

Overview

Common Ground

More Now than Ever

Collaboration and shared leadership in systems serving Nebraska's youngest children

The Nebraska Early Childhood Interagency Coordinating Council (ECICC) was established in 2000 to advise and assist state agencies as required in the Early Intervention Act, Quality Child Care Act, Head Start, and other state endeavors in early care and education.* It is comprised of parents, early childhood professionals, state agency leadership, as well as representatives from business, public health, higher education and community organizations.

The ECICC is focused on advancing Nebraska's future viability by addressing the needs of young children from the birth through age 8. All children need nurturing experiences to succeed in learning and life. However, many young children face developmental delays, disabilities or socio-economic challenges to their potential for lifelong success. This wider range of challenges includes limited access to well-child healthcare, high-quality early care and learning opportunities and other multifaceted issues.

Nebraska has a long-standing commitment to develop its most precious resource — its children and their families.

**Relevant statutes: (Neb. Rev. Stat. 43-3401 Early Childhood Interagency Coordinating Council; (Neb. Rev. Stat. 43-2501 to 43-2516) Early Intervention Act; (Neb. Rev. Stat. 43-2601 to 43-2625) Quality Child Care Act; (Neb. Rev. Stat. 79-1101 to 79-1104) Early Childhood Education Act; and (Sec. 642B. [42 U.S.C. 9837b]) Head Start Collaboration.*

2022-24



Every biennium, the ECICC submits its report to the Governor on the status of early childhood in Nebraska according to the Early Childhood Interagency Coordinating Council Act and the Federal Head Start Statute.

This report addresses five key areas related to early childhood care and education, highlights successes in each area and offers recommendations for the coming biennium. Additional data and highlights from specific programs can be found in the appendices.

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Introduction

Early Care and Education Systems Respond to a Global Pandemic Surviving and Thriving through Collaboration and Shared Leadership

The Early Childhood Interagency Coordinating Council (ECICC) met quarterly during 2022 and 2023. Meetings were held either virtually or in person, all but one being a full day meeting. Our member vacancies continue to grow and we are not meeting the federal requirements for membership as required by the relevant statutes mentioned previously. At this writing, we have vacancies for four parent representatives (a critically important voice for the Council's business and networking) and nine other vacancies for representatives in other early childhood service and programs including a physician, business, Social Services provider, higher education, professional development, Child Care Center representative, Child care family representative, Head Start/Tribal Head Start, and Service Providers in the areas of mental health, medical, and social services.

Low membership has been a challenge for staff members, state agency administrators, and technical assistants and it deters the process of networking and shared understanding. As a result, the ECICC presents a simplified Biennial Report by updating the previous 2018-2021 Biennial Report, "Common Ground," and submits progress on recommendations. Perhaps the most salient information in this Report are those that speak to the effects of the pandemic recovery on early childhood programs and services across Nebraska.

The Council learned much about the urgent needs and demands of coordination and collaboration. The post-Covid goals were to return early childhood programs and services to an in-person operation; provide interventions in emergency situations; and deploy added support and resources whenever possible to address the unstable world. An unstable world could be caused by a single parent family with a medically fragile child, or a family with several children in a vulnerable household due to lack of salient coping mechanisms or living with mental instability or extreme substance abuse.

One lesson that was learned from the shifts in a child's expectations and loss of predictability during Covid was the creation of deteriorating mental health symptoms and/or behaviors. The adults who care for these children were also challenged by their own worries and concerns. The constant "cheerleading" and shoring up of young, vulnerable children and their worried families creates an atmosphere of pronounced staff burnout and leads to workforce shortage. Fortunately, the casualties of the pandemic on programs and services were made less damaging by the availability of additional funds and applying additional support whenever necessary.

Leadership in state agencies, organizations and local communities continue to commit to the development of a multi-tiered system of support to meet the comprehensive needs of our youngest citizens.



Coordinated Systems Deliver Greater Efficiency

Early childhood programs are strongly encouraged to work closely together in developing and deploying services for young children.

Authentic collaboration typically reduces duplication of services, maximizes the use of available resources and creates greater accountability for public dollars.

These efficiencies also improve communities of practice for teachers, enhance parent networking and result in better outcomes for young children.

I: High Quality Program and Service

Young children who receive high quality programs and services have better developmental, health, and learning outcomes. Through ongoing expansion of early childhood efforts, such as home visitation, public school early childhood programs, infant-toddler programs and services, and Head Start-Child Care Partnerships, a growing number of young children have access to quality early learning and development services. Efforts to measurably increase quality in all types of early childhood programs and services are helping Nebraska's young children realize positive outcomes.

What's Working Well?

Focusing on infants, toddlers and their families

Infants and toddlers in Nebraska have greater access to quality early childhood programs and services through programs like Sixpence, a public-private endeavor operated by public school districts and Early Head Start/ Early Head Start-Child Care Partnership. These programs also offer increased access to quality programs and comprehensive services.

Public information is available on participation and quality rating of licensed child care programs across the state. Step Up to Quality legislation requires information and resources to be made available for parents and community members. The Nebraska Department of Education (NDE) and Department of Health and Human Services (DHHS) collaborate to administer the program statewide.

Fundamentally, child care programs in both centers and family child care homes provide basic safety and care for infants, toddlers, and preschoolers through regulations in health and safety.

Access to higher quality programs has expanded as more providers complete training in the Early Learning Guidelines: Nebraska's Birth to Five Learning and Development Standards and also participate in Step Up to Quality. Families who are

income eligible may apply for assistance in paying for licensed care while the parent works or attends training and education to better prepare for the workforce and support their families.

Children with Disabilities

According to the Nebraska Department of Health and Human Services, providers of care for a child with a disability may charge in excess of the rates indicated on the Child Care Subsidy Rate chart [Source: Child Care for Children with Disabilities, Aged and Disabled Waiver Service. See Appendix, 392 Nebraska Administrative Code 000-203]. This depends on the type of provider and setting. The cost for child care for a child with disabilities is fluid and difficult to pinpoint in comparison to the rates for a typically developing child.

In calendar year 2023 there were 5,708 infants and toddlers verified with a disability or developmental delay that had an open case in the Early Development Network (Nebraska's Part C of the Individuals with Disabilities Act—IDEA), many of whom need quality care throughout the year [Source: DHHS Early Development Network]. Approximately 37% of all preschool children being served by public schools have been verified for special education services.



Using Federal Dollars to Promote Quality Services

The Federal Child Care Development Block Grant (CCDBG) was reauthorized by Congress in 2014. The reauthorization of the grant has resulted in some changes to state regulations. This has provided an opportunity to revise programs and services in Nebraska's Child Care Development Fund State Plan.

These regulations promote higher quality in licensed early childhood education and care programs through specific training requirements, greater collaboration at the community and state level and increased parent support.

Children with Special Needs

According to the 2022-2023 Nebraska Education Profile, public school early childhood programs serve approximately 21,934 children ages birth to kindergarten entrance age and 44% of those children received special education services and 2% were English Language Learners. Over 43% qualified for free or reduced lunch.



Testimonial

Finding child care for children with special needs

I called a few daycares...and after I told them [my child's] medical needs they said they would have to speak with their supervisor and call me back. Same as a few months ago, I never got called back.

It seems that when care providers find out that your child has extra medical needs they don't feel comfortable caring for them and don't have the heart to tell you.

When [my child] was younger, she was very medically involved. While we did have Medicaid, we did not have the benefit of a waiver program yet. My sister cared for her every day, making sure she was on her oxygen, checking her sats, administering medications and feedings through her G-tube, and giving her breathing treatments.

She provided all of this care so I could continue working. I always felt that she deserved more pay, we couldn't afford to pay her more than we were already paying. She never asked for more. I just knew she deserved it.

I think all of these issues combined are very familiar issues for Special Needs families. While we want to work and contribute to society, it's a continual struggle to find competent compassionate care givers that we can afford.

There needs to be more options available for families like ours. We are working middle class folks with a kiddo that needs more attention than the average child. We deserve to work outside our home while knowing our child is in good hands.

**—Jamie C., ECICC
Parent Representative**

Public School Programs

Public school early childhood education programs continue to develop. These programs, regulated by the Nebraska Department of Education (NDE, Rules 11, 51, 52), hire certificated teachers with teaching endorsements in both early childhood education, early childhood special education or inclusive education.

Currently, 224 school districts operate early childhood education programs. Additionally, two Educational Service Units (ESUs) operate early childhood programs and one ESU operates a program on behalf of three additional districts.

Coordination and collaboration among the Early Development Network (EDN), Head Start grant recipients, school district programs, and other community programs and services is important to provide quality learning and development experiences for all children.

Children with disabilities, developmental delays, or other risk factors benefit greatly when public schools work with other community programs and services

Reports in Appendix: [See Part C of Individuals with Disabilities Act, Nebraska Annual Performance Report, education.ne.gov/sped/data-reporting/].

Public-Private Collaboration: Sixpence Early Learning Fund

The Nebraska Early Childhood Education Endowment Fund, also known as Sixpence, has shifted the odds for infants and toddlers at risk toward better developmental outcomes. An innovative collaboration and investment model, Sixpence combines public and private sector resources to provide funding and enhance the quality and efficiency of early learning and development services offered in communities statewide. Sixpence programs are administered by public school grantees and must meet rigorous quality standards. Programs in Sixpence Child Care Partnerships must also participate in Step Up to Quality [See singasongofsixpence.org].

Head Start

Head Start programs support children's growth through services that support early learning and development, health, and family well-being. Head Start services are available at no cost to children ages birth to 5 in eligible families. Head Start preschool programs provide services to families with children ages 3 to 5. Early Head Start and Early Head Start-Child Care Partnership programs provide services to families with children ages birth to 3, and many also serve expectant families. Migrant and Seasonal Head Start (MSHS) programs serve children ages birth to 5 from families engaged in agricultural work, either seasonally or across geographic regions. American Indian and Alaska Native (AIAN) Head Start programs serve children from federally recognized tribes and others in their communities. Programs deliver child development services in center-based, home-based, and/or family child care settings.

To reach the children and families who need Head Start services the most, programs are designed according to community need and are directly funded at the local level by the U.S. Department of Health and Human Services, Administration for Children and Families. This federal-to-local model allows local leaders to create a Head Start experience that is responsive to the unique and specific needs of their community. Many programs combine funding from federal, state, and local sources to maximize service delivery and continuity. Head Start grant recipients and their community partners operate within a framework of comprehensive federal education, health, mental health, and family engagement standards that align with state early learning standards, and are monitored regularly for compliance with these standards. Grant recipients are also required to have formal transition and disability services agreements with local public schools to support the delivery of inclusive and developmentally appropriate school readiness learning experiences for all children.

Head Start grant recipients have been providing services in Nebraska since the program's inception in 1965. In 2023, 19 federally approved Head Start grant recipients provided services to over 5,400 eligible children, families, and pregnant women in the state. These grant recipients included eleven community action agencies and other non-profit organizations, four school districts and educational

service units, three federally recognized American Indian tribes, and one Migrant Seasonal service provider. Each year, Head Start grant recipients are required to submit a Congressionally mandated Program Information Report, or PIR, detailing services provided to enrolled children, families, and pregnant women. The 2023 Office of Head Start PIR can be accessed at <https://eclkc.ohs.acf.hhs.gov/data-ongoing-monitoring/article/program-information-report-pir>, and additional information regarding Head Start services in Nebraska can be found in the Appendices Section of this report.



Head Start Collaboration with Federal, State, & Local Funding Sources in Nebraska

The [Head Start Program Performance Standards | ECLKC \(hhs.gov\)](https://eclkc.ohs.acf.hhs.gov) (HSPPS) require Head Start grant recipients to collaborate with other federal, state, and locally funded agencies and programs to support the delivery of comprehensive, inclusive services and developmentally appropriate school readiness learning experiences for children living in poverty, as well as support services for their families. The most recent revisions in the federal Department of Education's Every Student Succeeds Act also require public school districts receiving Title I funds, regardless of whether they operate a preschool program, to develop transition and disabilities services agreements with Head Start and, if feasible, other early childhood programs in the community [Section 1119(a)].

At the end of the 2022-2023 program year, Nebraska Head Start grant recipients reported having over 500 Formal Agreements for Collaboration with Nebraska public school districts and other community agencies, including LEAs coordinating disabilities and transition services, Part C agencies coordinating services for children with disabilities, and private and public child care providers.

Early Childhood Social-Emotional Development

Investments in the school readiness of Nebraska's youngest, most vulnerable children have been shown to strengthen families, communities and the quality of life in Nebraska. Programs such as the Pyramid Model for Supporting Social

Emotional Competence in Infants and Young Children (Pyramid Model) in public school and Head Start settings help in early childhood development.

Services offered through Rooted in Relationships and Nurturing Healthy Behaviors to community based child care providers and Early Head Start programs ensures more children birth-5 are receiving support for their social emotional development. These programs are also engaged in the implementation of the Pyramid Model working with a leadership team to scale up these efforts statewide.

Home Visiting

The Nebraska-Maternal, Infant, and Early Childhood Home Visiting Program (N-MIECHV) is a part of the Nebraska Dept. of Health and Human Services Division of Public Health. The purpose of the program is to strengthen and support families to improve lifespan health outcomes and prevent child maltreatment. Programs are community-based, family-centered, and free.

N-MIECHV is an evidence-based program that implements the Healthy Families America model and targets families experiencing significant life stressors that may lead to poor lifespan health or involvement in child welfare. The local programs offer voluntary services for three to five years. Families receive weekly visits for about an hour, and as they grow and progress through their goals, the intensity of visits decreases, until the home visitor is no longer needed.

N-MIECHV demonstrates advancement on six benchmark areas through 19 performance measures collected at the family level: Maternal and Newborn Health; Maltreatment, Injury and Emergency Room Visits; School Readiness and Achievement; Domestic Violence and Crime; Family Economic Self-Sufficiency; and Coordination of Referrals and Resources.

Since its inception in 2011, N-MIECHV programs have served 1442+ families statewide.

- There are 13 program sites, serving 63 counties, with the capacity of 711 families (at the highest level of intensity.)
- N-MIECHV collaborates with organizations and agencies statewide to provide individual resources for families.
- Local programs partner with Children and Family

Services to engage families in order to minimize or prevent further involvement with child welfare. Since 2019, 182+ child welfare-referred families have received services.

- Over 90% of our caregivers enrolled are screened for relationship violence, depression, and substance use within the first 3 months.
- At the end of March 2023, 93% of enrolled families were supporting early language and literacy development with their children.
- 96% of all enrolled families use safe sleep environments for their children, without bed-sharing or using soft bedding.

N-MIECHV information, resources, education and outreach videos, and data reports are available at: <https://dhhs.ne.gov/homevisiting>.

Other statewide home visiting programs such as Sixpence, Early Head Start and Head Start have the option to provide home-based services to families with young children to address their comprehensive needs and connect them to appropriate community resources.

Risk Factors Affecting Young Children

Greater risks exist for young children representing populations and geographical areas that are under-represented and under-served.

Additional developmental support is often needed for children in high-stress, high-poverty and high-crime sectors.

- Families experiencing extreme poverty or homelessness
- Minority populations based on race and ethnicity
- Children in foster care or adoptive situations
- Children of families of refugee/immigrant status
- Children of migrant/seasonal agricultural workers
- Children of parents who are English Language Learners

Nearly 14% of all Nebraska's children live below the federal poverty level. In 2017, the NDE Office of Early Childhood created a training program for early childhood professionals on "Working with Children and Families Experiencing Homelessness" to meet federal requirements. Over 150 professionals participated in the training course in 2018.

LOOKING FORWARD: 2024 AND BEYOND

Recommendation: Continue to train professionals in all early childhood programs in the knowledge and support of young children's growth and development using the seven domains of the Nebraska Early Learning Guidelines

- Distribute new Early Learning Guidelines to providers of home visiting, maternal/child health, and child care food programs to equip them with knowledge and resources.
- Work with the Nebraska Department of Education (NDE) Child and Adult Care Food Program to disseminate materials and coordinate training among schools and child care provider networks.

II: Professional Development

The availability of a well-trained and educated early childhood professional directly correlates to quality of programs and services thereby increasing the likelihood of positive outcomes for young children. Increased access to college coursework and high-quality continuing education and training expands the knowledge and expertise of providers, teachers, and caregivers.

What's Working Well?

Strengthening our efforts to recruit, train and retain enough highly skilled early childhood professionals to meet statewide needs.

Child Care Provider Training

- Special Care- Special Care was brought to Nebraska through a coordinated effort of the Nebraska Department of Education and Health and Human Services. The goal is to train childcare providers across the state on The Early Childhood Education Environment (ECEE) Indicators which are intended to enhance high quality inclusive practices implemented by early care and education personnel. In addition to the quality indicators, the training provides an opportunity for early childhood professionals to examine the benefits of inclusive early childcare, explore feelings about caring for children with special needs, and become familiar with some of the language and practices of early intervention. It is

offered in Spanish at least once quarterly.

- EC Trainings - Since 2020, every training curriculum that is required by child care licensing has been revised and updated to be appropriate for delivery in a virtual format. Additionally, trainers and training assistants have been trained to support each training. These were extremely helpful during the pandemic. These virtual trainings continue to be very popular and allow training to reach every part of the state while eliminating the need for travel to training sites.
- Nebraska's early childhood professionals have greater access to quality professional development and training than ever before. Over 8,000 professionals attended one or more of 486 training events in 2016-17. Various distance learning options are also available.

Early Learning Connection

The Nebraska Department of Education and the Nebraska Department of Health and Human Services jointly plan professional development and training for early childhood professionals. Efforts are largely coordinated by the Nebraska Department of Education's Early Childhood Training Center housed at Educational Service Unit 3 in LaVista. Regional Early Learning Connection (ELC) Coordinators are housed in Educational Service Units across the state. These are strategically located to maximize access to and availability of professional development among public schools, institutions of higher education, licensed child care programs, and Federal Head Start agencies. Planning Region Teams are also formal partners to focus on services and supports to young children with disabilities and their families.

Every year, ELCs collect and analyze training needs to inform priorities and plans for coordinating and conducting training for all early childhood professionals. The ELCs are anchored by the NDE Early Childhood Training Center to ensure access to appropriate curriculum, coaching supports, and media and library resources to support the transfer of learning for adults who work with young children.

Regional Early Learning Connection Partnerships

In 2022, Early Learning Connections (ELCs) responded to increased needs and volume by introducing assistant coordinators in metropolitan areas of the state. This expansion also involved incorporating a bilingual Early Learning Connection Specialist to establish a statewide pool of Spanish-speaking trainers and improve opportunities.

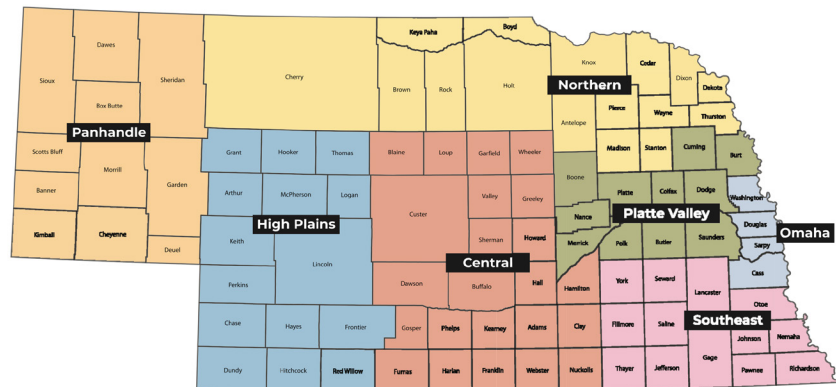
Responsibilities include identifying, cultivating, and recruiting bilingual trainer candidates for Nebraska Department of Education contract roles, along with assessing the professional development and resource needs of bilingual early childhood educators.



Continuing research clearly demonstrates that trauma can alter young children's neurobiological development and place them at risk for behavioral, social, emotional, linguistic, and cognitive problems across the lifespan. Despite these alarming findings, there is increasing evidence that early interventions can foster recovery and enhance resilience.

—Joy D. Osofsky, PsyD

Early Learning Connections Partnership Regions



Step Up to Quality

Step Up to Quality, Nebraska's child care quality rating and improvement system, offers quality enhancements and tax incentives to participating programs. Standards and indicators in areas of professional development, environments, parent engagement, and health provide the framework for the five-step levels model.

These incentives and supports help stabilize the early childhood workforce, contribute to the local economy, and increase quality experiences for children through educated and well-trained professionals.

During the last report period, the Step Up to Quality system was revised. A steering committee of early childhood education professionals guided the process which included gathering feedback from three webinars (with nearly 300 participants) and 120 survey responses. The revisions were fully implemented by early 2023. Highlights of the revisions included:

- A pathway to step 3 without an on-site observation
- More indicator options to choose from to receive points
- An option for Family Child Care to be observed using the Toddler CLASS tool

- New observation thresholds for reaching Steps 4 and 5

In December of 2023, there were 1,666 programs that had entered their information into NECPRS and 21,179 active users entered into the record system.

There were also 763 participating programs:

Step 1 Programs: 299
 Step 2 Programs: 290
 Step 3 Programs: 84
 Step 4 Programs: 48
 Step 5 Programs: 42

Information about Step Up to Quality can be found here: <https://www.education.ne.gov/stepuptoquality/providers-educators/overview/>





Step Up to Quality: A Pathway for Continuous Improvement

Nebraska's Quality Rating and Improvement System for early childhood programs launched in 2014. The program was revised in 2023 to better meet the needs of participating programs. Coaching has been an option for programs at Step 2. With the newly revised systems programs can now enroll in the Quality Foundations Training at no cost at Step 1. This has been a popular resource and we have seen programs move through the Step Up to Quality process more quickly.

Providers advance to higher quality ratings as they access supports offered through Step Up to Quality and demonstrate measurable progress in: Program Administration, Child Outcomes, Professional Development and Training, Family Engagement and Partnerships and Learning Environments and Program Curriculum.

As of March 25th, 2024, 1,611 child care centers and family child care home providers had created program accounts in the Nebraska Early Childhood Professional Records System. NECPRS is the Step Up to Quality data system. Creating an account, and attending the on-line orientation are the first phase of participation in the system. Providers are eligible for group coaching once this is completed. More intensive individualized coaching is available at Step 2. Currently there are 619 providers at Steps 1 and 2.

As of the production of this report, over 800 providers have been rated on the program's 5-step scale, and 179 programs have received a rating of Step 3 or above.

T.E.A.C.H Early Childhood®

One of Nebraska's successful workforce endeavors is the T.E.A.C.H. Early Childhood® scholarship program. The T.E.A.C.H. Early Childhood® Program awards educational scholarships to early education professionals to address the key issues of under-education, poor compensation and high turnover in the workforce. T.E.A.C.H.® is a nationally designed program that offers scholarships for college tuition and books for early childhood education and care providers so they can access two- and four-year early childhood education degree programs in Nebraska institutions of higher education. All T.E.A.C.H. Early Childhood® scholarships link increased education with higher compensation and retention. The T.E.A.C.H. program, scholarship recipients and their sponsoring early care and education programs share the cost.

In Nebraska, the Nebraska Association for the Education of Young Children (Nebraska AEYC) administers the T.E.A.C.H. Early Childhood® Program. In FY23, the program helped 122 early education professionals increase their education. T.E.A.C.H. recipients show powerful dedication to remaining in their professions with turnover rates far less than the national average. In FY23, 6,243 of Nebraska's children were cared for in settings who participated in T.E.A.C.H.

Fiscal Year 2023 Data

1,366	credit hours completed
\$14.47	average hourly wage for recipients
83%	average retention rate for AA scholars
90.4%	average retention rate for BA scholars
99%	recipients recommending T.E.A.C.H.
95%	employers recommending T.E.A.C.H.

This is a pivotal strategy toward a more stable and knowledgeable early childhood workforce.

Funds for this effort come from public and private entities, training fees, and fundraising [Source: [nebraskaaeyc.org/teach-early-childhoodreg.html](https://www.nebraskaaeyc.org/teach-early-childhoodreg.html)]. More information about T.E.A.C.H. can be found at Nebraska AEYC's website: <https://www.nebraskaaeyc.org/teach.html>

Child Care WAGES®

The Child Care WAGES® Program is a nationally designed program that provides education-based salary supplements to early educators to address the key issues of under-education, poor compensation and high turnover in the early childhood workforce. The WAGES supplements

make the early childhood field a more affordable and attractive professional option, thus reducing turnover rates. WAGES offers higher financial awards as participants earn additional education, creating an important incentive to return to school. Ongoing supplements at the lower levels of education on the WAGES scale are contingent upon completion of more coursework.

In Nebraska, the Nebraska Association for the Education of Young Children (Nebraska AEYC) administers Child Care WAGES®.

Fiscal Year 2023 Data	
34	program providers enrolled
17	salary supplement recipients <i>Due to a reduction in funding, the program was able to provide salary supplements to 17 child care professionals for education earned and for their commitment to their early childhood program.</i>
112	children served
\$1,082	six-month salary supplement <i>Approximately \$2,164 more per year.</i>
87%	of recipients said receiving a WAGES supplement helped ease financial stress.
87%	of active participants either had an associate degree in ECE or higher or submitted education documentation to show progress in college

Coordination Between Higher Education Programs

Many students in early childhood degree programs are benefitting from efforts to align coursework in community colleges and better access through online courses.

Articulation agreements between community colleges and four-year institutions of higher education have added value statewide for those seeking a Baccalaureate degree in an early childhood or related program.

Over the years, access to coursework in Nebraska institutions of higher education has expanded via satellite campuses. Some institutions now offer classes at local program sites which defrays commute time and costs for students majoring in early childhood.

Professional Development Through Coaching

Research conducted by the University of Nebraska Research Center for Children, Youth, and Families (CYFS) has shown the effectiveness of Early Childhood Coaching as an evidence-based strategy. Many programs now employ coaching as a best practice approach to improve the knowledge and skills of professionals thereby impacting positive outcomes for young children.

A Coach Collaborative Team works to develop:

- 1) standardized processes for coach training;
- 2) improved methods of communication among multiple coaches working in the same program;
- 3) identification of strategies for reducing coaching overload; and
- 4) alignment of coaching processes and practices.

The Team's mission is to "encourage the optimal development of young children in Nebraska by supporting high-quality education and care." The Coach Development Team, a sub-group of the Coach Collaboration Team coordinates the development of initial and ongoing coach training and support.

Professional Development Through Coaching 2021-2023

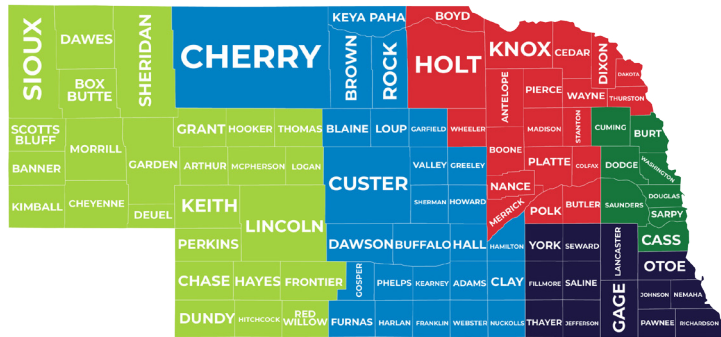
The Coach Collaboration Team has expanded its members to involve and coordinate cross-system sustainability. The sub-groups, Coach Development Network and Systems Infrastructure team, work in collaboration to provide a systematic approach for positive outcomes of coaching efforts in the state.

Five Coach Consultants support coaches across five regions of Nebraska. They work closely with their ESU's, state initiatives, and each other to develop and refine training and professional development opportunities for early childhood coaches within their assigned region and statewide. The yearly Coach Needs Assessment has helped determine what professional development opportunities and resources are important to coaches working in communities. An updated Coach document has helped Coach Consultants connect with current, new, or in-coming coaches in their regions.

An updated version of *The Nebraska Early Childhood Coaching Guidebook: Competencies for Professional Practice*, and developed trainings, along with a new Coach Development Network website, has provided resources and support to build a strong foundation for coaches in Nebraska.



Nebraska's Early Learning Connection Coach Consultants



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LOOKING FORWARD: 2024 AND BEYOND

Recommendation: Expand efforts of the Coach Collaborative Team to engage more programs and providers in the early childhood coach model

- Offer expanded access to coach training in collaboration with higher education and the Early Learning Connection Coordinators.
- Increase capacity for coaching by utilizing coach consultants within ESU and ELC efforts.
- Provide additional financial support for early childhood initiatives that use coaching, such as Step Up to Quality and Rooted in Relationships, as a tool to increase effective early childhood teaching.

What's Working Well?

Setting expectations for the professional knowledge of providers working with young children and their families

Early Learning Guidelines: Nebraska's Birth to Five Learning and Development Standards, provide an easily accessible resource outlining what children birth to kindergarten should typically know and be able to do.

III: Early Learning Standards

Well-defined standards guide early childhood professionals in their practice. Teachers and caregivers benefit from consistent benchmarks and indicators and offer a way to communicate with their peers. Measuring progress of children's outcomes is more valid and reliable when assessed within a framework of complementary and aligned standards.

Nebraska's Early Learning and Development Standards align with:

- Child Care Licensing Regulations
- Step Up to Quality Standards
- Nebraska's Core Competencies for early childhood professionals
- Federal Head Start Program Performance Standards

The Nebraska Department of Education, with their state partners, are working to ensure the Early Learning Guidelines and the kindergarten through 12th grade standard are aligned to form a seamless set of documents which guide seamless growth and development from birth through high school.

LOOKING FORWARD: 2024 AND BEYOND

Recommendation: Support the use of the revised Early Learning Standards more widely in all early childhood programs and services.

- Offer Early Learning Guidelines training and resources to all home visitation program providers.
- Ensure all higher education early childhood degree faculty have access to updated materials for use in college curriculum coursework.



Nebraska's Early Learning Guidelines

In 2023, the Nebraska Department of Health and Human Services made funding available from the American recovery Plan Act (ARPA) to provide free training to early childhood education and care providers. From June 1, 2023 through May 31, 2024, seven hundred thirty-three training events were provided, and 6791 educators and providers attended. The following training was offered:

- Management Training Program
- Getting Down to Business
- Safe with You
- Early Learning Guidelines domain training
- Special Care Training
- Introduction to the Infant, Toddler, and PreK The Classroom Assessment Scoring System™ (CLASS)
- Introduction to the Family Child Care Environment Rating Scale (FCCERS-3)
- Introduction to the Environment Rating scales: ITERS-3/ECERS-3

IV: Early Childhood Data

Credible data resources are an integral part of a well-coordinated, viable early childhood infrastructure.

Data assets are necessary to:

- Strengthen accountability for public dollars invested in services targeting our state's youngest children and their families
- Increase efficiency by allowing program administrators to better track how families access and children benefit from early care and learning services.
- Better organize and develop state and local resources to address the most urgent needs of young children and their families.
- Ensure fidelity in program evaluation and guide strategies for implementing more effective service models.
- Help public schools follow children's developmental progress in their first five years and build upon early developmental gains as they transition into the K-12 environment.

What's Working Well?

Supporting continued development of Nebraska's Early Childhood Integrated Data System

The Nebraska Early Childhood Data Coalition has articulated a long-term goal focused on an early childhood integrated data system (ECIDS) in Nebraska. The Nebraska ECIDS will answer key questions about publicly funded early childhood services, provide greater accountability for public investments in services for young children, and inform future investments in early care and education.

It is known that Early Childhood Integrated Data Systems (ECIDS) connect, integrate, secure, maintain, store, and report information from a variety of Early Childhood (EC) programs and services. States with fully functioning ECIDS are able to horizontally integrate data across agencies as well as vertically integrate data from EC programs to K-12 state longitudinal data systems. In doing so, states are able to provide distinct counts of children and/or families to more succinctly address important questions related to services received by children and families.

Nebraska Child Care Referral Network

The Child Care Referral Network (CCRN) - nccrn.org - was initially created in response to the COVID-19 pandemic. The mission of the CCRN is to help families find licensed early care and education that best meets their needs. While the initial design was created in response to the national emergency, the site proved to be an asset and has now been active for nearly four years. Use of the CCRN has remained stable over time. Numerous partners across state entities and private organizations meet regularly to advise on the continued development of the site. Between January 1, 2023 and December 31, 2023, the CCRN averaged 1204 new Nebraska-based users per month, with the total views reaching 15,138.

Nebraska Early Childhood Professional Record System (NECPRS)

The Nebraska Early Childhood Professional Record System (NECPRS) is a database that is part of a state early childhood integrated data system. NECPRS tracks enrollment and progress for enrolled programs in Nebraska Step Up to Quality.

NECPRS is also a registry for early childhood professionals in the state who choose to keep electronic records of their collective professional training as well as their educational and employment history. As of February 1, 2024 there were 21,344 professionals who have created accounts in NECPRS.

Using Preschool Development Funds, Nebraska is embarking on a full diagnostic examination of NECPRS in 2024. This will result in a plan to update NECPRS, identify efficiencies and needs, and determine next steps to expand functionality to reduce administrative burden on child care providers, state agencies, and improve data collection.



Why NECPRS Matters to Government Efficiency

As of the 2019 Legislative Session, state lawmakers considered proposals to leverage the Nebraska Early Childhood Professional Record System (NECPRS) for greater efficiency in the child care licensing process.

Every year, the Nebraska Department of Health and Human Services verifies that licensed child care staff meet the training and professional education requirements for licensed status. This process requires DHHS personnel to conduct in-person visits to child care programs statewide to collect and record hard copy documentation on the educators employed there.

As an online resource, NECPRS can be used to capture and record much of the same information currently being collected manually for child care licensing. This has the potential to greatly streamline a necessary, but burdensome and inefficient process for both state agency personnel as well as child care professionals.

IDEA Data Toolkit

The federal IDEA, Individuals with Disabilities Education Act, technical assistance center focused on early childhood data (DaSy) offers information regarding the “Building Stakeholder Knowledge About Data Toolkit.” The toolkit helps state agencies and stakeholder groups related to young children with disabilities and developmental delays in understanding their role in building state early childhood integrated data systems. [Source: dasycenter.org].

LOOKING FORWARD: 2024 AND BEYOND

Recommendation: Support the integration of data from multiple early childhood data systems to create meaningful tools to better inform early childhood systems, services and policies in Nebraska.

- Support legislation to create a data governance body to oversee policies and procedures related to integrating and using early childhood data from multiple agencies currently storing early childhood data.
- Support the capacity building efforts of state agencies to use linked early childhood administrative data.
- Support the building and sustaining of a fully functional early childhood integrated data system in Nebraska

V: Coordination & Collaboration

Collaboration in early care and education helps build systems at the state, regional, and local levels. Working together generally results in higher quality and more efficient child and family-centered programs and services leading to better outcomes for young children and families. Nebraska's federal Preschool Development Grant (PDG) is a major effort to actually realize authentic collaboration by addressing multi-tiered systems of support across all domains of early care and education.

Preschool Development Grant

2021-2023

The Preschool Development Grant was catalytic in moving Nebraska to a shared vision and greater understanding of what is meant by a "comprehensive early childhood care and education system." Stakeholders came together to develop a strategic plan and an action agenda for enhancing this system. Nebraska has been committed to building its early childhood care and education (ECCE) system through the development of community-level infrastructure. Local leaders across Nebraska expressed eagerness to improve services for infants, toddlers, and preschoolers, and the state partnered with them to build essential local capacity. The Preschool Development Grant built upon the state's work to ensure that the children with the greatest needs have improved access to quality ECCE. Nebraska's ECCE system is a true partnership between state agencies, the state's university system, private and philanthropic partners and community leaders. The Preschool Development Grant made it possible for the state to continue building community-level leadership by using Collective Impact as the framework.

LOOKING FORWARD: 2024

The Preschool Development Grant, with supplemental funds and a no cost extension, will include a NECPRS diagnostic to focus on what, if anything, can make the system more comprehensive. An Early Childhood Landscape Assessment that will focus on early childhood work within and outside of community collaboratives and will provide a comprehensive look at early childhood work and funding across the state. Other work includes early childhood provider professional development opportunities and partner work to focus on the 2024 goals of the Action Agenda.

What's Working Well?

Engaging and Collaborating with Nebraska's Families, and Public and Private Sector Stakeholders Engaging Parents

Parents are children's first teachers and the most important partners in ensuring their health and development. High-quality programs provide daily communication and special opportunities to engage families in building knowledge and understanding of their child's developmental needs. Opportunities for families to network together may be formally included in a program, such as Head Start, Sixpence and public school programs.

Coordination Between State Agencies and Local Partners

State agencies know the value of coordination. Nebraska Department of Health and Human Services and the Nebraska Department of Education work together to address quality improvement strategies in professional development and in advising the ongoing development of programs such as Nebraska Step Up to Quality.

The Early Childhood Interagency Coordinating Council is a vehicle for state agencies and other representative organizations and disciplines working together to keep up to date on the status of programs and services. Likewise, many local programs enter into formal interagency agreements or Memoranda of Understanding (MOU) with other community agencies to enhance services, build shared leadership and accountability and to articulate timelines, identify necessary resources, and clarify program cost allocations.

Events and Conferences

Coordination in planning events and conferences such as the successful Nebraska Young Child Institute held in June biennially, with the next conference scheduled for June, 2026. This type of professional development helps professionals from across disciplines to better understand the early childhood landscape and support the needs of young children and families living in Nebraska.

This type of collaborative event helps paint the early childhood landscape and informs stakeholders of policies or other critical strategies and developments in the realm of early education and care, involving law enforcement, educators, court and justice officials, health and disabilities professionals, parents and community leaders.

LOOKING FORWARD: 2024 AND BEYOND

Recommendation: Enhance, align and sustain strategies for a mixed-delivery system in early care and education across Nebraska.

- With ECICC leadership, engage local stakeholders to inform efficiencies in state and local partnership efforts.
- Continue to focus on developing public/private partnerships at state and local levels.
- Explore innovative strategies to assist families' access to affordable, high-quality early childhood programs.



The ECICC's Role in Coordination and Collaboration

Nebraska's Early Childhood Interagency Coordinating Council serves as a networking platform for early childhood stakeholders representing public and private sector interests. It creates a framework for aligning efforts and information related to public policy, state agency initiatives, funding, data resources, gaps and barriers in service systems and other functions.

State Legislature	State Agencies
Vacant	Michelle Nunemaker—DHHS, Mental Health
Head Start Collaboration Office	John Marinovich—Department of Insurance
Stephanie Knust	Amy Bunnell—NDE, Early Intervention
Social Service Organizations	Jessica Anthony—DHHS, Medicaid
Vacant—Head Start Tribal	Melody Hobson—NDE, Early Childhood/Preschool
Other Education Stakeholders	Cathy Mohnike—NDE
Nora Robinson—Educational Service Units	Ann Carmoney—Homeless Education
Vacant—Higher Education	Nicole Vint—DHHS, Child Care
Service Providers	Allison Wilson—DHHS, Child Abuse Prevention
Vacant—Social Services	Kristine Ray—NDE, Special Education/Preschool
Vacant—Family Child Care	Parent Representatives
Vacant—Head Start	Amber Jara (ECICC Chair)
Vacant—Child Care Center	4 Vacancies (20%)
Vacant—Health-Medical	Other Stakeholders
Vacant—Mental Health	Allison Freeny—Professional Development
Vacant—Schools-Early Childhood	Vacant—Physician
Vacant—Developmental Disabilities	Vacant—Business

Appendix I: Selected Program Highlights

Sixpence Early Learning Fund

Stephanni Renn | srenn@nebraskachildren.org | singasongofsixpence.org

Sixpence is the product of the Nebraska Early Childhood Endowment Grant Fund, created by the Nebraska Legislature in 2006 to address the developmental needs of infants and toddlers at risk. It is an innovative, public-private partnership designed to promote locally controlled early childhood programs and services through funding, technical assistance and professional development support.

Since its inception, the Sixpence model has focused on home-based services, center-based infant and toddler care, or a combination of the two. In 2015, LB547 made it possible for Sixpence to support partnerships between school districts and networks of local child care providers to enhance the quality of early childhood programs in the community. As of September 2023 there were 42 Sixpence grantees statewide.

Every year, Sixpence grantees participate in a rigorous, independent evaluation conducted by researchers at Munroe-Meyer Institute, UNMC. The full evaluation report can be found at singasongofsixpence.org/resources.

Key insights from the most recent (2022-23) evaluation are outlined below.

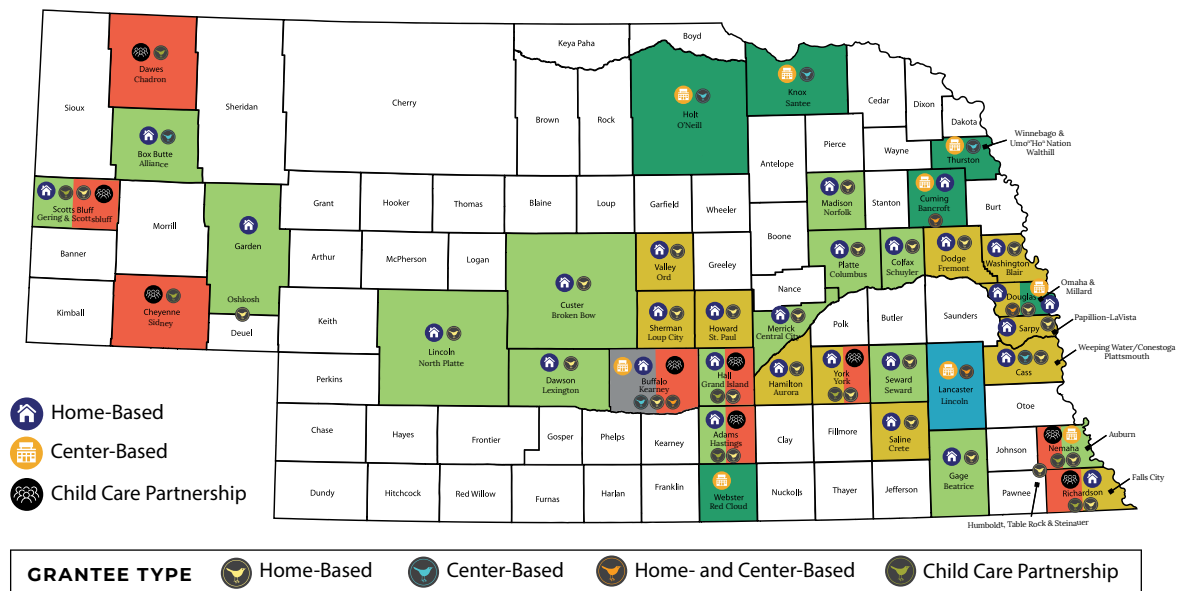
- Center base programs - 11
- Family Engagement Home base services - 27
- Combination of Family Engagement based services and Center base care
- Home-based and center-based services - 4
- A total of 1,176 children and 1,004 families in addition to 83 mothers whose babies were born prior to June 30th, 2022, were served in rural (48%), mid-sized (24%) and urban (28%) communities.
- The five qualifying factors to participate in Sixpence:
 - » Low Income Households (90%)
 - » Single Parent (43%)
 - » No High School Diploma (36%)
 - » ELL (36%)
 - » Teen Parent (21%)
- Of the five qualifying factors to participate in Sixpence, premature birth or low birth weight was the least common, with 14% of the children meeting this criterion. The majority (74%) of the children served in Sixpence has three or more stressors. Data collected in the spring on 2023 from 876 families.
- Sixpence has a strong record of retaining families in the program. In 2022-2023, 86% of children stayed in the program through June 30, 2022.
- The strongest outcomes were in English Receptive and Expressive Language, with 50% of the children meeting the program goal of scoring at or above the national average score of 100. These outcomes are within what is predicted on any norm-referenced assessments based on a standard score and conforming to bell shape curve distribution. (The assessments are normed with 70% of the children scoring in the average range and 15% of the children scoring in the below-average and above-average ranges.) Overall, 75% scored in the average range for Receptive Language and 76% for Expressive Language.

Sixpence Child Care Partnerships

Child Care Partnerships (CCP) are a collaboration between school districts and local childcare providers to improve the quality of early childhood programs serving infants and toddlers up to age three and their families. Participating communities prioritized the needs of the community for quality care, developed goals and strategies to create effective partnerships, and selected supportive services to provide to the local childcare programs. Whenever feasible, school districts provided the opportunity for all existing childcare providers within the community to partner on this project.

- During the 2022-2023 program year, 62 childcare programs participated in CCP. Of these, 28 child care centers and 34 family child care home providers participated in Sixpence Child Care Partnerships.
- In the most recent evaluation year, Sixpence Child Care Partnerships served 1,003 children, 21% of whom received services through the Child Care Subsidy. Currently, 31 sites (63%) reported serving children who received a subsidy.
- 56% of the providers participating in the Partnerships achieved a Step 3 rating on the Step Up to Quality scale
 - » Programs have made progress in working through the SUTQ steps. Most (78%) programs that have been in CCP for 3 or more years (n=41) have reached Step 3 or above.

Sixpence Growth Map



Communities for Kids

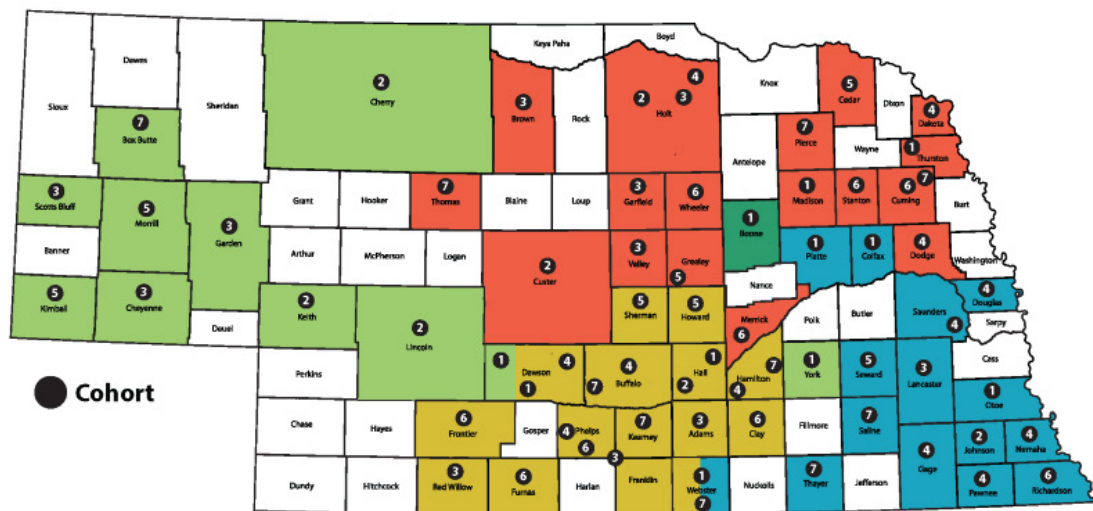
Marti Beard | mbeard@nebraskachildren.org | nebraskachildren.org/what-we-do/early-childhood.html

Communities for Kids is a project of Nebraska Children and Families Foundation. It was created in 2017 to address requests from communities for help in developing solutions to local child care challenges. These challenges largely center on the availability and affordability of child care programs, a major concern for parents who rely on these services to participate in the workforce and provide for their families. Because this issue has a direct bearing on job attraction and business recruitment, Communities for Kids also works to heighten awareness of early childhood infrastructure from the perspective of economic development.

Communities for Kids leverages Nebraska Children and Families Foundation's Collective Impact Model to engage stakeholders, inform strategic planning, encourage collaboration between peer communities and leverage available resources to deliver realistic, sustainable and locally driven solutions.

Communities for Kids actively works with 17 communities statewide.

Communities for Kids Growth Map



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Rooted in Relationships

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Rooted in Relationships (RiR) is a statewide initiative focused on enhancing children's social-emotional development from birth through age 8. The work of this initiative includes assisting communities in the implementation of the Pyramid Model, an evidence-based framework to promote social, emotional and behavioral competence in young children. RiR also helps communities develop and implement plans to improve their early childhood systems of care. Sixteen collaborative hubs are currently supported by RiR in various stages of the initiative inclusive of planning, implementation, expansion and sustainability working in 35 counties. Continued expansion and sustainability is planned for both Pyramid Model and early childhood mental health systems work in 2024 and beyond.

In 2023, RiR enabled 50 early childhood coaches to support 321 center and home-based providers in 147 programs impacting over 2,900 children. Of these children:

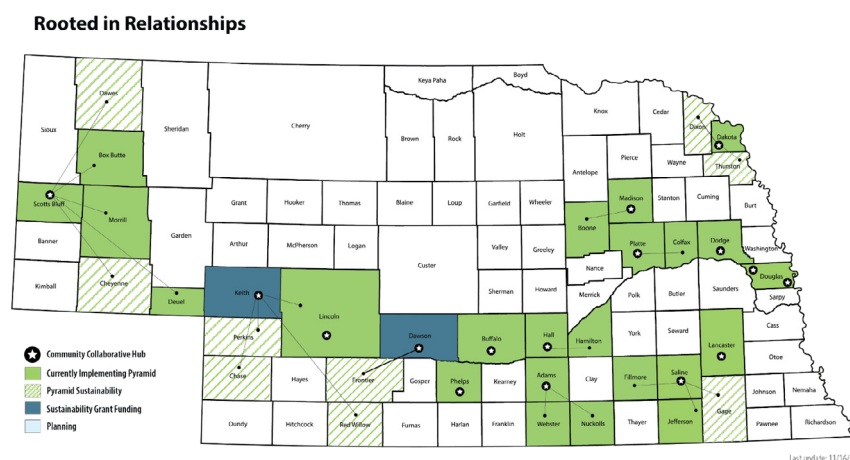
- 82% were in center-based programs and 18% were in home-based programs
- 23% qualified for the Child Care Subsidy
- 10% spoke a primary language other than English

The Pyramid State Leadership Team (PSLT), which is co-led by RiR staff, has prioritized embedding equity into their work plan since 2021. Goals were rewritten with an equity lens, and many new goals were created to increase equity. Some equity specific highlights from 2023 include:

- Nebraska was selected to participate in a technical assistance opportunity around the Pyramid Model and suspension and expulsion practices/policies, looking closely at equity concerns.
- RiR staff presented at the National Training Institute regarding the equity work done by Nebraska's PSLT.
- RiR staff participated in a webinar series through the National Pyramid Model Consortium regarding successes with community wide implementation, specifically focusing on equity and inclusion efforts.
- The PSLT hosted an annual retreat featuring speaker and educator, Dr. Ferial Pearson. Dr. Pearson gave a presentation titled "Microaggression Awareness". Twenty-nine members of the PSLT attended and had time in the afternoon to work in their goal groups, taking the knowledge they learned from Dr. Pearson and applying it to their work plan goals. Dr. Pearson is scheduled to return to the 2024 PSLT annual retreat to present on "Microaggression Awareness II".

With Preschool Development Grant and Pandemic Relief funds (2021-2023), RiR intentionally focused on expanding access by facilitating the translation of all the Nebraska Pyramid Model training materials into Spanish. In total there were 45 hours of scripted Pyramid training and accompanying materials translated. There were no known Spanish-speaking Pyramid trainers before 2021 and now the state has seven.

RiR supports the Nebraska Association for Infant Mental Health (NAIMH) which now includes Infant Mental Health Endorsement for Nebraska. In 2023, there were 173 NAIMH members, 43 of them having earned their Infant Mental Health Endorsement.



Nebraska Resource Project for Vulnerable Young Children

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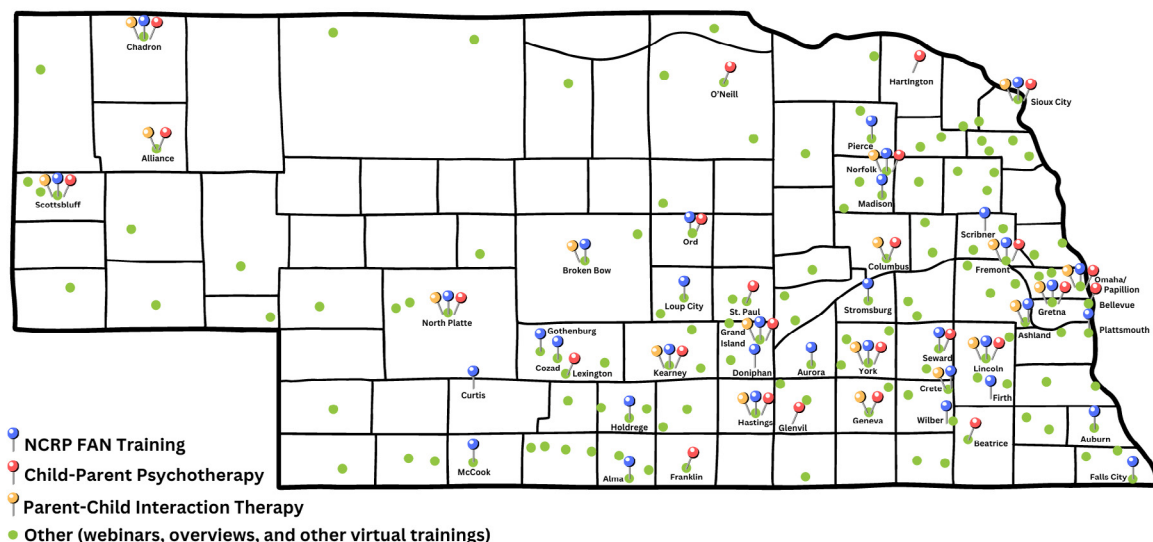
The Nebraska Resource Project for Vulnerable Young Children (NRPVYC) at the University of Nebraska - Lincoln Center on Children, Families and the Law focuses on the areas of early childhood mental health, reflective practice and court infusion in its mission to improve the well-being of vulnerable young children in Nebraska. NRPVYC's programs are targeted to support and strengthen the professionals serving vulnerable young children and their families across systems. In 2023, NRPVYC trained over 4,000 professionals through a number of training programs, including NRPVYC's Child-Parent Psychotherapy (CPP) clinical training program, its IoWA-PCIT (Parent Child Interaction Therapy) clinical training program and its reflective practice FAN training program.

The FAN training program is part of NRPVYC's Nebraska Center on Reflective Practice (NCRP), which works in partnership with the Nebraska Department of Education, Nebraska Extension, Nebraska Children and Families Foundation and UNMC - Munroe Meyer Institute. Over 1,000 Nebraska professionals working with families have been trained as part of NCRP's 8-month FAN training program, where participants learn different methods of interaction in order to improve relationships. Evaluation findings show increases in self-reflective ability, empathic reflection, and emotional regulation. Over 200 professionals, including early childhood educators and family care home providers, received regular reflective consultation from a trained NCRP facilitator in 2023.

In its Early Childhood Mental Health work, NRPVYC trained over 1,300 professionals in 2023. In addition to its clinical training programs, NRPVYC also provides educational opportunities and support about ECMH to early childhood educators, caseworkers, foster parents and others. NRPVYC also supports a vibrant Community of Practice for experienced clinicians who work with young children and their families. In its Court Infusion work, NRPVYC partners with juvenile courts and juvenile court professionals across Nebraska to improve outcomes for children and families. NRPVYC's court projects in 2023 included the Lancaster County Safe and Healthy Families Court, the Lancaster County Family Treatment Drug Court and reflective practice FAN training and reflective consultation for judges, attorneys and caseworkers.

The University of Nebraska Extension Educators are also involved in supporting quality improvements in many early childhood programs and collaborate with NDE and DHHS to deliver training to providers and parents.

Nebraska Resource Project for Vulnerable Young Children Audience Reach



Head Start

Stephanie Knust | steph.knust@nebraska.gov | [Nebraska Head Start Collaboration Office](#)

Head Start programs support children's growth from birth to age 5 through services that support early learning and development, health, and family well-being. Head Start staff actively engage parents, recognizing family participation throughout the program as key to strong child outcomes. Head Start programs continually work toward our mission for eligible children and families to receive high-quality services in safe and healthy settings that prepare children for school and life.

Head Start services are delivered in a variety of settings, sometimes referred to as "options." This consistent, supportive setting is designed to foster strong relationships between program staff, families, and children. The selection of settings offered by any Head Start program is determined by its assessment of community needs.

- [Center-based](#) services are located in child development centers.
- [Home-based](#) services are mostly delivered in a family's own home, along with planned group socialization activities.
- [Family child care](#) services are located in a family-based child care setting.
- [Locally-designed](#) services are often delivered through some combination of the above settings, depending on the needs of the community.

The 2023 Office of Head Start Program Information Report (PIR) reveals the following regarding Head Start in Nebraska:

- There were a total of 5,184 federally funded enrollment slots statewide during the 2022-2023 program year. 3,041 were funded Head Start slots and 1,743 were Early Head Start. Of those, 223 were funded American Indian/Alaska Native Head Start slots and 123 were American Indian/Alaska Native Early Head Start slots. Additionally, 54 of the total Head Start slots were funded as Migrant and Seasonal Head Start slots. The total number of children enrolled cumulatively in all program options during the 2022-2023 program year was 5,472.
- 130 pregnant women were served throughout the course of the program year. Pregnant women received home visits, health and mental health information and screenings, and referrals to prenatal care.
- Services were provided at 152 Head Start and Early Head Start Centers in 434 classrooms statewide. Over 1,900 staff were employed in these centers and classrooms during the 2022-2023 program year.
- Head Start and Early Head Start conducted approximately 47,900 home visits throughout the program year. These home visits were both educational and health focused in nature.
- 37% of children enrolled were Dual Language Learners.
- Of the 6,084 reported program volunteers, 4,514 or 74% of those were current or former Head Start parents.
- 19% of children enrolled were eligible to receive special education, early intervention, and/or related services.
- 95% of children enrolled had an ongoing source of continuous, accessible health care provided by a health care professional at the end of the enrollment year.
- 90% of children enrolled had continuous, accessible dental care provided by an oral health professional at the end of the enrollment year, compared to just 76% at the beginning of the enrollment year.
- Grant recipients reported that 83% of families enrolled received at least one service to promote family outcomes during their enrollment in the program.
- Of the families served during the 2022-2023 program year, nearly 10% met the federal definition of homelessness.

For Nebraska Head Start grant recipient contact and service area information visit [Nebraska Head Start Programs – Nebraska Department of Education](#).

Appendix II: Child Care Licensing*

Number and Capacity of Licensed Child Care/Preschool Programs

License Type	Number of Programs		License Capacity	
	June 2022	June 2023	June 2022	June 2023
Family Child Care Home I	1,159	1,094	11,445	10,782
Family Child Care Home II	557	566	6,545	6,655
Child Care Center	733	742	67,383	68,847
School-Age Only Center	295	301	36,552	37,336
Preschool	121	118	3,316	3,235
Total	2,865	2,821	125,241	126,855

Routine Inspections

License Type	Number of Inspections	
	FY2022	FY2023
Family Child Care Home I	1,278	1,169
Family Child Care Home II	574	588
Child Care Center	1,703	1,648
School-Age Only Center	676	644
Preschool	164	152
Total	4,395	4,201

*Data addresses Fiscal Year 2022: July 1, 2021 to June 30, 2022 and Fiscal Year 2023: July 1, 2022 to June 30, 2023

Complaint Inspections

License Type	Number of Complaints	
	FY2022	FY2023
Family Child Care Home I	66	57
Family Child Care Home II	43	46
Child Care Center	323	352
School-Age Only Center	7	6
Preschool	2	1
Unlicensed Care Complaints	56	53
Total	497	515

71-1917 Report

	FY2022	FY2023
Number of Applications Received	DNA	DNA
Number of Licenses Issued	358	149
Number of License Applications Denied	3	4
Number of Complaints Investigated	497	515
Number of Licenses Revoked	12	11
Number of Civil Penalties Levied	3	2
Dollar Amount of Civil Penalties Levied	\$855	\$1,485

Acknowledgements

This Biennial Report would not be possible without the staff and technical assistants (TAs) to the ECICC. Technical Assistants approved by the Steering Committee inform the Council of relevant programmatic changes and support Ad Hoc Committees and Task Forces when needed. They include professionals from state agencies and statewide organizations.

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Beckie Cromer, *Nebraska Department of Health and Human Services*

Cole Johnson, *Nebraska Department of Education*

Stephanni Renn, *Nebraska Children and Families Foundation*

Connie Shockley, *PTI-Nebraska*

Staff of the Council:

Karen Hoffman, *Nebraska Department of Education, Council Secretary*

Mary Phillips, *Independent Consultant, ECICC Facilitator*

Nebraska Early Childhood Interagency Coordinating Council (ECICC)

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