

# Nevada ECAC Subgroup Action Plan • Early Learning

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**Goal:** Strengthen the complex system of early learning to provide every child and family with high quality early childhood education and development.

## Objective 1

*Describe Early Childhood Education (ECE) in terms of Workforce Development and Economic Development for federal, state and county policy makers.*

**Benchmark:** *As a result of implementing the strategies and actions for this objective, what is the intermediate result you expect to see in 1-3 years?*

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| <b>S1</b> | <i>Recruit corporate, economic development, workforce development, military, and tribal leaders, to join leaders at the ECAC table.</i>   |                   |                            |                         |                    |
|           | <b>Action</b>   | <b>Time-Frame</b> | <b>Resources Available</b> | <b>Resources Needed</b> | <b>Responsible</b> |
| 1         | Develop a presentation that can be delivered by any member of the ECAC, or trusted partners, on the economic importance of high quality, accessible ECEEE and the ECAC Strategic Plan |                   |                            |                         |                    |
| 2         | Meet with and present ECAC plan to economic development leaders in Reno and Las Vegas to educate and enlist their support to meet workforce and employee needs                        |                   |                            |                         |                    |
| 3         | Meet with and present ECAC plan to Chambers of Commerce leaders in southern and northern Nevada to educate and enlist their support to meet workforce and employee needs              |                   |                            |                         |                    |
| 4         |   |                   |                            |                         |                    |

|   | Action | Time-Frame | Resources Available | Resources Needed | Responsible |
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| S2 Identify and engage corporate champions who require high-skill workforce and young families. |  |            |                     |                  |             |
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|   | Action   | Time-Frame | Resources Available | Resources Needed | Responsible |
| 1   | Identify 10 to 15 CEOs and business leaders who are willing to become “champions” for ECEEE and recruit them to add their voices to those of educators and parents to encourage private and public investment  |            |                     |                  |             |
| 2   | Meet with the new CEOs and concerned board members of the United Ways in southern and northern Nevada on the economic importance of high quality, accessible ECEEE and the ECAC Strategic Plan, and to recruit private sector champions  |            |                     |                  |             |
| 3   |  |            |                     |                  |             |
| 4   | <p>Corporate: Chambers of Commerce very supportive of this work, rally their support (north and south)</p> <p>Economic Dev entities: cultivate state and regional interests and support to further this work.</p> <p>Team discussed combining strategies in this objective.</p> <p>Strategies:</p> <ol style="list-style-type: none"> <li>1) <b>Cultivate state, regional and local interest and support by developing Partnerships, Relationships and Financial Support from related entities (S1-4)</b> <ol style="list-style-type: none"> <li>a) Action step for (S1-4): Promotional reports and materials: S5- Update economic report- identify ROI and savings for the state (S5 go into S2)</li> <li>b) Action: Increase funding for state-supported PreK through these partners</li> <li>c) Identify relationships with potential champions for state and local support such as the Mines, Patagonia, Tesla, Amazon, Tribal entities, etc.</li> </ol> </li> </ol> |            |                     |                  |             |

|   | Action  | Time-Frame | Resources Available | Resources Needed | Responsible |
|---|---|------------|---------------------|------------------|-------------|
|   | <p><b>2) Identify resources to support state and local ECACs (S6-7)</b><br/>           Action Steps: Include in PDG 0-5; Identify state to local relationships and Re-engage local ECACs and provide clear vision and direction for their work; Sustainability and collaboration strategies for engagement; Identify foundation support for local ECACs; Seek local foundation and corporate funding to provide \$30,000 per year county for form and convene its own ECAC.</p> |            |                     |                  |             |
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**S3** *Collaborate on state and federal advocacy for ECE to be jointly supported by corporate economic development education, labor, military, tribal, and workforce development.*

|   | Action  | Time-Frame | Resources Available | Resources Needed | Responsible |
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| 1 | Meet with the state leadership of the Governor’s Workforce Development Board to describe the ECEEE workforce, its economic importance to Nevada, and the importance of supporting the ECAC plan to improve the quality and stability of the estimated 15,000 child care and early elementary teachers and adults working in this sector |            |                     |                  |             |
| 2 | Convene a meeting with the Children’s Advocacy Alliance, Nevada Association for the Education of Young Children, the Children’s Cabinet and other allies to discuss enlisting the private sector in this effort   |            |                     |                  |             |
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**S4** *Seek local investment in ECE to meet rural, tribal, municipal and county ECE provider and workforce needs.*

|   | Action | Time-Frame | Resources Available | Resources Needed | Responsible |
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**S5** *Update and recreate the Economic Impact of Early Care and Education in Nevada report.*

|   | Action   | Time-Frame | Resources Available | Resources Needed | Responsible |
|---|--|------------|---------------------|------------------|-------------|
| 1 | Contact The Children’s Cabinet, Children’s Advocacy Alliance, and Southern Nevada Forum for assistance |            |                     |                  |             |
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**S6** *Identify resources to support state and local ECACs.*

|   | Action  | Time-Frame | Resources Available | Resources Needed | Responsible |
|---|---|------------|---------------------|------------------|-------------|
| 1 | Develop a strategy with the Children’s Advocacy Alliance to increase funding for state-supported pre-k slots in school-based and community-based child care centers |            |                     |                  |             |
| 2 | Identify foundation support for local ECACs   |            |                     |                  |             |
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**S7** *Identify resources to support state and local ECACs.*

|   | Action  | Time-Frame | Resources Available | Resources Needed | Responsible |
|---|---|------------|---------------------|------------------|-------------|
| 1 | Seek local foundation and corporate funding to provide \$30,000 per year for each county to form and convene its own Early Childhood Advisory Council |            |                     |                  |             |
| 2 |   |            |                     |                  |             |
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## Objective 2

*Revise and align child, program and workforce standards for all programs and personnel in the B-3 field.*

**Benchmark:** *As a result of implementing the strategies and actions for this objective, what is the intermediate result you expect to see in 1-3 years?*

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### Child Standards

| S1 | <i>Revise and adopt comprehensive evidence-based learning and development standards for children birth through third grade (0-3 early learning guidelines, pre-K standards, K-3 Nevada Academic Content Standards, and social emotional competencies).</i>  |             |                       |                                      |             |
|----|---|-------------|-----------------------|--------------------------------------|-------------|
|    | Action  | Time-Frame  | Resources Available   | Resources Needed                     | Responsible |
| 1  | Revise PreK Standards to align with K-12 NACS and SEL standards, and Brigance screener  | Spring 2019 |                       | \$5000                               |             |
| 2  |   |             | PreK Standards Office |                                      |             |
| 3  | Review state's that have Birth-3 <sup>rd</sup> Grade Standards and/or select/adopt state model. (WA)<br>ACTION Steps: NDE Standards Office, OELD, PreK Standards, O-3, parent, teachers (10)<br>Action: Include revise I/T early learning guidelines.<br>Action: Adopt from another leading state for NV and align to K-3 standards<br>Action: Convene group to review and identify graphic designer to complete work | Spring 2019 |                       | \$15,000<br>(travel, graphic design) |             |
| 4  |   |             |                       |                                      |             |

|   | Action | Time-Frame | Resources Available | Resources Needed | Responsible |
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### Program Standards

**S2** *Explore implementation guidelines to support teachers and administrators in both ECE and early elementary settings to put the B-3 framework into practice.*

|   | Action  | Time-Frame | Resources Available | Resources Needed | Responsible |
|---|---|------------|---------------------|------------------|-------------|
|   | Identify what our program standards are across the continuum in order to better support: 0-3, PreK, K-3   |            |                     |                  |             |
| 1 | Review and adopt Birth-3rd Implementation Guidelines across domains. Create supplemental documents: 0-3, PreK-K, 1-3  |            |                     |                  |             |
| 2 | Review B-3 pilots and policy and professional leadership workgroups recommendations   |            |                     |                  |             |
| 3 | Communication strategy: Connect B-3 and Rb3 work with champions identified in Objective 1   |            |                     |                  |             |
| 4 | Addressing 4 and 7 year olds entering kindergarten: --Transitional Kindergarten; Retention in PreK and K UNIVERSAL PreK and DAP Kindergarten, 1-3                             |            |                     |                  |             |
| 5 | ACTION: Kindergarten class size requirements, unfunded<br>ACTION: state grants align with B-3 framework (State PreK, Rb3, all competitive funding)—B-3 policy work<br>ACTION: |            |                     |                  |             |
| 6 | CLASS implementation for K-3, 0-5<br>Learning strategists and coaches—Strengthen Rb3 training, base feedback on reliable tools<br>ACTION: Increase coaching support, NEPF-SLO |            |                     |                  |             |

**S3** *Establish expectations to support child care/pre-K to Kindergarten transitions (e.g., Countdown to Kindergarten in Boston, MA).*

|   | Action  | Time-Frame | Resources Available | Resources Needed | Responsible |
|---|---|------------|---------------------|------------------|-------------|
| 1 | Form an Early Learning Subcommittee task force of child care, pre-k, and early elementary leaders to develop a shared approach and standards for “handoffs” from pre-k to kindergarten that can be implemented by all pre-k providers (see: Countdown To Kindergarten, Boston). |            |                     |                  |             |

|   | Action   | Time-Frame | Resources Available | Resources Needed | Responsible |
|---|--|------------|---------------------|------------------|-------------|
| 2 | Provide statewide training on Ready for K- TOT training<br>Reno, Las Vegas, Elko | Fall 2018  |                     |                  |             |
| 3 | Parent Perspective Training (TOT)<br>Reno, Las Vegas, Elko                       | Fall 2018  |                     |                  |             |
| 4 |  |            |                     |                  |             |
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**S4** *Engage more closely with for-profit center-based companies to expand access to fee-for-service and subsidized childcare.*

|   | Action | Time-Frame | Resources Available | Resources Needed | Responsible |
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**S5** *Explore marketing strategies to promote Silver State Stars to parents through employers, health systems, United Ways, and community-based providers.*

|   | Action  | Time-Frame | Resources Available | Resources Needed | Responsible |
|---|---|------------|---------------------|------------------|-------------|
| 1 | Add QRIS to Parent Perspective Training   |            |                     |                  |             |
| 2 | QRIS connect with districtwide events   |            |                     |                  |             |
| 3 |   |            |                     |                  |             |
| 4 | Combine S5 and S6 and S7 and S8:<br>ACTION: Providing Parent Perspective Training and QRIS<br>ACTION: Promoting QRIS in community and district based classrooms |            |                     |                  |             |
| 5 | S7: OST   |            |                     |                  |             |
| 6 |   |            |                     |                  |             |
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**S6** *Encourage QRIS participation by creating new marketing strategies aimed at eligible early childhood programs.*

|   | Action   | Time-Frame | Resources Available | Resources Needed | Responsible |
|---|--|------------|---------------------|------------------|-------------|
| 1 | Form a task force in 2018 of private, state-supported, employer-sponsored and education professionals to explore marketing options to promote QRIS to child care and pre-k administrators who are reluctant to participate, and to remove confusion created by the child care licensing grading system and the Silver State Stars ratings. |            |                     |                  |             |
| 2 | Cindy and QRIS stakeholders  |            |                     |                  |             |
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| S7 Explore appropriate OST program standards and requirements. |                             |            |                     |                  |             |
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|  | Action                      | Time-Frame | Resources Available | Resources Needed | Responsible |
| 1  | Cindy and QRIS stakeholders |            |                     |                  |             |
| 2  |                             |            |                     |                  |             |
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| S8 Create common messaging for both parents and providers to provide clarity of the relationship between the new licensing grading system and the QRIS program. |                             |            |                     |                  |             |
|---|-----------------------------|------------|---------------------|------------------|-------------|
|   | Action                      | Time-Frame | Resources Available | Resources Needed | Responsible |
| 1   | Cindy and QRIS stakeholders |            |                     |                  |             |
| 2   |                             |            |                     |                  |             |
| 3   |                             |            |                     |                  |             |
| 4   |                             |            |                     |                  |             |
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**Workforce Standards**



|           |  |                   |                            |                         |   |
|-----------|--|-------------------|----------------------------|-------------------------|---|
| <b>S9</b> | <i>Conduct a review to establish state-of-the-art, aligned licensure and credential standards for community and school-based professionals that are responsible for the care and education of children ages birth through age eight.</i> |                   |                            |                         |   |
|           | <b>Action</b>  | <b>Time-Frame</b> | <b>Resources Available</b> | <b>Resources Needed</b> | <b>Responsible</b>                              |
| 1         | Develop B-3 Leadership Certificate   |                   |                            |                         | B-3 Leadership Team under guidance of KK and SR |
| 2         |  |                   |                            |                         |   |
| 3         |  |                   |                            |                         |   |
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| <b>S10</b> | <i>Use research to establish reasonable requirements for teachers across licensed (center and home provider), OST, and FFN settings.</i>   |                   |                            |                         |                    |
|            | <b>Action</b>  | <b>Time-Frame</b> | <b>Resources Available</b> | <b>Resources Needed</b> | <b>Responsible</b> |
| 1          | Develop recommendations in 2020 for a strategy and necessary budget to assist child care workers in pursuing a Child Development Associate certificate after they complete initial training, in all settings |                   |                            |                         |                    |
| 2          |  |                   |                            |                         |                    |
| 3          |  |                   |                            |                         |                    |
| 4          |  |                   |                            |                         |                    |
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| <b>S11</b> | <i>Form task force to align CEUs, training hours, and/or college credit to provide access to all early childhood and early elementary teachers and other adults in supporting roles.</i>  |                   |                            |                         |                    |
|            | <b>Action</b>   | <b>Time-Frame</b> | <b>Resources Available</b> | <b>Resources Needed</b> | <b>Responsible</b> |
| 1          | Form a task force in 2019 led by The Nevada Registry leadership to determine how ECEEE (Early Childhood and Early Elementary Education) training programs can be assessed for CEUs, training hours and college credits in a timely manner to increase access to training offered in child care, pre-k and early elementary settings |                   |                            |                         |                    |

|   | Action   | Time-Frame | Resources Available | Resources Needed | Responsible |
|---|--|------------|---------------------|------------------|-------------|
| 2 | Convene a meeting of the Early Learning Subcommittee in 2018 focused on broad recommendations related to child care program and workforce standards to elevate home-based programs to be more in line with center-based, state supported, and school-based child care centers. |            |                     |                  |             |
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### Objective 3

*Unify the early childhood and early elementary workforce from birth through third grade.*

**Benchmark:** *As a result of implementing the strategies and actions for this objective, what is the intermediate result you expect to see in 1-3 years?*

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| S1 Determine the steps and resources necessary to create a comprehensive workforce data set of all early childhood educators in The Nevada Registry and the early elementary workforce and to align professional development opportunities |   |            |                     |                  |             |
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|  | Action  | Time-Frame | Resources Available | Resources Needed | Responsible |
| 1  | Focus an Early Learning Subcommittee meeting in 2018 on this topic to review the size and economic importance of the B-3 or ECEEE workforce, barriers, strategies, and the role of The Nevada Registry as a hub for executing this strategy |            |                     |                  |             |
| 2  | Consider revising all materials to reflect the suggested “Early Childhood and Early Elementary Education” or “ECEEE” as a way to brand the B-3 workforce as a unifying principle  |            |                     |                  |             |
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|   | Action | Time-Frame | Resources Available | Resources Needed | Responsible |
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**S2** *Assess requirements for early childhood and early elementary professional development opportunities for CEUs, Training Hours and College Credits to create opportunities for shared learning and knowledge about how children learn and grow.*

|   | Action   | Time-Frame | Resources Available | Resources Needed | Responsible |
|---|--|------------|---------------------|------------------|-------------|
| 1 | Establish a task force in 2018 of child care, pre-k and early elementary educators and administrators to develop recommendations on aligning quality training and professional development that is sequential, valued and recognized for CEU, training hours and college credits |            |                     |                  |             |
| 2 | B-3 State Leadership Team will develop a “scope and sequence for B-3 Leadership Certificate”   | Sept-May   | PDG-B-3             |                  |             |
| 3 | State B-3 Summit at conclusion of PDG B-3 contract   | May-June   |                     |                  |             |
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**S3** *Utilize a tiered reimbursement system to reward early childhood and early elementary educators for continued professional learning on their career pathway.*

|   | Action  | Time-Frame | Resources Available | Resources Needed | Responsible |
|---|---|------------|---------------------|------------------|-------------|
| 1 | Develop strategies in 2019 to engage k-3 teachers, elementary school principals, and superintendents in conversation about the idea of unifying the workforce to achieve higher standards |            |                     |                  |             |
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**S4** *Promote the on-line early childhood education opportunities offered by Nevada’s community colleges and universities to support the workforce in rural areas and those working during traditional class hours.*

|   | Action | Time-Frame | Resources Available | Resources Needed | Responsible |
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| 1 |        |            |                     |                  |             |
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**S5** *Focus B-3 training investments in geographic and demographic areas of greatest need.*

|   | Action   | Time-Frame                | Resources Available | Resources Needed | Responsible |
|---|--|---------------------------|---------------------|------------------|-------------|
| 1 | Include Funding for local ECACs in second round of PDG-B-5 grant application | Sept-Oct applications due |                     |                  |             |
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**S6** *Identify incentives and opportunities for pre-K teachers and administrators to implement the B-3 framework.*

|   | Action  | Time-Frame | Resources Available | Resources Needed | Responsible |
|---|---|------------|---------------------|------------------|-------------|
| 1 | Convene a meeting in 2019 of NV Department of Education officials that span the ECEEE years or B-3 with selected Early Learning Subcommittee members to discuss this objective, recommendations of the subcommittee, and how it can contribute to better outcomes and greater investment in child care, pre-k and other elements of this plan |            |                     |                  |             |
| 2 | B-3 State Leadership Team policy committee is analyzing and developing guidance related to strategies and recommendations to include B-3 throughout existing state plans including Rb3/KEA, ESSA, SEAD, and NEPF.   |            |                     |                  |             |
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|   | Action | Time-Frame | Resources Available | Resources Needed | Responsible |
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| <b>S7</b> | <i>Encourage programs to offer and/or support Child Development Associate (CDA) credentialing for staff and explore CDA coursework and credentialing for CEUs and possibly college credits.</i> |            |                     |                  |             |
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|           | Action  | Time-Frame | Resources Available | Resources Needed | Responsible |
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#### Objective 4

**Review and align child care licensure and Part C IDEA program requirements and/or structures with other B-3 entities.**

**Benchmark:** *As a result of implementing the strategies and actions for this objective, what is the intermediate result you expect to see in 1-3 years?*

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| <b>S1</b> | <i>Explore the pros, cons, and steps needed to move IDEA Part C Office into the Nevada Office of Special Education along with Part B.</i>   |            |                     |                  |             |
|-----------|---|------------|---------------------|------------------|-------------|
|           | Action  | Time-Frame | Resources Available | Resources Needed | Responsible |
| 1         | Include this objective in an ECAC agenda in early 2019 for consideration of revisions or strategies in light of 2018 state election results and likely changes within the Department of Public Health and Department of Education |            |                     |                  |             |
| 2         | Set up meeting with NDE Director of Special Education to discuss pros and cons  |            |                     |                  |             |
| 3         |   |            |                     |                  |             |
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|   | Action | Time-Frame | Resources Available | Resources Needed | Responsible |
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**S2** *Explore licensure of unlicensed home provider (1-4 unrelated) to improve quality of training, early childhood development, and on-site inspections that also meet the needs and recognize the financial limitations of these providers.*

|   | Action | Time-Frame | Resources Available | Resources Needed | Responsible |
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**S3** *Explore the pros, cons, and steps needed to move Child Care Licensing to Nevada Department of Education.*

|   | Action   | Time-Frame | Resources Available | Resources Needed | Responsible |
|---|--|------------|---------------------|------------------|-------------|
| 1 | Include this strategy in an ECAC agenda in early 2019 for consideration of revisions or strategies in light of 2018 state election results and likely changes within the Department of Public Health and Department of Education |            |                     |                  |             |
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**S4** *Embark on long-term process to review and establish state-of-the-art program licensure standards built on model states or counties (e.g. Arizona, Georgia, and Florida).*

|   | Action  | Time-Frame | Resources Available | Resources Needed | Responsible |
|---|---|------------|---------------------|------------------|-------------|
| 1 | Convene an Early Learning Subcommittee meeting in 2018 focused on a review of National Association of Regulatory Administration trends in child care licensure to include a presentation on pace setting states such as |            |                     |                  |             |

|   | Action  | Time-Frame | Resources Available | Resources Needed | Responsible |
|---|---|------------|---------------------|------------------|-------------|
|   | Arizona, Maryland, Michigan and New Mexico for comparison with Nevada's approach and it might be strengthened |            |                     |                  |             |
| 2 |   |            |                     |                  |             |
| 3 |   |            |                     |                  |             |
| 4 |   |            |                     |                  |             |
| 5 |   |            |                     |                  |             |
| 6 |   |            |                     |                  |             |
| 7 |   |            |                     |                  |             |

**S5** *Remove disincentives and conflicting regulations from health, safety and workforce program license requirements.*

|   | Action   | Time-Frame | Resources Available | Resources Needed | Responsible |
|---|--|------------|---------------------|------------------|-------------|
| 1 | Establish a task force consisting of Early Learning subcommittee members and child care or educator licensure professionals from the NV Dept. of Public Health, NV Dept. of Education, Washoe County to review conflicting regulations and disincentives for child care administrators and make recommendations by January 1, 2019 |            |                     |                  |             |
| 2 |  |            |                     |                  |             |
| 3 |  |            |                     |                  |             |
| 4 |  |            |                     |                  |             |
| 5 |  |            |                     |                  |             |
| 6 |  |            |                     |                  |             |
| 7 |  |            |                     |                  |             |

**S6** *Establish common statewide licensing standards.*

|   | Action | Time-Frame | Resources Available | Resources Needed | Responsible |
|---|--------|------------|---------------------|------------------|-------------|
| 1 |        |            |                     |                  |             |
| 2 |        |            |                     |                  |             |
| 3 |        |            |                     |                  |             |
| 4 |        |            |                     |                  |             |
| 5 |        |            |                     |                  |             |
| 6 |        |            |                     |                  |             |
| 7 |        |            |                     |                  |             |

|           |  |                   |                            |                         |                    |
|-----------|--|-------------------|----------------------------|-------------------------|--------------------|
| <b>S7</b> | <i>Include early childhood programs operated by municipal or county Parks &amp; Recreation departments in unified licensure regulations.</i> |                   |                            |                         |                    |
|           | <b>Action</b>  | <b>Time-Frame</b> | <b>Resources Available</b> | <b>Resources Needed</b> | <b>Responsible</b> |
| 1         |  |                   |                            |                         |                    |
| 2         |  |                   |                            |                         |                    |
| 3         |  |                   |                            |                         |                    |
| 4         |  |                   |                            |                         |                    |
| 5         |  |                   |                            |                         |                    |
| 6         |  |                   |                            |                         |                    |
| 7         |  |                   |                            |                         |                    |

## Objective 5

**Advocate for greater investment in wage and incentive programs that reward increased education levels.**

**Benchmark:** As a result of implementing the strategies and actions for this objective, what is the intermediate result you expect to see in 1-3 years?

- 

|           |  |                   |                            |                         |                    |
|-----------|--|-------------------|----------------------------|-------------------------|--------------------|
| <b>S1</b> | <i>Map all B-3 workforce financing by funding source in comparison to the overall investment in the early childhood and early elementary system.</i> |                   |                            |                         |                    |
|           | <b>Action</b>  | <b>Time-Frame</b> | <b>Resources Available</b> | <b>Resources Needed</b> | <b>Responsible</b> |
| 1         |  |                   |                            |                         |                    |
| 2         |  |                   |                            |                         |                    |
| 3         |  |                   |                            |                         |                    |
| 4         |  |                   |                            |                         |                    |
| 5         |  |                   |                            |                         |                    |
| 6         |  |                   |                            |                         |                    |
| 7         |  |                   |                            |                         |                    |

|           |   |                   |                            |                         |                    |
|-----------|---|-------------------|----------------------------|-------------------------|--------------------|
| <b>S2</b> | <i>Research and identify promising wage and incentive programs.</i>   |                   |                            |                         |                    |
|           | <b>Action</b>   | <b>Time-Frame</b> | <b>Resources Available</b> | <b>Resources Needed</b> | <b>Responsible</b> |
| 1         | Convene an Early Learning Subcommittee in 2018 focused on success in other states or counties including Alaska, |                   |                            |                         |                    |



|   | Action   | Time-Frame | Resources Available | Resources Needed | Responsible |
|---|--|------------|---------------------|------------------|-------------|
|   | Alabama, Georgia, North Carolina and Florida to increase wages and total compensation for ECE/EE workers   |            |                     |                  |             |
| 2 | Explore potential for implementing a state-funded financial incentive program modeled after the Georgia Scholars DECAL program for those enrolled in CDA, Associate's, Bachelor's or Master's level programs in Early Childhood Education, Child Development, or Child Care Administration programs. |            |                     |                  |             |
| 3 |  |            |                     |                  |             |
| 4 |  |            |                     |                  |             |
| 5 |  |            |                     |                  |             |
| 6 |  |            |                     |                  |             |
| 7 |  |            |                     |                  |             |

**S3** *Identify opportunities for federal, state, county and municipal funding to increase wages of birth to age 5 early childhood teachers in all settings.*

|   | Action  | Time-Frame | Resources Available | Resources Needed | Responsible |
|---|---|------------|---------------------|------------------|-------------|
| 1 | Convene a meeting in 2019 with Early Learning Subcommittee members, corporate and foundation funders, and DCA to explore how the private sector could support scholarships, bonuses, or training programs to increase total compensation for ECE/EE workers |            |                     |                  |             |
| 2 |   |            |                     |                  |             |
| 3 |   |            |                     |                  |             |
| 4 |   |            |                     |                  |             |
| 5 |   |            |                     |                  |             |
| 6 |   |            |                     |                  |             |
| 7 |   |            |                     |                  |             |

**S4** *Explore the growth and stability of the birth to pre-K workforce in states, counties or municipalities with investment in higher wages and benefits.*

|   | Action | Time-Frame | Resources Available | Resources Needed | Responsible |
|---|--------|------------|---------------------|------------------|-------------|
| 1 |        |            |                     |                  |             |
| 2 |        |            |                     |                  |             |
| 3 |        |            |                     |                  |             |

|   | Action | Time-Frame | Resources Available | Resources Needed | Responsible |
|---|--------|------------|---------------------|------------------|-------------|
| 4 |        |            |                     |                  |             |
| 5 |        |            |                     |                  |             |
| 6 |        |            |                     |                  |             |
| 7 |        |            |                     |                  |             |

**S5** *Explore significant funding request (i.e., state marijuana tax dollars) for workforce investments.*

|   | Action   | Time-Frame | Resources Available | Resources Needed | Responsible |
|---|--|------------|---------------------|------------------|-------------|
| 1 | Develop a strategy to provide significant reductions in tuition or scholarships for ECE/EE workers and teachers with state universities, colleges and community colleges |            |                     |                  |             |
| 2 |  |            |                     |                  |             |
| 3 |  |            |                     |                  |             |
| 4 |  |            |                     |                  |             |
| 5 |  |            |                     |                  |             |
| 6 |  |            |                     |                  |             |
| 7 |  |            |                     |                  |             |

**S6** *Mobilize task force to seek county, municipal and private investment in wage and incentive programs.*

|   | Action  | Time-Frame | Resources Available | Resources Needed | Responsible |
|---|---|------------|---------------------|------------------|-------------|
| 1 | Develop a strategy for counties in 2018 to form a local ECAC and to appropriate funds to reward child care and pre-k educators for professional development, educational achievements or longevity of service |            |                     |                  |             |
| 2 |   |            |                     |                  |             |
| 3 |   |            |                     |                  |             |
| 4 |   |            |                     |                  |             |
| 5 |   |            |                     |                  |             |
| 6 |   |            |                     |                  |             |
| 7 |   |            |                     |                  |             |

**S7** *Explore county, municipal, and private funding rewards for 0-5 teacher education and longevity*

|   | Action | Time-Frame | Resources Available | Resources Needed | Responsible |
|---|--------|------------|---------------------|------------------|-------------|
| 1 |        |            |                     |                  |             |
| 2 |        |            |                     |                  |             |

|   | Action | Time-Frame | Resources Available | Resources Needed | Responsible |
|---|--------|------------|---------------------|------------------|-------------|
| 3 |        |            |                     |                  |             |
| 4 |        |            |                     |                  |             |
| 5 |        |            |                     |                  |             |
| 6 |        |            |                     |                  |             |
| 7 |        |            |                     |                  |             |

## Objective 6

*Advocate for greater investment in wage and incentive programs that reward increased education levels.*

**Benchmark:** *As a result of implementing the strategies and actions for this objective, what is the intermediate result you expect to see in 1-3 years?*

- 

| S1 Integrate Registry, DOE, School District, TEACH, and Licensing Data for parent, provider, advocacy and economic development usage. |  |            |                     |                  |             |
|---|--|------------|---------------------|------------------|-------------|
|   | Action   | Time-Frame | Resources Available | Resources Needed | Responsible |
| 1   | Include integrated ECE/EE data compilation and presentation as an agenda topic in a 2019 ECAC meeting to further clarify the value and clear anticipated uses of information from The Nevada Registry, Dept. of Education, state and county licensure authorities, TEACH, and school districts |            |                     |                  |             |
| 2   | Convene a task force in 2019 of Early Learning Subcommittee members and MIS staff from The Nevada Registry, Dept. of Education, state and county licensure authorities, TEACH, and school districts to determine capacity, staff time and cost of integrating data into a useful form          |            |                     |                  |             |
| 3   |  |            |                     |                  |             |
| 4   |  |            |                     |                  |             |
| 5   |  |            |                     |                  |             |
| 6   |  |            |                     |                  |             |
| 7   |  |            |                     |                  |             |

|           |  |                   |                            |                         |                    |
|-----------|--|-------------------|----------------------------|-------------------------|--------------------|
| <b>S2</b> | <i>Make data transparent and available through DOE for providers and school districts.</i> |                   |                            |                         |                    |
|           | <b>Action</b>  | <b>Time-Frame</b> | <b>Resources Available</b> | <b>Resources Needed</b> | <b>Responsible</b> |
| 1         |  |                   |                            |                         |                    |
| 2         |  |                   |                            |                         |                    |
| 3         |  |                   |                            |                         |                    |
| 4         |  |                   |                            |                         |                    |
| 5         |  |                   |                            |                         |                    |
| 6         |  |                   |                            |                         |                    |
| 7         |  |                   |                            |                         |                    |