

More at Four Pre-Kindergarten Facts and Figures 2010-11

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| Number of children | 30,767 |
| Number of classrooms | |
| Public schools | 1,218 |
| Child care centers | 611 |
| Head Start | 425 |
| Total | 2,254 |
| Budget (2010-2011) | \$160,647,360 |
| Total state expenditures (2009-10) | \$163,451,644 |
| Average operational funds per child | \$5,000 per year |

Academic standards

- Birth - Kindergarten licensed teachers
- Use of a curriculum approved by the State Board of Education supporting Early Learning Standards that are aligned with Common Core State Standards

Performance

- Ten years of evaluations have shown More at Four to be a highly rigorous pre-kindergarten program that successfully targets low-income household children and those at-risk of later academic failure.
- Learning growth for all students is significant and above expectations for those children starting with the lowest knowledge base. Rates of learning growth in pre-k are generally sustained through the end of kindergarten.
- The most recent evaluation shows that on third grade reading and math tests, ex-More at Four children who received a free or reduced lunch in third grade some four years after leaving a More at Four classroom performed significantly better than children who received a free or reduced lunch but who did not attend More at Four.
- These 3rd grade EOG results show that More at Four narrowed the achievement gap by up to 40 percent at third grade. (Peisner-Feinberg and Schaaf, 2010)

Pre-K integration in the educational continuum

- State funding for pre-kindergarten (More at Four) is integrated with federal sources of funding for pre-kindergarten, including Title I Pre-K, Even Start, Head Start and Preschool Exceptional Children, within NCDPI's Office of Early Learning.
- NCDPI's focus on Pre-K through Grade 3 alignment of standards, curriculum, instructional practices and assessment maximizes academic gains for children in the early grades, leading to improved high school graduation rates.

