

County Needs Assessment Report Draft

June 2012

Kindergarten Entry Assessment & Early Childhood Data Systems (KEDS)

Developed for Pershing 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 Pershing 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 Pershing County, and concludes with a subjective assessment of the feasibility for implementing KEDS in Pershing County.

County Profile

Pershing County is located in north central Nevada, encompassing 6,068 square miles. Its county seat is Lovelock, where the vast majority of people living in the county reside. Lovelock is located 90 miles east of Reno along Interstate 80, and is the location of a prison and the namesake of the area's Cold War gunnery range. Lovelock is two square miles in size, and includes three public parks, a skateboard park, a community swimming pool, hospital, elementary, middle and high school, public library, community center and businesses ranging from feed stores to casinos. After a period of growth during its first century of existence, the past fifty years have been problematic with the disappearance of some of its infrastructure and the town having to reinvent itself. Pershing County was formed from Humboldt County in 1919, and was the last county to be established in Nevada. In addition to the city of Lovelock, the communities that comprise Pershing County include the unincorporated towns of Imlay, Mill City, and Unionville. The population density is approximately one person per square mile.

While Pershing County's early days were marked by prosperity related to mining, the population and the economy has been in relatively steady decline over the past century. The local economy is still supported by mining (diatomite, fluorspar, gold, gypsum, iron ore, lead, mercury, silver and tungsten), but has become largely agricultural again. The conditions of soil and climate are referred to as Nevada's "Banana Belt." Lovelock boasts some 40,000 acres under irrigation in Upper and Lower valleys, most of it devoted to grain for feeding livestock, and to the alfalfa seed for which Lovelock is well-known. With its location on the I-80 corridor, the economy is also supported by services (motels, gas stations, restaurants), retail trade and tourism.

Pershing County Demographics

Total Population (2010) ¹	6,753
Number of Children Ages 0-5 (2010) ²	346
Median Household Income (2010) ³	\$44,684
Homeless population (school age group)	<i>Not available</i>
Food Insecure Children: Ages 0-18 (2012) ⁴	370 or 27.9%
Enrolled in NV Checkup: Ages 0-18 (2012) ⁵	37
Number of Children Receiving Early Intervention Services: Ages 0-3 (2010) ⁶	2 (19.08 hours per child)

¹ (Nevada State Demographer)

² (Nevada State Demographer)

³ (U.S. Census Bureau)

⁴ (Feeding America , 2012)

⁵ (Nevada Check up, 2012)

⁶ (Nevada Early Intervention Services, 2010)

Racial/Ethnic Breakdown (2010)⁷		
	Total Population	% of Total Population
Total	6,753	100%
Asian	87	1.3%
Black or African American	253	3.7%
American Indian or Alaska Native	217	3.2%
Native Hawaiian and Other Pacific Islander	7	0.1%
White	5,528	81.9%
Other	455	6.7%
Multi-Racial	206	3.1%
*Population that identify themselves as Hispanic or Latino.	1,508	22.3%

Pershing County: Snapshot of Early Childhood Education and Care

According to the school district superintendent, Pershing County has a dearth of resources related to early childhood education and care. The resources and programs that do exist are primarily run through the Pershing County School District (PCSD), which operates one elementary school, one middle school, and one high school, all located in Lovelock. While the district’s student enrollment continues to decline, the staff remains focused on providing the best possible educational opportunities for the students. PCSD maintains one of the lowest student dropout rates in the state while its graduation rate is one of the highest. Over 50% of high school graduates seek post-secondary education and have sustained the lowest remediation rate in the state since records were kept. Pershing County School District has agreements in place with neighboring counties that allow students to attend the school that is geographically closest to their community, even though it is located in a different county.

Pershing Elementary offers a partial day state-funded pre-K classroom. According to the Nevada Department of Education audited report for 2011, there were 16 preschool students and 43 kindergarten children enrolled in Pershing County School District for Fiscal Year (FY 2011). There is a waiting list for preschool, with 17 children currently placed on it that will be admitted based on a rating system. As with every other county in Nevada, kindergarten is not mandatory. However, there is a good awareness in Pershing County of the value of pre-K; only 5 to 7 children in kindergarten haven’t had any pre-K involvement.

⁷ (Nevada State Demographer)

There is one licensed preschool center, **Kinder Castle Child Development Center**, operating in Pershing County, with a capacity to serve 50 children age birth to 12 years. This includes up to four infants less than 12 months of age. This center offers both partial day/partial year preschool as well as day care five days per week. Pershing County has one Head Start center operated through the Inter Tribal Council of Nevada (Little Feathers Head Start).

District-wide, there are 29 students assigned to the ELL (English Language Learner) teacher. Those interviewed noted that most children in non-English speaking families speak functional English, but typically the parents do not. PCSD has two bilingual staff, and Pershing’s migrant families work directly with a Title 1-funded migrant aide. Pershing previously had Even Start which served 95% of the county’s non-English speaking families, and teachers stated that it was very bad for the community when funding for the program was pulled. They are still trying to fill that gap for those parents, and currently considering having the Title 1 staff keep some office hours to provide those parents with support.

County Early Childhood Education and Care Resources	#	Enrollment Capacity	Children Enrolled in District Classrooms (2011)	
			Pre-K	K
Public Schools (elementary)	1	n/a	8	18
Charter Schools (elementary)	0	0		
Private Schools (elementary)	0	0		
Licensed Family Child Care	0	0		
Licensed Group Child Care	0	0		
Licensed Child Care Centers	1	50		

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 Pershing County stakeholders indicated support of 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 domains⁸:

⁸ 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.

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 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.⁹

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.

⁹ 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.

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.¹⁰

School district administrators and educators in Pershing County reacted favorably to this definition of school readiness, noting that their biggest complaint about State-funded pre-K is that a child has to enter Kindergarten at age five, whether or not they are ready. Kindergarten teachers in a focus group liked the fact that the school readiness definition addresses the role of parents and the community, noting that parents need a great deal of support and education in order to understand what they can do, beginning at birth, to support their child’s readiness to enter school. Additionally, there was broad support for the focus on multiple developmental domains, rather than a more singular focus on academic readiness.

Kindergarten Entry Assessment

Description of Existing Kindergarten Entry Assessment

PCSD conducts a “Kindergarten Round-up” day of assessment to assess kindergarten readiness. This process involves the administration of the DIAL- 3 by the school psychologist to assess fine and gross motor skills and language, hearing and vision testing conducted by the school nurse, and vaccinations/ health screening conducted by the public health nurse. The assessment team compiles a folder for parents and reviews the screening and assessment results with them. More detail about the use and features of the Dial-3 as reported by school administration and early childhood education and care staff is summarized in the table below. In addition to the kindergarten entry assessment process described above, PCSD uses DIBLS, MAP data, CRTs, and classroom teacher observation and assessment throughout the year.

Instrument/Tool	Used For Kindergarten Entry (Yes / No), and Other Key Traits	Notes
<p>The DIAL-3 (Developmental Indicators for the Assessment of Learning - Third Edition) is an individually administered screening test designed to identify young children in need of further diagnostic assessment. The Speed DIAL, included with the DIAL-3, offers a briefer screening alternative. The subtests cover the five domains</p>	<p>YES</p> <ul style="list-style-type: none"> • The DIAL-3 or Speed DIAL can be administered and scored by a professional or paraprofessional who has been trained in the use of the test materials. • Takes 30 minutes to complete. • Ages 3 to 6 years, 11 	<ul style="list-style-type: none"> • If student scores low on the Dial (special ed), we prepare parents beforehand; talk about birth date, struggling when parents push even though child isn’t ready; • Dial is used to screen for services; if child scores in low 80’s, especially in developmental areas of the Dial, recommend that they stay in preschool; • administered once a year;

¹⁰ Nevada working definition from bill draft request

Instrument/Tool	Used For Kindergarten Entry (Yes / No), and Other Key Traits	Notes
<p>mandated by federal law: physical, cognitive, communication, social or emotional, and adaptive. The test also includes a 9-item rating scale of the child's social-emotional behavior and a rating of the child's intelligibility.</p>	<p>months.</p> <ul style="list-style-type: none"> The coordinator who oversees DIAL-3 or Speed DIAL use and interpretation should be a professional in special education, early childhood education and care, psychology, speech and language, school nursing, or another closely related area. 	<p>Preschool (special ed and regular) do assessments throughout the year;</p> <ul style="list-style-type: none"> preschool teachers and kindergarten teachers work well together A drawback to the DIAL is its level of accuracy; some kids score high that don't know anything; focuses too much on letters/numbers; needs to more of a balance between social/ emotional and academic domains.

Goals for a Common Kindergarten Assessment

PCSD educators interviewed noted several priorities and goals that should be considered related to implementing a common kindergarten assessment.

1. PCSD maintains a strong emphasis and focus on literacy, which is “a big deal” in both State Pre-K and Special Education. Teachers place a high value on literacy (and writing) as the basis for everything else, and instruction methods for both classrooms are very integrated, involving co-teaching and a mirror image of curriculum.
2. From a developmental perspective, it is important to ensure that kindergarten entry assessment should look at children holistically, and that any tool or process needs to incorporate all of the domains noted in Nevada’s definition of school readiness.
3. From a parent and family perspective, the assessment tool and process needs to be easy for parents to understand, and provide them with guidance that helps them support their child’s individual needs and growth. PCSD is interested in getting parents involved in the assessment process, recognizing that parents know how to interpret data and like receiving it – even parents that are frightened by “educational stuff”. Parents like knowing where their child stands relative to other children; the more concrete the better.
4. From an educator’s perspective, participants want kindergarten entry assessment to help them individualize instruction for children while also facilitating a better balance in the classroom so that students are progressing in a more even fashion as a result of improved school readiness.

Attributes for a Common Kindergarten Assessment

In addition to the goals for a common kindergarten assessment identified above, those interviewed in Pershing County noted a number of attributes that would be of value. These are enumerated below:

1. PCSD is already focused on Nevada’s Common Core State Standards and is ahead of the curve in that regard. Teachers feel that Nevada’s pre-K standards are not realistic, and do not have a sufficient academic focus. They would like assessment to be balanced between all of the domains indicated in the definition of school readiness.
2. Kindergarten teachers want to retain their role in conducting the assessment, and prefer a tool that combines an informal observation checklist with a research/evidence-based approach. Ideally, an informal tool could be adopted that would not require the use of an outside vendor.
3. Teachers and Coordinators envision that a common statewide kindergarten entry assessment tool and process would offer an opportunity for more cross-county interaction and peer-to-peer learning. They are enthusiastic about the potential for this, and indicated that Pershing County sees many advantages to developing relationships with other counties to exchange ideas and engage in planning and problem-solving around shared goals and concerns. They would also like for the process to expand linkages with non-school based ECE providers, involving them in existing PLC s (professional learning communities).
4. Timing of assessment should begin in preschool, and be administered at least three times per year (and ideally quarterly). Additionally, assessments should follow the development and growth of one student in a common format over the years.

Summary of Assets

The input gathered from Pershing County stakeholders identified a number of assets in the current community and ECE environment that could potentially facilitate adoption of a statewide kindergarten entry assessment. These include:

Children with special needs and/or developmental delays have access to the services they need, with an intensive early childhood education and care team to provide intervention for kids with special needs. (A team of seven professionals is in place for all grades that includes the Title 1 aids, a reading coach, and the special education teacher assigned to kindergarten.)

School district performance consistently meets or exceeds statewide standards, in terms of annual yearly progress (AYP), attendance rates, graduation rates, and qualified staff (All members of the staff (includes aides) have achieved Highly Qualified Status.)

School District Leadership and Community Buy-in – There is a high level of value placed on early childhood education and care by both the PCSD Superintendent as well as the elementary school principal, whose passion and drive is built around early childhood education and care. Additionally, the infrastructure that remains from Even Start and previously funded literacy programs can be leveraged, along with the community and parents that value ECE enough to provide generous support from community businesses and families. As one educator noted, “the school is the center of town activity.”

Summary of Barriers

In addition to the assets noted above, those providing input for this needs assessment also noted some existing challenges that need to be considered when developing the implementation plans for a common kindergarten assessment.

1. There is a need to establish and maintain more formal relationships that link pre-K and kindergarten in order to ensure a smoother transition for children and families. Currently, there is a definite disconnect between PCSD and the private pre-K programs in Lovelock. Even without that connection, teachers state that it is very clear which ECE programs children have been in prior to enrollment, and see an opportunity to benefit from joint trainings with other programs. They note that they used to do this, but only Little Feathers Head Start participated. However, now that the private center has a new owner, it would probably be received differently. They would like to develop shared monthly benchmarks.
2. Pershing County needs more resources to support ECE. PCSD educators reported that one year’s budget was spent on special protocols and some classroom equipment; however, they have been limited on funding for playground resources and get “dinged” on it every year related to safety and footing. The principal would also like another teacher in another classroom to accommodate the waiting list, stating that PCSD and the community need more capacity to serve the children that are not getting served presently.
3. Parents need more education and engagement resources. A fair number of parents don’t understand what is involved in ensuring that their child is school-ready, according to district personnel interviewed. Having a Nevada-specific definition of school readiness should help with this, as long as there are also resources devoted to a messaging effort for parents to educate them on what they can and should be doing to prepare their children for school.

Early Childhood Data System

Description of Existing Efforts Related to Early Childhood Data

As part of the requirement related to operating state-funded pre-K classroom, Lovelock Elementary School is 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.

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

Imlay ES	2	2	0	0	15	15
Lovelock ES	32	32	2	2	168	136

The technology infrastructure and staffing support for Pershing County is outdated and creates more problems than it solves. This is particularly true of hardware available for student and teacher use in classrooms. Very little data is stored electronically at this time, and there is no formal infrastructure available to link Pershing County’s non-district preschool providers to the school. All information sharing is done on an informal basis, and is heavily dependent on the degree to which relationships are in place that facilitate the exchange of information about a particular child. The district does participate in uploading data to NDE’s Bighorn Longitudinal Data System, but reports that the process is often problematic. Like most of Nevada’s rural counties, Pershing utilizes PowerSchool, a web-based student information system for K-12.

Goals for Early Childhood Data System

District personnel expressed support and enthusiasm for information sharing between pre-K and K-12 to improve outcomes, noting that it would be helpful to have data about their students’ progress after they have moved on to higher grades. Kindergarten teachers agree that exchanging this kind of data about students would help them design curriculum and classroom environments to achieve better outcomes.

In focus groups and interviews, the following goals related to implementing an early childhood data system were identified:

- Whatever is adopted needs to be aligned with the Common Core State Standards.
- Data sharing and reporting need to be efficient for teachers and data entry staff.
- Counties need the ability to use the data for their own purposes.
- Data needs to be easy to understand and share with parents as well as students.
- Data should facilitate a better understanding of how Pershing compares at every level – child, teacher, school, district, county, state and nationally – about performance, student achievement, and school readiness.

Attributes of an Early Childhood Data System

The priority issues that need to be addressed in Pershing County related to implementing a coordinated ECE data system include identifying how it will be funded and how to address the potential of lost instructional time. Both could impact implementation. Implementation of (and participation in) a coordinated statewide ECE data system would need to be supported with sufficient training and technical assistance to ensure that teachers in both pre-K and kindergarten classrooms, community-based private ECE providers, and administration and support staff, could become proficient without taking away from instruction time. They also noted that the system should be designed to allow counties to continue utilizing effective practices and upload student information without having to revamp local tools and processes. Funding to support implementation is likely to be necessary.

Summary of Assets

Assets in Pershing County that can be leveraged to support implementation and participation in a coordinated ECE data system include:

- A small student/county population allows for easier management of data entry and analysis.
- An existing culture for collaborative planning and peer-to-peer learning will support planning and development of more formal linkages with community-based ECE providers.
- High level of parent and community engagement already exists.
- Supportive school board and superintendent place a high value on early childhood education and care.

Summary of Barriers

At this time, the burdens that currently exist in Pershing County related to data collection and reporting on children participating in early childhood education and care programs include the lack of funding to support such an effort and the lack of formal coordination between pre-K providers and the K-12 system. School administrators also noted that they lack the capacity, in terms of staffing, training and technology, to use data to guide decision-making and performance improvement, which should be a goal for the system.

Needs Assessment Summary

Overall, Pershing County expressed strong support for participating in KEDS as a county. There appears to be a general willingness to explore participation in this statewide initiative, as long as it does not come in the form of an unfunded mandate or require implementation of tools and processes that don't make sense in Humboldt or negatively impact its students and staff. For it to be feasible to implement KEDS, the following issues need to be addressed in Pershing County:

- Parent engagement in their child's education is relatively high, as indicated by stakeholder input, district reports, and participation in school-related events, volunteer opportunities, and parent-teacher conferences.
- District leadership (Board of Trustees, superintendent, and elementary school principal) is supportive of early childhood education and care and is willing to invest resources if they are available.
- Early childhood education and care personnel is invested in the developmental progress of young children, and has demonstrated an interest in looking at model programs, working collaboratively with peers in their own and other counties, and adopting innovative solutions.
- There appears to be a general willingness to explore participation in this statewide initiative, as long as it does not come in the form of an unfunded mandate or require implementation of tools and processes that don't make sense for Pershing County.

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 in Pershing County

Interviews

Shea Murphy, Principal, Lovelock Elementary School

Focus Groups

Alyson Collins, Special Education Teacher, Lovelock Elementary School

Brooke Wagner, State Pre-K Teacher, Lovelock 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
- Insight, Center For Community Economic Development, The Economic Impact of Early Care and Education in Nevada
- KEDS Parent survey results
- KEDS Provider survey results
- 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/>
- Pershing County School District website: www.pershing.k12.nv.us
- Pershing County website
- Running With A Spork: Nevada Child Nutrition Programs, 2009-10, Nevada Department of Education, Office of Child Nutrition & School Health