

Instructions for Using the NC Pre-K Site Selection Rubric

Purpose and Use of the NC Pre-K Site Selection Rubric

The NC Pre-K Site Selection Rubric (Rubric) is designed to be used by the NC Pre-K Site Selection Sub-Committee as a comparative tool to help standardize the site selection process in each county or region across the state. These standards and indicators are designed to guide the Site Selection Sub-Committee’s decisions in selecting sites for participation in the NC Pre-K program.

The Site Selection Sub-Committee is required to complete a Rubric for each site applicant, using information from the **NC Pre-K Site Application** completed by potential NC Pre-K Site applicants. The Rubric is divided into five sections with points assigned to four of the sections. The fifth section, **Additional Locally Determined Indicators**, is to be used by each Site Selection Sub-Committee to list other indicators and assign up to eight (8) points. There are 100 possible points, including the eight (8) points for Additional Locally Determined Indicators. All sites within a county must be compared using the same **Additional Locally Determined Indicators** to ensure fairness across the site selection process.

Once a NC Pre-K Site Selection Rubric has been completed for each potential NC Pre-K Site applicant, the Site Selection Sub-Committee will use the **NC Pre-K Site Selection Process Decision Tree** for next steps.

Overview of the NC Pre-K Site Selection Rubric Sections

The rubric is divided into five main sections:

1. Program Standards
2. Education Standards
3. Geographic, Accessibility & Affordability Indicators
4. Classroom & Family Support Indicators
5. Additional Locally Determined Indicators - Optional

Section Name and Details	Points Assigned
<p>1. Program Standards</p> <ul style="list-style-type: none"> • In this section enter the most recent Environment Rating Scale (ERS) score(s) for the 3- and 4 year old and/or Pre-K classroom(s). Higher scores indicate higher quality. (Note: NC Pre-K classrooms are required to score a 5.0 or higher on each ERS completed.) • In the Complaints and Administrative Actions topic area, more points received would indicate higher quality. 	<p>Total Points Available 15</p>
<p>2. Education Standards</p> <ul style="list-style-type: none"> • In this section the education level of the Administrator, Lead Teacher(s) and Assistant Teacher(s) is broken into three subsections. The minimum education requirement for each position is listed at the top of each section with the desired education level for each position listed at the bottom of each section. • If education standards are not fully met at the time of the application, no points would be awarded in this section. For new sites who may not have fully qualified staff during the selection process, the sub-committee may consider adding an indicator(s) under the final section “Additional Locally Determined 	<p>Total Points Available 15</p>

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<p>Indicators,” and award corresponding points up to 8.</p> <ul style="list-style-type: none"> • The sub-committee may also consider adding “Additional Locally Determined Indicators,” and award corresponding points up to 8 for teacher assistants holding more than a BA/BS Degree in a related field or Lead holding a graduate degree or higher and NC BK SPII licensure • The points for this section will be calculated using the Teacher Education Worksheet and then transferred to the Rubric. 	
<p>3. Geographic, Accessibility & Affordability Indicators</p> <ul style="list-style-type: none"> • This section is divided into 6 subsections (Location, Transportation, Wrap-Around Care, Extended/Full day Support and Nutrition & Screening). Under each of these subsections the bottom indicator under each topic reflects the most desirable/accommodating response for that subsection. (Note: For the Screenings subsection the more checks received would indicate the higher quality.) • Under the Location subsection on the Rubric, the sub-committee will need to determine the context for what criteria constitutes a high, mid, and low level area of need. 	<p>Total Points Available 35</p>
<p>4. Classroom & Family Support Indicators</p> <ul style="list-style-type: none"> • This section is divided into 3 subsections (Curriculum & Instructional Assessment, Family Engagement & Staff Compensation and Professional Development). • Under Curriculum & Instructional Assessment, the bottom indicator reflects the most desirable/accommodating response for that subsection. • Under Family Engagement the bottom 2 indicators reflect the most desirable/accommodating response for that subsection. • Under Staff Compensation and Professional Development the top four indicators reflect the recommended compensation policies for Pre-K classroom instructional staff employed in nonpublic schools, while the bottom indicator addresses public school staff. 	<p>Total Points Available 27</p>
<p>5. Additional Locally Determined Indicators - Optional</p> <ul style="list-style-type: none"> • This section allows the site selection sub-committee to insert additional indicators that are relevant to your county/region. • <u>Examples indicators - Each Sub-Committee must select indicators that are applicable to the conditions of the county/region. Indicators listed below are only examples and may/may not apply.</u> <ol style="list-style-type: none"> 1. New Site – Child Care, Head Start - Staff will be hired to meet the education requirements: BA/BS ECE with BK licensure or Plan of Study on File to show progress towards licensure 2. Other resources that are utilized by each individual site (TEACH, WAGE\$, other compensation: Retirement Plan, Cafeteria Benefits) 3. Additional Trainings that individual staff members have completed 4. Partner with the EESLPD Office to provide mentoring and/or evaluation support for BK Licensed teachers 5. Teacher and/or Teacher Assistant education exceeds the maximum level and points on the Teacher Education Worksheet 	<p>Total Points Available 8</p>