

Role of State Agencies

Leadership:

State agencies can play a leadership role in aligning systems to create a comprehensive, cross-agency collaborative approach to early childhood that supports inclusive policies and practices across all systems involved in the services and supports of young children with and without disabilities.

Professional Development:

Building comprehensive, evidence-based professional development systems through training and technical assistance is essential to prepare all early care and education providers to promote quality inclusive natural settings for all children.

Accountability:

State and local systems, as well as service providers, need to be accountable for ensuring that initiatives and practices being implemented promote improved access and participation of young children with disabilities and their families.

Leadership Team partners include representatives from:

- The Children's Cabinet
- Nevada Department of Education
 - Part B Section 619 Program
 - State Pre-K
- Nevada Department of Health & Human Services
 - Head Start Collaboration and Early Childhood Systems Office
 - Maternal and Child Health Office
 - IDEA Part C Office
- Nevada Early Childhood Advisory Council
- Nevada Head Start Association
- Nevada PEP
- Nevada Technical Assistance Center on Social Emotional Intervention
- Tribal Early Childhood Advisory Council
- University of Nevada, Las Vegas
- University of Nevada, Reno
 - Nevada Center for Excellence in Disabilities
 - UNR Child and Family Research Center
 - UNR Early Head Start



Nevada Early Childhood
Advisory Council

Nevada Expanding
Opportunities
A subcommittee of the Nevada
Early Childhood Advisory Council

For more information,
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Please see the [NAEYC/DEC joint position statement on inclusion](#) for more information.

Nevada Expanding Opportunities

An Interagency Inclusion Initiative

*focusing on young children, their families
and communities*



*Increasing and Enhancing Access,
Participation and Supports for
All Children in High Quality
Inclusive Programs and Services*

Vision

ALL children in Nevada will receive the necessary comprehensive, coordinated and individualized services, family supports and access to high quality, inclusive early care and education opportunities within their communities for optimal development during the critical years from birth through age five.

Mission

The Nevada Expanding Opportunities State Interagency Leadership Team will promote the availability of quality, inclusive, community-based early care and natural learning opportunities for children and their families by working collaboratively across systems: including open communication to encourage mutual understanding, support for each other's unique work scopes, and use of a strength-based approach for solving common challenges, reducing barriers, and promoting sustainable solutions.



Intended Outcomes

FAMILY LEVEL:

Families have the knowledge and skills to effectively support their child's strengths and meet their needs, including understanding parental rights and responsibilities, advocating for their child, and partnering in all decision-making regarding their own child.



PRACTICE LEVEL:

Practitioners routinely include families in decision-making about their child, and utilize the Division for Early Childhood (DEC) recommended practices to develop nurturing and responsive relationships with children and families to ensure that social, emotional, mental health and developmental needs are supported for successful transition to school.

LOCAL LEVEL:

Local administrators and directors support programs in providing high quality services and meeting national standards (such as National Association for the Education of Young Children (NAEYC) and Division for Early Childhood (DEC)), and coordinate with each other to maximize resources.

PROFESSIONAL DEVELOPMENT:

Professional development opportunities are coordinated across agencies, including higher education, to support all personnel working with young children, intentionally focusing on quality services for all children and increasing families' knowledge and skills to effectively meet their child's needs.

STATE LEVEL:

State administrators understand and support each other's programs, and work collaboratively to develop policies and procedures that support quality inclusive settings and a stable workforce.