More children. Prepared for school. Prepared for life. It's the Nebraska Early Childhood Collaborative's vision, but we aren't just dreaming about it. In 2018 we took important steps toward achieving it.

At the collaborative, we believe that achieving our vision begins with a commitment to professional development. Few things are as important to preparing our children for success in school and life as preparing the educators who teach them. This year the collaborative contributed to strengthening Nebraska's early childhood workforce in many ways, but perhaps our most important contribution was extending our Child Development Associate class to Community Scholars. By extending our reach beyond the early learning centers that NECC supports every day, we help prepare the workforce to provide high-quality care for Nebraska's youngest children.

More qualified teachers can be put to better use if the collaborative is able to serve more children. With this in mind, we set our sights on securing additional funding for our partnership with the Omaha Early Learning Centers. With the OELC poised to open a third location in 2020, the timing could not have been more perfect. You can imagine our delight when we learned that NECC was selected for an Early Head Start-Child Care Partnership expansion grant, providing services for an additional 104 children.

Beyond our commitment to children and teachers, we believe that the Collaborative's willingness to think out of the box – to innovate – is what's going to set us apart as an organization. In 2018 we began the process of planning an exciting new annual event, Elevate, to bring new business resources to child care providers across the state. Child care is a tough business, and Nebraska's babies are depending on high-quality child care providers to also be entrepreneurial small-business owners. At the Collaborative, we want to help them by establishing events like Elevate and piloting new strategies that can support stronger, more sustainable business operations.

It's been an exciting year, but I am confident that the best is yet to come.

Shannon Cotsoradis | Chief Executive Officer
## Early Education

**POPULATION SERVED THROUGH EHS-CCP**
- 16% African American/Black
- 35% Hispanic/Latino
- 5% multiracial
- 47% female & 53% male
- 100% free & reduced lunch
- 13.8% verified for special education

**COGNITION – 95.1%**
- 13.8% verified for special education

**SOCIAL AND EMOTIONAL DEVELOPMENT – 95.7%**
- 100% free & reduced lunch

**APPROACHES TO LEARNING – 95%**
- 13.8% of children with Individualized Family Service Plan or Individualized Education Program

**PERCEPTUAL, MOTOR AND PHYSICAL DEVELOPMENT – 94.6%**
- 98% of children with health insurance

**LANGUAGE AND LITERACY – 92.8%**
- 47% female & 53% male

### Family Engagement

**SCHOOL READINESS FOR EHS-CCP**
- First 100 days counted
- 98% of children with health insurance
- 55% of children with a dental home at the end of enrollment
- 53% of children received mental health services (+4% from previous period)
- 91% of children with dental care
- 48% infants and toddlers received prevention dental services
- 0% sought mental health services outside of OELC
- 9% multiple/other
- 47% Hispanic/Latino
- 46% African American/Black

**HEALTH SERVICES FOR EHS-CCP**
- 160 children served
- 13.8% verified for special education

**Coaching**

**COACHING MODEL**
NECC utilizes a research- and data-driven coaching model that provides extended professional development for all teaching staff. Coaching includes exemplar modeling, observation, reflection, and feedback. Each coaching session is designed to coordinate and collaborate in goal setting and action planning. Each coaching session includes a focus on Omaha Public Schools (OPS) goals, better preparing the children for school.

**BEHAVIOR SUPPORT**
Teachers, families, and children receive monthly social-emotional support from NECC’s Mental Health Specialist, including a newsletter, “make and take” workshops, office visits, book readings, and screenings. Parental Behavioral Interventions and Supports (PBIS) helps teachers to implement strategies that best support children’s social and emotional development.

**DATA-DRIVEN PRACTICE**
Education coaches facilitate four data dig each year with all teaching staff, allowing time to analyze and use of data to guide instruction and create individualized goals for each child.

**SCHOOL READINESS**
School readiness goals and Teaching Strategies Gold objectives are already aligned with Omaha Public Schools (OPS) goals, better preparing the children for school.

**EDUCATION**
- Child uses beginning math concepts during daily routines and experiences.
- Child shows persistence or curiosity through problem solving and thinking in multiple areas.
- Child develops secure relationships with adults and peers.
- Child is able to manage and regulate emotions in both verbal and nonverbal ways.
- Through new experiences, the child demonstrates creativity to increase understanding and learning.
- Child uses small and large motor skills throughout the day to understand information to direct their actions.
- Child engages in healthy and safe behaviors during daily routines.
- Child makes written marks and uses them to represent objects or actions.
- Child understands that print conveys meaning while engaging with books for stories and information.
- Child communicates with peers, families, and other adults nonverbally and verbally.
- Child maintains home language while developing English language skills.
- Child attends parent education classes throughout the year.
- Child uses beginning small concepts during daily routines and experiences.
- Child uses small and large motor skills throughout the day to understand information to direct their actions.
TEEN & YOUNG PARENT PROGRAM (TYPP)

Pregnancy and parenting can be exciting and overwhelming all at once. NECC’s TYPP works to support and empower young parents as they navigate toward healthy lives and improved educational outcomes. In 2018, TYPP strove to engage more clients during pregnancy, as teen/adolescent parents and their children are at an increased risk for medical, psychological, developmental, and social problems.

- Prenatal participants served: 185
- Participants served with children entering the program 0-5: 445
- Total participants served in TYPP: 630
- Children served: 543
- Clients served by multiple agencies within collaboration: 63
- TYPP dual-enrolled clients help show the impact of cross-agency collaboration.
- Participants enrolled in school: 241
- Participants disengaged from school: 35
- Total number of high school seniors who graduated while in the program: 27 out of 36
- TYPP families that accessed community response funds: 66
- Financial support to clients to relieve system barriers, personal emergencies, and opportunities to improve their quality of life.

Professional Development

Child Development Associate (CDA) Credential

- 18 Teacher Aides & Associate Teachers started CDA training in 2018
- 8 Teacher Aides earned their CDA Credential, including some that began the process in 2016 & 2017
- 8 of the 18 were enrolled in an accelerated version of the CDA class that started October 2018 with the goal of earning their Credential in early 2019

T.E.A.C.H. EARLY CHILDHOOD SCHOLARS SUPPORTED BY THE NECC/OELC IN 2018

OELC at Gateway started 2018 with 8 scholars and ended with 4; OELC at Skinner started with 4 and ended with 2.

CDA CLASSES OPENED TO COMMUNITY!

In 2018 we opened the CDA class up to the Howard Kennedy attendance area and had seven Community Scholars. Currently we are supporting five in getting training hours and completing their portfolios through our Coaching to Completion Program. The program includes email, phone and face to face support from our CDA instructor. One of the five has become an OELC employee and one received the Kids Care Do Doctor award.

Literacy Development

In 2018 OELC families and staff participated in a research study to support the development of a new literacy assessment, called TEACCH Trainer Assessment (Jackson & Marvin). All classrooms participated in a week-long assessment experience of children’s literacy skills. Teachers used the data from the assessment to plan literacy activities in their classrooms.

Family & Community Services

COMMUNITY RESPONSE PROGRAM (CRP)

Through a collaborative effort with other community leaders, CRP promotes child well-being and supports a prevention system to create safe, quality environments for children and families through emergency financial support.

- Total estimated number of children served for 2018 is over 600.
- Total number of families that received CRP funds for 2018 is 258.

A CRP SUCCESS STORY

A single mother with a child who attends an OELC was having trouble with her car, but it was too costly to repair. She needed to purchase a new vehicle, but could not afford to buy one without some financial help. After reaching out to several organizations but unable to find financial assistance, she decided to discuss the issue with her Family Engagement Specialist (FES) at NECC. The FES helped her apply for assistance through CRP. After being granted aid, the mother was able to immediately purchase her car. She expressed gratitude to be able to transport her child safely to and from school, work and extracurricular events. She said, “A huge weight was lifted off of my shoulders and I am so grateful and appreciative of the help I received through the CRP program.”