challenging behaviors helpline

Do you have children who always seem to **need your attention?** Are children **not connecting** during circle time? Do challenging behaviors create **difficult free play environments?** Do you spend all day **engaging, or redirecting and managing** children's behavior? **Are you open to implementing new tools?**

Help is available for these and other behavior challenges!

Speak to a Behavior Support Advisor for advice and resources specific to the challenging behaviors in your classroom. **1-888-600-1685 Option 1**

Submit your questions to a Behavior Support Advisor online and receive a call or email in response.

Post your questions in the 'Talk to the Expert' Group on our online network, **Social Emotional Connections,** for early childhood educators. There will also be opportunities to join free webinars on challenging topics or classroom activities.

HEALTHY SOCIAL BEHAVIORS

child care resources inc.

NC CCR&R
North Carolina Child Care Resource & Referral

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

Partnership FOR CHILDREN OF CUMBERLAND COUNTY

a partner in the Smart Start network.

NORTH CAROLINA NC Pre-K Prekindergarten Program

NC Pre-K Site Monitoring Tool Checklist

SFY: 2026-2027

Name of Site: _____

The 2026-2027 NC Pre-K Site Monitoring Tool, including required documentations and Actions Plans for items not met, is due to the local NC Pre-K Contract Administrator by Monday, October 26, 2026. Original, scanned or a Thumb Drive with the Site Monitoring Tool and supporting documentation should be submitted via email to ncprek@ccpfc.org or hand delivered to the Partnership for Chiildren-351 Wagoner Drive, Fayetteville, NC 28303.

☐ **NC Pre-K Site Monitoring Tool**: Complete all areas of the monitoring tool that apply
☐ **Operational Policies** (Section 4: B1, B2): Will Review at NC Pre-K Site
☐ **Parent Handbook** (Section 4: B1, B2): Will Review at NC Pre-k Site
☐ **NC Pre-K Classroom Schedules: Please Submit**
☐ **Health Assessment** (Section 5: A1). **Please Submit**

- All health assessment dates Must be completed and entered in NC Pre-K Kids
- Each child's Health Assessments/ dated cover sheet screening will be reviewed at NC Pre-K Site during monitoring, or a copy of parent notification letter or documentation verifying scheduled appointment

☐ **Ages & Stages Developmental Screening** (Section 5: B1) **Please Submit**

- All developmental screening dates Must be completed and entered in NC Pre-K Kids
- Each child's developmental screening cover sheet or IEP will be reviewed at NC Pre-K Site

☐ **Lesson Plan at least one months** (September 2026 or October 2026) (Section 5:C1) **Please Submit**
☐ **Formative Instructional Assessment**- Creative Curriculum TS Gold (Section 5: D1, D2) **Please Submit**

- All programs are required to use the on-line version. (Assessment Portfolio will be reviewed)

☐ **Classroom Attendance Roster** for the month of September 2025 (Section 5: E1, E2, G1) **Please Submit**

- Classroom Roster Attendance Sheet signed and dated by Teacher and Administrator
- Classrooms sizes over 18 must submit 2026-2027 NC Pre-K Staff-to-Child Ration and Class Size form. (If Applicable)

☐ **Family Engagement Plan with Activities and Log** for the year (Section 5: I1, I2, I3) **Please Submit**
☐ **Contact Log/Home Visits (Section** 5: I1, I2, I3) (If Applicable) All contact made with parents especially if a child is absent 3 days or more **Please Submit**
☐ **Program's Transition Plan with Activities for the current school year Please Submit**
☐ **Assurance Statement/Ready Rosie** on file. (NC Child Care Rule 10A NCSC 09.3011) (Section 6: A2, A2) **Please Submit**
☐ **Substitute Log by classroom** (DCDEE compliance summaries verifying education)) (Section 6: D1, D2) (If Applicable) **Please Submit**
☐ **Remote Learning** documentation (Section 4) (If Applicable) **Please Submit**
☐ **ECERS-3 Outreach Assessment Report** or Proof of scheduled date (Section 7: A1) (If Applicable) **Please Submit**
☐ **ECERS-3 Certificate for Teaching Staff and Site Administrator** or Self-Assessment completed by Site Administrator: **Please Submit**

_____

Site Admin/Designee Name (print) **Signature** **Date**

SCORESHEET

Early Childhood Environment Rating Scale–Third Edition

Thelma Harms, Richard M. Clifford, and Debby Cryer

Observer: _____ Observer Code: ___ ___ ___

Center/School: _____ Center Code: ___ ___ ___

Room: _____ Room Code: ___ ___

Teacher(s): _____ Teacher Code: ___ ___

Time				
# of staff present				
# of children present				

Highest number center allows in class at one time: ___ ___

Number enrolled: ___ ___

Highest number of children present during observation: ___ ___

Number of childen under 3 years of age in this class: ___ ___

Do any children in the group have food allergies? _____

Do any families have food preferences? _____

Date of Observation: __ __ / __ __ / __ __
m m d d y y

Number of children with identified disabilities: ___ ___

Check type(s) of disability: ☐ physical/sensory ☐ cognitive/language ☐ social/emotional ☐ other: _____

Birthdates of children enrolled: youngest __ __ / __ __ / __ __
m m d d y y
oldest __ __ / __ __ / __ __
m m d d y y

Time observation began: ___ ___ : ___ ___ ☐ AM ☐ PM

Time observation ended: ___ ___ : ___ ___ ☐ AM ☐ PM

What space(s) are used for gross motor activities for this class?

_____

Which gross motor spaces are used most often (indoors or outdoors)?

_____

SPACE AND FURNISHINGS

1. Indoor space 1 2 3 4 5 6 7

	Y	N		Y	N		Y	N		Y	N
1.1	☐	☐	3.1	☐	☐	5.1	☐	☐	7.1	☐	☐
1.2	☐	☐	3.2	☐	☐	5.2	☐	☐	7.2	☐	☐
1.3	☐	☐	3.3	☐	☐	5.3	☐	☐	7.3	☐	☐
1.4	☐	☐	3.4	☐	☐						
			3.5	☐	☐						

2. Furnishings for care, play, and learning

1 2 3 4 5 6 7

	Y	N	NA
1.1	☐	☐	
1.2	☐	☐	
1.3	☐	☐	

	Y	N	NA
3.1	☐	☐	
3.2	☐	☐	
3.3	☐	☐	☐
3.4	☐	☐	

	Y	N
5.1	☐	☐
5.2	☐	☐
5.3	☐	☐
5.4	☐	☐

	Y	N
7.1	☐	☐
7.2	☐	☐
7.3	☐	☐

5.2. Child-sized? _____ ÷ _____ = _____
(# child-sized) (# children) (% child-sized)

3. Room arrangement for play and learning

1 2 3 4 5 6 7

	Y	N	NA
1.1	☐	☐	
1.2	☐	☐	
1.3	☐	☐	
1.4	☐	☐	☐

	Y	N	NA
3.1	☐	☐	
3.2	☐	☐	
3.3	☐	☐	
3.4	☐	☐	☐

	Y	N	NA
5.1	☐	☐	
5.2	☐	☐	
5.3	☐	☐	
5.4	☐	☐	☐

	Y	N
7.1	☐	☐
7.2	☐	☐
7.3	☐	☐

List defined interest centers:

4. Space for privacy

1 2 3 4 5 6 7

	Y	N
1.1	☐	☐
1.2	☐	☐
1.3	☐	☐

	Y	N
3.1	☐	☐
3.2	☐	☐

	Y	N
5.1	☐	☐
5.2	☐	☐
5.3	☐	☐

	Y	N
7.1	☐	☐
7.2	☐	☐

5. Child-related display

1 2 3 4 5 6 7

	Y	N
1.1	☐	☐
1.2	☐	☐
1.3	☐	☐

	Y	N
3.1	☐	☐
3.2	☐	☐
3.3	☐	☐

	Y	N
5.1	☐	☐
5.2	☐	☐
5.3	☐	☐
5.4	☐	☐

	Y	N
7.1	☐	☐
7.2	☐	☐
7.3	☐	☐
7.4	☐	☐

6. Space for gross motor play 1 2 3 4 5 6 7

	Y	N		Y	N		Y	N		Y	N
1.1	☐	☐	3.1	☐	☐	5.1	☐	☐	7.1	☐	☐
1.2	☐	☐	3.2	☐	☐	5.2	☐	☐	7.2	☐	☐
1.3	☐	☐				5.3	☐	☐	7.3	☐	☐
						5.4	☐	☐			

7. Gross motor equipment 1 2 3 4 5 6 7

	Y	N		Y	N		Y	N	NA		Y	N
1.1	☐	☐	3.1	☐	☐	5.1	☐	☐		7.1	☐	☐
1.2	☐	☐	3.2	☐	☐	5.2	☐	☐		7.2	☐	☐
1.3	☐	☐	3.3	☐	☐	5.3	☐	☐		7.3	☐	☐
						5.4	☐	☐	☐			

A. Subscale (Items 1–7) Score __ __ B. Number of Items scored __ __ **SPACE AND FURNISHINGS Average Score (A ÷ B) __.__ __**

PERSONAL CARE ROUTINES

8. Meals/snacks 1 2 3 4 5 6 7 NA

	Y	N	NA		Y	N	NA		Y	N	NA		Y	N
1.1	☐	☐	☐	3.1	☐	☐		5.1	☐	☐		7.1	☐	☐
1.2	☐	☐		3.2	☐	☐	☐	5.2	☐	☐	☐	7.2	☐	☐
1.3	☐	☐		3.3	☐	☐		5.3	☐	☐		7.3	☐	☐
								5.4	☐	☐				
								5.5	☐	☐				

9. Toileting/diapering 1 2 3 4 5 6 7

	Y	N		Y	N		Y	N		Y	N
1.1	☐	☐	3.1	☐	☐	5.1	☐	☐	7.1	☐	☐
1.2	☐	☐	3.2	☐	☐	5.2	☐	☐	7.2	☐	☐
1.3	☐	☐	3.3	☐	☐	5.3	☐	☐	7.3	☐	☐
			3.4	☐	☐						

10. Health practices

1 2 3 4 5 6 7

	Y	N	NA
1.1	☐	☐	
1.2	☐	☐	☐
1.3	☐	☐	

	Y	N	NA
3.1	☐	☐	
3.2	☐	☐	☐
3.3	☐	☐	

	Y	N	NA
5.1	☐	☐	
5.2	☐	☐	☐
5.3	☐	☐	

	Y	N
7.1	☐	☐
7.2	☐	☐
7.3	☐	☐

Handwashing observed:

Upon arrival in class or re-entry from outdoors:

After sand or play with messy dry materials:

Before/after water play or use of shared moist materials:

After dealing w/ bodily fluids or skin contact with open sores:

After touching pets or contaminated objects:

11. Safety practices

1 2 3 4 5 6 7

	Y	N	NA
1.1	☐	☐	☐
1.2	☐	☐	
1.3	☐	☐	
1.4	☐	☐	

	Y	N	NA
3.1	☐	☐	☐
3.2	☐	☐	
3.3	☐	☐	
3.4	☐	☐	

	Y	N
5.1	☐	☐
5.2	☐	☐
5.3	☐	☐

	Y	N
7.1	☐	☐
7.2	☐	☐
7.3	☐	☐

1.1, 3.1. Safety hazards

	Major	Minor
Indoors		
Outdoors		

A. Subscale (Items 8–11) Score __ __ B. Number of Items scored __ __ **PERSONAL CARE ROUTINES Average Score (A ÷ B) __.__ __**

LANGUAGE AND LITERACY

12. Helping children expand vocabulary

1 2 3 4 5 6 7

	Y	N
1.1	☐	☐
1.2	☐	☐
1.3	☐	☐

	Y	N
3.1	☐	☐
3.2	☐	☐
3.3	☐	☐

	Y	N	NA
5.1	☐	☐	
5.2	☐	☐	
5.3	☐	☐	
5.4	☐	☐	☐

	Y	N
7.1	☐	☐
7.2	☐	☐
7.3	☐	☐

5.2. Explain meaning of word (2 examples):

7.3. Expansion (2 examples):

13. Encouraging children to use language

1 2 3 4 5 6 7

	Y	N		Y	N		Y	N		Y	N
1.1	☐	☐	3.1	☐	☐	5.1	☐	☐	7.1	☐	☐
1.2	☐	☐	3.2	☐	☐	5.2	☐	☐	7.2	☐	☐
1.3	☐	☐	3.3	☐	☐	5.3	☐	☐	7.3	☐	☐
1.4	☐	☐	3.4	☐	☐	5.4	☐	☐			
1.5	☐	☐	3.5	☐	☐						

5.4. Encourage social talk with other children (not with adults) (2 examples):

7.1. Staff questions to explain or expand (2 examples):

7.3. Staff/child conversations beyond class activities (1 example):

14. Staff use of books with children

1 2 3 4 5 6 7

	Y	N		Y	N		Y	N		Y	N
1.1	☐	☐	3.1	☐	☐	5.1	☐	☐	7.1	☐	☐
1.2	☐	☐	3.2	☐	☐	5.2	☐	☐	7.2	☐	☐
1.3	☐	☐	3.3	☐	☐	5.3	☐	☐	7.3	☐	☐
1.4	☐	☐	3.4	☐	☐	5.4	☐	☐	7.4	☐	☐

7.1. Use of books that relate to current class activities (1 example):

7.2. Staff and children discuss book content (1 example):

7.3. Books used informally (2 examples):

7.4. Use books to help answer questions (1 example):

15. Encouraging children's use of books

1 2 3 4 5 6 7

	Y	N		Y	N		Y	N		Y	N
1.1	☐	☐	3.1	☐	☐	5.1	☐	☐	7.1	☐	☐
1.2	☐	☐	3.2	☐	☐	5.2	☐	☐	7.2	☐	☐
1.3	☐	☐	3.3	☐	☐	5.3	☐	☐	7.3	☐	☐
1.4	☐	☐	3.4	☐	☐	5.4	☐	☐			

16. Becoming familiar with print 1 2 3 4 5 6 7

	Y	N		Y	N		Y	N		Y	N
1.1	☐	☐	3.1	☐	☐	5.1	☐	☐	7.1	☐	☐
1.2	☐	☐	3.2	☐	☐	5.2	☐	☐	7.2	☐	☐
1.3	☐	☐	3.3	☐	☐	5.3	☐	☐	7.3	☐	☐
1.4	☐	☐							7.4	☐	☐

1.4. Observe 2 examples.

3.2. Observe 1 example.

5.3. Observe 1 example.

7.2. Observe 2 examples.

7.4. Observe 1 example.

A. Subscale (Items 12–16) Score __ __ B. Number of Items scored __ __ **LANGUAGE AND LITERACY Average Score (A ÷ B) __.__ __**

LEARNING ACTIVITIES

17. Fine motor 1 2 3 4 5 6 7

	Y	N		Y	N		Y	N		Y	N
1.1	☐	☐	3.1	☐	☐	5.1	☐	☐	7.1	☐	☐
1.2	☐	☐	3.2	☐	☐	5.2	☐	☐	7.2	☐	☐
1.3	☐	☐	3.3	☐	☐	5.3	☐	☐	7.3	☐	☐
			3.4	☐	☐						

Types of fine motor material
(total of 10 required for 3.1; all categories must be represented for 5.1):

- Interlocking building materials:
- Art:
- Manipulatives:
- Puzzles:

7.1. Staff show extended interest in children's use of fine motor materials (Observe for 2 children):

18. Art 1 2 3 4 5 6 7

	Y	N		Y	N		Y	N		Y	N
1.1	☐	☐	3.1	☐	☐	5.1	☐	☐	7.1	☐	☐
1.2	☐	☐	3.2	☐	☐	5.2	☐	☐	7.2	☐	☐
1.3	☐	☐	3.3	☐	☐	5.3	☐	☐	7.3	☐	☐

3.3. Positive staff involvement with art (1 example):

5.1. Types of art materials (list example[s] for each):

- Drawing:
- Paints:
- 3-D:
- Collage:
- Tools:

5.3. Staff-child conversations about art (2 examples):

7.3. Staff write captions (1 example):

19. Music and movement

1 2 3 4 5 6 7

	Y	N		Y	N	NA		Y	N			Y	N	NA
1.1	☐	☐	3.1	☐	☐		5.1	☐	☐		7.1	☐	☐	☐
1.2	☐	☐	3.2	☐	☐		5.2	☐	☐		7.2	☐	☐	
			3.3	☐	☐		5.3	☐	☐		7.3	☐	☐	☐
			3.4	☐	☐	☐	5.4	☐	☐					

Types of music materials (3 needed for 3.1; 10 needed for 5.1):

- instruments:
- music to listen to (played by staff or child):

7.2. Point out rhyming words in songs, etc. (1 example):

7.3. Experiment with rhyming in songs (1 example):

20. Blocks

1 2 3 4 5 6 7

	Y	N		Y	N		Y	N			Y	N
1.1	☐	☐	3.1	☐	☐	5.1	☐	☐		7.1	☐	☐
1.2	☐	☐	3.2	☐	☐	5.2	☐	☐		7.2	☐	☐
			3.3	☐	☐	5.3	☐	☐		7.3	☐	☐
			3.4	☐	☐	5.4	☐	☐				
						5.5	☐	☐				

Types of blocks (√ = observed):

__ unit

__ large hollow

7.2. Link written language to block play (1 example, evidence in display can count):

7.3. Staff points out math concepts related to blocks (1 example):

21. Dramatic play

1 2 3 4 5 6 7

	Y	N		Y	N		Y	N			Y	N
1.1	☐	☐	3.1	☐	☐	5.1	☐	☐		7.1	☐	☐
1.2	☐	☐	3.2	☐	☐	5.2	☐	☐		7.2	☐	☐
1.3	☐	☐	3.3	☐	☐	5.3	☐	☐				

5.1. Themes represented in props (2 examples):

5.3. Observe two conversations:

7.1. Diversity (4 examples):

7.2. Number talk in dramatic play (1 example):

22. Nature/science

1 2 3 4 5 6 7

	Y	N		Y	N		Y	N		Y	N
1.1	☐	☐	3.1	☐	☐	5.1	☐	☐	7.1	☐	☐
1.2	☐	☐	3.2	☐	☐	5.2	☐	☐	7.2	☐	☐
1.3	☐	☐	3.3	☐	☐	5.3	☐	☐			

3.1/5.1.Types of nature/science materials
(5 from 2 types required for 3.1; 15 from 5 types required for 5.1):

Living things: Tools:

Natural objects: Sand/water:

Factual books, picture games (5 books required):

3.2. Talk about nature/science in any way (1 example):

5.2. Talk about nature/science as children use materials (1 example):

5.3. Model care/respect for environment (1 example):

7.2. Help care for and talk about pet/plant (1 example):

23. Math materials and activities

1 2 3 4 5 6 7

	Y	N		Y	N		Y	N		Y	N
1.1	☐	☐	3.1	☐	☐	5.1	☐	☐	7.1	☐	☐
1.2	☐	☐	3.2	☐	☐	5.2	☐	☐	7.2	☐	☐
1.3	☐	☐	3.3	☐	☐	5.3	☐	☐	7.3	☐	☐
						5.4	☐	☐			

3.1/5.1. Types of math/number materials (3.1 requires 2 from each category; 5.1 requires 10 total, with 3 from each category):

- Counting/comparing quantities:
- Measuring/comparing sizes, parts of whole:
- Familiarity with shapes:

3.2. Staff give info and ask questions:

5.2. Join in math materials play, ask questions, respond, show enthusiasm (3 examples):

7.2. Questioning that stimulates reasoning with materials (1 example):

7.3. Math activities with teacher input (1 example):

24. Math in daily events

1 2 3 4 5 6 7

	Y	N		Y	N	NA		Y	N		Y	N	NA
1.1	☐	☐	3.1	☐	☐		5.1	☐	☐	7.1	☐	☐	
1.2	☐	☐	3.2	☐	☐		5.2	☐	☐	7.2	☐	☐	
1.3	☐	☐	3.3	☐	☐	☐				7.3	☐	☐	☐

3.1/5.1. Count/use math words during transitions and routines
(1 example required for 3.1; 2 required for 5.1):

3.2/5.2. Math talk during play with non-math materials
(1 example required for 3.2; 2 required for 5.2):

3.3. Math talk about daily events (1 example):

7.1. Connect print number/shape with use in environment (1 example):

7.2. Children explain math reasoning (1 example):

7.3. More complex tasks for older children (1 example):

25. Understanding written numbers | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

	Y	N		Y	N		Y	N		Y	N
1.1	☐	☐	3.1	☐	☐	5.1	☐	☐	7.1	☐	☐
1.2	☐	☐	3.2	☐	☐	5.2	☐	☐	7.2	☐	☐
1.3	☐	☐	3.3	☐	☐	5.3	☐	☐	7.3	☐	☐
			3.4	☐	☐				7.4	☐	☐

3.3. Point out numbers on play materials (1 example):

3.4. Relate print number to number of objects or pictures (1 example):

5.1, 7.1. Play materials accessible showing print numbers and things to count (5.1 requires 3 examples; 7.1 requires 5 examples):

5.3, 7.3. Show children how to use materials with print numbers and talk about meaning (5.3 requires 1 example; 7.3 requires 2 examples):

7.4. Relate print number to number of fingers (1 example):

26. Promoting acceptance of diversity | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

	Y	N		Y	N		Y	N		Y	N
1.1	☐	☐	3.1	☐	☐	5.1	☐	☐	7.1	☐	☐
1.2	☐	☐	3.2	☐	☐	5.2	☐	☐	7.2	☐	☐
1.3	☐	☐	3.3	☐	☐	5.3	☐	☐			

3.1, 5.2. Examples of diversity in materials:

___ Books ___ Pictures ____ Dolls and Other play materials

Total (3 required for 3.1; 10 required for 5.2):

5.1. Two types of dramatic play props showing diversity:

5.3. Types of diversity represented (Check if found):

Race___ Culture___ Age___ Ability___ Gender___

7.1. Diversity in learning activities (1 example):

7.2. Positive conversations about benefits of similarities and differences (1 example):

27. Appropriate use of technology | 1 | 2 | 3 | 4 | 5 | 6 | 7 | NA |

	Y	N		Y	N	NA		Y	N	NA		Y	N
1.1	☐	☐	3.1	☐	☐		5.1	☐	☐		7.1	☐	☐
1.2	☐	☐	3.2	☐	☐	☐	5.2	☐	☐	☐	7.2	☐	☐
1.3	☐	☐	3.3	☐	☐		5.3	☐	☐	☐			
							5.4	☐	☐				

5.4. Staff actively involved? (1 example)

A. Subscale (Items 17–27) Score __ __ B. Number of Items scored __ __ **LEARNING ACTIVITIES Average Score (A ÷ B) __.__ __**

INTERACTION

28. Supervision of gross motor

1 2 3 4 5 6 7

	Y	N		Y	N		Y	N		Y	N
1.1	☐	☐	3.1	☐	☐	5.1	☐	☐	7.1	☐	☐
1.2	☐	☐	3.2	☐	☐	5.2	☐	☐	7.2	☐	☐
1.3	☐	☐	3.3	☐	☐	5.3	☐	☐			

29. Individualized teaching and learning

1 2 3 4 5 6 7

	Y	N		Y	N		Y	N		Y	N
1.1	☐	☐	3.1	☐	☐	5.1	☐	☐	7.1	☐	☐
1.2	☐	☐	3.2	☐	☐	5.2	☐	☐	7.2	☐	☐
1.3	☐	☐	3.3	☐	☐	5.3	☐	☐			
1.4	☐	☐	3.4	☐	☐						

30. Staff-child interaction

1 2 3 4 5 6 7

	Y	N		Y	N		Y	N		Y	N
1.1	☐	☐	3.1	☐	☐	5.1	☐	☐	7.1	☐	☐
1.2	☐	☐	3.2	☐	☐	5.2	☐	☐	7.2	☐	☐
1.3	☐	☐	3.3	☐	☐	5.3	☐	☐	7.3	☐	☐
1.4	☐	☐									

31. Peer interaction

1 2 3 4 5 6 7

	Y	N		Y	N		Y	N		Y	N
1.1	☐	☐	3.1	☐	☐	5.1	☐	☐	7.1	☐	☐
1.2	☐	☐	3.2	☐	☐	5.2	☐	☐	7.2	☐	☐
1.3	☐	☐	3.3	☐	☐	5.3	☐	☐	7.3	☐	☐

32. Discipline

1 2 3 4 5 6 7

	Y	N		Y	N		Y	N		Y	N
1.1	☐	☐	3.1	☐	☐	5.1	☐	☐	7.1	☐	☐
1.2	☐	☐	3.2	☐	☐	5.2	☐	☐	7.2	☐	☐
1.3	☐	☐	3.3	☐	☐	5.3	☐	☐	7.3	☐	☐
1.4	☐	☐	3.4	☐	☐	5.4	☐	☐			

A. Subscale (Items 28–32) Score __ __ B. Number of Items scored __ __ **INTERACTION Average Score (A ÷ B)** __.__ __

PROGRAM STRUCTURE

33. Transitions and waiting times

1 2 3 4 5 6 7

	Y	N		Y	N		Y	N		Y	N
1.1	☐	☐	3.1	☐	☐	5.1	☐	☐	7.1	☐	☐
1.2	☐	☐	3.2	☐	☐	5.2	☐	☐	7.2	☐	☐
1.3	☐	☐	3.3	☐	☐	5.3	☐	☐			
1.4	☐	☐									

34. Free play

1 2 3 4 5 6 7

	Y	N		Y	N		Y	N		Y	N
1.1	☐	☐	3.1	☐	☐	5.1	☐	☐	7.1	☐	☐
1.2	☐	☐	3.2	☐	☐	5.2	☐	☐	7.2	☐	☐
1.3	☐	☐	3.3	☐	☐	5.3	☐	☐	7.3	☐	☐
1.4	☐	☐	3.4	☐	☐	5.4	☐	☐			

35. Whole-group activities for play and learning

1 2 3 4 5 6 7 NA

	Y	N		Y	N		Y	N		Y	N
1.1	☐	☐	3.1	☐	☐	5.1	☐	☐	7.1	☐	☐
1.2	☐	☐	3.2	☐	☐	5.2	☐	☐	7.2	☐	☐
1.3	☐	☐	3.3	☐	☐	5.3	☐	☐	7.3	☐	☐
1.4	☐	☐	3.4	☐	☐						

A. Subscale (Items 33–35) Score __ __ B. Number of Items scored __ __ **PROGRAM STRUCTURE Average Score (A ÷ B)** __.__ __

TOTAL AND AVERAGE SCORES

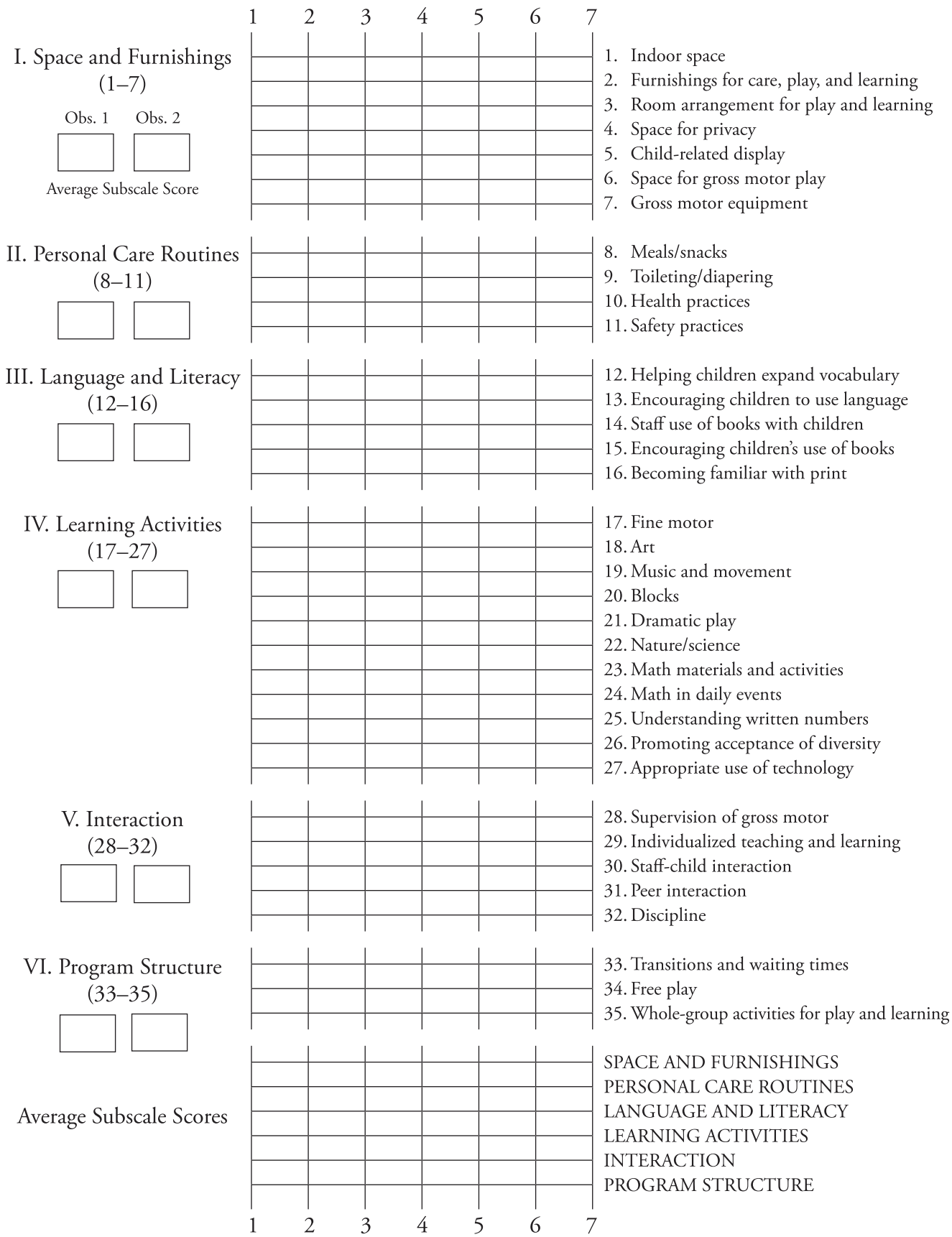
	Score	# of Items Scored	Average Score
Space and Furnishings			
Personal Care Routines			
Language and Literacy			
Learning Activities			
Interaction			
Program Structure			
TOTAL			

Observed Schedule

ECERS-3 Profile

Center/School: _____ **Observation 1:** _____ / _____ / _____ (m m d d y y) **Observer(s):** _____

Teacher(s)/Classroom: _____ **Observation 2:** _____ / _____ / _____ (m m d d y y) **Observer(s):** _____



HEALTHY SOCIAL BEHAVIORS

Supporting teachers to develop **pro-social early childhood learning environments** that help to prevent suspension and expulsion, as related to challenging behaviors

Introducing HSB

We are coaches with early childhood education backgrounds who are **passionate about empowering teachers to develop learning environments that promote pro-social skills in young children.** Our statewide team includes coaches, a professional development manager, and a program management team covering all 100 counties in North Carolina. The Healthy Social Behaviors project is an initiative of Child Care Resources Inc. funded by the North Carolina Department of Child Development and Early Education (DCDEE).

Pro-Social Skills

Managing and expressing emotions

Following directions

Making positive choices

Using problem solving strategies

Group participation

Positive sense of self

Taking turns and sharing

Self-control

Respecting family culture

Who Coaches Support

DCDEE licensed child care centers and family child care homes serving children ages 0 to 5 years old, including NC Pre-K in public school and community classrooms, Early Head Start, Head Start, Developmental Day, and GS 110-106 Centers

How Coaches Help

- Offering coaching to licensed facilities to address challenging behaviors
- Developing a coaching relationship with classroom teachers and directors
- Making community connections to support children and families
- Promoting social competencies in all children in child care
- Providing educational resources and training to the greater early childhood community

Framework

The evidence-based Teaching Pyramid Model guides our coaching. This model supports universal teaching practices including an effective workforce, nurturing and responsive relationships, high-quality supportive environments, targeted social and emotional supports, and intensive interventions. Training and strategies align with North Carolina Foundations for Early Learning and Development to meet the needs of NC children.

child care resources inc.

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

Why HSB Matters

- Research shows that between the ages of 2 and 5, the brain is primed and ready to learn to manage impulses and emotions. *(Mann, Hund, Hesson-McInnis, & Roman, 2017)*

- Research supports the importance of developing social-emotional competence in preparing children for school readiness, peer relationships, positive attitudes toward school, emotional self-management, and academic achievement *(Blair & Razza, 2007; Mann et al., 2017; Razza & Raymond, 2015)*

- Preschool children are suspended up to three times more than students from kindergarten through 12th grades *(United States Department of Education's Civil Rights Data Collection, 2012)*

- It is estimated that 250 preschoolers are suspended or expelled each day *(Center for American Progress, 2017)*

- The Pyramid Model is listed as a recommended multi-tiered approach to prevent and limit expulsions and suspensions in early childhood settings *(United States Department of Education and Health and Human Services Department, 2014)*

- ***In 2005, North Carolina established the Statewide Healthy Social Behaviors Project to address these challenges.***

Resources

Check out Tucker's NC Nest on Pinterest for social-emotional teaching strategies.

Follow our Oh Behave! Tips on Twitter.

Open our latest LiveBinder resource, a growing library shelf of virtual binders that include archived issues of the HSB newsletter; Oh Behave!, a collection of Disaster Response Resources; and a binder of scripted stories for classroom use.

Connection

Join Social-Emotional Connections, organized by the NC Healthy Social Behaviors Project.

- Our focus is on creating a platform for early childhood administrators, teachers, and support staff across North Carolina to connect with one another.
- Professionals gain access to current and relevant resources to support the overall social-emotional well-being of administration, staff, families, and children.

"Somebody's got to be crazy about that kid. That's number one. First, last and always."

- Urie Bronfenbrenner

Contact

HSB Hub: HSB@childcareresourcesinc.org
HSB Helpline: 1-888-600-1685 Option 1

INVEST EARLY NC
A COLLABORATION OF EARLY CHILDHOOD FUNDERS

Invest Early, Build Together

North Carolina 10-Year Advocacy Plan



OCTOBER 2026 | INVESTEARLYNC.ORG

Invest Early, Build Together: A 10-Year Plan for North Carolina's Youngest Children

INVEST EARLY, BUILD TOGETHER

The Plan is:

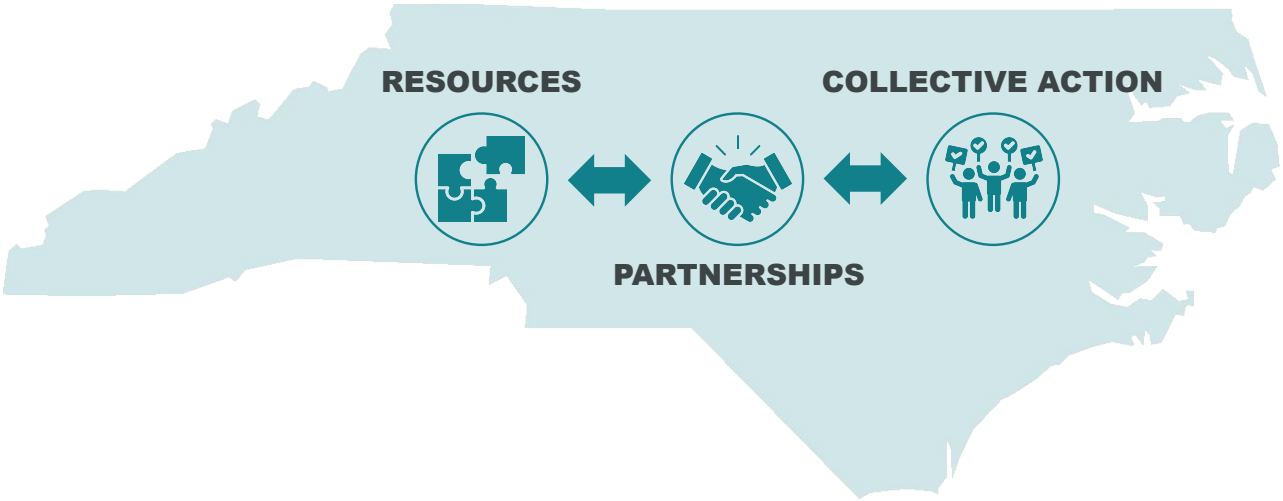
- **A shared, long-term direction** for improving outcomes for North Carolina's youngest children and families.
- **A focus on strengthening families' ability** to help every child arrive at kindergarten healthy, nurtured, learning, and ready to keep growing.
- **A way to connect and strengthen existing efforts** by aligning advocacy around policy change, public and private investment, and stronger systems.
- **A framework for collective action over time**, giving philanthropy a shared approach for aligning investments, relationships, and advocacy by building the infrastructure needed to sustain change.

North Carolina Has Strong Foundations to Build On

Across North Carolina, strong efforts are already supporting and strengthening children and families.

The Opportunity:

Build on and connect North Carolina's existing strengths while significantly expanding resources, partnerships, and collective action to drive greater, more consistent progress statewide.



Focus Areas of Plan

DRAFT

FAMILY ECONOMIC STABILITY

Policy Focus Areas:

- Paid Family and Medical Leave
- Refundable Tax Credits
- Benefit Systems to Improve Access and Utilization

HEALTHY, NURTURING RELATIONSHIPS

Policy Focus Areas:

- Statewide Early Relational Health System
- Home Visiting and Relational Supports
- Maternal Mental Health Systems
- Relational Workforce

EARLY LEARNING

Policy Focus Areas:

- Early Childhood Workforce Compensation
- Early Childhood Workforce Pipeline
- Child Care Financing and Subsidy Systems
- Home-Based and Family, Friend and Neighbor Care

Support Improvements of System Governance and Alignment

Built Through Research, Listening and Partnership

Since 2024, we have:

- **LISTENED** to partners and communities across the state.
- **ALIGNED** around a shared vision and priority areas.
- **DEVELOPED** a draft policy agenda and action strategies.

NOW, we're engaging the field to strengthen how this work moves forward.

Plan Aims to Address the Ecosystem Surrounding a Child

DRAFT

Resources that support economically stable families with young children

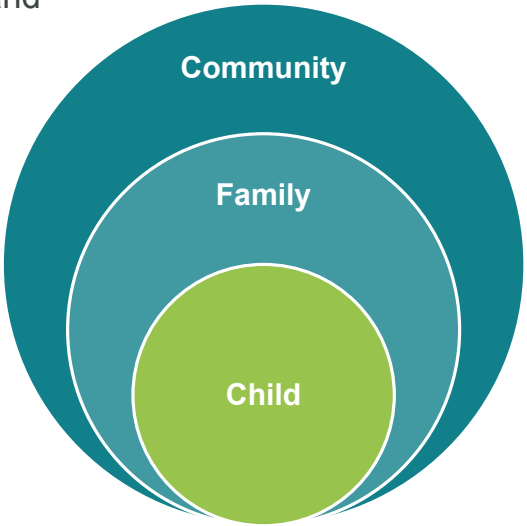
Vision: Families have resources to promote a healthy, stable home environment and enrichment that supports their child's development. Families know where to find the resources they are eligible for.

Healthy, nurturing relationships between caregivers and children

Vision: Families receive supportive services to foster their child's health birth and development. Parents and the early childhood workforce are supported with their own well-being.

Early learning opportunities that meet the unique needs of families

Vision: Families can access early learning and care in a way that works best for their family, including in both unlicensed and licensed settings.



Ecosystem of the child draws from the Center on the Developing Child's Place Matters framework.

Action Strategies

DRAFT

Build the Conditions for Change

- Advance Narrative Change and Build Narrative Power
- Deploy Strategic Communications to Build Public Will
- Lead Locally

Strengthen the Field

- Strengthen Statewide Advocacy Infrastructure
- Build and Promote Coordination Across the State

Win and Sustain Policy Change

- Anchor in Flagship Policy Change
- Develop a Financing Strategy that Maximizes Public Dollars

Guiding Principles

- Dignity & Opportunity for All
- Family Voice & Choice
- Local Leadership & Community Knowledge
- Broad, Durable Support
- Evidence & Accountability



A Shared Direction, Built to Evolve

What's established

- A long-term commitment to improving outcomes for young children across family economic stability, healthy relationships, and early learning opportunities
- A shared direction for collective action

What we'll shape together

- How the field organizes, coordinates, and advances the work
- Roles, partnerships, and collective infrastructure
- An implementation approach that can adapt as priorities, opportunities, and evidence evolve

Progress Will Take All of Us

Different partners bring different strengths.

- Providers
- Advocates
- Funders
- Policymakers
- Public Agencies
- Families
- Educators
- Business Leaders
- Communities

The opportunity is to connect those contributions so they reinforce one another, while partners continue to lead from their own expertise, relationships, and mission.

About Invest Early NC

Invest Early NC is a statewide philanthropic collaborative bringing North Carolina funders together to engage, invest, and advocate for young children and families.

Invest Early NC released the first public overview of **Invest Early, Build Together: A 10-Year Plan for North Carolina's Youngest Children** on **InvestEarlyNC.org**.

Invest Early, Build Together is anchored in a shared vision: more North Carolina children arriving at kindergarten healthy, nurtured, learning, and ready to keep growing.

Who is Part of Invest Early

National, state, and local organizations

Bissell Ballantyne Legacy Foundation

Burroughs Wellcome Fund

The Cemala Foundation

ChildTrust Foundation

Dogwood Health Trust

The Duke Endowment

HopeStar Foundation

Impact Alamance

John Rex Endowment

The Joseph M. Bryan Foundation of Greater Greensboro

Kate B. Reynolds

Leon Levine Foundation

PNC

PPS Charities

Pritzker Children's Initiative

Q Card Trust

Stephen L. Cornwell Foundation

Vanguard

Z. Smith Reynolds Foundation

INVEST EARLY NC
A COLLABORATION OF EARLY CHILDHOOD FUNDERS

Thank You

Updated 10/12/2026



Partnership FOR CHILDREN
OF CUMBERLAND COUNTY

Updates from the Desk of

JULANDA JETT

VP OF PROGRAMS



THANK YOU FOR DOING THE GREAT WORK YOU DO!

We are so proud of our early childhood providers, teachers, and support staff for creating safe, nurturing environments where children can learn, grow, and thrive.

Your dedication, hard work, and commitment continue to make a meaningful difference in the lives of children, families, and our community.
Together, we are building brighter futures!

VISIT OUR LEARNING LIBRARY

Your one-stop shop for classroom success!

Our Learning Library is filled with high-quality resources to support you and your team. Stop by and see what's available!

- Bulletin board paper
- Die-cut machines
- Laminating services
- Classroom and teaching resources
- Materials available for checkout
- Resources to support learning through play



LIBRARY HOURS

Monday – Wednesday | 10:00 AM – 4:00 PM
Closed at 1:00 PM for lunch.

SUPPORTING YOUR FAMILIES

Stronger Families. Brighter Futures.

Our support doesn't stop at the classroom door.
The Partnership for Children is here to help you connect families with activities, resources, and services that can strengthen and support them throughout the year.
When your families need support, reach out to us.
We want to be a resource you can count on.

WELLNESS MATTERS

*"You can't pour from an empty cup.
Take care of yourself so you can continue to make a difference in the lives of others."*

- Prioritize your mental and physical wellness.
- Take time to rest, recharge, and do what fills your cup.
- A healthy you helps create a healthier, happier learning environment.

NEED TECHNICAL ASSISTANCE?

Don't wait — fill out your application today!

ccpfc.org

Breast Cancer AWARENESS MONTH

This month, we honor survivors, remember loved ones, and stand together in the fight against breast cancer.

EARLY DETECTION | EDUCATION | SUPPORT | HOPE

IMPORTANT DATES

SAVE THE DATE
Provider's Appreciation
"A NIGHT OF EXCELLENCE"
MAY 1, 2027 | Fayetteville Technical Community College (FTCC)

SAVE THE DATE
Provider's Information Session
NOVEMBER 19, 2026
To sign up, go to ccpfc.org

FREE SCREENING

No Country for Mothers
— DOCUMENTARY —
NOVEMBER 17, 2026 | 6:30 PM
To sign up, visit:
https://www.mobilize.us/momsfirst/event/1020390/

PARTNERING TO SUPPORT OUR FAITH-BASED COMMUNITY

We are partnering with Blue Cross and Blue Shield (BCBS) to help faith-based organizations be prepared to serve neurodivergent children when they attend church.

Friday, January 30, 2027
9:30 AM – 1:00 PM
Partnership for Children of Cumberland County

Participants will receive a neurodivergent kit with sensory items to help better serve families in their care during service.

OCTOBER RECOGNITIONS

- Breast Cancer Awareness Month
- National Head Start Awareness Month
- National Bullying Prevention Month
- National Disability Employment Awareness Month
- World Mental Health Day – October 10

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

Onboarding New NC Pre-K Contracting Agency Staff

NC Pre-K Program Policy Team

September 24, 2026



raise north carolina





Housekeeping & Reminders

- Attendees will be muted during this presentation
- Enter questions pertaining to ***this training*** in the Chat box
- Contact your NC Pre-K Policy Consultant for questions ***unrelated*** to this training or for county/region specific questions
- A recording of the training will ***not*** be shared with attendees
- A FAQ document will ***not*** be developed for this training
- The PowerPoint presentation ***will be provided*** for this training

Agenda

- NC Pre-K Program Overview
- NC Pre-K Program Requirements and Guidance Overview
- NC Pre-K Annual Planning and Implementation Timeline Overview
- NC Pre-K Database Systems Overview
- Resources & Contacts

NC Pre-K Program Overview

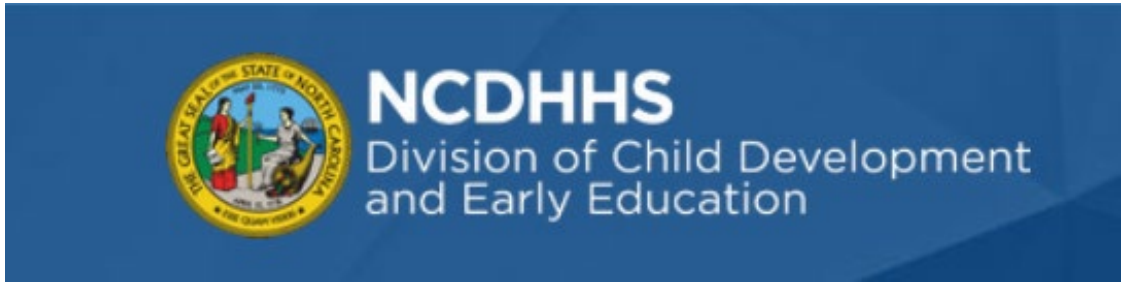
NC Pre-K Program Overview



NC Foundations of Early Learning and Development



NC Pre-K Program



Early Education Branch

- NC Pre-K Program Unit
- Early Educator Support Unit
- Workforce Education Unit

NC Pre-K Program Unit

Provide guidance to Local NC Pre-K Contracting Agencies

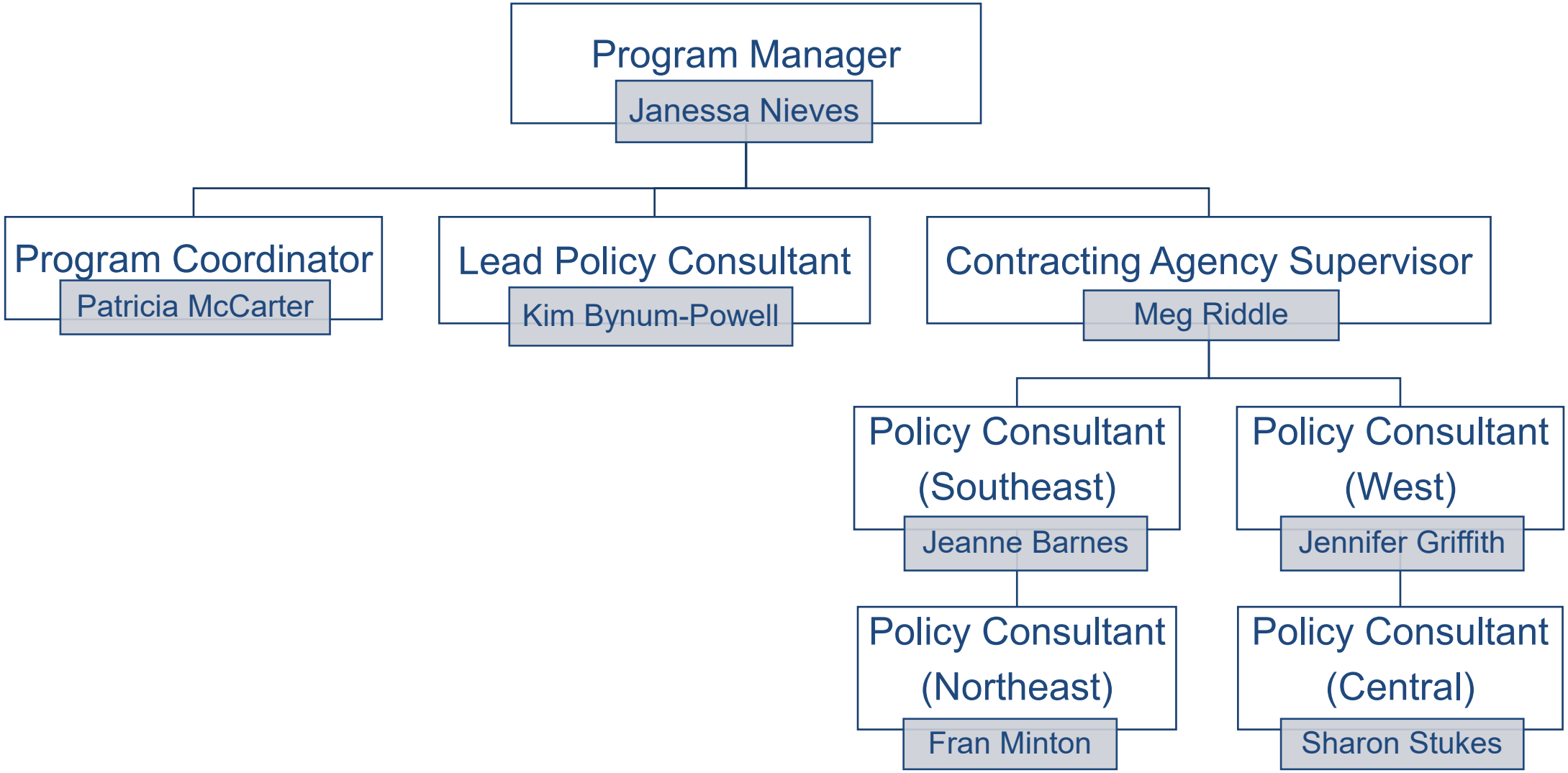
- Addressing questions about the implementation of the NC Pre-K Program at the local level
- Attending local NC Pre-K Committee meetings (virtually or in-person)
- Conducting county/region specific trainings
- Holding statewide meetings and trainings

NC Pre-K Program Unit

Provide support for the NC Pre-K Program Database Systems

- In the NC Pre-K Plan system:
  - Review and approve change requests for Teacher Assistants, Substitute Staff, Public School Teachers, Teacher and Site Administrator Name Changes, Unlock Attendance, Classroom Adds and Site Terminations
  - Update Classroom Codes and Maximum Classroom Size
- Resolve technical issues in the NC Pre-K Plan, NC Pre-K Kids and NC Pre-K APP systems

NC Pre-K Program Unit



NC Pre-K Program Unit

DIVISION of CHILD DEVELOPMENT and EARLY EDUCATION

Early Education Branch

NC Pre-K Program Unit Regional Map

Janessa Nieves, NC Pre-K Program Manager, janessa.nieves@dhhs.nc.gov | 919-814-6360

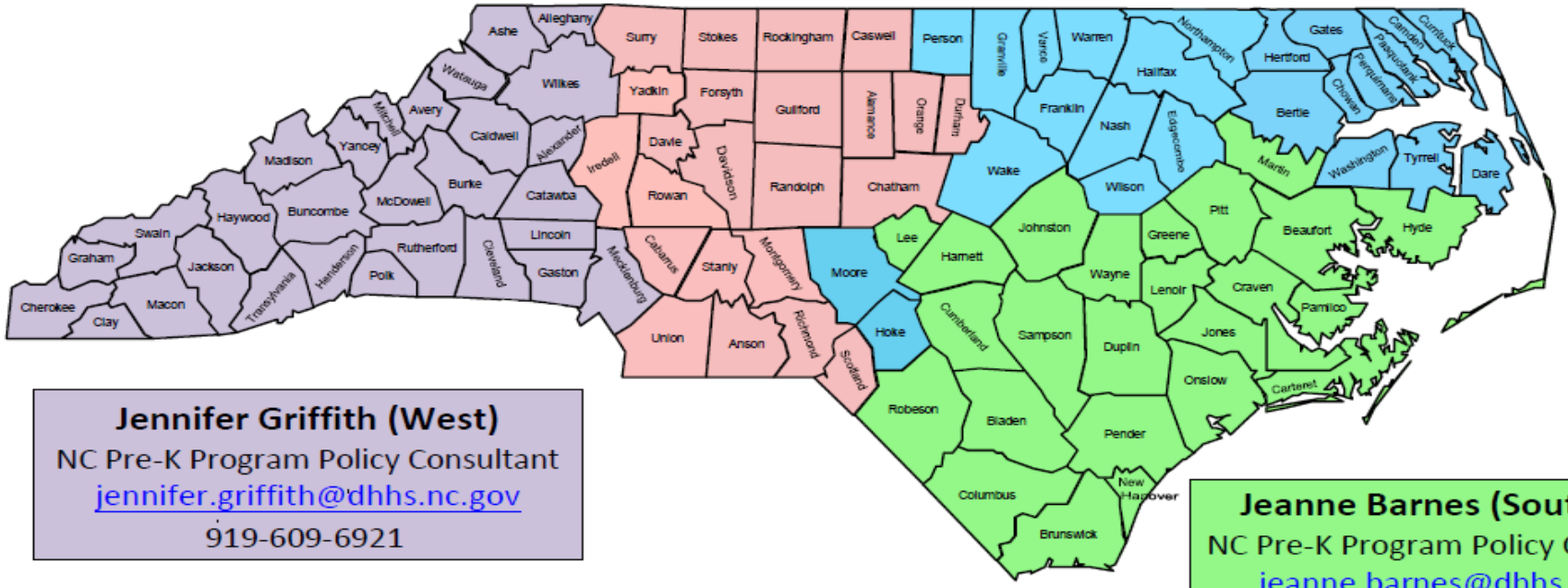
Patricia McCarter, NC Pre-K Program Coordinator, patricia.mccarter@dhhs.nc.gov | 919-814-6369

Kim Bynum-Powell, Lead NC Pre-K Program Policy Consultant, kim.bynum-powell@dhhs.nc.gov | 252-751-7000

Meg Riddle, NC Pre-K Contracting Agency Supervisor, meg.riddle@dhhs.nc.gov | 336-580-6682

Sharon Stukes (Central)
NC Pre-K Program Policy Consultant
sharon.stukes@dhhs.nc.gov
704-594-0151

Fran Minton (North East)
NC Pre-K Program Policy Consultant
frances.minton@dhhs.nc.gov
919-604-7626



Jennifer Griffith (West)
NC Pre-K Program Policy Consultant
jennifer.griffith@dhhs.nc.gov
919-609-6921

Jeanne Barnes (South East)
NC Pre-K Program Policy Consultant
jeanne.barnes@dhhs.nc.gov
919-818-7193

Early Educator Support Unit

Provides support to NC Pre-K Lead Teachers and Developmental Day Lead Teachers

- Licensure Services
- Professional Development

Early Educator Support Unit

Phase One

Enrollment

- NC Pre-K Lead Teachers employed in private and Head Start sites
- Developmental Day Lead Teachers

Phase Two

Eligibility

- Review enrollment applications, official transcripts and supporting documents

Phase Three

Licensure

- Initiate licensure actions for new and existing B-K license to include renewals, extensions, validations and conversions

Phase Four

Professional Development

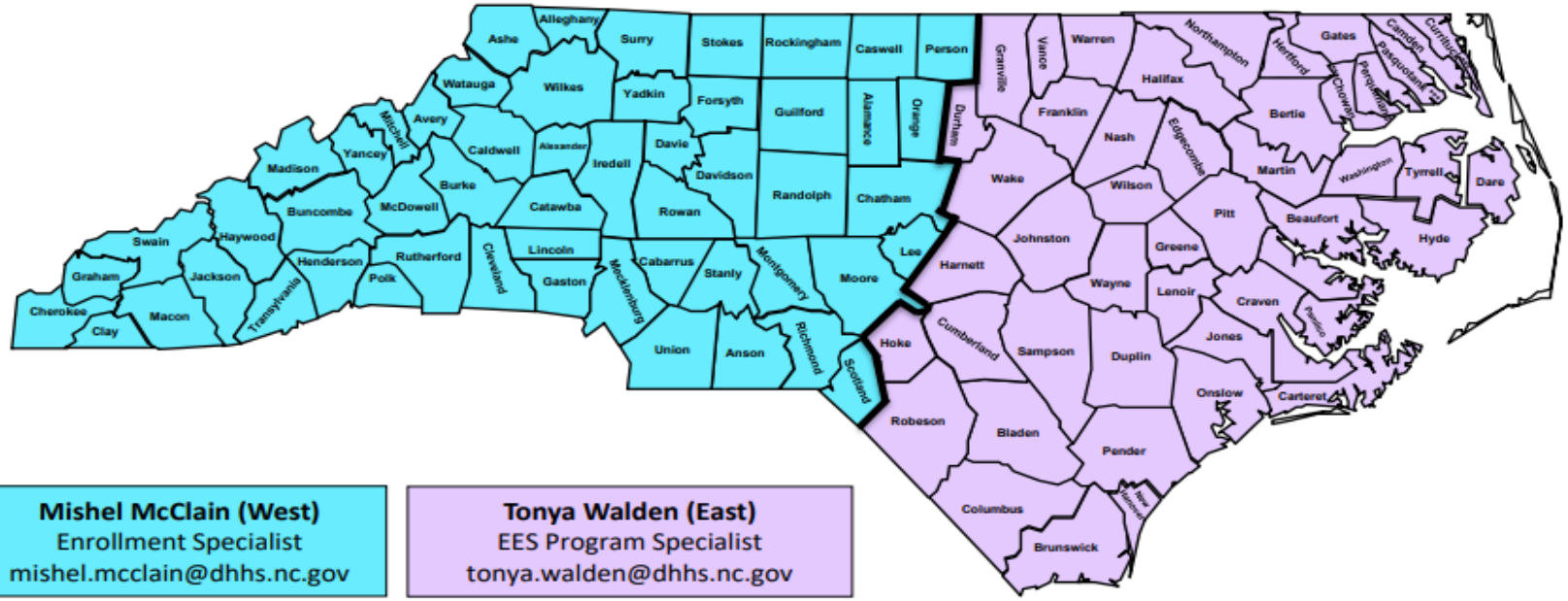
- Mentor and Evaluation services through the EES Hubs

Early Educator Support Unit

Division of Child Development and Early Education
Early Education Branch
Early Educator Support (EES) Unit

Enrollment and Licensure Coverage Staff Map

Tamiah Pittman, EES Unit Manager, tamiah.pittman@dhhs.nc.gov
Keyana Williams, B-K Licensure Support Coordinator, keyana.williams@dhhs.nc.gov



Mishel McClain (West)
Enrollment Specialist
mishel.mcclain@dhhs.nc.gov

Tonya Walden (East)
EES Program Specialist
tonya.walden@dhhs.nc.gov

Breania Best (West)
B-K Licensure Specialist
breania.best@dhhs.nc.gov

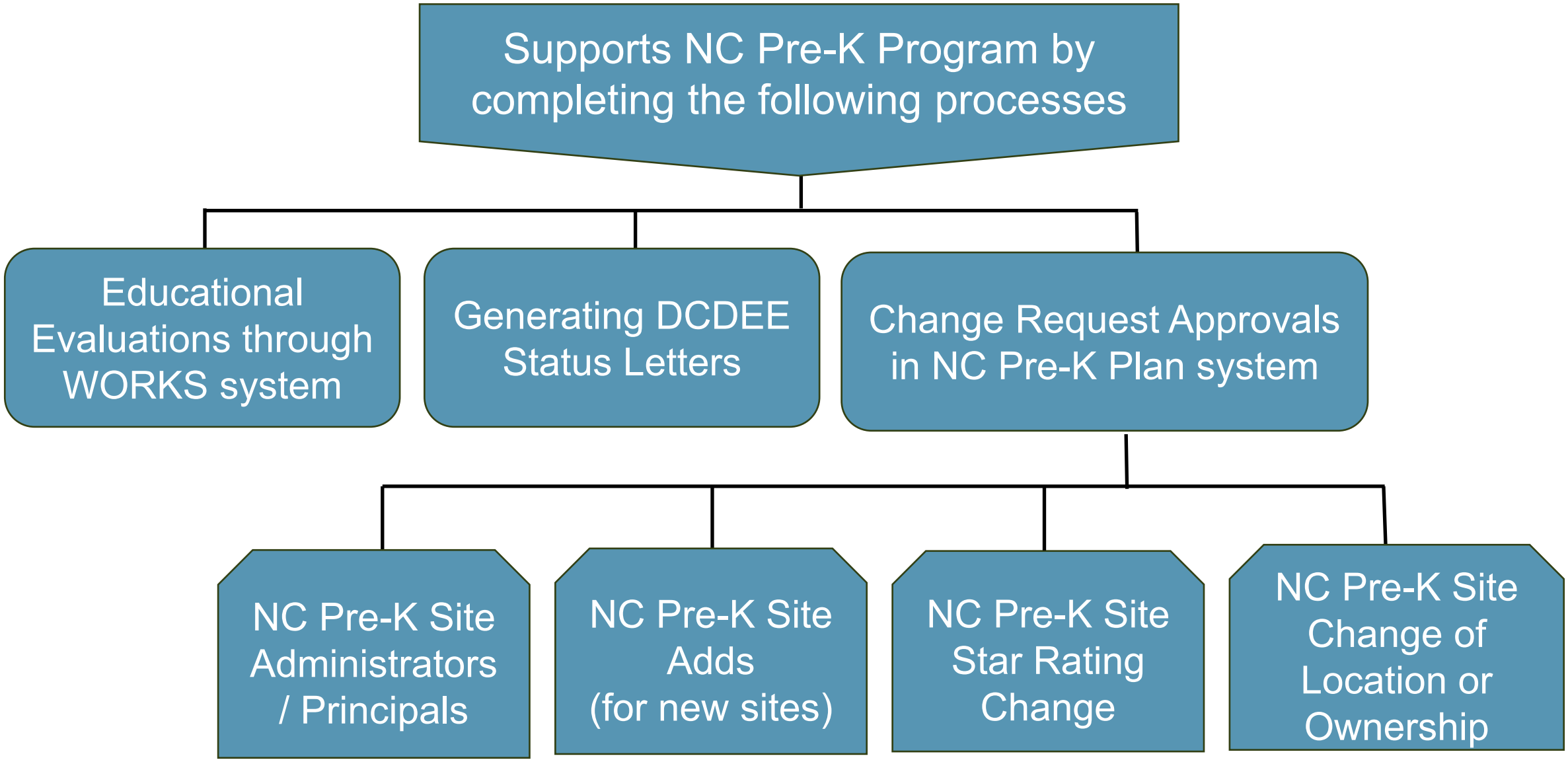
Breania Best (East) **Interim*
B-K Licensure Specialist
breania.best@dhhs.nc.gov

Additional EES Unit Staff

Gordon Millspaugh, BK Licensure and Research Consultant, gordon.millspaugh@dhhs.nc.gov
Jenine Gatewood, Education Consultant, jenine.gatewood@dhhs.nc.gov

August 2026

Workforce Education Unit



NC Pre-K Program Support

DCDEE Sections Supporting the NC Pre-K Program

Administration Section

- Budget Unit
- Contracts Unit
- Monitoring and Compliance Unit

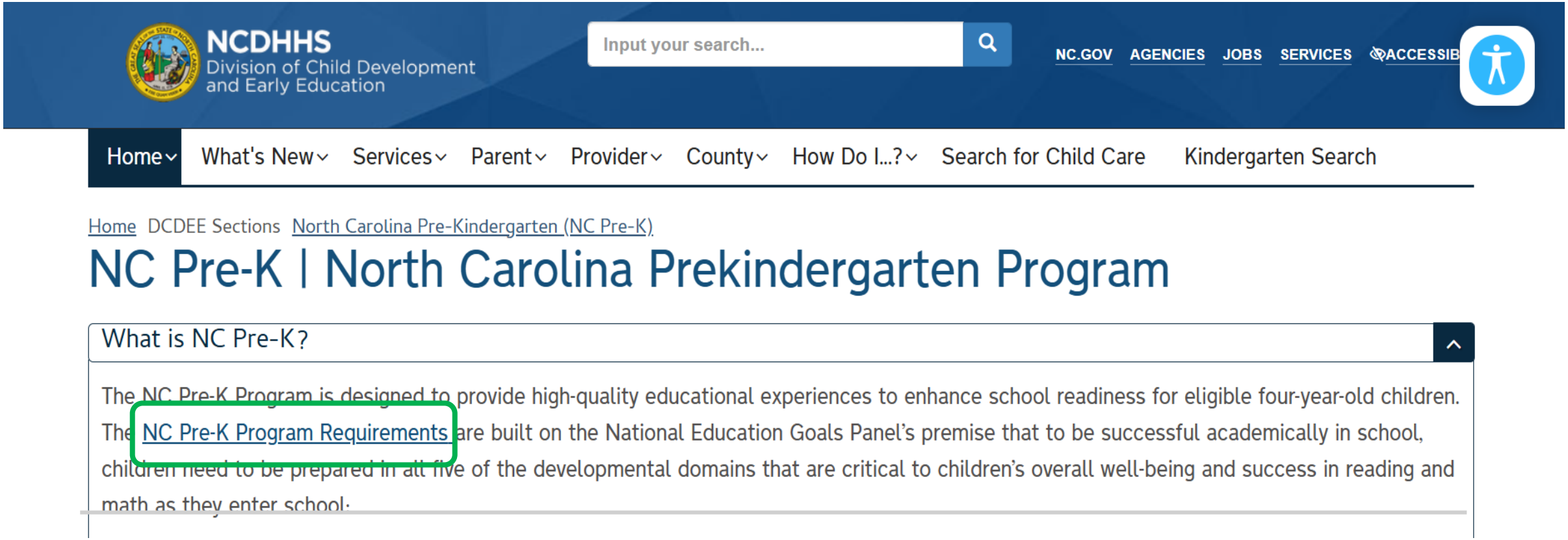
Regulatory Section

- Licensing Branch
- Compliance Branch

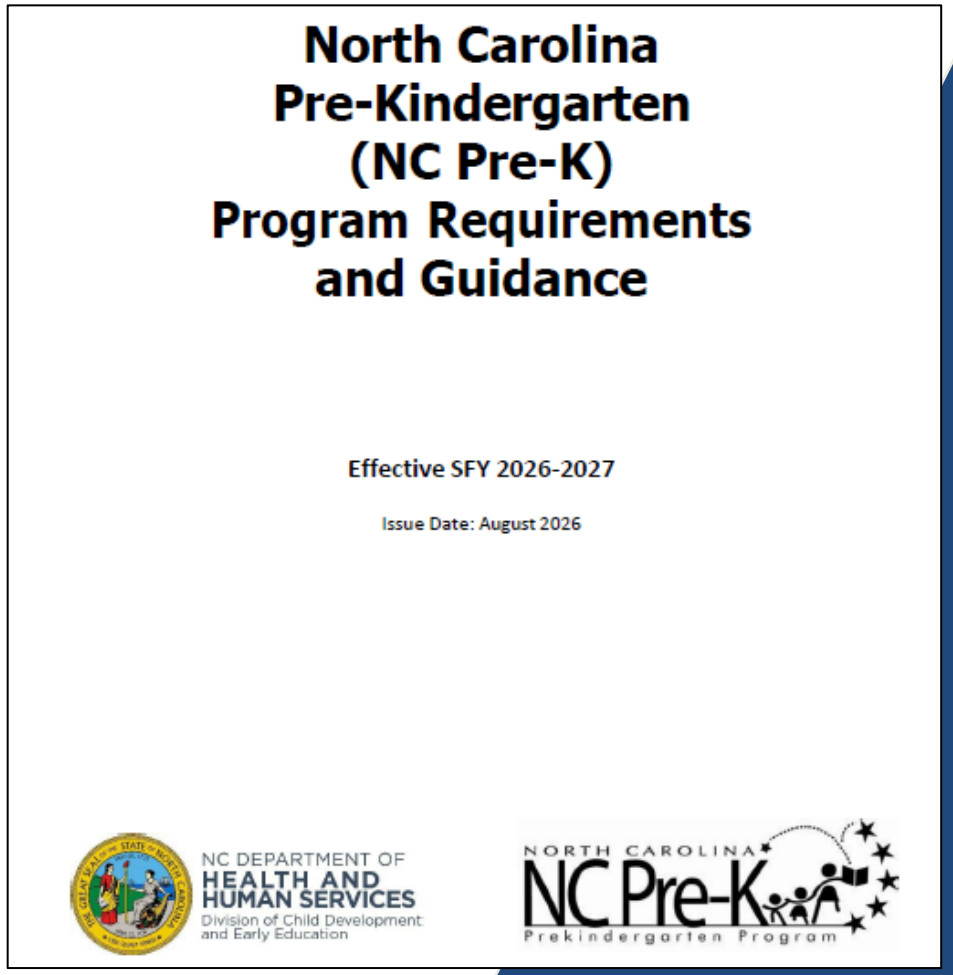
NC Pre-K Program Requirements and Guidance

NC Pre-K Program Requirements and Guidance

NC Pre-Kindergarten Program Requirements



NC Pre-K Program Requirements and Guidance



- Section 1: Introduction
- Section 2: The County/Region NC Pre-K Committee
- Section 3: The NC Pre-K Child
- Section 4: The NC Pre-K Site
- Section 5: The NC Pre-K Classroom
- Section 6: The NC Pre-K Staff
- Section 7: Evaluation and Monitoring
- Appendices and Glossary of Terms

NC Pre-Kindergarten Program Requirements

NC Pre-K Program Requirements and Guidance

Section 1: Introduction

Administration of the NC Pre-K Program	NC Division of Child Development and Early Education NC Department of Health and Human Services
Purpose of the NC Pre-K Program	To provide high-quality educational experiences to enhance school readiness for eligible four-year-old children
Governance of the NC Pre-K Program	• NC Child Care Law and Rules • NC Pre-K Program Requirements and Guidance manual • NC Foundations for Early Learning and Development • NC State Board of Education Policy • NC Open Meetings Law • NC Public Records Law • NC Program Fiscal and Contract manual
County/Regional Contractors	91 local NC Pre-K Contracting Agencies implement the NC Pre-K Program at the local level

NC Pre-K Program Requirements and Guidance

Section 2: The County/Region NC Pre-K Committee

- A. Purpose of the NC Pre-K Committee
- B. Committee Structure and Meeting
- C. Committee Authority and Responsibilities
- D. Additional Functions of the Committee and Contracting Agency
- E. Reporting Program Progress
- F. NC Pre-K Standardized Site Selection Process

Section 2: The County/Region NC Pre-K Committee

Reminders

Follow NC Open Meetings and NC Public Records Laws

NC Open Meeting Law

NC Public Record Law

Maintain the required NC Pre-K Committee members

Meet at least twice per year

- Prior to the beginning of the school year (Jul/Aug)
- Midway through the school year (Jan/Feb)

Determine multi-year funding cycle for the NC Pre-K Contracting Agency

Complete the Standardized Site Selection Process prior to the start of a new funding cycle or every 3 years (whichever is less)

NC Pre-K Program Requirements and Guidance

Section 3: The NC Pre-K Child

- A. NC Pre-K Child Application and Enrollment Eligibility
- B. NC Pre-K Program Eligibility Scorecard
- C. Eligibility for Families at or below 75% of State Median Income
- D. Temporary Assistance to Needy Families/Maintenance of Effort
- E. Family and Income Definitions & Guidance
- F. Additional Enrollment Eligibility Criteria
- G. Children with Unique Needs/Challenging Behaviors
- H. Other Required Data Collection

Section 3: The NC Pre-K Child

Reminders

To be eligible for the NC Pre-K Program:

- Family must meet 75% of state median income requirements **OR**
- Family/child is verified as meeting a categorical eligibility option **OR**
- Child meets an additional enrollment eligibility criteria

Family income verification is ***not*** required if the child/family is determined to be "categorically eligible"

Determination of child eligibility does not guarantee placement in the NC Pre-K Program – Placement is dependent on the availability of NC Pre-K funds

Income eligible and categorically eligible children are given the highest priority and served first

NC Pre-K Program Requirements and Guidance

Section 4: The NC Pre-K Site

- A. Facility Requirements
- B. Official NC Pre-K Week and Year
- C. Program Attendance Policy
- D. Nutrition
- E. Transportation Fees
- F. Wrap-Around Services
- G. Religious Activities
- H. Remote Learning

Section 4: The NC Pre-K Site

Reminders

NC Pre-K sites must have a 4 or 5 star rated license or temporary license

A reduction in the NC Pre-K site's star rating below 4 stars may impact the site's eligibility to participate in the NC Pre-K Program

NC Pre-K Committee approval is needed for:

- NC Pre-K site change of location
- NC Pre-K site change of ownership

Section 4: The NC Pre-K Site

Reminders

NC Pre-K sites must operate:

- 10 calendar months (August-May or September-June)

NC Pre-K sites must provide:

- A minimum of 180 days or 1,170 hours of instruction per school year
- 32.5 hours of child-directed and teacher-directed instructional learning activities per week
- 7.5 hours of instructional planning time for teachers per week

Attendance exceptions are allowed for certain conditions

An education service must be provided to the child in these circumstances and may include a hospital visit, home visit or remote learning services

NC Pre-K Program Requirements and Guidance

Section 5: The NC Pre-K Classroom

- A. Child Assessments
- B. Developmental Screening
- C. Early Learning Standards and Curricula
- D. Formative Assessments
- E. Staff-to-Child Ratio and Class Size
- F. Mixed-Age Classrooms
- G. Rest Time
- H. Indoor and Outdoor Learning Environments
- I. Family Engagement
- J. Transition to Kindergarten

Section 5: The NC Pre-K Classroom

Reminders
Children must be screened using an approved Developmental Screening tool
Each classroom must use an approved curriculum
Classroom staff are required to complete on-going formative assessments using an approved assessment tool
NC Pre-K Teachers are ***required*** to document child growth and development data from the Spring/Final Checkpoint in the *MyTeachingStrategies*® platform
Classroom staff must maintain a family engagement log
Transition report for each child must be completed in Teaching Strategies Gold ® no later than May 31st

Section 5: The NC Pre-K Classroom

Finch™ Literacy S creener – Required

GOLDFinch™ by Teaching Strategies® is the state-approved early literacy assessment tool that is provided to all NC Pre-K classrooms.

The Finch™ Literacy Screener identifies children who may be at risk for reading difficulties and dyslexia.

The assessment generates a screener report and automatically feeds GOLD® portfolios with preliminary levels.

NC Pre-K teachers shall administer both the Entry Screener and Exit Screener components of the Finch™ Literacy Screener for all enrolled children.

Beginning of Year / Entry Screener needs to be completed between July 1 – November 1
End of Year / Exit Screener needs to be completed between April 1 – May 31

If a child was not assessed with the Entry Screener, the two Family Survey questions must be completed with the Exit Screener.

All Family Survey questions and Exit Screener components of the Finch™ Literacy Screener must be completed by May 31st.

NC Pre-K Program Requirements and Guidance

Section 6: The NC Pre-K Staff

- A. Site Level Administrator Licensure and Credentials
- B. Teacher Education, Licensure and Credentials
- C. Teacher Assistant Education and Credentials
- D. Substitute Staff
- E. NC Pre-K Teacher and Teacher Assistance Standards
- F. Professional Development
- G. Compensation for Instructional Staff
- H. NC Pre-K Reimbursement Rates by Site Type

Section 6: The NC Pre-K Staff

Reminders

All NC Pre-K Site Administrators, Lead Teachers, and Teacher Assistants must be listed and approved in the NC Pre-K Plan database system

Verification of required degrees, credentials, and/or licenses must be collected and maintained for ALL NC Pre-K staff prior to requesting approval in the NC Pre-K Plan

NC Pre-K Contracting Agency is responsible for ensuring all data entered in the NC Pre-K Plan database system is accurate and updated when changes occur for staff

Substitute Staff:

- Short term (15 or fewer days) – Staff not entered in NC Pre-K Plan system
- Long term (16 or more days) – Staff must be entered in NC Pre-K Plan system

Section 6: The NC Pre-K Staff

Reminders

NC Pre-K Lead Teachers and Teacher Assistants are expected to work a 40-hour week

- 32.5 hours working directly with children
- 7.5 hours instructional planning time

During the 40-hour work week NC Pre-K Lead Teachers and Teacher Assistants must not:

- Serve as floaters or substitutes in other classrooms
- Provide transportation services (driving or monitoring)
- Offer wraparound care
- Perform administrative duties like front desk coverage or center tours
- Perform any other duties that are not directly related to the delivery of NC Pre-K classroom services

NC Pre-K Program Requirements and Guidance

Section 7: Evaluation and Monitoring

A. ECERS-3 Assessments

B. Child Maltreatment Investigations

C. Program and Fiscal Monitoring of Local NC Pre-K Programs

D. Monitoring Timeline

E. Monitoring Temporary Assistance to Needy Families (TANF) and Maintenance of Effort (MOE)

NC Pre-K Program Monitoring

Monitoring occurs on 3 levels:

Site Level

NC Pre-K Site Administrators or Designee

Monitors each NC Pre-K classroom at the site

* Designee must have the same decision-making authority as the site administrator or public-school principal and cannot be any member of the NC Pre-K teaching staff

County/Region Level

NC Pre-K Contracting Agency

Monitors all NC Pre-K sites and classrooms within the county/region

State Level

DCDEE

DCDEE Regulatory Staff
Monitor sites and classrooms throughout the year for compliance with NC Child Care Rules

NC Pre-K Program Policy Consultants
Monitor Contracting Agencies for program and policy compliance

Administration Section Staff
Conducts fiscal and programmatic monitoring of Contracting Agencies

NC Pre-K Program Monitoring Timeline

NC Pre-K sites complete and submit the Site Monitoring Tool to the NC Pre-K Contracting Agency

By October 31st

October 31st - January 15th

NC Pre-K Contracting Agency staff conduct onsite visits or desktop reviews to validate the Site Monitoring Tools

December - April

DCDEE Administration staff will review the NC Pre-K Fiscal and Programmatic Monitoring Worksheet.

Section 7: Evaluation and Monitoring

Reminders

Two Monitoring Tools:

- Site Monitoring Tool provides a checklist of the components that must be reviewed for compliance annually at the site and classroom level
- Fiscal and Programmatic Monitoring Worksheet provides a checklist of the components that must be reviewed for compliance annually at the local Contractor level

Designee completing the site monitoring tool must:

- Have the same decision-making authority as the site administrator or public-school principal
- Cannot be any member of the NC Pre-K teaching staff

Only one site monitoring tool needs to be completed per site regardless of the number of classrooms

Fiscal and Programmatic Monitoring Worksheet is completed electronically

NC Pre-K Program Requirements and Guidance

Appendices

Glossary of Terms

- Appendix 1: Sample Conflict of Interest Statement
- Appendix 4: Sample Committee Agenda
- Appendix 6: Sample Committee Meeting Minutes
- Appendix 8: Sample Site Selection Sub-Committee Conflict of Interest Statement
- Appendix 9: Early Childhood Behavioral Engagement and Developmental Needs Report
- Appendix 11: Annual Timeline for Planning and Program Implementation
- Appendix 14: No Income Documentation / Statement of No Income Templates
- Glossary of Terms – Definitions for terminology used in the NC Pre-K Program

NC Pre-K Program Annual Timeline for Planning and Program Implementation

Website Link: NC Pre-K Program Annual Planning & Implementation Timeline

NC Pre-K Program Annual Planning & Implementation Timeline

2026-27 NC PRE-K PROGRAM ANNUAL PLANNING AND IMPLEMENTATION TIMELINE

Month	Contractor Responsibilities and Important Events
July	• July/August Local Committee Meeting (See Section 2 of the NC Pre-K Program Requirements for meeting requirements) • NC Pre-K database systems ready (APP, Kids, Plan) • Finalize data entry into: ✓ NC Pre-K APP (Child Eligibility/Placement) • Upload child data into: ✓ NC Pre-K Kids (Create site/classroom/child forms) • Begin data entry into: • NC Pre-K Plan (Instructional Staff, Site and Classroom Approvals)
August	• NC Pre-K Programs/Sites open • NC Pre-K Contracting Agency staff orientation/training • Local NC Pre-K Site/Classroom staff orientation/training • NC Pre-K APP & Kids – Continue child eligibility and placement process • NC Pre-K Plan – Complete following items: ✓ Site year end dates are entered ✓ Lead Teacher/ Teacher Assistants assigned to classrooms ✓ Number of children and payment rates entered for each classroom on Rates and Children Screen • Request for cash advance is due to DCDEE

NC Pre-K Program Annual Planning & Implementation Timeline

2026-27 NC PRE-K PROGRAM ANNUAL PLANNING AND IMPLEMENTATION TIMELINE

September	• NC Pre-K Plan – Continue completion of following items: ✓ Lead Teacher/ Teacher Assistants assigned to classrooms ✓ Number of children and payment rates entered for each classroom on Rates and Children Screen ✓ Section 1 Committee Member Signatures received by September 15th ✓ Section 2 Principal/Director signatures received by September 15th • Train local NC Pre-K Site Administrators on site monitoring responsibilities and due dates • August FSRs and attendance reports sent to DCDEE by 10th business day of month
October	• Site Monitoring Tool due to local Contractor by October 31st • Survey link emailed from DCDEE with electronic NC Pre-K Fiscal and Programmatic Monitoring Worksheet • Begin completing electronic NC Pre-K Fiscal and Programmatic Monitoring Worksheet • September FSRs and attendance reports sent to DCDEE by 10th business day of month

NC Pre-K Program Annual Planning & Implementation Timeline

2026-27 NC PRE-K PROGRAM ANNUAL PLANNING AND IMPLEMENTATION TIMELINE

November	• Begin site monitoring visits after completed Site Monitoring Tool is received • Validate Site Monitoring Tool results (verify Plans of Study, transcripts, license/credentials, classroom lesson plans/daily schedules) • Electronic NC Pre-K Fiscal and Programmatic Monitoring Worksheet submitted to DCDEE by November 15th • October FSRs and attendance reports sent to DCDEE by 10th business day of month
December	• Continue site monitoring visits • NC Pre-K Plan – Other Estimated Resources due by December 15th (online) • DCDEE fiscal and programmatic monitoring begins • November FSRs and attendance reports sent to DCDEE by 10th business day of month
January	• Complete site monitoring visits by January 15th • DCDEE fiscal and programmatic monitoring continues • Certified Other Resources submitted to DCDEE by January 15th • Child Find Activities begin • January/February Local Committee Meeting (See Section 2 of the NC Pre-K Program Requirements for meeting requirements) • December FSRs and attendance reports sent to DCDEE by 10th business day of month

NC Pre-K Program Annual Planning & Implementation Timeline

2026-27 NC PRE-K PROGRAM ANNUAL PLANNING AND IMPLEMENTATION TIMELINE

February	• DCDEE fiscal and programmatic monitoring continues • January FSRs and attendance reports sent to DCDEE by 10th business day of month
March	• DCDEE fiscal and programmatic monitoring continues • February FSRs and attendance reports sent to DCDEE by 10th business day of month
April	• DCDEE fiscal and programmatic monitoring continues • March FSRs and attendance reports sent to DCDEE by 10th business day of month
May	• NC Pre-K Plan- Other Estimated Resources due by May 15th (online) • April FSRs and attendance reports sent to DCDEE by 10th business day of month

NC Pre-K Program Annual Planning & Implementation Timeline

2026-27 NC PRE-K PROGRAM ANNUAL PLANNING AND IMPLEMENTATION TIMELINE

June	• May/June FSRs and attendance reports due per DCDEE close-out procedures for May and June expenditures (reimbursement requests received after this date will not be guaranteed) • Formal close-out letters for monitoring results will be mailed from DCDEE by June 30th • Begin review/update of the following Sections in the NC Pre-K Plan: ✓ Committee Section ✓ Contact Information ✓ Site & Classroom ✓ Budget
Helpful Resources	NC Pre-K Home Page (DCDEE Website) NC Pre-K APP NC Pre-K Kids NC Pre-K Plan
Contact Information	NC Pre-K Program Policy Consultants Regional Map Early Education Support Unit Regional Map NC Pre-K Program State Contacts **Includes contact information for Contracts, Budget, and Monitoring

NC Pre-K Program Database Systems

The NC Pre-K Program Reporting System consists of three databases:



NC Pre-K APP



NC Pre-K Kids



NC Pre-K Plan

NC Pre-K APP Database System

NC Pre-K APP (Application, Prioritization, Placement) is where information is maintained for the local NC Pre-K Contracting Agency's:

- Child Applications
- Child Eligibility
- Child Prioritization
- Child Placement



NC Pre-K Kids Database System

NC Pre-K Kids is where information is maintained for the local NC Pre-K Contracting Agency's:

- Site Operational Days
- Child Placements by Classroom
- Monthly Classroom Attendance Reports
- Monthly Summary of Attendance Reports



NC Pre-K Plan Database System

NC Pre-K Plan is where information is maintained for the local NC Pre-K Contracting Agency's:



- Committee Members
- Contracting Agency Staff
- Sites and Classrooms
- Budget Allocations
- Instructional and Administrative Staff
- Request for Payment – monthly submission for reimbursement requests

NC Pre-K Database System Resources

NC Pre-K Database Systems	NC Pre-K Database Links	NC Pre-K Database User Guide
NC Pre-K APP Database	NC Pre-K APP Database System Link	NC Pre-K APP User Guide
NC Pre-K Kids Database	NC Pre-K Kids Database System Link	NC Pre-K Kids Database User Guide
NC Pre-K Plan Database	NC Pre-K Plan Database System Link	NC Pre-K Plan Database User Guide

NC Pre-K Database Systems

Reminders for Accessing the NC Pre-K systems

All users must have a **NCID Username and password** to access the NC Pre-K database systems

NC Pre-K Contracting Agency staff can be assigned User Administrator rights so that they can create and maintain NC Pre-K user profiles for staff that need access to the NC Pre-K database systems in their county / region

Remember to **deactivate staff** who are no longer employed by the NC Pre-K Contracting Agency or at an NC Pre-K site

Resources and Contacts

Budget Unit Contact Information



dcdee_ncprekfsr@dhhs.nc.gov

Responsible for:

- NC Pre-K FSRs and reimbursement
- NC Pre-K Budget Revisions
- Technical assistance for NC Pre-K FSR reimbursement & Budget Revisions

Contract Unit Contact Information



dcdee.contract.docs@dhhs.nc.gov

Responsible for:

- NC Pre-K Contract Administration and Management
- NC Pre-K Contract Funding and Approval
- NC Pre-K Line-Item Budget Approval and Workbook
- NC Pre-K Certified Other Resources
- Technical Assistance for NC Pre-K Contracts

NC Pre-K Program State Contacts



Click here: NC Pre-K Program State Contacts

- NC Pre-K Program Unit
- Early Educator Support (EES) Unit
- Workforce Education Unit (WORKS)
- Early Education Branch (EEB)
- Additional DCDEE Support

Updating NC Pre-K Email Listserv

Steps for Updating NC Pre-K Email Listserv

- NC Pre-K Contracting Agency staff need to be updated in the **NC Pre-K Plan Database System** to include:
  - Adding new Contracting Agency staff
  - Removing staff no longer employed with the Contracting Agency
- An email then needs to be sent to the DCDEE.NCPK.HELPDESK@dhhs.nc.gov requesting an update to the NC Pre-K Listserv Email list
  - Subject line needs to be "Request to update the NC Pre-K Listserv Email List"
  - NC Pre-K Policy Consultant needs to be included in email request
- Contractor will be notified after the updates have been made to the NC Pre-K Listserv Email list

Template for Listserv Changes/Additions

Request to Add to the NC Pre-K Listserv Email List

Person's First and Last Name:

Work Email Address:

Please **only select one specify NC Pre-K Designation** Listserv list below that you are **requesting to be added to.**

NC Pre-K Designation:

- ☐ Contract Administrator listserv list
- ☐ Fiscal Administrator listserv list
- ☐ Program Contact listserv list
- ☐ Additional Contact listserv list

***Make sure the information provided reflects the information in NC Pre-K Plan Database.**

Request to Remove from NC Pre-K Listserv Email List

Person's First and Last Name:

Work Email Address:

Please **only select one specify NC Pre-K Designation** Listserv list below that you are **requesting to be removed from.**

NC Pre-K Designation:

- ☐ Contract Administrator listserv list
- ☐ Fiscal Administrator listserv list
- ☐ Program Contact listserv list
- ☐ Additional Contact listserv list

***Make sure the information provided reflects the information in NC Pre-K Plan Database.**


Any
Questions



Thank You

Training Survey Links

Complete Survey by **Scanning QR Code** or **Clicking Link in Chat Box**



Partnership FOR CHILDREN
a partner in the Smart Start network.
NORTH CAROLINA NC Pre-K Prekindergarten Program
OF CUMBERLAND COUNTY

2026-2027 NC Pre-K
Sites Assignment

A. Valerie Miller **Phone: (910) 867-9700 Ext. 2487/ Email: vmiller@ccpfc.org**

1. Childcare Network #109B
2. Childcare Network #110
3. Cumberland County Schools
4. Fayetteville State University Early Childhood Learning Center
5. First Steps Learning Center Contact
6. Hearts for Children
7. Just Like Mom Development
8. Jump Start University
9. KinderCare Learning Center Fort Bragg Rd
10. KinderCare Hope Mills
11. KinderCare Learning Center Ramsey
12. Mommy's Moment Day Care Learning Center

B. Ar-Nita Davis **Phone: (910) 867-9700 Ext. 2245 or Cell: (910) 605-2884**

Email: adavis@ccpfc.org

1. API Head Start
2. Bal Perazim Child Care Center
3. Brite Shinning Stars Child Development Center
4. Cozy Corner Child Care Center
5. Creative Enhancements Child Care
6. Heavenly Haven Academy
7. Heavenly Haven CDC I
8. Heavenly Haven CDC II
9. Little Beginningz
10. Next Step Childcare Center II
11. Pampers, Hugs, and Luv's Learning Center
12. Panda Day Care & Preschool
13. Panda Day Care & Creative School #3
14. Stepping Stones Learning Academy #4
15. Stepping Stones Learning Academy #6
16. Trinity Child Care II Contact: Linda Vandevender
17. Wonder Years Childcare & Learning Center

A. Both Valerie Miller and Ar-Nita Davis

18. Burns Child Care & Preschool Center Contact
19. Gracie's Childcare
20. Kidz Kastle Day Care