Kindergarten Entry Assessment & Early Childhood Data Systems (KEDS)

Developed for Mineral County, Nevada

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This document contains information collected during the planning process that is specifically from and related to the county. Assets and needs are documented for the purpose of understanding the existing systems and circumstances within each of Nevada's counties. The ultimate goal of the project is to support the development of a **statewide kindergarten entry assessment and early childhood data system that supports school readiness toward long-term success of each child**.

This project was funded with federal stimulus funds (under the American Recovery & Reinvestment Act). It was envisioned and made possible by the Early Childhood Advisory Council, which is managed by the Nevada Head Start Collaboration and Early Childhood Systems Office (HSC & ECSO).

Introduction

This report summarizes the findings for Mineral County that are the result of a statewide needs assessment conducted in the first half of 2012 related to the Kindergarten Entry and Data System project (KEDS). "KEDS" is a statewide effort to build a comprehensive early childhood education and care (ECE) system that supports the ability of all children in Nevada to enter kindergarten ready to learn. The Nevada Early Childhood Advisory Council, (NECAC) managed by Nevada's Head Start Collaboration and Early Childhood Systems (HSC&ECS) Office, in collaboration with the Nevada Department of Education (NDE), is leading this effort, which has identified two major components of system change as priorities for implementation:

> a) Adoption of a Common Kindergarten Entry Assessment; and

> b) Development of a Coordinated Data System that links pre-K to K-12 (and beyond) in order to support early childhood educators to understand and utilize child assessment data to improve programs, curriculum and environments.

The vision for this project, known as KEDS for short, is defined by the NECAC as follows:

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

To carry out this vision, a comprehensive needs assessment was launched in January 2012 with a focus on determining the feasibility at both the state and county level for adopting a statewide approach. To ensure that every one of Nevada's 17 counties were represented in the needs assessment process, an extensive effort was made to obtain local stakeholder input regarding county-level needs, assets, and buy-in related to participating in the implementation of a Statewide Early Childhood Data System and a Common Kindergarten Entry Assessment.

The needs assessment process included focus groups and site visits in all 17 counties and school districts to understand current practices, resource needs, specific barriers, and level of willingness to participate in this statewide systems change initiative. This needs assessment will allow Nevada to determine the most sensible approach for improving each county's ability to ensure that its children enter kindergarten ready to learn, socialize, and thrive. This report summarizes the needs assessment process and findings specifically for Mineral County, and concludes with a subjective assessment of the feasibility for implementing KEDS in Mineral County.

County Profile

Mineral County's population was estimated at 4,772 as of 2010. Its county seat is Hawthorne, where 3,789 of its citizens reside. Mineral County was carved out of Esmeralda County in 1911 shortly after the county seat of Esmeralda was moved to Goldfield in 1907. Its name came from the surrounding area, which is heavily mineralized.

According to the U.S. Census Bureau, the county has a total area of 3,813 square miles of which, 3,756 square miles of it is land and 57 square miles of it is water. Mineral County is located in West-Central Nevada with the rugged Wassuk Range serving as a boundary dividing Mineral County from Mono County, California and Lyon County, Nevada. The Wassuk Range averages 9,000 feet elevation with Mt. Grant extending up to 11,245 feet.

Mineral County is generally mountainous, with canyons and large arid plateaus rising upward from the Walker Lake Basin. Mineral County's primary industry is the U. S. Ammunition Depot which is the world's largest facility of its kind.

Mineral County Demographics

Total Population (2010)[1]	4,772
Number of Children Ages 0-5 (2010)[2]	222
Median Household Income (2010)[3]	$39,940
Homeless population (school age group)[4]	No data available
Food Insecure Children: Ages 0-18 (2012)[5]	150 or 25.0%
Enrolled in NV Checkup: Ages 0-18 (2012)[6]	14
Number of Children Receiving Early Intervention Services: Ages 0-3 (2010)[7]	2 (6.3 hours per child)

According to Nevada Annual Reports of accountability, the student to teacher ratio in kindergarten classrooms was 18:1. There is full day kindergarten offered in Mineral County but, like all districts in Nevada, kindergarten is not mandatory.

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[1] (Nevada State Demographer)
[2] (Nevada State Demographer)
[3] (U.S. Census Bureau)
[4] Rural Nevada Continuum of Care 2012 Point in Time Report
[5] (Feeding America , 2012)
[6] (Nevada Check up, 2012)
[7] (Nevada Early Intervention Services, 2010)

District wide, the percentage of children with an Individualized Education Plan (IEP) is higher than that of the state (15.3% compared to 10.8% statewide).Limited English proficiency data was not indicated for Mineral County in the Nevada Annual Reports of Accountability. Approximately 47.2% of children district wide qualify for free and reduced lunch (Nevada Department of Education). Qualification for free and reduced lunch is an indication that families may struggle to meet basic needs. These characteristics are important and related to kindergarten entry assessment, and, data suggests that children that experience one or more of these situations may be less likely to graduate from high school than those that don't. Meeting educational needs early in the child's life can help to correct for disparities in graduation and academic achievement.

Racial/Ethnic Breakdown (2010)[8]		
	Total Population	% of Total Population
Total	4,772	100%
Asian	53	1.1%
Black or African American	196	4.1%
American Indian or Alaska Native	742	15.5%
Native Hawaiian and Other Pacific Islander	6	0.1%
White	3,462	72.5%
Other	101	2.1%
Multi-Racial	212	4.4%
*Population that identify themselves as Hispanic or Latino.	436	9.1%

Mineral County: Snapshot of Early Childhood Education and Care

There are currently two elementary schools: Hawthorne Elementary School and Shurz Elementary School. Hawthorne Elementary School (HES) is a K-6 school with Title 1 designation and no-cost pre-K onsite. The school reports 90% highly qualified teachers and an average daily attendance of 94.25%. HES again received funds from the Nevada pre-kindergarten Education Program allowing them to expand/maintain their preschool program; as well as special education funds which pay for six instructional paraprofessionals.

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[8] (Nevada State Demographer)

A preschool is attached to Hawthorne Elementary School (HES). Shurz Elementary School is a kindergarten through 8th grade school with Title 1 designation and no-cost pre-K (via Tribal Head Start) onsite.

County Early Childhood Education and Care Resources	#	Enrollment Capacity	Children Enrolled in District Classrooms (2011)	
			Pre-K	K
Public Schools (elementary)	2	N/A		
Charter Schools (elementary)	0	0		
Private Schools (elementary)	0	0		
Licensed Family Child Care	0	0	4	48
Licensed Group Child Care	0	0		
Licensed Child Care Centers	0	0		

Sources: Nevada Registry, Nevada Department of Education

School Readiness in Nevada

An important goal of the county-level needs assessment for this project was to solicit feedback from stakeholders at the local level in order to support adoption of a Nevada-specific definition of school readiness. A working definition was developed and shaped at a statewide School Readiness Summit held in February 2012, and subsequently reviewed by hundreds of ECE stakeholders, including parents and providers, who were asked to provide input on the working definition as well as to validate the need for a common statewide kindergarten entry assessment and coordinated early childhood data system.

Feedback from Mineral County stakeholders indicated support for the working Nevada definition of school readiness, which was formally adopted in June 2012 by the NECAC.

There is consensus, based upon a wealth of research, that a child's readiness for school should be measured and addressed across five distinct but connected domains[9]:

Physical Development and Health--This domain covers such factors as health status, growth, and disabilities; physical abilities, such as gross and fine motor skills; and conditions before, at, and after birth.

Social and Emotional Development--This domain combines two interrelated components affecting

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[9] Based on findings from the National School Readiness Indicators Initiative: A 17-State Partnership and reviewed and revised at the Nevada School Readiness Summit, 2012.

children's behavioral health and learning. Social development refers to children's ability to interact with others and their capacity for self-regulation. Emotional development includes children's perceptions of themselves, their abilities to understand the feelings of other people, and their ability to interpret and express their own feelings.

Approaches to Learning--This domain refers to children's inclination to use skills and knowledge. Key components include enthusiasm, curiosity, and persistence on tasks.

Language and Early Literacy Development--This domain includes communication and emergent literacy. Communication includes listening, speaking, and vocabulary. Emergent literacy includes print awareness, story sense, early writing, and the connection of letters to sounds.

Cognition and General Knowledge--This domain refers to thinking and problem-solving as well as knowledge about particular objects and the way the world works. Mathematical knowledge, abstract thought, and imagination are included.

As the graphic on the previous page indicates, Nevada's definition of school readiness incorporates these five domains into the following equation: **READY FAMILIES + READY EDUCATORS + READY SCHOOLS + READY COMMUNITIES + READY SYSTEMS = CHILDREN ARE READY FOR SCHOOL.** Each factor necessary for the outcome that "Children are Ready for School" is further defined below:

"Ready Families" have adults who understand they are the most important people in the child's life, understand age appropriate development, and support the child's school readiness. Adults recognize their role as the child's first and most important teacher, providing steady and supportive relationships, ensuring safe and consistent environments, promoting good health, and fostering curiosity, excitement about learning.

"Ready Educators" are skilled teachers, who understand age appropriate development, possess the skills to develop appropriate curriculum based on children's development, recognize, reinforce, and extend children's strengths and who are sensitive to cultural values and individual differences, including children with special needs.

"Ready Schools" accept all children and provide a seamless transition to a high-quality developmentally appropriate learning environment by engaging families and the whole community. A ready school welcomes all children and their families with opportunities to enhance and build confidence in their skills, knowledge, and abilities. Children in ready schools are led by skilled teachers as defined above.

"Ready Communities" play a crucial part in supporting families in their role as primary stewards of children's readiness. Ready communities, including businesses, faith-based organizations, early childhood education and care service providers, community groups and local governments, work together to support children's school and long term success by providing families affordable access to information, services, high-quality child care, and early learning opportunities.

"Ready Systems" describes the availability, quality, and affordability of proven programs that influence child development and school readiness. It also includes the degree to which public and

private agencies promote policies and practices including data collection that enhance access to needed supports, information and tools that help all other components (family, educators, schools and children) be ready for children to be ready for school. [10]

Children's readiness for school is made up of multiple components and shaped by numerous factors. Improving school readiness, therefore, must address children's development of skills and behaviors as well as the environments in which they spend their time. Early childhood education and care leaders at the state and national level agree that efforts to improve school readiness must address three interrelated components:

- Children's readiness for school.
- School's readiness for children.
- The capacity of families and communities to provide developmental opportunities for young children.

Ultimately the goal is that children are ready for school, families are ready to support their children's learning, and schools are ready for children. School readiness is an ongoing process from the moment of birth, to prekindergarten, and through the transition into elementary school and beyond. It is the foundation defined by the intersection of two critical components:

1) Children's condition to learn based on the five identified domains of learning, and

2) The school's capacity to meet the needs of all children to prepare them for future school success and the 21st century.

This includes, but not limited to providing access to high quality services for all children including aligned standards and curriculum, supportive relationships, engaging environment, smooth transitions and strong family and community connections.[11]

Focus group participants were provided information about the working definition of school readiness. Information on the working definition was also shared with the superintendent of schools and other district personnel. The group reacted favorably to the model of school readiness. Focus group participants felt that the "Ready Families" element was especially important; since the majority of a child's time is spent in the household environment, the people in that environment will have the greatest access and, therefore, the greatest opportunity to influence the readiness of their child.

Survey respondents also supported the five domains in the school readiness definition, with language and literacy rated as the most important.

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[10] Bruner, C. and Coperman, A. (2003, March). Measuring children's school readiness: options for developing state baselines and benchmarks. A paper prepared for the State Early Childhood Policy Technical Assistance Network, pp. 1-2.
[11] Nevada working definition from bill draft request

Kindergarten Entry Assessment

Description of Existing Kindergarten Entry Assessment

As a funded part of state pre-K, Carson, Churchill, Clark, Elko, Humboldt, Mineral, Nye, Pershing, Washoe and White Pine counties participate in evaluations. All projects are required to administer the Peabody Picture Vocabulary Test (PPVT) and Expressive One-Word Picture Vocabulary Test (EOWPVT) at the beginning and end of the year. The PPVT is an untimed, test of receptive vocabulary for Standard American English and provides a quick estimate of their verbal ability or scholastic aptitude. The test is given verbally and takes about 20 to 30 minutes. No reading is required by the individual, and scoring is rapid and objective.

Mineral County School District contracts for students to take the Measure of Academic Progress (MAP) tests three times each year. These tests measure students learning based on the Nevada State Standards. Students will be taking the first tests from Tuesday, September 2nd – Friday, Sept. 12th, 2012.The purposes for taking these tests are to identify if students what math, writing, and or language usage content they may be lacking so teachers can better focus instruction. This instruction may need to be for remediation, intervention or enrichment.

The MAP tests are computer-based assessments. Each test question is associated with a difficulty range related to the abilities of each test taker. The level of the question a student takes is determined by his/her performance on each question rather than simply by grade level. This way the results can be used to show growth for each student regardless of his/her starting point. Students receive a RIT (Rauch Unit) score for each test. The score indicates a current learning level for the student. There are three tables which identify what the RIT scores should be in the three content areas for each of the three testing windows. Student progress is considered "on target" if they meet or exceed these RIT scores at the benchmark years for each grade level.[12] Parents may receive a copy of their child(ren)'s MAP scores once the schools receive them.

At the HES, pre-K assessments, which align with the state preschool evaluation, are conducted in the fall. The assessment includes mostly four year olds and some three year olds. Two tests are administered: a receptive vocabulary test and an expressive vocabulary test.   Additionally, every child that enters preschool takes DIAL-3 to screen for developmental delays related to speech and language, concept development, and motor skills.

Goals for a Common Kindergarten Assessment

The following table represents survey responses from stakeholders in Mineral County related to goals for a common kindergarten assessment. Respondents indicated the highest levels of agreement with the following purposes of a statewide kindergarten assessment: 1) Supporting transition and alignment between early childhood education and care (ECE) programs and K-12 schools, 2) Screening for potential special needs, 3) Helping guide planning for early learning investments.

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[12] (Western Nevada Regional Training Program (WNRTP))

Another goal of the Race to the Top Early Learning Challenge was to develop a statewide Kindergarten Entry Assessment. For each of the following choices, please indicate if you feel they are an appropriate purpose of a statewide kindergarten assessment process.					
Answer Options	**Strongly Agree**	**Somewhat Agree**	**Neutral**	**Somewhat Disagree**	**Strongly Disagree**
Help guide individual instruction	4	1	1	0	0
Support transition and alignment between early childhood education and care (ECE) programs and K-12 schools	5	1	0	0	0
Screen for potential special needs	5	1	0	0	0
Help guide planning for early learning investments	5	1	0	0	0
Help guide classroom instruction	4	2	0	0	0
Inform parents of strengths and areas of growth	4	2	0	0	0
Help guide district and school planning	4	2	0	0	0

Attributes for a Common Kindergarten Assessment

Focus group participants in Mineral County expressed the following suggestions for a common kindergarten entry assessment:

- The results from the assessment should be made available to teachers as quickly as possible.
- Assessments should drive instruction (i.e., information gained through assessments should impact and shape the curriculum.)
- Education of parents should be a component. (All survey respondents strongly or somewhat agreed that parent input should be included as an information source in a kindergarten assessment process.)
- The assessment should lead to consistent statewide data concerning the kindergarten readiness of our children and the ability to intervene at an early age to increase success in school.

When asked to react to several potential implementation approaches for a statewide kindergarten entry assessment process, respondents expressed the greatest overall agreement with the "one standard assessment process for all districts" choice and the least overall agreement with the "all decisions are made by districts with technical assistance from state or others" option.

Summary of Assets

The input gathered from Mineral County stakeholders identified a number of assets in the current community that could potentially support the implementation of a statewide kindergarten entry assessment. These include:

Hawthorne Elementary School (HES) is a Title 1 K-6 school with 90% highly qualified teachers and an average daily attendance of 94.25%. HES again received funds from the Nevada pre-kindergarten Education Program allowing them to expand/maintain their preschool program; as well as special education funds which pay for six instructional paraprofessionals. The preschool is attached to Hawthorne Elementary School (HES). State pre-K has an existing assessments and data system in place.

Shurz Elementary School is a Title 1 pre-K through 8th grade school. Most (97%) of children are American Indian. Tribal Head Start is on site and serves children 3 to 5 years. Head Start sites collect information on many different aspects of school readiness.

Focus group participants noted that the small size of their town makes it easier to meet the parents and guardians of students face to face through everyday interactions in the community. Teachers in Mineral County are often able to meet with children before they enter kindergarten. Teachers at HES meet weekly for 90 minute professional learning community (PLC) meetings which are specifically dedicated to instruction and assessment.

There are existing assessments that are being used by kindergarten teachers. There is strong interest in school readiness and data that supports the need for high quality early childhood education and care. Kindergarten class sizes are small and there is currently full-day kindergarten at both elementary schools.

Summary of Barriers

The following challenges were identified by stakeholders in Mineral County:

- The district has a high poverty rate.
- The district has a high transient rate (16%).
- Many children have Individual Education Plans (IEP's).
- Some parents in the district have low levels of literacy.

Focus group participants explained that the higher transient and poverty rates in Mineral County can make it more difficult to contact parents over the phone. Focus group participants observed that parents with less financial stability often choose to buy disposable cell phones. This can make it more difficult for teachers in Mineral County to maintain a reliable contact number for parents.

There is also a lack of quality child care and preschool outside of the programs described. Many children are not ready for kindergarten and face challenges moving from the preschool to kindergarten.

Stakeholders rated the relative significance of challenges related to implementing a statewide kindergarten assessment process. The following table represents the survey responses of stakeholders in Mineral County.

How significant do you anticipate the following challenges will be to implementing a statewide kindergarten assessment process?					
Answer Options	Very Significant	Somewhat Significant	Less Significant	Not Significant at All	Don't Know
Cost to districts and schools	3	2	0	1	0
Training of teachers or assessors	4	1	0	0	0
Misuse of data	2	1	0	3	0
Data analysis and reporting capacity	4	0	1	1	0
Time away from instruction	3	2	1	0	0
Teacher burden	3	2	0	1	0
Pressure on children	0	4	2	0	0
Privacy concerns	1	1	3	1	0
Security of data	1	3	1	1	0

The choices of "Training of teachers or assessors" and "Data analysis and reporting capacity" were identified as very significant challenges to implementing a statewide kindergarten assessment process. "Misuse of data" was identified as being the least significant challenge to implementing a statewide kindergarten assessment process.

Early Childhood Data System

Description of Existing Efforts Related to Early Childhood Data

Mineral County utilizes PowerSchool to store and track student information. Mineral County also uses Educational Software for Guiding Instruction (ESGI). This year HES has committed to improving the home-school connection by distributing a Rocket Newsletter to families as well as by updating their school website regularly with current events and new information. HES has also increased students' access to technology in the classrooms; every classroom now utilizes Smartboards, document cameras, and iPads. Several classrooms have audio enhancement systems.

Mineral County Schools receive funds from the Nevada pre-K Education Program, which allow them to expand/maintain their preschool program and replenish their special education funds, which pay for six instructional paraprofessionals. The preschool is physically attached to Hawthorne Elementary School (HES) and some of the preschool teachers also teach higher grade levels at the HES. Because of this, kindergarten teachers in Mineral County are able to learn about many of their students before they enter kindergarten. State pre-K has an existing assessment and data system in place.

The MCSD provides information via Bighorn, the Nevada Statewide Longitudinal Data System. It provides a living academic history for each student, and their teachers and schools, from 2005 to the present. Bighorn serves Stakeholders, Districts, Schools, and Teachers by providing automated tools and

information to help them improve academic outcomes in Nevada. In terms of technology, the district is equipped as follows:

Educational Technology	# of classrooms	# of classrooms with Internet access	# of labs, libraries and media centers	# of labs, libraries and media centers with Internet access	# of classroom instructional computers	# of classroom instructional computers with Internet access
Hawthorne E.S. ES	17	17	2	2	151	41
Mineral Co HS	15	15	2	2	67	67
Schurz ES	7	7	2	2	48	28

Goals for Early Childhood Data System

Six providers completed surveys and all six strongly agreed, with the goal that, "an early childhood data system for the state of Nevada would allow various systems to share information for the purpose of improving outcomes for children."

Focus group participants listed information about the following as being especially important to know about students prior to entry in kindergarten:

- Cognitive development.
- Medical issues that could affect their learning (e.g. chronic problems).
- Language development (i.e. the ability to use language to learn).

Attributes of an Early Childhood Data System

Focus group participants in Mineral County stated that web-based systems were "great." Based on their experiences, focus group participants stated that attendance in quality preschool makes a profoundly positive difference in the readiness levels of children entering kindergarten. The stakeholders indicated a preference for one standard kindergarten entry and data system process for all districts.

Focus group participants in Mineral County identified the following attributes as being particularly important for an early childhood data system:

- It should be used to track and measure the growth and progression of a child over time.
- The system should help guide planning for early learning investments.
- The system should support transition and alignment between early childhood education and care (ECE) programs and K-12 schools.
- Data collected should not be "punitive" (i.e. data should not negatively impact children or schools.)

Summary of Assets

Because of their free preschool services and onsite administrator at Hawthorne Elementary School, Mineral County has a distinct advantage when it comes to building a coordinated early childhood data system. Having the preschool located on the Hawthorne Elementary School grounds is also a significant asset. (The Shurz Elementary School does not have state pre-K and has a different system through tribal Head Start).

Summary of Barriers

The major challenges identified during a focus group with kindergarten teachers included what would be required of the teachers and schools, both in terms of time and resources, and how the information will be used. One participant commented, "I think that gathering data on children before they enter kindergarten would be useful, but only if the schools and teachers are able to use the data obtained to inform the way they teach the students. Gathering information only has value if it can be used to improve child readiness."

Focus group participants identified "training of teachers or assessors" and "data analysis and reporting capacity" as the most significant concerns related to implementing an early childhood data system. Focus group participants in Mineral County also identified "misuse of data" and "privacy concerns" as the least significant challenges related to implementing an early childhood data system.

Needs Assessment Summary

There is interest and leadership to support a common kindergarten entry assessment and early childhood data system in Mineral County. The MAP tests are currently used to assess kindergartners. These provide information in a very timely fashion to teachers and administrators; this is an advantage and an attribute they would want in any assessment system.

The superintendent expressed interest in a common tool and suggested that it not be additive, rather, the tool should complement or replace what is currently in place so the assessment wouldn't take up too much time during the child's kindergarten experience. They are open to tools or process that would enhance school readiness for the population.

Stakeholders in Mineral County support programs and processes related to improving school readiness. There are several assets including existing participation in Nevada's State pre-K program, one Tribal Head Start site, and full-day kindergarten available at both elementary schools throughout the county. MAP assessment is currently used within Kindergarten classrooms and to provide information about the child's needs and assets to the teacher.

Stakeholders noted that there are aspects of the current system that work well. While they would be open to change, these positive aspects would hopefully be retained, including the ability to quickly see results of assessment and use them in practice. MAP also provides resources for educators to align assessment to instruction. There are also barriers; there is very limited care and education for children

outside of state pre-k and Head Start, high rates of transiency and poverty affect overall parent engagement, and stakeholders identified training and the capacity to use and report data as significant challenges. Because the community is small, the system can be modified to meet the needs of children, educators, and families.

As part of implementation, the factors will be re-assessed to determine feasibility of a statewide kindergarten entry assessment and data system in the fall of 2012. Using the results from the first phase of this project, the findings for each county will be synthesized and prepared into a preliminary paper to frame draft goals for both Early Childhood Data System and Kindergarten Entry Assessment System, including recommendations. The results will then be documented into implementation plans and implementation templates for each individual county. After distributing the template to the counties, SEI consultants will work with them to provide assistance and direction in completing their plans, based on their readiness and unique needs.

Summary of Contacts and Information Sources for Mineral County

Surveys
- ❖ As of June 30, 2012, 6 providers from Mineral had answered the survey.
- ❖ As of June 30, 2012, no parents from Mineral County had answered the parent survey.

Group Interview/Focus Group
- Teri White, MCSD Superintendent
- Stephanie Kheuy, Principal Hawthorne Elementary School
- Teri Arrends, Teacher Hawthorne Elementary School
- Tara Musselman, Teacher Hawthorne Elementary School
- Stacy Madrid, Teacher Hawthorne Elementary School
- Valorie Fletcher, Special Ed./ Early Childcare Specialist Hawthorne Elementary School
- Holly Qualls, Speech Pathologist Hawthorne Elementary School

Other Information Resources
- ESEA Title I Allocations to Local Educational Agencies – NEVADA; http://www2.ed.gov/about/overview/budget/titlei/fy11/nevada.pdf
- Food Bank of Northern Nevada
- Mineral County School District website: www.mineral.k12.nv.us
- KEDS Parent survey results
- KEDS Provider survey results
- Nevada Annual Reports of Accountability, http://www.nevadareportcard.com/
- Nevada Department of Education, http://nde.doe.nv.gov/SD.htm
- Nevada Department of Education, http://www.doe.nv.gov/Resources/QuickSTATS.pdf
- Nevada Department of Education, NRS 387.303 Report for Fiscal Year Ended June 30, 2011, http://nde.doe.nv.gov/SchoolFunding_Stats.htm
- Nevada Department of Health and Human Services
- Nevada Health Division, Licensed Child Care Facility List; http://health.nv.gov/childcare/ChildCareFacilityList.pdf
- Nevada Health Division Nevada Early Intervention Services Rural and Frontier Rate Study Report, 2011, http://health.nv.gov/PDFs/New/EI_RuralFrontier_v5.pdf
- Nevada Institute for Children's Research and Policy
- Nevada Registry: http://www.nevadaregistry.org/fb_files/State05.12.pdf
- Nevada State Demographer, 2010 Census Profiles by County, http://nvdemography.org/nevada-2010-census/2010-census-profiles-by-county/
- Running With A Spork: Nevada Child Nutrition Programs, 2009-10, Nevada Department of Education, Office of Child Nutrition & School Health
- Sage School Improvement Plan Template
- TITLE I - NRS 385 for Implementation in 2011-12