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	<ul style="list-style-type: none"><li>• <b>Washoe County Early Childhood Advisory Council</b></li><li>• <b>Washoe County School District/Superintendent Pedro Martinez</b></li><li>• <b>Western Nevada College/Child Development Center</b></li></ul>	
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## Appendix A: Glossary

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## A. Glossary

(AFP) Accreditation Facilitation Project--The Office of Early Care and Education (OECE) have child development specialists across the state to assist child care centers and family home providers with the process of accreditation. The six approved accrediting agencies are:

- The National Association for the Education of Young Children (NAEYC)
- The National Association for Family Child Care (NAFCC)
- The National Early Childhood Program Accreditation (NECPA)
- The National Accreditation Commission (NAC)
- The Association of Christian Schools International (ACSI)
- The National After-School Association (NAA)

(ADA) American with Disabilities Act

(ASQ:SE) Ages and Stages Questionnaires: Social Emotional

(CCDF) Child Care and Development Fund

(CCHC) Child Care Health Consultation

(CCR&R) Child Care Resource and Referral

(CCSS) Common Core State Standards

(CEDS) Common Education Data System

(CEME) The Center for Educational Measurement and Evaluation

(CEUs) Continuing Education Units

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(CKA) Core Knowledge Areas or Nevada Core Knowledge Areas (NV CKA)

(CLASS™) Classroom Assessment Scoring System

(CQIP) Continuous Quality Improvement Plan

(DAP) Developmentally Appropriate Practice

(DBDM) Data-Based Decision-Making

(DECA) Devereux Early Childhood Assessment

(DEC) Division of Early Childhood of the Council for Exceptional Children

(DHHS) Nevada Department of Health and Human Services

(DPBH) Nevada Division of Public and Behavioral Health

(DQC) Early Childhood Data Quality Campaign

(ECAC) Early Childhood Advisory Council

(ECCS) Early Childhood Comprehensive Systems

(ECEs) Early Childhood Education or Educators

(ECERS) Early Childhood Environmental Rating Scale

(EHS) Early Head Start

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(EHS/HS) Early Head Start/Head Start

(ELD) Early Learning and Development

(ELG) Nevada Infant Toddler Early Learning Guidelines

(ELLCO) Early Language & Literacy Classroom Observation Pre-K Tool

(ELLS) English Language Learners

(EO) Executive Order

(EPSDT) Early Periodic Screening, Diagnosis and Treatment

(ERS) Environmental Rating Scales

(FDK) Full Day Kindergarten

(FERC) Family Engagement Resource Center

(FPL) Federal Poverty Level

(HCQC) Bureau of Health Care Quality and Compliance

(HS) Head Start

(HSCO) Head Start Collaboration Office

(IEP) Individualized Educational Plan

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(IFSP) Individualized Family Service Plan

(IDEA) Individuals with Disabilities Education Act

(IES) Institute of Education Sciences

(ITERS) Infant Toddler Environmental Rating Scale

(KEA) Kindergarten Entry Assessment

(MIECHV) Maternal, Infant and Early Childhood Home Visiting

(MOU) Memorandum of Understanding

(NAEYC) National Association for the Education of Young Children

(NDE) Nevada Department of Education--Designated lead agency to implement Silver State Strong

(NECAC) Nevada Early Childhood Advisory Council

(NevAEYC) Nevada Association for the Education of Young Children

(Nevada PreK Standards) Nevada Pre-Kindergarten Content Standards

(NICRP) Nevada Institute for Children's Research and Policy

(NSHE) Nevada System of Higher Education

(NV Registry or the Registry) The Nevada Registry

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(OECE) Office of Early Child Education

(OSEP) Office of Special Education Programs

(PAS) Program Administration Scale

(PDMs) Professional Development Modules

(PPV) Peabody Picture Vocabulary Test

(Silver State KIDS) Silver State Kindergarten Inventory of Developmental Status

(S3) Silver State Strong

Led by the Nevada Department of Education, the S3 plan prioritizes four major projects:

- 1) Silver State Stars – Nevada’s Tiered Quality Rating and Improvement System;
- 2) Silver State KIDS (Kindergarten Inventory of Developmental Status) – Nevada’s Kindergarten Entry Assessment initiative;
- 3) Silver State SKILLS (Skills, Knowledge and Instruction for Lifelong Success) – Nevada’s system of ECE professional development; and
- 4) Silver State Supports – Nevada’s cross-system approach to provide culturally competent, community-based supports to families of children with high needs.

(SLDS) State Longitudinal Data System

(TACSEI) Technical Assistance Center on Social Emotional Intervention for Young Children

(TANF) Temporary Assistance for Needy Families

(T.E.A.C.H. Early Childhood® Nevada) Teacher Education and Compensation Helps

(TQRIS) Tiered Quality Rating and Improvement System

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(TSG) Teaching Strategies Gold

(UWSN) United Way of Southern Nevada

(VFEC) Voluntary Family Engagement Councils

(WIDA) World-Class Instructional Design and Assessment

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## Appendix B: Executive Order

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**Executive Order 2013-16**

**AUTHORIZING THE RELOCATION OF THE HEAD START STATE  
COLLABORATION AND EARLY CHILDHOOD SYSTEMS OFFICE  
TO THE NEVADA DEPARTMENT OF EDUCATION**

**WHEREAS**, research has shown that children enrolled in preschool education programs receive significant positive benefits to their cognitive, social, emotional and physical development, obtain higher achievement test scores, have lower rates of special education placement and grade repetition and are more likely to graduate; and

**WHEREAS**, the Head Start State Collaboration and Early Childhood Systems Office (HSC & ECSO) operates through federal and state funding to promote early education and school-readiness for economically disadvantaged children by enhancing their social and cognitive development and by providing educational, health, nutritional, social and other services for children and their families; and

**WHEREAS**, in furtherance of promoting the goals and objectives of the federal Head Start Program and to develop a more coordinated state-level system to ensure school readiness for Nevada's children, Governor Gibbons created the Nevada Early Childhood Advisory Council by executive order on September 11, 2009, thereafter continued by the executive order of Governor Sandoval on July 14, 2011, and subsequently established by the passage of A.B. 79 during the 2013 Nevada Legislative Session; and

**WHEREAS**, the Nevada Early Childhood Advisory Council is tasked with identifying, developing, strengthening and facilitating a coordinated effort among various state sectors to provide high-quality early learning programs, opportunities and community support programs to ensure the long-term success of Nevada's children and its communities; and

**WHEREAS**, it is in the best interest of the State of Nevada to realign, relocate and/or transfer certain offices currently operating within the Nevada Department of Education and the Nevada Department of Health and Human Services for the purpose of promoting, facilitating and furthering the goals and objectives for improving early childhood learning and development; and

**WHEREAS**, Article 5, Section 1 of the Nevada Constitution provides that, "The supreme executive power of this State, shall be vested in a Chief Magistrate who shall be Governor of the State of Nevada."

**NOW, THEREFORE**, by the authority vested in me as Governor by the Constitution and laws of the State of Nevada, I hereby direct and order as follows:

1. The Head Start State Collaboration and Early Childhood Systems Office (HSC & ECSO) and the Office of Early Child Care and Education (OECE), currently operating under the direction and control of the Nevada Department of Health and Human Services, shall be transferred to, and realigned with, the Nevada Department of Education, Division of Early Learning and Development. The Nevada Department of Education shall maintain administrative, policy and operational authority for the OECE, including staffing and contracts;
2. The Nevada Department of Health and Human Services shall continue to maintain and manage the Child Care Development Fund, and shall provide sub-grants to the Nevada Department of Education and OECE;

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3. The Nevada Early Childhood Advisory Council (NECAC), as established by A.B. 79, shall act as an advisory body to the State Superintendent of Public Instruction, who may present any NECAC findings and recommendations concerning all things related to the Nevada's Early Childhood Comprehensive System to the Office of the Governor.

IN WITNESS WHEREOF, I have hereunto set my hand and caused the Great Seal of the State of Nevada to be affixed at the State Capitol in Carson City, this tenth day of October, in the year two thousand thirteen (b)(6)



(b)(6)

Governor of the State of Nevada

By the Governor:

(b)(6)

Secretary of State

(b)(6)

Deputy Secretary of State

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Appendix C: Memorandum of  
Understanding and Scope of  
Work for Nevada  
Department of Education and  
Department of Health and  
Human Services

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**STATE OF NEVADA PARTICIPATING STATE AGENCY  
MEMORANDUM OF UNDERSTANDING**

This Memorandum of Understanding (“MOU”) is entered into by and between Nevada Department of Education (“Lead Agency”) and Nevada’s Department of Health and Human Services (“Participating State Agency”). The purpose of this agreement is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of Nevada (“the State”) in its implementation of SILVER STATE STRONG, an approved Race to the Top-Early Learning Challenge grant project.

**I. ASSURANCES**

The Participating State Agency hereby certifies and represents that it:

- 1) Agrees to be a Participating State Agency and will implement those portions of the State Plan indicated in Exhibit I, if the State application is funded;
- 2) Agrees to use, to the extent applicable and consistent with the State Plan and Exhibit I:
  - (a) A set of statewide Early Learning and Development Standards;
  - (b) A set of statewide Program Standards;
  - (c) A statewide Tiered Quality Rating and Improvement System; and
  - (d) A statewide Workforce Knowledge and Competency Framework and progression of credentials.
- 3) Has all requisite power and authority to execute and fulfill the terms of this MOU;
- 4) Is familiar with the State’s Race to the Top-Early Learning Challenge grant application and is supportive of and committed to working on all applicable portions of the State Plan;
- 5) Will provide a Final Scope of Work only if the State’s application is funded and will do so in a timely fashion but no later than 90 days after a grant is awarded; and will describe the Participating State Agency’s specific goals, activities, timelines, budgets, and key personnel (“Participating State Agency Plan”) in a manner that is consistent with the Preliminary Scope of Work (Exhibit I), with the Budget included in section VIII of the State Plan (including existing funds, if any, that the Participating State Agency is using for activities and services that help achieve the outcomes of the State Plan); and
- 6) Will comply with all of the terms of the Race to the Top-Early Learning Challenge Grant, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Race to the Top-Early Learning Challenge program, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 85, 86, 97, 98 and 99) and the suspension and debarment regulations in 2 CFR Part 3485.

**II. PROJECT ADMINISTRATION**

**A. PARTICIPATING STATE AGENCY RESPONSIBILITIES**

In assisting the Lead Agency in implementing the tasks and activities described in the State’s Race to the Top-Early Learning Challenge grant application, the Participating State Agency will:

- 1) Implement the Participating State Agency Scope of Work as identified in the Exhibit I;
- 2) Abide by the governance structure outlined in the State Plan;
- 3) Abide by the Participating State Agency’s Budget included in section VIII of the State Plan (including the existing funds from Federal, State, private and local sources, if any, that the Participating State Agency is using to achieve the outcomes in the RTT-ELC State Plan);
- 4) Actively participate in all relevant meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education (“ED”), or by the U.S. Department of Health and Human Services (“HHS”);

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- 5) Post to any website specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the RTT-ELC grant;
- 6) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS; and
- 7) Be responsive to State, ED, or HHS requests for project information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, State and Federal privacy laws.

## **B. LEAD AGENCY RESPONSIBILITIES**

In assisting the Participating State Agencies in implementing their tasks and activities described in the State's Race to the Top-Early Learning Challenge application, the Lead Agency will:

- 1) Work collaboratively with, and support the Participating State Agency in carrying out the Participating State Agency Scope of Work, as identified in Exhibit I of this agreement;
- 2) Timely award the portion of Race to the Top-Early Learning Challenge grant funds designated for the Participating State Agency in the State Plan during the course of the project period and in accordance with the Participating State Agency's Scope of Work, as identified in Exhibit I, and in accordance with the Participating State Agency's Budget, as identified in section VIII of the State's application;
- 3) Provide feedback on the Participating State Agency's status updates, any interim reports, and project plans and products;
- 4) Keep the Participating State Agency informed of the status of the State's Race to the Top-Early Learning Challenge grant project and seek input from the Participating State Agency, where applicable, through the governance structure outlined in the State Plan;
- 5) Facilitate coordination across Participating State Agencies necessary to implement the State Plan; and
- 6) Identify sources of technical assistance for the project.

## **C. JOINT RESPONSIBILITIES**

- 1) The Lead Agency and the Participating State Agency will each appoint a key contact person for the Race to the Top-Early Learning Challenge grant.
- 2) These key contacts from the Lead Agency and the Participating State Agency will maintain frequent communication to facilitate cooperation under this MOU, consistent with the State Plan and governance structure.
- 3) Lead Agency and Participating State Agency personnel will work together to determine appropriate timelines for project updates and status reports throughout the grant period.
- 4) Lead Agency and Participating State Agency personnel will negotiate in good faith toward achieving the overall goals of the State's Race to the Top-Early Learning Challenge grant, including when the State Plan requires modifications that affect the Participating State Agency, or when the Participating State Agency's Scope of Work requires modifications.

## **D. STATE RECOURSE IN THE EVENT OF PARTICIPATING STATE AGENCY'S FAILURE TO PERFORM**

If the Lead Agency determines that the Participating State Agency is not meeting its goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, the Lead Agency will take appropriate enforcement action, which could include initiating a collaborative process by which to attempt to resolve the disagreements between the Lead Agency and the Participating State Agency, or initiating such enforcement measures as are available to the Lead Agency, under applicable State or Federal law.

## **III. MODIFICATIONS**

This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, in consultation with ED.

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## **IV. DURATION**

This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and, if a Race to the Top- Early Learning Challenge grant is received by the State, ending upon the expiration of the Race to the Top- Early Learning Challenge grant project period.

## **V. SIGNATURES**

### **Authorized Representative of Lead Agency:**

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Signature	Date
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Print Name	Title
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### **Authorized Representative of Participating State Agency:**

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Signature	Date
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Print Name	Title
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**EXHIBIT I: PRELIMINARY SCOPES OF WORK**

**Nevada Department of Education (NDE)**

NDE, as the Lead Agency for Nevada’s Race to the Top Early Learning Challenge (RttT-ELC), manages and implements the programs listed in the table below, including most of those referenced as necessary to compete in the RttT-ELC. As such, NDE agrees to include in its preliminary scope of work, the following:

1. Provide oversight and management of the project described within this application.
2. Promote and support use of common comprehensive assessment tools, Nevada’s Early Learning and Development Standards, and Nevada’s Core Knowledge Areas and Competencies for Early Care and Education Professionals.
3. Promote smooth transitions between programs serving young children and their families.
4. Ensure participation of all programs listed in the table below in planning and implementation of Nevada’s Race to the Top Early Learning Challenge. This includes representation on the Nevada Early Childhood Advisory Council.
5. Hire a cross-system liaison to support coordination between NDE and DHHS.
6. Manage data system development to result in an early childhood data collection system linked to NDE’s longitudinal data collection system.

Lead State Agency	Type of Participation/Selection Criteria
<p><b>Nevada Department of Education (NDE), to include:</b></p> <p>Nevada Early Childhood Advisory Council</p> <p><u>Office of Educational Opportunity</u></p> <p>-IDEA part B section 619</p> <p>-State-funded Preschool</p> <p>-Title I of ESEA</p> <p>-Head Start Collaboration</p> <p>-Early Childhood Comprehensive Systems</p> <p>-Office of Early Care and Education</p> <p><u>Office of Information Technology</u></p> <p><u>Office of Assessment, Program Accountability and Curriculum</u></p>	<ol style="list-style-type: none"> <li>1. Provide leadership and governance structure for working together that will facilitate interagency coordination, streamline decision making, effectively allocate resources, and create long-term sustainability (A)(3)</li> <li>2. Provide administrative oversight for staffing and program management related to CCDF funding, via a sub-grant from DHHS. (A)(4)</li> <li>3. Lead the review and approval process for revised ELD standards to be imbedded in TQRIS. (B)(1), (C)(1)</li> <li>4. Maximize, program participation in Silver State Stars by implementing effective policies and practices to reach the goal of having all publicly funded Early Learning and Development (ELD) Programs participate. (B)(2)</li> <li>5. Provide quality rating and licensing information to parents with children enrolled in ELD Programs and making program quality rating data, information, and licensing history (including any health and safety violations) publicly available in formats that are written in plain language, and are easy to understand and use for decision making by families. (B)(3)</li> <li>6. Developing and implementing policies and practices that provide support and incentives for ELD Programs to continuously improve (e.g., through training, technical assistance, financial rewards or incentives, higher subsidy reimbursement rates, compensation). (B)(4)</li> <li>7. Providing supports to help working families who have</li> </ol>

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Lead State Agency	Type of Participation/Selection Criteria
	<p>Children with High Needs access high-quality ELD Programs that meet those needs (e.g., providing full-day, full-year programs; transportation; meals; family support services). (B)(4)</p> <ol style="list-style-type: none"> <li>8. Incorporate ELD Standards into Program Standards, curricula and activities, assessment and professional development activities, the CKA and Core Competencies, and Pathways to Proficiency; and ensure that they are shared with parents and families along with suggestions for appropriate strategies they can use at home to support their children’s learning and development. (C)(1)</li> <li>9. Establish a progression of standards for ensuring children’s health and safety; ensuring that health and behavioral screening and follow-up occur; promoting children’s physical, social, and emotional development across the levels of its Program Standards; and involving families as partners and building parents’ capacity to promote their children’s physical, social, and emotional health. (C)(3)</li> <li>10. Increase the number of Early Childhood Educators who are trained and supported on an ongoing basis in meeting the health standards. (C)(3)</li> <li>11. Promote healthy eating habits, improve nutrition, expand physical activity, and provide information and guidance to families to promote healthy habits at home. (C)(3)</li> <li>12. Develop a comprehensive approach to increase the capacity and improve the overall quality of ELD Programs to support and address the social and emotional development (including infant-early childhood mental health) of children from birth to age five. (C)(3)</li> <li>13. Revise the CKA and Core Competencies to more strongly connect competencies to improved child outcomes. (D)(1)</li> <li>14. Implement effective policies and incentives (e.g., scholarships, compensation and wage supplements, tiered reimbursement rates, other financial incentives, management opportunities) to promote professional improvement and career advancement along an articulated career pathway. (D)(2)</li> <li>15. Increase the number and percentage of ECE educators who are progressing to higher levels of credentials that align with the Workforce Knowledge and Competency Framework. (D)(2)</li> <li>16. Build a coordinated, early learning data system that aligns and is interoperable with the SLDS, and (a) Has all of the Essential Data Elements; (b) Enables uniform data collection and easy entry of the Essential Data Elements by</li> </ol>

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Lead State Agency	Type of Participation/Selection Criteria
	<p>Participating State Agencies and Participating Programs;</p> <p>17. (c) Facilitates the exchange of data among Participating State Agencies by using standard data structures, data formats, and data definitions such as Common Education Data Standards to ensure interoperability among the various levels and types of data; (d) Generates information that is timely, relevant, accessible, and easy for Early Learning and Development Programs and Early Childhood Educators to use for continuous improvement and decision making and to share with parents and other community stakeholders; and (e) Meets the Data System Oversight Requirements and complies with the requirements of Federal, State, and local privacy laws. (E)(2)</p> <p>18. Identify and address the health, behavioral, and developmental needs of Children with High Needs from preschool through third grade, and building families’ capacity to address these needs. (CPP 4)</p> <p>19. Implement model systems of collaboration both within and between ELD Programs and elementary schools to engage and support families and improve all transitions for children across the birth through third grade continuum. (CPP 4)</p> <p>20. Implement strategies that emphasize developmental science and the importance of protective factors, and the delivery of developmentally appropriate content, strategies for identifying and addressing the needs of children experiencing social and emotional challenges, and effective family engagement strategies for personnel serving children from preschool through third grade. (CPP 4)</p> <p>21. Develop and launch a statewide messaging campaign promoting the value of quality early learning and communicating about what families and communities can do to support school readiness.</p> <p>22. Work with the Governor’s Office to pursue strategies identified in the Invitational Priority to engage private sector support and funding for Nevada’s early learning and development programs and supports.</p>

**Department of Health and Human Services (DHHS)**

DHHS, as the Participating State Agency for Nevada’s Race to the Top Early Learning Challenge (RttT-ELC), manages and implements the programs listed in the table below, which includes those referenced as necessary to compete in the RttT-ELC. As such, DHHS agrees to include in its preliminary scope of work, the following:

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1. Promote and support use of common comprehensive assessment tools, Nevada’s Early Learning and Development Standards, and Nevada’s Core Knowledge Areas and Competencies for Early Care and Education Professionals.
2. Sub-grant Child Care Development Fund (CCDF) resources to NDE to support project activities described in the application for Projects 1 and 3.
3. Promote smooth transitions between programs serving young children and their families.
4. Ensure participation of all programs listed below in planning and implementation of Nevada’s Race to the Top Early Learning Challenge. This includes representation on the Nevada Early Childhood Advisory Council, and participation in data system development to result in an early childhood data collection system linked to NDE’s longitudinal data collection system, as described in the State’s application.

<b>Participating State Agency</b>	<b>Type of Participation/Selection Criteria</b>
<p><b>Nevada Department of Health and Human Services (DHHS), to include:</b></p> <p>IDEA Part C</p> <p><u>Division of Welfare and Supportive Services</u></p> <p>-Child Care Development Fund</p> <p><u>Division of Aging and Disability Services</u></p> <p>-Early Intervention Services</p> <p><u>Division of Public and Behavioral Health</u></p> <p>-Maternal and Child Health</p> <p>-Home Visiting</p> <p>-Child Care Licensing</p> <p><u>Division of Child and Family Services</u></p> <p>-Children’s Mental Health</p> <p>-Child Welfare</p> <p><u>Division of Health Care Financing and Policy</u></p> <p>-Medicaid</p> <p>-Nevada Check UP (SCHIP)</p> <p>-EPSDT</p>	<ol style="list-style-type: none"> <li>1. Participate in governance structure for working together that will facilitate interagency coordination, streamline decision making, effectively allocate resources, and create long-term sustainability. (A)(3)</li> <li>2. Maintain fiscal responsibility and accountability for CCDF fund. Sub-grant CCDF funding to NDE to support Projects 1 and 3. (A)(4)</li> <li>3. Participate in the review and approval process for revised ELD standards to be imbedded in TQRIS. (B)(1), (C)(1)</li> <li>4. Maximize, program participation in Silver State Stars by supporting effective policies and practices to reach the goal of having all publicly funded ELD Programs participate. (B)(2)</li> <li>5. Provide quality rating and licensing information to parents with children enrolled in ELD Programs and making program quality rating data, information, and licensing history (including any health and safety violations) publicly available in formats that are written in plain language, and are easy to understand and use for decision making by families. (B)(3)</li> <li>6. Providing supports to help working families who have Children with High Needs access high-quality ELD Programs that meet those needs (e.g., providing full-day, full-year programs; transportation; meals; family support services). (B)(4)</li> <li>7. Incorporate ELD standards into assessment, professional development activities, and ensure that they are shared with parents and families along with suggestions for appropriate strategies they can use at home to support their children’s learning and development. (C)(1)</li> <li>8. Establish a progression of standards for ensuring children’s health and safety; ensuring that health and behavioral screening and follow-up occur; promoting children’s</li> </ol>

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Participating State Agency	Type of Participation/Selection Criteria
	<p>physical, social, and emotional development across the levels of its Program Standards; and involving families as partners and building parents' capacity to promote their children's physical, social, and emotional health. (C)(3)</p> <p>9. Increase the number of Early Childhood Educators who are trained and supported on an ongoing basis in meeting the health standards. (C)(3)</p> <p>10. Promote healthy eating habits, improve nutrition, expand physical activity, and provide information and guidance to families to promote healthy habits at home. (C)(3)</p> <p>11. Increase the number of Children with High Needs who—            (1) Are screened using EPSDT or the well-baby and well-child services available through SCHIP and that, as appropriate, are consistent with the Child Find provisions in IDEA); (2) Are referred for services based on the results of those screenings, and, where appropriate, received follow-up; and (3) Participate in ongoing health care as part of a schedule of well-child care, including the number of children who are up to date in a schedule of well-child care. (C)(3)</p> <p>12. Assist with developing a comprehensive approach to increase the capacity and improve the overall quality of ELD Programs to support and address the social and emotional development (including infant-early childhood mental health) of children from birth to age five. (C)(3)</p> <p>13. Provide CCDF funding and participate with NDE to implement effective policies and incentives (e.g., scholarships, compensation and wage supplements, tiered reimbursement rates, other financial incentives, management opportunities) to promote professional improvement and career advancement along an articulated career pathway. (D)(2)</p> <p>14. Facilitate the exchange of data participating on the P-20W Data Governance Workgroup, and by agreeing to use standard data structures, data formats, and data definitions such as Common Education Data Standards to ensure interoperability among the various levels and types of data. (E)(2)</p> <p>15. Identify and address the health, behavioral, and developmental needs of Children with High Needs from preschool through third grade, and building families' capacity to address these needs. (CPP 4)</p> <p>16. Support NDE, with the Nevada Home Visiting Program, to implement model systems of collaboration both within and between ELD Programs and elementary schools to engage</p>

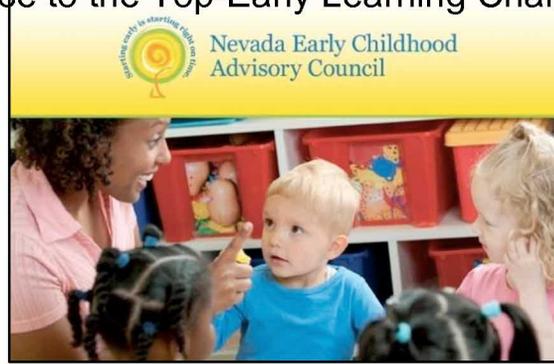
State of Nevada: Race to the Top-Early Learning Challenge Appendix

Participating State Agency	Type of Participation/Selection Criteria
	<p>and support families and improve all transitions for children across the birth through third grade continuum. (CPP 4)</p> <p>17. Implement strategies that emphasize developmental science and the importance of protective factors, and the delivery of developmentally appropriate content, strategies for identifying and addressing the needs of children experiencing social and emotional challenges, and effective family engagement strategies for personnel serving children from preschool through third grade. (CPP 4)</p> <p>18. Collaborate with and support NDE to provide services to children and families in rural areas in order to support school readiness, improved education outcomes, and improved child outcomes. (CPP 5)</p> <p>19. Work with NDE to develop and launch a statewide messaging campaign promoting the value of quality early learning and communicating about what families and communities can do to support school readiness.</p> <p>20. Work with NDE and the Governor’s Office to pursue strategies identified in the Invitational Priority to engage private sector support and funding for Nevada’s early learning and development programs and supports.</p>

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## Appendix D: Assessment of Center-Based Quality 2011-12

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# Assessment of Center-Based Quality 2011-12

*A project of the*

*Nevada Early Childhood Advisory Council,  
managed by the Head Start Collaboration and  
Early Childhood Systems Office*

*Funding for this Project was provided by the American  
Recovery & Reinvestment Act (ARRA)*



**Nevada’s children will be safe, healthy and thriving during the first eight years of life, and the system will support children and families in achieving their full potential.**

**-- Vision of the Nevada Early Childhood Advisory Council**

## Acknowledgements

This project was funded with federal stimulus funds (under the American Recovery & Reinvestment Act). It was envisioned and made possible by the Early Childhood Advisory Council, which is managed by the Nevada Head Start Collaboration and Early Childhood Systems Office (HSC & ECSO). A special work group of the Early Childhood Advisory Council provided guidance and assistance with many aspects of the project.

More than 150 individuals across Nevada including teachers, directors and parents helped to make this project successful, through participation in assessment of centers, focus groups, and interviews. The Council gratefully acknowledges this support and participation.

Special thanks are extended to members of the project advisory committee, to all key stakeholders that made time for interviews, and families that participated in focus groups, interviews, and surveys.

Aspects of this report help to inform the requirement for Needs Assessment as defined in the Head Start Act, as amended (42 USC 9801 et seq.).

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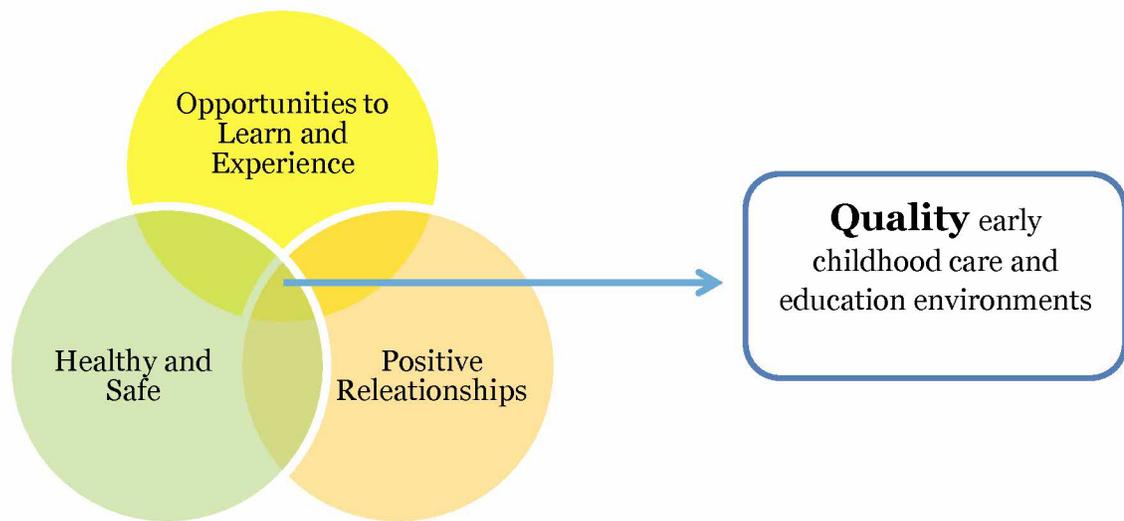
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## Report Summary

The purpose of this report is to present a snapshot of the quality within centers that provide early childhood care and education across Nevada. Having information on quality provides direction to focus limited resources, develops awareness of the needs and assets within early childhood settings, and creates pathways for improvement.

Experts agree that there are at least three critical components of quality within early childhood care and education. They include the protection of children's health and safety; positive relationships; and opportunities for stimulation and learning from experience (UNC FPG Child Development Institute).

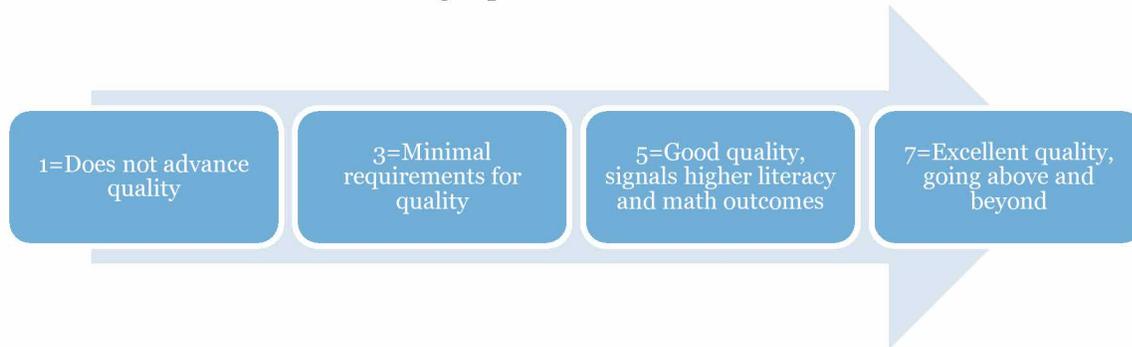


Quality in early childhood settings is important. *High quality* early childhood care and education provides children with enhanced school readiness and has also been shown to yield substantial long-term benefits, including higher graduation rates, fewer school dropouts, less need for special education, and less crime (American Educational Research Association, 2005).

In this study, the Early Childhood Advisory Council managed by the Head Start Collaboration and Early Childhood Systems Office invited and sponsored observational assessment of center-based early childhood care and education settings within Nevada. To measure quality, two Environmental Rating Scales (ERS) were used: the Infant/Toddler Environmental Rating Scales- revised (ITERS-R) and the Early Childhood Environmental Rating Scales-revised (ECERS-R). These instruments are shown to be both valid and reliable in measuring quality (Clifford, Reszka, & Rossbach, 2010). Trained assessors rated using individual indicators within 5 subscales: Physical Environment; Basic Care; Curriculum; Interaction; and Schedule and Program Structure. All indicators were averaged to show an overall score. The overall score is understood as a broad description of quality. Centers are scored between 1 and 7, with 1 meaning that quality is not in place, 3 meaning that minimal requirements for quality have been met, 5 meaning quality is good, and 7 meaning quality is excellent. It is important to note that

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despite the widespread use of these instruments, overall scores of 7 are extremely uncommon if ever seen. An overview for scoring is provided below.



Research has shown that higher ERS scores are associated with improved school readiness among the children that have experienced the higher quality programs (Sylvia, et al., 2006). Although every classroom is different, low quality classrooms are generally characterized by all of the following: lack of accessibility to materials, multiple safety hazards, and adults and children not following recommended health and safety practices.

In addition to observational assessments of classrooms, family and community perspectives on quality were invited through key informant interviews, focus groups, and surveys. Other indicators of quality such as teacher turnover rates and educational attainment of center staff are also presented to assist in understanding the issues related to early childhood care and education across the state.

## Results Summary

In total, 90 classrooms in 47 centers in Nevada were directly assessed using the Environmental Rating Scales (ERS). The study sample represents roughly 10% of centers statewide. Participation in the assessment was voluntary.

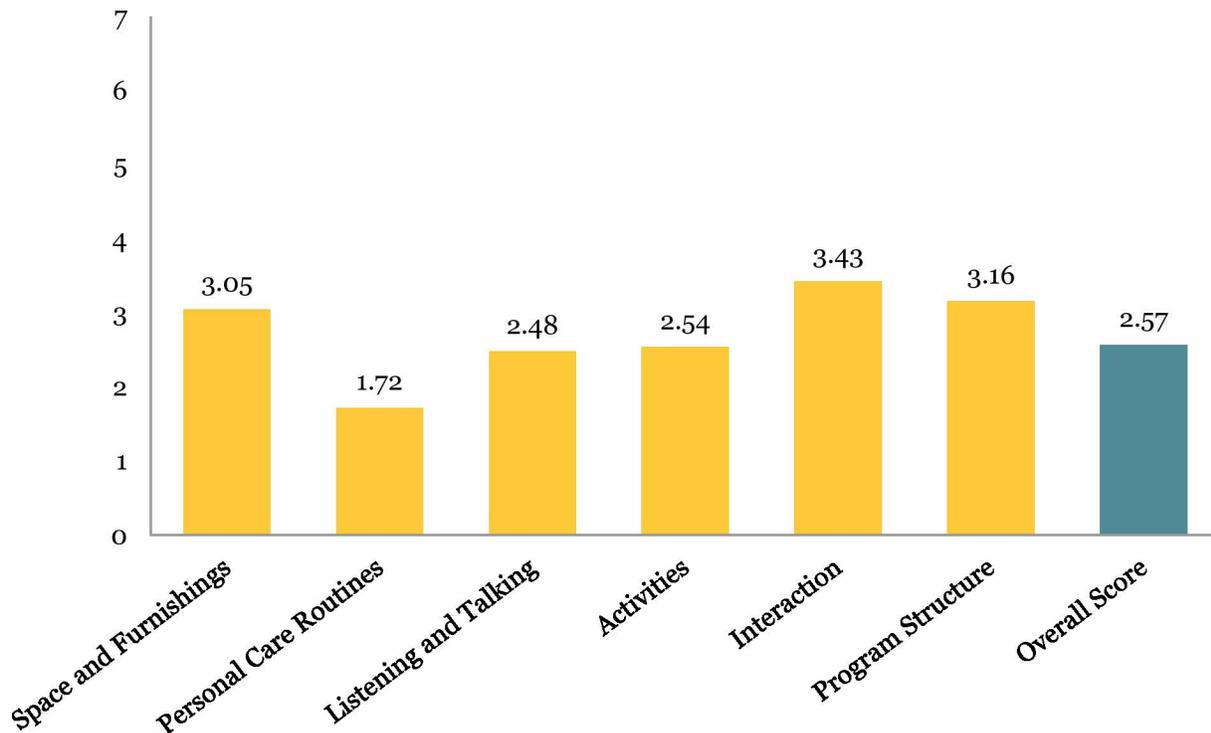
- 58% of centers assessed were located in Clark County
- 20% of centers assessed were located in Washoe County
- 22% of centers assessed were located in Nevada’s rural counties (referred to as “Balance of State – throughout this document)

## Infant and Toddler Classrooms (Ages 6 weeks to 2.5 years)

The ITERS-R was used to measure the global quality of infant toddler rooms.

- Mean scores across the ITERS-R subscales were generally in the low quality range. Statewide, the mean ITERS-R score in infant toddler classrooms was 2.57 (range 1.00 – 6.33). Only 23% of classrooms met the minimum requirements for overall quality.
- Infant toddler classrooms across Nevada did not meet minimum ERS requirements for quality in Personal Care Routines; Listening and Talking; and Activities. The subscale Listening and Talking is particularly important because it is related to language acquisition. In most infant toddler classrooms, a low score in Listening and Talking signals that age-appropriate books were not available to children on a regular basis.
- The lowest score was in Personal Care Routines, at 1.72. A minimum score of 3 should be achieved as a measure to prevent the spread of communicable disease and illness.
- Higher scores for Peer Interaction and Discipline show that children are allowed to interact for much of the day; staff help facilitate positive interactions; positive methods of discipline are used effectively; and attention is given when children are behaving well.

Figure 1. Overall ITERS-R Scores Statewide

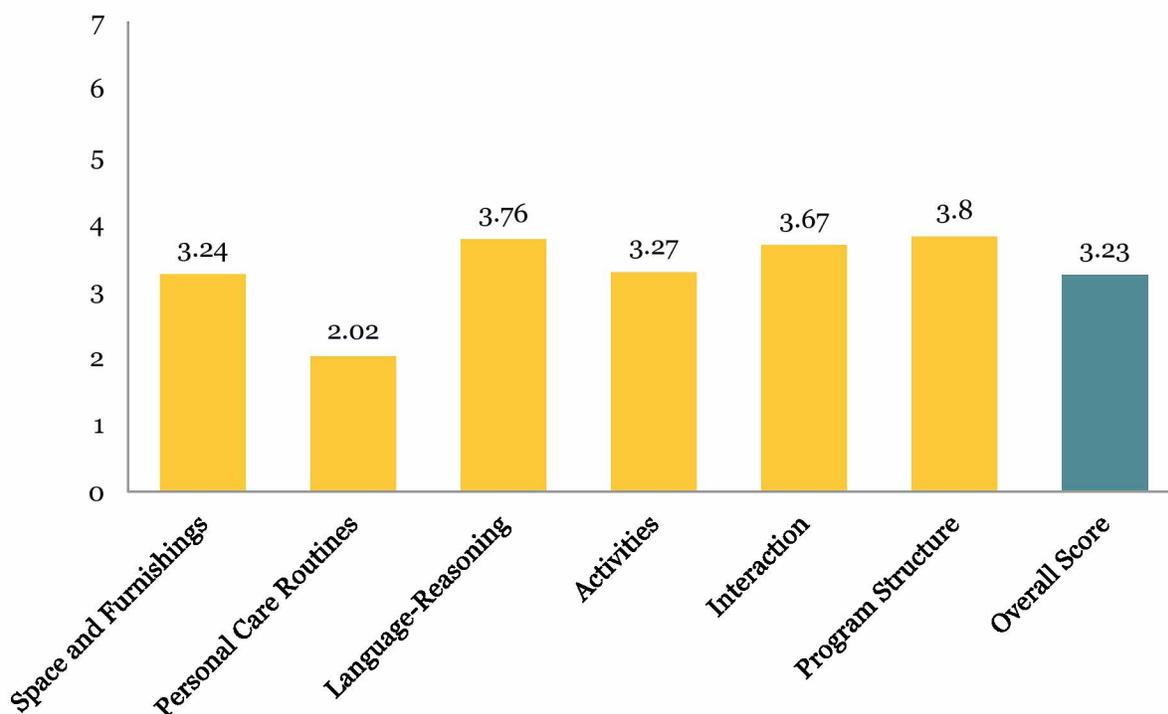


## Preschool Classrooms (Ages 2.5 years through 5 years)

The ECERS-R was used to measure the global quality of preschool classrooms.

- The mean total score in preschool classrooms was 3.23 (range 1.00 – 6.75).
- Close to half (47%) of the classrooms scored between a 3.0 and 3.9, which indicates they were meeting minimum quality requirements. Another 15% scored within the 4.0 to 4.9 range, which means that these programs were approaching good quality. However, 38% of classrooms were rated as low quality (received a score lower than 3.0).
- Program Structure was approaching a score of 4 (good quality), meaning that children are spending a substantial portion of their day in self-directed and self-selected activities (referred to throughout as “free play”). This encourages further learning and exploration.
- Interaction and Language-Reasoning were both approaching good quality. While these are separate subscales, higher scores in Interactions have a positive effect on Language-Reasoning. Additionally, the regular use and accessibility of books contribute to higher scores in this area.
- A minimum score of 3 should be achieved in Personal Care Routines as a measure to prevent the spread of communicable disease and illness. In Nevada, the average score in preschool classrooms was 2.02.

Figure 2. Overall ECERS-R Scores Statewide



## Conclusions

- Teachers and administrators in early childhood care and education centers are working hard to serve families. The voluntary participation of 47 centers across Nevada demonstrates openness to assessment and commitment to improvement.
- Although incentives were used to encourage participation, centers were still hesitant. Many directors expressed concerns that their results could be used to penalize them. This suggests that the ERS are not yet widely valued by centers in Nevada as a tool that they can use to identify strengths and areas where quality enhancements are needed.
- Additional efforts are needed to improve the quality of infant toddler, center-based care in Nevada. The fact that only one quarter of infant toddler classrooms in the study were rated as minimal quality is particularly troubling (meaning 75% didn't reach that threshold). Since substantial research documents the importance of early brain development, it is essential to strengthen the quality of center-based care for infants and toddlers in Nevada.
- A small group of centers had high overall scores compared to the average. Many, but not all of these outliers are associated with a larger organization, public investment, or both. In addition to financial support, public programs and affiliated programs are likely to have established pathways and benchmarks related to quality, continuity of leadership, research-based curriculum, and access to professional development for staff. Centers that are privately owned and that are not associated with another supporting organization face considerable barriers to achieve high quality because these program components are often costly. Evaluating the supports and infrastructure available to high quality and very high quality centers may provide guidance on ways to strengthen the overall quality of center-based care statewide.
- In focus groups and interviews, many parents associated licensing status with a center meeting quality standards including teachers having met minimum qualifications. However, using the ERS scales, meeting licensing requirements (only) would result in a score of 1, a score that does not meet minimal definitions of quality. There is a disconnect between what families believe licensing means in terms of quality, compared to what is able to be provided through these services.
- Satisfaction with care as rated by parents appears to be related to ERS measurements of quality, but families also tended to rate quality as higher than ERS data supports. More information is needed to validate this conclusion.
- When families described what they hoped their children would experience in care settings, their descriptions aligned with what researchers have defined as characteristics of quality. They described classrooms that are safe and healthy; wanting their children to experience friendships with peers and have positive relationships with teachers; and classrooms that support learning and growth. However, families have very limited information to assess the degree to which a center provides these elements. They often rely on word of mouth or superficial observations of the center or classroom to make a choice, because more complete information is not available.
- Many areas of the state do not have licensed center-based care available. The need for high quality care for all children, including those with disabilities and for children in rural, underserved communities including tribes, warrants attention.

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- Information on the workforce shows that the majority of staff in center-based care across the state hold a high school diploma, with no additional degrees. Numerous studies support that the education and training of caregivers is a critical component of quality. Providers of early childhood care and education should have the education and training they need to ensure high quality for the children they serve.

## Recommendations

Key stakeholders, families, and providers offered perspectives on how to improve quality in center-based care in Nevada. Together with data from observational assessment, prioritized recommendations include:

### **1. Develop a coordinated, statewide plan for quality that includes measurable targets.**

- Convene partners to develop a shared definition of quality and measures to improve it.
- Build in sharing of resources and braiding of funding streams. Leverage work on Nevada's pilot projects and information that exists in plans developed by various agencies and organizations that are working to improve education for very young children.
- Consider in planning the needs of rural, underserved communities including tribes, as well as issues of inclusion and quality for all children, including those with disabilities.

### **2. Garner resources for centers that are committed to improving quality. Support innovative solutions that improve quality at centers across the state, and build in opportunities to share what is working.**

- Develop a public-private partnership with one or more general contractors to improve facilities and enhance site-based safety.
- Expand centers' utilization of low or no-cost resources, such as library programs that provide books and other literacy tools to very young children.
- Develop funding opportunities to enhance materials and furnishings for infant toddler classrooms. Examples of materials that could be requested and purchased are soft items and developmentally appropriate books.
- Offer professional development opportunities to improve personal care routines, including proper hand washing.
- Create self-improvement tools and provide peer mentoring. Support peer relationships using distance technology.
- Measure and share progress using standardized assessments.

### **3. Create demand for high quality care and education through public awareness focused on helping Nevadans understand the importance of early childhood.**

- Provide families of young children with information about what quality care means for infants, toddlers, and preschool-age children. Information from a public awareness campaign could be distributed through hospitals (with materials sent home with new parents), at family resource centers, and through centers and schools.

- Develop ways for families to assess quality at various centers. Quality rating and information systems (such as Silver State Stars) are one way to make quality visible among participating centers. QRIS programs can also help to educate the public about the difference between licensing standards and quality.
- As part of statewide quality improvement, provide assistance to centers to meaningfully engage parents and families.

*“A high quality ECE system in Nevada would have a high public benefit compared to the amount of investment needed. The public benefit is seen more immediately in higher school readiness rates and, over time, in lower prison rates, lower welfare rates, and a better prepared workforce...”*

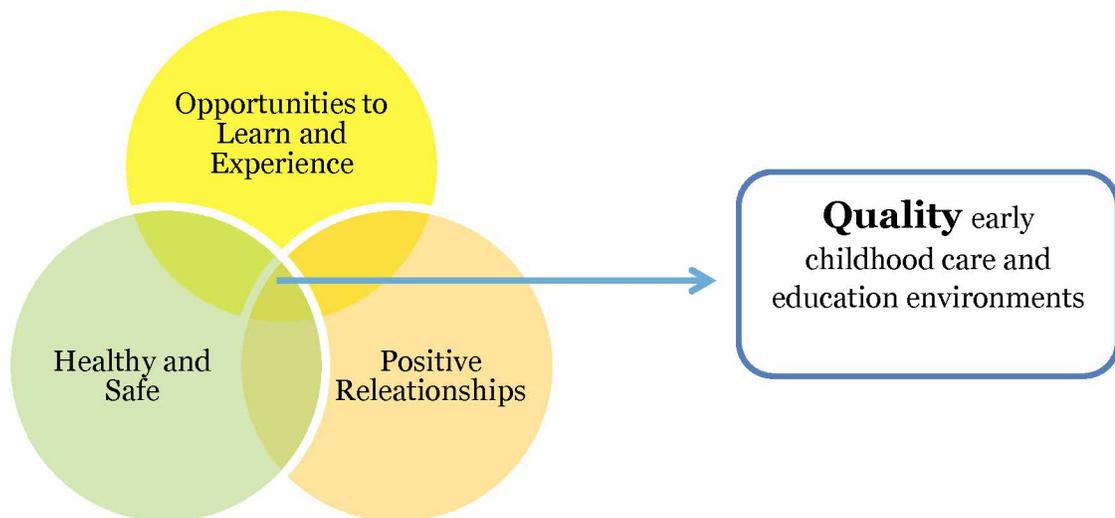
-Insight, 2011, The Economic Impact of Early Care and Education in Nevada

## Introduction

The importance of positive experiences within the first 5 years of a child’s life cannot be underestimated. A wealth of research supports that when children’s needs are met during these critical years of development, the benefits are lifelong. Nearly 80% of the physical growth of the brain occurs in the first 5 years of life; positive experiences are a foundation for each child to reach their full potential. The early years matter.

Nearly all children will receive some sort of care, early childhood education, or both, outside of the home within their first 5 years of life. An estimated 136,918 of Nevada’s children ages 0-5 are in need of care while their parents are at work (U.S. Census Bureau, 2012). These children are cared for in a variety of environments, including child care centers and preschools, home-based child care and preschools, and in the homes of family, friends and neighbors. In addition, many families that have a parent or caregiver in the home will seek preschool or other enrichment experiences for the child. Yet, little is known at the state level about the quality of Nevada’s early childhood care and education environments.

Experts agree that there are at least three critical components of quality within early childhood care and education. These components include protection of children’s health and safety, positive relationships, and opportunities for stimulation and learning from experience (UNC FPG Child Development Institute).



*High quality* early childhood care and education provides children with enhanced school readiness and has also been shown to yield substantial long-term benefits, including higher graduation rates, fewer school dropouts, less need for special education, and less crime (American Educational Research Association, 2005).

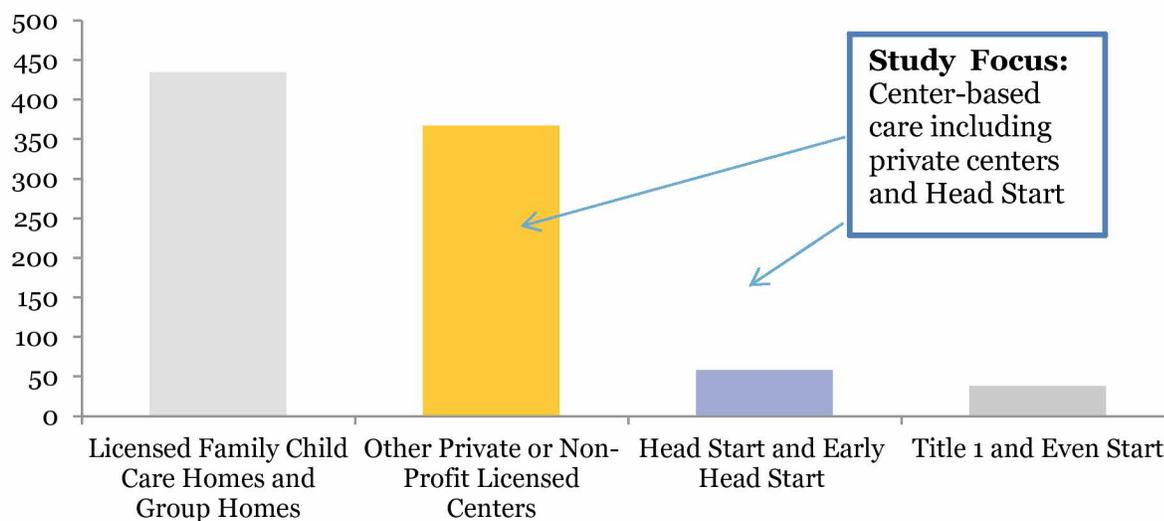
## About this Project

In the spring of 2011, the Nevada Early Childhood Advisory Council (ECAC) managed by the Nevada Head Start Collaboration and Early Childhood Systems Office (HSC & ECSO) envisioned a project to collect baseline data on the quality of care across the state. The HSC & ECS office contracted with Social Entrepreneurs Inc. (SEI) to complete this study, having determined that 1) the focus would be on center-based care, and 2) the appropriate Environmental Rating Scales (ERS) would be used to assess centers statewide. The decision to assess center-based care instead of all environments including care provided in homes was determined by the ECAC Workgroup and based on practical limitations of budget and timing. The ERS scales were selected for their respected position in the ECE field. ERS also align with Nevada’s Quality Rating and Information System (QRIS) Pilot and with other quality rating initiatives that are in place across the nation.

### Importance of Center-Based Care Statewide

This report focuses on quality within one major segment providing early childhood care and education to young children in Nevada – care that occurs in licensed child care or preschool centers.<sup>1</sup> Licensed centers including Head Start and Early Head Start comprise slightly less than half of the total licensed programs for children ages 0-5 statewide. (Insight: Center for Community Economic Development, 2011).

Figure 3. Licensed Programs in Nevada Serving Children 0-5



<sup>1</sup> It is important to note that licensed care is not the only type of care available or used by families. In 2011, there were 1,772 children receiving subsidies and in care with registered, license-exempt providers (Insight: Center for Community Economic Development, 2011). This number represents only a small component of the total children in care that is not licensed or license-exempt. Care that occurs with family, friends and neighbors was not assessed in this project due to budget limitations. However, it is recognized that quality in *all* early care and education settings is important and should be evaluated toward a goal of quality care and education for all children.

## *The Environmental Rating Scales*

For this assessment, the Infant Toddler Environmental Rating Scales (ITERS-R, designed for classrooms with children ages 6 weeks to 2.5 years) and the Early Childhood Environmental Rating Scales (ECERS-R, designed for classrooms with children ages 2.5 to 5 years) were used to assess early childhood programs across the state. These tools have been widely used in the United States and other nations to effectively assess early childhood settings. Both ITERS-R and ECERS-R measure five essential elements of quality in early care and education environments:<sup>2</sup>

- Physical Environment;
- Basic Care;
- Curriculum;
- Interaction; and
- Schedule and Program Structure

The scales utilize observation by a trained assessor to measure process quality in early childhood groups, including interactions between and among providers, children, family members, and experiences with the materials and physical environment. Both the ITERS-R and ECERS-R scales are authored by Thelma Harms, Debby Cryer, and Richard Clifford (Harms, Cryer, & Clifford, *Infant/Toddler Environment Rating Scale - Revised Edition*, 2006 Harms, Cryer, & Clifford, *Early Childhood Environment Rating Scale - Revised Edition*, 2005). Project assessors were trained at the national center to implement the ITERS-R and ECERS-R instruments. As part of this project, assessors utilized a Nevada-based ERS expert to test inter-rater reliability and provide additional mentoring towards fidelity to the scales.

All indicators can be averaged to show an overall score. The overall score is understood as a broad description of quality, and research has shown that higher ERS scores are associated with improved school readiness among the children that have experienced the higher quality programs. Children in low quality classrooms experience environments that are likely inadequate for health and safety and do not promote their cognitive and social emotional development. Centers are scored between 1 and 7, with 1 meaning that quality is not in place; 3 meaning that minimal requirements for quality have been met, 5 meaning quality is good, and 7 meaning quality is excellent. It is important to note that despite the widespread use of these instruments, overall scores of 7 are extremely uncommon if ever seen.

An overview for scoring is provided on the following page.

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<sup>2</sup>Both ITERS-R and ECERS-R include a section on Parent and Staff Education. However, authors will remove this section from the next edition of the scales, and discouraged use of this subscale because of its unreliability (see Clifford, R.M., Reszka S.S., and Rossbach H.G. (2010). *Reliability and Validity of the Early Childhood Environment Rating Scale*. Chapel Hill, NC: The University of North Carolina at Chapel Hill, FPG Child Development Institute.). When comparing data from this project to other studies using ERS scores, it is important to understand and correct if necessary for this difference. In general, the Parent and Staff subscale scores higher than many of the other subscales and may result in a higher overall score when this component is included in the average.



Although every classroom is different, low quality classrooms are generally characterized by all of the following: lack of accessibility to materials, multiple safety hazards, and adults and children who do not follow recommended health and safety practices. Looking only at low quality classrooms for the infant toddler age range, additional characteristics affecting scores included negative language being used with children and lack of access to books.

### *Outreach*

Regional targets for participation in Nevada were set based on the distribution of children throughout the state's counties. In addition to assessment results provided to participating centers, a \$75 gift card for educational supplies was offered as an incentive to participate. Initially, a letter was sent via email through the agencies responsible for licensing in Nevada. After an initial response that was lower than expected, letters were mailed to providers. Forms were completed via mail, web and fax. Interested providers were called, presented with basic information about the process, and assessments were scheduled. At any center, up to two classrooms were assessed, with the specific classrooms determined by the centers' director or lead staff person.

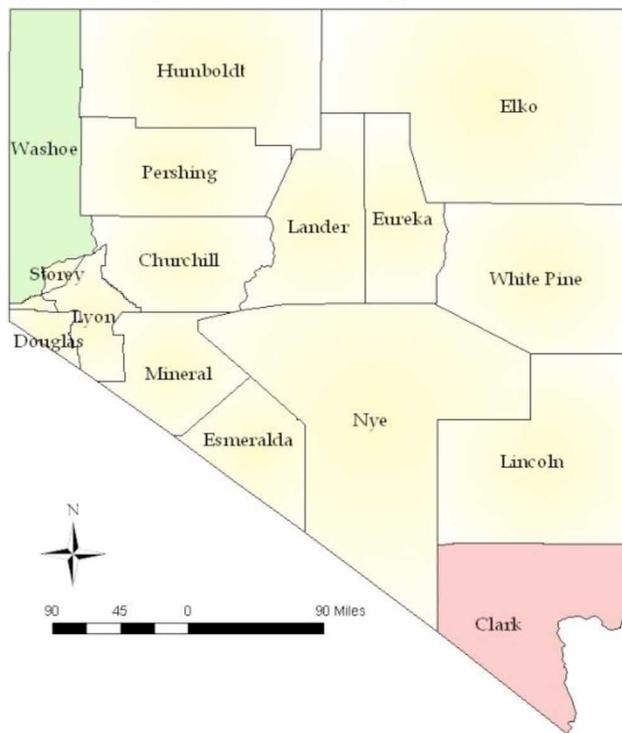
### *Report Geography*

Assessment targets were identified based on population for Clark County, Washoe County, and all other counties together (Balance of the State). For all geographies, data is aggregated to provide confidentiality to centers that participated.

**There are approximately 225,403 children ages 0-5 years living in Nevada. More than half (about 61%) of these children have all parents in the labor force.**

**-Data from 2010 Census**

Figure 4. Map of Nevada showing Clark and Washoe Counties, and Balance of State



### Project Limitations

The results of this study provide indicators related to quality throughout the state. However, the study was not comprehensive, and aspects of the methodology should be noted as limitations.

**Eligibility:** Licensed, center-based care and education sites were eligible for assessments. An estimated 26,000 children are enrolled in the state’s licensed centers and Head Start programs (Insight, 2011). Centers represent a considerable portion of the care available statewide. However, many children are also cared for in other settings that were not assessed.

**Self-Selection:** Centers volunteered to participate in the assessment. An incentive for educational materials was advertised to help increase participation. For the purpose of interpreting results, self-selection bias is an issue. Sites may have volunteered because they were confident in elements of their quality and were familiar with the scales; other sites may have been motivated in large part by the incentive and opportunity to collect baseline data.

**Reach:** In towns with small populations, there may be few or no licensed centers. Since not all counties participated, generalizations across all 15 rural counties may not be representative.

**Assessment Tools:** There is no one, perfect tool for assessment. While the ERS tools have numerous strengths and are widely recognized, respected, and used in the field of early care and education, some researchers have identified concerns with using scales in high-stakes situations. The assessment process is also limited in that the classroom is observed at one point in time. Events such as a teacher change would likely have a strong impact on the classroom score. These are important considerations in understanding, interpreting, and using assessment data.

## *Other Sources of Information on ECE Quality*

Observational assessments using the Environmental Rating Scales (ERS) were the focus of this project; however, other sources were also used to understand quality. Seven focus groups were held with families and other community stakeholders in Clark County (3), Washoe County (2); Lyon County / Yerington Paiute Tribe (1); and with stakeholders representing Carson-Douglas-Lyon (1). The purpose of focus groups was to learn and document multiple perspectives on quality. A brief survey for families was also made available online in both English and Spanish. Twenty five surveys were completed. Key informant interviews were also held to learn from experts in the field regarding their perceptions of needs related to improving early childhood care and education in Nevada. Eight interviews were completed.

Selected structural indicators of quality are also presented. These indicators help to provide a more complete picture of the assets and needs within Nevada related to quality care and education. The state child care resource and referral agency, the Children’s Cabinet, provided data<sup>3</sup> from their 2011 survey of Nevada providers that inform ‘structural indicators’ throughout the document. Information on staff turnover, professional development, and pedagogy or curriculum is presented. Staff turnover rates provide important information about the consistency of caregivers at centers. Professional development is an important factor associated with quality (The National Association of Child Care Resource & Referral Agencies). Information on the pedagogical approach, curriculum, or both are included because 1) they speak to choice available among centers and 2) some curricula are research-based and studies have shown them to be highly effective for the education of very young children.

It is important to note that the information on structural indicators was collected through a statewide survey, and is not directly connected to the assessment process. Information on staff turnover, professional development, and pedagogy/curriculum is self-reported by center directors and represents trends statewide.

“Over half of parents report that quality child care is hard to find; furthermore, parents are almost twice as likely to report concerns about the quality of their children’s care as opposed to cost.”

- The Children’s Cabinet, 2009 - Child Care in the State of Nevada: Demographics Report

<sup>3</sup> The survey information provided by the Children’s Cabinet is preliminary. Any errors or omissions are the responsibility of this report’s authors (Assessment of Center-Based Quality).

## Results

### Participating Centers across the State

In total, 90 classrooms in 47 centers in Nevada were directly assessed using the Environmental Rating Scales (ERS). Included in this total are 12 Head Start sites located in Clark County. Table 5 shows the classroom visits by region. Head Start sites are shown separately as they comprise a large component of the total of centers assessed in Clark County. Head Start sites were not assessed in other counties.

Figure 5. Number of Classes Observed by Region

Region	Number of			
	Infant toddler Classes	Preschool Classes	Total Classes	Percentage of Total
Clark County	16	24	40	44%
Clark County Head Start	0	12	12	13%
Washoe County	6	12	18	20%
Balance of State	8	12	20	22%
<b>TOTALS</b>	<b>30</b>	<b>60</b>	<b>90</b>	<b>100%</b>

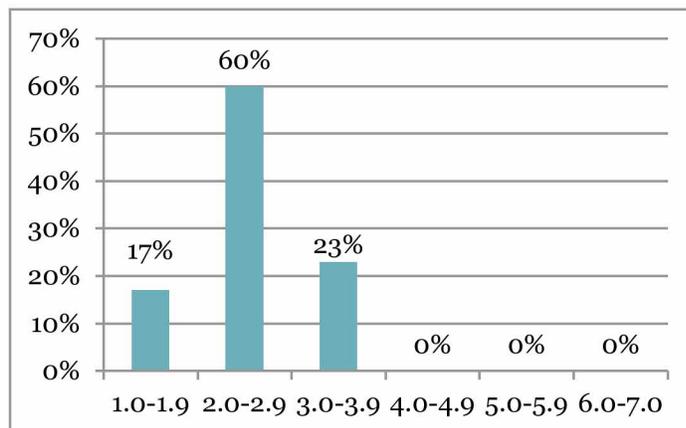
### Classroom Quality: Infants and Toddlers

In this study, the mean ITERS-R score in infant toddler classrooms was 2.57 (range 1.00 – 6.33). As seen in Figure 5, 77% of the infant toddler classrooms were rated as low quality (i.e., ITERS-R scores were less than 3.0 or were not meeting minimum requirements). Only 23% of classrooms met the minimum requirements for quality. Mean scores across the ITERS-R subscales were generally in the low quality range. Infant toddler classrooms for Nevada did not meet minimum ERS requirements for quality in Personal Care Routines, Listening and Talking and Activities (see Table 6).

Figure 6. Aggregate Scores for Infant Toddler Classrooms in Nevada

Subscale	Mean	Range
Space and Furnishings	3.05	1.80 – 4.60
Personal Care Routines	1.72	1.00– 2.33
Listening and Talking	2.48	1.00– 6.33
Activities	2.54	1.22 – 4.33
Interaction	3.43	2.25 – 6.00
Program Structure	3.16	1.50 – 6.00
<b>Overall Score</b>	<b>2.57</b>	<b>1.00 – 6.33</b>

**Figure 7. Distribution of Aggregate Scores for Infant Toddler Classrooms in Nevada**



The majority of low scores can be seen within Personal Care Routines, Listening and Talking, and Activities. Personal Care Routines cover indicators such as Greeting/Departing, meals/snacks, nap, diapering/toileting, health practices, and safety practices.

### *Space and Furnishings*

Infant toddler classrooms throughout Nevada met minimum requirements when it came to Indoor Space and Room Arrangement (average scores of 3), and scored an average of 4 in Display for Children. The areas that showed the most need (not meeting minimum requirements) were Furniture for Routine Care and Play, and Provision for Relaxation and Comfort. Both areas were scored at 2. In most cases, there was not enough furniture for feeding, sleeping, diapering/toileting, storage of children’s possessions and supplies. Under Provision for Relaxation and Comfort, there was a limited amount of “softness” (i.e. cushions, mats, quilts, and soft toys) accessible to children.

### *Personal Care Routines*

On average, classrooms met minimum requirements in Greeting/Departing. However they received low scores in the remaining indicators. Overall, what most affected their scores in this subscale were improper or lack of hand washing, improper sanitation of eating and diapering surfaces, no physical separation of eating and diapering areas, overcrowding of nap area, and safety hazards found in both indoor and outdoor play areas (e.g. uncovered outlet plugs, lack of age-appropriate play equipment, lack of a solid barrier between playground and parking lot/streets, etc.).

### *Listening and Talking*

In the Listening and Talking subscale, classrooms met the minimum requirements for helping children understand language and helping children use language, but did not meet the requirements for using books. In most cases, requirements were not met in this area because of the accessibility of books. Most classrooms acknowledged owning books but these books were not accessible to all children. In order to receive credit for books being accessible, all children (including non-mobile infants) should be able to access them. This means that either the child

## State of Nevada: Race to the Top-Early Learning Challenge Appendix

care provider places the non-mobile infant where it can reach those items (e.g., books) or brings books to the child.

### *Activities*

Overall, participants across Nevada did not meet minimum standards for several indicators under Activities, particularly fine motor, art, blocks, dramatic play, nature/science and promoting acceptance of diversity. There are several factors that impacted scores, namely accessibility of materials. An area that most classrooms struggled with was accessibility of materials for all children, including non-mobile infants. To receive credit on specific indicators, a certain number of play materials are required; classrooms also had inadequate amounts of materials accessible to children. In addition, classrooms did not meet minimum requirements for promoting acceptance of diversity. In most cases, this is because there were a lack of diversity materials that were either visible or in reach of children (e.g. dolls with different skin tones, posters, pictures, books, etc. depicting people of color). In some cases, classrooms did not meet minimum requirements because they possessed materials that promoted stereotypes of a particular ethnic group.

### *Interaction*

Overall, participants across Nevada received scores of 3 under Supervision of Play and Learning and Staff-Child Interaction, and scores of 4 under Peer Interaction and Discipline. These scores tell us that children are closely supervised and that staff pay more attention to caregiving versus other tasks and interests. They also indicate that staff have positive interactions with children and are sympathetic to them. The higher scores for Peer Interaction and Discipline show that children are allowed to interact for much of the day and that staff help facilitate positive interactions, and that positive methods of discipline are used effectively and attention is given when children are behaving well.

### *Program Structure*

Infant toddler classrooms in Nevada scored well under the subscale Program Structure. Both the schedule of classrooms and the amount of time children spend in free play met minimum requirements (Schedule was scored on average at 4). Classrooms scored a 5 in Group Play Activities, which means that on average the staff were flexible with children when they wanted to join or leave an activity; the size of the group during play was appropriate for the age and ability of the children; and alternate activities were available. No infant toddler classrooms that had a child with a disability were scored (receiving a score of N/A for the State).

## **Classroom Quality: Preschool**

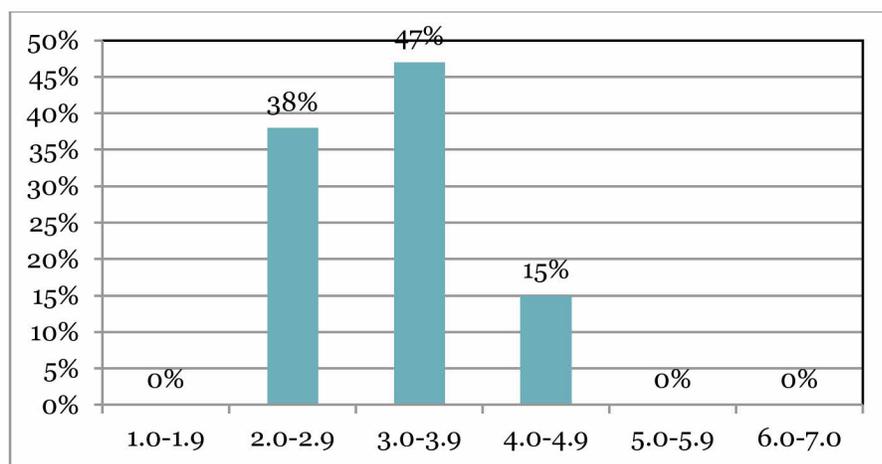
The ECERS-R was used to measure the global quality of preschool classrooms. In this study, the mean total score in classrooms was 3.23 (range 1.00 – 6.75). Close to half (47%) of the classrooms scored between a 3.0 and 3.9, which indicates they are meeting minimum quality requirements. Another 15% score within the 4.0 to 4.9 range, which means that these programs are approaching good quality. However, 38% of classrooms were rated as low quality (received a score lower than 3.0)

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**Figure 8. Aggregate Scores for Preschool Classrooms in Nevada (Including Head Start)**

Subscale	Mean	Range
Space and Furnishings	3.24	1.88 – 4.75
Personal Care Routines	2.02	1.17 – 4.20
Language-Reasoning	3.76	1.50 – 5.75
Activities	3.27	1.50 – 5.10
Interaction	3.67	1.00 – 5.80
Program Structure	3.80	2.00 – 6.75
<b>Overall Score</b>	<b>3.23</b>	<b>1.00 – 6.75</b>

**Figure 9. Distribution of Aggregate Scores for Preschool Classrooms in Nevada (Including Head Start)**

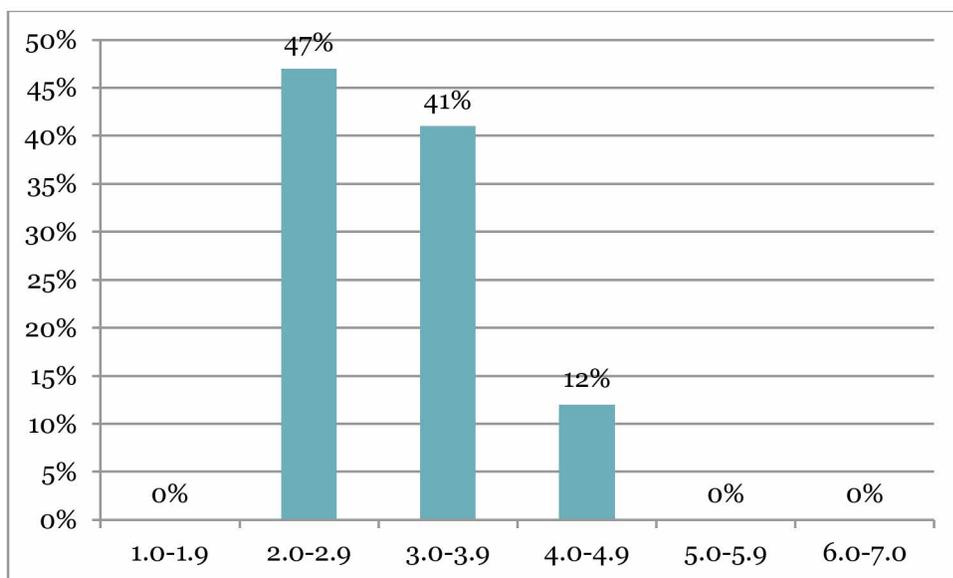


Included in the aggregate score were twelve Head Start classrooms that were assessed for this project. The inclusion of these Head Start programs raises the average score throughout the state. This is likely due to the fact that Head Start programs must adhere to certain regulations, including reporting, parent involvement, teacher education and training, and access to technical assistance. When the scores of those Head Start classes were removed from the aggregate total, centers across Nevada received an average quality score of 3.16 (compared to 3.23). Close to half (47%) of classrooms received an average score that was below meeting minimum requirements. Without inclusion of the Head Start classrooms, Nevada scored lower in Space and Furnishings, Language-Reasoning, Activities, and Interaction. The score was the same for both in Program Structure. Centers in Nevada scored slightly higher in Personal Care Routines without the Head Start classrooms.

Figure 10. Aggregate Scores for Preschool Classrooms in Nevada (Excluding Head Start)

Subscale	Mean	Range
Space and Furnishings	3.13	1.88 – 4.75
Personal Care Routines	2.08	1.17 – 4.20
Language-Reasoning	3.57	1.50 – 5.75
Activities	3.24	1.50 – 5.10
Interaction	3.52	1.00 – 5.60
Program Structure	3.80	2.00 – 6.75
<b>Overall Score</b>	<b>3.23</b>	<b>1.00 – 6.75</b>

Figure 11. Distribution of Aggregate Scores for Preschool Classrooms in Nevada (Excluding Head Start)



**Space and Furnishings**

On average, preschool classrooms in Nevada (both preschool and Head Start classrooms) met minimum requirements in all indicators under this subscale except for Space for Gross Motor Play. In this case, the score of 2 was given mainly due to safety issues. Some examples of safety issues observed include:

- No solid barrier between parking lot/street and playground (i.e. cement or brick wall. Fences made out of wire or wood posts do not receive credit as they do not provide a sufficient barrier between a car and the playground).
- Fall zones around play equipment were not sufficient (fall zone is dependent on the type of equipment).
- Cushioning not sufficient under play equipment (like fall zones, this is also dependent on the type of equipment).

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## *Personal Care Routines*

The area where most preschool classrooms commonly received low scores was under Personal Care Routines for both other preschool and Head Start classrooms. Like the infant toddler classrooms, numerous classrooms throughout Nevada struggled with improper hand washing and improper sanitation of eating surfaces. These deficits affected scores in Meals/Snacks, Toileting/Diapering and Health Practices. Additionally, classrooms throughout the State received low quality scores under Safety Practices in indoor and outdoor play areas (e.g., uncovered outlets, loose electrical cords, medicines, cleaning materials and other substances labeled “keep out of reach” not locked away, no solid barrier between playground and parking lot/street, cushioning and fall zones not sufficient in outdoor play areas, etc.).

## *Language-Reasoning*

Preschool and Head Start classrooms in the Nevada met minimum sub requirements and scored slightly higher in this particular subscale of Language-Reasoning. Indicators for preschool age children under this subscale are Books and Pictures, Encouraging Children to Communicate, Using Language to Develop Reasoning Skills, and Informal Use of Language. Meeting minimum requirements in these indicators means that:

- Children have access to books (in some cases a wide variety that may be organized into a reading center, or there are additional language materials used daily) and staff use books with children (both formally and sometimes informally).
- Staff has activities and materials that are appropriate to encourage children to communicate. These activities may take place in free play and group time, and may be found in a variety of areas.
- Staff talks about logical relationships (for example, they may point out that outside time comes after snack) and concepts are appropriate for children.
- Children and staff have some conversation and children are allowed to talk much of the day, and language is primarily used to exchange information and for social interaction.

## *Activities*

In terms of activities, providers across Nevada (both at Head Start and other preschools) met minimum requirements for all indicators, and in some cases scored slightly higher (4). Those categories that were scored slightly higher were Fine Motor, Art, Sand/Water, and Nature/Science. Scoring slightly higher in these categories meant that programs generally had a wider variety of materials accessible to children for much of the day.

## *Interaction*

Supervision of Gross Motor Activities and General Supervision of Children both met minimum requirements in preschool and Head Start classrooms. This means that staff provided sufficient supervision of the children and most of that supervision was non-punitive; control was exercised in a reasonable way. As for Discipline, providers in Nevada received a score of 4, which means that staff used non-punitive discipline methods effectively (e.g. redirection); some programs were set up to avoid conflict and promote age appropriate interaction and most staff were consistent in their reaction to children’s behavior. Centers in Nevada received a score of good (5) when it comes to Staff-Child Interactions, which means that aside from having few unpleasant interactions staff showed warmth through appropriate physical contact; showed

## State of Nevada: Race to the Top-Early Learning Challenge Appendix

respect for children; and responded sympathetically to children who were upset or hurt. Finally, the centers throughout the state met minimum requirements and received a score of 4 under Interactions Among Children, which means that peer interaction was encouraged, that staff usually stopped negative interaction; and some peer interaction occurred during the observation. It also means that some center staff modeled good social skills and helped children to develop appropriate social behavior with their peers.

### *Program Structure*

In Program Structure, centers across Nevada (preschool and Head Start classrooms) scored above meeting minimum requirements in all indicators. Schedule, Free Play, and Group Time all received a score of 4, which means that the schedule usually provided a good balance of flexibility and a variety of play activities occurred each day, usually for a substantial portion of the day. Additionally, Group Time was age appropriate for children, where play or routine activities were done in small groups. When it came to Provisions for Children with Disabilities, the State's average score was 5 (Good). This means that staff would follow through with activities and interactions as recommended by professionals for those children with disabilities, modifications were made in the classroom so the child(ren) with disabilities could participate and that parents were frequently involved in sharing information with the staff.

### **Family and Community Perceptions of Program Quality**

A mixture of focus groups, interviews and surveys provided information on how families experience quality, what they look for, and how they make choices about care. In addition, interviews with many of Nevada's experts on early childhood were held. These perspectives provide important context to our understanding of quality throughout the state.

In interviews and focus groups, families agreed on the major components of quality. Learning was foundational to each parent interviewed and at focus groups. Each parent interviewed or in focus groups identified and emphasized at least one of three aspects of quality: their children were in an environment that was seen as healthy and safe, were able to make friends and build positive relationships, or had rich learning opportunities.

In general, parents that were in very high quality centers spoke very highly about their experiences. They emphasized the quality of relationships and could attribute specific learning and growth of their child or aspects of the program. They referenced teachers and directors by name and could point to actions that were meaningful to the child and family's experience with the center.

The sampling of families from lower-scoring centers is very limited. A few surveys indicate that families of children in lower scoring facilities were more likely to identify one or more concerns or areas for improvement than those in higher scoring centers. When asked about specific elements of quality, they could provide detailed examples of what is working well, not working well, or both, at the center that their child attends.

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In one focus group families expressed collectively that they hoped for more interactive and in-depth learning in the preschool classroom. They did not feel satisfied with teachers using worksheets with the children; instead they wanted the instructors to engage the children in meaningful play and interaction around concepts such as shapes and letters. This desire by parents is supported by research and is why the ERS gives lower scores for classrooms that rely on worksheets rather than engaged discussion and learning. Parents emphasized the value of getting children out of the classroom and into the community, identifying field trips to the library as examples of activities that would be valuable. Their hopes were that their children would be building all of the skills they needed to be successful in kindergarten and beyond.

Other parents emphasized the importance of peers, and hoped that their children would make friends, learn how to get along, and play well with others.

Parents that indicated some level of concern with their child's care setting often disclosed that felt they had limited choices. For example, one parent had a child in Head Start program, and she shared a high satisfaction with the program. Her youngest child was cared for in a center near her home. She said that she had selected it because it was nearby and accessible, but, she wished that the younger child could have the same level of quality care as the older sibling. For this particular family, her concerns at the center were balanced by her knowledge that the child was in licensed care. Many families interviewed equated licensing with quality, including some level of training for teachers and caregivers.

Families that were at a very high scoring center expressed extremely high levels of satisfaction with the caregiver and the administration. They agreed on the elements that were in place that made the experience positive for their child and their family, saying things like, "they really care about our kids. They want what is best for them. The administration has really high standards. It

*"We want [our children's experience while in care] to be based around learning. That's our main concern, getting inquiry started, engaging their interests. Science is missing. The children should be engaged in learning, not just doing worksheets. They need to paint and play. They'll learn this way: if the teachers point out the colors and shapes along the way."*

*-Parent in Focus Group*

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is not about money; it is about our children.” These parents felt that cost of care was a factor, but only a small part. “It is expensive, but not the most expensive,” said one parent. “I appreciate that.” Families at this center’s focus group had selected the program after looking at several choices and alternatives.

High quality is expensive for providers, but subsidies and special programs keep it in reach for many families. Families that were participating in Head Start or receiving subsidies through programs like TAPS expressed that the support was extremely important.

There is strong support among the state’s ECE experts that program quality could be improved. Many key informants identified the need to expand QRIS, which is currently a pilot project in Nevada. Others identified the need for program alignment and common indicators and outcomes across the state. Informants talked about measurement of meaningful indicators and outcomes for both the child as well as at the level of individual providers and centers. This would allow for data-informed decisions about what’s working and prompt adjustments when quality is low. Key informants were in agreement that a more unified, collaborative and organized field is key to any considerable progress in achieving overall improvement to quality as a state.

### Structural Indicators

Information on structural indicators was gathered by the Children’s Cabinet, Nevada’s Child Care Resource and Referral source, through a statewide survey. Data is preliminary.

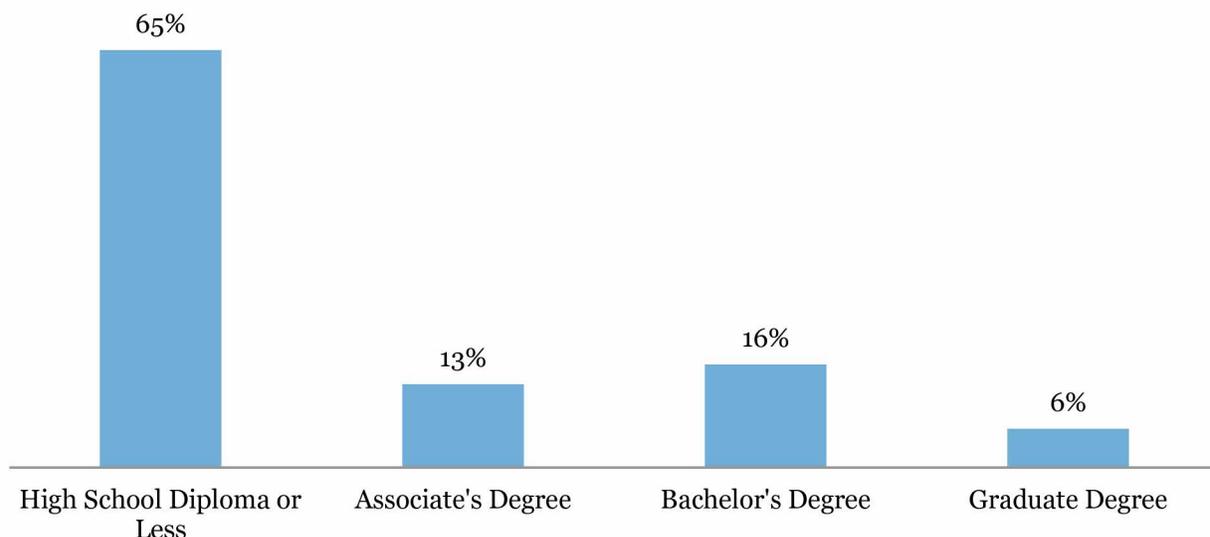
#### *Staff Turnover*

Children need consistent caregivers so that they can develop strong attachments. Turnover in child care interrupts attachment between the child and the caregiver. Low turnover is an indicator of child care quality, whereas high turnover is a detriment to quality. Statewide, nearly one-quarter of all staff have been at a center less than one year (24%). Turnover rates are 15% statewide, as measured by the percentage of staff that left during the year counted in the teacher to child student ratio.

#### *Education, Experience and Professional Development*

Statewide, directors report that staff members at centers are most likely to have a high school diploma (but no additional degrees). Nearly two-thirds of all providers (62%) hold a high school diploma. Less than 3% have not earned a diploma. Teachers with associate’s degrees make up nearly 13% percent of the workforce. Teachers with bachelor’s degrees make up 16% of the workforce. About 6% hold an advanced degree. Of staff members with associate’s, bachelor’s or graduate degrees, approximately 15% hold their degree in Early Childhood Education.

Figure 12. Director Reported Education of Center Staff



### *Pedagogy and Curriculum*

Statewide, most centers identify that they use one or more pedagogical approach, specific curriculum, or both. The most commonly described approaches are to use developmentally appropriate practices and a theme-based curriculum. More than half of all centers (281) in 13 counties reported using developmentally appropriate practices. Centers in 10 counties reported using a bilingual curriculum. In these counties, approximately 1 in 5 report (19%) offering a bilingual curriculum. Throughout the state, there are centers that use specific pedagogical approaches such as Montessori (25), Emergent/Reggio/Project Work<sup>4</sup> (75), and Waldorf (2). Centers reported using curricula such as the Creative Curriculum (182), High-Scope (42), Including Religion (77), and Theme-based (229).

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<sup>4</sup> Emergent describes a way of planning curriculum based on the student's interest and passions as well as the teacher's. Reggio Emilia schools are one example of schools that use emergent curriculum. Schools that are not Reggio Emilia may also use emergent curriculum and project work.

## Participating Centers in Clark County

### Classroom Quality: Infants and Toddlers

The 16 infant toddler classrooms in Clark County that participated in the study scored an average of 2.64.<sup>5</sup> Overall, centers in Clark County met minimum requirements in Space and Furnishings and Interaction, but received low quality ratings in every other category.

**Figure 13. Aggregate Scores for Infant Toddler Classrooms in Clark County**

Subscale	Mean	Range	NV Mean	NV Range
Space and Furnishings	3.36	2.00 – 4.60	3.05	1.80 – 4.60
Personal Care Routines	1.66	1.00 – 2.33	1.72	1.00– 2.33
Listening and Talking	2.33	1.33 – 4.33	2.48	1.0 0– 6.33
Activities	2.62	1.40 – 4.29	2.54	1.22 – 4.33
Interaction	3.41	2.25 – 6.00	3.43	2.25 – 6.00
Program Structure	2.85	1.50 – 4.25	3.16	1.50 – 6.00
<b>Overall Score</b>	<b>2.64</b>	<b>1.87 – 3.74</b>	<b>2.57</b>	<b>1.00 – 6.33</b>

#### Space and Furnishings

Infant toddler classrooms assessed throughout Clark County met minimum requirements when it came to Indoor Space, Furniture for Routine Care and Play, and Room Arrangement (scores of 3); and scored an average of 4 in Provision for Relaxation and Comfort and Display for Children. These scores indicate that there was enough furniture for feeding, sleeping, diapering/toileting, storage of children’s possessions and routine care. The space was adequate for the size of the group and in good repair, and it was arranged so that staff could easily supervise children. The higher scores for Relaxation and Display indicate that a cozy area or many soft toys were accessible to children and that the displays had many posters or mobiles, some in areas where children could reach.

#### Personal Care Routines

On average, classrooms met minimum requirements in Greeting/Departing. However they received low scores in the remaining indicators. Overall, what most affected their scores in this subscale were improper or lack of hand washing; improper sanitation of eating and diapering surfaces; no physical separation of eating and diapering areas; overcrowding of nap area (and in some cases, using the same bedding for different children); and safety hazards found in both indoor and outdoor play areas (e.g. uncovered outlets, lack of age-appropriate play equipment, lack of a solid barrier between playground and parking lot/streets, and insufficient fall zones and cushioning under play equipment).

<sup>5</sup> The QRIS Pilot assessed 30 centers in Clark County over a period of three years using the Environmental Rating Scales. Initial assessments were held, centers were provided technical assistance to improve scores, and a second assessment was then completed. For infant toddler classes, the average overall score for time interval one (baseline) was 3.08. This is higher than the average overall score from this quality needs assessment project (2.64).

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## *Listening and Talking*

Infant toddler classrooms met the minimum requirements for helping children understand language and helping children use language, but did not meet the requirements for using books. In most cases, requirements were not met in this area because limited availability. Most classrooms acknowledged owning books but they were not accessible to all children. In order to receive credit for accessible books, all children (including non-mobile infants) should have access to them. This means that either the child care provider places the non-mobile infant where it can reach those items (e.g., books) or brings books to the child.

## *Activities*

Infant toddler classrooms in Clark County met the minimum requirements for most Activities, except for Sand and Water Play, Nature/Science, Use of TV, Video and/or Computer, and Promoting Acceptance of Diversity. Centers in Clark County received a score of 2 in Sand and Water Play. This is because in many cases, Sand and Water Play were not available to children on a regular basis or children were not closely supervised when playing with sand and water materials. Centers in Clark County also received a score of 2 in Nature/ Science because of the limited amount of nature or science materials available to children. In some cases, children did not have opportunities to experience the natural world daily. ERS guidelines state that children should be given opportunities to interact with nature (such as sitting on the grass or watching the wind blow leaves on a tree while indoors).

Centers in Clark County received a score of 2 under Use of TV, Video, and/or Computer. In most cases, this was because there was no alternative activity available while the TV/Computer was used (i.e. all children must sit and watch the same program), and there was no time limit when using the TV or Computer (ITERS-R advises no more than 30 minutes a day in a full-day program for TV and 10 minutes for computer usage). Centers in Clark County also received a score of 2 under Promoting Acceptance of Diversity, largely due to the limited amount of racial and cultural diversity materials present in classrooms. Occasionally, some materials that presented stereotypes were found in materials (such as music and books); this lowered the overall score.

## *Interaction*

Infant toddler classrooms in Clark County scored well in the Interaction subcategory. Classrooms received scores of 3 in Supervision of Play and Learning, Staff-Child Interaction, and Discipline, and a score of 4 in Peer Interaction. These scores indicate that children are closely supervised and that staff pays more attention to caregiving versus other tasks and interests. They also indicate that staff have positive interactions with children and are sympathetic to them. Discipline (when used) and expectations are appropriate for the ages of the children. The score of 4 under Peer Interaction indicates that children are allowed to interact for much of the day and that staff help facilitate positive interactions.

## *Program Structure*

Classrooms in Clark County received scores of 3 under Schedule and Free Play, which indicates that the schedule meets the needs of all children and that free play occurs daily (indoors and outdoors), with adequate play materials. Scores of 2 were given to Group Play Activities and Provisions for Children with Disabilities. This means that group play activities in some

classrooms may not have been age appropriate (i.e. were too long or children were not interested), or in some cases, children may have been forced to participate in group play. The low score under Provisions for Children with Disabilities indicates there may be some issues in terms of availability of assessment information or limited involvement of parents and classroom staff in setting goals.

## Classroom Quality: Preschool

There were 36 preschool classrooms in Clark County that participated in the study, including Head Start classrooms. Of those, 12 were Head Start classrooms. Their aggregate score was 3.18.<sup>6</sup> The score without Head Start classrooms was 3.02. Overall, centers in Clark County met minimum requirements in Space and Furnishings, Language-Reasoning, Activities, Interaction, and Program Structure but received low quality ratings in Personal Care.

**Figure 14. Aggregate Scores for Preschool Classrooms in Clark County (Including Head Start)**

Subscale	Mean	Range	NV Mean	NV Range
Space and Furnishings	3.34	2.00 – 4.50	3.24	1.88 – 4.75
Personal Care Routines	1.86	1.17 – 3.00	2.02	1.17 – 4.20
Language-Reasoning	3.68	1.50 – 5.50	3.76	1.50 – 5.75
Activities	3.31	1.50 – 5.10	3.27	1.50 – 5.10
Interaction	3.43	1.00 – 5.80	3.67	1.00 – 5.80
Program Structure	3.68	2.00 – 5.67	3.80	2.00 – 6.75
<b>Overall Score</b>	<b>3.18</b>	<b>2.11 – 4.20</b>	<b>3.23</b>	<b>1.00 – 6.75</b>

The same is true when Head Start classrooms are removed from the total. Other preschool classrooms scored lower in Space and Furnishings, Language-Reasoning, Activities, Interaction and Program Structure than when Head Start classrooms are included.

**Figure 15. Aggregate Scores for Preschool Classrooms in Clark County (Excluding Head Start)**

Clark County (no HS) Subscale	Mean	Range	NV Mean	NV Range
Space and Furnishings	3.15	2.00 – 4.50	3.24	1.88 – 4.75
Personal Care Routines	1.91	1.17 – 3.00	2.02	1.17 – 4.20
Language-Reasoning	3.27	1.50 – 4.75	3.76	1.50 – 5.75
Activities	3.27	1.50 – 4.60	3.27	1.50 – 5.10
Interaction	3.01	1.00 – 4.60	3.67	1.00 – 5.80
Program Structure	3.65	2.00 – 5.67	3.80	2.00 – 6.75
<b>Overall Score</b>	<b>3.02</b>	<b>2.11 – 4.50</b>	<b>3.23</b>	<b>1.00 – 6.75</b>

<sup>6</sup> A QRIS Pilot assessed 30 centers in Clark County over a period of three years using the Environmental Rating Scales. Initial assessments were held, centers were provided technical assistance to improve scores, and a second assessment was then completed. For preschool classes, the average overall score for time interval one (baseline) was 3.07. This is slightly lower than the average overall score from this quality needs assessment project (3.18).

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## *Space and Furnishings*

In terms of Space and Furnishings, participating classrooms in Clark County met minimum requirements in all indicators, even when Head Start classrooms were removed from the average. This indicates that the indoor space was sizeable for the amount of children and staff allowed in the room at one time; that the furniture was in good condition and each child had their own personalized cubby; there were enough furnishings for relaxation and comfort; rooms had interest centers defined with enough space for several activities to occur at once; and displays for children were appropriate with some of their projects in view.

## *Personal Care Routines*

Like many other classrooms, both Head Start and other preschool classrooms scored low under Personal Care routines. Greeting/Departing was the only indicator to receive a mid-level score of 4, whereas all other indicators ranged between 1 and 2. Low quality scores in Personal Care Routines indicate lack of or improper hand washing, lack of or improper table sanitation, as well as safety issues both indoors and out.

## *Language-Reasoning*

Head Start and other preschool classrooms scored 3 and 4 under this particular subcategory, which shows that these classrooms met minimum requirements for Books and Pictures, Encouraging Children to Communicate, Using Language to Develop Reasoning Skills, and Informal Use of Language. Receiving scores that met minimum requirements for quality indicates that staff use books with children on a regular basis and use language as a means for social interaction instead of controlling behavior. It also means that staff allows children to talk for much of the day, and have materials that encourage communication (e.g. puppets, dramatic play props, or small figures) in multiple areas within the classroom.

## *Activities*

Both preschool and Head Start classrooms met all minimum requirements for indicators under Activities. No classroom received a score of 5, but all classrooms received scores between 3 and 4. Receiving scores within this range means that there are an adequate number of play materials for children to access for some or much of the day. These materials support Fine Motor; Art, Music and Movement; Blocks; Sand and Water; Dramatic Play; Nature and Science; Math and Numbers; Use of TV, Video, and/or Computer; and Promoting Acceptance of Diversity.

## *Interaction*

Head Start and other preschool classrooms did not meet minimum requirements in all indicators under Interaction. All classrooms received an average score of 2 under Supervision of Gross Motor Activities and General Supervision of Children (other than gross motor). Receiving low scores in these two areas indicate several things. The first is that supervision as observed was not always adequate to protect the health and safety of children while they were in gross motor play. Inadequate supervision means that there were not enough staff present to watch children in all areas; they did not move around as needed to properly view all areas; or they did not intervene when a problem occurred.

Second, receiving a low score under General Supervision indicates that there was insufficient supervision of children overall. For example, staff did not pay attention to cleanliness or did not

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prevent the inappropriate use of materials (such as stopping a child from dumping sand from the sensory table on the floor). Both Head Start and other preschool classrooms met minimum requirements under Discipline, Staff-Child Interactions, and Interactions Among Children.

### *Program Structure*

When including Head Start classrooms into the aggregate score of centers in Clark County, classrooms met the minimum requirements for all indicators under the subcategory of Program Structure. This means that the schedule was flexible and appropriate for children, children spent some part of the day in free play both indoors and out, some play activities were done in small groups, and there were opportunities for children to be a part of self-selected group. Centers in Clark County (including Head Start) met minimum requirements for Provisions for Children with Disabilities. This means that staff had access to a child's assessments, made minor modifications needed in the program to include the child, and had parental involvement in goal setting within the classroom.

### **Family and Community Perceptions of Program Quality**

Most families participating in focus groups and interviews held in Clark County expressed satisfaction with the quality of care they received. Families emphasized different aspects of quality; many underscored the importance of their child having friendships and learning to get along well with other children. Others emphasized academic aspects of the program and the importance of early childhood education in providing their children with specific knowledge and skills important in kindergarten.

Some families expressed that it was difficult to find care, not because there are too few centers, but, because of the lack of information about the quality of care. One woman described having found a center that seemed great at first; after more than one safety problem where her child had been hurt (due to limited supervision) she had changed centers. She was very satisfied with the new center, but, had made the choice for the new center based on word of mouth. Others identified that while their current care situation was adequate, their hopes were for a more exciting and enriched education for their child. If they were receiving subsidies, they felt their choices were limited. Many families were evaluating and hoping their child would be in an elementary school that has high standards and a reputation for academic excellence. They saw their child's preschool education as an important preparation for future academic success.

### **Structural Indicators**

Information on structural indicators was gathered by the Children's Cabinet, Nevada's Child Care Resource and Referral source, through a statewide survey. Data is preliminary.

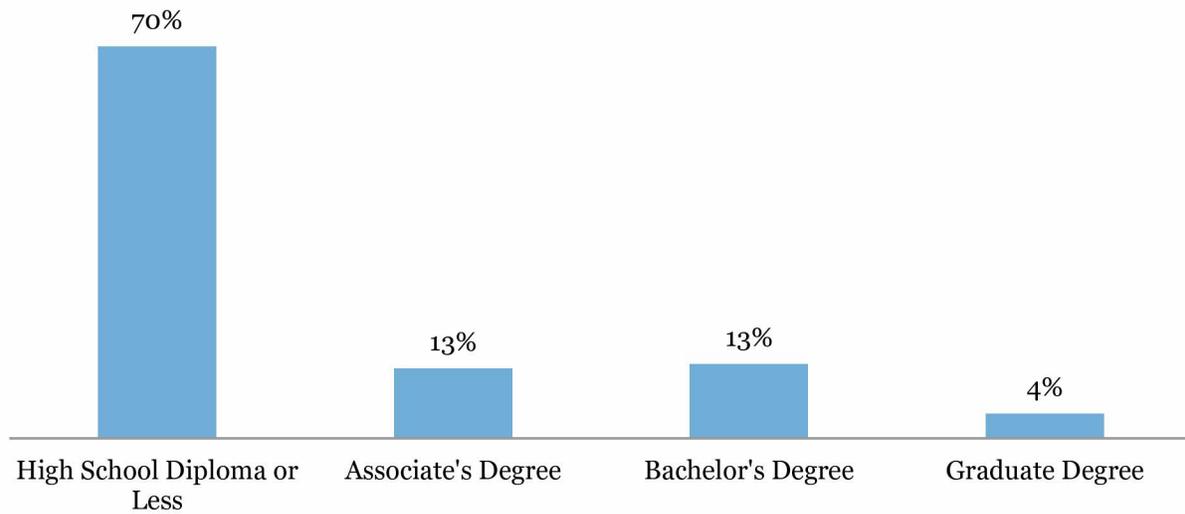
### *Staff Turnover*

Children need consistent caregivers so that they can develop strong attachments. Turnover in child care interrupts attachment between the child and the caregiver. Low turnover is an indicator of child care quality, whereas high turnover is a detriment to quality. Turnover among staff in Clark County is 18%. About 23% of staff has been at a center less than a year.

*Education, Experience and Professional Development*

In Clark County, directors report that staff members at centers are most likely to have a high school diploma (but no additional degrees). More than two-thirds of all providers (68%) hold a high school diploma. About 2% have not earned a diploma. Teachers with associate’s degrees make up 13% percent of the workforce. Teachers with bachelor’s degrees make up 13% of the workforce. About 4% hold an advanced degree. Of staff members with associate’s, bachelor’s or graduate degrees, approximately 15% hold their degree in early childhood education (ECE).

**Figure 16. Director Reported Education of Center Staff – Clark County Centers**



*Pedagogy and Curriculum*

Most centers within Clark County identify using one or more pedagogical approach, specific curriculum, or both. The most commonly described approaches are to use developmentally appropriate practices (DAP) and theme-based curriculum. Clark County has multiple centers that include Montessori, Emergent/Reggio/Project Work, HighScope, Creative Curriculum, and many that include religion. Nearly 15% (38) report using a bilingual curriculum.

## Participating Centers in Washoe County

### Classroom Quality: Infants and Toddlers

The 6 infant toddler classrooms in Washoe County that participated in the project scored an average of 2.57, the same as Nevada as a whole. Overall, centers in Washoe County met minimum requirements of quality in only Interaction and Program Structure, but received low quality ratings in every other category.

Figure 17. Aggregate Scores for Infant Toddler Classrooms in Washoe County

Subscale	Mean	Range	NV Mean	NV Range
Space and Furnishings	2.70	1.80 – 3.60	3.05	1.80 – 4.60
Personal Care Routines	1.67	1.33 – 2.17	1.72	1.00– 2.33
Listening and Talking	2.72	1.33 – 6.33	2.48	1.00– 6.33
Activities	2.42	1.25 – 3.67	2.54	1.22 – 4.33
Interaction	3.33	2.25 – 5.50	3.43	2.25 – 6.00
Program Structure	3.53	2.50 – 5.00	3.16	1.50 – 6.00
<b>Overall Score</b>	<b>2.57</b>	<b>1.86 – 3.83</b>	<b>2.57</b>	<b>1.00 – 6.33</b>

#### Space and Furnishings

Infant toddler classrooms throughout Washoe County met minimum requirements when it came to Indoor Space, Room Arrangement (scores of 3), and scored an average of 4 in Display for Children. These scores indicate that there was enough indoor space for children and staff, and it was arranged so that staff could easily supervise children. The higher scores for Display indicate that a cozy area or many soft toys were accessible to children and that the displays had a variety of pictures, posters and mobiles, some in areas where children could reach.

Low quality scores of 2 were given to Furniture for Routine Care and Play, and Provisions for Relaxation and Comfort. Receiving a lower score for Routine Care Furniture can indicate several things. First, there may not have been enough storage for children’s belonging (cubbies), furniture may not have been in good repair, and/or the seating used for children was not comfortable and supportive. For example, to receive credit for comfortable and supportive seating, children’s feet must be able to touch the footrest in a high chair. If their feet dangle, the seating is not considered comfortable.

Receiving a low quality score under Provisions for Relaxation indicates that there were not enough soft furnishings, such as carpets, rugs, or soft toys, available to children. To receive credit under this indicator, there must be at least a rug or other soft furnishing provided during play and three or more soft toys accessible to children for much of the day.

#### Personal Care Routines

On average, classrooms met minimum requirements in Greeting/Departing; however, they received low scores in the remaining indicators. Overall, what most affected their scores in this subscale were improper or lack of hand washing; improper sanitation of eating and diapering surfaces; no physical separation of eating and diapering areas; overcrowding of nap area (and in some cases, using the same bedding for different children); and safety hazards found both

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indoor and outdoor play areas (e.g. uncovered outlets, lack of age-appropriate play equipment, lack of a solid barrier between playground and parking lot/streets, and insufficient fall zones and cushioning under play equipment).

### *Listening and Talking*

Classrooms met the minimum requirements for helping children understand language and helping children use language, but did not meet the requirements for using books. In most cases, requirements were not met in this area because of the limited accessibility of books. Most classrooms acknowledged owning books but these books were not available to all children. In order to receive credit for books being accessible, all children (including non-mobile infants) should have access to them. This means that either the child care provider places the non-mobile infant where it can reach those items (e.g., books) or brings books to the child. For mobile infants and older children books must be reachable.

### *Activities*

Infant toddler classrooms in Washoe County only met the minimum requirements for four indicators under the Activities subcategory. These were Active Physical Play, Music and Movement, Sand and Water Play, and Use of TV, Video, and/or Computer. Receiving a score of 3 in these categories means that children had an open space indoors for active play for much of the day; some space was used outdoors at least three times a week; and some appropriate materials were used. It also means that they had access to some musical toys and music at least once during the day, that sand and water play were appropriate with close supervision, and that use of TV or computer were limited. Classrooms received scores of 2 in all other areas, which means that there were either an inadequate amount of toys, or more likely that not all children had access to toys (e.g. non-mobile infant). In the case of Art, most of the low quality scoring is due to the use of toxic materials with small children, such as glitter or shaving cream.

### *Interaction*

Washoe County infant toddler classrooms met minimum requirements of quality for all indicators under Interaction. Classrooms received scores of 3 under Supervision of Play and Learning and Staff-Child Interaction, and received scores of 4 under Peer Interaction and Discipline. These scores indicate that staff closely supervises all children and that they interacted well with children (held them, smiled and talked to them, were sympathetic when children were hurt or upset). These scores also reflect that children were allowed to interact with one another for much of the day and that most programs were set up to avoid conflict and promote appropriate interaction (e.g. have duplicate toys, respond quickly to problems, etc.).

### *Program Structure*

Infant toddler classrooms in Washoe County received a score of 4 under Schedule, which means that for the most part, schedules were flexible and individualized for each child and that indoor and outdoor activities were provided. Classrooms in Washoe County received a score of 3 under Free Play, which indicates that: free play occurred inside and outside daily for most classrooms both indoors and out; there were enough play material for children; and staff provided adequate supervision to protect children's health and safety. Centers in Washoe County received a high quality score of 5 under Group Play Activities. This shows that staff in classrooms was flexible with children and adjusted activities as they joined or left the group. It also means that the

group sizes were appropriate for the ages of the children (2-3 infants, 2-5 toddlers, 4-6 two year olds), and staff provided alternative activities for children who were not participating in the group.

## Classroom Quality: Preschool

There were 12 preschool classrooms in Washoe County that participated in the project. Their aggregate score was 3.38, slightly higher than overall score for centers throughout the state. Overall, centers in Washoe County met minimum requirements in Space and Furnishings, Language-Reasoning, Activities, Interaction, and Program Structure but received low quality ratings in Personal Care Routines.

**Figure 18. Aggregate Scores in Preschool Classrooms in Washoe County**

Subscale	Mean	Range	NV Mean	NV Range
Space and Furnishings	3.14	2.25 – 4.13	3.24	1.88 – 4.75
Personal Care Routines	2.38	1.50 – 2.83	2.02	1.17 – 4.20
Language-Reasoning	3.77	2.25 – 5.75	3.76	1.50 – 5.75
Activities	3.42	1.80 – 5.00	3.27	1.50 – 5.10
Interaction	3.95	1.60 – 4.80	3.67	1.00 – 5.80
Program Structure	4.23	2.33 – 6.75	3.80	2.00 – 6.75
<b>Overall Score</b>	<b>3.38</b>	<b>2.33 – 4.80</b>	<b>3.23</b>	<b>1.00 – 6.75</b>

### Space and Furnishings

In terms of Space and Furnishings, centers in Washoe County met minimum requirements in all indicators except for Space for Gross Motor Play (score of 2). This indicates that the indoor space was sizeable for the amount of children and staff allowed in the room at one time; that the furniture was in good condition and each child had their own personalized cubby; there were enough furnishings for relaxation and comfort; rooms had interest centers defined with enough space for several activities to occur at once; and display for children was appropriate with some of their projects in view.

Receiving a low score in Space for Gross Motor Play indicates that there were safety issues related to indoor and outdoor play spaces. Either there was no space (indoors or out) for gross motor play, or the space was not generally safe. In Washoe County, some of the more common issues were lack of sufficient cushioning under play equipment; insufficient fall zones; and lack of a solid barrier between the playground and a parking lot or street.

### Personal Care Routines

Like many other classrooms throughout the state, preschool classrooms in Washoe County scored low in Personal Care Routines. Greeting/Departing was the only indicator to receive a high quality score of 5. The Nap/Rest indicator was scored as a 3, whereas all other indicators ranged between 1 and 2. Improper hand washing, lack of or improper table sanitation, as well as safety issues indoors and out contributed to low scores in Personal Care Routines.

To receive a high quality score of 5 under Greeting/Departing, staff greeted each child individually (used their name or greeted the child in their primary language), provided a

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pleasant departure (children were not rushed, hugs provided) and parents were greeted warmly by staff.

A score of 3 under Nap/Rest means that naptime was scheduled appropriately for most of the children such that most children slept, nap areas were not crowded and clean bedding was used, and calm yet sufficient supervision was provided in the room.

### *Language-Reasoning*

Classrooms scored 3 and 4 under this particular subcategory, which shows that these classrooms are meeting minimum requirements for Books and Pictures, Encouraging Children to Communicate, Using Language to Develop Reasoning Skills, and Informal Use of Language. Receiving scores that meet minimum requirements indicates that staff use books with children on a regular basis and use language as a means for social interaction instead of controlling behavior. It also means that staff allows children to talk for much of the day, and have materials that encourage communication (such as puppets, dramatic play props, or small figures) in a variety of areas.

### *Activities*

Classrooms in Washoe County met all minimum requirements for indicators under Activities. No classroom received a score of 5, but all classrooms received scores between 3 and 4. Receiving scores within this range means that there are an adequate number of play materials for children to access for some or much of the day. These play materials support Fine Motor; Art, Music and Movement; Blocks; Sand and Water; Dramatic Play; Nature and Science; Math and Numbers; Use of TV, Video, and/or Computer; and Promoting Acceptance of Diversity.

### *Interaction*

Classrooms in Washoe County scored 3 under Supervision of Gross Motor Activities and General Supervision of Children. This means that staff provided adequate supervision throughout the day to protect the health and safety of children. They scored 4 under Discipline and Interactions Among Children, which shows that non-punitive forms of discipline were used or the program was set up to avoid conflict, and that children generally interacted well with one another. It also means that staff helped demonstrate good social skills or helped children to develop social behavior with their peers. Classrooms in Washoe County received a high quality score of 5 under Staff-Child Interactions. This means that staff showed warmth through appropriate physical contact. They showed respect for children and responded sympathetically to children who were hurt or upset.

### *Program Structure*

Preschool programs in Washoe County scored above meeting minimum requirements under Schedule, Free Play, and Group Time. Receiving a slightly higher score shows that the schedule provides a good balance of structure and flexibility, with a variety of play activities occurring each day; that children spend a substantial portion of the day in Free Play; and that whole-group gatherings are limited, with some play activities and/or routines occurring individually or in small groups. They also scored a 5 under Provisions for Children with Disabilities. A high score in this indicator means that staff has access to assessments, and follow through with activities and interactions recommended by other professionals. It also means that they make

modifications in the environment, program, and schedule so that children can participate in many activities with others. Finally, it means that parents are frequently sharing information with staff about the program, setting goals and providing feedback.

### Family and Community Perceptions of Program Quality

Focus groups in Washoe County occurred with Families at a Head Start site and families in a center assessed by this project.

Families at Head Start felt confident with the quality of the program, but, many families had less positive experiences with other centers. They expressed that all care was expensive, and, it was difficult to know what centers were good for their child until they had enrolled. Most families felt that center-based care was better than home-based care, providing more resources to the child and being more transparent than a home-based setting. Most participants equated licensing with quality, and expressed that without additional information about the center, the fact that they were licensed meant they would be of high quality.

In a focus group of families at a very high quality center, parents talked about their decision to select the center, and what made it special. All parents had visited multiple centers and evaluated differences between them. Once having chosen this center, they felt highly satisfied with the level of care and education their children received, and attributed the strength of the program to the director who had set high standards, and the teachers who provided excellent care and education for the children. Families attributed specific learning and growth that they had observed in their children to aspects of the quality of education at the site.

### Structural Indicators

Information on structural indicators was gathered by the Children's Cabinet, Nevada's Child Care Resource and Referral source, through a statewide survey. Data is preliminary.

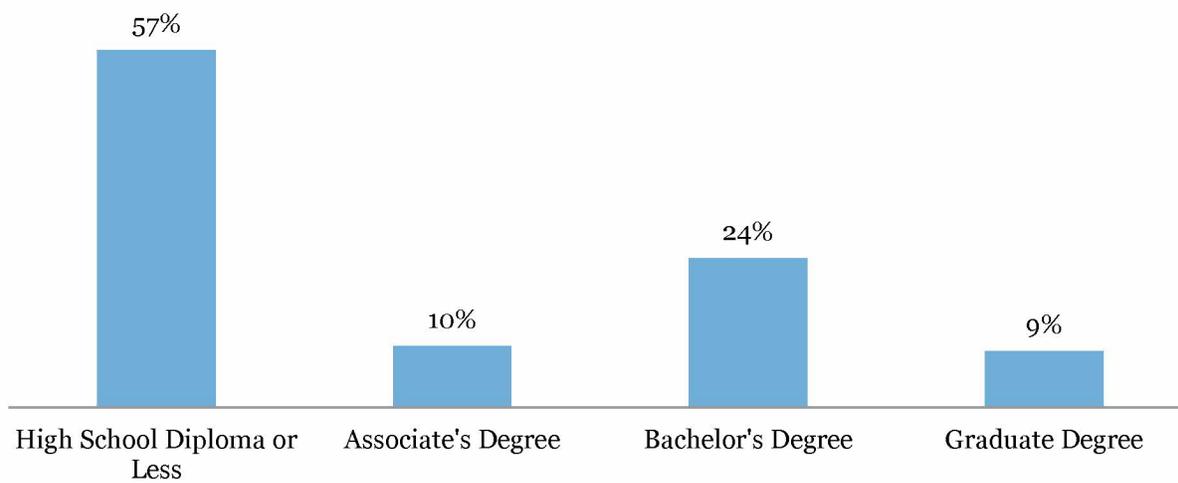
#### *Staff Turnover*

Children need consistent caregivers so that they can develop strong attachments. Turnover in child care interrupts attachment between the child and the caregiver. Low turnover is an indicator of child care quality, whereas high turnover is a detriment to quality. Turnover among staff in Washoe County is 11%. About 27% of staff has been at a center less than a year.

#### *Education, Experience and Professional Development*

In Washoe County, center directors report that staff members are most likely to have a high school diploma (but no additional degrees). More than half (54%) hold a high school diploma. About 3% have not earned a diploma. Teachers with associates' degrees make up 10% percent of the workforce. Teachers with bachelor's degrees make up 24% of the workforce. About 9% hold an advanced degree. Among teachers with associate's, bachelor's or other advanced degrees, 14% are in Early Childhood Education.

Figure 19. Director Reported Education of Center Staff – Washoe County Centers



### *Pedagogy and Curriculum*

Most centers within Washoe County report using one or more pedagogical approach, specific curriculum, or both. The most common approach noted is use of developmentally appropriate practice and a theme-based curriculum. Washoe County has centers that use other approaches, including Montessori, Emergent/Reggio/Project Work, Waldorf, and centers that use specific curricula such as HighScope or the Creative Curriculum. About one in five (21%) reported using a bilingual curriculum.

*“They are not motivated by the money, and they are not trying to ‘market’ to us. They truly care about our children, and it shows. I know it sounds cliché, but it makes all the difference in the world.”*

*-Parent in Focus Group*

## Participating Centers in the Balance of the State

It is important to note that despite attempts to contact and work in Nevada’s frontier counties, they were not all reached through this study. Contacts were made in Lander County, but the center closed before the assessment could occur. In Churchill County, one home-based provider responded (but, was not eligible as a home based site). No observational assessment data is available for Churchill, Esmeralda, Eureka, Humboldt, Lander, Lincoln, Mineral, Nye, Pershing, Storey, or White Pine counties. Observational assessments did take place in Carson City, Douglas County, Elko County, and Lyon County.

## Classroom Quality: Infants and Toddlers

The 8 infant toddler classrooms in the Balance of State that participated in the project scored an average of 2.64, higher than the statewide average. Overall, classrooms in the Balance of State met minimum requirements for quality in Interaction and Program Structure, but received low quality ratings in every other category.

Figure 20. Aggregate Scores for Infant Toddler Classrooms in the Balance of State

Subscale	Mean	Range	NV Mean	NV Range
Space and Furnishings	2.68	2.00 – 3.80	3.05	1.80 – 4.60
Personal Care Routines	1.90	1.50 – 2.33	1.72	1.00 – 2.33
Listening and Talking	2.58	1.67 – 4.00	2.48	1.00 – 6.33
Activities	2.47	1.22 – 3.89	2.54	1.22 – 4.33
Interaction	3.56	2.50 – 5.00	3.43	2.25 – 6.00
Program Structure	3.50	2.00 – 6.00	3.16	1.50 – 6.00
<b>Overall Score</b>	<b>2.64</b>	<b>1.93 – 3.80</b>	<b>2.57</b>	<b>1.00 – 6.33</b>

### Space and Furnishings

Infant toddler classrooms throughout the Balance of State met minimum requirements in Indoor Space, Provisions for Relaxation, and Comfort and Display for Children. Centers in the Balance of State did not receive quality scores for Furniture for Routine Care, Play and Learning, and Room Arrangement for Play. Receiving low quality scores in these areas indicate that there is not enough furniture for the storage of each individual child’s possessions and that the arrangement of the room is not set up so that staff can easily supervise all children.

### Personal Care Routines

Like many of the other centers who participated in this project, centers in rural counties (Balance of State) did not meet minimum requirements for quality in five out of six indicators. Centers scored an average of 5 under Greeting/Departing, but scored 1 and 2 in Meals/Snacks, Nap, Diapering/Toileting, Health Practices, and Safety Practices. Overall, what most affected scores in this subscale were improper or lack of hand washing, improper sanitation of eating and diapering surfaces, no physical separation of eating and diapering areas, overcrowding of nap area (and in some cases, using the same bedding for different children), and safety hazards found both in indoor and outdoor play areas (e.g. uncovered outlets, lack of age-appropriate play equipment, lack of a solid barrier between playground and parking lot/streets, and insufficient fall zones and cushioning under play equipment).

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## *Listening and Talking*

Infant toddler classrooms in the Balance of State met the minimum requirement for Helping Children Understand Language, but received scores of 2 under Helping Children to Use Language and Using Books. Like other classrooms in the state, centers scored low under Using Books because of limited accessibility. Most classrooms acknowledged owning books but these books were not accessible to all children. In order to receive credit for books being accessible, all children (including non-mobile infants) should be able to have access to them. Unlike the aggregate total for classrooms statewide, infant toddler classrooms in the Balance of State scored lower under Helping Children to Use Language. Part of this indicator requires that no negative language is used with children (e.g. “No, don’t do that, stop it!”). Because of this, many of the classrooms in the Balance of State did not receive high quality scores.

## *Activities*

Infant toddler classrooms in the Balance of State met minimum quality requirements for six indicators under Activities. The indicators that were met were Fine Motor, Active Physical Play, Music/Movement, Blocks, Dramatic Play, and Nature/Science. The Activities that did not score as high quality were Art, Sand/Water Play, Use of TV, Video and/or Computers, and Promoting Acceptance of Diversity. Centers scored low in Art usually because it was not available to young children, or because toxic materials, such as glitter or shaving cream were used. Centers also scored low under Sand/Water because many reported not having Sand/Water play available to toddlers (which is a requirement in ITERS-R). Centers also scored low under TV, Video and/or Computers because TVs were used with children under the age of 12 months which is not recommended by ITERS-R. Lastly, centers scored low under Promoting Acceptance of Diversity due to a lack of diversity materials available or because some of the materials displayed stereotypes of other cultures.

## *Interaction*

Infant toddler classrooms in the Balance of State met minimum requirements of quality for all indicators under Interaction except for Supervision of Play and Learning (score of 2). Receiving a score of 2 under this indicator usually means one of two things: 1) during the observation, children were not always within sight, hearing and easy reach of the staff and if there were momentary lapses in supervision, there were more than five of these lapses, or 2) attention was not on caregiving but on other responsibilities and tasks. However, classrooms received a high quality score of 5 under Staff-Child Interaction. This means that there was frequent positive staff-child interaction, that staff and children were usually relaxed towards one another, and that there was much holding, patting and physical warmth shown throughout the day.

## *Program Structure*

Classrooms in the Balance of State met minimum requirements under Program Structure, and scored higher in Schedule (4) and Group Play Activities (6). Receiving a score of 4 under Schedule indicates that not only did the schedule meet the needs of each child, but was also flexible, individualized, and usually provided a balance of indoor and outdoor activities. An aggregate score of 6 under Group Play Activities means that classrooms were scoring within the high quality range. It indicates that staff was flexible with children as they joined and left activities, that the size of the group was appropriate for the age and ability of children, and that alternative activities were available. It also means one of two things: 1) group activities were set

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up to maximize children’s success or, 2) staff met the needs of individual children to encourage participation.

## Classroom Quality: Preschool

There were 12 preschool classrooms in the counties in the Balance of State that participated in the project. Their aggregate score was 3.21. Overall, these classrooms met minimum requirements in Space and Furnishings, Language-Reasoning, Activities, Interaction, and Program Structure, but received low quality ratings in Personal Care Routines.

**Figure 21. Aggregate Scores for Preschool Classrooms in the Balance of State**

Subscale	Mean	Range	NV Mean	NV Range
Space and Furnishings	3.06	1.88 – 4.75	3.24	1.88 – 4.75
Personal Care Routines	2.14	1.50 – 3.00	2.02	1.17 – 4.20
Language-Reasoning	3.98	2.75 – 5.25	3.76	1.50 – 5.75
Activities	3.00	1.80 – 4.90	3.27	1.50 – 5.10
Interaction	4.12	2.40 – 5.60	3.67	1.00 – 5.80
Program Structure	3.71	2.33 – 4.50	3.80	2.00 – 6.75
<b>Overall Score</b>	<b>3.21</b>	<b>2.31 – 4.69</b>	<b>3.23</b>	<b>1.00 – 6.75</b>

### Space and Furnishings

In terms of Space and Furnishings, centers in the Balance of State met minimum requirements in all indicators except for Space for Gross Motor Play (score of 2). This indicates that: 1) the indoor space was sizeable for the amount of children and staff allowed in the room at one time, 2) that the furniture was in good condition and each child had their own personalized cubby, 3) there were enough furnishings for relaxation and comfort, 4) rooms had interest centers defined with enough space for several activities to occur at once, and 5) display for children was appropriate with some of their work displayed.

Receiving a lower score in Space for Gross Motor play means that either there was no space (indoors or out) for gross motor play, or more likely the space was not generally safe. Like the Safety indicator under Personal Care Routines, Space for Gross Motor Play addresses safety issues found in playgrounds or indoors. In classrooms across the Balance of the State, some of the more common issues were lack of sufficient cushioning under play equipment, insufficient fall zones and lack of a solid barrier between the playground and a parking lot or street.

### Personal Care Routines

Classrooms in the Balance of State scored low in Personal Care Routines. The only indicator to receive a quality score was Greeting/Departing. To receive a quality score, staff greeted each child individually (used their name or greeted the child in their primary language), and provided a pleasant departure (children were not rushed, hugs provided). Receiving low quality scores in Meals/Snacks, Nap, Toileting/Diapering, Health Practices and Safety Practices all tie to improper hand washing and improper sanitation of surfaces.

### Language-Reasoning

Classrooms scored mostly 3 and 4 under this particular subcategory with one indicator scored as a 5 (Encouraging Children to Communicate). This shows that these classrooms are meeting

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minimum requirements for Books and Pictures, Using Language to Develop Reasoning Skills, and Informal Use of Language. Receiving scores that meet minimum requirements indicates that staff use books with children on a regular basis and use language as a means for social interaction instead of controlling behavior. It also means that staff allows children to talk for much of the day. Receiving a high quality score under Encouraging Children to Communicate means that communication activities take place during both free play and group times, and materials that encourage communication (such as puppets, dramatic play props, or small figures) are found in a variety of areas.

### *Activities*

Classrooms in the Balance of State met all minimum requirements for indicators under Activities except for Use of TV, Video, and/or Computers. Receiving scores within this range means that there are an adequate number of play materials for children to access for some or much of the day. These play materials support Fine Motor; Art; Music and Movement; Blocks; Sand and Water; Dramatic Play; Nature and Science; Math and Numbers; and Promoting Acceptance of Diversity. Classrooms received a lower score under Use of TV, Video, and/or Computers indicating that either time limits were not enforced with children who were watching TV or using a computer, alternate activities were not available, or materials were not free of violence or were culturally insensitive.

### *Interaction*

Classrooms in the Balance of State scored mostly 4 and 5 under Interaction, scoring higher than the State as whole. Receiving high quality scores in this subscale shows that not only did staff provide adequate supervision to protect the health and safety of children but they showed appreciation of children's efforts, and gave help when needed. Staff also showed appropriate warmth towards children, showed respect, and responded sympathetically to children if they were hurt or upset. Staff modeled good social skills and helped children to develop appropriate social behavior with peers (such as helping children talk through conflicts).

### *Program Structure*

Classrooms met minimum requirements for quality under Schedule, but received a score of 4 under Free Play and Group Time. This means that children spent a substantial portion of the day in free play, indoors and out, and some play activities or routines were done in small groups or individually. Classrooms also received a high quality score of 6 under Provisions for Children with Disabilities. Receiving this score means that not only do staff have assessments available but they also follow through with activities and interactions recommended by other professionals, modifications were made in the environment (program) so that children can participate, and parents frequently share information with staff, set goals and give feedback. A score of 6 in this indicator also means that two of the following actions were observed: 1) most of the professional intervention was carried out within the regular activities of the classroom, 2) children with disabilities were integrated into the group and participate in most activities, or 3) staff contributes to individual assessments or intervention plans.

## **Family and Community Perceptions of Program Quality**

Since not all counties participated in focus groups, interviews, or direct assessments, generalizations across 15 rural counties are difficult.

Key informants and focus groups identified access to quality early childhood care and education as the first and foremost concern for rural communities. In towns with small populations, limited demand and lack of infrastructure do not support high quality center-based care. Head Start helps to fill this gap, but does not meet needs for infant toddler care and high quality full-day early childhood education needed by many families. Care for infants and toddlers can be especially difficult to find. Distance to professional development opportunities can also be an issue.

## Structural Indicators

Information on structural indicators was gathered by the Children’s Cabinet, Nevada’s Child Care Resource and Referral source, through a statewide survey. Data is preliminary.

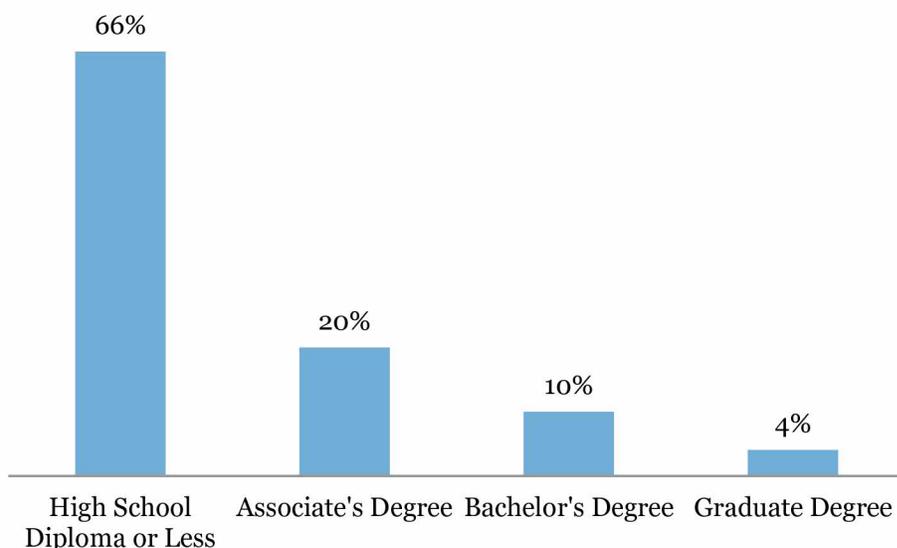
### Staff Turnover

Turnover in Nevada’s rural counties is averaged at 11%. Turnover ranges from 0% reported in Lander, Lyon, Mineral and Nye Counties, to 50% reported for Pershing County. About 19% of staff in centers has been at their job less than one year.

### Education, Experience and Professional Development

In Nevada’s rural counties, center directors report that staff members are most likely to have a high school diploma (but no additional degrees). Nearly (66%) hold a high school diploma. About 3% have not earned a diploma. Teachers with associates’ degrees make up 20% percent of the workforce. Teachers with bachelor’s degrees make up 10% of the workforce. About 9% hold an advanced degree. Among teachers with associate’s, bachelor’s or advanced degrees, 15% are in Early Childhood Education.

Figure 22. Director Reported Education of Center Staff –Centers in Balance of State



### *Pedagogy and Curriculum*

Collectively, centers in the counties making up the Balance of the State report offering a variety of pedagogical approaches. However, within individual counties, families may have very limited choices in terms of what is offered. Eight of 15 rural counties have centers that offer a bilingual curriculum. Six rural counties have centers that offer a Reggio/Emergent/Project approach. Ten rural counties have centers that report using the Creative Curriculum. Five report using HighScope. Four counties have centers that report using Montessori. One reports Waldorf. Eleven Counties have centers that report using developmentally appropriate practices, six counties have centers that report including religion, and ten rural counties report using theme-based curriculum.

*Comprehensive high-quality early childhood education programs are needed to meet the needs of American Indian / Alaska Native students.*

*Early Childhood Education should be inclusive of culturally appropriate curriculum.*

*-from Goals 8.3 and 8.8, (Indian Commission Indian Education Advisory Committee, 2009)*

## Conclusions

- Teachers and administrators in early childhood care and education centers are working hard to serve families. The voluntary participation of 47 centers across Nevada demonstrates openness to assessment and commitment to improvement.
- Although incentives were used to encourage participation, centers were still hesitant. Many directors expressed concerns that their results could be used to penalize them. This suggests that the ERS are not yet widely valued by centers in Nevada as a tool that they can use to identify strengths and areas where quality enhancements are needed.
- Additional efforts are needed to improve the quality of infant toddler, center-based care in Nevada. The fact that only one quarter of infant toddler classrooms in the study were rated as having met minimal quality is particularly troubling (meaning 75% didn't reach that threshold). Since substantial research documents the importance of early brain development, it is essential to strengthen the quality of center-based care for infants and toddlers in Nevada.
- A small group of centers had high overall scores compared to the average. Many, but not all of these outliers are associated with a larger organization, public investment, or both. In addition to financial support, public programs and affiliated programs are likely to have established pathways and benchmarks related to quality, continuity of leadership, research-based curriculum, and access to professional development for staff. Centers that are privately owned and that are not associated with another supporting organization face considerable barriers to achieve high quality because these program components are often costly. Evaluating the supports and infrastructure available to high quality and very high quality centers may provide guidance on ways to strengthen the overall quality of center-based care statewide.
- In focus groups and interviews, many parents associated licensing status with a center meeting quality standards including teachers having met minimum qualifications. However, using the ERS scales, meeting licensing requirements (only) would result in a score of 1, a score that does not meet minimal definitions of quality. There is a disconnect between what families believe licensing means in terms of quality, compared to what is able to be provided through these services.
- Satisfaction with care as rated by parents appears to be related to ERS measurements of quality, but families also tended to rate quality as higher than ERS data supports. More information is needed to validate this conclusion.
- When families described what they hoped their children would experience in care settings, their descriptions aligned with what researchers have defined as characteristics of quality. They described classrooms that are safe and healthy; wanting their children to experience friendships with peers and have positive relationships with teachers; and classrooms that support learning and growth. However, families have very limited information to assess the degree to which a center provides these elements. They often rely on word of mouth or superficial observations of the center or classroom to make a choice, because more complete information is not available.
- Many areas of the state do not have licensed center-based care available. The need for high quality care for all children, including those with disabilities and for children in rural, underserved communities including tribes, warrants attention.

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- Information on the workforce shows that the majority of staff in center-based care across the state hold a high school diploma, with no additional degrees. Numerous studies support that the education and training of caregivers is a critical component of quality. Providers of early childhood care and education should have the education and training they need to ensure high quality for the children they serve.
- Several strong initiatives in Nevada strengthen, support and continually work to improve early care and education for Nevada families. With fewer financial resources than needed, programs are locally implemented or piloted, instead of implemented on a broad scale. There is a strong need for continued collaboration and statewide leadership to share practices that improve outcomes for young children. Overall, there is a need for improved and enhanced funding to support quality early care and education throughout Nevada.
- Nevada State Licensing has numerous regulations that contradict the ITERS-R and ECERS-R scales. Specific examples are provided in the Appendix. This is important to note – while licensing regulations for health and safety may be met by centers, they would not receive high scores unless specific ERS criteria were met. Variations in licensing compared to defined standards of quality may create confusion for providers.
- Low scores related to Personal Care Routines were common statewide. This is in large part due to improper hand washing. Hand washing affects the scoring of several indicators, including Meals, Toileting/Diapering and Health Practices. Improper sanitation of tables and diapering stations also affected scores in Personal Care Routines. Centers who knew how to properly sanitize furniture such as tables said that the Health Department had come into the center and conducted training for them.
- The State is well on its way to creating a framework from which it can improve quality. Existing efforts and pilot projects provide examples of how to promote quality. Data on quality, such as data collected in this study, provides a baseline that can be used to set goals and measure future improvements.

### Recommendations

Key stakeholders, families, and providers offered perspectives on how to improve quality in center-based care in Nevada. Together with data from observational assessment, prioritized recommendations include:

#### **1. Develop a coordinated, statewide plan for quality that includes measurable targets.**

- Convene partners to develop a shared definition of quality and measures to improve it.
- Build in sharing of resources and braiding of funding streams. Leverage work on Nevada's pilot projects and information that exists in plans developed by various agencies and organizations that are working to improve education for very young children.

- Consider in planning the needs of rural, underserved communities including tribes, as well as issues of inclusion and quality for all children, including those with disabilities.
- 2. Garner resources for centers that are committed to improving quality. Support innovative solutions that improve quality at centers across the state, and build in opportunities to share what is working.**
- Develop a public-private partnership with one or more general contractors to improve facilities and enhance site-based safety.
  - Expand centers' utilization of low or no-cost resources, such as library programs that provide books and other literacy tools to very young children.
  - Develop funding opportunities to enhance materials and furnishings for infant toddler classrooms. Examples of materials that could be requested and purchased are soft items and developmentally appropriate books.
  - Offer professional development opportunities to improve personal care routines, including proper hand washing.
  - Create self-improvement tools and provide peer mentoring. Support peer relationships using distance technology.
  - Measure and share progress using standardized assessments.
- 3. Create demand for high quality care and education through public awareness focused on helping Nevadans understand the importance of early childhood.**
- Provide families of young children with information about what quality care means for infants, toddlers, and preschool-age children. Information from a public awareness campaign could be distributed through hospitals (with materials sent home with new parents), at family resource centers, and through centers and schools.
  - Develop ways for families to assess quality at various centers. Quality rating and information systems (such as Silver State Stars) are one way to make quality visible among participating centers. QRIS programs can also help to educate the public about the difference between licensing standards and quality.
  - As part of statewide quality improvement, provide assistance to centers to meaningfully engage parents and families.

## Appendix

### Nevada Projects to Improve ECE Quality

Key informant interviews identified a number of different projects that are currently working to measure quality, improve quality, or both. A basic description of these projects is provided below. The purpose of this section is not to develop an exhaustive list, but instead provide visibility to some of the important projects that are working on quality so that future efforts can build, expand, and connect to existing initiatives and successes.

#### *TACSEI*

Nevada has been selected for technical assistance for children's social emotional intervention. The Technical Assistance Center for Social Emotional Intervention (TACSEI) partnership is intended to build state capacity to sustain a system of technical assistance to improve teacher competence in supporting children's social emotional development. It's designed for children ages 0- 5 and the main idea is to imbed the Pyramid Model into existing professional development. The Pyramid Model for Supporting Social Emotional Competence in Infants and Young Children is a conceptual framework of evidence-based practices developed by two national, federally-funded research and training centers: The Center for the Social and Emotional Foundations for Early Learning (CSEFEL) and TACSEI. These centers' faculty represents nationally recognized researchers and program developers in the areas of social skills and challenging behavior. Based on evaluation data over the last eight years, the Pyramid Model has shown to be a sound framework for early care and education systems. Extensive training materials, videos, and print resources to help states, communities and programs implement the model have been developed.

#### *T.E.A.C.H.*

T.E.A.C.H. Early Childhood ® Nevada is a part of Nevada's early childhood professional development system and is designed to address the lack of early childhood specialization, inadequate compensation, high turn-over rate, and the lack of recognition for Early Care Providers in Nevada. T.E.A.C.H. Early Childhood ® Nevada provides scholarships for Home Care Providers, Center Teachers and Aides, Center Directors, and early childhood facility owners working in a licensed facility at least 30 hours a week.

#### *NevAEYC*

The Nevada Association for the Education of Young Children has worked to raise the quality of programs for all children from birth through age eight. A major part of NevAEYC's efforts to improve early childhood education is through different systems of accreditation for programs that are committed to meeting national standards of quality. Nevada's AEYC holds conferences and partners on many other initiatives to improve the quality of early childhood education.

#### *United Way of Southern Nevada*

Tuition Assistance Preschool Scholarships (TAPS) provide access to quality preschool educational programs and serve as a main focal point for United Way to ensure students have access to high quality school readiness programs. The Child Development Centers also have active Family Engagement Resource Centers to provide trainings, workshops and links to community resources for the families. Families living within the 2011 poverty guidelines can

## State of Nevada: Race to the Top-Early Learning Challenge Appendix

apply for assistance and will be responsible for a 50% match of tuition per child. As a result of this year's funding, over 700 students will receive increased access to high quality pre - kindergarten programs.

To improve the quality of learning environments, United Way is funding professional development of child care staff, providing arts in education training, web-based child assessments and technical assistance at over twenty-seven centers serving over 1,000 students in Clark County.

### *QRIS*

The Division of Welfare and Supportive Services (DWSS), Office of Early Care and Education has formed a committee to design and implement a QRIS for Nevada. Over 40 people representing more than 30 agencies are participating on this project. It is called the Silver State Stars QRIS and is a 5-star model. The pilot project began July 2009. The purpose was to establish a standard to measure and improve the quality of early childhood programs and educate families, providers, and the community. Continuation of the Silver State Stars QRIS after the second year will depend on the success of the pilot and funding availability. The pilot is limited to licensed child care centers in Southern Nevada.

### *Nevada Cooperative Extension*

The Nevada Cooperative extension is a major provider of expertise and technical assistance. Various projects and trainings are available statewide to providers and teachers. Nevada Cooperative Extension is active throughout the state including rural frontier areas. Examples of programming include (but are not limited to) workshops and in-service training.

### *Early Care & Education Office*

The State Office of Early Care and Education was established under the State Child Care Administrator's Office to oversee and coordinate the quality improvement funds received through the Federal Child Care Development Funds (CCDF). It is an umbrella agency for programs funded through the CCDF. Programs funded through this office include: Accreditation Support, Southern Nevada's Child Care Training Program, Child Care Registry, The Apprenticeship Program, Pre-K Standards Development, Child Care Scholarships and Infant toddler Quality Improvement Grants.

### *Children's Cabinet*

The Child Care Resource and Referral of the Children's Cabinet collects, maintains and provides data on ECE workforce and indicators of quality. They are able to provide meaningful metrics including comparisons to other states. Every two years, a statewide survey collects data from providers to inform supply, demand, and aspects of quality. The Children's Cabinet has attained Quality Assurance, establishing it as one of the nation's leading Child Care Resource and Referral agencies (CCR&Rs). The national recognition was awarded by the National Association of Child Care Resource & Referral Agencies (NACCRRA). The mission of The Children's Cabinet exists to keep children safe and families together by offering services and resources that address unmet needs through a unique and effective cooperative effort between the private sector and public agencies in Nevada.

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## *Head Start Collaboration and Early Childhood Systems Office*

The Nevada Head Start Collaboration and Early Childhood Systems Office (HSC & ECSO) is federally funded by three grants. The Head Start Collaboration and Early Childhood Advisory Council grants are received from the Administration for Children and Families – Office of Head Start. The Early Childhood Comprehensive Systems (ECCS) grant is through the Health Services and Resources Administration – Maternal Child Health Bureau. The Nevada HSC & ECSO is located in the Director's Office of the Nevada Department of Health and Human Services. HSC & ECSO manages the activities of the Nevada Early Childhood Advisory Council, Head Start Collaboration Partnership Committee and Lead Team. In that role the office has sponsored Summits to improve comprehensive services for children living in homeless families, family engagement practices, leadership skills in EC professionals, and improving school readiness.

## *The Nevada Registry*

The Nevada Registry provides linkages to professional development across the state. The registry also collects information on the professional development and qualifications of providers. Together these activities are designed to understand and strengthen the qualifications of the workforce in Nevada. The Nevada Registry is funded through the Federal Child Care and Development Block Grant - Quality Improvement Dollars and is administered through a contract with the Washoe County School District. The Nevada Registry is part of the Washoe County School District Department of Child and Family Services.

## *Washoe County School District Department of Child and Family Services*

Washoe County School District has several projects intended to improve quality and resources in ECE. COW Adult Learning Facilities (CALF) Resource Van currently serves nine sites and provides services to parents by offering a free book and toy lending library, workshops and trainings and weekly activity packets.

The COW Adult Learning Facilities (CALF) Resource Van is a mobile educational unit that accompanies the COW Bus to its nine sites, with one slot open for a rotating Pre-K classroom site. It provides free training and resources for family day care providers, parents, and child care centers (licensed and unlicensed). The van contains a book and toy lending library and a mini-classroom environment to provide training and support to all formal and informal providers.

Virtual Pre-K is an interactive, bilingual resource that brings teachers, parents and children together in the educational process. With short video lessons, an easy-to-use web site and hands on activities, the award-winning Virtual Pre-K program helps parents take part in their children's education, and helps early childhood educators enhance their teaching skills. Additional resources include infant toddler activities through the Born Learning Program of United Way, online preschool teacher chats and a calendar of family events in your area. Parent and caregiver workshops can be scheduled at no cost for centers throughout Nevada.

### ERS and Licensing Crosswalk

The environmental rating scales are validated tools to rate quality. Nevada licensing standards are developed to provide basic standards related to care. Below are examples of ERS indicators that appear to conflict with licensing standards. This is not meant to be an exhaustive list but instead provide examples of contradictions to aid in understanding these issues.

ERS	Licensing	Difference
<ul style="list-style-type: none"> <li>• <b>ITERS-R mandates that all children should have their hands washed after a diaper change in addition to wiping hands during the diaper change process.</b></li> <li>• <b>ECERS-R and ITERS-R now allow usage of hand sanitizers if hands are not visibly soiled.</b></li> </ul>	<ul style="list-style-type: none"> <li>• 19.3 C: Washoe County regulations allow hands to be wiped with a disposable wipe instead of washed at a sink.</li> <li>• 19.3 G: Washoe County regulations also do not allow the use of hand sanitizers.</li> <li>• 19.3 A: Regulations say to rub hands for 20 seconds and do not mention turning off faucet with a paper towel.</li> </ul>	<p>Regulations say to rub hands for 20 seconds and do not mention turning off the faucet with a paper towel. ITERS-R mandates that all children should have their hands washed after a diaper change in addition to wiping hands during the diaper change process. Regulations allow some flexibility, stating that hands can be wiped with a disposable wipe instead of washed at a sink. Regulations also do not allow the use of hand sanitizers, whereas ECERS-R and ITERS-R now allow usage of them if hands are not visibly soiled.</p>
<ul style="list-style-type: none"> <li>• <b>ECERS-R and ITERS-R deem playgrounds as very unsafe if there is only fencing between the playground and a parking lot or road. There must be a solid barrier (i.e. wall) in order to receive credit for this indicator.</b></li> </ul>	<ul style="list-style-type: none"> <li>• 19.4 A: Regulations say that an outdoor play area must be fenced in, with the gap between fencing being no more than 4” apart.</li> </ul>	<p>Washoe County Regulations only specify playground requirements that would keep children from leaving the playground unsupervised and to prevent safety hazards. They do not go into full detail of safety requirements like the ECERS-R and ITERS-R, which were taken from the U.S. Consumer Product Safety Commission Public Playground Safety Handbook.</p>
<ul style="list-style-type: none"> <li>• <b>Pack N’ Play or collapsible cribs are considered safety hazards in the ITERS-R tool (results in reduction of score).</b></li> <li>• <b>ITERS-R and ECERS-R require the use of sheets to cover cots. Sheets must be clean and not reused with multiple children.</b></li> </ul>	<ul style="list-style-type: none"> <li>• I5: Regulations allow the usage of collapsible portable cribs.</li> <li>• I7: Regulations also do not require the use of a sheet over mats that are designed to be sponged or wiped clean.</li> </ul>	<p>ITERS-R considers portable cribs to be a safety hazard because if not opened correctly, they can close and entrap children. Additionally, both ITERS-R and ECERS-R require the use of a sheet to fully cover a cot, even if made out of vinyl. This is because cots are not always sanitized properly and can transmit illnesses between children.</p>

# State of Nevada: Race to the Top-Early Learning Challenge Appendix

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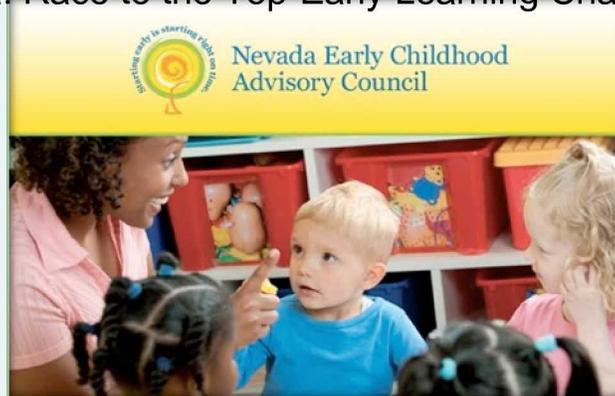
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Appendix E: Silver State KIDS –  
Nevada’s Plan and  
Recommendations for  
Implementing an Assessment at  
Kindergarten Entry and  
Coordinated Early Childhood  
Data System – 2013-2015

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# Silver State KIDS

(Kindergarten Inventory of Development Statewide)

Nevada's Plan and Recommendations  
for Implementing an Assessment at  
Kindergarten Entry and Coordinated  
Early Childhood Data System

## 2013-2015

*A project of the  
Nevada Early Childhood Advisory Council  
managed by the Head Start Collaboration  
and Early Childhood Systems Office*

**Nevada’s children will be safe, healthy and thriving during the first eight years of life, and the system will support children and families in achieving their full potential.**

**-- Vision of the Nevada Early Childhood Advisory Council**



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## INTRODUCTION & BACKGROUND

### CASE AND CONSIDERATION FOR **SILVER STATE KIDS**

The Nevada Early Childhood Advisory Council (NECAC), managed by Nevada’s Head Start Collaboration and Early Childhood Systems (HSC&ECS) Office, in collaboration with the Nevada Department of Education (NDE), is leading efforts to build a comprehensive system of early childhood services across the state, so that all children enter school ready to learn.

Beginning in January 2012, a dual-focus needs assessment and planning process was launched to determine the feasibility and facilitate county-level implementation of a statewide approach to kindergarten assessment, supported by a coordinated early childhood data system that is linked to Nevada’s K-12 longitudinal data system. Both the assessment and data system elements were priority components of Nevada’s 2010 Race to the Top Early Learning Challenge (RTT-ELC) application, which articulated the following related goals:

1. Administer a common, statewide kindergarten assessment that generates data which educators are trained to use in order to improve program outcomes for children.
2. Implement effective data practices that link to a statewide early childhood development data system and support early childhood educators to understand and utilize child assessment data to improve programs, curriculum and environments.

Although Nevada was not selected for RTT-ELC, there was broad consensus and support from the early childhood education and care (ECE) community that these goals should still be an important focus for the NECAC. This initiative has come to be known as **Silver State KIDS** (Kindergarten Inventory of Development Statewide).

This report summarizes the implementation plan and recommendations that resulted from the extensive needs assessment process that culminated in early Fall 2012 with a statewide Planning Summit. It is the intention that this work positions the NECAC, school districts across the state, and other primary stakeholders to successfully implement **Silver State KIDS**. Companion reports can be accessed on the project [website](#).<sup>1</sup>

### **Rationale for a Statewide Systems Approach**

There is an increasing acknowledgement in Nevada, as in the rest of the nation, that a quality early childhood education is an important component of longer-term student success. High-quality early education programs have been found to be cost-effective and beneficial, resulting in positive long-term educational outcomes and subsequent adult outcomes (Ramey & Ramey, 2004). This understanding has created a sense of urgency related to measuring young children’s educational progress and readiness to enter school during their Pre-K years in order to:

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<sup>1</sup> go to <https://sites.google.com/site/prototypeforkedsnevada/general-information/research>

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- April 2013 -

1. Improve understanding about what parents, educators, and communities can do, beginning at birth, to help children become school-ready;
2. Identify students who would benefit from intervention and other services; and
3. Inform local and state policy and program improvement decisions.

In order to build a comprehensive statewide ECE system that supports the ability of all children to enter kindergarten ready to be successful in school, a shared definition of school readiness for Nevada needed to be developed. The following school readiness definition was drafted, reviewed and eventually adopted as part of the needs assessment that led to this implementation plan.

**READY FAMILIES + READY EDUCATORS + READY SCHOOLS + READY COMMUNITIES + READY SYSTEMS = CHILDREN ARE READY FOR SCHOOL.**

The elements of this equation are defined as follows:

**“Ready Families”** have adults who understand they are the most important people in the child’s life, understand age appropriate development, and support the child’s school readiness. Adults 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 and excitement about learning.

**“Ready Educators”** are skilled teachers, who understand age appropriate development, possess the skills to develop appropriate curriculum based on children’s development, recognize, reinforce, and extend children’s strengths and who are sensitive to cultural values and individual differences, including children with special needs.

**“Ready Schools”** accept all children and provide a seamless transition to a high-quality developmentally appropriate learning environment by engaging families and the whole community. A ready school welcomes all children and their families with opportunities to enhance and build confidence in their skills, knowledge, and abilities. Children in ready schools are led by ready educators.

**“Ready Communities”** play a crucial part in supporting families in their role as primary stewards of children’s readiness. Ready communities, including businesses, faith-based organizations, early childhood service providers, community groups and local governments, 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.

**“Ready Systems”** describes the availability, quality, and affordability of proven programs that influence child development and school readiness. It also includes the degree to which



public and private agencies promote policies and practices including data collection that enhance access to needed supports, information and tools that help all other components (family, educators, schools and children) be ready for children to be ready for school. <sup>2</sup>

## The Case for Assessment at Kindergarten Entry

In educational practice, assessing what children “know and can do” is a continuous process that aligns with curriculum to ensure that intended outcomes are addressed and monitored (McLean, 2010) (Snow, 2011). Schools and districts may have preferences regarding how to assess children, and may reasonably assert that assessment should be locally defined. However, the reality of Nevada’s high transiency rates is that many children do not remain in the same school, and close to half of all students (44%) change schools at least once between kindergarten and the end of third grade (Partnership for Assessment of Readiness for College and Careers - PARCC). <sup>3</sup>

Research indicates that up to half of school difficulties are already apparent by the time children start school (Rouse, Brooks-Gunn, & McClanahan, 2004) and gaps in cognitive development are apparent as early as nine months of age (Ille, et al., 2009). Kindergarten assessment is important because it addresses the key question: “How are the children doing?” (Schultz, Zazlow, & Frede 2012). The timing of kindergarten entry assessment makes it possible to close a “school readiness opportunity” before it becomes an “achievement gap”.

With respect to **Silver State KIDS**, the consensus among stakeholders is that the goal of kindergarten assessment is to gather information about what children know and can do upon entry, to help shape individualized instruction. This emerging system of formative assessment in kindergartens is planned to improve educational outcomes for all Nevada’s children. Use of formative assessment can help to plan curriculum, enable differentiated instruction, further engage families in their child’s learning and development, and guide professional development needs. Large scale implementation of child assessments helps to identify system strengths and gaps, and can be used to inform policy, leverage resources, and improve practice.



## The Case for Effective and Efficient Data Sharing

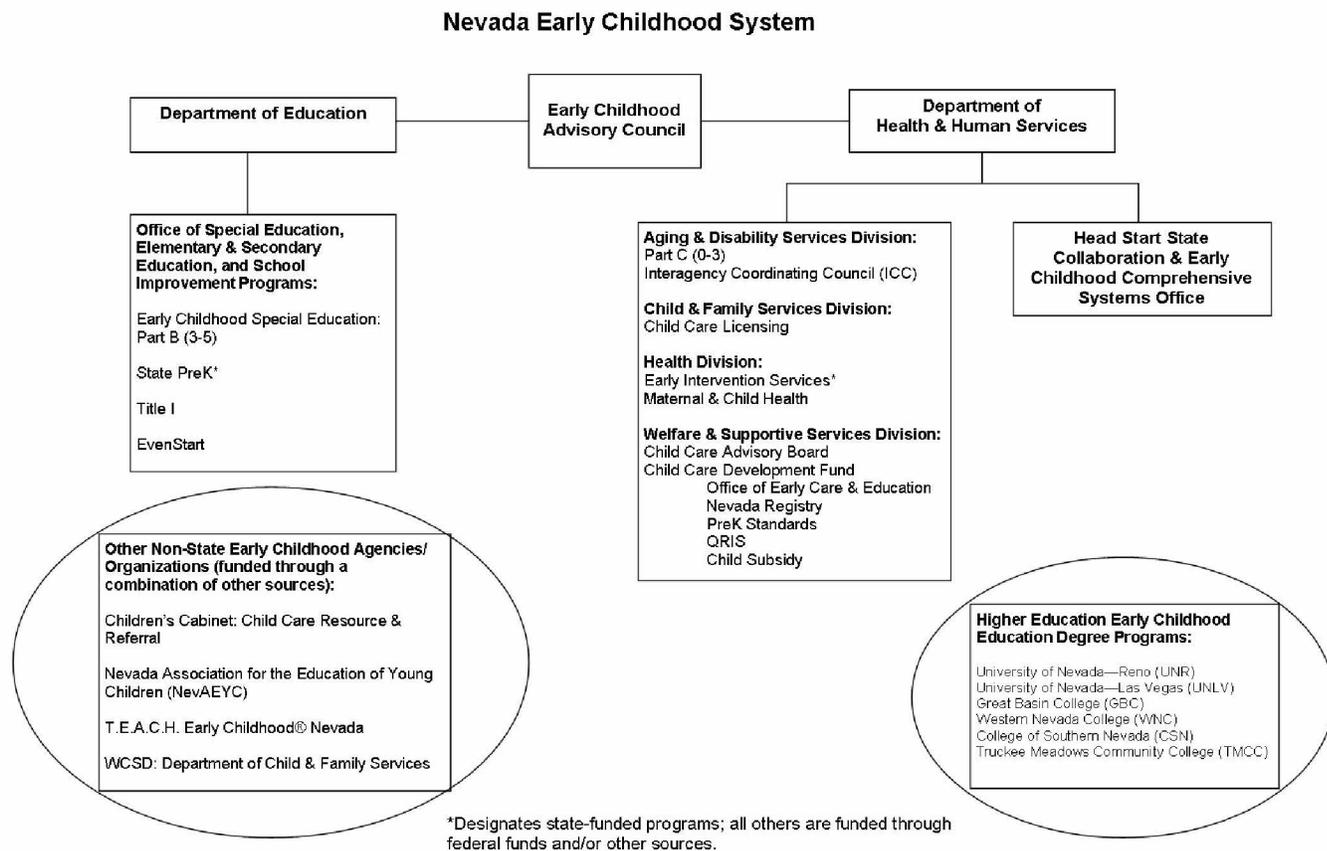
<sup>2</sup> Bruner, C. and Coperman, A. (2003, March). Measuring children’s school readiness: options for developing state baselines and benchmarks. A paper prepared for the State Early Childhood Policy Technical Assistance Network, pp. 1-2.

<sup>3</sup> The average transiency rate is 29.6% according to the Nevada Department of Education.

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There are a number of state agencies responsible for various components of Nevada’s ECE system, including funding, policy development, licensing and accreditation, professional development, certification, and quality monitoring. The graphic below depicts the various agencies and entities at both the state and non-state level that fund, regulate, oversee and support the early childhood education, care and support services that make up Nevada’s ECE system.<sup>4</sup>



ECE in Nevada includes an array of programs and components (e.g. Silver State Stars, Nevada Registry, Nevada Early Intervention System, State Pre-K, and Head Start Collaboration and Early Childhood Systems, Child Care Licensing among many others) that each have their own objectives, and are also organized around shared goals.

<sup>4</sup> Nevada Pre-K Standards: revised and Approved 2010. Building a Foundation for School Readiness and Success in Pre-K and Beyond.

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Families access early care and education for their children through a number of programs and services. The table that follows summarizes the number of *publicly* funded early care and education programs in the state, which is augmented by the vast number of private home- and center-based providers and programs.

Type of ECE Programs in the State <sup>5</sup>	Number of programs in the State
State-funded preschool	11
Early Head Start and Head Start <sup>6</sup>	11
Programs funded by Individuals with Disabilities Education Act (IDEA), Part C	9
Programs funded by IDEA, Part B, section 619	17
Programs funded under Title I of The Elementary and Secondary Education Act (ESEA)	86
Programs receiving Child Care Development Funds (CCDF)	367
Other- family child care home receiving CCDF	297

While there may be strengths in distributed leadership, there are very real challenges experienced by families and providers that work within and among these systems. Children moving within and among these programs and systems may experience very different care. Very little to no data is currently available within or across systems. These are barriers to improving quality statewide. A truly coordinated system would benefit Nevada’s children, families, and providers, in many ways including:

- Alignment of early learning standards and program quality ratings or criteria
- Professional development on implementing assessments and understanding and using information from assessment
- A database with checks on data quality (including data entry) and protections for data privacy; providing the basis for reports to varied audiences according to purpose
- Resources sufficient for conducting timely assessments with reliability appropriate for purpose, and for preparing summaries of data presented in a useful way
- Monitoring of alignment; adequacy of professional development; minimizing burden on educators, families and children; reliability with which assessments are conducted, and use of reports.

Even though Nevada has limited information that applies to all young children in the state, these agencies do maintain a great deal of information about specific programs and services and about the programs and providers of those services. In order to build a connected ECE system, it is imperative for these agencies to interact and coordinate their respective assessment and data activities and policies.

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<sup>5</sup> Excerpted from Nevada’s Race to the Top Early Learning Challenge Application, 2011.

<sup>6</sup> Including Migrant and Tribal Head Start located in the State.

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## SUMMARY OF ASSETS, NEEDS AND CHALLENGES

To understand the existing assets and needs of Nevada stakeholders, a large, inclusive and flexible needs assessment process preceded planning. The needs assessment was launched in 2012 to ensure that each of Nevada's counties was actively engaged to provide input in determining the feasibility for adopting a statewide approach. This process began in February of 2012 at the School Readiness Summit, where the Nevada-specific definition of *school readiness* (see Appendix E) was shaped, which was formally adopted in June 2012 by the Nevada ECAC. Extensive outreach and engagement activities included:

- ✓ 280 stakeholders registered for Constant Contact list serve
- ✓ 201 providers and stakeholders completed surveys
- ✓ 537 parents and caregivers completed surveys
- ✓ 72 interviews, presentations, webinars, focus groups and site visits were conducted statewide
- ✓ Questionnaires were sent to all of Nevada's Tribal Head Start programs

The following summary captures some of the assets, needs and challenges that Nevada faces as it proceeds with implementation of a statewide kindergarten assessment and the development of an ECE data system that is linked to the statewide longitudinal data system (SLDS). The needs assessment reports that are companion documents to this plan provide further background and detail.

### **Assets to be Leveraged**

- ✘ Shared interest in collaborating and engaging in professional learning communities
- ✘ Broad support for implementing a statewide assessment at kindergarten entry
- ✘ Agreement about priorities to address
- ✘ Broad support for the working definition of school readiness
- ✘ Engagement of stakeholders across the state
- ✘ Existing data and kindergarten assessment infrastructure (at the county level)
- ✘ Some mapping of assets is already included in the ECE Data Systems Report
- ✘ State Longitudinal Data System, including new funding focused on linking K-12 data with workforce and employment data
- ✘ Striving Readers
- ✘ P-3 Initiative
- ✘ Nevada Report Card
- ✘ P-16 Council, Nevada ECAC, local ECACS, State Head Start Collaboration
- ✘ Assigning unique statewide child identifier at K-12 level
- ✘ Collecting demographic program participation type of information about individual children in ECE program

### **Needs to be Addressed**

- ✘ Funding for assessments (per child), training costs and technology infrastructure

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- ✘ Accessible high quality ECE and kindergarten programs that meets children's needs
- ✘ Shared understanding of how data should be used
- ✘ Appropriate assessments for children with disabilities
- ✘ Assessment with English Language Learners
- ✘ Preferences for kindergarten assessment and existing assessment tools
- ✘ Differences in purposes for assessment among different agencies
- ✘ Diversity of existing tools and processes
- ✘ Organizational autonomy
- ✘ District decision making
- ✘ Connecting individual child-level data to social service agencies
- ✘ Collecting structural standards, workplace environment and quality measures information about ECE programs
- ✘ Linking ECE workforce identifiers with program sites and children

## **Key Challenges & Critical Issues**

- ✘ Service capacity and children's access to Pre-K programs
- ✘ Geographic disparity
- ✘ Student mobility and transiency
- ✘ Fragmentation and inconsistency among systems
- ✘ Inappropriate use of data
- ✘ Insufficient resources to adequately analyze data
- ✘ Insufficient data availability, access and utility
- ✘ Insufficient local resources and infrastructure
- ✘ Varying accountability standards
- ✘ Data interoperability and confidentiality concerns
- ✘ Student diversity and cultural competency

## APPROACH

### **Kindergarten Assessment: Eight Best Practices**

Current research makes the case and sets the background for the assessment process. Guiding practices that helped to shape the planning process include the need to:

1. Select a quality assessment that has been validated and is reliable for the purpose it will be used.
2. Use developmentally, culturally and linguistically appropriate assessments that are inclusive of families. Assess young English Language Learners in their home language.
3. Implement an assessment that will benefit all children. Kindergarten readiness assessment is not used as a means for screening children into or out of kindergarten.
4. Ensure that assessors are qualified to use the instrument.
5. Include assessment in multiple developmental domains.

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6. Ensure assessment is continuous and data reporting is timely.
7. Ensure assessment is aligned with learning curriculum to ensure intended outcomes are addressed and monitored.
8. Acknowledge that child-level data from assessment is only one component of a comprehensive system assessment.

## **Early Childhood Data System: Ten Fundamental Elements**

The Early Childhood Data Quality Campaign (DQC) developed “Ten Fundamental Elements” needed to successfully align ECE data systems with P-20 statewide longitudinal data systems. These include:

1. Unique statewide child identifier
2. Child-level demographic and program participation information
3. Child-level data on development
4. Ability to link child-level data with K-12 and other data systems
5. Unique program site identifier tied to children and the ECE workforce
6. Program site data on the structure, quality and work environment
7. Unique ECE workforce identifier with the ability to link with program sites and children
8. ECE workforce data and demographics, including professional development data
9. State governance body to manage collection and use
10. Transparent privacy protection and security practices and policies

## **Key Assumptions for Silver State KIDS**

Defined leadership will be provided consistent with the P-16 Council recommendations to implement **Silver State KIDS** with a leadership structure that clearly defines which state agency is ultimately responsible for implementation and the role of the NECAC. In consideration of the elements and best practices listed previously, the following assumptions were identified as critical to implementation of **Silver State KIDS**.

- ✘ Kindergarten assessment will be implemented and funded in a manner that will provide incentives for private ECE sites to participate. Participation of private providers will be encouraged but not mandated.
- ✘ Funding will be available to purchase an assessment for each participating child.
- ✘ Professional Learning Communities (PLCs) will be expanded to include all counties with the goal of facilitating adoption and implementation.
- ✘ A phased approach will be used to implement **Silver State KIDS**. The data system component will be beta tested and implemented in phases.
- ✘ Resource needs to be addressed will include training for teachers, technical assistance with school districts, hardware and software support statewide and at the district level.
- ✘ Should interest in participation during early phases exceed resources, priorities will be established to select participants based on numbers served and local investment of resources.

## Planning and Decision Making Principles

The guiding principles for the **Silver State KIDS** planning process were defined in its early stages, during which the Nevada ECAC and the planning committee determined that the priorities and decision-making for the initiative would be steered by the following principles:

*Comprehensive* – all significant options and impacts are considered.

*Efficient* – the process should not waste time or money.

*Inclusive* – people affected by the plan have opportunities to be involved.

*Informative* – results are understood by stakeholders (people affected by a decision).

*Integrated* – individual, short-term decisions should support strategic, long-term goals.

*Logical* – each step leads to the next.

*Transparent* – everybody involved understands how the process operates.

In addition to good planning, good decision-making is always the result of high intention, sincere effort, intelligent direction, skillful execution and represents the wise choice of many alternatives. This planning committee identified the following principles for decision-making related to this project:

- *Assign priorities* – All the things that need to be decided on are not equal in importance.
- *Data-based* – The most current information should be used to establish priorities and make informed decisions.
- *Paint a scenario of desired outcome* – Defining a specific vision is necessary to understand whether and when the desired outcomes have been achieved.
- *Critical analysis* – Explore the ramifications for all who will be affected. Understand the impact of decisions on all stakeholders.
- *Define the means for resolving conflict* – Consensus-based decision making is often complicated and sometimes involves some conflicts or dissatisfaction. In the absence of consensus, the ideal is to pick one solution where the benefits of the outcome outweigh the possible risks.

## SELECTION OF A COMMON KINDERGARTEN ASSESSMENT

One of the primary planning tasks was to identify an assessment process or tool for Silver State KIDS that would add value to each of Nevada's diverse districts and counties. Toward that end, work with individual counties and stakeholders identified the needs, preferences, and barriers related to the use of a common assessment method. Best practice in assessment with young children was also researched.

Below are the steps that resulted in a recommendation for Silver State KIDS:

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- 1) Nevada's criteria for KEA were developed in alignment with RTT-ELC specifications and refined using Nevada's needs assessment process.
- 2) These criteria were validated with stakeholders via webinar and comment on the needs assessments.
- 3) A list of potential assessments for review were identified, paying special attention to those who are being used by Race to the Top winners and higher scoring RTT-ELC applicants.
- 4) Available assessment were compared to the criteria, and for those that meet these criteria, additional assets and benefits were explored.
- 5) Finalists were recommended for further review.
- 6) Feedback on the recommendation was solicited at the KEDS summit, resulting in a preliminary recommendation.
- 7) The NECAC voted to accept the recommendation.

Using this process, two assessments were considered as finalists based on the defined criteria. These were Pearson's Work Sampling Online and Teaching Strategies GOLD™. From these two finalists, Teaching Strategies GOLD™ was recommended because of advantages in several critical areas. These are outlined, below.

- 1) **Streamlined data entry.** Teaching Strategies GOLD™ has advanced features that have been developed to address other states' needs for streamlined data entry.
- 2) **Extensive reporting options.** Teaching Strategies GOLD™ has extensive reporting capabilities, and organizational infrastructure available to assist Nevada in analyzing and reporting data.
- 3) **Position as an instrument already in place in Nevada.** Teaching Strategies GOLD™ is used by many in Nevada including Head Start grantees and Clark County School District State Early Childhood / Special Education programs. Leveraging systems in place in Nevada was one of the criteria set forth in the needs assessment.
- 4) **Proven experience in implementing large-scale, statewide projects.** Roll out of this project across the state in the time scale identified will require considerable infrastructure, knowledge, and expertise. Teaching Strategies GOLD™ has been piloted and implemented in several other states. Staff are able to offer comprehensive implementation support that leverages learning from these large-scale and complex implementations. Teaching Strategies GOLD™ has been selected for statewide use for this specific purpose (KEA) in seven states. These are: Washington, Delaware, New Jersey, Colorado, Massachusetts (Teaching Strategies GOLD™ is one of three approved options), Missouri (pilot) and Hawaii (pilot).<sup>7</sup>

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<sup>7</sup> Teaching Strategies GOLD™ is also used for several statewide pre-K initiatives, including: Alabama, Rhode Island, New Hampshire, Colorado, Washington, Oregon, Arizona, Iowa, Nebraska, Washington DC, Kentucky, Vermont and Alaska.

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- 5) **Flexibility to connect with existing data systems.** Teaching Strategies GOLD™ infrastructure can support statewide data and complex collection and reporting requirements, making it an asset for both assessment and for connection to Nevada’s emerging early childhood data system.
- 6) **Opportunities for “train the trainer,” along with checks for reliability.** Teachers need training to use the assessment. Teaching Strategies GOLD™ is one of several assessments that provides opportunities for a “train the trainer” model, but also offers an additional check that can help to ensure (or measure) inter-rater reliability available from any teacher’s computer. Other technological supports including webinars and online resources to help prepare and support teachers using the assessment tool.

Other strengths identified include:

- Identity as a formative assessment and its ability to inform instruction
- Developmentally appropriate; authentic and observation-based
- Options to document learning over time, with up to three additional checkpoints available at no cost for kindergarten teachers
- Opportunities to facilitate communication with families and other stakeholders, including an interactive family portal
- Appropriate for use with any developmentally appropriate curriculum
- Measurements for all five domains of development as well as performance tasks

Feedback on the recommendation was solicited at meetings, presentations, and the KEDS summit held in October 2012. Overall, the responses from stakeholders were positive, with many expressing enthusiasm for statewide data, an assessment fully aligned to the Common Core State Standards, and capabilities of advanced reporting tools. Concerns were also noted. Please see Appendix C for more information about the recommendation of an assessment based on Nevada’s criteria.

## PRELIMINARY DESIGN OF THE DATA SYSTEM

It is anticipated that the development of a web-based data system that allows ECE data to be linked to K-12 data via the Statewide Longitudinal Data System (SLDS) will serve multi-audience users, including:

- Teachers
- Pre-kindergarten programs
- Administrators
- Funders/policymakers
- Parents/family/caregivers
- Other districts
- Stakeholder agencies (e.g. Health Division)

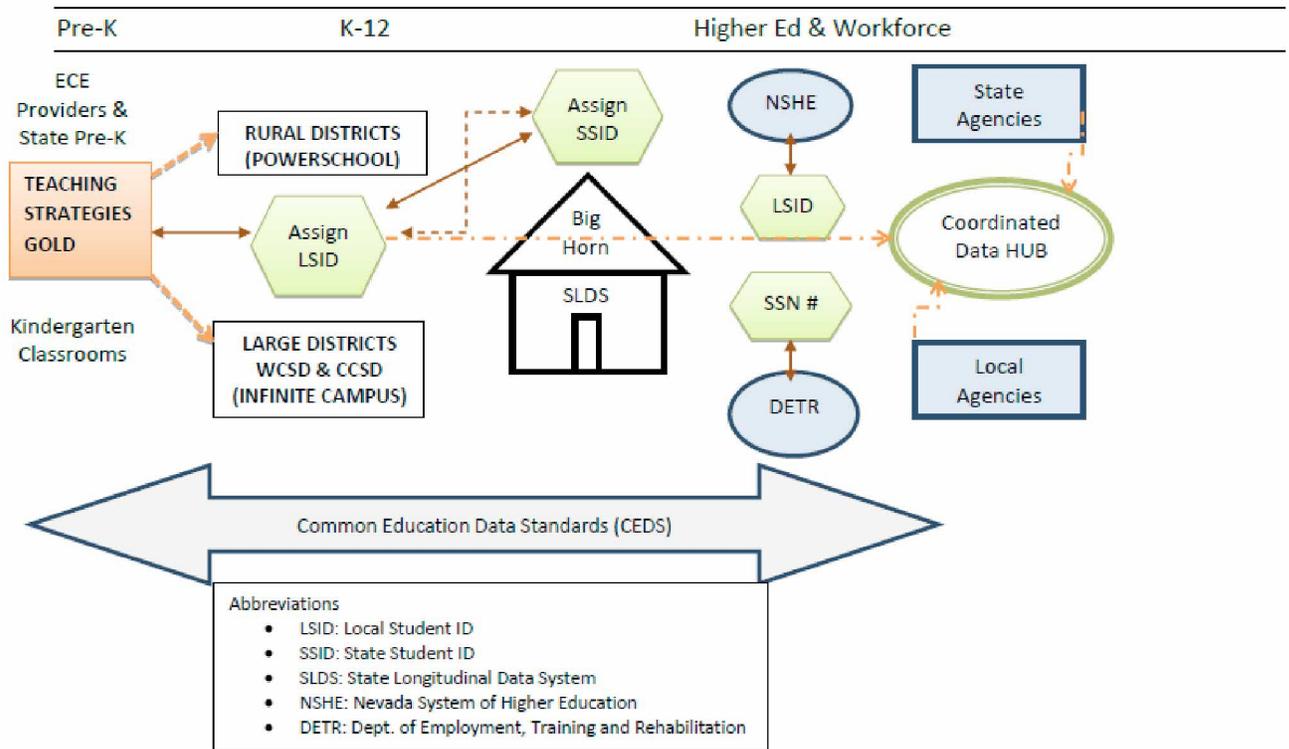
The following graphic depicts the coordinated data system that was envisioned by stakeholders at the Planning Summit, which leverages Nevada’s existing technology infrastructure and capacity at both the state and county level. In this approach, which is considered ideal in terms of cost, expediency and local control, ECE data would be integrated with local school district’s information systems. Data could be aggregated at the State level via the existing Bighorn system.

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TSG would upload assessment data into the various district systems (e.g., Infinite Campus and Power School) which would then pull that data in a similar manner as is currently used for the normal local system-to-state system mapping process.

**Graphic 1: Coordinated Data System Envisioned to Link P-20 Child Data**



A significant advantage of this approach is that it shifts responsibility for data warehousing to the vendor instead of the State. Other advantages include the ability to obtain TSG data in local student information systems, which makes it more accessible for teachers, parents, and other primary users at the local level. Additionally, it facilitates the assignment of a unique identifier to children prior to kindergarten entry, which supports better data matching for students transitioning from one school or district to another. Finally, it promotes stronger parent buy-in when all users are working with common parameters, definitions and infrastructure related to both the assessment tool and the information system, so that expectations and understanding is shared broadly about what data is available and how it can be accessed and utilized. Some of the key considerations in this proposed approach include the following:

- Development of shared data definitions - each system, for example, has attendance data, which may be called different things in each system, so there is a need to normalize the nomenclature and related definitions.
- NDE has created and developed a series of data mapping sequences that conforms data to a pre-determined set of tables in the state longitudinal data system.

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- Elements are stored longitudinally, so that users can go back at any time to see past classes and assessment scores. This information including the child's growth can be used to help that child succeed.
- Constructing an ECE data system will involve creating a local system to assess children, for teachers to collect information to produce reports for parents, etc. and start collecting demographic data that other agencies may need for research purposes.
- Since NDE's key state agency partners, such as NSHE and DETR, already have longitudinal databases, it is not cost-effective or practical to build another data warehouse. The most viable alternative is to build a hub that connects all data systems together to request, match and exchange information. It is feasible that TSG could exist alongside other school district systems as an independent system and map data back to a state-based longitudinal warehouse as part of the hub design. The system has to be built, defined, and designed, determining which elements should be shared among agencies and then design that mapping so that data into the statewide system is consistent with what already exists.

A key piece of the work for Nevada as it creates a coordinated ECE data system that is linked to the K-12 SLDS is to identify the important questions that will guide what data should be included in the data system. These questions help explain the purpose of each data field, and help to prioritize the needs of the state. It is also important to understand that these questions often change over time, so this will become a part of the discussion and decision-making process during Phase I, as well as serve as a critical checkpoint throughout implementation. The key questions recommended for consideration by the data governance committee and the implementation workgroup are:

1. Are children, birth to 5, on track to succeed when they enter school and beyond?
2. Which children and families are and are not being served by which programs/services?
3. Which children have access to high-quality early childhood programs and services?
4. What characteristics of programs are associated with positive child outcomes for which children?
5. What are the educational and economic returns on early childhood investments?

Other considerations related to how data is defined include:

- **Developmental screening:** defining success, and addressing how outcomes in the early years impact later performance in school; not neglecting foster children, children with special needs, and other special populations;
- **Parental engagement:** how is it defined, measured, and impacted by such things as mobility, homelessness, and home schooling;
- **Participation rates:** access to programs and services, transition between programs, duplication, responsiveness of programs, program combinations, and earlier identification practices that contribute to children's greater involvement in quality programs;
- **Program quality:** how staff turnover, provider practices, curriculum, learning environment and professional development impact child outcomes; and

- **Family and health characteristics:** how family knowledge of child development, family socio-economic status, immunization rates, and such supports as home visitation and quality child care improve outcomes for children.

## IMPLEMENTATION PLAN

Implementation for **Silver State KIDS** will begin in 2013 and is anticipated to be implemented statewide by the end of the 2014-15 school year. The objective for this initiative is two-fold:

**For Kindergarten Assessment:** To implement a developmentally appropriate assessment by 2014 that is aligned to the Common Core State Standards and Nevada Pre-K Standards and responsive to feedback from the needs assessment process.

**For a Coordinated Early Childhood Data System:** To design a coordinated data system that captures information about how young children are doing that can be linked to the State Longitudinal Data System in order to provide policymakers with information about the quality of and access to ECE programs, and can be disaggregated in order to serve the distinct needs of specific districts and stakeholders to improve program effectiveness and address gaps in services.

## MAJOR GOALS FOR SILVER STATE KIDS

Because the two components of **Silver State KIDS** are linked, the five major goals of implementation are integrated and systemic.

### GOAL 1: Nevada Early Childhood Stakeholders Possess A Shared Understanding And Measurement Of School Readiness.

Develop a shared understanding of school readiness across Nevada that utilizes common data elements to inform the school readiness domains, and establish common data standards to ensure that data fields represent the same type of information when linking databases.

### GOAL 2: Data Collection and Use Policies are Coordinated Across Agencies.

Collect data on what children know and can do upon entry to kindergarten for the purpose of improving instruction and educational outcomes for Nevada's children. Define what data are needed to support a true growth model across the education continuum, and establish common data definitions and data use policies that are shared across agencies.

### GOAL 3: Data-Driven Decision Making is Enabled.

Programs and schools (serving children birth through third grade) will have information and resources to support all children's readiness for school. Develop an ECE data hub to enable data sharing with approved users about programs, including provider demographics, QRIS information, technical assistance, classroom quality assessment scores, workforce qualifications and retention, child demographics, enrollment, and child outcome information.

## GOAL 4: Programs are Aligned.

Vertically align ECE programs spanning from ECE through third grade to help children achieve higher levels of social, emotional, and intellectual success. Relevant instruction and supports will be provided to children that are based on their individual strengths and areas for growth. Integrate data from publicly funded early childhood programs, including subsidized child care, Head Start, State Pre-K, early intervention, preschool special education, and home visiting.

## GOAL 5: Families and Children are Supported.

Support transitions for children and their families through leadership, collaboration, and information sharing across systems and throughout the state, so that children and their families experience seamless pathways of learning. Provide parents/families/ caregivers with information about the ECE programs that are available and improve information exchange to support their child's growth. Share data with providers about children they are serving to improve individualized teaching and learning, and to support continuous quality improvement.

By accomplishing the goals outlined above, Nevada will emerge as a national leader and model for early learning. Significant progress will be achieved through bipartisan commitments, ongoing stakeholder engagement, and major private, federal and state public investments. The return on investments made in early childhood have been repeatedly proven in this country and abroad, in scientific literature as well as in sensible economic and social policy (Karoly, Kilburn, & Cannon, 2005). This includes lasting returns throughout the lifespan of individuals, families and communities in terms of health, prosperity, and wellbeing.

## ANTICIPATED OUTCOMES

The anticipated outcomes of implementation include the following:

1. Programs and schools (serving children birth through third grade) will have information and enhanced resources to support *all* children's readiness for school.
2. ECE programs will be inclusive and supportive of children with different assets, skills, and needs.
3. Families, educators, schools, communities and state agencies will have a shared understanding of school readiness and support children's development and learning, recognizing the importance of early childhood experiences to school success.

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4. A system of formative assessment in kindergarten will facilitate improved instruction and educational outcomes for Nevada's children. Awareness, acknowledgement and documentation of children's development and skills will help to close the school readiness opportunity so that achievement gaps are minimized in the future. Children receive relevant instruction and supports based on their individual strengths and needs.
5. Improved vertical alignment among ECE, kindergarten, and primary grades will help children achieve higher levels of social, emotional, and intellectual success. Children and families will experience seamless pathways of learning.

In addition to these overarching outcomes, each phase of implementation will be focused on achieving a specific sub-goal. These are delineated below, along with the key benchmarks and milestones that will serve as markers toward the accomplishment of the sub-goal for each phase.

## **Phase I (2013-14): Early learning will become a statewide priority.**

### **BENCHMARKS AND MILESTONES**

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- ✧ **Silver State KIDS** will build buy-in from business, government and philanthropic leaders. Leaders implementing **Silver State KIDS** are expected to work closely with state leadership and a statewide governance structure for Nevada's early childhood system.
- ✧ Sub-grants will be distributed to local districts and ECACs to build capacity for **Silver State KIDS** implementation, as well as public and parent awareness of the importance of early learning.
- ✧ Local and statewide partnerships and data sharing agreements will be established and formalized.
- ✧ Nevada will participate in the national Common Education Data System (CEDS) initiative and upload its data dictionary to support establishment of common data definitions and policies within the state.

## **Phase II (2014-15): A statewide system of assessment that supports school readiness will become established in the majority of Nevada counties.**

### **BENCHMARKS AND MILESTONES**

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- ✧ The Phase I evaluation results will be disseminated to support refinement and broader participation in **Silver State KIDS** for both public and private ECE programs.
- ✧ Policy and planning work will focus on establishing cross-system Memoranda of Understanding related to data sharing and collaborative funding arrangements that support Nevada's early childhood programming.

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- ⌘ Formal agreements will foster sustainable funding and support from private entities and media outlets that continue to raise awareness about the importance of early learning.
- ⌘ A statewide messaging campaign will be launched that supports a shared understanding across all of Nevada’s communities about what everyone can do to support school readiness for all children in the state.

## PHASED APPROACH: STRATEGIES, TIMELINE, AND RESOURCES

The strategies to accomplish these five goals are designed to occur in phases, beginning with the launch of Phase I to begin early in 2013 with planning activities. At the start of the 2013-14 school year, districts that are regionally representative of Nevada’s small, medium and large counties, will be selected through a structured process to begin and evaluate the use of a common kindergarten assessment (*Teaching Strategies GOLD™*).

Phase I Strategies and Tasks		Timeline (2013-14)			
Kindergarten Assessment Implementation		Mar-May	Jun-Aug	Sept-Nov	Dec-Feb
1	Conduct joint meeting with NDHHS and NDE leadership, in conjunction with school district leadership, to formalize buy-in for recommended phased approach.	X			
2	Invite Letters of Interest/Intent from Superintendents to participate in Phase 1. Determine the best approach for phasing that encourages modeling and allows flexibility and accommodates the use of different systems. Should funding be limited, additional processes such as an application may be needed to finalize Phase I participants.	X			
3	Provide an update to all stakeholders on progress of Silver State KIDS.				
4	Select a minimum of four districts to participate in Phase I, completing training and observational assessments in 2013.	X			
5	Convene specialized workgroup(s) of educators and specialists with representation from select pilot counties to determine key issues related to timing, cost, logistics, training, and resource needs. <sup>8</sup>	X			
6	Define parameters for timing of assessment administration, to include considerations for full day and half-day kindergarten and non-traditional calendars. <sup>9</sup>		X		

<sup>8</sup> A few states have selected a subset of objectives to measure, rather than all 38. In Year 1, it is recommended that Nevada implement all 38; in the future Nevada can work with the vendor to develop a more streamlined version maintains the psychometric properties of the assessment.

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Phase I Strategies and Tasks		Timeline (2013-14)			
7	Develop a training calendar. The training calendar must include a train the trainer learning institute, two-day initial training for all teachers using the assessment in Phase I, and training for administrators in understanding and using assessment data.		X		
8	Verify the evaluation questions for Phase I of evaluation and develop an evaluation plan.	X			
9	Conduct training institute to train up to 25 trainers on TSG in year one. Trainers will need to complete all online training modules and then participate in a 2-day institute to enable them to train other teachers on the assessment. <sup>10</sup>		X		
10	Schedule and train local teachers participating in Phase I. Based on the calendar and recommendations from the workgroup, participating teachers will train for two-days to become fluent in the assessment. Online modules are available for follow-up questions as well as to address any unanticipated teacher turnover.		X		
11	Create a communication plan that clearly articulates how each stakeholder group will receive communication throughout the project. Include the individuals that requested e-mail updates. Incorporate information on <b>Silver State KIDS</b> into existing family engagement activities, such as parent teacher conferences.		X		
12	Conduct Phase I assessments. Work with vendor to ensure broad understanding of data collected once Phase I is complete.		X	X	
13	Evaluate the results of Phase I implementation, answering to the degree possible the evaluation questions. Evaluation should include recommendations to improve the next phase of implementation.			X	X
<b>Coordinated ECE Data System Implementation</b>		<b>Mar-May</b>	<b>Jun-Aug</b>	<b>Sept-Nov</b>	<b>Dec-Feb</b>
1	Designate a state-level interagency data governance structure. Work with the P-16 Council to develop a state data governance body to set state policies that guide data collection, access, and use. <sup>11</sup>	X	X		
2	Identify a data governance coordinator. The data governance coordinator should have authority to manage the data governance		X		

<sup>9</sup> In order to collect information about what children know and can do upon entry to kindergarten, timing needs to be close to the start of the year, with adequate time available to make observations, and complete documentation. The workgroup may consider and consult with teachers and TSG to ensure that the completion dates balance the needs for consistent statewide administration with other teacher responsibilities. It is important that assessments be completed no later than the 8<sup>th</sup> week of kindergarten; however, the group may consider requiring an earlier completion date.

<sup>10</sup> The workgroup may also decide whether to require that teacher complete inter-rater reliability (IRR) certification prior to completing their first assessments. IRR certification is available for TSG from any online computer.

<sup>11</sup> Excellent guidance is available at: [nces.ed.gov/programs/slids/pdf/brief4\\_P\\_20W\\_DG.pdf](http://nces.ed.gov/programs/slids/pdf/brief4_P_20W_DG.pdf)

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Phase I Strategies and Tasks		Timeline (2013-14)			
	process across all participating agencies/programs and serve as liaison between the committees.				
3	Design interagency policies to ensure data quality; protect privacy, security, and confidentiality; and ensure interoperability between new and existing state data systems.		X	X	
4	Define the common data elements that will best inform the school readiness domains, and establish common data standards to ensure that data fields represent the same type of information when linking databases.		X		
5	Outline what data and processes are needed to support a true growth model across the education continuum, and establish common data definitions and data use policies that are shared across agencies for the identified data elements.			X	
6	Establish data-sharing agreements to develop formal documents that define how data would be linked and used.			X	X
7	Provide parents/families/caregivers with information about the ECE programs available to them and improve information exchange to support their children's development.			X	X
8	Provide programs and services with information about the children they are serving to improve individualized teaching and learning, and to inform and support continuous quality improvement.			X	X
9	Determine what demographic data is needed and how associated data will be stored, guided by workgroup recommendations and TSG.				X
10	Conduct technology feasibility study in each school district and county to determine infrastructure assets and needs. <sup>12</sup>			X	X
11	Determine any outstanding resource and training needs, to be formalized and addressed by the educator workgroup. <sup>13</sup>			X	X

Phase II Strategies and Tasks		Timeline (2014-15)			
Kindergarten Assessment Implementation		Mar-May	Jun-Aug	Sept-Nov	Dec-Feb
1	Convene a workgroup that includes private ECE providers to address how to encourage voluntary participation for privately funded pre-K programs. Identify strategies for improved communication between	X	X	X	X

<sup>12</sup> NDE will take responsibility for this activity.

<sup>13</sup> While it is not anticipated that teachers using assessment will require additional resources, there may be opportunities and resource requests that emerge. For example, schools may wish to pilot use of tablets to streamline documentation.

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Phase II Strategies and Tasks		Timeline (2014-15)			
	pre-K programs serving children ages birth to five with kindergarten and primary grade classrooms.				
2	Provide guidance on opportunities to streamline assessments so that programs and districts can analyze which existing assessment tools and processes can be replaced with Silver State KIDS, depending on the purposes of the assessment.		X	X	
3	Launch communications plan to share findings from Phase I with parents, agencies, districts, ECE programs, and other stakeholders.	X	X		
4	Train additional teachers and program staff designated for participation in Phase II.	X			
5	Develop user-friendly and efficient reporting and information sharing mechanisms that facilitate data sharing with districts, classrooms, and families about child progress.		X	X	
6	Establish peer support forums that encourage idea and information sharing across districts and regions of the state.			X	X
7	Evaluate the results of Phase II implementation, answering to the degree possible the evaluation questions.			X	X
8	Add assessment data from ECE programs participating in the state's QRIS into a community-level data mapping tool.				X
<b>Coordinated ECE Data System Implementation</b>		<b>Mar-May</b>	<b>Jun-Aug</b>	<b>Sept-Nov</b>	<b>Dec-Feb</b>
1	Design a federated child-level database that builds on and links select data from the public health data system, the child welfare system, and other agencies to the K-12 longitudinal data system.	X	X	X	X
2	Design a process for assigning a single, non-duplicated identifier to each child, ECE program site, and member of the ECE workforce to accurately match records among datasets that represent the same child, program site, or provider/teacher and to facilitate matching records across databases.	X	X		
3	Work with assessment vendor to integrate data with local information systems at the district level, via upload into district systems (e.g. Infinite Campus, Power School).	X	X		
4	Define how pre-K sites will use the assessment, and, develop data sharing agreements to facilitate integration of the data.		X		
5	Design and develop stakeholder-specific data portals to streamline and improve the timeliness, completeness, and accuracy of system records related to the providers and consumers of ECE services.		X	X	
6	Disseminate data to local ECACs and the public through an open-source, web-based platform with enhanced data analysis and data visualization features to show time trends and compare data across			X	X

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Phase II Strategies and Tasks		Timeline (2014-15)			
	geographic areas.				
7	Work with the Nevada Head Start Association to link child-level demographic and developmental data and program site information for all Head Start and Early Head Start programs in the state to the statewide ECE data system.			X	X
8	Provide comprehensive training to ECE programs on the effective use of data and recommendations for using data to facilitate program improvement.				X
9	Use data sharing to support peer mentoring to facilitate improved outcomes.		X	X	X
10	Gather information relevant to data system design. Research if there are state IT standards that may influence data system design. If so, the system will need to align to the state standards. Research program, state, and federal privacy laws, and determine data requirements around access and confidentiality.			X	X

## SETTING UP FOR SUCCESS

In the case that fewer than expected districts have completed the letter of interest for Phase 1, it is recommended that HSC/ECISO reaches out personally to superintendents or their representatives to understand barriers to participation and make changes as appropriate to engage participants. In the case that more districts and kindergarten students request Phase 1 participation, the following criteria may be helpful to determine the ideal participants in Phase 1:

- 1) **A mixture of small, medium, and large counties.** Nevada’s geography is diverse, with 2 urban counties, several rural counties and many frontier counties. Representation of urban, rural, and frontier counties in Phase 1 will help to identify needs and challenges across the different settings.
- 2) **Interest in learning and evaluating the process.** Districts and their teachers that engage with Silver State KIDS will experience the challenges of implementing a new statewide endeavor. It is also an opportunity; early users of the assessment can help to shape and improve next steps in the process. Preference may be given to districts that have demonstrated interest and the capacity to engage in learning and reflection toward overall program improvements.
- 3) **Participation with early care and education.** This project is a component in a vision for an aligned, coordinated and seamless system for young children and their families, birth through third grade. Ideal participants in Phase 1 are districts that have already begun partnerships with the early care and education providers in their community. Examples of demonstrated participation could include involvement in the county or regional ECAC (Early Childhood Advisory Council), participation in the Nevada’s P-3 initiative, and integration of preschool (e.g. State Pre-K, Title 1 Pre-K, Head Start) into district school sites.

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- 4) **Classroom capacity for assessment.** Silver State KIDS is intended to serve all children. However, prior to Phase 1, there is limited information about what is needed in terms of teacher time for assessment and data entry. To ensure success in Phase 1, participating schools serve children in full-day classrooms and have teacher to child ratios that are within best practice range. Implementation in half-day classrooms and with higher student to teacher ratios will require additional knowledge, experience and resources, expected to develop in Phase 2.
- 5) **Plan for implementation.** Districts that have planned adequately for implementation of Silver State KIDS will be best positioned for success. Districts may consider replacing existing assessments by mapping TSG to their current efforts, creating meaningful opportunities for teachers to share strategies for success with assessment with families, and integrating new data into existing planning processes.
- 6) **Existing processes to engage families.** Sharing of assessment data with families is important; districts and schools that have in place successful processes for sharing information will be able to help shape and guide best practice for engaging families with their child’s assessment information.
- 7) **Service to a diverse student population.** Key questions around the assessment include how well it will serve the entire student population. Implementation in Phase 1 with students that represent the state in terms of language, special education status, and demographics will help to identify improvements needed in the tool or training process moving forward.

## BUDGET AND JUSTIFICATION

The following budget is preliminary, and has been submitted to the Office of the Governor for consideration in conjunction with the current legislative session. This budget may need to be modified pending approval.

Primary Tasks	Budget	Timeline
<ul style="list-style-type: none"> <li>• Select counties to participate in Phase I.</li> <li>• Design common reporting document that replaces misaligned reporting requirements for providers, educators and districts.</li> <li>• Define core data elements to be tracked.</li> <li>• Conduct technology feasibility study in all school districts and counties to determine hardware, software and application development needs.</li> <li>• Develop a state-level interagency data governance structure.</li> <li>• Design policies to ensure data quality; protect privacy, security, and confidentiality; and ensure interoperability between new and existing state data systems.</li> </ul>	<p>25,300 children<sup>14</sup> @ \$9.25 each = \$234,025</p> <p><b>Training</b><sup>15</sup> = \$112,000 (\$100,000 for 25 trained trainers + \$1,000 per month for T/TA support)</p> <p><b>Technology</b> Feasibility Study to tie DHHS to the SLDS = \$150,000</p> <p><b>Sub-grants</b> to local school districts to support teacher attendance at trainings or technology improvements = \$170,000</p>	<p style="text-align: center;"><b>Phase I – Start-up</b></p> <p style="text-align: center;"><b>2013-14</b></p>

<sup>14</sup> This represents 50% of children enrolled in Kindergarten, Head Start, Early Childhood Special Ed, and State Pre-K from all counties.

<sup>15</sup> Up to 25 trainers will be trained to train teachers to reliability at a cost of \$4,000/trainer + \$1,000/month for teacher access to online training and technical assistance 24 hours per day.

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Primary Tasks	Budget	Timeline
<ul style="list-style-type: none"> <li>• Provide training and technical assistance to build user capacity to interpret and utilize available data.</li> <li>• Establish data-sharing agreements.</li> <li>• Conduct pilot study evaluation.</li> </ul>	<b>\$666,025</b>	<b>(Year 1)</b>
<ul style="list-style-type: none"> <li>• Develop a system of incentives and accountability that supports voluntary participation in the ECE data system.</li> <li>• Design a federated child-level database that builds on and links select data from the public health data system, the child welfare system, and other agencies to the K–12 longitudinal data system.</li> <li>• Provide comprehensive training to ECE programs on the effective use of data and using data to facilitate program improvement.</li> <li>• Work with the Nevada Head Start Association to link child-level demographic and developmental data and program site information for all Head Start and Early Head Start programs in the state to the statewide ECE data system.</li> <li>• Add assessment data from prekindergarten and child care programs participating in the state’s QRIS into a community-level data mapping tool.</li> <li>• Design and develop stakeholder-specific data portals to streamline and improve the timeliness, completeness, and accuracy of system records related to the providers and consumers of ECE services.</li> <li>• Disseminate data to local ECACs and the public through an open-source, web-based platform with enhanced data analysis and data visualization features to show time trends and compare data across geographic areas.</li> <li>• Design a process for assigning single, non-duplicated identifiers at child, program and educator level to enable accurate record matching among diverse datasets.</li> </ul>	<p>50,600 children<sup>16</sup> @ \$9.25 each = \$468,050</p> <p><b>Training</b><sup>17</sup> = \$78,000 (\$60,000 for 15 trained trainers + \$1,500 per month for T/TA support)</p> <p><b>Project Evaluation</b> including recommendations for future implementation = \$150,000</p> <p><b>Sub-grants</b> to local school districts to support teacher attendance at trainings or technology improvements = \$170,000</p> <p style="text-align: right;"><b>\$866,050</b></p>	<p style="text-align: center;">Phase II – Scaling Up</p> <p style="text-align: center;"><b>2014-15</b> <b>(Year 2)</b></p>

## SPECIFIC RESOURCE NEEDS

While the budget presented above outlines the major activities associated with expenditures noted for each phase of implementation, there are some key elements that are further explained below.

### TECHNOLOGY FEASIBILITY STUDY

In addition to funding for updated technology infrastructure, including bandwidth and hardware, all counties will require varying levels of support to bring their current capacity up to date to ensure that **Silver State KIDS** can be operational online. There is a known technology gap in Nevada’s rural and frontier districts, so it is critical to secure an upfront commitment for the necessary funding and to design a system for information upload and exchange that is network efficient, meaning that it uses minimal bandwidth and can be operated offline during peak periods and enable transmissions to be uploaded during non-peak times.

<sup>16</sup> All children enrolled in Kindergarten, Head Start, Early Childhood Special Ed, and State Pre-K: 37,000 Kindergarteners + 4,500 Head Start children + 7,600 Early Childhood Special Ed + 1,500 State Pre-K children = 50,600 TOTAL children.

<sup>17</sup> Monthly cost for T/TA Support is more in 2<sup>nd</sup> year due to increased number of children in system.

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A technology feasibility study is recommended to identify specific needs and related costs for each school and ECE program in every county and district. Some work needs to go into understanding exactly what will be required and what communication is needed with families, administrators, and others at the local level in order to roll out the initiative successfully at the state agency level. A feasibility study is also needed to map what is already being used and can be streamlined and leveraged to allow adoption of TSG as a common assessment in a manner that does not place additional burden on teachers.

## *TRAINING*

In anticipation of statewide implementation, a train the trainer model is recommended. Investment in the train the trainer model will enable Nevada's educators to train teachers locally. All **Silver State KIDS** training events and activities will be coordinated with existing training and professional development efforts to the maximum extent possible in order to leverage the resources already being allocated to ECE program and workforce development.

## *EVALUATION*

Evaluation of Silver State KIDS will be an important activity to support ongoing process improvement and to understand its value to children, teachers, administrators, and other stakeholders. As a new statewide initiative, it will be important to learn throughout Phase I what has worked well and what can be improved. The evaluation plan should include the experiences and perspectives of administrators, teachers and families with **Silver State KIDS** so that subsequent phases can incorporate lessons learned.

## NEXT STEPS AND RECOMMENDATIONS

In order for the implementation of Silver State KIDS to be successful and achieve its intended outcomes, it will be vital to:

1. Roll out implementation activities with the intent of communicating and sharing data, using data for marketing and engagement instead of just collection and monitoring;
2. Ensure that parents and teachers are partners in this process, helping to drive improvements needed to the system;
3. Encourage teachers and administrators to use assessment data and related resources;
4. Build a timeline for engaging specific stakeholders that will be essential to implementation, such as: special education staff, legislators and policy makers, culturally and linguistically diverse representatives, specialists, and community based organizations, among others;
5. Develop a strong communication plan—such as monthly reports, website, routinely scheduled meetings, and planned but informal relationship building exercises—to help the project keep momentum when sustainability becomes an issue during transitions in leadership.

Longer-term activities that will be required to establish a coordinated ECE data system include:

1. Design and develop an ECE data hub that would enable sharing of data with approved users on individual ECE program sites, including provider demographics, Quality Rating

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Implementation System (QRIS) information, technical assistance, classroom quality assessment scores, workforce qualifications and retention, child demographics, enrollment, and child outcome information.

2. Integrate data from publicly funded early childhood programs, including subsidized child care, Head Start, state prekindergarten, early intervention, preschool special education, and home visiting.
3. Create a new portal to provide user-friendly, web-based dashboards and reports tailored to educators, administrators, and parents. This will include reports that can link individual teachers to students and link child attendance to student assessment data. Look to other states, such as Wisconsin and Arkansas, for models.
4. Make data more accessible and useful, and provide training and technical assistance to build user capacity to interpret and utilize available data.
5. Develop a method for incorporating data from families who do not touch public programs until they reach the public school system.

By the end of Phase II, it is anticipated that growth and engagement in **Silver State KIDS** will result in long-term support and sustainability to make Nevada a national leader in early childhood. Private ECE providers will be increasingly engaged in participation as the benefits of participation are increasingly documented. As a result, improved access to quality ECE programs will be documented, and **Silver State KIDS** will be implemented broadly in order to reach the hardest-to-serve families and provide equal access to opportunity for all children in the state.

## APPENDICES

### A. WORKS CITED

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## B. EVALUATION QUESTIONS

Evaluation questions have been developed to guide the next two years of implementation of Silver State KIDS. Development of an evaluation plan and process will help to ensure that the process is responsive to stakeholder needs.

**Phase 1 – Assumes implementation in selected kindergarten classrooms statewide, completed within first 6 weeks of school, with additional participation among Pre-K sites that feed to Phase 1 K classes.**

QUESTION	DATA COLLECTION STRATEGY
1. Do teachers feel prepared to use the assessment?	Issue brief surveys during and after training to assess gains in knowledge / skill and comfort with assessment.
2. Are scores across classrooms comparable?	Measure and describe inter-rater reliability and compare to acceptable / desired range (e.g. .80 or higher) prior to administration.
3. What elements of implementation were completed as planned?	Describe completeness and timeliness of assessment (using data from vendor) and compare to plan.
4. What is known about school readiness based on year 1 of assessment?	Develop a report template and analyze information on children's readiness from the assessment. Template should include data on students that participated, geographic representation, and percentage of children entering with demonstrated skills in each domain. Show data by pre-K and no pre-K and child's age. Analyze data by students that have pre-K and no pre-K, by time in a pre-K program, and by program, as appropriate.
5. What are teacher's experiences with the assessment? Consider topics such as value in instruction, ease of use, quality of training, etc.	Develop a survey that can be completed confidentially. Teachers can say what worked well, what was difficult, and rate things like their preparedness to implement, use of the data, suggestions to improve, etc.
6.	
7. What are families' experiences with this information?	Develop methodology to sample parents of children assessed. Should include questions about whether families have an improved understanding of what they

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QUESTION	DATA COLLECTION STRATEGY
	can do to support their child in kindergarten as a result of the assessment information. (And, for pre-K students, an improved understanding of what it takes to be ready for kindergarten.)
8. What are the ways in which information has been shared? With which partners?	Hold interviews with partners (State Pre-K, Head Start etc.) to understand 'baseline' practices for sharing data. Learn the ways in which they would want to share and have assessment data from schools be shared.  Survey principals and administrators to understand their perceptions of the process and resulting data.
9. Does the instrument and data sharing process collect the right data to meet multiple needs? (e.g. reporting requirements, classroom instruction, assessment of special needs)	Plan a targeted survey or interview process with Phase 1 participants that are 'expert' in each area. Ask them to identify strengths, redundancies, and gaps.
10. What aspects of implementation can be improved?	Use data from 1-8 to develop recommendations for Year 2.
11. What aspects of the instrument itself may need attention?	Consider information from 1-8 to guide recommendations for Year 2.

**Phase 2 - Assumes continued participation of Phase 1 participants, plus additional classrooms and students across the state. Participation will include some *Pre-K sites*. Assumes ability to track data longitudinally at the individual child level.**

QUESTION	DATA COLLECTION STRATEGY
12. Replicate 1-11 as appropriate.	Where possible show change or development between years 1 and 2.
13. Did use of TSG improve efficiency related to: a) assessment administration; b) data management; c) understanding classroom needs; d) information sharing with parents, other teachers, other schools, other providers; e) costs? Consider change between years 1 and 2 administration, as well as prior to implementation (2012).	Compare metrics on time spent on training, assessment, data management, classroom planning, planning for conferences, etc. as available. Validate / explore results with focus groups targeting teachers.  Revisit needs assessment as 'baseline' – concerns and questions that existed prior to implementation.
14. Did the training offer additional benefits related to peer interaction and learning? What can/should be done to further promote?	Integrate question into training survey, and, include a related question in focus groups with teachers.
15. How does this data relate to other assessment data?	Select one or more additional data sets (e.g. assessment data that take place before K / after K (grades 1-3)) and describe relationship of data. (Begin work to understand concurrent validity).

C. TEACHING STRATEGIES GOLD™ – OBJECTIVES

**Social–Emotional**

1. Regulates own emotions and behaviors
  - a. Manages feelings
  - b. Follows limits and expectations
  - c. Takes care of own needs appropriately
2. Establishes and sustains positive relationships
  - a. Forms relationships with adults
  - b. Responds to emotional cues
  - c. Interacts with peers
  - d. Makes friends
3. Participates cooperatively and constructively in group situations
  - a. Balances needs and rights of self and others
  - b. Solves social problems

**Physical**

4. Demonstrates traveling skills
5. Demonstrates balancing skills
6. Demonstrates gross-motor manipulative skills
7. Demonstrates fine-motor strength and coordination
  - a. Uses fingers and hands
  - b. Uses writing and drawing tools

**Language**

8. Listens to and understands increasingly complex language
  - a. Comprehends language
  - b. Follows directions
9. Uses language to express thoughts and needs
  - a. Uses an expanding expressive vocabulary
  - b. Speaks clearly
  - c. Uses conventional grammar
  - d. Tells about another time or place
10. Uses appropriate conversational and other communication skills
  - a. Engages in conversations
  - b. Uses social rules of language

**Cognitive**

11. Demonstrates positive approaches to learning
  - a. Attends and engages
  - b. Persists
  - c. Solves problems

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- d. Shows curiosity and motivation
- e. Shows flexibility and inventiveness in thinking
- 12. Remembers and connects experiences
  - a. Recognizes and recalls
  - b. Makes connections
- 13. Uses classification skills
- 14. Uses symbols and images to represent something not present
  - a. Thinks symbolically
  - b. Engages in sociodramatic play

## **Literacy**

- 15. Demonstrates phonological awareness
  - a. Notices and discriminates rhyme
  - b. Notices and discriminates alliteration
  - c. Notices and discriminates smaller and smaller units of sound
- 16. Demonstrates knowledge of the alphabet
  - a. Identifies and names letters
  - b. Uses letter–sound knowledge
- 17. Demonstrates knowledge of print and its uses
  - a. Uses and appreciates books
  - b. Uses print concepts
- 18. Comprehends and responds to books and other texts
  - a. Interacts during read-alouds and book conversations
  - b. Uses emergent reading skills
  - c. Retells stories
- 19. Demonstrates emergent writing skills
  - a. Writes name
  - b. Writes to convey meaning

## **Mathematics**

- 20. Uses number concepts and operations
  - a. Counts
  - b. Quantifies
  - c. Connects numerals with their quantities
- 21. Explores and describes spatial relationships and shapes
  - a. Understands spatial relationships
  - b. Understands shapes
- 22. Compares and measures
- 23. Demonstrates knowledge of patterns

## **Science and Technology**

- 24. Uses scientific inquiry skills
- 25. Demonstrates knowledge of the characteristics of living things
- 26. Demonstrates knowledge of the physical properties of objects and materials
- 27. Demonstrates knowledge of Earth’s environment

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28. Uses tools and other technology to perform tasks

Social Studies

29. Demonstrates knowledge about self

30. Shows basic understanding of people and how they live

31. Explores change related to familiar people or places

32. Demonstrates simple geographic knowledge

**The Arts**

33. Explores the visual arts

34. Explores musical concepts and expression

35. Explores dance and movement concepts

36. Explores drama through actions and language English Language Acquisition

37. Demonstrates progress in listening to and understanding English

38. Demonstrates progress in speaking English

From *Teaching Strategies GOLD® objectives for development & learning: Birth through kindergarten*, by C. Heroman, D.C. Burts, K. Berke, & T.S. Bickart, 2010, Washington, DC: Teaching Strategies, LLC. Copyright 2010 by Teaching Strategies, LLC. *Reprinted with permission.*

## D. TEACHING STRATEGIES GOLD™ FOR NEVADA'S KINDERGARTEN ENTRY ASSESSMENT

### BACKGROUND

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The planning process for a statewide kindergarten entry assessment (KEA) stemmed from the Race to the Top Early Learning Challenge Grant (RTT-ELC) Application completed in early 2012. While Nevada was not funded, the Nevada Early Childhood Advisory Council (NECAC) committed funding to develop plans for two critical components identified in the application: a common statewide KEA and an early childhood data system. The timeline for implementation was targeted for September 2013, allowing remaining American Recovery and Reinvestment Act of 2009 dollars to be leveraged for implementation. Social Entrepreneurs, Inc. (SEI) was tasked with completing a needs assessment and developing an implementation plan for Nevada under the direction of the NECAC, managed by the Head Start Collaboration and Early Childhood Systems Office (HSC&ECESO). As part of this needs assessment, SEI was responsible for identifying an assessment process or tool for Silver State KIDS. After careful analysis, SEI recommended Teaching Strategies GOLD™. This document provides additional rationale related to that final recommendation.

### THE PATH TO A RECOMMENDATION

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Below are the steps that resulted in a recommendation for Silver State KIDS:

- 1) Develop a comprehensive needs assessment that defines Nevada's criteria for KEA in alignment with RTT-ELC specifications
- 2) Validate criteria with stakeholders
- 3) Identify a list of potential assessments for review, paying special attention to those who are being used by Race to the Top winners and higher scoring RTT-ELC applicants
- 4) Match available assessments to criteria, and for those that meet these criteria, explore additional assets / benefits
- 5) Recommend one or more as a finalist for implementation, with an option to recommend "create a new assessment for Nevada," should no assessment meet criteria
- 6) Solicit feedback on recommendation through KEDS summit, NECAC meeting and other meetings and events

One of the overall goals of Nevada's KIDS project is to select a Kindergarten Entry Assessment (KEA) that adds value to each of Nevada's diverse districts and counties. Toward that end, work with individual counties and stakeholders identified the needs, preferences, and barriers of a

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common KEA. Criteria identified through this process have been summarized in this rating instrument for the purpose of comparing available assessments.

After an initial review of available instruments, four instruments were identified for further inquiry. These were:

- Teaching Strategies GOLD™, or TSG (selected for comparison due to its position as the selected KEA for many RTT-ELC participants).
- Northwest Evaluation Association Children’s Progress Academic Assessment or CPAA (selected for comparison because many counties in Nevada currently use NWEA MAP, and guidance from the planning process directed leveraging existing resources).
- High Scope Child Observation Record or COR (selected for comparison because United Way of Southern Nevada TAPPS uses COR effectively and efficiently; this initiative is an example of data sharing among ECE and K-12).
- Pearson’s Work Sampling / Work Sampling Online<sup>18</sup> (selected for comparison due to its position as the selected KEA for several RTT-ELC participants).

While each of these instruments showed merit for use in Nevada, only two met the criteria as established for Nevada’s Kindergarten Entry Assessment. *Teaching Strategies GOLD™* and *Work Sampling* meet established criteria for KEA; the others may be important options for preschool and schools seeking assessments for different purposes. A comparison of TSG and Work Sampling is provided in this document. It is intended to help guide next steps in planning. Information gathered from other assessments is available upon request.

**KEY for Tables (pages 2-6)**

*For attributes with Y, N, U, or P:*  
Y = Yes, N = No, P= Partial, U = Unknown.

*For attributes with a number assigned, the following scale of 0-3 is used:*  
0 = no capability; weakness or gap  
1 = low rating; little in place to support this need or attribute  
2 = partial; some components or support in place but could be stronger  
3= asset; this is an area of strength of the assessment

Key Criteria	Teaching Strategies GOLD™		Work Sampling System	
	Rating	Notes	Rating	Notes
Intended for use in kindergarten, with an opportunity to collect entry data (within first 2 months of school year)				
Assesses the domains in Nevada’s definition of school readiness				

<sup>18</sup> **Author(s):** Samuel J. Meisels, EdD, Dorothea B. Marsden, Judy R. Jablon, Aviva B. Dorfman & Margo K. Dichtelmiller

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Key Criteria	Teaching Strategies GOLD™		Work Sampling System	
	Rating	Notes	Rating	Notes
Aligned with Common Core State Standards (CCSS)				
Aligned with Nevada Pre-K Standards				
Designed to improve instruction				
Leverages existing systems within Nevada				
Analysis of information collected is straightforward and facilitates the use of data to enhance instruction				
Analysis of information collected is straightforward and facilitates the use of data for program improvement				
Is designed to collect and analyze data at multiple time points or continuously				
Assessment is developmentally appropriate for young children (ages 5 and 6)				
Assessment is culturally appropriate for Nevada's children				
Assessment is linguistically appropriate for Nevada's children				
Assessment is accessible to children with disabilities / special needs.				
Assessment is user-friendly (consider issues such as clear instructions for the teacher or assessor; flexibility in administration, etc.).				
Assessment is family friendly (for example, includes handouts for families that explain the assessment clearly and concisely; has developed literature and recommendations for communicating assessment information with diverse families.)				
Cost Per Child				
Estimated Time Per Child Recommended to Complete the KEA				
Recommended Training Time per Teacher or Assessor				
	Notes		Notes	
What is the primary purpose of this instrument?				
What is the most important benefits? How do users say it adds value?				
What are the technology requirements for its use?				
What other instruments, if any, have been aligned or are compatible with this assessment system?				
What additional data is collected?				
Other Users				
Other assets				

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Key Criteria	Teaching Strategies GOLD™		Work Sampling System	
	Rating	Notes	Rating	Notes
References	<a href="#">Teaching Strategies Home</a> Technical Information: <a href="http://www.teachingstrategies.com/content/pageDocs/GOLD-Tech-Summary-8-18-2011.pdf">http://www.teachingstrategies.com/content/pageDocs/GOLD-Tech-Summary-8-18-2011.pdf</a>		<a href="#">Pearson Work Sampling Home</a> Technical Information: (summary) <a href="http://www.erikson.edu/PageContent/en-us/Documents/AERA-FCD%20WSS%20summary.pdf">http://www.erikson.edu/PageContent/en-us/Documents/AERA-FCD%20WSS%20summary.pdf</a>	

## THE RECOMMENDATION

Using this process, two assessments were considered as finalists based on the defined criteria. These were Work Sampling Online and Teaching Strategies GOLD™. From these two finalists, Teaching Strategies GOLD™ was recommended because of its strength in a few critical areas. These are outlined, below.

- 7) **Streamlined data entry.** Teaching Strategies GOLD™ has advanced features that have been developed to address other states' needs for streamlined data entry.
- 8) **Extensive reporting options.** Teaching Strategies GOLD™ has extensive reporting capabilities, and organizational infrastructure available to assist Nevada in analyzing and reporting data.
- 9) **Position as an instrument already in place in Nevada.** Teaching Strategies GOLD™ is used by many in Nevada including Head Start grantees and Clark County School District State Early Childhood / Special Education programs. Leveraging systems in place in Nevada was one of the criteria set forth in the needs assessment.
- 10) **Proven experience in implementing large-scale, statewide projects.** Roll out of this project across the state in the time scale identified will require considerable infrastructure, knowledge, and expertise. Teaching Strategies GOLD™ has been piloted and implemented in several other states. They are able to offer comprehensive implementation support that leverages learning from these large-scale and complex implementations. Teaching Strategies GOLD™ has been selected for statewide use for this specific purpose (KEA) in six states. These are:

- Washington
- Delaware
- New Jersey
- Colorado
- Massachusetts (Teaching Strategies GOLD™ is one of three approved options)
- Missouri (pilot)
- Hawaii (pilot)

**Teaching Strategies GOLD™ has also been used for several statewide pre-K projects, including:**

- Alabama
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- New Hampshire
  - Colorado
  - Washington
  - Oregon
  - Arizona
  - Iowa
  - Nebraska
  - DC
  - Kentucky
  - Vermont
  - Alaska
  - Military (all branches)
5. **Flexibility to connect with existing data systems.** Teaching Strategies GOLD™ infrastructure can support statewide data and complex collection and reporting requirements. Currently, Nevada is also working to plan a statewide data system that links early childhood data across programs, schools, and among agencies. Teaching Strategies GOLD™ is an asset to the data system because it creates one repository for KEA data, with the opportunity to include participating program serving infants and toddlers, and can provide data to other longitudinal data systems.
6. **Opportunities for “train the trainer,” along with checks for reliability.** Teachers need training to use the assessment. Teaching Strategies GOLD™ is one of several assessments that provides opportunities for a “train the trainer” model, but also offers an additional check that can help to ensure (or measure) inter-rater reliability available from any teacher’s computer.

## PROCESS FOR FEEDBACK

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During the needs assessment process, webinars were held. The summit provided an opportunity to convene for further discussion. The NECAC has received information and updates at meetings. In December, they approved the letter of interest for introduction to the office of the Governor, which recommended Teaching Strategies GOLD™. In January, project leadership attended the Nevada Association of School Superintendents. Information about Teaching Strategies GOLD™ was distributed at this time.

## STAKEHOLDER CONCERNS

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Overall, the responses from stakeholders were positive, with many expressing enthusiasm for statewide data, an assessment fully aligned to the Common Core State Standards, and capabilities of advanced reporting tools. Concerns were also noted. Common concerns are described below:

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- 1) This assessment originated with the Creative Curriculum. There are other early childhood curricula that peer-reviewed studies suggest have stronger outcomes than Creative Curriculum.
- 2) This assessment is developed by a for-profit company. Nevada should work with non-profits instead.
- 3) This assessment will take too long to administer.
- 4) Our organization or preschool has made considerable investments into a different instrument for assessment, and, we feel strongly that it is the best choice.
- 5) We cannot say whether we approve or not, because we have not used it.
- 6) There are so many assessments out there; how can we be sure this is best?

Each of these concerns was explored. Please see the following brief responses to these key concerns.

- 1) This assessment originated with the Creative Curriculum. There are other early childhood curricula that peer-reviewed study suggests have stronger outcomes.

*It is recognized that there are other curricula that may be stronger than Creative Curriculum. The Teaching Strategies GOLD™ assessment is designed to work with any developmentally appropriate curriculum, and no recommendation is being made to suggest a specific program. Preschools and organizations are encouraged to select curriculum that is evidence-based.*

- 2) This assessment is developed by a for-profit company. Nevada should work with non-profits and instead.

*Teaching Strategies GOLD™ was recommended for its merits. For-profit /non-profit status was not considered as part of the decision criteria (this preference was also not identified during the needs assessment).*

- 3) This assessment will take too long to administer.

*This is a legitimate concern, especially for kindergarten teachers with full classrooms and multiple competing priorities. However, this is an issue related to any observational, authentic assessment that takes place in kindergarten. Teaching Strategies GOLD™ showed the most flexibility that made it stand out from other options reviewed, and, its use by several other states for implementation as a KEA positions Nevada to take advantage of recent developments. These include:*

- ❖ *Teaching Strategies GOLD™ has developed applications and processes to streamline data entry. These include apps for tablets and smartphones.*
- ❖ *Demographic data can be automated to complete a data set, with existing records matched to student names. This means that teachers do not need to enter extensive demographic or other student information, but, that it can be associated with the child's data as designed by the state with Teaching Strategies GOLD™ during implementation.*

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- ❖ *Some states have determined that they will measure fewer objectives, to reduce the burden on teachers. Teaching Strategies GOLD™ has worked with these states to modify the tool to meet these needs, while also helping to ensure it is valid and reliable for the purposes determined.*

- 4) It is expensive.

*Teaching Strategies GOLD™ is priced competitively at \$8.95 for a statewide per/child annual license with a five year contract or \$9.25 with a two year contract, considerably lower than is offered for smaller individual site-based licenses. Savings from leveraging existing licenses, implementation support, and flexibility of the data system were considered in determining value. The assessment is also available to be used at multiple time points throughout the year at no additional cost.*

- 5) Our organization or preschool is using a different tool.

*It is understood that preschools may be using different assessment tools and be resistant to change. In the long term, mapping of assessment tools may expand the ability to include multiple assessments in Nevada's emerging data system. In the nearer term, Teaching Strategies GOLD™ is provided as an option for use with children from birth through preschool (with phased statewide implementation in Nevada's kindergartens). It is the intention that some public support may be available to help providers with costs should they choose this option, and that training can be leveraged across the state to the extent that early childhood education (ECE) providers are available to participate. It is understood that ECE programs use diverse tools, and, have different attributes in place that relate to staff ability to collect data, and program capacity to support it.*

- 6) We (as teachers) cannot say whether we like it or not, because we have not used it.

*Many states have chosen to pilot multiple assessments, and make a selection after teachers have an opportunity to use more than one tool. While this approach is thorough, it takes considerably more resources and infrastructure to implement. Nevada is accomplishing this planning and implementation under considerable financial restrictions, and managing an aggressive timeline. The recommendation leverages input from multiple sources in Nevada, as well as the learning of several other states that have been working on this process for several years. We make the assumption that this work provides a solid foundation to start from, and, should change be needed, there are opportunities to improve Teaching Strategies GOLD™ or look to other emerging best options.*

- 7) There are so many assessments out there; how can we be sure this is best?

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*Nevada can evaluate this process, beginning with implementation, to learn from what is working well and what needs to be improved. This approach has the advantage of maintaining momentum, while allowing for self-correction and improvement through time.*

## E. INVITATION TO PARTICIPATE IN **SILVER STATE KIDS**

**To:** Nevada School District Superintendents

**From:** James Guthrie, Superintendent, Nevada Department of Education  
Michael Willden, Director, Department of Health and Human Services  
Margot Chappel, Director, Head Start Collaboration and Early Childhood Systems Office

**Re:** Invitation to Submit a Letter of Interest to participate in Phase I of **Silver State KIDS** (Kindergarten Inventory of Development Statewide)

The Nevada Early Childhood Advisory Council (NECAC) recently completed a needs assessment and is planning for a statewide kindergarten inventory of development and a supporting data system that coordinates early childhood data with Nevada's K-12 longitudinal data system. **Teaching Strategies GOLD™** (TSG) is the tool that has been recommended for implementation, as it is a valid, reliable observation-based assessment that is aligned to the Common Core State Standards and meets the criteria identified by stakeholders during the needs assessment process. Teaching Strategies Gold can also be used for children birth through kindergarten, enabling school districts and their early childhood partners opportunities to share data.

Funding to launch Phase I implementation of this project in 2013 has been requested as part of the P-16 Council's recommendations to Governor Sandoval. Costs to support each child's assessment portfolio and the necessary training for school personnel are included in this request. A one-shot appropriation for data system projects as identified by the P-16 Advisory Council is contained in the Governor's proposed executive budget, and is subject to legislative approval. In order to implement the project in a timely manner upon legislative approval, the NECAC is soliciting non-binding letters of interest (LOI) from districts for participation in Phase 1. This step is essential to projecting the budgetary needs for implementation of Silver State KIDS. A formal application may be requested once funding is secured and depending on the number of LOIs submitted. Phase I implementation of Silver State KIDS is envisioned to include a limited number of small, medium and large districts that will begin training and assessment in mid- 2013. Requirements for participation in Phase I include:

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- All participating teachers must attend two days of training on TSG and Silver State KIDS assessment protocols. Once teachers have attended this one-time training, resources are available online and as needed for ongoing professional development.
- A minimum of 20% of entering kindergarteners in the school district (2013-14 school year) must be assessed using the Silver State KIDS assessment protocols within the first 8 weeks of the school year.
- Contribution to Phase I evaluation activities is expected.
- In-kind support, such as personnel costs related to participation, may be required.
- Time for assessment varies based on a number of factors. Teachers and administrators can consider a range of 1 to 4 hours a week per kindergarten class during the assessment period. More information on time requirements will be provided as it becomes available.

Anticipated benefits of Phase I participation are many, and include:

- Development of a shared understanding regarding what is needed to improve school readiness, beginning in the early years;
- Easy-to-understand graphs and charts to support communication with families about what children know and can do to support learning at home;
- Increased options for assessing growth at multiple points throughout the school year;
- Improved data about each child that can be used to inform planning and instruction;
- Improved information sharing to support program and teacher effectiveness; and
- Smoother transitions for parents, children and schools between Pre-K and kindergarten.

Thank you for considering participation in this very important project to support the longitudinal tracking of learning outcomes of Nevada's children. The data will be used to inform teaching, curriculum planning and decision making at the local level. It will also inform policy making and investment priorities at the state level.

Sincerely,

James Guthrie, Superintendent, Nevada Department of Education

Michael Willden, Director, Department of Health and Human Services

Margot Chappel, Director Head Start Collaboration and Early Childhood Systems Office;  
Coordinator and Chair, Nevada Early Childhood Advisory Council

**PARTICIPATION IN SILVER STATE KIDS:**

**LETTER OF INTEREST (NON-BINDING)**

**Instructions:** Please submit your electronic LOI no later than 5 p.m., **March 18, 2013**. The LOI form can be completed online at <http://www.surveymonkey.com/s/SSKIDS2012>. To send by mail, please complete the form below and send to Social Entrepreneurs, Inc. 6548 South McCarran Blvd., B; Reno, NV 89509. Mailed letters should be postmarked on or before March 1. You will be notified that your letter has been received within 1 business day of its arrival. You are welcome to call or email to confirm receipt. Questions can be directed to: Margot Chappel via email (mchappel@dhhs.nv.gov) or phone (775.688.7453)

District \_\_\_\_\_

We are interested in participating in Phase 1 of Silver State KIDS, to begin in SY 2013-14. **(Proceed to items 1-6, below).**

We are not ready/able to participate in Phase 1, but would like to be considered for Phase 2 (SY 2014-15) implementation. **(Proceed to items 5 and 6, below).**

We are not interested in participating at this time. **(Proceed to items 5 and 6, below).**

**1. Estimated Level of Participation:**

	#
a. Kindergartners expected to participate in Phase 1	
b. Kindergarten teachers expected to participate Phase 1	
<b>c. Silver State KIDS can be used to assess children in preschool. Please estimate the following:</b>	
i. Title I Pre-K students to be included in Phase 1	
ii. Nevada State Pre-K students to be included in Phase 1	
iii. Early Childhood / Special Education Pre-K students to be included in Phase 1	
iv. Children in Head Start or other community-based early childhood programs to be included in Phase 1	

**2. A Train the Trainer model is planned to maximize Nevada’s capacity to implement Silver State KIDS. Trainers will complete online modules and participate in a two-day course that prepares them to train others on the assessment and ensures local expertise in Silver State KIDS. Is your district interested in nominating one or more educators to participate in the training institute?** Yes  No **If yes, how many?**

\_\_\_\_\_

**3. Is your district willing to participate in Phase I if funding is not available to support it?** Yes No

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**4. Briefly describe the existing partnerships and collaboration with early care and education providers in your county.** (If completing this form by paper, please attach a separate sheet).

**5. Is your district willing to add a question to kindergarten entry registration forms asking about early childhood environments attended before entering school?** Yes No

**6. District Point of Contact for SILVER STATE KIDS**

Name: \_\_\_\_\_ Position: \_\_\_\_\_

Email: \_\_\_\_\_ Phone: \_\_\_\_\_

F. FREQUENTLY ASKED QUESTIONS

## **SILVER STATE KIDS**

**(KINDERGARTEN INVENTORY OF DEVELOPMENT STATEWIDE)\***

\*Previously referred to as KEDS (Kindergarten Entry and Data Systems)

### **Q. What is Silver State KIDS?**

**A.** Silver State KIDS is envisioned as a process to understand how schools, families, and communities can support young children’s transition to kindergarten. A major component of Silver State KIDS is the use of a valid and reliable, observation-based assessment that is completed within the first few weeks of kindergarten to provide information about what entering children know and can do.

### **Q. Has an assessment tool been identified?**

**A.** Yes. Teaching Strategies GOLD™ is an observation-based assessment that measures multiple domains of learning. It is aligned to the Common Core State Standards. GOLD™ has been designed for this purpose, is currently used by a number of states, and is recommended for Silver State KIDS based on the requirements identified through the statewide needs assessment. Teaching Strategies GOLD™ can be customized for Nevada’s use, measuring the objectives of most interest to state educators and administrators.

### **Q. What is meant by observation-based?**

**A.** Teachers make observations of students over a period of days or weeks, and collect documentation that supports these observations. The information is then entered by the teacher into a data system that allows reporting on the child’s knowledge and skills as they relate to specific objectives. This authentic assessment (observation of the child) is developmentally appropriate, gives the teacher valuable information that can be used to shape and inform instruction, and is more likely to capture what a young child can do (compared to other types of standardized testing).

### **Q. What will our district gain through early participation in Silver State KIDS?**

**A.** Participants will gain actionable data through specific reports developed for teachers, parents, and administrators. Activities are available for teachers to inform instruction and support assessment. The assessment includes a dedicated family portal that strengthens and simplifies communication with families. Schools can determine whether to complete ongoing formative assessments throughout the year, providing information for teachers about how children have progressed.

### **Q. Who is participating? When do we begin?**

**A.** Silver State KIDS is envisioned as a statewide effort; however, it is intended to be completed in phases. Phasing means that some districts will be early adopters, with training to take place as early as Spring of 2013, depending on funding. These districts will be important in shaping the implementation of Silver State KIDS, and provide feedback to improve the process through participation in evaluation activities. Phase II is envisioned to occur one year later and engage additional districts in Silver State KIDS.

**Q. Our district already uses multiple assessments with children in kindergarten. How does this fit with what we are doing?**

**A.** Silver State KIDS is likely to be able to replace some of the assessments you are currently using. Additional support on how districts may consider Silver State KIDS in place of existing assessments is in process.

**Q. How does this assessment support dual-language learners?**

**A.** The assessment is fully bilingual, with content for teachers available in both English and Spanish. Many objectives are not language dependent. English language acquisition objectives can be adapted to assess progress in acquiring any second language. A Home Language Survey helps teachers gather information about the language children learn at home and in school. The assessment includes objectives that focus on English language acquisition, and, Spanish language and literacy objectives are also included. Assessing learning in both languages helps to provide a more complete profile of a child's development.

**Q. When do we assess?**

**A.** Observations for Silver State KIDS will take place during the first several (4-6) weeks of school using GOLD™ protocols. Completion of data entry is likely to be required by the 8<sup>th</sup> week of school.

**Q. How long does the assessment take?**

**A.** Authentic assessment is different than having a child sit down at a computer or at a desk to take a test. Districts can expect that teachers will need to invest time to observe, document and complete the assessment online; however, many aspects are easily integrated into the teacher's everyday activities. Data entry happens online, and can be completed as documentation is collected or all at once. For teachers that have tablets, a mobile app to streamline documentation is also available.

Time for assessment varies based on a number of factors. Teachers and administrators can consider a range of 1 to 4 hours a week per kindergarten class during the assessment period. Full assessment using GOLD™ in kindergarten measures 38 objectives; some states have chosen to measure fewer. Depending on the number of objectives Nevada chooses for its assessment, the amount of time could vary, and these decisions have not yet been made.

**Q. Do teachers and administrators need training?**

**A.** Yes. For Nevada's implementation a Train the Trainer model is envisioned, where trainers participate in a week long institute and are then equipped to provide Nevada teachers with the 2-day training they need on the assessment. Online support and webinars are also available to address questions and teacher turnover. Training on using assessment data is available for administrators.

**Q. Is the data reliable?**

**A.** In addition to in-person training on reliability, teachers can complete an inter-rater reliability certification online (from any computer). To accomplish this, ratings of children's developmental levels are compared with the master ratings of GOLD™ developers. Once teachers have reached agreement of at least 90% with master ratings, teachers receive a certificate for achieving reliability.

**Q. Is assessment valuable if it is completed only at the beginning of the year?**

**A.** Silver State KIDS completed at the beginning of the year supports statewide data collection and provides information on the skills and knowledge that Nevada's children have when they enter kindergarten. Information from the assessment can be used to inform instruction. The

assessment can also be completed at up to 3 additional time points during the year at no additional costs. This decision-- of whether and when to reassess--can be made at the district or even school / teacher level.

## **Q. Who completes the assessment? Will our schools need to hire additional staff?**

Silver State KIDS needs to be completed by teachers. Only the teacher can complete the assessment online, but aids and other teachers can help to collect the documentation for scoring. This is to protect the reliability and validity of the data. Substitutes and aids are not expected to be needed for assessment; however, teachers will need to be able to devote time at a computer to complete the assessments by the end of the second month of school. Reports are available to teachers immediately after data is entered.

## **A. Does this assessment align to preschool?**

GOLD™ offers assessment birth through kindergarten. The assessment has been aligned to the Nevada Pre-K standards. Many programs already use GOLD™ in preschool. As funding is available new early education and care providers may be invited to participate. Connecting data from preschool to K-12 and beyond is an important long-term goal of Silver State KIDS. Schools can support further alignment, for example, holding transition meetings.

## **Q. How does this assessment link to Grades 1, 2 and 3?**

**A.** Alignment to the Common Core State Standards and integration into the state data system are the ways in which Silver State KIDS connects to primary grades. Schools can support further alignment, for example, holding transition meetings.

G. NEVADA DEFINITION OF SCHOOL READINESS

**A working definition of School Readiness in Nevada**

Children’s readiness for school is made up of multiple components and shaped by numerous factors. Improving school readiness, therefore, must address children’s development of skills and behaviors as well as the environments in which they spend their time. Early childhood leaders at the state and national level agree that efforts to improve school readiness must address three interrelated components:

- Children’s readiness for school.
- School’s readiness for children.
- The capacity of families and communities to provide developmental opportunities for young children.

Ultimately the goal is that children are ready for school, families are ready to support their children’s learning, and schools are ready for children.

School readiness is an ongoing process from the moment of birth, to prekindergarten, and through the transition into elementary school and beyond. It is the foundation defined by the intersection of two critical components: 1) children’s condition to learn based on the five identified domains of learning, and 2) the school’s capacity to meet the needs of all children to prepare them for future school success and the 21st century. This includes, but not limited to providing access to high quality services for all children including aligned standards and curriculum, supportive relationships, engaging environment, smooth transitions and strong family and community connections.<sup>19</sup>

There is consensus, based upon a wealth of research, that a child’s readiness for school should be measured and addressed across five distinct but connected domains:<sup>20</sup>



<sup>19</sup> Nevada working definition from bill draft request

<sup>20</sup> Based on findings from the National School Readiness Indicators Initiative: A 17-State Partnership and reviewed and revised at the Nevada School Readiness Summit, 2012.

**Physical Development and Health**--This domain covers such factors as health status, growth, and disabilities; physical abilities, such as gross and fine motor skills; and conditions before, at, and after birth.

**Social and Emotional Development**--This domain combines two interrelated components affecting children's behavioral health and learning. Social development refers to children's ability to interact with others and their capacity for self-regulation. Emotional development includes children's perceptions of themselves, their abilities to understand the feelings of other people, and their ability to interpret and express their own feelings.

**Approaches to Learning**--This domain refers to children's inclination to use skills and knowledge. Key components include enthusiasm, curiosity, and persistence on tasks.

**Language and Early Literacy Development**--This domain includes communication and emergent literacy. Communication includes listening, speaking, and vocabulary. Emergent literacy includes print awareness, story sense, early writing, and the connection of letters to sounds.

**Cognition and General Knowledge**--This domain refers to thinking and problem-solving as well as knowledge about particular objects and the way the world works. Mathematical knowledge, abstract thought, and imagination are included.

The National School Readiness Indicators Initiative, "Making Progress for Young Children," a multi-state initiative involving 17 states, developed sets of indicators at the state level to track results for children from birth through age 8. Teams also agreed on a core set of common indicators that had emerged from their efforts. Indicators were organized around components which, taken together, shape the extent to which children are prepared for school. The framework for the "Ready Child Equation" appears below:<sup>21</sup>

- **READY FAMILIES + READY COMMUNITIES + READY SERVICES + READY SCHOOLS = CHILDREN READY FOR SCHOOL.**

Nevada's framework revised the equation as follows:

- **READY FAMILIES + READY EDUCATORS + READY SCHOOLS + READY COMMUNITIES + READY SYSTEMS = CHILDREN ARE READY FOR SCHOOL.**

Each element necessary for the outcome that "Children are Ready for School" is defined as follows:

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<sup>21</sup> Kresslein, J. (2005). School Readiness: What Do We Know?. Public Policy and Practice, 4(2), 1-15.

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**“Ready Families”** have adults who understand they are the most important people in the child’s life, understand age appropriate development, and support the child’s school readiness. Adults 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”** are skilled teachers, who understand age appropriate development, possess the skills to develop appropriate curriculum based on children’s development, recognize, reinforce, and extend children’s strengths and who are sensitive to cultural values and individual differences, including children with special needs.

**“Ready Schools”** accept all children and provide a seamless transition to a high-quality developmentally appropriate learning environment by engaging families and the whole community. A ready school welcomes all children and their families with opportunities to enhance and build confidence in their skills, knowledge, and abilities. Children in ready schools are led by skilled teachers as defined above.

**“Ready Communities”** play a crucial part in supporting families in their role as primary stewards of children’s readiness. Ready communities, including businesses, faith-based organizations, early childhood service providers, community groups and local governments, 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.

**“Ready Systems”** describes the availability, quality, and affordability of proven programs that influence child development and school readiness. It also includes the degree to which public and private agencies promote policies and practices including data collection that enhance access to needed supports, information and tools that help all other components (family, educators, schools and children) be ready for children to be ready for school. <sup>22</sup>

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<sup>22</sup> Bruner, C. and Coperman, A. (2003, March). Measuring children’s school readiness: options for developing state baselines and benchmarks. A paper prepared for the State Early Childhood Policy Technical Assistance Network, pp. 1-2.

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# Appendix F: Excerpt from the 2013 Nevada Head Start Needs Assessment Report

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State of Nevada: Race to the Top-Early Learning Challenge Appendix  
2013 Nevada Head Start Needs Assessment Report

**4. What is working well in your efforts to address the housing needs of the children and families in your program who are experiencing homelessness? Which of these efforts do you think may be helpful to other programs?**

Being able to identify early, in order to assist through process. Setting goals to support family.

We have at least one solid partnership with the Southern Nevada Housing Authority but would love to increase our efforts

Having a direct contact at the shelter and at Casa de Vida has been helpful.

**5. How can the Nevada Head Start Collaboration and Early Childhood Systems Office assist you with issues related to serving children who are experiencing homelessness?**

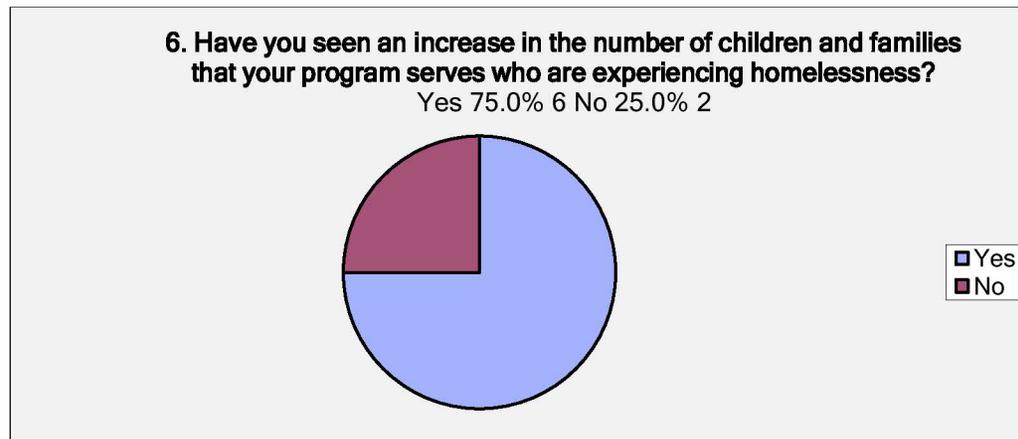
Provide contact information for the local McKinney-Vento Homeless liaison.

Provide more resources for our families that are experiencing homelessness. Provide links to community partners.

Keep us apprised of new statistics and geographical data.

What is expected of a Collaboration Office in supporting Grantees?

Leverage partnership for joint training with CCSD Homeless Liasons and / or McKinney-Vento reps



**Comments**

We have had more referrals from the shelter.

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# Appendix G: Nevada Pre- Kindergarten Standards

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# Nevada Pre-Kindergarten Standards Revised and Approved: 2010

Building a Foundation for School Readiness  
and Success in Pre-K-12 and Beyond



This document is made possible through funding and support by



**EXHIBIT P-1 - EDUCATION**  
Document consists of 102 pages.  
Entire document provided.  
Meeting Date 04-26-12

State of Nevada: Race to the Top-Early Learning Challenge Appendix  
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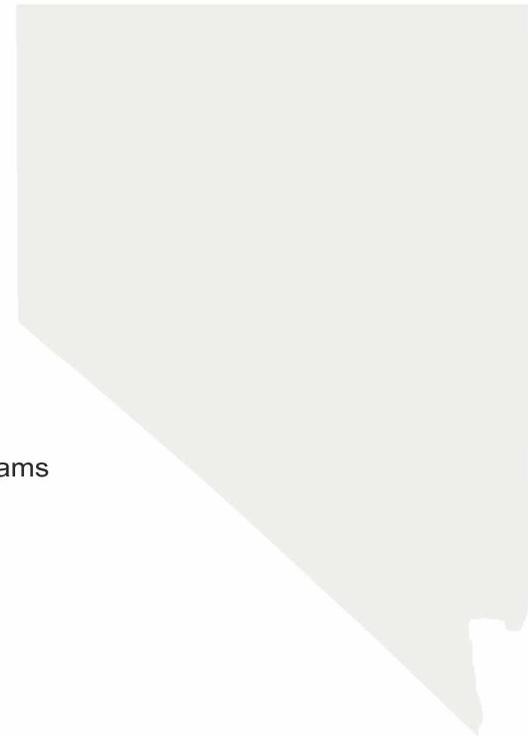
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The Nevada Department of Education would like to thank the Nevada Pre-K Content Standards Revision Committee for their hard work and contribution to this document. The revised document has been designed to be a useful tool to help teachers with planning and implementing the standards into their curriculum. This document is also developed for parents. Material from the original parent and teacher guidebooks has been included in this document. Some of the original writing team members contributed to this revised version.

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State of Nevada: Race to the Top-Early Learning Challenge Appendix

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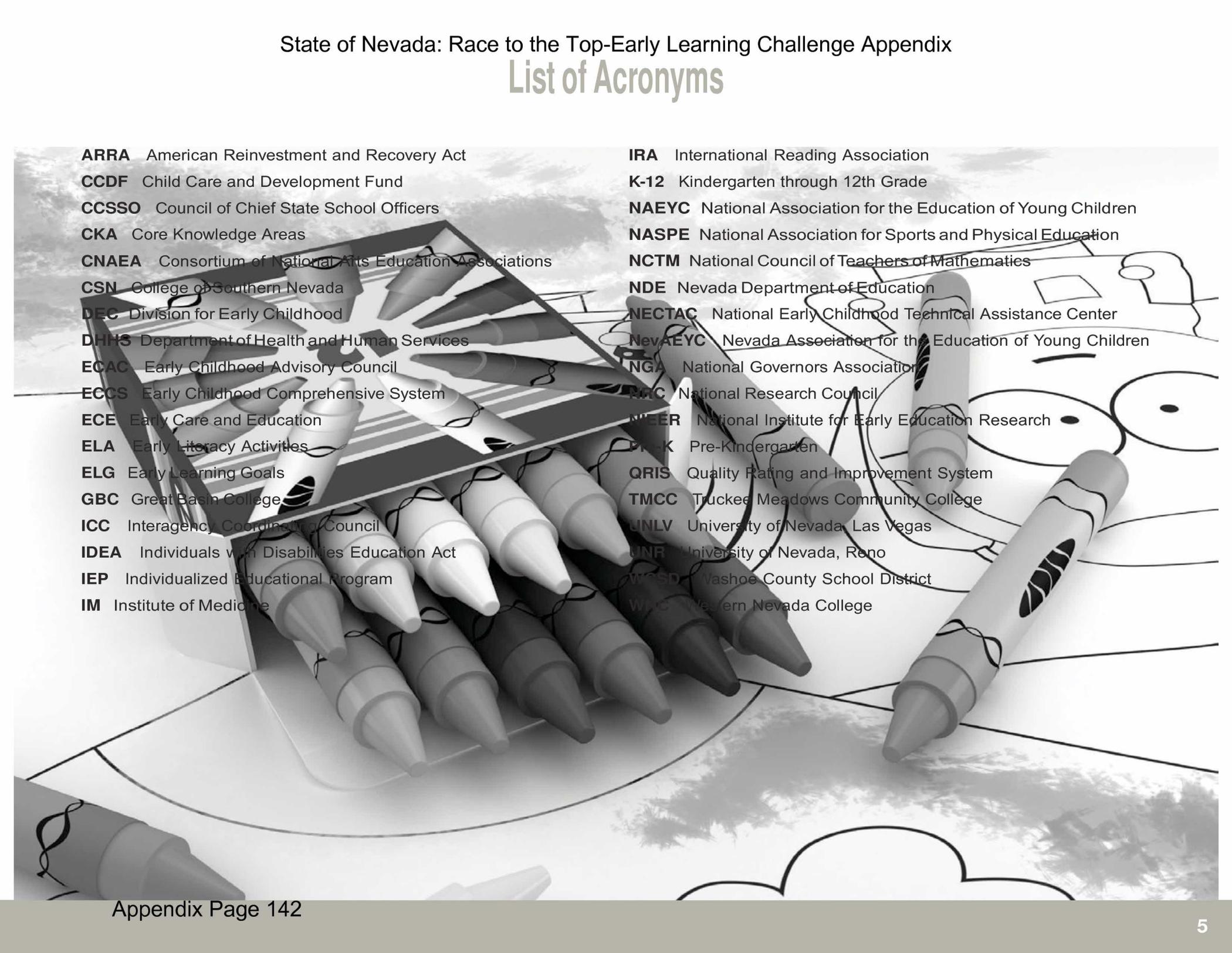
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## List of Acronyms



<b>ARRA</b>	American Reinvestment and Recovery Act	<b>IRA</b>	International Reading Association
<b>CCDF</b>	Child Care and Development Fund	<b>K-12</b>	Kindergarten through 12th Grade
<b>CCSSO</b>	Council of Chief State School Officers	<b>NAEYC</b>	National Association for the Education of Young Children
<b>CKA</b>	Core Knowledge Areas	<b>NASPE</b>	National Association for Sports and Physical Education
<b>CNAEA</b>	Consortium of National Arts Education Associations	<b>NCTM</b>	National Council of Teachers of Mathematics
<b>CSN</b>	College of Southern Nevada	<b>NDE</b>	Nevada Department of Education
<b>DEC</b>	Division for Early Childhood	<b>NECTAC</b>	National Early Childhood Technical Assistance Center
<b>DHHS</b>	Department of Health and Human Services	<b>NevAEYC</b>	Nevada Association for the Education of Young Children
<b>ECAC</b>	Early Childhood Advisory Council	<b>NGA</b>	National Governors Association
<b>ECCS</b>	Early Childhood Comprehensive System	<b>NRC</b>	National Research Council
<b>ECE</b>	Early Care and Education	<b>NIER</b>	National Institute for Early Education Research
<b>ELA</b>	Early Literacy Activities	<b>PK</b>	Pre-Kindergarten
<b>ELG</b>	Early Learning Goals	<b>QRIS</b>	Quality Rating and Improvement System
<b>GBC</b>	Great Basin College	<b>TMCC</b>	Truckee Meadows Community College
<b>ICC</b>	Interagency Coordinating Council	<b>UNLV</b>	University of Nevada, Las Vegas
<b>IDEA</b>	Individuals with Disabilities Education Act	<b>UNR</b>	University of Nevada, Reno
<b>IEP</b>	Individualized Educational Program	<b>WCSO</b>	Washoe County School District
<b>IM</b>	Institute of Medicine	<b>WNC</b>	Western Nevada College

# State of Nevada: Race to the Top-Early Learning Challenge Appendix

## Nevada Pre-Kindergarten Content Standards Introduction

Welcome to the 2010 revised edition of the Nevada Pre-Kindergarten (Pre-K) Content Standards, which provides the framework for curriculum and instruction in all of Nevada's Pre-K classrooms. The revised standards include the content standards as well as resources and materials that were previously printed in the teacher and family guidebooks. The content standards are used for planning curriculum, assessing growth and development, and for sharing important information with families. This document is a joint effort supported by the Nevada Department of Education's (NDE) Office of Special Education, Elementary and Secondary Education, and School Improvement Programs, aligning with the Nevada K-12 Content Standards, as well as the Nevada Department of Health and Human Services (DHHS) and the Child Care and Development Fund (CCDF).

"A child's most important  
brain development occurs  
before age 5."  
~Pre-K Now

Recent information about children's development and learning underscores the importance of high-quality early education and care. Research has revealed overwhelming evidence that young children are learning from their earliest months and years. We know that high-quality educational experiences have a positive impact on learning in later years. In addition, research has shown that young children who live in circumstances that increase their risk of school failure are much more likely to be successful in school if they participate in high-quality early learning programs. As the nation looks to its future in a global society, especially to its need for an educated and skilled workforce, economists have also calculated the benefits of increased investments in early education. Their findings show a greater likelihood that young people will become economic and social contributors to society; that federal, state, and local governments will be able to reduce investments in remediation, incarceration, and welfare; and that a better-educated workforce will be able to support the nation's continuing economic growth (PreKNow 2009).

### Purpose of the Pre-Kindergarten Standards

The Nevada Pre-K Standards describe appropriate outcomes for children at the end of their preschool experiences and entering kindergarten. Therefore, when reading the standards one should think in terms of the child's final learning outcome before entering kindergarten. The standards are guidelines to be used with all children in any early education setting, such as childcare centers, family childcare homes, Head Start, preschools and school district Pre-K programs. As the importance of early childhood education continues to grow, new initiatives and research are recognizing pre-kindergarten as a foundation of school success. This paradigm shift can be seen by the following recent collaborations and focus on early childhood. The current administration, US Department of Education and US Department of Health and Human Services have a new level of collaboration with an unprecedented level of attention on early childhood. They are encouraging states to make early childhood a priority through recent initiatives such as the American Reinvestment and Recovery Act (ARRA), Race to the Top, Early Learning Challenge Grants, Early Childhood Advisory Councils, and P-20 Councils.

In a world where the  
achievement gap starts  
before kindergarten, we  
must work to close the  
gap where it starts.

P-20 can best be defined as a system in which education partners work together to align each level of education---preschool, elementary, middle school, high school, two-year and four-year colleges, and post-graduate education as well as workforce training. The P-20 initiatives are gaining in attention and identify the need to connect the early childhood and K-12 systems and, furthermore, to be a crucial link to school reform and school improvement.

The State of Nevada has a new focus and a commitment to providing high quality early childhood programs and services. This has led to a broader vision of an integrated P-3 system. The state's plans for a comprehensive P-3 system will link children's experiences in preschool with kindergarten and primary grades largely through; alignment of curricula, the development of Pre-K standards and ongoing joint professional development for principals and teachers. Nevada's Division of Early Childhood Education and other early childhood stakeholders have designated the creation of a P-3 system as a priority.

## State of Nevada: Race to the Top-Early Learning Challenge Appendix

Research continues to focus on the importance of learning in the early years. Publications such as *Eager to Learn*, *Preventing Reading Difficulties in Young Children*, and *From Neurons to Neighborhoods* have detailed research that supports the importance of the early years in future student achievement. The No Child Left Behind legislation focuses on the need for accountability in supporting student achievement for all children. The standards movement in the U.S. has articulated key benchmarks for student achievement at each grade level Pre-K-12 in academic content areas. These standards have impacted the quality of educational programs and have improved student achievement across the country. The standards movement continues to move forward, with the majority of states now having Pre-K Standards; and more than half report having Infant-Toddler early learning guidelines.

Over the past few years, organizations such as the National Association for the Education of Young Children (NAEYC), the International Reading Association, and The National Council for the Teachers of Mathematics have provided forums and policy statements concerning the development of standards for Pre-K learning. Through the No Child Left Behind legislation and the Good Start, Grow Smart Initiative, programs supported by CCDF and NDE are linked through the development of standards. These standards are to be used in preschool programs supported and operated through NDE as well as child care programs supported through the CCDF.



**The table below identifies a few of the benefits and pitfalls when implementing standards:**

<b>Pros to Early Learning Standards</b>	<b>Cons or “pitfalls” to AVOID</b>
<ul style="list-style-type: none"> <li>• Provide richness to teacher/adult conversations about children’s growth and learning.</li> <li>• Can match standards to what we are doing in the classroom.</li> <li>• Can be linked to K-12 standards so that we are indeed contributing to school readiness.</li> <li>• Help identify next steps and transitions</li> <li>• Strategy for professionalizing the field</li> <li>• Help communicate across the grades, among teachers, and with the public.</li> <li>• Help us to have higher, developmentally appropriate expectations for children.</li> <li>• Result in authentic assessments that tie to standards</li> <li>• Provide accountability</li> </ul> <p>(Gronlund, 2006)</p>	<ul style="list-style-type: none"> <li>• May lead to teaching to the standards only in a cookie-cutter style curriculum. Then the uniqueness of early childhood education is lost.</li> <li>• They bring a pressure of accountability with the risk of a push-down in curriculum and inappropriate expectations for younger children.</li> <li>• Direct instruction is assumed as the only way to guarantee that standards are addressed. The children’s learning in self-directed, exploratory ways is not trusted.</li> <li>• They can contribute to a “we/they” mentality between preschool and elementary teachers.</li> <li>• They take time for early educators to learn and work through, to figure out how to integrate into best practices. There is a need for reflection and interaction among colleagues in order to do so.</li> <li>• They can result in testing and other inappropriate assessment methods being used.</li> <li>• There is little money to support education and training of early educators in the standards and how best to use them.</li> </ul>

# State of Nevada: Race to the Top-Early Learning Challenge Appendix

## History of the Nevada Pre-K Standards

A group of early childhood professionals representing Nevada from the Nevada Department of Education (NDE) and local school districts, Head Start and child care attended the U.S. Department of Education Early Childhood Educator Academy in Los Angeles in November 2002. This core group of professionals became the nucleus for the Steering Committee for the development of Nevada Pre-K State Standards. The Steering Committee met in December 2002 to design a framework and timeline for the development of Nevada's standards. The NDE and the Office of Early Care and Education (OECE) provided leadership and funding for this development process through CCDF quality funding. The committee collected and reviewed standards from other states, as well as Head Start standards and standards developed by CTB/McGraw-Hill.

The Steering Committee developed a list of stakeholders across the state to be invited to participate in the development and implementation of the Pre-K Standards. Invitations to attend the first meeting were sent out to over 150 early childhood educators representing:

Childcare providers (for profit and non profit) Family childcare providers Nevada Department of Education Early Childhood Nevada Department of Education Early Childhood Special Education Nevada Council for K-12 Standards Committee members All school district superintendents and early childhood education representatives Kindergarten teachers Early Childhood Special Education teachers Community College Early Childhood faculty	Nevada Welfare Childcare Assistance staff Childcare Licensing staff Head Start Head Start Collaboration Tribal Head Start program staff Nevada Early Childhood Special Education Services staff Childcare Resource and Referral agencies Family to Family Connection University of Nevada - Reno Cooperative Extension University Early Childhood faculty
---	--

The participants were given copies of standards from other states to review as well as a copy of the Nevada Academic Standards and Indicators of Progress for Kindergarten. They identified the following content areas/domains: Language/Literacy; Physical Development/Health; Creative Arts; Science; Math; and Social Emotional/Social Studies.

Writing teams were divided into the content areas/domains and draft standards were developed, refined and reviewed. Diverse input from Nevada early childhood educators was collected through focus groups, written responses and e-mail. Focus groups were held in Las Vegas, Carson City, Elko, Ely and Reno. Input was reviewed by the Steering Committee. The Pre-K Standards were then finalized by the Steering Committee in December 2003.

Members of the original steering committee met in the fall 2009 to discuss the Nevada Pre-K Standards revision process. A workgroup, facilitated by NDE Early Childhood Education Consultant and the State Pre-K Standards Coordinator, was assigned to come up with a draft with the following goals: (1) design a user-friendly document that combines the valuable information and resources provided in the previous teacher and family guidebooks and standards in one comprehensive document; (2) Re-align the Pre-K Standards with appropriate K-12 revisions by working with NDE K-12 curriculum specialists to maintain linkages to kindergarten and the primary grades; and (3) Review documents from other states to come up with an appropriate format that will easily integrate and connect state infant-toddler early learning guidelines currently being developed. After completion, the draft was reviewed by the original steering committee and sent out to other early childhood professionals across the state for input and feedback via written responses and e-mail. The Revised Nevada Pre-K Standards were finalized by the Steering Committee in February 2010 and were adopted by the The Department Of Education in June 2010.

# State of Nevada: Race to the Top-Early Learning Challenge Appendix

## Guiding Principles

The Pre-K Content Standards are guidelines for teachers and other adults to use when developing learning experiences for young children that are grounded in the following guiding principles:

### 1. Children are Active Learners

Children are not passive learners. Instead, they learn through physical, social, and mental activities (Piaget & Inhelder, 1969; Bredekamp & Copple, 1997). Because children learn through firsthand actions with objects and things in their world, their learning occurs and is linked to the overall environment and their cultural experiences (Vygotsky, 1986).

As active learners, young children need opportunities to observe things and events in their here and now world, develop their own ideas, try them out, find out what happens, and come up with their own answers (Dewey, 1944; Glassman, 2001).

Play is how children find out about their world. All types of play manipulative play, play with games, rough-and-tumble play, and socio-dramatic play – provide children with opportunities to try things out, see what happens, and learn (Rubin, Bukowski & Parker, 1998).

Organizing children's learning spaces through centers of interest is a good way to help children learn. Centers are clearly marked, organized play and work areas with a theme. Centers encourage children to make decisions, learn new skills, practice skills previously gained, as well as interact with others.

Centers offer children and teachers a great deal of flexibility. Because they do so, centers may support the needs of the children, especially diverse learners. For example, the needs of children with physical disabilities can be accommodated by providing pathways, low tables, or other necessary adjustments. Those children who need privacy or less stimulation can be offered quiet, protected centers and spaces for active learning.

### 2. Development and Learning are Interrelated

Learning about oneself, developing social skills and achieving motivation are all part of intellectual development. Children's ideas about themselves affect not only interactions with others, but also how they understand themselves as learners (Ladd, 1990). In turn, children's intellectual abilities and their control over language are also linked to their social skills. Children who can use language well in social situations, or those who can understand another person's point of view, are more likely to be those with strong social skills.

Likewise, learning to write and read depends in great part on how children feel about themselves and their ability to achieve (Bandura, 1997). Children who believe they can learn, and expect to achieve, do so (Seefeldt, Denton, Galper & Younosa, 1999).

### 3. Growth and Learning are Sequential

Growth and learning move in a basic sequence (Berk, 2001). For instance, learning generally proceeds from the concrete to the abstract. The early years are when children learn best from concrete, firsthand experiences. These firsthand experiences will help children with their ability to express their ideas through drawing, painting, and verbal and written descriptions (Bredekamp & Copple, 1997; Piaget & Inhelder, 1969).

**4. Each Child is an Individual learner**

Each child is an individual. Each will grow, develop, and learn at his or her own pace. Because children’s development is due to both biological maturity and the environment, the rate of their development and learning varies. Therefore, actual age is not the best sign of where a child should be developmentally.

Even though development and learning occur in an orderly way, development is often uneven. Some children will move ahead in language learning while being behind in physical or motor development. Others will demonstrate a skill one day and not repeat it for another month.

A child’s genetic makeup may be related to healthy growth and development, but an environment that does not provide good nutrition or language experiences may slow down healthy growth. Severe disabilities affect normal growth and development as well. Children with disabilities may benefit more from early intervention than those without these disabilities.



**5. Development and Learning are Embedded in Culture**

Culture, the social context in which children learn, grow, and develop, is defined as the language, knowledge, beliefs, art, moral, laws, customs, and ways of living that are passed on to future generations (Cole, 1999). Social groups, the family, neighborhood, religious or ethnic groups within a society pass on their customs, values, or moral principles to the young.

Beginning at birth, the culture socializes children to become members of a society. But, children are not just products of the culture they grow in. As children grow, they may decide what to model from the cultural influences they are exposed to, shaping their cultural context over time (NRC & IM, 2001).

**6. Family Involvement is Necessary**

To develop a close attachment between young children and their families demands family involvement. Teachers should consider each child’s unique circumstances, respect each family, and encourage involvement between families and preschools to help with a child’s academic success and later school achievement (NRC, 2001a).

Family members and teachers must work together. Preschool experiences build on and extend what children learn at home. In turn, children’s learning in school is extended and continued in the home.

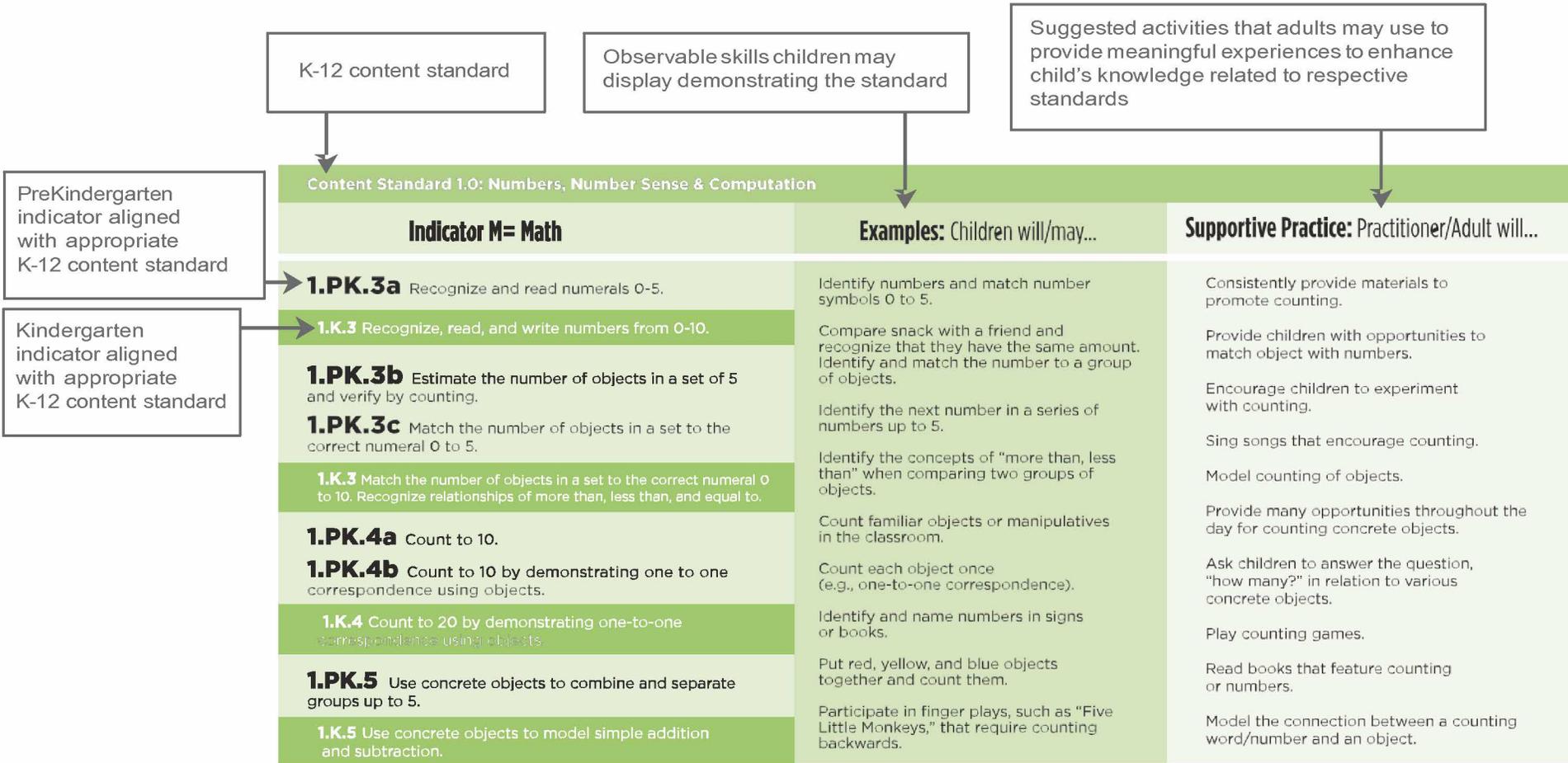
**7. Children’s Learning can be Clarified, Enriched, and Extended**

Appropriate early educational experiences can extend, expand, and clarify the ideas, concepts, language and social skills children gain spontaneously. With the guidance of highly knowledgeable, trained, and skilled adults who understand both children and what children need to know, children can learn more than they could on their own (Vygotsky, 1986).

# State of Nevada: Race to the Top-Early Learning Challenge Appendix

## Pre-K Content Standards Format

The format of the revised Nevada Pre-K Standards has changed. The teacher and family guidebooks have been integrated into the Standards document. This revised version is more user-friendly, and has been developed to meet the needs of teachers, parents and Early Childhood Education (ECE) professionals. Science, Social Emotional/Social Studies, and Language and Early Literacy content standards have expanded content headings to align with the revised K-12 standards. The document is formatted such that the first column includes the Pre-K Content Standards, with the kindergarten standard listed and italicized below. The middle column lists the observable traits that children may perform in order to demonstrate their understanding of the standards. The last column suggests activities that will help teachers and parents provide meaningful experiences to enhance children’s knowledge of the Pre-K Content Standards. The original standards included social emotional standards with social studies. The Social Studies and Social Emotional content standards are linked, and common strands of standards that relate to both are identified.



## Common Core Standards

This is a state-led effort coordinated by the National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO) and is a significant and historic opportunity for states to collectively develop and adopt a core set of academic standards. Governors and state commissioners of education from 48 states and three territories committed to developing a common core of state standards in English-language arts and mathematics for grades K-12, which were finalized in early 2010. This initiative builds directly on recent efforts of leading organizations and states and ensures that these standards are evidence and research based. Nevada adopted these standards in August 2010. In addition, early childhood specialists across the country will be working directly with CCSSO in regard to appropriate implementation of and alignment with states' Pre-K Standards.



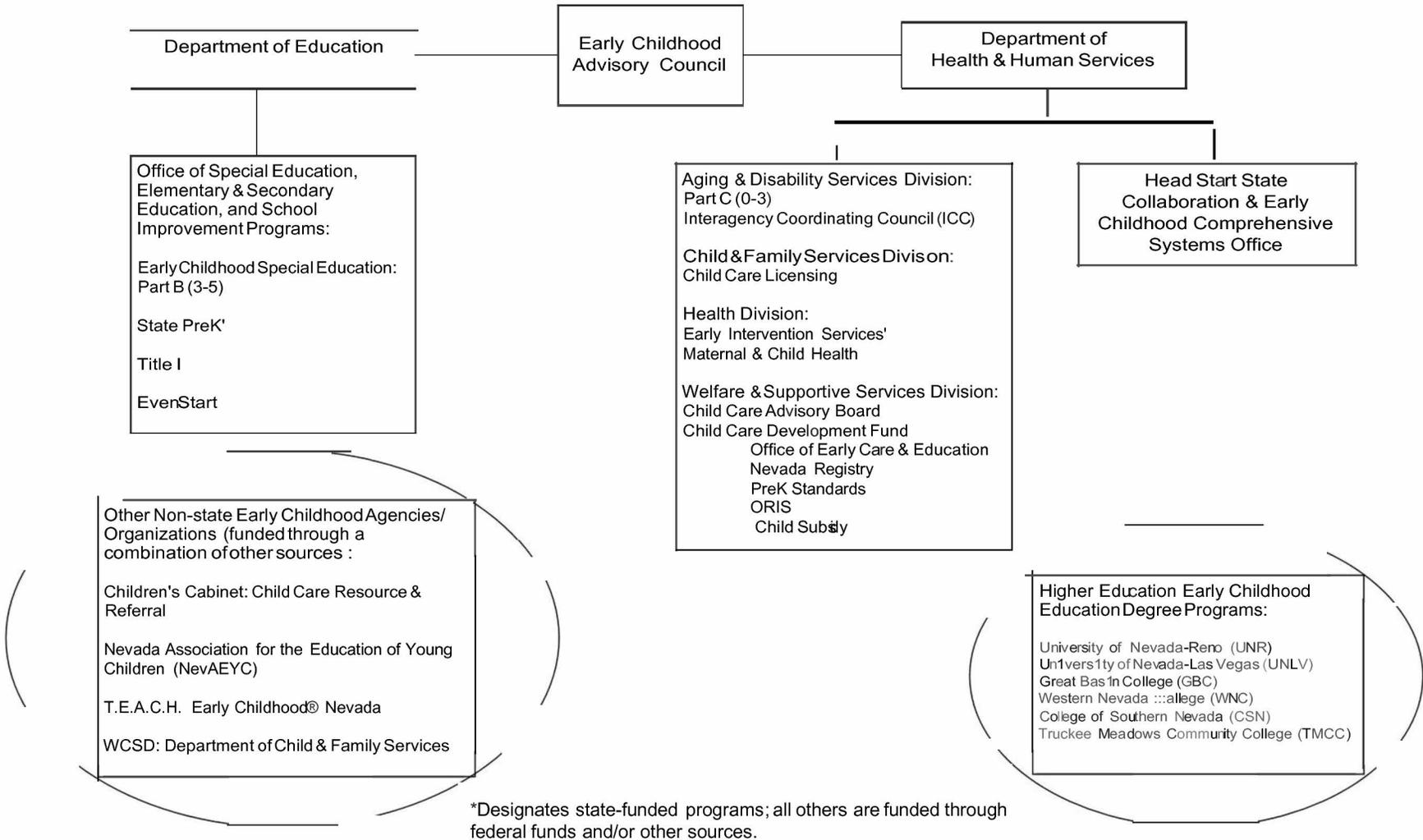
# Nevada's Early Childhood Comprehensive System

Due to limited resources, early childhood programs have traditionally operated in “silos” across the country depending on the variety of funding streams. In 2007, Congress approved legislation requiring each state to create or designate a “state advisory council” to build a statewide system of early education and care for children. As information about the importance of high-quality early education and care has grown, so, too, have federal, state and local government investments in early childhood programs. Therefore, these silos have developed separately with program-specific regulations, funding streams, delivery systems, eligibility requirements, professional development systems, and accountability measures. As programs grow in number and complexity, states and localities are challenged to create the greatest value for limited public dollars while expanding access and ensuring program quality to create the greatest benefit for young children (PreKNow 2009).

Efforts to develop an Early Childhood Advisory Council (ECAC) in Nevada were funded in part by a grant from the National Governors Association submitted last spring by Governor Gibbons’ D.C. office. In September 2009, Governor Gibbons signed an executive order establishing Nevada’s Early Childhood Advisory Council and empowering the DHHS Director’s Office as the appointing authority. Nevada’s ECAC consists of 13 members, including required representatives from the Head Start Act. The graph below represents the components of a comprehensive early childhood system, while the graph on the following page identifies all of the different agencies, programs, and funding streams that must work together to best serve young children and families in Nevada.



**Nevada Early Childhood System**

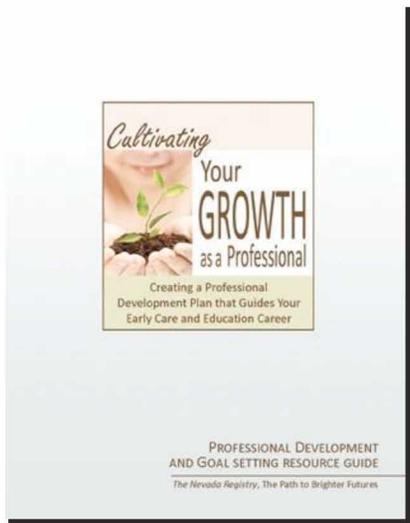


# Professional Development System

The Nevada Registry serves as a clearinghouse of information for the early childhood workforce in Nevada and is an integral part of the pathway helping to establish a professional development system in Nevada for the field of Early Care and Education (ECE). Serving as the sole approval entity for all informal, not-for-college-credit training offered in the state of Nevada, The Nevada Registry strives to raise the status of the ECE profession through support of professional growth and recognition, a standardized training approval system and the collection of valuable data on the ECE workforce.

The Nevada Registry has developed Core Knowledge Areas (CKA) and Competencies for ECE professionals as part of the growing professional development system in Nevada. The CKA and Competency levels support the framework of the Nevada Early Care and Education Professional Career Ladder and provide the foundation for the professional development system. They provide a roadmap for individual professional growth that becomes increasingly more specialized as higher levels of formal education are achieved. Completion of formal education in ECE results in advancement along the Career Ladder.

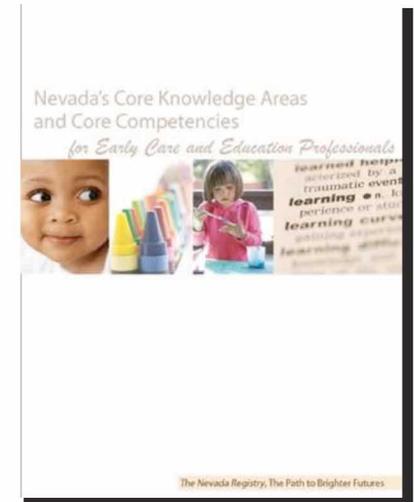
The CKA are also an important part of Nevada's training approval system and are reflected in all training that is approved by The Nevada Registry; this also includes Pre-K Standards trainings. Knowledge of the Pre-K Content Standards is also embedded within the Core Competencies. While the Pre-K Standards act as a guide for child outcomes, the Core Competencies focus on the preferred outcomes for the adults who care for young children. Research has long-established that early childhood teachers who have more formal education will provide more high quality learning environments (Whitebook, 2003). Early childhood classrooms that support best practices will provide experiences for young children that will help them meet the goals set forth in the Nevada Pre-K Standards.



**The Ladder to Success.**

The following Career Ladder is tailored specifically to the field of Early Care and Education (ECE). There are 7 levels that represent various combinations of formal education, training and direct experience (up to 4000 hours). By following this path, you'll know exactly what you need to accomplish before advancing to the next level.

<p><b>Level 1</b></p> <p><b>1.1</b> Meet Child Care Licensing requirements and a minimum of 1000 hrs. of direct experience</p> <p><b>1.2</b> All of 1.1 plus a high school diploma/GED</p> <p><b>1.3</b> All of 1.1, 1.2, and 1 ECE college credit or 15 hrs. approved training</p>	<p><b>Level 4</b></p> <p><b>4.1</b> Associate's degree in ECE or Associate's degree in another field with 30 or more ECE college credits</p> <p><b>4.2</b> All of 4.1 and 4000 hrs. direct experience</p>
<p><b>Level 2</b></p> <p><b>2.1</b> Current CDA or 8 ECE college credits and 2000 hrs. direct experience, or high school diploma/GED, 120 hrs. of approved CKA training, and 2000 hrs. direct experience</p> <p><b>2.2</b> 12 ECE college credits and 3000 hrs. direct experience</p>	<p><b>Level 5</b></p> <p><b>5.1</b> Bachelor's degree in ECE or Bachelor's degree in another field with a state teaching licensing containing an ECE endorsement or a Bachelor's degree in another field with 30 or more ECE college credits</p> <p><b>5.2</b> All of 5.1 and 4000 hrs. direct experience</p>
<p><b>Level 3</b></p> <p><b>3.1</b> Apprenticeship Certificate or 20 ECE college credits and 4000 hrs. direct experience</p> <p><b>3.2</b> 1-year ECE certificate or 30 college credits with 24 in ECE and 4000 hrs. direct experience</p>	<p><b>Level 6</b></p> <p><b>6.1</b> Master's degree in ECE or Master's degree in another field with a state teaching licensing containing an ECE endorsement or a Master's degree in another field with 30 or more ECE college credits</p> <p><b>6.2</b> All of 6.1 and 4000 hrs. direct experience</p>
<p><b>Level 7</b></p> <p><b>7.1</b> Doctorate in ECE or Doctorate in another field with a state teaching licensing containing an ECE endorsement or Doctorate in another field with 30 or more ECE college credits</p> <p><b>7.2</b> All of 7.1 and 4000 hrs. direct experience</p>	



## Inclusive Learning Environments in Pre-K Programs

Children develop compassionate attitudes and understand different abilities when they are in inclusive classrooms with a diverse array of children including those with disabilities. Inclusion teaches children about differences and acceptance of others. Pre-K programs that include children with special needs in early childhood programs are seen as an example of best practice. Children need respectful teachers, and they need contact with children with different abilities (Derman-Sparks & Edwards, 2009).

Under the Individuals with Disabilities Education Act (IDEA), “To the maximum extent appropriate, children with disabilities, including children in public and private institutions or other care facilities, are educated with children who are not disabled, and special classes, separate schooling or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily” 20 USC, Section 612 (a) (5).

Therefore, when an Individual Education Program (IEP) team is determining placement options, it is important that the team consider the general education classroom and determine what accommodations, modifications and supplementary aids and services are needed for the child’s success in the general education setting as a first priority. Children should be given the opportunity to attend the school they would ordinarily attend in their home area or neighborhood with their age and grade peers in the general education classrooms, whenever possible. Best practice encourages Pre-K teachers to incorporate adaptations into their daily routine to create a quality inclusive environment, which benefits both the children with disabilities and the typically developing children in the classroom.

A 2009 joint position statement of the Division for Early Childhood (DEC) and NAEYC defined inclusion as, “Early childhood inclusion embodies the values, policies, and practices that support the right of every infant and young child and his or her family, regardless of ability, to participate in a broad range of activities and contexts as full members of families, communities, and society.” The desired results of inclusive experiences for children with and without disabilities and their families include a sense of belonging and membership, positive social relationships and friendships, and development and learning to reach their full potential. The defining features of inclusion that can be used to identify high quality early childhood programs and services are access, participation, and supports.

## State of Nevada: Race to the Top-Early Learning Challenge Appendix

Researchers at the Early Childhood Research Institute on Inclusion identified eight categories of modifications and supports for successful preschool inclusion. They included:

**Environmental support:** altering the physical environment to increase participation.

**Materials adaptation:** modifying materials to promote independence.

**Activity simplification:** breaking down a complicated task into smaller parts or steps.

**Child preferences:** capitalizing on a child's favorite activities.

**Special equipment:** using adaptive devices to facilitate participation.

**Adult support:** employing direct adult intervention to support the child's efforts.

**Peer support:** utilizing classmates to help children learn by modeling.

**Invisible support:** arranging naturally occurring events to assist inclusion.

Resources and websites have been provided in the appendix to assist you in providing quality preschool education to all children and on adapting Nevada Pre-K Content Standards to include children of varying ability levels. If a child has an IEP, Pre-K teachers should always consult with parents and Early Childhood Special Education staff regarding specific goals and benchmarks, adaptations and modifications, and specially designed instruction to meet the individual needs of the child.



## Culture, Diversity and Language

Culture, diversity and language are important issues in early childhood classrooms. Providing a classroom that is rich in language and that embraces the culture of the program is key to helping children develop positive culture identity (Derman-Sparks, Edwards, 2009). Young children begin to develop a greater understanding about themselves, their families and their communities in classrooms that foster this approach. Providing children with opportunities to learn about other cultures gives them experiences where they can learn about the similarities and the differences among them.

Modeling respect for each other, tolerance, and acceptance of different points of view helps young children to understand and promotes a true anti-bias classroom. Understanding and respecting others will help to develop a compassionate attitude.

Early childhood programs that model acceptance and respect of a child's native language will help them to feel more included in the classroom. A program that supports the use of a child's home language sends the message that their culture is important while exposing them to an enriched bilingual environment. Language barriers exist when we fail to provide support for children to be successful (Howes, 2009).



## What is High-Quality Pre-K?



When you walk into a high-quality pre-kindergarten program, you immediately see that learning is taking place. Children are engaged in small groups reading books, building interesting structures with blocks, and determining what sinks and what floats at the water table. Teachers are asking questions, rewarding successes and guiding learning. The room has a sense of purpose, organization, and excitement.

High-quality Pre-K classrooms can be found in many settings: child care centers, schools, faith-based centers, and Head Start Programs. However, without a commitment from states to building and supporting high-quality systems, families often struggle to find well-designed programs that prepare their children for kindergarten, elementary school, and beyond.

Research shows that children who attend high-quality Pre-K programs perform better in school. They have more advanced language and math skills and enter kindergarten with an understanding of the classroom environment. The National Institute for Early Education Research (NIEER) has created a ten-point checklist that evaluates the quality of Pre-K programs nationwide. The key components of a high-quality program include:

**Well-Educated Teachers:** The professional development of teachers, both before they enter the classroom and once they are there, is intimately related to the quality of early-childhood programs. The most effective Pre-K teachers have earned bachelor's degrees and have additional, specialized training in early-childhood education. Once hired, Pre-K teachers who receive salaries and benefits comparable to K-12 teachers are incentivized to perform at a high level and to pursue continuing education. Highly educated and fairly compensated Pre-K teachers are more likely to develop strong, responsive, interpersonal relationships with their students, which affects each child's motivation to learn, social competence, and school achievement. Pre-K classroom aides should, at a minimum, have a child development associate credential, and both the teacher and aide should devote at least 15 hours per year to improving their skills through comprehensive, well-designed professional development opportunities.

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**Low Teacher-Child Ratios and Small Class Sizes:** Young children learn best in small groups of no more than 20 children in which they can ask questions and receive individualized attention from the teacher. In such environments, children are more likely to initiate activities on their own. Teachers with fewer children to manage are less restrictive and controlling, are more supportive of each child's learning style, and have time to develop students' language skills, guide their social interactions, and encourage exploration and problem solving. A ratio of one teacher for every ten or fewer children is crucial to the success of everyone in the classroom.

**Research-Based Curriculum Aligned to K-12 Standards:** A thorough but flexible curriculum helps teachers organize daily learning activities. While no one curriculum has been identified as best, high-quality Pre-K programs are consistently built around curricula with specific goals that integrate learning across all aspects of a child's development: cognitive, physical, social, and emotional. Superior curricula provide a variety of daily opportunities for language and reasoning, science, math, block play, dramatic play, art, and music. Each day, children have occasion to participate in whole class activities, small groups, and individual interactions with the teacher. In this way, a strong curriculum provides opportunities for each child to reinforce individual strengths and cultivate new skills and enables teachers to meet the realities of diverse languages and cultural groups.

**Engaged Families:** Parents and extended family members are an integral part of any high-quality Pre-K program. The most common component of family engagement is direct communication with classroom teachers. Through parent conferences, home visits, and regular reports, families and teachers can exchange information about a child's strengths and successes, favorite activities, and learning progress. In addition, high-quality programs encourage even more family involvement and a variety of avenues for that participation are typically available. These might include opportunities to: serve on a governing board or committee, assist in the classroom, help with field trips, or share expertise. Most importantly, high-quality Pre-K programs respect the role of families as a child's first and most important teacher and support efforts toward greater learning at home.

**Focus on the Whole Child and Family:** Children cannot learn when their basic needs are unmet or when special needs go undiagnosed. If a child is undernourished, cannot see the pictures in a book or hear what is said to them, learning cannot take place. High-quality Pre-K programs should screen children's vision, hearing, and general health in order to identify problems and make appropriate referrals early. Pre-K programs should offer children breakfast and/or lunch in order to ensure proper nutrition. When needed, families should be given access to social services or to information about nutrition, parenting, and family support. For such support services to be effective, it is crucial that they be administered by trained professionals and not be solely the responsibility of teachers who may lack the necessary expertise, extra time, and specialized resources (www.PreKNow.org, 2010).

## School Readiness

Research confirms that children's readiness for school is multi-faceted, encompassing the whole range of physical, social, emotional and cognitive skills that children need to thrive. Recent neuro-scientific research strongly supports the belief that young children's learning before they enter formal education is an essential foundation for later school success. Increasingly, state policy makers across the country are addressing readiness for school by improving the learning opportunities for young children before they enter school, particularly those who are enrolled in early care and education programs. In addition, many children require necessary family health support to thrive developmentally. Despite widespread agreement on the importance of school readiness, the nation has struggled to define what being "ready for school" means. The National Education Goals Panel brought together a group of early childhood experts to provide a conceptual framework for readiness, and recommend how readiness should be assessed. Based upon this group's work, the Goals Panel adopted the following five domains of children's early development and learning that must be considered when defining school readiness: **Health and Physical Development; Emotional Well Being and Social Competence (Social/Emotional); Approaches to Learning; Communicative Skills; and Cognition and General Knowledge.**

# Key to Standards Identification & Cross-Referencing Links

The five domains, as identified by the National Goals Panel, are listed below. They are coded and aligned with the Nevada K-12 Content Standards. For cross-linking and individual identification purposes, the following key and letter codes should be used along with the specific numbering system used to identify the specific standard. For example, a coding of M1.PK.5 would be the code for Math Standard 1: Numbers, Number Sense & Computation; Indicator 1.PK.5- Use concrete objects to combine and separate groups up to 5; which aligns to Kindergarten Standard 1.K.5. Nevada Pre-K Content Standards can be cross-referenced across domains as they have been aligned with all appropriate K-12 Standards.

## **Cognitive Development: Math & Science**

N- Nature of Science  
E- Earth Science  
P- Physical Science  
L- Life Science  
M- Math

## **Language Development & Communication**

ELA- English Language Arts/ Language & Literacy  
WA- Word Analysis  
RS- Reading Strategies  
LT- Literary Text  
ET-Expository Text  
EW- Effective Writing  
TW- Types of Writing  
LS-Listening  
S-Speaking

## **Social Studies/Social Emotional Development**

G- Geography  
H- History  
Ec- Economics  
C- Civics  
SE- Social Emotional

## **Health & Physical Development**

PD- Physical Development  
He- Health

## **Approaches to Learning: Creative Expression**

VA- Visual Arts  
MM- Music & Movement  
D- Dramatic Play  
CT- Creative Thinking



# Early Learning & Pre-Kindergarten Standards Alignment Crosswalk

This revision of the Nevada Pre-Kindergarten Standards has been revised to include the school readiness domains as identified in the previous paragraph above while also maintaining alignment with the Nevada K-12 Standards as indicated in the following table:

Infant/Toddler (0-48 mo) ELG Domains & Content Standards	Pre-Kindergarten (48-60 mo) ELG Domains & Content Standards		K-12
<b>Cognition &amp; General Knowledge</b> <ul style="list-style-type: none"> <li>• Discovering the World</li> <li>• Discover and Learn: Mathematical Exploration and Learning</li> <li>• Discover and Learn: Scientific Exploration and Learning</li> </ul>	<b>Cognitive: Mathematics (M)</b> <ul style="list-style-type: none"> <li>• Numbers, Number Sense &amp; Computation</li> <li>• Patterns, Functions, &amp; Algebra</li> <li>• Measurement</li> <li>• Spatial Relationships, Geometry &amp; Logic</li> <li>• Data Analysis</li> </ul>	<b>Cognitive: Science</b> <ul style="list-style-type: none"> <li>• Nature of Science (N)</li> <li>• Earth &amp; Space Science (E)</li> <li>• Physical Science (P)</li> <li>• Life Science (L)</li> </ul>	<b>K-12 Content Standards</b>
<b>Language Development &amp; Communication</b> <ul style="list-style-type: none"> <li>• Communicating &amp; Understanding</li> <li>• Pre-Reading</li> <li>• Pre-Writing</li> </ul>	<b>English Language Arts (ELA)</b> <ul style="list-style-type: none"> <li>• Word Analysis (WA)</li> <li>• Reading Strategies (RS)</li> <li>• Literary Text (LT)</li> <li>• Expository Text (ET)</li> </ul>	<ul style="list-style-type: none"> <li>• Effective Writing (EW)</li> <li>• Types of Writing (TW)</li> <li>• Listening (LS)</li> <li>• Speaking (S)</li> </ul>	
<b>Personal &amp; Social/Emotional</b> <ul style="list-style-type: none"> <li>• Developing Sense of Self and Others</li> <li>• Emotional Expression</li> <li>• Pro-Social Behaviors</li> <li>• Self Regulation &amp; Self Control Skills</li> </ul>	<b>Social Emotional (SE)</b> <ul style="list-style-type: none"> <li>• Self-Confidence</li> <li>• Self Direction</li> <li>• Identification &amp; Expression of Feelings</li> <li>• Interaction with Other Children &amp; Adults</li> <li>• Pro-Social Behaviors</li> <li>• Attending &amp; Focusing Skills</li> </ul>	<b>Social Studies (SS)</b> <ul style="list-style-type: none"> <li>• History (H)</li> <li>• Geography (G)</li> <li>• Economy (EC)</li> <li>• Civics (C)</li> </ul>	
<b>Approaches to Learning: Creative Expression/ Experiences</b> <ul style="list-style-type: none"> <li>• Creativity, Curiosity &amp; Critical Thinking</li> <li>• Visual &amp; Sensory Arts</li> <li>• Music/Movement</li> <li>• Dramatic Play</li> </ul>	<b>Approaches to Learning: Creative Expression/ Experiences (CE)</b> <ul style="list-style-type: none"> <li>• Creative Thinking (CT)</li> <li>• Music/Movement: Singing, Playing instruments, Improvisation, Listening, Evaluation, Application to life, &amp; Cross-Curricular (MM)</li> <li>• Dramatic Play (D)</li> <li>• Visual Arts: Knowledge, Application, Content, Context, Interpretation &amp; Cross-Curricular (VA)</li> </ul>		
<b>Physical Development &amp; Health</b> <ul style="list-style-type: none"> <li>• Coordinate Movements</li> <li>• Gross Motor Coordination</li> <li>• Fine Motor Control</li> <li>• Health</li> </ul>	<b>Physical Development (PD)</b> <ul style="list-style-type: none"> <li>• Development of Motor skills, Locomotor, Non-locomotor, Manipulative skills, Cardio-respiratory (health enhancing), Personal Responsibility, Positive Social Interaction, and Fine Motor</li> </ul> <b>Health Education (He)</b> <ul style="list-style-type: none"> <li>• Health Promotion/Disease Prevention</li> <li>• Health Enhancing Behaviors</li> <li>• Interpersonal Communication to Enhance Health</li> </ul>		

## Mathematics Introduction

Young children are natural mathematical learners (NAEYC and NCTM, 2002). They naturally look for pattern and shape, make comparisons, and explore relationships within their environment. In early childhood mathematics education, children need to be actively engaged in meaningful and purposeful activities. These activities should capitalize on children's natural curiosity and need for understanding the world around them. Young children should engage in activities that help them develop and use key mathematical concepts, language, and processes. These activities should enable children to expand their understanding of number, shape, size and pattern as they have meaning in the world around them.

### Goals of Pre-Kindergarten Mathematics:

Children develop an understanding of number and number sense.

Children develop knowledge of spatial concepts; e.g., shapes and measurement.

Children develop understanding of patterns and relationships.

Children develop knowledge of sequence and temporal awareness.

Children develop the ability to use mathematical knowledge to sort, classify, represent, communicate, and solve problems.

To achieve these goals, children's exploration of mathematics should not be isolated but rather imbedded in rich, authentic tasks that allow them to integrate new understanding with language development and other developmentally appropriate learning needs. Mathematics is integrated into all aspects of daily routines. Early educators provide these experiences through individual and small-group choices and transitions, and they also allot time for in-depth planned small-group experiences that include interaction, problem-solving and reflection. There must be a strong connection between and among math and literacy and the other content areas. The ultimate goal is to provide children a foundation and the tools to achieve mathematical proficiency in what the National Research Council's "Helping Children Learn Mathematics" (August 2002) outlines and describes as understanding, computing, applying, reasoning, engaging and useful.



## Pre-Kindergarten Standards: Mathematics

### Content Standard 1.0: Numbers, Number Sense & Computation

#### Indicator M= Math

#### Examples: Children will/may...

#### Supportive Practice: Practitioner/Adult will...

**1. PK.3a** Recognize and read numerals 0-5.

Identify numbers and match number symbols 0 to 5.

Consistently provide materials to promote counting.

↩ **1.K.3** Recognize, read, and write numbers from 0-10.

Compare snack with a friend and recognize that they have the same amount. Identify and match the number to a group of objects.

Provide children with opportunities to match object with numbers.

**1.PK.3b** Estimate the number of objects in a set of 5 and verify by counting.

Identify the next number in a series of numbers up to 5.

Encourage children to experiment with counting.

**1.PK.3c** Match the number of objects in a set to the correct numeral 0 to 5.

Identify the concepts of “more than, less than” when comparing two groups of objects.

Sing songs that encourage counting.

↩ **1.K.3** Match the number of objects in a set to the correct numeral 0 to 10. Recognize relationships of more than, less than, and equal to.

**1.PK.4a** Count to 10.

Count familiar objects or manipulatives in the classroom.

Provide many opportunities throughout the day for counting concrete objects.

**1.PK.4b** Count to 10 by demonstrating one to one correspondence using objects.

Count each object once (e.g., one-to-one correspondence).

Ask children to answer the question, “how many?” in relation to various concrete objects.

↩ **1.K.4** Count to 20 by demonstrating one-to-one correspondence using objects.

**1.PK.5** Use concrete objects to combine and separate groups up to 5.

Identify and name numbers in signs or books.

Play counting games.

**1.K.5** Use concrete objects to model simple addition and subtraction.

Put red, yellow, and blue objects together and count them.

Read books that feature counting or numbers.

Model the connection between a counting word/number and an object.

### Content Standard 2.0: Patterns, Functions & Algebra

#### Indicator M=Math

#### Examples: Children will/may...

#### Supportive Practice: Practitioner/Adult will...

**2.PK.1** Sort objects by similar attributes (e.g., size, shape, and color).

Sort toys by size, color, shape or category.

Provide real objects for children to sort, count and pattern with in the classroom.

↩ **2.K.1** Identify attributes used to sort objects.

Match items that are similar (e.g., sort cars from small trucks).

Read books to children containing pattern relationships.

↩ **4.K.9** Sort and classify objects by color and shape.

Match objects such as pictures of adult animals with their babies.

Use transitions as a time to incorporate math concepts (sort children by clothing, gender, eye color, etc.).

Give reasons for placement of objects in groups.

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**2.PK.2** Recognize and replicate simple patterns (e.g., ABAB).

**2.PK.3** Compare sets of objects. Determine which set has more or less.

↩ **2.K.3** Identify and create sets of objects with unequal amounts, describing them as greater than or less than.

Identify patterns that repeat themselves (e.g. red, orange, red, orange).

Repeat a pattern according to color, size, shape, etc., while using manipulatives or stringing beads.

Predict what comes next when shown a simple AB pattern.

Sort a group of objects more than one way.

Explain why they sorted a group of objects a certain way.

Provide many containers for children to use for sorting (egg cartons or muffin tins).

Provide opportunities for children to sort, match, and regroup objects on a daily basis.

Sing songs that have repeating patterns that children can easily identify.

Hang or display charts or other posters with recognizable patterns around the room.

Provide children with opportunities to have many hands-on patterning activities and experiences.

Encourage children to explore patterns, textures, shapes and graphs in problem-solving situations and activities.

### Content Standard 3.0: Measurement

#### Indicator M=Math

#### Examples: Children will/may...

#### Supportive Practice: Practitioner/Adult will...

**3.PK.1** Compare objects by size to determine smaller and larger.

↩ **3.K.1** Compare, order, and describe objects by size.

**3.PK.4** Sort pennies and nickels.

↩ **3.K.4** Identify and sort pennies, nickels, and dimes.

**3.PK.6** Identify day and night.

↩ **3.K.5** Recite in order the days of the week

Sort toys from smallest to largest.

Determine which of the children in the classroom is tall, taller, and tallest.

Arrange a group of blocks from longest to shortest.

Identify and sort pennies and nickels.

Understand that each coin represents different values.

Use language associated with everyday events (e.g., understanding the difference between day and night).

Understand the sequence of the daily events and know what will happen next.

Describe the sequence of activities when going outside to play.

Provide opportunities for children to experiment with measuring (e.g., sand, water, cooking, and art experiences).

Talk about measurement concepts during everyday experiences (e.g., “how many cups will it take to fill that bowl?”).

Encourage measuring frequently during activity time.

Talk about time and sequence during daily scheduled events.

Provide opportunities for children to measure items in the classroom or during outside time. Provide enough rulers, measuring tapes, measuring cups, spoons, etc., so that all of the children can experiment.

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Encourage discussions with children about similarities and differences between objects.

Model descriptive words to express amount and size to children during the daily events.

Follow a consistent but flexible schedule, so that children will learn about the daily sequence of events.

Provide materials that include three sizes of the same object so that children can explore the differences (e.g., measuring cups, spoons).

## Content Standard 4.0: Spatial Relationships, Geometry and Logic

### Indicator M=Math

### Examples: Children will/may...

### Supportive Practice: Practitioner/Adult will...

**4.PK.1a** Identify circles, triangles, and squares.

**4.PK.1b** Begin to recognize two and three dimensional shapes in the environment.

↩ **4.K.1** Identify two-dimensional shapes (circles, triangles, rectangles including squares) regardless of orientation.

↩ **4.K.4** Identify three-dimensional figures in the environment.

**4.PK.2** Identify positions (e.g., in front, behind, next to, up, down, inside, outside, on top, ordinal positions).

↩ **4.K.2** Demonstrate an understanding of relative position words, including before/after, far/near, and over/under, to place objects.

↩ **1.K.3** Identify ordinal positions first to third

↩ **4.K.9** Put events in a logical sequence

Use basic shapes when drawing pictures.

Identify circles, squares and triangles in signs or pictures around the classroom.

Attempt to add shapes to their drawings.

Use objects in the class to show positions (e.g. cars on top of, off, inside, below, beside the blocks).

Understand the concepts of under, over, beside, between, outside, next to, etc.

Follow a path or move through an obstacle course.

Draw a map or the beginnings of a map to show a location during play time.

Provide clay or play dough for children to create different shapes.

Reinforce the use of shapes in the classroom by playing games, singing songs, and reading books about shapes.

Encourage the children to describe the differences between a pair of shapes. Write down what the children share and post it on shape posters.

Provide opportunities for children to see many different shapes. If possible, add new shaped blocks to the block area.

Have children create three-dimensional shapes using a variety of materials.

Use positional words with an object such as outside, inside, in front, behind, under, above, beside and on top of to play games with children in the classroom.

Provide materials so that children will recognize the basic shapes.

Model language to indicate directions, positions, distances, and sense of order.

Play shape bingo or I Spy with the shapes that can be found in the classroom.

Provide puzzles and manipulatives that include a variety of sizes of geometric shapes.

**Indicator M= Math**

**Examples:** Children will/may...

**Supportive Practice:** Practitioner/Adult will...

**5.PK.1** Identify and sort information (e.g., interpret quantity in pictures).

**5.K.1** Collect, organize, and record data using objects and pictures. Represent data in a variety of ways in response to questions posed by teachers.

Use data to formulate their ideas (e.g., take a survey who likes chocolate milk better than white milk).

Have in-depth discussions about how things work or how to fix something.

Talk more in-depth about ideas that may not always be accurate.

Draw simple maps of the classroom, playground or other relevant places.

Encourage children to use descriptive words.

Ask children open-ended questions to promote analytical thinking.

Provide children with materials to make their own graphs, posters and charts.

Encourage children to share their ideas about how objects work and why.

Give children time and materials to create their own maps.

Let children use assorted materials to track their information around the classroom.

Give the children access to clip boards so that they can collect their own data and information.

**Math Sample Activities**

**FAMILY ACTIVITY**

Create a “family collection” of fun, easy treasures to sort, count, and classify. Here are some ideas of fun objects to collect:  
Sea Shells, Buttons, Shiny Rocks and Small Toy Cars

**FAMILY ACTIVITY**

**Measuring Counts**

Children like to help measure things. Give your child the opportunity to measure items around the house. Start with measuring your child. Let them see how tall they are and then give them a ruler or a measuring tape to measure other items. Encourage them to write down a list of the measurements that they take.

## Science Introduction

Pre-Kindergarten science is a time of discovery (Bredekamp & Copple, 1997). Science concepts need to be concrete, observable, and within the realm of the child's experience and pre-operational thinking (Piaget & Inholder, 1967). Science concepts are encompassed throughout the domains in the Pre-Kindergarten Standards. Children use literacy to gain information and language to express their wonder in the world around them while using research to answer questions prompted by their imaginations. Through creative arts, children use a variety of media to share ideas and express understanding (The Hundred Languages of Children, Edwards, Dandini and Forman, 1998). Through play, children experiment and test their hypotheses. "... the concepts children gain from their early explorations, questions, observations, and descriptions of their physical world will serve as the foundation on which they will build the abstract and scientific concepts of their physical world (McGraw-Hill, 2003)."

### Goals of Pre-Kindergarten Science:

- To enhance children's natural and instinctual observational skills.
- To support and guide children's curiosity and their need to experiment.
- To encourage exploration and discovery.
- To highlight the wonders of the world around them.



Pre-Kindergarten children learn science concepts through active play and exploration of their environment. Responsive adults facilitate discovery by inviting questions, asking open-ended questions, encouraging hands-on experiences, and providing opportunities to experiment and observe the world through a variety of media and realia (McGraw-Hill, 2003).

The science strands are identified as Nature of Science, Earth and Space Science, Physical Science and Life Science. Although appropriate levels of learning can be adopted for each of these strands, the Pre-Kindergarten Standards have been linked with the Kindergarten Standards and are not meant to limit or exclude children's exploration or experiences with science concepts that have not been included in this document (National Science Education Standards, 1996).

Pre-Kindergarten Standards: Science

Content Standard: Nature of Science- Scientific Inquiry and Science, Technology, & Society

Indicator N=Nature Of Science	Examples: Children will/may...	Supportive Practice: Practitioner/Adult will...
<p><b>N.PK1.a</b> Observe their world.</p>	<p>Question why things happen.</p>	<p>Provide experiences for the children to learn about the greater community and other important issues outside of the classroom.</p>
<p><b>N.PK1.b</b> Ask questions about their world.</p>	<p>Want to share their observations about science.</p>	
<p>← <b>N.2.A</b> Students understand that science is an active process of systematically examining the natural world.</p>	<p>Ask questions about why things happen; i.e., Why does it rain?</p>	<p>Encourage parents and other family members to come in and share their expertise in the classroom.</p>
<p><b>N.PK.2</b> Share ideas with others.</p>	<p>Begin to share their observations and ideas.</p>	
<p>← <b>N.2.A.1</b> Students know how to make observations and give descriptions using words, numbers, and drawings.</p>	<p>Use safety goggles, magnifying glasses, tweezers or other equipment to explore and discover objects.</p>	<p>Take children for walks and invite guests to share their knowledge, and create opportunities to expand the children’s knowledge about the world around them.</p>
<p><b>N.PK.3</b> Use tools safely to observe and explore different objects/environments.</p>	<p>Begin to make predictions based on their knowledge; i.e., clouds indicate rain.</p>	<p>Encourage the children to share their thoughts and ideas. Demonstrate respect for differing views of the world.</p>
<p>← <b>N.2.A.2</b> Students know tools can be used safely to gather data and extend the senses.</p>	<p>Sort items that belong together based on similar physical characteristics.</p>	
<p><b>N.PK.4</b> Use patterns to predict or sort items.</p>	<p>Engage in a science experiment together; i.e., examine plants, seeds or view small insects, and share their observations about the objects that they are observing.</p>	<p>Promote using scientific methods when children are examining, discovering and exploring new objects and materials (e.g., have goggles, microscopes, magnifying glasses, etc. available).</p>
<p>← <b>N.2.A.3</b> Students know observable patterns can be used to predict future events or sort items.</p>		
<p><b>N.PK.5</b> Students work in small groups and share ideas with others regarding to science related activities.</p>		
<p>← <b>N.2.B.2</b> Students know that in science it is helpful to work in a team and share findings with others.</p>		

Content Standard: Earth & Space Science- Atmospheric Processes and the Water Cycle; Solar System & Universe; Earth’s Composition & Structure

Indicator E=Earth	Examples: Children will/may...	Supportive Practice: Practitioner/Adult will...
<p><b>E.PK.1</b> Observe and identify weather from day to day.</p>	<p>Make observations about the daily weather.</p>	<p>Discuss the different weather systems that we see in our state (e.g., snow, rain, wind, fog, clouds, thunderstorms, and dust devils).</p>
<p>← <b>E.2.A.3</b> Students know weather changes from day to day and seasonally.</p>	<p>Point to the sun and/or moon in the sky.</p>	

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**E.PK.2** Observe and identify water in different states.

← **E.2.A.2** Students know water on Earth can be a liquid (rain) or a solid (snow and ice) and can go back and forth from one form to the other.

**E.PK.3** Students understand that the sun, moon, and stars can be seen in the sky.

← **E.2.B** Students understand that there are objects in the sky, which display patterns.

**E.PK.4** Identify and sort different natural objects (e.g., rocks, soils, etc.).

← **E.2.C.1** Students know that Earth is composed of different kinds of materials (e.g., rocks, soils, and water).

Begin to understand that water can be a solid (ice or snow) and it can melt back into a liquid.

Understand that there are planets and stars and in the sky.

Begin to know some of the names of planets (e.g., Mars, Jupiter, etc.).

Begin to identify and sort natural objects in their environment.

Collect a variety of rocks to study in the classroom.

Provide opportunities for children to experiment with water in different forms.

Show children pictures of stars, planets and the constellations.

Take a field trip to a Planetarium or invite an astronomer to visit the class.

### Content Standard: Physical Science- Matter and Forces & Motion and Energy

#### Indicator P=Physical

#### Examples: Children will/may...

#### Supportive Practice: Practitioner/Adult will...

**P.PK.1** Sort objects according to observable properties (e.g., by shape and color).

← **P.2.A** Students understand that matter has observable properties.

← **P.2.A.3** Students know matter can be categorized by observable properties, such as color, size, shape and weight.

**P.PK.2** Explore and demonstrate how objects move.

← **P.2.B.1** Students know the position and motion of an object can be changed by pushing and pulling.

**P.PK.3** Explore what happens to objects in relation to other forces (e.g., magnets, gravity, and water).

**P.PK.4** Investigate how objects react when placed in water.

← **P.2.B.3** Students know magnets can be used to make some things move without being touched.

← **P.2.B.4** Students know things fall to the ground unless something holds them up.

Sort objects (e.g., by shape, size, and color).

Sort objects by their physical characteristics: hard/soft, heavy/light, and sink/float.

Sort objects and materials by what they are made of (e.g., fabric, wood, glass, plastic, rock, and metal).

Begin to hypothesize, explore and demonstrate how objects move.

Investigate how objects react when placed in water.

Demonstrate how objects can move with magnets.

Make observations about how fast objects will fall to the ground.

Begin to comment on changes in the physical world.

Provide children with opportunities to experiment with different materials to gain more knowledge about how objects work.

Give children many opportunities to have sorting experiences in the classroom.

Set up a table with assorted magnets and materials for children to explore and discover.

Provide opportunities for children to experiment using simple scientific tools (e.g., ramps made from blocks and magnets).

Read fiction and non-fiction books that portray the physical world.

Encourage children to predict and examine what will happen next during science experiments.

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**P.PK.5** Identify hot and cold.

Understand the difference between hot and cold.

Discuss the different reasons why temperature can be so varied and different.

← **P.2.C.2** Students know that objects can be described as hot or cold relative to another object.

Explain why some objects are cold and hot.

Have children chart the daily temperature and ask them to predict what the temperature will be for the day. Provide a thermometer outside of the classroom so that they can see if their prediction was accurate.

Become interested in finding out why ice melts faster when it is hot outside.

Provide science experiments where children can see what happens when the temperature changes (e.g., putting drops of food color on top of warm whole milk and then see what happens when you put them on cold whole milk). Ask the children to predict the outcome.

Content Standard: Life Science- Heredity; Structure of Life; Organisms and their Environment; Diversity of Life

### Indicator L=Life

### Examples: Children will/may...

### Supportive Practice: Practitioner/Adult will...

**L.PK.1** Investigate animals and their offspring.

Begin to become interested and discuss animals and their offspring.

Discuss the different characteristics that animals, humans and plants have. Ask the children to explain what they all have in common.

← **L.2.A** Students understand that offspring resemble their parents

← **L.2.A.1** Students know animals and plants have offspring that are similar to their parents.

Identify the difference between humans, animals, and plants.

Provide experiments that reinforce the basic needs such as air; water and food (e.g., try to grow seeds without providing water or by giving plants too much water). Ask the children to make a prediction about which plant will grow and why.

**L.PK.2** Explore and identify a variety of animals and plants.

Identify a variety of animals and plants (e.g., grass, flowers, cat, dog).

← **L.2.A.2** Students know differences exist among individuals of the same kind of plant or animal.

Use their five senses to explore and investigate the natural world.

Provide many opportunities for the children to use their sense of smell, touch, sight, taste and hearing to examine the world around them.

**L.PK.3** Identify humans, animals, and plants.

Begin to understand that living things have basic needs (e.g., air, water and food).

← **L.2.B** Students understand that living things have identifiable characteristics.

**L.PK.4** Use the five senses to explore and investigate the natural world.

Begin to identify animals and their homes in their natural habitats.

Give children opportunities to care for plants and animals in the classroom.

← **L.2.B.1** Students know humans and other animals use their senses to know their world.

Explain some differences between animals and explain where they live. (e.g., birds in trees, frog in a pond).

Plant a class garden and have the children help to maintain it. Start the seeds in the classroom and then transplant them outdoors in a container. When the plants mature, eat them in the classroom.

**L.PK.5** Identify the basic need for air, water and food.

Discuss the difference between living and non-living things.

← **L.2.C.1** Students know plants and animals need certain resources for energy and growth.

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**L.PK.6** Identify animals and their homes.

↶ **L.2.C.2** Students know a habitat includes food, water, shelter and space.

**L.PK.7** Identify and/or sort plants and animals by observable characteristics.

↶ **L.2.D.1** Students know plants and animals can be sorted by observable characteristics and behaviors.

**L.PK.8** Observe living and non-living things on Earth.

↶ **L.2.D** Students understand that there are many kinds of living things on Earth.

Discuss the different characteristics that animals have such as birds fly, lay eggs and have feathers, while cats have fur and deliver live babies.

Have children match the pictures of the plants to the seeds that produce the plants. Include vegetables, fruits, weeds and houseplants.

Provide the pictures and vocabulary so that children can research, match and begin to understand that animals can have similarities and differences.

Provide props in the block area and encourage the children to build different animal homes.

Take the children for a walk in the neighborhood and ask them to spot the different animal homes that they can find.

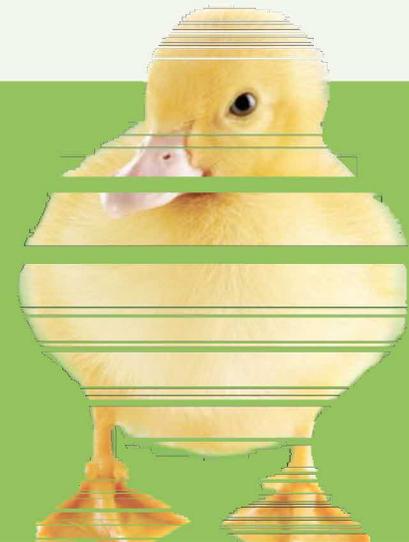
Ask the children to describe where different animals live and to explain why they need to live there.

### Science Activities

Identify animals and their homes.

Flannel Board Habitat Materials: Flannel board, pictures of animals printed from the internet or cut out from magazines (animals should reflect a variety of habitats), flannel scraps or Velcro pieces, glue, cardstock, markers. Glue either flannel pieces or Velcro to the back of each picture. Using cardstock, prepare labels that read POND, SKY, DESERT, FOREST, OCEAN, etc., and place flannel or Velcro on the back of each. Ask children to think about each animal picture and where they might live. Ask what qualities the animals would need to live in the different habitats. Ask children to place animals beneath the correct labels on the flannel board.

Read: Have You Seen My Duckling? By Nancy Tafuri



## Language and Early Literacy Introduction

According to the 1998 joint position statement of the International Reading Association (IRA) and (NAEYC), pre-kindergarten children need developmentally appropriate experiences and teaching to support literacy learning.

### These include but are not limited to the following:

Positive, nurturing relationships with adults who engage in responsive conversations with individual children, model reading and writing behavior, and foster children’s interest in and enjoyment of reading and writing;

Print-rich environments that provide opportunities and tools for children to see and use written language for a variety of purposes, with teachers drawing children’s attention to specific letters and words;

Adults’ daily reading of high-quality books to individual children or small groups, including books that positively reflect children’s identity, home language, and culture;

Opportunities for children to talk about what is read and to focus on the sounds and parts of language as well as the meaning;

Teaching strategies and experiences that develop phonemic awareness such as songs, finger plays, games, poems, and stories in which phonemic patterns such as rhyme and alliteration are salient;

Opportunities to engage in play that incorporates literacy tools, such as writing grocery lists in dramatic play, making signs in block building, and using icons and words in exploring a computer game; and

First hand experiences that expand children’s vocabulary, such as trips in the community and exposure to various tools, objects, and materials.

There is increased diversity among young children in pre-kindergarten programs.

For example, children who are diverse, English language learners, have exceptional abilities or special needs are found in today’s early childhood programs.

Pre-kindergarten English language learners need materials and resources in their own languages in order to develop first language vocabulary and concepts. Children’s competence in acquiring a second language is, in part, dependent upon the level of competence achieved in the first language (Cummins, Crawford, 2002; Wong-Fillmore, 1991; Neuman, 1999). Children with special needs may require accommodations or specialized resources to support their literacy development. Exceptional children need to be supported to further stimulate their language and literacy development.

Teachers need to use a variety of methods and approaches to encompass the great diversity of children in their pre-kindergarten programs. “No one teaching method or approach is likely to be the most effective for all children” (IRA & NAEYC, 1998).



## Pre-Kindergarten Standards: Language & Early Literacy (ELA) English Language Arts

### Content Standard 1.0: Word Analysis

#### Indicator WA= Word Analysis

#### Examples: Children will/may...

#### Supportive Practice: Practitioner/Adult will...

**1.PK.1** Identify words that rhyme.

← **1.K.1** Demonstrate phonological awareness of spoken words through rhyming, concept of word, syllable awareness, and onset and “rime” awareness (Phonological Awareness).

**1.PK.2** Identify the beginning sound of own name.

← **1.K.2** Demonstrate phonemic awareness of spoken words through matching, isolating, blending, segmenting, deleting, and substituting (Phonemic Awareness).

**1.PK.3** Identify letters in own name.

← **1.K.3** Recognize and name upper and lower case letters of the alphabet; Identify letter-sound relationships; Decode words using letter/sound relationships; With assistance, decode words in text through short/long vowels. (Phonics).

**1.PK.4** Recognize environmental print and symbols.

← **1.K.4** Comprehend vocabulary using pictures, symbols, environmental print; With assistance, comprehend vocabulary using suffixes, synonyms, antonyms; Sequence the letters of the alphabet to understand alphabetic order; With assistance, use resources to find the meaning of unknown words encountered in text; Build vocabulary using picture and symbols. (Vocabulary Development).

Play with sounds in words.

Repeat words that rhyme.

Try to create words that rhyme together or create nonsense words.

Hear that each letter has a different sound.

Focus on beginning sounds in familiar words.

Compare the same sounds of words and letters.

Begin to know the names of letters if they see their formation.

Recognize own name in print and the names of most letters in their own name.

Explore letters through play (e.g., tracing letters or forming them with clay).

Begin to recognize environment signs (e.g., STOP, EXIT).

Recognize product logos (e.g., Legos and Barbie).

Recognize some letters and words in books or the environment.

Ask for help with a word in the environment.

During dramatic play, art, music, book reading, large motor, or sensory play activities, teachers can call attention to letter sounds in words.

Allow time for children to play with sounds through singing, rhyming, developing nonsense words, and interacting to music.

Encourage children to imitate the beginning sounds of words.

Play “I Spy...” game by asking children to “spy something that begins with M like Michael.”

Create environments that include a diverse variety of books, labels, signs, and charts.

Provide children with many examples of print in games, activities, books, or centers throughout room.

Encourage children to use and recognize familiar logos and signs on food boxes/cans in dramatic play area.

Label objects in room.

While reading to or playing with children, talk about and identify select letters.

Encourage children to write at their own level their name or letters from their name on drawings or paintings.

Display children’s names on paintings, drawings, and cubbies.

Display the alphabet at children’s eye level and point out letters when children seem interested or help them when attempting to find certain letters.

# State of Nevada: Race to the Top-Early Learning Challenge Appendix

**1. PK.5** Demonstrate awareness that print carries a message.

Begin to write their own messages to their family and friends.

Write a class story together where everyone contributes to the story.

← **1.K.5** Identify high frequency words to build fluency and comprehension. (Fluency & Comprehension).

Share letters that they have written or received.

Provide opportunities for children to write messages to each other or letters to family or friends.

## Content Standard 2.0: Reading Strategies

### Indicator RS = Reading Strategies

### Examples: Children will/may...

### Supportive Practice: Practitioner/Adult will...

**2.PK.1** Identify the front cover of the book and know how to turn the pages when reading.

Show an understanding of how books are organized.

Model the appropriate way to handle books.

← **2.K.1** Demonstrate concept of print, word, and voice-to-print; Identify author and illustrator.

Handle books with care and respect.

Model the way to read (e.g., left to right).

**2.PK.2** Ask questions or make comments pertinent to the story being read.

Understand that books have meaning.

Encourage children to “read” to each other.

← **2.K.2** With assistance, use during reading strategies based on text and purpose to make predictions, identify key vocabulary, and make inferences.

Begin to look over pages of books in an appropriate manner, (e.g., right side up).

Point to words from left to right when reading; model how to turn pages.

**2.PK.3** Identify pictures to aid in comprehension.

Pretend to read.

Explain how a book works, by pointing out title, author, illustrator, etc.

← **2.K.3** With assistance, use after reading strategies based on text and purpose to orally recall details; and orally restate main ideas.

Begin to demonstrate comprehension of the meaning of a story.

Encourage children to retell stories from their own or other illustrations.

Try to retell the story or predict what happens next.

Remember events and characters from a story.

Encourage children to recreate stories or life experiences through drawing or scribbling/writing.

Identify familiar objects in pictures.

Express emotion and respond to pictures.

Frequently read books to groups or individual children and allow them to respond to or expand on themes within the books.

Retell the story using the pictures.

Provide books that allow children to lift flaps and further explore characters and themes.

## Content Standard 3.0: Literary Text

### Indicator LT = Literary Text

### Examples: Children will/may...

### Supportive Practice: Practitioner/Adult will...

**3.PK.1** Retell a story with the aid of pictures, props, or a book

Place pictures from a story in the correct order.

Encourage children to retell stories through dramatic play or other means.

← **3.K.1** With assistance, listen for and identify setting and sequence of events.

Act out a story using a flannel board, puppets, or dramatic play.

Provide many props and manipulatives for children to recreate or develop their own stories.

Dictate their own stories similar to those read by teachers.

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**3.PK.5** Listen and respond to rhythm or rhyme, (e.g., clapping or chanting).

← **3.K.5** With assistance, listen to and identify examples of words that create images; effects of rhythm and rhyme; and dialect.

**3.PK.6** With assistance, listen and respond to words with tone (e.g., poems and finger plays).

← **3.K.6** With assistance, listen to and identify words, and phrases that reveal tone.

**3.PK.7** With assistance, listen and discuss stories from different cultures and eras.

← **3.K.7** With assistance, listen to, read and discuss text from different cultures and time periods.

**3.PK.8** Predict what will happen next in a story.

← **3.K.8** With assistance, listen to and make predictions based on evidence

**3.PK.9** Listen to age-appropriate material that makes connections to self and the world around them.

← **3.K.9** With assistance, make connections to self, other text, and/or the world.

Recognize and recite familiar books/poems that include repeating and rhyming words.

Recite predictable phrases (e.g., “Brown Bear, Brown Bear, What do you see?”)

Participate in singing simple songs.

Recite poems and finger plays.

Begin to understand cultural differences from stories.

Compare events in books to their own experiences.

Explore and expand on themes within stories.

Respond to questions about the story.

Retell stories from memory.

Retell stories from the beginning, middle, and end.

Recreate stories or actual experiences in a variety of ways (e.g., dramatic play, dictating a story, and painting).

Encourage children to remember experiences and describe events in books or their personal lives.

Encourage children to predict the outcomes or change the endings of stories.

Regularly read predictable books.

Provide environments that allow children many opportunities to explore books and stories with diverse pictures and themes.

Encourage children to join in when reading predictable rhyming books.

Encourage children to make up their own songs or chants.

Choose books with repeated phrases.

Encourage children to bring favorite books from home or choose books from the classroom to share and discuss.

Ask children what they like/dislike about certain characters and stories.

Encourage children to explain the meaning of stories in their own unique way.

Encourage children to choose a favorite poem or song to recite/sing with the class.

Encourage children to make up their own poems.

# State of Nevada: Race to the Top-Early Learning Challenge Appendix

## Content Standard 4.0: Expository Text

### Indicator ET= Expository Text

### Examples: Children will/may...

### Supportive Practice: Practitioner/Adult will...

**4.PK.1** Demonstrate and understand that printed material contains information (e.g., illustrations, graphs, and charts).

Know differences between various types of literature (e.g., fantasy vs. real).

Model for children writing stories, making lists, or labeling objects.

← **4.K.1** With assistance, listen to and identify the purpose of and gain information from illustrations, graphs, charts and titles.

Understand the meaning of a story.

Encourage children in their beginning interest in pretend writing.

**4.PK.5a** Recall information from an event, text, or picture related to self and the world around them.

Ask for help to read a book about a chosen topic.

Show through daily experiences and modeling that printed words provide useful and necessary information.

**4.PK.5b** Respond to or ask a question about an event, text, or picture.

Retell familiar stories.

Encourage the retelling of stories or events through drawing, painting, or journaling.

← **4.K.5** With assistance, make connections to self, other text, and/or the world; listen to and use information to answer specific questions.

Retell certain events from stories with pictures.

Encourage children to respond to stories by asking open-ended questions and/or engaging in conversations about the story.

**4.PK.7** With teacher assistance, follow, a simple pictorial direction.

Answer questions about the story.

Model genuine enthusiasm and interest in children's stories and pictures.

← **4.K.7** With assistance, listen to and follow pictorial and written directions to complete tasks.

Ask questions about details of pictures or stories.

Ask questions about previous events or books read.

Add personal information related to the story.

Model for children writing out recipes or directions and following the appropriate steps in the process.

Use pictures to organize own stories.

Play games or read books that involve specific steps or directions.

Use pictures to support understanding of a book.

## Content Standard 5.0: Effective Writing (All levels of writing and spelling at this age are appropriate. Creative spelling and/or pretend writing should be expected and encouraged.)

### Indicator EW = Effective Writing

### Examples: Children will/may...

### Supportive Practice: Practitioner/Adult will...

**5.PK.1** Experiment with writing tools and materials in response to information.

Show beginning control of writing, drawing, and painting (using various writing tools).

Display letters and words at eye level for children to see daily.

← **5.K.1** With assistance, use prewriting strategies to plan written work; choose and narrow a topic to organize ideas; and explore a topic to plan written work.

Develop eye-hand coordination.

Provide alphabet guides, stencils, or word cards for children to trace or use when writing as options.

Begin to determine a purpose for writing.

Provide daily opportunities for children to write at their own level.

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**5.PK.2a** Experiment with beginning techniques for using various writing materials.

**5.PK.2b** Trace and progress to copying basic shapes (e.g., horizontal line, vertical line, X, plus sign, circle, etc.).

← **5.K.2** With assistance, draw or communicate ideas in written form.

**5.PK.4a** Use letter-like approximation to write name and/or other words or ideas.

**5.PK.4b** Attempt, with a model, to spell own first name.

**5.PK.4c** Attempt, with a model, to write the first letter of first name using the capital letter.

← **5.K.4** Edit to ensure correct spelling of first and last names. Edit capitalization for first and last names.

Experiment with brushes, chalk, markers, rubber stamps, computers, pens, and pencils.

Copy word cards or shapes from writing center or environment.

Use deliberate letter choices during writing attempts.

Scribble letter-like symbols and some letters in writing.

Begin to print letters in own name.

Recognize first letter in name and ask for assistance in writing or tracing letter.

Talk about letters and sounds when reading or writing with children.

Encourage inventive spelling of name and other familiar words.

Write, display, and point out children's name often.

Model how to write (i.e., left to right, top to bottom).

Praise any and all attempts at writing letters.

Provide environments where children can use various writing materials.

Provide many activities that foster the development of fine motor skills and finger dexterity.

Allow for many opportunities to work (e.g., trace or reshape with various materials) with letters and words.

**Content Standard 6.0: Types of Writing** (All levels of writing and spelling at this age are appropriate. Creative spelling and/or pretend writing should be expected and encouraged.)

### Indicator TW= Types of Writing

### Examples: Children will/may...

### Supportive Practice: Practitioner/Adult will...

**6.PK.1** Experiment with writing tools and materials to communicate.

← **6.K.1** With assistance, draw or write to communicate.

**6.PK.2** Experiment with writing tools and materials in response to a familiar experience.

← **6.K.2** Draw or write about familiar experiences and/or events; Write sentences about experiences and/or events appropriate to audience and purpose

Use pretend writing to communicate ideas and information.

Begin to use other resources to convey meaning (e.g., labels, books, and computers).

Use symbols or drawings to express thoughts, feelings, and ideas.

Use creative writing as part of their daily activities.

Explain their own writing or pictures.

Become familiar with using different writing instruments.

Draw a picture about a familiar experience.

Dictate or attempt to write a story related to a familiar experience.

Provide daily opportunities for children to engage in creative writing with various materials.

Integrate creative writing into daily routines and activities.

Model the appropriate way to write (e.g., left to right, top to bottom).

Encourage children to talk about and reread their own writing.

Encourage children to extend on their creative writings.

Encourage children to represent ideas and feelings through writing or drawing.

Allow for many opportunities for children to write for a purpose.

Model writing for a purpose.

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**6.PK.4** Experiment with writing tools and materials in response to literature.

↶ **6.K.4** With assistance, draw and/or write responses to text.

**6.PK.5** Share drawings with others as a response to an expository text.

↶ **6.K.5** With assistance, draw and/or write responses to expository text

**6.PK.6** Share ideas and opinions for class writing.

↶ **6.K.6** With assistance, draw or communicate an opinion.

**6.PK.7** Dictate words, phrases, or sentences to an adult recording on paper.

↶ **6.K.7** With assistance, draw and/or write personal messages.

**6.PK.9a** Organize ideas, through group discussion, with teacher assistance for the purpose of group research.

**6.PK.9b** Identify and explore an area of interest.

**6.PK.9c** Use, with teacher assistance, a variety of sources to obtain information.

↶ **6.K.9** With assistance, discuss, write, and/or draw to formulate a question; record information and answer a research question.

Represent or describe stories through creative writings, drawings, or paintings.

Generate ideas for a story.

Choose a topic for writing related to familiar books.

Explain the meaning of drawings to adults or children.

Begin to compose various notes/letters/invitations to children, teachers, or families.

Label drawings with name to be shared with class.

Make signs or messages to inform others in classroom.

Use writing as a part of play.

Say aloud a story or event for an adult to write down.

Identify objects in drawing/painting for adult to record.

Expand ideas or details that help explain a story.

Contribute to or create stories when given "Once upon a time."

Write something and ask someone else to read it.

Assist children in journal writing for the classroom or home. (Teachers may rewrite the child's words as the child is writing and using his/her own creative spelling).

Provide an environment with a wide variety of literature and daily reading.

Model the writing process by recording the child's exact words for a story or description of a picture.

Encourage children to engage in pretend writing in their play.

Encourage sharing of personal and cultural differences from children's writings.

Provide journals as a choice and time for creative writing.

Allow children many opportunities to work in a writing center or use writing experiences in their play.

Encourage children to complete or change familiar stories.

Reread children's spoken words that have been written down.

Display and talk about children's written work or drawings.

Support children's interest in writing letters, notes, recipes, etc., to share with class or family.

# State of Nevada: Race to the Top-Early Learning Challenge Appendix

## Content Standard 7.0: Listening

### Indicator LS = Listening

### Examples: Children will/may...

### Supportive Practice: Practitioner/Adult will...

**7. K.1a** Listen for a variety of purposes with increasing attention span.

**7.PK.1b** Listen to and follow a two-step oral direction with the use of formal and informal language.

 **7.K.1** Listen for a variety of purposes, including gaining information, being entertained and understanding directions. With assistance, listen for and identify main idea, purpose and messages.

**7.PK.2** Listen and respond appropriately to stories and group discussions.

 **7.K.2** Listen to and respond to oral communication.

**7.PK.3** Listen with increasing attention span to gain new vocabulary.

 **7.K.3** Expand vocabulary through listening.

**7.K.5** Engage in conversation and sometimes follow conversational rules.

 **7.K.5** Actively listen to a speaker; listen to and participate in conversations.

Listen to teachers, children, and book recordings in listening centers.

Listen for instructions or ideas in order to complete tasks.

Demonstrate through actions their understanding of directions or requests.

Repeat instructions and/or assist other children with completing directions.

Ask why, who, what, when, where, and how when listening to conversations or to books read aloud.

Repeat rhymes, songs, or passages in books.

Answer questions related to books.

Ask questions about stories indicating increased attention to details.

Model developmentally appropriate behaviors when listening to others speak or read.

Demonstrate an understanding of changes in routine or of changes in words from books.

Begin to demonstrate an understanding of turn-taking in conversation.

Participate as an equal partner in conversations with others.

Listen to children without interruption.

Ask children to repeat or rephrase statements made by others.

Model asking and answering questions.

Provide time for child-initiated discussions on topics that interest children.

Use storytelling to encourage the use of new and interesting words.

Ask many open-ended questions.

Help the children understand directions by encouraging them to repeat them to other children or adults.

Discuss topics that are relevant and interesting to children.

Introduce topics that children can expand and explore further.

Encourage "good listening ears," and developmentally appropriate "listening" behavior.

Provide children with experiences to learn the nuances of conversation (e.g., pausing and waiting to respond to a question or taking turns).

## Content Standard 8.0: Speaking

### Indicator S= Speaking

### Examples: Children will/may...

### Supportive Practice: Practitioner/Adult will...

**8. PK.1** Speak with increasing clarity, ease and accuracy, and give clear directions.

 **8.K.1** With assistance, give directions to complete tasks; ask questions to clarify directions.

Communicate effectively in native language (e.g., English, Spanish, or sign).

Respond to language and help clarify children's meanings.

Answer children's questions about words and meanings.

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**8.PK.2** Use and expand vocabulary to describe feelings, experiences, observations and ideas.

← **8.K.2** Use precise language to describe feelings, experiences, observations and ideas.

**8.PK.3a** Engage in dramatic play to convey experiences, feelings, ideas, or stories.

**8.PK.3b** Speak in complete sentences using at least three words.

← **8.K.3** Speak clearly with prosody; Communicate personal experiences and retell stories; Communicate a statement that expresses an opinion.

**8.PK.4a** Initiate conversation and respond to others.

**8.PK.4b** Share ideas and information from personal and share group experiences.

**8.PK.4c** Ask and answer simple questions.

← **8.K.4** Participate in group discussions following the turn-taking process; by asking and answering relevant questions.

Repeat instructions for others to understand.

Explain words or directions for other children to understand.

Pretend with words or actions that express feelings or ideas.

Tell real or make-believe stories.

Repeat words and expand on sentences spoken by adults or other children.

Engage in word play (e.g., “banana, fanna, fofanna”).

Experiment with and learn new words.

Demonstrate an understanding of sentence structure.

Respond with nonverbal gestures and expressions while others are speaking.

Share personal experiences and ideas in group discussions.

Ask and answer questions based on conversations with adults or children.

Use new words frequently during play or other interactions.

Positively reinforce children’s new word usage.

Allow children to control the subject of conversations when appropriate.

Reinforce children’s interest in using their native language.

Encourage children to talk about books while reading to them.

Play sound/listening games to help with hearing sound differences.

Provide props or flannel board pieces for children to reenact familiar stories or to develop their own stories.

Encourage children when they speak with or help one another with directions or instructions.

Model the appropriate sentence structure to children.

Speak clearly and repeat words and phrases to children when needed.

Praise children when they speak and use words at their own developmental level.

Expand children’s sentences.

Engage children in talking and model appropriate conversation skills.

Model and encourage turn-taking, eye-contact, etc.

Model asking and answering questions.

Develop questions with children and encourage them to expand on or add more questions on a topic of interest.

Work with children to find answers to questions.

Provide time for discussions on topics that interest children.

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**8.PK.5** Use language to repeat simple stories, songs and rhymes, or to relate experiences.

← **8.K.5** Demonstrate phonological awareness of spoken words through rhyming; concept of word; syllable awareness; onset and rhyme awareness. Demonstrate phonemic awareness of spoken words through matching, isolating, blending, segmenting, deleting and substituting.

Repeat nursery rhymes, poems, finger plays, and songs.

Use different voices for characters in books, songs, or poems.

Retell a favorite book or story.

Talk about real-life experiences.

Ask questions to help children understand something.

Share children's thoughts about experiences using new words and help them share these stories with families.

Encourage peer interaction.

Encourage role-playing with individuals or groups of children.

Encourage children to act out stories and pretend to be characters from books.

Discuss feelings or behaviors of characters during role-play to foster empathy and understanding of others.

### Language & Early Literacy Activities Language & Early Literacy Activities

#### Family Activity:

“Simon Says” is a game the whole family can enjoy and may help children with practicing their listening skills. Each family member can take turns playing “Simon.” This person gives directions such as, “Simon Says touch your toes. . . .Simon Says touch your knees. . . .Simon Says turn around.” All family members must follow the directions only when the directions begin with “Simon Says.” When they don’t hear “Simon Says,” players who still follow directions have to sit down. The person who listens best to all directions wins!

#### Family Activity:

Puppet Play is a fun activity for children. Using paper bags or different colored socks, make faces on the puppets with markers, crayons, or paint. Help your child glue on yarn, buttons, or anything else to decorate their puppet. Encourage your child to be as creative as they wish in making their puppet, and in acting out characters. One fun activity is after reading a favorite book, encourage your child to act out the story, retell or change the story, or express thoughts and feelings of characters within the story using their puppet.

## Social Studies/Social Emotional Introduction

Early education often focuses on academic subject matter such as reading, mathematics, and science. However, recent reports in early childhood education clearly indicate that children who develop self-confidence and positive social skills early in life are more successful learners later on (The National Academies, *Eager to Learn*, NRC, 2001a; *Neurons to Neighborhoods*, 2000; Katz & McClennan, 1997; Ladd, 1990). For this reason, social-emotional development during the early years of childhood is critically linked to the other, more traditional, content areas in early education.

### Goals of Pre-Kindergarten Social Studies:

- To support and promote children's self-confidence and self-direction,
- To encourage children to express and identify their feelings,
- To give children the skills to persevere and maintain their focus, and
- To develop positive relationships with individuals and the community.

Social-emotional growth and learning develops through interactions with others and is interconnected to other domains such as cognitive and physical development. Social relationships between adults and children exert a powerful positive influence on children's development. Children initially learn about themselves and how to behave in society from their families but are also influenced by peers and other adults in early childhood settings (Kagan, 2000). The literature indicates that children need emotionally warm and positive environments with caregivers who nurture self-concept, independence, and self-control in order to be successful learners (Berk, 2001; McGraw-Hill).



# State of Nevada: Race to the Top-Early Learning Challenge Appendix

## Pre-Kindergarten Standards: Social Studies/Social Emotional

### Content Standard H1: People, Cultures, and Civilizations

Indicator H=History	Examples: Children will/may...	Supportive Practice: Practitioner/Adult will...
<b>H1.PK.1</b> Children begin to complete simple tasks together.	<p>Work together to complete a task (e.g., cleaning up the classroom or working on a project together).</p> <p>Begin to become familiar with diverse family practices, customs and cultures.</p> <p>Be aware of some local and community people and events.</p> <p>Want to share information about their family practices, customs, and culture.</p> <p>Bring in materials to share with the class about their family's culture.</p>	<p>Discuss characters in books, talk about feelings of the characters, similarities and differences in appearances, etc.,</p> <p>Read books and listen to music that represents a variety of cultures and traditions.</p> <p>Model kindness and caring for all people.</p> <p>Invite community members or other speakers to share their culture with the children.</p> <p>Provide children with opportunities to experience other cultures through speakers, activities, music, books, and food.</p>
← <b>H1.K.1</b> Discuss the importance of working together to complete tasks.		
<b>H1.PK.2</b> Be exposed to stories of family members, local residents, and prominent figures.		
← <b>H1.K.2</b> Listen to stories of family members, local residents, and prominent figures to highlight the human experience.		
<b>H1.PK.3</b> Share information about their family practices, customs, and culture		
← <b>H1.K.3</b> Listen to stories of people and families around the world.		

### Content Standard H2: Nation Building & Development

Indicator H=History	Examples: Children will/may...	Supportive Practice: Practitioner/Adult will...
<b>H2.PK.1</b> Begin to recognize that problems can occur in groups.	<p>Understand that conflicts happen between people.</p> <p>Be able to discuss the reason behind conflicts.</p>	<p>Model kindness and caring for all people.</p> <p>Provide children with opportunities to solve problems through discussion and other appropriate techniques.</p>
← <b>H2.K.1</b> Identify problems that occur when people live and work together.		

### Content Standard H3: Social Responsibility & Change

Indicator H=History	Examples: Children will/may...	Supportive Practice: Practitioner/Adult will...
<b>H3.PK.1</b> Begin to understand that differences exist between home and school.	<p>Understand that there are different rules and expectations for school and home.</p> <p>Discuss and understand how important it is to work together.</p>	<p>Provide children with opportunities to discuss and understand differences between home and school (e.g., rules, food, and nap time).</p>
← <b>H3.K.1</b> Recognize differences between home and school.		

## State of Nevada: Race to the Top-Early Learning Challenge Appendix

### See Social Emotional 1.0: Self-confidence; 4.0 Interactions with Other Children and Adults; 5.0 Pro-social behaviors)

- ← **H3.K.2** Describe the importance of working together to complete tasks.
- ← **H3.K.3** Identify the occupations of people in their school.
- ← **H3.K.4** Demonstrate respect for each other in the classroom and school.
- ← **H3.K.5** Share those events that are important to the students and their families

Recognize the different jobs that everyone has at their school.

Show respect for themselves and others.

Model the importance of working together to accomplish a task (e.g., building a structure from blocks, cleaning up the classroom).

Discuss the various jobs that everyone has at the school.

Encourage parents and families to participate in the classroom.

Model respect, tolerance and kindness in the classroom.

### Content Standard G5: The World in Spatial Terms

#### Indicator G=Geography

#### Examples: Children will/may...

#### Supportive Practice: Practitioner/Adult will...

**G5.PK.1** Identify direction and location (e.g., up/down and above/below).

- ← **G5.K.1** Recognize that a globe is a representation of Earth, and use of vocabulary related to direction and location (i.e., up/down, left/right, near/far and above/beyond).

Identify direction and location (e.g., up/down, above/below).

Ask many questions about what he/she sees and finds.

Move in directions by a command (e.g., forward, backward, sideways, left, right).

Identify and locate familiar places.

Make roads for toy trucks, bikes, or cars.

Allow children to climb, run, jump, and roll to physically experience space.

Play games such as “Simon Says” and “Mother May I” to help children move in various directions.

Use positional and directional words like “above” and “below”, or “left” and “right.”

Use words that describe color, size, shape, etc.

Read and use maps and globes.

Provide maps and discuss routes for trips.

### Content Standard G6: Places & Regions

#### Indicator G=Geography

#### Examples: Children will/may...

#### Supportive Practice: Practitioner/Adult will...

**G6.PK.1** Identify different areas of the classroom and home.

- ← **G6.K.1** Identify areas that have different purposes in the home (i.e., kitchen, bedroom) or in the classroom (i.e., exit door, teacher desk).

Learn the name of his/her own city or town.

Give information about where he/she lives.

Discuss the city, state, and country where your family lives in relation to other people.

Allow many opportunities for children to explore environments.

## State of Nevada: Race to the Top-Early Learning Challenge Appendix

**G6.PK.2** Begin to recognize characteristics that make them unique.

← **G6.K.2** Describe self as a unique individual with characteristics similar to others.

**G6.PK.3** Identify numbers and letters related to his/her address.

← **G6.K.3** Recall from memory the street on which s/he lives.

Can express how others are similar or different from one another.

Name and point to different physical characteristics (e.g., body parts, eye color, freckles, hair, etc.).

Recognize that streets have signs and houses have numbers.

Explain where they live and describe structures that they may live by.

Allow many opportunities for children to explore their community through walks, bus rides, and conversations with their peers.

Provide opportunities for children to discuss physical changes (e.g., increases height, weight).

### Content Standard G7: Human Systems

#### Indicator G=Geography

#### Examples: Children will/may...

#### Supportive Practice: Practitioner/Adult will...

**G7.PK.1** Begin to understand that people move to other places.

← **G7.K.1** Explain that people move from one location to another.

Understand moving to a new house or state.

Recognize that other family members live somewhere else.

Understand that people live all over the world.

Discuss how people move to different locations.

Provide opportunities for children to discuss where their families live (e.g., grandparents, aunts, uncles and other family members).

Look at maps or globes to show the children the places where their families live.

### Content Standard G8: Environment & Society

#### Indicator G=Geography

#### Examples: Children will/may...

#### Supportive Practice: Practitioner/Adult will...

**G8.PK.1** Identify weather conditions (e.g. rain, sunshine, snow, fog).

← **G8.K.1** Recognize weather changes with the seasons and how people adapt to those changes.

Identify familiar weather conditions (e.g., rain, sunshine, snow, fog).

Use words such as hard/soft, rough/smooth, and water/land when describing surfaces.

Identify various natural features.

Determine what type of clothing to wear based on the weather.

Identify seasons by temperature or other characteristics.

Draw pictures representing seasonal changes.

Talk about clothing choices based on weather.

Discuss experiences of being in different| weather patterns (e.g. rain, snow, wind, sun).

Discuss how things look different in different weather patterns (e.g., when it is foggy, when it is raining).

Look at thermometers and discuss the numbers.

Watch and discuss the weather forecast.

Talk about clouds and what they might predict about the weather.

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### Content Standard Ec9: The Market Economy

#### Indicator Ec= Economics

#### Examples: Children will/may...

#### Supportive Practice: Practitioner/Adult will...

**Ec9.PK.1** Begin to understand that resources can be limited (e.g., turning off the water and lights when not using).

↩ **E9.K.1** Show that resources are scarce, such as a limited number of crayons.

**Ec9.PK.2** Demonstrate the role of different jobs in the community.

↩ **E9.K.2** Identify jobs in the community.

Be aware of the fact that adults work to pay for necessary items, housing, food, etc.

Begin to understand conservation of resources (e.g., turning off the water and lights).

Role play different occupations while engaging in dramatic play.

Talk about what he/she wants to be when grown up.

Discuss the occupations that people have (e.g., policeman, fireman, grocery clerk, or teacher).

Read books about many different occupations.

Help children with questions they may have about various careers and talk to or about people in these careers.

Help children think about their future careers/jobs.

Invite community members to come and visit the classroom and share their knowledge about their occupation.

Provide books, music, pictures and posters displaying different occupations.

### Content Standard Ec10: The US Economy as a Whole

#### Indicator Ec= Economics

#### Examples: Children will/may...

#### Supportive Practice: Practitioner/Adult will...

**Ec10.PK.1** Demonstrate the role of consumers and understand that money is exchanged for goods and/or services.

↩ **E10.K.1** Identify United States currency.

Show an understanding of the consumer's role through dramatic or pretend play.

Play store or restaurant with play or real money, receipts, credit cards, and telephones.

Recognize that things have to be paid for with money, and that sometimes he/she can't buy what is wanted if there is not enough money.

Provide materials for dramatic play.

Use the names of coins and currency and their worth for children to hear and understand.

Involve children in using real money to help buy items.

### Content Standard Ec11: The Dynamic Economy

#### Indicator Ec= Economics

#### Examples: Children will/may...

#### Supportive Practice: Practitioner/Adult will...

**Ec10.PK.1** Decide between two choices involving classroom resources.

↩ **E11.K.1** Make decisions involving classroom resources.

Decide between two choices.

Be aware that adults work in order to earn money to buy the food, clothing, and housing that a family needs.

Create opportunities for children to choose and discuss consequences of choices.

Involve children in using real money in everyday situations.

Encourage children to participate in problem solving activities in the classroom.

Create a pro and con chart and write down the children's responses, so that they can determine what will be the best solution.

## State of Nevada: Race to the Top-Early Learning Challenge Appendix

### Content Standard C13: Citizenship and the Law (Rules & Laws, Rights, Responsibilities, Symbols)

#### Indicator C=Civics

#### Examples: Children will/may...

#### Supportive Practice: Practitioner/Adult will...

**C13.PK.1** Follow classroom and school rules.

Understand the rules at school and at home.

Talk about the rules and maintain them consistently but compromise when appropriate.

↩ **C13.K.1** Identify and follow classroom and school rules that guide behavior and resolve conflicts.

Be able to recite the classroom rules.

Talk to the children about appropriate rules before entering a different type of environment such as a library or church setting.

**C13.PK.2** Participate in group decision making.

Follow the rules made with adults and/or peers in a game or play.

Play a variety of simple games (e.g., board games, card games, or ball games) with the children. Comment on “my turn” and “your turn.”

↩ **C13.K.2** Identify an individual’s rights within the classroom.

Follow the safety rules.

Model safety rules (e.g., wear your seat belt while in the car, wear a helmet while biking, and wait for the “walk” signal at crosswalks).

### Content Standard C16: Global Relations

#### Indicator C=Civics

#### Examples: Children will/may...

#### Supportive Practice: Practitioner/Adult will...

**C16.PK.1** Identify their teacher and peers by name.

Know the names of all of their peers in the classroom.

Provide many opportunities for children to recognize their classmates’ names.

↩ **C16.K.1** Name their school.

Recognize and know the name of the school.

Have names cards available in the writing area for children to use.

Display a name poster on the wall with all of the children’s names on it.

Model the name of the school for the children.

## Pre-Kindergarten Standards: Social Emotional

### Content Standard 1.0: Self-Confidence

#### Indicator SE=Social Emotional

#### Examples: Children will/may...

#### Supportive Practice: Practitioner/Adult will...

**1.PK.1a** Make independent choices from diverse interest centers or activities.

**1.PK.1b** Select materials to use for individual expression.

**1.PK.2a** Express ideas for activities; initiate and participate in discussions with teachers or peers.

**1.PK.2b** Acknowledge actions and accomplishments verbally and nonverbally.

**1. PK.3** Re-engage in a task or activity after experiencing disappointment, frustration, or failure.

Be more independent when choosing activities.

Use materials that help express individuality.

Express ideas about activities.

Talk about and express actions and accomplishments.

Start on a task or activity again after experiencing disappointment or failure.

Encourage children to express likes or dislikes.

Ask children about their opinions and ideas.

Give children opportunities to interact with others.

Give children the chance to take responsibility for daily tasks.

Encourage the children to try new activities.

Comment on what you observe him/her doing.

Offer safe choices but allow children to experience natural consequences within safe limits.

### Content Standard 2.0: Self-Direction

#### Indicator SE=Social Emotional

#### Examples: Children will/may...

#### Supportive Practice: Practitioner/Adult will...

**2.PK.1a** Separate easily from parents(s)/caregivers(s)/significant adult(s).

**2.PK.1b** Move through routines and activities with minimal adult/teacher direction.

**2.PK.2** Demonstrate self-help skills (e.g., put blocks away, pour juice, use soap when washing hands).

**2.PK.3a** Use toys and materials with care.

**2.PK.3b** Clean up or put away toys and materials when finished.

Separate easily from parents or significant adults.

Engage in routines and activities with less adult direction.

Use self-help skills more effectively.

Use toys and materials with care.

Clean up and/or put away toys when finished.

Model appropriate methods for handling objects, cleaning up, etc.

Provide opportunities for child to do things for him/herself.

Discuss issues of carelessness, destruction of property, etc. when they occur and discuss suggestions for resolving the problems.

Encourage families to use a specific good-bye routine that is supportive and eases a child's separation.

Allow children to participate in the rule making process.

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### Content Standard 3.0: Identification and Expression of Feelings

#### Indicator SE=Social Emotional

#### Examples: Children will/may...

#### Supportive Practice: Practitioner/Adult will...

**3.PK.1** Identify a range of feelings (e.g., sadness, anger, fear, and happiness).

**3.PK.2a** Express feelings, needs or wants in appropriate ways.

**3.PK.2b** Demonstrate awareness of feelings of others (e.g., gets blanket for friend and comforts him/her when he/she feels sad).

Identify a variety of feelings (e.g., anger, sadness, fear, happiness).

Express feelings, needs, or wants in appropriate ways.

Show an awareness of feelings in others and may comfort friends or others when needed.

Show empathy for a friend or someone who is sad.

Understand why someone is upset and try to help them to feel better.

Create an environment where children feel safe and secure and where their feelings are accepted.

Encourage children to evaluate themselves (e.g., “Was that easy or hard for you?”).

Celebrate the children’s accomplishments.

Respect and accept children and help him/her feel unique and special.

Engage in frequent conversation with children about their interests, activities, feelings, and perspectives.

### Content Standard 4.0: Interactions with other children and adults

#### Indicator SE=Social Emotional

#### Examples: Children will/may...

#### Supportive Practice: Practitioner/Adult will...

**4.PK.1a** Demonstrate appropriate affection for teachers and friends.

**4.PK.1b** Express common courtesy to others (e.g., saying “thank you”, “please” and “excuse me”, or passing a plate of cookies).

**4.PK.1c** Respect rights and belongings of others (e.g., “It is my turn to use the bike, but you can have the bike when I am finished”).

**4.PK.1d** Demonstrate problem-solving skills (e.g. ask for help from an adult, talk about problems, talk about feelings relating to problems, and negotiate solutions).

**4.PK.1e** Be able to say and respond to first and last name.

**4.PK.1f** Be able to say parent’s or caregiver’s name.

Show affection towards adults and friends.

Express common courtesy to others (e.g., “please,” “thank you,” “excuse me”).

Respect the rights and belongings of others (e.g., taking turns).

Show problem solving skills (e.g., ask for help, talk about feelings, talk about problems, and negotiate solutions with others).

Begin to share and invite other children to join in their play.

Have a preferred playmate or prefer to play alone.

Be able recite their full name when asked.

Model trust, honesty, and respect in dealings with children and adults.

Use books to help children take the perspective of others and/or help with problem solving.

Model the words and behaviors of politeness and common courtesy.

Provide many opportunities for sharing.

Support and model empathy.

Point out and celebrate similarities and differences between children and families.

Provide opportunities for children to learn and share names of their friends and families.

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### Content Standard 5.0: Pro-Social Behaviors

#### Indicator SE=Social Emotional

#### Examples: Children will/may...

#### Supportive Practice: Practitioner/Adult will...

**5.PK.1a** Play independently.

**5.PK.1b** Play in pairs and small groups.

**5.PK.1c** Engage in dramatic play.

**5.PK.1d** Initiate play, or enter into play with a group of children already playing.

**5.PK.2a** Participate in cooperative groups to complete a task.

**5.PK.2b** Take turns with teacher support.

**5.PK.2c** Share some of the time.

Play independently.

Play in pairs and in small groups.

Engage in dramatic or pretend play.

Initiate play with others or enter into play with a group of other children.

Engage in cooperative groups to work on a task.

Take turns with teacher support.

Show that they have sharing ability with other children.

Provide opportunities for children to play in groups or with a partner.

Support and model empathy.

Point out cooperative/sharing behaviors.

Model taking turns.

Read books that demonstrate respect for the feelings of others.

Provide children with opportunities to engage in cooperative games or activities.

Encourage sharing in the classroom.

### Content Standard 6.0: Attending and Focusing Skills

#### Indicator SE=Social Emotional

#### Examples: Children will/may...

#### Supportive Practice: Practitioner/Adult will...

**6.PK.1a** Attend to a task for at least 10 minutes.

**6.PK.1b** Move on to next activity without exhibiting signs of stress.

**6.PK.1c** Use verbal and non-verbal conversation skills (e.g., listening, letting a person finish speaking before taking a turn, staying with one topic, maintaining eye contact, etc.).

**6.PK.1d** Demonstrate ability to delay gratification to complete a larger task.

Focus on a task for more than 10 minutes.

Be able to transition to a new activity without showing signs of stress.

Use words and non-verbal skills in conversations (e.g. listening, letting a person finish speaking before taking a turn, staying with one topic, making eye contact).

Demonstrate the ability to delay gratification to complete a larger task.

Encourage children to pursue his/her own interests.

Provide an extended period of time to work on specific tasks and/or projects.

Provide a variety of materials/supplies for children to complete tasks/projects in a variety of centers.

## State of Nevada: Race to the Top-Early Learning Challenge Appendix

### Social Studies/Social Emotional Activity

**Activity:** “Packing for Weather” (Virtual Pre-K, Taking Care of Me, Lesson 10):

**Materials:** Flannel board, weather or season symbols, three suitcases or shopping bags, clothing for a variety of seasonal conditions, large bag, drawing paper, crayons, or markers. Introduce the activity with a related story or game such as “What’s in the suitcase?” Put something like an umbrella in a soft-sided suitcase. Have students try and guess the contents by touching the suitcase. Open the case and ask, “When do we use this?” Have the students pick a destination and discuss weather conditions for it. Bring in a large bag of clothing and tell the students to help you pack the right clothing for the trip. Place the symbols for rainy, snowy, and sunny on the flannel board and put a suitcase under each. Students take turns reaching into the bag and naming the item of clothing each pulls out. Then the student decides which suitcase the clothing belongs in and puts it into the case. Ask for agreement from the students or discuss alternatives. After the suitcase activity, have children discuss their favorite weather and draw pictures of it. These may be combined into a book with chapter names for the weather conditions or seasons.

**Teacher-to-Teacher Tip:** Weather conditions overlap, so make sure the students understand that rain means wet conditions, snow means cold conditions, and sun means hot conditions. Thrift shops are a good source of clothing for this lesson. The clothing can also be used for dress-up clothes.



## Creative Expression Introduction: Approaches To Learning

During the early years, imagination and creativity are at their height. Early childhood programs should value and recognize these attributes in children and build on them as a way to facilitate development and learning. Opportunities for creativity should be integrated throughout all areas of the early childhood curriculum. Children should be provided with a wide range of materials and time to explore them. It is the process rather than the end product that is most important, because children experience and learn many skills through the process. Depending on their previous experiences, individual dispositions, age or developmental level and unique interests, children will express their creativity in a variety of ways. Children learn by interacting with the environment, their peers, and significant adults. This interaction often is in the context of play. Creativity is particularly supported through play, when children use imagination, experiment with roles, use a wide range of tools and props, find creative solutions to problems, and gain insight into the world around them.

**Creativity presents itself in many ways. The following standards consider creativity in four distinct areas:**

- Visual Arts,
- Music and Movement,
- Dramatic Play, and
- Creative Thinking.

Research supports the importance of the arts in academic achievement (CNAEA, 1994). By expressing and appreciating the arts, one develops thought processes and communication skills (Althouse, Johnson, & Mitchell). Arts involve all content areas. Early childhood curriculum is not taught in isolated segments but is integrated across content areas. The arts connect the content areas and give children a means of developing new ways of understanding their world.

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## Pre-Kindergarten Standards: Creative Expression

### Content Standard 1.0: Creative Thinking- Approaches to Learning through Creativity

#### Indicator CT: Creative Thinking

#### Examples: Children will/may...

#### Supportive Practice: Practitioner/Adult will...

**1.PK.1** Use a variety of approaches to solving problems.

Predict outcomes in stories, and to answer “what if” questions.

When problems occur in the classroom, model for children how to come up with a variety of solutions.

**1.PK.2** Use a variety of approaches to solving interpersonal problems in the classroom.

Engage in problem solving in a variety of centers.

Role play situations for children to expose them to potential problems and how to solve them.

**1. PK.3** Adapt environment or abilities to reach a motor challenge, such as climbing or reaching an object.

Demonstrate awareness of ways to get help in solving problems.

When conflicts occur between children, use it as an opportunity to teach them how to solve a problem.

Solve an increasing number of problems independently in play and living situations.

Ask children many open-ended questions that require more than a yes or no answer.

Demonstrate ability to classify, compare, and contrast.

Ask children to explain how they reach solutions to problems they encounter.

Use an increasing number of details and more realistic representations.

Encourage children to find more than one way to solve problems.

Try new ideas to solve a problem.

Offer a variety of materials in the classroom that are open-ended in how they can be used (e.g., blocks, art materials, etc.).

Demonstrate a technique to get something out of reach (e.g., using tongs to grasp something off of a tall shelf).

Have a variety of tools (e.g., manipulatives, measuring tools, and magnifying glasses, etc.) for math, science, and other cognitive areas.

Allow children to use things in the classroom environment to adapt to challenges (e.g., using a large block as a stepstool).

### Content Standard 2.0: Creative Thinking- Approaches to Learning through Motivation and Persistence

#### Indicator CT: Creative Thinking

#### Examples: Children will/may...

#### Supportive Practice: Practitioner/Adult will...

**2.PK.1** Select progressively more challenging tasks.

Use an assortment of objects to complete a task.

Provide children with large amounts of time to explore and work with classroom materials.

**2.PK.2a** Demonstrate ability to delay gratification to complete a larger task.

Combine materials to make the play or experience more rewarding.

Permit children to choose activities that are of interest to them.

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**2.PK.2b** Express satisfaction when accomplishing a task and achieving a goal.

**2.PK.3** Demonstrate persistence by trying again when faced with challenges.

Become interested in building, drawing or creating an intricate structure.

Show pride in the work that they have accomplished.

Seek out friends and teachers to show the work that they have done.

Stay focused on a specific area in the classroom until they feel that they have mastered the skill.

Encourage children to engage with classroom materials for longer periods of time.

Offer materials that range from simple to complex, and encourage children to work up to the more complex materials (e.g., simple puzzles to jigsaw puzzles).

After a large amount of exploration time with materials, encourage children to create more complex things.

Encourage children to try new things or elaborate on something they have done.

Allow children to work individually and in small groups on ongoing projects that interest them.

Set aside space in the classroom to store work (e.g., block structures, art, etc.) so that children can work on projects for an extended amount of time.

Take photos of children's work and write down the things they say and post it at their eye level to inspire them to continue or change course.

Take time to revisit a project that children have done and talk about how it will or will not carry on.

Invite children to share their work with their classmates and encourage them to make comments or ask questions.

### Content Standard 3.0: Creative Thinking- Making Connections

#### Indicator CT: Creative Thinking

#### Examples: Children will/may...

#### Supportive Practice: Practitioner/Adult will...

**3.PK.1** Combine objects in a variety of ways.

**3.PK.2** Categorize experiences, people and ideas in a variety of ways.

**3.PK.3** Create stories and scenarios by combining experiences and ideas.

Incorporate a variety of materials into the play or activity.

Sort or classify materials, and objects by specific characteristics.

Expand their play or activity by including real life experiences with fantasy play.

Encourage children to move freely among the centers in the classroom.

Offer a variety of materials in all learning centers in the classroom.

Allow children to move materials around the room to use them in diverse ways.

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Model for children how to make connections among ideas and topics that they are exposed to.

Include all subject areas in all learning centers (e.g. have math materials available in all learning centers).

Expose children to lots of experiences, people, and ideas through discussions, books, and classroom visitors.

Read and sing different versions of a story or song and talk about how they are similar and different.

Encourage children to talk about their ideas and share them with others.

Make journals for the children to use for drawing and writing stories and ideas.

Make time for children to dictate their ideas or stories to you and then write them down.

Help children think of topics they want to write about.

Allow children to express their ideas and stories in multiple ways (e.g., visual arts, dramatic play, construction, etc.).

## Content Standard 1.0: Music and Movement - Singing

### Indicator MM=Music and Movement

### Examples: Children will/may...

### Supportive Practice: Practitioner/Adult will...

**1.PK.1** Make a variety of sounds with their voices.

**1.PK.2** Create and sing chants.

**1.PK.3a** Recognize and select a variety of simple songs, finger plays, musical games, and musical activities alone and with others.

Participate during singing activities.

Request that the teacher sing their favorite classroom song.

Sing during circle time and during activity time.

Recognize the words of simple songs sung in the classroom.

Enjoy music experiences from other cultures.

Include musical activities in the classroom on a daily basis.

Sing a variety of songs, fingerplays, chants, and rhymes.

Expose children to a variety of styles in music (e.g., classical, folk, etc.).

Talk about and demonstrate how to sing in low and high voices.

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**1. PK.3b** Select and recognize a variety of songs from diverse cultures.

- ↶ **K.1.3.1** Sing a simple melody with accurate pitch.
- ↶ **K.1.3.3** Sing simple ostinati and two-part rounds such as "Row, Row, Row Your Boat".
- ↶ **K.1.3.4** Sing patriotic songs, folk songs, and multicultural selections.

Encourage children to sing songs in different pitches and dynamics (e.g., high, low, and soft, loud).

Include a music center in your classroom complete with a variety of instruments and musical themed books.

Allow children to make noise often with their voices and/or musical instruments.

Encourage children to try and make different animal and environmental sounds.

When reading books, encourage children to make sound effects that go with the story.

Have musical themed or "singable" books available in the classroom.

Create a book with all of the children's favorite songs for them to look at.

Give opportunities for children to choose what songs or musical activities to play.

Expose children to a variety of music and songs from different cultures.

Learn songs in more than one language.

### Content Standard 2.0: Music and Movement - Playing Instruments

#### Indicator MM=Music and Movement

#### Examples: Children will/may...

#### Supportive Practice: Practitioner/Adult will...

**2.PK.1** Play and identify a variety of musical instruments.

**2.PK.2** Participate in a rhythm instrument band.

**2.PK.4** Accompany simple music with rhythm instruments or clapping.

- ↶ **K.2.3.1** Play classroom instruments using proper technique.

Ask to play the musical instruments in the classroom.

Have a favorite instrument that they like to play.

Follow the rhythm of the music using an instrument.

Use materials to create their own instrument.

Have books about music and musical- themed books available in the classroom.

Play instrumental music and show children pictures of the instruments that are being played.

Encourage children to make instruments from recycled materials.

Encourage children to gather together and pretend to be in a rhythm instrument band.

Move and dance around to different types of music.

Have children clap, tap, stomp, etc. to the beat of music that they hear.

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### Content Standard 3.0: Music and Movement - Improvisation

#### Indicator MM=Music and Movement

#### Examples: Children will/may...

#### Supportive Practice: Practitioner/Adult will...

**3.PK.1** Improvise simple songs and rhythmic patterns using voice, body or instrument.

**3.PK.3** Take familiar songs and change the words, feelings, sound of voice or dynamics.

↶ **K.3.3.1** Improvise short melodic and rhythmic patterns.

↶ **K.4.3.1** Create music to interpret stories, rhymes, and poetry.

↶ **K.4.3.2** Create short songs and instrumental pieces.

↶ **K.4.3.3** Organize pieces using a variety of sound sources.

Create own words and sing them with a familiar tune.

Change their voice tone to be funny or serious.

Sing a variety of songs and repeatedly expose children to them.

Model for children how to change words and sounds to create different songs and music.

Model for children how to change the rhythm of a song (e.g., sing it faster or slower).

Show children how to change the feeling of a song by singing a familiar song in a happy voice, sad voice, etc.

Encourage children to make up their own songs and music.

Have children perform and sing their songs for their classmates.

Write down the words to children's songs and create a class songbook.

### Content Standard 6.0: Music and Movement - Listening

#### Indicator MM=Music and Movement

#### Examples: Children will/may...

#### Supportive Practice: Practitioner/Adult will...

**6.PK.1** Identify simple elements of music such as loud/soft and fast/slow.

↶ **K6.3.1** Identify simple elements of music.

Understand the difference between loud /soft, fast/slow when singing.

Be able to demonstrate how to incorporate simple elements of music.

Take familiar songs and encourage the children to try and sing them slow and fast or loud and soft.

Play music and have the children move to the rhythm, beat, or tempo of the song.

Play music and verbally identify if it is playing slow, fast, loud, or soft.

Talk about songs that you know and whether they are slow, fast, soft, or loud.

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### Content Standard 7.0: Music and Movement - Evaluation

#### Indicator MM=Music and Movement

#### Examples: Children will/may...

#### Supportive Practice: Practitioner/Adult will...

**7. K.2** Demonstrate a preference in music.

← **K.7.3.2** Explain personal preferences for specific musical works and styles using simple musical vocabulary (e.g., loud/soft; high/low).

Have a preference in music and want to share it with the class (e.g., country, pop, or children's music).

Bring in musical instruments that make the sound of their favorite kind of music.

Encourage children to suggest songs and music to be played in the classroom.

Have a variety of musical instruments available for children to choose from.

During circle time, give the choice of a few songs and have children vote on which one to sing.

Make a class graph showing the children's favorite songs.

Make a class book where children dictate stories about their favorite songs or music.

### Content Standard 8.0: Music and Movement - Application to Life

#### Indicator MM=Music and Movement

#### Examples: Children will/may...

#### Supportive Practice: Practitioner/Adult will...

**8. PK.2** Demonstrate math and language skills while participating in music.

Participate with counting songs and fingerplays.

Understand the concepts that are being demonstrated in the song.

Sing counting songs such as "Five Little Monkeys," "Five Little Ducks," and "Five Little Speckled Frogs."

Sing songs with repetitive patterns such as "There was an Old Lady Who Swallowed a Fly" and "This old man."

Sing mathematical chants such as "One, Two Buckle My Shoe."

Sing songs and move the body in a patterned way (e.g., clap, stomp, clap stomp).

Chant the children's names and clap, stomp, or snap out the syllables or letters in their names.

Sing songs in all areas of the classroom environment.

Sing songs related to art and science (e.g., color songs, animal songs).

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### Content Standard 9.0: Music and Movement - Cultural and Historical Connections

#### Indicator MM=Music and Movement

#### Examples: Children will/may...

#### Supportive Practice: Practitioner/Adult will...

**9.K.1** Experience music from different cultures.

Ask to hear music from other cultures.

Provide children with music experiences from many different cultures.

← **K9.3.1** Identify several styles of music from various cultures.

Bring in music from their home to share in the class.

Play a variety of different musical pieces for children to listen to.

← **K9.3.2** Identify various uses for music and daily experience.

Bring in different instruments from different cultures.

### Content Standard 10.0: Music and Movement - Cross-curricular

#### Indicator MM=Music and Movement

#### Examples: Children will/may...

#### Supportive Practice: Practitioner/Adult will...

**10. .1a** Move in a variety of ways to music to reinforce physical development basic movements (e.g., over, under, in, out, in and between).

Demonstrate movement activities during circle time.

Offer opportunities to move and dance to a variety of music.

**10.PK.1b** Move with and without music using a variety of props such as scarves, balloons, hoops, etc.

Understand simple position vocabulary words (e.g., over, under, in, out, in and between).

Play a variety of music to move to (e.g., quiet or active music).

**10.PK.1c** Respond to changes in tempo.

Use props when dancing with or without music.

Have props such as balloons, scarves, and hoops to use for dancing and moving.

← **K.10.3.1** Demonstrating an understanding of K-3 Standards adopted for Physical Education 3.0.

Be able to demonstrate the different tempos (e.g., fast, slow).

Play songs that change in tempo or speed, and have the children move according to the way the music is playing.

### Content Standard 1.0: Dramatic Play

#### Indicator D=Dramatic Play

#### Examples: Children will/may...

#### Supportive Practice: Practitioner/Adult will...

**1.PK.1** Act out a role observed in his/her life experiences; for instance, mother, baby, doctor.

Role play familiar figures from his/her own life (e.g., mom, dad, and baby).

Encourage children to act out a variety of roles that they are familiar with and roles that are new to them.

**1.PK.2a** Make up new roles from experiences and familiar stories.

Act out new roles from real life experiences or stories.

Give the children the freedom to act out many roles and situations.

**1.PK.2b** Direct peers and/or follow directions from peers in creating dramatic play scenarios.

Lead the play or story line during dramatic play.

Provide costumes and props that your children see in their everyday life experiences.

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**1.PK.3** Act out roles that involve another child(ren) in related role; for instance, mother and baby, grocer and shopper.

**1.PK.6** Use available materials as either realistic or symbolic props as part of dramatic play.

**1. PK.7** Use dress-up clothes or costumes and other props in dramatic play.

← **K1.3.6** Create simple sets and sound effects for a dramatized idea or story (e.g. tables become caves).

← **K1.3.7** Assemble and use simple props, costumes, masks, or make-up for a dramatized idea or story.

Re-enact roles that they are familiar with (e.g., shopping with mom, driving to school).

Use props to help to enhance play.

Use objects to represent a prop box for a car, banana for a phone).

Read books about experiences that children are familiar with and can reenact.

Provide books related to the theme of the dramatic play area (e.g., “grocery store”) to give ideas for roles to play.

Allow children to direct the play and encourage cooperation with each other.

Offer open-ended and/or natural materials (e.g., pinecones, polished stones, seashells) to encourage imaginative play.

Put open-ended dress up clothes (e.g., fabric or a variety of scarves) to encourage more imaginative and fantasy play.

Allow and encourage children to use materials from other areas in the classroom in their dramatic play (e.g., using a wooden block as a walkie talkie).

### Content Standard 2.0: Dramatic Play

#### Indicator D=Dramatic Play

#### Examples: Children will/may...

#### Supportive Practice: Practitioner/Adult will...

**2. PK.1** Distinguish between persons, animals, and objects by identifying characteristics (e.g., the sounds animals make).

**2.PK.2** Imitate roles observed in child’s life experiences.

**2. PK.3** Assume the role of a familiar person or thing and talk in the language/tone appropriate for that person or thing.

← **K2.3.1** Identify traits of a person, animal, or object (e.g. What does a dog do when it’s happy? Wag its tail).

← **K2.3.2** Imitate the traits of a given person, animal, or object.

← **K2.3.3** Use voice and body to show different emotions while portraying a character in a dramatized idea or story.

Act like a favorite pet or animal and include the mannerisms or sounds that they make.

Copy the mannerisms of a familiar person and use them during dramatic play.

Use the language, speech patterns or use props to act like another person or thing.

Allow children to act out many different characters or roles in the classroom.

Let the children demonstrate how different roles and characters sound and behave.

Discuss with children about familiar people and characters and how they speak and move.

Provide props and costumes to aid the children in acting out roles and characters.

When reading books, talk about the characters and how they look, sound, and act.

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### Content Standard 3.0: Dramatic Play

#### Indicator D=Dramatic Play

#### Examples: Children will/may...

#### Supportive Practice: Practitioner/Adult will...

**3.PK.3** Differentiate between pretend and real.

Understand the difference between reality and fantasy.

Allow children to pretend and act out a variety of roles and scenarios.

← **K3.3.3** Identify the differences between fantasy and reality.

Demonstrate play that includes both fantasy characters and real people.

Talk with children about pretend and real situations and how they should respond to each.

Read fiction and non-fiction books and talk about the differences in pretend characters and real characters.

Have the children make masks and costumes and demonstrate what is pretend and real.

Have puppets available in class and encourage children to act out roles with the puppets.

Talk with children about fears and safety issues and how to cope.

### Content Standard 4.0: Dramatic Play

#### Indicator D=Dramatic Play

#### Examples: Children will/may...

#### Supportive Practice: Practitioner/Adult will...

**4.PK.1** Begin to understand and identify similarities and differences between dramatic characters and real people.

Understand the difference between dramatic play and real life.

Provide acting experiences for children to role play and see that characters can have real life characteristics.

← **K4.3.2** Identify similarities and differences between dramatic characters and real people.

Recognize that some things can be the same for both.

### Content Standard 5.0: Dramatic Play

#### Indicator D=Dramatic Play

#### Examples: Children will/may...

#### Supportive Practice: Practitioner/Adult will...

**5.PK.1** Use music, movement, and visual arts in dramatic play.

Want to have music available in the dramatic area.

Allow children to have music in the dramatic play center.

**5.PK.3** Use language arts, math, science, and other disciplines in dramatic play (e.g., finger plays, counting, grocery store, life cycles).

Include math, science, and music in their dramatic play activities. (e.g., playing high school musical).

Encourage children to sing or play music in dramatic play.

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Allow children to decorate the dramatic play center with art or other classroom materials.

Let children safely rearrange the furniture in the dramatic play area as space allows.

Make a theater area in the dramatic play to act out roles and have performances.

Provide a puppet theater and puppets to act out stories.

Provide math-related materials such as money, checks, credit cards, scales, and measuring cups/spoons in dramatic play.

Provide science-related materials such as cookbooks and health-related materials.

Supply books and writing materials in the dramatic play area.

## Content Standard 1.0: Visual Arts: Knowledge

### Indicator VA= Visual Arts

### Examples: Children will/may...

### Supportive Practice: Practitioner/Adult will...

**1. PK.3** Use a variety of media, techniques, and processes in art activities that are of the child's creation without a model.

← **VA.K1.3.3** Use different media, techniques, and processes to produce works of art.

Demonstrate how to use and create with a wide variety of mediums.

Create works of art without the use of a model.

Express an interest in trying to work with different mediums.

Provide a large selection of art tools (e.g., various paintbrushes, clay tools, etc.).

Offer a variety of surfaces on which to create such as type, size and texture of paper, canvases, and easels.

Give children a wide selection of options for creating art (e.g., sculpture, paint, collage).

Allow children long periods for exploring the art materials before introducing them to a new technique or material.

Encourage children to be creative and not copy a teacher model.

Focus on what the children learn during the time they worked on the art project, not what it looks like in the end.

Provide space in the classroom to store the children's art to work on at a later time.

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Include books about art techniques, art material, and famous artists in the art center.

Expose children to examples of pictures of a variety of famous works of art.

### Content Standard 2.0: Visual Arts - Content

#### Indicator VA= Visual Arts

#### Examples: Children will/may...

#### Supportive Practice: Practitioner/Adult will...

**2.PK.4** Identify color, shape, and texture through art experiences.

Share their knowledge of colors, shapes and textures in their art.

Talk to children about colors, shapes, and textures.  
Read books about colors, shapes, and textures.

**VA.K2.3.1** Identify selected elements of design and principles of design in nature and in works of art.

Have a preference of colors or shapes that they use in their work.

Look and talk about the colors, shapes, and textures in the environment.

Provide art materials that have a range of colors, shapes, and textures.

**VA.K2.3.2** Use elements and principles of design to create works of art.

Give children a lot of time to explore how colors can mix and change, how to form shapes, and how to create different textures.

Ask children questions about the colors, shapes, and textures they used in their artwork.

When commenting on a child's artwork, avoid empty praise (e.g., "good job") instead comment on the colors, shapes and textures represented.

### Content Standard 3.0: Visual Arts - Content

#### Indicator VA= Visual Arts

#### Examples: Children will/may...

#### Supportive Practice: Practitioner/Adult will...

**3.PK.1** Recognize various art forms (e.g., photographs, statues, paintings, and drawings).

Be familiar with various forms of art.

Expose children to pictures of different art forms such as photos, sculptures, painting and drawing.

**3.PK.2** Create works that express or represent experiences, ideas, feelings, and fantasy using various media.

Understand the difference between paintings, photographs, statues, and drawings.

Talk with children about how art comes in many different forms.

Read books about art, works of art, and artists.

Place pictures of different art forms in the art area.

 **VA.K3.3.2** Create artwork that demonstrates choice of subject matter and symbols to communicate meaning.

Enjoy creating their own creative art piece.

Encourage children to talk about their experiences, fantasies and feelings. and to express them in a visual way.

Understand how to express themselves through their art.

Give the children a variety of materials (e.g., drawing pens, paint, clay) to use to express their thoughts and feelings.

After a field trip or classroom event, encourage children to create works about what they saw and heard.

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## Content Standard 4.0: Visual Arts - Context

### Indicator VA= Visual Arts

### Examples: Children will/may...

### Supportive Practice: Practitioner/Adult will...

**4.PK.3** Create a work of art that expands on an experience, such as after a field trip or as a part of a cultural event.

Create art that reflects an experience that the child had in the classroom or on a field trip.

Expose children to many different experiences and cultural events.

Talk with children before and after a new experience.

← **VA.K4.3.3** Create a work of art that is influenced by a particular historical period or culture

Dictate a story that reflects a book or story from the classroom.

Have children create a work of art before going on a field trip or event to demonstrate what they think they might experience.

If time allows, during a field trip have children draw what they see and experience.

After a field trip or event, have the children create a work of art to demonstrate what they experienced.

Take photos of the field trip or event to help children recall their experiences and be able to create a work of art reflecting what they learned.

Have the children share their art with their classmates.

## Content Standard 5.0: Visual Arts - Interpretation

### Indicator VA= Visual Arts

### Examples: Children will/may...

### Supportive Practice: Practitioner/Adult will...

**5.PK.1** Recognize their own and others' artwork.

Be able to recognize their work.

Encourage children to show their artwork to you and share with others.

**5.PK.2** Demonstrate respect for the artwork of others.

Recognize the work and what was created by their classmates.

Model how to be respectful toward works of art.

**5.PK.3** Describe or respond to their own creative work or the creative work of others.

Be respectful of the work of others.

Talk with children about their art and ask questions.

Express themselves through their own artwork.

Have children share their artwork during whole group time.

← **VA.K5.3.3** Discuss possible meanings of art.

Describe the work that they have created.

Encourage children to be respectful and careful with their peer's work.

Model and encourage children to give constructive comments and ask questions about their peer's art.

Display the children's artwork in the classroom in an attractive, neat style.

**Indicator VA= Visual Arts**

**Examples:** Children will/may...

**Supportive Practice:** Practitioner/Adult will...

**6.PK.1** Use visual arts as a means to express their feelings, thoughts, knowledge and skills in content areas such as language arts, science, and math.

**6.PK.2** Use visual arts in dramatic play, music, and movement activities.

Demonstrate the use of different mediums as they use them in the classroom.

Understand how visual arts are used in different areas (e.g., plays, musicals, and dance).

When children dictate stories, encourage them to create a picture or work of art to accompany it.

If children talk about their artwork, write down what they say and post it near their art.

When talking about art, model using mathematical words, such as big/small, shapes, and count numbers of items you see.

Ask children questions about colors, shapes, and numbers of items in their artwork.

Offer children opportunities to create works of art related to science such as nature, animals, flowers, etc.

Encourage children to explore color mixing with colored water or tempera paint.

Offer visual art activities in the dramatic play area, music area, movement activities, and outdoors.

Have materials and props with a range of colors, shades, and shapes in the classroom.

When the children see or do something of interest to them, encourage them to represent it in a visual way.

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### Creative Arts Books & Resources "Inspiring Materials"

When a child brings a special or particularly unique object to school such as a flower, pine cone, or a pretty stone, invite them to share it with the class. Talk about the colors, shapes, and lines that they see in the object. Set the object on the art table and invite children to draw, paint or sculpt the object that their friend brought to school. Point out the different styles that the children used to recreate the object. Have the children share their work with each other. Display the children's work along with a photo of the object in the classroom.

**Activity:** "Looking for Shapes or Lines in the Environment"

**Materials:** Camera, paper, markers or drawing pens

Read books about shapes or lines with children and talk about how shapes or lines are everywhere around us. Look around the classroom and outdoors and see if you can find shapes and lines. When children find a shape or line, take a picture of it. Later give the children the pictures of the shapes and lines that they found in the environment. Invite them to choose one or more pictures and try to draw the shapes and lines that they see in the picture. Make a class book with the pictures and drawings that the children made.



## Physical Development & Health Introduction



Young children's future health and well-being are directly related to the development and strengthening of their large and small muscles. The National Association for Sports and Physical Education (NASPE) suggests that, in addition to children's enjoyable active free play in and out of doors and moving to music, children need to experience explicit teaching in order to learn a variety of movement skills, initially as individuals, then with partners, and finally in a small group (NASPE, 2002). The NASPE suggests that all young children from birth through age five engage in at least sixty minutes of physical activity daily, designed to promote health-related fitness and movement skills. Recognizing that preschoolers are naturally active individuals, the NASPE suggests that the 'duration, frequency and intensity of movement and physical activity depends on the child's age, developmental status, ability level, personal interest, prior experience, and normal tendency to alternate short bursts of activity with intervals of rest and recovery' (2002, p.8) (CTB/ McGraw-Hill LLC).

Beginning with the freedom to walk, run, jump, climb, hop and do other physical activities in and out of doors, children are introduced to exploring different ways they can move. Throughout the preschool years, children are focusing on large muscle development that includes:

- Strengthening of muscles,
- Balance,
- Coordination, and
- Muscle control.

Children have a natural desire to learn about their environment through touch and manipulation. Eye-hand coordination, manipulation skills, strength, dexterity and control are essential for the physical development of fine motor skills. Through active participation in these small muscle activities, children will develop:

- Eye-hand coordination,
- Strength and dexterity, and
- Control of writing utensils.

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Tasks may be given to children, such as “jump high and hold one part of your body low.” While completing these tasks, children are learning the names of different movements and developing specific movement skills (Sanders, 2002). Simple noncompetitive games, those with rules as well as those that involve children in imaginative thinking, should be introduced during the preschool years.

Children cannot learn well if they are not physically healthy. The NRC and the Institute of Medicine (NRC and IM, 2000) indicate that health services must be made available in culturally appropriate ways for all our nation’s children. Further, the (NRC,( 2001a) strongly advocates that programs for young children include health education and physical education.

Knowledge and habits of healthful living begin early in life. While young children are not in charge of providing themselves with a healthy environment and lifestyle, they can begin the life-long process of developing habits of healthy living and physical activity. Children feel a sense of pride and accomplishment when taking an active role in preparing nutritious snacks, maintaining a clean and healthy environment, and caring for their bodies,

They begin to understand how daily activities promote overall personal health and safety when they are able to:

- Distinguish between healthy and non-healthy foods,
- Take care of personal hygiene,
- Follow basic safety rules, and
- Identify feelings.

Children learn as they live. Every program for young children needs to have established routines involved in healthy living. Children are able to choose from healthy snacks and lunches and begin to recognize the necessity of food and water for life. Habits of washing hands, brushing teeth and keeping their environment clean, safe and healthy are established during the period of early childhood. While children are engaging in these activities, teachers interact with them, informally introducing information and facts about healthy living.



## Pre-Kindergarten Standards: Physical Development & Health Education

### Content Standard 1.0: Development of Motor Skills

#### Indicator PD=Physical Development

**1. PK.1** Identify the basic vocabulary of simple movement patterns (e.g., walk, run, jump, hop, climb, etc.).

#### Examples: Children will/may...

Enjoy playing games, such as “Mother May I” or participate in a simple obstacle course.

Begin to recognize simple vocabulary words that indicate movement.

Demonstrate simple movement activities.

Have a preference for certain large motor movements (e.g., running, jumping or climbing).

#### Supportive Practice: Practitioner/Adult will...

Provide opportunities to move indoors and outdoors.

Model and verbally label simple movement patterns.

Sing songs that label movement pattern such as “Skip to My Lou.”

Ask children to demonstrate motor skills when transitioning to activities (e.g., tiptoe to the center you choose).

Use descriptive movement words with characters or objects (e.g., gallop like a horse” or “spin like a top”).

Turn on music, hold up cards with a visual of movements (e.g., jump, clap, and stomp) for the children and let them perform the movements.

Play games such as “Mother May I” to label and practice movement patterns.

Make lotto or memory games with movement patterns and let children demonstrate the motor skill as they play the games.

When reading books with movement or action words, point them out and allow children to imitate.

### Content Standard 2.0: Movement Forms

#### Indicator PD=Physical Development

**2. PK.1** Demonstrate a basic form in walking, running, climbing, jumping, hopping, and walking up and down stairs.

**2.PK.2** Perform a variety of large motor skills (e.g., throw a ball in purposeful direction, attempt to catch a large ball).

#### Examples: Children will/may...

Practice a variety of motor skills while engaged in outdoor play.

Participate in games that require trying new skills.

#### Supportive Practice: Practitioner/Adult will...

Encourage children to practice a variety of motor skills.

Provide props, such as different sized balls, bikes, hoops and jump ropes.

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**2.PK.3** Balance on one foot for at least five seconds.

Play hopscotch or other jumping games with other children.

Enjoy playing “Simon Says” to follow directions and try new large motor skills.

Demonstrate or try to balance on one foot for at least five seconds.

Use various sized containers, such as baskets for playing basketball, and practice throwing the balls into the containers.

Roll medium to large balls to knock over water bottles or blocks.

Encourage children to throw, bounce, and kick balls to one another.

Give children opportunities to climb, do somersaults, and roll their whole bodies.

Have children try to walk with a bean bag on their heads.

Make stilts for children to balance on with tuna or coffee cans and some rope.

### Content Standard 3.0: Dance

#### Indicator PD=Physical Development

#### Examples: Children will/may...

#### Supportive Practice: Practitioner/Adult will...

**3.PK.1** Demonstrate locomotor movements such as up, down, forward, and backward.

**3.PK.2** Demonstrate the ability to follow basic movements (e.g., over, under, in, out, in between).

Begin to demonstrate how to do something new that they have learned.

Follow simple movements during play and activities.

Engage in activities or songs that require them to follow simple movements.

Create obstacle courses indoors and out to practice motor skills.

Provide scarves, streamers or other props and move to music.

Do stretching exercises (e.g., bending sideways, touching toes, etc.).

Use descriptive movement phrases (e.g., “float like a bubble”, or “pop like popcorn” and let children demonstrate).

Create pictures of various dance forms (e.g., ballet, tap, ice skating) and encourage children to try to demonstrate them.

Play music with various tempos (e.g., fast or slow) and have children move to them.

Create a “treasure hunt” map incorporating basic movements (e.g., over, under, in, between) and encourage children to find the treasure.

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### Content Standard 4.0: Health Enhancing Lifestyle

#### Indicator PD=Physical Development

#### Examples: Children will/may...

#### Supportive Practice: Practitioner/Adult will...

**4.PK.1** Engage in daily moderate to vigorous physical activity.

Participate in a variety of motor skills throughout the daily schedule.

Encourage children to participate in moderate to vigorous physical activities.

← **4.K2.1** Engage in daily moderate to vigorous structured physical activity.

Play in active games that encourage physical movement.

Set aside time and room for movement activities daily.

Play active games such as “Red Light, Green Light.”

Integrate opportunities to move around in all activities, even reading books.

Provide active props in different learning centers (e.g., dance in dramatic play, very large blocks in block center, etc.).

### Content Standard 5.0: Personal Responsibility

#### Indicator PD=Physical Development

#### Examples: Children will/may...

#### Supportive Practice: Practitioner/Adult will...

**5.PK.1** Participate appropriately during physical activities.

Engage in playing group games that require taking turns and using a variety of motor skills.

Model and discuss safety rules before beginning movement activities.

**5.PK.2** Demonstrate turn taking and cooperation during physical activities.

Encourage their friends to play regardless of their ability to perform the task.

Encourage children to be respectful of one another during movement activities.

**5.PK.3** Interact positively with others regardless of personal differences (e.g., skill level, gender, race, and disability).

Begin to become interested in other cultures and are interested in new music or games.

Provide opportunities for children to take turns demonstrating motor skills by playing games such as, “Follow the Leader” and “Duck, Duck, Goose.”

**5.PK.4** Participate in multi-cultural activities that enhance physical development (e.g., dance, games, and activities).

Use a parachute, sheet or tarp and shake balls, balloons, or bean bags in it.

Sing songs such as “Ring Around the Rosie” or “Farmer in the Dell.”

Model positive interactions with all children regardless of ability levels.

Offer movement activities that include a range of skill levels so that all children can participate.

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Talk about personal differences and ability levels and model acceptance of those differences.

Encourage children to help younger children or children with disabilities to accomplish skills.

Invite families and community members into the classroom to demonstrate multicultural movement activities.

Play music from other cultures and move to it.

## Content Standard 6.0: Fine Motor Skills

### Indicator PD=Physical Development

### Examples: Children will/may...

### Supportive Practice: Practitioner/Adult will...

**6.PK.1** Demonstrate skills in eye-hand coordination (e.g., stacking, sorting, lacing toys, stringing beads, reproducing basic patterns, complete six-piece puzzle, Legos and peg-boards).

**6.PK.2** Demonstrate the muscle strength, dexterity, and control needed to manipulate items (e.g., scissors, writing utensil, paint brushes, play dough, buttons/snaps, etc.).

**6.PK.3** Use fingered or tripod grasp with drawing, painting or writing instruments.

Attempt to participate in a variety of fine motor skills.

Use fine motor materials that require more difficult skills.

Try to use new materials on their own.

Begin to try new materials and become proficient using scissors and other writing utensils.

Enjoy using different materials to express their creative expression (e.g., using different paint brushes).

Provide many opportunities for children to handle a variety of manipulatives such as stringing beads, puzzles, stacking blocks, and legos.

Provide a large variety of writing materials to manipulate such as crayons, markers, and pencils.

Provide a variety of materials to cut with scissors such as paper, cardstock, string, and fabric.

Ensure that a variety of art utensils are available such as different sized paintbrushes and stamps.

Provide for opportunities to play with clay or playdough.

Put dress-up clothes with buttons and snaps in dramatic play area.

Provide sand and water play to practice pouring and shoveling.

Provide squirt bottles or plant sprayers for painting in art or watering plants.

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Create sensory experiences for children to explore with their hands (e.g., shaving cream, flubber, etc.).

Model and encourage fingered or tripod grasp when drawing, writing, or painting.

Provide a wide range of sizes in manipulatives, writing utensils and art utensils.

Give opportunities for children to use eye droppers, clips, clothespins, and tweezers.

Provide a variety of horizontal and vertical surfaces for writing.

## Content Standard 1.0: Core Concepts-Health Promotion/Disease Prevention

### Indicator HE=Health

### Examples: Children will/may...

### Supportive Practice: Practitioner/Adult will...

**1.PK.1** Demonstrate personal hygiene skills (e.g., hand washing, independent toileting, etc.).

Participate in daily hygiene rituals. (e.g., washing hands, wiping nose).

Talk about and post visual charts of hand washing and toileting routines.

**1.PK.2** Identify basic anatomy (e.g., eyes, nose, arms, legs, etc.).

Be able to identify simple body parts: eyes, ears and nose.

Teach the children personal hygiene songs for hand washing and tooth brushing routines.

**1.PK.3** Identify healthy foods.

Give examples of healthy foods to eat (e.g., fruit, vegetables).

Incorporate dental hygiene in classroom routines.

**1.PK.5** Identify some safety rules (e.g., fire safety, traffic/pedestrian safety, dangerous objects/substances/activities, etc.).

Understand simple safety hazards such as crossing the street.

Point out body anatomy (e.g., eyes, nose, arms, legs, etc.) seen in books and have children identify their own body anatomy.

**1.PK.6** Demonstrate basic disease prevention skills (e.g., cover mouth/nose when sneezing/coughing, hand washing, etc.).

Recognize important community helpers and understand what their roles are (e.g., fireman, policeman, or doctor).

Sing songs that label basic anatomy such as "Head, Shoulders, Knees, and Toes."

**1.PK.7** Recognize community health and safety helpers (e.g., police, firefighters, doctors).

Discuss the basic need for air, food and water.

Have children draw or paint life size portraits and help them label body anatomy.

**1.PK.8** Identify the basic need for air, water, and food.

Understand that all living things require air, food and water.

Talk about healthy foods and the benefits of eating them.

Sort pictures or make a graph of foods into categories of healthy and unhealthy foods.

Draw or cut out pictures of foods from grocery ads and make a favorite healthy foods class book.

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Talk about and post a visual chart of safety rules for the classroom.

Read and discuss books about fire safety, traffic safety, and keeping safe from danger.

Take a walk around the neighborhood and model safety rules.

Model and post visual charts of basic disease prevention skills (e.g., hand washing).

Read and talk about germs and how they spread.

Have children help with clean up routines.

Read books about community helpers and talk about what they do.

Invite community helpers to visit your classroom.

Put community helper dress up clothes and props in the dramatic play area and outdoors.

Read and talk about what our bodies need to be strong and healthy.

Sort pictures or make a graph of things that we need and don't need to be healthy (e.g., food vs. video games).

Talk about air and how we need to breathe clean air to be healthy.

Include water play indoors and out and talk about how we need water to live.

### Content Standard 3.0: Self-management

#### Indicator HE=Health

#### Examples: Children will/may...

#### Supportive Practice: Practitioner/Adult will...

**3.PK.1** Identify and express basic feelings (e.g., happy, sad, angry, frightened, etc.).

**3.PK.3** Identify potential hazards at home, school, and community.etc.).

Share their feelings and are able to express how they feel.

Understand the reasons behind their feelings.

Describe safety issues that they need to be aware of ( e.g., crossing the street, touching hot surfaces).

Talk about feelings and have children demonstrate the appropriate facial expressions and body language.

Read books about expressing feelings, then discuss them, and role play situations.

Sing songs that express emotions such as "If You're Happy and You Know It."

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Make a class book with photos of children expressing emotions and their dictated stories.

Put on music, hold up and rotate pictures of facial expressions and have children model the expressions.

Model for children how to be safe and express feelings appropriately.

Make and play a lotto or memory game with pictures of emotions.

Encourage children to use their words instead of aggression to resolve conflicts.

Read books about potential hazards in homes, school, and community (e.g., fire hazards).

Take walks around the school and neighborhood to identify and resolve any potential hazards.

## Content Standard 5.0: Interpersonal Communication

### Indicator HE=Health

### Examples: Children will/may...

### Supportive Practice: Practitioner/Adult will...

**5.PK.1** Seek adult assistance when injured and/or ill.

Seek out an adult when they are injured or need help with a safety situation.

Know how to use the phone to call 9-1-1 and solicit help in a emergency situation.

Discuss and role play with children how to take action when they are ill or injured.

Model empathy so that children feel comfortable approaching an adult when ill or injured.

Have community helpers visit your classroom to dispel any fears and demonstrate how to get help if needed.

Make a class book entitled, "When I Need Help I..." and write down children's dictated stories.

Physical Development & Health Activities

**Activity:** A Firefighter's Visit (Virtual Pre-K, Taking Care of Me, Lesson 8)

**Materials:** paper plates (white), large tongue depressors, glue, stapler and staples, colored foam noodles, crayons

**LESSON DESCRIPTION:** Contact your local fire department to schedule a visit from a fire fighter trained in making classroom visits. Have the children discuss and learn about fire safety measures during a classroom lesson and follow this activity with a visit from an actual fire fighter. Reinforce the use of 911 for fire safety with the activity below. During a small group activity, have at least five children sit in an area together with the materials mentioned above. An adult should staple a tongue depressor to the bottom of a plate for each child, making a handle or hold up the sign. Help the children write 911 with a crayon on the plate in large numbers. (The child can do this independently, if possible). Trace the numbers 911 with glue, and have children place the colored noodles on the numbers. Allow the children the opportunity to dress up and role-play as firefighters in a learning center with fire trucks and fire equipment. Provide a telephone where children can practice dialing 911.

**Teacher-to-Teacher Tip:** Invite parents to visit the classroom during the firefighter's presentation to the children. Parents will be exposed to wonderful fire safety information as well, and can reinforce these activities at home with their children.



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## Nevada Grades K-12 Content and Common Core Standards

### **MATHEMATICS**

1.0 Students will accurately calculate and use estimation techniques, number relationships, operation rules, and algorithms; they will determine the reasonableness of answers and the accuracy of solutions to solve problems, communicate, reason, and make connections within and beyond the field of mathematics.

2.0 Students will use various algebraic methods to analyze, illustrate, extend, and create numerous representations (words, numbers, tables, and graphs) of patterns, functions, and algebraic relations as modeled in practical situations to solve problems, communicate, reason, and make connections within and beyond the field of mathematics.

3.0 Students will use appropriate tools and techniques of measurement to determine, estimate, record, and verify direct and indirect measurements to solve problems, communicate, reason, and make connections within and beyond the field of mathematics.

4.0 Students will identify, represent, verify, and apply spatial relationships and geometric properties to solve problems, communicate, and make connections within and beyond the field of mathematics.

5.0 Students will collect, organize, display, interpret, and analyze data to determine statistical relationships and probability projections to solve problems, communicate, reason, and make connections within and beyond the field of mathematics.

#### **Nevada Grades K-12 Process Standards**

Students will develop their ability to solve problems by engaging in developmentally appropriate opportunities where there is a need to use various approaches to investigate and understand mathematical concepts.

Students will develop their ability to communicate mathematically by solving problems where there is a need to obtain information from the real world through reading, listening, and observing.

Students will develop their ability to reason mathematically by solving problems where there is a need to investigate mathematical ideas and construct their own learning in all content areas.

Students will develop the ability to make mathematical connections by solving problems where there is a need to view mathematics as an integrated whole.

### **ENGLISH LANGUAGE ARTS**

1.0 Students know and use word analysis skills and strategies to comprehend new words encountered in text and to develop vocabulary.

2.0 Students use reading process skills and strategies to build comprehension.

3.0 Students read literary text to comprehend, interpret, and evaluate authors, cultures, and times.

4.0 Students read expository and persuasive texts to comprehend, interpret, and evaluate for specific purposes.

5.0 Students write a variety of texts using the writing process.

6.0 Students write a variety of texts that inform, persuade, describe, evaluate, entertain, or tell a story and that are appropriate to audience and purpose.

7.0 Students listen to and evaluate oral communications for content, style, speaker's purpose, and audience appropriateness.

8.0 Students speak using organization, style, tone, voice, and media aids appropriate to audience and purpose. Students participate in discussions to offer information, clarify ideas, and support a position.

### **SCIENCE**

#### **NATURE OF SCIENCE**

##### **Scientific Inquiry**

N2A Students understand that science is an active process of systematically examining the natural world.

N5A Students understand that science involves asking and answering questions and comparing the answers to what scientists know about the world.

N8A Students understand that scientific knowledge requires critical consideration of verifiable evidence obtained from inquiry and appropriate investigations.

N12A Students understand that a variety of communication methods can be used to share scientific information.

##### **Science, Technology, and Society**

N2B Students understand that many people contribute to the field of science.

N5B Students understand that many people, from all cultures and levels of ability, contribute to the fields of science and technology.

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N8B Students understand the interactions of science and society in an ever-changing world.

N12B Students understand the impacts of science and technology in terms of costs and benefits to society.

### PHYSICAL SCIENCE

#### Matter

P2A Students understand that matter has observable properties.

P5A Students understand properties of objects and materials.

P8A Students understand the properties and changes of properties in matter.

P12A Students understand that atomic structure explains the properties and behavior of matter.

#### Forces and Motion

P2B Students understand that position and motion of objects can be described.

P5A Students understand that forces can change the position and motion of an object.

P8A Students understand that position and motion of an object result from the net effect of the different forces acting on it.

P12A Students understand the interactions between force and motion.

#### Energy

P2C Students know heat, light, and sound can be produced.

P5C Students understand that energy exists in different forms.

P8C Students understand transfer of energy.

P12C Students understand that there are some interactions between matter and energy.

### EARTH AND SPACE SCIENCE

#### Atmospheric Processes and the Water Cycle

E2A Students understand that changes in weather often involve water changing from one state to another.

E5A Students understand the water cycle's relationship to weather.

E8A Students understand the relationship between the Earth's atmosphere, topography, weather and climate.

E12A Students understand heat and energy transfer in and out of the atmosphere and influence weather, and climate.

#### Solar System and Universe

E2B Students understand there are objects in the sky which display patterns.

E5B Students understand that there are many components in the Solar System including Earth.

E8B Students understand characteristics of our solar system that are part of the Milky Way galaxy.

E12B Students know scientific theories of origins and evolution of the universe.

#### Earth's Composition and Structure

E2C Students understand that Earth materials include rocks, soils, and water.

E5C Students understand that features on the Earth's surface are constantly changed by a combination of slow and rapid processes.

E8C Students understand that landforms result from a combination of constructive and destructive processes.

E12C Students understand evidence for processes that take place on a geologic time scale.

### LIFE SCIENCE

#### Heredity

L2A Students understand that offspring resemble their parents.

L5A Students understand that some characteristics are inherited and some are not.

L8A Students understand the role of genetic information in the continuation of a species.

L12A Students understand how genetic information is passed from one generation to another.

#### Structure of Life

L2B Students understand that living things have identifiable characteristics.

L5B Students understand that living things have specialized structures that perform a variety of life functions.

L8B Students understand that living things are composed of cells, which are specialized in multi-cellular organisms to perform a variety of life functions.

L12B Students understand that all life forms, at all levels of organization, use specialized structure and similar processes to meet life's needs.

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### **Organisms and Their Environment**

L2C Students understand that living things live in different places.

L5C Students understand that there are a variety of ecosystems on Earth and organisms interact within their ecosystems.

L8C Students understand how living and non-living components of ecosystems interact.

L12C Students understand that ecosystems display patterns of organization, change, and stability as a result of the interactions and interdependencies among the living and non-living components of the Earth.

### **Diversity of Life**

L2D Students understand that there are many kinds of living things on Earth.

L5D Students understand that living things can be classified according to physical characteristics, behaviors, and habitats.

L8D Students understand that life forms change over time, contributing to the variety of organisms found on the Earth.

L12D Students understand biological evolution and diversity of life.



### **HEALTH**

1.0 Students will comprehend concepts related to health promotion and disease prevention to enhance health.

2.0 Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

3.0 Students will demonstrate the ability to access reliable health information, products and services to enhance health.

4.0 Students will demonstrate the ability to use interpersonal communication skills to enhance health and to avoid or reduce health risks.

5.0 Students will demonstrate the ability to use decision-making skills to enhance health.

6.0 Students will demonstrate the ability to use goal-setting skills to enhance health.

7.0 Students will demonstrate the ability to practice health-enhancing behaviors and to avoid or reduce health risks.

8.0 Students will demonstrate the ability to support/promote family, personal, and community health.

### **PHYSICAL EDUCATION**

1.0 Students understand and apply movement concepts and principles to the learning and development of motor skills.

2.0 Students demonstrate competency in many movement forms and proficiency in a few movement forms.

3.0 Students demonstrate an understanding of dance through skills, techniques, choreography, and as a form of communication.

4.0 Students achieve and maintain a health-enhancing level of individual fitness for an active lifestyle.

5.0 Students demonstrate personal responsibility, positive social interaction, and respect for diversity in physical activity settings.

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### **SOCIAL STUDIES**

HISTORY 1.0 People, Cultures, and Civilizations – Students understand the development, characteristics, and interaction of people, cultures, societies, religion, and ideas.

HISTORY 2.0 Nation Building and Development – Students understand the people, events, ideas, and conflicts that lead to the evolution of nations, empires, distinctive cultures, and political and economic ideas.

HISTORY 3.0 Social Responsibility & Change – Students understand how social ideas and individual action lead to social, political, economic, and technological change.

GEOGRAPHY 5.0 The World in Spatial Terms – Students use maps, globes, and other geographic tools and technologies to locate and extrapolate information about people, places, and environments.

GEOGRAPHY 6.0 Places & Regions – Students understand the physical and human features of places and use this information to define and study regions and their patterns of change.

GEOGRAPHY 7.0 Human Systems – Students understand how economic, political, and cultural processes interact to shape patterns of human migration and settlement, influence and interdependence, and conflict and cooperation.

GEOGRAPHY 8.0 Environment and Society – Students understand effects of interactions between human and physical systems and the changes in use, distribution, and importance of resources.

ECONOMICS 9.0 The Market Economy – Students will understand how scarcity and incentives affect choices, how markets work, why markets form, how supply and demand interact to determine the market price, and how changes in prices act as economic signals to coordinate trade.

ECONOMICS 10.0 The U.S. Economy As A Whole – Students will identify indicators used to measure economic performance, understand key aspects of how the economy acts as a system, and understand the roles of money, interest rates, savers, and borrowers, financial institutions, and the central bank in our economy.

ECONOMICS 11.0 The Dynamic Economy – Students will identify the causes of economic change, explain how the U.S. economic system responds to those changes; and explain how other economic systems respond to change.

CIVICS 13.0 Citizenship and the Law – Students know why society needs rules, laws, and government and understand the roles, rights, and responsibilities of citizens.

CIVICS 16.0 Global Relations – Students explain the different political systems in the world and how those systems relate to the United States and its citizens.

### **SOCIAL– EMOTIONAL DEVELOPMENT**

1.0: Self-Confidence Students will participate in activities that foster independence, self-expression, and persistence.

2.0: Self-Direction Students will demonstrate self-direction by attaining skills in self-management, self-help, and routines.

3.0: Identification and Expression Feelings. Students will identify and express feelings.

4.0: Interactions With Other Children and Adults - Students will develop positive interaction skills with other children and adults.

5.0: Pro-Social Behaviors: Students will demonstrate positive social behaviors in play and group settings.

6.0: Attending and Focusing Skills: Students will demonstrate attending and focusing skills.

### **MUSIC**

1.0 Singing - Students sing a varied repertoire of music alone and with others.

2.0 Playing Instruments - Students perform a varied repertoire of music on instruments alone and with others.

3.0 Improvisation - Students improvise melodies, variations, and accompaniments.

4.0 Writing - Students compose and arrange music within specified guidelines.

5.0 Reading - Students read and notate music.

6.0 Listening - Students listen to, analyze, and describe music.

7.0 Evaluation - Students evaluate music and music performances.

8.0 Application to Life - Students demonstrate relationships between music, the other arts, and disciplines outside the arts.

9.0 Cultural and Historical Connections - Students demonstrate knowledge of the historical periods and cultural diversity of music.

10.0 Cross- Curricular - Students demonstrate an understanding of movement through skills, techniques

### **VISUAL ARTS**

1.0 Students know and apply visual arts media, techniques, and processes.

2.0 Students use knowledge of visual characteristics, purposes, and functions.

3.0 Students choose, apply, and evaluate a range of subject matter, symbols, and ideas.

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4.0 Students understand the visual arts in relation to history and cultures.

5.0 Students analyze and assess characteristics, merits, and meanings in their own artwork and the work of others.

6.0 Students demonstrate relationships among visual arts, the other arts, and disciplines outside the arts.

### **THEATER STANDARDS**

1.0: Students recognize the components of theatrical production including script writing, directing, and production.

2.0: Students understand and demonstrate the role of the actor in the theater.

3.0: Students apply and demonstrate critical and creative thinking skills in theater, film television, or electronic media.

4.0: Students recognize and explain how theatrical experiences contribute to a better understanding of history, culture, and human relationships.

5.0: Students make connections with theater, the other arts, and academic disciplines.

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**Act out:** The process by which an individual uses the entire self—body, mind, voice, and emotions—to interpret and perform the role of an imagined or assumed character.

**Acting:** The process by which an individual uses the entire self—body, mind, voice, and emotions—to interpret and perform the role of an imagined or assumed character.

**Alliteration:** Repetition of the same letter or sound at the beginning of two or more consecutive words near one another as in silly Sally simply sang.

**Appropriately:** Relevant to topic of discussion.

**Arts:** Dance, drama, visual arts, music.

**Attribute:** Characteristic of an object, such as color, shape, size, etc.

**Cardio respiratory:** Involves the ability of the heart and lungs to supply oxygen to the working muscles for an extended period of time.

**Choice:** A selection from a set of alternatives.

**Classify:** Sort or form groups by similar characteristics / attributes.

**Compare:** Think about same and different; describe the relationship between two or more objects.

**Congruent:** Figures that have the same size and shape.

**Consumer:** A person who buys and uses goods and services.

**Conversational rules:** Take turns, stay on topic, and refrain from interrupting.

**Cost:** Anything given up when a choice is made.

**Costumes:** An actor's clothing that denotes or suggests a character.

**Count with understanding:** Attach a number name to a series of objects; to understand that the number spoken when tagging or touching the last object also identifies the total number in the group.

**Creative:** Ability to express original and imaginative ideas or products.

**Creative thinking:** Looks for solutions to problems in a variety of ways.

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**Criteria:** A physical characteristic or standard on which a judgment is based.

**Data:** Information represented in the form of symbols, objects, sounds, or information gathered to answer a question.

**Demonstrate:** To show, to do by action.

**Dictate:** Spoken word recorded on paper.

**Direct:** To integrate an entire production, from the basic interpretation of the text through all the acting and technical phases, up to the time of performance.

**Diversity:** Quality of being different.

**Ecosystem:** A system of relationships between organisms in an environment, and between organisms and the environment.

**Engage:** To be involved in or occupied.

**Environmental Print and Symbols:** Print and other symbols, other than books, found in the physical environment, such as street signs, billboards, cereal boxes, beverages, commercial logos, etc.

**Estimate:** To give an approximate and reasonable answer for an arithmetical exercise without the need of calculating the exact answer; making an educated guess as to the amount or size of something.

**Everyday fractions:** numbers that represent parts of whole objects in the child's environment (e.g., half a sandwich).

**Experiment:** Use a variety of tools in an exploratory manner. For example, children need to become familiar and comfortable with a variety of writing tools in literacy.

**Explore:** To investigate systematically.

**Exploring data:** Informal experience with data by collecting, organizing, representing and comparing the information.

**Expository Text:** Text or speech that is meant to set forth or explain a concept or procedure.

**Extend:** Continue a pattern beyond what is shown.

**Genres:** Types of literature (e.g., poetry, fiction, non-fiction, etc.).

**Geometry:** The area of mathematics that involves shape, size, position, direction and describes and classifies the physical world we live in.

**Identify:** Distinguish by pointing, gesturing, vocalizing or verbalizing.

## State of Nevada: Race to the Top-Early Learning Challenge Appendix

**Improvise:** Compose, recite, or perform spontaneously.

**Inferences:** Conclusions arrived at by reasoning from evidence.

**Investigate:** Observe and ask questions about.

**Label:** Name, express and/or verbalize.

**Letter- like approximation:** Symbols (squiggles) that bear some semblance to a letter.

**Line of Symmetry:** When an object can be folded in half to form two mirror objects.

**Location:** Where an object is in space.

**Locomotor Movement:** Locomotor skills are used to move the body from one place to another or to project the body upward, including walking, running, jumping, leaping, hopping, skipping, sliding, and galloping.

**Manipulative Skills:** Movement that occurs in conjunction with an object (i.e., dribbling a basketball).

**Match:** To find two objects that have at least one characteristic in common.

**Measurable features:** A characteristic or attribute of an object that can be quantified (represented with a number), such as size, shape, weight or number of sides.

**Measurement:** Young children's intuitive notions of comparing volume, area, length and other attributes that they will eventually learn to measure; involves decisions about how much or how long.

**Media:** Categories for grouping artwork according to the materials used; (e.g., drawing, painting, sculpture).

**Merit:** Praiseworthy quality.

**Money:** Anything widely accepted as a final payment for goods and services, including currency, coins, or checks. Credit cards, while accepted for payment, are not a final form of payment. Credit card loans are short-term loans, not money.

**Motor Skills:** Utilization of the body's muscles to enact a movement form.

**Musical Instruments:** Rhythm instruments such as drums, rhythm sticks, tambourines, and simple melodic instruments such as a xylophone.

**Non locomotor Movement:** Movement that is organized around the axis of the body; includes bending and stretching, pushing and pulling, raising and lowering, twisting and turning, shaking, bouncing, circling, and swinging.

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- Number:** A unit belonging to a mathematical system used for counting, measuring, ordering and labeling; the meaning of a number word or numeral.
- Number and operations:** Understanding of numbers; ways of representing numbers; relationships among numbers and number systems.
- Number sense:** The ability to understand numbers, ways of representing numbers and relationships among numbers. Number sense is much more than counting; it involves the ability to think and work with numbers easily and to understand their uses (counting, measuring, ordering and labeling) and relationships.
- Numerals:** Conventional symbols that represent numbers (e.g., “1” is the numeral for “one”).
- One-to-one correspondence:** Linking a single number name with one and only one object at a time.
- Operations on numbers:** Basic number combinations and strategies for computing such as addition and subtraction.
- Order:** Arrange objects or numbers to show a progressive increase or decrease of a specific characteristic.
- Ordinal numbers:** Numbers that indicate the position of an object in a sequence (i.e., first, second, third).
- Organize:** To arrange information in order to see relationships, often using graphs and charts.
- Orientation:** The position or arrangement of an object.
- Participate:** Join in, share with, and engage in.
- Pattern:** A sequence of colors, shapes, objects, sounds or movements that repeats again and again in a regular arrangement; patterns are a way for young students to recognize order and to organize their world.
- Patterns and relationships (algebra):** The primary objective is for young children to be able to identify and analyze simple patterns, extend them and make predictions about them.
- Phonics:** The system by which symbols represent sounds in an alphabetic writing system.
- Position:** The place where an object, person, or thing is in relation to others.
- Processes:** A progression of activities using several techniques; (e.g., taking pictures, developing the film, and then printing the photographs).
- Props:** Any object used on the stage excluding scenery, lights, and costumes, such as furniture, utensils, ornaments, and personal possessions.
- Prose:** Anything not written in poetry form.

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**Quantity:** How many units are in a set (i.e., an amount or the result of counting).

**Realia:** Real objects that are used in the classroom.

**Recognize:** Identify receptively; distinguish by pointing, gesturing, or vocalizing or verbalizing.

**Regroup:** To place or assign objects in two or more groups using a different characteristic than was used the first time the objects were grouped.

**Relative difference:** The specific characteristic that differs among a group of objects (e.g., size).

**Respond:** Exhibit some action (e.g., verbally, pictorially, etc).

**Rote count:** Recite the names of the numerals in order or sequence (e.g., singing a counting song).

**Sequence:** An arrangement of events or actions in a progressive order over time.

**Sort:** To place or assign objects in two or more groups on a basis of at least one characteristic.

**Spatial sense:** Children's awareness of themselves in relation to the people and objects around them; it includes knowing boundaries, arrangements and positions.

**Techniques:** Methods used in creating works of art (e.g., applying thick opaque paint vs. thinning paint for transparency).

**Three-dimensional:** Objects that have length, width and depth; solid figures such as cubes, spheres and cylinders.

**Two-dimensional:** Objects that have length and width but not depth; shapes such as squares, triangles and circles. A figure that is two-dimensional is one that can be represented on a coordinate grid.

**Verify:** The process of demonstrating or proving that a response is correct.

**Visual Arts:** Include a variety of media such as painting, drawing, clay, paper-mache or other materials that children use to express thoughts, memories, ideas and feelings.

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## APPENDIX

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[www.aahperd.org/naspe/template.cfm?template=toddlers.html](http://www.aahperd.org/naspe/template.cfm?template=toddlers.html) (NASPE) Physical Activity Guidelines for Infants and Toddlers)

[www.aahperd.org/NASPE/pdf\\_files/brochure.pdf](http://www.aahperd.org/NASPE/pdf_files/brochure.pdf) (NASPE's Kids in Action: Fitness for Children Birth to Age 5)

[www.kidshealth.org](http://www.kidshealth.org) (The Nemours Foundation KidsHealth)

[www.pbs.org/teachersource/prek2/issues/index.shtm](http://www.pbs.org/teachersource/prek2/issues/index.shtm) (PBS TeacherSource)

[www.fitness.gov/fitfun/fitfun.html](http://www.fitness.gov/fitfun/fitfun.html) (The President's Council for Physical Fitness and Sports: Fit 'n Active Kids)

[www.zerotothree.org](http://www.zerotothree.org) (Zero to Three: National Center for Infants, Toddlers and Families)

[www.doe.nv.gov/equity/prekstandards.htm](http://www.doe.nv.gov/equity/prekstandards.htm) (Download complete copy of Nevada's Pre-K Standards)

[www.ed.gov](http://www.ed.gov) (Federal Even Start Family Literacy)

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[www.naeyc.org](http://www.naeyc.org) (see Position Statement on School Readiness and Signs of Quality Programs)  
[www.nas.edu](http://www.nas.edu) or [www.4nationalacademies.org](http://www.4nationalacademies.org) (National Research Council)  
[www.ed.gov](http://www.ed.gov) (U.S. Department of Education)  
[www.ala.org/ALSCTemplate.cfm?Section=ALSC](http://www.ala.org/ALSCTemplate.cfm?Section=ALSC) (American Library Association)  
[www.nea.org/parents](http://www.nea.org/parents) (National Education Association)  
[www.ncpie.org/](http://www.ncpie.org/) (National Coalition for Parent Involvement in Education)  
[www.npin.org](http://www.npin.org) (National Parent Involvement Network)  
[www.acs.ucalgary.ca/~dkbrown/](http://www.acs.ucalgary.ca/~dkbrown/) (The Children's Literature Web Guide)  
[www.pta.org](http://www.pta.org) (Parent Teacher Association)  
[www.virtualpre-k.org/reno/en/](http://www.virtualpre-k.org/reno/en/) (Virtual Pre-K website)  
[www.teachersandfamilies.com](http://www.teachersandfamilies.com) (Teachers and Families Working Together)  
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[www.aahperd.org/naspe/template.cfm?template=toddlers.html](http://www.aahperd.org/naspe/template.cfm?template=toddlers.html) (National Association for Sport and Physical Education (NASPE) Physical Activity Guidelines for Infants and Toddlers)  
[www.aahperd.org/NASPE/pdf\\_files/brochure.pdf](http://www.aahperd.org/NASPE/pdf_files/brochure.pdf) (NASPE's Kids in Action: Fitness for Children Birth to Age 5)  
[www.kidshealth.org](http://www.kidshealth.org) (Nemours Foundation KidsHealth)  
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[www.fitness.gov/funfit/funfit.html](http://www.fitness.gov/funfit/funfit.html) (The President's Council for Physical Fitness and Sports: Fit 'n Active Kids)  
[www.doe.nv.gov/equity/prekstandards.htm](http://www.doe.nv.gov/equity/prekstandards.htm) (To download complete copy of Nevada's Pre-K Standards)  
[www.ed.gov](http://www.ed.gov) (Federal Even Start Family Literacy)  
[www.pbs.org](http://www.pbs.org) (PBS)  
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[www.ciera.org](http://www.ciera.org) (Center for the Improvement of Early Reading (CIERA))

[www.ed.gov](http://www.ed.gov) (Federal Even Start Family Literacy)

[www.hippyusa.org](http://www.hippyusa.org) (Home Instruction for Parents of Preschool Youngsters))

[www.reading.org](http://www.reading.org) (International Reading Association)

[www.familit.org](http://www.familit.org) (National Center for Family Literacy)

[www.nifl.org](http://www.nifl.org) (National Institute for Literacy)

[www.patnc.org](http://www.patnc.org) (Parents as Teachers National Center)

[www.pbs.org](http://www.pbs.org) (PBS)

[www.naeyc.org](http://www.naeyc.org) (National Association for the Education of Young Children (See Position Statement on School Readiness and Signs of Quality Programs))

[www.nas.edu](http://www.nas.edu) or [www.4nationalacademies.org](http://www.4nationalacademies.org) (National Research Council)

[www.pppctr.org](http://www.pppctr.org) (Practical Parenting Partnerships)

[www.rif.org](http://www.rif.org) (Reading is Fundamental)

[www.ed.gov](http://www.ed.gov) (U.S. Department of Education – America Reads Program)

[www.ala.org/ALSCTemplate.cfm?Section=ALSC](http://www.ala.org/ALSCTemplate.cfm?Section=ALSC) (American Library Association)

[www.reading.org/choices](http://www.reading.org/choices) (International Reading Association Children's Book Council Joint Committee)

[www.nypl.org/branch/kids/gloria.html](http://www.nypl.org/branch/kids/gloria.html) (New York Public Library, listing 100 Picture Books Everyone Should Know.)

[www.cbcbooks.org/](http://www.cbcbooks.org/) (Children's Book Council)

[www.familyeducation.com](http://www.familyeducation.com) (Family Education Network)

[www.icdlbooks.org/](http://www.icdlbooks.org/) (International Children's Digital Library).

[www.nea.org/parents](http://www.nea.org/parents) (National Education Association)

[www.ncpie.org/](http://www.ncpie.org/) (National Coalition for Parent Involvement in Education)

[www.npin.org](http://www.npin.org) (National Parent Involvement Network)

[www.acs.ucalgary.ca/~dkbrown/](http://www.acs.ucalgary.ca/~dkbrown/) (The Children's Literature Web Guide)

[www.pta.org](http://www.pta.org) (Parent Teacher Association)

[www.teachersandfamilies.com](http://www.teachersandfamilies.com) (Teachers and Families Working Together)

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[www.teachersandfamilies.com/open/psreading.cfm](http://www.teachersandfamilies.com/open/psreading.cfm) (Listing of books to read with your child)  
[www.teachersfirst.com/100books.htm](http://www.teachersfirst.com/100books.htm) (A listing of good books for children)  
[www.teachersandfamilies.com/open/readingtips.html](http://www.teachersandfamilies.com/open/readingtips.html) (Tips for reading to your preschool child)  
[www.teachersfirst.com/getsource.cfm?id=997](http://www.teachersfirst.com/getsource.cfm?id=997) (Examples of finger plays for children)  
[www.teachersandfamilies.com/open/parent/index.html](http://www.teachersandfamilies.com/open/parent/index.html) (Parenting tips related to reading and literacy)  
[www.readwritethink.org/resources/index.asp](http://www.readwritethink.org/resources/index.asp) (Additional listing of resources for children)  
[www.carolhurst.com](http://www.carolhurst.com) (Carol Hurst's Children's Literature site)

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Reading is a great way to communicate mathematical concepts to children. It also is a wonderful opportunity to spend time together. You will find most of these books at your local library.

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Asbjornsen, Peter Christen. *The Three Billy Goats Gruff.* Harcourt.  
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Barchers, Suzanne and Peter Rauen. *Storybook Stew: Cooking with Books Kids Love.*  
Bufano, Remo. *Jack and the Bean Stalk.* Macmillan.  
Carle, Eric. *My Very First Book of Numbers.* Philomel.  
Carle, Eric. *1, 2, 3 To the Zoo.* Philomel.  
Carle, Eric. *The Grouchy Ladybug.* Philomel.  
Carle, Eric. *Rooster Off to See the World.* Philomel.  
Carle, Eric. *Today's Monday.* Philomel.  
Carle, Eric. *The Very Busy Spider.* Philomel.  
Carle, Eric. *The Hermit Crab.* Philomel.  
Children's Television Workshop. *The The Very Hungry Caterpillar Sesame Street Book of Shapes (Book of Numbers and Book of Puzzles).* New York Preschool Press. Time-Life Books.  
Christelow, Eileen. *Five Little Monkeys Sitting in a Tree.* Clarion Books.  
Conford, Ellen. *What's Cooking, Jenny Archer.* Turtleback.  
Cooke, Tom. *Sesame Street Cookie Monster's Little Kitchen: A Chunky Book.*  
Crews, Donald. *Ten Black Dots.* Greenwillow Books.  
Falwell, Cathryn. *Feast for 10.* Clarion Books.  
Feelings, Muriel. *Moja Means One: Swahili Counting Book.* Dial.  
Florian, Douglas. *A Year in the Country.* Greenwillow Books.  
Galdone, Paul. *Goldilocks and the Three Bears.* Seabury Press.  
Giganti, Paul Jr. *How Many Snails?* Greenwillow Books.  
Heinst, Marie. *My First Book of Numbers.* Dorling Kindersley Inc.  
Hoban, Tana. *Exactly the Opposite.* Macmillan Publishing Co., Inc.  
Hoban, Tana. *More than One.* Macmillan Publishing Co., Inc.  
Hoban, Tana. *1, 2, 3.* Macmillan Publishing Co., Inc.  
Hoban, Tana. *Round and Round and Round.* Macmillan Publishing Co., Inc.  
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Math in the Home: [www.ed.gov/pubs/parents/Math/mathhome.html](http://www.ed.gov/pubs/parents/Math/mathhome.html)  
Who Measures What in Our Neighborhood?: [www.ed.uiuc.edu/ups/curriculum2002/measure/overview.shtml](http://www.ed.uiuc.edu/ups/curriculum2002/measure/overview.shtml)  
Understand measurable attributes of objects and the units, systems, and processes of measurement [www.standards.nctm.org/document/chapter4/meas.htm#bp1](http://www.standards.nctm.org/document/chapter4/meas.htm#bp1)  
Apply appropriate techniques, tools, and formulas to determine measurement: [www.standards.nctm.org/document/chapter4/meas.htm#bp2](http://www.standards.nctm.org/document/chapter4/meas.htm#bp2)  
[www.illinoisearlylearning.org/tips.htm#math](http://www.illinoisearlylearning.org/tips.htm#math)  
[www.illinoisearlylearning.org/tips.htm](http://www.illinoisearlylearning.org/tips.htm)  
[www.theory.lcs.mit.edu/~emjordan/famMath.html](http://www.theory.lcs.mit.edu/~emjordan/famMath.html)  
[www.ed.gov/pubs/EarlyMath/title.html](http://www.ed.gov/pubs/EarlyMath/title.html)  
[www.doe.nv.gov/equity/prekstandards.htm](http://www.doe.nv.gov/equity/prekstandards.htm) (Download complete copy of Nevada's Pre-K Standards)  
[www.hippyusa.org](http://www.hippyusa.org) (Home Instruction for Parents of Preschool Youngsters))  
[www.patnc.org](http://www.patnc.org) (Parents as Teachers National Center)  
[www.pbs.org](http://www.pbs.org) (PBS)  
[www.naeyc.org](http://www.naeyc.org) (National Association for the Education of Young Children (See Position Statement on School Readiness and Signs of Quality Programs))  
[www.nas.edu](http://www.nas.edu) or [www.4nationalacademies.org](http://www.4nationalacademies.org) (National Research Council)  
[www.pppctr.org](http://www.pppctr.org) (Practical Parenting Partnerships)  
[www.nea.org/parents](http://www.nea.org/parents) (National Education Association)  
[www.ncpie.org/](http://www.ncpie.org/) (National Coalition for Parent Involvement in Education)  
[www.npin.org](http://www.npin.org) (National Parent Involvement Network)  
[www.pta.org](http://www.pta.org) (Parent Teacher Association)  
[www.teachersandfamilies.com](http://www.teachersandfamilies.com) (Teachers and Families Working Together)  
[www.teachersfirst.com/getsource.cfm?id=997](http://www.teachersfirst.com/getsource.cfm?id=997) (Examples of finger plays for children)  
[www.teachersandfamilies.com/open/parent/index.html](http://www.teachersandfamilies.com/open/parent/index.html) (Parenting tips related to reading and literacy)  
[www.readwritethink.org/resources/index.asp](http://www.readwritethink.org/resources/index.asp) (Additional listing of resources for children)  
[www.carolhurst.com](http://www.carolhurst.com) (Carol Hurst's Children's Literature site)  
[www.virtualpre-k.org](http://www.virtualpre-k.org) (Activities for parents to do with their children)

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- [www.doe.nv.gov/equity/prekstandards.htm](http://www.doe.nv.gov/equity/prekstandards.htm) (Download complete copy of Nevada's Pre-K Standards)
- [www.hippyusa.org](http://www.hippyusa.org) (Home Instruction for Parents of Preschool Youngsters)
- [www.patnc.org](http://www.patnc.org) (Parents as Teachers National Center)
- [www.pbs.org](http://www.pbs.org) (PBS)
- [www.naeyc.org](http://www.naeyc.org) (National Association for the Education of Young Children See Position Statement on School Readiness and Signs of Quality Programs)
- [www.nas.edu](http://www.nas.edu) or [www.4nationalacademies.org](http://www.4nationalacademies.org) (National Research Council)
- [www.pppctr.org](http://www.pppctr.org) (Practical Parenting Partnerships)
- [www.familyeducation.com](http://www.familyeducation.com) (Family Education Network)
- [www.icdlbooks.org/](http://www.icdlbooks.org/) (International Children's Digital Library).
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- [www.ncpie.org/](http://www.ncpie.org/) (National Coalition for Parent Involvement in Education)
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# Appendix H: Nevada Infant and Toddler Early Learning Guidelines (Draft)

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# Nevada Infant and Toddler Early Learning Guidelines 2013



## Acknowledgements



## History of the Nevada Early Learning Guidelines

In 2008 a steering committee of early childhood professionals began to work on Nevada's Infant and Toddler Early Learning Guidelines. They reviewed the work that had been accomplished by other states and then invited a list of stakeholders to become participants on work groups. The work groups were formed in Northern, Southern and Northeastern Nevada.

The work groups aligned the guidelines with the Nevada Pre-K Standards, identifying the following domains: Cognition and General Knowledge, Language and Communication, Approaches to Learning: Creative Expression, and Physical Development and Health. The work groups identified the following age groups: Birth to Four Months, Four to Eight Months, Eight to Twelve Months, Twelve to Eighteen Months, Eighteen to Twenty-Four Months, Twenty-Four to Thirty Months, Thirty Months to Three years and Three Years Old. The guidelines provide examples of observable skills that infants may exhibit, with the caution that all infants develop at own pace. Caregivers are encouraged to look across age ranges to adjust to individual differences in development.

A select group from the steering committee collected the recommendations from the work groups and developed the draft of the Early Learning Guidelines. The draft was introduced to the Nevada Early Childhood Community during the 2009 Early Childhood State Conference in Northern Nevada. The participants and committee members made recommendations and suggestions. The steering committee completed the recommendations in 2010. A draft copy of the completed guidelines was reviewed by the steering committee and went to print in 2011.

After using the draft for two years, input from professionals around the state was used to edit and revise the Nevada Infant and Toddler Early Learning Guidelines (ELGs). In the spring of 2013, the revised guidelines were reviewed by focus groups in Northern and Southern Nevada. The culmination of this work has added depth to this completed document.

This document was developed so that the adults who are caring for infants and toddlers can have a set of appropriate developmental guidelines that they can refer to for information and resources. The guidelines can be used as a frame of reference for children but it is important to remember that each child develops differently so the age ranges should be used as a suggestions. The suggested supportive activities can be used by the

ELGs for infants and toddlers should be embedded into the state's professional development system, including both pre-service and in-service training.

~Zero to Three

## State of Nevada: Race to the Top-Early Learning Challenge Appendix

caregiver or parent to help support the infant's learning. Infants and toddlers grow and develop rapidly so it is important to mention that different milestones can be occur at different times and stages in a child's development can change quickly. The use of these guidelines will support the use of best practice approaches in infant and toddler programs.

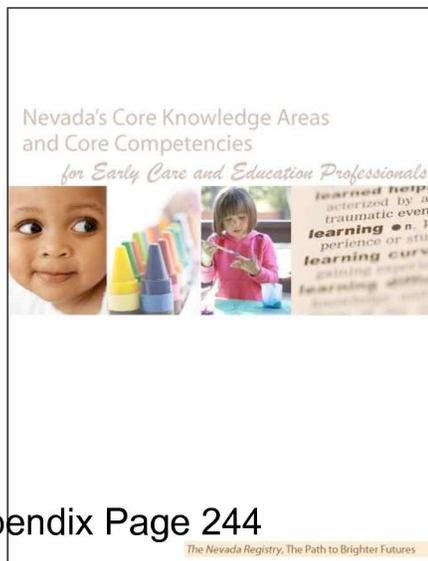


## Professional Development System

*The Nevada Registry* serves as a clearinghouse of information for the early childhood workforce in Nevada, and is an integral part of the pathway helping to establish a professional development system in Nevada for the field of Early Care and Education (ECE). Serving as the sole approval entity for all informal, not-for-college-credit training offered in the state of Nevada, *The Nevada Registry* strives to raise the status of the ECE profession through support of professional growth and recognition, a standardized training approval system and the collection of valuable data on the ECE workforce.

*The Nevada Registry* has developed Core Knowledge Areas (CKA) and Competencies for ECE professionals as part of the growing professional development system in Nevada. The CKA and Competency levels support the framework of the Nevada Early Care and Education Professional Career Ladder and provide the foundation for the professional development system. They provide a roadmap for individual professional growth that becomes increasingly more specialized as higher levels of formal education are achieved. Completion of formal education in ECE results in advancement along the Career Ladder.

The CKA are also an important part of Nevada's training approval system, and are reflected in all training that is approved by *The Nevada Registry* this also includes Infant and Toddler Standards training. Knowledge of the Pre-K Content Standard and the Infant and Toddler Early Learning Guidelines are also embedded within the Core Competencies. While the guidelines and the standards act as a guide for **child outcomes**, the Core Competencies focus on the preferred **outcomes for the adults** who care for young children. Research has long-established that early childhood teachers who have more formal education will provide more high quality learning environments (Whitebook, 2003). Early childhood classrooms that support best practices will provide experiences for young children that will help them meet the goals set forth in the Nevada Pre-K Standards and the Infant and Toddler Early Learning Guidelines.



**The Ladder to Success.**

The following Career Ladder is tailored specifically to the field of Early Care and Education (ECE). There are 7 levels that represent various combinations of formal education, training and direct experience (up to 4000 hours). By following this path, you'll know exactly what you need to accomplish before advancing to the next level.

**Level 1**

- 1.1 Meet Child Care Licensing requirements and a minimum of 1000 hrs. of direct experience
- 1.2 All of 1.1 plus a high school diploma/GED
- 1.3 All of 1.1, 1.2 and 1 ECE college credit or 15 hrs. approved training

**Level 2**

- 2.1 Current CDA or 8 ECE college credits and 2000 hrs. direct experience, or high school diploma/GED, 120 hrs. of approved CKA training, and 2000 hrs. direct experience
- 2.2 12 ECE college credits and 3000 hrs. direct experience

**Level 3**

- 3.1 Apprenticeship Certificate or 20 ECE college credits and 4000 hrs. direct experience
- 3.2 1-year ECE certificate or 30 college credits with 24 in ECE and 4000 hrs. direct experience

**Level 4**

- 4.1 Associate's degree in ECE or Associate's degree in another field with 30 or more ECE college credits
- 4.2 All of 4.1 and 4000 hrs. direct experience

**Level 5**

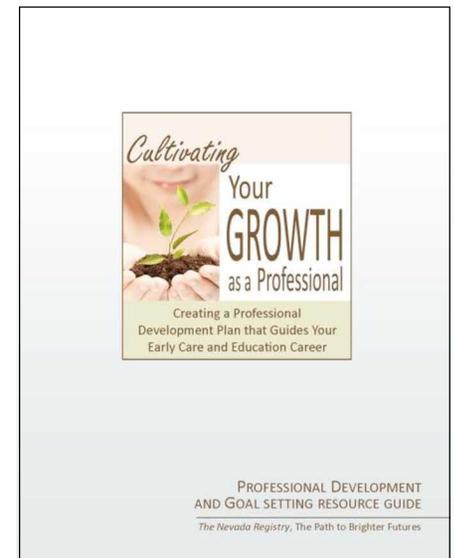
- 5.1 Bachelor's degree in ECE or Bachelor's degree in another field with a state teaching licensing containing an ECE endorsement or a Bachelor's degree in another field with 30 or more ECE college credits
- 5.2 All of 5.1 and 4000 hrs. direct experience

**Level 6**

- 6.1 Master's degree in ECE or Master's degree in another field with a state teaching licensing containing an ECE endorsement or a Master's degree in another field with 30 or more ECE college credits
- 6.2 All of 6.1 and 4000 hrs. direct experience

**Level 7**

- 7.1 Doctorate in ECE or Doctorate in another field with a state teaching licensing containing an ECE endorsement or Doctorate in another field with 30 or more ECE college credits
- 7.2 All of 7.1 and 4000 hrs. direct experience



## Culture, Diversity and Language

Culturally appropriate practice is essential in infant and toddler programs. Culture and diversity needs to be respected and fostered in the classroom. Early care professionals must provide programs that embrace the culture and diversity of the children that are in their care. The relationship between the early care professional and parents helps to strengthen the relationship between home and the classroom. Early care professionals that work with infants and toddlers understand the importance of having a good relationship with parents. Building a strong rapport and open communication promotes family engagement (Garcia & Garcia, 2012)

Culture, diversity and language are important issues in early childhood programs. Providing a classroom that is rich in language and that embraces the culture of the program is key to helping children develop a positive culture identity (Derman-Sparks, Edwards, 2009). Young children begin to develop a greater understanding about themselves, their families and their communities in classrooms that foster this approach. Providing children with opportunities to learn about other cultures gives them experiences where they can learn about the similarities and the differences of about each other.

Modeling respect for each other, tolerance and acceptance of different points of view helps young children to understand and promote a true anti-bias classroom. Understanding and respecting others will help to develop a compassionate attitude.

Early childhood programs that model acceptance and respect of a child's native language will help them to feel more included in a classroom. A program that supports the use of a child's home language sends the message that their culture is important while exposing them to an enriched bilingual environment. Language barriers exist when we fail to provide support for children to be successful (Howes, 2009).



**Early Learning Guidelines & Pre-Kindergarten Standards Alignment Crosswalk**

<b>Infant/Toddler (0-48 mo.)</b> <b>ELG Domains &amp; Content Standards</b>	<b>Pre-Kindergarten (48-60 mo.)</b> <b>ELG Domains &amp; Content Standards</b>		<b>K-12</b>
<b>Cognition &amp; General Knowledge</b> <ul style="list-style-type: none"> <li>• Discovering the World</li> <li>• Discover and Learn: Mathematical Exploration and Learning</li> <li>• Discover and Learn: Scientific Exploration and Learning</li> </ul>	<b>Cognitive: Mathematics (M)</b> <ul style="list-style-type: none"> <li>• Numbers, Number Sense &amp; Computation</li> <li>• Patterns, Functions, &amp; Algebra</li> <li>• Measurement</li> <li>• Spatial Relationships, Geometry &amp; Logic</li> <li>• Data Analysis</li> </ul>	<b>Cognitive: Science</b> <ul style="list-style-type: none"> <li>• Nature of Science (N)</li> <li>• Earth &amp; Space Science (ES)</li> <li>• Physical Science (PS)</li> <li>• Life Science (LS)</li> </ul>	<b>K-12 Content Standards</b>
<b>Language Development &amp; Communication</b> <ul style="list-style-type: none"> <li>• Communicating &amp; Understanding</li> <li>• Pre-Reading</li> <li>• Pre-Writing</li> </ul>	<b>English Language Arts (ELA)</b> <ul style="list-style-type: none"> <li>• Word Analysis (WA)</li> <li>• Reading Strategies (RS)</li> <li>• Literary Text (LT)</li> <li>• Expository Text (ET)</li> </ul>	<ul style="list-style-type: none"> <li>• Effective Writing (EW)</li> <li>• Types of Writing (TW)</li> <li>• Listening (L)</li> <li>• Speaking (S)</li> </ul>	
<b>Personal &amp; Social/Emotional</b> <ul style="list-style-type: none"> <li>• Developing Sense of Self and Others</li> <li>• Emotional Expression</li> <li>• Pro-Social Behaviors</li> <li>• Self-Regulation &amp; Self Control Skills</li> </ul>	<b>Social Emotional (SE)</b> <ul style="list-style-type: none"> <li>• Self-Confidence</li> <li>• Self Direction</li> <li>• Identification &amp; Expression of Feelings</li> <li>• Interaction with Other Children &amp; Adults</li> <li>• Pro-Social Behaviors</li> <li>• Attending &amp; Focusing Skills</li> </ul>	<b>Social Studies (SS)</b> <ul style="list-style-type: none"> <li>• History (H)</li> <li>• Geography (G)</li> <li>• Economy (Ec)</li> <li>• Civics (C)</li> </ul>	
<b>Approaches to Learning: Creative Expression/ Experiences</b> <ul style="list-style-type: none"> <li>• Creativity, Curiosity &amp; Critical Thinking</li> <li>• Visual &amp; Sensory Arts</li> <li>• Music/Movement</li> <li>• Dramatic Play</li> </ul>	<b>Approaches to Learning: Creative Expression/ Experiences (CE)</b> <ul style="list-style-type: none"> <li>• Creative Thinking (CT)</li> <li>• Music/Movement: Singing, Playing instruments, Improvisation, Listening, Evaluation, Application to life, &amp; Cross-Curricular (MM)</li> <li>• Dramatic Play (DP)</li> <li>• Visual Arts: Knowledge, Application, Content, Context, Interpretation &amp; Cross-Curricular (VA)</li> </ul>		
<b>Physical Development &amp; Health</b> <ul style="list-style-type: none"> <li>• Coordinate Movements</li> <li>• Gross Motor Coordination</li> <li>• Fine Motor Control</li> <li>• Health</li> </ul>	<b>Physical Development (PD)</b> <ul style="list-style-type: none"> <li>• Development of Motor skills, Locomotor, Non-locomotor, Manipulative skills, Cardio-respiratory (health enhancing), Personal Responsibility, Positive Social Interaction, and Fine Motor</li> </ul> <b>Health Education (He)</b> <ul style="list-style-type: none"> <li>• Health Promotion/Disease</li> <li>• Prevention Health Enhancing</li> <li>• Behaviors Interpersonal</li> <li>• Communication to Enhance Health</li> </ul>		

State of Nevada: Race to the Top-Early Learning Challenge Appendix

**Early Learning Guidelines: 0-12 years**

*Examples of observable skills that infants **may** exhibit*

*(All infants develop at own pace; these are guidelines for development, not assessment of development)*

**Cognition and General Knowledge**

***Discovering the World: Mathematical Exploration and Learning***

<p><b>Birth to Four Months</b></p> <p><i>Begin to explore body and environment by repeating actions such as:</i></p>	<p><b>Five to Eight Months</b></p> <p><i>Begin to develop skills that lead to math concepts such as problem solving, reasoning, communication and memory such as:</i></p>	<p><b>Nine to Twelve Months</b></p> <p><i>Begin to develop skills that lead to math concepts such as problem solving, reasoning, communication and memory such as:</i></p>
<p>Plays with hands.</p> <p>Holds onto a small toy placed in hand.</p> <p>Uses hands and eyes together.</p> <p>Turns head to follow moving objects or person.</p> <p>Repeats simple actions such as grasping an object and letting it go.</p> <p>Puts objects in mouth.</p> <p>Responds to affection.</p> <p>Gazes at faces closely.</p> <p>Recognizes familiar people.</p>	<p>Follows moving objects with his eyes.</p> <p>Finds an object that is partially hidden.</p> <p>Explores objects with hands and mouth.</p> <p>Tries to reach objects just out of reach.</p> <p>Begins to pass things from one hand to another.</p> <p>Looks for an object thrown from the high chair.</p> <p>Turns face away from caregiver when sees a tissue in his/her hand.</p> <p>Responds to exploration of objects.</p>	<p>Trying to put together nesting cups and taking them apart again.</p> <p>Puts arms up when you ask, “How big is baby?”</p> <p>Pointing to pictures in books when you read to them.</p> <p>Remembers location of an object.</p> <p>Points to familiar objects when directed.</p> <p>Gives an object on request.</p> <p>Imitates actions such as waving bye-bye.</p> <p>Experiments to discover effects such as switching a light on and off.</p>

State of Nevada: Race to the Top-Early Learning Challenge Appendix

**Early Learning Guidelines: 0-12 years**

*Examples of observable skills that infants **may** exhibit*

*(All infants develop at own pace; these are guidelines for development, not assessment of development)*

**Cognition and General Knowledge**

**Discover & Learn: Scientific Exploration and Learning**

<b>Birth to Four Months</b>	<b>Five to Eight Months</b> <i>Begin to develop skills that lead to science concepts such as: cause and effect and daily routines</i>	<b>Nine to Twelve Months</b> <i>Begin to develop skills that lead to science concepts such as: cause and effect, daily routines, imitation of gestures and use of objects, identify body parts</i>
	<p>Bangs on tray with a spoon to hear the sounds it makes.</p> <p>Pushes a button on a toy to make it play music.</p> <p>Hits the buttons on busy box to make different things happen.</p> <p>Pulls a string to bring a toy closer.</p> <p>Rolls balls and other objects.</p> <p>Touches other infants to see what happens.</p>	<p>Looks under the blanket for the toy they watched you hide.</p> <p>Attempts to shake, bang, throw, drop, push or pull objects.</p> <p>Pushes favorite buttons on the busy box and make a face just before the dog pops out.</p> <p>Points to one to four body parts when asked.</p> <p>Pretends to put a telephone to ear.</p> <p>Imitates simple actions of an adult.</p> <p>Puts small blocks into a bowl, dump them out and do it again.</p> <p>Indicates desire or need through gestures or vocalizations to a familiar adult.</p> <p>Anticipates reactions in response to familiar play activities</p>

# State of Nevada: Race to the Top-Early Learning Challenge Appendix

## Early Learning Guidelines: 0-12 years

Examples of observable skills that infants *may* exhibit

(All infants develop at own pace; these are guidelines for development, not assessment of development)

### Cognition and General Knowledge

<p><b>Birth to Four Months</b></p> <p><b>Supportive Practices:</b></p> <p><i>Suggested activities that adults may use to provide meaningful experiences to support the infant’s development:</i></p>	<p><b>Five to Eight Months</b></p> <p><b>Supportive Practices;</b></p> <p><i>Suggested activities that adults may use to provide meaningful experiences to support the infant’s development:</i></p>	<p><b>Nine to Twelve Months</b></p> <p><b>Supportive Practices:</b></p> <p><i>Suggested activities that adults may use to provide meaningful experiences to support the infant’s development:</i></p>
<ul style="list-style-type: none"> <li>• Provide a safe environment and appropriate objects for the baby to explore such as rattles, balls and objects with different textures.</li> <li>• Have a space that infants can safely explore, with new materials for them to look at and touch.</li> <li>• Encourage exploration by describing what they are doing and seeing.</li> <li>• Observe likes and dislikes and provide experiences that challenge them to move and reach towards interesting objects.</li> </ul> <p>Limit exposure screens such as television, computers, or videos/DVDs*<sup>1</sup></p>	<ul style="list-style-type: none"> <li>• Create a safe environment that only contains objects that are safe for them to touch and put in their mouth.</li> <li>• Allow infants to explore objects and materials using all his senses.</li> <li>• Put objects beyond their reach.</li> <li>• Play hiding games that help develop object permanence.</li> <li>• Facilitate infant interaction</li> <li>• Use finger plays, songs and repetition to support concept development such as “pat-a-cake” and how big is baby?</li> </ul> <p>Limit exposure to television, computers, and DVDs/videos</p>	<ul style="list-style-type: none"> <li>• Add toys that support their increasing skills a busy box, stacking toys and real objects found in the home such as cups or containers.</li> <li>• Take pictures of daily activities and make books or display pictures for infants to see self and friends.</li> <li>• Document progress and use observations to support her learning. Use video to capture interaction with materials and developing skills.</li> <li>• Sing songs and use movement to develop concepts and knowledge of body parts and spatial relationships.</li> <li>• Provide objects that move so infants can see the effect of movement on objects.</li> <li>• Provide a variety of textures and light for exploration</li> </ul>

<sup>1</sup> The American Academy of Pediatrics recommends that children aged 2 and under not watch television or videos/DVDs.

State of Nevada: Race to the Top-Early Learning Challenge Appendix

**Early Learning Guidelines: 0-12 Months**

*Examples of observable skills that infants **may** exhibit*

*(All infants develop at own pace; these are guidelines for development, not assessment of development)*

**Language Development & Communication**

***Communicating and Understanding***

<p><b>Birth to Four Months</b> <i>Begins to develop skills involved in conversations with others.</i></p>	<p><b>Five to Eight Months</b> <i>Begins to develop skills involved in conversations with others.</i></p>	<p><b>Nine to Twelve Months</b> <i>Begins to develop skills involved in conversations with others.</i></p>
<p>Uses vocal, body, and facial expressions to express self.</p> <p>Expresses different cries to communicate needs.</p> <p>Makes a noise when hearing a voice.</p> <p>Imitates some facial expressions and movements.</p> <p>Imitates sounds.</p> <p>Turns head towards sounds.</p> <p>Coos and makes a variety of sounds.</p>	<p>Responds to own name.</p> <p>Begins to respond to the word “no”.</p> <p>Uses various sounds and movements to communicate.</p> <p>Squeals, shrieks or makes other sounds to express happiness or unhappiness.</p> <p>Babbles using strings of consonant and vowel sounds.</p> <p>Babbles using the sounds and rhythms of native language.</p> <p>Responds to different tones of voice.</p>	<p>Responds to simple requests.</p> <p>May respond to one step directions with familiar words.</p> <p>Uses simple gestures such as pointing, shaking their head for “no,” or waving “bye, bye”.</p> <p>Uses inflection, with varying pitch and intonation when babbling.</p> <p>Uses exclamations, such as “oh, oh” when dropping something.</p> <p>Says approximations of “mama” and “dada”.</p> <p>Tries to imitate words.</p> <p>Listens to simple stories, rhymes and songs.</p> <p>Understands many more words than can express.</p>

State of Nevada: Race to the Top-Early Learning Challenge Appendix

**Early Learning Guidelines: 0-12 Months**

*Examples of observable skills that infants **may** exhibit*

*(All infants develop at own pace; these are guidelines for development, not assessment of development)*

**Language Development & Communication**

***Pre-Reading and Pre-Writing***

<p><b>Birth to Four Months</b> <i>Begins to develop skills that will lead to reading readiness</i></p>	<p><b>Five to Eight Months</b> <i>Begins to develop skills that will lead to reading readiness</i></p>	<p><b>Nine to Twelve Months</b> <i>Begins to develop skills that will lead to reading readiness</i></p>
<p>Attends to a nursery rhyme, short book, or song.</p> <p>Shows some attention to pictures, objects, and books.</p> <p>Listens closely to adults who are speaking to them.</p>	<p>Responds to some of the vocabulary associated with picture books.</p> <p>Makes sounds when he hears sounds.</p> <p>Pays attention to the sounds and repetitive or rhyming words in books.</p> <p>Shows a preference for some pictures.</p> <p>Attends to and reacts to pictures in books.</p> <p>Can learn sign language to support communication.</p>	<p>Begins to imitate animal and non-speech sounds.</p> <p>Repeats simple sound syllables, (ba, ba, ba,).</p> <p>Strings together different sounds (ba, pa, da,).</p> <p>Begins to participate in songs and rhymes.</p> <p>Begins to identify familiar people and objects.</p> <p>Turns pages of cardboard book (not necessarily one at a time or left to right).</p> <p>Responds with sounds or body movements to indicate enjoyment.</p> <p>Grasps a crayon or marker and makes marks on paper; paints with large brushes.</p> <p>Hands you a book when wants to hear a story.</p> <p>Looks at the right picture or thing when named.</p> <p>Uses sign language to support communication.</p>

State of Nevada: Race to the Top-Early Learning Challenge Appendix  
**Early Learning Guidelines: 0-12 Months**

*Examples of observable skills that infants **may** exhibit  
 (All infants develop at own pace; these are guidelines for development, not assessment of development)*

**Language Development & Communication**

<p><b>Birth to Four Months</b>  <b>Supportive Practices</b>  <i>Suggested activities that adults may use to provide meaningful experiences to support the infant’s development:</i></p>	<p><b>Five to Eight Months</b>  <b>Supportive Practices</b>  <i>Suggested activities that adults may use to provide meaningful experiences to support the infant’s development:</i></p>	<p><b>Nine to Twelve Months</b>  <b>Supportive Practices</b>  <i>Suggested activities that adults may use to provide meaningful experiences to support the infant’s development:</i></p>
<ul style="list-style-type: none"> <li>• Talk to the baby directly and face-to-face using simplified language patterns with pitch variation and a lot of repetition.</li> <li>• Allow time for the baby to vocalize.</li> <li>• Respond to the baby’s voice by smiling and repeating the sounds.</li> <li>• Sing songs, nursery rhymes and chants to engage the baby. Read short books while holding the infant.</li> <li>• Use normal routines such as diapering to talk to the baby about what you are doing.</li> <li>• Have pictures of the infant’s family and familiar objects within the infant’s sight.</li> </ul>	<ul style="list-style-type: none"> <li>• Respond to the baby’s vocalizations, creating and sustaining a conversation.</li> <li>• Describe the infant’s actions or talk about objects and pictures in the room.</li> <li>• Continue to use songs and rhymes, following the infant’s interests and encouraging the infant’s attention.</li> <li>• Encourage the infant to explore a variety of books, taking the infant’s lead in reading and talking about each page or picture.</li> <li>• Use finger plays to engage the infant.</li> <li>• Continue to use routines to support language.</li> <li>• Teach simple sign language to help the infant express needs or wants.</li> </ul>	<ul style="list-style-type: none"> <li>• Ask open-ended questions that encourage response.</li> <li>• Ask simple questions that support the infant’s receptive knowledge.</li> <li>• Introduce new words and teach signs.</li> <li>• Use the infant’s home language whenever possible.</li> <li>• Connect with the infant’s family to learn key words used at home.</li> <li>• Use sign language to support communication.</li> <li>• Repeat infant’s initial attempts at forming words and extend to make complete sentences.</li> <li>• Acknowledge and encourage the baby’s attempt to communicate.</li> </ul>

State of Nevada: Race to the Top-Early Learning Challenge Appendix

**Early Learning Guidelines: 0-12 Months**

*Examples of observable skills that infants **may** exhibit*

*(All infants develop at own pace; these are guidelines for development, not assessment of development)*

**Language Development & Communication**

<p>Supportive Practices: Continued</p> <ul style="list-style-type: none"><li>• Use the infant’s home language whenever possible.</li></ul>	<ul style="list-style-type: none"><li>• Use the infant’s home language whenever possible.</li><li>• Connect with the family to get key words that they use at home.</li><li>• Introduce sign language to support communication.</li></ul>	<ul style="list-style-type: none"><li>• Build a routine of reading to baby several times a day; use a variety of music, songs and finger plays.</li><li>• Provide a variety of crayons, markers and brushes and paper for the infant to use.</li></ul>
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State of Nevada: Race to the Top-Early Learning Challenge Appendix

**Early Learning Guidelines: 0-12 Months**

*Examples of observable skills that infants **may** exhibit*

*(All infants develop at own pace; these are guidelines for development, not assessment of development)*

**Personal & Social/Emotional Development**

***Developing Sense of Self and Others***

<p><b>Birth to Four Months</b> <i>interacts with adults and other children</i></p>	<p><b>Five to Eight Months</b> <i>interacts with adults and other children</i></p>	<p><b>Nine to Twelve Months</b> <i>interacts with adults and other children</i></p>
<p>Vocalizes through crying, cooing and gurgling.</p> <p>Initiates interactions with adults by making eye contact.</p> <p>Smiles spontaneously.</p> <p>Begins to show recognition of familiar children, through facial expressions, noises, or body language.</p> <p>Begins to show wariness or hesitancy when approached by an unfamiliar person.</p>	<p>Smiles, laughs, babbles, and coos to get the attention of a familiar person.</p> <p>Gazes intently at the face of a familiar person.</p> <p>Catches the eye of someone nearby, and smiles.</p> <p>Makes loud noises, or wave arms and legs to get the attention of other children or adults.</p> <p>Watches the play of other children.</p> <p>Laughs at other children doing funny actions.</p> <p>Explores the face, hair and hands of another child.</p> <p>Looks for comfort from a familiar adult if approached by a stranger.</p> <p>Likes to play with others.</p>	<p>Shows a stronger preference for the adults who are consistent caregivers.</p> <p>Imitates other people in play.</p> <p>Repeats sounds and gestures.</p> <p>Shows strong separation anxiety when a caregiver is out of sight.</p> <p>Shows fear in some situations.</p> <p>Cries when Mom or Dad leaves.</p> <p>Has favorite toys and people.</p> <p>Plays peek-a-boo.</p>

State of Nevada: Race to the Top-Early Learning Challenge Appendix

**Early Learning Guidelines: 0-12 Months**

*Examples of observable skills that infants **may** exhibit*

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**Personal & Social/Emotional Development**

***Emotional Expression***

<b>Birth to Four Months</b> <i>expresses feelings</i>	<b>Five to Eight Months</b> <i>expresses feelings</i>	<b>Nine to Twelve Months</b> <i>expresses feelings</i>
<p>Uses facial expressions to let people know feelings, such as smiling or grimacing.</p> <p>Uses body to show interest, such as wiggling or moving arms and legs.</p> <p>Uses vocalizations to express both positive and negative emotion, such as cooing or crying.</p>	<p>Expresses a wider array of feelings such as frustration, anger, fear, or surprise by crying, cooing, or making other noises and body movements.</p> <p>Responds to others' emotional expressions, such as smiling at a smiling face or looking away from a distressed caregiver.</p>	<p>Shows happiness or distress in a variety of ways.</p> <p>Responds to other children or adults when they show emotions.</p> <p>Looks to caregivers for their emotional reactions before responding to a new person or object.</p> <p>Shows fear in some situations.</p>

***Pro-Social Behaviors***

<b>Birth to Four Months</b>	<b>Five to Eight Months</b>	<b>Nine to Twelve Months</b> <i>Begins to develop self-confidence &amp; independence</i>
		<p>Enjoys using fingers to feed self.</p> <p>Helps to dress self, extending an arm or leg.</p> <p>Wants to wash own face after eating.</p> <p>Enjoys pulling off socks and shoes.</p>

State of Nevada: Race to the Top-Early Learning Challenge Appendix  
**Early Learning Guidelines: 0-12 Months**

*Examples of observable skills that infants **may** exhibit  
 (All infants develop at own pace; these are guidelines for development, not assessment of development)*

**Personal & Social/Emotional Development**

<p><b>Birth to Four Months</b>  <b>Supportive Practice</b>  <i>Suggested activities that adults may use to provide meaningful experiences to support the infant’s development:</i></p>	<p><b>Five to Eight Months</b>  <b>Supportive Practice</b>  <i>Suggested activities that adults may use to provide meaningful experiences to support the infant’s development:</i></p>	<p><b>Nine to Twelve Months</b>  <b>Supportive Practice</b>  <i>Suggested activities that adults may use to provide meaningful experiences to support the infant’s development:</i></p>
<ul style="list-style-type: none"> <li>• Provide a warm, responsive environment for the baby by holding the infant, making eye contact, and responding to the infant’s needs. Initiate contact through touch, eye contact and speaking.</li> <li>• Encourage infants to interact with one another by providing a safe environment for them to play together.</li> <li>• Watch the infant for cues of their needs, such as feeding, sleeping and playing.</li> <li>• Establish a primary caregiver in a group situation, and minimize unfamiliar adults when possible.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to provide a nurturing environment with opportunities for the infant to interact with adults and other infants.</li> <li>• When the infant smiles, smile back and talk with excitement.</li> <li>• Get to know the infant’s likes and dislikes, and moods.</li> <li>• Play social games on the floor with the infant such as peek-a-boo.</li> <li>• Identify the infant’s feelings and respond by adjusting the environment or activity accordingly.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide materials that encourage interaction and exploration.</li> <li>• Be consistent in responding to the infant’s feelings.</li> <li>• Encourage the infant to participate in self-help activities such as feeding, and putting on clothes.</li> <li>• Reassure the infant if you are leaving that you will return.</li> <li>• Facilitate social games and repeat actions such as bye, bye and hello. Interact with the infant to extend play.</li> </ul>

State of Nevada: Race to the Top-Early Learning Challenge Appendix  
**Early Learning Guidelines: 0-12 Months**

*Examples of observable skills that infants **may** exhibit  
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**Approaches to Learning: Creative Expression**  
***Creativity, Curiosity & Critical thinking***

<b>Birth to Four Months</b> <i>begins to explore arts, music, dramatic play</i>	<b>Five to Eight Months</b> <i>begins to explore arts, music, dramatic play</i>	<b>Nine to Twelve Months</b> <i>begins to explore arts, music, dramatic play</i>
<p>Experiences the environment through senses.            Looks to familiar faces for attention and help.            Responds to music.</p>	<p>Experiences the environment through senses.            Looks to familiar faces for attention and help.            Consistently reaches for toys and objects or points to ask for an out-of-reach toy.            Shows pleasure in new accomplishments.            Persists in new learning situations.            Enjoys music, shows a physical response.</p>	<p>Explores different materials such as water play or different objects.            Looks to familiar faces for attention and help.            Consistently reaches for toys and objects or points to ask for an out-of-reach toy.            Enjoys listening to music &amp; participates in a variety of songs &amp; finger plays by moving, bouncing or clapping.            Explores musical props &amp; make sounds.            Follows simple one-word directions and copy adult actions.            Uses phone or other dramatic play materials to begin to pretend play.            Points to a body part when named.</p>

State of Nevada: Race to the Top-Early Learning Challenge Appendix

**Early Learning Guidelines: 0-12 Months**

*Examples of observable skills that infants **may** exhibit*

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**Approaches to Learning: Creative Expression**

<p><b>Birth to Four Months</b></p> <p><b>Supportive Practice</b></p> <p><i>Suggested activities that adults may use to provide meaningful experiences to support the infant’s development:</i></p>	<p><b>Five to Eight Months</b></p> <p><b>Supportive Practice</b></p> <p><i>Suggested activities that adults may use to provide meaningful experiences to support the infant’s development:</i></p>	<p><b>Nine to Twelve Months</b></p> <p><b>Supportive Practice</b></p> <p><i>Suggested activities that adults may use to provide meaningful experiences to support the infant’s development:</i></p>
<ul style="list-style-type: none"> <li>• Sing songs and use music to create a soothing atmosphere.</li> <li>• Encourage language and play through finger plays and music.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide materials and new experiences that interest the infants.</li> <li>• Have a variety of pictures, books and objects that infants can explore and reach for.</li> <li>• Sing songs and have a variety of music to listen to.</li> </ul>	<ul style="list-style-type: none"> <li>• Observe the infant’s play and add additional materials to challenge the infant’s interest.</li> <li>• Add props to extend dramatic play.</li> <li>• Have a variety of musical instruments to use while listening to a variety of music.</li> <li>• Encourage the infant to participate in finger plays, singing songs and moving to music.</li> </ul>

State of Nevada: Race to the Top-Early Learning Challenge Appendix

**Early Learning Guidelines: 0-12 Months**

*Examples of observable skills that infants **may** exhibit*

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**Physical Development and Health**

Birth to Four Months	Five Months to Eight	Nine to Twelve Months
<p><b>Gross motor development:</b></p> <p>Begins to gain control over eye, hand, and leg muscles and movements.</p> <p>Reaches toward objects and swipes objects.</p> <p>Raises head, arches body, and flexes legs.</p> <p>Begins to try to roll over and sometimes kicks over.</p> <p>Pushes up by hands or forearms when on stomach.</p> <p>Holds head steady, unsupported.</p>	<p><b>Gross motor development:</b></p> <p>Changes body position.</p> <p>Pushes up on arms and lifts head and chest, when on stomach.</p> <p>Lifts both arms and legs and rocks on stomach.</p> <p>Rolls over from back to stomach and stomach to back.</p> <p>Starts to move either forward or backwards, pulling or pushing with arms.</p> <p>Gets up on hands and knees, rocking back and forth.</p> <p>Pulls to a stand, while holding onto something.</p>	<p><b>Gross motor development:</b></p> <p>Balances and sits alone.</p> <p>Pulls up on a table and “cruises” around it.</p> <p>Gets into a sitting position without help.</p> <p>Moves from a crawl to sitting and back again.</p> <p>Crawls with increasing speed.</p> <p>Stands alone without help.</p> <p>Takes first few steps without help.</p> <p>Goes from standing to sitting easily.</p> <p>Goes between a squatting position to a standing.</p> <p>Imitates basic movements.</p> <p>Climbs on low objects.</p>
<p><b>Fine motor development:</b></p> <p>Brings hands to mouth.</p> <p>Pushes down on legs when placed on a firm surface.</p> <p>Grasps and releases things that they touch accidentally.</p>	<p><b>Fine motor development:</b></p> <p>Reaches for objects with one hand.</p> <p>Moves objects from hand to hand.</p> <p>“Rakes” objects to self with one hand.</p> <p>Grabs feet &amp; toes; brings them to mouth.</p> <p>Holds objects in both hands and bangs them together.</p> <p>Waves bye-bye, clap hands, turns the pages of a favorite board book.</p>	<p><b>Fine motor development:</b></p> <p>Drops objects into a container and dumps them out again.</p> <p>Rolls and “catches” a rolling ball.</p> <p>Picks up a spoon by its handle.</p> <p>Turns pages of board book.</p> <p>Takes apart and puts pop beads together.</p> <p>Builds simple block structures (2-3 blocks).</p> <p>Picks up small objects between thumb and forefinger.</p>

State of Nevada: Race to the Top-Early Learning Challenge Appendix

**Early Learning Guidelines: 0-12 Months**

*Examples of observable skills that infants **may** exhibit*

*(All infants develop at own pace; these are guidelines for development, not assessment of development)*

**Physical Development and Health**

Birth to Four Months	Five Months to Eight	Nine to Twelve Months
<p><b>Health Concepts &amp; Skills</b></p> <p>Awareness of physical needs.</p> <p>Expresses feelings.</p> <p>Indicates discomfort or need for assistance.</p>	<p><b>Health Concepts &amp; Skills</b></p> <p>Awareness of physical needs.</p> <p>Expresses feelings.</p> <p>Indicates discomfort or need for assistance.</p> <p>Indicates desires for food or drink.</p>	<p><b>Health Concepts &amp; Skills</b></p> <p>Awareness of physical needs.</p> <p>Recognizes self in mirror.</p> <p>Expresses feelings.</p> <p>Indicates discomfort or need for assistance.</p> <p>Indicates desires for food or drink.</p> <p>Uses cup or brush correctly.</p>

State of Nevada: Race to the Top-Early Learning Challenge Appendix

**Early Learning Guidelines: 0-12 Months**

*Examples of observable skills that infants **may** exhibit*

*(All infants develop at own pace; these are guidelines for development, not assessment of development)*

**Physical Development and Health**

<b>Birth to Four Months</b>	<b>Five Months to Eight</b>	<b>Nine to Twelve Months</b>
<p><b>Supportive Practice</b></p> <p><i>Suggested activities that adults may use to provide meaningful experiences to support the infant’s development</i></p>	<p><b>Supportive Practice</b></p> <p><i>Suggested activities that adults may use to provide meaningful experiences to support the infant’s development</i></p>	<p><b>Supportive Practice</b></p> <p><i>Suggested activities that adults may use to provide meaningful experiences to support the infant’s development</i></p>
<ul style="list-style-type: none"> <li>• Give the baby rattles and toys to reach for and hold.</li> <li>• Provide a safe and comfortable floor space to allow freedom of movement.</li> <li>• Hang mobiles and unbreakable mirrors around the play space. Support the infant’s head while holding the infant.</li> <li>• Never leave the infant unattended.</li> <li>• Schedule outside time daily.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to provide a safe plan environment that has space for movement and exploration.</li> <li>• Place some toys out of reach to encourage movement.</li> <li>• Help the infant sit up with pillows or holding the infant.</li> <li>• Put the baby on stomach to encourage neck muscle development.</li> <li>• Provide board books and soft books for the infant to look at and open.</li> <li>• Have space outside for the infant to explore.</li> <li>• Verbalize the infant’s feelings and encourage the infant to use sign language to express feelings or needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide a variety of opportunities for large motor activities, both inside and outside.</li> <li>• Have a variety of containers, balls, and objects for the infant to play with</li> <li>• Introduce crayons and paper when the infant is able to sit at a small table.</li> <li>• Encourage use of a cup and other self-help items.</li> <li>• Celebrate new skills such as crawling, standing or walking.</li> <li>• Have push and pull toys that encourage movement, as well as objects for climbing in and over.</li> <li>• Help infant express needs through sign language, gestures or words.</li> </ul>

State of Nevada: Race to the Top-Early Learning Challenge Appendix

**Early Learning Guidelines: 1-2 years**

*Examples of observable skills that infants **may** exhibit*

*(All infants develop at own pace; these are guidelines for development, not assessment of development)*

**Cognition and General Knowledge**

<p><b>Thirteen-Eighteen Months</b></p> <p><i>Begin to develop skills that lead to math concepts such as problem solving &amp; reasoning such as:</i></p>	<p><b>Nineteen-Twenty-four Months</b></p> <p><i>Begin to develop skills that lead to math concepts such as problem solving &amp; reasoning such as:</i></p>
<p>Imitates the actions of an adult such as turning a steering wheel in a play car.</p> <p>Recognizes own image in the mirror or in a photograph.</p> <p>Remembers the usual sequence of events and go to get his toothbrush after getting into pajamas.</p>	<p>Begins to sort shapes, colors or objects.</p> <p>Nests several cups together.</p> <p>Turns one piece of a puzzle to fit it into a space the right way.</p> <p>Gives 2 objects upon request, and verify by counting (“1, 2”).</p> <p>Differentiates between own items vs. others’ items.</p> <p>Points to a set of objects that contains more than another set.</p> <p>Places 1-3 shapes in a puzzle.</p> <p>Demonstrates an understanding of 1-3 prepositions such as up, down, in, and out.</p> <p>Matches object with a picture of that object.</p> <p>Follows 2 step directions.</p>

State of Nevada: Race to the Top-Early Learning Challenge Appendix

**Early Learning Guidelines: 1-2 years**

*Examples of observable skills that infants **may** exhibit*

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**Cognition and General Knowledge**

<p><b>Thirteen-Eighteen Months</b></p> <p><b><i>Discover &amp; Learn: Scientific Exploration and Learning</i></b></p> <p><i>Begin to develop skills that lead to science concepts such as: cause and effect and daily routines</i></p>	<p><b>Nineteen-Twenty-four Months</b></p> <p><b><i>Discover &amp; Learn: Scientific Exploration and Learning</i></b></p> <p><i>Begin to develop skills that lead to science concepts such as: cause and effect and daily routines</i></p>
<p>Pushes and pulls a wagon, watching the wheels turn as she tries different tactics to move it.</p> <p>Touches a bug found on the playground and responds when it moves away quickly.</p> <p>Pushes, pokes, squeezes, pats and sniffs the play-dough as she explores how it feels and smells.</p> <p>Stacks and knocks down big blocks.</p> <p>Experiments with different ways of using a toy or object.</p> <p>Chooses a favorite book from the shelf and turns the pages more carefully, perhaps moving the pages from left to right.</p> <p>Consistently puts round shapes into round holes.</p> <p>Bounces a ball and tries to catch it after watching an older child do it.</p> <p>Uses a variety of manipulative toys.</p>	<p>Puts an object on a slope and watches it slide off.</p> <p>Fills a bucket with sand and watch as it over flows.</p> <p>Explores and attempts different ways to make objects move.</p> <p>Splashes in water.</p> <p>Identifies routines in the daily schedule.</p> <p>Reacts physically to differences in water/food temperatures.</p> <p>Integrates use of 5 senses to explore natural world.</p> <p>Demonstrates own need for food and water.</p> <p>Shows awareness of other children/animals and respond according.</p> <p>Responds to outdoor weather.</p> <p>Notices changes in the environment of the classroom or home.</p> <p>Increases attention span when exploring something.</p>

# State of Nevada: Race to the Top-Early Learning Challenge Appendix

## Early Learning Guidelines: 1-2 years

*Examples of observable skills that infants **may** exhibit*

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### Cognition and General Knowledge

#### Thirteen-Twenty-four Months

##### Supportive Practice

##### ***Suggested activities that adults may use to provide meaningful experiences to support the infant's development:***

- Provide materials, equipment and experiences for sensory exploration such as toys with wheels, musical instruments, play dough and sand and water.
- Have accessible manipulative materials that the toddler can choose.
- Ask guiding questions to extend the toddler's experiences, such as, "How does the bug feel?" Show a sense of wonder and provide time and opportunities to explore the natural world alongside the toddler.
- Describe to the toddler's actions and extend through conversation, for example, "I see you are driving the car. Where are you going?"
- Maintain consistent routines, and help the toddler identify different times of the daily schedule. Use pictures to depict daily activities.
- Give the toddler access to and choices about books and toys. Talk about the shapes, colors and attributes of toys as the toddler plays.
- Talk about the shapes, colors and attributes of toys as you play with the toddler. Praise the toddler's efforts to sort, build and create.
- Encourage the toddler to solve problems.
- Go on walks to explore the natural world in person (for example, collecting leaves, small rocks, looking at bugs, exploring the snow, etc.).
- Document activities through photographs and videos. Use photography and documentation to reflect on the toddler's experiences.
- Encourage the toddler to put toys and materials away in the right place.

State of Nevada: Race to the Top-Early Learning Challenge Appendix

**Early Learning Guidelines: 1-2 years**

*Examples of observable skills that infants **may** exhibit*

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**Language Development & Communication**

***Communicating & Understanding***

<p><b>Thirteen-Eighteen Months</b>  <i>Begins to develop listening and speaking skills expanding the understanding of the meaning of words, gestures, and the conventions of speech. Listens to stories, directions and conversations</i></p>	<p><b>Nineteen-Twenty-four Months</b>  <i>Begins to develop listening and speaking skills expanding the understanding of the meaning of words, gestures, and the conventions of speech. Listens to stories, directions and conversations</i></p>
<p>Continues to understand more words than they are able to say.</p> <p>Uses simple gestures such as pointing to objects, shaking head for “no,” or waving “bye, bye”.</p> <p>Uses inflection when babbling.</p> <p>Uses exclamations, such as “uh, oh!” when dropping something.</p> <p>Says “mama” and/or “dada”.</p> <p>Tries to imitate words.</p> <p>Listens to simple stories, rhymes and songs</p> <p>Responds to simple yes and no questions.</p> <p>Uses single words such as “no” or “bye”.</p> <p>Tries to say words by stringing different sounds together.</p> <p>Learns new words daily.</p>	<p>Answers a simple question with a nod of his head other physical response.</p> <p>Gets the towel to clean up the spill when asked by her caregiver.</p> <p>Knows names of several body parts and point to them when asked.</p> <p>Spontaneously repeats familiar words from a story.</p> <p>Maintains conversation topic with adult support.</p> <p>Participates verbally in songs and books with key words or phrases.</p> <p>Uses words to request wants and needs.</p> <p>Answers simple questions.</p> <p>Communicates about favorite items or toys to others.</p> <p>Imitates adult behavior in play.</p> <p>Explores and displays interest in a variety of people, places and things.</p> <p>Labels objects, and puts words together to make simple sentences.</p> <p>Puts a few words together into a sentence, leaving out small connecting words (for example, “Talk Daddy?” or “Go bye-bye now?”).</p> <p>Asks simple questions such as, “What that?”</p> <p>Repeats words heard in conversations.</p>

State of Nevada: Race to the Top-Early Learning Challenge Appendix

**Early Learning Guidelines: 1-2 years**

*Examples of observable skills that infants **may** exhibit*

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**Language Development & Communication**

***Communicating & Understanding***

<p><b>Thirteen to Eighteen Months</b></p> <p><b><i>Pre-Reading Skills</i></b></p> <p><i>Begins to develop skills that will lead to reading readiness such as recognizing and reacting to sounds, increasing vocabulary and comprehension and book handling skills</i></p>	<p><b>Nineteen to Twenty-four Months</b></p> <p><b><i>Pre-Reading Skills</i></b></p> <p><i>Begins to develop skills that will lead to reading readiness such as recognizing and reacting to sounds, increasing vocabulary and comprehension and book handling skills</i></p>
<p>Enjoys, and occasionally joins in “singing” simple songs.</p> <p>Moves body to familiar songs.</p> <p>Begins to identify familiar environmental sounds, (animals and emergency vehicles).</p> <p>Points or makes sounds when looking at books.</p> <p>Turns pages of a book one at a time.</p> <p>Enjoys simple songs and occasionally join in.</p>	<p>Moves to familiar songs.</p> <p>Identifies familiar sounds such as animal sounds and vehicles.</p> <p>Enjoys being read to.</p> <p>Enjoys stories with rhyme and repetition.</p> <p>Recognizes familiar pictures; points to elements in a picture.</p> <p>Fills in words in a familiar book.</p> <p>Attempts to match shapes.</p> <p>Brings a book to a caregiver to have read.</p> <p>Answers simple questions based on a story.</p> <p>Identifies a favorite book by its cover.</p> <p>Repeats familiar phrases from a book or rhyme.</p> <p>Identifies pictures of characters from favorite book.</p> <p>Shows interest in books and other written materials.</p> <p>Shows preference for a favorite page in a book by searching for it.</p>

State of Nevada: Race to the Top-Early Learning Challenge Appendix

**Early Learning Guidelines: 1-2 years**

*Examples of observable skills that infants **may** exhibit*

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**Language Development & Communication**

***Communicating & Understanding***

<p><b>Thirteen-Eighteen Months</b></p> <p><b>Pre-Writing Skills</b></p> <p><i>Begins to develop skills that will lead to writing</i></p>	<p><b>Nineteen-Twenty-four Months</b></p> <p><b>Pre-Writing Skills</b></p> <p><i>Begins to develop skills that will lead to writing</i></p>
<p>Scribbles spontaneously.</p> <p>Explores using different writing materials.</p>	<p>Explores using different writing materials.</p> <p>Intentionally makes a mark on a piece of paper.</p> <p>Indicates when finished drawing.</p> <p>Holds a writing instrument with fingers and scribble.</p>

# State of Nevada: Race to the Top-Early Learning Challenge Appendix

## Early Learning Guidelines: 1-2 years

*Examples of observable skills that infants **may** exhibit*

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### Language Development & Communication

#### *Communicating & Understanding*

#### **Supportive Practice Language Development and Communication 1-2 years**

***Suggested activities that adults may use to provide meaningful experiences to support the infant's development:***

#### ***Speaking, Listening & Reading***

- Support language by extending the toddler's sentences and supporting conversation. Ask open-ended questions and talk about the toddler's actions and experiences. Use the toddler's home language whenever possible. Connect with the family to support key words used at home.
- Introduce new words through songs, finger plays and nursery rhymes.
- Have a variety of books: fiction, nonfiction, rhyming, homemade and photo albums.
- Develop your own books from photographs and documentation of the class and the individual toddler and his family. Repeatedly sing familiar songs, rhymes and finger plays.
- Re-read favorite books, and ask toddlers to select books to read. While reading a book, ask the toddler to repeat phrases and answer questions about pictures in the book.
- Read to toddlers in groups or alone. Use rhymes or songs during routines such as transitions, diapering, getting ready for lunch or nap.

#### ***Writing***

- Provide a variety of drawing and writing materials, and opportunities for open exploration.
- Model drawing and writing. Encourage the toddler to use paints and brushes and other art media.
- Label the pictures that the child draws with your writing. Display children's drawings and writings, with names attached.

State of Nevada: Race to the Top-Early Learning Challenge Appendix

**Early Learning Guidelines: 1-2 years**

*Examples of observable skills that infants **may** exhibit*

*(All infants develop at their own pace; these are guidelines for development, not assessment of development)*

**Personal & Social/Emotional**

<p><b>Thirteen-Eighteen Months</b></p> <p><b><i>Developing Sense of Self and Others</i></b></p> <p><i>Interacts with adults and other children</i></p>	<p><b>Nineteen-Twenty-four Months</b></p> <p><b><i>Developing Sense of Self and Others</i></b></p> <p><i>Interacts with adults and other children</i></p>
<p>Becomes more interactive with peers and other adults.</p> <p>Primarily plays alongside others, often competing for toys.</p> <p>Explores when a trusted adult is near.</p> <p>Experiments with and explores new materials when the caregiver is near.</p> <p>Stops playing when a trusted adult leaves the playground and starts again when she returns.</p> <p>Uses words or gestures to ask an adult to come near.</p> <p>May refuse to come when called.</p> <p>May hit, kick or bite when confronted with conflict.</p>	<p>Says please or thank you with modeling and repetition.</p> <p>Seeks assistance from adults to solve problems.</p> <p>Responds to first name.</p> <p>Sits in the sandbox playing alongside several other children, but gets up frequently to show the caregiver.</p> <p>Looks up at the caregiver for a wave while playing with toys in a new room full of children.</p> <p>Stops playing and goes to the caregiver when a new adult enters the room.</p> <p>Goes over to watch an adult making cookies, but doesn't participate.</p> <p>Says "hi" to store personnel, from the safety of their shopping cart.</p> <p>Holds the caregiver's hand when new adult asks a question.</p> <p>Begins to engage in imitation with realistic objects.</p>
<p><b><i>Emotional Expression</i></b></p> <p><i>Expresses feelings</i></p> <p>Says "mine" or reaches towards an object.</p> <p>Cries when frustrated or doesn't get what he wants.</p> <p>Tries to do things on her own, such as feeding self.</p> <p>Recognizes reflection in the mirror.</p>	<p><b><i>Emotional Expression</i></b></p> <p><i>Expresses feelings</i></p> <p>Demonstrates appropriate affection and interaction with extended family members and playmates.</p> <p>Engages others by expressing feelings, needs or wants verbally and/or non-verbally.</p> <p>Attempts to comfort others.</p>

State of Nevada: Race to the Top-Early Learning Challenge Appendix

**Early Learning Guidelines: 1-2 years**

*Examples of observable skills that infants **may** exhibit*

*(All infants develop at their own pace; these are guidelines for development, not assessment of development)*

**Personal & Social/Emotional**

<p><b>Thirteen-Eighteen Months</b></p> <p><b><i>Developing Sense of Self and Others</i></b></p> <p><i>Interacts with adults and other children</i></p>	<p><b>Nineteen-Twenty-four Months</b></p> <p><b><i>Developing Sense of Self and Others</i></b></p> <p><i>Interacts with adults and other children</i></p>
<p>Says own name</p>	<p>Refuses help with putting on coat; asks for help if cannot do it.</p> <p>Shows awareness of differences between self and others.</p> <p>Lacks control of emotion; may use physical solutions such as hitting, kicking or crying when faced with conflict.</p>
<p><b><i>Pro-Social Behaviors</i></b></p> <p><i>Begins to develop self-confidence &amp; independence</i></p>	<p><b><i>Pro-Social Behaviors</i></b></p> <p><i>Begins to develop self-confidence &amp; independence</i></p>
<p>Asks for help, if needed, in verbal and nonverbal ways.</p> <p>Comes to the caregiver and points to where the ball has rolled under the shelf, saying, and “ball”.</p> <p>Picks up a toy when asked.</p>	<p>Displays preference when given a choice.</p> <p>Uses facial expressions, gestures and verbalizations to acknowledge accomplishments with peers and adults.</p> <p>Re-engages when faced with frustration, failure or disappointment in self-directed activities with adult support.</p> <p>Gives another toddler a toy when asked.</p>

State of Nevada: Race to the Top-Early Learning Challenge Appendix

**Early Learning Guidelines: 1-2 years**

*Examples of observable skills that infants **may** exhibit*

*(All infants develop at their own pace; these are guidelines for development, not assessment of development)*

**Personal & Social/Emotional**

<p><b>Thirteen-Eighteen Months</b></p> <p><b>Self-Regulation &amp; Self control</b></p> <p><i>Begins to develop self-regulation</i></p>	<p><b>Nineteen-Twenty-four Months</b></p> <p><b>Self-Regulation &amp; Self control</b></p> <p><i>Begins to develop self-regulation</i></p>
<p>Comes when name is called.</p> <p>Says “no, no” as he throws Cheerios on the floor.</p> <p>Stops stomping feet in a puddle when asked.</p> <p>May be able to wait for a few moments after asking for something, but quickly becomes impatient.</p> <p>May use special objects (for example, a stuffed toy or blanket) to soothe self at naptime or in times of mild distress.</p>	<p>Cries and clings to a parent before she leaves, but calms down quickly after she is gone.</p> <p>Plays calmly near another child, but cries and hits if that child tries to use something he is playing with.</p> <p>Begins to understand the concept of taking turns in a simple game.</p> <p>Begins to understand the concept of “his” and “mine”.</p> <p>Stops what she is doing and comes when a caregiver calls name.</p> <p>Separates from significant others with minimal distress.</p> <p>Initiate independent play.</p> <p>Participates in self-help routines with assistance.</p>

State of Nevada: Race to the Top-Early Learning Challenge Appendix

**Early Learning Guidelines: 1-2 years**

*Examples of observable skills that infants **may** exhibit*

*(All infants develop at their own pace; these are guidelines for development, not assessment of development)*

**Personal & Social/Emotional**

**Thirteen- Twenty-four Months**

**Supportive Practice**

***Suggested activities that adults may use to provide meaningful experiences to support the infant’s development:***

- Understand and encourage the toddler’s autonomy but help when needed.
- Encourage the toddler to help with chores, put away toys or take off shoes and socks.
- Encourage the toddler to engage with peers.
- Say “yes” instead of “no” whenever possible, providing choices that are acceptable to you.
- Reinforce positive behavior. Intervene when the toddler is doing something dangerous or harmful to another toddler. Assist the toddler in resolving conflicts with words, and support the toddler in problem solving. Set clear and firm limits, and enforce them consistently.
- Provide comfort and support when the toddler is upset, and redirect the toddler’s attention to another activity. Acknowledge the toddler’s feeling, and help the toddler verbalize feelings.
- Encourage toddlers to play together and enjoy their friendships.
- Establish simple rules and remind the toddler about these rules often.
- Model positive behavior by speaking softly, and showing affection and respect for all the toddlers.
- Have well-organized toy storage so that toddlers can put toys away.
- Support the culture of each child and family.

State of Nevada: Race to the Top-Early Learning Challenge Appendix

**Early Learning Guidelines: 1-2 years**

*Examples of observable skills that infants **may** exhibit*

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**Approaches to learning: Creative Expression**

***Creativity, Curiosity & Critical thinking***

<p><b>Thirteen-Eighteen Months</b> <i>Begins to explore arts, music, dramatic play</i></p>	<p><b>Nineteen-Twenty-four Months</b> <i>Begins to explore arts, music, dramatic play</i></p>
<p>Shows awareness to changes in tempo. Follows simple one word directions and copies adult actions. Selects dress-up clothes and attempts to put them on. Puts objects in containers. Works with zippers and large snaps. Asks for help through gestures or words. Uses toys and objects in an intentional way. Shows pleasure in new accomplishments. Recognizes some basic shapes and objects. Responds to a variety of songs, music and finger plays. Experiments with objects that make sounds. Demonstrates enjoyment in music. Moves to musical sounds &amp; explore musical props. Imitates others in dramatic play. Explores objects in water play. Uses dramatic play props. Uses a variety of art materials. Plays with play dough.</p>	<p>Observes and imitates others' behavior in solving problems. Practices independence while staying connected to caregiver. Shows enjoyment in interaction with others. Recognizes own accomplishments; asks for help when needs it. Initiates social contact and expresses emotion towards familiar persons, pets or possessions. Shows enjoyment of books and stories. Imitates sounds in a book; selects a book for an adult to read. Makes musical sounds along with simple chants and songs. Recognizes and responds to a variety of simple songs, finger plays showing preference and asking for repetition. Uses rhythm instruments and props with music. Responds rhythmically to music tempos. Copies adults' actions and plays simple pretend games. Puts on and takes off easy clothing; copies grownup work. Understands the use of different clothes. Pours from a pitcher &amp; enjoys water play. Initiates dramatic play. Enjoys painting, drawing and working with a variety of art media.</p>

State of Nevada: Race to the Top-Early Learning Challenge Appendix

**Early Learning Guidelines: 1-2 years**

*Examples of observable skills that infants **may** exhibit*

*(All infants develop at own pace; these are guidelines for development, not assessment of development)*

**Approaches to learning: Creative Expression**

***Creativity, Curiosity & Critical thinking***

**Thirteen-Twenty-four Months**

**Supportive Practice:**

***Suggested activities that adults may use to provide meaningful experiences to support the infant's development:***

- Have accessible materials that toddlers can choose for dramatic play, art, music, puzzles or sorting.
- Integrate music during the day in a variety of ways: small group, larger group or individually.
- Use songs to transition from one activity to another. Engage toddlers in finger plays and songs during centers time.
- Encourage the toddler to experiment with a variety of art mediums such as paint, finger paints, crayons, markers, chalk, water colors, clay and play dough.
- Display the art, and talk about colors and composition.
- Provide music that encourages dancing and following directions. Model using props and instruments to dance with to the music. Play simple movement games with the children.
- Provide dramatic play props, furniture, clothing, dolls, puppets and soft animals to support pretend play. Observe the toddler's play and describe what the toddler is doing.
- Ask questions about the toddler's play such as, "Are you making dinner?"
- Expand on the toddler's language by naming objects or actions. Have dramatic play materials available outside such as a sand box, play house or large boxes to climb in and out of.

State of Nevada: Race to the Top-Early Learning Challenge Appendix  
**Early Learning Guidelines: 1-2 years**

*Examples of observable skills that infants **may** exhibit*

*(All infants develop at own pace; these are guidelines for development, not assessment of development)*

**Physical Development & Health**

<b>Thirteen-Eighteen Months</b>	<b>Nineteen-Twenty-four Months</b>
<b><i>Coordinate Movement</i></b>	<b><i>Coordinate Movement</i></b>
<i>Large Motor Development: Moves with increasing large muscle control</i>	<i>Large Motor Development: Moves with increasing large muscle control</i>
<p>Walks more than crawls.</p> <p>Stops and starts movements with more control.</p> <p>Sits in a chair independently.</p> <p>Goes from sitting to standing more easily.</p> <p>Climbs the stairs on hands and knees or stands and holds onto a railing, putting both feet on each step.</p> <p>Crawls up into a chair and turns around to sit.</p> <p>Goes from a squat to standing with ease.</p> <p>Pulls or pushes a toy.</p> <p>Carries a large toy or several smaller ones while walking.</p> <p>Begins to run.</p> <p>Kicks a ball forward.</p>	<p>Enjoys pulling or pushing a toy that makes noise.</p> <p>Climbs up the ladder on a low to medium-sized slide &amp; slides down.</p> <p>Turns backwards and sits on the rocking chair.</p> <p>Goes up the stairs putting both feet on each step.</p> <p>Throws a ball and puts hands together to try to catch it.</p> <p>Kicks a ball forward.</p> <p>Goes over, under, around &amp; through objects on an obstacle course.</p> <p>Engages in physical activities such as dancing, climbing, running, throwing, and hopping.</p> <p>Begins to participate in group physical activities, such as “ring around the roses”.</p> <p>Shows interest in differences in people.</p>

State of Nevada: Race to the Top-Early Learning Challenge Appendix  
**Early Learning Guidelines: 1-2 years**

*Examples of observable skills that infants **may** exhibit*

*(All infants develop at own pace; these are guidelines for development, not assessment of development)*

**Physical Development & Health**

<p><b>Thirteen-Eighteen Months</b></p>	<p><b>Nineteen-Twenty-four Month</b></p>
<p><b><i>Coordinate Movement</i></b></p>	<p><b><i>Coordinate Movement</i></b></p>
<p><i>Fine Motor Development: Begins to develop manipulative skills</i></p>	<p><i>Fine Motor Development: Begins to develop manipulative skills</i></p>
<p>Puts together several nesting cups, or stacking rings on a ring tree.  Drops wooden beads into a bottle, dumps them out and start again.  Builds a tower of four or more blocks.  Scribbles, if given a crayon and paper.  Starts to use one hand more often than the other.  Takes apart, and then puts together large links or pop beads.  Holds an object in one hand; does something to it with the other.  Holds a cup and drinks, sometimes spilling.  Attempts to feed self applesauce or yogurt with a spoon.</p>	<p>Strings beads on a string.  Pours water through a funnel, then a sieve and back and forth.  Uses hands for simple finger plays such as “The Itsy Bitsy Spider”.  Attempts to put the correct shapes through the holes in a shape sorter.  Pulls off clothes at bedtime.  Drinks from a cup with few spills; uses a spoon for eating.  Attempts to brush own hair and teeth, or put on shirt or pants.</p>
<p><b><i>Health</i></b></p>	<p><b><i>Health</i></b></p>
<p><i>Develop skills that lead to good health practices</i></p>	<p><i>Develop skills that lead to good health practices</i></p>
<p>Identifies several body parts.  Recognizes favorite foods.  Tries to take off or put on clothes.  Gets jacket or hat when it’s time to go outside.</p>	<p>Identifies 3-4 body parts.  Identifies foods vs. non-foods.  Participates in health practices such as washing hands.  Follows a schedule and predicts nap is after lunch.  Communicates basic needs through speech.  Seeks adult assistance when injured.</p>

State of Nevada: Race to the Top-Early Learning Challenge Appendix  
**Early Learning Guidelines: 1-2 years**

*Examples of observable skills that infants **may** exhibit*

*(All infants develop at own pace; these are guidelines for development, not assessment of development)*

**Physical Development & Health**

**Thirteen-Nineteen-Twenty-four Months**

**Supportive Practice**

***Suggested activities that adults may use to provide meaningful experiences to support the infant's development:***

- Provide a variety of activities that support large motor development, both inside and outside. Create a safe environment that facilitates the toddler in running, jumping, climbing, ball throwing and catching, kicking balls, pulling and pushing toys as well as riding toys.
- Play games that include large motor skills and following directions. Take walks or go to a park or museum where toddler can try new skills such as climbing a ladder & slide or walking on rocks or balancing on a beam.
- Encourage the toddler to use funnels, sieves and measuring cups in water play or sand play to develop fine motor skills. Provide a variety of manipulative materials and activities that challenge the toddler to develop skills such as shape sorters, pop beads, stringing beads, puzzles, bristle blocks, locking blocks such as Duplo's, and a variety of blocks.
- Introduce different parts of the body through songs and games.
- Integrate good health practices such as hand washing, brushing teeth and self- help skills of putting on clothing or taking off shoes for nap. Discuss appropriate dress for going outside according to the season.
- Continue to provide a consistent schedule that helps toddlers in transitioning from one time to another. Use pictures to show the different periods in the daily schedule, so the toddler can predict what comes next.
- Use snack time and meal time to talk about healthy foods and nutrition. Identify names of foods to expand the toddler's vocabulary and nutrition knowledge.

State of Nevada: Race to the Top-Early Learning Challenge Appendix  
**Early Learning Guidelines: 2-3**

*Examples of observable skills that toddlers **may** exhibit*

*(All toddlers develop at own pace; these are guidelines for development, not assessment of development)*

**Cognition and General Knowledge**

<b>Twenty-five Months- Thirty Months</b>	<b>Thirty Months- Thirty-six Months</b>
<p><b><i>Discovering the World: Mathematical Exploration and Learning</i></b>  <i>Begins to develop math skills such as: problem solving, communication, reasoning, memory, quantity and number relationships</i></p>	<p><b><i>Discovering the World: Mathematical Exploration and Learning</i></b>  <i>Begins to develop math skills such as: problem solving, communication, reasoning, memory, quantity and number relationships</i></p>
<p>Names at least one color.</p> <p>Compares the color of own car to that of another child's.</p> <p>Matches some colors and shapes in a matching puzzle.</p> <p>Helps caregiver retell a favorite story after hearing it many times.</p> <p>Helps to put away the toys in appropriate place.</p> <p>Confuses similar colors.</p> <p>Builds with a variety of blocks.</p> <p>Fills a balance scale with beads, making one side go down.</p> <p>Fills large and small containers with sand or water.</p> <p>Holds up two fingers when asked how old they are.</p>	<p>Discusses important events that occurred in the past, such as meeting a new animal or going on vacation.</p> <p>Matches and sorts objects according to color, size, or shape.</p> <p>Takes two crackers out of the snack basket when it is passed, after hearing the teacher say, "Take two crackers".</p> <p>Matches the colors and shapes in a matching puzzle.</p> <p>Sorts 3 to 5 objects by color.</p> <p>Identifies the number of objects in a set up to 3; verifies by counting.</p> <p>Matches the correct numeral 0-3 to the number of objects.</p> <p>Sorts objects by similar attributes in familiar routines (big, and little).</p> <p>Sorts a set of objects into more or less; puts objects in order by size.</p> <p>Understands &amp; uses 3 to 5 prepositions: up, down, in, out, and under.</p>

State of Nevada: Race to the Top-Early Learning Challenge Appendix  
**Early Learning Guidelines: 2-3**

*Examples of observable skills that toddlers **may** exhibit*

*(All toddlers develop at own pace; these are guidelines for development, not assessment of development)*

**Cognition and General Knowledge**

Twenty-five Months- Thirty Months	Thirty Months- Thirty-six Months
<p style="text-align: center;"><b><i>Discover &amp; Learn: Scientific Exploration and Learning</i></b></p> <p style="text-align: center;"><i>Begins to develop skills that lead to science concepts such as: cause and effect, daily routines, imitation of gestures and use of objects, identification of body parts, observation of the world and nature</i></p>	<p style="text-align: center;"><b><i>Discover &amp; Learn: Scientific Exploration and Learning</i></b></p> <p style="text-align: center;"><i>Begins to develop skills that lead to science concepts such as: cause and effect, daily routines, imitation of gestures and use of objects, identification of body parts, observation of the world and nature</i></p>
<p>Wants to pick up and bring home interesting things found on a walk.</p> <p>Uses senses to observe and gather information.</p> <p>Uses tools for investigation (such as a magnifying glass).</p> <p>Gets a stool and tries to reach something put up on a high shelf.</p> <p>Tries to put on own coat, but gets frustrated when sleeve is inside out; finally asks a teacher for help.</p> <p>Tries to move the large toy car on the playground by pushing it, but then decides to try pulling it instead when pushing doesn't work.</p> <p>Uses a spoon or other tool to dig in the garden.</p> <p>Identifies body parts.</p>	<p>Makes objects move in a variety of ways.</p> <p>Uses tools to explore water.</p> <p>Matches simple properties (color, size, and shape).</p> <p>Responds verbally to differences in water, and food temperature.</p> <p>Identifies characteristics of animals.</p> <p>Indicates own thirst or hunger and that of others.</p> <p>Shows awareness of the functions of people and animals.</p> <p>Predicts what will happen next during the day or night.</p> <p>Shows active interest in the environment.</p> <p>Stacks blocks with smaller ones on the bottom; after the tower falls down several times, starts putting larger blocks on the bottom.</p> <p>Tries to make a mound out of the sand as it comes out of a container instead of just filling and dumping the container of sand.</p>

State of Nevada: Race to the Top-Early Learning Challenge Appendix  
**Early Learning Guidelines: 2-3**

*Examples of observable skills that toddlers **may** exhibit*

*(All toddlers develop at own pace; these are guidelines for development, not assessment of development)*

**Cognition and General Knowledge**

**Twenty-five Months- Thirty-six Months**

**Supportive Practice**

***Suggested activities that adults may use to provide meaningful experiences to support the toddler's development***

***Mathematical Exploration and Learning***

- Set up the environment so that mathematical problem solving happens daily.
- Provide appropriate materials that allow children to experiment with numbers such as large beads, blocks, and a sand and water table.
- Give the toddler matching and sorting chores such as putting toys away with similar toys. Integrate mathematical concepts while doing these activities such as identifying the color of the objects, using comparative words such as these “blocks are smaller than those blocks”) or counting the objects.
- Ask the toddler to help you set the table for snack time with enough napkins for everyone (Help the child count, then count with her as you set the table together). Use words such as more and less when talking about comparisons of quantity into clean-up time by asking the child to help you sort the toys, by counting the number of balls as they are thrown into the storage bin.

***Scientific Exploration and Learning***

- Encourage exploration of the environment through using open ended materials, asking open ended questions and modeling a sense of exploration and wonder.
- Talk about what they are seeing hearing, and touching, and encourage the toddler to try new ways to use materials and experiment with new tools and materials.
- Respect the toddler's creative use of materials, and support ways to extend the toddler's exploration through planning and new ideas.

State of Nevada: Race to the Top-Early Learning Challenge Appendix  
**Early Learning Guidelines: 2-3**

*Examples of observable skills that toddlers **may** exhibit*

*(All toddlers develop at own pace; these are guidelines for development, not assessment of development)*

**Cognition and General Knowledge**

***Supportive Practice continued:***

- Incorporate different natural items (like a collection of leaves, river rocks, pinecones, gourds, etc.) and encourage the toddler to use tools such as a variety of magnifying glasses, tweezers, and mirrors).
- Go on nature walks where the child is encouraged to collect natural items, or notice interesting sounds, colors, or textures in the environment.
- Take pictures of the toddler's explorations and document the experiences for the toddler to reflect upon, and to share with the toddler's family.

State of Nevada: Race to the Top-Early Learning Challenge Appendix  
**Early Learning Guidelines: 2-3 years**

*Examples of observable skills that toddlers **may** exhibit*

*(All toddlers develop at own pace; these are guidelines for development, not assessment of development)*

**Language Development & Communication**

<b>Twenty-five to Thirty Months</b> <b><i>Communicating and Understanding</i></b>	<b>Thirty-to Thirty-six Months</b> <b><i>Communicating and Understanding</i></b>
<i>Begins to develop listening and speaking skills expanding the understanding of the meaning of words, gestures, and the conventions of speech. Listens to stories, directions and conversations</i>	<i>Begins to develop listening and speaking skills expanding the understanding of the meaning of words, gestures, and the conventions of speech. Listens to stories, directions and conversations</i>
<p>Understands and responds to questions.</p> <p>Asks another child to sit next to him.</p> <p>Understands and uses some positional words.</p> <p>Demonstrates active listening skills.</p> <p>Enters into a conversation that lasts for several turns.</p> <p>Asks questions about concepts she doesn't understand.</p> <p>Takes cues from others (laughs when others laugh).</p> <p>Indicates an understanding of grammar by putting words in the correct order (for example, "eat cookie" rather than "cookie eat").</p> <p>Indicates an understanding of grammar by using the correct rule but with irregular words (adding an "s" to make something plural like "foots" or adding an "-end" to make the past tense like "goed").</p> <p>Sings simple songs with the teacher; later sings parts to self.</p> <p>Puts together two or three word sentences.</p> <p>Uses the words I, we, he, and she in sentences.</p> <p>Speaks clearly enough to be understood by familiar caregivers.</p>	<p>Comments on familiar aspects of a story or common event.</p> <p>Follows 2-step directions: (put your shoes on, and then get your coat.)</p> <p>Converses in short sentences using a variety of nouns and verbs.</p> <p>Puts together three-four word sentences.</p> <p>Engages in and maintains a conversation topic with adult support.</p> <p>Relates experiences verbally using sentences with adult prompting.</p> <p>Shares information on what he/she is currently doing.</p> <p>Imitates familiar roles.</p> <p>Varies his tone of voice.</p> <p>Repeats questions such as "What do you think will happen next?"</p> <p>Expands vocabulary with more connecting and describing words.</p> <p>Uses more words to express feelings, ideas, and respond to others.</p> <p>Uses pronouns such as him, her, us, and them appropriately.</p> <p>Continues to use expressions such as "we go and "all gone".</p> <p>Tells about what is happening in a book using action words.</p>

State of Nevada: Race to the Top-Early Learning Challenge Appendix  
**Early Learning Guidelines: 2-3 years**

*Examples of observable skills that toddlers **may** exhibit*

*(All toddlers develop at own pace; these are guidelines for development, not assessment of development)*

**Language Development & Communication**

<b>Twenty-five to Thirty Months</b> <i>Pre-Reading Skills</i>	<b>Thirty-to Thirty-six Months</b> <i>Pre-Reading Skills</i>
<p><i>Begins to develop skills that will lead to reading readiness such as recognizing and reacting to sounds, increasing vocabulary and comprehension and book handling skills</i></p> <p>Sings simple songs she has heard many times in a group or on own.</p> <p>Identifies farm animals by the sounds they make.</p> <p>Identifies environmental sounds such as a doorbell or fire engine.</p> <p>Knows that the McDonalds sign means that a McDonalds is near.</p> <p>Asks for the same favorite book over and over again.</p> <p>Learns the names of objects new to him.</p> <p>Repeats words heard in the environment.</p> <p>Names &amp; talks about an increasing number of objects in the books.</p> <p>Listens to fiction and non-fiction books.</p> <p>Asks and answers questions about the story while caregiver is reading.</p>	<p><i>Begins to develop skills that will lead to reading readiness such as recognizing and reacting to sounds, increasing vocabulary and comprehension and book handling skills</i></p> <p>Says a simple rhyme she has heard many times, in a group or alone.</p> <p>Begins to understand that written words have meaning.</p> <p>Puts toys away in correctly labeled bins or shelves.</p> <p>Recites a familiar nursery rhyme or finger play with expression.</p> <p>Wants you to read the story the way it's been read before, not leaving any parts out (knows when you skip a paragraph).</p> <p>Chooses a book at rest time, retelling parts of the story.</p> <p>Recognizes some common symbols.</p> <p>Repeats portions of a story that they have heard.</p> <p>Knows when a book is upside down and or backwards; corrects it.</p> <p>Uses elements in pictures to tell what is happening.</p> <p>Turns the pages of a favorite book from left to right, holding the book upright.</p> <p>Participates in rhythm and rhyme games and songs.</p> <p>Tells 1-2 events from personal experience.</p> <p>Answers questions about the story, such as, "Who was in the story?" "Where did he go?" "What did he do?" and "Why was he sad?"</p>

State of Nevada: Race to the Top-Early Learning Challenge Appendix

**Early Learning Guidelines: 2-3 years**

*Examples of observable skills that toddlers **may** exhibit*

*(All toddlers develop at own pace; these are guidelines for development, not assessment of development)*

**Language Development & Communication**

<p><b>Twenty-five to Thirty Months</b></p> <p><b><i>Pre-Writing Skills</i></b></p> <p><i>Begins to develop skills that will lead to writing</i></p>	<p><b>Thirty-to Thirty-six Months</b></p> <p><b><i>Pre-Writing Skills</i></b></p> <p><i>Begins to develop skills that will lead to writing</i></p>
<p>Makes a picture with lines coming out of the bottom and sides of a circle and tell the caregiver that it is her.</p> <p>Paints some lines across paper with broad strokes and movements, using a few different colors, and tell the caregiver that it is a rainbow.</p> <p>Recognizes that drawings, paintings, and writing are meaningful representations.</p> <p>Holds a crayon marker or pencil with a whole fist grasp, and scribble with a little more control compared to earlier ages.</p> <p>Uses a variety of writing and drawing implements.</p>	<p>Takes the teacher’s pen and scribbles, saying “I’m writing”.</p> <p>Finds a card with his name on it on a table with several others.</p> <p>Points to the rule sign about using “listening ears” when asked what we do at circle time.</p> <p>Holds smaller writing implements (skinny markers, normal-sized crayons, etc.) with fingers rather than entire fist to scribble with more control.</p> <p>Responds to simple questions for adult recording on paper.</p> <p>Responds to questions about drawing.</p> <p>Copies a horizontal line, vertical line and circle with a model.</p> <p>Imitates simple shapes and lines.</p> <p>Pretends to take the caregiver’s order, while playing restaurant, by scribbling on a pad with a pencil.</p>

State of Nevada: Race to the Top-Early Learning Challenge Appendix  
**Early Learning Guidelines: 2-3 years**

*Examples of observable skills that toddlers **may** exhibit*

*(All toddlers develop at own pace; these are guidelines for development, not assessment of development)*

**Language Development & Communication**

**Twenty-five to Thirty-six Months**

**Supportive Practice: Language Development and Communication**

***Suggested activities that adults may use to provide meaningful experiences to support the toddlers development***

***Communicating and Understanding***

- Ask simple questions and give two-step directions, checking for comprehension and increasing to multi-step tasks. Model the directions for a task before expecting them to be follow.
- Use, practice and play games like Simon says, involving positional words, such as behind, in front of, beside and under. Sing songs for children to follow along with, such as the hokey pokey.
- Listen to the toddler and respond to the toddler’s questions, expanding on what he has said and including him in conversation. Sing songs, recite nursery rhymes and encourage conversation throughout the day.
- Describe your actions as you do them, and always use clear, adult language. Remember that children are listening to adult conversations. Ask open ended questions to encourage and extend the conversation, and repeat what the child says, and extend it.
- When the child uses a word such as “foots,” repeat the utterance with the correct word inserted (For example, “My foots hurt!” “Oh no! Your feet hurt? Why do you think they hurt?”).
- Use the child’s primary language when possible.
- Give the child real responsibilities that matter, such as feeding the fish, setting up for the day or for snack, or putting away laundry or silverware at home. Give a few minutes warning before a transition. Provide a predictable schedule and consistent routines as well as organized, accessible materials so that he can work independently and be able to predict what activity comes next.
- Frequently use words that describe the relative positions of objects and people, such as next to, behind, under, and over. Ask toddlers to retell what has just been said. Ask about real life experiences and model good listening skills.

State of Nevada: Race to the Top-Early Learning Challenge Appendix  
**Early Learning Guidelines: 2-3 years**

*Examples of observable skills that toddlers **may** exhibit*

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**Language Development & Communication**

***Supportive practice continued:***

- Correct grammar without drawing attention to it, for example, by rephrasing the child's sentence with proper grammar, emphasizing the correct word(s). Give children many opportunities to have conversations with each other.

***Pre-Reading Skills***

- Sing songs, recite rhymes and finger plays, and read books throughout the day.
- Point out the letter sound of each child's first name and other words starting with the same sound.
- Play listening games that include animal or environmental sounds.
- Label areas and toy storage with words and symbols, and point out the symbols that naturally occur in the environment. Point out letters as they are encountered in real situations, such as labels or familiar words.
- Reread a child's favorite book over and over again and introduce different books, including those with rhyme and repetition; fiction and nonfiction. Make books for each toddler, using photography and documentation.
- Point out reading conventions as you read books, such as starting at the top and moving down and reading from left to right, what is the title, and the author.
- Discuss new words and their meanings daily as they are encountered in books and conversations. Give opportunities to respond, retell, re-enact stories from popular books.
- Have a variety of age appropriate books from which children can select independently.

State of Nevada: Race to the Top-Early Learning Challenge Appendix

**Early Learning Guidelines: 2-3 years**

*Examples of observable skills that toddlers **may** exhibit*

*(All toddlers develop at own pace; these are guidelines for development, not assessment of development)*

**Language Development & Communication**

**Twenty-five to Thirty Months**

**Supportive Practice continued: Language Development and Communication**

***Suggested activities that adults may use to provide meaningful experiences to support the toddlers development***

***Pre-Writing Skills***

- Model writing with a purpose on a daily basis, such as a message on a white board, lists of activities, dictations from children etc. Ask the child to tell you about their drawing, and ask if you can write their words on the paper. Have plenty of large paper and large crayons, paintbrushes and pencils available throughout the day, as well as an easel and paints plus a variety of surfaces on which to paint and tools with which to paint.
- Encourage appropriate use and care of materials (for example, putting materials back where they belong, washing paint brushes and placing them on a rack to dry and treating materials with respect).
- Post signs at the children’s eye level to label where toys belong, give simple instructions, and tell about the work they are displaying. Make signs for the classroom with the children’s help.
- Display the child’s writing and drawings in the classroom. Model the correct grasp of a pencil and help the child to use a correct grasp.

State of Nevada: Race to the Top-Early Learning Challenge Appendix  
**Early Learning Guidelines: 2-3 years**

*Examples of observable skills that toddlers may exhibit*

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**Personal & Social/Emotional Development**

<p><b>Twenty-five to Thirty Months</b></p> <p><b><i>Developing Sense of Self and Others</i></b>  <i>Interacts with adults and other children</i></p>	<p><b>Thirty to Thirty-six Months</b></p> <p><b><i>Developing Sense of Self and Others</i></b>  <i>Interacts with adults and other children</i></p>
<p>Asks for help if needed, and says “no” to peers.</p> <p>Withdraws from activities for a short time.</p> <p>Shows interest in unfamiliar adults, but acts shy when spoken to.</p> <p>Moves toward a familiar caregiver (or checks in with eye contact) before accepting a ball from a new person.</p> <p>Doesn’t want to speak to an unfamiliar adult when he is spoken to.</p> <p>Shows more awareness of other children.</p> <p>Asks for help when another child takes his toy.</p> <p>Helps another child to pick up the beads after he dumped them out.</p> <p>Expresses remorse after accidentally knocking another child down.</p> <p>Comforts another child who may be upset.</p>	<p>Demonstrates appropriate affection/interaction with family members and selected friends.</p> <p>Says please and thank you with prompting and modeling.</p> <p>Continues to need reassurance from caregiver after mom has left for a few minutes, but is easily calmed and distracted.</p> <p>Repeats words adults use to tell another child to stop running (for example, “Use walking feet!”).</p> <p>Imitates words adults use in dramatic play.</p> <p>Needs a consistent leave taking routine in order to feel comfortable and confident when mom leaves.</p> <p>Empathizes with the feelings of other children.</p> <p>Continues to have a hard time sharing, but looks to an adult for help.</p> <p>Shows concern when another child falls and gets hurt.</p> <p>Engages in play with others for longer periods of time and in more complex scenarios.</p>

State of Nevada: Race to the Top-Early Learning Challenge Appendix  
**Early Learning Guidelines: 2-3 years**

*Examples of observable skills that toddlers may exhibit*

*(All toddlers develop at own pace; these are guidelines for development, not assessment)*

**Personal & Social/Emotional Development**

<p><b>Twenty-five to Thirty Months</b>  <b><i>Emotional Expression</i></b>  <i>Expresses feelings</i></p>	<p><b>Thirty to Thirty-six Months</b>  <b><i>Emotional Expression</i></b>  <i>Expresses feelings</i></p>
<p>Shows signs of guilt or shame and emotional distress when he causes damage to objects or harms another person.</p> <p>Shows signs of embarrassment when is the focus of attention.</p> <p>Shows signs of pride at an accomplishment.</p>	<p>Imitates appropriate expression of feelings, needs, wants</p> <p>Identifies the basic emotions of others.</p> <p>Protests when a friend grabs a toy away, but gives the toy back when the friend is helped by a teacher to ask for a turn with it.</p> <p>Continues to express a wide range of emotions, including pride, shame, embarrassment, and guilt.</p>
<p><b><i>Pro-Social Behaviors</i></b>  <i>Begins to develop self-confidence &amp; independence</i></p>	<p><b><i>Pro-Social Behaviors</i></b>  <i>Begins to develop self-confidence &amp; independence</i></p>
<p>Needs reassurance about attempts to try something new.</p> <p>Puts on own coat, but gets it upside down and refuses help to fix it.</p> <p>Talks to another child as they play together.</p> <p>Watches other children play with a ball, then joins in.</p> <p>Chooses to participate in group activities.</p> <p>Helps another child to pick up the blocks.</p> <p>Asks for help when a toy is taken by another child.</p>	<p>Asks a new caregiver to help a complete the puzzle.</p> <p>Makes choices of centers or activities with teacher support.</p> <p>Acknowledges actions and accomplishments verbally and nonverbally.</p> <p>Re-engages in a task or activity after experiencing disappointment, frustration or failure with adult help.</p> <p>Looks for special friend to play with at centers time.</p> <p>Gives a hug to another child.</p>

State of Nevada: Race to the Top-Early Learning Challenge Appendix  
**Early Learning Guidelines: 2-3 years**

*Examples of observable skills that toddlers may exhibit*

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**Personal & Social/Emotional Development**

<p><b>Twenty-five to Thirty Months</b></p> <p><b><i>Self-Regulation &amp; Self control</i></b>  <i>Begins to develop self-regulation</i></p>	<p><b>Thirty to Thirty-six Months</b></p> <p><b><i>Self-Regulation &amp; Self control</i></b>  <i>Begins to develop self-regulation</i></p>
<p>Shows more awareness of expectations both at school and at home.</p> <p>Begins to understand the expectations of others and will comply with these expectations on their own (for example, by picking up toys after she has finished playing with them).</p> <p>Starts to be interested in toilet training.</p> <p>Comforts self quickly after being dropped off at childcare and a few initial tears.</p> <p>Uses a special object (blanket, stuffed animal) to comfort himself when distressed.</p> <p>Is able to wait slightly longer for desired toys or activities.</p> <p>Occasionally engages in a fit of temper.</p> <p>Expresses strong negative emotions about any change in routine.</p>	<p>Can have difficulty taking turns on their own but willingly does it when a teacher helps him to talk about it with another child.</p> <p>Shares one of the several dolls she has with a friend who has none.</p> <p>Pays attention during circle time for longer periods of time.</p> <p>Demonstrates positive coping strategies such as using her words or asking for help.</p> <p>Has difficulty transitioning from one activity to another.</p> <p>Separates easily from parents/caregivers in familiar surroundings.</p> <p>Follows routines and familiar activities with adult/teacher direction.</p> <p>Demonstrates more self-help skills.</p> <p>Uses a special object to soothe self during times of distress.</p> <p>Attends to a task of interest for longer periods of time.</p> <p>Moves onto a new activity with minimal stress when prepared for the transition.</p> <p>Has increased tolerance for brief delays of gratification.</p> <p>Uses the toilet successfully and is proud of toileting ability.</p>

State of Nevada: Race to the Top-Early Learning Challenge Appendix  
**Early Learning Guidelines: 2-3 years**

*Examples of observable skills that toddlers may exhibit*

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**Personal & Social/Emotional Development**

**Twenty-five to Thirty-six Months**

**Supportive Practice: Personal & Social Emotional Development**

***Suggested activities that adults may use to provide meaningful experiences to support the toddlers development***

- Provide clear and consistent guidance, limits and expectations for the child's behavior.
- Recognize that the child's ability to deal with his emotions and control his behavior is developing, and that he needs your assistance to develop understanding of emotions and how to deal with them.
- Label the child's emotions as they occur, and recognize the child's attempts to meet expectations.
- Provide predictable routines prepare the child for transitions and minimize wait time to prevent child conflicts and frustration.
- Give the child an opportunity to own solve problems, providing coaching or intervening if conflicts escalate.
- Mediate conflicts between children, explaining the process and strategies to deal with emotions in a positive way. Be empathetic and provide feedback to help clarify the child's feelings.

State of Nevada: Race to the Top-Early Learning Challenge Appendix  
**Early Learning Guidelines: 2-3 years**

*Examples of observable skills that toddlers may exhibit*

*(All toddlers develop at own pace; these are guidelines for development, not assessment)*

**Personal & Social/Emotional Development**

**Supportive Practice: Personal & Social Emotional Development**

***Suggested activities that adults may use to provide meaningful experiences to support the toddlers development***

- Use positive strategies to help the child gain control of feelings and behavior such as providing an alternative activity, labeling feelings and giving the child space and time to re-gain control.
- Point out the child's accomplishments and describe them such as "Wow! You look so proud of your block tower. Look at how many blocks you stacked up!"
- Communicate regularly with family members about strategies to help the child in dealing with feelings, self-help skills and toilet training. Provide positive support and encouragement in the child's attempts at using the toilet.
- Use dramatic play props, puppets and stories to help the child see another child's perspective. Provide opportunities to practice roles, take turns and empathize with another child's feelings. Provide an extension of the play to include modeling of empathy, taking turns and self-confidence. Encourage independence, allowing the child to try new skills, but be available for assistance when needed. Have a variety of choices of activities that provide opportunities for the child to make choices and decisions.

State of Nevada: Race to the Top-Early Learning Challenge Appendix  
**Early Learning Guidelines: 2-3 years**

*Examples of observable skills that toddlers may exhibit*

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**Approaches to Learning: Creative Expression**

<p><b>Twenty-five to Thirty Months</b></p> <p><b><i>Creativity, Curiosity &amp; Critical thinking</i></b></p> <p><i>Begins to develop creative thinking</i></p>	<p><b>Thirty Months to Thirty-six Months</b></p> <p><b><i>Creativity, Curiosity &amp; Critical thinking</i></b></p> <p><i>Begins to develop creative thinking</i></p>
<p><i>Explores the arts, appreciates music, participates in creative movement and begins to participate in dramatic play</i></p> <p>Develops symbolic thought (engages in more complex forms of pretend play).</p> <p>Begins to connect symbols with concepts (i.e., a stop sign with the octagon shape).</p> <p>Begins to match and sort items into groups.</p> <p>Demonstrates vocabulary growth and uses more descriptive words.</p> <p>Completes an assortment of simple puzzles.</p> <p>Enjoys different drawing and painting activities.</p> <p>Plays games and sings songs that promote different concepts such as light and dark, soft and hard, loud and quiet.</p> <p>Repeats simple motions and gestures from favorite songs and finger plays.</p> <p>Begins to engage in self-directed pretend play.</p> <p>Begins to act out his favorite characters from story books.</p>	<p><i>Explores the arts, appreciates music, participates in creative movement and begins to participate in dramatic play</i></p> <p>Predicts what will happen next in a story book.</p> <p>Listens, repeats, and experiments with words.</p> <p>Begins to make representational drawings.</p> <p>Uses writing tools to create and experiment with.</p> <p>Matches shapes, colors, patterns and objects together.</p> <p>Draws faces with more detail.</p> <p>Enjoys swirling and squishing the finger paint on the paper.</p> <p>Tears paper to make a collage.</p> <p>Starts to use tools with the play dough such as a rolling pin or a cookie cutter.</p> <p>Paints at the easel, not wanting to stop until the paper is filled with color, with every white spot covered.</p> <p>Enjoys participating in singing and movement activities.</p>

State of Nevada: Race to the Top-Early Learning Challenge Appendix  
**Early Learning Guidelines: 2-3 years**

*Examples of observable skills that toddlers may exhibit*

*(All toddlers develop at own pace; these are guidelines for development, not assessment)*

**Approaches to Learning: Creative Expression**

**Twenty-five to Thirty- six Months**

**Supportive Practice:**

***Suggested activities that adults may use to provide meaningful experiences to support the toddler's development***

- Provide activities that include non-toxic paint, brushes and paper, clay, and play dough. Encourage children to explore and experiment with the materials with adult supervision. Include on a daily basis.
- Make music, drama, dance and art an integral part of the curriculum and the daily schedule. Incorporate singing and movement activities throughout the daily schedule (for example, dance to the circle rug; sing everyone's name at circle time).
- Provide accessible musical instrument for children to use. Play a wide variety of appropriate music in the classroom every day.
- Have accessible props such as hats, purses, backpacks etc., as well costumes for special dramatic play.
- Help to promote problem solving by asking the children to predict what will happen next in a story.
- Provide materials that promote and foster creative thinking skills such as puzzles, sorting, counting, classifying, construction, building blocks, and spatial awareness games.
- Take children to child friendly libraries, community performances, and introduce them to the arts community. Invite local artists to visit and share their expertise with the children.

State of Nevada: Race to the Top-Early Learning Challenge Appendix

**Early Learning Guidelines: 2-3 years**

*Examples of observable skills that the 3 year old child **may** exhibit*

*(All children develop at own pace; these are guidelines for development, not assessment)*

**Physical Development and Health**

<p><b>Twenty-five- Thirty months</b></p> <p><b><i>Coordinate Movement</i></b></p> <p><i>Large Motor Development: Moves with increasing large muscle control</i></p>	<p><b>Thirty- Thirty-six Months</b></p> <p><b><i>Coordinate Movement</i></b></p> <p><i>Large Motor Development: Moves with increasing large muscle control</i></p>
<p>Will march, walk on tiptoe or jumps off the bottom of the slide or the last step of a staircase.</p> <p>Tries to throw a ball to you.</p> <p>Jumps in and out of a hula hoop.</p> <p>Walks on a wide balance beam sideways at first, but forward when you hold his hand.</p> <p>Uses whole body to develop spatial awareness.</p> <p>Moves through a simple obstacle course after a teacher models what to do.</p> <p>Walks in a circle with other children, playing ring around the rosy.</p> <p>Moves to music, including songs that direct movement.</p> <p>Climbs stairs with alternating feet.</p>	<p>Pedals and turns the handle bars on a low three wheeled riding toy, going with the traffic around a track,</p> <p>Runs, jumps up with both feet, walks down stairs without assistance, walks on tiptoe, walks backward and sideways, crawls under an object,</p> <p>Walks sideways and forward on a wide balance beam,</p> <p>Performs the motions to the “Chicken Dance” with a circle of friends,</p> <p>Runs across the playground, starting and stopping easily,</p> <p>Plays rhythm sticks in time to music with a simple beat.</p> <p>Throws a ball overhand (with forearm extension).</p> <p>Attempts to catch a large ball, but often misses.</p> <p>Kicks a stationary ball in a forward motion.</p> <p>Builds more complex large block structures.</p>

State of Nevada: Race to the Top-Early Learning Challenge Appendix

**Early Learning Guidelines: 2-3 years**

*Examples of observable skills that the 3 year old child **may** exhibit*

*(All children develop at own pace; these are guidelines for development, not assessment)*

**Physical Development and Health**

<p><b>Twenty-five-thirty Months</b> <b>Coordinate Movement</b></p>	<p><b>Thirty Months to Thirty-six Months</b> <b>Coordinate Movement</b></p>
<p><i>Fine Motor Development: Begins to develop manipulative skills</i></p> <p>Continues to use both hands together and shows no strong preference for a dominant hand.</p> <p>Puts together a puzzle with several pieces.</p> <p>Uses hands to pound, poke and build with play dough.</p> <p>Continues to perform complex finger plays more accurately.</p> <p>Places large pegs in a peg board.</p> <p>Imitates circular, vertical, and horizontal strokes with crayon.</p>	<p><i>Fine Motor Development: Begins to develop manipulative skills</i></p> <p>Uses smaller manipulatives such as stringing smaller beads.</p> <p>Uses one inch cubes and small blocks to build.</p> <p>Arranges small counting objects in a line on the table.</p> <p>Uses tweezers to pick up cotton balls and put them in a container.</p> <p>Puts a hand inside a puppet and makes it talk by moving her hand.</p> <p>Makes more refined marks on paper.</p> <p>Pours liquids into a smaller container with fewer spills.</p>
<p><b>Health</b> <i>Develop skills that lead to good health practice</i></p>	<p><b>Health</b> <i>Develop skills that lead to good health practice</i></p>
<p>Feeds self with a spoon.</p> <p>Drinks from a cup using both hands, spilling little.</p> <p>Pours liquid from a large container into a smaller container, with spills.</p> <p>Tries to brush own teeth and hair.</p> <p>Shows interest in using the toilet, trying to wipe, and pulling up and down their own pants with some help.</p> <p>Takes off his clothes.</p> <p>Identifies 8 body parts.</p>	<p>Feeds self using a fork or spoon, and hold a cup with one hand to drink.</p> <p>Helps with simple chores such as setting the table with a napkin and plate for each person.</p> <p>Wants to help bathing herself, but still needs assistance.</p> <p>Dresses self with some assistance.</p> <p>Washes and dry own hands.</p> <p>Demonstrates basic disease prevention skills when prompted.</p> <p>Follow home, school and community safety rules (hold hands crossing street, avoids and hot surface).</p> <p>Becomes more proficient in using the toilet.</p>

State of Nevada: Race to the Top-Early Learning Challenge Appendix

**Early Learning Guidelines: 2-3 years**

*Examples of observable skills that the 3 year old child **may** exhibit*

*(All children develop at own pace; these are guidelines for development, not assessment)*

**Physical Development and Health**

**Twenty-five -Thirty-six Months**

**Supportive Practice:**

***Suggested activities that adults may use to provide meaningful experiences to support the toddler's development***

- Incorporate gross motor activities throughout the day, both indoor and outdoor.
- Create space for movement and use of a variety of interesting activities and equipment such as balls, balance beams, and hoops, musical instruments and riding toys.
- Use music and games to support more purposeful movement as well as finger plays and songs to support fine motor development.
- Provide an environment that encourages self-help skills such as accessible materials on open shelves, coat hooks, and family style snacks and meals.
- Provide a variety of manipulatives such as large beads and fish tank tubing, shape sorters, puzzles, sidewalk chalk, and puppets, sand and water play, play dough, writing and drawing implements, paper and safety scissors a to be used throughout the day.

State of Nevada: Race to the Top-Early Learning Challenge Appendix

**Early Learning Guidelines: 3-4 years**

*Examples of observable skills that the 3 year old child **may** exhibit  
(All children develop at own pace; these are guidelines for development, not assessment)*

**Cognition and General Knowledge**

***Discovering the World: Mathematical Exploration and Learning***

***Thirty-six to Forty-eight Months***

*Begin to develop math skills such as: problem solving, communication, reasoning, memory, quantity and number relationships*

Counts out three crackers from the snack basket when it is passed to him.

Begins rote counting.

Tells the teacher when the block center when it is already full.

Sorts objects by color or shape; Names several colors.

Begins to match and identify colors, shapes and sizes.

Begins to recognize and repeat simple patterns.

Begins to count to 10 and recognize numerals 0-5.

Matches the number of objects to the correct numerals 0-5.

Compares sets of objects and determines which set has significant differences.

Correctly identifies circles and triangles; finds examples in the environment.

Draws and names a circle for his head.

Begins to identify some positions (in front, behind, over , and under).

State of Nevada: Race to the Top-Early Learning Challenge Appendix

**Early Learning Guidelines: 3-4 years**

*Examples of observable skills that the 3 year old child **may** exhibit  
(All children develop at own pace; these are guidelines for development, not assessment)*

**Cognition and General Knowledge**

***Discovering the World: Scientific Exploration and Learning***

***Thirty-six to Forty-eight Months***

*Begin to develop skills that lead to science concepts such as: cause and effect, daily routines, imitation of gestures and use of objects, identification of body parts and observation of the world and nature*

Explores how objects move.

Explores the properties of objects when placed in water.

Appropriately responds to caregiver's description of hot and cold items.

Begins to Identify differences between humans and animals; living and nonliving.

Explores and identifies a variety of animals and plants, their habitats and processes of development (seed to plant; infant to adult).

Identifies different types of weather.

Explores the properties of water in different states (solid, and liquid).

Asks questions about everything.

Uses tools such as magnifying glass, marble run, gear set, balance scale, measuring cups and spoons, and sorting trays.

Makes and checks predictions before and after an investigations.

Goes to the table when the teacher says that everyone who has brown hair may go.

State of Nevada: Race to the Top-Early Learning Challenge Appendix

**Early Learning Guidelines: 3-4 years**

*Examples of observable skills that the 3 year old child **may** exhibit*

*(All children develop at own pace; these are guidelines for development, not assessment)*

**Cognition and General Knowledge**

***Thirty-six to Forty-eight Months***

**Supportive Practice**

***Suggested activities that adults may use to provide meaningful experiences to support the 3 year Old's development***

***Mathematics***

- Use size, shape and color words as they come up naturally rather than in structured lessons such as “are there enough apple slices for everyone to have another one?”
- Have accessible materials with specific, labeled places where materials belong to encourage sorting as the children clean up. Play with the color names of objects as you pick the objects up to put them away, such as, “I will pick up all of the green ones, you pick up the red ones”.
- Use numbers when talking about the quantity of objects and comparisons of quantity such as more, less and the same. Use words such as heavier, lighter; bigger, smaller; taller, shorter.
- Ask questions about comparisons during everyday activities. Provide measuring cups and spoons, and a balance scale for the child’s experimentation.
- Provide small shape and pattern blocks, matching activities, cooking activities and opportunities for counting and identifying numbers such as writing lists, charts and menus.

## State of Nevada: Race to the Top-Early Learning Challenge Appendix

### Early Learning Guidelines: 3-4 years

*Examples of observable skills that the 3 year old child **may** exhibit*

*(All children develop at own pace; these are guidelines for development, not assessment)*

#### Cognition and General Knowledge

##### **Supportive Practice continued:**

##### **Science**

- Provide many opportunities for exploration and experimentation with the natural world both inside and out by providing open-ended materials to examine, going for walks and observing the environment and asking open-ended questions about what the child observes.
- Encourage the child to experiment and investigate to find out answers to questions rather than giving answers immediately. Ask the child to make and check predictions before and after an investigation.
- Provide tools such as magnifying glasses, balances and microscopes to explore materials.
- Have a variety of water play activities to observe properties of objects, as well as the state of water (ice, steam, and liquid).
- Have a variety of nonfiction books that provide information about animals and plants and their habitats and life cycles. Provide props to create farms or zoos during centers time.
- Take pictures and document observations during walks, and use documentation to compare plants or other materials found in the local environment.
- Discuss physical differences and preferences of individuals, as well as similarities.
- Create family albums that have pictures from home as well as the child's descriptions of his family and favorite activities.

State of Nevada: Race to the Top-Early Learning Challenge Appendix

**Early Learning Guidelines: 3- 4 years**

*Examples of observable skills that the 3 year old child **may** exhibit  
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**Language Development & Communication**

***Communicating and Understanding***

***Thirty-six to forty-eight Months***

*Continue to develop skills in listening and speaking; use more conventions of speech; have more meaningful conversations with peers and adults*

Follows two-step directions.

Listens more attentively to a story.

Listens more easily in a one on one conversation than in a group setting.

Remembers events from the past, as well as where objects have been put.

Uses and understands more directional words such as around, backward and forward.

Understands and starts to use some positional words such as behind, in front of, next to, under, and over.

Tells name when asked.

Matches the picture cards in a simple game of concentration.

Recognizes name in print and the first letter of his name out of context.

Doesn't pronounce all of her words correctly, but is easily understood most of the time.

Uses plurals, pronouns and possessive words such as "my" and "his".

Uses contractions such as "won't" and "can't".

Uses words that describe the size and function of objects.

Uses words that tell about time such as after and before.

Tells a story with several details about a trip with family.

Takes turns in a group discussion; converses with other children; offers own information in a group story.

State of Nevada: Race to the Top-Early Learning Challenge Appendix

**Early Learning Guidelines: 3- 4 years**

*Examples of observable skills that the 3 year old child **may** exhibit*

*(All children develop at own pace; these are guidelines for development, not assessment)*

**Language Development & Communication**

***Pre-Reading Skills***

***Thirty-six to Forty-eight Months***

*Continues to develop skills that will lead to reading readiness: Recognizes and reacts to sounds; increases vocabulary; increases comprehension; shows interest in book reading; recognizes that symbols have corresponding meaning*

Starts to recognize some environmental print at home or in the classroom as well as signs in the community.

Identifies some letters, especially those in first name.

Identifies some words that rhyme.

Identifies what is happening in a picture.

Answers questions about a story.

Knows the front of a book and how to turn the pages in correct order.

Retells some elements of a story with the aid of pictures.

Responds to questions about a story.

Sings simple songs and says simple rhymes that she has heard many times, with expression.

Begins to be aware that name starts with an M sound, like mom.

Begins to be aware of parts of words such as syllables by moving or clapping to the beat.

Puts toys away in labeled bins or shelves.

Can identify own name card or some letters from name on a sign or other print materials; sings the alphabet song.

Asks for the same favorite book over and over again.

Retells a story using some of the actual phrases such as "I'll huff and I'll puff and blow your house down!"

Uses words learned through books in his own conversation; Makes up a story to go with dramatic play costumes.

State of Nevada: Race to the Top-Early Learning Challenge Appendix

**Early Learning Guidelines: 3- 4 years**

*Examples of observable skills that the 3 year old child **may** exhibit  
(All children develop at own pace; these are guidelines for development, not assessment)*

**Language Development & Communication**

***Thirty-six to Forty-eight Months***

*Continues to develop writing skills*

Draws representations of people and objects.

Pretends to take an order, while playing restaurant, by scribbling on a pad with a pencil.

Begins to control scribbles; tells an adult what it says.

Dictates a story or letter to be written by the caregiver.

Holds a crayon with a pincer grasp, although perhaps resting on the ring finger; starts to hold it correctly; draws with increasing control.

Experiments with writing tools and materials to communicate in pretend play.

Begins to draw simple pictures; shares drawings with others.

Begins to use letter/shape stencils.

State of Nevada: Race to the Top-Early Learning Challenge Appendix

**Early Learning Guidelines: 3- 4 years**

*Examples of observable skills that the 3 year old child **may** exhibit*

*(All children develop at own pace; these are guidelines for development, not assessment)*

**Language Development & Communication**

**Thirty-six to Forty-eight Months**

**Supportive Practice**

***Suggested activities that adults may use to provide meaningful experiences to support the 3 year Old's development***

***Listening and Speaking***

- Ask open ended questions such as “What did you do this morning” or “What will you do after school?” Provide a variety of opportunities for the child to converse with adults and other children. Have both one-on-one conversations as well as small group and larger group discussions. Use the child’s home language whenever possible. Connect with parents about supporting their home language.
- Repeat what the child has said and extend the conversation. Use correct speech and repeat a misspoken word or phrase by your preschooler correctly without drawing a lot of attention to it, unless he is in speech therapy and working on specific speech goals.
- Establish daily routines that include doing two things in a row, such as, “Hang up your coat and find your name card”. Talk about what happened in the past, and prepare the child for future events by talking about what will happen. Frequently use words and play games that tell the position of an object or person.
- Recite rhymes and finger plays, play games, and sing songs such as *Simon Says* and the *Hokey Pokey*.

***Pre-Reading***

- Provide books in every center that connect to the center materials. Read books to child individually, in small groups and during circle time. Have an accessible, attractive library corner where a child or small group can select books and look at books alone, or be read to.
- Have a variety of books available including fiction and nonfiction, as well as those that depict a variety of cultures. When reading to a child use strategies to promote comprehension and book handling skills:  
*Re-read a favorite book,*  
*connect examples from the story to real life;*  
*ask the child to point to the pictures that go with what you are reading;*  
*point out reading conventions such as reading front to back, top to bottom, left to right, sweeping back for the next line;*  
*and that the print tells the story, not the pictures;*  
*introduce new words and meanings within the text of the book;*  
*Identify the author, illustrator and parts of the book.*

# State of Nevada: Race to the Top-Early Learning Challenge Appendix

## Early Learning Guidelines: 3- 4 years

*Examples of observable skills that the 3 year old child **may** exhibit*

*(All children develop at own pace; these are guidelines for development, not assessment)*

### Language Development & Communication

#### **Supportive Practice Continued: Pre-Reading**

- Point out the sound at the beginning of first name and other words starting with the same sound.
- Use the child's name in written form many times during the day.
- Play listening games that include animal or environmental sounds. Play with words, changing the beginning or ending to make a word sound silly. Point out the symbols that naturally occur in the environment, and symbols that designate some of their favorite places, foods or toys. Label the places where toys belong with simple picture signs.
- Sing the alphabet song, play alphabet bingo, and other games that emphasize sounds and letters.

#### **Pre-Writing Skills**

- Have a well-stocked writing center in addition to an art center with a variety of crayons, pencils, markers, chalk and paints. Have name cards for each child to use as a model for writing.
- Have materials to introduce letters such as letters to trace, stamps, and stick on letters. Provide different paper and surfaces to use such as a white boards, easel, black board or writing table. Ask the child to tell you about his drawing; write what he says on paper.
- Provide clip boards, paper and pencils or crayons to use in each center. Display each child's artwork in the room at child eye level. Include signs in the room on the child's eye level to label where toys belong, give simple instructions, and tell about the work being done.
- Write charts, stories and ideas during group time. Make these signs, charts or lists with the children's help.
- Use sign-up sheets, and sign in sheets for attendance.
- Provide opportunities for the child to cut paper, to enhance his fine motor control.
- Have small group games to match letters and pictures as well as other materials such magnetic boards with letters to develop letter recognition.

State of Nevada: Race to the Top-Early Learning Challenge Appendix

**Early Learning Guidelines: 3- 4 years**

*Examples of observable skills that the 3 year old child **may** exhibit  
(All children develop at own pace; these are guidelines for development, not assessment)*

**Personal & Social/Emotional Development**

***Developing Sense of Self and Others***

**Thirty-six Months to Forty-eight Months**

*Interacts with adults and other children*

- Separates from his parents more easily.
- Goes willingly with a neighbor family to the park even though mom is not going.
- Demonstrates appropriate affection/interaction for teachers and friends.
- Says please, thank you, and excuse me when appropriate and with reminders.
- Seeks input/help from others in problem solving.
- Responds to first name and says both first and last name.
- Plays for longer periods of time with other children, instead of mostly beside them.

***Emotional Expression***

*Expresses feelings*

- Tells caregiver what he likes and doesn't like.
- Begins to solve conflicts using words rather than hitting.
- Tells caregiver how she feels when a teacher notices she looks sad because of someone else's actions.
- Proudly shows the finger play he learned in school to dad.
- Ask for help with putting paper on the easel.
- Expresses feelings, needs, or wants appropriately with adult guidance.
- Demonstrates awareness of the feelings of others.

State of Nevada: Race to the Top-Early Learning Challenge Appendix

**Early Learning Guidelines: 3- 4 years**

*Examples of observable skills that the 3 year old child **may** exhibit  
(All children develop at own pace; these are guidelines for development, not assessment)*

**Personal & Social/Emotional Development**

***Pro-Social Behaviors***

***Thirty-six to Forty-eight Months***

*Begins to develop self-confidence & independence*

Looks for a favorite friend to play with on the playground.

Offers to share the markers with another child who comes to the art center.

Shows his play dough monster to the girl sitting next to them.

Decides with other children to play something specific and then executes this play.

Needs adult help to resolve a conflict with a peer, and agree to take turns.

Works with a friend to find the flannel board pieces to go with the story they have just heard.

Begins to understand that her actions can cause feelings in other children.

Begins to use some simple techniques for preventing or resolving their own conflicts.

Shows concern when another child has fallen and is crying.

Pretends to be a firefighter and spray the dramatic play center with a play hose, telling everyone to get out.

Uses the blocks as garages and houses that the cars and trucks drive to.

Have strong negative feelings about any change in the routine.

Tries to follow the rules of a simple board game.

Participates in creating rules for the class.

State of Nevada: Race to the Top-Early Learning Challenge Appendix

**Early Learning Guidelines: 3- 4 years**

*Examples of observable skills that the 3 year old child **may** exhibit  
(All children develop at own pace; these are guidelines for development, not assessment)*

**Personal & Social/Emotional Development**

***Self-Regulation & Self control***

***Thirty-six to Forty-eight Months***

*Begins to develop self-regulation*

- Asks a teacher for help when another child grabs a ball away from her.
- Proudly tells the teacher that he used the toilet all by himself.
- Reminds other children of the rules (For example, “We go down the slide only”).
- Moves through routines and activities with some adult teacher direction.
- Plays independently for longer periods of time.
- Joins in play with other children, interacting and beginning to share and take turns.
- Begins dramatic play by acting out whole scenes playing house, or pretending to be animals.
- Jointly participates in goal setting and problem solving.
- Follows classroom rules with minimal teacher assistance.
- May continue to use a special object for comfort.

*Continue to develop a sense of self confidence*

- Makes independent choices from diverse interest centers or activities.
- Acknowledges own actions and accomplishments verbally.
- Re-engages in a task or activity after experiencing disappointment, frustration, or failure.
- Enthusiastically tries new activities and delights when he learns something new.
- Laughs easily at any silly words or ideas.
- Attempts to build a bridge out of the unit blocks after watching another child do it.

State of Nevada: Race to the Top-Early Learning Challenge Appendix

**Early Learning Guidelines: 3- 4 years**

*Examples of observable skills that the 3 year old child **may** exhibit  
(All children develop at own pace; these are guidelines for development, not assessment)*

**Personal & Social/Emotional Development**

***Self-Regulation and Self-Control***

***Thirty-six to Forty-eight Months***

*Continue to develop attending and skills*

Attends to a task for longer periods of time.

Sits at circle time listening to a story for 5-10 minutes before needing to get up and do something more active.

Sometimes remembers to raise her hand to ask the teacher a question at circle time.

Moves on to a new activity with occasional or minimal distress.

Uses verbal and non-verbal conversational skills with modeling and prompting.

Demonstrates ability to delay gratification to complete a larger task with adult guidance.

## State of Nevada: Race to the Top-Early Learning Challenge Appendix

### Early Learning Guidelines: 3- 4 years

*Examples of observable skills that the 3 year old child **may** exhibit*

*(All children develop at own pace; these are guidelines for development, not assessment)*

#### Personal & Social/Emotional Development

***Suggested activities that adults may use to provide meaningful experiences to support the 3 year Old's development***

**Supportive Practice:**

- Encourage the child to use own words to express needs, wants and feelings.
- Actively listen to the child, repeating and extending what he has said.
- Give the child choices whenever possible.
- Limit circle time to 10 minutes, unless the group has indicated they are interested and capable of attending for a longer period of time.
- Provide a daily schedule that is predictable. Remind children of the classroom rules and to use words to resolve conflicts. Be consistent in enforcing rules.
- Support the child in making good choices while interacting with other children. Give children a warning before transitions happen.
- Model and remind children about how to treat books, toys, materials, and pets with respect.
- Model cooperative play, entering in and helping to choose roles in pretend play, for example. Mediate and coach the child with appropriate words to use to resolve conflicts if he needs help. Draw attention to the face and emotions of the other child if he has hurt someone
- Use puppets, role play and stories to teach empathy and appropriate conflict resolution skills. Provide space and time for dramatic play. Use different props to stimulate role playing and more complex play.
- Review class rules with the children on a routine basis. When possible, give the child an opportunity to save his work if it's time to clean up, and allow him to come back to his work at a later time or day if it is not complete or if he would like to continue to work on it.
- Provide time and ample opportunities for children to make choices and engage in play that interests them. Support children's engagement by commenting on his work, asking questions, and/or providing a new challenge to spur a deeper investigation.

State of Nevada: Race to the Top-Early Learning Challenge Appendix

**Early Learning Guidelines: 3- 4 years**

*Examples of observable skills that the 3 year old child **may** exhibit*

*(All children develop at own pace; these are guidelines for development, not assessment)*

**Approaches to Learning: Creative Expression**

**Thirty-six Months to Forty-eight Months**

*Continues to develop creative thinking*

Cooperates with others in implementing a plan to solve interpersonal problems.

Asks questions, mainly those that begin with “why”.

Selects progressively more challenging tasks.

Demonstrates an increasing ability to delay gratification.

Persists in difficult tasks or new situations.

Combines play objects in a variety of ways.

*Visual Arts*

Uses a variety of art materials and mediums.

Looks at book illustrations and other pictures.

*Music and movement*

Makes a variety of sounds with their voices.

Sings a variety of songs.

Participates in musical games.

Listens and moves to music from a variety of cultures.

Experiments with a variety of instruments.

Demonstrates understanding of basic elements of music such as loud and soft, fast, slow.

Moves with music using a variety of props (hoops, scarves, ribbons, etc.).

Responds to changes in tempo (for example, by moving faster when the music speeds up and slower when it slows down).

State of Nevada: Race to the Top-Early Learning Challenge Appendix

**Early Learning Guidelines: 3- 4 years**

*Examples of observable skills that the 3 year old child **may** exhibit*

*(All children develop at own pace; these are guidelines for development, not assessment)*

**Approaches to Learning: Creative Expression**

***Thirty-six to Forty-eight Months***

*Participates in more complex scenarios in dramatic play*

Cooperates with a small group of friends in dramatic play; identifies specific roles for each participant.

Enjoys playing dress up.

Uses realistic props in dramatic play.

# State of Nevada: Race to the Top-Early Learning Challenge Appendix

## Early Learning Guidelines: 3- 4 years

*Examples of observable skills that the 3 year old child **may** exhibit*

*(All children develop at own pace; these are guidelines for development, not assessment)*

### Approaches to Learning: Creative Expression

***Suggested activities that adults may use to provide meaningful experiences to support the 3 year Old's development***

#### **Supportive Practice**

##### ***Visual Arts***

- Provide materials that promote and foster creative thinking such as puzzles, sorting, counting, classifying, construction, building blocks, and spatial awareness games.
- Give children opportunities to experiment with all sorts of age appropriate materials: Clay, play dough, oil pastels, a variety of different types of paint (watercolors, tempura, Bio-color), an assortment of different types of paper, markers, pencils, etc. Use music and songs as a way to practice language and math concepts.

##### ***Music***

- Sing or hum familiar tunes on a daily basis. Ask children to add or change lyrics to the familiar tunes. Provide movement and singing activities that encourage creative thinking opportunities.
- Ask children to dance to their favorite music. Provide different types of appropriate music for the children to listen to. Take children to appropriate child friendly performances and exhibits.
- Provide a variety of instruments for children to use. Lead children in a march around the classroom to music, clapping along with the beat, and changing speed with changes in tempo. Introduce children to chants during circle time, where the children need to keep the beat by clapping or thigh slapping.
- Provide a variety of props to use with music activities (ribbons, scarves, hoops, etc.) Use music as a way to change the mood of the classroom (for example, by playing calming music when the energy gets too high).

##### ***Dramatic Play***

- Provide a variety of props for children to use to act out roles and create imaginative play experiences. Act out familiar stories with the children.
- Periodically change the dramatic play area to reflect children's interests or to engage them with different props (for example, turning the area into a grocery store by adding a cash register, pads of paper and pencils for grocery lists, and empty food container).

State of Nevada: Race to the Top-Early Learning Challenge Appendix

**Early Learning Guidelines: 3- 4 years**

*Examples of observable skills that the 3 year old child **may** exhibit  
(All children develop at own pace; these are guidelines for development, not assessment)*

**Physical Development & Health**

***Coordinate Movement***

***Thirty-six to forty-eight Months***

*Large Motor Development: Moves with increasing large muscle control*

Catches a large ball that is thrown directly to her.

Combines a sequence of several motor skills with control and balance.

Balances on one foot for a few seconds.

Follows simple routine movements to music, such as Hokey Pokey, Head, Shoulders, Knees and Toes.

Climbs the stairs on the climber with alternating feet, without holding on.

Walks forward on a wide balance beam.

Hops across to the other side when playing Red Rover.

Makes the big wheel toy spin around fast by turning the handle bar far to one side and pedaling fast.

Goes over, under, around and through on an obstacle course.

Begins to “pump” on the swings after someone has gotten them started.

Stands and hops on preferred foot at least 3 times.

Begins to play games involving physical activity such as “Duck, Duck, Goose”.

Participates in multi-cultural activities that enhance physical development (dance, games, activities etc.).

Begins to gallop (combining a walk with a leap, with the same foot leading each time).

Begins to rotate body when throwing an object.

Begins to lower leg when kicking a ball.

State of Nevada: Race to the Top-Early Learning Challenge Appendix

**Early Learning Guidelines: 3- 4 years**

*Examples of observable skills that the 3 year old child **may** exhibit  
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**Physical Development & Health**

**Coordinate Movement**

**Thirty-six to forty-eight Months**

*Fine Motor Development: Begins to develop manipulative skills*

Begins to grasp a writing implement using fingers or a tripod grasp, but reverts to a whole fist grasp at times.

Stacks the Lincoln Logs to make a house after observing it being done.

Fills and dumps several cups in the sand table using a shovel, then a smaller spoon.

Makes a snowman out of play dough after watching an older child make balls and put them together.

Performs fine motor tasks using eye-hand coordination: stacking, lacing, stringing beads, reproducing basic patterns, completing a 6 piece puzzle, building with small-sized Legos, and using peg boards.

Demonstrates more muscle strength, dexterity, and control when manipulating items: scissors, writing utensils, paint brushes, play dough, buttons/snaps.

**Health**

*Develop skills that lead to good health practice*

Demonstrates personal hygiene skills (hand washing, independent toileting, dresses himself with some assistance).

Takes care of own toileting needs, but still needs help sometimes with difficult clothing and/or wiping.

Puts on own coat, hat and mittens, but needs help with gloves and getting a zipper started.

Brushes own teeth and hair, but may need the help of an adult to make sure he has been thorough.

Begins to recognize own physical and family characteristics and those of others.

Identifies basic anatomy (eyes, nose, arms, and legs).

Identifies health foods versus junk foods.

Identifies some safety rules (fire safety, traffic/pedestrian safety, and dangerous objects).

State of Nevada: Race to the Top-Early Learning Challenge Appendix

**Early Learning Guidelines: 3- 4 years**

*Examples of observable skills that the 3 year old child **may** exhibit*

*(All children develop at own pace; these are guidelines for development, not assessment)*

**Physical Development & Health**

Demonstrates basic disease prevention skills (cover mouth/nose, hand washing).

Recognizes community helpers.

State of Nevada: Race to the Top-Early Learning Challenge Appendix

**Early Learning Guidelines: 3- 4 years**

*Examples of observable skills that the 3 year old child **may** exhibit*

*(All children develop at own pace; these are guidelines for development, not assessment)*

**Physical Development & Health**

***Thirty-six to forty-eight Months***

***Suggested activities that adults may use to provide meaningful experiences to support the 3 year Old's development***

***Supportive Practice***

- Incorporate large motor activities throughout the day, both inside and out.
- Include different kinds of riding toys, balls, and obstacles to crawl, jump and climb on and around. Provide opportunities for dancing, marching and moving around the room to music, as well as running and climbing outside.
- Use rhythm instruments, thigh slapping, and clapping to encourage children to keep a beat.
- Provide opportunities for the child to work with a variety of blocks in the classroom.
- Encourage the child to try new skills and support him in attempts. Incorporate health information into the daily schedule such as brushing teeth, nutritious foods and disease prevention practices.

State of Nevada: Race to the Top-Early Learning Challenge Appendix  
**Early Learning Guidelines**

## **Glossary of Terms**

**Acknowledge** – To acknowledge, look at or speak to and show positive recognition or interest with facial expressions or words.

**Appropriate** – Suitable for a particular person, condition, occasion, or place expected for the child's age and ability.

**Attention Deficit Disorder** – A condition with some or all of the following characteristics: high activity level, short attention span, inability to sit still or wait, impulsiveness, and distractibility.

**Autonomy** – The sense of being self-directed.

**Cognition** – The aspect of development dealing with thinking, problem solving, intelligence and language.

**Comprehension** – The act of understanding, and making meaning out of what has been heard or read.

**Concept** – Thought, notion or idea.

**Consequences** – The naturally occurring results of an action.

**Consistent** – Behavior which is always the same.

**Context** – The words surrounding a word or group of words that help meaning to the word, also the circumstances surrounding an act or event.

**Cooing** – Production of vowel sounds, often in response to a human face or voice, usually beginning around the second month of life.

**Criteria** – A standard on which a judgment may be based.

**Demonstrate** – To show clearly, or to explain with many examples.

**Empathy** – Caring or concern.

**Empty calorie foods** – Foods with little or no nutritional value and high sugar content.

**Environment** – The area in which the baby/child is, inside or outside.

**Expose** – To bring to light, or to give an experience to a child.

**Expressive language** – Language that is spoken, rather than merely heard and understood.

**Extend** – To make a longer sentence, or add a thought to what the child has said.

**Frequently** – Quite often.

**Indicate** – To show.

## State of Nevada: Race to the Top-Early Learning Challenge Appendix

### Early Learning Guidelines

**Intervene** – To step in to a situation to help,

**Interact** – To have meaningful contact with another person,

**Initiate** – To start or begin,

**Intonation** – The rise and fall in pitch of the voice in speech

**Label** – To attach a word to a picture, either verbally or in writing.

**Minimize** – To make as small as possible.

**Model** – To show or give an example; or a copy of an object.

**Non-verbal** – Without words.

**Phonemic Awareness** – A special kind of phonological awareness involving the smallest units of oral language, phonemes or sounds.

**Phonological Awareness** – Knowing that oral language has a structure that is separate from its meaning.

**Phonetic** – Having to do with the systematic association between letters and the sounds in spelling words.

**Positive reinforcement** – The practice of giving some type of reward for behavior that is desired.

**Prompted** – Asked a question or given a reminder.

**Prosocial behavior** – Behavior intended to enhance the welfare of another person.

**“Rake”** – The physical stage when babies cannot grasp objects, but reaches for them, with a raking grasp move the object closer to them.

**Reassurance** – Comfort, usually with words that the child understands.

**Receptive language** – Accurately understanding the meaning of words or phrases spoken to them.

**Re-direct** – To turn the child’s attention to something different from what they are attending to.

**Reinforce** – To strengthen the response with some type of reward, physical, emotional or verbal.

**Repetitions** – Doing the same activity over and over again.

**Repetitive Books** – Books having the same words or phrases over and over again.

**Resources** – The objects available for the child to use or play with.

**Rhymes** – Words that sound alike at the end, such as cat and bat.

**Rhythms** – A regular rise and fall in the sound of speech; or the repetitive beat of a song.

**Self-regulation** – The ability to control one’s own behavior.

State of Nevada: Race to the Top-Early Learning Challenge Appendix  
**Early Learning Guidelines**

**Separation Anxiety** – The stress experienced by a child when separated from his parent or primary caregiver.

**Show a preference** – Like one object, song or story more than others.

**Stimulating** – To excite or arouse the senses.

**Swaddling** – To wrap a baby snugly to give comfort and security.

**Text** – The written words that are read in a book.

**Transitioning** – Moving and changing activities.

**Vocabulary** – The collection of words that a child understands and/ or can speak.

**Wariness** – The act of being very cautious or untrusting of unfamiliar people or situations.

State of Nevada: Race to the Top-Early Learning Challenge Appendix  
**Early Learning Guidelines**

## **Resource List**

The resources listed below are only a sampling of programs, services, books and internet sites that you may find helpful and is not intended to be a complete list.

### **Programs and Services**

**Child & Adult Care Food Program** - provides recipes, resources, and information on preparing nutritious meals and food safety. [www.nal.usda.gov/childcare](http://www.nal.usda.gov/childcare)

**Consumer Product Safety Commission** - committed to protecting consumers and families from products that pose a fire, electrical, chemical, or mechanical hazard or can injure children. Phone: (800) 638-2772, [www.cpsc.gov](http://www.cpsc.gov)

**Friends of the Family** - sponsors seminars and workshops that feature experts in various aspects of family or infant development; provides a toll-free help-line service for child care providers; and operates a lending library for early childhood practitioners and those working with young families. Phone: (410) 659-7701, [www.friendsofthefamily.org](http://www.friendsofthefamily.org)

**Kennedy-Krieger Institute** - provides evaluation, rehabilitation, educational services and cutting edge research on behalf of children with brain related disabilities, also provides professional training by renowned experts dedicated to increasing the number of qualified specialists in the United States and abroad. Phone: 443-923-9200, Toll Free: 800-873-3377, [www.kennedykrieger.org](http://www.kennedykrieger.org)

**Maryland Cooperative Extension Service (MCE)** - a statewide, non-formal education system within the college of Agriculture and Natural Resources and the University of Maryland Eastern Shore. MCE educational programs and problem-solving assistance are available to citizens and are based on the research and experience of land grant universities such as the University of Maryland, College Park. Phone: (301) 405-8339, [www.agnr.umd.edu/MCE](http://www.agnr.umd.edu/MCE)

**Maryland Infant and Toddlers Program** - a system of early intervention and supports, offered by public and private agencies throughout the state to young children with developmental delays and their families. Phone: 1-800-535-0182 (MD Relay for persons with hearing impairments 1-800-735-2258), [www.msde.state.md.us/programs/infantsandtoddlers](http://www.msde.state.md.us/programs/infantsandtoddlers)

**Maryland State Department of Health and Mental Hygiene** – provides a wide range of information and services for the citizens of Maryland, including immunizations, communicable diseases, nutrition, environmental issues, and maternal and child health. Children’s Health Resource Line 1-800-638-8864, [www.dhmh.state.md.us](http://www.dhmh.state.md.us)

**Project ACT** - assists individuals of all abilities and their families in achieving their personal goals and in reaching their maximum potential. Provides one-on-one, individually tailored services to people throughout Maryland and Washington D.C., Phone: 410-828-7700, 1-800-492-2523, [www.abilitiesnetwork.org](http://www.abilitiesnetwork.org)

## State of Nevada: Race to the Top-Early Learning Challenge Appendix

### Early Learning Guidelines

**Zero to Three** - a national organization whose goal is to provide families, providers and communities with support and to promote the healthy development of babies and toddlers. Provides information, resources, and publications for both parents and providers. Phone: (202) 638-1144, [www.zerotothree.org](http://www.zerotothree.org)

#### Books:

Acredolo, L. & Goodwyn, S. *Baby Minds: Brain Building Games Your Baby Will Love*. New York: Bantam Books, 2000

Dombro, A.L., Colker, L.J., Trister Dodge, D. *The Creative Curriculum® for Infants & Toddlers, Rev. Edition*. Teaching Strategies, Inc., 1999

Herr, J. & Swim, T. *Creative Resources for Infants and Toddlers*. New York: Delmar-Thompson Learning, Inc., 2002

Isbell, R. *The Complete Learning Spaces Book for Infants and Toddlers*. Gryphon House, 2003

Schiller, P. *The Complete Resource Book for Toddlers and Twos*. Gryphon House, 2003

Silberg, J. *125 Brain Games for Babies: Simple Games to Promote Early Brain Development*. MJF Books, 2001

Silberg, J. & D'Argo, L. *125 Brain Games for Toddlers and Twos*. Gryphon House, 2000

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[www.collingsm.freeseve.co.uk](http://www.collingsm.freeseve.co.uk) - **My Collection of Nursery Rhymes** - a collection of over 500 nursery rhymes.

[www.countdownMD.org](http://www.countdownMD.org) - **Countdown to Kindergarten** - Provides information on the concept of school readiness, alerts parents to the existence of the kindergarten assessment and gives caregivers activity ideas build skills in the seven domains of learning.

[www.edpsych.com](http://www.edpsych.com) - **Early Childhood Educator** - news, information, and articles for parents and early childhood professionals.

[www.familyeducation.com](http://www.familyeducation.com) - **Family Education Network** - a consumer network of learning and information resources, personalized to help parents, teachers, and students of all ages take control of their learning and make it part of their everyday lives.

[www.healthyweightforkids.org](http://www.healthyweightforkids.org) - **Way to Go, Weigh to Grow** - a guide to healthy weight in infants, toddlers and preschoolers information and activities.

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[www.mdchildcare.org](http://www.mdchildcare.org) - **Maryland Committee for Children** - works with parents, child care providers, advocates, employers, and policymakers to expand and enhance the early childhood education and child care available to Maryland's children.

[www.naeyc.org](http://www.naeyc.org) - **National Association of the Education of Young Children** - an organization of early childhood educators and others dedicated to improving the quality of programs for children from birth through third grade.

[www.nccic.org](http://www.nccic.org) - **National Child Care Information Center (NCCIC)** - a service of the Child Care Bureau, a national clearinghouse and technical assistance center that links parents, providers, policy-makers, researchers, and the public to early care and education information.

[www.preschoolrainbow.org/preschool-rhymes](http://www.preschoolrainbow.org/preschool-rhymes) - **Gayle's Preschool Rainbow** - Activity Central - a variety of poems, rhymes and activities for young children.

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# Appendix I: Early Childhood Crosswalk: Aligning the Nevada Pre-K and Common Core Standards

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# Early Childhood Crosswalk: **Aligning the Nevada Pre-K and Common Core Standards**

Spring 2013

A Supplement to the Nevada Pre-Kindergarten Standards



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## **ACKNOWLEDGEMENTS**

The Nevada Department of Education would like to thank the following work groups and the writing committee for their hard work and contribution to this document. This document has been designed to be a useful tool to help Pre-K and Kindergarten teachers have an aligned crosswalk that demonstrates how the Nevada Pre-K Standards are aligned with Common Core State Standards. The Crosswalk will provide a deeper understanding on how the two standards align. Teachers will find the documents helpful with planning and implementing the standards into their curriculums.

## **WORK COMMITTEES**

**Carson City School District**

**Community HELPS**

**Elko County Early Childhood Advisory Council**

**Great Basin College**

**Nevada Pre-K Standards & Early Learning Guidelines**

**Washoe County Pre-K-Third Early Childhood Advisory Council**

**UNR College of Education Faculty**

**Nevada Department of Education**

**Washoe County School District**

## Nevada Pre-Kindergarten Standards Common Core Crosswalk A Supplement to the Nevada Pre-Kindergarten Standards

This document is not to be used as an unconnected list of Pre-K standards. This document should be used in conjunction with the 2010 Nevada Pre-Kindergarten Standards document. The revised Pre-Kindergarten Standards document provides examples of how the standards may be displayed in the classroom and provides examples of related activities that professionals may use to provide meaningful, developmentally appropriate experiences to enhance children’s knowledge related to the respective standard.

The State of Nevada adopted the Common Core State Standards in 2011 and saw the need to align all grade levels with these standards. In 2010, stakeholders from across the state met to review and revise the state’s PreK Standards (Nevada Pre-Kindergarten Standards; Revised and Approved 2010). In 2012, a discussion began about how to align these two documents to have early childhood educators focus more on the domains that students need to master---even what is expected of those students later on in kindergarten and first grades---and not to focus so much on the individual standards or objectives. This is a challenge because in K-12 we tend to look at just individual grade level standards. But we need to begin to ask ourselves and our P-3 teachers: “Just what does it look like for five- and six-year-olds to be ready for school across all FIVE domains of learning?”

As a result of this gap and the growing support for P-3 approaches nationally and within the state, a couple of local Early Childhood Advisory Councils (ECACs) partnered together with the Nevada ECAC to begin to develop this comprehensive crosswalk between the Nevada Pre-K and the Common Core State Standards (CCSS) to help bridge this gap. This crosswalk is designed to show PreK teachers how they are building the foundation for what happens in Kindergarten, and demonstrates to the Kindergarten teachers what Pre-K Standards are directly linked to in the many CCSS across all domains of learning. This supports the notion for everybody to now be looking at the whole child versus an individual skill, with all P-3 teachers on the same page.

The National Association for the Education of Young Children (NAEYC) and the National Association for Early Childhood Specialists in State Departments of Education (NAECS-SDE) recently have recently published a document that articulates four conditions under which early learning standards should be developed and implemented. Comparing these conditions against the development and implementation of the Common Core may provide avenue for early education and K-12 education systems to become more closely aligned in purpose. These four conditions include: 1) Early learning standards should emphasize significant developmentally appropriate content and outcomes; 2) Early learning standards are developed and reviewed through informed, inclusive processes; 3) Early learning standards gain their effectiveness through implementation and assessment practices that support children’s development in ethical, appropriate ways; and 4) Early learning standards require a foundation of support for early childhood programs, professionals, and families. These four conditions were reviewed when compiling this document. (*The Common Core State Standards: Caution and Opportunity for Early Childhood Education; NAEYC, 2011*).

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*It is important to note that the Common Core and Pre-K Standards may not be an exact match. Rather, the point of this document is to show how the Nevada Pre-K Standards provide the foundation for the Common Core across all domains of learning, and are aligned accordingly.*

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MATHEMATICS	
Domains: Counting and Cardinality (CC); Operations and Algebraic Thinking (OA); Measurement and Data (MD); Geometry (G)	
Pre-Kindergarten Standard	Common Core Kindergarten Standard
<b>1.PK.3a</b> Recognize and read numerals 0-5.	<b>K.CC.3</b> Write numbers from 1 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). <b>K.CC.7</b> Compare two numbers between 1 and 10 presented as written numerals.
<b>1.PK.3b</b> Estimate the number of objects in a set of 5 and verify by counting.	<b>K.CC.4</b> Understanding the relationship between numbers and quantities; connect counting to cardinality. a) When counting objects, say the numbers in the standard order, pairing each number name with one and only one object. b) Understand that the last number said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. c) Understand that each successive number name refers to a quantity that is one larger. <b>K.CC.5</b> Count to answer “how many” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many of 10 objects in a scattered configuration; given a number from 1-20, count out that many objects.
<b>1.PK.3c</b> Match the number of objects in a set to the correct numeral 0 to 5.	<b>K.CC.3</b> Write numbers from 1 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). <b>K.OA.2</b> Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem. <b>K.OA.3</b> <b>K.OA.4</b> <b>K.OA.5</b> Fluently add and subtract within 5.
<b>1.PK.4a</b> Count to 10.	<b>K.CC.1</b> Count to 100 by ones and tens. <b>K.CC.2</b> Count forward beginning from a given number within the known sequence (instead of having to begin at 1). <b>K.CC.4</b> Understanding the relationship between numbers and quantities; connect counting to cardinality. d) When counting objects, say the numbers in the standard order, pairing each number name with one and only one object. e) Understand that the last number said tells the number of objects counted. The number of

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	<p>objects is the same regardless of their arrangement or the order in which they were counted.</p> <p>f) Understand that each successive number name refers to a quantity that is one larger.</p> <p><b>K.CC.5</b> Count to answer “how many” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many of 10 things in a scattered configuration; given a number from 1-20, count out that many objects.</p> <p><b>K.CC.6</b> Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.</p> <p><b>K.NBT.1</b> Compose and decompose numbers from 11 to 19 into tens and ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by drawing or equation (such as <math>18 = 10 + 8</math>); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.</p> <p><b>K.MD.3</b> Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.</p>
<p><b>1.PK.4b</b> Count to 10 by demonstrating one to one correspondence using objects.</p>	<p><b>K.CC.4</b> Understanding the relationship between numbers and quantities; connect counting to cardinality.</p> <p>g) When counting objects, say the numbers in the standard order, pairing each number name with one and only one object.</p> <p>h) Understand that the last number said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.</p> <p>i) Understand that each successive number name refers to a quantity that is one larger.</p> <p><b>K.CC.5</b> Count to answer “how many” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many of 10 things in a scattered configuration; given a number from 1-20, count out that many objects.</p> <p><b>K.CC.6</b> Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.</p> <p><b>K.NBT.1</b> Compose and decompose numbers from 11 to 19 into tens and ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by drawing or equation (such as <math>18 = 10 + 8</math>); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.</p> <p><b>K.MD.3</b> Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.</p>
	<p><b>K.OA.1</b> Represent addition and subtraction with objects, fingers, mental images, drawings, sounds</p>

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<p><b>1.PK.5</b> Use concrete objects to combine and separate groups up to 5.</p>	<p>(e.g., claps), acting out situation, verbal explanations, expressions, or equations.</p> <p><b>K.OA.2</b> Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.</p> <p><b>K.OA.3</b> Decompose numbers less than or equal to 10 in pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., <math>5 = 2 + 3</math> and <math>5 = 4 + 1</math>)</p> <p><b>K.OA.4</b> For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.</p> <p><b>K.OA.5</b> Fluently add and subtract within 5.</p> <p><b>K.NBT.1</b> Compose and decompose numbers from 11 to 19 into tens and ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by drawing or equation (such as <math>18 = 10 + 8</math>); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.</p>
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<b>MATHEMATICS</b>	
	<b>Domains: Counting and Cardinality (CC); Operations and Algebraic Thinking (OA); Measurement and Data (MD); Geometry (G)</b>
Pre-Kindergarten Standard	Common Core Kindergarten Standard
<p><b>2.PK.1</b> Sort objects by similar attributes (e.g., size, shape, and color).</p>	<p><b>K.MD.1</b> Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.</p> <p><b>K.MD.3</b> Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.</p>
<p><b>2.PK.2</b> Recognize and replicate simple patterns (e.g., ABAB).</p>	<p>Common Core Alignment does not exist.</p>
<p><b>2.PK.3</b> Compare sets of objects. Determine which set has more or less.</p>	<p><b>K.CC.6</b> Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.</p> <p><b>K.CC.7</b> Compare two numbers between 1 and 10 presented as written numerals.</p> <p><b>K.MD.2</b> Directly compare two objects with a measurable attribute in common, to see which object has “more of”/ “less of” the attribute, and describe the difference. <i>For example, directly compare the heights of two children and describe one child as taller/shorter.</i></p>

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	<b>K.MD.3</b> Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.
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MATHEMATICS	
Domains: Counting and Cardinality (CC); Operations and Algebraic Thinking (OA); Measurement and Data (MD); Geometry (G)	
Pre-Kindergarten Standard	Common Core Kindergarten Standard
<b>3.PK.1</b> Compare objects by size to determine smaller or larger.	<p><b>K.MD.1</b> Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.</p> <p><b>K.MD.2</b> Directly compare two objects with a measurable attribute in common, to see which object has “more of” / “less of” the attribute, and describe the difference. <i>For example, directly compare the heights of two children and describe one child as taller/shorter.</i></p>
<b>3.PK.4</b> Sort pennies and nickels.	<b>K.MD.3</b> Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.
<b>3.PK.2</b> Identify day and night.	

MATHEMATICS	
Domains: Counting and Cardinality (CC); Operations and Algebraic Thinking (OA); Measurement and Data (MD); Geometry (G)	
Pre-Kindergarten Standard	Common Core Kindergarten Standard
<b>4.PK.1a</b> Identify circles, triangles, and squares.	<p><b>K.G.1</b> Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as <i>above, below, beside, in front of, behind, and next to</i>.</p> <p><b>K.G.2</b> Correctly name shapes regardless of their orientations or overall size.</p> <p><b>K.G.3</b> Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).</p> <p><b>K.G.4</b> Analyze and compare two- and three-dimensional shapes, in different sizes and orientations,</p>

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	<p>using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/ “corners”) and other attributes (e.g., having sides of equal length).</p> <p><b>K.G.5</b> Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.</p> <p><b>K.G.6</b> Compose simple shapes to form larger shapes. <i>For example, “Can you join these two triangles with full sides touching to make a rectangle?”</i></p>
<b>4.PK.1b</b> Begin to recognize two and three dimensional shapes in the environment.	<p><b>K.G.1</b> Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as <i>above, below, beside, in front of, behind,</i> and <i>next to</i>.</p> <p><b>K.G.2</b> Correctly name shapes regardless of their orientations or overall size.</p> <p><b>K.G.3</b> Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).</p> <p><b>K.G.4</b> Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/ “corners”) and other attributes (e.g., having sides of equal length).</p> <p><b>K.G.5</b> Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.</p> <p><b>K.G.6</b> Compose simple shapes to form larger shapes. <i>For example, “Can you join these two triangles with full sides touching to make a rectangle?”</i></p>
<b>4.PK.2</b> Identify positions (e.g., in front, behind, next to, up, down, inside, outside, on top, ordinal positions).	<p><b>K.G.1</b> Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as <i>above, below, beside, in front of, behind,</i> and <i>next to</i>.</p>

<b>MATHEMATICS</b>	
	<b>Domains: Counting and Cardinality (CC); Operations and Algebraic Thinking (OA); Measurement and Data (MD); Geometry (G)</b>
Pre-Kindergarten Standard	Common Core Kindergarten Standard
<b>5.PK.1</b> Identify and sort information (e.g., interpret quantity in pictures).	<b>K.MD.3</b> Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.

## State of Nevada: Race to the Top-Early Learning Challenge Appendix

ENGLISH LANGUAGE ARTS	
	Domains: Reading Literature (RL); Reading Informational Text (RIT); Foundational Reading Skills (FRS); Writing (W); Speaking & Listening (SL); and Language (L)
Pre-Kindergarten Standard	Common Core Kindergarten Standard
1.PK.1 Identify words that rhyme.	<b>K.RFS.2</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <ol style="list-style-type: none"> <li>a) Recognize and produce rhyming words.</li> <li>b) Count, pronounce, blend, and segment syllables in spoken words.</li> <li>c) Blend and segment onsets and rimes of single-syllable spoken words.</li> <li>d) Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant or CVC words).</li> <li>e) Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</li> </ol>
1.PK.2 Identify the beginning sound of own name.	<b>K.RFS.2</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <ol style="list-style-type: none"> <li>a) Recognize and produce rhyming words.</li> <li>b) Count, pronounce, blend, and segment syllables in spoken words.</li> <li>c) Blend and segment onsets and rimes of single-syllable spoken words.</li> <li>d) Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant or CVC words).</li> <li>e) Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</li> </ol> <b>K.RFS.3</b> Know and apply grade-level phonics and word analysis skills in decoding words. <ol style="list-style-type: none"> <li>a) Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.</li> <li>b) Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.</li> <li>c) Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</li> <li>d) Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</li> </ol>
1.PK.3 Identify letters in own name.	<b>K.RFS.1</b> Demonstrate understanding of the organization and basic features of print. <ol style="list-style-type: none"> <li>a) Follow words from left to right, top to bottom, and page by page.</li> <li>b) Recognize that spoken words are represented in written language by specific sequences of</li> </ol>

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	<p>letters.</p> <p>c) Understand that words are separated by spaces in print.</p> <p>d) Recognize and name all upper and lowercase letters of the alphabet.</p>
<b>1.PK.4</b> Recognize environmental print and symbols.	<p><b>K.RFS.1</b> Demonstrate understanding of the organization and basic features of print.</p> <p>a) Follow words from left to right, top to bottom, and page by page.</p> <p>b) Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>c) Understand that words are separated by spaces in print.</p> <p>d) Recognize and name all upper and lowercase letters of the alphabet.</p> <p><b>K.RFS.4</b> Read emergent-reader texts with purpose and understanding.</p>
<b>1.PK.5</b> Demonstrate awareness that print carries a message.	<p><b>K.RFS.1</b> Demonstrate understanding of the organization and basic features of print.</p> <p>a) Follow words from left to right, top to bottom, and page by page.</p> <p>b) Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>c) Understand that words are separated by spaces in print.</p> <p>d) Recognize and name all upper and lowercase letters of the alphabet.</p> <p><b>K.RFS.4</b> Read emergent-reader texts with purpose and understanding.</p>
<b>ENGLISH LANGUAGE ARTS</b>	
<b>Domains: Reading Literature (RL); Reading Informational Text (RIT); Foundational Reading Skills (FRS); Writing (W); Speaking &amp; Listening (SL); and Language (L)</b>	
Pre-Kindergarten Standard	Common Core Kindergarten Standard
<b>2.PK.1</b> Identify the front cover of the book and know how to turn the pages when reading.	<p><b>K.RIT.5</b> Identify the front cover, back cover, and title page of a book.</p> <p><b>K.RFS.1</b> Demonstrate understanding of the organization and basic features of print.</p> <p>a) Follow words from left to right, top to bottom, and page by page.</p> <p>b) Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>c) Understand that words are separated by spaces in print.</p> <p>d) Recognize and name all upper and lowercase letters of the alphabet.</p>
<b>2.PK.2</b> Ask questions or make comments pertinent to the story being read.	<p><b>K.RL.1</b> With prompting and support, ask and answer questions about key details in a text.</p> <p><b>K.RIT.1</b> With prompting and support, ask and answer questions about key details in a text.</p> <p><b>K.RL.7</b> With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g. what moment in a story an illustration depicts).</p> <p><b>K.SL.2</b> Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if</p>

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	<p>something is not understood.</p> <p><b>K.SL.3</b> Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>
<b>2.PK.3</b> Identify pictures to aid in comprehension.	<p><b>K.RL.7</b> With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g. what moment in a story an illustration depicts).</p> <p><b>K.RIT.7</b> With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g. what person, place, thing, or idea in the text an illustration depicts).</p>
<b>ENGLISH LANGUAGE ARTS</b>	
<b>Domains: Reading Literature (RL); Reading Informational Text (RIT); Foundational Reading Skills (FRS); Writing (W); Speaking &amp; Listening (SL); and Language (L)</b>	
Pre-Kindergarten Standard	Common Core Kindergarten Standard
<b>3.PK.1</b> Retell a story with the aid of pictures, props, or a book.	<p><b>K.RL.2</b> With prompting and support, retell familiar stories, including key details.</p> <p><b>K.RIT.2</b> With prompting and support, identify the main topic and retell key details of a text.</p> <p><b>K.W.2</b> Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p>
<b>3.PK.5</b> Listen and respond to rhythm or rhyme (e.g. clapping or chanting).	<p><b>K.RFS.2</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none"> <li>a) Recognize and produce rhyming words.</li> <li>b) Count, pronounce, blend, and segment syllables in spoken words.</li> <li>c) Blend and segment onsets and rimes of single-syllable spoken words.</li> <li>d) Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant or CVC words).</li> <li>e) Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</li> </ul>
<b>3.PK.6</b> With assistance, listen and respond to words with tone (e.g. poems and finger plays).	<p><b>K.RFS.2</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none"> <li>a) Recognize and produce rhyming words.</li> <li>b) Count, pronounce, blend, and segment syllables in spoken words.</li> <li>c) Blend and segment onsets and rimes of single-syllable spoken words.</li> <li>d) Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant or CVC words).</li> <li>e) Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</li> </ul> <p><b>K.SL.4 Describe</b> familiar people, places, things, and events and, with prompting and support, provide additional detail.</p>

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	<p><b>K.SL.6</b> Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p><b>K.L.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>a) Print many upper and lowercase letters.</li> <li>b) Use frequently occurring nouns and verbs.</li> <li>c) Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes)</li> <li>d) Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</li> <li>e) Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</li> <li>f) Produce and expand complete sentences in shared language activities.</li> </ul>
<b>3.PK.7</b> With assistance, listen and discuss stories from different cultures and eras.	<p><b>K.RL.10</b> Actively engage in group reading activities with purpose and understanding.</p> <p><b>K.RIT.10</b> Actively engage in group reading activities with purpose and understanding.</p> <p><b>K.SL.4</b> Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p>
<b>3.PK.8</b> Predict what will happen next in a story.	<p><b>K.RL.2</b> With prompting and support, retell familiar stories, including key details.</p> <p><b>K.W.3</b> Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p>
<b>3.PK.9</b> Listen to age-appropriate material that makes connections to self and the world around them.	<p><b>K.RL.9</b> With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p> <p><b>K.RL.10</b> Actively engage in group reading activities with purpose and understanding.</p> <p><b>K.RIT.3</b> With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p><b>K.RIT.9</b> With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g. in illustrations, descriptions, or procedures).</p> <p><b>K.RIT.10</b> Actively engage in group reading activities with purpose and understanding.</p>
<b>ENGLISH LANGUAGE ARTS</b>	
<b>Domains: Reading Literature (RL); Reading Informational Text (RIT); Foundational Reading Skills (FRS); Writing (W); Speaking &amp; Listening (SL); and Language (L)</b>	
Pre-Kindergarten Standard	Common Core Kindergarten Standard
<b>4.PK.1</b> Demonstrate and understand that	<b>K.SL.5</b> Add drawings or other visual displays to descriptions as desired to provide additional detail.

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<p>printed material contains information (e.g. illustrations, graphs, and charts).</p>	<p><b>K.RIT.7</b> With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p>
<p><b>4.PK.5a</b> Recall information from an event, text, or picture related to self and the world around them.</p>	<p><b>K.SL.4</b> Describe familiar people, places, things, and events, and, with prompting and support, provide additional detail.</p> <p><b>K.RIT.3</b> With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p><b>K.RIT.8</b> With prompting and support, identify the reasons an author gives to support points in a text.</p> <p><b>K.W.8</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>
<p><b>4.PK.5b</b> Respond to or ask a question about an event, text, or picture.</p>	<p><b>K.RIT.1</b> With prompting and support, ask and answer questions about key details in a text.</p> <p><b>K.RIT.8</b> With prompting and support, identify the reasons an author gives to support points in a text.</p> <p><b>K.SL.1</b> Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p><b>K.RL.9</b> With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p>
<p><b>4.PK.7</b> With teacher assistance, follow a simple pictorial direction.</p>	<p><b>K.SL.2</b> Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p><b>K.RIT.7</b> With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</p>
<b>ENGLISH LANGUAGE ARTS</b>	
<b>Domains: Reading Literature (RL); Reading Informational Text (RIT); Foundational Reading Skills (FRS); Writing (W); Speaking &amp; Listening (SL); and Language (L)</b>	
Pre-Kindergarten Standard	Common Core Kindergarten Standard
<p><b>5.PK.1</b> Experiment with writing tools and materials in response to information.</p>	<p><b>K.W.1</b> Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell the reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).</p> <p><b>K.W.2</b> Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p><b>K.W.3</b> Use a combination of drawing, dictating, and writing to narrate a single event or several</p>

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	<p>loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p> <p><b>K.W.6</b> With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>
<p><b>5.PK.2a</b> Experiment with beginning techniques for using various writing materials.</p>	<p><b>K.W.1</b> Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell the reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).</p> <p><b>K.W.2</b> Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p><b>K.W.3</b> Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p> <p><b>K.W.6</b> With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>
<p><b>5.PK.2b</b> Trace and progress to copying basic shapes (e.g. horizontal line, vertical line, X, plus sign, circle, etc.).</p>	<p><b>K.W.1</b> Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell the reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).</p> <p><b>K.W.2</b> Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p><b>K.W.3</b> Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p> <p><b>K.L.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> <li>a) Print many upper and lowercase letters.</li> <li>b) Use frequently occurring nouns and verbs.</li> <li>c) Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).</li> <li>d) Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</li> <li>e) Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</li> <li>f) Produce and expand complete sentences in shared language activities.</li> </ol>

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<p><b>5.PK.4a</b> Use letter-like approximation to write name and/or other words or ideas.</p>	<p><b>K.W.1</b> Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell the reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).</p> <p><b>K.W.2</b> Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p><b>K.W.3</b> Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p> <p><b>K.L.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>a) Print many upper and lowercase letters.</li> <li>b) Use frequently occurring nouns and verbs.</li> <li>c) Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).</li> <li>d) Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</li> <li>e) Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</li> <li>f) Produce and expand complete sentences in shared language activities.</li> </ul>
<p><b>5.PK.4b</b> Attempt, with a model, to spell own first name.</p>	<p><b>K.L.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>a) Print many upper and lowercase letters.</li> <li>b) Use frequently occurring nouns and verbs.</li> <li>c) Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).</li> <li>d) Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</li> <li>e) Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</li> <li>f) Produce and expand complete sentences in shared language activities.</li> </ul> <p><b>K.L.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>a) Capitalize the first word in a sentence and the pronoun I.</li> <li>b) Recognize and name end punctuation.</li> <li>c) Write a letter or letters for most consonant and short-vowel sounds (phonemes).</li> </ul>

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<p><b>5.PK.4c</b> Attempt, with a model, to write the first letter of first name using the capital letter.</p>	<p>d) Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p> <p><b>K.L.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>a) Print many upper and lowercase letters.</li> <li>b) Use frequently occurring nouns and verbs.</li> <li>c) Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).</li> <li>d) Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</li> <li>e) Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</li> <li>f) Produce and expand complete sentences in shared language activities.</li> </ul> <p><b>K.L.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>a) Capitalize the first word in a sentence and the pronoun I.</li> <li>b) Recognize and name end punctuation.</li> <li>c) Write a letter or letters for most consonant and short-vowel sounds (phonemes).</li> <li>d) Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</li> </ul>
<b>ENGLISH LANGUAGE ARTS</b>	
<b>Domains: Reading Literature (RL); Reading Informational Text (RIT); Foundational Reading Skills (FRS); Writing (W); Speaking &amp; Listening (SL); and Language (L)</b>	
Pre-Kindergarten Standard	Common Core Kindergarten Standard
<p><b>6.PK.1</b> Experiment with writing tools and materials to communicate.</p>	<p><b>K.W.1</b> Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell the reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).</p> <p><b>K.W.2</b> Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p><b>K.W.3</b> Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p> <p><b>K.W.6</b> With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>
<p><b>6.PK.2</b> Experiment with writing tools and materials in response to a familiar</p>	<p><b>K.W.1</b> Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell the reader the topic or the name of the book they are writing about and state an opinion</p>

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<p>experience.</p>	<p>or preference about the topic or book (e.g., My favorite book is...).</p> <p><b>K.W.2</b> Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p><b>K.W.3</b> Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p> <p><b>K.W.6</b> With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>
<p><b>6.PK.4</b> Experiment with writing tools and materials in response to literature.</p>	<p><b>K.W.1</b> Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell the reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).</p> <p><b>K.W.2</b> Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p><b>K.W.3</b> Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p> <p><b>K.W.6</b> With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>
<p><b>6.PK.5</b> Share drawings with others as a response to an expository text.</p>	<p><b>K.W.1</b> Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about the state an opinion or preference about the topic or book (e.g. My favorite book is...).</p> <p><b>K.W.2</b> Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p><b>K.SL.5</b> Add drawings or other visual displays to descriptions as desired to provide additional detail.</p>
<p><b>6.PK.6</b> Share ideas and opinions for class writing.</p>	<p><b>K.W.1</b> Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about the state an opinion or preference about the topic or book (e.g. My favorite book is...).</p> <p><b>K.W.5</b> With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <p><b>K.W.7</b> Participate in shared research and writing projects (e.g. explore a number of books by a favorite author and express opinions about them).</p>

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<p><b>6.PK.7</b> Dictate words, phrases, or sentences to an adult recording on paper.</p>	<p><b>K.W.1</b> Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell the reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).</p> <p><b>K.W.2</b> Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p><b>K.W.3</b> Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p>
<p><b>6.PK.9a</b> Organize ideas, through group discussion, with teacher assistance for the purpose of group research.</p>	<p><b>K.W.5</b> With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <p><b>K.W.7</b> Participate in shared research and writing projects (e.g. explore a number of books by a favorite author and express opinions about them).</p> <p><b>K.W.8</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>
<p><b>6.PK.9b</b> Identify and explore an area of interest.</p>	<p><b>K.W.1</b> Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell the reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).</p> <p><b>K.W.7</b> Participate in shared research and writing projects (e.g. explore a number of books by a favorite author and express opinions about them).</p>
<p><b>6.PK.9c</b> Use, with teacher assistance, a variety of sources to obtain information.</p>	<p><b>K.W.7</b> Participate in shared research and writing projects (e.g. explore a number of books by a favorite author and express opinions about them).</p> <p><b>K.W.8</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p><b>K.RFS.4</b> Read emergent-reader texts with purpose and understanding.</p> <p><b>K.RIT.10</b> Actively engage in group reading activities with purpose and understanding.</p>
<b>ENGLISH LANGUAGE ARTS</b>	
	<b>Domains: Reading Literature (RL); Reading Informational Text (RIT); Foundational Reading Skills (FRS); Writing (W); Speaking &amp; Listening (SL); and Language (L)</b>
Pre-Kindergarten Standard	Common Core Kindergarten Standard
<p><b>7.PK.1a</b> Listen for a variety of purposes with increasing attention span.</p>	<p><b>K.W.8</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p><b>K.SL.1</b> Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p>

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	<p>a) Follow agreed-upon rules for discussion (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>b) Continue a conversation through multiple exchanges.</p> <p><b>K.SL.2</b> Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p><b>K.SL.3</b> Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>
<p><b>7. PK.1b</b> Listen to and follow a two-step oral direction with the use of formal and informal language.</p>	<p>Common Core Alignment does not exist.</p>
<p><b>7.PK.2</b> Listen and respond appropriately to stories and group discussions.</p>	<p><b>K.RL.10</b> Actively engage in group reading activities with purpose and understanding.</p> <p><b>K.RIT.10</b> Actively engage in group reading activities with purpose and understanding.</p> <p><b>K.SL.1</b> Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>a) Follow agreed-upon rules for discussion (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>b) Continue a conversation through multiple exchanges.</p> <p><b>K.SL.2</b> Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p><b>K.SL.3</b> Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>
<p><b>7.PK.3</b> Listen with increasing attention span to gain new vocabulary.</p>	<p><b>K.SL.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p><b>K.L.6</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p> <p><b>K.RIT.4</b> With prompting and support, ask and answer questions about unknown words in a text.</p>
<p><b>7.PK.5</b> Engage in conversation and sometimes follow conversational rules.</p>	<p><b>K.SL.1</b> Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>a) Follow agreed-upon rules for discussion (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>b) Continue a conversation through multiple exchanges.</p> <p><b>K.SL.3</b> Ask and answer questions in order to seek help, get information, or clarify something that is</p>

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	<p>not understood.</p> <p><b>K.SL.6</b> Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p><b>K.L.6</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p> <p><b>K.L.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> <li>a) Print many upper and lowercase letters.</li> <li>b) Use frequently occurring nouns and verbs.</li> <li>c) Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).</li> <li>d) Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</li> <li>e) Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</li> <li>f) Produce and expand complete sentences in shared language activities.</li> </ol>
<b>ENGLISH LANGUAGE ARTS</b>	
<b>Domains: Reading Literature (RL); Reading Informational Text (RIT); Foundational Reading Skills (FRS); Writing (W); Speaking &amp; Listening (SL); and Language (L)</b>	
Pre-Kindergarten Standard	Common Core Kindergarten Standard
<p><b>8.PK.1</b> Speak with increasing clarity, ease and accuracy, and give clear directions.</p>	<p><b>K.RFS.2</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ol style="list-style-type: none"> <li>a) Recognize and produce rhyming words.</li> <li>b) Count, pronounce, blend, and segment syllables in spoken words.</li> <li>c) Blend and segment onsets and rimes of single-syllable spoken words.</li> <li>d) Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant or CVC words).</li> <li>e) Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</li> </ol> <p><b>K.SL.4</b> Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p><b>K.SL.6</b> Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p><b>K.L.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> <li>a) Print many upper and lowercase letters.</li> <li>b) Use frequently occurring nouns and verbs.</li> <li>c) Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).</li> </ol>

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	<p>d) Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</p> <p>e) Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</p> <p>f) Produce and expand complete sentences in shared language activities.</p>
<b>8.PK.2</b> Use and expand vocabulary to describe feelings, experiences, observations and ideas.	<p><b>K.SL.4</b> Describe familiar people, places, things, and events, and, with prompting and support, provide additional detail.</p> <p><b>K.SL.6</b> Speak audibly and express thoughts, feelings, and ideas clearly.</p>
<b>8.PK.3a</b> Engage in dramatic play to convey experiences, feelings, ideas, or stories.	<p><b>K.SL.1</b> Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>a) Follow agreed-upon rules for discussion (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>b) Continue a conversation through multiple exchanges.</p> <p><b>K.SL.4</b> Describe familiar people, places, things, and events, and, with prompting and support, provide additional detail.</p> <p><b>K.SL.6</b> Speak audibly and express thoughts, feelings, and ideas clearly.</p>
<b>8.PK.3b</b> Speak in complete sentences using at least three words.	<p><b>K.SL.6</b> Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p><b>K.L.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a) Print many upper and lowercase letters.</p> <p>b) Use frequently occurring nouns and verbs.</p> <p>c) Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).</p> <p>d) Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</p> <p>e) Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</p> <p>f) Produce and expand complete sentences in shared language activities.</p>
<b>8.PK.4a</b> Initiate conversation and respond to others.	<p><b>K.SL.1</b> Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>a) Follow agreed-upon rules for discussion (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>b) Continue a conversation through multiple exchanges.</p> <p><b>K.SL.2</b> Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if</p>

## State of Nevada: Race to the Top-Early Learning Challenge Appendix

	<p>something is not understood.</p> <p><b>K.SL.3</b> Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p><b>K.SL.4</b> Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p><b>K.SL.6</b> Speak audibly and express thoughts, feelings, and ideas clearly.</p>
<p><b>8.PK.4b</b> Share ideas and information from personal and shared group experiences.</p>	<p><b>K.SL.1</b> Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <ul style="list-style-type: none"> <li>a) Follow agreed-upon rules for discussion (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</li> <li>b) Continue a conversation through multiple exchanges.</li> </ul> <p><b>K.SL.2</b> Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p><b>K.SL.3</b> Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p><b>K.SL.4</b> Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p><b>K.SL.6</b> Speak audibly and express thoughts, feelings, and ideas clearly.</p>
<p><b>8.PK.4c</b> Ask and answer simple questions.</p>	<p><b>K.SL.1</b> Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p><b>K.SL.2</b> Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p><b>K.SL.3</b> Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p><b>K.SL.6</b> Speak audibly and express thoughts, feelings, and ideas clearly.</p>
<p><b>8.PK.5</b> Use language to repeat simple stories, songs, and rhymes, or to relate experiences.</p>	<p><b>K.SL.1</b> Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p><b>K.SL.4</b> Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p><b>K.L.6</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p> <p><b>K.RL.2</b> With prompting and support, retell familiar stories, including key details.</p>

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	<p><b>K.RFS.2</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none"><li>a) Recognize and produce rhyming words.</li><li>b) Count, pronounce, blend, and segment syllables in spoken words.</li><li>c) Blend and segment onsets and rimes of single-syllable spoken words.</li><li>d) Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant or CVC words).</li><li>e) Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</li></ul>
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## RESOURCES FOR EDUCATORS

Common Core State Standards Resources and Tools: [www.commonstandards@ccsso.org](http://www.commonstandards@ccsso.org) This is the official website of the Common Core State Standards. This website hosts the official version of the standards and several related resources.

The Nevada Department of Education: [www.doe.nv.gov/APAC](http://www.doe.nv.gov/APAC) The Nevada Department of Education's Revised website provides several resources for Teachers and Administrators in regards to use of the Common Core State Standards.

For the College and Career Readiness Standards and the Common Core State Standards in English Language Arts and Literacy, go to: [www.corestandards.org](http://www.corestandards.org)

Text Complexity materials, articles, research and tool: [www.textproject.org](http://www.textproject.org)

Sample lessons for teaching comprehension skills: [www.readworks.org](http://www.readworks.org)

This website provides variety of information on the Common Core initiative including articles, research, Next Generation Assessment activities, links to other related websites and resources. [www.achieve.org](http://www.achieve.org)

This site contains news about tools that are being developed to support implementation of the Common Core State Standards in mathematics.

[www.commoncoretools.me](http://www.commoncoretools.me)

The Student Achievement Partners has created this site to support implementation of the Common Core State Standards. It includes the "instructional shifts", as well as other resources [www.achievethecore.org](http://www.achievethecore.org)

## RESOURCES FOR PARENTS

The National PTA: [www.pta.org](http://www.pta.org)

The website gives specific examples on how parents can help their children with the shift to the Common Core State Standards. Several national organizations have developed helpful brochures to explain the Common Core State Standards to parents.

Information on the Common Core State Standards for English language arts and literacy for parents: [www.corestandards.org](http://www.corestandards.org)

Information on the standards/key-points-in-English-language-arts: [www.commoncoreworks.org](http://www.commoncoreworks.org)

Helping your child become a reader: [www2.ed.gov/parents/academic/help/reader/index.html](http://www2.ed.gov/parents/academic/help/reader/index.html)

Helping your child with Math: [www2.ed.gov/parents/academic/help/math/index.html](http://www2.ed.gov/parents/academic/help/math/index.html)

Information on the Common Core State Standards for mathematics: <http://www.corestandards.org/about-the-standards-key-points-in-mathematics>

or visit [www.commoncoreworks.org](http://www.commoncoreworks.org)

Information for Common Core Standards in Spanish [www.commoncoreworks.org](http://www.commoncoreworks.org)



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## Appendix J: A Guide to Wellness Best Practices

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# Nevada Department of Education

## A Guide to Wellness Best Practices

For Infants, Children, and Youth in Nevada Child Care Settings



### Office of Child Nutrition and School Health Nevada Department of Education, Las Vegas

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## State of Nevada: Race to the Top-Early Learning Challenge Appendix

This guide was created using recommendations from the following sources:

- American Academy of Pediatrics. 2004. *Pediatric Nutrition Handbook, 5<sup>th</sup> Edition*. United States of America: American Academy of Pediatrics.
- American Academy of Pediatrics, American Public Health Association, National Resource Center for Health and Safety in Child Care and Early Education. 2011. *Caring for Our Children: National health and safety performance standards; Guidelines for early care and education programs, 3<sup>rd</sup> Edition*. Elk Grove Village, IL: American Academy of Pediatrics; Washington, DC: American Public Health Association. Also available at <http://nrckids.org>.
- American Academy of Pediatrics, American Public Health Association, National Resource Center for Health and Safety in Child Care and Early Education. 2010. *Preventing Childhood Obesity in Early Care and Education: Selected Standards from Caring for Our Children: National Health and Safety Performance Standards; Guidelines for Early Care and Education Programs, 3<sup>rd</sup> Edition*. Also available at [http://nrckids.org/CFOC3/PDFVersion/preventing\\_obesity.pdf](http://nrckids.org/CFOC3/PDFVersion/preventing_obesity.pdf).
- Institute Of Medicine (IOM). 2011. *Child and Adult Care Food Program: Aligning Dietary Guidance for All*. Washington, DC: The National Academies Press.
- Institute of Medicine (IOM). 2011. *Early Childhood Obesity Prevention Policies*. Washington, D.C.: The National Academies Press. Also available at [http://www.nap.edu/catalog.php?record\\_id=13124](http://www.nap.edu/catalog.php?record_id=13124).
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- National Association for Sport and Physical Education (NASPE). 2009. *Active Start: A Statement of Physical Activity Guidelines for Children from Birth to Age 5, 2<sup>nd</sup> Edition*. Reston, VA: NASPE Publications.
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- Services and Facilities for Care of Children. NAC 432A (2009). Retrieved from [http://health.nv.gov//HCQC\\_Childcare.htm](http://health.nv.gov//HCQC_Childcare.htm).
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- United States Department of Health & Human Services. 2008. *2008 Physical Activity Guidelines for Americans: Be Active, Healthy, and Happy!* Washington, DC: U.S. Dept. of Health and Human Services. Also available at <http://www.health.gov/paguidelines/pdf/paguide.pdf>.
- United States Department of Health & Human Services. 2011. *Building a Strong Foundation for America's Future: President's Challenge Physical Activity, Nutrition & Fitness Awards Program*. Washington, DC: U.S. Dept. of Health and Human Services. Also available at [http://www.presidentschallenge.org/tools-resources/docs/PresChal\\_booklet\\_11-12.pdf](http://www.presidentschallenge.org/tools-resources/docs/PresChal_booklet_11-12.pdf).

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The Nevada Department of Education received a USDA 2010 CFDA 10.579 CACFP Child Care Wellness Grant to develop a state-wide Child and Adult Care Food Program (CACFP) Wellness Policy (Fit Kids 2013) for child care centers and programs. Nevada's CACFP brought together several area health and fitness professionals to develop this best practice guide to help children and youth in child care centers, daycare homes, and preschool programs develop and practice healthy habits throughout childhood to ultimately prevent childhood obesity.

According to the *2010 Health Status of Children Entering Kindergarten* report by the Nevada Institute for Children's Research and Policy, 35.8% of Nevada children are overweight or obese. This figure represents 1 in 3 children compared to 1 in 5 nationally. According to *The 2007 Child Obesity Report Cards*, Nevada ranked 31<sup>st</sup> in the nation with 34.2% of children ages 10-17 overweight or obese. Additional findings from the *National Survey of Children's Health* reveal that the percentage of Nevada children ages 6-17 who participated in the weekly recommended physical activities of four days or more declined to 58.5% in 2007.

According to the 2010 Dietary Guidelines for Americans, “even in the absence of overweight, poor diet and physical inactivity are associated with major causes of morbidity and mortality. These include cardiovascular disease, hypertension, type 2 diabetes, osteoporosis, and some types of cancer. This guide is designed to translate current research into best practices for raising healthier children.

The purpose of this guide is to provide information on how to help the infants, children, and youth in your care grow up with a healthy mental and physical foundation.

Included in this guide:

- Healthy food guidelines for beverages; milk and milk products; vegetables; fruits; breads and grains; meats and meat alternates; and oils and empty calories.
- Guidelines for feeding practices, physical activity, and screen time.
- Rationale for the recommendations.
- Policies guidelines for hand hygiene, oral hygiene, and smoking that you can use in your program and with families to support your work.
- Additional resources to use in your program.

The content of this document is intended solely for educational, non-commercial use and is strictly informational. Information contained in this material is not intended as medical advice and is not a substitute for medical advice one receives or should receive from their health care provider.

For more information contact:

Nevada Department of Education, Office of Child Nutrition and School Health

775-687-9198 (Carson City, Nevada), 702-486-6472 (Las Vegas, Nevada), or <http://nde.doe.nv.gov/CNSH.htm>

## ***Feeding Guidelines and Food Recommendations by Age***

# State of Nevada: Race to the Top-Early Learning Challenge Appendix

## Feeding Practice Guidelines for Caregivers and Teachers

### *Infants*

- Caregivers/teachers should be trained to encourage, support, and advocate for breastfeeding (e.g. provide parents with information regarding the benefits of breastfeeding; provide a private, comfortable/soothing area for mothers to breastfeed; allow mothers to bring their breast milk for the center to use in the feeding of their child).
- Infants should be fed on demand up to 1 year of age.
- Caregivers/teachers should wash hands prior to feeding infants.
- Staff should assist children with appropriate hand washing procedures before meals and snacks.
- Caregiver/teacher shall always hold infants in his/her arms or in a sitting up position on the caregiver/teacher's lap for bottle feeding. The bottle shall be held still, and at an angle, so that the nipple is filled with liquid and not air. Ensure that the liquid flows from the bottle properly by checking that the nipple hole is of an appropriate size.
- Infants should be burped at any natural break during and at the end of a feeding.
- Caretakers/teachers should use feeding time to interact with the infant in a calm, relaxed, and loving manner by cuddling and talking gently with the infant.
- All feedings should be documented on a daily intake form.
- Bottles should never be propped in order to prevent choking, ear infections, oral health complications, etc.
- Bottles should not be left in cribs or beds for oral health, safety, and sanitary reasons.
- Infants should not carry bottles, sippy cups, etc. while standing, walking, or running around in order to protect oral health and prevent injury.
- Children in mid-infancy, learning to feed themselves, should be supervised by an adult seated within arm's reach of them at all times while they are being fed.
- Children should be encouraged to feed themselves with assistance as needed. This may include assisting the child with holding/drinking from a cup, using a spoon, and/or using fingers to feed themselves. If an infant prefers to hold his/her own bottle, they may do so in an adult's arms or lap.
- Extra assistance and time should be provided for slow eaters.
- Meals/snacks should not be offered as a reward or delayed or withheld as punishment.
- Health, Safety & Nutrition course should be mandatory training for child care providers within first 90 days of employment. This is mandatory for licensed child care centers.
- Refer to the Oral Hygiene Guidelines for Infants for additional feeding practices.

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<b>FOOD RECOMMENDATION CHART FOR INFANTS - BIRTH UP TO 1 YEAR</b> <b>Follow CACFP Meal Pattern and Serving Sizes</b> (available at <a href="http://www.fns.usda.gov/cnd/care/ProgramBasics/Meals/Meal_Patterns.htm">www.fns.usda.gov/cnd/care/ProgramBasics/Meals/Meal_Patterns.htm</a> )		
	Recommended 	Not Recommended 
<b>Milk</b>	<p style="text-align: center;"><b>Birth up to 1 year</b></p> <ul style="list-style-type: none"> <li>Breast milk (preferred)</li> <li>Iron-fortified infant formula</li> <li>Give additional breast milk or formula as needed instead of water or other beverages</li> </ul>	<p style="text-align: center;"><b>Birth up to 1 year</b></p> <p>Any beverages other than breast milk or formula including, but not limited to:</p> <ul style="list-style-type: none"> <li>Water</li> <li>Cow's or lactose free milk, or nutritionally-equivalent non-dairy beverages like soy milk</li> <li>Rice milk</li> <li>Any fruit or vegetable juices</li> <li>Energy, sports drinks</li> <li>Sugary or fruit-based drinks with added sweeteners, sweetened ice teas, punch</li> <li>Artificially sweetened or caffeinated beverages</li> </ul>
<b>Fruits and Vegetables</b>	<p style="text-align: center;"><b>Birth up to 6 months</b></p> <ul style="list-style-type: none"> <li>Fruits and vegetables <b>not</b> recommended unless prescribed by a physician</li> </ul> <p style="text-align: center;"><b>6 months up to 1 year</b></p> <ul style="list-style-type: none"> <li>Strained through diced texture baby food <i>vegetables</i> without added fat, starches, sugars, or salt</li> <li>Mashed or pureed texture baby food <i>fruits</i> without added fat, starches, sugars, or salt</li> </ul> <p>(provider may process foods prepared on-site that are developmentally appropriate)</p> <p style="text-align: center;"><b>8 months up to 1 year</b></p> <ul style="list-style-type: none"> <li>Cooked and pureed corn may be added</li> </ul>	<p style="text-align: center;"><b>Birth up to 6 months</b></p> <ul style="list-style-type: none"> <li>Any other foods other than breast milk or iron-fortified formula unless prescribed by a physician</li> </ul> <p style="text-align: center;"><b>6 months up to 1 year</b></p> <ul style="list-style-type: none"> <li>Honey</li> <li>Added fat, sugar or salt</li> <li>Fruit or vegetable juices</li> <li>Vegetable mixtures containing anything other than vegetables (i.e. meals with rice, meats, or other non-fruits or vegetables)</li> <li>Fruit mixtures containing anything other than fruits</li> <li>Fried fruits or vegetables (e.g. fried apples, french fries)</li> <li>Dried fruits or raw fruit that could be considered a choking hazard (e.g. raisins, apples, pears, melon, whole grapes, berries, cherries, melon balls)</li> <li>Dried or raw vegetables that could be considered a choking hazard (e.g. uncooked or raw whole corn kernels, green peas, string beans, celery, carrots, cherry or grape tomatoes)</li> </ul>

# State of Nevada: Race to the Top-Early Learning Challenge Appendix

## FOOD RECOMMENDATION CHART FOR INFANTS - BIRTH UP TO 1 YEAR

### Follow CACFP Meal Pattern and Serving Sizes

(available at [www.fns.usda.gov/cnd/care/ProgramBasics/Meals/Meal\\_Patterns.htm](http://www.fns.usda.gov/cnd/care/ProgramBasics/Meals/Meal_Patterns.htm))

	Recommended 	Not Recommended 
<b>Breads and Grains</b>	<p style="text-align: center;"><b>Birth up to 6 months</b></p> <ul style="list-style-type: none"> <li>Breads and grains are <b>not</b> recommended unless prescribed by a physician</li> </ul> <p style="text-align: center;"><b>6 months up to 1 year</b></p> <ul style="list-style-type: none"> <li>Iron fortified <b>infant</b> cereals fed with a spoon (<b>not</b> from a bottle unless medically necessary):                             <ul style="list-style-type: none"> <li>1<sup>st</sup> - iron-fortified infant rice cereal</li> <li>2<sup>nd</sup> - iron-fortified oat and barley infant cereal</li> <li>Serve mixed grain infant cereals only after baby has been introduced to each grain separately</li> </ul> </li> <li>Enriched or whole grain breads as snacks only</li> <li>Commercially prepared baked snacks <b>for 6 months up to 1 year</b> <ul style="list-style-type: none"> <li><b>6-9 months old</b> – only teething biscuits</li> <li><b>6 months up to 1 year</b> - plain whole grain crackers low in salt and without seeds or nuts and teething biscuits)</li> <li><b>Served only at snack time, not with meals</b></li> </ul> </li> </ul>	<p style="text-align: center;"><b>Birth up to 6 months</b></p> <ul style="list-style-type: none"> <li>Any other foods other than breast milk or iron-fortified formula unless prescribed by a physician</li> </ul> <p style="text-align: center;"><b>6 months up to 1 year</b></p> <ul style="list-style-type: none"> <li>Commercially prepared or infant cereal with fruit</li> <li>Baked goods or snacks high in sugar and/or fat</li> <li>Infant cereals in a bottle unless medically necessary</li> <li>Adult cereals</li> <li>Added honey or products containing honey (e.g. honey graham crackers)</li> <li>All grain products other than crackers, bread, and iron fortified infant cereals</li> </ul>
<b>Meats and Meat Alternates</b>	<p style="text-align: center;"><b>Birth up to 6 months</b></p> <ul style="list-style-type: none"> <li>Meats and meat alternates are <b>not</b> recommended unless prescribed by a physician</li> </ul> <p style="text-align: center;"><b>6 months up to 1 year</b></p> <ul style="list-style-type: none"> <li>Lean beef, veal, pork</li> <li>Skinless chicken, turkey</li> <li>Cooked beans and peas</li> <li>All meats and meat alternates should be soft, pureed, ground or mashed using fresh, frozen, or canned meats without added fats, starches, sugars, or salt (provider may process these meats to the proper consistency on-site)</li> </ul> <p style="text-align: center;"><b>8 months up to 1 year</b></p> <ul style="list-style-type: none"> <li>Egg yolk can be introduced</li> </ul>	<p style="text-align: center;"><b>Birth up to 6 months</b></p> <ul style="list-style-type: none"> <li>Any other foods other than breast milk or iron-fortified formula unless prescribed by a physician</li> </ul> <p style="text-align: center;"><b>6 months up to 1 year</b></p> <ul style="list-style-type: none"> <li>Pre-fried or fried foods (e.g. chicken nuggets)</li> <li>Highly processed meats or poultry (e.g. hot dogs, bologna, bacon, sausage)</li> <li>Highly salted products</li> <li>Commercial baby food meat products with added sugars, starches, vegetables, or salts</li> <li>Nuts and seeds, including nut butters</li> <li>Egg whites</li> <li>Fish</li> <li>Yogurt</li> <li>Cheese</li> </ul>
<b>Oils</b>	<ul style="list-style-type: none"> <li>Oils are <b>not</b> recommended unless prescribed by a physician</li> </ul>	<ul style="list-style-type: none"> <li>Any oils unless prescribed by a physician</li> </ul>
<b>Empty Calories and Miscellaneous</b>	<ul style="list-style-type: none"> <li><b>No</b> other foods are recommended unless prescribed by a physician</li> </ul>	<ul style="list-style-type: none"> <li>Any other foods unless prescribed by a physician</li> </ul>

# State of Nevada: Race to the Top-Early Learning Challenge Appendix

## Feeding Practice Guidelines for Caregivers and Teachers

### *Children and Youth*

- For best practice, children of *all* ages should be supervised when eating.
- Children and youth through age 12 should be offered food every 2-3 hours that they are awake.
- Staff should wash hands prior to preparing food and/or feeding children and youth.
- Staff should supervise and assist children with appropriate hand washing procedures before meals and snacks.
- Caregivers/teachers and children should sit at the table and eat meals and snacks together.
- Children should be encouraged to feed themselves with assistance as needed. This may include assisting the child with holding/drinking from a cup, using a spoon, and/or using fingers to feed themselves.
- In afterschool settings, children should be allowed to play before they are served a meal or snack.
- “Family style” meal service should be encouraged since it promotes and supports social, emotional, and gross and fine motor skill development.
- The use of serving utensils should be encouraged to minimize food handling by children.
- Mealtimes should be utilized as a time to interact with children in a calm, relaxed, and loving manner by engaging in pleasant, meaningful conversation. Children should be encouraged to engage in conversation. This time can also be used to reinforce various skills and learning objectives.
- Speak with children about where food comes from, how it gives them energy, and how it helps them to grow.
- Caregivers/teachers should guide the conversation using vocabulary related to the concepts of color, shape, size, quantity, number, and temperature of foods and events of the day.
- Provide children with opportunities and materials to learn about nutrition, including: identifying sources of food, recognizing, preparing, eating, and valuing healthy foods.
- Children should be actively involved in mealtime activities such as setting and cleaning the table.
- Adults should encourage, but not force, the children to help themselves to all food components offered at the meal/snack. Teach children to listen to body signals of hunger and fullness. Discourage the ‘clean your plate’ habit.
- Extra assistance and time should be provided for slow eaters.
- Parents/guardians should be informed of the range of nutrition learning activities provided in the facility.
- **Meals/snacks should never be offered as a reward or delayed or withheld as punishment.**
- Soda and/or vending machines should only be housed in employee break room and/or out of view of children.
- Toddlers, children, and youth should not carry any containers with beverages other than water during the day in order to protect oral health (i.e. only provide non-water beverages at meal/snack time).
- Health, Safety & Nutrition course should be mandatory training for child care providers within first 90 days of employment. This is mandatory for licensed child care centers.
- Refer to the Oral Hygiene Guidelines for Children and Youth for additional feeding practices.

State of Nevada: Race to the Top-Early Learning Challenge Appendix

<b>FOOD RECOMMENDATION CHART FOR TODDLERS - 1 and 2 YEAR OLDS</b> <b>Follow CACFP Meal Pattern and Serving Sizes</b> (available at <a href="http://www.fns.usda.gov/cnd/care/ProgramBasics/Meals/Meal_Patterns.htm">www.fns.usda.gov/cnd/care/ProgramBasics/Meals/Meal_Patterns.htm</a> )			
	Recommended 	Limited 	Not Recommended 
<b>Milk</b>	<p><b>1 year olds</b></p> <ul style="list-style-type: none"> <li>Pasteurized <b>unflavored</b> whole milk, lactose-free milk or <b>nutritionally-equivalent<sup>2</sup></b> nondairy beverages like approved fortified soy milk</li> </ul> <p><b>2 year olds</b></p> <ul style="list-style-type: none"> <li>Pasteurized <b>unflavored</b> 1% or non-fat milk, lactose-free milk, or <b>nutritionally-equivalent<sup>2</sup></b> nondairy beverages like approved fortified soy milk</li> </ul>		<p><b>1 and 2 year olds</b></p> <ul style="list-style-type: none"> <li>Milk substitutes not equivalent to cow's milk (e.g. rice milk, almond milk, or coconut milk)</li> <li>Soy milks not meeting USDA standards for milk substitutes.</li> <li>Any flavored milks</li> <li>Raw (unpasteurized) milk</li> </ul> <p><b>2 year olds</b></p> <ul style="list-style-type: none"> <li>Whole or 2% milk (reduced fat)</li> </ul>
<b>Vegetables</b>	<ul style="list-style-type: none"> <li>A variety of boiled, steamed, baked, or stir-fried in a small amount of vegetable oil (fresh and frozen preferred)</li> <li>Cut into bite-sized pieces that don't create a choking hazard</li> </ul>	<ul style="list-style-type: none"> <li>Vegetables with added fat, sugar, or sodium</li> <li>Baked pre-fried vegetables</li> <li>Canned vegetables</li> <li>100% vegetable juice</li> </ul>	<ul style="list-style-type: none"> <li>Fried vegetables</li> <li>Dried or raw vegetables that could be a choking hazard<sup>3</sup></li> </ul>
<b>Fruits</b>	<ul style="list-style-type: none"> <li>Fresh and frozen unsweetened fruits preferred</li> <li>Fruits canned in water or 100% juice</li> <li>Cut fruit into bite-sized pieces that don't create a choking hazard</li> </ul>	<ul style="list-style-type: none"> <li>Pasteurized 100% fruit juices with no added sweeteners served <b>in a cup</b> and only <b>with</b> snacks or meals</li> <li>Fruits canned in light syrup</li> <li>Frozen 100% fruit-juice bars</li> </ul>	<ul style="list-style-type: none"> <li>Fruit drinks with less than 100% fruit juice</li> <li>Fried fruits</li> <li>Fruits canned in heavy syrup</li> <li>Fruits with added sugar or salt</li> <li>Dried or raw fruits that could be a choking hazard<sup>3</sup></li> </ul>

State of Nevada: Race to the Top-Early Learning Challenge Appendix

**FOOD RECOMMENDATION CHART FOR TODDLERS - 1 and 2 YEAR OLDS**

**Follow CACFP Meal Pattern and Serving Sizes**

(available at [www.fns.usda.gov/cnd/care/ProgramBasics/Meals/Meal\\_Patterns.htm](http://www.fns.usda.gov/cnd/care/ProgramBasics/Meals/Meal_Patterns.htm))

	Recommended 	Limited 	Not Recommended 
<b>Breads and Grains</b>	<ul style="list-style-type: none"> <li>Breads and grains with <sup>1</sup>:                             <ul style="list-style-type: none"> <li>Less than 5 grams total fat and 5 grams of sugar per serving (e.g. graham crackers, animal crackers),</li> <li>Zero grams trans fat per serving</li> </ul> </li> <li>Half of the breads and grains offered should have “whole” grains as the 1st ingredient - offer pastas, unsweetened breakfast cereals, rice, and breads</li> <li>Cereals should have less than 6 grams of sugar/ounce<sup>1</sup></li> </ul>	<ul style="list-style-type: none"> <li>White bread and other refined grain products</li> <li>Taco shells</li> <li>Biscuits, granola, pancakes, waffles, french toast, and other grains with 5 grams of fat and 5 grams of sugar per serving <sup>1</sup></li> <li>High fat, high sugar muffins, donuts, pastries, sweet rolls, cakes, and cookies</li> <li>Croissants</li> <li>Granola and cereal bars</li> <li>Brownies</li> <li>Quick baked breads</li> <li>Flour tortillas</li> </ul>	<ul style="list-style-type: none"> <li>Grain items made with hydrogenated oils (trans fat)<sup>1</sup></li> <li>Grain items that are <b>not</b> enriched, whole-grain, or fortified</li> <li>Cereals with more than 6 grams of sugar/ounce<sup>1</sup></li> </ul>
<b>Meat and Meat Alternates</b>	<p style="text-align: center;"><b>1 and 2 year olds</b></p> <ul style="list-style-type: none"> <li>Ground beef (extra lean)<sup>3</sup></li> <li>Lean meats and skinless chicken and turkey</li> <li>Tuna or salmon canned in water</li> <li>Baked, broiled, steamed or grilled fish and shellfish</li> <li>Dried peas, beans, lentils</li> <li>Smooth peanut and other nut butters</li> <li>Whole eggs, egg whites and egg substitutes (if fried or scrambled, use small amount vegetable oil or soft margarine)</li> </ul> <p style="text-align: center;"><b>1 year olds</b></p> <ul style="list-style-type: none"> <li>Natural cheese yogurt, and cottage cheese made with whole milk</li> </ul> <p style="text-align: center;"><b>2 year olds</b></p> <ul style="list-style-type: none"> <li>Fat-free and low-fat, low sugar yogurt and cottage cheese</li> <li>Fat-free, part-skim, low-fat, and reduced-fat cheese</li> </ul>	<p style="text-align: center;"><b>1 and 2 year olds</b></p> <ul style="list-style-type: none"> <li>Lean ground beef; turkey and chicken with skin</li> <li>Ham, Canadian bacon</li> <li>Tuna canned in oil</li> <li>Albacore tuna (high mercury levels)</li> <li>Main dishes with more than <sup>1</sup>:                             <ul style="list-style-type: none"> <li>600 mg. sodium,</li> <li>4.5 grams saturated fat,</li> <li>10g of total fat</li> </ul> </li> <li>Highly processed meats (e.g. hotdogs, luncheon meats, sausage), poultry (e.g. chicken nuggets), or fish (e.g. fish sticks) including highly salted (e.g. bacon) and fried products</li> <li>Refried beans, pork and beans, and other beans with solid fats and high sodium content</li> </ul> <p style="text-align: center;"><b>2 year olds</b></p> <ul style="list-style-type: none"> <li>High fat natural cheeses</li> </ul>	<p style="text-align: center;"><b>1 and 2 year olds</b></p> <ul style="list-style-type: none"> <li>Chunky peanut or other nut butters; or whole nuts or seeds (choking hazard)</li> <li>High fat or untrimmed beef or pork (e.g. ribs)</li> <li>Processed cheese, cheese food, or cheese spread products</li> <li>Shark, swordfish, tilefish, and King mackerel</li> </ul> <p style="text-align: center;"><b>2 year olds</b></p> <ul style="list-style-type: none"> <li>Yogurt or cheese made from whole milk</li> <li>Cottage cheese that is more than 1% fat</li> </ul>

State of Nevada: Race to the Top-Early Learning Challenge Appendix

**FOOD RECOMMENDATION CHART FOR TODDLERS - 1 and 2 YEAR OLDS**

**Follow CACFP Meal Pattern and Serving Sizes**

(available at [www.fns.usda.gov/cnd/care/ProgramBasics/Meals/Meal\\_Patterns.htm](http://www.fns.usda.gov/cnd/care/ProgramBasics/Meals/Meal_Patterns.htm))

	Recommended 	Limited 	Not Recommended 
<b>Oils</b>	<p><b>1 and 2 year olds</b></p> <ul style="list-style-type: none"> <li>Moderate amounts of unsaturated liquid oils including olive oil, canola oil, sunflower oil, safflower oil, peanut oil, and corn oil</li> <li>Oil-based salad dressing</li> <li>Soft, vegetable oil based, margarine with 0 grams trans fat per serving</li> <li>Low or reduced fat creamy salad dressing, mayonnaise, and tartar sauce</li> <li>Low or reduced fat sour cream</li> </ul> <p><b>2 year olds</b></p> <ul style="list-style-type: none"> <li>Low or reduced fat cream cheese</li> </ul>		<p><b>1 and 2 year olds</b></p> <ul style="list-style-type: none"> <li>Butter; lard; and solid margarine and shortenings</li> <li>Full fat creamy salad dressing, mayonnaise, tartar sauce</li> <li>Full-fat sour cream</li> <li>High fat cream sauces and dips</li> </ul> <p><b>2 year olds</b></p> <ul style="list-style-type: none"> <li>Full-fat cream cheese</li> </ul>
<b>Empty Calories and Miscellaneous Sweets and Fats</b>	<p><b>1 and 2 year olds</b></p> <ul style="list-style-type: none"> <li>Plain water (no added sweeteners) available at mealtimes and available throughout the day</li> <li><b>Provide non-food treats or healthy foods, especially fruits and vegetables, for celebrations and holiday parties.</b></li> </ul> <p><b>2 year olds</b></p> <ul style="list-style-type: none"> <li>Ketchup, mustard</li> <li>Vinegar</li> </ul>		<p><b>1 and 2 year olds</b></p> <ul style="list-style-type: none"> <li>Artificially sweetened beverages</li> <li>Caffeinated beverages</li> <li>Regular or diet soda, energy or sports drinks, punch, sweetened teas, or lemonade</li> <li>Added salt at the table</li> <li>Fried or baked chips</li> </ul>

<sup>1</sup> Refer to Nutrition Facts Panel to find this information.

<sup>2</sup> Nutritionally equivalent nondairy beverages shall meet USDA standards.

<sup>3</sup> The USDA standard for “extra lean” is less than 5 grams total fat, less than 2 grams saturated fat, and less than 95 mg cholesterol per 100 grams of product.

State of Nevada: Race to the Top-Early Learning Challenge Appendix

**FOOD RECOMMENDATION CHART FOR CHILDREN AND YOUTH - 3 - 18 YEAR OLDS**

Follow CACFP Meal Pattern and Serving Sizes

(available at [www.fns.usda.gov/cnd/care/ProgramBasics/Meals/Meal\\_Patterns.htm](http://www.fns.usda.gov/cnd/care/ProgramBasics/Meals/Meal_Patterns.htm))

	Recommended 	Limited 	Not Recommended 
<b>Milk</b>	<p><b>3-18 year olds</b></p> <ul style="list-style-type: none"> <li>Pasteurized <b>unflavored</b> 1% or non-fat milk</li> <li>Pasteurized <b>unflavored</b> 1% or non-fat lactose-free milk or <b>nutritionally-equivalent</b><sup>1</sup> nondairy beverages like approved fortified soy milk</li> </ul>	<p><b>5 - 18 year olds</b></p> <ul style="list-style-type: none"> <li>Non-fat flavored milk and substitutes with no more than 22 grams sugar per 8 fl. oz.<sup>2</sup></li> </ul>	<p><b>3-18 year olds</b></p> <ul style="list-style-type: none"> <li>Whole or 2% milk</li> <li>Milk substitutes not equivalent to cow's milk (i.e. rice milk, almond milk, or coconut milk)</li> <li>Soy milks not meeting USDA standards for milk substitutes.</li> <li>Raw (unpasteurized) milk</li> </ul> <p><b>3 - 4 year olds</b></p> <ul style="list-style-type: none"> <li>Any flavored milks</li> </ul> <p><b>5 - 18 year olds</b></p> <ul style="list-style-type: none"> <li>Any flavored milks that contain fat</li> </ul>
<b>Vegetables</b> <sup>3</sup>	<p><b>3-18 year olds</b></p> <ul style="list-style-type: none"> <li>A variety<sup>4</sup> of raw<sup>3</sup>, boiled, steamed, baked, or stir-fried in a small amount of vegetable oil (fresh and frozen preferred)</li> </ul> <p><b>3 year olds</b></p> <ul style="list-style-type: none"> <li>Cut into bite-sized pieces that don't create a choking hazard</li> </ul>	<p><b>3-18 year olds</b></p> <ul style="list-style-type: none"> <li>Baked pre-fried vegetables</li> <li>Vegetables with added fat, sugar, or sodium</li> <li>Canned vegetables</li> <li>100% vegetable juice</li> </ul>	<p><b>3-18 year olds</b></p> <ul style="list-style-type: none"> <li>Fried vegetables</li> </ul>
<b>Fruits</b> <sup>3</sup>	<p><b>3-18 year olds</b></p> <ul style="list-style-type: none"> <li>A variety<sup>4</sup> of unsweetened (fresh or frozen preferred) at meals and snacks</li> <li>Especially whole, fruits (e.g. bananas, melons, berries, grapes, oranges, apples,) if <b>4 or older</b><sup>3</sup></li> <li>Fruits canned in water or 100% juice at meals and snacks</li> </ul> <p><b>3 year olds</b></p> <ul style="list-style-type: none"> <li>Cut into bite-sized pieces that don't create a choking hazard</li> </ul> <p><b>4 - 18 year olds</b></p> <ul style="list-style-type: none"> <li>Dried fruits can be added to meals and snacks</li> </ul>	<p><b>3-18 year olds</b></p> <ul style="list-style-type: none"> <li>Added sugar and sodium</li> <li>Frozen 100% fruit-juice bars</li> <li>Pasteurized 100% fruit juices<sup>5</sup> with no added sweeteners served <b>with</b> snacks or meals</li> <li>Fruits canned in light syrup</li> </ul>	<p><b>3-18 year olds</b></p> <ul style="list-style-type: none"> <li>Fried fruits</li> <li>Fruits canned in heavy syrup</li> <li>Fruit drinks with less than 100% fruit juice</li> </ul> <p><b>3 year olds</b></p> <ul style="list-style-type: none"> <li>Dried fruits (choking hazard)<sup>3</sup></li> </ul>

State of Nevada: Race to the Top-Early Learning Challenge Appendix

**FOOD RECOMMENDATION CHART FOR CHILDREN AND YOUTH - 3 - 18 YEAR OLDS**

**Follow CACFP Meal Pattern and Serving Sizes**

(available at [www.fns.usda.gov/cnd/care/ProgramBasics/Meals/Meal\\_Patterns.htm](http://www.fns.usda.gov/cnd/care/ProgramBasics/Meals/Meal_Patterns.htm))

	Recommended 	Limited 	Not Recommended 
<b>Breads and Grains</b>	<p><b>3 - 18 year olds</b></p> <ul style="list-style-type: none"> <li>Breads and grains with<sup>2</sup>:                             <ul style="list-style-type: none"> <li>Less than 5 grams total fat and 5 grams of sugar per serving (e.g. graham crackers, animal crackers),</li> <li>Zero grams trans fat per serving</li> </ul> </li> <li>Half of the breads and grains offered should have “whole” grains as the 1st ingredient - offer pastas, unsweetened breakfast cereals, and breads</li> <li>Cereals should have less than 6 grams of sugar per ounce<sup>2</sup></li> </ul> <p><b>4 - 18 year olds</b></p> <ul style="list-style-type: none"> <li>Rice cakes and no-salt pretzels as snacks</li> </ul>	<p><b>3 - 18 year olds</b></p> <ul style="list-style-type: none"> <li>White bread and other refined grain products</li> <li>Biscuits, granola, pancakes, waffles, french toast, and other grains with 5 grams of fat and 5 grams of sugar per serving<sup>2</sup></li> <li>High fat, high sugar muffins, donuts, pastries, sweet rolls, cakes, and cookies</li> <li>Croissants</li> <li>Granola and cereal bars</li> <li>Brownies</li> <li>Quick baked breads</li> <li>Flour tortillas</li> </ul>	<p><b>3 - 18 year olds</b></p> <ul style="list-style-type: none"> <li>Grain items made with hydrogenated oils (trans fat)<sup>1</sup></li> <li>Cereals with more than 6 grams of sugar per ounce<sup>2</sup></li> <li>Grain items that are not enriched, or whole grain, or fortified</li> </ul> <p><b>3 year olds</b></p> <ul style="list-style-type: none"> <li>Rice cakes and hard pretzels (choking hazard)<sup>3</sup></li> </ul>
<b>Meat<sup>3</sup> and Meat Alternates</b>	<ul style="list-style-type: none"> <li>Ground beef (extra lean)<sup>6</sup></li> <li>Lean meats and skinless chicken and turkey</li> <li>Tuna or salmon canned in water and low sodium</li> <li>Baked, broiled, steamed or grilled fish and shellfish</li> <li>Dried peas, beans, lentils</li> <li>Whole eggs, egg whites and egg substitutes (if fried or scrambled, use small amount vegetable oil or soft margarine)</li> <li>Non-fat and low-fat yogurt and cottage cheese</li> <li>Non-fat, part-skim, and reduced-fat natural cheese</li> </ul>	<ul style="list-style-type: none"> <li>Lean ground beef; turkey and chicken with skin</li> <li>Ham, Canadian bacon</li> <li>Tuna canned in oil</li> <li>Albacore tuna (high mercury levels)</li> <li>Peanut and other nut butters, whole nuts, and seeds<sup>3</sup></li> <li>Main dishes with more than<sup>2</sup>:                             <ul style="list-style-type: none"> <li>600 mg. sodium,</li> <li>4.5 grams saturated fat,</li> <li>10g of total fat</li> </ul> </li> <li>Highly processed meats<sup>3</sup> (e.g. hotdogs, luncheon meats, sausage), poultry (e.g. chicken nuggets), or fish (e.g. fish sticks) including highly salted (e.g. bacon) and fried products</li> <li>High fat natural cheese</li> </ul>	<ul style="list-style-type: none"> <li>High fat or untrimmed beef or pork (e.g. ribs)</li> <li>Processed cheese, cheese food, or cheese spread products</li> <li>Yogurt or cheese made from whole milk</li> <li>Cottage cheese that is more than 1% fat</li> <li>Shark, swordfish, tilefish, and King mackerel</li> </ul>

# State of Nevada: Race to the Top-Early Learning Challenge Appendix

## FOOD RECOMMENDATION CHART FOR CHILDREN AND YOUTH - 3 - 18 YEAR OLDS

### Follow CACFP Meal Pattern and Serving Sizes

(available at [www.fns.usda.gov/cnd/care/ProgramBasics/Meals/Meal\\_Patterns.htm](http://www.fns.usda.gov/cnd/care/ProgramBasics/Meals/Meal_Patterns.htm))

	Recommended 	Limited 	Not Recommended 
<b>Oils</b>	<ul style="list-style-type: none"> <li>• Low or reduced fat creamy salad dressing, mayonnaise, and tartar sauce</li> <li>• Low or reduced fat sour cream</li> <li>• Moderate amounts of unsaturated liquid oils including olive oil, canola oil, sunflower oil, safflower oil, peanut oil, and corn oil</li> <li>• Oil-based salad dressing</li> <li>• Soft, vegetable oil based, margarine with 0 grams trans fat per serving</li> <li>• Fat-free, low-fat, or reduced fat cream cheese</li> </ul>		<ul style="list-style-type: none"> <li>• Butter; lard; and solid margarine and shortenings</li> <li>• Full fat creamy salad dressing, mayonnaise, and tartar sauce</li> <li>• Full-fat sour cream</li> <li>• High fat cream sauces and dips</li> <li>• Full-fat cream cheese</li> </ul>
<b>Empty Calories and Miscellaneous Sweets and Fats</b>	<p style="text-align: center;"><b>3-18 year olds</b></p> <ul style="list-style-type: none"> <li>• Plain water (no added sweeteners) available at mealtimes and available throughout the day</li> <li>• Ketchup, mustard</li> <li>• Vinegar</li> <li>• <b>Provide non-food treats or healthy foods, especially fruits and vegetables, for celebrations and holiday parties.</b></li> </ul> <p style="text-align: center;"><b>6 - 18 year olds</b></p> <ul style="list-style-type: none"> <li>• Calorie-free beverages that are not artificially sweetened</li> </ul>	<p style="text-align: center;"><b>4-18 year olds</b></p> <ul style="list-style-type: none"> <li>• Baked or reduced fat tortilla chips</li> </ul>	<p style="text-align: center;"><b>3-18 year olds</b></p> <ul style="list-style-type: none"> <li>• Artificially sweetened beverages</li> <li>• Caffeinated beverages</li> <li>• Regular or diet soda, energy or sports drinks, punch, sweetened teas, or lemonade</li> <li>• Added salt at the table</li> <li>• Fried or baked chips (other than baked tortilla chips)</li> </ul>

<sup>1</sup> Nutritionally equivalent nondairy beverages shall meet USDA standards.

<sup>2</sup> Refer to Nutrition Facts Panel to find this information.

<sup>3</sup> Young children through age 3 are at risk of choking. Offer the same variety of foods as the rest of the children, but prepared in forms that are easy for the younger children to chew and swallow.

<sup>4</sup> Encourage a color-based variety of vegetables as follows: dark green/orange/starchy - 2x/wk; legumes - 1x/wk; other vegetables - 3x/wk. Offer 2 fruits and 2 vegetables at lunch and supper. Dark-green leafy vegetables include broccoli; spinach; romaine lettuce; collard, turnip, and mustard greens. Red and orange vegetables include tomatoes, red peppers, carrots, sweet potatoes, winter squash, and pumpkin. Starchy vegetables include white potatoes, corn, and green peas. Legumes include kidney beans, black beans, black-eyed peas, lima beans, pinto beans, and lentils.

<sup>5</sup> Monitor 100% fruit juice intake, especially for children who are overweight or obese.

<sup>6</sup> The USDA standard for “extra lean” is less than 5 grams total fat, less than 2 grams saturated fat, and less than 95 mg cholesterol per 100 grams of product.

<sup>7</sup> The Adequate Intake (AI) is the recommended average daily intake level of a nutrient that is assumed to be adequate for healthy people. The sodium AI for children 1-3 years old is 1000mg, 1,200 mg/day for children 4-8 years old, and 1,500 mg/day for children and youth 9 - 18 years old.

***Physical Activity Recommendations  
by Age***

## State of Nevada: Race to the Top-Early Learning Challenge Appendix Physical Activity Guidelines for Caregivers and Teachers of Children 1-18 years old

### Caregivers/teachers should:

- Allow children to eat first and follow with at least 15 minutes of play before starting schoolwork/homework.
- Conduct physical activity pre- and post-assessment, especially in 6-17 year olds (The *Building a Strong Foundation for America's Future: President's Challenge Physical Activity, Nutrition & Fitness Awards Program* educator booklet provides a sample assessment).
- Wear clothing and footwear that permits easy and safe movement.
- Avoid withholding active play for misbehavior or using exercise as punishment.
- Not sit during active play.
- Provide encouraging prompts for children while active i.e., “good throw”.
- Encourage activities that are appropriate and safe in the setting.
- Promote lifelong physical fitness activities that include but are not exclusive to team sports (which require additional players) or competitive sports (which primarily focus on competition).
- Engage children in moderate to vigorous physical activity, at least to the level of a moderately paced walk, maximizing participation for every child during activities (e.g. inclusion, non-elimination games where all children are active at once).
- Have training opportunities to learn about age-appropriate gross motor activities.

<b>PHYSICAL ACTIVITY RECOMMENDATION CHART FOR CHILDREN BIRTH – 5 YEAR OLDS</b>			
<b>INFANTS UP TO 1 YEAR</b>	<b>1 YEAR OLDS</b>	<b>2 YEAR OLDS</b>	<b>PRESCHOOLERS/PRE-K 3 – 5 YEAR OLDS</b>
<ul style="list-style-type: none"> <li>Take outdoors 2-3 times per day -weather permitting and as tolerated.</li> </ul>	<ul style="list-style-type: none"> <li>Provide opportunity for outdoor play at least daily.</li> </ul>		
<ul style="list-style-type: none"> <li>Provide short periods of active play several times per day.</li> </ul>	<ul style="list-style-type: none"> <li>Provide 60 minutes per day or more of unstructured moderate to vigorous activity daily: running, climbing, dancing, skipping, and jumping.</li> </ul>		<ul style="list-style-type: none"> <li>Provide 60 minutes or more of structured or caregiver/teacher/adult-led activities or games that promote skill development over the course of the day - indoor or outdoor; bouts can be as short as 5-10 minutes each.</li> </ul>
<ul style="list-style-type: none"> <li>For infants up to 6 months old, provide daily supervised “tummy time” (time with infant on stomach) when child is awake to explore movement and environment.</li> <li>Engage with infants on the ground each day to optimize adult-infant interactions.</li> </ul>	<ul style="list-style-type: none"> <li>Provide 30 minutes or more of structured or caregiver/teacher/adult-led activities or games that promote skill development over the course of the day - indoor or outdoor; bouts can be as short as 5-10 minutes each.</li> </ul>		<ul style="list-style-type: none"> <li>Provide 60 minutes or more of structured or caregiver/teacher/adult-led activities or games that promote skill development</li> </ul>
<ul style="list-style-type: none"> <li>Should be given undivided attention by the same caregiver. Caregiver shall hold and talk to the child; and encourage coordination by allowing child to reach for, grasp, crawl, or pull up.</li> </ul>			
<ul style="list-style-type: none"> <li>Provide continuous opportunities to stimulate movement experiences and promote skill development.</li> </ul>	<ul style="list-style-type: none"> <li>Provide continuous opportunities to develop and practice age-appropriate gross motor and movement skills.</li> </ul>		
<ul style="list-style-type: none"> <li>Encourage child to interact socially through play using materials and equipment that are appropriate for the age of the child.</li> </ul>			
<ul style="list-style-type: none"> <li>Children should have adequate space for both indoor and outdoor play that meets recommended safety standards.</li> </ul>			
<ul style="list-style-type: none"> <li>Encourage a least restrictive environment at all times.</li> <li>Limit seated time in infant swings, strollers, bouncer seats/chairs, and stationary activity centers to 15 minutes except during meals or naps.</li> <li>Use cribs, car seats, and high chairs for their primary purpose only-cribs for sleeping, car seats for travel, high chairs for eating.</li> </ul>	<ul style="list-style-type: none"> <li>Children should not be sedentary for more than 30 minutes at a time.</li> </ul>	<ul style="list-style-type: none"> <li>Children should not be sedentary for more than 1 hour at a time.</li> </ul>	

State of Nevada: Race to the Top-Early Learning Challenge Appendix

<b>PHYSICAL ACTIVITY RECOMMENDATION CHART FOR CHILDREN 6 - 18 YEARS OLD</b>	
<b>CHILDREN 6 – 10 YEAR OLDS</b>	<b>ADOLESCENTS 11 - 18 YEAR OLDS</b>
<ul style="list-style-type: none"> <li>• Provide 60 minutes or more of active play several times per day - include several bouts of at least 15 minutes.</li> </ul>	
<b>Aerobic <sup>1</sup></b>	
<ul style="list-style-type: none"> <li>• Most of the 60 or more minutes a day should be either moderate or vigorous intensity aerobic physical activity and should include vigorous intensity physical activity on at least 3 days/week</li> </ul>	
<b>Muscle-strengthening</b>	
<ul style="list-style-type: none"> <li>• As part of their 60 or more minutes of daily physical activity, children should include muscle-strengthening physical activity on at least 3 days/week.</li> </ul>	
<b>Bone-strengthening</b>	
<ul style="list-style-type: none"> <li>• As part of their 60 or more minutes of daily physical activity, children should include bone-strengthening PA on at least 3 days/week</li> </ul>	
<b>Maximum Length of Inactivity:</b>	
Children should not have extended periods of inactivity lasting 2 hours or more during the day.	

<sup>1</sup> As a rule of thumb, on a scale of 0-10, where sitting is 0 and the highest level of effort possible is 10, moderate intensity activity is 5 or 6 and vigorous intensity activity is at a level of 7 or 8.

## State of Nevada: Race to the Top-Early Learning Challenge Appendix

<b>EXAMPLES OF PHYSICAL ACTIVITY FOR CHILDREN 6 - 18 YEARS OLD</b>	
<b>CHILDREN 6 - 10 YEAR OLDS</b>	<b>ADOLESCENTS 11 - 18 YEAR OLDS</b>
<b>Examples of Moderate Intensity Aerobic Physical Activity:</b>	
<ul style="list-style-type: none"> <li>• Active recreation - hiking, skateboarding, rollerblading</li> <li>• Bicycle Riding</li> <li>• Brisk Walking</li> </ul>	<ul style="list-style-type: none"> <li>• Active recreation - canoeing, hiking, skateboarding, rollerblading</li> <li>• Brisk walking</li> <li>• Bicycle riding (stationary or road bike)</li> <li>• Housework and yard work - sweeping or pushing a lawn mower</li> <li>• Games that require catching and throwing - baseball and softball</li> </ul>
<b>Examples of Vigorous Intensity Aerobic Physical Activity:</b>	
<ul style="list-style-type: none"> <li>• Active games involving running and chasing, such as flag football</li> <li>• Bicycle Riding</li> <li>• Jumping Rope</li> <li>• Martial arts, such as karate</li> <li>• Running</li> <li>• Sports such as soccer, ice or field hockey, basketball, swimming, tennis</li> <li>• Vigorous dancing</li> <li>• Cross-country skiing</li> </ul>	
<b>Examples of Muscle Strengthening Physical Activity:</b>	
<ul style="list-style-type: none"> <li>• Games such as tug-of-war</li> <li>• Modified push-ups (with knees on the floor)</li> <li>• Resistance exercises using body weight or resistance bands</li> <li>• Rope or tree climbing</li> <li>• Sit-ups (curl-ups or crunches)</li> <li>• Swinging on playground equipment/bars</li> </ul>	<ul style="list-style-type: none"> <li>• Games such as tug of war</li> <li>• Push-ups and pull-ups</li> <li>• Resistance exercises with exercise bands, weight machines, hand-held weights</li> <li>• Climbing wall</li> <li>• Sit-ups (curl-ups or crunches)</li> </ul>
<b>Examples of Bone Strengthening Physical Activity:</b>	
<ul style="list-style-type: none"> <li>• Hopping, skipping, jumping</li> <li>• Jumping rope</li> <li>• Running</li> <li>• Sports such as gymnastics, basketball, volleyball, tennis</li> </ul>	

## ***Screen Time Recommendations By Age***

State of Nevada: Race to the Top-Early Learning Challenge Appendix  
**SCREEN TIME GUIDELINES FOR FACILITIES:**

- Limit screen time (TV, DVD, computer, tablets (i.e. iPad), etc.) use except for children completing homework and children with health care needs requiring assistive and adaptive computer technology.

<b>INFANTS and TODDLERS UP TO 2 YEARS</b>	<b>TODDLERS and PRESCHOOLERS 2 UP TO 6 YEARS</b>	<b>CHILDREN and YOUTH 6 UP TO 18 YEARS</b>
<ul style="list-style-type: none"> <li>• No screen time (TV, video, DVD, tablet (iPad), computer, or other digital media) for children under 2 years</li> </ul>	<ul style="list-style-type: none"> <li>• Limit screen time (TV, DVD, cell phones, tablets (iPad) or other digital media) to 30 minutes per week and for educational or physical activity use only</li> <li>• Do not allow during meal or snack time</li> </ul>	<ul style="list-style-type: none"> <li>• Limit screen time (TV, DVD, cell phones, tablets (iPad) or other digital media) to no more than 2 hours per day.</li> </ul>

## ***Wellness Guidelines***

# State of Nevada: Race to the Top-Early Learning Challenge Appendix

## Hand Hygiene Guidelines

Hand hygiene is the most important way to reduce the spread of infection and protect against illness and infectious diseases. Thorough hand washing with soap for at least twenty seconds using comfortably warm, running water (between 60° and 120°F) removes organisms from the skin and allows them to be rinsed away.

Children, staff members, and volunteers should wash their hands using the following method:

- a) Check to be sure that a clean, disposable paper (or single-use cloth) towel is available;
- b) Turn on warm water to a comfortable temperature;
- c) Moisten hands with water and apply soap (not antibacterial) to hands;
- d) Rub hands together vigorously out of the water stream until a soapy lather appears and continue for at least twenty seconds (sing 'Happy Birthday' silently twice). Rub areas between fingers, around nail beds, under fingernails, jewelry, and back of hands. Nails should be kept short; acrylic nails should not be worn.
- e) Rinse hands under running water until they are soap and dirt free. Leave the water running while drying hands;
- f) Dry hands with the clean, disposable paper or single use cloth towel;
- g) Turn taps off with a disposable paper or single use cloth towel;
- h) Throw the disposable paper towel into a lined trash container; or place single-use cloth towels in the laundry hamper; or hang individually labeled cloth towels to dry. Use hand lotion to prevent chapping of hands, if desired.

On hands that are not visibly soiled, the use of alcohol based (made of 60-95% alcohol) hand sanitizers is an alternative to traditional hand washing with soap and water by children over 24 months and adults. **Please verify with your agency that this is an approved alternative.** A single pump of an alcohol-based sanitizer should be dispensed. Hands should be rubbed together, distributing sanitizer to all hands and finger surfaces and hands should be permitted to air dry.

Children, staff members, and volunteers should follow the above procedure for hand washing at the following times:

- a) Upon arrival for the day, after breaks, or when moving from one child care group to another;
- b) Before and after:
  - 1) Preparing food or beverages including bottles;
  - 2) Eating, handling food, or feeding a child;
  - 3) Giving medication or applying a medical ointment or cream in which a break in the skin (e.g., sores, cuts, or scrapes) may be encountered;
  - 4) Playing in water (including swimming) that is used by more than one person;
  - 5) Diapering
- c) After:
  - 1) Using the toilet or helping a child use a toilet;
  - 2) Handling bodily fluid (mucus, blood, vomit); from sneezing; wiping and blowing noses; from mouths or from sores;
  - 3) Handling animals or cleaning up animal waste;
  - 4) Playing in sand, on wooden play sets, and outdoors;
  - 5) Cleaning or handling the garbage;
  - 6) Smoking

Situations or times that children and staff should perform hand hygiene should be posted in all food preparation, hand hygiene, diapering, and toileting areas.

## State of Nevada: Race to the Top-Early Learning Challenge Appendix

### Oral Hygiene Guidelines for Infants

- Programs should implement best practices that include:
  - Information about fluoride content of water at the facility (whether or not the water is fluoridated);
  - Contact information for each child's dentist;
  - Resource list for children without a dentist - contact any of the Family Resources Centers for locations and resources;
  - All children with teeth should have their teeth brushed after every meal during the hours the child is in child care.
  - Use of sippy cups and bottles only at mealtimes during the day - not at naptimes;
  - Prohibition of serving sweetened food products;
  - Promotion of healthy foods per CACFP;
  - Early identification of tooth decay;
  - Age-appropriate oral health educational activities; and
  - A plan for handling dental emergencies.
- Caregivers/teachers should promote proper feeding for all infants and toddlers.
- Bottle-propping should be avoided as it may contribute to orthodontic problems and speech disorders. **Bottle-propping is against State of Nevada Child Care Licensing Regulations and the bottle must either be held by the child or a caretaker must hold the child while feeding with the bottle.**
- Bottles should not be allowed in cribs or beds for safety and sanitary reasons and for preventing dental caries (cavities).
- Frequently sipping any liquid besides plain water between feedings encourages tooth decay therefore only water should be offered between meals if water is a recommended beverage.
- Caregivers/teachers should offer children fluids from a cup as soon as they are developmentally ready.
- Caregivers/teachers should promote the habit of regular tooth brushing.
- Children under 2 years of age should have only a smear of toothpaste (size of grain of rice) on the brush when brushing.
- Caregivers/teachers should encourage parents/guardians to establish a “dental home” (a licensed primary dental care provider) for their child within six months after the first tooth erupts or by one year of age, whichever is earlier.
- There is currently no (strong) evidence that shows any benefit to wiping the gums of a baby who has no teeth.

## State of Nevada: Race to the Top-Early Learning Challenge Appendix

### Oral Hygiene Guidelines for Children and Youth

- Programs should implement best practices that include:
  - Information about fluoride content of water at the facility (whether or not the water is fluoridated);
  - Contact information for each child's dentist;
  - Resource list for children without a dentist - contact any of the Family Resources Centers for locations and resources;
  - Implementation of daily tooth brushing or rinsing the mouth with water after eating;
  - Use of sippy cups and bottles only at mealtimes during the day - not at naptimes;
  - Promotion of healthy foods per CACFP;
  - Limiting sweetened foods and beverages;
  - Early identification of tooth decay;
  - Age-appropriate oral health educational activities; and
  - A plan for handling dental emergencies.
- Frequently sipping any liquid besides plain water between meals encourages tooth decay therefore only water should be offered between meals.
- Caregivers/teachers should offer children fluids from a cup as soon as they are developmentally ready.
- Caregivers/teachers should promote the habit of regular tooth brushing.
- All children with teeth should brush or have their teeth brushed after every meal during the hours the child is in child care.
- Where tooth brushing is not possible, offer children water for rinsing their mouths following meals and/or snacks.
- Children under 2 years of age should have only a smear of toothpaste (size of grain of rice) on the brush when brushing.
- Children over 2 years should use a pea-sized amount of fluoride tooth paste and children should attempt to spit out excess toothpaste after brushing.
- Children three years of age and older should have developmentally appropriate oral health education that includes:
  - Information on what plaque is;
  - The process of dental decay;
  - Diet influences on teeth, including the contribution of sugar-sweetened beverages and foods to cavity development; and
  - The importance of good oral hygiene behaviors.
- School-age children should receive additional information including:
  - The preventive use of fluoride;
  - Dental sealants
  - Mouth guards for protection when playing sports;
  - The importance of healthy eating behaviors; and
  - Regularly scheduled dental visits.

## State of Nevada: Race to the Top-Early Learning Challenge Appendix Smoking Guidelines

- Programs should specify that smoking is prohibited at all times in and surrounding all areas used by the children in the program. Smoking should also be prohibited in any vehicles that transport children.
- Program staff and volunteers should be encouraged not to bring clothing that smells of smoke into the childcare facility or outdoor play area.
- Please note that smoking on break, even off premises, is not recommended because of the children's potential exposure to third hand smoke. If smoking permitted, to protect children from third-hand smoke, child care providers should wear an outer garment that can be removed and stored away from children if smoking is permitted during breaks.
- 'No Smoking' or 'No Tobacco Use' signs should be posted at all entrances to child care facilities and grounds. (See resource list for information on free 'No Smoking' signs.)
- Facilities are encouraged to adopt a policy where smoking is not allowed or is restricted on facility grounds.
- Tobacco use by employees, volunteers, and parents should be prohibited in any area that is within sight of children. There should be no evidence (cigarette butts) that smoking is permitted within legal or pre-determined limits of the facility.
- Tobacco use and distribution or sale by staff or others on child care premises, in child care owned, rented, or leased vehicles or otherwise, while on duty or on premises should be prohibited.
- Caregivers/teachers who smoke off premises before starting work should wash their hands before caring for children to prevent children from receiving third-hand smoke exposure.

# ***Appendix***

# State of Nevada: Race to the Top-Early Learning Challenge Appendix

## UNDERSTANDING NUTRIENT CONTENT CLAIMS AND FOOD LABELS

### *Sodium and Salt Claims:*

- “Very Low Sodium” is less than or equal to 35 mg sodium per serving or per 100g for meals and main dishes.
- “Low Sodium” is less than or equal to 140 mg sodium per serving or per 100g for meals and main dishes.
- “Reduced Sodium” has at least 25% less sodium per serving or per 100g, for meals and main dishes, than a reference food.
- “Salt” – “salt” does not equal “sodium”. Sodium is a part of salt. Salt is made of sodium and chloride. Foods without salt may already contain naturally occurring sodium.

### *Fat Content Claims*

- “Fat Free” is less than 0.5 grams of fat per serving and contains no ingredient that is fat or is understood to contain fat unless it is noted that it adds a trivial (very small) amount of fat.
- “Low Fat” is less than or equal to 3 grams of fat per serving or per 100g, for meals and main dishes which also cannot have more than 30% of its calories from fat.
- “Reduced Fat” has at least 25% less fat per serving or per 100g, for meals and main dishes, than a reference food.

### *Lean and Extra Lean Claims*

- “Lean” for seafood or meat is less than 10 grams of total fat, less than or equal to 4.5 grams saturated fat, and less than 95 mg cholesterol per serving or per 100g for meals and main dishes.
- “Extra Lean” for seafood or meat is less than 5 grams total fat, less than 2 grams saturated fat, and less than 95 mg cholesterol per serving or per 100g for meals and main dishes.

### *Sugar Claims*

- “Sugar Free” is less than 0.5 grams of sugar per serving and does not contain an ingredient that is a sugar or is generally understood to contain sugar unless it is noted that it adds a trivial (very small) amount of sugar.
- “No Added Sugar” or “Without Added Sugars” is if no sugar or sugar containing ingredient is added during processing (jam, jelly, concentrated fruit juice, etc.). It does not apply to added sugar alcohols.
- “Reduced Sugar” has at least 25% less sugar per serving or per 100g, for meals and main dishes, than a reference food.

# State of Nevada: Race to the Top-Early Learning Challenge Appendix

## RESOURCES

### **Books:**

National Association for Sport and Physical Education. 2009. *Active Start: A Statement of Physical Activity Guidelines for Children from Birth to Age 5*, Second Edition.

### **Websites:**

<http://www.aahperd.org/naspe/publications/teachingTools>

Teaching tools from the National Association for Sport and Physical Education (NASPE).

<http://www.aahperd.org/naspe/publications/teachingTools/upload/brochure.pdf>

Kids in Action Brochure from NASPE - contains simple physical activity ideas for parents and caregivers to do with children from birth to age five.

<http://www.choosemyplate.gov>

USDA ChooseMyPlate - guidelines, tips, resources, interactive tools, and printed materials (most are free) for healthy eating. Replaces MyPyramid.

<http://www.cocokids.org/health-and-nutrition>

Contra Costa Child Care Council. Tips for feeding and fitness and homemade fitness equipment.

<http://www.eatright.org/kids>

KidsEatRight.org from the American Dietetic Association and American Dietetic Association Foundation – contains tips for feeding babies through teenagers and healthy recipes.

<http://fitness.gov>

President's Council on Fitness, Sports & Nutrition – provides information on the President's Challenge, the new Presidential Active Lifestyle Award (PALA+), and additional physical activity and healthy eating resources.

<http://www.fns.usda.gov/cnd/Care/tools.htm>

USDA Child and Adult Care Food Program (CACFP) resources and publications.

<http://www.fns.usda.gov/cnd/FFVP/bestpractices.pdf>

*Best Practices: Handling Fresh Produce in Schools* - contains USDA tips for purchasing and receiving; and safely washing, preparing, serving and storing fresh fruits and vegetables.

[http://www.fns.usda.gov/tn/Resources/fv\\_galore.html](http://www.fns.usda.gov/tn/Resources/fv_galore.html)

*Fruits and Vegetables Galore: Helping Kids Eat More* from USDA Wellness Policy: Promoting Fruits and Vegetables - tool for school foodservice professionals with tips on planning, purchasing, protecting, preparing, presenting and promoting fruits and vegetables.

<http://www.fruitsandveggiesmorematters.org>

From the Produce for Better Health Foundation (pbh) - contains information on planning, storage, and shopping for fruits and vegetables; recipes and cooking tips; seasonal fruits and vegetables; and involving children in food preparation.

## State of Nevada: Race to the Top-Early Learning Challenge Appendix

<http://www.healthychildren.org>

American Academy of Pediatrics (AAP) sponsored site – provides an abundance of information on raising children, designed for parents.

<http://www.healthiergeneration.org>

Healthy Schools Program – a free program from the Alliance for a Healthier Generation based on a framework created in partnership with the American Heart Association designed to fight childhood obesity by helping schools provide healthier food choices and keep children physically active (access to some areas may require registration).

[http://health.nv.gov/HCQC\\_Childcare.htm](http://health.nv.gov/HCQC_Childcare.htm)

Nevada Department of Health and Human Services Nevada State Health Division website – access to State of Nevada child care licensing regulations

<http://www.letsmove.gov>

Let's Move: America's Move to Raise a Healthier Generation of Kids – provides resources for eating healthy, getting active, getting started, and starting community gardens.

<http://www.nhlbi.nih.gov/health/public/heart/obesity/wecan>

We Can! – tips, tools, resources, and information on eating healthy, getting active, and reducing screen time, mainly focuses on children 8-13 years old.

<http://www.pbs.org/parents/food-and-fitness>

PBS parents - ideas to keep kids active, recipes to make with kids (not all recipes necessarily meet the nutrition guidelines outlined in this guide), lesson plans for activities, and tips for encouraging children to eat healthier.

<http://www.presidentschallenge.org>

The President's Challenge - information and resources on PALA+, free forms for tracking physical activity, and free tracking software for educators, access to order *Building a Strong Foundation for America's Future: President's Challenge Physical Activity, Nutrition & Fitness Awards Program* educator booklet (can be downloaded for free at [http://www.presidentschallenge.org/tools-resources/docs/PresChal\\_booklet\\_11-12.pdf](http://www.presidentschallenge.org/tools-resources/docs/PresChal_booklet_11-12.pdf)). Registration may be required for some items.

<http://www.TeamNutrition.usda.gov/library.html>

Team Nutrition – Blast Off Game for children to learn about MyPlate, resources, books, and guides designed for schools and child care facilities that participate in Federal Child Nutrition Programs, but anyone can access.

### **Other:**

A limited number of *No Smoking Policies* and free “No Smoking” signs are available from the Southern Nevada Health Department. Contact: Nicole Bungum, Southern Nevada Health District, Office of Chronic Disease Prevention & Health Promotion, 702-759-1269.

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# Appendix K: Nevada's Core Knowledge Areas and Core Competencies for Early Care and Education Professionals

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# Nevada's Core Knowledge Areas and Core Competencies

*for Early Care and Education Professionals*



# Nevada's Core Knowledge Areas and Core Competencies

## *for Early Care and Education Professionals*

Primary Authors; Margot Chappel, Head Start State Collaboration Office  
and Shelly Nye, The Nevada Registry  
March 2007

### *Welcome!*

Thank you for your interest in the Core Knowledge Areas (CKA) and the newly developed Core Competencies for Early Care and Education Professionals! This document was designed to be a practical self-assessment tool that may be used in a variety of ways regardless of your role (caregiver, supervisor, trainer, career counselor, Nevada System of Higher Education (NSHE) faculty, etc.) or the setting in which you work. Use of this document is completely voluntary at the time of its approval in June 2006.

For more information or to request additional copies, please contact *The Nevada Registry* at (775) 327-0670 or (800) 259-1906. You may also visit [www.nevadaregistry.org](http://www.nevadaregistry.org) to download a copy of this publication.

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## Introduction:

### What are Core Knowledge Areas (CKA) and Core Competencies?

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The CKA and Core Competencies were developed in response to research findings indicating that professional education for Early Care and Education (ECE) practitioners is essential to the quality of care and education provided. Caregiver actions have also been shown to make a difference to the future learning capabilities and success of children. (Barnett, 2003) Core Knowledge Areas differ from Core Competencies in the following ways:

**Core Knowledge Areas** (CKA) are a set of **content areas** that define what caregivers should know and understand in order to provide quality experiences for children, regardless of the setting in which care and education occurs. Distributing learning across all CKA helps professionals build a balanced approach to providing quality Early Care and Education.

**Core Competencies** are a set of **observable skills** that reflect a caregiver's knowledge and understanding of the Core Knowledge Areas. The competencies identify skills at the beginning, intermediate and advanced levels of professionalism related to providing quality Early Care and Education.

## Development of Core Competencies

Following the national trend, Nevada is working to strengthen the professional development system for ECE professionals in our state. Agreement about the expectations for adults who work with young children supports professional preparation and development.

Discussions about the development of Nevada's Core Competencies began during the Nevada State Early Care and Education Summit held in October 2005. Appendix Page 392

professionals representing a number of agencies/organizations in Nevada volunteered to assist with the development of Core Competencies for Nevada's ECE professionals. After an initial meeting in March 2006, more professionals in the field were recruited to assist with the process. As a result, a committee of twenty statewide representatives was formed. That committee met four times between April and July of 2006. A complete list of those who participated appears in the "Acknowledgements" section of this document.

Effort was made to involve members from all six Nevada System of Higher Education (NSHE) institutions in order to ensure alignment with the content of formal higher education coursework offered in the state. Representatives from five of the six institutions participated on the committee. Additionally, a number of resources were used to inform the development of both the Core Knowledge Areas and Core Competencies. The *Nevada Pre-Kindergarten Content Standards*, a position statement of the National Association for the Education of Young Children (NAEYC) titled *Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth through Age 8*, and the *NAEYC Standards for Early Childhood Professional Preparation: Associate Degrees* were used to assure that Nevada's Core Knowledge Areas and Core Competencies aligned with national and other state standards already in use. Several resources from the National Child Care Information Center (NCCIC) that compare Core Knowledge Areas and Core Competencies across states were also utilized. Finally, core knowledge and competency documents from Kansas/Missouri, New Jersey and West Virginia served as models for the committee. A complete list of the resources utilized by the committee can be found in the "Resources" section of this document.

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The committee's first task was to review and revise the existing Core Knowledge Areas (CKA) which had been developed and adopted by the Nevada State Child Care Advisory Committee in 2002. To achieve this, the committee compared Nevada's Core Knowledge Areas to those of other states. After comparisons were made, the committee revised Nevada's Core Knowledge Areas to align them more closely with approved training currently offered in Nevada and with the CKA used in other states. Originally, seven CKA were used by *The Nevada Registry* to approve trainings. Through this revision process, two previous CKA, "Understanding Children" and "Foundations of ECE" were eliminated and three new areas, "Human Growth and Development", "Positive Interactions and Guidance", and "Observation and Assessment" were added. This resulted in a final list of eight CKA. The Core Knowledge Areas as adopted in June of 2006 are listed below.

### Nevada's CORE KNOWLEDGE AREAS

1. Human Growth and Development
2. Positive Interactions and Guidance
3. Observation and Assessment
4. Environment and Curriculum
5. Health, Nutrition and Safety
6. Leadership and Professional Development
7. Family and Community Relationships
8. Management and Administration

The committee then developed definitions for each CKA to replace the list of sub-topics within each CKA that existed previously (provided on page 6). Finally, the committee broke into smaller workgroups to develop Core Competencies for each CKA. After the initial meeting, workgroups met independently, and brought their work back to the larger committee for review, feedback and final revision.

Margot Chappel, Director of the Nevada Head Start State Collaboration Office, facilitated committee meetings and aggregated the content based on input from committee members. Final document design

### Developmentally Appropriate Practice as a Guiding Principle

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It is important to note that most of the skills identified in this document relate to developmentally appropriate practice (DAP) regarding the direct care and education of young children. The National Association for the Education of Young Children (NAEYC) has established twelve principles related to DAP, which is defined as "...[the providing of] a safe and nurturing environment that promotes the physical, social, emotional, aesthetic, intellectual, and language development of each child while being sensitive to the needs and preferences of families." The following principles of DAP are used with the permission of NAEYC:

1. Domains of children's development—physical, social, emotional, and cognitive—are closely related. Development in one domain influences and is influenced by development in other domains.
2. Development occurs in a relatively orderly sequence, with later abilities, skills, and knowledge building on those already acquired.
3. Development proceeds at varying rates from child to child as well as unevenly within different areas of each child's functioning.
4. Early experiences have both cumulative and delayed effects on individual children's development; optimal periods exist for certain types of development and learning.
5. Development proceeds in predictable directions toward greater complexity, organization, and internalization.
6. Development and learning occur in and are influenced by multiple social and cultural contexts.
7. Children are active learners, drawing on direct physical and social experience as well as culturally transmitted knowledge to construct their own understandings of the world around them.

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8. Development and learning result from interaction of biological maturation and the environment, which includes both the physical and social worlds that children live in.
9. Play is an important vehicle for children’s social, emotional, and cognitive development, as well as a reflection of their development.
10. Development advances when children have opportunities to practice newly acquired skills as well as when they experience a challenge just beyond the level of their present mastery.
11. Children demonstrate different modes of knowing and learning and different ways of representing what they know.
12. Children develop and learn best in the context of a community where they are safe and valued, their physical needs are met, and they feel psychologically secure.

## Linkages

Core Knowledge Areas (CKA) and Competencies were developed as part of the growing professional development system in Nevada. Consideration was given to how these components support, enhance and otherwise affect other parts of the system. As noted below, there are several clear linkages that can be made at this point.

### The Connection to the Career Ladder

The CKA and Competency levels support the framework of the Nevada Early Care and Education Professional Career Ladder and provide the foundation for the professional development system. They provide a roadmap for individual professional growth that becomes increasingly more specialized as higher levels of formal education are achieved. Completion of formal education in ECE results in advancement along the Career Ladder.

### The Connection to Nevada’s Training Approval System

The CKA are an important part of Nevada’s training approval system and are reflected in all training that is approved by *The Nevada Registry*. Because approved training is categorized by CKA, caregivers

and trainers can search for training by CKA on the Registry’s website and use that information to distribute their learning and instruction across all eight areas. This helps create a balanced approach to participating in professional development opportunities as well as affords trainers the opportunity to identify gaps and offer training in areas where there is limited availability to better meet the needs of professionals in the field.

### The Connection to Nevada’s Pre-K Content Standards

Nevada’s Pre-K Content Standards are a joint effort supported by the Nevada Department of Education’s Office of Special Education, Elementary and Secondary Education, and School Improvement Programs, as well as the State of Nevada, Department of Health and Human Resources, Welfare Division, Office of Early Care and Education and it’s contractors. These agencies were challenged by the Federal *Good Start, Grow Smart* initiative to work together to develop standards to be used by all early childhood education programs in Nevada as a guide for child outcomes for preschool. The Pre-K Content Standards are guidelines for teachers to use when developing learning experiences for young children that are grounded in the following guiding principles:

- Children are active learners
- Development and learning are inter-related
- Growth and learning are sequential
- Each child is an individual learner
- Development and learning are embedded in culture
- Family involvement is necessary
- Children’s learning can be clarified, enriched, and extended

Knowledge of the Pre-K Standards is embedded within the Core Competencies. While the Pre-K standards act as a guide for **child outcomes**, the core competencies focus on the preferred **outcomes for the adults** who care for young children. It is believed that early childhood teachers who provide quality learning environments and experiences for young children will help those children meet the goals set forth in the Pre-K Standards.

## Using This Document

Because this document was designed to be a self-assessment tool, it can be used in a variety of ways. The competencies can be used to assess learning needs, develop education and training curriculum, and as a tool for supervision and mentoring support. For instance,

- **Professionals** may use the competencies as a self-assessment of their own skills and knowledge and plan for their own professional development across the eight CKA.
- **Administrators** may use the competencies to assess the learning needs of their staff, create professional development plans with individual staff members, develop job descriptions/qualifications and use in conjunction with the Career Ladder to establish salary scales based on levels of competency.
- **Trainers, instructors and higher education faculty** may assess current program content and develop courses that provide a range of opportunities to develop the core competencies.
- **State and local agencies** can create and implement policies that enhance and support professionalism.

includes the knowledge and skills of the previous level and is designed to demonstrate a continuum of growth that occurs over time through formal education, training and experience.

Check boxes are provided beside each competency so that this document can be utilized as a self-assessment, supervision, and professional development tool. Use the checklists to determine the areas in which you have beginning, intermediate or advanced skill as well as the areas where further growth is needed\*.

*\*The examples provided within the core competencies are not meant to be exclusive or complete, but are only some of the possibilities that might exist.*

## Document Layout

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To provide a basis for the use of this document, the definitions for each of Nevada's Core Knowledge Areas are listed on page 16. To help you navigate through the document, each CKA has been color-coded. Though the CKA are presented individually, all areas are equal in importance and are inter-related and interdependent.

The identified core competencies for each CKA begin on page 17 and are, again, color coded to match the broader CKA that they fall under. Each CKA has a number of defined categories with a set of related competencies ranging from knowledge that a beginning professional would typically have to the more advanced knowledge possessed by individuals with advanced degrees. Each level of competency

# Nevada Early Care and Education Professional Career Ladder

The Nevada Early Care and Education Professional Career Ladder helps professionals plan their training and education and identify their career development goals. The ladder is based on what national research shows about the importance of specialized training in ECE and the correlation between formal education and quality environments for children (Barnett, 2003). The field of ECE is a distinct area of specialization with a unique body of knowledge specific to the discipline. This is represented by seven levels on

the Career Ladder combining various types of formal (college) education, training and direct experience (up to 4000 hours). The entry levels of the Career Ladder are somewhat informal and become increasingly more formal with a greater emphasis on formal education and training in ECE as a person advances along the continuum. By following this path, an individual knows exactly what he/she needs to accomplish before advancing to the next level.

## Level 1

- 1.1 Meet Child Care Licensing requirements *and* a minimum of 1000 hours of direct experience
- 1.2 All of 1.1 plus a high school diploma/GED
- 1.3 All of 1.1, 1.2 *and* 1 ECE college credit *or* 15 hours approved training

## Level 2

- 2.1 Current CDA *or* 8 ECE college credits *and* 2000 hours direct experience, *or* high school diploma/GED, 120 hours of approved training, *and* 2000 hours direct experience
- 2.2 12 ECE college credits *and* 3000 hours direct

## Level 3

- 3.1 Apprenticeship Certificate *or* 20 ECE college credits *and* 4000 hours direct experience
- 3.2 1-year ECE certificate *or* 30 college credits with 24

## Level 4

- 4.1 Associate's degree in ECE *or* Associate's degree in another field with 30 or more ECE college credits
- 4.2 All of 4.1 *and* 4000 hours direct experience

## Level 5

- 5.1 Bachelor's degree in ECE *or* Bachelor's degree in another field with a state teaching license containing an ECE endorsement *or* a Bachelor's degree in another field with 30 or more ECE college credits
- 5.2 All of 5.1 *and* 4000 hours direct experience

## Level 6

- 6.1 Master's degree in ECE *or* Master's degree in another field with a state teaching license containing an ECE endorsement *or* a Master's degree in another field with 30 or more ECE college credits

## Level 7

- 7.1 Doctorate in ECE *or* Doctorate in another field with a state teaching license containing an ECE endorsement *or* Doctorate in another field with 30 or more ECE college credits
- 7.2 All of 7.1 *and* 4000 hours direct experience

## *Definitions of Core Knowledge Areas*

### Human Growth and Development

Understanding individual variations and potential special needs of developing children and the many factors that can influence their physical, cognitive, social and emotional growth is critical for Early Care and Education professionals. Knowing and applying commonly accepted research and human development theories regarding child growth and development, the implications of early brain development, understanding how young children learn, and how the adult's role in supporting each child's growth and development is imperative.

### Positive Interactions and Guidance

Early Care and Education professionals need to have realistic expectations regarding children's behavior and understand developmentally appropriate guidance techniques in accordance with children's ages and developmental levels. They investigate factors that may impact children's behavior and seek successful approaches to help children develop self-control, self-esteem, coping, self-comfort skills, and positive interactions with their peers and adults.

### Observation and Assessment

Well prepared Early Care and Education professionals understand the goals, benefits and uses of assessment in early childhood environments. Systematic observations, documentation, and other effective and appropriate assessment strategies in partnership with families and other professionals serving the same children positively impacts the development and learning of those children. Program improvements can be planned for and implemented by using early childhood environment and program administration scales.

### Environment and Curriculum

Early Care and Education professionals need to understand and utilize strategies that are characteristic of high quality early childhood environments such as: consistent schedules and routines, transition activities for moving from one activity or place to another, interesting materials and activities appropriate by age group, and how to arrange a classroom to enhance children's learning. They must know, understand and be familiar with a variety of developmentally appropriate curriculum models to prepare young children for school. They should also be able to integrate Nevada Content Standards into curriculum planning.

### Health, Safety and Nutrition

Young children's physical and emotional health and safety is vital for fostering competence in all developmental areas. Early Care and Education professionals must understand and be able to ensure children's safety, promote sound health practices, recognize and respond to child abuse and neglect, and provide nutritious meals and snacks. This includes knowledge of a broad array of prevention, preparedness, and implementation of health and safety practices.

### Family and Community Relationships

Knowledge and understanding of diverse family structures and influences enable Early Care and Education professionals to positively support and communicate with individual children and families. Building respectful, reciprocal relationships through a shared understanding with families and cultivating meaningful family and community involvement is critical. This includes implementing culturally sensitive practices, knowing about and connecting families to community resources, and keeping abreast of opportunities for appropriate, positive collaborations with other family and community services.

### Leadership and Professional Development

Early Care and Education professionals know and use ethical guidelines and other professional standards related to their practice. They are continuous, collaborative learners who demonstrate and share knowledge, who reflect on and have a critical perspective of their work, make informed decisions, and integrate knowledge from a variety of sources. They are role models and advocates for best educational practices and policies.

### Management and Administration

ECE professionals need to understand the importance of relationships and positive communication between colleagues, especially those working together to create a nurturing learning environment for children. Additionally, program managers must understand planning, organizing, and implementing best business practices. Developing a shared understanding with staff and families of regulations, applicable laws, policies, staff supervision and quality standards applicable to programs and how to meet regulations and standards is essential to quality environments for children. Management should also model for and support staff with regard to professional development plans, building healthy relationships with colleagues and families, providing developmentally appropriate practices, and connecting with and utilizing resources.

# Core Knowledge Area 1:

## Human Growth and Development

Understanding individual variations and potential special needs of developing children and the many factors that can influence their physical, cognitive, social and emotional growth is critical for Early Care and Education professionals. Knowing and applying commonly accepted research and human development theories regarding child growth and development, the implications of early brain development, understanding how young children learn, and how the adult’s role in supporting each child’s growth and development is imperative for Early Care and Education professionals.

Developmental Domains		
BEGINNING COMPETENCIES	INTERMEDIATE COMPETENCIES (all of the beginning competencies, <i>plus</i> )	ADVANCED COMPETENCIES (all of the beginning and intermediate competencies, <i>plus</i> )
<ul style="list-style-type: none"> <li><input type="checkbox"/> Defines terms describing developmental domains: cognitive, physical, language, social-emotional and creative development.</li> <li><input type="checkbox"/> Gives examples of each domain as demonstrated by children.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Articulates theories within the developmental domains.</li> <li><input type="checkbox"/> Articulates that the developmental domains are inter-related.</li> <li><input type="checkbox"/> Plans curriculum and experiences that address the needs of young children within the developmental domains.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Articulates, analyzes, evaluates and applies current theory and policies on child growth and development.</li> <li><input type="checkbox"/> Uses theories to explain how children learn and develop within the domains.</li> <li><input type="checkbox"/> Uses knowledge of developmental theories to meet children’s individual needs in the group setting.</li> <li><input type="checkbox"/> Models and shares information about developmental domains with staff and families.</li> </ul>
Developmental Stages and Milestones		
BEGINNING COMPETENCIES	INTERMEDIATE COMPETENCIES (all of the beginning competencies, <i>plus</i> )	ADVANCED COMPETENCIES (all of the beginning and intermediate competencies, <i>plus</i> )
<ul style="list-style-type: none"> <li><input type="checkbox"/> Articulates that development is continuous and generally sequential.</li> <li><input type="checkbox"/> Defines the terms developmental stages and milestones.</li> <li><input type="checkbox"/> Gives an example of developmental stages and milestones appropriate to the age group they work with.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Plans curriculum and experiences that address the needs of young children within the developmental domains.</li> <li><input type="checkbox"/> Articulates that patterns of development vary within developmental domains.</li> <li><input type="checkbox"/> Describes “typically developing” children.</li> <li><input type="checkbox"/> Recognizes and makes referrals for suspected developmental delays.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Uses individual patterns of development among children in care to guide planning.</li> <li><input type="checkbox"/> Sets goals for individual children using their developmental level.</li> <li><input type="checkbox"/> Provides information about the developmental stages and milestones within the developmental domains to staff and families.</li> </ul>

Human Growth and Development  
*continued on next page....*

*Core Knowledge Area 1: (cont'd)*

*Human Growth and Development*

Development Through Play

<b>BEGINNING COMPETENCIES</b>	<b>INTERMEDIATE COMPETENCIES</b> (all of the beginning competencies, <i>plus</i> )	<b>ADVANCED COMPETENCIES</b> (all of the beginning and intermediate competencies, <i>plus</i> )
<ul style="list-style-type: none"> <li><input type="checkbox"/> Articulates specific concepts children learn through play (e.g., play with puzzles helps children practice fine motor skills).</li> <li><input type="checkbox"/> Promotes learning by participating in child-initiated play.</li> <li><input type="checkbox"/> Utilizes learning centers (or interest areas) to encourage learning and development through play.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Designs, adapts, and utilizes learning centers to encourage learning and development through play.</li> <li><input type="checkbox"/> Provides a responsive environment where children initiate and extend their learning through play.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Develops strategies that support children's role in planning curriculum.</li> <li><input type="checkbox"/> Demonstrates through examples to staff and families that children learn and develop through play.</li> </ul>

Individual Needs and Differences

<b>BEGINNING COMPETENCIES</b>	<b>INTERMEDIATE COMPETENCIES</b> (all of the beginning competencies, <i>plus</i> )	<b>ADVANCED COMPETENCIES</b> (all of the beginning and intermediate competencies, <i>plus</i> )
<ul style="list-style-type: none"> <li><input type="checkbox"/> Interacts with children as individuals.</li> <li><input type="checkbox"/> Articulates developmental differences and unique characteristics of children.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Relates theories within developmental domains to individual children.</li> <li><input type="checkbox"/> Defines "individually appropriate" practice.</li> <li><input type="checkbox"/> Adapts the program to address each child's needs, temperament, interests and learning styles.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Articulates the ranges of development in young children.</li> <li><input type="checkbox"/> Integrates information on growth, development and learning patterns of individuals and groups and applies to practice.</li> <li><input type="checkbox"/> Establishes the program to address each child's needs, temperament, interests and learning styles.</li> </ul>

Children with Identified Special Needs

<b>BEGINNING COMPETENCIES</b>	<b>INTERMEDIATE COMPETENCIES</b> (all of the beginning competencies, <i>plus</i> )	<b>ADVANCED COMPETENCIES</b> (all of the beginning and intermediate competencies, <i>plus</i> )
<ul style="list-style-type: none"> <li><input type="checkbox"/> Is informed about and can name children with identified special needs.</li> <li><input type="checkbox"/> Consistently follows specific requirements for children in their care. For example, those with Individual Education Plans (IEP), Individual Family Service Plans (IFSP), medical or nutritional needs, etc.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Incorporates assistive technology for children with special needs.</li> <li><input type="checkbox"/> Participates in the planning team for children with special needs.</li> <li><input type="checkbox"/> Articulates the basic understanding of the special needs and disabilities laws and the rights of children and families.</li> <li><input type="checkbox"/> Articulates possible limitations and adaptations for children with special needs.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrates knowledge of inclusive philosophy and practices.</li> <li><input type="checkbox"/> Develops activities to meet individual requirements of children with special needs.</li> </ul>

*Core Knowledge Area 1:* (cont'd)

*Human Growth and Development*

Effects of Cultural Differences

<b>BEGINNING COMPETENCIES</b>	<b>INTERMEDIATE COMPETENCIES</b> (all of the beginning competencies, <i>plus</i> )	<b>ADVANCED COMPETENCIES</b> (all of the beginning and intermediate competencies, <i>plus</i> )
<ul style="list-style-type: none"> <li><input type="checkbox"/> Speaks positively about cultural differences as they arise in the classroom.</li> <li><input type="checkbox"/> Allows children to make non-stereotypical play choices (e.g., boys wearing dresses in dramatic play).</li> <li><input type="checkbox"/> Consistently follows established adaptations for children with cultural or religious needs (e.g., makes sure snack selections are Kosher).</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Provides materials and activities that affirm and respect cultural/ethnic/linguistic diversity.</li> <li><input type="checkbox"/> Models acceptance for cultural differences.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Communicates with parents and staff regarding non-stereotypical play choices.</li> <li><input type="checkbox"/> Communicates with parents and staff the variety of cultural values and traits represented within the program.</li> </ul>

# Core Knowledge Area 2:

## Positive Interactions and Guidance

Early Care and Education professionals need to have realistic expectations regarding children’s behavior and understand developmentally appropriate guidance techniques in accordance with children’s ages and developmental levels. They investigate factors that may impact children’s behavior and seek successful approaches to help children develop self-control, self-esteem, coping, self-comfort skills, and positive

### Relationships with Individual Children

BEGINNING COMPETENCIES	INTERMEDIATE COMPETENCIES (all of the beginning competencies, <i>plus</i> )	ADVANCED COMPETENCIES (all of the beginning and intermediate competencies, <i>plus</i> )
<ul style="list-style-type: none"> <li><input type="checkbox"/> Provides physical and emotional security to build trusting relationships by interacting positively with children.</li> <li><input type="checkbox"/> Interacts positively with children in ways that are responsive, consistent, encouraging and nurturing.                             <ul style="list-style-type: none"> <li>• Gives one-on-one attention</li> <li>• Talks about children’s interests</li> <li>• Respects each child’s uniqueness</li> <li>• Listens to children</li> <li>• Uses children’s names</li> <li>• Communicates at children’s eye level</li> <li>• Responds consistently</li> <li>• Smiles at children</li> <li>• Speaks at children’s level of understanding</li> </ul> </li> <li><input type="checkbox"/> Treats all children with fairness and consistency.</li> <li><input type="checkbox"/> Accepts physical, social, emotional, cultural, and developmental differences in children and families.</li> <li><input type="checkbox"/> Encourages children to express emotions positively.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Relates guidance practices to knowledge of children’s personalities and levels of development.</li> <li><input type="checkbox"/> Recognizes and responds to individual behavioral problems related to developmental or emotional stress.</li> <li><input type="checkbox"/> Moderates interactions with each child based on the child’s specific characteristics, strengths, interests and needs.</li> <li><input type="checkbox"/> Conveys acceptance of children’s diverse ethnic and cultural backgrounds, abilities or learning challenges.</li> <li><input type="checkbox"/> Provides, with intentionality, an environment and activities that teach tolerance and respect for individual differences.</li> <li><input type="checkbox"/> Solicits information from parents regarding effective strategies to support individual children.</li> <li><input type="checkbox"/> Uses strategies to assist children in learning to express emotions in positive ways, solve problems, and make decisions.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Articulates, analyzes, evaluates, and applies current theory and research on relationships and supportive interactions.</li> <li><input type="checkbox"/> Adapts interactions to include each child individually, accommodating for his/her temperament, personality, strengths, interests and development pattern.</li> <li><input type="checkbox"/> Uses child observation and assessment to individualize and improve interactions.</li> <li><input type="checkbox"/> Articulates the principles for intervention and conflict resolution in children’s play and learning.</li> <li><input type="checkbox"/> Develops and implements written policies for effective interactions.</li> </ul>

Positive Interactions and Guidance  
*continued on next page....*

State of Nevada: Race to the Top-Early Learning Challenge Appendix  
*Core Knowledge Area 2: (cont'd)*

*Positive Interactions and Guidance*

Developmentally Appropriate Guidance

BEGINNING COMPETENCIES	INTERMEDIATE COMPETENCIES (all of the beginning competencies, <i>plus</i> )	ADVANCED COMPETENCIES (all of the beginning and intermediate competencies, <i>plus</i> )
<ul style="list-style-type: none"> <li><input type="checkbox"/> Avoids actions that would cause physical or emotional harm.</li> <li><input type="checkbox"/> Participates in developmentally appropriate guidance approaches (e.g., choices, appropriate limits, redirection, ignoring, positive feedback and encouragement, and giving effective directions).</li> <li><input type="checkbox"/> Bases expectations for behavior on age and developmental level of children.</li> <li><input type="checkbox"/> Responds to children's behaviors in ways that encourage self-control.</li> <li><input type="checkbox"/> Demonstrates awareness that challenging behaviors have different causes.</li> <li><input type="checkbox"/> Seeks to find reasons for challenging behavior and responds with positive guidance techniques.</li> <li><input type="checkbox"/> Refers to problem behaviors or situations, rather than labeling the child.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Practices and models developmentally appropriate guidance approaches that promote positive behaviors, problem solving, and self-control.</li> <li><input type="checkbox"/> Models behavior expectations based on children's age and developmental level.</li> <li><input type="checkbox"/> Observes children and adapts guidance approaches to knowledge of individual children and levels of development.</li> <li><input type="checkbox"/> Communicates with families regarding areas of concern and develops cooperative strategies to manage behavior.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Articulates, evaluates, and applies current theory and research to create guidance strategies for individuals and groups of children.</li> <li><input type="checkbox"/> Uses observation and assessment to modify and adapt guidance strategies.</li> <li><input type="checkbox"/> Designs written policies for using effective positive child guidance.</li> <li><input type="checkbox"/> Collaborates with families to develop individually appropriate expectations for children's behavior.</li> <li><input type="checkbox"/> Develops individual guidance plans, accessing appropriate professionals as needed.</li> </ul>

Managing Groups and the Environment

BEGINNING COMPETENCIES	INTERMEDIATE COMPETENCIES (all of the beginning competencies, <i>plus</i> )	ADVANCED COMPETENCIES (all of the beginning and intermediate competencies, <i>plus</i> )
<ul style="list-style-type: none"> <li><input type="checkbox"/> Provides appropriate supervision and interventions to keep children safe.</li> <li><input type="checkbox"/> Establishes and communicates limits for acceptable behavior.</li> <li><input type="checkbox"/> Leads activities in a positive, relaxed, and pleasant atmosphere.</li> <li><input type="checkbox"/> Follows strategies that encourage positive behaviors and reduce challenging behaviors.               <ul style="list-style-type: none"> <li>• Provides consistent schedules and routines</li> <li>• Alerts children to and facilitates transitions from one activity to another</li> <li>• Provides interesting materials and activities</li> <li>• Articulates how physical</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Plans, implements and adapts a supportive learning environment that promotes positive interactions and behaviors and minimizes risk.</li> <li><input type="checkbox"/> Observes children and makes modifications and adaptations to support individual children and the group.</li> <li><input type="checkbox"/> Facilitates positive support of children and families through times of change and transition.</li> <li><input type="checkbox"/> Anticipates and diffuses disruptive behavior.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Articulates, analyzes, evaluates, and applies current theory and research on preventive environmental design strategies.</li> <li><input type="checkbox"/> Uses child observation and assessment to individualize and improve environmental management.</li> <li><input type="checkbox"/> Designs and implements policy and practice that support needs of children and families through environmental design.</li> <li><input type="checkbox"/> Plans for times of change and transition that support children and families.</li> </ul>

# Core Knowledge Area 3:

## Observation and Assessment

Well prepared Early Care and Education professionals understand the goals, benefits and uses of assessment in early childhood environments. Systematic observations, documentation, and other effective and appropriate assessment strategies in partnership with families and other professionals serving the same children positively impacts the development and learning of those children. Program improvements can be planned for and implemented by using early childhood environment and program administration scales.

### Observation and Assessment

BEGINNING COMPETENCIES	INTERMEDIATE COMPETENCIES (all of the beginning competencies, <i>plus</i> )	ADVANCED COMPETENCIES (all of the beginning and intermediate competencies, <i>plus</i> )
<ul style="list-style-type: none"> <li><input type="checkbox"/> Has basic understanding of child development.</li> <li><input type="checkbox"/> Acknowledges that children develop at their own rate.</li> <li><input type="checkbox"/> Demonstrates an understanding of the process of observation and assessment for children, personnel and programs which are being used by the program.</li> <li><input type="checkbox"/> Maintains daily records as needed (diaper changing, feeding schedules, accidents, etc.) and other documentation as required.</li> <li><input type="checkbox"/> Assists with the collection of objective and meaningful information about each child's development, recognizing that observation and assessment is an ongoing process.</li> <li><input type="checkbox"/> Seeks guidance and support from other professionals as needed in documentation of observation and assessment.</li> <li><input type="checkbox"/> Recognizes that findings in child observation and assessment assist in planning classroom curriculum.</li> <li><input type="checkbox"/> Maintains confidentiality between the program and the child's family regarding each child's observation and assessment.</li> <li><input type="checkbox"/> Recognizes that observation and assessment information should be shared with families in a sensitive and supportive manner.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Uses knowledge of child development to understand and interpret the abilities and behavior of the children.</li> <li><input type="checkbox"/> Appreciates and accommodates a range of developmental skills among children.</li> <li><input type="checkbox"/> Makes decisions about appropriate observation and assessment tools and gathers samples of children's work to gain a well-rounded picture of individual children.</li> <li><input type="checkbox"/> Selects and models appropriate use of a variety of observation and assessment methods and tools.</li> <li><input type="checkbox"/> Uses observation and assessment results to plan and carry out developmentally appropriate curriculum.</li> <li><input type="checkbox"/> Communicates observation and assessment results to families in a clear and supportive manner.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Has an in-depth understanding of child development and uses this understanding to assess individual children in the context of their age, gender, culture, and ability.</li> <li><input type="checkbox"/> Develops and implements individual plans based on observation and assessment.</li> <li><input type="checkbox"/> Establishes criteria, procedures, and documentation methods for observation and assessment.</li> <li><input type="checkbox"/> Interprets observation and assessment data and develops action plans based on findings.</li> <li><input type="checkbox"/> Provides guidance and mentoring to staff in understanding the methods and uses of observation and assessment.</li> <li><input type="checkbox"/> Reviews and interprets child observation and assessment data to ensure that children's developmental needs are met and to ensure informed practice.</li> <li><input type="checkbox"/> Based on observation and assessment results, communicates next step for individual children to families in a clear and supportive manner.</li> </ul>

*Core Knowledge Area 3:* (cont'd)

*Observation and Assessment*

Children with Special Needs

<b>BEGINNING COMPETENCIES</b>	<b>INTERMEDIATE COMPETENCIES</b> (all of the beginning competencies, <i>plus</i> )	<b>ADVANCED COMPETENCIES</b> (all of the beginning and intermediate competencies, <i>plus</i> )
<input type="checkbox"/> Understands that children with disabilities are required by law to have an individualized plan based on observation and assessment.	<input type="checkbox"/> Assists in developing and adhering to the Individual Education Plan (IEPs) or Individual Family Service Plan (IFSPs) of children with special needs or disabilities as necessary or applicable.	<input type="checkbox"/> Takes leadership role in teams that develop IEPs and IFSPs for children with disabilities.

# Core Knowledge Area 4:

## Environment and Curriculum

Early Care and Education professionals need to understand and utilize strategies that are characteristic of high quality early childhood environments such as: consistent schedules and routines, transition activities for moving from one activity or place to another, interesting materials and activities appropriate by age group, and how to arrange a classroom to enhance children’s learning. They must know, understand and be familiar with a variety of developmentally appropriate curriculum models to prepare young children for school. They should also be able to integrate Nevada Pre-Kindergarten Content Standards into curriculum planning.

Planning Framework		
BEGINNING COMPETENCIES	INTERMEDIATE COMPETENCIES (all of the beginning competencies, <i>plus</i> )	ADVANCED COMPETENCIES (all of the beginning and intermediate competencies, <i>plus</i> )
<ul style="list-style-type: none"> <li><input type="checkbox"/> Follows daily schedule.</li> <li><input type="checkbox"/> Gives children choices.</li> <li><input type="checkbox"/> Encourages children’s learning through play.</li> <li><input type="checkbox"/> Is familiar with and assists with implementing planned curriculum.</li> <li><input type="checkbox"/> Supports and encourages children’s participation in a variety of activities.</li> <li><input type="checkbox"/> Provides an interesting and secure environment that encourages play, exploration, and learning using space, relationships, materials and routines as resources.</li> <li><input type="checkbox"/> Is aware of the Nevada Pre-Kindergarten Content Standards.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Develops an appropriate schedule that includes a balance of active and quiet, child directed and teacher directed, individual and group, indoor and outdoor activities.</li> <li><input type="checkbox"/> Uses observations to provide appropriate choices and adapt environments for children.</li> <li><input type="checkbox"/> Ensures that the environment facilitates learning for all children in each developmental domain: cognitive, physical, language, creative and social-emotional.</li> <li><input type="checkbox"/> Uses various teaching approaches along a continuum from child-initiated exploration to adult-directed activities or modeling.</li> <li><input type="checkbox"/> Bases planned and spontaneous interactions with children on the child’s assessed interests and needs (intentional teaching).</li> <li><input type="checkbox"/> Uses appropriate materials, activities and strategies in an integrated curriculum that includes language and early literacy, math, science, social studies, health, safety, nutrition, art, music, drama, and movement.</li> <li><input type="checkbox"/> Plans and adapts curricula and environments, including the selection of materials, appropriate to the levels of all children.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Articulates, analyzes, evaluates, and applies current theory and research on learning environments and various teaching approaches.</li> <li><input type="checkbox"/> Plans, implements, and evaluates learning environments and curricula to maximize learning potential.</li> <li><input type="checkbox"/> Teaches others about developmentally appropriate curricula and learning environments.</li> <li><input type="checkbox"/> Advocates for appropriate curricula and learning environments.</li> <li><input type="checkbox"/> Articulates, analyzes, evaluates, and applies current research and effective practice on use of technology.</li> <li><input type="checkbox"/> Plans environment and adapts curriculum for children with special needs or learning styles.</li> <li><input type="checkbox"/> Develops strategies that support children’s role in planning curriculum.</li> <li><input type="checkbox"/> Designs curriculum and shares curriculum designs with others.</li> </ul>
<i>continued on next page...</i>	<i>continued on next page...</i>	<i>continued on next page...</i>

Environment and Curriculum  
*continued on next page...*

*Core Knowledge Area 4:* (cont'd)

*Environment and Curriculum*

Planning Framework (cont.)

BEGINNING COMPETENCIES	INTERMEDIATE COMPETENCIES (all of the beginning competencies, <i>plus</i> )	ADVANCED COMPETENCIES (all of the beginning and intermediate competencies, <i>plus</i> )
<p><i>continued from previous page...</i></p>	<p><i>continued from previous page...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Develops curriculum that promotes the goals of the Nevada Pre-Kindergarten Content Standards.                             <ul style="list-style-type: none"> <li>• Language and Early Literacy</li> <li>• Mathematics</li> <li>• Social Studies (including social-emotional)</li> <li>• Science</li> <li>• Creative Arts</li> <li>• Physical Development and Health</li> </ul> </li> </ul>	<p><i>continued from previous page...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Consults with parents and appropriate professionals to address developmental or environmental concerns.</li> <li><input type="checkbox"/> Assesses curriculum and individual progress of children based on Nevada Pre-Kindergarten Content Standards.</li> </ul>

Physical Development and Health

BEGINNING COMPETENCIES	INTERMEDIATE COMPETENCIES (all of the beginning competencies, <i>plus</i> )	ADVANCED COMPETENCIES (all of the beginning and intermediate competencies, <i>plus</i> )
<ul style="list-style-type: none"> <li><input type="checkbox"/> Interacts appropriately with children during physical activities both indoors and outdoors.</li> <li><input type="checkbox"/> Incorporates a variety of equipment, activities and opportunities to promote the physical development of all children.</li> <li><input type="checkbox"/> Carries out learning opportunities that promote healthy living habits and hygiene (e.g., hand-washing, tooth-brushing, healthy eating).</li> <li><input type="checkbox"/> Models healthy living habits.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Plans activities that integrate physical development with all other curriculum areas.</li> <li><input type="checkbox"/> Adapts activities for children with special needs.</li> <li><input type="checkbox"/> Supports and guides children as they engage in activities that refine their physical abilities.</li> <li><input type="checkbox"/> Plans and implements intentional experiences that promote healthy living habits.</li> <li><input type="checkbox"/> Uses on-going assessment of children to adapt activities to meet specific physical development and health needs/objectives of individual children.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Articulates, analyzes, evaluates and applies current theory and research on promoting physical development and positive health practices.</li> <li><input type="checkbox"/> Evaluates the appropriateness of physical development activities for individual children.</li> <li><input type="checkbox"/> Explains how physical development and other areas of development are related.</li> <li><input type="checkbox"/> Designs and fosters alternative approaches to learning for children with limited mobility or other physical disabilities.</li> <li><input type="checkbox"/> Works collaboratively with other agencies to research and communicate information about promoting physical development and health.</li> <li><input type="checkbox"/> Evaluates the effectiveness of physical development and health practices in curriculum and modifies as needed.</li> </ul>

Environment and Curriculum  
*continued on next page....*

*Core Knowledge Area 4:* (cont'd)

*Environment and Curriculum*

Science

<b>BEGINNING COMPETENCIES</b>	<b>INTERMEDIATE COMPETENCIES</b> (all of the beginning competencies, <i>plus</i> )	<b>ADVANCED COMPETENCIES</b> (all of the beginning and intermediate competencies, <i>plus</i> )
<ul style="list-style-type: none"> <li><input type="checkbox"/> Engages children in activities that support scientific thinking and inquiry (e.g., collecting, comparing, investigating, problem-solving, predicting, observing, exploring, and reporting).</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Plans age appropriate science exploration in response to children’s emerging interests.</li> <li><input type="checkbox"/> Encourages children to observe and describe what they experience using all their senses.</li> <li><input type="checkbox"/> Revisits science activities with children so they can reflect and build on previous learning to develop and refine thinking skills.</li> <li><input type="checkbox"/> Uses on-going assessment of children to adapt activities to support scientific thinking.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Articulates, analyzes, evaluates and applies current theory and research on promoting scientific knowledge and inquiry.</li> <li><input type="checkbox"/> Evaluates the effectiveness of the science curriculum and modifies as needed.</li> </ul>

Math

<b>BEGINNING COMPETENCIES</b>	<b>INTERMEDIATE COMPETENCIES</b> (all of the beginning competencies, <i>plus</i> )	<b>ADVANCED COMPETENCIES</b> (all of the beginning and intermediate competencies, <i>plus</i> )
<ul style="list-style-type: none"> <li><input type="checkbox"/> Familiarizes children with mathematical language in daily experiences (e.g., bigger than, more than, as many as, etc.).</li> <li><input type="checkbox"/> Engages children in activities that support mathematical thinking (e.g., counting, sorting, measuring, matching, comparing, charting, and moving in space, etc.).</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Plans and implements age appropriate learning opportunities to support mathematical development.</li> <li><input type="checkbox"/> Revisits mathematical activities with children so they can reflect and build on previous learning to develop and refine thinking skills.</li> <li><input type="checkbox"/> Provides appropriate materials so children can explore properties related to mathematical concepts.</li> <li><input type="checkbox"/> Uses on-going assessment of children to adapt activities to support mathematical thinking.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Articulates, analyzes, evaluates and applies current theory and research on promoting mathematical thinking.</li> <li><input type="checkbox"/> Evaluates the effectiveness of mathematics curriculum and modifies as needed.</li> </ul>

Environment and Curriculum  
*continued on next page...*

State of Nevada: Race to the Top-Early Learning Challenge Appendix  
*Core Knowledge Area 4:* (cont'd)

*Environment and Curriculum*

Social-Emotional Development

<b>BEGINNING COMPETENCIES</b>	<b>INTERMEDIATE COMPETENCIES</b> (all of the beginning competencies, <i>plus</i> )	<b>ADVANCED COMPETENCIES</b> (all of the beginning and intermediate competencies, <i>plus</i> )
<ul style="list-style-type: none"> <li><input type="checkbox"/> Engages in everyday conversations with children to promote their positive self-concept.</li> <li><input type="checkbox"/> Models and supports children in learning self-help skills (e.g., putting blocks away, pouring juice, using soap when washing hands, etc.).</li> <li><input type="checkbox"/> Models recognition and expression of feelings.</li> <li><input type="checkbox"/> Recognizes and responds to children as individuals with their own strengths and needs.</li> <li><input type="checkbox"/> Encourages children to interact positively with one another.</li> <li><input type="checkbox"/> Helps children problem-solve in daily classroom interactions.</li> <li><input type="checkbox"/> Recognizes differences and treats everyone respectfully.</li> <li><input type="checkbox"/> Supports children's participation in group activities.</li> <li><input type="checkbox"/> Assists children in separating from family and integrating into the classroom.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Plans and implements strategies that support the development of a positive self-concept.</li> <li><input type="checkbox"/> Plans and provides opportunities for children to communicate, form friendships, and to interact with each other respectfully.</li> <li><input type="checkbox"/> Guides children in resolving conflicts through negotiations and communication.</li> <li><input type="checkbox"/> Embeds developmental guidance into the curriculum.</li> <li><input type="checkbox"/> Designs and implements a child-centered environment that encourages autonomy, responsibility, and positive social skills through spontaneous and planned activities.</li> <li><input type="checkbox"/> Plans and provides opportunities for children to identify their roles as members of a family, a group and a community.</li> <li><input type="checkbox"/> Incorporates social studies into curriculum in accordance with Nevada Pre-Kindergarten Content Standards.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Articulates, analyzes, evaluates and applies theory and current research to create a community in the classroom that fosters social and emotional development and social studies in the curriculum.</li> <li><input type="checkbox"/> Communicates to others the process for developing curricula that promotes social development.</li> </ul>

Language and Early Literacy

<b>BEGINNING COMPETENCIES</b>	<b>INTERMEDIATE COMPETENCIES</b> (all of the beginning competencies, <i>plus</i> )	<b>ADVANCED COMPETENCIES</b> (all of the beginning and intermediate competencies, <i>plus</i> )
<ul style="list-style-type: none"> <li><input type="checkbox"/> Talks with and listens to children to stimulate conversation.</li> <li><input type="checkbox"/> Offers formal and informal book reading experiences that encourage children to listen and talk.</li> <li><input type="checkbox"/> Provides opportunities for children to see writing and to use beginning writing skills.</li> </ul> <p style="text-align: center;"><i>continued on next page...</i></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Plans and provides experiences to stimulate emerging verbal and written communication skills.</li> <li><input type="checkbox"/> Plans and implements book reading experiences to support learning goals for children.</li> <li><input type="checkbox"/> Uses concrete experiences and play to enhance and extend young children's language development and early literacy.</li> </ul> <p style="text-align: center;"><i>continued on next page...</i></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Articulates, analyzes, evaluates and applies current theory and research on promoting language and literacy development.</li> <li><input type="checkbox"/> Evaluates the effectiveness of language and literacy curriculum and modifies as needed.</li> <li><input type="checkbox"/> Develops strategies to support second language learners.</li> </ul> <p style="text-align: center;"><i>continued on next page...</i></p>

*Core Knowledge Area 4:* (cont'd)

*Environment and Curriculum*

Language and Early Literacy (cont.)

<b>BEGINNING COMPETENCIES</b>	<b>INTERMEDIATE COMPETENCIES</b> (all of the beginning competencies, <i>plus</i> )	<b>ADVANCED COMPETENCIES</b> (all of the beginning and intermediate competencies, <i>plus</i> )
<p><i>continued from previous page...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Encourages children to ask questions and actively listens to their answers.</li> <li><input type="checkbox"/> Uses age appropriate techniques to support language and literacy development.                             <ul style="list-style-type: none"> <li>• Reading</li> <li>• Singing</li> <li>• Talking</li> <li>• Labeling</li> <li>• Music and Movement</li> <li>• Sign Language</li> <li>• Word and Picture Recognition</li> <li>• Rhythm and Rhyme</li> <li>• Recognizing Common Words and Signs in the Environment</li> </ul> </li> </ul>	<p><i>continued from previous page...</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Immerses children in a print rich environment.</li> <li><input type="checkbox"/> Uses on-going assessment of children to adapt and modify activities to meet needs of individual children.</li> <li><input type="checkbox"/> Implements activities designed to support second language learners.</li> </ul>	<p><i>continued from previous page...</i></p>

Creative Development

<b>BEGINNING COMPETENCIES</b>	<b>INTERMEDIATE COMPETENCIES</b> (all of the beginning competencies, <i>plus</i> )	<b>ADVANCED COMPETENCIES</b> (all of the beginning and intermediate competencies, <i>plus</i> )
<ul style="list-style-type: none"> <li><input type="checkbox"/> Encourages individuality which includes unique individual expression.</li> <li><input type="checkbox"/> Provides children with opportunities to be creative, without a pre-determined outcome, emphasizing the process rather than the product.</li> <li><input type="checkbox"/> Accepts cultural differences that may affect children's ways of expressing themselves creatively.</li> <li><input type="checkbox"/> Models and encourages creativity through language, music, dramatic play and art.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Fosters imagination and creativity as the foundation for new ideas.</li> <li><input type="checkbox"/> Elicits the creative spirit of each child by offering opportunities for expression through artistic representation.</li> <li><input type="checkbox"/> Encourages and integrates creative expression throughout the curriculum.</li> <li><input type="checkbox"/> Uses on-going assessment of children to adapt and modify interactions to support creativity of individual children.</li> <li><input type="checkbox"/> Ensures that children are exposed to a variety of creative expression.                             <ul style="list-style-type: none"> <li>• Music</li> <li>• Movement</li> <li>• Dramatic Play</li> <li>• Visual Arts</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Explains, using specific examples, how children represent their thoughts, feelings and ideas through creative outlets.</li> <li><input type="checkbox"/> Articulates, analyzes, evaluates and applies current theory and research on promoting creative experiences.</li> </ul>

## Health, Nutrition and Safety

Young children’s physical and emotional health and safety is vital for fostering competence in all developmental areas. Early Care and Education professionals must understand and be able to ensure children’s safety, promote sound health practices, recognize and respond to child abuse and neglect, and provide nutritious meals and snacks. This includes knowledge of a broad array of prevention, preparedness, and implementation of health and safety practices.

### Knowledge of Regulations

<b>BEGINNING COMPETENCIES</b>	<b>INTERMEDIATE COMPETENCIES</b> (all of the beginning competencies, <i>plus</i> )	<b>ADVANCED COMPETENCIES</b> (all of the beginning and intermediate competencies, <i>plus</i> )
<ul style="list-style-type: none"> <li><input type="checkbox"/> Follows regulations regarding health and safety.                             <ul style="list-style-type: none"> <li>• Administration of medication</li> <li>• CPR and First Aid training</li> <li>• Fire and disaster drills</li> <li>• Abuse and neglect</li> <li>• Communicable disease</li> </ul> </li> <li><input type="checkbox"/> Releases children only to authorized persons.</li> <li><input type="checkbox"/> Recognizes signs and symptoms of child abuse and neglect.</li> <li><input type="checkbox"/> Knows and follows mandated child abuse and neglect reporting laws.</li> <li><input type="checkbox"/> Maintains the confidentiality of health, nutrition and child abuse/ neglect information.</li> <li><input type="checkbox"/> Demonstrates awareness of quality standards for Early Care and Education programs.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Practices procedures for fires and other emergencies, including safety procedures for children with disabilities.</li> <li><input type="checkbox"/> Monitors compliance with regulatory requirements.</li> <li><input type="checkbox"/> Understands the purpose of regulations.</li> <li><input type="checkbox"/> Describes the functions of regulatory agencies.</li> <li><input type="checkbox"/> Identifies strategies for working cooperatively with regulatory agencies.</li> <li><input type="checkbox"/> Implements quality standards for early care and education programs.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Ensures that the program promotes the optimal growth and development of every child.</li> <li><input type="checkbox"/> Articulates, adheres to and stays current with laws pertaining to children and families.</li> <li><input type="checkbox"/> Uses Code of Ethics to ensure compliance with regulations.</li> <li><input type="checkbox"/> Articulates the rationale for regulations, policies and standards.</li> </ul>

### Health

<b>BEGINNING COMPETENCIES</b>	<b>INTERMEDIATE COMPETENCIES</b> (all of the beginning competencies, <i>plus</i> )	<b>ADVANCED COMPETENCIES</b> (all of the beginning and intermediate competencies, <i>plus</i> )
<ul style="list-style-type: none"> <li><input type="checkbox"/> Maintains a sanitary environment by following appropriate policies and procedures.</li> <li><input type="checkbox"/> Models and promotes good health practices (e.g., washing hands, brushing teeth, covering mouth and nose when coughing, sneezing, etc.).</li> <li><input type="checkbox"/> Practices safe and sanitary diapering procedures.</li> <li><input type="checkbox"/> Recognizes signs and symptoms of common childhood diseases and reports to supervisor.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Promotes good health by maintaining an environment that contributes to the prevention of illness.</li> <li><input type="checkbox"/> Provides intentional opportunities for children to learn the basics of good health practices through active learning.</li> <li><input type="checkbox"/> Responds appropriately to children’s illnesses (e.g., determine when the exclusion policy applies, contact parents, etc.).</li> <li><input type="checkbox"/> Administers medicine and approved medical treatments following required guidelines.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Designs, assesses and applies current research based on commonly recognized standards and community policies for health and safety.</li> <li><input type="checkbox"/> Monitors and ensures that children have many opportunities to learn the basics of good health through active learning.</li> <li><input type="checkbox"/> Develops program policies and exclusion criteria based on current regulations and program and community policies.</li> <li><input type="checkbox"/> Uses Code of Ethics to ensure a healthy environment for all children.</li> </ul>

*Core Knowledge Area 5:* (cont'd)

*Health, Nutrition and Safety*

Environmental Safety

<b>BEGINNING COMPETENCIES</b>	<b>INTERMEDIATE COMPETENCIES</b> (all of the beginning competencies, <i>plus</i> )	<b>ADVANCED COMPETENCIES</b> (all of the beginning and intermediate competencies, <i>plus</i> )
<ul style="list-style-type: none"> <li><input type="checkbox"/> Actively supervises and interacts with children to ensure safety both indoors and outdoors, and in all other places where children are in care (e.g., field trips, transportation, etc.).</li> <li><input type="checkbox"/> Consistently implements safety rules.</li> <li><input type="checkbox"/> Assists in ensuring that all materials and equipment provided for use by children are safe.</li> <li><input type="checkbox"/> Follows current emergency procedures and safety practices.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Teaches simple safety precautions and rules to children and implements them consistently.</li> <li><input type="checkbox"/> Maintains a safe environment, including equipment and toys to prevent and reduce injuries.</li> <li><input type="checkbox"/> Ensures that current emergency procedures and safety practices are followed.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Designs, assesses and maintains safety in all places where children are in care (e.g. field trips, transportation, playgrounds, etc.).</li> <li><input type="checkbox"/> Designs and documents emergency procedures and safety practices.</li> <li><input type="checkbox"/> Uses Code of Ethics to ensure a safe environment for all children.</li> <li><input type="checkbox"/> Assesses outdoor and indoor equipment and seeks outside consultation when appropriate.</li> </ul>

Nutrition

<b>BEGINNING COMPETENCIES</b>	<b>INTERMEDIATE COMPETENCIES</b> (all of the beginning competencies, <i>plus</i> )	<b>ADVANCED COMPETENCIES</b> (all of the beginning and intermediate competencies, <i>plus</i> )
<ul style="list-style-type: none"> <li><input type="checkbox"/> Maintains sanitary environments for eating.</li> <li><input type="checkbox"/> Practices safe food handling and hand washing procedures.</li> <li><input type="checkbox"/> Recognizes health hazards in meals (choking, allergies, etc.) based on ages and stages of children and takes steps to prevent them.</li> <li><input type="checkbox"/> Models healthy and appropriate eating habits.</li> <li><input type="checkbox"/> Is familiar with current policies and procedures related to food and nutrition.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Provides appropriate meals and snacks in a pleasant environment based on developmentally appropriate guidelines.</li> <li><input type="checkbox"/> Provides for the nutritional needs as specified under USDA Child and Adult Care Food Program (CACFP).</li> <li><input type="checkbox"/> Knows individual children's allergies and monitors compliance with requirements indicated by parents or a medical professional.</li> <li><input type="checkbox"/> Is sensitive to cultural and other family variations in regard to food.</li> <li><input type="checkbox"/> Implements current policies and procedures related to food and nutrition.</li> <li><input type="checkbox"/> Plans and guides age appropriate food preparation and cooking experiences with children.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Provides nutritional information to parents in accordance with the USDA/CACFP to assist families in making appropriate nutritional choices for their children.</li> <li><input type="checkbox"/> Develops and ensures that current policies and procedures related to food and nutrition are followed.</li> <li><input type="checkbox"/> Develops and ensures that policies regarding allergies and family food preferences are followed.</li> </ul>

# Core Knowledge Area 6:

## Family and Community Relationships

Knowledge and understanding of diverse family structures and influences enable Early Care and Education professionals to positively support and communicate with individual children and families. Building respectful, reciprocal relationships through a shared understanding with families and cultivating meaningful family and community involvement is critical. This includes implementing culturally sensitive practices, knowing about and connecting families to community resources, and keeping abreast of opportunities for appropriate, positive collaborations with other family and community services.

### Respect for Families

BEGINNING COMPETENCIES	INTERMEDIATE COMPETENCIES (all of the beginning competencies, <i>plus</i> )	ADVANCED COMPETENCIES (all of the beginning and intermediate competencies, <i>plus</i> )
<ul style="list-style-type: none"> <li><input type="checkbox"/> Positively communicates child's accomplishments and developing skills.</li> <li><input type="checkbox"/> Asks the parents for information and observations about the child and his/her interests.</li> <li><input type="checkbox"/> Maintains confidentiality when talking with staff and other families both inside and outside of school.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Listens to families' expectations for the child.</li> <li><input type="checkbox"/> Invites family members to play an active role in their child's education.</li> <li><input type="checkbox"/> Articulates that families' attitudes influence children's ability and interest in learning.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Establishes and implements policies and practices that engage families in meaningful decision-making opportunities for their child and the program.</li> <li><input type="checkbox"/> Develops and implements policies and practices for confidentiality of individual children and families by staff and volunteers.</li> </ul>

### Child and Family Relationships

BEGINNING COMPETENCIES	INTERMEDIATE COMPETENCIES (all of the beginning competencies, <i>plus</i> )	ADVANCED COMPETENCIES (all of the beginning and intermediate competencies, <i>plus</i> )
<ul style="list-style-type: none"> <li><input type="checkbox"/> Encourages children to share family experiences and pastimes.</li> <li><input type="checkbox"/> Communicates with children about their family and family experiences in a respectful and sensitive manner.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Plans activities that enable children to talk about their families.</li> <li><input type="checkbox"/> Articulates that outside factors, including family situations, may affect children's behaviors.</li> <li><input type="checkbox"/> Collaborates with parents to respond to behaviors influenced by family situation.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Establishes policies and practices that ensure respect and acceptance of all families.</li> <li><input type="checkbox"/> Articulates, analyzes, evaluates and applies current theory and research on family systems and the effects of stress on families.</li> </ul>

### Community Resources to Support Families

BEGINNING COMPETENCIES	INTERMEDIATE COMPETENCIES (all of the beginning competencies, <i>plus</i> )	ADVANCED COMPETENCIES (all of the beginning and intermediate competencies, <i>plus</i> )
<ul style="list-style-type: none"> <li><input type="checkbox"/> Defines the term 'community resource.'</li> <li><input type="checkbox"/> Knows location of flyers, brochures and information about community resources that are available on site.</li> <li><input type="checkbox"/> Identifies activities in the community which benefit the child and family.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Provides families with community resource information through brochures and flyers.</li> <li><input type="checkbox"/> Communicates with families about the importance and availability of community resources.</li> <li><input type="checkbox"/> Uses the community as a resource for children's learning (e.g., field trips, visitors, etc.).</li> <li><input type="checkbox"/> Listens and talks to children about their family's interactions and participation within the community.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Develops a community resource file which is available to staff and families.</li> <li><input type="checkbox"/> Offers information and referrals to community resources based on family needs and interests.</li> <li><input type="checkbox"/> Supports, encourages and provides information for family participation in community events and attractions.</li> </ul>

*Core Knowledge Area 6:* (cont'd)

*Family and Community Relationships*

Parent Involvement

BEGINNING COMPETENCIES	INTERMEDIATE COMPETENCIES (all of the beginning competencies, <i>plus</i> )	ADVANCED COMPETENCIES (all of the beginning and intermediate competencies, <i>plus</i> )
<ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrates welcoming attitude toward parents/families in the classroom.</li> <li><input type="checkbox"/> Follows established procedures for encouraging and requesting parent involvement in the classroom (e.g., share date, time and place for upcoming events).</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Provides specific suggestions and requests for parent involvement in the classroom.</li> <li><input type="checkbox"/> Provides flexibility for parents to participate according to their own schedule.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Develops and implements policies and practices which engage families in planning curriculum, evaluating program, and planning transitions.</li> <li><input type="checkbox"/> Assesses, plans and provides diverse opportunities for family support and participation.</li> </ul>

Positive Communication

BEGINNING COMPETENCIES	INTERMEDIATE COMPETENCIES (all of the beginning competencies, <i>plus</i> )	ADVANCED COMPETENCIES (all of the beginning and intermediate competencies, <i>plus</i> )
<ul style="list-style-type: none"> <li><input type="checkbox"/> Effectively communicates with parents about child's daily needs and activities.</li> <li><input type="checkbox"/> Follows facility's established guidelines for communication mechanisms.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Builds partnerships with families through frequent, effective communication about their child's experiences and development.</li> <li><input type="checkbox"/> Collaborates with families to resolve problems and issues.</li> <li><input type="checkbox"/> Plans and conducts family conferences.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Articulates, analyzes, evaluates and applies current theory and research on relationships with families.</li> <li><input type="checkbox"/> Develops and implements policies and practices which facilitate respectful and reciprocal relationships with families.</li> </ul>

Respect for Diversity

BEGINNING COMPETENCIES	INTERMEDIATE COMPETENCIES (all of the beginning competencies, <i>plus</i> )	ADVANCED COMPETENCIES (all of the beginning and intermediate competencies, <i>plus</i> )
<ul style="list-style-type: none"> <li><input type="checkbox"/> Recognizes that diversity exists in language, culture, socioeconomic level, special needs, faith traditions, family structure and individual differences.</li> <li><input type="checkbox"/> Demonstrates respect when exposed to diversity.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Designs and implements an environment and curriculum that reflect sensitivity and respect of diversity.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Articulates, analyzes, evaluates and applies current theory and research on issues related to diversity.</li> <li><input type="checkbox"/> Develops and implements policies and practices which ensure respect and acceptance of diverse families and situations.</li> </ul>

Collaboration

BEGINNING COMPETENCIES	INTERMEDIATE COMPETENCIES (all of the beginning competencies, <i>plus</i> )	ADVANCED COMPETENCIES (all of the beginning and intermediate competencies, <i>plus</i> )
<ul style="list-style-type: none"> <li><input type="checkbox"/> Articulates the importance of working cooperatively.</li> <li><input type="checkbox"/> Demonstrates courtesy and a helpful attitude when working with volunteers and community representatives.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Develops a positive relationship with volunteers and community representatives.</li> <li><input type="checkbox"/> Supports the involvement of volunteers and community representatives in the classroom routine.</li> <li><input type="checkbox"/> Positively directs volunteers in the classroom.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Builds partnerships with community agencies and representatives.</li> <li><input type="checkbox"/> Advocates for needed services and resources for families.</li> </ul>

# Core Knowledge Area 7:

## Leadership and Professional Development

Early Care and Education professionals know and use ethical guidelines and other professional standards related to their practice. They are continuous, collaborative learners who demonstrate and share knowledge, who reflect on and have a critical perspective of their work, make informed decisions, and integrate knowledge from a variety of sources. They are role models and advocates for best educational practices and policies.

### Ethical Standards and Professional Guidelines

BEGINNING COMPETENCIES	INTERMEDIATE COMPETENCIES (all of the beginning competencies, <i>plus</i> )	ADVANCED COMPETENCIES (all of the beginning and intermediate competencies, <i>plus</i> )
<ul style="list-style-type: none"> <li><input type="checkbox"/> Conducts self in a professional manner.                             <ul style="list-style-type: none"> <li>• Enjoys working with children and models a positive attitude.</li> <li>• Exhibits good hygiene and personal appearance.</li> <li>• Demonstrates good work habits.</li> <li>• Is aware of and complies with regulations and licensing standards.</li> <li>• Performs well as a team member.</li> </ul> </li> <li><input type="checkbox"/> Maintains confidentiality and impartiality.</li> <li><input type="checkbox"/> Is aware of the difference between a professional Code of Ethics and personal values.</li> <li><input type="checkbox"/> Is aware of the NAEYC Code of Ethical Conduct for Early Care and Education.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Practices and promotes the ethical responsibilities in the applicable code of ethical conduct (NAEYC, NASW, CEC, etc.).</li> <li><input type="checkbox"/> Discusses applicable sections of the code with colleagues in relation to workplace issues.</li> <li><input type="checkbox"/> Behaves ethically and recognizes potentially unethical practices.</li> <li><input type="checkbox"/> Identifies ethical dilemmas.</li> <li><input type="checkbox"/> Articulates the rationale for a Code of Ethics.</li> <li><input type="checkbox"/> Articulates the difference between a Code of Ethics and personal values.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Analyzes ethical dilemmas and determines appropriate course of action.</li> <li><input type="checkbox"/> Integrates the ethical code into practice, policies and instruction.</li> </ul>

### Reflective Practice

BEGINNING COMPETENCIES	INTERMEDIATE COMPETENCIES (all of the beginning competencies, <i>plus</i> )	ADVANCED COMPETENCIES (all of the beginning and intermediate competencies, <i>plus</i> )
<ul style="list-style-type: none"> <li><input type="checkbox"/> Seeks input from supervisors and colleagues about own practice.</li> <li><input type="checkbox"/> Discusses experiences and practices with colleagues identifying areas of strength and weakness.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Uses reflections to modify and improve work with young children, families and colleagues.</li> <li><input type="checkbox"/> Develops personal goals based on reflections of current practice.</li> <li><input type="checkbox"/> Participates in evaluation of program related to quality standards (e.g., program accreditation).</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Examines own work, sources of professional knowledge, and the Early Care and Education field.</li> <li><input type="checkbox"/> Encourages the expression of multiple perspectives.</li> <li><input type="checkbox"/> Supports and teaches reflective approaches to current practices.</li> <li><input type="checkbox"/> Investigates and works toward professional certification and program accreditation.</li> </ul>

Leadership and Professional Development  
*continued on next page...*

*Core Knowledge Area 7: (cont'd)*

*Leadership and Professional Development*

Continuous Collaborative Learning

<b>BEGINNING COMPETENCIES</b>	<b>INTERMEDIATE COMPETENCIES</b> (all of the beginning competencies, <i>plus</i> )	<b>ADVANCED COMPETENCIES</b> (all of the beginning and intermediate competencies, <i>plus</i> )
<ul style="list-style-type: none"> <li><input type="checkbox"/> Joins <i>The Nevada Registry</i>.</li> <li><input type="checkbox"/> Demonstrates awareness of professional resources (e.g., community agencies, NAEYC state and local affiliates, professional journals, higher education institutions, Nevada Registry, State Office of Early Care and Education, etc.).</li> <li><input type="checkbox"/> Knows initial and ongoing requirements for professional development.</li> <li><input type="checkbox"/> Participates in opportunities for professional growth and development (e.g., T.E.A.C.H., <i>The Nevada Registry</i>, etc.).</li> <li><input type="checkbox"/> Participates in the statewide Early Care and Education professional development system.</li> <li><input type="checkbox"/> Shows familiarity with current research-based practices in Early Care and Education.</li> <li><input type="checkbox"/> Knows about professional Early Care and Education professional organizations.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Uses professional resources including formal higher education to improve practices.</li> <li><input type="checkbox"/> Uses resources available through participation in professional organizations.</li> <li><input type="checkbox"/> Develops and implements a personal professional development plan.</li> <li><input type="checkbox"/> Explores current trends and research-based practices in Early Care and Education.</li> <li><input type="checkbox"/> Is a member of an Early Care and Education professional organization.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Evaluates and applies current research and trends presented in professional resources.</li> <li><input type="checkbox"/> Participates in professional organizations or groups in a leadership capacity.</li> <li><input type="checkbox"/> Supports and facilitates professional development and formal education opportunities for others.                         <ul style="list-style-type: none"> <li>• Supports pursuit of formal education.</li> <li>• Provides release time or flexible schedules to support providers in pursuing education.</li> <li>• Shares knowledge with others (e.g., presenting at conferences, teaching, etc.).</li> </ul> </li> <li><input type="checkbox"/> Mentors others in professional growth.</li> </ul>

Advocacy

<b>BEGINNING COMPETENCIES</b>	<b>INTERMEDIATE COMPETENCIES</b> (all of the beginning competencies, <i>plus</i> )	<b>ADVANCED COMPETENCIES</b> (all of the beginning and intermediate competencies, <i>plus</i> )
<ul style="list-style-type: none"> <li><input type="checkbox"/> Articulates that quality Early Care and Education experiences are important.</li> <li><input type="checkbox"/> Recognizes how caring for and educating young children differs from care and education of older children.</li> <li><input type="checkbox"/> Recognizes Early Care and Education as a profession.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Understands that national, state and local legislation and public policy affects children, families, programs and the Early Care and Education profession.</li> <li><input type="checkbox"/> Discusses the significance of the early years and the value of Early Care and Education programs to families in the community.</li> <li><input type="checkbox"/> Promotes culturally sensitive practices for children and families.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Informs others about current research, trends, and most effective practice.</li> <li><input type="checkbox"/> Actively participates in promoting appropriate services and legislation for young children and families.</li> <li><input type="checkbox"/> Advocates for recognition of Early Care and Education as a profession.</li> <li><input type="checkbox"/> Understands how public policies are developed and uses strategies to influence public policy.</li> </ul>

*Core Knowledge Area 7: (cont'd)*

*Leadership and Professional Development*

Collaborative Partnerships

<b>BEGINNING COMPETENCIES</b>	<b>INTERMEDIATE COMPETENCIES</b> (all of the beginning competencies, <i>plus</i> )	<b>ADVANCED COMPETENCIES</b> (all of the beginning and intermediate competencies, <i>plus</i> )
<ul style="list-style-type: none"> <li><input type="checkbox"/> Identifies various services available to children birth through eight years of age.</li> <li><input type="checkbox"/> Describes the importance of collaboration in Early Care and Education settings.</li> <li><input type="checkbox"/> Cooperates with a variety of agencies and professionals who provide programs and services for young children and families in early childhood settings.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Communicates the value of collaborative relationships to others.</li> <li><input type="checkbox"/> Links with community agencies to develop collaborative relationships.</li> <li><input type="checkbox"/> Participates on collaborative teams.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Develops and implements policies designed to facilitate collaborative relationships.</li> <li><input type="checkbox"/> Fosters effective relationships within collaborative teams.</li> <li><input type="checkbox"/> Practices strategies for advocacy and collaboration on a current issue.</li> <li><input type="checkbox"/> Facilitates collaborative teams.</li> </ul>

# Core Knowledge Area 8:

## Management and Administration

Early Care and Education professionals need to understand the importance of relationships and positive communication between colleagues, especially those working together to create a nurturing learning environment for children. Additionally, program managers must understand planning, organizing, and implementing best business practices. Developing a shared understanding with staff and families of regulations, applicable laws, policies, staff supervision and quality standards applicable to programs and how to meet regulations and standards is essential to quality environments for children. Management should also model for and support staff with regard to professional development plans, building healthy relationships with colleagues and families, providing developmentally appropriate practices, and connecting with and utilizing resources.

### Program Planning

BEGINNING COMPETENCIES	INTERMEDIATE COMPETENCIES (all of the beginning competencies, <i>plus</i> )	ADVANCED COMPETENCIES (all of the beginning and intermediate competencies, <i>plus</i> )
<ul style="list-style-type: none"> <li><input type="checkbox"/> Follows staffing and facility schedules.</li> <li><input type="checkbox"/> Completes and maintains designated records.</li> <li><input type="checkbox"/> Communicates essential information to co-workers, families and others to maintain continuity of care in accordance with program policies.</li> <li><input type="checkbox"/> Behaves as a responsible staff member and participates in the program team.</li> <li><input type="checkbox"/> Complies with program policies and licensing.</li> <li><input type="checkbox"/> Supports the program mission statement.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Assures appropriate documentation is maintained to meet federal, state, and local legislation, regulation and professional standards.</li> <li><input type="checkbox"/> Verbalizes the relationship between the program's philosophy and daily practice.</li> <li><input type="checkbox"/> Guides staff in the selection of appropriate curriculum and materials in the classroom based on the goals of the Nevada Pre-Kindergarten Standards.</li> <li><input type="checkbox"/> Communicates effectively with parents and staff while maintaining confidentiality.</li> <li><input type="checkbox"/> Develops and implements program policies.</li> <li><input type="checkbox"/> Manages program resources effectively.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Articulates, analyzes, evaluates, and applies current theory, research, and policy on program planning and evaluation.</li> <li><input type="checkbox"/> Applies federal, state, and local legislation, regulation and professional standards to organize and develop program records and processes.</li> <li><input type="checkbox"/> Demonstrates the ability to organize and operate various types of Early Care and Education programs.</li> <li><input type="checkbox"/> Identifies evaluation methods for staff, program and child outcomes, and understands the limitations of those methods.</li> <li><input type="checkbox"/> Communicates effectively with board/advisory groups.</li> </ul>

Management and Administration  
*continued on next page...*

*Core Knowledge Area 8: (cont'd)*

*Management and Administration*

Personnel Management

<b>BEGINNING COMPETENCIES</b>	<b>INTERMEDIATE COMPETENCIES</b> (all of the beginning competencies, <i>plus</i> )	<b>ADVANCED COMPETENCIES</b> (all of the beginning and intermediate competencies, <i>plus</i> )
<ul style="list-style-type: none"> <li><input type="checkbox"/> Works cooperatively and communicates effectively with co-workers, families, children and others (e.g., volunteers, parents, support staff and other professionals).</li> <li><input type="checkbox"/> Follows established lines of communication in accordance with program policies.</li> <li><input type="checkbox"/> Respects confidentiality of co-workers, parents and others.</li> <li><input type="checkbox"/> Knows and follows job description.</li> <li><input type="checkbox"/> Shares program responsibilities.</li> <li><input type="checkbox"/> Knows and follows program policies and procedures.</li> <li><input type="checkbox"/> Assists in identifying areas for personal professional development.</li> <li><input type="checkbox"/> Participates in staff development opportunities.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Implements established lines of communication within the agency.</li> <li><input type="checkbox"/> Facilitates exchange of professional ideas with staff.</li> <li><input type="checkbox"/> Works with staff to assure awareness of developmentally appropriate practice.</li> <li><input type="checkbox"/> Coordinates services and cooperates with other professionals.</li> <li><input type="checkbox"/> Ensures program policies and procedures are implemented consistently.</li> <li><input type="checkbox"/> Delegates job responsibilities.</li> <li><input type="checkbox"/> Identifies personal professional development needs.</li> <li><input type="checkbox"/> Identifies professional development opportunities to support staff development.</li> <li><input type="checkbox"/> Ensures that volunteers are guided and supported.</li> <li><input type="checkbox"/> Knows the social service, health and education resources of the community and uses them when appropriate.</li> <li><input type="checkbox"/> Values and works to strengthen the program's team of staff, administrators, and volunteers.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Articulates, analyzes, evaluates, and applies current theory, research, and policy of personnel management.</li> <li><input type="checkbox"/> Develops effective lines of communication within the agency.</li> <li><input type="checkbox"/> Works with a governing body within the agency system to develop policies and procedures.</li> <li><input type="checkbox"/> Follows federal and state human resource laws.</li> <li><input type="checkbox"/> Provides leadership to develop effective teams.</li> <li><input type="checkbox"/> Plans for, recruits, orients, supervises, and evaluates staff.</li> <li><input type="checkbox"/> Provides strong leadership and visionary direction.</li> <li><input type="checkbox"/> Designs, implements, analyzes and revises organizational structure, job descriptions, evaluations and personnel policies and procedures.</li> <li><input type="checkbox"/> Ensures staff knows and understands expectations.</li> <li><input type="checkbox"/> Develops staff recruitment, selection and retention program.</li> <li><input type="checkbox"/> Designs and implements professional development plans based on program mission goals and identified individual staff needs and interests.</li> <li><input type="checkbox"/> Provides opportunities for professional advancement.</li> <li><input type="checkbox"/> Ensures staff members have copies of Nevada's Core Knowledge Areas and Core Competencies for Early Care and Education professionals.</li> </ul>

Management and Administration  
*continued on next page....*

*Core Knowledge Area 8:* (cont'd)

*Management and Administration*

Financial Management

<b>BEGINNING COMPETENCIES</b>	<b>INTERMEDIATE COMPETENCIES</b> (all of the beginning competencies, <i>plus</i> )	<b>ADVANCED COMPETENCIES</b> (all of the beginning and intermediate competencies, <i>plus</i> )
<ul style="list-style-type: none"> <li><input type="checkbox"/> Performs basic math computations and makes basic money transactions.</li> <li><input type="checkbox"/> Follows bookkeeping procedures.</li> <li><input type="checkbox"/> Utilizes generally accepted business practices.</li> <li><input type="checkbox"/> Operates within the identified budget.</li> <li><input type="checkbox"/> Uses time and materials efficiently.</li> <li><input type="checkbox"/> Shows care in the use and maintenance of materials.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Assists in planning and carrying out a budget.</li> <li><input type="checkbox"/> Conducts and maintains the inventory of supplies, materials and equipment.</li> <li><input type="checkbox"/> Models and teaches the care and maintenance of materials.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Articulates, analyzes, evaluates, and applies current theory, research and policy of financial management (best business practices).</li> <li><input type="checkbox"/> Develops, maintains, and reports on program budget ensuring that fiscal policy supports program goals.</li> <li><input type="checkbox"/> Seeks additional funding opportunities.</li> <li><input type="checkbox"/> Collaborates with appropriate community partners to ensure unduplicated costs.</li> <li><input type="checkbox"/> Plans, reports on, and maintains budget.</li> <li><input type="checkbox"/> Develops fee structure and staff pay scale.</li> <li><input type="checkbox"/> Develops and implements fiscal business plan.</li> <li><input type="checkbox"/> Matches expenditures with program philosophies.</li> <li><input type="checkbox"/> Develops a marketing plan.</li> </ul>

# State of Nevada: Race to the Top-Early Learning Challenge Appendix

## Acknowledgements

Nevada's Core Knowledge Areas and Core Competencies for Early Care and Education professionals were developed by a committee of Early Care and Education representatives from around the state. Thank you to the many professionals who assisted with this project.

<i>Cheryl Brecheisen, Community College of Southern Nevada</i>	<i>Lori Magnante, Western Nevada Community College</i>
<i>Jamie Burnett, The Children's Cabinet, Inc.</i>	<i>Sally Martin, UNR Cooperative Extension</i>
<i>Margot Chappel, Head Start State Collaboration Office</i>	<i>Christine Matiash, Office of Early Care and Education</i>
<i>Leslie Cheney, Nevada Child Care Apprenticeship Program</i>	<i>Diane Nicolet, Truckee Meadows Community College</i>
<i>Eva Essa, University of Nevada Reno</i>	<i>Rique Robb, Northern Nevada RAVE Family Foundation</i>
<i>Joanne Everts, Washoe County School District</i>	<i>Shelly Nye, The Nevada Registry</i>
<i>Cindy Johnson, Office of Early Care and Education</i>	<i>Terry Randolph, Classroom On Wheels</i>
<i>Bette Katz, The Children's Cabinet, Inc.</i>	<i>Tina Springmeyer, Nevada Child Care Apprenticeship Program</i>
<i>Alice LeDesma, Washoe County Social Services</i>	<i>Crystal Swank, Truckee Meadows Community College</i>
<i>Lynette MacFarlan, Great Basin College</i>	<i>Kara Turek, Classroom On Wheels</i>

## Resources

Primary resources utilized in the creation of this document include: *Better Teachers, Better Preschools: Student Achievement Linked to Teacher Qualifications* (Barnett, December 2003); *Nevada Pre-Kindergarten Content Standards*; *Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth through Age 8* (NAEYC); *NAEYC Standards for Early Childhood Professional Preparation for Associate Degree Programs* (NAEYC); *Small Group Discussion Guide: Core Knowledge* (National Child Care Information Center; NCCIC); *Professional Development System Tool: Focus on Core Knowledge and Competencies* (NCCIC); *Decision Points and Options for Weaving Early Learning Guidelines into Professional Development* (NCCIC); *State Core Knowledge and/or Competencies* (NCCIC); *Core Competencies for Early Care and Education Professionals in Kansas and Missouri*; *Core Knowledge Areas and Competency Levels: Professional Standards for Adults Working with Young Children Birth through Age Eight and In Afterschool Programs* (New Jersey Professional Development Center for Early Care and Education); *Core Knowledge and Core Competencies for Early Care and Education Professionals* (West Virginia STARS State Training & Registry System).

*This document would not exist without resources provided by The Nevada Registry, the Washoe County School District, and the Nevada Office of Early Care and Education. The project was made possible in part through funding under an agreement with the Nevada State Welfare Division.*

Action Plan	Document containing a list of tasks and the order in which they should be conducted or performed to achieve a goal.
Advocates	Supports or promotes a specific cause.
Analyzes	Determines the nature of parts and how they work as a whole.
Articulates	Accurately put into words.
Assessment	A standardized tool designed to evaluate a child's ability or skill at a given point in time, a child's aptitudes or future capabilities, or the effectiveness of an Early Care and Education environment.
Attitude	A feeling or emotion toward a situation, person or fact.
CEC	Council for Exceptional Children
Code of Ethics	States the values to which people in a profession are committed to serve as a guide in everyday professional conduct.
Cognitive	Of, relating to, being, or involving conscious intellectual activity (as thinking, reasoning, or remembering).
Collaboration	To work jointly with others or to cooperate with an agency with which one is not immediately connected.
Community Resource	Services available to people in a geographic area that improve the quality of life.
Confidentiality	Entrusted with private information not to be shared with others.
Courtesy	Treatment of others indicating respect and consideration for them.
Culturally Sensitive	Recognition and consideration of the differences between a practitioner within a profession and that of his or her clients.
Developmentally Appropriate Practice	Teaching young children in ways that meet children where they are, as individuals and as a group, and help each child reach challenging and achievable goals that contribute to his or her ongoing development and learning.
Developmental Delays	Areas of development where a child is lagging behind other 'typically developing children'.
Developmental Domains	Areas of development in young children (e.g., physical, cognitive, language, social, emotional, creative).
Diversity	Distinct or unlike qualities and characteristics representing an individual or group of people (e.g., a family).
e.g.	For the sake of example.
Engages	Involves and/or holds the attention of a child or adult.
Ethical	Conforming to accepted standards and especially professional standards of conduct.
Evaluates	To determine the significance or worth through careful appraisal or study.
Fiscal	Of or relating to financial matters.
Higher Education	Formal college courses.
Impartiality	The action of not being partial or biased; treating or affecting all equally.
Learning Centers	Areas in an Early Care and Education environment intended for specific activity (e.g., block area, dramatic play, art area, etc.).

Legislation	Rules (as laws) that have the force of authority by virtue of being put forth by an official of a state or other organization.
Mentor	An individual who counsels or guides other caregivers.
Mission Statement	Documentation of the purpose of an organization or its overarching goal.
NAEYC	National Association for the Education of Young Children
NASW	National Association of Social Workers
Non-Stereotypical	An open view opposite of a standardized mental picture held in common by members of a group representing an oversimplified opinion, prejudiced attitude, or judgment not related to fact or truth.
Observation	An act of recognizing and noting a fact or occurrence often involving a standardized tool or instrument.
Outside Consultation	The opinion or advice of an expert or professional not employed by the organization.
Personal Values	Principles that define a person as an individual (e.g., honesty, reliability, trustworthiness).
Policies and Procedures (or practices)	Established ways of doing things outlined in a specific order or to guide action within an agency.
Practice	That which is done within a professional environment by the individual acting.
Professional Development	The process of seeking training and education to increase skills and abilities related to a specific profession.
Program philosophy	The core beliefs, concepts, and attitudes of a program.
Public Policy	A course or method of action to guide decision making of a public agency or service.
Rationale	Description of an underlying reason.
Reciprocal	Mutual exchange shared by both sides of an interaction.
Reflections	Thoughts and consideration of actions, specific subject matter, an idea, or purpose.
Regulations	Rule or orders issued by an executive authority or regulatory agency of a government and having the force of law.
Respectful	Action which holds the individual being interacted with high consideration and esteem.
Retention	The keeping of an employee.
Sequential	Following a specific order or logical continuity of progression.
Social Studies	The study of social relationships and functioning of society.
Socioeconomic	Relating to, or involving a combination of social and economic factors.
System	Regularly interacting or interdependent groups of items forming a unified whole.
USDA/CACFP	United States Department of Agriculture, Child and Adult Care Food Program
Typically Developing Child	A child who develops along known timelines with no major delays.
Visionary	Able or likely to imagine the potential of a situation, system or environment functioning at its best.

# State of Nevada: Race to the Top-Early Learning Challenge Appendix

## *Professional Development Resources*

### Nevada System of Higher Education

<u>Name of Institution</u>	<u>Website Address</u>
University of Nevada – Las Vegas (UNLV)	<a href="http://www.unlv.edu">www.unlv.edu</a>
University of Nevada – Reno (UNR)	<a href="http://www.unr.edu">www.unr.edu</a>
Community College of Southern Nevada (CCSN)	<a href="http://www.ccsn.nevada.edu">www.ccsn.nevada.edu</a>
Great Basin College (GBC)	<a href="http://www.gbcnv.edu">www.gbcnv.edu</a>
Truckee Meadows Community College (TMCC)	<a href="http://www.tmcc.edu">www.tmcc.edu</a>
Western Nevada Community College (WNCC)	<a href="http://www.wncc.edu">www.wncc.edu</a>

### Statewide Resources and Information

<u>Name of Agency</u>	<u>Website Address/ Contact Information</u>
<b>CARING 4 Kids Child Care Training Modules</b>	
<p>Training modules can be completed as independent study and are approved for child care training hours statewide. Each module contains a video tape and self-study guide. To access, caregivers borrow modules from local public libraries and resource offices free of charge. There are currently four topics available: Cognitive Development, Food Safety in Child Care Settings, Recognizing and Reporting Child Abuse and Neglect, and Nevada Child Care: Getting Started in Your New Profession. A list of locations where modules are available can be found on The Nevada Registry's website at: <a href="http://www.nevadaregistry.org">www.nevadaregistry.org</a>.</p>	<p>For more information regarding the CARING 4 Kids training modules, please contact the Office of Early Care and Education at (775) 753-1222 or Sally Martin with the University of Nevada Cooperative Extension at (775) 784-7009.</p>
<b>Family Care Contract Network</b>	
<p>The UNR Family Care Contract Network is a quality enhancement program providing support and technical assistance to licensed family child care providers in Northern Nevada.</p>	<p>For more information, contact Campus Child Care Connections at (775) 784-4400.</p>
<b>Nevada Administrative Code: Services and Facilities for Care of Children</b>	<a href="http://www.leg.state.nv.us/NAC/NAC-432A.html">www.leg.state.nv.us/NAC/NAC-432A.html</a>
<b>Nevada Association for the Education of Young Children</b>	
<p>NevAEYC is a state affiliate of the National Association for the Education of Young Children (NAEYC) striving to bring high-quality early learning opportunities to all children from birth through age eight.</p>	<a href="http://www.nevaeyc.org">www.nevaeyc.org</a>
<b>Nevada Child Care Apprenticeship Program</b>	
<p>Provides scholarships to entry-level early childhood teachers and links education and on-the-job training to increased compensation to improve the skill, compensation and professional status of child care workers.</p>	<a href="http://www.nevadachildcare.org">www.nevadachildcare.org</a>
<b>Nevada Department of Education</b>	<a href="http://www.doe.nv.gov/index.html">www.doe.nv.gov/index.html</a>
<b>Nevada Head Start Association</b>	
<p>A non-profit organization committed to enhancing the lives of Nevada's low-income children and families.</p>	<a href="http://www.nvhsa.org">www.nvhsa.org</a>
<b>Nevada Head Start State Collaboration Project</b>	
<p>A grant program that is federally-funded through the Administration of Children and Families, Office of Head Start. Through statewide partnerships, the Nevada Head Start State Collaboration Office enhances relationships, builds systems, and promotes comprehensive quality services to meet the needs of young children and their families.</p>	<a href="http://www.hr.state.nv.us/directors/headstart/HeadStartStateCollab.htm">www.hr.state.nv.us/directors/headstart/HeadStartStateCollab.htm</a>

## State of Nevada: Race to the Top-Early Learning Challenge Appendix Statewide Resources and Information (cont'd)

<u>Name of Agency</u>	<u>Website Address/ Contact Information</u>
<b>Nevada MicroEnterprise Initiative</b>	
Child Care Business Initiative & Small Business Loans	<a href="http://www.4microbiz.org">www.4microbiz.org</a>
<b>Nevada Pre-Kindergarten Content Standards</b>	<a href="http://www.doe.nv.gov/standards/standprek/prek.html">www.doe.nv.gov/standards/standprek/prek.html</a>
<b>Office of Early Care and Education</b>	
The umbrella agency for programs funded under the Federal Child Care Development Block Grants.	<a href="http://welfare.state.nv.us/child_care/earlycare.htm">http://welfare.state.nv.us/child_care/earlycare.htm</a>
<b>State of Nevada Child Care and Development Program (formerly EOB)</b>	
Provides a variety of programs including Child Care Subsidies to help families pay for child care; Resource and Referral to help families find licensed child care; Caregiver Support to provides substitute care for families and licensed facilities; Scholarships for child care providers to attend ECE classes; Try-Angles Program to provide prevention and intervention strategies and the Quality Family Child Care Program for quality family care homes off-base for all military personnel.	Call: (702) 387-KIDS (5437) or toll free at: (888) 387-0090
<b>T.E.A.C.H. Early Childhood® Nevada</b>	
Gives scholarships to child care workers to complete course work in early childhood education and to increase their compensation.	<a href="http://www.nvteach.org">www.nvteach.org</a>
<b>The Children's Cabinet, Inc.</b>	
Early Education and Care Department - Child Care Subsidy Assistance, Child Care Quality Enhancement, Respite Care, Resource and Referral Services, Caregiver Support Network and Employer Support Services for Northern Nevada.	<a href="http://www.childrenscabinet.org">www.childrenscabinet.org</a>
<b>The Nevada Registry</b>	
Serves as a clearinghouse of information for the field of ECE by offering Career Ladder placement, an online calendar of training, community resources/information and a statewide job board. <i>The Nevada Registry</i> is also responsible for the approval of all informal training in the state of Nevada.	<a href="http://www.nevadaregistry.org">www.nevadaregistry.org</a>
<b>University of Nevada, Reno - Cooperative Extension</b>	
Gain access to a wide range of resources and publications focusing on children, youth and families.	<a href="http://www.unce.unr.edu/publications/child.htm">www.unce.unr.edu/publications/child.htm</a>

## National Resources and Information

<u>Name of Agency</u>	<u>Website Address/ Contact Information</u>
<b>Center for the Child Care Workforce</b>	<a href="http://ccw.cleverspin.com/index.html">http://ccw.cleverspin.com/index.html</a>
<b>National Association for the Education of Young Children (NAEYC)</b>	<a href="http://www.naeyc.org">www.naeyc.org</a>
<b>National Child Care Information Center (NCCIC)</b>	<a href="http://www.nccic.org">www.nccic.org</a>
<b>National Resource Center for Health and Safety in Child Care</b>	<a href="http://nrc.uchsc.edu">http://nrc.uchsc.edu</a>
<b>Provider Appreciation Day</b>	<a href="http://providerappreciation.org">http://providerappreciation.org</a>
<b>Worthy Wage Day</b>	<a href="http://worthywageday.org">http://worthywageday.org</a>

State of Nevada: Race to the Top-Early Learning Challenge Appendix  
 Statewide Child Care Licensing Offices

<u>Name of Agency</u>	<u>Website Address/ Contact Information</u>
City of Las Vegas Child Care Licensing Section	(702) 229-6281 Www.lasvegasnevada.gov/Apply/licenses.asp?id=4581
Clark County Department of Business License, Child Care Licensing Office	(702) 455-3894 - www.accessclarkcounty.com
Division of Child and Family Services - Bureau of Services for Child Care - CARSON CITY	(775) 684-4463 www.dcf.state.nv.us/DCFS_ChildCare.htm
Division of Child and Family Services - Bureau of Services for Child Care - ELKO	(775) 753-1237 www.dcf.state.nv.us/DCFS_ChildCare.htm
Division of Child and Family Services - Bureau of Services for Child Care - LAS VEGAS	(702) 486-7918 www.dcf.state.nv.us/DCFS_ChildCare.htm
Washoe County Social Services Department - Child Care Licensing	(775) 337-4470 - www.co.washoe.nv.us/socsvr/socsvr_child_childcare.html%7Ecolor=green&text_version=

*NAEYC  
 Statement of Commitment to Ethical Conduct*

As an individual who works with young children, I commit myself to furthering the values of early childhood education as they are reflected in the ideals and principles of the NAEYC Code of Ethical Conduct. To the best of my ability I will

- Never harm children.
- Ensure that programs for young children are based on current knowledge and research of child development and early childhood education.
- Respect and support families in their task of nurturing children.
- Respect colleagues in early childhood care and education and support them in maintaining the NAEYC Code of Ethical Conduct.
- Serve as an advocate for children, their families, and their teachers in community and society.
- Stay informed of and maintain high standards of professional conduct.
- Engage in an ongoing process of self-reflection, realizing that personal characteristics, biases, and beliefs have an impact on children and families.
- Be open to new ideas and be willing to learn from the suggestions of others.
- Continue to learn, grow, and contribute as a professional.
- Honor the ideals and principles of the NAEYC Code of Ethical Conduct

A complete copy of the NAEYC Code of Ethical Conduct can be accessed on the internet at <http://www.naeyc.org/about/positions/pdf/PSETH05.PDF>.

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# Appendix L: Draft Bylaws of a Proposed Nevada SLDS Governance Committee

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## **DRAFT BYLAWS OF A PROPOSED NEVADA SLDS GOVERNANCE COMMITTEE**

*Note: Language is developed from bylaws, charter documents, governance documents, and/or e-mail communications with staff associated with statewide longitudinal data system governance committees of the following states: FL, KY, MD, MN, TX, and UT. Vision and mission language was adopted by the NV P-16 Advisory Council in March 2012.*

### **I. AUTHORITY**

Nevada's Statewide Longitudinal Education Data System (SLEDS) Governance Committee:

- exists to accomplish the vision and mission of the Nevada Statewide Longitudinal Education Data System, as defined by the Nevada P-20 Advisory Council.
- is comprised of qualified individuals appointed by majority vote of a quorum of the Nevada P-20 Advisory Council.
- executes deliverables and meets deadlines established by majority vote of a quorum of the Nevada P-20 Advisory Council.
- is empowered to appoint working groups as detailed herein.

These bylaws detail the manner in which Nevada's SLEDS Governance Committee, under the direction of the Nevada P-20 Advisory Council, will execute the purposes set forth in Executive Order(s) [*insert number/date*] and/or NRS [*insert number*].

With respect to participating agencies and organizations, Memoranda of Agreement relevant to the work of Nevada's SLEDS Governance Committee will be facilitated, secured and housed with the Nevada P-20 Advisory Council or its designee(s).

With respect to participating agencies and organizations, Data Sharing Agreements relevant to the work of Nevada's SLEDS Governance Committee will be facilitated, secured and housed with the Governance Committee or its designee(s).

Nevada's SLEDS Governance Committee and its subcommittees are subject to and comply with Nevada's Open Meeting Law. All Memoranda of Agreement and Data Sharing Agreements executed to accomplish the purposes of Nevada's SLEDS comply with applicable state and federal law.

The Nevada Department of Education is the agency authorized to house Nevada's SLEDS and to facilitate the work of Nevada's SLEDS Governance Committee.

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## **II. PURPOSE**

### **Vision:**

A seamless, unified information sharing system enabling data-driven decision making along the P-20 continuum.

### **Mission:**

Nevada's P-20 SLEDS will provide stakeholders in public education including educators, policymakers, and communities with a comprehensive, integrated data and analysis system for informed decision making which will lead to educational improvement at all levels.

### **Objectives:**

Nevada's P-20 SLEDS will facilitate:

- evaluation of student progress along the P-20 continuum and into the workforce.
- evaluation of teacher effectiveness from pre-kindergarten through post-secondary education
- introduction of innovation and change throughout the P-20 continuum.
- evaluation of return on investment in educational services, programs and initiatives.

### **Deliverables:**

Toward accomplishment of the objectives, mission and vision Nevada's SLEDS, the P-20 Advisory Council will propose, monitor progress toward, and adjust, as necessary over time, focused and deadline-specific deliverables of the Committee. Deliverables, deadlines, and monitoring information will be recorded in the minutes of the P-20 Advisory Council and will be posted online. The Council may request the assistance of the Committee and/or its working groups in defining deliverables in contexts appropriate to data management capabilities.

### **Directives:**

Toward accomplishment of its deliverables and objectives, Nevada's SLEDS Governance Committee is authorized to facilitate the creation of cross-agency Data Sharing Agreements and is further authorized create formal directives defining cross-agency roles and processes for data collection, storage and use.

## **III. RESOURCES**

The P-20 Advisory Council will engage in collaborative resource development toward long-term viability of Nevada's SLEDS.

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Nevada's SLEDS Governance Committee will compile and regularly deliver to the Council an accounting of in-kind and financial resources needed and/or appropriated by each member entity toward accomplishment of the purposes and deliverables of the Committee.

## **IV. COMPOSITION**

Nevada's SLEDS Governance Committee is comprised of the key decision maker of each contributing agency, and one facilitator, detailed as follows:

### **Committee Membership**

- Nevada Department of Education: State Superintendent, representing NDE, early learning organizations, school districts, and charter schools
- Nevada System of Higher Education: Chancellor, representing institutions of higher education
- Nevada Department of Employment, Training and Rehabilitation: Director

### **Facilitator**

Because Nevada's SLEDS will be housed in the Nevada Department of Education, the State Superintendent shall appoint a qualified member of NDE staff as facilitator to the SLEDS Governance Committee.

### **Future Membership**

It is anticipated that future contributors to Nevada's SLEDS may include additional agencies and organizations. The P-20 Council may thus expand the SLEDS Governance Committee membership in the future.

## **V. GOVERNANCE COMMITTEE WORKING GROUPS**

Toward accomplishment of its purposes and deliverables, Nevada's SLEDS Governance Committee is empowered to establish and appoint qualified membership to two working groups, with respective duties detailed as follows:

### **Research Working Group**

1. Evaluate and consider research and evaluation topics at the request of the P-20 Advisory Council and/or at the request of other stakeholders in Nevada, as deemed appropriate by the SLEDS Governance Committee. Develop and ratify, by majority vote of a quorum, written recommendations in response to said requests, and forward recommendations to the P-20 Advisory Council, to be formalized by majority vote of a quorum of the Council as deliverables of the SLEDS Governance Committee.

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2. Evaluate deliverables in context of current resources and data sharing capabilities of participating agencies and organizations. Develop and ratify, by majority vote of a quorum, written recommended prioritization and deadlines for deliverables of the SLEDS Governance Committee.
3. Execute deliverables that are assigned by the SLEDS Governance Committee to the Research Working Group.

### **Data Management Working Group**

1. Consider Committee requests for data elements to be included in the Nevada's SLEDS. Map resources required and proposed timeline for addition of each requested data element. Develop and ratify, by majority vote of a quorum, written recommended procedures for addition of each requested data element. Upon ratification of the procedure by the SLEDS Governance Committee, add the element to the SLEDS.
2. Develop, for ratification by the SLEDS Governance Committee, written data security protocols and data transfer procedures, including protocols necessary for compliance with state and federal law.
3. Develop, for ratification by the SLEDS Governance Committee, written procedures for compliance with public records requests and requests for access to SLEDS data for research purposes.
4. Execute deliverables that are assigned by the SLEDS Governance Committee to the Data Management Working Group.

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# Appendix M: Silver State Stars Quality Rating & Improvement System

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State of Nevada: Race to the Top-Early Learning Challenge Appendix  
**Silver State Stars**  
**Quality Rating & Improvement System (QRIS)**



***Creating a culture of continuous quality  
improvement for Nevada's child care programs***

### **What Is a QRIS?**

- A QRIS outlines the components of "quality child care" by utilizing standardized, research based criteria.
- A QRIS provides a roadmap and support to improve the quality of early childhood programs.
- It creates stronger learning environments which lead to improved child outcomes.
- Through the QRIS, early childhood programs are assessed and given a number of "stars" to indicate what level of quality has been reached.
- QRIS standards include quality indicators that expand on licensing requirements in the areas of: program policies and procedures; administration and staff development; health and safety; and family and community partners.

### **Advantages of QRIS**

- Recognizes a program's strengths while helping them develop a plan for improvement.
- Provides access to resources (technical assistance, coaching, training, and financial incentives) that help early childhood programs improve and sustain higher quality.
- Informs parents regarding child care choices and become better consumers.
- Brings community awareness to the critical role that the early years play in preparing children for school and for life.

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## SILVER STATE STARS QRIS REQUIRED CRITERIA

★	★ ★	★ ★ ★	★ ★ ★ ★	★ ★ ★ ★ ★
<ul style="list-style-type: none"> <li>▪ Center has current child care license</li> </ul> <p>Silver State Stars QRIS is a voluntary program open to all child care centers in Nevada.</p> <p>One Star centers have signed up for the QRIS coaching program. They are working on making center-wide improvements to their policies, procedures, classroom environments, and staff professional development. By participating, centers are demonstrating a commitment to improving quality.</p> <p>It should be understood advancing from Star Level 1 to subsequent levels is an accomplishment that takes a significant amount of time and effort.</p> <p>Centers not indicated with a star level have chosen not to participate in the QRIS. Home providers are not included in the QRIS at this time.</p>	<ul style="list-style-type: none"> <li>▪ Center has current child care license</li> <li>▪ Center is currently registered with the Child Care Subsidy Program</li> <li>▪ All administrators and 50% of all teaching staff members have written Nevada Registry professional development plans</li> <li>▪ 25% of classrooms meet QRIS group sizes</li> <li>▪ 25% of classrooms meet QRIS ratios</li> </ul>	<ul style="list-style-type: none"> <li>▪ Center has current child care license</li> <li>▪ Center is currently registered with the Child Care Subsidy Program</li> <li>▪ All administrators and 60% of all teaching staff members have written Nevada Registry professional development plans</li> <li>▪ 50% of classrooms meet QRIS group sizes</li> <li>▪ 50% of classrooms meet QRIS ratios</li> <li>▪ Center has a minimum average ERS score of 3.50-3.99, with no classroom score under 3.00</li> <li>▪ Director has a minimum placement on the career ladder of 3.1</li> </ul>	<ul style="list-style-type: none"> <li>▪ Center has current child care license</li> <li>▪ Center is currently registered with the Child Care Subsidy Program</li> <li>▪ All administrators and 70% of all teaching staff members have written Nevada Registry professional development plans</li> <li>▪ 75% of classrooms meet QRIS group sizes</li> <li>▪ 75% of classrooms meet QRIS ratios</li> <li>▪ Center has a minimum average ERS score of 4.00-4.49, with no classroom score under 3.50</li> <li>▪ Director has a minimum placement on the career ladder of 4.2</li> </ul>	<ul style="list-style-type: none"> <li>▪ Center has current child care license</li> <li>▪ Center is currently registered with the Child Care Subsidy Program</li> <li>▪ All administrators and 80% of all teaching staff members have written Nevada Registry professional development plans</li> <li>▪ 100% of classrooms meet QRIS group sizes</li> <li>▪ 100% of classrooms meet QRIS ratios</li> <li>▪ Center has a minimum average ERS score of 4.50-5.00, with no classroom score under 4.00</li> <li>▪ Director has a minimum placement on the career ladder of 5.2</li> <li>▪ Lead teachers meet QRIS staff qualifications.</li> </ul>
	Centers must meet a minimum of four (4) Quality Indicators from each of the four categories listed below on pages 5-9.	Centers must meet a minimum of eight (8) Quality Indicators from each of the four categories listed below on pages 5-9.	Centers must meet a minimum of twelve (12) Quality Indicators from each of the four categories listed below on pages 5-9.	<ul style="list-style-type: none"> <li>▪ <b>NAEYC and NECPA Accredited Centers</b></li> <li>▪ <b>Head Start Grantees</b></li> </ul> <p><i>(Note: accredited centers and Head Starts must meet required criteria, but do not have to provide additional documentation for the Quality Indicators listed below.)</i></p>

## **QUALITY INDICATORS**

There are four categories of quality indicators:

1. Policies & Procedures
2. Administration & Staff Development
3. Health & Safety
4. Family & Community Partners

## **ENVIRONMENT RATING SCALES (ERS)**

Each center will be assessed using the following ERS tools:

- Infant Toddler Environment Rating Scales, Revised Edition (ITERS-R)
- Early Childhood Environment Rating Scales, Revised Edition (ECERS-R)

An overall ERS score for each center will be determined based on the scores averaged from 50% of the classrooms for each age group. Classrooms selected for assessment will be based on a random draw.

Note: *Subscale 7- Parents and Staff* will not be used as part of the assessment for this project.

## **SILVER STATE STARS QRIS RATING**

A center's star rating will be based on a combination of meeting the required criteria which includes the ERS scores and the number of quality indicators met.

# State of Nevada: Race to the Top-Early Learning Challenge Appendix

## QUALITY INDICATORS

1. Policies & Procedures				
<input type="checkbox"/> Center is accredited by an approved accrediting body	<input type="checkbox"/> Center has a compensation plan that provides for annual pay increases (i.e. cost of living raises)	<input type="checkbox"/> Center has a compensation plan that provides for increases based on merit, education, or performance	<input type="checkbox"/> Medical insurance is available to staff members	<input type="checkbox"/> Benefits (other than medical insurance) are provided to staff members
<input type="checkbox"/> Center has a written employee handbook with a signature page	<input type="checkbox"/> Center reimburses professional development expenses incurred by teaching staff	<input type="checkbox"/> Center holds monthly staff meetings	<input type="checkbox"/> Center has a documented procedure to receive staff feedback on program quality	<input type="checkbox"/> Staff feedback on program quality is used to develop a written plan for program improvement
<input type="checkbox"/> Supervisor provides teaching staff with an annual written performance evaluation	<input type="checkbox"/> Classrooms have weekly or monthly curriculum planning calendars	<input type="checkbox"/> Classrooms have written lesson plans for teacher-directed activities	<input type="checkbox"/> Classrooms have written lesson plans for teacher-directed activities that include adaptations for children with special needs	<input type="checkbox"/> Preschool lesson plans align with Nevada Pre-k Standards
<input type="checkbox"/> On-going child assessment includes at least one informal method such as observations, portfolios, or teachers' anecdotal records	<input type="checkbox"/> On-going child assessment includes at least one formal method such as checklists, screening tools, or assessment tools	<input type="checkbox"/> Center has a documentation system in place to support collaboration with specialist working with identified children	<input type="checkbox"/> Center has a written statement on the inclusion of children with special needs	<input type="checkbox"/> Center obtains (with parental consent) an IFSP/IEP for each child enrolled with a diagnosed disability
<input type="checkbox"/> Center collaborates with outside agency and family before administrative withdrawal of any child with medical/behavioral issues	<input type="checkbox"/> Center has a written policy for procedures on reporting child abuse & neglect included in their parent handbook	<input type="checkbox"/> Center has a written health statement included in their parent handbook	<input type="checkbox"/> Center has a written physical activity statement in their parent handbook	<input type="checkbox"/>

## State of Nevada: Race to the Top-Early Learning Challenge Appendix

<b>2. Administration &amp; Staff Development</b>				
<input type="checkbox"/> Minimum placement on the career ladder is 2.1 for 75% of teaching staff	<input type="checkbox"/> Minimum placement on the career ladder is 4.1 for 50% of teaching staff	<input type="checkbox"/> Work environment for staff includes a place for adults to take a break from children, an adult-sized bathroom, and a secure place for staff to secure their belongings	<input type="checkbox"/> Work environment for staff includes a place for adults that is an administrative area for planning, separate from children's areas	<input type="checkbox"/> Director is a current member of a national early childhood professional organization
<input type="checkbox"/> 50% of teaching staff are current members of a national early childhood professional organization	<input type="checkbox"/> Supervisor completes observations of teaching staff at least three times a year	<input type="checkbox"/> Supervisor provides teaching staff with written feedback based on observations of teacher's performance	<input type="checkbox"/> Director has a minimum of 21 credits in management or business related courses	<input type="checkbox"/> Director participates on an early childhood committee
<input type="checkbox"/> Center offers quarterly staff development activities	<input type="checkbox"/> Center has a documented action plan based on their ERS scores	<input type="checkbox"/> Director has taken Program Administration Scale (PAS) training	<input type="checkbox"/> Center has a documented improvement plan based on the PAS score	<input type="checkbox"/> Center is a T.E.A.C.H. Early Childhood Nevada site
<input type="checkbox"/> Center requires teachers receive a minimum of five additional hours of annual training above licensing requirements	<input type="checkbox"/> All administrators have two clock hours on the topic "early childhood mental health" received in the past two years	<input type="checkbox"/> All administrators have two clock hours on the topic "inclusion" received in the past two years	<input type="checkbox"/> All administrators have two clock hours on the topic "cultural competencies" received in the past two years	<input type="checkbox"/> 50% of all teaching staff have two clock hours on the topic "early childhood mental health" received in the past two years
<input type="checkbox"/> 50% of all teaching staff have two clock hours on the topic "inclusion" received in the past two years	<input type="checkbox"/> 50% of all teaching staff have two clock hours on the topic "cultural competencies" received in the past two years	<input type="checkbox"/> 50% of all teaching staff have two clock hours on the topic "Environment Rating Scales" received in the past two year	<input type="checkbox"/>	<input type="checkbox"/>

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3. Health & Safety				
<input type="checkbox"/> Health and Safety Assessment is completed by a child care health consultant	<input type="checkbox"/> Child Record Review is completed by a child care health consultant	<input type="checkbox"/> Center is a registered Web IZ provider	<input type="checkbox"/> Menus are evaluated by a nutritionist	<input type="checkbox"/> Center is a Child and Adult Care Food Program (CACFP) sponsored site
<input type="checkbox"/> Center supports breastfeeding by offering a designated location	<input type="checkbox"/> All classrooms have a cleaning and sanitation schedule posted	<input type="checkbox"/> Staff plan and implement daily developmental appropriate physical activities for all children	<input type="checkbox"/> Center has a documented improvement plan based on a nutrition and physical activity self-assessment checklist	<input type="checkbox"/> Center provides care for sick children in a separate location, supervised by a nurse
<input type="checkbox"/> Center has individualized health plans for children with medical concerns	<input type="checkbox"/> Center has an emergency preparedness kit	<input type="checkbox"/> All administrators have advanced training for emergency medical response to threatening incidents	<input type="checkbox"/> 50% of all teaching staff have advanced training for emergency medical response to threatening incident	<input type="checkbox"/> The ASQ:SE is used to screen children's social-emotional development
<input type="checkbox"/> Children in need of developmental services are referred to the appropriate agency	<input type="checkbox"/> Children in need of mental health services are referred to the appropriate agency	<input type="checkbox"/> Center has a behavior support team	<input type="checkbox"/> Center has a documented improvement plan based on the Inventory of Practices for Promoting Social Emotional Competence	<input type="checkbox"/> Center is a Nevada TACSEI Project demo site
<input type="checkbox"/> Infant's teeth and gums are wiped with a disposable tissue after each feeding	<input type="checkbox"/> Preschool children receive annual oral health education	<input type="checkbox"/> Children up to two-years-old are served whole milk	<input type="checkbox"/> Children two-years-old and older are served skim or 1% milk	<input type="checkbox"/>

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<b>4. Family &amp; Community Partners</b>				
<input type="checkbox"/> Families are encouraged to tour center before enrolling child	<input type="checkbox"/> Parent teacher conferences are scheduled on a regular basis	<input type="checkbox"/> Parent teacher conferences are scheduled on an as needed basis	<input type="checkbox"/> A written procedure is in place to help families transition children to the next classroom, other programs, or school	<input type="checkbox"/> Staff is available to attend IEP/IFSP meetings with family and service providers
<input type="checkbox"/> Center has a documented procedure to receive family feedback on program quality	<input type="checkbox"/> Families' feedback is used to develop a written plan for program improvement	<input type="checkbox"/> Center has a written plan for family involvement	<input type="checkbox"/> Center offers quarterly family involvement activities	<input type="checkbox"/> Center offers quarterly classes or training opportunities for parents
<input type="checkbox"/> Center offers an annual class or training opportunity provided by an outside agency for parents	<input type="checkbox"/> Center offers annual class or training opportunity focused on health, physical activity, or nutrition for parents	<input type="checkbox"/> Center collaborates with a community agency	<input type="checkbox"/> Materials from community agencies are available for families at the center	<input type="checkbox"/> Breastfeeding materials and information are available for families at the center
<input type="checkbox"/> Center has an advisory or governing board which includes at least one parent	<input type="checkbox"/> Center has a parent advisory board or association	<input type="checkbox"/> Program distributes a quarterly newsletter to families	<input type="checkbox"/> Center compiles and provides written program information for families in their home language	<input type="checkbox"/> Center has a communication form families can use to communicate with teachers

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### **MANDATORY for all centers interested in applying for a star rating:**

**Program administrator (center director and/or owner) must attend an initial four-hour *Introduction to Nevada's Silver State Stars QRIS* training.**

Please visit the Nevada Registry website for training dates and locations [www.nevadaregistry.org](http://www.nevadaregistry.org)

There are two options for participating in the Silver State Stars QRIS. After you have attended the introductory training, please select the option that best fits your center:

**Option 1: Fast Track** (no coaching or grant funds needed)

**Option 2: Traditional Track** (includes coaching and grant for classroom materials, see page 9)

#### **Fast Track Step 1:**

Program administrator completes Intent to Apply form and submits with a copy of the center's child care license to the Office of Early Care and Education.

#### **Fast Track Step 2:**

Program administrator will receive an e-mail with instructions to set-up a user name and password for their online portfolio.

#### **Fast Track Step 3:**

Program administrator provides and uploads documentation (texts, photos, files) for online program portfolio.

Program receives technical assistance from QRIS Specialist on procedures, by phone or e-mail, if needed.

#### **Fast Track Step 4:**

Program administrator completes a QRIS Application and submits with online program portfolio to the Office of Early Care and Education.

A QRIS Assessor contacts program administrator to schedule the Environment Rating Scale (ERS) Assessment.

If a *No* is given to any documentation submitted in the portfolio, program administrator will be given two weeks to submit corrected documentation.

#### **Fast Track Step 5:**

A rating is assigned and the center is notified by mail. A star rating is valid for two years.

Program administrator has 30 calendar days to notify the Office of Early Care and Education in writing to provide detailed justification (including reference to a specific indicator or score) if he or she has an objection or disagrees with rating.

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### **Traditional Track Step 1:**

Program administrator completes Coaching Request form and submits with a copy of the center's child care license to the Children's Cabinet.

### **Traditional Track Step 2:**

A QRIS Assessor contacts program administrator to schedule a pre-ERS assessment.

### **Traditional Track Step 3:**

A QRIS Coach is assigned to the center.

### **Traditional Track Step 4:**

Program administrator signs a memorandum of agreement (MOA) with the Children's Cabinet.

Program administrator and QRIS coach develop a quality improvement plan based on the scores of the pre-ERS assessment. Coaches are available 12-18 hours per month, per center. Centers may receive assistance for a maximum of 18 months, awarded in six month increments. After each six months, centers will be assessed on their progress made.

### **Traditional Track Step 5:**

Program administrator will receive an e-mail with instructions to set-up a user name and password for their online portfolio.

### **Traditional Track Step 6:**

Program administrator may apply for a program improvement grant. The amount of the grant is based on the licensing capacity of the center. Grant funds are for classroom materials only, must align with the pre-ERS assessment results, and be pre-approved by the QRIS coach.

### **Traditional Track Step 7:**

Program administrator completes an application and submits with online program portfolio to the Office of Early Care and Education.

A QRIS Assessor contacts program administrator to schedule the Environment Rating Scale (ERS) Assessment.

If a *No* is given to any documentation submitted in the portfolio, program administrator will be given two weeks to submit corrected documentation.

### **Traditional Track Step 8:**

A rating is assigned and the center is notified by mail. A star rating is valid for two years.

Program administrator has 30 calendar days to notify the Office of Early Care and Education in writing to provide detailed justification (including reference to a specific indicator or score) if he or she has an objection or disagrees with rating.

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### INCENTIVES FOR PARTICIPATION

	1	2	3	4	5
Coaching	Children's Cabinet	Children's Cabinet	Children's Cabinet	Accreditation Facilitation Project	Accreditation Facilitation Project
One-time Initial Grant (\$4,000-\$8,500)	Children's Cabinet Based on licensing capacity	Children's Cabinet Based on licensing capacity	Children's Cabinet Based on licensing capacity	Office of Early Care & Education Based on licensing capacity	Office of Early Care & Education Based on licensing capacity
Advancement Bonus at Renewal			\$250	\$500	\$1000
Tiered Reimbursement			6%	9%	12%

**Please direct any questions, comments, and/or concerns to Patti Oya**

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# Appendix N: Nevada's RTT-ELC Implementation Plan and Timeline

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## Nevada's RTT-ELC Implementation Plan and Timeline

Responsibility & Resources	Year 1 Project, Goals and Activities	2014			
		Q1	Q2	Q3	Q4
<b>PROJECT 1: SILVER STATE STARS (TQRIS)</b>					
Objectives: A) Improve outcomes for young children in Nevada ELD programs through increased participation in order to improve quality. B) Increase understanding and use of the Silver State Foundational Standards and alignment of those standards to P3.					
NDE: Office of Educational Opportunity – Division of Early Learning and Development	All ELD programs with 30% or more children on subsidy required to participate in Silver State Stars			X	X
	15% of state-funded Pre-K programs will be included in Silver State Stars			X	X
	Publicly funded preschool programs located in the same school site as participating state-funded preschool will be required to participate			X	X
T.E.A.C.H./Child Care Licensing	Require participation for all centers participating in TEACH	X			
NDE: Office of Educational Opportunity – Division of Early Learning and Development	Launch provider- and family-friendly website	X			
	Begin training coaches and assessors to reliability in ERS in order to substantially increase capacity of QRIS	X	X		
	CLASS observer training and certification for QRIS coaches		X	X	
	Develop Home Provider model and launch pilot			X	
	Continue to collect validation data on all participating programs				
	Collect random sample of child-level data			X	X
	SBE approval of Early Learning Guidelines (ELG), print and make available online		X		
NECAC Workgroup, NDE-SBE	Review and revise Pre-K Standards including gaining SBE approval, printing, and making available online				X
NDE-DELD	Add assessment data from ECE programs participating in the QRIS into a community-level data mapping tool			X	X
<b>PROJECT 2: SILVER STATE KIDS (KEA)</b>					
Objectives: A) Promote use of TSG developmental screening in PreK settings. b) Understand the status of children's learning and development at kindergarten entry. D) Coordinate data collection and use policies across agencies to align programs. E) Enable data-driven decision making.					
NECAC/HSSC & ECSO	Convene Developmental Screening workgroup to develop communication plan and identify additional partners. Review work plan. Schedule meetings for the year. Coordinate avenues for increasing parent and caregiver support to ASQ. Update workgroup on pilot using TSG in specified counties	X	X	X	X
	Convene specialized workgroup(s) of educators and specialists with representation from pilot counties to determine key issues related to timing, cost, logistics, training, and additional resource needs	X	X		
The Nevada Registry	Coordinate Train the trainer event for so communities are prepared to train teachers of children birth through kindergarten using TSG		X		
NECAC/NDE Public Information Officer DHHS Public Information Officer	Create a communication plan that articulates how stakeholders will receive communication about the project. Incorporate information on Silver State KIDS into existing family engagement activities, such as parent conferences	X			
NECAC/HSSC & ECSO The Nevada Registry	Develop training calendar. The training calendar must include a train the trainer learning institute, two-day initial training for all teachers using the assessment, and training for administrators in understanding and using assessment data		X		

# SILVER STATE STRONG (S<sup>3</sup>)

## State of Nevada: Race to the Top-Early Learning Challenge Appendix

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Responsibility & Resources	Year 1 Project, Goals and Activities	2014			
		Q1	Q2	Q3	Q4
	Conduct training institute to train up to 25 trainers on TSG in each new phase. Trainers will need to complete all online training modules and then participate in a 2-day institute to enable them to train other teachers on the assessment			X	
NECAC/HSSC & ECSO The Nevada Registry	Schedule and train local teachers. Teachers will train for two-days to become fluent in the assessment. Online modules are available for follow-up questions as well as to address any unanticipated teacher turnover			X	
NDE-DELD School Districts	Administer KEA by first week of October. Data to be entered in November. Work with vendor to ensure broad understanding of data collected once each phase is complete				X
	Define parameters for timing of assessment administration, to include considerations for full day and half-day kindergarten and non-traditional calendars				
HSSC & ECSO	Provide TA to streamline assessments so that programs and districts can analyze which existing assessment tools and processes can be replaced with Silver State KIDS, depending on the purposes of the assessment	X	X	X	X
NECAC, P-20W Council NDE Information Technology DHHS PSA's	Work with the P-20W Council to develop through its state data governance workgroup to set and implement state policies that guide data collection, access, and use	X			
	Establish data-sharing agreements to develop formal documents that define how data would be linked and used		X		
	Develop user-friendly and efficient reporting and information sharing mechanisms that facilitate data sharing with districts, classrooms, and families about child progress	X	X		
	Define how pre-K sites will use the assessment, and, develop data sharing agreements to facilitate integration of the data	X	X		
NDE, RPDPS	Use data sharing to support peer mentoring to facilitate improved outcomes				
	Provide guidance on opportunities to streamline assessments so that programs and districts can analyze which existing assessment tools and processes can be replaced with Silver State KIDS, depending on the purposes of the assessment				
HSSC & ECSO	Work with assessment vendor to integrate data with local information systems at the district level, via upload into district systems (e.g. Infinite Campus, Power School)	X	X	X	X
	Conduct Phase I assessments. Work with vendor to ensure broad understanding of data collected		X		
HSSC & ECSO	Evaluate the results of Phase I implementation, answering to the degree possible the evaluation questions. Evaluation should include recommendations to improve the next phase			X	
	Complete inter-rater reliability evaluation and conduct validity study		X		X
NDE DHHS	Launch communications plan to share findings from Phase I with parents, agencies, districts, ECE programs, and other stakeholders			X	X
The Nevada Registry	Train additional trainers to train teachers and program staff designated for participation in Phase II			X	X
HSSC & ECSO	Provide an annual report to all stakeholders on outcomes and progress				X
	Work with the Nevada Head Start Association to link child-level demographic and developmental data and program site information for all funded programs in the state to the statewide ECE data system			X	X

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**SILVER STATE STRONG (S<sup>3</sup>)**  
 State of Nevada: Race to the Top-Early Learning Challenge Appendix  
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Responsibility & Resources	Year 1 Project, Goals and Activities	2014			
		Q1	Q2	Q3	Q4
<b>PROJECT 3: SILVER STATE SKILLS</b>					
Objectives:					
A) Increase alignment and implementation of Core Knowledge and Competencies throughout the early childhood professional development system & develop a progression of early childhood credentials.					
B) Increase the skill level of providers in identifying the need for additional resources to help meet the health, behavioral, and developmental needs of young children in Nevada.					
C) Build awareness and commitment to support a continuum of high-quality early learning opportunities from birth-3rd grade.					
D) Strengthen the effectiveness of early childhood and early elementary educators.					
E) Improve awareness and enhance state policy in best practice and aligned with other national P-3 work.					
F) Provide financial and professional support to increase providers' levels throughout articulated professional development opportunities, and create a wage supplement program that encourages advancement along the articulated pathway and also increases workforce retention.					
	Hire additional Education and Information Officer in Office of Early Care and Education to provide training on the ELG and PreK Standards	X			
	Launch Nevada's Birth-3rd Grade Policy Academy	X	X		
	Develop reciprocity of relevant training opportunities between Nevada Registry and Nevada Department of Education so that relevant CEUs and Registry Training Hours can each count toward Birth-Third teachers' professional development				
	Develop a calendar of scheduled training opportunities to address the needs of young children in Nevada connecting to QRIS/TACSEI/PBS/P3	X			
	Conduct advocacy training for families utilizing Social Justice Advocacy training curriculum		X		X
	Make family engagement training for EC staff a core component of education approaches and goals			X	
	Review and crosswalk the Core Knowledge and Competencies with the NAEYC Professional Preparation Standards, verify that Core Knowledge and Competencies reflect all aspects defined in the grant application, and revise the Core Knowledge and Competencies as necessary				
	Define core competencies for early childhood and early elementary educators that are aligned with the state's pre-k standards, the Common Core State Standards, and Nevada's Silver State KIDS (kindergarten entry assessment)				X
	Create additional scholarship tracks within T.E.A.C.H. Early Childhood Nevada to support early childhood professionals as they advance along the Articulated Career Pathway				
	Provide trainings and professional development opportunities on <b>Infant and Toddler Early Learning Guidelines</b> to EC home, community and school based providers statewide including activities, resources, & DAPS on using the guidelines and ideas for families and providers		X	X	X
	Increase the number of trainings and professional development opportunities provided (or number of participants trained) on the <b>NV Pre-K Standards</b> by 25% to EC home, community and school based providers statewide including activities, resources, & DAP on using the guidelines and ideas for families and providers				X
	Provide training and professional development opportunities (in collaboration with RPDPs) on <b>alignment of Pre-K Standards to the Common Core Standards</b> to P3 home, community and school based providers statewide including activities, resources, & DAP on using the guidelines and ideas for families and providers			X	
	Crosswalk/Align Pre-K Standards to Common Core (P3) with SBE approval;	X			

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Responsibility & Resources	Year 1 Project, Goals and Activities	2014			
		Q1	Q2	Q3	Q4
	Print Crosswalk and make available online (NDE, Registry, etc)				
	Expand opportunities for districts to engage in B-3rd initiatives at both the state and local levels through the Regional Professional Development Programs, local early childhood advisory councils, Striving Readers, pre-k standards alignment and training, NV Power of K pilot project, etc.)		X	X	X
	Develop an aligned and complementary series of B-3rd professional development opportunities for policymakers, administrators, teachers, and early childhood professionals (e.g., Nevada B-3rd Grade Summit of Districts, NDE Mega Conference, NevAEYC)				
	Document and disseminate best practices in B-3 <sup>rd</sup> reform (e.g., policy briefs, policy recommendations)				X
	Hold the Governor's Symposium in June 2014 to celebrate and inform stakeholders of accomplishments from B-3rd reform efforts and to prepare for the 2015 legislative session		X		
<b>PROJECT 4: SILVER STATE SUPPORTS (Community-based Child -Family Supports)</b>					
Objectives:					
A) Improve connections between child care and health care providers.					
B) Improve health outcomes for all children through health eating, nutrition, and physical activity.					
C) Improve the understanding by legislators, early childhood professionals, parents, and the business community of the importance of quality ECE, which includes the importance of an educated and well compensated workforce.					
E) Improve implementation of effective practices at the state and local levels.					
ECAC Developmental Screening Workgroup Expanded Partner list Learn the Signs Act Early (L TSAE) Easter Seals NDE - HSC&EC SO DHHS - MIECHV  Resources: RTT-ELC ECCS State PreK HS/EHS LTS AE Easter Seals	Hire Family Engagement liaison to coordinate with and facilitate communication about community resources and programs		X		
	Provide parents/families/caregivers with information about ECE programs available to them and improve information exchange to support their children's development	X	X		
	Provide programs and services with information about the children they are serving to improve individualized teaching and learning, and to inform and support CQI	X	X		
	Increase community based partnerships with state and non-profit agencies to support the screening and services to address health, behavioral, and developmental concerns:	X	X	X	X
	Convene an EC Comprehensive Systems Workgroup under NECAC to improve and increase access to developmental screening and assessment for children birth to 3	X			
	Ensure the screening referrals receive follow-up services as appropriate	X	X	X	X
	Track developmental/ health screenings statewide for children 0-5		X	X	X
	Expand the use of ASQ and ASQ-SE statewide			X	X
	Expand distribution of LTS AE Milestone Moment booklets to parents, physicians, and other community providers by 25%			X	X
	Expand Home Visiting collaboration between MCH and NDE, and Parent Advisory council by sharing information, events, and utilizing web sites for dissemination of information between agencies	X	X	X	X
	Develop interactive materials for online users on the ELGs				X
	Translate ELG and PreK Standards into Spanish, print and available online				X
	Crosswalk the ELGs and PreK Standards to the CDC Milestone Moments booklet (Learn the Signs Act Early), print, and make available online for parents and providers to reference their child's development				X
Develop/launch a statewide messaging campaign, in coordination with Strong Start, communicating the value of investing in ELD, starting at birth			X	X	

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Responsibility & Resources	Year 2 Project, Goals and Activities	2015			
		Q1	Q2	Q3	Q4
<b>PROJECT 1: SILVER STATE STARS</b>					
Objectives:					
A) Improve outcomes for young children in Nevada ELD programs through increased participation in order to improve quality.					
B) Increase understanding and use of the Silver State Foundational Standards and alignment of those standards to P3.					
C) Improve the understanding by legislators, early childhood professionals, parents, and the business community of the importance of quality ECE, which includes the importance of an educated and well compensated workforce.					
NDE: Office of Early Care and Education  Resources: RTT-ELC CCDF State PreK HS/EHS	Require participation of centers serving ≥ 15% of children w/ subsidies	X	X	X	X
	50% of state-funded Pre-K programs will be included in Silver State Stars				
	Publically funded preschool programs located in the same school site as participating state-funded preschool will be required to participate				
	All public pre-k programs to be included in the Silver State Stars (Title 1, ELL, ECSE, Striving readers)				
	Launch PR campaign focused on families and community to share information and provide outreach for the Silver State Stars QRIS	X	X		
	Continue training coaches and assessors to reliability in ERS in order to substantially increase capacity of QRIS				
	One specific CLASS observer in the North and South to work specifically with programs between star ratings on focused improvement of teacher-child interactions				
	Continue pilot of Home Provider model to launch in Northern Nevada			X	
	Begin training coaches and assessors in the FDCERS			X	
	Continue to collect validation data on all participating programs				
Collect random sample of child-level data					
<b>PROJECT 2: SILVER STATE KIDS</b>					
Objectives:					
A) Promote use of TSG developmental screening in PreK settings.					
b) Understand the status of children’s learning and development at kindergarten entry.					
D) Coordinate data collection and use policies across agencies to align programs.					
E) Enable data-driven decision making.					
Responsible Parties NDE: HSC/ECISO P-16 Council NDE IT Department  DHHS IT staff or contractor  P-16 Council Data Governance Workgroup NECAC School districts	Develop a plan for a K-2 formative assessment system, aligned to Silver State KIDS, which can inform and support early childhood and early elementary teachers’ practice			X	X
	Develop training calendar. The training calendar must include a train the trainer learning institute, two-day initial training for all teachers using the assessment, and training for administrators in understanding and using assessment data		X	X	
	Design a federated child-level database that builds on and links select data from the public health data system, the child welfare system, and other agencies to the K–12 longitudinal data system	X	X		
	Conduct training institute to train up to 25 trainers on TSG in each new phase. Trainers will need to complete all online training modules and then participate in a 2-day institute to enable them to train other teachers on the assessment			X	
	Schedule and train local teachers. Teachers will train for two-days to become fluent in the assessment. Online modules are available for follow-up questions as well as to address any unanticipated teacher turnover			X	
	Administer KEA by first week of October. Data to be entered in November. Work with vendor to ensure broad understanding of data collected once				X

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Responsibility & Resources	Year 2 Project, Goals and Activities	2015			
		Q1	Q2	Q3	Q4
	each phase is complete				
	Provide TA to streamline assessments so that programs and districts can analyze which existing assessment tools and processes can be replaced with Silver State KIDS, depending on the purposes of the assessment	X	X	X	X
	Design a process for assigning a unique identifier to each child, program site, and ECE workforce to match records among datasets that represent the same child, program site, or provider/teacher and to match records across databases	X			
	Design stakeholder-specific data portals to improve the timeliness, completeness, and accuracy of system records related to the providers and consumers of ECE services	X			
	Disseminate data to local ECACs and the public through an open-source, web-based platform with enhanced data analysis and features to show trends and comparisons			X	X
	Provide comprehensive training to ECE programs on the effective use of data and recommendations for using data to facilitate program improvement		X	X	X
	Convene a workgroup that includes private ECE providers to address how to encourage voluntary participation for privately funded pre-K programs. Identify strategies for improved communication between pre-K programs serving children ages birth to five with kindergarten and primary grade classrooms	X	X	X	X
	Evaluate the results of Phase II implementation, answering to the degree possible the evaluation questions			X	
	Complete inter-rater reliability evaluation and conduct validity study		X		X
	Communicate data sharing with districts, classrooms, and families about child progress	X		X	
	Provide an annual report to all stakeholders on outcomes and progress				X
	Data Report to the Legislature				X
<b>PROJECT 3: SILVER STATE SKILLS (Professional Development)</b>					
Objective:					
A) Increase alignment and implementation of Core Knowledge and Competencies throughout the early childhood professional development system & develop a progression of early childhood credentials.					
B) Build awareness of what Birth-3rd Grade practices look like at the state and local levels.					
C) Provide financial and professional support to increase providers’ levels throughout articulated professional development opportunities, and create a wage supplement program that encourages advancement along the articulated pathway and also increases workforce retention.					
D) Improve awareness and enhance state policy grounded in best practice and aligned with other P-3 work.					
TACSEI leadership team Local School Districts NDE - OECE Nevada Registry Children’s Cabinet  DHHS – Child Care Licensing	Develop an Articulated Career Pathways progression of early childhood professional credentials based on revised Core Knowledge and Competencies, existing degrees and certificates, and Career Ladder alignment. Progression will include a pathway from entry-level informal professional development certificates, to hybrid options (that incorporate informal and formal education), to formal degrees. Pathways allow for, and support, incremental steps in the early childhood professional’s professional development				
	Align the revised Core Knowledge and Competencies framework with informal (Nevada Registry Approved) early childhood professional development, with the assistance of higher education faculty & professional development providers				
	Develop and conduct training for Registry approved trainers on the revised				

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Responsibility & Resources	Year 2 Project, Goals and Activities	2015			
		Q1	Q2	Q3	Q4
Children's Advocacy Alliance  Resources: RTT-ELC CCDF	competencies				
	Update training approval system: mandate core competency inclusion in approval of all informal trainings				
	Train school based and center based staff on identification of the health, behavioral, and developmental needs of all children, including Native American families, bilingual families, homeless, or families living in isolated rural areas-assuring sensitivity of these issues with families		X		X
	Increase the number of trainings and professional development opportunities on the Pyramid Model provided (or number of participants trained) by 50% statewide-connecting to P3 initiative				X
	Use existing Inclusion models in NV for training and PD				
	Provide trainings and professional development opportunities on <b>Infant and Toddler Early Learning Guidelines</b> to EC home, community and school based providers statewide including activities, resources, & DAPS on using the guidelines and ideas for families and providers	X	X	X	X
	Increase the number of trainings and professional development opportunities provided (or number of participants trained) on the <b>NV Pre-K Standards</b> by 50% to EC home, community and school based providers statewide including activities, resources, & DAP on using the guidelines and ideas for families and providers				X
	Develop interactive materials for online users on the <b>revised NV Pre-K Standards</b>		X		
	Provide training and professional development opportunities (in collaboration with RPDs) on <b>alignment of Pre-K Standards to the Common Core Standards</b> to P3 home, community and school based providers statewide including activities, resources, & DAP on using the guidelines and ideas for families and providers	X		X	
	Hire Professional Development Specialists to staff an intensive scholarship counseling model will be developed and available to assist providers as they navigate through scholarship and credential options				
Assess the quality of the state's existing pre-service and/or in-service professional development opportunities for early childhood and early elementary educators against the core competencies					

**PROJECT 4: SILVER STATE SUPPORTS**

Objectives:

- A) Improve connections between child care and health care providers.
- B) Improve health outcomes for all children through health eating, nutrition, and physical activity.
- C) Improve the understanding by legislators, early childhood professionals, parents, and the business community of the importance of quality ECE, which includes the importance of an educated and well compensated workforce.
- E) Improve implementation of effective practices at the state and local levels.

NDE Local ECACs	Expand distribution of LTSAE Milestone Moment booklets to parents, physicians, and other community providers by 50%				X
	Research Family Engagement materials and make subgrants for local ECACs to purchase and distribute those materials				
	Conduct mini-TA institutes to build organizational capacity for providers to incorporate evidence-based family-centered approaches				X

Responsibility & Resources	Year 3 Project, Goals and Activities	2016			
		Q1	Q2	Q3	Q4

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 State of Nevada: Race to the Top-Early Learning Challenge Appendix  
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Responsibility & Resources	Year 3 Project, Goals and Activities	2016			
		Q1	Q2	Q3	Q4
<b>PROJECT 1: SILVER STATE STARS</b>					
Objectives:					
A) Improve outcomes for young children in Nevada ELD programs through increased participation in order to improve quality.					
B) Increase understanding and use of the Silver State Foundational Standards and alignment of those standards to P3.					
C) Improve the understanding by legislators, early childhood professionals, parents, and the business community of the importance of quality ECE, which includes the importance of an educated and well compensated workforce.					
NDE: Office of Early Care and Education  Resources: RTT-ELC CCDF	All ELD programs with 5% or more children on subsidy required to participate in Silver State Stars	X	X	X	X
	75% of State-funded PreK programs to be included in Silver State Stars				
	Publically funded preschool programs located in the same school site as participating state-funded preschool will be required to participate				
	Hire an anchor observer for the CLASS and in July 2016 incorporate CLASS into levels 4 and 5 of the Silver State Stars				
	July 2016 launch the Silver State Stars QRIS home provider model			X	
	Continue to collect validation data on all participating programs				
	Collect random sample of child-level data				
<b>PROJECT 2: SILVER STATE KIDS</b>					
Objectives:					
A) Promote use of TSG developmental screening in PreK settings.					
b) Understand the status of children’s learning and development at kindergarten entry.					
D) Coordinate data collection and use policies across agencies to align programs.					
E) Enable data-driven decision making.					
	Develop training calendar. The training calendar must include a train the trainer learning institute, two-day initial training for all teachers using the assessment, and training for administrators in understanding and using assessment data		X	X	
	Conduct training institute to train up to 25 trainers on TSG in each new phase. Trainers will need to complete all online training modules and then participate in a 2-day institute to enable them to train other teachers on the assessment			X	
	Schedule and train local teachers. Teachers will train for two-days to become fluent in the assessment. Online modules are available for follow-up questions as well as to address any unanticipated teacher turnover			X	
	Administer KEA by first week of October. Data to be entered in November. Work with vendor to ensure broad understanding of data collected once each phase is complete				X
	Establish peer support forums that encourage idea and information sharing across districts and regions of the state	X	X	X	X
	Provide TA to streamline assessments so that programs and districts can analyze which existing assessment tools and processes can be replaced with Silver State KIDS, depending on the purposes of the assessment	X	X	X	X
	Evaluate the results of implementation, answering to the degree possible the evaluation questions	X	X	X	X
	Complete inter-rater reliability evaluation and conduct validity study		X		X
	Communicate data sharing with districts, classrooms, and families about child progress	x		X	
	Provide an annual report to all stakeholders on outcomes and progress				X
<b>PROJECT 3: SILVER STATE SKILLS</b>					
Objectives:					
A) Increase alignment and implementation of Core Knowledge and Competencies throughout the early childhood professional development system & develop a progression of early childhood credentials.					

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Responsibility & Resources	Year 3 Project, Goals and Activities	2016			
		Q1	Q2	Q3	Q4
<p>B) Support ECE professionals in improving their knowledge, skills, and abilities through additional career pathways to encourage and support ongoing professional development.</p> <p>C) Provide financial and professional support to increase providers’ levels throughout articulated professional development opportunities, and create a wage supplement program that encourages advancement along the articulated pathway and also increases workforce retention.</p> <p>D) Improve awareness and enhance state policy grounded in best practice and aligned with other P-3 work.</p>					
NSHE	Work with Higher Education Workgroup to develop system for articulating specific informal training into college credit; aligned to Articulated Career Pathway Levels and Core Knowledge and Competencies framework				
	Establish Professional Learning Communities for Articulated Career Pathway movement, with a mentor facilitating online and in person communication and support opportunities, and additional mentoring and coaching opportunities embedded within the system				
	Provide trainings and professional development opportunities on <b>Infant and Toddler Early Learning Guidelines</b> to EC home, community and school based providers statewide including activities, resources, & DAPS on using the guidelines and ideas for families and providers	X	X	X	X
	Provide training and professional development opportunities (in collaboration with RPDPs) on <b>alignment of Pre-K Standards to the Common Core Standards</b> to P3 home, community and school based providers statewide including activities, resources, & DAP on using the guidelines and ideas for families and providers	X		X	
	Implement a wage supplement program designed to lower turnover rates, and increase the knowledge, skills and abilities of Early Childhood professionals. The supplement program will be aligned with the Articulated Career Pathways and promote upward movement on the Career Ladder. Priority is given to early childhood professionals working in centers and Family Child Care Homes serving a high percentage of children/families receiving financial assistance through the child care subsidy program				
	Develop a Learning Academy (Professional Development Certificate program) specifically for K-3rd grade, elementary-trained teachers and principals that focuses on topics related to developmental science, developmentally appropriate practice, family engagement, social and emotional learning, and appropriate uses of assessment				
	Track early childhood professionals’ movement along the Articulated Career Pathways through the Nevada Registry and report aggregated data on a yearly basis in an Annual Report				
<b>PROJECT 4: SILVER STATE SUPPORTS</b>					
Objectives:					
A) Improve connections between child care and health care providers.					
B) Improve health outcomes for all children through health eating, nutrition, and physical activity.					
C) Improve the understanding by legislators, early childhood professionals, parents, and the business community of the importance of quality ECE, which includes the importance of an educated and well compensated workforce.					
E) Improve implementation of effective practices at the state and local levels.					
	Identify demonstration sites for TACSEI expansion and award subgrants				
	Conduct mini-TA institutes to build organizational capacity for providers to incorporate evidence-based family-centered approaches		X		x
	Develop evaluation plan in collaboration with local providers to track effectiveness of family-centered practice and incorporate CQI				X

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Responsibility & Resources	Year 4 Project, Goals and Activities	2017			
		Q1	Q2	Q3	Q4
<b>PROJECT 1: SILVER STATE STARS</b>					
Objectives: A) Improve outcomes for young children in Nevada ELD programs through increased participation in order to improve quality. B) Increase understanding and use of the Silver State Foundational Standards and alignment of those standards to P3. C) Improve the understanding by legislators, early childhood professionals, parents, and the business community of the importance of quality ECE, which includes the importance of an educated and well compensated workforce.					
NDE: Office of Early Care and Education  Resources: RTT-ELC CCDF HS/EHS State PreK	All ELD programs with children on subsidy required to participate in Silver State Stars TQRIS				
	100% of State-funded preschool programs to be included in the Silver State Stars TQRIS				
	Publically funded preschool programs located in the same school site as participating state-funded preschool will be required to participate				
	Continue to expand and promote the Silver State Stars QRIS to all ELD programs	X	X	X	X
	Add assessment data from ECE programs participating in the state's QRIS into a community-level data mapping tool				
	Review validation and child outcome data to adapt and/or revise model as needed				
	Add QRIS stars for Centers with TACSEI trained staff and implementation plan				
<b>PROJECT 2: SILVER STATE KIDS</b>					
Objectives: A) Promote use of TSG developmental screening in PreK settings. b) Understand the status of children's learning and development at kindergarten entry. D) Coordinate data collection and use policies across agencies to align programs. E) Enable data-driven decision making.					
	Develop training calendar. The training calendar must include a train the trainer learning institute, two-day initial training for all teachers using the assessment, and training for administrators in understanding and using assessment data		X	X	
	Conduct training institute to train up to 25 trainers on TSG in each new phase. Trainers will need to complete all online training modules and then participate in a 2-day institute to enable them to train other teachers on the assessment			X	
	Schedule and train local teachers. Teachers will train for two-days to become fluent in the assessment. Online modules are available for follow-up questions as well as to address any unanticipated teacher turnover			X	
	Administer KEA by first week of October. Data to be entered in November. Work with vendor to ensure broad understanding of data collected once each phase is complete				X
	Establish peer support forums that encourage idea and information sharing across districts and regions of the state	X	X	X	X
	Provide TA to streamline assessments so that programs and districts can analyze which existing assessment tools and processes can be replaced with Silver State KIDS, depending on the purposes of the assessment	X	X	X	X
	Communicate data sharing with districts, classrooms, and families about child progress	x		X	
	Evaluate the results of implementation, answering to the degree possible the evaluation questions	X	X	X	X
	Complete inter-rater reliability evaluation and conduct validity study		X		X
	Provide an annual report to all stakeholders on outcomes and progress				X
<b>PROJECT 3: SILVER STATE SKILLS</b>					

*"Nevada's children will be safe, healthy, and thriving during the first eight years of life, and the system will support children and families in achieving their full potential."*

# SILVER STATE STRONG (S<sup>3</sup>)

## State of Nevada: Race to the Top-Early Learning Challenge Appendix

“Ambitious, Bold & Clear”

Responsibility & Resources	Year 4 Project, Goals and Activities	2017			
		Q1	Q2	Q3	Q4
<b>Objectives:</b> A) Increase access to districts participating in P-3 implementation reform efforts. B) Inform and connect work at state and local levels based on best practices . C) Improve awareness and enhance state policy grounded in best practice and aligned with other P-3 work.					
RPDPs NECAC local ECACs Striving Readers PreK Standards Cooperative Extension	Align the revised Core Knowledge and Competencies framework with early childhood higher education coursework, with the assistance of higher education faculty (Criterion D1c)				
	Provide trainings and professional development opportunities on <b>Infant and Toddler Early Learning Guidelines</b> to EC home, community and school based providers statewide including activities, resources, & DAPS on using the guidelines and ideas for families and providers	X	X	X	X
	Provide training and professional development opportunities (in collaboration with RPDPs) on <b>alignment of Pre-K Standards to the Common Core Standards</b> to P3 home, community and school based providers statewide including activities, resources, & DAP on using the guidelines and ideas for families and providers	X		X	
	Align Articulated Career Pathway Levels to teacher licensure requirements for the Birth-Second license				
	Improve State ECE Licensing requirements for teacher and director preparation to reflect the Articulated Career Pathways and graduated improvement in teacher and director requirements				
	Crosswalk Nevada’s Core Knowledge and Competencies for early childhood professionals with professional standards for PreK-2 teachers (e.g., National Board Early Childhood Teacher Standards, InTASC Model Core Teaching Standards)				
	Develop a post-graduate certificate program for teachers with a related Bachelor’s degree not leading to licensure (e.g., Human Development and Family Studies) to obtain a NDE Teaching License for B-2nd grade				
<b>PROJECT 4: SILVER STATE SUPPORTS</b>					
<b>Objectives:</b> A) Improve connections between child care and health care providers. B) Improve health outcomes for all children through health eating, nutrition, and physical activity. C) Improve the understanding by legislators, early childhood professionals, parents, and the business community of the importance of quality ECE, which includes the importance of an educated and well compensated workforce. E) Improve implementation of effective practices at the state and local levels.					
	Continue to monitor and evaluate family-centered practices in participating providers. Communicate results annually	X	X	X	X

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# Appendix O: The Ladder to Success

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# State of Nevada: Race to the Top-Early Learning Challenge Appendix

## The Ladder to Success.

The following Career Ladder is tailored specifically to the field of Early Care and Education (ECE). There are 7 levels that represent various combinations of formal education, training and direct experience (up to 4000 hours). By following this path, you'll know exactly what you need to accomplish before advancing to the next level.

### Level 1

- 1.1** Meet Child Care Licensing requirements *and* a minimum of 1000 hrs. of direct experience
- 1.2** All of 1.1 plus a high school diploma/GED
- 1.3** All of 1.1, 1.2 *and* 1 ECE college credit *or* 15 hrs. approved training

### Level 2

- 2.1** Current CDA *or* 8 ECE college credits *and* 2000 hrs. direct experience, *or* high school diploma/GED, 120 hrs. of approved CKA training, *and* 2000 hrs. direct experience
- 2.2** 12 ECE college credits *and* 3000 hrs. direct experience

### Level 3

- 3.1** Apprenticeship Certificate *or* 20 ECE college credits *and* 4000 hrs. direct experience
- 3.2** 1-year ECE certificate *or* 30 college credits with 24 in ECE *and* 4000 hrs. direct experience

### Level 4

- 4.1** Associate's degree in ECE *or* Associate's degree in another field with 30 or more ECE college credits
- 4.2** All of 4.1 *and* 4000 hrs. direct experience

### Level 5

- 5.1** Bachelor's degree in ECE *or* Bachelor's degree in another field with a state teaching licensing containing an ECE endorsement *or* a Bachelor's degree in another field with 30 or more ECE college credits
- 5.2** All of 5.1 *and* 4000 hrs. direct experience

### Level 6

- 6.1** Master's degree in ECE *or* Master's degree in another field with a state teaching licensing containing an ECE endorsement *or* a Master's degree in another field with 30 or more ECE college credits
- 6.2** All of 6.1 *and* 4000 hrs. direct experience

### Level 7

- 7.1** Doctorate in ECE *or* Doctorate in another field with a state teaching licensing containing an ECE endorsement *or* Doctorate in another field with 30 or more ECE college credits
- 7.2** All of 7.1 *and* 4000 hrs. direct experience



The Path to Brighter Futures.

The Nevada Registry is an integral part of establishing a professional development system in the field of Early Care and Education (ECE). The program helps raise the status of our profession and encourages the establishment of a well-trained and skilled workforce of professionals. It is a multi-faceted, federally funded program serving ECE professionals throughout Nevada.

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# Appendix P: Improving Literacy for a Strong Nevada

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# Improving Literacy for a Strong Nevada

**The State Literacy Plan for Nevadans**

**Birth through Grade 12 and Beyond**

Nevada Department of Education

**Keith W. Rheault**

*Superintendent of Public Instruction*

**Gloria Dopf**

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Instruction, Research, and Evaluative Services*

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# Improving Literacy for a Strong Nevada

## The State Literacy Plan for Nevadans Birth through Grade 12 and Beyond

### Introduction

State and national assessments indicate that far too many Nevada children and young adults are reading and writing at levels that are unacceptably low. In order to be successful in the 21<sup>st</sup> century, every student in Nevada must be highly literate so that he/she is:

- college and career ready upon graduation,
- competitive in a diverse global economy, and
- an engaged citizen of the State and nation.

The Nevada State Literacy Team (NSLT) has established a plan to improve literacy, collaborating with personnel in the Nevada Department of Education (NDE), school districts, institutions of higher education, community partners, and Nevada families. Educating our children and young adults is one of the most important jobs for which we, as adults, are responsible. Support for Nevada's highly diverse population and our future economic prosperity depends on building a strong educational system.

The Nevada State Literacy Plan (NSLP) is a comprehensive vision that will produce results by providing districts, schools, administrators, teachers, and families with guidelines, recommendations, and expectations for improving literacy in our State.

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*"We know that education is everything to our children's future. We know that they will no longer just compete for good jobs with children from Indiana, but children from India and China and all over the world."*

*—President Barack Obama*

# State of Nevada: Race to the Top-Early Learning Challenge Appendix

## Improving Literacy for a Strong Nevada

The State Literacy Plan for Nevadans Birth through Grade 12 and Beyond

### Executive Summary

Literacy is the foundation of academic success. The State has a leadership role in the development of a high level of literacy achievement for all of its children and young adults through collaboration with school districts, families, and communities. In order to be successful in the 21<sup>st</sup> century, every child in Nevada must be highly literate so that he/she is:

- college and career ready upon graduation;
- competitive in a diverse global economy; and
- an engaged citizen of the State and nation.

Nevada has established a team of literacy experts to create a plan to improve literacy in our State. The Nevada State Literacy Team (NSLT) will work with personnel in the Nevada Department of Education (NDE), school districts, institutions of higher education, community partners, and Nevada families to implement this plan to **improve literacy for a strong Nevada**.

The NSLT goal is to ensure that every student knows how to use reading, writing, listening and viewing, speaking and presenting, and critical thinking skills to:

1. learn new content;
2. use those skills to collaborate and communicate what is learned;
3. transfer learning to new situations; and
4. enjoy the pleasure and benefits being a literate member of society.

Far too many Nevada children and young adults are reading and writing at unacceptably low levels. Nevada ranks near the bottom of state-by-state comparisons of literacy<sup>1</sup> and has a graduation rate of only 71.4%<sup>2</sup>.

Support for Nevada's highly diverse population and for our future economic growth and prosperity depends on building a strong educational system. **Improving Literacy for a Strong Nevada** is a plan based on the beliefs that:

1. *all* students need systematic, ongoing literacy instruction;
2. *all* teachers, staff, administrators, families, and community members share the responsibility for developing children's literacy; and
3. *all* teachers and administrators need ongoing professional development to improve literacy instruction.

#### Nevada Fast Facts

**2,643,000** residents<sup>3</sup>  
**436,000** children in public schools<sup>2</sup>  
**204,000** children under age five<sup>3</sup>  
**17** school districts<sup>2</sup>  
**655** schools<sup>2</sup>  
**22,690** K-12 teachers<sup>2</sup>

<sup>1</sup>National Center for Education Statistics (2009)

<sup>2</sup>Nevada Department of Education (2010a)

<sup>3</sup>U.S. Census Bureau (2010)

### The Nevada State Literacy Plan Essential Elements

1. **Effective Leadership** – Literacy leaders will work collaboratively to initiate, support, and supervise the improvement of literacy instruction at all levels, including teachers, school administrators, literacy coaches, school librarians, central office administrators, directors of early childhood programs, members of boards of education, university and college faculty, consultants, and NDE personnel. It is essential for all literacy leaders to build capacity within school districts and schools, examine research, align classroom instruction with the Common Core State Standards (CCSS), and use formative and summative assessments.
2. **Effective Instruction** – All teachers in Nevada will share the responsibility for student literacy development and must provide effective instruction that is aligned with CCSS. Summative and formative assessment data, ongoing progress monitoring data, and other relevant data are used to inform and monitor decisions related to planning and implementing differentiated instructional strategies at the State, school district, school, classroom, small group, and individual student levels.
3. **Teacher Preparation Programs** – Nevada institutions of higher education will play a critical role in creating a corps of knowledgeable, qualified, and competent educators. Working with literacy leaders throughout the State, colleges and universities will prepare teachers and work with literacy leaders to shape policy to improve literacy instruction.
4. **Family and Community Partnerships** – Literacy leaders recognize that there is a shared interest and responsibility for our students' literacy development and will work together to expand opportunities for children, adolescents, and families. When schools, families, and communities work together, parents become empowered, teachers are more effective, schools improve, and the workforce grows strong.
5. **Early Childhood Literacy Instruction** – Early childhood literacy leaders will support the emerging literacy development of children from birth through grade 3 by providing instruction that is appropriate for the development of young children and focused on progression through the stages of research-based developmental domains (Child Development Institute, 2010). Coordination of instructional efforts between pre-schools and elementary schools, ongoing monitoring of student progress, and support for families of young children will be provided. This foundational support is critical to students' future success.
6. **Intermediate and Adolescent Literacy Instruction** – Intermediate and adolescent literacy leaders will support the ongoing literacy development of students in grades 4 through 12; coordinate instructional efforts with elementary, middle, and high schools; monitor student progress; collaborate with content and specialty area teachers; and support families. While many students by grade 4 have learned the necessary skills and strategies to become independent readers and writers, they still need to master advanced literacy practices required for different levels, disciplines, text types, and situations. Students who are still experiencing difficulties need intensive support to develop the skills, strategies, and confidence to meet grade level expectations. Similarly, advanced students require instruction that motivates and challenges them to remain engaged in learning. This intensive support is essential for students to be career and college ready after high school graduation (adapted from National Council of Teachers of English, 2007).

## *The Nevada State Literacy Plan*

The NSLP is a comprehensive literacy improvement framework that outlines the essential planning elements designed to serve the needs of *all* Nevadans, from birth through grade 12 and beyond. The plan emphasizes effective leadership and instruction, strengthening teacher preparation programs, and enhancing family and community partnerships to improve literacy achievement. It is based on the following beliefs:

- *All* students need systematic and explicit ongoing literacy instruction;
- *All* teachers, staff, administrators, families, and community members share the responsibility for developing student literacy; and
- *All* teachers and administrators need ongoing professional development to improve literacy instruction.

High levels of literacy achievement are critical to the success of a sustained and systematic approach to improve education. Success depends on statewide implementation of the CCSS, use of assessment data to guide instructional decisions, and implementation of high-quality instruction and intervention across all grades. The NSLP must incorporate proven, research-based methods and materials along with ongoing and job-embedded professional development for teachers and administrators that is aligned with the CCSS. All of these efforts will result in improved practice and higher literacy achievement for all Nevada children and young adults, as measured by increased achievement on the Nevada High School Proficiency Exam (HSPE) and the reading Criterion Reference Test (CRT), increased graduation rates, and increased numbers of children entering school ready to learn.

The NSLP is grounded in the promising practices that Nevada experienced with other large-scale initiatives, including:

- Reading Excellence
- Reading First
- Reading First Targeted Assistance
- Nevada Early Literacy Intervention Program (NELIP)
- Response to Instruction/Intervention
- 21<sup>st</sup> Century Partnership
- Nevada State Pre-Kindergarten through Third Grade (P-3) Initiative
- The State Council on Libraries and Archives *Nevada Literacy Office Strategic Plan*

Among the many promising practices learned from these initiatives is the use of literacy specialists/coaches in schools. Nevada will apply for the spring 2011 discretionary Striving Readers Comprehensive Literacy grant and if awarded, funds will, in part, support literacy specialists/coaches in schools. Since there is a noticeable absence of projects for

## State of Nevada: Race to the Top-Early Learning Challenge Appendix

intermediate and adolescent literacy, particular emphasis will be placed on improving intermediate and adolescent literacy instruction while maintaining existing efforts in Pre-K through grade 3.

Nevada has an infrastructure that will aid in the implementation and success of the NSLP. State funding provides for a statewide system of professional development through the Regional Professional Development Programs (RPDPs), located in three regions across the state, and through professional development offered by the three urban school districts. Data collection needed for the interpretation and planning of interventions will be based on State and local assessments, as well as universal screening and progress monitoring assessments. The NDE will aid in the data collection through the electronic System of Accountability Information in Nevada (eSAIN), a statewide longitudinal data system that collects student data from the 17 Nevada school districts and State Board of Education sponsored charter schools.

As a part of the implementation of NSLP, guidance will be provided to schools on organizing literacy teams, aligning curriculum with CCSS, analyzing assessment data to make instructional decisions, and the use of research-based interventions for struggling readers and writers. State developed resources and materials dealing with standards and literacy will be available for teachers, administrators, families, and community partners throughout Nevada. These resources will be developed in collaboration with the SMARTER Balanced Assessment Consortium, NDE, school districts, RPDPs, and literacy leaders.

### *What it Means to be Literate*

Establishing a common definition of what it means to be literate is a foundational component of the NSLP. This definition will inform professional development, curriculum and instruction, and assessments used to measure the implementation of instruction and improved literacy achievement.

**lit·er·ate** [lit-er-it] *adjective*

1. the ability to use reading, writing, listening and viewing, speaking and presenting, and critical thinking skills to learn new content;
2. using those skills to collaborate and communicate what is learned;
3. the ability to transfer that learning to new situations; and
4. enjoying the pleasure and benefits of being a literate member of society.

(adapted from Meltzer & Ziemba, 2006, p. 22).

## ***Why Nevada Needs a Literacy Plan***

### **Growth and Diversity**

The educational landscape of Nevada is as diverse as its geography. Of the 17 county school districts, three are designated urban: Carson City (State Capital), Clark (Las Vegas metropolitan area), and Washoe (Reno-Sparks metropolitan area). Three school districts are designated rural (Douglas, Storey, Mineral), and the remaining 11 are designated frontier. Some districts in recent years experienced rapid growth while some smaller districts lost enrollment. The student population is ethnically, racially, linguistically, and socio-economically diverse. These factors, along with numerous others, produce challenges to Nevada education and literacy levels.

### **Graduation Rates**

Nevada's graduation rate leaves too many high school students falling short of a diploma. According to *Graduation by the Numbers: Putting Data to Work for Student Success* (Education Week, 2010), Nevada ranked lowest in the nation for the past two years. As part of the *No Child Left Behind Act* (NCLB) of 2003, Nevada reported a graduation rate of 71.4% for the class of 2009 in the *Nevada Annual Reports of Accountability 2009-2010*, (Nevada Department of Education, 2010a). The Alliance for Excellent Education (2009) estimates that dropouts from the class of 2008 will cost Nevada almost \$1.3 billion in lost wages over their lifetimes. Low graduation rates must be improved if Nevada is to produce a strong and literate workforce and grow our economy.

### **State-by-State Comparisons\***

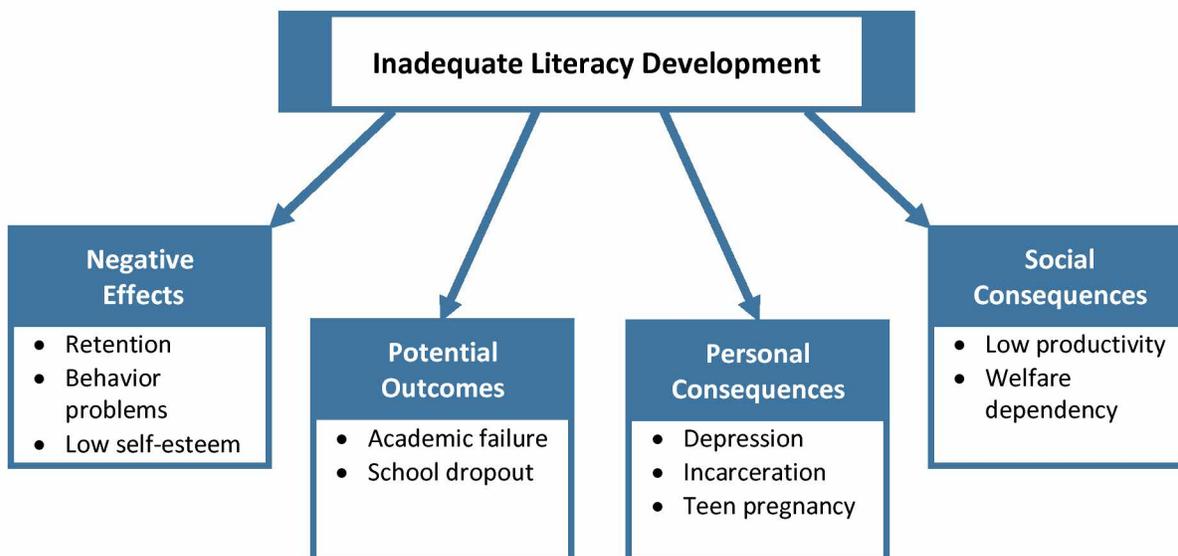
- Nevada had a lower percentage of 3 to 4 year olds enrolled in preschool (27.6%) in 2006-2008 than any other state.
- Nevada was in the bottom six states for percentage of public school 4<sup>th</sup> graders proficient on the 2009 National Assessment of Education Progress (NAEP) in reading (24%) which remained static between 2007 and 2009.
- Nevada was in the bottom eight states for percentage of public school 8<sup>th</sup> graders proficient on the 2009 NAEP in reading (22%) which remained static between 2007 and 2009.
- Nevada (30.6%) and Alaska (29.7%) had the lowest percentages of 18 to 24 year olds enrolled in colleges and universities in 2006 through 2008.

(U.S. Department of Education, 2011)

\*Data are provided for the most recent year available. Because of the time required to collect, analyze, and report data, this information may not reflect progress that may have been made in subsequent periods.

**Additional Costs of Failure**

"A person who is not at least a modestly skilled reader by the end of third grade is quite unlikely to graduate from high school" (Snow, Burns, & Griffin, 1998, p. 21). Low levels of literacy are associated with depression, negative peer relationships, and other factors that affect school performance and achievement.



(Baum & Ma, 2007; Fletcher & Lyon, 1998; Greene & Winters, 2005; Snow, Burns, & Griffin, 1998; Waldie & Spreen, 1993; and others)

**National Achievement Levels**

Nevada still ranks near the bottom of state-by-state comparisons of reading achievement. According to the 2009 NAEP results (National Center for Education Statistics, 2009), more than 75% of Nevada students in grades 4 and 8 read below the proficient level. This figure represents a greater number of non-proficient readers than the national average of 69%.

**Other Compelling Factors**

There are many other underlying factors contributing to Nevada's low literacy achievement. Each of the following present key challenges that affect our students:

- 32.2%** Student Transiency Rate
- 35** Limited Number of Publicly Funded Pre-K Classrooms Serving the State
- 45,500** Number of Students with Individual Education Plans (IEP)
- 72,300** Number of School Age English Language Learners (ELL)
- 182,700** Number of Economically Disadvantaged Students

(Nevada Department of Education, 2010a)

## The Essential Elements

The NSLP builds on current statewide initiatives, especially the adoption of the Common Core State Standards (CCSS) and involvement in a national consortium of states developing common formative and summative assessments (SMARTER Balanced Assessment Consortium). The plan consists of six essential elements. Each element begins with a brief description and is followed by specific guidelines, recommendations, and expectations.



### Essential Element 1

#### Effective Leadership

Literacy leaders will work collaboratively to initiate, support, and supervise the improvement of literacy instruction at all levels, including teachers, school administrators, literacy coaches, school librarians, central office administrators, directors of early childhood programs, members of boards of education, university and college faculty, consultants, and NDE personnel. It is essential for all literacy leaders to build capacity within school districts and schools, examine research, align classroom instruction with CCSS, and use formative and summative assessments to **improve literacy for a strong Nevada**.

- Establish a Literacy Improvement Team at each school as part of its School Improvement Plan (SIP) that includes teachers from across grade levels and content areas and other stakeholders.
- Communicate and promote what constitutes high-quality, research-based literacy instruction in all grades Pre-K through grade 12.
- Collaborate with literacy leaders to provide professional development for teachers, school administrators, and directors of early childhood education programs on how to implement research-based literacy instruction.
- Collaborate with school districts, RPDPs, and institutions of higher education to develop and implement a strategic plan to implement the CCSS.

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- Link school districts and schools to relevant organizations and agencies to encourage collaboration, dissemination of information, and replication of successes.
- Promote the idea that every teacher is a teacher of literacy (including early childhood education teachers, content and specialty area teachers, and school librarians).
- Recruit community members as "literacy champions" to promote the NSLP.
- Work with media outlets (e.g., television, radio, newspapers) and social media (e.g., Facebook, Wikis, Twitter) to promote literacy.
- Develop and implement a strategic plan for implementing common formative and summative assessments through the SMARTER Balanced Assessment Consortium.
- Promote the understanding that data are important sources of information to guide improved achievement and instruction, curriculum implementation, and professional development.
- Support school districts in adopting a Response-to-Instruction/Intervention (RTI) framework that identifies students at-risk for failure early in their education and provides targeted interventions to improve literacy achievement.
- Cooperate with school districts to develop enrichment activities for high achieving students.
- Work with literacy leaders to improve the timeliness and availability of high-quality data at the State, school district, school, and classroom levels.
- Include community-based early childhood programs in data-driven decision-making efforts at the State and local levels.
- Establish reasonable guidelines on the use of pacing schedules, specifically on when and how to alter instruction.
- Assist literacy leaders in allocating sufficient time to examine and reflect on data.
- Communicate strategies that support literacy learning for families to use with children beginning at birth.

### ***Essential Element 2***

#### **Effective Instruction**

All teachers in Nevada will share the responsibility for student literacy development and must provide effective instruction that is aligned with CCSS. Summative and formative assessment data, ongoing progress monitoring data, and other relevant data are used to inform and monitor decisions related to planning and implementing differentiated instructional strategies at the State, school district, school, classroom, small group, and individual student levels to ***improve literacy for a strong Nevada.***

- Ensure that all literacy instruction and materials align with the CCSS.
- Promote engaging, language-rich literacy instruction in all classrooms.

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- Ensure that students interact with and comprehend a wide variety of text types.
- Differentiate literacy instruction and implement multi-tiered intervention and enrichment systems.
- Use proven, high-yield content reading strategies in all classrooms, including strategies designed for English language learners and special education students.
- Promote the use of information, media, and instructional technology.
- Collaborate with all education organizations to align curriculum in pre-school, elementary, and secondary schools.
- Collaborate with school districts, RPDPs, and institutions of higher education to participate in targeted, high-quality professional development.
- Use summative and formative assessments, along with ongoing progress monitoring, to measure student progress, determine content mastery, and make instructional decisions.
- Participate in data-driven decision-making teams that are aligned with an RTI framework and maintain a purposeful, respectful, and trusting environment in which data can be collected, analyzed, and used to improve literacy achievement.
- Include non-assessment data (e.g., observational data, implementation data, satisfaction data, student work) as part of the RTI decision-making process.
- Collaborate with State and local literacy organizations (e.g., Silver State Reading Association, Nevada Early Childhood Advisory Council, and Nevada Writing Projects).
- Promote a positive statewide atmosphere that motivates learning and literacy for students, educators, parents, and the community.

### ***Essential Element 3***

#### **Teacher Preparation Programs**

Nevada institutions of higher education will play a critical role in creating a corps of knowledgeable, qualified, and competent educators. Working with literacy leaders throughout the State, colleges and universities will prepare teachers and work with literacy leaders to shape policy **to improve literacy for a strong Nevada.**

- Collaborate with local school districts to develop and implement undergraduate and postgraduate coursework for all educators that aligns with the NSLP, CCSS, and prepares them to meet the diverse needs of 21<sup>st</sup> century learners.
- Monitor the effectiveness of preparation programs to ensure quality instruction.
- Increase opportunities for future teachers to interact with current teachers and students.
- Involve pre-service teachers in schoolwide professional learning communities.

## ***Essential Element 4***

### **Family and Community Partnerships**

Literacy leaders recognize that there is a shared interest and responsibility for our students' literacy development and will work together to expand opportunities for children, adolescents, and families. When schools, families, and communities work together, parents become empowered, teachers are more effective, schools improve, the workforce grows strong, and we ***improve literacy for a strong Nevada.***

- Work with community organizations to promote literacy activities in after-school and community programs.
- Support family networks and parent/teacher organizations (e.g., PTAs, PTOs) to promote literacy.
- Educate families on how they can support the literacy development of their children and young adults.
- Welcome families in schools as members of the educational team.
- Involve business and industry in planning, development, and deployment of literacy initiatives so that entry level work skills are supported.
- Market literacy initiatives by involving business leaders in community awareness campaigns.
- Invite community representatives to participate in curriculum development.
- Include home visitors and other family literacy personnel in curriculum training for early childhood literacy.
- Promote and support public and school libraries.
- Support parent education through adult learning (e.g., learning English, GED programs).



***"NOW, THEREFORE, BE IT RESOLVED that I, Brian Sandoval, Governor of the State of Nevada, do hereby encourage all Nevada families to dedicate time each day to reading with the children in their homes..."***

***—Proclamation by the Governor,  
January 3, 2011***

## ***Essential Element 5***

### **Early Childhood Literacy Instruction**

Early childhood literacy leaders will support the emerging literacy development of children from birth through grade 3 by providing instruction that is appropriate for the development of young children and focused on progression through the stages of research-based developmental domains (Child Development Institute, 2010). Coordination of instructional efforts between pre-schools and elementary schools, ongoing monitoring of student progress, and support for families of young children will be provided. This foundational support is critical to students' future success and to ***improve literacy for a strong Nevada.***

- Collaborate with early childhood organizations to ensure that all early childhood programs have consistent, research-based early literacy information.
- Facilitate the use of research-based instructional materials and assessments that are aligned with the *Nevada Early Learning Standards* and CCSS.
- Coordinate Pre-K through grade 3 efforts across the State that support early literacy efforts.
- Work to bridge funding between State/school district and other publicly and privately funded efforts to reach private early childhood education programs and parents.
- Provide professional development and other supports to align literacy curriculum Pre-K through grade 3.
- Offer training and information for home visitors and professionals working with prenatal and infant health care systems about strategies for families to use to support their children's language skills and early literacy development.
- Facilitate transition strategies between community early childhood education programs and entry into school.
- Facilitate collaboration strategies to support understanding of diverse early education environments, including classroom visitations, and joint training for community and public school teachers.
- Align the *Nevada Pre-K Standards* with CCSS for children in all early childhood settings.

## ***Essential Element 6***

### **Intermediate and Adolescent Literacy Instruction**

Intermediate and adolescent literacy leaders will support the ongoing literacy development of students in grades 4 through 12; coordinate instructional efforts with elementary, middle, and high schools; monitor student progress; collaborate with content and specialty area teachers; and support families. While many students by grade 4 have learned the necessary skills and

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strategies to become independent readers and writers, they still need to master advanced literacy practices required for different levels, disciplines, text types, and situations. Students who are still experiencing difficulties need intensive support to develop the skills, strategies, and confidence to meet grade level expectations. Similarly, advanced students require instruction that motivates and challenges them to remain engaged in learning. This intensive support is essential for students to be career and college ready after high school graduation **to improve literacy for a strong Nevada** (adapted from National Council of Teachers of English, 2007).

- Use instructional approaches that foster critical thinking, questioning, and independent learning for students.
- Address the diverse needs of students at various literacy levels.
- Emphasize student decision-making.
- Participate in ongoing professional development.
- Provide direct and explicit instruction.
- Motivate and engage students while providing self-directed learning experiences.
- Offer strategic tutoring.
- Support the use of technology in teaching, learning, and formative assessments.
- Provide every content area teacher with professional development on research-based content area literacy instruction.
- Allow for extended time for students to engage in reading and writing.
- Emphasize higher-level reading and writing skills across school curricula.
- Ensure that students attain the skills necessary for effective writing and reading so that they are ready for post-secondary pursuits.
- Use ongoing formative assessments to monitor and share information about student progress.
- Engage students with a wide variety of multi-disciplinary content and an array of multi-leveled texts and writing tasks.
- Provide ample opportunities to take part in a variety of rich conversations (e.g., as part of a whole class, in small groups, with a partner) structured around important content in various domains.
- Provide ample opportunities for students to listen attentively, build on others' ideas, and express their own ideas clearly and persuasively.

***“The more you read, the more things you will know. The more that you learn, the more places you’ll go.”***

**–Theodor Seuss Geisel, 1978**

## ***Monitoring Our Progress***

Progress toward the student achievement goals and implementation indicators will be monitored based on data collected by the NDE. The NDE will be responsible for monitoring and reporting on implementation to the NSLT on a regular basis. Reports on the results will be made public via the NDE website and will include the following student achievement and implementation indicators that are linked to the *Nevada State Improvement Plan* (Nevada Department of Education, 2010b).

### **Student Achievement Goals**

- In the elementary grades, increase academic reading proficiency on the State reading CRT by 3.5 percentage points from 59.6% to 63.1% in three years.
- In the middle grades, increase academic reading proficiency on the State reading CRT by 3.5 percentage points from 68.2% to 71.7% in three years.
- In high school grades, increase academic reading proficiency on the State reading HSPE by 3.5 percentage points from 79.8% to 83.3% in three years.

### **Implementation Indicators**

- Implementation of NSLP Essential Elements is observed in school districts and schools.
- Literacy support materials, consistent with the NSLP, are available and used in all classrooms.
- Schools use data to identify and provide support and/or intervention for students.
- Assessment is being used to inform literacy planning and instruction.
- Literacy readiness and achievement of students are tracked both within and across schools, especially at these critical junctures: prior to Kindergarten, grade 3, grade 8, and prior to high school graduation.
- Targeted professional development, responding to needs identified in school plans and consistent with the NSLP, is provided throughout Nevada.
- Working partnerships exist between schools, parents, and communities to enhance, improve, recognize, and showcase student literacy achievements.
- Literacy Improvement Teams are established at each school.
- Partnerships ***to improve literacy for a strong Nevada*** exist with families, government offices, education institutions, and community organizations.

## *The Statewide Partnership*

Literacy learning begins at birth. To promote the literacy development of Nevada children and young adults, NSLT seeks strong partnerships with families, government offices, education institutions, and community organizations throughout Nevada. Working closely with the Nevada Department of Education, the NSLT will coordinate efforts to improve literacy for all children.

- ➔ Children and Young Adults, Birth through Grade 12
- ➔ Teachers
- ➔ Nevada Department of Education
- ➔ State Literacy Team
- ➔ Families
- ➔ Schools
- ➔ School Districts
- ➔ Regional Professional Development Programs
- ➔ Common Core State Standards Steering Team
- ➔ Nevada Department of Health and Human Services
- ➔ State Libraries and Archives
- ➔ Early Childhood Advisory Council
- ➔ Community Organizations
- ➔ Business and Industry
- ➔ Institutions of Higher Education
- ➔ Office of the Governor
- ➔ State Legislators
- ➔ Blue Ribbon Task Force
- ➔ Local Print, Broadcast, and Social Media Resources



## ***The Nevada State Literacy Team***

The Nevada Department of Education extends appreciation to the members of the Nevada State Literacy Team who collaborated to write and produce the Nevada State Literacy Plan. Members represent all categories of expertise as required by the grant program.

### **Office of the Governor**

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**Patricia Miller**, representing the Office of the Governor: Content Literacy (9-12);  
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**Dr. Jeff Gelfer**, University of Nevada, Las Vegas: Faculty, Early Childhood Education and  
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**Nevada State Agencies, Professional Development Programs and Consultants**

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**Carol Gebhardt**, Northwest Regional Professional Development Program: Regional Trainer, Literacy

**Nancy Kelly**, Educational Consultant: Professional Development; Literacy; Coaching

**Chelli Smith**, Southern Nevada Regional Professional Development Program: Professional Development

**Karen Starr**, Nevada State Library and Archives: Nevada Literacy Office/Center for the Book

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# Appendix Q: Nevada's ECE Pathways to Proficiency

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State of Nevada: Race to the Top-Early Learning Challenge Appendix  
**Nevada's ECE Pathways to Proficiency** [DRAFT 9/26/13]



Nevada currently has a Career Ladder but not a document specifying the specific steps toward achievement of Career Ladder Levels. Nevada is also missing a series of articulated certifications and degrees from informal training through degree attainment. The purpose of this document is to establish these pathways and this articulation for Teachers, Family Child Care Providers (including Family, Friend and Neighbor Providers), Directors, and Advanced Professionals.

**Teacher Pathway (T.E.A.C.H. Scholarship Track: Teacher)**

**Preamble**

The Teacher Pathway shows the possible pathway from an entry level beginning professional all the way through completion of the Bachelor’s degree; however, Early Childhood Educators can enter anywhere along the pathway if they have met the criteria. There is no need for Early Childhood Educators to complete the Professional Development Modules (PDMs) if they are enrolled in a degree program and taking coursework.

Movement within each color band is intentional and possible, making the steps toward proficiency achievable and specific. This allows for multiple steps along the way without diluting the importance of movement across the color band pathway from purple to orange. Permits will be awarded at the Proficient Level of each color band along the pathway (e.g., Beginning Teacher, Assistant Teacher, etc.) in conjunction with annual Nevada Registry renewal. A monetary Education Award will be associated with achievement of each Proficiency Permit.

Each color band has a Professional Learning Community led by a teacher at a higher level of proficiency.

To follow the pathway from entry level through Master Teacher Proficiency, begin in the upper left cell (Beginning Teacher- Novice), move through the color band vertically following the color saturation level, and then move to the next color band horizontally.

Beginning Teacher →	Assistant Teacher →	Teacher →	Lead Teacher →	Master Teacher
Novice	Novice	Novice	Novice	Novice
Competent	Competent	Competent	Competent	Competent
Proficient	Proficient	Proficient	Proficient	Proficient

**State of Nevada: Race to the Top-Early Learning Challenge Appendix  
Teacher Pathway (T.E.A.C.H. Scholarship Track: Teacher)**

Title	Beginning Teacher →	Assistant Teacher →	Teacher →	Lead Teacher →	Master Teacher
<b>Novice</b> 	<ul style="list-style-type: none"> <li>Meets initial licensing requirements; AND</li> <li>In high school or working on GED</li> </ul>	<ul style="list-style-type: none"> <li>Completion of Beginning Teacher Permit; AND</li> <li>Completion of PDM1; AND</li> <li>Pursuing PDM2</li> </ul>	<ul style="list-style-type: none"> <li>Completion of Asst. Teacher Permit; AND</li> <li>Completion of 1 additional PDM (choice 3-7); OR</li> <li>Pursuing<sup>c</sup> Apprenticeship Certificate; OR</li> <li>Pursuing AA/AS degree or higher in ECE/related</li> </ul>	<ul style="list-style-type: none"> <li>Completion of Teacher Permit; AND</li> <li>Completion of 1 additional PDM (choice 3-7); OR</li> <li>Pursuing AA/AS degree or higher in ECE/related; OR</li> <li>AA in non-related degree AND pursuing ECE credits</li> </ul>	<ul style="list-style-type: none"> <li>Completion of Lead Teacher Permit; AND</li> <li>Completion of final PDM (choice 3-7); OR</li> <li>Pursuing BS in ECE/related; OR</li> <li>BS in non-related degree AND pursuing ECE credits</li> </ul>
<b>Competent</b> 	<ul style="list-style-type: none"> <li>Completion of annual licensing training requirements; AND</li> <li>Pursuing PDM CORE<sup>a</sup></li> </ul>	<ul style="list-style-type: none"> <li>Completion of PDM2 (PDM CORE+1+2= HDFS/ECE 250) OR</li> <li>Completion of HDFS/ECE 250 or equivalent</li> </ul>	<ul style="list-style-type: none"> <li>Completion of 1 additional PDM (choice 3-7); OR</li> <li>Pursuing Apprenticeship Certificate; OR</li> <li>Pursuing AA/AS degree or higher in ECE/related</li> </ul>	<ul style="list-style-type: none"> <li>Completion of 1 additional PDM (choice 3-7); OR</li> <li>Pursuing AA/AS degree or higher in ECE/related, OR</li> <li>AA in non-related degree AND pursuing ECE credits</li> </ul>	<ul style="list-style-type: none"> <li>Pursuing CLASS PDM; AND</li> <li>Pursuing BS in ECE/related; OR</li> <li>BS in non-related degree AND pursuing ECE credits</li> </ul>
<b>Proficient</b> (Eligible for a Permit at this Level)	<ul style="list-style-type: none"> <li>Completion of HS diploma/GED; AND</li> <li>Completion of PDM CORE</li> </ul>	<ul style="list-style-type: none"> <li>Completion of CDA (PDM CORE+1+2 articulates);OR</li> <li>9 college credits toward an AA degree or higher<sup>b</sup> in ECE/related (must include HDFS/ECE 250 or equivalent &amp; 6 more ECE credits)</li> </ul>	<ul style="list-style-type: none"> <li>Completion of Apprenticeship Certificate; OR</li> <li>Completion of 30 credits toward an AA/AS degree or higher (must include 24 ECE credits)</li> </ul>	<ul style="list-style-type: none"> <li>Completion of AA/AS in ECE/related; OR</li> <li>60 credits toward BS in ECE/related; OR</li> <li>AA in non-related degree AND completion of 30 ECE credits</li> </ul>	<ul style="list-style-type: none"> <li>Completion of CLASS PMD; AND</li> <li>Completion of BS in ECE/related; OR</li> <li>BS in non-related degree AND completion of 30 ECE credits</li> </ul>

<b>Current<sup>d</sup> Career Ladder Level Alignment</b>	Level 1.3	Level 2.1	Level 3.1/3.2	Level 4.1/4.2	Level 5.1/5.2
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See next page for table notes

## State of Nevada: Race to the Top-Early Learning Challenge Appendix

<sup>a</sup> PDM = Professional Development Module. Each PDM will be designed by appropriate ECE state leaders, will include a mentor/coach component for follow through, and will be delivered by qualified trainers to Early Childhood Educators throughout Nevada. PDMs are designed to organize high quality informal training into coherent tracks that may articulate into 1 college credit. All PDMs require 15 hours of specific, approved, high quality Registry-approved training that can be counted toward an educator’s annual training requirements for licensing.

The first three PDMs will be designed in consultation with the Nevada ECE Higher Education Workgroup to articulate into the equivalent of the introductory ECE course in the Nevada System of Higher Education.

PDM CORE requires 15 hours of introductory training to include: Basic intro to all Core Knowledge Areas

PDM1 requires 15 hours of training in Nevada’s Core Knowledge Area 1: Human Growth & Development

PDM2 requires 15 hours of training in Nevada’s Core Knowledge Area 2: Positive Interaction & Guidance

PDM3 requires 15 hours of training in Nevada’s Core knowledge Area 3: Observation & Assessment

PDM4 requires 15 hours of training in Nevada’s Core Knowledge Area 4: Environment & Curriculum

PDM5 requires 15 hours of training in Nevada’s Core Knowledge Area 5: Health, Nutrition, & Safety

PDM6 requires 15 hours of training in Nevada’s Core Knowledge Area 6: Family & Community Relationships

PDM7 requires 15 hours of training in Nevada’s Core Knowledge Area 7: Leadership & Professional Development

\*Higher-level PDMs will also be developed to reflect important advanced topics such as CLASS, TACSEI, Mentoring, etc.



PDM Core+1+2  
= HDFS/ECE 250

<sup>b</sup> Requiring credits toward an AA/AS or higher is intentional. This document details a Pathway toward completion of a Bachelor’s degree, so there are no “dead ends”. Every level specifically articulates into the next level. Because higher education certificates and AAS degrees do not currently specifically articulate into the next higher level, they are not included in this model. Early Childhood Educators must be advised appropriately early in the Pathway Model. To this end, T.E.A.C.H. Early Childhood® Nevada will provide Professional Development Mentors to assist Professionals in making appropriate choices for coursework based on their future goals. Examples of the specific, articulated pathways toward completion of a 4-year degree include:

CDA → AA in ECE → BS in ECE (UNLV) | BS in HDFS (UNR)

CDA → Apprenticeship Certificate → AA in ECE → BS in ECE (UNLV) | BS in HDFS (UNR)

AS in Integrated Elementary Education → BS in Integrated Elementary Teaching with an emphasis in ECE (UNR)

<sup>c</sup> Pursuing is defined as being currently enrolled in credit toward this certificate/degree. The number of credits will fall somewhere between proficiency at the prior level and proficiency at the current level.

<sup>d</sup> Current articulation with Nevada’s existing Career Ladder levels is listed here. This articulation may shift after the Career Ladder is reassessed in year 1 of the grant.

### GENERAL NOTES:

- Position titles in the field will not necessarily match with Permit designations. Permits are associated with the criteria for proficiency in each color band, not with a professional’s existing title. For example, an Early Childhood Educator may be called a “Lead Teacher” in his/her place of employment but will not be eligible for the Permit at this level until he/she reaches the criteria for proficiency at the Lead Teacher Level.

## State of Nevada: Race to the Top-Early Learning Challenge Appendix

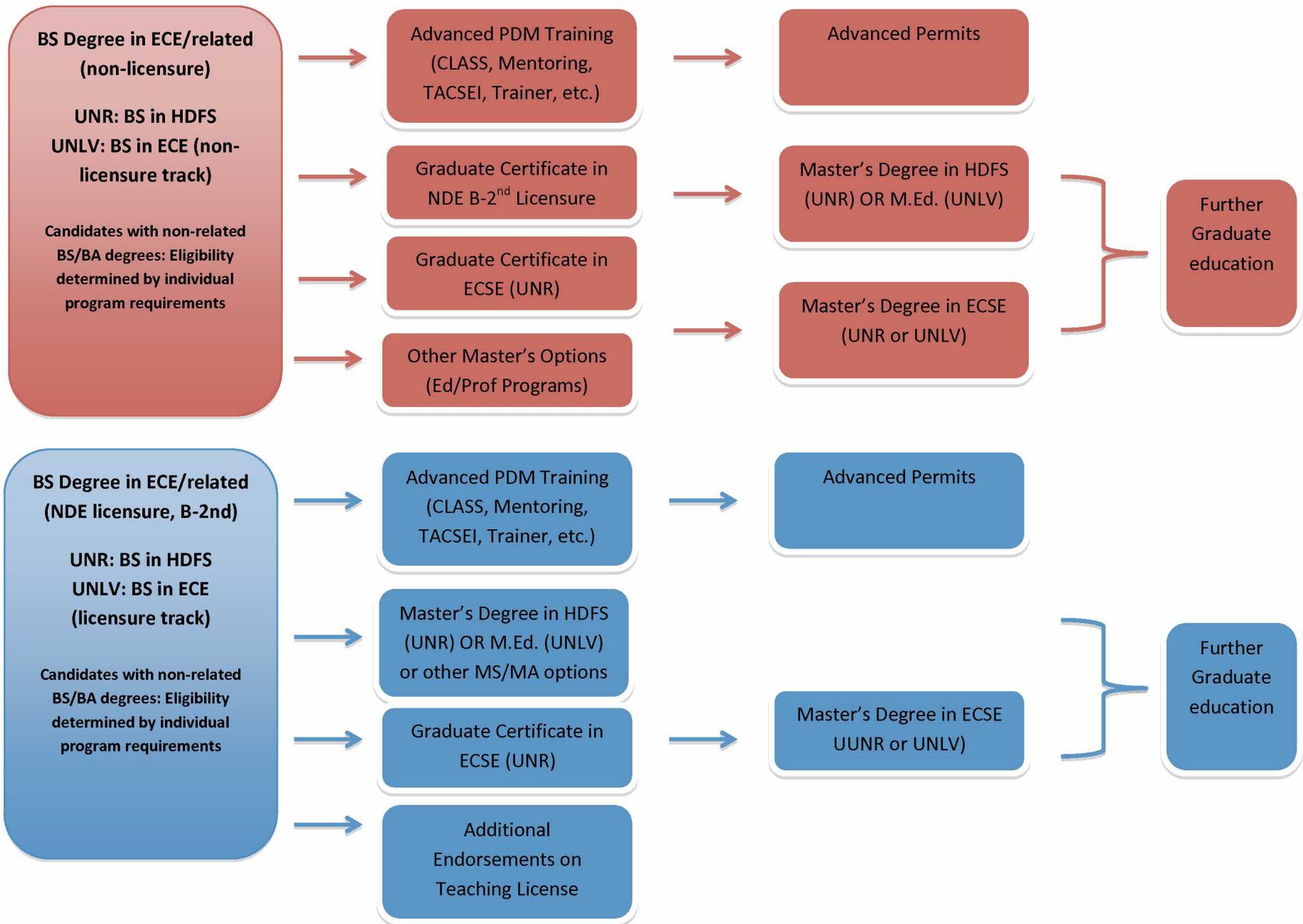
- Permits are issued by The Nevada Registry and are not necessarily tied to NDE licensure.

### Family Childcare Provider Pathway (T.E.A.C.H. Scholarship Track: Family CC Provider)

Title	Family, Friend, & Neighbor Entry Level Provider	Beginning Family Childcare Provider (FCCP)	Family Childcare Provider I	Family Childcare Provider II	Family Childcare Provider III	Family Childcare Leader
<b>Novice</b>  	<ul style="list-style-type: none"> <li>Provides unregulated, but legal, care to children of family, friends, or neighbors</li> </ul>	<ul style="list-style-type: none"> <li>Meets initial licensing requirements; AND</li> <li>In high school or working on GED</li> </ul>	<ul style="list-style-type: none"> <li>Completion of Beginning FCCP Permit; AND</li> <li>Completion of PDM1; AND</li> <li>Pursuing PDM2</li> </ul>	<ul style="list-style-type: none"> <li>Completion of FCCP I Permit; AND</li> <li>Completion of 1 additional PDM (choice 3-7); OR</li> <li>Pursuing Apprenticeship Certificate; OR</li> <li>Pursuing AA degree or higher in ECE/related</li> </ul>	<ul style="list-style-type: none"> <li>Completion of FCCP II Permit; AND</li> <li>Completion of 1 additional PDM (choice 3-7); OR</li> <li>Pursuing AA degree or higher in ECE/related; OR</li> <li>AA in non-related degree AND pursuing ECE credits</li> </ul>	<ul style="list-style-type: none"> <li>Completion of FCCP III Permit; AND</li> <li>Completion of final PDM (choice 3-7); OR</li> <li>Pursuing BS in ECE/related; OR</li> <li>BS in non-related degree AND pursuing ECE credits</li> </ul>
<b>Competent</b>  	<ul style="list-style-type: none"> <li>Meets subsidy requirements (including 3 hours of required training)</li> </ul>	<ul style="list-style-type: none"> <li>Completion of annual licensing training requirements; AND</li> <li>Pursuing PDM CORE training</li> </ul>	<ul style="list-style-type: none"> <li>Completion of PDM2 (PDM CORE+1+2 = HDFS/ECE 250); OR</li> <li>Completion of HDFS/ECE 250</li> </ul>	<ul style="list-style-type: none"> <li>Completion of 1 additional PDM (choice 3-7); OR</li> <li>Pursuing Apprenticeship Certificate; OR</li> <li>Pursuing AA degree or higher in ECE/related</li> </ul>	<ul style="list-style-type: none"> <li>Completion of 1 additional PDM (choice 3-7); OR</li> <li>Pursuing AA degree or higher in ECE/related; OR</li> <li>AA in non-related degree AND pursuing ECE credits</li> </ul>	<ul style="list-style-type: none"> <li>Pursuing 3cr in business mgmt.; AND</li> <li>Pursuing BS in ECE/related; OR</li> <li>BS in non-related degree AND pursuing ECE credits</li> </ul>
<b>Proficient</b> (Eligible for a Permit at this Level)	<ul style="list-style-type: none"> <li>Initiation of process to become licensed; OR</li> <li>Completion of 12 hours of Registry Approved training</li> </ul>	<ul style="list-style-type: none"> <li>Completion of HS diploma/GED; AND</li> <li>Completion of PDM CORE training</li> </ul>	<ul style="list-style-type: none"> <li>Completion of CDA (PDM CORE+1+2 articulates); OR</li> <li>9 college credits toward an AA degree or higher in ECE/related (must include HDFS/ECE 250 &amp; 6 more ECE credits)</li> </ul>	<ul style="list-style-type: none"> <li>Completion of Apprenticeship Certificate; OR</li> <li>Completion of 30 credits toward an AA degree or higher (must include 24 ECE credits)</li> </ul>	<ul style="list-style-type: none"> <li>Completion of AA in ECE/ related; OR</li> <li>Completion of 60 credits toward BS in ECE/related; OR</li> <li>AA in non-related degree AND completion of 30 ECE credits</li> </ul>	<ul style="list-style-type: none"> <li>Completion of 3cr in business mgmt.; AND</li> <li>Completion of BS in ECE/related; OR</li> <li>BS in non-related degree and 30 ECE credits</li> </ul>

Current Career	N/A (Pre)	Level 1.3	Level 2.1	Level 3.1/3.2	Level 4.1/4.2	Level 5.1/5.2
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**State of Nevada: Race to the Top-Early Learning Challenge Appendix  
Advanced Professional Pathways (T.E.A.C.H. Scholarship Track: Adv. Professionals)**



**State of Nevada: Race to the Top-Early Learning Challenge Appendix  
Director Pathway (T.E.A.C.H. Scholarship Track: Director)**

	Assistant Director →	Director →	Master Director →	Mentor Director
<p style="text-align: center;"><b>Novice</b></p> 	<ul style="list-style-type: none"> <li>• Meets licensing age requirements; AND</li> <li>• Has achieved “Competent Teacher” Level of Teacher Pathway; AND</li> <li>• Pursuing Director PDM; AND</li> <li>• Pursuing Apprenticeship Certificate; OR</li> <li>• Pursuing AA/AS degree or higher in ECE/related</li> </ul>	<ul style="list-style-type: none"> <li>• Completion of Assistant Director Permit; AND</li> <li>• Pursuing 1 additional advanced PDM of choice; AND</li> <li>• Pursuing AA/AS degree or higher in ECE/related; OR</li> <li>• AA/AS in non-related degree and pursuing ECE credits</li> </ul>	<ul style="list-style-type: none"> <li>• Completion of Director Permit; AND</li> <li>• Pursuing 1 additional advanced PDM of choice; OR</li> <li>• Pursuing BS degree or higher in ECE/related; OR</li> <li>• Pursuing BS in non-related degree and pursuing ECE credits</li> </ul>	<ul style="list-style-type: none"> <li>• Completion of Master Director Permit; AND</li> <li>• Pursuing Mentoring PDM</li> </ul>
<p style="text-align: center;"><b>Competent</b></p> 	<ul style="list-style-type: none"> <li>• Completion of Director PDM; AND</li> <li>• Pursuing Apprenticeship Certificate; OR</li> <li>• Pursuing AA/AS degree or higher in ECE/related</li> </ul>	<ul style="list-style-type: none"> <li>• Completion of 1 additional advanced PDM of choice; AND</li> <li>• Completion of business course related to child care; AND</li> <li>• Pursuing AA/AS degree or higher in ECE/related; OR</li> <li>• AA/AS in non-related degree and pursuing ECE credits</li> </ul>	<ul style="list-style-type: none"> <li>• Completion of 1 additional advanced PDM of choice; AND</li> <li>• Pursuing BS degree or higher in ECE/related; OR</li> <li>• Pursuing BS in non-related degree and pursuing ECE credits</li> </ul>	<ul style="list-style-type: none"> <li>• Completion of Mentoring PDM; AND</li> <li>• Pursuing CLASS PDM;</li> <li>• Candidate may be enrolled in Master’s Certificate program or MS Degree program</li> </ul>
<p style="text-align: center;"><b>Proficient</b> (Eligible for a Permit at this Level)</p>	<ul style="list-style-type: none"> <li>• Meets licensure experience requirements; AND</li> <li>• Completion of Apprenticeship Certificate; OR</li> <li>• Completion of 30 credits toward AA/AS degree or higher in ECE/related (must include 24 ECE credits)</li> </ul>	<ul style="list-style-type: none"> <li>• Completion of AA/AS degree or higher in ECE/related; OR</li> <li>• AA/AS in non-related degree and completion of 30 ECE credits; OR</li> <li>• Completion of 60 credits toward BS in ECE/related</li> </ul>	<ul style="list-style-type: none"> <li>• Completion of BS degree in ECE/related; OR</li> <li>• Completion of BS in non-related degree and 30 ECE credits</li> </ul>	<ul style="list-style-type: none"> <li>• Completion of CLASS PDM; AND</li> <li>• Candidate may be enrolled in Master’s Certificate program or MS Degree program</li> </ul>

<b>Career Ladder Level Alignment</b>	Level 3.2	Level 4.0	Level 5.0	Level 5.0/6.1
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# Appendix R: Senate Bill No. 486

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CHAPTER.....

AN ACT making appropriations for a pilot program for the assessment of school readiness and for programs and projects for the coordination between early childhood education programs through college and workforce readiness; and providing other matters properly relating thereto.

EXPLANATION – Matter in *bolded italics* is new; matter between brackets ~~omitted material~~ is material to be omitted.

THE PEOPLE OF THE STATE OF NEVADA, REPRESENTED IN  
SENATE AND ASSEMBLY, DO ENACT AS FOLLOWS:

**Section 1.** 1. There is hereby appropriated from the State General Fund to the Department of Administration the sum of \$1,500,000 for the costs of implementing a pilot program for an assessment of the school readiness of children in prekindergarten and kindergarten, including, without limitation, costs related to training and technical assistance and the improvement of technology systems.

2. Any remaining balance of the appropriation made by subsection 1 must not be committed for expenditure after June 30, 2015, by the Department of Administration or any entity to which money from the appropriation is granted or otherwise transferred in any manner, and any portion of the appropriated money remaining must not be spent for any purpose after September 18, 2015, by either the Department of Administration or the entity to which the money was subsequently granted or transferred, and must be reverted to the State General Fund on or before September 18, 2015.

**Sec. 2.** 1. There is hereby appropriated from the State General Fund to the Interim Finance Committee the sum of \$1,000,000 for allocation to the Department of Administration for projects and programs identified by the needs assessment related to the statewide longitudinal data system for the coordination between early childhood education programs, local school districts, the Nevada System of Higher Education and the Department of Employment, Training and Rehabilitation for the support of the State's education and workforce development needs.

2. Any remaining balance of the appropriation made by subsection 1 must not be committed for expenditure after June 30, 2015, by the Interim Finance Committee or any entity to which money from the appropriation is granted or otherwise transferred in any manner, and any portion of the appropriated money remaining must not be spent for any purpose after September 18, 2015, by



either the Interim Finance Committee or the entity to which the money was subsequently granted or transferred, and must be reverted to the State General Fund on or before September 18, 2015.

**Sec. 3.** This act becomes effective upon passage and approval.



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Appendix S: Nevada P-16  
Advisory Council Report of  
Recommendations Regarding  
Nevada's Statewide  
Longitudinal Data System

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# **NEVADA P-16 ADVISORY COUNCIL**

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**Report of Recommendations Regarding  
Nevada's Statewide Longitudinal Data System**

**August 1, 2012**

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## **REPORT TO GOVERNOR BRIAN SANDOVAL FROM THE P-16 ADVISORY COUNCIL**

### **INTRODUCTION**

The Legislature created the P-16 Advisory Council in 2007 through Senate Bill 239 (Chapter 522, *Statutes of Nevada*) and these provisions were incorporated into the *Nevada Revised Statutes* (NRS) as Chapter 400. The legislation included a declaration stating that matters relating to education are vitally important to the future of the State of Nevada, its economy, and the general welfare of its residents; and that the Legislature, the Board of Regents of the University of Nevada, the State Board of Education, and the Executive Branch of State Government work together as partners in developing a needed public agenda to advance education in this State.

On October 7, 2011, Governor Brian Sandoval issued an Executive Order directing the P-16 Advisory Council to review existing data systems in this state and make recommendations for the design and implementation of a statewide longitudinal education data system that tracks student and educator data from early childhood through postsecondary levels of education. The Council was permitted to convene as frequently as necessary to conduct its review and formulate recommendations for consideration. A copy of the Executive Order is included in this report as Appendix A.

The Council had not met during 2011 before the Executive Order was issued, and a number of vacancies needed to be filled. During September and October of 2011, these vacancies were filled (see membership at Appendix B) and Vice Chair Senator Barbara Cegavske was identified as the acting Chair because the prior Chair had resigned. The Council reconvened on November 6, 2011 to start working on the tasks assigned to in the Executive Order. All thirteen Council members were in attendance and the Council elected Senator Barbara Cegavske to serve as Chair and Senator Joe Hardy to serve as Vice Chair. Staff support to the P-16 Advisory Council was provided by the Governor's Senior Policy Analyst, Judy Osgood.

### **SUMMARY OF ACTIVITIES**

The Council met four times between November 2011 and August 2012 in the State Capitol in Carson City, and the meetings were videoconferenced to the Grant Sawyer State Office Building in Las Vegas. The council met on July 30, 2012 via conference call to review and approve this final report. The conference call meeting was open to the public in the State Capitol in Carson City.

Representatives from a number of involved agencies, including the Nevada System of Higher Education, Department of Education, Department of Employment, Rehabilitation and Training, and Health and Human Services, were invited to provide valuable input and information at Council meetings. In addition, four non-voting liaisons to the Council were selected to represent areas not adequately represented by Council membership.

At its January 11, 2012 meeting, the Council agreed to form three work groups to review and develop recommendations related to the following areas: data governance structures; funding and resource needs; and data policies. The Subcommittee on Governance Structure, chaired by Stacy Woodbury, met three times and the Subcommittee on Funding and Resources, chaired by Assemblywoman Lucy Flores, met once. Sue Daellenbach provided a report and recommendations to the Council about data system policies but did not convene a subcommittee meeting. Recommendations of the respective subcommittees were presented to the full Council for review and approval.

All of the materials reviewed by the Council and its subcommittees and the minutes for meetings are posted at the new P-16 Advisory Council web page, which was launched in December of 2011 and can be found at <http://p16.nv.gov>.

### **RECOMMENDATIONS**

At their meeting on July 5, 2012, the members of the P-16 Advisory Council unanimously approved several recommendations for Governor Brian Sandoval's consideration. These recommendations are contained in this report, which was approved during a teleconference meeting of the Council on July 30, 2012.

The members of the P-16 Advisory Council recognize that the intent of the proposed SLDS is to facilitate improved quality of education across the P-20 spectrum in Nevada, and further recognizes that quality delivery of education takes priority over measurement of said delivery.

#### **Recommended Cross-Agency Governance Structure**

The Council recommends that Nevada develop a federated system for a P-20W statewide longitudinal data system (SLDS) with contributing agencies responsible for the ownership of their data and its integration into a data matching hub. Initial groundwork for the matching hub of the system will be housed in the Nevada Department of Education and funded by its federal grant, which will also fund a feasibility study estimated to be completed by June of 2013. A final determination regarding in which agency the P-20W SLDS shall be housed should be made after the completion of the feasibility study.

The Council recommends initial governance structure for the P-20W SLDS be established by Executive Order of the Governor with final policy making authority given to the P-16 Advisory Council (see Appendix D). The P-16 Advisory Council shall be responsible for development and policy oversight of the P-20W SLDS, and shall set the policy and research agenda for the system and make final determinations regarding the goals and policy areas to be addressed by the system. The Council should be vested with authority to enact cross-agency directives within the Executive Branch to carry out its duties with regard to the P-20W SLDS.

The Executive Order would further establish the Data Governance Committee for Nevada's P-20W SLDS under the auspices of the P-16 Advisory Council. The initial members of Data Governance Committee shall be the Superintendent of Public Instruction, the Chancellor of the Nevada System of Higher Education, the Director of the Department of Employment, Training and Rehabilitation and any other representatives deemed necessary and appropriate by the P-16 Advisory Council. The Data Governance Committee shall report to the P-16 Advisory Council a minimum of at least once each quarter, and the P-16 Advisory Council would in turn provide a status report to the Governor each quarter.

The Council recommends that the P-16 Advisory Council provide guidance to the Data Governance Committee through adoption of Bylaws (see Appendix E). The Data Governance Committee would be authorized to establish workgroups to accomplish its work; however, in order to maintain both flexibility and forward momentum in the planning and development process for the P-20W SLDS the Council does not recommend such workgroups be established at this time. Rather, the Council recommends the Data Governance Committee members work cooperatively as individuals and agencies in the areas of data research and data management.

A data research team should be assembled with representatives of each contributing data agency to communicate and work with the P-16 Advisory Council and/or the Data Governance Committee regarding development of the policy research agenda and prioritize goals for the P-20W SLDS. Such team should be comprised of designees with knowledge of their agency data structures/systems, data elements and data capacity, as well as policies and restrictions regarding data sharing. A data management team should be assembled with information technology representatives of each contributing data agency to discuss technical requirements and aspects of the system, as well as ensuring consistent data definitions and data matching.

Ultimately, all data contributors will need to enter into cooperative legal agreements to facilitate the sharing of data. The Council has no recommendations regarding such agreements at this time, as recommendations should be made after a final determination is made regarding which state agency will be permanently housing the P-20W SLDS.

### **Recommended Resource Needs**

Nevada's Department of Education is the recipient of a \$3,999,990 federal grant that will support the design and implementation of Nevada's statewide longitudinal data system over the next three years (Appendix F). In particular, the grant project will create and assign a Unique State Personal Identifier to Nevada individuals so that students, teachers, and workforce individuals can be followed throughout their enrollment in PreK-12 and postsecondary education and into the workforce. The project will require collaboration between the Nevada Department of Education (NDE), the Nevada System of Higher Education (NSHE) and Nevada Department of Employment, Training, and

## State of Nevada: Race to the Top-Early Learning Challenge Appendix

Rehabilitation (DETR). The grant also funds an in-depth technical needs assessment at NDE, NSHE and DETR to determine solutions for implementation of the enhanced statewide SLDS.

The Council recognizes that additional funding will be necessary to accomplish solutions identified by the needs assessment, which will be completed by June of 2013. In addition, funding will be necessary to incorporate early childhood data into the statewide longitudinal data system – a project that is not included within the SLDS grant project (see budget developed by DHHS and NDE at Appendix G). Accordingly, the Council recommends that up to \$4 million in State funds should be allocated for the 2013-2015 biennium to support the next steps of Nevada's SLDS project and sustain it beyond the funding available through the SLDS grant. It is anticipated that these funds would be appropriated to agencies conducting work related to the SLDS project, as determined based upon requests submitted by agencies and/or as identified by the needs assessment conducted pursuant to the SLDS grant project.

### **Recommended Data Policies**

The Council has no recommendations on data policies, such as what data elements are shared and how; where they will be stored; how often they will be updated; who will conduct analyses; how privacy will be protected; etc. The Council believes it is premature to make data policy decisions before the SLDS needs assessment is conducted and before Nevada's SLDS has developed to a more sophisticated level. The Council recommends that these policy decisions be examined by members of the Data Governance Committee and/or data research team as recommended herein.

### **Recommended Vision for Nevada's SLDS**

The Council recommends the vision language contained in Appendix H for Nevada's longitudinal data system. This language, based upon an examination of vision statements from other states, may change as Nevada's SLDS develops over time and becomes more sophisticated.

### **Recommended Legislation**

The Council recommends preparation of a bill draft for consideration by the 2013 Nevada Legislature to establish policy authority for the P-20W SLDS in statute. The Council has provided a markup of Senate Bill 305 of the 2011 legislative session for this purpose (see Appendix I). Senate Bill 305 proposed transformation of the P-16 Advisory Council into a P-20 Leadership Council.

## **CONCLUDING REMARKS**

The P-16 Advisory Council completed its work before the deadline specified in the Executive Order directing a review of education data systems in Nevada. With the submission of this report to Governor Sandoval, the Council continues to exist and

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function pursuant to statute or as otherwise further directed by Executive Order of the Governor.

The members and staff of the P-16 Advisory Council thank the numerous state employees and other interested parties who contributed to the work of the Council and responded to requests for information. Although this report recommends the next steps that may be taken to help Nevada develop a quality statewide longitudinal data system, much work remains to be done in this area.

**Appendix A**

**Executive Order 2011-17**



**Executive Order 2011-17  
DIRECTING NEVADA'S P-16 ADVISORY COUNCIL TO  
REVIEW EDUCATION DATA SYSTEMS IN THIS STATE**

**WHEREAS**, in June of 2011, a number of bills were signed which will have profound and far-reaching implications for improving Nevada's education system.

**WHEREAS**, if implemented successfully, these education initiatives will enhance the quality of instruction and improve student achievement throughout Nevada.

**WHEREAS**, the effective use of high-quality education data is integral to the success of these reforms.

**WHEREAS**, such an effective education data system requires coordination between executive and legislative branches of government, local school districts, Nevada's System of Higher Education, educators in classrooms, and early childhood care providers.

**WHEREAS**, on April 20, 2011, over 50 of Nevada's key education and policy leaders attended a planning session hosted by my office to explore the current state of Nevada's data system and its capacity.

**WHEREAS**, Nevada's P-16 Advisory Council ("Council") was created by statute, at NRS 400.030, to help coordinate education efforts in Nevada from the preschool through postsecondary levels, to ensure that students are prepared adequately to transition from secondary education to higher education and careers.

**WHEREAS**, the Council has the authority to address the data information system for pupils enrolled in the public schools and may establish committees to assist the Council in carrying out its duties.

**WHEREAS**, Article 5, Section 1 of the Nevada Constitution provides that, "The Supreme Executive Power of this State shall be vested in a Chief Magistrate who shall be Governor of the State of Nevada."

**NOW, THEREFORE**, by the authority vested in me as Governor by the Constitution and laws of the State of Nevada, it is hereby ordered as follows:

1. The Council shall meet as soon as practicable to discuss a strategy for conducting a collaborative review of existing data systems in this state and making

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recommendations for the design and implementation of a quality statewide longitudinal education data system that tracks student and educator data from early childhood through postsecondary levels of education.

2. The Council or any committee formed to assist the Council with its data system initiative may convene as frequently as necessary to conduct its review and formulate recommendations. The recommendations shall address, without limitation, the following:
  - a. Establishing a cross-agency governance structure with representatives who have decision-making authority.
  - b. Identifying resource needs in the areas of staffing, technology, and funding.
  - c. Developing policies that outline what data are shared and how; where they will be stored; how often they will be updated; who will conduct analyses; how privacy will be protected, etc.
  - d. Creating a vision for the state's longitudinal data system to ensure it will support the state's education and workforce development needs.
  - e. Any necessary legislation to carry out the Council's recommendations.
3. The Council shall ensure that its efforts and recommendations are coordinated with recommendations developed by the Teachers and Leaders Council related to a statewide performance evaluation system.
4. The Council shall prepare quarterly reports of its activity and submit the reports to my office no later than February 1, May 1, and August 1, such that all work is completed on the assignments provided for in this order by August 1, 2012.
5. Meetings of the Council or committee shall be held in Carson City at the State Capitol with members participating, if necessary, by videoconference from the Sawyer Building in Las Vegas. Meetings are subject to the requirements of NRS 241, the Open Meeting Law.
6. Nothing herein shall be interpreted as inconsistent with NRS Chapter 400.

IN WITNESS WHEREOF, I have hereunto set my hand and caused the Great Seal of the State of Nevada to be affixed at the State Capitol in Carson City, this 7th day of October, in the year two thousand eleven.

(b)(6)

\_\_\_\_\_  
Governor of the State of Nevada

By the Governor:

(b)(6)

\_\_\_\_\_  
Secretary of State of Nevada

\_\_\_\_\_  
Deputy



**Appendix B**

**Advisory Council Membership**

**P-16 ADVISORY COUNCIL  
2011-2012**

**Bret Whipple**

Higher Education Representative  
1100 S. 10th Street  
Las Vegas, NV 89104  
admin@justice-law-center.com  
Appointment ends 6/30/2012

**Erin Cranor**

Elementary and Secondary Education  
Representative  
5051 Grandview Drive  
Las Vegas, NV 89120  
erincranor@gmail.com  
Appointment ends 6/30/2012

**Caryn Swobe**

Private Business Representative  
Swobe Strategies  
1019 LaRue Ave  
Reno, NV 89509  
caryn@swobestrategies.com  
Appointment ends 6/30/2013

**Stacy M. Woodbury, MPA**

Parent Representative  
2445 Dawn Circle  
Carson City, NV 89701  
turt@sbcglobal.net  
Appointment ends 6/30/2013

**John LaGatta**

Private Business Representative  
50 W. Liberty Street, Ste. 1080  
Reno, NV 89501  
jhol@gbis.com  
Appointment ends 6/30/2012

**Senator Joseph P. (Joe) Hardy, M.D**

Senate Representative  
P.O. Box 60306  
Boulder City, NV 89006-0306  
jhardy@sen.state.nv.us  
Appointment ends 7/01/2013

**Assemblywoman Lucy Flores**

Assembly Representative  
420 N. Nellis Blvd. Suite A3-87  
Las Vegas, NV 89110-5365  
lflores@asm.state.nv.us  
Appointment ends 7/01/2013

**Cedric Crear**

Higher Education Representative  
Nevada System of Higher Education  
c/o 720 South 4<sup>th</sup> Street, Suite 203  
Las Vegas, NV 89101-6743  
ccrear@crearcreative.com  
Appointment ends 7/01/2012

**Sue Daellenbach**

Elementary/Secondary Education  
Representative  
2<sup>nd</sup> Floor of the Nedra Joyce Building  
4212 Eucalyptus Ave.  
Las Vegas, NV 89121-5207  
sdaellenbach@interact.ccsd.net  
Appointment ends 7/01/2012

**Senator Barbara Cegavske**

Member of the General Public  
6465 Laredo St.  
Las Vegas, NV 89146-5272  
bcegavske@sen.state.nv.us  
Appointment ends 7/01/2012

**Linda Johnson**

Member of the General Public  
1100 Doe Ave.  
Las Vegas, NV 89117  
lsjvegas@aol.com  
Appointment ends 7/01/2013

**Ex officio nonvoting members**

Chancellor of the Nevada System of  
Higher Education

Superintendent of Public Instruction

**Appendix C**  
**Advisory Liaisons**

**NEVADA P-16 ADVISORY COUNCIL  
ADVISORY LIAISONS**

**David Etter**

Educator, Lyon County School District

**Holly Marich**

Educator, White Pine School District

**Kim Wooden**

Chief Student Services Officer, Clark County School District

Early Childhood Data Representative

**Dennis Perea**

Deputy Director, Department of Employment, Training and Rehabilitation

**EXECUTIVE ORDER BY THE GOVERNOR  
AUTHORIZING THE P-16 ADVISORY COUNCIL  
TO ESTABLISH A STATEWIDE LONGITUDINAL DATA SYSTEM**

WHEREAS, Article 5, Section 1 of the Nevada Constitution provides that “The supreme executive power of this State, shall be vested in a Chief Magistrate who shall be Governor of the State of Nevada;”

WHEREAS, Nevada Revised Statutes 400.030 establishes the P-16 Advisory Council; and

WHEREAS, Nevada Revised Statutes 400.040 requires the P-16 Advisory Council to address methods to: ensure that K-12 student data is linked with Nevada’s university system; ensure that the course work, standards and assessments required of pupils in secondary schools is aligned with the workload expected of students at the postsecondary level; ensure collaboration among the business community, members of the academic community and political leaders to set forth a process for developing strategies for the growth and diversification of the economy of this State; and develop policies relating to workforce development; and

WHEREAS, Executive Order 2011-17 issued on October 7, 2011 required the P-16 Advisory Council to make recommendations for the design and implementation of a statewide longitudinal data system (SLDS) to track student and educator data from early childhood through postsecondary levels of education and into the workforce; and

WHEREAS, Development of a comprehensive, robust P-20W SLDS linking preschool, K-12 and higher education data with postsecondary and workforce data system will provide critical information necessary to improve and target elementary and secondary instructional efforts, advance college and career readiness and create postsecondary programs which will meet the future needs of employers necessary to diversify Nevada’s economy; and

WHEREAS, A seamless, unified information sharing system enabling data-driven decision making along the P-20 and workforce continuum will provide stakeholders in public education including educators, policymakers, and communities with a comprehensive, integrated data and analysis system for informed decision making which will lead to educational improvement at all levels;

WHEREAS, Nevada’s P-20W SLDS will facilitate evaluation of student progress along the P-20 continuum and into the workforce and of teacher effectiveness from pre-kindergarten through post-secondary education, allowing for introduction of innovation and change throughout the P-20 continuum and providing policy makers with an evaluation of return on investment in educational services, programs and initiatives;

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WHEREAS, Planning for Nevada's P-20W SLDS must include a cross agency governance structure; and

WHEREAS, The P-16 Advisory Council has provided recommendations regarding the data governance structure of Nevada's P-20W SLDS.

NOW, THEREFORE, I, Brian Sandoval, Governor of the State of Nevada, by virtue of the power and authority vested in me by the Constitution and laws of the State of Nevada do hereby order as follows:

1. The P-16 Advisory Council shall be responsible for development and policy oversight of a comprehensive P-20W SLDS linking preschool, K-12 and higher education data with postsecondary and workforce data. The Council shall set the policy and research agenda for the system and make final determinations regarding the goals and policy areas to be addressed by the system. The Council is vested with authority to enact cross-agency directives within the Executive Branch to carry out its duties with regard to the P-20W SLDS.
2. A Data Governance Committee for Nevada's P-20W SLDS is established under the P-16 Advisory Council. The initial members of Data Governance Committee shall be the Superintendent of Public Instruction, the Chancellor of the Nevada System of Higher Education, the Director of the Department of Employment, Training and Rehabilitation and any other representatives deemed necessary and appropriate by the P-16 Advisory Council. The Data Governance Committee shall report to the P-16 Advisory Council a minimum of at least once each quarter;
3. The Data Governance Committee shall establish guidelines for the P-20W SLDS related to the following:
  - (a) Managed data access.
  - (b) Technology.
  - (c) Privacy and security.
  - (d) Adequacy of training.
  - (e) Adequacy of data model implementation.
  - (f) Data sharing.
  - (g) Appropriate data elements for inclusion in the SLDS.
  - (h) Resolution of data conflicts.
3. The Data Governance Committee shall provide analyses and recommendations to the P-16 Advisory Council regarding:
  - (a) technology spending.
  - (b) The control of data confidentiality and data security for stored data and data in transmission.
  - (c) Access privileges and access management.
  - (d) Data audit management, including data quality metrics, sanctions and incentives for data quality improvement.

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- (e) Data standards for stored data and data in transmission, including rules for definition, format, source, provenance, element level and contextual integrity.
  - (f) Documentation standards for data elements and systems components.
  - (g) Data archival and retrieval management systems, including change control and change tracking.
  - (h) Publication of standard and ad hoc reports for state and local level use on student achievement.
  - (i) Publication of implementation timelines and progress.
4. The P-16 Advisory Council shall provide a status report to the Governor's office regarding development of the P-20W SLDS a minimum of once each quarter.

IN WITNESS WHEREOF, I have hereunto set my hand and caused the Great Seal of the State of Nevada to be affixed at the State Capitol in Carson City, this \_\_\_\_ day of August, in the year two thousand twelve.

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Governor of the State of Nevada

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**DRAFT BYLAWS NEVADA P-20W SLDS GOVERNANCE COMMITTEE**

*Note: Language is developed from bylaws, charter documents, governance documents, and/or e-mail communications with staff associated with statewide longitudinal data system governance committees of the following states: FL, KY, MD, MN, TX, and UT. Vision and mission language was adopted by the NV P-16 Advisory Council in March 2012. This draft incorporates the work of the subcommittee that took place in an open meeting of the subcommittee on July 3, 2012 and input by the Data Quality Campaign that was provided at that subcommittee meeting.*

*Note: Throughout this document, the following acronyms and references apply:*

- Council refers to the Nevada P-16 Advisory Council.
- Committee refers to Nevada's P-20W SLDS Governance Committee.
- Nevada P-20W SLDS refers to the proposed Nevada P-20W Statewide Longitudinal Data System that will include data from the entire P-20 continuum as well as workforce data.

**I. AUTHORITY**

The Committee:

- exists to accomplish the vision, mission and objectives of the Nevada P-20W SLDS, as defined by the Council.
- is comprised of qualified individuals appointed via these bylaws, which may be adopted and/or amended by majority vote of a quorum of the Council.
- executes deliverables and meets deadlines established by majority vote of a quorum of the Council.
- is vested by the Governor of the State of Nevada with the authority to create formal inter-agency directives toward execution of deliverables defined by a majority vote of a quorum of the Council.
- is empowered as a body to appoint subcommittees as detailed herein.

These bylaws detail the manner in the Committee, under the direction of the Council, will execute the purposes set forth in Executive Order(s) [*insert number/date*] to build, maintain and facilitate appropriate use of the Nevada P-20W SLDS.

With respect to participating agencies and organizations, Memoranda of Agreement and other legal documents relevant to the work of the Committee will be approved by and housed with the Council or its designee(s).

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With respect to participating agencies and organizations, Data Sharing Agreements and other procedural documents relevant to the work of the Committee will be approved by and housed with the Committee or its designee(s).

The Committee and any subcommittee(s) formed by the Committee as a body are subject to and comply with Nevada's Open Meeting Law. All Memoranda of Agreement, Data Sharing Agreements and other documents executed to accomplish the purposes of Nevada's P-20W SLDS comply with applicable state and federal law.

The [**state agency**] is the agency authorized to house the Nevada P-20W SLDS and to facilitate the work of the Committee.

## II. PURPOSE

The mission of the Committee is to build and maintain the Nevada P-20W SLDS, and to facilitate its use toward the following Nevada P-20W SLDS vision, mission and objectives, defined by the Council:

### **Vision:**

A seamless, unified information sharing system enabling data-driven decision making along the P-20 and workforce continuum.

### **Mission:**

Nevada's P-20W SLDS will provide stakeholders in public education including educators, policymakers, and communities with a comprehensive, integrated data and analysis system for informed decision making which will lead to educational improvement at all levels.

### **Objectives:**

Nevada's P-20W SLDS will facilitate:

- evaluation of student progress along the P-20 continuum and into the workforce.
- evaluation of teacher effectiveness from pre-kindergarten through post-secondary education.
- introduction of innovation and change throughout the P-20 continuum.
- evaluation of return on investment in educational services, programs and initiatives.

### **Deliverables:**

Toward accomplishment of the objectives, mission and vision of the Nevada P-20W SLDS, the Council will propose, monitor progress toward, and adjust, as necessary over time, focused and deadline-specific deliverables of the Committee. Deliverables, deadlines, and monitoring

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information will be recorded in the minutes of the Council and will be posted online. The Council may request the assistance of the Committee and/or its working groups in defining deliverables in contexts appropriate to data management capabilities.

At least quarterly, the Committee will report progress toward deliverables, objectives, mission and vision of the P-20W SLDS to the Council.

### **Directives:**

Toward accomplishment of its deliverables and objectives, the Committee is authorized to facilitate the creation of cross-agency Data Sharing Agreements and is further authorized create formal directives defining cross-agency roles, processes and deadlines for data collection, storage and use.

### **III. RESOURCES**

The Council will engage in collaborative resource development toward long-term viability of Nevada's P-20W SLDS.

The Committee will compile and regularly deliver to the Council an accounting of in-kind and financial resources needed and/or appropriated by each member entity toward accomplishment of the purposes and deliverables of the Committee.

### **IV. COMPOSITION**

The Committee is comprised of the key decision maker of each contributing agency, and one non-voting facilitator, detailed as follows:

#### **Committee Membership**

- Nevada Department of Education: State Superintendent, representing NDE, early learning organizations, school districts, and charter schools
- Nevada System of Higher Education: Chancellor, representing institutions of higher education
- Nevada Department of Employment, Training and Rehabilitation: Director

#### **Facilitator**

Because Nevada's P-20W SLDS will be housed in the [*state agency*], the [*agency director*] shall appoint a qualified member of [*the state agency*] staff as a non-voting facilitator to the Nevada P-20W SLDS Governance Committee.

**Future Membership**

It is anticipated that future contributors to governance of Nevada's P-20W SLDS may include additional agencies and organizations. Council may thus expand, via amendment to these bylaws, membership in the Committee in the future.

**V. SUBCOMMITTEES**

In addition to its authority to create cross-agency directives toward execution of Council directives, the Committee is authorized, as a body, to establish and appoint membership to formal subcommittee(s). Any subcommittee formed by the Committee as a body is subject to Nevada's Open Meeting Law.

## **Appendix F**

### **Nevada's SLDS Grant Project Description**

# Nevada

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Nevada Department of Education  
R372A120020

**Project Title:** *Nevada 2012 SLDS Linking P-20W*

**Project Description:**

**STATE AGENCY PARTNERSHIP:**

SEA: Nevada Department of Education (NDE), lead applicant and fiscal agent Postsecondary: Nevada System of Higher Education (NSHE)

Workforce: Nevada Department of Employment, Training, and Rehabilitation (DETR)

**PROJECT SUMMARY:** The priority need of this three year, \$3,999,990 grant project is to create and assign a Unique State Personal Identifier (USPI) to Nevada individuals so that students, teachers, and workforce individuals can be followed throughout their enrollment in PreK-12 and postsecondary education, and into the workforce. The USPI is the first step that will link all three agency's data systems to enable time-efficient, cost-effective, user-friendly data analysis and use for access by all key stakeholders in education, research, and the workforce.

**PROJECT DELIVERABLES: *Goals, Objectives, Outcomes, Deliverables***

**GOAL 1:** Conduct an in-depth technical Needs Assessment at the NDE, NSHE, and DETR to determine current system configurations and platforms, data elements to be exchanged or linked, barriers that may need to be removed to enhance the statewide SLDS and facilitate the exchange of data, and determine a solution for implementation of the enhanced statewide SLDS.

**Objective 1:** By June 2013, complete the Needs Assessment to identify all elements to be shared and the processes required at each agency to consolidate and normalize the data.

**Outcome 1:** NDE, NSHE, and DETR agreement of the common data format or standard.

**Deliverable 1:** Recommendation on the required architecture for each of the three agencies to exchange data elements for P-20W feedback reports, Legislative mandates, research, and data analyses.

**Deliverable 2:** An implementation plan to enhance the statewide SLDS to include technology requirements, costs, and each agency's adoption of the P-20W common data format and Unique State Personal Identifier (USPI).

**GOAL 2:** In compliance with State law (Nevada Revised Statute 386.650) create a Unique State Personal Identifier for all Nevada students, teachers, and other people who enter State education and workforce agencies and institutions.

**Objective 1:** By June 2014, develop the infrastructure to match individuals within the three agencies, assign a USPI to each P-20W individual, and ensure that the USPI is available for use by each agency.

**Outcome 1:** Enables capability across agencies to match data records that are used to create data feedback reports, respond to Legislative mandates, and conduct research.

**Deliverable 1:** USPI operability.

**Objective 2:** Implement beta testing to ensure the USPI meets the requirements that guided its design and development; works as expected; and can be implemented with the characteristics defined in the requirements.

**Outcome 1:** Minimum 95% match rate of USPI to the three agency identifiers.

**Deliverable 1:** USPI is validated and applied to P-20W individuals within each agency system.

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**Appendix G**  
**Unified Data System Budget**

# Nevada's Unified Data System Budget

The budget herein was developed jointly by DHHS and NDE, understanding that the proposed cost of including Kindergarten Entry Assessment and Early Childhood data into the State Longitudinal Data System across two budget biennium, 2013-2015 and 2016-2017, would be housed within NDE. The Governor's Office will determine the governance structure for inclusion of this system in the P-20 data plan. This budget does not include any staff time within DHHS or the Governor's Office to link the Nevada Early Childhood Advisory Council, which is sponsoring the planning process, the cost of implementation for which is estimated below. Details of how those entities fit into the governance of this proposal need to be discussed.

## 2013-2017 Early Childhood Data Systems Budget (2 biennia)

### Nevada Department of Education

Personnel	\$	398,000.00
Fringe	\$	119,400.00
Travel	\$	120,000.00
Equipment	\$	85,000.00
Supplies	\$	20,000.00
Contractual	\$	2,093,500.00
Training Stipends	\$	120,000.00
Grants to LEAs (\$10,000/district)	\$	170,000.00
Other	\$	188,256.00
Subtotal	\$	3,314,156.00
Indirect Costs	\$	646,260.42
<b>Grand Total</b>	<b>\$</b>	<b>3,960,416.42</b>

### Budget Narrative

#### **Personnel – total requested: \$398,000**

NDE is requesting one FTE to support and manage the early childhood portion of the NDE longitudinal data system. The salary is based on equivalent positions within the department and is estimated as follows. The early childhood data system manager would earn \$98,000 in year one with an annual increase projected at \$1,000 per year as follows: Year 1: \$98,000 + Year 2: \$99,000 + Year 3: \$100,000 + Year 4: \$101,000 = \$398,000 for the four years.

#### **Fringe – total requested: \$119,400**

Fringe for the position requested by NDE is calculated at 30% X \$398,000 in total salaries = \$119,400.

#### **Travel – total requested: \$120,000**

## State of Nevada: Race to the Top-Early Learning Challenge Appendix

The request for funding of travel is based on statewide and federal travel costs. It allows for trips to the rural areas, Las Vegas, and at least one trip per year to attend meetings out of state..

$\$30,000 \times 4 \text{ years} = \$120,000$

### **Equipment – total requested: \$85,000**

Hardware will be purchased for the early childhood data tracking system that will link to NDE's longitudinal database estimated at \$85,000.

### **Supplies – total requested: \$20,000**

NDE will provide facility space for grant-funded meetings, computers, software, accessory supplies for workstations, and general office supplies for the funded position. Printing and mailing costs for distributing printed project materials statewide are also included. Budget estimates costs at  $\$5,000 \times 4 = \$20,000$ .

### **Contractual – total agency request: \$2,093,500**

During the first year, NDE anticipates a need to contract with outside sources for purchasing software development and application licenses for \$83,500. Each year thereafter NDE estimates it to cost \$28,000 per year to maintain the data system elements.  $\$83,500 + \$28,000(\times 3) = \$167,500$

Cost per pupil for standardized KEA =  $\$444,000$  per year (37,000 students  $\times$   $\$12/\text{student}/\text{year}$ ) =  $\$1,776,000$

Supplement for NDE/DETR/NSHE feasibility study to incorporate information, data, findings and recommendations from the Kindergarten Entry and Data Systems feasibility study estimated at \$150,000.

### **Training Stipends – total agency request: \$120,000**

Budget line item for training kindergarten teachers and principals to use the statewide kindergarten entry assessment and data system based on an average cost of \$30,000 per year for training and certification events ( $\$30,000 \times 4 = \$120,000$ ).

### **Grants to districts: \$170,000**

This line item allows for a \$10,000 grant to each of the 17 school districts to upgrade their technology or provide additional onsite training to teachers, principals or administrators to meet the needs of the proposed system ( $\$10,000 \times 17 = \$170,000$ ).

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### **Other – total agency request: \$188,256**

This line item includes an estimated one time cost of \$45,000 for NDE to include kindergarten entry assessment tools into their battery of assessments. Also included is an annual estimate of other miscellaneous costs related to maintaining the early childhood data system at a cost of \$35,814 per year.  $\$45,000 + \$35,814(X4) = \$188,256$

**Total Direct Costs: \$3,314,156.00**

**Indirect Costs: \$646,260.42**

NDE indirect cost rate is 19.5%

**Total Funds Requested on behalf of NDE: \$ 3,960,416.42**

**Appendix H**  
**Proposed Vision**

**NEVADA'S STATEWIDE LONGITUDINAL DATA SYSTEM**

**PROPOSED VISION**

Vision: A seamless, unified information sharing system enabling data-driven decision-making along the P-20 continuum.

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SENATE BILL NO. 305—SENATOR CEGAVSKE  
MARCH 21, 2011

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Referred to Committee on Finance

SUMMARY—Creates the P-20 Leadership Council. (BDR 34-365)

FISCAL NOTE: Effect on Local Government: No.

Effect on the State: Yes.

EXPLANATION – Matter in *bolded italics* is new; matter between brackets [omitted material] is material to be omitted.

AN ACT relating to education; creating the P-20 Leadership Council and prescribing the membership, duties and powers of the Council; repealing the provisions creating the P-16 Advisory Council; and providing other matters properly relating thereto.

**Legislative Counsel's Digest:**

1 Existing law creates the P-16 Advisory Council to assist in the coordination  
2 between elementary, secondary and higher education in this State and prescribes  
3 the membership, duties and powers of the P-16 Advisory Council. (Chapter 400 of  
4 NRS) This bill repeals the provisions creating and governing the P-16 Advisory  
5 Council and creates the P-20 Leadership Council to assist in the coordination  
6 among entities representing public elementary, secondary and higher education in  
7 this State and to coordinate the provisions of education from the level of preschool  
8 through the completion of a postgraduate degree program. **Section 5** of this bill  
9 prescribes the membership of the P-20 Leadership Council to consist of seven  
10 members appointed by the Governor, Majority Leader of the Senate and the  
11 Speaker of the Assembly. **Section 7** of this bill prescribes the powers and duties of  
12 the P-20 Leadership Council.

1 WHEREAS, The Board of Regents of the University of Nevada is  
2 established pursuant to Section 7 of Article 11 of the Nevada  
3 Constitution and is empowered to control and manage the affairs of  
4 the University; and

5 WHEREAS, Matters relating to public education are vitally  
6 important to the future of the State of Nevada, its economy and the  
7 general welfare of its residents; and

8 WHEREAS, In light of the growing enrollment in Nevada's  
9 system of public elementary and secondary education and Nevada's

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1 system of public higher education, it is important that the Nevada  
2 Legislature, the Board of Regents of the University of Nevada, the  
3 State Board of Education and the Executive Branch of the State  
4 Government work together as partners in developing a public  
5 agenda to advance public education in this State; and

6 WHEREAS, The development of an agenda to advance public  
7 education should be carried out with a view toward seeking input  
8 from all parties who have a stake in the advancement of public  
9 education in this State; and

10 WHEREAS, Coordination among entities representing public  
11 elementary, secondary and higher education in this State must be  
12 strengthened to ensure that pupils enrolled in grade 12 in the public  
13 schools of this State are prepared adequately to make the transition  
14 from secondary education to higher education or to careers; now  
15 therefore,

16  
17 THE PEOPLE OF THE STATE OF NEVADA, REPRESENTED IN  
18 SENATE AND ASSEMBLY, DO ENACT AS FOLLOWS:  
19

20 **Section 1.** Title 34 of NRS is hereby amended by adding  
21 thereto a new chapter to consist of the provisions set forth as  
22 sections 2 to 8, inclusive, of this act.

23 **Sec. 2.** *As used in this chapter, unless the context otherwise*  
24 *requires, the words and terms defined in sections 3 and 4 of this*  
25 *act have the meanings ascribed to them in those sections.*

26 **Sec. 3.** *“Council” means the P-20 Leadership Council*  
27 *created by section 5 of this act.*

28 **Sec. 4.** *“System” means the Nevada System of Higher*  
29 *Education.*

30 **Sec. 5. 1.** *The P-20 Leadership Council, consisting of seven*  
31 *voting members, is hereby created to assist in the coordination*  
32 *among entities representing public elementary, secondary and*  
33 *higher education in this State and to coordinate the provision of*  
34 *education from the level of preschool through the completion of a*  
35 *postgraduate degree program. The Chancellor of the System and*  
36 *the Superintendent of Public Instruction serve as ex officio*  
37 *nonvoting members of the Council.*

38 **2.** *The Governor shall appoint four members to the Council*  
39 *as follows:*

40 *(a) One representative of public higher education in this State;*

41 *(b) One representative of public elementary and secondary*  
42 *education in this State;*

43 *(c) One representative of private business in this State; and*

44 *(d) One member who is a parent of a pupil enrolled in a public*  
45 *school in this State or of a student enrolled in the System. The*

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1 *parent must not be employed by the board of trustees of a school*  
2 *district, the governing body of a charter school or the System.*

3 *3. The Majority Leader of the Senate and the Speaker of the*  
4 *Assembly shall each appoint one member to the Council who is:*

5 *(a) A member of the House of the Legislature that he or she*  
6 *represents;*

7 *(b) A person who meets the qualifications of paragraph (a), (b)*  
8 *or (c) of subsection 2; or*

9 *(c) A member of the general public.*

10 *4. The Governor or his or her designee shall:*

11 *(a) Serve as a voting member of the Council and as Chair of*  
12 *the Council; and*

13 *(b) Appoint a member of the Council to serve as Vice Chair of*  
14 *the Council.*

15 *\_ The Vice Chair serves in the office of Vice Chair for 2 years*  
16 *beginning on July 1 of each odd-numbered year. If a vacancy*  
17 *occurs in the office of Vice Chair, the Governor or his or her*  
18 *designee shall select a member to fill the vacancy to serve for the*  
19 *remainder of the unexpired term of that office.*

20 *5. Other than the Chair, after the initial terms, each voting*  
21 *member of the Council serves a term of 3 years commencing on*  
22 *July 1 of the year of appointment. Such members may be*  
23 *reappointed for one additional term. A vacancy on the Council*  
24 *must be filled for the remainder of the unexpired term in the same*  
25 *manner as the original appointment. Each member of the Council*  
26 *continues in office until his or her successor is appointed.*

27 *6. Any member who is absent from two consecutive meetings*  
28 *of the Council without permission of the Chair:*

29 *(a) Forfeits his or her membership on the Council; and*

30 *(b) Must be replaced as provided in subsection 5 for the filling*  
31 *of a vacancy.*

32 *Sec. 6. 1. The Council shall meet at least once each*  
33 *calendar quarter and as frequently as necessary to afford the*  
34 *general public, representatives of governmental agencies and*  
35 *representatives of educational and business organizations an*  
36 *opportunity to present information and recommendations relating*  
37 *to the coordination among public elementary, secondary and*  
38 *postsecondary education.*

39 *2. The Council shall comply with the provisions of chapter*  
40 *241 of NRS.*

41 *3. For each day or portion of a day during which a member*  
42 *of the Council attends a meeting of the Council or is otherwise*  
43 *engaged in the business of the Council:*

44 *(a) The members who are appointed by the Majority Leader of*  
45 *the Senate and the Speaker of the Assembly who are Legislators, if*

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1 any, are entitled to receive the compensation provided for a  
2 majority of the members of the Legislature during the first 60 days  
3 of the preceding regular session plus the per diem allowance  
4 provided for state officers and employees generally and the travel  
5 expenses provided pursuant to NRS 218A.655, payable from the  
6 Legislative Fund.

7 (b) The members who are appointed by the Majority Leader of  
8 the Senate and the Speaker of the Assembly who are not  
9 Legislators, if any, are entitled to receive the per diem allowance  
10 and travel expenses provided for state officers and employees  
11 generally, payable from the Legislative Fund.

12 (c) The members who are appointed by the Governor are  
13 entitled to receive the per diem allowance and travel expenses  
14 provided for state officers and employees generally, payable as  
15 other claims against the State are paid.

16 4. The Office of the Governor shall provide:

17 (a) Administrative support;

18 (b) Equipment; and

19 (c) Office space,

20 \_ as is necessary for the Council to carry out its duties.

21 5. The Board of Regents of the University of Nevada and the  
22 Department shall provide technical assistance to the Council upon  
23 the request of the Chair.

24 Sec. 7. 1. The Council shall address:

25 (a) Methods to ensure the successful transition of pupils from:

(1) Preschool to elementary school;

26 (2) Elementary school to middle school;

27 (3) Middle school to high school;

28 (4) High school to postsecondary and/or postgraduate education; and

(5) High school or postsecondary/postgraduate education to the workforce,

29 \_ including, without limitation, methods to increase parental  
30 involvement.

31 (b) Methods to ensure that the automated system of  
32 accountability information for Nevada for the pupils enrolled in  
33 the public schools established pursuant to NRS 386.650 is linked,  
34 to the extent feasible, with the data information system for the  
35 students enrolled in the System.

36 (c) Methods to ensure that the course work, standards and  
37 assessments required of pupils in secondary schools is aligned  
38 with the workload expected of students at the postsecondary level.

39 (d) Methods to ensure collaboration among the business  
40 community, members of the educational community and political  
41 leaders to set forth a process for developing strategies for the  
42 growth and diversification of the economy of this State.

43 (e) Policies relating to workforce development, employment  
44 needs of private employers and workforce shortages in

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1 *occupations critical to the education, health and safety of the*  
2 *residents of this State.*

3 *(f) Development and policy oversight of a P-20W statewide longitudinal data system linking*  
4 *preschool, K-12 and higher education data with postsecondary and workforce data.*

5 *(g) Other matters within the scope of the Council as*  
6 *determined necessary or appropriate by the Council.*

7 *2. The Council may:*

8 *(a) Establish advisory committees to assist the Council in*  
9 *carrying out its duties.*

10 *(b) Apply for any available grants and may accept any gifts,*  
11 *grants and donations from any source to assist the Council in*  
12 *carrying out its duties.*

13 **Sec. 8.** *On or before June 30 of each year, the Council shall*  
14 *submit a written report of its activities and any recommendations*  
15 *to the:*

16 *1. Governor's office.*

17 *2. Board of Regents of the University of Nevada.*

18 *3. State Board.*

19 *4. Director of the Legislative Counsel Bureau for transmittal*  
20 *to:*

21 *(a) In even-numbered years, the next regular session of the*  
22 *Legislature; and*

23 *(b) In odd-numbered years, the Legislative Committee on*  
24 *Education.*

25 **Sec. 9.** *NRS 400.010, 400.015, 400.020, 400.025, 400.030,*  
26 *400.035, 400.040 and 400.045 are hereby repealed.*

27 **Sec. 10.** *The terms of all members appointed to the P-16*  
28 *Advisory Council created by NRS 400.030 who are incumbent on*  
29 *June 30, ~~2011~~ 2013, expire on that date.*

30 **Sec. 11.** *1. On or before September 1, ~~2011~~ 2013, the Governor*  
31 *shall, pursuant to subsection 2 of section 5 of this act, appoint to the*  
32 *P-20 Leadership Council created by that section:*

33 *(a) Two members to terms commencing on September 1, ~~2011~~ 2013,*  
34 *and expiring on June 30, ~~2013~~ 2015.*

35 *(b) Two members to terms commencing on September 1, ~~2011~~ 2013,*  
36 *and expiring on June 30, ~~2014~~ 2016.*

37 *2. On or before September 1, ~~2011~~ 2013, the Majority Leader of the*  
38 *Senate shall, pursuant to subsection 3 of section 5 of this act,*  
39 *appoint to the P-20 Leadership Council created by that section one*  
40 *member to a term commencing on September 1, ~~2011~~ 2013, and expiring*  
41 *on June 30, ~~2013~~ 2015.*

42 *3. On or before September 1, ~~2011~~ 2013, the Speaker of the*  
43 *Assembly shall, pursuant to subsection 3 of section 5 of this act,*  
44 *appoint to the P-20 Leadership Council created by that section one*  
45 *member to a term commencing on September 1, ~~2011~~ 2013, and expiring*  
46 *on June 30, ~~2014~~ 2016.*

47 **Sec. 12.** *This act becomes effective on July 1, ~~2011~~ 2013.*

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**LEADLINES OF REPEALED SECTIONS**

**400.010 Definitions.**

**400.015 "Council" defined.**

**400.020 "System" defined.**

**400.025 Legislative declaration.**

**400.030 Creation; membership; terms; vacancies.**

**400.035 Meetings; compensation of members;  
administrative support and other assistance.**

**400.040 Powers and duties.**

**400.045 Annual report.**

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# Appendix T: A FirstSchool Framework for Curriculum and Instruction

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# FirstSchool

UNITING THE BEST OF EARLY CHILDHOOD,  
ELEMENTARY, AND SPECIAL EDUCATION

Number Seven

Issues in PreK-3<sup>rd</sup> Education



## A FirstSchool Framework for Curriculum and Instruction

Rebecca New, Sharon Palsha & Sharon Ritchie\*

## FirstSchool

FirstSchool is a pre-K–grade 3 initiative led by FPG and the UNC-CH School of Education to promote public school efforts to become more responsive to the needs of an increasingly younger, more diverse population. FirstSchool unites the best of early childhood, elementary, and special education.

[www.firstschool.us](http://www.firstschool.us)

FirstSchool is part of a national PreK–3rd movement of schools, districts, educators and universities seeking to improve how children from ages 3 to 8 learn and develop in schools. While these different projects use a variety of names, all are working to connect high-quality PreK programs with high-quality elementary schools. For more resources on this movement, please visit the Foundation for Child Development’s website.

[www.fcd-us.org](http://www.fcd-us.org)

## Who is FPG?

For more than 40 years, FPG Child Development Institute (FPG) research and outreach have shaped how the nation cares for and educates young children. We are one of the nation’s oldest and largest multidisciplinary centers dedicated to the study of children and families.

[www.fpg.unc.edu](http://www.fpg.unc.edu)

## Who is the UNC-CH SOE?

The School of Education was established at the University of North Carolina at Chapel Hill in 1885 and is organized under four academic areas: teaching and learning; educational leadership; human development and psychological studies; and culture, curriculum and change.

[www.soe.unc.edu](http://www.soe.unc.edu)

## Introduction

FirstSchool’s orientation to curriculum is mindful of the fact that a wide range of curricula successfully support children’s learning in pre-kindergarten and elementary classrooms. Rather than develop a new curriculum or advocate for specific curricula, FirstSchool offers a framework to assist schools and teachers as they work within their own set of circumstances to study and improve curriculum content and coherence across children’s early educational experiences. Consistent with the values, beliefs and goals of FirstSchool, the aim of this curriculum framework is to ensure an *effective*, *essential*, and *ethical* curriculum for all children in prekindergarten through third grade.

We define...

- an *effective* curriculum as a dynamic coordinated continuum where physical environments, instructional approaches, learning and behavioral expectations and content change gradually and seamlessly in response to children’s learning needs and developmental competencies.
- an *essential* curriculum as one dedicated to helping all children attain knowledge and skills necessary to their active participation in society, including the physical strength and coordination to engage in regular activity and those social and communicative skills required to develop and maintain positive relationships with adults and peers.
- an *ethical* curriculum as one based on ongoing study of children’s interests and learning processes and respectful and reciprocal exchanges with children’s families and other stakeholders.

## Challenges and Commitments

The foremost guiding principle of our concept of the FirstSchool community is that **all children can and will learn when educational communities are ready for them**. However, despite notable efforts, the school achievement gap continues to grow between minority and majority as well as between low-income and higher-income children.<sup>1</sup> The combination of minority group status and poverty continues to disadvantage children in terms of school achievement.<sup>2,3</sup> The chronic nature of this relationship underscores FirstSchool's greatest challenge—to move from a mind set of accepting the achievement gap in populations of vulnerable children to a *commitment that makes explicit the responsibility of education professionals to broaden their repertoires and hone their skills to create schools and classrooms in which all children maximize their potential*.

A second principle associated with our concept of the FirstSchool community is that **children learn best within a coordinated continuum of learning goals and experiences**. In spite of increased efforts to better align the fields of early and elementary education, scholars, teachers, parents and children have all noted the “exceptional variability in the nature and quality of learning experiences offered to children in the early grades,”<sup>4</sup> with a significant disjunction as they transition through grade levels often characterized by a more academic curriculum, different teaching styles, less flexible classroom organization and rules, and decreased parent involvement.<sup>5</sup> For many, curricula and pedagogical differences are seen as inevitable and necessary challenges for children as they advance through grade levels. Others point to a decline in the “developmental appropriateness” of classrooms as defined by early childhood educators across the kindergarten to third grade span;<sup>6</sup> and a general lack of support for children’s learning of subject matter content in pre-school and kindergarten settings.<sup>7</sup> FirstSchool’s response to this historic professional divide is to *propose a negotiated curriculum that supports child development **and***

*learning, including subject-matter knowledge, skills **and** dispositions*.

The third principle guiding FirstSchool’s interpretation of curriculum and instruction is a **commitment to optimizing the benefits of early education for a more diverse population of children than has traditionally been served**. Given the profound effect of early education on children’s long term success in school,<sup>8,9</sup> this is embedded within a larger pedagogical orientation to social justice. This pedagogical orientation brings with it another challenge: to insure that curriculum continuity is not interpreted as ‘sameness’ within or across grade levels. Contemporary classrooms include children with special needs as well as those with multiple and diverse linguistic and cultural backgrounds.<sup>10</sup> The challenge, in designing an inclusive curriculum, is to insure ongoing attention to children’s individual and familial differences as well as their changing developmental status and learning potentials. With an asset orientation to classroom diversity, curriculum decisions will be based on ongoing and authentic assessment as it supports seamless and purposeful planning for a wide range of diverse learners. To this end, FirstSchool’s interpretation of a coordinated continuum is *not* focused on overly specific and/or prescriptive content and practices; rather, *it highlights the linked processes of observation, assessment, negotiation and planning as essential to a successful and inclusive curriculum continuum*.

FirstSchool’s position is that these three challenges are central to the mission of public schools in a pluralistic democratic society. This brief highlights FirstSchool’s commitment to these challenges in the form of a framework to improve and integrate curriculum for young children in pre-kindergarten through third grade. The following framework derives broadly from fundamental assumptions about human nature and social structures as well as, more narrowly, the study of effective educational practices and pedagogical principles.

## FirstSchool Framework: Criteria and Inquiry Questions

What sort of curriculum is suitable for a diverse population of children over a span of time characterized by extraordinary growth and development? The following criteria and inquiry questions provide a framework for selecting, applying and aligning curricula and instructional practices:

- 1. A successful curriculum supports and utilizes the critical role of transitions in creating a seamless approach to children’s learning.** Children experience multiple transitions in their first years of school, including those between community-based child-care providers and pre-school programs, homes and schools, and from classroom to classroom. In order to succeed in school, children must have access to the “culture of schooling”<sup>11</sup> and teachers need access to information about children’s lives in and out of the classroom.<sup>12</sup> A central critique of early childhood approaches is that children are not being adequately prepared for the demands of elementary classrooms. Recent research provides some support for this concern, such that even effective approaches to learning acquired in one setting may, when children attempt to replicate them in subsequent settings, be associated with deficit views of the child, her behavior, and/or her learning aptitude.<sup>13, 14</sup> However, an equally valid interpretation of these data is that the settings and expectations typical of elementary school place inappropriate demands on children, including those previously perceived as competent learners. An ethical and coherent curriculum does not set up children to fail. A successful continuous curriculum will create bridges across each of these settings. **Questions to ask:**
  - *Do schools work with communities to insure a smooth and informed transition of children into their first schooling experience, including the development of relationships with community child care providers, health professionals and families?*
  - *Do educators work with families to develop the relationships essential to ongoing communication about the child as he/she moves between home and school?*
  - *How is educators’ time managed to indicate that planning and communication are a priority, including insuring time for regular conversation between teachers and families, interdisciplinary staff, and colleagues from the same and different age/grade levels?*
  - *What is in place to help all children make smooth transitions from one classroom/grade level to another? Considerations include academic continuity and social and emotional adjustment to changes in expectations, personalities, and environment.*
  - *Are teachers working regularly with each other across grade levels to coordinate their curriculum plans and instructional strategies to maximize children’s school success?*
- 2. A successful curriculum for young children capitalizes on their powerful drive to learn and be competent.** The National Research Council’s review of research on early childhood education conveyed its conclusion in the title: all children are *Eager to Learn*.<sup>15</sup> Given this

# State of Nevada: Race to the Top-Early Learning Challenge Appendix

disposition, the issue of school readiness shifts from an emphasis on the child's status as suggested by standardized screening to one of the school's preparedness to support and inspire children's learning. A curriculum that builds on children's dispositions to learn and to feel competent will include multiple opportunities for meaningful feedback on learning outcomes as opposed to primarily performance oriented feedback. Curriculum projects are planned with a variety of expectations and avenues of exploration, insuring the possibility of success for all children. Such a curriculum conveys authentic and explicit confidence in children's learning potential. **Questions to ask:**

- *How might children's curiosities be utilized in this curriculum?*
- *Are behavior problems linked to boredom with a too-easy or remote curriculum?*
- *Could curriculum goals be translated into a "need to know" that is meaningful to children?*

3. **A successful curriculum utilizes and nurtures positive relationships between children and their teachers.** A corpus of research suggests that the development of positive relationships between a teacher and child is foundational to all work with young children.<sup>16, 17</sup> A positive relationship between the teacher and the child supports a child's ability to make friends, freely explore the environment, and maximize learning. Indeed, a growing body of research points to the consequences for children who do **not** have close and/or respectful relationships with their teachers.<sup>18, 19</sup> This finding is not limited to early childhood settings. Research found teacher-child relationships characterized by fairness, caring and availability were the most important features of a learning climate for elementary age African-American and Latino children.<sup>20</sup>

**Questions to ask:**

- *What evidence is there that children's relationships with teachers are positive?*
- *Are particular children singled out for attention, whether positive or negative?*
- *What instructional strategies might enhance the teacher-child relationship?*

4. **A successful curriculum capitalizes on the powerful potential of children's relationships with each other to support their social, intellectual, and academic achievement.** Classrooms typically offer a great deal in terms of group dynamics, and teachers have long been advised to take advantage of that situation.<sup>21</sup> Theory and research point to the critical role of children's peer relations to their overall development as well as to the learning of academic content. Children's pursuit of new skills and conceptual understanding is enhanced when they are allowed to take



advantage of the skills and knowledge of their more capable peers and when they feel safe, welcome and included in a classroom of accepting and friendly classmates.<sup>22</sup> A curriculum that utilizes and promotes positive peer relations will help children go beyond tolerance to an appreciation of their diversity within and outside the classroom.

**Questions to ask:**

- *Does teacher knowledge of children’s relationships influence decision making regarding curriculum goals and instructional strategies? Are children encouraged to develop friendships and utilize peer relationships during instructional activities?*
- *Are children with special needs included in the classroom peer culture?*
- *What do children know and appreciate about each other’s lives outside the classroom?*

**5. A successful curriculum is intellectually challenging and personally meaningful.**

All children should have access to an ambitious curriculum that encourages them to maximize their potential in all developmental and content areas. Task engagement and learning expand exponentially when curriculum expectations build upon prior knowledge and learning activities lead children in new and desirable and sometimes unexpected directions. There are many examples of children’s long-term interests in project work and their abilities to hypothesize, test, generalize, and revise prior understandings in the face of new discoveries.<sup>23</sup> Early childhood research supports the value of hands-on and intellectually engaging activities that are responsive to children’s questions and connected to areas of importance in the classroom, family, or community.<sup>24</sup>

**Questions to ask:**

- *Do curriculum goals and materials build upon what children already know and know how to do?*
- *Are existing curriculum materials open to expansion or refinement?*
- *How are real-life problems used to support and enhance the learning and practice of subject matter content?*

**6. A successful curriculum and pedagogy support the co-construction of knowledge by children, teachers, and families.**

Research shows that the same learning principles valued by early childhood educators—actively constructing knowledge through hands-on activities, participation in decision-making, and collaborations with peers and teachers—can be equally effective in the primary grades.<sup>25, 26</sup> Such a curriculum will utilize instructional practices that help children explore problems, move them to developing strategies to address those problems, and then help them to form shared concepts that are generalizable to new situations. In schools that function as active learning communities, children and adults work separately and together on projects of importance and interest. Collaborative relationships with children’s families contribute to the design of a more culturally responsive curriculum through the negotiation of learning goals and teaching strategies as well as learning experiences that utilize culturally familiar routines and materials. When families are invited to share

their own perspectives on children's learning, parents and teachers alike gain insights into the variety of children's learning opportunities outside the classroom. This orientation to curriculum and pedagogy also contributes to children's identity development through active support for home cultures and languages.<sup>27</sup>

### Questions to ask:

- *Are parents actively involved in discussions of curriculum choice and instructional practices?*
- *Are culturally relevant alternative interpretations of subject areas and learning styles included in curriculum planning and instructional strategies?*
- *Are culturally-relevant tools and materials utilized in learning activities?*



7. **A successful curriculum and associated instructional strategies are characterized by intentionality.** First School education professionals know why they are doing what they are doing. They engage in purposeful and sustained attention to children's learning and development.<sup>28, 29</sup> Teachers' decision-making between direct instruction and more child-initiated types of learning experiences will no longer represent a choice between developmentally appropriate versus traditional forms of instruction. Rather, these choices will represent teachers' application of theoretical principles to knowledge about specific children working within particular contexts.

Recent research on child outcomes associated with early childhood curriculum models provides further support for the importance of purposeful attention to specific academic content.<sup>30</sup> When schools align teaching philosophy, curriculum development, and assessment practices across the pre-kindergarten and primary grades, children's learning and development are the direct beneficiaries.<sup>31, 32, 33, 34</sup>

Such alignment includes attention to all areas of children's development, including social-emotional, intellectual, language and physical development. **This knowledge is utilized routinely to inform curriculum goals and planning.** A successful curriculum also attends systematically and strategically to children's early learning styles as well as the content areas of literacy, mathematics, technology, science, social studies, and technology and the expressive arts. **Questions to ask:**

- *Can teachers identify the goals and related activities associated with child development?*

- *Can teachers and others articulate specific goals and activities as they promote children's continued learning of pre-academic and academic subject matter?*
- *How do teachers share and coordinate their curriculum goals and instructional practices with each other and with children's families?*
- *What supports are available to help teachers negotiate their diverse perspectives on appropriate curriculum and instructional strategies?*

**8. A successful pedagogy is both child-regulated *and* teacher guided.**<sup>35</sup> Research on children's capacities to engage in deep exploration of complex topics challenges early childhood curriculum models that limit the teacher's role to the provision of safe materials in a predictable environment.<sup>36, 37</sup> Approaches to teaching and learning must be wide-ranging and responsive to individual needs. Children benefit from activities that challenge them to work at the edge of their developing capacities, as well as ample opportunities to practice newly acquired skills and develop the disposition to persist. But the presence of a thoughtful and knowledgeable teacher to guide children through these experiences is also essential. This orientation to curriculum reflects an image of children both as capable of constructing their own knowledge and understanding and able to benefit from instruction that is provided by adults and more competent peers. **Questions to ask:**

- *Which processes and content are best learned through systematic, guided instruction?*
- *Which processes and content are best approached through discourse and inquiry?*

**9. A successful pedagogy utilizes assessment to inform curriculum planning and instructional practices.** Research on effective teaching strategies underscores the importance of on-going, authentic and culturally sensitive assessment of children's skills and abilities to the design and implementation of an appropriately challenging and engaging curriculum. Assessment in this view will emphasize children's learning as well as what they are about to learn; and will play a central role in decision-making associated with curriculum planning, including the use of small and large-group formats, short- and long-term projects, and integrated as well as single-subject projects and learning experiences. Ethical assessment creates rather than limits educational opportunities for children. **Questions to ask:**

- *What mechanisms are in place to insure ongoing monitoring of children's development and learning progress?*
- *Are assessment strategies oriented to making positive rather than punitive decisions about children's educational opportunities?*
- *Are multiple perspectives on children utilized in the assessment process?*

**10. A successful pedagogy nurtures a school-wide community of learners.** Theories of adult learning support recent examples of classrooms that function as communities practice. When teaching is interpreted as a profession of inquiry, interpretations

of curriculum serve as contexts for teachers to teach. Effective teachers recognize the need for such inquiry in order to translate curriculum goals into processes by which diverse populations of children make sense of and participate in the world of the classroom.<sup>38, 39</sup> A successful and seamless curriculum is more likely to be sustained when education professionals take the time to really listen to children, to share their insights with each other, and to learn from these conversations. Education professionals who embrace purposeful examination of teaching and learning bring a much needed form of expertise to their own and others' work on behalf of children's school success. **Questions to ask:**

- *What is the evidence that adults are learning about children's learning?*
- *How is this learning shared with stakeholders outside the classroom?*
- *How are teachers using these insights to inform curriculum and instruction?*

## Conclusion

In this paper we have provided the research base for FirstSchool guiding principles for instructional practices and curricula that are effective—*they work!*, essential—*children, too, understand they are learning things of importance*; and ethical—*this orientation to teaching values all children and families, regardless of abilities, ethnicity, language or income*. By responding to children's curiosities and respecting their lives both inside and out of the classroom, attending carefully to the tentative balance between a rigorous and challenging curriculum and one that has personal relevance, involving families in children's learning, and utilizing relationships among adults and children to support projects of inquiry, this curriculum for young children can serve as a basis for a seamless education in schools that function as learning communities for everyone. ■

## Endnotes

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## Appendix U: Letters of Support

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# State of Nevada: Race to the Top-Early Learning Challenge Appendix

1402 West King Street / P.O. Box 603  
Carson City, NV 89702



Phone: (775) 283-2000  
Fax: (775) 283-2090  
www.carsoncityschools.com

October 1, 2013

Dear Governor Sandoval:

The Carson City School District (CCSD) is pleased to submit this letter of support and commitment for SILVER STATE STRONG, the ambitious, bold and clear plan reflected in Nevada's application for the Race to the Top Early Learning Challenge issued by the United States Departments of Education and Health and Human Services. We are excited to have a role in the planning and implementation of the activities to be carried out under this grant, if awarded. We have been providing Pre-K opportunities to students and their families at Empire and Mark Twain since August 2002. Our special needs students have benefitted from early childhood Pre-K services and actively support the vision for this initiative: that *Nevada's children will be safe, healthy, and thriving during the first eight years of life, and the system will support children and families in achieving their full potential.*

We are strongly committed to the S<sup>3</sup> plan articulated in Nevada's application to build a more unified system of early learning and childhood development in Nevada that will support young children and their families by increasing access to quality early learning environments and ensures that children enter kindergarten with the skills, knowledge, and dispositions they need to be successful. Our services directly align with and support the goals of the plan and the strategies related to Silver State SKILLS and Silver State Supports.

CCSD is utilizing SB 504 to add three additional Pre-K classrooms to serve those families on waiting lists at Empire and Mark Twain and a co-teach setting partnered between Bordewich Bray and our Student Support Services Early Childhood Program. Curiosity Corner requires teacher training in order to provide fidelity to program requirements.

In addition, during the 2012-13 school year, through the community based Early Childhood Advisory Council, CCSD Kindergarten staff provided professional development with credit opportunities through Nevada Registry to community child care providers in the areas of reading and mathematics. For 2013-14 the group has added key Carson City public health, social service and higher education partners to provide support to children and families with high needs.

The Early Learning Challenge is a great opportunity for Nevada to increase the efficiency and effectiveness of our efforts to improve education, health, and economic outcomes in our state. The Sandoval Administration's leadership and dedication to Nevada's families is evident throughout the SILVER STATE STRONG plan, and we are proud to be part of it. We look forward to informing and supporting the growth of a well-coordinated comprehensive system of early childhood services available to all children across the state.

Sincerely,

(b)(6)

Associate Superintendent of Educational Services



# Children's Advocacy

ALLIANCE

an independent voice  
for Nevada's children

September 30, 2013

Dear Governor Sandoval:

Children's Advocacy Alliance is pleased to submit this letter of support and commitment for SILVER STATE STRONG, the ambitious, bold and clear plan reflected in Nevada's application for the Race to the Top Early Learning Challenge issued by the United States Departments of Education and Health and Human Services. We are excited to have a role in the planning and implementation of the activities to be carried out under this grant, if awarded. We have been advocating for improved quality, affordability and accessibility of early childhood education programs in Nevada for many years and actively support the vision for this initiative: that *Nevada's children will be safe, healthy, and thriving during the first eight years of life, and the system will support children and families in achieving their full potential.*

We are strongly committed to the S<sup>3</sup> plan articulated in Nevada's application to build a more unified system of early learning and childhood development in Nevada that will support young children and their families by increasing access to quality early learning environments and ensures that children enter kindergarten with the skills, knowledge, and dispositions they need to be successful. Our mission directly aligns with and supports the goals of the plan and the strategies related to improving the infrastructure and quality of early childhood programs in Nevada through the Quality Rating Improvement System, Longitudinal Data System and the Kindergarten Entry Assessment tools.

The Children's Advocacy Alliance is committed to ensuring the success of SILVER STATE STRONG through the implementation of our campaign for high quality early childhood education programs, Strong Start for Children. This campaign aims to educate both parents and the public about the importance of high quality early childhood education and the resources available to assist parents, as well as opportunities for the business community and community leaders to engage in this work.

The Early Learning Challenge is a great opportunity for Nevada to increase the efficiency and effectiveness of our efforts to improve education, health, and economic outcomes in our state. The Sandoval Administration's leadership and dedication to Nevada's families is evident throughout the SILVER STATE STRONG plan, and we are proud to be part of it. We look forward to informing and supporting the growth of a well-coordinated comprehensive system of early childhood services available to all children across the state.

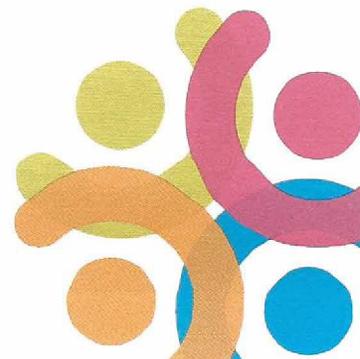
Sincerely,

(b)(7)

(b)(6)

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Executive Director





# East Valley Family Services

*More than help... More than hope...*

1800 E. Sahara Avenue, Suite 111 • Las Vegas, NV 89104

[www.eastvalleyfamilyservices.org](http://www.eastvalleyfamilyservices.org)

Dear Governor Sandoval:

East Valley Family Services is pleased to submit this letter of support and commitment for SILVER STATE STRONG, the ambitious, bold and clear plan reflected in Nevada's application for the Race to the Top Early Learning Challenge issued by the United States Departments of Education and Health and Human Services. We are excited to have a role in the planning and implementation of the activities to be carried out under this grant, if awarded. We have been providing services and supports for young families and children since 2002 and actively support the vision for this initiative: that *Nevada's children will be safe, healthy, and thriving during the first eight years of life, and the system will support children and families in achieving their full potential.*

We are strongly committed to the S<sup>3</sup> plan articulated in Nevada's application to build a more unified system of early learning and childhood development in Nevada that will support young children and their families by increasing access to quality early learning environments and ensures that children enter kindergarten with the skills, knowledge, and dispositions they need to be successful. Our services directly align with and support the goals of the plan and the strategies related to number four: Silver State Supports.

East Valley's belief is that children do not succeed in a vacuum but instead with the nurturing and support that can be given by parents. To that end this Family Resource Center strives to assist families by helping them become more self-sufficient and educational experiences that provides parents motivating skills to help with their child's education.

The Early Learning Challenge is a great opportunity for Nevada to increase the efficiency and effectiveness of our efforts to improve education, health, and economic outcomes in our state. The Sandoval Administration's leadership and dedication to Nevada's families is evident throughout the SILVER STATE STRONG plan, and we are proud to be part of it. We look forward to informing and supporting the growth of a well-coordinated comprehensive system of early childhood services available to all children across the state.

Sincerely,

(b)(6)

(b)(6)



Easter Seals Nevada  
www.eastersealsnevada.org

September 25, 2013

**OFFICERS**

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Jim Wunderlin

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Brian Patchett

**CFO**

Roger Gilpin

Governor Brian Sandoval  
101 North Carson Street  
Carson City, NV 89701

Dear Governor Sandoval:

Easter Seals Nevada is pleased to submit this letter of support and commitment for SILVER STATE STRONG, the ambitious, bold and clear plan reflected in Nevada's application for the Race to the Top Early Learning Challenge issued by the United States Departments of Education and Health and Human Services. We are excited to have a role in the planning and implementation of the activities to be carried out under this grant, if awarded. Easter Seals Nevada has been providing services in Nevada since 1950 and we actively support the vision for this initiative: that *Nevada's children will be safe, healthy, and thriving during the first eight years of life, and the system will support children and families in achieving their full potential.*

We are strongly committed to the S<sup>3</sup> plan articulated in Nevada's application to build a more unified system of early learning and childhood development in Nevada that will support young children and their families by increasing access to quality early learning environments and ensures that children enter kindergarten with the skills, knowledge, and dispositions they need to be successful. Our services directly align with and support the goals of the plan and the strategies related to Silver State KIDS.

Easter Seals Nevada creates solutions that help people with disabilities become self-sufficient through education, community partnerships and direct services. Easter Seals believes young children with disabilities or those who are at risk deserve early and adequate intervention because they, too, deserve a chance to learn, build lifelong skills and achieve their dreams. Easter Seals has made the Ages and Stages Questionnaire available to provide parents and caregivers of young children with online access to a validated and reliable screening tool to determine whether their child is acquiring developmental milestones with an appropriate time frame.

## State of Nevada: Race to the Top-Early Learning Challenge Appendix

The Early Learning Challenge is a great opportunity for Nevada to increase the efficiency and effectiveness of our efforts to improve education, health, and economic outcomes in our state. The Sandoval Administration's leadership and dedication to Nevada's families is evident throughout the SILVER STATE STRONG plan, and we are proud to be part of it. We look forward to informing and supporting the growth of a well-coordinated comprehensive system of early childhood services available to all children across the state.

Sincerely,

(b)(6)

A rectangular box with a black border, used to redact the signature of the sender. The text "(b)(6)" is written in the top-left corner of the box.

ECE Professor and EECAC Co-Chair



September 25, 2013

Dear Governor Sandoval:

The Elko County Early Childhood Advisory Council in alliance with the Great Basin College Early Childhood Program are pleased to submit this letter of support and commitment for SILVER STATE STRONG, the ambitious, bold and clear plan reflected in Nevada's application for the Race to the Top Early Learning Challenge issued by the United States Departments of Education and Health and Human Services. We are excited to have a role in the planning and implementation of the activities to be carried out under this grant, if awarded. Our committee is fully committed to providing on-going professional development for those who provide services for children from birth to age eight while serving the best interests of families and their children in rural Nevada as we share in the vision that supports the Silver State Strong plan: *Nevada's children will be safe, healthy, and thriving during the first eight years of life, and the system will support children and families in achieving their full potential.*

We are strongly committed to the S<sup>3</sup> plan articulated in Nevada's application to build a more unified system of early learning and childhood development in Nevada that will support young children and their families by increasing access to quality early learning environments and ensures that children enter kindergarten with the skills, knowledge, and dispositions they need to be successful. Our services directly align with and support the goals of the plan and the strategies related to Silver State Stars, Silver State KIDS, Silver State SKILLS, and Silver State Supports.

The above Silver State initiatives support the mission of the Elko County Early Childhood Advisory Council in building a more unified system to ensure that all children in Elko County have the foundation to be safe, healthy, educated, and self-reliant, influencing their present potential, their future education and their life. In addition, Silver State Strong fully aligns with the Elko County Early Childhood Advisory Council's vision to engage families in all aspects of their children's development by increasing awareness of resources and programs available to support school readiness. By funding the Silver State initiatives, the Elko County Early Childhood Advisory Council will be provided with a strong state-wide support system to enable the sustainability of high-quality professional enrichment opportunities for rural families, supporting agencies, and birth through 3<sup>rd</sup> grade professionals.

**ELKO MAIN CAMPUS**

1500 College Parkway  
Elko, NV 89801  
775.738.8493 • fax 775.738.8771

**ELY CENTER**

2115 Bobcat Drive  
Ely, NV 89301  
775.289.3589 • fax 775.289.3599

**PAHRUMP VALLEY CENTER**

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Pahrump, NV 89048  
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**WINNEMUCCA CENTER**

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Winnemucca, NV 89445  
775.623.4824 • fax 775.623.1812

## State of Nevada: Race to the Top-Early Learning Challenge Appendix

The Early Learning Challenge is a great opportunity for Nevada to increase the efficiency and effectiveness of our efforts to improve education, health, and economic outcomes in our state. The Sandoval Administration's leadership and dedication to Nevada's families is evident throughout the SILVER STATE STRONG plan, and we are proud to be part of it. We look forward to informing and supporting the growth of a well-coordinated comprehensive system of early childhood services available to all children across the state.

Sincerely,

(b)(6)

ECE Professor and EECAC Co-Chair

# State of Nevada: Race to the Top-Early Learning Challenge Appendix



September 27, 2013

Dear Governor Sandoval:

Entravision is pleased to submit this letter of support and commitment for SILVER STATE STRONG, the ambitious, bold and clear plan reflected in Nevada's application for the Race to the Top Early Learning Challenge issued by the United States Departments of Education and Health and Human Services. We are excited to actively support the vision for this initiative: that *Nevada's children will be safe, healthy, and thriving during the first eight years of life, and the system will support children and families in achieving their full potential.*

We are strongly committed to the S<sup>3</sup> plan articulated in Nevada's application to build a more unified system of early learning and childhood development in Nevada that will support young children and their families by increasing access to quality early learning environments and ensures that children enter kindergarten with the skills, knowledge, and dispositions they need to be successful. As community leaders, we continue to invest in our community and support the goals of the plan and the strategies related to Silver State Stars, Silver State KIDS, Silver State SKILLS and Silver State Supports.

As an advocate of educational attainment and achievement, particularly among the core Latino audience we are privileged to serve, Entravision is committed to doing all we can to promote initiatives such as SILVER STATE STRONG through our all of our assets, our news and other programming. Our ES EL MOMENTO and SALUD ES VIDA education and health on-air campaigns are also evidence of our mission to assist in these areas. Entravision promises to continue our commitment to quality education and health initiatives in support of our Governor and our most vulnerable community members, our children. We will continue to honor our leadership role, as we fully engage our audiences, colleagues and friends in programming, public service and events which further these causes.

The Early Learning Challenge is a great opportunity for Nevada to increase the efficiency and effectiveness of our efforts to improve education, health and economic outcomes in our state. The Sandoval Administration's leadership and dedication to Nevada's families is evident throughout the SILVER STATE STRONG plan, and we are proud to be part of it. We look forward to informing and supporting the growth of a well-coordinated comprehensive system of early childhood services available to all children across the state.

Respectfully

(b)(6)

Senior Vice President, Integrated Marketing Solutions

500 Pilot Road, Suite D  
Las Vegas, NV 89119

# State of Nevada: Race to the Top-Early Learning Challenge Appendix



THE UNIVERSITY  
of NORTH CAROLINA  
at CHAPEL HILL

FPG CHILD DEVELOPMENT INSTITUTE  
SHERYL-MAR NORTH  
CAMPUS BOX 8040  
CHAPEL HILL, NC 27599-8040  
www.firstschool.us

Dear Governor Sandoval:

FirstSchool, an 8 year Kellogg funded initiative at FPG Child Development Institute at UNC-CH is pleased to submit this letter of support and commitment for SILVER STATE STRONG, the ambitious, bold and clear plan reflected in Nevada's application for the Race to the Top Early Learning Challenge. We are strongly committed to the S<sup>3</sup> plan articulated in Nevada's application to build a more unified system of early learning and development to support young children and their families by increasing access to quality early learning environments and ensuring that children enter kindergarten with the skills, knowledge, and dispositions they need to be successful. Our services directly align with and support the goals of the plan.

Through Nevada's Silver State Strong application, the partnership with FirstSchool will assist in focusing on aligning teaching practices with Common Core State Standards (CCSS) and State Early Learning and K-3 Standards in PreK – 3<sup>rd</sup> grade classrooms through two key mechanisms. This partnership may include, but may not be limited to the following opportunities: 1) Enhancing current, but limited technical assistance and partnership with statewide professional development opportunities and existing P-3 pilot work; and 2) Developing a Cadre of PreK-3<sup>rd</sup> experts in the state by:

- Facilitating state and district leaders through yearly week-long institutes and cross-state collaborations to develop nuanced understandings of how data, knowledge and support from the Snapshot Professional Learning System (Snapshot) may be used to provide teachers with feedback on their pedagogy, gain insights into how CCSS and ELS play out in daily classroom practice, and how to use the Snapshot to drive continuous improvement efforts in schools, particularly those who are struggling to meet the needs of specialized populations.
- Using the Snapshot, state and district data collectors will collect data annually in pilot classrooms throughout the state to portray how children spend their days in school across the PreK – 3<sup>rd</sup> grade span.. FirstSchool personnel will teach state and district personnel how to collect and share these data with teachers for the purpose of driving change and tracking improvements.

The Early Learning Challenge is essential to Nevada's ability to increase the efficiency and effectiveness of efforts to improve education, health, and economic outcomes throughout the state. The Sandoval Administration's leadership and dedication to Nevada's families is evident throughout the SILVER STATE STRONG plan, and we would be proud to be part of it. We look forward to informing and supporting the growth of a well-coordinated comprehensive system of early childhood services available to all children across the state.

Sincerely,

Sharon Ritchie EdD  
Senior Scientist, FPG Child Development Institute, UNC-Chapel Hill



**Las Vegas Urban League**  
**Early Childhood Connection**  
Connecting Kids with a Network of Resources

October 1, 2013

Dear Governor Sandoval:

The Las Vegas Urban League is pleased to submit this letter of support and commitment for SILVER STATE STRONG (S<sup>3</sup>), the imperative and progressive plan reflected in Nevada's application for the Race to the Top Early Learning Challenge issued by the United States Departments of Education and Health and Human Services. We are excited to have a role in the planning and implementation of the activities to be carried out under this grant, if awarded.

Since 2010, we have provided Child Care Subsidy Services supported by a grant through the Department of Welfare and Supportive Services. We have since added a Child Care Resource and Referrals (CCR&R) department. We fully and actively support the vision for this initiative: that *Nevada's children will be safe, healthy, and thriving during the first eight years of life, and the system will support children and families in achieving their full potential.*

The Las Vegas Urban League provides access to quality care for low income families through subsidy financial support. We work with a growing collaboration of organizations who are working diligently to improve Early Care Education in Nevada. By providing CCR&R services, we are able to help families locate and identify quality child care options. Our services directly align with and support the goals of the plan and the strategies related to Silver State Stars.

The Early Learning Challenge is a great opportunity for Nevada to increase the efficiency and effectiveness of our efforts to improve education, health, and economic outcomes in our state. We look forward to informing and supporting the growth of a well-coordinated comprehensive system of early childhood services available to all children across the state.

Sincerely,

Michael Maxwell, Ed.D.  
Vice-President, Agency Innovation  
Director, Early Childhood Connection

# State of Nevada: Race to the Top-Early Learning Challenge Appendix



October 1, 2013

Dear Governor Sandoval:

The Latin Chamber of Commerce, Nevada, Inc. (LCC) is pleased to submit this letter of support and commitment for SILVER STATE STRONG, the ambitious, bold and clear plan reflected in Nevada's application for the Race to the Top Early Learning Challenge issued by the United States Departments of Education and Health and Human Services. We are excited to actively support the vision for this initiative: that *Nevada's children will be safe, healthy, and thriving during the first eight years of life, and the system will support children and families in achieving their full potential.*

We are strongly committed to the S<sup>3</sup> plan articulated in Nevada's application to build a more unified system of early learning and childhood development in Nevada that will support young children and their families by increasing access to quality early learning environments and ensures that children enter kindergarten with the skills, knowledge, and dispositions they need to be successful. As community leaders, we continue to invest in our community and support the goals of the plan and the strategies related to Silver State Stars, Silver State KIDS, Silver State SKILLS and Silver State Supports.

The LCC will support these efforts by the involvement of our membership in many of the committees and by assigning those in our educational committee to spearhead these efforts. As you know the majority of the students in Clark County are of Hispanic descent and we will work with Silver State Strong to address the inequalities and the need of those children left behind in this community. Therefore, the Latin Chamber promises to continue our commitment to quality education and health initiatives in support of our Governor and our most vulnerable community members, our children. We will continue to honor our leadership role, as we fully engage our colleagues and friends in the activities aforementioned.

The Early Learning Challenge is a great opportunity for Nevada to increase the efficiency and effectiveness of our efforts to improve education, health and economic outcomes in our state. The Sandoval Administration's leadership and dedication to Nevada's families is evident throughout the SILVER STATE STRONG plan, and we are proud to be part of it. We look forward to informing and supporting the growth of a well-coordinated comprehensive system of early childhood services available to all children across the state.

LATIN CHAMBER  
OF COMMERCE, NEVADA, INC.  
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Las Vegas, NV 89101  
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info@lvicc.com  
www.lvicc.com

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*President & CEO*  
**Victoria Napoles-Laza**  
*Senior Executive Vice President*

Sincerely, (b)(6)

(b)(6)

Chairman of the Board

(b)(6)

President and CEO

State of Nevada: Race to the Top-Early Learning Challenge Appendix  
STATE OF NEVADA

BRIAN SANDOVAL  
Governor

MICHAEL J. WILLDEN  
Director



RICHARD WHITLEY, MS  
Administrator

TRACEY D. GREEN, MD  
Chief Medical Officer

DEPARTMENT OF HEALTH AND HUMAN SERVICES  
DIVISION OF PUBLIC AND BEHAVIORAL HEALTH

Bureau of Child, Family & Community Wellness  
4150 Technology Way, Suite 210  
Carson City, Nevada 89706  
Telephone (775) 684-4285 · Fax (775) 684-4245

October 4, 2013

Governor Brian Sandoval  
101. N. Carson Street.  
Carson City, NV 89701

Dear Governor Sandoval:

The Bureau of Child, Family and Community Wellness is pleased to submit this letter of support and commitment for SILVER STATE STRONG, the ambitious, bold and clear plan reflected in Nevada's application for the Race to the Top Early Learning Challenge issued by the United States Departments of Education and Health and Human Services. We are excited to have a role in the planning and implementation of the activities to be carried out under this grant, if awarded. We have been providing programs, services and supports for children and families through Title V of the Social Security Act's Maternal and Child Health (MCH) block grant since 1938 and more recently through evidence-based home visiting services through the Affordable Care Act - Maternal, Infant and Early Childhood Home Visiting (MIECHV) Program. The Bureau actively supports the vision for this initiative: that *Nevada's children will be safe, healthy and thriving during the first eight years of life, and the system will support children and families in achieving their full potential.*

We are strongly committed to the S<sup>3</sup> plan articulated in Nevada's application to build a more unified system of early learning and childhood development in Nevada that will support young children and their families by increasing access to quality early learning environments and ensures that children enter kindergarten with the skills, knowledge, and dispositions they need to be successful. Our services directly align with and support the goals of the plan and the strategies related to Silver State Kindergarten Inventory of Developmental Status (KIDS). Technical assistance on health components will be provided by our MCH program. Our Nevada Home Visiting Program is committing \$10,000.00/year for financial support of Silver State KIDS. This support will allow our home visiting program to assess school readiness, a benchmark for programs funded by MIECHV.

The Early Learning Challenge is a great opportunity for Nevada to increase the efficiency and effectiveness of our efforts to improve education, health and economic outcomes in our state. The Sandoval Administration's leadership and dedication to Nevada's families is evident throughout the SILVER STATE STRONG plan, and we are proud to be part of it. We look forward to informing and supporting the growth of a well-coordinated comprehensive system of early childhood services available to all children across the state.

Sincerely,

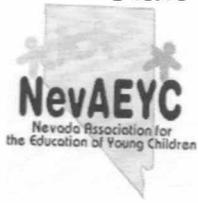
(b)(6)

(b)(6)

Bureau Chief

Public Health: Working for a Safer and Healthier Nevada

State of Nevada: Race to the Top-Early Learning Challenge Appendix



NevAEYC  
240 S. Rock Blvd, Ste. 143  
Reno, NV 89502  
Phone: (775) 327-0680  
Fax: (775) 857-3179  
www.NevAEYC.org

October 4, 2013

Jennifer Kalas, M.Ed.  
President

Whitney Leathers  
Executive Director

Jennifer Zukowski, M. Ed.  
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Calena Greenspan  
Lillian Englund, Ph.D.  
Margaret Oberg  
Brenna Malone

Dear Governor Sandoval:

The Nevada Association for the Education of Young Children (NevAEYC) is pleased to submit this letter of support and commitment for SILVER STATE STRONG, the ambitious, bold and clear plan reflected in Nevada's application for the Race to the Top Early Learning Challenge issued by the United States Departments of Education and Health and Human Services. We are excited to have a role in the planning and implementation of the activities to be carried out under this grant, if awarded. We have been providing statewide conferences to enhance the professional development of early childhood professionals, advocating for these professionals and managing the T.E.A.C.H. Early Childhood program since at least 1990 and actively support the vision for this initiative: that *Nevada's children will be safe, healthy, and thriving during the first eight years of life, and the system will support children and families in achieving their full potential.*

We are strongly committed to the S<sup>3</sup> plan articulated in Nevada's application to build a more unified system of early learning and childhood development in Nevada that will support young children and their families by increasing access to quality early learning environments and ensures that children enter kindergarten with the skills, knowledge, and dispositions they need to be successful. Our services directly align with and support the goals of the plan and the strategies related to Silver State Stars and Silver State Supports.

Our support could include, but is not limited to, full or partial administration of: educator professional development support (PDM's, Professional Development Specialists, Pathways to Proficiency outreach), the wage supplement program, participation in the review and revision of competencies and core knowledge areas, and providing scholarship opportunities for the early childhood professionals in our state. Our board is poised with the infrastructure, education, motivation and skills necessary to take a wider role in supporting the professionals, young children and their families in Nevada.

The Early Learning Challenge is a great opportunity for Nevada to increase the efficiency and effectiveness of our efforts to improve education, health, and economic outcomes in our state. The Sandoval Administration's leadership and dedication to Nevada's families is evident throughout the SILVER STATE STRONG plan, and we are proud to be part of it. We look forward to informing and supporting the growth of a well-coordinated comprehensive system of early childhood services available to all children across the state.

Sincerely,

(b)(6)

President

Nevada Association for the Education of Young Children

# State of Nevada: Race to the Top Early Learning Challenge Appendix



## Nevada Early Childhood Advisory Council

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September 30<sup>th</sup>, 2013

Dear Governor Sandoval:

The Nevada Early Childhood Advisory Council is pleased to submit this letter of support and commitment for SILVER STATE STRONG (S<sup>3</sup>), the ambitious, bold and clear plan reflected in Nevada's application for the Race to the Top Early Learning Challenge issued by the United States Departments of Education and Health and Human Services. We are excited to have a role in the planning and implementation of the activities to be carried out under this grant, if awarded. The Nevada Early Childhood Advisory Council works to strengthen state-level coordination and collaboration among the various sectors and settings of early childhood programs. In cooperation with the State Board of Education, the Council is responsible for establishing guidelines to measure the school readiness of children. During the 2013 Nevada Legislative session, legislators passed, and Governor Sandoval signed, Assembly Bill 79 establishing the Council in statute. The Council developed and adopted the vision for this initiative: that *Nevada's children will be safe, healthy, and thriving during the first eight years of life, and the system will support children and families in achieving their full potential.*

We are strongly committed to the S<sup>3</sup> plan articulated in Nevada's application to build a more unified system of early learning and childhood development in Nevada that supports young children and their families by increasing access to quality early learning environments and ensures that children enter kindergarten with the skills, knowledge, and dispositions they need to be successful. In fact, many of the projects sponsored with our ARRA funding resulted in the plans contained within Nevada's Race to the Top Early Learning Challenge. We are in complete support of Silver State Stars, Silver State KIDS, Silver State SKILLS and Silver State Supports.

The Early Learning Challenge is a great opportunity for Nevada to increase the efficiency and effectiveness of our efforts to improve education, health, and economic outcomes in our state. The Sandoval Administration's leadership and dedication to Nevada's families is evident throughout the SILVER STATE STRONG plan, and we are proud to be part of it. We look forward to informing and supporting the growth of a well-coordinated comprehensive system of early childhood services available to all children across the state.

Sincerely,

The Undersigned Members of the Nevada Early Childhood Advisory Council

State of Nevada: Race to the Top-Early Learning Challenge Appendix

Name	Representing	Signature
(b)(6)	Health Division	(b)(6)
	Head Start Collaboration	
	Northern Nevada Nonprofit Early Childhood Programs	
	Part B Office, Department of Education	
	Southern Nevada Nonprofit Early Childhood Programs	
	Nevada System of Higher Education	
	Local Providers of Early Childhood Education and Developmental Services	
	Department of Education	
	Head Start Programs	

RORIE FITZPATRICK  
Deputy Superintendent

JULIA TESKA  
Deputy Superintendent  
Business and Support Services



DEPARTMENT OF EDUCATION  
700 E. Fifth Street  
Carson City, Nevada 89701-5096  
(775) 687 - 9200 · Fax: (775) 687 - 9101  
<http://www.doe.nv.gov>

October 4, 2013

Dear Governor Sandoval:

The Nevada Department of Education (NDE), State Board of Education (SBE), and Nevada Early Childhood Advisory Council (NECAC) are pleased to submit this joint letter of support and commitment for SILVER STATE STRONG, the ambitious, bold and clear plan reflected in Nevada's application for the Race to the Top Early Learning Challenge. As the lead entity, NDE is excited to have this opportunity for these three entities to be working in very close alignment under the same governing structures. We are equally excited to be working in close collaboration with the Department of Health and Human Services (DHHS) at the same time. We are also excited to have a role in the planning and implementation of the activities to be carried out under this grant, if awarded.

At your direction and as determined by the close collaboration of DHHS, a series of restructuring moves that directly support Nevada's SILVER STATE STRONG application and desire to have a more comprehensive, aligned early childhood system have been identified that actively support the vision of this application. These include:

1. The Head Start State Collaboration and Early Childhood Comprehensive Systems Office (HSSC/ECCS) Office will transition to NDE, to include current staff and funding; additionally, DHHS envisions that the \$1.5 million pre-k/kindergarten assessment data pilot program from SB 486 (currently being run out of the HSC/ECSO) will also transition with that office and be administered by NDE.
2. The Office of Early Care and Education (OECE) will transition to NDE, with a subcontract relationship between DHHS and NDE that maintains the Child Care Development Fund – aka “child care quality dollars” -- with DHHS. DHHS will continue to manage the funding via sub-grant (or subcontract) of the funds to NDE, which will maintain administrative, policy and operational authority for the OECE, including staffing and contracts.
3. NDE will house these two entities within a newly created “Division of Early Learning and Development”, which will be positioned in the Office of Educational Opportunity. If/when funded, RTT-ELC funds can support a liaison position in this department who will be responsible for facilitating coordination around the components of the ECE system that remain in DHHS: IDEA Part C, Home Visiting, NEIS, DCFS, and Child Care Licensing (as well as Welfare, HCFA, etc.).

## State of Nevada: Race to the Top-Early Learning Challenge Appendix

4. Moving the Nevada ECAC under the NDE will maintain its status as advisory on all matters related to Nevada's Early Childhood Comprehensive System, but will position it to have more leverage and more formalized coordination with regional entities (P-20W Council, State Board of Education, school districts, local ECACs), while facilitating a nimble and flexible structure for decision-making, innovation and cross-systems/cross-region collaboration.

This restructuring will also support tighter alignment between the P-20W Council, the NECAC, and the State Board of Education. We see this relationship as a key piece to this exciting reform which will include:

- NECAC serving as an advisory body on all things related to Nevada's Early Childhood Comprehensive System, advising the State Superintendent of Public Instruction, who will represent NECAC recommendations to the State Board of Education and/or to the Governor's Cabinet as appropriate.

We are strongly committed to the S<sup>3</sup> plan articulated in Nevada's application to build a more unified system of early learning and childhood development in Nevada that will support young children and their families by increasing access to quality early learning environments and ensures that children enter kindergarten with the skills, knowledge, and dispositions they need to be successful. The NECAC and SBE vision and goals identified below are in direct alignment of the proposed objectives in the SILVER STATE STRONG high-quality plan described within the application.

*NECAC: Nevada's children will be safe, healthy, and thriving during the first eight years of life, and the system will support children and families in achieving their full potential.*

*SBE: To elevate student performance by ensuring opportunity, facilitating learning, and promoting excellence to increase student proficiency in reading, mathematics, science, and writing; improve graduation rates; insure college and career readiness; insure highly qualified and effective teachers and administrators are in Nevada's classrooms and schools; and support and expand innovative instructional programs.*

The Early Learning Challenge is a great opportunity for Nevada to increase the efficiency and effectiveness of our efforts to improve education, health, and economic outcomes in our state. The Sandoval Administration's leadership and dedication to Nevada's families is evident throughout the SILVER STATE STRONG plan, and we are proud to be part of it. We look forward to informing and supporting the growth of a well-coordinated comprehensive system of early childhood services available to all children across the state.

Respectfully yours,

(b)(6)

Superintendent of Public Instruction

(b)(6)

President, State Board of Education

(b)(6)

Early Childhood Advisory Council Chair



Dear Governor Sandoval:

The Nevada Institute for Children's Research and Policy, at the University of Nevada Las Vegas, is pleased to submit this letter of support and commitment for SILVER STATE STRONG, the ambitious, bold and clear plan reflected in Nevada's application for the Race to the Top Early Learning Challenge issued by the United States Departments of Education and Health and Human Services. We are excited to have a role in the planning and implementation of the activities to be carried out under this grant, if awarded. We have been providing evaluation services for the Silver Stars Quality Rating Improvement System, since the development of the program in 2009 and have recently implemented a validation study. In addition to these evaluation activities, our office actively participates in the Nevada Early Childhood Advisory Council and we organize the meetings and activities of the Southern Nevada council. Through these efforts we actively support the vision for this initiative: that *Nevada's children will be safe, healthy, and thriving during the first eight years of life, and the system will support children and families in achieving their full potential.*

We are strongly committed to the S<sup>3</sup> plan articulated in Nevada's application to build a more unified system of early learning and childhood development in Nevada that will support young children and their families by increasing access to quality early learning environments and ensures that children enter kindergarten prepared to succeed. Our services directly align with and support the goals of the plan and the strategies related to Silver State Stars. Given our previous and current work with the Silver State Stars, NICRP is committed to continue our evaluation efforts throughout the life of the grant, expand our validation study with the center based programs, and to conduct the evaluation for the pilot and implementation of the Silver State Stars with family based care.

The Early Learning Challenge is a great opportunity for Nevada to increase our state's capacity to improve education, health, and economic outcomes in our state. The Sandoval Administration's leadership and dedication to Nevada's families is evident throughout the SILVER STATE STRONG plan, and we are proud to be part of it. We look forward to informing and supporting the growth of a well-coordinated comprehensive system of early childhood services available to all children across the state.

(b)(6)

Interim Executive Director  
Nevada Institute for Children's Research and Policy

Email: (b)(6)

Nevada Institute for Children's Research and Policy  
School of Community Health Sciences  
Box 453030 • 4505 S. Maryland Parkway  
Las Vegas, NV 89154-3030  
Main 702-895-1040 • Fax 702-895-2657  
<http://nic.unlv.edu>



October 2, 2013

Dear Governor Sandoval:

Nevada PEP is pleased to submit this letter of support and commitment for SILVER STATE STRONG, the ambitious, bold and clear plan reflected in Nevada’s application for the Race to the Top Early Learning Challenge issued by the United States Departments of Education and Health and Human Services. We are excited to have a role in the planning and implementation of the activities to be carried out under this grant, if awarded. We have been providing parent training, support and information for families that have children with special needs since 1995 and actively support the vision for this initiative: that Nevada’s children will be safe, healthy, and thriving during the first eight years of life, and the system will support children and families in achieving their full potential.

We are strongly committed to the S<sup>3</sup> plan articulated in Nevada’s application to build a more unified system of early learning and childhood development in Nevada that will support young children and their families by increasing access to quality early learning environments and ensures that children enter kindergarten with the skills, knowledge, and dispositions they need to be successful. Our services directly align with and support the goals of the plan and the strategies, specifically, the Silver State Supports initiative.

Nevada PEP is the State’s U.S. Department of Education funded Parent Center for families who have children with disabilities and designated by SAMHSA as the Statewide Family Network for families who have children with mental health needs. Family engagement is key to success for our children, Nevada PEP will work with the Silver State Strong initiative by proving our expertise in family engagement strategies, training and technical assistance related to disability, mental health and early intervention.

The Early Learning Challenge is a great opportunity for Nevada to increase the efficiency and effectiveness of our efforts to improve education, health, and economic outcomes in our state. The Sandoval Administration’s leadership and dedication to Nevada’s families is evident throughout the SILVER STATE STRONG plan, and we are proud to be part of it. We look forward to informing and supporting the growth of a well-coordinated comprehensive system of early childhood services available to all children across the state.

Sincerely

(b)(6)

Executive Director

Statewide  
Toll-Free 800-216-5188  
www.nvpep.org  
pepinfo@nvpep.org

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2101 South Jones Blvd., Suite 120  
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Phone: 702-388-8899  
Fax: 702-388-2966

Satellite Office  
4600 Kietzke Lane, Suite O-269  
Reno, Nevada 89502  
Phone: 775-448-9950  
Fax: 775-448-9603

October 10, 2013

Dear Governor Sandoval:

The Nevada Registry is pleased to submit this letter of support and commitment for SILVER STATE STRONG, the ambitious, bold and clear plan reflected in Nevada's application for the Race to the Top Early Learning Challenge issued by the United States Departments of Education and Health and Human Services. We are excited to have a role in the planning and implementation of the activities to be carried out under this grant, if awarded. The Nevada Registry is a comprehensive career development, recognition, and data collection system. The Nevada Registry supplies professional development planning tools, including an online Professional Development Plan, and hosts an ample website which includes an online calendar of approved training opportunities, an industry-related blog, statewide job board, and community resources and information. The Nevada Registry has been a pillar in Nevada's early childhood professional development system since 2003, currently serving over 5,700 early childhood educators across Nevada. The Nevada Registry actively supports the vision for Silver State Strong: that *Nevada's children will be safe, healthy, and thriving during the first eight years of life, and the system will support children and families in achieving their full potential.*

We are strongly committed to the S<sup>3</sup> plan articulated in Nevada's application to build a more unified system of early learning and childhood development in Nevada that will support young children and their families by increasing access to quality early learning environments and ensures that children enter kindergarten with the skills, knowledge, and dispositions they need to be successful. Our services directly align with and support the goals of the plan and the strategies related to Silver State Stars, Silver State Supports, and Silver State Skills.

The Nevada Registry's role could include, but is not limited to, resource and/or administration support in: the development and implementation of Professional Development Modules, the development of the wage supplement program, the review, revision, redesign, and reproduction of the core competencies and core knowledge areas, review of the career ladder in alignment with the newly proposed professional development system including the introduction of a credentialing system (Pathways to Proficiency), creation and application of an online Registry member portal, the development of a trainer criteria system, and database work linking The Nevada Registry with state child care licensing. It is our hope that with RTT ELC support The Nevada Registry can take a lead role in making the vision of Silver State Skills come to fruition, and with our support Nevada will generate "a well-educated, stable, and reasonably compensated early childhood workforce supported by a fully aligned and functioning professional development system."

The Early Learning Challenge is a great opportunity for Nevada to increase the efficiency and effectiveness of our efforts to improve education, health, and economic outcomes in our state. The Sandoval Administration's leadership and dedication to Nevada's families is evident throughout the SILVER STATE STRONG plan, and we are proud to be part of it. We look forward to informing and supporting the growth of a well-coordinated comprehensive system of early childhood services available to all children across the state.

Sincerely,

(b)(6)

Program Director  
The Nevada Registry

# State of Nevada: Race to the Top-Early Learning Challenge Appendix

**BRIAN SANDOVAL**  
Governor



Mailing Address  
5366 Snyder Avenue  
Carson City, NV 89701

Phone: (775) 687-8333  
Fax: (775) 687-8330

**SHERRY L. RUPERT**  
Executive Director

Physical Address  
Stewart Facility – Building #3  
5500 Snyder Avenue  
Carson City, NV 89701

## STATE OF NEVADA INDIAN COMMISSION

October 13, 2013

Governor Brian Sandoval  
101 N. Carson St.  
Carson City, NV 89701

Dear Governor Sandoval,

The Nevada Indian Commission is pleased to submit this letter of support and commitment for SILVER STATE STRONG, the ambitious, bold and clear plan reflected in Nevada's application for the Race to the Top Early Learning Challenge issued by the United States Departments of Education and Health and Human Services. We are excited to have a role in the planning and implementation of the activities to be carried out under this grant, if awarded. We have been providing support for tribal early childhood education and child care programs through our Tribal Early Childhood Education Advisory Committee (TECAC) since 2011 and actively support the vision for this initiative: that *Nevada's children will be safe, healthy, and thriving during the first eight years of life, and the system will support children and families in achieving their full potential.*

We are strongly committed to the S<sup>3</sup> plan articulated in Nevada's application to build a more unified system of early learning and childhood development in Nevada that will support young children and their families by increasing access to quality early learning environments and ensures that children enter kindergarten with the skills, knowledge, and dispositions they need to be successful.

The Early Learning Challenge is a great opportunity for Nevada to increase the efficiency and effectiveness of our efforts to improve education, health, and economic outcomes in our state. The Sandoval Administration's leadership and dedication to Nevada's families is evident throughout the SILVER STATE STRONG plan, and we are proud to be part of it. We look forward to informing and supporting the growth of a well-coordinated comprehensive system of early childhood services available to all children across the state.

Sincerely,

(b)(6)

State of Nevada Indian Commission



Dear Governor Sandoval:

The Southern Nevada Regional Professional Development Program (RPDP), is pleased to submit this letter of support and commitment for SILVER STATE STRONG, the ambitious, bold and clear plan reflected in Nevada's application for the Race to the Top Early Learning Challenge. We are excited to have the opportunity to partner with the planning and implementation of the activities to be carried out under this grant, if awarded. We strongly support the vision for this initiative: that *Nevada's children will be safe, healthy, and thriving during the first eight years of life*, and the system will support children and families in achieving their full potential.

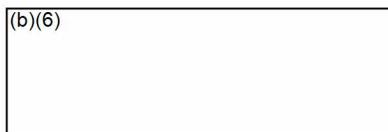
We are strongly committed to the **S<sup>3</sup>** plan articulated in Nevada's application to build a more unified system of early learning and childhood development in Nevada that will support young children and their families by increasing access to quality early learning environments and ensures that children enter kindergarten with the skills, knowledge, and dispositions they need to be successful. Our services directly align with and support the goals of the plan and the strategies related specifically to: Silver State KIDS, and Silver State SKILLS to help improve the quality early learning and development programs and increased access to high-quality programs throughout Nevada related to P-3 activities and related statewide professional learning opportunities.

This partnership may include, but not be limited to the following opportunities: 1) Continued participation on the Nevada Birth-3<sup>rd</sup> Grade Policy Academy State Leadership Team, 2) Aligning related P-3 professional development, building partnerships with kindergarten teachers and/or Silver State KIDS activities; 3) Support for teacher evaluation work as related to P-3 efforts across the state; and 4) joint conference planning such as State Birth-3<sup>rd</sup> Grade Summit, and/or other statewide professional development opportunities, as appropriate.

The Early Learning Challenge is a great opportunity for Nevada to increase the efficiency and effectiveness of our efforts to improve education, health, and economic outcomes in our state. The Sandoval Administration's leadership and dedication to Nevada's families is evident throughout the SILVER STATE STRONG plan, and we are proud to be part of it. We look forward to informing and supporting the growth of a well-coordinated comprehensive system of early childhood services available to all children across the state.

Sincerely,

(b)(6)





October 1, 2013

Governor Brian Sandoval  
State Capitol Building  
101 North Carson Street  
Carson City, NV 89701

Dear Governor Sandoval:

Teaching Strategies is pleased to support the Nevada Department of Education in its grant application under the federal Race to the Top Early Learning Challenge. Funding of this grant would enable Nevada to realize the vision reflected in SILVER STATE STRONG (S<sup>3</sup>) and articulated in the state's application: that "Nevada's children will be safe, healthy, and thriving during the first eight years of life, and the system will support children and families in achieving their full potential."

As an advocate in the early childhood education community for more than 25 years, Teaching Strategies provides innovative and effective assessment, curriculum, professional development, and family connection resources to programs serving children from birth through third grade. We are strongly committed to the S<sup>3</sup> plan described in Nevada's application to build a more unified system of early learning and childhood development in the state. That system will support young children and their families by increasing access to high-quality early learning environments, and it will help ensure that children enter kindergarten with the skills, knowledge, and dispositions they need to be successful. The resources that we provide to educators in Nevada support their efforts to achieve the goals of Silver State KIDS and Silver State SKILLS.

Developmentally appropriate assessment is an essential component of high-quality programs for young children. Since its release in 2010, early childhood programs throughout Nevada have been using *Teaching Strategies GOLD*<sup>®</sup>, our authentic observation-based assessment system for children from birth through kindergarten, to measure children's knowledge, skills, and behaviors in 10 areas of development and learning. In spring 2013, after the rigorous review and evaluation of multiple instruments, the Clark County School District chose *Teaching Strategies GOLD*<sup>®</sup> for its prekindergarten assessment program. After a similar review, Nevada's Head Start Collaboration and Early Childhood Systems Office and the Nevada Department of Education selected *Teaching Strategies GOLD*<sup>®</sup> for kindergarten entry assessment in the new Silver State KIDS (Kindergarten Inventory of Development Statewide) initiative. This statewide effort has two major priorities: 1) adoption of a common assessment instrument that measures each child's developmental status at the beginning of kindergarten across all Nevada domains of learning and 2) creation of a coordinated data system that aligns prekindergarten data with kindergarten–grade 12 data. Many districts will also be using *Teaching Strategies GOLD*<sup>®</sup> for ongoing prekindergarten assessment, supporting efforts to close the kindergarten readiness gap and ease children's transition into kindergarten. Teaching Strategies supports implementation of the instrument by providing customized training that helps the state build internal capacity and by providing ongoing guidance and technical assistance.

## State of Nevada: Race to the Top-Early Learning Challenge Appendix

*Teaching Strategies GOLD*<sup>®</sup> measures children's development and learning with regard to 38 objectives that include predictors of school success and that are aligned with Nevada's early learning standards, the *Common Core State Standards* for kindergarten, and the *Head Start Child Development and Early Learning Framework*. Extensive research has shown *Teaching Strategies GOLD*<sup>®</sup> to be highly valid and reliable for children from diverse cultures, languages, socioeconomic backgrounds, and abilities. It can be used to assess all children, including English-language learners, children who are developing typically, children with disabilities, and children who demonstrate competencies beyond typical developmental expectations. Field testing of items to extend *Teaching Strategies GOLD*<sup>®</sup> through third grade began in summer 2013.

With *Teaching Strategies GOLD*<sup>®</sup>, teachers observe, document, and evaluate each child's development and learning at particular points in time and over time. The data informs planning and daily instruction; improves understanding of what families and communities can do, beginning at birth, to help children become ready for school, helps educators identify children who might benefit from special help, screening, or further evaluation; and assists communication with family members and others. As one part of a larger system of accountability, the data can also inform local and state policy and program-improvement decisions. Coordination of early childhood data with Nevada's K-12 longitudinal data system will enable the state to track learning outcomes of Nevada's children over time and help educators identify policies, strategies, services, and supports that improve school readiness. A dedicated family portal strengthens and simplifies communication with family members.

The Early Learning Challenge is a great opportunity for Nevada to increase the efficiency and effectiveness of its efforts to improve educational, health, and economic outcomes in the state. The Sandoval Administration's leadership and dedication to Nevada's families is evident throughout the SILVER STATE STRONG plan. We applaud the concrete steps that Nevada is already taking and look forward to continuing to support the state's important work.

Best regards,

(b)(6)



President and Chief Operating Officer

# State of Nevada: Race to the Top-Early Learning Challenge Appendix



September 26, 2013

Dear Governor Sandoval:

The Children's Cabinet is pleased to submit this letter of support and commitment for SILVER STATE STRONG, the ambitious, bold and clear plan reflected in Nevada's application for the Race to the Top Early Learning Challenge issued by the United States Departments of Education and Health and Human Services. We are excited to have a role in the planning and implementation of the activities to be carried out under this grant, if awarded. Since 1985, The Children's Cabinet has been providing support for young children and families, early learning professionals and the community and actively support the vision for this initiative: that *Nevada's children will be safe, healthy, and thriving during the first eight years of life, and the system will support children and families in achieving their full potential.*

We are strongly committed to the S<sup>3</sup> plan articulated in Nevada's application to build a more unified system of early learning and childhood development in Nevada that will support young children and their families by increasing access to quality early learning environments and ensures that children enter kindergarten with the skills, knowledge, and dispositions they need to be successful. Our services directly align with and support the goals of the plan and the strategies related to Silver State Stars, Silver State KIDS, Silver State SKILLS and Silver State Supports.

The Children's Cabinet programming is aligned with Nevada's Race to the Top Early Learning Challenge application through Silver State Stars TQRIS coaching support and early childhood education training and onsite support for Silver State SKILLS. The Children's Cabinet staff is trained to train early learning providers to use Teaching Strategies Gold as an assessment tool to inform their instruction and align their practices to Nevada's early learning standards. Nevada's children will be assessed using Teaching Strategies Gold upon Kindergarten entry in Silver State KIDS. The Children's Cabinet, a community-based support agency, provides child care subsidy assistance, parenting classes, and family counseling, which are foundational to Silver State Supports. The Children's Cabinet is willing to recruit Silver State Stars workgroup members from public and private entities and conduct meetings aimed at sustaining Nevada's TQRIS.

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### Mike Martino

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### May Shelton

Community Volunteer

### Michael J. Pomi

Executive Director

# State of Nevada: Race to the Top-Early Learning Challenge Appendix

The Early Learning Challenge is a great opportunity for Nevada to increase the efficiency and effectiveness of our efforts to improve education, health, and economic outcomes in our state. The Sandoval Administration's leadership and dedication to Nevada's families is evident throughout the SILVER STATE STRONG plan, and we are proud to be part of it. We look forward to informing and supporting the growth of a well-coordinated comprehensive system of early childhood services available to all children across the state.

Sincerely,

(b)(6)

Executive Director



(b)(6)

President

(b)(6)

October 2, 2013

Dear Governor Sandoval:

Truckee Meadows Community College is pleased to submit this letter of support and commitment for SILVER STATE STRONG, the ambitious, bold and clear plan reflected in Nevada’s application for Race to the Top Early Learning Challenge issued by the United States Departments of Education and Health and Human Services. TMCC has been delivering high-quality and accredited Early Childhood Education programs to train future teachers in this important field. In addition, TMCC’s E. L. Cord Child Care Center has been providing services for young children and families since 1992. Both faculty and service providers actively support the vision for this initiative: that *Nevada’s children will be safe, healthy, and thriving during the first eight years of life, and the system will support children and families in achieving their full potential.*

We are strongly committed to the S<sup>3</sup> plan articulated in Nevada’s application to build a more unified system of early learning and childhood development in Nevada that will support young children and their families by increasing access to quality early learning environments. The plan’s components ensure that children enter kindergarten with the skills, knowledge, and dispositions they need to be successful. Our services align with and support the goals of the plan and the strategies related to a collective endeavor.

Truckee Meadows Community College aligns particularly well with Silver State Skills as we continue to provide teacher education and child care services based on best practices. Both our Early Childhood Education program and our E. L. Cord Child Care Center are nationally accredited demonstrating the rigor with which they approach excellence in training teachers and in delivering high quality services to children and their families. TMCC recognizes the importance of continually improving, redesigning or even creating new programs to address future needs of our community.

The Early Learning Challenge is a great opportunity for Nevada to increase the effectiveness of its efforts to improve education, health, and economic outcomes in our state. The Sandoval Administration’s leadership and dedication to Nevada’s families is evident throughout the SILVER STATE STRONG plan, and we look forward to playing a supportive role.

Sincerely,

(b)(6)

President

Office of the President

Dandini Campus - 7000 Dandini Boulevard - Reno, Nevada 89512 3999

775-673-7025 - www.tmcc.edu

Nevada System of Higher Education - Dedicated to Equal Opportunity

# State of Nevada: Race to the Top-Early Learning Challenge Appendix

639 Isbell Rd., Suite 460  
Reno, NV 89509  
tel 775-322-8668  
fax 775-322-2798  
www.uwnns.org



United Way of Northern Nevada and the Sierra

September 30, 2013

Dear Governor Sandoval:

United Way of Northern Nevada and the Sierra is pleased to submit this letter of support and commitment for SILVER STATE STRONG, the ambitious, bold and clear plan reflected in Nevada's application for the Race to the Top Early Learning Challenge issued by the United States Departments of Education and Health and Human Services. We are excited to have a role in the planning and implementation of the activities to be carried out under this grant, if awarded. We have been providing a variety of Born Learning and other early learning programs, services, supports for young children and families since 2006. We actively support the vision for this initiative: that Nevada's children will be safe, healthy, and thriving during the first eight years of life, and the system will support children and families in achieving their full potential.

We remain committed to the S3 plan articulated in Nevada's application to build a more unified system of early learning and childhood development in Nevada that will support young children and their families by increasing access to quality early learning environments and ensures that children enter kindergarten with the skills, knowledge, and dispositions they need to be successful. Our services over the past few years have directly aligned with and supported the goals of the plan and the strategies related to Silver State SKILLS by providing CEU courses free-of-charge to early childhood educators and other similar supports.

The Early Learning Challenge is a great opportunity for Nevada to increase the efficiency and effectiveness of our efforts to improve education, health, and economic outcomes in our state. The Sandoval Administration's leadership and dedication to Nevada's families is evident throughout the SILVER STATE STRONG plan, and we are proud to be part of it. We look forward to informing and supporting the growth of a well-coordinated comprehensive system of early childhood services available to all children across the state.

Sincerely,

(b)(6)

CEO and President

(b)(6)



United Way  
of Southern Nevada

September 25, 2013

Governor Brian Sandoval  
Capitol Building  
North 101 Carson Street  
Carson City, NV 89701

Dear Governor Sandoval,

United Way of Southern Nevada is pleased to submit this letter of support and commitment for SILVER STATE STRONG, the ambitious, bold and clear plan reflected in Nevada’s application for the Race to the Top Early Learning Challenge issued by the United States Departments of Education and Health and Human Services. We are excited to have a role in the planning and implementation of the activities to be carried out under this grant, if awarded. We have been providing funding for high quality ECE programs, services, supports for young children and families since 2005 and actively support the vision for this initiative: *Nevada’s children will be safe, healthy, and thriving during the first eight years of life, and the system will support children and families in achieving their full potential.*

We are strongly committed to the S<sup>3</sup> plan articulated in Nevada’s application to build a more unified system of early learning and childhood development in Nevada that will support young children and their families by increasing access to quality early learning environments and ensures that children enter kindergarten with the skills, knowledge, and dispositions they need to be successful. We invest in our community through partnerships with non-profit agencies that provide service that directly align with and support the goals of the plan and the strategies related to Silver State Stars, Silver State KIDS, Silver State SKILLS and Silver State Supports.

United Way promises to continue our commitment to quality education and health initiatives in support of our community and to honor our leadership role in mission-driven investments that fully engage our community members and business leaders.

The Early Learning Challenge is a great opportunity for Nevada to increase the efficiency and effectiveness of our efforts to improve education, health and economic outcomes in our state. We look forward to informing and supporting the growth of a well-coordinated comprehensive system of early childhood services available to all children across the state.

Sincerely,

(b)(6)  
(b)(6)

President & CEO

# State of Nevada: Race to the Top-Early Learning Challenge Appendix



College of Education  
University of Nevada, Reno

October 9, 2013

Dear Governor Sandoval:

The Early Childhood Education (ECE) and Human Development and Family Studies (HDFS) faculty of the University of Nevada, Reno (UNR) are pleased to submit this letter of support and commitment for SILVER STATE STRONG, the ambitious, bold and clear plan reflected in Nevada's application for the Race to the Top Early Learning Challenge. We are excited to have the opportunity to partner with the planning and implementation of the activities to be carried out under this grant, if awarded. We strongly support the vision for this initiative: that *Nevada's children will be safe, healthy, and thriving during the first eight years of life, and the system will support children and families in achieving their full potential.*

We have been involved in the development of and are firmly committed to the S<sup>3</sup> plan articulated in Nevada's application to build a more unified system of early learning and childhood development in Nevada and to bolster and strengthen the early childhood education workforce. A high quality workforce is an essential component to the reform efforts outlined in the S<sup>3</sup> plan, and we, as ECE and HDFS faculty, are steadfastly committed to playing a strong role in the implementation of Silver State SKILLS and in efforts to align the birth to five and K-3 systems. We helped develop and believe in the Section D vision that *Nevada has a well educated, stable, and reasonably compensated early childhood workforce supported by a fully aligned and functioning professional development system.*

Our ECE program at UNR has recently undergone a major renovation and now supports the birth to five – K-3 alignment effort more firmly than in the past. As part of the new **Integrated Elementary Teaching Program (IETP)**, the ECE track prepares educators for both an Elementary *and* an Early Childhood (Birth-Second grade) teaching license. Although new, the program has started strong and student interest in the ECE track is growing- as shown by our increasing numbers of students in the pre-major (currently 73). The IETP is aligned with a 2+2 agreement with the NSHE colleges and community colleges. In addition, we continue to offer the non-licensure **undergraduate degree program in HDFS** for those students interested in ECE and/or child development but not interested in a teaching license. HDFS also fully aligns with a 2+2 agreement with NSHE college and community college programs. Finally, we are currently working on development of a **Postgraduate Certificate in ECE** as a fast-track program for individuals interested in obtaining a Nevada ECE teaching license (Birth-Second grade).

Our undergraduate degree programs fully align with Nevada's Pathways as outlined in Section D of the RTT-ELC grant application. We see Nevada's Pathways as an outstanding method to clarify the route toward degree attainment, and we fully support the plans outlined in Silver State SKILLS to help improve the education level and quality of Nevada's early childhood workforce. Our youngest children deserve the best teachers possible, and we are prepared to support all efforts to support the professional growth of both pre-service and in-service ECE professionals in the state.

Educational Psychology, Counseling

& Human Development

University of Nevada, Reno/281

Reno, Nevada 89557-0281

(775) 784-6637 office

(775) 784-1990 fax

<http://www.unr.edu/educ/>

# State of Nevada: Race to the Top-Early Learning Challenge Appendix

Our partnership may include, but is not limited to, the following: 1) Continued participation on the Nevada Birth-3<sup>rd</sup> Grade Policy Academy State Leadership Team, 2) Aligning related P-3 professional development across the state (both pre-service and in-service); 3) Joint conference planning such as State Birth-3<sup>rd</sup> Grade Summit; 4) Participation in efforts to align our HDFS and ECE coursework with Nevada's Core Knowledge Areas (CKAs) and Core Competencies; 5) Assist in the development of Professional Development Modules that articulate to college credit; 6) Assist in the revision of Nevada's CKAs and Core Competencies; and 7) Assist in the training of Professional Development Mentors for the T.E.A.C.H. program.

The Early Learning Challenge is a great opportunity for Nevada to increase the efficiency and effectiveness of our efforts to improve education, health, and economic outcomes in our state. The Sandoval Administration's leadership and dedication to Nevada's families is evident throughout the SILVER STATE STRONG plan, and we are proud to be part of it. We look forward to informing and supporting the growth of a competent ECE workforce and a coordinated comprehensive system of early childhood services available to all children across the state.

Sincerely,

<p>(b)(6)</p>	<p>(b)(6)</p>
<p>Associate Professor HDFS Undergraduate Program Coordinator Chair of the IETP Steering Committee</p>	<p>Assistant Professor HDFS Director of Graduate Studies</p>
<p>(b)(6)</p> <p>Assistant Professor HDFS &amp; ECE programs</p>	

(b)(6)

Dean, College of Education

Dear Governor Sandoval:

The University of Nevada, Las Vegas (UNLV) Department of Educational and Clinical Studies is pleased to submit this letter of support and commitment for SILVER STATE STRONG, the ambitious, bold and clear plan reflected in Nevada's application for the Race to the Top Early Learning Challenge issued by the United States Departments of Education and Health and Human Services. We are excited to have a role in the planning and implementation of the activities to be carried out under this grant, if awarded. We have been providing Early Childhood Education (ECE) and Early Childhood Special Education (ECSE) degree programs, services, and supports for young children and families since 1969 and actively support the vision for this initiative: that *Nevada's children will be safe, healthy, and thriving during the first eight years of life, and the system will support children and families in achieving their full potential.*

We are strongly committed to the S<sup>3</sup> plan articulated in Nevada's application to build a more unified system of early learning and childhood development in Nevada that will support young children and their families by increasing access to quality early learning environments and ensures that children enter kindergarten with the skills, knowledge, and dispositions they need to be successful. Our services directly align with and support the goals of the plan and the strategies related to Silver State Stars, Silver State KIDS, Silver State SKILLS, and Silver State Supports.

The Department of Educational and Clinical Studies' Early Childhood Program prepares ECE/ECSE undergraduate and/or graduate students to work with young children with and without special needs and their families. These programs also support Nevada certification in the area of English Language Learning.

The Early Learning Challenge is a great opportunity for Nevada to increase the efficiency and effectiveness of our efforts to improve education, health, and economic outcomes in our state. The Sandoval Administration's leadership and dedication to Nevada's families is evident throughout the SILVER STATE STRONG plan, and we are proud to be part of it. We look forward to informing and supporting the growth of a well-coordinated comprehensive system of early childhood services available to all children across the state.

Sincerely,

(b)(6)

(b)(6)

(b)(6)

Professor and Department Chair,

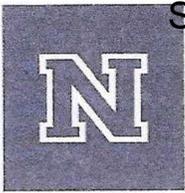
(b)(6)

and Clinical Studies

(b)(6)

Professor and ECE Program Coordinator,

Department of Educational and Clinical Studies



College of Education  
University of Nevada, Reno

October 4, 2013

Dear Governor Sandoval:

The Nevada Technical Assistance Center on Social Emotional Interventions for Young Children (Nevada TACSEI) and the Nevada Center for Excellence in Disabilities (NCED) is pleased to submit this letter of support and commitment for SILVER STATE STRONG, the ambitious, bold and clear plan reflected in Nevada's application for the Race to the Top Early Learning Challenge issued by the United States Departments of Education and Health and Human Services. We are excited to have a role in the planning and implementation of the activities to be carried out under this grant, if awarded. We have been providing training and technical assistance to improve the social emotional competence for young children, reduce and effectively address challenging behavior, and increase inclusion opportunities for young children with, or who are at risk for, disabilities since 2010 and actively support the vision for this initiative: that *Nevada's children will be safe, healthy, and thriving during the first eight years of life, and the system will support children and families in achieving their full potential.*

We are strongly committed to the S<sup>3</sup> plan articulated in Nevada's application to build a more unified system of early learning and childhood development in Nevada that will support young children and their families by increasing access to quality early learning environments and ensure that children enter kindergarten with the skills, knowledge, and dispositions they need to be successful. Our services directly align with and support the goals of the plan and the strategies related to Silver State Stars, Silver State KIDS, Silver State SKILLS, and Silver State Supports.

Nevada TACSEI's role is to increase the number of young children and their families who have robust social emotional skills, thereby reducing the occurrence of challenging behavior in early childhood settings, and training early childhood educators in how to support young children and families in supporting social emotional competence for young children.

The Early Learning Challenge is a great opportunity for Nevada to increase the efficiency and effectiveness of our efforts to improve education, health, and economic outcomes in our state. The Sandoval Administration's leadership and dedication to Nevada's families is evident throughout the SILVER STATE STRONG plan, and we are proud to be part of it. We look forward to informing and supporting the growth of a well-coordinated comprehensive system of early childhood services available to all children across the state.

Sincerely,

(b)(6)

Coordinator, Nevada TACSEI Pyramid Model Partnership

**Nevada Center for Excellence  
in Disabilities**  
1664 N. Virginia Street  
University of Nevada, Reno/285  
Reno, Nevada 89557  
(775) 784-4921 office  
(800) 216-7988 toll free  
(775) 784-4997 fax  
www.nced.info



## Washoe County Early Childhood Advisory Council

October 9, 2013

Dear Governor Sandoval:

The Washoe County Early Childhood Advisory Council (ECAC) is pleased to submit this letter of support and commitment for SILVER STATE STRONG, the ambitious, bold and clear plan reflected in Nevada's application for the Race to the Top Early Learning Challenge (RTT-ELC) issued by the U.S. Departments of Education and Health and Human Services. We are excited to have played a role in the planning and look forward to taking part in implementation of the activities to be carried out under this grant, if awarded.

The Washoe County ECAC has been actively engaged in a PreK-Third Grade pilot project at one local elementary school since December of 2011 and has participated fully in the county and state's planning and efforts related to PreK-Third reforms over the past 2 years. We have worked closely with members of the **FirstSchool team** from the University of North Carolina at Chapel Hill on these initiatives. Most recently, we have collaborated on planning and running a **PreK-Third Leadership Seminar** for principals in Washoe County School District, with 12 participants. This Seminar will convene monthly from October 2013 through June 2014. In addition, the Chair of the Washoe County ECAC is a member of the State's **Birth-Third Grade NGA Policy Academy Team**. We have assisted with planning **PreK-Third conference tracks** at both the Nevada Department of Education's Mega Conference and the annual Nevada Association for the Education of Young Children conference. We have been active on the core planning team for Nevada's Birth-Third Summit (to be held Oct 11-12, 2013). We have presented our work related to PreK-Third reforms at both local and national conferences and have recently been recognized on the **Foundation for Child Development's PreK-3<sup>rd</sup> Map** (<http://fcd-us.org/our-work/prek-3rd-education/prek-3rd-map-work-progress>). We actively support the vision set forth in the RTT-ELC grant: that *Nevada's children will be safe, healthy, and thriving during the first eight years of life, and the system will support children and families in achieving their full potential.*

We are strongly committed to the S<sup>3</sup> plan articulated in Nevada's application to build a more unified system of early learning and childhood development in Nevada that will support young children and their families by increasing access to quality early learning environments and ensures that children enter kindergarten with the skills, knowledge, and dispositions they need to be successful. Our work on the ECAC directly aligns with and supports the goals of the plan and the strategies related to **Silver State SKILLS** and Competitive Preference Priority 4 (Creating **Preschool through Third Grade Approaches** to Sustain Improved Early Learning Outcomes through the Elementary Grades).

The Washoe County ECAC will support all of the goals related to Competitive Preference Priority 4, notably, but not limited to: (1) Continued participation on the National Governor's Association Birth-Third Policy Academy Team and supporting its objectives; (2) Participation in the planning, development, and implementation of a PreK-Third Statewide Leadership Academy to create a cadre of PreK-Third experts throughout the state; and (3) working closely with state leaders on creating Professional Development opportunities for K-3 teachers to increase their knowledge of developmental science and developmentally appropriate content with an emphasis on family engagement.

# State of Nevada: Race to the Top-Early Learning Challenge Appendix

The Early Learning Challenge is a great opportunity for Nevada to increase the efficiency and effectiveness of our efforts to improve education, health, and economic outcomes in our state. The Sandoval Administration's leadership and dedication to Nevada's families is evident throughout the SILVER STATE STRONG plan, and we are proud to be part of it. We look forward to informing and supporting the growth of a well-coordinated comprehensive system of early childhood services available to all children across the state.

Sincerely,

(b)(6)

Associate Professor  
Chair, Washoe County Early Childhood Advisory Council

Board of Trustees: Barbara Clark, President \* Dave Aiazzi, Vice President \* Lisa Ruggerio, Clerk  
Estela Gutierrez \* John Mayer \* Barbara McLaurry \* Howard Rosenberg \* Pedro Martinez, Superintendent

October 7, 2013

The Honorable Brian Sandoval  
Governor of Nevada  
State Capitol Building  
101 N. Carson Street  
Carson City, NV 89701

Re: Race to the Top Early Learning Challenge

Dear Governor Sandoval:

The Washoe County School District is pleased to submit this letter of support and commitment for SILVER STATE STRONG, the ambitious, bold, and clear plan reflected in Nevada's application for the Race to the Top Early Learning Challenge issued by the United States Departments of Education and Health and Human Services. We are excited to have a role in the planning and implementation of the activities to be carried out under this grant, if awarded. We have been providing high quality infant and toddler programs and pre-kindergarten programs, in home visits, parenting classes, and teen parent programs for several years. Because of these programs and interventions, we are able to see extended academic growth and success with students who receive these services as well as their families become more engaged over the long term in their education. Washoe County School District makes a significant commitment to Early Childhood Education through the use of federal Title I and Title II dollars dedicated solely for the purposes of expanding services for children and families as well as providing teachers with professional development. As Superintendent of the Washoe County School District, along with our Board of Trustees, we actively support the vision for this initiative: *that Nevada's children will be safe, healthy, and thriving during the first eight years of life, and the system will support children and families in achieving their full potential.*

We are strongly committed to the S<sup>3</sup> plan articulated in Nevada's application to build a more unified system of early learning and childhood development in Nevada that will support young children and their families by increasing access to quality early learning environments and ensures that children enter kindergarten with the skills, knowledge, and dispositions they need to be successful. Our services directly align with and support the goals of the plan and the strategies related to all four projects: Silver State Stars, Silver State KIDS, Silver State SKILLS, and Silver State Supports.

Our district is committed to providing support of all four projects through the continued professional development of our teachers in the pre-K standards aligned with the Common Core State Standards, piloting the Teaching Strategies GOLD assessment in several of our schools this year, and providing feedback to the Nevada Department of Education on results and administration of the assessment, supporting all ECE teachers with professional development including support with the new teacher evaluation systems, and making sure our families are supported through various programs including our Parent University, Striving Readers, and home visits.

# State of Nevada: Race to the Top-Early Learning Challenge Appendix

Governor Sandoval  
Re: Race to the Top Early Learning Challenge  
October 7, 2013

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(b)(6)

(b)(6) Superintendent



## Child Development Center

Dear Governor Sandoval:

The Western Nevada College Child Development Center is pleased to submit this letter of support and commitment for SILVER STATE STRONG, the ambitious, bold and clear plan reflected in Nevada’s application for the Race to the Top Early Learning Challenge issued by the United States Departments of Education and Health and Human Services. We are excited to have a role in the planning and implementation of the activities to be carried out under this grant, if awarded. We have been providing child care and preschool support for young children and families since 1993 and support the vision for this initiative: *that Nevada’s children will be safe, healthy, and thriving during the first eight years of life, and the system will support children and families in achieving their full potential.*

We are committed to the S<sup>3</sup> plan articulated in Nevada’s application to build a more unified system of early learning and childhood development in Nevada that will support young children and their families by increasing access to quality early learning environments and ensures that children enter kindergarten with the skills, knowledge, and dispositions they need to be successful. Our services directly align with and support the goals of the plan and the strategies related to Silver State Stars.

We have applied for and will be having our initial assessment for the Silver State Stars, Quality Rating Improvement System at the end of October or the beginning of November as a show of our commitment to providing a quality program for the children of our community. This program promotes increased growth and understanding of the impact of quality early care and education and we are prepared for the small part we must play toward this end.

The Early Learning Challenge is a great opportunity for Nevada to increase the efficiency and effectiveness of our efforts to improve education, health, and economic outcomes in our state. The Sandoval Administration’s leadership and dedication to Nevada’s families is evident throughout the SILVER STATE STRONG plan, and we are proud to be part of it. We look forward to informing and supporting the growth of a well-coordinated comprehensive system of early childhood services available to all children across the state.

Sincerely,

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MA Early Childhood Special Education

Director, Western Nevada College Child Development Center