes
December 14, 2023 (12:04 pm to 12:22 pm)
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	<p>be made as presented. Sandee Gronowski seconded the motion. Hearing no further discussion, the Co-Chair put the motion to a vote. All votes were unanimous. There were no abstentions. The motion carried.</p> <p>B.2. Ar-Nita Davis reviewed the items being recommended for SFY 2025 and 2026 for NC Pre-K Site Selection. Items for approval are:</p> <ul style="list-style-type: none"> • Approval of the 4 facilities as new NC Pre-K sites beginning the SFY 2025 school year. <i>(Previously reviewed by Site Selection Committee)</i> Gracie's Childcare and Learning Center, Hearts for Children Childcare and Learning Center, Jump Start University Early Learning Center and Little Beginningz Learning Center • The NC Pre-K Site Selection Sub-Committee recommends the participation of the four facilities contingent upon them meeting the DCDEE NC Pre-Kindergarten Staff Education Requirements. • The NC Pre-K Site Selection Sub-Committee recommends all new approved programs are allocated one classroom of nine children. • The NC Pre-K Site Selection Sub-Committee recommends that the non-selected facilities are offered technical assistance by the Partnership for Children to increase their quality of care. <ol style="list-style-type: none"> 1. 1st Start Child Development Center 2. Little Angels Childcare and Development Center <p>Ayesha Neal moved to approve the recommendations presented by Ar-Nita Davis from the Site Selection Committee as presented. Van Gunter seconded the motion. Hearing no further discussion, the Co-Chair put the motion to a vote. All votes were unanimous. There were no abstentions. The motion carried.</p>	Motion Carried	None
<p>IV. Updates ^Δ</p> <p>A. Fiscal Update</p> <ol style="list-style-type: none"> 1. Governor's Emergency Education Relief [GEER] Funds 2. SFY 2023-2024 Financials – November 2023 <p>B. Enrollment and Application</p> <ol style="list-style-type: none"> 1. SFY 2023-2024 Application/Placement 2. SFY 2024-2025 Smart Choice Opens- January 17, 2024 3. SFY 2024-2025 Private Site Placement-March 4, 2024 	<p>A.1. It was reported at the October NC Pre-K Planning Committee meeting that Governor Cooper announced plans to direct \$8 million in GEER funds to provide a one-time special allocation to all NC Pre-K classrooms. In order to be eligible to receive GEER funds the NC Pre-K classroom must have had 1 or more NC Pre-K children enrolled and have a qualified lead teacher or long-term substitute in place in the NC Pre-K Plan database during the month of September 2023. NC Pre-K classrooms that have been allocated slots and have qualified staff in place will be eligible to receive GEER funds as long as at least one child qualifies for reimbursement during the month of September. NC Pre-K classrooms that meet the eligibility criteria described in Section II will be eligible to receive a one-time allocation of approximately \$3,860 per classroom. Carole Mangum reported that PFC has requested and received the funds from DCDEE that the programs were eligible for and these funds have been distributed to the NC Pre-K classrooms timely.</p> <p>A.2. Carole informed the committee that the November 2023 NC Pre-K Financials were included in the packet. The committee was asked to review the financials and let her know if there were any</p>	None	None



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	<p>questions. No questions were noted.</p> <p>B.1. Ar-Nita reported that over 2,344 NC Pre-K applications have been received via SchoolMint. 1431 children have been placed and there are 169 children on the waiting list. Currently, there is nowhere to place these children; the locations where they reside in are filled.</p> <p>B.2. The LetsGetEnrolled.com platform will open on January 17, 2024. Information will be listed on the PFC and CCS websites. Over 200 individuals have already stated that they are interested and would like to be alerted when this platform becomes open for use.</p> <p>B.3. Placement with the private sites begins March 4, 2024. Ages and Stages screenings will be completed before children enter the classrooms.</p>	None	None
V. Adjournment	As there was no further business; the chair announced the meeting adjourned. The meeting was adjourned at 12:22 pm.	Adjourned	None

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

M E M O R A N D U M

DATE: February 29, 2024
TO: NC Pre-K Planning Committee
FROM: Mary Sonnenberg, President
SUBJECT: Action to Rescind Motion from December 14, 2023 Meeting – Based on additional Guidance from DCDEE on Legislative Increased Ratio & Slot Availability

Session Law 2013-134, Section 9D.1.(a1) allowed for increased ratio and slot availability for NC Pre-K classrooms (attached DCDEE memo). While this legislation allows for individual classrooms to increase classroom size, classrooms are not obligated to increase their class size. In addition, DCDEE did not receive additional funding to increase slot allocation for the NC Pre-K Program. DCDEE had issued guidance that it is optional to implement this change.

At the December 14, 2023 NC Pre-K Planning Committee meeting the Committee made a motion and voted that no changes be made in the current NC Pre-K guidelines of a ratio of one to 9 children and a maximum class size of 18 with at least one teacher and one teacher assistant. This was contingent on any further information or guidance from DCDEE.

Information from the Guidance from DCDEE was shared with the Executive Committee meeting on January 25, 2024. In addition, the memo from the Executive Committee was sent out to the Full Board and the NC Pre-K Planning Committee following the Executive Committee meeting. The guidance issued by DCDEE is that local NC Pre-K Planning Committees do not have the authority to restrict NC Pre-K Sites to maintain the 1:9 ratio. NC Pre-K Sites have the option to increase the NC Pre-K Classroom ratio and size to include non-NC Pre-K children.

The guidance indicates that while the local NC Pre-K Committee can limit the number of NC Pre-K slots allocated to a classroom, Committees cannot set a local restriction that would prohibit a site from enrolling non-NC Pre-K children within that same classroom to take advantage of the increased ratios.

This memo and guidance is being reviewed at the NC Pre-K Planning Committee at the February 29, 2024 meeting. The action needed is to rescind the motion that was made and approved at the December 14, 2023 meeting based on the additional guidance from DCDEE.

M E M O R A N D U M

DATE: January 25, 2024
TO: Executive Committee; NC Pre-K Planning Committee
FROM: Mary Sonnenberg, President
SUBJECT: Update on Guidance from DCDEE - Legislative Increased Ratio & Slot Availability

Session Law 2013-134, Section 9D.1.(a1) allowed for increased ratio and slot availability for NC Pre-K classrooms (attached DCDEE memo). While this legislation allows for individual classrooms to increase classroom size, classrooms are not obligated to increase their class size. In addition, DCDEE did not receive additional funding to increase slot allocation for the NC Pre-K Program. DCDEE had issued guidance that it is optional to implement this change.

At the December 14, 2023 NC Pre-K Planning Committee meeting the Committee voted to maintain the 1:9 ratio. This was contingent on any further information or guidance from DCDEE.

This memo provides the additional guidance that has been received from DCDEE to Committee and Board members. The guidance issued by DCDEE is that local NC Pre-K Planning Committees do not have the authority to restrict NC Pre-K Sites to maintain the 1:9 ratio. NC Pre-K Sites have the option to increase the NC Pre-K Classroom ratio and size to include non-NC Pre-K children.

The guidance indicates that while the local NC Pre-K Committee can limit the number of NC Pre-K slots allocated to a classroom, Committees cannot set a local restriction that would prohibit a site from enrolling non-NC Pre-K children within that same classroom to take advantage of the increased ratios.

The full email from DCDEE is attached with this memo for the Executive Committee meeting on January 25, 2024 and is being sent out to the full NC Pre-K Planning Committee so that everyone has the most recent guidance. The memo and guidance will be reviewed at the NC Pre-K Planning Committee at their February 29, 2024 meeting.

Wed 12/20/2023 12:01 PM Email Guidance

From: dcd.prek.contract.admin-bounces@lists.ncmail.net

[dcd.prek.contract.admin] **ATTENTION: Additional Guidance- NC Pre-K Increased Ratios- Local Committee Authority**

To: DCD Pre-K Contract Admin <dcd.prek.contract.admin@lists.ncmail.net>; DCD Pre-K Fiscal Admin <dcd.prek.fiscal.admin@lists.ncmail.net>; DCD Pre-K Program Contact <dcd.prek.program.contact@lists.ncmail.net>; DCD Pre-K Additional Contacts <dcd.prek.additional.contacts@lists.ncmail.net>



As you know, [Session Law 2023-134](#) which allows individual NC Pre-K classrooms to increase the staff child ratio to 1:10 with a maximum classroom size of 20 became law October 3, 2023. The NC Pre-K Program Policy team has received questions related to the local NC Pre-K Committee's authority to restrict NC Pre-K classrooms to a 1:9 ratio with a maximum classroom size of 18 children although the new change allows a ratio of 1:10 and a maximum classroom size of 20 children to be served in an NC Pre-K classroom. After much discussion NC Pre-K Management determined that local NC Pre-K Committees do **not** have the authority to restrict NC Pre-K Sites to maintain the 1:9 ratio. NC Pre-K Sites have the option to increase the NC Pre-K classroom ratio and size to include non-NC Pre-K children.

While the local NC Pre-K Committee can limit the number of NC Pre-K slots allocated to a classroom, Committees cannot set a local restriction that will prohibit a site from enrolling non-NC Pre-K children within that same classroom to take advantage of the increased ratios. Local NC Pre-K Committees could however vote to have a 1:9 ratio and maximum classroom size of 18 as an additional locally determined indicator as part of the Standardized Site Selection Process. The criteria must be applicable to all applicants however NC Pre-K Sites are not required to maintain the lower ratio. Not meeting the 1:9 staff child ratio will not make a site ineligible of becoming an approved NC Pre-K site. If a county/region decides locally to have **all** sites (new and existing) participate in the Standardized Site Selection Process, then the additional locally determined indicator will be applicable to all sites regardless of their status as "existing" or "new".

We strongly encourage NC Pre-K Contracting Agencies to have candid conversations with NC Pre-K Sites interested in increasing the ratio and classroom capacity and the impact this may potentially have on teachers and children.

As a reminder, when deciding whether to meet the new NC Pre-K staff child ratio and classroom size, the site must **first** contact their Child Care Consultant to review the

licensed capacity and classroom capacity to determine if it is possible to meet the new NC Pre-K ratio and classroom capacity.

Updates may need to be made in the NC Pre-K databases for those classrooms opting to increase the staff child ratio and classroom size. Please contact your [NC Pre-K Program Policy Consultant](#) for assistance.

Thank you,
NC Pre-K Team

NC Pre-K Help Desk

Division of Child Development and Early Education
North Carolina Department of Health and Human Services
919.715.0920 Fax
DCDEE.NCPK.HELPDESK@dhhs.nc.gov

MEMORANDUM

DATE: 2/29/2024

TO: NC Pre-K Committee

FROM: Ar-Nita Davis, NC Pre-K Program Manager

SUBJECT: **Recommendations for Action Items**

III. Action Items for SFY 2024-2025



- A. Recommend approval for the Partnership for Children of Cumberland County to remain the NC Pre-K Contracting Agency for Cumberland County.
- B. Recommend the approval of the Site Location and Allocation Implementation Plan as follows:

Proposed Sites Location and Allocation (1421 Children)

* New NC Pre-K Site

Private Sites: Total Allocation 951

1. Arether's Little M&M II Child Care Center – 18
2. BalPerazim Child Care Center – 16
3. Brite Shinning Stars Child Care Center – 18
4. Burns Child Care & Preschool Center – 36
5. Child Care Network #109 – 54
6. Child Care Network #110 – 54
7. Cozy Corner Child Care – 18
8. Creative Enhancement Afterschool – 36
9. Fayetteville State University ELC – 45
10. First Steps Child Care Center – 27
11. Gracie's Childcare and Learning Center – 9*
12. Hearts for Children Childcare and Learning Center – 9*
13. Heavenly Haven Academy – 36
14. Heavenly Haven Child Development Center – 18
15. Heavenly Haven Child Development Center II – 18
16. Jump Start University Early Learning Center – 9*
17. Just Like Mom – 18
18. Kidz Kastle – 36
19. KinderCare Learning Centers LLC-Ft. Bragg Rd – 18
20. KinderCare Learning Centers LLC-Hope Mills Rd – 18
21. KinderCare Learning Centers LLC-Ramsey St. – 18
22. Little Beginningz Learning Center – 9*
23. Mommy's Moment Day Care, LLC – 27
24. Next Step Childcare Center II – 18
25. Pamper, Hugs & Luv's Afterschool Facility – 45

- 26. Panda Child Care #1 – 18
 - 27. Panda Child Care #3 – 36
 - 28. Stepping Stones Learning Academy #4 – 18
 - 29. Stepping Stones Learning Academy #6 – 36
 - 30. The Children's Courtyard – 54
 - 31. Trinity Child Care Center – 108
 - 32. Wonder Years Child Development Center – 53
-  **Cumberland County Schools: Total Allocation 380**
 **Head Start: Total Allocation: Total Allocation 90**

Allocation Implementation Plan

NC Pre-Kindergarten **projected** budget for **SFY 2024-2025:**

\$ 9,155,320	Direct Services (Monthly payment to Providers)
<u>\$ 915,532</u>	Administrative Funds
\$10,070,852	Projected Total Contract/Budget Amount

Please Note: The initial Site Location and projected Allocation Implementation Plan are subject to change based on funding availability, satisfactory contract compliance, adherence to the NC Pre-K Requirements and Guidance, rate fluctuations, and outcomes of recruitment efforts.

C. Recommend Approval for Contractor to Move Children across NC Pre-K Sites

D. Recommend Approval of Annual Written Plans

1. Prevention of Suspension/Expulsion of Children with Challenging Behaviors Plan
2. Transportation Plan
3. Transition Plan
4. Family Engagement Plan
5. Limited English Proficiency Plan
6. Inclement Weather Plan
7. Health Consultation Plan

NC Pre-K Prevention of Suspension and/or Expulsion Plan SFY: 2024-2025

The signed Prevention of Suspension and/or Expulsion Plan must be kept on file at the site and available for review during monitoring visits.

Name of Site: _____

The Division of Child Development and Early Educator (DCDEE), Partnership for Children of Cumberland County, and the NC Pre-K Committee have provided guidance for NC Pre-K sites to follow this written plan to prevent the suspension and/or expulsion of children with unique needs/challenging behaviors. *See also NC Child Care Rule 10A NCAC 09 .3017 Children With Unique Needs And Challenging Behaviors.* This plan aims to ensure that providers and families have access to appropriate resources and support 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:
 - a. Allow NC Pre-K teachers and administrators/designees the opportunity to participate in training 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:
 - a. 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:
 - a. 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.
 - b. Available community resources for NC Pre-K staff include The Partnership for Children of Cumberland County's Technical Assistance Activity, Professional Development and Career Center, and Regional Healthy Social Behaviors Project.
 - c. Available community resources for families include Cumberland County Schools' Exceptional Children's Services (Child Find), 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:
 - a. 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.

- b. 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.
- c. 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 will 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 [Appendix-E 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.
- d. The NC Pre-K site, the Partnership, and the 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 training 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®, as well as the Pyramid Model for Early Childhood Education.
- Provide opportunities for family members to participate in educational events that support healthy social-emotional development in young children;
- Other: _____

A record of all communication, activities, and opportunities aimed at preventing the suspension and/or expulsion of children with unique needs or challenging behaviors must be documented and kept on file at the NC Pre-K site. The records and documents must include:

1. Name of Site and Teacher
2. sign-in sheets
3. A description of the event/meeting,
4. Dates and times
5. Child's Name
6. Signatures of the participants

I am acknowledging that my staff and I have read Section 3-G. Children with Unique Needs/Challenging Behaviors, and will comply with the requirements.

Site Administrator/Designee Name (print)

Signature

Date

NC Pre-K Transportation Plan SFY: 2024-2025

The signed Transition Plan must be kept on file at the site and available for review during monitoring visits.

Name of Site: _____

NC Pre-K sites are required to notify the Partnership for Children of Cumberland County of their ability or any changes to provide transportation services to NC Pre-K families. 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 (Chapter 9 - Child Care Rules .1723 TRANSPORTATION REQUIREMENTS).

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

- Public School Bus
- Public Transportation
- Site Provided Transportation
- Private Transportation Provided by Family
- Site Family Car Pool
- 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? 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.

- No
 Yes (check one) cost per Week \$ _____ Month \$ _____

We are seeking approval from the NC Pre-K Committee to charge a small fee to NC Pre-K families to cover transportation expenses. We understand that eligible children should not be refused services due to their families' inability to pay. *Sites that offer transportation services must provide a written description of how they will transport children to and from the NC Pre-K site.*

Site Administrator/ Designee Name (Print)

Signature

Date

NC Pre-K Transition Plan SFY: 2024-2025

The signed Transition Plan must be kept on file at the site and available for review during monitoring visits.

Name of Site: _____

The Division of Child Development and Early Educator (DCDEE), Partnership for Children of Cumberland County, and the NC Pre-K Committee have provided guidance for NC Pre-K will implement strategies that assist children and families in transitioning into pre-kindergarten and then into kindergarten. Please see NC Pre-K Program Requirements & Guidance Section 5: J. Transition to 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 prekindergarten;
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 with 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;
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 ongoing 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 Kindergarten Showcase virtually/Beginners' Day hosted by Cumberland County Schools;
5. Attend the school district special events and information sessions throughout the spring and summer months to prepare kindergarteners and their families for an exciting, smooth, and successful entry to Cumberland County Schools.
6. Provide families with resources for summer transition activities;

7. Participate in any school readiness activities or events facilitated by the Partnership.
8. 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.
9. 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 lunchroom.
- 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 record of all communication, activities, and opportunities aimed at preventing the NC Pre-K Transition Plan suspension and/or expulsion of children with unique needs or challenging behaviors must be documented and kept on file. The records and documents must include:

1. Name of site and teacher
2. Sign-in sheets
3. Description of the event/meeting,
4. Dates and times
5. Child's name
6. Signatures of the participants

Site Administrator/Designee Name (Print)

Signature

Date

NC Pre-K Family Engagement Plan SFY: 2024-2025

The signed Family Engagement Plan must be kept on file at the site and available for review during monitoring visits.

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; and
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, efforts, opportunities, or communications made to support limited English proficiency NC Pre-K students. The log for events/meetings must include a Sign-in sheet with:

- a) Name of the site and teacher
- b) A description of the event/meeting
- c) Date and time of the event
- d) Name of child
- e) Signatures of the participants

Site Administrator/Designee Name (print)

Signature

Date

NC Pre-K Limited English Proficiency Plan SFY: 2024-2025

The signed Limited English Proficiency Plan must be kept on file at the site and available for review during monitoring visits.

Name of Site: _____

The Division of Child Development and Early Educator (DCDEE), Partnership for Children of Cumberland County, and the NC Pre-K Committee have provided guidance for NC Pre-K sites to follow a written plan for Limited English Proficiency. The main objective of this plan is to ensure that providers and families have access to the right resources and support 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 should 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. Vital documents or information are those that are critical for accessing federally/state-funded services or benefits or 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
- c) 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 as many bilingual staff as possible.
- b) Volunteer interpreters - When bilingual staff is unavailable, 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 client confidentiality and interpreter competency in mind.
- 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: When immediate action is required, sites will take necessary steps to ensure that all families, including those 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.

a) **Optional Strategies and Resources**

- 1) Telephone Interpreter Services
- 2) Internet Translation Services
- 3) Mobile Translation Application
- 4) Translation Services (Independent Company)
- 5) Language Departments from Local Institutions of Higher Learning
- 6) Other: _____

A log of all activities, efforts, opportunities, or communications made to support limited English proficiency NC Pre-K students. The log for events/meetings must include a Sign-in sheet with:

- a) Name of the site and teacher
- b) A description of the event/meeting
- c) Date and time of the event
- d) Name of child
- e) Signatures of the participants

Site Administrator/Designee Name (Print)

Signature

Date

NC Pre-K Inclement Weather Plan SFY: 2024-2025

The signed Inclement Weather Plan must be kept on file at the site and available for review during monitoring visits.

Name of Site: _____

NC Pre-K sites follow the Cumberland County School System regarding any inclement weather closings or delays. Additionally, sites follow Cumberland County Schools' make-up schedule unless clear barriers prevent certain sites from doing so.

1. The following are the changes proposed for the NC Pre-K program:
 - a) Extending the instructional day beyond 6.5 hours.
 - b) Attending school on a day that was originally scheduled as a teacher workday, vacation, or weekend.
 - c) Providing remote learning during the site closure to meet the NC Pre-K minimum requirement of 6.5 hours per day.
2. If a site faces an obstacle in following Cumberland County Schools' make-up schedule, they must create an alternative make-up schedule. This new schedule needs approval from the contract administrator before its implementation. The NC Pre-K site administrator is responsible for contacting all families to notify them once the decision has been made.
3. During severe weather, the NC Pre-K administrator will announce early dismissal. The NC Pre-K site administrator is responsible for contacting all families to notify them once the decision has been made.

Inclement Weather make-up days should be a solution that will provide the NC Pre-K children equivalent instructional time in all NC Pre-K classrooms, as well as meet the needs of public schools, private sites, and Head Start programs.

Site Administrator/Designee Name (Print)

Signature

Date

NC Pre-K Health Consultation Plan
SFY: 2024-2025

The signed Health Consultation Plan must be kept on file at the site and available for review during monitoring visits.

Name of Site: _____

A health assessment must be on file at the NC Pre-K site within 30 days after a child enters the NC Pre-K program. The assessment may be no more than 12 months old at program entry. (General Statute 130A-440; 10A NCA09.3005) The contract administrator may arrange for qualified health professionals to provide health services at community-wide NC Pre-K recruitment events.

Parents/guardians are notified at the time of application that a child’s health assessment is required before enrolling or within 30 days after a child enters the NC Pre-K program. Parents/guardians must ensure their child has received the required immunizations at the age required by law unless there is a written medical or religious exemption on file. (General Statute 130A-152-157) The contract administrator and sites should make every effort to assist families in obtaining a health assessment for their child and should enlist help from other community organizations and agencies to ensure compliance with the health assessment requirement.

When a child enters NC Pre-K without a health assessment, the site administrator must provide the family written notice to submit a completed health assessment within 30 days. As a written notice, site administrators must use the form titled *NOTICE: 2019 – 20 NC HEALTH ASSESSMENT AND IMMUNIZATION REQUIREMENTS FOR SCHOOL ATTENDANCE (1/15/2019)*. In the event the child has not received a health assessment within the required timeframe, the parent/guardian must submit proof of scheduling the child’s health assessment. Families receiving notice regarding the health assessment requirement are provided information on the Child Health Clinic at the Public Health Center on Ramsey Street in Fayetteville. The Child Health Clinic accepts Medicaid and other forms of health insurance or charges a fee based on family income and the number of persons in the household. Additionally, sites are encouraged to contact their local Child Care Health Consultant for information on other options for families.

After five business days of notification the family has not complied, the site administrator will issue a final written notice to submit a completed health assessment. The site administrator will also provide the contract administrator with a copy of the final notice. Upon receipt of the final notice, the contract administrator will contact the parent/guardian by phone or email to inform them their child will be exited from the program if the health assessment is not received within 30 days of program entry. If the health assessment requirement is unmet within 30 days, the contract administrator will inform the parent/guardian by phone and email that their child has been exited from the program for not meeting the requirements.

Sites are responsible for entering the health assessment date into NC Pre-K Kids within five days of the child’s first day of attendance. In the event the health assessment is not provided by the first day of attendance, the site has 48 hours upon receipt to enter the health assessment date into NC Pre-K Kids.

Site Administrator/Designee Name (Print)	Signature	Date
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Partnership for Children of Cumberland County, Inc. - NC PRE-KINDERGARTEN GRANT

Fiscal Year 2023 / 2024

LEGEND	
	Internal Budget Adjustments
	Budget Increases per Amendment #1

FY 23/24 Revenues per Contract		
\$ 9,155,320	NC Pre-k Grant Payments to Providers [Fund 206, Fund 210, Fund 319]	
\$ 328,170		
\$ 174,963	2% CCDF Quality/Admin Funds [Fund 328]	
\$ 216,016	2% CCDF ARPA Admin Funds [Fund 314]	
\$ 524,553	6% Administrative Funds [Fund 211]	10% TOTAL ADMIN FUNDS
\$ 10,399,022	Total NC Pre-k Grant	as of January 2024
		SHOULD BE
		58% 42%

		FY 23/24 Budget					Remaining	% of	% of	
Activity		9/01/23 (Amendment #1)	November	December	January	Y-T-D	Budget	Budget Expended	Available Funds	
211	3323-999	Administrative Operations	\$ 126,000.00	\$ 10,868.92	\$ 15,478.36	\$ 10,364.66	\$ 79,233.54	\$ 46,766.46	63%	37%
	3323-001	CCR&R - Core	\$ 123,888.00	\$ 13,077.25	\$ 12,751.77	\$ 12,428.40	\$ 79,061.96	\$ 44,826.04	64%	36%
	3323-017	NC Pre-k Coordination (In-Direct)	\$ 274,665.00	\$ 23,480.77	\$ 26,132.75	\$ 26,995.20	\$ 147,888.21	\$ 126,776.79	54%	46%
		Fund 211 Sub-Total	\$ 524,553.00	\$ 47,426.94	\$ 54,362.88	\$ 49,788.26	\$ 306,183.71	\$ 218,369.29	58%	42%
206	2342-015	NC Pre-k Subsidy (Direct - Child Reimbursement) - State Funds	\$ 910,064.00	\$ -	\$ -	\$ -	\$ 910,064.00	\$ -	100%	0%
	2348-015	NC Pre-K Non-TANF/CCDF - State Funds	\$ 256,787.00	\$ -	\$ -	\$ -	\$ 256,787.00	\$ -	100%	0%
		Fund 206 Sub-Total	\$ 1,166,851.00	\$ -	\$ -	\$ -	\$ 1,166,851.00	\$ -	100%	0%
210	2342-015	NC Pre-k Subsidy (Direct - Child Reimbursement) - State Funds	\$ 3,893,000.00	\$ 638,222.00	\$ 647,028.00	\$ -	\$ 1,637,078.00	\$ 2,255,922.00	42%	58%
	2348-015	NC Pre-K Non-TANF/CCDF - State Funds	\$ 687,047.00	\$ 165,876.00	\$ 153,874.00	\$ -	\$ 381,232.00	\$ 305,815.00	55%	45%
		Fund 210 Sub-Total	\$ 4,580,047.00	\$ 804,098.00	\$ 800,902.00	\$ -	\$ 2,018,310.00	\$ 2,561,737.00	44%	56%
314	3323-017	NC Pre-K CCDF-ARPA Funding-ADMIN - Federal Funds [\$26,000 budgeted for outreach; \$114,275 budgeted for personnel]	\$ 125,275.00	\$ 67,000.00	\$ 258.37	\$ -	\$ 71,733.37	\$ 53,541.63	57%	43%
	3323-999	NC Pre-K CCDF-ARPA Funding-ADMIN - Federal Funds	\$ 90,741.00	\$ 19,377.50	\$ 172.06	\$ 8,631.00	\$ 53,537.01	\$ 37,203.99	59%	41%
		Fund 314 Sub-Total	\$ 216,016.00	\$ 86,377.50	\$ 430.43	\$ 8,631.00	\$ 125,270.38	\$ 90,745.62	58%	42%

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

Fiscal Year 2023 / 2024

LEGEND	
	Internal Budget Adjustments
	Budget Increases per Amendment #1

FY 23/24 Revenues per Contract		
\$ 9,155,320	NC Pre-k Grant Payments to Providers [Fund 206, Fund 210, Fund 319]	
\$ 328,170		
\$ 174,963	2% CCDF Quality/Admin Funds [Fund 328]	
\$ 216,016	2% CCDF ARPA Admin Funds [Fund 314]	
\$ 524,553	6% Administrative Funds [Fund 211]	10% TOTAL ADMIN FUNDS
\$ 10,399,022	Total NC Pre-k Grant	as of January 2024
		SHOULD BE
		58% 42%

		FY 23/24 Budget					Remaining	% of	% of
Activity		9/01/23 (Amendment #1)	November	December	January	Y-T-D	Budget	Budget Expended	Available Funds
319	2342-015 NC Pre-k Subsidy TANF (Direct - Child Reimbursement) - Federal Funds	\$ 2,897,000.00	\$ -	\$ -	\$ -	\$ -	\$ 2,897,000.00	0%	100%
	2348-015 NC Pre-K Non-TANF/CCDF - Federal Funds	\$ 511,422.00	\$ -	\$ -	\$ -	\$ -	\$ 511,422.00	0%	100%
	Fund 319 Sub-Total	\$ 3,408,422.00	\$ -	\$ -	\$ -	\$ -	\$ 3,408,422.00	0%	100%
328	3323-999 NC Pre-K CCDF Quality Funds-ADMIN - Federal Funds	\$ 174,963.00	\$ 18,602.71	\$ 20,079.74	\$ 22,812.31	\$ 133,166.21	\$ 41,796.79	76%	24%
	Fund 328 Sub-Total	\$ 174,963.00	\$ 18,602.71	\$ 20,079.74	\$ 22,812.31	\$ 133,166.21	\$ 41,796.79	76%	24%
336	3322-017 NC Pre-K GEER (Governor's Emergency Education Relief) Funds - Federal Funds	\$ 328,170.00	\$ 212,345.10	\$ 111,962.90	\$ -	\$ 324,308.00	\$ 3,862.00	99%	1%
	Fund 336 Sub-Total	\$ 328,170.00	\$ 212,345.10	\$ 111,962.90	\$ -	\$ 324,308.00	\$ 3,862.00	99%	1%

Total Budget Remaining \$ 6,324,932.70

Total NC Pre-K Grant					
Total NC Pre-k Grant Expended		\$ 1,168,850.25	\$ 987,737.95	\$ 81,231.57	\$ 4,074,089.30
Total State Funds	\$ 6,271,451.00				
Total Federal Funds	\$ 4,127,571.00				
Total NC Pre-K Grant	\$ 10,399,022.00				