ECAC – EARLY LEARNING

ECAC 2018-2021 STRATEGIC PLAN

Full Strategic Plan w/Progress for 2020

As of July 22, 2020

ECAC 2018-2021 STRATEGIC PLAN - PROGRESS DETAIL

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

1.1 KPI: Increase in investment in early childhood education (birth to age 8). (Marty Elquist) (12/31/20)

Comments on Status: 2/13/20: $19M approved by the state; add funding from the state K-5 (Read by Grade 3). Metrics IQ and will have specific amounts to recommend (pull from ECAC funding map?) Not sure about K-3?

Measure: $31.7M/year

Target: $31,700,000

Not Started

1.2 KPI: Percentage of kids that meet or exceed kindergarten entry assessment. (Tina Springmeyer) (12/31/20)

Comments on Status: (pull from OELD OMS) 2/12 - on hold to gather information (IC)

Measure: % of kids

Target:

Not Started

1.3 KPI: Increase the number of programs participating in QRIS - # (baseline at 1/1/2019=272 (192 centers, 9 FCC, 3 Group, 68 district)) (Emily Champlin) (12/31/20)

Comments on Status: 2/12 - Anna to f/u with state number 2/12 - Additional onboarding, new ones added recently.

Measure: # of program centers

Target: 267   On Target

1.4 KPI: Decrease in number of suspensions/expulsions in kindergarten. (Anna Severens) (12/31/20)

Comments on Status: (Anna-NDE/Kacey-WCSD?) 2/12 - new legislation (AB-168) requires a reduction. May be a non-issue. Determine Statewide #. Significantly down in Washoe County, wrap-around services and schools are getting more support and external help.

Measure: # decrease

Target:

Not Started

1.5 KPI: Increase total licensed capacity/PreK slots- # (Baseline: 57,341 licensed capacity OR 3,071 State PreK Slots??) (Marty Elquist) (12/31/20)

Comments on Status: 2/12 - likely will only change annually (capture data in June/end of the fiscal year)

Measure: #

Target:

Not Started

1.6 KPI: Increase the number of early childhood students being included and receiving services in the regular education environment (PreK and K)-- # Baseline- 39% (5 year olds in K); and 30% PreK (Daina Loeffler) (12/31/22)

Comments on Status: 2/12 - January number in progress; Data collected in October of 2021 and validated in the spring. 44% is 3-5 YO including 5 YO in Kindergarten.

Measure: % of students

Target: 43.50%

Not Started

1.7 O1: Describe Early Childhood Education (ECE) in terms of Workforce Development and Economic Development for federal, state and county policy makers. (Tina Springmeyer) (12/31/21)

Measure: % complete

Target:

Not Started

STRATEGIES	START/END DATE	TARGET, MEASURE	ACTUAL	STATUS

1.7.1 S1: Cultivate state, regional and local interest and support by developing partnerships, relationships and financial support from related entities. (Marty Elquist)	01/01/19, 12/31/20	% complete		**Not Started** As of 06/04/19
1.7.1.1 Develop a presentation that can be delivered by any member of the ECAC, or trusted partners, on the economic importance of high quality, accessible ECEEE and the ECAC Strategic Plan.	01/01/19, 05/31/20	% complete		**Not Started** As of 06/04/19
1.7.1.2 Meet with and present ECAC plan to economic development leaders in Reno and Las Vegas to educate and enlist their support to meet workforce and employee needs.	04/01/19, 10/31/20	% complete		**Not Started** As of 06/04/19
1.7.1.3 Meet with and present ECAC plan to Chambers of Commerce leaders in southern and northern Nevada to educate and enlist their support to meet workforce and employee needs.	04/01/19, 10/31/20	% complete		**Not Started** As of 06/04/19
1.7.1.4 Identify 10 to 15 CEOs and business leaders who are willing to become "champions" for ECEEE and recruit them to add their voices to those of educators and parents to encourage private and public investment.	04/01/19, 10/31/20	% complete		**Not Started** As of 06/04/19
1.7.1.5 Meet with the new CEOs and concerned board members of the United Ways in southern and northern Nevada on the economic importance of high quality, accessible ECEEE and the ECAC Strategic Plan, and to recruit private sector champions	04/01/19, 10/31/20	% complete		**Not Started** As of 06/04/19
1.7.1.6 Meet with the state leadership of the Governor's Workforce Development Board to describe the ECEEE workforce, its economic importance to Nevada, and the importance of supporting the ECAC plan to improve the quality and stability of the estimated 15,000 child care and ea	04/01/19, 10/31/20	% complete		**Not Started** As of 06/04/19
1.7.1.7 Convene a meeting with the Children's Advocacy Alliance, Nevada Association for the Education of Young Children, the Children's Cabinet and other allies to discuss enlisting the private sector in this effort	04/01/19, 10/31/20	% complete		**Not Started** As of 06/04/19
1.7.1.8 Develop and disseminate promotional reports and materials to be shared with various stakeholders.	01/01/19, 12/31/20	% complete		**Not Started** As of 06/04/19
1.7.1.9 Update and recreate the Economic Impact of Early Care and Education in Nevada report identifying ROI and savings for the state.	04/01/19, 08/31/20	% complete		**Not Started** As of 06/04/19
1.7.1.10 Increase funding for state-funded Pre-K through various partners. Develop a strategy with the Children's Advocacy Alliance to increase funding for state-supported pre-k slots in school-based and community-based child care centers.	04/01/19, 08/31/20	% complete		**Not Started** As of 06/04/19
1.7.1.11 Identify relationships with potential champions for state and local support such as the mines, Patagonia, Tesla, Amazon, Tribal entities, etc.	06/01/19, 08/31/20	% complete		**Not Started** As of 06/04/19
1.7.2 S2: Build capacity for early learning program slots to meet Nevada's needs today and tomorrow. (Tina Springmeyer) *Comments on Status: 3071 PreK slots were added to Governor's budget for 2019-21*	01/01/19, 10/31/20	100% % complete	38%	**Critical** As of 02/12/20
1.7.2.1 Develop a strategy with the Children's Advocacy Alliance to increase funding for state-supported pre-k slots in school-based and community-based child care centers.	04/01/19, 10/31/20	% complete		**Not Started** As of 06/04/19
1.7.2.2 Develop a strategy to increase the capacity of licensed infant / toddler slots. *Comments on Status: 2/12 - Working with centers not currently serving infant/toddlers (new or expanded), extending grants 5 policy strategies identified in the Pritzker Prenatal to Three grant: 3.1 Increase the number of infant/toddler slots available by creating contracted slots for infants and toddlers in 3/4/5 star centers 3.2 Expand eligibility for Early Head Start from 100% to 200% FPL through dedicated state funding 3.3 Enact and appropriately fund an intensive technical assistance pilot program for 1 and 2 star centers that includes a deep dive barriers to quality assessment and subsequent coaching to improve the quality of participating child care centers 3.4 Establishment of an alternative rate for providers in 3/4/5 star programs during non-standard hours and for children with disabilities. 3.5 Establish a training and incentive pilot program to increase capacity of and access to home-based rural and bilingual providers*	01/01/19, 10/31/20	% complete	75%	**Critical** As of 02/12/20

STRATEGIES	START/END DATE	TARGET, MEASURE	ACTUAL	STATUS

1.7.3 S3: Identify resources to support state and local ECACs. (Tina Springmeyer) — 01/01/19, 12/31/20 — % complete — **Not Started** As of 06/04/19

1.7.3.1 Identify and seek foundation and corporate support for each of the seven local ECACs in the range of $30,000 per year.

Comments on Status: 2/12: Small budget, ECAC in rural area as NV AOAC partner. Can help support and bring training to the areas. A total of $5400 is assigned for local support. $750 is specifically for Carson Douglas ECAC and $750 specifically for Lyon-Storey ECAC, $1000 for Reno, and $1500 to SN affiliate of NevAEYC. Even though there are specific amounts designated, request can come in if additional funds are needed as not all regions need the funding each year.

04/01/19, 10/31/20 — % complete — **Not Started** As of 02/13/20

1.8 O2: Revise and align child, program and workforce standards for all programs and personnel in the B-3 field. (Tina Springmeyer) (12/31/20)

Measure: % complete

Target: 100%

10% **Critical**

Comments on Status: SRI has completed facilitating the work groups and is currently completing their recommendations for future work.

STRATEGIES	START/END DATE	TARGET, MEASURE	ACTUAL	STATUS
1.8.1 KPI: Head Start enrollment by age group in Nevada. (Tina Springmeyer)	01/01/13, 12/31/20	# of children enrolled in Head Start		**Not Started** As of 04/23/19
1.8.2 S1: Revise and adopt comprehensive evidence-based learning and development standards for children birth through third grade (0-3 early learning guidelines, pre-K standards, K-3 Nevada Academic Content Standards, and social emotional competencies). (Tina Springmeyer) *Comments on Status: 2/12: Working with SRI, alignment work to identify and correct gaps*	01/01/19, 10/31/20	% complete	38%	**Critical** As of 02/12/20
1.8.2.1 Revise Pre-K Standards to align with K-12 NACS and SEL standards, and Brigance screener.	03/01/19, 10/31/20	% complete	50%	**Critical** As of 04/23/19
1.8.2.2 Review state's that have Birth-3rd Grade Standards and/or select/adopt state model.	01/01/19, 10/31/20	% complete	25%	**Critical** As of 04/23/19
1.8.3 S2: Explore implementation guidelines to support teachers and administrators in both ECE and early elementary settings to put the B-3 framework into practice. Acti (Tina Springmeyer) *Comments on Status: 2/12: Working with higher ed for B3 program for funding.*	01/01/19, 10/31/20	% complete	10%	**Critical** As of 02/12/20
1.8.3.1 Identify what our program standards are across the continuum in order to better support: 0-3, Pre-K, K-3.	03/01/19, 10/31/20	% complete	11%	**Critical** As of 04/23/19
1.8.3.2 Review and adopt Birth-3rd Implementation Guidelines across domains. Create supplemental documents: 0-3, Pre-K-K, 1-3.	06/01/19, 10/31/20	% complete		**Not Started** As of 04/23/19
1.8.3.3 Review B-3 pilots and policy and professional leadership workgroups recommendations.	06/01/19, 10/31/20	% complete		**Not Started** As of 04/23/19
1.8.3.4 Communication strategy: Connect B-3 and Rb3 work group with champions identified in Objective 1.	06/01/19, 10/31/20	% complete		**Not Started** As of 04/23/19
1.8.3.5 Support and Promote Pre-K and DAP Kindergarten, 1-3 (B3 alignment). Kindergarten class size requirements, unfunded. • Align state grant application and requirements (State Pre-K, Zoom,	01/01/19, 10/31/20	100% % complete	10%	**Critical**

Rb3, all competitive funding).

Comments on Status: 2/12: Working on training opportunities/conference

Task	Dates	% complete	Value	Status
1.8.3.6 Align B-3 coaching support (i.e. CLASS, Rb3, QRIS, etc.) *Comments on Status: 2/12: Training to be provided in Spring 2020 in Las Vegas 4/23 information*	03/01/19, 10/31/20	% complete	50%	**Critical** As of 02/12/20
1.8.3.7 Convene a meeting of stakeholders focused on broad recommendations related to child care program and workforce standards to elevate home-based programs to be more in line with center-based, state supported, and school-based child care centers.	03/01/19, 10/31/20	% complete		**Not Started** As of 04/23/19
1.8.4 S3: Establish expectations to support child care/pre-K to Kindergarten transitions (e.g., Countdown to Kindergarten in Boston, MA). (Tina Springmeyer)	01/01/19, 12/31/20	% complete		**Not Started** As of 04/22/19
1.8.4.1 Form an Early Learning Subcommittee task force of child care, pre-k, and early elementary leaders to develop a shared approach and standards for "handoffs" from pre-k to kindergarten that can be implemented by all pre-k providers (see: Countdown To Kindergarten, Boston). (Kaitlin Lewallen)	08/01/19, 10/31/20	% complete		**Not Started** As of 06/04/19
1.8.4.2 Provide statewide training on Ready for K- TOT training Reno, Las Vegas, Elko. *Comments on Status: 2/12: Training to be provided in Spring 2020 in Las Vegas*	08/01/19, 12/31/20	% complete		**Not Started** As of 02/12/20
1.8.4.3 Parent Perspective Training (TOT) Reno, Las Vegas, Elko.	08/01/19, 12/31/20	% complete		**Not Started** As of 06/04/19
1.8.4.4 Transitional Kindergarten; Retention in Pre-K and K (5-7 year olds entering Kindergarten).	01/01/20, 12/31/20	100% % complete		**Not Started** As of 06/04/19
1.8.5 S4: Engage more closely with for-profit center-based companies to expand access to fee-for-service and subsidized childcare. (Tina Springmeyer)	01/01/19, 12/31/20	% complete	5%	**Critical** As of 02/12/20
1.8.5.1 Distribute list of all for-profit child care operators to subcommittee members and identify top three to five for in-person interviews to develop strategies.	08/01/19, 10/31/20	% complete		**Not Started** As of 06/04/19
1.8.5.2 From interviews develop three year objective to expand access and participation in QRIS programs. (Emily Champlin) *Comments on Status: 2/12: Parents receiving information with intro packet; center directors & staff intro to QRIS; partners to help parents in subsidy programs. Expand partnerships.*	01/01/20, 12/31/20	100% % complete	10%	**Critical** As of 02/12/20
1.8.6 S5: Explore marketing strategies to promote Silver State Stars to parents through employers, health systems, United Ways, and community-based providers. Encourage QRIS participation by creating new marketing strategies aimed at eligible early childhood programs. (Emily Champlin)	01/01/19, 12/31/20	% complete	20%	**On Target** As of 02/12/20
1.8.6.1 Confirm that QRIS is included in Parent Perspective Training.	03/01/19, 10/31/20	% complete		**Not Started** As of 06/04/19
1.8.6.2 Increase financial support for QRIS to address goals in QRIS communications plan.	01/01/19, 12/31/20	% complete		**Not Started** As of 06/04/19
1.8.6.3 Work to add statewide branding and marketing for all ECE programs, beginning with QRIS. *Comments on Status: 2/12: Attended step-up-for-kids events (Las Vegas - November, Reno - October); ECAC Carson-Douglas conference. Program rating with banner.*	01/01/19, 12/31/20	% complete	100%	**On Target** As of 02/12/20
1.8.6.4 Create an early childhood website hub that will have the ability to combine data from multiple ECE agencies, including the QRIS, child care licensing, subsidy, CCR & Rs, The Nevada Registry and state pre-k programs. QRIS web site to be utilized as consumer education and parent portal until larger system can be created.	01/01/19, 12/31/20	100% % complete		**Not Started** As of 02/12/20

1.8.6.5 Create common messaging for both parents and providers to provide clarity of relationship between the new licensing grading system and the QRIS.	08/01/19, 12/31/20	0% % complete		Not Started As of 06/04/19
1.8.7 S6: Explore appropriate Out-of-School Training program standards and requirements. (Marty Elquist)	01/01/19, 12/31/20	% complete		Not Started As of 04/22/19
1.8.7.1 Recruit OST representation to subcommittee.	01/01/19, 12/31/20	% complete		Not Started As of 06/04/19
1.8.8 S7: Conduct a review to establish state-of-the-art, aligned licensure and credential standards for community and school-based professionals that are responsible for the care and education of children ages birth through age eight. (Tina Springmeyer)	01/01/19, 12/31/20	100% % complete	17%	Critical As of 02/12/20
1.8.8.1 B-3 Professional Leadership Series for B-3 Administrators. *Comments on Status: 2/12: Developed, waiting on funding*	03/01/19, 05/30/20	% complete	50%	Critical As of 02/12/20
1.8.8.2 B-3 Workforce Meeting and Subcommittee work with NDE Licensure.	03/01/19, 05/30/20	% complete		Not Started As of 06/04/19
1.8.8.3 State B-3 Workforce meeting and task force to revised NDE licensure.	03/01/19, 10/31/20	% complete		Not Started As of 06/04/19
1.8.9 S8: Use research to establish reasonable requirements for teachers across licensed (center and home provider), OST, and FFN settings. (Tina Springmeyer)	01/01/19, 12/31/20	% complete		Not Started As of 04/22/19
1.8.9.1 Form task force to explore incentives for, and communications with child care workers to pursue additional training and certification.	01/01/19, 12/31/20	% complete		Not Started As of 06/04/19
1.8.9.2 Develop recommendations in 2020 for a strategy and necessary budget to assist child care workers in pursuing additional education after they complete initial training, in all settings.	03/01/20, 05/30/20	100% % complete		Not Started As of 06/04/19
1.8.10 S9: Align CEUs, training hours, and/or college credit to provide access to all early childhood and early elementary teachers and other adults in supporting roles. Acti (Tina Springmeyer)	01/01/19, 12/31/20	% complete		Not Started As of 04/22/19
1.8.10.1 Form a task force in led by The Nevada Registry leadership to determine how ECEEE (Early Childhood and Early Elementary Education) training programs can be timely manner to increase access to training offered in child care, pre-k and early elementary settings.training hours and college credits in a	03/01/19, 07/31/20	% complete		Not Started As of 06/04/19
1.8.10.2 B-3 State Leadership Team will develop a B-3 Professional Leadership Series for state to implement through higher education partnerships.	09/01/18, 05/30/20	% complete	100%	Achieved As of 02/12/20
1.8.10.3 State B-3 Summit/Stakeholder meeting at conclusion of PDG B-3 contract.	05/01/19, 05/30/20	% complete	100%	Achieved As of 02/12/20
1.8.10.4 Encourage programs to offer and/or support Child Development Associate (CDA) credentialing for staff and explore CDA coursework and credentialing for CEUs and possibly college credits.	01/01/19, 12/31/20	% complete		Not Started As of 06/04/19

1.9 O3: Unify the early childhood and early elementary workforce from birth through third grade. (Tina Springmeyer) (12/31/20)

Measure: % complete

Target:

Not Started

STRATEGIES	START/END DATE	TARGET, MEASURE	ACTUAL	STATUS
1.9.1 S1: Determine the steps and resources necessary to create a comprehensive workforce data set of all early childhood educators in The Nevada Registry and the early elementary workforce and to align professional development opportunities. (Tina Springmeyer)	01/01/19, 12/31/20	% complete	25%	Critical As of 02/12/20
1.9.1.1 Review the size and economic importance of the B-3 or ECEEE workforce, barriers and strategies.	01/01/19, 12/31/20	% complete		Not Started As of 06/04/19
1.9.1.2 Explore strategies in 2019 to engage k-3 teachers, elementary school principals, and superintendents in conversation about the idea of unifying the workforce to improve child outcomes.	08/01/19, 12/31/20	% complete	50%	Critical As of 02/12/20
1.9.2 S2: Promote the on-line early childhood education opportunities offered by Nevada's community colleges and universities to support the workforce in rural areas and those working during traditional class hours. (Tina Springmeyer)	01/01/19, 05/30/21	% complete		Not Started As of 06/04/19
1.9.2.1 Convene on-line providers of training programs to identify opportunities to market their programs.	01/01/20, 03/31/20	100% % complete		Not Started As of 06/04/19
1.9.2.2 Identify financial resources needed, develop and share content via social media, existing educational and other institutional on-line outreach.	08/01/20, 05/30/21	100% % complete		Not Started As of 06/04/19
1.9.3 S3: Focus B-3 training investments in geographic and demographic areas of greatest need. (Tina Springmeyer)	01/01/19, 12/31/20	% complete		Not Started As of 06/04/19
1.9.3.1 Include Funding for local ECACs in second round of PDG-B-5 grant application.	09/01/19, 10/31/20	% complete		Deferred As of 02/12/20
1.9.3.2 Identify and prioritize geographic and demographic priority areas for increased training and outreach.	03/01/19, 10/31/20	% complete		Not Started As of 06/04/19
1.9.4 S4: Identify incentives and opportunities for B-3 teachers and administrators to implement the B-3 framework. (Tina Springmeyer)	01/01/19, 12/31/20	% complete	5%	Critical As of 02/12/20
1.9.4.1 Convene a meeting in 2019 of NV Department of Education officials that span the ECEEE years or B-3 with selected Early Learning Subcommittee members to discuss this objective, recommendations of the subcommittee, and how it can contribute to better outcomes and greater investment in child care, pre-k and other elements of this plan.	03/01/19, 10/31/20	% complete		Not Started As of 06/04/19
1.9.4.2 B-3 State Leadership Team policy committee is analyzing and developing guidance related to strategies and recommendations to include B-3 throughout existing state plans including Rb3/KEA, ESSA, SEAD, and NEPF. *Comments on Status: 2/12: Working to include B-3 recommendations in STEP*	03/01/19, 10/31/20	% complete	20%	Critical As of 02/12/20
1.9.4.3 Seek funds to support B-3 coordinators in each RPDP to support this work regionally.	03/01/19, 10/31/20	% complete		Not Started As of 06/04/19
1.9.4.4 Develop strategies in 2019 to engage K-3 teachers, elementary school principals, and superintendents in conversations about the idea of unifying the workforce and B-3 implementation.	08/01/19, 10/31/20	% complete		Not Started As of 06/04/19

1.10 O4: Review the placement and alignment of state offices including child care licensure and Part C IDEA with other B-3 entities. (Tina Springmeyer) (12/31/20)

Measure: % complete

Target:

Not Started

Comments on Status: 2/12: likely Part C will not move into this department

STRATEGIES	START/END DATE	TARGET, MEASURE	ACTUAL	STATUS
1.10.1 S1: Explore the pros, cons, and steps needed to move IDEA Part C Office into the Nevada Office of Special Education along with Part B. (Tina Springmeyer)	01/01/19, 12/31/20	% complete		Not Started As of 02/12/20
1.10.1.1 Include this objective in an ECAC agenda in early 2019 for consideration of revisions or strategies in light of 2018 state election results and likely changes within the Department of Public Health and Department of Education.	06/01/19, 10/31/20	% complete		Not Started As of 06/04/19
1.10.1.2 Set up meeting with NDE Director of Special Education to discuss pros and cons.	06/01/19, 10/31/20	% complete		Not Started As of 06/04/19
1.10.2 S2: Explore licensure of unlicensed home provider (1-4 unrelated) to improve quality of training, early childhood development, and on-site inspections that also meet the needs and recognize the financial limitations of these providers. (Marty Elquist)	01/01/19, 12/31/20	% complete		Not Started As of 06/04/19
1.10.2.1 Convene task force to explore this strategy and make recommendations, identify resources needed, and incentives for home providers to participate in a licensing effort to ensure quality.	01/01/20, 12/31/20	100% % complete		Not Started As of 06/04/19
1.10.4 S4: Embark on long-term process to review and establish state-of -the-art program licensure standards built on model states or counties (e.g. Arizona, Georgia, and Florida). (Tina Springmeyer)	01/01/19, 12/31/20	% complete		Not Started As of 06/04/19
1.10.4.1 Convene an Early Learning Subcommittee meeting in 2020 focused on a review of National Association of Regulatory Administration trends in child care licensure to include a presentation on pace setting states such as Arizona, Maryland, Michigan and New Mexico for comparison with Nevada's approach and it might be strengthened.	01/01/20, 12/31/20	100% % complete		Not Started As of 06/04/19
1.10.5 S5: Remove disincentives and conflicting regulations from health, safety and workforce program license requirements. (Tina Springmeyer)	01/01/19, 12/31/20	% complete		Not Started As of 06/04/19
1.10.5.1 Establish a task force consisting of Early Learning subcommittee members and child care or educator licensure professionals from the NV Dept. of Public Health, NV Dept. of Education, Washoe County to review conflicting regulations and disincentives for child care administrators and make recommendations.	01/01/20, 12/31/20	100% % complete		Not Started As of 06/04/19
1.10.6 S6: Establish common statewide licensing standards for child care settings (e.g., health, fire, child care licensing). (Tina Springmeyer)	01/01/19, 12/31/20	% complete		Not Started As of 06/04/19
1.10.7 S7: Include early childhood programs operated by municipal or county Parks & Recreation departments in unified licensure regulations. (Tina Springmeyer)	01/01/19, 12/31/20	% complete		Not Started As of 06/04/19
1.10.7.1 Make this strategy a discussion topic of the task formed in S6 (above), and if needed, included county, municipal, and Parks & Rec childcare administrators in the task force on an ad hoc basis.	01/01/20, 12/31/20	100% % complete		Not Started As of 06/04/19

1.11 O5: Advocate for greater investment in wage and incentive programs that reward increased education levels. (Marty Elquist) (12/31/20)

Measure: % complete

Target:

Not Started

STRATEGIES	START/END DATE	TARGET, MEASURE	ACTUAL	STATUS

1.11.1 S1: Map all B-3 workforce financing by funding source in comparison to the overall investment in the early childhood and early elementary system. (Tina Springmeyer)	01/01/19, 12/31/20	% complete	Not Started As of 06/04/19
1.11.1.1 Form a task force of the Early Learning Subcommittee to f.ocus on updating the Race to the Top plan	03/01/19, 10/31/20	% complete	Not Started As of 06/04/19
1.11.1.2 Review 2018 financing ma.p and identify where workforce improvement dollars exist and where more are needed for presentation to Nevada legislature	01/01/19, 12/31/20	% complete	Not Started As of 06/04/19
1.11.2 S2: Research and identify promising wage and incentive programs. (Shelly Nye)	01/01/19, 12/31/20	% complete	Not Started As of 06/04/19
1.11.2.1 Convene an Early Learning Subcommittee Wages and Incentives Task Force in 2019 focused on success in other states or counties including Alaska, Alabama, Georgia, North Carolina and Florida to increase wages and total compensation for ECE/EE workers.	01/01/20, 12/31/20	100% % complete	Not Started As of 06/04/19
1.11.2.2 Explore potential for implementing a state-funded financial incentive program modeled after the Georgia Scholars DECAL program for those enrolled in CDA, Associate's, Bachelor's or Master's level programs in Early Childhood Education, Child Development, or Child Care Administration programs.	01/01/20, 12/31/20	100% % complete	Not Started As of 06/04/19
1.11.2.3 Utilize a tiered system to reward early childhood and early elementary educators for continued professional learning on their career pathway.	01/01/19, 12/31/20	0% % complete	Not Started As of 06/04/19
1.11.3 S3: Identify opportunities for federal, state, county and municipal funding to increase wages of birth to age 5 early childhood teachers in all settings. (Tina Springmeyer)	01/01/19, 12/31/20	% complete	Not Started As of 06/04/19
1.11.3.1 Convene a meeting in 2019 with Early Learning Subcommittee members, CAA, NDE, TEACH, and DCA to explore how the public sector could support scholarships, bonuses, or training programs to increase total compensation for ECE/EE workers.	03/01/19, 10/31/20	% complete	Not Started As of 06/04/19
1.11.3.2 Secure meetings with elected officials at the county and city level in 2019 to explore local participation through appropriated dollars, fees or in-kind support.	01/01/19, 12/31/20	% complete	Not Started As of 06/04/19
1.11.4 S4: Explore the growth and stability of the B-3 workforce in states, counties or municipalities with investment in higher wages and benefits. (Tina Springmeyer)	01/01/19, 12/31/20	% complete	Not Started As of 06/04/19
1.11.4.1 Form a task force with DCA, UNR and UNLV to review and re.port on existing descriptions of successful programs and to conduct interviews with leaders from states solving problems similar to those faced by Nevada	03/01/19, 10/31/20	% complete	Not Started As of 06/04/19
1.11.5 S5: Explore significant funding request (i.e., state marijuana tax dollars) for workforce investments. (Tina Springmeyer)	01/01/19, 12/31/20	% complete	Not Started As of 06/04/19
1.11.5.1 Develop a strategy to provide significant reductions in tuition or scholarships for ECE/EE workers and teachers with state universities, colleges and community colleges.	01/01/19, 12/31/20	% complete	Not Started As of 06/04/19
1.11.6 S6: Mobilize task force to seek county, municipal and private investment in wage and incentive programs. (Tina Springmeyer)	01/01/19, 12/31/20	% complete	Not Started As of 06/04/19
1.11.6.1 Develop a strategy for counties in 2018 to form a local ECAC and to appropriate funds to reward B-3 educators for professional development, educational achievements or longevity of service.	01/01/20, 12/31/20	100% % complete	Not Started As of 06/04/19
1.11.7 S7: Explore county, municipal, and private funding rewards for 0-5 teacher education and longevity. (Tina Springmeyer)	01/01/19, 12/31/20	% complete	Not Started As of 06/04/19

1.11.7.1 Secure meetings with elected officials at the county and city level in 2019 to explore local participation through appropriated dollars, fees or in-kind support.

08/01/19, 10/31/20

% complete

Not Started

As of 06/04/19

1.12 O6: Allocate Personnel and Financial Resources to Integrate ECE Data. (Tina Springmeyer) (12/31/20)

Measure: % complete

Target:

Not Started

STRATEGIES	START/END DATE	TARGET, MEASURE	ACTUAL	STATUS
1.12.1 S1: Integrate Registry, DOE, School District, TEACH, and Licensing Data for parent, provider, advocacy and economic development usage. (Tina Springmeyer) *Comments on Status: 2/12: Workgroup in conversation, but no action as yet. Kristelle/Marty.*	01/01/19, 12/31/20	% complete		**Not Started** As of 02/12/20
1.12.1.1 Develop Scope of Work to identify personnel and funding needed for an integrated data system.	01/01/19, 12/31/20	% complete		**Not Started** As of 06/04/19
1.12.1.2 Include integrated ECE/EE data compilation and presentation as an agenda topic in a 2019 ECAC meeting to further clarify the value and clear anticipated uses of information from The Nevada Registry, Dept. of Education, state and county licensure authorities, TEACH, and school districts.	01/01/19, 12/31/20	% complete		**Not Started** As of 06/04/19
1.12.1.3 Convene a task force in 2019 of Early Learning Subcommittee members and MIS staff from The Nevada Registry, Dept. of Education, state and county licensure authorities, TEACH, and school districts to determine capacity, staff time and cost of integrating data into a useful form.	01/01/19, 12/31/20	% complete		**Not Started** As of 06/04/19
1.12.2 S2: Make data transparent and available through DOE for providers and school districts. (Tina Springmeyer) *Comments on Status: 2/12: Some progress moving data into Infinite Campus*	01/01/19, 12/31/20	% complete		**Not Started** As of 02/12/20
1.12.2.1 Form task force in 2020 to better articulate this strateg.y and the data that needs to be more readily available and its value to future planning	01/01/19, 12/31/20	% complete		**Not Started** As of 06/04/19