

NOVEMBER 2021

NEVADA READY! STATE PRE-K PROGRAM

Building a foundation for school readiness and success in pre-k and beyond.

NOVEMBER 1 REPORT FOR FY20 AND FY21.

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Contents

STATE PRE-K AND PRESCHOOL DEVELOPMENT GRANT SUMMARY	3
NRS 387.652-658 OVERVIEW AND REPORTING REQUIREMENTS.....	4
AMOUNT OF GRANTS AWARDED FY20 AND FY21.....	5
EFFECTIVE PREKINDERGARTEN PROGRAMS	6
<i>Quality Rating and Improvement System (QRIS)</i>	6
<i>High-Quality State Pre-K Programs</i>	7
<i>Program Outcome Indicators</i>	9
<i>Child Development Indicators</i>	9
<i>Family Engagement Indicators</i>	9
<i>Performance Indicator Results</i>	10
PROGRAM OUTCOME INDICATORS ISSUES AND CONCERNS	11
<i>Developmental Progress of Children</i>	11
<i>Family Engagement</i>	11
<i>Program Outcome Indicators – Suggested Revisions</i>	12
Brigance Age Equivalency Indicator	12
Family Engagement Indicators.....	12
RECOMMENDATIONS FOR LEGISLATION	13
APPENDIX A – Nevada Ready! State Pre-K Funding History Table	14
APPENDIX B – Age Equivalency Data for 2018-2019	15
APPENDIX C – Nevada Ready! State Pre-K Program Elements	16
APPENDIX D – Family Engagement Executive Summary	17

STATE PRE-K AND PRESCHOOL DEVELOPMENT GRANT SUMMARY

Since 2001 Nevada has implemented a small State Pre-K program referred to as Nevada Early Childhood Education (ECE) State Pre-K. The Nevada Department of Education (NDE) was traditionally allocated \$3,338,875 per year and awarded funding to school districts through a competitive application process. The Nevada ECE State Pre-K program was open to 3- and 4-year-olds and most school districts offered half-day programs. In 2015 Nevada received a four-year Federal Preschool Development Grant (PDG). The purpose of the grant was to support States to build, develop and expand voluntary, high-quality preschool programs for children from families experiencing poverty.

Goals:

1. Increase the number of full-day pre-k seats in high-need communities
2. Provide critical wraparound supports for families historically underserved
3. Enhance state capacity to implement and sustain high-quality pre-k programs
4. Build cross-agency early childhood system

With PDG funding Nevada was able to expand the half-day Nevada ECE State Pre-K seats to full day seats as well as open new high-quality, full-day seats.

During the 2021 Legislative session, \$19.7 M was allocated to continue the 3,070 seats that were implemented with the PDG and State funding in the 2019-21 and 2020-22 school years. Due to COVID-19 enrollment in 2020-22 dropped significantly to 1969. Sub-grantees were held harmless for low enrollment due to COVID-19 as outline in [Emergency Directive 28](#). The table in Appendix A shows the expenditures for the past four fiscal years as well as the FY20 allocation. As of November 2021, the newly renamed Nevada Ready! State Pre-K program has served more than 13,000 four-year-old Nevadans over the last six years.

NRS 387.652-658 OVERVIEW AND REPORTING REQUIREMENTS

During the 2019 Legislative Session Senate Bill 84 was passed, defining the standards for state funded pre-k programs into law. In the 2021 Legislative Session the funding for Nevada Ready! State Pre-K program was adjusted in order to stabilize the seat cost across programs and to provide adequate resources for high-quality programming. The November 1 reporting requirements remained the same:

The Department shall, not later than November 1 of each odd-numbered year, submit to the Governor and the Director of the Legislative Counsel Bureau for transmittal to the Legislative Committee on Education a report concerning the effectiveness of prekindergarten programs supported by grants awarded pursuant to section 3 of this act during the immediately preceding biennium. The report must include, without limitation:

- The number of grants awarded;
- For each school district, sponsor of a charter school and nonprofit organization that received a grant during the immediately preceding biennium:
 - The amount of the grant;
 - The number of pupils who participated in a prekindergarten program supported by the grant; and
 - The average cost per pupil who participated in each prekindergarten program supported by the grant;
- A description of prekindergarten programs that were most effective, including, without limitation, the reasons for the effectiveness of those programs;
- A description of any proposed revisions to the indicators of performance or minimum standards prescribed by the regulations adopted pursuant to section 5 of this act; and
- Recommendations for any legislation to increase the effectiveness of the grants awarded pursuant to section 3 of this act.

In addition, the K-12/Higher Education/CIP Joint Subcommittee requested that the Office of Early Learning and Development (OELD) continue its work with WestEd to research and examine equity adjustments in the 2021-23 biennium. The equity adjustment study will analyze the efficacy of the new high-quality seat cost of \$8,410 that was established in the 2021 Legislative Session. This study, to be conducted by both OELD and WestEd, will specifically focus on equity among small, rural, new and year-round pre-K programs. Please note that the \$8,410 seat cost did not go into effect until FY22.

AMOUNT OF GRANTS AWARDED FY20 AND FY21

See the charts below labeled FY20 and FY21 Nevada Ready! State Pre-K Allocations for a list of sub-recipients, grant amounts received, and number of children expected to participate. Allocation refers to the amount of funding each sub-grantee received. Allocated Seats refers to the number of seats expected to be filled with the corresponding allocation. Dec. 1 count is the actual enrollment of eligible students on Dec. 1.

FY20 Funding for Nevada Ready! State Pre-K				
	Allocation	Allocated Seats	Dec 1 Count	Cost per child \$19.7m
Carson	\$ 803,480	133	132	\$ 6,041.20
Churchill	\$ 645,803	92	85	\$ 7,019.60
CCSD	\$ 4,515,881	653	653	\$ 6,915.59
CSA	\$ 313,173	80	76	\$ 3,914.66
GBC	\$ 236,578	26	24	\$ 9,099.15
Humboldt	\$ 480,255	62	62	\$ 7,746.05
Lyon	\$ 1,360,222	263	263	\$ 5,171.95
Mineral	\$ 177,493	19	16	\$ 9,341.74
Nye	\$ 1,248,362	167	178	\$ 7,475.22
Pershing	\$ 179,206	23	20	\$ 7,791.57
SPCSA	\$ 1,244,365	166	166	\$ 7,496.17
UWSN	\$ 4,299,568	700	695	\$ 6,142.24
WCSD	\$ 3,988,592	649	688	\$ 6,145.75
White Pine	\$ 239,483	33	36	\$ 7,257.06
Total	\$ 19,732,461	3,066	3,094	

FY21 Funding for Nevada Ready! State Pre-K				
	Allocation	Allocated Seats	Dec 1 Count	Cost per child \$19.7m
Carson	\$ 803,480	133	85	\$ 6,041.20
Churchill	\$ 645,803	92	76	\$ 7,019.60
CCSD	\$ 4,515,881	653	482	\$ 6,915.59
CSA	\$ 313,173	80	53	\$ 3,914.66
GBC	\$ 236,578	26	13	\$ 9,099.15
Humboldt	\$ 480,255	62	35	\$ 7,746.05
Mineral	\$ 177,493	19	21	\$ 9,341.74
Nye	\$ 1,248,362	167	115	\$ 7,475.22
Pershing	\$ 179,206	23	13	\$ 7,791.57
SPCSA	\$ 1,244,365	166	166	\$ 7,496.17
UWSN	\$ 4,299,568	700	447	\$ 6,142.24
WCSD	\$ 3,988,592	649	435	\$ 6,145.75
White Pine	\$ 239,483	33	28	\$ 7,257.06
Total	\$ 18,372,239	2,803	1,969	

Note: The differences between the number of seats allocated and the number of seats reported can be explained by attendance changes in the time reports are collected.

EFFECTIVE PREKINDERGARTEN PROGRAMS

Multiple measures are used to determine effectiveness of Nevada Ready! State Pre-K programs: The Quality Rating Improvement System (QRIS) and program outcome indicators. The program outcome indicators include measures in two areas: Child Progress and Family Engagement.

Quality Rating and Improvement System (QRIS)

Nevada Ready! State Pre-K programs must follow the attached program elements (Appendix C) and guidelines as originally defined by PDG funding and now included in NRS 387.652. One measure to determine program quality is the Quality Rating and Improvement System (QRIS) for pre-k programs.

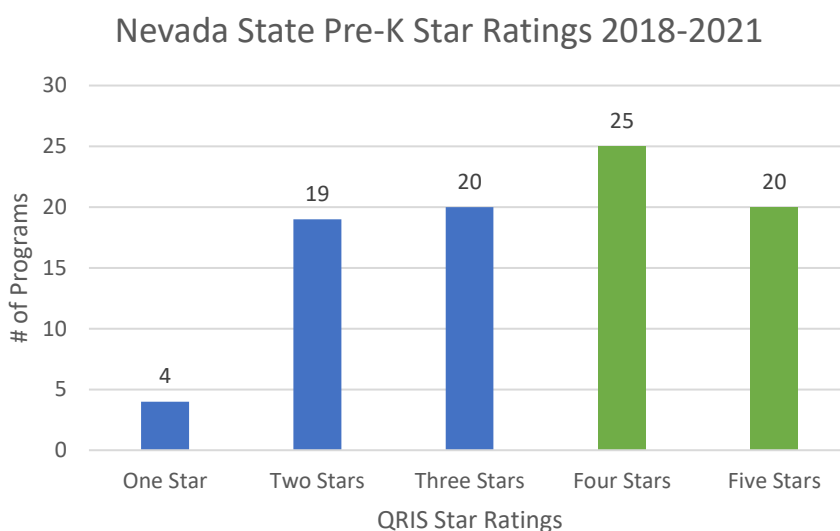
The star rating system is a method to assess, improve, and communicate the level of quality in early learning settings. The QRIS is designed with two primary purposes:

- To assist early learning programs, regardless of their setting, with efforts to provide high quality care and education.
- To help families identify high quality programs for their young children.

Through QRIS, participating prekindergarten programs are provided with up to 24 months of coaching support prior to being assessed for their star rating. During coaching, programs work on their Quality Improvement Plan (QIP). Then, programs are rated on a 5-star scale. Ratings consist of a review of quality indicators and required criteria, as well as an on-site observation by a highly trained Star Assessor using the Environment Rating Scales (ERS). Once a program receives their initial star rating, the QRIS coaches continue to support programs to improve and increase their level of quality. Programs receive a new star rating every 2 years.

QRIS Breakdown of NR!PK Sites:

- 88 schools that received State Pre-K funding were rated in the period of 2018 to 2021.
- 51% received *Four* and *Five-Star* ratings indicating high quality level programming.
- The four *One Star* rated sites were split evenly among school based and center-based programs.
- A single *One Star* is in the south (Las Vegas) while another is in Yerington, and the other two in Reno.



Note: QRIS participation was a requirement of the PDG funding, but funding was discontinued in the 80th legislative session. While funding for QRIS was restored in FY22 using Child Care and Development Funds (CCDF) no assessments could be performed due to COVID-19. Therefore, no updates to the QRIS Star Ratings are available at this time.

High-Quality State Pre-K Programs

From 2018 through 2021, 45 NR!PK programs were rated high-quality (4 and 5 stars) using the ERS. The following charts breakdown the high-quality programs by program/school name, program type, region and county in the 2018-2021 rating period. This information is taken from the [Nevada Silver State Stars QRIS reporting tool](#).

Year	Program Name	Type	Region	County
2018	Adams Elementary School	School Based	South	Clark
2018	Bernice Matthews Elementary	School Based	North	Washoe
2018	Dilworth Middle School	School Based	North	Washoe
2018	Elmcrest Elementary	School Based	North	Washoe
2018	Fitzgerald Elementary School	School Based	South	Clark
2018	Glenn Duncan S.T.E.M. Academy	School Based	North	Washoe
2018	Grace Warner Elementary	School Based	North	Washoe
2018	Hafen Elementary School	School Based	South	Nye
2018	Hollingsworth Elementary School	School Based	South	Clark
2018	Libby Booth Elementary School	School Based	North	Washoe
2018	Manch Elementary School	School Based	South	Clark
2018	Mater Academy - Mountain Vista	School Based	South	Clark
2018	Natchez Elementary	School Based	North	Washoe
2018	Red Rock Elementary School	School Based	South	Clark
2018	Sparks High School CLC	School Based	North	Washoe
2019	Berkeley L Bunker Elementary School	School Based	South	Clark
2019	Bordewich Bray Elementary School	School Based	North	Carson City
2019	Coral Academy of Science Las Vegas Nellis AFB	School Based	South	Clark
2019	CSA Echo Loder Head Start	Center	North	Washoe
2019	Cynthia Cunningham Elementary School	School Based	South	Clark
2019	Doris Hancock Elementary School	School Based	South	Clark
2019	Elizabeth Wilhelm Elementary School	School Based	South	Clark
2019	Empire Elementary School	School Based	North	Carson City
2019	Esther Bennett Elementary School	School Based	North	Washoe
2019	Gordon McCaw Elementary School	School Based	South	Clark
2019	Grass Valley Elementary School	School Based	Northeast	Humboldt
2019	Harvey N. Dondero Elementary School	School Based	South	Clark
2019	Howard Wasden Elementary School	School Based	South	Clark
2019	Kate Smith Elementary School	School Based	North	Washoe
2019	Lovelock Elementary School	School Based	North	Pershing
2019	Mark Twain Elementary	School Based	North	Carson City
2019	Mater Academy Bonanza	School Based	South	Clark
2019	Norman Elementary School	School Based	Northeast	White Pine
2019	Richard J Rundle Elementary School	School Based	South	Clark
2019	Robert E Lake Elementary School	School Based	South	Clark

2019	Ruby Duncan Elementary School	School Based	South	Clark
2019	University United Methodist Child Development Center	Center	South	Clark
2020	Acelero Learning Head Start- Henderson	Center	South	Clark
2020	CSA Agnes Risley Head Start	Center	North	Washoe
2020	CSA Bernice Matthews Head Start	Center	North	Washoe
2020	CSA Desert Heights Head Start	Center	North	Washoe
2020	CSA Smithridge Head Start	Center	North	Washoe
2021	Acelero - Martin Luther King CDC	Center	South	Clark
2021	Great Basin College Child Center	Center	Northeast	Elko
2021	WCSD Wooster EHS	Center	North	Washoe

Program Outcome Indicators

This section outlines the existing program outcome indicators which track child development and family engagement. There is a detailed explanation for both sets of indicators below. This is followed by a description of issues and concerns we encountered in implementation of these outcome indicators since 2019. Finally, we propose revisions to outcome indicators going forward. Traditionally, NR!PK programs were assessed annually on two child development indicators and two family engagement indicators

Child Development Indicators

The Brigance Screener used for State Pre-K is both norm and criterion referenced. A student's screener data includes a raw score, composite score, overall performance that accounts for developmental domains (physical, language, academic/cognitive), age equivalency, and percentile. Of particular value for State Pre-K child development and program effectiveness has been the composite score and total performance elements (Below, Within, or Above Average), which are both criterion referenced. These indicators are accessible to teachers, providers, and subgrantees during the school year via the Brigance Online Management System.

- **Child Progress Outcome Indicator #1:** 75% of children with a minimum of four months of participation demonstrate progress and growth in school readiness as measured by the Brigance Early Childhood Screen III Ages 3-5.
- **Child Progress Outcome Indicator #2:** Children with a minimum of four months participation will make an average gain of 5.0 standard score points across domains as measured by the Brigance Early Childhood Screen III Ages 3-5.

Family Engagement Indicators

The Harvard Family/School Relationship Survey developed by Dr. Hunter Gehlbach provides programs with insights into family attitudes on an array of topics. Once administered, programs analyze the data and create plans to improve in one or more components of the survey. NDE can then measure programs' strengths and weaknesses as well as processes for improvements. This has been the family engagement survey for NR!PK since 2017.

- **Family Engagement Outcome Indicator #1:** Programs will make progress in 3 out of 6 domains of the Harvard family/school relationship indicators from beginning to end of the program as measured by the NDE family engagement surveys.
- **Family Engagement Outcome Indicator #2:** 75% of families will participate in the pre and post family engagement survey.

Performance Indicator Results

The NR!PK program has two school years of data for 2017-2018 and 2018-2019. Unfortunately, due to COVID-19 the data that would have been collected in spring of 2020 was halted.

Indicator	Goals	2017-2018	2018-2019
Child Progress Outcome Indicator #1: 75% of children with a minimum of four months of participation demonstrate progress and growth in school readiness as measured by the Brigance Early Childhood Screen III Ages 3-5.	75%	68%	71%
Child Progress Outcome Indicator #2: Children with a minimum of four months participation will make an average gain of 5.0 standard score points across domains as measured by the Brigance Early Childhood Screen III Ages 3-5.	5.0pts	8.0pts	7.2pts
Family Engagement Outcome Indicator #1: Programs will make progress in 3 out of 6 domains of the Harvard family/school relationship indicators from beginning to end of the program as measured by the NDE family engagement surveys.	3 out of 6**	6 out of 6	6 out of 6
Family Engagement Outcome Indicator #2: 75% of families will participate in the pre and post family engagement survey.	75%	Pre (71%) Post (88%)	Pre (70%) Post (78%)
<i>**Changed to 3 out of 6 domains in 2018-2019 survey to reduce confusion, increase validity with scale differences.</i>			

PROGRAM OUTCOME INDICATORS ISSUES AND CONCERNS

Below please find a description of the concerns related to outcome indicators as they stand.

Developmental Progress of Children

The current Brigance Child Outcome Indicators give a generalized overview of a pre-k program’s growth, but it does not track how much a child is growing from one point to another. In other words, a child may be experiencing a great deal of growth in a high-quality pre-k setting but they are still considered “below average” or fall into an arbitrary cut off. All nuance is artificially collapsed into the three performance buckets or a composite score. However, an age equivalency indicator might provide a third way to observe growth by child, classroom, and program.

Family Engagement

In fall 2019, the NR!PK team received constructive feedback from subgrantees, teachers, and parents on the unwieldiness of the family engagement survey that had been used since 2017. The survey was not following industry standards and basic survey methodology like ensuring anonymity, voluntary participation, accessible in multiple formats, nor was it tailored to Nevadan families in the State Pre-K program. Furthermore, the previous iterations of the survey had English and Spanish versions at different places. The new survey combined English and Spanish into one survey, facilitating ease of participation.

In early 2020, the Office of Early Learning and Development (OELD) worked with the Office of Family Engagement to develop a new survey. The draft of the new survey was sent to State Pre-K subgrantees and teachers who rated the relevancy of questions and submitted helpful comments, especially to account for changes wrought by COVID-19. The sample size for feedback on the draft survey was 44.

The new survey now includes 19 questions and is completely anonymous and OELD produced an Executive Summary of the results for subgrantees, teachers, and parents.

The NR!PK team produced a new rubric to measure family engagement plans. The rubric measures the level of engagement in survey completion, use of evidence to inform family engagement activities and practices, and level of impact of the family engagement practices.

The new family engagement rubric is as follows:

0	1	2	3
Less than 20% Family Engagement Survey participation rate	Over than 20% Family Engagement Survey participation rate	Over than 20% Family Engagement Survey participation rate	Over than 20% Family Engagement Survey participation rate
	Family Engagement Plan shows no evidence that survey results informed planned family engagement practices	Family Engagement Plan shows clear evidence that survey results informed planned family engagement practices	Family Engagement Plan shows clear evidence that survey results informed planned family engagement practices
			Family Engagement Plan reflects high impact family engagement practices

Program Outcome Indicators – Suggested Revisions

Brigance Age Equivalency Indicator

In FY19, OELD began analyzing other growth indicators provided by the Brigance screener. Age equivalency has the potential to track growth holistically from pre-k entry to exit in conjunction with other Brigance screener indicators. Age equivalency provides a clearer picture of student development when they enter the program using arbitrary score cutoffs to determine if they're below, within, or above average.

COVID-19 interrupted the data collection process and without a more robust set of data we are unable to determine whether age equivalency will be an accurate and appropriate measure of growth. Subgrantees are not being measured on age equivalency at this time. See Appendix B for program outcomes related to developmental growth based on preliminary data analysis of age equivalency data. Soon we hope to have a data set sufficient to set appropriate outcome goals.

Family Engagement Indicators

The Family Engagement Surveys administered in SY18 and SY19 provided data for NR!PK to analyze its effectiveness as a tool to develop improved family engagement plans. The survey was neither anonymous nor voluntary which made the results spurious at best.

NR!PK will implement the new Family Engagement rubric this year (FY22) and will monitor its effectiveness in increasing family engagement within NR!PK programs and the quality of family engagement plans developed by subgrantees in conjunction with their teachers and staff. Working with sub-grantees, we will make adjustments to this outcome indicator as necessary.

RECOMMENDATIONS FOR LEGISLATION

Continued movement to implement *Universal Pre-K* is sweeping the country given its proven benefits [Cascio & Schanzenbach, 2013](#); [Gormley, Jr., Phillips & Anderson, 2017](#); [Malik, 2018](#); and [Lynch, 2020](#). Over many years the state pre-K program has achieved the status of a quality education program meeting both state and national quality benchmarks. In 2020, Nevada met 6 out of 10 national benchmarks of quality as identified by the National Institute for Early Education Research (NIEER).

Nevada currently meets the following national benchmarks:

1. Early learning standards;
2. Curriculum support;
3. Teacher degree;
4. Teacher specialized training in ECE;
5. Maximum class size; and
6. Staff: Child ratio.

Nevada does not currently meet the following national benchmarks:

7. Assistant teacher degree, CDA or equivalent
8. Staff professional development, 15 hours per year
9. Screening and referral for vision, hearing, and health
10. Continuous quality improvement system (QRIS)

Currently, Nevada ranks 40th in access to PreK for 4-year-olds, and ranks 15th in state spending. Nevada has increased state spending over the last few years from \$3.3M to \$19M. Nevada currently serves approximately 8% of 4-year-olds in the state (The State of Preschool 2020; NIEER).

The following are recommendations for the 2023 Legislative Session:

- Increase state investment to serve more children with the long-term goal of Universal Pre-K (UPK) for all Nevada's 4-year-old children aligned with potential federal funding and related match requirements. President Biden's UPK plan proposes to serve all 3- and 4-year-old children and to first prioritize high-need areas and enable families to choose the preschool settings that work best for them. The President's plan also ensures that all publicly-funded preschool is high-quality, with low student-to-teacher ratios, high-quality and developmentally appropriate curriculum, and supportive classroom environments that are inclusive for all students. While Nevada is already implementing high-quality programming, funding is currently only available for a fraction of eligible children. With increased funding Nevada can move toward universal voluntary pre-K services for every family, assist communities in identifying high-needs areas and bolster the state's capacity to administer, implement and evaluate the program.
- Restore funding for the QRIS for pre-k programs – as noted on page 7 of this report, the star ratings as determined by the QRIS were used as a measure of program quality. Funding for QRIS for the Nevada Ready! State Pre-K program has been sporadic and inconsistent. Without this funding, longitudinal trends are impossible to measure. In addition, without funding for QRIS, NDE will need to develop a new method of determining program quality and evaluation.
- Include funding to support infrastructure, transportation, and wrap around services which are critical to high-quality programming but not currently fully funded.

APPENDIX A – Nevada Ready! State Pre-K Funding History Table

Funding Type	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
State Pre K Funding (formerly BA 2699)	\$1,109,951	\$3,279,071	\$2,998,771	\$3,554,430		
Federal PDG Pre-K Funding (BA 2709)	\$4,063,405	\$7,873,232	\$11,020,169	\$13,126,687		
State PDG Pre-K Match Funding (BA2709)	\$998,320	\$2,640,843	\$5,490,941	\$7,509,964		
Nevada Ready! State Pre-K Funding (BA 2709)					\$19,754,875	\$19,754,875
Number of Children Served	782	1,665	2,588	3,023	3,070	1,969
Totals by Year	\$6,171,676	\$13,793,146	\$19,509,881	\$24,191,081	\$19,754,875	\$19,754,875

APPENDIX B – Age Equivalency Data for 2018-2019

Age Equivalency (AE) is a score that compares the growth of one child to a normative sample of their same chronological age. For example, a 4 year 11 month old child is compared to expectations of a normative sample of 4 year 11 months (Not NR!PK sample). The table below is for the 2018-2019 school year. Not all subgrantees are included due to data loss.

The methodology for analyzing AE data involves creating a new variable (difference between pre-post) which is done in STATA. Students who have participated in the NR!PK program at a minimum of four months are included in this dataset. Pre and post records are matched using State Unique Identifiers. Those students with less than 2 records or records that don't match are excluded from this study.

In 2018-2019, NR!PK students were entering programs on average –10.39 months behind in age equivalency. By the time they exited the program in the spring of 2019 they were gaining, on average, 7 months in age equivalency.

Subgrantee (N size)	Pre AE mean in months	Post AE mean in months	Difference
Carson (135)	-12.7	-4.8	+7.9 months
Clark (557)	-12	-4.49	+7.51 months
Churchill (144)	-8.79	-2.72	+6.07 months
GBC (64)	-7.2	-.95	+6.25 months
Humboldt (116)	-12	-9.1	+2.9 months
Mineral (27)	-7.62	4.33	+11.95 months
Nye (156)	-9.94	-1.86	+8.08 months
Pershing (22)	-12.27	-7.36	+4.91 months
SPCSA (204)	-9.72	9.41	+19.13 months
UWSN (557)	-9.48	-2.14	+7.34 months
Washoe (584)	-12.32	-6.24	+6.08 months
White Pine (39)	-9.92	5.28	+15.2 months
Statewide (2,605 in post)	-10.39	-3.27	+7.12 months

APPENDIX C – Nevada Ready! State Pre-K Program Elements

Item	Description
Teacher Qualifications	<p>Each Early Childhood Education (ECE)/Pre-K teacher responsible for providing direct instruction to early childhood students must fulfill the licensure requirements for teaching the pre-K population, including an Early Childhood teacher’s license (requiring a Bachelor’s in education) or an ECE endorsement on a teacher’s license and must be paid a salary comparable to K-12 instructional staff.</p> <p>District:</p> <ul style="list-style-type: none"> • Bachelors’ degree in ECE/ECSE OR • Bachelor’s degree in another field and working toward permanent license in a state approved ARL Early Childhood or Early Childhood Developmentally Delayed program (see link on page 1) OR • Bachelor’s degree in another field with 35 or more ECE college credits OR • Bachelor’s degree in another field and enrolled in TEACH Early Childhood OR • NDE and TEACH Early Childhood approved special exception <p>Provider/Center:</p> <ul style="list-style-type: none"> • 5.2 on Nevada Registry Career ladder or higher
Eligibility	<p>Children enrolled in the program must be 4 years old by September 30 and families determined to be income eligible below 200% of poverty level</p>
Intensity	<p>All programs must provide a minimum of 5 hours per day or 25 hours per week of pre-K class time and follow the attendance policy of the local school board.</p>
Curriculum	<p>Programs must utilize the Nevada Pre-K Content Standards, revised and adopted by the Nevada State Board of Education. Programs must implement developmentally appropriate, research-based curriculum that is aligned to NV Prekindergarten Standards.</p>
Class Size/Ratio	<p>Class sizes and child/staff ratios must not exceed the following:</p> <ul style="list-style-type: none"> • Classrooms will have no more than 20 children with 2 adults. • The referenced 2 adults will be <ol style="list-style-type: none"> 1. An appropriately certified and licensed teacher, and 2. An appropriately certified teaching assistant.
Evaluation	<p>Programs must participate in the annual and longitudinal statewide program evaluation system. This includes using outcome indicators as identified by NDE and reporting required data to the Nevada Department of Education.</p> <p>Program quality will also be assessed by a reliable assessor using the Early Childhood Environment Rating Scale, Third Edition (ECERS-3).</p> <p>Programs must comply with health and safety standards.</p>
Family Engagement	<p>Family Engagement must be evaluated in conjunction with the Pre-K program. Longitudinal data to determine effectiveness of family engagement will be used for program improvement and development of individual family engagement plans.</p>
Comprehensive Services	<p>Programs must demonstrate coordination with community resources/agencies in meeting the needs of participating children and families.</p>
Inclusion	<p>The percentage of eligible children with disabilities served is not less than either the percentage of four-year-old children served statewide through part B, section 619 of IDEA, or the current national average, whichever is greater, and is no more than 49% per classroom. Individualized accommodations and supports ensure access and participation for all children.</p>
Equitable Access	<p>Each child applicant will have equal access to the same extent as other children, (e.g. homeless, foster, military, tribal) even for those lacking initial enrollment documents.</p>

Nevada Ready! State Pre-K Family Engagement Survey Executive Summary

Published on 5/4/21

Office of Early Learning and Development

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1

Nevada Ready! State Pre-K – Family Engagement Survey Overview

- The Family Engagement Survey (FES) was distributed to families between March 1st to May 1st, 2021. For the first time, it included both English and Spanish in the same link.
- It is a heavily modified version of the Harvard FES developed by Dr. Hunter Gehlbach.
- The survey was **voluntary** and **anonymous**. It included 13 multiple choice questions, 3 open comment questions, and 3 questions related to wrap around services.
- Multiple choice questions had typical Likert Scale answers ranked 1-5 where 1 was a low score and 5 was a high score. An additional "I Don't Know" option was included. Responses were tracked by program/school within a subgrantee.
- In the 2020-2021 school year, the Nevada Ready! State Pre-K (NR!PK) and its 13 subgrantees served 1,969 four-year-old kids.

2

Executive Summary – Statewide Headlines

- 1,195 parents/guardians responded representing 1,969 four-year-old children in the 2020-21 school year.
- 13 subgrantees, including State Public Charter School Authority, Community Services Agency, and United Way of Southern Nevada made up the sample of families who have children in Nevada Ready! State Pre-K.
- Most programs had **in-person** instruction. Only Clark and SPCSA had more than 50% of families answer that their child experienced distance learning.
- **92%** of respondents prefer **full day** pre-k to half-day. Full day for NRIPK means at least 5 hours per day of instruction.

3

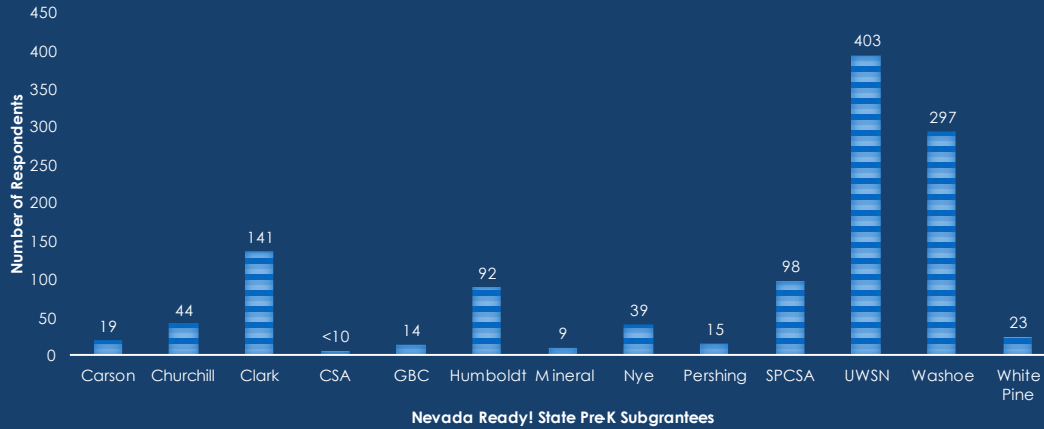
Executive Summary – Statewide Headlines

On a scale of 1-5, 1 being **low** and 5 being **high**:

- The highest scoring question on the survey asked whether or not families believe their children enjoy the State Pre-K program. It achieved an average response of **4.7**, which indicates that kids **enjoy the program quite a bit (4)** or **a tremendous amount (5)**.
- The lowest scoring question on the survey asked families how often they participate in activities with other parents in the State Pre-K program. It had an average response score of **1.5**, which means families participate in those types of activities **once or twice per year or less (2)** or **almost never (1)**.
- School Climate was the highest scoring section on average (**3.9**).
- Family Engagement was the lowest scoring section on average (**2**).

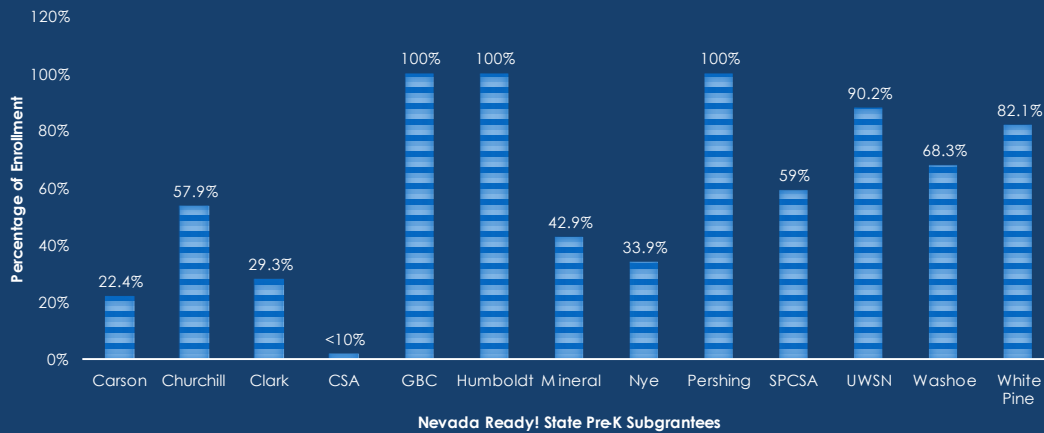
4

Statewide Response Rate by Subgrantee



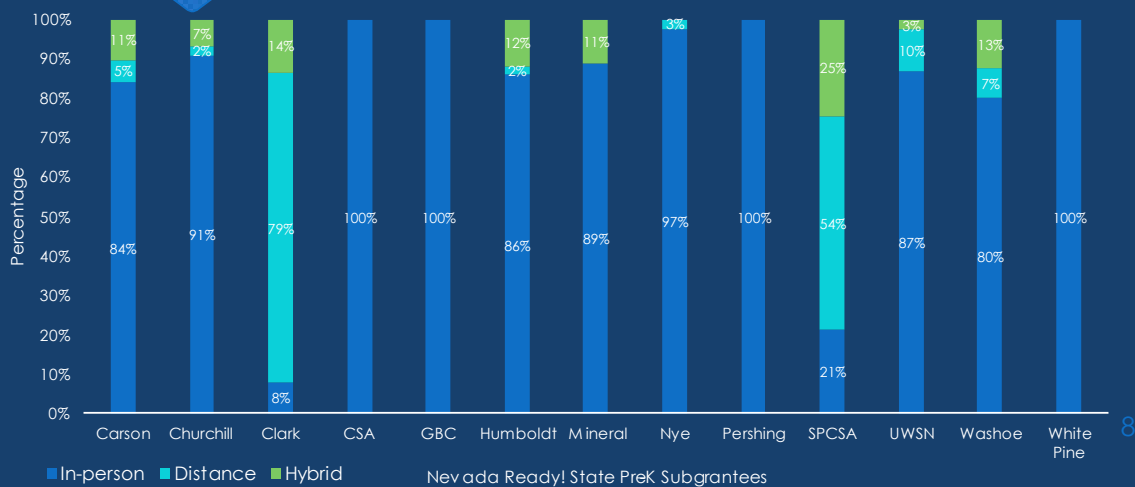
6

Statewide Response Rate – Percentage Completed by Each Subgrantee



7

Reopening Model under COVID-19



Family Engagement Section

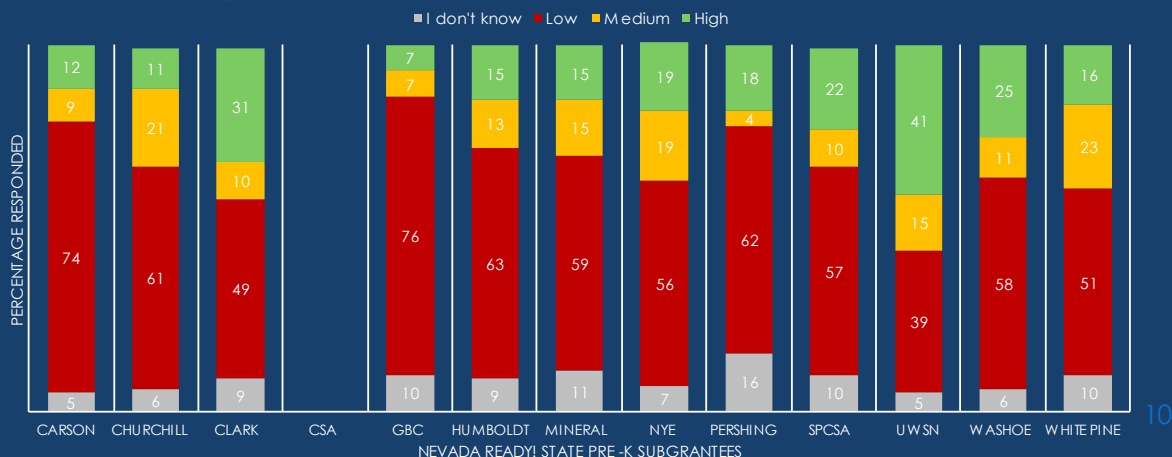
The **Family Engagement Section** measures the frequency in which parents and teachers are engaged in conversation about their children and the program itself as well as the amount of participation in family engagement activities

Due to COVID-19, the Office of Early Learning and Development received feedback from subgrantees and teachers that suggested the questions include virtual/online examples of family engagement activities as well

- On average, State Pre-K families meet with teachers, in-person or virtually, **every few months** or less.
- Families are participating, in-person or virtually, in activities with other parents in the program **once or twice per year** or less.
- Families responded that, in the past year, they have discussed NR!PK with other parents in the program **once or twice per year** or less.

The next slide shows the combined results for the three multiple choice questions

Family Engagement Section



Family Support Section

The **Family Support Section** measures families' perceptions on the amount of academic and social support their children are provided with outside their school program.

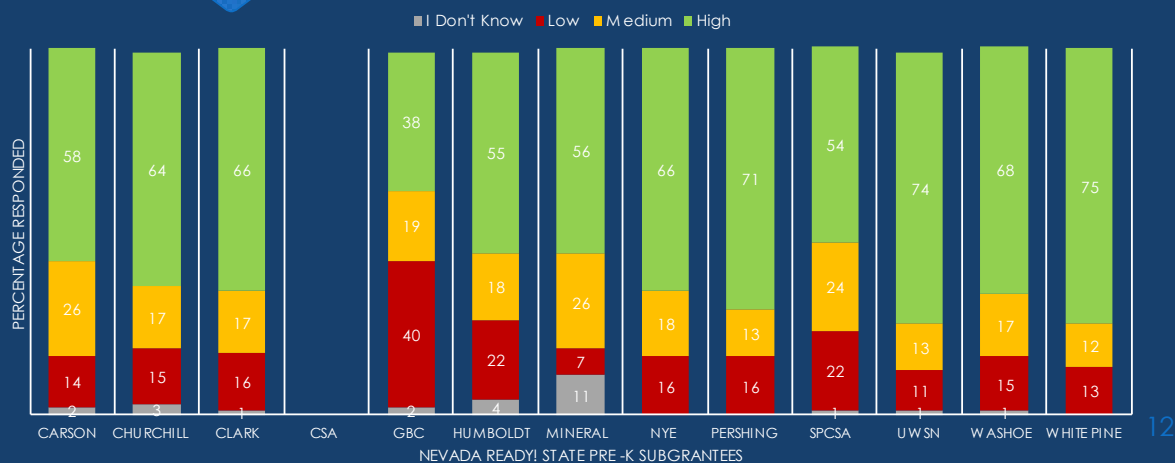
The Office of Early Learning and Development received feedback from subgrantees and teachers that suggested that examples of social-emotional learning and teacher supports be included. For social-emotional learning, turn-taking, problem-solving, and self-regulating were examples in the question. Teacher support examples included ClassDojo/Classroom Apps, checklist for learning at home activities, parent newsletters and trainings.

- Overall, families responded that social-emotional learning was discussed with them **quite a bit**.
- Families answered that they were **frequently** or **almost all the time** being helped to understand the content their children were learning.
- Families were **quite confident** or **extremely confident** that they were able to support their children's learning at home.

The next slide shows the combined results for the three multiple choice questions

11

Family Support Section



12

Family Support Section – Open Question

The open ended question in the Family Support Section asked families “How can the program additionally support you and your child?”

Answers were categorized by how frequent those themes appeared across all subgrantees. “N/As” made up the most frequent response but were excluded from this analysis.

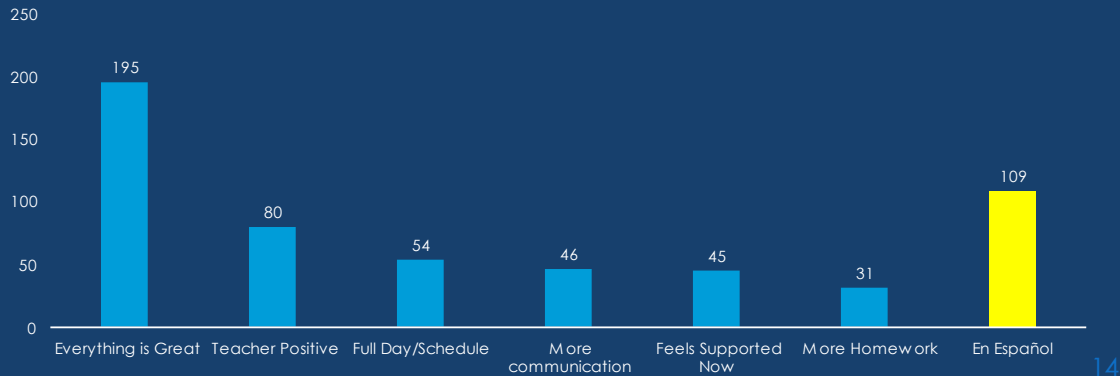
There were 109 responses in Spanish (**En Español**). Spanish responses were included in the categories. We’ve included the total number of responses in Spanish on the right side of the chart.

Overall, most responses indicated that the programs were currently **“doing great”** followed by praise for teachers.

13

How can programs better support families?

Q7 - Open Response by Category (n =1,159)



14

School Climate Section

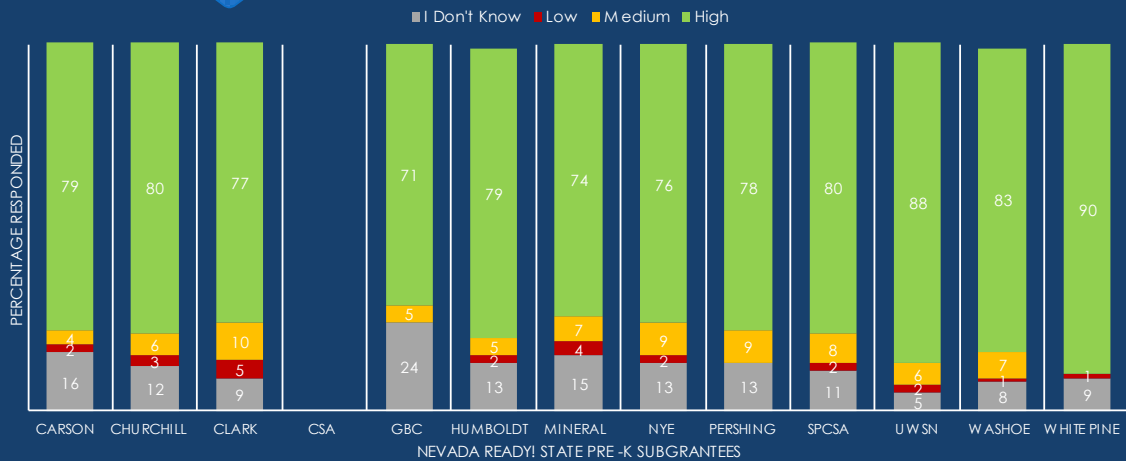
The **School Climate Section** measures families' perceptions of the overall social and learning climates in their child's program.

- Nearly all families said that their children enjoyed the program **quite a bit** or a **tremendous amount**.
- On average, most families answered that the program's system of measuring children's progress was **fair** or **very fair**.
- Families were **split** on whether the State Pre-K program valued the diversity of their child's background.

The next slide shows the combined results for the three multiple choice questions,

15

School Climate Section



16

School Fit Section

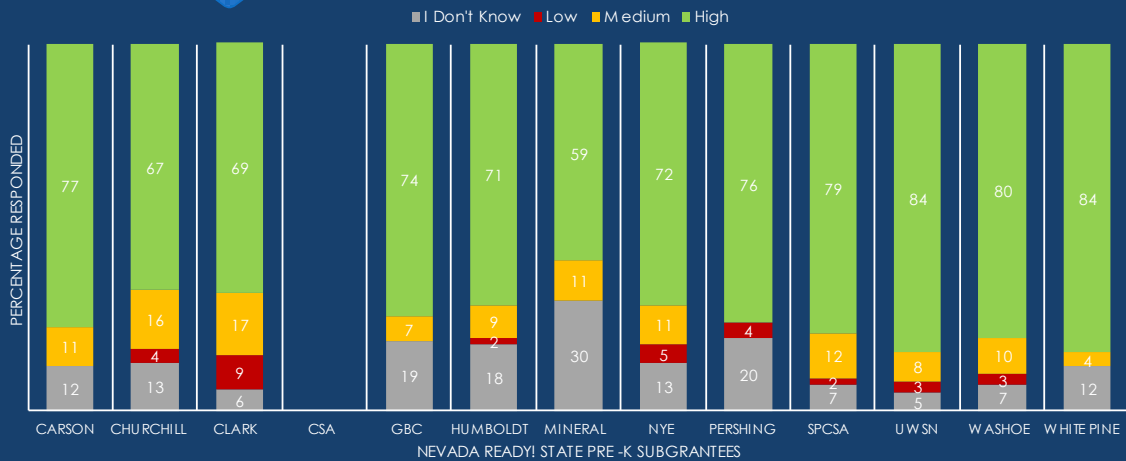
The **School Fit Section** measures families' perceptions of how well a program matches their children's developmental needs.

- The majority of families said that their children were being **quite well** or **extremely well prepared** for kindergarten.
- Families were **split** on whether the the program was inclusive of their children's cultural background or not.
- Nearly all families agreed that program activities matched their children's interests **quite well** or **extremely well**.

The next slide shows the combined results for the three multiple choice questions,

17

School Fit Section



18

Open Response Section

Two open response questions related to the program were required.

Question 14 asked families to respond with what is the best thing about their child's pre-k program.

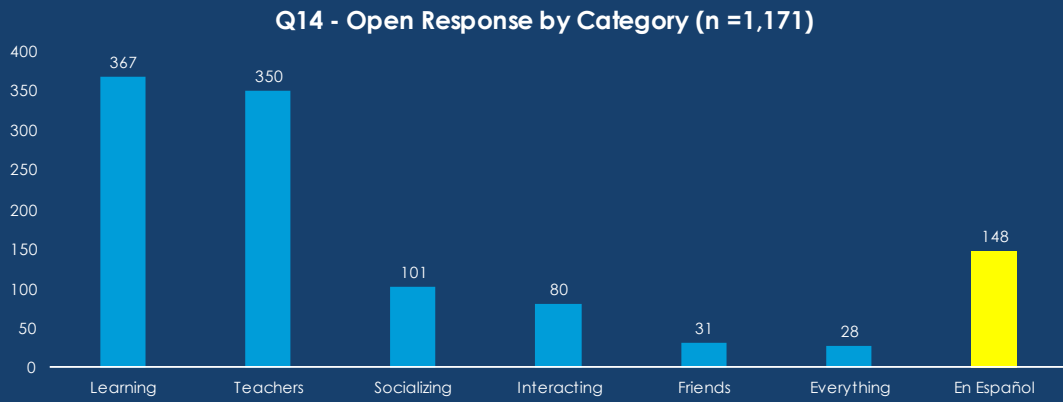
Question 15 asked families to recommend to the school how to improve communications with parents for in-person and/or virtual learning.

Categories were created by frequency of responses.

Responses that were in Spanish (**En Español**) were also incorporated in the categorical responses. We've included the total number of open responses that were in Spanish on the right side of each chart.

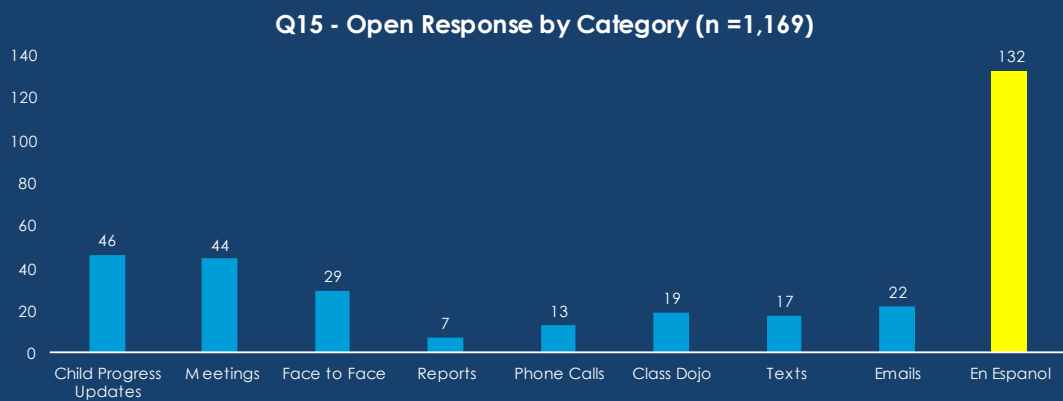
19

Open Response Question 14 – Best Thing about NR!PK Program



20

Open Response Question 15 – How to Improve Communication



21

Appendix

- Duplicate responses were removed for this summary.
- Participation percentage was capped at 100%, but some subgrantees exceeded that.
- Per FERPA recommendation any subgrantee with answers under 20% response rate were not included in the survey section analysis.