



# Nevada

## *Nevada Early Childhood Comprehensive Plan*

Nevada sets a high standard for teachers—they must have a Bachelor’s degree and be licensed—and then lets the competitive grant process and rigorous results-based reporting requirements determine the remaining program standards. The state provides direct funding to school districts and community-based providers for early learning programs that serve children from birth to age 5 are eligible, although almost all programs serve 3- and 4-year-old children. Most local programs also prioritize low-income children, although this is not mandated by the state.

### **Eligibility**

**Income:** locally determined

**Age:** birth to age 5, but almost all are between 3 and 5

**Priority:** locally determined; the goal is to provide services to families ineligible for other programs, such as Head Start

### **Length of Program**

**Hours/day:** locally determined; most are part-day, four days per week

**Days/year:** locally determined; most are academic year

### **Eligible Providers**

School districts, community-based organizations (family child care providers and Head Start are eligible but none have applied)

### **Number Served<sup>1</sup>**

1,027 (2002-03): 205 in community-based settings; 822 in school-based programs

### **Total Annual Budget**

\$2.5 million (2004)

### **Monitoring**

The Nevada Department of Education is responsible for monitoring programs, which includes annual site visits using an extensive protocol. Program directors meet with the state administrator twice per year to discuss the results and determine areas that need improvement.

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<sup>1</sup> For updated figures on the program budget and number served, please see the NIEER State Preschool Yearbook at: <http://nieer.org/yearbook/states/>

## Governance

### **How are state pre-k programs integrated into community-based settings?**

Sub-contracting with community-based providers is authorized in the legislation. Both community-based providers and schools get grants directly from state department of education through a competitive grant process. There is no requirement for integration, but the application does ask for any information on partnerships with other organization.

### **Are there requirements to integrate the state pre-k and subsidized child care programs at the state or local level?**

No, but programs are frequently integrated because of the need to leverage additional funds.

## Procedures and Supports for Community-based Providers

### **What are the rules/guidelines for notifying and selecting pre-k providers?**

There has only been one year that new applications were accepted (since then there have been no additional funds to add new providers). At that time, the department of education sent notification through every available listserv and newsletter in the state that dealt with children and families, as well as personal letters to school districts and early education programs.

Programs are selected based on the application; there is no on-site review of programs prior to acceptance. All programs must undergo the same review process and meet the same standards, regardless of the type of setting. (However, some exceptions were made for existing Even Start programs.)

### **What resources are available to help providers become eligible to deliver pre-k services?**

None at this time. The program is new, and there have not been a shortage of eligible applicants. Any funding to improve the quality of providers would come through other funding streams, such as the child care quality funds.

### **Do teachers working in community settings earn comparable wages and benefits once they obtain the same credential as teachers in school-based settings?**

There are no policies to ensure pay equity, but market pressures do have an influence and the department of education recommends programs follow the public school pay scale. Funds must go first to pay teacher salaries, so salaries must be competitive to keep the teachers who have Bachelor's degrees.

## Supports for Working Families

### **Is there any explicit discussion in the legislation or regulations of extending the day, coordinating with the child care subsidy program, or helping working families?**

The legislation does not require this.

### **What policies help working families access pre-k and other supports?**

Parent education is a primary component of the program. Each program must have policies and practices that align with the parent needs (e.g., offering parent education classes in the evenings or on weekends).

The parent education component of the program may help parents access services and/or maintain eligibility. Transportation is an allowable expense, and programs have the ability to refer parents and help with transportation.

## Funding

### **What is the per-child payment for the pre-k program?**

Funding amounts are individually negotiated through the application process. There is no pre-determined per-child allocation. In order to standardize what the funds pay for, they must first go to pay the salary of the teacher. This also allows for better tracking of the impact of the funds for the evaluation. There is no parent fee to participate in the program.

### **How does the state pre-k funding affect other potential sources of funds for a provider?**

Pre-k funds cannot supplant existing funds. Since sites negotiate individually for pre-k grants and child care subsidies, it is not clear how one affects the other. Funds could pay to extend the Head Start day, but cannot pay for the same child during the same hours. Currently, no Head Start programs receive state pre-k funds.

## Sources

- Interview: Janie Lowe, Nevada Department of Education
- Legislation: [http://www.leg.state.nv.us/71st/bills/SB/SB585\\_EN.pdf](http://www.leg.state.nv.us/71st/bills/SB/SB585_EN.pdf)

Additional Sources:

- Nevada ECE Program Final Evaluation Report 2002-03
- Public Support of Pre-kindergarten Education (2000)
- Nevada Department of Human Resources, Welfare Division, Child Care office:  
<http://www.welfare.state.nv.us/childcare.htm>

For information about national trends, read CLASP's *All Together Now: State Experiences in Using Community-Based Child Care to Provide Pre-kindergarten* at [http://www.clasp.org/publications/all\\_together\\_now.pdf](http://www.clasp.org/publications/all_together_now.pdf).