County Needs Assessment Report Draft

June 2012

Kindergarten Entry Assessment & Early Childhood Data Systems (KEDS)

Developed for Eureka County, Nevada

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Introduction

This report summarizes the findings for Eureka 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 Eureka County, and concludes with a subjective assessment of the feasibility for implementing KEDS in Eureka County.

County Profile

Located in central Nevada, Eureka County is comprised of three unincorporated towns - Eureka, Beowawe and Crescent Valley. The town of Eureka, the county seat, is in the southern portion of the county, and Crescent Valley and Beowawe are located in the north. The town is located along U.S. Highway 50, nicknamed "The Loneliest Road in America". The nearest towns along the highway are Austin (71 miles west) and Ely (77 miles east). The nearest town is Duckwater, Nevada, 59 miles south.

Eureka County is primarily a ranching, agricultural and mining county, and boasts an industry-friendly environment with no existing zoning ordinances, very low property tax rates and no business licensing. Eureka is part of the Elko Micropolitan Statistical Area, a two county (Elko, Eureka) Nevada statistical area of 21,383 sq miles. The area includes portions of the Humboldt River Basin, the Snake River Basin, and the Central Nevada Desert Basins sub-region. The population density is approximately .39 persons per square mile.

In recent years Eureka County's economy has been dominated by mining. As the dominant sector of the local economy, the mining boom during the past couple of years has had a direct impact on education. The positive impact is seen in increased funding resources for the school district and the local community, and of course in the economic status of many county residents.

Eureka County Demographics

Total Population (2010)[1]	1,987
Number of Children Ages 0-5 (2010)[2]	144
Median Household Income (2010)[3]	$58,391
Homeless population (school age group)	No Data Available
Food Insecure Children: Ages 0-18 (2012)[4]	100 or 24.9%
Enrolled in NV Checkup: Ages 0-18 (2012)[5]	2
Number of Children Receiving Early Intervention Services: Ages 0-3 (2010)[6]	2 (4.84 hours per child)

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[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, 2012)

Racial/Ethnic Breakdown (2010)[7]		Total Population	% of Total Population
	Total	1,987	100%
	Asian	18	.9%
	Black or African American	12	.1%
	American Indian or Alaska Native	70	2.4%
	Native Hawaiian and Other Pacific Islander	6	0.3%
	White	1,775	89.3%
	Other	114	5.7%
	Multi-Racial	44	2.2%
	*Population that identify themselves as Hispanic or Latino.	238	12%

Eureka County: Snapshot of Early Childhood Education and Care

According to the Nevada Department of Education, there are a total of two elementary school classrooms operating in Eureka County (2011), one in Eureka and the other in Crescent Valley. Crescent Valley Elementary School has a total enrollment of 30 to 35 students, with one teacher assigned to a combined pre-K/kindergarten classroom. Most of the children in the county reside in the town of Eureka and attend both elementary school and high school in Eureka. Due to its closer proximity to Battle Mountain (Lander County), Crescent Valley middle and high school students are bused to Battle Mountain through a tuition agreement between Eureka and Lander counties. The student-teacher ratio in Eureka district schools is one of the lowest in Nevada, and conversely, the expenditure per pupil is very high. As with every other county in Nevada, kindergarten is not mandatory. The Duckwater Shoshone reservation in Nye County has their own elementary school, but sends their older students to high school in Eureka.

Eureka County School District (ECSD) sponsors a preschool program which serves children ages 4 to 5 years, in addition to the K-12 curriculum. Both the half-day kindergarten and half-day preschool classes are staffed by one teacher and one part-time aide. The kindergarten teacher, Maggie, observed that the use of parent volunteers does not work very well in such a small community. Kindergarten operates in the morning four days per week, and pre-K operates in the afternoon. Eureka County has no Head Start classrooms, including Tribal Head Start. Back when mining was not doing so well, Maggie considered starting a Head Start program in Eureka, but was too daunted by the regulations and requirements. Similarly, there are no licensed day care providers or private preschools in the county, as noted in the

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[7] (Nevada State Demographer)

table below. Maggie indicated that one woman looked into starting a center, but the costs were prohibitive so she ended up choosing to babysit instead.

Most parents in Eureka send their young children to preschool. Out of 15 eligible children, only two did not attend during the past year. One of these did not attend due to transportation issues, and the other did not attend due to the family's choice to home-school the child. (Maggie notes that this child will be ready to enter school when the time comes.)

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	10	19
Licensed Family Child Care	0	0		
Licensed Group Child Care	0	0		
Licensed Child Care Centers	0	0		

Sources: Nevada Registry, Nevada Department of Education

Maggie noted that the fact that kindergarten is not mandatory creates an issue of disparity among students when they get to first grade. She stated that some parents opt not to send their children to kindergarten because of transportation issues (the bus doesn't serve them). For those children that don't attend kindergarten, academic and developmental standards are not as easily met; however, children are still automatically enrolled in first grade even if they don't know their numbers and shapes.

She also observed that expectations have become much higher for children in kindergarten –"it has become the old first grade". Therefore, it is definitely to a child's advantage to participate in quality pre-K education, as well as to participate in kindergarten for more than a year. She noted that the kindergarten entrance age cut-off date is a factor, and there is a significant developmental difference between a child born in September versus a child (especially males) born in February or March. Some parents recognize this and choose to hold their children back from attending kindergarten, or plan for them to attend for two years.

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 Eureka 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 domains[8]:

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.

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[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.

"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.

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[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]

Those interviewed in Eureka County reacted favorably to this definition of school readiness and agree that anything that can be done to improve school readiness in young children would be considered a win for the district and for the community. The superintendent stated that the gap in parents' understanding of readiness varies based on multiple factors, and feels strongly 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. In fact, in previous planning and discussions at the school district, a vision has been articulated for developing a "user kit" for expectant parents that would help them prepare for school readiness.

Kindergarten Entry Assessment

Description of Existing Kindergarten Entry Assessment
ECSD utilizes the Bracken Basic Concept Scale (BBCS) as the primary tool for assessing kindergarten readiness. More detail about the use and advantages of this tool as reported by school administration and early childhood education and care staff is summarized in the table below. Additionally, ECSD conducts a MAPS assessment three times per year, and is the only county in Nevada that still administers Norm-Referenced Testing (NRTs) for K -11th grade. They also utilize the Success-Maker program, which includes preschoolers.

Instrument/Tool	Used For Kindergarten Entry (Yes / No), and Other Key Traits	Notes
The Bracken Basic Concept Scale (BBCS) help you evaluate a child's language skills, cognitive development, and school readiness. Together, these tools help assess a child's basic concept skills receptively and expressively and compare results to national norms. Spanish-language adaptations of the record forms are available. These instruments help to: • Determine if the child has mastered basic concepts needed to be successful in formal education • Determine if a child has deficits in	YES • Administration: Paper-and-pencil • Completion Time: 30—40 minutes. • Report Options: Teacher and Parent Reports • Scoring Options: Scoring Assistant® software or hand scoring	• Bracken is vocabulary-based; used something that was used in Nevada early 90's and prior; liked it because it was more comprehensive; • Bracken gives you a concept page – once a year thing, mostly given for parents • Data is available in handwritten form, kept in files with teacher up to kindergarten, and then

[10] Nevada working definition from bill draft request

Instrument/Tool	Used For Kindergarten Entry (Yes / No), and Other Key Traits	Notes
concept development that may need intervention • Easily share results with parents and teachers • Match to goals of state early childhood education and care standards • Complete a discrepancy comparison to identify whether a child has a generalized concept deficit in both receptive and expressive skills or whether the deficit is primarily receptive or expressive	• Software Available: Yes • Publication Date: 2006 • Ages / Grades: 3:0 - 6:11 years • Language: English and Spanish	kept in admin office files; 7 teachers to 100 kids in entire school; • Recommendations – would rather wait to administer tests until Maggie has had them for awhile; once they are in 1st grade; then tested to meet standards; • Bracken – colors, letters, shapes, comparisons, direction

Goals for a Common Kindergarten Assessment

Those interviewed in Eureka specified several priorities and goals that should be considered related to implementing a common kindergarten assessment throughout Nevada. Most importantly, any kindergarten entry assessment needs to leverage what is already working in Eureka County and should help teachers to focus instruction and help principals and administrators know what good instruction looks like. The superintendent stated that ECSD is successful because of its excellent teachers and staff that are focused on providing excellent instruction and understand the importance of building relationships with the students in Eureka.

Attributes for a Common Kindergarten Assessment

In addition to the goals identified above, the attributes that would be of value to such an initiative in Eureka County are enumerated below:

1. 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.

2. The Superintendent's perspective on assessing for special education needs is that it is necessary to be cognizant of a child's developmental period. Assessments should not result in labeling.

3. Achievement is more important than growth. Eureka is the highest achieving district in the state, and does not want to be compelled to adopt an assessment that is inconsistent with their focus.

Summary of Assets

There are a number of assets in the current community and ECE environment in Eureka County that are of significant value to their current operations, and should be considered in the context of potential adoption of a statewide kindergarten entry assessment.

1. There is a strong support system in the community for education, and the community grasps the value of early childhood education and care.

2. ECSD recognizes the value of parent engagement and views parents as necessary partners in education, which is consistent with the Nevada definition of school readiness.

3. Technology is the top priority for ECSD, and capacity building efforts are underway in each school that will continue to support and enhance early childhood education and care.

4. Mining money is a big blessing right now for the entire community. However, the School Board's plan is to maintain current resources and focus growth-related expenditures on infrastructure than can be sustained in the event that mining goes through a bust cycle.

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 not a seamless flow between Nevada's pre-K standards and Common Core State Standards. ECSD officials believe that there are far too many standards to be practical for pre-K.

2. Eureka parents need more education and support to understand what is involved in ensuring that their child is school-ready. 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, beginning at birth.

3. The reluctance to identify learning disabilities in kindergarten is frustrating for the kindergarten teacher, who believes early identification is the key. A special education teacher works with the child in need one day a week, but since the child doesn't have an IEP, she or he does not have access to the necessary medications and services.

4. There is a sense of isolation as the only ECE provider in a small community, and it would benefit Maggie to be connected with her peers in other counties and to the statewide network of ECE providers.

5. Nevada's preschool certification requirement has been a barrier in Eureka County and prevented them from offering preschool in Crescent Valley, since the existing, highly qualified teacher didn't choose to pursue certification. According to the superintendent, Nevada's definitions of "highly qualified teacher" are rules set up for bureaucrats and create barriers for ECSD.

Early Childhood Data System

Description of Existing Efforts Related to Early Childhood Data

Like most of Nevada's rural counties, Eureka County uses PowerSchool, a web-based student information system for K-12, and also participates in uploading data to BigHorn, Nevada's longitudinal data system. The following table summarizes the technology capacity for the elementary schools in the district. ECSD has put a priority on upgrading its use of technology, including an overhaul of the school district website and upgraded technology resources to improve ability to track and monitor performance at every level.

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
Eureka ES	11	11	2	2	66	66
Crescent Vly ES	5	5	2	2	51	51

Data from CRT and NRT scores has been examined in the past couple of years comparing students started in Eureka County School District with those that come in later after moving into the county. A 29% difference was found between the scores of the two groups, with those students entering the district later lagging almost a quartile behind those kids that had been there since preschool. In response, another teacher was hired to work with the slower students, integrating special education with the regular classroom curriculum. Within two years, this approach has been successful in bringing those kids up to being proficient at the state demand level.

Goals for Early Childhood Data System

ECSD has built a technologically rich learning environment within ECSD schools, and is developing strategies for increasing parent and family involvement with technology. Educating families to the appropriate use of technology raises the technology literacy level of parents, thus empowering them to become a true resource to their children's learning. The skills parent's learn using technology will become a valuable resource in their own functioning, both at home and on the job. As ECSD adds more sophisticated communication technologies to parents, the frequency of interaction between school and parent will increase. With the proliferation of online technologies, parents will be able to monitor classroom activities as often as daily. Since parent involvement has been identified as one factor in increasing student learning, the most important result of this role for technology is the positive impact it will have on student achievement.

Many of the district's goals are also supported in the Technology Literacy Challenge Fund, sponsored by a five county consortium and Great Basin College. To gain a broad spectrum of input and support, the District will encourage messaging concerning technology implementation and evaluations. ECSD is also invested in providing information to and seeking input from other school districts, regional partnerships

or consortium such as the Northeastern Nevada School-to-Career Partnership and Rural Telecommunications Task Force.

Attributes of an Early Childhood Data System

The following goals were identified related to an implementing an early childhood data system:

- 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 inform decision-making and facilitate a better understanding of how Eureka compares at every level – child, teacher, school, district, county, state and nationally – about performance, student achievement, and school readiness.

Ideally, 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. The ability for individual counties to select tools and methods that met statewide criteria related to the data elements is preferable for Eureka.

Summary of Assets

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

- 100% of ECSD teachers are highly qualified, and continually monitor student achievement, and strive to improve instruction of standards to promote greater student learning. ECSD uses state of the art technologies including SmartBoards and 1:1 computers.

- An existing plan to strengthen the district's technology infrastructure, and there is already a data system in place, so adding a cohort to what is in place would not be that hard.

- Relatively small student/county population allows for easier management of data entry and analysis.

- Strong culture for collaborative planning and peer-to-peer learning will support planning and progress toward data-driven decision making.

- High level of parent engagement already exists to facilitate community buy-in.

- Supportive Board of Trustees and forward-thinking superintendent are willing to look at all options related to improving student, school, teacher and district performance and achievement.

- ECSD already values the use of data for planning and decision-making, as well as to inform students about what is expected of them and how they are performing.

Summary of Barriers

At this time, the burdens that currently exist in Eureka County related to data collection and reporting on children participating in early childhood education and care programs include problems with the

BigHorn system related to data entry and analysis. The superintendent believes that if the state is going to dictate which platform is going to be used in each county, then it needs to fix the systems so that they are user-friendly for the field.

Needs Assessment Summary

Overall, the Eureka County expressed qualified 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 Eureka or negatively impact its students and staff. For it to be feasible to implement KEDS, the following issues need to be address for Eureka County:

- Early childhood education and care personnel are invested in the developmental progress of young children, and ECSD and the county have demonstrated an interest in investing in full day kindergarten and adopting innovative solutions.

- District-wide strategic planning is underway that prioritizes improvements in technology infrastructure which will be built up over the coming 1 to 2 years.

- The community and district have relatively few resources in place devoted to early childhood education and care. However, the current mining boom might potentially serve as an asset to support community goals related to improving school readiness for children.

- While Eureka has the capacity and infrastructure to make it feasible for them to participate in this statewide initiative, they would prefer to be left alone and allow the Board of Trustees to run the district. This approach is resulting in positive outcomes now, and the district is not operating from a deficit perspective, so it is unclear as to how this initiative will benefit Eureka County.

- ECSD administration wants to see any ideas and plans related to implementation before committing; noting that the final design has to be practical and simple to apply. This includes utilizing a tool that is evidence-based and easy for parents to understand and see how their child is doing and whether they are on target.

- The win for Eureka in choosing to participate will be the benefit to kids that results in improvements in school readiness. If it is simple for the parents, it will work and district will support it.

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 Eureka County

Interviews

Ben Zunino, Superintendent, Eureka County School District
Margaret "Maggie" Dyer, Kindergarten Teacher, Eureka 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
- Eureka County website
- Eureka County School District website: www.eureka.k12.nv.us
- 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 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