



Nebraska Early Childhood Collaborative

Annual Report 2016



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Our Mission

Nebraska Early Childhood Collaborative (NECC) uses a shared-services model to maximize efficiency and raise the quality of early childhood education programs.

The Nebraska Early Childhood Collaborative

partners with the Omaha Early Learning Centers, Inc. to serve **160 children**. The grantee is fully enrolled and maintains an active waiting list.

- EHS – CCP Sites 2015-2016

Omaha Early Learning Center at Skinner

4201 North 34th Avenue
Omaha, Nebraska 68111
Birth to 3 – Serves 88 children

Omaha Early Learning Center at Gateway

5810 South 42nd Street
Omaha, Nebraska 68107
Birth to 3 – Serves 72 children

All families and children enrolled at the Omaha Early Learning Centers receive the benefits of many resources provided, including:

- Program-wide continuous improvement planning
- Qualified teachers
- Curriculum implemented with fidelity
- Enhanced learning environment with emphasis on social-emotional
- Family Engagement Specialists to support and empower families
- Increased parent engagement and education opportunities
- The Opportunity to sit on Policy Council
- Full-time Nurse on Site
- On-site Mental Health Specialist



Federal Monitoring Review

Nebraska Early Childhood Collaborative (NECC) participated in its first Federal Monitoring Review in April 2017, as part of its Early Head Start-Child Care Partnership (EHC-CCP) program performance review.

The intent was to determine how the Nebraska Early Childhood Collaborative, LLC and its partner, **Omaha Early Learning Center (OELC)**, are working together to plan and provide high-quality services.

The Nebraska Early Childhood Collaborative achieved satisfactory progress compliance with the federal requirements based on the criteria detailed in the Fiscal Year 2016 EHS-CCP Monitoring Protocol that was used as a guide for the Federal Monitoring Event.

The Monitoring Protocol and Event covered federal compliance related to the following areas: Fiscal Management, Health and Safety, Education and Child Development Services, Family and Community Engagement, Program management, and Quality Improvement.



Site Demographics

GATEWAY

72 CHILDREN

8%

BLACK/AFRICAN-AMERICAN

79%

HISPANIC OR LATINO

13%

MULTIPLE OR OTHER

56%

MALE

100%

FRPL

5%

**VERIFIED FOR SPECIAL
EDUCATION**

SKINNER

88 CHILDREN

81%

BLACK/AFRICAN-AMERICAN

10%

HISPANIC OR LATINO

7%

MULTIPLE OR OTHER

53%

MALE

100%

FRPL

7%

**VERIFIED FOR SPECIAL
EDUCATION**

2016

BY THE NUMBERS

188

FAMILIES SERVED



94.2%

CHILDREN WITH
HEALTH INSURANCE

90.8%

CHILDREN WITH
A MEDICAL HOME
AT THE END
OF ENROLLMENT



61%

CHILDREN RECEIVED
MEDICAL SERVICES

83.6%

CHILDREN WITH
A DENTAL HOME



74%

INFANTS AND TODDLERS
RECEIVED PREVENTATIVE
DENTAL SERVICES

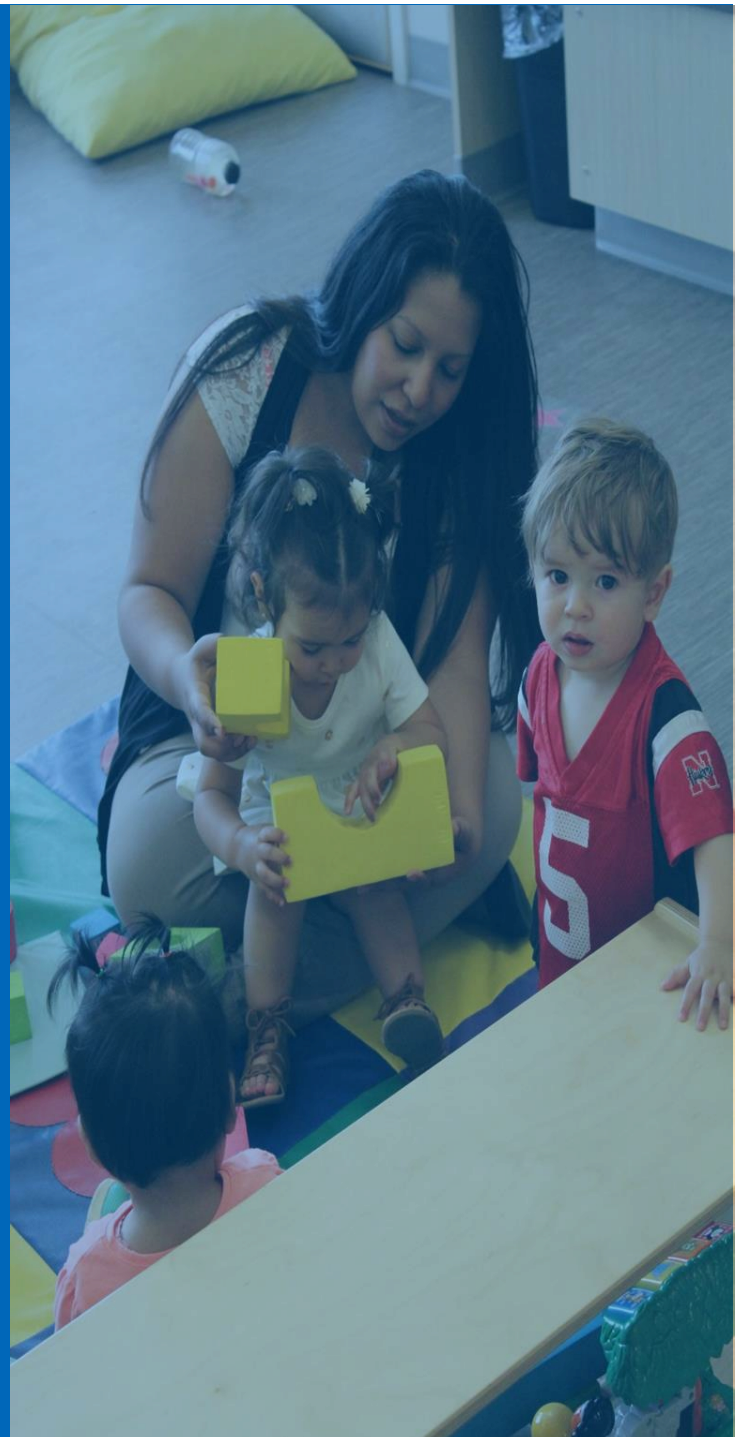
1%

SOUGHT MENTAL HEALTH
SERVICES OUTSIDE OF OELC

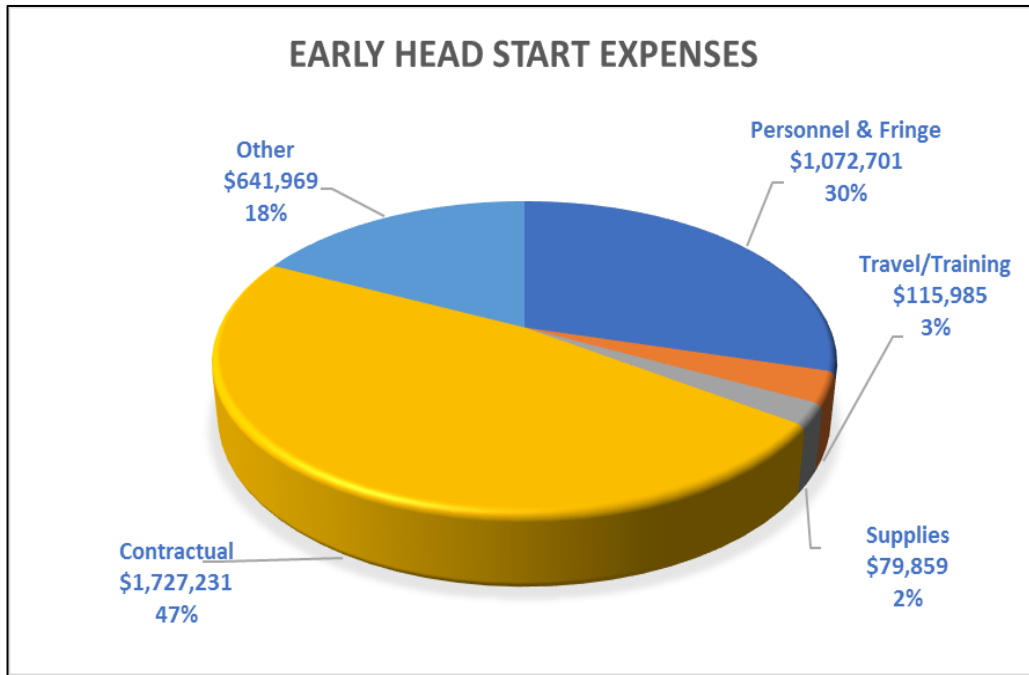


4.8%

PERCENT OF CHILDREN
WITH IFSP OR IEP



Financial Audit



Early Head Start
January 1, 2016 to December 31, 2016

REVENUES:	Budget	Actual
<i>Early Head Start - Operating</i>	\$2,632,667	\$2,638,000
<i>Early Head Start - T&TA</i>	275,078	181,075
<i>Early Head Start - Startup</i>	92,000	91,121
<i>Non-Federal Share</i>	749,937	727,549
TOTAL REVENUES	3,749,682	3,637,745

EXPENSES	Budget	Actual
<i>Personnel & Fringe Benefits</i>	\$1,110,176	\$1,072,701
<i>Travel/Training</i>	119,841	115,985
<i>Supplies</i>	97,606	79,859
<i>Contractual</i>	1,744,650	1,727,231
<i>Other</i>	677,409	641,969
TOTAL EXPENSES	3,749,682	3,637,745

Family Involvement Activities for 2015-2016



Two Home Visits
per Family
(Annually)



Two Parent-
Teacher
Conferences
(Annually)



Monthly Parent
Meetings



Health Fairs



Read & Play

Efforts to Prepare Children for Kindergarten

ITERS and CLASS Observation Ratings

1. Quality early childhood programs have been linked to immediate, positive developmental outcomes, as well as long-term, positive academic performance. The Environmental Rating Scale and Class Observation Ratings were completed in the spring/summer of the 2015-2016 school year.
2. Strengths were found in the areas of Language (Listening and Speaking), Interactions, Activities, Program Structure, and Support for Parents and Staff.
3. The Toddler Class was used in classrooms with children approximately 18 months of age or older. Classrooms were rated very positively on Emotional and Behavioral Support and slightly lower on Engaged Support for Learning, which is nationally ranked as a lower-rated area.

School Readiness

School readiness is an essential concern for students entering the educational system. The approach used to measure student outcomes is to match fall and spring data using the Devereaux Early Childhood Assessment for Infants and Toddlers (DECA I/T). The data indicated the following:

- Strong emotional support
- High performance in the social emotional development domain.
- Practices that support language development and cognitive learning
- Average range at age 3 on receptive vocabulary

School Readiness *(continued)*

All OELC teachers have a minimum of a Child Development Associate (CDA) Credential or equivalent coursework in early childhood development with a focus on infant and toddler development.

- OELC teachers use the Creative Curriculum and the Teaching Strategies Gold® (TSG) Assessment System.
- NECC Education Coaches use an Optimal Learning Model approach to support teachers' implementation of the curriculum and to meet school readiness goals.
- A full-time NECC Mental Health Specialist provides ongoing support in each of the OELC classrooms.
- Environmental Rating Scales (ITERS-R) and Class Observation Ratings were completed in the spring/summer of the 2015 -2016 school year. Strengths were found in the areas of Language, Interactions, Activities, Program Structure, and Support for Parents and Staff.
- Infant and Toddler versions of the Classroom Assessment Scoring System (CLASS) were completed in each classroom. Strengths were found in the area of Emotional and Behavioral Support.
- Devereux Early Childhood Assessment for Infants and Toddlers (DECA – I/T) was completed in each Infant/Toddler classroom.
- Peabody Picture Vocabulary Test IV (PPVT-IV) was used as children turned 3 prior to their transition to Head Start or Preschool.





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