



NOVEMBER 1, 2024

# ECILP NOV 1 REPORT 2024

YEAR 2 REPORT: EARLY CHILDHOOD INNOVATIVE LITERACY  
PROGRAM (ECILP) GRANTS

NEVADA DEPARTMENT OF EDUCATION  
Office of Early Learning and Development

The Early Childhood Literacy and Readiness Account was created with the passage of Assembly Bill 400 (AB 400) during the 82<sup>nd</sup> Legislative Session. The November 1 report as required by AB 400, Section 14:

*On or before November 1 of each year, the Department [of Education] shall:*

- 1. Review all grants awarded pursuant to section 13 of this act during the immediately preceding year.*
- 2. Compile a report for the immediately preceding year which must include, without limitation:*
  - (a) The number of applications for a grant received pursuant to section 13 of this act;*
  - (b) The number of grants awarded pursuant to section 13 of this act;*
  - (c) The total cost of all grants awarded pursuant to section 13 of this act; and*
  - (d) Such other information as may be prescribed by the Department to demonstrate the effectiveness of recipients of a grant awarded pursuant to section 13 of this act in improving the literacy and readiness for elementary school of children less than 6 years of age.*

AB 400 legislated authority to the Nevada Department of Education (NDE) to manage the \$140 million, 2-year competitive grant opportunity centered on early learning and literacy. The Early Childhood Innovative Literacy Program (ECILP) grants are broken down into three opportunities for the fiscal year 2025 (FY25) funding period:

- Opportunity 1 expands access to the Nevada Ready! State Pre-Kindergarten (NR!PK) program.
- Opportunity 2 funds innovative new programs or expand existing early literacy programs that supports children less than the age of six, their families, and early childhood professionals.
- Opportunity 3 funds can be used on infrastructure for additional space or modifications to buildings that allow enhanced or increased service for students. This will allow sites to apply for funds to retrofit their center and/or utilize capital costs that will allow you to increase or more effectively serve pre-k students.

The Office of Early Learning and Development (OELD) manages the grant and, as of August 1, has completed reviewing grant submissions and awarding funds to applicants for the FY25 funding period. The competitive application for ECILP took place from May 6, 2024, through August 1, 2024. The application submission window lasted 25 days in May. During the three-month period that encompassed the FY25 competitive application period, 90 applications were received, reviewed, scored, and 72 were approved for funding by OELD. Applicants could submit grant applications for one, two, or all three opportunities.

To enhance the success and integrity of the ECILP grants, OELD contracted a Grants Specialist in August 2023 to manage the \$140 million grant. This role is responsible for monitoring ECILP subrecipients, collecting data, preparing reports, and overseeing the competitive grant review process.

For Opportunity 1, the Grants Specialist is collaborating with the NR!PK team to implement and monitor the impact of the funded pre-kindergarten seats. Additionally, the Grants Specialist works closely with Opportunity 2 subrecipients to ensure that the goals and metrics of their innovative programs align with state early childhood standards. Opportunity 3, a new initiative, provides funding for capital projects aimed at enhancing or expanding pre-kindergarten services for children and families across Nevada. The Grants Specialist will track and monitor the progress and completion of these projects to ensure successful implementation.

**Table 1. ECILP grant FY25 Totals:**

<b>Number of applications received</b>	90
<b>Number of grants awarded</b>	72
<b>Total Funding Awarded</b>	\$69,963,939.30
<b>Opportunity 1 – funding awarded</b>	\$16,727,490.00
<b>Opportunity 2 – funding awarded</b>	\$50,899,875.40
<b>Opportunity 3 – funding awarded</b>	\$ 2,336,573.90
<b>Remaining available funding*</b>	\$36,060.70

**FY25 Funding period Highlights:**

Opportunity 1 funding allows programs to expand their high-quality pre-school offerings. There are 14 subgrantees for ECILP opportunity 1, four of which are new for the FY25 funding period. In total, 1,989 additional seats will be made available to Nevada’s three and four-year-old children whose families are at or below the federal poverty level range of 250%. The ECILP Opportunity 1 grant allows NR!PK providers to expand their services to families above the 200% federal poverty threshold. Moreover, the NR!PK ECILP Opportunity 1 program will be serving 931 three-year-old children, as well as serving 1,058 additional four-year-olds.

**Table 2. FY25 Opportunity 1 Summary:**

<b>Subgrantees</b>	<b>Description</b>
Boys and Girls Club of Truckee Meadows	The Boys and Girls Club of Truckee Meadows is a new NR!PK program that will add 216 new seats for four-year-olds. These seats are in partnership with the Nevada Alliance of Boys and Girls Clubs. The Alliance includes the Boys and Girls Club of Mason Valley, Boys and Girls Club of Southern Nevada, Boys and Girls Club Colorado River, the Elko Boys and Girls Club, and Boys and Girls Club of Truckee Meadows.
Churchill County School District	Churchill County School District is an existing program that will be adding 20 new seats for four-year-olds and 20 new seats for three-year-olds.
Clark County School District	Clark County School District is an existing program that will be adding 20 new seats for four-year-olds.
Great Basin College	Great Basin College is an existing program that will be adding 10 new seats for four-year-olds and 10 new seats for three-year-olds.
Humboldt County School District	Humboldt County School District is an existing program that will be adding 20 new seats for four-year-olds and 27 new seats for three-year-olds.
Lander County School District	Lander County School District is a new NR!PK program that will add 40 new seats for four-year-olds.
Lyon County School District	Prior to the pandemic, Lyon County School District previously had a NR!PK program. Through this opportunity, they will be able to serve 180 four-year-olds.

<b>Subgrantees</b>	<b>Description</b>
Nye County School District	Nye County School District is an existing program that will be adding 25 new seats for four-year-olds and 40 new seats for three-year-olds.
Pershing County School District	Pershing County School District is an existing program that will be adding 10 new seats for four-year-olds and 10 new seats for three-year-olds.
State Public Charter School Authority - Mater Academy	Mater Academy is an existing program that will be adding 6 new seats for four-year-olds.
United Way of Northern Nevada and the Sierra	United Way of Northern Nevada and the Sierra is an existing program that will be adding 67 new seats for four-year-olds and 95 new seats for three-year-olds. These seats are in partnership with licensed childcare facilities in Lyon, Douglas, Elko and Washoe Counties.
United Way of Southern Nevada	United Way of Southern Nevada is an existing program that will be adding 300 new seats for four-year-olds and 690 new seats for three-year-olds. These seats are in partnership with licensed childcare facilities.
Washoe County School District	Washoe County School District is an existing program that will be adding 120 new seats for four-year-olds and 15 new seats for three-year-olds. An additional 20 four-year old seats and 20 three-year-old seats will be allocated to WCSD's sponsored charter school, Sierra Nevada Academy Charter School.
White Pine County School District	White Pine County School District will be adding 4 new seats for four-year-olds and 4 new seats for three-year-olds.

**Table 3. ECILP Opportunity 1, FY25 Funding and Seat Projections:**

<b>Subrecipient Organization/Entity</b>	<b>Projected Seats for 4s</b>	<b>Projected Seats for 3s</b>	<b>Amount of Subaward</b>
Boys and Girls Club of Truckee Meadows	216	0	\$1,816,560.00
Churchill County School District	20	20	\$336,400.00
Clark County School District	20	0	\$168,200.00
Great Basin College	10	10	\$168,200.00
Humboldt County School District	20	27	\$395,270.00
Lander County School District	40	0	\$336,400.00
Lyon County School District	180	0	\$1,513,800.00
Nye County School District	25	40	\$546,650.00
Pershing County School District	20	0	\$168,200.00
State Public Charter School Authority - Mater Academy	6	0	\$50,460.00
United Way of Northern Nevada and the Sierra	67	95	\$1,362,420.00
United Way of Southern Nevada	540	450	\$8,325,900.00
Washoe County School District	140	35	\$1,471,750.00
White Pine County School District	4	4	\$67,280.00
<b>TOTAL:</b>	<b>1298</b>	<b>681</b>	<b>\$16,727,490.00</b>

Opportunity 2 provides funding to establish an innovative new program or to expand an existing early literacy program that supports children less than the age of six, their families, and early childhood professionals. There are a total of 48 awarded Opportunity 2 projects.

**Table 4: FY25 Opportunity 2 Summary:**

<b>Books to Children: \$1,481,449.13</b>	<b>Professional Development: \$18,019,681.69</b>	<b>Direct Service: \$3,742,146.66</b>	<b>Support Staff: \$13,646,699.90</b>	<b>Family/ Community Engagement: \$14,009,898.02</b>
<ul style="list-style-type: none"> <li>• Spread the Word Nevada</li> <li>• UNLV Health Pediatric Clinic</li> <li>• Storied, Inc.</li> <li>• The Clark County Public Education Foundation</li> </ul>	<ul style="list-style-type: none"> <li>• Clark CSD CID– Literacy &amp; Language Skills</li> <li>• Reading in Motion</li> <li>• TNTP – Teacher Excellence Network</li> <li>• TNTP – Teaching Corps</li> <li>• Churchill County School District’s NELC Literacy Specialist</li> <li>• Lyon CSD Pre-K</li> <li>• The Board of Regents of the Nevada System of Higher Education on behalf of the Desert Research Institute</li> <li>• WCSD (SNACS)- Interactive Choice Boards</li> <li>• Leadership Institute of Nevada- Early Childhood Education Leaders Professional Learning Community</li> <li>• Boys and Girl Club of Western NV- Thompson Street Smart Start</li> <li>• Clark County School District- ECILP - Professional Development</li> <li>• Board of Regents, NSHE on behalf of The Desert Research Institute- Cultivating Early Childhood Literacy: Increasing Nevada’s Pre-K Cross-Curricular Literacy Resources and Engagement</li> <li>• Washoe County School District- Mariposa Language and Learning Academy Kindergarten Tier 1 Instruction and Intervention Program</li> <li>• SPCSA- Nellis Coral Academy of Las Vegas’s Early Literacy Excellence Initiative at Nellis CASLV</li> </ul>	<ul style="list-style-type: none"> <li>• United Way of Northern Nevada and the Sierra</li> <li>• Boys &amp; Girls Club of Truckee Meadows</li> <li>• Community Chest COW</li> <li>• Community Chest Early Learning Initiative</li> <li>• Boys &amp; Girls Club of Western Nevada</li> <li>• Channel 5 Public Broadcasting, Inc. dba PBS Reno</li> <li>• Reading in Motion- Aspire Pre-K– K Literacy Development Project</li> <li>• UNLV/CSUN Preschool and the Gayle A. Zeiter Literacy Development Center- Project BELLA</li> </ul>	<ul style="list-style-type: none"> <li>• Washoe CSD</li> <li>• Lyon CSD Paraprofessionals</li> <li>• Nye CSD</li> <li>• Esmeralda CSD</li> <li>• Lander CSD</li> <li>• Clark CSD Rainbow Dreams Early Learning Academy</li> <li>• SPCSA- Mater Academy</li> <li>• WCSD Mariposa</li> <li>• SPCSA Futuro Academy</li> <li>• SPCSA Somerset Academy of Las Vegas</li> <li>• SPCSA SLAM, NV Charter School</li> <li>• SPCSA Nellis Coral Academy of Science, Las Vegas</li> <li>• Carson City SD</li> <li>• SPCSA- Somerset Academy of Las Vegas Literacy Enhancement Initiative</li> <li>• SPCSA CIVICA Academy</li> </ul>	<ul style="list-style-type: none"> <li>• Clark CSD - Infant/Toddler Family Engagement Program</li> <li>• Clark CSD – Child Find</li> <li>• Northern NV Literacy Council</li> <li>• Clark CSD - Pre-K Family Engagement</li> <li>• Churchill CSD's Read with Me Program</li> <li>• DISCOVERY Children's Museum</li> <li>• Elko County School District- District Wide Kindergarten Orientation</li> <li>• Literacy Partner Inc- La Fuerza de Familias Latinas</li> </ul>

**Table 5. Opportunity 2 Funding:**

<b>FY25 Opportunity 2 Subrecipients</b>	<b>Allocated Budget</b>
Board of Regents, NSHE - UNLV	\$336,938.00
Board of Regents, NSHE on Behalf of Desert Research Institute	\$3,254,149.84
Boys and Girls Club of Truckee Meadows	\$901,846.00
Boys and Girls Club of Western Nevada	\$553,846.41
Carson City School District	\$241,829.13
Channel 5 Public Broadcasting dba PBS Reno	\$66,510.00
Churchill County School District	\$28,566.80
Clark County School District	\$25,014,301.82
Community Chest, Inc.	\$1,597,155.00
DISCOVERY Children's Museum	\$68,644.62
Elko County School District	\$35,941.66
Esmeralda County School District	\$60,000.00
Lander County School District	\$99,360.00
Leadership Institute of Nevada	\$779,500.00
Literacy Partners	\$1,088,562.46
Lyon County School District	\$948,520.08
Northern Nevada Literacy Council	\$333,907.21
Nye County School District	\$1,332,519.00
Reading in Motion	\$738,834.07
Spread the Word Nevada	\$464,623.15
State Public Charter School Authority	\$4,626,067.37
Storied, Inc.	\$693,958.60
The Clark County Public Education Foundation	\$302,658.38
TNTP, Inc	\$720,278.60
United Way of Northern Nevada and the Sierra	\$564,030.05
UNLV Medicine dba UNLV Health	\$20,209.00
Washoe County School District	\$6,027,118.15
<b>Total:</b>	<b>\$50,899,875.40</b>

Opportunity 3 funds can be used for infrastructure improvements to enhance pre-k services. This will allow sites to apply for funds to retrofit their center and/or utilize capital costs that will allow them to increase or more effectively serve pre-k students.

**Table 6. FY25 Opportunity 3 Summary:**

<b>Subgrantees</b>	<b>Description</b>
State Public Charter School Authority - Mater Academy of Nevada	Mater Academy aims to retrofit two additional classrooms to increase pre-k seat capacity and enhance overall safety and functionality for young learners. The project will ensure that all pre-k students are housed in one secure area, allowing for better supervision and collaboration among staff. Ultimately, this initiative seeks to improve literacy and kindergarten readiness by

Subgrantees	Description
	providing a conducive learning environment and focused literacy instruction from an early age
Lander County School District	Lander County School District’s proposal focuses on expanding access to their early childhood program by improving physical facilities and increasing classroom space. This includes concrete repairs, installation of safety fences, and necessary classroom modifications to ensure a safe and engaging learning environment. The goal is to sustain and grow the program using braided funding streams, with a long-term objective of offering universal preschool and improving literacy and academic outcomes from early childhood through high school.
Lyon County School District	Lyon County School District will use funding to repair three modular classrooms at Cottonwood Elementary to accommodate three pre-k classes.
Boys and Girls Club of Truckee Meadows: Nevada Alliance of Boys & Girls Clubs	The Nevada Alliance of Boys & Girls Clubs seeks funding to establish 12 pre-k classrooms to serve 216 four-year-olds from low-income families or those with special needs, across five Nevada counties. The initiative aims to retrofit existing clubhouses to operate as daytime preschools, providing a high-quality early childhood education (ECE) focused on literacy and social-emotional development. By creating these pre-k classrooms, the Alliance aims to prepare children for kindergarten, addressing early educational gaps and supporting families with comprehensive services and resources.
Great Basin College	Great Basin College's Child and Family Center plans to enhance its pre-k program by renovating facilities to improve learning environments, increase capacity by five students, and provide comprehensive services, such as meals and laundry. These updates will support staff efficiency, ensure secure handling of student records, and reduce burdens on parents. The project aims to sustain high-quality ECE while expanding access to meet the growing needs of the community.
State Public Charter School Authority – Coral Academy	Coral Academy's Opportunity 3 project at Nellis Air Force Base aims to enhance their pre-k program through comprehensive improvements. This initiative includes installing ADA-accessible playgrounds, expanding classrooms, and expanding restroom facilities to support inclusivity and accommodate students with diverse needs. By prioritizing safety, accessibility, and inclusivity, Coral Academy is creating an environment where all children can thrive academically and socially, ensuring equitable opportunities for learning and development.

**Table 7. Opportunity 3 Funding:**

FY25 Opportunity 3 ECE Capital Improvements	Allocated Budget
Boys and Girls Club of Truckee Meadows	\$1,217,258.67
Great Basin College	\$45,193.00

<b>FY25 Opportunity 3 ECE Capital Improvements</b>	<b>Allocated Budget</b>
Lander County School District	\$203,361.00
Lyon County School District	\$75,000.00
State Public Charter School Authority - Mater Academy	\$ 154,000.00
State Public Charter School Authority - Coral Academy	\$ 641,761.23
<b>Total</b>	<b>\$2,336,573.90</b>

**Table 8. Renewed Opportunity #2 Programs Summary:**

<b>Renewed Early Childhood Innovative Literacy Program Opportunity #2 Goals, Outcomes, and Renewed Program Details</b>
<p><b>Boys and Girls Club of Truckee Meadows Alliance of Boys and Girls Clubs Program Summary</b></p> <p><b>I. Fiscal Year 2024 (FY24) Goals:</b> Submitted on behalf of the Nevada Alliance of Boys and Girls Clubs which includes seven independent organizations in both urban and rural areas. This funding is to prepare 247 four- and five-year-old children for kindergarten. These children will not be included in the NR!PK program, as they don't meet the program requirements. The Alliance will screen children, provide training and professional development for staff, and increase family engagement.</p> <p><b>II. FY24 Outcomes:</b> The Boys &amp; Girls Clubs of Truckee Meadows (BGCTM) have successfully enhanced their ECE program through the ECILP grant, demonstrating progress and impact. The BGCTM has met its hiring goals, with three behavior specialists and 12 part-time teachers employed. The Executive Director of Early Learning Centers at BGCTM has been serving as the internal coach, offering essential support to teachers and managing curriculum-related technical assistance. The program has ensured the availability and effective utilization of necessary curricula and supplies for the literacy program, with all materials purchased, in use, and replenished as needed. This preparedness has facilitated a smooth and effective delivery of educational content and support to the children enrolled in the program. As of the end of the reporting quarter, BGCTM served 251 students in the Boys and Girls Club Alliance program. This includes 112 four-year-olds and 139 five-year-olds, demonstrating a robust engagement and service reach to young learners in the community. These efforts and achievements underline the BGCTM's commitment to improving ECE through strategic staffing, comprehensive program implementation, and broad student engagement. The progress made in FY24 positions the program for continued success and impactful service in the coming years.</p> <p><b>III. FY25 Program Focus:</b> In FY25, BGCTM will enhance educational outcomes for children aged three to five through its ECILP. The program will implement comprehensive developmental assessments, including the Ages and Stages Questionnaire (ASQ) and the Brigance III Kindergarten Entry Assessment, to effectively identify and address developmental delays. By utilizing the Brightwheel Experience curriculum, which aligns with national and state early learning benchmarks, BGCTM will provide engaging, interactive learning experiences that promote growth in language, math, and social-emotional development, ensuring that each child is well-prepared for kindergarten. Additionally, the program will emphasize family engagement by empowering caregivers with resources and training on effective literacy practices to support their children's learning at home. Regular family meetings and quarterly Family Nights will strengthen partnerships between educators and families, fostering open communication about each child's progress. Through individualized learning and nurturing environments, the ECILP aims to create a solid foundation for lifelong learning and academic success for all children in the program.</p> <p><b>Boys and Girls Club of Western Nevada Russell Smart Start Early Childhood Education Program Summary</b></p>

## Renewed Early Childhood Innovative Literacy Program Opportunity #2 Goals, Outcomes, and Renewed Program Details

**I. FY24 Goals:** The Boys and Girls Club of Western Nevada (BGCWN) set a clear and ambitious goal for the FY24 funding period: to utilize the ECILP grant funding to serve an additional 17 pre-k children, aged 3 to 5 years old, at their new early learning childcare center in Carson City. This goal aimed to enhance the quality of childcare and education by hiring additional qualified staff and implementing comprehensive screening processes to monitor children's developmental progress. To support these objectives, BGCWN committed to providing ongoing training and professional development for staff to improve pedagogical practices. Additionally, the organization emphasized the importance of increasing family engagement through regular communication regarding developmental progress and hosting family engagement nights.

**II. FY24 Outcomes:** During the first year of the ECILP funding, BGCWN made significant strides toward achieving its stated goals. The organization successfully hired three full-time teachers and one part-time teacher, laying the foundation for enhanced educational offerings. As a result, BGCWN served a total of 16 children, comprised of seven 3-year-olds, five 4-year-olds, and four 5-year-olds. To assess developmental progress, the organization utilized the ASQ and Brigance assessments. The results from the ASQ indicated that 11 children were performing above the typical developmental range, while three required monitoring, and two were referred for additional services. Additionally, the results from the Brigance-3 screener used to assess the seven 3-year-olds will provide critical insights for future programming.

Despite these successes, the organization faced challenges, including the need to adapt to a continuously evolving classroom environment as new children enrolled each week. This dynamic required consistent resets in expectations and classroom management. Additionally, securing a behavioral specialist to support children's emotional and social needs proved difficult, although plans are in place to include these services in future locations. Initially, insufficient classroom supplies posed a hurdle; however, ECILP funding has since enabled the purchase of necessary materials.

Additionally, BGCWN's literacy program has successfully engaged children in meaningful activities, leading to improvements in vocabulary, communication skills, and early literacy. Children participated in various interactive storytelling sessions led by volunteers from United Readers and enjoyed weekly music lessons from a published artist. Furthermore, the program introduced social-emotional learning elements to foster a holistic child development. By the end of the fiscal year, the organization achieved full enrollment at the Russell Center, celebrating the readiness of nine children for the transition to kindergarten through a graduation celebration.

**III. FY25 Program Focus:** As BGCWN looks to FY25, the organization is poised to build on the achievements of the past year by further expanding its early childhood services and enhancing program offerings. The organization plans to utilize the second year of funding to continue developing its Russell Center as a model for future Smart Start locations. The funding will support staff salaries and benefits, classroom supplies, and essential resources for STEM, literacy, and sensory development. Additionally, BGCWN is committed to increasing enrollment through marketing efforts to reach more families in the community.

The focus for FY25 will also include refining the assessment processes, with the implementation of the Brigance assessment tool to better track developmental milestones and ensure children receive timely support as needed. Ongoing professional development for teachers will be a cornerstone of this year's initiatives, ensuring that staff are equipped with the latest strategies and pedagogical practices to create a nurturing and effective learning environment. Finally, BGCWN will prioritize enhancing family engagement efforts, recognizing the vital role parents play in their children's educational journeys. Through these initiatives,

## Renewed Early Childhood Innovative Literacy Program Opportunity #2 Goals, Outcomes, and Renewed Program Details

BGCWN remains dedicated to providing high-quality ECE and addressing the childcare needs within Carson City, ultimately fostering a solid foundation for children's future academic success.

### Boys and Girls Club of Western Nevada Thompson Street Smart Start Program Summary

**I. FY24 Goals:** In collaboration with the Carson City School District, the BGCWN's Thompson Street Smart Start Center will tackle the city's childcare shortage by providing services to 69 children aged between 6 months and 5 years. Additionally, the club will elevate the learning environment at their Thompson Street center and equip staff with enhanced training to effectively address the early childcare needs of Carson City's community.

**II. FY24 Outcome:** The Thompson Street Smart Start facility, operated by BGCWN, successfully opened on August 23, 2024, after completing construction and licensing requirements. This facility serves children aged 6 months to 5 years and features three fully furnished classrooms equipped with age-appropriate furniture, fixtures, and educational materials. Enrollment began with 41 children out of a capacity for 60, with priority given to Carson City School District employees. The new Experience Curriculum has been purchased and is ready for implementation, ensuring a strong focus on literacy and early childhood development. Additionally, outdoor playground equipment and safety features were installed in compliance with all regulations.

**III. FY25 Program Focus:** The future of Thompson Street Smart Start Center includes expanding enrollment and deepening the focus on literacy as children adjust to the new environment. Evaluations of each child will occur within 30 days of enrollment and biannually thereafter to monitor progress in literacy and developmental milestones.

### Carson City School District's Kinder Rocks Program Summary

**I. FY24 Goals:** In the upcoming FY25, Carson City School District aims to enhance the Kinder Rocks program by hiring a Licensed Teacher on Special Assignment (TOSA) to serve as the program coordinator. This key position will focus on organizing collaborative planning sessions and professional development training for educators on effectively implementing research-based curricula. By emphasizing data collection, the program coordinator will facilitate informed decision-making in literacy instruction for pre-k students, ensuring that they are well-prepared for kindergarten. The coordinator will also oversee the design and implementation of a comprehensive summer pre-kindergarten to kindergarten readiness transitional program, which is crucial for fostering a seamless educational experience as children transition into their formal schooling.

**II. FY24 Outcomes:** The impact of the Kinder Rocks program has been overwhelmingly positive, as reflected in feedback from both parents and teachers. A recent parent survey revealed that 93% expressed high satisfaction with the instructional staff, and 95% praised the support from non-teaching staff, highlighting their collaborative commitment to student success. The program effectively enhanced essential readiness skills, with 78% of teachers noting significant improvements in students' listening abilities, including their capacity to follow two-step directions and maintain attention during read-aloud sessions. Furthermore, 90% of teachers observed that participants exhibited superior social behaviors, such as taking turns and actively participating in group activities, essential for successful interaction in kindergarten.

Parents also reported notable gains in their children's independence, including improvements in self-care skills like dressing and bathroom use, as well as reduced anxiety during separations from caregivers. Overall, 88.1% of parents expressed complete satisfaction with the program's ability to prepare their children for full-day kindergarten, underscoring its effectiveness in fostering both academic and social readiness. This positive feedback reinforces the critical role of the Kinder Rocks program in supporting children's transitions to

## Renewed Early Childhood Innovative Literacy Program Opportunity #2 Goals, Outcomes, and Renewed Program Details

kindergarten and highlights the need for continued investment and enhancement of these initiatives in the upcoming year.

**III. FY25 Program Focus:** Looking ahead to FY25, the Carson City School District is dedicated to building on the successes of the Kinder Rocks program while addressing identified areas for growth from previous assessments. A primary focus will be to enhance accessibility for families from diverse socio-economic backgrounds by exploring transportation options for low-income families, thereby facilitating their participation in the summer program. This inclusive approach aims to ensure that all children have access to the foundational skills necessary for kindergarten success, regardless of their background. Additionally, the district will prioritize the professional development of educators involved in the program by providing targeted training on research-based instructional strategies. This initiative will empower teachers to create enriching learning environments that cater to the varied needs of their students. Continuous collection and analysis of data will be integral to adapting the program in response to the evolving educational landscape. As the Carson City School District embarks on its second year of the Kinder Rocks program, the emphasis will be on enhancing the educational experience for all students while remaining responsive to community needs, ultimately investing in personnel, professional development, and equitable access to make a lasting impact on the early educational journeys of its youngest learners.

### Channel 5 PBS Reno's Curiosity Classroom Program Summary

**I. FY24 Goals:** Channel 5 PBS Reno's Curiosity Classroom program is an innovative in-class and hands-on literacy program that brings free STEM-literacy workshops to pre-k through 4th grade students in Northern Nevada. ECILP funding will be strictly allocated toward conducting workshops that serve preschools and centers located in Washoe, Carson, Lyon, Douglas, Humboldt, White Pine, Elko, and Storey Counties.

**II. FY24 Outcomes:** During the FY24 funding period, Channel 5 PBS Reno successfully implemented its Curiosity Classroom program, delivering innovative, experiential learning and STEM-based literacy workshops to pre-k classrooms across Northern Nevada. In collaboration with Early Head Start sites, community-based early learning centers, and district elementary schools, PBS Reno provided a total of 522 workshops, with each pre-k classroom receiving six consecutive sessions over six months. In addition to these workshops, 8,553 age-appropriate books were distributed to children, helping them build their home libraries. Early childhood teachers reported high satisfaction with the program, noting strong student engagement and excitement during PBS Reno's visits.

It is important to note that as children advance through grade levels, they will continue to participate in additional STEM-based literacy workshops through 4th grade. The original program was expanded through ECILP funding to include and provide targeted alignment with age-appropriate practices of preschool programs. The ECILP grants has made it possible for PBS Reno to design and implement their pre-k focused Curiosity Classroom project that will ensure young children have a lasting interest in STEM subjects through literacy and access to the resources at a formative age.

**III. FY25 Program Focus:** In the 2024-2025 school year, Channel 5 PBS Reno's is committed to expanding the Curiosity Classroom program to enhance ECE across Washoe, Carson, Storey, Douglas, Elko, Humboldt, Lyon, and White Pine Counties. Channel 5 PBS Reno's goal is to facilitate 1,000 pre-k workshops, effectively doubling last year's delivery, thereby providing more children with engaging STEM-literacy experiences. Channel 5 PBS Reno will also plan to distribute 7,170 age-appropriate books to support literacy development and foster a lifelong love of reading. Strengthening partnerships with Early Head Start sites, community-based early learning centers, and district elementary schools will be crucial for maximizing the program's

## Renewed Early Childhood Innovative Literacy Program Opportunity #2 Goals, Outcomes, and Renewed Program Details

reach and impact, ultimately enriching the educational experiences of preschool students and laying a strong foundation for their academic journeys.

### Churchill County School District's Literacy Specialist Program Summary

**I. FY24 Goals:** Churchill County School District's Northside Early Learning Center (NELC) will expand its current Literacy Specialist teacher positions, which are currently focused on kindergarten and 1st grade, to include pre-kindergarten students for additional literacy instruction. The Literacy Specialists will provide additional literacy training, professional development for staff, and parent development training to enhance literacy instruction taking place at home.

**II. FY24 Outcomes:** During the FY24 funding period, the ECILP at NELC faced significant challenges primarily related to staffing. The recruitment of a Literacy Specialist was unsuccessful, which hindered the program's ability to implement targeted literacy training and establish a volunteer base for the Language Essentials for Teachers of Reading and Spelling program. Consequently, the planned classroom supplies could not be purchased as anticipated.

Despite these obstacles, NELC successfully acquired Savvas Literacy program materials for three preschool classrooms, providing a solid foundation for enhanced literacy instruction. The district's commitment to the program remained strong, as demonstrated by the appointment of a new Director of Inclusive Services, who will also serve as the Principal at NELC. This leadership change is expected to improve oversight and direction for the literacy initiatives moving forward.

**III. FY25 Program Focus:** Anticipating the FY25 funding period, the district has requested additional resources to address the increased costs associated with licensed substitutes, ensuring continuity in quality instruction and support for young learners.

### Churchill County School District's Read with Me Program Summary

**I. FY24 Goals:** Churchill County School District's "Read with Me" program at NELC in Churchill County, Nevada, was designed to enhance early literacy by engaging community volunteers to read with pre-kindergarten students. The initiative aimed to promote literacy development in a fully inclusive, play-based environment using the Teaching Strategies GOLD (TSG) – Creative Curriculum. The program intended to involve community members as volunteers, with the goal of fostering early reading skills among over 130 children while also supporting broader goals of family engagement and inclusive education.

**II. FY24 Outcome:** During the FY24 funding period, the program faced significant challenges. Delays in hiring a coordinator and volunteer recruitment hampered full implementation. While the necessary reading materials and a vision screening tool were purchased, the reading sessions with volunteers did not take place as planned, and no formal assessment data on literacy outcomes was collected.

**III. FY25 Program Focus:** The district has adjusted its plans for FY25, reallocating funds to provide staff training on the literacy program and preparing to conduct vision screenings. Moving forward, the district remains committed to achieving the original goals of the "Read with Me" program and delivering early literacy support to young children in the community.

### Clark County School District Infant/Toddler Family Engagement Program Summary

**I. FY24 Goals:** Clark County School District's Infant/Toddler Family Engagement program aims to enrich early learning experiences for infants and toddlers by equipping families with essential resources and support. This includes comprehensive information on child development and developmental milestones, practical

## Renewed Early Childhood Innovative Literacy Program Opportunity #2 Goals, Outcomes, and Renewed Program Details

activities designed to foster meaningful interactions between parents and their infants or toddlers, as well as a variety of engaging materials and books that families can utilize to enhance their children's learning at home. By empowering parents with knowledge and tools, the program seeks to promote positive developmental outcomes for children in Clark County.

**II. FY24 Outcomes:** The Clark County School District is committed to fostering early childhood development through innovative programs designed to engage families and enhance the educational experiences of young children. The Infant/Toddler Family Engagement program, funded by the Innovative Literacy Program Grant for FY24, has made significant strides in promoting literacy, language, and social-emotional development among infants and toddlers. Throughout FY24, the program demonstrated substantial effectiveness in reaching families and supporting their children's developmental needs. The program reported a remarkable 102% increase in families interested in participating in family engagement opportunities. Over the course of the year, 131 families attended Social Emotional Learning sessions, 204 families participated in Language and Communication workshops, and 30 families engaged in Early Literacy activities. This increase in participation underscores the community's growing interest in and need for support in ECE.

The program successfully distributed 390 educational kits to families, providing essential tools for enhancing learning at home. Additionally, 1,000 booklets on developmental milestones and interaction strategies were distributed, with 10,000 more on the way to ensure all families have access to vital resources that support their children's development. Survey results indicate high levels of satisfaction among participating families. For instance, 96.5% of respondents in the Language and Communication training reported a better understanding of how to support their child's communication skills. Similarly, 98.2% of participants in Social Emotional Learning expressed their intention to use the skills learned during the workshops. These outcomes highlight the program's effectiveness in equipping parents with the knowledge and confidence to foster their children's growth, while successfully connecting families to critical resources, including referrals to Early Intervention and Child Find services, helping to identify and address developmental needs early.

Despite these achievements, the program faced challenges that impacted engagement and participation. Some families reported difficulties with attending sessions due to work commitments or a lack of clarity regarding program expectations. There were also instances of registered families not showing up, indicating a need for improved follow-up and communication strategies. The high demand for educational materials resulted in delays in receiving necessary resources, which may have impacted the program's ability to provide immediate support. Additionally, challenges in disseminating information to the community, particularly due to late staff hiring, hindered outreach efforts and engagement.

**III. FY25 Program Focus:** Looking ahead to FY25, the Infant/Toddler Family Engagement program is set to implement several strategic enhancements aimed at addressing the challenges identified in FY24. To better accommodate working families, the program will schedule Family Engagement sessions in the evenings and on weekends, expecting this adjustment to increase attendance and participation rates. It will also broaden the geographical reach by hosting sessions in various locations throughout the greater Las Vegas area, ensuring that all families have access to the resources and support they need. Enhanced collaboration with early intervention services will be prioritized to create a more robust support network for families, helping in the identification and support of children with developmental needs. Through these initiatives, Clark County School District aims to continue fostering the growth and development of infants and toddlers within the community, ultimately contributing to their long-term success in education and beyond.

**Clark County School District Literacy & Language Skills Program Summary**

## Renewed Early Childhood Innovative Literacy Program Opportunity #2 Goals, Outcomes, and Renewed Program Details

**I. FY24 Goals:** The Clark County School District launched its Literacy & Language Skills Program with the goal of building capacity through the provision of instructional supports and high-quality professional learning for all pre-kindergarten teachers and families. The program, encompassing over 550 classrooms, aimed to equip educators with critical tools, including access to the Creative Curriculum® Cloud, training on Teaching Strategies assessment, and resources such as social-emotional learning kits. Additionally, the program partnered with Lakeshore Learning to offer workshops designed to strengthen family engagement and promoting literacy and language development beyond the classroom.

This initiative reflects Clark County School District's commitment to improving ECE by ensuring that teachers and families are equipped with the resources, training, and support needed to foster a strong literacy foundation for pre-kindergarten students. By integrating these components, the district sought to create a sustainable model of educational support by focusing on a holistic approach to early childhood learning.

**II. FY24 Outcomes:** Clark County School District launched its Literacy & Language Skills Program in FY24, aiming to enhance ECE through comprehensive instructional supports and professional development for over 550 pre-kindergarten classrooms. Throughout the year, Clark County School District successfully implemented the program, distributing The Creative Curriculum® to all participating classrooms and providing extensive professional learning for educators. Additionally, Clark County School District has purchased and distributed manipulatives and classroom environment materials to support literacy and language development across its participating pre-kindergarten classrooms. These training sessions emphasized the use of TSG™ assessments to track student progress effectively. Notably, the data collected through these assessments revealed remarkable growth in language and literacy skills. By the end of the year, approximately 70% of pre-kindergarten students met or exceeded the widely held expectations for their age group, with an average increase of 1.5 points in literacy scores from fall to spring. This significant improvement highlights the program's effectiveness in fostering essential skills such as phonological awareness, vocabulary development, and comprehension.

Family engagement was also a key focus, with over 1,300 Lakeshore Learning Family Engagement Packs, 13,000 Tucker the Turtle at-home kits, and Transition to Kindergarten backpacks distributed to help families extend learning opportunities at home. These resources aimed to bridge the gap between classroom instruction and family involvement, ensuring that children received comprehensive support in their literacy development. The program's success underscores Clark County School District's commitment to closing achievement gaps and promoting a culture of literacy that begins in the earliest years of education.

**III. FY25 Program Focus:** As the program moves into FY25, Clark County School District plans to build upon these achievements while strategically adjusting its focus. The district will request a reduced budget, primarily to support new pre-kindergarten programs that were not part of the initial rollout. The emphasis will be on continuing professional development for educators and enhancing family engagement sessions, which are crucial for maintaining momentum in literacy and language development. Additionally, Clark County School District will introduce a supplemental phonics curriculum to further strengthen phonemic awareness instruction. These targeted efforts aim to ensure that all pre-kindergarten students receive the necessary tools and support for academic success, reinforcing the district's commitment to fostering a strong literacy foundation for every child.

### Clark County School District Pre-Kindergarten Family Engagement Program Summary

**I. FY24 Goals:** Clark County School District will collaborate with the Vegas PBS Ready to Learn program to enhance family engagement in its pre-k initiatives, focusing on supporting social-emotional development and facilitating learning at home. As part of this partnership, Clark County School District will provide pre-k

## Renewed Early Childhood Innovative Literacy Program Opportunity #2 Goals, Outcomes, and Renewed Program Details

teachers with engaging educational materials designed to foster positive interactions between families and educators. These materials will be distributed to families during scheduled monthly family engagement activities, where teachers will also actively demonstrate the associated activities. This hands-on approach aims to empower families with effective strategies to support their children's learning and development in a nurturing home environment.

**II. FY24 Outcome:** Clark County School District has made significant strides in implementing its pre-k Family Engagement Program through the ECILP Grant. Partnering with Vegas PBS Ready to Learn, the initiative aims to enhance social-emotional development and learning in the home by distributing educational resources to pre-k families. Throughout FY24, Clark County School District successfully distributed 1,400 Play and Learn Science Kits and 1,400 Social-Emotional Learning (SEL) Kits to families. However, the distribution of the Centers for Disease Control and Prevention (CDC) Milestone Moments Booklets has not yet commenced, with the program currently awaiting the delivery of these critical resources.

Despite these distribution challenges, the program has been met with enthusiasm from teachers, who have expressed excitement about the new materials and their potential to foster greater family engagement. However, the late arrival of the kits has impacted the collection of feedback, as Clark County School District has received minimal responses from teacher and family surveys. This lack of feedback has limited the district's ability to assess the full impact of the materials on family engagement practices. The program's leadership recognizes that timely distribution is essential for maximizing the benefits of these resources and ensuring active participation from families.

In response to the challenges encountered, Clark County School District is committed to making strategic adjustments for the upcoming fiscal year. The district plans to prioritize the early distribution of materials in FY25 to facilitate the organization of Family Engagement days at the beginning of the school year. This proactive approach aims to create an environment where educators can effectively model engagement strategies for families and enhance the support provided to children in their learning journeys. By receiving materials earlier, teachers will be better equipped to prepare and implement family activities that reinforce social-emotional learning at home.

**III. FY25 Program Focus:** As Clark County School District looks ahead to FY25, the focus will remain on strengthening family engagement practices and improving access to educational resources for all pre-k families. With funding remaining consistent, the district is poised to leverage its partnerships and learn from this year's experiences to create a more impactful program. By prioritizing early distribution and ongoing support, Clark County School District aims to maximize the benefits of the pre-k Family Engagement Program, fostering positive relationships between educators and families while enriching the educational experiences of young children.

### Clark County School District's Child Find Expansion Program Summary

**I. FY24 Goals:** Clark County School District Child Find Expansion Program aimed to support families of young children transitioning from Part C to Part B services or those referred for special education evaluations. The program's key innovation was the implementation of a play-based assessment component within the traditional Child Find evaluation structure. This approach allowed children to interact with peers and engage with age-appropriate materials in a classroom setting, enhancing the accuracy of placement decisions. The focus was to place children with special needs in the least restrictive, inclusive environment. By the beginning of FY25, the program sought to increase the percentage of inclusive placements by 10% compared to the previous year.

## Renewed Early Childhood Innovative Literacy Program Opportunity #2 Goals, Outcomes, and Renewed Program Details

**II. FY24 Outcome:** The Child Find Expansion Program successfully increased the number of inclusive placements by 10%, with the total number rising from 1,218 the previous year to 1,476 by the end of the reporting period. This significant growth was facilitated by the introduction of the play-based assessment component, which allowed evaluators to observe children in a more naturalistic setting, leading to more informed placement decisions. Five Team and Family Advocates were hired to assist families in navigating the Child Find process. Their support helped ensure that families were well-informed and involved in their child's assessment, contributing to the success of the program's outreach and engagement goals.

The program also integrated 20 Developmental Indicators for Assessment of Learning 4 kits, which provided Child Find teams with a structured and comprehensive method to assess children's developmental progress across multiple domains. The use of these kits enhanced the evaluation process, ensuring that the developmental needs of each child were fully understood, resulting in more appropriate placements. In terms of resources, 767 of each of the following items, CDC Milestone Moments booklets, Discovery Source Baby resources, Lakeshore Learning backpacks, and in-home library book bundles were distributed to families. These resources were designed to encourage family engagement in their child's development outside of formal educational settings, strengthening the connection between home and school.

**III. FY25 Program Focus:** Looking ahead to FY25, the Child Find Expansion Program plans to enhance its outreach and family engagement efforts by scheduling Family Engagement sessions during evenings and weekends, thereby accommodating working families and increasing participation. Additional locations across the greater Las Vegas area will be established to improve accessibility, and the program will strengthen collaborations with early intervention services. To assess the impact of these initiatives, the program will implement more robust data collection methods, such as family surveys, to measure engagement levels at home, aiming for 80% of families to report increased involvement in their child's development. This focus on gathering feedback will be crucial for evaluating the program's effectiveness and shaping future strategies to foster family participation and support the continued trend of placing children in inclusive, least restrictive environments.

## Community Chest Community on Wheel's R2 Early Literacy Expansion Program Summary

**I. FY24 Goals:** In FY24, the primary goal of Community Chest's Rural Classroom on Wheels (COW) Bus Early Literacy Expansion Program was to expand its reach to additional underserved rural communities in Nevada. The program aimed to bring early learning and literacy support to 50 additional children in three new locations: Tonopah, Hawthorne, and Lockwood. Through this expansion, the program sought to provide high-quality, developmentally appropriate preschool education to children in these remote areas, ensuring they received foundational literacy skills and early childhood development opportunities. The expansion also intended to increase parental involvement by providing resources and activities to support early learning at home, with a commitment to offering these services at little to no cost to families. The overall objective was to ensure that all enrolled children were kindergarten-ready, supported by evidence-based assessments, and connected to additional developmental services when needed.

**II. FY24 Outcomes:** The Rural COW Bus Early Literacy Program successfully expanded its services to the target areas, enrolling a total of 130 children across rural Nevada, including 50 children in the new locations of Tonopah, Hawthorne, and Lockwood. Throughout the year, the program provided high-quality preschool programming, distributed 720 age-appropriate books to help children build their home libraries, and conducted a variety of family engagement activities. Metrics from the ASQ and the Brigance III assessments showed that 90% of the enrolled children met their developmental milestones, and 90% of children were on track to be kindergarten-ready by the end of the program year. These assessments also facilitated referrals to

## Renewed Early Childhood Innovative Literacy Program Opportunity #2 Goals, Outcomes, and Renewed Program Details

supportive services for children who required additional help in areas such as speech and motor skills development.

Qualitative feedback from families highlighted the positive impact of the program, with the majority expressing satisfaction with the content and convenience of group events. Parental involvement increased significantly, with 80% of families attending group connections, literacy events, or parent workshops. Challenges included initial delays in hiring COW Bus teachers for the new locations, which slightly impacted the program's early rollout. However, by the end of the year, all teaching positions were filled, and the program was fully operational in all three new communities. Additionally, family feedback and assessment data indicated that the program not only enhanced children's learning but also empowered parents with the tools to support literacy development at home.

**III. FY25 Program Focus:** In FY25, Community Chest will focus on building upon the successes of the program's first year while addressing identified areas for improvement. The project will prioritize increasing enrollment by adding an assistant teacher to both the Hawthorne and Tonopah locations and expanding the Lockwood class to a full-time position. These staffing adjustments are expected to allow an additional 25 children to participate in the program. Furthermore, the program will continue to emphasize professional development for teachers, with a particular focus on increasing their expertise in administering developmental assessments and implementing innovative ECE techniques. This will ensure that the program maintains high standards of quality and effectiveness.

The program will also increase efforts to enhance parental engagement, aiming to ensure that 90% of families actively participate in group events, literacy nights, and workshops. A core objective will be to continue distributing books and educational resources, with the goal of further strengthening early literacy in the home environment. Continuous quality improvement will remain central to the program's operations, as Community Chest will regularly evaluate progress through family satisfaction surveys, child assessments, and feedback from community stakeholders. By the end of FY25, the program intends to solidify its role as a critical resource for rural Nevada families, ensuring that every child, regardless of geographic barriers, has access to ECE and is prepared for a successful transition to kindergarten.

### Community Chest Early Learning Initiative Program Summary

**I. FY24 Goals:** The Community Chest Early Learning Initiative set out to expand access to early learning opportunities for families in rural Nevada, specifically within Storey County. The program aimed to increase infant and toddler childcare capacity by adding a minimum of 20 additional spots in its Virginia City facility, while also strengthening early literacy and school readiness skills for children under six years old. By engaging parents in literacy activities and providing developmental screenings, the initiative sought to foster growth in child development and prepare children for future academic success.

**II. FY24 Outcomes:** The Community Chest Early Learning Initiative made significant strides in achieving its FY24 goals. One of the program's core objectives was to expand access to early learning opportunities for rural Nevada families, and this was accomplished by opening new classroom space in Virginia City, which added 20 additional spots for infants and toddlers. This expansion reduced the program's waiting list by 50%, providing critical childcare services to families who previously lacked access. The program also distributed over 400 age-appropriate books to build in-home libraries and support literacy development, with each child receiving monthly books and literacy activities to enhance school readiness. Developmental screenings using the ASQ, and Brigance were successfully administered to over 50 children, resulting in 24 referrals for additional support services such as speech therapy, home visits, and pediatric consultations.

## Renewed Early Childhood Innovative Literacy Program Opportunity #2 Goals, Outcomes, and Renewed Program Details

The initiative's emphasis on family engagement was also highly effective. By year-end, participation in Family Literacy Nights saw an 80% increase, with 174 attendees, including children, families, and community members. Feedback from participating families showed a high level of satisfaction with the events, with families reporting increased literacy activities at home, such as reading and storytelling, five to seven days a week. The program's ability to foster collaboration between the classroom and home environments contributed to increased parent-child interactions and greater family involvement in supporting early literacy.

Despite these achievements, the program faced challenges due to high demand and limited capacity. While the expansion helped accommodate more children, a waitlist of 35 children remained, highlighting the continued need for additional early learning services in rural Nevada. Additionally, the program's initial rollout encountered some delays in acquiring necessary materials, such as books and classroom supplies, though these issues were resolved as the year progressed. Overall, the FY24 outcomes demonstrate the initiative's success in improving early learning access, supporting child development, and promoting literacy among rural Nevada families.

**III. FY25 Program Focus:** In FY25, the Community Chest Early Learning Initiative will focus on further expanding its capacity and enhancing early literacy efforts. The program will introduce an additional classroom and staff, enabling it to serve 30 more children and continue reducing the existing waitlist. Professional development will also remain a priority, with all staff receiving certification to administer developmental assessments such as the ASQ. Family engagement activities, including monthly Family Literacy Nights, will be maintained, with the aim of increasing participation by offering events at more convenient times for families. More books and literacy resources will also be distributed to strengthen home-based learning.

The FY25 budget reflects full-year program costs and includes provisions for the additional classroom, two new assistant teachers, and associated program expenses. This funding will support not only capacity growth but also the continuation of developmental screenings and family engagement activities. The program aims to deepen its impact by focusing on improving early literacy skills and developmental outcomes, ensuring that children in rural Nevada are prepared for school and lifelong learning. Through these efforts, the initiative will address the pressing need for early learning services in the region and continue its mission of supporting Nevada's youngest learners and their families.

## Community Chest Inc's Community on Wheels Program Summary

**I. FY24 Goals:** The Rural Classroom on Wheels (COW) program aimed to expand early childhood education services in underserved rural areas of Nevada during FY24. The goal was to offer classes in Stagecoach, Mark Twain, Dayton, and Fernley, ultimately serving 80 children annually. This mobile early childhood education program utilized screening tools such as ASQ-3, ASQ-SE, and Brigance Screen III to assess child development, identify delays, and connect families with needed community resources. Through a combination of evidence-based curricula, parent engagement efforts, and in-home literacy support, the program sought to provide high-quality early learning experiences to children with limited access to traditional preschool settings.

**II. FY24 Outcomes:** In FY24, the Classroom on Wheels (COW) program achieved significant milestones in expanding early childhood education services to underserved rural areas. The program successfully doubled its enrollment, serving 80 children across Stagecoach, Mark Twain, Dayton, and Fernley. Child development

## Renewed Early Childhood Innovative Literacy Program Opportunity #2 Goals, Outcomes, and Renewed Program Details

assessments were conducted using the ASQ-3, ASQ-SE, and Brigance Screen III tools, which allowed teachers to monitor progress and identify any developmental delays. Over 60 assessments were completed, and several children were referred to specialized services such as speech therapy. These assessments showed promising progress in children's communication, motor skills, and cognitive development, highlighting the effectiveness of the program's evidence-based curriculum.

A major highlight of the program was its strong focus on parent engagement and literacy. The introduction of in-home libraries, where books were sent home regularly, enabled families to actively support their children's literacy development outside of the classroom. This initiative, coupled with family literacy events, fostered a deeper connection between home and school, encouraging parents to take an active role in their child's learning. Teachers noted that students who participated in these activities displayed greater confidence and enthusiasm for reading. Additionally, social-emotional learning components, such as yoga and mindfulness exercises, were introduced into the curriculum, which helped children manage emotions and develop better self-regulation skills.

The program also prioritized professional development for its staff, providing opportunities for teachers to enhance their skills. Teachers who attended conferences and training sessions shared positive feedback, noting that the workshops on inclusive classrooms, literacy-based activities, and STEM integration were particularly impactful. Teachers reported that the training on coding robots opened new ways to integrate STEM concepts with literacy and math instruction. Teachers also appreciated learning about conflict resolution and mindfulness, which not only benefited students, but also enhanced classroom management. Overall, professional development played a critical role in elevating the quality of education provided, and the teachers expressed enthusiasm about applying new techniques and knowledge in their classrooms.

**III. FY25 Program Focus:** The Classroom on Wheels program's FY25 focus will be on furthering the quality of its early childhood education services while addressing the challenges identified in FY24. The program will continue using evidence-based screening tools to assess child development and ensure timely referrals for needed services. Additionally, efforts will be made to provide greater access to professional development for teachers, with an increased budget for training and travel to ensure that staff can stay informed on the latest early childhood education practices.

To maintain its high standards of teaching quality, the program will implement salary increases for staff, supporting employee retention and acknowledging their critical role in the program's success. These increases are aimed at addressing the difficulties faced in recruiting and retaining qualified educators in rural Nevada. The program will also work on strategies to further engage families who face transportation barriers, potentially incorporating virtual workshops and mobile resources that can be delivered directly to homes, ensuring that all children have access to educational support regardless of location.

In FY25, the program's emphasis will remain on expanding educational opportunities in rural areas while fostering a strong partnership between families, educators, and community resources. With a continued focus on literacy, social-emotional development, and individualized learning, the COW program is positioned to build on its previous successes and further improve early childhood outcomes for children in rural Nevada.

## Creative Kids Co-op Early Literacy Program Summary

## Renewed Early Childhood Innovative Literacy Program Opportunity #2 Goals, Outcomes, and Renewed Program Details

**I. FY24 Goals:** In FY24, Creative Kids Co-Op aimed to enhance early childhood literacy by integrating technology, updating classroom environments, and increasing parental involvement. The primary goals included purchasing 40 Chromebooks and Lexia Core 5 Reading licenses, improving access to literacy resources, and supporting inclusive education for children with disabilities. The program also sought to address the needs of children from low-income families and those with special needs by offering high-quality educational resources, fostering literacy development, and preparing children for success in grade school. Additionally, the program planned to update classroom furniture to ensure a safe, functional, and engaging learning environment.

**II. FY24 Outcomes:** During the FY24 funding period, Creative Kids Co-Op has made progress toward its goals by purchasing 38 Chromebooks, Lexia Core 5 licenses and two charging stations for classroom implementation. The Lexia Core 5 program was successfully integrated, providing students with personalized literacy instruction and enabling teachers and parents to track progress. Despite challenges related to cost increases and the rural community's demanding work schedules, the program positively impacted literacy development and inclusivity. Creative Kids Co-Op demonstrated adaptability in distributing resources, enhancing both classroom learning and parental engagement.

**III. FY25 Program Focus:** This program was not renewed for the FY25 funding period.

### Discovery Children's Museum's Toddler Tales Program Summary

**I. FY24 Goals:** The Discovery Children's Museum's Toddler Tales program is an innovative early childhood literacy initiative aimed at improving literacy skills for children from birth to five years of age. This program is held in the Toddler Town Gallery and offers a structured, engaging environment for early learners. With quarterly rotating themes, the program is designed to maintain the interest of participants while promoting kindergarten readiness and long-term academic success. Toddler Tales incorporates research-based pedagogical standards, ensuring that it effectively supports children's developmental milestones. Through storytelling, interactive activities, and arts-based learning, the program fosters early literacy skills and provides parents and caregivers with tools to reinforce literacy at home.

**II. FY24 Outcomes:** During FY24, the Toddler Tales program delivered significant results, exceeding initial expectations in participation and impact. A total of 78 sessions were conducted, with 1,492 children and 1,438 families served. Over the course of these sessions, 640 take-home books were distributed. Parent feedback collected through surveys showed strong program outcomes: 81% of parents reported gaining new ideas on how to support their children's literacy at home, and 87% indicated interest in future participation. Importantly, the program demonstrated effectiveness in fostering early literacy development, with parents reporting high levels of improvement in their children's Print Motivation, Print Awareness, Vocabulary, and other key early literacy skills. These outcomes underscore the program's success in both its direct impact on children's literacy development and its ability to engage and educate parents as active participants in their child's learning journey.

**III. FY25 Program Focus:** The focus of the Toddler Tales program for FY25 is to enhance program delivery by optimizing its schedule, expanding capacity, and improving parent engagement. Based on lessons learned in FY24, the program will now be offered once a week, on Fridays, to align with higher attendance patterns. To better serve families, the program's capacity will increase from 12 to 24 children per session, supported by additional staff members. The parent post-program survey will also be shortened to encourage greater participation and feedback.

## Renewed Early Childhood Innovative Literacy Program Opportunity #2 Goals, Outcomes, and Renewed Program Details

Discovery Children’s Museum will continue providing bilingual literacy resources and distributing 624 new take-home books, while utilizing remaining materials from FY24 to ensure efficient use of resources. Local artists will remain key contributors, offering interactive arts-based activities that complement the literacy curriculum. With these adjustments, the program anticipates serving 1,200 children over the year, while maintaining its commitment to fostering early childhood literacy and supporting family engagement in children’s learning.

### Elko County School District- District Wide Kindergarten Orientation Program Summary

**I. FY24 Goals:** Elko County School District is strategically expanding its spring kindergarten orientation capacity to encompass Kinder transitions for an additional 7 schools. Elko County School District will proactively engage families through workshops that prioritize literacy readiness, district provided student support services and provide educational materials for use at home.

**II. FY24 Outcomes:** In Spring 2024, Elko County School District held kindergarten orientation events across all 12 elementary schools, with the goal of preparing incoming students and their families for the transition to school. The events introduced families to school staff, procedures, and provided Kindergarten Readiness Bags with tools to support early literacy and motor skills development. These efforts aimed to help children start school more confidently and better prepared for success.

While all schools participated as planned, only 43% of expected kindergarten enrollees attended the orientations, falling short of the 80% target. However, 93.6% of parents reported that the event helped their child feel more prepared for kindergarten. Elko County School District will continue to assess the impact of the orientation program and improve participation in future years, with a focus on increasing family engagement and early learning support.

**III. FY25 Program Focus:** For the 2024-2025 school year, the Elko County School District aims to enhance its kindergarten orientation program across all twelve elementary and combined schools by familiarizing students and parents with their new educational environment, introducing them to school personnel, and providing essential information about school procedures and resources. A district-wide team of kindergarten representatives will coordinate the events to ensure continuity across schools. These comprehensive orientations will include guided school tours, introductions to key staff, and workshops on literacy development and readiness materials. Students will receive a kindergarten readiness bag filled with developmentally appropriate items, such as flashcards, dry-erase boards, and books, accompanied by guidance for parents on how to use these materials at home. Elko County School District aims for 100% of its elementary schools to host orientation events in May 2025, with a target of 80% attendance from projected kindergarten enrollment.

### Esmeralda County School District Paraprofessional Program Summary

**I. FY24 Goals:** During the FY24 funding period, Esmeralda County School District set clear objectives aimed at enhancing ECE through ECILP. The primary goals included hiring two part-time paraprofessionals to provide essential support to pre-k teachers in their classrooms and implementing the research-based Creative Curriculum and Second Step programs. The Creative Curriculum was designed to offer a child-centered, scaffolded learning approach that aligns with the Nevada Department of Education standards, emphasizing foundational math and literacy skills, including number recognition and letter/sound identification. Meanwhile, the Second Step program was intended to foster social-emotional learning, equipping students with vital skills in empathy, emotion management, and problem-solving, thereby ensuring their readiness for the transition to kindergarten.

## Renewed Early Childhood Innovative Literacy Program Opportunity #2 Goals, Outcomes, and Renewed Program Details

**II. FY24 Outcomes:** Throughout the FY24 funding period, Esmeralda County School District successfully achieved its goals and made notable strides in implementing its early childhood literacy program. The district effectively hired two part-time paraprofessionals, who provided critical support to pre-k teachers, enabling them to focus more on individualized instruction and interventions for their students. The implementation of the Creative Curriculum facilitated a child-centered learning environment, allowing students to progress at their own pace through scaffolded activities that reinforced foundational math and literacy skills. The program utilized real-world applications to enhance number recognition and letter identification, ensuring alignment with the reading strategy and word analysis standards set forth by the Nevada Department of Education. Additionally, the Second Step program has already begun to positively influence students' social-emotional skills, fostering empathy and emotional management. Despite facing initial challenges, such as delays in acquiring curriculum materials, the overall implementation of these programs has laid a solid foundation for early literacy and social development.

**III. FY25 Program Focus:** Looking ahead to the FY25 funding period, Esmeralda County School District is committed to building upon the successes of the previous year. The district plans to expand its curriculum offerings by incorporating the Wonders program alongside the existing Creative Curriculum and Second Step initiatives. This expansion will further enhance the learning experiences available to students. The continued involvement of dedicated paraprofessionals will ensure that individualized support remains a key feature of the program. Esmeralda County School District will also prioritize family engagement through activities such as Back to School nights and Literacy Nights, encouraging parents to actively participate in their children's education. Comprehensive assessments embedded in the curricula will guide ongoing improvements, ensuring that students receive a strong foundation in both literacy and social development. This holistic approach aims to ensure that all students are adequately prepared for their transition to kindergarten and beyond.

### Lander County School District's Paraprofessional Program Summary

**I. FY24 Goals:** Lander County School District sought to procure two additional aides for early childhood classrooms, with a focus on supporting social communication interventions and embedded supports within preschool settings. Lander County School District also aimed to secure funding to create two sensory spaces for children under age six, one for pre-kindergarten students and one for kindergarten students at Battle Mountain Elementary School. These sensory spaces were intended to help children engage with sensory and self-regulation support as they learned to manage their physiological needs in an educational environment. These efforts were part of the district's broader goal to transition from a half-day early learning program to a full-day schedule.

**II. FY24 Outcome:** Lander County School District successfully hired the two paraprofessional aides in August 2023 to support pre-kindergarten classroom. These aides have been instrumental in supporting the preschool classrooms by providing embedded social communication interventions that are vital for early childhood development. Their role in the classroom has helped address the diverse needs of students, ensuring that the children receive the attention and support required to thrive in a full-day educational setting. In addition to staffing, the district made progress in setting up the sensory spaces. Materials for the spaces have been purchased and put into place, providing sensory spaces for both pre-kindergarten and kindergarten students classrooms. These spaces play a critical role in helping children engage with sensory tools to manage self-regulation, which is key for fostering an environment conducive to learning.

Lander County School District is gathering behavioral data from the 2023-2024 school year to evaluate the effectiveness of the sensory spaces and paraprofessional support. This data is expected to provide insights into how these interventions are impacting student behavior, communication, and self-regulation. The district

## Renewed Early Childhood Innovative Literacy Program Opportunity #2 Goals, Outcomes, and Renewed Program Details

anticipates that the sensory and communication supports will lead to significant improvements in these areas. Lander County School District is continuing to analyze and aggregate data from its behavior screeners to determine whether the implemented supports are yielding the desired outcomes. The district remains committed to assessing the impact of these interventions and will provide detailed progress reports as more data becomes available. This ongoing evaluation will help guide the district's efforts to further enhance its ECE program. These efforts align with the district's long-term goal of expanding from a half-day to a full day learning program.

**III. FY25 Program Focus:** In FY25, Lander County School District will expand its ECILP by continuing to provide essential social communication and sensory support for children under six years old. Building on the successes of FY24, Lander County School District will maintain the two instructional aides hired for preschool classrooms, whose focus will remain on embedding social communication interventions and sensory self-regulation practices. Additionally, Lander County School District seeks to enhance its sensory spaces by acquiring new storage shelving, replacing consumable supplies, and incorporating additional sensory features to support the growing needs of students. The district will also increase occupational therapy (OT) consultation services to train instructional aides in integrating fine motor and sensory regulation strategies throughout the general classroom environment. This year, Lander County School District will continue to offer full-day preschool for four-year-olds and further utilize the sensory spaces as part of a tiered intervention system, promoting inclusivity and developmental support. The district is committed to using data-driven evaluations to assess program outcomes, including student growth in communication, sensory regulation, and overall kindergarten readiness. Lander County School District will also strengthen family engagement through psychoeducational events aimed at informing parents and caregivers about available resources and supports.

## Leadership Institute of Nevada's Early Childhood Education Leaders Professional Learning Community Program Summary

**I. FY24 Goals:** The Leadership Institute of Nevada (LION) aims to strengthen early childhood literacy development by actively involving early childhood education administrators and directors in a 60-hour professional development program over the course of 6 weeks. The program's core competencies focused on early learning, readiness literacy, educational equity, cultural competence, family engagement, home literacy development, classroom management, Positive Behavioral Interventions and Supports (PBIS), and social-emotional learning for leaders in organizations working with children under 6. PBIS is a framework for supporting educators in promoting positive behavior through proactive strategies that encourage social, emotional, and academic growth within a structured, supportive environment. This approach is particularly valuable for early childhood leaders, who can apply PBIS to create inclusive, productive learning settings that support every child's developmental needs. Through this program, participants enhance their executive leadership skills and are equipped to implement advanced literacy initiatives across their organizations. Additionally, the program would leave participants with a resource compendium early childhood literacy tool and a professional learning network to support exchange of ideas and collaboration beyond the program.

**II. FY24 Outcomes:** For the FY24 funding period Leadership Institute of Nevada (LION)'s Early Childhood Education Leaders Professional Learning Community (ECEL-PLC) program has had 17 participants successfully graduated from the program's inaugural cohort. Based off feedback from participants, the program demonstrated the need for high quality ECE professional development that was directly relevant to the work of ECE leaders. The program provided participants with the knowledge, skills, and strategies to integrate and implement the professional learning community's five core competencies of effective early

## Renewed Early Childhood Innovative Literacy Program Opportunity #2 Goals, Outcomes, and Renewed Program Details

childhood education leadership. These include Cultural competency, early learning and literacy, family engagement, social emotional learning, and classroom management with positive behavioral interventions that support childhood readiness. Both quantitative and qualitative data were collected to effectively measure the program's efficacy outcomes.

Participants were assessed in their understanding of these core competencies through a Likert scale pre and post survey. The surveys revealed that participants experienced statistically significant positive gains in their understanding and ability to implement the teaching and research from the professional learning community into their sites or centers. As an example, participants' family engagement confidence grew from a 17% 'strongly agree' in understanding the role of family engagement in literacy and how to foster a collaborative environment for families to engage with providers to 75% 'strongly agree' based on the training they have received. Qualitative data revealed that participants found the professional learning community to be enriching, understandable, useful for improving approaches towards coaching teachers, equity-centered, and aligned research with reality. Additionally, participants survey responses indicated the training session's content was relevant, helpful, and well delivered for the ECE leaders to utilize in their current role.

The Leadership Institute of Nevada (LION) has created an executive summary and outcome report for the FY24 funded project period.

**III. FY25 Program Focus:** For the FY25 funding period, the Leadership Institute of Nevada (LION) is committed to expanding its Early Childhood Education Leaders Professional Learning Community (ECEL-PLC) to further support the development of early childhood education leaders across Nevada. This expansion will include three new training cohorts, with two programs planned for Southern Nevada and one for Northern and Rural Nevada, ensuring broader access to high-quality professional development. Additionally, LION will allocate resources to establish a dynamic online learning community for all early childhood alumni. This platform will foster ongoing collaboration, resource sharing, and professional growth, creating a sustained network for participants to engage with each other beyond the training period. The training programs will continue to emphasize core competencies vital to early childhood education leadership, including cultural competency, early learning and literacy, family engagement, social-emotional learning, and classroom management with positive behavioral interventions. LION will employ both quantitative and qualitative evaluation methods to measure the effectiveness of these programs, using participant feedback to guide improvements. Ultimately, this project aims to enhance the leadership skills of early childhood administrators, ensuring that they are equipped to implement effective literacy and educational practices, benefiting students and families across the state.

### Lyon County School District Paraprofessional Program Summary

**I. FY24 Goals:** Lyon County School District will hire 9 paraprofessionals to support kindergarten teachers across eight elementary school sites, focusing on providing targeted literacy interventions for 5-year-old students identified as at-risk. These paraprofessionals will play a crucial role in enhancing literacy outcomes by working closely with educators to administer assessments, analyze student data, and deliver individualized support tailored to meet the specific needs of each child.

**II. FY24 Outcomes:** The Lyon County School District has made significant strides in enhancing early literacy support for its youngest learners through the ECILP Grant. In FY24, Lyon County School District successfully hired nine paraprofessionals across eight elementary school sites to assist kindergarten teachers in providing targeted literacy interventions for at-risk 5-year-olds. These paraprofessionals play a crucial role

## Renewed Early Childhood Innovative Literacy Program Opportunity #2 Goals, Outcomes, and Renewed Program Details

in supporting with the administering of assessments such as the Brigance Early Childhood Screen-III and NWEA MAP, conducting data analysis, and delivering individualized support through small group and one-on-one interventions. This tailored approach has been essential in ensuring that students' progress toward their literacy goals.

The program has also seen improvements in classroom resources, with grant funding used to acquire supplies aligned with the TSG curriculum and to replace outdated materials. Lyon County School District has implemented ongoing assessments to monitor student progress, utilizing summary data from the NWEA MAP and Brigance assessments to make informed instructional decisions. Despite challenges such as mid-year hiring due to the timing of the grant award, the district has demonstrated resilience by enriching the instructional experience for students and alleviating burdens on teachers, allowing for more individualized attention.

**III. FY25 Program Focus:** Looking ahead to FY25, Lyon County School District seeks additional funding to expand the program by hiring two more paraprofessionals, bringing the total to eleven. This expansion will further enhance support for kindergarten classrooms, ensuring that more at-risk students receive the foundational literacy skills necessary for future academic success. Lyon County School District remains grateful for the ECILP Grant, recognizing its crucial role in transforming early literacy education and setting the stage for improved educational outcomes in the community.

### Lyon County School District's Round 2 ECILP Program Summary

**I. FY24 Goals:** Lyon County School District will utilize funds for classroom supplies and implementation of the Creative Curriculum, Al's Pals, Gold Online Assessment Ready Rosie to facilitate improved literacy outcomes.

**II. FY24 Outcomes:** Lyon County School District has successfully completed its ECILP project goals for FY24, which aimed to improve literacy and readiness for pre-k children through innovative educational approaches. The project has enhanced education in six pre-k classrooms by providing necessary supplies and implementing The Creative Curriculum by Teaching Strategies. This curriculum employs a project-based and investigative learning style, fostering hands-on learning and problem-solving skills. Additionally, the district used Al's Pals SEL Curriculum to support social-emotional learning and Ready Rosie for further educational enrichment and family engagement. The progress made in FY24 has had significant impacts on early childhood literacy and readiness in Lyon County's pre-k classrooms. Integrating these evidence-based curricula and teaching methods has enhanced the educational experiences of young learners, laying a strong foundation for their future academic success.

The project outcomes include improved literacy skills, strengthened social-emotional development, and increased confidence in young learners in Lyon County's pre-k classrooms. This initiative demonstrates the importance of continued investment in innovative ECE programs and promises sustained benefits for young children and their families in the community.

**III. FY25 Program Focus:** The renewed FY25 project will focus on expanding supplies and curriculum to more pre-k classrooms to further increase the impact on literacy within Lyon County School District. Continued efforts will ensure that the positive momentum achieved in FY24 will be built upon, providing even greater support for ECE in the coming year.

### Nye County School District Paraprofessionals Program Summary

## Renewed Early Childhood Innovative Literacy Program Opportunity #2 Goals, Outcomes, and Renewed Program Details

**I. FY24 Goals:** Nye County School District will hire one paraprofessional in each kindergarten classroom (20 total) across the district in support of early intervention for primary reading skills, assisting students to become lifelong readers. Paraprofessionals supported Nye County School District's Read by Grade 3 literacy and intervention plans for elementary schools to meet their Nevada state goals. Specifically, the paraprofessionals focused on strengthening early literacy skills, such as phonological and phonemic awareness, phonics, fluency, vocabulary, and reading comprehension by providing small group differentiated support to struggling students, while under the supervision of a teacher. These practices include one-to-one individualized supports, guided reading, project-based learning, play-based learning, and small group pull outs that enable the teacher to focus on providing targeted support to students. The paraprofessionals would be giving professional developments to effectively support teachers. Nye County School District's goal was to have the number of Kinder students meeting their NWEA MAPS growth goal increase by 5% with the added support of the kindergarten paraprofessionals.

**II. FY24 Outcomes:** The ECILP grant has enabled Nye County School District to hire 19 paraprofessionals that have provided targeted literacy support for kindergarteners to 8 different elementary schools. The paraprofessionals have participated in monthly professional development trainings, which focused on using the district's curriculum and making data driven decisions to generate early literacy interventions plans based on students' needs. This included working collaboratively with teachers to review i-Ready and NWEA MAPS data to provide one-to-one individualized supports, small group differentiation, and explicit supplemental instruction. Despite the delays in accessing the funds, most of the paraprofessional positions were filled. Additionally, the kindergarten teachers have provided positive feedback on having the paraprofessionals' classroom support.

This has resulted in Nye County School District meeting their goal with a 5.56% increase in the number of kindergarten students reaching their NWEA MAPS growth.

**III. FY25 Program Focus:** Nye County School District is committed to strengthening ECE programs in FY25 by ensuring all paraprofessional positions are filled with qualified staff. A primary goal for the upcoming year is to hire a districtwide pre-k instructional coach, who will facilitate developmentally appropriate practices across educational settings and promote consistency and excellence in ECE. This role will foster collaborative opportunities between pre-k and kindergarten educators, assisting in the alignment of standards and instructional practices to benefit both teachers and students. Additionally, the instructional coach will provide targeted professional development and facilitate observations between grade levels to enhance instructional quality and coherence. Through these initiatives, Nye County School District aims to create a supportive learning environment that effectively addresses the diverse needs of young learners and lays a strong foundation for their future academic success.

## Nye County School District's Student-Centered Learning Environment Program Summary

**I. FY24 Goals:** Nye County School District will purchase materials to design student-centered learning environments that includes flexible and play based fixtures for all kindergarten classrooms in the district.

**II. FY24 Outcomes:** The Nye County School District has successfully implemented the Student-Centered Learning Environment project as part of the ECILP. Throughout FY24, the district made significant progress in creating flexible and play-based learning environments across eight schools. By the end of Quarter 4, all 20 flexible fixtures were set up, providing students with developmentally appropriate spaces that encourage engagement and exploration. Teachers reported increased enthusiasm for the project, noting that it prompted reflection on their instructional practices and encouraged the incorporation of intentional teaching within play contexts.

## Renewed Early Childhood Innovative Literacy Program Opportunity #2 Goals, Outcomes, and Renewed Program Details

While the project faced logistical challenges, particularly related to coordinating deliveries and setups across a large geographical area, these hurdles did not hinder its overall success. Looking ahead, the project is positioned to create lasting benefits in ECE, underscoring the importance of ongoing support for innovative initiatives that enhance learning environments for young children.

**III. FY25 Program Focus:** This program was not renewed for the FY25 funding period.

### Rainbow Dreams Early Learning Academy's Rainbow Reader Program Summary

**I. FY24 Goals:** Rainbow Dreams Early Learning Academy (RDELA) aimed to enhance the literacy skills of young learners ages 3 to 6 during the grant period, utilizing a comprehensive approach that included expanded high-quality core instruction in a general education setting, the implementation of new curriculum and training, supplemental home activities, and culturally responsive literacy enrichment before and after school. The academy's plan included hiring one licensed literacy specialist and four teaching assistants to support these efforts. RDELA prioritized enrollment for homeless families, children in foster care, military families, families residing on tribal lands, and families with incomes below 200% of the federal poverty level. The project targeted 13 classrooms—three pre-k classes for 3-year-olds, seven pre-k classes for 4-year-olds, and three kindergarten classes—impacting approximately 300 children.

**II. FY24 Outcomes:** During the FY24 funding period, from July 2023 to June 2024, RDELA successfully implemented its ECILP Opportunity #2 program. With the ECILP grant funds, RDELA hired one licensed literacy specialist and four teaching assistants, who played a key role in improving early literacy outcomes by providing targeted literacy support through before and after school enrichment programs.

RDELA also purchased new curriculum resources to meet the diverse learning needs of students and introduced the Lexia Learning software to enhance reading experiences and strengthen family engagement. Students were able to use Lexia both during instructional group time and at home with their families. Additionally, teachers received professional development and coaching on how to use Lexia's data reports to track student progress and communicate effectively with both administration and families.

To further support literacy, RDELA expanded its classroom libraries by acquiring 1,500 new books, offering students greater access to age-appropriate reading materials. The academy also invested in classroom supplies, such as writing tools, manipulatives, and interactive learning resources to enhance early literacy engagement. These initiatives contributed to a 6% improvement in reading proficiency among kindergarten students, as measured by the NWEA MAPS reading assessment from Fall 2023 to Spring 2024.

**III. FY25 Program Focus:** For the FY25 grant period, RDELA plans to enhance literacy outcomes by expanding its literacy specialist and teaching assistant teams to include dedicated staff for Pre-Kindergarten 3, Pre-Kindergarten 4, Transitional Pre-Kindergarten, and Kindergarten. This alignment with Piaget's cognitive developmental stages will allow for a tailored approach to the specific developmental needs of approximately 150-180 early learners in each age group. Additionally, RDELA will update its technology by replacing outdated desktop computers with new laptops for core literacy staff, improving connectivity and flexibility in various teaching environments. The academy will also introduce tablets for family check-out, providing access to the digital curriculum for caregivers who lack technology at home, especially given that 75% of the student population lives at or below 300% of the federal poverty line. This initiative will help combat learning loss during extended breaks by allowing students to maintain practice in essential literacy skills, such as vocabulary and phonemic awareness. By leveraging mobile technology for home use, RDELA aims to

## Renewed Early Childhood Innovative Literacy Program Opportunity #2 Goals, Outcomes, and Renewed Program Details

ensure continuous literacy engagement, reduce the word gap among students, and support their long-term academic success.

### Reading in Motion Aspire Pre-K–K Literacy Development Program Summary

**I. FY24 Goals:** The Reading in Motion (RIM) Aspire Development Project is dedicated to transforming early literacy education for pre-kindergarten and kindergarten students by overhauling its curriculum and learning management system (LMS). This initiative aims to integrate the latest Science of Reading methodologies to provide a systematic and evidence-based approach to literacy instruction. The project focuses on creating individualized, interactive learning experiences that adapt to each student's unique needs, thus enhancing their reading proficiency and fostering a lifelong love for reading.

A key objective is to ensure that the updated LMS meets comprehensive ADA compliance standards, thereby making the program accessible to students with diverse abilities, including those with disabilities. By addressing these accessibility needs, the project intends to create an inclusive educational environment that supports all learners equitably. The program would positively impact approximately 1,800 children, providing them with the foundational reading skills necessary for academic success.

**II. FY24 Outcomes:** The project has successfully engaged eight contracted teachers who have contributed valuable feedback on various aspects of the LMS, including user interface, student engagement, ADA compliance, and overall accessibility. This feedback has guided the development of key improvements. Although the planned curriculum update incorporating Science of Reading principles has faced delays, progress is ongoing, with clear objectives and timelines now in place. ADA compliance updates are being actively pursued to enhance the system's accessibility for students with disabilities.

**III. FY25 Program Focus:** In addition, RIM Aspire plans to continue receiving quarterly reports in FY25 to track and communicate the project's impact effectively. This ongoing reporting will help address challenges, share successes, and ensure that the project continues to support approximately 1,800 children in achieving their literacy goals.

### Reading In Motion Aspire R1 Program Summary

**I. FY24 Goals:** The RIM project aims to significantly enhance early literacy skills among young learners by providing comprehensive instructional support and professional development for teachers, principals, school data specialists, and literacy specialists. The program offers after-school online professional development for families and targeted in-person support, creating an inclusive learning environment that fosters collaboration among educators and families. Central to this initiative is the RIM Aspire curriculum, which addresses all five essential components of early reading instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension. By equipping educators with the necessary tools and resources, the project seeks to create lasting positive impacts on student literacy outcomes.

**II. FY24 Outcomes:** In FY24, RIM successfully provided early literacy support to 1,050 children, including 300 in partnership with the Department of Child and Family Services (DCFS) and 750 through collaborations with the Clark County School District and local private schools. Significant partnerships were established with schools such as Gene Ward Elementary, Rundle Elementary, P2L Playhouse, Pinecrest Horizon, and Shepherd of the Hills. RIM trained 30 teacher educators in the implementation of its literacy-based curriculum, resulting in notable improvements in student performance. Pre-kindergarten literacy proficiency increased dramatically from 34.53% to an impressive 99.867%, with 490 students achieving grade-level proficiency. Additionally, 749 pre-kindergarten children demonstrated kindergarten readiness based on

## Renewed Early Childhood Innovative Literacy Program Opportunity #2 Goals, Outcomes, and Renewed Program Details

literacy assessments, reflecting the program's effectiveness in preparing students for their educational journeys.

**III. FY25 Program Focus:** As RIM moves into FY25, it aims to expand its reach to serve an additional 1,500 students by enhancing its staffing with two full-time instructional coaches and two Community Program Leads, one of whom will be part-time. This growth will allow RIM to provide services to an additional 60 classrooms while further developing its out-of-school and at-home family engagement initiatives. The organization plans to strengthen partnerships with public and private schools and local organizations, including the United Way and DCFS. With a scalable program design, RIM is well-positioned to rapidly expand its outreach and enhance resources for educators and families. By committing to the development and testing of new content based on the latest science of reading, RIM aims to effectively address the unique needs of today's learners, particularly in response to educational disruptions caused by the COVID-19 pandemic, ultimately creating a meaningful, lasting impact on early literacy outcomes for children in Nevada.

### Spread the Word Nevada Readers in Training Program Summary

**I. FY24 Goals:** Spread the Word Nevada set a goal to serve a minimum of 400 children ages birth to 5 years old by the end of FY24, with specific deliverables. These included monthly book mailings with newsletters and resources, bi-monthly playgroups in Clark and Washoe Counties, quarterly playgroups in Nye County, and monthly virtual check-ins with families. The organization aimed to host monthly themed story time family engagements with a focus on child development, provide weekly virtual posts on literacy tips and activity ideas, and establish community partnerships to distribute the first new book and facilitate Readers in Training (RIT) enrollment. An annual resource fair with community partners was also planned to be free and open to the public, along with the development of a parental application to provide a wealth of resources and story times online.

**II. FY24 Outcomes:** During the FY24 funding period, Spread the Word Nevada successfully distributed 11,783 books, exceeding their goal of 10,525 books. The organization held a total of 19 playgroups, conducted 32 family check-ins, and participated in 26 resource fairs across Washoe, Clark and Nye Counties. Additionally, they served 727 families as part of their RIT program. These efforts significantly contributed to achieving their goal of serving at least 400 children and provided substantial support to families in the community.

**III. FY25 Program Focus:** In FY25, Spread the Word Nevada aims to enhance its RIT program with the goal of actively serving 675 children ages birth to five years old. Building on the successes of FY24, the program will distribute a total of 10,560 books through monthly mailings that include newsletters and resources to support literacy and parental engagement. Additionally, bi-monthly playgroups will be held in Clark, Nye, and Washoe Counties, complemented by monthly virtual check-ins and themed story time family engagements focusing on child development topics. Weekly virtual posts will provide families with literacy tips and activity ideas, while community partnerships will facilitate the direct distribution of books and support enrollment in the RIT program. An annual resource fair will further enhance community connections, and the rollout of a parental app will offer accessible online resources and story times. Through these initiatives, Spread the Word Nevada is committed to fostering early literacy and laying a solid foundation for the future academic success of the children and families it serves.

### Storied Inc.'s Dolly Parton's Imagination Library Program Summary

**I. FY24 Goals:** In partnership with the Dollywood Foundation to provide Dolly Parton's Imagination Library in Clark County Storied Inc. will register and distribute at least 5,000 books per month to children living in

## Renewed Early Childhood Innovative Literacy Program Opportunity #2 Goals, Outcomes, and Renewed Program Details

Clark County. With round 2's allocation their end of the year books distribution goal will be 120,000 books to Clark County children.

**II. FY24 Outcomes:** During the FY24 funding period, Storied Inc. made significant progress in promoting early childhood literacy by distributing over 72,300 books by the end of the fourth quarter and increasing registration from 54 to 11,800 families. Through strategic partnerships, Storied Inc. has expanded its reach, particularly in underserved communities. These partnerships include local pediatricians' offices, libraries, schools, the Las Vegas Metro Police Department, the City of Henderson, and the Women's Department of Corrections' family reunification program, all of which helped boost awareness and participation in the program. The program's success is also driven by targeted outreach efforts, such as utilizing social media platforms like Facebook and Instagram to engage families and increase registrations. While family feedback is still being collected, early responses reflect a strong positive reception within the community.

**III. FY25 Program Focus:** In FY25, Storied Inc. aims to expand its reach from serving 10,000 children to 20,000 across Clark County, reflecting the strong community demand for early childhood literacy resources. The organization successfully registered over 10,000 children and distributed more than 50,000 books in the previous year, demonstrating the effectiveness of its initiatives. To facilitate this growth, Storied Inc. will implement a robust marketing and social media strategy focused on increasing engagement and registrations. Collaborations with local hospitals, pediatrician offices, and community organizations, including the Las Vegas Metro Police Department, will help promote the program and distribute registration flyers, ensuring accessibility for families in underserved areas.

Additionally, the program will introduce a monthly newsletter for enrolled families, featuring updates on new authors, upcoming book deliveries, community events, and reading tips. This initiative is designed to enhance communication and foster a stronger connection between families and the program.

## The Board of Regents of the NSHE on Behalf of the Desert Research Institute Robotics and English Language Arts Training for Educators Program Summary

**I. FY24 Goals:** The Desert Research Institute's Robotics and English Language Arts Training for Educators (RELATE) program, funded by the ECILP grant, aimed to integrate literacy education with computer science and STEM (CS-STEM) through the innovative use of robots. The primary objective of the RELATE program was to train ECE teachers in Nevada to use robotics as a tool for teaching literacy, targeting pre-k and kindergarten educators, their students, and families. In FY24, the RELATE program aimed to train 60 educators, including pre-service and current teachers, by leveraging relationships with the Nevada System of Higher Education (NSHE) to target educators in urban areas such as Las Vegas and Reno, as well as rural communities like Elko, Ely, Mesquite, and McDermitt. By providing professional development workshops at institutions such as Great Basin College, Truckee Meadows Community College, and the University of Nevada, Reno, the program aimed to directly reach 600 pre-k and kindergarten students during its first year.

**II. FY24 Outcomes:** The first year of the RELATE program, spanning FY24, demonstrated significant progress toward its goals, exceeding many of its initial targets despite a few challenges. The program facilitated 16 professional development workshops for educators, surpassing the initial goal of six workshops. These workshops took place across Nevada, including both rural and urban locations, and provided training to 113 educators—nearly double the original target of 60. The educators included pre-k and kindergarten teachers, specialists, interventionists, and pre-service teachers. The workshops provided 408 hours of professional development, and over 70% of the participants were in rural communities. Feedback from the workshops was overwhelmingly positive, with 99% of educators rating the training with an "A" and over 90% reporting an increase in their confidence to teach robotics alongside literacy.

## Renewed Early Childhood Innovative Literacy Program Opportunity #2 Goals, Outcomes, and Renewed Program Details

Student reach also exceeded projections, with 1,265 pre-k and kindergarten students benefiting from the Books & Bots curriculum, compared to the original target of 600. In total, 2,736 books were distributed to students, providing them with engaging reading materials that align with the robotics lessons. Additionally, over 200 class sets of robots were implemented in 32 schools across seven counties. These efforts were supported by Nevada Robotics' participation in six CS-STEM outreach events, broadening the impact of the program. One notable development in FY24 was the higher-than-expected demand for the RELATE program. Workshop registration quickly filled up, prompting Nevada Robotics to expand the number of workshops offered. The program also saw increased interest from major school districts in Nevada, including Clark, Washoe, and Carson City, requesting district-wide implementation of the Books & Bots curriculum, a testament to the growing success and impact of the initiative.

**III. FY25 Program Focus:** In FY25, the RELATE program will expand its reach by transitioning to a cohort-based professional development model, offering a series of 3-5 workshops to 350 educators, significantly increasing the projected student impact to 3,500. Educators will receive ongoing support throughout the year to ensure effective classroom implementation of robotics-integrated literacy lessons. To meet the growing demand, additional classroom sets of robots and printed materials will be provided, along with multiple books for students to enhance literacy development and family engagement. New staff, including assistant trainers and an office manager, will support the expanded program, and a year-long case study led by an external evaluation team will assess the impact of ongoing professional development. These efforts will further Nevada's leadership in innovative early childhood literacy and CS-STEM education, with a continued focus on inclusivity and family engagement.

### The Clark County Public Education Foundation's Book Bus Program Summary

**I. FY24 Goals:** The Clark County Public Education Foundation (PEF), in collaboration with the Clark County School District and Spread the Word Nevada, has launched the Book Bus Early Literacy Initiative. This program aims to enhance early childhood literacy by providing fun, engaging events at various locations such as early childhood programs, daycare centers, community centers, and multi-family housing areas. The Book Bus will distribute age-appropriate books and early reading strategies to children aged 0-5 years old and their families throughout the year.

PEF's goal is to support early literacy by distributing books in both English and Spanish, with some bilingual editions to aid English language acquisition for young readers. The initiative also provides families with materials to model reading and engage in open-ended questioning with their children.

The program plans to impact at least 5,500 early learners by distributing 11,000 books at community events, with an anticipated 20% of books going to children aged 0-5. Additional funding will enable PEF to expand its reach, adding events at pre-k centers, daycare centers, libraries, and other community gatherings. This expansion aims to distribute an additional 24,000 books annually, reaching between 6,000 and 12,000 children, with each child receiving two books per visit. The Book Bus was scheduled to launch on the first day of school, August 7, 2023.

**II. FY24 Outcomes:** The Clark County PEF Book Bus initiative has successfully distributed 22,510 books to 8,097 children, with each child receiving 2-4 books of their choice to help build their home libraries and foster a love of reading. A total of 2,506 book bags have been given out at early childhood centers, with distribution beginning on April 11. These book bags are intended to further support young readers and their families, with plans to extend distribution to community events as well.

## Renewed Early Childhood Innovative Literacy Program Opportunity #2 Goals, Outcomes, and Renewed Program Details

Additionally, the program has participated in 14 resource fairs, including the PEF's own event, and has expanded its reach with 90 visits to schools with pre-k programs and 30 visits to ECE centers. These efforts have allowed the Book Bus to connect directly with families and provide targeted literacy resources in accessible locations.

In its first year, the program faced some logistical challenges, particularly with the limited availability of the Clark County School District Book Bus. To address this, the Book Bus Express was introduced, allowing for more frequent visits to early childhood centers and increasing the number of children served. PEF expects to build on this year's progress, with plans to reach even more children and families in the coming year.

**III. FY25 Program Focus:** The Clark County PEF primary focus for FY25 will be the allocation of resources to address the increasing demand for the Book Bus. As the number of ECE centers and community events requesting their services has grown, the PEF has recognized the necessity for additional bus driver overtime. The budget has been adjusted to facilitate at least 190 visits throughout the year, encompassing regular visits to pre-k programs, early childhood centers, community events, and summer programs.

In addition, the PEF is expanding their book storage capacity to accommodate the anticipated increase in book distribution for FY25. Through a partnership with Scholastic, the PEF has secured books at a reduced cost per unit, allowing them to order more books for a total of 85,000 books. This increase enables them to effectively meet the literacy needs of young children and allows for restocking throughout the year as necessary. Staffing adjustments have also been implemented to better align roles with project needs, including the addition of a staff member responsible for marketing and data collection. These strategic changes are intended to enhance operational efficiency and accountability, while maintaining the PEF's capacity to serve a similar number of students as in FY24.

### The Northern Nevada Literacy Council's Family Reading Program Summary

**I. FY24 Goals:** The Northern Nevada Literacy Council's (NNLC) Family Reading Program (FRP) expansion aimed to enhance the emergent literacy knowledge and reading skills of participating families and children under the age of six. The FRP is structured around four core components: Adult Education, Children's Education, Parent and Child Together (PACT) time, and Parent Education. The program integrates child brain development and literacy learning, translating research into actionable practices through the Mind in the Making (MITM) curriculum. The FRP empowers parents to serve as their child's first and most effective teachers. The NNLC targeted serving 1,000 parents and caregivers through the FRP, with an ambitious goal that 60-70% of participants would achieve measurable gains in reading comprehension skills. Additionally, the NNLC focused on training staff from partner organizations, including Head Start programs, Nevada county libraries, school districts, and non-profit organizations.

**II. FY24 Outcomes:** In FY24, the Northern Nevada Literacy Council successfully supported the literacy and reading comprehension development of 776 children aged five and under through the Family Reading Program (FRP). Furthermore, the NNLC trained 33 staff members across its established partnerships in the NNLC model for delivering the Mind in the Making literacy program. These partnerships included organizations such as Community Services Agency Head Start, Washoe Tribe Head Start, Reno-Sparks Indian Colony Head Start, Carson City Library, Churchill County Library, Humboldt County Library, West Wendover Library, Redfield Community Outreach Program, Washoe County School District, and Boys and Girls Club of Truckee Meadows. Lastly, the NNLC also conducted 106 STEAM-based literacy events, engaging a total of 384 family participants.

## Renewed Early Childhood Innovative Literacy Program Opportunity #2 Goals, Outcomes, and Renewed Program Details

**III. FY25 Program Focus:** For the FY25 funding period, the Northern Nevada Literacy Council's Family Reading Program will continue to focus on enhancing the emergent literacy knowledge and reading skills of participating children under the age of six. Additionally, the NNLC will be adding a third part time program assistant who will put Science, Technology, Engineering, Arts, and Mathematics (STEAM) activities together related to the book being read and distributed. The FRP is expected to impact over 2,000 parents and their children across 8 counties in Northern Nevada.

### The State Public Charter School Authority Futuro Charter Academy Paraprofessionals Summary

**I. FY24 Goals:** Futuro Charter Academy will hire 2 paraprofessionals to support kindergarten literacy classroom rotations, to provide support to an extra group per rotation in addition to the homeroom teacher. This will effectively double the opportunities for students to receive targeted support in smaller groups through Lifelong Reader interventions.

**II. FY24 Outcomes:** In the FY24 funding period, Futuro Charter Academy has hired 2 contracted paraprofessionals to support their school's literacy initiatives by providing direct and indirect literacy-based academic supports to their kindergarten classrooms. The project's implementation occurred between the months of March through May. The kindergarten students increased their meeting of On-Watch/Benchmark performance from 73% in the Winter 2024 to 89% of students on the Spring 2024 benchmark on the Star Curriculum Base Measure (CBM) assessment, which resulted in a 16% increase in students benchmark performance. It is positively noted that Futuro Academy saw an over-representation of students on benchmark, with 67% of students above the 40th percentile, 7% more than statistically expected.

In addition to student growth performance outcomes, the ECILP funded project has led to staff satisfaction outcomes. The kindergarten teachers expressed gratitude for the support. The support that the ECILP grant has provided helped retain a kindergarten teacher at the school and kept them in the field of education.

**III. FY25 Program Focus:** With a full year's window for implementation in FY25, Futuro Academy is confident they will achieve their student's literacy benchmark goals. Moreover, Futuro Academy will hire 1 additional paraprofessional, for a total of 3 paraprofessionals, to support their school-wide efforts of improving their kindergarten student's literacy outcomes.

### The State Public Charter School Authority CIVICA Academy Program Summary

**I. FY24 Goals:** Not applicable.

**II. FY24 Outcomes:** Not applicable.

**III. FY25 Program Focus:** The primary goal of CIVICA's program for FY25 is to improve literacy outcomes for kindergarten students under the age of six through targeted, data-driven instruction and intervention. The program provides daily 90-minute core reading instruction, supported by small group interventions delivered by instructional assistants, with a focus on foundational literacy skills such as phonemic awareness, phonics, fluency, vocabulary, and comprehension. Professional development for teachers and staff emphasizes the science of reading and effective intervention strategies, while parents are engaged through training and resources to support literacy at home. Data from assessments like MAP and i-Ready will be used to monitor student progress and adjust interventions, ensuring continuous improvement. Overall, the program aims to close literacy gaps and support the diverse needs of students through evidence-based practices, comprehensive resources, and collaborative efforts between educators, students, and parents.

### The State Public Charter School Authority Mater Academy of Nevada's Developmentally Appropriate Practice and Supports for All Pre-K and Kindergarten Program Summary

## Renewed Early Childhood Innovative Literacy Program Opportunity #2 Goals, Outcomes, and Renewed Program Details

**I. FY24 Goals:** The ECILP at Mater Academy aims to establish a comprehensive and differentiated instructional framework to enhance literacy skills among both pre-k and kindergarten students. For pre-k students, the program's primary focus is on cultivating foundational literacy skills, including phonemic awareness, vocabulary development, and print concepts. Engaging activities, such as interactive storytelling and play-based learning, will be utilized to promote essential skills that support early reading capabilities.

In the kindergarten cohort, the program will deepen literacy competencies by concentrating on reading fluency, comprehension skills, and writing proficiency. Specific strategies will include guided reading sessions and writing workshops that enhance students' abilities to read smoothly and understand texts. Additionally, the program will encourage effective writing expression, focusing on sentence structure and content organization, ensuring students can convey their thoughts with clarity and precision.

To support these goals, the program will invest in professional development for instructional staff, equipping them with strategies for differentiated instruction. Mater Academy will hire two special education teachers specializing in early childhood literacy and six instructional aides to assist with individualized instruction. Family engagement initiatives will also be implemented, offering workshops and resources to empower parents and caregivers in supporting their children's literacy development at home.

**II. FY24 Outcomes:** The implementation of the ECILP in FY24 has resulted in significant progress in literacy development for both pre-k and kindergarten students. In the pre-k cohort, only 30% of students demonstrated age-appropriate literacy skills at the beginning of the year. By year-end, this percentage increased to 60%, highlighting a substantial improvement in foundational literacy skills. Average gains in phonemic awareness and vocabulary development reached 28% and 25%, respectively, demonstrating the effectiveness of targeted instructional strategies.

For kindergarten students, the percentage of those achieving high proficiency in literacy rose from 40% at the beginning of the year to an impressive 70% by the end of the year. The overall performance improvement across all assessed literacy domains averaged approximately 24%, with reading and writing skills showing gains of up to 34%. Additionally, data indicated that students receiving support from instructional aides exceeded growth expectations, emphasizing the positive impact of tailored, differentiated instruction.

Family engagement initiatives were another success, as participation rates in literacy workshops increased, fostering a community-wide emphasis on early literacy development. These outcomes reflect the program's ability to meet its objectives and demonstrate its effectiveness in advancing literacy skills among young learners.

**III. FY25 Program Focus:** As Mater Academy moves into FY25, the ECILP will concentrate on enhancing literacy foundations for pre-k students by providing a language-rich environment that fosters exploration and curiosity. This will involve expanding interactive storytelling sessions and play-based learning experiences, encouraging young learners to engage deeply with literacy concepts.

In the kindergarten cohort, the program will further develop literacy skills by emphasizing reading comprehension and writing capabilities through structured guided reading groups and writing workshops. Maintaining high levels of reading fluency while fostering critical thinking will be essential to ensure that students not only read but also comprehend and analyze a variety of texts effectively.

## Renewed Early Childhood Innovative Literacy Program Opportunity #2 Goals, Outcomes, and Renewed Program Details

The program will continue to prioritize professional development for staff, offering ongoing training in the latest evidence-based literacy practices. Additionally, efforts to strengthen family engagement will be expanded, providing resources and workshops that emphasize the importance of reading at home. By refining assessment methods, Mater Academy aims to accurately measure student progress and facilitate timely adjustments to instructional approaches, ensuring that every child meets or exceeds literacy benchmarks and is well-prepared for their educational journeys.

### The State Public Charter School Authority Nellis Coral Academy High Risk Military Population Literacy Innovation Program Summary

**I. FY24 Goals:** The primary goal for Nellis Coral Academy during the FY24 funding period was to expand its early childhood literacy intervention program by hiring a reading interventionist and two literacy assistants. These new positions were intended to provide differentiated support to all pre-k and kindergarten students based on benchmark assessments and ongoing progress monitoring. The funding from the ECILP grant aimed to facilitate research-based professional development opportunities for pre-k and kindergarten staff, enhancing their instructional practices and effectiveness in early literacy education. This initiative sought to close the significant literacy gaps identified through assessment data and foster a culture of reading and learning among military-connected families.

**II. FY24 Outcomes:** During FY24, Nellis Coral Academy made considerable strides in its literacy program, achieving a 24% increase in the percentage of kindergarten students scoring proficient in the NWEA MAPs assessment, rising from 59% to 83%. This significant growth can be attributed to the successful hiring of a reading interventionist and two literacy assistants in late March, who played instrumental roles in implementing targeted literacy interventions for pre-k and kindergarten students. The reading interventionist, equipped with specialized training in early literacy development, utilized benchmark assessments to identify students needing additional support, ensuring that interventions were tailored to each child's specific needs.

In addition to hiring qualified staff, the Academy gathered an array of resources aimed at enriching the literacy environment. This included the procurement of developmentally appropriate literacy materials, such as phonics kits and manipulatives, to facilitate engaging and effective instruction. The Academy also implemented a family engagement initiative that encompassed two after-school literacy nights, which saw increased participation of 19% in the kindergarten program and 24% in the pre-k program. The feedback from these events indicated that families felt more confident in supporting their children's literacy development at home. Moreover, quantitative data from the Brigance Screeners demonstrated remarkable progress, with pre-k students showing a decrease in low scores from 92.5% at the beginning of the year to just 15% by the end of the year.

Despite these successes, the Academy faced challenges, primarily due to the late allocation of grant funds. This delay hindered the timely hiring of qualified staff, as the positions could only be created and approved after funding was released in mid-February. Consequently, only two out of three requested positions were filled during the school year. Furthermore, the late release of funds affected the procurement of essential instructional materials and resources, leading to disruptions in the planned implementation of the literacy program.

**III. FY25 Program Focus:** Looking ahead to FY25, Nellis Coral Academy aims to build upon the successes of the previous year while addressing the challenges encountered during the initial implementation. The primary focus will be on leveraging resources to ensure sustainability and continue expanding enhanced literacy programs for pre-k and kindergarten students. This includes prioritizing comprehensive professional development initiatives tailored to meet the diverse needs of educators. By investing in ongoing training, the

## Renewed Early Childhood Innovative Literacy Program Opportunity #2 Goals, Outcomes, and Renewed Program Details

Academy seeks to equip its staff with evidence-based instructional strategies, differentiated instruction techniques, and literacy assessment tools that will ultimately improve student outcomes.

Additionally, the Academy plans to further bolster its literacy support services by adding a reading specialist and two literacy aides. These positions are critical for providing personalized support and targeted interventions to students facing challenges in reading, writing, and comprehension. The reading specialist will leverage specialized expertise to diagnose reading difficulties and develop tailored instructional plans, while the literacy aides will assist classroom teachers in reinforcing foundational literacy skills. By expanding its team of literacy experts, Nellis Coral Academy reaffirms its commitment to addressing the varied learning needs of its students and ensuring every child has the opportunity to become a proficient reader and lifelong learner.

### The State Public Charter School Authority SLAM Academy ECILP Program Summary

**I. FY24 Goals:** The Sports Leadership and Management of Nevada (SLAM NV) Academy will hire and retain four highly qualified instructional aides to enhance instructional support for students under the age of 6 enrolled in kindergarten. These aides will facilitate small group instructional support under the guidance of classroom teachers and literacy specialists, thereby ensuring a more individualized and effective learning experience that promotes early literacy development and academic success.

**II. FY24 Outcomes:** During the FY24 ECILP grant period, SLAM NV Academy successfully hired four instructional aides, which were crucial for delivering individualized support to students. Despite facing initial challenges related to the timing of funding, which delayed some hires, the school filled all positions with high-quality staff. This additional support improved the student-to-teacher ratio, resulting in a significant increase in the percentage of kindergarten students reading at or above grade level from 64% to 79% in just two months. This improvement reflects a remarkable 15% growth in academic performance as measured by the i-Ready assessment.

In addition to hiring instructional aides, the program expanded literacy resources within the classroom. The partnership with the Dolly Parton Imagination Library proved instrumental in providing books to the younger siblings of current students, fostering a culture of reading at home. Over 150 books have been distributed, which is anticipated to enhance early literacy skills and promote family engagement in children's learning.

**III. FY25 Program Focus:** Looking ahead to FY25, SLAM NV Academy plans to build on this foundation by enhancing resources for families and classrooms. Objectives include improving classroom environments through additional educational equipment and outdoor resources, guided by the ECERS-3 rubric for effective implementation. The team also aims to introduce monthly book subscription boxes for kindergarten students to further enrich literacy opportunities for families, including those with children under five. To foster active parental involvement, monthly family engagement activities tied to picture books will be developed, equipping all kindergartners with copies and materials for at-home activities. By prioritizing early literacy and comprehensive family support, SLAM NV Academy remains dedicated to establishing a solid foundation for its youngest learners, ensuring they are prepared for future academic success.

### The State Public Charter School Authority Somerset Academy's DAPK Support Squad

**I. FY24 Goals:** The primary goal of Somerset Academy's DAPK Support Squad Program during the FY24 funding period was to enhance literacy and academic outcomes for kindergarten students by providing additional instructional support. Specifically, Somerset Academy aimed to hire eight instructional assistants (teacher aides) to assist kindergarten teachers in delivering targeted interventions and differentiated

## Renewed Early Childhood Innovative Literacy Program Opportunity #2 Goals, Outcomes, and Renewed Program Details

instruction. These aides were to support the implementation of Tier II interventions for students who demonstrated reading achievement below the 40th percentile and assist in small group instruction for students above the threshold. The overarching objective was to improve kindergarten students' literacy and math outcomes, particularly for those at risk of falling behind, and ensure that every student received personalized attention to meet their academic needs.

In addition to hiring the instructional aides, Somerset Academy planned to track progress through various assessments, including the NWEA MAP, i-Ready, and Amplify Burst data. Another key component of the FY24 plan involved increasing family engagement through literacy events, with the aim of strengthening i-Ready home-school connections and fostering an environment where literacy development could extend beyond the classroom.

**II. FY24 Outcomes:** Somerset Academy successfully achieved its FY24 goal of hiring all eight kindergarten instructional aides, which significantly impacted student achievement across the Stephanie and Sky Pointe campuses. The addition of these aides enabled teachers to provide more individualized support, especially for those in need of Tier II interventions. At Somerset Stephanie, the MAP reading assessment showed that kindergarten students' median achievement percentile increased from 58% in the fall to 69% by the end of the school year. Similarly, in math, students demonstrated significant growth, with the median growth score reflecting 125% of the typical annual growth based on national norms. The i-Ready data corroborated these gains, indicating that 86 out of 97 students were on or above grade level in reading, while 75 students reached the same level in math by year-end.

At Somerset Sky Pointe, substantial improvements were also observed, with 57.4% of K-2 students achieving proficiency in reading, representing a 19.4% increase from the fall. In math, proficiency levels rose by 13.2%, with 62.9% of students reaching proficiency by year's end. The 55 students who received Tier II interventions showed notable progress, although 26 remained below the 41st percentile on the MAP reading assessment at the end of the year. Family engagement saw some improvement, highlighted by a literacy event that drew approximately 200 attendees, with around 50 connected to kindergarten students. However, the program faced challenges related to the timing of ECILP funding disbursements, which delayed the full implementation of planned improvements and hindered the integration of certain resources, like the ECERS-3 rubric for classroom evaluations.

**III. FY25 Program Focus:** Looking ahead to FY25, Somerset Academy intends to build upon the successes and address the challenges of FY24. A primary focus will be to continue providing the essential support of instructional aides while expanding resources for special education students. The Academy has proposed adding four special education floaters (two per campus) to deliver targeted support to kindergarten students with individualized needs. This addition is expected to enhance the program's inclusive nature, ensuring that students with special education needs receive tailored interventions alongside their peers.

Somerset Academy will continue leveraging assessments, including MAP, i-Ready, and DIBELS, to monitor student progress and refine instructional practices. The Amplify Burst curriculum will remain a cornerstone for Tier II interventions, supplemented by the continued use of i-Ready's personalized learning path. Additionally, funding will be directed toward acquiring educational outdoor and classroom equipment to enrich the kindergarten learning experience. Efforts to increase family engagement will also be prioritized, with initiatives aimed at significantly boosting participation in literacy events. By strengthening home-school partnerships, Somerset Academy aims to create a comprehensive support system for early childhood literacy development, ensuring sustained momentum in improving academic outcomes for all students.

**TNTP Inc's Early Childhood Education Nevada Teacher Corps Program Summary**

## Renewed Early Childhood Innovative Literacy Program Opportunity #2 Goals, Outcomes, and Renewed Program Details

**I. FY24 Goals:** TNTP Inc's Nevada Teacher Corps (NTC) is an existing partnership with NDE and Clark County School District. The two-year program supports aspiring teacher candidates to work in under-served elementary schools. With this funding, they will expand the program to include early childhood educators. In addition to recruiting, training, and developing new early childhood educators, the program will also include direct literacy support.

**II. FY24 Outcome:** In the FY24 funding year, TNTP Inc.'s NTC made significant strides in recruiting and training ECE teachers across Nevada. The program received 193 applications, achieving a 77% submission rate, the highest among TNTP's sites nationwide. TNTP's recruitment efforts were particularly successful in attracting local and diverse candidates, with 68% of applicants from the Las Vegas area and 80% identifying as people of color. These results aligned with TNTP's mission to diversify the teaching workforce and expand access to teaching careers, particularly in early childhood and elementary education. Throughout the year, 31 fellows completed the pre-service summer training, preparing them for teaching in ECE or elementary classrooms. Of those, 12 fellows were hired by Clark County School District as ECE teachers, filling a critical need for qualified educators in the region. However, TNTP faced challenges due to delays in MOU approvals with Clark County School District, which hindered their ability to use district referral lists for recruitment. Additionally, changes to the Nevada Teach Scholarship program made state candidates ineligible for support, though TNTP successfully connected fellows with other scholarship funding sources to alleviate financial burdens.

**III. FY25 Program Focus:** For FY25, TNTP plans to expand its support for first-year ECE teachers by offering ECE-specific content during summer pre-service training and monthly seminars throughout the school year. They will also update coursework to reflect new licensure regulations and provide individual coaching to fellows on ECE skill implementation. Recruitment efforts will continue for both the NTC and apprenticeship pathways for the 2025–2026 school year, with an emphasis on building capacity with district leadership to formalize the apprenticeship pathway for paraprofessionals pursuing careers in ECE.

### TNTP Inc's Teaching Excellence Program Summary

**I. FY24 Goals:** The TNTP Inc.'s Teacher Excellence Program aims to enhance the quality of ECE in Nevada by offering targeted professional development opportunities for educators. The program seeks to update existing instructional modules with a comprehensive ECE framework, focusing on the principles of leadership, literacy, and inclusion. Through this framework, selected early childhood educators will participate in cohort-based learning, where each educator designs and implements a literacy-focused action research project. The program is structured to foster innovation in early childhood teaching practices and to build a statewide network of educators who will share best practices, resources, and strategies. Participants will present their findings and engage with colleagues at bi-annual convenings, promoting collaborative learning and expanding the reach of effective literacy practices across Nevada. This effort is intended to drive measurable improvements in classroom instruction, strengthen family engagement, and ensure equitable access to high-quality ECE for all students in the state.

**II. FY24 Outcomes:** During FY24, TNTP Inc.'s Teacher Excellence Program achieved significant progress in its mission to elevate ECE across Nevada. The first cohort of 20 educators successfully completed the program, focusing on developing leadership, literacy, and inclusion within their classrooms and school communities. The participants demonstrated a high level of engagement, with a 95% retention rate throughout the program. Regular feedback from cohort members revealed that over 95% of participants found the sessions to be highly beneficial, noting meaningful connections with fellow educators, the acquisition of new instructional strategies, and the ability to immediately apply these strategies in their classrooms.

## Renewed Early Childhood Innovative Literacy Program Opportunity #2 Goals, Outcomes, and Renewed Program Details

The program fostered an environment of collaboration, where teachers shared resources, received peer feedback on their instructional planning, and addressed challenges related to equity in classroom practices. Cohort members reported improvements in their lesson planning and the quality of student assignments. Additionally, they engaged caregivers through a Capstone Project and Caregiver Share Event, reinforcing the critical home-to-school connection. This ongoing collaboration among educators and caregivers aims to support student learning and extend the impact of the program beyond individual classrooms. The program's focus on literacy-rich instructional strategies—such as promoting oral language development, reading foundations, and emergent writing—has begun to shift teaching practices, with the full impact on student outcomes expected to be clearer in future cycles. The foundation laid during FY24 sets the stage for continued innovation and measurable improvements in ECE across the state.

**III. FY25 Program Focus:** In FY25, TNTP Inc.'s Teacher Excellence Program will continue to build on the successes of FY24, refining its approach to professional development and expanding the scope of its impact. The program will once again engage a cohort of 25 early childhood educators, with a sharpened focus on monitoring instructional effectiveness through data collection and student work samples. One of the key innovations for this funding period will be the systematic tracking of student outcomes to better assess the direct impact of the program's instructional strategies on literacy and overall student achievement.

The program will also explore the integration of in-person convenings at the start of the cohort cycle. This adjustment aims to build stronger relationships and networks among educators earlier in the process, deepening collaborative learning and problem-solving efforts. The program will maintain its emphasis on leadership, literacy, and inclusion, with cohort members continuing to design and implement action research projects focused on improving literacy instruction in early childhood settings. These projects will culminate in bi-annual convenings, where educators present their findings, share best practices, and contribute to a growing body of knowledge that enhances ECE instruction statewide.

TNTP Inc. also plans to address the high demand for participation by expanding the number of cohorts running concurrently. This will allow the program to reach a larger group of educators while maintaining the collaborative, intimate learning environment that has proven successful. Additionally, the program will incorporate strategies for tackling inequitable instructional practices, further empowering educators to advocate for high standards and inclusive teaching in their classrooms. Through this expanded and refined focus, TNTP Inc.'s Teacher Excellence Program will continue to drive innovation in ECE and elevate teaching practices across Nevada.

## United Way of Northern Nevada and The Sierra's United Readers Program Summary

**I. FY24 Goals:** The United Readers program, utilizing the Heggerty Curriculum, aims to enhance literacy among kindergarten classrooms and implement Tier 2 interventions within the Washoe County School District. Additionally, the program plans to expand its reach into preschool classrooms in Washoe County School District as well as in Lyon, Douglas, and Churchill Counties. This initiative was designed in the fall of 2023 and is set to commence in the spring of 2024, with the objective of fostering early literacy skills among young learners.

**II. FY24 Outcomes:** The United Literacy project, implemented by the United Way of Northern Nevada, had a significant impact on early literacy among participating students. A total of 78 children were assessed, including 45 preschool students and 33 kindergarten students. The initial assessments utilized the Heggerty Curriculum's tools, focusing on critical early literacy domains such as alphabet knowledge and rhyming skills. Baseline data indicated that 8.88% of preschool students and 42.42% of kindergarten students

## Renewed Early Childhood Innovative Literacy Program Opportunity #2 Goals, Outcomes, and Renewed Program Details

demonstrated emerging development in alphabet knowledge, while 8.88% of preschool and 24.24% of kindergarten students were classified at the emerging stage for rhyming skills.

Post-assessment results revealed substantial improvements in literacy skills. Among preschool students, 10.25% demonstrated emerging development in alphabet knowledge, with 17.94% achieving emerging status and 10.25% attaining mastery in rhyming skills. For kindergarten students, the results were even more pronounced, as 78.78% showed emerging development in alphabet knowledge, with 3% reaching mastery. Additionally, 54.54% of kindergarten students exhibited emerging skills in rhyming, while 3.03% achieved mastery.

These outcomes reflect the effectiveness of the interventions provided through the project. The percentage of students at emerging and mastery levels in alphabet knowledge increased from 23% at the start to 41% by the program's conclusion, while gains in rhyming skills rose from 15% to 42%. An additional accomplishment was the Kindergarten Readiness Partnership with the Washoe County School District, which facilitated the distribution of 500 literacy kits to families across Washoe County and promoted kindergarten registration and readiness through the delivery of 400 informational signs to 67 Washoe County School District elementary schools.

**III. FY25 Program Focus:** Looking ahead to FY25, the program aims to enhance its impact by extending the mentorship and support period for students throughout the entire 2024-2025 school year. This extended intervention period is anticipated to yield even greater gains in literacy development, reinforcing the program's commitment to providing a solid foundation for early learners.

### University of Nevada, Las Vegas Health Clinic Book Program Summary

**I. FY24 Goals:** The University of Nevada, Las Vegas Health Pediatric Clinic will expand its existing partnership with the national Reach Out and Read non-profit program to promote reading with young children. They will provide families with age-appropriate books and targeted training on how to engage their child in the reading process at each wellness check. Their end of year goal is to distribute a total of 7,276 books to children and increase enrollment from 8% to 100% of their patients, who are under five years old.

**II. FY24 Outcome:** Through the support of the ECILP grant, the University of Nevada, Las Vegas Health Pediatric Clinic, has successfully expanded the Reach Out and Read (ROR) program. The clinic distributed 2,509 developmentally appropriate books to children aged 0-5 during well-child visits. By integrating a reminder system into their Electronic Health Records (EHR), the clinic increased the distribution rate from 59% to 99%, ensuring almost all children in this age group received books. This program has fostered early literacy among the clinic's predominantly low-income patient population, helping children build home libraries and encouraging parents to read to their children for at least 20 minutes daily. Feedback from families has been overwhelmingly positive, with many reporting that the program encouraged stronger reading habits and bonding. The success of this program, as demonstrated by the high distribution rate and positive family feedback, underscores its value in fostering cognitive and linguistic development in young children, especially in underserved communities. Through this initiative, the clinic is building a lasting culture of literacy and learning for families in Southern Nevada.

**III. FY25 Program Focus:** For the FY25 funding period, the University of Nevada, Las Vegas Health Pediatric Clinic will continue its Reach Out and Read program, focusing on maintaining a 100% book distribution rate for children aged 0-5 during well-child visits by leveraging the successful integration of EHR reminders. The program will also enhance support for children with disabilities by offering tailored reading tips and appropriate materials to address specific needs. All funds will be dedicated to purchasing books and

## Renewed Early Childhood Innovative Literacy Program Opportunity #2 Goals, Outcomes, and Renewed Program Details

educational resources, ensuring the program remains fully integrated into routine pediatric care without requiring additional staff.

### Washoe County School District LETRS Program Summary

**I. FY24 Goals:** Washoe County School District aimed to enhance early childhood literacy and support through the ECILP. The district's key objectives included hiring 65 kindergarten teaching assistants and an Early Learning Literacy and Transition Specialist to strengthen pre-k programs. Additionally, Washoe County School District committed to providing two years of professional development training in the science of reading through Lexia's LETRS for pre-k and kindergarten teachers. The overarching goal was to improve literacy outcomes for young learners by equipping educators with the skills needed to foster reading success from an early age.

**II. FY24 Outcomes:** During the FY24 implementation of the ECILP Opportunity #2 grant, the Washoe County School District achieved significant milestones in enhancing early literacy education and professional development for educators. The primary goal of the program was to hire 65 kindergarten teaching assistants to support classroom activities and to appoint a dedicated Early Learning Literacy and Transition Specialist to oversee literacy initiatives and facilitate transitions from pre-k to kindergarten. By the conclusion of the grant performance period, Washoe County School District successfully hired 41 teaching assistants and the transition specialist. Despite facing challenges with staffing due to the delayed grant award, these hires effectively strengthened early childhood programs, contributing to the support of classroom activities and fostering the literacy skills of young learners.

In addition to staffing advancements, Washoe County School District made considerable progress in providing professional development for early childhood educators. A total of 64 kindergarten teachers and 40 pre-k teachers participated in Lexia's LETRS training, a comprehensive two-year program aimed at enhancing teacher knowledge in the science of reading. By the end of FY24, all participating educators had successfully completed up to Unit 2 of the LETRS training, achieving average scores exceeding 90%. This training equipped teachers with evidence-based strategies to support literacy development, and feedback from participants was overwhelmingly positive, underscoring the program's effectiveness in improving instructional practices.

Washoe County School District also significantly exceeded its initial book distribution goals, originally aiming to provide 36,000 books to kindergarten families and 4,800 books to pre-k families. Instead, the district distributed a total of 60,800 developmentally appropriate books. Each kindergarten student received two books in February and three books in March and April, with additional distributions occurring in May and June. pre-k students and their families received their total allotment of 4,800 books before May 2024, ensuring that all enrolled children had access to resources that supported their literacy development at home. The enthusiasm for these take-home books was palpable among both students and teachers, fostering a love for reading and encouraging early literacy engagement. Furthermore, Washoe County School District actively supported parents in their role as literacy facilitators, distributing literacy tip sheets and resources during the district's Early Childhood conference week. The district also organized pre-k to kindergarten transition activities for 1,112 students, which included hands-on workshops, "Ready for K" guides, and assistance with kindergarten enrollment. These initiatives were designed to smooth the transition to elementary school, offering families both academic and logistical guidance to better prepare them for the next stage in their children's education.

**III. FY25 Program Focus:** Looking ahead to FY25, the Washoe County School District will implement several key changes to enhance the ECILP. The LETRS contract will be shifted to Title II funding, providing

## Renewed Early Childhood Innovative Literacy Program Opportunity #2 Goals, Outcomes, and Renewed Program Details

greater flexibility with its 27-month duration compared to the previous one-year ECILP grant. To better support schools with significant enrollment, Washoe County School District plans to hire an additional 15 kindergarten teaching assistants and will rehire the early learning literacy and transition specialist for the full school year to ensure continuity in early literacy support. Furthermore, the district aims to expand its take-home book initiative by increasing the budget for year-round book distribution, alongside introducing new professional learning opportunities focused on kindergarten readiness that will include stipends and materials for teachers. Additionally, Washoe County School District has chosen to forgo the Rapid Cycles of Evaluation in favor of the built-in assessment tools within the LETRS program, thereby streamlining the evaluation process for teacher training. These strategic adjustments reflect Washoe County School District's commitment to improving early childhood literacy education and addressing challenges faced during the initial grant period, ultimately aiming to enhance student outcomes and teacher effectiveness in FY25 and beyond.

### Washoe County School District's Sponsored Charter School Mariposa Academy's Language and Literacy Program Summary

**I. FY24 Goals:** The primary goal of the Mariposa Language and Learning Academy's ECILP for FY24 was to enhance instructional support in its kindergarten classroom. To achieve this, the academy aimed to hire a full-time teaching assistant who would work alongside the classroom teacher to provide additional support. The teaching assistant was expected to focus on both enrichment and intervention services during Tier 1 instruction, particularly in literacy and math. A key component of the program was to offer tutoring and targeted support for students during school breaks to ensure continuous academic growth. The goal was to maintain a 13:1 student-to-teacher ratio, fostering a more individualized and effective learning environment. In addition, the teaching assistant would be trained in Guided Language Acquisition Design (GLAD) to better support the language development of all students, especially those with diverse language needs.

**II. FY24 Outcomes:** The outcomes of the FY24 ECILP initiative at Mariposa Language and Learning Academy exceeded expectations. A full-time teaching assistant was successfully hired and trained in GLAD, effectively supporting the kindergarten classroom throughout the academic year. The data collected at the end of the program indicated significant improvement in student performance. Of the 27 kindergarten students, 96% showed improvement in their reading skills, as measured by the i-Ready assessment. The program also reported a reduction in the number of students performing 2-3 grade levels below their expected proficiency in both English Language Arts (ELA) and math. Specifically, the i-Ready diagnostic data revealed a 50% decrease in the number of students behind in ELA and math, signaling that the intervention and enrichment services provided were impactful in closing achievement gaps. This success was made possible by the 13.5:1 student-to-teacher ratio, which allowed for at least 30 minutes of individualized support for each student, focusing on their specific learning needs. Overall, the outcomes reflect the effectiveness of the small group instruction and the tailored support that the ECILP funding helped provide.

**III. FY25 Program Focus:** Building on the successes of FY24, Mariposa Academy's FY25 ECILP aims to enhance instructional support by introducing a full-time co-teacher alongside the existing full-time teaching assistant. This strategic addition will allow the academy to lower the student-to-teacher ratio to 12:1, fostering more individualized attention and differentiated instruction. The focus for FY25 is to sustain the small group instructional model that has proven effective in closing achievement gaps while expanding the program's reach to maximize student growth throughout the academic year. The co-teacher and teaching assistant will collaborate closely with the lead teacher to implement developmentally appropriate pedagogical practices, supported by professional development through GLAD training, in line with the academy's partnerships with the National Association for the Education of Young Children and the Quality Rating and Improvement System (QRIS).

## Renewed Early Childhood Innovative Literacy Program Opportunity #2 Goals, Outcomes, and Renewed Program Details

The program will employ multiple assessment measures, including i-Ready diagnostics, MAP assessments, and daily formative assessments, to gauge student progress and ensure that instruction meets each learner's needs. With a continued emphasis on individualized support and a commitment to evidence-based practices, Mariposa Academy anticipates further growth in literacy and math skills, alongside sustained language development for all students. The expanded model for FY25 is designed to provide high-quality, sustainable instruction, laying a solid foundation for kindergarten students' readiness for first grade and contributing to their long-term academic success.

### Washoe County School District's Sponsored Charter School Sierra Nevada Academy Charter School Interactive Choice Board Program Summary

**FY24 Goals:** The ECILP at Sierra Nevada Academy Charter School (SNACS) and SNACS Preschool was designed to implement an innovative approach to early literacy development for children under six years of age. The program's primary objective was to integrate Interactive Choice Boards (ICBs) into personalized, literacy-based learning centers. These centers aimed to create a stimulating learning environment where play and choice would promote literacy growth and individualized learning. Through this initiative, teachers would provide differentiated instruction and small group literacy interventions, while using ICB technology to track student engagement and progress in real time. To achieve these goals, SNACS enrolled its educators in comprehensive professional development to learn how to set up the ICBs and implement them effectively within classrooms during the 2023-2024 school year. The overarching goal was to enhance early literacy development, self-regulation, executive functioning, and student agency, with a special emphasis on serving children from high-risk, low-income backgrounds.

**FY24 Outcomes:** During the FY24 funding period, the ECILP SNACS primarily targeted students in SNACS preschool and kindergarten, with a focus on those from low-income and high-risk backgrounds. The program aimed to bridge the gap between developmental learning and the accountability standards of modern education by integrating ICBs into structured literacy centers. These centers provided students with the opportunity to direct their own learning, fostering increased engagement and academic achievement. A significant accomplishment during this period was the completion of 40 hours of professional development for the five participating teachers, with half of the training focused on creating literacy-based learning centers and the other half on mastering ICB technology. This training equipped educators with the skills to track real-time data on student engagement, decision-making, and literacy progress, allowing for more targeted, personalized instruction.

The development and installation of the ICBs in all five classrooms by July 2024 marked a major milestone in the program's implementation. These high-tech boards enabled students to interact independently with various literacy activities, while also providing teachers with valuable data on how students engaged with the materials. This innovation not only facilitated personalized learning but also enhanced teachers' ability to provide focused support through small group instruction and interventions. In addition to the ICB integration, SNACS successfully established literacy-based learning centers in all classrooms, modeled after discovery museums, which fostered student curiosity and engagement. Although there were delays in the development and installation of the ICBs, the school was able to complete the process by the end of FY24, despite unexpected costs associated with hiring electricians and data engineers to set up the necessary infrastructure.

Preliminary observations from the end of the school year indicated that students were highly engaged in the literacy-based centers. While awaiting the installation of the ICBs, teachers utilized manually created choice boards, which provided early insights into how students interact with choice-based learning models. Early feedback suggests that students benefited significantly from the program, developing key skills such as self-

**Renewed Early Childhood Innovative Literacy Program Opportunity #2 Goals, Outcomes, and Renewed Program Details**

regulation, decision-making, and executive function, all of which are crucial for literacy development. As SNACS moves into FY25, the school anticipates substantial improvements in literacy outcomes, with the ICBs fully integrated into daily classroom activities. Teachers will be able to refine their instructional strategies based on real-time feedback, ensuring that each student receives the personalized support necessary to meet their individual learning needs.

**FY25 Program Focus:** As SNACS moves into FY25, the focus will be on fully utilizing the ICBs to enhance literacy outcomes and student engagement. With the ICBs now operational in classrooms, teachers will leverage the real-time data provided by the system to monitor student engagement, decision-making, and progress in literacy activities. This data-driven approach will enable more targeted and personalized instruction, allowing teachers to tailor their strategies to meet the specific needs of each student. Post-assessment data from the Brigance assessments, to be collected in the next quarter, will offer critical insights into literacy improvements, helping the school measure the program's impact and refine instructional practices accordingly.

Ongoing professional development will remain a priority in FY25 to ensure that teachers can maximize the use of the ICBs and the PLAY-based model in their classrooms. This continued support will further integrate the program's innovative tools and approaches, enabling deeper student engagement and enhancing literacy skills. By addressing the challenges encountered in FY24, such as the condensed timeline and infrastructure delays, SNACS is now better positioned to fully implement the ECILP goals, with an emphasis on supporting the literacy development of high-risk and low-income students. The school anticipates that FY25 will bring significant improvements in literacy outcomes and overall student achievement.

**Table 9: New Opportunity #2 Programs for FY25**

<b>Opportunity #2 Programs Awarded Funding in FY25</b>
<p><b>Clark County School District ECILP Professional Development Program Summary</b></p> <p><b>Goal:</b> Clark County School District is implementing a program to enhance the quality of pre-k special education by developing teacher leaders, providing certified coaches, and offering professional learning opportunities to improve language, literacy, and social-emotional outcomes. The project, modeled after the Nevada QRIS, includes extensive training, coaching, and provision of instructional materials, with a total funding request of \$3,114,210.17. Running from July 2024 through June 2025, this initiative aims to support both teachers and students, ensuring higher educational standards and better student outcomes.</p>
<p><b>State Public Charter School Authority- Somerset Academy of Las Vegas Literacy Enhancement Initiative Program Summary</b></p> <p><b>Goal:</b> Somerset Academy of Las Vegas will use ECILP grant funds to implement a multi-tiered instructional reading program focused on enhancing early childhood literacy. This includes 90 minutes of daily reading instruction, targeted support for struggling readers, professional development for educators, and family engagement initiatives to reinforce literacy skills at home. The project aims to create a sustainable, data-driven approach to significantly improve literacy outcomes for children under six.</p>
<p><b>Literacy Partner Inc- La Fuerza de Familias Latinas Program Summary</b></p> <p><b>Goal:</b> La Fuerza de Familias Latinas aims to enhance early literacy, social-emotional development, and STEM engagement among children aged 0 up to 6 from Spanish-speaking, low-income families in Nevada. The program empowers Hispanic caregivers with tools and resources to support their children's development</p>

## **Opportunity #2 Programs Awarded Funding in FY25**

through culturally relevant workshops, storytelling, and digital tools, fostering a strong connection between home and school. By involving parents in daily reading and interactive activities, the project aspires to lay a solid foundation for children's future academic success and overall well-being.

### **Washoe County School District- Mariposa Language and Learning Academy Kindergarten Tier 1 Instruction and Intervention Program Summary**

**Goal:** The goal of the Mariposa Language and Learning Academy's grant application is to enhance and maintain their current educational programming for students aged 4 up to 6. This includes supporting a 11:1 student-to-teacher ratio to provide enriched learning experiences and interventions as needed. The grant funds will facilitate professional development opportunities for staff, acquisition of educational resources such as i-Ready and MyOn subscriptions, and enhancement of classroom environments through new furnishings and thematic library books. The program also emphasizes ongoing family engagement and comprehensive assessments to ensure student success and growth.

### **State Public Charter School Authority- Nellis Coral Academy of Las Vegas's Early Literacy Excellence Initiative at Nellis CASLV Program Summary**

**Goal:** The Coral Academy at Nellis Air Force Base aims to significantly enhance early childhood literacy through a targeted intervention program, supported by a grant to address critical deficits in literacy skills among pre-k and kindergarten students. With a focus on inclusive education and individualized accommodations for special needs students, the program seeks to improve literacy outcomes and reduce chronic absenteeism. Through rigorous assessment and SMART goals, including increasing MAPs benchmark scores, the Academy is dedicated to fostering a supportive learning environment where every student can thrive academically and socially.

### **UNLV/CSUN Preschool and the Gayle A. Zeiter Literacy Development Center Project BELLA Program Summary**

**Goal:** Project BELLA aims to enhance early childhood bilingual education by providing 20 children with immersive Spanish-English STEAM instruction, supported by a robust curriculum and parent engagement program. Led by a team of dedicated specialists and educators, including a project coordinator, bilingual lead teacher, parent/caregiver facilitator, university supervisor, and research assistant, the project will foster increased language and literacy skills, as well as bilingualism advocacy among parents/caregivers and educators. Through comprehensive assessment and program evaluation, Project BELLA seeks to establish a model for effective bilingual education, ensuring equitable access and readiness among future educators and stakeholders.

### **Board of Regents, NSHE on behalf of The Desert Research Institute Cultivating Early Childhood Literacy: Increasing Nevada's Pre-K Cross-Curricular Literacy Resources and Engagement Program Summary**

**Goal:** The Desert Research Institute's STEM Education Program aims to significantly enhance early childhood literacy in Nevada through a comprehensive initiative. By developing innovative Green Box curricula integrated with cross-curricular STEAM activities, providing educator professional development trainings, and hosting engaging family nights, the program seeks to empower ECE professionals with effective teaching tools. These efforts are designed to address literacy gaps among children under 6 years old, particularly in underserved communities, by fostering a supportive environment that promotes lifelong learning skills. Through rigorous evaluation and collaboration with ECE partners statewide, the program strives to ensure impactful, inclusive, and sustainable literacy interventions that benefit Nevada's youngest learners and their families.