

# **Nevada's Kindergarten Inventory of Development-Statewide (KIDS) Story: Silver State KIDS Pilot**

*NAEYC Professional Development Institute;  
Minneapolis, MN*

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# Nevada's Story & Unique Demographics

- Area: 109,926 sq. mi.
  - Total Population: 2,643,085
  - Total 3-4 Population: 83,181
- 18 LEAs
- Clark County: 1,902,834 (72%)
  - Washoe County: 414,820 (16%)
  - Other Counties: 325,431 (12%)
  - Current State PreK Funding: \$3.3M;  
1.7% of 4-year olds



# Overview:

## Snapshot of Where We've Been?

- National Race to the Top Early Learning Challenge (RttT-ELC) Priority: NV application and plan: Silver State Strong
- NECAC priority:
  - Silver State Strong; Silver State KIDS
- School Readiness definition
- Comprehensive Needs Assessment
- Pilot Teaching Strategies GOLD: Existing tool that covers all domains across Birth-3<sup>rd</sup> Grade Continuum

# History of NECAC & Silver State KIDS

## “Down and Dirty”

- **2009:** Governor Gibbons established NECAC by Executive Order and ECCS funding was used to help establish
- **2010:** Began strategic planning and secured School Readiness mini-planning grant (NDE) , and ARRA funds (DHHS/HSSCO/ECCS) to develop Council; FIRST RttT-ELC application
- **2011:** Main Projects of ECAC: Quality Care Needs Assessment, Public Awareness Campaign, Fiscal Mapping Project, Statewide Coordinated EC Data System, **Statewide Coordinated Kindergarten Assessment Tool** and Comprehensive Plan; Convened RttT-ELC application and plan; LCE Drafted AB 546 to establish into statute: **VETOED**
- **2012:** ECCS funding was extended; ECAC prioritized funding for identified projects: Coordinated EC Data System and Kindergarten Assessment Tool

# History of NECAC & Silver State KIDS: “D & D”

- ECAC developed 5 key recommendations based on RttT-ELC reviewers scores, one of which was to establish an Office of Early Learning; ECAC charged with responsibility of adopting school readiness definition
- **June 2012:** Adopted School Readiness Definition
- **October 2012:** NECAC facilitated development of 7 local ECACs including a tribal ECAC

# History of NECAC & Silver State KIDS: “D & D”

**2012:** Dual focused needs assessment and planning process was launched

- Needs Assessment: 280 stakeholders; 201 providers; 537 parents; 72 interviews;
- Approach/Tool identified to pilot

**January 2013-14:** Awarded CCSSO mini-grant to support our KEA efforts

**2013 Legislation** (7 ECE bills introduced including):

- AB79—Established ECAC in statute
- SB486: Silver State KIDS 2-year Pilot

**Fall 2013:** SECOND RttT-ELC application and plan: Silver State KIDS was born  
Executive Order establishing new Office of Early Childhood Education in the  
Department of Education

# Working Definition of School Readiness





# Senate Bill 486

- Appropriated \$1.5 million for a pilot program for the assessment of school readiness
- Placed another \$1 million in a contingency fund for programs and projects to enable coordination between early childhood education programs through college and workforce readiness related to development of a statewide longitudinal data system.



# Silver State Strong: Silver State KIDS

- FY13-14 (Year 1): Teaching Strategies GOLD Pilot
- 5-7 districts participating
- PreK and K classrooms
- SB486--\$1,500,000
- FY14-15 (Year 2): Plans for moving forward... combination of strengthening PD support for existing districts/classrooms and/or recruiting new

# Implementation Issues/feedback from Teachers/Principals

- ***What do you like about the tool?*** Can be used across the continuum; comprehensive—across domains; can share info across districts; honors development on continuum in academic, S/E, and cognitive areas.
- ***What has been most challenging/barriers to administering this instrument at your site?*** Double entry of data with other district tools; how interfaces with report cards; how “non-academic standards connect with “traditional” standards assessed; Instruction differences between PreK and K
- ***Additional support needed:*** on-site coaching, monthly PLCs, how to use the tool more effectively, how to use through observation vs. direct instruction

# Where we're headed next?

## *We're not on this road alone...*

Anticipated future of KEA/KRA nationally and importance of the whole-child and supporting developmentally appropriate practice (DAP)

- 1) TSG Professional Learning Community—  
Learning from those whom are also  
using/piloting TSG: WA, HI, NJ, CO, LA, MA, NV
- 2) Kindergarten Entry Assessment/Enhanced  
Assessment Grants (KEA/EAG):
  - MD/OH Consortium:  
MD, OH, CT, MI, MA, NV

# Lessons Learned and Next Steps

- Strengthen professional development on how to implement observation-based assessments
- Increased training on the tool AND how to use it to improve instruction and connect to other state/district reporting systems (i.e. report cards, etc.)
- Provide increased technical assistance, mini-grants and/or coaching
- Infrastructure to support administration of the tool and necessary professional development
- Need for common definitions: DAP, rigor, centers, etc.
- Increase P-3 awareness & implementation

*DAP in the 0-5 world does not always mean the same thing in the K-3 world*

# A Few Resources that Guide our Work and Next Steps

Resources and Videos for Kindergarten teachers and administrators

- HI Video: <https://www.youtube.com/watch?v=OW8Ialp6OP4&feature=c4-overview&list=UUNTXVUZ-R4JmbpoSrqfHsxA>
- WA Kids: Collecting and Using Anecdotal Records  
<https://www.k12.wa.us/WaKIDS/Materials/default.aspx>
- NJ Kindergarten Implementation Guidelines and High Quality Kindergarten Today videos  
<https://www.k12.wa.us/WaKIDS/Materials/default.aspx>
- First School NC: P-3 work  
<http://firstschool.fpg.unc.edu/>

**Next Steps:** FY14-15 second year of the pilot moving towards statewide implementation; Pilot evaluation; Increased participation and TA/coaching;

**QUESTIONS?**

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