

## Introduction

### Nevada Ready B-3<sup>rd</sup> grade Partnership Application

#### Vision:

"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."

#### Mission:

The Nevada B-3 initiative aims to enhance the trajectories of all children, especially those who have experienced adversity, by creating and aligning an infrastructure that builds the strongest educational foundation possible from birth through 3<sup>rd</sup> grade across all initiatives. This plan supports implementation of developmentally appropriate practices for all teachers and administrators across this continuum connecting policy and practice.

#### Background:

B-3 (or P-3 as also referred to nationally) is an intentional, integrated way of changing education for young children. P-3 refers to the continuum of learning that spans the traditional boundaries of pre-school (learning-based programs children experience before they enter school) and the early elementary grades (K-3). Alignment focuses across the age span and within grades (horizontal and vertical alignment). There is reciprocity in sharing knowledge, where both sides (birth/pre-school and K-3) are engaged and learning from the other. By "pushing up" Pre-K strengths that serve children well in K-3 and "pushing down" K-3 strengths that serve children well in preschool, each grade level is strengthened. Alignment is focused within each age group and across grade levels across the P-3 continuum.

Within this B-3<sup>rd</sup> continuum we have two different systems or galaxies (0-5 and K-3) that sometimes have philosophies that contradict each other. Through alignment and intentional implementation strategies, this initiative will help unite these systems while directly supporting the Governor's Nevada Ready! 3.0 Statewide Plan that all Nevada's children will read by 3<sup>rd</sup> grade. This initiative and its plan is also aligned with the Nevada Early Childhood Advisory Council (ECAC) strategic plan, the Nevada Literacy State Literacy Plan (NSLP), and the Nevada Department of Education (NDE) New Nevada ESSA Plan.

The Nevada B-3 Statewide Committee and Steering Committee have adopted the *Framework for Planning, Implementing, and Evaluating PreK-3<sup>rd</sup> Grade Approaches* (Kauerz and Coffman, 2013) to guide the development of Nevada's B-3 Implementation Plan. This plan will include key implementation strategies identified for Nevada in each of the 8 areas (or buckets) within the

framework. These include: 1) Cross Sector Work; 2) Administrator Effectiveness; 3) Teacher Effectiveness; 4) Instructional Tools; 5) Learning Environment; 6) Data-Driven Improvement; 7) Family Engagement; and 8) Continuity and Pathways. Based on previous B-3 work in the state, the Nevada B-3 Statewide Committee identified: 1) Cross Sector Work, and 2) Continuity and Pathways as the first two areas of focus.

State level goals and strategies will be identified in each of these areas that will guide the three phases of this project: 1) Planning; 2) Pilot-development and implementation of 2-3 pilot sites across the state, and 3) Professional Development: create a statewide professional development series for this work. The plan will serve as a guide that districts, programs, and organizations may use to work towards their own B-3 implementation at the local level.

### **Expectations of Applicants:**

- Interested applicants will complete a **Letter of Intent** 4-14-17 and participate in a technical assistance workshop on date before completing the attached full application.
- After participating in the technical assistance workshop, school applicant teams and their birth- 5 partners will complete the full application and submit to the Nevada B-3 Statewide Committee by April 30.
- The application is designed to be a guiding document for your proposed pilot site. Please complete in as much detail as possible. Our goal is to choose pilot sites that are eager to engage in this work as partners with the state and have the capacity to use provided support to do so.
- District and board level support for the pilot is essential to insure the sustainability of your efforts after the pilot period. A letter of broad support and commitment to incorporate and embrace the processes/strategies of the pilot into district-level policies and practices is required.
- The state level priorities for *cross-sector involvement* and *continuity and pathways* must be addressed at the local level through the pilot projects: (e.g., developing a district level team comprised of both community and school-based B-3 leaders and teachers to guide the process).
- One of the intents of this pilot work is for pilot sites to integrate the various grants and initiatives they are engaged in that are targeted toward any/all children from birth to third grade.
- Pilot sites will utilize existing resources and expertise to either reconfigure or design new strategies inclusive of children and their families from birth through third grade and meet the goals of the Nevada Ready B-3 project.

## What you can Expect from Us:

- Pilot sites will not receive funding. They will receive training and technical assistance from the B-3 technical assistance team comprised of in-state (Turning Point, Inc.) and out-of-state partners, (FirstSchool, EduSnap, and the P-3 Center, University of Washington).
- It is our intention to select one pilot project from a rural community and one pilot project from each urban community (Washoe and Clark counties) to participate.
- FirstSchool will provide training to pilot site staff, as well as additional support and professional development for pilot site leads. Dates for this work will be determined after sites are selected.
- Snapshot, Inc. will train 12 trainees in Nevada on the EduSnap software. The EduSnap is a 25 item time sampling observation instrument that describes children's experiences throughout the school day within activity settings (e.g., whole group, small group, transitions), learning content (e.g., reading, science, math), and teaching approaches (e.g., didactic, scaffolded instruction). The EduSnap is collected during naturalistic observation of classrooms throughout an entire school day in each PreK-3<sup>rd</sup> grade classroom in the pilot.
- At least one or two pilot site leads should attend EduSnap training. The training will aid greatly in developing capacity of site personnel to interpret the data, provide data feedback, and, if reliable, collect ongoing observational data at the request of pilot site teachers.
- Turning Point, Inc. will provide EduSnap data collectors who will observe classrooms in the fall of 2017 and 2018. Data feedback and support will be provided by Turning Point Inc. and its team partner organizations.
- Turning Point, Inc. and its team will provide ongoing support and technical assistance during the project to assist the pilot sites in achieving their goals.

## Letter of Intent to Apply for a Nevada Ready B-3 Pilot Site

Please Complete the following information and submit via email to: Deborah Loesch-Griffin, Project Director at [trnpt@aol.com](mailto:trnpt@aol.com) and Rachel Breithaupt, Project Manager at [Rachel.turningpoint@gmail.com](mailto:Rachel.turningpoint@gmail.com) By: 4/14/17

**Name of Community/School District:**

**Address:**

**Contact Person:**

Name:

Title/Role:

Phone:

Email:

**Elementary School Name(s):**

**Address:**

**Contact Person:**

Name:

Title/Role:

Phone:

Email:

**Name of Partner Program(s):**

**Type of Program (Early Head Start, community childcare provider, Head Start, etc.):**

**Address:**

**Contact Person:**

Name:

Title/Role:

Phone:

Email:

**Program description:**

Provide a 1-2page overview of your experience with the Birth- 3<sup>rd</sup> Grade approach and why you want to implement this approach at your school site. Identify who will be the site lead(s) who will be liaisons with the Nevada B-3 Project Team. Describe the birth- prek partners you have contacted to participate in this project with your school. Describe the school site and school district level support that will be provided for professional development release time and observation.

**Attend regional technical assistance workshop: Dates, locations TBA**

We encourage school site administrators, identified project lead(s), district level administrators and representatives from birth-Pre-k partners to attend the workshop, so

that all participants in the Pilot Site will understand the benefits and requirements of the Nevada B-3<sup>rd</sup> grade project.

**NV Ready B-3<sup>rd</sup> grade Partnership**  
**Application to Be a Pilot Site**  
**(to be submitted after attending the technical assistance workshop)**

**Proposed B-3<sup>rd</sup> grade School Community including Partners:**

**Name of Community/School District:**

**Address:**

**Contact Person:**

Name:

Title/Role:

Phone:

Email:

**Elementary School Name(s):**

**Address:**

**Contact Person:**

Name:

Title/Role:

Phone:

Email:

**Name of Partner Program(s):**

**Type of Program (Early Head Start, community childcare provider, Head Start, etc.):**

**Address:**

**Contact Person:**

Name:

Title/Role:

Phone:

Email:

**I. BACKGROUND INFORMATION**

**For each elementary school proposed as partnering in this pilot, please include the following information.**

**Elementary School Information:**

1. Total School Enrollment (all grades):
2. Grades included:
3. Number of classrooms for each grade level:

Grade Level	Number of Classrooms
Pre-K	
Kindergarten	
First Grade	
Second Grade	
Third Grade	
Fourth Grade	
Fifth Grade	
Sixth Grade	
Other (please note type of classroom)	

4. What is the pre-K program's funding source?  
 How is pre-K enrollment secured?  
 What percentage of pre-K students enroll in your school for Kindergarten?
5. Demographics of your entire student population:

	Number	%
Free and reduced lunch		
Native American		
African American		
Latino		
White		
Dual language learners		
Other minority populations		

6. Demographics of your current school staff:

	#Professional Staff	#Paraprofessional Staff
Native American		
African American		
Latino		
White		
Dual language learners		
Other minority populations		

7. What are your sub-group scores on last year's 3<sup>rd</sup> grade Smarter Balanced assessments?

	Literacy	Writing	Math
Native American			
African American			
Latino			
Free & Reduced Lunch			
Dual language learners			

8. What other data do you collect on student progress and well-being?  
Do you collect these data on students in all grade levels?

9. Which achievement gap(s) are you most invested in focusing on? What challenges have you encountered in your efforts to close achievement gaps?

10. What are the major goals and timeline for your School Improvement Plan? *(please attach)*

11. What resources/programs do you have to meet the needs of children who are struggling to achieve?

a. What evidence do you have of the success of those efforts?

12. What has been the focus of professional development over the past two years?



13. How much common time is available for planning each week?

Type of Planning Time	Frequency	#Minutes
Individual teacher		
Horizontal teams (within grade level)		
Vertical teams (across grade levels)		
Inter-disciplinary teams		
Full staff		

a. How do you organize your planning time (e.g., delayed openings, use of specials?)

### Partner Program Description

1. **Name of Partner Program(s):**

2. **Partner Program funding source:**

3. Total Enrollment (all age levels):

4. Number of children served who are receiving childcare subsidy dollars:

5. Hours of Operation:

a. Year-Round? (*circle one*) YES NO

6. Configuration of your program:

Groupings	#Classes	#Children	#Staff
Infant			
Toddler			
PreK			
After School			

7. Demographics of the population of children you serve.

	Number	%
Children under 200% federal poverty level		
Native American		
African American		
Latino		
White		
Dual language learners		
Other minority populations		

8. Demographics of your current school staff:

	#Professionals	#Aides & Other Staff
Native American		
African American		
Latino		
White		
Dual language learners		
Other minority populations		

9. Program Quality:

1. Are you NAEYC accredited?

2. Are you participating in the NV Quality Rating and Improvement System (Silver State Stars)? *(circle one)* YES NO

If YES, how many STARS do you have?

10. How many children from your prekindergarten program last year attend this partner elementary school this year?

11. What data do you collect on student progress and well-being?

12. What resources/programs do you have to meet the needs of the most vulnerable children?

a. What evidence do you have of the success of those efforts?

13. What has been the focus of professional development over the past two years?

14. How much time is available for planning each week?

Type of Planning Time	Frequency	#Minutes
Individual teacher		
Horizontal teams (within groups)		
Vertical teams (across age levels)		
Full staff		

a. How do you organize planning time? (nap times, staggered staff meetings, etc.)

## II. FOUNDATIONAL WORK

1. Have you engaged in any Birth – grade 3, birth through age 5, or pre-K through 3<sup>rd</sup> grade efforts with external partners (including state agencies, universities, national organizations, etc.)?

(circle one) YES NO

If YES, please describe those efforts and outcomes.

2. Describe your efforts to coordinate the work of early childhood programs and elementary schools in your community.

3. Within your school/center, do you engage in collaborative reflection on your practice (Professional Learning Communities, Self-Study, Communities of Practice)? (circle one) YES NO

If YES, please describe.

ACROSS the school and partner programs, do you engage in collaborative reflection....

4. Please describe your past and current experiences with coaching, mentoring, and modeling.
5. **Current Commitments**
  - a. What initiatives are you currently engaged in (e.g., specific curriculum adoptions, classroom management systems, state initiatives)?
  - b. Are members of your proposed B-grade 3 team currently committed to other long-term professional development? If so, please describe.

### III. WHY YOUR SCHOOL COMMUNITY SHOULD BE SELECTED

As a pilot site, you will designate representatives to serve as pilot community leaders. Your pilot community leaders will participate in periodic professional development alongside state and regional representatives (liaisons). Nevada Ready B3 professional development will guide the participants to be able to lead a school change process grounded in collaborative inquiry and a growth mindset. Regional liaisons and pilot community leaders will learn how to use data that support school and classroom efforts to improve the school/community experience of children in B-3<sup>rd</sup> grade.

1. **Describe the structures that are in place that will allow educators in your community to work together to acquire new knowledge and skills (common planning time, common professional workdays across programs and partners, etc.).**
2. Proposed pilot community leaders (minimum of two, maximum of four):
  1. Name and role:
  2. Name and role:
  3. Name and role:
  4. Name and role:

#### **Attach to your application:**

A personal statement of interest for each proposed pilot community leader. These are the individuals who will receive professional development and be responsible for

imparting new knowledge and skills in their community. The statement of interest should be specific about how the proposed leader is poised to function in this role.

### 3. *Proposed Team Members:*

It is recommended that each Team include:

- From the school district:
  - Superintendent of Schools and/or Area Superintendent
  - Elementary School Principal(s)
  - Assistant superintendent for curriculum
  - Prekindergarten teacher
  - Kindergarten teacher
  - 1<sup>st</sup> grade teacher
  - 2<sup>nd</sup> grade teacher
  - 3<sup>rd</sup> grade teacher
- From the Community Early Childhood Program(s)
  - Director/Owner
  - Teacher(s)
  - Curriculum/Professional Development Specialist

### 4. *As a team, write two paragraphs, each one starting with the statements below:*

- a. "Here's the change we'd like to see in our community in the next 2 years:"
- b. "We should be selected as a pilot site because we have the capacity to sustain our B-3 efforts and promote change in Nevada."
- c. "We believe that our work can contribute to larger improvements in regional and state policy because...."

### **Submit Completed Applications to:**

*If you have any questions about the project or application, please email*

**Deadline:** May 15, 2017