

Nevada ECAC Subgroup Action Plan • Early Learning

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Subcommittee Members:

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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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S1	<p><i>Cultivate state, regional and local interest and support by developing partnerships, relationships and financial support from related entities.</i></p> <ul style="list-style-type: none"> • <i>Recruit corporate, economic development, workforce development, military, and tribal leaders, to join leaders at the ECAC table.</i> • <i>Identify and engage corporate champions who require high-skill workforce and young families.</i> • <i>Collaborate on state and federal advocacy for ECE to be jointly supported by corporate economic development education, labor, military, tribal, and workforce development.</i> • <i>Seek local investment in ECE to meet rural, tribal, municipal and county ECE provider and workforce needs.</i> 				
	Action	Time-Frame	Resources Available	Resources Needed	Responsible
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 ECE and the ECAC Strategic Plan	Early 2019			DCA, CAA, Children’s Cabinet and Early Learning Subcommittee
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	Spring - Fall 2019			DCA with volunteer members of the ECAC

	Action	Time-Frame	Resources Available	Resources Needed	Responsible
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	Spring - Fall 2019			DCA with volunteer members of the ECAC
4	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	Spring - Fall 2019			DCA with volunteer members of the ECAC
5	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	Spring - Fall 2019			DCA with volunteer members of the ECAC
6	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	Spring - Fall 2019			DCA with volunteer members of the ECAC
7	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	Spring - Fall 2019			DCA with volunteer members of the ECAC
8	Develop and disseminate promotional reports and materials to be shared with various stakeholders.	Ongoing 2019 - 2021			ECAC Committees
9	Update and recreate the Economic Impact of Early Care and Education in Nevada report identifying ROI and savings for the state.	Spring-Summer 2019			Children’s Cabinet Children’s Advocacy Alliance; Southern NV Forum
10	Increase funding for state-funded Pre-K through various partners. 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.	Spring- Summer 2019			ECAC, CAA and Children’s Cabinet

	Action	Time-Frame	Resources Available	Resources Needed	Responsible
11	Identify relationships with potential champions for state and local support such as the mines, Patagonia, Tesla, Amazon, Tribal entities, etc.	Summer - Fall 2019			DCA with volunteer members of the ECAC

S2 *Build capacity for early learning program slots to meet Nevada’s needs today and tomorrow.*

	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	Fall 2019 – Spring 2020			Children’s Advocacy Alliance, Children’s Cabinet, Pritzker Advisory committee (if funded)
2	Develop a strategy to increase the capacity of licensed infant / toddler slots				Child Care and Development Program, Child Care Licensing, R&R (Pritzker if funded)

S3 *Identify resources to support state and local ECACs.*

	Action	Time-Frame	Resources Available	Resources Needed	Responsible
1	Identify and seek foundation and corporate support for each of the seven local ECACs in the range of \$30,000 per year	Spring - Fall 2019 – Fall 2019		\$210,000	DCA with volunteer members of the ECAC – Identify local ECAC leaders to participate in outreach.

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?

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 Pre-K Standards to align with K-12 NACS and SEL standards, and Brigance screener	Spring – Fall 2019		\$5000	Pre-K Standards Office; OELD; OSIS; OSRL
2	Review state’s that have Birth-3 rd Grade Standards and/or select/adopt state model. (WA) <ul style="list-style-type: none"> • Include revise I/T early learning guidelines. • Adopt from another leading state for NV and align to K-3 standards • Convene group to review and identify graphic designer to complete work 	Summer- Fall 2019		\$15,000 (travel, graphic design)	DOE B-5 Contractor through the OELD

Program Standards

S2	<i>Explore implementation guidelines to support teachers and administrators in both ECE and early elementary settings to put the B-3 framework into practice.</i>				
	Action	Time-Frame	Resources Available	Resources Needed	Responsible
1	Identify what our program standards are across the continuum in order to better support: 0-3, Pre-K, K-3	Summer - Fall 2019			
2	Review and adopt Birth-3rd Implementation Guidelines across domains. Create supplemental documents: 0-3, Pre-K-K, 1-3	Summer - Fall 2019			
3	Review B-3 pilots and policy and professional leadership workgroups recommendations	Summer - Fall 2019			B-3 Policy and PLS work groups
4	Communication strategy: Connect B-3 and Rb3 work group with champions identified in Objective 1	Summer - Fall 2019			
5	Support and Promote Pre-K and DAP Kindergarten, 1-3 (B-3 alignment)	2020 -2021			NDE and School Districts Pre-K-K

	Action	Time-Frame	Resources Available	Resources Needed	Responsible
	<ul style="list-style-type: none"> Kindergarten class size requirements, unfunded Align state grant application and requirements (State Pre-K, Zoom, Rb3, all competitive funding) 				leaders; Coherence lab B-3 Policy work group
6	Align B-3 coaching support (i.e. CLASS, Rb3, QRIS, etc.) <ul style="list-style-type: none"> Learning strategists and coaches—Strengthen Rb3 training, base feedback on reliable tools Tiered Coaching Model (AL): Increase coaching support, NEPF-SLO 	Spring - Fall 2019 – Spring 2021			NDE, QRIS and School Districts
7	Convene a meeting of stakeholders 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.	2020			Early Learning Subcommittee

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).	Fall 2019			ECAC Subcommittee Discussion Needed
2	Provide statewide training on Ready for K- TOT training Reno, Las Vegas, Elko	Fall 2019 – Spring 2020			B-5 Contractor, NDE
3	Parent Perspective Training (TOT) Reno, Las Vegas, Elko	Fall 2019 – Spring 2020			NDE
4	Transitional Kindergarten; Retention in Pre-K and K (5-7 year olds entering Kindergarten)	2020			NDE

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
1	Distribute list of all for-profit child care operators to subcommittee members and identify top three to five for in-person interviews to develop strategies	Fall 2019			ECAC Subcommittee

	Action	Time-Frame	Resources Available	Resources Needed	Responsible
					Discussion Needed
2	From interviews develop three year objective to expand access and participation in QRIS programs	Early 2020			ECAC Subcommittee Discussion Needed

S5 *Explore marketing strategies to promote Silver State Stars to parents through employers, health systems, United Ways, and community-based providers. Encourage QRIS participation by creating new marketing strategies aimed at eligible early childhood programs.*

	Action	Time-Frame	Resources Available	Resources Needed	Responsible
1	Confirm that QRIS is included in Parent Perspective Training	Spring - Fall 2019			NDE, Nevada Registry
2	Increase financial support for QRIS to address goals in QRIS communications plan	2019			NDE, Nevada Registry, DCA planning for external support
3	Work to add statewide branding and marketing for all ECE programs, beginning with QRIS.	2019			QRIS administrator, NDE, Nevada Registry and QRIS stakeholders
4	Create an early childhood website hub that will have the ability to combine data from multiple ECE agencies, including the QRIS, child care licensing, subsidy, CCR & Rs, The Nevada Registry and state pre-k programs. QRIS web site to be utilized as consumer education and parent portal until larger system can be created.	2020			NDE, Nevada Registry
5	Create common messaging for both parents and providers to provide clarity of relationship between the new licensing grading system and the QRIS.	Fall 2019 – Spring 2020			QRIS administrator, Nevada Registry, child care licensing, NDE

S6	<i>Explore appropriate Out-of-School Training program standards and requirements</i>				
	Action	Time-Frame	Resources Available	Resources Needed	Responsible
1	Recruit OST representation to subcommittee				
2					

Workforce Standards

S7	<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>				
	Action	Time-Frame	Resources Available	Resources Needed	Responsible
1	B-3 Professional Leadership Series for B-3 Administrators	Spring - Fall 2019 – Spring 2020			B-3 Leadership Team under guidance of KK and SR
2	B-3 Workforce Meeting and Subcommittee work with NDE Licensure	Spring 2019 – Spring 2020			NDE OEE and B-3 Leadership Team
3	State B-3 Workforce meeting and task force to revised NDE licensure	Spring 2019-Fall 2020			NDE OELD and Licensure

S8	<i>Use research to establish reasonable requirements for teachers across licensed (center and home provider), OST, and FFN settings.</i>				
	Action	Time-Frame	Resources Available	Resources Needed	Responsible
1	Form task force to explore incentives for, and communications with child care workers to pursue additional training and certification				
2	Develop recommendations in 2020 for a strategy and necessary budget to assist child care workers in pursuing additional education after they complete initial training, in all settings	Spring 2020			TEACH, NDE Office of Early Child Development

S9	<i>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>				
	Action	Time-Frame	Resources Available	Resources Needed	Responsible
1	Form a task force in 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	Spring – Summer 2019			Early Learning Sub-Committee

	Action	Time-Frame	Resources Available	Resources Needed	Responsible
	timely manner to increase access to training offered in child care, pre-k and early elementary settings				
2	B-3 State Leadership Team will develop a B-3 Professional Leadership Series for state to implement through higher education partnerships	Sept 2018-May 2019	PDG-B-3 Grant		NDE, B-3 Leadership Team, B-5 Subcontractor
3	State B-3 Summit/Stakeholder meeting at conclusion of PDG B-3 contract	May 2019	PDG – B-3 Grant		NDE, B-3 Subcontractor
4	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>Marty Note: moved from ECAC meeting.</i>			

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					
	Action	Time-Frame	Resources Available	Resources Needed	Responsible
1	Review the size and economic importance of the B-3 or ECEEE workforce, barriers and strategies.	2019			B-5 contractor and NDE
2	Explore strategies in 2019 to engage k-3 teachers, elementary school principals, and superintendents in conversation about the idea of unifying the workforce to improve child outcomes	Fall 2019		NDE/RPDP (Regional Professional Development Programs)	

S2 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
1	Convene on-line providers of training programs to identify opportunities to market their programs	Early 2020			Higher education committee/TEACH

	Action	Time-Frame	Resources Available	Resources Needed	Responsible
2	Identify financial resources needed, develop and share content via social media, existing educational and other institutional on-line outreach	Fall-Spring 2020 - 2021			Higher education committee/TEACH

S3 *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			DCA with local funding experts
2	Identify and prioritize geographic and demographic priority areas for increased training and outreach	Spring - Fall 2019			DCA with funding experts

S4 *Identify incentives and opportunities for B-3 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	Spring - Fall 2019 – May 2019 B-3 Meeting			B-3 Leadership Team, NDE and others
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.	Spring - Fall 2019			B-3 Leadership Team
3	Seek funds to support B-3 coordinators in each RPDP to support this work regionally.	Spring - Fall 2019			DCA, Children’s Cabinet, CAA
4	Develop strategies in 2019 to engage K-3 teachers, elementary school principals, and superintendents in conversations about the idea of unifying the workforce and B-3 implementation.	Mega Conference 2019- Fall 2019			B-3 Leadership Team; NDE; RPDP

Objective 4

Review the placement and alignment of state offices including child care licensure and Part C IDEA 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?

S1	<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	Summer- Fall 2019			NDE Office of Early Learning Development
2	Set up meeting with NDE Director of Special Education to discuss pros and cons	Summer – Fall 2019			NDE Office of Early Development

S2	<i>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.</i>				
	Action	Time-Frame	Resources Available	Resources Needed	Responsible
1	Convene task force to explore this strategy and make recommendations, identify resources needed, and incentives for home providers to participate in a licensing effort to ensure quality	2020			NV Child Care Licensing and Washoe County Licensing, QRIS

S3	<i>Explore the pros, cons, and steps needed to move Child Care Licensing to Nevada Department of Education.</i>				
	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	2021			NDE and NV Child Care Licensing

S4	<i>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).</i>				
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	Action	Time-Frame	Resources Available	Resources Needed	Responsible
1	Convene an Early Learning Subcommittee meeting in 2020 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 Arizona, Maryland, Michigan and New Mexico for comparison with Nevada's approach and it might be strengthened	2020			NDE and NV Child Care Licensing

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.	2020			NDE and NV Child Care Licensing

S6 *Establish common statewide licensing standards for child care settings (e.g., health, fire, child care licensing).*

	Action	Time-Frame	Resources Available	Resources Needed	Responsible
1					
2					

S7 *Include early childhood programs operated by municipal or county Parks & Recreation departments in unified licensure regulations.*

	Action	Time-Frame	Resources Available	Resources Needed	Responsible
1	Make this strategy a discussion topic of the task formed in S6 (above), and if needed, included county, municipal, and Parks & Rec childcare administrators in the task force on an ad hoc basis	2020			NDE and NV Child Care Licensing

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?

S1	<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>				
	Action	Time-Frame	Resources Available	Resources Needed	Responsible
1	Form a task force of the Early Learning Subcommittee to focus on updating the Race to the Top plan	Spring - Fall 2019			Early Learning Subcommittee
2	Review 2018 financing map and identify where workforce improvement dollars exist and where more are needed for presentation to Nevada legislature	2019			Wages and Incentives Task Force

S2	<i>Research and identify promising wage and incentive programs.</i>				
	Action	Time-Frame	Resources Available	Resources Needed	Responsible
1	Convene an Early Learning Subcommittee Wages and Incentives Task Force in 2019 focused on success in other states or counties including Alaska, Alabama, Georgia, North Carolina and Florida to increase wages and total compensation for ECE/EE workers	2020			ECAC, TEACH, CAA
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.	2020			DCA to devise strategy with CAA
3	Utilize a tiered system to reward early childhood and early elementary educators for continued professional learning on their career pathway.	<i>Marty note: Moved from old Obj 3 in ECAC meeting.</i>			

S3	<i>Identify opportunities for federal, state, county and municipal funding to increase wages of birth to age 5 early childhood teachers in all settings.</i>				
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	Action	Time-Frame	Resources Available	Resources Needed	Responsible
1	Convene a meeting in 2019 with Early Learning Subcommittee members, CAA, NDE, TEACH, and DCA to explore how the public sector could support scholarships, bonuses, or training programs to increase total compensation for ECE/EE workers	Spring - Fall 2019			DCA, CAA, NDE, TEACH, ECAC
2	Secure meetings with elected officials at the county and city level in 2019 to explore local participation through appropriated dollars, fees or in-kind support	2019-2020			DCA to devise strategy

S4 *Explore the growth and stability of the B-3 workforce in states, counties or municipalities with investment in higher wages and benefits.*

	Action	Time-Frame	Resources Available	Resources Needed	Responsible
1	Form a task force with DCA, UNR and UNLV to review and report on existing descriptions of successful programs and to conduct interviews with leaders from states solving problems similar to those faced by Nevada	Spring - Fall 2019			DCA, UNR, UNLV, Children's Cabinet; Higher Education Committee

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	Late Spring – Fall 2019			DCA to facilitate discussion with CAA, TEACH, UNR, and higher ed

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 B-3 educators for professional development, educational achievements or longevity of service	2020			ECAC, Children's Cabinet

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

	Action	Time-Frame	Resources Available	Resources Needed	Responsible
1	Secure meetings with elected officials at the county and city level in 2019 to explore local participation through appropriated dollars, fees or in-kind support	Fall 2019			DCA, CAA

Objective 6

Integrate State Data Systems

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	Develop Scope of Work to identify personnel and funding needed for an integrated data system.	<i>Marty note: Added at 2/27/19 ECAC meeting.</i>			
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	2019 - 2020			NDE, B-5 Contractor
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	2019 -2020			NDE, B-5 Contractor

S2 Make data transparent and available through DOE for providers and school districts.

	Action	Time-Frame	Resources Available	Resources Needed	Responsible
1	Form task force in 2020 to better articulate this strategy and the data that needs to be more readily available and its value to future planning	2019-2020			NDE, B-5 Contractor