

## **Nebraska Early Childhood State Advisory Council Application**

### **Abstract**

Nebraska's Early Childhood Interagency Coordinating Council (ECICC) was established in state statute in 2000. The Council is to advise the Governor and the State Agencies related to all early childhood issues. The Governor has designated the ECICC as the Early Childhood State Advisory Council as required by the *2007 Head Start for School Readiness Act*. Membership on the Council must meet federal statutes related to the Individuals with Disabilities Education Act, and the Head Start for School Readiness Act.

The ECICC met in November 2009 to discuss the priorities for the State Advisory Council grant. Members determined that the two priority focus areas should be:

Priority Area 1: Promote school readiness for preschool children.

Priority Area 2: Develop recommendations for a unified early childhood data system that can inform the state regarding early childhood program effectiveness and children's success in school and in life.

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## **I. Project Description**

### **Introduction to Nebraska's Early Childhood System**

Nebraska is a relatively large state geographically with a sparse population; according to the 2000 Census, Nebraska's total population is 1,711,263. Of the 534 incorporated communities in the state, 72% have fewer than 1,000 residents.

This combination of vast spaces and uneven concentration of population impacts many aspects of the early childhood system, such as availability of providers, transportation to services, dissemination of information, economic viability of sustaining services in remote communities, and competition between urban and rural interests. With a majority of the population being urban and located in the eastern portion of the state, most of the services are located there.

Costs to provide services in rural areas typically exceed costs in more urban centers since there are additional costs to consider for travel to provide services to young children and their families. Services coordinators in southwest Nebraska might have to travel three hours by car one way to meet with a family served by the early intervention program. Budgets for services coordinator typically include annual travel of at least 10,000 miles. Families needing pediatric specialty services usually travel to Omaha's Children's Hospital or Munroe Meyer Institute if they reside in the Eastern side of the state or to Denver, CO or Rapid City, SD for care on the western side of the state. The time and costs for families to travel to access these services can easily exceed \$1,000 per trip not counting medical costs. Nebraska has four counties without any licensed child care

facilities. Some parts of the state indicate as many as 50% of those providing child care are unlicensed and unknown to child care licensing specialists due to their location in rural parts of the state.

### **Priorities for State Advisory Council Grant**

The Early Childhood Interagency Coordinating Council [ECICC] met in November 2009 and agreed on the priority areas for the Early Childhood State Advisory Council grant. In working toward the two priority areas Council members understand that funding is across three years and have charged the newly chartered Early Childhood Systems Team [standing committee of ECICC] with the responsibility of developing the proposal in coordination with the Office of the Governor. The two priority areas identified by the Council are:

- Priority Area 1: Promote school readiness for preschool children.
- Priority Area 2: Develop recommendations for a unified early childhood data system that can inform the state regarding early childhood program effectiveness and children's success in school and in life.

#### **(a) Need for Assistance and Objectives**

##### **Physical, economic, social, financial, institutional, and other problems**

While Nebraska is better positioned financially than many other states, the state is not immune from the national recession. Since May 2008, Nebraska's seasonally adjusted unemployment rate in the state has increased from 3.2 percent to 4.9 percent. During that same time frame, participation in the Supplemental Nutrition Assistance Program (SNAP) has also increased from approximately 52,575 households to 71,843 households. With the increase in

households qualifying for SNAP, schools have also seen increases in the number of students that qualify for Free and Reduced Price Lunch [increased from 34.66% in 2005-2006 to 38.35% in 2008-2009].

In addition, while Nebraska's overall state budget has seen modest growth, the state has addressed lower than anticipated revenue receipts by cutting state appropriations in a special session in 2009 and in the 2010 legislative session. Despite those actions, additional budget shortfalls are anticipated in the FY 2011-2013 biennium.

Nebraska state agencies work collaboratively in early care and education to best serve all young children in Nebraska and to maximize available resources. [See *Attachment A, Programs and Funding Matrix.*] One example of this collaborative work is the integrated administrative structure for IDEA Part C. The Nebraska Department of Education (NDE) and the Nebraska Department of Health and Human Services (NDHHS) are co-lead agencies for Individuals with Disabilities Education Act [IDEA], Part C to support the implementation of services to families of young children with disabilities, birth to age three. This co-lead approach was established by state law in the Nebraska Early Intervention Act of 1993. It is designed to enhance Nebraska's 1979 state birth mandate that requires Nebraska school districts to provide FAPE [Free Appropriate Public Education] (special education and related services) to all children beginning at birth or date of diagnosis. The co-lead structure has provided additional interagency support for Nebraska's seamless system of services to young

children Birth-age 5. There is only one other state in the nation, Vermont, that has co-lead administration for Part C of IDEA.

Memorandums of Agreement are established between the Nebraska Department of Education and the Department of Health and Human Services to support critical infrastructure for professional development of the early care and education work force, provide financial support to help early care and education programs work toward accreditation, provide funding for quality improvement of infant and toddler programs in the state, and to provide scholarships to assist early care and education providers working toward their degrees in early childhood education.

Nebraska's Early Learning Guidelines were jointly prepared between the Department of Education, the Department of Health and Human Services, and the Nebraska Head Start Collaboration Office. The Early Learning Guidelines are published and address learning expectations for children from birth to age five. A comprehensive training series is provided regionally to help early care and education providers better understand all learning domains for young children and learning environments and activities that can promote children's social emotional and cognitive developmental needs.

Despite these efforts, Nebraska still has gaps in providing access to all children that may benefit from focused child development activities and services in preparation for school and for life. Therefore, the Early Childhood Interagency Coordinating Council determined the two areas of need for the State Advisory

Council Grant were to Promote School Readiness and to Develop Recommendations for a Unified Data System.

**Priority Area1: Promote school readiness for preschool children.**

**ECICC Input on Priority 1:**

ECICC members indicated “school readiness” is not simply about children ready for school, but it is also about families being ready to send their children to school and schools that are ready for children who come to school. Members particularly focused on the need to help children who are at-risk, English Language Learners, and underserved populations that might be struggling with behavioral (social and emotional) issues. Much of Nebraska’s focus will be around increasing the availability of high quality early care and education programs and developing better supports that assist children as they transition from early care and education programs into the school system.

Council members suggested the following actions to better address school readiness:

- Create more professional development programs for early care and education professionals, parents/families, and community that explain what “school readiness means;”
- Offer more full day/full year early care and education programs for children;
- Create professional development supports that can better address children’s social and emotional development, better meet the needs of

English Language Learners, and promote greater interactions between children and teachers in early care and education classrooms.

## **Need for High Quality Early Care and Education to Promote School**

### **Readiness**

Current early childhood intervention literature tells us that risk factors including poverty, access to quality health care, parental marital status, and parent educational levels have been linked to challenges in preparing young children for school and learning. Quality programs and services can greatly improve children's cognitive development (Campbell & Ramey, 1994; Lamb, 1998; National Institute of Child Health and Human Development, 2006) and influence their chances for success. Quality programs that provide cognitive, social, and language development are empirically linked to improve young children's social and cognitive outcomes (Bronfenbrenner & Morris, 1998; Burchinal & Cryer, 2003; Lamb, 1998; Peisner-Feinberg, Burchinal, Clifford, Culkin, Howes, Kagan, & Yazejian, 2001).

While over the past decade an increased number of children living with these risk factors are receiving quality services through numerous early care and educational programs and services, many more are not able to access to these types of quality settings and supports.

A profile of Nebraska's early childhood population shows that 14.7 % of children less than 9 years old live in poverty, compared to the 10.2% for the overall population. Nebraska consistently ranks in the top five states that have all available parents of children ages birth-5 in the workforce. In 2006, 77.6% of

Nebraska women are in the labor force compared to 70.9% nationally.

Additionally 73% of Nebraska's working mothers have children under the age of six. Nearly 30% of single parent families headed by a woman living in poverty, as compared to only 4.7% of married couples with children under the age of 18. In 2000, the census showed approximately 20% of Nebraska children lived in a single parent household.

Both quality and affordability of child care have been ongoing needs for Nebraska's young children. Work has been done in Nebraska to provide quality early care and education experiences for children. Among the most significant developments was passage of legislation, LB 1256, in 2006, which created the Early Childhood Education Endowment Grant Program. Beginning on July 1, 2007, the endowment includes \$40 million from the state's Permanent School Fund for K-12 education and an additional \$20 million to be raised from the private sector by July 1, 2011. Both of the funds are invested, and earnings are deposited into an endowment cash fund and used exclusively for grants to school districts in partnership with community partners to provide programs and services for children birth to age 3 who are at risk of failure in school. The Nebraska Children & Families Foundation is the private endowment provider charged with raising the private dollars and administering and monitoring grants in partnership with the Department of Education. (Neb.Rev.Stat. §79-11-4.01 (2009 Supp.))

Nebraska's Department of Education Rule 11 [Neb. Rev. Stat. §79-1101 to 1104] requires programs that receive early childhood education grant funding to serve "at-risk" children using the following criteria for the public-school based

early childhood education grant program and the Early Childhood Education Endowment grant funded programs:

- Children whose family income qualifies them for participation in the federal free or reduced lunch program;
- Children who reside in a home where a language other than spoken English is used as the primary means of communication;
- Children whose parents are younger than eighteen or who have not completed high school;
- Children who were born prematurely or at low birth weight as verified by a physician.

It is estimated that 11,218 children ages birth to 5, considered at-risk, are now being served through the following quality federal and state-funded programs in Nebraska: Early Head Start, Head Start, state-funded Department of Education Early Childhood Grant Programs, and the public-private Birth-Three Endowment Grants. High quality programs include:

- (1) low ratio of adults to children,
- (2) defined educational preparation of teachers based upon program standards or state regulations,
- (3) specific educational training in child development and early childhood education,
- (4) defined curriculum,
- (5) regular authentic program assessments, and
- (6) compliance with program standards or regulations.

Nebraska has sixty-nine accredited licensed child care programs out of over 4,000 licensed child care programs that are accredited by national accrediting bodies. It is further estimated that there are an additional 47,689 Nebraska children at-risk birth to age 5, leaving a gap of 36,471 children who could benefit from these types of programs and services thus reminding us that there is much work yet to be done to provide access to quality settings for young children.

### **Child Care Quality Study**

In June of 2002, the Midwest Child Care Research Consortium issued a report of child care quality and characteristics of the child care work force in the four-state Region VII area [i.e., Nebraska, Iowa, Kansas, and Missouri]. The study was to help states establish a baseline for tracking quality over time, following specific initiatives, policy and other changes. Using well-respected measures of quality, the researchers found that child care quality in Nebraska is comparable to that of other Midwestern neighbors Missouri and Kansas and to child care nationwide; 37% of care observed was “good” quality; 49% was rated as “minimal” or “mediocre” quality and 14% was rated “poor” quality.

## Current enrollment of children in early care and education programs in

### Nebraska

(Note: the numbers below are not necessarily an unduplicated count since children might be served by more than one program through Nebraska's collaborative efforts to offer early childhood services.)

Program type	Number enrolled
Head Start (Ages 3 to 5)	6,188^
Early Head Start (Prenatal to 3)	1,219^
IDEA Part C, Early Intervention (Birth to 3)	6,549#
IDEA Part B, 619 (Ages 3 to 5)	2,681#
School-operated Early Childhood Education (Ages 3 to 5)	8,171#
Early Childhood Education Endowment Birth-3 (Sixpence) Programs	262*
Title 1	864#
<b>Total (number is duplicative)</b>	<b>24,595</b>

Program Type	Number of licensed child care programs	Number of licensed child care slots
Licensed Child Care Center	856◇	68454◇
Licensed Family Child Care Home I	1989◇	19632◇
Licensed Family Child Care Home II	600◇	7138◇
Licensed Preschool	228◇	5221◇
Provisional child Care Center	87◇	6722◇
Provisional Family Child Care Home I	294◇	2819◇

<b>Program Type</b>	<b>Number of licensed child care programs</b>	<b>Number of licensed child care slots</b>
Provisional Family Child Care Home II	47◇	528◇
Provisional Preschool	12◇	172◇
<b>Total Licensed Child Care Programs</b>	<b>4113◇</b>	<b>110,686◇</b>
<b># of children receiving child care subsidy served by Licensed or License Exempt Child Care Providers</b>		<b>18,822</b>

# Programs and Funding Sources Report January-April 2010 (IDEA Part C includes all children referred to Part C, whether they are verified or not.)

^2008-2009 Program Information Report, Actual Enrollment

◇ March 5, 2010 Licensed Child Care-Early Childhood Totals by Type and Capacity Report

~FFY 2008 Administration for Children and Families Average Monthly Adjust Number of Children Served Data Table

\* Early Childhood Education Endowment Report (Sixpence) to the Board of Trustees, April 1, 2010

The National Center for Research on Early Childhood Education (NCRECE) in February 2010 indicated a growing body of research related to school readiness. This body of research indicates that, “positive contributions result from children’s high quality interaction with their teachers, peers, and learning materials. Because of their consistency, these research findings have elevated confidence in the importance of well constructed teacher- child interaction as a means for promoting children’s school readiness.”

Additionally, the research indicates positive results from “instructionally-rich interactions...that impact children’s academic skill development. This impact may be greater—i.e. may be maximized in classrooms that use a curriculum that promotes children’s focused and instructionally-oriented interactions with

classroom materials.” In order for this research to become practice the NCRECE recommends development of high quality early childhood programs, where quality means classrooms focus on children’s emotionally-supportive, instructionally rich, and well-organized interactions with their teachers, classmates, and learning materials.

### **Objective for School Readiness**

**Objective 1:** Develop a public information effort focused on parents, early care and education providers, and schools regarding ‘school preparedness’ and ‘prepared schools’ emphasizing the importance of emotionally-supportive and instructionally rich interactions between teachers, children, and peers.

To address this objective, Nebraska will focus efforts to promote school readiness by encouraging high quality early care and education settings that support children’s positive classroom interactions with teachers, peers, and learning experiences. The NCRECE research focus indicates, “...emotionally-supportive interactions between teachers and children have a direct, positive effect on children’s social skills. These effects may be even more potent in classrooms bolstered by lower child-to-teacher ratios and smaller class sizes by maximizing for children the benefits of teachers’ focused interactions.”

**Priority Area 2: Develop recommendations for a unified early childhood data system that will inform the state regarding early childhood program effectiveness and children’s success in school and in life.**

Nebraska’s current system for data collection and reporting among early childhood programs and services is fragmented and spread across a variety of

systems including Head Start, public schools, service coordination, special education, child care licensing, child care subsidy, and public health systems. It is difficult to access and share information across systems. This one-time federal stimulus funding through the American Recovery and Reinvestment Act provides the opportunity for the ECICC to advise and support the development of a unified early childhood data system. A unified (i.e. coordinated and linked) data system is critical to infrastructure development so that Nebraska may more fully comprehend and address issues in existing programs and services, workforce needs, and promote and support children (and their families) as they enter kindergarten and beyond.

### **ECICC Input on Priority 2:**

ECICC members expressed the desire to create a unified early childhood data system where:

- Data could be aggregated across programs;
- Data could have on-line access for people looking for early care and education data (while keeping confidential information protected);
- Data could inform and drive decisions and answer key policy questions addressing the early care and education field;
- Ideally, Nebraska could coordinate data currently available and create a unified data system that links *program quality* information with *teacher professional development* information and *child development/cognitive gains* to better understand the key components that are leading to the best outcomes for young children.

## **Nebraska's P-16 Initiative**

The Nebraska P-16 Initiative, also known as "Nebraska P-16", is a coalition of 31 Nebraska organizations in education, business and government dedicated to improving student success rates at all levels, preschool ("P") through college ("16"). Senior partners in the effort include the University of Nebraska, Department of Education, and the *EducationQuest* Foundation, a private, nonprofit organization dedicated to improving college access for Nebraska students. Governor Dave Heineman, Chairperson of the P-16, and the Nebraska Education Leadership Council are in full support of Nebraska P-16.

Goal 3 of the P-16 Initiative is to "Develop an effective longitudinal data system, which provides information on the Nebraska educational system from preschool through post-graduate degree attainment and entry into the workforce to help align resources with strategic goals."

In accordance with recent legislation, a Memorandum of Understanding is being developed with protocol to share student data between the Nebraska Department of Education, the University of Nebraska, the Nebraska State Colleges, and the Nebraska Community Colleges. (LB 1071 §§ 7-34-36, 2010 Neb. Laws (to be codified at Neb. Rev. Stat. § 79-776, § 85-110, § 85-1511)).

This Memorandum of Understanding specifies the information that will be collected including demographic, enrollment and completion/degree information. Student information will be used to evaluate the state's education system including the prekindergarten through postsecondary levels, and research the same to improve instruction and education, to align resources to strategic

objectives, to inform educational policy development, and to ascertain the attainment of state educational goals. All data are to be maintained in a secure environment by the organizations and shall not be shared with other parties, entities, or state agencies except as provided in the memorandum of understanding. A record of people with access to the data shall be maintained by each organization.

### **State Fiscal Stabilization Fund Assurances**

This project would complement current efforts of the Nebraska Department of Education to expand the current statewide data system, the Nebraska State Student Record System (NSSRS), to enhance capabilities to use, share and mine data to meet the assurance of the State Fiscal Stabilization Education Funds.

### **America COMPETES Act**

The America COMPETES Act requires states to address twelve elements of state data system development. Element 1 requires a unique statewide student identifier that does not permit a student to be individually identified by the users of the system (except as allowed by Federal and State law). Nebraska has established that unique identifier for public school PK-12 students only. Nebraska has assigned unique identifiers to 470,000 students in Nebraska's preschool through high school grades. Unique student identifiers will be expanded into public postsecondary education settings as required by the State Fiscal and Stabilization assurances.

Other data elements required by the America COMPETES Act to be added to the NSSRS system include:

- 1) student-level enrollment, demographic, and program participation information;
- 2) student-level information about the points at which students exit, transfer in, transfer out, drop out or complete P-16 education programs;
- 3) yearly test records of individual students with respect to assessment under section 111(b) of the Elementary and Secondary Education Act of 1965; and
- 4) information of students not tested, by grade and subject.

Nebraska does not have plans to expand this data collection system to non-public entities (i.e. beyond public school preschool through public postsecondary education.)

### **Nebraska and National Databases with Early Childhood Data**

Data on young children can be found in a variety of data systems at both the state and national level. The Head Start data are available through the federal Program Information Reporting system. Child health data are found in the state vital statistics along with immunization data. Other systems include pregnancy risk assessment and monitoring systems (PRAMS), Medicaid Management Information System, and early hearing/newborn hearing and screening systems.

Child care information can be found in the state's licensing information system, the child care subsidy data system, and through the U.S. Department of Agriculture [USDA] child and adult food program data administered through the Nebraska Department of Education Nutrition Services.

Preschool information on children enrolled in public school programs is found in the Nebraska State Student Record System (NSSRS) and in the Consolidated Data System at the Nebraska Department of Education.

### **Need for unified early childhood data system**

A more clearly defined Nebraska early childhood unified data system is necessary to address continuous quality improvement, and to develop and promote highly qualified teachers and professionals across the early childhood field. In addition, access to data from a coordinated, linked and accessible system may better inform policymakers of the unique needs of Nebraska's early childhood system. State agencies are routinely asked to provide comprehensive early childhood data or subsets thereof related to child outcomes, program quality, teacher preparedness, workforce development, and family engagement. Lastly, a stronger, secure early childhood unified data system safeguards data about young children and their families so that information is not misconstrued or misused.

According to the federal Family Educational Rights and Privacy Act of 1974 (FERPA or the Buckley Amendment), educational agencies and institutions that receive funding from U.S. Department of Education must provide students with access to their educational records and give them opportunity to seek

amendments to and limited control over disclosure of records. In most cases, schools must have consent prior to disclosure. Furthermore, according to the law, state agencies must meet privacy requirements regarding data provided to federal agencies.

The Head Start Collaboration Office developed an early childhood data map/matrix in 2006 (*see Appendix, Attachment B*) in partnership with the Together for Kids and Families, Early Childhood Comprehensive System (ECCS) initiative. Through a rigorous, evidence-based process, indicators were identified and a determination of various data sets/sources and levels of access, reporting, and measures were articulated to inform the ECCS Implementation Plan.

An Early Childhood Data Coalition was chartered in 2009 to begin to define what the elements and indicators of a comprehensive early childhood data system needs to include and what processes can support data sharing and dissemination/reporting. The Data Coalition is challenged to further consider barriers to the existing data systems such as: lack of shared definitions regarding various indicators, a policy buy-in for selecting, refining and tracking indicators over time, human capital with the expertise to collect, link, analyze and disseminate meaningful, purposeful data to focus on policy and to support program improvements.

Early childhood data not currently available on a comprehensive basis includes:

- Number of children served in licensed child care programs, (we only know the number of slots, not the actual number of children served.);
- Educational preparation and level of attainment of people working in early care and education, (Nebraska requires certificated teachers for public school-based early care and education programs. Head Start programs, many of which are also licensed by state child care licensing, are required annually to report the educational levels of program staff as part of the federal Head Start Program Information Report. Nebraska, however, does not have educational information for non-Head Start licensed child care providers. Nebraska does have information on the number of teachers with an early childhood education endorsement but does not know if all of those teachers are working in their field of study.);
- Child health data available from Medicaid Early Periodic Screening and Diagnostic Testing (EPSDT) sources but data are not easily accessible for consideration in larger early childhood data systems. (Nebraska does have limited health data from the Head Start Program Information Report).

**Results Matter- Early childhood education data system for school-based early childhood programs**

Results Matter is Nebraska's child and family outcomes system designed and implemented in 2005-2006 to improve programs and supports for all young children birth to age five, served by school districts, the Early Development Network, and their partners. The family, child, and program outcomes apply to all school-based early childhood programs. The purpose of the system is to:

- improve experiences, learning, development, and lives of young children (birth to age five) and their families;
- inform program practices;
- demonstrate program effectiveness;
- guide the development of local and state policies and procedures;
- provide data to demonstrate results.

Results Matter in Nebraska calls for child outcome assessment that...

- is based on ongoing observation of children engaged in real activities, with people they know, in natural settings;
- reflects evidence-based practices;
- engages families and primary care providers as active participants;
- integrates information gathered across settings;
- is individualized to address each child's unique ways of learning;
- informs decisions about day-to-day learning opportunities for children;
- reflects development and learning are rooted in culture supported by the family.

### **Objectives for a Unified Early Childhood Data System**

**Objective 2:** Identify policy implications that could enhance or impede the development of a unified early childhood data system.

**Objective 3:** Secure an early childhood database analyst with the expertise in data-base development, integration, and infrastructure needs.

**Objective 4:** Pilot and refine the data system as necessary to ensure data can be gathered into meaningful reports on early childhood care and education.

## **II. Approach**

### **ECICC Membership**

The Early Childhood Interagency Coordinating Council (ECICC) will serve as the State Advisory Council as defined in The Head Start Act, Section 642B (b)(1)(C). The ECICC was established in 2000 through Nebraska Revised Statutes 43-3401 to 43-3403. Section 43-3401 states “The council shall advise and assist the collaborating agencies in carrying out the provisions of the Early Intervention Act, the Quality Child Care Act, section 79-1101 to 79-1104, and other early childhood care and education initiatives under state supervision. Membership and activities of the council shall comply with all applicable provisions of federal law. Members of the council shall be appointed by the Governor....”

Section 43-3402 describes the duties of the advisory Council. The duties include:

1. Promote the policies set forth in the Early Intervention Act, the Quality Child Care Act, and sections 79-1101 to 79-1104;

2. Facilitate collaboration with federally administered Head Start Program;
3. Make recommendations to the Department of Health and Human Services, the State Department of Education and other state agencies responsible for the regulation or provision of early childhood care and education programs on the needs, priorities, and policies relating to such programs throughout the state;
4. Make recommendations to the lead agency or agencies which prepare and submit applications for federal funding;
5. Review new or proposed revisions to rules and regulations governing the registration or licensing of early childhood care and education programs;
6. Study and recommend additional resources for early childhood care and education programs; and
7. Report biennially to the Governor and the Legislature on the status of early intervention and early care and education in the state.

Additional responsibilities were assigned to the ECICC when the Governor designated them as the State Advisory Council as required in the Head Start for School Readiness Act of 2007. The new responsibilities required by the act include:

- 1) Conduct a periodic statewide needs assessment concerning the quality and availability of early childhood education and development programs and services for children from birth to school entry, including an assessment of the availability of high-quality pre-kindergarten services for low-income children in the State;

- 2) Identify opportunities for, and barriers to, collaboration and coordinating among Federally-funded and State-funded child development, child care and early childhood education programs and services, including collaboration and coordination among State agencies responsible for administering such programs;
- 3) Develop recommendations for increasing the overall participation of children in existing Federal, State and local child care and early childhood education programs, including outreach to underrepresented and special populations;
- 4) Develop recommendations regarding the establishment of a unified data collection system for public early childhood education and development programs and services throughout the State;
- 5) Develop recommendations regarding statewide professional development and career advancement plans for early childhood educators in the State;
- 6) Assess the capacity and effectiveness of 2- and 4-year public and private institutions of higher education in the State toward supporting the development of early childhood educators, including the extent to which such institutions have in place articulation agreements, professional development and career advancement plans, and practice of internships for students to spend time in Head Start or pre-kindergarten program;
- 7) Make recommendations for improvements in State early learning standards and undertake efforts to develop high-quality comprehensive early learning standards, as appropriate.

The ECICC understands they are to hold public hearings and provide an opportunity for public comment on the activities described in Public Law 110-134, [Section 642B, D, VII, ii]. The ECICC currently submits a Biennial Report to the Governor on the Status of Early Childhood. Copies of the report are provided to all council members, the legislature, and agency leadership within the Department of Education and the Department of Health and Human Services. The 2008 Report to the Governor on the Status of Early Childhood can be found at <http://www.education.ne.gov/ecicc/GovReport2008.pdf>.

Current membership of the ECICC, as stated in the Individuals with Disabilities Education Act, requires at least 20% of the representatives of the “Interagency Coordinating Council” be parents of children with disabilities. IDEA and the Head Start for School Readiness Act specify state agency representatives that must serve on the ECICC. Appointments are made to comply with these two federal statutes and the state Early Childhood Interagency Coordinating Council Act. The Governor appoints all members of the ECICC and ensures that broad representation from across the state and the early childhood field is included on the Council. In December of 2007 the Governor designated the ECICC to serve as the State Advisory Council as required by the Head Start for School Readiness Act, P.L. 110-134.

Early Childhood Interagency Council Members as of March 2010

<b>Name</b>	<b>Agency/City</b>	<b>Role on the Council</b>
Ruth Miller Chairperson	Educational Service Unit [ESU]#8 Neligh, Nebraska	Representative of local educational agency -ESU
Kathy Anderson	Omaha, NE	Pediatrician/Psychiatry Residency

<b>Name</b>	<b>Agency/City</b>	<b>Role on the Council</b>
Sarah Briggs	DHHS Medicaid and Long Term Care Lincoln, NE	Representative of the state agency-Medicaid
Maya Chilese	DHHS Children's Behavioral Health Lincoln, NE	Representative of the state agency-Behavioral Health
Pam Dobrovolny	Grand Island Public Schools Grand Island, NE	Representative of a local educational agency
Eric Dunning	Department of Insurance Lincoln, NE	State agency-Insurance
Carol Fichter	Early Childhood Training Center Omaha, NE	Early childhood professional development
Heather Gill	Educational Service Unit #16 Ogallala, NE	Representative of local educational agency
Laura Good Buffalo	Parent of Child with Disabilities Chadron, NE	Parent of child with disabilities
Cheryl Hammond	First Steps... Infant Care Bellevue, NE	Representative of local providers of early childhood education family child care home provider
Jane Happe	Cass County Head Start Plattsmouth, NE	Representative of Head Start agencies
Melody Hobson	Nebraska Department of Education Co-Administrator of the Office of Early Childhood Education Lincoln, NE	Representative of the state educational agency- NDE-Early Childhood
Sara Johnson	Parent of Child with Disabilities Hastings, NE	Parent of child with disabilities
Eleanor Kirkland	Head Start Collaboration Office Lincoln, NE	State Director of Head Start Collaboration Office
Diane Lewis	DHHS Child Care Subsidy Administration Lincoln, NE	Representative of the State Agency-Child Care
Carol McClain	Nebraska Department of Education Early Intervention Lincoln, NE	Representative of the state educational agency- IDEA Part C Early Intervention

<b>Name</b>	<b>Agency/City</b>	<b>Role on the Council</b>
Susan McWilliams	University of Nebraska- Omaha Early Childhood Education Omaha, NE	Representative of institutions of higher education
Michelle Merrill	Parent Omaha, NE	Parent representative (Does not have child with disabilities)
Julie Middendorf	Parent of Child with Disabilities Scotia, NE	Parent of a child with disabilities
Tammy Mittelstaedt Vice-Chairperson of the Council	Parent of Child with Disabilities Ravenna, NE	Parent of a child with disabilities
Nancy Montgomery	Child Care Provider Grand Island, NE	Representative of local education agencies center-based child care
Amy Pair	Willard Community Center Lincoln, NE	Child/Youth Service Provider
Carrie Rasmussen	Elementary School McCook, NE	Representative of Local educational agency
Todd Reckling	DHHS Division of Children and Families Services Lincoln, NE	Representative of state agency-DHHS-Child and Family Services
Roger Reikofski	Nebraska Department of Education Lincoln, NE	Representative of state agency-homeless education
Deb Ross	Head Start Child and Family Development Program Hastings, NE	Representative of Head Start agency
Deanna Schulze	Parent of Child with Disabilities Grant, NE	Parent of a child with disabilities
Janet Staehr	Local Public Health Agency Upland, NE	Service Provider-Public Health
Leisha Suckstorf	Parent of Child with Disabilities Norfolk, NE	Parent of a child with disabilities
Joyce Thomas	Santee Sioux Head Start Niobrara, NE	Representative of tribal Head Start program
Carey Winkler	Parent of Child with Disabilities Lincoln, NE	Parent of child with disabilities
Linda Zinke	Nebraska Association for the Education of Young Children Lincoln, NE	Statewide early childhood organization

## Plan of Action

### Priority Area 1: Promote school readiness for preschool children

Objective 1: Develop a research-based public information effort focused on parents, early care and education providers and schools regarding 'school preparedness' and 'prepared schools' emphasizing the importance of emotionally-supportive and instructionally rich interactions between teachers, children, and peers.			
Strategies	Activities	Timelines	Quarterly accomplishments
a. Review research findings on school-readiness and determine core messages that should be contained in public information materials for each respective audience.	1. Convene a stakeholder group to determine what core messages for school preparedness campaign should be.	Year 1 Quarter 1	Recommendations created for child care providers, teachers, administrators, and families.
	2. Determine key messages for schools, for early care and education providers, for parents.	Year 1 Quarter 3	Develop common message on school readiness with additional information for specific defined audience.
	3. Determine types of media to utilize on school preparedness public information effort. (What will work best for parents, schools and teachers, child care providers?)	Year 1 Quarter 4	Public information campaign designed to have greatest impact on each specific audience.
	4. Conduct input sessions specific to each audience message for feedback on message.	Year 2 Quarter 1  Year 2	Input sessions held specific to audience and determine whether information is understandable, effective.

Objective 1: Develop a research-based public information effort focused on parents, early care and education providers and schools regarding 'school preparedness' and 'prepared schools' emphasizing the importance of emotionally-supportive and instructionally rich interactions between teachers, children, and peers.			
Strategies	Activities	Timelines	Quarterly accomplishments
	5. Summarize feedback from focus groups on ways to support children's preparedness for school and ways for schools to be prepared for children.	Quarter 2	Public information revised based upon focus group feedback.
b. Public information materials and media refined and created for distribution.	<p>1. Materials are printed, created.</p> <p>2. Best distribution methods defined and implemented.</p> <p>3. Materials available for schools, early care and education programs, families.</p>	<p>Year 2 Quarter 3-4</p> <p>Year 2 Quarter 3-4</p> <p>Year 2 Quarter 4</p>	Materials have common themes, but information is designed to best inform specific audiences of schools, early care and education programs and staff, and families.

**Priority Area 2: Develop recommendations for a unified early childhood data system that can inform the state regarding early childhood program effectiveness and children's success in school and in life.**

Objective 2: Identify policy implications that could enhance or impede the development of a unified early childhood data system.			
Strategies	Activities	Timeline	Quarterly accomplishments
a. Strengthen commitment from relevant state	1. Identify other potential state agencies that	Year 1 Quarter 1	Broad stakeholders at table to inform discussion about

Objective 2: Identify policy implications that could enhance or impede the development of a unified early childhood data system.			
Strategies	Activities	Timeline	Quarterly accomplishments
agencies to leverage resources and sustain positive outcomes.	need data, have data, and would like better data to participate in data coalition.		comprehensive data system.
b. Develop a proposal to engage key decision-makers in the data and planning efforts to create a unified early childhood data system.	2. Develop plan for engaging that is efficient, productive, and people can see real benefit from participating. (i.e. need your input for three meetings over the next year.)	Year 1 Quarter 1	Broad stakeholders agree to participate in time limited work as defined.
c. Address policy implications that have been identified for either enhancing or impeding the development of a unified system.	1. Convene data summit with key stakeholders and State Advisory Council members to examine key data needed for a unified early childhood data system.	Year 1 Quarter 2-3	Neutral facilitator is able to keep agenda focused and frees data coalition reps to actively participate in discussion.
	2. Contract with meeting facilitator to facilitate data summit and plan agenda for clarifying, defining, and identify opportunities for integrating data systems.	Year 1 Quarter 2-3	Stakeholders better understand link between data, information, and policy.
	3. Identify key policy questions in early care and education that can	Year 1 Quarter 2-3	Comprehensive data elements defined and described.

Objective 2: Identify policy implications that could enhance or impede the development of a unified early childhood data system.			
Strategies	Activities	Timeline	Quarterly accomplishments
	<p>be influenced by data.</p> <p>4. Define program, personnel and child data elements.</p> <p>5. Examine what data currently exists and determine best ways to link current data.</p>	<p>Year 1 Quarter 2-3</p> <p>Year 1 Quarter 4</p>	<p>Better understand ways to pull data from multiple systems into a single informational data system.</p> <p>Better understand what data are needed to answer potential policy questions.</p>
d. Use data to build awareness and to inform continuous improvement and ongoing policy development.	1. Data gathered and included in informational pieces for policy makers	Year 3 Quarter 4	Data can now better inform policy issues related to early care and education.

Objective 3: Secure an early childhood database analyst with the expertise in data-base development, integration and infrastructure needs.			
Strategies	Activities	Timeline	Quarterly accomplishments
a. Develop a database warehouse development plan to address technical processes and identification of resources needed for data system infrastructure (i.e. to collect,	<p>1. Define scope of work for early care and education data systems business analyst.</p> <p>2. Secure consultant contract for data systems business</p>	<p>Year 1 Quarter 4</p> <p>Year 1 Quarter 4</p>	Data systems business analyst contracted.

Objective 3: Secure an early childhood database analyst with the expertise in data-base development, integration and infrastructure needs.			
Strategies	Activities	Timeline	Quarterly accomplishments
link/warehouse data, articulated plan for summarizing and reporting data.)	analyst.  3. Contract with data systems business analyst to develop business plan.	Year 2 Quarter 1	Data system development plan started.
b. Build upon the Early Childhood Data Coalition's previous work to collect data related to "outcomes and core indicators: in areas of health, safety, early care and education [inclusive of parent/family education], family resources [including family supports].	1.Current data capacity linked into new data system development to eliminate duplication.  2. Data collected by one area of early childhood examined to see if need across other areas of early care and education and how best to build that capacity.	Year 2 Quarter 4  Year 2 Quarter 4	Data system being developed integrates current data capacities and develops new more comprehensive capacities.
c. Create a feasibility plan by convening key informants within the existing state system(s).	1.Determine what barriers or policies might hinder integration of early childhood data into a comprehensive system.  2.Examine what assurances various data systems require in order to agree to participate in early childhood data system.	Year 1 Quarter 2-3  Year 1 Quarter 4	Design preferred unified early childhood data system and key data elements that are needed for system.

Objective 3: Secure an early childhood database analyst with the expertise in data-base development, integration and infrastructure needs.			
Strategies	Activities	Timeline	Quarterly accomplishments
	<p>3.Examine what data system software are most commonly used to minimize challenges in pulling data together across systems.</p> <p>4.Determine what best data system design gets us the most effective unified early childhood data system.</p>	<p>Year 1 Quarter 4</p> <p>Year 1 Quarter 4</p>	

Objective 4: Field test the data system as necessary to ensure data can be gathered into meaningful reports on early childhood care and education.			
Strategies	Activities	Timeline	Quarterly accomplishments
a. Software for database and reporting software determined with capacity to link data from other systems.	1. State agencies collaborate on decision for best software for integrating data from multiple sources	Year 2 Quarter 4	Database software has capacity to archive data, and to do sophisticated query and analysis.
b. Develop initial early childhood data system	1. Data elements incorporated and reports formatted	Year 3 Quarter 1	Data system ready for piloting
c.Pilot data system with a few programs	1. Program to participate in pilot identified	Year 3 Quarter 2-3	Identify database systems that need refinement
d.Follow-up Meeting with small group SAC members	1. Consultant review with members	Year 3 Quarter 3	Input/Feedback from SAC

Objective 4: Field test the data system as necessary to ensure data can be gathered into meaningful reports on early childhood care and education.			
Strategies	Activities	Timeline	Quarterly accomplishments
e.Refine data system based upon pilot and SAC input	1.All issues needing refinement corrected	Year 3 Quarter 4	Data system ready for implementation on wider scale

### **State Advisory Council Periodic Needs Assessment**

The Early Childhood Interagency Coordinating Council (ECICC) has three working committees the ECICC Gaps and Barriers Standing Committee, the Legislative and Communications Committee Standing Committee and the Early Childhood Systems Team. The Gaps and Barriers Committee charter specifies that the committee “advises the Early Childhood Interagency Coordinating Council related to gaps and barriers in accordance with Part C of the Individual with Disabilities Act (IDEA) of 2004, the Improving Head Start for School Readiness Act of 2007, and Nebraska Statutes for the Early Intervention Act and the Early Childhood Interagency Coordinating Council. The standing committee will identify gaps and barriers in meeting the needs of all children through age 8, with a particular emphasis on children with disabilities and their families, and underrepresented populations. “

Gaps and barriers are defined as issues that impede children’s and families’ access to and participation in:

- responsive, flexible and integrated services systems;
- community involvement and support;
- the development of healthy children and families; and,

-existing Federal, State, and local child care and early childhood education programs, including outreach to underrepresented and special populations.

Examples of gaps and barriers include, but are not limited to, lack of resources, conflicting policies or conflicting interpretation of policies, counter-productive policies, and lack of coordination of services. We recognize that these occur at different levels-family, service providers, agencies/organizations, and stateside systems.

The Gaps and Barriers Standing Committee will identify "...barriers to collaboration and coordination among Federally-funded and State –funded child development, child care, and early childhood education programs and services, including collaborations and coordination among State agencies responsible for administering such programs." (From *Improving Head Start for School Readiness Act of 2007; Public Law 110-134-Dec 12, 2007 121, STAT 1411-1413.*)

The strategic biennial report to the Governor on the Status of Early Childhood describes the gaps and barriers, and needs that the Council identified over the last two years and provides recommendations for improving early childhood services across Nebraska. Past copies of "The Report to the Governor on the Status of Early Childhood" can be found at

<http://www.education.ne.gov/ecicc/ECICCDocuments.htm>. \*

(\*Note: Due to the large size of "The Report to the Governor..." it is not included in the appendix, but made available at the above-referenced website.)

## **Public Hearings**

Public hearings will be held to allow input on the biennial strategic reports to the Governor on the Status of Early Childhood. A public hearing was conducted as part of the ECICC State Advisory Council special meeting on July 12, 2010, for feedback and public comment on: 1) the 2008 Report to the Governor; and 2) for the State Advisory Council grant review and approval. Input from the public hearing was reviewed by the ECICC and incorporated into the grant application and will be utilized as the ECICC and the state agencies develop the 2010 strategic Report to the Governor on the Status of Early Childhood. The ECICC will hold public hearings and provide opportunity for public comment on activities described in clause (i)(PL 110-134) [42 U.S.C. 9837b].

Each meeting of the Early Childhood Interagency Coordinating Council (ECICC) includes public comment and input sessions. The agenda's for all ECICC meetings are posted on the Early Childhood Interagency Coordinating Council website at <http://www.education.ne.gov/ecicc/index.html>.

The ECICC also conducts an annual traveling meeting to various locations around the state. A panel of local providers is invited to present information to the ECICC on early childhood services and programs in their part of the state. Local panelists have included Head Start programs, school-based early childhood education programs, early intervention providers and services coordinators, and parents. Panelists provide information on what is working well, what is impeding

service delivery, and what additional supports might improve early childhood services overall.

### **Schedule of Meetings**

The Early Childhood Interagency Coordinating Council meets four times per year. Meetings are held in February, May, August and November. Meetings are scheduled at least a year in advance to ensure members and the public are aware of the meeting dates.

The current schedule of meetings from August 2010 through 2011 is:

- August 27, 2010
- November 4, 2010
- February 11, 2011
- May 13, 2011
- August 26, 2011
- December 2, 2011 (Moved to December due to scheduling conflicts and holidays.)

Meetings for 2012 and 2013 will be on a similar schedule.

### **Organizations, Cooperating Entities Working On Grant**

The ECICC, Early Childhood Systems Team (standing committee) was charged with the development of the State Advisory Council proposal. A smaller writing team was designated with iterative reviews for the entire Team. The Systems Team also meets requirements for the Together for Kids & Families, Early Childhood Comprehensive Systems project and represents numerous early

childhood stakeholders from state agencies and local programs, as well as volunteers. (See page 45 for list of coordinating entities.)

### **Plan for Sustainability**

The ECICC understands the funds provided through the State Advisory Council Grant are limited to three years. The ECICC is utilizing the funds to develop recommendations for a unified data system and public information materials that can be sustained after the three year funding for this grant ends. By selecting the two ECICC priorities (unified early childhood data system and school readiness public information effort); Nebraska recognizes the bulk of the expense is in design, development, piloting and rollout of these systems and materials. Revision and improvement costs are more limited and contained and can readily be maintained within the state's current funding. Staff supporting the work for development will be hired on contractual basis for a limited period of time.

#### **(a) Staff and Position Data**

The Early Childhood Interagency Coordinating Council has two funded staff positions that support the work of the Council. In addition there are a group of technical assistance staff who support the work of the Council. The two funded positions supporting the work of the Council includes:

#### **Facilitator/Coordinator of the ECICC**

Terry Rohren has served as the facilitator and coordinator for the work of the ECICC since 2001. The ECICC Facilitator's responsibilities include:

- Works with the Governor-appointed chairperson and the ECICC Steering Committee to draft the agenda for meetings.
- Ensure that presenters for meetings are invited, confirmed and prepared for their presentations to the Council.
- Provide staff support to the Legislative and Communications Standing Committee of the ECICC. (The Legislative and Communications Standing Committee reviews all pending state and federal legislation that might impact early childhood care and education in the state.)
- Work directly with the Governor's Office to ensure that vacancies on the Council are filled and that representation meets all federal and state statutes.
- Ensure that any action that the Council has requested stays on course and is fully implemented.
- Develops the plan and timeline for the biennial Report to the Governor on the Status of Early Childhood.

Terry has a Master's Degree in Social Work, has completed numerous trainings on meeting facilitation, and provided staff support and facilitation to state advisory bodies, planning meetings, and focus groups for over 15 years.

### **Administrative Assistant to the ECICC**

Susan Dahm serves as the administrative assistant to the ECICC. The administrative assistant to the ECICC:

- Maintains all records, minutes, public notices of the ECICC meetings.
- Ensures Council business is reflected on the ECICC website.

- Establishes the contacts with facilities for hosting the ECICC meetings.
- Processes expense claims for council members.
- Clarifies policies related to purchasing and expense reimbursement for Council members.
- Provides staff support to the ECICC Gaps and Barriers committee and provides minutes of the meetings.
- Works cooperatively with the chairperson of the Gaps and Barriers committee and other committee members.
- Maintains minutes on the ECICC Steering Committee Conference calls.

Susan developed the Early Childhood Linkages and Relationships chart which graphically displays the relationship of various federal agencies and initiatives to the work of the ECICC and state policy making bodies. The linkages chart is available as an attachment to this document.

Susan has over 20 years experience in providing administrative support to key leadership positions and bodies in state government and universities.

### **Position Descriptions for Consultants to carry out SAC Priorities**

#### **Nebraska Department of Education, Office of Early Childhood**

##### **Position Title: School Readiness Project Coordinator**

##### **Qualifications:**

1. Master's Degree in Early Childhood Education or Child Development preferred or; BA with five years of experience in the early childhood education field considered.
2. Experience in the delivery of early childhood education and knowledge of Nebraska's current professional development system.

3. Knowledge of child development and developmentally appropriate practices for children from birth through grade three.
4. Ability to identify key messages for target audiences in early childhood and create information that will effectively influence the target audience.
5. Knowledge and experience in using web-based strategies for both internal and external communications.
6. Experience in presenting workshops and presentations.
7. Experience in program planning, development, and implementation.
8. Demonstration of ability to work collaboratively and in the community.
9. Possession of leadership qualities including good listening and communication skills.

**Reports To:**

Co-Administrators of the Office of Early Childhood

**Position Goal:**

Create and implement a research-based public information effort that informs parents, early care and education providers, teachers, and administrators regarding ways to support young children's school readiness through emotionally-supportive and instructionally-rich interactions with teachers, caregivers, and other children.

**Performance Responsibilities:**

The scope of this contract includes, but is not limited to, the following activities:

1. Identify and synthesize the research that describes effective practices in preparing young children for school and preparing schools for young children.
2. Identify the key audiences that need to be supported through the school readiness initiative.
3. Working with the school readiness leadership team, develop strategies for informing the key audiences about school readiness.
4. Develop a timeline and budget for completion the school readiness effort within a 24 month period of time.
5. Determine what level of print/media will be utilized to encourage research-based practices with parents, schools, teachers, and early care and education providers.

6. Develop an RFP for working with a public information organization on development of the print/media materials.
7. Identify the preferred public information organization based upon the response to the RFP.
8. Collaborate with and monitor the development of the school readiness public information materials.

**Duration of Contract:**

Up to two years depending upon available grant funding. Independent consultant agreement/contract based upon NDE contracting policies/procedures.

**Nebraska Department of Education, Office of Early Childhood**

**Position Title: Early Childhood Database Analyst**

**Qualifications:**

Work requires programming skills normally acquired through four years of post-secondary education in computer science or a related field, or equivalent technical training in database development and programming.

**Reports To:**

Co-Administrators of the Office of Early Childhood

**Position Goal:**

The Early Childhood Database Analyst assesses current early childhood data repositories, and designs and implements strategies for linking and improving early childhood data so it can meet funding, operational, research and other agency needs.

**Performance Responsibilities:**

The scope of this contract includes, but is not limited to, following activities:

- A. Design a database that can link existing early childhood data to better inform programs and policies related to improving early care and education in Nebraska.
- B. Determine strategies for improving the utilization and sharing of data across state agencies.

- C. Develop a memorandum of understanding that allows for sharing of data across state agencies.
- D. Develop new data capacity related to early childhood care and education program, professional, and child data.
- E. Develop reports that routinely aggregate and analyze data to inform Nebraska about the quality and impact of early care and education services in the state.
- F. Acts as a technical resource to the Office of Early Childhood, and the Nebraska Early Childhood Data Coalition.
- G. Designs data systems to ensure that identifiable individual information is secure and protected with only limited access to few people.

**Duration of Contract:**

Up to three years depending upon available grant funding. Independent consultant agreement/contract based upon NDE contracting policies/procedures.

**(c) Organizational Profiles**

The Early Childhood Interagency Coordination Council is jointly managed by the Department of Health and Human Services, Nebraska Department of Education, with consultation from the Head Start-State Collaboration Office. The shared management has been true since the inception of the Early Childhood Interagency Coordinating Council.

Nebraska's early childhood care and education system includes state agencies (the Department of Education and Department of Health and Human Services), local health departments, local social service organizations, community action agencies, Head Start grantees, licensed child care programs, public school-based early childhood grantees, state aid supported public school-based early childhood education programs, and birth to five programs for early intervention and early childhood special education.

The early care and education field in Nebraska comprises an array of services delivered to support young children’s growth and development from birth to age eight. *Attachment C (See Appendix)* is a graphic representation of the Early Childhood Linkages and Relationships to the ECICC. The graphic indicates policy, funding and advisory functions for early childhood care and education in Nebraska. Across the state there are collaborative networks that work in partnership to serve children and families. The following entities include key players in the early care and education field are:

<b>System Components</b>	<b>Includes/Addresses</b>
<b>Nebraska Department of Education</b>	Office of Early Childhood Education/Early Childhood Training Center IDEA Part C Early Intervention Co-Lead IDEA Part B, 619 Homeless Education Programs Title I State Education Standards Regulations for school-based early care and education programs. Professional development for the early childhood field
<b>Department of Health and Human Services</b>	Child Care Licensing Regulations and Monitoring Child Care Subsidy IDEA Part C Early Intervention Co-Lead Early Childhood Comprehensive System Grant Public Health/Maternal and Child Health Medicaid/ Children’s Health Insurance Program Mental Health Child Welfare
<b>Head Start State Collaboration Office</b>	Collaborates among early care and education systems at the federal, state and local level. Helps build early childhood systems and access to comprehensive services and support for all low income children.
<b>Nebraska Children and Families Foundation</b>	Statewide private foundation that advances services and policies that support children at risk in Nebraska. In partnership with the Department of Education

<b>System Components</b>	<b>Includes/Addresses</b>
	administers the Early Childhood Education Endowment (Sixpence) Grant Funds, a private and public endowment fund, for programs serving children from birth to age three.
<b>Head Start Grantees</b>	Federally funded early care and education agencies that provide services to low-income children from prenatal to age five.
<b>Public Schools and Educational Service Units</b>	Provide early care and education services to children from birth to school-age. Includes grant funded early childhood education, state aid funded early care and education programs, early intervention (birth to age three) and early childhood special education from ages three to five).
<b>Licensed Child Care Centers and Licensed Family Child Care Homes</b>	Provide child care services to children from birth through school-age. Estimated to serve over 100,000 children in Nebraska.
<b>Early Development Network</b>	A network of providers that encompasses services and supports to children birth to age three with possible developmental delays and disabilities and their families.
<b>Planning Region Teams</b>	Collaborative teams made up of local schools, health and human service agencies, Head Start and others that plan for services for children from birth to age three being served through the Early Development Network.
<b>Early Childhood Professional Development Partnerships/Coalitions</b>	These regionally based partnerships/coalitions identify needs for training and professional development in the early care and education field. Early childhood education professional development coordinators develop training/educational offerings based upon local/regional needs assessments and state priorities.
<b>Other State/Community Organizations</b>	Includes local public health departments, social service organizations that provide home visitation, services coordination, counseling, mental health, public health, scholarships for those working in early childhood care and education, etc.
<b>Higher Education Institutions</b>	Prepare early care and education professionals for working in child development (without teaching certificate) and early care and education (with teaching certificate) programs.

*Note: These entities were also represented in the development of the State Advisory Council proposal.*

Technical assistance is provided to the ECICC from the following divisions within

the state agencies:

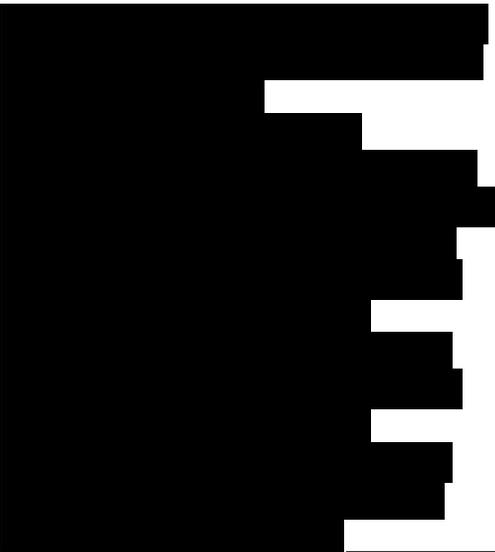
- Child Care Administration
- Child Care Licensing
- Child Welfare
- Public Health including Early Childhood Comprehensive Systems Grant
- Parent Liaison Organizations
- Office of Special Education (including early intervention and preschool services)
- Office of Early Childhood Education
- Head Start Collaboration Office

**(c) Budget and Budget Justification**

**Budget Detail-Year 1**

**2010-2011**

	<b>FEDERAL</b>	<b>MATCH and IN-KIND</b>	<b>OTHER FEDERAL</b>	<b>TOTAL</b>
<b>CONSULTANTS/CONTRACTUAL</b>				
Database Analyst-Unified Data System	80,000			
Project Coordinator- School Readiness	63,000			
Meeting Facilitator	5,000			
<b>Total Contractual</b>	<b>\$148,000</b>			
<b>TRAVEL</b> for SAC members to attend Data Summit				
Mileage (Average 125 miles x 2 x 25 x .50 per mile)	3,125			
Lodging (\$100 per night X 2 nights x 25 SAC)	5,000			
Per Diem (\$40 per day x 2 days x 25 SAC)	2,000			
<b>Total Travel</b>	<b>\$10,125</b>			
<b>OFFICE SUPPLIES</b>				
Printing/Publications	2,300			
Postage	800			
Telephone	800			
Office Supplies	1,635			
Computers/Technology	4,000			
Rent	1,000			
<b>Total Office Supplies</b>	<b>\$10,535</b>			

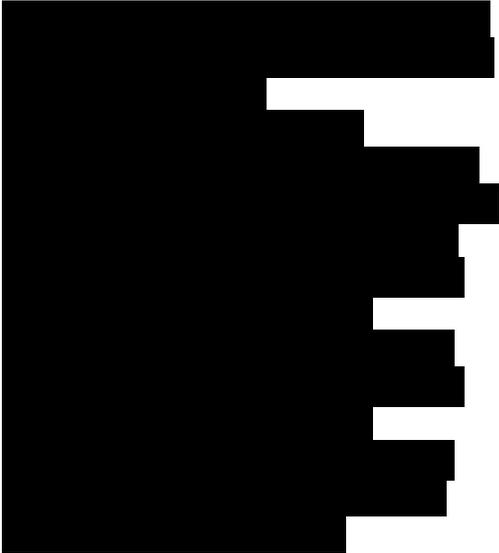
	FEDERAL	MATCH and IN-KIND	OTHER FEDERAL	TOTAL
<b>PROJECT ACTIVITIES</b> Early Childhood Data Summit	20,000			
<b>TOTAL Project Activities</b>	<b>\$20,000</b>			
<b>TOTAL Direct Charges</b>	<b>\$188,660</b>			
<b>INDIRECT CHARGES</b> [NDE contractual indirect on first \$25,000 of each contract]				
Nebraska Department of Education (8.7%) Contractual - \$55,000 x 8.7% = \$4785 Other - \$40,660 x 8.7% = \$3538	8,323			
<b>Total Indirect Charges</b>	<b>\$8,323</b>			
<b>STATE MATCH</b>				
<u>Nebraska Department of Education</u>  Salaries Early Childhood Team as follows:  		171,530		

	FEDERAL	MATCH and IN-KIND	OTHER FEDERAL	TOTAL
<b>Total State Match</b>		<b>\$171,530</b>		
<b>IN-KIND</b>				
<u>Early Childhood Education Endowment- Board of Trustees to Endowment Provider:</u> <ul style="list-style-type: none"> <li>• Contract for Technical Assistance 49,000</li> <li>• Contract for Program Evaluation (University of NE Medical Center, Munroe-Meyer Institute) 48,500</li> </ul>				
<u>Nebraska Children &amp; Families Foundation</u>				
<u>Salaries:</u> Senior VP of Early Childhood [REDACTED]		[REDACTED]		
Associate VP of Early Childhood Policy [REDACTED]				
Associate VP of Communications [REDACTED]				
Marketing Director in Design [REDACTED]				
Marketing Specialist in 'CopyWrite' [REDACTED]				
<u>Events/Facilities</u> (office space for collaborative meetings between state agencies and private sector; logistical arrangements)		6,897		
<u>Communication</u> <u>Materials/Resources:</u> Early childhood business roundtable		5,280		

	FEDERAL	MATCH and IN-KIND	OTHER FEDERAL	TOTAL
print pieces (i.e., invites, brochures, educational materials) for six local early childhood business roundtable events				
<u>Early Childhood 'Business Roundtable' PowerPoint</u> (template design, content development, production)		6,125		
<b>Total In-Kind</b>		<b>\$219,050</b>		
<b>ECICC [State Advisory Council] Staff</b>				
ECICC Facilitator [REDACTED]			[REDACTED]	
[Federal funds .50FTE CCDF, [REDACTED]			[REDACTED]	
ECICC Administrative Support [REDACTED] [REDACTED]			[REDACTED]	
<b>Year 1 TOTAL ALL CHARGES (direct, indirect &amp; contractual)</b>	<b>\$196,983</b>	<b>\$390,580</b>	<b>\$28,756</b>	<b>\$587,5</b>
			*Not included as in-kind to this grant or in total budget	<b>63</b>

**Budget Detail-Year 2****2011-2012**

	<b>FEDERAL</b>	<b>MATCH AND IN-KIND</b>	<b>OTHER FEDERAL</b>	<b>TOTAL</b>
<b>CONSULTANTS/CONTRACTUAL</b>				
Database Analyst-Unified Data System	80,000			
Project Coordinator- School Readiness	63,000			
Public Information Development of Materials [print and radio] related to school readiness	43,000			
Meeting Facilitator	5,000			
<b>Total Contractual</b>	<b>\$191,000</b>			
<b>TRAVEL</b>				
Mileage (for staff to meetings)	1,000			
Lodging (\$100 per night x 5 nights x 2 staff)	1,000			
Per Diem (\$40 x 2 days x 5 trips x 2 staff)	800			
<b>Total Travel</b>	<b>\$2,800</b>			
<b>OFFICE SUPPLIES</b>				
Printing/Publications	840			
Postage	800			
Telephone	800			
Office Supplies	1,500			
Computers/Technology	900			
Rent	800			
<b>Total Office Supplies</b>	<b>\$5,640</b>			

	FEDERAL	MATCH AND IN-KIND	OTHER FEDERAL	TOTAL
<b>Total Direct Charges</b>	\$199,440			
<b>INDIRECT CHARGES</b> [NDE contractual indirect on first \$25,000 of each contract]				
Nebraska Department of Education (8.7%) Contractual - \$80,000 x 8.7% = \$6960 Other - \$8,440 x 8.7% = \$736				
<b>Total Indirect Charges</b>	\$7,696			
<b>STATE MATCH</b>				
Nebraska Department of Education <u>Salaries Early Childhood Team as follows:</u> 		171,530		
<b>Total Match</b>		\$171,530		
<b>IN-KIND</b>				

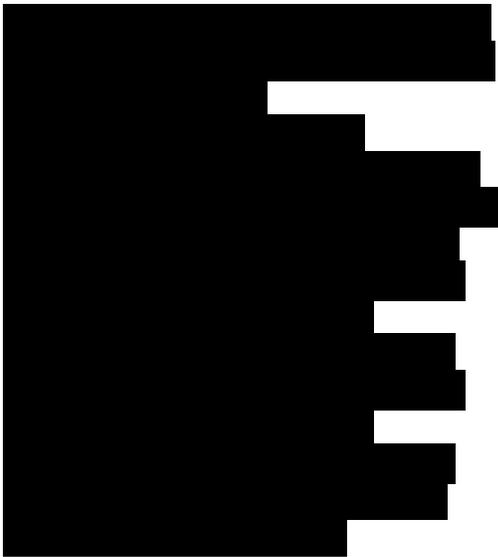
	FEDERAL	MATCH AND IN-KIND	OTHER FEDERAL	TOTAL
<u>Early Childhood Education Endowment- Board of Trustees to Endowment Provider:</u> <ul style="list-style-type: none"> <li>• Contract for Technical Assistance</li> <li>• Contract for Program Evaluation (University of NE Medical Center, Munroe-Meyer Institute)</li> </ul>		49,000		
		48,500		
<u>Nebraska Children &amp; Families Foundation</u>				
<u>Salaries:</u> Senior VP of Early Childhood [REDACTED]		[REDACTED]		
Associate VP of Early Childhood Policy [REDACTED]				
Associate VP of Communications [REDACTED]				
Marketing Director in Design [REDACTED]				
Marketing Specialist in 'CopyWrite' [REDACTED]				
<u>Events/Facilities</u> (office space for collaborative meetings between state agencies and private sector; logistical arrangements)		6,897		
<u>Communication Materials/Resources:</u> Early childhood business roundtable print pieces (i.e., invites, brochures, educational materials) for six local early childhood business roundtable events		5,280		

	FEDERAL	MATCH AND IN-KIND	OTHER FEDERAL	TOTAL
<u>Early Childhood 'Business Roundtable' PowerPoint</u> (template design, content development, production)		6,125		
<b>Total In-Kind</b>		<b>\$219,050</b>		
<b>ECICC [State Advisory Council] STAFF</b>				
ECICC Facilitator [REDACTED]  [Federal funds .50FTE CCDF, [REDACTED]			[REDACTED]	
ECICC Administrative Support [REDACTED]  [REDACTED] [REDACTED]			[REDACTED]	
<b>Year 2 TOTAL ALL CHARGES (direct, indirect &amp; contractual)</b>	<b>\$207,136</b>	<b>\$390,580</b>	<b>\$28,756*</b>	<b>\$597,7</b>
			*Not included as in-kind to this grant or in total budget	<b>16</b>

## Budget Detail-Year 3

2012-2013

	FEDERAL	MATCH AND IN-KIND	OTHER FEDERAL	TOTAL
<b>CONSULTANTS/CONTRACTUAL</b>				
Database Analyst-Unified Data System	80,000			
Meeting Facilitator	5,000			
<b>Total Contractual</b>	<b>\$85,000</b>			
<b>TRAVEL</b>				
10 SAC members to attend Data Follow-Up Meeting				
Mileage $125 \times 2 \times 10 \times .50 = \$1250$	1250			
Lodging $\$100/\text{night} \times 2 \times 10 = \$2,000$	2000			
Per Diem $\$40/\text{day} \times 2 \times 10 = \$800$	800			
<b>Total Travel</b>	<b>\$4,050</b>			
<b>OFFICE SUPPLIES</b>				
Printing	0			
Postage	200			
Telephone	200			
Office Supplies	558			
Computers/Technology	100			
Rent	500			
<b>Total Office Supplies</b>	<b>\$1,558</b>			
<b>Total Direct Charges</b>	<b>\$90,608</b>			
<b>INDIRECT CHARGES</b> [NDE contractual indirect on first \$25,000 of each contract]				

	FEDERAL	MATCH AND IN-KIND	OTHER FEDERAL	TOTAL
Nebraska Department of Education (8.7%) Contractual - @ \$55,000 x 8.7% = \$4785 Other - \$5,608 x 8.7% = \$488				
<b>Total Indirect Charges</b>	<b>\$5,273</b>			
<b>STATE MATCH</b>				
Nebraska Department of Education  <u>Salaries Early Childhood Team as follows:</u>  		171,530		
<b>Total Match</b>		<b>\$171,530</b>		
<b>IN-KIND</b>				
<u>Early Childhood Education Endowment- Board of Trustees to Endowment Provider:</u> <ul style="list-style-type: none"> <li>• Contract for Technical Assistance 49,000</li> <li>• Contract for Program Evaluation (University of NE 48,500</li> </ul>				

	FEDERAL	MATCH AND IN-KIND	OTHER FEDERAL	TOTAL
<p>Medical Center, Munroe-Meyer Institute)</p> <p><u>Nebraska Children &amp; Families Foundation</u></p> <p><u>Salaries:</u>                      Senior VP of Early Childhood                      [REDACTED]</p> <p>Associate VP of Early Childhood Policy                      [REDACTED]</p> <p>Associate VP of Communications                      [REDACTED]</p> <p>Marketing Director in Design                      [REDACTED]</p> <p>Marketing Specialist in 'CopyWrite'                      [REDACTED]</p> <p><u>Events/Facilities</u> (office space for collaborative meetings between state agencies and private sector; logistical arrangements)</p> <p><u>Communication Materials/Resources:</u> Early childhood business roundtable print pieces (i.e., invites, brochures, educational materials) for six local early childhood business roundtable events</p> <p><u>Early Childhood 'Business Roundtable' PowerPoint</u> (template design, content development, production)</p>		<p>[REDACTED]</p> <p>6,897</p> <p>5,280</p> <p>6,125</p>		

	FEDERAL	MATCH AND IN-KIND	OTHER FEDERAL	TOTAL
<b>Total In-Kind</b>		<b>\$219,050</b>		
<b>ECICC [State Advisory Council] STAFF</b>				
ECICC Facilitator [Redacted] [Federal funds .50FTE CCDF, [Redacted]			[Redacted]	
ECICC Administrative Support [Redacted] [Redacted]			[Redacted]	
<b>Year 3 TOTAL ALL FEDERAL CHARGES (direct, indirect &amp; contractual)</b>	<b>\$95,881</b>	<b>\$390,580</b>	<b>\$28,756*</b>	<b>\$486,461</b>
			*Not included as in-kind to this grant or in total budget	

**Total Federal - Three Years=\$500,000**  
**Total In-kind – Three Years = \$1,171,740**  
**Total Project – Three Years = \$1,671,740**  
**Total Other Federal – Three Years = \$86,268**

**Consultants/Contractual:** The budget includes two independent contracts for the grant. The Database Analyst contract would be under contract for three

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years. The School Readiness Project Coordinator would be under contract for two years.

**Travel:** A data summit is proposed for year 1. Costs for mileage for State Advisory Council members to travel to the summit are budgeted at an average of 125 miles round trip for 25 Council members to travel at the federal mileage rate of 50 cents per mile. Lodging is projected for 25 council members for 2 nights at a lodging rate of \$100 per night. Per Diem is budgeted at \$40 per day times 2 days for 25 council members. Years two and three travel costs cover travel for staff to meetings around the state including input session, and State Advisory Council meetings to provide grant updates.

A follow-up meeting with a small group [approx. 10 SAC members] would participate in feedback session with Data Consultant in Year 3.

**Office Supplies:** General office supplies and printing as stipulated in proposed budget. Computers are budgeted at \$4,000 for year one only. The computers are to be purchased and utilized by the consultants for the State Advisory Council Grant. Rent is budgeted at \$1,000 for year 1; \$800 for year 2; and \$500 for year three to accommodate some office space or facilities as needed.

**Project Activities:** The Data Coalition has an early childhood data summit planned for year one. The purpose of the data summit is to bring together State Advisory Council members and other stakeholders to discuss the policy questions and data elements that can answer those policy questions in designing

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a unified early childhood data system. The summit will also highlight what other states have built and created for their unified early childhood data systems.

\$20,000 has been set aside to pay for costs for hosting the data summit. Year 3 will provide opportunity for small SAC group to participate in feedback/input session with Consultant and representatives from state agencies, as appropriate.

**Indirect Charges:** The Nebraska Department of Education indirect rate is 8.7%. Indirect costs are applied to independent contracts on the first \$25,000 of each contract. The indirect cost rate is also 8.7% for other office supplies, activities, as stipulated in the budget.

**State Match: Nebraska Department of Education** supports ECICC through participation in Data Coalition, data compilation and reporting. Also, attends Council Steering Committee and quarterly meetings, prepares reports and presentations to inform members, process member reimbursements.

Participates in Early Childhood Systems Team Standing Committee and provides leadership for projects including social-emotional-behavioral health initiative, Response to Intervention, and Together for Kids & Families initiatives. In addition, NDE, Office of Early Childhood provides leadership for governance and monitoring of early childhood education and care programs operated by school districts and their partners, including Birth to Three Endowment (Sixpence) programs.

**In-Kind:** The Nebraska Children and Families Foundation (NCFE) oversees early childhood programmatic work and collaboration with state agencies. NCFE

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works in coordination with marketing/communications staff on messaging materials and audience-focused communication strategies regarding early childhood. The Senior Vice President of Early Childhood leads an Early Childhood Coalition, provides technical assistance to the Early Childhood Interagency Coordinating Council and is a member of the ECICC Systems Team. The Associate Vice President of Early Childhood Policy leads early childhood data activities and works in collaboration on early childhood state initiatives including the state's early childhood comprehensive systems project (*Together for Kids & Families*). The Associate VP, who co-leads the NCFE Early Childhood Coalition, also works with marketing/communications staff on materials development and audience-focused communication strategies. The Associate VP of Communications as well as Marketing Director and Specialist, lead marketing and communications activities identified by early childhood staff, with direct input for some activities from ECICC membership and committees.

**Other Contractual:** A facilitator for data coalition meetings and school readiness input sessions is budgeted for each of the three years at \$5,000. During year two contractual costs of \$43,000 are budgeted for development of the school readiness materials to be developed for each of the identified audiences.