

# NEVADA EARLY CHILDHOOD ADVISORY COUNCIL STRATEGIC PLAN PROCESS AND INPUT

---

November 2017



Nevada Early Childhood  
Advisory Council

**Objective:** Create an ambitious, actionable, achievable plan to transform support for young children and their families

---

## 1. Gather knowledge

- Key issues and themes
- Significant opportunities

## 2. Establish focus

- Early learning, family support, health, advocacy

## 3. Plan

- Goals, strategies, tactics

## 4. Reach agreement as full Council

# Interviewees

- Kathlene Banak
- Brett Barley
- Sherry Bingham
- Aisha Bowen
- Latisha Brown
- Melissa Burnham
- Lisa Calder
- Brianna Cambra
- Margot Chappel
- John Cregg
- Travis Crowder
- Nancy Cummings Schmidt
- Evelyn Dryer
- Kacey Edgington
- Rutu Ezhuthachan
- Linda Fitzgibbons
- Amanda Haboush-Deloye
- Diane Hardy
- Dolores Hauck
- Julie Hitchcock
- Terri Janison
- Cindy Johnson
- Teresa Johnson
- Cheryl Joyce
- Stacey Joyner
- Susan Keema
- Robin Kincaid
- Edie King
- Laura Landis
- Janice Lee
- Laura Malkovich
- Mike Maxwell
- Lynette McFarlan
- Shelly Nye
- Kayelynn Ogden
- Patti Oya
- Deserea Quintana
- Kimberly Regan
- Jeff Scott
- Chelsea Sliter
- Tina Springmeyer
- Therese Synder
- Denise Tanata
- Angela Triche
- Sherry Waugh
- Mike Wurm
- Jack Zenteno

# Why Now?

---

- Increased focus on Nevada's academic performance
- Governor's Read By Three Literacy Plan
- Northern Nevada and Clark County Campaigns For Grade-Level Reading
- Accelerating Economic Development and Competition
- Significant Progress on 2014-2017 ECAC Strategic Plan

# Key Drivers

---

- Set goals
- Design and implement strategies
  - Lead role in execution, doing what they do best
  - Collaboration via working groups
  - Report
  - Mobilize resources
  - Key advocates

# Key Issues and Themes

---

- NV has excellent resources for young children and families, but is not meeting the scale of need.
- Children are entering kindergarten at a disadvantage due to lack of access to early learning and health support.
- Many front-line early childhood providers are not receiving quality improvement support, either by choice or circumstance.
- Investment in ECE is inadequate and overly dependent on federal and state support.
- B-3 educational alignment is essential.

## Targeted Opportunities for Progress: Early Learning System Building

---

1. Define and pursue path to Universal State Supported High Quality Pre-K
2. Unify and strengthen the ECE workforce
  - Enroll all pre-K and K-3 teachers and assisting adults in The Nevada Registry; Align training hours, CEUs and college credit
  - Ensure providers of all types receive high-quality training
  - Expand investment in TEACH and wages
3. Strengthen alignment, communications, and handoffs from pre-k through grade three
4. Provide licensing and oversight based on best practices

## Targeted Opportunities for Progress: Family Support

---

1. Create strong, consistent guidance
  - Knowledge and tools
  - Empowerment to use available programs, resources, community support systems, especially in rural areas
2. Expand community learning options for families
  - Family literacy, library, OST (e.g., Boys and Girls Clubs)
3. Make family partnership a statewide educational norm
  - Embed family partnership into early childhood professional training
  - Create unified early childhood focus for key family-serving agencies
4. Expand home visiting
  - Supporting health, parenting, access to services, school absenteeism



# Targeted Opportunities for Progress: Child Health Support

---

1. Assist utilization of existing programs
  - Promote family awareness and facilitate enrollment
  - 211, Medical Home portal
2. Create alignment between health and education-related assessment
  - ASQ-Brigance
3. Expand access to child health support
  - Community health worker training
  - Strategies to increase obstetrician and pediatric workforce
4. Engage health system in early learning support
  - Introduction and expansion of Reach Out and Read

# Targeted Opportunities for Progress: Advocacy and Resource Development

---

1. Create clear vision of success
  - Optimal system of support
  - Benefits for children, families and the economy
  - Consistent, powerful messaging
2. Engage and educate school Superintendents, county and municipal leaders in birth to 3<sup>rd</sup> grade importance and initiatives
  - Specific calls to action
3. Augment federal and state funding with county, municipal and private funding
  - To meet local needs, increase access and quality

# Key support functions

---

- Backbone support
  - Agenda setting
  - Organizing
  - Convening/Facilitating
  - Reporting
- Monitoring
- Collaborative advocacy
- Resource Mobilization

# Today's Work

---

## 1. Determine goals

- SMART – Specific, Measurable, Acceptable, Realistic and Time-Limited

## 2. Establish focus on highest impact strategies and benchmarks of progress

# Next Steps

---

- Develop strategies to achieve progress via ECAC subcommittees (November through January)
- Approval by ECAC (early February)
- Approval by state or federal partners
- Promote plan!