

Wake ThreeSchool SY26-27 Program Interest Session

Thank you for joining us today and learning more
about the Wake ThreeSchool Program



W A K E
T H R E E
S C H O O L



What is Wake ThreeSchool?



- Wake ThreeSchool sites provide the Wake ThreeSchool program for 180 regular school days (e.g., 6.5 hours) per WCPSS traditional school calendar year.
- Wake ThreeSchool is a program that provides early education to three-year-olds in a play-based, dynamic environment, similar to NC Pre-K.
- We target families whose household incomes are within 75% of the State Median Income.

Growth History

- The Wake ThreeSchool program pilot started in August 2022 (SY22-23) with 8 Wake ThreeSchool classrooms and Sites with 100 children.
- SY23-24 Wake ThreeSchool program year grew to 16 sites and 200 children.
- The Wake ThreeSchool Program has grown to 305 children for SY24-25.

Wake ThreeSchool Success Stories

“She’s more happier she loves coming home talking about her day and friends. She tries to teach her little sisters.”

“Estoy a favor de la educación temprana y ThreeSchool me da la oportunidad para que mi hijo la pueda recibir mientras yo estoy trabajando.”

“Making new friends. My child loves her teacher and Mrs. Arlene!!! They take my child’s allergies very seriously and make sure to watch the things she intakes while also helping her try new foods, as she was involved in feeding therapy. Which they also allowed to take place in the center.”

Hear from a former Wake ThreeSchool Parent



Wake ThreeSchool Staff

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Wake ThreeSchool^K Myth Busters

Q: Is WTS connected to the Wake County Public Schools?

A: Wake ThreeSchool uses WCPSS resources to help aid in guidance with dysregulated behaviors and developmental concerns. WTS does not have an official partnership with Wake County Public School.

Q. If a child is accepted/enrolled into WTS, do they automatically qualify for Preschool Services with WCPSS?

A. No, if a parent would like to receive services from Wake County Public School, the family must reach out to Preschool Services to have their child evaluated and processed through public school.

Q: Do the WTS teachers have a set pay scale they must be paid?

A: Yes, WTS has its own Pay Scale that each Lead Teacher and Teacher Assistant must be paid by their employer.

Q: Can a child be receiving services through Wake County Public Schools Half Day Services and still attend WTS at my private childcare site?

A: Yes, WTS supports children who are enrolled in WCPSS services. We want to make sure all children receive the appropriate care and support they need to become successful human beings.

Wake ThreeSchool Myth Busters

Q: Does the enrolled WTS child have to be potty trained?

A: No, they do not, about 30 percent of the enrolled children are not potty trained when they enter the program.

Q: Does WTS have an attendance requirement for their enrolled children?

A: Yes, there are certain number of days that a WTS child must attend to remain in the program

Q: Does the WTS program allow for children to be expelled from the site or program?

A: No, WTS does not allow any programs to expel or remove children from the program

Q: Are sites required to have Lesson Plans and teachers to have planning time?

A: Yes, WTS Teachers are only required to have 32.5 hours of direct contact with children and 7.5 hours of weekly planning

Q: “I’ve heard that the WTS program serves mostly children that have developmental challenges or difficult behaviors. Is this true?”

A: The WTS program prioritizes equitable access to early education, specifically for children who have not had previous childcare experiences and children with identified educational or developmental needs. These children often require additional support to thrive, which can sometimes be misunderstood as 'bad or difficult behavior'. However, what we see are children who, with the right support, have tremendous potential to grow and succeed. WTS intentionally makes classroom placement decisions based on multiple factors, e.g. balancing number of students enrolled, providing classroom training and family support opportunities, partnering with agencies that support children with higher needs.

What are we looking for ?^M

WTS Sites

- WTS is seeking 4- & 5-star sites in Wake County community that provides before, after care and transportation for our Wake ThreeSchool Families.
- WTS sites that display a strong family environment and Social Emotional Learning (SEL) skills in their classrooms.
- WTS programs pride themselves on meeting families where they are and helping them achieve goals and overall success for their families and children.

Wake ThreeSchool High Needs Areas

WTS is recruiting sites in the following zip codes:

- 27526
- 27545
- 27603
- 27604
- 27609
- 27610
- 27616
- 27529
- 27587

Please note if your site is not in this zip code, we are still encouraging you to apply to be a WTS Site.

We prioritize 5 star and applying NC Pre K sites. Interested 4-star childcare centers will be prioritize based on quality classroom experience and teacher credentials.

Child Eligibility Criteria

Wake ThreeSchool is prioritized for families with low incomes below the 75% State Median Income and the following priority groups:

- Children with documented health or learning needs
- Children with Individualized Education Programs (IEPs)
- Children that speak a language other than English at home
- Children with parents/guardians who are active-duty members of the armed forces

Wake ThreeSchool Application School Year 2026 - 2027

WAKE COUNTY smart start WAKE COUNTY WAKE COUNTY THREE SCHOOL WAKE COUNTY

STUDENT INFORMATION

Child's Legal First Name Child's Legal Middle Name Child's Legal Last Name

Date of Birth (mm/dd/yyyy) Sex Male Female Is this child a resident of Wake County? Yes No

Is this child Hispanic/Latino? Yes No Is this child a US citizen? Information is not used to determine eligibility. Yes No

Which category best describes this child's race? Select all that apply; Must mark AT LEAST one.
 Asian Black/African American Native Hawaiian/Pacific Islander
 Native American Indian/Alaska Native White

FAMILY INFORMATION  Include names of parents and legal guardians/custodians. If custody is shared, please provide documentation on how decisions are to be made.

Does your family require the support of an interpreter? Yes No If yes, what language?

With whom does the child live? Choose only one of the following options.
 Both Parents Parent #1 Only Parent #2 Only Legal Guardian
 Other - please specify:

Parent/Guardian #1 Information

First Name Last Name

Relationship to Applicant Child
 Mother Father Legal Guardian Legal Custodian Stepmother Stepfather
 Other - please specify:

Priority Status

Eligible children will be prioritized in the following order:

- Children who qualify for McKinney-Vento (Homelessness)
- Children in Foster Care
- Unserved refers to a child that has never been enrolled in any type of childcare program or childcare center
- Underserved refers to a child who is currently not enrolled in a childcare center but has previously attended a program



Child Information



Child Health Assessments

Health assessment is required to be on file at the WTS site within 30 days after a child enters WTS Program and must have been conducted within 12 months of Program entry.

The health assessment must include:

Physical examination

Updated immunizations

Hearing screening

Vision screening

Advance Community Health (ACH) Child Screening - Brigance

- WTS makes intentional placement decisions to ensure that children, families and classrooms have the necessary tools to be successful.
- WTS partners with ACH to provide pre-placement screenings vs. Wake-PK
- ACH also supports individual children's needs through direct classroom observation and teacher support.
- ACH provides additional family support for resource and referral if needed.

The image shows a "NORTH CAROLINA HEALTH ASSESSMENT TRANSMITTAL FORM" dated December 2021. The form is divided into two main sections: "PARENT TO COMPLETE THIS SECTION" and "HEALTH CARE PROVIDER TO COMPLETE THIS SECTION". The parent section includes fields for Student Name, Birthdate, Sex, School Name, Home Address, City, State, County, and Parent Information (Name, Telephone, Home, Work, Cell Phone). It also includes checkboxes for "Request of Letter Origin" and "Race". The health care provider section includes fields for "Medications prescribed for student", "Student's allergies, type, and response required", "Special diet instructions", and "Health-related recommendations to enhance to student's school performance". At the bottom, there is a "Vision screening information" section with checkboxes for "Passed vision screening" and "Concerns related to student's vision".

Wake ThreeSchool Sites



Attendance

- Sites are expected to report any attendance inconsistencies to maintain children's enrollment
- Attendance is submitted in BridgeCare on the last day of each month by 12:00 pm.
- BridgeCare is our online database used for attendance, family applications, child enrollment, and site information.

Program Requirements

- The WTS program's calendar and hours of operation should be consistent with the Wake County Public School system.
- WTS Teachers are expected to attend any required professional development activities and Technical Assistance throughout the school year.

Program Fees: Religious Activities

During the Wake ThreeSchool Program portion of the day, no provider may use its Wake ThreeSchool funding to pay for any of the following:

- Religious worship, instruction, or proselytization.
- Equipment or supplies to be used for any religious worship, instruction, or proselytization.

Helpful Information



Transportation

- The WTS Program will not provide transportation to/from the facility through WTS Program funding; individual sites are encouraged, but not required, to provide transportation for WTS children who are enrolled at their site.
- Staff from the site will inform the family in writing of the site's intention to charge transportation fees.
- The notification must include the amount to be charged and that failure to pay will not result in expulsion from the WTS Program.



Wrap Around

- When wraparound services are provided before and/or after the regular school day, during holidays, or during summer months, the provider may charge a fee for that service, accept a subsidy voucher from a participating family, or use WTS funds if available.
- When issues of non-payment arise, this is between the parent/guardian and the WTS site, not WCSS
- Families must be informed in writing of the site's intention to charge fees and that failure to pay will not result in expulsion from the WTS Program.



Nutrition

- Programs must provide breakfast and/or snacks and lunch meeting DCDEE licensed/ USDA requirements during the regular school day.
- The full/partial costs of meals may be charged when families do not qualify for free/reduced-priced lunch. If a facility receives reimbursement/payment from any source that covers the cost of meals, then that facility may not charge parents/guardians a meal fee.
- Sites are not allowed to charge parents/guardians for snacks.

This information will be considered for all applying sites for SY26-27. Transportation and wrap-around care are much-needed services for our WTS children and families.

Wake ThreeSchool Classroom

Curriculum

WTS Sites use Teaching Strategies and The Creative Curriculum for Preschool



Brigance Developmental Screenings

All children enrolled in WTS shall receive a developmental screening using The Brigance Developmental Screening Tool unless the child has an existing Individualized Education Plan (IEP).

Children will be screened by Community Partner. Children shall be screened within 90 days after the first day of attendance in the Program or within 6 months prior to the first day of attendance. Screening should be used solely to identify children who should be referred for further evaluation and testing based on concerns in one or more developmental domains.

Other screening instruments may be used if requested by the site and approved by WCSS.



Formative Assessments

Wake ThreeSchool classrooms use GOLD assessment tool from The Creative Curriculum® for Preschool and The Pyramid Model to address the social-emotional health of enrolled children.

WTS Sites shall be knowledgeable about Foundations: Early Learning Standards for North Carolina Preschoolers and Strategies for Guiding Their Success

Classroom Ratios

- 1:8 staff ratio
- Maximum class size of 16

Wake ThreeSchool Classroom^N

Classroom Observations

- Administrators are required to conduct quarterly observations of the WTS classroom environment.
- Observations are completed to help maintain the quality care and developmental appropriateness of the WTS environment.

Lesson Planning

- Weekly Lesson Plans are completed on the Teaching Strategies GOLD Platform
- Teachers are required to submit child documentation (photos, anecdotal notes, videos, etc.) in the Teaching Strategies GOLD Database.

Teacher Planning

- 7.5 hours per week minimum for planning, home visits, family conferences, PD activities, etc.
- Should take place outside the 6.5-hour day and are not to exceed 40 hours per week
- WTS Teacher Planning should not take place when children are present in the classroom (i.e naptime)
- It is the expectation that time is given to both the lead and assistant WTS teachers to plan together
- 32.5 hours per week minimum of direct contact with children in the WTS classroom
- Days set aside for home visits and for staggered entry at the beginning of the school year may be included as part of the school calendar year.

Classroom Support Offered

- WTS Teachers receive Professional Development credit hours for each training they attend
- WTS Teachers receive SEL coaching and Teaching Strategies Technical Support as needed
- If grant funding is available, new sites receive an iPad for each WTS classroom
- All classrooms receive both hard and digital copy of the Teaching Strategies and Creative Curriculum supplies

When asked if they found professional development and support provided was helpful, here's what some WTS teachers had to say:

"Yes. The WTS specialist gave me some advice about ways to help with morning transitions with my students coming into the classroom."

"Yes, they are readily available if needed. I usually email and they respond within a short amount of time."

"Our SEL specialist reaches out to check on us, any issue we had she takes it back to her team and they come up with a solution to assist our needs."

"Yes, Ms. Gina send out emails, reaching out to you for any questions to help and support you."

Wake ThreeSchool Family Engagement

Family Engagement

Family Engagement Plan for _____
Name of site

It is the intent of Wake ThreeSchool (WTS) to welcome and develop strong partnerships with all families. To build and enhance these essential relationships, members of our staff will:

- ▼ Visit children's families in home environment or neutral setting to gather information from the family about their hopes and aspirations for their child and to share information about the child's new classroom. Families may request a neutral setting for initial visit.
- ▼ Welcome each child and family individually - Programs will use enrollment opportunities (i.e., staggered entry) that allow for introductions and smooth transitions. Opportunities such as parent orientation, home visits and open house will provide focused and individualized attention for each child and family.
- ▼ **As COVID-19 health conditions improve and in accordance with school security policies,** extend an open invitation to all families. Family members and volunteers will be welcomed to the classroom. Programs will also provide opportunities for families to visit the classroom at mutually convenient times outside of the school hours. Programs will engage and include families when making decisions about their child and their child's early education program.
- ▼ Hold at least two-family conferences each year. During the conference, teachers will share their observations of children's strengths and opportunities for growth. Programs will engage families to share in planning and assessing their child's next steps.
- ▼ Establish on-going two-way communication between schools and families. This communication exchange will include at least three of the following:
 - Family representation in center decision making
 - Family workshops - and education
 - Center and Family agreements -such as center's operational procedures
 - Newsletters
 - Family Information Boards
 - Weekly and/or daily reports
 - Creating joint plans for finding solutions when challenges occur
 - List other examples of communication not listed here

Family Engagement Plan submitted by _____
Signature / Date

What are WTS sites required to do?

- Orient each family to the program when a child is assigned to their site
- Conduct at least 2 family conferences during the program year
- Offer at least 4 additional FE opportunities during the program year
- Provide updates on activities and objectives to families at least once per month
- Document all FE activities in writing and keep on file at the site
- Develop a FE plan in collaboration with WTS families
- Provide artifacts of activities offered to parent by gathering (flyer, sign in sheets, photos, etc.)

Directors and Teachers role in Family Engagement:

- Survey families on their involvement (e.g.) Types of Events, Communication of Events, Families role in WTS program
- Provide handouts, sign in sheets of event (artifacts that events occurred)

Professional Development Requirements

- It is a requirement that Lead Teachers, Teacher Assistants, and Administrators participate in required PD.
- Professional Development is determined based on the needs of the Teachers and Administrators
 - Identified based on the results of :
 - Annual Teaching Strategies Growth reports
 - First Month of School Survey
 - End of the Year PD surveys
- PD topics are subject to change from year to year in response to identified programmatic needs
- Sites are given a current school year calendar that represents 180 school days
 - Sites are encouraged to use the WTS calendar but can create their own if it represents the 180 required school days.

Examples of Professional Development offered SY24-25 & SY25-26:

- Small and Large Group/Circle Time Brainstorming
- Teacher Orientation/Team Building and Teaching Strategies Recap
- Family support and engagement – Supportive Family conversations around difficult topics
- Social Emotional Learning and Teacher Interactions
- Teacher Advocacy

Expectations of Wake ThreeSchool Directors

- Attend Assigned Professional Development
- Attend Bi-monthly Director's Meeting (most meetings are conducted in person)
- Conduct Quarterly Classroom observations of your Wake ThreeSchool Classroom
- Participate in Wake ThreeSchool Surveys & Feedback Sessions
- Orientate New Hires (Teachers and Teacher Assistants)
- Provide an Orientation for all WTS families and children
- Participate in SEL (Social Emotional Learning) & WTS Specialist Classroom Visits
- Completion of Teaching Strategies Documentation & Quality Checks (Oversee completion of Teaching Strategies Requirements for Teachers, Child and Classroom
- Participate in Yearly Mid-Year (October through December) and End of Year Monitoring Visit (May through June)
- Support your Wake ThreeSchool Teachers with direct classroom issues and concerns



Administrator

Credentials

Private Child Care Setting

Directors/administrators must have or be working toward a NCECAC Level III

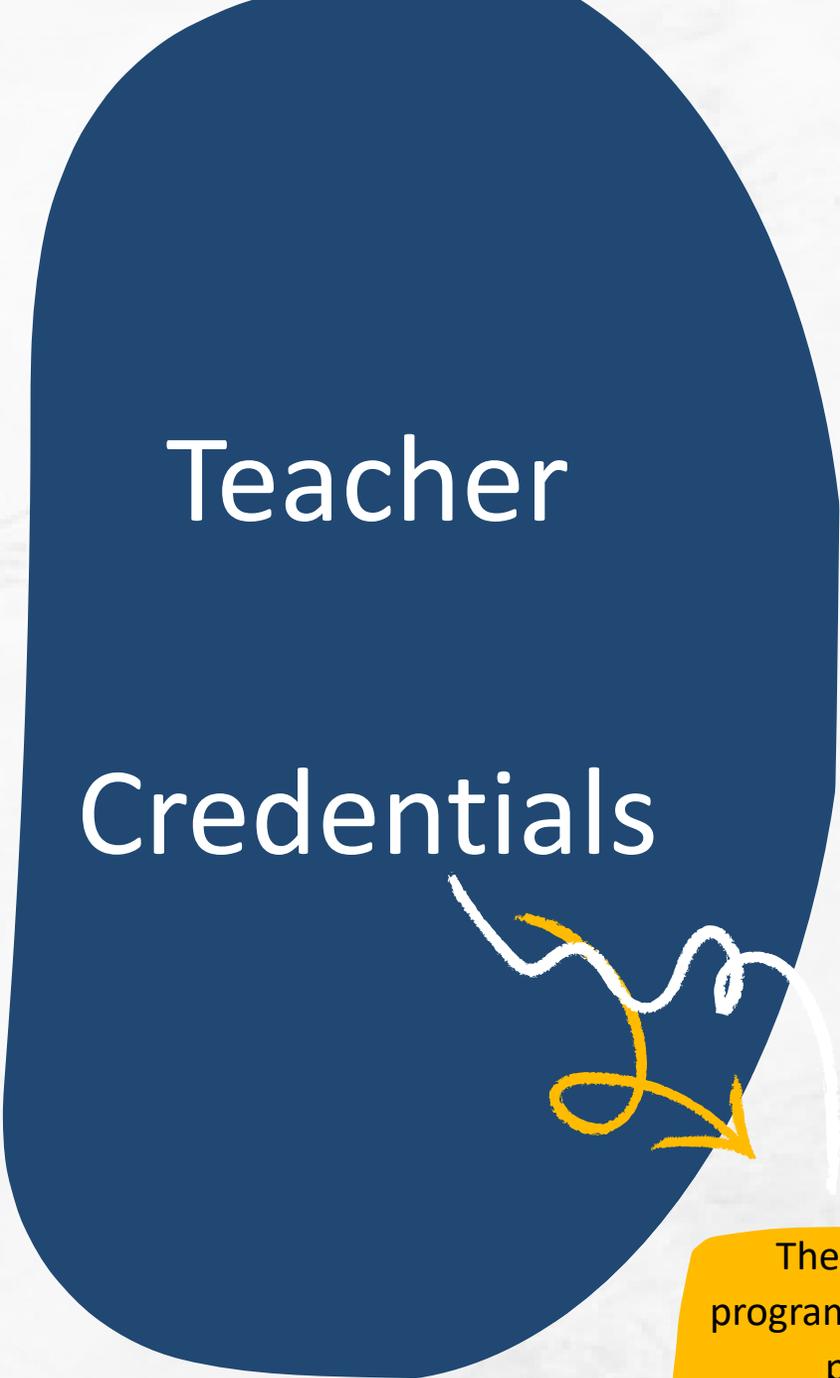
Public School

Principal licensure or North Carolina Early Childhood Administrative Credential (NCECAC) Level III

If the Director/Administrator is working toward the required credential:

- The director/administrator must request an exception in writing in the format provided by WCSS; provisional approval may be granted by WCSS Board of Directors for the director/administrator to obtain a license or NCECAC Level III, not to exceed 4 years
- 12 documented semester hours extension may be granted if good faith effort toward meeting the requirement is shown

WTS Sites cannot serve as a Substitute or Lead Teacher in the WTS Classrooms



Teacher

Credentials

Lead Teachers

All Lead teachers shall hold a minimum BA/BS Degree in Early Childhood Education/Child Development (ECE/CD) or a related field: *List of degrees accepted can be found in WTS Operational Procedures*

- Human Development
- Family Studies
- Psychology

Teachers cannot serve as administrators for their WTS Site

Teacher Assistants

All teacher assistants shall hold a minimum of AA Degree in Early Childhood/Child Development (ECE/CD) or related field : *List of degrees accepted can be found in WTS Operational Procedures*

- Human Development
- Family Studies
- Psychology

The Wake ThreeSchool program cannot accept any in-progress degrees

Eligible Degree in Wake ThreeSchool Program	
BA/BS or higher in:	AA/AAS in:
<ul style="list-style-type: none"> • Birth-Kindergarten • Child Care Administration • Child Development • Child and Family Development • Child and Family Studies • Child Psychology • Early Childhood Education • ECE-Special Education • ECE-Teacher Associate • Elementary Education • Human Development and Family Studies • Human Growth and Development • Human Growth and Family Studies • Psychology • School Age Children • Sociology • Special Education 	<ul style="list-style-type: none"> • Child Care Administration • Child Development • Early Childhood Education • ECE-Special Education • ECE-Teacher Associate • Human Growth and Development • School Age Children • Special Education

Updated WTS Lead Teacher Education Requirements

Updated WTS Lead Teacher Education Requirements *UPDATED 25-26SY*

To be eligible for participation in the Wake ThreeSchool program, all lead teachers must meet one of the following minimum education requirements outlined below. Program sites are strongly encouraged to hire and retain fully qualified lead teachers, as higher levels of teacher preparation are consistently associated with higher classroom quality, more effective instructional practices, and better outcomes for children.

1. Tier 1 – Fully Qualified (Highly Recommended)

- a. Lead teacher holds a BA/BS degree in Early Childhood Education, Child Development (ECE/CD), or a related field (including Human Development, Family Studies, Human Growth and Development, or Psychology).
- b. In-progress degrees will not be considered for this tier.
- c. A copy of the lead teacher’s DCDEE Verification Letter must be kept on file at the site and made available upon request by WCSS staff.
- d. Sites employing a fully qualified lead teacher are eligible for the highest reimbursement rate.

2. Tier 2 – Long-Term Substitute

- a. An AAS degree in Early Childhood Education, Child Development, or a related field with at least five (5) years of experience in ECE/CD
- b. These educators qualify as long-term substitutes and are eligible for the mid-tier reimbursement rate.
- c. The use of long-term substitute staff is limited to a maximum of 12 weeks. For complete guidelines regarding substitute staff, please refer to section 4D of the WTS Operational Procedures.

Tier 3 – Other/Entry-Level (Not Recommended)

This tier is intended only as a short-term measure in response to ongoing hiring challenges in the early education workforce. It includes educators who:

- a. Hold a Child Development Associate (CDA) Credential.
OR
- b. Are currently enrolled and actively pursuing a degree (BA/BS) in ECE/CD or a related field.
- c. Use of this tier is not recommended and should only be considered when other options have been exhausted. Less-qualified lead teachers can negatively impact classroom quality and child outcomes.
- d. Lead Teachers classified in Tier 3 may only serve in that capacity for up to 12 weeks. If a teacher in this tier is expected to remain in place beyond 12 weeks, additional approval must be requested.
- e. Sites must receive approval from WCSS program staff prior to assigning a Lead Teacher who falls into this category.
- f. This option will be re-evaluated annually to determine if its continued use is necessary.

Tier	25-26 Monthly Reimbursement per Slot
Tier 1-Fully Qualified BA/BS degree in early childhood, child development, or a related field (human development and family studies, human growth and development, or psychology)	\$1297
Tier 2-Long- Term Substitute AAS degree with at least five years of experience in ECE	\$1055
Tier 3-Other/Entry Level CDA Credentials or currently enrolled and actively pursuing a degree (BA/BS) in ECE/CD or a related field	\$815



Substitute

Staff

Lead Teacher Substitute for Short-Term Vacancies

- 15 days or less or fewer attendance days
- Private Childcare/Non-Public School: Substitutes must have at least a high school diploma or GED, and some course work in ECE or Child Development (NC ECE Credential)
- Public School: Must meet the requirements of the substitute policy consistent with the LEA

Lead Teacher Substitute for Long-Term Vacancies

- 16 or more attendance days
- Regardless of setting: Substitutes must have a minimum of an AA degree with at least 5 years in ECE/CD or a 4-year degree in a related field

Teacher Assistant Substitutes

- Substitutes for teacher assistants must be at least 18 years of age and have, at minimum, a high school diploma or a GED.



Pathways to Stars

- WTS Sites will have to complete an ECERS assessment with their Pathways to Stars choice

Pathway #1: Program Assessment

This pathway allows a program to demonstrate quality through practices that are research-based and measurable through a published and well-known assessment tool, the Environment Rating Scale.

- Education standards with more choices for Operators
- Continuous Quality Improvement (CQI) Plans
- Family and Community Engagement Standards
- Quality assessment with the Environment Rating Scale (ECERS-3)
- Curriculum Implementation for 4 years olds in 4- and 5-Star programs



Pathway #2: Classroom & Instructional Quality

This pathway allows a program to demonstrate quality through smaller groups of children, implementation of curriculum, child-focused planning and training/coaching to support classroom and instructional quality.

- Education standards for Operators with more choices
- Continuous Quality Improvement (CQI) Plans
- Family and Community Engagement Standards
- Curriculum Implementation for all ages served, for every star level
- Child Observations with individual planning
- Training/Coaching for FCCH Operators



Pathway #3 – Accreditation and Head Start

These accreditations have earned a **Three Star Rated License** pathway, based on programmatic requirements:

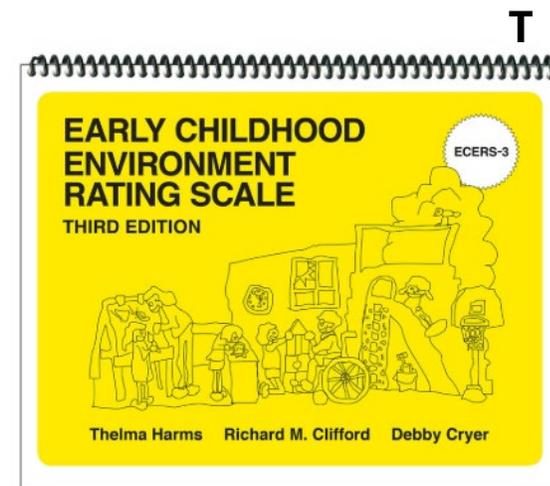
- National Early Childhood Program Accreditation (NECPA)
- National Association for Family Child Care (NAFCC)
- American Montessori Society (AMS)
- International Montessori Council (IMC)

Facilities with these accreditations can increase their star rating based on evaluation of education standards.

These accreditations have earned a **Five Star Rated License** pathway, based on educational and programmatic requirements:

- National Association for the Education of Young Children (NAEYC)
- National Accreditation Commission for Early Care and Education Programs (NAC)
- COGNIA, with early learning standards

Head Start and Early Head Start programs also have a **Five Star Rated License** pathway.



Pathway 1: Program Assessment

Pathway 2: Classroom & Instructional Quality

Pathway 3: Accreditation & Head Start



Social Emotional Learning (SEL) and Behavioral Support

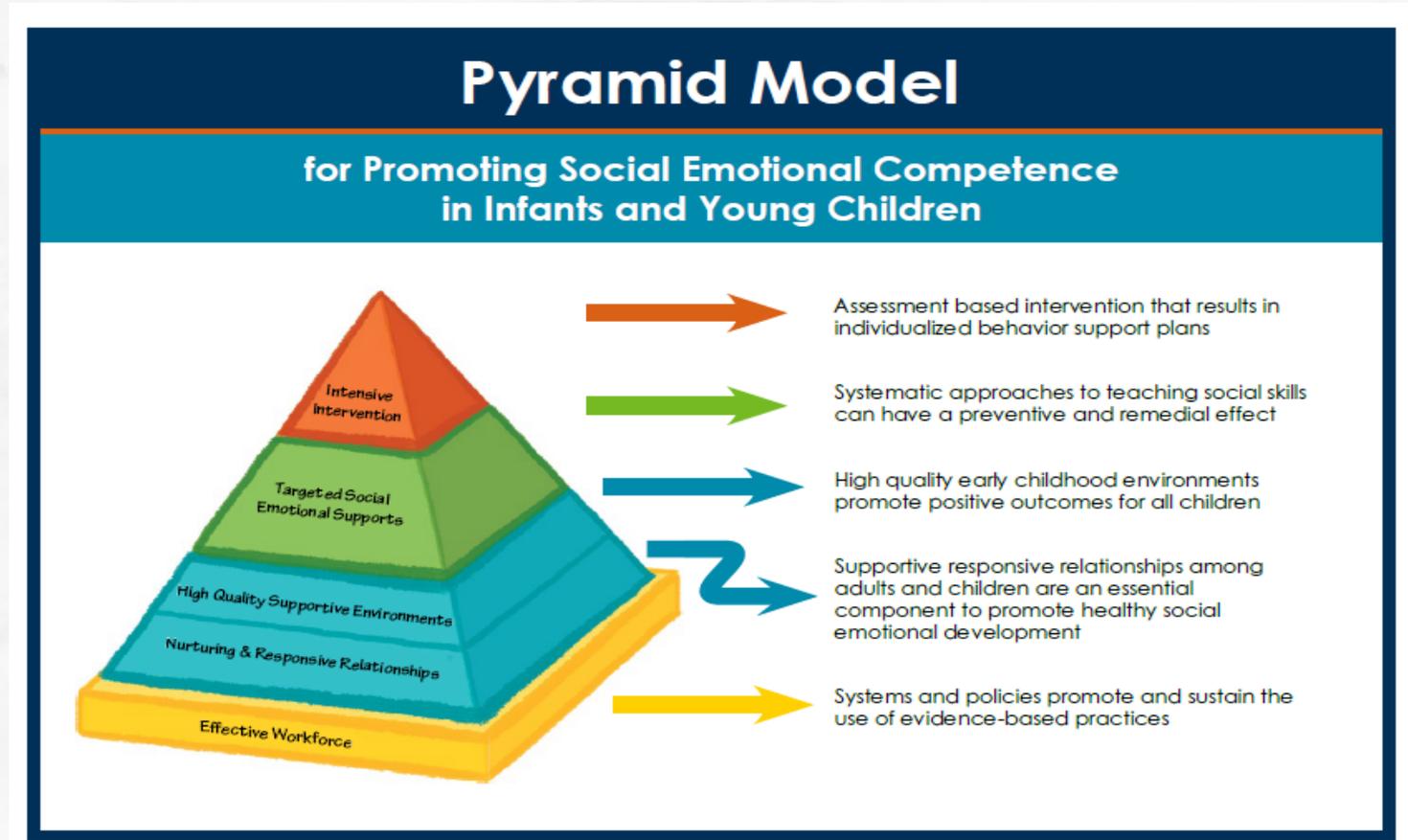


- **What does Coaching and TA look like?**
 - Guided by the Pyramid Model
 - Grounded in Relationship- and Trust-building with children, families, and educators
 - **Classroom Visits**
 - Pre-observation Data Collection (TPOT)
 - Teacher Support/PD around SEL (e.g., schedules, routines, transitions)
- **What are the materials utilized to document and plan the SEL and Behavioral Support process?**
 - **WTS Behavior Support Plan**
 - Facilitates partnership between the school, family, and WTS
 - **WTS ABC Behavior Chart**
 - Documents individual child behavior
 - **WTS Early Childhood Behavioral Engagement & Developmental Needs Report**
 - Overall Action Plan
- **Additional Sources of Support**
 - Partnering Agencies



Social-Emotional Learning (SEL) Specialist Role and Expectations

- SEL is an integral part of the classroom experience.
- SEL Specialist will visit classrooms to provide overall classroom coaching and teacher practice support. A *pre-TPOT (Teaching Pyramid Observation Tool)* may be completed on each new classroom or as determined by WTS.
- SEL Specialist may complete a random selection of post-TPOTs at the end of the school year.
- Funding may be available to support classroom material needs.





Wake ThreeSchool Reimbursement Rates

SY2024 – 2025

SY2025 – 2026

Lead Teacher Education Level	Per Slot Reimbursement Rate
Fully Qualified: BA/BS in early childhood education/child development or a related field *related fields: human development, family studies, psychology	\$1275
Long-term Substitute Lead Teacher	\$810

Reimbursement Tier	Per Slot Reimbursement Rate
Tier 1 – Fully Qualified Lead Teacher BA/BS degree in early childhood education, child development, or a related field (human development and family studies, human growth and development, or psychology)	\$1297
Tier 2 – Long-Term Substitute AAS degree with at least five years of experience in ECE	\$1055
Tier 3 – Other/Entry Level CDA Credential or currently enrolled and actively pursuing a degree (BA/BS) in ECE/CD or a related field	\$815

COMPENSATION FOR INSTRUCTIONAL STAFF- LEAD TEACHERS

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Wake County Smart Start ThreeSchool Compensation Chart for Lead Teachers 2025 - 2026		
Lead Teacher with BA/BS in ECE or related field		
Years of Experience	SY25-26 Monthly Salary	SY25-26 Annual Salary
0	\$4,089	\$40,888
1	\$4,188	\$41,879
2	\$4,304	\$43,045
3	\$4,409	\$44,087
4	\$4,536	\$45,357
5	\$4,635	\$46,348
6	\$4,751	\$47,515
7	\$4,851	\$48,515
8	\$4,968	\$49,684
9	\$5,077	\$50,774
10	\$5,200	\$51,998
11	\$5,299	\$52,990
12	\$5,425	\$54,249
13	\$5,524	\$55,240
14	\$5,673	\$56,730
15+	\$5,772	\$57,720

All WTS sites must use this designated chart for compensation

COMPENSATION FOR INSTRUCTIONAL STAFF- TEACHER ASSISTANTS

Wake County Smart Start ThreeSchool Compensation Chart for Teacher Assistants 2025 - 2026		
Teacher Assistant with AAS in ECE or related field		
Years of Experience	SY25-26 Monthly Salary (3% increase)	SY25-26 Annual Salary (3% increase)
0	\$3,333	\$33,332
1	\$3,414	\$34,141
2	\$3,509	\$35,091
3	\$3,594	\$35,941
4	\$3,698	\$36,976
5	\$3,778	\$37,784
6	\$3,874	\$38,736
7	\$3,955	\$39,550
8	\$4,050	\$40,503
9	\$4,139	\$41,392
10	\$4,239	\$42,389
11	\$4,320	\$43,198
12	\$4,423	\$44,226
13	\$4,503	\$45,033
14	\$4,625	\$46,247
15	\$4,706	\$47,055

All WTS sites must use this designated chart for compensation

Site Monitoring

If accepted in the WTS Program WTS conducts two site monitoring visit throughout the current school year

Monitoring by WCSS

- WCSS staff will monitor for compliance with specific WTS Program requirements

Monitoring Tool

- Monitoring tool(s) developed by WCSS must be used at the site level for self-review and verification of compliance with the operating requirements.
- WTS Site Monitoring Tool (Site Tool), completed by the local site administrator (or designee),
- 20-to-30-minute observation will be conducted on the scheduled site monitoring date
- Supporting documentation must be placed into Wake Three School notebook

When	What	Who
By October 31st	An original copy of the Site Tool is completed and plans for items that require an Action Plan must be submitted to WCSS. (Site or classroom new after October 1, should complete and submit within 90 days of the first attendance day.)	Site administrator or designee (site director or designee) *All child developmental screenings not completed by October 31 should be noted in the Action Plan.
December - February	Conduct site visits to review and discuss Site Tool and results. Schedule follow-up visits as needed.	WCSS (or designee)
February - May	WCSS staff discuss/review Site Tools and monitoring results with site director and/or designee. If a particular standard or requirement has not been met based on monitoring, a written plan to meet compliance must be completed.	WCSS
By June 30th	Monitoring results reported to the Board of Directors annually.	WCSS (or designee)

Process for Submitting the WTS Site Application



Step 1: Site must complete the WTS Site Application via eCImpact online portal
Application Due Date April 26, 2026

Step 2: WTS staff will review submitted site applications. If Site applications are submitted by April 6th, feedback can be provided on missing information/documentation

Step 3: Site Application submitted after April 6th will not be able to receive feedback on missing documents not submitted

Process for Submitting the WTS Site Application



Step 4: Observations will take place May 6th through May 29th.

Step 5: Site will then be notified to complete a 2-hour site observation of their 3- or 4-year-old classroom in at their site

Sites will be notified 48hours before their scheduled Observations.

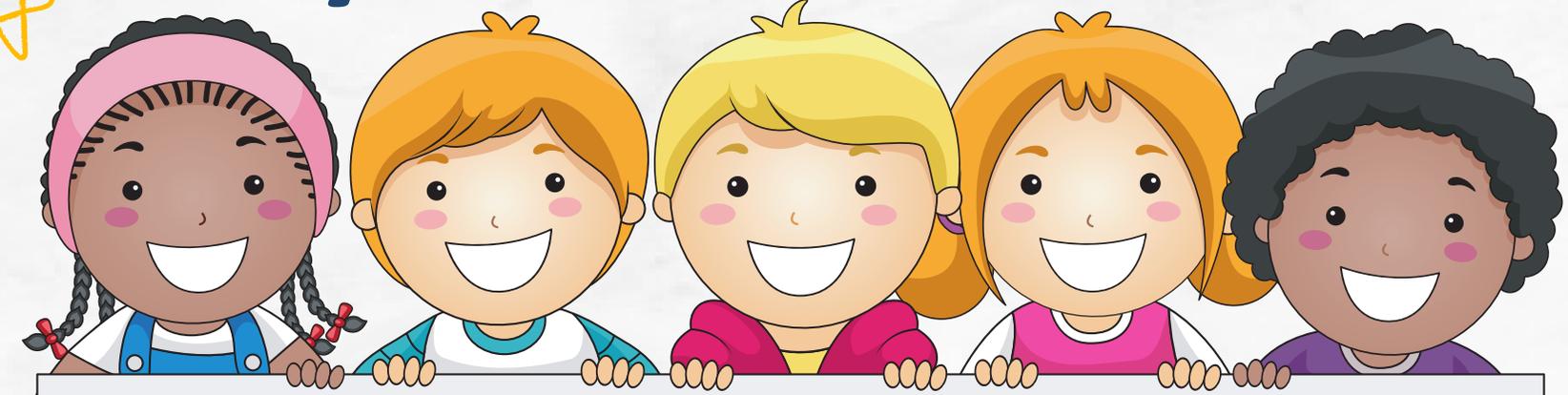
Process for Applying to be a WTS Site Application

Step 6: A Final list of Sites will be identified and proposed to the WTS Community Advisory Committee.



Step 7: Slot identification is determined based on approval of Wake County Funding identified in June 2026. Sites will be updated as each step of the process is updated to WTS Team. Sites should tentatively know by mid June 2026 of Slot allocation numbers. Sites will be emailed by WCSS on acceptance to Wake ThreeSchool program tentatively in June 2026

Any Questions?



For More Information, please contact:
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984-480-3728

