

**U.S. Department of Education**  
Washington, D.C. 20202-5335



**APPLICATION FOR GRANTS  
UNDER THE**

**Preschool Development Grants - Development**

**CFDA # 84.419A**

**PR/Award # S419A150004**

**Grants.gov Tracking#: GRANT11757487**

OMB No. 1810-0717, Expiration Date: 02/28/2015

Closing Date: Oct 14, 2014

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Non Responsive

**Application for Federal Assistance SF-424**

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
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* 3. Date Received: <input type="text" value="10/10/2014"/>	4. Applicant Identifier: <input type="text"/>
--	--

5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>
--	---

**State Use Only:**

6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>
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**8. APPLICANT INFORMATION:**

* a. Legal Name: <input type="text" value="Nevada Department of Education"/>	
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="88-6000022"/>	* c. Organizational DUNS: <input type="text" value="8098877220000"/>

**d. Address:**

* Street1: <input type="text" value="700 E Fifth St"/>
Street2: <input type="text"/>
* City: <input type="text" value="Carson City"/>
County/Parish: <input type="text"/>
* State: <input type="text" value="NV: Nevada"/>
Province: <input type="text"/>
* Country: <input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code: <input type="text" value="89701-5096"/>

**e. Organizational Unit:**

Department Name: <input type="text"/>	Division Name: <input type="text"/>
---------------------------------------	-------------------------------------

**f. Name and contact information of person to be contacted on matters involving this application:**

Prefix: <input type="text" value="Dr."/>	* First Name: <input type="text" value="Steve"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Canavero"/>	
Suffix: <input type="text"/>	
Title: <input type="text" value="Deputy Superintendent"/>	

Organizational Affiliation: <input type="text"/>
--

* Telephone Number: <input type="text" value="775-687-9224"/>	Fax Number: <input type="text"/>
---	----------------------------------

* Email: <input type="text" value="scanavero@dco.nv.gov"/>
--

**Application for Federal Assistance SF-424**

**\* 9. Type of Applicant 1: Select Applicant Type:**

A: State Government

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

**\* 10. Name of Federal Agency:**

U.S. Department of Education

**11. Catalog of Federal Domestic Assistance Number:**

S4.419

CFDA Title:

Preschool Development Grants

**\* 12. Funding Opportunity Number:**

ED-GRANTS-081814-001

\* Title:

Office of Elementary and Secondary Education (OESE): Preschool Development Grants: Development Grants CFDA Number S4.419A

**13. Competition Identification Number:**

S4 419A2015 1

Title:

**14. Areas Affected by Project (Cities, Counties, States, etc.):**

[Add Attachment](#)

[Delete Attachment](#)

[View Attachment](#)

**\* 15. Descriptive Title of Applicant's Project:**

Nevada, Ready!, High-Quality, Preschool, Development

Attach supporting documents as specified in agency instructions.

[Add Attachments](#)

[Delete Attachments](#)

[View Attachments](#)

**Application for Federal Assistance SF-424**

**16. Congressional Districts Of:**

\* a. Applicant

\* b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

**17. Proposed Project:**

\* a. Start Date:

\* b. End Date:

**18. Estimated Funding (\$):**

* a. Federal	<input type="text" value="43,762,680.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="(b)(4)"/>
* d. Local	
* e. Other	
* f. Program Income	
* g. TOTAL	

**\* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

- a. This application was made available to the State under the Executive Order 12372 Process for review on .
- b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- c. Program is not covered by E.O. 12372.

**\* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

Yes  No

If "Yes", provide explanation and attach

**21. \*By signing this application, I certify (1) to the statements contained in the list of certifications\*\* and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances\*\* and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

\*\* I AGREE

\*\* The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

**Authorized Representative:**

Prefix:  \* First Name:   
Middle Name:   
\* Last Name:   
Suffix:

\* Title:

\* Telephone Number:  Fax Number:

\* Email:

\* Signature of Authorized Representative:  \* Date Signed:

## ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

**PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.**

**NOTE:** Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

<b>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</b> <input type="text" value="Hema Annesenpoor"/>	<b>TITLE</b> <input type="text" value="Assistant Director"/>
<b>APPLICANT ORGANIZATION</b> <input type="text" value="Nevada Department of Education"/>	<b>DATE SUBMITTED</b> <input type="text" value="10/10/2014"/>

Standard Form 424B (Rev. 7-97) Back





## NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

### To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

### What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

### What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

### Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email [ICDocketMgr@ed.gov](mailto:ICDocketMgr@ed.gov) and reference the OMB Control Number 1894-0005.

**Optional - You may attach 1 file to this page.**

	Add Attachment		
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## CERTIFICATION REGARDING LOBBYING

### Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

### Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

\* APPLICANT'S ORGANIZATION

Nevada Department of Education

\* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix:  \* First Name:  Middle Name:

\* Last Name:  Suffix:

\* Title:

\* SIGNATURE:  \* DATE:

## Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

---

## You may now Close the Form

**You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.**

\* Attachment:

## PROJECT ABSTRACT

**Title:** Nevada Ready! High Quality Preschool Development Grant

**Applicant's Name:** State of Nevada, Office of Governor Brian Sandoval

**Lead Agency:** Nevada Department of Education, Superintendent of Public Instruction, Dale Erquiaga

### Project Overview:

Nevada's proposal supports the improvement and expansion of Pre-K slots across the four years of the grant, while providing critical wraparound supports for vulnerable families. Nevada proposes to improve and expand Pre-K programs in "High-Need Communities", starting in Year One (1). Nevada's experience and current quality half-day day Pre-K program is a project-ready system prepared to expand into full-day high-quality Pre-K. The most significant gain in quality structural measures to Nevada's existing Pre-K program will be the increased number of programs improved from providing instruction to children a minimum of 10-hours a week, to programs that provide a minimum of 25-hours a week or 5-hours a day. This ambitious, yet achievable, plan will result in Nevada serving a total of 2,990 children in high-quality full-day Pre-K programs and the infrastructure to sustain Pre-K in Nevada long after the grant period. Nevada's proposal includes a more than  $\frac{(b)}{(4)}$  match increasing to  $\frac{(b)}{(4)}$  by year 4, and will allow for sustainability after the grant period.

### Project Objectives and Activities:

NDE's proposal to build infrastructure for new high-quality Pre-K seats and to improve existing half-day seats to full-day, high-quality, utilizes a multi-pronged approach. First, NDE has identified sub-grantees from LEAs, private entities, non-profits, charter schools, and faith-based programs. This will allow Nevada to offer a variety of Pre-K seats for the most vulnerable children in our community, under the 200% FPL, in high-need communities. NDE is proposing to sub-grant 75% of grant, 10% higher than the grant requirement, as much of the initial development process has been completed in Nevada. Secondly, NDE will be utilizing 25% of grant funds to build the infrastructure and capacity by providing monitoring and evaluation; professional development to expand to full-day; training; working as part of the team to identify physical space; wraparound services; direct support to partners; coaching and direct services to build a comprehensive Pre-K system.

The following highlight Nevada's objectives: 1) Nevada is a WIDA Consortium State funded to support linguistically diverse students through high-quality standards, assessments, research and professional development for educators. The WIDA Consortium will work to link all standards for culturally and linguistically diverse students across each measure of early learning and beyond, for all schools; 2) Crosswalks have been established between the Early Learning Guidelines and Pre-K Standards, between the Pre-K Standards to the Nevada Academic Content Standards, and Pre-K Standards to Teaching Strategies Gold,<sup>TM</sup> Nevada's Kindergarten Entry Assessment with the objective of

having one set of comprehensive ELD standards for children birth through 3<sup>rd</sup> grade; 3) Nevada's State Pre-K program has longitudinal data since 2002 that demonstrates significant student achievements – Nevada will be including all sites into the data system; and 4) Nevada will build upon the existing Silver State Tiered Quality Rating and Improvement System to align with districts and will further align the district TQRIS model to the Nevada School Performance Framework.

**Project Goals:**

Nevada's priority is to enhance state capacity to implement and sustain high-quality Pre-K programs. As the first step in building a continued Pre-K infrastructure for Nevada communities Nevada proposes to increase high-quality Pre-K slots by 58% within four (4) years and serve approximately 15% of the state's four-year-old population living under 200% of poverty. In addition, Nevada is working to build sustainable workforce development; professional development and outreach; standardized assessments; comprehensive Kindergarten Entry Assessment; enhance Early Learning and Development Standards, Parent engagement; Coordinated linkage for all sites into State's Longitudinal Data System; Implement a comprehensive learning system; and support for sustaining a statewide P-3 investment.

**Organizational Support – Nevada Stakeholders (Sub-grantees):**

Nevada has identified five high-need communities, all with extreme high risk factors in relation to health inadequacies, food insecurity, low graduation rates, and poverty factors. The five communities are Clark County, Washoe County, Lyon County, Nye County and Churchill County. NDE has identified sub-grantees in each County with the ability and capacity to support the improvement and expansion of high-quality Pre-K programs to make significant strides in reaching the most disadvantaged populations. In Clark County, the United Way of Southern Nevada (who will work with the Clark County School District); and the State Public Charter School Authority (SPCSA) will serve as two of the sub-grantees. In Washoe County, the Washoe County School District (WCSD) and Community Services Agency (CSA) will provide seats (with support from University of Nevada, Reno (UNR) and the SPCSA). The other sub-grantee partners include the Nye County School District (Frontier Rural community); the Churchill County School District (Frontier Rural Community); and the Lyon County School District (Rural Community). All sub-grantees are committed to work with public, private, non-profit and faith-based providers across the state to provide comprehensive wraparound services for families. These sub-grantees support Nevada's goal to integrate students with various economic and socio-economic backgrounds, cultural and linguistic differences, in inclusive environments.

## Project Narrative File(s)

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\* Mandatory Project Narrative File Filename:

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To add more Project Narrative File attachments, please use the attachment buttons below.



# **Nevada Ready! High-Quality Preschool Development Grant**

*Submitted by:*  
*The Nevada Department of Education*  
*700 E. Fifth Street*  
*Carson City, Nevada 89701*  
*(775) 687-9200*

**Brian Sandoval**  
Governor

**Dale Erquiaga**  
Superintendent of Public Instruction

## A. EXECUTIVE SUMMARY

### A1) Building on Nevada's Progress

Nevada is committed to an ambitious, achievable, and quality focused plan for expanding access to high-quality preschool (Pre-K) programs. Nevada has developed and aligned Early Learning and Development Standards (ELDS); increased financial investment in State Pre-K programs for English Language Learners (ELL); enacted legislation to enhance the early childhood infrastructure; obtained positive longitudinal data from existing Pre-K programs; implemented the Nevada Early Childhood Advisory Council (NECAC) to coordinate resources for preschool-aged children; and promoted the coordination of support services for the early learning and development of children. Nevada's efforts started in 2001 and Nevada will continue to invest in system reform and expansion. We are ready to move Nevada forward!

**Standards:** Nevada established ELDS to include *Nevada's Infant and Toddler Early Learning Guidelines* and *Nevada Pre-K Standards*. Crosswalks have been established between the Early Learning Guidelines (ELG) and Pre-K Standards, between the Pre-K Standards to the Nevada Academic Content Standards (NVACS), and Pre-K Standards to Teaching Strategies Gold,<sup>TM</sup> Nevada's Kindergarten Entry Assessment (KEA). Nevada is committed to improve the ELDS which will soon be enhanced to align to World-Class Instructional Design and Assessment (WIDA) English Development Standards. Nevada aims to have one set of comprehensive ELD standards for children birth through 3<sup>rd</sup> grade.

**Increased Investment:** Nevada's State Pre-K program first received state funds in 2001 to improve school readiness by providing high-quality early education that supports parent involvement. This program first served 694 children. Today, the State Pre-K program spends (b)(4) year to serve (b)(4) children. In addition, the 2013 Legislature funded \$ (b)(4) year to support ELL Pre-K Programs (Zoom Schools). This investment in Zoom Schools nearly doubled Nevada's state-funded Pre-K population and more than doubled the funding. It provided access to (b)(4) new Pre-K classrooms in six school districts for an additional (b)(4) Pre-K children.

**Legislation and Policy:** Nevada has implemented legislation and policy to enhance the early learning infrastructure. The 2013 legislative session mandated the continuation of the Governor-appointed NECAC, which has been instrumental in creating a statewide definition of school-readiness, conducting a statewide needs assessment and feasibility study for a KEA and Early Childhood Data System (ECDS). Nevada was one of six states selected in 2013 to participate in



an 18-month Birth-3rd Grade Policy Academy sponsored by the National Governors Association (NGA), and has received comprehensive technical assistance to improve learning outcomes from birth through third grade. In 2014, NECAC developed the Council's Strategic Plan which serves as Nevada's road map to improve the Early Childhood Comprehensive System (ECCS). In addition, Governor Brian Sandoval was recently selected to serve as the Chairman of the NGA Education and Workforce Committee. Governor Sandoval understands the importance of education and its impact on Nevada's economy and future. In January 2014, the Superintendent of Public Instruction introduced the strategic plan for **Nevada Ready!** to improve the achievement of pupils from Pre-K through higher education.

**Quality of Pre-K Programs:** Nevada's State Pre-K program has longitudinal data since 2002 that demonstrates significant student achievements. Nevada State Pre-K annual-longitudinal evaluation concluded: 1) Children achieved significant learning gains in Pre-K; 2) All programs met or exceeded all six statewide indicators on the developmental progress of children and parent involvement; and 3) The program showed positive long-term effects on student academic skills entering elementary school. Nevada will build upon these positive results by implementing a district model of the Tiered Quality Rating and Improvement System (TQRIS) and aligning the district TQRIS model to the Nevada School Performance Framework (NSFP).

**Coordination of Program and Service Funding:** In 2014, a Governor's Executive Order restructured state early learning programs, which are now under the Nevada Department of Education (NDE) in the Office of Early Learning and Development (OELD). This realignment makes it possible for the following programs to collaborate, coordinate and leverage funding more efficiently: State Pre-K; Head Start State Collaboration and Early Childhood Comprehensive Services (HSSCO/ECCS); Child Care and Development Fund (CCDF) Quality Administration, which funds Early Childhood Provider Training and Silver State Stars (Nevada's TQRIS); program accreditation support; Teacher Education and Compensation Helps (T.E.A.C.H.) Early Childhood® Nevada; and the Nevada Registry (early childhood career ladder and professional development system). Nevada is currently using this new structure to expedite the planning, piloting and implementation of the TQRIS model. The realigned infrastructure allows NDE to better coordinate through the NECAC, local ECACs, LEAs and other ECE programs to facilitate stronger collaboration and the allocation of grant funds for direct services to our young learners.

***Coordination of Programs and Services to Support Children’s Early Learning and***

***Development:*** The Nevada Expanding Opportunities State Interagency Leadership Team promotes the availability of quality, inclusive, community-based early care and natural early learning opportunities for children and their families by working to foster a collaborative environment of mutual understanding between education and service provider partners, support for each unique scope of work, use of a strength-based approach for solving common challenges, reducing barriers, and promoting sustainable solutions. In an effort to reduce duplication of efforts, this team recently mapped Nevada’s early childhood system including ECE programs, social-emotional development and behavioral health services, medical home and healthcare access, parent education, family support services, provider support, financing, governance, standards, and community engagement and advocacy programs.

**A2) Voluntary, High-Quality Pre-K Programs in High-Need Communities**

To further bridge programmatic and agency gaps, the Office of Governor Brian Sandoval and the NDE Superintendent of Public Instruction, Dale Erquiaga, partnered with NGA to hold a P-3 Education Symposium in August 2014. Public, private, faith-based, non-profit Pre-K providers; local educational agencies (LEAs); higher education, and state and local agencies strongly supported developing a statewide voluntary High-Quality Pre-K program and submitting this Development Grant. The Governor tasked a Pre-K Grant Advisory Committee to direct the efforts of this grant application following the Symposium and received input from many P3 Symposium participants. The five county-based school districts identified with the highest-need communities are ready, able and willing to participate. These school districts are Churchill, Clark, Lyon, Nye, and Washoe. The voluntary high-quality Pre-K programs for eligible four-year olds in high-need communities align with the characteristics of “High-Quality Preschool Program” as defined by the United States Department of Education (US DOE)..

**A3) Increased Number of Eligible Children served in High-Quality Pre-K Programs/Year**

This application will support Nevada’s additional investment of \$ (b)(4) in supplemental Pre-K dollars, over four years, to improve and enhance existing half-day high-quality Pre-K seats (to full-day) for (b)(4) children and to develop new high-quality Pre-K slots in high-need communities for an additional (b)(4) children. Nevada proposes to increase high-quality Pre-K slots by (b)(4)% within three years and serve approximately (b)(4)% of the state’s four-year-old population living under 200% of poverty.

Nevada is proposing to improve and expand Pre-K programs in “High-Need Communities” each year during the grant period, starting in August 2015. Nevada’s experience and current quality half-day day Pre-K program is a project-ready system prepared to expand into full-day high-quality Pre-K. Through the collaborative efforts of Nevada policy makers, Nevada has been developing the framework to expand Pre-K. This grant will allow Nevada to meet an ambitious and achievable improvement and expansion timeline, and use funds for new seats in the first year. *Table 1* demonstrates Nevada’s improvement and expansion of Pre-K slots across the four years of the grant. This ambitious, yet achievable, plan will result in Nevada serving a total of 2,990 children in high-quality full-day Pre-K programs.

<b>Table 1: Nevada Proposed Improvement and Expansion of Pre-K</b>					
<b>Enhancement/Expansion Seats</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Total</b>
<b>Enhancement to current seats from ½ Day to Full-Day – Quality Pre-K</b>	660	710	60	0	1430
<b>Expansion of New Full-Day Pre-K Seats</b>	240	500	490	330	1560

**A4) Define Characteristics Specific of High-Quality Pre-K Programs**

NDE is prepared to meet the definition of high-quality Pre-K Programs and will build on Nevada’s State Pre-K program to provide enhanced and expanded High-Quality Pre-K seats, in “High-Need Communities” through **Nevada Ready!** The most significant gain in quality structural measures to Nevada’s existing Pre-K program will be the increased number of programs improved from providing instruction to children a minimum of 10-hours a week, to programs that provide a minimum of 25-hours a week or 5-hours a day (*Table 2*).

<b>Table 2: Nevada Existing High-Quality Pre-K Requirements</b>	
<b>Licensure</b>	Early Childhood Education (ECE)/Pre-K teachers responsible for providing direct instruction to ECE students must be licensed to teach Pre-K (Birth – 2 <sup>nd</sup> grade), and hold a minimum of a Bachelor’s Degree.
<b>Curriculum</b>	Programs must use the Nevada Pre-K Content Standards and developmentally appropriate, research-based curriculum.
<b>Size/Staff Ratio</b>	Class sizes must not exceed 20; child/staff ratios must not exceed 10:1.
<b>Evaluation/ Longitudinal Data</b>	Education Program must participate in the statewide program evaluation system, both annual and longitudinal.

<b>Parent Involvement</b>	Program must involve parents.
<b>Wrap-Around Coordination</b>	Programs must coordinate with existing programs /community services.
<b>Equal Access</b>	A homeless Pre-K child must have equal access to the same public Pre-K programs as provided to other children, and that child must be enrolled immediately, even if the child lacks records normally required for enrollment, such as immunization records.
<b>Special Ed/Title I</b>	Strong emphasis on collaboration with Early Childhood Special Education and Title I.
<b>Health &amp; Safety</b>	Health and Safety standards follow individual school-district or state-level requirements.

#### **A5) Set Expectations for the School Readiness of Children upon Kindergarten Entry**

NDE developed a strategic plan in January 2014, titled “**Nevada Ready!**”. This plan addresses the importance of high-quality education and addresses education and school readiness to prepare students to be ready for Kindergarten and beyond as well as sets expectations that nothing less than **Nevada Ready!** is acceptable. Kindergarten readiness, also referred to as school readiness, represents the development of the skills necessary to be academically, physically, socially and emotionally ready for entrance into the formal academic setting. School readiness across these domains is clearly defined in Nevada’s ELDS standards. Each child’s school readiness must also address the schools’ readiness for children and the capacity of families and communities to provide developmental opportunities for young children. We can only expect our children to be ready for school when families, schools, educators, communities and service delivery systems are prepared to support and sustain their growth. Nevada is aiming for: “**Ready Families**” to recognize their role as the child’s first and most important teacher, providing steady and supportive relationships, ensuring safe and consistent environments, promoting good health, and fostering curiosity, excitement about learning; “**Ready Educators**,” including licensed and skilled teachers, who possess and are able to implement appropriate curriculum based on children’s development, including special needs; and build on children’s strengths; and are sensitive to cultural values and individual differences; “**Ready Schools**” provide a seamless transition to a high-quality developmentally-appropriate learning

environment by engaging families and the whole community; *“Ready Communities”* include businesses, faith-based organizations, early childhood service providers, community groups, and local governments, who work together to support children's school and long-term success by providing families affordable access to information, services, high-quality child care, and early learning opportunities; and *“Ready Systems”* describes the availability, quality, and affordability of proven programs that influence child development and school readiness, and includes public and private agencies providing support, information and tools that help family, educators, schools, and children.

#### **A6) Stakeholder Support**

The Governor's recent P-3 Symposium is a testament to the overwhelming support for improving access to high-quality Pre-K programs in Nevada. This symposium was attended by 125 participants who represented a broad group of stakeholders including many early learning intermediary organizations such as state and early learning councils; K-12 leaders; higher education; local, county and state government partners; LEAs; family advocates; and elected officials. Additionally, Nevada's grant application was guided by a statewide advisory committee including members from The Las Vegas Urban League, The Children's Cabinet, NECAC, higher education, local agencies and LEAs. Preliminary agreements from LEAs within identified high-need communities are in *Appendix A5*. In addition, letters of support have been provided by early learning intermediary organizations, state and local early learning councils, and wraparound service providers for Pre-K and can be found in *Appendix A3*.

#### **A7) Allocate Funds**

*Activities to Build and Improve Pre-K programs:* NDE's proposal to build infrastructure for new high-quality Pre-K seats and to improve existing half-day seats to full-day, high-quality, utilizes a multi-pronged approach. First, NDE has identified sub-grantee(s) from LEAs, private entities, non-profits, charter schools, and faith-based programs. This will allow Nevada to offer a variety of Pre-K seats for the most vulnerable children in our community, under the 200% FPL, in high-need communities. This adheres to the grant guidelines and Nevada's approach to offer an all-inclusive and diverse setting for high-quality Pre-K opportunities. NDE is proposing to sub-grant 75% of grant, 10% higher than the grant requirement, as much of the initial development process has been completed in Nevada. Secondly, NDE will be utilizing 25% of grant funds to build the infrastructure and capacity by providing monitoring and evaluation;

professional development to expand to full-day; training; working as part of the team to identify physical space; and direct services to build a comprehensive Pre-K system. This proposal includes a more than  $\frac{(b)}{(4)}$ % match increasing to  $\frac{(b)}{(4)}$ % by year 4, and will allow for sustainability after the grant period, and allow for ELDS to be linked from birth to 3<sup>rd</sup> grade.

Nevada is a WIDA Consortium State funded to support linguistically diverse students through high-quality standards, assessments, research and professional development for educators. The WIDA Consortium will work to link all standards for culturally and linguistically diverse students across each measure of early learning and beyond, for all schools. NDE recently extended the collaboration with WIDA to enhance the development of English Language and Development Standards and assessments to be piloted in respective ELL State pre-K sites. These efforts will be done through a collaborative communication outreach program and Pre-K sub-grantee input to ensure that all families, including those who are isolated or otherwise hard to reach are included. Nevada is including transportation for the rural communities, with outside and tribal areas a significant distance from the Pre-K sites.

To provide seats by the end of year one, Nevada will be improving existing high-quality Pre-K seats to full-day. The current infrastructure currently includes the other high-quality Pre-K standards, which allows Nevada to move forward quickly. The sites for the improvement have been surveyed and with NDE training and support on how to use the expanded time effectively, are excited and confident they will be able to meet this ambitious timeline.

## **B. NEVADA'S COMMITMENT TO HIGH-QUALITY PRE-K PROGRAMS**

### **B1) State Early Learning and Development Standards**

Nevada is committed to develop and improve the State Pre-K program infrastructure by delivering high-quality programs through comprehensive Nevada Early Learning and Development Standards (ELDS). Nevada's Pre-K standards (*Appendix 6*) are embedded in Nevada's Early Childhood Comprehensive System (ECCS) to provide guidance for teachers, administrators and parents when developing learning experiences for young children. The ECCS incorporates the five essential domains of school readiness of children's early development and learning: Health and Physical Development, Social/Emotional Development, Language Development and Communication, Approaches to Learning and Creative Expressions, and Cognition and General Knowledge (Math and Science). Nevada ELDS ensure that the programs

and guidelines are designed for all students in Nevada, regardless of cultural, linguistic, socio-economic or developmental characteristics of any student.

Nevada's commitment to ELDS has been progressing for over ten-years and is comprised of two components: 1) Early Learning Guidelines (ELG) (ages 0-3) and 2) Pre-K Standards (ages 3-5). The ELG and Pre-K standards were developed with input from community stakeholders, higher education, teachers and child care facilities to ensure applicability and appropriateness of early care and education settings, such as child care centers, family child care homes, Head Start, faith-based, private, and publicly-funded LEAs for Nevada's children. As a condition of funds from this application, all current and proposed High-Quality Pre-K sites are required to implement ELDS with appropriate curriculum and aligned assessments.

Nevada's ELDS crosswalks currently align standards for children age birth to three, three through five, with NVACS coding and content areas. Nevada's ELGs are aligned to the Nevada Pre-K standards, and provide the foundation for learning from which the Pre-K standards emerge. These Pre-K Standards were further revised in 2010, with a crosswalk to align the coding and content areas to Nevada's K-12 Content Standards (now Nevada's Academic Content Standards (NVACS)). NDE is committed to the next step of having one set of comprehensive standards for children birth through 3<sup>rd</sup> grade. In 2014, the State of Nevada adopted the next generation science standards to which the Pre-K Standards will be aligned, fully embracing a system of college and career readiness.

## **B2). Nevada's Financial Investment in High-Quality Pre-K Programs**

During the Great Recession, Nevada was one of the hardest hit states in the country with the highest foreclosure rate and consistently ranked with top states in unemployment. However, in 2013, Nevada lawmakers, who were and continue to be committed to the importance of Pre-K Education, approved funding for several components of high-quality Pre-K programs totaling \$ (b)(4) for the current 2015/2016 Biennial (*State Pre-K School Program* \$ (b)(4) *English Language Learners (ELL) Pre-K Program* \$ (b)(4); and *Kindergarten Education Assessment (KEA) Implementation Pilot* \$ (b)(4) described below.)

The State of Nevada currently funds (b)(4) State Pre-K classrooms, serving (b)(4) students, **Table 3**. This represents roughly (b)(4)% of the eligible four-year old population, served in Nevada Pre-K. Nevada has demonstrated success with diverse student populations, formative assessments, and hosts over ten-years of longitudinal data.

**Table 3: Nevada’s 2014 State Pre-K Enrollment**

County	State Pre-K: Number of Classrooms	State Pre-K: Students Served
Carson City	2	(b)(4)
Churchill	2	
Clark	10	
Elko	3	
Humboldt	1	
Mineral	1	
Nye	1	
Pershing	1	
Washoe	13	
White Pine	1	
<b>TOTAL</b>	<b>35</b>	

*Nevada’s Expansion of English Language Learners (ELL):* In the 2013 Legislative Session, with the passage of Senate Bill (SB) 504, Nevada allocated additional state funding in the amount of \$ (b)(4) to support Pre-K Programs in targeted schools with high ELL in Clark and Washoe Counties called Zoom Schools; and through a competitive process in rural and frontier LEAs called Non-Zoom Schools, *Table 4*. The NDE worked to ensure alignment with the State Pre-K program requirements with the Zoom and Non-Zoom Schools. This Development Grant will permit Nevada to enhance the existing ECE evaluation database to include all ELL Pre-K and Pre-K development sites..

**Table 4: Nevada’s Additional State Funding to Support ELL Pre-K Programs**

Numbers reported for	Number of ELL Pre-K children served	Number of Classrooms	Estimated funding supporting ELL Pre-K
Non-Zoom (4) rural school districts- Carson, Elko, Humboldt, Nye)	(b)(4)	8	\$ (b)(4)
Zoom: Clark		14	
Zoom: Washoe		6	
<b>TOTAL</b>		<b>28</b>	



**Assessment for Kindergarten:** In addition to funding Pre-K programs, the Nevada Legislature allocated \$<sup>(b)(4)</sup> to pilot a KEA tool. The assessment tool, Teaching Strategies GOLD (TSG™), is currently in its second year and is being piloted in six school districts. Nine LEAs and various Head Start programs are also using the TSG™ tool as a Pre-K formative assessment. The final results from the TSG™ pilot evaluation are due June, 2015. Nevada is also part of a multi-state Consortium KEA project. The participating states are considering and evaluating a KEA instrument. This will allow Nevada the opportunity to analyze the results of the pilot and consortium project which will inform the state towards the adoption of the most effective tool for a statewide assessment.

### **B3) Enacted and Pending Legislation, Policies & Procedures**

Nevada's commitment to high-quality early learning and Pre-K is evidence by legislation, policy and commitment to setting expectations for serving children with high-needs. This comprehensive system of support includes: ELL program(s) by creating Zoom and Non-Zoom Schools; P3 Policy Academy through the NGA; the Expanding Opportunities Initiative (working with young children with disabilities); Re-organized NDE; WIDA Consortium Partnerships; Proposed biennial legislation; and approved statewide policies and standards for Pre-K.

**English Language Learner (ELL) creating Zoom and Non-Zoom Schools:** Zoom Schools are defined as having a high percentage of ELL's with extraordinary potential for improvement, inclusion and advancement. Nevada was able to allocate funding to the most populous counties, Clark and Washoe to develop and enhance Zoom School activities. Zoom Schools are required to provide free quality Pre-K programs, Full-day Kindergarten, reading skills centers, and free summer or intercession programs. Nevada's Non-Zoom Schools, in rural and frontier counties, also participated in the competitive grant process to implement Pre-K classrooms in schools with a high percentage of ELLs. With this new legislatively-funded program, <sup>(b)</sup><sub>743</sub> new Pre-K classrooms have been created serving an additional <sup>(b)(4)</sup> four-year old children in Nevada and serves as an example for Nevada to expand and enhance Pre-K.

**Nevada Birth-3rd Grade (P3) Policy Academy:** Nevada was one of six states selected in 2013 to participate in an 18-month Birth-3rd Grade Policy Academy sponsored by the National Governors Association (NGA), and has received comprehensive technical assistance to improve learning outcomes from birth through 3<sup>rd</sup> grade.

***Expanding Opportunities Initiative – Young Children with Disabilities:*** Nevada is the most recent cohort of states to expand their commitment to enroll young children with disabilities in quality English Language Development (ELD) programs. The initiative *Expanding Opportunities* works to remove barriers and increase access to education and resources for children and families of diverse backgrounds, education, language and culture. Utilizing the technical assistance and aligning with the collaborative goals, Nevada expects to: 1) Strengthen partnerships and initiatives for comprehensive assessment and resources; 2) Increase public awareness regarding inclusion and tolerance; 3) Develop and improve professional development; 4) Address funding and financial barriers to inclusion and equal access; and 5) Build community partnership to develop strong legislative initiatives; and cohesive supports through political and community leaders, and share with other states.

***Re-Organized Nevada Department of Education (NDE):*** In an effort to improve outcomes for children in Early Childhood (EC) programs, Governor Brian Sandoval authorized the reorganization of the state agencies that oversee Nevada’s Early Childhood Education System (NECES) (Executive Order 2013-16). This improved coordination and streamlined resources, policies, and practices. This major change in leadership structure has elevated early care and education as a visible priority in our state. This reorganization designates NDE as the lead entity for NECES and repositions the Head Start State Collaboration, Early Childhood Systems Office (HSSC & ECSO) and the Office of Early Care and Education (OECE) from the Nevada Department of Health and Human Services (DHHS) to NDE, in combining State Pre-K program. The Office of Early Learning and Development (ELD) is part of the NDE’s Division of Student Achievement and is co-located with other offices overseeing ECE programs. These include Title I, Striving Readers, Early Childhood Special Education and Pre-K English Language Learners. This restructuring created the stronger alignment of the funding, policy, monitoring functions and resources that directly support quality improvement for ELD programs and educators.

***World-Class Instructional Design and Assessment (WIDA) Consortium Partnerships:*** To address Nevada’s diverse demographics and to expand educational opportunities for all students, Governor Sandoval, the Legislature, and NDE have supported policy initiatives and funding for WIDA. Nevada is a WIDA Consortium State which supports linguistically diverse students through high-quality standards, assessments, research and professional development for educators. As part of WIDA, Nevada works to align both state and federal resources with WIDA

and Assessing Comprehension and Communication in English State-to-State (ACCESS). ACCESS for ELLs is a secure, large-scale English language proficiency assessment given to K-12 students who have been identified as ELLs.

**Upcoming Biennial Legislation:** Through a coordinated effort, Nevada expanded the number of full-day Kindergarten seats during the 2013 and 2014 academic school years. As a result, approximately (b) % of Nevada schools now offer full-day Kindergarten. Governor Brian Sandoval is committed to expanding full-day Kindergarten programs across the entire state during the FY 16/17 Biennial Legislature and is proposing to expand Pre-K by adding full-time seats and improving existing half-day programs, to full-day quality Pre-K programs in high-need communities. This proposal aligns with the state's committed match in this proposal, with a commitment of an additional \$ (b)(4) over four-years for this grant, in the upcoming biennial budget. In addition, Governor Sandoval was recently named Chairman of the NGA Education and Workforce Policy Committee to work on federal education and workforce policy, including ECE and post-secondary, demonstrating his legislative and policy commitment to Pre-K, Kindergarten and EC initiatives.

**Nevada's Commitment:** Nevada has demonstrated a significant commitment to high-quality Pre-K by funding the development of ELD standards in Nevada; development of alignment and crosswalks for Pre-K to Kindergarten; and the development of alignment and crosswalks for K-12. Nevada has also funded formative assessments and implemented a pilot project to develop a common, statewide KEA. Additional policies have been developed including The Nevada Registry (early childhood professional development and career ladder); included NECAC in Nevada Revised Statute, with support from the local advisory councils; and the legislative approval of the P20W Education Standards Council to provide focus, accountability and support for collaboration across early learning, K-12 and postsecondary stakeholders.

#### **B4) Nevada's Quality of Existing State-Funded Early Learning Programs – (TORIS)**

Nevada's current state-funded Pre-K program was developed using evidence-based activities, standards, monitoring and data analysis. Nevada's State Pre-K program ensures measures of high-quality Pre-K by incorporating them into state plans, objectives and goals. In addition, the identification of sub-grantees for participation in the current State Pre-K program is determined through a competitive grant process that incorporates a state-level review process to evaluate the ability of applicants to implement a quality Pre-K program incorporating specific