

NEVADA: Preschool Development Grant Application - Birth through Five (PDG B-5)

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Abstract

Project Title: Nevada PDG B-5: Building a Comprehensive Early Childhood System

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Proposal: Nevada will use the opportunity provided by the Preschool Development Grant Birth through Five (PDG B-5) to align, coordinate, and advocate for greatly improved practices and services for Nevada's vulnerable and underserved children and families.

This project will commence with a needs assessment and a revision of the Nevada Early Childhood Advisory Council's (NECAC) Strategic Plan 2018-2021. We will use our needs assessment to gauge the needs of each district/community and provide opportunities for communities to improve their service alignment and access through development or improvement of local school and community services.

Additionally, we will maximize parental choice and knowledge by developing an integrated data system and consumer website that will both gather data from providers, partners, and programs as well as organize and deliver data online in order to expand parental choice and knowledge of existing programs. We will develop a communication plan and tools to better inform communities about the status, availability, and access to high-quality early childhood services and supports.

We will share best practices by greatly improving the alignment of birth through age five learning and development standards, program quality standards, and professional workforce standards. Furthermore, we will explore financing options to greatly improve and sustain funding to support the infrastructure necessary for high quality early childhood providers, practices, and services such as increased educational requirements and wages reflective of the skills and abilities necessary to implement higher standards.

Through the efforts described above, we will be positioned to improve overall quality of early childhood providers, practices, and services through integrated and shared data, improving alignment, expanding high-quality services based on community need, advocating for funding increases, and communicating our progress and outcomes to a large audience of stakeholders.

Introduction

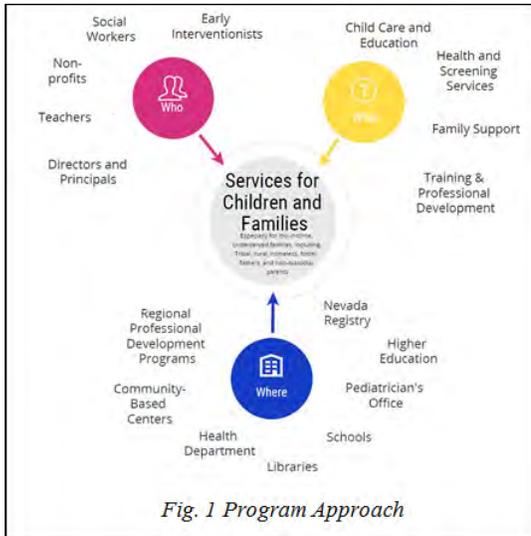
Nevada is consistently listed near the bottom of State comparisons for economic, health, education and family and community well-being. According to the 2018 Kids Count Data Book (Annie E. Casey Foundation, KIDS COUNT, 2018) Nevada ranks 43rd in economic well-being, 49th in education, 43rd in health, and 42nd in family and community. Equally concerning, Nevada is ranked 48th in the nation in preschool enrollment with only 36.7% of the State's 3- and 4-year old's enrolled. Even though Nevada has made some gains in monthly child care subsidy rates, it is only serving 5.84% of children living below 200% of poverty (Children's Cabinet, 2018).

Lastly, in The US and the High Cost of Child Care (Child Care Aware, 2018) Nevada is in the top ten list of least affordable States in every rated category (center and family child care costs for infants, toddlers, 4-year olds and school age) with costs ranging from at best 8.5% of a married couple's median family income for family child care for a school age child to at worst a staggering 40.2% of the median income of a single-parent family for infant care. The cost of child care can exceed the cost of housing, college tuition, transportation and food.

However, Nevada has made great gains in recent years in strengthening and expanding the Silver State Stars Quality Rating and Improvement Systems (QRIS), aligning early childhood screenings and assessments, increasing engagement in the NECAC and passing of the Read by Grade Three legislation. This coordinated work will culminate in dramatic improvements in student achievement by ensuring that each child has necessary support in ensuring they are reading proficiently by the end of 3rd grade. Nevada has a 17-year history of implementing a small State funded pre-K program that has met 7 out of 10 National Institute for Early Education Research (NIEER) benchmarks over the past several years. However, financing for this program has been flat-funded for the past ten years and has only served less than 5% of the estimated 3- and 4-year-old population. The Nevada Department of Education (NDE) has submitted legislative requests to fully fund the 3,000 high-quality Nevada Ready! Pre-K seats that were created with the Preschool Development Grant (PDG) from 2016 to 2019 and to permanently amend the State's implementation of State funded Pre-K to correspond with the level of quality achieved through the Nevada Ready! Pre-K program.

Project Approach

The core of Nevada’s approach to improving and strengthening our early childhood system rests on the idea that the “Who, What, and Where” (see Figure 1) of the services provided to the most vulnerable children and their families must be high-quality and accessible. Using this model we will closely examine services, programs, providers and work to coordinate their quality, collaboration, efficiency and effectiveness.



Several issues hinder our efforts in improvement – lack of data (including program quality and child outcome data), coordination, duplication, misalignment, and scarce resources. First, data is not readily available. Pockets of data exist, but they are not widely available, coordinated or easily reported because they reside in separate data systems without a mechanism to link. Second, since data cannot be linked, it is impossible to draw conclusions. For example, since student unique identifiers are not universally applied across programs, it is difficult to attribute the service, program, funding, and workforce features that influence to positive child outcomes in later years. Finally, the data has not been purposefully utilized in informing strategic plans and efforts across the State. This can result in fragmentation, duplication of efforts, inefficient use of resources, and an inability to judiciously adjust. To mitigate these challenges, Nevada has solutions for both the short term and long term. We will conduct a needs assessment in each community to gather information related to the “Who, What, and Where”. In counties without a major or central community we will rely on the seven local Early Childhood Advisory Councils (ECACs) to guide us to the community with the most need or most potential for improvements. We will contract with university staff to ensure we are a) collecting the most relevant, valid, and useful data in our needs assessment based on gaps identified in the document review and what research questions need to be answered, and b) create a phased design of an integrated data system that will centralize data to inform policy-makers, providers and families about programs, the workforce, implementation and outcomes. Only by focusing on the critical elements (the “Who, What and Where”) and by coordinating high quality programs and services will we improve child and family well-being across the State.

Expected Outcomes

We believe that delivering coordinated and aligned services is essential for the cross-generational outcomes we desire for our most vulnerable children and families, including those living in rural areas. We propose to implement a framework of service provision that addresses the safety, health, and learning needs of Nevada’s children and families simultaneously to ensure the best possible outcomes. In addition, each partner and program will recognize the critical importance of a coordinated system and well-qualified work force to facilitate improved family and child outcomes. Table 2 outlines the short- and long-term outcomes expected for each proposed activity described in this application. The table and the logic model are color-coded to reflect the five required PDG B-5 application elements outlined in Table 1:

Color	Activity
Green	Activity 1 – Needs Assessment
Purple	Activity 2 – Strategic Plan
Orange	Activity 3 – Maximize Parental Choice and Knowledge
Blue	Activity 4 – Sharing Best Practices
Red	Activity 5 – Improving the Overall Quality of Providers, Practices and Services

Table 2: Short- and Long-Term PDG B-5 Outcomes

	Short Term Outcomes	Long Term Outcomes
Activity 1 Needs Assessment	Awareness of needs assessment process and purposes. Awareness of status and gaps in information and data.	Identification and expansion of services that meet community needs. Increased research and data collection around important topics. Data is used to guide decisions.
Activity 2 Strategic Plan	Awareness of the revised strategic plan and how its revision was informed by the needs assessment.	Cross-agency work is organized and aligned around the vision, goals and objectives of the strategic plan.
Activity 3 Maximize Parent Choice & Knowledge	Coordinated plan for an integrated data system. Consumer user-friendly website. Opportunities to plan and implement community-specific innovations. Communication campaign for information and advocacy.	Data is accessible and reliable. Families are provided with more choices due to readily available data on service providers Innovative delivery of services and programs that meet the specific needs of communities. Successes and needs are communicated, and stakeholders are mobilized. Funding is sufficient to support high quality
Activity 4 Sharing Best Practices	Stakeholders understand needs in alignment of learning, program and workforce standards. Workgroups demonstrate ownership of standards. Stakeholders have access to aligned standards documents. Feasibility study is incorporated into communications plan and used to promote options for funding early childhood.	The need for alignment is understood and promoted. Collaboratively developed robust standards are adopted, supported and implemented. Standards documents are used to improve learning, program quality and workforce capacity and development. Quality early care and education is financed at the level needed to produce the desired results.

	Short Term Outcomes	Long Term Outcomes
Activity 5 Improving the Overall Quality	Stakeholders have the capacity to effectively communicate goals and purposes of the aligned system and how the system supports local and broader	Stakeholders are engaged and knowledgeable regarding system and advocate for high quality.

Our direct partners for the work proposed in this application will be the University of Nevada, Las Vegas’ Nevada Institute for Children’s Research and Policy (NICRP) – a not-for-profit, non-partisan research and advocacy organization; Turning Point, Inc.(TPI) who is the evaluation and development partner for Nevada’s existing B-3 work (started under the Preschool Development Grant); and three yet-to-be contracted expert consultants for 1) grant management, data systems and communications, 2) standards (learning and development, program quality and workforce and training) alignment, and 3) early care and education financing.

Our anticipated challenges include engaging populations beyond our currently engaged stakeholder group and meeting the one-year time constraints of this grant. We plan to address these challenges by utilizing the seven local ECACs as a resource in reaching out to their own community members and working hard to sustain their engagement. We will also contracting with a project facilitator for the management the work described in this application.

Organizational Capacity and Management

Nevada is well positioned organizationally to implement and manage the programmatic and fiscal aspects of the PDG B-5 grant. Governor Sandoval has designated the NDE Office of Early Learning and Development (OELD) as the agency to lead the work as outlined in this application. Please see the letter from Governor Sandoval, Attachment 1 in File 2.

The OELD was created by Governor Sandoval through Executive Order #2013-16 and approved by the interim finance committee in June 2014 (please see OELD Organizational Chart, Attachment 2 in File 2). The focus of the OELD is to coordinate birth-3rd grade state level work in collaboration with the NECAC and to improve access and quality of early childhood programs across a variety of settings. The Office coordinates state level B-3 reform efforts, which are part of a national initiative to transform how children ages 0 to 8 learn. The initiative focuses on building strong connections between learning experiences across these critical years. This approach necessitates that educational standards, curricula, assessment, instruction, and professional development are strongly aligned across programs starting in infancy through 3rd grade.

Increased investments and key partnerships (e.g., NICRP, City of Las Vegas, The Children's Cabinet, TNTP, United Way Southern Nevada, W. K. Kellogg Foundation) have permitted Nevada to enhance access to high quality pre-K programs that include components to support full-day programming, inclusion, comprehensive services and meaningful family engagement; sustain continuous improvement of early care and education programs; align and enhance the development and education of early childhood teachers, leaders, and administrators; and begin integration of early childhood systems into the statewide K-12 data management system (Infinite Campus). This work is coordinated through the NDE OELD and relies heavily on collaborative efforts among the OELD internal team, as well as with other offices and divisions within NDE, other State agencies, the NECAC and with community partners, parents and programs. OELD also administers the Child Care and Development Funds (CCDF) quality funds that support The Nevada Registry, T.E.A.C.H. Early Childhood Scholarships, Early Learning Guidelines, QRIS, and professional development opportunities, and houses the Head Start State Collaboration Office which minimizes fragmentation among programs. The OELD administers multiple early childhood state and federal funding sources including: NV State Pre-K, Preschool Development Grant, Head Start State Collaboration Office Grant, and Child Care and Development Fund (CCDF) Quality Dollars. OELD's history of successful implementation of the Preschool Development Grant aligned screening system, kindergarten entry assessment, and QRIS demonstrate our capacity and dedication to sustain and build on these achievements with the PDG B-5. NDE has established oversight and management of Federal funds through the original PDG grant. The same processes and procedures will be utilized for this grant.

Director of the OELD, Patti Oya: Patti Oya was named the Director of the OELD in September 2014. Prior to joining NDE, Ms. Oya has been employed for the past 16 years at the Nevada Division of Welfare and Supportive Services, Office of Early Care and Education. Under the direction of Ms. Oya, the office was established to oversee the funding from the Federal Child Care and Development Fund, specifically the quality set-aside and targeted funds. This office, now located in NDE, continues to promote and provide support, education, and resources to Nevada's child care community thereby increasing the development of high-quality child care environments for providers, families, and children. Ms. Oya has been passionate about the importance of early childhood throughout her career. She received her M.Ed. in Early Childhood Education in 1993 from Erikson Institute where she also completed the Irving B. Harris Infant Studies Program. In January 2010 she successfully completed the State of Nevada, Certified Public Manager (CPM) Program. Prior to her employment with the State of Nevada, she worked in child care, early intervention, and a statewide program for families with infants. Throughout her employment she has been part of a collaborative effort which continues to work towards a comprehensive B-3 system for early care and education in Nevada.

PDG Grant Manager Dr. Stacey Joyner: Stacey Joyner, Ph.D. is an Education Program Supervisor in the Office of Early Learning and Development at the Nevada Department of Education. She is a Certified Contract Manager. In her current

position, she manages multiple contracts and oversees 17 sub-grantees as they carry out their responsibilities related to the Preschool Development Grant. She currently manages a team of four and oversees a budget of approximately \$26M per year. Prior to her current position, she served as the Coordinator of Citywide Early Childhood Programs for Alexandria City Public Schools, in Alexandria, VA. She has conducted research and provided technical assistance in several states. She has eleven years of teaching experience in early childhood classrooms. Dr. Joyner received her Ph.D. in early childhood education curriculum and instruction at the University of Texas at Austin, and holds a Master's Degree in Education, Curriculum and Instruction, from the University of Nevada, Las Vegas, Nevada; and a Bachelor of Arts Degree in Elementary Education from Idaho State University, Pocatello, Idaho.

Key Evaluation Partner, Dr. Amanda Haboush-Deloye: Amanda Haboush-Deloye earned her Ph.D. in experimental psychology and her Master of Arts in clinical psychology from the University of Nevada, Las Vegas. She has been conducting original research and evaluation of community program at the Nevada Institute for Children's Research and Policy at UNLV for the past twelve years. Dr. Haboush-Deloye has expertise in the design and application of culturally appropriate research methodologies and measurement techniques and works to ensure proper techniques are utilized in community evaluation projects. She has experience working across many disciplines related to children including early childhood education, mental and physical health, and juvenile justice. For the past eight years, she has worked as the lead evaluator for Nevada's quality rating improvement system and a study to assess short term and long term outcomes of preschool attendance. As a native of Las Vegas, Dr. Haboush-Deloye would like to assist the community to make data driven decisions to reduce health disparities, improve school readiness, and overall ensure that children and families live in a state where they can not only survive but thrive.

Key Community Partner/NECAC Chair, Marty Elquist: Marty Elquist works for The Children's Cabinet as the Supporting Early Education and Development (SEED) Department Director. SEED services include Child Care Subsidy Program, Resource and Referral, Parent Education and Engagement, QRIS Coaching, Provider Training and Professional Development, Community Outreach and Data Collection, Home Instruction for Parents of Preschool Youngsters (HIPPPY). The Children's Cabinet serves over 10,000 families and 3,000 child care providers every year. She has worked for the agency since 1997. Ms. Elquist was appointed by Governor Brian Sandoval to serve on NECAC in 2013. She has served as the chair since 2015. Ms. Elquist was elected to the Board of the National Association of Child Care Resource and Referral Agencies (NACCRRRA) and served from March 2010 to 2013. Ms. Elquist earned her Bachelor of Arts degree in Psychology (1996) and her Master of Science degree in Human Development and Family Studies (2002) both from the University of Nevada, Reno. She also achieved a certificate of Excellence in Nonprofit Management from the University of Nevada, Reno (2007).

Nevada's B-5 Mixed Delivery System Description and Vision Statement

The population of the entire state of Nevada is slightly less than 3 million. 75% of the population resides in Clark County, home of Las Vegas. 9% of the state's population lives in rural areas. 21% of the population speaks Spanish, primarily. According to the 2018 Kids Count Data Book (Annie E. Casey Foundation, 2018), 19% of Nevada's children live in poverty, 30% have parents who lack secure employment, 38% are from single-parent families, and 18% are from households where the head lacks a high school diploma.

Nevada offers child care, early intervention, and licensing services that are managed by the Department of Health and Human Services through the Division of Welfare & Supportive Services, Division of Public and Behavioral Health, and Aging and Services Disability Division. Educational programs are offered by the Department of Education through the Offices of Early Learning and Development, Special Education, and Student and School Supports. Additional supports are provided through a variety of publicly and privately funded agencies including the Inter-Tribal Council, Family to Family, Communities in Schools, the Public Education Foundation, Family Resource Centers, Sunrise Children's Foundation, The Children's Cabinet, United Way, universities and many more. Finally, direct early education and care services are delivered locally to children and families through 742 center-based sites (licensed, tribal, Head Start, State and Federally funded Pre-K and Department of Defense), 225 Licensed Family Child Care Homes, 34 Licensed Group Child Care Homes, and 337 School-age Programs (21st Century Learning Centers, Parks & Recreation, Boys & Girls Clubs, and before- and after school care). Early Intervention and Early Childhood Special Education services are rendered to 3,274 children ages 0-3 in IDEA Part C programs and 5187 children ages 3-5 in IDEA Part B programs. Table 3 (pg. 13) outlines some of the programs, providers, and services offered across the state, the populations they target and their funding sources.

Table 3: Nevada's Mixed Delivery System

Programs	Populations Served	Settings	Financing Mechanism
CCDF - childcare subsidies	85% of state median income level Age 0-19 with special needs Homeless Foster care Age 0-8 child care settings Native descendency	Private Centers	Federal - CCDF Kellogg Foundation Federal - ACF
Head Start	100% of poverty level	Head Start Grantees: Acelero, Community Services Agency, Inter-Tribal Council of Nevada, Little People's Head Start, Reno Sparks Indian Colony, Sunrise Children's Foundation, Teaching and Mentoring Communities, University of Nevada Reno, Washoe Tribe	Federal
Title I Preschool	All preschool-age children residing in the attendance area of Title I school Lowest 20% (highest need) based on Brigance scores Must live in District/zone Children with prev Title I or Head start priority	School Districts	Federal- Title I
Preschool Development Grant / State Pre- K	200% of poverty level Age 4yrs Homeless Foster care	15 Sub-grantees including school districts, Head Start grantees, private providers, State Public Charter School Authority, Great Basin College, University of Nevada Reno	Federal - PDG
Special Education: Part C	50% delay in developmental area IFSP Age 0 - 3yrs	Least restrictive environment	Federal - Medicaid Federal - Part C Private insurance

Programs	Populations Served	Settings	Financing Mechanism
Special Education: Part B	All preschool-age children residing in the attendance area of Title I school Lowest 20% (highest need) based on Brigance scores Must live in District/zone Children with prev Title I or Head start priority	Least restrictive environment	Federal - Part B
Nevada Home Visiting (MIECHV)	Expectant mothers Age 0 - 5yrs Preferred 200% of poverty level Reside in low-income community	Services through Sunrise Children's Foundation, University of Nevada Reno, Yerington Paiute Tribe, Lyon County, The Children's Cabinet, Head Start Northeastern Nevada, Community Chest	Federal - MIECHV
Zoom Preschool: designed to promote English proficiency	Age 3-5 not eligible for K Clark and Washoe County Zoom Schools: PreK programs required Districts Receiving SB390/ZOOM Funding: PreK programs optional. Recommend minimum of 60% DLLs No income qualification	Clark and Washoe Counties	State/District
Victory Preschool: options for underperforming schools	Ages 3-5 not eligible for K Schools receiving Victory Funding: PreK programs optional.	Designated Victory Schools in Clark, Elko, Humboldt, Nye and Washoe Counties	State/District

Many organizations throughout the State provide a variety of services to children birth through age five and their families in order to realize our vision that “Nevada’s children will be safe, healthy, and thriving during the first eight years of life, and the system will support children and families in achieving their full potential”. In addition, many organizations participate in our system of professional development for teachers, assistants, administrators, principals, social workers, and interventionists. Our mixed delivery system strives to serve families and professionals in accessible and culturally and linguistically sensitive manner as well as provides programs and services that are of the highest quality and effectiveness. Our efforts to integrate and display data, communicate our status and progress, align to improve best practice and adequately fund early childhood education will provide the supports necessary to achieve our vision for children and families.

The NECAC Strategic Plan, 2018 will serve as the foundation for our PDG B-5 work. Its recommendations are outlined in the overview document attached to this application (Attachment 3 in File 2). Also included is an organizational chart of the NECAC (Attachment 4 in File 2). Its goals and objectives, approved prior to the release of this FOA, reflect the collective understanding of our needs related to federal, state and local requirements across early learning, family and community and family health systems throughout the State. In the short term, the NECAC Strategic Plan aims to:

- Engage and support parents, early care and education professionals, community-based child and family service providers, and health providers;
- Strengthen systems of support for young children and their families, especially those most vulnerable;
- Create alignment and partnerships between public and private sectors across the birth to kindergarten continuum;
- Increase overall investment and engagement at both the state and local levels;
- Communicate effectively and efficiently for information, advocacy and sustainability purposes;
- Achieve results in a three-year time frame that will advance progress toward the long-term vision.

The evaluation metrics for the NECAC Strategic Plan are included in Attachment 5, File 2. These metrics will be used to assess the implementation and outcomes of the Strategic Plan throughout the life of the plan (2018-2021). The goals of the NECAC Strategic Plan strongly complement the goals of the PDG B-5 grant and the activities we propose. Our NECAC includes members that represent nearly all the program partners. The members of the public that attend freely voice their concerns and ideas at its bi-monthly meetings, which are acknowledged and addressed by NECAC. This is a cohesive group that understands the urgency we face and is ready and willing to leverage resources and take the necessary steps to guide improvements.

We will leverage all relevant partnerships (staff from over ten state and local programs and representatives from more than twenty relevant state and local initiatives) in our efforts to meet our quality goals. We will include those currently recognized as well as those that might be discovered through our needs assessment and our planning process. The partnering programs collaborate regularly via our NECAC professional associations and common professional development opportunities. The group is eager to mobilize around funding and coordinating opportunities. However, the group is not representative of our entire system. We have limited opportunities to collaborate with the K-12 school systems except within isolated programs. We are working with other offices within NDE that have established relationships with these stakeholders and can encourage their participation.

We have made some progress in mapping services in our system including governance, funding sources, eligibility parameters and partners involved in our key programs. Mapping assists in providing a picture of our common expectations and requirements and reveals overlaps or gaps in services and populations reached. In January 2018 statewide stakeholder participated in the Systems Thinking for Nevada’s Future: Work Café hosted by NICRP and attended by approximately 60 partners, stakeholders, and community members. Several issues were revealed as stakeholders spent a full-day in collaborative dialog. This collaboration assisted in defining issues that are rising across service systems and exposing common needs (Table 4).

Table 4: Identified Gaps/Challenges

Systems Thinking for Nevada’s Future: World Café

Rising Issues	Needs
Value/awareness of education	Funding
Importance of early childhood education	Predictability/stability
Family engagement	Connected systems
QRIS	Involvement of ALL parents
Full day kindergarten	Mental health support
Inclusion	Trauma informed care
Data	Qualified and consistent staff

In March 2018 NICRP also hosted an Early Childhood Research symposium where program representatives and researchers shared their work and research needs. This collective information was foremost in our minds as the NECAC Strategic Plan was developed and as the Strategic Plan elements were categorized and prioritized for this application (see a detailed description of this process on pages 27-30). Areas of improvement include connecting with missing identified partners and services, coordinating data, programs and research and coordinating services across systems (early learning, health and family). Additionally, we aim to improve the coordination of the political context with which programs interact to streamline policy and funding processes.

We will work to clarify and coordinate linkages across systems to ensure wise use of resources and reduce fragmentation. Often, reliable data related to program or service implementation and outcomes are not available. People sometimes base decisions on what feels right or what they know. With an integrated data system, we will have the data we need to set goals, plan targeted programs and services, implement best practices and monitor

implementation and outcomes. We can then identify low-performing programs and take steps toward improvement or elimination and identify high-performing programs and services in order to replicate and expand them. We will be able to track our efforts and adjust based on data rather than hunches. This continuous improvement process cannot be completed without valid and reliable data.

Logic Model

Nevada’s logic model illustrates our ultimate vision “Nevada’s Children are Safe, Healthy, and Thriving during the First Eight Years of Life, and the System Will Support Children and Families in Achieving Their Full Potential” as well as the inputs required, the activities planned, the outputs that will illustrate our progress and expected outcomes for providers and programs as well as families and children. We plan to achieve those outcomes through specific grant required activities that will produce specific outputs that directly tie to the outcomes. The logic model (Figure 2) is color coded (Table 5) to reflect the five required PDG B-5 application elements:

Color	Activity
Green	Activity 1 – Needs Assessment
Purple	Activity 2 – Strategic Plan
Orange	Activity 3 – Maximize Parental Choice and Knowledge
Blue	Activity 4 – Sharing Best Practices
Red	Activity 5 – Improving the Overall Quality of Providers, Practices and Services

The activities are divided into planning and implementing activities. The planning activities (needs assessment and strategic plan revisions) are critical to the implementing activities (maximizing parental choice and knowledge, sharing best practices and improving overall quality of early childhood education providers, programs and services) in that the implementing activities directly rely on the NECAC Strategic Plan.

Figure 2: PDG B-5 Logic Model



Program Approach

Activity 1: The first activity will involve a thorough needs assessment (green). The findings from the needs assessment will feed into the revisions of the strategic plan and the logic model.

Activity 2: The NECAC Strategic Plan (purple) and the logic model will be revised and refined based on the specific findings of the needs assessment. Activity 5 will not commence until the revised strategic plan and logic model have been approved. Implementation of Activities 3 and 4 will begin as soon as appropriate contracts are completed. Strategic plan information feeds into each of the implementation activities.

Activity 3: Activities relating to Maximizing Parental Choice (orange) will include planning around the development of an integrated data system, a consumer website, a communications approach and designing planning opportunities for communities to develop Community Innovation Projects. The outputs expected through development of the data system, consumer website and communications plan are a greatly improved and integrated state data system and a consumer website that will facilitate parental choice and promote quality services. The output expected through the Community Innovation opportunities is engaged and knowledgeable families through coordinated local services that meet their needs (especially the needs of families that are vulnerable underserved or who live in rural areas).

Activity 4: Activities relating to Sharing Best Practices (blue) will involve aligning learning, program and workforce standards as well as the professional learning supports that surround those standards and conducting a feasibility study of financing options to sustain quality early childhood providers, practices and services. The outputs expected include policy changes related to teachers, administrators and other professionals' competencies, qualifications, preparation and continued professional development.

Activity 5: Activities related to Improving Overall Quality of Early Childhood Care and Education Programs, Practices and Services (red) include aligning, mobilizing and advocating around our system. The output we expect to see will be measured improvements in overall quality of early childhood providers, practices and services. In each section below, an overview of the activity is provided, followed by a chart that summarizes processes, outputs and short- and long-term outcomes. Each section ends with a detailed description of the planned grant activities.

B-5 Statewide Needs Assessment

The goal of the current B-5 statewide needs assessment will be to update and build upon the existing data to fill in gaps in knowledge to more thoroughly understand our system needs and progress. Nevada proposes to conduct a comprehensive needs assessment to evaluate the statewide needs of children birth through age five and their families, particularly those who are the most vulnerable or underserved. In Nevada, vulnerable families are those in any community who are at or under 200% of the Federal Poverty Level. In addition, families in urban areas of the state (Washoe and Clark Counties) may face risk from low social cohesion and increased crime levels (Newbury, Arseneault, Moffit, Odgers & Fisher, 2016). Families in rural areas (the remaining fifteen counties) may experience lack of access to services which support health, mental health, social, and recreational support (Robinson, Holbrook, Bitsko, Hartwig, Kaminski, Reem, Ghandour, Peacock, Heggs & Boyle, 2017). NDE will partner with TPI and the NICRP to conduct a statewide needs assessment. The needs assessment will focus on defining each county’s services and populations, plus appraising the availability and quality of early childhood education programs, especially those available for vulnerable and underserved children, as well as the quality and availability of related services and supports for working families with young children and those seeking jobs. The needs assessment will be conducted in both our two urban areas (Clark and Washoe counties) and rural areas in each of the remaining fifteen counties in the State to understand the prominent needs of each type of community. First, we propose to analyze all recently completed system wide strategic plans, needs assessments and other initiative documents related to services for vulnerable children and their families in our State. In addition, a scan of existing policies and plans will be conducted to identify any additional documents that may be relevant. We will use this information to update our understanding of the status of these services across the State as well as identify gaps that still need to be assessed. We will develop an assessment tool that reflects identified gaps and conduct key informant interviews, focus groups, examination of administrative data and review of secondary source data and literature in order to fill these gaps. Table 6 that follows describes the components of Activity 1, B-5 Needs Assessment.

Table 6: Activity 1: B-5 Needs Assessment

Activity 1.1 – Needs Assessment Phase I: Examining What Exists

Timeline	Responsible	Process	Outputs	Outcome – Short Term	Outcome – Long Term
Q1 2019	Grant Manager B-3 Policy Group	Conduct and inventory and analysis of existing needs assessment, reports and plans related to early care and education to identify commonalities and differences	Summary report disseminated to stakeholders	Stakeholders have increased understanding of our status related to early care and education	Expansion and coordination of services, especially for underserved communities
Q1 2019	Grant Manager Nevada Institute of Children’s Research and Policy	Analyze gaps (identified in summary report and additional documents) in information that will inform the Strategic Plan	List of items that are either need to be updated or are missing from our current plans, reports, needs assessments	Stakeholders understand gaps in information that currently exist	Researchers and stakeholders can expand scope and depth of research topics and data collection efforts

Timeline	Responsible	Process	Outputs	Outcome – Short Term	Outcome – Long Term
Q1 2019	Grant Manager Nevada Institute of Children’s Research and Policy	Develop comprehensive needs assessment tool	Needs assessment tool that reflects gaps identified	Stakeholders are aware of the focus of the needs assessment process	Relevant data is captured and used to guide decisions

Activity 1.2 – Phase II: Gather and Analyze Additional Data

Timeline	Responsible	Process	Outputs	Outcome – Short Term	Outcome – Long Term
Q2 2019	Nevada Institute of Children’s Research and Policy	Conduct key informant interviews and focus groups which includes input from statewide stakeholders including families, especially vulnerable, underserved and those who live in rural areas Examine administrative data Review secondary source data and literature	Comprehensive Summary report that reflects statewide needs	Stakeholders have a current and accurate understanding of the status of the state in terms of early care and education	Quality and access to services and supports for families is improved across the state.

Activity 1.1 –Examining What Exists

As part of our original Preschool Development Grant B-3 efforts, we contracted with TPI to engage stakeholders in our efforts to align our birth through third grade continuum. Through this contract, Nevada is partnering with leading national experts Dr. Kristie Kauerz of the National P- 3 Center and Dr. Sharon Ritchie of FirstSchool. One project consists of an analysis of all state programs, services, initiatives, and plans that address children’s learning opportunities from birth through age 8. To accomplish this, this team is currently working to:

- Identify the range of existing state plans and documents that set forth goals, vision, strategies across a broad range of “cylinders of excellence” in 0-3, 0-5, 0-8, pre-K/K, and K-12 policy efforts;
- Conduct a systematic review and analysis of the policy documents and plans. This review will be guided by a series of provocative questions such as “is this plan explicit about defining terms? Is this plan explicit about which children/families/programs/initiatives are included in its efforts, and which are not?”; and
- Create a ‘guidance’ document that makes recommendations in specific areas of each document/plan where state-level administrators might consider ways to tighten/refine state policy documents to signal greater coherence and shared understanding across cylinders of excellence.

The systematic review of existing plans will be completed in March of 2019. The review will include the documents listed in Table 7.

List of Plans/Initiatives to Review

- NECAC
- Nevada School Performance Framework
- Kindergarten Entry Assessment Strategy
- State Literacy Plan

- Read by Grade 3 (Nevada Kids Read)
- Coherence Lab
- Silver State Stars
- Nevada Academic Content Standards
- Registry/Career ladder
- Early Learning Guidelines
- State Improvement Plan (STIP)
- Pre-K Standards
- ESSA Plan
- Nevada School Performance Framework
- TACSEI and PBIS
- Coherence Lab
- SEAD/Social-emotional Competencies/MTSS State Leadership Team
- Nevada Early Childhood Inclusion Manual (ECSE)
- Educator Equity Plan
- State Literacy Plan
- Nevada Educator Performance Framework
- United Way's Grade Level Reading Campaign
- CCR&R Parent Needs Assessment Survey

As the NECAC began to revise their strategic plan, NICRP worked to gather existing information in the State to conduct a crosswalk of identified needs and strategies for improvement that will impact families with young children, especially at risk populations such as families in poverty, rural areas, tribal areas, and families that speak a language other than English. Thus far this crosswalk includes 43 strategic plans and 14 needs assessments across the State. We will overlay information from the B-3 analysis and the NICRP analysis with the information gathered in the analysis of the available state and federal needs assessments including those from the programs listed in Table 8.

List of Needs Assessments to Review

- Child Care and Development Block Grant
- Head Start
- ESSA
- Maternal and Infant Early Care Home Visit (MIECHV)
- Medicaid
- Supplemental Nutrition Assistance Program- Education (SNAP-ED)
- Community Services Block Grant
- Community Development Block Grant
- Social Services Block Grant
- State Early Childhood Comprehensive Services
- Individuals with Disabilities Education Act Part B
- Individuals with Disabilities Education Act Part B, Section 619
- Individuals with Disabilities Education ACT Part C
- Higher Education Act
- Women, Infant and Children (WIC)
- Children Health Insurance Program
- Career and Technical Education

- Workforce Innovation and Opportunity Act
- Temporary Assistance to Needy Families Program

This comprehensive analysis covers a wide range of topics that will develop our understanding of the health, mental health, education and development and inclusion services and their implementation and effectiveness. We will identify specific areas in existing state-level plans and strategic planning documents where there is potential to create tighter coupling and more coherent goals and strategies for inclusion in the strategic plan with priority for items related to the PDG B-5 grant activities. The deliverable of this aspect of the needs assessment will include an inventory and evaluation of programs that will guide us in defining several important aspects of our system, which all agencies, policy makers, stakeholders and the public should understand if we are to be aligned. These elements include: shared definitions of key terms (rural areas, underserved or vulnerable children, low-income populations, program types, quality, cost, caseload, waiting list, etc.), in-depth demographic information about children who are vulnerable or underserved, availability and quality of services including unduplicated numbers of children awaiting services, gaps that exist in supports for children's smooth transitions between early childhood education programs and school entry, data and research gaps, and barriers in the provision of services and supports and opportunities for more efficient use of resources.

Activity 1.2 – Gather and Analyze Additional Data

The report resulting from Phase I of this activity will inform the scope of additional data that will be collected. NICRP will conduct key informant interviews and focus groups with stakeholders in organizations associated with early childhood objectives. Questions will be based on the initial analysis of existing reports to avoid duplication of effort and to gather information to fill in gaps in existing data. One of the goals in conducting interviews and focus groups during this process will be to engage parents and families. It is crucial that parents and families, especially at-risk populations such as families in rural areas, tribal areas, families that speak a language other than English, and those families that face deep poverty and systematic discrimination, particularly African American and Native American families, have a voice in how quality early learning experiences are expanded in our State. In addition, engagement from specific populations including fathers, non-custodial parents, and families with vulnerable children or children with developmental delays or disabilities or living in rural areas will be specifically targeted as their voices are typically overlooked. This aspect of the needs assessment will ensure that the parent perspective is used to inform our understanding of the problems and needs in our State, which in turn will inform the strategic plan. Once engaged, we will work to sustain their involvement through Community Innovation projects and our communication efforts.

In the past NICRP has conducted surveys with parents and families with a child in care to understand their perceptions of quality as well as to understand barriers to accessing preschool programs. Additionally, NICRP has conducted a small number of focus groups and interviews with families in targeted areas to understand their needs and desires related to care for their children 0-5 as well as their needs and experiences accessing other related services. Results from these strategies have provided a small amount of rich data that can guide strategies for change. In the current needs assessment, NICRP will use this model to conduct parent and family focus groups in all 17 state counties in order to gain a deeper understanding of the needs in each community. The focus will be on communities with the most need for example, the lowest income, high minority status or the most number of children 0-5, which can be obtained from census data. Along with these focus groups, to maximize efforts, NICRP will partner with agencies that engage families such as Head Start and home visiting program to reach a larger number of parents in communities where these programs exist.

Nevada has been working for several years to streamline data and develop improved methods of data collection and data sharing including the conduction of feasibility studies and one attempt to create an early childhood data warehouse. During the March Early Childhood Research Symposium participants included individuals involved in several different research interests and agencies related to children and families including education, health, and safety.

Identified themes from this meeting were a need to have a more comprehensive understanding of the data available in the State (including missing data), and a need to develop a data dictionary to catalog available data across administrative systems. Therefore, part of the needs assessment process will be to create this data dictionary in addition to data analysis. Examples of key data systems will include the NDE, school district systems, child care licensing, Nevada Registry, Medicaid, and maternal and child health. An examination of these data will also help us understand and identify specific facility needs in terms of space to serve all children by age group in each county.

Finally, this data analysis phase will also aid in developing and tracking measurable indicators of progress that align with the State's vision.

B-5 Statewide Strategic Plan

Nevada has a comprehensive strategic plan led by NECAC and collaboratively developed by many of the stakeholders we seek to engage in the grant activities described in this application. This plan was approved by NECAC in June 2018. Nevada proposes to use the information and understanding we gain from our planned needs assessment process to revise and refine our existing NECAC strategic plan. The plan proposes to focus on three areas: Early Learning and Development, Health, and Family Leadership and Support. Its recommendations are outlined in the overview document attached to this application (Attachment 3, File 2). Its goals and objectives reflect the collective understanding of our needs related to federal, state and local requirements across early learning, family and community and family health systems throughout the state. We understand the critical importance of thoroughly engaging a range of stakeholders in the planning process. Previous efforts to plan and strategize have relied on the input of our core group of stakeholders – those who regularly attend NECAC meetings, collaborative workshops, symposiums, association meetings and work groups. However, this time to make the strategic plan relevant for parent/family stakeholders, we will target parents who are underserved, including low-income parents, foster and homeless parents, and parents who have a non-English primary language residing in tribal/rural/urban areas. We plan to reach out to this population via local ECACs, school districts, Head Starts and tribal organizations. In order to more meaningfully engage these parents and to maintain their engagement, they will be invited to attend ECAC meetings and will be specifically targeted as part of our communications efforts. Table 9 describes proposed processes for revising the Strategic Plan.

Table 9: Activity 2: Strategic Plan

Timeline	Responsible	Process	Outputs	Outcome – Short Term	Outcome – Long Term
Q3	Grant Manager Early Child Hood Advisory Council	Stakeholders gather to reassess Strategic plan in light of needs assessment. Strategic plan is revised.	Revised strategic plan that incorporates data from the needs assessment	Stakeholders are aware of revised strategic plans and understand how the needs assessment has informed its revision	Cross-agency work is organized and aligned around the vision, goals and objectives of the strategic plan

In preparation for this application, we engaged stakeholders in providing input regarding the direction of our applications considering the goals of the application within the context of our strategic plan. A set of stakeholder meetings were conducted in October 2018. Over 30 stakeholders from a variety of programs and agencies (see Table 10) from across the state gathered to offer input. This group assisted the development of this application by reviewing the NECAC strategic plan and assessing its level of alignment with the PDG B-5 activities outlined in the FOA.

October Stakeholder Meeting Representation

- Nevada Department of Education
- Children’s Advocacy Alliance
- Division of Welfare and Supportive Services
- Regional Professional Development Programs (RPDPs)
- The Children’s Cabinet
- University of Nevada, Las Vegas
- Nevada Registry
- Washoe County School District
- United Way Southern Nevada
- TEACH Early Childhood Nevada
- University of Nevada, Reno

- Health and Human Services
- Department of Agriculture
- Inter-Tribal Council
- Healthy Start
- Health Care Financing and Policy
- TNTP Turning Point, Inc.
- Nevada Pre-K Standards Office
- University of Nevada, Reno
- Elko County School District
- Humboldt County School District
- State Public Charter School Authority
- Great Basin College
- Churchill County School District

Stakeholders then used criteria outlined in the PDG B-5 funding opportunity to determine which NECAC activities would have the greatest impact on our intended PDG B-5 goals, were the most politically and logistically feasible, and which could be developed with enough specificity to be implemented. Our intention is to continue to seek stakeholder feedback throughout the tenure of the PDG B-5 grant. One way we will do this is through the Needs Assessment Process during which relevant portions of this application will be shared with community members (including families, providers, other agencies, businesses, etc.) in each county of the State. Community members will have an opportunity to learn about our goals and proposed activities and share their feedback to help us define the benefits and challenges that may be faced during the implementation phase. This information will be used to revise and refine our strategic plan, our logic model and our grant activities to better meet the needs of a wide range of community members, especially populations who are most vulnerable and underserved. We believe that this continuous improvement process will strengthen our strategic plan and further inform our goals, activities and actions with the benefit of feedback from those who are most impacted by State programs. Our most pressing barriers in wide collaboration and coordination will be connecting with stakeholders who are not currently involved. We will redouble efforts to work with existing partners in each community to engage disconnected stakeholders, help them understand the importance of their contributions, make them feel welcome and use our communication strategies to support our outreach efforts.

Maximizing Parental Choice and Knowledge

Choice in early childhood education and care empowers parents to select high-quality programs, practices and services that fit the unique needs of their families and children. Knowledge empowers parents to see the value of their own involvement and engagement in the development and education of their children.

Empowering parental choice and knowledge relies heavily on two crucial elements. The first is accurate, reliable, understandable and widely disseminated information about available options. This information must reach families when they need it in a culturally and linguistically sensitive manner. The second is affordable, relevant high-quality early childhood programs, supports and opportunities through a mixed-delivery system is available and accessible to vulnerable, underserved children. Table 11 describes proposed processes for maximizing parental choice and knowledge.

Nevada will further integrate the existing statewide data systems that gather information related to children, families, programs, services, and workforce characteristics so that information can be comprehensively analyzed and disseminated. This work will greatly enhance our ability to determine unduplicated numbers of children being served. This information will feed into our continuous improvement process to strengthen the quality, intensity and intentionality of our services.

Nevada will design and implement a consumer friendly website which will align with the CCDF requirements. Training and orientation opportunities for use of the consumer website (print, video, in-person) will be made available to meet the needs of parents including those who speak a language other than English or who may live in rural areas where families frequently visit, for example the WIC office, schools, pediatricians' offices. Having a consumer friendly website that is updated in real-time will allow families to easily navigate a search to find services that meet their needs.

We will use information gathered in our needs assessment to develop frameworks, technical assistance, planning and funding opportunities for communities to learn about, design and coordinate Community Innovation projects, which will empower communities to study, organize, design and implement community services that fit their needs.

Finally, we will hire a communications professional to help establish and coordinate our messages, generate interest and drive engagement in efforts to maximize parental choice and knowledge.

Table 11: Activity 3: Maximize Parental Choice and Knowledge - Activity 3.1 Integrate Data System

Timeline	Responsible	Process	Outputs	Outcome – Short Term	Outcome – Long Term
Q2 2019	Grant Manager Early Child Hood Advisory Council	Contract with Data Project Manager to understand and organize data system	Project Manager hired	Expert coordination related to data systems and accomplishment of grant activities	Shared understanding of systems via data
Q3 2019	Data Project Manager	Refine design of data system based on needs assessment information	Succinct, clear outline of comprehensive data system	Coordinated plan for integrated data system	Accessible, reliable data and informed decision making

Activity 3.2 Develop Consumer Website

Timeline	Responsible	Process	Outputs	Outcome – Short Term	Outcome – Long Term
Q2 2019	Grant Manager Communications Project Manager	Contract with Communications Project Manager develop communications plan	Project Manager hired	Expert coordination of messaging and communication	Clear, coordinated messaging about early childhood systems
Q3 2019	Grant Manager Data Project Manager Communications Project Manager	Based on needs assessment, begin Consumer Website design	Document that summarizes consumer website goals, capabilities, and user information	Stakeholders are aware of the consumer website, how it will be used and rolled out	Website that centralizes early childhood program information to promote parental choice of quality providers

Activity 3.3 Expand or develop Community Innovation Projects

Timeline	Responsible	Process	Outputs	Outcome – Short Term	Outcome – Long Term
Q3 2019	Grant Manager	Gather stakeholders to determine framework for Community Innovation Projects. Design and develop technical assistance tools needed to support community planning efforts	Framework document and training and technical assistance materials	Stakeholders understand the parameters around Community Innovation projects and have the support they need to apply for planning funds and implement	Communities submit planning applications that reflect the needs of the community and follow the framework
Q4 2019	Grant Manager Data Project Manager Communications Project Manager	Prepare application process for Community Innovation projects Roll out communications around Community Innovation Projects	Application for Community Innovation Projects reflect appropriate parameters, processes and requirements is finalized Information related to Community Innovation Projects is shared via print and electronic media, at relevant meetings and at kick-off conference	Communities and stakeholders are aware of Community Innovation project purposes, goals and obligations Communities are aware of Community Innovation Project opportunities	Community Innovation are designed and funded throughout the state Community Innovation projects accomplish the purposes and goals they were designed to achieve

Activity 3.4: Communicate

Timeline	Responsible	Process	Outputs	Outcome – Short Term	Outcome – Long Term
Q2 2019	Grant Manager Communications Project Manager	Establish goals and target audiences for communication and outreach efforts	Communications plan is reviewed and finalized	Stakeholders are aware of communications campaign	Stakeholders participate in circulating information
Q3 2019 Q4 2019	Grant Manager Communications Project Manager	Plan for developing and refreshing communication around each grant project to include print, social media, PSAs, etc.	Communication plans are implemented and include provisions for updates	The general public is exposed to a variety of messages around the early childhood	Efforts to mobilize and advocate are centralized and successful in communicating successes and continued need
Q4 2019	Grant Manager Communications Project Manager	Plan for maintaining communication and using communication to advocate for sustaining efforts and funds	Plan for using communications campaign for Advocacy and mobilization is developed and finalized	Public is mobilized to advocate for provisions necessary for high quality early childhood care and education providers, practices and services	Support and funding is sufficient to support high quality programming

Activity 3.1 Integrated Data System

In August of 2014 a study was conducted to determine the feasibility of developing an Early Childhood Integrated Data System (ECISD) in Nevada. Limited resources and staff capacity have prevented Nevada from moving forward on this important issue. Consolidation of these data into a shared data system is a critical factor in our ability to analyze children’s experiences from birth to kindergarten and their effects on educational and social achievement in later years and make the case for the economic impact of such investments. Further, through the Nevada’s Read by Grade 3 legislation that requires kindergarten readiness screening and progress monitoring, coupled with requirements for the Preschool Development Grant that school readiness be assessed, we now have aligned expectations for data collection for this same population of children. Aligned data collection related to development and readiness that flows seamlessly into literacy related assessments for grades K-3 promotes a common literacy framework across Nevada and furthers shared understanding of best practices for early literacy for educators and families. These small steps have enabled us to realize the impact an integrated data system can have. However, these efforts are insufficient in that multiple, isolated data stores still exist across all segments of our mixed delivery system. Examples of data collection fragmentation across early childhood programs include: program quality data from QRIS, workforce data from The Nevada Registry and T.E.A.C.H. Early Childhood Scholarship Nevada, access and availability data from Child Care Resource and Referral agencies, subsidy data from the Division of Welfare and Supportive Services, and student information from NDE Infinite Campus. Our vision is a data system that integrates multiple data points from cross-agency programs. A cross-agency approach will minimize duplicative child counts by utilizing unique student identifiers, allow data to be deployed efficiently to understand the effectiveness of programs and services and to improve initiatives that result in positive outcomes for children and families. More importantly, an integrated data system can be used to measure the collective impact of programs managed across agencies and guide families in understanding and selecting programs that fit their needs. Through the opportunity provided by this grant, we will hire a consultant to develop a phased plan for our integrated data system. The consultant will assess our current state and analyze our need considering our stated goals. The consultant will gather data- related input from multiple agencies to better understand their needs, goals and systems. The consultant will then develop an implementation plan including short- and long-term goals, recommended action steps, and cost analysis.

Activity 3.2: Develop Consumer Website

A key component to meaningful parental choice is access to family friendly, culturally and linguistically sensitive, accurate and timely information. We propose to develop a consumer website that will guide parents in selection of programs and services available based on quality indicators, location, cost, hours and other relevant information. The website must be developed in conjunction with the Integrated Database System described in Activity 3.1 to ensure information is current and updated in real time, linking the Integrated Database and Consumer Website will result in less duplication of collecting and reporting data. Development of the website will be contracted to a company that has experience and expertise in this area. Our communication plan will include strategies to engage and inform targeted populations including fathers, non-English speaking parents and those who live in rural areas.

Activity 3.3: Expand or develop Community Innovation Projects through planning and funding opportunities

Many states and communities have developed systems of community networks, alliances, or hubs that are effective in understanding community-specific needs related to education, health, and family support, and coordinating resources to improve the quality and availability of needed programs and services. This local approach to system building helps to establish and build structures, connections and behaviors that help cross-agency components function in a more efficient and coordinated manner to promote shared results for children and families.

Communities know their residents best. They are best positioned to assess their services and define their vision for their children and families, identify challenges, and drive actions that are needed to realize their vision. Community agencies and entities in each of Nevada's 17 counties will have an opportunity to collaborate with each other and with families in their community to apply to the state for funding an innovative approach to meeting their community needs.

Communities may apply to NDE for funds to coordinate the local efforts of Medicaid, Nevada Check Up (SCHIP), Title V MCH, Healthy Start, Child and Adult Care Food Program (CACFP), Nevada Women, Infants & Children (WIC), Head Start, CCDF, IDEA Part C and B, Section 619, Title I, PDG and other relevant family, health and early childhood programs and establish or improve the infrastructure components that support the collective programs and services provided across agencies. The Community Innovation project framework will stipulate collaborative efforts that include the promotion of parental choice and knowledge and ensure efficient, cost effective and quality programs that empower parents, promote smooth transitions, and target vulnerable populations including those with limited incomes, inadequate access to services, or ability to communicate in English as well as fathers and non-custodial parents.

Nevada will incorporate questions into the needs assessment (Activity 1) around each community's current capacity and progress in coordinating services at the local level. The communities' needs (e.g. large homeless population, coordinated enrollment, lack of health providers, absenteeism, etc.) and successes of communities' current efforts will be analyzed. Based on an analysis of statewide data on community service coordination, a common framework to guide Community Innovation Projects will be developed. Nevada will borrow from other successful state and community efforts to establish the core elements of effective community system building efforts that promote and support community collaborations. The PDG B-5 Grant Manager will work to develop a) funding opportunities for communities that will support the development or improvement of their community-based early childhood system and services coordination approach and b) framework resources and technical assistance to guide communities in building relationships, examining their current state, establishing a vision and goals and engaging stakeholders in achieving their goals. Once the framework is established and communities are informed, planning grants will be available for which communities may apply. Going forward, the Community Innovation Projects will be monitored, supported and analyzed for effectiveness. Successful projects will be replicated, struggling projects will be provided additional supports and unsuccessful projects will be terminated. Definitions of success will be outlined in the framework.

Activity 3.4: Communication

Having an integrated data system means little if the information it offers cannot be communicated effectively and widely to critical stakeholders. Effective communication is critical for our work to maximize parental choice and knowledge, share best practices, and improve the overall quality of providers, practices and services in the birth through age five realm. If the public (including families, policy makers, educators and leaders) is not aware of our work, they will not participate in services provided, access high quality programs, or understand and support our efforts. Hence, through every stage of this grant we will work to unify and coordinate not only our systems, but our message. We will begin with our NECAC Strategic Plan. We will contract a communications professional to work across agencies and with families to craft messages that resonate based on shared common goals. This approach will drive mobilization around our efforts and progress toward our vision of success and provide a mechanism to effectively share our accomplishments. Stakeholders across agencies will have a common set of talking points so that our message is clear, specific and coordinated. In this way, information will reach parents so that they can become aware and make informed decisions. The grant manager and the communications project manager will work in unison, regularly soliciting feedback from stakeholders, including families, to develop a communication plan. This plan will be revised and refined based on the work completed throughout the grant year, including the needs assessment, strategic plan and logic model revisions and specific activity milestones (e.g., integrated data systems, consumer website, Community Innovation projects, and alignment of learning, program and workforce standards). This communications project will be especially crucial during Activity 5 when we will introduce our new, aligned B-5 system.

Sharing Best Practices

Nevada’s approach to sharing best practice will be to strengthen and align standards related to learning and development for children, program quality standards for those providing services to children, and workforce standards for professionals working in the birth through age five arena. Prior to implementing systematic, high-quality professional development statewide, we need to complete the foundational work necessary to collectively define terms such as alignment, quality and competency. This standards work will build the foundation upon which all sharing of best practice will rest. The National Governor’s Association’s Center for Best Practices states, “In order to sustain children's gains from early learning programs, ECE and public education systems need to better align their goals, approaches, and policies around teaching and learning. Research shows that alignment of policies and practices is especially important during the birth to third (B-3rd) grade continuum when children develop important social-emotional and cognitive skills that are essential for later learning.” Research indicates that an aligned birth to grade 3 system has a positive impact on children’s learning. Nevada proposes to complete a thorough alignment process, which will greatly improve our teaching, program quality and workforce expectations which will, in turn, inform the professional development that is implemented across state systems. We will build on existing research and tools to ensure our outcomes are based on the best evidence and recommendations from the field. Nevada has existing early learning guidelines and pre-K standards. We will review them to ensure they are appropriate, rigorous, aligned and consistent. We also have program quality standards through the Nevada Silver State Stars QRIS. We will review these standards to ensure they are appropriate, rigorous, aligned and consistent. We will review our professional competencies, pathways and professional development opportunities considering the recommendations submitted by transforming the Workforce (National Research Council) and Power to the Profession (NAEYC).

Additionally, we will explore, outline, and advocate for financing options that will support the implementation of higher standards and workforce competencies. For example, dedicating a portion of Nevada’s retail marijuana tax reserved to increase the salaries of center-based teachers to be paid on par with school district teachers. As workforce competencies are established we will also explore and align the pre-service educational opportunities (e.g., higher education program offerings, articulation agreements, alternative pathways and related credentialing and licensing issues) as well as in-service professional development opportunities (e.g., course work availability and access, shared professional development, and credit for job-embedded learning). Though this grant focuses on children ages birth to five, given the national birth through 3rd grade research and our close work with the National P-3 Center, we will build upon and align this work, with the understanding that the foundational years are an instrumental component of the continuum. We will continue to align our efforts with other State initiatives including Read by Grade 3, K-3 Social and Emotional Learning Standards, common training, and support for school principals.

Table 13: Activity 4: Sharing Best Practices

Activity 4.1 Align Standards

Timeline	Responsible	Process	Outputs	Outcome – Short Term	Outcome – Long Term
Q1 2019	Grant Manager Alignment Contractor	Stakeholders gather to assess current state of alignment of learning, program and workforce standards for children, programs and personnel in different age ranges	Three separate reports or visuals clarify the current state of alignment in Nevada	Stakeholders will understand the success and needs in aligning the learning, program and workforce standards	The need for alignment is understood and promoted

Timeline	Responsible	Process	Outputs	Outcome – Short Term	Outcome – Long Term
Q2 2019	Grant Manager	Stakeholders will collaborate in workgroups to revise and align standards (learning, program and workforce).	Standards documents are shared between and among workgroups for feedback and alignment	Workgroups demonstrate ownership in standards documents	Collaboratively developed standards are adopted, supported and implemented across the system
Q3 2019	Alignment Contractor				
Q4 2019	Grant Manager Data Project Manage Alignment Contractor	Standards will be prepared for stakeholder (including community and family) feedback and revisions	Draft documents of aligned learning, program and workforce standards are produced	Draft standards and competencies are ready for feedback Stakeholders have access to aligned standard documents	Standard documents are used to improve learning, program quality and workforce capacity and development

Activity 4.2 Conduct feasibility study to analyze options for financing high quality early childhood care and education

Timeline	Responsible	Process	Outputs	Outcome – Short Term	Outcome – Long Term
Q1 2019	Grant Manager	Plan for and conduct a feasibility study to analyze financing options for high-quality, sustained early childhood programs	Completed feasibility study that outlines a minimum of three realistic options for funding early childhood	Feasibility study is incorporated into communications plan and used to promote and advocate for sufficient and sustainable funding of early childhood	Quality early care and education is financed at the level needed to produce the desired results
Q2 2019	Feasibility Contractor	Plan for and conduct a feasibility study to analyze financing options for high-quality, sustained early childhood programs	Completed feasibility study that outlines a minimum of three realistic options for funding early childhood	Feasibility study is incorporated into communications plan and used to promote and advocate for sufficient and sustainable funding of early childhood	Quality early care and education is financed at the level needed to produce the desired results

Activity 4.1: Align Standards

Nevada will hire a nationally recognized contractor qualified to assist in our alignment efforts. This contractor will facilitate a series of stakeholder groups that will examine each of the three standard areas that need to be revised and aligned (learning, program and workforce). The contractor will facilitate the projects so that each workgroup will work across and between projects and stages to ensure continuity and alignment (Table 14). We will rely on the expertise of the contractor to guide us in identifying, selecting and assembling prospective workgroup members. The activity across work groups in first quarter will involve research and analysis to assess the current state of standards in each project. The activity across work groups in second and third quarters will involve revising and aligning the standards both vertically (across age groups) and horizontally (across programmatic elements). Finally, the activity across workgroups in fourth quarter will involve eliciting feedback around completed work and revision of standards accordingly.

Table 14: Standards Alignment Matrix

		Projects		
		Learning Standards	Program Quality Standards	Workforce Competencies and Pathways
Stages	Current state analysis and description Q1	Learning Standards workgroup	Program Quality workgroup	Workforce workgroup
	Revision and alignment Q2 and Q3	Learning Standards workgroup	Program Quality workgroup	Workforce workgroup
	Gather input and feedback Q4	Learning Standards workgroup	Program Quality workgroup	Workforce workgroup

Activity 4.2: Feasibility Study

According to Nevada’s 2018 Early Education & Care Fact Sheet (The Children’s Cabinet, 2018), the median wage of an early childhood teacher working in a licensed setting in Nevada is \$11.50 an hour – equivalent to a full-time wage of \$23,920 a year. Meanwhile, Nevada ranks as the least affordable in the nation for the cost of infant care in licensed family child care and the 8th least affordable in licensed centers (The Children’s Cabinet, 2018).

Increasing professional expectations and educational requirements (degrees, credentialing, endorsements, etc.) necessitates accompanying advances in compensation. However, families, especially low-income and underserved cannot be expected to shoulder the increased cost.

Funding streams must be identified and available to fully support advanced knowledge and skills needed to effectively support our youngest learners, especially those who would benefit the most. Therefore, in this project, the grant manager and the data manager will coordinate with the feasibility contractor to detail the needs for the project. The contractor will conduct a feasibility study around financing options for high-quality, sustained early childhood programs. The contractor will analyze wage models from other states to determine which whole models or model components will be practical for Nevada’s purposes. This information will be overlaid with recommendations from Transforming the Workforce, Power to the Profession and other research on workforce compensation. A proposal will be presented and feedback from stakeholders including families will be solicited. Once a final proposal or set of recommendations is approved, communication and advocacy will begin.

Once the alignment work is complete and common agreement of learning standards, quality standards and workforce competencies is reached, all systems providing pre-service and in- service education and professional development (universities and community colleges, Regional Professional Development Programs, Nevada Registry trainings, etc.) will be expected to address the standards in their training and technical assistance programs.

Improving Overall Quality

Improving Overall Quality of Early Care and Education Programs, Providers and Services

Through the opportunities provided by the PDG B-5 grant, Nevada will greatly advance our ability to boost the overall quality of early care and education programs, providers and services. Our work to align standards (learning, quality and workforce) along with our Community Innovation Projects will result in quality programs, providers and services that will have the ability to both contribute to and derive from the data systems we will develop. The data will be used to strengthen the programs, providers and services and they, in turn, will generate a more robust data system that can be used across agencies and programs.

Activity 5 will comprise efforts to engage and inform cross-system stakeholders (including families) statewide about our work and our progress through a kick-off in conference format. At the kick-off, we will inform stakeholders of our achievements in terms of conducting a thorough needs assessment, revision of our strategic plan and progress related to our integrated data system. We will share our communications campaign, our consumer website and our newly aligned early learning and development standards, revised and aligned program quality standards, and updated workforce competencies and pathways.

We will also announce the findings of our feasibility study related to financing a stable and sustainable structure for supporting high quality early childhood providers, practices and services. Finally, we will announce opportunities for applying for Community Innovations funding.

Table 15: Activity 5: Improving Overall Quality of Early Care and Education Programs, Providers and Services

Timeline	Responsible	Process	Outputs	Outcome – Short Term	Outcome – Long Term
Q4 2019	Grant Manager	Communications plan ready to inform, mobilize and implement new system	Communication materials that describe the system and process are ready to disseminate	Stakeholders have the capacity to effectively communicate goals and purposes of the system and how the system supports local and broader goals. Consistent message is shared across stakeholder groups.	Stakeholders are engaged and knowledgeable regarding the coordinated, efficient system of high quality providers, practices and services and are able to advocate for high quality programs, providers and services and the supports necessary to implement them
Q4 2019	Feasibility Contractor	Kick off Conference will be organized for statewide stakeholders to learn about the new system	Cross-system and statewide stakeholders are informed about the work completed and plans for moving forward	Stakeholders have the capacity to effectively communicate goals and purposes of the system and how the system supports local and broader goals. Consistent message is shared across stakeholder groups.	Stakeholders are engaged and knowledgeable regarding the coordinated, efficient system of high quality providers, practices and services and are able to advocate for high quality programs, providers and services and the supports necessary to implement them

NEVADA: PDG B-5 Application

The kick-off conference will culminate in a shared understanding of the new system designed to maximize parental choice, share best practices, and improve overall quality. Each stakeholder will comprehend his/her role and position in the new system and we will announce a call to action for engagement in communicating and advocating, as well as participating in efforts to improve the quality early care and education providers, practice and services especially for those who will benefit the most. This kick-off conference will serve as a critical moment for our work. The gathering will set the tone for a new, shared vision of what Nevada’s early learning system is, the collaborative effort towards its development, and what it will mean for all involved going forward. It will establish the knowledge base and coordinated message so that we proceed speaking with one unified voice around a common vision and goals. A critical outcome of this activity will be the coordinated, aligned and commonly understood foundation on which to build all our future work. This foundation will serve as the basis for cross-system departmental planning as well as measurement, communication and improvement of our operations. In addition, this foundation will provide credibility and justification needed to support future legislative requests, grant applications and funding opportunities.

Timeline

The proposed projects timeline with activities is provided.

PDG B-5 Proposed Activities and Timeline

Activity 1 Needs Assessment

1.1 Examining What Exists

1.2 Gather and Analyze Additional Data

Responsibility & Resources	Project Activities	Q1	Q2	Q3	Q4
Grant Manager B-3 Policy Group	Inventory and analysis of existing needs assessment, reports and plans	X			
Grant Manager Nevada Institute of Children’s Research and Policy	Analysis of gaps	X			
Grant Manager Nevada Institute of Children’s Research and Policy	Develop needs assessment tool	X			
Nevada Institute of Children’s Research and Policy	Conduct Needs Assessment		X		

Activity 2 Statewide Strategic Plan

2.1 Revise Strategic Plan

Responsibility & Resources	Project Activities	Q1	Q2	Q3	Q4
Grant Manager	Revise Strategic Plan			X	

Activity 3 Maximizing Parental Choice and Knowledge

3.1 Integrate Data System

3.2 Develop Consumer Website

3.3 Develop Community Innovation Project framework and TA

3.4 Communicate

Responsibility & Resources	Project Activities	Q1	Q2	Q3	Q4
Grant Manager Data Project Manager	Understand and organize components of different data systems		X		
Data Project Manager	Refine design of the data system			X	
Grant Manager Communications Project Manager	Develop Communications plan		X		
Grant Manager Data Project Manager Communications Project Manager	Begin consumer website design			X	
Grant Manager Data Project Manager Communications Project Manager	Develop application process for Innovation Zones				X
Communications Project Manager	Roll out Innovation Zone communications				X
Grant Manager Communications Project Manager	Develop goals and identify audience for communication and outreach efforts		X		
Grant Manager Communications Project Manager	Develop and refresh communication around grant projects			X	X
Grant Manager Communications Project Manager	Plan for communication sustainability and advocate for sustaining efforts and finances				X

Activity 4 Sharing Best Practices

4.1 Align Standards

4.2 Examine Financing Options for Funding High Quality Early Childhood Services

Responsibility & Resources	Project Activities	Q1	Q2	Q3	Q4
Grant Manager Alignment Contractor	Assess current state of alignment	X			
Grant Manager Alignment Contractor	Revise and align standards		X	X	
Grant Manager Alignment Contractor	Gather feedback and adjust				X
Grant Manager Feasibility Contractor	Conduct a feasibility study around financing options for high quality, sustained early childhood programs	X	X		

Activity 5 Improving Overall Quality of Early Care and Education Programs, Providers, Services

5.1 Align

5.2 Mobilize

5.3 Advocate

Responsibility & Resources	Project Activities	Q1	Q2	Q3	Q4
Grant Manager Communications Projects Manager	Develop Communication Materials				X

Program Performance Evaluation Plan

NDE will contract with the NICRP, located at the University of Nevada, Las Vegas, to provide technical assistance with the evaluation of activities included in this proposal. NICRP has been conducting process and outcome evaluations for community organizations for the past 20 years and has been the external evaluator for NDE on several initiatives including the state's quality rating and improvement systems and efforts to examine the impact of preschool on kindergarten readiness in low income families. NICRP has extensive experience in selecting/adapting assessments, measures, and materials for diverse populations at various education levels and will provide consultation/assistance on these issues as needed. NICRP staff will provide support for all activities proposed in the planned approach to a program performance evaluation plan.

NICRP will work directly with NDE staff and other program partners to develop a monthly tracking and monitoring system for each of the outcomes and to provide the data required for accurate measurement and reporting.

NICRP will assist NDE with the design and implementation of both a process and outcome evaluation to monitor the program's progress toward stated short term goals as well as the implementation of the program to help understand any barriers to implementation and help provide context to outcome evaluation results. Data collected will be used for ongoing monitoring of the grant to evaluate its effectiveness and reach, as well as for continuous program improvement. This will provide opportunities to refine evaluation activities, implementation strategies, and the logic model to adjust to needs of the target populations to most effectively provide early childhood care and education and coordinated services. Key project partners will participate in the overall evaluation and performance measurement process and will provide data reports as required. The evaluation for this program will rely on a combination of both internal tracking and reporting procedures to monitor activities as well as both primary and secondary data sources available from state agencies, community partners, and federal and national databases (i.e. US Census data). In addition to these data, NICRP will also assist to monitor the implementation process for benchmarks identified in the work plan to assess progress toward each of the stated outcome goals. NICRP will assist if needed to design and administer surveys to measure progress toward stakeholder engagement and knowledge of the outcomes of the needs assessment and the strategic plan.

Regular communication regarding the evaluation will enable program staff to use information collected to help facilitate project success. NICRP will work with NDE on crafting update reports which will indicate strengths and weaknesses of the process as well as a graphic representation of progress toward stated goals. If needed, NICRP will assist in presenting findings to project staff and applicable project partners and facilitate the creation of an improvement plan if necessary to address areas of weakness which will be implemented immediately. NICRP will facilitate team problem-solving sessions that examine data and determine programs and barriers to success which will include representatives from the community and other partners related to activities in this grant. This process will allow for continuous improvement throughout the project period. As the project progresses, NICRP will also help prepare reports, success stories, conference presentations, and peer-reviewed manuscripts to disseminate findings.

A more detailed Evaluation and Performance Measurement plan will be developed within the first quarter to ensure that the indicators and metrics needed to examine the proposed process, cost, and project outcomes are appropriate. This plan will be reviewed and updated as necessary at the end of the needs assessment and based on a continuous review of the implementation of activities stated in this grant proposal.

Dissemination of findings will occur by sharing evaluation reports, prepared abstracts and briefs, with local stakeholders at bi-monthly NECAC meetings, community meetings, at relevant state and national meetings, and if appropriate, results will be submitted to related peer reviewed journals so that other communities can benefit from the results of this evaluation.

In addition, parallel ongoing evaluation of the NECAC Strategic Plan will be conducted by NECAC members. Adjustments or changes made to the NECAC Strategic Plan, as informed by the needs assessment or other actions, will congruently be incorporated into the PDG B-5 work. The NECAC Early Learning subcommittee's Performance Measure document has been included as a sample representation in Attachment 5, File 2. This document reflects Part 1 of 3 parts of the Strategic Plan Performance Measure.

Sustainability Plan

Each element of this grant application is designed to strengthen and sustain our early childhood system. Each step in the five activities feeds in to key aspects of our strategic plan that will ensure systemic improvements (needs assessment, strategic plan, maximizing parental choice and knowledge, sharing best practices and improving the overall quality of early childhood care and education programs, practices and services). As improvements transpire, our ability and the ability of the public at large to request support, funding and resources will advance.

This is a mutually supportive and mutually dependent process. Without system improvements, including improvements in data, communication and results for children and families, we cannot build the case for increased resources to do our work. Without the financing, we cannot build the improvements we need. The PDG B-5 grant will afford us the opportunity to establish the necessary system components to jumpstart our efforts. Our initial PDG resulted in 3000 high- quality pre-K seats for children under 200% of the poverty level. The State Superintendent of Public Instruction has included \$26M in NDE's budget request to the Governor to maintain these 3000 seats. We fully expect the Nevada Governor to include this request in his budget. In addition, the following early childhood related legislative Bill Draft Requests are being proposed:

- BDR 305 - Revises provisions governing early childhood education. (Increasing funding for child care subsidies).
- BDR 321 - Revises provisions governing education, (State Pre-K).
- BDR 324 - Makes various changes relating to education including pre-K.
- BDR 338 - Revises provisions governing eligibility and requirements for State Pre-K school programs.
- BDR 386 - Establishes a long-term stakeholder group to develop a statewide vision and implementation plan for Nevada's educational system. (Preschool will be included as part of this long-term plan)
- BDR 390 - Revises provisions relating to school discipline. (Suspensions and expulsions from pre-K to 3rd grade)

With funding from the PDG B-5 grant, Nevada will establish the systems, the alignment and the communication necessary to measure and disseminate our progress and results, build the capacity of parents to understand the importance of early care and education, develop professionals, and mobilize and advocate for the substantial needs of Nevada's families and professionals.

Dissemination Plan

Our dissemination goal, consistent with our communication goals, outlined in Activity 3, is to unify, codify, and coordinate not only our systems, but our message. Effective communication is critical for our goals around maximizing parental choice and knowledge, sharing best practices, and improving the overall quality of providers, practices and service in the birth through age five realm. If stakeholders are not aware of our work, they will not participate in services provided, access high quality programs, or understand and support our efforts. Through every stage of this grant we will work to share our goals, progress and achievements. The grant manager and the communications project manager will collaborate with partners, stakeholders and the public to develop, revise and refine a communication plan that incorporates information from the needs assessment, strategic plan and logic model revisions and specific activity milestones. The Nevada PDG B-5 team will use communications to update stakeholders regularly. For example, a PDG B-5 team member will provide updates at each bi-monthly NECAC meeting. Updates will be provided monthly to the B-3 workgroups. We will take opportunities provided through association meetings and conferences, early learning community workgroups, research groups, newsletters and appropriate State Board meetings, business community meetings and district superintendent meetings. We will share messages and updates via social media and will create information sheets and infographics to share at conferences, fairs, and education related summits. We will make informative materials available for our partners and stakeholders to share within their networks as well.

At the start of the fourth quarter, the grant manager and the communications project manager will convene a cross-system stakeholder group to plan and organize the kick-off conference. Decisions around dates, location, duration, speakers, etc. will be collectively determined.

Communications will be coordinated and all outreach, advertising and promotional items will reflect the marketing strategy established in Activity 3. This will ensure our goal to convey a common message around our new, aligned and improved system developed in Activity 4.

The kick-off will include informational sessions and learning opportunities around:

- Data System
- Consumer website
- Community Innovation opportunities
- Aligned child learning and development standards
- Aligned program quality standards
- Workforce competencies and pathways
- Feasibility study and financing options for stabilizing the system
- Getting involved and staying engaged

Our kickoff conference, as described in Activity 5 will serve as an important vehicle for information dissemination. The kick-off conference will culminate in a shared understanding of the new system designed to maximize parental choice, share best practices, and improve overall quality. The PDG B-5 grant manager will collaborate with the communications project manager to plan and implement the kickoff conference and ensure that information dissemination meets our target audience's needs. We will evaluate each session of the kickoff conference and plan for additional outreach as necessary as indicated by this feedback.

Budget and Budget Justification

Nevada has a strong plan for implementing the PDG B-5 grant. Along with the plan, we have a clear budget that outlines needs and costs for implementing each activity of the grant, plus other grant required activities. Estimation methods, quantities and unit costs are outlined for each line item on the budget document.

Summary of Nevada PDG Budget:

Nevada PDG Budget	Amount
Federal Request	\$606,515
Matching 30%	\$259,935
Total Nevada budget request	\$866,450

The 30% required match will be supplied through funds provided by the W.K. Kellogg Foundation, United Way of Northern Nevada and the Andre Agassi Foundation.

Personnel

Description: No state-level personnel will be hired for this grant.

Costs: **\$0.00**

Justification: Due to the short term of the grant, and the inability to quickly request state-level staff positions, we will contract out for much of the work we are proposing and will, therefore have no costs for employee salaries. Contractors will be hired and managed by the current Preschool Development Grant Manager and Education Programs Supervisor, Stacey Joyner.

Fringe Benefits

Description: No fringe benefits will be paid through this grant.

Costs: **\$0.00**

Justification: Due to the short term of the grant we will contract out for much of the work we are proposing and will, therefore have no costs for state employee wages and benefits.

Travel

Description: Travel for grant manager to collaborate with work groups (8 trips to the Reno area). Travel for project managers to collaborate with workgroups and partners (6 trips to the Reno area) Travel for 4 staff to attend one 3-day grantee meeting in Washington, DC.

Costs: **\$19,948**

Justification: The grant manager will be required to collaborate regularly with stakeholders and partners to achieve the outcomes described in the grant application. Six in-state trips will be reserved for other project managers (data, communications) to travel to collaborate as necessary. The Education Program Supervisor, the PDG B-5 grant manager and the data and communications contractors will attend one, three-day meeting in Washington, DC. Other travel required will be included in contract costs (feasibility study, alignment work, NICRP, etc.).

Travel for Grant Manager:

Cost Category	Description	Unit Cost	Units	Total Cost	Federal Share (PDG Funding)	Non-Federal Share (Match)
Travel	Collaborate with work groups	\$906	8	\$7,248	\$5,074	\$2,174
Travel	In-State Travel for project managers	\$906	6	\$5,436	\$3,805	\$1,631
Travel	Required Grantee Travel	\$1,816	4	\$7,264	\$5,085	\$2,179
Total				\$19,948	\$13,964	\$5,984

Equipment

Description: No equipment costs will be incurred for this grant

Costs: **\$0.00**

Justification: Cost of equipment will be incorporated into the contractors' costs.

Supplies

Description: General supplies comprised of office supplies such as pens, highlighters, staples, notepads, etc. per person (3) at a cost of \$100 per month for 9 months.

Costs: **\$2,700.00**

Justification: Supplies will be provided to the contractors through the grant.

Description	Unit Cost	Units	Total Cost	Federal Share (PDG Funding)	Non-Federal Share (Match)
Supplies	\$900	3	\$2,700	\$1,890	\$810
Total			\$2,700	\$1,890	\$810

Contractual

Description: Interagency Contract with NICRP to conduct needs assessment and performance evaluation for the grant period. Requests for Proposals will be released in anticipation of hiring contractors for a feasibility study, development and first year maintenance of the consumer website, and the entirety of the alignment work.

Costs: **\$724,425**

Justification: Nevada will enter into an interagency contract with the University of Nevada's Nevada Institute for Children's Research and Policy (NICRP) to conduct the needs assessment and provide technical assistance to NDE around the program evaluation. A full-time grant manager, a full-time data project manager and a three-quarter time communications project manager will be hired through Manpower, a local staffing firm. Costs for these positions are based on state-level employ pay grades for personnel at appropriate levels of expertise.

Description	Unit Cost	Units	Total Cost	Federal Share (PDG Funding)	Non-Federal Share (Match)
MOU with NICRP to conduct needs assessment	\$150,000	1	\$150,000	\$105,000	\$45,000
Grant Manager - Manpower, oversee Needs Assessment	\$70,700	0.2	\$14,140	\$9,898	\$4,242
Grant Manager - Manpower, oversee Strategic Plan	\$70,700	0.1	\$7,070	\$4,949	\$2,121
Grant Manager - Manpower, Develop Community-Based Center Plan	\$70,700	0.2	\$14,140	\$9,898	\$4,242
Data Project Manager	\$70,700	1	\$70,700	\$49,490	\$21,210
Grant Manager - Manpower, assist and oversee alignment work	\$70,700	0.3	\$21,210	\$14,847	\$6,363
Grant Manager - Manpower, Develop Community-Based Center Plan	\$70,700	0.2	\$14,140	\$9,898	\$4,242
Communications Project Manager	\$70,700	0.5	\$35,350	\$24,745	\$10,605
Communications Project Manager	\$70,700	0.25	\$17,675	\$12,373	\$5,303
Feasibility Study - Financing	\$60,000	1	\$60,000	\$42,000	\$18,000

Description	Unit Cost	Units	Total Cost	Federal Share (PDG Funding)	Non-Federal Share (Match)
Develop Consumer Website	\$200,000	1	\$200,000	\$140,000	\$60,000
Align Standards (learning, program, workforce)	\$120,000	1	\$120,000	\$84,000	\$36,000
Total			\$724,425	\$507,098	\$217,328

Other

“Other” costs include the cost of items related to our communication efforts. These costs may include the cost of print materials (aligned standards documents, reports, letterhead, templates), branding materials (logo, tagline), marketing materials (website, social media, banners, etc.), advertising materials (brochures, fact sheets, infographics, Public Service Announcements, etc.).

Costs: **\$50,000**

Description	Unit Cost	Units	Total Cost	Federal Share (PDG Funding)	Non-Federal Share (Match)
Communication Project Costs	\$50,000	1	\$50,000	\$35,000	\$15,000
Total			\$50,000	\$35,000	\$15,000

Indirect

Indirect costs reflect 18.9% for Manpower contracts, the first \$25,000 of each contract over \$25,000 and travel and supply costs. The indirect cost is based on Nevada’s existing indirect cost agreement with USDOE. A new official letter is pending from USDOE.

Cost Category	Total Cost (PDG and Match)	Federal Share (PDG Funding)	Non-Federal Share (Match)
Indirect - Travel	\$3,770	\$2,639	\$1,131
Indirect - Supplies	\$510	\$357	\$153
Indirect - Other	\$9,450	\$6,615	\$2,835
Indirect - Contractual	\$18,900	\$13,230	\$5,670
Indirect - Manpower	\$10,022	\$7,015	\$3,007
Indirect - Manpower	\$13,362	\$9,354	\$4,009
Indirect - Manpower	\$13,362	\$9,354	\$4,009
Indirect Line Item Total	\$69,377	\$48,564	\$20,813

Cost: **\$69,377**

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