

# NEVADA EARLY CHILDHOOD ADVISORY COUNCIL



Nevada Early Childhood  
Advisory Council



**EXHIBIT E - EDUCATION**  
Document consists of 52 pages.  
Entire document provided.  
Meeting Date: 08-16-12

Presented by Margot Chappel, Director  
Head Start Collaboration and Early Childhood Systems Office  
August 16, 2012

According to the American Educational Research Association, QUALITY in early childhood education leads to:

“ Substantial long-term benefits including higher graduation rates, fewer school dropouts, less need for special education, and less crime.”

# NEVADA EARLY CHILDHOOD ADVISORY COUNCIL

Vision:

“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.”

# NEVADA EARLY CHILDHOOD ADVISORY COUNCIL KEDS VISION

Nevada's statewide data system leads to a shared understanding of school readiness. Everyone who touches children's lives will have a broad awareness of the strengths, needs and status of Nevada's children; and information that improves children's development and learning.

# NEVADA EARLY CHILDHOOD ADVISORY COUNCIL

- These projects are funded with federal stimulus funds (under the American Recovery & Reinvestment Act).
- They were 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).

# KINDERGARTEN ENTRY AND DATA SYSTEMS KEDS PROJECT

- “KEDS” is a statewide effort to build a comprehensive early childhood education and care (ECE) system that supports the ability of all children in Nevada to enter kindergarten ready to learn.

# GOALS

1. Adopting a common kindergarten entry assessment (KEA) linked with the State's longitudinal data system for education
2. Developing an early childhood data system used to drive program quality and improve school readiness

# GOAL #1.

## **Adopt a State Definition of School Readiness and a Common Kindergarten Entry Assessment**

- Provides picture of what incoming kindergarteners can do;
- Enables teachers to individualize instruction (*not used to keep children from entering kindergarten*);
- Generates data to inform policy and help target resources to improve school readiness;
- Creates common expectations for what all preschoolers should learn.

# GOAL #2.

## **Implement a Coordinated Early Childhood Data System**

- Facilitates linkage of state K-12 data systems with early learning, postsecondary education, workforce, social services and other critical agencies;
- Develops governance structures to guide data collection, sharing and use;
- Accommodates cross-system information sharing and allows tracking of progress for each child in Nevada.

# GOAL #2. (CONTINUED)

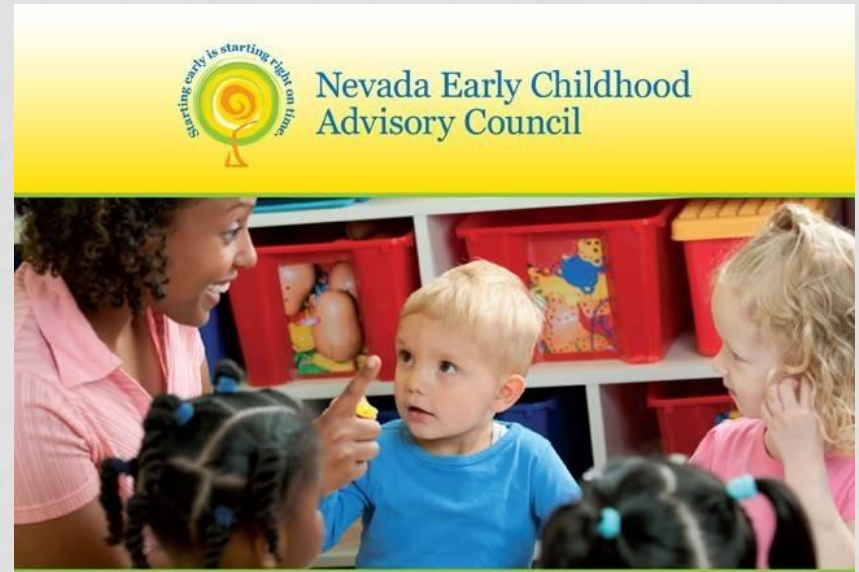
## **Implement a Coordinated Early Childhood Data System**

- For this effort to be not only feasible but successful, it is imperative that:
  - all early childhood programs and settings participate; and
  - ownership and accountability for the data reside above any single agency in order to support coordination and data sharing.

# PROJECT GOALS

Determine Nevada's Feasibility and Plan to:

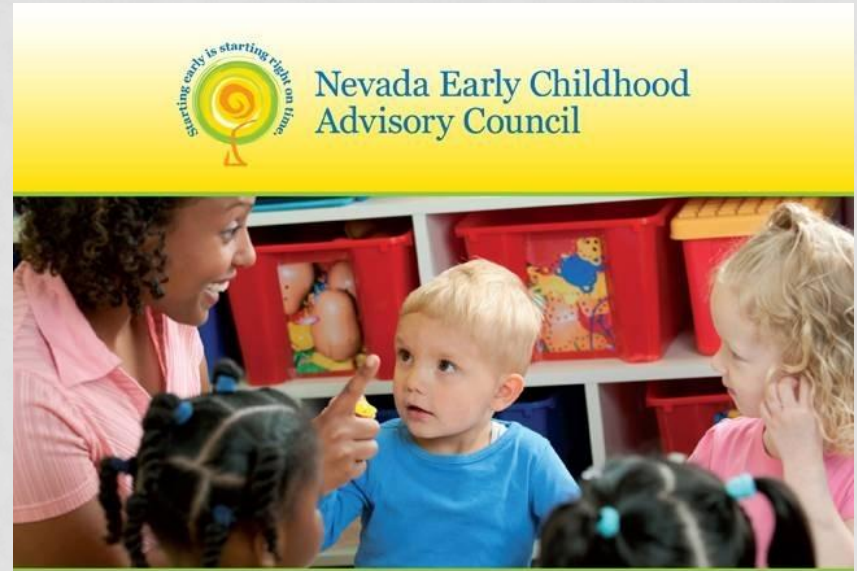
**1. Administer a common, statewide Kindergarten entry assessment that generates data which educators are trained to use in order to improve program outcomes for children.**



# PROJECT GOALS

Determine Nevada's Feasibility and Plan to:

**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.**



# PROJECT APPROACH

- Building upon the plan included in the RTT-ELC application
- Coordinated at both the state and local level with a variety of key stakeholders
- Utilizing a parallel, integrated planning process
- Links to School Districts and ECE providers at the county level
- Creates a statewide plan with local implementation plans

# PROJECT APPROACH

- Focus groups have been held in ALL counties of the state. Nevada's tribes were also invited and engaged in several focus groups.
- Additional data collection activities included key informant interviews and surveys to ensure stakeholders were engaged at both the state and local level.
- Input was sought from parents, early childhood educators, local and state program administrators, school teachers and administrators, and other stakeholders.

# STATUS UPDATE: KEDS WEBSITE

- Envisioned a site to educate stakeholders about the project, reduce the number of email attachments, and show project status and milestones
- Developed an operational website that will be continually updated and refreshed
- <https://sites.google.com/site/prototypeforkedsnevada/>

# WORKING DEFINITION OF SCHOOL READINESS



# WORKING DEFINITION OF SCHOOL READINESS

Nevada's framework :

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

**See handout for further detail**

# SURVEY RESULTS

# SURVEY RESULTS – EDUCATORS

- Survey 1: *Target audience*-educators (ECE, Kindergarten, etc., directors, principals, administrators)
- Survey II: *Target audience*-parents of very young or young children

# SURVEY RESULTS - EDUCATORS

- 201 completed
- Half (50.2%) participated in focus group too
- Represented Clark (41%); Washoe (31%); Douglas (9%); as well as Nye, Carson, Mineral, Churchill, Storey, Pershing, Lyon, Lincoln, Esmeralda, and Elko.

# SURVEY RESULTS - EDUCATORS

- 61% selected Early Childhood Education as their field
- 26% selected K-12 Education as their field
- 7% selected Health and Human Services,
- 4% Special Education
- 2.2% Advocacy / Policy
- 29-Other (Some parents; most fit within the categories, above)

# SURVEY RESULTS - EDUCATORS

- 37% Public
- 28% Private
- 35% Nonprofit
- <1% Public – Charter
- 8 Answered “Other”

# SURVEY RESULTS - EDUCATORS

- One of the goals from the Race to the Top Early Learning Challenge was to develop a statewide early childhood data system. An early childhood data system for the state of Nevada would allow various systems to share information for the purpose of improving outcomes for children.

What is your reaction to the idea of developing a statewide early childhood data system?

# SURVEY RESULTS-EDUCATORS

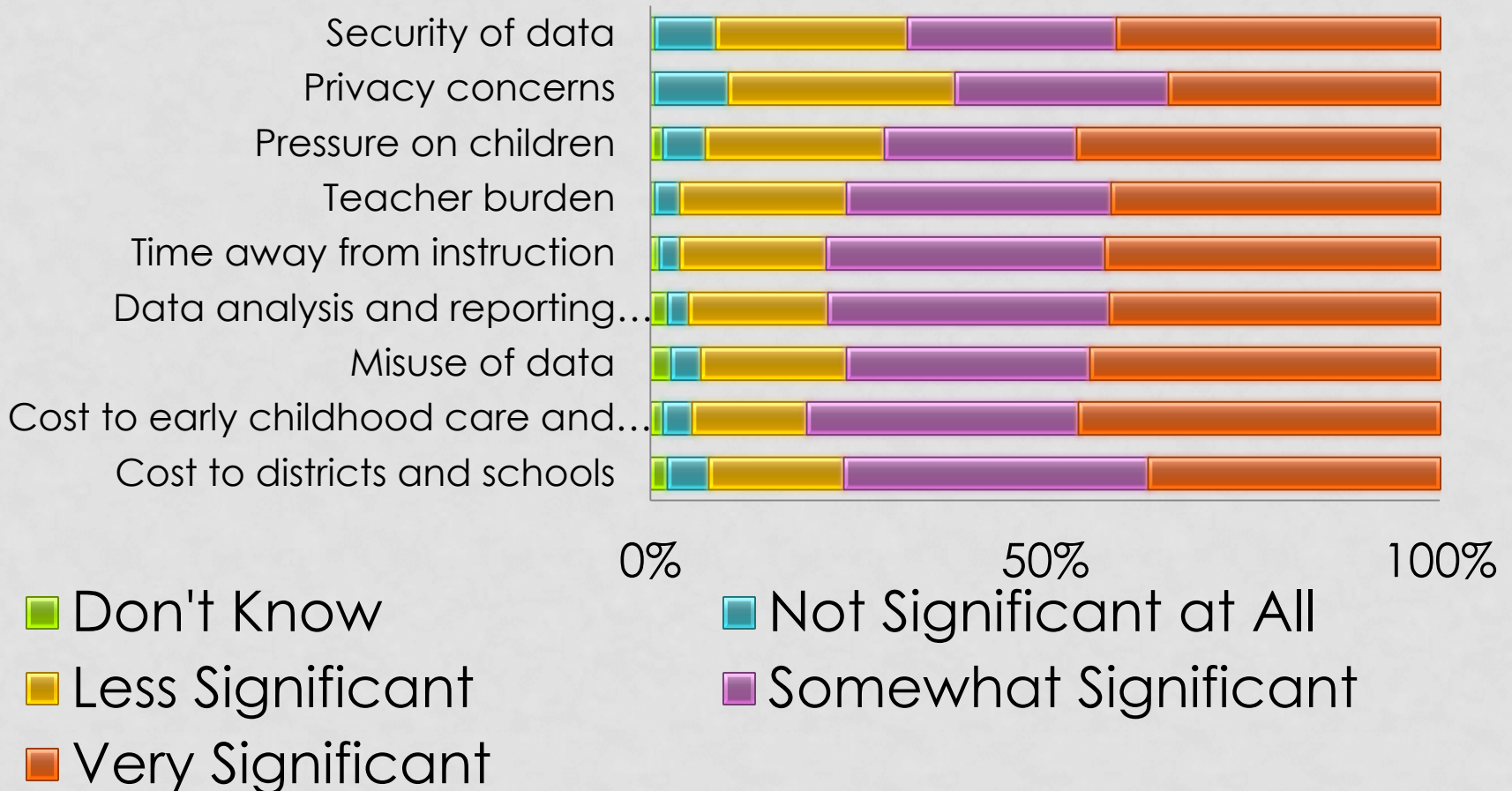
- 52% Strongly Agree
- 31% Somewhat Agree
- 15% Neutral
- 2% Disagree (somewhat or strongly)

# SURVEY RESULTS-EDUCATORS

- Another goal of the Race to the Top Early Learning Challenge was to develop a statewide Kindergarten Entry Assessment. **For each of the following choices, please indicate if you feel they are an appropriate purpose of a statewide kindergarten assessment process.**

# SURVEY RESULTS-EDUCATORS

**Do you have concerns about any of the following issues related to an early childhood data system? If so, how important are they to you?**

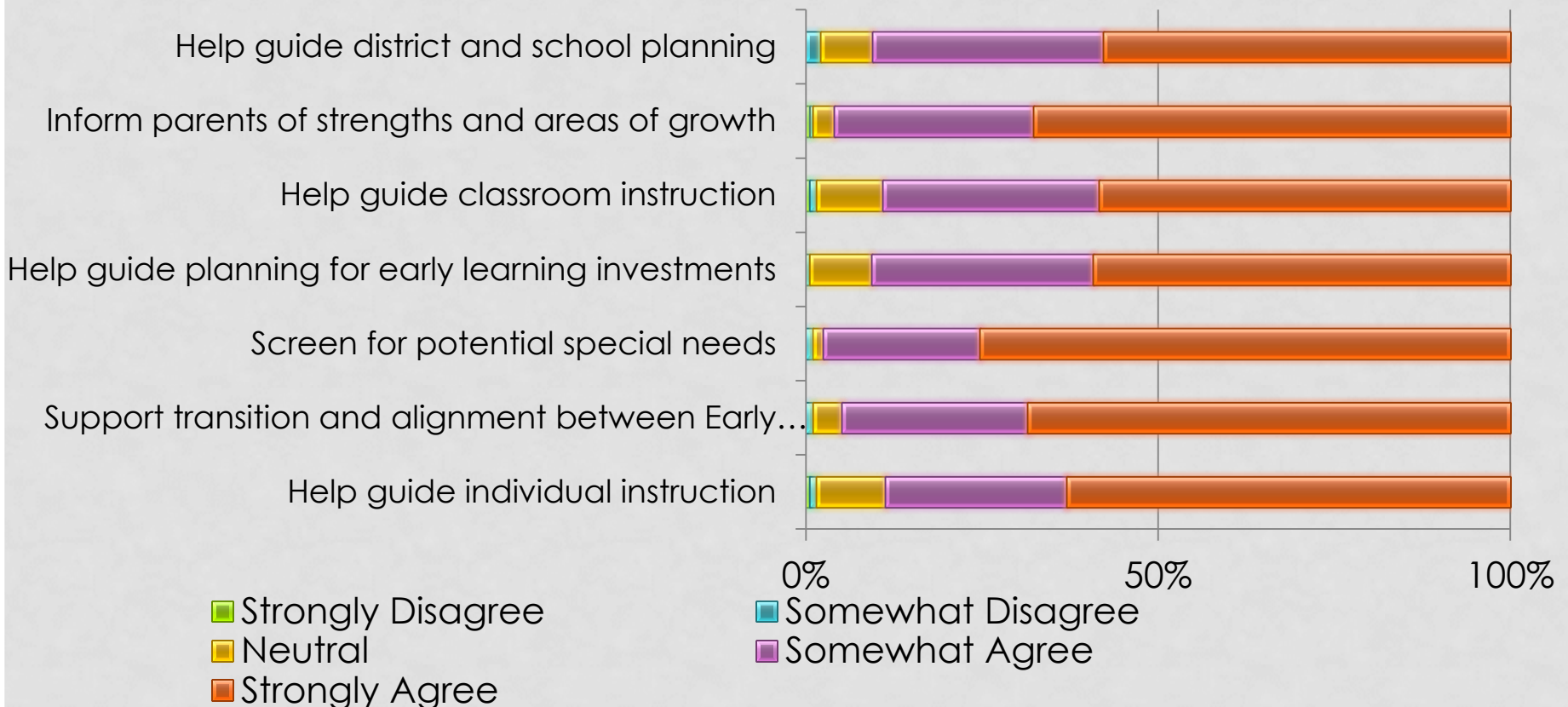


# SURVEY RESULTS - EDUCATORS

- Another goal of the Race to the Top Early Learning Challenge was to develop a statewide Kindergarten Entry Assessment. For each of the following choices, please indicate if you feel they are an appropriate purpose of a statewide kindergarten assessment process.

# SURVEY RESULTS - EDUCATORS

**For each of the following choices, please indicate if you feel they are an appropriate purpose of a statewide kindergarten assessment process.**



# SURVEY RESULTS - EDUCATORS

- Which of the following purposes do you consider the most important for a statewide kindergarten assessment process?
  - **Support transition and alignment between Early Childhood Education (ECE) programs and K-12 schools (41%)**
  - **Help guide individual instruction (19%)**
  - **Screen for potential special needs (12%)**
  - **Inform parents of strengths and areas for growth (9%)**
  - **Help guide planning for early learning investments (7%)**
  - **Help guide district and school planning (6%)**

# SURVEY RESULTS - EDUCATORS

- Please indicate the importance of measuring the following areas of children's skills and development in a statewide kindergarten assessment process:
  - 89% Language and Early Literacy
  - 84% Social and Emotional Development
  - 80% Cognition and General Knowledge
  - 75% Approaches to Learning
  - 73% Physical Development and Health

# SURVEY RESULTS - EDUCATORS

- What is your reaction to the following potential implementation approaches for a statewide kindergarten assessment process?
  - 43% strongly agree with one standard process for all districts
  - 25% strongly agree with districts develop local procedures that meet specified criteria
  - 21% Districts choose tools and methods from a specified list
  - 18% All decisions are made by districts with TA from state or others

# SURVEY RESULTS - EDUCATORS

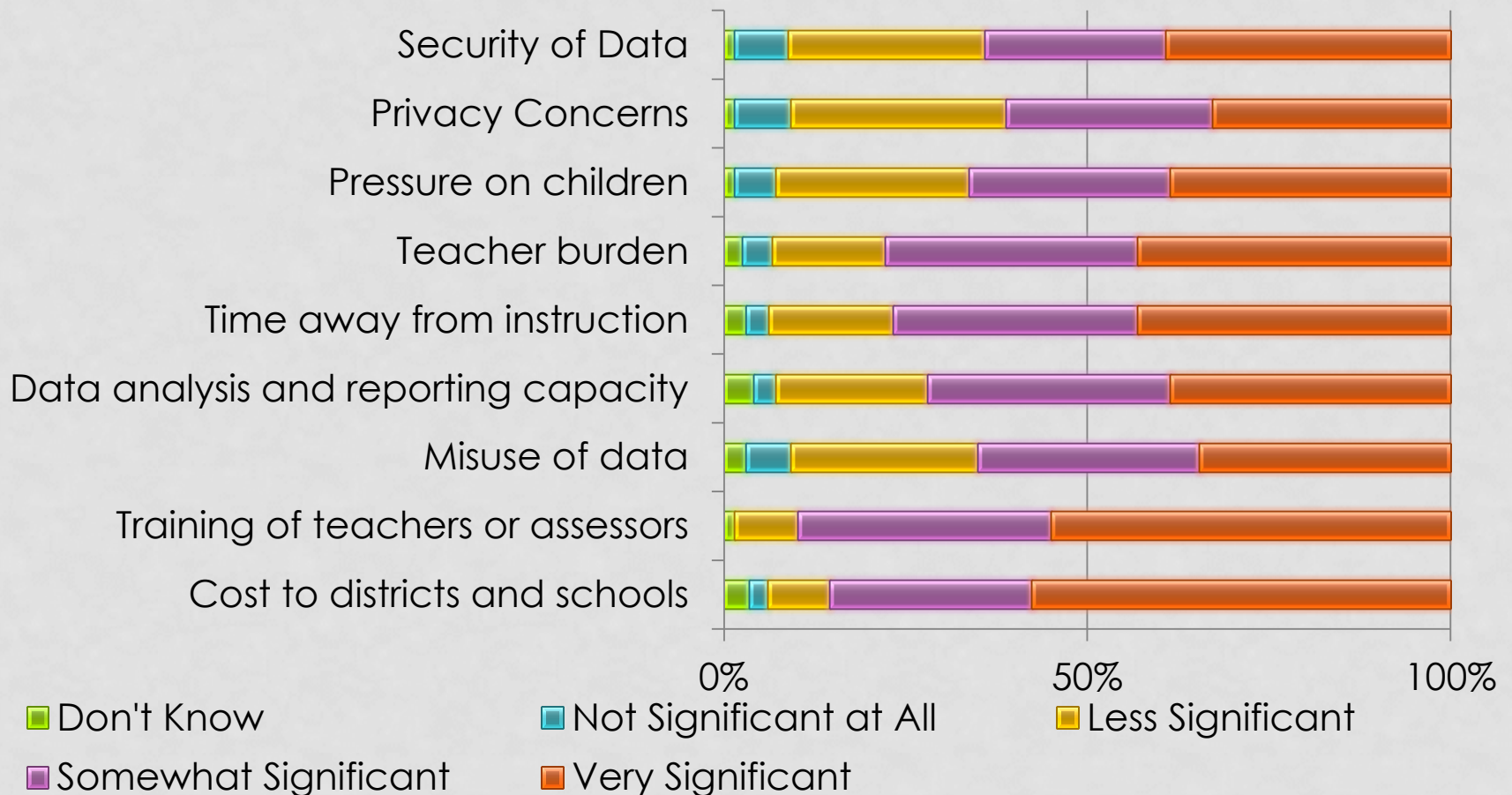
- Parent input should be included as an information source in a kindergarten assessment process.
  - 59% strongly agree
  - 32% somewhat agree
  - 6% neutral
  - 4% disagree (somewhat or strongly)

# SURVEY RESULTS

- Please indicate your reaction to the following possible approaches for collecting information on what children know and are able to do:
- 53% strongly agree with direct assessments
- 38% strongly agree with checklists, questionnaires, and rating scales
- 65% strongly agree with portfolios and work samples

## SURVEY RESULTS - EDUCATORS

**How significant do you anticipate the following challenges will be to implementing a statewide kindergarten assessment process?**



# SURVEY RESULTS - *PARENTS*

- 537 surveys from parents
- 58% Clark County
- 25% Washoe County
- 11% Elko County
- Others from Carson, Churchill, Lincoln, Lyon, Nye, and Pershing
- 90% have a child age 5 or younger
- 36% have a child between 6 and 10
- 20% have a child between 11 and 18
- 7% participated in a focus group
- 11% completed in Spanish

# SURVEY RESULTS - *PARENTS*

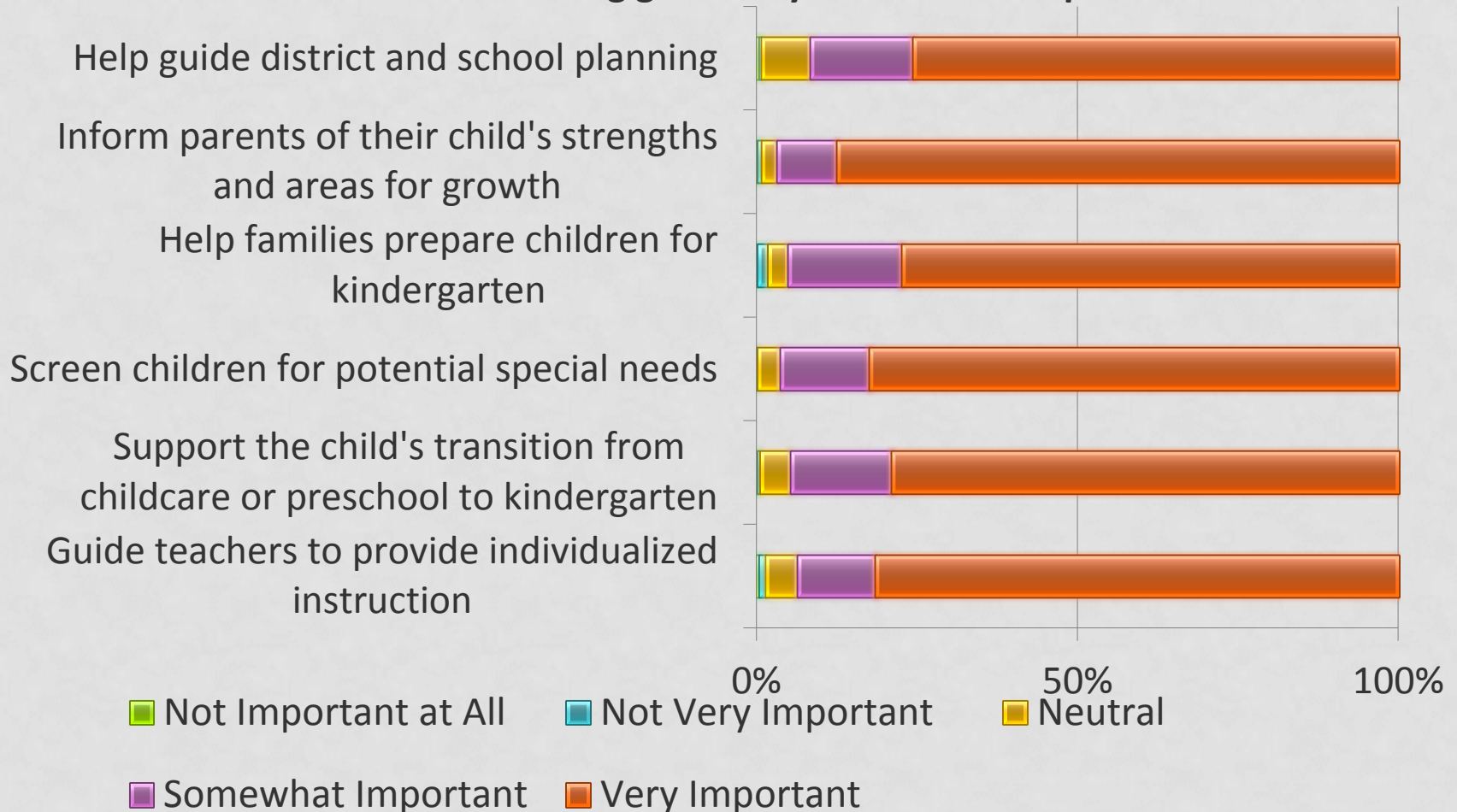
- The Nevada Early Childhood Advisory Council (ECAC) is considering a common kindergarten entry assessment for the State of Nevada. This would mean that in every district and school, readiness for kindergarten would be measured in a very similar way. While this information wouldn't be used to keep children from entering kindergarten, it could be used to help teachers focus their attention on what individual children need most. Do you think that statewide kindergarten entry assessment is a good idea?

# SURVEY RESULTS - *PARENTS*

- Do you think that statewide kindergarten entry assessment is a good idea?
  - 80% YES
  - 5% NO
  - 15% Not Sure

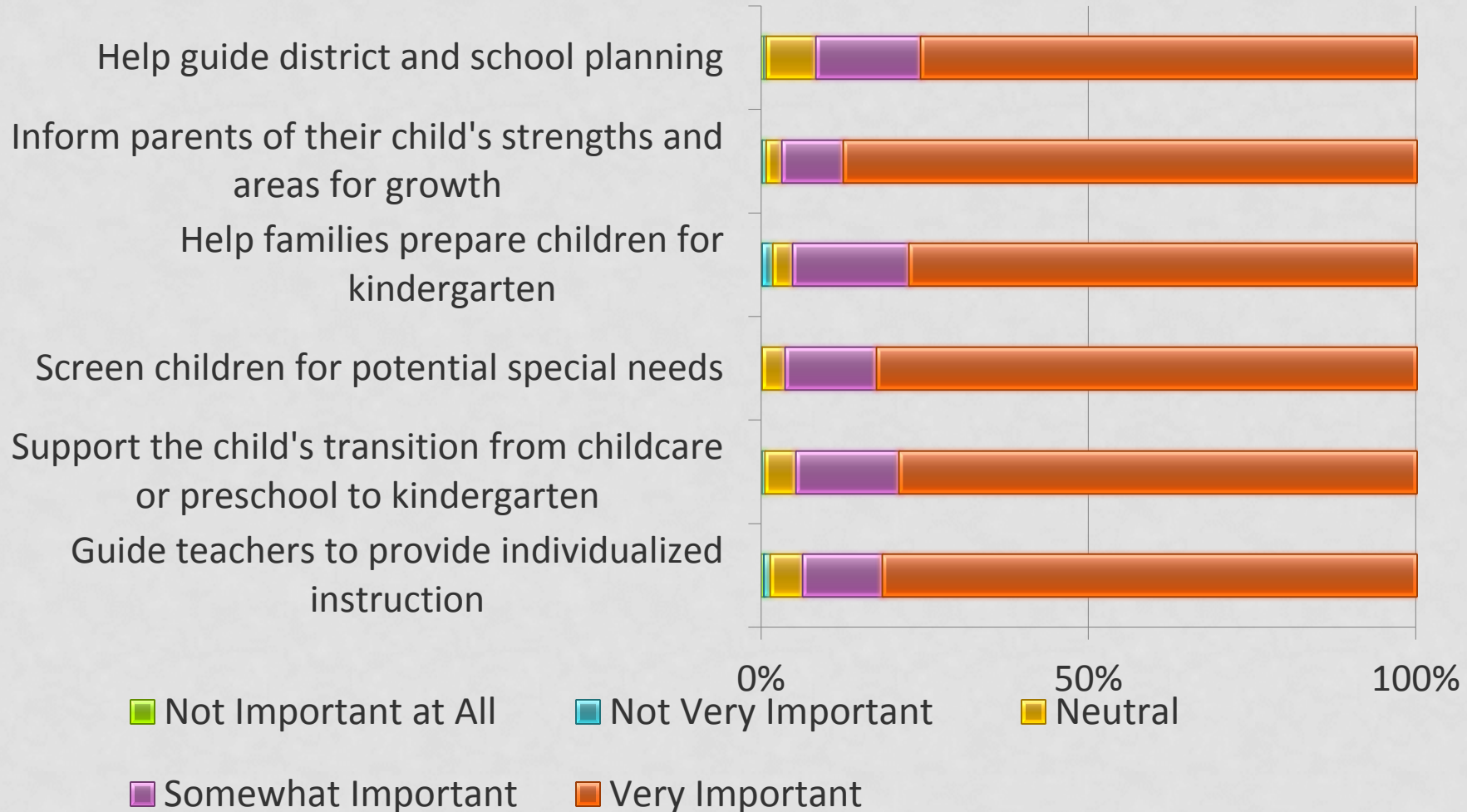
## SURVEY RESULTS - PARENTS

**If you think a statewide kindergarten entry assessment is a good idea, which of the following goals do you think are important?**



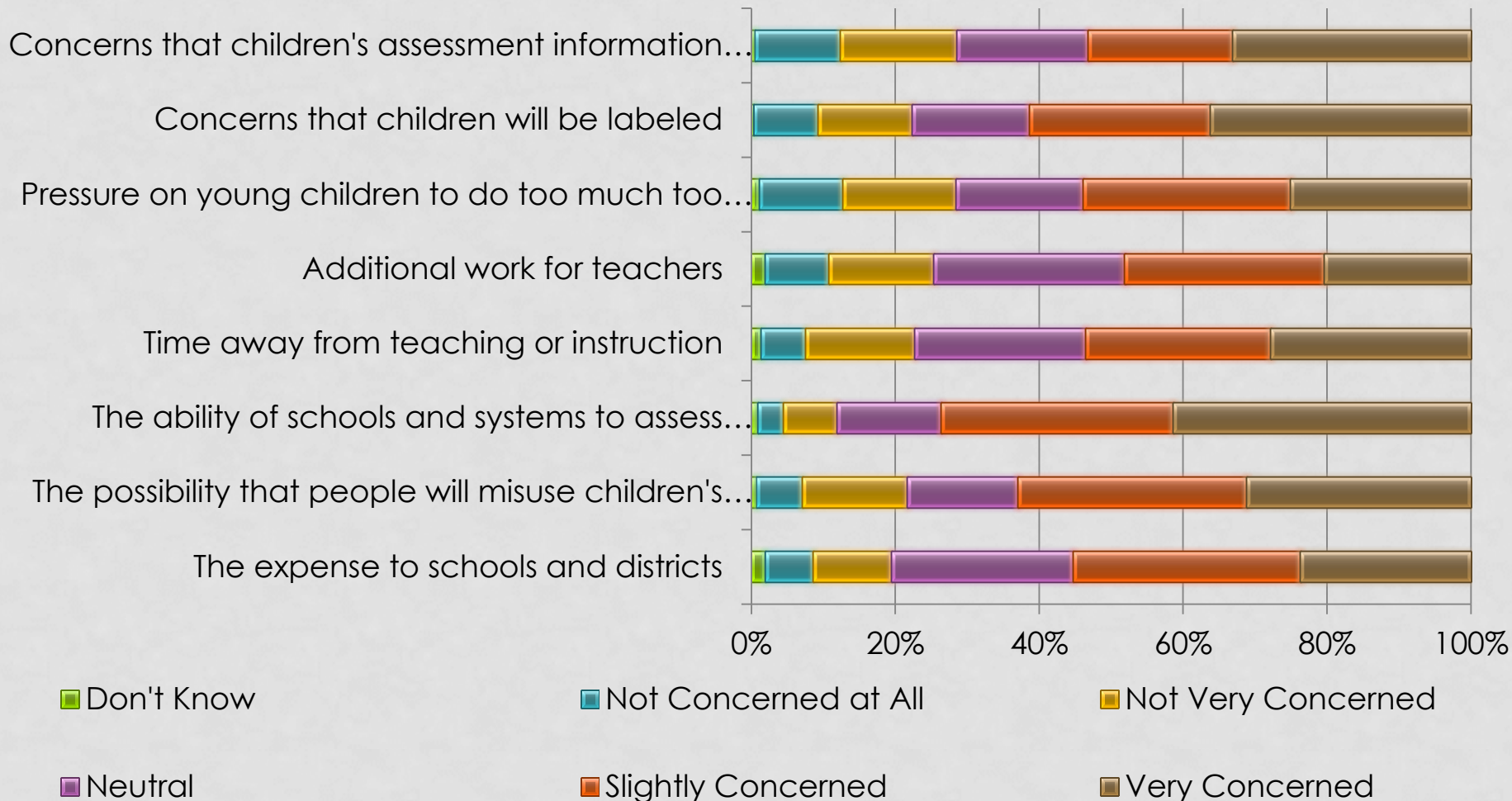
## SURVEY RESULTS - PARENTS

**If you think a statewide kindergarten entry assessment is a good idea, which of the following goals do you think are important?**



# SURVEY RESULTS - EDUCATORS

**The ECAC is sensitive to concerns that parents may have. Do you have any concerns about kindergarten entry assessment?**



# SURVEY RESULTS - *PARENTS*

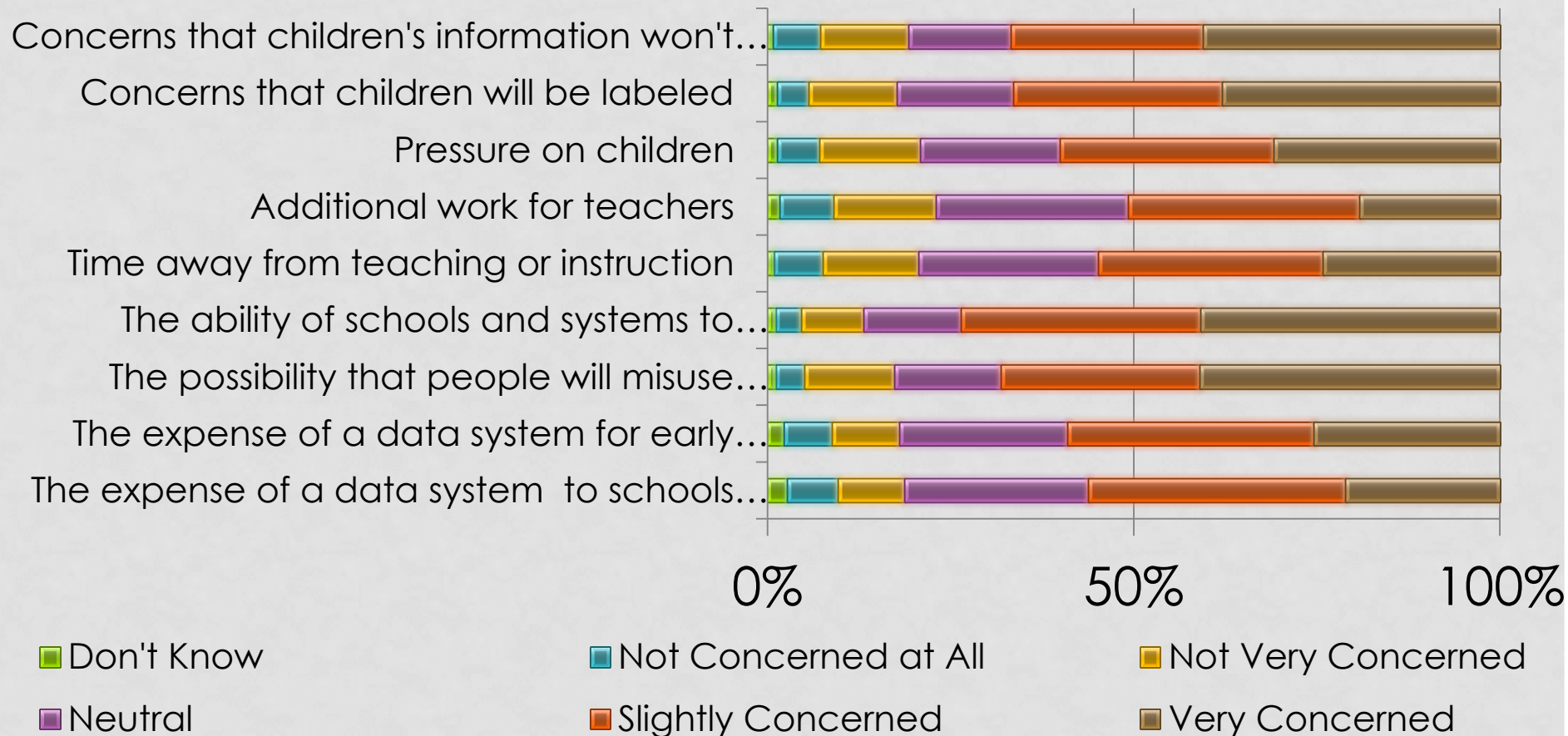
- Are parents provided enough information on what is expected for their child to be ready for kindergarten?
  - 33% YES
  - 43% NO
  - 23% Not Sure

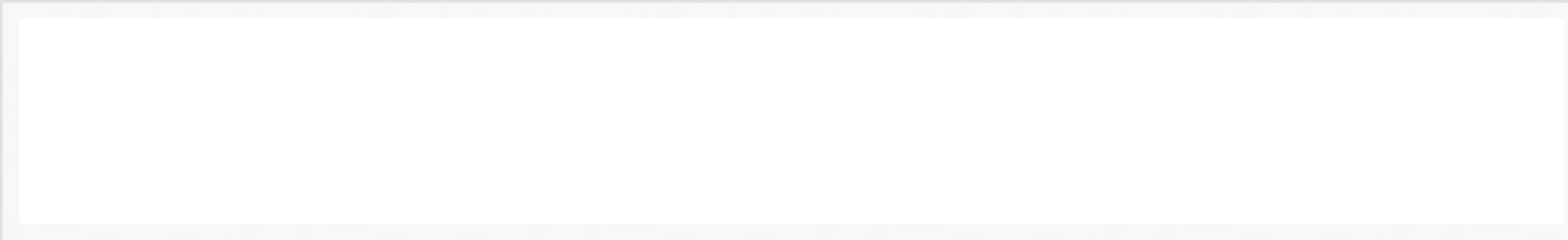
# SURVEY RESULTS - *PARENTS*

- Currently different organizations and agencies (like preschools, elementary schools, and health providers) are not able to easily share information. Do you think it's a good idea for information about children's progress to be shared from preschool through 12th grade?
  - 65% YES
  - 15% NO
  - 21% Not Sure

## SURVEY RESULTS - PARENTS

**The ECAC is sensitive to the concerns that parents may have. Do you have any concerns about data systems or information sharing?**





# DRAFT PRINCIPLES FOR KINDERGARTEN ENTRY ASSESSMENT AND DATA SYSTEMS

# KEDS PROJECT DRAFT PRINCIPLES

- Method: Reviewed and discussed individual focus groups, county plans, and survey results, as well as information from NECAC and tried to determine the broadest agreements across all counties and groups
- Purpose of Principles: Provide guidance for ongoing planning

# KEDS PROJECT DRAFT PRINCIPLES

- **Assessments and data should be used to help (individual) children and families.**
- **Assessment should be used to drive system improvements.**
- **Existing Infrastructure should be leveraged to help contain costs.**
- **Families are recognized as the most important people in the child's life and must be involved as a partner in their education.**

# DRAFT PRINCIPLES

- The assessment will not be used exclude children from kindergarten.
- Children are rapidly developing in kindergarten. Assessment data may be used to provide tailored services or instruction, but not to track or determine pathways for education.

# DRAFT PRINCIPLES

- It is essential to consider and mitigate unintended consequences while planning a kindergarten entry and data system.
- The degree to which a community values early childhood education and care will directly impact the success of a kindergarten entry and data system.

# DRAFT PRINCIPLES

- **Assessment and information (data) sharing will be sensitive to cultural, linguistic and community needs of the child and the family.**
- **Existing assessment and information sharing varies by county and will be leveraged whenever possible.**
- **Information sharing will facilitate seamless transition of children throughout Nevada from pre-K to 12 and from district to district.**

# DRAFT PRINCIPLES

- The data system will serve as a way to formalize sharing and linkages between public and private pre-K -12 including joint participation in training, technical assistance and professional learning communities.
- Evaluating and improving the system is as important as assessing the child.
- Publicly available data will be at the aggregate / community level to protect privacy and prevent the misuse of information.

# NEXT STEPS

- Statewide draft of Needs Assessment was reviewed and adopted by NECAC yesterday, August 15<sup>th</sup>.
- We will meet again via webinar on September 10<sup>th</sup> at 9:00 for the purpose of presenting the draft Statewide Report for feedback to a larger group of stakeholders.
- Stakeholders that received a county plan will send edits via email so that we can get them refined and completed.
- KEA and Data System Planning to begin in September.

# QUESTIONS?

## CONTACT INFORMATION

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