



nebraska early childhood
COLLABORATIVE

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NEBRASKA EARLY CHILDHOOD
COLLABORATIVE

Annual Report

2018

Message from the CEO

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 Head Start Financials

Revenues		
	BUDGET	ACTUAL
Early Head Start - Operating	\$2,683,844	\$2,683,844
Early Head Start - T&TA	\$64,653	\$55,972
Non-Federal Share	\$687,125	\$687,125
TOTAL REVENUES	\$3,435,622	\$3,426,941

Expenses		
	BUDGET	ACTUAL
Personnel & Fringe Benefits	\$1,257,373	\$1,254,144
Travel/Training	\$64,653	\$55,972
Supplies	\$16,667	\$16,667
Contractual	\$1,725,173	\$1,725,173
Other	\$371,756	\$374,985
TOTAL EXPENSES	\$3,435,622	\$3,426,941

Scope of Services

EMPLOYMENT

332 full-time employees across NECC network
 124 employees hired and completed two-week onboarding
 30 CDA Credentials received by teachers through NECC
 Total budgeted for salary and fringe benefits - \$19,397,323

ECONOMIC IMPACT

Fee for Service - \$5,374,703
 Child Care Assistance - \$3,117,176
 Early Head Start - \$13,422,914
 Private Funding - \$14,175,000
 Total Revenues - \$36,089,893

CHILDREN SERVED

723 children enrolled across network
 - 91.7% below Federal Poverty Level

FEDERAL REVIEW

In April 2017 NECC participated in an EHS-CCP program performance review. NECC achieved satisfactory progress in all areas and no concerns were identified during the review.

Early Education

POPULATION SERVED THROUGH EHS-CCP

- 160 children served
- 46% African American/Black
- 45% Hispanic/Latino
- 9% multiple/other
- 47% female & 53% male
- 100% free & reduced lunch
- 13.8% verified for special education

HEALTH SERVICES FOR EHS-CCP

- 166 total families served
- 98% of children with health insurance
- 99% of children with a medical home at the end of enrollment
- 59% children received medical services (+7.4% from previous period)
- 91% children with dental home
- 60% infants and toddlers received preventive dental services
- 0% sought mental health services outside of OELC
- 13.8% of children with Individualized Family Service Plan or Individualized Education Program



SCHOOL READINESS FOR EHS-CCP

(% of children who met or exceeded the goals)

APPROACHES TO LEARNING - 95%

(+1.5)

- Through new experiences, the child demonstrates creativity to increase understanding and learning.

SOCIAL AND EMOTIONAL DEVELOPMENT - 95.7%

(+3.3)

- Child is able to manage and regulate emotions in both verbal and nonverbal manners.
- Child develops secure relationships with adults and peers.

COGNITION - 95.1%

(+0.2)

- Child shows persistence or curiosity through problem solving and thinking in relationships and play.
- Child uses beginning math concepts during daily routines and experiences.

LANGUAGE AND LITERACY - 92.8%

(-0.9)

- Child maintains home language while developing English language skills.
- Child communicates with peers, families, and other adults nonverbally and verbally.
- Child understands that print conveys meaning while engaging with books for stories and information.
- Child makes written marks and uses them to represent objects or actions.

PERCEPTUAL, MOTOR AND PHYSICAL DEVELOPMENT - 94.6%

(-1.5)

- Child engages in healthy and safe behaviors during daily routines.
- Child uses small and large motor skills throughout the day to understand information to direct their actions.

Coaching

COACHING MODEL

NECC utilizes a research- and data-driven coaching model that provides embedded professional development for all teaching staff. Coaches maintain a small caseload in order to support teachers with frequent and intentional coaching and collaboration in goal setting and action planning. Each coaching session includes exemplar modeling, observation, reflection, and feedback.

SCHOOL READINESS

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

DATA-DRIVEN PRACTICE

Education coaches facilitate five data digs each year with all teaching staff, assisting them in the analysis and use of the data to form their instruction and create individualized goals for each child.

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 hours, book readings, and trainings. Positive Behavioral Interventions and Supports (PBIS) is utilized in the classrooms to educate and coach teachers on proactive strategies they can implement to support children's social and emotional development.

Family Engagement

NECC implements strategies at the Omaha Early Learning Centers that promote positive parenting practices, enhance parent-child relationships, and promote home learning activities to improve child outcomes.

- Family Engagement Specialists offer families the opportunity to participate in Parents Interacting With Infants (PIWI) and Circle of Security classes throughout the year.
- Newsletters, distributed on a monthly basis, contain activities families can do at home with their children to develop school readiness goals.
- Monthly Happy Hours are held in the classroom or program-wide and include a taste of food from the same kitchen the children are served from.
- Friday Morning Cafes offer a different education opportunity to families each week to include community resources, health and nutrition, child development and child guidance techniques.
- Monthly Read and Play opportunities provide families with a book and an activity to share with their children and develop a home library.
- Two Family Engagement Specialists are Certified Car Seat Technicians who offer car seat education and resources twice a year.

All families participate in creating a partnership with the centers to ensure that children and their families are prepared for school. In collaboration with Southwest Human Development, the Brazelton Touchpoints Center and the Buffett Early Childhood Fund, the Family Engagement Team began participating in a Breakthrough Coaching Initiative. The coaching model for Family Engagement Specialists enhances and highlights the important work they do to ensure that families have the support needed to prepare their children for school.



Professional Development

Child Development Associate (CDA) Credential

- 18 Teacher Aides & Associate Teachers started CDA training in 2018
- 8 teachers earned their CDA Credential, including some that began the process in 2016 & 2017
- 3 renewed their CDA Credential
- 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!

Fall of 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 Can! Can Do Provider Award in April.

Literacy Development

In 2018 OELC families and staff participated in a research study to support the development of a new literacy assessment, Infant Toddler Literacy Assessment (Jackson & Marvin). All classrooms participated in the research study with 146 assessments completed. Teachers then used the data from the assessment to plan literacy activities in their classrooms.



Family & Community Services

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.

COMMUNITY RESPONSE PROGRAM (CRP)

Through a collaborative effort with other community leaders, CRP promotes child well-being and provides 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 well 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 register it once it was purchased. 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 register her car. She was overjoyed and is now able to transport her child safely to school and herself to and from work and school without worry. 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."