

Polk

Table 1-continued
Children and Families

	1999	2003	1999 to 2003 Change
Family Structure			
Families with children age 0-5		982	
Children age 0-5 living in single-parent families		125	
Percentage of children 0-5 living in single-parent families		10.2%	
Children age 0-5 in foster care	4	11	+175.0%
Percentage of children 0-5 in foster care	0.4%	0.9%	
Births to teen parents (age 15-19)	20	22	+10.0%
Percentage of children 5-17 with Spanish as first language		4.8%	
Health			
Access to Health Care			
Children 0-5 enrolled in Medicaid	220	358	+62.7%
Percentage of children 0-5 enrolled in Medicaid	20.8%	30.6%	
Children 0-5 enrolled in NC Health Choice		62	
Kindergartners with untreated tooth decay	45.0%	37.2%	
Safety			
Children age 0-6 reported as abused and/or neglected	57	59	+3.5%
Children age 0-6 with substantiated abuse and/or neglect	23	22	-4.3%

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Table 2
Early Care and Education

	1999	2003		1999 to 2003 Change
Regulated Programs				
Total - All Regulated Centers ^b	7	7		0.0%
One Star (number & percentage of all regulated centers)		1	14.3%	
Two Star		0	0.0%	
Three Star		2	28.6%	
Four Star		1	14.3%	
Five Star		0	0.0%	
Religious Sponsored/GS -110		2	28.6%	
Temporary		1	14.3%	
Probationary		0	0.0%	
Provisional		0	0.0%	
Special Provisional		0	0.0%	
Total – All Regulated Homes ^b	4	2		-50.0%
One Star (number & percentage of all regulated homes)		1	50.0%	
Two Star		0	0.0%	
Three Star		0	0.0%	
Four Star		0	0.0%	
Five Star		1	50.0%	
Temporary		0	0.0%	
Probationary		0	0.0%	
Provisional		0	0.0%	
Special Provisional		0	0.0%	
Program Accreditation				
NAEYC accredited child care centers	0	0		
Percentage of centers that are NAEYC accredited	0.0%	0.0%		
Children 0-5 in regulated centers who are enrolled in NAEYC accredited centers		0		
Percentage of children 0-5 in regulated centers who are enrolled in NAEYC accredited centers		0.0%		
NAFCC accredited family child care homes	0	0		
Percentage of homes that are NAFCC accredited	0.0%	0.0%		
Children 0-5 in regulated homes who are enrolled in NAFCC accredited homes		0		
Percentage of children 0-5 in regulated homes who are enrolled in NAFCC accredited homes		0.0%		
Professional Development				
Centers sponsoring T.E.A.C.H. recipients	4	2		-50.0%
Percentage of centers sponsoring T.E.A.C.H. recipients	57.1%	28.6%		
T.E.A.C.H. recipients	13	5		-61.5%
Children in T.E.A.C.H. participating centers	109	82		-24.8%

^b Due to rounding, the numbers and percentages do not always add to the total or 100%.

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Table 2-continued
Early Care and Education

	1999	2003	1999 to 2003 Change
Services for Children ^c			
Children 0-4 enrolled in regulated care		126	
Percentage of children 0-4 enrolled in regulated care		13.3%	
Infants enrolled in regulated care		14	
Percentage of infants enrolled in regulated care		6.8%	
One-year-olds enrolled in regulated care		26	
Percentage of one-year-olds enrolled in regulated care		15.2%	
Two-year-olds enrolled in regulated care		36	
Percentage of two-year-olds enrolled in regulated care		19.7%	
Three-year-olds enrolled in regulated care		29	
Percentage of three-year-olds enrolled in regulated care		14.6%	
Four-year-olds enrolled in regulated care		21	
Percentage of four-year-olds enrolled in regulated care		11.0%	
Child care enrollment by age and license level		See Table 3	
Children served in a More At Four Pre-K classroom		18	
Children 0-5 enrolled in regulated care who receive a subsidy		134	
Percentage of children 0-5 enrolled in regulated care who receive a subsidy		99.3%	
Children receiving subsidies by age and star license level		See Table 4	
Children served in a Title I Pre-K classroom		0	
Children served in Head Start/Early Head Start	0	0	1
Children served in Early Head Start		0	
3-year-olds served in Head Start		0	
4-year-olds served in Head Start		0	
5-year-olds served in Head Start		0	
Services for Children with Developmental Disabilities			
Children age 0-2 in early intervention	14	26	+85.7%
Percentage children 0-2 in early intervention		4.6%	
Children age 3-5 in early intervention	35	29	-17.1%
Percentage children 3-5 in early intervention		4.8%	

^c Children can be counted in more than one category.

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Table 3. Child Care Enrollment by Age and License Level

CENTERS	Infants		1-yr-olds		2-yr-olds		3-yr-olds		4-yr-olds		5-yr-olds		Total 0-5	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
One Star	5	38.5%	4	17.4%	6	18.8%	3	10.7%	2	9.5%	0	0.0%	20	16.0%
Two Star	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Three Star	1	7.7%	5	21.7%	11	34.4%	8	28.6%	6	28.6%	1	12.5%	32	25.6%
Four Star	2	15.4%	2	8.7%	1	3.1%	2	7.1%	2	9.5%	1	12.5%	10	8.0%
Five Star	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
GS 110-106	5	38.5%	12	52.2%	14	43.8%	15	53.6%	11	52.4%	6	75.0%	63	50.4%
Temporary	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Probationary	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Provisiona	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Special Provisiona	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Total Children	13		23		32		28		21		8		125	

HOMES	Infants		1-yr-olds		2-yr-olds		3-yr-olds		4-yr-olds		5-yr-olds		Total 0-5	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
One Star	0	0.0%	2	66.7%	1	25.0%	1	100.0%	0	0.0%	1	100.0%	5	50.0%
Two Star	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Three Star	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Four Star	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Five Star	1	100.0%	1	33.3%	3	75.0%	0	0.0%	0	0.0%	0	0.0%	5	50.0%
Temporary	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Probationary	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Provisiona	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Special Provisiona	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Total Children	1		3		4		1		0		1		10	

TOTAL FACILITIES	Infants		1-yr-olds		2-yr-olds		3-yr-olds		4-yr-olds		5-yr-olds		Total 0-5	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
One Star	5	35.7%	6	23.1%	7	19.4%	4	13.8%	2	9.5%	1	11.1%	25	18.5%
Two Star	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Three Star	1	7.1%	5	19.2%	11	30.6%	8	27.6%	6	28.6%	1	11.1%	32	23.7%
Four Star	2	14.3%	2	7.7%	1	2.8%	2	6.9%	2	9.5%	1	11.1%	10	7.4%
Five Star	1	7.1%	1	3.8%	3	8.3%	0	0.0%	0	0.0%	0	0.0%	5	3.7%
GS 110-106	5	35.7%	12	46.2%	14	38.9%	15	51.7%	11	52.4%	6	66.7%	63	46.7%
Temporary	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Probationary	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Provisiona	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Special Provisiona	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Total Children	14		26		36		29		21		9		135	

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Table 4. Children Receiving Subsidies by Age and Star License Level

REGULATED CENTERS	Infants		1-yr-olds		2-yr-olds		3-yr-olds		4-yr-olds		5-yr-olds		Total 0-5 ^a	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
One Star ^b	6	42.9%	9	50.0%	11	36.7%	12	48.0%	10	50.0%	1	25.0%	49	44.1%
Two Star	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Three Star	7	50.0%	7	38.9%	17	56.7%	10	40.0%	9	45.0%	3	75.0%	53	47.7%
Four Star	1	7.1%	2	11.1%	2	6.7%	3	12.0%	1	5.0%	0	0.0%	9	8.1%
Five Star	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Total Children	14		18		30		25		20		4		111	

REGULATED HOMES	Infants		1-yr-olds		2-yr-olds		3-yr-olds		4-yr-olds		5-yr-olds		Total 0-5 ^a	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
One Star ^b	0	0.0%	2	66.7%	1	100.0%	0	0.0%	0	0.0%	0	0.0%	3	60.0%
Two Star	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Three Star	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Four Star	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Five Star	0	0.0%	1	33.3%	0	0.0%	1	100.0%	0	0.0%	0	0.0%	2	40.0%
Total Children	0		3		1		1		0		0		5	

SUMMARY	Infants	1-yr-olds	2-yr-olds	3-yr-olds	4-yr-olds	5-yr-olds	Total 0-5 ^a
	#	#	#	#	#	#	#
Regulated Care	14	21	31	26	20	4	116
Unregulated Care	1	7	4	4	6	6	28
All Care	15	28	35	30	26	10	144

^a Totals represent all preschool children served/paid in January 2003 through the Division of Child Development Child Care Reimbursement System, including children served with Smart Start funds. In January 2003, an additional 18 children were served in a variety of regulated settings with Smart Start funds that were paid outside the DCD Child Care Reimbursement System.

^b The one star category includes GS 110-106, temporary, probationary, provisional, and special provisional programs.

Survey of *More At Four* Programs for the 2003 Needs and Resources Assessment

A. About your *More At Four* program

1.	During January 2003, how many children participated in your <i>More At Four</i> program?	<u>18</u>	Children
2.	As of today, how many sites (e.g. centers, schools) in your community are serving <i>More At Four</i> children?	<u>3</u>	Sites
3.	As of today, how many classrooms are serving <i>More At Four</i> children?	<u>5</u>	Classrooms

***More At Four* programs are required to provide 6 - 6.5 hours of service per day for 180 days (10 months) of the year. However, some programs provide additional services with other resources.**

4.	How many of your sites have before/after school services available for <i>More At Four</i> children?	<u>2</u>	Sites
5.	How many sites have sources of funds other than parent fees available to children in <i>More At Four</i> to help pay for before/after school services?	<u>2</u>	Sites
6.	Estimate the percentage of <i>More At Four</i> children who receive financial assistance for before/after school services from a source other than <i>More At Four</i> . <i>Example: 55 MAF children get additional funds from other source/100 total MAF children served in your program = 55% get aid</i>	<u>25</u>	% get aid
7.	How many of your sites have extended year services (more than 10 months) available to <i>More At Four</i> children?	<u>0</u>	Sites
8.	How many sites have sources of funds other than parent fees available for children in <i>More At Four</i> to help pay for extended year services?	<u>0</u>	Sites
9.	Estimate the percentage of <i>More At Four</i> children who receive financial assistance for extended year services from a source other than <i>More At Four</i> . <i>Example: 75 MAF children get additional funds from other source/100 total MAF children served in your program = 75% get aid</i>	<u>25</u>	% get aid

Please tell us about the application process for *More At Four* during the 2002-03 academic year.

10.	How many children applied for <i>More At Four</i> services for academic year 2002-03?	<u>12</u>	Children
11.	How many of these children were eligible for <i>More At Four</i> services for academic year 2002-03?	<u>7</u>	Children
12.	How many children are currently on the <i>More At Four</i> waiting list?	<u>0</u>	Children

B. Resources available for your *More at Four* program

What resources are available to children enrolled in your *More At Four* program, either through *More At Four* funding or through other resources?

For each service, please indicate whether it is available (Yes or No), and if Yes, what is the funding source (*More At Four*, *Public Schools*, *Head Start*, *Smart Start* or other source).

Type of Resource	Resource Available?		Who paid for these services (funder)?			
	Y	N	<i>More At Four</i>	Public Schools	Head Start	Smart Start
Nurse or other Health Care Provider	<input checked="" type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Speech/Language Therapist	<input checked="" type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Physical Therapist	<input checked="" type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Occupational Therapist	<input checked="" type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Audiologist	<input type="checkbox"/> Y	<input checked="" type="checkbox"/> N	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Psychologist or Counselor	<input checked="" type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social Worker or Social Services Coordinator	<input type="checkbox"/> Y	<input checked="" type="checkbox"/> N	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parent Involvement Coordinator or Family Liaison	<input type="checkbox"/> Y	<input checked="" type="checkbox"/> N	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Disabilities Coordinator	<input checked="" type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English as a Second Language Coordinator or Teacher	<input checked="" type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kindergarten Transition Coordinator	<input type="checkbox"/> Y	<input checked="" type="checkbox"/> N	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Curriculum Specialist	<input checked="" type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Transportation Services	<input type="checkbox"/> Y	<input checked="" type="checkbox"/> N	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (<i>please specify</i>):	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

C. *More at Four* Staffing Challenges

Please indicate whether or not you currently face the following challenges in staffing your *More At Four* Program in the 2002-2003 academic year.

Please answer each item even if it is not a challenge or need for your program.

	Need or Challenge	severe challenge	moderate challenge	minimal challenge	not a challenge
1.	Finding enough <u>teachers</u> who have B-K licensure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Retaining B-K licensed <u>teachers</u> in the <i>More At Four</i> classrooms	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Finding enough <u>Directors</u> who have at least a Level II Administrative Credential	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4.	Retaining <u>Directors</u> with at least a Level II Administrative Credential in the <i>More At Four</i> sites	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5.	Finding enough <u>Teacher Assistants</u> with a CDA or AA degree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
6.	Retaining <u>Teacher Assistants</u> with a CDA or AA degree in the <i>More At Four</i> classrooms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
7.	Providing compensation and benefits commensurate with staff experience and education levels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
8.	Lack of effective articulation agreements between community colleges and four-year colleges to help teachers obtain B-K licensure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
9.	Providing training and development for teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
10.	Providing training for site administrative staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

D. *More At Four* Operating Challenges

Please indicate whether or not you currently face the following challenges in operating your *More At Four* Program in the 2002-2003 academic year.

Please answer each item even if it is not a challenge or need for your program.

	Need or Challenge	severe challenge	moderate challenge	minimal challenge	not a challenge
1.	Making the public/parents aware of the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2.	Finding families of 4-year-olds who might be eligible for services	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Recruiting those families who are eligible to enroll their child in the <i>More At Four</i> program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4.	Developing a system for determining eligibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5.	Finding enough high quality programs to serve <i>More At Four</i> children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
6.	Providing year-round services for children	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	Providing before/after school services for children	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	Communicating with families and children who do not speak English	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9.	Obtaining services for children identified with a disability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
10.	Obtaining diagnostic and other services for children not currently identified with a disability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
11.	Transporting children to and from the <i>More At Four</i> sites	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
12.	Providing meals and snacks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
13.	Finding adequate space for additional slots	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14.	Building new facilities to serve more children	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15.	Renovating existing facilities to serve more children	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16.	Recruiting 3- to 5-star child care centers to serve children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
17.	Recruiting public schools to serve children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
18.	Recruiting 3- to 5-star Head Start programs to serve children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
19.	Moving 3-star centers to a 4-or 5-star rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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January-February 2003

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|-----|---|--------------------------|-------------------------------------|--------------------------|-------------------------------------|
| 20. | Recruiting programs in specific geographic regions | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 21. | Having adequate <i>More At Four</i> funds per slot | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 22. | Obtaining the required local contribution to operate your program | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 23. | Blending multiple funding sources | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 24. | Collaborating with other key agencies | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 25. | Providing opportunities for family involvement | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 26. | Providing opportunities for parent education | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 27. | Other (<i>please specify</i>): _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

If you rated more than two of the items in Section D (above) as a severe challenge for your *More At Four* program, please indicate the item numbers of the two most severe challenges.

14.....Most severe challenge

15.....Second most severe challenge

Your comments are valuable to us. Use the space below (or an additional sheet of paper) if you would like to describe these challenges in more detail.

E. Resources for Administering *More At Four*

Are adequate resources available for you to administer your *More At Four* program?
What sources provide the resources for these administrative activities?

Activity	Adequacy			What source provides?		Other source (specify)
	None	Limited	Adequate	<i>More At Four</i> source		
Monitoring	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Y <input checked="" type="checkbox"/> N		School Admin
Contract/Fiscal Management	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Y <input checked="" type="checkbox"/> N		School Admin
Program Evaluation	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Y <input checked="" type="checkbox"/> N		School Admin
Program Planning	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Y <input checked="" type="checkbox"/> N		School Admin
Planning/Managing Professional Development of Staff	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Y <input checked="" type="checkbox"/> N		School Admin
Other (<i>please specify</i>): _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Y <input type="checkbox"/> N		_____

2003 MORE AT FOUR NEEDS AND RESOURCES SURVEY
FPG CHILD DEVELOPMENT INSTITUTE, UNC

F. If you received...

If you received additional *More At Four* funds today...

1.	How many more children (slots) at the current amount of funds per slot could you serve?	<u>7</u>	<i>Slots</i>
Of these <i>slots</i> , how many would be in:			
	Public schools.....	<u>7</u>	
	Head Start.....	<u>0</u>	
	Community child care centers.....	<u>0</u>	
	Other (<i>please specify</i>): _____	<u>0</u>	

If you received additional *More At Four* funds per slot...

2.	How many additional dollars per slot would you need to be able to provide more slots?	<u>.m</u>	<i>Add'l \$ per slot</i>
3.	If you had additional dollars per slot, how many more slots would you be able to create?	<u>.m</u>	<i>More slots</i>

G. Other comments

Is there anything else you'd like to tell us related to the needs and resources of 4-year-olds in your county?

(Use the space below or an additional sheet of paper.)