



# State of Nevada

## Preschool Development Grant Birth through 5

# Final Report

June 2020

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**State:** Nevada

**Grantee/Lead Entity:** Office of Early Learning and Development, Nevada Department of Education

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**Abstract:** This final report summarizes and addresses the State of Nevada Preschool Development Grant Birth through 5 (PDG B-5) Initial Grant deliverables and activities as follows: 1) Comprehensive, Statewide Birth through Five Needs Assessment, 2) Nevada Early Childhood Care and Education Strategic Plan, 3) Maximize Parental Choice and Knowledge, 4) Sharing Best Practice, 5) Improving the Overall Quality and Program Performance Evaluation Plan. The report also provides related details such as new and existing partnerships, braiding and blending funds, sharing information with families, innovative practices and procedures, policy and/or legislative changes, and more. These items were requested in the final guidance requirements document, which was provided by the Administration for Children and Families, to all initial grantees to complete at the end of their award. Nevada’s reporting period began December 31, 2018 and was awarded an extension through June 30, 2020. Two companion reports were published in conjunction with this report to elaborate on the extensive work that was completed for a Nevada Consumer Education Website and a Nevada Early Childhood Integrated Data System.

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## I. EXECUTIVE SUMMARY

The Nevada PDG B-5 core team, led by the Office of Early Learning and Development in the Nevada Department of Education, and collaborating cross-sector partners completed many strategies and planning activities to strengthen and improve the Early Childhood Care and Education (ECCE) mixed-delivery system that serves young children and their families throughout the state.

The PDG B-5 core team approached this final report with the intent of using it to inform not only federal project officers in the grant close-out, but also the many collaborating partners and stakeholders that informed and participated in the work during April 2019-June 2020.

Specifically, this report will compile the work to-date and inform the Nevada Early Childhood Advisory Council (NECAC) of the systems planning progress that was completed under this grant. Our goal is to sustain the momentum of ECCE systems building and improvement as the NECAC takes actionable steps to complete the objectives and strategies in its comprehensive, statewide strategic plan.

Many early childhood leaders and initiatives have recently united under the NECAC vision, adopting it as their own, including the Nevada Ready! B-3<sup>rd</sup> initiative (2016-2019), the PDG B-5 systems planning (2019), and the Strong Start PN-3 Pritzker Collaborative (2019-2023) This vision guided the PDG B-5 focus throughout the development of each activity.

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*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.*

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This report reflects upon the Nevada PDG B-5 systems work by responding to queues in the final report template that was provided by federal project officers within the Office of Childcare, Administration for Children and Families, U.S. Department of Health and Human Services. Descriptive narrative in each section will present the details of prior Nevada initiatives, as well as a reflective discussion and analysis of the work accomplished through PDG B-5.

## Sharing the PDG B-5 Work

Nevada PDG B-5 facilitates the sharing of the work completed through this grant by providing two companion deliverables that serve in conjunction with this final report: a sharable Google Drive folder with all referenced documents and supports available in one location; and a set of status reports and resources that can be used to guide future initiatives in data systems and consumer education website development.

### 1. *G-drive Folder*—Nevada ECCE Systems Building: PDG B-5 Final Report

This report and all supporting documents have been compiled in the public *G-drive Folder*, Nevada ECCE Systems Building: PDG B-5 Final Report, located at <https://bit.ly/NevadaPDGB-5FinalReport> (case sensitive). This folder will be shared with the NECAC and other stakeholders at the conclusion of the grant period. Some documents may be duplicate links to items that have been previously published.

### 2. Additional Status Reports and Resources

Extensive planning was conducted on Activity 3A, Early Childhood Integrated Data System, and 3B, Consumer Education Website. Two additional reports were written so that the detailed planning that has been completed during the PDG B-5 grant is retained. It is our hope that Nevada stakeholders will use these two status reports to inform future systems planning efforts. These documents have been described where relevant in this final report and are included in the *G-drive Folder*.

- ◆ [Early Childhood Integrated Data System Status Report and Resources, June 2020](#)
- ◆ [Consumer Education Website Status Report and Resources, June 2020](#)

This Executive Summary presents the key highlights and lessons learned, major accomplishments and challenges during the work of each of the five PDG B-5 activities:

- Activity 1 – Needs Assessment
- Activity 2 – Strategic Plan
- Activity 3 – Maximizing Parental Knowledge and Choice
- Activity 4 – Sharing Best Practice
- Activity 5 – Improving the Overall Quality
- Additional Activity: Program Performance Evaluation Plan (PPEP)

## Activity 1 – Needs Assessment

The State of Nevada PDG B-5 2019 Needs Assessment analyzed both primary and secondary data to gather and present the needs of young children in the state. This process also included outreach to each of Nevada’s 17 counties through parent and stakeholder focus groups, resulting in an informed and comprehensive picture of Nevada’s ECCE mixed-delivery system. It was organized to complement the objectives and goals of the existing and current NECAC Strategic Plan 2018-2021. The assessment was conducted by the Nevada Institute for Children’s Research and Policy (NICRP). Planning for the needs assessment began in April 2019 and the final report was published in June 2020.

### *Key Highlights and Lessons Learned*

- ◆ Parents understand the need for educational experiences for their children and want increased access to affordable programs to maximize their children’s developmental potential.
- ◆ General extracurricular activities (other than sports) are very limited for 0-5-year-olds, especially in rural areas.
- ◆ Most rural communities lack prenatal or pediatric care options or services, as well as lack mental health or domestic violence services.
- ◆ Many Nevadans travel long distances for access to health services and supports

### *Major Accomplishments*

- ◆ Captured an updated and in-depth assessment on the early childhood needs in Nevada
- ◆ Designed to analyze and inform each of the three NECAC subcommittees: Early Learning; Family Support and Community Engagement; and Child and Family Health
- ◆ Provided specific sections on parental and community perceptions of need
  - Reached 103 individuals and 59 stakeholders; received 128 online surveys
- ◆ Engaged the Head Start Collaborative, Nevada Home Visiting, Pritzker Children’s Initiative grantee, and other stakeholder groups and partners directly in the planning
- ◆ Presented key findings and recommendations to update the Strategic Plan
- ◆ Created formal definitions with NECAC for common ECCE terms that had not yet been consensually defined

- ◆ Published ADA compliant document to the Nevada Department of Education website and the NECAC website for public view; distributed to parents and communities

### *Challenges*

- ◆ Engaging underserved populations like rural, non-English speaking, and tribal
  - Note: We relied heavily on relationships with community partners and provided a variety of incentives to participants
- ◆ Conducting the assessment in the summer months reduced total participant engagement
  - Note: Parents need more flexibility and awareness to participate in initiatives
- ◆ Parents and communities are “focus grouped out” and want more information about what state agencies do with the information they “take” from communities
  - Note: Created follow up strategy to get information back into communities
- ◆ Grant timelines were very short

## **Activity 2 – Strategic Plan**

The Nevada Early Childhood Advisory Council (NECAC) Strategic Plan 2018-2021 was developed during a collaborative process between an inclusive range of Nevada’s early childhood stakeholders. This process began in September 2017 and was completed in June 2018, through funding provided by the WK Kellogg Foundation. It is a living document and adaptable to changes presented by developing data and information in the field. In an effort to maximize resources and increase efficiency within Nevada’s mixed-delivery system, the PDG B-5 systems work built upon this plan based on the recommendations of the 2019 Nevada PDG B-5 Needs Assessment. The final submission with PDG B-5 cover page and appendices can be viewed in the *G-drive Folder*.

All updates to this strategic plan were discussed and approved by the Council in alignment with the PDG B-5 systems work and needs assessment on December 18, 2019.

### *Key Highlights and Lessons Learned*

- ◆ Definitions for common ECCE terms were not formally agreed upon or included in the glossary prior to the PDG B-5 grant; updated terms have been added to the glossary; see Section III of this report

- ◆ OnStrategy strategic planning management will monitor progress of each strategic plan goal and action step plus provide indicator data to facilitate future work
- ◆ Successful partnership between NECAC, NICRP and PDG B-5 team led to a comprehensive and updated B-5 (0-8 years old) strategic plan
- ◆ More targeted communication strategies will improve how families receive information about programs, services and supports
- ◆ Specific sectors within children’s health were expanded

### *Major Accomplishments*

- ◆ Created an alignment and gaps crosswalk to examine the needs assessment results compared to the existing strategies, objectives and action steps of the strategic plan
- ◆ Updated strategies, objectives and action plans according to the recommendations presented by NICRP through the needs assessment
- ◆ Included updated language to specifically mention serving vulnerable populations, including children in rural areas, improve quality ECCE programs, and increase capacity
- ◆ Compiled comprehensive Stakeholder Index of strategic plan contributors
- ◆ NECAC approved and adopted all changes on December 18, 2019

### *Challenges*

- ◆ Engaging subcommittees was sometimes difficult due to the grant timeline and open meeting laws
  - Note: NICRP prepared materials ahead of time to facilitate discussion and approval

## **Activity 3 – Maximizing Parental Knowledge and Choice**

Nevada’s PDG B-5 effort addressed Activity 3 through three distinct projects that were focused on maximizing parental knowledge and choice. These projects included data systems, consumer education, and community innovations.

### **3A: Early Childhood Integrated Data System**

The first project in Activity 3 focused on planning for an Early Childhood Integrated Data System (ECIDS) that would help gather the many isolated data stores that are spread out among

the cross-sector system by collecting information related to children, families, programs, services, and the workforce so that information can be comprehensively analyzed and disseminated. One of the many advantages of an ECIDS is the ability to count individual children or families that participate in or are eligible for multiple services. An unduplicated count would maximize parental choice by enhancing the state's ability to efficiently track short-term and longitudinal data of children participating in programs, services and supports across the system, thus improving the overall efficacy of early learning programs, family engagement initiatives and childhood health through specifically targeted approaches based on local and state evidence.

An ECIDS would greatly improve our ability to collect data from early learning education, health, human services, providers and communities to improve and provide accountability for early childhood decisions and investments.

#### *Key Highlights and Lessons Learned*

- ◆ Foundational components of an integrated data system exist through prior efforts that have taken place in the past ten years. PDG B-5 continued to grow these foundations.
- ◆ Nevada concludes this grant with a comprehensive understanding of the multiple and complex components that will be required in the development of an ECIDS

#### *Major Accomplishments*

- ◆ Developed State of Nevada ECIDS Status Report and Resources (June 2020) document that summarizes all current and past data systems initiatives
- ◆ Described specific links to connect ECIDS to the states SLDS
- ◆ Conducted a Request for Information process through which we gathered an inventory of products, services, and expertise in the current vendor landscape
- ◆ Created a data system work plan and narrative to guide implementation and development of an RFP
- ◆ Established short-term and long-term goals for an ECIDS
- ◆ Formed an ECIDS Task Force of engaged stakeholders
- ◆ Examined possible outcomes and policy questions to feed the work

## *Challenges*

- ◆ ECIDS is desperately needed in our state to improve early childhood outcomes
- ◆ Many initiatives have led Nevada a better understanding of ECIDS and prepared the state for next steps, but the state still lacks an ECIDS, no stable funding has been procured, and data stores are still fragmented across the mixed delivery system

### 3B: Consumer Education Website (CEW)

The second project in Activity 3 was the consumer education website which evolved into a collaborative partnership between the Office of Early Learning and Development (which included PDG B-5 and QRIS) and the Child Care Development Program (CCDP). CCDP was already receiving technical assistance from the federal Office of Child Care’s State Capacity Building Center (SCBC). This partnership allowed us to reduce duplicated and fragmented efforts within the ECCE mixed delivery system.

Under guidance from SCBC the PDG B-5 focus shifted from contracting with a new vendor and launching a new website on a very short timeframe, to adopting the Silver State Stars QRIS website as a temporary consumer education website while developing a sustainable, long term plan for a new hub. This approach allowed Nevada to engage stakeholders more meaningfully and better understand the CCDF regulations that govern consumer ed websites as well as specific actions to take in developing such a site.

### *Key Highlights and Lessons Learned*

- ◆ Child Care Development Program (CCDP) already had technical assistance from the State Capacity Building Center, so this team and PDG B-5 merged to form a core team
- ◆ Needs assessment results revealed that parents would use a “one-stop-shop” website to locate community-wide and state services if it existed
- ◆ The Nevada ECCE Fiscal Feasibility Study recommended that Nevada prioritize a targeted communications campaign when implementing new parent + family initiatives

### *Major Accomplishments*

- ◆ Established Silver State Stars QRIS website as a temporary consumer hub that meets CCDF requirements
  - Set up analytics
- ◆ Worked with SCBC technical assistance to enhance website
- ◆ Informed and engaged stakeholders; formed a CEW Task Force
- ◆ Created a project narrative to guide future RFP development or initiative
- ◆ Published the State of Nevada Consumer Education Website Status Report and Resources (June 2020)

### *Challenges*

- ◆ Disconnects in stakeholder awareness despite best efforts to communicate
  - Nevada already has many strong partnerships but needs to work more efficiently to stay up-to-date on new projects and work happening across the system. A CEW could help inform future partnerships.

### **3C: Community Innovation Projects**

The third project in Activity 3 targeted improving local ECCE systems through the eight regional Early Childhood Advisory Councils (ECAC). Nevada conceptualized Community Innovation Projects (CIPs) in hopes to establish the core elements of effective community system building efforts that promote and support regional or local early childhood collaborations.

### *Key Highlights and Lessons Learned*

- ◆ Communities need support but without solid funding to implement, it is difficult to imagine/create new projects.
- ◆ Needs assessment results show that parents and families are eager to see improvements in their own communities and need better support from the system
- ◆ Local ECACs in the state have experienced a variety of engagement with members and their communities, ranging from stagnant to very active

### *Major Accomplishments*

- ◆ Developed a high-level project narrative for managing and supporting Community Innovation Projects for the PDG B-5 renewal application, including timeline and estimated workload
- ◆ Compiled resources

### *Challenges*

- ◆ Did not contract with a communications professional: funds were tied partially to Activity 5, which was cut from the budget, so a lot of this work had to be put on the backburner while completing Activities 1-4.
  - Note: Research and resources were compiled to inspire new ideas
- ◆ Did not begin engaging communities because there were no funds yet to implement projects
  - Note: Created a comprehensive list of Local ECAC members/participants in the state
- ◆ No framework or application was developed
  - Note: Multiple innovative initiatives were reviewed, including a prior Nevada initiative's proposal, so that a framework could easily be adapted

## **Activity 4 – Sharing Best Practice**

Nevada's PDG B-5 effort addressed Activity 4 through two vendor contracts that were focused on sharing best practices in the field, resulting in a fiscal feasibility study and conducting alignment work for learning, program and workforce standards.

### **4A: ECCE Fiscal Feasibility Study**

NDE contracted with Metrix IQ from Denver, Colorado to conduct an early childhood care and education fiscal feasibility study which resulted in many lessons, insights and recommendations.

### *Key Highlights and Lessons Learned*

- ◆ More than 70% of Nevada's children live in a childcare desert
- ◆ Nevada needs more diverse funding streams and should consider private and public partnerships

- ◆ Use agency alignment to set goals around and invest in Nevada Silver State Stars QRIS and state subsidy program
- ◆ Engage and communicate with providers and families in advance of program launch
- ◆ Nevada has strong agency alignment and collaboration

### *Major Accomplishments*

- ◆ Developed Cost Estimation Tool specifically to explore funding needed to address three big areas:
  - Addressing childcare deserts
  - Enhancing quality ratings
  - Serving underserved populations
- ◆ Interviewed and studied four additional states to compare similarities and lessons learned from Colorado, Tennessee, Oklahoma, Ohio
- ◆ Conducted stakeholder interviews to determine current ECCE landscape

### *Challenges*

- ◆ Access to data—duplicative entries and contradictory information was found when comparing sets of data from QRIS, licensing and subsidy, which required extra time and effort to scrub and combine.

## 4B: B-3 Standards Alignment

NDE contracted with SRI International to conduct standards alignment for three areas: Early Learning, Program Quality and Workforce. A second phase of alignment work for Workforce was conducted through the PDG B-5 no-cost extension.

### *Key Highlights and Lessons Learned*

- ◆ Nevada stakeholders are eager to participate in the work and be involved

### *Major Accomplishments*

- ◆ Implemented a successful recruitment strategy for stakeholder engagement in each workgroup
  - Learning Standards (46 members)
  - Program Standards (50 members)
  - Workforce Standards (48 members)
- ◆ Conducted three sets of workgroup meetings and engaged a steering committee
- ◆ Developed alignment framework to examine each standards area
- ◆ Reviewed administrative data and resource documents
- ◆ Established Status of Alignment
- ◆ Provided recommendations for each standards area

### *Challenges*

- ◆ Difficulty engaging with stakeholders from licensing office
- ◆ Obtaining data is cumbersome in the state, even with willing and collaborative partners

### **Activity 5 – Improving the Overall Quality**

N/A: Unfortunately, Activity 5 funds were cut from the Nevada PDG B-5 overall budget. Despite this, we worked on establishing relationships and collaborations to continue to bring awareness about the ECCE systems changes under each activity.

### **Additional Activity: Program Performance Evaluation Plan (PPEP)**

Nevada contracted with the NICRP to write a program performance evaluation for each of the sustainable components of the PDG B-5 renewal application that are also within the NECAC Strategic Plan 2018-2021.

### *Key Highlights and Lessons Learned*

- ◆ Success of evaluation plans are dependent on the availability of funding to implement evaluation activities, the work of program partners, and assigned timeframes

### *Major Accomplishments*

- ◆ Evaluation plan created for each of the sustainable components of the PDG B-5 renewal application
  - Strategic Plan
  - Consumer Education Website
  - Staffed Child Care Networks
  - Intensive TA for 1-and 2-star programs
  - QRIS for Nevada Ready! State Pre-K

### *Challenges*

- ◆ It is undetermined if these plans will be used to guide the intended projects or not

## II. Utilization of Grant Funds

This section answers five specific questions that were asked in the final report template:

1. Describe how grant funds were allocated for each of the Activities 1 – 5 and in the development of your PPEP.
2. Address how non-federal match funds were used.

Table 1 demonstrates how Nevada utilized PDG B-5 grant funds per activity. Itemized expenses such as personnel and supplies that spanned all activities have not been separated in the table. For example, the project manager worked across activities and was paid through a contractor for these services. Total amounts allocated per activity generally refer to fees used to pay contractors to accomplish the task. Please see the Final Fiscal Report PDG-B5 90TP0025-01 submitted through PMS for the complete fiscal breakdown.

### Initial Budget Adjustment

Our initial Notice of Award dated 12/27/2018 indicated an incorrect award computation (30% non-federal share to 70% federal share) and failed to include indirect costs. The revised Notice of Award dated 3/15/2019 corrects the award split to 23.08% non-federal share and 76.92% federal share and includes an indirect cost rate of 18.9%. The adjustments resulted in a total reduction in the budget of \$77,980.50. This decrease was addressed by eliminating the plans for communications that we had outlined in Activity 5.

Table 1: Utilization of Grant Funds

Activity	Activity Name	Work Period	Total Amount Allocated	Total Federal Share Spent	Total Match Share Spent	Total Unspent
1	Needs Assessment	April 2019- June 2020	\$150,002.00	\$115,352.00	\$34,650.00	\$0.00
2	Strategic Plan	April 2019- December 2019	Admin costs only	N/A	N/A	N/A
3A	Maximizing Parental Choice and Knowledge: Early Childhood Integrated Data System	August 2019- January 2020	Admin costs only	N/A	N/A	N/A
3B	Maximizing Parental Choice and Knowledge: Consumer Education Website	June 2019- April 2020	\$200,000.00	\$0.00	\$0.00	\$200,000.00

Activity	Activity Name	Work Period	Total Amount Allocated	Total Federal Share Spent	Total Match Share Spent	Total Unspent
3C	Maximizing Parental Choice and Knowledge: Community Innovation Projects	April 2019-January 2020	Admin costs only	N/A	N/A	N/A
4A	Sharing Best Practice: ECCE Fiscal Feasibility Study	August 2019-March 2020	\$64,484.00	\$39,808.00	\$11,958.00	\$12,718
4B	Sharing Best Practice: B-3 Standards Alignment	August 2019-June 2020	\$152,050.00	\$116,926.00	\$35,124.00	\$0.00
4B-Ex	Sharing Best Practice: B-3 Standards Alignment, Extended Scope of Work	April 2020-June 2020	\$70,000.00	\$51,207.97	\$15,382.37	\$3,409.66
5	Improving the Overall Quality	N/A	N/A	N/A	N/A	N/A
PPEP	Program Performance Evaluation Plan	March 2020-June 2020	(included in Needs Assessment cost)	N/A	N/A	N/A
<b>All</b>	<b>TOTAL</b>		\$636,536*	\$323,293.97*	\$97,084.37	\$216,127.66

*\*Amounts in Table I do not align perfectly with the fiscal report amounts because administrative costs (project manager contract, supplies, materials, etc.) are not accounted for by activity number. Please refer to the fiscal report for actual amounts allocated and spent.*

*3. Whether or not you received a Renewal Grant Award, describe if any activities will continue without federal funding.*

The following activities will continue without federal funding: Strategic Plan 2021; Consumer Education Website; QRIS for Nevada Ready! PreK; Intensive TA (1 and 2 stars); and Staffed Childcare Networks. Section XI. Sustainability for further details.

*4. What amount of funds were returned unspent, and why?*

A total of \$265,597.64\* (\$198,057.99 in federal funds and \$67,539.65 in match funds) were not spent. Our inability to spend down all funds resulted from a number of factors including a shortened timeline due to state spending regulations and approval periods for contracts. Table 2 provides a narrative justification addressing unspent funds. Further narrative details regarding contracts, work completed and partnering entities are explained in the body of this report.

Table 2: Unspent Funds Narrative Justification

Activity	Justification	Total Unspent
<b>1</b>	No unspent funds. Contracted to Nevada Institute for Children’s Research and Policy (NICRP).	\$0
<b>2</b>	No unspent funds. Administration costs only in collaboration with the Nevada Early Childhood Advisory Council.	N/A
<b>3A</b>	No unspent funds. Administration costs only, including but not limited to personnel such as the PDG B-5 Project Manager and Data Manager.	N/A
<b>3B</b>	The Consumer Education Website project evolved into a collaborative partnership with Nevada’s Child Care Development Program (CCDP), who was already receiving technical assistance from the federal Office of Child Care’s State Capacity Building Center (SCBC). This partnership reduced duplicated and fragmented efforts within the ECCE mixed delivery system. A large portion of these funds are being returned unspent because a vendor was not contracted to develop a brand-new website. Under the guidance of SCBC, the PDG B-5 focus shifted to adopting the Silver State Stars QRIS website as a temporary hub while planning efforts took place. Furthermore, the timeline of this grant period was not sufficient to conduct a full website launch.	\$200,000.00
<b>3C</b>	No unspent funds. Administration costs only to account for planning and research toward Community Innovation Projects.	N/A
<b>4A</b>	The contracted sub-agency, Metrix IQ, reached its maximum contract limit for the subaward per the RFP. These unspent funds were never contracted to the organization for services.	\$12,718.00
<b>4B</b>	No unspent funds. The contracted sub-agency, SRI Education, reached its maximum contract limit for the subaward per the RFP.	\$0.00
<b>4B-Ex</b>	A contract extension was awarded to SRI Education to conduct a second workplan during the PDG B-5 No Cost Extension. Remaining funds from this contract were unspent because the work was completed ahead of schedule and on budget.	\$3,409.66
<b>5</b>	Activity 5 funds were cut during the initial budget adjustment, described on p.17, before the original grant was awarded.	N/A
<b>PPEP</b>	Included in the Needs Assessment contract.	N/A

*5. What difference did the grant make to the state? What would not have occurred had this funding not been available? Be specific.*

This grant provided Nevada many opportunities to examine gaps in our mixed delivery ECCE system and create a plan to address them. Table 3 describes specific details of the impact. We conclude this grant period with a deeper understanding of our strengths and weaknesses.

Table 3: Description of PDG B-5 Impact on Nevada

Activity	PDG B-5 Impact Statement
1	Nevada now has a comprehensive, statewide B-5 needs assessment that can be referenced when completing other projects or establishing new policies. The guidance documents provided by federal project officers encouraged us to think critically about domains that we had not considered before, like formal ECCE definitions. The ability to conduct this needs assessment in all of Nevada’s counties was a critical step to better understanding the needs of vulnerable populations in our state. In addition, the solutions and recommendations that were delivered in the assessment can be leveraged to enact change as opportunities arise.
2	The NECAC Strategic Plan 2018-2021 is now aligned with the needs of young children in the state as assessed by Activity 1. Nevada will move forward in supporting families and young children through the three sectors of Early Learning, Family Support and Community Engagement, and Child and Family Health.
3A	Now, more than ever, Nevada needs an ECIDS. This was underscored in all PDG B-5 Activities. Having an unduplicated count would have been a noteworthy achievement. However, under the work of this grant, we were able to continue necessary conversations about data and create a phased implementation plan to use when funding is generated. Please see the <a href="#">ECIDS Status Report and Resources</a> (external link) for a full summary.
3B	Nevada now has a solid understanding of how to develop and design a long-term consumer education website (CEW). The <a href="#">CEW Status Report and Resources</a> (external link) provides an in-depth description of the project and work that has been conducted so that future efforts do not get lost or have to be redesigned.
3C	Nevada is concluding the grant with a short summary of work conducted and a drafted narrative plan to pass along. One major accomplishment was identifying points of contact and establishing current council rosters for 7 out of 8 of the regional Early Childhood Advisory Councils in the state.
4A	The ECCE Fiscal Feasibility Study conducted by Metrix IQ would not have been possible without this grant. Nevada has a better footing in providing situational estimates through the Cost Estimation Tool that was developed specifically to fit our state’s ECCE goals and needs for addressing childcare deserts, enhancing quality ratings, and serving underserved populations. These estimates can be used to inform big policy changes and funding requests. In addition, there are many recommendations within the study that can be used to leverage policy and advocate for legislative changes.
4B	The B-3 Standards Alignment work would not have been possible without the work of this grant. Through our contract with SRI International we aligned and updated Workforce standards, got a jump-start on Program and Quality standards, and drafted a set of recommendations to align the Early Learning standards. This work accomplishes several Strategic Plan strategies.
5	N/A.
PPEP	Nevada concludes this work with five sustainable projects that are also strategies in the Strategic Plan. The Program Performance Evaluation Plan provides evaluation measures for those projects.

### III. Development and Implementation of the Comprehensive, Statewide, B-5 Strategic Plan

This section answers four specific questions that were asked in the final report template:

*1. Identify what you learned during the development of your needs assessment.*

In addition to the information provided in the Executive Summary, the needs assessment resulted in many key findings that ranged from data availability to capacity to serve only 23% of children in Nevada, to insufficient funding opportunities. During the development of the needs assessment, parent focus groups and community stakeholders emphasized frustration with statewide initiatives because of the lack of consequent action after their participation in outreach activities such as surveys and focus groups. Essentially, these groups felt that too many groups come into their communities to gather information and never “give anything back.”

Nevada Institute for Children’s Research and Policy (NICRP) and PDG B-5 created a follow-up strategy to disseminate the needs assessment based on this finding and also relayed the sentiment to other state groups. As part of this strategy, NICRP sent the final needs assessment document to 26 focus group participants and 15 stakeholders who signed up to receive it. We recognize that these are small steps in improving communication with parents and stakeholders. The needs assessment highlights other non-traditional strategies that communities use which should be considered as higher priorities by those involved in ECCE systems improvement and planning. Unfortunately, Nevada did not have the opportunity to contract with a communications specialist during this grant period because Activity 5 funds were cut due to an initial budget error. Future work and effective communication strategies in this area are greatly needed for the state.

Another important realization was that Nevada had limited consensus surrounding common ECCE terms. While these terms are often used among community partners, no formally agreed upon definition previously existed. Definitions were developed and formalized. The strategic plan has added the following terms to its glossary: Quality Early Childhood Care and Education; Availability of Early Childhood Education and Care; and Vulnerable or underserved children; Children in rural areas.

2. *How are the results of your comprehensive, statewide, B-5 needs assessment reflected in your comprehensive, statewide, B-5 strategic plan?*

The NECAC Strategic Plan 2018-2021 already existed prior to the 2019 PDG B-5 grant award. Project leadership and stakeholders planned for strong alignment between the strategic plan and needs assessment from the start. A critical step in the process was reviewing the needs assessment results to determine if there were any gaps in alignment with the goals, objectives, strategies and action plans. Recommended changes were brought to the NECAC and its subcommittees to discuss and create aligned updates. The Executive Summary of the Strategic Plan describes this eleven-step approach. All updates were approved December 18, 2019.

3. *What else influenced the development of your strategic plan (data, stakeholder input, parent engagement, legislation, etc.)?*

The NECAC Strategic Plan 2018-2021 was facilitated by Development Communications Associates, Inc. (now Shared Cause) and Turning Point, Inc in 2017. These contractors employed various strategies to develop the plan, including extensive interviewing of public and private sector leaders with a matrix of their input, retreats that conducted in-depth reviews of the ECCE landscape, working groups for each of the three subareas of the plan, identification of potential community partners and the development of action plans. National and state data were used to inform the plan and establish the landscape. An extensive breadth of early childhood stakeholders contributed to the plans and the 2019 PDG B-5 updates.

4. *What parties will be involved in oversight of the strategic plan and what roles will those parties play?*

Oversight of the strategic plan will be coordinated by the NECAC and guided by its three subcommittees. General oversight of the plans activities is achieved through the formal structure of the NECAC, standing agenda items, and the OnStrategy strategic planning management system. Council membership includes a diverse group of business, community, education, government, non-profit, parent, and provider representatives that are appointed by the Governor and which follow the Head Start Act requirements for State Advisory Councils. Nevada Revised Statute 432A.076 requires that the NECAC submit an annual report to the Governor and the Legislature outlining a summary of activities of the Council and recommendations for improvements to the early childhood system in Nevada. OnStrategy provides customized support

to govern, manage, and report on the strategic plan, including a framework for subcommittee chairs to focus their meetings on action steps and strategies by date due. It also facilitates the required annual report to the Nevada Governor and the Legislative Counsel Bureau.

Many early childhood stakeholders participate in the council's public bimonthly meetings to provide input and were directly involved in establishing roles and responsible parties within each objective and strategy. Standing agenda items provide many ECCE sectors, or parties, with the opportunity to present relevant updates, report on progress, or ask questions to the NECAC. Cross-sector standing agenda items include updates from stakeholders like Child Care and Development Program, Child Care Licensing, Strong Start, Children's Advocacy Alliance, Nevada Department of Education, QRIS, local ECACs, NevAEYC and more.

#### IV. New and Existing Partnerships

This section identifies and describes existing, expanded and new partnerships and how these partnerships improve coordination of service delivery in Nevada.

The systems planning work of Nevada PDG B-5 relied upon many existing departmental, agency, and organizational partnerships within the state. These partnerships proved especially useful when seeking targeted input related to PDG B-5 Activities and connecting on-going initiatives in other departments to our work to reduce fragmentation or duplicated effort. Specific examples of these collaborations are evidenced by our partnership with the CCDP for the consumer education website, our contract with NICRP for the needs assessment and evaluation plan, and collaboration with the NECAC throughout the tenure of the grant. Stakeholder and partner coordination was highlighted by out-of-state contractor, Metrix IQ, who noted the strengths of Nevada collaboration as the forefront of many ECCE efforts, stating that "such alignment and collaboration will be a strong asset when considering shared and mutual goals in developing a robust ECCE system" (Perrin, McCarthy, & McDaniel, 2019).

Table 4 outlines current state-level and organizational partnerships that have been leveraged or explored through the PDG B-5 work under this grant. Those that were expanded are marked by *italics* and those that were key partnerships are marked by **bold**.

Table 4: Partnerships

Program	Existing	Expanded	New
<ul style="list-style-type: none"> <li>• Head Start</li> <li>• Early Head Start</li> <li>• EHS – Child Care Partnerships</li> </ul>	X	-	-
Nevada Department of Education <ul style="list-style-type: none"> <li>• Office of Safe and Respectful Learning Environment</li> <li>• Office of Inclusive Education               <ul style="list-style-type: none"> <li>○ IDEA Part B 619</li> </ul> </li> <li>• Office of Standards and Instructional Support</li> <li>• <i>Office of Student &amp; School Supports</i> <ul style="list-style-type: none"> <li>○ <i>Title I</i></li> <li>○ <i>Read by Grade 3</i></li> <li>○ <i>DLL – Zoom</i></li> <li>○ <i>Victory</i></li> </ul> </li> <li>• Office of Early Learning and Development               <ul style="list-style-type: none"> <li>○ Nevada State Pre-K</li> <li>○ Head Start Collaboration Office</li> <li>○ CCDF Quality Initiatives</li> <li>○ Quality Rating Improvement System (QRIS)</li> <li>○ <b>TEACH Early Childhood</b></li> <li>○ The Nevada Registry</li> <li>○ FCE OST Training</li> </ul> </li> </ul>	X	-	-
Nevada Home Visiting: Maternal Infant and Early Childhood Home Visiting (MIECHV)	X	-	-
State Home Visiting Programs	X	-	-
<b>Nevada Department of Health and Human Services</b> <ul style="list-style-type: none"> <li>• Division of Welfare and Supportive Services               <ul style="list-style-type: none"> <li>○ <b>Child Care Program</b> <ul style="list-style-type: none"> <li>▪ <b>CCDF Subsidy &amp; Resource &amp; Referral</b> <ul style="list-style-type: none"> <li>• <b>State Capacity Building Center (Consumer Education)</b></li> </ul> </li> </ul> </li> </ul> </li> <li>• Part C Office               <ul style="list-style-type: none"> <li>○ IDEA Part C, Early Intervention Services</li> </ul> </li> <li>• Early Childhood Mental Health</li> <li>• Division of Public and Behavioral Health               <ul style="list-style-type: none"> <li>○ Childcare Licensing</li> </ul> </li> <li>• Aging and Disability Services Division</li> </ul>	X	-	-
Title 1 ESEA	-	X – working on program and data collection alignment	-
Healthy Start	-	X- through NECAC	-
Child and Adult Care Food Program (CAFPC)	-	X –through NECAC	-
<i>Tribal Organizations/Tribes: Inter-tribal Council of Nevada</i>	-	X –through NECAC	-

Program	Existing	Expanded	New
Special Supplemental Nutrition Program for Women, Infant, Children	-	X- through NECAC	-
Mental Health Block Grant	-	X- through NECAC	-
Mental Health/Behavioral Health Services	-	X- through NECAC	-
Housing Authority	-	-	X
Homelessness	-	-	X
Associations and Agencies <ul style="list-style-type: none"> <li>• <b>The Children’s Cabinet</b></li> <li>• Urban League Early Childhood Connection</li> <li>• United Way of Southern Nevada</li> <li>• United Way of Northern Nevada</li> <li>• <b>Nevada Institute for Children’s Research and Policy</b></li> <li>• <b>Nevada Early Childhood Advisory Council (NECAC)</b></li> <li>• Nevada Association for the Education of Young Children</li> <li>• Local and State providers</li> <li>• More</li> </ul>	X	-	-
Private Entities/Charter Schools	X – NR!PK	-	-
Faith-Based Entities	X – NR!PK	-	-
PDG B-5 Contractors <ul style="list-style-type: none"> <li>• Metrix IQ (Fiscal Feasibility)</li> <li>• SRI International (B-3<sup>rd</sup> Alignment)</li> </ul>	-	-	X
Technical Assistance <ul style="list-style-type: none"> <li>• EdCounsel</li> <li>• WestEd</li> </ul>	-	X	-

*Note: this table represents a sample of the partnerships and organizations through which Nevada coordinates services in the mixed-delivery system and should not be considered a definitive list.*

## Improved Coordination & Delivery of Services Through Partnerships

Nevada “aims to harness many assets in partnerships to dramatically improve systems of support for young children and their families” (NECAC Strategic Plan 2018-2021). Such partnerships lead to improved coordination and delivery of services within the cross-sector mixed delivery system. Key implementation partners are listed under each objective in the NECAC Strategic Plan and the three Action Plans. For example, “Objective 5: Advocate for greater investment in wage and incentive programs that reward increased education levels,” lists NevAEYC, OELD/NDE, The Nevada Registry, Children’s Advocacy Alliance and The Children’s Cabinet

as collaborating agencies. This demonstrates many ways partnerships are leveraged to improve delivery of services.

New partnerships that were formed through this grant include the PDG B-5 contractors for the fiscal feasibility study, awarded to Metrix IQ, and the B-3<sup>rd</sup> Standards Alignment, awarded to SRI International. The partnerships with these new contractors allowed us to strengthen and improve relationships within our own stakeholder groups including, but not limited to, higher education, private childcare centers, tribal councils, and inter-departmental services. As evidenced, Nevada has many sectors and the collaboration across and within them is critical to achieving our shared vision while maintaining our individual organizational goals.

Although Nevada has many strong partnerships across multiple sectors, we recognize that developing and maintaining relationships is the heart of all successful collaboration and there are areas of opportunity to develop new or expand existing partnerships. Specific opportunities exist with the Housing Authority and agencies that serve Homeless populations. Targeted outreach *was* conducted to some representatives from these groups during the development of the needs assessment, but much growth remains. We do not currently have a relationship with refugee organizations. Additionally, relationships within the early childhood health-sector are slowly growing, but as evidenced in the needs assessment, many can still be explored and developed. The same applies to developing public/private partnerships with businesses in each community. Continued partnership and relationship building within these areas is essential to the growth of our state as we strive to build a stronger ECCE system.

## V. Child Care and Development Block Grant (Section 13).

Not Applicable: The State of Nevada did not use information from the CCDBG Section 13 in informing or developing the grant activities.

## VI. Blending and Braiding of Funding

This section describes Nevada’s current efforts in blending and braiding public and private funding sources in the mixed delivery system.

Nevada ECCE stakeholders often discuss the need to reorganize the funding system to better serve children. Many solutions have been explored, including employing organized strategies to provide details about how braiding and blending funds are tracked within the full system. However, tracking funds when braiding and blending creates more challenges. The needs assessment and fiscal feasibility study conducted through PDG B-5 both described one of the biggest obstacles Nevada faces as the lack of an early childhood integrated data system to provide organized, Nevada-specific data about the children in our state. This is directly linked with blending and braiding funds because Nevada does not have an unduplicated count and struggles to track children receiving multiple services. The needs assessment section on blending and leveraging funding streams summarizes Nevada’s current position on braiding funds:

*Blending and leveraging funding streams is another method to increase funds. In Nevada this is done to some degree, however, the lack of a comprehensive data system to track children and their participation in existing programs makes this a difficult process. While collaboration across agencies does occur, it is not sophisticated enough to integrate funding to the degree necessary to increase services. However, with the recent legalization of Marijuana, Nevada did commit to use the revenue to support education. In addition, after the federal funding ended that expanded preschool in Nevada, the Preschool Development Grant, the state legislature committed to assign funding to maintain the existing slots. While this was a positive step to increasing access, the state funding was not equivalent to the federal dollars allocated but the same number of children were expected to be served which left a deficit that the schools had to determine how to cover. This type of oversight can lead to additional barriers to increasing access. Another example of barriers to access include the state process for accepting federal funding. This is often a cumbersome process that leads to a delay in the availability of funds which delays services and makes it challenging to spend the funds in the intended manner. Adjustments to these*

*processes would help better allocate resources appropriate to early learning program and increase their ability to meet their deliverables. (Haboush-Deloye, 2020)*

The need for providing more supports in all areas for children and families was highlighted in the assessment, which explored several strategies to increase supports including changing the school funding formula, paid family leave, shared service alliance, blending and leveraging existing funding streams and tax credits. Table 5 (p. 29 & 30) shows current examples of braided funding and delivery.

### **NECAC Funding Map**

The [NECAC Funding Map](#) (external link) was developed in Spring 2019 to identify all funding streams that support the Nevada Early Childhood Care and Education (ECCE) mixed-delivery system. In April 2019, the Council reviewed and discussed all federal funding, state early childhood system funding, grant cycles, key contacts, and what programs the funding supports. They also reviewed the funding streams by areas of the strategic plan, connecting objectives, strategies and action steps by identifying them and indicating where funding is met, expected or needed. This funding map provides a first step in tracking current funding streams, and whether they are braided or not.

One prominent challenge to this fund tracking system is the timely updates as money is awarded or expired. To address this, the NECAC has added a standing agenda item to update or add new funding sources to the funding map. The intent is that this map can serve as a tool to expose gaps in funding and assess ECCE delivery in Nevada, especially in light of COVID-19 impacts across the state. The map is available on the NECAC website.

### **Summary of Nevada ECCE Fiscal Feasibility Study**

In February 2020, the NECAC received recommendations from the [Nevada Early Childhood Care and Education Fiscal Feasibility Study](#), conducted by Metrix IQ under the PDG B-5 grant, to further inform next steps with the hopes of considering more innovative solutions to financing early childhood in Nevada. The study examined the ECCE landscape through secondary data,

interviewed key stakeholders and created a comparison study of four other states (Ohio, Tennessee, Oklahoma and Colorado). The study concluded with the following recommendations:

- *Streamline funding and improve efficiencies in order to help underserved populations. Nevada is positioned to deliver a wrap-around style of care management for its youngest learners due to the strength of alignment amongst ECCE stakeholder groups.*
- *Consider a diversity of funding sources. Other states rely on a blend of state, federal and local taxes to help fund their ECCE systems. Some even have private philanthropic organizations contribute financially to government ECCE programs.*
  - *Current landscape of childcare availability and service provision suggests there is insufficient funding to support the growth of childcare in several domains – such as overall capacity, provisions of resources to traditionally underserved populations and the expansion of quality.*
  - *It takes a wide variety of revenue sources in order to fund ECCE programs within a state.*
  - *Leverage the power of private dollars in order to make up for gaps in state funding.*
    - *Partner with philanthropic organizations to fund*
- *Develop private support for expanded ECCE initiatives. Whether it is support for legislative efforts or financial support for pilot programs, other states have strategically leveraged the business and philanthropic communities to grow and strengthen their statewide ECCE systems.*
  - *Building public/private partnerships*

(Perrin, McCarthy, & McDaniel, 2019)

Metrix IQ also developed a [Cost Estimation Tool](#) which generates cost estimates based on desired outcomes for three improvement areas: 1) addressing childcare deserts; 2) enhancing quality ratings; and 3) serving underserved populations. No further analysis or action has been taken by NECAC yet due to meeting cancelations from COVID-19. However, the fiscal study will be used by advocacy groups as Nevada prepares for the 2021 Legislative Session, for example, the study's results were presented to the Legislative Committee on Education in May 2020.

Table 5: Braided Funding and Delivery

Programs	Populations Served	Settings	Financing Mechanism
Child Care and Development Funds (CCDF) CCDF – Child care subsidies	85% of state median income level Age 0-19 with special needs Homeless Foster care Age 0-8 child care settings Native descendency	Private Centers	Federal - CCDF Kellogg Foundation Federal - ACF
Head Start	100% of poverty level	Head Start Grantees: Acelero, Community Services Agency, Inter-Tribal Council of Nevada, Little People's Head Start, Reno Sparks Indian Colony, Sunrise Children's Foundation, Teaching and Mentoring Communities, University of Nevada Reno, Washoe Tribe	Federal
Title I Preschool	All preschool-age children residing in the attendance area of Title I school Lowest 20% (highest need) based on Brigance scores Must live in District/zone Children with previous Title I or Head start priority	School Districts	Federal- Title I
Nevada Ready! State Pre-K	200% of poverty level Age 4yrs Homeless Foster care	15 Sub-grantees including school districts, Head Start grantees, private providers, State Public Charter School Authority, Great Basin College, UNR	State—General Funds
Special Education: Part C	50% delay in developmental area IFSP Age 0 - 3yrs	Least restrictive environment	Federal - Medicaid Federal - Part C Private insurance
Special Education: Part B, Section 619	3-5 year old Children with IEPs	School Districts/Local Education Agencies (LEA). Should the LEA choose to partner with other agencies, settings may include: Head Start Private Childcare Community & University PK programs	Federal IDEA- Part B/619
Nevada Home Visiting (MIECHV)	Expectant mothers Age 0 - 5yrs Preferred 200% of poverty level Reside in low-income community	Services through Sunrise Children's Foundation, University of Nevada Reno, Yerington Paiute Tribe, Lyon County, The Children's Cabinet, Head Start Northeastern Nevada,	Federal - MIECHV

Programs	Populations Served	Settings	Financing Mechanism
		Community Chest	
Zoom Preschool: designed to promote English proficiency	Age 3-5 not eligible for K Clark and Washoe County Zoom Schools: Pre-K programs required Districts Receiving SB390/ZOOM Funding: Pre-K programs optional. Recommend minimum of 60% DLLs No income qualification	Clark and Washoe Counties	State/District
Victory Preschool: options for underperforming schools	Ages 3-5 not eligible for K Schools receiving Victory Funding: Pre-K programs optional.	Designated Victory Schools in Clark, Elko, Humboldt, Nye and Washoe Counties	State/District

## VII. Sharing Information with Families

This section describes existing and prior Nevada efforts to share information with families and the consumer education website enhancements and developments conducted under this grant.

Nevada’s ECCE system provides supports to families through services or connections to children’s health, early learning, family supports, development, and more. Each of these have their own ways to share information with the families they serve. Many share information with families through websites and are successful in helping parents make wiser earlier childhood choices on a small-scale. For example, Child Care Licensing through the Division of Public and Behavioral Health connects families searching for licensed care facilities in their area. The Children’s Cabinet provides a plethora of resources to parents, including Child Care Resource & Referrals for Northern Nevada for those who qualify for subsidized care. The Urban League provides similar services for the large Southern population of the state. The Nevada Registry serves the workforce by providing career pathways and training opportunities. Additionally, non-profit and for-profit agencies throughout the state serve parents in their own way. Not to mention, there is vast information on the State Offices individual department webpages. Each unique entity provides information in their own way to best serve their audience.

## Consumer Education Website Development

Funding from the PDG B-5 grant was used to enhance a temporary consumer education website while continuing the development of a “one-stop-shop” to serve as a long-term hub to share information with parents and families of young children, thus maximizing parental choice and knowledge. The purpose of a consumer education website (CEW) is to make it easier for parents to access information about childcare, childhood development, parenting, and other resources. Providers and other ECCE stakeholders can also share information about their programs and services. It does not replace existing early childhood websites, however, serves as a central location for information. The new hub would increase parent access to the availability of accurate, reliable, understandable and widely disseminated information about available options for early childhood care and education in Nevada, in a culturally and linguistically sensitive manner.

As described above, work on the consumer education website under the PDG B-5 grant evolved into a collaborative partnership between the Child Care Development Program because they were already receiving technical assistance from the federal Office of Child Care’s State Capacity Building Center (SCBC). This partnership allowed us to reduce duplicative and fragmented efforts within the ECCE mixed delivery system. Under guidance from SCBC, the PDG B-5 focus shifted from contracting with a new vendor and launching a new website on a very short timeframe, to adopting the Silver State Stars QRIS website as a temporary consumer education hub while developing a sustainable, long term plan for a new hub. This approach allowed Nevada to engage stakeholders more meaningfully and better understand the CCDF regulations that govern consumer ed websites, take specific actions in developing such a site, and learn more about parent needs. Although the implementation, design and roll-out of a consumer-friendly website has *not* been fully met, much has been completed toward accomplishing that goal, including establishing a temporary hub, informing stakeholders, creating a CEW Task Force to guide future work, and creating a work proposal draft should funding be provided.

See the [Consumer Education Website Status Report and Resources](#) companion report for details.

## VIII. Improvement in Parent Involvement and Engagement

This section describes examples of prior efforts to engage parents throughout the state, and the PDG B-5 engagement strategies of this grant period. Improving parental involvement and engagement is directly linked to sharing information with families. The development of a long-term Nevada consumer education website necessitates the direct involvement of parents. Although the work of this grant did not reach that step, other actions were taken to plan and prepare for such involvement.

### Description of PDG B-5 Parent Involvement and Engagement Efforts

Parent and family engagement and involvement efforts conducted through the PDG B-5 grant were funneled mainly through Activities 1 and 2 via the Needs Assessment and Strategic Plan focus groups that were conducted by NICRP in each of the 17 Nevada counties. The NICRP relied on existing relationships with local community organizations and partnerships to announce the focus groups and engage parents in participation.

*Needs Assessment Approach:* NICRP staff planned and hosted several community focus groups with caregivers and community stakeholders to obtain the community perceptions of need in Nevada. Questions focused on access to early care and education, access to healthcare and other community resources, community supports for families with young children, and awareness of community resources. The needs assessment focus groups targeted parent groups from those hard-to-reach populations in underserved and rural pockets of Nevada, as well as those populations whose voices have not been considered previously. In addition they also collected parent and caregiver data using a one-page survey (available in English and Spanish) to ensure that parents from underrepresented communities who were not able to attend focus groups had an opportunity to inform the state's efforts and provide valuable feedback.

*Strategic Plan Approach:* During the development of the original 2018-2021 strategic plan (before the PDG B-5 alignment updates) Shared Cause (formerly DCA) and Turning Point, Inc. conducted both parent and stakeholder interviews. The information from these interviews was used to inform the strategies and objectives of the plan. Furthermore, the PDG B-5 alignment

updates reinforced the parent voice through incorporating Parent and Community Perceptions of Need recommendations into the new strategies.

## **Existing Nevada Efforts to Engage and Involve Parents**

Nevada has many groups that are dedicated to increasing parent involvement and family engagement. Some examples are summarized below.

*Office of Parental Involvement and Family Engagement (PIFE):* This office supports the participation and engagement of families and communities in a child’s education through its Advisory Council for Family Engagement, support to district offices, coursework provisions for licensed teachers and family engagement summit. It has demonstrated collaboration with early childhood education programs in Nevada, for example, the office director participated in the development of the NECAC Strategic Plan 2018-2021 and is a member of the Family Support and Community Engagement subcommittee. Furthermore, an OELD Education Programs Professional serves on the core team to assist in the development of the Nevada Birth through Grade 12 Family Engagement Framework, which will be released later this year. The framework includes two specific goals to young children: Increase the number of 4- and 5-star quality early childhood programs; and, Include children with disabilities in inclusive early childhood programs. It will also provide a shared approach and definition for family engagement, be informed by parents, families, educators and community members, and emphasize the need for educators to build authentic relationships with parents and families. A toolkit has been developed that will highlight specific examples to engage families by age group that go beyond traditional approaches like volunteering and newsletters.

*Strong Start Parent Ambassadors:* This program engages parents in both Northern and Southern Nevada through an application process designed to establish a cohort that builds the capacity of parents to advocate for high quality early childhood education programs for children across the state. This year’s cohort (2020) has 16 parents who are learning how to become ambassadors for young children and building skills for creating real change.

*Nevada PEP:* This nonprofit organization provides information, services and training to Nevada families of Children with disabilities by supporting family leadership in policy-making decisions at the state and local level to guide the development of meaningful, family driven services.

*Hope for NV:* This parent-led Southern Nevada public education advocacy group is focused on educating the community and legislatures about the critical needs of Nevada’s students. HOPE is an acronym for Honoring our Public Education.

*INVEST (Igniting Nevada’s Education System Together):* This recently launched Organizing Alliance works to end educational inequity in Nevada. Community representatives including parents, teachers and students will work to advocate for the areas of Early Care & Education, School Funding, and Holistic Social/Emotional Learning Curriculum and Supports.

## Summary

Although Nevada has many promising initiatives underway to continue to engage families, efforts are still disjointed and fragmented. The recent work of the Nevada Ready! B-3 Policy Analysis and Recommendations document highlights the “lack of common language about why families are important or how to most effectively support and engage them. Collaboration and sharing of policies, practices, and definitions across sectors would align efforts and create a more seamless system for the families of young children” (Kauerz & Burnham, 2019). Future Nevada efforts to engage parents and families in ECCE systems should involve increased inter-office and departmental collaboration, considering connections with the PIFE office, use the B-12<sup>th</sup> Grade Framework and Toolkit when it is released, as well as consider any local organizations that advocate for or engage with parents. Furthermore, there is currently no comprehensive list of parent and family engagement efforts by area—this could be organized under the consumer education website or as the state develops a solid communications strategy through the Strong Start Prenatal to 3 (PN3) Campaign.

## IX. Innovative Practices and New Procedures

This section describes the Community Innovation Projects (CIPs) that were conceptualized under PDG B-5 in hopes to establish the core elements of effective community system building efforts that promote and support regional or local early childhood collaborations.

Nevada has eight local Early Childhood Advisory Council's (ECAC) that represent regions across the state. The CIPs were intended to reignite or provide support to the local ECACs' regional efforts to improve ECCE services for young children and their families. Under this concept, communities would apply to a competitive subgrant from NDE to complete an innovative community project that is designed specifically for their community, focusing on one of the three areas of the NECAC strategic plan (early learning, family support, and child and family health). Because Nevada was not awarded a PDG B-5 renewal grant, this work will not continue.

Despite this, we compiled the foundational elements of this innovative plan and the information and resources that were gathered are available to any organization, department, or agency to use, should a funding opportunity arise. The companion *G-drive Folder* provides three resources to use in the continued development of these projects.

### 1. *Nevada Strong Start: PDG B-5 Renewal Application*

This is the official copy of the PDG B-5 Renewal Application that was submitted on November 4, 2019. Although Nevada did not receive renewal, the plan still contains many important details for future development and strengthening of Nevada's ECCE mixed-delivery system through Community Innovation Projects. (See P. 6, 16, 28-31.)

### 2. *Community Innovation Project Proposal Narrative and Draft Plan*

This final draft of the Community Innovation Projects provides a proposal, description and timeline. This document is the full version that was developed, while the renewal application was condensed. This final draft includes plans for the management and implementation of innovative projects that would be designed by community leaders in local ECACs within the eight Nevada regions.

### 3. *Innovation Resources*

Hours of research was dedicated to learning about innovative practices in other States and organizations. This document lists the resources that were compiled, including a working draft for a Family Self-Sufficiency Service Delivery Alternative plan developed by Marty Elquist and Jack Zenteno in 2016. Resources include websites, recordings, and documents from various sources.

## X. Policy and/or Legislative Change

The recommendations and findings from Activities 1-4 conducted under Nevada's PDG B-5 grant will be used to inform policy and legislative changes as Nevada continues to improve its ECCE system. This section discusses recommendations that were developed and/or policy areas that were explored through the PDG B-5 work. Further information can be found in detail in the *G-drive Folder*.

### **Activities 1-2: Needs Assessment and Strategic Plan**

The work conducted under Activity 1 provides current and relevant information about the ECCE mixed-delivery system and landscape that can be used to inform policies. This needs assessment, which was designed to complement the strategic plan, will be useful when examining both parent perspectives and secondary data in the areas of early learning, family support and community engagement, and child and family health. For example, information in the needs assessment, along with other data points highlighted the dire need for high-quality pre-K services across the state. This information was used to support the push for the Nevada Legislature for full state funding of pre-K seats established through the PDG grant. The comprehensive, statewide B-5 strategic plan provides specific action steps and strategies to improve the ECCE system in those same three areas. Aligning these two activities to each other was an essential step towards improving access to quality early childhood services and supports in Nevada. The NECAC and its partners (including NDE and NICRP) now has a pathway of achievable goals to pursue as they advocate for changes to policy. These efforts will continue to inform policy changes and decisions on behalf of the ECCE system in the state.

### **Activity 3: Maximizing Parental Choice and Knowledge**

**3A: Early Childhood Integrated Data System (ECIDS):** Originally, NDE had planned funding for ECIDS to be included in a budget enhancement request through the 81<sup>st</sup> Legislative Session. Due to drastic budget cuts resulting from the COVID-19 pandemic, this enhancement is no longer feasible. Consequently, no policy or legislation changes have occurred regarding an ECIDS. However, through the work of PDG B-5, Nevada is now well-positioned to advocate for support of such a system.

**3B: Consumer Education Website (CEW):** Through partnership with the Child Care Development Program, the Silver State Stars QRIS website was adopted as the temporary consumer education website hub, which follows CCDF requirements for consumer websites. One of these requirements is that statewide aggregate data on fatalities, substantiated reports of abuse, and injuries must be posted on the web for public view. Under partnership with this grant initiative, these reports are now included on the QRIS website.

**3C: Community Innovation Projects:** No policy or legislation changes were enacted.

#### **Activity 4: Sharing Best Practice**

As discussed in this report, Nevada addressed Activity 4: Sharing Best Practices of the PDG B-5 initial grant through third-party contracts with the vendors Metrix IQ and SRI International. The work in this activity led to either direct changes to standards and professional development or recommendations and next steps. See final deliverables in the *G-drive Folder* for details.

**4A: ECCE Fiscal Feasibility Study:** This study led to recommendations for Nevada’s financing system which will continue to be shared with coordinating partners and committees who advocate for or influence policy changes. The recommendations of the needs assessment and fiscal feasibility study are paramount to reflecting current strategies for innovation in locating funding streams. Nevada relies on partnerships and coordinating agencies such as Children’s Advocacy Alliance, NICRP, PN-3 Pritzker Collaborative, Nevada AEYC, and Strong Start Parent Ambassadors to contribute to policy work. NECAC will continue to coordinate improved systems through the standing agenda item to discuss and update the Funding Map.

**4B: B-3 Alignment:** This alignment effort resulted in impactful recommendations to improve standards in the areas of early learning, program, and workforce. Program Standards recommendations will be explored and implemented by the QRIS team within OELD. Workforce Standards alignment resulted in the adoption of NAEYC Standards plus a set of emerging competencies (Taylor, Mauzy, Chong & Gillis, 2020). The Early Learning standards have emerged as the biggest need for attention in terms of future effort.

## Summary

Nevada will use the overall systems planning work described to continue to inform policy as we prepare for Nevada’s upcoming legislative session. In addition to working on this grant, Nevada’s ECCE stakeholders have been participating in the Pritzker Children’s Initiative develop a prenatal-to-age-three (PN3) policy agenda and action plan, focused on expanding access to high-quality programs designed to support children’s healthy development and build a strong foundation for future learning. The Children’s Advocacy Alliance was awarded an implementation grant, therefore the Strong Start PN3 Campaign will now coordinate efforts to enact policy and legislative changes through a five-year plan (2020-2025).

## XI. Sustainability

Nevada has shown commitment to building and maintaining ECCE systems throughout this grant and prior initiatives. This section describes the sustainable activities that can continue through the dedicated efforts of ECCE partners. Relying on infrastructure provided by the NECAC strategic planning management system, OnStrategy, each activity will be governed by the respective departments or organizations who assume financial responsibility. As the projects are reassigned to new or shared leadership, PDG B-5 deliverables will be available for reference. We expect to further strengthen the inter-departmental and cross-sector relationships that were established or expanded within this grant period. Table 6 describes the alternative solutions for seven sustainable activities that were developed during the PDG B-5 renewal. These activities have a corresponding evaluation plan in the PPEP available on the *G-drive Folder*.

Table 6: Sustainability

Sustainable Alternative	Responsible Entity	Recommendation	Funding Source
<b>Conduct an Updated, Statewide Needs Assessment</b>	NECAC	Seek funding and execute plan before the next strategic plan is developed.	TBD
<b>NECAC Strategic Plan 2021</b>	NECAC	Align with results of the current needs assessment.	TBD
<b>Consumer Education Website + CCR&amp;R System with The Children’s Cabinet and Urban League</b>	DWSS, DHHS	Use CEW Status Report and Resources to inform development. Avoid duplicative efforts. Engage parent	CCDF-subsidy

Sustainable Alternative	Responsible Entity	Recommendation	Funding Source
<b>Early Childhood Connection</b>		stakeholders early with a clear plan.	
<b>Workforce Standards updates based on B-3 Alignment recommendations</b>	The Nevada Registry	Implement the work conducted through the extended scope of work with SRI and consider recommendations from final alignment reports.	CCDF-quality
<b>QRIS for NR!PK</b>	OELD, NDE	-	CCDF-quality
<b>Intensive TA (1 and 2 Stars)</b>	DWSS	Consider Program Standards workgroup discussions and report.	CCDF-quality
<b>Staffed Child Care Networks</b>	DWSS	-	CCDF-quality

Projects that are not sustainable at this time:

- a) Early Childhood Integrated Data System
- b) Community Innovation Projects
- c) Early Learning Standards Alignment, continued
- d) WAGE\$ (3 to 5 Stars)
- e) Expanding access to NR!PK

## XII. Governance and Oversight

There are many organizations involved in supporting children and their families in Nevada, however, the state lacks an entity that has formal oversight to make systematic changes that would maintain a system of governance for the long-term continued support and implementation of its ECCE mixed-delivery system (Haboush-Deloye, 2020). According to Building a Comprehensive P-3 Policy in Nevada, one suggestion to move this work forward is to add a position to the Governor’s office that would focus on P-3 governance (Regan, 2015). This is echoed in the 2019 B-3 Policy Analysis and Recommendations report that concluded the original PDG.

Despite these challenges, the NECAC oversees and coordinates with agencies and entities who work to strengthen the various sectors and settings of Nevada ECCE system. Furthermore, the needs assessment provides a summary of how governance and collaborative partnership is simultaneously achieved (see the needs assessment for additional details):

The NECAC has taken several steps in order to fulfil their purpose to strengthen and improve the ECCE system. For instance, the NECAC meeting agenda attempts to provide information and updates on programs and initiatives that impact families. The Council also has three standing subcommittees to improve the functioning of a comprehensive early childhood system. These include Early Learning, Family Supports and Community Engagement, and Child and Family Health. These subcommittee are chaired by members of the NECAC but are inclusive of key community partners that are intricately involved on making progress on the NECAC strategic plan. Finally, the NECAC invests significant time and effort into the strategic planning process to maximize collaboration to successfully guide and improve ECCE systems for all young children and families. (Haboush-Deloye, 2020)

### XIII. Unduplicated Number of Children

This section describes Nevada’s efforts to establish an Early Childhood Integrated Data System (ECIDS) that would measure the unduplicated number of children being served in each of the existing programs and/or awaiting services.

Nevada’s PDG B-5 work enhanced our ability to determine an unduplicated count of children being served, although we have not yet met that goal. At the conclusion of this grant, Nevada still has many isolated data stores across the mixed delivery early childhood domains. However, the foundational components of an integrated system have been developed under this grant and Nevada can draw upon methods, conclusions, governance, lessons learned and partnerships that were established, should funding become available.

#### Working toward an ECIDS

It is clear that an ECIDS would improve Nevada’s ECCE system in many ways. It is also clear that it cannot happen without properly allocated and sustainable funding – a burden that Nevada cannot bear at this time. Each of the contractors who completed activities under the PDG B-5 initial grant included recommendations in their final reports; **all** of them emphasized that Nevada needs improved access to its early childhood data. Each of their projects experienced delays or

had to find work-arounds, making the work more cumbersome due to difficulties in obtaining timely, reliable and accurate data.

The [Nevada ECIDS Status Report and Resources](#) was developed to provide detailed documentation of the PDG B-5 data systems work. The report summarizes prior data initiatives of the past decade, provides a description of the position and duties of the PDG B-5 Data Project Manager, establishes the vision and goals for the data system, includes a plan to link ECIDS with Nevada's existing SLDS, and establishes current work/next steps. The report details PDG B-5 project successes such as the Request for Information (RFI), PDG B-5 Renewal Grant Proposal, Data System Plan Narrative and Work Plan, stakeholder engagement and the ECIDS Task Force. Furthermore, the report compiles all PDG B-5 resources that were made available to support the development of the system. It is available on the [G-drive Folder](#).

## XIV. Technical Assistance

Nevada would benefit from the following technical supports:

- Early Childhood Integrated Data System RFP Development (and continued support).
- Targeted Communications Strategies (for cohorts or states/territories in similar positions)
- Intensive support for ECCE systems building with non-traditional partnerships

Nevada currently receives TA for:

- Continued support for the development of our Consumer Education Website through the State Capacity Building Center
- Continue working with Office of ADAM to submit application for the Using Longitudinal Data to Support State Education Policymaking grant program through IES

## XV. Dissemination

This section includes a list and brief description of important presentations, reports, deliverables and resources that resulted from PDG B-5 and were made available to stakeholders. Table 7 demonstrates a brief synopsis of each dissemination activity.

Nevada hosted or participated in several important stakeholder engagement and feedback meetings as part of our systems planning efforts. PDG B-5 gave regular updates and discussed all current activities during the NECAC meetings under the Nevada Department of Education’s standing agenda item. These meetings provided the space for the PDG B-5 core-team to engage the Council, its subcommittees and other stakeholders in the development of each activity. The collaboration between NECAC and the PDG B-5 core-team was especially critical to the alignment of Activities 1 and 2, but also to the recruitment of stakeholders for Activities 3 and 4. The April and June 2020 NECAC meetings were postponed due to COVID-19, however, the PDG B-5 team will present all final project outcomes in August 2020.

NECAC meetings were attended on:

- 6/26/19
- 8/28/19
- 8/30/19
- 9/24/19
- 10/4/19
- 10/23/19
- 12/18/19
- 2/19/20

The PDG B-5 team also presented at several important cross-sector meetings to summarize the overall work and products of the PDG B-5 systems planning grant. At least two future presentations were rescheduled due to COVID-19 and will not take place in the grant-reporting period. These special presentations were provided to:

- Education Policy Committee, March 31, 2020
- 3<sup>rd</sup> Annual Early Childhood Research Symposium, April 17, 2020
- Legislative Committee on Education, May 22, 2020

Table 7: PDG B-5 Dissemination

Date	Activity	Description	Outputs	Type
7/30/19 – 8/1/19	All	Presented summary/overview of PDG B-5 activities at the State & Territory CCDF Administrators Meeting (STAM). Presented by Christell Askew, Child Care Unit Chief, Division of Welfare and Supportive Services –Nevada Department of Health and Human Services.	Informed other states of project goals	Presentation
8/26/19	4	Hosted kick-off meeting for Fiscal Feasibility Study (Metrix IQ) and B-3 Alignment (SRI International), with key ECCE stakeholders, including early learning, program, workforce. This included a presentation of overall PDG B-5 goals and activities.	•Outreach strategy to increase stakeholders •List of data sets for fiscal study.	Presentation
8/29/19	1 & 2	NICRP presented preliminary findings from needs assessment parent and stakeholder focus groups to the Pritzker Collaborative.	Cross-sector collaboration	Presentation
9/5/19	1	NICRP shared the draft needs assessment report with the NECAC and subcommittees.	Draft Needs Assessment	Document
9/10/19	3	Released the Request for Information (RFI) for a Nevada Early Childhood Integrated Data System (ECIDS) to the Nevada Master Service Agreement.	7 Respondents	Document, Solicitation
9/13/19	4B	B-3 Alignment workgroup recruitment survey is sent to all stakeholders identified in the outreach strategy ( <i>see 8/26/19, above</i> ) and posted to websites.	•Recruitment Survey •149 stakeholder respondents	Document, Participation Solicitation
10/15/19	4B	Launched workgroups for Learning Standards, Program Standards and Workforce Standards.	SharePoint Access to Workgroup Materials	Presentation Documents
10/22/19	3	Conducted Activity 3-specific meeting to guide the work of the ECIDS and Consumer Education Website	•Data Task Force •Consumer Education Website Task Force	Presentation
11/6/19	4B	SRI International developed the report after analyzing all workgroup stakeholder feedback. Distributed to Steering Committee and PDG B-5 core team.	Status of B-3 Alignment Report	Document
12/18/19	2	Approved Strategic Plan by NECAC, posted to website.	Strategic Plan	Document

Date	Activity	Description	Outputs	Type
3/1/20	4A	Findings were presented to the NECAC on 2/19/20. PDG B-5 core-team received the final report from Metrix IQ. Posted to NECAC website.	Nevada Early Childhood Care and Education Fiscal Feasibility Study	Document
4/30/20	4B	SRI International's Scope of Work for B-3 Alignment is approved and a small-group Workforce Committee is formed. 5 meetings were conducted.	Phase 2 Workforce Recommendations Report	Document
6/2/20	1	Nevada PDG B-5 Early Childhood 2019 Needs Assessment is accepted by the Administration for Children and Families. ADA compliant version posted 6/25/20	<ul style="list-style-type: none"> <li>•Posted to NECAC website</li> <li>•Community follow up to at least 26 focus group participants, 15 stakeholder groups</li> </ul>	Document
6/22/20	2	NECAC Strategic Plan 2018-2021 accepted by federal project officers at the Administration for Children and Families. Documents posted to website and shared w/ stakeholders.	<ul style="list-style-type: none"> <li>•Executive Summary,</li> <li>•Strategic Plan, •Nevada ECCE Stakeholder Index</li> <li>•Appendices</li> </ul>	Document
6/30/20	4B	B-3 Alignment final reports for all alignment workgroups, including recommendations and next steps. Documents to-be distributed to all workgroup participants and posted to websites.	<ul style="list-style-type: none"> <li>•Executive Summary</li> <li>•Program Alignment Report</li> <li>•Early Learning Alignment Report</li> <li>•Workforce Alignment Report</li> </ul>	Document
7/2020	All	Nevada PDG B-5 will distribute all final documents to stakeholders and resources will be posted to the <i>G-drive Folder</i> .	<ul style="list-style-type: none"> <li>•PDG B-5 Final Programmatic Report</li> <li>•ECIDS Status Report and Resources</li> <li>•CEW Status Report and Resources</li> </ul>	Document, Web links

## XVI. Recommendations

This section answers five specific questions that were asked in the final report template.

1. *Considering the PDG B-5 work that you have been engaged in over the last year, what are your practical recommendations to HHS and ED?*

Nevada experienced several challenges that were directly related to the grant on the federal level.

We recommend evaluating these areas for future initiatives:

- One-year is too short for a comprehensive, systems planning effort of this magnitude, especially considering the levels of bureaucracy that are in place to receive funding awards in Nevada. Due to slow state approval systems that were required to initiate work on the grant, Nevada was unable to begin the PDG B-5 work until mid-April 2019. This “late start” had a cascading effect on other activity start dates including onboarding vendors for Activities 3 and 4 in August, more half-way through the original grant period. These delays butted against our overall progress and solid-footing during the renewal application window, which rendered unsuccessful. The No Cost Extension was helpful, but too much of an afterthought.
  - It is important to spend the proper time planning so that all supports are well-developed and relationships are well established to execute the work.
- Mixed messaging about guidance was a common issue. For example, the “voluntary” webinars that were meant to support states and territories did not always provide clear answers about expectations and deliverables. This was particularly confusing for the PPEP guidance documents and webinars; another example is the expired PPR form.
- Communities of Conversation and Ask Me Anything webinars were nice TA supports, specifically for ECIDS and Consumer Education topics, but often times we received ideas too far into our planning efforts to implement effective suggestions and tips that we learned. The metaphor “building the plane while you’re flying it” is applicable here. The information was useful to know, but not particularly usable under our circumstances.
- Losing TA support  $\frac{3}{4}$  through the grant was difficult.

- Although PDG B-5 allowed another extension due to COVID-19 (in addition to the already granted NCE), Nevada could not apply for it because of the time-consuming approval process it would have taken to complete on the state end.

2. *What specific issues are critical and should be given priority by you?*

The State of Nevada has many areas of opportunity for improvement in early childhood education systems. Although recent years of collaboration with dedicated partners and new funding initiatives have begun to increase access to high quality programs and supports for young children, the growth is slow moving and difficult to track. Nevada still remains in the bottom list of state to state comparisons in most metrics. The most specific issue that Nevada would give priority to is support and financing for an Early Childhood Integrated Data System. Example: an “off-the-shelf” national data system that could be customized to plug and play with individual state systems to eliminate the duplicative effort of states individually creating their own. Consumer education websites should easily plug into such a system. Technical assistance to assist with database development and implementation, especially for providers and state-level IT employees.

3. *What specific policy changes can we implement from the federal level to address the barriers and challenges that you faced/are facing?*

First and foremost, any policy needs to be backed by the necessary funding to fully implement. Additional ideas have been collected from Nevada stakeholders below:

- Work to align the quality requirements of pre-K funding available through Title I, IDEA and Head Start. In addition, greatly increase the accessibility of data for these programs to states.
- Consider a revision of some pieces of the background check requirements which, with the best intentions, have become a barrier for States to compliance with the law.
- Consider the impact of CCDF reauthorization regulations in in-home child care.
- Allocate funding that will allow the programmatic development required in terms of quality and diversity of services and capacity and reducing the cost of care for families.
- Provide funding and policy support for building consumer education and data management systems.

- Increase the infant-toddler set-aside so states can actually afford to pay the cost of quality and provide care for children.
- Align funding and policy at the federal level (SAMSHA, Dept. of Ed, ACF, SNAP-Ed, even Medicaid) to coordinate all EC programming/funding as it trickles down and creates alignment issues for states.
  - There is pressure at the state level to create coordinated early childhood systems, what about at the federal level?
- Support policy initiatives around providing whole child, whole family services. If we are really going to create equitable, high-quality services, we need to stop piecemealing support to children’s development.
- Establish policy (and funding) around supporting an entire center/staff if they receive PreK funds or EHS expansion.
- Champion policy (and funding) regarding wage supplement programs for our workforce.
- Implement policies for paid family leave for all parents for a minimum of 1 year. This policy needs to be supported with government funds and not put back on businesses and employee taxes.

4. *How can we help you sustain the changes that you made during the course of this project?*

- A lot of national attention goes into financing systems and supports. Nevada would benefit from assistance that provides guidance and planning to identify and improve relationships in the private sector and act on the many recommendations we have received during this planning grant in order to improve our financing of early childhood care and education system.

5. *What guidance could we provide to all states that could help facilitate the successes you encountered in your work?*

- Organize your needs assessments focus groups and secondary data analysis to align with your strategic plan areas.

## XVII. Future Focus

In addition to the Strong Start PN3 Campaign and the work of the NECAC, Nevada will focus on increasing and/or maintaining the collaborative efforts between departments, organizations and the private sector to increase access to high quality services and supports for young children. Nevada will continue to build relationships with and engage families to increase parent awareness, involvement and choice. In addition, Nevada needs to continue to participate in other state-level initiatives, and drive and support community work where we can.

## XVIII. Other Comments

For further information about the Nevada PDG B-5 work or to view the documents referenced in this report, please refer to the *G-drive Folder* that was prepared to conclude this grant.

Nevada is grateful for the opportunity to have continued its ECCE mixed delivery system planning efforts through PDG B-5. While we experienced several challenges, we also experienced many successes and are proud of the work accomplished and valuable partnerships and relationships that were developed.

## XIX. References

Haboush-Deloye, A. (2020). *Nevada PDG B-5 2019 Needs Assessment*. Las Vegas: Nevada Institute for Children's Research and Policy.

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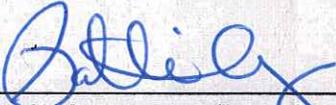
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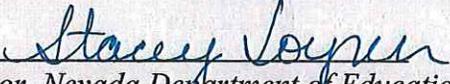
## XX. Signatures and Acknowledgement

We hereby certify that the contents of this final report represent Nevada's work on the Preschool Development Grant, Birth through Five (PDG B-5) From December 31, 2018 through June 30, 2020. Our signatures designate awareness and acknowledgement of, and agreement with, the responses in this report.

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 11/2/2020  
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