

Senate Bill (SB) 522

Nevada Early Childhood Education (ECE) Program

**Building a Foundation for School Readiness and
Success in PreK-12 and Beyond**

FY 2014-15

Evaluation Report

October 2015



Prepared by
David Leitner, Ph.D.
Pacific Research Associates



NEVADA DEPARTMENT OF EDUCATION
Office of Early Learning and Development

NEVADA STATE BOARD OF EDUCATION

VISION: "Each student will achieve Nevada's expectations for learning."

MISSION: "The Nevada Department of Education provides leadership, resources, assistance and oversight, in partnership with school districts and others, to support student achievement and future success."

Elaine Wynn, President
Allison Serafin, Vice-President
Dave Cook
Freeman Holbrook
Tonia Holmes-Sutton
Teri Jamin
Dave Jensen
Kevin Melcher
Mark Newburn
Victor Wakefield
Anthony Martinez, Student Representative

NEVADA DEPARTMENT OF EDUCATION

Steve Canavero, Ph.D.
Interim Superintendent
Of Public Instruction

Janie Lowe
Interim Deputy Superintendent
Student Achievement Division

Mindi Martini
Deputy Superintendent
Business and Support Services Division

Dena Durish
Deputy Superintendent
Educator Effectiveness and Family Engagement Division

Anna Severens
State PreK Administrator
Education Programs Professional

The State of Nevada is an equal opportunity employer and does not discriminate or deny services on the basis of race, color, national origin, sex, disabilities, and/or age.

Table of Contents

Section I.	Report Overview	1
Section II.	National Research on Preschool Education Programs.....	7
Section III.	Program Evaluation Design	9
Section IV.	Program and Participant Characteristics	11
Section V.	Program Implementation	15
Section VI.	Early Childhood and Parenting Education Services	19
Section VII.	Participation in Services	21
Section VIII.	Classroom Environment Program Quality Indicators.....	25
Section IX.	Annual Evaluation Analysis	33
Section X.	Longitudinal Evaluation Analysis.....	39
Section XI.	Testimonials	45
Section XII.	Conclusions and Recommendations	47
Appendix A	Project Site Descriptions.....	51

List of Tables

Table 1	The 2014-15 Funds Awarded and Number of Nevada ECE Sites.....	2
Table 2	Number of Children Participating in Non-Nevada ECE Programs Before and Simultaneously with Nevada ECE	13
Table 3	The Status of Children if They Did Not Participate in the Nevada ECE Program.....	14
Table 4	The Number of Nevada ECE Staff by Position	15
Table 5	Highest Level of Education and Experience of Nevada ECE Project Staff	16
Table 6	Number of Projects That Provided Teachers and Aides Training by Hours	17
Table 7	Average Scheduled Hours of Parenting and Early Childhood Services	19
Table 8	The Number of Projects That Provided Various Parenting Services to Families.....	20
Table 9	The Number of Families Exiting the Program by Reason.....	24
Table 10	Peabody Picture Vocabulary Test Average Scores, n = 1,119; Expressive One-Word Picture Vocabulary Test Average Scores, n = 1,059	34
Table 11	PPVT and EOWPVT Average Scores and Gains by Level of English Skills	35
Table 12	WIDA Model Assessment Score Average and Gain, n = 144.....	36
Table 13	Parent and Child Reading Time in Minutes, n = 1,252	37
Table 14	PPVT and EOWPVT Standard Score Averages and Gains of Cohort 9 in Preschool and Grade 2 by English Skills.....	41
Table 15	Nevada ECE Sites Observed in 2014-15	53

List of Figures

Figure 1	Total Hours Children Spent in ECE.....	21
Figure 2	Total Hours Adults Spent in Parenting Education	22
Figure 3	Number of Months Families Spent in ECE Program.....	23
Figure 4	Spring 2009 Through Spring 2013 Ratings and Spring 2015 Ratings for All Nevada ECE Program Site Visits on the Early Childhood Environment Rating Scale (ECERS).....	26
Figure 5	Number of Nevada ECE Programs with Ratings for Spring 2009 Through Spring 2013 and Spring 2015 Ratings on the Early Childhood Environment Rating Scale (ECERS) (1 = Inadequate, 7 = Excellent)	28
Figure 6	Spring 2009 Through Spring 2013 Ratings and Spring 2015 Ratings for All Nevada ECE Program Site Visits on the Early Language and Literacy Classroom Observation Tool (ELLCO).....	30
Figure 7	PPVT Standard Score Averages of Cohort 9 in Preschool and Grade 2, n = 214	40
Figure 8	EOWPVT Standard Score Averages of Cohort 9 in Preschool and Grade 2, n = 214	40
Figure 9	Parent/Teacher Conference Rate of Cohort 9 Children in Grade 2 for 2014-15 Compared to Parent/Teacher Conference Rate of Schools They Attend.....	43

Report Overview

The Evaluation Report for Fiscal Year (FY) 2014-15 presents a summary of the impact of Nevada state-funded Pre-Kindergarten programs to improve the opportunities for school readiness for young children and families in Nevada. The 2013 Nevada State Legislature passed Senate Bill (SB) 522 that continued the funding of the Nevada Early Childhood Education (ECE) Program, and appropriated \$3,338,875 in the 2013-14 fiscal year and \$3,247,375 in the 2014-15 fiscal year.



The money must be used by the Nevada Department of Education (NDE) to award competitive grants to school districts and community-based organizations for early childhood education programs. According to SB 522, the grants are “...to establish or expand pre-Kindergarten education programs.” In addition, the grants must have a parenting component, as specified in the original legislation for the Nevada ECE Program. Families are eligible for the program if they have a child up to the age of which that child is eligible to attend Kindergarten.

In July 2013, based on the recommendations of peer reviewers, NDE awarded a competitive grant to the 11 school districts and community-based organizations that applied to operate an early childhood education program for the 2013-2015 biennium. Ten of the successful applications are school districts, including Carson City, Churchill County, Clark County, Elko County, Humboldt County, Mineral County, Nye County, Pershing County, Washoe County, and White Pine County. The remaining successful application was from Great Basin College in Elko.

During 2014-15, the 11 Nevada ECE projects provided services to 1,360 families, including 1,398 children and 1,461 adults. Of the 1,398 children served in Nevada ECE during the 2014-15 school year, 1,202 children were enrolled in the Nevada ECE program on December 15, 2014. Using the figure of 1,202 children as an average daily child count and the total grant amount of \$3,247,375, the average cost of the Nevada ECE program per child in 2014-15 was \$2,702. This per-child cost underestimates the total cost of providing an early childhood education program to children, since the calculation does not include the monies from all the funding streams that support Nevada ECE project sites. That is, eight of the 11 Nevada ECE projects are funded with Nevada ECE funds as well as other funds. For example, five school districts allocated Title I funds from the federal No Child Left Behind Act to support Nevada ECE projects, and three other districts used funds from Early Childhood Special Education, SB 405, and Title III. As a result of this collaboration between Nevada ECE and other funding sources, the average per child expenditure of Nevada ECE funds underestimates the total cost of providing an early childhood education program to children. Nationally, the estimated average cost per child in a half day pre-k program is \$4,479 (National Institute for Early Education Research, 2014).

As a result of the collaboration between Nevada State Pre-K and other funding sources, including Title 1, Early Childhood Special Education, SB 405, and Title III, the average per child expenditure of State Pre-K funds underestimates the total cost of providing an early childhood education program to children.

State Pre-Kindergarten Funding Overview

Table 1 shows the 11 early childhood education projects, the amount of Nevada ECE funds awarded in 2014-15, and the number of early childhood education sites. Altogether, the 11 Nevada ECE projects funded under SB 522 supported 35 early childhood sites during the 2014-15 school year.

Table 1. The 2014-15 Funds Awarded and Number of Nevada ECE Sites

Nevada ECE Projects	Amount Awarded	Number of Sites
Carson City School District	\$266,720	2
Churchill County School District	\$174,601	2
Clark County School District	\$1,310,305	10
Elko County School District	\$160,372	2
Great Basin College	\$111,722	1
Humboldt County School District	\$105,906	1
Mineral County School District	\$90,374	1
Nye County School District	\$101,410	1
Pershing County School District	\$105,069	1
Washoe County School District	\$709,099	13
White Pine County School District	\$111,797	1
Total	\$3,247,375	35

Evaluation Requirements from SB 522

Senate Bill 522, Section 17 identifies specific evaluation requirements for early childhood education programs funded under the legislation. Essentially, the three key components of the evaluation are:

- ♦ a description of the early childhood education program,
- ♦ an annual evaluation of the effectiveness of the early childhood education programs on indicators of the developmental progress of children and parental involvement, and
- ♦ a longitudinal evaluation of the effectiveness of the early childhood education programs on indicators of the developmental progress of children and parental involvement.

As indicated in Section 17 of SB 522, the specific evaluation requirements contained in this report include:

- (a) The number of grants awarded;

- (b) An identification of each school district and community based organization that received a grant of money and the amount of each grant awarded;
- (c) For each school district and community-based organization that received a grant of money:
 - (1) The number of children who received services through a program funded by the grant for each year that the program received funding from the State for early childhood education programs; and
 - (2) The average per child expenditure for the program for each year the program received funding from the State for early childhood education programs;
- (d) A description of the programs in this State that are the most effective;
- (e) Based upon the performance of children in the program on established performance and outcome indicators, a description of revised performance and outcome indicators, including any revised minimum performance levels and performance rates; and
- (f) Any recommendations for legislation.

Research Questions

The Nevada Department of Education established an Early Childhood Education Evaluation Design Team in summer 2014 to develop an evaluation design consistent with the evaluation requirements outlined in SB 522. The Evaluation Design Team identified five primary research questions to guide the annual and longitudinal evaluations for the biennium.¹

The five research questions are based on information requested by the Nevada Legislature and questions of interest to NDE.

1. How is the funding spent on the program?
2. Who is served by the program?
3. How do projects implement Early Childhood Education?
4. What are the annual outcomes of Early Childhood Education?
5. Does the Nevada Early Childhood Education Program have a longitudinal impact on the children and parents it serves?

¹ In addition to the statewide evaluation, projects must submit a mid-year and an end-of-year progress report to the Nevada ECE Project Coordinator to describe progress toward meeting program objectives and in implementing the strategies to meet the objectives as outlined in the project application. Additionally, the Nevada ECE Project Coordinator conducted site visits to determine project compliance with program requirements.

Highlights on Early Childhood Education in Nevada

This section presents highlights during the 2013-15 biennium about early childhood education in Nevada.

Office of Early Learning and Development (ELD) at NDE. The Office of Early Learning and Development was created by Governor Sandoval through Executive Order #2013-16 and approved by the interim finance committee in June 2014. The office administers multiple state and federal early childhood programs, including the Nevada Early Childhood Education program (or State Pre-K), Preschool Development Grant, Nevada Head Start State Collaboration Office, Early Childhood Comprehensive Systems Grant, and Child Care and Development Fund (CCDF) Quality Dollars.

The focus of ELD is to coordinate the state level work on birth-grade 3 initiatives in collaboration with the Nevada Early Childhood Advisory Council and to improve access to and quality of early childhood programs. The office coordinates state level P-3 reform efforts, which are part of a national initiative to transform how children birth to age 8 learn. The initiative focuses on building strong connections between learning experiences across these critical years. This approach requires that educational standards, curricula, assessment, instruction, and professional development are strongly aligned across programs starting in infancy through 3rd grade.

Governor's Statewide P-3rd Grade Symposium. In June 2013, the National Governor's Association (NGA) Center announced that Nevada and five other states had been selected to participate in a national policy academy entitled *Building a Foundation for Student Success: State Strategies to Improve Learning Outcomes from Early Childhood through 3rd Grade*. The goals of this policy academy, which recently ended in October 2014, were to build awareness and commitment across key stakeholders to support high-quality early learning opportunities for children, enhance standards and assessments, and strengthen the effectiveness of early childhood and early elementary educators.

The academy provided Nevada with an 18-month technical assistance grant, which helped create a P-3 State Leadership Team to implement the goals of the grant. Specifically, the academy helped Nevada build upon existing strategies to improve Birth through grade 3 education and services based on the national framework and reform efforts. These strategies included planning and organizing statewide professional development opportunities, supporting P-3 pilot implementation, developing and disseminating state P-3 policy briefs for policymakers and stakeholders, and planning and organizing a statewide Governor's P-3 Symposium, which was held in 2014 and hosted by the Governor, First Lady, and State Superintendent.

Increase Focus on Early Learning Within the Governor's 2015-17 Budget. Governor Sandoval proposed a plan to modernize Nevada's PreK-12 education system. Saying that "we live in a state that is transforming before our eyes," the Governor recommended significant investments in our schools. The Legislature concurred and approved almost all the Governor's proposals. A partial list of the Governor's key proposals includes:

- Fund the Federal Preschool Development Grant Match

- Expand Full Day Kindergarten
- Implement Read by Grade Three (Senate Bill 391)
- Expand the Zoom Schools Program
- Create a Victory Schools Program
- Maintain level funding for the Nevada Early Childhood Education Program (State PreK)

Federal Preschool Development Grant. Nevada was one of five states awarded a Preschool Development Grant by the U.S. Department of Education and U.S. Department of Health and Human Services in December 2014: Nevada’s award was for \$43 million over four years. The purpose of these grants are designed for states that currently serve less than 10 percent of 4-year-olds and have not received a Race to the Top Early Learning Challenge grant. The Preschool Development Grants support States to build or enhance existing state PreK infrastructure that will enable the delivery of high-quality preschool services to children, and expand high-quality, full day preschool programs in targeted communities that will serve as models for expanding preschool to all 4-year-olds from low- and moderate-income families. These grants are intended to lay the groundwork to ensure that more States are ready to participate in the Preschool for All formula grant initiative proposed by the Administration.

The Nevada State PreK program annual and longitudinal evaluation data over the last 10 years was an important element in Nevada’s successful application. One reviewer cited, “Nevada’s State PreK program has strong longitudinal data since 2002 that demonstrates significant student achievement and Nevada will be including all sites into this data and evaluation system.” Nevada’s proposal supports the expansion and improvement of early childhood full-day preschool slots across the four years of the grant, while providing critical wraparound supports for vulnerable families. The most significant gain in quality measures to Nevada’s existing PreK program will be the increased number of programs that currently provide instruction to children a minimum of 10-hours a week, to programs that provide a minimum of 25-hours a week or 5-hours a day. Moreover, the grant will result in Nevada serving a total of 2,990 children in high-quality full-day PreK programs as compared to the 1,300 children who received a half-day program in the current State PreK program.

National Research on Preschool Education Programs

The research on preschool education can be divided between studies that examined the short-term effects of preschool participation and studies that investigated the long-term effects.



Short-Term Effects

A number of studies have examined the short-term impact of one year of pre-k participation at kindergarten entry. A study of the Oklahoma pre-k program in Tulsa found that compared to children who didn't participate in the program, children who did made advances in:

- Early literacy skills by an equivalent of 9 months of school;
- Spelling skills by an equivalent of 7 months of school; and
- Early math skills by an equivalent of 5 months of school.

In fact, several meta-analyses calculated that preschool education programs produce a gain on cognitive development equivalent of a gain from the 30th to the 50th percentile on achievement tests. In other words, all children, especially disadvantaged children, reap solid benefits from preschool by reducing the school readiness gap prior to entering kindergarten (*Barrett, 2008*).

An important finding of the research is that teacher effectiveness is among the most important factors on program effectiveness. Preschool teachers who hold a bachelor's degree and have specialized training in early childhood education, such as the certification and training required by Nevada statute, have a larger positive impact on children than programs administered by non-certified preschool teachers. In fact, requiring that early childhood education teachers have a bachelor's degree and specialized training/endorsement are two of the seven out of ten national quality benchmarks for early childhood education met by Nevada (*National Institute for Early Education Research, 2014*).

Long-Term Effects

There is a considerable body of evidence indicating that high quality preschool education can significantly improve children's learning and development over the long term (*Barnett, 2011; Burger, 2010; Camilli et al., 2010; Frede, 1998; Pianta et al., 2009; Schweinhart et al., 2012*). The evaluation of the Chicago Child-Parent Centers (CPC) found that pre-k participants scored significantly higher on standardized reading tests than children who did not enroll – by 5 percent at age 9 and by 4 percent at age 14. The study also found that pre-k participants were 40 percent less likely to be retained through age 15; 41 percent less likely to have been placed in special education through age 18; and 19 percent more likely to have completed high school by age 21.

Several researchers have conducted cost-benefit analyses that showed for every dollar spent on preschool, somewhere between four and eight dollars is saved in later social costs to society (*Barnett, 2007; Karoly & Bigelow, 2005*). In a recent study of New Mexico's State PreK Program, the study estimated that for every dollar New Mexico spent on preschool, five dollars is saved in later social costs to the state (*Hustedt, Barnett, Jung, & Goetze, 2010*).

Program Evaluation Design

The evaluation of the Nevada ECE Program includes an annual and longitudinal design that assess program outcomes on the developmental progress of children and parental involvement.

Annual Evaluation

The annual evaluation design is based on six outcome indicators as shown in the table below: three indicators measure the developmental progress of children and three measure parental involvement. NDE reviews the benchmarks annually based on the results of participants, as directed by SB 522. In fact, NDE has raised the benchmarks for five of the six indicators since being developed. NDE revised one outcome indicator (Indicator 3) in 2013-14 that measures the developmental progress of children unable to take the English-speaking assessments initially upon enrollment. The revision reflects a change in assessment instruments from the Preschool Language Assessment Scale to the WIDA Model Assessment to best align with K-3 education.

Indicator	Benchmarks	
	Original	2014-15
<i>Developmental Progress of Children</i>		
<i>Outcome Indicator 1: Reading Readiness – Individual Student Gain.</i> Percent of ECE children from three to five years old with a minimum of four months of participation who show improvement in auditory comprehension and expressive communication—as measured by a standard score increase on the Peabody Picture Vocabulary Test (PPVT) and the Expressive One-Word Picture Vocabulary Test (EOWPVT).	70%	80%
<i>Outcome Indicator 2: Reading Readiness – Average Program Gain.</i> With a minimum of four months of participation, ECE children from three to five years old will make an average gain of standard score points in auditory comprehension as measured by the PPVT and in expressive communication as measured by the EOWPVT.	PPVT 7.0 points EOWPVT 10.0 points	PPVT 8.0 points EOWPVT 10.0 points
<i>Outcome Indicator 3: English Language Acquisition – Average Program Gain.</i> With a minimum of four months of participation, ECE children from three to five years with limited English skills will make an average gain of XX raw score points in English acquisition as measured by the WIDA Model Assessment. ²	TBD	TBD
<i>Parental Involvement</i>		
<i>Outcome Indicator 4: Parenting Goals.</i> Percent of participating adults enrolled in ECE for at least four months who meet at least one goal related to parenting skills (e.g., developmental appropriateness, positive discipline, teaching and learning, care-giving environment) within the reporting year.	90%	92%
<i>Outcome Indicator 5: Time Spent With Children.</i> Percent of first-year ECE parents who increase the amount of time they spend with their children weekly within a reporting year.	60%	80%
<i>Outcome Indicator 6: Time Spent Reading With Children.</i> Percent of first-year ECE parents who increase the amount of time they spend reading with their children within a reporting year.	30%	80%

² Nevada is participating in a national partnership and pilot program to develop a pre-Kindergarten WIDA Model Assessment. The benchmark for this indicator will be set once this new assessment is developed and tested.

Longitudinal Evaluation

As required in SB 522, a longitudinal evaluation must focus on:

- Developmental progress of children before and after their completion in the program; and
- Parental involvement in the program before and after completion of the program.

The longitudinal evaluation tracks the performance of one cohort of children and their parents:

- Cohort 9— four-year-olds who participated in Nevada ECE during 2011-12 and entered grade 2 in 2014-15.³

Methodology

The longitudinal evaluation of Cohort 9 includes a quasi-experimental research design, called a one-group pretest/post-test, to measure the developmental progress of children. A one-group pretest/post-test design provides a measure of performance prior to participating in a program, and then follows up with the same assessment after a student's participation in the program.

In this case, the annual evaluation initially administered the PPVT and the EOWPVT to the children when they entered the Nevada ECE program in 2011-12, and again at the end of the school year or when they exited the program. For the longitudinal study, the PPVT and EOWPVT were administered again in spring 2015, when the children were in grade 2. The administration of the assessments in grade 2 helps determine whether the Nevada ECE program children maintained the significant learning gains they achieved during preschool into their K-12 school career.

The use of the PPVT and EOWPVT as the follow-up measures in grade 2 facilitates a valid comparison of children's performance during their participation in the Nevada ECE program with their performance afterward. In addition, both tests are norm-referenced, allowing the evaluation to compare the performance of students in the ECE program against national norms.

To measure parental involvement, the evaluation administered a survey to the current teachers of the Nevada ECE children in grade 2, and asked teachers to report whether the parents of the Cohort 9 children participated in fall 2014 parent/teacher conference. The results from this survey will be compared to the overall parent/teacher conference rate at the schools attended by ECE students.

3 Previous longitudinal evaluations of the Nevada ECE program also included a comparison of a selected cohort of students who participated in the Nevada ECE program with matched peers by examining the performance of both groups on Nevada statewide assessments, such as in grade 5 or 6. A similar analysis was planned for 2014-15 which would have been included in this evaluation report. However, because of a statewide irregularity in testing administration for the Smarter Balanced Assessments in English and math for this school year, which resulted in only a small percent of students being tested in 2014-15, this part of the longitudinal study was not conducted.

Program and Participant Characteristics

The characteristics of Nevada ECE programs, families, and adult and children participants are based on data from 11 projects that provided services to 1,360 families, including 1,398 children and 1,461 adults during the 2014-15 school year. The 1,398 program children represent about 1.9 percent of the number of three-to four-year-old children in Nevada during 2014-15. For comparison, nationally, 16.7 percent of three-to four-year-old children are enrolled in state pre-kindergarten programs (National Institute for Early Education Research, 2014). Nine states do not yet provide any state funds for a pre-K program.



The profile of Nevada ECE families is that they are from minority ethnic backgrounds, many are learning English as a second language, and a sizeable number of families have a low income. In addition, most of their children have had limited formal educational experiences prior to the Nevada ECE program. For many of these families, Nevada ECE provides an important opportunity to better their lives by providing their children with developmentally supportive experiences to prepare them for school. Below are the key characteristics of the families, adults, and children served in the program.

Program Characteristics

Project	Number Children	Number Adults	Number Families	Number Sites	Children on Waiting List	Total Participants
Carson City	64	65	63	2	0	129
Churchill	100	99	98	2	55	199
Clark	539	540	526	10	309	1,079
Elko	75	98	74	2	50	173
Great Basin	42	41	40	1	10	83
Humboldt	43	81	43	1	15	124
Mineral	34	46	33	1	5	80
Nye	46	45	45	1	113	91
Pershing	38	38	38	1	32	76
Washoe	379	371	363	13	442	750
White Pine	38	37	37	1	9	75
Total	1,398	1,461	1,360	35	1,040	2,859

The projects reported a waiting list of 1,040 families, which represent over 75 percent of the families served. The projects with the largest numbers of families on waiting lists were Washoe County (442 families) and Clark County (309 families).

Family Characteristics⁴

Family Structure	Number Families	Percent Families
Single Parent	263	19%
Couples	935	69%
Extended Families	133	10%
Other	27	2%
Total	1,360	100%

Family Income	Number Families	Percent Families
Over \$50,000	277	20%
\$40,000-\$49,999	125	9%
\$30,000-\$39,999	200	15%
\$20,000-\$29,999	275	20%
\$10,000-\$19,999	287	21%
Less than \$9,999	194	14%
Total	1,360	100%

Adult Characteristics

Language Spoken at Home	Number	Percent
English	942	65%
Spanish	440	30%
Other	76	5%
Age (as of 9/30/2014)		
50 and over	38	3%
40-49	126	9%
30-39	661	45%
20-29	623	43%
Under 20	7	<1%
Gender		
Male	263	18%
Female	1,197	82%
Race/Ethnicity		
Hispanic/Latino	719	49%
Caucasian	540	37%
Asian	45	3%
African-American	85	6%
Native American	31	2%
Other	37	3%
Total	1,461	100%

Child Characteristics

English Language Skills	Number	Percent
English	939	67%
Limited English Skills	459	33%
Age (at enrollment)		
3 years	313	22%
4 years	1,041	74%
5 years (not eligible for K)	44	3%
Gender		
Male	699	50%
Female	699	50%
Race/Ethnicity		
Hispanic/Latino	682	49%
Caucasian	460	33%
African-American	85	6%
Asian	39	3%
Native American	33	2%
Other	98	7%
Total	1,398	100%

⁴ Please note that the data available for elements under family, adult, and children characteristics vary. Although not identified, data are missing for up to 10 participants for all except two data elements.

History of Participation in Non-Early Childhood Education Programs

Nevada ECE plays an important role in the lives of children as evidenced by the children's lack of participation in other educational programs. Of the 1,398 children, 68 percent (945 children) did not participate in any other educational program prior to Nevada ECE, as shown in Table 2. In addition, even more children (84 percent or 1,177 children) did not participate in any other educational program while participating in Nevada ECE, because Nevada ECE was available to the children. It is apparent that, without Nevada ECE, many children may not have participated in any educational program before enrolling in school and would have been less prepared to enter kindergarten. In other words, Nevada ECE helped prepare many children for school.

Table 2. Number of Children Participating in Non-Nevada ECE Programs Before and Simultaneously with Nevada ECE ⁵

Non-Nevada ECE Programs	Before Nevada ECE Program	Simultaneous with Nevada ECE Program
Head Start	55	18
Title I Preschool	24	13
Early Intervention, Early Childhood Special Education	112	71
Other Preschool or Infant/Toddler Program	164	34
Migrant Education	5	24
None	945	1,177
Other	125	68

Status If Child Did Not Participate in Early Childhood Education Program

An important question to ask is, what would Nevada ECE children do if they did not participate in the early childhood education program? Project staff asked participating adults at enrollment to respond to this question based on a list of the possible choices shown in Table 3. Overall, about 74 percent of the children would not have attended any structured (preschool or infant/toddler program) or semi-structured early childhood education program (child care) prior to entering kindergarten without Nevada ECE. Thus, the Nevada Early Childhood Education Program provides many children with an important opportunity to be better prepared when they enter school so they are more likely to succeed.

"I feel this program has started my child on a great learning adventure, and without this program my child would have gone into kindergarten at a disadvantage socially and educationally."

Testimonial from Parent at Churchill County School District ECE Program.

⁵ Data were not available for three children. Children can participate in more than one option.

Table 3. The Status of Children if They Did Not Participate in the Nevada ECE Program⁶

Status of Child If Not Enrolled in the Nevada ECE Program	Number of Children
Attend day care	183
Stay with grandparents or other adult family member	363
Stay at home with parents	761
Stay at home with siblings	64
Attend other preschool or infant/toddler program	182
Other (<i>specify</i>) _____	70

⁶ Data were not available for four children. Children can participate in more than one option.

Program Implementation

This section presents a first look at the Nevada ECE projects and how they are implemented by examining staffing patterns, professional qualifications, and inservice training.



Staffing Patterns

Project directors were asked to report the number of paid Nevada ECE staff and their full-time equivalents (FTE), as shown in Table 4.

Table 4. The Number of Nevada ECE Staff by Position

Position	Number of Staff	FTE of Staff
Administrators	3 ⁷	1.3
Teachers	35	30.83
Aides (educational assistant)	31	27.6
Family Specialists (home-visitor/advocate)	2	1.73
Support Staff (secretary, clerk)	3	1.5
Others	1 ⁸	1.0
Total Staff	75	63.96

Nevada ECE program funds purchased the services of 75 staff for 2014-15, some of whom are part-time or funded part-time with Nevada ECE funds.

Professional Qualifications

Project directors reported the qualifications of their administrative and educational staff (teachers and aides) in terms of their highest level of education and years of professional experience in their position. For teachers, the evaluation also collected data on the type of teacher license/certificate and endorsement. Data on the type of certificate and endorsement held by the early childhood teachers are important because of state requirements regarding teachers in early childhood education programs. According to state law, a teacher must hold a special license or endorsement in early childhood education to teach in a program of instruction for pre-

⁷ Although all 11 projects have an administrator, ECE funds were used to pay from a portion to all of the salary for the administrators at three projects, which ranged from 10 percent to 100 percent of their salary.

⁸ The one “Other” position is Project Facilitator.

kindergarten children.⁹ This is in contrast to many states which do not require that level of specialized training for early childhood education teachers (Bueno, Darling-Hammond, and Gonzales, 2010).¹⁰ The law does not apply to a teacher who held an elementary license, was employed full-time in a pre-kindergarten program as of July 1, 2002, and continued to teach full-time in a pre-kindergarten program after July 1, 2002.

Table 5 shows the highest level of education attained, as well as the experience level for Nevada ECE administrators, teachers, aides or para-professionals, and family specialists.

Table 5. Highest Level of Education and Experience of Nevada ECE Project Staff

	Administrators	Teachers	Aides	Family Specialists
Highest Level of Education				
High school diploma or GED	1	2	19	1
AA	--	--	5	1
BA/BS	--	17	7	--
MA/MS/M.Ed.	2	15	--	--
Ph.D./Ed.D.	--	1	--	--
Years of Experience in Primary Area				
Less than 1 year	--	1	8	--
1 to 5 years	--	5	11	--
5 to 10 years	1	10	3	--
More than 10 years	2	19	9	2

In terms of state requirements for teachers in early childhood education programs, 34 of the 35 teachers (97 percent) had an early childhood education license, early childhood education endorsement, or state early childhood education requirement endorsement. The one teacher who did not meet the state requirement is a long-term teacher substitute.

In-Service Training

In-service training is a critical part of providing quality services to Nevada ECE families so that staff can learn about the best practices in early childhood education and receive training in the curriculum models (*e.g., Creative Curriculum*) that projects adopt. Table 6 presents the number

⁹ See Nevada Revised Statutes (NRS) 391.019 and Nevada Administrative Code (NAC) 391.087 for the complete list of qualifications, provisions, and exceptions to the law.

¹⁰ Teacher effectiveness is among the most important factors impacting the quality of pre-kindergarten programs. When teachers hold a Bachelor's Degree and have specialized training in early childhood education, they are better able to support children's healthy development and school readiness.

of projects that provided training to teachers and aides in eight in-service areas by specific hour ranges. The results show that project staff received substantial training in 2014-15 to better prepare them to provide a quality early childhood program.

Table 6. Number of Projects That Provided Teachers and Aides Training by Hours

In-Service Topics	No hours (1)	0 to 5 hours (2)	6 to 10 hours (3)	11 to 15 hours (4)	Over 15 hours (5)	Average
Curriculum	1	2	2	2	4	3.55
Developmental Areas	0	3	5	1	2	3.18
Learning Environment	0	2	5	2	2	3.36
Children with Special Needs	1	6	2	2	0	2.45
Classroom or Behavior Management	2	1	5	1	2	3.00
Pedagogy-Instructional Strategies	0	4	3	1	3	3.27
Assessment	0	5	2	3	1	3.00
Involving Parents	2	4	2	3	0	2.55

Overall, projects provided teachers and aides the most hours of training in *Curriculum* followed by *Learning Environment*. Training in *Curriculum* is an important training area so that staff can implement the curriculum models (e.g., *High Scope*) with high fidelity that projects adopt. Training in *Learning Environments* is an important training area since it is a foundational topic area for establishing quality early childhood environments. Staff received the least amount of training in *Children with Special Needs*, perhaps because the Nevada ECE projects collaborate with Early Childhood Special Education staff to provide services to the children with special needs while in the Nevada ECE projects.

Early Childhood and Parenting Education Services

Nevada ECE projects are required to provide services in both early childhood education and parenting education. This section describes the intensity of those services to children and parents.



Intensity of Services

A very important piece of information is the number of hours Nevada ECE projects offered participants in early childhood education and parenting education. Typically, research has found that the more hours participants spend in program activities, the larger the impact.

To determine the intensity of educational services, project directors reported the scheduled hours per month and duration of instruction in months for early childhood education and parenting education, as shown in Table 7. The number of projects that offered the service is shown as well.

Table 7. Average Scheduled Hours of Parenting and Early Childhood Services

Service Area	Number of Projects	Hours per Month	Duration of Instruction in Months	Total Average Hours
Early Childhood Education				
Age 3 to 5; not eligible for Kindergarten	11	44.1	9.0	397.2
Parenting Education				
Parent alone	10	1.8	7.4	13.5
Parent and child are involved together	11	3.1	8.4	26.2

Early Childhood Education

The results show that 11 projects scheduled three-to-five year-olds an average of 397 hours of early childhood education (44.1 hours per month for 9.0 months), which was less than the hours offered to children in the last three years that data were collected: 429 hours offered in 2012-13, 418 hours offered to children in 2011-12, and 444 hours offered to children in 2010-11.

Parenting Education

According to the original legislation for Nevada ECE, projects are required to have a parenting component. All 11 project directors reported providing parenting education services in 2014-15: 10 projects provided parenting services to parents alone and all 11 projects provided parenting services when parents and children are involved together. On average, 10 projects offered 13.5

hours of *Parenting education alone* (1.8 hours per month for 7.4 months), and 11 projects offered 26.2 hours of *Parent and child time together* (3.1 hours per month for 8.4 months). In other words, on average, adults could receive about 40 hours of parenting education during 2014-15 in almost all projects, less than the hours offered to adults in the last three years that data were collected: 54 hours in 2012-13, 55 hours offered in 2011-12, and 65 hours offered in 2010-11.

Types of Parenting Services. The project directors were asked to identify the degree to which they provided (i.e., not provided, provided to a few families, some families, and most families) for five types of parenting services. Table 8 shows the number of projects that provided each parenting service. The evaluation found that although some projects do not provide all five services to most families, all eleven projects provide at least three services, and four projects provide all five services to at least a “few families.”

“I am VERY pleased with the Pre-K program and the teachers and aids associated with this program and look forward to my other 2 children coming to the program in the next couple of years.”

Testimonial from Parent at Churchill County School District ECE Program.

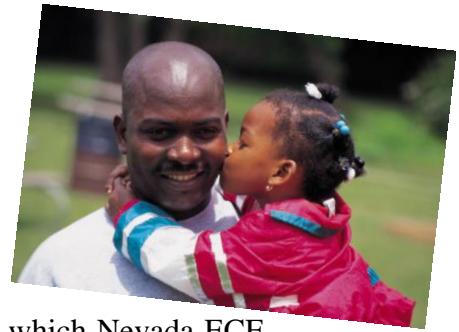
Table 8. The Number of Projects That Provided Various Parenting Services to Families

Type of Parenting Service	Not Provided	Few Families	Some Families	Most Families
Parenting Classes/Workshops	1	1	5	4
Parent and Child Together Activities (<i>e.g., family literacy nights, field trips</i>)	0	0	3	8
Parent/Teacher Conferences	0	0	0	11
Home Visits	7	1	1	2
Parents Volunteer in the Classroom	0	2	5	4
Other	0	0	2	1

The most frequently conducted service was *Parent/Teacher Conferences*, which all projects conducted with “most families.” *Home Visits* was the least conducted strategy; seven projects did not conduct home visits. Three projects offered “other” parenting services: two projects offered literacy take home back packs and a third project offered Family Community Field Trips.

Participation in Services

Previous information showed that many Nevada ECE families have multiple disadvantages, including limited educational experiences, poverty, and limited English proficiency. Other information showed the amount of services and types of services (for parenting education) that Nevada ECE projects offer to address the needs of families. This section presents the extent to which Nevada ECE children, adults, and families participated in the services.



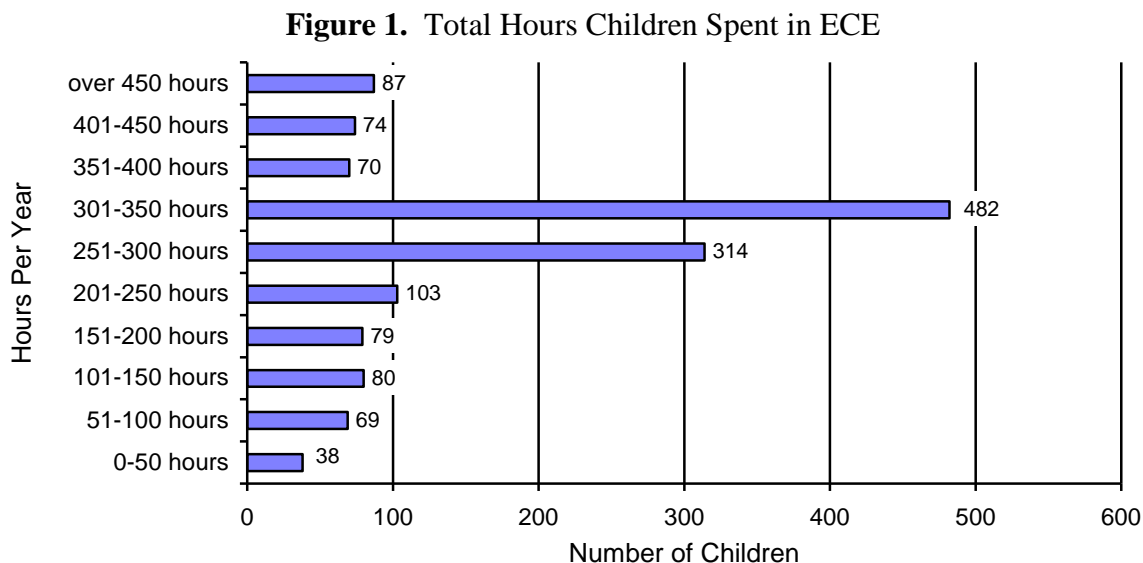
Child Participation

The primary component of Nevada ECE is early childhood education.

Hours of Participation in Early Childhood Education

The amount of time children participate in early childhood education should be a positive predictor of performance on early childhood measures. Overall, Nevada ECE children participated in early childhood education an average of 292 hours¹¹ in 2014-15, or about nine to ten hours per week, slightly more than average hours reported for the last three years of the evaluation: 272 hours in 2012-13, 289 hours in 2011-12, and 285 hours in 2010-11. The average hours are sufficient to make a meaningful impact on child development.

To obtain a better picture of the amount of time children spent in early childhood programs, the evaluator determined the total number of hours that children spent in early childhood education within 50-hour ranges, as shown in Figure 1. The largest number of children (482 children, or 35 percent) attended an average of 301 to 350 hours of early childhood education during the school year, followed by 314 children (22 percent) who attended from 251 to 300 hours.



¹¹ Data are not available for two children

Adult Participation

The evaluation collected data on adult participation in parenting education, which is intended to better equip parents to support their children's social, emotional, and academic development.

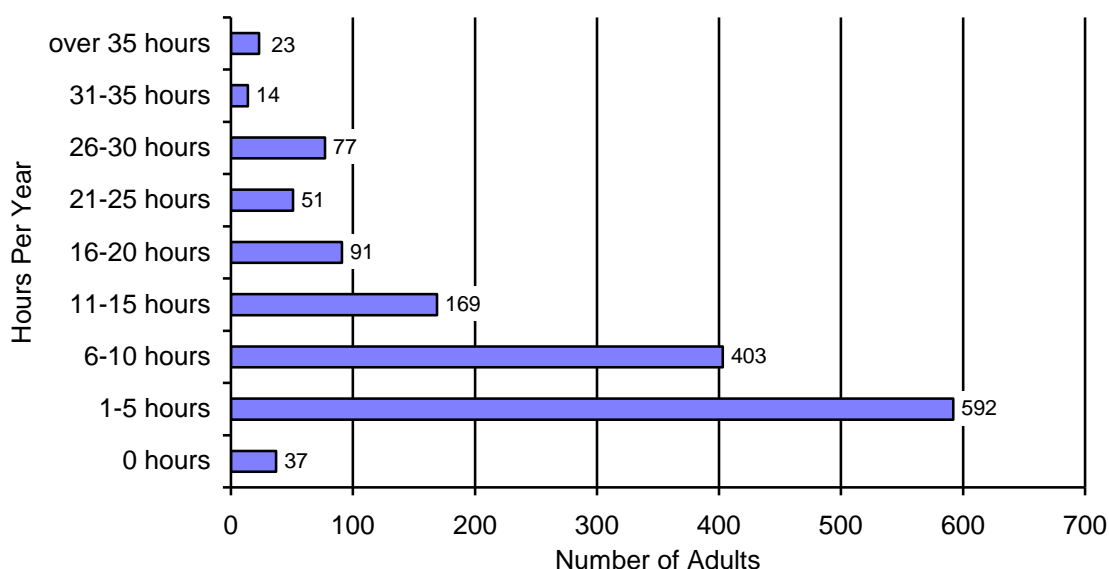
Hours of Parenting Education

There were 1,461 adult participants in the program, and data were available for 1,457 adults. Projects reported that 37 parents (about 3 percent) had yet to participate in any parenting education services. While some of these 37 parents had just enrolled their children in the program or left the program early in the school year, most of these parents did not participate in parenting services provided. In these projects, staff could determine the reason for adult non-participation and more closely monitor parent attendance in parenting education to fulfill the requirement of the grant, if they did not already do so.

Overall, the 1,457 adults participated in parenting education an average of 9.4 hours, but less than the average hours reported in three previous years: 12.4 in 2012-13, 13.6 in 2011-12; and 13.2 in 2010-11.

Figure 2 shows that the distribution in the total number of hours in parenting education is skewed. The largest number of adults (n=592 or 41 percent) participated in "1 to 5 hours" of parenting education. A smaller group of parents (37 parents, or 5 percent) participated in over 30 hours of parenting education, substantially increasing the average hours in parenting education for the entire group. Overall, the majority of parents (907 adults or 62 percent) participated in less than the average number of hours (9.4), and in less than 25 percent of the 40 average hours of parenting services offered to parents during the school year, as shown in Table 7 on Page 19.

Figure 2. Total Hours Adults Spent in Parenting Education



Family Participation

Program Completion Rate

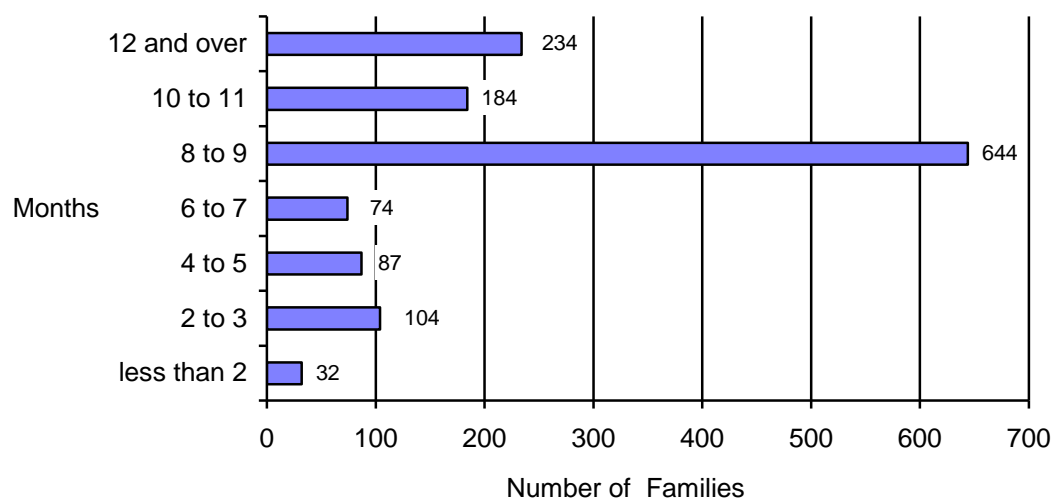
A requirement of SB 522 is to determine the percentage of participants who drop out of the program before completion, defined as before the end of the program year. The results show that 162 of the 1,360 families in Nevada ECE (12 percent) left the program during the 2014-15 school year. In other words, 88 percent of the families completed the program, similar to the percent of families who completed the program during the previous three years: 85 percent in 2010-11, 88 percent in 2011-12, and 86 percent in 2012-13. The results suggest that the projects do a good job in retaining families in the program, due in part, to the quality of the program provided to families.

Length of Participation in Program

Research has found that the length of time families participate in early childhood education is positively correlated with the gains of adults in parenting skills and children in school readiness. Clearly, a primary purpose of the program is to retain children and adults in the program long enough so that they can reach program goals.

Figure 3 shows the number of families enrolled in Nevada ECE projects by months in the program in two-month intervals. Data are available on all 1,360 families. The distribution shows that over half of the families (828, or 61 percent) stayed in the program for eight to eleven months. In other words, over half of the families started Nevada ECE at the beginning of the program year and stayed until the end of the program year. All of the 234 families who were in the program for over 12 months are families who were in the program in previous years for the current child or for other children in the family. In fact, a couple families have had several of their children attend the Nevada ECE program since 2003-04.

Figure 3. Number of Months Families Spent in ECE Program



Reason for Exiting Program

Project staff reported a range of reasons why 162 families left the program. Table 9 shows the number of families that exited the program for eight possible reasons. Overall, the most common reason why families exited the program was that the “family moved out of the area served by the ECE program” (76 families, or 47 percent), consistent with previous years. The next most common reason given why families exited the program was “child switched to a different program” (25 families, or 17 percent), often to participate in early childhood special education.

Table 9. The Number of Families Exiting the Program by Reason

Reasons for Exiting the Program	Families
Family moved out of the area served by the ECE program	76
Child switched to a different program	25
Reason unknown or unidentified	19
Conflicts or problems prevents continued participation	18
Family was dropped due to incomplete participation or poor attendance	11
Family crisis prevents further participation	6
Family stopped participating due to a lack of interest	6
Other reason (specify) _____	1
Total	162

Classroom Environment Program Quality Indicators



The evaluator visited the 11 Nevada ECE projects in spring 2015. Two of the projects operate both inclusion and non-inclusion early childhood education delivery models, making a total of 13 site visits.¹² The evaluator collected information about each site based on the administration of two standardized early childhood environment rating instruments: the Early Childhood Environment Rating Scale – Revised Edition (ECERS-R) and the Early Language and Literacy Classroom Observation Tool (ELLCO). The evaluator also wrote a description of the program in four areas: curriculum and program design, learning environment, assessment and continuous progress, and parent engagement. This section presents the summarized data collected from the ECERS-R and ELLCO and Appendix A presents the 13 individual site results and descriptions.

Early Childhood Environment Rating Scale, Revised Edition (ECERS-R). The ECERS-R is a comprehensive observation instrument designed to measure the quality of early care and education environments. The administration of the ECERS-R includes a short teacher interview and classroom observations to rate at which level quality indicators are being met in seven areas: Space and Furnishings, Personal Care Routines, Language-Reasoning, Activities, Interaction, Program Structure, and Parents and Staff. Results from the ECERS-R are expressed in ratings from 1 (Inadequate) to 7 (Excellent).

Figure 4 shows the ratings on the Early Childhood Environment Rating Scale for all Nevada ECE project sites observed for six years from 2008-09 through 2012-13 and from 2014–15, the years during which the ECERS-R was administered. Thirteen sites were observed in spring 2009; 14 sites were observed in spring 2010 and spring 2011; and 13 sites in spring 2012, spring 2013, and spring 2015. Six of the sites were the same over the six years.

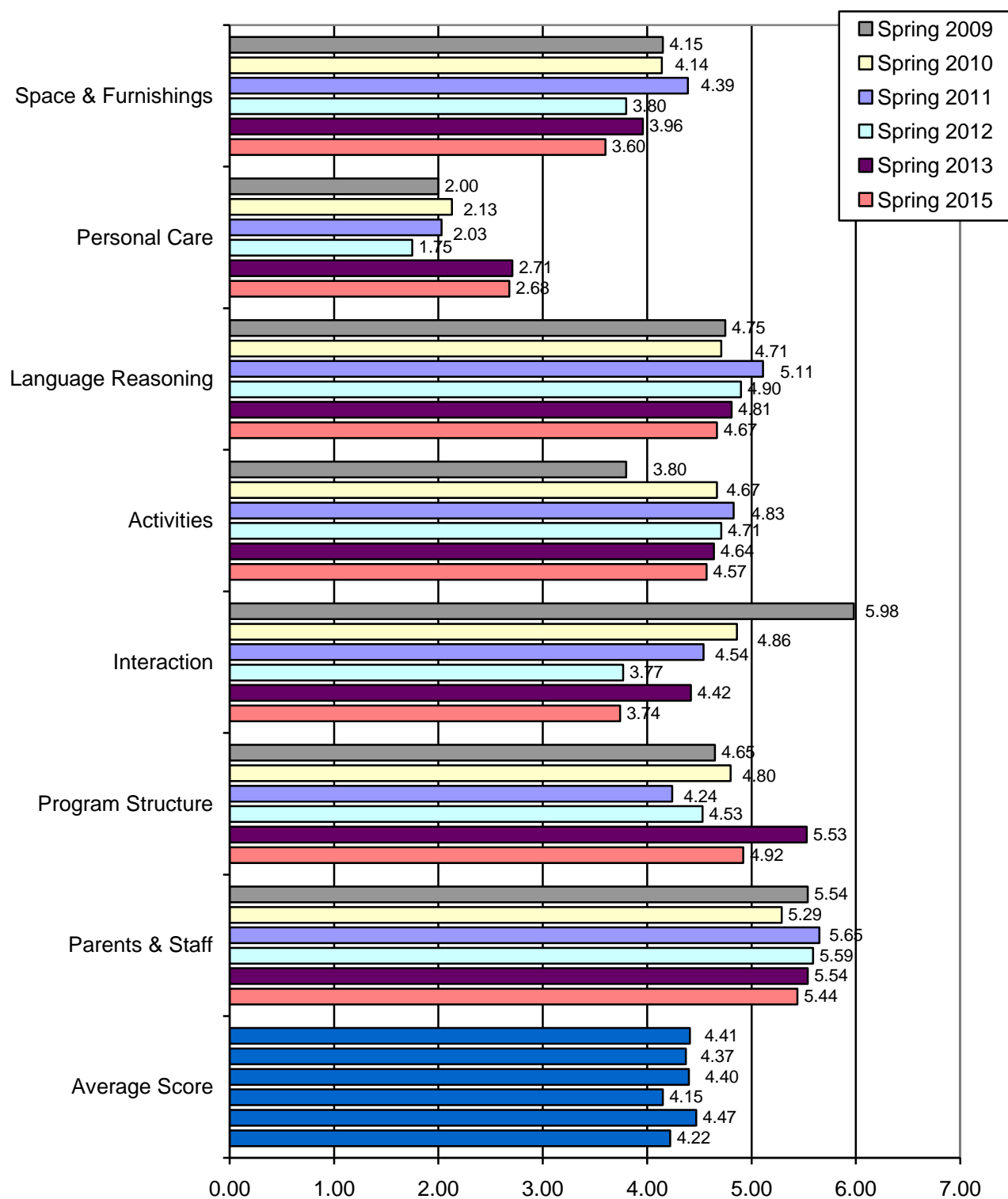
Spring 2015 Results. The spring 2015 results show that the 13 project sites had a fairly wide range of average scores across the seven areas, from an average rating of 2.7 to 5.4. Overall, most high ratings should be viewed as areas of strength and low ratings as areas for improvement. Some low ratings, however, may reflect, in part, limitations in facilities which are often out of the control of the project sites, such as bathrooms and/or sinks not located in preschool classrooms and playgrounds not appropriate for early childhood children.

The 13 projects received the highest ratings of 5.4 on Parents and Staff and a rating of 4.9 on Program Structure. Parents and Staff primarily reflect professional provisions provided to staff in terms of staff needs, interaction and cooperation, and supervision and evaluation. Program Structure reflects staff efforts to follow a balanced program that includes following a schedule,

¹²

Two Nevada ECE projects (Clark County and Washoe County School Districts) operate both inclusion and non-inclusion early childhood education delivery models. Clark County has ten sites (nine inclusion and one non-inclusion), and Washoe County has thirteen sites (two inclusion and 11 non-inclusion). The evaluator did not visit all Nevada ECE sites in these two projects because of time and resource constraints. Instead, the evaluator visited two sites in each Clark County and Washoe County, representative of the inclusion and non-inclusion early childhood education delivery models offered at the two projects.

Figure 4. Spring 2009 Through Spring 2013 and Spring 2015 Ratings for All Nevada ECE Program Site Visits on the Early Childhood Environment Rating Scale (ECERS) (1=inadequate, 7=excellent)



offering appropriate amounts of free play and group time, and providing for students with special needs.

The 13 projects received the lowest rating of 2.7 on Personal Care Routines. While some of the low ratings in Personal Care Routines are due to limitations of facilities located in elementary/high school buildings not set up for early childhood programs, it is still an area for improvement. In all, there are five items that measure Personal Care Routines, including items on greeting and departing, snack/meals, toileting/diapering, health practices, and safety practices. In this case, the 13 projects received the lowest ratings (from 1.0 to 2.3) on two items: safety practices and health practices. Personal Care Routines was also the lowest area in the five previous years, from 2008-09 through 2012-13. It is important to note, however, that the average score for Personal Care Routines has increased substantially, such that the average rating of 2.7 for spring 2013 and spring 2015 is the highest rating over the six years the assessment has been administered and is almost one point higher than its rating of 1.75 in spring 2012.

Spring 2009 to Spring 2015 Results. Figure 4 also shows the average scores for all the Nevada ECE project sites that were observed from spring 2009 through spring 2015, allowing a general comparison of the results over the six years. However, any changes in the results, either positively or negatively, should not be interpreted as a change in the overall program quality of the early education environments, since only six project sites observed were the same over the six years of the assessment.

The Nevada ECE average rating of 4.22 in spring 2015 on the ECERS-R is above the average rating from a 2001 study of 238 state-funded preschool programs that reported an average rating of 3.9.

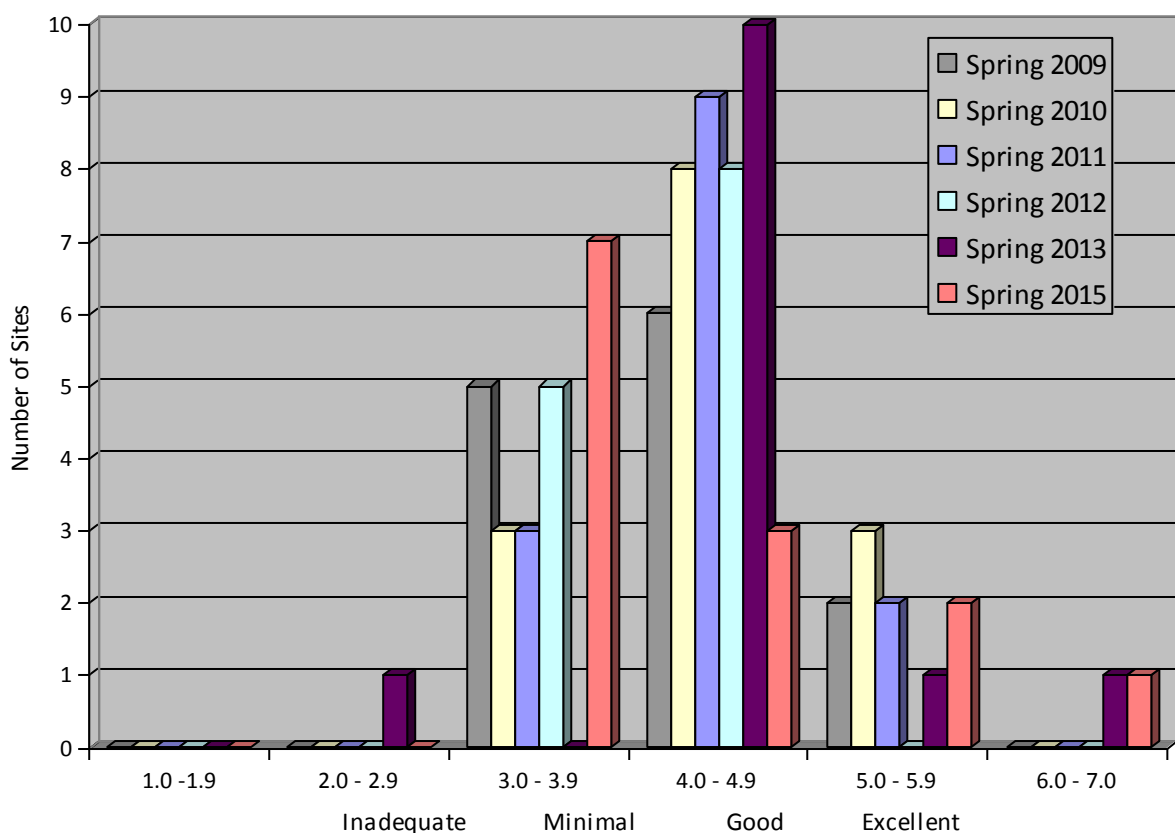
With that caution in mind, the results do show that the average total scores were relatively the same (4.37 to 4.47) for four of the six years the assessment was administered, from spring 2009 to spring 2011, and in spring 2013. The average total score did dip from this relative norm in two years, to 4.15 in spring 2012, and to 4.22 in spring 2015. As mentioned in previous reports, one possible reason for the decrease in spring 2012 is due to the new sites that were observed. That is, three of the new six sites that were observed in spring 2012 had three of the five lowest ratings. One possible reason for the decrease in spring 2015 may be due to the absence of any evaluation activities in 2013-14. It is not uncommon for programs to regress in the quality of implementing important procedures when the procedures are not accessed nor feedback on performance provided.

Several studies have looked at the average scores of preschool educational programs on the ECERS-R (Clifford, et al., 2003; Early, D., et al. 2005; Family and Child Experiences Survey, 1997). In these studies, an average rating of at least 3.0 is considered minimally acceptable. Ratings below this level of quality indicate that there is a significant risk to children in these settings with failure to even meet the basic health and safety needs of children. An average rating of 5.0 is considered the developmentally appropriate range of quality where health and safety needs are met, warmth and support is available for all children, and learning is emphasized. For example, a study conducted by the National Center for Early Development and Learning at the University of North Carolina at Chapel Hill examined the ECERS-R scores of 238 state funded prekindergarten programs in six states. They found that only about 10% of programs scored below the minimally acceptable level of quality (3.0), and even fewer scored at or above a 5.0 (good quality). The state-funded preschool programs in this study had an average rating of 3.9,

below all of the average ratings of Nevada ECE sites for the last six years. This, in part, may be due to the lack of funding to support effective coaching and technical assistance for publicly funded PreK programs.

Figure 5 shows the number of Nevada ECE programs that were rated on the ECERS-R from spring 2009 through spring 2013, and in spring 2015 displayed into several rating ranges. The results, except for spring 2012 and spring 2015, suggest a positive trend in the number and percent of sites with ratings above 4.0. That is, the percent of sites with an average rating of 4.0 has increased from 62 percent in spring 2009, 79 percent in spring 2010 and in spring 2011, to 92 percent in spring 2013. In fact, three programs in spring 2015 received some of the highest ratings ever received in Nevada. The percent of sites with an average rating of 4.0, however, decreased in spring 2012 to 62 percent and decreased to 46 percent in spring 2015, the lowest percent for any of the six years. Possible explanations of the decreases for those two years were already presented.

Figure 5. Number of Nevada ECE Programs with Ratings for Spring 2009 Through Spring 2013 and Spring 2015 Ratings on the Early Childhood Environment Rating Scale (ECERS) (1 = Inadequate, 7 = Excellent)



Early Language and Literacy Classroom Observation Tool (ELLCO). The ELLCO is a three-part classroom observation instrument that describes the extent to which classrooms provide children support for their language and literacy development. The three parts of the observation include a Literacy Environment Checklist, a Classroom Observation and Teacher Interview, and a Literacy Activities Rating Scale. Together, they yield ratings in five areas: Classroom Structure, Curriculum, Language Environment, Books and Book Reading, and Print and Early Writing. In addition, scores can be summarized into two subscales: Classroom Environment and Language and Literacy. The results from the ELLCO are expressed in ratings from 1 (Deficient) to 5 (Exemplary).

Figure 6 shows the ratings on the ELLCO for all Nevada ECE project sites observed from spring 2009 through spring 2013, and in spring 2015. Thirteen sites were observed in spring 2009, 14 sites were observed in spring 2010 and spring 2011, and 13 sites in spring 2012, spring 2013, and spring 2015. Six of the sites were the same over the six years.

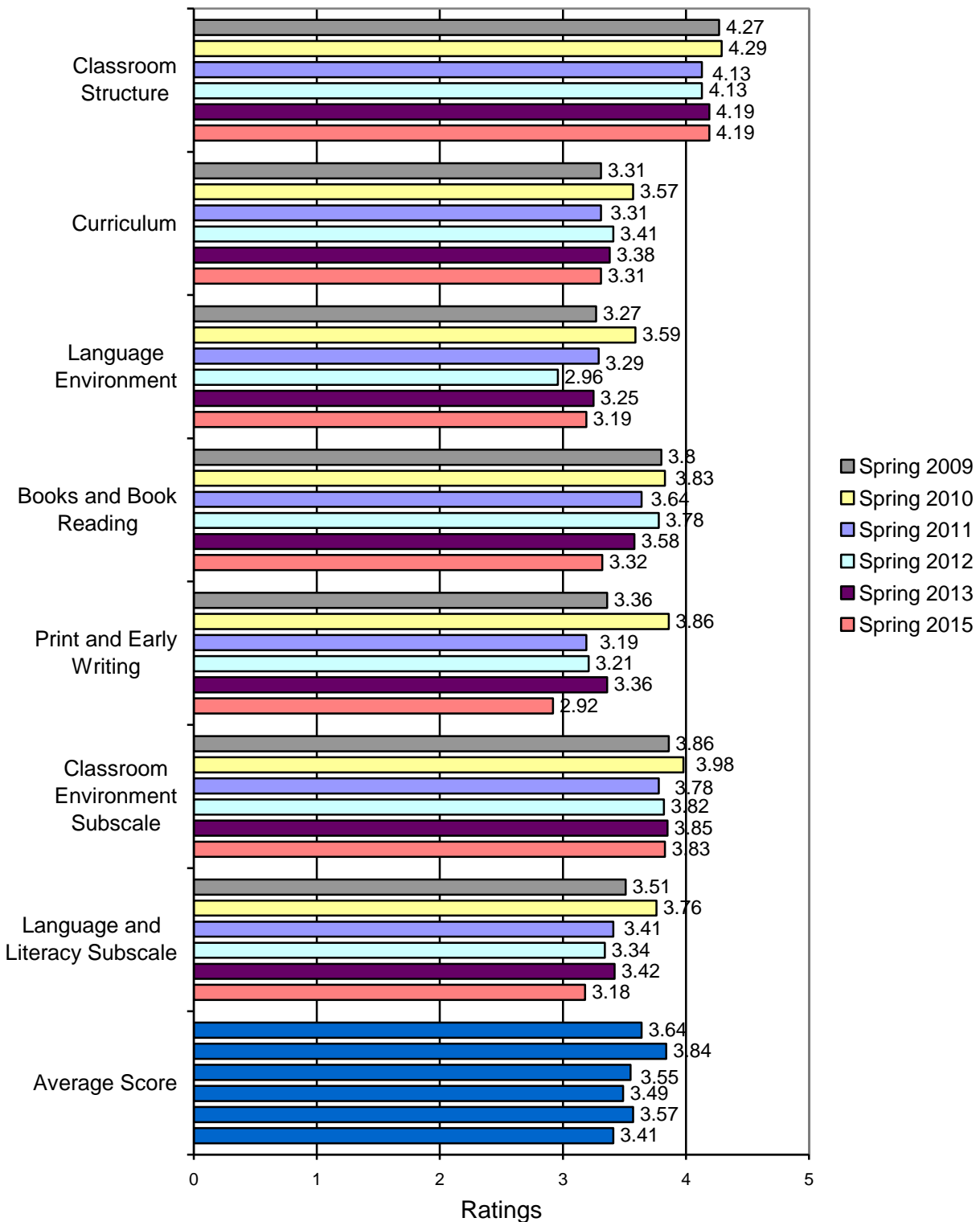
Spring 2015 Results. The results in Figure 6 show that the average scores for the 13 project sites across the five areas measured ranged from 2.9 to 4.2. The 13 projects scored the highest on Classroom Structure and scored lowest on Print and Early Writing. There are four elements that measure Classroom Structure: organization of the classroom, content of the classroom, classroom management, and personnel. The 13 projects scored the highest on personnel, which reflects project efforts to ensure that the staffing is appropriate to the numbers and needs of children and serves to facilitate engagement in learning.

There are three elements that measure Print and Early Writing: early writing environment, support for children's writing, and environmental print. The 13 projects received the lowest rating on support for children's writing. This element reflects teacher support and efforts to engage children in authentic uses of writing which are integral to daily classroom experiences.

Spring 2009 to Spring 2015 Results. Figure 6 also shows the average scores for all the Nevada ECE project sites that were observed from spring 2009 through spring 2013, and in spring 2015, allowing a general comparison of the results over the six years. However, any changes in the results should not be interpreted as a change in the overall program quality of early care and education environments, since only six of the sites were the same over the six years.

The results show that the average total scores, in general, trended lower over the six years, with the exception of spring 2010, which saw the highest average score for the six years at 3.84. Otherwise, the average total scores trended lower from 3.64 in spring 2009 to 3.41 in spring 2015, the lowest score across the six years. In other words, the overall ratings for the sites observed have decreased from 2008-09 to 2014-15, suggesting that the language and literacy environments of the 2014-15 Nevada ECE sites were not quite as supportive for children's language and literacy development as in 2008-09. A possible reason for the low score in spring 2015, as mentioned previously for the spring 2015 ECERS results may be due to the absence of any evaluation activities in 2013-14. It is not uncommon for programs to regress in the quality of implementing important practices, such as those measured by the ECERS-R and ELLCO, when the practices are not accessed nor feedback on performance provided.

Figure 6. Spring 2009 Through Spring 2013 and Spring 2015 Ratings for All Nevada ECE Program Site Visits on the Early Language and Literacy Classroom Observation Tool (ELLCO)
(1 = Deficient, 5 = Exemplary)



The results also show that three of the five areas measured on the ELLCO remained fairly consistent over the six years, including Classroom Structure, Curriculum, and Language environment. The results for the other two areas measured on the ELLCO, including Books and Early Reading and Print and Early Writing, have trended lower.

The results also show that the rating for Classroom Structure is the area with the highest ratings for all six years. The rating for Language Environment is the area with the lowest ratings for four of the six years.

Annual Evaluation Analysis

This section includes “a summary of the data showing the effectiveness on indicators of early childhood education and parenting,” required under SB 522. The table below indicates that Nevada ECE programs ‘met and exceeded’ the five program outcome indicators for 2014-15 that had a benchmark: one outcome indicator did not have a benchmark for 2014-15. The table is followed by additional analysis of these results.



Program Indicator (<i>Target</i>)	Actual	Status
Developmental Progress of Children		
<i>Indicator 1: Reading Readiness: Individual Student Gain (80 percent)</i>	a. PPVT- 82.8% b. EOWPVT- 89.3%	a. Exceeded b. Exceeded
<i>Indicator 2: Reading Readiness: Average Gain (8 points on PPVT, and 10 points on EOWPVT)</i>	a. PPVT- 11.0 pts. b. EOWPVT- 12.3 pts.	a. Exceeded b. Exceeded
<i>Indicator 3: English Language Acquisition: Average Gain (WIDA Model Assessment)</i>	a. Listening: 5.0 pts. b. Speaking: 1.6 pts.	a. NA ¹³ b. NA
Parental Involvement		
<i>Indicator 1: Individual Parenting Goals (92 percent)</i>	97.9%	Exceeded
<i>Indicator 2: Time with Children (80 percent)</i>	85.8%	Exceeded
<i>Indicator 3: Reading with Children (80 percent)</i>	86.9%	Exceeded

Developmental Progress of Children Outcome Indicators

Outcome Indicator 1. Reading Readiness: Individual Student Gain

- a. Peabody Picture Vocabulary Test (PPVT)
- b. Expressive One-Word Picture Vocabulary Test (EOWPVT)

Nevada ECE projects served 1,398 children. Out of these 1,398 children, 1,252 children were in the program at least four months in 2014-15. Out of these 1,252 children, 1,119 (PPVT) and 1,059 (EOWPVT) children had at least four months between the administration of their pretest and posttest and were included in this analysis. The results shows that 82.8 percent and 89.3 percent of the students made a standard score gain on the PPVT and EOWPVT, respectively – above the expected performance level of 80 percent on this indicator. Thus, Nevada ECE projects met and exceeded the expected level of performance for these measures.

¹³ The Indicator 3: English Language Acquisition on the WIDA Model Assessment does not have an expected performance level because Nevada is currently participating in a pilot program to develop a pre-Kindergarten WIDA Model Assessment. The benchmark for this indicator will be established once this new assessment is developed and tested.

Outcome Indicator 2. Reading Readiness: Average Gain

- a. Peabody Picture Vocabulary Test (PPVT)
- b. Expressive One-Word Picture Vocabulary Test (EOWPVT)

Table 10 shows the average gain scores on the PPVT and EOWPVT to help interpret the size of the impact of Nevada ECE on children's receptive and expressive vocabulary. The results show that Nevada ECE children made an average standard score gain of 11.0 and 12.3 points respectively, on the PPVT and EOWPVT – above the expected performance level of 8.0 and 10.0 standards score points on the two measures for the outcome indicator – and the gains were statistically significant ($p \leq 0.01$).

Table 10. Peabody Picture Vocabulary Test Average Scores, $n = 1,119$; Expressive One-Word Picture Vocabulary Test Average Scores, $n = 1,059$

Test	Pretest Average	Post-Test Average	Average Gain
PPVT (receptive vocabulary)	89.4	100.4	11.0
EOWPVT (expressive vocabulary)	93.0	105.3	12.3

The results suggest that Nevada ECE had a large positive effect on the receptive and expressive vocabulary of children. Overall, the pretest standard score average shows that children scored substantially below the national average on the tests before they entered Nevada ECE in fall 2014, at the 24th and 32th percentile in receptive and expressive vocabulary, respectively. In other words, these students' scores are consistent with an "at-risk" student population. By the end of the program in spring 2015, students made substantial gains, improving to the 51st and 64th percentile in receptive and expressive vocabulary, respectively, reaching and exceeding the national average range and eliminating all of the achievement gap with the national norming sample. These students are much more prepared to enter kindergarten and succeed in school than if they had not participated in Nevada ECE.

Nevada ECE shows a large positive effect on children's receptive and expressive vocabulary, as evidenced by gains of 11.0 points on the PPVT and 12.3 points on the EOWPVT.

The meaning of the results, however, must be interpreted in light of the large numbers of program children learning English. For 178 of the 1,398 children (13 percent), projects could not initially administer the PPVT or EOWPVT in English when the child enrolled into the program. These children did not have sufficient English language skills to take one or both tests. In these cases, project staff would wait to administer the PPVT and EOWPVT until the teacher believed that the child had sufficient English language skills to score within the tests' valid ranges.

In addition to children who did not have sufficient English language skills to take the test at enrollment, many other children may have had enough English language skills to obtain a valid score on the test, but were still learning English. In other words, in these two groups of children, the large gains on the PPVT and EOWPVT are due to the impact of the early childhood program on the children's developmental skills as well as on helping the children learn English as their second language.

To learn the effect of Nevada ECE on different groups of children, the test results were divided into three groups: children learning English as a second language without sufficient English skills to take the tests at enrollment,¹⁴ children who had the English skills to take the tests at enrollment but were also English language learners,¹⁵ and native English speakers.

Nevada ECE students are much more prepared to enter kindergarten and succeed in school than if they had not participated in the program.

Table 11 shows the pretest and posttest averages for the three groups and the percent of children that made a standard score gain. The results show that children in the three groups had different pretest averages, as expected. Children learning English as a second language and unable to take the tests at enrollment had the lowest pretest averages, followed by children learning English as a second language who took the tests at enrollment, and then by the English-speaking children.

Table 11. PPVT and EOWPVT Average Scores and Gains by Level of English Skills

PPVT (Receptive) Group (n=1,119)	Pretest Average	Posttest Average	Average Gain	Percent Who Made Gain
No English Skills at Enrollment (n=131)	67.5	79.4	11.9	81.7
Some English Skills at Enrollment (n=198)	79.6	91.6	12.0	83.8
English Speaking (n=790)	95.5	106.1	10.6	82.8
EOWPVT (Expressive) Group (n=1,059)				
No English Skills at Enrollment (n=77)	71.0	82.1	11.1	92.2
Some English Skills at Enrollment (n=194)	78.8	92.7	13.9	94.3
English Speaking (n=788)	98.7	110.7	12.0	87.8

The PPVT results show that the three groups of children had similar performances. That is, all three groups had a similar percent of children make a gain on the PPVT. However, the English speaking children made the lowest average score gain compared to the other two groups, i.e., the children who did not speak English as their native language and were not able to take the PPVT at enrollment and the children who did not speak English as their native language but who were able to take the PPVT at enrollment. The latter two groups made approximately the same average gain.

¹⁴ Project staff categorized these children as learning English as a second language when they enrolled, and determined that these children did not have sufficient English skills to obtain a valid score on the assessments.

¹⁵ Project staff categorized these children as learning English as a second language when they enrolled in the program and determined these children had sufficient English skills to obtain a valid score on the assessments.

The EOWPVT results are different than the PPVT results. That is, the group of children who did not speak English as their native language but were able to take the EOWPVT at enrollment made a larger average standard score gains than the other two groups, and had a larger percent of children making a standard score gain than the English speaking children. However, the group of children who did not speak English as their native language and were not able to take the EOWPVT at enrollment had a smaller average standard score gain than the other two groups but had a larger percent of children make a standard score gain than the English speaking group. One possible explanation why this group performed below the other two groups is due to the shorter time that these students had between the pretest and posttest, simply because they were unable to take the EOWPVT at enrollment.¹⁶

Even though there are some differences among the three groups, the results clearly suggest that all children benefited from the developmental activities in the Nevada ECE program. The results also suggest that the Nevada ECE program helped a greater percentage of children learning the English language make a gain, and make larger gains, than English-speaking children.

Outcome Indicator 3: English Language Acquisition: Average Gain

Nevada ECE projects served 1,398 children. As mentioned previously, 178 of the 1,398 children (13.2 percent) in the program were not able to take the PPVT or EOWPVT in English when the child enrolled into the program. In these cases, the child is administered the WIDA Model Assessment when they enroll and again when they exit or at the end of the school year in order to obtain a measure of the child's English Language acquisition.

Out of these 178 children who were administered the WIDA, 144 children had at least four months between the administration of their pretest and posttest and were included in this analysis. Overall, students made an average raw score gain of 5.0 points on the Listening section of the test and an average raw score gain of 1.6 points on the Speaking section of the test. Since the 2014-15 school year is the first year that data from the WIDA have been summarized and reported, there is no expected level of performance on the assessment. Instead, the data are just presented here, and NDE will set an expected level of performance for this measure after data are collected on the WIDA for two years, or after the 2015-16 school year. As a result that this assessment is intended for kindergarten, NDE has entered into a national partnership with WIDA to develop a more appropriate PreK WIDA assessment for this purpose.

Table 12. WIDA Model Assessment Score Average and Gain, n=144

Subscale	Pretest Average	Post-Test Average	Average Gain
Listening	3.5	8.5	5.0
Speaking	1.5	3.1	1.6

¹⁶ For example, the children who did not speak English as their native language and were not able to take the EOWPVT at enrollment had 6.2 months between the pretest and posttest dates while all students had 7.8 months between the pretest and posttest dates.

Parental Involvement Outcome Indicators

Outcome Indicator 1: Individual Parenting Goals

Of the 1,461 Nevada ECE adults, 1,307 adults were enrolled in ECE projects for at least four months. Of the 1,307 adults, 1,280 adults (97.9 percent) met at least one parenting goal, exceeding the expected performance level of 92 percent for this indicator. The evaluation also determined the number of parenting goals that adults met, regardless if they met the criteria of being in the program for four months. The 1,461 adults who established parenting goals made 3,499 of the 3,889 goals they set, or 96 percent.

Outcome Indicator 2: Time with Children

Of the 1,398 Nevada ECE children, the families of 1,155 children were first-year participants. A total of 1,013 of these children were in Nevada ECE at least four months. Pretest and posttest data are available for 1,006 of these children. Of the parents of the 1,006 children, 863 (85.8 percent) reported spending more time with their children at the time of the posttest or when they exited the program, 54 parents (5.4 percent) reported spending the same amount of time, and 89 (8.8 percent)¹⁷ reported spending less time with their children. Thus, Nevada ECE projects exceeded the expected performance level of 80 percent.

Outcome Indicator 3: Reading with Children

An even more specific Nevada ECE goal is to increase the amount of time adults spend reading to or with their children. As previously mentioned, the families of 1,013 children were first-year participants who were in the program at least four months. Pretest and posttest data were available for 1,006 of these children. Of the 1,006 children, 874 (86.9 percent) of their parents reported spending more time reading with them at the end of the evaluation than when they began the program, 58 parents (5.8 percent) reported spending the same amount of time reading with their children, and 74 parents (7.4 percent) reported a decrease in the amount of time. Nevada ECE projects exceeded the expected performance level of 80 percent for this outcome indicator.

Although the outcome indicator is for first-year parents, I think it is important to note the amount of time that parents of all children reported reading with their children. Pretest and posttest data were available on 1,252 children enrolled in the program at least four months in 2014-15. Table 13 shows that ECE parents spent an average of 72 more minutes per week reading to or with their child (a gain of over 200 percent) at the end of the program year than at the beginning of the program.

Table 13. Parent and Child Reading Time in Minutes, n=1,252

Pretest Average	Post-Test Average	Average Gain
55.9	128.4	72.5

¹⁷ A reason for the decrease is that some parents may have obtained jobs, decreasing the amount of available time to spend with their children.

Longitudinal Evaluation Analysis



The longitudinal analysis follows one group, Cohort 9, of four-year-old children who participated in the Nevada ECE program in the 2011-12 school year and are now in public schools at grade 2 for the 2014-15 school year. The longitudinal analysis examined the developmental progress of children and parent involvement. Each is presented separately below.

Developmental Progress of Children

As mentioned previously, the longitudinal evaluation of Cohort 9 includes a quasi-experimental research design to measure the developmental progress of children: a one-group pretest/post-test design. Specifically, the evaluation compares the performance of Cohort 9 students on the Peabody Picture Vocabulary Test (PPVT) and Expressive One-Word Picture Vocabulary Test (EOWPVT) during preschool in 2011-12 with their performance at the end of grade 2 in 2014-15. The results from the two measures are reported below.

PPVT and EOWPVT Results

The evaluation selected a stratified random sample of 225 of the 1,198 four-year old Cohort 9 children,¹⁸ based on the number of children in the 11 projects. The evaluation then conducted follow-up test administrations of the PPVT and EOWPVT in grade 2 in spring 2015.

A total of 214 children had test scores from the three administrations of the PPVT and EOWPVT used for the analyses: in fall 2011 and spring 2012, before and after their participation in Nevada ECE, and again in spring 2015 at the end of grade 2.¹⁹ Although not shown, the 214 students are representative of the larger population of 1,198 Cohort 9 students in terms of gender, race/ethnicity, age, and Limited English Proficiency, suggesting that the results obtained from the sample of Cohort 9 students can be generalized to the larger Cohort 9 population.

Figures 7 and 8 on page 41 show the average standard scores²⁰ of the Cohort 9 students for the three test administrations. The general expectation is that Cohort 9 students would maintain the significant learning gains they made in preschool into their K-12 school career. Specifically, the expectation is that the Cohort 9 children would obtain similar standard scores in spring 2015 at the end of grade 2 as they had achieved in spring 2012 at the end of Nevada ECE program.

Overall, the results show that Cohort 9 students made large learning gains on the PPVT and the EOWPVT in 2011-12 while in preschool. Then, Cohort 9 students maintained the significant learning gains they made in preschool through the end of grade 2 in receptive vocabulary, but not in expressive vocabulary, falling short of expectation, which may be attributed to many reasons and reinforces the need to maintain quality of education and services beyond PreK through K-3 and beyond. High-quality PreK is not an inoculation, but rather a preventive service and such

¹⁸ Cohort 9 included a total of 1,288 children: 1,198 were four year olds and 90 were three year olds. The longitudinal study focused on four-year olds only.

¹⁹ The evaluation tested 214 of the 225 children from the sample. Eleven students were not tested due to absences and conflicting school events.

²⁰ Standard scores have an average of 100 with a standard deviation of 15.

quality must also be maintained throughout their school years to continue to close and eliminate these achievement gaps.

Figure 7. PPVT Standard Score Averages of Cohort 9 in Preschool and Grade 3, n=214

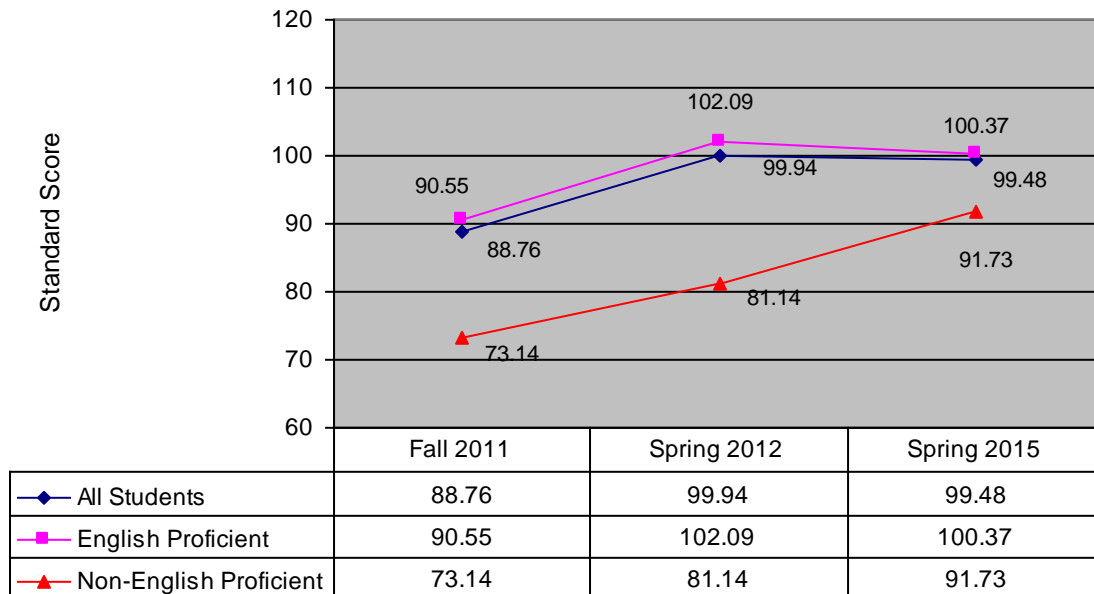


Figure 8. EOWPVT Standard Score Averages of Cohort 9 in Preschool and Grade 2, n=214

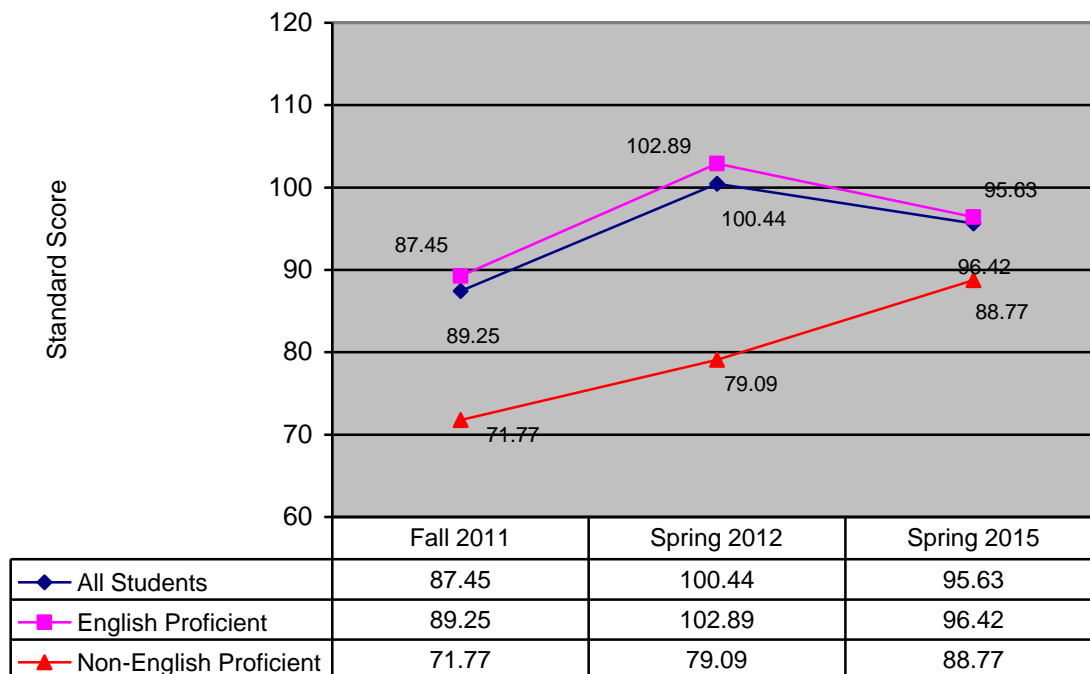


Table 14 presents the same average standard scores in Figures 7 and 8, as well as the average gains for two time periods: from fall 2011 when Cohort 9 children enrolled into the Nevada ECE program until the end of the program year in spring 2012, and from the end of the Nevada ECE program in spring 2012 until the end of grade 2 in spring 2015.

Table 14. PPVT and EOWPVT Standard Score Averages and Gains of Cohort 9 in Preschool and Grade 2 by English Skills

Group (n)/Subtest	Average Standard Scores			Average Gains	
	Fall 2011 Average	Spring 2012 Average	Spring 2015 Average	Fall 2011 to Spring 2012 Average Gain	Spring 2012 to Spring 2015 Average Gain
All Students (n=214)					
▪ PPVT (Receptive)	88.76	99.94	99.48	11.18*	-0.46
▪ EOWPVT (Expressive)	87.45	100.44	95.63	12.99*	-4.81*
English-Speaking Students (n=192)					
▪ PPVT (Receptive)	90.55	102.09	100.37	11.59*	-1.72**
▪ EOWPVT (Expressive)	89.25	102.89	96.42	13.64*	-6.47*
No English Skills at Enrollment Students (n=22)					
▪ PPVT (Receptive)	73.14	81.14	91.73	8.0*	10.59*
▪ EOWPVT (Expressive)	71.77	79.09	88.77	7.32*	9.68*

* significant at $p \leq 0.01$ * significant at $p \leq 0.05$

Fall 2011 – Spring 2012

The results show that Cohort 9 children²¹ scored substantially below the national average before they entered the Nevada ECE program in fall 2011. That is, their average standard score of 88.8 on the PPVT represents the 23rd percentile, and their average standard score of 87.5 on the EOWPVT represents the 20th percentile. In other words, these students' scores were consistent with an “at-risk” student population.

By the end of the Nevada ECE program in spring 2012, students made substantial gains, improving to an average standard score of 99.9 on the PPVT, or about the 50th percentile, and to an average standard score of 100.4 on the EOWPVT, or about the 52nd percentile. These students closed the achievement gap within the national norming sample, making significant learning gains during the time they participated in the preschool program: 11.9 standard score points on the PPVT and 13.0 standard score points on the EOWPVT ($p \leq 0.01$).

Spring 2012 – Spring 2015

The results show that Cohort 9 students maintained their standard score of 99.9 in spring 2012 to 99.5 in spring 2015 on the PPVT, and the difference was not significant, $p \leq 0.05$. However, Cohort 9 students had a decrease in their standard score of 100.4 in spring 2012 to 95.6 in spring 2015 on the EOWPVT, and the difference was significant, $p \leq 0.01$. The results suggest that the ECE children maintained the large learning gains in receptive vocabulary they had achieved in preschool through grade 2, but lost some of the large gains in expressive vocabulary. In other words, the children who attended the Nevada ECE program in 2011-12 may have fallen a little short of what was expected in expressive vocabulary when they entered elementary school through grade 2, and their results are different than the results from other cohorts that have participated in the longitudinal study and who have maintained their large learning gains from preschool into their school careers at various grade levels. There are a variety of possible explanations for the results with a primary one being the quality of the programs that students participate in after their preschool experience. If students do not continue to participate in high quality program after preschool, then student performance is likely to drop.

English-Speaking Students and Students with No English Skills at Enrollment

The evaluation conducted an analysis to determine the gains of children who did not have sufficient English to take the PPVT or EOWPVT when they entered the preschool program.²² Out of the 214 Cohort 9 students in the analysis, 22 students did not have sufficient English to take the PPVT or EOWPVT at enrollment and 192 students had sufficient English.

Table 14 presents the average standard scores and gains for these two groups of students. The results indicate that both groups of students made significant gains on the PPVT and EOWPVT during preschool in 2011-12, $p \leq 0.01$. The gains of the non-English speaking students are less

²¹ The gains of this Cohort 9 sample in preschool are larger, but not significantly, than the gains that all Cohort 9 children made in preschool as reported in the *2010-11 Nevada ECE Evaluation Report*, suggesting that other results from this Cohort 9 sample can be generalized to the larger Cohort 9 population.

²² In 2011-12, the evaluation of the Nevada ECE program determined that 228 of the 1,288 Cohort 9 Nevada ECE students (22 percent) did not have sufficient English language proficiency at enrollment into the program to take the PPVT and/or EOWPVT. In these cases, projects waited to test these children until project staff determined the children had sufficient English skills to take the PPVT and EOWPVT.

than the gains of the English-speaking students in receptive vocabulary (PPVT) and in expressive vocabulary (EOWPVT). There are several explanations that may have contributed to the differences between the two groups, including the shorter time that these students had between the pretest and posttest to show a gain.

After preschool, the non-English-speaking children increased their learning gains in receptive vocabulary and expressive vocabulary with respect to the norming populations from the end of preschool through grade 2. That is, the average standard scores of the non-English-speaking students increased 10.6 points on the PPVT and 9.7 points on the EOWPVT, and the differences are significant, $p \leq 0.05$. The average standard scores of the English-speaking students, on the other hand, decreased 0.5 points on the PPVT and decreased 4.8 points on the EOWPVT, and the difference on the EOWPVT is significant, $p \leq 0.01$.

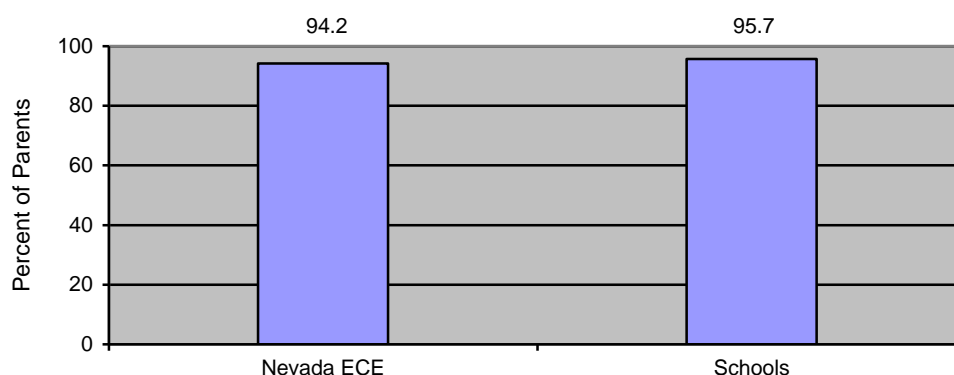
The gains of the non-English-speaking children are larger than the gains of the English speaking children from the end of preschool through grade 2, and the differences between the two groups are significant. The results suggest that students who did not speak English at enrollment into preschool improved more than English-speaking students after leaving preschool through the end of grade 2. These students are clearly still learning English and even though they continued to make large gains after preschool, they still need to make additional gains before they close the achievement gap with their English speaking peers. Without their participation in the Nevada ECE program, these students would be even further behind their English speaking peers.

Parent Involvement

The longitudinal evaluation also determined the level of involvement of the parents of the Cohort 9 children in their child's education, as measured by attendance at parent/teacher conferences.

The evaluation collected the data on attendance at parent/teacher conferences for Nevada ECE children from a survey administered to grade 2 teachers at the time students were tested. The survey asked teachers if the parents of Cohort 9 children participated in the fall parent/teacher conference. Out of 214 Cohort 9 students, data were collected on 207 students. As shown in Figure 9, 94.2 percent of the parents of the Nevada ECE children attended the parent/teacher conference in 2014-15 during grade 2.

Figure 9. Parent/Teacher Conference Rate of Cohort 9 Children in Grade 2 for 2014-15
Compared to Parent/Teacher Conference Rate of Schools They Attend



For comparison, the evaluation calculated the average percent of parents who attended parent/teacher conferences at the same schools that the sample of Cohort 9 children attended.²³ These schools had a parent/teacher conference attendance rate of 95.7 percent during 2014-15. When compared to the results from the Cohort 9 parents, it appears that the parents of Cohort 9 children attended parent/teacher conferences in grade 2 at a rate slightly lower than did the parents of other students at the schools.

While the data show slight differences between the parent/teacher conference rates of the Cohort 9 students and the schools they attended in grade 2, the results must be interpreted with caution because of differences in the type of data. The data for the Cohort 9 students are based on the individual students within a single grade level, while the school data are based on averages of schools across all grade levels, K-5. Since the parent-teacher conference rates tend to vary across grades levels, a direct comparison of the individual student data from one grade level with group data from all six student grade levels is somewhat imprecise. Suffice it to say, based on the small difference in the data between the two groups, the results suggest that the parents of Cohort 9 students probably attended parent/teacher conferences at a rate similar to the rate of other grade 2 parents at the schools.

²³ The Cohort 9 children tested in the longitudinal study attended 89 elementary schools in 2014-15; however, many schools enrolled just one Cohort 9 children. Instead of gathering data from all 89 schools, the evaluator elected to collect data only on schools that enrolled at least two students from the Cohort 9 sample as representative of the type of schools attended by Nevada ECE children. The evaluation found that 36 schools enrolled at least two Cohort 9 students in 2014-15. In fact, these 36 schools enrolled a total of 161 of the 214 students (75 percent) who had data on parent participation in the parent/teacher conference.

Testimonials



The complete impact of educational programs is sometimes difficult to describe because the assessment instruments, typically used in program evaluations, often describe a rather specific domain of measurement. To provide a more complete picture of the impact of Nevada ECE, we asked a project to submit testimonials from participating parents.²⁴ The testimonials from parents are important because parents can describe, in their own words, how the program changes their children. In requesting these testimonials, we asked for the participating adults to write the testimonial. While anecdotal, testimonials can be a powerful medium to convey the impact of a program on the lives of participants, which is often missed by standardized children assessments.

August – Participating Adult

August is a 37-year-old Caucasian married male. His four-year-old daughter, Yuxin, was enrolled at the Churchill County School District Early Learning Center in 2014–15.

August enrolled Yuxin in the ECE program to better prepare her for school and improve her chances for future success. He attended three hours of parenting education and Yuxin attended 462 hours of early childhood education. August met all the parent outcomes for the program and Yuxin's test scores improved in expressive vocabulary, but not in perceptive vocabulary.

Letter—

To whom it may concern,

My child was in Ms. Amy's class during the 2014-2015 school year. It was great to see that even though the classroom had 22 students there were always three caring and compassionate teachers in the classroom. This environment created a learning experience for my daughter that assisted her in social and educational beginnings.

At the beginning of the year my child was very shy and unable to communicate with her peers. Throughout the year I started to see her come out of her shell. She no longer clung to me at drop off, she would just smile and say bye to me. When I went into the classroom to volunteer at the beginning of the year Ms. Amy and I decided that it would be best to do things outside of the classroom. When January came I was able to volunteer with student activities inside the classroom.

I feel this program has started my child on a great learning adventure, and without this program my child would have gone into kindergarten at a disadvantage socially and educationally. I feel that every child in this community should have an opportunity in the Northside Early Learning Center preschool setting

Sincerely,

August

²⁴ The last names of the participating family members have been withheld for confidentiality.

Heather– Participating Adult

Heather is a 27-year-old married Caucasian woman. Bryson and Kyland, her three- and four-year-old sons, are enrolled in the Churchill County School District Early Childhood Education project.

Heather enrolled in the ECE program to better prepare Bryson and Kyland for school and provide them with opportunities for social interaction. Heather attended 5 hours of parenting education and Bryson and Kyland attended almost 400 hours of early childhood education each. Heather met all the parent performance indicators for the program and Bryson and Kyland met child development performance indicators for the program as well.

Letter—

To whom it may concern:

My boys were in the Pre-K program at NELC this year. My oldest son, Kyland, was in Treasa Pursley / Sabrina Howells class and my other son, Bryson, was in Amy Young / Pam Mills class. Both my boys excelled in class. Bryson more so in the coming out of his box about being around other kids. He made a lot of friends and loves going to school now. Kyland excelled in the attitude department and getting a lot better at the idea of sharing things. Both boys learned writing, numbers, alphabet, art, music, good discipline for learning and healthy eating and staying active are very important. I am VERY pleased with the Pre-K program and the teachers and aids associated with this program and look forward to my other 2 children coming to the program in the next couple of years.

Sincerely,

Heather

Conclusions & Recommendations

The results from the 2014-15 annual evaluation of the Nevada ECE program, as well as all previous annual evaluations, support the national research on the short-term effects of quality preschool education programs. The positive short-term results of the Nevada ECE program can, in part, be attributed to the fact that Nevada state law requires pre-kindergarten teachers to be highly qualified, either by holding a special license or endorsement in early childhood education. As previously mentioned, teacher effectiveness is among the most important factors in determining program impact. Preschool teachers who hold a bachelor's degree and have specialized training in early childhood education, such as those required by Nevada statute, have a larger positive impact on children than programs with non-certified preschool teachers.



Perhaps more importantly, the results from this year's longitudinal evaluation, as well as previous years' longitudinal evaluations, ***continue to provide solid evidence that the impact of Nevada ECE is consistent with the national research on the long-term cognitive effects of quality preschool education programs.***

Developmental Progress of Children

- **Short-Term Effects.** The Nevada ECE Program had short-term effects on the developmental progress of children. Nevada ECE children made large cognitive gains in preschool and were clearly better prepared to enter kindergarten academically than if they had not participated in Nevada ECE. This is an important achievement for the largely at-risk student population served in the program because it closed the entire achievement gap in school readiness with average students and will probably help these children avoid some early obstacles that most at-risk student populations face, thus providing them a better chance at early school success.

It is especially important for the large number of English language learners in the program who, in fact, may have even benefited the most academically from the Nevada ECE Program. These developmental gains during early learning help ease their transition into school, preparing them for future success.

- **Long-Term Effects.** After preschool, Nevada ECE students appear to have maintained the significant learning gains they achieved in preschool through grade 2 in elementary school in one of the two assessments administered, consistent with the national research results on long-term cognitive effects. In fact, English language learners made additional gains after preschool and have continued to chip away at the initial achievement gap that existed prior to their participation in the Nevada ECE program. These results suggest that participation in the Nevada ECE program may decrease the need for extra services in elementary school, such as participation in English as a Second Language services.

Parent Involvement

- **Short-Term Effects.** The parents of the children who participated in the Nevada ECE Program became more involved in the education of their children, including spending more quality time with them, especially in terms of reading with their children. As research has learned, increased parent involvement leads to increased student achievement due, in part, to the value of education that parents convey to their children by their own actions.
- **Long-Term Effects.** After preschool, the parents of this at-risk student population continued to be involved in their children's learning. The parents of the Nevada ECE children appear to be as involved in their children's learning as schoolmates' parents.

Recommendations

A long held belief is that a quality education can go a long way in reducing and perhaps even eliminating the achievement gap of low-income and minority students and some of the real life inequalities that result from that gap. Over the many years that the Nevada ECE Program has been evaluated, the program has achieved the status of a quality education program by showing it has both positive short-term and continued long-term effects on participating children. The results from the evaluation suggest that the Nevada State Legislature continue the funding of the Nevada ECE Program and consider increasing the funds to expand the program so that more than the current 1.9 percent of the estimated three and four year-old children in Nevada benefit from this effective program. For comparison, 16.7 percent of three- to four-year-old children nationally are enrolled in state pre-kindergarten programs. This program has not received any increases for over 10 years, and unless a school district or program uses individual discretionary funding or has SB405 or federal PreK Development Grant funds available, it is extremely difficult to maintain quality and/or expand services.

Even though Nevada ECE projects have established sound early childhood education programs, all Nevada ECE projects can still improve the services they provide to children and adults. Below are four recommendations for improvement suggested by the evaluation results.

1. Continue to collect data on student participation in services and student and parent measures on the developmental progress and parent involvement, even in the absence of formal evaluation systems and personnel.
2. Continue to adopt, implement, and provide training to staff in high-quality, research-based early childhood programs and practices. Train all new staff in Nevada Pre-Kindergarten Content Standards.
3. Examine the project's ratings on the Early Childhood Environment Rating Scale (ECERS) and the Early Language and Literacy Classroom Observation Tool (ELLCO), and develop program improvement plans for at least two indicators that received lower ratings, i.e., a rating of less than "5" on the ECERS and a rating less than "4" on the ELLCO.
4. Examine the project's performance on the six statewide outcome indicators and develop program improvement plans for any indicator that the project did not meet.

The Nevada Department of Education can help projects meet their goals by developing concrete plans to implement five recommendations:

1. Require projects to collect data on student participation in services and student and parent measures on child developmental progress and parent involvement, even in the absence of formal evaluation systems and personnel. Provide guidance and tools to projects so that they can report the data to NDE at the end of the school year. Develop a process, such as a mid-year review, to closely monitor project data collection. Summarize the results at the end of the school year.
2. Continue to work with individual projects to improve services in the early childhood environmental indicators assessed with the ECERS and ELLCO by having projects develop improvement plans for at least two indicators in which projects were rated low, i.e., a rating of less than “5” on the ECERS and a rating less than “4” on the ELLCO.
3. Ensure that all projects that did not meet any of the six state performance indicators develop improvement plans to address the indicator(s).
4. Provide training to all projects on the indicators that received the lowest ratings in 2014-15, i.e., Personal Care Routines (*safety practices and health practices.*) from the ECERS and Print and Early Writing (*early writing environment, support for children’s writing, and environmental print*) from the ELLCO.
5. Develop a framework and provide guidance to Nevada ECE projects on how and in which areas to collaborate with other early childhood education programs, such as Title I, PreK Development Grant, SB 405 ELL, and Head Start, to improve services to preschool children.

Appendix A

PROJECT SITE DESCRIPTIONS



Appendix A presents data on the Nevada ECE projects based on site visits. As previously reported, the evaluator visited all 11 Nevada ECE projects in spring 2015, making a total of 13 site visits because two projects operate both inclusion and non-inclusion early childhood education sites. Table 15 presents a list of the project sites observed.

Table 15. Nevada ECE Sites Observed in 2014-15

Nevada ECE Projects	Sites Observed
Carson City School District	Empire Elementary School
Churchill County School District	Northside Elementary School, Classroom #1
Clark County School District	<ul style="list-style-type: none"> • Hancock Elementary School • McCaw Elementary School
Elko County School District	West Wendover Elementary School
Great Basin College	Firefly Preschool Program at Mark H. Dawson Child & Family Center
Humboldt County School District	Grass Valley Elementary School
Mineral County School District	Hawthorne Elementary School
Nye County School District	Nye County Pre-Kindergarten Program
Pershing County School District	Lovelock Elementary School
Washoe County School District	<ul style="list-style-type: none"> • Lincoln Park Elementary School • Sparks Community Learning Center
White Pine County School District	McGill Elementary School

Each site description includes overall project data on the number of participants, staff and qualifications, and the results on the statewide outcome indicators. The descriptions also include the specific site results of the two standardized early childhood environment ratings instruments: the Early Childhood Environment Rating Scale - Revised (ECERS-R) and the Early Language and Literacy Classroom Observation Tool (ELLCO), as well as a description of the site in four areas: curriculum and program design, learning environment, assessment and continuous improvement,²⁵ and parent engagement.

25 All projects are required to administer the PPVT and EOWPVT to children at the beginning and end of the year as part of the statewide evaluation. The instruments are therefore not included as part of each site's description of Assessment and Continuous Improvement.

Carson City School District

Initially Funded: FY 2001-2002

FY 2014-15 Funding: \$266,720

Program Locations (2). The Carson City Program has two locations using the same model:

- Mark Twain Elementary School
- Empire Elementary School

Participants: Carson City ECE

Participants	Number Served
Number of Children	64
Number of Adults	65
Number of Families	63

Staff and Qualifications: Carson City ECE

Staff Position (n)	FTE	Qualifications/Endorsement
Teacher (2)	2 FTE	Two K-8 Certifications, Two ECE Endorsements
Aide (4)	2.0 FTE	Four H.S. Degrees/GED

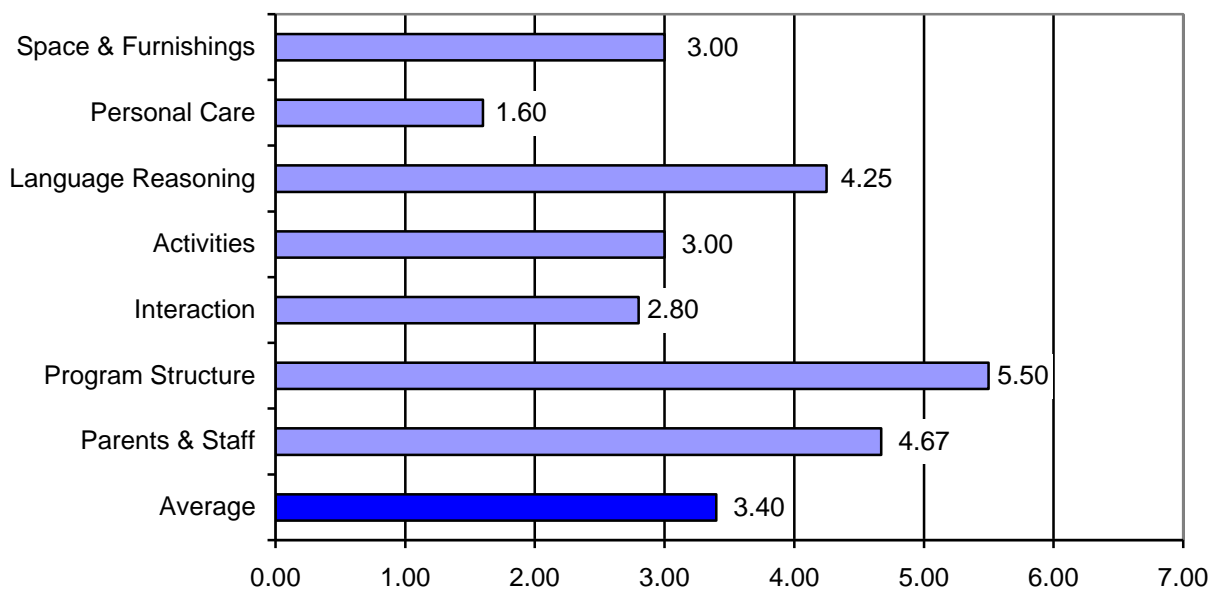
Program Outcomes: Carson City ECE

Outcome Indicators (Expectation)	Actual Outcome	Status
Reading Readiness: Individual Student Gain		
A. Peabody Picture Vocabulary Test (80%)	PPVT – 90.2%	Met
B. Expressive Comprehension (80%)	EOWPVT – 91.8%	Met
Reading Readiness: Average Project Gain		
A. Peabody Picture Vocabulary Test (8 pts.)	PPVT – 16.4 pts.	Met
B. Expressive Comprehension (10 pts.)	EOWPVT – 14.9 pts.	Met
Reading Readiness: Average Project Gain		
WIDA Assessment Model (Raw score gain)	Speaking – 1.5 pts Listening – 4.4 pts.	NA NA
Individual Parenting Goals (92%)	87.7%	Not Met
Increase in Time Spent with Children (80%)	96.1%	Met
Increase in Time Spent Reading With Children (80%)	100 %	Met

Program Delivery Indicators: Empire Elementary School, 2015

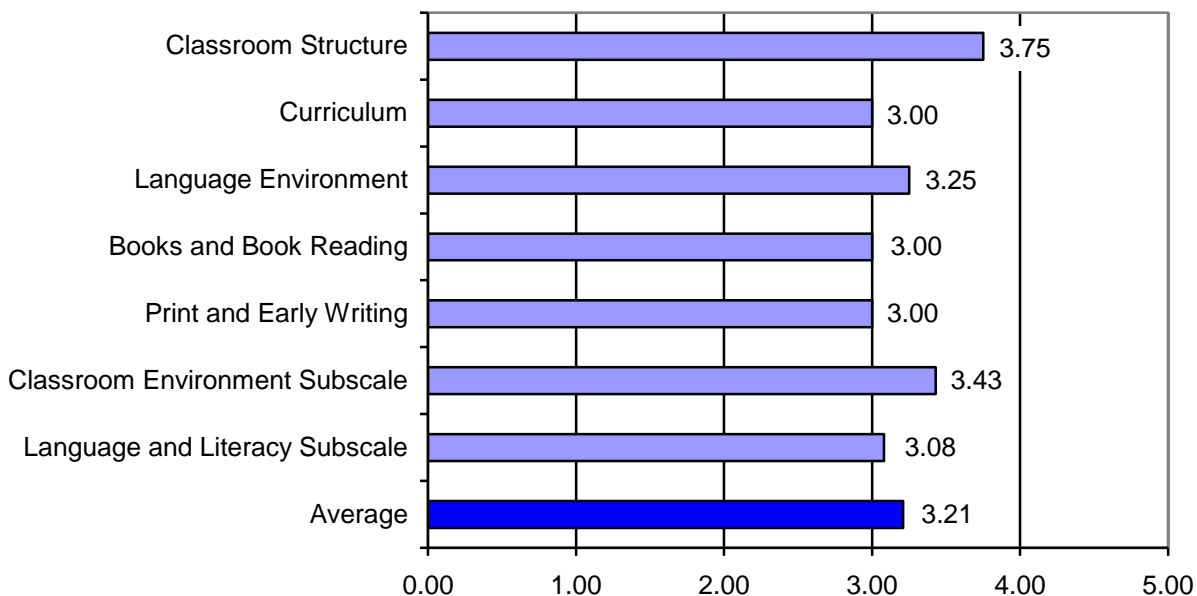
Early Childhood Environment Rating Scale (ECERS)

1= Inadequate; 7= Excellent



Early Language and Literacy Classroom Observation Tool (ELLCO)

1= Deficient; 5= Exemplary



Project Description: Empire Elementary School

Curriculum & Program Design
<p>The program uses <i>Curiosity Corner</i> as its early childhood curriculum. <i>Curiosity Corner</i> is the preschool component of <i>Success for All</i>, the language arts curriculum implemented at the elementary school, kindergarten through grade 5. The curriculum emphasizes oral language development using thematic units, children's literature, oral and written expression, and learning centers (called "labs").</p> <p>The program has morning and afternoon sessions, Monday through Thursday. Children receive 11 hours, 20 minutes of service per week.</p>
Learning Environment
<p>The program is located in a large classroom with direct access to the playground and a parking lot. The classroom shares space with teacher desks and a workspace. The classroom is equipped with some child-sized furniture and has a bathroom with a child-sized toilet and sink. There are additional sinks in the classroom.</p> <p>The playground is adjacent to the classroom. It has two small climbers, space for bikes on the sidewalk, several rockers, swings, and two grassy areas for portable gross motor equipment. The playground is difficult to supervise, due to the structure of the building which creates hidden areas.</p> <p>The classroom contains several learning centers, including blocks, dramatic play, manipulative materials, art, science, writing, and sensory play. The materials in the centers change to correspond with the unit themes.</p>
Assessment and Continuous Improvement
<p>The program staff keeps a file for each child with his/her work samples. Program staff keeps notes on daily observation forms to track the developing skills of the children. Staff reviews the notes and assessments on Fridays to plan classroom activities for the following week. The WIDA assessment is also used annually.</p>
Parent Engagement
<p>Parents are involved through field trips, volunteer opportunities, and math and literacy school-wide events that are also offered. Staff offered monthly activities and classes. Parents are very good about turning in their PACT information.</p> <p>Staff reports good attendance at required parent meetings and there are several steady volunteers.</p>

Churchill County School District

Initially Funded: FY 2001-2002

FY 2014-15 Funding: \$174,601

Program Location (1 location with two classrooms)

- Northside Early Learning Center, Fallon, Nevada

Participants

Participants	Number Served
Number of Children	100
Number of Adults	99
Number of Families	98

Staff and Qualifications

Staff Position	FTE	Qualifications/Endorsement
Teacher (2)	2 FTE	Two K-8 Certifications, Two ECE Endorsements

Program Outcomes

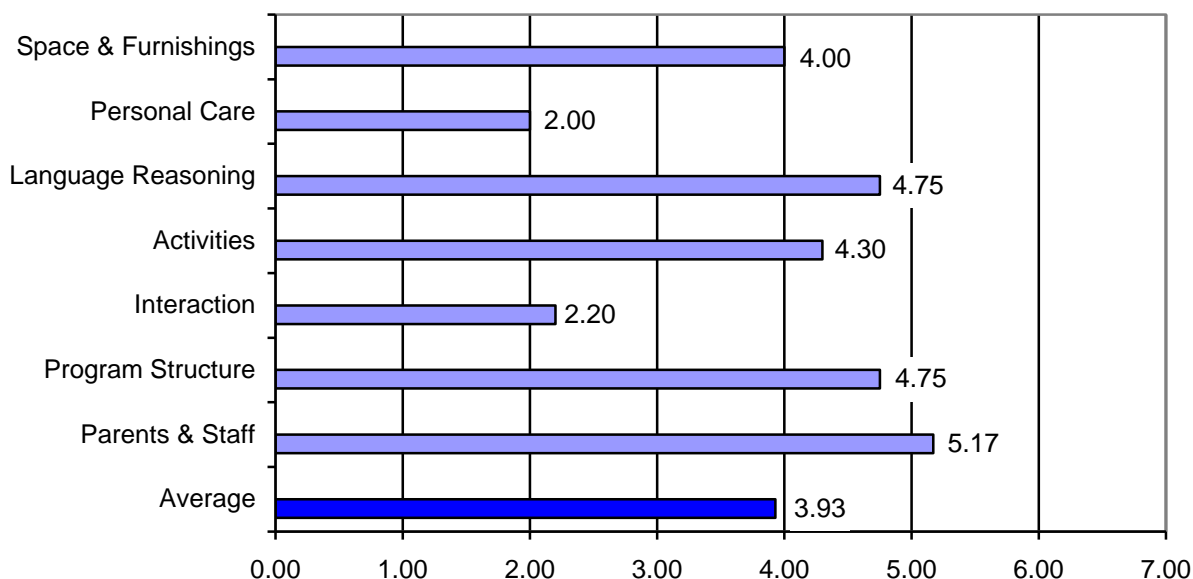
Outcome Indicators (Expectation)	Actual Outcome	Status
Reading Readiness: Individual Student Gain		
A. Peabody Picture Vocabulary Test (80%)	PPVT – 81.1%	Met
B. Expressive Comprehension (80%)	EOWPVT – 83.8 %	Met
Reading Readiness: Average Project Gain		
A. Peabody Picture Vocabulary Test (8 pts.)	PPVT – 8.6 pts.	Met
B. Expressive Comprehension (10 pts.)	EOWPVT – 8.6 pts.	Not Met
Reading Readiness: Average Project Gain ²⁶	Speaking – 0 pts	NA
WIDA Assessment Model (Raw score gain)	Listening – 3.0 pts.	NA
Individual Parenting Goals (92%)	100 %	Met
Increase in Time Spent with Children (80%)	77.3 %	Not Met
Increase in Time Spent Reading With Children (80%)	89.3 %	Met

²⁶ Based on only one student

Program Delivery Indicators: Northside #1, 2015

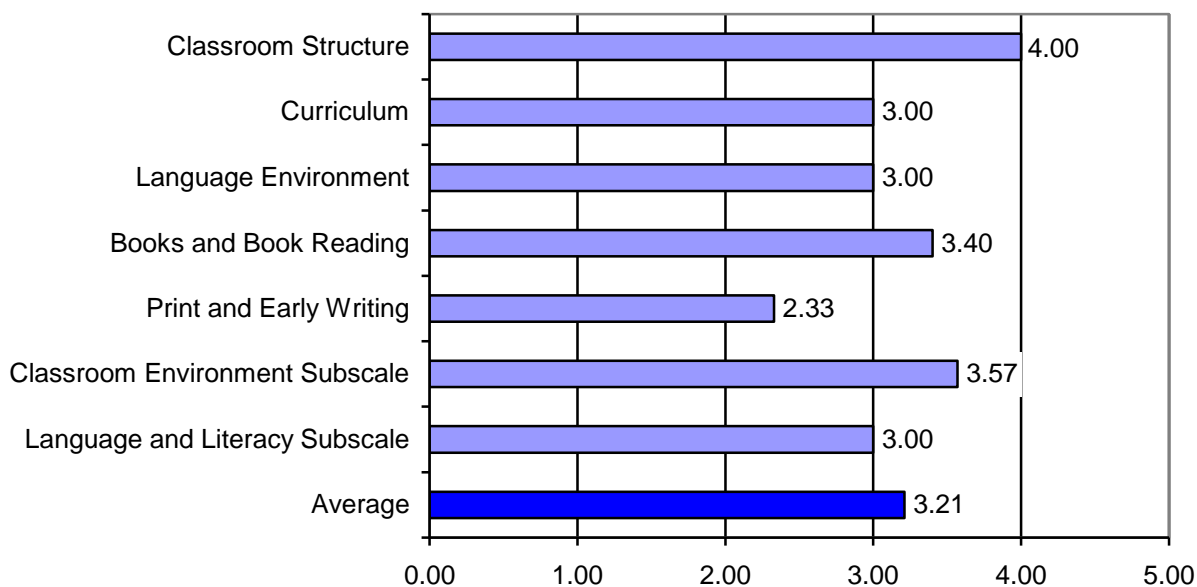
Early Childhood Environment Rating Scale (ECERS)

1= Inadequate; 7= Excellent



Early Language and Literacy Classroom Observation Tool (ELLCO)

1= Deficient; 5= Exemplary



Project Description: Northside Early Learning Center, Classroom #1

Curriculum & Program Design
<p>The program uses Teaching Strategies Gold Curriculum, with elements of High Scope. The Teaching Strategies Gold Curriculum emphasizes interactive learning through exploration in carefully designed learning centers. The program also contains literacy activities that emphasize books as a source of enjoyment, vocabulary and language, phonological awareness, knowledge of print, letters and words, and basic comprehension.</p> <p>Classes are offered Monday through Thursday in morning and afternoon sessions, three hours and 15 minutes per day, so that children receive 13 hours per week of early childhood education.</p>
Learning Environment
<p>The program operates in a large classroom which opens to the playground. The classroom is equipped with tables and chairs that are child sized and there is a sink. The bathrooms are down three short hallways, requiring staff presence, compromising the supervision of the students left in the classroom. The playground is near the classroom, and has both stationary and portable gross motor equipment available.</p> <p>The classroom contains varied, developmentally appropriate learning centers, including blocks, manipulative materials, art, science, writing, language arts, and sand play. There are many materials available for rotation in the learning centers.</p>
Assessment and Continuous Improvement
<p>Program staff use portfolio assessments developed by the Washoe County School District as well as a preschool assessment developed by Churchill County School District to support the transition of children into kindergarten. The teacher uses the assessment results to adjust the learning activities and materials to meet the needs of the children.</p> <p>Staff also completed the DIAL-3 (Developmental Indicators for the Assessment of Learning) and the Speed Dial at the end of the year to identify young children in need of further diagnostic assessment.</p>
Parent Engagement
<p>Staff offer twice monthly parenting classes, such as Parents as Teachers classes, and other classes based on parent needs and interests. Staff also conduct home visits four times per year. Parents can assist with monthly field trips, such as to the public library, and have access to a variety of educational materials in an early childhood resource library.</p> <p>Most parents attended about five parenting classes per year and volunteered two to three times in the classroom or for monthly field trips. Some volunteer opportunities are sent home for parents who cannot attend the classroom during the school day.</p>

Clark County School District

Initially Funded: FY 2001-2002

FY 2014-15 Funding: \$1,310,305

Program Locations (10). The CCSD program has 10 locations using two service models.

Inclusion Model (9)			Early Literacy Center Model (1)
McCaw Elemen.	Cunningham Elemen,	Lake Elementary	Hancock Elementary
Bracken Elementary	Dondero Elemen.	McWilliams Elemen.	
Bunker Elementary	Harris Elementary	Rundle Elementary	

Participants: Clark ECE

Participants	Number Served
Number of Children	539
Number of Adults	540
Number of Families	526

Staff and Qualifications: Clark ECE

Staff Position (n)	FTE	Qualifications/Endorsement
Teacher (10)	10 FTE	Nine ECE Certifications, One H.S. Degree/GED; Three ESL Endorsements, and One Substitute Teacher Certificate
Aide (10)	10 FTE	Two Bachelor Degrees, Two Associate Degrees, Six HS Degrees/GED
Administrator	1 FTE	
Project Facilitator	1 FTE	

Program Outcomes: Clark ECE

Outcome Indicators (Expectation)	Actual Outcome	Status
Reading Readiness: Individual Student Gain		
A. Peabody Picture Vocabulary Test (80%)	PPVT – 83.1%	Met
B. Expressive Comprehension (80%)	EOWPVT – 90.4%	Met
Reading Readiness: Average Project Gain		
A. Peabody Picture Vocabulary Test (8 pts.)	PPVT – 12.1 pts.	Met
B. Expressive Comprehension (10 pts.)	EOWPVT - 12.2 pts.	Met
Reading Readiness: Average Project Gain		
WIDA Assessment Model (Raw score gain)	Speaking – 0.8 pts Listening – 0.8 pts.	NA NA
Individual Parenting Goals (92%)	97.2%	Met
Increase in Time Spent with Children (80%)	79.5%	Met
Increase in Time Spent Reading With Children (80%)	80.8%	Met

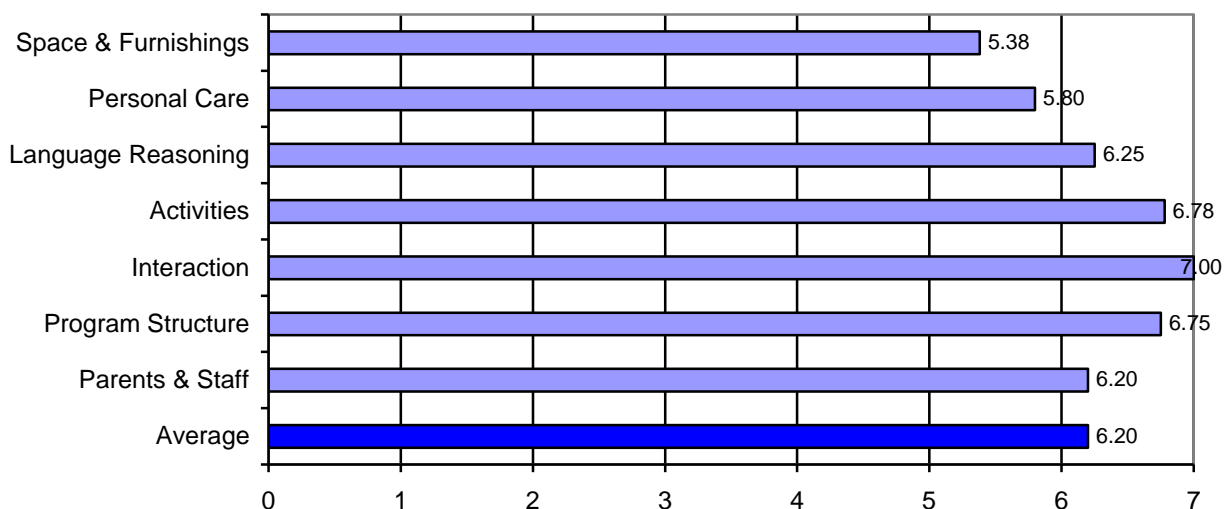
Program Model #1—Inclusion Model

The evaluator visited McCaw Elementary as representative of the Inclusion Model.

Program Delivery Indicators: McCaw Elementary, 2015

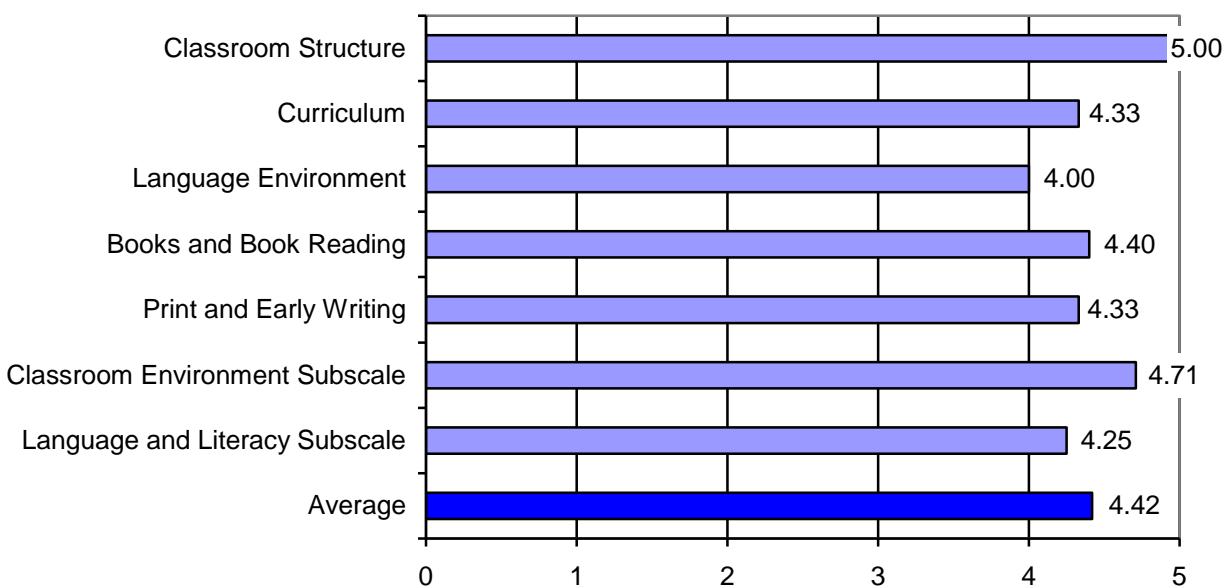
Early Childhood Environment Rating Scale (ECERS)

1= Inadequate; 7= Excellent



Early Language and Literacy Classroom Observation Tool (ELLCO)

1= Deficient; 5= Exemplary



Project Description: McCaw Elementary

Area—Description
Curriculum & Program Design
<p>The program uses the <i>Creative Curriculum</i> program as the primary early childhood curriculum. It includes well-developed learning centers and extensive time periods for children to explore their environment. The program includes seven literacy components: literacy as a source of enjoyment, vocabulary and language, phonological awareness, knowledge of print, comprehension, letters and words, and books and other texts. As part of an inclusion delivery model, the program serves both special education children along with typically developing peers.</p> <p>The program offers two sessions, Monday through Thursday, for a total of 10 hours per week.</p>
Learning Environment
<p>The program is located in a large classroom near the back of the school. It contains child-sized furniture and has its own bathroom facilities adjoining the classroom, with an additional sink in the main classroom. Children use the kindergarten playground which is a short walk from the door of the classroom. The playground has a rubberized surface with appropriate child-sized equipment, and has access to the blacktop for ball and bike play and to a grassy area. The outdoor environment is well-developed with many options for gross motor play as well as to options beyond gross motor play, including art, music and reading. The classroom contains several learning centers (blocks, dramatic play, fine motor, art, science, writing, sensory, library, and listening) geared to the developmental needs of the children. The classroom is clean and well maintained and contains an excellent supply of materials in good condition.</p>
Assessment and Continuous Improvement
<p>Staff uses Teaching Strategies Gold and the WIDA. The teacher uses assessment results to guide instruction.</p>
Parent Engagement
<p>The parenting program offers a variety of training opportunities for parents, including monthly family activities and monthly parent trainings, such as nutrition, positive behavior strategies, math, and literacy, story hour for children in the class and on the waiting list, a field trip to the museum, and a holiday performance. Also school-wide family nights are open to preschool parents to attend quarterly and include literacy and math activities. Most parents volunteer sometime during the year, some more regularly than others. Parents set a goal for the year and work to meet it. All parents are asked to support the goal of teaching the acceptance of diversity by coming in to sing or do projects with the children that represent other cultures. Staff report excellent parent participation in the parenting program.</p>

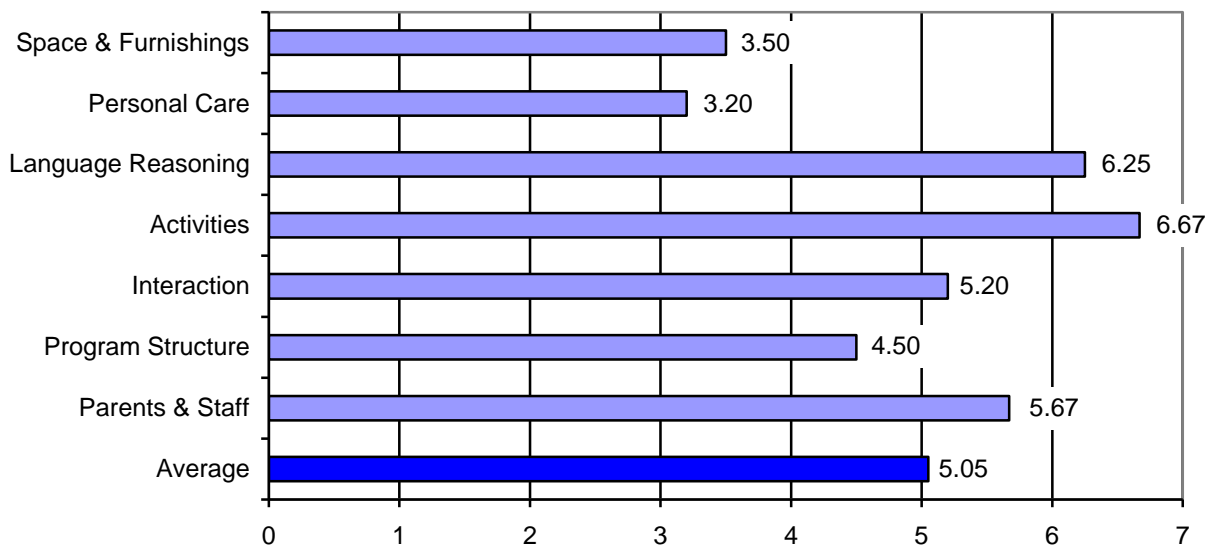
Clark County School District: (Cont.)

Program Model #2—Early Literacy Center Model

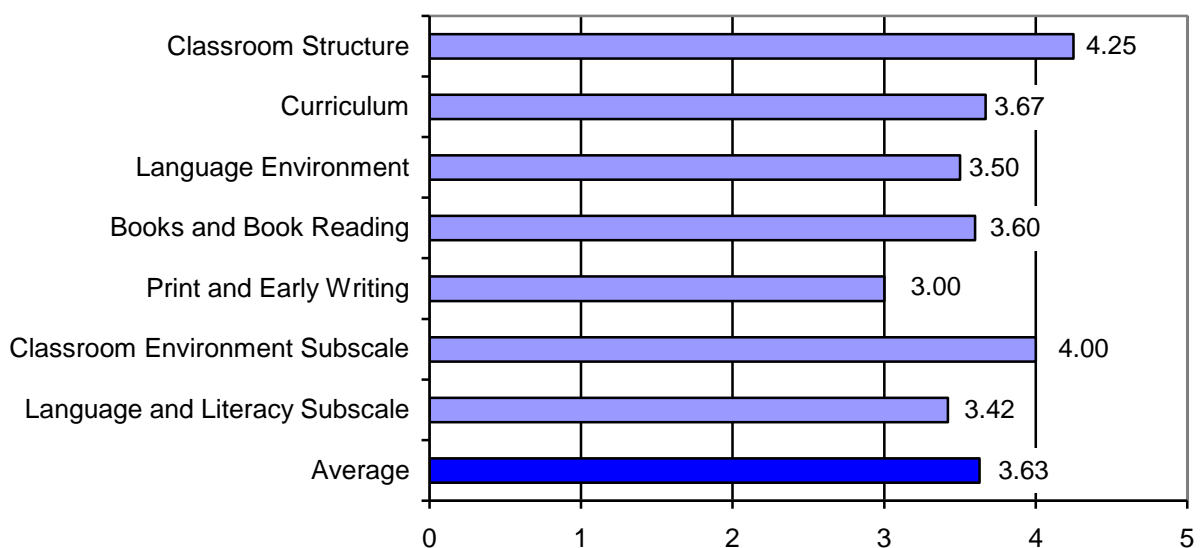
The evaluator visited Hancock Elementary School as representative of Early Literacy Centers.

Program Delivery Indicators: Hancock Elementary School, 2015

Early Childhood Environment Rating Scale (ECERS)
1= Inadequate; 7= Excellent



Early Language and Literacy Classroom Observation Tool (ELLCO)
1= Deficient; 5= Exemplary



Project Description: Hancock Elementary School

Area—Description
Curriculum & Program Design
<p>The program uses <i>Creative Curriculum</i> as the primary curriculum, which emphasizes interactive learning through exploration in carefully designed learning centers. The program also contains literacy activities that emphasize books as a source of enjoyment, vocabulary and language, phonological awareness, knowledge of print, letters, and words, and basic comprehension. Lessons and units have also been developed by the district.</p> <p>The program meets Monday through Thursday, in morning and afternoon sessions, for 10 hours per week of contact time per child.</p>
Learning Environment
<p>The program is located in a well-maintained classroom with child-sized furniture. The classroom does not have access to bathrooms; the nearest bathrooms are down two hallways outside the classroom. From there, it is a four minute walk to the preschool-sized, enclosed playground. The classroom contains one child-sized sink, promoting good health practices. The playground has a blacktop play area, grass for play, and a rubberized cushioning surface under climbing equipment that is appropriately child-sized. The playground has some safety issues, including having no protection from cars.</p> <p>The classroom is designed with multiple centers, with many low open shelves for accessible storage. The program has an excellent supply of materials which are in good condition.</p>
Assessment and Continuous Improvement
<p>Periodic informal and formal academic checklists are used throughout the year. Additionally, staff complete Technical Assistance Center on Social Emotional Interventions s portfolio assessments for each child which includes a variety of student work samples. The teacher uses assessment results to guide instruction.</p>
Parent Engagement
<p>Once a month, staff offer a meeting with a learning activity that parents can do with their children at home. These include Technical Assistance Center on Social Emotional Interventions (TACSEI) and parenting strategies as well as instruction on how to help children learn to read. Programs are offered in English and Spanish. The city librarian came in to help with library cards and encourage literacy. Conferences are held twice a year, and as needed. Parents volunteer frequently. Parents are included in some school-wide literacy and math nights. Staff report that almost 100% of parents regularly attend parenting activities and volunteer.</p>

Elko County School District

Initially Funded: FY 2007-2008

FY 2014-15 Funding: \$160,372

Program Locations (2). The Elko program has two locations using the same model.

- Southside Elementary School, Elko, Nevada
- West Wendover Elementary School, West Wendover, Nevada

Participants: Elko ECE

Participants	Number Served
Number of Children	75
Number of Adults	98
Number of Families	74

Staff and Qualifications: Elko ECE

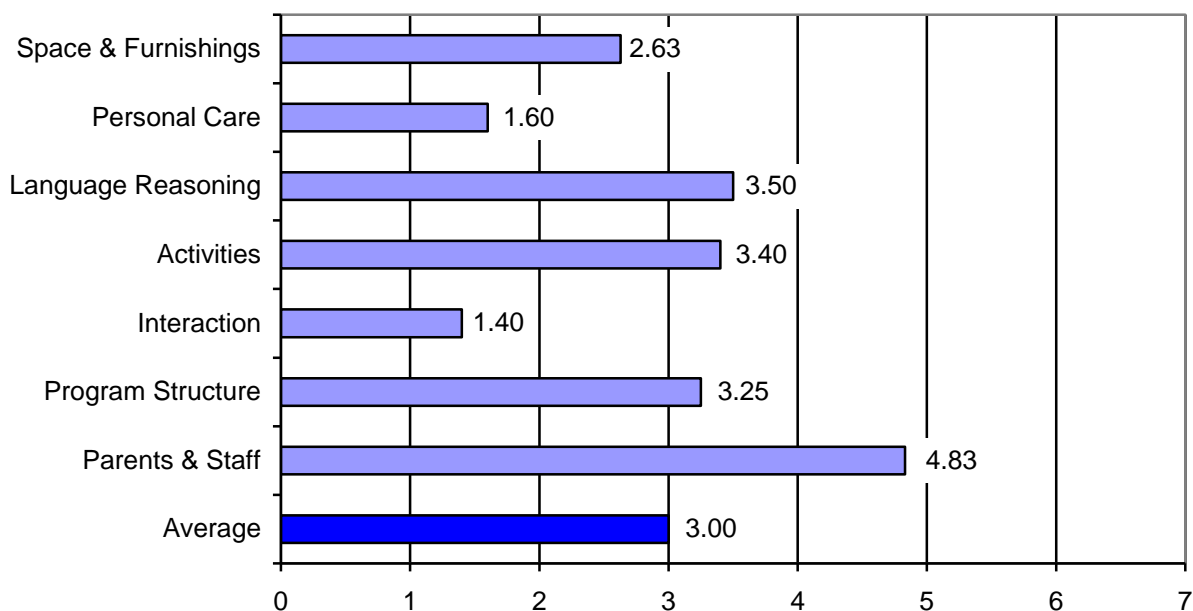
Staff Position	FTE	Qualifications/Endorsement
Teacher (2)	2 FTE	Two K-8 Certifications, Two ECE Endorsements
Aide (2)	2 FTE	Two HS Degrees/GED

Program Outcomes: Elko ECE

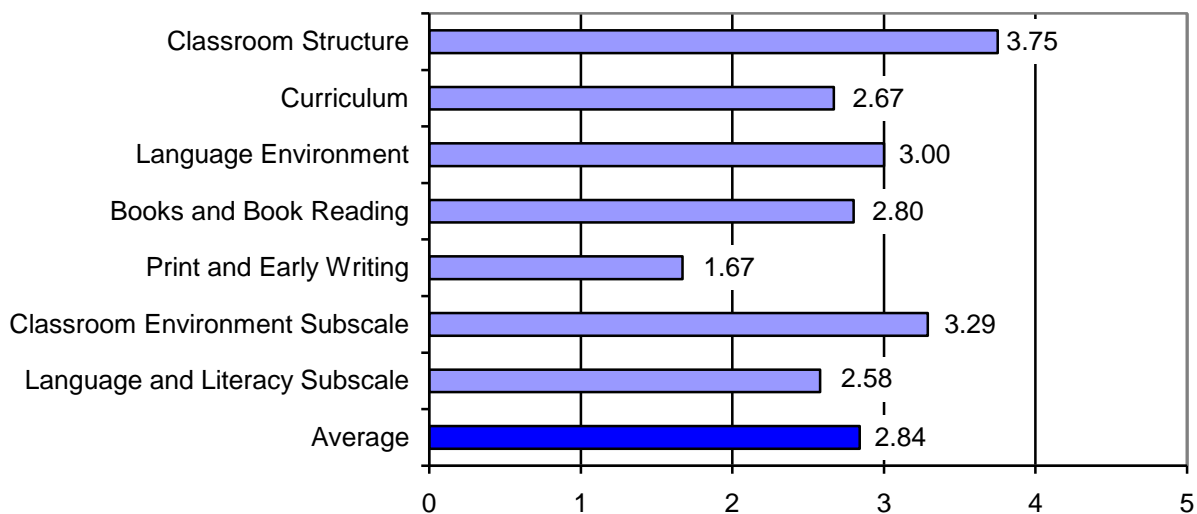
Outcome Indicators (Expectation)	Actual Outcome	Status
Reading Readiness: Individual Student Gain		
A. Peabody Picture Vocabulary Test (80%)	PPVT – 84.3%	Met
B. Expressive Comprehension (80%)	EOWPVT – 91.4%	Met
Reading Readiness: Average Project Gain		
A. Peabody Picture Vocabulary Test (8 pts.)	PPVT – 9.2 pts.	Met
B. Expressive Comprehension (10 pts.)	EOWPVT – 15.5 pts.	Met
Reading Readiness: Average Project Gain	Speaking – 0.9 pts	NA
WIDA Assessment Model (Raw score gain)	Listening – 3.4 pts.	NA
Individual Parenting Goals (92%)	100 %	Met
Increase in Time Spent with Children (80%)	100 %	Met
Increase in Time Spent Reading With Children (80%)	100 %	Met

Program Delivery Indicators: West Wendover Elementary Pre-K Program, 2015

Early Childhood Environment Rating Scale (ECERS)
1= Inadequate; 7= Excellent



Early Language and Literacy Classroom Observation Tool (ELLCO)
1= Deficient; 5= Exemplary



Project Description: West Wendover Elementary Pre-K Program

Area—Description
Curriculum & Program Design
<p>The program uses <i>Creative Curriculum</i>, a research-based curriculum, emphasizing interactive learning in carefully designed learning centers, described in more detail previously. The program operates Monday through Thursday in morning and afternoon sessions. Children receive 10 hours per week of contact time.</p>
Learning Environment
<p>The program is located in a large classroom. Bathrooms are adjacent to the classroom where children can use the bathroom or sink independently. The classroom contains two additional sinks.</p> <p>The playground is shared with elementary-aged students, and includes multiple climbers. The playground has several safety issues, including fencing that is far from the play area making supervision difficult, and stationary equipment that is not age-appropriate with inadequate cushioning under fall zones.</p> <p>The classroom contains many learning centers, including reading, writing, blocks, computers, art, sand/water, math, science, and dramatic play, though materials are limited. Children have adequate time indoor to use materials.</p>
Assessment and Continuous Improvement
<p>Staff uses a beginning, middle, and end of preschool checklist to assess preschool standards and skills throughout the year. Work samples and the checklist are provided to parents during conferences. All results are discussed during weekly planning sessions to help determine if someone needs extra help.</p>
Parent Engagement
<p>Parent involvement opportunities include participating in a monthly Family Storyteller program, volunteering in the classroom, and providing and setting up snack. Staff sends home "Homework on Wheels" for parents and children and provides monthly trainings. Books in English and some in Spanish are available for check out. The program offers class presentations and parents are invited. The parents are required to attend two parent/teacher conferences each year, and all parents do. Parent attendance is also strong in other parenting activities.</p>

Great Basin College

Initially Funded: FY 2001-2002

FY 2014-15 Funding: \$111,722

Program Location (1)

- Mark H. Dawson Child & Family Center, Great Basin College, Elko, Nevada

Participants

Participants	Number Served
Number of Children	42
Number of Adults	41
Number of Families	40

Staff and Qualifications

Staff Position	FTE	Qualifications/Endorsement
Teacher (1)	1 FTE	K-8 Certification, ECE Endorsement
Aide (4)	2 FTE	Four H.S. Degrees/GED
Administrator (1)	0.1 FTE	
Support Staff (1)	0.5 FTE	

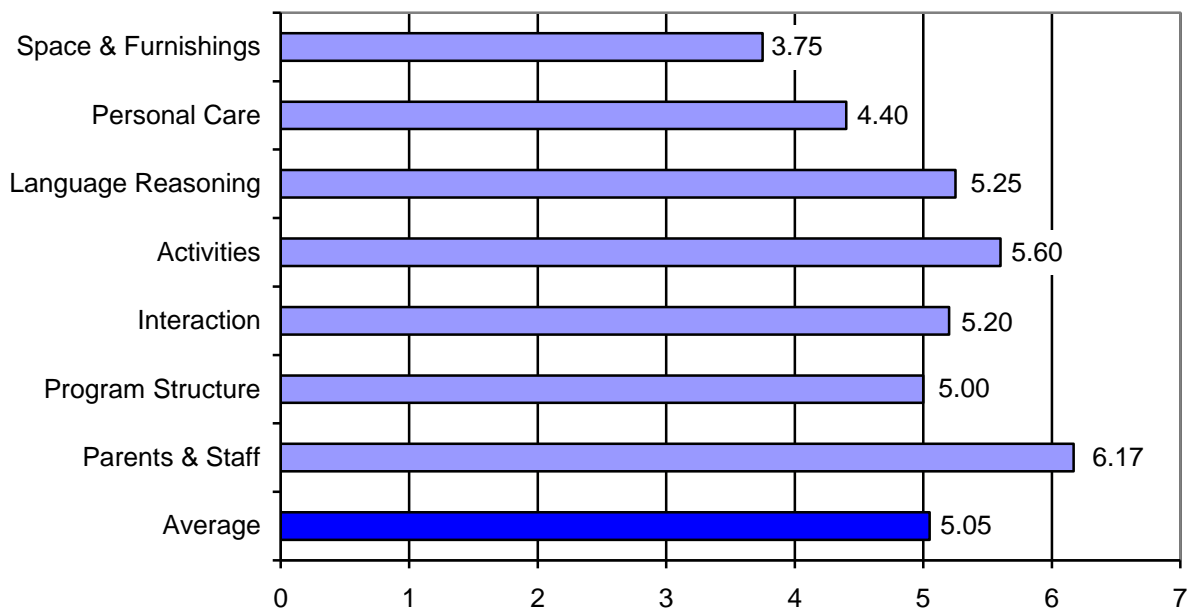
Program Outcomes

Outcome Indicators (Expectation)	Actual Outcome	Status
Reading Readiness: Individual Student Gain		
A. Peabody Picture Vocabulary Test (80%)	PPVT – 74.4 %	Not Met
B. Expressive Comprehension (80%)	EOWPVT – 86.8 %	Met
Reading Readiness: Average Project Gain		
A. Peabody Picture Vocabulary Test (8 pts.)	PPVT - 6.9 pts.	Not Met
B. Expressive Comprehension (10 pts.)	EOWPVT – 10.4 pts.	Met
Reading Readiness: Average Project Gain		
WIDA Assessment Model (Raw score gain)	Speaking – 1.0 pts Listening – 3.0 pts.	NA NA
Individual Parenting Goals (92%)	94.9 %	Met
Increase in Time Spent with Children (80%)	89.7 %	Met
Increase in Time Spent Reading With Children (80%)	82.8 %	Met

Program Delivery Indicators, 2015

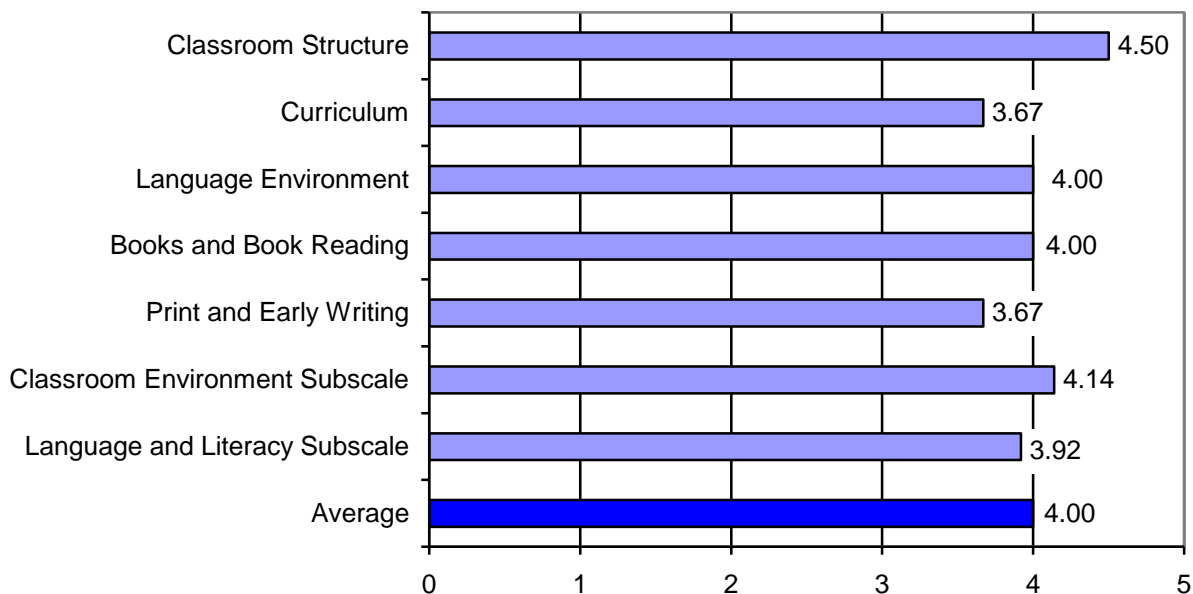
Early Childhood Environment Rating Scale (ECERS)

1= Inadequate; 7= Excellent



Early Language and Literacy Classroom Observation Tool (ELLCO)

1= Deficient; 5= Exemplary



Project Description: Mark H. Dawson Child & Family Center, Great Basin College

Area—Description
Curriculum & Program Design
<p>The program uses The <i>Self-Concept Curriculum</i> which focuses on the development of self-concept and draws from several programs. The Dawson Child & Family Center maintains accreditation from the National Association for the Education of Young Children.</p> <p>The program is open Monday through Thursday for morning and afternoon sessions. Children receive 10 hours per week of contact time. Since the program has moved to another classroom, they are now serving 40 children.</p>
Learning Environment
<p>The program moved to a larger classroom on site which contains child-sized furniture and is adjacent to child-sized bathroom facilities which are located in the parent reception area. The classroom has two additional sinks, one child-sized and one adult-sized.</p> <p>The outdoor playground is large and well-equipped with two multi-unit play stations and many climbing units with appropriately cushioned surfacing for falls. The playground includes several climbers, a large sand box with toys, a tricycle path, dramatic play, blocks, and a large grass area.</p> <p>The classroom contains a variety of learning centers (blocks, dramatic play, manipulatives, art, books, writing, and science). Some materials have both English and Spanish labels. The Child & Family Center contains a library, well stocked with early childhood books and materials for parents to check out.</p>
Assessment and Continuous Improvement
<p>Staff use the WIDA and Teaching Strategies Gold, a standards-based assessment that includes all learning domains. Staff also use several informal checklists based on pre-kindergarten standards.</p> <p>The teacher uses the data from the checklists and screenings to prepare for developmentally appropriate instruction for each child.</p>
Parent Engagement
<p>The program provides many opportunities for parent involvement. Parents volunteer in the classroom at least monthly, participate in the “Homework on Wheels” program (which is also sent home monthly). Parents record PACT and reading time.</p> <p>Teachers report active participation by most of the parents.</p>

Humboldt County School District

Initially Funded: FY 2001-2002

FY 2014-15 Funding: \$105,906

Program Location (1)

- Grass Valley Elementary School, Winnemucca, Nevada

Participants

Participants	Number Served
Number of Children	43
Number of Adults	81
Number of Families	43

Staff and Qualifications

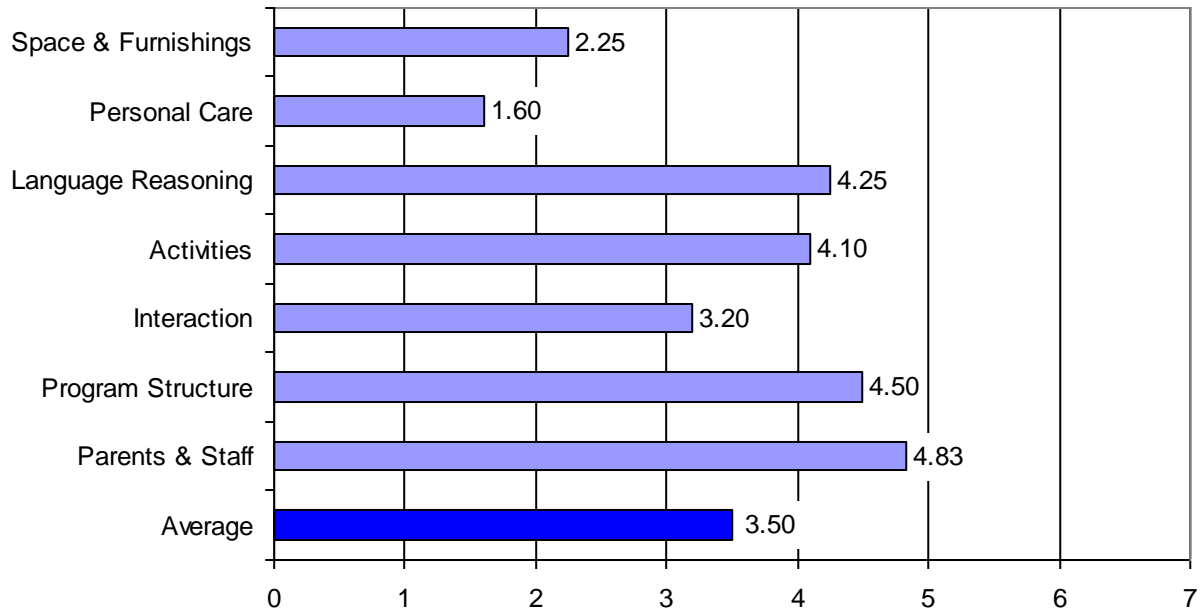
Staff Position	FTE	Qualifications/Endorsement
Teacher (1)	1 FTE	K-8 and ECE Certification; ECE Endorsement
Aide (1)	1 FTE	H.S. Degree/GED

Program Outcomes

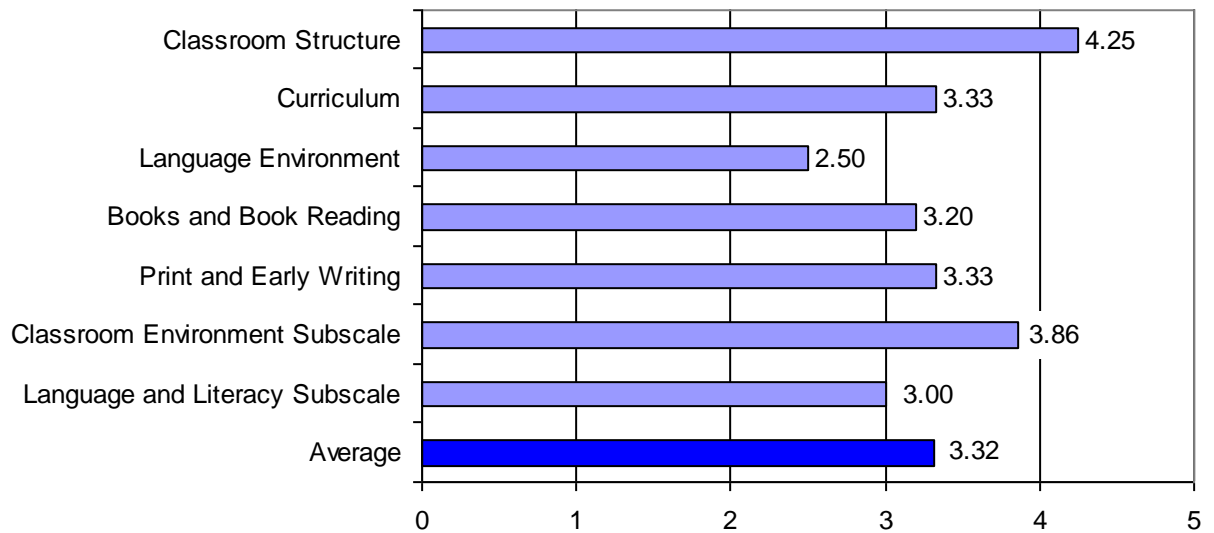
Outcome Indicators (Expectation)	Actual Outcome	Status
Reading Readiness: Individual Student Gain		
A. Peabody Picture Vocabulary Test (80%)	PPVT – 90. %	Met
B. Expressive Comprehension (80%)	EOWPVT – 97.4 %	Met
Reading Readiness: Average Project Gain		
A. Peabody Picture Vocabulary Test (8 pts.)	PPVT – 14.6 pts.	Met
B. Expressive Comprehension (10 pts.)	EOWPVT – 19.0 pts.	Met
Reading Readiness: Average Project Gain	Speaking – NA	NA
WIDA Assessment Model (Raw score gain)	Listening – NA	NA
Individual Parenting Goals (92%)	97.3 %	Met
Increase in Time Spent with Children (80%)	94.1 %	Met
Increase in Time Spent Reading With Children (80%)	88.2 %	Met

Program Delivery Indicators, 2015

Early Childhood Environment Rating Scale (ECERS) *1= Inadequate; 7= Excellent*



Early Language and Literacy Classroom Observation Tool (ELLCO) *1= Deficient; 5= Exemplary*



Project Description: Grass Valley Elementary School

Area—Description
Curriculum & Program Design
<p>The Humboldt County Pre-Kindergarten program has <i>Creative Curriculum</i> as the primary curriculum, and is in the process of completing training for all staff. Staff uses theme-based planning that includes the Nevada Pre-K standard. The <i>Creative Curriculum</i>, previously described, includes well-planned learning centers that allow for child choice and self-directed play, small groups, and supportive teaching. The development of language, mathematical reasoning, and scientific thought are emphasized throughout the centers. Classes are Monday through Thursday in morning and afternoon sessions for two-and-a-half hours each day. Children receive 10 hours per week of contact time.</p>
Learning Environment
<p>The program has a medium sized classroom in the back of the school. It has an extra sink and has bathrooms in a nearby hallway. The program has a fenced pre-kindergarten outdoor play area with slides, swings, and a multi-structure climber. The fence has multiple entanglement hazards. Sand is used for cushioning under climbing equipment, and does not meet the required depth. Most of the climbing equipment is old and doesn't meet the current safety requirements.</p> <p>The room includes a reading and listening center, an area for manipulative toys, a writing table, art, blocks, and a dramatic play area.</p>
Assessment and Continuous Improvement
<p>Staff uses portfolios with work samples including artwork, writing, and samples of fine motor skills. Staff has also created a checklist of pre-k skills, similar to the kindergarten checklist.</p> <p>Data are used to guide lesson plans to ensure appropriate activities are scheduled to meet the needs of each children.</p>
Parent Engagement
<p>Parents sign a contract that requires they be involved in the early childhood program six hours per month, including volunteering in the classroom and attending a monthly parent night. Topics include math, science, fine motor skills, and literacy. Literacy backpacks go home monthly with 5–7 activities. Parents receive training on how to support the children's learning in the classroom. Parents also prepare materials for the teacher, send in snacks, and chaperone field trips, such as to the bowling alley, the grocery store, and the park.</p> <p>Classroom activities are well attended by about 85-90% of parents, and the teacher has a parent volunteer almost every day. Parents are well-trained and appropriately support the children and the teacher.</p>

Mineral County School District

Initially Funded: FY 2009-2010

FY 2014-15 Funding: \$90,374

Program Location (1)

- Hawthorne Elementary School, Hawthorne, Nevada

Participants

Participants	Number Served
Number of Children	34
Number of Adults	46
Number of Families	33

Staff and Qualifications

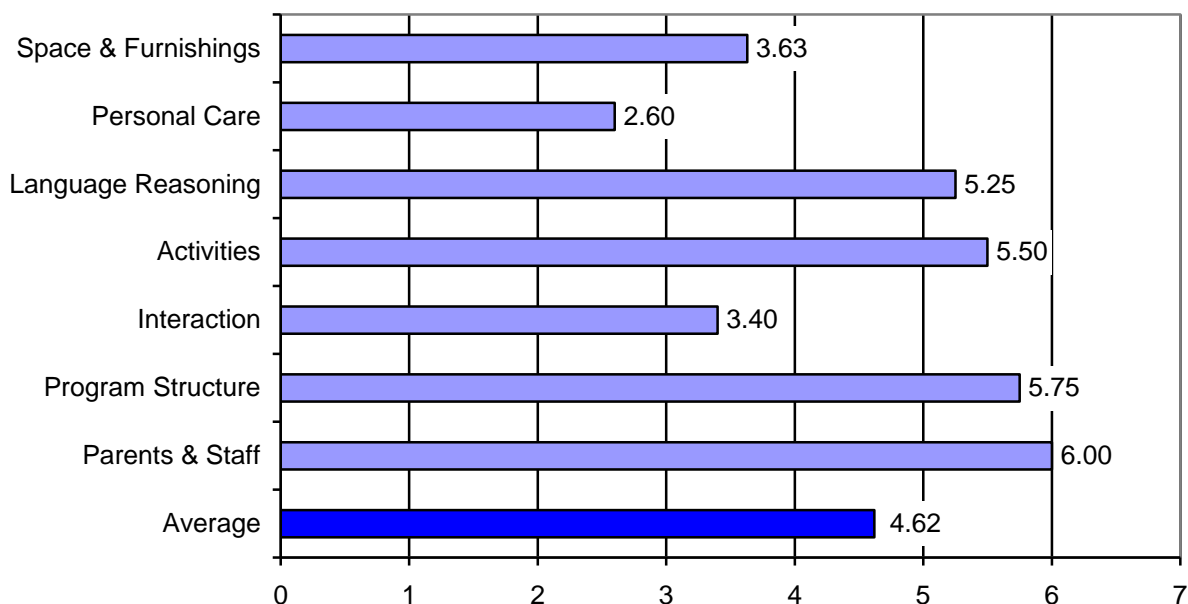
Staff Position	FTE	Qualifications/Endorsement
Teacher	1 FTE	One K-8 Certification and ECE Endorsement
Aide	1 FTE	One A.A. Degree

Program Outcomes

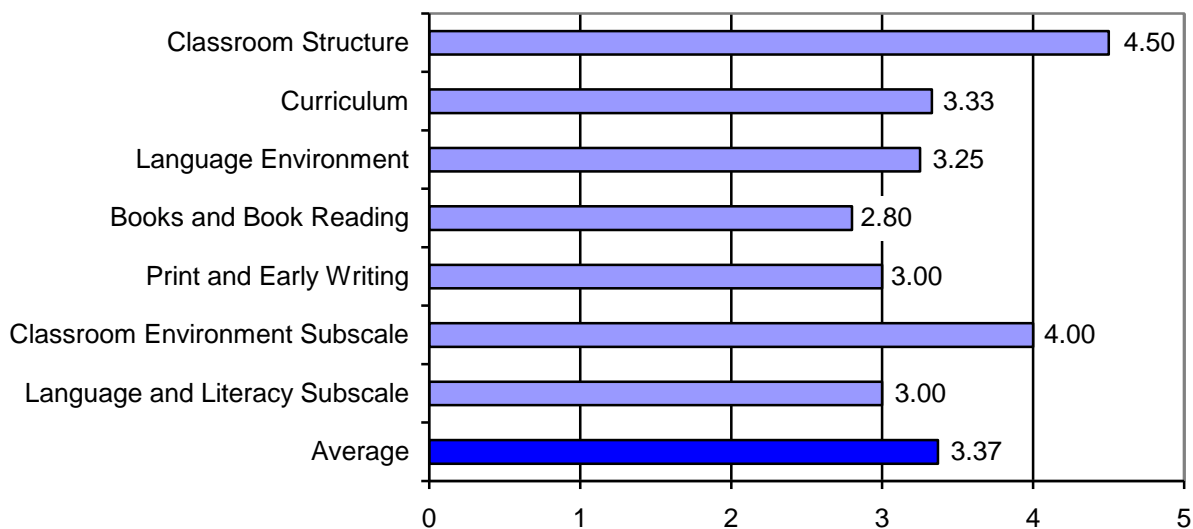
Outcome Indicators (Expectation)	Actual Outcome	Status
Reading Readiness: Individual Student Gain		
A. Peabody Picture Vocabulary Test (80%)	PPVT – 100 %	Met
B. Expressive Comprehension (80%)	EOWPVT - 100 %	Met
Reading Readiness: Average Project Gain		
A. Peabody Picture Vocabulary Test (8 pts.)	PPVT – 14.8 pts.	Met
B. Expressive Comprehension (10 pts.)	EOWPVT – 21.4 pts.	Met
Reading Readiness: Average Project Gain	Speaking – NA	NA
WIDA Assessment Model (Raw score gain)	Listening – NA	NA
Individual Parenting Goals (92%)	100 %	Met
Increase in Time Spent with Children (80%)	100 %	Met
Increase in Time Spent Reading With Children (80%)	100 %	Met

Program Delivery Indicators, 2015

Early Childhood Environment Rating Scale (ECERS)
1= Inadequate; 7= Excellent



Early Language and Literacy Classroom Observation Tool (ELLCO)
1= Deficient; 5= Exemplary



Project Description: Hawthorne Elementary School

Area—Description
Curriculum & Program Design
<p>The program uses the <i>Creative Curriculum</i> program, which has been described previously. Staff incorporate Nevada’s Pre-K Standards into the program as well as other learning resources to develop themes, such as Virtual Pre-K and Zoo Phonics. As part of an inclusion delivery model, the program serves special education children along with typically developing peers.</p> <p>The program operates Monday through Thursday in morning and afternoon sessions. Sessions are 15 minutes longer three days a week to allow staff development meeting time on Wednesday afternoons with early release for children. Children receive 10 hours per week of early childhood education.</p>
Learning Environment
<p>The program uses two large adjoining classrooms which contain child-sized furniture. The classroom has access to bathrooms in the hallway between rooms and has one sink for use after toileting and for all other uses in each classroom, compromising health procedures. Children have easy access to a nearby playground, which is near a parking lot with no protection from cars. The playground has swings and a climbing structure, a sandbox, blocks, dramatic play materials, and portable gross motor equipment.</p> <p>The first classroom is designed with four centers (science/math, art, writing, and fine motor). The second classroom has seven centers (blocks, small building toys, dramatic play, art, sand/water, listening, and reading/privacy). Both have low open shelves for accessible storage. Materials are in good condition and ample supply.</p>
Assessment and Continuous Improvement
<p>Staff uses the state standards portfolio as well as checklists. Staff uses the data gathered from assessments to tailor learning activities and experiences for children throughout the year.</p>
Parenting Engagement
<p>Staff encourage parents to attend holiday parties, participate in birthday celebrations, volunteer in the classroom, and read at home with their children. The program conducts initial and mid-year parent conferences and staff are available for conferences weekly. Staff offers three learning nights with literacy activities (vocabulary, letter knowledge, writing, etc.). Children’s Cabinet provided two workshops for parents. A small group of parents are regular volunteers.</p>

Nye County School District

Initially Funded: FY 2007-2008

FY 2014-15 Funding: \$101,410

Program Location (1)

- Nye County Pre-Kindergarten Program, Pahrump, Nevada

Participants

Participants	Number Served
Number of Children	46
Number of Adults	45
Number of Families	45

Staff and Qualifications

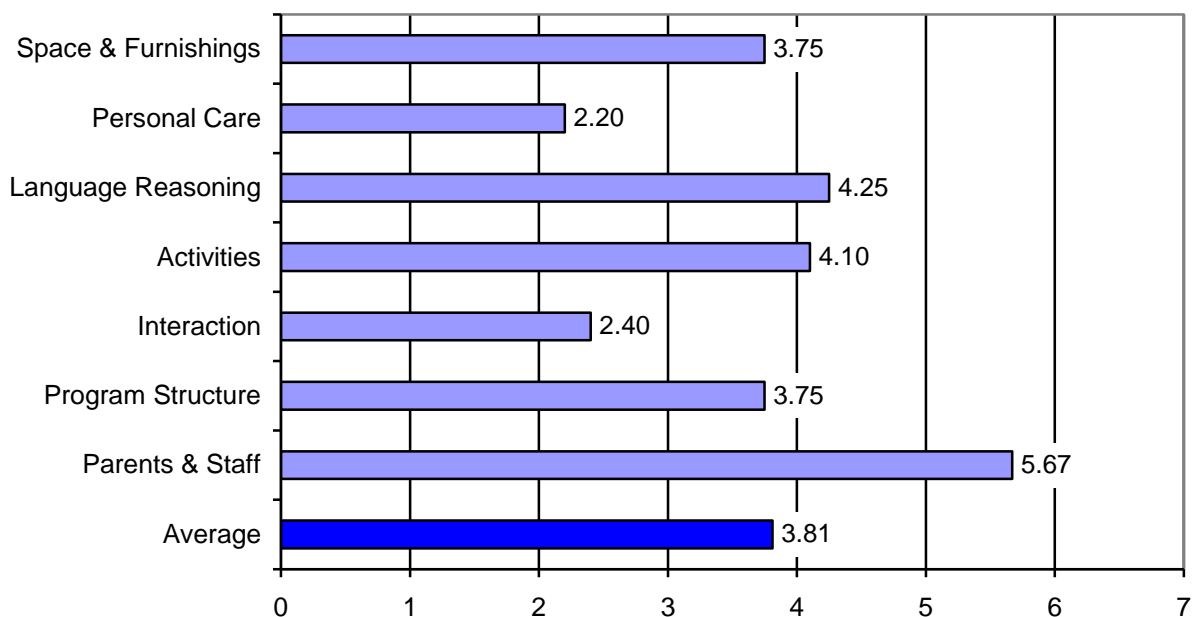
Staff Position	FTE	Qualifications/Endorsement
Teacher (1)	1 FTE	One ECE Certification
Aide (1)	1.0 FTE	One H.S. Degree/GED
Administrator (1)	0.2 FTE	

Program Outcomes

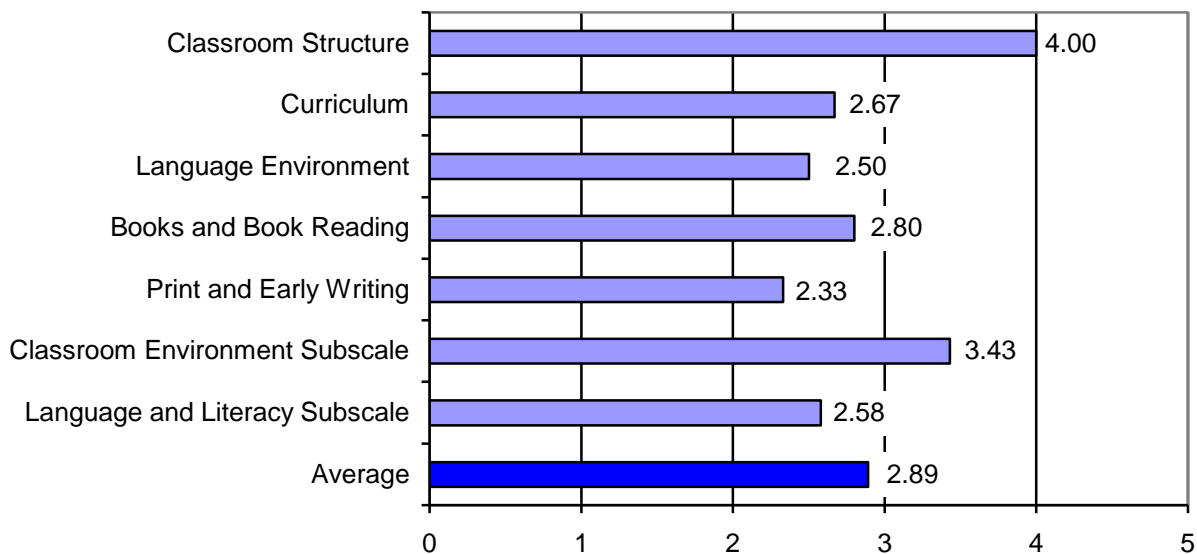
Outcome Indicators (Expectation)	Actual Outcome	Status
Reading Readiness: Individual Student Gain		
A. Peabody Picture Vocabulary Test (80%)	PPVT- 80.0 %	Met
B. Expressive Comprehension (80%)	EOWPVT- 80.0 %	Met
Reading Readiness: Average Project Gain		
A. Peabody Picture Vocabulary Test (8 pts.)	PPVT- 11.2 pts.	Met
B. Expressive Comprehension (10 pts.)	EOWPVT- 13.5 pts.	Met
Reading Readiness: Average Project Gain	Speaking – NA	NA
WIDA Assessment Model (Raw score gain)	Listening – NA	NA
Individual Parenting Goals (92%)	100 %	Met
Increase in Time Spent with Children (80%)	100 %	Met
Increase in Time Spent Reading With Children (80%)	94.6 %	Met

Program Delivery Indicators, 2015

Early Childhood Environment Rating Scale (ECERS)
1= Inadequate; 7= Excellent



Early Language and Literacy Classroom Observation Tool (ELLCO)
1= Deficient; 5= Exemplary



Project Description: Nye County Pre-Kindergarten Program

Area—Description
Curriculum & Program Design
<p>The program uses Little Treasures from McGraw-Hill as the primary curriculum. It is a research-based program that helps children learn to read by emphasizing oral language, phonological awareness, letter knowledge, and concepts of print, as well as science and math. Staff have developed many whole-group and teacher-directed experiences, and use Nevada Pre-K standards to support the curriculum.</p> <p>The program operates Monday through Thursday in morning and afternoon sessions. Children receive 10 hours per week of contact time.</p>
Learning Environment
<p>The classroom is located in a modular building, and connected by a hallway to a parenting area. The bathrooms are located between the two rooms. The only sink is in the classroom. The furniture is mostly child-sized. The playground is accessible from the classroom and includes climbers, space to ride bikes, and grass. The playground contains several hazards, such as entrapment hazards on the fence, inadequate cushioning in fall zones, and no protection from car traffic. Since the completion of this report, the playground hazards have been addressed and it is now one of the most appropriate playgrounds on school grounds.</p> <p>The classroom contains many learning centers, including reading, blocks, puzzles, listening, science, and dramatic play. The materials are in good condition and supply.</p>
Assessment and Continuous Improvement
<p>The teacher uses a pre-k assessment checklist, which tracks skill development in various areas, such as language arts, book handling/concepts of print, and math: the checklists are sent home with the parents.</p>
Parenting Engagement
<p>Parents are required to attend an orientation meeting, two parent/teacher conferences, four of the 10 to 12 parenting workshops offered per year. Half of the parenting workshops are in English (AVANCE) and half are in Spanish (Parents on Board). They include discipline, parenting basics, What is PACT?, winter safety, and Family Storyteller. Videos or DVD's are also available if a parent is unable to attend the class. Parents are encouraged to volunteer as available in the classroom. A family picnic is offered at the end of the year, as well as celebrations for the holidays, and Week of the Young Child activities. Parents track PACT time on a form. Parents are required to spend some of the PACT time in the classroom.</p> <p>All parents have participated in the required events, and all have achieved all of their parenting goals by the end of the year.</p>

Pershing County School District

Initially Funded: FY 2001-2002

FY 2014-15 Funding: \$105,069

Program Location (1)

- Lovelock Elementary School, Lovelock, Nevada

Participants

Participants	Number Served
Number of Children	38
Number of Adults	38
Number of Families	38

Staff and Qualifications

Staff Position	FTE	Qualifications/Endorsement
Teacher (1)	1 FTE	One K-8 Certification; One ECE Endorsement
Aide (1)	1 FTE	One Bachelor Degree
Family Specialist (1)	1 FTE	

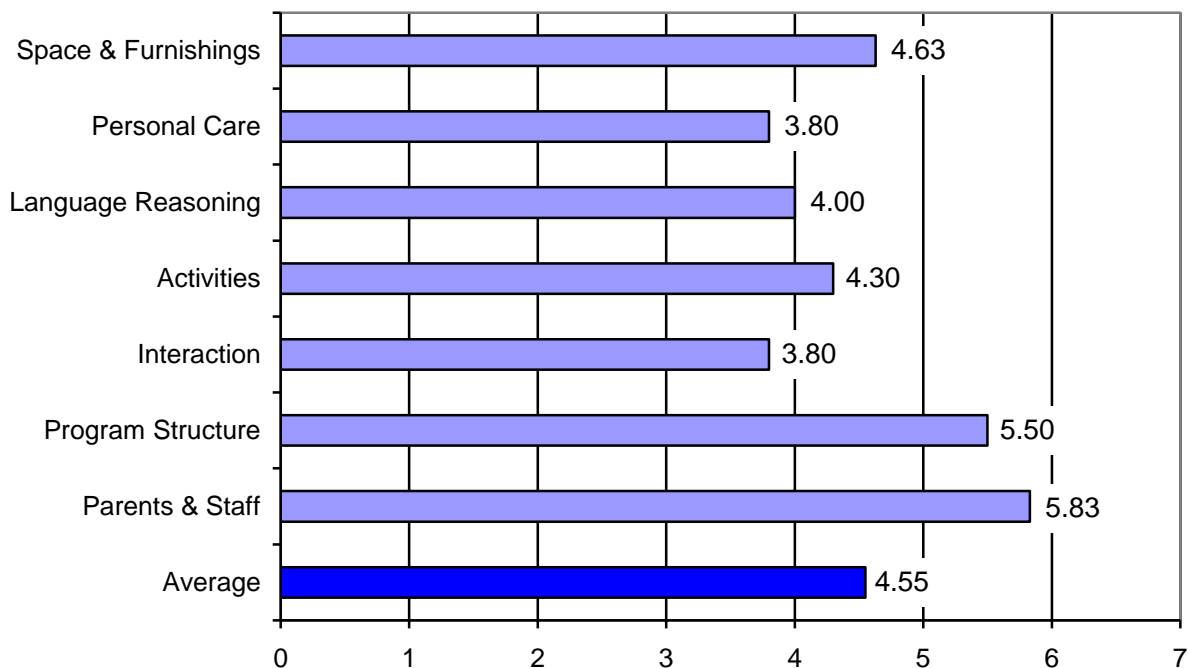
Program Outcomes

Outcome Indicators (Expectation)	Actual Outcome	Status
Reading Readiness: Individual Student Gain		
A. Peabody Picture Vocabulary Test (80%)	PPVT – 100 %	Met
B. Expressive Comprehension (80%)	EOWPVT – 100 %	Met
Reading Readiness: Average Project Gain		
A. Peabody Picture Vocabulary Test (8 pts.)	PPVT – 17.6 pts.	Met
B. Expressive Comprehension (10 pts.)	EOWPVT – 17.1 pts.	Met
Reading Readiness: Average Project Gain	Speaking – 5.5 pts.	NA
WIDA Assessment Model (Raw score gain)	Listening – 5.5 pts.	NA
Individual Parenting Goals (92%)	100 %	Met
Increase in Time Spent with Children (80%)	77.8 %	Not Met
Increase in Time Spent Reading With Children (80%)	81.5 %	Met

Program Delivery Indicators, 2015

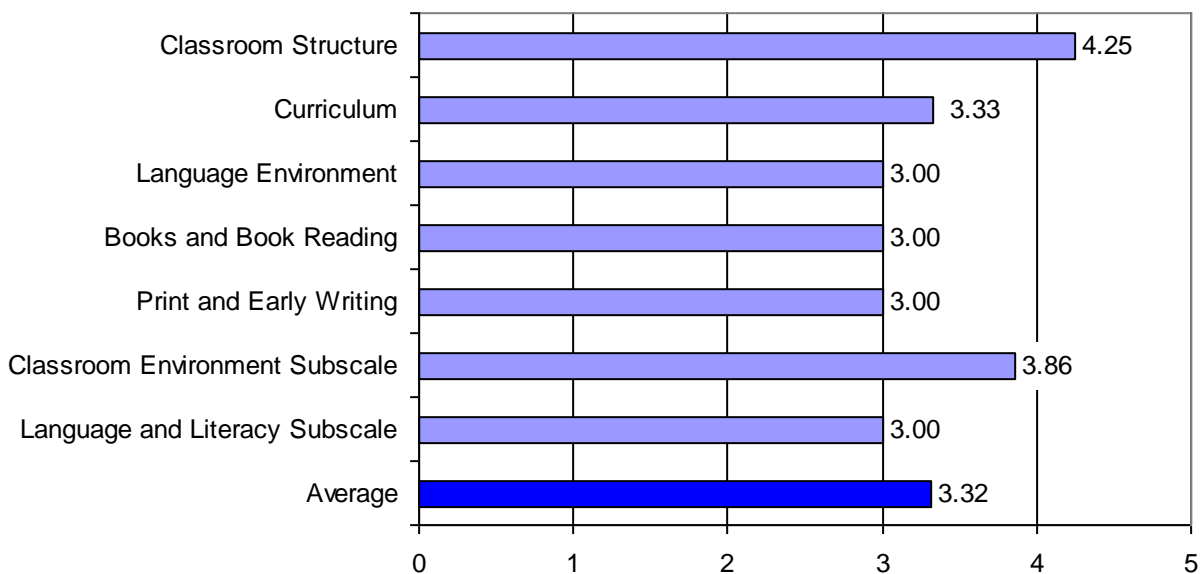
Early Childhood Environment Rating Scale (ECERS)

1= Inadequate; 7= Excellent



Early Language and Literacy Classroom Observation Tool (ELLCO)

1= Deficient; 5= Exemplary



Project Description: Lovelock Elementary School

Area—Description
Curriculum & Program Design
<p>The program uses components from the pre-kindergarten <i>Houghton Mifflin Reading Program</i>, the elementary school's reading program, and the <i>Alphafriends Big Book</i>, which emphasizes alphabet recognition, oral language and vocabulary development, print awareness, and beginning phonics. The teacher integrates the Nevada Pre-K Standards and the common core state standards into the curriculum. As an inclusion model, the program serves special education children from the adjoining room along with typically developing peers enrolled in the State Pre-K program. Children spend about half their time in each classroom.</p> <p>The program offers morning and afternoon classes, Monday through Thursday, so that children receive about 13 hours per week of the preschool program (morning session is 3.5 hours long, afternoon session is 3 hours and 20 minutes).</p>
Learning Environment
<p>The program and special education classrooms contain many interest centers. The child-sized bathroom is accessed from each classroom, and the classrooms each have an extra sink. A playground is used by and is accessible from both classrooms. It includes a large and small outdoor climbing apparatus, a sand box, tricycles, wagons, swings, and a narrow tricycle trail alongside the building. There are several safety hazards, such as a lack of sufficient cushioning surface under fall zones.</p> <p>Each classroom has several learning centers (blocks, dramatic play, manipulative materials, art, writing, and science) as well as a loft or cozy area for quiet activities. The learning centers contain a variety of learning materials appropriate for the wide age-range and developmental levels of all the children.</p>
Assessment and Continuous Improvement
<p>Staff complete portfolio assessments, based on Nevada Pre-K Standards. Learning activities and materials are adjusted to meet the needs of the children as defined by the assessments. The DIAL is used when children are being assessed for the special needs program.</p>
Parenting Engagement
<p>The teachers require parents to sign a contract to complete one literacy goal with their child, volunteer two hours monthly in the program, and attend required trainings. The program offers monthly parent events, some school-wide and some preschool specific, covering safety, literacy, and math. Parents chaperone field trips and class programs. Programs are well-attended by almost all of the families. Many parents volunteered this year, except for some of the working parents.</p>

Washoe County School District

Initially Funded: FY 2001-2002

FY 2014-15 Funding: \$709,099

Program Locations (13). The WCSD program has 13 locations using two service models.

Inclusion (2)	Early Literacy Centers (11)	
Lincoln Park Elementary	Sparks Community Learning Center	Kate Smith Elementary Mt. Rose Elementary
Sparks Middle	Booth Elementary	O'Brien Elementary (COW)
	Elmcrest Elementary	Smithridge Elementary
	Hug Early Learning Center	Stage Coach Elem. in Lyon County
	Incline Elementary	Mark Twain Elem. in Storey County

Participants: Washoe ECE

Participants	Number Served
Number of Children	379
Number of Adults	371
Number of Families	363

Staff and Qualifications: Washoe ECE

Staff Position (n)	FTE	Qualifications/Endorsement
Teacher (13)	9 FTE	Twelve ECE Certifications: Three ECE Endorsements; Three ESL Endorsements; and One State ECE Requirement Endorsement
Aide (8)	7.4 FTE	Four Bachelor Degrees, One Associate Degree, and Two HS Degrees
Support Staff (2)	1.0 FTE	

Program Outcomes: Washoe ECE

Outcome Indicators (Expectation)	Actual Outcome	Status
Reading Readiness: Individual Student Gain		
A. Peabody Picture Vocabulary Test (80%)	PPVT – 75.7%	Not Met
B. Expressive Comprehension (80%)	EOWPVT – 84.5%	Met
Reading Readiness: Average Project Gain		
A. Peabody Picture Vocabulary Test (8 pts.)	PPVT – 8.1 pts.	Met
B. Expressive Comprehension (10 pts.)	EOWPVT – 9.8 pts.	Not Met
Reading Readiness: Average Project Gain	Speaking – 2.1 pts.	NA
WIDA Assessment Model (Raw score gain)	Listening – 7.8 pts.	NA
Individual Parenting Goals (92%)	99.4%	Met

Increase in Time Spent with Children (80%)	98.0%	Met
Increase in Time Spent Reading With Children (80%)	98.0%	Met

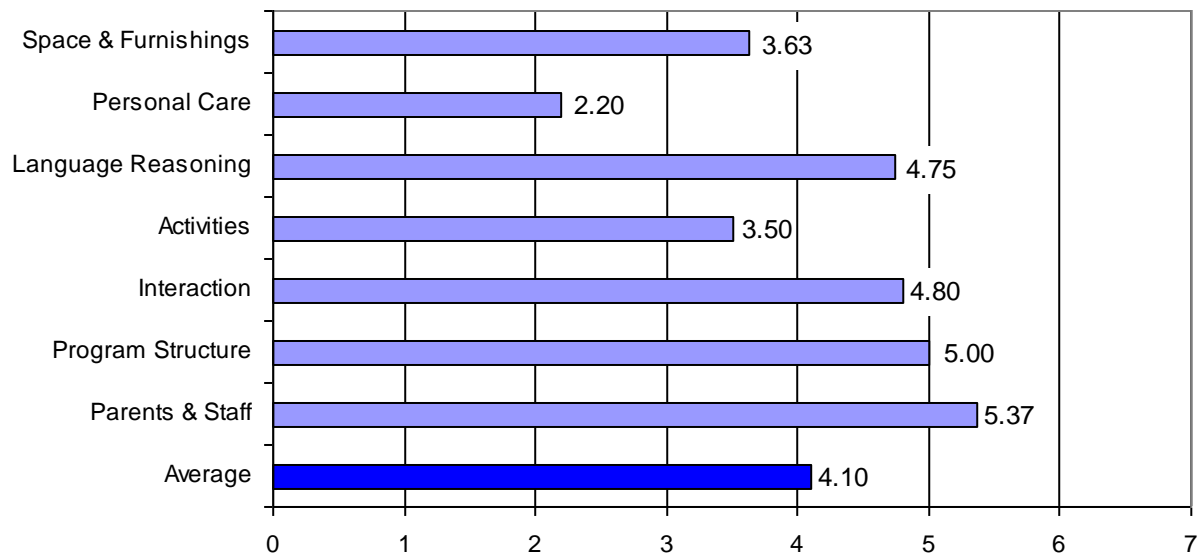
Program Model #1: Inclusion Model

The evaluator visited Lincoln Park Elementary as representative of an Inclusion Delivery Model.

Program Delivery Indicators: Lincoln Park Elementary School, 2015

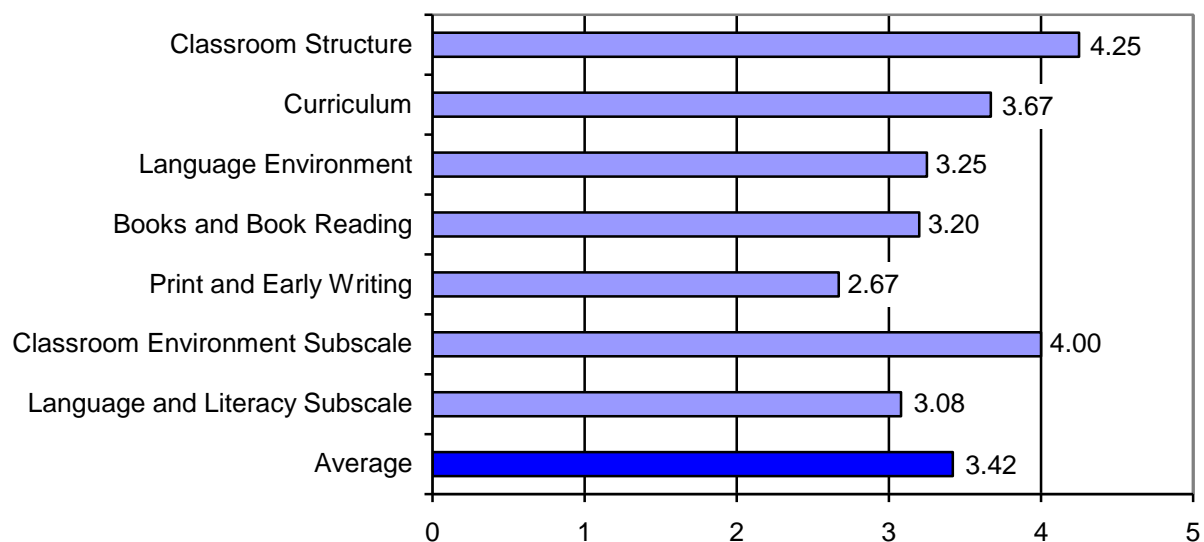
Early Childhood Environment Rating Scale (ECERS)

1= Inadequate; 7= Excellent



Early Language and Literacy Classroom Observation Tool (ELLCO)

1= Deficient; 5= Exemplary



Project Description: Lincoln Park Elementary School

Area—Description
Curriculum & Program Design
<p>The program uses <i>The Creative Curriculum</i> as the primary early childhood curriculum: it includes well-developed learning centers and extensive time periods for children to explore their environment. The program includes seven literacy components: literacy as a source of enjoyment, vocabulary and language, phonological awareness, knowledge of print, comprehension, letters and words, and books and other texts. Staff use the Nevada Pre-K standards to support the curriculum. Teaching Strategies Gold is also used which includes learning activities and information for parents.</p> <p>The program offers two sessions, Monday, Tuesday, Wednesday, and Friday in the morning and afternoon for 10 hours a week.</p>
Learning Environment
<p>The program is located in a large classroom near a playground and an entry gate for parents and children. Adult-sized toilets are in bathrooms in the classroom. The classroom has two sinks in the classroom. Children use a playground that has some inappropriate climbers and swings, a sand box, blocks, balls and tricycles, grass, and a blacktop area for riding. The classroom contains several learning centers (blocks, dramatic play, manipulative materials, art, science, writing, sensory, library, and computers) geared to the developmental needs of the children. The classroom is clean, well maintained, and contains a good supply of materials in good condition.</p>
Assessment and Continuous Improvement
<p>Staff uses the Teaching Strategies Gold, which are standards-based assessments that measure all learning domains through checklists and virtual work sample portfolios.</p>
Parent Engagement
<p>The program offers workshops for parents a few times a month, including Family Storyteller, kindergarten nights, math and literacy events, healthy foods, and school wide events. There has not been much interest in volunteering, but some will come to a field trip or family event. Parents send to the classroom for birthday celebrations. Parents can check out books in English and Spanish to take home and read with their child.</p>

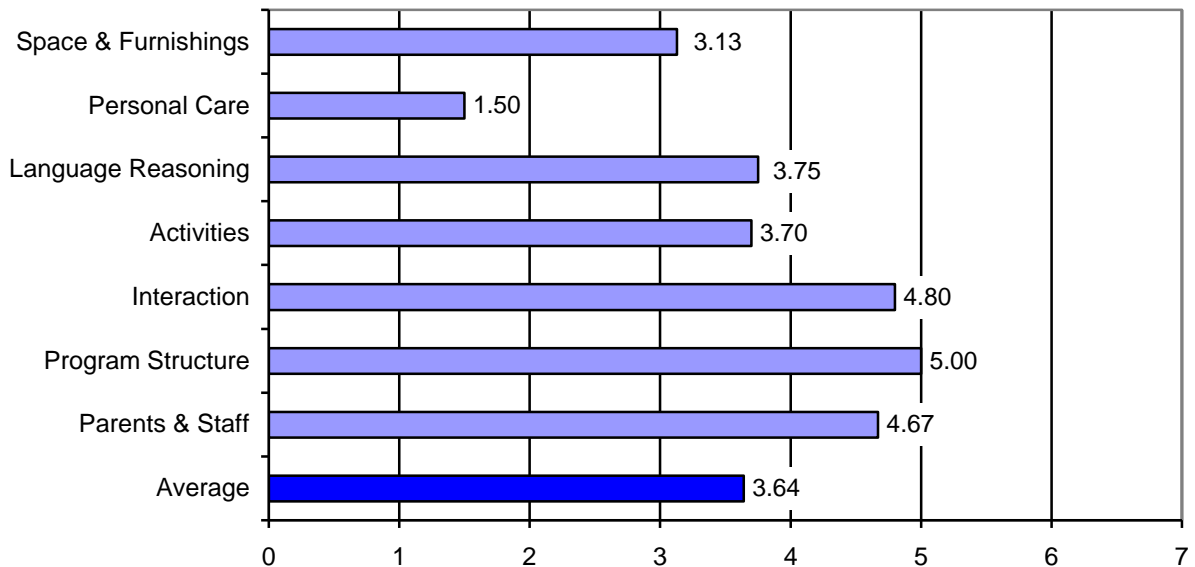
Washoe County School District: (Cont.)

Program Model #2: Early Literacy Center

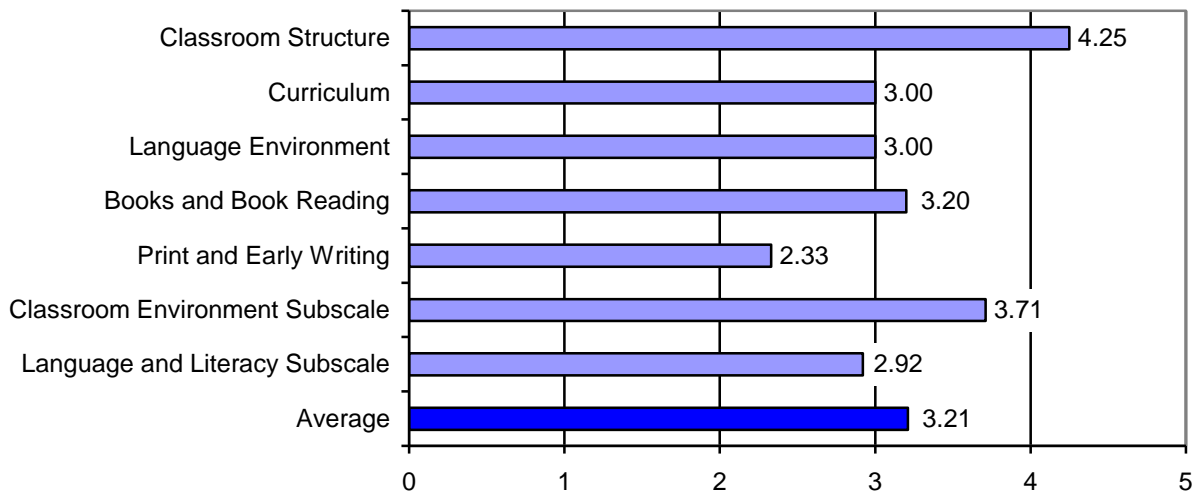
The evaluator visited Sparks Community Learning Center as representative of an Early Literacy Center.

Program Delivery Indicators: Sparks CLC, 2015

Early Childhood Environment Rating Scale (ECERS)
1= Inadequate; 7= Excellent



Early Language and Literacy Classroom Observation Tool (ELLCO)
1= Deficient; 5= Exemplary



Project Description: Sparks Community Learning Center

Area—Description
Curriculum & Program Design
<p>The teacher uses a curriculum planning form with the Nevada Pre-K standards, and develops themes based on children's interests. Teachers include elements of the Reggio Emilia approach to their early childhood program that focuses on following the children's interests and respecting the individual child by reflecting his/her development and interests in the curriculum.</p> <p>The program offers classes Monday, Tuesday, Thursday and Friday from 9:00 AM-2:00 PM. Children receive 20 hours per week of contact time.</p>
Learning Environment
<p>The classroom is located in a modular building, shared with other preschool classrooms. There are two bathrooms in a hallway adjacent to the classroom. Toilets, sinks, tables, and chairs are not child-sized. There is a portable sink in the classroom. There is a small playground adjacent to the portable building which includes an appropriately sized climber and a sand box.</p> <p>The classroom is designed with many centers (writing, library, art, manipulative materials, science, blocks, and dramatic play) and children can easily move between them. Most centers have an adequate supply of materials.</p> <p>The program serves primarily Hispanic children learning English as a second language. The teachers are bilingual and use Spanish and English in the classroom and with parents. English is expected of the children when appropriate.</p>
Assessment and Continuous Improvement
<p>Program staff administer the pre-k portfolio assessment developed by the WCSD Early Childhood Office to track specific developmental areas and literacy awareness. The portfolio contains assessments, drawing and writing samples, and documentation photos. Lesson plans are developed based on children's need.</p>
Parenting Engagement
<p>Parents are asked to come to three activities throughout the year which are offered by the teacher, the program, or the school. Staff also encourage parents to volunteer, but most parents do not because they work. The teacher offers three workshops annually that parents can choose from, i.e., going to the library, learning about the kindergarten program, and reading with their children.</p>

White Pine County School District

Initially Funded: FY 2001-2002

FY 2014-15 Funding: \$111,797

Program Location (1)

- McGill Elementary School, McGill, Nevada

Participants

Participants	Number Served
Number of Children	38
Number of Adults	37
Number of Families	37

Staff and Qualifications

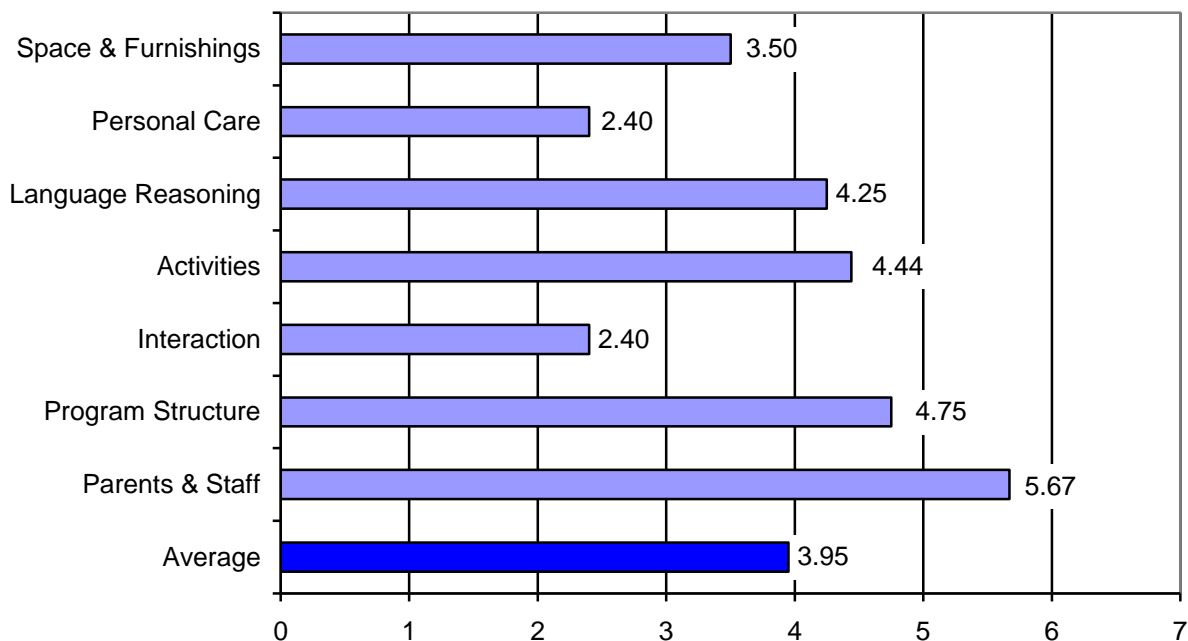
Staff Position	FTE	Qualifications/Endorsement
Teacher (1)	0.83 FTE	One K-8 Certification; ECE and Science Endorsement
Aide (1)	0.725 FTE	One Associate Degree
Family Specialist (1)	0.725 FTE	

Program Outcomes

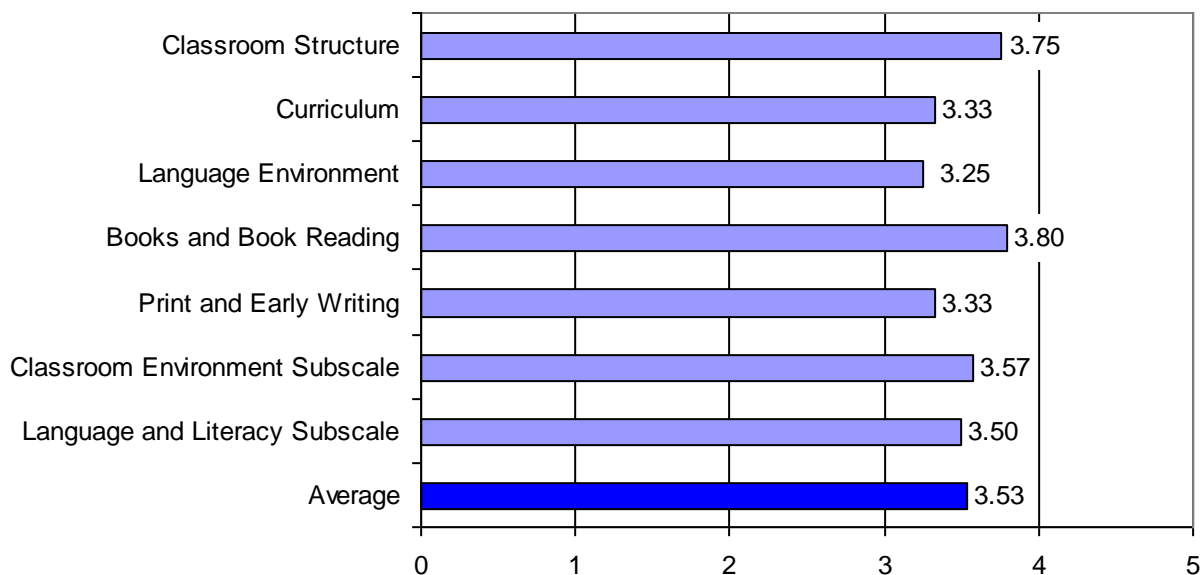
Outcome Indicators (Expectation)	Actual Outcome	Status
Reading Readiness: Individual Student Gain A. Peabody Picture Vocabulary Test (80%) B. Expressive Comprehension (80%)	PPVT- 100 % EOWPVT- 100 %	Met Met
Reading Readiness: Average Project Gain A. Peabody Picture Vocabulary Test (7 pts.) B. Expressive Comprehension (10 pts.)	PPVT- 12.1 pts. EOWPVT- 10.7 pts.	Met Met
Reading Readiness: Average Project Gain WIDA Assessment Model (Raw score gain)	Speaking – NA. Listening – NA	NA NA
Individual Parenting Goals (92%)	100 %	Met
Increase in Time Spent with Children (75%)	100 %	Met
Increase in Time Spent Reading With Children (75%)	100 %	Met

Program Delivery Indicators, 2015

Early Childhood Environment Rating Scale (ECERS)
1= Inadequate; 7= Excellent



Early Language and Literacy Classroom Observation Tool (ELLCO)
1= Deficient; 5= Exemplary



Project Description: McGill Elementary School

Area—Description
Curriculum & Program Design
<p>The program uses the <i>Core Knowledge Program-Preschool</i> as the primary curriculum, and supplements it with the <i>California Early Literacy Learning (CELL)</i> Program. Both are research-based literacy programs used in McGill Elementary School. The teacher linked the <i>Core Knowledge Program</i> with the Nevada Pre-K Standards.</p> <p>The program operates Monday through Thursday in morning and afternoon sessions. Children receive 14 hours per week of contact time. Children can opt to stay an additional 30 minutes for lunch and staff stay to monitor these children.</p>
Learning Environment
<p>The program is housed in two large, connecting classrooms, which are new rooms for the pre-kindergarten program. One classroom is used for large group activities, such as circle time. The second classroom contains learning centers, such as library, writing, blocks, math, water, art, and dramatic play. Bathroom facilities are adjacent to the classroom through a small kitchen with two sinks. There is a row of faucets in a trough sink in the classroom used for center time and snack.</p> <p>The program uses a playground directly accessible to the classroom. It contains a tricycle trail, a central gravel area with animal climbers, and an overhead ladder climber. Additional materials are kept in a large storage shed. A sandbox is available but difficult to supervise.</p>
Assessment and Continuous Improvement
<p>The teacher completes the Brigance Developmental Inventory as an initial screening for placement, and uses Teaching Strategies GOLD to assess research-based objectives, including predictors of school success which are aligned with the Common Core State Standards. The teacher also uses the Washoe County School District ECE checklist and several other checklists to record student progress. Staff use the data to develop an Individualized Learning Plan for each child. The teacher provides parents with report cards.</p>
Parenting Engagement
<p>The parents sign a contract to volunteer in the classroom monthly and agree to a monthly conference to monitor their parent and child goals. In fact, the initial conference is a home visit. Parents are also offered a family literacy night monthly and optional home visits. There are several parent workshops in the community that staff encourage parents to attend.</p> <p>The parent outreach coordinator holds a monthly “family hour,” during which she models how to read a book with children, conducts a follow-up activity, and often provides a snack related to the book. Parents can check out books/materials from the parent library in the classroom and the school library.</p>