**Partnership:** Down East Partnership for Children

**Activity Name**: NC Pre-K Quality Enhancement and Support

**EC Profile ID:** PLA50

**PSC:** 3322

FY 23 Logic Model

| *Order of completion* | *2nd* | *3rd* | *6th* | *7th* | *5th* | *4th* | *1st* |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Need Statement | | Target Population | Program Components | Evidence-Based/Informed Practice | Outputs | Outcomes | Required County Level Indicators/Strategic Framework Targets |
| * To maintain and/or improve quality of services provided by NC Pre-K sites, a system must be created for developing relationships with providers and for enhancing professional skills and behaviors related to meeting NC Pre-K guidelines and standards. * To increase partnerships between providers and families to ensure families are involved with their child’s learning to be ready for Kindergarten. | | * 4- and 5-star childcare providers serving NC Pre-K children in Nash and Edgecombe counties * Children age-eligible for NC Pre-K services, meeting income guidelines, and living in Edgecombe or Nash counties | * Practices and Procedures Inventory- Providers will complete a self-monitoring checklist at the beginning of the year to empower providers to take inventory of their own practices. Technical Assistance will be arranged as needed. * **Collaboration with CCR&R Core Services Technical Assistance Staff** – Providers who are identified during site visits as needing additional technical assistance in the classroom are referred to the NCPK TA Specialists and/or CCRR Core Services. TA may be in person or remote. * **NC Pre-K Advisory Committee** – Meets quarterly to discuss and vote on issues related to the delivery of NC Pre-K services across all sites. Meetings will occur in person or remote. * **Professional Development-** offered for NC PreK teacher and providers based on needs within the classroom (offered in person or remotely). * **NC Pre-**K providers implement strategies designed to develop partnerships with families and build reciprocal relationships that promote shared decision making and opportunities for families to be involved in their child’s learning and transition efforts to support smooth transition of children into Pre-K and then to Kindergarten. | Consultation and Coaching is currently identified as an Evidence-Based program in the Smart Start Resource Guide of Evidence-Based and Evidence-Informed Programs and Practices | 4 NC Pre-K Advisory meetings will be held  Number of childcare facilities receiving TA with ERS to increase or maintain star level (unduplicated total)  Track the number of childcare facilities receiving TA with CLASS  Number of childcare facilities receiving TA with PAS  Number of childcare facilities receiving TA with BAS  Number of childcare facilities receiving TA with POEMS  Number of childcare facilities receiving TA with ERS (not for star level)  Number of sites receiving TA to support other quality (unduplicated total) | 90% of NC Pre K sites willcomplete the practices and procedures inventory at the beginning of the year.  80% ofclassroom teachers who participate in TA services will demonstrate growth or improvement on their initial areas of weakness following completion of a TA plan. This work will be ongoing throughout the year.  (SS Outcome: Maintain high program quality)  90% of NC Pre-K providers will indicate on the end of year survey that they implemented transition strategies in conjunction with parents and elementary schools  85% of **providers** will indicate on end of year survey that the support visit and TA provided by the NC Pre-K staff helped them to maintain or improve program quality   * 90% of NC Pre-K providers will demonstrate the implementation of family engagement activities during annual site visits. | Required County Level Indicators  PLA50 (A) 90% of subsidy eligible children are in 4- and 5-star care  50% of scholarship and NCPK centers have implemented policies and practices that improve/ increase physical activity/ nutrition education/ social emotional health  Childcare teachers are on parity with public school Kindergarten teachers’ scale  80% of lead teachers and directors with a college degree  An increase in the percentage of families reporting their child had a smooth transition to kindergarten, from 81% in 2016 to 83% in 2021 |

Worksheet 1

| Program  Components | Documented Research |
| --- | --- |
| **NC Pre-K Quality Enhancement and Support**   * Data Collection * Site Visits * Collaboration with CCR&R Provider Services Staff * NC Pre-K Advisory Committee * Provider Learning Group | * Trivette, C. M., Dunst, C. J., Hamby, D. W., & O'Herin, C. E. (2009). Characteristics and consequences of adult learning methods and strategies. *Research Brief (Tots 'n Tech Research Institute),3*(1). [Retrieved January 27](file:///C:/Users/sland/AppData/Local/Microsoft/Windows/Temporary%20Internet%20Files/AppData/Local/Microsoft/Windows/INetCache/wendy/AppData/Local/Microsoft/Windows/Temporary%20Internet%20Files/Content.Outlook/I0F9JP8P/Retrieved%20January%2027), 2016, from http://www.buildinitiative.org/portals/0/uploads/documents/resource-center/diversity-and-equity-toolkit/adultlearning\_rev7-04-09.pdf * Fiene, R. (2002). Improving childcare quality through an infant caregiver mentoring project. *Child and Youth Care Forum, 31*, 79-87. * Hemmeter, M.L., et al. *Professional development related to the teaching pyramid model for addressing the social emotional development and challenging behavior of young children*. 2011. Presentation made at the 3rd conference of the International Society on Early Intervention, New York, NY. * McLean, M., et al. *Professional development in embedded instruction*. 2011. Presentation made at the 3rd conference of the International Society on Early Intervention, New York, NY. * WestEd, Learning Policy Institute, & Friday Institute for Educational Innovation at North Carolina State University (2019). Sound Basic Education for All: An Action Plan for North Carolina. San Francisco, CA: WestEd. |

**Additional Information**

1. For each unique Program Component listed in the above Logic Model provide a narrative description.

**NC Pre-K Quality Enhancement, Maintenance, and Support**

The NC Pre-K Quality Enhancement and Support program is supported by the North Carolina Division of Child Development and Early Education and collaborates with the local Coordinate Subsidy System that includes the Department of Social Services. The NC Pre-K Quality Enhancement and Support program oversees ongoing monitoring and evaluation of all NC Pre-K sites in Nash and Edgecombe counties to ensure sound, high-quality and appropriate services are implemented. NC Pre-K program staff conduct annual site visits at each site, partner with CCR&R Core Services Technical Assistance Services staff to assess needs, provide technical assistance to sites, collaborate with NC Pre-K providers and other community partners through the NC Pre-K Advisory Committee, and provide ongoing consultation, coaching, and technical support services to sites as needed. NC Pre-K sites are also encouraged to offer additional parent support services to families by participating in programs and services to improve practices related to physical activity, nutrition education and social emotional health.

To ensure that sites are providing high quality services for all NC Pre-K children, the NC Pre-K program staff at Down East Partnership for Children (DEPC) provides each subcontractor a practices and procedures inventory checklist at the beginning of every program year. The checklist serves as an opportunity for NC Pre-K program staff to identify any administrative and/or programmatic technical assistance needs and offer support to sites prior to state monitoring visits conducted midyear. Additionally, NC Pre-K program staff observe indicators related to Environmental Rating Scales including teacher-child interactions, curriculum, room arrangement, discipline, and general classroom supervision during TA visits. If specific opportunities for growth are noted that require TA support beyond what can be provided by program staff then a referral will be made to CCR&R Core Services technical assistance staff. NC Pre-K program staff will also review administrative indicators related to compliance with NC Pre-K program requirements (including ERS score) to ensure that each site is operating within compliance from the beginning of the program year and will notify the site administrator in writing if there are any concerns. NC Pre-K program staff follow up with sites as needed to offer additional supports and ensure progress is being made. Classrooms participating in TA will be monitored on their progress throughout the year.

Professional development opportunities are offered for NC Pre-K teachers and/or administrators on a variety of topics. Topics may include (but are not limited to) lesson planning, ECERS preparation, curriculum implementation, formative assessments, and unique needs/challenging behaviors. Opportunities will be made available in the fall, winter, and spring months. Professional development will occur in person or remotely.

The Subsidy Program Manager and NCPK Coordinator facilitate the NC Pre-K Advisory Committee which serves to provide ongoing, collaborative advice about local policies and procedures in the implementation of NC Pre-K services and to provide oversight for the local program. The Committee works to ensure that policies are in place that support the implementation and administration of high-quality NC Pre-K services. Additional functions of the NC Pre-K Advisory Committee are outlined in the NC Pre-Kindergarten Program Requirements and Guidance. The Committee meets quarterly, and as needed, to discuss issues related to the development and delivery of services across local NC Pre-K sites. The Committee is comprised of local NC Pre-K providers and other community members and acts as a driver for program improvement and quality enhancement. Specifics about Committee membership requirements can be found in the NC Pre-Kindergarten Program Requirements and Guidance. Committee meetings will occur in person or remotely.

The NC Pre-K program staff provide guidance and technical assistance to NC Pre-K providers to ensure Family Engagement activities are maintained through the use of the Teaching Strategies Gold Ready Rosie App and other opportunities for families to be engaged in their child’s learning. A written plan for family engagement activities is developed by the NC Pre-K Committee that include the components found in NC Pre-Kindergarten Program Requirements and Guidance. This plan is developed at the beginning of the program year.

The NCPK Coordinator and Subsidy Specialist are responsible for the daily operation of the NC Pre-K program. The DEPC Program Director provides oversight and support to the Scholarship program. The Subsidy Specialist, partially funded through another activity, provides ongoing support to the NC Pre-K program. The Subsidy Program Manager provides supervision and support for the NC Pre-K program.

1. Staff

|  |  |  |
| --- | --- | --- |
| Job Title | FTE | Minimum Education & Experience Requirements (Please indicate any requirements if mandated by your EB model) |
| NCPK Coordinator | .80 FTE | Refer to Subsidy Coordinator Job Description |
| Subsidy Specialist | .10 FTE | Refer to NC Pre-K Specialist Job Description |
| Subsidy Program Manager | .30 FTE | Refer to Subsidy Program Manager Job Description |

1. Does this activity contain grants of any kind or incentives to participants?

Yes  No

What is given to participants? If you have checked yes, describe in detail and attach a copy of any associated grant agreement(s).

1. Is any portion of this activity Medicaid reimbursable?

Yes  No

If you have checked yes, describe in detail.

1. Community Collaborations:

The NC Pre-K Advisory Committee includes representatives from the Department of Social Services, the local Child Care Resource and Referral, the Health Department, Cooperative Extension, and all NC Pre-K sites. Also serving on the Committee are a parent representative, a 5-star licensed childcare provider, and several community volunteers. The NC Pre-K Advisory Committee serves to provide ongoing, collaborative advice about local policies and procedures in the implementation of NC Pre-K services and to provide oversight for the local program. Additional functions of the NC Pre-K Advisory Committee are outlined in the NC Pre-Kindergarten Program Requirements and Guidance. NC Pre-K program staff participate in the Nash-Edgecombe Transition Alignment Planning Committee, the Nash-Edgecombe Ready Schools Committee, and NC PreK is represented on the local school system’s Every Student Succeeds Act (ESSA) planning team. The NC Pre-K program staff aims to collaborate with healthcare providers such as OIC to assist families with access to screenings, early intervention, or special education services that relate to the development or behavior of children attending the NC Pre-K program.

1. History of Results:

FY 21 – All 19NC Pre-K sites received a site visit at the beginning of the program year and were given opportunities for growth and/or action steps to work on. All NC Pre-K sites who were given opportunities for growth and/or action steps at the beginning of the year demonstrated improvement and progress on one or more of those opportunities for growth during state site monitoring. Eighty-three percent of NC Pre-K sites maintained transition plans which included collaboration with parents and elementary schools. The NC Pre-K program classrooms participated in a combination of face-to-face and virtual learning due to COVID-19. During this time, all face-to-face instruction, technical assistance, recruitment, and transitions to kindergarten efforts were impacted. Other virtual platforms such as Zoom, Class Dojo, Face Time, Face Book Live, Remote Moments through Teaching Strategies Gold, and take-home packets were used to instruct children and engage families. The 75% of providers who completed the end of year survey indicated that the support and TA provided by the NC Pre-K staff helped them to maintain or improve program quality was reached. There were barriers to serving every child during the Pandemic. The most notable challenges were access to technology, reliable internet, sickness due to COVID exposure, and transportation especially in rural areas of Nash and Edgecombe counties. Teachers who were used to instructing students face to face daily had to pivot to virtual platforms and increase health and safety procedures simultaneously. .

1. Cash/In-Kind Contributions Plan:

Down East Partnership for Children will meet the required 19% program match through non-state grants, local donations, parent fees, volunteer hours, and in-kind contributions to support our Smart Start activities.

1. Contract Activity Description (CAD)

The NC Pre-K Quality Enhancement and Support activity will assist approved NC Pre-K classrooms to ensure sound, high-quality and appropriate services are implemented. Supports will include onsite/virtual visits to assess compliance with NC Pre-K program components, such as child screenings, classroom curricula, nutritional practices, family engagement, and ECERS-R assessments. Supports will also include evaluations of staff-child interaction, room arrangement, discipline, and general classroom supervision. Staff will work with administrators to create action plans as needed to guide quality improvements within approved facilities. This activity will also support the development and consistent delivery of high-quality services across local NC Pre-K sites through the facilitation of the NC Pre-K Advisory Committee. Meals, snacks, and food tastings may be provided, and activities will occur remotely as needed. A Coordinator and Quality Improvement Specialist, partially funded through this activity, will deliver program services, with support from the Subsidy Specialist. The Subsidy Program Manager will provide oversight and support to the program. Staff will provide program support as needed.