

## Appendices

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## **Appendix A-01: Early Childhood Education Grant Program-Ages 3-5**

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The Early Childhood Education Grant Program is intended to support the development of children in the birth to kindergarten age range through the provision of comprehensive center-based programs. In most cases the projects expand and/or combine existing pre-kindergarten programs funded through district, federal, or parent fees, including Head Start. Each project receives funding for up to one-half of the total operating budget of the project per year on a continuing basis, subject to availability of the funds. A public school or an educational service unit (ESU) is the fiscal agent.

Districts and ESUs can choose to offer one or more center-based early childhood care and education programs in their local community or to partner with existing agencies that provide early childhood care and education services. A center-based program for children ages birth to kindergarten entrance age is a program operated for a group of children in a classroom on a part-day (less than 6 hours) or full-day (6 hours or more) basis. The program provides a stimulating, rich learning environment that promotes learning across all domains and promotes instructional and interactional strategies that are individualized, family centered, and identify goals related to learning and child outcomes. Programs may be funded by a variety of local, state and/or federal sources, including an Early Childhood Education Program grant, an Early Childhood Education Endowment Program (Sixpence) grant, IDEA Part B or C, or Head Start.

Existing programs and funding sources include:

- Early Childhood Education Grant Program–Ages 3 to 5
- Early Childhood Education Endowment Program–Ages Birth to 3 (Early Childhood Education Grant Program (Birth-3))
- Special Education Act, the Early Intervention Act, and funds available through the flexible funding provisions under the Special Education Act
- Federal Head Start program
- Federal Even Start Family Literacy Program
- Elementary and Secondary Education Act and subsequent reauthorizations or other appropriate federal legislation, including Title 1 dollars
- Local district funds, including TEEOSA
- Child care assistance through the Nebraska Department of Health and Human Services
- Contracts with other districts, such as contracts to provide services to children below age five with disabilities pursuant to *92 NAC Rule 51*
- Private grants and gifts
- Nonpublic early childhood education programs which meet the requirements of *92 NAC Rule 11*
- Parent fees as determined by the locally determined sliding scale formula

### **STATE GRANT FUNDING OPPORTUNITIES**

**Early Childhood Education Grant Program – Ages 3 to 5** is intended to support the development of children in the birth to kindergarten age range through the provision of comprehensive center-based programs. Competitive grant funds are awarded by NDE to public districts or educational service units, subject to the availability of funds, for new or expanded

early childhood programs. Grant funds require at least a 100% match and must be combined with other local, state and/or federal funds through local partnership agreements.

**Early Childhood Education Endowment Program – Ages Birth to 3** (Early Childhood Education Grant Program (Birth-3) is intended to promote community level partnerships that focus on meeting the developmental needs of very young children. Services for children birth to age three years are offered through comprehensive home visitation and center-based programs that will promote the young child's success in school and later life. Each program receives funding for up to \$150,000 per year on a continuing basis with a 100% match, subject to availability of the funds. Competitive grant funds are awarded by the Endowment Board of Trustees to districts meeting the Sixpence quality criteria.

### **ENSURING HIGH QUALITY PROGRAMS FOR YOUNG CHILDREN**

In partnership with families and communities, quality center-based early childhood education programs provide a foundation for learning and development in the areas of language and literacy, mathematical thinking, scientific inquiry, approaches to learning, social-emotional and physical-motor development, and creative arts. A comprehensive approach is the key to positive outcomes for young children in being prepared for a successful experience in school and on the path for acquiring the 21st century skills needed to be productive citizens of the future. It is essential for center-based early childhood education programs to 1) provide inclusive learning environments that maximize the participation of all children, and 2) ensure that participating children and families have access to comprehensive, high-quality services.

Effective center-based early childhood education programs are designed to meet the unique needs of young children and their families. Knowledge of child development and best practice provides the foundation for implementing high-quality, inclusive programs for all children. The *Nebraska Early Learning Guidelines* identify the following guiding principles:

- 1) ***Children are active learners.*** Children learn through experiences with people, objects and things in their world. Experience through play, knowledge, curiosity and sense of wonder are foundations for children's learning. Children's ideas about themselves impact their interactions with adults, with other children, and with how they view themselves as learners.
- 2) ***Each child learns in unique ways.*** All children are learners with unique characteristics that influence learning. The rate of development and learning varies for individuals and is not the same for every child of the same age. The individual learner is impacted by genetics, the environment and experiences, interests, motivation for and approaches to learning. Learning may be uneven or occur in spurts.
- 3) ***Learning is most meaningful when it is integrated across all areas of development.*** Children construct knowledge and integrate new ideas and concepts into their existing understandings. Their achievements in language and learning are influenced by the social and emotional aspects of their understandings. There are no clear lines between the domains or areas of learning.
- 4) ***Learning is continuous and sequential.*** Children's understanding grows from simple to complex and from concrete to abstract. New knowledge is built on previous experience and understanding.
- 5) ***Development and learning are rooted in culture and supported by the family.*** The child's language, knowledge, traditions, and family expectations are the primary influences on

development. Learning is enriched by stable, nurturing relationships within the family and community.

All center-based early childhood education programs serving children birth to kindergarten entrance age that are operated by districts or ESUs are required to meet all of the criteria in *92 NAC Rule 11: Regulations for Early Childhood Programs*. *92 NAC Rule 11* has been written to reflect research-based elements of quality intended to produce strong outcomes for children keeping other state and federal regulations in mind. Required elements include:

- A strong family involvement/education component recognizing the central role of parents in their children's development and learning;
- Well-trained staff and optimum staff to child ratios in programs providing direct services to children;
- Developmentally and linguistically appropriate and culturally sensitive curriculum, practices, and assessment;
- A sound program evaluation component that is linked to the curriculum;
- Sensitivity to the economic and logistical needs and circumstances of families in the provision of services;
- Integration of children of diverse social and economic characteristics;
- Inclusion of children with disabilities;
- Continuity with programs serving infants, toddlers, preschoolers, kindergarteners and elementary grade students;
- Procedures to ensure participating children and families have access to comprehensive nutrition (including at least one meal per day) and comprehensive health and social services;
- A parent/community advisory group which provides substantive ongoing direction to the program, and
- A plan for continuous program improvement.

In addition to *92 NAC Rule 11*, districts and ESUs also need to meet the requirements of *92 NAC Rule 51: Regulations and Standards for Special Education Programs*.

In addition to *92 NAC Rule 11*, districts with a Sixpence grant must meet additional quality criteria as established by the Nebraska Early Childhood Education Endowment Fund Board of Trustees.

## **PARTNERSHIPS**

It is the intent of Nebraska Department of Education (NDE) to help districts and ESUs move away from categorical service delivery models that segregate children based on funding source. Districts and ESUs must make every attempt to serve otherwise un-served children and to partner with community programs to provide the best experiences for each individual child and family. For example, when a district or ESU partners with Head Start, it is possible for a child to attend the district or ESU program and still receive Head Start home-based or part-day services as long as this results in additional programming (i.e., full-day, full-year) that the child would not have otherwise received.

District and ESU center-based early childhood education programs should meet the highest standards of best practice when providing services and supports to young children and their families. Within partnerships, programs must meet the highest standards and regulations of each

of the partners. A district using Title 1 funds to operate an early childhood program must meet Head Start Performance Standards related to child development activities.

Districts and ESUs are required to work cooperatively with programs that exist within the community. Potential community partners may include:

- Head Start and Early Head Start
- Private preschools
- Public and private child care centers
- Family child care homes
- Family resource centers
- Human service agencies

*Note: 92 NAC Rule 11 requires districts and ESUs to provide evidence that the early childhood program is coordinated or contracted with existing programs and funding sources.*

### **PROGRAM DESIGN**

Districts and ESUs may choose to operate a half day program that operates for less than six (6) hours each day or a full day program that operates for six (6) or more hours each day. Regardless of the length of the program day, each early childhood program must meet the minimum weekly and/or yearly instructional hour requirement. Districts and ESUs can choose to operate the program only during the school year or continuously throughout the calendar year based upon the need in the community and/or the commitment of partners.

*Note: 92 NAC Rule 11 requires early childhood programs serving children from birth to age 5 to operate a minimum of twelve (12) instructional hours per week during the year. When districts receive state grant funds or State Aid (TEEOSA), they are required to operate a minimum of 450 instructional hours per year.*

An instructional hour in the early childhood classroom means a period of time, at least sixty (60) minutes, that is used for teaching, facilitation and provision of experiences in the following areas of children's growth and learning:

- social-emotional development
- cognitive learning in the areas of language and literacy
- mathematics, science and problem solving
- creative arts
- health and nutrition
- physical and motor development

Unlike the K-12 classroom, in the early childhood classroom meal time and outdoor time are counted as part of the instructional time. A certificated teacher must be with the children at these times to facilitate language, vocabulary, and cognitive growth in learning moments naturally occurring during these daily routines.

### **CHILDREN SERVED**

Participation of children in any district or ESU early childhood education program is voluntary. Programs must be inclusive, must identify and offer services to children who represent a range of abilities and disabilities and must reflect the peer groups children will be with in kindergarten and beyond.

**According to state law, 79-1101(3)(b), center-based early childhood education programs cannot enroll children who are age-eligible to attend kindergarten.** The only exception is for a child with a disability whose Individual Education Program (IEP) team determines that kindergarten is not the most appropriate placement for the child. If the child is of mandatory attendance age (age 6 by January 1 of the current school year), the child cannot be enrolled in the early childhood education program even if the child has an IEP.

### **ENROLLMENT PRIORITIES**

Districts and ESUs determine the enrollment priorities for the early childhood education program. Enrollment priorities give first enrollment rights to children who are most at-risk and most in need of early childhood education programs and services. These include:

- 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; and
- Children who were born prematurely or at low birth weight as verified by a physician.

Once children who meet one or more of the enrollment priorities have a secured spot in the early childhood program, enrollment can be open to other children within the community.

*Note: Children served through a Sixpence grant must meet one or more of the at-risk criteria.*

The district or ESU is expected to develop a coordinated enrollment plan with other early childhood education programs operating within the community. It is possible for a child to be dually-enrolled (enrolled in more than one program) if it expands the child's services. Coordinated enrollment is necessary to ensure that the local early childhood infrastructure is strengthened rather than placed at risk. Caution must be taken to ensure that programs remain fully enrolled.

For example, federal regulations require Head Start grantees to be fully enrolled. If Head Start programs are under-enrolled, the federal Office of Head Start can, and will, cease to fund the Head Start grantee. No early childhood grant or district share of State Aid can compensate for the loss of programs and services made possible by federal funds. In addition, if the district or ESU operates a part-day early childhood education program and enrolls children that are currently enrolled in full-day In addition, if the district or ESU operates a part-day early childhood education program and enrolls children that are currently enrolled in full-day child care programs, the loss of revenue from those hours of care may force the child care program to close. This could result in loss of early childhood services in the community.

### **CLASSROOM STAFF**

In classrooms serving infants, toddlers or preschoolers the role of the adult is to provide a responsive and supportive environment, support the child's growth and learning through discovery, and promote and stimulate children's development and facilitate their learning. The adult guides learning experiences through strategies that encourage children to think creatively, problem-solve, make decisions, and expand their thinking skills. The adult:

- Makes maximum use of space and integrates a variety of materials and equipment that stimulate active learning.



- Provides encouragement, support, guidance and appropriate challenges to help children achieve goals.
- Models respect for others, the materials and equipment in the environment.
- Partners with other professionals and the children to plan, create, and sustain a safe climate and healthy environment in which children may grow, play and work harmoniously, creatively and productively.
- Structures opportunities for children to work individually and with other children, other adults, in groups of different sizes, and groupings formed for different purposes.
- Focuses on the ongoing learning of each individual child using developmentally appropriate assessment and evaluation procedures.
- Uses a range of teaching methods and strategies and supports or increases the child's participation in existing or desired learning activities.
- Exchanges information about the child with the child and family on an ongoing basis.
- Models and demonstrates enthusiasm for learning, and helps children to enjoy learning as meaningful, relevant, and personally satisfying.

### **REQUIREMENTS FOR TEACHERS**

Any teacher in a district or ESU early childhood education program must hold a current Nebraska Teaching Certificate with an endorsement in Early Childhood Education, Early Childhood Special Education, Preschool Disabilities, or Early Childhood Education Unified.

Teachers with a current Nebraska teaching certificate, but without an Early Childhood endorsement may qualify for a provisional Early Childhood endorsement. If a certificated teacher has taken early childhood coursework toward an endorsement, the teacher should contact the institution of higher education to determine eligibility for a provisional endorsement.

*Note: 92 NAC Rule 11 allows a teacher without an Early Childhood endorsement to file a plan with NDE to complete the endorsement.*

### **SLIDING FEE SCALE**

State statute 79-1103(2)(e) and 92 NAC Rule 11 require that the budget include a plan regarding use of a sliding scale formula for parent fees in order to maximize the participation of economically and categorically diverse groups of children and to ensure that participating children and families have access to comprehensive services.

Districts and ESUs are required to have a sliding fee scale on file even if there is currently no charge for children to attend the early childhood program. The sliding fee scale should be determined by the needs of the local community. Using a sliding fee scale, the cost for attending the program is determined by the family's income; families who have a lower income would pay a lower fee to attend the program than a family with a higher income. Children with an IEP or IFSP receive services at no cost.

For further information regarding Nebraska's center-based state-funded programs refer to: *Early Childhood Programs: A Guide to Serving Children Birth To Kindergarten Entrance Age in Center-based Early Childhood Programs Operated by Public School Districts, Educational Service Units and their Community Partners*; May 2011 draft Nebraska Department of Education.

**Appendix A-02: Overview of Early Childhood Education Grant Programs Ages Birth to  
Three (Sixpence)**

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## Appendix A-02: Overview of Early Childhood Education Grant Programs Ages Birth to Three (Sixpence)

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Decades of scientific research tells us that the first few years in a child's life is when the most rapid brain development occurs. Infants and toddlers are forming key relationships, developing trust, and exploring the world around them. Whether it is in their own home, a family member's house or an out-of-home early care education center, it is absolutely crucial children have environments that foster healthy development and lay the building blocks for all future learning.



### How It Works

Through the power of partnerships Sixpence was created to put highly effective early care and learning opportunities within reach of our youngest and most vulnerable children. Here is how it works.

**Public/Private Partnership.** \$20 million from the private sector is combined with a \$40 million state investment. The earnings of this combined fund represent the grant awards that are distributed to community programs throughout the state.

**Sixpence Early Learning Fund.** The Nebraska Early Childhood Education Endowment Fund Board of Trustees, representing both public and private interests, oversees the administration of the Sixpence early learning fund through Nebraska Children and Families Foundation, the private provider selected by the Nebraska Department of Education.

**Statewide Competitive Grant.** Grants are awarded to school districts in partnership with community-based programs who meet the quality standards defined by the Board of Trustees. Grant recipients must match 100% of the total program costs through existing state and federal funds. Local public school and private contributions can be used to supply the match.

**Children and Families Served.** Grants are used to provide services to children birth to three and their families who face an array of risk factors. These risk factors include premature birth and low child birth rate, teenage and single parenthood, low levels of parental education, low family income and homes where English is spoken as a second language.

**Technical Assistance and Evaluation.** To ensure accountability, dedicated one-on-one support is provided so high quality standards are maintained. Grantees work with an outside evaluator to measure outcomes using the most comprehensive tracking processes of their kind in the state. Accountability is critical to Sixpence. Continued funding is contingent upon maintaining high standards and availability of grant funds.

We've only just begun to sing a song of Sixpence and already shifted the odds in favor of hundreds of young lives toward a better opportunity for success. For more information contact Kathleen Feller (402) 817-2018, [kfeller@nebraskachildren.org](mailto:kfeller@nebraskachildren.org) or visit [SingaSongofSixpence.org](http://SingaSongofSixpence.org)



## Appendix A-03: Teaching Pyramid

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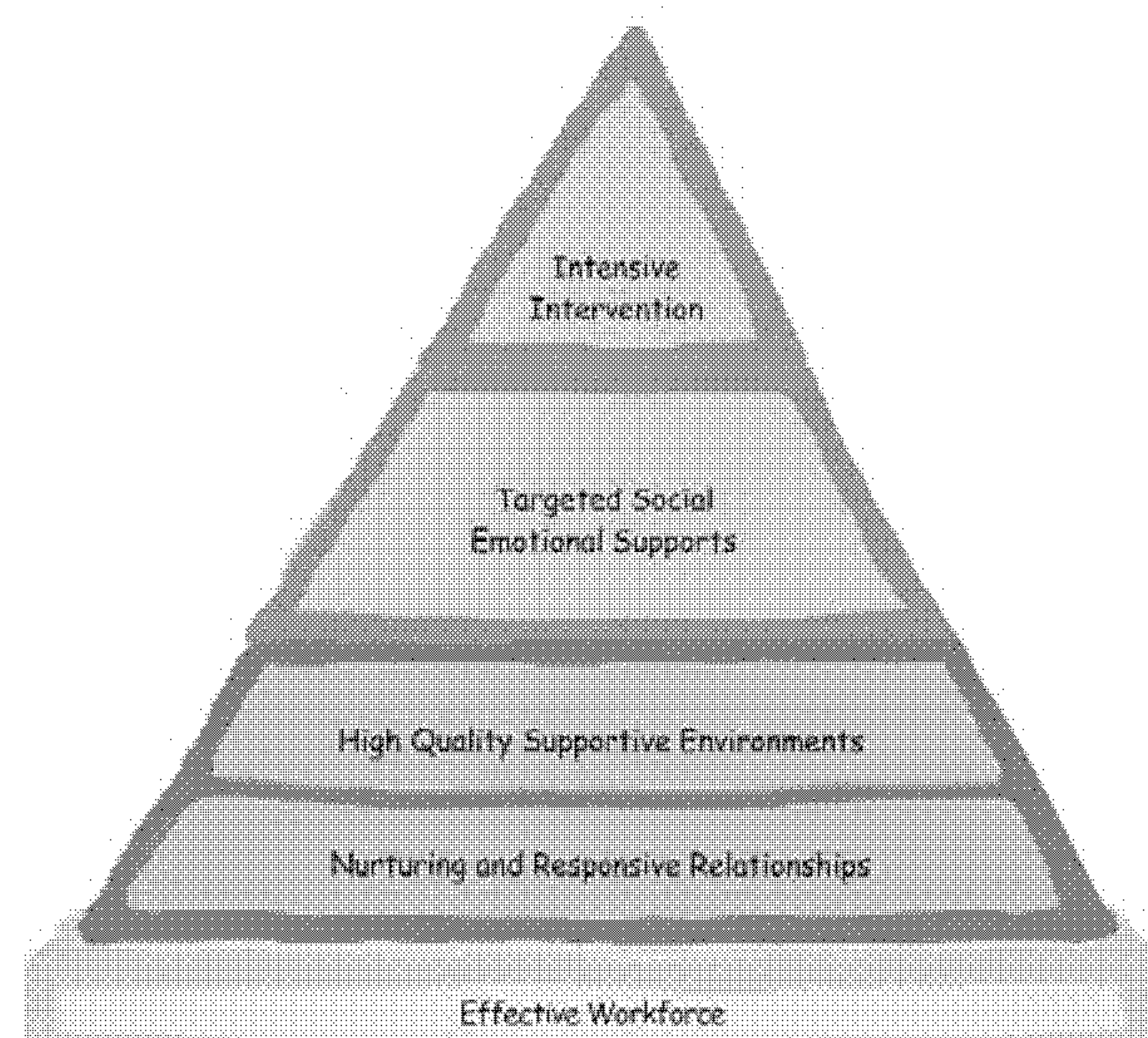
The NDE, Office of Early Childhood is partnering with other agencies and organizations to bring the strategies of the Teaching Pyramid to local early childhood programs throughout the state. Health and Community Resource Consultants (described in section C) will collaborate with ELC Coordinators to provide integrated training to ECE's using this model. This initiative acknowledges that the social-emotional-behavioral health and well-being of all young children is essential to their optimum development and success as a learner and throughout life. To implement the strategies program-wide to fidelity, a program leadership team is formed. This team includes the program administrator, a teacher, para, parent, and behavioral specialist. It ensures continuity and continuous improvement despite staff changes. Implementation includes professional development and ongoing coaching support. Parents/families are engaged in the strategies as partners, this ensures the children are receiving consistent guidance and support.

While many approaches and methods have been used in various early childhood settings to address young children, the Teaching Pyramid is an evidence-based model for “supporting social competence and preventing challenging behavior in young children.” (National Association for the Education of Young Children, Young Children, July 2003). The model approaches social emotional development from a supportive, preventative approach. Challenging behaviors are addressed in a comprehensive and systematic process.

The pyramid framework developed at Vanderbilt University includes the following strata, beginning at the base with the effective workforce and moving upward: 1) positive relationship with children, families, and colleagues; 2) classroom preventative practices; 3) social and emotional teaching strategies; and 4) intensive individualized interventions. The pyramid is inclusive of early childhood positive behavioral intervention and support strategies.

There are 3 modules for Infant Toddler providers on the Teaching Pyramid, and 4 modules developed for preschool providers. A cadre of trainers is available to offer the training through the Early Learning Connection Regions. The Teaching pyramid modules are required training at Level 3 of Nebraska's QRIS. Specialized coaching and technical assistance from Early Childhood Specialists and Mental health Practitioners will be provided to early care and education programs implementing the Teaching Pyramid in their programs. Cross-training of these professionals will occur through periodic training being offered of the Teaching Pyramid by approved Trainers in accordance with the CSEFEL training required of the coaching consultant pool of professionals.

Nebraska has a history of work with the Teaching Pyramid. Since 2006 Nebraska received training and technical assistance as a CSEFEL state. Nebraska has four CSEFEL demonstration sites. These sites received training and technical assistance from CSEFEL through a grant partnership. Their supportive environments and strong emphasis on relationships between caregivers, children, parents, and other adults involved in the child's life are



evident in their practices. They all provide intensive services as needed to those children who need additional support. The sites include Child Saving Institute Child Development program in Omaha, Plattsmouth Public Schools Early Childhood programs in Plattsmouth, Cedars Child Development Centers in Lincoln, and Merrick County Child Development program in Central City.

Through continuous training and coaching support the CSEFEL evaluation data on the sites is positive indicating an improvement in the environment and relationship practices. Using the Social Skills Improvement System (SSIS), children demonstrated improved social skills and overall a decrease in problem behaviors.

In addition to the four demonstration sites a statewide pilot project was implemented for six months in 2011 at ten sites. There were child care centers and family child care providers involved from across the state. All were provided training, in addition there was mental health consultation offered either onsite, through SKYPE, or a combination of the two. The evaluation report demonstrates significant gains across all protective factor outcome areas on the Devereux Early Childhood Assessment (DECA). Across all categories, the percent of children scoring in the area of concern decreased. All of the classroom sites showed improvement on their Teaching Pyramid Observation Tool (TPOT) and The Pyramid Infant Toddler Observation Scale (TPITOS). Providers reported their skills improved in supporting children's social emotional competence (20% gain). The evaluation was through the University of Nebraska Medical Center's Munroe-Meyer Institute, Omaha, Nebraska.

The Teaching Pyramid is part of Early Childhood FRIENDS (Fostering Relationships and Emotional [health] to Nurture Developmental Success). The framework is inclusive of many initiatives. In Nebraska, we have programs implementing the strategies of the Teaching Pyramid on a limited basis, but expect to have more over time.

There are a limited number of additional sites in Nebraska implementing the Teaching Pyramid including several Head Start programs and Crete Public Schools Early Childhood programs.



## Appendix A-04: Alignment of ELN Initiative Components and Objectives with RTTT-ELC Reform Areas

### Alignment of Early Learning Nebraska Objectives With 5 Key Areas of Federal Reform

<b>ELN Core Component 1. Enhance state leadership alignment and support for High Quality Early Childhood Programs.</b>					
<b>Early Learning Nebraska Objectives</b>	<b>Five Key Areas of Federal Reform</b>				
	<b>A: Successful State Systems</b>	<b>B: High-Quality, Accountable Programs</b>	<b>C: Promoting Early Learning and Development Outcomes</b>	<b>D: Great Early Childhood Education Workforce</b>	<b>E: Measuring Outcomes and Progress</b>
1a. Align and coordinate early learning and development throughout the state through the leadership of Departments of Education (NDE) and Health and Human Services (DHHS), the University of Nebraska, the Early Childhood Interagency Coordinating Council (ECICC), and the NEA Initiative management structure.	X				
1b. Develop and implement sustainable policies and programs based on research and evaluation results that move the state forward in early childhood practices.	X	X	X	X	X
1c. Implement a common, statewide QRIS to increase and recognize quality of programs and provide meaningful information to families.		X		X	
1d. Revise and use statewide, high-quality Early Learning and Development Standards.			X	X	
1e. Support effective use of comprehensive assessment system which includes screening, formative assessment, and measures of environmental quality and adult-child interactions.			X	X	
<b>ELN Core Component 2. Develop high quality early childhood educators through system reform, training support, and resources.</b>					
<b>Early Learning Nebraska Objectives</b>	<b>Five Key Areas of Federal Reform</b>				
	<b>A: Successful State Systems</b>	<b>B: High-Quality, Accountable Programs</b>	<b>C: Promoting Early Learning and Development Outcomes for</b>	<b>D: A Great Early Childhood Education Workforce</b>	<b>E: Measuring Outcomes and Progress</b>
2a. Develop and align the Workforce Knowledge and Competency Framework and a progression of credentials.				X	



2b. Provide integrated system of professional development supporting all ELDPs and ECEs through training, coaching, materials, online resources, and demonstration sites.				X	
2c. Build capacity of state's Early Learning Connection (ELC) Coordinators and cadre of trainers through master coaching support, on-line coaching certificate, and additional training.				X	
2d. Provide training, coaching, and materials to providers participating in QRIS in order to support continuous improvement and advancement along the levels (including training in learning and health and safety standards, understanding and use of program and child assessments, family engagement strategies).				X	
2e. Align Core Competencies and Early Learning Guidelines into course curriculum, articulate courses among higher education colleges and institutions, integrate early learning curriculum into other child and family serving professional coursework, provide outreach to culturally and linguistically diverse early education providers, provide process evaluation to inform ongoing professional development work.				X	
<b>ELN Core Component 3. Support a comprehensive system of wraparound services for early childhood care.</b>					
<b>Early Learning Nebraska Objectives</b>	<b>Five Key Areas of Federal Reform</b>				
	<b>A: Successful State Systems</b>	<b>B: High-Quality, Accountable Programs</b>	<b>C: Promoting Early Learning and Development Outcomes for</b>	<b>D: A Great Early Childhood Education Workforce</b>	<b>E. Measuring Outcomes and Progress</b>
3a. Identify and address the health, behavioral, and developmental needs of Children with High Needs to improve school readiness through community-based work of Health and Community Resource Consultants (HCR Consultants).			X		
3b. Provide training and support to strengthen exposure to early childhood learning and development issues for professionals.			X		
3c. Engage and support families.			X		

3d. Develop and support partnerships between schools and ELDPs to promote alignment and smooth transitions for positive child outcomes.			X		
<b>ELN Core Component 4. Build a unified data system to support programs that are accountable and use data to guide instruction and program development.</b>					
<b>Early Learning Nebraska Objectives</b>	<b>Five Key Areas of Federal Reform</b>				
	<b>A: Successful State Systems</b>	<b>B: High-Quality, Accountable Programs</b>	<b>C: Promoting Early Learning and Development Outcomes for Children</b>	<b>D: A Great Early Childhood Education Workforce</b>	<b>E: Measuring Outcomes and Progress</b>
4a. Understand the status of children’s learning and development at kindergarten entry by implementing a statewide Kindergarten Assessment.					X
4b. Build an early learning data system to improve instruction, practices, services, and policies.					X
4c. Use assessment data, both individual and program-wide, to continually improve Early Learning and Development Programs.		X			X

**Five Key Areas of Federal Reform:**

**A. Successful State Systems** – State leadership demonstrates a past or future commitment to integrating and aligning resources and policies across all of the State agencies that administer public funds related to early learning and development to build a more unified approach to supporting young children and their families.

**B. High-Quality, Accountable Programs** – develops a common set of program standards (QRIS) used statewide to help align State programs, rates and monitors Early Learning and Development Programs, and promotes access to high-quality Early Learning and Development Programs for Children with High Needs.

**C. Promoting Early Learning and Development Outcomes for Children** – ensures effective programs and services are built on a set of early learning and development standards that define what children should know and be able to do at different stages of development, supports effective uses of Comprehensive Assessment Systems, identifies and addresses the health, behavioral, and developmental needs of Children with High Needs to improve school readiness, and engages and supports families.

**D. A Great Early Childhood Education Workforce** – increase retention and improve educator quality by supporting their workforce with professional development, career advancement opportunities, differentiated compensation, and incentives to improve their knowledge, skills, and abilities.

**E. Measuring Outcomes and Progress** – collect, organize and understand evidence of children’s progress across a range of domains through comprehensive data systems and use of data to improve instruction, practices, services, and policies.





# Early Childhood Education Grant Program—Ages 3-5

## 2009-2010 STATE REPORT

### EARLY CHILDHOOD EDUCATION (ECE) GRANT PROGRAMS SUPPORT CHILDREN'S SUCCESS IN SCHOOL

The Nebraska Early Childhood Education (ECE) Grant Program—Ages 3-5 is designed to award state funds to public schools or Educational Service Units (ESUs) to assist in the operation of comprehensive early childhood education programs to support the learning and development of children who are three- and four-years old. The purpose of the Nebraska ECE Grant Program is to provide high quality early childhood education experiences that assist children to reach their full potential and increase the likelihood of their later success in school.

#### PROGRAM COMPONENTS

Nebraska's ECE Grant Program features:

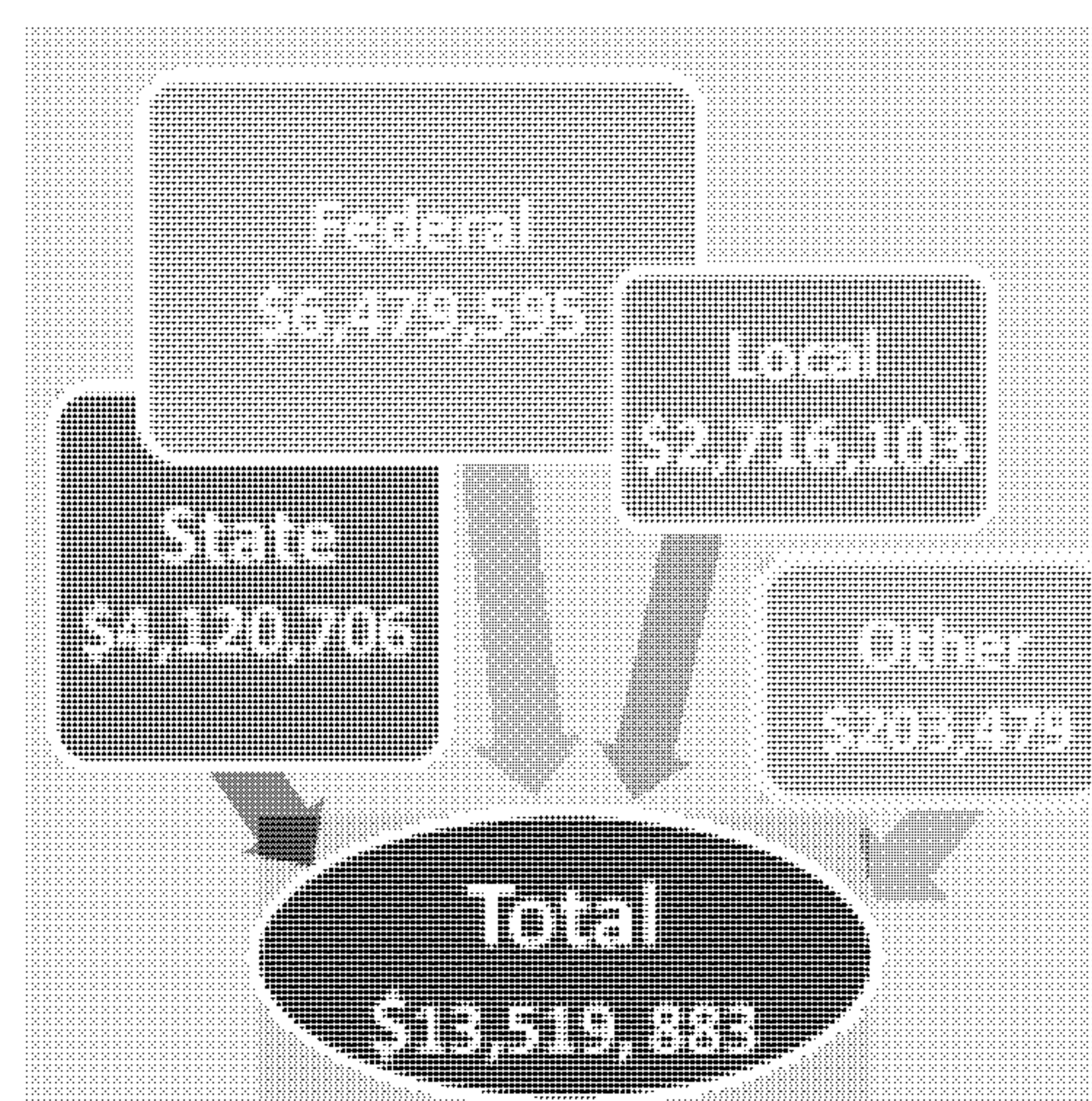
- Half-day and full-day options
- Certificated teachers with early childhood endorsements
- Adult:child ratios of 1:10
- Use of authentic assessment and developmentally appropriate curriculum

Nebraska's ECE Grant Program emphasizes:

- Inclusive programs and services
- Attention to research-based elements of effective programs
- Strong emphasis on family participation
- High quality programs
- Support for children who are "at-risk"

#### BRAIDED FUNDS CONTRIBUTE TO EXPANDED EARLY CHILDHOOD SERVICES

Over \$14 million of braided funds from 15 sources supports ECE grant programs in Nebraska. ECE grants and state aid account for 24.6% of the funding. Federal funds account for the largest percentage of support.



## CHILDREN SERVED IN 2009-2010

Seventy-one of Nebraska's school districts and Educational Service Units used early childhood education program grant funds to serve 3,042 children. This represents an 11.7% increase in the number of children served from the 2008-2009 school year.

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- 70% were 4-year-olds
- 39% represented minority populations
- 59% were eligible for Free and Reduced Lunch
- 13% were English Language Learners
- 20% had teen parents
- 8 % were born prematurely

## RESULTS MATTER IN NEBRASKA: A Comprehensive Accountability System

*Results Matter in Nebraska* is a child, family, and program outcomes measurement system designed and implemented to improve programs and supports for all young children birth to age five, served through school districts, ESUs, the Early Development Network and community partners. The system uses child, family, and program outcomes data to impact early childhood program practices and policy.

The purpose of the system is to:

- Improve experiences, learning, development and lives of young children and their families.
- Inform program practices.
- Demonstrate program effectiveness.
- Guide the development of local and state policies and procedures.
- Provide data to demonstrate results.

The central outcomes of Results Matter:

- The use of ongoing assessment becomes standard practice in programs.
- Decisions regarding intervention are impacted by data.
- Accountability reporting requirements are met through embedded everyday practices.
- Widely used assessment systems are improved and refined over time.

The benefits of Results Matter:

- Increased depth of understanding of child development
- Increased awareness of the link between instruction and child outcomes
- Improved communication with families
- Increased use of technology
- Increased quality of programs

This report provides a summary of the Early Childhood Education Grant Program related to each of these outcome areas.

### *At a Glance: Results Matter System Components*

- **Child Outcomes**  
Programs serve from a menu of approved authentic assessment systems.
- **Long Term Outcomes**  
Child assessment results are analyzed over time to study the long-term benefits of participating in early care and education opportunities. This includes school achievement on Nebraska Statewide Assessment (NeSA) and the School-based, Teacher-led Assessment and Reporting System (STARS) ratings.
- **Program Outcomes**  
Child outcomes data is linked with existing program quality information such as NAEYC accreditation and environment rating scale results.

## PROGRAM OUTCOMES

Quality early childhood education programs have been linked to immediate, positive developmental outcomes, as well as long-term positive academic performance (Gerber E.B., M. Whitebook, & R.S. Weinstein. 2007).

- 98% of the 44 classrooms assessed with the Early Childhood Environment Rating Scaled-Revised (ECERS-R) had a total score that met the overall state standard for quality.
- All programs met the state quality standard in Interaction and in Parents and Staff subscales.
- Programmatic strengths were in the areas of Language-Reasoning, Program Structure and Interaction.
- 43% of the classrooms did not meet the state standard in the area of Personal Care Routines, suggesting an area for continuous improvement activities.
- The majority of the classrooms achieved a score above the quality standard for the overall Early Literacy and Language Classroom Observation –Pre-K (ELLCO-Pre-K) rating on both the General Classroom Environment (95%) and the Language and Literacy (93%) subscales.

### *Assessments for Program Outcomes:*

- ECERS-R  
Early Childhood Environment Rating Scale – Revised  
*Authors:* Harms, Cryer & Clifford,
- ELLCO-Pre-K  
Early Literacy and Language Classroom Observation –Pre-K  
*Authors:* Smith, Brady, & Anastasopoulos

## CHILD OUTCOMES

- Children were assessed using one of the three approved assessments in both the fall and spring to monitor child outcome progress.<sup>1</sup>
- The majority of three and four-year old children met the state benchmark for child outcomes by the spring of the school year.
- By spring, the majority of the children made greater than expected change in their rate of development.
- By spring the majority of the children performed similarly to same-age peers across functional outcomes.
- Children who were English-Language Learners (ELL) made greater than expected change in their rate of development. Although, the children who were ELL had similar percentages of children that met the state benchmark in the fall, their overall scores were lower. As a result, they continued to be out-performed by their English speaking peers in the spring.

### *Assessments for Child Outcomes:*

- CCDC  
Creative Curriculum Developmental Continuum
- High/Scope COR  
High/Scope Child Observation Record
- AEPS  
Assessment, Evaluation, and Programming System

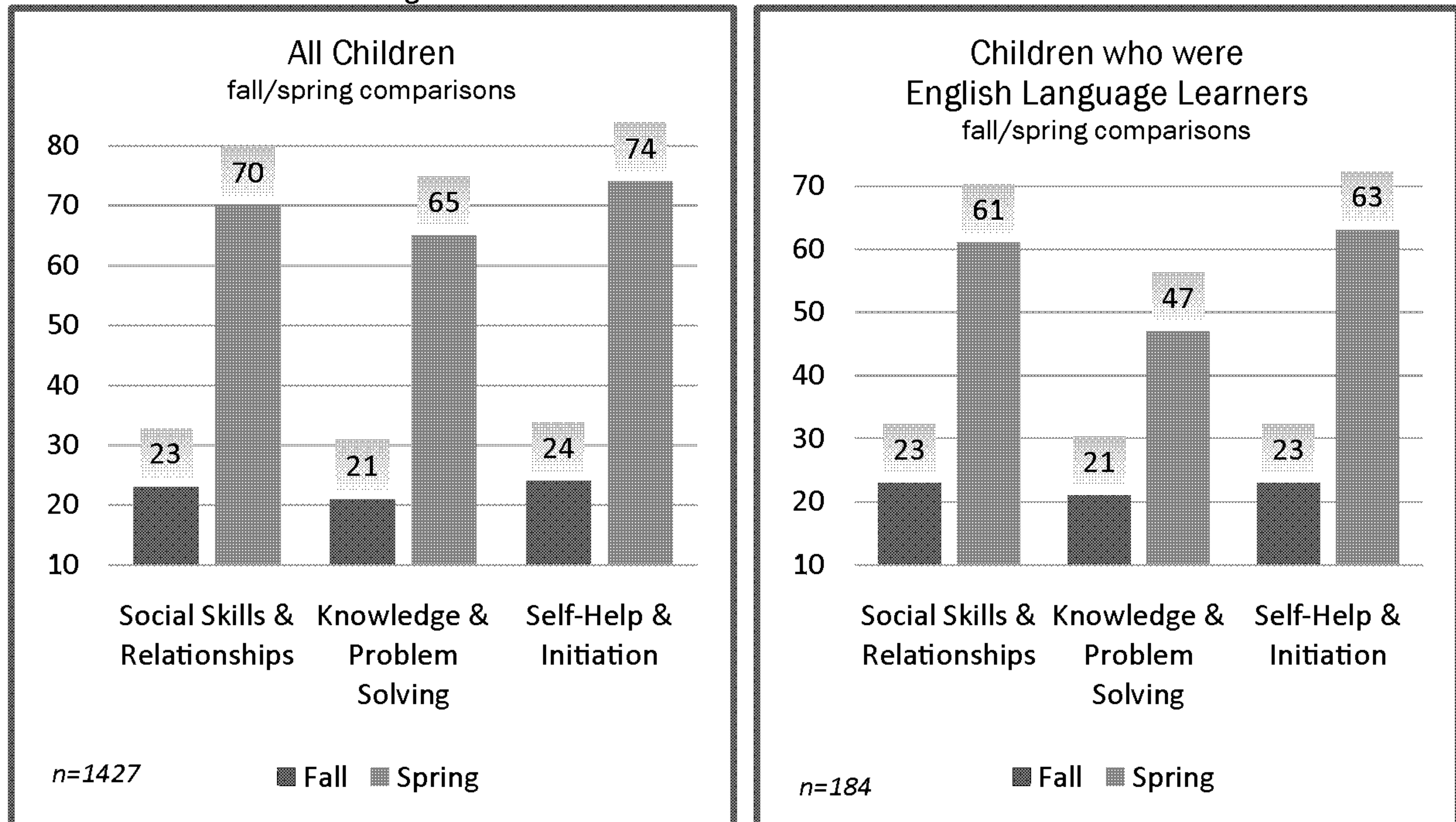
<sup>1</sup> Note: The publishers completed new analyses that resulted in different cut scores. As a result comparisons cannot be made to data from previous years.

*The majority of preschool children made greater than expected change in development that helped to close the gap in skills.*

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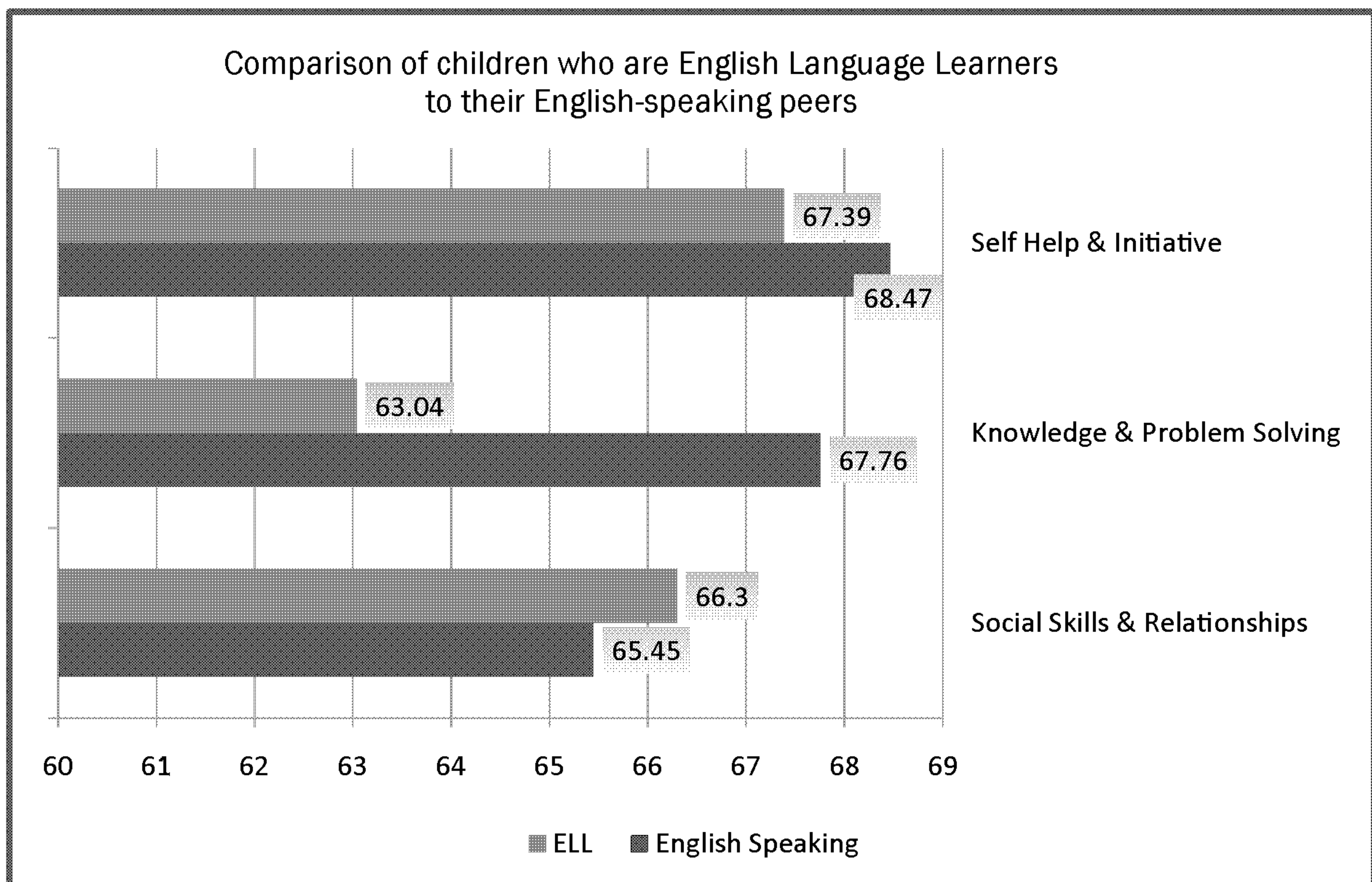
## ECE GRANT PROGRAMS CHILD OUTCOMES DATA

*Percent of children meeting the state benchmark for functional outcomes*



### CLOSING THE SKILLS GAP:

*Percent of children who made greater than expected change in functional outcomes growth*



## STUDENT SUCCESS IN SCHOOL: A LONGITUDINAL PERSPECTIVE

The Nebraska ECE Grant Program is designed to provide high quality educational experiences in order to positively impact the long-term outcomes for young students, including continuing success in school. Based on the targeted population, which would be characterized as “at-risk”, the goal is to have the students achieve at academic levels comparable to or higher than their classroom peers. Comparisons were made to both classroom peers and children eligible for free and reduced lunch (FRL) as this group was most comparable to the ECE population. The following figures show the comparisons across groups in the areas of reading, math, science and writing.

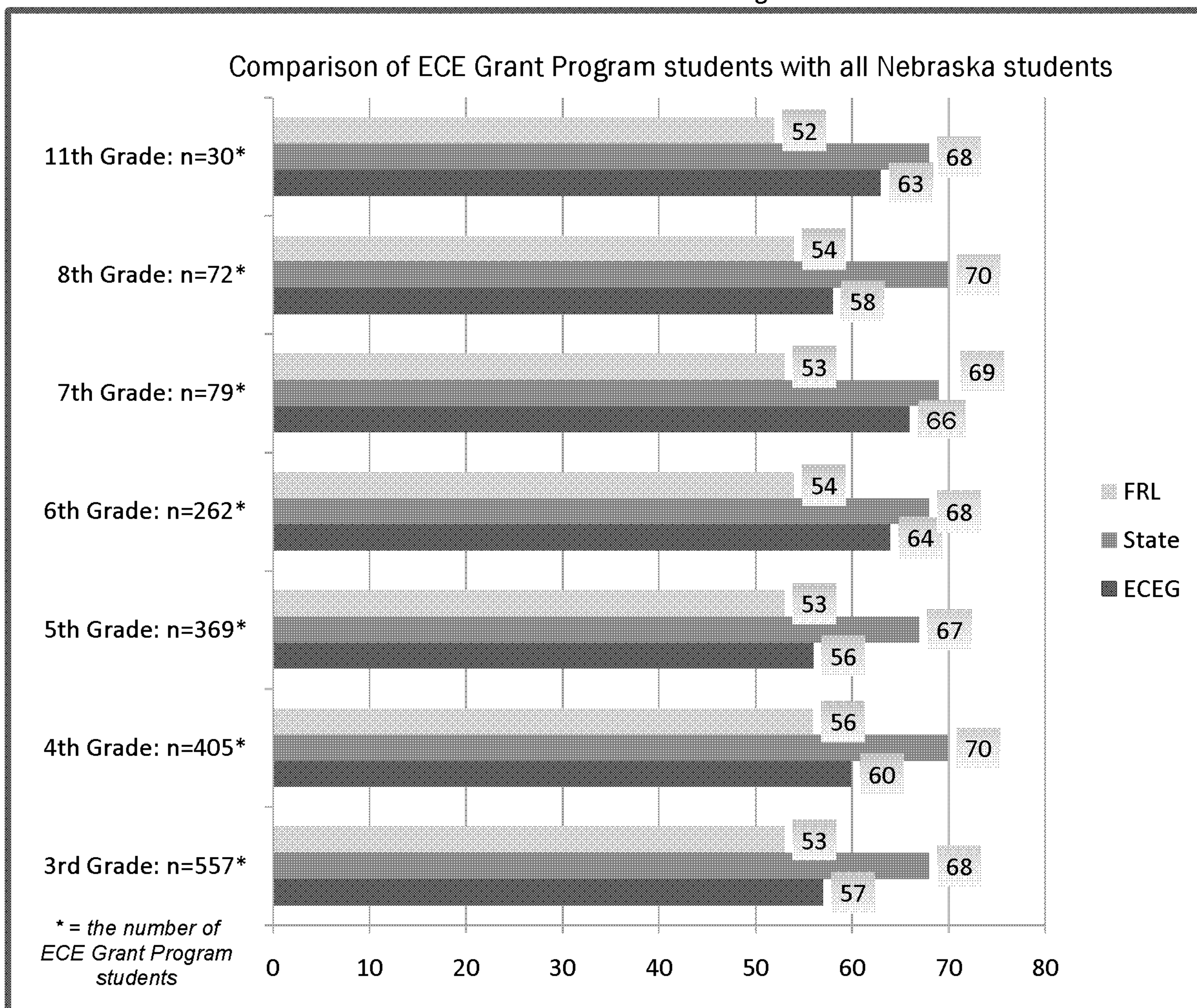
### READING SCORES: COMPARISONS ACROSS GROUPS

Nebraska Statewide Assessment (NeSA) reading tests in grades 3-8 and 11 were administered for the first time in spring 2010. The tests measured the newly revised Nebraska reading standards and determined whether Nebraska students were proficient on standards. The results found:

- The majority of students who were ECE grant program students were proficient in reading.
- A higher percentage of students who were ECE grant students scored proficient than students who qualified for Free and Reduced Lunch (FRL).
- The performance of ECE grant students was slightly lower than the average of all students.

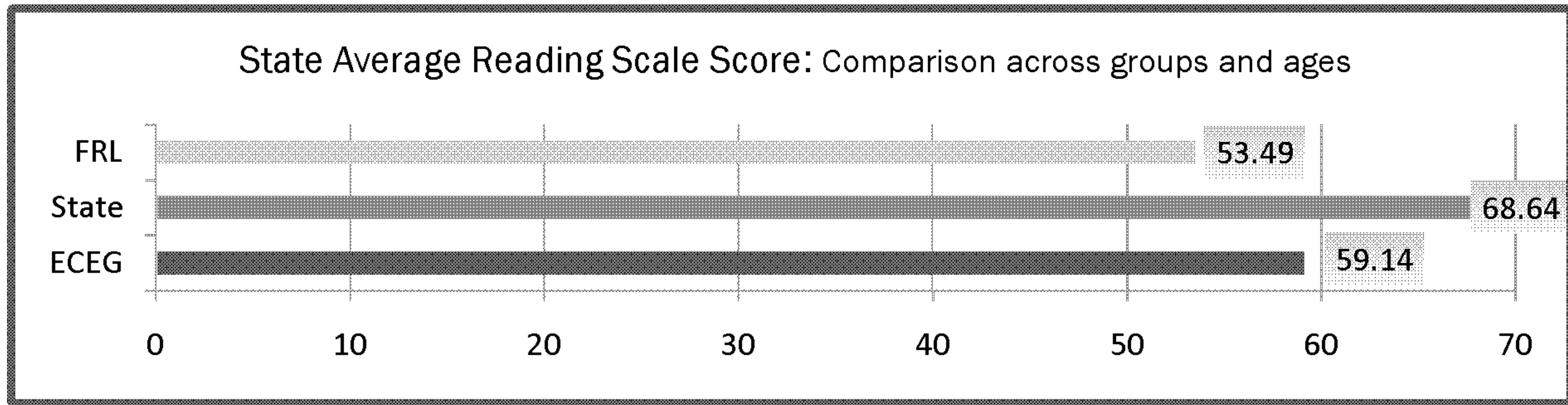
### LONG-TERM OUTCOMES – READING

*Percent of students that Met or Exceeded standards in Reading*





*Percent of students that were Proficient in Reading*



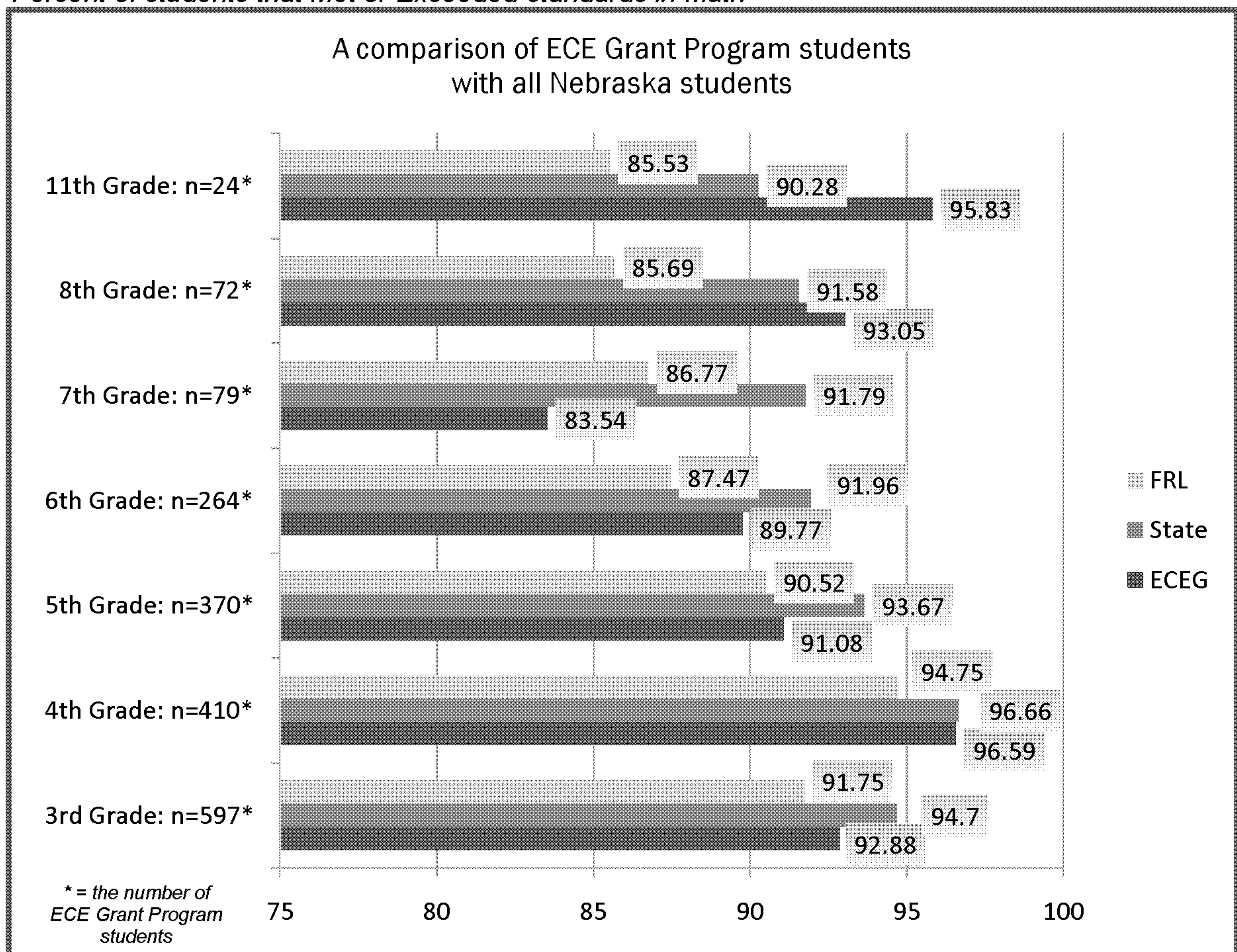
**MATH SCORES: COMPARISONS ACROSS GROUPS**

Students were assessed in the area of math using the *Nebraska Student-Based, Teacher-Led Assessment and Reporting System (STARS)*. The results found:

- The majority of ECE students met or exceeded district standards in math.
- Across all grade levels except 7th, the ECE students out-performed students eligible for FRL.
- ECE grant students scored similarly to, or better than, all students in 4th, 8th, and 11<sup>th</sup> grades.

**LONG TERM OUTCOMES—MATH**

*Percent of students that Met or Exceeded standards in Math*

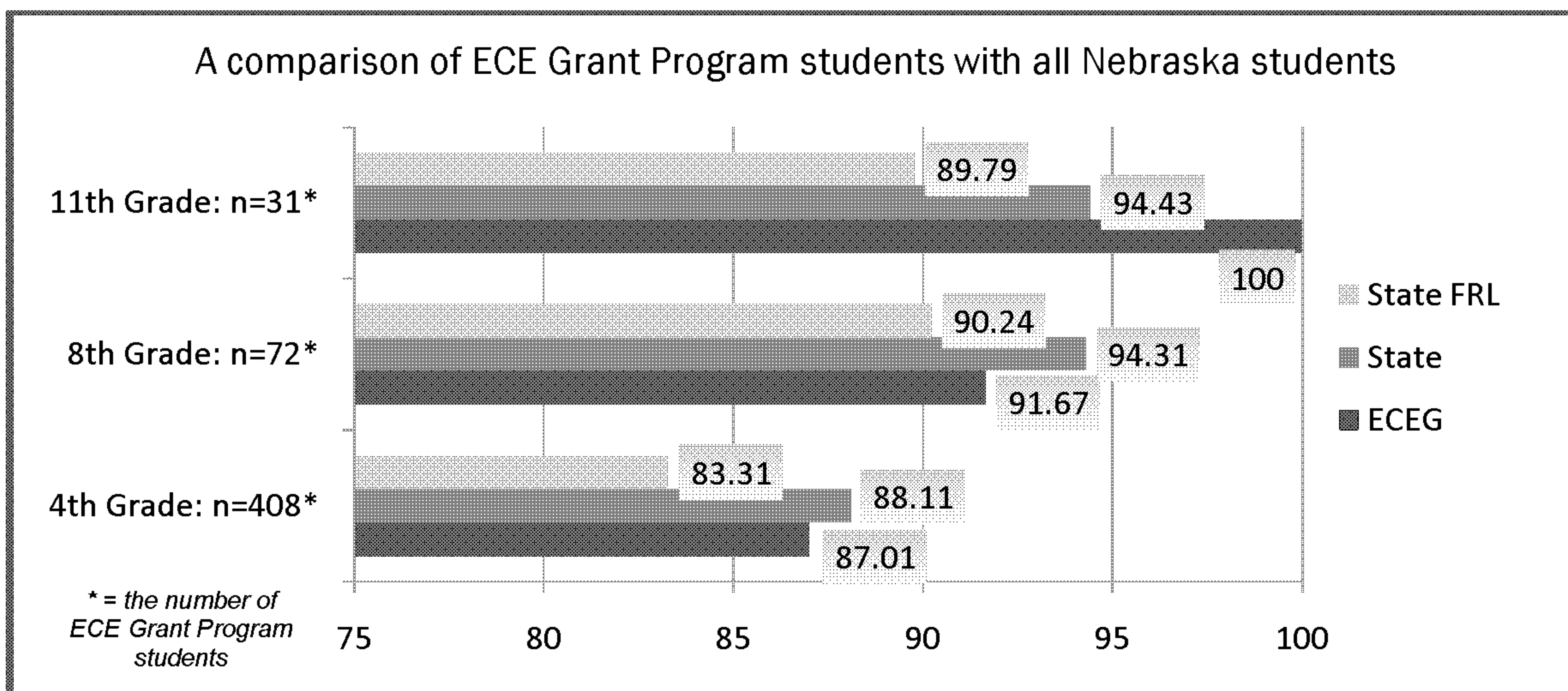


## WRITING SCORES: COMPARISONS ACROSS GROUPS

Children were assessed using the NeSA statewide tests in the area of writing. The results found:

- The majority of ECE students met or exceeded the standards in writing.
- Across all grade levels, the ECE student's out-performed students eligible for FRL.
- The ECE students out-performed their peers in the 11th grade.

*Percent of students that Met or Exceeded standards in Writing*

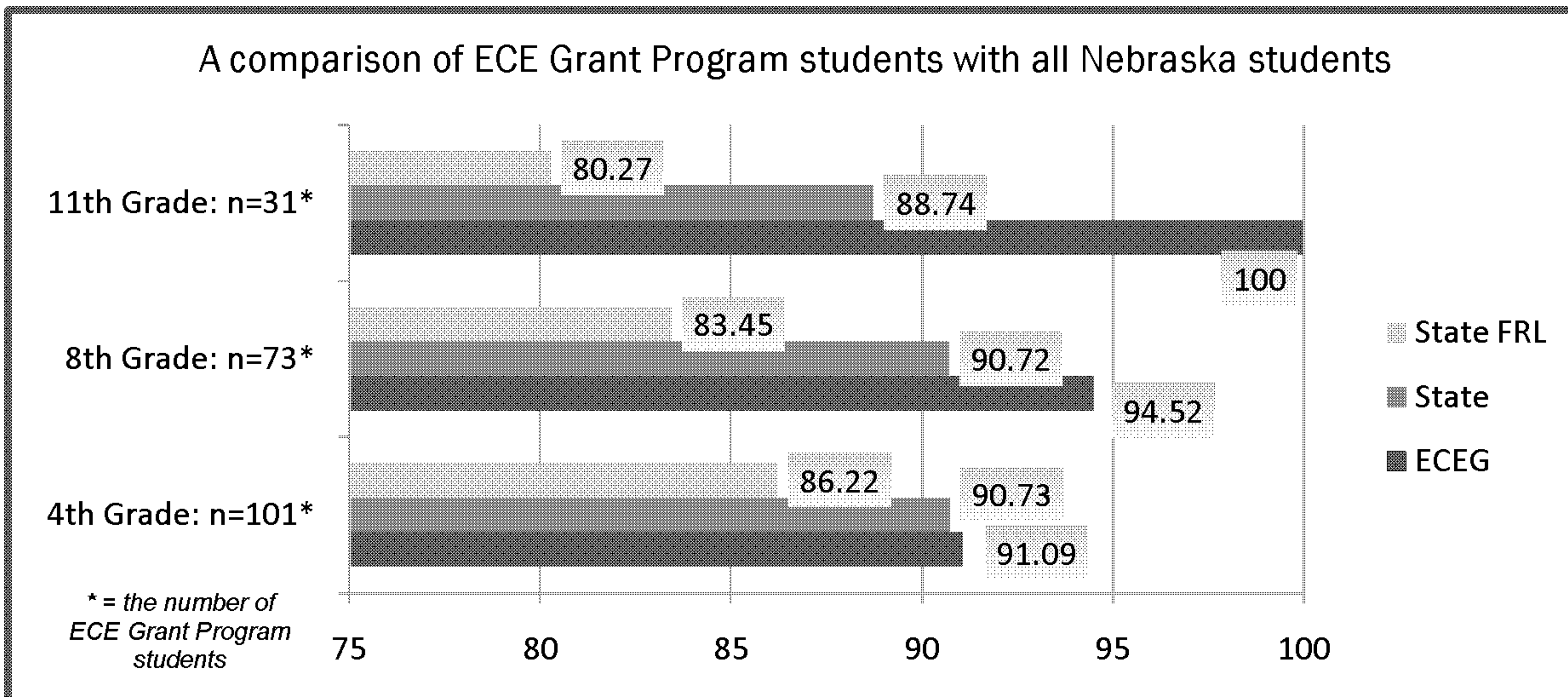


## SCIENCE SCORES: COMPARISONS ACROSS GROUPS

Students were assessed using the *Nebraska Student-Based, Teacher-Led Assessment and Reporting System (STARS)* outcomes in the area of science. The results found:

- The majority of ECE students met or exceeded the standards in writing.
- Across all grade levels, the ECE students out-performed students eligible for FRL and their peers.
- The ECE students out-performed their peers in the 11th grade.

*Percent of students that Met or Exceeded standards in Science*



## FINDINGS AT A GLANCE

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### PROGRAM OUTCOMES

- The majority of the classrooms met the state standard for quality for their overall rating.
- Continued improvement in the area of Personal Care Routines is recommended.

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### CHILD OUTCOMES

- The majority of preschool children met the state benchmark and made greater than expected gains.
- Children who were English Language Learners (ELL) made greater than expected gains; however, fewer ELL children met the state benchmark than their English speaking peers.

### LONG TERM OUTCOMES

- The Early Childhood Education (ECE) grant students out-performed students who were eligible for Free and Reduced Lunch (FRL) on Nebraska outcomes in all content areas.
- The strengths of the ECE student were in the areas of math and science, where they were most similar to the performance of their peers.

*Assessments across the school years found the gap was narrowed or eliminated between at-risk students and their more advantaged peers across all academic areas for children who participated in the Early Childhood Education Grant Program.*

Evaluation Report prepared by Barbara Jackson\*, Ph.D.  
The University of Nebraska Medical Center's Munroe-Meyer Institute:  
A University Center of Excellence for Developmental Disabilities

\*Supported (in part) by grant T73MC00023 from the Maternal and Child Health Bureau, Health Resources and Services Administration, Department of Health and Human Services.

\*Supported in part by grant 90DD0601 from the Administration on Developmental Disabilities (ADD), Administration for Children and Families, Department of Health and Human Services





## Appendix A-06: Methodology for Targeting High Needs Communities

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### First Level for Describing Need: Counties at Risk

This document describes the process by which Nebraska Department of Health and Human Services determined the state's counties with the highest risk for poor outcomes that could be addressed through home visitation, as per requirements of the Health Care Reform Act (ACA). The goal of the analysis was to transform a large amount of county level data into a form that allowed meaningful comparisons of counties.

#### Methodology

1. Data were collected, as suggested by the Affordable Care Act, based on their availability at the county-level from a valid and reliable data source. Data were cleaned and converted into rates or percentages, as necessary, using census denominator data.
2. From an initial pool of 72 indicators, those that were highly correlated and/or redundant were eliminated, resulting in thirty four (34) different health and well-being indicators.
3. Indicators were then sorted into one of eight general risk factors that were selected based on the language of the Affordable Care Act. The eight factors are: 1) child welfare, 2) crime, 3) economics, 4) education, 5) health behaviors, 6) pregnancy outcomes, 7) health outcomes, and 8) social welfare.
4. Because infant deaths are rare events, the Infant Mortality Rate (IMR) indicator received special treatment. Counties with very few deaths but also relatively few births have high IMRs, resulting in misleading comparisons of their mortality experience. Accordingly, counties with 1 to 5 infant deaths over the 5 year period were artificially assigned an IMR of 1.0. All other county IMRs were directly based on their actual number of deaths and births.
5. Each indicator was standardized to have mean=0 and standard deviation (std) =1. This allowed direct comparisons of indicators initially measured on different scales, e.g., Median Household Income (\$) vs. Crisis Calls/100,000 population.
6. *Within* each of the eight factors, Principal Components Analysis was used to summarize and develop a weight for the 2 to 6 individual indicators. County scores were generated by multiplying the indicator values by these weights and then summing the products. This resulted in one score per county per factor.
7. County scores were ranked from highest to lowest for each of the 8 factors, with higher scores indicating higher risk. Counties with scores within the top 10% (top 9 counties) of a factor were identified as being "at risk on that factor."
8. Counties were then assigned a score based on the following criteria:
  - 1= if a county scored within the top 10% for two factors
  - 2= if a county scored within the top 10% for three factors
  - 3 = if a county scored within the top 10% of four factors
  - 4 = if a county scored within the top 10% of five factors
  - 5 = if a county scored within the top 10% of six or more factors

## Indicators and data sources

The final thirty four indicators and their sources are described below.

	<b>Factor</b>	<b>Indicator</b>	<b>Source</b>	<b>Years</b>
1	Child Welfare	CAN reports (rate)	DHHS/DCF	2005-2009
2	Child Welfare	CAN reports, substantiated (rate)	DHHS/DCF	2005-2009
3	Child Welfare	Office of Juvenile Services (rate)	DHHS/DCF	2005-2009
4	Child Welfare	Out of Home Care (rate)	LHDs	2007
5	Child Welfare	State Wards (rate)	DHHS/DCF	2009
6	Child Welfare	Unintentional Injuries (rate)	HDD	2004-2008
7	Crime	Juvenile Arrests (rate)	LHDs	2007
8	Crime	Juvenile Drug Arrests (rate)	LHDs	2007
9	Crime	Juvenile DUI (rate)	LHDs	2007
10	Crime	Juvenile Violent Crime Arrests (rate)	LHDs	2007
11	Economic	Food Stamps (rate)	DHHS/FAPA	2005-2008
12	Economic	Poverty, All Ages (%)	SAIPE	2004-2008
13	Economic	Unemployment Change, 2009-2010	DOL	2010
14	Economic	Unemployment (%)	RWJ	2008
15	Education	High School Dropouts (%)	NDE	2004-2008
16	Education	Education Less than 9th Grade (%)	LHDs	2000
17	Health Behaviors	Adult Smoking (%)	RWJ	2002-2008
18	Health Behaviors	Binge (%)	RWJ	2000-2006
19	Health Behaviors	Chlamydia (rate)	RWJ	2007
20	Health Behaviors	Inadequate Prenatal Care (%)	DHHS/VR	2003-2007
21	Health Behaviors	No Prenatal Care (%)	DHHS/VR	2003-2007
22	Health Behaviors	Births To Teens (% of all births)	DHHS/VR	2003-2007
23	Pregnancy Outcome	Low Birth Weight (%)	DHHS/VR	2003-2007
24	Pregnancy Outcome	Very Low Birth Weight (%)	DHHS/VR	2003-2007
25	Pregnancy Outcome	Prematurity (%)	DHHS/VR	2003-2007
26	Pregnancy Outcome	Infant Mortality (rate)	LHDs	2004-2008
27	Health Outcomes	Poor/Fair Health (%; self-reported)	RWJ	2002-2008
28	Health Outcomes	Poor Mental Health Days (mean)	RWJ	2002-2008
29	Health Outcomes	Poor Physical Health Days (mean)	RWJ	2002-2008
30	Health Outcomes	Premature Death (YPLL)	RWJ	2004-2006
31	Social Welfare	Aggravated Domestic Violence Complaints (rate)	NCC	2004-2008
32	Social Welfare	Domestic Violence Crisis Line Calls (rate)	LHDs	unknown
33	Social Welfare	Simple Domestic Violence Complaints (rate)	NCC	2004-2008
34	Social Welfare	Single Parent Household (%)	RWJ	2000

Legend:	DHHS	Nebraska Department of Health & Human Services
	DCF	Division of Children & Families
	LHDs	Local Health Departments - MCH Workbook
	RWJ	Robert Wood Johnson Foundation - 2010 County Health Rankings
	NCC	Nebraska Crime Commission
	FAPA	Financial & Program Analysis Unit
	NDE	Nebraska Department of Education
	SAIPE	US Census - Small Area Income and Poverty Estimates
	DOL	Nebraska Department of Labor
	VR	DHHS/VR

### Findings

Counties with the highest factor scores from the Principal Components Analysis are presented below.

#### Counties within Top 10% of Each of Eight Factors

Child Welfare	Juvenile Crime	Economics	Education	Health Outcomes	Pregnancy Outcomes	Social Welfare	Behaviors
Lincoln	Boyd	Thurston	Dawes	Harlan	Keith	Lancaster	Thurston
Lancaster	Box Butte	Keya Paha	Colfax	Kimball	Pawnee	Box Butte	Douglas
Scotts Bluff	Scotts Bluff	Blaine	Thurston	Scotts Bluff	Frontier	Hall	Hall
Madison	Lincoln	McPherson	Dawson	Gage	Custer	Scotts Bluff	Colfax
Buffalo	Morrill	Scotts Bluff	Dakota	Richardson	Morrill	Lincoln	Thomas
Douglas	Douglas	Nemaha	Cuming	Hitchcock	Grant	Colfax	Scotts Bluff
Jefferson	Stanton	Arthur	Hall	Valley	Lincoln	Jefferson	Dodge
York	Buffalo	Hooker	Gage	Dawson	Boyd	Dakota	Dawson
Hall	Nemaha	Richardson	Holt	Rock	Burt	Saline	Dakota

Ratings and Risks

The following table describes the 17 counties found to be at highest risk for poor outcomes, based on having scored in the top 10% of 2 or more factors. The factors that pertain to each county are provided. Level 1 scores were assigned based on the number of top 10% scores. The geographic distribution of the 17 counties is shown in the subsequent map.

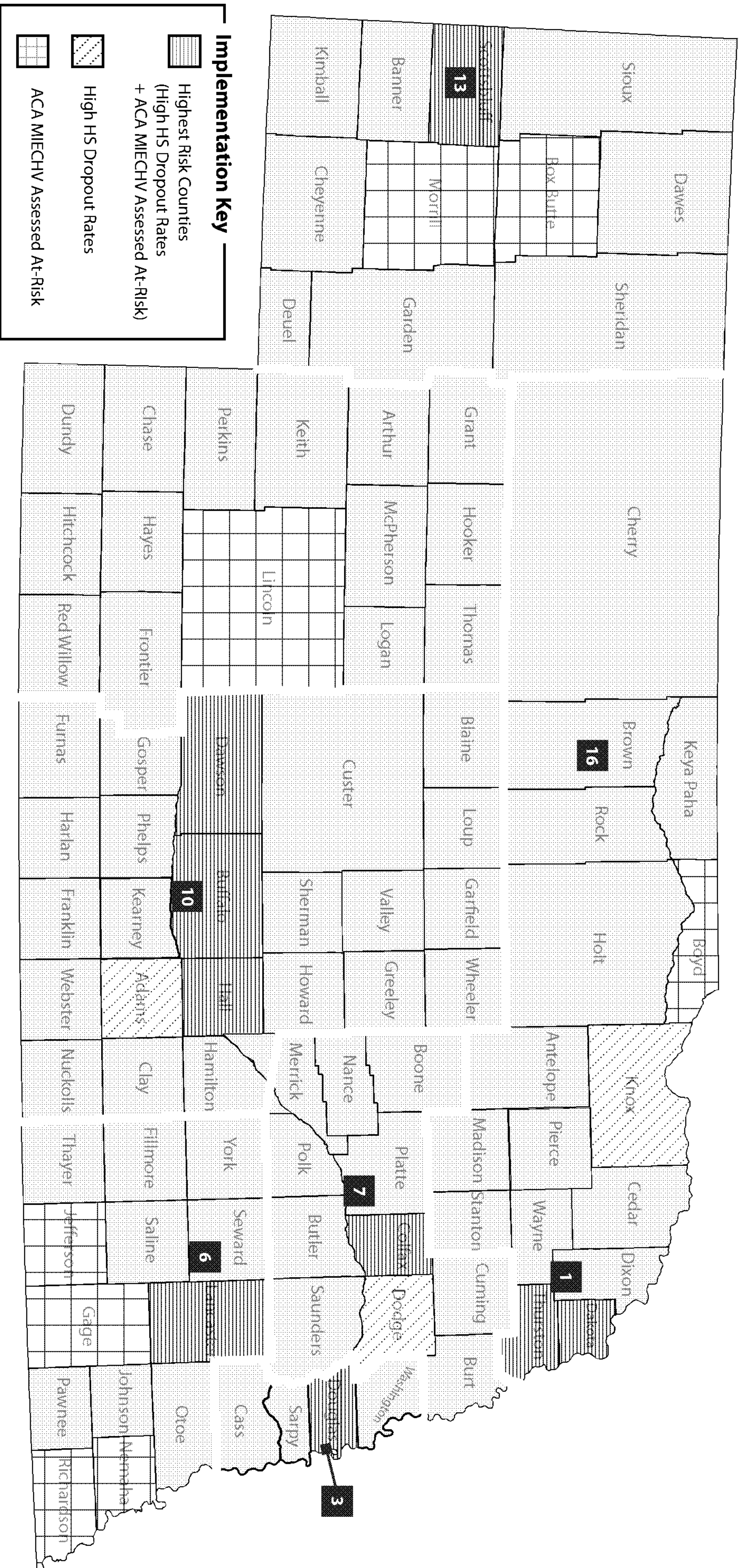
County	Child Welfare	Juvenile Crime	Economics	Education	Health Outcomes	Pregnancy Outcomes	Social Welfare	Behaviors	Number of factors	Level 1 Score
Scotts Bluff	√	√	√		√		√	√	6	5
Hall	√			√			√	√	4	3
Lincoln	√	√				√	√		4	3
Colfax				√			√	√	3	2
Dakota				√			√	√	3	2
Dawson				√	√			√	3	2
Douglas	√	√						√	3	2
Thurston			√	√				√	3	2
Box Butte		√					√		2	1
Boyd		√				√			2	1
Buffalo	√	√							2	1
Gage				√	√				2	1
Jefferson	√						√		2	1
Lancaster	√						√		2	1
Morrill		√				√			2	1
Nemaha		√	√						2	1
Richardson			√		√				2	1







# Implementation Map of the Early Learning Nebraska Initiative





## **NDHHS PROGRAM MANAGER for EARLY LEARNING NEBRASKA**

**DESCRIPTION:** Under administrative direction of the Early Learning Nebraska Leadership Council comprised of the Governor, Chief Operating Officer of the Department of Health and Human Services, and the Commissioner of the Department of Education, responsible for the administration, direction and coordination of the Early Learning Nebraska Initiative. Ensures that the complex and diverse, multifunctional aspects of the program are carried out in accordance with the Program Plan. Establishes and coordinates needed communication and collaboration routines to assure that all Participating Agencies achieve assigned objectives. Provides direct link between the Leadership Council, and the Participating Agencies' Project Coordinators. Ensures that activities are carried out in compliance with applicable regulations and guidelines through the work of subordinate managers, vendors and contracts; formulates/proposes policies of significant scope and impact which cross Participating Agencies' projects. Performs administrative functions required to support the Program's operations including budget preparation and maintenance, program planning, monitoring work plans, problem resolution, and assessing overall progress.

### **EXAMPLES OF WORK:**

Provides overall direction of Program activities by developing and administering Program objectives, strategies, policies and priorities and securing and overseeing the allocation of resources and budgets necessary to carry out the goals and objectives of the Program as mandated by laws, regulations and the established work plan and agency agreements.

Interprets applicable policies and procedures for staff, stakeholders, community partners, public, governmental officials and other external partners.

Oversees, coordinates, and/or recommends the development and implementation of new or revised policies, procedures, and guidelines to respond to changes in Program needs, objectives, priorities, and to improve the effectiveness of service delivery and Program administration operations.

Establishes and monitors operating procedures, objectives, goals and priorities necessary to ensure Programs meet overall goals of the Program.

Coordinates activities of agency staff, vendors, contractors and other external partners to ensure Programs meet achieves its goals.

Reports on program accomplishments to the highest level of management and justifies critical program changes.

Directs Program budget preparation; coordinates resources (human financial and physical); secures, coordinates and manages resources and budgets necessary for

successful implementation of the Program through work of Participating Agencies, subordinate managers, vendors, contractors, providers and/or other external partners.

Confers with Program staff, other administrators within Lead and Participating Agencies, client interest groups, governmental officials and private organizations to discuss programs and/or policies, develop strategies to address operational problems that influence the Program's structure, resolve problems, influence outcomes, explain proper application of policies, coordinate activities to achieve goals and objectives, facilitate quality service delivery, and work with other stakeholders to sustain work and impact of the initiative beyond the life of the grant

Directs NDHHS assigned projects through the Project Coordinator; establishes functional work activities and organizational relationships necessary to meet Program goals/objectives; participates in the selection of NDHHS Project Coordinator and Staff Assistant, and supervises both staff members.

Interacts and collaborates with public/community groups, contractors and providers regarding planning for and providing effective Program services with high visibility and interest issues; negotiates with and influences others in a diversity of competing interests to obtain cooperation/agreement.

Serves as agency subject matter expert for the Program and speaks on behalf of the agency to provide information and reach agreements where competing interests, multiple considerations and an absence of standards exist; represents the agency at national and state meetings or other informational sharing events.

### **KNOWLEDGE, SKILLS, AND ABILITIES REQUIRED:**

Knowledge of: federal and State laws and regulations relevant to the program; quality assurance/performance improvement principles and programs and methods of analyzing continuous improvement; business and management principles including strategic planning, resource allocation, human resources, leadership and coordination of people and resources; principles of supervision and staff development; budget administration practices.

Skill in: communicating to convey information so others will understand; using logic and reasoning to identify strengths and weaknesses of alternative solutions; identifying complex problems to develop and evaluate options and implement solutions.

Ability to: learn, apply and interpret agency policies and procedures; identify and relate pertinent pieces of information to form conclusions; establish program objectives or performance goals and assess progress; identify and analyze organizational and operational problems and develop and implement timely and economical solutions; formulate policies to meet identified needs, goals or objectives; respond to changes in direction, priorities and agency values; perform high level analysis; apply principles of logic or synthesis functions involving planning and direction of interrelated activities in

multiple departments; identify and integrate concrete and abstract variables to formulate approaches to major problems; exercise judgment, decisiveness and creativity in critical and/or unexpected situations; establish and maintain satisfactory working relationships with managers/administrators, community organizations, elected officials and the public; plan, assign and supervise the work of others.

**MINIMUM QUALIFICATIONS:**

Bachelor's Degree in public administration, social work, education, human development, public health, behavioral science, law, finance, human resources or other related field AND four years experience with program management in a health, human services field directly related to the assigned program area including program planning, implementation, monitoring and evaluation and experience supervising/managing staff and resources; OR a Master's degree in any of the above mentioned fields and two years commensurate experience. Equivalent experience or coursework/training may be substituted for the educational requirement on a year-for-year basis.

**NDHHS EARLY LEARNING NEBRASKA PROGRAM COORDINATOR  
DESCRIPTION:**

Under limited supervision, coordinates the administration of NDHHS projects supported through Nebraska's Race to the Top Early Learning Challenge (RTTT ELC) grant, Early Learning Nebraska. General duties include grant/contract administration, budget monitoring, and the development of detailed work plans, procedures, and monitoring protocols to ensure compliance with state and federal regulations and Nebraska's RTTT ELC work plan.

**EXAMPLES OF WORK:** Monitors program budget for NDHHS projects under this grant through the ongoing review of accounting documents, review of audits from contracted programs, and on-site evaluation reviews. Coordinates and confers with counterparts within the other Early Learning Nebraska partner agencies (Nebraska Department of Education and University of Nebraska). Provides training, technical assistance and networking to community leaders, organizations and cooperative projects supported by or partnering with Early Learning Nebraska. Provides liaison between and confers with various federal and state authorities, policy review staff, and community leaders. Drafts legal contracts, evaluates proposals, negotiates contracts and recommends approval. Organizes meetings, forums and other public events to further the work of NDHHS assigned projects as part of Early Learning Nebraska. Responds to information requests from the public, federal and state agencies. Provides technical assistance to communities on proposed projects, grant application procedures, program development, and evaluation criteria. Researches and writes required plans, grants, proposals and reports for timely transmittal to federal and state authorities. Writes program policy and procedures consistent with state or federal guidelines. Coordinates the development of program goals and evaluation criteria with agency staff, community officials, and/or other state government staff. Responsible for funding recommendations with funds from state and federal entities. Participates in public hearings on proposed policy revisions. Prepares grant applications to federal agencies requesting funds to support program initiatives. Develops corrective action plans for program deficiencies. Serves on relative community organizations, committees, task forces, and advisory boards.

**FULL PERFORMANCE KNOWLEDGE, SKILLS AND ABILITIES REQUIRED:** (These may be acquired on the job and are needed to perform the work assigned.) Knowledge of: applicable federal, state and local programs; federal and state social service regulations and laws; statewide needs in providing customer services (urban, rural, cultural, domestic, sexual, refugee, poverty, etc.); contract administration and accountability. Ability to: present information on regulations and laws; interpret policy to individuals; communicate effectively and prepare comprehensive reports; develop policies, procedures, and standards consistent with state and federal laws and agency policies and procedures; negotiate contracts and compliance with regulations.

**ENTRY KNOWLEDGE, SKILLS AND ABILITIES REQUIRED:** (Applicants will be screened for possession of these through written, oral, performance and/or other evaluations.) Knowledge of: basic accounting and business administration; health and human services and management theory; the structure of organizations; state, local and federal laws and programs relating to social service programs; available funding sources; human dynamics; learning/teaching techniques. Ability to: relate well with a diverse number of individuals or

organizations; analyze communities' present needs and recommend programs to achieve desired results; work with people in a variety of roles (leadership, cooperation, education, networking). Skill in: persuading others to adopt programs; presenting information to groups or individuals in oral or written form; problem solving; prioritizing; goal setting; conflict resolution.

**JOB PREPARATION GUIDELINES:** (Entry knowledge, skills and/or abilities may be acquired through, **BUT ARE NOT LIMITED TO**, the following coursework/training and/or experience.) Post high school coursework/training in: health, public administration, business or social behavioral sciences. Experience with the writing of grants and administration of funds and in leading community groups. **SPECIAL NOTE** Overnight travel may be required.



## **NDHHS STAFF ASSISTANT II for EARLY LEARNING NEBRASKA**

**DESCRIPTION:** Under limited supervision, provides administrative support for the Nebraska Department of Health and Human Services (NDHHS) as the lead agency for Early Learning Nebraska and for NDHHS projects carried out under Early Learning Nebraska. Functions in a contributory capacity with the immediate supervisor, the NDHHS Program Manager, carrying out varied administrative, technical, and/or program support work; performs related work as assigned. Provides administrative support to the NDHHS Program Coordinator for Early Learning Nebraska.

### **EXAMPLES OF WORK:**

Determines applicability of and explains policies, procedures, and processes pertinent to program and/or administrative functions to agency employees, state and local officials and employees, and the public to answer their inquiries and to facilitate proper application of these directives and processes; evaluates policies, procedures, and processes and applies them to situations to make determinations. Searches for and/or proposes solutions to questions/modifications to the structure of operational policies to increase their utility and efficiency. Collects and compiles information and/or data from computers, databases, statistical, accounting, administrative, and/or other records; compiles records and creates reports, charts and/or graphs through word processing, spreadsheet, or database software to display information in a readable format and to provide the immediate supervisor and management officials with information for making decisions; analyzes information and makes conclusions. Installs, maintains, and/or modifies manual and computerized tracking/monitoring or evaluation processes or files for assigned programs or functions; monitors status of projects and/or costs/expenditures relating to these programs/functions; takes action to facilitate attainment of goals and deadlines. Prepares documentation pertinent to grant administration activities such as grant requirements, grant awards, grant requests, or application reviews for adherence to grant requirements; compiles reports and analyses relative to grant usage and compliance. Coordinates public information/community relations contact activities to promote positive public awareness of an administrative or program operation, function, or activity of the agency. Collects and reviews documents and information for accuracy and compliance to support employing agency customer service efforts; responds to agency's customer inquiries; makes decisions relative to assigned work; routes information and data to appropriate individuals; prepares correspondence and provides phone support, as needed. Coordinates people, equipment, location, and supplies for meetings and/or conferences; coordinates workflow and schedules office operations/support staff activities to facilitate the management of program operations. Plans, organizes, and implements work assignments/courses of action, as directed, to meet the goals and objectives of the assigned program, technical, or administrative activities.

### **KNOWLEDGE, SKILLS, AND ABILITIES REQUIRED:**

Knowledge of: office processes and procedures; customer service processes and principles; administrative and office/clerical support procedures and associated computer

applications such as word processing, file management, record keeping, and database management. Ability to: formulate and recommend alternative courses of action; communicate and exchange information and ideas with others; create charts, graphs, and/or reports using word processing or other computer applications; summarize technical data and results of research into reports; track and monitor information; retrieve information from a variety of sources; coordinate resources and people; learn organizational structure, mission, and activities of the employing agency; learn agency policies and procedures and sources of information pertinent to the assigned work; agency policy and procedures. Skill in: active listening; asking questions; understanding instructions; using word processing; creating spreadsheets, charts, graphs, and reports; managing time, schedules, and priorities; monitoring and assessing program performance; applying critical thinking techniques.

**MINIMUM QUALIFICATIONS:**

Post secondary degree in office management, secretarial/office support, customer service, or administration, or a related area.

OR

One year of experience in office management, secretarial/office support, customer service, or administration, including use of computer software such as word processing, spreadsheets, and database management.

OR

One year of coursework/training or experience involving research, presentation, or publication in an area related to the programs or functions of the employing agency.

**POSITION DESCRIPTION**  
**Nebraska Department of Education**  
**Official Title (Education Specialist I)**  
**Working Title (Project Coordinator)**

**Position Title :** Education Specialist I  
**Number**  
**Pay Grade:** 45  
**Section/Team:** Early Childhood

**Position**

**Job Code:**

**Purpose-** Plans, organizes, promotes and provides consultative services for the Early Learning Connection Registry. Assists program directors and professionals in understanding how to use the database system to enter data, update records, and create reports. Provides training and consultation both in-person and over the phone.

**Essential Functions**

Trains and consults with early childhood professionals and program direction on Nebraska's Early Learning Connection Registry database.

Assists others as they work to complete a registry application to the registry; update personal or program records in the registry, or access specific reports.

Participates in periodic review of the Early Learning Connection Registry program and evaluations.

Advises the Early Learning Connection Registry staff on database improvements to make the system more user-friendly.

Collaborates with other programs to promote utilization of the Early Learning Connection Registry, improve program quality, and to foster professional development.

Facilitates the exchange of information and expanded working relationships between Agency programs and external agencies; sets forth mechanisms to obtain statewide input into policy and database development; assists in the preparation of state and program reports regarding the early childhood workforce and quality improvements.

Interacts with professional organizations as appropriate to specific job assignments; works with various early childhood education programs and personnel.

**Minimum Qualifications**

Bachelor's degree in the field of education or early childhood education with at least two years of experience in training others

**Knowledge and Abilities**

Knowledge

- Best practices in teaching adult learners
- Program knowledge in which technical assistance is provided

- Concepts, principles, and methodologies that relate to technical area
- Compliance principles related to program knowledge
- Laws, statutes, and regulations related to program areas.
- Policies and procedures of Agency and programs.

#### Abilities

- Establish and maintain effective working relationships with early childhood education personnel, widely diverse groups, and Agency staff.
- Apply program policies and procedures while assisting others in entering applications, updating information, and accessing reports in the Registry system.
- Conduct training sessions and workshops
- Prepare reports as required by statutes and regulations conforming to their requirements
- Provide technical assistance to early childhood programs and other agencies needing information from the Registry system.

**POSITION DESCRIPTION**  
**Official Title (Office Associate IV)**  
**Working Title (Project Assistant)**  
**Nebraska Department of Education**

**Position Title:** Office Associate IV  
**Pay Grade:** 42  
**Section/Team:** Early Childhood

**Position Number:**  
**Job Code:**  
**FLSA Status:**

**Purpose of Class:** Performs varied administrative and office support activities, adding detail and follow-up, to assist administrative/professional staff with program and administrative operations; performs complex activities frequently requiring specialized knowledge of the rules, regulations, and administrative guidance of the program, Agency, and state. Executes well-developed skills such as website development and maintenance, and bookkeeping/accounting.

**Essential Functions**

Plans, organizes, and implements work assignments/courses of action as directed to meet the goals and objectives of the RTT-ELC; reviews incoming correspondence and utilizes decision making as to action to be taken.

Collects and summarizes data from statistical, accounting, or other administrative records to measure progress and facilitate program planning; compiles records and reports of accomplishments and activities; provides information for making administrative decisions. Will support the administration and coordination of Race to the Top- Early Learning Challenge (RTT-ELC) activities.

Arranges for meetings, assuring appropriate selection of time, location, and agenda; makes travel plans and arrangements; arranges conference sites, including meals and registrations, and prepares and processes necessary documentation; coordinates the preparation, ordering, and delivery of program materials; processes necessary forms for expense reimbursement, purchasing and payment, travel, and other functions.

Assists Agency and ESU staff, as well as the general public, in facilitating the proper application of RTT-ELC policies, procedures, and processes.

Designs and formats a variety of presentations, brochures, and related documents; prepares forms and processes materials to be mailed; manages filing system relating to materials; creates and maintains data to provide selected information to staff and outside sources.

Maintains computer/office equipment, computer software, subscriptions and office supply inventories.

Sorts and reviews mail; disposes of office detail not requiring official action; sends form letters and other materials, prepares group e-mails and bulk mailings, all relying on established correspondence guidelines/staff instructions; copies/faxes various materials and documents; orders and maintains office supplies, equipment, and

publications.

### **Minimum Qualifications**

High school diploma or equivalent; postsecondary coursework in office practices and procedures; three years of related experience in office practices and procedures; may require knowledge of basic accounting procedures.

### **Knowledge and Abilities**

#### Knowledge

- Formats used in written business communications
- English grammar, spelling, and composition needed for correspondence
- Types and uses of office equipment
- Computer software applications including word processing, spreadsheets, presentations, database management, and website development and maintenance
- Working knowledge of office filing systems, scheduling processes, other office processes, support functions, and specialized terminology
- Scheduling concepts and techniques required for arranging meetings and lodging/transportation reservations
- Working knowledge of accounting/record keeping principles and practices
- Sources of information pertinent to the assigned functions

#### Abilities

- Communicate orally and in writing to exchange information
- Establish and maintain effective working relationships
- Understand and apply written/oral instructions
- Locate and summarize information from files and documents
- Maintain the confidential nature of information
- Operate office equipment, including computer, to perform required duties
- Prepare a variety of internal reports and documents
- Advise Agency staff and the public on Agency policies and procedures
- Formulate and recommend alternative courses of action
- Understand, interpret, and apply rules, administrative policies, and program guidelines

**POSITION DESCRIPTION**  
**Official Title (Education Specialist II)**  
**Working Title (Early Childhood Education Specialist)**  
**Nebraska Department of Education**

**Position Title:** Education Specialist II  
**Pay Grade:** 46  
**Section/Team:** Early Childhood  
**Reports To:** Early Childhood Team Leader  
None

**Position Number:**  
**Job Code:**  
**FLSA Status:** Exempt  
**Positions Reporting to Incumbent:**

**Purpose:** Provide state and local level early childhood assistance, including early childhood special education assistance, to support quality and inclusive practices in school/community early childhood programs for children birth-age 5 and K-grade 3.

**Essential Functions\***

Provide guidance and resources to teachers, caregivers, and program/school leaders to assist implementation of curriculum and assessment consistent with evidence-based, developmentally appropriate, inclusive practices in early childhood education, including birth through grade 3 and before-and-after school programs.

Assist with planning and implementation of activities and the development and dissemination of resources to support Nebraska's Results Matter child, family and program outcome system which is inclusive of children ages birth to five with a range of abilities and disabilities.

Assist with coordination of professional development and program development activities between the NDE staff located at Lincoln offices and Early Childhood Training Center staff located at Omaha.

Share staff responsibilities for technical assistance and program monitoring of early childhood grant programs.

Promote collaboration between schools and community early childhood programs, such as Head Start, preschools, child care centers, family child care homes, and family support programs.

Respond to individual and group inquiries from school districts, communities, and the general public.

Participate in internal and external task forces and committees, including interagency activities, and provide staff support as assigned.

Make presentations at relevant local, state, regional, and national conferences and meetings.

Use applicable technology, computer systems and software to carry out the essential functions.

**Other Duties and Responsibilities:** As assigned.

### **Minimum Qualifications**

Master's degree in early childhood education, early childhood special education, elementary education or a related field and a minimum of two years successful teaching or administration experience in the early childhood field.

### **Preferred Qualifications**

Nebraska Teaching Certificate with endorsement in early childhood or early childhood special education inclusive of birth to grade 3; recent teaching or leadership experience related to pre-kindergarten through primary grades in inclusive programs serving children with disabilities; experience with before and after school programs.

### **Knowledge, Skills & Abilities**

#### Knowledge

- Child development, early childhood education, early childhood special education knowledge to support best practices in a variety of programs and settings
- Technical program knowledge and standard practices and procedures in the area of early childhood and early childhood special education
- Federal laws (e.g. Child Care and Development Fund, Head Start, Special Education) and state laws (e.g. Early Childhood Act, Quality Child Care Act, Special Education, Kindergarten) and regulations (e.g. NDE Rule 11, Rule 51, Rule 10, Rule 24) which impact Early Childhood Team operation
- Office equipment and computer software programs: MS Office 2007 (word processing, powerpoint, excel)
- Demonstrated organizational skills
- NDE organizational structure, functions, goals, policies and procedures
- Overall NDE operations and correlation to Early Childhood Program parameters

#### Abilities

- Interact with supervisors, employees, school personnel, parents, and the public to gain their cooperation and to establish working relationships
- Perform program work with minimal supervision
- Participate in and contribute to planning and activities within the team and across teams to attain team and agency goals
- Apply problem solving skills to resolve issues or concerns regarding early childhood and early childhood special education services, K-3, before and after school programs
- Provide consultation and technical assistance to school/community based early childhood programs regarding program requirements, policies, practices, and regulations
- Apply program policies and procedures to review programs for monitoring purposes
- Organize and prepare information for presentations and written materials, such as reports



- Present information and lead discussions at meetings and workshops related to early childhood policy, regulations, program quality and best practices, partnership development, and evaluation
- Provide leadership in program development and improvement
- Use effective communication and collaboration skills
- Represent NDE and the Early Childhood Team within and outside the agency

**Fiscal Responsibility – N/A**

**POSITION DESCRIPTION**  
**Official Title (Education Specialist II)**  
**Working Title (Quality Rating and Improvement Specialist)**  
**Nebraska Department of Education**

**Position Title:** Education Specialist II  
**Pay Grade:** 46  
**Section/Team:** Early Childhood

**Position Number:**  
**Job Code:**  
**FLSA Status:**

**Purpose:** Provide state and local level early childhood assistance, including early childhood special education assistance, to support quality and inclusive practices in school/community early childhood programs for children birth-age 5 through activities related to implementing training and technical assistance related to the Quality Rating and Improvement System.

**Essential Functions**

Develop and manage the process for self-assessment of program practices to promote social and emotional development in young children.

Assist with planning and implementation of activities and the development and dissemination of resources to support Nebraska's Step Up to Quality program.

Assist with coordination of professional development and program development activities between the NDE staff located at Lincoln offices and Early Childhood Training Center staff located at Omaha.

Develop and manage contracts reliable raters/observers, trainers and training activities.  
Work with existing NDE staff to maintain and expand the Nebraska Cadre of reliable raters/observers for rating/observation tools.

Respond to individual and group inquiries from school districts, community home and center child care programs, families, and the general public.

Participate in internal and external task forces and committees, including interagency activities, and provide staff support as assigned.

Make presentations at relevant local, state, regional, and national conferences and meetings.

Use applicable technology, computer systems and software to carry out the essential functions.

**Other Duties and Responsibilities:** As assigned.

**Minimum Qualifications**

Master's degree in early childhood education, early childhood special education, elementary education or a related field and a minimum of two years successful teaching or administration experience in the early childhood field.

## **Preferred Qualifications**

Nebraska Teaching Certificate with endorsement in early childhood or early childhood special education inclusive of birth to grade 3; recent teaching or leadership experience related to pre-kindergarten through primary grades in inclusive programs serving children with disabilities; experience with before and after school programs.

## **Knowledge, Skills & Abilities**

### Knowledge

- Child development, early childhood education, early childhood special education knowledge to support best practices in a variety of programs and settings
- Knowledge of Environment Rating Scales, CLASS, Tpot/Tpitots observation tools.
- Knowledge of appropriate early childhood assessment.
- Technical program knowledge and standard practices and procedures in the area of early childhood and early childhood special education
- Federal laws (e.g. Child Care and Development Fund, Head Start, Special Education) and state laws (e.g. Early Childhood Act, Quality Child Care Act, Special Education, Kindergarten) and regulations (e.g. NDE Rule 11, Rule 51, Rule 10, Rule 24) which impact Early Childhood Team operation
- Office equipment and computer software programs: MS Office 2007 (word processing, powerpoint, excel)
- Demonstrated organizational skills
- NDE organizational structure, functions, goals, policies and procedures
- Overall NDE operations and correlation to Early Childhood Program parameters

### Abilities

- Interact with supervisors, employees, school personnel, parents, and the public to gain their cooperation and to establish working relationships
- Perform program work with minimal supervision
- Participate in and contribute to planning and activities within the team and across teams to attain team and agency goals
- Apply problem solving skills to resolve issues or concerns regarding early childhood and early childhood special education services,
- Provide consultation and technical assistance to school/community based early childhood programs regarding program requirements, policies, practices, and regulations
- Apply program policies and procedures to review programs for monitoring purposes
- Organize and prepare information for presentations and written materials, such as reports
- Present information and lead discussions at meetings and workshops related to early childhood policy, regulations, program quality and best practices, partnership development, and evaluation
- Provide leadership in program development and improvement
- Use effective communication and collaboration skills
- Represent NDE and the Early Childhood Team within and outside the agency

**POSITION DESCRIPTION**  
**Official Title (Education Specialist II)**  
**Working Title (Teaching Pyramid Specialist)**  
**Nebraska Department of Education**

**Position Title:** Education Specialist II  
**Pay Grade:** 46  
**Section/Team:** Early Childhood

**Position Number:**  
**Job Code:**  
**FLSA Status:**

**Purpose:** Provide state and local level early childhood assistance, including early childhood special education assistance, to support quality and inclusive practices in school/community early childhood programs for children birth-age 5 through activities related to implementing training and technical assistance around the Teaching Pyramid.

**Essential Functions**

Develop and manage the process for self-assessment of program practices to promote social and emotional development in young children.

Assist with planning and implementation of activities and the development and dissemination of resources to support Nebraska's Teaching Pyramid system.

Assist with coordination of professional development and program development activities between the NDE staff located at Lincoln offices and Early Childhood Training Center staff located at Omaha.

Develop and manage contracts for CSEFEL trainers and training activities.

Respond to individual and group inquiries from school districts, community home and center child care programs, families, and the general public.

Participate in internal and external task forces and committees, including interagency activities, and provide staff support as assigned.

Make presentations at relevant local, state, regional, and national conferences and meetings.

Use applicable technology, computer systems and software to carry out the essential functions.

**Other Duties and Responsibilities:** As assigned.

**Minimum Qualifications**

Master's degree in early childhood education, early childhood special education, elementary education or a related field and a minimum of two years successful teaching or administration experience in the early childhood field.

### **Preferred Qualifications**

Nebraska Teaching Certificate with endorsement in early childhood or early childhood special education inclusive of birth to grade 3; recent teaching or leadership experience related to pre-kindergarten through primary grades in inclusive programs serving children with disabilities; experience with before and after school programs.

### **Knowledge, Skills & Abilities**

#### Knowledge

- Child development, early childhood education, early childhood special education knowledge to support best practices in a variety of programs and settings
- Knowledge of Teaching Pyramid
- Technical program knowledge and standard practices and procedures in the area of early childhood and early childhood special education
- Federal laws (e.g. Child Care and Development Fund, Head Start, Special Education) and state laws (e.g. Early Childhood Act, Quality Child Care Act, Special Education, Kindergarten) and regulations (e.g. NDE Rule 11, Rule 51, Rule 10, Rule 24) which impact Early Childhood Team operation
- Office equipment and computer software programs: MS Office 2007 (word processing, powerpoint, excel)
- Demonstrated organizational skills
- NDE organizational structure, functions, goals, policies and procedures
- Overall NDE operations and correlation to Early Childhood Program parameters

#### Abilities

- Interact with supervisors, employees, school personnel, parents, and the public to gain their cooperation and to establish working relationships
- Perform program work with minimal supervision
- Participate in and contribute to planning and activities within the team and across teams to attain team and agency goals
- Apply problem solving skills to resolve issues or concerns regarding early childhood and early childhood special education services,
- Provide consultation and technical assistance to school/community based early childhood programs regarding program requirements, policies, practices, and regulations
- Apply program policies and procedures to review programs for monitoring purposes
- Organize and prepare information for presentations and written materials, such as reports
- Present information and lead discussions at meetings and workshops related to early childhood policy, regulations, program quality and best practices, partnership development, and evaluation
- Provide leadership in program development and improvement
- Use effective communication and collaboration skills

Represent NDE and the Early Childhood Team within and outside the agency

**POSITION DESCRIPTION**  
**Official Title (Education Specialist II)**  
**Working Title (Registry Coordinator)**  
**Nebraska Department of Education**

**Position Title:** Education Specialist II

**Position**

**Number:**

**Pay Grade:** 46

**Job Code:**

**Section/Team:** Early Childhood

**Purpose** - Plans, organizes, and promotes the Early Learning Connection Registry for Nebraska.

**Essential Functions**

Develops policies and procedures for the entry of data into the registry, and provides procedures for monitoring the quality of data entry

Prepares state early childhood workforce reports

Cleans data to ensure that data is accurate and accurately represents the early childhood workforce

Provides consultative services, information, and assistance in program development for the Early Childhood Connection Registry

Participates in monitoring and qualitative reviews of the Early Childhood Connection Registry database

Ensures compliance with written policies and procedures; reviews to ensure that data entry and data quality are accurate

Collaborates with other agencies and programs to promote voluntary participation in the Early Childhood Connection Registry

Facilitates the exchange of information and expanded working relationships between Agency programs and other agencies

Plans and develops materials for training sessions

Develops/distributes appropriate program documents; collects and compiles program information; carries out work for the program within prescribed fiscal boundaries; facilitates quality improvement processes.

**Minimum Qualifications**

Master's degree in the field of education and one year of successful preK-12 teaching experience in an approved or accredited Nebraska school, or equivalent teaching experience in another state or country

**Knowledge and Abilities**

**Knowledge**

- Best practice in early childhood teaching and learning
- Program knowledge in which technical assistance is provided
- Concepts, principles, and methodologies related to early childhood data systems

- Compliance principles related to program knowledge
- Policies and procedures of Agency and Registry programs
- Service agencies across the state providing assistance to young children
- Governmental and private agencies' program rules and regulations

**Abilities**

- Establish and maintain effective working relationships with school personnel, widely diverse groups, and Agency staff
- Apply program policies and procedures to review programs for compliance
- Conduct training sessions and workshops and provide technical assistance
- Prepare reports as required by statutes and regulations conforming to standards
- Provide work direction through assisting co-workers and subordinates
- Research best practices and convey technical information to individuals at various levels in the organization
- Provide technical assistance to early childhood professionals and programs and other agencies.

**POSITION DESCRIPTION**  
**Official Title (Education Specialist II)**  
**Working Title (K-3 Specialist)**  
**Nebraska Department of Education**

**Position Title:** Education Specialist II  
**Pay Grade:** 46  
**Section/Team:** Early Childhood

**Position Number:**  
**Job Code:**  
**FLSA Status:**

**Purpose:** Provide state and local level early childhood assistance, including early childhood special education assistance, to support quality and inclusive practices in school/community early childhood programs for children K-grade 3 and birth to age 5.

**Essential Functions**

Provide guidance and resources to teachers and program/school leaders to strengthen and assist with implementation of curriculum and assessment consistent with evidence-based, developmentally appropriate, inclusive practices in K-3 education.

Assist with planning and implementation of a kindergarten assessment.

Assist in the development of evidence-based transition practices to support children and families entering kindergarten from district and community early childhood programs.

Assist with coordination of professional development and program development activities between the NDE staff located at Lincoln offices and Early Childhood Training Center staff located at Omaha.

Share staff responsibilities for providing technical assistance K-3 teachers and administrators.

Promote collaboration between schools and community early childhood programs, such as Head Start, preschools, child care centers, family child care homes, and family support programs.

Respond to individual and group inquiries from school districts, community home and center child care programs, families, and the general public.

Participate in internal and external task forces and committees, including interagency activities, and provide staff support as assigned.

Make presentations at relevant local, state, regional, and national conferences and meetings.

Use applicable technology, computer systems and software to carry out the essential functions.

**Other Duties and Responsibilities:** As assigned.



**Minimum Qualifications**

Master's degree in early childhood education, early childhood special education, elementary education or a related field and a minimum of two years successful teaching or administration

**POSITION DESCRIPTION**  
**Administrative Specialist II**  
**(Financial Aid Accountant)**  
**Working Title (Accountant)**  
**Nebraska Department of Education**

**Position Title:** Administrative Specialist II

**Pay Grade:** 46

**Section/Team:** Finance & Organizational Services

**Financial Aid Accountant (Administrative Specialist II)**

**Position Number:**

**Job Code:**

**FLSA Status:**

**Purpose:** To assist with the processing of applications and financial reports Educational Service Units, track contract payments, and monitor Race to the Top- Early Learning Challenge (RTT-ELC) funds.

**Essential Functions**

Complete desk audits of sub-recipient claims and/or financial reports to insure compliance with approved budgets and applicable program regulations.

Prepare the necessary documentation to disburse funds to eligible subrecipients.

Account for the distribution of the funds in accordance with federal and state regulations (e.g., review reimbursement requests and process payments).

Prepare and review financial reports required by and program staff.

Consult with, and provide technical assistance to ESUs regarding RTT program regulations and procedures

**Other Duties and Responsibilities**

Consult with Department program staff on program fiscal requirements.

Assist program staff in interpreting program fiscal regulations.

Use microcomputer software applications (e.g., spreadsheets) to complete various job duties.

Perform other duties as assigned.

**Minimum Qualifications**

Bachelor's degree in Business Administration or Accounting and two years of job-related progressively responsible work experience in accounting.

**Preferred Qualifications**

Progressively responsible work experience in governmental accounting including experience with the Nebraska accounting system (NIS). Working experience with laws, statutes and federal regulations and how they relate to program areas. A knowledge of microcomputers with working knowledge and experience with spreadsheet software.

## **Knowledge & Abilities**

### Knowledge

- Program/function knowledge in which technical assistance is provided
- Concepts, principles, and methodologies that relate to accounting
- Compliance principles related to assigned programs
- Laws, statutes, and regulations related to program/functional areas
- Policies and procedures of Agency and programs
- NDE and Federal rules and regulations
- Office equipment and software programs
- Work plans for program activities to achieve goals

### Abilities

- Establish and maintain effective working relationships with diverse groups including staff and school personnel
- Apply program policies and procedures to review programs for compliance
- Prepare reports as required by statutes and regulations conforming to standards
- Convey technical information to individuals at various levels in the organization and provide technical assistance to funded projects and other agencies
- Provide leadership in the development of pertinent aspects of the program (e.g., fiscal)
- Utilize data and other information in the successful performance of the job
- Process documentation and other information in order to respond appropriately
- Conduct training sessions and workshops (as applicable) and technical assistance to clients
- Use computers and appropriate computer software applications, including word processing, spreadsheet, presentation and database management

**POSITION DESCRIPTION**  
**Nebraska Department of Education**  
**Official Title (Education Specialist I)**

**Working Title (Registry Technology Assistant for Users)**

**Position Title:** Education Specialist I  
**Number**  
**Pay Grade:** 45  
**Section/Team:** Early Childhood

**Position**

**Job Code:**

**Purpose-** Plans, organizes, promotes and provides consultative services for the Early Learning Connection Registry. Assists program directors and professionals in understanding how to use the database system to enter data, update records, and create reports. Provides training and consultation both in-person and over the phone.

**Essential Functions**

Trains and consults with early childhood professionals and program direction on Nebraska's Early Learning Connection Registry database.

Assists others as they work to complete a registry application to the registry; update personal or program records in the registry, or access specific reports.

Participates in periodic review of the Early Learning Connection Registry program and evaluations

Advises the Early Learning Connection Registry staff on database improvements to make the system more user-friendly

Collaborates with other programs to promote utilization of the Early Learning Connection Registry, improve program quality, and to foster professional development.

Facilitates the exchange of information and expanded working relationships between Agency programs and external agencies; sets forth mechanisms to obtain statewide input into policy and database development; assists in the preparation of state and program reports regarding the early childhood workforce and quality improvements.

Interacts with professional organizations as appropriate to specific job assignments; works with various early childhood education programs and personnel.

**Minimum Qualifications**

Bachelor's degree in the field of education or early childhood education with at least two years of experience in training others

**Knowledge and Abilities**

Knowledge

- Best practices in teaching adult learners
- Program knowledge in which technical assistance is provided

- Concepts, principles, and methodologies that relate to technical area
- Compliance principles related to program knowledge
- Laws, statutes, and regulations related to program areas.
- Policies and procedures of Agency and programs.

#### Abilities

- Establish and maintain effective working relationships with early childhood education personnel, widely diverse groups, and Agency staff.
- Apply program policies and procedures while assisting others in entering applications, updating information, and accessing reports in the Registry system.
- Conduct training sessions and workshops
- Prepare reports as required by statutes and regulations conforming to their requirements
- Provide technical assistance to early childhood programs and other agencies needing information from the Registry system.

**Official Title (Office Associate II)**  
**Working Title (Registry Verification Specialist)**  
**Nebraska Department of Education**

**Position Title:** Office Associate II  
**Pay Grade:** 38  
**Section/Team:** Early Childhood

**Position Number:**  
**Job Code:**

**Purpose:** Enters training and education data for early childhood professionals in the Early Learning Connection Database. Verifies data, and maintains files.

**Essential functions**

Enters training and education data for early childhood professionals in the Early Learning Connection Database,  
Verifies that higher education institution is regionally accredited,  
Ensures that training entries align with Nebraska's Core Competencies for Early Childhood Professionals,  
Enters accurate data on the number of semester credit hours completed for early childhood education, business, and before and after school-age care,  
Follows written policies and procedures, may interact with early childhood professionals, and directors of early childhood programs  
Provides office support, keying data into the Early Learning Connection Registry database  
Drafts routine correspondence and emails to early childhood professionals.  
Searches for, compiles, and summarizes information from Early Learning Connection Registry database

**Other Duties and Responsibilities:**

As assigned.

**Minimum Qualifications**

High school diploma or equivalent: postsecondary coursework in office practices and procedures; one year of related office practices and procedures work experience.

**Knowledge and Abilities**

Knowledge

- Formats used in written business communications
- English grammar, spelling and composition needed for correspondence
- Types and uses of office equipment
- Computer software applications including word processing, spreadsheets, presentations, databases, and website development and maintenance
- Working knowledge of office filing systems, scheduling processes, other office processes, support functions, and specialized terminology

Abilities

- Communicate orally and in writing with co-workers and the public
- Establish and maintain effective working relationships
- Understand and apply written/oral instructions and administrative policies/guidelines

- Locate and summarize information from files and documents
- Maintain the confidential nature of the information
- Operate office equipment, including computer, to perform required duties
- Prepare a variety of internal reports and documents

## **RTTT Position Descriptions: UNIVERSITY OF NEBRASKA**

### **Project Coordinator (Administration Project 1c)**

**General Description:** With minimum supervision, coordinates the administration of NU projects supported through Nebraska's Race to the Top Early Learning Challenge (RTTT ELC) grant. General duties include coordination of individual project work to achieve comprehensive results, grant/contract administration, budget monitoring, and the development of detailed work plans, procedures, and monitoring protocols to ensure compliance with state and federal regulations and Nebraska's RTTT ELC work plan.

**Supervisor:** Reports to the Executive Director of the Buffett Early Childhood Institute

**Rank:** Research Assistant/Associate Professor

**Description of Work** Coordinates multiple projects as delineated in the RTTT ELC work plan. Monitors program budget for NU projects under this grant through the ongoing review of accounting documents, review of audits from contracted programs, and evaluation reviews. Coordinates and confers with counterparts within the other Nebraska Early Advantage partner agencies (Nebraska Department of Education and Department of Health and Human Services).

More specific functions and responsibilities of the job require the individual to: (a) provide oversight to project directors and research assistants who will be responsible for the day-to-day operation of grants; (b) participate actively on interdisciplinary research teams involved in the RTTT ELC; (c) write research reports and scholarly articles; and (d) contribute generally to ongoing BECI research, education and policy initiatives. In addition, the NU Program Coordinator will: (e) organize meetings, forums and other public events to further the work of NU assigned projects as part of Nebraska Early Advantage; (f) respond to information requests from the public, federal and state agencies; (g) provide technical assistance to projects relative to grant application procedures, program development, and evaluation criteria; (h) research and write required plans, grants, proposals and reports for timely transmittal to federal and state authorities; (i) writes program policy and procedures consistent with state or federal guidelines; and, (j) coordinate the development of program goals and evaluation criteria with NU staff, community officials, and/or other state government staff. The NU Program Coordinator may also participate in public hearings on proposed policy revisions.

**Minimum Qualifications:** Doctorate in Education or Human Science related field; Previous experience as a project manager is required. Research experience must include, but is not limited to, dissertation research, participation and significant leadership on research teams, and evidence of scholarly contributions and professional development activities. Must possess leadership and management skills and a strong understanding of research on data-based decision-making, academic



interventions, and service delivery in schools and communities.

**Desired Qualities And Skills:** Organizational and independent thinking skills. Ability to compose and prepare written documents, letters, and reports. Ability to compile and assemble data. Ability to use word-processing, database and presentation software. Ability to provide prudent, independent judgment related to communication and correspondence with constituents and community members. Skills and abilities in organizing interdisciplinary research teams, managing and conducting meetings, providing professional presentations, and leading a scholarly line of work. Ability to: relate well with a diverse number of individuals or organizations; analyze communities' present needs and recommend programs to achieve desired results; work with people in a variety of roles (leadership, cooperation, education, networking). Skill in: persuading others to adopt programs; presenting information to groups or individuals in oral or written form; problem solving; prioritizing; goal setting; and, conflict resolution.

**Post Award Specialist (Project 1c)** Will be responsible for the coordination of the post award grants and contract process. Collaborate with administrators, faculty and staff in a consultative manner to insure proper procedures are followed for post-award activities. Coordinate the post award grant and contract management. Work closely with faculty to develop follow-through documents. Consult with Principal Investigators (PI's) regarding budget implementation, modifications and financial projections. Manage and review grant activity. Accountable for monitoring grant expenditures to insure accurate reports relative to budget and compliance to funding restrictions. Prepare monthly financial and generate other reports. The Grants Specialist will utilize the following competencies when carrying out the responsibilities of this position: Strong fiscal, communication and problem solving skills; Interpretation and evaluation skills; Ability to deal with complex issues; Ability to constructively challenge assumptions, when appropriate; Ability to prioritize and manage multiple complex tasks concurrently; Work with a sense of urgency; Strong consultative skills; Ability to make sound decisions with minimal supervision or guidance. Will have a Bachelor's degree plus two years grants and contracts, accounting and/or financial management experience required; equivalency considered. Experience with a large integrated financial management system and PC-based word processing and spreadsheet software programs required. Working knowledge of accounting, budgeting and financial reporting practices essential. Ability to work with a diverse group of individuals in a professional manner necessary.

**Information Technology Specialist (Project 1c)** Will support computing activities covering a range of academic and administrative areas of the campus. This includes needs analysis, selection of hardware and software, coordination of projects, implementation and support and management of networked file and application servers. Associate's degree plus two years computer support experience required; equivalent education/experience considered. Software

and hardware experience necessary. Local area network experience essential. Must have strong communication and troubleshooting skill

**Program Specialist (Project 1c)** Will provide support to the stakeholders group formed to revise NE early learning guidelines (revising, distributing revisions, providing explanations and professional development support as necessary). Must have extensive knowledge of early childhood development, curriculum, and workforce development for pre-service and in-service populations. Must have strong writing and verbal communication skills, organizational skills, as well as excellent knowledge of state and national early childhood standards and professional competencies. Experience in the field working with different age-groups of young children desired.

**Research Assistant Professors/Faculty (Project 3b, 5a, 5b 5c)** Will collaborate with the PIs on research protocols and with the methodology team on data analyses. Furthermore, they will provide training and oversight of intervention and research, including the collection and management of data. They will be responsible for communicating preliminary and final results and making data and materials available to the broader research community. Skills needed include: Knowledge of early childhood, interventions, family-centered services, research design, assessment methods, statistical techniques, and the conduct of intervention research. Additionally, skills and abilities related to the development of research protocols, organization and management of projects, and the conceptualization of research projects and research questions are needed.

**Project Managers (Projects 5a, 5b, 5c, 6a, 6b, 6c)** Will be hired with specific background and experience in managing large, multi-site studies. Furthermore, skills and abilities related to the organization and management of projects, budget oversight and management, personnel hiring and evaluation, conflict management and resolution, interpersonal relations and research design are needed as well as knowledge of early childhood development, systems and services is required. The Project Manager will be responsible for the oversight of the daily operations of studies, including coordinating implementation efforts, hiring, training, and oversight of personnel; recruiting participants; coordinating data collection efforts with data collectors/graduate research assistants; coordinating training efforts of data collectors and participants, communicating with PIs and other project staff, conducting basic data analysis, preparing data reports, and presenting project findings. The PM will develop and maintain essential relationships with community and University partners. The PM will oversee the work of staff on the project, under the direction of the principal investigators. PMs will have the minimum of a master's degree in psychology, education, child development or related field

**Early Childhood Research Technicians (Data Collectors). (Project 5a, 5b,):** Technicians will ensure complete and reliable data collection. These individuals will collect observational data, child assessment data, and interview data. Skills and knowledge including prior experience and

work in early childhood are required. Data Collectors will have the minimum of a bachelor's degree in psychology, education, child development or related field. The data collectors must have experience in Microsoft Office, including Word and Excel. Preferably, they will have proficiency or experience with SPSS. Past research experience is highly desirable, including assessment administration, scoring or data entry. Data collectors must be detail-oriented and highly organized.

**Research Aides (Project 5a,5b, 5c)** Will provide research assistance to the project, including processing of data and supporting data collection and data entry. Aides will also code observational data. Research Aides will have the minimum of an associate's degree in psychology, education, child development or related field, or equivalent experience. The Research Aides must have experience in Microsoft Office, including Word and Excel. Research Aides must be detail-oriented and highly organized.

**Database Development. (Project 5a,3b, 5b, 5c)** A database developer will build and maintain a data management system for tracking assessment and evaluation information, and ensure its availability for analysis. Bachelor's degree in Computer Science, MIS, Behavioral/Social Science or related field plus two years of multi-tiered systems development. Must have experience with relational data management systems (i.e. MySQL, SQL Sever, etc.) including, but not limited to creating tables with primary and foreign keys, and writing queries (via SQL) to insert, update, and select (or view) data from multiple tables with joins. Must have experience with coding data collection applications via the internet; on both the server-side (i.e. PHP, Perl, ASP.net, etc.) and the client-side (i.e. CSS, Javascript, etc.); and via PC applications (i.e. VB.net, Java, etc.). Also, must have experience with statistical packages such as SPSS or SAS.

**Graduate Research Assistants (Project 5a, 5b, 5c, 6a 6b, 6c)** Will assist with ongoing coordination, communication, data collection and entry, and general research needs. They will assist the project managers and faculty in all project tasks. Graduate Research Assistants will be enrolled in graduate programs in psychology, education, child development or related fields. Past research experience is highly desirable, including assessment administration, scoring or data entry. Graduate Research Assistants must have experience in early childhood settings. Furthermore, Graduate Research Assistants must be detail-oriented and highly organized.

**Project Director (Project 4a, 4c)** Will collaborate with the PI to oversee all of the training and implementation of the pilot projects and design of the comprehensive system of assessment, including program evaluation data collection. She will oversee the development of the training modules and coordinate the work of the trainers that are located in the Early Learning Connection Network. She will assist the PI in completing project reports. The Project Director will be hired with a background in managing a large multi-dimensional project. Specific skills

needed include: Knowledge of early childhood, assessment, data systems, adult education, principles of systems change, and program evaluation. The PD will develop and maintain essential relationships with community and University partners. Additional skills and abilities include: effective communication, organizational management, facilitate meetings, and coordinate project activities. PD will have the minimum of a master's degree in psychology, education, child development or related field.

**Project Coordinator (Project 4a,4c)** Will be responsible for completing all the day to day arrangements of the project activities and program evaluation data collection. The Project Coordinator will assist the director in coordinating the training and implementation of the pilot sites. The coordinator will assist in the data collection. This Project Coordinator will be hired with specific background and experience in coordinating large multi-dimensional projects. Specific skills will include database management, early childhood, and assessment. PC will have the minimum of a bachelor's degree in psychology, education, child development or related field. The PC must have experience in Microsoft Office, including Word, Access, and Excel. PC must be detail-oriented and highly organized.

**Secretary (4a, 4c)** Will be responsible for maintaining project files, any typing, and correspondence related to project. She will assist in all meeting arrangements. The secretary must have experience in Microsoft Office, including Word, Access, and Excel. Secretary must be detail-oriented and highly organized.

**Office/Budget Manager, (Project 6a, 6b)** Will support the project coordinators in communications and preparing documents to be shared among faculty. This person will be responsible for tracking number of students enrolled in programs, background, settings of students, levels of education, majors and if involved in endorsement programs. The office/budget manager will conduct and compile student evaluations of courses. The office/budget manager must have a bachelor's degree plus one year of related budget experience as well as experience in Microsoft Office, including Word, Access, and Excel.

**Faculty Advisors (Project 6a, 6b)** Will support the overall programmatic efforts and provide supervision to the project coordinators and office/budget managers. The advisors for each respective project will be faculty members with expertise in coaching in early childhood, early childhood mental health and/or early childhood integration. They will provide leadership and guide overall programmatic implementation and direction.

**Technical Consultant (Project 3b)** will provide consultation to the PIs on research protocols, methodology, instrumentation and statistical analyses. These will be highly skilled faculty with

significant research experience. Some areas of expertise will include: working with large data sets, latent class analysis (LCA), meta-analysis, missing data, how to deal with validity and comparability issues in cross-cultural assessments, testing for measurement equivalence across multiple cultures, ensuring valid and fair content assessments for language minority students, and mixed-methods inquiry. Furthermore, they will provide training to project staff in these methods and approaches as necessary. Skills needed include: Knowledge of advanced research design, assessment methods, statistical techniques, and the conduct of intervention research with multi-cultural groups. Additionally, skills and abilities related to the development of research protocols, cross-cultural research, and the conceptualization of research projects and research questions are needed.

**Extension Educators (Project 6d)** Will provide outreach to diverse early childhood practitioners and programs by helping programs and practitioners access introductory early childhood courses in Spanish through community colleges. They will also assist new refugee populations—those providing early care and education services--to navigate and understand contracts, billing procedures, and licensing requirements in Nebraska, thus improving support and outreach to a culturally and linguistically diverse early educator population. Additionally, they will provide training and support to Early Childhood Educators on family engagement and other related topics.

## ABBREVIATED CURRICULUM VITAE

### JAMES A. BOVAIRD, PhD

Nebraska Center for Research on Children, Youth, Families and Schools

Department of Educational Psychology

University of Nebraska-Lincoln

114 Teachers College Hall

Lincoln, NE 68588-0345

(402) 472-6945 email: jbovaird2@unl.edu

## ACADEMIC POSITIONS

- 2011 - Present Associate Professor, Department of Educational Psychology, University of Nebraska-Lincoln
- 2009 - Present Co-Principal Investigator & Core Director, National Center for Research on Rural Education (R<sup>2</sup>Ed), University of Nebraska-Lincoln
- 2006 - Present Director, Statistics & Research Methodology Unit, Nebraska Center for Research on Children, Youth, Family, and Schools, University of Nebraska-Lincoln
- 2005-2011 Assistant Professor, Department of Educational Psychology, University of Nebraska-Lincoln
- 2004-2005 Research Associate, Schiefelbusch Institute for Life Span Studies, University of Kansas.  
Lecturer, Department of Psychology, University of Kansas
- 2004-2005 Instructor, Continuing Education: Independent Study, University of Kansas
- 2002-2004 Postdoctoral Trainee, Interdisciplinary Research Training in Mental Retardation & Developmental Disabilities (NICHD-funded)  
Research Affiliate, Research Design & Analysis Unit, Schiefelbusch Institute for Life Span Studies, University of Kansas

## EDUCATIONAL BACKGROUND

1997	BA/BS	Baker University	Biology/Psychology
2000	MA	University of Kansas, Lawrence	Experimental Psychology
2002	PhD	University of Kansas, Lawrence	Quantitative Psychology
2002-2004	Post-Doc	University of Kansas, Lawrence	

## GRANT AND RESEARCH ACTIVITIES

- 2010-15 Investigator (Statistician). *The Language Bases of Skilled Reading Comprehension (USDOE-IES)*. UNL Sub-Award PI: T. Hogan; Ohio State University PI: L. Justice. Total awarded: \$19,999,999; UNL Subaward: \$4,486,155 (5 years).
- 2011-14 Investigator (Statistician). *Efficacy of supplemental 'Early Vocabulary Connections' instruction for English language learners (ED/IES)*. UNL Subaward PI: J. Nelson. Washington Research Institute PI: P. Vadasy. Total Sub-Award: \$258,054 (3 years).

- 2010-14 Co-Principal Investigator. *A Randomized Trial of Conjoint Behavioral Consultation (CBC) in Rural Education Settings: Efficacy for Elementary Students with Disruptive Behavior* (USDOE/IES). PI: S. Sheridan. Total awarded: \$2,999,429 (4 years).
- 2009-14 Co-Principal Investigator (Core Director). *The National Center for Research on Rural Education (R<sup>2</sup>Ed)* (USDOE/IES). PI: S. Sheridan. Total direct: \$9,997,852 (5 years).
- 2010-13 Program Faculty. *GAANN Fellowship for Educational Psychology* (USDOE). PI: R. de Ayala. Total awarded: \$547,242 (3 years).
- 2010-12 Consultant (not named). *Testing Thresholds of Quality Care on Child Outcomes Globally & in Subgroups: Secondary Analysis of QUINCE, Early Head Start and Midwest Child Care Research Consortium Quality Rating Systems Pilot Data* (DHHS - ACF). PIs: H. Raikes & J. Torquati. Total awarded: \$120,000 (3 years).
- 2008-12 Co-Principal Investigator (Co-Training Director). *Postdoctoral Fellowship for Interdisciplinary Research on Learning Ecologies and Educational Innovations*. (USDOE/IES). Co-PIs: T. Glover & S. Sheridan. Total direct: \$599,694.
- 2010-11 Co-Principal Investigator. *Research Agenda on Family-School Partnerships: An Interdisciplinary Examination of State of the Science and Critical Needs* (AERA). PI: S. Sheridan. Total direct: \$14,109 (1 year).
- 2009-10 Co-Investigator. *Continuity Across Family and School Systems to Promote the Learning and Development of Children and Adolescents* (NSF Workshop Grant). PI: S. Sheridan. Total direct: \$14,999.
- 2006-10 Consultant (Statistician). *Effectiveness of a Treatment for Pediatric Obesity* (DHHS grant R40MC06631-01-00). PI: R.G. Steele. Total direct: \$458,315.
- 2004-10 Methodological Consultant (Statistician). *Evaluation of the Efficacy of CBC for Addressing Disruptive Behaviors of Children at-Risk for Academic Failure* (USDOE). PI: S. Sheridan, Co-PI: T. Glover. Total direct: \$1,368,067.
- 2003-10 Methodological Consultant (Statistician). *Parent Engagement and Child Learning Birth to Five* (NIH/NICHD). PI: S. Sheridan, Co-PIs: C.P. Edwards. Total direct: \$5,037,786.
- 2007-09 Principal Investigator. *Evaluating the Validity of Competing Methods for Measuring Cortical Activity* (UNL Research Council Layman competition). Total direct: \$10,000.
- 2004-05 Contractor (Statistician), *The Kansas Vision for School Readiness* (Kansas State Board of Education contract 652-03-1308). PIs: S. Martinez & G. Stuber. Contract: \$20,000.
- 2003 Conference Coordinator, *Statistical Approaches to Examining Ecological Models of Human Development* (NSF grant 0345677). Co-PIs: T. Little & J. Marquis. Total direct: \$20,000.

## **PUBLICATIONS**

### Refereed Journal Articles (selected)

- Sheridan, S.M., Bovaird, J.A., Glover, T.G., Garbacz, S.A., Witte, A., & Kwon, K. (under review). *A randomized trial examining the effects of conjoint behavioral consultation and the mediating role of the parent-teacher relationship*.
- Steele, R.G., Aylward, B.S., Jensen, C.D., Cushing, C.C., Davis, A.M., & Bovaird, J.A. (in press). Comparison of a family-based group intervention for youths with obesity to a brief individual family intervention: A practical clinical trial of *Positively Fit*. *Journal of Pediatric Psychology*.

- Torquati, J.C., Huddleston-Casas, C., Raikes, H., Bovaird, J.A., & Harris, B.A. (2011). Family income, parent education, and perceived constraints as predictors of observed program quality and parent rated program quality. *Early Childhood Research Quarterly, 26*, 453-464.
- Mi, X., Eskridge, K.M., Wang, D., Baenziger, P.S., Campbell, B.T., Gill, K.S., Dweikat, I., & Bovaird, J.A. (2010). Regression-Based Multi-Trait QTL Mapping Using a Structural Equation Model. *Statistical Applications in Genetics and Molecular Biology, 9*, 1-23.
- Sheridan, S. M., Knoche, L. L., Edwards, C. P., Bovaird, J. A., & Kupzyk, K. A. (2010). Parent engagement and school readiness: Effects of the Getting Ready intervention on preschool children's social-emotional competencies. *Early Education and Development, 21*, 125-156.
- Shogren, K. A., Bovaird, J. A., Palmer, S. B., & Wehmeyer, M. L. (2010). Locus of control orientations in students with intellectual disability, learning disabilities, and no disabilities: A latent growth curve analysis. *Research and Practice for Persons with Severe Disabilities, 35*, 80-92.
- Liu, C. J., Kemper, S., & Bovaird, J. A. (2009). Comprehension of health-related written materials by older adults. *Educational Gerontology, 35*, 653-668.
- Locker, L., Hoffman, L., & Bovaird, J. A. (2007). On the use of multilevel modeling as an alternative to items analysis in psycholinguistic research. *Behavior Research Methods, 39*, 723-730.
- Maikranz, J. M., Steele, R. G., Dreyer, M., Stratman, A., & Bovaird, J. A. (2007). The relationship of hope and illness-related uncertainty to emotional adjustment and adherence among pediatric renal and liver transplant recipients. *Journal of Pediatric Psychology, 32*, 571-581.
- Marsh, H. W., Wen, Z., Hau, K., Little, T. D., Bovaird, J. A., & Widaman, K. F. (2007). Unconstrained structural equation models of latent interactions: Contrasting residual- and mean-centered approaches. *Structural Equation Modeling: A Multidisciplinary Journal, 14*, 570-580.
- Soukup, J. H., Wehmeyer, M. L., Bashinski, S., & Bovaird, J. A. (2007). Impact of classroom ecological and setting variables on access to the general curriculum of students with intellectual and developmental disabilities. *Exceptional Children, 74*, 101-120.
- Hoffman, L., Yang, X., Bovaird, J. A., & Embretson, S. E. (2006). Measuring attention in older adults: Development and psychometric evaluation of DriverScan. *Educational and Psychological Measurement, 66*, 984-1000.
- Little, T. D., Bovaird, J. A., & Widaman, K. F. (2006). On the merits of orthogonalizing powered and interaction terms: Implications for modeling interactions among latent variables. *Structural Equation Modeling: A Multidisciplinary Journal, 13*, 497-519. [Senior authorship shared b/w J. A. Bovaird & T. D. Little]
- Fleming, K., Bovaird, J. A., Mosier, M. C., Emerson, M. R., LeVine, S. M., & Marquis, J. G. (2005). Statistical analysis of data from studies on Experimental Autoimmune Encephalomyelitis. *Journal of Neuroimmunology, 170*, 71-84.

#### Books and Chapters (selected)

- Bovaird, J.A., & Koziol, N.A. (in press). Measurement Models for Ordered-Categorical Indicators. To appear in R. Hoyle (Ed.), *Handbook of Structural Equation Modeling*. New York: The Guilford Press.
- Bovaird, J.A., Geisinger, K., & Buckendahl, C. (Eds.) (2011) *High-stakes testing in education: Science and practice in K-12 settings*. Washington, DC: APA Books.



- Bovaird, J.A., & Koziol, N. (2011). High-Stakes Education Research: Enhanced Scrutiny of the Education System and Its Consequences. In J.A. Bovaird, K.F. Geisinger, C.W. Buckendahl (Eds.) *High-stakes testing in education: Science and practice in K-12 settings* [pp. 211-228]. Washington, DC: APA Books.
- Bovaird, J.A., & Shaw, L.H. (2011). Multilevel Structural Equation Models. In B. Laursen, T. Little, & N. Card (Eds.) *Handbook of Developmental Research Methods* [p. 501-518]. New York: The Guilford Press.
- Römhild, A., & Bovaird, J.A. (2011). Assessing language: Implications for students with limited English proficiency. In J.A. Bovaird, K.F. Geisinger, C.W. Buckendahl (Eds.) *High-stakes testing in education: Science and practice in K-12 settings* [pp. 59-75]. Washington, DC: APA Books.
- Bovaird, J.A. (2010). Scales and surveys: The problem with assessing bullying behaviors. In S. R. Jimerson, S. M. Swearer, & D. L. Espelage (Eds.) *The Handbook of Bullying in Schools: An International Perspective* [pp. 277-292]. New York: Routledge.
- Bovaird, J.A., & Kupzyk, K.A. (2010). Sequential Designs. In N.L. Salkind, D.M. Dougherty, & B. Frey (Eds.) *Encyclopedia of research design*. London: Sage.
- Bovaird, J.A., & Embretson, S.E. (2008). Modern measurement in the social sciences. In P. Alasuutari, L. Bickman, & J. Brannen (eds). *The Sage Handbook of Social Research Methods* [pp. 269-289]. London: Sage.
- Bovaird, J.A. (2007). Multilevel structural equation models for contextual factors. In T.D. Little, J.A. Bovaird, & N.A. Card (Eds.). *Modeling contextual effects in longitudinal studies* [pp. 149-182]. Mahwah, NJ: Erlbaum.
- Little, T.D., Bovaird, J.A. & Card, N.A. (Eds.) (2007) *Modeling contextual effects in longitudinal studies*. Mahwah, NJ: Erlbaum.
- Little, T.D., Card, N.A., Bovaird, J.A., Preacher, K., & Crandall, C.S. (2007) Structural equation modeling of mediation and moderation with contextual factors. In T.D. Little, J.A. Bovaird, & N.A. Card (Eds.). *Modeling contextual effects in longitudinal studies* [pp. 207-230]. Mahwah, NJ: Erlbaum.
- Little, T.D., Bovaird, J.A., & Slegers, D. (2006). Methods for the analysis of change. In D. Mroczek & T.D. Little (Eds.). *Handbook of Personality Development* [pp. 181-211]. Mahwah, NJ: Erlbaum.

### **PROFESSIONAL WORK (selected)**

- |                         |   |
|-------------------------|---|
| Fall 2011 – Spring 2014 | Institute of Education Sciences Peer Review Basic Processes Panel standing member |
| Spring 2011             | Institute of Education Sciences FY2011 Peer Review Panel ad hoc member            |

Editorial Experience: *Behavior Research Methods* (ad hoc; 2009-present); *Applied Measurement in Education* (ad hoc; 2007-present); *Multivariate Behavioral Research* (ad hoc; 2007-present); *Identity* (ad hoc; 2007); Pearson Education/Merrill Prentice Hall (2006-2007); *Journal of Educational Measurement* (ad hoc; 2006 - present); *School Psychology Review* (ad hoc; 2006-present); Oxford University Press (2005); *Journal of Consulting and Clinical Psychology* (ad hoc; 2005); Lawrence Erlbaum Associates (2004); *International Journal of Behavioral Development* (ad hoc; 2002)

## BIOGRAPHICAL SKETCH

Provide the following information for the key personnel and other significant contributors in the order listed on Form Page 2.  
Follow this format for each person. **DO NOT EXCEED FOUR PAGES.**

NAME Barbara J. Jackson	POSITION TITLE Associate Professor Director, Dept of Education and Interdisciplinary Center for Program Evaluation		
EDUCATION/TRAINING <i>(Begin with baccalaureate or other initial professional education, such as nursing, and include postdoctoral training.)</i>			
INSTITUTION AND LOCATION	DEGREE <i>(if applicable)</i>	YEAR(s)	FIELD OF STUDY
University of Nebraska-Lincoln	BA	1973	Human Development & Psychology
University of Nebraska-Lincoln	MS	1978	Human Development
University of Nebraska-Lincoln	PhD	1996	Psychological and Cultural Studies: Developmental Psychology

### **A. Personal Statement**

Dr. Jackson has 30 years experience in early childhood education. Her primary areas of expertise are in developmental psychology, with an emphasis of assessment and intervention with at-risk infants and their families and program evaluation. Dr. Jackson has been the primary investigator/program evaluator for multiple federal, state and foundation funded projects, including national literacy and parent education projects, a New Born Screening and Genetics Regional Collaborative funded by HRSA, and statewide early childhood programs. Her primary area of research during the past 10 years is the investigation of the short and long term developmental outcomes of infants with an NICU experience. She is in the process of validating and infant toddler literacy assessment that she and colleagues have developed. She has multiple peer-reviewed publications related to young children's literacy skills of children whose parents were Migrant and the developmental outcomes for premature infants.

### **B. Positions and Employment**

1975-1976 Supervisor Coordinator Early Education Programs; Eastern Nebraska Community Office of Retardation, Omaha, NE

1976-1977 Outreach Worker/Nebraska Child Find, Meyer Children's Rehabilitation Institute, Omaha, NE

1979-1980 Coordinator, Infant Development Encouragement Program, Services for Crippled Children, Omaha, NE

1980-1995 Coordinator, Department of Education, University of Nebraska Medical Center, Munroe Meyer Institute, Omaha, NE

1988-1995 Director, Project Continuity, EEPD- U.S. Department of Education Grant

1996-Present Associate Professor, Department of Pediatrics, University of Nebraska Medical Center  
Director, Department of Education and Child Development, Munroe-Meyer Institute, Omaha, NE

2007-Present Director of Interdisciplinary Center for Program Evaluation, Munroe-Meyer Institute, UNMC

### **Other Selected Experience**

2010- Present Primary Investigator for the Building Bright Futures Early Childhood and Teen Parents.

2008-Present Consultant, Early Childhood Outcomes Center, funded by the US Department Office of Special Education Programs

1998-2002 Director, Project LEARN, U.S. Department of Maternal Child Health Grant

## **Professional Affiliations**

American Evaluation Association  
Council for Exceptional Children: Division of Early Childhood  
Worldwide Association of Infant Mental Health

### **C. Peer-Reviewed Publications (sample-in chronological order).**

1. Jackson, B., Needelman, H., Roberts, H., Willet, S., McMorris, C. (In Press). Bayley Scales of Infant Development Screening Test-Gross Motor Subtest: Efficacy in Determining Need for Services. *Pediatric Physical Therapy Journal*.
2. St. Clair, L., Jackson, B. & Zweiback, R. (In press). Six years later: Follow up to the effect of family involvement training on the language skills of young elementary children from migrant families. *The School Community Journal*
3. Brehm, L, Clark, Molly, Gerdes, J, Jackson, B. (2011). Together for Kids and Families: early childhood mental health. Access Newsletter of the Nebraska office of Rural Health. 7-8
4. St. Clair, L., & Jackson, B. (2008). Reaching more parents through a complementary learning approach. *The Evaluation Exchange*, XIV (1&2), 26.
5. Needelman, H., Jackson, B., McMorris, C., Roberts, H. (2008). Referral for Early Intervention Services in Late Premature Infants with a NICU Experience. *Journal of Neonatal-Perinatal Medicine*.
6. Jackson, B., & Needelman, H. (2007). A three tiered model of follow-up. *Infants and Toddlers: An Interdisciplinary Journal of Special Care Practices*, 20(3) 255-265.
7. St. Clair, L., & Jackson, B. (2006). Effect of family involvement training on the language skills of young elementary children from migrant families. *School Community Journal*, 16(1), 31-42.

### **D. Research Support.**

#### **Ongoing Research Support**

“Developmental TIPS: A NICU Follow-up Project”

NE Department Education

10/00-ongoing

Overall project goal: To identify the longitudinal health and education outcomes of children with a NICU experience.

Role: PI

“Infant Toddler Literacy Assessment”

Munroe-Meyer Institute

2007 – 2011

Goal is to develop a validated measure of infant-toddler literacy.

Role: PI

Factors that contribute to the success of Migrant Youth – Qualitative Study 2011

## US Migrant Even Start

This study is evaluation the factors that contributed to the success of two migrant youth whose mother both participated in a local communities' Even Start program.

### **Completed Research Support**

#### “Getting Started Together”

NIHCD

7/03-6/07

Overall project goal: To determine the efficacy of a parent engagement model of intervention compared to traditional approaches of intervention for at-risk children.

Role: Participating Personnel

#### “Healthy Alternatives for Little Ones”

Overall project goal: To determine the efficacy of a health curriculum for young preschool children. Designed an assessment of healthy choices for preschool children.

Omaha Family Services

1/06-7/07

Role: Co-PI

#### “Impact of Parents Reading to their Preschool Children”

US Department Education: Migrant Even Start

10/03- 5/06

Overall project goal: To determine the impact of a parent involvement curriculum for Migrant families on their first grade language skills.

Role: PI

#### “Nebraska Literacy and Language Connections”

US Department Education

10/00-9/03

Overall project goal: To determine the impact of family and teacher literacy training on children's literacy skills.

Role: PI

#### “Impact of Parent Involvement on First Grader Children who are Second Language Learners Language Skills”

US Department Education: Migrant Even Start

Overall project goal: To determine the impact of a parent involvement curriculum for Migrant families on their first grade language skills.

Role: PI

10/03- 5/06

**ABBREVIATED CURRICULUM VITAE**  
**HELEN HOLZ RAIKES**

Willa Cather Professor and Professor, Child Youth and Family Studies  
257 Mabel Lee Hall  
University of Nebraska-Lincoln  
Lincoln, NE 68588-0236  
402-472-9147 hraikes2@unl.edu

**EDUCATIONAL BACKGROUND**

PhD 1981 Child Development, Iowa State University, Ames  
MS 1969 Human Development, University of California, Davis  
BS 1966 Home Economics Journalism, Iowa State University, Ames

**PROFESSIONAL APPOINTMENTS (selected)**

2005 Professor, Child, Youth and Family Studies, University of Nebraska-Lincoln  
1992- 2005 Early Childhood and Youth Research Specialist, The Gallup Organization,  
Lincoln NE  
2004-Present Consultant, U.S. Department of Health and Human Services, to provide  
continuing leadership for the national Early Head Start Research and Evaluation  
Project. To provide consultation and leadership for Secretary's Advisory  
Committee for Head Start Research and Evaluation  
2000-2004 Society for Research in Child Development Visiting Scholar/Special Research  
Consultant, Early Head Start Research and Evaluation Project. Appointment in  
U.S. Department of Health and Human Services, Washington, DC  
1994-1996 Society for Research in Child Development Executive Policy Fellow,  
Administration on Children Youth and Families  
1982-1994 Director, SRI/Saint Elizabeth Child Development Center (now Donald O.  
Clifton Child Development Center

**AWARDS/HONORS (selected)**

2011 Willa Cather Professor, University of Nebraska-Lincoln  
2010 College of Education and Human Sciences Distinguished Research and Creative Career  
Award, May  
2007 Bell Tower Hall of Fame, Jefferson, IA  
2007 Sally Wysong Early Childhood Hall of Fame. Presented During the Week of the Young  
Child, Lincoln, NE  
2007 Early Head Start Consortium Award. Boston, MA  
2005 Barbara Mound Hansen Visiting Professor, Iowa State University, Ames, IA  
2005 Distinguished Service to Children Award. Nebraska Association for the Education of  
Young Children  
2003 Government Award of Excellence in Evaluations. For *Making a Difference in the Lives of  
Infants, Toddlers and Their Families: The Impacts of Early Head Start*, U.S. Department

- of Health and Human Services, Project Officer/Monitor. (Peer reviewed competition of government-related evaluations, awards given to top 3-5 candidates across U.S.)
- 2002 Government Award of Excellence in Evaluations. For *Building Their Futures: How Early Head Start Programs are Enhancing the Lives of Infants and Toddlers in Low-Income Families*, U.S. Department of Health and Human Services, Project Officer/Monitor. Department of Health and Human Services, Secretary's Award for Distinguished Service-The Fatherhood Initiative Team, awarded by Secretary Tommy G. Thompson
- 1995 Department of Health and Human Services, Secretary's Award for Distinguished Service-The Early Head Start Internal Working Group, awarded by Secretary Donna Shalala

## BOOKS

- Raikes, H. H., & Edwards, C. P. (2009). *Extending the dance: Attachment and relationship in infant-toddler caregiving*. Baltimore, MD: Paul H. Brookes Publishing Co.
- Raikes, H. H., & Whitmer, J. M. (2006). *Beautiful beginnings: A developmental curriculum for infants and toddlers*. Baltimore, MD: Paul H. Brookes Publishing Co.

## REFEREED JOURNAL ARTICLES (selected)

- Raikes, H. H., Torquati, J., Wang, Cixin, S., & Shegstad, B. (in press). Parent experiences with state child care subsidy systems and their perceptions of choice and quality in care selected. *Early Education and Development*.
- Torquati, J., Raikes, H. H., Huddleston-Casas, C., & Bovaird, J. (2011, in press). Quality of child care for low-income children: Still inequity. *Early Childhood Research Quarterly*.
- Chazan Cohen, R., Raikes, H., Brooks-Gunn, J., Ayoub, C., Pan, B. A., Kisker, E., Roggman, L., & Fuligni, A. S. (2010). Low-income children's school readiness: Parent contributions over the first five years. *Early Education and Development*, 20, 958-977.
- Rodriguez, E., Tamis-LeMonda, C., Spellman, M., Pan, B., Lugo-Gil, J., Raikes, H. H., & Luze, G. (2009). The formative role of children's literacy experiences across the first three years of life. *Journal of Applied Developmental Psychology*, 30, 677-694.
- Ayoub, C., O'Connor, E., Rappolt-Schlichtmann, G., Raikes, H. H., & Chazan-Cohen, R. (2009). Cognitive skill performance among young children living in poverty: Risk, change and the promotive effects of Early Head Start. *Early Childhood Research Quarterly*, 24, 289-305.
- Duursma, E., Pan, B., & Raikes, H. H. (2008). Predictors and outcomes of low-income fathers' reading with their children. *Early Childhood Research Quarterly*, 23, 351-365.
- Raikes, H. H., & Bellotti, J. (2007). Policies and programmatic efforts pertaining to fatherhood. *Applied Developmental Sciences*, 11, 271-272.
- Torquati, J., Raikes, H. H., & Huddleston-Casas, C. (2007). Teacher Education, Motivation, Compensation, Workplace Support, and Links to Quality of Center-based Child Care and Teachers' Intention to stay in the Early Childhood Profession. *Early Childhood Research Quarterly*, 22, 261-275.
- Raikes, H. H., Pan, B., Luze, G., Tamis-LeMonda, C., Brooks-Gunn, J., Tarullo, L., Raikes, H. A., & Rodriguez, E. (2006). Mother-child bookreading in low-income families:

- Predictors and outcomes during the first three years of life. *Child Development*, 77, 921-953.
- Raikes, H. H., & Bellotti, J. (2006). Two studies of father involvement in Early Head Start programs: A practitioners' survey and a demonstration program evaluation. *Parenting Science and Practice, Special Issue Early Head Start Fathers and Children*, 6, 229-243.
- Raikes, H. H., Green, B., Atwater, J., Kisker, E., Constantine, J., & Chazan-Cohen, R. (2006). Involvement in Early Head Start home visiting services: Demographic predictors and relations to child and parent outcomes. *Early Childhood Research Quarterly*, 21, 2-24.
- Love, J., Kisker, E. E., Ross, C., Raikes, H. H., Constantine, J., Boller, K., Brooks-Gunn, J., Chazan-Cohen, R., Tarullo, L. B., Schochet, P. Z., Brady-Smith, C., Fuligni, A. S., Paulsell, D., & Vogel, C. (December, 2005). The effectiveness of Early Head Start for 3-year-old children and their parents. *Developmental Psychology*, 41, 885-901.
- Raikes, H.A., Raikes, H. H., & Wilcox, B. (2005). Regulation, subsidy receipt and provider characteristics: What predicts quality in child care homes? *Early Childhood Research Quarterly*, 20, 164-184.
- Peterson, C., Wall, S., Raikes, H. H., Kisker, E., Swanson, M., Jerald, J., Atwater, J., & Qiao, W. (2004). Early Head Start: Identifying and serving children with disabilities. *Topics in Early Childhood Special Education*, 24, 76-88.
- Jones-Branch, J., Torquati, J., Raikes, H. H., & Edwards, C. P. (2004). Child care subsidy and quality. *Early Education and Development*, 15-3, 327-341.

#### **GRANTS AND RESEARCH ACTIVITIES (Helen Raikes PI or Co-PI)**

- 2010-2012. *New and Innovative Research, IANR Strategic Investments*. Seed Grant. \$60,000. (Co-PI with Greg Welch, Matt Blomstedt, and Lisa St.Clair).
- 2010-2011. *Thresholds of Quality*. U.S. Department of Health and Human Services. \$120,000. (Co-PI with Julia Torquati).
- 2007-2009. *Early Reading First*. U.S. Department of Education. \$2,741,563. (Co-PI Lisa Knoche).
- 2006-2008. *National Forum on the Science of Early Childhood Intervention*. Harvard School of Public Health. \$72,256 (Phase I), \$72,785 (Phase II), \$73,308 (Phase III).
- 2005-2007. *Evaluating the Washington State Early Learning Initiative*. Awarded by the Bill & Melinda Gates Foundation. \$24,806 (Phase I); \$26,020 (Phase II); \$12,000 (Phase III).
- 2004-2007. *Midwest Child Care Research Consortium. Phase 2: Quality Rating Systems*. Child Care Bureau, U.S. Department of Health and Human Services to investigate Quality Rating Systems and Provider Characteristics in four states (Iowa, Kansas, Missouri and Nebraska). \$1,200,000. Co-PI with Brian Wilcox (UNL) and Kathy Thornburg (UM).
- 2004-2005. *Parenting Counts*. TALARIS Research Institute, Seattle, WA. \$1500. Evaluation Co-PI with Brian Wilcox (UNL), Tracie Klosterman (NETV).
2004. *Supplement to the Midwest Child Care Research Consortium*. Center for Rural Early Childhood Initiatives, Mississippi State University (through the University of Missouri-Columbia). \$6,000 for one year, funding expected for 3 additional years. Collaborators: UNL, Iowa State University, University of Kansas, University of Missouri-Columbia.
- 2003-2007. *Quality Intervention in Early Care and Education (QUINCE)*. Child Care Bureau, U.S. Department of Health and Human. \$495,062. Collaborators, Iowa State University,

- Child Trends and the University of Minnesota, University of California at Los Angeles, University of North Carolina. Co-PI with Julia Torquati.
- 2003-2004. *Midwest Child Care Family Child Care Study*. Kauffman Foundation, Kansas City, Missouri. \$65,000. Collaborators: UNL, Iowa State University, University of Kansas, University of Missouri-Columbia. Co-PI with Brian Wilcox.
- 2003-2004. *Midwest Child Care Family Child Care Study*. Child Care Bureau, U.S. Department of Health and Human Services. \$25,000. Collaborators: UNL, Iowa State University, University of Kansas, University of Missouri-Columbia, the Gallup Organization. Co-PI with Brian Wilcox.
- 2000-2004. *Midwest Child Care Study*. Kauffman Foundation, Kansas City, Missouri. \$375,000. Collaborators: UNL, Iowa State University, University of Kansas, University of Missouri-Columbia. Co-PI with Brian Wilcox.
- 2000-2004. *Midwest Child Care Study*. Child Care Bureau, U.S. Department of Health and Human Services. \$1,000,000. Collaborators: UNL, Iowa State University, University of Kansas, University of Missouri, The Gallup Organization. Co-PI with Brian Wilcox.
- 2000-2003. *Early Head Start Evaluation*. Lincoln Action Program, Lincoln, NE. \$136,055. PI.
- 1999-2001. *Early Head Start Fatherhood Practitioners Study*. Mathematica Policy Research. Collaboration with Gallup Organization. \$65,000. Co-PI with Brian Wilcox.

#### **NATIONAL ADVISORY GROUPS AND BOARDS OF DIRECTORS (selected)**

- 2011-present Early Learning Mentor Coach Evaluation Consultant Group, DHHS-ACF-OPRE Evaluation of Head Start's Mentor Coaching Initiative
- 2011-present Secretary's Advisory on Head Start Research and Evaluation. Special consultant to the Committee and the Office of Planning, Research and Evaluation, U.S. Department of Health and Human Services
- 2010-2012 First 5 LA (Los Angeles) Research Advisory Committee
- 2010-present Child Care and Early Education Quality Features, Thresholds and Dosage and Child Outcomes (Q-DOT) Technical Working Group, national study sponsored by the Administration for Children and Families
- 2009-2010 Educare Post Secondary Education Study Consultants Group study sponsored by the Bill and Melinda Gates Foundation
- 2008-2009 Migrant/Seasonal Head Start Survey Study National Technical Working Group
- 2008-present Early Head Child and Family Experiences Study (Baby Faces) National Technical Working Group
- 2007-present Buffett Early Childhood Fund, Treasurer
- 2006-2009 National Forum on Early Childhood Program Evaluation, Center on the Developing Child, Harvard University
- 2005 Head Start T/TA Quality Assurance Study Advisory Group. National committee to advise Head Start T/TA QA
- 2004-present Research Connections Technical Advisory Group; National Advisory Group to Child Care And Early Education Research Connections, National Center for Children in Poverty, Columbia University, the Child Care Bureau of the U.S. Department of Health and Human Services and the Inter-University Consortium for Political and Social Research, University of Michigan



## ABBREVIATED CURRICULUM VITA

LISA L. KNOCHE

Nebraska Center for Research on Children, Youth, Families and Schools  
University of Nebraska – Lincoln;  
238 Teachers College Hall; Lincoln, NE 68588-0345; [lknoche2@unl.edu](mailto:lknoche2@unl.edu)  
Office (402) 472-4821 FAX (402) 472-8777

### ACADEMIC POSITIONS

- 2011 - Present      *Research Associate Professor*  
Nebraska Center for Research on Children, Youth, Families and Schools,  
University of Nebraska-Lincoln
- 2007 - 2011      *Research Assistant Professor*  
Nebraska Center for Research on Children, Youth, Families and Schools,  
University of Nebraska-Lincoln
- 2007 - present      *Graduate Faculty Associate*  
Department of Educational Psychology, University of Nebraska-Lincoln
- 2003 - 2009      *Project Director/ The Getting Ready Project*  
University of Nebraska-Lincoln

### EDUCATIONAL BACKGROUND

- 2005    PhD    Developmental Psychology, University of Nebraska – Lincoln  
2002    MA    Developmental Psychology, University of Nebraska – Lincoln  
1997    BA    Psychology and Biology, Cum Laude, Creighton University

### SELECT EXTERNAL GRANT AND RESEARCH ACTIVITIES:

- Parental Literacy Engagement and Beliefs in Homes of Dual Language Learners: A Mixed Methods Study* (Role: Principal Investigator with graduate student Sandra Plata-Potter)  
Administration for Children, Youth and Families, Head Start Bureau,  
Head Start Scholar Grant, Dissertation Funding for Plata-Potter  
2010-2012 (\$49,941)
- Evaluation of Coaching Implementation in Nebraska* (Role: Principal Investigator)  
Nebraska Children and Families Foundation for evaluation of U.S. Department of Health  
and Human Services American Recovery and Reinvestment Act (ARRA) project  
2010 – 2011 (\$56,322)
- Development of a Three-tiered Model in Early Intervention to Address the Language and Literacy Needs of Children at Risk (Pre3T Project)* (Role: Co-Principal Investigator)  
Institute for Education Sciences, U.S. Department of Education  
2009 – 2012 (\$1,499,511)  
(S. M. Sheridan, Co-PI)
- Rural Language and Literacy Connections* (Role: Principal Investigator)  
Office of Elementary and Secondary Education, U.S. Department of Education,  
Early Reading First  
2007 – 2011 (\$2,741,563)

(H. H. Raikes, Co-PI)

*Parent Engagement and Child Learning, Birth to Five (Getting Ready Project)* (Role: Project Director)

Interagency School Readiness Consortium, National Institutes of Health/ National Institute of Child Health and Human Development

2003 – 2008 (\$5,037,856)

(S. M. Sheridan, PI & C. P. Edwards, Co-PI)

*Learning Outcomes for Low-Income Children: Child Care Quality and Social Knowledge* (Role: Co-Principal Investigator)

Administration for Children, Youth and Families, Child Care Bureau,  
Child Care Scholar Grant, Dissertation Funding

2003 – 2004 (\$27,000)

(C. P. Edwards, PI/ Doctoral Adviser)

*Learning Outcomes for Head Start Children: Child Care Quality and Social Knowledge* (Role: Co-Principal Investigator)

Administration for Children, Youth and Families, Head Start Bureau,  
Head Start Scholar Grant, Dissertation Funding

2003 – 2004 (\$19,035)

(C. P. Edwards, PI/ Doctoral Adviser)

## PUBLICATIONS

### Refereed Journal Articles

Sheridan, S. M., Knoche, L. L., Kupzyk, K. A., Edwards, C. P., & Marvin, C. (2011). A randomized trial examining the effects of parent engagement on early language and literacy: The Getting Ready Intervention. *Journal of School Psychology, 49*, 361-383.

Buhs, E. S., Welch, G., Burt, J., & Knoche, L. (2011). Family engagement in literacy activities: Revised factor structure for The Familia – an instrument examining family support for early literacy development. *Early Child Development and Care*.

Knoche, L. L., Sheridan, S. M., Edwards, C. P., & Osborn, A. Q. (2010). Implementation of a relationship-based school readiness intervention: A multidimensional approach to fidelity measurement for early childhood. *Early Childhood Research Quarterly, 25*, 299-313.

Sheridan, S. M., Knoche, L. L., Edwards, C. P., Bovaird, J. A., & Kupzyk, K. A. (2010). Parent engagement and school readiness: Effects of the Getting Ready intervention on preschool children's social-emotional competencies. *Early Education and Development, 21*, 125-156.

Brown, J. R., Knoche, L. L., Edwards, C. P., & Sheridan, S. M. (2009). Professional development: A case study of early childhood professionals in the Getting Ready Project. *Early Education and Development, 20*, 482-506.

Sheridan, S. M., Edwards, C. P., Marvin, C. A., & Knoche, L. L. (2009). Professional development in early childhood programs: Current status and research needs. *Early Education and Development, 20*, 377-401.

Sheridan, S. M., Marvin, C. A., Knoche, L. L., & Edwards, C. P. (2008). Getting ready: Promoting school readiness through a relationship-based partnership model. *Early Childhood Services, 2*, 149-172.

Knoche, L. L., Givens, J. E., & Sheridan, S. M. (2007). Risk and protective factors for children of adolescents: Maternal depression and parental sense of competence. *Journal of Child and Family Studies, 16*, 684-695.

Knoche, L. L., Peterson, C. A., Edwards, C. P., & Jeon, H. J. (2006). Child care for children with and without disabilities: The provider, observer and parent perspectives. *Early Childhood Research Quarterly, 21*, 93-109.

Knoche, L. L., & Zamboanga, B. L. (2006). College student mentors and Latino youth: A qualitative study of the mentoring relationship. *The Qualitative Report, 11*, 138-160. Available from <http://www.nova.edu/ssss/QR/QR11-1/knoche.pdf> [Also published in *The Mentor: A Journal of Mentoring and Field Experience, 1*, 17-34].

Sheridan, S. M., Clarke, B., Knoche, L. L., & Edwards, C. P. (2006). The effects of conjoint behavioral consultation in early intervention. *Early Education and Development, 17*, 593-617.

### Refereed Book Chapters

Knoche, L. L., Cline, K. D., & Marvin, C. M. (in press). *Fostering collaborative partnerships between early childhood professionals and the parents of young children*. In R. C. Pianta, L. Justice, C. Blair, S. Barnett, & S. M. Sheridan (Eds.), *Handbook of early education*. New York, NY: Guilford.

Edwards, C. P., Sheridan, S. M., & Knoche, L. L. (2010). Parent-child relationships in early learning. In E. Baker, P. Peterson, & B. McGaw (Eds.), *International encyclopedia of education, Volume 5* (pp. 438-443). Oxford, England: Elsevier.

Sheridan, S. M., Knoche, L. L., & Marvin, C. A. (2007). Competent families, competent children: Family-based interventions to promote social competence in young children. In W. H. Brown, S. L. Odom, & S. R. McConnell (Eds.), *Social competence of young children: Risk, disability, and intervention* (2<sup>nd</sup> ed., pp. 301-320). Baltimore, MD: Paul H. Brookes.

Edwards, C. P., Aukrust, V., Kumru, A., Knoche, L. L., & Kim, M. (2006). Ethnotheories of child development: The American perspective. In U. Kim (Ed.), *Scientific advances in indigenous psychologies*. New York, NY: Kluwer Academic-Plenum Publishers, International and Cultural Psychology Series.

### SELECT REFEREED PRESENTATIONS

Knoche, L. L., Kupzyk, K. A., & Plata-Potter, S.I. (2011, June). *Sustained effects of an ecologically-based preschool intervention on the early language and literacy development of dual-language learners in a rural community*. Paper presented at the Society for Prevention Research Conference, Washington, DC.

Knoche, L. L., Edwards, C. P., & Bainter, S. (2011, April). *Getting Ready: Effective strategies to support parental engagement and partnerships with practitioners*. Paper presented at the 38<sup>th</sup> Annual National Head Start Association Conference and Meeting, Kansas City, MO.

Knoche, L. L., Plata-Potter, S. I., Raikes, H. H. & Kupzyk, K. A. (2011, March). *Findings from Rural Language and Literacy Connections: An integrated approach to supporting low-income preschool children's language and literacy development*. Paper presented at the biennial meeting of the Society for Research in Child Development, Montreal, Canada.

Sheridan, S. M., Edwards, C. P., & Knoche, L. L. (2011, March). *Getting Ready: Intervention effects on the school readiness of low-income preschool children*. Paper presented at the biennial meeting of the Society for Research in Child Development, Montreal, Canada.

Knoche, L. L. Plata-Potter, S. I., & Osborn, A. Q. (2010, June). *Parent participation in children's early literacy: How does an ecologically-focused intervention support the involvement of diverse families in early learning?* Poster presented at the Head Start Tenth National Research Conference, Washington, DC.

Sheridan, S. M., Knoche, L. L., Abbott, M., Carta, J., & Ihlo, T. (2010, June). *Multidimensional measurement of fidelity in a preschool three-tier (Pre-3T) language and literacy model: Assessment of quality at the universal level*. Poster presented at the Institute for Education Sciences Research Conference, Washington, DC.

## PROFESSIONAL WORK

- *Member*, Implementation Science Working Group, Office of Planning, Research and Evaluation (OPRE) of the Administration for Children and Families (ACF), U.S. Department of Health and Human Services, 2010-present
- *Grant Reviewer*, Research Grant Council (RGC) of Hong Kong, China, 2011
- *Grant Reviewer*, Office of Planning, Research and Evaluation (OPRE) of the Administration for Children and Families (ACF), U.S. Dept of Health & Human Services
- *Chair*, Summit on Research in Early Childhood: Creating Connections Between Research and Practice, Nebraska Center for Research on Children, Youth, Families and Schools, April, 2010
- Representative of 5-person state team, National Birth to Five Policy Alliance Roundtable in partnership with the Nebraska Children and Families Foundation, 2010-present
- Ad-hoc Reviewer, *Early Childhood Research Quarterly; Early Education and Development; Evaluation and Program Planning; Developmental Psychology*
- Reviewer, *Society for Research in Child Development Biennial Meeting* (2008, 2010) and *National Head Start Research Conference* (2005, 2007, 2009)
- *Invited Participant, Working Meeting on Recent School Readiness Research: Guiding the Synthesis of Early Childhood Research*
  - Sponsored by U.S. Department of Health and Human Services, Office of the Assistant Secretary for Planning and Evaluation and the Administration for Children and Families, Office of Planning, Research, and Evaluation, Washington, DC (October 21-22, 2008)
- *Invited Participant, Rural Early Childhood Institute*
  - Sponsored by U.S. Department of Health and Human Services, Administration for Children and Families, and the U.S. Department of Education, Kansas City, MO (March 25-26, 2010)
- Member, Lincoln Public Schools Early Childhood Advisory Committee, 2009 – present
- *Independent Evaluator*
  - Educational Service Unit #15/16, Fall 2007 to Fall 2010
  - Educational Service Unit #5, Fall 2004 to Summer 2007
    - Direct evaluation activities for federal foreign language and technology grant projects, K-12, including research design, data analyses and report preparation

## ABBREVIATED CURRICULUM VITAE

### CAROLYN POPE EDWARDS, EdD

Willa Cather Professor,

Departments of Psychology and Child, Youth, and Family Studies

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#### ACADEMIC POSITIONS

- 1997-present Professor of Psychology and Child, Youth, and Family Studies, University of Nebraska-Lincoln
- 1996-1997 Invited Senior Fellow, Centre for Advanced Study, Norwegian Academy of Science and Letters, Oslo, Norway
- 1993-1994 Acting Department Chair, Family Studies, University of Kentucky
- 1991-1997 Professor of Family Studies, University of Kentucky
- 1988 Visiting Professor of Psychology, National Research Council, Rome, Italy
- 1977-1991 Assistant/Associate/Professor of Education and Director, Human Development Laboratory School, University of Massachusetts, Amherst
- 1974-1977 Assistant Professor of Psychology, Vassar College, Poughkeepsie, NY

#### EDUCATIONAL BACKGROUND

- EdD 1974 Harvard University Human Development (Graduated with Distinction in Studies)
- BA 1969 Harvard University, Anthropology (Graduated Magna Cum Laude)

#### PRE- AND POST-DOCTORAL TRAINING

- 1977-1979 Clinical intern (APA approved program), Worcester Youth Guidance Center, Worcester, MA
- 1976-1977 Postdoctoral Fellow, Educational Testing Service, Princeton, NJ
- 1972-1973 Research Associate, Child Development Research Unit, University of Nairobi, Kenya

#### PRIOR GRANT AND RESEARCH ACTIVITIES\_(within the last 3 years)

NSF Targeted Math-Science Partnerships Lewis (PI) 2009-2013

*NEBRASKA MATH.*

Role: Co-PI.

Sherwood Foundation Edwards (PI) 2009-2011

*Nebraska Early Childhood Teachers and University Access: On-line and Course Conversion Project.*

ACF-OPRE-YR-0068 Edwards (PI) 2008-2010 U.S.HHS/ACF Head Start Bureau  
*Instructional and Emotional Quality of Parent-Child Book-Reading and Early Head Start Children's Learning Outcomes.* (With mentee, Keely Cline).

5R01 HD046135 Sheridan (PI) 2003 – 2010 NIH/ED/ACF  
*Parent Engagement and Child Learning Birth to Five*  
Role: Co-PI

ACF-ACYF-YE-0020 Edwards (Co-PI Nebraska Team) 2004-2008 U.S. HHS  
*Midwest Child Care Research Consortium: Quality Rating Systems*  
Role: Co-PI

#### PUBLICATIONS (Selected):

- Edwards, C., Gandini, L., & Forman, G. (Eds.). (2012). *The hundred languages of children, 3<sup>rd</sup> Ed.: The Reggio Emilia experience in transformation*, Westport, CT: Praeger Publishers.
- Liu, W., Van Campen, K. S., Edwards, C. P., & Russell, S. T. (2011). Chinese parents' perspectives on adolescent sexuality education. *International Journal of Sexual Health, 23*(3), 224-236..
- Sheridan, S. M., Knoche, L. L., Kupzyk, K. A., Edwards, C. P., & Marvin, C. (2011). A randomized trial examining the effects of parent engagement on early language and literacy: The Getting Ready Intervention. *Journal of School Psychology, 49*, 361-383.
- Edwards, C. P., and Bloch, M. (2010). The Whitings' concepts of culture and how they have fared in contemporary psychology and anthropology. In C.P. Edwards & T. Weisner, Guest Editors, *Journal of Cross Cultural Psychology, Special Issue, "The Legacy of Beatrice and John Whiting for Cross-Cultural Research," 41*(4), 485-498.
- Edwards, C. P., Cotton, J., Zhao, W., & Gelabert, J. M. (2010). Scaling up: Professional development to serve young children in Chinese welfare institutions. *Young Children, November, 65*(6), 28-31.
- Knoche, L. L., Sheridan, S. M., Edwards, C. P., & Osborn, A. Q. (2010). Implementation of a relationship-based school readiness intervention: A multidimensional approach to fidelity measurement for early childhood. *Early Childhood Research Quarterly, 25*(3), 299-313.
- Sheridan, S. M., Knoche, L. L., Edwards, C. P., Bovaird, J. A., & Kupzyk, K. A. (2010). Parent engagement and school readiness: Effects of the *Getting Ready Intervention* on preschool children's social-emotional competencies. *Early Education and Development, 21*, 125-156.
- Edwards, C.P., Sheridan, S.M., & Knoche, L. (2010). Parent-child relationships in early learning. In E. Baker, P. Peterson, & B. McGaw (eds.), *International Encyclopedia of Education, Volume 5*, pp. 438-443. Oxford, England: Elsevier.
- Edwards, C. P., Hart, T., Rasmussen, K., Haw, Y. M., & Sheridan, S. (2009). Promoting parent partnership in Head Start: A qualitative case study of teacher documents from a school readiness intervention project. *Early Childhood Services, 3*, 301-322.
- Raikes, H., & Edwards, C.P. (2009). *Extending the dance in infant and toddler caregiving: Enhancing attachment and relationship*. Baltimore, MD: Paul H. Brookes.
- Raikes, H., & Edwards, C. P. (2009). Staying in step: Supporting relationships with families of infants and toddlers. *Young Children, 64*, 50-55.
- Brown, J. R., Knoche, L. L., Edwards, C. P., & Sheridan, S. M. (2009). Professional development to support parent engagement: A case study of early childhood practitioners. *Early Education and Development, Special Issue on Professional Development in Early*

- Childhood: Empirical Findings from the Interagency School Readiness Consortium*, 20, 482-506.
- Sheridan, S. M., Edwards, C. P., Marvin, C., & Knoche, L. L. (2009). Professional development in early childhood programs: Process issues and research needs. *Early Education and Development, Special Issue on Professional Development in Early Childhood: Empirical Findings from the Interagency School Readiness Consortium*, 20, 377-401.
- De Guzman, M. R. T., Carlo, G., & Edwards, C. P. (2008). Prosocial behaviors in context: Examining the role of children's social companions. *International Journal of Behavioral Development*, 32, 522-530.
- Sheridan, S. M., Marvin, C., Knoche, L., & Edwards, C. P. (2008). Getting Ready: Promoting school readiness through a relationship-based partnership model. In M. Innocenti, Guest Editor, *Early Childhood Services, Special Issue on Young Children's Relationships*, 2, 149-172.
- Cotton, J., Edwards, C.P., Zhao, W., and Gelabert, J.M. (2007). Nurturing care for China's orphaned children. *Young Children*, 62(6), 58-62.
- Sheridan, S. M., Clarke, B. L., Knoche, L., & Edwards, C. P. (2006). The effects of conjoint behavioral consultation in early childhood settings. *Early Education and Development*, 17, 593-617.
- Knoche, L., Peterson, C. Edwards, C. P., & Jeon, H. (2006). Childcare services for children with and without disabilities: The provider, observer, and parent perspectives. *Early Childhood Research Quarterly* 21, 93-109.
- Youngquist, J., Edwards, C. P., & Heaton, R. (2005). Collaboration as a foundation for the project approach in a family childcare. *Young Children*, 60, 93-99.
- Edwards, C.P. & Whiting, B.B. (Eds.) (2004). *Ngecha: A Kenyan village in a time of rapid social change*. Lincoln, NE: University of Nebraska Press.
- Aukrust, V., Edwards, C. P., Kumru, A., Knoche, L., & Kim, M. (2003). Young children's extended relationships in school: Parental ethnotheories in four communities, in Norway, United States, Turkey, and Korea. *International Journal of Behavior Development*, 27, 481-494.
- Edwards, C. P., & Raikes, H. (2002). Extending the dance: Relationship-based approaches to infant-toddler care and education. *Young Children*, 57, 10-17.
- Edwards, C. P., & Willis, L. (2000). Integrating visual and verbal literacies in the early childhood classroom. *Early Childhood Education Journal*, 27(4), 259-265.
- Edwards, C. P., & Gandini, L. (1989). Teachers' expectations about the timing of developmental skills: A cross-cultural study. *Young Children*, 44, 15-19.
- Edwards, C.P., Logue, M.E., Loehr, S., & Roth, S. (1987). The effects of day care participation on parent/infant interaction at home. *American Journal of Orthopsychiatry*, 57, 33-36.
- Edwards, C. P., Logue, M. E., Loehr, S., & Roth, S. (1986). The influence of model infant group care on parent/child interaction at home. *Early Childhood Research Quarterly*, 1, 317-332.

#### PROFESSIONAL WORK (selected)

- 2011-2012     Coordinator, Buffett Early Childhood Institute, University of Nebraska  
 2010             Secondary School Early Childhood Standards Revision Writing Team, under  
                      Nebraska Department of Education and Partnerships for Innovation

- 2009 Nebraska Evidence Based Practice Policy Research Consortium
- 2009 California Preschool Learning Foundations in History/Social Science Expanded Research Consortium, sponsored by the California Department of Education, Child Development Division, and WestEd
- 2007-present Development Committee for the Center for Childhood and Family Health Promotion and Disease Prevention, School of Public Health, University of Nebraska Medical Center
- 2007-2008 Developmentally Appropriate Practice (DAP) Working Group, National Association for the Education of Young Children
- 2004-2005 Nebraska Early Childhood Policy Study Leadership Team
- 2004-2006 Nebraska Early Childhood Mental Health Advisory Committee
- 2003-2005 Nebraska's Comprehensive Early Childhood Strategic Planning Project, "Together for Kids," NDHHS and NDE
- 2003-2005 Nebraska's Early Learning Guidelines Review Team
- 2000-2006 Nebraska Early Childhood Interagency Coordinating Council statewide advisory committee to the Governor
- 1999 Conference on Culture, Child Development, and Education: Setting a Research Agenda, sponsored by the Spencer Foundation, Cambridge, MA
- 1998 Forum on Early Childhood Science, Mathematics, and Technology Education: Policy, Partners, and Practices. American Association for the Advancement of Science, Washington, DC

## EDITORIAL BOARDS

*Journal of Applied Developmental Psychology: An Inter-disciplinary Lifespan Journal*  
*Early Childhood Research and Practice*  
*Zea E-Books*, the digital imprint of the University of Nebraska-Lincoln Libraries  
*Early Childhood Education: An International Encyclopedia* (Greenwood Pub. Group, 2007)  
*Encyclopedia of Sex and Gender in the World's Cultures* (Kluwer Academic/Plenum; 2004)  
*Patio - Educacao Infantil* (Artmed Publishers, Brazil, 2004-2010)

## AWARDS AND HONORS (selected)

- 2011 Deans' Award for Excellence in Graduate Education, University of Nebraska
- 2010 Lifetime Achievement Award, North American Reggio Emilia Alliance
- 2009 Award for Distinguished Service to Children, Nebraska Association for the Education of Young Children, 2009
- 2008 Distinguished Research/Creative Activity Award, College of Education and Human Sciences, University of Nebraska--Lincoln
- 2005 Outstanding Research and Creative Achievement in Social Sciences, College of Arts and Sciences University of Nebraska—Lincoln
- 2003-2013 Willa Cather Professor for Distinguished Service and Creativity, University of Nebraska--Lincoln
- 1996-1997 Invited Senior Fellow, Centre for Advanced Study, Norwegian Academy of Science and Letters. Oslo, Norway.



## ABBREVIATED CURRICULUM VITAE

### VICTORIA J. MOLFESE

Chancellor Professor

Department of Child, Youth & Family Studies

133 Mabel Lee Hall

University of Nebraska - Lincoln

Lincoln NE 68588-0236

### EDUCATIONAL BACKGROUND

PhD The Pennsylvania State University, Psychology

MA San Francisco State University, Developmental Psychology

BA San Francisco State University, Psychology

### ACADEMIC POSITIONS

2010-present **University of Nebraska-Lincoln**

Chancellor Professor, Department of Child, Youth & Family Studies

1999-2010 **University of Louisville**

1999-2010 Professor and Ashland/Nystrand Chair of Early Childhood Education and Director, Interdisciplinary Center for Research in Early Childhood Issues and Initiatives, Department of Teaching and Learning

and

1999-2010 Professor, Department of Pediatrics, School of Medicine

1999-2010 Adjunct Professor, Department of Psychological and Brain Sciences

1972-1999 **Southern Illinois University at Carbondale**

1985-1999 Professor, Departments of Psychology; Behavioral and Social Sciences Unit, School of Medicine; Department of Physiology, School of Medicine

1996-1999 Professor, Department of Pediatrics, School of Medicine

1984-1985 Associate Professor, Behavioral and Social Sciences Unit, School of Medicine

of

1972-1985 Instructor/Assistant/Associate Professor of Psychology

1980 Center for Advanced Study in the Behavioral Sciences, Stanford, California, Post-Doctoral Fellowship

### PEER REVIEWED JOURNALS (selected out of 94 total books, chapters, and articles)

Molfese, V., Beswick, J., White, J., Ferguson, M., Rudasill, K., & Molfese, D. (2011). Evidence of alphabetic knowledge in writing: Connections to letter and word identification skills in preschool and kindergarten. *Reading and Writing: Special Issue on Writing Development: New Interdisciplinary Findings and Models*, 24, 133-150.

Molfese, V. J., Rudasill, K. M., Beswick, J. L., Jacobi-Vessels, J. L., Ferguson, M. C., & White, J. M. (2010). Infant temperament, maternal personality, and parenting stress as contributors to infant developmental outcomes. *Merrill-Palmer Quarterly*, 56, 47-79.

Molfese, V., Molfese, P., Molfese, D., Rudasill, K., Armstrong, N., & Starkey, G. (2010). Executive function skills of 6 to 8 year olds: Brain and behavioral evidence and implications for school achievement. *Contemporary Educational Psychology: Special Issue on Brain and Academic Development*, 30, 116-153

- Jung, E., Molfese, V., Beswick, J., Jacobi-Vessels, J., & Molnar, A. (2009) Growth of cognitive skills in preschoolers: Impacts of sleep habits and learning-related behaviors. *Early Education and Development, 20*, 713-731.
- Molfese, D., Molfese, V., & Beswick, J., Jacobi-Vessels, J., Molfese, P., & Key, A. F. (2008). Dynamic links between emerging cognitive skills and brain processes. Special Issue on Neurobiological and experiential dimensions of dyslexia: Multiple perspectives. *Developmental Neuropsychology, 33*, 682-706.
- Molfese, V., Molfese, D., Beswick, J., Jacobi-Vessels, J., Molfese, P., Molnar, A., et al. (2008). Event related potentials to identify language and reading skills. Special Issue on Language and Dyslexia. *Topics in Language Disorders, 28*, 28 – 45.
- Brown, E. T., Molfese, V., & Molfese, P. (2008). Preschool student learning in literacy and mathematics: impact of teacher experience, qualifications, and beliefs on an at-risk sample. *Journal of Education for Students Placed At Risk, 13*, 106-126.
- Molfese, V., Beswick, J., Molnar, A., & Jacobi-Vessels, J. (2006). Alphabetic skills in preschool: a preliminary study of letter naming and letter writing. Special Issue: *Developmental Neuropsychology, 29*, 5-19.
- Molfese, V., Modglin, A., Beswick, J., Neamon, J., Berg, S., Berg, J., et al. (2006). Letter knowledge, phonological processing and print awareness: skill development in non-reading preschool children. *Journal of Learning Disabilities, 39*, 296-305.
- Molfese, V., Molfese, D., Modglin, A., Walker, J., & Neamon, J. (2004). Screening early reading skills in preschool children: Get Ready to Read. *Journal of Psychoeducational Assessment, 22*, 136-150.
- Molfese, D., Molfese, V., Key S. F., & Kelly, S. (2003) Influence of environment on speech sound discrimination: Findings from a longitudinal study. *Developmental Neuropsychology, 24*, 541-558.
- Molfese, V., Modglin, A., & Molfese, D. (2003). The role of environment in the development of reading skills: A longitudinal study of preschool and school-age measures. *Journal of Learning Disabilities, 36*, 59-67.
- Molfese, D., Molfese, V., Modglin, A., Kelly, S., & Terrell, S. (2002). Reading and cognitive abilities: Longitudinal studies of brain and behavior changes in young children. *Annals of Dyslexia, 52*, 99-119.
- Molfese, V., & Molfese, D. (2002). Environmental and social influences on reading skills as indexed by brain and behavioral responses. *Annals of Dyslexia, 52*, 120-137.
- Espy, K., Molfese, V., & DiLalla, L. (2001). Effects of environment on intelligence in children. Growth curve modeling of longitudinal data. *Merrill Palmer Quarterly, 47*, 42-72.
- Molfese, D., Molfese, V., & Espy, K. (1999). The predictive use of event-related potentials in language development and the treatment of language disorders. *Developmental Neuropsychology, 16*, 373-377.
- Molfese, V., & Acheson, S. (1997). Infant and preschool mental and verbal abilities: How are infant scores related to preschool scores? *International Journal of Behavioral Development, 20*, 595-607.
- Molfese, V., DiLalla, L., & Bunce, D. (1997). Prediction of the intelligence test scores of 3- to 8-year old children by home environment, socioeconomic status, and biomedical risks. *Merill-Palmer Quarterly, 43*, 219-234.
- Molfese, V., DiLalla, L., & Lovelace, L. (1996). Perinatal, home environment, and infant measures as successful predictors of preschool cognitive and verbal abilities. *International Journal of Behavioral Development, 19*, 101-119.

- Molfese, V., & DiLalla, L. (1995). Cost-effective approaches to identifying developmental delay in 4- to 7-year-old children. *Early Education and Development*, 6, 266-277.
- Molfese, V., Holcomb, L., & Helwig, S. (1994). Biomedical and social-environmental Influences on verbal abilities of children one to three years of age. *International Journal of Behavioral Development*, 17, 271-287.
- Molfese, V., & Betz, J. (1987). Language and motor development in infancy: Three views with neuropsychological implications. *Developmental Neuropsychology*, 3, 255-274.
- Molfese, V., Bricker, M., Manion, L., Beadnell, B., Yaple, K., & Moirs, K. (1987). Anxiety, depression and stress in pregnancy: A multivariate model of intrapartum risks and pregnancy outcomes. *Journal of Psychosomatic Obstetrics and Gynecology*, 7, 77-92.

## **GRANT AND RESEARCH ACTIVITIES**

- Little Cardinals: Expanding Horizons for Parents and Children*. Grant to M. Pentecost, K. Rudasill and V. Molfese from U.S. Department of Education: Child Care Access Means Parents in School (CCAMPIS). September, 2010 to September, 2011. \$110,566.
- Reach Out and Read Plus Mathematics*. Grant to J. Jacobi-Vessels, V. Molfese and T. Brown as project leaders from Target. September 2010 to May, 2011 \$2,000.
- Scaling Up the Implementation of a Pre-Kindergarten Mathematics Curriculum in Public Preschool Programs*. Subcontract to V. Molfese, D. Molfese, and E. T. Brown as investigators on grant awarded to P. Starkey and A. Klein (University of California-Berkeley) by the U.S. Department of Education, September, 2006 to August, 2011. Subcontract for \$2,000,000.
- Molecular Determinants of Developmental Defects*. Co-Investigator and Mentor on Centers of Biomedical Research Excellence. Grant to R. Green, Birth Defects Center, April 1, 2008 to March 30, 2013. Grant for \$9.8 million.
- University of Louisville Space Flight Exploration Project: Impact of Sleep, Microgravity and Stress on Cognition and the Brain*. Grant to D. Molfese, V. Molfese and R. Dykman from NASA. June, 2006 to May, 2008. Grant for \$1,980,000
- Space Flight and Exploration: The Impact of the Microgravity Environment on Perception, Cognition, Sleep, and Brain Physiology*. Grant to D.L. Molfese, D. Gozal, & V. Molfese from NASA. September, 2005 to August, 2006. Grant for \$1,980,000.
- Sleep and Sleep Disorders in Children*. Investigator on grant awarded to D. Molfese by the National Institutes of Health, January, 2004 to December, 2007. Grant for \$1.8 million
- Norming the Developmental Observation Checklist System – Second Edition*. Grant to Victoria J. Molfese from ProEd, March, 2004 to February, 2005.
- Risk Factors for Abuse, Neglect, and Developmental Delay: Children of Premature and Multiple Birth High Risk Families*. Grant to Victoria J. Molfese from the U.S. Department of Health and Human Services. October, 2000 to September, 2003 Grant for \$920,000
- Development of Reading and Mathematical Skills in Early Childhood: The Role of Cognitive Development, Education and Social-Environmental Variables*. Grant to Victoria J. Molfese from U.S. Department of Education, July, 2000 – August, 2005. Grant for \$1.3 million.
- Interdisciplinary Center for Research on Early Childhood Issues and Initiatives*. Grant to Victoria J. Molfese from Department of Education, October, 1999 to September, 2004. Grant for \$750,000.
- Evoked Potentials and Speech and Language Intervention*. Co-Investigator on the grant to Paul Yoder (Vanderbilt University) from National Institutes of Health, July, 2000 to June, 2002. Grant for \$100,000.

*Neurocognitive Functions in Snoring Children.* Co-Investigator on the grant to David Gozal from National Institutes of Health, October, 1999 to September, 2003. Grant for \$1 million.

*Little Cardinals Early Child Care Program.* Co-Principal Investigator on the grant to Yash Bhagwanji from Department of Education, September, 1999 to August, 2003. Grant for \$240,000.

*Neonatal Predictors of Language Performance.* Grant to Dennis L. Molfese and Victoria J. Molfese from National Institutes of Health, August, 1997 to August, 2002

*Norming the Pictorial Test of Intelligence – Second Edition.* Grants to Victoria J. Molfese from ProEd, August, 1998 to October, 1999

Clinical Site Director on Small Business Innovative Research grant, *Parental Neurodevelopmental Prescreening Questionnaire.* Grant to Glen Aylward, Southern Illinois University School of Medicine from National Institutes of Child Health and Human Development, June, 1997 to March, 1998

*Testing Rural, At-Risk Children.* Grant to Dennis L. Molfese and Victoria J. Molfese from Kellogg Foundation, November, 1994 to October, 1995

*Mobile-Unit Testing of Rural, At-Risk Children.* Grant to Dennis L. Molfese and Victoria J. Molfese from Kellogg Foundation, February, 1993 to June 15, 1994

*Neonatal Predictors of Language Performance.* Grant to Dennis L. Molfese and Victoria J. Molfese from National Institutes of Health, August, 1991 to August, 1997.

*Predicting Cognitive and Linguistic Development.* Grant to Victoria J. Molfese and Dennis L. Molfese from National Foundation/March of Dimes, March, 1988-March, 1990

*Neonatal Predictors of Language Performance.* Grant to Dennis L. Molfese and Victoria J. Molfese from National Institutes of Health, August, 1986-August, 1991

*Predicting Cognitive and Linguistic Development from Behavioral and Electrophysiological Measures in Early Infancy.* Renewal of grant to Victoria J. Molfese, Dennis L. Molfese and William H. Hamilton from National Foundation/ March of Dimes, March 1986-March, 1988

*Predicting Cognitive and Linguistic Development from behavioral and electrophysiological measures in early infancy.* Grant to Victoria J. Molfese, Dennis L. Molfese and William H. Hamilton from National Foundation/March of Dimes, March, 1984-March, 1986

*Predicting Linguistic and Cognitive Capabilities of Low Birth Weight and Normal Birth Weight Infants.* Renewal of grant from the National Foundation of the March of Dimes to Dennis L. Molfese, Victoria J. Molfese (Co-Principal Investigators), and Philip Sunshine, March, 1980-March, 1982

*Predicting Linguistic and Cognitive Capabilities of Low Birth Weight and Normal Birth Weight Infants.* Grant from the National Foundation of the March of Dimes to Dennis L. Molfese, Victoria J. Molfese (Co-Principal Investigators), and Philip Sunshine, March, 1978-March, 1980

## **RELATED ACADEMIC EXPERIENCE**

**Journal Editorship:** *Developmental Neuropsychology*, Associate Editor (1998-present).

**Editorial Boards:** *Journal of School Psychology* (2011-present); *Annals of Dyslexia* (2010-present); *Child Health and Education: An Interdisciplinary Journal* (2006-present); *Journal of Experimental Child Psychology* (1999-2005); *Society for Research in Child Development Abstracts* (1974-1977)

**Proposal Reviews (selected recent out of 34 total Panels)**

- 2011 National Institutes of Health - Child Health and Human Development – Special Emphasis Panel “The Role of Human-Animal Interactions in Child Health and Development”
- 2010 Institute of Education Science - Reading for Understanding
- 2010 National Science Foundation - Developmental and Learning Sciences Panel, Ad Hoc
- 2010 National Institutes of Health, Center for Scientific Review, Building Sustainable Community-Linked Infrastructure to Enable Health Science Research, Panel member
- 2010 National Institutes of Health, Center for Scientific Review: K18 Review Panel member
- 2009 Institute of Education Science - Special Education - Early Intervention and Early Childhood Education

**Chair, Scientific Review Panels:**

- 2009 National Institutes of Health - Child Psychopathology and Developmental Disabilities - "Stage 2 (Distinguished Editors Panel) Biobehavioral & Behavioral Processes Challenge Grant Review"
- 2008 National Institutes of Health –National Institutes of Child Health and Human Development, Special Emphasis Panel “Interagency School Readiness Consortium”
- 2007 U.S. Department of Education – Early Intervention and Early Childhood Education Research Review Panel
- 2003 National Institutes of Health –National Institutes of Child Health and Human Development, Special Emphasis Panel “Child Development”

**Study Section Reviewer:**

- 1994-1998 National Institutes of Health - Child Health and Human Development – HUD - 3
- 2000-2001 U.S. Department of Education – Field Initiated Studies Educational Grant Program
- 2001 U.S. Department of Education – Field Initiated Studies Education Research Grants
- 2002-2003 U.S. Department of Education – Preschool Curriculum Evaluation Research Grants

**Grant Administration:**

- 1996-1998 National Institutes of Health – Administrative Chairman of the Chemistry and Related Sciences Group

**PROFESSIONAL SERVICE**

Invited Participant in NAEYC Conference: Using Research to Improve Outcomes for Young Children: Challenges, Strategies, and Effective Action. (2007). Wingspread Center, Racine, WI

Conference Co-Chair, Conference on Human Development (2006). Louisville, KY

Research Leadership Initiative, National Association for the Education of Young Children, 2006

Lifespan Literacy Methodology Panel, National Institute for Literacy (NIFL), 2006 to 2007

National Early Literacy Panel for the Family Partnership in Reading Project, National Center for Family Literacy (NCFL) and the National Institute for Literacy (NIFL). 2002 to 2009

Advisor to the Development Process: Get Ready to Read! Screening Tool (2001) Pearson Education Early Learning Group and the Learning Network

**INTERNATIONAL SERVICE**

Member of the Belize Delegation to the 27th Special Session of the General Assembly on Children, United Nations, New York City, NY, 2002

## ABBREVIATED VITA

**SUSAN M. SHERIDAN, PhD**  
**George Holmes University Professor &**  
**Willa Cather Emeritus Professor of Educational Psychology**  
Nebraska Center for Research on Children, Youth, Families and Schools  
Department of Educational Psychology  
216 Mabel Lee Hall  
University of Nebraska-Lincoln  
Lincoln, NE 68588-0235  
(402) 472-6941 e-mail: ssheridan2@unl.edu

### ACADEMIC POSITIONS

2004 – Present: Director, Nebraska Center for Research on Children, Youth, Families and Schools, University of Nebraska-Lincoln  
2002 – 2004: Director, Nebraska Research Alliance on Children, Youth, Families, and Schools, University of Nebraska-Lincoln  
1998 – Present: Full Professor with tenure, Department of Educational Psychology, University of Nebraska-Lincoln, School Psychology Program (APA accredited)  
1998 – 2003: Director of the Nebraska Internship Consortium in Professional Psychology, Department of Educational Psychology, University of Nebraska-Lincoln (APA accredited)  
1989 – 1998: Assistant/Associate/Full Professor with tenure, Department of Educational Psychology, University of Utah, School Psychology Program (APA accredited)

### EDUCATIONAL BACKGROUND

PhD (1989) University of Wisconsin-Madison  
Major: Educational (School) Psychology  
APA Accredited School Psychology Program  
MS (1984) Western Illinois University  
Major: Psychology, Emphasis in School Psychology  
BS (1982) Western Illinois University  
Major: Psychology, Minor: Sociology

### GRANT AND RESEARCH ACTIVITIES

#### Funded Grants: Federal

2010-2014 Principal Investigator. "A Randomized Trial of Conjoint Behavioral Consultation (CBC) in Rural Educational Settings: Efficacy for Elementary Students with Disruptive Behavior." U.S. Department of Education, Institute of Educational Sciences. Grant total: \$2,999,994 for four years.  
2009 - 2014 Principal Investigator. "National Center for Research on Rural Education." U.S. Department of Education. Grant Total: \$9,997,852 for five years.  
2009 – 2012 Principal Investigator. "Development of a Three-Tiered Model in Early Intervention to Address Language and Literacy Needs of Children at Risk." U.S. Department of Education. Grant Total: \$1,499,511 for three years.

- 2009 - 2010 Principal Investigator. "Continuity Across Family and School Systems to Promote the Learning and Development of Children and Adolescents." National Science Foundation. Grant Total: \$14,999 for one year.
- 2008 – 2012 Principal Investigator. "Postdoctoral Fellowship for Research on Consultation-Based Interventions for Students with Social and Behavioral Concerns." U.S. Department of Education. Grant Total: \$599,694 for four years.
- 2005 – 2010 Principal Investigator. "Diversity Supplement for Parent Engagement and Child Learning Birth to Five." National Institutes of Health/National Institute of Child Health and Human Development. Grant Total: \$101,902 for three years.
- 2005 – 2010 Co-Principal Investigator (T. Glover, Co-Principal Investigator). "Evaluation of the Efficacy of CBC for Addressing Disruptive Behaviors of Children at-Risk for Academic Failure." U.S. Department of Education. Grant Total: \$1,368,067 for three years.
- 2004 – 2009 Co-Principal Investigator (E. Daly, Principal Investigator; Merilee McCurdy, Gina Kunz, Co-Investigators). "Response to Intervention." U.S. Department of Education, Office of Special Education and Rehabilitative Services. Grant Total: \$800,000 for four years (\$200,000 for first year).
- 2003 – 2010 Principal Investigator (C. Edwards, Co-Investigator). "Parent Engagement and Child Learning Birth to Five." National Institutes of Health/ National Institute of Child Health and Human Development. Grant Total: \$5,037,856 for five years (\$1,020,996 for first year).
- 2003 – 2008 Co-Principal Investigator (C. Ellis, UNMC, Co-Principal Investigator). "School Psychology Leadership Specialization in Family-Centered Interdisciplinary Collaboration." U.S. Department of Education, Office of Special Education and Rehabilitative Services. Grant Total: \$800,000 for four years (\$200,000 per year).
- 1999 – 2003 Principal Investigator. "The University of Nebraska School Psychology Leadership Specialization in Home-School Consultation." U.S. Department of Education, Office of Special Education and Rehabilitative Services. Grant Total: \$723,941 over four years (\$176,568 for first year).
- 1998 – 2001 Principal Investigator. "School Psychologists as Behavioral Consultants across Home and School Settings: Meeting the Needs of Students with Disabilities in the Regular Classroom." U.S. Department of Education, Office of Special Education and Rehabilitative Services. Grant Total: \$562,817 over three years (\$191,267 for first year).
- 1995 – 1998 Principal Investigator. "Preparing School Psychologists as Consultants to Parents and Teachers of Students with Disabilities in the Regular Classroom." U.S. Department of Education, Office of Special Education and Rehabilitative Services Related Services Grant Competition. Grant Total: \$202,041 for three years (\$67,347 per year).
- 1995 – 1999 Principal Investigator. "The University of Utah's School Psychology Consultation Leadership Program." U.S. Department of Education, Office of Special Education and Rehabilitative Services Leadership Grant Competition. Grant Total: \$321,032 for four years (\$80,258 per year).

1994 – 1997 Co-Principal Investigator (M. Welch, Co-Principal Investigator). “Tele-Educational Consortium Project.” U.S. Department of Education, Office of Special Education and Rehabilitative Services. Grant Total: \$317,028 for three years (\$119,187 per year).

Funded Grants: Internal (University of Nebraska-Lincoln only)

2007 - 2012 Principal Investigator. “Nebraska Center for Research on Children, Youth, Families and Schools.” University of Nebraska-Lincoln Program of Excellence. Grant Total: \$1,250,000 for five years (\$250,000 per year).

2006 Principal Investigator. “Nebraska Center for Research on Children, Youth, Families and Schools Renovation.” University of Nebraska-Lincoln Program of Excellence. Grant Total: \$285,000 for one year.

2006 – 2010 Co-Principal Investigator (R. J. De Ayala & M. Kostelnik, Co-Principal Investigators). “Initiative for Expertise in Ecosystemic Research Methodology.” University of Nebraska-Lincoln Program of Excellence. Grant Total: \$256,000 for five years.

2005 – 2007 Co-Principal Investigator (L. Whitbeck, Co-Principal Investigator). “Strategic Cluster Proposal for the Development of the Institute for Childhood and Adolescent Risk.” Grant Total: \$100,000 for two years.

2005 – 2007 Co-Principal Investigator (C. Edwards, Co-Principal Investigator). “Institute for Parent-Professional Partnerships (IP3): Promoting the Competence of Young Children and Their Families.” Grant Total: \$50,000 for two years.

2003 – 2007 Principal Investigator. “Nebraska Center for Research on Children, Youth, Families and Schools.” University of Nebraska-Lincoln Program of Excellence. Grant Total: \$1,000,000 for four years (\$250,000 per year).

2002 – 2004 Principal Investigator. “Behavioral Pediatric School Psychology Cluster: Promoting Children’s Educational and Mental Health Success.” Tobacco Settlement Biomedical Research Enhancement Fund. Grant Total: \$25,000.

2002 – 2003 Principal Investigator. “Research Alliance for Children, Youth, Families and Schools.” Grants for Academic Program Enhancement (UNL) Proposal. Grant Total: \$25,000 for planning year.

## PUBLICATIONS

### Books

Pianta, R., Justice, L., Barnett, S., & Sheridan, S. (Eds.). (in press). *The handbook of early education*. New York, NY: Guilford.

Sheridan, S. M. (2010). *Social skills for the tough kid: Tips and tools for parents*. Eugene, OR: Pacific Northwest Publishing (Original work published 1998).

Sheridan, S. M. (2010). *The tough kid social skills book*. Eugene, OR: Pacific Northwest Publishing (Original work published 1995).

Erchul, W. P., & Sheridan, S. M. (Eds.). (2008). *Handbook of research in school consultation: Empirical foundations for the field*. Mahwah, NJ: Erlbaum.

Sheridan, S. M., & Kratochwill, T. R. (2008). *Conjoint behavioral consultation: Promoting family-school connections and interventions*. New York, NY: Springer.

Christenson, S. L., & Sheridan, S. M. (2001). *Schools and families: Creating essential connections for learning*. New York, NY: Guilford Press.



Sheridan, S. M. (1998). *Why don't they like me? Helping your child make and keep friends*. Longmont, CO: Sopris-West.

Sheridan, S. M., Kratochwill, T. R., & Bergan, J. R. (1996). *Conjoint behavioral consultation: A procedural manual*. New York, NY: Plenum.

Sheridan, S. M. (1995). *The tough kid social skills book*. Longmont, CO: Sopris West.

Welch, M., & Sheridan, S. M. (1995). *Educational partnerships: Serving students at-risk*. San Antonio, TX: Harcourt-Brace Jovanovich.

#### Selected Refereed Journal Articles (out of 70+)

Clarke, B. L., Sheridan, S. M., & Woods, K. (2011). *Conjoint behavioral consultation: Implementing a tiered home-school partnership model to promote school readiness*. Manuscript submitted for publication.

Semke, C. A., & Sheridan, S. M. (2011). *Family-school connections in rural educational settings: A systematic review of the empirical literature*. Manuscript submitted for publication.

Clarke, B. L., Sheridan, S. M., Bovaird, J. A., Kupzyk, K. A., Cline, K. D., & Knoche, L. L. (2010). *Parent-child interactions of low-income families: Confirmatory factor analysis of a measurement tool*. Manuscript submitted for publication.

Knoche, L. L., Edwards, C. P., Sheridan, S. M., Kupzyk, K. A., Marvin, C. A., Cline, K. D., & Clarke, B. L. (2010). *Getting ready: Results of a randomized trial of a relationship-focused intervention on parent engagement in rural Early Head Start*. Manuscript submitted for publication.

Knoche, L. L., Marvin, C. A., & Sheridan, S. M. (2010). *Strategies to support parent engagement during early childhood home visits: Programmatic variations in implementation*. Manuscript submitted for publication.

Kwon, K., Moorman, E., & Sheridan, S. M. (2010). *Behavioral competence and academic functioning among early elementary children with externalizing problems*. Manuscript submitted for publication.

Sheridan, S. M., Glover, T. A., Bovaird, J. A., Garbacz, S. A., Witte, A., & Kwon, K. (2010). *Conjoint behavioral consultation: Outcomes for students and the role of the parent-teacher relationship for addressing behavioral concerns*. Manuscript submitted for publication.

Garbacz, S. A., & Sheridan, S. M. (in press). A multidimensional examination of New Zealand family involvement in education. *School Psychology International*.

Sheridan, S. M., Knoche, L. L., Kupzyk, K. A., Edwards, C. P., & Marvin, C. (in press). A randomized trial examining the effects of parent engagement on early language and literacy: The Getting Ready Intervention. *Journal of School Psychology*.

Knoche, L. L., Sheridan, S. M., Edwards, C. P., & Osborn, A. Q. (2010). Implementation of a relationship-based school readiness intervention: A multidimensional approach to fidelity measurement for early childhood. *Early Childhood Research Quarterly*, 25, 299-313.

Semke, C. A., Garbacz, S. A., Kwon, K., Sheridan, S. M., & Woods, K. E. (2010). Family involvement for children with disruptive behaviors: The role of parenting stress and motivational beliefs. *Journal of School Psychology*, 48, 293-312.

Sheridan, S. M., Knoche, L. L., Edwards, C. P., Bovaird, J. A., & Kupzyk, K. A. (2010). Parent engagement and school readiness: Effects of the Getting Ready intervention on preschool children's social-emotional competencies. *Early Education and Development*, 21, 125-156.

Brown, J. R., Knoche, L. L., Edwards, C. P., & Sheridan, S. M. (2009). Professional development to support parent engagement: A case study of early childhood practitioners. *Early Education and Development, 20*, 482-507.

Edwards, C. P., Hart, T., Rasmussen, K., Haw, Y. M., & Sheridan, S. M. (2009). Promoting parent partnership in Head Start: A qualitative case study of teacher documents from a school readiness intervention project. *Early Childhood Services: Special Issue on Managing Young Children's Behavior, 3*, 301-322.

Sheridan, S. M., Edwards, C. P., Marvin, C., & Knoche, L. L. (2009). Professional development in early childhood programs: Process issues and research needs. *Early Education and Development, 20*, 377-401.

Sheridan, S. M., Swanger-Gagne, M., Welch, G. W., Kwon, K., & Garbacz, S. A. (2009). Fidelity measurement in consultation: Psychometric issues and preliminary examination. *School Psychology Review, 38*, 476-495.

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Sheridan, S. M., Marvin, C. A., Knoche, L. L., & Edwards, C. P. (2008). Getting ready: Promoting school readiness through a relationship-based partnership model. *Early Childhood Services, 3*, 149-172.

Fenstermacher, K., Olympia, D., & Sheridan, S. M. (2006). Effectiveness of a computer-facilitated, interactive social skills training program for boys with attention deficit hyperactivity disorder. *School Psychology Quarterly, 21*, 197-224.

Sheridan, S. M., Clarke, B. L., Knoche, L. L., & Edwards, C. P. (2006). The effects of conjoint behavioral consultation in early childhood settings. *Early Education and Development, 17*, 593-618.

Sheridan, S. M., Eagle, J. W., & Doll, B. (2006). An examination of the efficacy of conjoint behavioral consultation with diverse clients. *School Psychology Quarterly, 21*, 396-417.

Warnes, E. D., Sheridan, S. M., Geske, J., & Warnes, W. (2005). A contextual approach to the assessment of social skills: Identifying meaningful behaviors for social competence. *Psychology in the Schools, 42*, 173-187.

Sheridan, S. M., Erchul, W. P., Brown, M. S., Dowd, S. E., Warnes, E. D., Marti, D. C., Schemm, A. V., & Eagle, J. W. (2004). Perceptions of helpfulness in conjoint behavioral consultation: Congruity and agreement between teachers and parents. *School Psychology Quarterly, 19*, 121-140.

Sheridan, S. M., Warnes, E., Cowan, R. J., Schemm, A., & Clarke, B. L. (2004). Family-centered positive psychology: Building on strengths to promote student success. *Psychology in the Schools, 41*, 7-17.

Cowan, R. J., & Sheridan, S. M. (2003). Investigating the acceptability of behavioral interventions in applied conjoint behavioral consultation: Moving from analogue conditions to naturalistic settings. *School Psychology Quarterly, 18*, 1-21.

Fiala, C. L., & Sheridan, S. M. (2003). Parent involvement and reading: Using curriculum based measurement to assess the effects of paired reading. *Psychology in the Schools, 40*, 613-626.

Grissom, P., Erchul, W. P., & Sheridan, S. M. (2003). Relationships among relational processes and outcomes in conjoint behavioral consultation. *Journal of Educational and Psychological Consultation, 14*, 157-180.

Sheridan, S. M., Meegan, S., & Eagle, J. W. (2002). Exploring the social context in conjoint behavioral consultation: Linking processes to outcomes. *School Psychology Quarterly, 17*, 299-324.

Sheridan, S. M., Eagle, J. W., Cowan, R. J., & Mickelson, W. (2001). The effects of conjoint behavioral consultation: Results of a four-year investigation. *Journal of School Psychology, 39*, 361-385.

Fagan, T. K., & Sheridan, S. (2000). Miniseries: School psychology in the 21st century. *School Psychology Review, 29*(4), 483-605.

Sheridan, S. M., & Gutkin, T. B. (2000). The ecology of school psychology: Examining and changing our paradigm for the 21<sup>st</sup> century. *School Psychology Review, 29*, 485-502.

Robinson, K., & Sheridan, S. M. (2000). Using the mystery motivator to improve child bedtime compliance. *Child and Family Behavior Therapy, 22*, 29-49.

Sheridan, S. M. (2000). Considerations of multiculturalism and diversity in behavioral consultation with parents and teachers. *School Psychology Review, 29*, 344-353.

Welch, M., & Sheridan, S. M. (2000). The Tele-Educational Consortium project: Video-mediated staff development for establishing educational partnerships. *Teacher Education and Special Education, 23*, 225-240.

Erchul, W. P., Sheridan, S. M., Ryan, D. A., Grissom, P. F., Killough, C. E., & Mettler, D. W. (1999). Patterns of relational control in conjoint behavioral consultation. *School Psychology Quarterly, 14*, 121-147.

Posavac, H. D., Sheridan, S. M., & Posavac, S. S. (1999). A cueing procedure to control impulsivity in children with Attention Deficit-Hyperactivity Disorder. *Behavior Modification, 23*, 234-253.

Sheridan, S. M., Hungelmann, A., & Poppenga Maughan, D. (1999). A contextualized framework for social skills assessment, intervention, and generalization. *School Psychology Review, 28*, 84-103.

Welch, M., Brownell, K., & Sheridan, S. M. (1999). What's the score and game plan on teaming in schools? A review of the literature on team teaching and school-based problem-solving teams. *Remedial and Special Education, 20*, 36-47.

Colton, D., & Sheridan, S. M. (1998). Conjoint behavioral consultation and social skills training: Enhancing the play behavior of boys with attention deficit-hyperactivity disorder. *Journal of Educational and Psychological Consultation, 9*, 3-28.

Weiner, R., Sheridan, S. M., & Jenson, W. R. (1998). Effects of conjoint behavioral consultation and a structured homework program on math completion and accuracy in junior high students. *School Psychology Quarterly, 13*, 281-309.

Christenson, S. L., Hurley, C., Sheridan, S. M., & Fenstermacher, K. (1997). Parents' and school psychologists' perspectives on parent involvement activities. *School Psychology Review, 26*, 111-130.

Sheridan, S. M. (1997). Conceptual and empirical bases of conjoint behavioral consultation. *School Psychology Quarterly, 12*, 119-133.

Conoley, J. C., & Sheridan, S. M. (1996). Pediatric traumatic brain injury: Challenges and interventions for families. *Journal of Learning Disabilities, 29*, 662-669.

Sheridan, S. M., Dee, C. C., Morgan, J., McCormick, M., & Walker, D. (1996). A multimethod intervention for social skills deficits in children with ADHD and their parents. *School Psychology Review, 25*, 57-76.

Sheridan, S. M., Welch, M., & Orme, S. (1996). Is consultation effective? A review of outcome research. *Remedial and Special Education, 17*, 341-354.

Welch, M., Sheridan, S. M., Wilson, B., Colton, D., & Mayhew, J. C. (1996). Site-based transdisciplinary educational partnerships: Development, implementation, and outcomes of a collaborative professional preparation program. *Journal of Educational and Psychological Consultation, 7*, 223-249.

Sheridan, S. M., Kratochwill, T. R., & Ramirez, S. (1995). Diagnosis and treatment of elective mutism: Recommendations and a case study. *Special Services in the Schools, 10*, 55-77.

Sheridan, S. M., & Steck, M. (1995). Acceptability of conjoint behavioral consultation: A national survey of school psychologists. *School Psychology Review, 24*, 633-647.

Taverne, A., & Sheridan, S. M. (1995). Parent training in interactive book reading: An investigation of its effects with families at-risk. *School Psychology Quarterly, 10*, 41-64.

Winitzky, N., Sheridan, S. M., Crow, N., Welch, M., & Kennedy, C. (1995). Interdisciplinary collaboration: Variations on a theme. *Journal of Teacher Education, 46*, 109-119.

Galloway, J., & Sheridan, S. M. (1994). Implementing scientific practices through case studies: Examples using home-school interventions and consultation. *Journal of School Psychology, 32*, 385-413.

Jenson, W. R., Sheridan, S. M., Olympia, D., & Andrews, D. (1994). Homework and students with learning and behavior disorders: A practical, parent-based approach. *Journal of Learning Disabilities, 27*, 538-548.

Olympia, D., Sheridan, S. M., Jenson, W. R., & Andrews, D. (1994). Using student managed interventions to increase homework completion and accuracy. *Journal of Applied Behavior Analysis, 27*, 85-99.

Olympia, D., Sheridan, S. M., & Jenson, W. R. (1994). Homework: A natural means of home-school collaboration. *School Psychology Quarterly, 9*, 60-80.

Sheridan, S. M., & Colton, D. L. (1994). Conjoint behavioral consultation: A review and case study. *Journal of Educational and Psychological Consultation, 5*, 211-228.

Sheridan, S. M., & Henning-Stout, M. (1994). Consulting with teachers about girls and boys. *Journal of Educational and Psychological Consultation, 5*, 93-113.

Jones, R., Sheridan, S. M., & Binns, W. (1993). School-wide social skills training: Providing preventive services to students at-risk. *School Psychology Quarterly, 8*, 57-80.

Sheridan, S. M. (1993). Functional outcome analysis: Do the costs outweigh the benefits? *School Psychology Quarterly, 8*, 224-227.

Welch, M., & Sheridan, S. M. (1993). Educational partnerships in teacher education: Reconceptualizing how teacher candidates are prepared for teaching students with disabilities. *Action in Teacher Education, 15*, 35-46.

Elliott, S. N., & Sheridan, S. M. (1992). Consultation and teaming: Problem-solving interactions among educators, parents, and support personnel. *The Elementary School Journal, 92*, 315-338.

Sheridan, S. M. (1992). Consultant and client outcomes of competency-based behavioral consultation training. *School Psychology Quarterly*, 7, 245-270.

Sheridan, S. M. (1992). What do we mean when we say 'collaboration'? *Journal of Educational and Psychological Consultation*, 3, 89-92.

Sheridan, S. M., & Kratochwill, T. R. (1992). Behavioral parent-teacher consultation: Conceptual and research considerations. *Journal of School Psychology*, 30, 117-139.

Sheridan, S. M., Salmon, D., Kratochwill, T. R., & Carrington Rotto, P. J. (1992). A conceptual model for the expansion of behavioral consultation training. *Journal of Educational and Psychological Consultation*, 3, 193-218.

Welch, M., Sheridan, S. M., Hart, A. W., Fuhriman, A., Connell, M., & Stoddart, T. (1992). An interdisciplinary approach in preparing professionals for educational partnerships. *Journal of Educational and Psychological Consultation*, 3, 1-23.

Kratochwill, T. R., Sheridan, S. M., Carrington Rotto, P., & Salmon, D. (1991). Preparation of school psychologists to serve as consultants for teachers of emotionally disturbed children. *School Psychology Review*, 20, 530-549.

Sheridan, S. M., & Elliott, S. N. (1991). Behavioral consultation as a process for linking the assessment and treatment of social skills. *Journal of Educational and Psychological Consultation*, 2, 151-173.

Sheridan, S. M., Kratochwill, T. R., & Elliott, S. N. (1990). Behavioral consultation with parents and teachers: Delivering treatment for socially withdrawn children at home and school. *School Psychology Review*, 19, 33-52.

Elliott, S. N., Sheridan, S. M., & Gresham, F. M. (1989). Assessing and treating social skills deficits: A case study for the scientist-practitioner. *Journal of School Psychology*, 27, 197-222.

## PROFESSIONAL WORK: NATIONAL

### Grant Reviews

2009 – 2013	Regular Member: National Institutes of Health; Psychosocial Development, Risk, and Prevention (PDRP) Study Section
2008 – 2009	Reviewer: National Institutes of Health; Psychosocial Development, Risk, and Prevention (PDRP) Study Section
2004 – 2006	Reviewer: National Institutes of Health; Language and Communication Study Section
1993	Reviewer: U.S. Department of Education, Office of Education and Research Improvement

### Editorial Work

#### Editor

2007 – 2009	Guest Editor: Special Issue on Early Childhood Professional Development; <i>Early Education and Development</i>
2001 – 2005	Editor, <i>School Psychology Review</i>
1999 – 2000	Editor-elect: <i>School Psychology Review</i>
2000	Co-Guest Editor: Mini-series on School Psychology in the 21 <sup>st</sup> Century; Special issue in <i>School Psychology Review</i>
1997 – 2003	<i>Applying Psychology to the Schools</i> (co-editor with Sandra Christenson); official book series of Division 16 of the American Psychological Association

### Associate Editor

2007 Guest Associate Editor: *Journal of School Psychology*  
1995 – 1999 *School Psychology Review*  
1992 – 1995 *School Psychology Quarterly*

### Editorial Boards

2007 – present Editorial Advisory Board: *Journal of School Psychology*  
2006 – present Scientific Advisory Panel: *School Psychology Review*  
2003 – present Editorial Advisory Board: *Encyclopedia of School Psychology*  
1999 – 2003 Member: Editorial Advisory Panel, *Best Practices in School Psychology - IV*, National Association of School Psychologists  
1993 – 1995 Editorial Advisory Board: *School Psychology Review*  
1992 – 2001 Editorial Review Board: *Journal of School Psychology*  
1992 – present Editorial Review Board: *Journal of Educational and Psychological Consultation*  
1991 – 1997 Advisory Board: *Applying Psychology to the Schools Book Series*  
1989 – 1992;  
1995 – 2003 Editorial Review Board: *School Psychology Quarterly*

### Selected National Committee Work

2010 – 2011 Member, National Board of Advisors, Center for Adolescent Research and Development, Mount Saint Mary College  
2010 - 2011 President, Society for the Study of School Psychology (SSSP)  
2008 - 2009 President Elect, Society for the Study of School Psychology (SSSP)  
2006 – 2007 Member, APA Division 16 Senior Scientist Award Committee  
2002 – 2004 Co-Chair, Research Position Paper Task Force, National Association of School Psychologists  
2003 – present Chair, Futures Task Force on Home-School Partnerships  
1998 – 2002 Chair, APPIC Task Force on Internship Consortium Programs  
1996 – 1999 Vice President for Publications, Communications, and Convention Affairs, Division 16 of the American Psychological Association  
1993 Field Reviewer: U.S. Department of Education, Office of Special Education and Rehabilitative Services, Field Initiated Grant Competition  
1992 – 1996 Chair: APA Division 16 Publications Committee  
1992 – 1999 Producer: APA Division 16 Conversation Series Videotapes

### Supervision

1995 - present Supervisor of Consultation Services; U.S. Department of Education Federal Grants  
1996 - 1998 Supervisor of School Psychology Graduate Students; University of Utah Psychoeducational Clinic  
1989 - 1998 School Psychology Internship Faculty Supervisor, University of Utah  
1986 - 1988 Project Assistant/Consultation Supervisor: "Preparation of School Psychologists to Serve as Consultants for Teachers of Emotionally Disturbed Children"  
1982 - 1984 Supervisor of Graduate Assistants; Department of Psychology; Western Illinois University

### Clinical Experience

Nebraska Licensed Psychologist (License #484)

Utah Licensed Psychologist (License #91-116397-2501)  
Nationally Certified School Psychologist  
Utah State Certified School Psychologist

#### CURRENT MEMBERSHIPS IN NATIONAL PROFESSIONAL ORGANIZATIONS

American Psychological Association  
American Psychological Association - Division 16  
American Psychological Association – Division 54  
National Association for the Education of Young Children  
National Association of School Psychologists  
Society for Research in Child Development  
Association for Psychological Science

#### AWARDS and HONORS

- 2010 George Holmes University Professorship, named on the basis of an extraordinary level of scholarly or creative achievement and clear potential for continuing accomplishments
- 2010 Outstanding Postdoc Mentor Award, University of Nebraska
- 2005 Presidential Award, National Association of School Psychologists
- 2003 Willa Cather Professorship, named on the basis of a demonstrated record of distinguished scholarship
- 2000 Nominated for the *School Psychology Quarterly*/Division 16 Fellows Award for best article: “Patterns of Relational Control in Conjoint Behavioral Consultation” (Erchul, Sheridan, Ryan, Grissom, Killough, & Mettler)
- 1999 Member, Society for the Study of School Psychology
- 1998 Fellow, Division 16, American Psychological Association
- 1997 Recipient of the Best Article Award (over 3 volume years) from the Society for the Study of School Psychology/*Journal of School Psychology*: “Implementing Scientific Practices through Interventions and Consultation” (Galloway & Sheridan, 1995)
- 1996 Recipient of the Utah Association of School Psychologists School Psychologist of the Year Award
- 1996 Nominated for the *School Psychology Quarterly*/Division 16 Fellows Award for best article: “Parent Training in Interactive Book Reading: An Investigation of its Effects with Families At-risk” (Taverne & Sheridan)
- 1995 Recipient of the University of Wisconsin-Madison School of Education's Outstanding Recent Graduate Award
- 1993 Recipient of the Division 16 of the American Psychological Association Lightner Witmer Award for early career accomplishments
- 1993 Nominated for the *School Psychology Quarterly*/Division 16 Fellows Award for best article: "Consultant and Client Outcomes of Competency-based Behavioral Consultation Training

## CHRISTINE A. MARVIN, PH.D.

### ACADEMIC DEGREES

Post Doctoral	University of Illinois	1997-98	Special Education & Speech-Hearing Sciences
PhD	University of Oregon	1985	Early Childhood Special Education
MA	Eastern Michigan University	1974	Speech & Language Pathology
BS	Eastern Michigan University	1972	Elementary Education & Speech Pathology

### PROFESSIONAL EXPERIENCE

1988-present	Associate Professor, Special Education & Communication Disorders, University of Nebraska-Lincoln
1988-1989	Project Trainer, Consultation training for SLPs working with regular and special education teachers, Albuquerque Public Schools, Albuquerque, NM
1985-1988	Visiting Assistant Professor, Departments of Special Education and Communicative Disorders, University of New Mexico
1982-1985	Graduate-Teaching Fellow, Department of Speech Pathology and Early Childhood Special Education, University of Oregon
1982-1985	Speech & Language Pathologist, Crippled Children's Division of Oregon Health Sciences, University of Oregon, Eugene, OR
1981-1982	Instructor, Department of Communication Disorders, University of Wisconsin Whitewater
1975-1981	Speech & Language Pathologist and Department Supervisor, Demmer-Kiwanis Children's Division of Curative Rehabilitation Center, Wauwatosa, WI
1974-1975	Home-based Speech-language Pathologist, Preschool Project, Cooperative Educational Service Agency #10, Plymouth, WI

### FUNDED GRANTS

#### *Personnel Preparation*

2004	Edwards, C. Churchill, S. Marvin, C., Rupiper, M. Heaton, R., & Branch-Jones, J. (2003). <i>Consortium for Collaborative Inquiry: Documentation, Standards, and Technology In Early Childhood Teacher Education</i> . National Center for Information Technology in Education (NCITE), UNL "seed grant." \$35,000.
2004	Marvin, C. <i>An Evaluation of FLASH Communication Webcast System in Special Education Distance Courses</i> . UNL Office of Extended Education, funded: 12/15/03 \$1,470
2000-2002	Marvin, C. Distance offering of SpEd 860, 861 and 862. University of Nebraska Office of Extended Education, \$18,511
1999-2000	Marvin, C. <i>Satellite Broadcast of UNL's SPED 863: Medically Fragile Infants</i> . Nebraska Department of Education, \$20,000
1999-2002	Marvin, C. <i>Nebraska's Graduate level Preservice Preparation for Interdisciplinary, Family-Centered Services for Medically-fragile Infants</i> . Nebraska Department of Education, \$152,679.
1990-1993	Marvin C., & Scheffler, M. <i>Project INTERSECT: Interdisciplinary Training for Speech-Language Pathologists and Early Childhood Teachers Working with Young Handicapped Children (0-5 Years) and Their Families</i> . Office of Special Education and Rehabilitation Services, U.S. Department of Education, Personnel Preparation, Grant #H029B0081, \$226,791.
1989-1991	Scheffler, M., & Marvin, C. <i>Project CATTS: Creative Alternatives for Transdisciplinary Training for Speech-language Pathologists and Special Education Teachers in Early Childhood</i> , Office of Special Education and Rehabilitation, U.S. Department of Education, Personnel Preparation Grant #H029B80268, \$146,736.



- 1988-89 Marvin, C., & Rivera, D. *Consultation Training for Speech-Language Pathologists Working with Regular and special education teachers*. State of New Mexico, Department of Education, CSPD Competitive Subgrant, \$16,000.
- 1986-88 Marvin, C., & Pepe, H. *UNM teacher training in (language-learning disabilities)*. Office of Special Education and Rehabilitation, U.S. Department of Education, Personnel Preparation Grant#H029BAH70100, \$161,732.

### **Research Grants**

- 2005 Nugent, G., & Marvin, C. (Co-PIs) & Doll, B. *An investigation of Medicaid billing related to infant-toddler services outside the IFSP/Early Development Network of Nebraska*. Nebraska Departments of Education and Health and Human Services, \$21,600.
- 2004-2008 Sheridan, S. Edwards, C. (Co-PI), (with Marvin, C., Churchill, S., Buhls, E., & Jackson, B. as key personnel) *Parent Engagement and Child Learning: Birth to Age Five*. National Institutes of Child Health and Human Development. \$5,104,090, 8/03-9/08. Role: Trainer/Supervisor.
- 2003 Marvin, C. *Comparison of teaching-learning process in graduate methods course delivered in two modes: traditional on-campus and via distance technologies*. UNL Office of Extended Education, \$4,820.
- 1999-2002 Key Personnel for LaCost, B., & Grady, M. *The 3-D Project (discovery, development, delivery) to support Nebraska elementary principals in providing integrated services to children birth to age 5 years*. Nebraska Department of Education. \$176,842.
- 1998 Marvin, C. *Parent-Teacher communication and transportation practices for young children*. University of Nebraska-Lincoln Research Council, Grant-in-Aid--\$915 (5/1/97-4/30/98).
- 1997 Marvin, C. *Bustalk! An analysis of children's talk en route home from preschool*. University of Nebraska-Lincoln Research Council, Grants-in-Aid, \$1,808.
- 1996 Marvin, C. *Literacy practices in the homes of young children*. University of Nebraska-Lincoln Research Council, Grants-in-Aid, \$530.
- 1995 Marvin, C. *The effects of parent-focused and child-focused materials on the afterschool talk of preschool children*. University of Nebraska-Lincoln Research Council, Grants-in-Aid, \$639.
- 1993 Marvin, C. *Conversational topics of young children with severe speech and language impairments*. University of Nebraska-Lincoln Research Council, Grants-in-Aid, \$2,424.
- 1993 Marvin, C. *Conversational topics of preschool, hearing impaired children at school*. University of Nebraska-Lincoln Research Council, Maude Hammand Fling Faculty Summer Fellowship, \$5,500.
- 1989 Marvin, C., & Scheffler, M. *Interdisciplinary training in infant/family specialization: A review of existing programs at the University of Nebraska*. Nebraska Department of Education, CSPD Competitive Subgrant, \$9,980.

### **SELECTED PUBLICATIONS**

- Chung, L.C., Marvin, C., & Churchill, S. (in press). Teacher factors associated with the quality of teacher-child relationships with preschool-age children. *Journal of Early Childhood Teacher Education*, 25(3).
- Marvin, C., Lacost, B., Grady, M., & Mooney, P. (2004). Administrative supports and challenges in Nebraska public school early childhood programs: A preliminary study. *Topics in Early Childhood Special Education*, 23(4), 217-228.
- Ahrens, K., Cress, C., & Marvin, C. (2005). Gaze-shift patterns of young children with developmental disabilities who are at risk for being nonspeaking. *Education and Training in Developmental Disabilities* 4(2), 158-170.
- Rupiper, M., & Marvin, C. (2004). Preparing ECSE teachers for family-centered services: A survey of current training practices. *Teacher Education and Special Education*, 27(4), 384-395.

- Cress, C., & Marvin, C. (2003) Common questions about AAC services in early intervention. *Augmentative and Alternative Communication, 19*(4), 254-272.
- Han, K., Marvin, C., & Walden, A. (2003). Searching for an alternative way to identify young creative minds: A classroom-based observation approach. *Assessment for Effective Intervention.*
- Han, K., & Marvin, C. (2002). Multiple creativities?: Investigating domain-specificity of creativity in young children. *Gifted Child Quarterly, 46*(2).
- Marvin, C., & Ogden, N. (2002). A home literacy inventory: Assessing young children's contexts for emergent literacy. *Young Exceptional Children, 5*(2), 2-10.
- Marvin, C., & Gaffney, J. (1999). The effects of Reading Recovery on children's home literacy experiences. *Literacy, Teaching and Learning, 4*(2), 51-80.
- Marvin, C., & Privratsky, A. (1999). After-School talk: The effects of materials sent home from preschool. *American Journal of Speech-language Pathology, 8*(3), 231-240.
- Ball, L., Marvin, C., Beukelman, D., Lasker, J., & Rupp, D. (1999). Generic talk use by preschool children. *Augmentative and Alternative Communication, 15*, 145-155.
- Marvin, C., & Wright, D. (1997). Literacy socialization in the homes of preschool children with speech-language impairments. *Language, Speech & Hearing Services in the Schools, 28*, 154-163.
- Marvin, C., & Hunt-Berg, M. (1996). Let's pretend! A semantic analysis of preschool children's play. *Journal of Children's Communication Development, 17*(2), 1-10.
- Marvin, C., & Kasal, K. (1996). A semantic analysis of signed communication in an activity-based classroom for preschool children who are deaf. *Language, Speech and Hearing Services in the Schools, 27*(1), 57-67.
- Marvin, C. (1995). The family car as a "vehicle" for young children's use of distant time referents. *Early Childhood Research Quarterly, 10*(2), 185-203.
- Marvin, C. (1994). Cartalk! Preschool children's conversations en route home from school. *Language, and Hearing Services in the Schools, 25*(3), 146-155.
- Marvin, C., Beukelman, D., Brockhous, J., & Kast, L. (1994). "What are you talking about?" A semantic analysis of preschool children's conversational topics at home and at school. *Augmentative and Alternative Communication, 10*(2), 75-87.
- Marvin, C., Beukelman, D., & Bilyeu, D. (1994). Vocabulary-Use patterns of preschool children at home and school. *Augmentative and Alternative Communication, 10*(4), 224-236.
- Marvin, C. (1994). Literacy experiences in the homes of preschool children with single and multiple disabilities. *Topics in Early Childhood Special Education, 14*(4), 436-454.
- Marvin, C., & Miranda, P. (1994). Literacy practices in Head Start and early childhood special education classrooms. *Early Education and Development, 5*(4), 289-300.
- Marvin, C., & Miranda, P. (1993). Home literacy experiences of preschoolers enrolled in Head Start and special education programs. *Journal of Early Intervention, 17*(4), 351-367.
- Marvin, C. (1987). Consultation services: Changing roles for SLPs. *Journal of Childhood Communication Disorders, 11*(1), 1-15.

### **CURRENT PROFESSIONAL AND ACADEMIC ASSOCIATION MEMBERSHIPS**

Council for Exceptional Children: Division for Children with Communication Disorders, Division for Early Childhood, and Division for Teacher Education  
 American Speech-Language-Hearing Association and Division for Language, Learning and Education  
 National Association for Education of Young Children  
 Nebraska-Speech-Language-Hearing Association  
 American Association of University Professors

### **TEACHING AWARDS**

University of Nebraska-Lincoln, Academy of Distinguished Teachers, 2005  
 University of Nebraska-Lincoln, College of Education and Human Sciences, Distinguished Teaching Award, 2004  
 University of Nebraska-Lincoln, Teachers College, Swanson Award for Teaching Excellence, 2003  
 University of New Mexico, Acknowledgement for Teaching Excellence, 1986, 1987, 1988.

## **CURRENT TEACHING LOAD**

### **Fall**

SPED 860	Issues in Early Childhood Special Education (online)	3 sem. units
SPED 862	Teaching Preschool Children with Disabilities (online + TV)	3 sem. units
SPED 996	Directed Research/Independent Reading	1-3 sem. units
SPED 897Q	Student-teaching Preschool/Infant	6 sem. units

### **Spring**

SPED 362	Early Childhood Special Education	3 sem. units
SPED 960	Family-Centered Services (online + TV)	3 sem. units
SPED 996	Directed Research/Independent Reading	1-3 sem. units
SPED 897Q	Student-teaching Preschool/Infant	6 sem. units

### **Summers**

SPED 863	Medically-Fragile Infants (satellite/web)	3 sem. units
SPED 861	Programs for Infants with Disabilities (online)	3 sem. units
SPED 897Q	Student-teaching Preschool/Infant	6 sem. units

**Kathleen Moritz Rudasill, Ph.D.**

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kmr@unlserve.unl.edu

*Educational History*

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**University of Virginia**, Curry School of Education, Charlottesville, VA

Ph.D., Educational Psychology

Dissertation: **Rudasill, K. M.** (2006). *Predictors of teacher-child relationship quality.*

Unpublished dissertation, University of Virginia, Charlottesville, Virginia  
(Advisor: Sara Rimm-Kaufman, Ph.D.).

**The College of William and Mary**, Williamsburg, VA

M.A.Ed., (1993) Secondary Social Studies Teaching

**Washington and Lee University**, Lexington, VA

B.A., (1991) Public Policy, *cum laude*

*Professional Experience*

---

Associate Professor, Educational Psychology, College of Education and Human Sciences,  
University of  
Nebraska-Lincoln, 2011-present

Assistant Professor, Educational Psychology, **College of Education and Human Development**,  
University of Louisville, 2006 – 2011

*Selected Publications*

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Niehaus, K., **Rudasill, K. M.**, & Adelson, J. (in press). Self-efficacy, intrinsic motivation, and academic outcomes among Latino middle school students participating in an after school program. *Hispanic Journal of Behavioral Sciences.*

Curby, T. W., **Rudasill, K. M.**, Edwards, T., & Perez-Edgar, K. (in press). The role of classroom quality in ameliorating the academic and social risks associated with difficult temperament. *School Psychology Quarterly.*

**Rudasill, K. M.** (2011). [Review of the book *Self and social regulation: Social interaction and the development of social understanding and executive functions* by B. W. Sokol, U. Miller, J. I. M. Carpendale, A. R. Young, & G. Iarocci]. *Developmental Neuropsychology*, 36, 403-404. doi: 10.1080/87565641.2011.556994

**Rudasill, K. M.** (2011). Child temperament, teacher-child interactions, and teacher-child relationships: A longitudinal investigation from first to third grade. *Early Childhood Research Quarterly*, 26, 147-156. doi: 10.1016/j.ecresq.2010.07.002

**Rudasill, K. M.**, Reio, T., & Stipanovic, N., & Taylor, J. E. (2010). A longitudinal study of

student-teacher relationship quality, difficult temperament, and risky behavior from childhood to early adolescence. *Journal of School Psychology, 48*, 389-412.

Molfese, P. J., Molfese, V. J., Molfese, D. L., **Rudasill, K. M.**, Armstrong, N., & Starkey, G. (2010). Executive function skills of 6 to 8 year olds: Brain and behavioral evidence and implications for school achievement. *Contemporary Educational Psychology, 35*, 116-125.

**Rudasill, K. M.**, Gallagher, K., & White, J. M. (2010). Temperamental attention and activity, classroom emotional support, and academic achievement in third grade. *Journal of School Psychology, 48*, 113-134.

Molfese, V.J., **Rudasill, K.M.**, Beswick, J.L., Jacobi-Vessels. J.L, Ferguson, M.C., & White, J.M. (2010). Infant temperament, maternal personality, and parenting stress as contributors to infant developmental outcomes. *Merrill-Palmer Quarterly, 56*, 49-79.

**Rudasill, K. M.**, & Rimm-Kaufman, S. E. (2009). Teacher-child relationship quality: The roles of child temperament and teacher-child interactions. *Early Childhood Research Quarterly, 24*, 107-120.

Wyrick, A. J., & **Rudasill, K. M.** (2009). Parent involvement as a predictor of teacher-child relationship quality in third grade. *Early Education and Development, 20*, 1-20.

**Rudasill, K. M.**, & Konold, T. R. (2008). Contributions of children's temperament to teachers' judgments of social competence from kindergarten through second grade. *Early Education and Development, 19*, 643-666.

Curby, T. C., **Rudasill, K. M.**, Rimm-Kaufman, S. E., & Konold, T. K. (2008). The role of social competence in predicting gifted enrollment. *Psychology in the Schools, 45*, 729-744.

**Rudasill, K. M.**, Rimm-Kaufman, S. E., Justice, L. M., & Pence, K. (2006). Temperament and language skills as predictors of teacher-child relationship quality in preschool. *Early Education and Development, 17*, 271-291.

#### Recent Peer-Reviewed Presentations

---

**Rudasill, K. M.** (2011, April). *Teacher Support in Adolescence: Implications for Behavior, Academic Success, and Mental Health* (Chair). Paper symposium presented at the Society for Research in Child Development biennial conference. Montreal, Quebec.

Niehaus, K., **Rudasill, K. M.**, & Rakes, C. (2011, April). *A longitudinal study of school connectedness and risky behavior across sixth grade*. Paper presented in a symposium titled "Teacher Support in Adolescence: Implications for Behavior, Academic Success, and Mental Health" at the Society for Research in Child Development biennial conference. Montreal, Quebec.

Pössel, P., **Rudasill, K. M.**, Sawyer, M., & Spence, S. H. (2011, April). *A longitudinal study of*

*teacher support and adolescent depression*. Paper to be presented in a symposium titled “Teacher Support in Adolescence: Implications for Behavior, Academic Success, and Mental Health” at the Society for Research in Child Development biennial conference. Montreal, Quebec.

**Rudasill, K. M.**, Molfese, T. J., & Beswick, J. (2011, April). *Mother perceptions of infant temperament and parenting stress: Associations with early language and cognitive skills*. Paper presented in a symposium titled “Interactions at Home and School: Implications for Children's Early Learning” at the Society for Research in Child Development biennial conference. Montreal, Quebec.

Wooldridge, D., **Rudasill, K. M.**, Pössel, P., & Bjerg, A. (2011, April). *The Teacher Behavior Questionnaire: Facilitating interventions for student success*. Paper presented at the annual meeting for the American Educational Research Association. New Orleans, LA.

**Rudasill, K. M.** (2010, October). *Child temperament, teacher-child interactions, and teacher-child relationships: A longitudinal investigation from first to third grade*. Paper presented at the Occasional Temperament Conference. Bowdoin College, Brunswick, ME.

#### Editorial Experience

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Associate Editor, *Journal of School Psychology* (2010-present)

Editor, *Gifted Children*, e-journal for AERA Research on Giftedness, Creativity, and Talent (SIG) 2010-2012

Guest editor, *Journal of School Psychology*, 2010

#### Editorial Review Boards

*Journal of School Psychology* (2009-2010)

*Early Education and Development* (2008-present)

*Gifted Child Quarterly* (2008-present)

#### Funded Grants

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*Little Cardinals: Expanding Horizons for Parents and Children*, **Principle Investigator**, 2010-2011,  
\$100,000 (U.S. Department of Education)

*Teacher Behavior: A 360° View*, **Co-Investigator**, 2010, \$2366 (Research and Faculty Development Grant, College of Education and Human Development)

*Transitions to Middle School: The Protective Role of Supportive Relationships*, **Principle Investigator**,  
2008-2009, \$4,464 (Internal Research Initiation Grant, University of Louisville)

*The Risking Connection Program: A Comprehensive Examination of Teacher and Student Relationships*

*and Behaviors*, **Co-Investigator**, 2009, \$3905 (Internal Research Initiation Grant, University of Louisville)

*Improving Algebra Teaching and Learning in Kentucky Gear-Up Schools*, **Evaluator**, 2007-2009,

\$720,000 (Kentucky Department of Education)

*Contributions of Child Temperament to Children's School Outcomes*, **Principle Investigator**, 2007,

\$4,640 (Internal Research Initiation Grant, University of Louisville)

*Pre-service Teachers' Attitudes toward Obesity: Implications for Obese Children in the Classroom*, ‘

**Principle Investigator**, 2007, \$1,032 (Internal Research Initiation Grant, University of Louisville)

*Gear-Up Kentucky*, **Evaluation team member**, 2006-2011, \$2,000,000 (Kentucky Department of

Education)

#### *Selected Honors*

Article of the Year, *Journal of School Psychology*, 2010

**Rudasill, K. M.**, Reio, T., & Stipanovic, N., & Taylor, J. E. (2010). A longitudinal study of student-teacher relationship quality, difficult temperament, and risky behavior from childhood to early adolescence. *Journal of School Psychology*, 48, 389-412.

Outstanding Dissertation, American Educational Research Association (AERA), Division E (Human Development), 2009

Doctoral Training Fellow, Institute of Education Sciences (IES), University of Virginia, 2004-2005 and 2005-2006

AERA/IES Dissertation Grant Finalist, American Educational Research Association (AERA), 2005

#### *Grant Reviewing*

Institute of Education Sciences (IES)

Rotating Panel member, Social and Behavioral Context for Learning, 2011

Permanent Panel member, Social and Behavioral Context for Learning, 2011-2013





## Appendix A-09: Membership Roster for Systems Team

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### Nebraska Early Childhood Interagency Coordinating Council ROSTER 2010-2011

(updated April 12, 2011)

<b>STAFF:</b> Terry Rohren <i>Facilitator</i>	Early Childhood Training Center 6939 South 110 <sup>th</sup> St. Omaha NE 68128-5722 Phone: 402-557-6894	<a href="mailto:terry.rohren@nebraska.gov">mailto: terry.rohren@nebraska.gov</a>
Susan Dahm <i>Secretary</i>	Nebraska Dept. of Education P.O. Box 94987 Lincoln NE 68509-4987 Phone: 402-471-8204	<a href="mailto:susan.dahm@nebraska.gov">mailto: susan.dahm@nebraska.gov</a>
Heather Gill ECICC Chairperson	Educational Service Unit 16 P.O. Box 915 Ogallala, NE 69153	<a href="mailto:hgill@esu16.org">mailto: hgill@esu16.org</a>

#### ECICC MEMBERSHIP:

<u>Name/ECICC Office:</u>	<u>Home City:</u>	<u>Representing on ECICC:</u>
		* representing parents of children with a disability
Mike Adams <i>Steering Committee</i>	Omaha, NE	Parent*
Susan Adams	Lincoln, NE	State Agency-DHSS-Mental Health
Rebecca Bimler	Seward, NE	Child Care Provider-Center
Annie Bruns	Lincoln, NE	Parent*
Pam Dobrovolny <i>Steering Committee</i>	Grand Island, NE	Service Provider-Public Schools
Eric Dunning	Lincoln, NE	State Agency- Insurance
Carol Fichter <i>Steering-ex officio</i>	Omaha, NE	Professional Development
Heather Gill <i>Chair; Steering Committee</i>	Ogallala, NE	Service Provider-Early Intervention
Cheryl Hammond	Papillion, NE	Child Care Provider-Family
Jane Happe <i>Steering Committee</i>	Plattsmouth, NE	Service Provider Head Start
Melody Hobson <i>Steering-ex officio</i>	Lincoln, NE	State Agency-NDE-Early Childhood
J.P. Holys	Oakland, NE	Service Provider-Public Schools (EC)
Dr. Sian Jones-Jobst	Lincoln, NE	Physician
Eleanor Kirkland <i>Steering-ex officio</i>	Lincoln, NE	Head Start State Collaboration Office
Heather Krieger <i>Steering-ex officio</i>	Lincoln, NE	State Agency-DHSS-Medicaid
Carol McClain <i>Steering-ex officio</i>	Lincoln, NE	State Agency-NDS-EI
Julie Middendorf <i>Steering Committee</i>	Scotia, NE	Parent*

Dawn Mollenkopf  
Christy Pelton  
Senator Pete Pirsch  
Todd Reckling  
Roger Reikofski  
Deb Ross  
Julie Rother  
Deanna Schulze  
Leisha Suckstorf  
*Steering Committee*  
Joyce Thomas  
Salene Ulrich  
Cristen Witte  
Linda Zinke  
Vacant  
Vacant

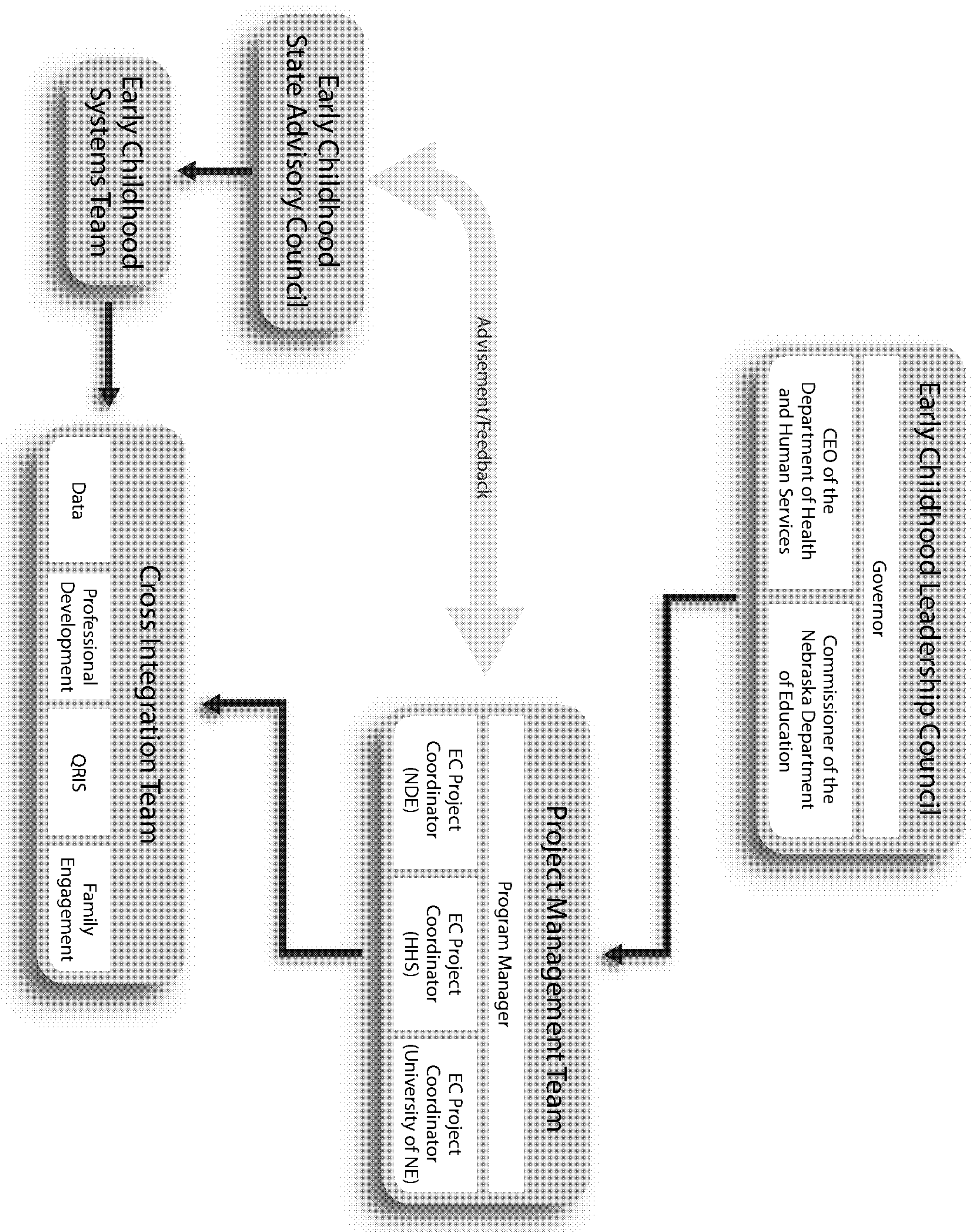
Kearney, NE  
Bertrand, NE  
Lincoln, NE  
Lincoln, NE  
Lincoln, NE  
Hastings, NE  
Wayne, NE  
Grant, NE  
Norfolk, NE  
  
Niobrara, NE  
Garland, NE  
Valentine, NE  
Lincoln, NE

Higher Ed (UNK)  
Parent\*  
Legislature  
State Agency-DHHS-CAPTA  
State Agency-NDE-Homeless Educ  
Service Provider-Head Start  
Service Provider-Public Health  
Parent\*  
Parent\*  
  
Social Service Organization (tribal)  
Parent\*  
Service Provider-ESU  
Statewide Early Childhood Organization  
Parent\*  
Service Provider-Mental Health



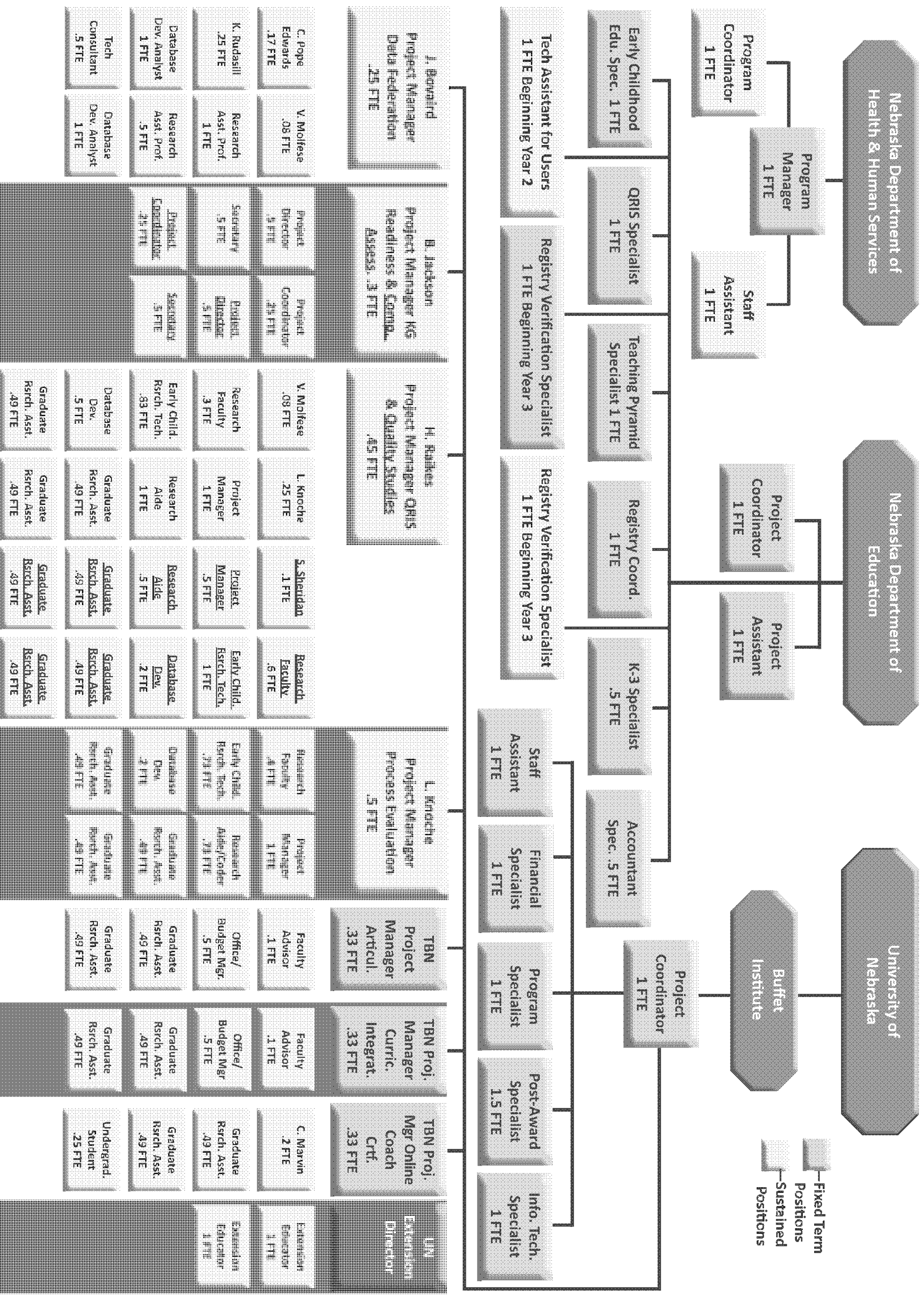


# Administrative Infrastructure: Early Learning Nebraska Initiative





# Early Learning Nebraska Initiative Management Structure





## MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding (“MOU”) is entered into by and between the Nebraska Department of Health and Human Services (“Lead Agency”) and the Nebraska Department of Education (“Participating State Agency”), and the University of Nebraska (“Participating State Agency”). The purpose of this agreement is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the State in its implementation of an approved Race to the Top-Early Learning Challenge grant project.

### I. ASSURANCES

The Participating State Agencies hereby certify and represent that they:

- 1) Agree to be a Participating State Agency and will implement those portions of the State Plan indicated in Exhibit I, if the State application is funded;
- 2) Agree to use, to the extent applicable and consistent with the State Plan and Exhibit I:
  - (a) A set of statewide Early Learning and Development Standards;
  - (b) A set of statewide Program Standards;
  - (c) A statewide Tiered Quality Rating and Improvement System; and
  - (d) A statewide Workforce Knowledge and Competency Framework and progression of credentials.
- 3) Has all requisite power and authority to execute and fulfill the terms of this MOU;
- 4) Is familiar with the State’s Race to the Top-Early Learning Challenge grant application and is supportive of and committed to working on all applicable portions of the State Plan;
- 5) Will provide a Final Scope of Work only if the State’s application is funded and will do so in a timely fashion but no later than 90 days after a grant is awarded; and will describe the Participating State Agency’s specific goals, activities, timelines, budgets, and key personnel (“Participating State Agency Plan”) in a manner that is consistent with the Preliminary Scope of Work (Exhibit I), with the Budget included in section VIII of the State Plan (including existing funds, if any, that the Participating State Agency is using for activities and services that help achieve the outcomes of the State Plan); and
- 6) Will comply with all of the terms of the Race to the Top-Early Learning Challenge Grant, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Race to the Top-Early Learning Challenge program, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 85, 86, 97, 98 and 99).

### II. PROJECT ADMINISTRATION

#### A. PARTICIPATING STATE AGENCY RESPONSIBILITIES

In assisting the Lead Agency in implementing the tasks and activities described in the State’s Race to the Top-Early Learning Challenge grant application, the Participating State Agency will:

- 1) Implement the Participating State Agency Scope of Work as identified in the Exhibit I of this agreement;
- 2) Abide by the governance structure outlined in the State Plan;
- 3) Abide by the Participating State Agency’s Budget included in section VIII of the State Plan (including the existing funds from Federal, State, private and local sources, if any, that the Participating State Agency is using to achieve the outcomes in the RTT-ELC State Plan);



- 4) Actively participate in all relevant meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");
- 5) Post to any Web site specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the RTT-ELC grant;
- 6) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS;
- 7) Be responsive to State, ED, or HHS requests for project information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, State and Federal privacy laws.

#### **B. LEAD AGENCY RESPONSIBILITIES**

In assisting the Participating State Agencies in implementing their tasks and activities described in the State's Race to the Top-Early Learning Challenge application, the Lead Agency will:

- 1) Work collaboratively with, and support the Participating State Agency in carrying out the Participating State Agency Scope of Work, as identified in Exhibit I of this agreement;
- 2) Timely award the portion of Race to the Top-Early Learning Challenge grant funds designated for the Participating State Agency in the State Plan during the course of the project period and in accordance with the Participating State Agency's Scope of Work, as identified in Exhibit I, and in accordance with the Participating State Agency's Budget, as identified in section VIII of the State's application;
- 3) Provide feedback on the Participating State Agency's status updates, any interim reports, and project plans and products;
- 4) Keep the Participating State Agency informed of the status of the State's Race to the Top-Early Learning Challenge grant project and seek input from the Participating State Agency, where applicable, through the governance structure outlined in the State Plan;
- 5) Facilitate coordination across Participating State Agencies necessary to implement the State Plan; and
- 6) Identify sources of technical assistance for the project.

#### **C. JOINT RESPONSIBILITIES**

- 1) The Lead Agency and the Participating State Agencies will each appoint a key contact person for the Race to the Top-Early Learning Challenge grant.
- 2) These key contacts from the Lead Agency and the Participating State Agencies will maintain frequent communication to facilitate cooperation under this MOU, consistent with the State Plan and governance structure.
- 3) Lead Agency and Participating State Agency personnel will work together to determine appropriate timelines for project updates and status reports throughout the grant period.
- 4) Lead Agency and Participating State Agency personnel will negotiate in good faith toward achieving the overall goals of the State's Race to the Top-Early Learning Challenge grant, including when the State Plan requires modifications that affect the Participating State Agency, or when the Participating State Agency's Scope of Work requires modifications.

#### **D. STATE RECOURSE IN THE EVENT OF PARTICIPATING STATE AGENCY'S FAILURE TO PERFORM**

If the Lead Agency determines that the Participating State Agency is not meeting its goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, the Lead Agency will take appropriate enforcement action, which could include initiating a collaborative process by which to attempt to resolve the disagreements between the Lead Agency and the Participating State Agency, or initiating such enforcement measures as are available to the Lead Agency, under applicable State or Federal law.

**E. DRUG-FREE WORKPLACE.** The University hereby assures DHHS that it will operate a drug-free workplace in accordance with State guidelines and has implemented a drug-free workplace policy, which is available to DHHS on request.

**F. NEW EMPLOYEE WORK ELIGIBILITY STATUS.** The Parties shall use a federal immigration verification system to determine the work eligibility status of new employees physically performing services within the State of Nebraska. A federal immigration verification system means the electronic verification of the work authorization program authorized by the Illegal Immigration Reform and Immigrant Responsibility Act of 1996, 8 U.S.C. § 1324a, known as the E-Verify Program, or an equivalent federal program designated by the United States Department of Homeland Security or other federal agency authorized to verify the work eligibility status of a newly hired employee.

If the Parties are an individual or sole proprietorship, the following applies:

The Parties must complete the United States Citizenship Attestation Form, available on the Department of Administrative Services website at [www.das.state.ne.us](http://www.das.state.ne.us).

1) If the Party indicates on such attestation form that he or she is a qualified alien, the Contractor agrees to provide the U.S. Citizenship and Immigration Services documentation required to verify the Party's lawful presence in the United States using the Systematic Alien Verification for Entitlements (SAVE) Program.

2) The Parties understand and agree that lawful presence in the United States is required and the Parties may be disqualified or the contract terminated if such lawful presence cannot be verified as required by Neb. Rev. Stat. § 4-108.

**G. PUBLIC COUNSEL.** In the event Contractor provides health and human services to individuals on behalf of DHHS under the terms of this contract, Contractor shall submit to the jurisdiction of the Public Counsel under Neb. Rev. Stat. §§ 81-8,240 through 81-8,254 with respect to the provision of services under this contract. This provision shall not apply to contracts between DHHS and long-term care facilities subject to the jurisdiction of the state long-term care ombudsman pursuant to the Long-Term Care Ombudsman Act. This provision shall survive termination of the contract.

### **III. MODIFICATIONS**

This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, in consultation with ED.

### **IV. DURATION**

This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and, if a Race to the Top- Early Learning Challenge grant is received by the State, ending upon the expiration of the Race to the Top- Early Learning Challenge grant project period.

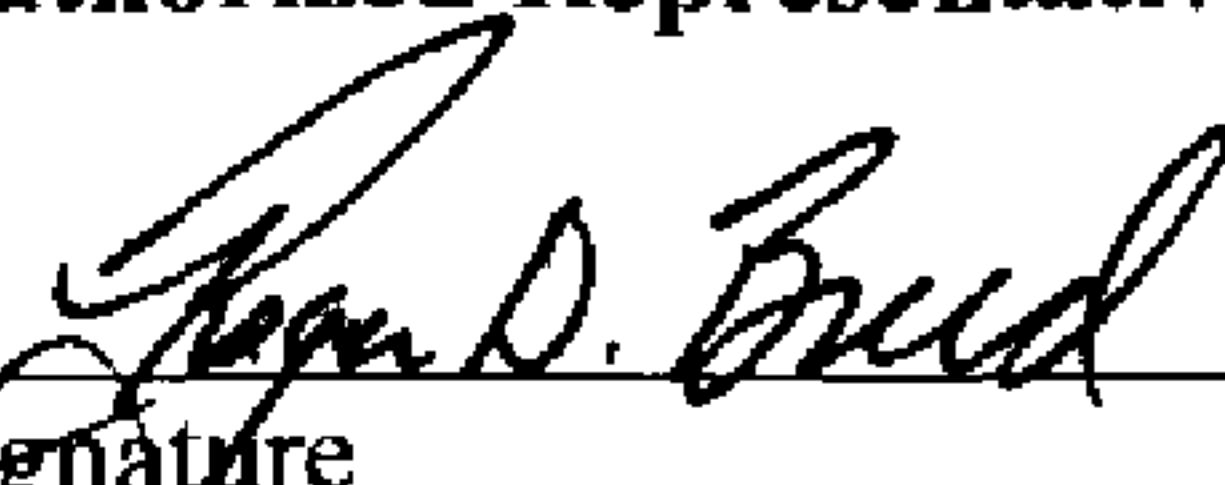
V. SIGNATURES

Authorized Representative of Lead Agency--Nebraska Department of Health and Human Services

 10/13/2011  
Signature Date

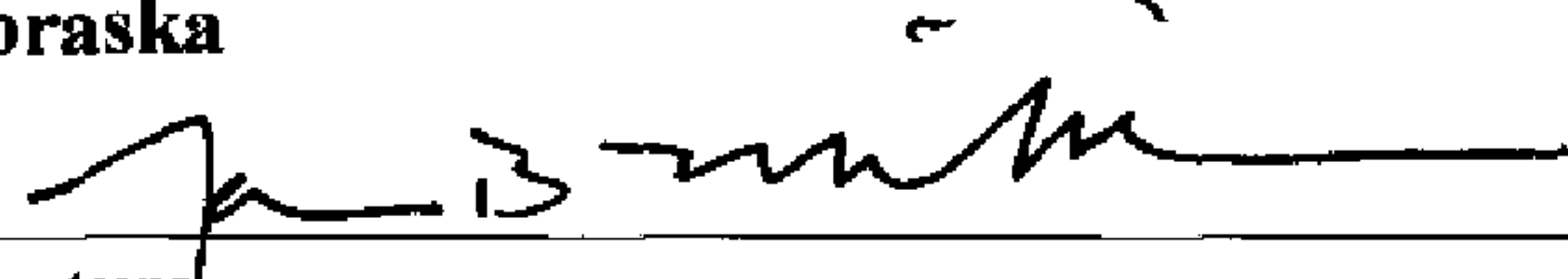
KERRY J WINTERON CEO  
Print Name Title

Authorized Representative of Participating State Agency--Nebraska Department of Education

 10/11/11  
Signature Date

ROGER D. BREED NDE - Commissioner  
Print Name Title

Authorized Representative of Participating State Agency—Board of Regents of the University of Nebraska

 10/11/11  
Signature Date

JAMES B. MILLIKEN Pres Ugn  
Print Name Title

## EXHIBIT I – PARTICIPATING STATE AGENCY SCOPE OF WORK

The Participating State Agency hereby agrees to participate in the State Plan, as described in the State's application, and more specifically commits to undertake the tasks and activities described in detail below.

<b>Selection Criterion</b>	<b>Participating Party</b>	<b>Type of Participation</b>
(A)(1-4) Successful State Systems	DHHS	Chief Executive Office or designee will participate on Leadership Council for Early Learning Nebraska.
	DHHS	Early Learning Nebraska-- Overall Project Management, hiring a Project Manager, reporting to funding source, monitoring of progress on high-quality plan through the life of the grant.
	DHHS	Early Learning Nebraska-- Overall fiscal management in accordance with all applicable, federal and state law and principles of accounting, reporting to all necessary federal, state, or private funding sources.
	DHHS	Project Coordinator is hired to manage the projects assigned to DHHS.
	DHHS	Staff Assistant is hired to support the work of the Project Manager and Project Coordinator
	NDE	Commissioner or designee will participate on Leadership Council for Early Learning Nebraska.
	NDE	RTTT-ELC fiscal management in accordance with all applicable, federal and state law and principles of accounting, reporting to lead agency on appropriate reports and in a manner that the lead agency can incorporate the necessary budgeting information to any federal, state or private funding source
	NDE	Project Coordinator is hired to manage the projects assigned to NDE.
	NDE	Staff Assistant is hired to support the work of the Project Coordinator.
	University	RTTT-ELC fiscal management in accordance with all applicable, federal and state law and principles of accounting, reporting to lead agency on appropriate reports and in a manner that the lead agency can incorporate the necessary budgeting information to any federal, state or private funding source
	University/Buffett Institute	Project Coordinator is hired through

Selection Criterion	Participating Party	Type of Participation
		Buffett Early Childhood Institute to manage the projects assigned to the University.
	University/Buffett Institute	Staff Assistant is hired through Buffett Early Childhood Institute to support the work of the Project Coordinator.
<b>(B)(1)</b> Developing and adopting a common, statewide Tiered Quality Rating and Improvement System (QRIS)	DHHS—Staff representing, Child Care Subsidy/Quality/Licensing, Early Childhood Systems Planning, Maternal and Child Health, Child Welfare, IDEA Part B 619, and Part C, Children’s Mental Health	Participate on statewide committee for QRIS criteria draft finalization, identification of other stakeholders to include in the process, planning and implementation of QRIS.
	DHHS—Staff representing, Child Care Subsidy/Quality/Licensing, Early Childhood Systems Planning, Maternal and Child Health, Child Welfare, IDEA Part B 619, and Part C, Children’s Mental Health	Assure criteria link to child care licensing regulations, are consistent with evidence based practices related to health and safety as can be applied.
	NDE—Staff representing, Office of Early Childhood Pre-K, Professional Development, Training Registry, K-Readiness, Head Start Collaboration Office, IDEA Part B 619 and Part C, Title 1,	Lead and participate on statewide committee for QRIS criteria draft finalization, identification of other stakeholders to include in the process, planning and implementation of QRIS.
	NDE—Staff representing, Office of Early Childhood Pre-K, Professional Development, Training Registry, K-Readiness, Head Start Collaboration Office, IDEA Part B 619 and Part C, title 1,	Assure criteria align with Pre-K standards in Rule 11, Rule 51, and Head Start Performance Standards.
	University/Buffett Institute/ Universities of Nebraska at Lincoln, Omaha, and Kearney and the Medical Center	Participate on QRIS criteria draft finalization, identification of other stakeholders to include in the process, planning and implementation of QRIS.
	University/Buffett Institute/ Universities of Nebraska at Lincoln, Omaha, and Kearney and the Medical Center	Assist team in establishing clear standards that are measurable, meaningfully differentiating quality levels commensurate with nationally recognized standards that lead to improved learning outcomes for children.

Selection Criterion	Participating Party	Type of Participation
<b>(B)(2)</b> Promoting Participation in the State's QRIS	DHHS	Early Learning and Development Programs that receive funds from Nebraska's CCDF program will continue to maintain a higher reimbursement rate for early learning and development programs that are accredited through a national organization.
	NDE	Participation will be encouraged by Education Specialists who provide training and technical assistance to early childhood programs operated by school districts and ESU's Early Head Start and Head Start programs that are not in partnership with school district programs and licensed child care homes and centers will be encouraged to participate through the incentives offered related to training, coaching, and materials.
	NDE	Through a contract the Nebraska Department of Education will launch a media and public engagement campaign explaining the QRIS and encouraging participation in many aspects of the RTTT-ELC including, but not limited to the QRIS. The Contract will include but is not limited to coordinating with the NDE the statewide promotion of the initiative, the development of the curriculum, and community engagement activities in communities throughout Nebraska.
	NDE	The Office of Early Childhood, Early Childhood Training Center will provide support for participating programs through training and coaching via the contracts with coaches, trainers, and ESUs that house the Early Learning Connection Coordinators. Additional trainers, coaches, (including Early Childhood specialists and when applicable, mental health specialists) and staff to coordinate services will be contracted for and trained to work through the ESUs to provide these services.
	University/Buffett Institute and University of Nebraska-Lincoln Extension	Extension educators (2 FTE) will provide outreach to diverse early childhood educators/programs accessing

Selection Criterion	Participating Party	Type of Participation
		introductory early childhood courses in Spanish through community colleges and assisting new refugee populations—those providing early care and education services, navigate and understand contracts, billing procedures, licensing requirements in Nebraska, thus improving support and outreach to a culturally and linguistically diverse early educator population. Licensing is the first step of the QRIS, outreach to diverse populations in navigating licensing promotes participation in QRIS. (Also relates to Section D-2 below).
<b>(B)(3)</b> Rating and Monitoring Early Learning and Development Programs	DHHS	Add fields to include participation and quality rating in the QRIS into the following data bases, NFOCUS, LIS, the Child Care Roster, and link to Answers4Families through data linkages already established with LIS.
	NDE	Lead agency for finalizing a valid QRIS tool, training on the instruments used, monitoring programs at the frequency the plan indicates, using raters who are trained in the rating tools and maintain inter-rater reliability in accordance with established protocols.
	NDE	Develop the Training Registry according to the plan, include in the registry information related to provider QRIS level ratings.
	NDE	Contract for the “Early Learning Nebraska Community Engagement Initiative” to build awareness, education and outreach to families, providers, and communities about Quality and the importance of quality in early learning and development environments.
	University/Buffett Institute/Nebraska Center for Research on Children, Youth, Families and Schools	Develop and implement process evaluation of strategies being carried out in Nebraska. The process evaluation is to inform practices that are being used to strengthen the Professional Development System and Impact Quality, and monitors use of evidence based practices. (Ties to goals in Section D as well). Focus will be on the elements of coaches training and implementation of

Selection Criterion	Participating Party	Type of Participation
		coaching practices, implementation of the Teaching Pyramid to support positive social emotional, behavioral development of children, and implementation of the Community Health Connectors work within early learning and development programs and the early elementary years in school.
<p><b>(B)(4)</b> Promote access to high-quality Early Learning and Development Programs participating in the QRIS; support and incentive to improve, assist working families access high-quality programs, increasing the number of programs in the higher quality levels, and number of children served in higher quality levels.</p>	DHHS	The existing DHHS Quality Improvement Grant option will be a source for assistance to child care home and center providers serving low-income families and looking to make programmatic changes for quality enhancement. The funds currently going to providers will be used along with additional budgeted funds from RTTT-ELC award. Coaches who are already working with providers (under other projects and funding) and have been on-site must agree with the provider's plan for continuing improvement and any requests for support or This process will assure that funds requested are needed, prioritized, and lead the program to address targeted improvements, moving the program to higher levels of quality and ultimately better outcomes for children.
	NDE	The Early Learning Nebraska Initiative will provide training, coaching, materials, and technical assistance to programs participating in the QRIS. Through contracts with the ESUs that house the Early Learning Connections Coordinators, and with trainers and consultants. Nebraska will implement these practices by building on the existing infrastructure of professional development and supports that are in place to support high quality early childhood educators and programs. Nebraska will focus available resources and funding on supporting early learning professionals in programs that are serving children with the highest needs in our state. Additionally, the focus will first target programs receiving public funds in areas of the state determined as at higher risk for positive child outcomes



Selection Criterion	Participating Party	Type of Participation
		with statewide implementation being phased in over the 4 year period of the RTTT grant.
	NDE	NDE will hire an additional Early Childhood Specialist. This Early Childhood Specialist will allow NDE to increase capacity to provide training and technical assistance to school district programs and their partners to facilitate collaboration, braiding, funding, and integrate programs. The Specialist will help school/community partnerships determine the best way to strengthen programs and partnerships to provide high quality programs that meet community needs and encourage systems that minimize the number of transitions required for children and families.
<b>(B)(5)</b> Validating the effectiveness of a QRIS; tiers demonstrate levels of quality, and the extent to which rating levels relate to child outcomes.	DHHS	Project Management/Coordinator must assure evaluation occurs, assist the researcher in gaining access to necessary information.
	NDE	Project Coordinator assist the researcher in gaining access to necessary information, subject to state and federal law.
	University/Buffett Institute/Nebraska Center for Research on Children, Youth, Families and Schools	Research lead, provides an independent evaluation of QRIS project for Nebraska in accordance with requirements of the US Department of Education for RTTT-ELC grant.
	University/Buffett Institute/Nebraska Center for Research on Children, Youth, Families and Schools	Research lead, Study of Child Care, replicates 2001 Midwest Child Care Research Consortium study of quality of workforce, training, and services in Nebraska
<b>(C)(1)</b> Developing and using statewide, high-quality, Early Learning and Development Standards, (Nebraska's Early Learning Guidelines)	DHHS	Participate on the stakeholder group formed to revise Nebraska's Early Learning Guidelines, assist in distribution of revised materials through such methods as web links, orientation for new licensees, or other applicable training offered.
	NDE	Lead agency for developing a stakeholder group and revising NE Early Learning Guidelines Ages Birth to 3,

Selection Criterion	Participating Party	Type of Participation
		Ages 3-5, and Kindergarten and align with recently revised Nebraska Standards for Kindergarten through grade 12, Head Start Early Learning and Development Outcomes Framework and with NE Comprehensive Assessment System. Make revised hard copies, handle any content translation needs, and use a variety of approaches to distribute across the state. Update training curriculum as needed.
	University/Buffett Institute	Participate on the stakeholder group, revise course content to include updated guidelines.
<b>(C)(2)</b> Support effective uses of Comprehensive Assessment Systems	DHHS	Project Management/Coordinator must assure assessments occur as indicated below under NDE responsibilities
	NDE	Lead agency in selection of assessment instruments and approaches that are appropriate for the target populations and purposes, assure assessments are aligned and integrated to avoid duplication, and strengthen early educator's understanding of purpose, appropriate administration and interpretation of assessment data to inform and improve instruction, programs and services.
	University/Buffett Institute/Munroe-Meyer Institute	University Medical Center-Monroe-Meyer Institute is the lead for providing assistance to NDE by developing the comprehensive assessment protocols, collecting, analyzing, and reporting on data used in Nebraska's comprehensive assessment systems.
<b>(C)(3)</b> Identifying and addressing health, behavioral, and developmental needs of children with high needs to improve school readiness	DHHS	The lead agency (Division of Public Health) will implement this initiative and collaborate with NDE as well as local communities and early childhood providers to: 1) Incorporating rigorous evidence-based standards to promote the physical, social, and emotional wellbeing of young children into QRIS. 2) Building a network of ELDP Health and Community Resource Consultants (Consultants) in communities who— •provide training and consultation to

Selection Criterion	Participating Party	Type of Participation
		<p>ELDPs to assist them in meeting progressive health related criteria within the QRIS; and</p> <ul style="list-style-type: none"> <li>•assist both programs and families to navigate and access needed health resources within their communities.</li> </ul> <p>3) Increase rates of screening, referrals for services, and participation in ongoing well-child care through—</p> <ul style="list-style-type: none"> <li>•collaboration between Consultants, Medicaid Managed Care Providers, other primary care providers, and ELDPs; and</li> <li>•development and support of community-based [Health Resource Hubs] that serve as centers for early childhood health service and education.</li> </ul>
	NDE	Collaborate with DHHS on developing and finalizing the QRIS standards related to Health and Safety, implement the strategy of ELDP Health and Community Resource Consultants in communities, support the cross-training of early childhood coach specialists on health, education, and behavior health strategies.
	NDE	The curriculums that are included in the proposed Child Care Licensing Regulations will be made available on-line for greater access. These curriculums include “Safe with You”, Early Learning Guidelines (already available through Independent Study), and the two Management Training curriculums – “Getting Down to Business” for Family Child Care licensees and “Child Care Management Training” for Center Directors. When appropriate, on-line content will be merged with interactive modules for optimal learning. This relates to goals in Section B in meeting criteria for the first step of the QRIS and Section D in support of Professional Development.
	University/Buffett Institute/Munroe-Meyer Institute	Provide process evaluation of the identified components related to this strategy and report findings to inform practice, as indicated in the RTTT grant application.
(C)(4)	DHHS—Staff representing,	Participate on statewide committee for

<b>Selection Criterion</b>	<b>Participating Party</b>	<b>Type of Participation</b>
Engaging and Supporting Families	Child Care Subsidy/Quality/Licensing, Early Childhood Systems Planning, Maternal and Child Health, Child Welfare, IDEA Part B 619, and Part C, Children's Mental Health.	QRIS criteria draft which will include criteria for engaging and supporting families, the finalization of the draft, identification of other stakeholders to include in the process, planning and implementation of QRIS
	NDE—Staff representing, Office of Early Childhood Pre-K, Professional Development, Training Registry, K-Readiness, Head Start Collaboration Office, IDEA Part B 619 and Part C, title I, Sixpence-Early Childhood Endowment	Lead and participate on statewide committee for QRIS criteria draft which will include criteria for engaging and supporting families, the finalization of the draft, and identification of other stakeholders to include in the process, planning and implementation of QRIS.
	NDE	Lead agency for carrying out training that includes family engagement and support content, (Core Competencies, Early Learning Guidelines, Family Connections Workshop)
	NDE	Contracts will be issued to the 7ESU's that currently support the Early Learning Connections Coordinators. This allows for additional outreach to licensed and unlicensed (family, friend, and neighbor) providers, families and children in currently underserved areas.
	NDE	Contract with an entity to promote the Early Learning Nebraska Initiative, develop curriculum, organize and carry out engagement activities in communities which support families, and early educators, in promoting the education and development of children throughout Nebraska and in accordance with the plan outlined in RTTT proposal.
	University/Buffett Institute/ Nebraska Center for Research on Children, Youth, Families and Schools /Extension University of Nebraska-Lincoln	CYFS will train the ELC coordinators and the University Extension Educators on family centered coaching. Coaches are trained to engage providers in a process of observation, reflection, action, feedback and joint planning through both individual and group sessions.
(D)(1) Developing Workforce Knowledge and Competency Framework and progression of	DHHS	Participate on teams that work to revise Core Competencies and the Quality Portfolio.

Selection Criterion	Participating Party	Type of Participation
credentials	NDE	NDE will contract with the 7 ESU's who have Early Learning Coordinators to provide an additional seven contractual Early Learning Connection Coordinators (one for each region). These additional coordinators will allow Nebraska to expand beyond existing professional development opportunities to meet the demand that will come as Nebraska's Early Childhood Programs participate in the Step Up To Quality QRIS described in Section (B)(1)
	NDE	<p>Lead agency to revise the Core Competencies Overview Training and the Professional Development Planning Training included in the Quality Portfolio Learning community series. The revised training will incorporate Nebraska's Career Levels and the sequence of credentials, diplomas and degrees available from Nebraska's two-year and four-year higher education institutions and information on the T.E.A.C.H. Early Childhood® NEBRASKA Scholarship program. Coaches facilitating the Quality Portfolio Learning Community series will work with participants to best determine their career goals and link them with resources that can assist them in pursuing credentials, diplomas and degrees and in moving up on Nebraska's Career Ladder.</p> <p>Webinars will be held with the existing training cadre for the Core Competencies to prepare them for presenting the new information. Webinars will also be held to recruit and train other new trainers for Nebraska's Core Competencies and Professional Development Planning trainings incorporated into the Quality Portfolio Learning Community.</p>
	NDE	Work with University to engage two year and four year degree programs and graduate programs in a formal review and alignment of their courses related to Core Competencies and revise course

Selection Criterion	Participating Party	Type of Participation
		competencies and content to better align with Nebraska's Core Competencies
	NDE	Enroll early childhood professionals in the Nebraska Early Learning Connection Registry and develop comprehensive professional development records, including education, training, and credentials. Assist early childhood professionals in Career Planning utilizing the Nebraska Career Levels, and the Core Competencies for Early Childhood Professionals. Gather state early childhood workforce reports that can better inform the state and policymakers of the education and training of Nebraska's professional development providers.
	University/Buffett Institute/Universities of Nebraska at Lincoln, Omaha, and Kearney	University/Buffett Institute is the lead for continuing the work of articulating courses among Early Childhood degrees across the state and assuring Early Childhood Workforce Core Knowledge and Competencies are included and aligned with higher education curriculum.
	University/Buffett Institute/Universities of Nebraska at Lincoln, Omaha, and Kearney	University/Buffett Institute is the lead for developing 12-credit on-line Coach Certificate Program to build capacity in the state for persons trained to do this work.
<b>(D)(2)</b> Supporting Early Childhood Educators in improving their knowledge, skills, and abilities	DHHS	Project Manager and Project Coordinator will assure overall plan is carried out according to this application, coordination and cross training will occur between coaches with specializations HCRC Coordinators, Inclusion, Early Childhood, Mental Health, and Infant/Toddler.
	NDE	The lead agency in implementation of the Classroom Assessment Scoring System (CLASS™) A four hour overview training will be provided to ECEs by CLASS trainers in Nebraska to help ECEs better understand the importance of teacher child interactions in advancing children's learning, the CLASS instrument scales and the types of data and information that programs will get through a CLASS Observation.

Selection Criterion	Participating Party	Type of Participation
		This training will be provided at a minimum to Child Care Centers working toward Steps 4 and 5 in the QRIS system. Nebraska will ensure that CLASS Observers complete the two day training and remain reliable.
	NDE	Develop a contract with an outside entity to create ten Modules on the Early Learning Guidelines addressing the current seven domains in the Early Learning Guidelines and three new domains addressing Social Studies, Logic and Reasoning, and supplemental information on English Language Development that is a subsection of the Language Development domain. These modules will be developed to address families, communities, and ECEs in order to increase the shared knowledge and community engagement in support of young children's learning. An enhanced web component will be developed with NDE as a consultant. In addition, "Workshop in a Box" Resource kits will be developed that will be available through local public libraries to ensure broad access to the information.
	NDE	Through contracts to the seven ESU's with Early Learning Coordinators, and multiple early childhood specialists NDE shall take the lead for increasing the state's infrastructure to support fully competent and accessible expertise by expanding the pool of coaches and at the same time expand and refine the specializations of individuals (i.e. Early childhood, infant/toddler, mental health consultation, inclusion, family-engagement, master coaching). The goal over the next four years is to expand from the current 181 coaches, with an additional 300 for a total of 480 distributed for statewide access.
	NDE	Nebraska will expand the number of T.E.A.C.H. Early Childhood Scholarships offered to early childhood providers as programs apply to be part of Nebraska's Step Up to Quality QRIS system. Coaches and program directors

Selection Criterion	Participating Party	Type of Participation
		will be encouraged to determine which staff are committed to moving on Nebraska's Career Levels by completing college credit hours in Early Childhood Education. As Early Childhood Education professionals are identified to work toward a degree Nebraska will have scholarships ready to assist them in achieving that goal. Nebraska will increase the number of scholarships it offers to early childhood professionals each year and will expand the scholarship offerings beyond Associate and Bachelor's Degree scholarships to also incorporate Master's Degree scholarships.
	University/Buffett Institute/ Universities of Nebraska at Lincoln, Omaha, and Kearney and the Medical Center	University/Buffett Institute is the lead for Cross Profession Early Learning Curricular Integration-across the state embedding Early Childhood Content into other professional disciplines i.e. mental health professional training programs, social work, psychology, and educators/administrators K-12 systems. This may include but is not limited to, content around brain development, stress effects on the brain, trauma, self-regulation, and bonding and attachment.
	University/Buffett Institute/Nebraska Center for Children, Youth, Families, and Schools	Develop and implement process evaluation of strategies being carried out in Nebraska. The process evaluation is to inform practices that are being used to strengthen the Professional Development System and Impact Quality, and monitors use of evidence based practices. (Ties to goals in Section B as well). Focus will be on the elements of coaches training and implementation of coaching practices, implementation of the Teaching Pyramid to support positive social emotional, behavioral development of children, and implementation of the Community Health Connectors work within early learning and development programs and the early elementary years in school.
	University/Buffett Institute and University of Nebraska-Lincoln Extension	Extension educators (2 FTE) will provide outreach to diverse early childhood educators/programs accessing

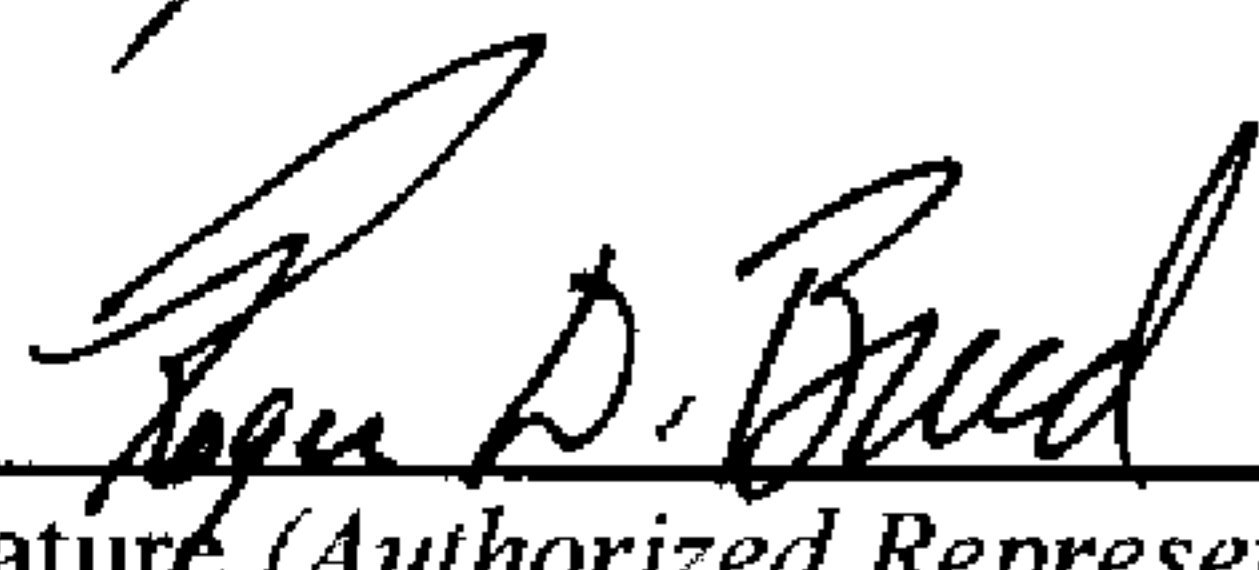


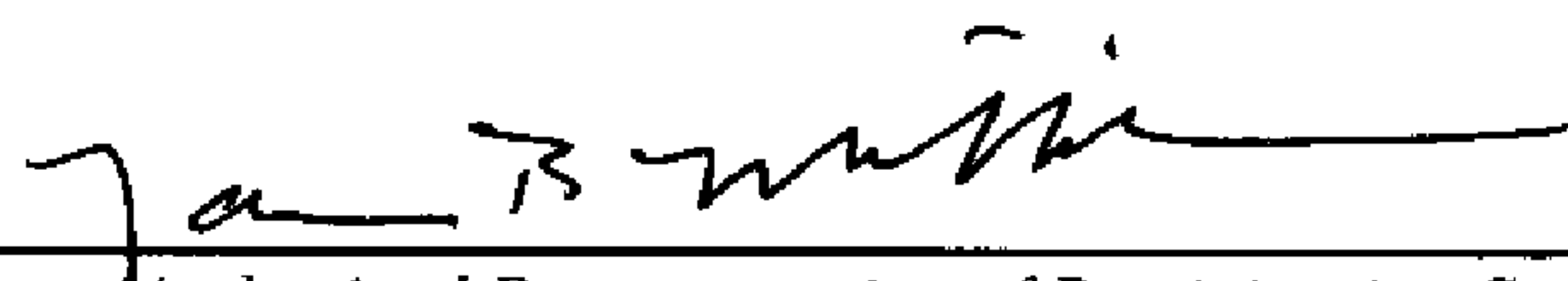
Selection Criterion	Participating Party	Type of Participation
		introductory early childhood courses in Spanish through community colleges and assisting new refugee populations—those providing early care and education services, navigate and understand contracts, billing procedures, licensing requirements in Nebraska, thus improving support and outreach to a culturally and linguistically diverse early educator population. Also relates to section B-2 above).
	University/Buffett Institute	The Buffett Early Childhood Institute at the University of Nebraska will develop a training series on STEM and Literacy to be delivered on a three year rotational schedule that will advance the knowledge and skills for those early childhood education programs and professionals who have achieved Step Five on Nebraska's Step Up to Quality QRIS. This training series will offer more advanced levels of knowledge and skills that programs with high quality can apply to continue to advance their quality. The training will address developmentally appropriate learning experiences for young children that can enhance young children's thinking and skills in the areas of Science, Technology, Engineering, and Math (STEM) and Literacy.
<b>(E)(1)</b> Understanding the status of children's learning and development at Kindergarten entry	DHHS	Project Management/Coordinator must assure assessments occur as indicated below under NDE responsibilities.
	NDE	Lead agency in assuring assessments used align with Nebraska's Early Learning Guidelines, covers all essential domains of school readiness, is valid, reliable and appropriate for target populations for which it will be used, i.e. English learners, children with special needs, is administered no later than 2014-2015 entering a public Kindergarten, is reported in the statewide longitudinal data system as permitted and consistent with federal, state, and local privacy laws, and is funded in

Selection Criterion	Participating Party	Type of Participation
		significant part with federal and state resources other than those available under the RTTT-ELC grant. The assessment will be given to all kindergarten children entering public schools during the first quarter of the school year. The assessment will not be used to deny entry to kindergarten or to determine retention in kindergarten.
	University/Buffett Institute/Monroe-Meyer Institute	University Medical Center-Monroe Meyers Institute is the lead for providing assistance to NDE by researching best practices, recommending assessments to be used and design implementation strategies for NDE to consider.
<b>(E)(2)</b> Building or enhancing an early learning data system to improve instruction, practices, services, and policies	DHHS	Participate on the cross-cutting team of stakeholders to assure data is obtained as needed for meeting goals of the RTTT-ELC grant. Includes providing consultation or team membership as needed in resolving technical systems issue, systems security considerations, program policy staff, and legal staff support in data sharing agreements as needed and when appropriate.
		Adding fields to include participation and quality rating in the QRIS into the following data bases, NFOCUS, LIS, the Child Care Roster, and link to Answers4Families through data linkages already established with LIS.
	NDE	Lead agency for working with the cross-cutting team of stakeholders and assuring the data gets pulled from all data sources analyzed and shared to inform policy, improve practices, or otherwise meet the outcomes of the RTTT-ELC grant. Includes providing consultation or team membership as needed in resolving technical systems issue, systems security considerations, program policy staff, and legal staff support in data sharing agreements as needed and when appropriate.
	NDE	Design, build, and maintain the registry for training, trainers, early educators and programs, including but not limited to the level achieved in the QRIS. This also relates to goals described in the

Selection Criterion	Participating Party	Type of Participation
		professional development (section D-2) plan of the RTTT-ELC proposal.
	NDE	Provide updates to the NSSRS data base as needed to provide for longitudinal data analysis. Provide data from Results Matter, NSSRS, the registry of trainers, early educators, and programs or other relevant data bases for analysis in order to meet the outcomes of the RTTT-ELC grant.
	University/Buffett Institute/Nebraska Center for Research on Children, Youth, Families, and Schools	Technical Assistance for development of federation of data system for analysis of relevant data from multiple data bases. Provide compilation, analysis, and summarized reports of agreed upon data shared.
	University/Buffett Institute/ Universities of Nebraska at Lincoln, Omaha, and Kearney and the Medical Center	Participate on the cross-cutting team of stakeholders to assure data is obtained as needed for meeting goals of the RTTT-ELC grant. Includes providing consultation or team membership as needed in resolving technical systems issue, systems security considerations, program policy staff, and legal staff support in data sharing agreements as needed and when appropriate.

  
 Signature (Authorized Representative of Lead Agency) Date 10/13/2011

  
 Signature (Authorized Representative of Participating State Agency) Date 10/20/11

  
 Signature (Authorized Representative of Participating State Agency) Date 10/11/11



October 6, 2011

Mr. Kerry Winterer  
Chief Executive Officer  
Nebraska Department of Health and Human Services  
301 Centennial Mall South  
PO Box 95026  
Lincoln, NE 68509-5026

Dear Mr. Winterer:

I am writing to express the University of Nebraska's strong support for the State of Nebraska's Race to the Top Early Learning Challenge grant application. Our four campuses look forward to additional opportunities to collaborate with the Nebraska Department of Health and Human Services and the Department of Education in support of our state's youngest citizens and their families.

The University of Nebraska is well positioned to play a leading role in this statewide reform initiative given our significant commitment to early childhood education. We recently formed a university-wide institute that will provide the basis for a new approach to early childhood education to improve learning and developmental outcomes for all children aged birth to eight, with a particular emphasis on children who are vulnerable due to poverty, abuse, and developmental, learning and behavioral challenges. Through its research, training and policy activities, the Buffett Early Childhood Institute will provide a model to transform the manner in which early childhood work is conceptualized and executed first in Nebraska, and then in our nation.

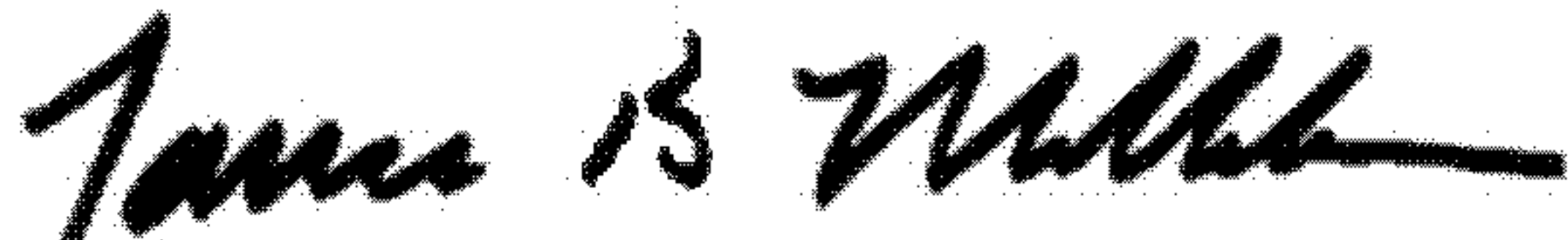
The main focus of our work is on closing the gaps that exist between what we know to be optimal conditions for child development and learning and what actually happens to young children in their families, in early learning environments, and in the community. Our outreach will connect with constituencies across Nebraska, using our extension system, educational service units and training resources across the state. By sharing our research findings with groups that share our priorities, we will provide a solid and reliable information source to influence policy and practice more broadly. I believe we are creating a model for the 21st century land grant university's engagement in early childhood which will serve as an exemplar and as the hub for similar efforts that will develop around the country.

Page Two  
October 6, 2011

The University's objectives in early childhood education are closely aligned with Nebraska's proposed early learning initiative. Our faculty look forward to contributing their expertise to ensuring that the four ambitious goals of the program are achieved: 1) enhance state leadership alignment and support for high quality early childhood programs; 2) develop high quality early childhood educators through system reform, training, support, and resources; 3) support a comprehensive system of wraparound services for early childhood care; and 4) build a unified data system to support programs that are accountable and use data to guide instruction and program development. We are eager to begin the research, evaluation, teaching and community investment outlined in the plan.

We especially appreciate the need to maintain a significant presence and impact on vulnerable children and families in Nebraska and on the systems that serve them. This is in our DNA as a public, state-supported, land grant university. We look forward to collaborating with our DHHS and NDE partners throughout this project and long after it ends. The long-term benefits to our state, its children and families will be nothing short of transformational.

Sincerely,



James B. Milliken  
President

JBM/dt

# Nebraska State Legislature

SENATOR KATHY CAMPBELL

District 25  
6111 Chartwell Lane  
Lincoln, Nebraska 68516  
(402) 423-3311

Legislative Address:  
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kcampbell@leg.ne.gov



## COMMITTEES

Chairperson - Health and Human Services  
Transportation and Telecommunications

September 30, 2011

Mr. Kerry Winterer  
Chief Executive Officer  
Nebraska Department of Health and Human Services  
301 Centennial Mall South  
PO Box 95026  
Lincoln, NE 68509-5026

Dear Mr. Winterer:

Please accept this letter as my indication of support for Nebraska's Early Learning Challenge grant application, *Early Learning Nebraska*. I am enthusiastic about this collaborative undertaking by the Nebraska Department of Health and Human Services and the Nebraska Department of Education.

As the Chair of Legislature's Health and Human Services Committee, I understand the need to develop strong children and strong families. The Race to the Top-Early Learning Challenge will assist families by investing in our early childhood professionals, communities, and the early childhood system to benefit Nebraska's children and families. This initiative will assist the state in addressing the needs of these families early on, providing children and families the assistance they need so that they may be successful in preparing for school.

I am fully supportive of this initiative and will gladly work to provide any assistance that I can to ensure that this endeavor helps meet the needs of Nebraska's children and families.

Sincerely,

A handwritten signature in cursive script that reads "Kathy Campbell".

Kathy Campbell  
District 25

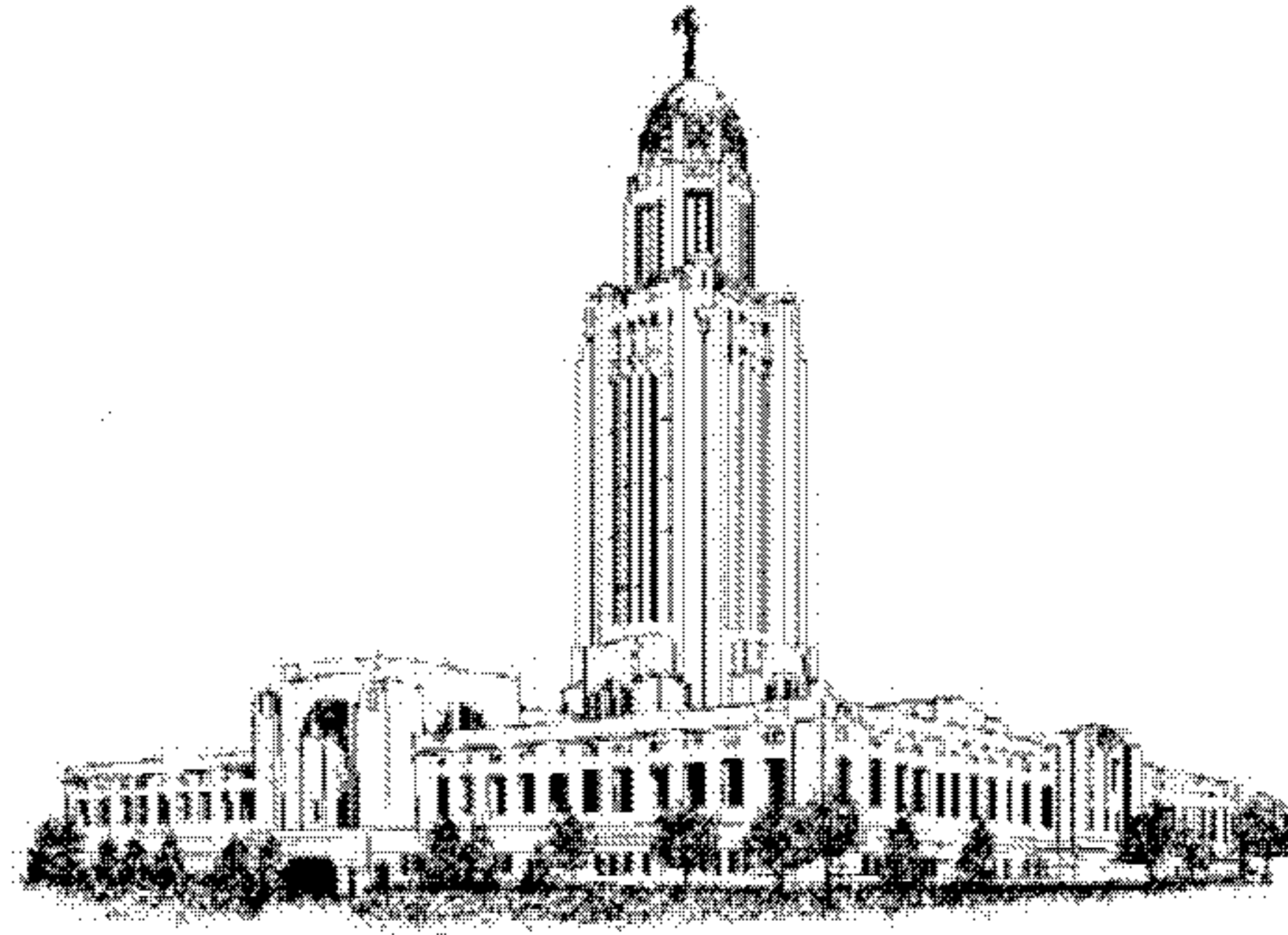
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# Nebraska State Legislature

MICHAEL J. FLOOD  
Senator

SPEAKER OF THE LEGISLATURE

District 19  
105 South 2nd Street  
Norfolk, Nebraska 68701  
(402) 371-4844



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October 8, 2011

Kerry Winterer,  
Chief Executive Officer  
Nebraska Department of Health and Human Services  
301 Centennial Mall South  
PO Box 95026  
Lincoln, NE 68509-5026

RE: Race to the Top Grant

Dear Mr. Winterer,

I am writing in support of Nebraska's Early Learning Challenge grant application, *Early Learning Nebraska*, which is being developed through the collaboration of the Nebraska Department of Health and Human Services and the Nebraska Department of Education. I am excited about the positive impact that this initiative could hold for Nebraska children, families, early childhood professionals, and communities.

The Early Learning Development Reform Plan, on which this project is designed, allows for the alignment of services and leveraging of resources to provide high quality early learning programs to the families of Nebraska. As the Speaker of the Nebraska Legislature and representative of District 19, I believe that the education of our children is of critical importance to our State. Making resources available to children and their families to assist in overcoming challenges, while investing in a plan that aligns the services with the identified needs, will contribute to the educational success of children and families in Nebraska.



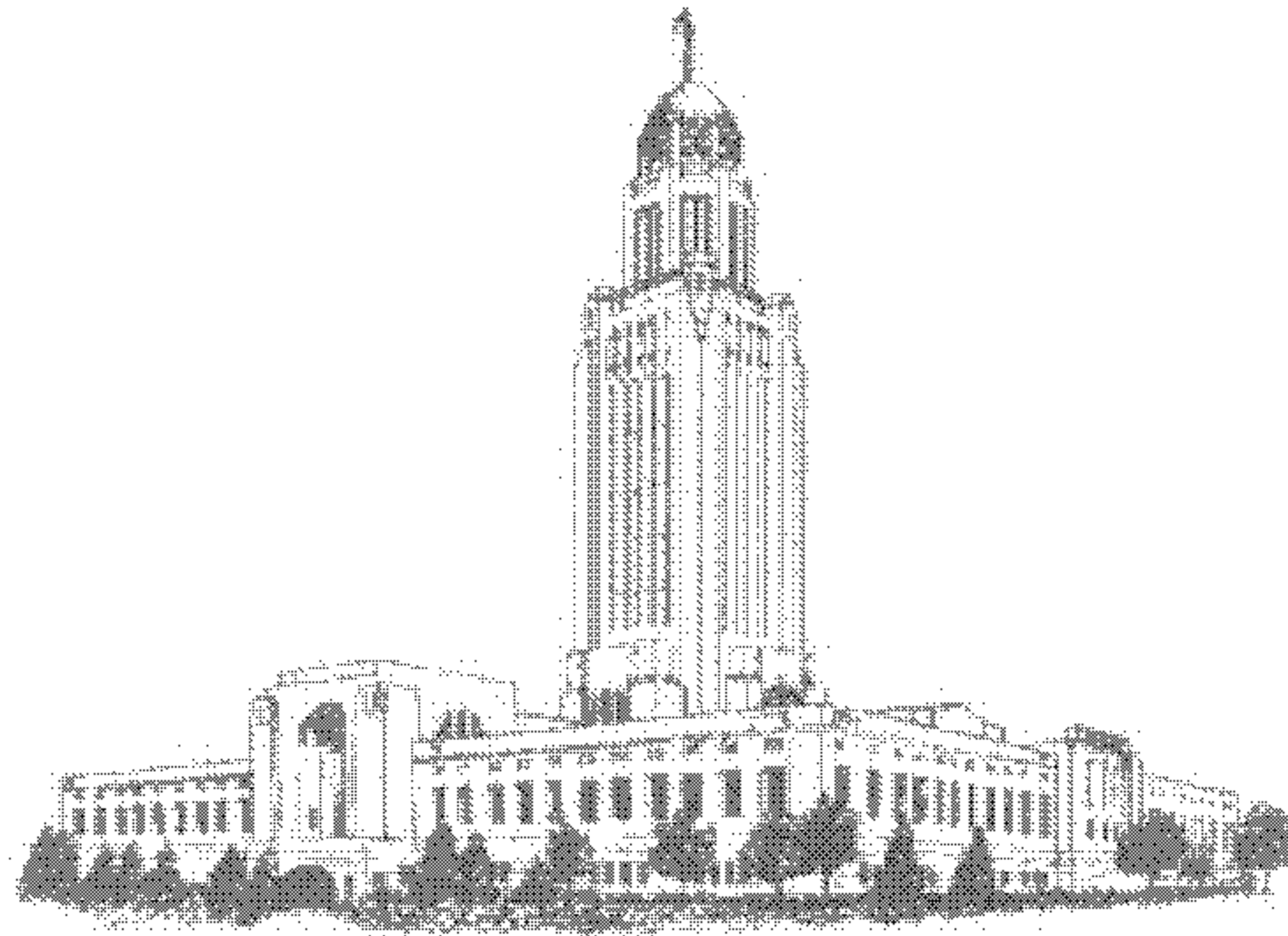
# Nebraska State Legislature

REC'D OCT 13 2011

SENATOR GREG L. ADAMS

District 24  
831 West 4th Street  
York, Nebraska 68467  
(402) 362-2153

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PO Box 94604  
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(402) 471-2756  
gadams@leg.ne.gov



## COMMITTEES

Chairperson - Education  
Revenue  
Committee on Committees  
Education Commission of the States  
Midwestern Higher Education Commission

October 11, 2011

Mr. Kerry Winterer, CEO  
Nebraska Department of Health and Humane Services  
301 Centennial Mall South  
P.O. Box 9509-5026

Dear Mr. Winterer,

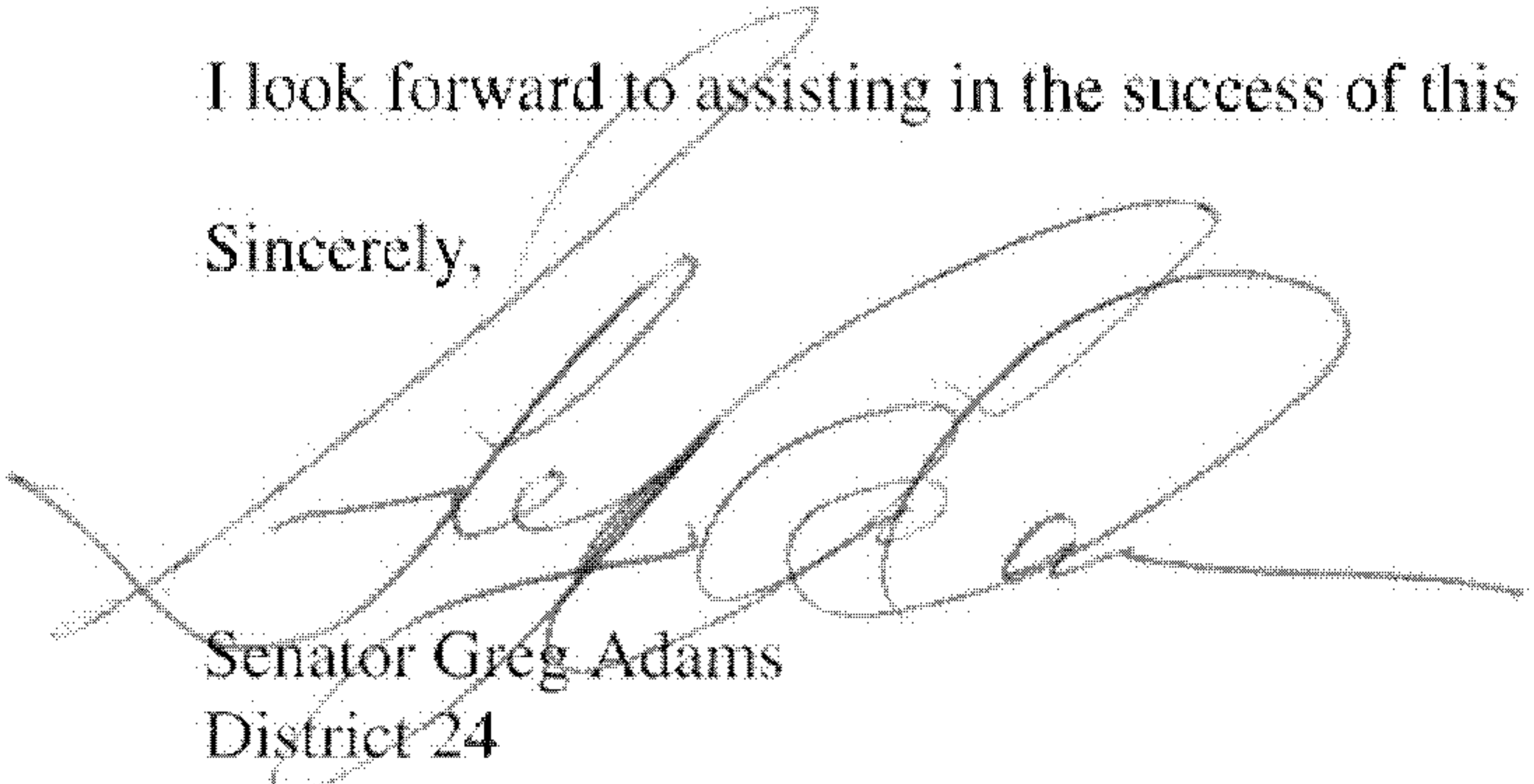
Please accept this letter as my expression of support for Nebraska's Early Learning Challenge grant application, *Early Learning Nebraska*, which is being developed through the collaboration of the Nebraska Department of Health and Human Services and the Nebraska Department of Education.

As the Chair of the Legislature's Education Committee, I recognize the great possibilities that this grant holds for the children and families of the State of Nebraska. This grant represents an opportunity for children to enter formal educational settings better prepared to learn. This initiative allows for an innovative partnership between the state Department of Education and Department of Health and Human Services that allows for a unified approach to the development and implementation of early childhood policies, practices and services, which is important for the success of Nebraska's children.

We have a vested interest in ensuring that the state is doing everything that it can to give its students an excellent education. The Race to the Top Early Learning Challenge initiative provides the children of Nebraska with the opportunity to be as prepared possible to reap the benefits of Nebraska's educational system.

I look forward to assisting in the success of this endeavor.

Sincerely,



Senator Greg Adams  
District 24

GA:ja

# Nebraska State Legislature

SENATOR JOHN N. HARMS

District 48

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(402) 471-2802  
jharms@leg.ne.gov



## COMMITTEES

Vice Chairperson - Appropriations  
Chairperson - Legislative Performance Audit  
Chairperson - Legislature's Planning  
Education Commission of the States

September 30, 2011

Mr. Kerry Winterer,  
Chief Executive Officer  
Nebraska Department of Health and Human Services  
301 Centennial Mall South  
PO Box 95026  
Lincoln, NE 68509-5026

Dear Mr. Winterer,

I am pleased to express my support of Nebraska's Early Learning Challenge grant application, *Early Learning Nebraska*, which is being developed through the collaboration of the Nebraska Department of Health and Human Services and the Nebraska Department of Education.

As the Chair of the Legislature's State Planning Committee, I believe that this is an excellent opportunity for the State to support and enhance early childhood services. The goals of this grant align with the State Planning Committee's goals on education, to ensure a well-educated citizenry and to promote lifelong learning. Early childhood development is critical to our state and it is important that we get to children who are at risk as early as possible to ensure that when they get to school they are ready to learn.

In an effort to provide all children with an excellent education, I offer my full support to Nebraska's participation in the Race to the Top-Early Learning Challenge initiative and look forward to assisting in any way that I can to assist in the success of this endeavor.

Sincerely,

A handwritten signature in cursive script that reads "John N. Harms".

John N. Harms  
48<sup>th</sup> District

# THE BUFFETT EARLY CHILDHOOD FUND

October 10, 2011

Mr. Kerry Winterer  
Chief Executive Officer  
Nebraska Department of Health & Human Services  
301 Centennial Mall South  
P.O. Box 95026  
Lincoln, Nebraska 68509-5026

Dear Mr. Winterer,

On behalf of the Sherwood Foundation (Foundation) and the Buffett Early Childhood Fund (BECF), I am writing to express my strong support for Nebraska's Race to the Top-Early Learning Challenge application. The goal of establishing an integrated early care and education system in Nebraska that promotes access to quality early childhood services for all children, especially those most at risk, is closely aligned with the activities supported by the Foundation and BECF. Furthermore, the promotion of partnerships, utilization of data, and professional development are fundamental strategies supported by our investments.

The mission of the Sherwood Foundation is to promote equity through social justice initiatives enhancing the quality of life in Omaha, Nebraska. While the Foundation funds a wide variety of activities for vulnerable children and families, two specific activities are directly related to early childhood education- the Buffett Early Childhood Fund and the Buffett Early Childhood Institute.

Established in 2005, the Buffett Early Childhood Fund is committed to leveling the playing field by promoting high quality early childhood experiences for children most at risk of failure in school due to environmental factors such as poverty. BECF seeks to eliminate the achievement gap evidenced in K-12 by eliminating the opportunity gap in the earliest years through investments in practice, policy and knowledge in Nebraska as well as in the nation as a whole.

One of the key practice investments by BECF in Nebraska has been the establishment of two high quality early childhood programs serving approximately 400 at risk children in North and South Omaha, communities with high concentrations of poverty. These early childhood programs utilize the Educare model, a birth to five early childhood program driven by research and grounded in Head Start and Early Head Start principles. The key characteristics of the Educare schools include parental engagement, highly qualified staff guided by Nebraska's early learning and development standards, embedded professional development via master teachers, low adult-child ratios and class size, and the intentional implementation of evidenced based curriculum. Every Educare must participate in a rigorous evaluation of classroom quality and child outcomes which are used for continuous improvement as well as to answer the fundamental question- are we closing the achievement gap. The Omaha Educare schools are part of a national network initiated by BECF with the first replication of the Educare model created by the Ounce of Prevention of Chicago.

In addition to emphasizing the critical role of Educare parents in the early learning and development of their children, BECF invests in a home visitation program targeted for children at risk in rural Nebraska. In partnership with Save The Children, a national organization focused on addressing the needs of vulnerable children, BECF is supporting an early literacy program- Early Steps- in five school districts across the state. This program pairs an early childhood specialist with parents, assisting them in understanding how they can promote their child's healthy growth and development in the earliest years of life.

Along with other Omaha philanthropists, BECF is also supporting an initiative designed to enhance the quality of community based child care programs serving significant numbers of children from families of low income. Eight center based programs in Omaha serving approximately 500 children are receiving intensive support in the form of coaching by master teachers, professional development opportunities including post-secondary scholarships via T.E.A.C.H, training in Nebraska's early learning and development standards, mental health consultation for children with challenging behaviors, and developmental screenings to identify special needs. These programs participate in an independent evaluation of their classroom quality (using standardize environmental rating scales), instructional effectiveness (using the CLASS assessment tool) and child outcomes (using multiple standardized assessments of various domains of development and learning). Based on this evaluation, the child care programs develop quality improvement plans that are supported through quality grants.

Another 500 young children at risk in Omaha have been impacted through a program that supports teen parents and their infants through home visitation and other activities designed to keep parents in school and promote their child's healthy development. This program, managed by Early Childhood Services of Omaha, serves as a new single point of intake for teen parents that then connects these young parents and their children to a wide range of services provided through five community based agencies. These agencies meet regularly to implement a coordinated case management strategy that focuses on connecting parents to what they need, when they need it.

There are two additional activities supported by BECF that promote children at risk having access to high quality early childhood experiences. First is the Baby Court Project in Douglas County, implemented by Juvenile Judge Johnson. The Safe Babies Project was designed by the national organization Zero to Three to ensure that abused and neglected babies and toddlers entering the foster care system are put on a track toward healthy social, emotional and educational development. This program has helped to promote effective systems change by increasing parent-child contact, improving access to infant mental health, and training early childhood and child welfare workers about infant and toddler development throughout the state of Nebraska. The second initiative is funding scholarships for children at risk to participate in a high quality early childhood program, the Spellman Child Development Center on the campus of St. Mary's College in Omaha.

Beyond the investment in early childhood practice, BECF promotes the education of state policy leaders through First Five Nebraska, affiliated with the Nebraska Children and Families Foundation. First Five Nebraska serves as a credible voice regarding the needs of children at risk as well as providing advice regarding smart policies for achieving access for all children to quality early development and learning experiences. Along with First Five Nebraska, BECF initiated the creation of a Nebraska Business Round Table that expands the base of early childhood champions to business leaders across Nebraska.


The second major early childhood initiative funded through the Sherwood Foundation is the newly created Buffett Early Childhood Institute (BECI) at the University of Nebraska. A substantive lead gift from Sherwood will help establish a hundred million dollar Institute focused on integrating practice, policy and research for early learning and development in children birth to eight years of age. The Institute will be a driving force in achieving access to high quality early learning and development experiences for all Nebraska children, especially those most at risk.

Part of the BECI gift includes resources to expand the Educare model across Nebraska. At least three new Educare schools will be established- one in Lincoln and hopefully one in mid-state Nebraska and another in the far western part of Nebraska. We are especially interested in learning how Educare can address the rural nature of our communities in these areas of the state. We are also actively planning for an Educare in the tribal community of Winnebago. The Winnebago Tribal leadership recognizes the need for their children to get much stronger beginnings as 85% of their children are starting school already two years behind.

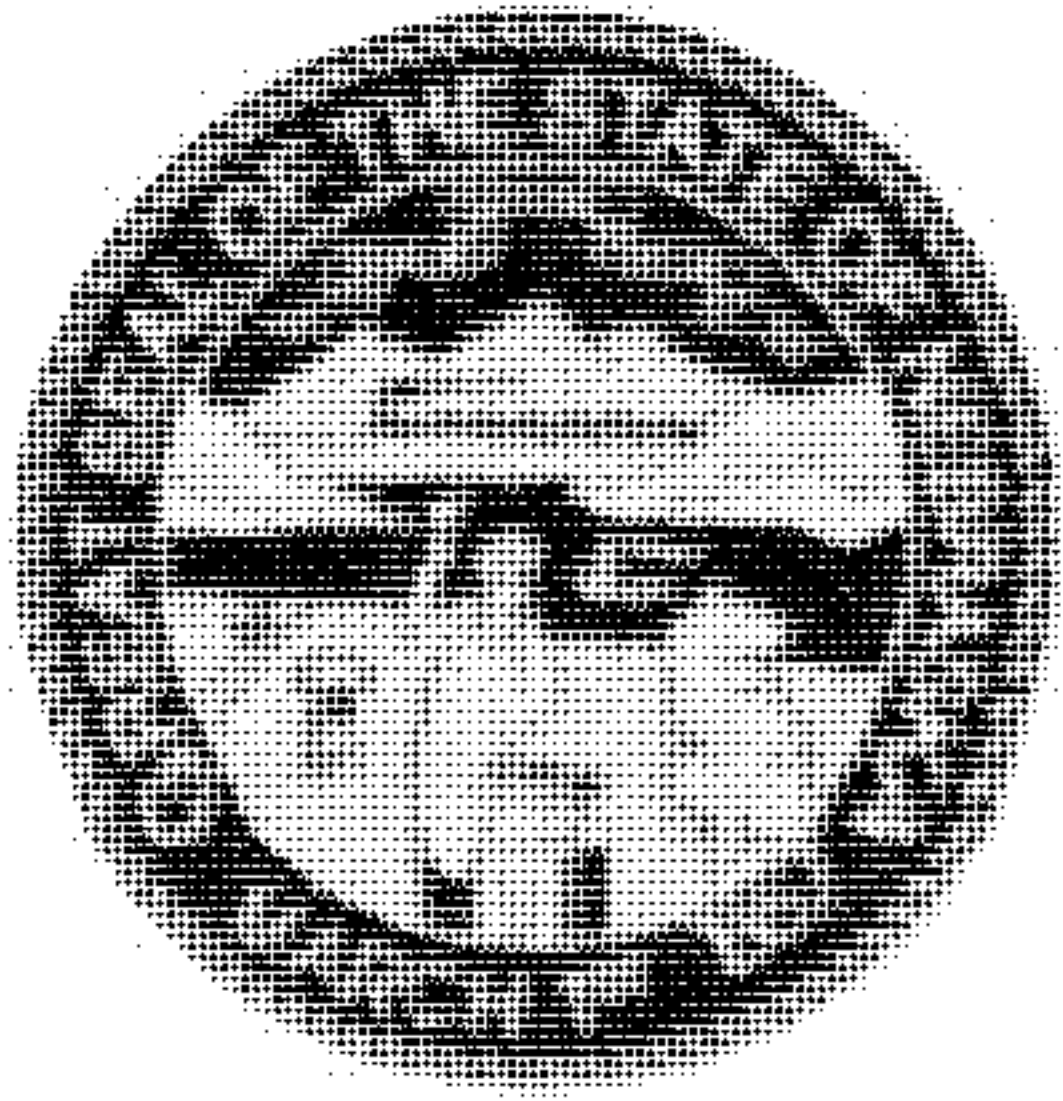
As the early childhood work in Nebraska expands and as more and more philanthropists across Nebraska are recognizing the wisdom of investing in the early years, BECF intends to initiate a state Early Childhood Investment Council. The purpose of this Council would be to bring together like minded philanthropists from across the state who would collectively assess the needs and challenges as well as promising practices and policies for providing children at risk access to what they need in the earliest years to be successful in school and later in life. It would be our intent that this Council would closely align its work with the Early Learning Nebraska plan developed for the RTTT Early Learning Challenge application.

We are extremely excited about Nebraska's RTTT proposal and view it as an amazing opportunity to establish an integrated early care and learning system in Nebraska that will give our youngest and most vulnerable children a great start in life. We intend to continue our support of this work should Nebraska succeed in winning this grant. We look forward to working with you and others in the implementation of Nebraska Early Learning.

Sincerely,



Susie Buffett  
Chair



# EARLY CHILDHOOD INTERAGENCY COORDINATING COUNCIL

A COLLABORATIVE EFFORT TO ADVISE STATE GOVERNMENT  
ON THE IMPROVEMENT OF SERVICES AFFECTING  
YOUNG CHILDREN AND THEIR FAMILIES

**MEMBERS APPOINTED  
BY THE GOVERNOR  
REPRESENT:**

- Parents
- Family Child Care
- Center-based Child Care
- Early Intervention Providers
- Primary Education
- School-based Programs
- School-age Care
- Parenting Education
- Pediatric Health
- Mental Health
- Head Start
- Higher Education
- Extension Educators
- Child Care Food Programs
- State Agencies

October 11, 2011

Kerry Winterer  
Chief Executive Officer  
Department of Health and Human Services  
301 Centennial Mall South, P. O. Box 95026  
Lincoln, NE 68509-5026

Dear Mr. Winterer:

The Early Childhood Interagency Coordinating Council (ECICC) offers its full support to Nebraska's Early Learning and Development Reform Agenda, called "Early Learning Nebraska". The ECICC serves as Nebraska's State Advisory Council for Early Care and Education. The ECICC voted at their August 25, 2011 meeting to support the development and submission of Nebraska's grant application for the Race to the Top-Early Learning Challenge RFP. The ECICC's role is to advise the state agencies around all issues of early childhood. The scope of the ECICC's work is large and taken seriously. The ECICC works to address the needs of all young children in Nebraska. The ECICC will continue to monitor, advise, and contribute in a positive way toward the plan detailed in Nebraska's Early Learning and Development Reform Agenda. The ECICC will continue to participate in opportunities to advise and inform policy makers and others of the impacts and challenges that the Early Learning and Development and reform policy changes may make in service and academic fields.

The ECICC goals are:

- Early Care and Education in Nebraska is high quality, developmentally appropriate and accessible to all children.
- All Nebraska children have access to a dental/medical home, and receive high quality health services.
- The early childhood social, emotional and behavioral health needs of Nebraska's children are met.
- Nebraska families support their children's optimal development by providing safe, healthy, and nurturing environments.

Nebraska's Early Learning and Development Reform Agenda goals Strong Children, Strong Families, Strong Early Childhood Professionals, Strong Communities, and Strong Early Childhood System relate directly to the goals and commitment the ECICC members have made to improving early childhood services in Nebraska.

The ECICC's goals relate directly to the Early Learning Nebraska strategies. The ECICC believes the development of successful state early childhood systems, high quality accountable early childhood programs through the implementation of the quality rating system, promoting early learning and development outcomes for children, ensuring that children have opportunity to interact with a great early childhood workforce, and that we have well designed measures for outcomes and progress can help move Nebraska forward in better serving children with high needs and young children overall.

Early Learning Nebraska provides a unique opportunity to make significant inroads in creating early childhood system supports and infrastructure that can really make a difference for young children.

Sincerely,

Heather Gill, Chairperson  
Early Childhood Interagency Coordinating Council

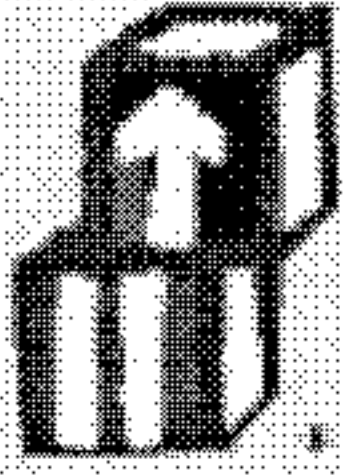
Heather Gill  
ECICC Chairperson  
Phone: (308) 284-3164  
E-mail: hgill@esu16.org

Terry Rohren  
ECICC Facilitator  
Phone: (402) 557-6894  
Fax: (402) 557-6890  
E-mail: terry.rohren@nebraska.gov

Please direct written  
correspondence to:  
Attn: Susan Dahm  
ECICC Secretary  
P.O. Box 94987  
Lincoln, NE 68509-4987  
Phone: (402) 471-8204  
Fax: (402) 471-0117  
E-mail: susan.dahm@nebraska.gov

ECICC Website:  
[www.education.ne.gov/ecicc/](http://www.education.ne.gov/ecicc/)





# NEBRASKA HEAD START ASSOCIATION

---

9-30-2011

Mr. Kerry Winterer  
Chief Executive Officer,  
Nebraska Department of Health and Human Services  
301 Centennial Mall South  
PO Box 95026  
Lincoln, NE. 68509-5026

Dear Mr. Winterer,

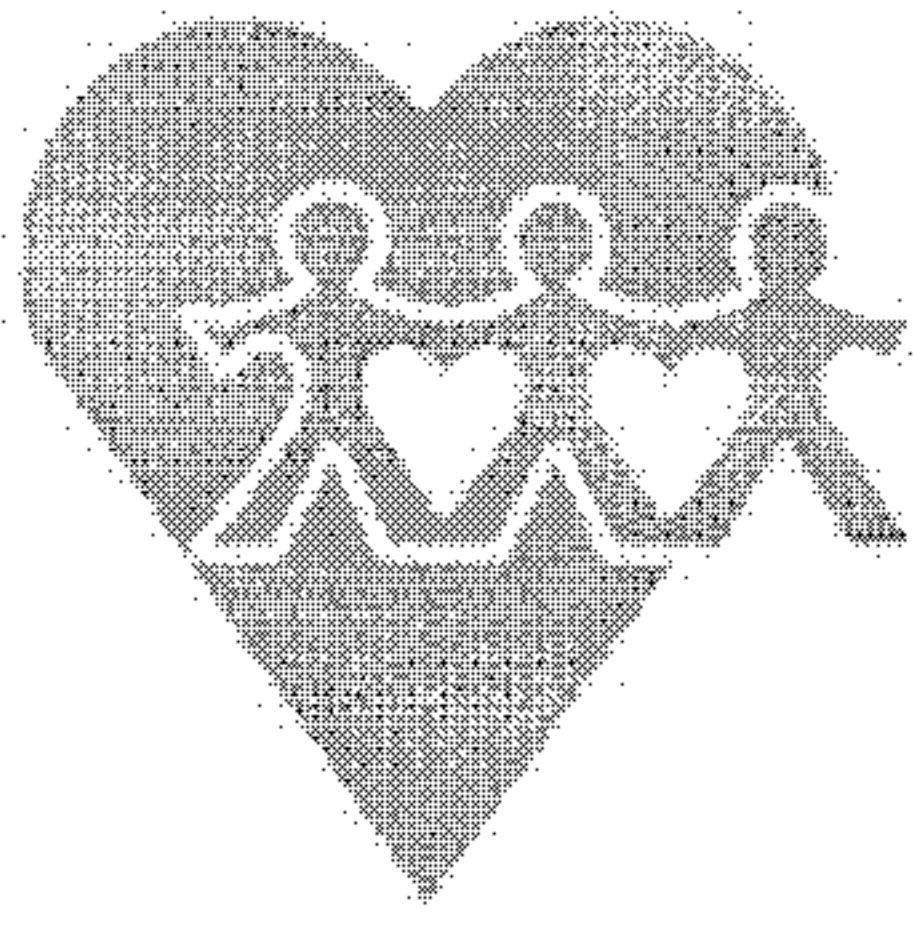
The Nebraska Race to the Top-Early Learning Challenge application, will allow early childhood in Nebraska to provide quality comprehensive services to children and families. It will also allow the numerous early childhood agencies/organizations/ schools to have the opportunity to further enhance our commitment to high quality inclusive services for high need children, implement professional development plans for staff, further utilize Nebraska's Core Competencies for early childhood professionals and promote the use of the Nebraska Early Learning and Development Standards. Nebraska due to the limited population has always been a front runner in coordination and collaboration across the early childhood field and with this opportunity we can further expand.

The Nebraska Head Start Association is a strong, comprehensive association fully inclusive of all Head Start and Early Head Starts as well as Migrant and Seasonal Farm programs and the Native American Tribes. The Association strives to be fully engaged with all aspects of early childhood in Nebraska. The Nebraska Head Start Association will provide staff for advisory groups, committees as well as any other opportunities as they become available to engage with the grant in planning, implementation and evaluation of the RTT-ELC process. If you need any further information please call or email at your convenience to [dross@hshn.org](mailto:dross@hshn.org) or (402)462-4187 Ext. 148

Sincerely,

A handwritten signature in cursive script, appearing to read "Deb Ross".

Deb Ross  
President, Nebraska Head Start Association  
123 N. Marian Rd, Hastings, NE. 68901



**CHILDREN... THE HEART OF THE MATTER**

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**Nebraska Association for the Education of Young Children, Inc.**

*An affiliate of the National Association for the Education of Young Children*

Nebraska AEYC  
650 J. Street, Suite 23  
Lincoln, NE 68508  
FAX: 402-476-5665

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October 6, 2011

Mr. Kerry Winterer  
Chief Executive Officer  
Nebraska Department of Health and Human Services  
301 Centennial Mall South  
PO Box 95026  
Lincoln, NE 68509-5026

Mr. Winterer;

This letter is in strong support of the Race to the Top Early Learning Challenge application. Nebraska Association for the Education of Young Children staff have served as a part of the planning team.

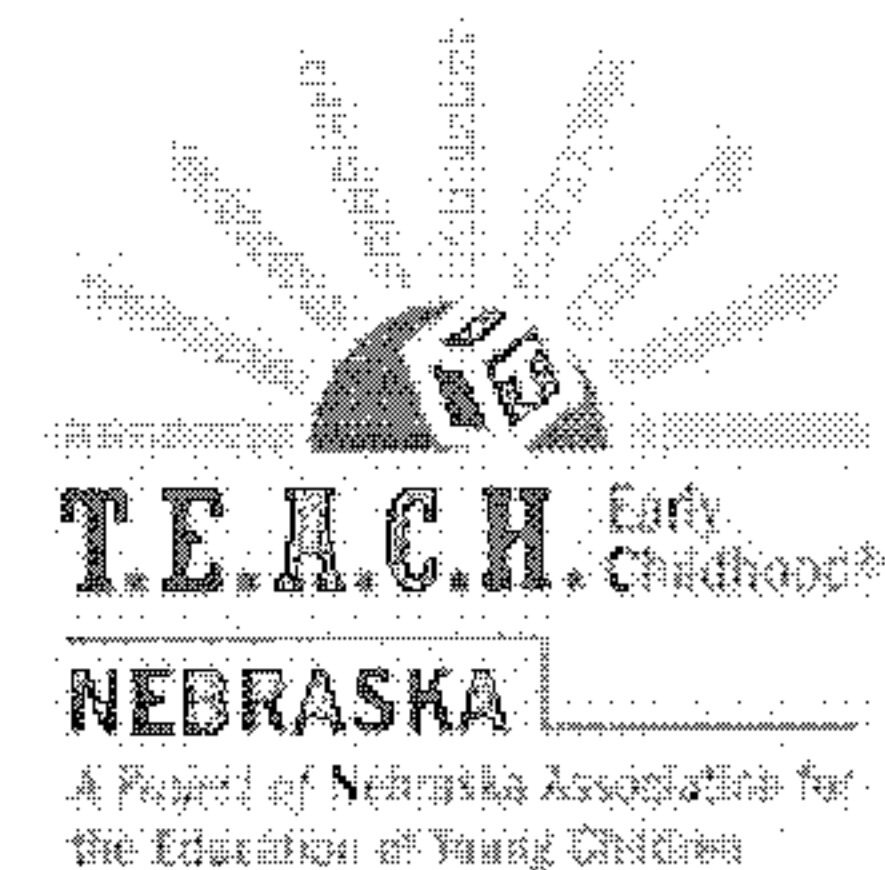
High quality early childhood environments are one of the very best investments, especially for children and families at risk. These positive environments can increase future educational success and reduce juvenile justice needs. They provide a well-educated foundation for Nebraska's future workforce. A positive early childhood environment also provides support for the current workforce.

This proposal contains projects and services that will create more positive environments. Developing a Tiered Quality Rating and Improvement System to help parents identify and select high quality early care and education programs, increasing the education and competence of child care providers through T.E.A.C.H. Early Childhood® NEBRASKA and other initiatives, and providing on-site coaching and support for teachers are all very concrete ways to strengthen and improve early childhood environments.

We strongly encourage you to support the "Early Learning Nebraska" application.

Sincerely,

Linda Zinke, Executive Director  
Nebraska Association for the Education of Young Children, Inc.







**Nebraska State Education Association**  
**Nancy Fulton, President - Craig R. Christiansen, Executive Director**

*A member-directed union representing 28,000 public school teachers, faculty and education support professionals across Nebraska.*

October 3, 2011

Mr. Kerry Winterer  
Chief Operating Officer  
Nebraska Department of Health and Human Services  
301 Centennial Mall South  
PO Box 95026  
Lincoln, NE 68509-5026

Dear Mr. Winterer:

The Nebraska State Education Association is pleased to provide this letter of support for Nebraska's "Race to the Top-Early Learning Challenge" application. NSEA's nearly 28,000 educator members are excited about the initiative, "Early Learning Nebraska", and the effect it will have of leveling the playing field for many of our children as they enter kindergarten. The goals of the application fit perfectly with the mission of NSEA, which is to provide an excellent education for every student.

NSEA is committed to providing high-quality inclusive early childhood programs for children with high needs in every school and community of Nebraska. We understand educators need professional development to improve their skills in working with children, and we are committed to helping support professional development programs as outlined in the grant application.

The NSEA has been a long time partner with the Nebraska Department of Education in improving education for Nebraska's children, and we look forward to expanding that partnership with the inclusion of the Nebraska Department of Health and Human Services, the University of Nebraska system, FirstFive Nebraska, the Nebraska Children and Families Foundation, the Head Start Association, and other early childhood stakeholders who have collaborated to formulate this application.

The educator members of NSEA look forward to participating in any resulting advisory groups and committees, and to provide our expertise in the planning, implementation and evaluation phases of the grant. Our members currently serve on numerous advisory bodies that will affect the policy discussions that will take place as Nebraska implements its plan.

The Nebraska State Education Association is excited about the opportunities "Early Learning Nebraska" initiative will provide for every child in Nebraska.

Sincerely,

A handwritten signature in black ink that reads "Nancy Fulton". The signature is written in a cursive style.

Nancy Fulton, President  
Nebraska State Education Association



Nebraska Association of School Administrators (NASA)  
Nebraska Association of School Business Officials (NASBO)  
Nebraska Association of Elementary School Principals (NAESP)  
Nebraska Association of Special Education Supervisors (NASES)  
Nebraska Association of Retired School Administrators (NARSA)  
Nebraska State Association of Secondary School Principals (NSASSP)

## Nebraska Council of School Administrators

455 So. 11th Street, Suite A • Lincoln, Nebraska 68508-2105 • 402.476.8055 or 800.793.6272 • FAX 402.476.7740

**Michael S. Dulaney, J.D., Ph.D.**  
Executive Director  
mike@nca.org

Web Site:  
<http://nca.org>

**Jack Moles**  
Chairperson  
jack.moles@jccentral.org

**Dan E. Ernst, Ed.D.**  
Associate Executive Director  
dan@nca.org

**Randy Schlueter**  
Vice Chairperson  
rschlueter@bpsne.org

October 3, 2011

Mr. Kerry Winterer  
Chief Operating Officer  
Nebraska Department of Health and Human Services  
PO Box 95026  
Lincoln, NE 68509-5026

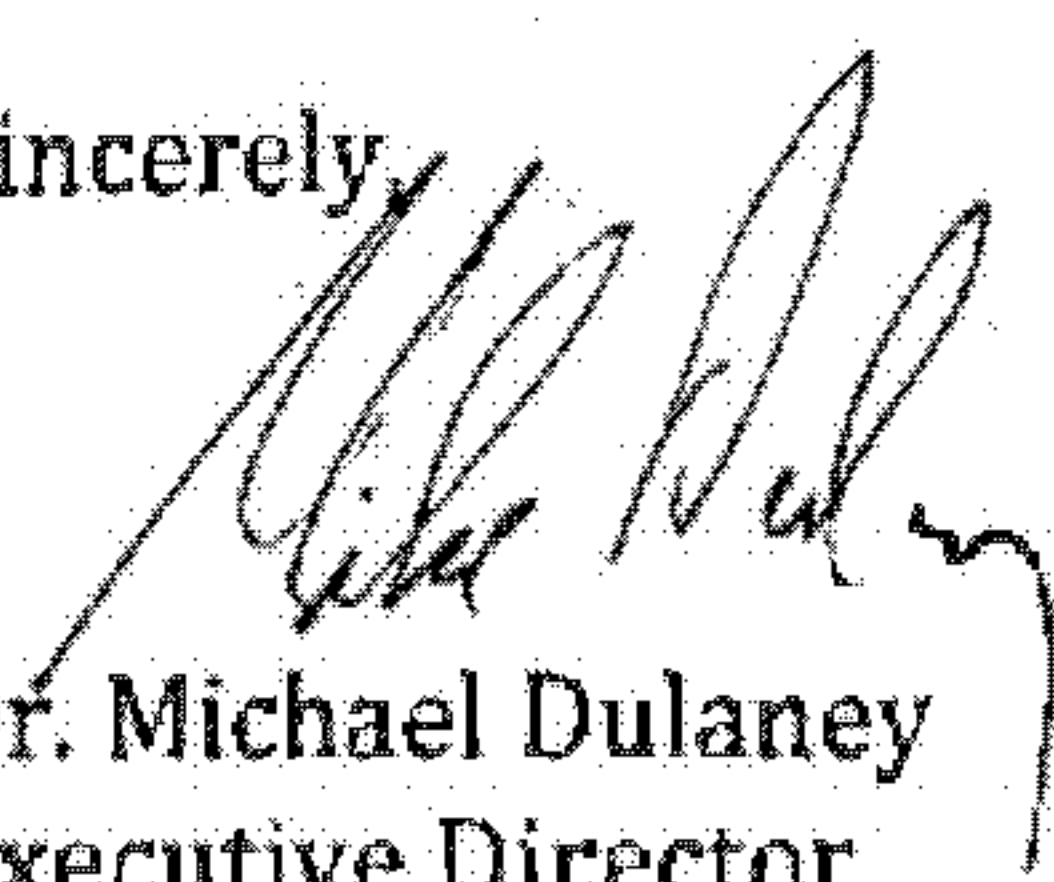
Dear Mr. Winterer,

On behalf of the 2,000 members of the Nebraska Council of School Administrators (NCSA), I wish to offer our organization's wholehearted support for the Nebraska Early Learning and Development Reform Plan and our state's application for the Race To The Top-Early Learning Challenge grant.

The State of Nebraska, through legislative and executive action, has had a long history and proven record in support of sound early childhood education policy. We certainly believe that even with the great strides already accomplished, more can be done to enhance early childhood educational services. The NCSA supports this grant project as a means to meet our objectives and goals.

The NCSA is comprised of superintendents, elementary, middle and secondary principals, special education directors, school business managers, and retired school administrators. The membership of this organization stand behind Governor Heineman, Commissioner Breed and yourself in the effort to apply for this important grant.

Sincerely,

  
Dr. Michael Dulaney  
Executive Director

cc: Dr. Roger Breed, Commissioner of Education  
NCSA Executive Board  
Dr. Dan Ernst, NCSA Associate Executive Director



October 3, 2011

Mr. Kerry Winterer  
Chief Executive Officer  
Nebraska Department of Health and Human Services  
301 Centennial Mall South  
PO Box 95026  
Lincoln, NE 68509-5026

Dear Mr. Winterer:

We are pleased to provide this letter in support of the Nebraska's Race to the Top-Early Learning Challenge ("*Early Learning Nebraska*") application.

As a pediatrician and the Director of the Boys Town Institute for Child Health Improvement, I am acutely aware of the need to enhance and align early learning and development services and resources in Nebraska. Our organization has taken on various projects that address early health and development, and we have had the pleasure of working with you to ensure that these projects are successful. We recognize the importance of addressing the needs of the whole child and strongly support this initiative, as it will target the comprehensive early learning and development needs of Nebraska's children.

The proposal for *Early Learning Nebraska* includes many innovative strategies that will enhance the alignment and integration of services and resources within the state, leverage resources, and utilize expertise and leadership to ensure that high quality learning programs are available to families and young children across the state. Nebraska's Department of Health and Human Services maintains a strong foundation of policies and partnerships that will ensure the success of this initiative. The four primary goals outlined in the proposal have the potential to significantly and positively impact Nebraska's early learning and development policies and procedures.

Should this initiative receive funding, we look forward to taking part in the project by promoting and using Nebraska's Early Learning and Development Standards and participating in opportunities to advise and inform policy makers of the service and academic impacts and challenges of early learning and development reform. Additionally, we look forward to integrating outcomes of the *Early Learning Nebraska* program into our organization's resources for children, families and caregivers. Please do not hesitate to contact us to actively take part on advisory groups, committees, or other planning and implementation activities that will move this program forward.

Sincerely,

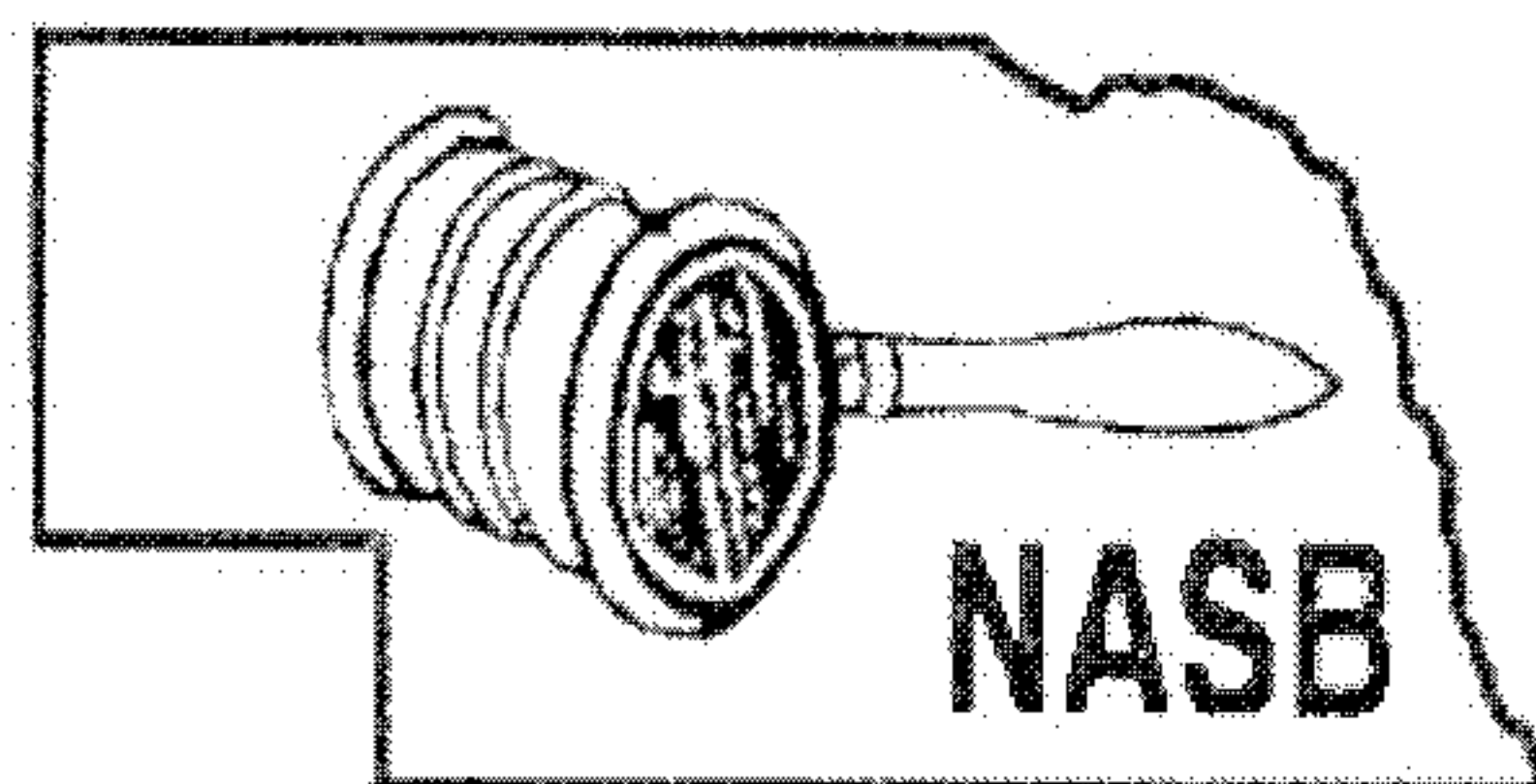
Thomas F. Tonniges, MD, FAAP, CPE  
Director, Boys Town Institute for Child Health Improvement

555 North 30th Street  
Omaha, Nebraska 68131  
(402) 498-6511

14000 Boys Town Hospital Road  
Boys Town, Nebraska 68010  
(402) 778-6000

[boystownhospital.org](http://boystownhospital.org)

**Saving Children, Healing Families**



# Nebraska Association of School Boards

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October 12, 2011

Kerry Winterer, Chief Executive Officer  
Nebraska Department of Health and Human Services  
PO Box 95026, 301 Centennial Mall South  
Lincoln, NE 68509-5026

Dear Mr. Winterer,

This letter is being written to demonstrate the Nebraska Association of School Board's strong commitment of the Department's application for an Early Learning Challenge Grant and of Early Learning Nebraska. Over the last few years school boards in Nebraska have recognized the importance of early childhood programs and have devoted resources toward their implementation.

Looking over the next few years the Nebraska Association of School Boards is committed to working with the Nebraska Department of Education and all of our members in strengthening our early childhood programs. We support your application for a Race to the Top grant that will help us meet our goals with respect to early childhood programs. Success in the application process will aid efforts to address both the quality and quantity of our current programs.

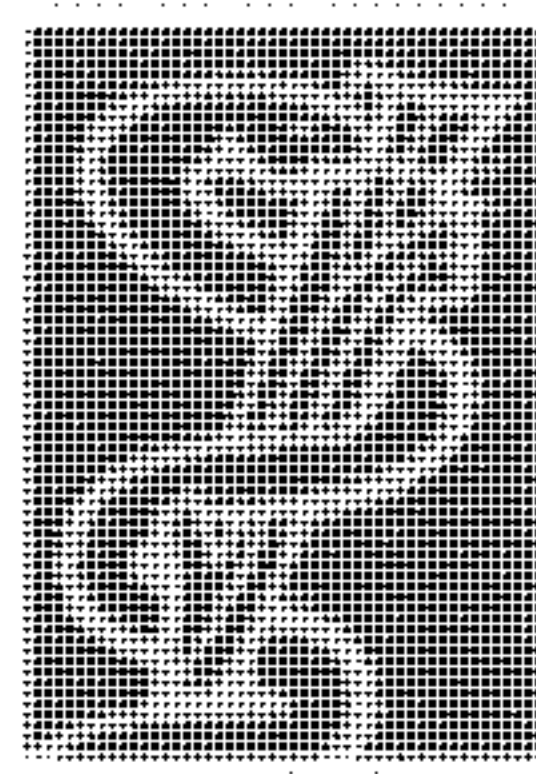
We applaud the efforts of our University system, our Department of Education, our Governor, and of our local school districts in their commitment to early childhood programs. We hope that by writing this letter it is evidence of the Nebraska Association of School Board's vow to participate in advisory groups, committees, and other opportunities to engage in planning, implementation and evaluation phases of the RTTT-ELC grant.

Again, thank you for working on this application and we appreciate the opportunity to be involved.

Sincerely,

A handwritten signature in black ink, appearing to read "John Spatz", is written over a light blue horizontal line.

John Spatz  
Executive Director  
Nebraska Association of School Boards



Nebraska  
Medical  
Association

*Advocating for Physicians and the Health of all Nebraskans*

233 South 13th Street, Ste. 1200 | Lincoln, NE 68508 | Phone (402) 474-4472 | Fax (402) 474-2198

[www.nebmed.org](http://www.nebmed.org)

October 3, 2011

Kerry Winterer, CEO  
Nebraska Department of Health and Human Services  
301 Centennial Mall South  
PO Box 95026  
Lincoln NE 68509-5026

Dear Mr. Winterer,

Please accept this letter of support from the Nebraska Medical Association for the "Early Learning Nebraska" initiative. With a focus on the public health of all Nebraskans, the NMA stands by to assist with this effort in many ways.

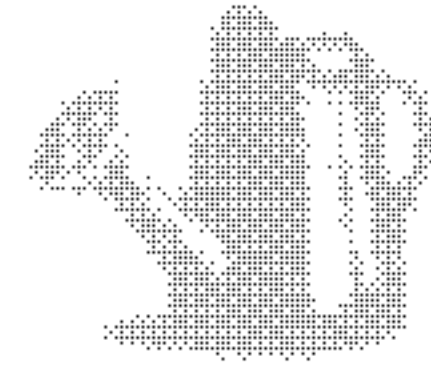
The NMA has been focused on improving the health of school age children in Nebraska and as a result, contributing to their academic success at the same time. Efforts promoting healthy nutrition, active lifestyles and better overall academic performance have been initiated statewide by physicians involved with our association. Having the ability to coordinate with this state-led effort demonstrates that the work we have in place will have support from a broad coalition of partners.

We are committed to participate in activities where we can assist and will communicate to our membership the goals and policies developed by this initiative.

If we can help in anyway, please don't hesitate to contact me at (402) 474-4472 or [dalem@nebmed.org](mailto:dalem@nebmed.org). We look forward to contributing to this great opportunity involving Nebraska children.

Sincerely,

Dale Mahlman  
Executive Vice President



# Nebraska Children

AND FAMILIES FOUNDATION

October 14, 2011

Mr. Kerry Winterer, Chief Executive Officer  
Nebraska Department of Health and Human Services  
301 Centennial Mall South  
P. O. Box 95026  
Lincoln, NE 68509-5026

Dear Mr. Winterer:

I am pleased to provide this letter of support for Nebraska's Race to the Top-Early Learning Challenge application.

The Nebraska Children and Families Foundation (NCFE) would be proud to be a collaborative partner in the Early Learning Nebraska Initiative. Quality early learning opportunities are a top priority of NCFE. Areas of our work that are directly connected to the Early Learning Nebraska Initiative include:

- Early Childhood Education Grant Program – NCFE serves as the private endowment provider responsible for providing administrative support to the Board of Trustees and providing training and technical assistance to the grantees. As the private endowment provider, NCFE also works with schools and early childhood programs to build their capacity to qualify for an Early Childhood Education Grant.
- Child Well Being Initiative – Through the Child Well Being Initiative, NCFE works with communities to help them build comprehensive systems for children and families. Early childhood support and education aimed at helping children be ready for and successful in school is a top priority in our work with communities. We are able to provide technical assistance on best practices and evaluation to ensure communities implement programs that work and that they get the desired results. The foundation of our work in communities is the development of strong collaborations that are able to sustain efforts over time. These local collaborations can play a key role in the Early Learning Nebraska Initiative.
- Nebraska Community Learning Center Network – NCFE is the home of the Nebraska Community Learning Center Network, a statewide public-private partnership that supports sustainable, high-quality, school-community collaborations that provide children with what they need to be successful in school. The Community Learning Center Network can play a key role in the development of services and supports for children in grades K-3 and in building bridges between early childhood programs and schools.

I look forward to talking more specifically about how the Nebraska Children and Families Foundation can support the goals of the Early Learning Nebraska Initiative.

Sincerely,

Mary Jo Pankoke, President  
Nebraska Children and Families Foundation



September 29, 2011

Mr. Kerry Winterer  
Chief Executive Officer  
Nebraska Department of Health and Human Services  
301 Centennial Mall South  
PO Box 95026  
Lincoln, Nebraska 68509-5026

RE: Early Learning Nebraska- Race to the Top Grant Application

Dear Mr. Winterer

It is with pleasure that I am writing in support of Nebraska's Race to the Top grant application and the Early Learning Nebraska initiative.

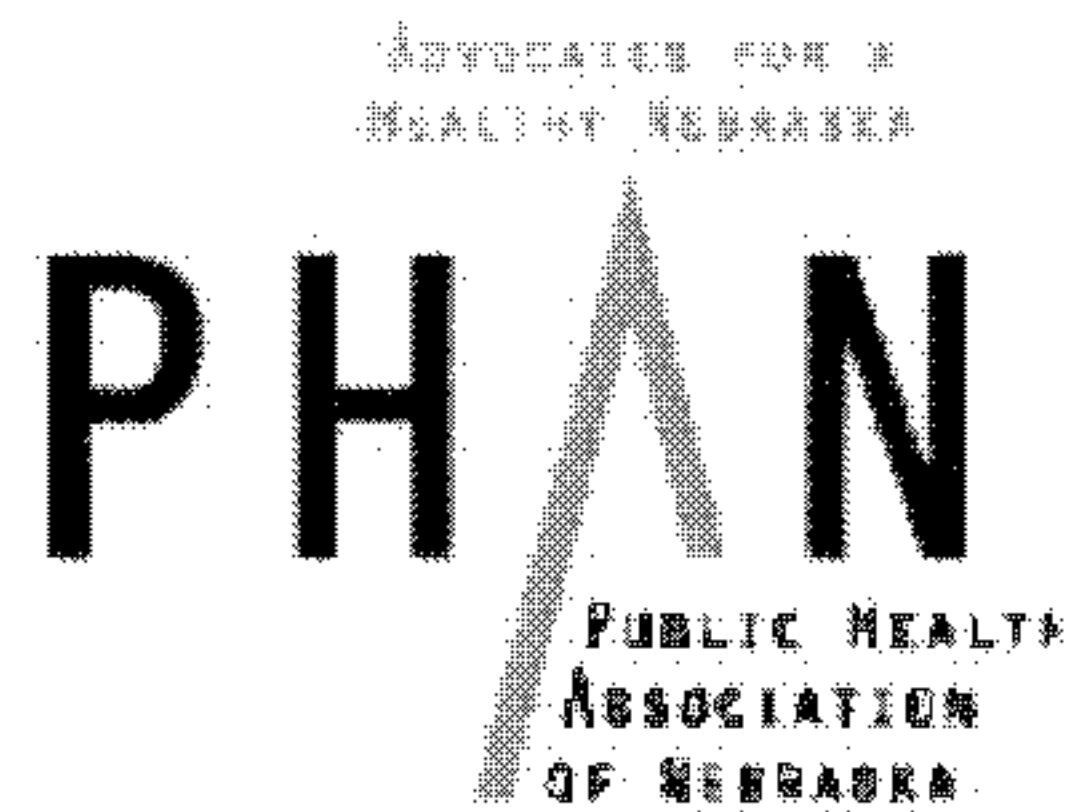
As Nebraska's public broadcasting station, NET has been a champion of early childhood education through our daily PBS Kids programming schedule. Beyond our television broadcasts, we are actively engaged in pursuing support for a myriad of early childhood projects including a robust community engagement initiative in collaboration with the Nebraska Department of Education as part of Early Learning Nebraska.

Over the years, NET has participated in or has lead efforts aimed at Pre K children, such as our Ready To Learn Project. We look forward to assisting in this initiative and are committed to the goals of the project which align with our mission of enriching lives and engaging minds.

Sincerely,

A handwritten signature in black ink, appearing to read "Gary Targoff". The signature is stylized and fluid.

Gary Targoff  
Assistant General Manager, Education



1321 SOUTH 37<sup>TH</sup> STREET  
LINCOLN, NEBRASKA 68510  
PHONE 402.483.1039  
FAX 402.483.0570  
WWW.PUBLICHEALTHNE.ORG

*Public Health is Your Health Too !!!*

---

October 5, 2011

Mr. Kerry Winterer, Chief Executive Officer  
Nebraska Department of Health and Human Services  
PO Box 95026  
Lincoln, NE 68509-5026

Dear Mr. Winterer:

As the Executive Director of the Public Health Association (PHAN) I am pleased to support the Nebraska Department Health and Human Services (DHHS) application for the *Nebraska's Race to the Top-Early Learning Challenge – Early Learning Nebraska*.

PHAN is the liaison between DHHS and the local public health organizations – a unique and very successful collaboration among state and local public health organizations. We focus largely on health education and prevention programs, including training, and act as a source for distribution of information to and from the state and local organizations. In addition, PHAN's membership consists of nearly 400 public health professionals from across the state who receive this information and the opportunity to participate on committees and other public health related groups.

Nebraska prides itself on the strong relationship that exists between the state and local public health organizations. For nearly fifteen years PHAN has collaborated with DHHS on numerous activities. For the purposes of this program, we are eager to partner with DHHS as needed, including:

- Participation in advisory groups, committees, and other opportunities to engage in planning, implementation and evaluation phases of the RTT-ELC grant.
- Assist with meeting planning and logistics.
- Opportunities to advise and inform policy makers of impacts and challenges that Early Learning and Development reform policy changes may make in service and academic fields.
- Provide information about the program to PHAN members and other stakeholders via email list-serves and our website.
- Provide exhibit space and/or a speaker slot at our annual conference in the fall, if requested.

We strongly encourage you to consider funding Nebraska's proposal. If you have any questions, please feel free to contact me at 402-483-1039 or [PublicHealthNe@cs.com](mailto:PublicHealthNe@cs.com).

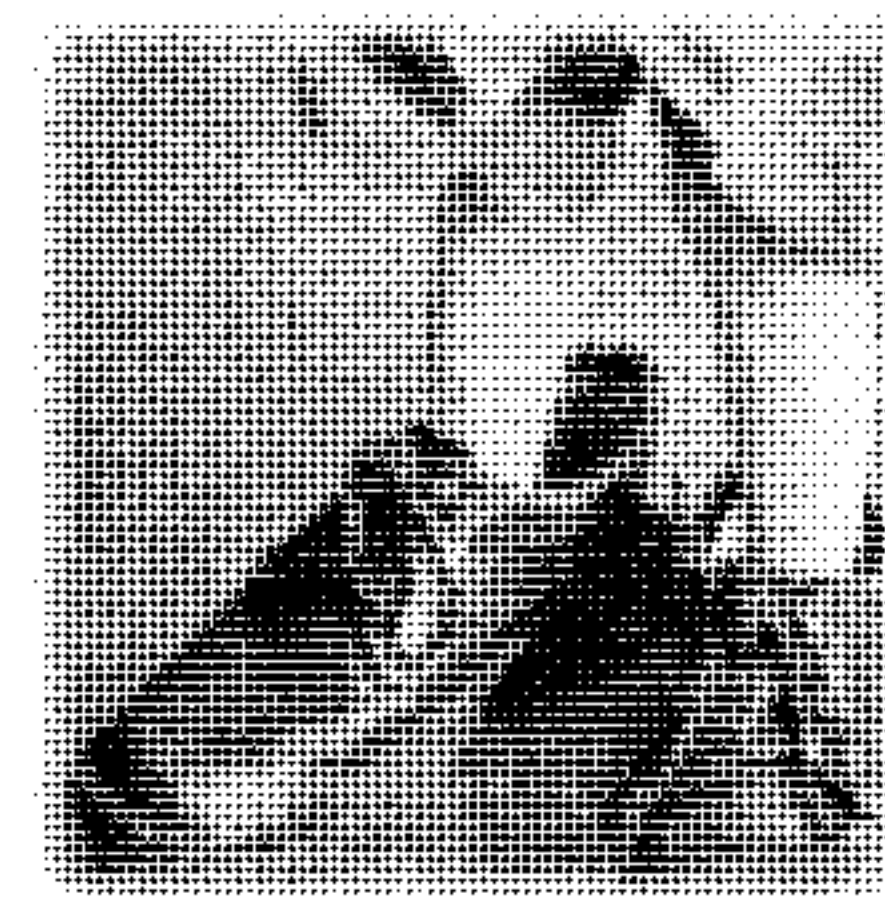
Sincerely,

Rita Parris  
Executive Director



# The First Five Years

Nebraska's Early Childhood Business Roundtable



September 30, 2011

Mr. Kerry Winterer  
Chief Executive Officer  
Nebraska Department of Health and Human Services  
301 Centennial Mall South  
P.O. Box 95026  
Lincoln, Nebraska 68509

RE: Early Learning Nebraska

Dear Mr. Winterer:

I am writing on behalf of Nebraska's Early Childhood Business Roundtable in support of the Early Learning Nebraska application.

The Business Roundtable is a growing group of statewide business leaders that believes early childhood education needs to be a top priority for our state. And while there are many reasons why this should be the case, our main interests include economic development, workforce development, and return on investment.

Nationally, the average employee misses 8-9 days per year due to child-related absences costing employers \$3 billion per year, 20 percent of today's workforce is functionally illiterate, and 50 percent of kindergarteners start behind in school and typically stay behind. And with today's economic research indicating that we can achieve up to a 16 percent rate of return when we reach kids most in need with quality early education we feel compelled to raise awareness of this important issue and participate in a solution.

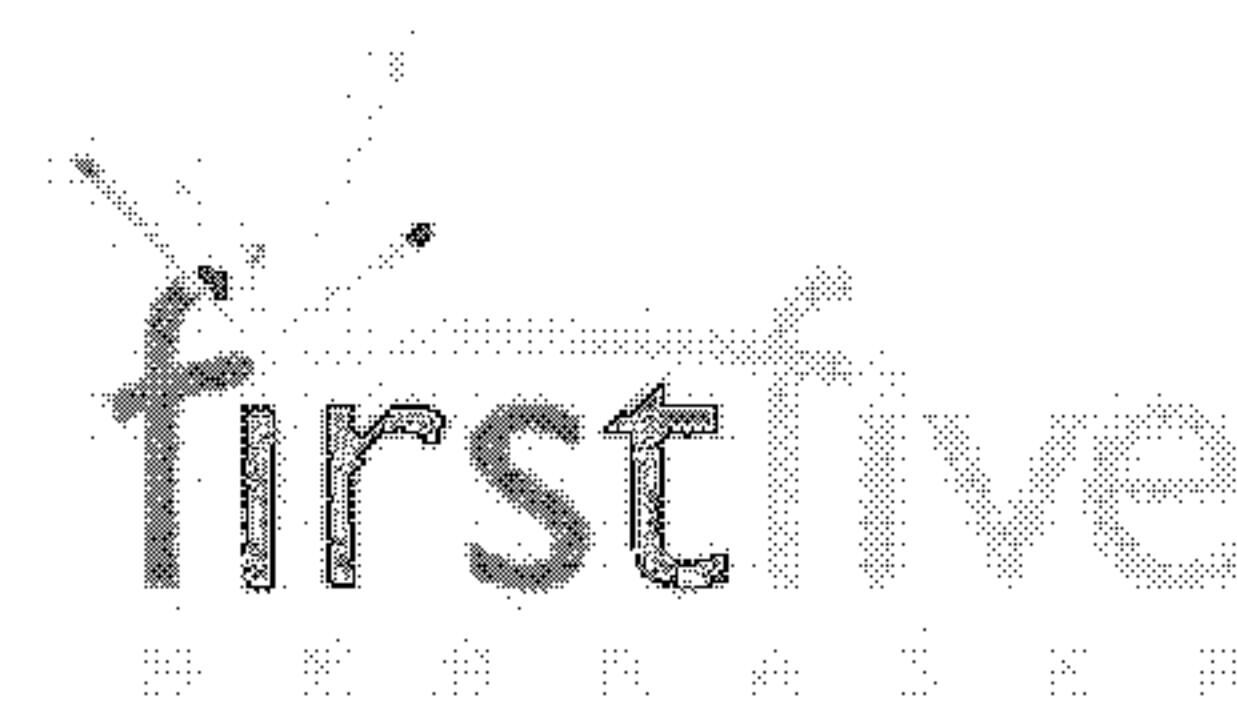
And so it is from this business perspective that we fully support this opportunity to advance early childhood education throughout our state and whole-heartedly agree with the application's emphasis on streamlining existing systems, providing quality programming, and encouraging the accountability of public dollars.

Progress is being made towards reaching the 48,000 kids that are under five years old and at-risk in Nebraska between the efforts of state government, the legislature, the business community, the University of Nebraska, Educare, the philanthropic community, our school districts, and various other entities and providers.

A successful Early Learning Nebraska application would greatly enhance all of our efforts toward making Nebraska a national model for early childhood education. Thank you for your efforts.

Sincerely,

Jim Krieger  
Vice-Chair and CFO, Gallup  
Chairman, Nebraska's Early Childhood Business Roundtable



October 10, 2011

Mr. Kerry Winterer  
Chief Executive Officer  
Nebraska Department of Health and Human Services  
301 Centennial Mall South  
PO Box 95026  
Lincoln, Nebraska 68509

Dear Mr. Winterer:

I am writing in support of the Early Learning Nebraska application. First Five Nebraska works to inform state policymakers of the importance of early childhood.

Nebraska is the only state with a Unicameral Legislature. Our 49 state senators, who represent roughly 35,000 people each, comprise the entire legislative branch of government. The unique structure was implemented in 1937, and we point to it with pride as a more efficient way of going about business.

First Five Nebraska has built strong relationships with state legislators and will play an integral part of the Early Learning Nebraska plan through advising policymakers of the challenges and benefits the initiative will have statewide. These relationships are especially important as the Nebraska Legislature will welcome a number of new faces after the 2012 session, as more than half of the Legislature is up for election, in addition to the seven open seats that are being vacated by senators facing term limits. First Five Nebraska works hard to create an institutional knowledge of early childhood within the state legislature.

First Five Nebraska has a long history of strong partnerships with key stakeholders who will be involved in the Early Learning Nebraska initiative. We work closely with the Department of Health and Human Services, Department of Education and the University System to coordinate early childhood work across the state. First Five Nebraska focuses on ensuring that strong leadership exists for early childhood in the state along with policies that are sustainable and based on research and rigorous evaluation.

We look forward to carrying out the vision for the Early Learning Nebraska Initiative with our early childhood partners and state legislators across the state.

Sincerely,

A handwritten signature in cursive script that reads "Becky Veak".

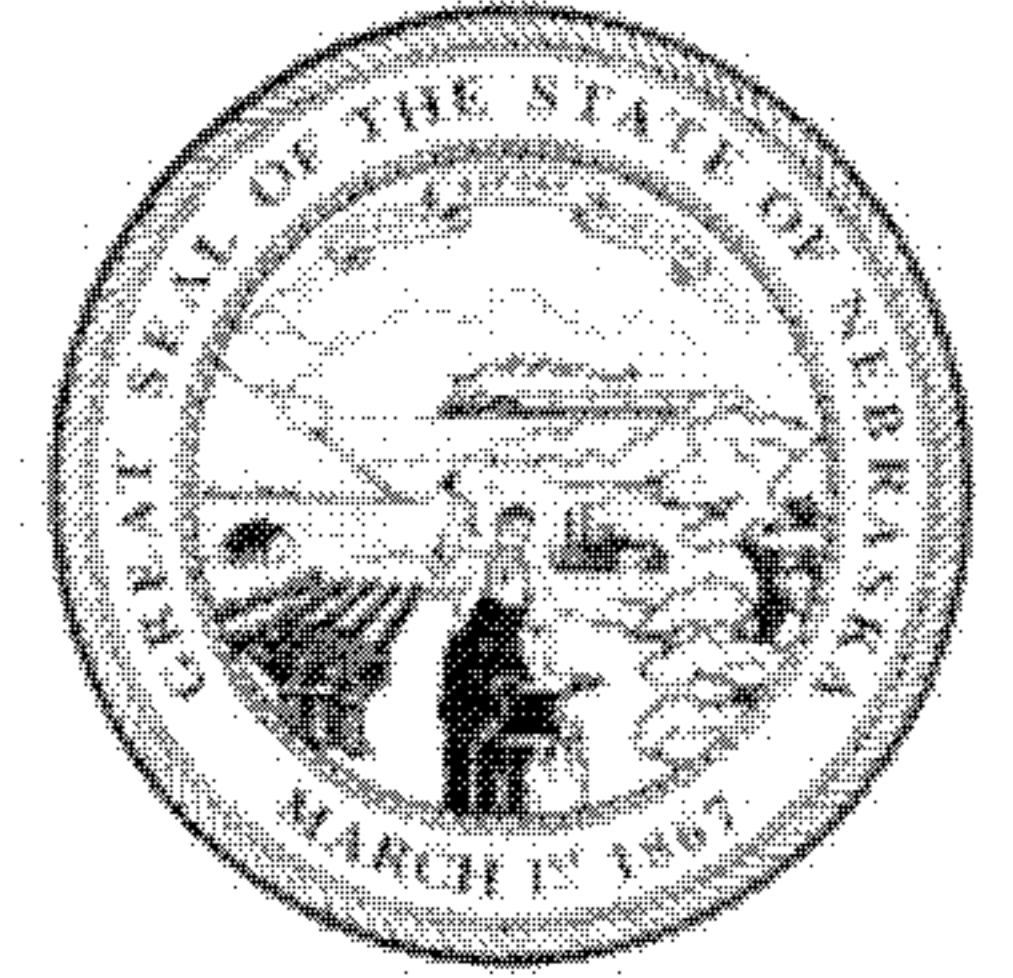
Becky Veak  
Policy Associate  
First Five Nebraska

# STATE OF NEBRASKA

## DEPARTMENT OF INSURANCE

**Bruce R. Ramge**

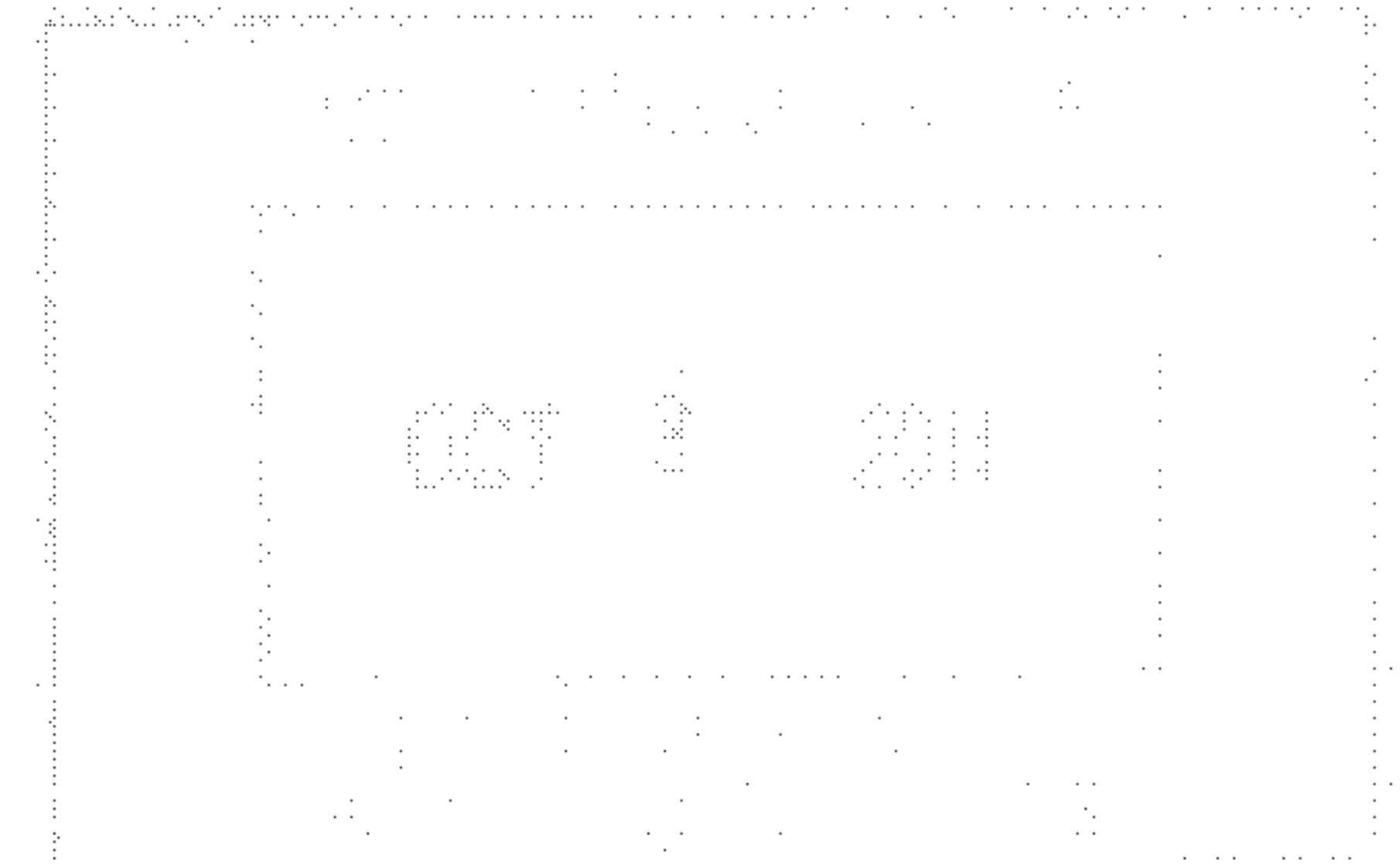
Director



September 30, 2011

**Dave Heineman**  
Governor

Kerry Winterer  
Chief Executive Officer  
Nebraska Department of Health & Human Services  
P.O. Box 95026  
Lincoln, Nebraska 68509-5026



Dear Mr. Winterer:

I would like to express my support for the project design for Nebraska's Early Learning and Development Reform Plan.

The goals and guiding principles of the plan present a tremendous opportunity for improving the well-being of Nebraska's children. Promoting early learning, wellness, safety, nutrition, behavioral health, and social networks in a manner that integrates these practices into family and early educational settings sets the stage for a lifetime of success for our children. Early identification of children with high needs, whether learning needs, health needs or other types of support, will help to get such children off to a good start early during their educational path.

Speaking from an insurance perspective, sound and well integrated wellness is one of the best methods for addressing high health costs. This plan appears to not only address health costs, but will help lead children to a lifetime of healthy habits and sound learning abilities.

Sincerely,

  
Bruce R. Ramge, CPCU, CIE  
Director

BRR:pj

October 7, 2011

Mr. Kerry Winterer, Chief Executive Officer  
Nebraska Department of Health and Human Services  
301 Centennial Mall South  
PO Box 95026  
Lincoln, Nebraska 68509-5026

Dear Mr. Winterer:

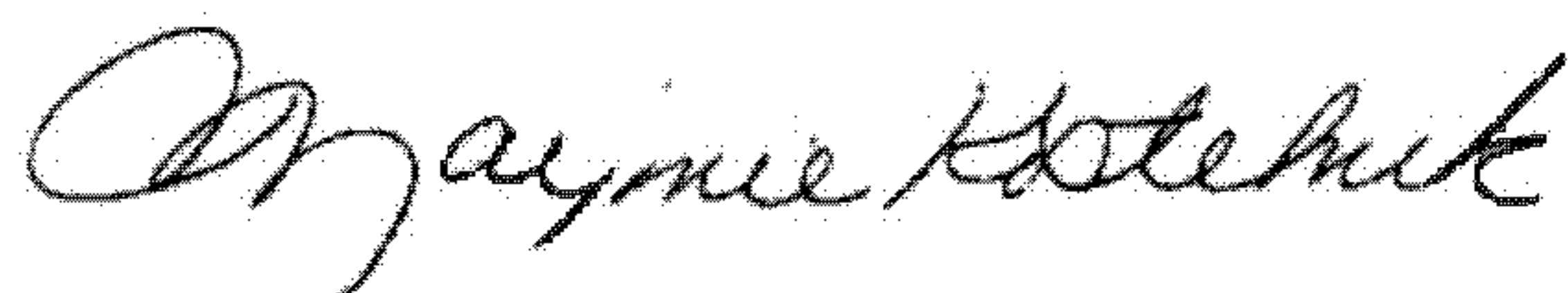
Congratulations on coordinating an outstanding proposal to improve the lives of young children and their families in the State of Nebraska. The State's *Early Learning Nebraska Race to the Top – Early Learning Challenge* reform plan forges an excellent partnership among the Departments of Education and Health and Human Services, the Early Childhood Interagency Coordinating Council as well as the University of Nebraska system. Each partner brings important expertise to the enterprise and the will to 'get things done.' The fact that these entities have a history of working well together means they can begin moving forward day one, without the political jockeying or the mistrust that sometimes characterize such efforts. We look forward to getting under way.

The Nebraska proposal delineates a sound systemic and proactive plan with a strong evaluation component. This reform plan is well aligned with University of Nebraska efforts to enhance the lives of vulnerable young children and their families—at home, at school, and in the community. Although the College of Education and Human Sciences (CEHS) concerns itself with subject matter that traverses the lifespan, the issues facing the youngest members of our society are of special interest to our faculty and students. Thus, early childhood is a significant focus for teaching and learning, research and creative work, outreach and Extension conducted within the College. We are pleased to be part of the State's efforts to:

- Enhance state leadership alignment and support for high quality early childhood programs.
- Develop high quality early childhood educators through system reform, training support, and resources.
- Support a comprehensive system of wraparound services for early childhood care.
- Build a unified data system to support programs that are accountable and use data to guide instruction and program development.

The College of Education and Human Sciences, in conjunction with the newly formed NU Buffett Early Childhood Institute, is committing people, time and physical space to Nebraska's *Early Learning Nebraska Race to the Top – Early Learning Challenge* reform plan. We are eager to begin the research, evaluation, teaching and community investment outlined in the plan and believe that Nebraska's children will benefit from the partnership that is forming through the RTTT-ELC initiatives. There will be many short-term benefits to be sure – new training developed, new supports created, new data collected, and new programs created. However, the long-term benefits are even more important. This plan puts in place the structures necessary to sustain the partnership long after the grant dollars are over. It will result in new policies that could influence Nebraska's children and families for years to come and it will yield approaches to evaluation that will improve instruction, practices and services far beyond the four years of RTTT-ELC funding. This is why the RTTT-ELC dollars were allocated and why they will make a significant difference in children's lives all over the United States. We applaud the State of Nebraska for its plan and stand prepared to help carry it out in the years ahead.

Sincerely,



Marjorie Kostelnik  
Dean

October 5, 2011

Mr. Kerry Winterer  
Chief Executive Officer  
Nebraska Department of Health and Human Services  
301 Centennial Mall South, PO Box 95026  
Lincoln, Nebraska 68509-5026.

Dear Mr. Winterer,

University of Nebraska – Lincoln Extension is pleased to support *Early Learning Nebraska*, Nebraska's Race to the Top-Early Learning Challenge application. This initiative is an excellent example of how Nebraska organizations can work together to help increase the success of young children and aligns well with UNL Extension's emphasis on early childhood.

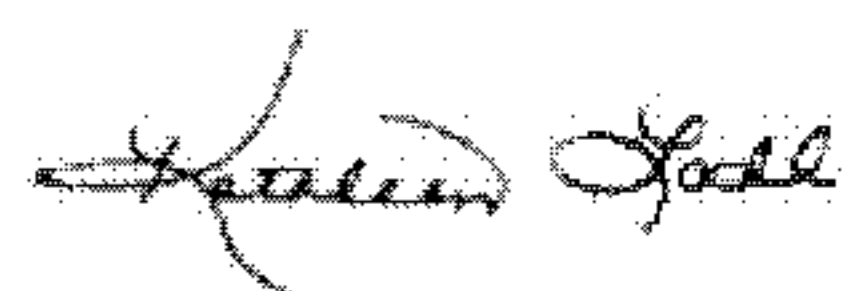
Over the past three years, UNL Extension has positioned itself to be a leader in the increasing the quality and quantity of childcare. Twelve Extension Educators across the state have gone through additional education, so they are well equipped to focus on this effort. In addition to educating childcare providers and families in Nebraska, this team is also successfully working on a project with the Department of Defense in partnership with the United States Department of Agriculture to increase access to high quality childcare by military families in 13 other states. This exemplifies our level of commitment to early childhood and the recognition of our strength in this area.

As partners in *Early Learning Nebraska*, UNL Extension would contribute over the next four years by:

- Using project funds to support an additional Extension Educator to support project goals.
- Partnering to support the educational needs and professional development plans of early childhood staff.
- Focusing on Nebraska's Core Competencies in the teaching of early childhood professionals.
- Participating in advisory groups, committees, and other opportunities to engage in planning, implementation and evaluation phases of the RTT-ELC grant.

We are excited to be a part of this team! Together, we can make a difference in the education of those early childhood professionals resulting in children who will ultimately be more successful. If you have additional questions, please do not hesitate to call.

Sincerely,



Kathleen Lodi  
Associate Dean  
University of Nebraska – Lincoln Extension

October 5, 2011

Mr. Kerry Winterer  
Chief Executive Officer  
Department of Health and Human Services  
301 Centennial Mall South  
PO Box 95026  
Lincoln, NE 68509-5026

Dear Mr. Winterer,

It is with great pleasure I provide this letter of support for the Nebraska Department of Health and Human Services Race to the Top –Early Learning Challenge application. This is the type of effort that will improve the lives of children and families in Nebraska. Through this initiative, Nebraska can enhance the skills of early childhood professionals, strengthen community support, and integrate the systems that touch young children and their families. The University of Nebraska has been a partner in developing early childhood systems of care and would be pleased to participate in this project. We would be happy to assist in evaluation of the program and to help in translating the learnings from the initiative to inform policy development.

Good luck with the proposal, and please let us know how we can help support Nebraska's continuing work to improve the quality of life for Nebraska's children.

Sincerely,



Mark DeKraai, JD, PhD  
Senior Research Director  
University of Nebraska Public Policy Center  
215 Centennial Mall South, Suite 401  
Lincoln, NE 68588-0228  
Phone: 402-472-1496  
Fax: 402-472-5679  
E-mail: [mdekraai@nebraska.edu](mailto:mdekraai@nebraska.edu)

(b)(6)

## Nebraska Federation of Families for Children's Mental Health

Oct 1, 2011

Mr. Kerry Winterer, Chief Executive Officer,  
Nebraska Department of Health and Human Services  
301 Centennial Mall South  
PO Box 95026  
Lincoln, Nebraska 68509-5026.

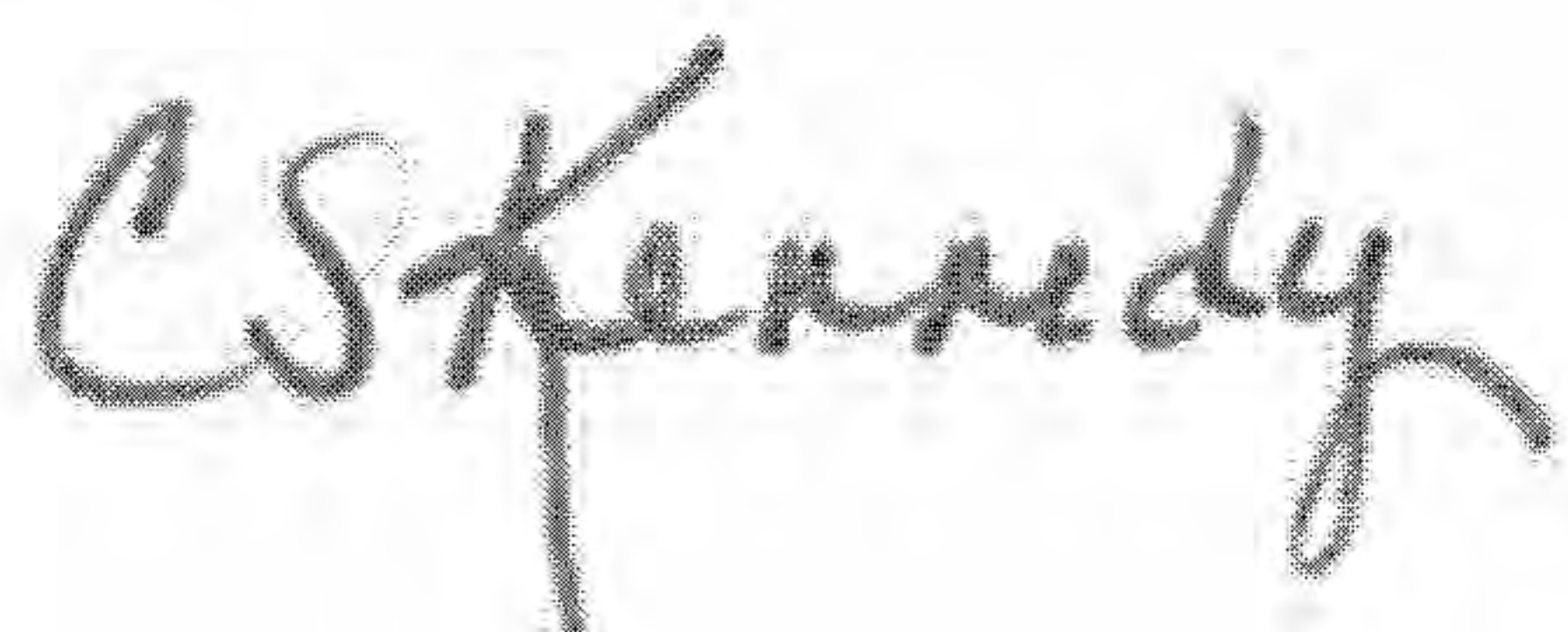
Mr. Winterer,

This commitment letter is in support for the Nebraska's Race to the Top-Early Learning Challenge application. This project is to improve the quality of early learning and development and close the achievement gap for children with high needs. Early Learning Nebraska focuses on improving early learning and development for young children by supporting our state's efforts to increase the number and percentage of low-income and disadvantaged children in each age group of infants, toddlers, and preschoolers enrolled in high-quality early learning and development programs; and designing and implementing an integrated system of high-quality early learning and development programs and services.

In an effective, integrated system, the value of family partnership in all aspect of the system is instilled throughout the operations, including setting policies, developing programs, delivering services, and assessing the impact of the system on children, youth and families served, the collaborating agencies and systems, and the community at large. The Early Learning Nebraska team members have and continues to be long standing true partners with the Nebraska Federation of Families for Children's Mental Health. We are committed to be an active partner to achieve the goals and interventions put forth and we are confident that Nebraska can and will accomplish the collaborative work necessary to assure this is a successful project.

The Nebraska Federation of Families for Children's Mental Health is supportive of the Early Learning Nebraska project for continued collaboration and future involvement for improving and expanding services for a system of care for children and youth in Nebraska.

Sincerely,



Candy Kennedy  
Executive Director  
Nebraska Federation of Families for Children's Mental Health



## Parent Training and Information for Families of Children with Disabilities

October 13, 2011  
Mr. Kerry Winterer  
Chief Executive Officer  
Nebraska Department of Health and Human Services  
301 Centennial Mall South  
PO Box 95026  
Lincoln, Nebraska 68509-5026

Dear Mr. Winterer

PTI Nebraska is the Parent Training and Information Center in Nebraska that is funded by the Federal Department of Education. PTI Nebraska is thrilled that the Race to the Top – Early Learning Challenge project is being proposed and supports the proposal wholeheartedly. PTI Nebraska has a long history of working with the Nebraska Departments of Education and Health and Human Services in providing high quality early childhood programs for the children across the state that have high needs.

PTI Nebraska promises support and participation in a variety of ways:

- Provide the parent/family perspective for the professional development of early childhood staff
- Provide the parent/family perspective to policy makers
- Provide parents with information regarding the valuable impact of early learning
- Provide parents with the knowledge and skills to navigate available systems
- Share PTI Nebraska's early childhood resources with project partners and families
- Continue to participate in the appropriate committees and advisory groups
- Serve to keep families and children at the forefront of the project's objectives

Nebraska has a long history of bringing people together on behalf of young children who have high needs. This proposal allows for strengthening and increasing the efforts that provide early learning opportunities to all of Nebraska's children, building for them a promising future.

Sincerely,

Glenda F. Davis  
Director





Dennis G. Baack, Executive Director  
dennisgb@neb.rr.com  
601 South 12th Street, Suite 200  
Lincoln, NE 68508  
Phone: 402-471-4695

October 4, 2011

Mr. Kerry Winterer  
Chief Executive Officer  
Nebraska Department of Health and Human Services  
301 Centennial Mall South  
P.O. Box 95026  
Lincoln, NE 68509-5026

Dear Mr. Winterer,

On behalf of the members of the Nebraska Community College Association, I am submitting this letter of support for the Early Learning Nebraska grant application.

Each of the community college areas have degree programs in early childhood education and are supportive of having additional professional development opportunities for their staff. Some of the colleges also have early child daycare centers and recognize the importance of having early childhood education accessible to as many children as possible because of the benefits as the children continue their education.

Each of the community colleges would be willing to participate on advisory groups or committees as the planning and implementation of this grant become a reality.

We as members of the Nebraska Community College Association will pledge our full support and assistance in making this grant successful.

Sincerely,

DENNIS G. BAACK  
Executive Director  
Nebraska Community College Association  
1320 Lincoln Mall, Suite 100c  
Lincoln, NE 68508



Community Action of Nebraska, Inc.  
1120 K St., Suite 100  
Lincoln, NE 68508

PHONE: 402-471-3714

FAX: 402-471-3481

www.canhelp.org

*"Strengthening and Supporting the  
Community Action Network"*

**Community Action Agencies in Nebraska:**

Blue Valley Community Action Partnership  
620 5th Street, P.O. Box 273  
Fairbury, NE 68352-0273

Central Nebraska Community Services  
626 N Street, P.O. Box 509  
Loup City, NE 68853-0509

Community Action Partnership of Mid-Nebraska  
16 West 11th Street, P.O. Box 2288  
Kearney, NE 68848-2288

Community Action Partnership of Western Nebraska  
3350 10th Street  
Gering, NE 69341

Eastern Nebraska Community Action Partnership  
2406 Fowler Avenue  
Omaha, NE 68111

Goldenrod Hills Community Action  
1119 Avenue E, P.O. Box 280  
Wisner, NE 68791-0280

Lincoln Action Program  
210 'O' Street  
Lincoln, NE 68508

Northwest Community Action Partnership  
270 Pine Street  
Chadron, NE 69337

Southeast Nebraska Community Action  
802 Fourth Street, P.O. Box 646  
Humboldt, NE 68376-0646

October 11, 2011

Mr. Kerry Winterer,  
Chief Executive Officer,  
Nebraska Department of Health and Human Services,  
301 Centennial Mall South,  
PO Box 95026,  
Lincoln, Nebraska 68509-5026.

Dear Mr. Winterer:

Community Action of Nebraska, the state-wide association of Community Action Agencies in Nebraska is pleased to write in support of the "Early Learning Nebraska" application for Nebraska's Race to the Top-Early Learning Challenge.

Many of our member agencies are HeadStart agencies place high importance on coordination of early learning strategies and deeply value high quality professional development opportunities and welcome the development of clear core competences for these professionals. They also look forward to further refining and evaluating the materials over the life of the grant to ensure that Nebraska's children are receiving the effective, high quality educational support they deserve.

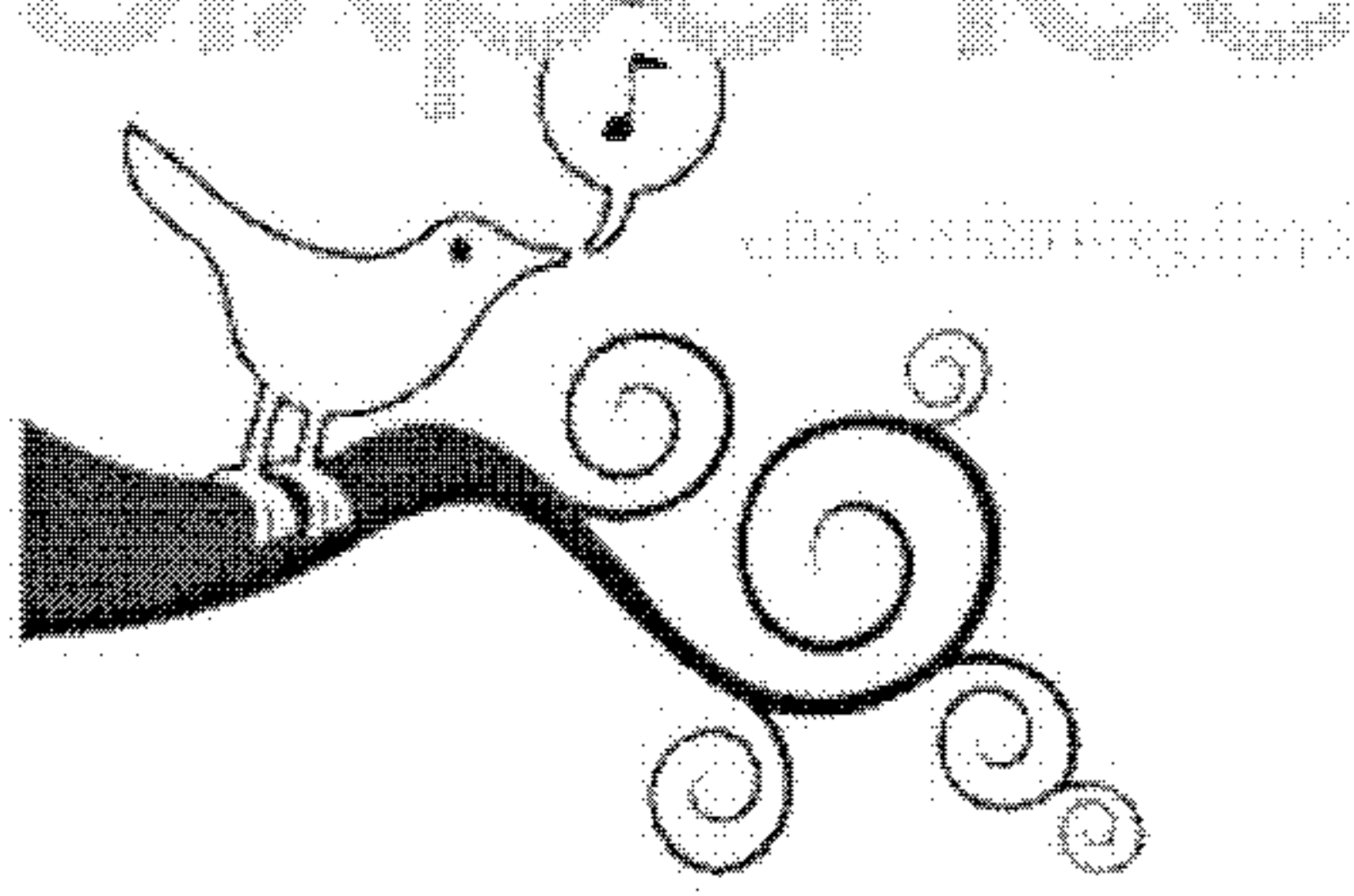
As agencies dedicated to the elimination of the causes and conditions of poverty in this county, Community Action Agencies recognize the importance of effective, quality, early childhood learning opportunities in breaking the generational cycles of poverty, and necessary to provide those families experiencing short term financial difficulties with the support and education that might otherwise have had access to if it were not for present economic conditions.

We are grateful for the support of this application.

Sincerely,

Roger Furrer  
Executive Director  
Community Action of Nebraska

# Sixpence



October 13, 2011

Mr. Kerry Winterer  
Chief Executive Officer  
Nebraska Department of Health and Human Services  
301 Centennial Mall South  
PO box 95026  
Lincoln, Nebraska 68509

Governed by  
Nebraska Early Childhood  
Education Endowment Fund  
Board of Trustees

*Public Sector Representatives*

**Dr. Roger Breed**  
Commissioner of Education  
Nebraska Department of Education

**Kerry Winterer**  
Chief Executive Officer  
Nebraska Department of  
Health and Human Services

*Private Sector Representatives*

**Dr. Helen Raikes**  
Professor of Child, Youth and Family Studies  
University of Nebraska-Lincoln

**Jessie Rasmussen**  
Vice President  
Buffett Early Childhood Fund

*Early Childhood Specialists*

**Mel Clancy**  
Director of Student Support Services  
Project Achieve  
University of Nebraska-Omaha

**Beth Schuier**  
Assistant Executive Director  
Head Start Child and Family  
Development Program, Inc.

[www.SingASongofSixpence.org](http://www.SingASongofSixpence.org)

Administered by  
Nebraska Children and Families Foundation  
215 Centennial Mall South, Suite 200  
Lincoln, Nebraska 68508  
(402) 476-0401  
[www.NebraskaChildren.org](http://www.NebraskaChildren.org)

Dear Mr. Winterer:

On behalf of the Endowment Board of Trustees, I am writing in support of the Early Learning Nebraska application. The Board of Trustees is a unique mix of professionals from the public and private sectors, with a deliberate focus on the inclusion of early childhood specialists that represent both rural and urban areas with high populations of children at risk. We award and oversee grants to school districts in partnership with community providers serving children birth to age three.

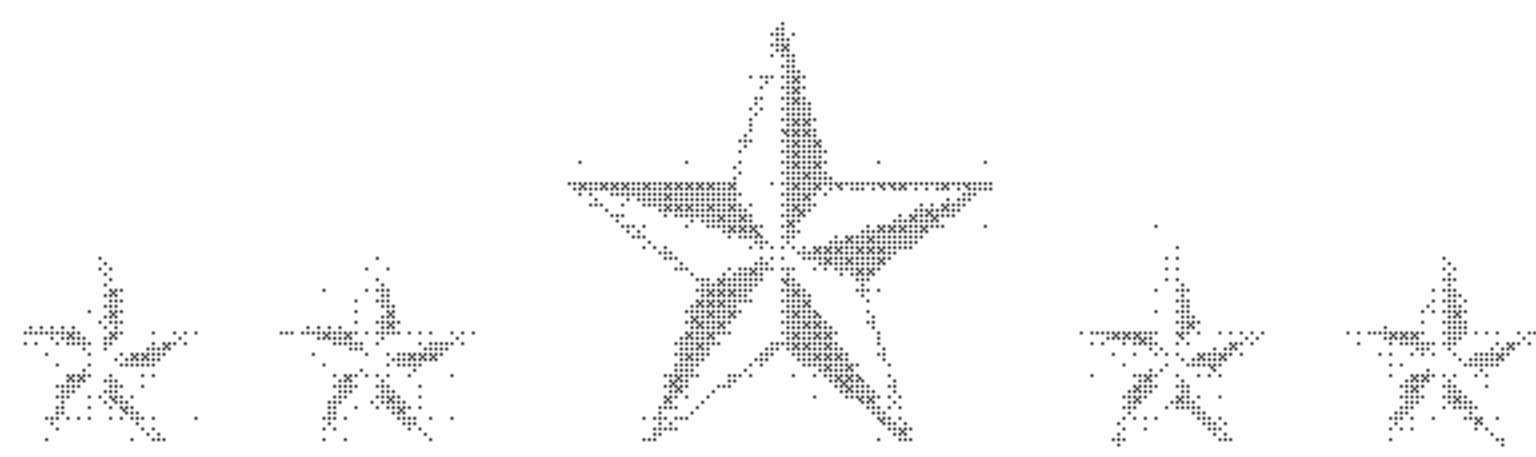
Today, more than one-third of Nebraska's infants and toddlers are considered at risk of failing in school and live in conditions that are not conducive to early learning. The Endowment is one of a few early childhood funding sources across the nation that is dedicated for infants and toddlers and is unique because of its public-private funding. Because this program is an endowed structure and protected by our state Constitution, it is considered a strong, sustainable funding source.

Two of the members on the proposed Early Learning Nebraska Leadership Team are also members of the Endowment Board of Trustees, and we are committed to engage with this initiative to advance our collective work. The Trustees are excited about this initiative as it is a momentous opportunity to engage in the alignment of early childhood programs and processes along systems. It is anticipated that Endowment programs will participate in the Quality Rating and Improvement System, as evidenced by the fact that Endowment standards do reflect more rigorous expectations than many other high quality programs in Nebraska.

We look forward to carrying out the vision of the Early Learning Nebraska Initiative and lend our wholehearted support to this effort.

Sincerely,

  
Jessie Rasmussen, Chair



**MISSION: READINESS**  
MILITARY LEADERS FOR KIDS

October 4, 2011

Mr. Kerry Winterer  
Chief Executive Officer  
Nebraska Department of Health and Human Services  
301 Centennial Mall South  
PO Box 95026  
Lincoln, Nebraska 68509-5026

Dear Mr. Winterer:

MISSION: READINESS is a nonpartisan, national security organization of over 250 retired admirals and generals and other senior military leaders. We have come together to address recent data from the Department of Defense indicating that 75 percent of all young Americans between the ages of 17 and 24 are unable to join the military, primarily because they have either failed to finish high school, have criminal records, or are physically unfit. We are troubled by the likely impact that this will have on our future military preparedness. Our belief is that a shrinking pool of eligible recruits is a threat to our national security interests.

The retired military leaders of MISSION: READINESS recognize early learning as a tested strategy to help our next generation of Americans achieve personal and career success. National research has shown, time and time again, that participants in high-quality early care and education programs are more likely to graduate from high school and less likely to commit crime. Early learning is therefore key to providing young learners with a foundation for many options in adulthood, including a career in the military should they choose to pursue one.

The core components of Nebraska's Early Learning and Development Plan are well thought out. Nebraska has clearly examined every step in the delivery process of high quality early education. The plan calls for collaboration between state leaders with a role in delivering services to at-risk children. It will incorporate the development of rating and quality standards to ensure a statewide approach. It invests in the development of a high quality early learning workforce, and it recognizes the need to address related issues that may hinder the success children have in an early learning program. Finally, it has a data collection and analysis component that will measure the effectiveness of the program and help it to continue improving quality over time.

Therefore, it is our pleasure to offer this letter of support for the state of Nebraska's application for Race to the Top – Early Learning Challenge. As an organization of military leaders, we care deeply about our future military preparedness. We know that investments in high-quality early learning programs like those found in Nebraska will assist in achieving that goal by getting young Americans the right start in life. A strong commitment today to high-quality early education will keep America strong and safe tomorrow.

Respectfully submitted,

Amy Dawson Taggart  
National Director

1212 New York Avenue, NW, Suite 300  
Washington, DC 20005

202.464.5224

[MissionReadiness.org](http://MissionReadiness.org)

SENIOR STAFF  
**President**  
David Kass  
**National Director**  
Miriam A. Rollin, J.D.  
**Vice Presidents**  
Amy Dawson Taggart  
Jeff Kirsch



5,000 Police Chiefs, Sheriffs,  
Prosecutors, other Law Enforcement  
Leaders, and Violence Survivors  
Preventing Crime and Violence

October 5, 2011

STATE DIRECTORS

**California**  
Barrie Becker, J.D.  
415-762-8270  
**Illinois**  
Tim Carpenter  
312-265-2260  
**Maine**  
Kim Gore  
207-725-5946  
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517-371-3565  
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David Curry  
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614-264-6662  
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503-649-2068  
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Bruce Clash  
717-233-1520  
**Tennessee**  
Mark Rogers  
615-662-4666  
**Washington**  
Laura Wells  
206-664-7110

Mr. Kerry Winterer  
Chief Executive Officer  
Nebraska Department of Health and Human Services  
301 Centennial Mall South  
PO Box 95026  
Lincoln, Nebraska 68509

Dear Mr. Winterer:

The more than 5,000 police chiefs, sheriffs, prosecutors, attorneys general, other law enforcement leaders, and violence survivors who are members of FIGHT CRIME: INVEST IN KIDS, including 93 in Nebraska, know from the front lines in the fight against crime—and the research—that high-quality investments in our youngest kids have a powerful impact on reducing later crime. These investments are the most cost-effective approach to crime reduction. We therefore support Nebraska's Early Learning and Development (ELD) Reform Plan, which will advance high-quality investments in kids that make communities safer.

As you know, research clearly shows that high-quality early care and education programs not only help close the achievement gap, but also have a profound impact on reducing later crime and violence. For example, at-risk kids who were left out of the high-quality High/Scope Perry Preschool program were five times more likely to be chronic offenders (more than 5 arrests) by age 27 than those who participated. There are also educational benefits from preschool along the way. Those children in the program were 43% less likely to have been placed in special education and were 44% more likely to graduate from high school than children left out of the program. The Perry Preschool program also produced a net savings of \$16 for every dollar invested.

The early care and education programs that produce strong results are all high quality. Improving the quality of programs is vital since poor-quality care and education can actually result in worse outcomes among at-risk kids. The core components set forth by Nebraska's ELD Reform Plan will promote essential elements of quality in early care and education, including through a Tiered Quality Rating and Improvement System, statewide high-quality Early Learning and Development Standards, a comprehensive assessment system, integrated professional development and the ability to identify and address health and behavioral issues.

In Nebraska, the Department of Education's pre-k grants and state aid funding served over 10,000 at-risk 4-year-olds for \$7.4 million during the 2009-2010 school year and the federal Head Start program serves 5,059 children. The over 90 chiefs, sheriffs, county attorneys and violence survivors in Nebraska, who are members of Fight CRIME: INVEST IN KIDS, support Nebraska's Early Learning and Development Reform Plan and hope to see it implemented in the near future. We hope you will join us in standing up for public safety by maintaining and building upon Nebraska's investment in high-quality early care and education programs, an approach shown by research to save money and reduce crime.

Sincerely,

A handwritten signature in black ink that reads "Timothy F. Dunning". The signature is written in a cursive, flowing style.

Timothy F. Dunning  
Sheriff  
Douglas County



# Educational Service Unit #1

*"Providing Innovation, Leadership and Service."*

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www.esu1.org

Dr. Bob Uhing, Administrator

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Mr. Kerry Winterer, Chief Executive Officer  
Nebraska Department of Health and Human Services  
301 Centennial Mall South  
PO Box 95026  
Lincoln, NE 68509-5026

Re: Nebraska's Early Advantage

Mr. Kerry Winterer:

We support the proposal the Department of Health and Human Services is submitting for an Early Learning Challenge grant called "Early Learning Nebraska." We understand the grant application calls for an ambitious and proper set of measures that would expand early learning access and improve the quality of early childhood services in Nebraska. We are *ready and willing* to build upon our past successes, established relationships and expanded vision to meet the goals for this application.

Educational Service Unit #1 will embrace *Early Learning Nebraska* work that will address the needs of American Indian children and their families. This topic is one of the highest priority educational issues in Nebraska, but especially important in Northeast Nebraska with our unique needs. ESU #1 has the only three Native American reservations: the Santee, Winnebago, and Omaha, in Nebraska. Meeting the needs of students from diverse cultural, linguistic, and socioeconomic backgrounds is very challenging for families, caregivers, and educators in our communities. *We know that increased access to quality early childhood services will help all of our communities benefit from increased school success and life.*

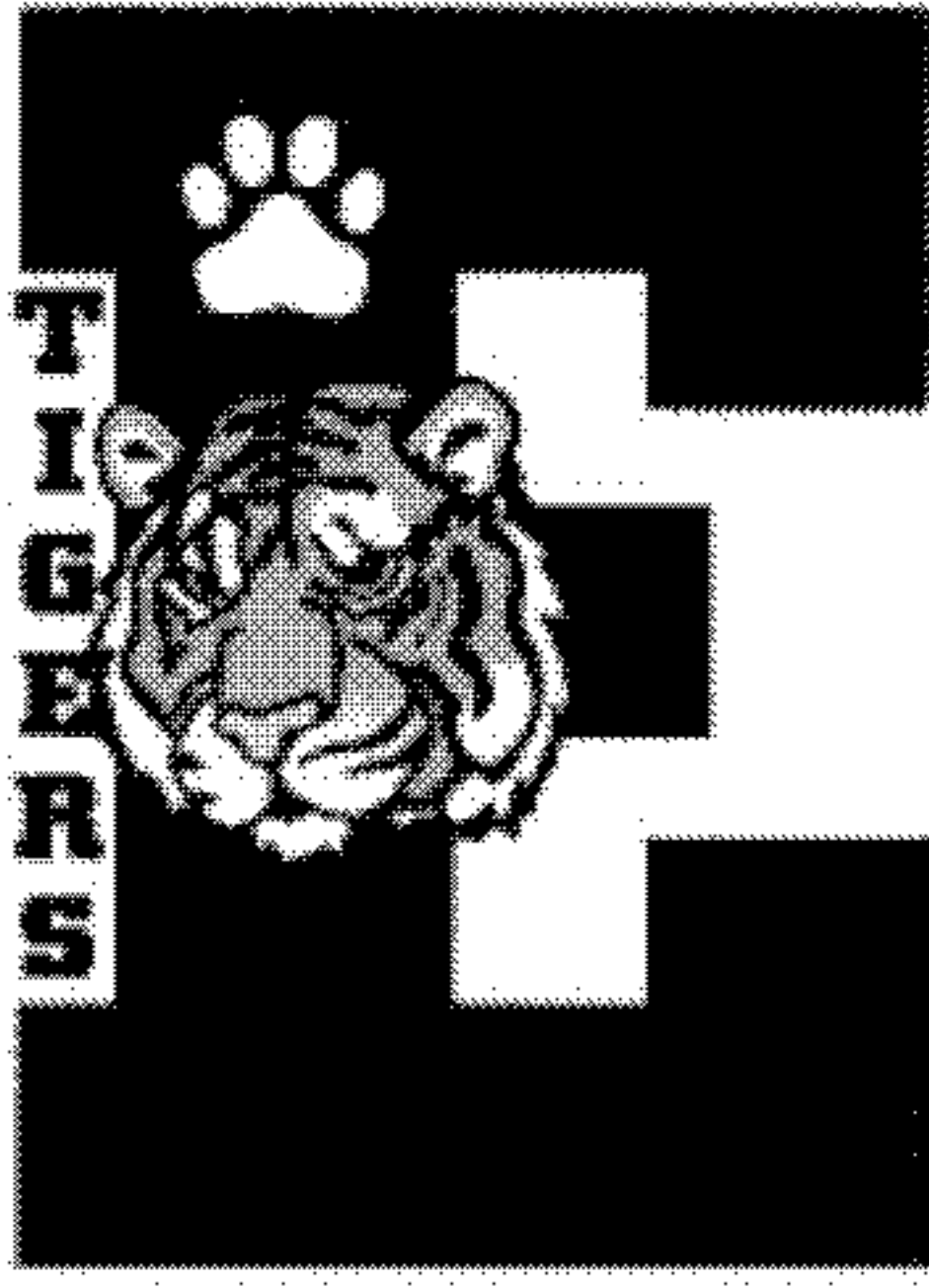
Our participation will include training and technical assistance that will provide:

- ✓ Coordination and integration of early learning resources for children, families, caregivers and educators
- ✓ High quality professional development opportunities and incentives
- ✓ Recognition and support of high quality inclusive early childhood programs for children with high needs in our twenty-five school districts and communities
- ✓ Development and implementation of professional development plans for early childhood staff in our communities working with children birth to five.
- ✓ Promotion and use of evidence based practices in our work with schools, parents, and early childhood teachers.

We know that it is critically important to sustain the initiative after our work with the grant activities are completed. Having the opportunity to implement the grant activities will propel us forward to further work and study and sustain this project beyond the grant period. I strongly urge the grant review team to seriously consider, approve, and support this very worthwhile project. Many young children in northeast Nebraska, as well as their caregivers will surely benefit as a result of this innovative effort.

Sincerely,

Dr. Bob Uhing  
Administrator



# *Ewing Public Schools*

416 N. Spruce Street PO Box 98 Ewing, NE 68735  
(402) 626-7235 Phone (402) 626-7236 Fax

Ms. Kerry Winterer  
Chief Operating Officer  
Nebraska Department of Health and Human Services  
301 Centennial Mall South  
PO Box 95206  
Lincoln, NE 68509-5026

Dear Mr. Winterer:

Please add the testimony and support of Ewing Public Schools to those endorsing The Race to the Top application of Nebraska Department of Health and Human Services, 'Early Learning Nebraska'. This application has the efforts several educational and early childhood organizations also supporting this statewide initiative and application. We see many potential advantages for early learning students in our district though we do not at this time have a pre-school environment.

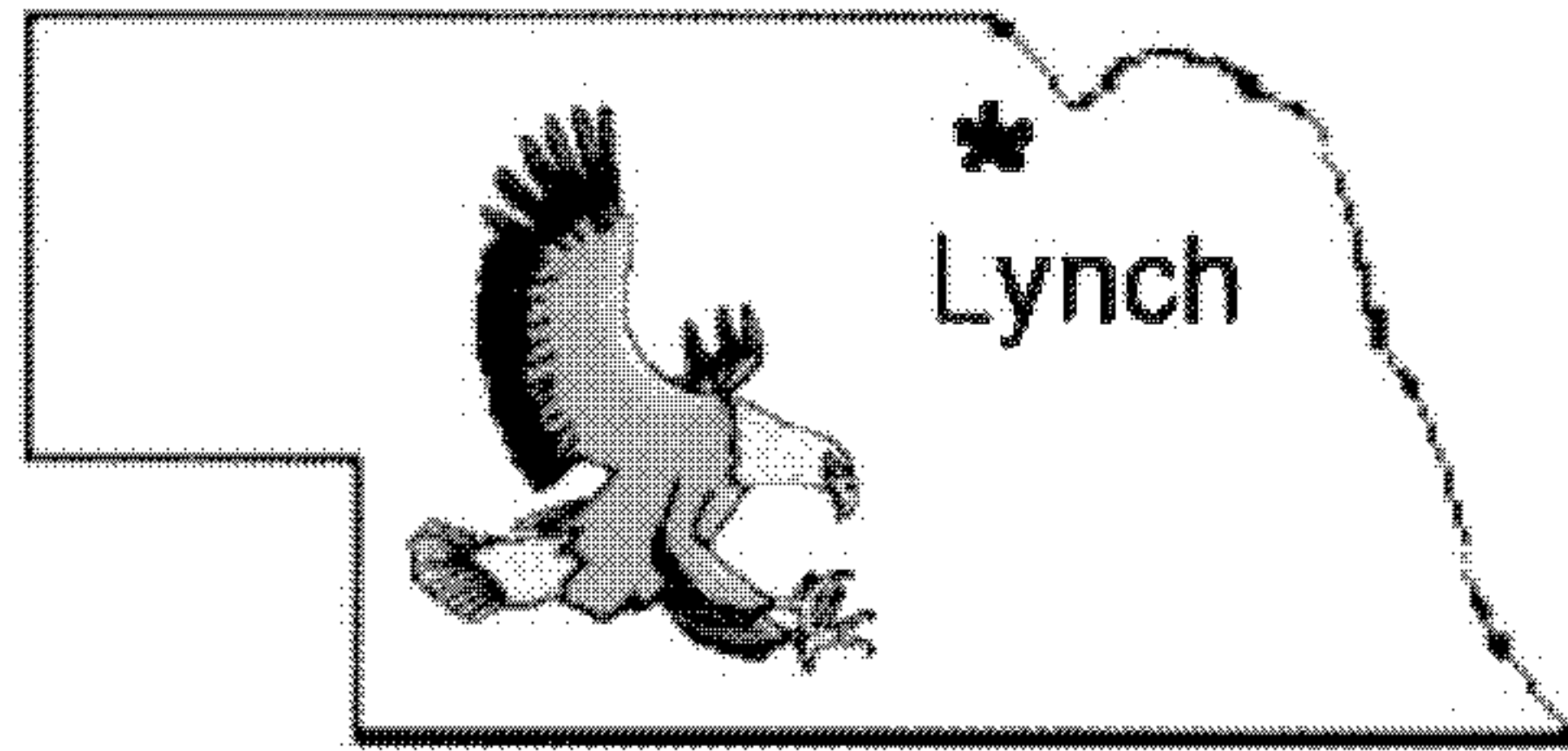
We do have the option to coordinate with those early learning opportunities in our area. Any measures that would expand learning opportunities and quality programs would certainly be of a benefit to our students. This appears to be such a program and would enhance the early learning options for our area youngsters. We very much appreciate the chance to endorse continuing to strengthen early learning. We are grateful for an opportunity to support such a state-wide application.

The advantages for an early learning are much supported by research data and ultimate achievement of the students afforded such students. This is an application of merit and significance for early learners.

Sincerely yours,

A handwritten signature in black ink, appearing to read "Ted Hillman".

Ted Hillman, Superintendent



**Lynch Public Schools**

701 Hoffman P.O. Box 98  
Lynch, NE 68746  
402-569-2081  
FAX 402-569-2091

*Ted Hillman, Superintendent*

*Deborah Rossmeier, Assistant Principal  
Co Activities Director*

Mr. Kerry Winterer  
Chief Operating Officer  
Nebraska Department of Health and Human Services  
301 Centennial Mall South  
PO Box 95206  
Lincoln, NE 68509-5026

Dear Mr. Winterer:

Please add the testimony and support of Lynch Public Schools to those endorsing The Race to the Top application of Nebraska Department of Health and Human Services, 'Early Learning Nebraska'. This application has the efforts several educational and early childhood organizations also supporting this statewide initiative and application. We see many potential advantages for early learning students in our district though we do not at this time have a pre-school environment.

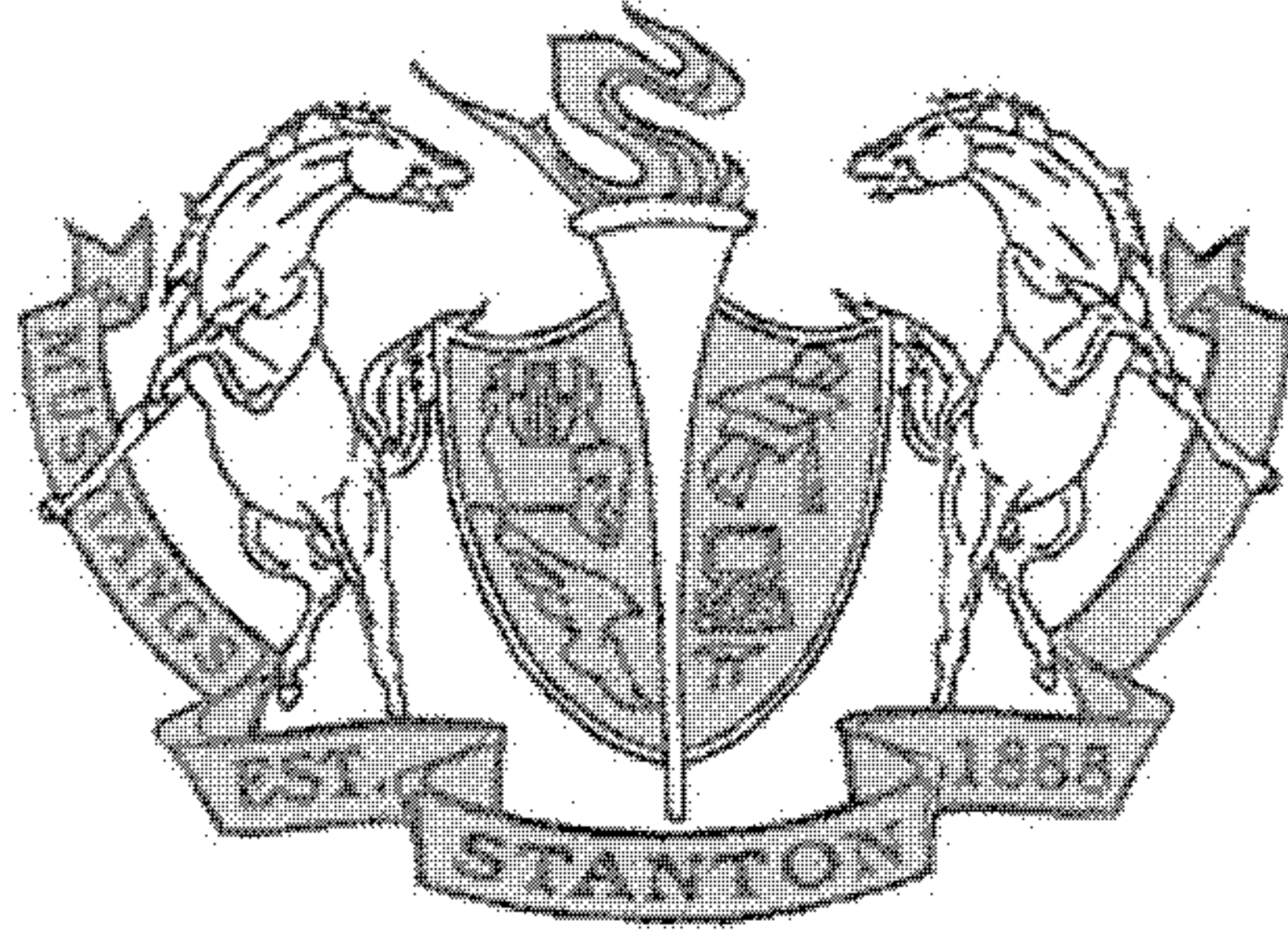
We do have the option to coordinate with those early learning opportunities in our area. Any measures that would expand learning opportunities and quality programs would certainly be of a benefit to our students. This appears to be such a program and would enhance the early learning options for our area youngsters. We very much appreciate the chance to endorse continuing to strengthen early learning. We are grateful for an opportunity to support such a state-wide application.

The advantages for an early learning are much supported by research data and ultimate achievement of the students afforded such students. This is an application of merit and significance for early learners.

Sincerely yours,

Ted Hillman, Superintendent





## STANTON COMMUNITY SCHOOLS

1007 KINGWOOD P.O. BOX 749 STANTON, NE 68779  
402-439-2250 FAX 402-439-2270

October 3, 2011

Mr. Kerry Winterer  
Chief Executive Officer  
Nebraska Department of Health and Human Services  
301 Centennial Mall South  
PO Box 95026  
Lincoln, NE 68509-5026

Dear Mr. Winterer:

*RE: Early Learning Nebraska*

As I started to review the Nebraska Department of Education's (NDE) ambitious goals for its early childhood; I realized that my district's shortcomings highly align with the direction of *Early Learning Nebraska*. In analyzing our NeSA tests scores, standardized test scores, and DIBELS test scores, my administrative team noticed that many students entering kindergarten do not possess the pre-academic skills necessary to become immediately successful at school. Especially, they are lacking the necessary vocabulary and phonemic awareness skills that students often receive simply by reading with their parents from birth to 5.

Beginning last spring, we started working with our local pre-school to enhance the pre-school experience and to smooth the transition into kindergarten. In fact, we used part of our ARRA grant money to purchase a reading series for our local pre-school that mirrored the district's reading series.

However, we need to do more! We need to provide professional development opportunities for pre-school staff and provide support to our young families by helping them understand the importance of being a child's first teacher. As the school, we need to provide the leadership and support. Both of these come with a money premium. If NDE was successful in obtaining a Race to the Top grant to assist in early childhood, the Stanton Community Schools would hope to be a geographically targeted school. Our district has many families of need.

And finally, the district has a desire to compare itself with other districts to determine how its students who enter kindergarten for the first time compare to those of other districts. In order to accomplish this, NDE would have to publish a statewide



## STANTON COMMUNITY SCHOOLS

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1007 KINGWOOD P.O. BOX 749 STANTON, NE 68779  
402-439-2250 FAX 402-439-2270

kindergarten assessment along with a supporting data system so comparison could be made.

Because the goals stressed in the application by NDE for Race to the Top dollars, the Stanton Community Schools highly supports their efforts for we believe that the additional resources gained through the grant would further enhance our current efforts and assist us to be more successful. If we could be of further assistance to the Nebraska Department of Education, please don't hesitate to contact any of us.

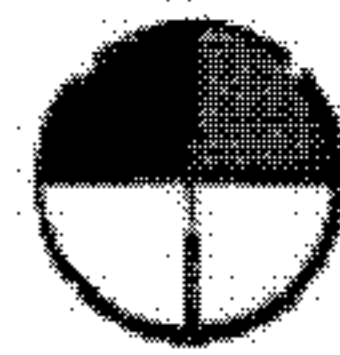
Sincerely,

Dr. Michael J. Sieh  
Superintendent

Dr. Chris Stogdill  
Secondary Principal

Mrs. Mary McKeon  
Elementary Principal

# WALTHILL PUBLIC SCHOOL



HOME OF THE BLUJAYS



High Expectations in a Safe Environment

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Vida Stabler, Vice-President  
Janet Nielsen, Secretary  
Mark English  
Michael Grant  
Michael Wolfe, Sr.

## SUPERINTENDENT

Ed Stansberry  
[estansbe@esu1.org](mailto:estansbe@esu1.org)  
602 Main St. Box 3C  
Walthill, NE 68067-0563  
Phone (402) 846-5432  
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## ELEMENTARY PRINCIPAL

Marty Slaughter  
[mslaughter@esu1.org](mailto:mslaughter@esu1.org)

## SECONDARY PRINCIPAL

Bryce Jorgenson  
[bjorgenson@esu1.org](mailto:bjorgenson@esu1.org)

## INTERVENTION SPECIALIST

Sandy Ostrand  
[sostrand@esu1.org](mailto:sostrand@esu1.org)

September 29, 2011

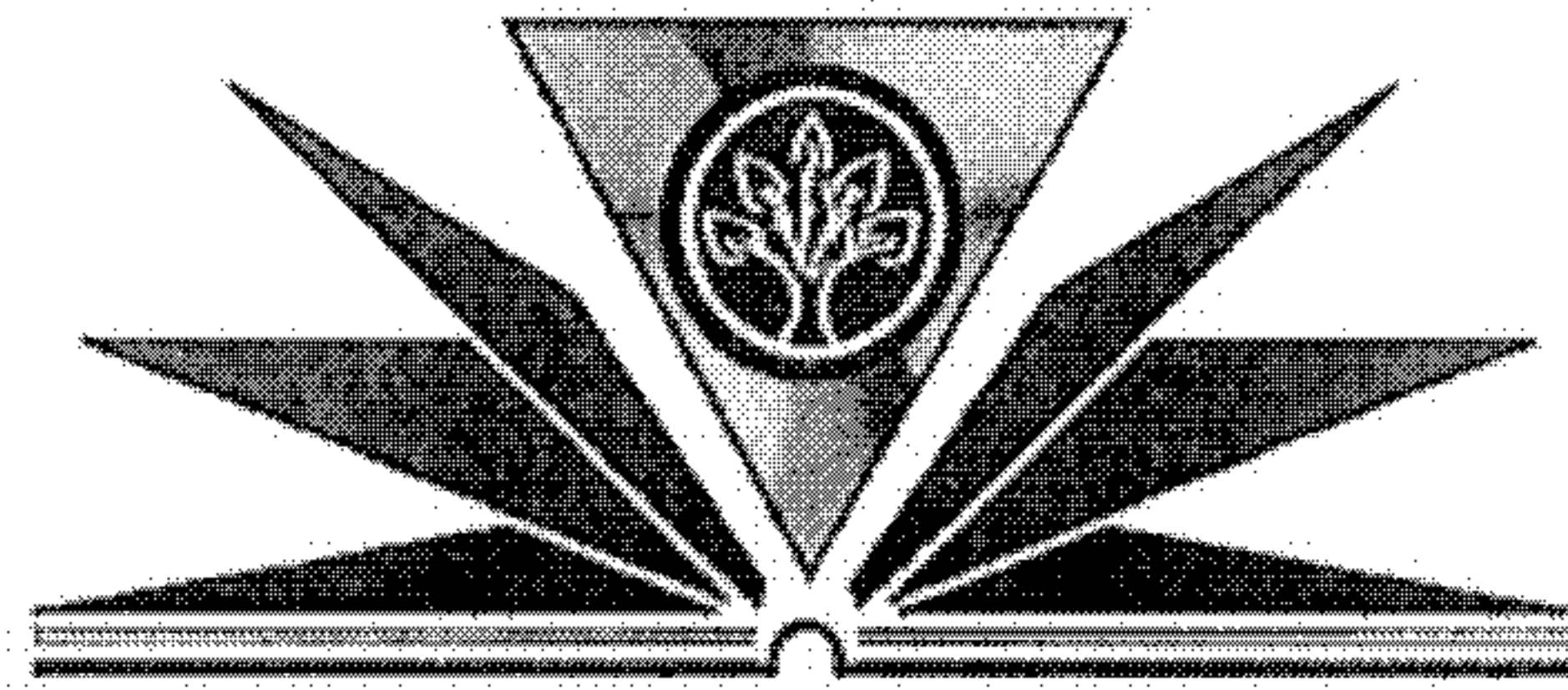
Mr. Kerry Winterer  
Chief Executive Officer  
Nebraska Department of Health and Human Services  
301 Centennial Mall South  
PO Box 95026  
Lincoln, NE 68509-5026

Mr. Kerry Winterer:

I am very pleased to write this letter of support for an Early Learning Challenge Race to the Top grant.

The Walthill Public School pledges our commitment and support of the Early Learning Nebraska work over the next four years. The Walthill Public School has an early childhood program that includes infants to pre-school age children. The Office of Early Childhood, Nebraska Department of Education, has supported our program over the past 5 years. Walthill Public School is committed to the promotion of Nebraska's Early Learning and Development Standards and professional development for our early childhood staff. Our staff will make the effort to participate in advisory groups, committees, and other opportunities necessary for the planning, implementation, and evaluation phases of this grant.

The Walthill Public School has a high rate of poverty and mobility. An early childhood program is vital to the success of our school. We have teenage mothers who finish their high school graduation requirements because of the ability to have their children in our programs. We have a partnership with the local head start and both programs are full of students with waiting lists. Financial reasons keep us from adding more students. Walthill Public school continues to send our staff to professional development opportunities but this has become a financial burden for our school and finding sufficient replacements for the times they are away from our program. In a time of budget constraint,



**ESU<sup>3</sup>**

EDUCATIONAL SERVICE UNIT #3

ADMINISTRATION, BOARD, & BUSINESS SERVICES

6949 SOUTH 110TH STREET • OMAHA, NE 68128-5722 • PHONE: 402.597.4800 • FAX: 402.597.4808

October 11, 2011

Mr. Kerry Winterer, Chief Executive Officer  
Nebraska Department of Health and Human Services  
301 Centennial Mall South  
PO Box 95026  
Lincoln NE 68509-5026

Dear Mr. Winterer:

With sincere regard, I wish to let you know the Early Learning Nebraska Grant is of critical importance to our birth to age eight training and service programs here in the greater Omaha area. Educational Service Unit #3 provides community childcare providers, educational providers, caregivers, and families with training focused on the social, emotional, physical, and other developmental domains relevant to children birth to age eight. Our collaborations with the Early Learning Connection staff and services has resulted in multiple layers of service providers and families benefiting from leadership, CORE competencies, social-emotional training, and the outstanding communication and networking opportunities that have occurred as a result of our shared work.

In the coming years, Educational Service Unit #3 area school districts and communities will continue collaborative initiatives in the areas of disability awareness, high quality standards for caregivers, educators, families, and will continue the coordination of services to high needs children and families in the next four years with this grant assistance.

It is without hesitation and with great enthusiasm that I write this letter of support for the Early Learning Nebraska Grant that Nebraska has applied for under the Race to the Top-Early Learning Challenge.

Sincerely,

D. Gil Kettelhut, Ed.D, Administrator  
Educational Service Unit #3  
6949 South 110<sup>th</sup> Street  
Omaha, NE 68128  
402-597-4800

Cc: Greg Gaden  
Jennifer Haggart



OFFICE OF THE SUPERINTENDENT

3215 CUMING STREET OMAHA, NEBRASKA 68131-2024 (402) 557-2001 FAX: (402) 557-2019

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Superintendent

October 5, 2011

Mr. Kerry Winterer  
Chief Executive Officer  
Nebraska Department of Health and Human Services  
301 Centennial Mall South  
PO Box 95026  
Lincoln, NE 68509-5026

Mr. Winterer:

The Omaha Public School District supports the Early Learning Nebraska and Nebraska's Race to the Top application. State efforts focused on increasing the number and percentage of low income and disadvantaged children enrolled in high quality early learning and development programs are greatly encouraged as the Omaha Public School District serves a population of tremendous need. The Omaha Public School District continues to advocate for children's access to high quality early childhood experiences and services.

Sincerely,

A handwritten signature in black ink, appearing to read "John Mackiel".

John Mackiel  
Superintendent of Schools

# Blair

## COMMUNITY SCHOOLS

140 South 16th Street  
P.O. Box 288  
Blair, NE 68008  
Phone: 402-426-2510  
Fax: 402-426-3110  
www.blairschools.org

October 5, 2011

Mr. Kerry Winterer  
Chief Executive Officer  
Nebraska Department of Health and Human Services  
301 Centennial Mall South  
PO Box 95026  
Lincoln, NE 68509-5026

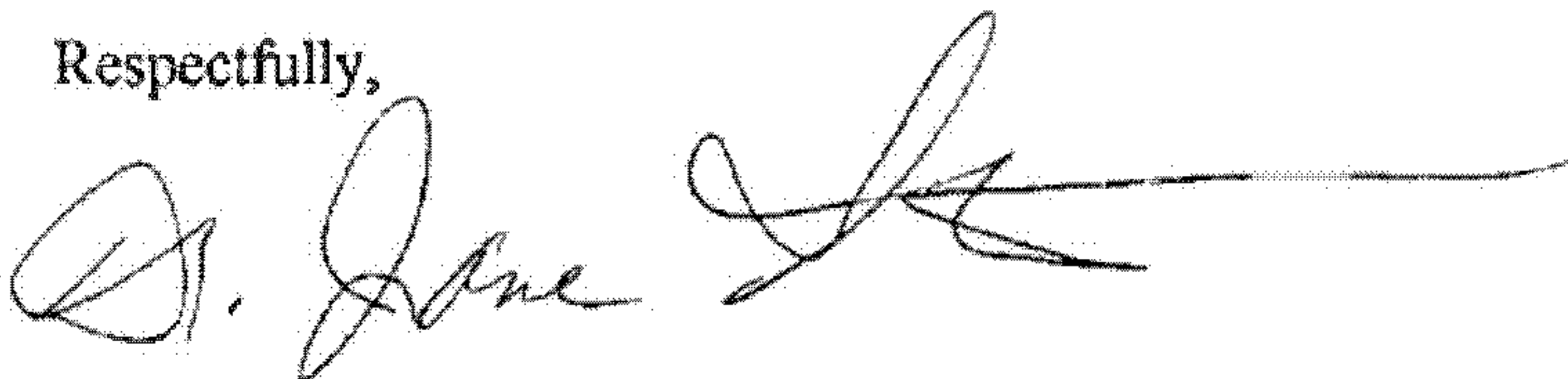
Dear Mr. Winterer,

Blair Community Schools supports the intent of *Early Learning Nebraska* grant to improve and strengthen early childhood services in Nebraska. Our district understands the importance of a quality early education program and the impact on overall student achievement over time.

As a district we will continue to provide targeted staff development opportunities in the area of early childhood, and coordinated efforts to assist parents in accessing appropriate resources that support students and families. We have aligned our early childhood program to support student transitions into kindergarten and understand the importance of strong connections between programs.

It is our hope that the funding and overall impact of any resulting changes would benefit all students across Nebraska without limiting existing programs in any way.

Respectfully,



Dr. Jane Stavem  
Superintendent

*Blair Community Schools ... Where All Students Learn*

Member North Central Association of Colleges and Schools



Don Stroh Administration Center • 5606 So. 147<sup>th</sup> Street • Omaha, NE 68137-2647 • (402) 715-8200 • (Fax) (402) 715- 8409

October 3, 2011

Mr. Kerry Winterer  
Chief Operating Officer  
Nebraska Department of Health and Human Services  
301 Centennial Mall South  
PO Box 95026  
Lincoln, NE 68509-5026

Dear Mr. Winterer,

The Millard Public Schools enthusiastically supports the state of Nebraska's application for a Race to the Top Early Learning Challenge Grant—Early Learning Nebraska. The District recognizes the importance of early childhood education and is committed to providing appropriate high quality early childhood educational opportunities to children with high needs in our community. Currently, the District enrolls over 550 preschool students in Early Childhood Special Education (ECSE), Title I, ELL, and general education preschool programs. Unquestionably, the need to provide greater opportunities for preschool programs grows yearly.

The Early Learning Nebraska initiative aligns with the Millard Public Schools goals to:

- Increase the number of high needs preschool children being served by high quality programs especially as the District's demographics and socio-economic characteristics change,
- Provide targeted staff development for and promote Nebraska's Core Competencies with early childhood staff,
- Utilize Nebraska's Early Learning and Development Standards ensuring that students are ready to enter school and, in accordance with the District's mission "guarantee that each student develops the character traits and masters the knowledge and skills necessary for personal excellence and responsible citizenship," and
- Coordinate resources for use with students by families, caregivers, and other educators through the greater involvement of our Family Resource Center and Partners with Providers programs.

Research regarding early childhood interventions and preschool programs, such as John Hattie's synthesis of meta-analyses (Visible Learning, 2009, pp. 58-60) is clear, students who participate in high quality preschool and/or early childhood interventions are not only more ready academically but also display, to a greater degree than their non-participant peers, those personal dispositions that have a marked effect on the outcomes of schooling in later years. The Millard Public Schools believes that greater emphasis must be placed on early childhood programs in the state and Early Learning Nebraska initiative is a long overdue mechanism by which this can be done.

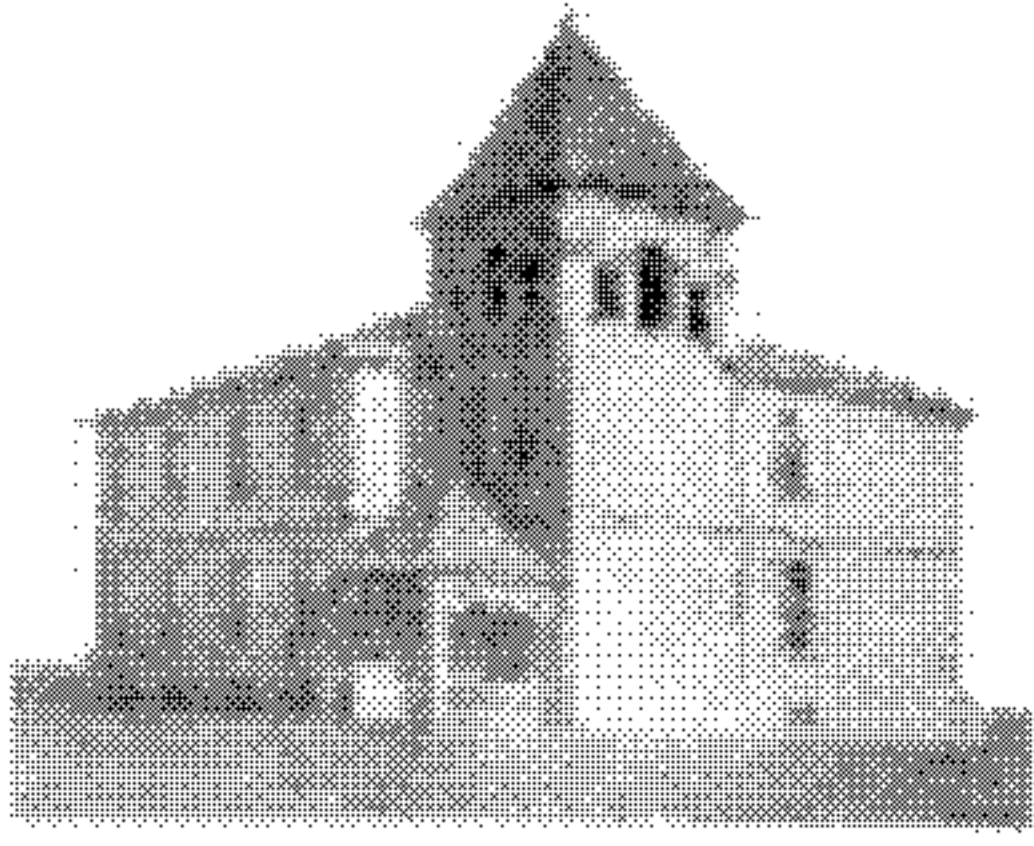
Sincerely,

Keith W. Lutz, Ed.D.

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MILLARD BOARD OF EDUCATION

Dave Anderson, Todd Clarke, Mike Kennedy, Mike Pate, Linda Poole, Patrick Ricketts, Keith Lutz, Ed. D., Superintendent



*Gretna Public School District #37*  
*Office of the Superintendent*

11717 South 246th Street  
Gretna, Nebraska 68028

402-332-3265  
fax 402-3832

October 5, 2011

Mr. Kerry Winterer, Chief Operating Officer  
Nebraska Department of Health and Human Services  
301 Centennial Mall South  
PO Box 95026  
Lincoln, NE 68509-5026

Dear Mr. Winterer,

Gretna Public Schools would like to pledge their support for the Early Learning Challenge.

Our district currently has a high quality inclusive preschool classroom providing services to 90 four year olds who live in the district. Fifteen percent of the students in the classroom have special education needs or are from families that qualify for free/reduced lunch and/or have other income needs. These students are given first priority in the classroom. The other 75 percent are neighborhood students who serve as peer models. Other preschool age students with special needs are served in neighborhood preschools, daycares, or in the child's home.

The Gretna Education Team for birth to age 5 meets regularly with area daycares to assist in the daycare program and to work with students with special needs. They also provide training opportunities to those preschools, daycare providers, and others with interest in working with children ages birth to five.

The Gretna Education Team attends regular training provided by NDE and the Early Development Network. Our staff has participated in Planning Region Team meetings and they also volunteer as part of the Positive Behavior Supports Initiative. Most recently, they hosted a presentation for the Gretna Area Daycare Providers Group.

As you can see, Gretna Public Schools is already very active when it comes to early childhood intervention. We support state and local level groups who are equally involved with early learning and who are seeking to improve the overall quality of early childhood services in Nebraska.

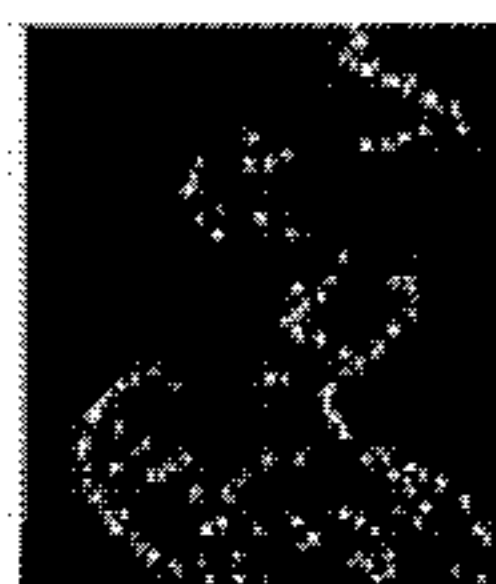
If you have any further questions, please contact my office at 402-332-3265.

Sincerely,

Dr. Kevin Riley, Superintendent

KMR/sr





# ELKHORN

PUBLIC SCHOOLS

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20650 Glenn Street • P.O. Box 439 • Elkhorn, NE 68022 • 402.289.2579 • Fax 402.289.2585 • [www.elkhornweb.org](http://www.elkhornweb.org)

October 11, 2011

Kerry Winterer, Chief Executive Officer  
Nebraska Department of Health and Human Services  
301 Centennial Mall South  
PO Box 95026  
Lincoln, Nebraska 68509-5026

Dear Mr. Winterer,

The Elkhorn Public Schools is committed to and supports high-quality, effective early education by: 1) hiring licensed teachers who have specialized training in early childhood development as well as demonstrates a set of core competencies as outlined in Nebraska's Core Competencies; 2) using a well defined curriculum based on Nebraska's Early Learning and Development Standards; 3) providing on going professional development based on research and evidence-based practices and 4) consulting with and providing support service such as Family School, and individual conferences with parents in order to improve the learning and development of all children.

The Elkhorn Public Schools supports the Department's Race to the Top application for the Early Learning Nebraska initiative.

Sincerely,

A handwritten signature in black ink, appearing to read 'Stephen R. Baker'.

Stephen R. Baker  
Superintendent



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210 5<sup>TH</sup> STREET, MILFORD, NE 68405...402/761-3341 OR 800/327-0091...402/761-3279 (FAX)... [www.esu6.org](http://www.esu6.org)

October 4, 2011

Mr. Kerry Winterer  
Chief Operating Officer  
Nebraska Department of Health and Human Services  
301 Centennial Mall South  
PO Box 95026  
Lincoln, NE 68509-5026

Dear Mr. Winterer:

This letter is written to confirm the unqualified support of Educational Service Unit No 6 for the Nebraska Race To the Top early childhood reform initiative proposal. The Nebraska RTTT proposal holds the promise to deliver sustainable and systemic changes in Nebraska early childhood education practice that should correspondingly result in higher levels of achievement for Nebraska public school students, a clear reduction in learning gaps, and increased graduation and college going rates. The NDE RTTT initiative will create opportunities for excellence at all levels with a focus on implementing high quality early childhood education standards; promoting teacher and leader effectiveness; and supporting best practices for teaching and learning.

ESU 6 is a statewide leader in calling and working for improved quality in our early childhood education programs. We took the initiative to design a comprehensive training program for early childhood education providers using video conferencing and related technology to provide training and mentoring for the early childhood education providers across the state. This was submitted to the US Department of Education in an I3 proposal and if funded would be the perfect compliment for this RTTT proposal. In addition , ESU 6 will provide support for the proposed early childhood services by:

- Providing high quality inclusive early childhood programs for children with High Needs in southeast Nebraska,
- Implement professional development plans for early childhood staff,
- Use Nebraska's Core Competencies for early childhood professionals,
- Promote and use of Nebraska's Early Learning and Development Standards,
- Participate in opportunities to advise and inform policy makers of impacts and challenges that Early Learning and Development reform policy changes may make in service and academic fields,
- Coordinate and integrate ESU 6 early learning and development resources for children, families, caregivers and educators,
- and, Participate in advisory groups, committees, and other opportunities to engage in planning, implementation and evaluation phases of the RTTT-ELC grant.

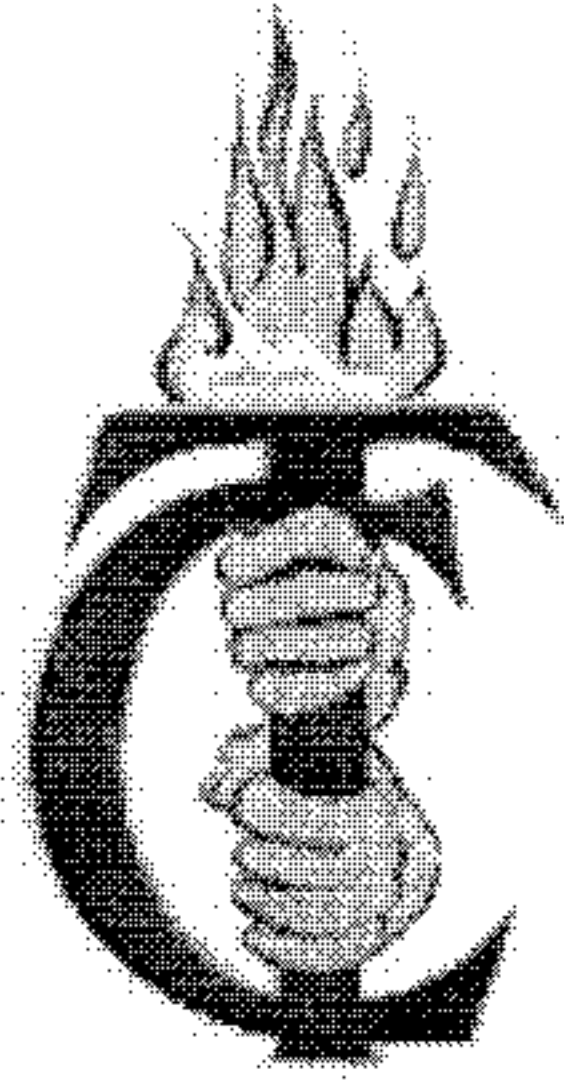
That the Nebraska RTTT proposal is tailored to meet the needs of our rural landscape and both large and small schools is significant because Nebraska is definitely not a "one size fits all" state. Educational Service Unit No 6 is pleased to, as a part of the statewide intermediate education service agency network, join with the Nebraska State Department of Education in the commitment to promote and focus on high quality early childhood education in an effort to close achievement gaps. Education is about opportunities for high achievement levels for all students and Nebraskans want all students to graduate from high school career and college ready. Achieving the Nebraska RTTT project goals will require transformation, both within the Nebraska Department of Education and throughout Nebraska's 253 school districts. ESU No 6 offers its unqualified support for this ambitious agenda.

As a supporting partner, Educational Service Unit No 6, Incorporated commits its resources and personnel to collaborate and coordinate RTTT project activities with the Nebraska Department of Education and its other partners. On behalf of ESU No 6, I emphasize that we are committed to the Nebraska Race To The Top proposal and as a support partner commit the use of our resources, both human and physical to achieve the goals incorporated.

Sincerely,



Daniel J. Shoemake, EdD  
Administrator



# THAYER CENTRAL COMMUNITY SCHOOLS

P.O. Box 9, Hebron, NE 68370

Drew Harris, Superintendent  
930 Eads Ave.  
Phone: 402-768-6117  
Fax: 402-768-6110

Tom Kiburz, HS/MS Principal  
930 Eads Ave.  
Phone: 402-768-6117  
Fax: 402-768-6110

Kurk Wiedel, Elem. Principal  
1030 Eads Ave.  
Phone: 402-768-7287  
Fax: 402-768-2572

10/3/2011

To: Mr. Kerry Winterer  
Chief Executive Officer  
Nebraska Department of Health and Human Services

From: Drew Harris, Supt.  
Thayer Central Community Schools

Re: Early Learning Nebraska Initiative

Dear Mr. Winterer,

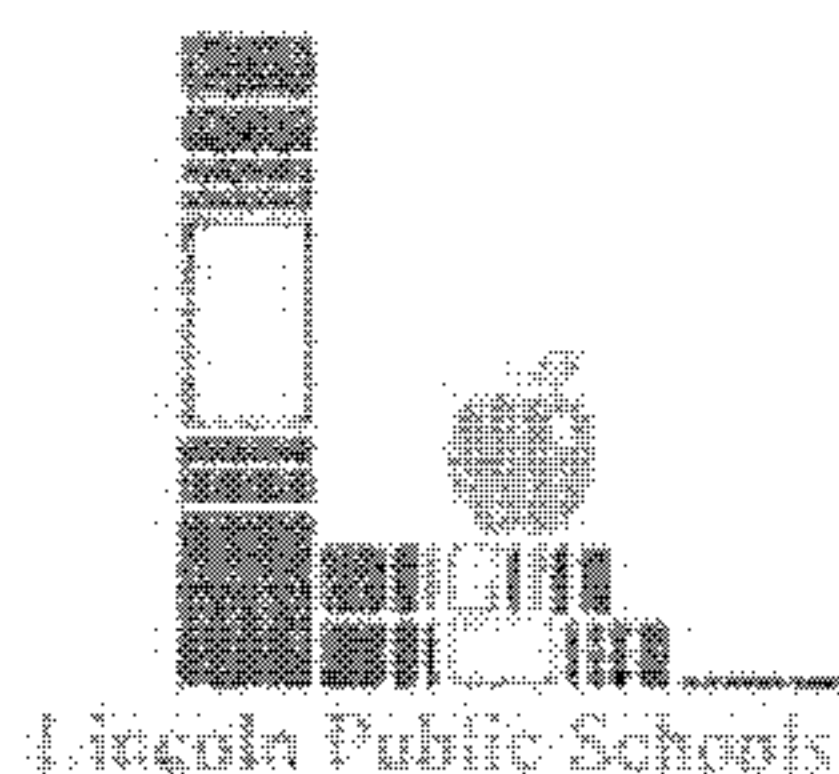
This letter is to indicate the strong support of the Thayer Central Communities School district for the Early Learning Nebraska Initiative. I feel this program has the potential to greatly improve the services that schools provide our young children throughout the state. I believe an essential component of this grant is the fact that it focuses not only on schools, but on creating a greater knowledge base within the community so that parents have resources to assist them with issues they encounter. Parenting is an awesome responsibility and cultivating a greater ability to handle those duties within parents will undoubtedly be a benefit to all our children.

Thayer Central is currently in our third year of providing preschool services to all 3 and 4 year olds in our district. I have seen firsthand how this early learning opportunity impacts these students as they enter kindergarten; they are so much more prepared for learning than those who have not had that opportunity. In this process, we have had a partnership with our local Head Start Agency; this has helped to provide a much greater level of assistance for families and increased the number of students their program is able to work with. However we have also found that resources for professional development for educators at this level are limited and need to be expanded. Greater coordination is needed between the schools, agencies, caregivers and families.

Research has indicated that 90% of the brain's development is achieved by age 3. It is essential that we find more ways to work with parents of young children to maximize this development. Waiting until they enter school at age 5, or even a preschool program at age 3, is not early enough. It will take a strong collaborative effort to find and assist these families in that process. I believe this initiative has the ability to improve that early educational process. It is also estimated that each dollar spent on early education programs with high needs children saves \$15 in services on those children when they are older, so certainly these programs are of great value.

To summarize, I believe that the additional training and technical assistance the Early Learning Nebraska Initiative would provide schools and communities could be a huge asset for our school district and the entire state of Nebraska. I also believe the Quality Rating and Improvement System would provide parents and communities with a measure of accountability for the agencies providing their services, which is important in this age of accountability. On behalf of Thayer Central Schools I express our support.

*Home of the Titans*



Office of the Superintendent  
P O BOX 82889  
LINCOLN, NE 68501  
(402) 436-1000

October 11, 2011

Commissioner Roger Breed  
Department of Education  
301 Centennial Mall South  
P.O. Box 94987  
Lincoln, NE 68509-4987

### EARLY LEARNING NEBRASKA

Lincoln Public Schools is excited to offer support for the Early Learning Nebraska Initiative. A district of 36,000 students, where 45 percent are eligible for free and reduced lunch, Lincoln has been struggling to find resources to provide preschool opportunities for our underprivileged children. Most recently, a partnership developed with the University of Nebraska, a private foundation, and the Lincoln Community Action Program has led to the development of an Educare school that in 2013 will provide all-day, every-day, year-round preschool for approximately 150 of our neediest children. Sadly, there are several hundred more children that would benefit from this program.

Nebraska has identified early childhood as a strategic priority going forward. Changing demographics and increasing poverty numbers across our state requires that we deliver quality education services much earlier in life than what has been done previously. In addition, the strong commitment of the University of Nebraska to lead the country in early childhood promises additional support for our efforts.

As superintendent, I pledge our cooperation, resources, staff development, and willingness to participate in advisory groups and committees to help plan successful implementation and to ramp up early childhood experiences for children. Working in tandem with our Department of Education along with state policy makers, we are very confident in the successful outcomes in the program and in the lives of our children and families.

We look forward to bringing this concept to reality in the State of Nebraska.

Sincerely,

A handwritten signature in black ink, appearing to read "Stephen C. Joel".

Stephen C. Joel, Ed.D.  
Superintendent

## YORK PUBLIC SCHOOLS

[www.yorkpublic.org](http://www.yorkpublic.org)

(402) 362-6655

York, Nebraska

September 2011

Mr. Kerry Winterer  
Chief Executive Officer  
Nebraska Dept. of Health and Human Services  
301 Centennial Mall South  
PO Box 95026  
Lincoln, NE 68509-5026

Mr. Winterer:

Please accept this as a letter of support for Nebraska's Race to the Top – Early Learning Challenge application; also known as "Early Learning Nebraska." This initiative aligns well with what we're trying to accomplish as a school district. Specifically, we're excited about the following components:

- Upgrading professional development plans for early childhood staff
- Promotion and effective use of Nebraska's Core Competencies for early childhood professionals
- Coordination and integration of York Public Schools' early learning and development resources for children, families, caregivers, and educators

Early childhood education remains a top priority for us in York and we are encouraged to see this pursued.

Best Wishes,

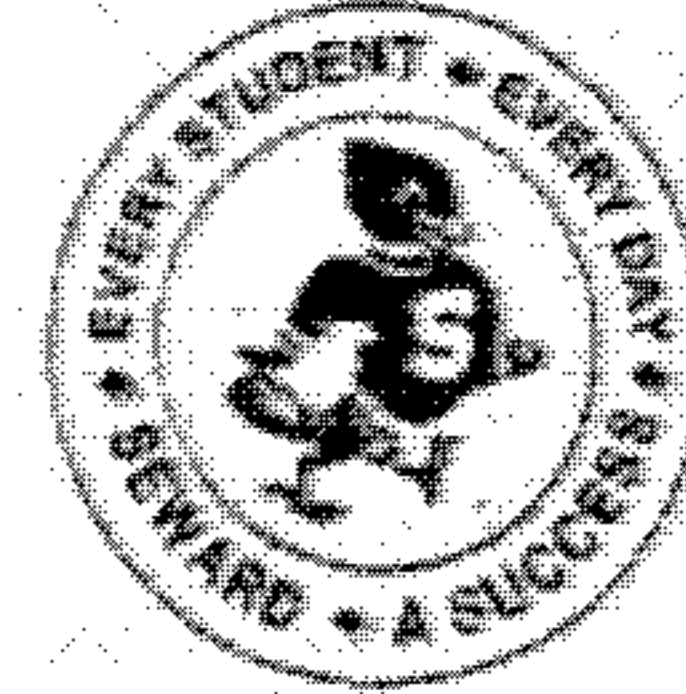
**MIKE LUCAS**

Mike Lucas  
Superintendent of Schools  
[mike.lucas@yorkdukes.org](mailto:mike.lucas@yorkdukes.org)  
(402) 362-6655 ext. 4



# SCHOOL DISTRICT OF SEWARD

410 South Street / Seward, NE 68434 / 402-643-2941 / Fax 402-643-4986



Dr. Greg Barnes, Superintendent  
[Greg.Barnes@connectseward.org](mailto:Greg.Barnes@connectseward.org)

Brad Best, Curriculum Dir./Staff Dev.  
[Brad.Best@connectseward.org](mailto:Brad.Best@connectseward.org)

Connie Biaggio, Special Services Dir.  
[Connie.Biaggio@connectseward.org](mailto:Connie.Biaggio@connectseward.org)

Marilyn Smith, Business Manager  
[Marilyn.Smith@connectseward.org](mailto:Marilyn.Smith@connectseward.org)

Heidi Covert, Secretary  
[Heidi.Covert@connectseward.org](mailto:Heidi.Covert@connectseward.org)

Tom Vajgrt, Maintenance Supervisor  
[Tom.Vajgrt@connectseward.org](mailto:Tom.Vajgrt@connectseward.org)

Marty Telecky, Transportation  
[Marty.Telecky@connectseward.org](mailto:Marty.Telecky@connectseward.org)

October 4, 2011

Mr. Kerry Winterer  
Chief Operating Officer  
Nebraska Department of Health and Human Services  
PO Box 95026  
Lincoln, NE 68509-5026

Dear Mr. Winterer:

On behalf of the School District of Seward I am writing to offer our support for the Nebraska Early Learning and Development Reform Plan and our state's application for the Race To The Top Early Learning Challenge grant.

We are fully aware of the importance of quality pre-school opportunities for children in and around Seward. Any improvement in area organizations providing preschool services will without a doubt benefit our school district in our improvement efforts.

We appreciate your efforts to provide all children a quality pre-school experience.

Sincerely,

Greg Barnes  
Superintendent  
The School District of Seward



# FALLS CITY PUBLIC SCHOOLS



**TIM HECKENLIVELY**  
**SUPERINTENDENT OF SCHOOLS**  
402-245-2825  
theckenlively@fallscityps.org

**CENTRAL OFFICE**  
**1415 MORTON STREET**  
P.O. Box 129  
**FALLS CITY, NE 68355-0129**

September 30, 2011

Mr. Kerry Winterer  
Chief Operating Officer  
Nebraska Dept. of Health and Human Services  
301 Centennial Mall South  
PO Box 95026  
Lincoln, NE 68509-5026

Dear Mr. Winterer:

I am writing to express my strong support for the Early Learning Challenge grant being prepared and submitted by the Department of Health and Human Services. This project is significant to our local school district as well as the other schools around the state of Nebraska. This grant would assist our district in continuing to provide high quality inclusive early childhood programs for all children, including children with high needs in our community and school district.

Your grant proposal will ultimately enable local education agencies a greater opportunity to provide evidenced-based early childhood instructional approaches and interventions by highly-qualified early childhood professionals to all students, including students at-risk. As a superintendent, I have a vested interest in early childhood education, and the impact of these early benefits on the long term growth of students. Additionally, I fully support and encourage the implementation of professional development plans for early childhood staff. It's critical early childhood professionals continue their professional development on an ongoing basis in order to be the most effective teachers of young children, and be professionally prepared to meet the diverse needs of young learners. In addition, the Falls City Public School district's ability to effectively respond to the early childhood needs of the community would be greatly enhanced by early childhood professionals that understand and are trained in Nebraska's Core Competencies, allowing these professionals to applying instructional strategies and interventions that improve early learning outcomes and development standards.

The Falls City Public Schools would also embrace the opportunity to participate in advisory groups, committees, and other opportunities to engage in planning, implementation and evaluation phases of the Race to the Top – Early Learning Challenge grant.

Again, you have my utmost support and I wish you the best of luck in obtaining the RTTT-ELC grant.

Sincerely,

Tim Heckenlively, Superintendent  
Falls City Public Schools



Dr. Jon T. Lopez  
*Superintendent*

John T. Brazell  
*Director of Business Affairs*

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# BEATRICE PUBLIC SCHOOLS

Striving to be among the BEST in the nation

---

Dr. Jami Jo Thompson  
*Director of Student Programs*

Dr. Summer Stephens  
*Director of Curriculum*

320 North 5<sup>th</sup> Street \* Beatrice, NE 68310-2957 \* Phone: 402-223-1500 \* Fax: 402-223-1509  
[www.beatricepublicschools.org](http://www.beatricepublicschools.org)

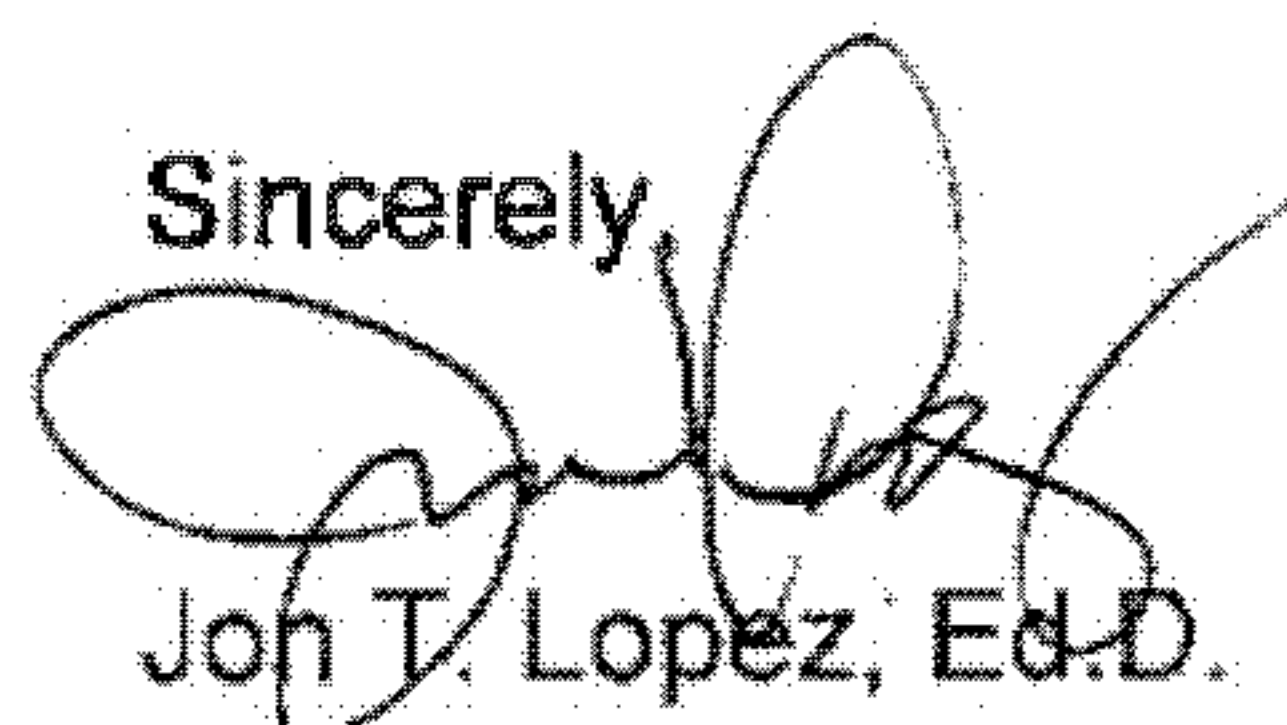
October 6, 2011  
Mr. Kerry Winterer  
Chief Operating Officer  
Nebraska Department of Health and Human Services

Dr. Mr. Winterer:

On behalf of the Beatrice Public Schools, I would like to extend support for the Nebraska Department of Education's (NDE) application as a recipient of the Early Learning Challenge Grant. As part of our district's strategic plan, we have partnered with our local Head Start to create the Beatrice Community Pre-School. The purpose of this new program, which is in its first year of operation in our district, is to offer free or affordable high quality, inclusive early childhood education for children in our community, particularly those of low income and with high needs.

There is a growing need for early childhood intervention in the Beatrice community as the rate of poverty has increased to nearly 50% in recent years, and the number of students with disabilities is above 20%. The community of Beatrice would greatly benefit by participating in enhanced state-wide programs that may be offered as the result of the NDE being awarded this grant. We fully endorse the NDE's effort to obtain federal funding that will help us to meet the needs of all children in our community.

Sincerely,



Jon T. Lopez, Ed.D.  
Superintendent



# Crete Public Schools

920 Linden Avenue

Crete, Nebraska 68333

[www.creteschools.com](http://www.creteschools.com)

October 2, 2011

Mr. Kerry Winterer, Chief Executive Officer  
Nebraska Dept. of Health and Human Services  
301 Centennial Mall South  
Lincoln, NE 68509-5026

Dear Mr. Winterer:

Crete Public Schools supports Nebraska's Race to the Top-Early Learning Challenge application. Early Learning Nebraska aligns with Crete Public School's philosophy and practices in the area of Early Learning and Development. We are eager to work alongside other quality programs in the alignment and advancement of high quality programs throughout the state.

Three key entities have brought together many resources and a vision that promotes learning and life success for all young children in Crete, Nebraska: Crete Public Schools' state subsidized preschool, Blue Valley Community Action's Head Start, and the Blue River Child Development Center. Family Literacy Programs at Crete Public Schools have been integrated and optimized the best for all programs allowing for funding to reach more families and children. Special populations, including low income families, second language families, teen parents, and children with high needs, are targeted in an attempt to reach those most in need.

Other critical partners provide resources for families and interventions. The Early Childhood Professional Development Network provides training and staff development opportunities. Public Health Solutions and the Crete Area Medical Center both provide needed medical training, interventions, and services. Doane College and the University of Nebraska's Monroe-Meyer Research Center assist in evaluations, studies, and maintenance of quality programs.

Overriding goals are for school preparedness of children transitioning into kindergarten and for empowering families to become engaged in their child's learning and development. Quality of infrastructure has been a priority of Crete's Board of Education, administrators, and staff. This has been done with highly qualified staff, local research studies, program improvement, and targeted resources where needed.

These integrated services played a large part in a relatively smooth transition from an all white population in Crete Public Schools to a majority minority population in the last ten years. Children from these programs are entering kindergarten ready to learn through the efforts of Early Intervention for special needs children, targeted curriculum for second language children, family literacy programs, and an expanded preschool program for all children. Preliminary assessment data has shown a lasting impact for these children.

We look forward to the Early Learning Nebraska proposal being funded to help us move our programs to the next level. We will also be available to assist other programs in Nebraska, including site visits, advisory boards, or consultation.

Sincerely,

Mr. Kyle McGowan, Superintendent

**Administration**  
826-5855 ~ 474-1005

**Elementary School**  
826-5822 ~ 474-1007

**Middle School**  
826-5844 ~ 474-1008

**High School**  
826-5811 ~ 474-1011



**Educational Service Unit 7**

2657 44th Avenue, Columbus, Nebraska 68601 (402) 564-5753 FAX (402) 563-1121

Mr. Kerry Winterer  
Chief Executive Officer  
Nebraska Department of Health and Human Services  
301 Centennial Mall South  
PO Box 95026  
Lincoln, NE 68509-5026

Re: Early Learning Nebraska

Mr. Kerry Winterer:

I am writing to you in support of the application from the Nebraska Department of Health and Human Services for the grant entitled, "Race to the Top-Early Learning Challenge."

Educational Service Unit 7 has been involved with providing services for young children in collaboration with the Nebraska Department of Education for 12 years. The mission of supporting children and families is a harmonized outcome we certainly share together. We agree that progress is necessary to improve the quality of early learning and development to help close the achievement gap for children with the highest level of needs. ESU 7 copiously supports the department's efforts to improve the access to quality programs through statewide initiatives.

We believe that this innovative opportunity will help to improve outcomes for many young children in the districts we serve, and for the state of Nebraska as well. We as an agency are committed to helping build strong children, strong families, and strong communities. ESU 7 will aid in any efforts to align services, leverage resources, and use the expertise, incentive, and policy of the state's leadership to make high quality early learning programs available to all families and young children.

Thanks in advance for your consideration to Nebraska in their "Race to the Top."

Sincerely

A handwritten signature in cursive script, appearing to read "Norman Ronell".

Dr. Norman Ronell  
Administrator  
Educational Service Unit 7

ADMINISTRATION

DAN ENDORF  
SUPERINTENDENT

BRENDA PETERSEN  
HIGH SCHOOL PRINCIPAL

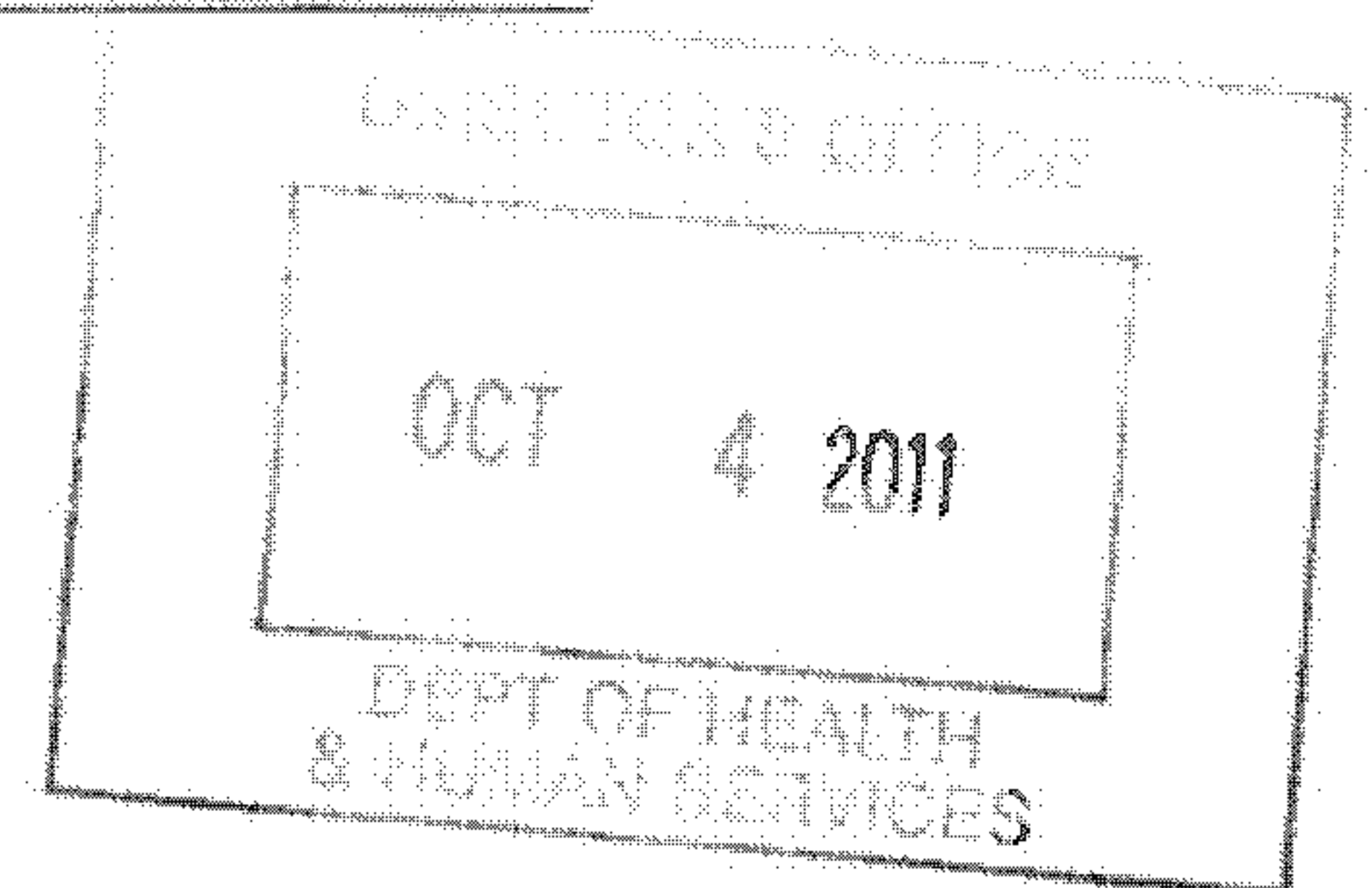
CARYN ZIETLOW  
ELEMENTARY PRINCIPAL

# North Bend Central Public Schools

1320 WALNUT ST  
P.O. BOX 160  
NORTH BEND, NE 68649  
(402)-652-3268

www.nbtigers.com

October 3, 2011



Mr. Kerry Winterer  
Chief Operating Officer  
Nebraska Dept of Health and Human Services  
301 Centennial Mall South  
PO Box 95026  
Lincoln, NE 68509-5026

Mr. Winterer:

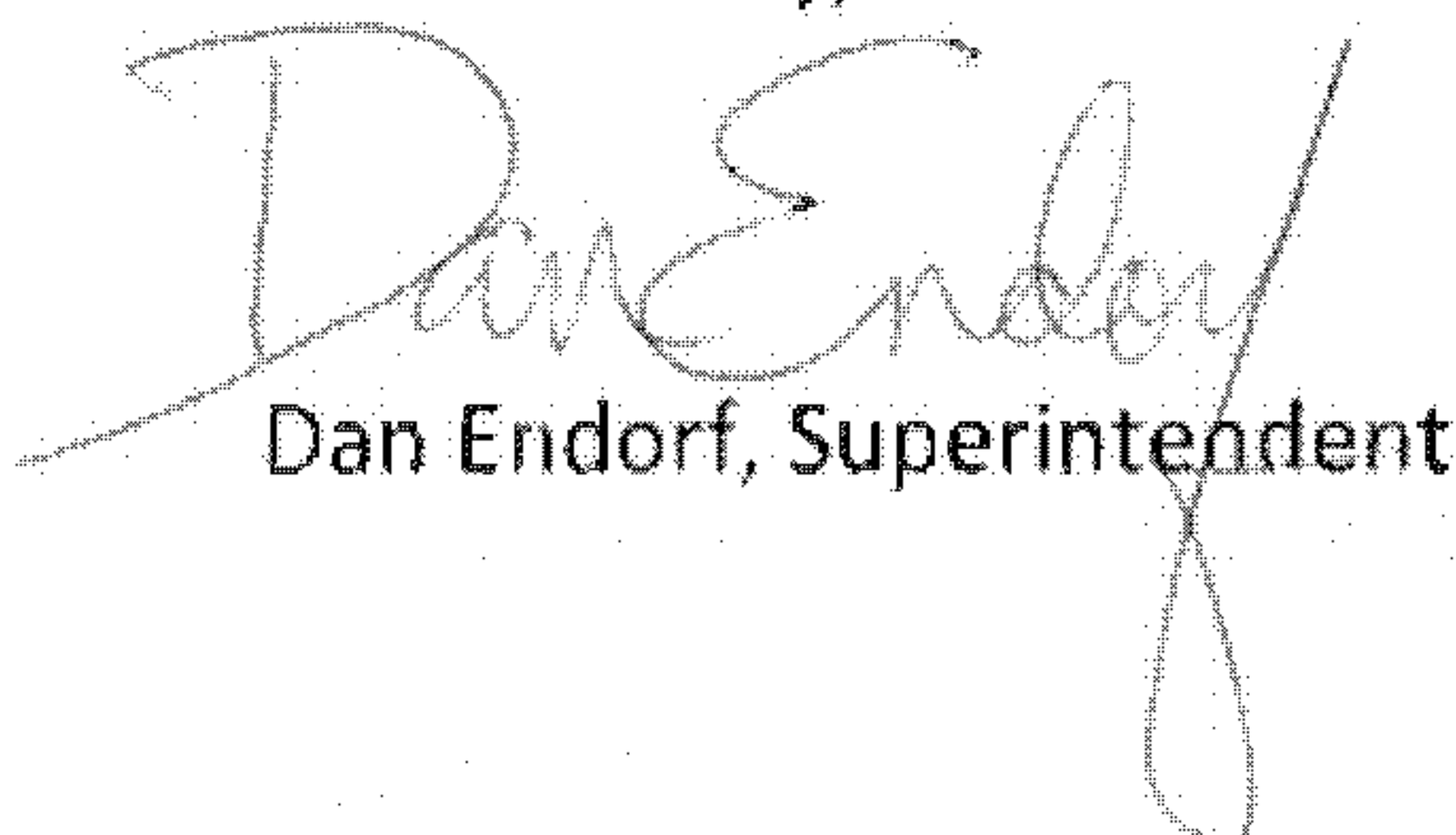
At the June 2011 meeting, the Board of Education for North Bend Central Public Schools voted to begin a district-wide pre-school. This bold move by the Board of Education occurred because of the extreme need in our communities for education before the kindergarten year.

The poverty level in our district continues to rise (currently above 40%), in nearly every family two parents work, and, as importantly as any single factor, the kindergarten teachers report that student readiness for school is significantly worse than it was in the past.

I have personally undertaken this challenge as a school leader and a member of the community. I testified before the legislature on this topic, wrote articles in our local newspaper, and worked with the region's retiring pre-school teacher to develop a plan for public pre-school education for four year-olds in the district.

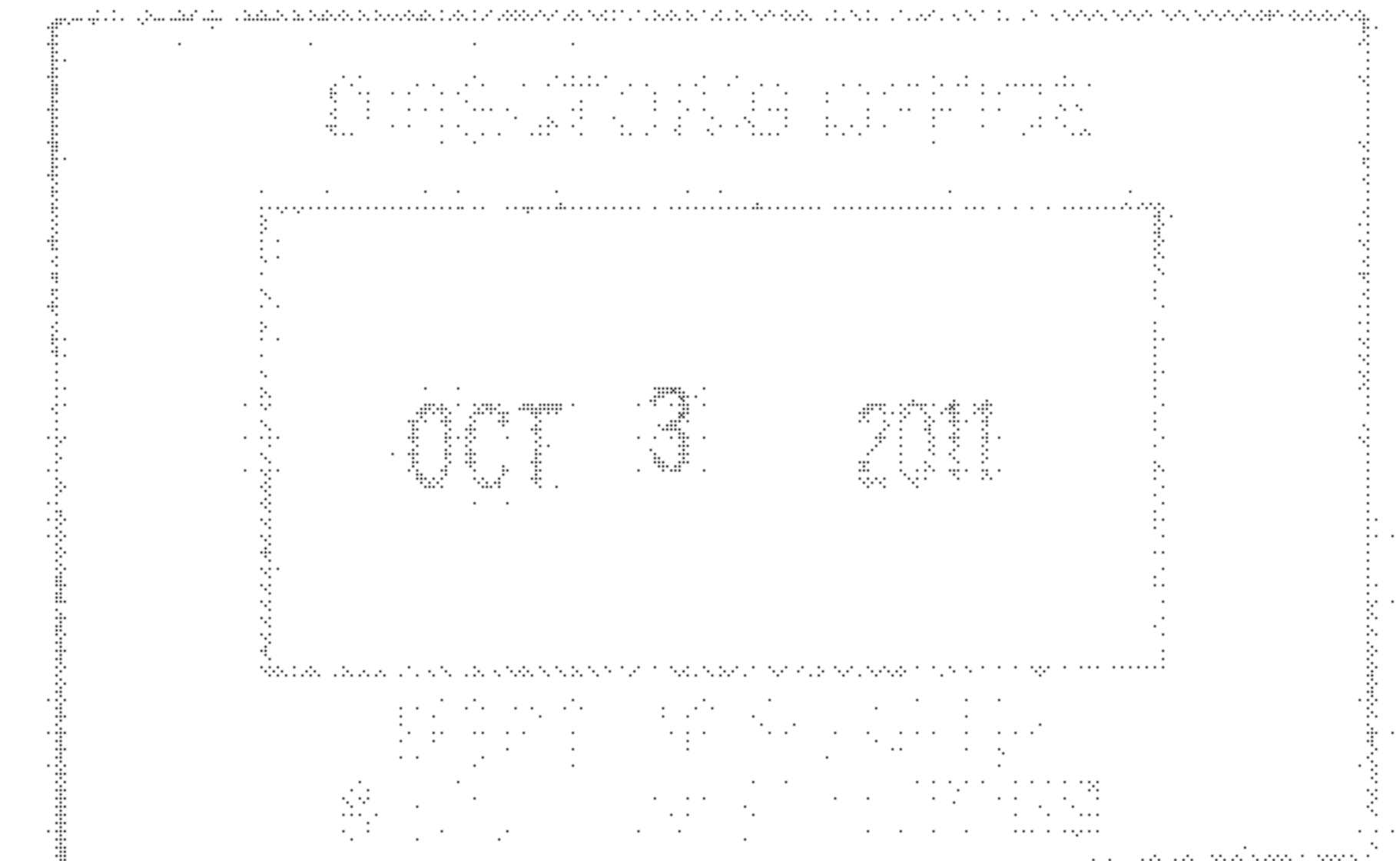
Please consider this as a strong letter of support for the Early Learning Challenge Grant.

Educationally,

  
Dan Endorf, Superintendent

# Fremont Public Schools

MAIN STREET EDUCATION & ADMINISTRATION CENTER  
130 EAST 9th STREET  
FREMONT, NEBRASKA  
PHONE 402-727-3000



September 30, 2011

Mr. Kerry Winterer  
Chief Operating Officer  
Nebraska Department of Health and Human Services  
301 Centennial Mall South  
P.O. Box 95026  
Lincoln, NE 68509-5026

Dear Mr. Winterer:

Like many if not most school districts, children in Fremont Public Schools typically begin receiving structured education when they enter kindergarten. Although we have had an early childhood development program for children birth to five who qualify for special education services, we have been financially unable to expand the concept to provide similar services to the general population.

Fremont desperately needs an early childhood initiative on a broad scale. Evidences of this need can be identified by the fact that in terms of household income, Fremont ranked third from last among 22 neighboring communities. This was further reflected in the fact that the level of education in the home was lower than most other communities. Other apparent risk factors can be sited in that over 50% of the student population is eligible, that we know about, for free or reduced price meals. The district mobility rate, number English Language Learners, and percentage of students eligible for special education are all above state averages. In addition, while the school population has remained relatively stable with slight growth, this is largely due to an increase in minority students while there has been a loss of non-minority students. No single risk factor tells the tale, but taken together it is clear that our students face substantial educational risk at an early age.

We have been fortunate in the fact that through careful fiscal practices, the district was able to provide space and faculty to move to a full-day kindergarten program. However, this has not provided a complete solution to the issues since we have identified that an increasing number of children are entering kindergarten less ready than children in past years. If it is true that essential brain and neural development takes place during a child's first three years of life, and considerable research says this does happen, it seems logical that children would benefit greatly and the dividends would be considerable by providing an appropriate developmental program to children below the age of five. We also know that while the deleterious effects

occur for these youngsters at an early age, the impact extends far beyond the immediate age group with deficits occurring in subsequent years in school.

We know that the proposed early learning grant for which the State of Nebraska is applying will be a part of the solution to this concern not only for Fremont, but all across the state as well. Participation in such a program would enable the district to truly reach out and provide a high quality inclusive early childhood program for our high needs children, and in this district the number of high needs students grows each year as evidenced by the annual increase in poverty numbers.

We have undertaken efforts to strengthen the readiness and skill set development of children entering kindergarten by providing a "jump-start" for such individuals. We have also provided professional development for early childhood and kindergarten teachers, and seek to recruit teachers who have early childhood instruction qualifications. This has been a slow process due to absence of funding. However, if the level of skill could be reached more quickly through an infusion of funds to support development of teaching strategies as would be provided through grant sources, it should be less difficult to sustain such a plan and instructional competence level once it has been broadened and thoroughly established.

Fremont has reached out to other agencies such as Head Start, Midland University, Fremont Area Medical Center, and United Way to form alliances that support early childhood education and the response has been strong. However, through intensified involvement supported by grant resources, this multi-pronged effort would be enhanced and could lead the way to a more closely unified and coordinated implementation of Nebraska's Early Learning and Development Standards. This would be beneficial to all participating agencies.

We fully support the application being developed by the Nebraska Department of Education of an application for Early Learning Challenge grant. We believe that without the impetus grant funding would make possible, much time will be lost in properly educating the state's next generation of learners.

Sincerely,



Stephen Sexton, Superintendent  
Fremont Public Schools

Bancroft-Rosalie Community School  
708 Main Street, Box 129  
Bancroft, NE. 68004  
402-648-3336

September 30, 2011

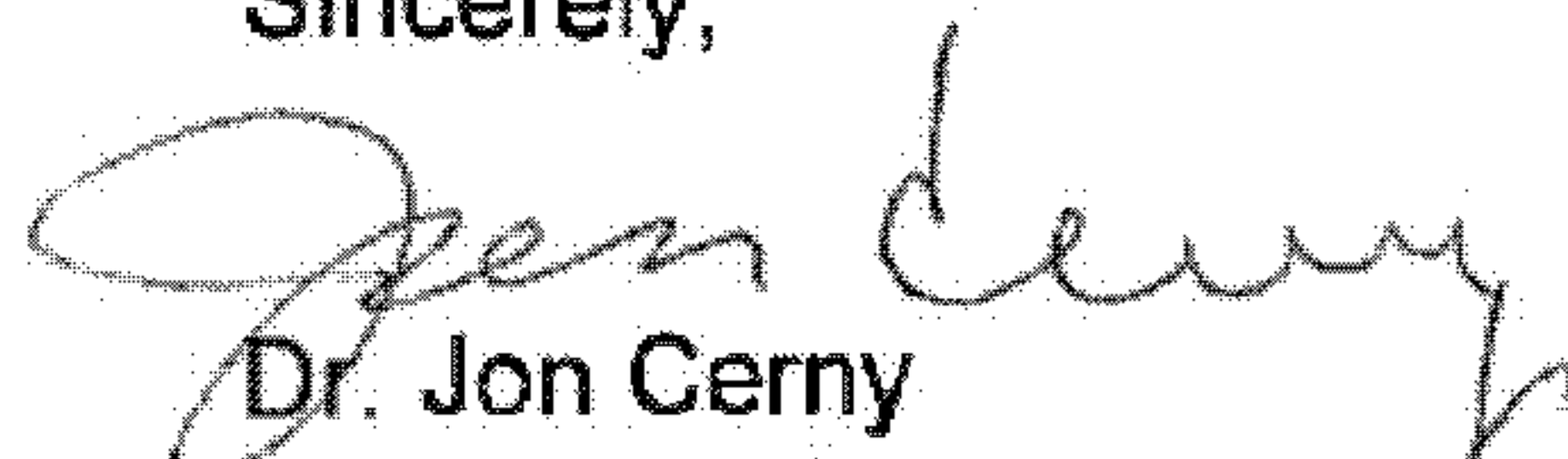
Mr. Kerry Winterer  
Chief Operating Officer  
Nebraska Department of Health and Human Services  
301 Centennial Mall South  
PO Box 95026  
Lincoln, NE 68509-5026

Mr. Winterer-

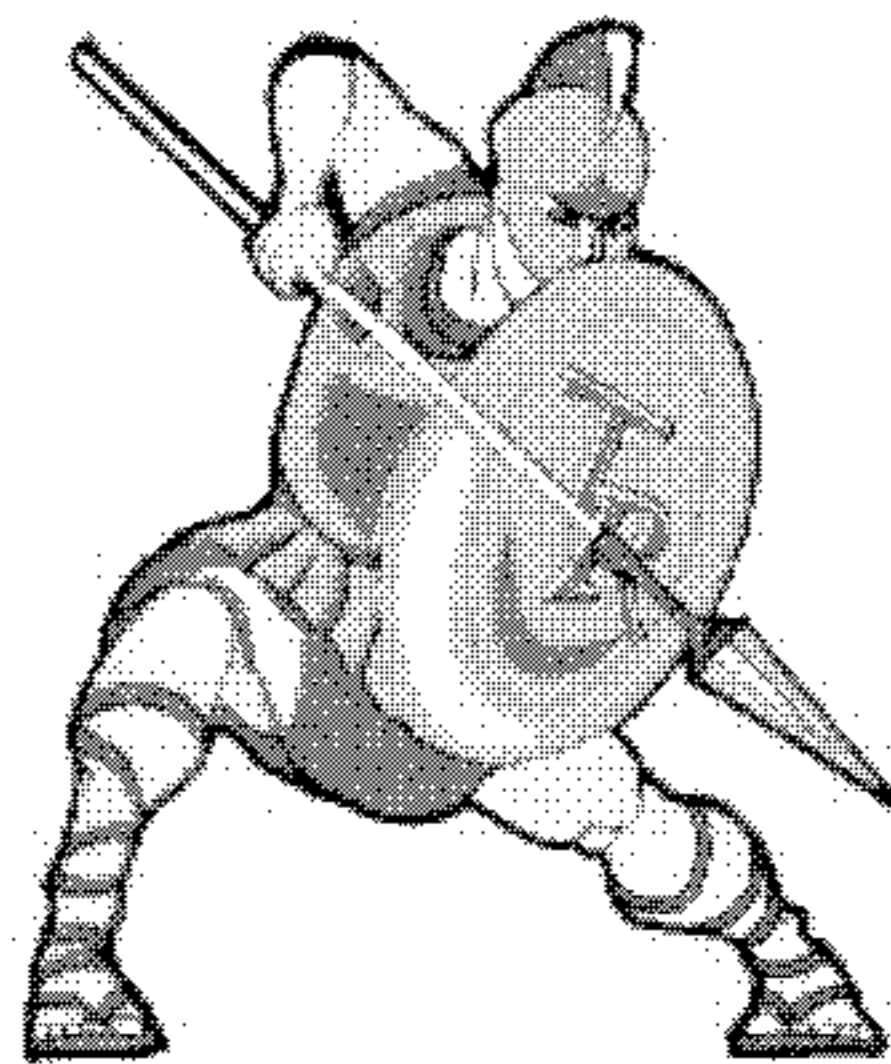
Bancroft-Rosalie Community School fully supports the Nebraska Race To The Top Early Learning Challenge grant application. Bancroft-Rosalie School has provided early childhood education to all three and four year olds in the district since 2005. Attracting highly qualified teachers and paraprofessionals has been a problem. We have employed five different teachers during the seven years of preschool services. The training and professional support component of the Nebraska grant is a necessity for small schools in Nebraska in order to provide high quality early childhood instruction.

Bancroft-Rosalie School is committed to early childhood education. We have observed a noticeable difference in student readiness for kindergarten between those students that have participated in early childhood education programs and those that have not. Our school will continue to provide high quality inclusive early childhood programs for all children in the school district, and will benefit from the resources available for coordination and integration of early learning and development resources for children, families, caregivers and educators that are a component of the Nebraska Early Learning Challenge grant application.

Sincerely,

  
Dr. Jon Cerny  
Superintendent  
Bancroft-Rosalie School

SUPERINTENDENT  
Donald Graff  
HIGH SCHOOL PRINCIPAL  
Tod Heier  
ASSISTANT PRINCIPAL  
ACTIVITIES DIRECTOR  
Terry Gray



**TWIN RIVER PUBLIC SCHOOLS**  
*"For Every Child A Promise."*

P.O. Box 640  
Genoa, NE 68640  
Phone: (402) 993-2274  
Fax: (402) 993-7718

10-11-2011

Kerry Winterer  
Chief Executive Officer  
PO Box 95026  
Lincoln NE 68509-5026

Dear Mr. Winterer:

Twin River Public school continues efforts to improve its overall success of the high quality early childhood program. The high quality of the Twin River Pre-Kindergarten program has been proven by excellent program assessment scores received these past four years (ECCERS), positive teacher evaluations, and constructive comments and recommendations from Nebraska Department of Education professionals. Nebraska's Early Learning Nebraska Grant will allow Twin River to increase the number of low-income and disadvantaged children enrolled in the program, especially those with high needs.

Another early childhood program goal is to implement professional development plans for more staff members who work with the young children who we serve. We also hope to educate families and community members about the importance of early childhood education by the use of workshops and various social media communication tools such as newspapers, pamphlets and the school newsletter. Using Nebraska's Early Learning and Development Standards we can help parents understand positive ways of dealing with the behaviors and attitudes children have toward being life-long learners. When we share the information about social-emotional development, we empower parents to help their children be prepared for not only Kindergarten but the school years beyond. This in turn, increases our enrollment and allows for a positive school climate.

Sincerely,

  
Donald Graff, Superintendent of Schools

Annette Swantek, Instructor



# OSCEOLA PUBLIC SCHOOLS

P.O. Box 198

565 S. Kimmel Street

Osceola, NE 68651-0198

Phone (402) 747-312

Fax (402) 747-3041

[www.edline.net/pages/Osceola\\_Public\\_School](http://www.edline.net/pages/Osceola_Public_School)

Steve Rinehart  
*Superintendent*

Darren Schmidt  
*MSHS Principal*

Sarah Johnson  
*Elementary Principal*

October 4<sup>th</sup>, 2011

Mr. Kerry Winterer  
Chief Executive Officer  
Nebraska Department of Health and Human Services  
301 Centennial Mall South  
PO Box 95026  
Lincoln, NE 68509-5026

Mr. Winterer,

As the Superintendent of Osceola Public Schools, I am pleased that Nebraska will be applying for the Federal Early Learning Challenge grant, through Early Learning Nebraska Initiative. This is a letter of support for the State of Nebraska to move forward with this Initiative and to indicate that Osceola Public Schools is interested in being part of the process.

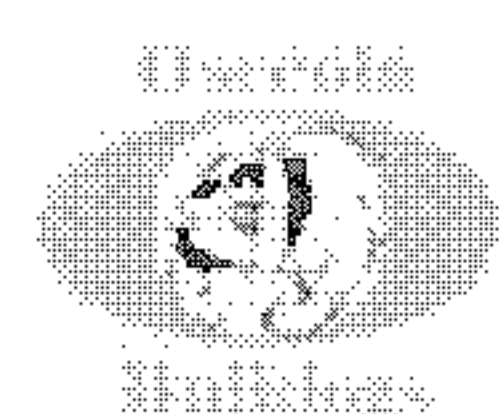
Our school has a private preschool with-in our building and with the help of our local Educational Service Unit #7, we do an adequate job of addressing the issues of our high needs pre-school students in the districts. However because it is privately owned controlling the complete operation of the school is not within the scope of the current situation. We would like to move to becoming a PK-12 district that can better serve the needs of our younger students, however due to financial constraints this is not possible at this time. Osceola School District 19 believes that early learning interventions can help prevent needless problems for students and allow for greater student successes later in school.

Please accept this letter as support for Early Learning Nebraska Initiative through the Nebraska Department of Health and Human Services on behalf of the Osceola Public Schools and the students of Polk County.

Professionally,

*Steven A. Rinehart*

Steven A. Rinehart  
Superintendent



"Striving for Excellence"





## HUMPHREY PUBLIC SCHOOLS

PO Box 278  
405 South 7<sup>th</sup> St.  
Humphrey, NE 68642-0278  
Ph: (402)923-1230; Fx: (402)923-1235

October 11, 2011

Mr. Kerry Winterer  
Chief Executive Officer  
Nebraska Department of Health and Human Services  
301 Centennial Mall South  
PO Box 95026  
Lincoln, NE 68509-5026

Dear Mr. Winterer

This letter is to support the Nebraska Race to the Top-Early Learning Challenge application called "Early Learning Nebraska."

Currently we do not have an Early Childhood Pre School Program. We have two private pre-schools in our community who serve most of our youth. The initiative would be to implement professional development for the early childhood staff, and help coordinate and integrate our early learning and development resources for children, families, caregivers, and educators of the Humphrey Public School District.

Sincerely

Greg Sjuts,  
Superintendent of Schools  
Humphrey Public Schools



"Our mission is to provide quality educational opportunities in a supportive environment."



# BOONE CENTRAL SCHOOLS

Cory Worrell, Superintendent  
cworrell@esu7.org  
Darrell Barnes, High School Principal  
darbarnes@esu7.org



Jimmy Feeney III, Middle School Principal  
jimfeeney@esu7.org  
Tim Hamilton, Elementary Principal  
thamilto@esu7.org

Mr. Kerry Winterer  
Chief Executive Officer  
Nebraska Department of Health and Human Services  
301 Centennial Mall South  
PO Box 95026  
Lincoln, NE 68509-5026

Dear Mr. Winterer,

I am writing to express the positive impact early childhood programs have across the State of Nebraska. The pre-school/early childhood programs across public and non-public school districts have allowed young children the chance to get a better start in their educational careers. It has also allowed a number of students with high needs the chance to receive services earlier than normal. I write to show support for the initiative titled "Early Learning Nebraska." The provisions that are part of this initiative could have a strong impact on students in early childhood programs. I strongly encourage you to pursue this proposal for the betterment of young students across Nebraska. If you need any assistance in this process, please feel free to call on me to help.

Sincerely,

Cory Worrell  
Superintendent  
Boone Central Schools  
605 S 6<sup>th</sup> St.  
Albion, NE 68620  
cworrell@esu7.org





76 Plaza Boulevard PO Box 850 Kearney NE 68848-0850  
308.237.5927 Fax 308.237.5920

*Our focus is on serving you!*

---

October 12, 2011

Kerry Winterer  
Chief Executive Officer  
Nebraska Department of Health and Human Services  
301 Centennial Mall South,  
PO Box 95026  
Lincoln, Nebraska 68509-5026

Mr. Winterer:

We fully support our state's "Early Learning Nebraska" initiative for the Race to the Top-Early Learning Challenge (RTT-ELC) grant application. We appreciate the importance of the early years in terms of a child's social, emotional and cognitive development. We promote a program that enhances school readiness and helps close the wide school readiness gap that exists between children with high needs and their peers at the time they enter kindergarten. And we support Nebraska's efforts to increase the number and percentage of low-income and disadvantaged children enrolled in high-quality early learning and development programs.

More than 47,000 children under age 5 in Nebraska are at risk of failing in school and later in life; therefore, we have a social and moral responsibility to ensure the future of our children. We promote the implementation of an integrated system of high-quality early learning and development programs and services through the collaboration with the Department of Health and Human Services, Department of Education, the University of Nebraska system, First Five Nebraska, the Nebraska Children and Families Foundation, Head Start Association members, other early childhood stakeholders.

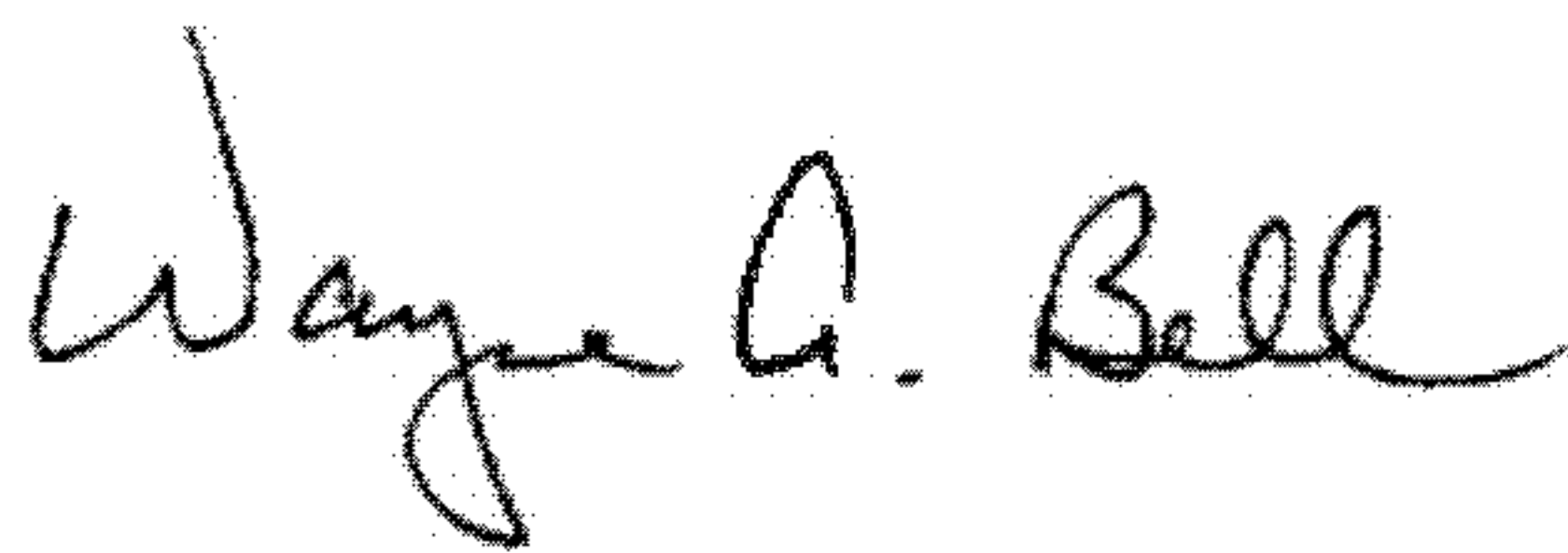
We are anxious to contribute to this challenge and deliver a coordinated set of services and experiences that support young children's success in school and beyond. Our plan of action includes:

- A provision of high quality inclusive early childhood programs for children with high needs in our school districts and community by providing comprehensive educational opportunities for early childhood professionals to promote identification, early intervention and inclusive practices for children with disabilities
- Increasing professional development instruction using Nebraska's Core Competencies, Early Learning Guidelines and other research-based curriculum for early childhood professionals to develop the knowledge and skills needed to effectively work with children birth to age five
- Participating in opportunities to advise and inform policy makers of impacts and challenges that early learning and development reform policy changes may make in service and academic fields

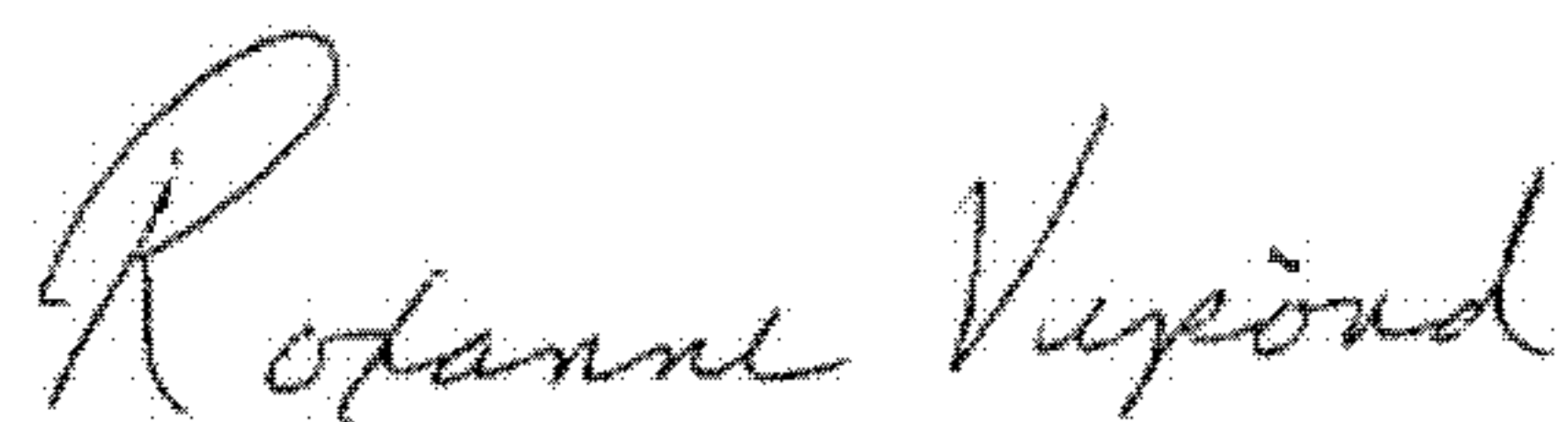
- Coordinating and integrating ESU 10's professional development, special education and technology departments to provide for children, families, caregivers and educators to ensure safe, nurturing and quality early childhood environments for children birth to age five
- Participating in advisory groups, committees, and other opportunities to engage in planning, implementation and evaluation phases of the RTT-ELC grant
- Utilizing the expertise of our Multicultural Consultant to educate early childhood professionals and parents in best practices for English Language Learners to ensure nurturing early childhood environments and school readiness

We fully support the "Early Learning Nebraska" grant application to advance children's learning and development by promoting a secure early childhood foundation that will enable school readiness and future success of our children.

Sincerely,



Dr. Wayne A. Bell  
Administrator  
Educational Service Unit 10



Roxanne Vipond  
Early Learning Connection Coordinator  
Educational Service Unit 10



# CENTURA PUBLIC SCHOOL

201 N. Hwy. 11, PO Box 430

Cairo, Nebraska 68824

Phone (308) 226-2494 or (308) 485-4258

Fax (308) 485-4780

[www.centura.k12.ne.us](http://www.centura.k12.ne.us)

September 30, 2011

Julie Otero  
*Superintendent*

Tammy Holcomb  
*High School Principal*

Cory Bohling  
*Elementary Principal*

---

School Board ~

Ross Lyon  
*President*

Gina Baldwin  
*Vice President*

Cindy Aitken  
*Treasurer*

Craig Welty  
*Secretary*

Bill Jacobs  
*Member*

Garrod Luhn  
*Member*

---

North Central  
*Accredited*

*Serving the  
Communities of  
Boelus, Cairo, and  
Dannebrog*

Mr. Kerry Winterer  
Chief Executive Officer  
Nebraska Department of Health and Human Services  
301 Centennial Mall South  
PO Box 95026  
Lincoln, NE 68509-5026

Dear Mr. Winterer:

This letter is in reference to the Early Learning Challenge grant, "Early Learning Nebraska," and Centura Public Schools' support for the grant and the impact it will have on Early Childhood Education in the State of Nebraska, and specifically the impact it will have in the communities of Boelus, Cairo, and Dannebrog.

Centura Public Schools, and the three previously mentioned communities have made a strong commitment to the education of pre-kindergarten children. We currently offer a preschool program for three and four year old children, serving approximately 40 children in two one-half day sessions. We have partnered with Central Nebraska Community Services to provide programming and educational opportunities for parents and children from the age of 0 to 5. Centura Public Schools understands the importance of offering a quality learning experience to our youngest children and the impact it will have on them for the remainder of their lives.

Centura Public Schools will be an active participant in the "Early Learning Nebraska," program. We would be willing partners in whatever capacity will enhance the quality of the grant and enable us to expand our outstanding educational program for our youngest students. As three communities with students who qualify for free and reduced lunch, a high percentage of identified special education students, and a significant number of teen parents we would utilize the program to help us improve an already quality program, creating a world class inclusive early childhood program.

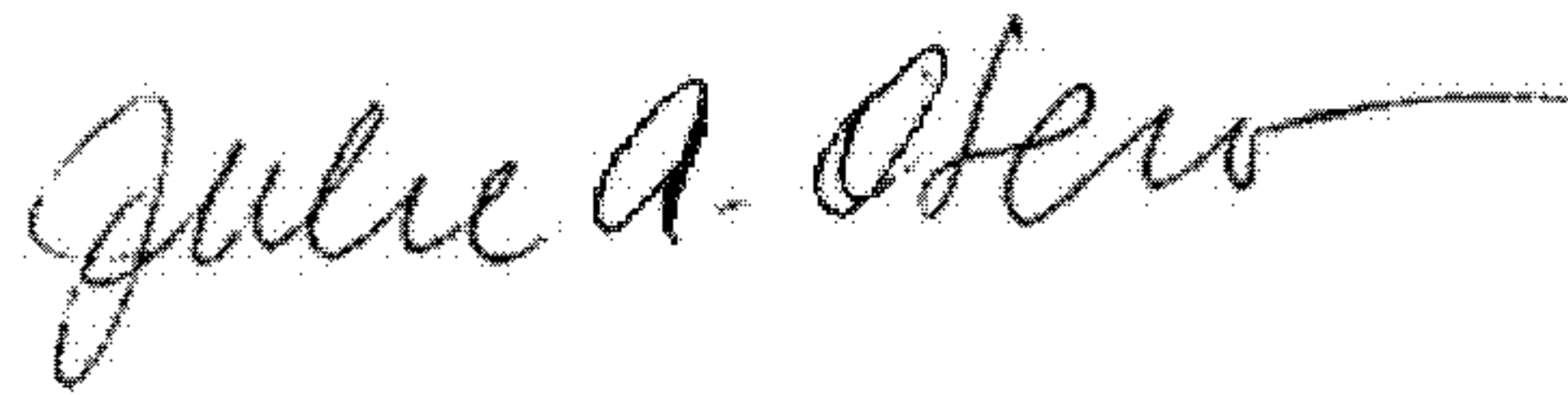
One of the most important ingredients of any quality program, but especially programs for early childhood, is the ability to provide quality professional development activities for the teachers of our youngest learners. This grant would give us the opportunity to train our teachers with proven strategies that are researched based.

As a district, Centura is and will continue to be involved in opportunities to advise and inform policy makers of the impacts and challenges that Early Learning and Development reform policy changes may make in service and academic fields.

Centura Public Schools has poised itself to be a strong and active partner in the ELC grant. We would be willing to become a model site to provide a facility and programming to improve opportunities for the increased quality of early learning programs across the State. The communities of Boelus, Cairo, and Dannebrog, along with Centura Public Schools and Central Nebraska Community Services have jointly developed a classroom that houses a quality Pre School program.

I would like to reiterate the strong support Centura Public Schools has for the Early Learning Challenge grant and our commitment not only to the grant and the enhancements it will bring to Early Childhood Education in Nebraska, but to quality early childhood experiences for all the children of our three communities and the surrounding area.

Sincerely,

A handwritten signature in cursive script that reads "Julie A. Otero". The signature is written in black ink and is positioned above the typed name.

Julie A. Otero  
Superintendent of Schools

# Holdrege Public Schools

Empowering ALL Students For Success

[www.thedusters.org](http://www.thedusters.org)

P.O. Box 2002 • Holdrege • Nebraska • 68949-2002

An Equal Opportunity Agency

TO: Mr. Kerry Winterer  
Chief Operating Officer  
Nebraska Department of Health and Human Services  
301 Centennial Mall South  
PO Box 95026  
Lincoln, NE 68509-5026

Re: Early Learning Nebraska

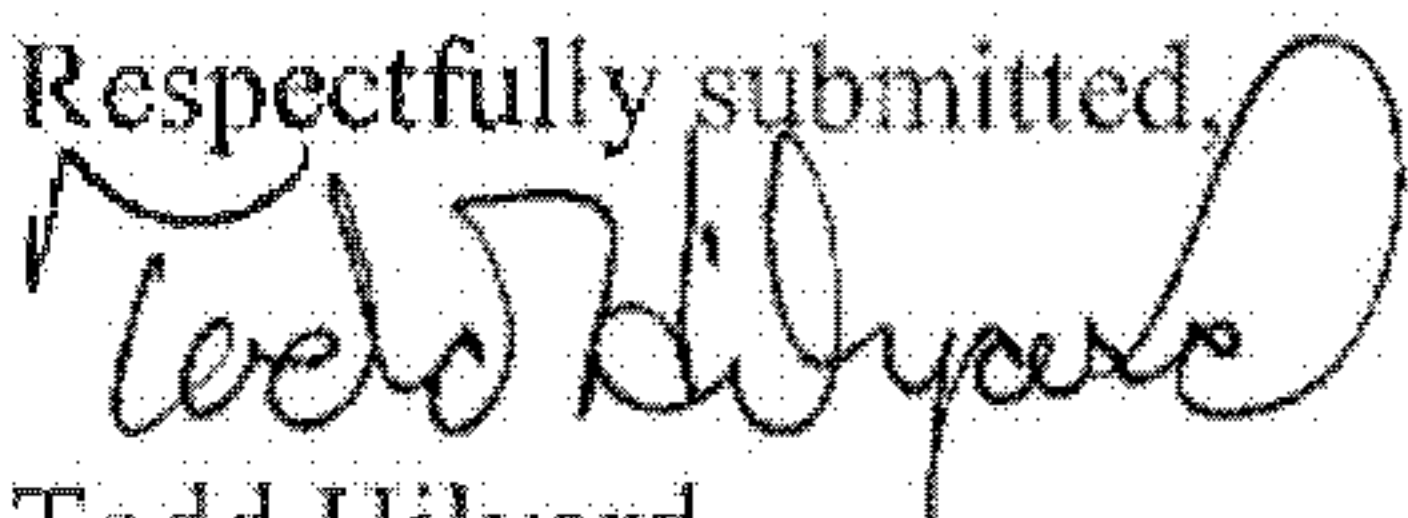
Please accept this letter in support of the Early Learning Nebraska Application.

Our district currently has implemented a high quality center based early childhood program. It is our opinion that this grant has the potential of improving our opportunities to meet the needs of our students and families. There is a great need within our community and throughout the state to directly focus attention on the importance of early childhood education.

We believe this opportunity has the potential of:

1. Developing partnerships with parents to increase student readiness
2. Improving professional development for early childhood staff in order to better serve students.
3. Promoting and using Nebraska's Early Learning and Developing Standards.
4. Developing a network with other agencies to share and collaborate on programs that have proven Successful
5. Providing tools to assess our program in determining strengths and limitations

Respectfully submitted,



Todd Hilyard

Central Office  
Phone • (308) 995-8663  
Fax • (308) 995-6956  
Todd Hilyard, Superintendent

Technology  
Brad Larson, Technology  
Coordinator

Holdrege High School  
Phone • (308) 995-6558  
Robert Drews, Principal  
Scott Schoneman, Activities Director  
Dan Atchison, Guidance  
Phone • (308) 995-8988

Holdrege Middle School  
Phone • (308) 995-5421  
Russell Baker, Principal

Franklin Elementary School  
Phone • (308) 995-4269  
Washington Elementary School  
Phone • (308) 995-4339  
R-7 Elementary School  
Phone • (308) 995-6179  
Amber Porter, Principal  
Angela Ossian, Assistant Principal

Holdrege Public Schools Early  
Childhood Education Center  
Phone • (308) 995-8140  
Catherine Shelton, Coordinator

Special Services  
Phone • (308) 995-4048  
Catherine Shelton, Coordinator





10.4.11

Dear Mr. Winterer,

I am writing this letter to support the Nebraska Race to the Top Early Learning Challenge. Nebraska can take pride in its former initiatives intervening with needy children at an early age sooner than most states embraced this effort. But we can do so much more working with all early childhood providers in a structured system. As Associate Superintendent of Kearney Public Schools, I have worked over the years with state groups attempting to keep the focus on young children and families. I have served groups such as: the Nebraska Interagency Coordinating Council, Nebraska Early Childhood Committee, Nebraska Special Education Advisory Council, and the Nebraska Foundation for Children's Vision. All groups have worked to coordinate efforts and interventions for needy young children. Currently Kearney Public Schools is conversing with Educare to learn the strength of their model for families of preschoolers, so that we can provide better services. The research is so clear on the lasting power of a child's development in the early years if he/she has wonderful, holistic learning opportunities. Positive development of the whole child is a result. Knowing this, it is very important that Nebraska take a lead role to develop a national model for advancing early childhood development. The grant will facilitate the ability to better coordinate and create a seamless delivery system for at risk families. It will also enable the quick learning starts of kindergarteners in Nebraska schools as there will be a tool to determine a child's baseline in entering kindergarten. Teachers will have a clear measure of progress throughout the primary years. I have worked with Melody Hobson, NDE, giving input on the RTT-ELC grant development. The components are strong in achieving positive effects for families and in coordinating services. The early assessment in our schools will be a challenge to educators and will need dialog with administrators, time to understand, and training for teachers. But it will be a correct step in knowing the strengths/needs of each student and will help families grow healthily. We must also be inclusive as to current early childhood assessment practices that are already in place in many Nebraska School districts.

This NRTT-ELC grant is needed in Nebraska. Thanks to the agencies that worked together to orchestrate this grant. Input from all stakeholders will be important before the implementation of all components when we are fortunate to be chosen.

Sincerely,

*Carol Renner*

Carol Renner, PhD  
Associate Superintendent  
Kearney Public Schools

## **Kneale Administration Building**

Dr. Robert Winter, Superintendent



October 4, 2011

Mr. Kerry Winterer  
Chief Operating Officer  
Nebraska Department of Health and Human Services  
301 Centennial Mall South  
PO Box 95026  
Lincoln, NE 68509-5026

Dear Mr. Winterer:


Thank you for sharing information on Nebraska's Race to the Top - Early Learning Challenge application. We are offering this letter of support for the application since the initiative aligns closely with Grand Island Public Schools' (GIPS) current early learning philosophy. GIPS is committed to providing high quality inclusive early childhood programs for children and families in our community, many of whom are from impoverished conditions and many who are dual language learners. We are striving to find ways to serve the unique educational needs of children in these families, particularly those who are struggling upon entry into preschool.

Our Administration and Board of Education are confident that the goals of Nebraska's Early Learning and Development (ELD) Reform Plan will compliment the early childhood initiatives that are currently in place. We are optimistic that the ELD plan will assist us as we implement professional development plans for our early childhood staff to support their classroom work and assistance with families. Training and support in parent engagement strategies will be particularly valuable for our experienced teaching staff. We also anticipate further benefits for our program through the revision of Early Learning and Development Standards which will assist in clarifying the learning targets for the children in our preschool program.

It is Grand Island Public Schools belief that community partnerships are vital in order to effectively meet the needs of young children and families in the Grand Island area. It is anticipated that the ELD plan will support and strengthen existing current partnerships and assist in developing new partnerships as we promote best practices for health, behavioral and developmental needs of young children in our community. We welcome opportunities to advise and inform policy makers about the impact quality early childhood programs have on a community. In addition, our staff openly welcomes the dialogue to discuss present challenges as well as participate in the problem-solving opportunities that will be provided through the ELD project.

Grand Island Public Schools is committed to on-going participation in the planning, implementation and evaluation of Nebraska's Race to the Top - Early Learning Challenge application. We support the current application and look forward to continued involvement in the Early Learning and Development Reform Plan.

Sincerely,

  
Dr. Robert Winter  
Superintendent

Central Office  
4215 Avenue I  
Scottsbluff, NE 69361  
308-635-4606  
(F) 308-635-0600

Southern Satellite  
1114 Toledo  
Sidney, NE 69162  
308-254-4677  
(F) 308-254-5371

Northern Satellite  
Crites Hall, Rm 332-333  
CSC, 1000 Main Street  
Chadron, NE 69337  
308-432-6466  
(F) 308-432-7019

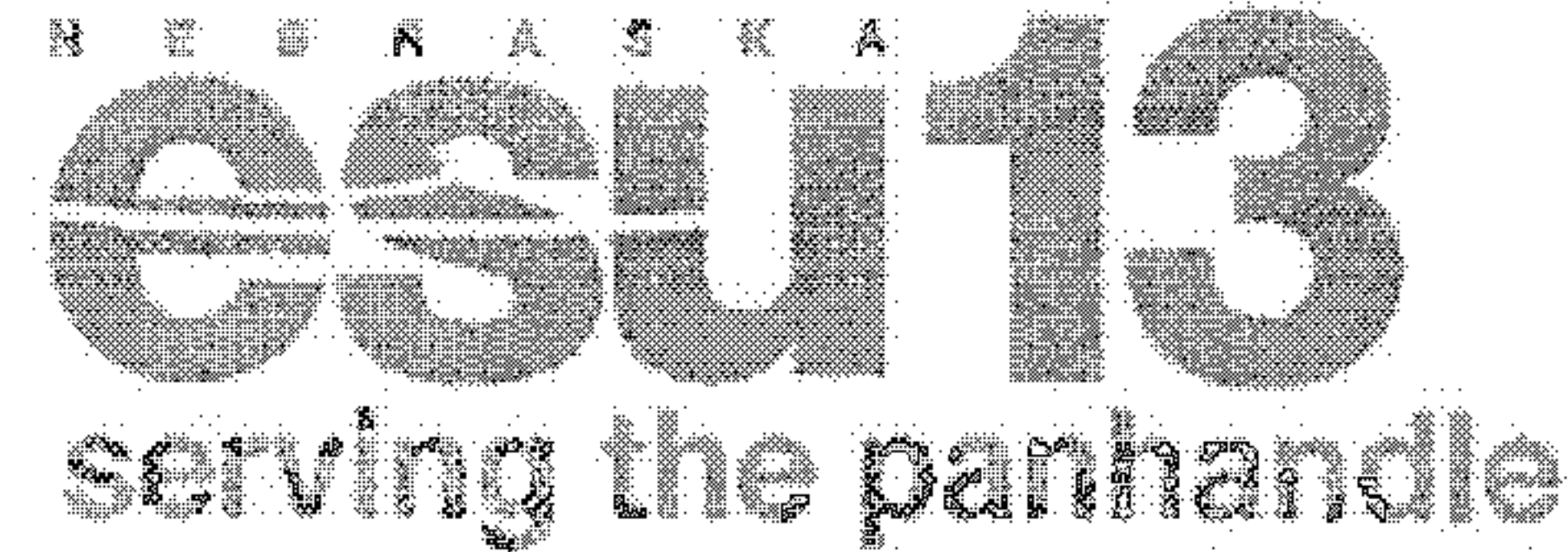
ESU 13 Tech Center  
Harms, WNIC  
2820 College Park  
Scottsbluff, NE 69361  
308-635-0206

Professional Development  
308-635-0661

Early Childhood  
308-635-3427

LifeLink - NE  
308-630-6507

Educational Service Unit #13



Dr. Jeff West, Administrator

October 13, 2011

Mr. Kerry Winterer  
Chief Executive Officer  
Nebraska Department of Health and Human Services  
301 Centennial Mall South  
P. O. Box 95026  
Lincoln, NE 68509-5026

Dear Mr. Winterer:

Educational Service Unit #13 (ESU #13) offers its full support to the Early Learning Nebraska initiative proposed in Nebraska's Race to the Top-Early Learning Challenge application. Educational Service Unit #13 has offered early childhood professional development opportunities to a wide array of early childhood providers over the last several years. ESU #13 serves as the fiscal agent and provides administrative and technological support to the Panhandle Early Learning Connection Coordinator in ESU #13.

ESU #13 recognizes that it will have expanded responsibilities for working with early childhood professionals and programs throughout the Panhandle of Nebraska. ESU 13 agrees to help promote high quality inclusive early childhood programs for Children with high Needs in the region. ESU 13 will provide the professional development opportunities necessary to improve quality; will help link coaches to early childhood programs to assist them in moving up the QRIS system; and will help gather and submit early childhood data required by the Race to the Top-Early Learning Challenge application.

ESU #13 has already worked to disseminate Nebraska's Core Competencies for Early Childhood Professionals, and offered the Early Learning Guidelines domains trainings in the region. ESU #13 will continue to promote the Quality Portfolio training series and other professional development opportunities required in Early Learning Nebraska.

Early Learning Nebraska offers a unique opportunity to improve the quality of early childhood services especially for those programs serving High Needs Children. The opportunity to better engage and inform parents about early learning and quality early learning programs are critical to making a difference for young children.

As the ESU #13 administrator I am willing to serve on any advisory groups or committees to help plan the implementation and evaluation of the Race to the Top-Early Learning Challenge efforts.

Sincerely,

Jeff West  
ESU #13 Administrator



# Bayard Public Schools

*Dedicated to Quality Education*  
*bayardpublicschools.org*

726 4th Avenue  
 PO Box 607  
 Bayard, NE  
 69334

Fax (308) 586-1638

*Superintendent of  
 Schools*

*Travis W. Miller*  
 (308) 586-1325

*Elementary  
 Principal*  
*Dennis Dubry*  
 (308) 586-1211

*Jr./Sr. High  
 Principal*  
*Thomas L. Perlinski*  
 (308) 586-1700

*Counselor*  
*Joe Foland*  
*Elementary*  
 (308) 586-1211  
*High School*  
 (308) 586-1700

*Athletic Director*  
*Tamra K. Tillman*  
 (308) 586-1700



October 11, 2011

Mr. Kerry T. Winterer  
 Chief Executive Officer  
 Nebraska Department of Health & Human Services  
 301 Centennial Mall South  
 PO Box 95026  
 Lincoln, Nebraska 68509-5026

RE: Support for Early Learning Nebraska - Nebraska's Early Learning and Development Reform Plan  
 Application for Race to the Top - Early Learning Challenge (RTT-ELC) Grant Funding

Dear Mr. Winterer:

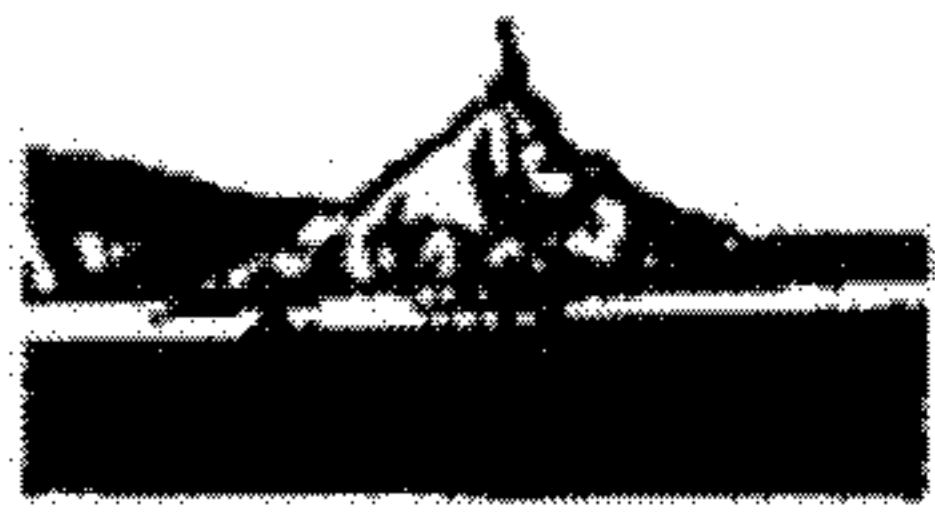
There is a need for improved access to early learning and development in the state of Nebraska. In particular there is a need for increased funding at the state level to support local efforts to provide high quality and universal access to early learning opportunities to the children of our communities.

My understanding is that the Early Learning and Development (ELD) Reform Plan proposed by a collaborative partnership of essential Nebraska state agencies and partner entities provides a platform to align services, leverage resources, and use the expertise, incentive, and policy of the state's leadership to make high quality early learning (including preschool, head start, and childcare) programs available to all families and young children. The children of our communities deserve this plan coming to fruition. Serving the early learning needs of our children is essential if we are to meet the challenge of educating all students to high school graduation ready for college or the workforce.

I also understand that the ELD Reform Plan will be sustainable, as the reforms are intended to broaden stakeholder capacity, institutionalize professional workforce development and accountability, and set high standards for every public and private service provider responsible for preparing Nebraska's youngest citizens for success in school and in life.

The availability of RTT-ELC funding will allow Nebraska's early learning and development reform plans to be implemented. We vigorously support the plan and are excited about the prospect of contributing to the attainment of Nebraska's goals:

- **Strong Children.** Children enter kindergarten with the skills, knowledge, health and dispositions they need to be successful, especially children with high needs.
- **Strong Families.** Nebraska families are engaged and empowered to understand the importance of the early years and promote their child's learning, overall health, and positive social-emotional development.
- **Strong Early Childhood Programs.** Increased access to high quality early learning programs for all children and families, especially children with high needs.



# Bayard Public Schools

*Dedicated to Quality Education*  
*bayardpublicschools.org*

726 4th Avenue  
PO Box 607  
Bayard, NE  
69334

Fax (308) 586-1638

*Superintendent of Schools*  
Travis W. Miller  
(308) 586-1325

*Elementary Principal*  
Dennis Dubry  
(308) 586-1211

*Jr./Sr. High Principal*  
Thomas L. Perlinski  
(308) 586-1700

*Counselor*  
Joe Foland  
*Elementary*  
(308) 586-1211  
*High School*  
(308) 586-1700

*Athletic Director*  
Tamra K. Tillman  
(308) 586-1700



- **Strong Communities.** Community policy makers are committed, engaged and accountable and will sustain the work in their own communities and for their own families.
- **Strong Early Childhood System.** Strong, central state leadership of an aligned early learning and development system with unified approach, sustainable policies, and integrated resources to support young children, their families, and early childhood educators.

Specific examples of my organization's commitment and contributions to Early Learning Nebraska work over the next four years include:

- Seek sustainable funding to develop a program for early learning and development in our community.
- Participate in opportunities to advise and inform policy makers of impacts and challenges that ELD reform policy changes may make in service and academic fields.
- Develop early learning and development resources for children, families, caregivers, and educators whenever possible. Available resources for the birth to five population from our district include a classroom, limited staffing resources, and instructional materials.
- Participate in advisory groups, committees, and other opportunities to engage in planning, implementation and evaluation phases of the RTI-ELC grant.

Thank you for the opportunity to express our support and commitment to this highly valued initiative to prepare Nebraska's youngest and most important resource for success in school and in life. It is of utmost importance to target our collective resources early in life where the greatest return on investment can be realized over the lifespan.

Please call on me at any time to offer further support for Nebraska's children through the Early Learning Nebraska initiative. I can be reached via telephone at (308)586-1325.

Respectfully submitted,

Travis W. Miller  
Superintendent of Schools  
Bayard Public Schools  
travis.miller@panesu.org



## Chadron Public Schools

**Chadron High School**  
901 Cedar Street  
Chadron, NE 69337  
308-432-0707

**Office of the Superintendent**  
602 East 10th Street  
Chadron, NE 69337  
308-432-0700

**Chadron Middle School**  
551 East 6th Street  
Chadron, NE 69337  
308-432-0708

**Chadron Intermediate 3-4 School**  
450 Norfolk Avenue  
Chadron, NE 69337  
308-432-0717

**Chadron Primary K-2 School**  
732 Ann Street  
Chadron, NE 69337  
308-432-0710

September 29, 2011

Kerry Winterer  
Chief Executive Officer  
Nebraska Department of Health and Human Services  
301 Centennial Mall South  
P O Box 95026  
Lincoln, Nebraska 68509

Dear Mr. Winterer,

This letter of support is our commitment to participate in the proposed Race to the Top-Early Learning Challenge Grant. There is a need for high quality programs for the preschoolers in the Panhandle of Nebraska to have access to early learning and improved quality early childhood services.

Early Learning Nebraska will provide high quality inclusive early childhood programs for our children with high needs, professional development for the early childhood staff, and provide integration of Chadron Public Schools early learning and development resources with RTTT-ELC.

Chadron Public School District appreciates the commitment of the Department of Health and Human Services in educating our children. Thank you very much for your time and consideration.

Sincerely,

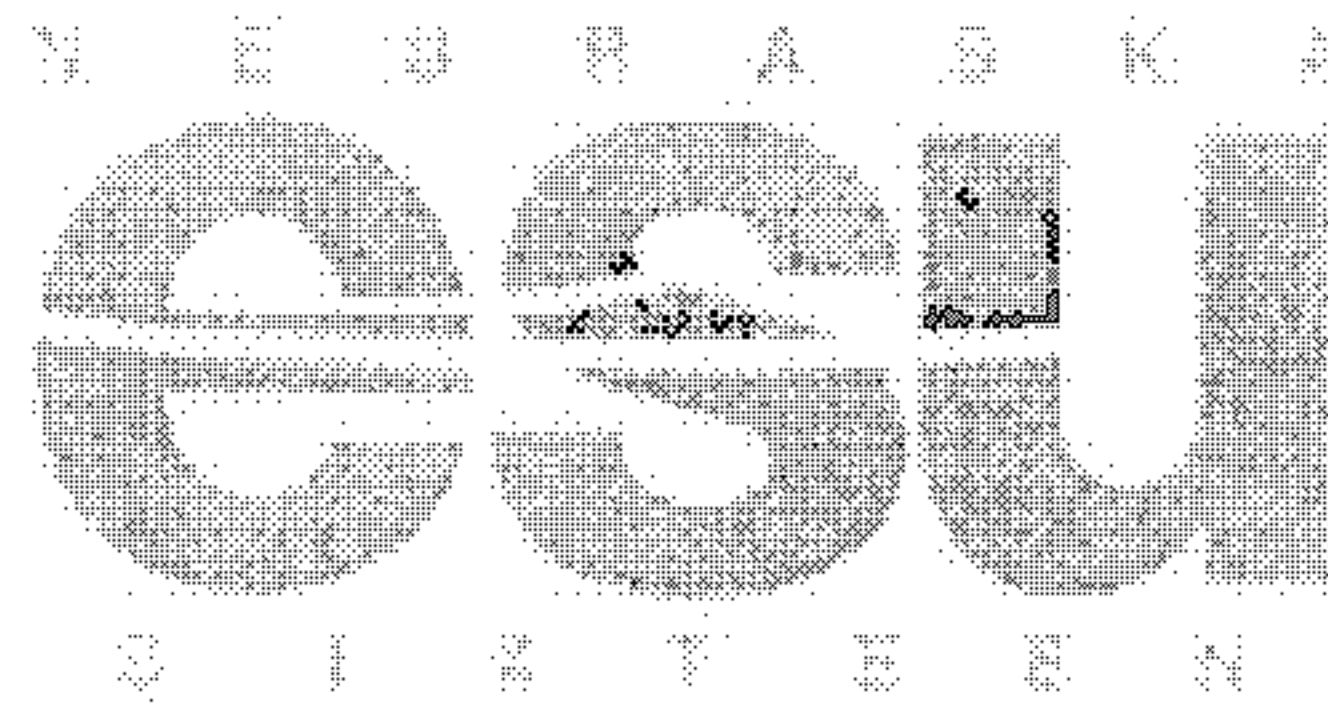
Dr. Caroline Winchester, Superintendent  
Chadron Public Schools

Infinite Possibilities  
Infinite Education  
Opportunities for all!

SCOTT JONES  
*SVDEX Technology Director*

JULIANN BARGER  
*Staff Development Director*

KRIS ELAISHAEUSER  
*Director of Special Services*



MARGENE BEATTY  
*Administrator*

314 West 1<sup>st</sup>, PO Box 915  
Ogallala, NE 69155

Phone: 308-284-8481  
Fax: 308-284-8483

1221 West 17<sup>th</sup> Street  
North Platte, NE 69101

Phone: 308-534-2427  
Fax: 308-534-5870

October 13, 2011

Mr. Kerry Winterer  
Chief Operating Officer  
Nebraska Department of Health and Human Services  
301 Centennial Mall South  
PO Box 95026 Lincoln, NE 68509-5026

Roger D. Breed, Ed.D.  
Commissioner of Education  
Nebraska Department of Education  
Nebraska Department of Health and Human Services  
301 Centennial Mall South  
PO Box 95026 Lincoln, NE 68509-5026

October 13, 2011

Dear Mr. Winterer and Commissioner Breed,

This letter is in support of the Early Childhood Race to the Top Grant. ESU #16 operates the early childhood professional development services for both the ESU #15 and ESU #16 High Plains Region. Our job is to provide professional growth opportunities to early childhood professionals which include childcare providers, Head Start and preschool teachers along with public and private primary teachers in West Central Nebraska. We serve a total of 287 facilities and 25 K-12 school districts.

The ESU #16 administrator and staff members have had input into the goals and highly support this effort. In our area of the state, poverty and mobility have the most impact on student learning. Implementation of the goals will improve the quality of early learning and close the achievement gap for high needs students.

We commend and support the efforts of the Nebraska Department of Education and the Nebraska Department of Health and Human Services for advocating on behalf of young children in Nebraska.

Sincerely,

A handwritten signature in cursive script that reads 'Margene M. Beatty'.

Marge Beatty, Administrator

Cheryl Roche, High Plains Early Learning Connections Coordinator

MB/jw

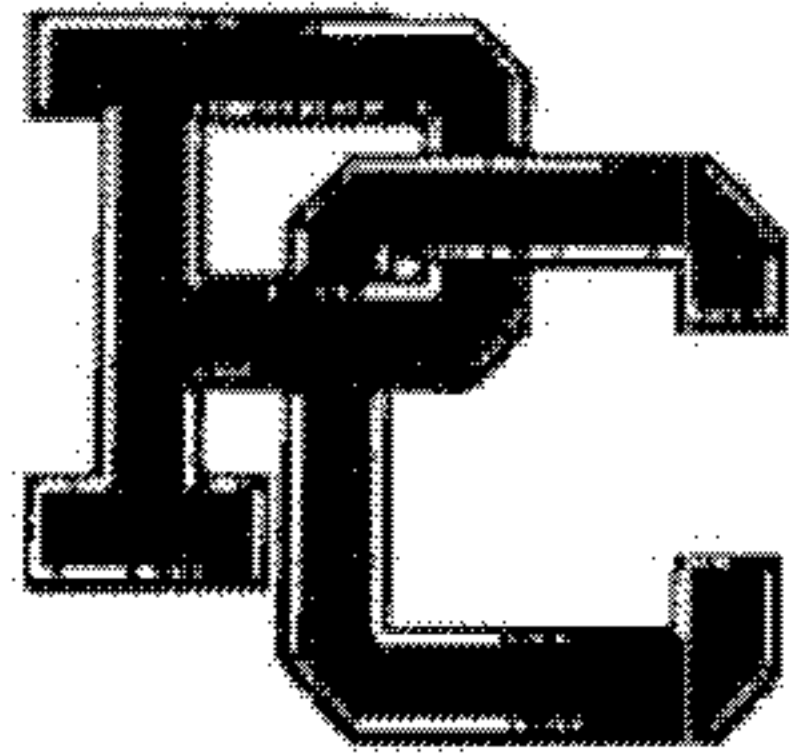
BOARD OF DIRECTORS BY DISTRICT:

# 1 Robert Pinion, Hershey  
# 2 Rodney Rayburn, Brady  
# 3 Annette Woodhead, No Platte  
# 4 Lewellyn Frey, Stapleton

# 5 Phyllis Blackmore, No Platte  
# 6 Judy Thompson, No Platte  
# 7 Mel McNea, No Platte  
# 8 Jack Tucker, Mullen

# 9 Norma Mayer, Grant  
# 10 David Lawler, Paxton  
# 11 Dayton Reichman, Venango  
# 12 Myron "Bud" Jasnoch, Ogallala





## PERKINS COUNTY SCHOOLS

740 SHERMAN AVENUE  
PO BOX 829  
GRANT, NE 69140

Phone: 308-352-4735

Tobin Buchanan, Superintendent  
[tobin\\_buchanan@pcs.esu16.org](mailto:tobin_buchanan@pcs.esu16.org)

Dean Friedel, H.S. Principal  
[dean\\_friedel@pcs.esu16.org](mailto:dean_friedel@pcs.esu16.org)

Terry Prante, M.S./Elem. Principal  
[terry\\_prante@pcs.esu16.org](mailto:terry_prante@pcs.esu16.org)

Mr. Kerry Winterer  
Chief Executive Officer  
Nebraska Department of Health and Human Services  
301 Centennial Mall South  
PO Box 95026  
Lincoln, NE 68509

Dear Mr. Winterer,

I was very excited to hear of "Early Learning Nebraska", Nebraska's Race to the Top-  
Early Learning Challenge.

This fall at Perkins County Schools we implemented a Rule 11 pre-school to better  
serve high needs pre-school age children in our communities. We have a growing  
number of families who fall below the poverty level and through surveys realized a  
great need for a quality pre-Kindergarten experience for these children.

We have been fortunate to find quality staff members to lead our program and are  
attempting to provide ongoing professional development to maintain and improve  
instructional strategies. This can sometimes be a challenge in Western Nebraska.  
We would be very interested the ongoing professional development opportunities  
and other opportunities for our staff to participate in the development and revision  
of core competencies and early learning standards.

We also hope to expand our early learning services to include ongoing  
communication and integration of services between our program, families, daycare  
providers, and other agencies.

Upon review of "Early Learning Nebraska" it appears that our goals and wishes for  
our pre-Kindergarten program fit well with our state's application for this portion of  
the Race to the Top grant. We would embrace the opportunity to participate in  
these ongoing efforts and would relish the benefits of receiving these grant dollars  
for the students of Perkins County and the state of Nebraska as a whole.

Sincerely,

Tobin L. Buchanan  
Superintendent  
Perkins County Schools

*An Equal Opportunity/Affirmative Action Educator and Employer*

Mr. Kerry Winterer  
Chief Executive Officer  
Nebraska Department of Health and Human Services  
301 Centennial Mall South  
PO Box 95026  
Lincoln, NE 68509

Dear Mr. Winterer,

I was very excited to hear of "Early Learning Nebraska", Nebraska's Race to the Top-  
Early Learning Challenge.


Thedford Public Schools implemented a Rule 11 pre-school 4 years ago to better  
serve high needs pre-school age children in our communities. We continue to have  
a great need for a quality pre-Kindergarten experience.

We have been fortunate to find quality staff members to lead our program and are  
attempting to provide ongoing professional development to maintain and improve  
instructional strategies. This can sometimes be a challenge in Western Nebraska.  
We would be very interested the ongoing professional development opportunities  
and other opportunities for our staff to participate in the development and revision  
of core competencies and early learning standards.

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communication and integration of services between our program, families, daycare  
providers, and other agencies.

Upon review of "Early Learning Nebraska" it appears that our goals and wishes for  
our pre-Kindergarten program fit well with our state's application for this portion of  
the Race to the Top grant. We would embrace the opportunity to participate in  
these ongoing efforts and would relish the benefits of receiving these grant dollars  
for the students of Thedford Public Schools and the state of Nebraska as a whole.

Sincerely,



Henry Eggert  
Superintendent  
Thedford Public Schools

# **McCook Public Schools**

## **District Administration**

**700 West 7th  
McCook, NE 69001**

***Equipping All Students To Succeed***

**Phone 308/345-2510  
FAX 308/345-2511**

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### **Race to the Top-Early Learning Challenge Grant**

To:

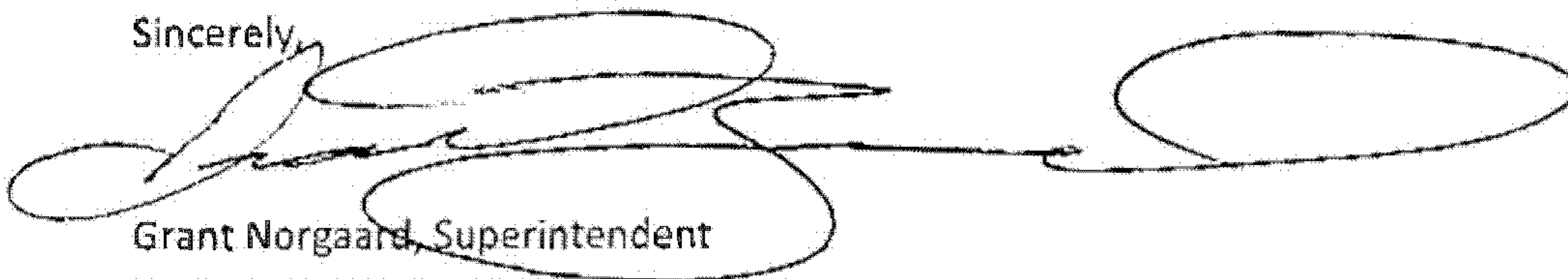
Mr. Kerry Winterer  
Chief Operating Officer  
Nebraska Department of Health and Human Services  
301 Centennial Mall South  
PO Box 95026  
Lincoln, NE 68509-5026

From:

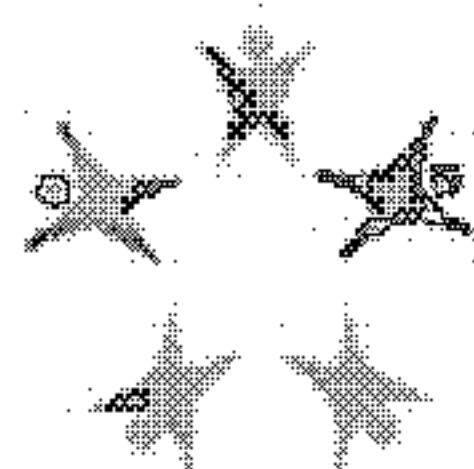
Grant Norgaard, Superintendent  
McCook Public Schools  
700 West 7<sup>th</sup> Street

The purpose of this letter is to show our support for Nebraska's application for the Race to the Top-Early Learning Challenge Grant. It is our belief that this grant will do a great deal of good for our community and our students. We all recognized the huge benefits that students experience when they have an opportunity to participate in a rich learning environment at a young age. It is our belief that this grant will enable McCook Public Schools to reach its mission of equipping all students to succeed in a complex global society.

Sincerely,



Grant Norgaard, Superintendent  
McCook Public Schools



# LEARNING COMMUNITY

OF DOUGLAS AND SARPY COUNTIES

6949 SOUTH 110TH STREET  
OMAHA, NE 68128-9721  
402.954.2405

WWW.LEARNINGCOMMUNITYDS.ORG

## COUNCIL MEMBERS

### ACHIEVEMENT SUBCOUNCIL 1

*Jeanne Anderson*  
*Nancy Jacobson*  
*Sandra Jensen*

### ACHIEVEMENT SUBCOUNCIL 2

*Kris Carter*  
*Ernie Chambers*  
*Freddie Gray*

### ACHIEVEMENT SUBCOUNCIL 3

*Kathy Bradley*  
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*Jack Heidel*

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*Rick Kolowski*  
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*Nina Wolford*

### ACHIEVEMENT SUBCOUNCIL 6

*Mike Avery*  
*Tom Grimm*  
*Don Kelly*  
*Ann Long*  
*Patrick Lutz*  
*Regina Meradith*

"Bringing together the strengths within our communities, we will create a collaborative environment that promotes the development of educational opportunity, resource equity and academic excellence that maximizes the potential of every child."

October 3, 2011

Mr. Kerry Winterer  
Chief Operating Officer  
Nebraska Department of Health and Human Services  
301 Centennial Mall South  
PO Box 95026  
Lincoln, NE 68509-5026

Dear Mr. Winterer,

As Chief Executive Officer for the Learning Community of Douglas and Sarpy Counties, I would like to convey our enthusiastic support for Nebraska's application for a Race to the Top – Early Learning Challenge Grant.

The Learning Community works with 11 school districts in the metropolitan area of Omaha, Nebraska, and the benefits of a more coherent and consistent system of early care and development would benefit each of these districts.

I will do everything possible to encourage the development in policy and practice needed to implement Nebraska's plans included in the application.

Sincerely,

Ted Stilwill  
CEO, Learning Community of Douglas and Sarpy Counties



## BUILDING BRIGHT FUTURES • CREATING EDUCATIONAL EXCELLENCE & EQUITY

### EXECUTIVE COMMITTEE MEMBERS

Richard "Dick" Holland, Chairman

October 7, 2011

Michael Yanney, President

Susie Buffett

Mr. Kerry Winterer

Mike Fahey

Chief Executive Officer

Dianne Seeman Lozier

Nebraska Department of Health & Human Services

Wallace Weitz, Treasurer

301 Centennial Mall South

P. O. Box 95026

Barbara Weitz

Lincoln, NE 68509-5026

Katie Weitz White, Secretary

Dear Mr. Winterer:

John Cavanaugh, Executive Director

Building Bright Futures strongly supports the statewide leadership provided in developing *Early Learning Nebraska*, the State initiative that addresses the Race to the Top - Early Learning Challenge. Building Bright Futures (BBF) is a not-for-profit organization dedicated to improving academic outcomes and eliminating academic achievement gaps among children from birth through age 18 years from low-income families in the two-county area of Douglas and Sarpy Counties in Nebraska. BBF is part of a comprehensive community-wide collaboration between eleven public school districts that serve 100,000 students in the two counties and a host of community organizations providing youth support programs from pre-natal services through high school graduation.

The services supported by Building Bright Futures include early childhood services for teen and young parents, as well as children from birth to age five. BBF's Teen & Young Parent Program is designed to keep young parents in school while providing them with parenting skills and supports. These services are essential for the successful nurturing of cognitive and language development outcomes for children served, with a focus on kindergarten readiness. In addition, Building Bright Futures supports a host of other programs and efforts directed at meeting the emotional and developmental needs of the 4,000 children born each year into high-risk family situations in Douglas and Sarpy Counties. These efforts include sustained, standardized and measurable improvements in childcare services provided to large numbers of children from low-income families. During 2011, Building Bright Futures provided \$4,350,000 for these early childhood and parenting supports in partnership with The Holland Foundation, The Weitz Family Foundation, The Lozier Foundation, The Sherwood Foundation, The Buffett Early Childhood Foundation, The William and Ruth Scott Foundation, The University of Nebraska Medical Center and UNMC Physicians, and Children's Hospital Physicians. Through this effort, we



## BUILDING BRIGHT FUTURES • CREATING EDUCATIONAL EXCELLENCE & EQUITY

did reach more than 1,000 of the estimated 18,500 high-risk population that are birth to age five in the two counties. When combined with Educare and other community efforts, we are on a pathway to a community effort directed at game-changing outcomes for kindergarten readiness.

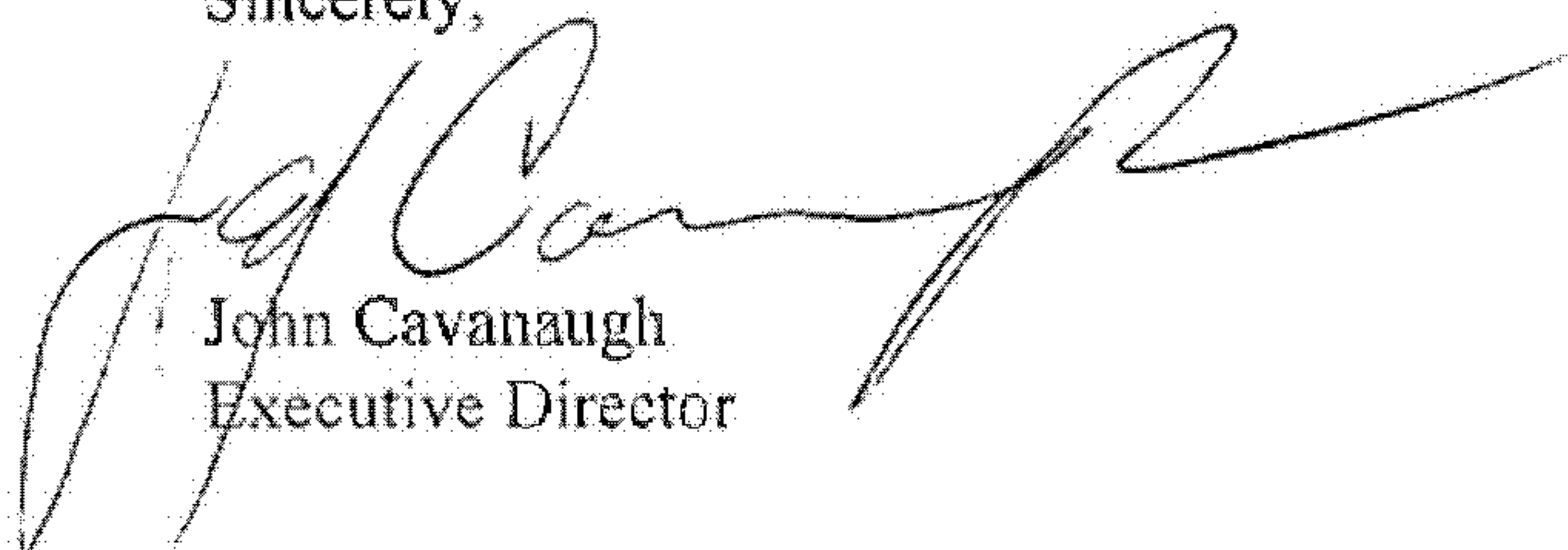
It is the goal of Building Bright Futures to increase and sustain this support with a focus on meeting the nurturing and developmental needs during every child's first five years through vigorous public-private partnerships and a broad collaboration with the State of Nebraska, local school districts and community partners. BBF is committed to seeing Douglas and Sarpy Counties become the first metropolitan area in the nation to demonstrate that a concerted community goal, one that assures every child receives quality developmental experiences during the first five years, can dramatically change not only the kindergarten readiness gap, but the entire academic trajectory and outcomes for our currently failing population.

Examples of Building Bright Futures program activities that support *Early Learning Nebraska* include:

- Resources for high quality early childhood programs through childcare centers participating in BBF's Early Childhood Services (BBF-ECS) Network of Excellence:
  - Resources to support early childhood learning and child development, and
  - Professional development opportunities and coaching for early childhood staff.
- Health care services, home visitation, parenting education classes, academic support and community resources at pre-natal & early childhood levels in the Teen & Young Parent Program.
- Physical and mental/behavioral health care services offered through school-based health centers to 50,000 students and their minor siblings, operated in cooperation with Omaha Public Schools, local federally qualified health centers and health care providers.
- Participation in opportunities to advise and inform policy makers through active staff involvement at state and national levels.
- Resources to assist in providing positive conditions for early learning and development reform.
- Collaboration with local and state service providers in supporting health and learning opportunities at all levels of child development, especially at the early childhood level.
- Participation in advisory groups and planning, implementation and evaluation of project activities.
- Assistance in designing models that provide opportunities and supports for children, especially Children with High Needs and children from diverse backgrounds and low economic levels.
- Assistance in providing data as required by the State of Nebraska.

Race to the Top represents an opportunity for Nebraska to engage in fundamental reforms to build on a strong foundation for families and children. We look forward to expanded cooperation and partnerships that ensure high quality early learning programs are available to all families and young children.

Sincerely,



John Cavanaugh  
Executive Director

2123 Paul Street  
Omaha, NE 68102

PHONE 402-898-1783

FAX 402-898-1776

[www.educareomaha.org](http://www.educareomaha.org)

October 3, 2011

To Whom It May Concern:

Educare of Omaha was honored to be asked to assist in the development of "Early Learning Nebraska," Nebraska's Early Learning and Development Reform Plan. Educare recognizes the benefits that can result from high quality Early Childhood Education and Care. For the past 9 years, Educare has implemented such a program for children living in high poverty and/or who are English Language Learners. With highly trained staff who provide intentionally planned instruction to address all areas of a young child's development, the Educare program has basically eliminated the achievement gap between children living in poverty and those from more affluent neighborhoods. This is a goal we would like to see possible for all disadvantaged children in the State of Nebraska.

The goal of Early Learning Nebraska is to ensure all children enter kindergarten with the skills they need to be successful, especially those children most at risk including children living in poverty. However, this is a goal that cannot be met without developing strong families who can promote their child's health and learning; strong early childhood professionals who can provide high quality early learning programs for all children; strong community partnerships to ensure that the overall needs of families and children are being met; and a strong early childhood system providing leadership and a responsive early learning care and development system. The Nebraska application is based on the enhancement of a collaborative partnership with the Department of Health and Human Services, Department of Education and the University of Nebraska. The focus of the plan is to support parents as their child's first teachers and provide them with access to the resources they need to promote their child's learning.

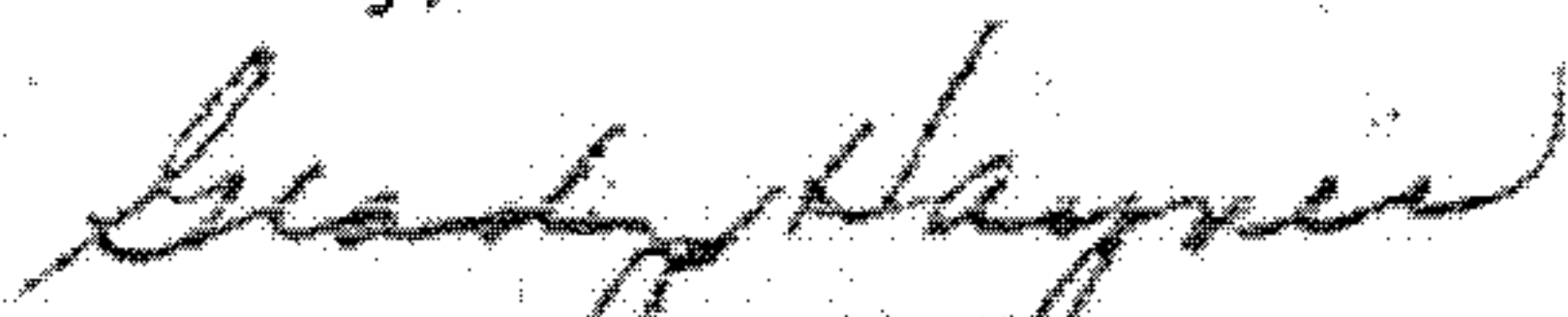
We believe the application includes critical features which will greatly impact the delivery of consistent care and effective instruction and increase parents' access to quality early childhood care. Implementation of a QRIS system will offer providers a guide to use to increase the quality of care they are able to offer as well as inform parents regarding their choices for their child's care. Resources in the form of training and coaching will be available to assist early learning centers in improving their standard of care. Wrap around care and partnerships with school districts will support smooth transitions for children and positively impact child outcomes. Finally it should be noted that assessing and understanding a child's development at kindergarten entry will provide



guidance to the early learning centers in improving their practices as well as guide kindergarten teachers in best meeting the needs of our youngest students.

As a NAEYC accredited Head Start provider, we have witnessed first hand the benefits to children and families when quality services are provided. We know that all children have the potential to be successful learners. We believe the plan being submitted has the capacity to make this happen. We look forward to partnering with parents and providers in the Omaha community as well as across the State as this initiative moves forward.

Sincerely,



Gladys Haynes, Ph.D.  
Executive Director





995 East Highway 33, Suite 1 • Crete, NE 68333  
Phone 402-826-3880 • fax-826-4101 [www.phsneb.org](http://www.phsneb.org)

District Health Department

*Serving Fillmore, Gage, Jefferson, Saline, and Thayer Counties*

September 30, 2011

Mr. Kerry Winterer, Chief Executive Officer  
Nebraska Department of Health and Human Services  
301 Centennial Mall South, PO Box 95026  
Lincoln, Nebraska 68509-5026.

Dear Mr. Winterer:

The Public Health Solutions Board of Health and Department strongly support the Nebraska Race to the Top-Early Learning Challenge application, "Early Learning Nebraska".

This innovative four year partnership between the state Departments of Education (NDE) and Health and Human Services (DHSS) with support of the University of Nebraska would enable the realignment of services, the leveraging of resources, and the use of state leadership to build a foundation of high-quality early learning and development programs to increase the health, wellbeing and future success of children and families.

The Public Health Solutions Board and Department commit to actively support the development of high quality early childhood programs for children by assisting in the implementation of quality standards to improve the health and wellbeing of children and their families. Already PHS works in partnership with schools and Head Start programs through home visitation, the provision of preventive health services, health teaching and consultation; yet more needs to be done.

We would look forward to working under the leadership of the State Departments of Health and Human Service and Education as well as the University of Nebraska to help formulate needed policies and strategies. In addition, we would value increased partnerships with First Five Nebraska, the Nebraska Children and Families Foundation, Head Start Association members and other early childhood stakeholders to make this project a reality.

Again, we strongly support this application and urge its funding.

With best regards,

A handwritten signature in black ink that reads "M. Jane Ford Witthoff".

M. Jane Ford Witthoff  
Health Director

Public Health Solutions District Board of Health

Larry Cerny, Fillmore County Board; Paul Utemark; Dennis Byars, Gage County Board; Linda Ament; Arthur Craig, Jefferson County Board; Deb Hellbusch; Janet Henning, Saline County Board; Judy Henning; David Bruning, Thayer County Board; Karen Schardt; Walter Gardner, MD and Bruce Kennedy, DDS

# NEWMAN GROVE PUBLIC SCHOOLS

101 South 8th Street • PO Box 370 • Newman Grove, NE 68758-0370 • website <http://www.newman.org>

October 13, 2011

Mr. Kerry Winterer  
Chief Executive Officer  
Nebraska Department of Health and Human Services  
301 Centennial Mall South  
PO Box 95026  
Lincoln, NE 68509-5026

Dear Mr. Winterer:

This letter is to support the Nebraska Race to the Top-Early Learning Challenge application called the "Early Learning Nebraska."

We now work closely with the Goldenrod Hills Head Start Agency to run our Pre School Program. Our initiative would be to implement professional development for our early childhood staff, and help to coordinate and integrate our school's early learning and development resources for children, families, caregivers, and educators. We do believe that being part of this process would be beneficial for our students and families of the Newman Grove District.

Sincerely,



Herb Pokorny,  
Superintendent of Schools

HOME OF THE "BLUEJAYS"

Superintendent and K-6 Principal: Mr. Herb Pokorny • 7-12 Principal: Mrs. Beth Nelson  
Board of Education: Mr. David Fowler, Mr. Tom Haase, Mr. John Kiniger, Mr. Roger Lyon, Mrs. Jennie McCloud, Mr. Brian Wallis

PHONE NUMBERS

Superintendent and K-6 Principal: (402) 447-2721 • 7-12 Principal: (402) 447-6294  
Central Office: (402) 447-6294 • Elementary School: (402) 447-6051 • Fax Number: (402) 447-2445



## **Appendix A-14: Existing Private-Public Partnerships for Early Childhood Education and Buffett Early Childhood Priorities**

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Over the past ten years, multiple donors have joined BECF in partnering with the state and local communities in a number of initiatives designed to provide Nebraska's youngest and most vulnerable children with quality early childhood services. Some examples of these initiatives:

- **Early Childhood Education Gant Program Birth - Three Early Learning Fund:** The private sector contributed \$20M to match the state's investment of \$40M to establish a unique public-private endowment that funds quality birth to three services for children at risk all across Nebraska.
- **Educare:** The private sector in Nebraska led by the Buffett Early Childhood Fund initiated the national replication of Educare schools that provide a high quality early childhood program for children at risk, birth to five years of age. Funders in Omaha contributed over \$20M to build two state of the art Educare schools in two communities with high concentrations of poverty.
- **Early Childhood Services:** As part of a larger initiative in Omaha (Building Bright Futures) established to increase the number of children at risk graduating from high school, private donors contribute \$3M annually to enhance the quality of community based child care programs serving children of low income. These funds support intensive teacher coaching mental health consultation for children with behavior issues, professional development opportunities for staff, child developmental screenings, and quality enhancement grants. Additionally, these private funds support home visitation services for teen parents and their children as well as educational services to assist young parents in graduating from high school.
- **Early Childhood Scholarships:** Over \$5M has been contributed across the past ten years to fund scholarships to children of low income to attend high quality early childhood programs in Omaha.
- **Buffett Early Childhood Institute:** The Sherwood Foundation of Nebraska has made a substantial contribution to the University of Nebraska to establish a new hundred million dollar institute that will focus on the integration of policy, practice and research in the field of early childhood for children birth to eight years of age. The key purpose of the Institute will be to ensure that all children in Nebraska, especially those most vulnerable, will have access to quality early childhood services.
- **Business Round Table:** In the past year, a statewide Early Childhood Business Round Table has been established. Funded through a private donation, the Round Table, is educating business leaders about the importance of the early years. Chaired by the CFO of Gallup, the Round Table is building a new base of champions for investing in the early years in order to have a stronger, smarter and healthier state.
- **First Five Nebraska:** The private sector also supports the Nebraska Children and Families Foundation, doing business as First Five Nebraska, to be a credible source and voice for smart policy and practice developments in Nebraska.

## **Buffett Early Childhood Priorities**

The “practice” arm of BECF’s work is the nationwide Bounce Early Learning Network which presently includes thirteen operational Educare schools with four more under construction and another 8-10 under development. The Educare model is a high quality, birth to five early childhood program that operates full days, year round. The model is driven by research and grounded in Head Start and Early Head Start principles. The key characteristics of the Educare schools include parental engagement, highly qualified staff, embedded professional development, low adult-child ratios and class size, and the intentional implementation of evidenced based curriculum. Every Educare must participate in a rigorous evaluation of classroom quality and child outcomes which are used for continuous improvement as well as to answer the fundamental question- are we closing the achievement gap. The assessment results thus far are very promising, reflecting that children who participate in Educare for more than two years are arriving at kindergarten on par with their peers from families with sufficient resources.

The “policy” investments of BECF are in the Birth To Five Policy Alliance which focuses on state based policy, and the First Five Years Fund which focuses on communication and Federal policy. BECF also supports the development and implementation of Nebraska based policy via First Five Nebraska. The “knowledge” investments of BECF are through the Center on the Developing Child at Harvard and the work of Nobel Laureate in Economics, Dr. James Heckman. The other major knowledge investment of BECF is the funding of the national evaluation of the Educare Network by the Frank Porter Graham Institute at the University of North Carolina.



## **Appendix B-01 Process Evaluations (Studies 3a -3d)**

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**Statement of Work: University of Nebraska-Lincoln,  
Nebraska Center for Research on Children, Youth, Families and Schools  
January 1, 2012 – December 31, 2016**

### **Selection Criteria Sections B and D: Process Evaluation of Strategies Employed in the Early Learning Nebraska Initiative (Project 5b (Studies 3a-d))**

In order to assist the Nebraska early childhood community in determining whether practices that are being used to strengthen the professional development system and impact quality are being implemented as designed and intended, the evaluation team housed in the Nebraska Center for Research on Children, Youth, Families and Schools, in partnership with the Buffett Early Childhood Institute, will conduct four process evaluation studies. The purpose of these studies is to enhance program quality and strengthen professional development by providing robust and coherent evidence of program performance via program monitoring. All studies will incorporate both qualitative and quantitative methodologies. Each year we will conduct an implementation study of a feature of the ECED. For each process study, program monitoring will include an investigation of fidelity of implementation, including dosage (service utilization), quality, participant responsiveness, and adherence to the service delivery model (Dane & Schneider, 1998). The evaluation team will use program monitoring to determine if the programs are meeting the specified criteria and that the critical features and relationships among components are being implemented. Data from all studies will be shared for continuous program improvement. All analyses will be conducted by the researchers in the Nebraska Center for Research on Children, Youth, Families and Schools (CYFS) at the University of Nebraska- Lincoln (Statistics and Research Methodology Unit). Additionally, research staff within the National Center for Research on Rural Education, housed within CYFS, will provide guidance on methodological approach and study implications as they relate to programming for rural children, families, and educational service providers. Research faculty leading and participating in program evaluation will be independent of faculty serving as advisors on the standards and program development teams.

#### ***Study 3a. Process Study of the QRIS***

Beginning in Year 2 (3<sup>rd</sup> quarter), we will begin conducting an implementation study of the QRIS. This will focus on the extent to which intended elements are in place and being utilized. This will not focus on specific early childhood programs, but rather the larger structural components of the QRIS. Analyses will include an investigation of number of programs targeted and enrolled in QRIS, development and implementation of services within levels of quality. Additionally, program participants' perceptions of value added by the QRIS process will be gathered via focus group data from providers and parents participating in the program as indicators of responsiveness and satisfaction.

Timeline: End of Year 3, 3<sup>rd</sup> quarter

#### ***Study 3b. Process Study of the Early Childhood Education Coaching***

In Year 2 and Year 3, we will conduct an Implementation study of Early Childhood Education Coaching. This study involves three foci. First, it includes analyses of coaching data in the Training Registry, including number of coaching visits, number of teachers each coach worked with, and other details of coaching service provide, including length of coaching interactions and location of interactions. This study also includes an evaluation of the fidelity with which coaches are implementing the coaching model in their interactions with teachers and parents. These data will be collected twice annually for a random selection of a group of 80 coaches across the state who are implementing early childhood coaching as a form of professional support.

Records will be collected as previously described twice annually to assess service utilization and dosage. Furthermore, videotapes will be collected of coaching interactions for the purpose of monitoring quality and adherence. These videotaped sessions will include the adult coach participants -- the coach and teacher participant and in particular the coach's adherence to the coaching protocol during the session. At the time of the taping, the coach and teacher will complete a survey on their satisfaction with coaching, and the quality of the coaching relationship. Both will complete demographic information including age, experience in the field, gender, duration of employment, type of work setting, educational background and race/ethnicity data. Teacher participants will complete a work satisfaction survey, and provide characteristics of their work setting. The videotapes will then be coded for behaviors demonstrated by the coach that indicate their level of adherence to the coaching protocol, and behaviors of teacher participants during coaching session. The Early Childhood Coaching Observation tool has been developed in Nebraska for this purpose and will be used to assess observations. Multivariate analyses of service utilization data and observational data will be conducted to assess fidelity of the early childhood coaching project.

Finally, this study will include survey or focus groups with a random selection of teachers and providers receiving coaching to determine their perceptions of the coaching experience. This will provide an indicator of participant responsiveness. This data will be transcribed and analyzed quantitatively.

Timeline: Twice annually for coach sample in Years 2 and 3

### ***Study 3c. Process Study of the Early Childhood Mental Health Project***

In Year 4, we will conduct an implementation study of the Early Childhood Mental Health project. Specifically, this study is being conducted to assess the implementation of the Teaching Pyramid model in programs. From the full QRIS sample among those implementing the Teaching Pyramid, 15 centers (3 classrooms/ center will result in 45 classrooms) and 15 family child care homes will be selected to participate in the process study. Additionally, the early childhood mental health consultants providing services to the target programs will also be evaluated.

Indicators will be collected from each classroom on the fidelity of implementation of the Teaching Pyramid Model. To assess the degree to which teachers supported social-emotional development and positively managed challenging behavior in the classroom, the TPOT, Teaching Pyramid Observation Tool, or the TPITOS, The Pyramid Infant Toddler Observation Scale will be completed. The TPOT has three subscales: an environmental rating, an anchor score comprised of 15 items, and 16 red flags that indicate serious deficiencies. The anchor items measure how the teacher responds to children's social-emotional needs, how effectively the teacher prevents challenging behaviors, how the teacher provides direct teaching of social skills and emotional expression and how the teacher individualizes practices to meet the needs of each child. The TPITOS has two subscales: an anchor score that comprised 15 items and 14 red flags that indicate serious deficiencies. The anchor items measure how responses in the following areas: interactions, play dimensions, quality of routines and transitions. Additionally, the services offered by the mental health consultants will be tabulated, and analysis of their written records will be conducted as indicators of adherence and dosage. Data will be collected at the end of Year 2 to assess quality of social-emotional programming.

Timeline: End of Year 4

### ***Study 3d. Process Study of the Early Learning and Development Program (ELDP) Health and Community Resource Consultants***

In Years 3 - 4 we will conduct an implementation study of the Health and Community Resource Consultants. The process evaluation will focus on the extent to which the consultants act as liaisons and navigators in local communities to support physical health and safety, and physical, social and emotional



development for children. We will randomly select one Consultant from each of 7 regions. Data will be collected on various service utilization features from each Health Connector including frequency of contacts, number of referrals, and available resources for children and families. Additionally, data will be collected to assess change in resources; the referral forms completed by the Community Resource Consultants will be qualitatively assessed. A sample of participants who received and/or provided services/resources/ referrals via the Health and Community Resource Consultants will be asked to participate in focus groups to provide feedback on the Early Learning and Development Program (ELDP) Health and Community Resource Consultant component of the project.

Timeline: End of Years 3,4

Dane, A. V., & Schneider, B. H. (1998). Program integrity in primary and secondary prevention: Are implementation effects out of control? *Clinical Psychology Review, 18*, 23-45.





## The Midwest Child Care Research Consortium Quality Rating System Pilot Project

*A study by the Midwest Child Care Research Consortium*

Carla Peterson, Susan Hegland, Candice Shimmin  
*Iowa State University*

Kathy Thornburg, Wayne Mayfield, Jackie Scott, Judy Mumford  
*University of Missouri*

Jane Atwater  
*University of Kansas*

Lana Messner, Jennifer Hecker  
*Kansas Association of Child Care Resource and Referral Agencies*

Helen Raikes, Julia Torquati, Dawn Davis, Carolyn Edwards  
*University of Nebraska*

*Printed by A to Z Printing, Inc., Lincoln, Nebraska, October, 2008*



## The Midwest Child Care Research Consortium Quality Rating System Pilot Project

*I think [persons in the community] see us more as professionals now. They see that we are meeting these higher standards. Some [providers] say, "We're meeting licensing standards, isn't that good enough?" But I try to tell them these are minimum standards and we would like to hold ourselves to a higher level.—Center director*

**T**his project was supported by a Child Care Research Partnership grant to the Center on Children, Families and the Law, University of Nebraska—Lincoln (Helen Raikes, Julia Torquati, PIs), with subcontracts to Iowa

State University (Carla Peterson, Susan Hegland, PIs), University of Kansas (Jane Atwater, PI), and University of Missouri (Kathy Thornburg, PI).

We acknowledge the on-going support and advice of project officer, Dr. Ivelisse Martinez-Beck, Office of Policy, Research and Evaluation, U.S. Department of Health and Human Services, Washington, DC.

We acknowledge support from Chris Wiklund, Marcia Donnelson, and Brian Wilcox, Center on Children, Families and the Law, University of Nebraska—Lincoln, and from our many data collection and project support staff in each state.

With gratitude to the partners and stakeholders in Iowa, Kansas, Missouri and Nebraska, who assisted in the design and implementation of this study and to the many child care providers and parents who participated in the study.

The quality of the child care environment has long-term impacts on children's cognitive and social-emotional development (Belsky, Vandell, Burchinal, Clarke-Stewart, McCartney, & Owen, 2007; Lueb, Fuller, Kagan, & Carral, 2004); however, the quality of most child care is mediocre, including that in the Midwest where only one-third of child care was considered to be good quality (Raikes et al., 2003). Low-income children are particularly vulnerable to the effects of low quality (Burchinal, Roberts, Nahors, & Bryant, 1996); however, in many cases these children have not had access to high quality care (e.g., Hirshberg, Huang, & Fuller, 2005; Raikes, Raikes, & Wilcox, 2004). This lack of access threatens their opportunities for school success. Children from low-income families are not only at higher risk for school failure than middle-class children, they are also more likely to be in lower quality child care programs (Fuller, Kagan, Lueb, & Chang, 2004).

States have recently implemented numerous program changes and quality enhancement initiatives for child care programs. Some states have focused such initiatives on low income populations, and some states

have emphasized collaborative public/private partnerships for these programs. Recent state-based efforts to increase the quality of child care provided to all children have involved intensive professional development programs (e.g., TEACH), quality rating system initiatives, state-funded preschool programs, and increased levels of regulation and enforcement. Four Midwestern states (Iowa, Kansas, Missouri, and Nebraska) have joined almost two-thirds of states (Mitchell, 2005) to take steps toward development and implementation of a Quality Rating System (QRS). The Midwest Child Care Research Consortium (MCCRC) examined implementation and impact of these QRS systems within and across the four states. Generally, QRS systems provide a framework for rating the quality of early childhood programs along a variety of dimensions including staff qualifications, environmental quality, health and safety practices, communication with families, and administrative procedures. The QRS of each of the four Midwestern states incorporates a number of these dimensions and provides the programs with an overall "star" rating between one and five indicating level of quality.







Table 6. Center Administrator and Home Owner Characteristics at Time 1

Table with columns for Iowa, Kansas, Missouri, Nebraska and rows for characteristics like % of Administrators/Owners with a CDA, Associate's degree, Bachelor's degree, major/focus in early childhood education, curriculum certificate, training hours, and wage.

Note: The QRS rating criteria are... The QRS rating criteria are based on having at least 84 college credits including childhood education...

Table 7. Center Lead Teacher Characteristics at Time 1

Table with columns for Iowa, Kansas, Missouri, Nebraska and rows for characteristics like % of Lead Teachers with a CDA, Associate's degree, Bachelor's degree, major/focus in early childhood education, curriculum certificate, training hours, and wage.

Note: The QRS rating criteria are... The QRS rating criteria are based on having at least 24 college credits including childhood education...

Tables 8-10 present centers and homes QRS ratings by state and over time. Tables 8 and 9 show frequency data over time, and Table 10 shows mean ratings over time.

Kansas, the data reported reflect the Kansas Midwest star ratings for all programs observed and thus are not limited to the actual QRS participants.

Table 8. Percentages of Centers Scoring at Various Star Levels by State

Table with columns for State, All programs Time 1, Repeated measures sample Time 1, Repeated measures sample Time 2 and rows for IA, KS, MO, NE across star levels 1-5.

Table 9. Percentages of Homes Scoring at Various Star Levels by State

Table with columns for State, All programs Time 1, Repeated measures sample Time 1, Repeated measures sample Time 2 and rows for IA, KS, MO, NE across star levels 1-5.

Table 10. Mean QRS Ratings by Program Type

Table with columns for State, All programs Time 1, Repeated measures sample Time 1, Repeated measures sample Time 2 and rows for IA, KS, MO, NE for Centers and Homes.

ATTRITION ANALYSES

Table 11 presents the attrition that occurred during the study between Times 1 and 2. Across the four states, the attrition for homes was generally higher than that for centers, although in both groups the rates were fairly high.

Table 11. Percent of Programs that Dropped from the Study by State and Program Type

Table with columns for State, Centers, Homes and rows for IA, KS, MO, NE.

REASONS FOR ATTRITION

Table 12 shows, by state, the frequency of reasons cited for attrition; homes and centers were collapsed in these analyses. It should be noted that not all programs provided reasons for leaving the study.

in which the programs were rated for QRS were incompatible with their views on early childhood care and education. Other directors indicated that they were too busy or overwhelmed to undergo the process for a second time.

Table 12. Frequency of Reasons Cited for Attrition by State

Table with columns for State, No longer open, Change in licensing status, Director/owner chose to withdraw, Incomplete surveys/paperwork and rows for IA, KS, MO, NE.

To determine the extent to which programs that dropped were different from those that remained in the study, we used chi-square analyses for the Time 1 binary variables of accreditation, subsidy status, and USDA CACFP and t-tests for Time 1 QRS ratings and mean environment rating scale scores.

and program type.) For Iowa and Nebraska, no significant differences were found between programs that remained and those that dropped. However, in Kansas, centers that dropped were more likely to be accredited than those that remained.

Preliminary Psychometric Data on QRS Models

In order to establish that QRS models are appropriate measures of quality, we must gather evidence regarding their reliability and validity. This endeavor is complicated by the fact that we have not established that any of the QRS models are equal-interval measures; at best, we can be confident that each state's QRS star rating (and components that comprise the rating) are ordinal in nature.

ings for each state are based on ratings or points that are awarded to each QRS component, it is possible to analyze these ratings and derive an estimate of coefficient alpha. Table 13 shows coefficient alpha for the QRS models at Time 1.

INTERNAL CONSISTENCY

Internal consistency reliability—the extent to which items measure a presumably unitary construct—provides one way to look at reliability. Because overall QRS rat-

ings for each state are based on ratings or points that are awarded to each QRS component, it is possible to analyze these ratings and derive an estimate of coefficient alpha.

Table 13. Internal Consistency Estimates and Item-Total Correlations at Time 1

Table with columns for State, Centers, Homes and rows for IA, KS, MO, NE with sub-columns for Coefficient alpha, Number of components, Range of corrected item-total correlations.

1. Based on the first two years of data from the actual Iowa QRS. 2. If the reliability group size composed is deleted, this value increases to .76.

These analyses assume that the QRS models constitute scales and not indices. Whereas scales tend to have items with fairly high inter-item correlations, indices do not. Whether measures of quality constitute scales or indices is a topic that is currently receiving attention in the field and has important implications for measuring quality in early childhood settings. This issue is addressed in more depth in the Discussion section.













may be whether QRS can be used to further leverage quality for low-income children receiving subsidies. Indeed, it will be important to assess whether children from low-income homes, children on subsidy, and children with special needs are being served by programs with higher quality ratings, and whether these programs participate in quality improvement initiatives. Although participation in QRS can be required for subsidized children, it is not clear whether such requirements will mean that children from low-income homes will be served in highest-rated programs, or whether some highest-rated programs simply refuse to accept children on subsidies.

The qualitative portion of this study showed that families are receptive to Quality Rating Systems. Further study is needed to determine if a differentiated market develops based on family use of star ratings. The current study did not evaluate the links between incentives and program quality from a quantitative perspective, and such a link was not found in the qualitative data.

However, it would seem that financial incentives may be needed to attract a sufficient percentage of child care programs and providers in a community to participate in a QRS (Mitchell, 2005). This critical mass seems necessary in order to give parents choices of higher and lower rated programs that meet their financial, cultural, location, and availability needs (Stoney, Mitchell, & Warner, 2006).

We did not discover the definitive answer to what is the best way to build the improvement system. Some states learned that feedback or participation alone helped ratings improve, although enhanced improvements were associated with training (i.e., in Nebraska) or on-site consultation (i.e., Missouri and Iowa). In Iowa, for example, the decision was made to allow programs to earn points for participating in training on the Environment Rating Scales as well as for completing self-assessments and program improvement plans in order to build understanding and commitment to the standards of quality represented in these tools; thus, training is literally part of the QRS process. Such requirements for training, self-assessments, and improvement plans prior to ERS assessments may prevent some of the frustrations voiced by focus group participants at their low scores on the ERS and lack of knowledge of the scoring criteria.

More study is needed to determine what model best associates with improvements in quality.

This study showed that average quality improved over time. A future question to explore in states that have gone to scale is whether the overall quality watermark within a state can be raised, including creating a better educated, more professional, better paid and more stable workforce as well as higher percentage of children ready for school. Furthermore, once a QRS has gone to scale, will programs be

*This study showed that average quality improved over time. A future question to explore in states that have gone to scale is whether the overall quality watermark within a state can be raised, including creating a better educated, more professional, better paid and more stable workforce as well as higher percentage of children ready for school.*

more likely to resist any increase in the requirements for each standard (Mitchell, 2005)?

There was tremendous variation in the state context for implementing a QRS pilot and in using the QRS systematically as a tool for introducing data to make improvements across early childhood systems. QRS models build on and complement the licensing and regulation systems in each state. For example, Iowa only requires 20% of registered family child care homes to receive on-site inspections each year. Therefore, the Iowa QRS system requires that all 2-star programs receive the ChildNet certification, which requires an on-site inspection and quality check. Each state develops specifications for the QRS that are inextricably bound to how licensing, subsidy and training systems are designed.

Labor intensive consultations may be difficult to implement in rural areas with long driving distances and few qualified consultants. Ensuring that programs throughout the state can participate in the quality improvement programs required by QRS models is important.

Quality Rating Systems can be expensive, depending on the extent to which they build on or require additional current quality improvement programs, including workshops, courses, and on-site consultation; require extensive on-site observations and/or data entry; and provide financial incentives or higher subsidy levels. States need to balance the funds used for (1) financial incentives and subsidy enhancements; (2) verification; (3) observational assessment; and (4) funds used for quality improvements (e.g., consultation).



Iowa Child Care Quality Rating System  
Child Care Centers

Quality Levels 1 and 2	
<b>Level 1- Licensed Level</b>	<ul style="list-style-type: none"> <li>Full licensing OR a provisional licensing with no action to revoke or deny OR operates under the authority of an accredited school district or nonpublic school</li> </ul>
<b>Level 2</b>	<ul style="list-style-type: none"> <li>Full licensing only with no action to revoke or deny OR the program operates under authority of an accredited school district or nonpublic school</li> <li>Completes IDPH Child Care Business-Partnership Agreement</li> <li>Completes IDPH Child Care Center Director/Owner Survey</li> <li>If eligible, participation in federal food program (Child and Adult Care Food Program -CACFP)</li> <li>Each room has at all times at least one staff member present who has completed mandatory reporting of child abuse, universal precautions and infectious disease control, cardiopulmonary resuscitation, and first aid</li> <li>Basic orientation for all staff prior to beginning work</li> <li>Director and staff perform self-assessments of each individual's skills and one of the center overall</li> </ul>

The following amount of points are required from the menu below to reach Levels 3-5. At least one point must be earned from each category.

Level	Minimum points required
3	10
4	18
5	26

Child Care Quality Rating System  
Child Care Centers  
Levels 3-5

Professional Development Maximum points = 12	Health and Safety Minimum points = 8		Environment Minimum points = 11		Family and Community Partnerships Maximum points = 2		Leadership/Interventions Maximum points = 4		
	Points	Notes	Points	Notes	Points	Notes	Points	Notes	
Center director has a current national administrative credential OR a school principal licensed by the Board of Educational Examiners	4	Center director must complete a national administrative credential OR a school principal license	Center director must have a current national administrative credential OR a school principal license	4	Center director must have a current national administrative credential OR a school principal license	Center director must have a current national administrative credential OR a school principal license	Center director must have a current national administrative credential OR a school principal license	Center director must have a current national administrative credential OR a school principal license	4
At least one staff member in the center has a Bachelor's degree in education, specific to the age group for whom they provide care	4	Center director must complete a national administrative credential OR a school principal license	Center director must have a current national administrative credential OR a school principal license	4	Center director must have a current national administrative credential OR a school principal license	Center director must have a current national administrative credential OR a school principal license	Center director must have a current national administrative credential OR a school principal license	Center director must have a current national administrative credential OR a school principal license	4
At least 50% of staff in each classroom have a Bachelor's degree in education, specific to the age group for whom they provide care	4	Center director must complete a national administrative credential OR a school principal license	Center director must have a current national administrative credential OR a school principal license	4	Center director must have a current national administrative credential OR a school principal license	Center director must have a current national administrative credential OR a school principal license	Center director must have a current national administrative credential OR a school principal license	Center director must have a current national administrative credential OR a school principal license	4
At least 50% of staff in each classroom have a Bachelor's degree in education, specific to the age group for whom they provide care	4	Center director must complete a national administrative credential OR a school principal license	Center director must have a current national administrative credential OR a school principal license	4	Center director must have a current national administrative credential OR a school principal license	Center director must have a current national administrative credential OR a school principal license	Center director must have a current national administrative credential OR a school principal license	Center director must have a current national administrative credential OR a school principal license	4





















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### Nebraska Early Childhood Programs Step Up To Quality (Step Up To Quality)

The Nebraska Early Childhood Programs Step Up to Quality (Step Up to Quality) is a voluntary program established to assist early learning and development programs in moving toward higher levels of quality. Step Up to Quality is composed of both a learning community system and a rating system with clearly defined steps. Step Up To Quality helps inform both early childhood programs and the public the quality step that program has achieved.

The learning community will provide training, coaching, and technical assistance to all programs that volunteer to work on improving their quality. Programs apply to enter Nebraska's Step Up to Quality at any level they feel prepared to address. Programs and staff unfamiliar with the Early Learning Guidelines, the Core Competencies for Early Childhood Professionals, and the Environment Rating Scale are encouraged to enter the Learning Community at Step Two. Programs already familiar with these basic state standards and resources may elect to enter Nebraska's Step Up to Quality Program at a higher level. Programs complete an application and letter of commitment to enter Steps two through five.

### Nebraska's Early Childhood Programs Step Up to Quality Rating Criteria for Child Care Centers:

Step Up To Quality Rating-1	Rating Criteria For Step Up To Quality Levels 2-5	Step Up To Quality Rating-2	Step Up To Quality Rating-3	Step Up To Quality Rating-4	Step Up To Quality Rating- 5
Licensed Child Care Center, or Meets Head Start Performance Standards, or NDE Rule 11	Minimum operating requirements  Required Training/Education for Step Up to Quality Levels 2-5	DHHS Child Care Licensing, Head Start Performance Standards or NDE Rule 11  • Director and 75% of lead teachers or teaching staff complete quality portfolio training (24 clock hours).	DHHS Child Care Licensing, Head Start Performance Standards, or NDE Rule 11  • Director and 75% of lead teachers or teaching staff complete ERS In-Depth Practice training and Teaching Pyramid Training Modules appropriate to their classrooms or complete other social emotional or guidance	DHHS Child Care Licensing, Head Start Performance Standards, or NDE Rule 11  • Director and 75% of lead teachers or teaching staff complete CLASS training appropriate to their classrooms.	DHHS Child Care Licensing, Head Start Performance Standards, or NDE Rule 11  • Director and 75% of teaching staff complete STEM and literacy training series based upon three year rotational cycle or education required by accreditation standards.



	<p><b>Program Assessment</b></p> <ul style="list-style-type: none"> <li>Director and 75% of lead teachers complete core competency self-assessment and Professional Development Plans.</li> </ul>	<p>course through higher education.</p> <ul style="list-style-type: none"> <li>Director and 75% of lead teachers conduct a self-assessment of their classrooms using the appropriate ERS instrument.</li> <li>Program completed program readiness for teaching pyramid self-assessment.</li> </ul>	<ul style="list-style-type: none"> <li>Outside ITER-R or ECERS-R Observation conducted on percentage of classrooms (groups) as defined by Step Up to Quality policies. Average program score of 4. No subscale score lower than 3.</li> <li>Outside observation using CLASS average score of Emotional Support 4.5, Instructional Support 2.0 Classroom Organization 5.0</li> </ul>	<ul style="list-style-type: none"> <li>Two observations listed below or accreditation.</li> <li>Outside ECERS-R or ITER-R Observation Conducted on percentage of classrooms (groups) as defined by Step Up to Quality policies. Average program score of 5 with no subscale score less than 4.</li> </ul>
	<p><b>Other Professional Development/ Education Requirements</b></p> <ul style="list-style-type: none"> <li>Director and 75% of teaching staff are at Nebraska Career Level 1b or above.</li> <li>Program has a written procedure for cleaning, sanitizing and</li> </ul>	<ul style="list-style-type: none"> <li>Director and at least 30% of teaching staff are at Nebraska Career Level 2 (a,b) or above.</li> <li>Program has written policies defined in the CCHP Health and Safety Policies Checklist.</li> </ul>	<ul style="list-style-type: none"> <li>Director and at least 30% of teaching staff are at Nebraska Career Level 3(a,b,c) or above.</li> <li>Program works with Early Learning and Development Health Consultant to determine if referral</li> </ul>	<ul style="list-style-type: none"> <li>Director and at least 30% of teaching staff are at Nebraska Career Level 4(a,b,c) or above.</li> <li>Program has completed quality inclusive care checklist.</li> <li>Program has evidence</li> </ul>
	<p><b>Health and Safety Criteria</b></p>			

	<p>disinfecting.</p> <ul style="list-style-type: none"> <li>• Program has a written procedure for dispensing medications.</li> <li>• Infant/Toddler Development &amp; Routine and Preschool Development &amp; Routine forms are completed for all new children enrolled in the program.</li> </ul>	<ul style="list-style-type: none"> <li>• Program meets via phone or list serv with Early Learning and Development Health Consultant for referrals to appropriate health screening resources for children.</li> </ul>	<ul style="list-style-type: none"> <li>• Program completes America's Playground Safety Report Card and develops and implements program improvement plan.</li> </ul>	<p>of adaptive equipment for children with special health care needs.</p> <ul style="list-style-type: none"> <li>• Program has Care Plans for Children with Special Health Care Needs.</li> <li>• At least 1 staff per classroom has First Aid and CPR training.</li> </ul>
<b>Family Engagement Criteria</b>	<ul style="list-style-type: none"> <li>• Orientation provided for new parents with parent handbook provided.</li> </ul>	<ul style="list-style-type: none"> <li>• Parent satisfaction surveys are conducted annually.</li> </ul> <p>And</p> <ul style="list-style-type: none"> <li>• Parents are provided written daily communication for children up to age 3. A written communication on group activities can be provided for those over age 3.</li> </ul>	<ul style="list-style-type: none"> <li>• Parents are provided with 1 parent conference a year to discuss the child's progress.</li> </ul> <p>And</p> <ul style="list-style-type: none"> <li>• Parents are invited to at least 1 family activity annually.</li> </ul>	<ul style="list-style-type: none"> <li>• Program has a parent advisory/ involvement group.</li> </ul> <p>And</p> <ul style="list-style-type: none"> <li>• Parents are provided with 2 parent conferences per year.</li> </ul>
<b>Child Assessment and Screening</b>	<ul style="list-style-type: none"> <li>• Child development screenings as defined by the comprehensive</li> </ul>	<ul style="list-style-type: none"> <li>• Child development screenings and formative assessments as</li> </ul>	<ul style="list-style-type: none"> <li>• Child development screenings and formative</li> </ul>	<ul style="list-style-type: none"> <li>• Child development screenings and formative assessments as</li> </ul>

	assessment plan.	defined by the comprehensive assessment plan.	assessments as defined by the comprehensive assessment plan.	defined by the comprehensive assessment plan.
<p><b>Data Collection and Analysis</b></p>	<p><b>Data Collected:</b> Core Competencies Self-Assessment, Professional Development Plans, Program and Practitioner Registry Enrollment, infant development and routine reports, preschool child development and routine reports, child development screenings as defined by the comprehensive assessment plan.</p> <p><b>Data Analysis:</b></p> <ul style="list-style-type: none"> <li>Develop career and professional development plans for all teaching staff and director.</li> <li>Monitor staff professional development via registry to ensure meeting Nebraska Career Levels.</li> <li>Review child</li> </ul>	<p><b>Data Collected:</b> ERS Self-Assessment Scores, Teaching Pyramid Readiness Self-Assessment, health screening information, Registry professional development data, parent satisfaction surveys, child development screening and formative assessments as defined by the comprehensive assessment plan.</p> <p><b>Data Analysis:</b></p> <ul style="list-style-type: none"> <li>Determine areas that need improvement based upon ERS Scores and Teaching Pyramid Readiness Self-Assessment, make program improvement plans.</li> <li>Monitor staff professional development via Registry ensuring staff advancement on Nebraska Career Levels.</li> <li>Review child development screenings and formative assessments to determine if children</li> </ul>	<p><b>Data Collected:</b> Outside reviewer ERS Score, Registry professional development data, Playground safety report card, child development screening and formative assessments as defined by the comprehensive assessment plan.</p> <p><b>Data Analysis:</b></p> <ul style="list-style-type: none"> <li>Determine areas that need improvement based upon ERS Scores, CLASS Scores, and Playground Safety Report Card, and develop a program improvement plan.</li> <li>Prepare materials on child progress for parent teacher conferences based upon child's work.</li> <li>Monitor staff professional development via</li> </ul>	<p><b>Data Collected:</b> Accreditation review report, ERS Score, CLASS Scores, Registry professional development data, child development screening and formative assessments as defined by the comprehensive assessment plan.</p> <p><b>Data Analysis:</b></p> <ul style="list-style-type: none"> <li>Determine areas that need improvement based upon Accreditation report, ERS Scores, and CLASS Scores, and develop a program improvement plan.</li> <li>Review and monitor whether program is making adaptations to accommodate children with special needs and whether care plans for children with special health care needs are being followed.</li> <li>Monitor staff professional development via Registry ensuring staff advancement on</li> </ul>

		<p>development and routine reports and screenings; make plans to address issues of concern to parents.</p>	<p>are developing and learning.</p>	<p>Registry ensuring staff advancement on Nebraska Career Levels.</p> <ul style="list-style-type: none"> <li>Review child development screenings and formative assessments to determine if children are developing and learning.</li> </ul>	<p>Nebraska Career Levels.</p> <ul style="list-style-type: none"> <li>Review child development screenings and formative assessments to determine if children are developing and learning.</li> </ul>
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**Nebraska's Early Childhood Programs Step Up to Quality Rating Criteria for Family Child Care Homes:**

Step Up Quality Rating-1	Rating Criteria for Step Up to Quality Levels 2-5	Step Up Quality Rating-2	Step Up Quality Rating-3	Step Up Quality Rating-4	Step Up Quality Rating-5
<p>Licensed Family Child Care Home</p>	<p>Minimum operating requirements</p> <p><b>Required Training/Education</b></p>	<p>DHHS Family Child Care Licensing</p> <p>Provider has completed quality portfolio training (24 clock hours).</p>	<p>DHHS Family Child Care Licensing</p> <p>Provider has completed an Indepth practice FCCERS-R Training</p>	<p>DHHS Family Child Care Licensing</p> <p>Provider has completed Teaching Pyramid Modules training.</p>	<p>DHHS Family Child Care Licensing</p> <p>Education required by accreditation standards or Provider has completed STEM and Literacy training series based upon three year rotational cycle.</p>
	<p><b>Assessment</b></p>	<p>Provider has completed core competency self-assessments and professional development plan.</p>	<p>Provider has conducted a self-assessment of their program using the FCCERS-R and the provider has conducted a Teaching Pyramid readiness self-assessment</p>	<p>Outside FCCERS-R Observation conducted on program. Average score of 4. No subscale score lower than 3.</p>	<p>Accreditation or two observations listed below.</p> <p>Outside FCCERS-R Observation Conducted program. Average score of 5 with no subscale score less than 4.</p> <p>Outside observation using TPOT or TPITOS— average anchor score of: TPOT-4.0 TPITOS-3.6</p>

<p><b>Other Professional Development and Education Requirements</b></p>	<p>Provider is at Nebraska Career Level 1b or above.</p>	<p>Provider is at Nebraska Career Level 2 (a,b) or above.</p>	<p>Provider is at Nebraska Career Level 3 (a,b,c) or above.</p>	<p>Provider is at Nebraska Career Level 4 (a,b,c) or above.</p>
<p><b>Health and Safety Criteria</b></p>	<ul style="list-style-type: none"> <li>• Program has a written procedure for cleaning, sanitizing and disinfecting.</li> <li>• Program has a written procedure for dispensing medications.</li> <li>• Infant/Toddler Development &amp; Routine and Preschool Development &amp; Routine forms are completed for all children enrolling in the program.</li> </ul>	<ul style="list-style-type: none"> <li>• Program has written policies defined in the CCHP Health and Safety Policies Checklist.</li> <li>• Program works via phone or list serv with Early Learning and Development Health Consultant for referrals to appropriate health screening resources for children.</li> </ul>	<ul style="list-style-type: none"> <li>• Program works with Early Learning and Development Health Consultant to determine if referral is needed for health services.</li> <li>• Program completes America's Playground Safety Report Card and program improvement plan developed.</li> </ul>	<ul style="list-style-type: none"> <li>• Program has completed quality inclusive care checklist.</li> <li>• Program has evidence of adaptive equipment for children with special health care needs.</li> <li>• Program has Care Plans for Children with Special Health Care Needs.</li> </ul>
<p><b>Family Engagement</b></p>	<ul style="list-style-type: none"> <li>• Orientation provided for new parents with parent handbook</li> </ul>	<ul style="list-style-type: none"> <li>• Parent satisfaction surveys are conducted</li> </ul>	<ul style="list-style-type: none"> <li>• Parents are provided with 1 parent conference a year to discuss</li> </ul>	<p>Program meets with parents at least 2 a year to discuss child's progress.</p>

	<p>provided.</p>	<p>annually. And</p> <ul style="list-style-type: none"> <li>Parents are provided written daily communication for children.</li> </ul>	<p>the child's progress. And</p> <ul style="list-style-type: none"> <li>Parents are invited to at least 1 family activity annually.</li> </ul>	
<p><b>Child Assessment and Screening</b></p>	<ul style="list-style-type: none"> <li>Child development screenings as defined by the comprehensive assessment plan.</li> </ul>	<ul style="list-style-type: none"> <li>Child development screenings and formative assessments as defined by the comprehensive assessment plan.</li> </ul>	<ul style="list-style-type: none"> <li>Child development screenings and formative assessments as defined by the comprehensive assessment plan.</li> </ul>	<ul style="list-style-type: none"> <li>Child development screenings and formative assessments as defined by the comprehensive assessment plan.</li> </ul>
<p><b>Data Collection and Analysis</b></p>	<p><b>Data Collected:</b> Core Competencies Self-Assessment, Professional Development Plans, Program and Practitioner Registry Enrollment, infant development and routine reports, preschool child development and routine reports.</p> <p><b>Data Analysis:</b></p> <ul style="list-style-type: none"> <li>Develop career and professional development plans for all teaching staff and director.</li> </ul>	<p><b>Data Collected:</b> ERS Self-Assessment Scores, Teaching Pyramid Readiness Self-Assessment, health screening information, Registry professional development data, parent satisfaction surveys.</p> <p><b>Data Analysis:</b></p> <ul style="list-style-type: none"> <li>Determine areas that need improvement based upon ERS Scores and Teaching Pyramid Readiness Self-Assessment, make</li> </ul>	<p><b>Data Collected:</b> Outside reviewer ERS Score, TPOT and TPITOS Scores, Registry professional development data, Playground safety report card.</p> <p><b>Data Analysis:</b></p> <ul style="list-style-type: none"> <li>Determine areas that need improvement based upon ERS Scores, TPOT and TPITOS Scores, and Playground Safety Report Card, make a corrective action plan.</li> <li>Prepare materials</li> </ul>	<p><b>Data Collected:</b> Accreditation review report, ERS Score, TPOT and TPITOS Scores, Registry professional development data.</p> <p><b>Data Analysis:</b></p> <ul style="list-style-type: none"> <li>Determine areas that need improvement based upon Accreditation report, ERS Scores, and TPOT and TPITOS Anchor Scores, make program improvement plan.</li> <li>Review and monitor whether program is making adaptations</li> </ul>

	<ul style="list-style-type: none"> <li>Review child development and routine reports and make plans to address issues of concern to parents.</li> <li>Review child development and routine reports and screenings; make plans to address issues of concern to parents.</li> </ul>	<p>corrective action plans.</p> <ul style="list-style-type: none"> <li>Review child development screenings and formative assessments to determine if children are developing and learning.</li> </ul>	<p>on child progress for parent teacher conferences based upon child's work.</p> <ul style="list-style-type: none"> <li>Review child development screenings and formative assessments to determine if children are developing and learning.</li> </ul>	<p>to accommodate children with special needs and whether care plans for children with special health care needs are being followed.</p> <ul style="list-style-type: none"> <li>Review child development screenings and formative assessments to determine if children are developing and learning.</li> </ul>
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# Nebraska Early Childhood Program Comparison Matrix

Center Based

QUALITY INDICATOR	Sixpence Quality Indicator	Rule 11	Licensing	NAEYC (Not inclusive of all standards)	Early Head Start (not inclusive of all standards)
STAFF QUALIFICATIONS	<p>•Lead Teacher/Caregivers - BS/BA in Early Childhood Education, Child Development, Nursing or related field (with coursework directly related to Infants/Toddlers)</p> <p>•Assistant/Paraprofessional – A Child Development Associate (CDA) or higher</p> <p>•All staff must complete training on the Nebraska Early Learning Guidelines Birth to Five (42 hours within three years)</p>	<p>004.08A Teacher Nebraska Teaching Certificate with an endorsement I Early Childhood Education, Early childhood Special Education, Preschool Disabilities, or Early Childhood Education Unified</p> <p>004.08B Paraeducator</p> <p>Twelve semester hours of undergraduate or graduate credit in child development/early childhood education, or the equivalent in prior training or experience as determined by the Commissioner or designee</p> <p>There are specific equivalencies including the online First Connections training</p> <p>Staff Development Plan : a written plan detailing staff development that is approved by NDE</p> <p>Background checks</p>	<p>Teacher or Assistant teacher must be 19 years of age</p> <p>One of following:</p> <p>3 credit hours or 15 clock hours in child development, early childhood education, or child care administration in a 12 month period</p> <p>OR</p> <p>One year experience in organized group activities</p> <p>OR</p> <p>Child Development Associate Credential</p> <p>OR</p> <p>Bachelor or associate degree in fields related to the care/education of children</p> <p>Supporting staff shall be at least 16 years of age</p> <p>Background checks</p> <p>12 clock hours of training /year</p>	<p>6.A  <b>Lead Teacher~</b>                  2020                  All teachers have an associate's degree, at least 75% have a bachelor's degree in EC, CD, EL ED, EC SPED</p> <p><b>Teacher~</b> all must have a high school diploma or GED, 50% have a CDA or enrolled in a program to receive</p> <p><b>Equivalencies:</b>                  CDA =12 college level semester hours in EC, CD, EL ED, EC SPED</p> <p>Associates Degree =60 college credits with 30 credits in EC, CD, EL ED, EC SPED</p> <p>Baccalaureate Degree in any discipline with 36 college credits in EC, CD, EL ED, EC SPED</p> <p>6.A.01                  Training in ethical guidelines                  Family Centered Practice                  Child Development                  Culture Competency</p>	<p>By the year 2012 Teachers (caregivers) must have a minimum of a CDA and have been trained in early childhood development with a focus on infant and toddler development.</p> <p>1304.52(g)(4) Each teacher (caregiver) qualified person working exclusively with infants and toddlers has responsibility for no more than 4 children</p> <p>1301.32 Before an employee is hired an agency must conduct and interview, a criminal background check, reference checks and require a signature of declaration.</p>

6/15/09 Prepared through contributions from Martha Nash, Kathleen Feller, Linda Meyers and Heather Fox. For more information, contact Martha Nash NDE-Early Childhood Training Center.

QUALITY INDICATOR	Sixpence Quality Indicator	Rule 11	Licensing	NAEYC (Not inclusive of all standards)	Early Head Start (not inclusive of all standards)
STAFF/CHILD RATIO	<p>Center</p> <ul style="list-style-type: none"> <li>•1:3 = Infants 0-18 months of age</li> <li>•1:4 = Toddlers 18-36 months of age</li> </ul> <p>Family Child Care I</p> <ul style="list-style-type: none"> <li>•1:3 = Infant-only home</li> <li>•1:4 = Mixed-age home</li> </ul> <p>Family Child Care II</p> <ul style="list-style-type: none"> <li>•1:3 = Infant-only home</li> <li>•1:4 = Mixed-age home</li> </ul>	<p>When age groups are mixed, the lower ratio shall prevail</p> <p>004.09A</p> <p>6wks - 18 mo</p> <p>i:4 ratio with one teacher and a para</p> <p>Toddlers</p> <p>1:6</p> <p>Teacher and paraeducator</p>	<p>1:4 - Infants</p> <p>1:6 - Toddlers</p>	<p>Based on Group size</p> <p>1:4- Infants</p> <p>1:4-Toddler</p> <p>1:5</p> <p>1:6</p>	<p>1304.1304.21(b)(1)(i) Limited number of consistent teachers</p> <p>1304.52(g)(4) Each teacher qualified person working exclusively with infants and toddlers has responsibility for no more than 4 children and no more than 8 children in each group</p> <p>1:4</p>
GROUP SIZE	<p>Center</p> <ul style="list-style-type: none"> <li>•Infants - 8</li> <li>•Toddlers - 8</li> </ul> <p>Family Child Care I</p> <ul style="list-style-type: none"> <li>•Infant-only home - 3</li> <li>•Mixed-age home - 4</li> </ul> <p>Family Child Care II</p> <ul style="list-style-type: none"> <li>•Infant-only home - 6</li> <li>•Mixed age home - 8</li> </ul> <p>•Program Supervisor has specific training in infant-toddler development and in the program model</p> <p>•Staff receive individual or group supervision at least weekly, and this supervision includes education and an opportunity to reflect upon practice and problem solve around clients' needs</p>	<p>Center</p> <p>Infants - 8</p> <p>Toddlers - 12</p>	<p>Infants - 8</p> <p>Toddlers - 8, 10, 12</p>	<p>1304.52(g) (4) 1304.52(g)(4) Each teacher qualified person working exclusively with infants and toddlers has responsibility for no more than 4 children and no more than 8 children in each group</p> <p>Infants - 8</p> <p>Toddlers - 8</p>	<p>Education Coordinators have the capacity to offer assistance to other teachers in the implementation and adaptation of curricula to the group and individual needs of children in a Head Start classroom; and have</p> <p>Start classroom; and have</p> <p>a baccalaureate or advanced degree in early childhood education; or a baccalaureate or advanced degree and coursework equivalent to a major relating to early childhood education, with experience teaching young children.</p>
SUPERVISION	<p>•Program Supervisor has specific training in infant-toddler development and in the program model</p> <p>•Staff receive individual or group supervision at least weekly, and this supervision includes education and an opportunity to reflect upon practice and problem solve around clients' needs</p>		<p>10.A</p> <p>Administrator must have training in Management knowledge and skills and Early Childhood Knowledge and skills</p>		<p>Education Coordinators have the capacity to offer assistance to other teachers in the implementation and adaptation of curricula to the group and individual needs of children in a Head Start classroom; and have</p> <p>Start classroom; and have</p> <p>a baccalaureate or advanced degree in early childhood education; or a baccalaureate or advanced degree and coursework equivalent to a major relating to early childhood education, with experience teaching young children.</p>

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QUALITY INDICATOR	Sixpence Quality Indicator	Rule 11	Licensing	NAEYC (Not inclusive of all standards)	Early Head Start (not inclusive of all standards)
COMMUNITY PARTNERSHIPS	<ul style="list-style-type: none"> <li>Providers have written agreements with community organizations to promote the access of children and families to community services that are responsive to their needs</li> </ul>	<p>004.01B (Planning) Developing cooperative relationships with public and non public providers of early childhood programs, including the development of cooperative agreements and contracts, as needed to carry out the proposed program</p> <p>004.01D Identifying and listing existing school-community resources available to provide comprehensive services for the program ,including nutritional, medical, dental, social services, mental health services and their respective eligibility requirements.</p> <p>004.05 Local Early Childhood Advisory Committee representing families and community members</p>		<p>8.A.02 Program staff develop professional relationships with community partners to further programs capacity to meet the needs and interests of families they serve.</p>	<p>1304.50(a)(1) Representation on Policy Council</p> <p>1304.41 Ongoing collaborative relationships are established with community organizations to promote the access of children and families to community services that are responsive to their needs.</p>

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QUALITY INDICATOR	Sixpence Quality Indicator	Rule 11	Licensing	NAEYC (Not inclusive of all standards)	Early Head Start (not inclusive of all standards)
FAMILY INVOLVEMENT	<ul style="list-style-type: none"> <li>•Parental participation on Partnership Advisory Board</li> <li>•Daily written and/or verbal communication with parents</li> <li>•Conduct at least two parent/caregiver conferences annually</li> <li>•Conduct at least two home visits annually</li> <li>•Offer ongoing opportunities for parent involvement and at least monthly parent education opportunities</li> </ul>	<p>004.05 Advisory Committee A local Early Childhood Advisory Committee shall be established with membership representing families and community members</p> <p>004.06 Family Development and Support Each program shall provide a strong family development and support component which recognizes the central role of parents in their children's development and establishes a working partnership with each parent. The family development and support component shall include, as a minimum: Written information for parents about the program's philosophy, policies, and procedures An orientation to the program for children and parents. At least two home visits per year between the parent and the teacher to discuss the child's development and learning Specified opportunities for program staff to dialogue with parents through such activities as parent conferences, participation on advisory committees, needs assessments, participation as classroom volunteers, and flexible scheduling of meetings and events Family development, support, and services based on the family's needs and interests, including but not limited to their economic and logistical needs</p>	<p>7.B.01 Staff conduct family Conferences or Home Visits</p> <p>7.B.05 Program staff communicate with families on a daily basis in person or established routes.</p> <p>7.B.06 Staff communicate with families at least weekly regarding child's developmental progress.</p> <p>7.A.07 Program provides a variety of volunteer opportunities</p> <p>7.A.13 Governing board or advisory group include parents as active participants.</p>	<p>1304.50(a)(1) Parental representation on Policy Council and Parent Committee</p> <p>1304.40(e)(5) Two home visits and at least two conferences/year are offered to support the parents in their roles as primary caregivers and to facilitate the child's optimal development.</p> <p>1304.40 (e)(1) Parents are involved in decisions regarding the program's curriculum and approach to child development</p> <p>1304.40(f) Parents are involved in at least health nutrition and mental health education</p> <p>1304.40(a) Parents are involved in family goal setting</p> <p>1304.40(b, g) Parents are involved with identify and access community services and resources and community advocacy</p> <p>1304.40(h) Parent are involved in transition activities.</p> <p>1304.40 (d) (3) Parents are encouraged to volunteer in the classrooms</p>	

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QUALITY INDICATOR	Sixpence Quality Indicator	Rule 11	Licensing	NAEYC (Not inclusive of all standards)	Early Head Start (not inclusive of all standards)
HEALTH & SAFETY	<ul style="list-style-type: none"> <li>•Meet or exceed licensing regulations for type of setting</li> <li>•Obtain a score of 5 on Personal Care Routines subscale on the appropriate Environment Rating Scale within Year 1</li> </ul>	<p>004.07 Include at least one meal and/or snack that meets USDA Child Nutrition Program guidelines during each program session each day</p> <p>004.11 Square footage requirements, sanitary conditions, meet applicable fire, safety, and health codes. At least one staff member per classroom has first aid and CPR on duty at all times.</p>	<p>Regular meals, mid-morning snacks or breakfast, and mid-afternoon snacks which meet USDA nutritional standards</p> <p>At least one staff member with 1<sup>st</sup> aid and CPT must be on duty at all times</p> <p>First aid kit available</p> <p>Hand washing</p> <p>Cribs and cots required</p> <p>Fire safety regulations</p> <p>Grounds kept neat and clean</p> <p>Medication policies</p>	<p>5 Numerous regulations related to physical health exclusions, medical, dental, toileting, hand washing, etc.</p> <p>5.A.03 1 staff person certified in pediatric 1<sup>st</sup> aide including blocked airway is present with each group of children. 1 person with CPR present in program at all times</p> <p>5.B.01 Follow USDA/CACFP guidelines</p>	<p>1304.20(a) Within 90 days of entry into the program a child's health status is determined including: the existence of an ongoing source of continuous, accessible health care, up to date preventative and primary health care checks, up to date immunizations, and dental examines.</p> <p>1304.22 The following policies addressing health emergency procedures are in place and posted.</p> <ul style="list-style-type: none"> <li>Rapid response emergencies</li> <li>Illness exclusion</li> <li>Medication administration</li> <li>Storage of medication</li> <li>Injury prevention strategies</li> <li>Hygiene</li> <li>First Aid Kits</li> <li>Child abuse and neglect</li> <li>Sanitation for diapering and toileting</li> </ul> <p>1304.23(b)(1)(ii) At least 1/2 to 1/3 of the nutritional needs of each child met daily.</p> <p>1304.23(b)(1)(vii) Infants and young toddlers are fed "on demand" to the extent possible.</p> <p>1304.23(c)(5) Infants are held while being fed and not laid down to sleep with a bottle</p> <p>1304.23(b)(3) Promote effective dental hygiene among children in conjunction with meals.</p>

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QUALITY INDICATOR	Sixpence Quality Indicator	Rule 11	Licensing	NAEYC (Not inclusive of all standards)	Early Head Start (not inclusive of all standards)
CLASSROOM PRACTICES/CURRICULUM	<ul style="list-style-type: none"> <li>Use an evidence-based curriculum congruent with Nebraska Early Learning Guidelines for Children 0-3</li> <li>Written, individualized daily plans for children that reflect knowledge of Nebraska Early Learning Guidelines for Children Birth to Three</li> </ul>	<p>004.10A2 Written plan to explain program, includes ways that the program supports specific areas of child and family development, guidance techniques, child assessment practices, transition strategies.</p>	<p>Staff shall meet the emotional and physical needs of infants consistently and promptly  Bottles must not be propped</p>	<p>2.A.01 Written statement of philosophy or curricula framework that addresses central aspect of child development. 2.A.06 Curriculum links to assessment 2.A.07 Flexible, individual schedule Including; Literacy, math, science, technology, creative expression, health and safety, and social studies</p>	<p>1304.21(a-b) The Child development approach promotes the following: Social Emotional Development, Cognitive and Language Development, Physical Development  1304.21(b)(1)(ii) The child development approach promotes Trust and emotional security so that each child can explore the environment at their developmental level</p>
DEVELOPMENTAL SCREENING & ASSESSMENT	<ul style="list-style-type: none"> <li>Screen children for developmental delays at least once every six months using a research-based screening tool</li> <li>Refer all children identified through screening (or parent or staff concern) for further assessment to the Early Development Network</li> </ul>	<p>004.10.A1 Use child assessment (evaluation) practices based on documentation gathered through an established system of ongoing observation and assessment to provide objective measures of each child's performance and progress in development and learning. The assessment data is used to plan activities to meet the individual needs of children. Any formal assessment tools used must meet accepted standards of reliability and validity.</p>		<p>4.A.01 Program conducts assessments as an integral part of program 4.C.01 All children receive developmental screening with in 3 months of program entry using a standardized instrument.</p>	<p>1304.20(b)(1) Within 45 days of entry into the program children are screen for developmental, sensory, and behavioral concerns  1304.20(f)(2)(ii) Children with suspected disability are referred to local early intervention agency  1304.21(c) (2) Learning is supported through ongoing child observations and assessments.</p>

QUALITY INDICATOR	Sixpence Quality Indicator	Rule 11	Licensing	NAEYC (Not inclusive of all standards)	Early Head Start (not inclusive of all standards)
INCLUSIVE PRACTICES	<ul style="list-style-type: none"> <li>• Include children with verified disabilities, and children with diverse social, linguistic, and economic characteristics</li> </ul>	<p>004.03 Programs shall include children verified as having disabilities pursuant to 92 NAC 51. Programs shall integrate children of diverse social and economic characteristics</p> <p>4.08.C Language Resource. If the majority of children enrolled in the program use a common language other than spoken English, at least one staff member who uses such language shall be available as an active participant to communicate with such children in classroom or group experiences. Where less than a majority of the children enrolled in the program speak a language different from the rest, one staff member or a community resource person or parent shall be identified to serve as a resource to the program.</p>		<p>10.A.07 The program administrator and other program leaders systematically support an organizational climate that fosters trust, collaboration, and inclusion.</p>	<p>1305.7(c) Children with verified disabilities make up 10% of an Early Head Start program's enrollment.</p> <p>1308.4 (a) A disabilities services plan is developed providing strategies for meeting the special (and individual) needs of children with disabilities and their families.</p> <p>1308.19(f) The team developing an IEP/IFSP includes a disabilities coordinator, the child's teacher or home visitor, the child's parent(s), a member of the LEA, one member of a multidisciplinary team which evaluated the child.</p>
EVALUATION	<ul style="list-style-type: none"> <li>• Maintain a license in good standing</li> <li>• If a Head Start/Early Head Start provider is one of the program partners, the providers must be in compliance in all areas during their most recent monitoring review</li> <li>• Achieve a 5 overall and on each subscale on the appropriate Environment Rating Scale</li> <li>• Participate in statewide evaluation procedures (Results Matter)</li> </ul>	<p>004.12 participate in periodic program evaluations. May include assessment of program quality, report of child outcomes, plan for dissemination of the results of the evaluation</p>		<p>10.F.01 Annual Comprehensive program evaluation covering all areas of program functioning.</p> <p>10.F.02 Report of annual evaluation is shared with families</p>	<p>1304.51(h)(2)(i) Annual self assessment occurs with the consultation of policy groups, community members, and program staff members.</p>



QUALITY INDICATOR	Sixpence Quality Indicator	Rule 11	Licensing	NAEYC (Not inclusive of all standards)	Early Head Start (not inclusive of all standards)
FISCAL	*All partner programs/providers are expected to maintain records providing evidence of sound, professional financial practices	004.02 Written budget Locally developed sliding scale		10.C.01 Financial policies and procedures to implement sound fiscal accountability using standard practices. Annual operating budgets with quarterly reconciliation and yearly audits. 10.C.01 Program administrator is included in long range planning	1301.12 (a) An annual audit occurs covering the prior budget period and shall be made by an independent auditor.  1304.51(a) A systematic and ongoing process of program planning is developed and reviewed by program staff, and governing boards.

Home Based services

INDICATOR	Sixpence Quality Indicator	Early Head Start
STAFF QUALIFICATIONS	Family educator/Home Visitor Minimum of Bachelor's Degree in Early Education, Nursing, Social work or related field Completion of all required training for program's chosen curriculum, if applicable Complete 36 hours of training in the Nebraska Network for Home Visitation form the Early Childhood Training Center within the first year	Home visiting staff must have knowledge and experience in child development, early childhood education, principles of child health, safety, and nutrition, adult learning principles, family dynamics.

INDICATOR	Sixpence Quality Indicator	Early Head Start
INTENSITY AND DURATION OF SERVICES	<p>Contact with each actively enrolled family at least three times per month for a total of at least 180 minutes per month. At least two contacts are individual person visits with a total of at least 180 minutes per month</p> <p>Families participate in the program a minimum of 18-24 months</p>	<p>1306.34(a) (1-2) At least one home visit per week per family (minimum 32/year) lasting 90 and 2 group socialization activities per month (16/year) are provided for families.</p>
CASELOAD	<p>Family Educators/Home Visitors have limited caseloads so that they can spend adequate time with each family (12-20 families depending on the program model and community characteristics)</p>	<p>1306.34(a)(5) Home visiting case loads are maintained at 10-12 families.</p>
SUPERVISION	<p>Program Supervisor has specific training in reflective supervision, infant-toddler development and in the specific program model</p> <p>Staff receive individual or group supervision at least weekly (includes education, coaching and an opportunity to reflect upon practice and problem solve around client's needs)</p> <p>Program Supervisor accompanies Family Educator/Home Visitors on a minimum of three personal visits during a six month period</p> <p>The ratio of supervisors is 1:6 or better</p>	<p>Education Coordinators have the capacity to offer assistance to other teachers in the implementation and adaptation of curricula to the group and individual needs of children in a Head Start classroom; and have a baccalaureate or advanced degree in early childhood education; or a baccalaureate or advanced degree and coursework equivalent to a major relating to early childhood education, with experience teaching young children.</p>

INDICATOR	Sixpence Quality Indicator	Early Head Start
CURRICULUM	<p>Program uses research-based, written curriculum to guide work with families</p> <p>Curriculum is culturally appropriate for the families served</p> <p>Program approach is flexible and focused on families' needs</p>	<p>1304.21(a-b) The Child development approach promotes the following:            Social Emotional Development,            Cognitive and Language Development,            Physical Development</p> <p>1304.21(b)(1)(ii) The child development approach promotes            Trust and emotional security so that each child can explore the environment at their developmental level</p>
DEVELOPMENTAL SCREENING & ASSESSMENT	<ul style="list-style-type: none"> <li>•Children are screened for developmental delays at least once every six months using a research-based, published screening tool</li> <li>•All children identified through screening (or parent or staff concern) are referred for further assessment to the Early Development Network</li> <li>•Ongoing observation-based assessments of children's development</li> </ul>	<p>1304.20(b)(1) Within 45 days of entry into the program children are screen for developmental, sensory, and behavioral concerns</p> <p>1304.20(f)(2)(ii) Children with suspected disability are referred to local early intervention agency</p> <p>1304.21(c) (2) Learning is supported through ongoing child observations and assessments.</p>

INDICATOR	Sixpence Quality Indicator	Early Head Start
FAMILY PARTNERSHIP AGREEMENTS	<p>Program offers parents opportunities to develop and implement individualized family partnership agreements that describe family goals, responsibilities, timetables and strategies for achieving these goals as well as progress towards achieving them</p> <p>The family partnership agreement must build upon information obtained from the family and other community agencies concerning preexisting family plans. Provider must coordinate, to the extent possible, with families and other agencies to support the accomplishment of goals in any preexisting plans.</p>	<p>1304.50(a)(1) Parental representation on Policy Council and Parent Committee</p> <p>1306.34 (a) Weekly home visits are offered to support the parents in their roles as primary caregivers and to facilitate the child's optimal development.</p> <p>1304.40 (e)(1) Parents are involved in decisions regarding the program's curriculum and approach to child development</p> <p>1304.40(f) Parents are involved in at least health nutrition and mental health education</p> <p>1304.40(a) Parents are involved in family goal setting</p> <p>1304.40(b, g) Parents are involved with identifying and access community services and resources and community advocacy</p> <p>1304.40(h) Parent are involved in transition activities.</p> <p>1304.40 (d) (3) Parents are encouraged to volunteer</p>

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INDICATOR	Sixpence Quality Indicator	Early Head Start
COMMUNITY PARTNERSHIPS	Written agreements with community organizations to promote the access of children and families to community services that are responsive to their needs are in place	1304.50(a)(1) Representation on Policy Council  1304.41 Ongoing collaborative relationships are established with community organizations to promote the access of children and families to community services that are responsive to their needs.
EVALUATION	If the program uses an approach for which national certification or accreditation is available, the program must obtain such certification or accreditation and maintain good standing If a Head Start/Early Head Start provider is one of the program partners, the providers must be in compliance in all areas during their most recent monitoring review and meet all Head Start/Early Head Start Performance Standards Program participates in statewide evaluation procedures (including Results Matter)	1304.51(h)(2)(i) Annual self assessment occurs with the consultation of policy groups, community members, and program staff members.

INDICATOR	Sixpence Quality Indicator	Early Head Start
FISCAL	All partner programs/providers are expected to maintain records providing evidence of sound, professional financial practices	<p>1301.12 (a) An annual audit occurs covering the prior budget period and shall be made by an independent auditor.</p> <p>1304.51(a) A systematic and ongoing process of program planning is developed and reviewed by program staff, and governing boards.</p>

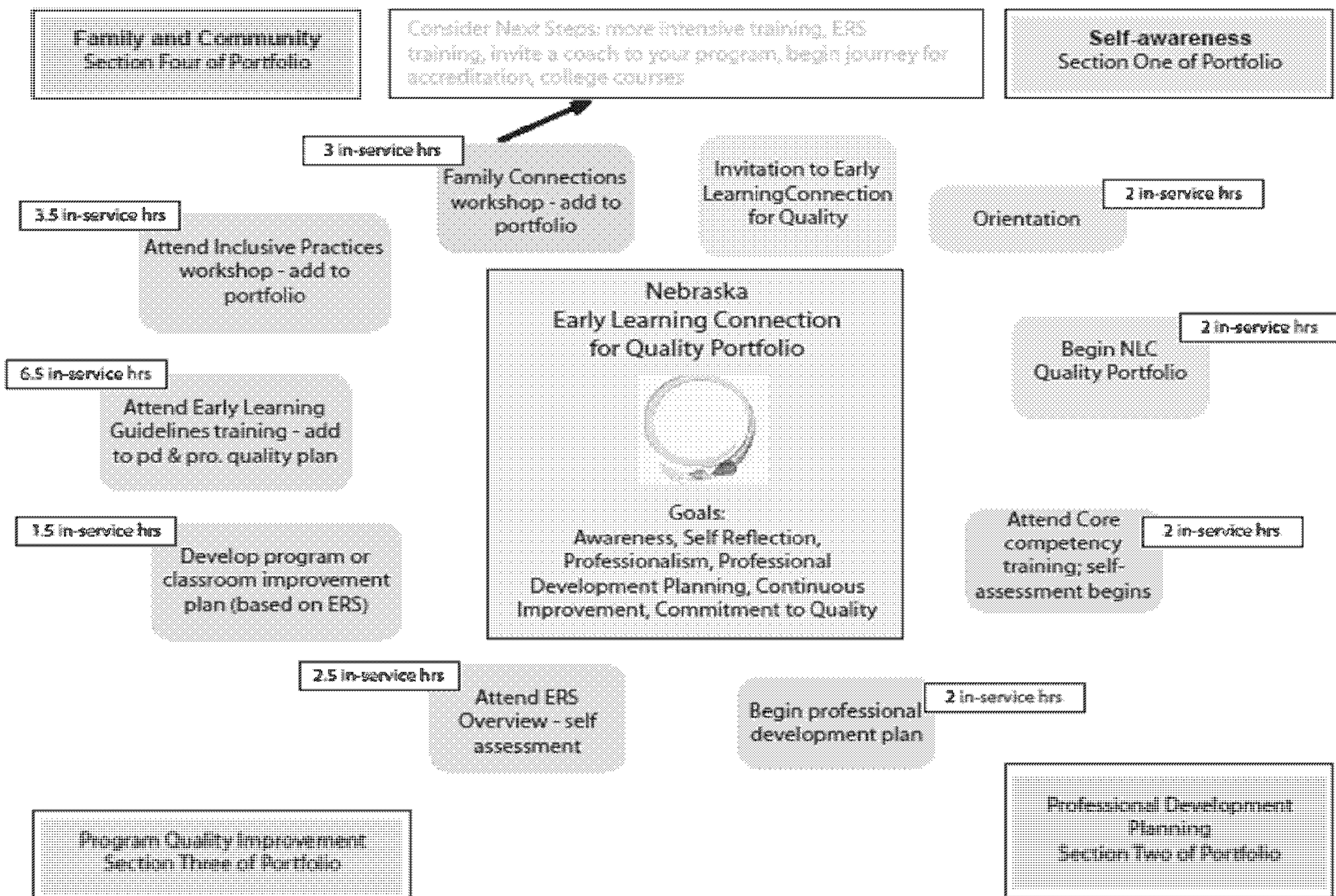
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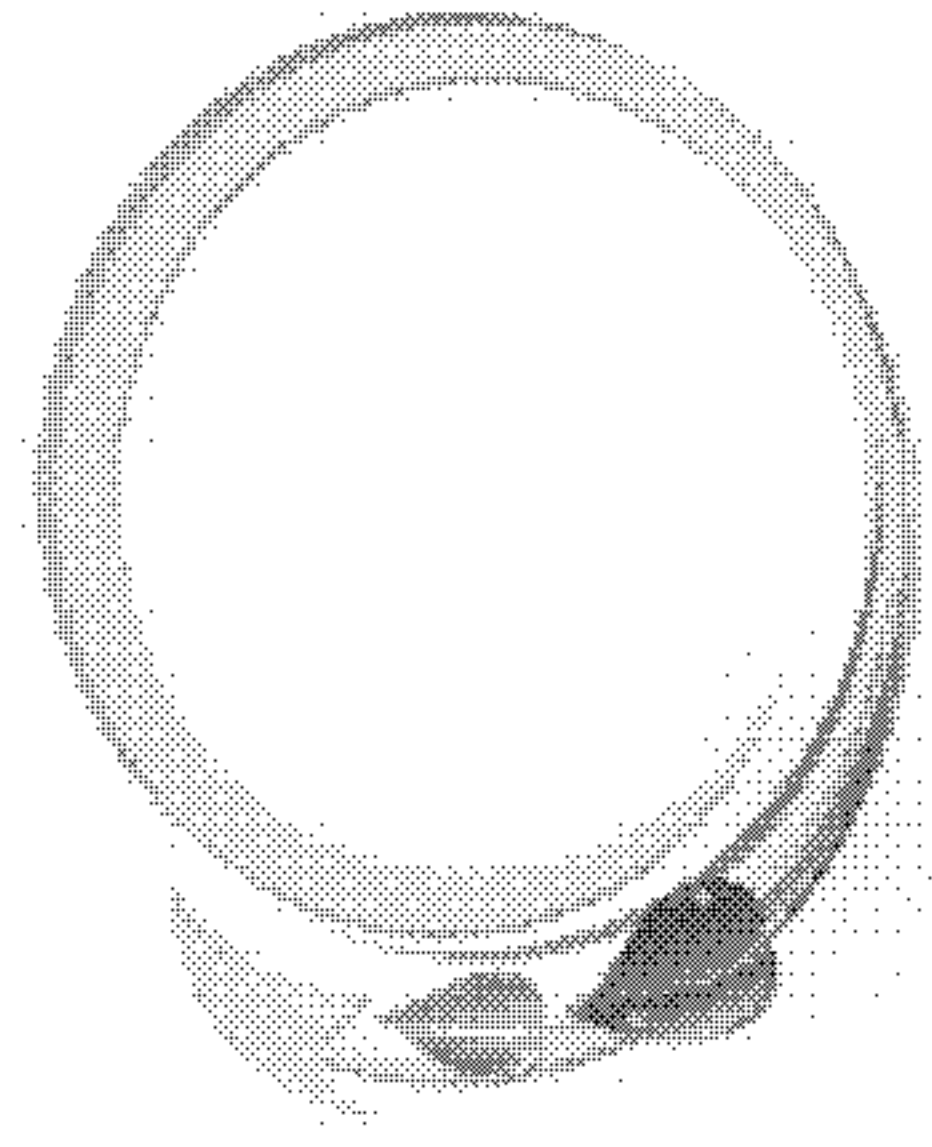
## Appendix B-05 Quality Portfolio Training Program

The Early Learning Connection for Quality Improvement project (Quality Portfolio) is designed to engage child care providers in a coherent series of workshop experiences that are designed for new learning, self-reflection, action planning and implementation that contribute to elements of quality. A personal portfolio serves as documentation for the changes that occur, including a new sense of professionalism and commitment to self-selected improvements in the quest for new levels of quality. Completion of the project will result in an award of 25 hours of in-service.

The Quality Portfolio Circle of Workshops is represented in the following graphic:







The **Early Learning Connection for Quality (ELCQ) Portfolio** is a process that supports individuals to reflect on new learning and to gather evidence of that new learning *into action* that leads to quality improvements and better outcomes for children.

**Benefits:** The ELC for Quality Portfolio provides a community or network of learners that is supported through workshop experiences and guided self-reflection. These strategies are recognized as being most helpful for adult learners in order to achieve change or continuous improvement as pathways to quality.

**The process:** Join a network and attend the designated series of workshops sponsored through the Early Learning Connection's professional development regions of the Early Childhood Professional Development Partnerships and Regional Training Coalitions. Have a personalized conversation about your goals and new practices. Complete the *Early Learning Connection Portfolio for Quality* activities that accompany each workshop and arrange the documentation in a file box or notebook that is organized into four focus areas:

#### **Making Connections for Self Awareness**

- \* Overview of your professional life -- experiences, contributions, and influences as a professional
- \* Educational and career goals -- how you positively influence children's development and learning.
- \* Self-reflection survey
- \* Reflecting on the future goals

#### **Making Connections for Professional Development Planning**

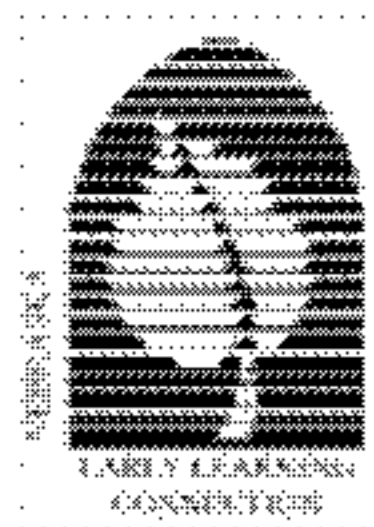
- \* General goals for gaining new knowledge
- \* Core competency self-assessment
- \* Documentation of self-reflections and accomplishment; professional development planning

#### **Making Connections for Program Quality Goals**

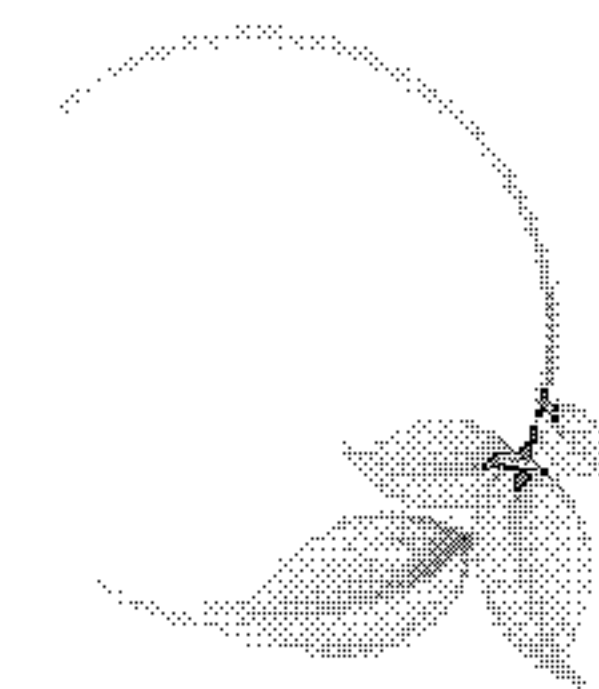
- \* The learning environment, using the Environment Rating Scales and other tools
- \* Activities related to the Teaching Pyramid, a model for promoting social-emotional competence
- \* Activities related to the Early Learning Guidelines -- intentional, responsive teaching and learning
- \* Health/Safety/Nutrition checklist
- \* Self-reflection and planning for quality improvement

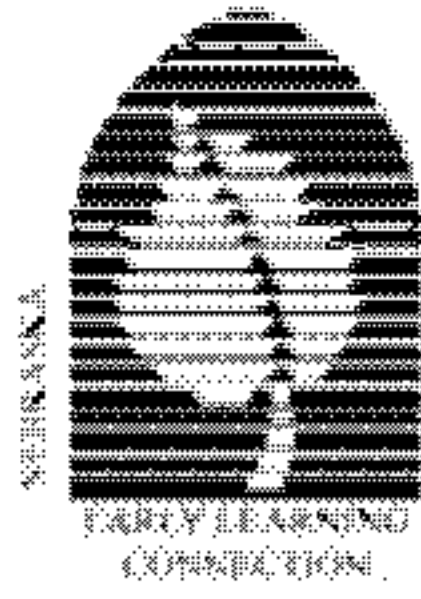
#### **Making Connections with Parents/Families and with the Community**

- \* Suggestions for parent handbook
- \* Strategies for family involvement
- \* Strengthening families activities -- organized by the "protective" factors
- \* Community resources for the program and the family
- \* Self-reflection and planning



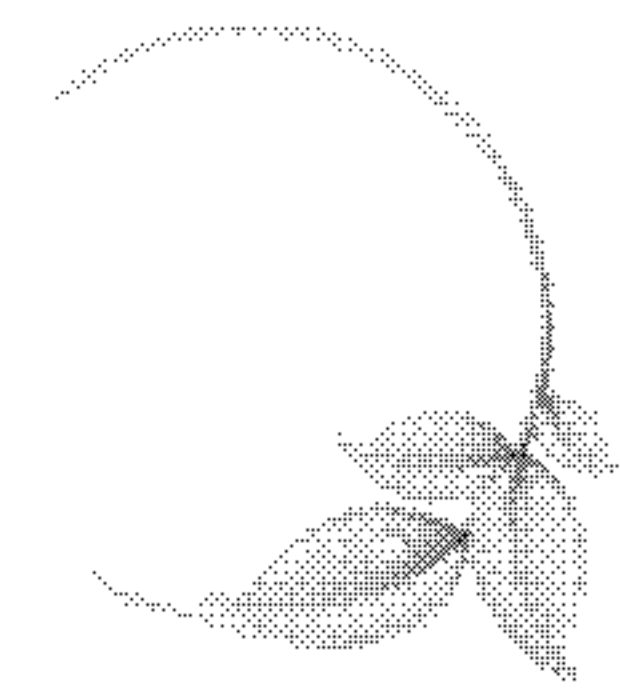
Early Learning Connection for Quality Portfolio





## Early Learning Connection for Quality Portfolio Process

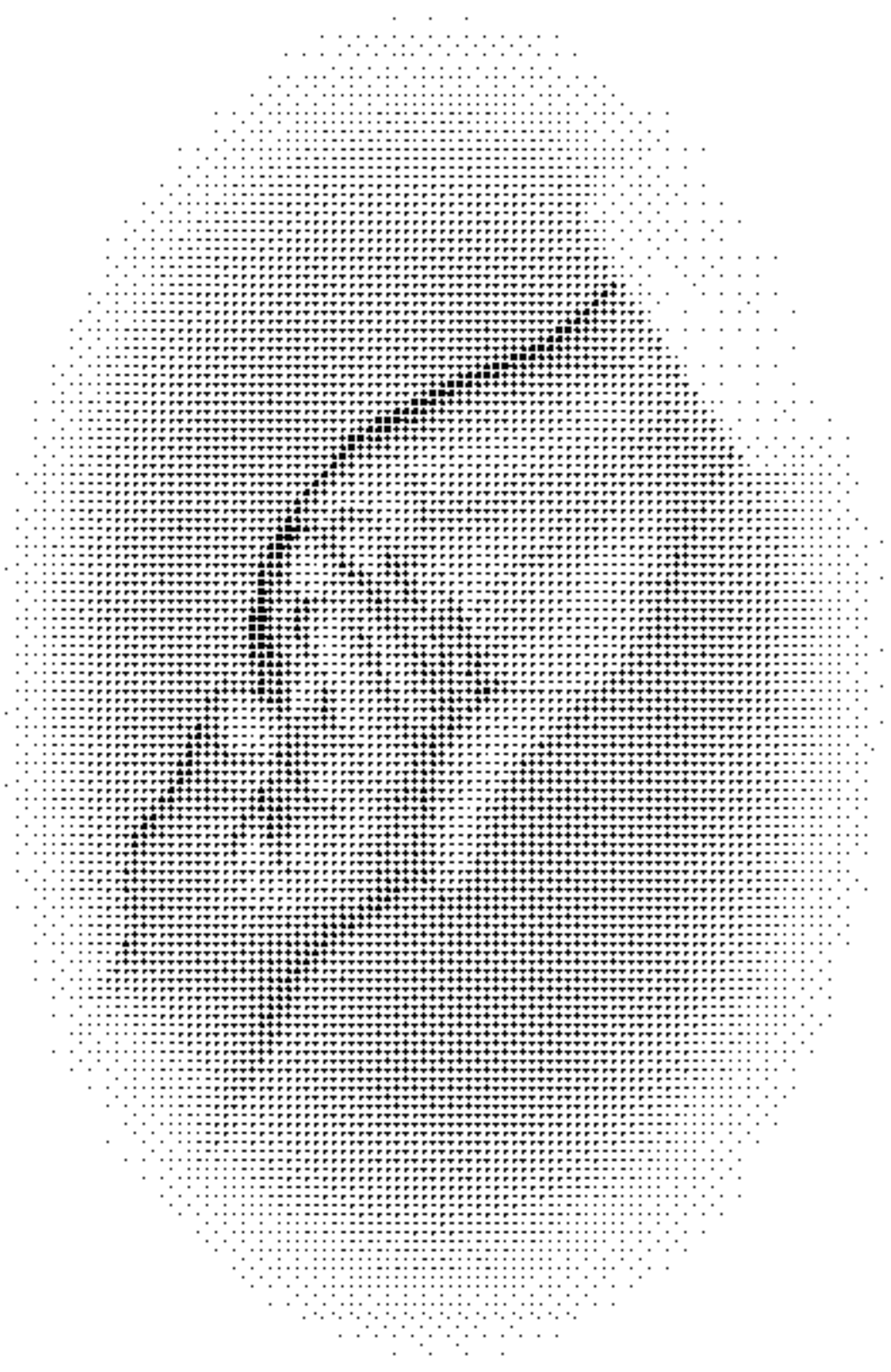
- ▶ Convene a network or community of learners who will work through this process together over a period of time (arranged by the ELC regional coordinator). This process could also be used within a program for all staff as organized and facilitated by leadership.
- ▶ Participants enroll, beginning a process to acknowledge professionalism, self-reflection, learning partnerships, professional development planning, quality improvement planning, and a continuous improvement cycle. This begins a commitment to quality and improved child outcomes.
- ▶ Workshop trainer for each workshop within the four focus areas.
  - Self-awareness – Orientation/Intro to ELC Quality Portfolio
  - Professional Development Planning – Core Competencies/Planning & Portfolio
  - Program Quality Improvement – ERS Overview/Improvement Plan, Early Learning Guidelines, Inclusive Practices and Portfolio
  - Family & Community – Family Connections/Portfolio
- ▶ ELCQ network facilitator/coach will meet with the group and also be available for individual interaction (by phone or e-mail) and will review the portfolios and provide documentation (to verify in-service credit), as applicable. The ELC Quality Portfolio network facilitator will also collect evaluation surveys (provided by the Early Childhood Training Center) at the completion of the cycle.
- ▶ Training will be provided by the ECTC for ELC Quality Portfolio facilitators.
- ▶ Workshop materials are available through the ECTC.
- ▶ ELC Coordinator's role includes:
  - Work with the ECTC regarding design of ELC Quality Portfolio network for the region.
  - Recruit trainers and facilitator.
  - Arrange events of the ELCQ network, including workshops.
  - Post workshops on Training Registry <http://ectcalendar.education.ne.gov/ecte/default.asp>
  - Recruit participants (home & centers).
  - Purchase and assemble materials (notebooks or folders & copy materials). Copy-ready portfolio materials are available from the ECTC.
  - Conduct workshops, communicating regularly with trainers and facilitators.
  - Celebrate completion by participants of the Quality Portfolio.
  - Gather and report workshop evaluations and other documentation to the ECTC.
  - Reflect on the completed process and consider how to integrate into the regular Early Learning Connection annual offerings.



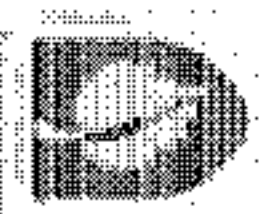


# Nebraska's Core Competencies for Early Childhood Professionals

Knowledge and Skills Needed to Effectively Work  
with Children Ages Birth to Five Years



*Vision for Nebraska's Core Competencies:* All children have teachers and caregivers who are well prepared, knowledgeable and have the tools they need to advance children's learning and development



WORKING DOCUMENT

April 2009

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## Nebraska's Core Competencies for Early Childhood Professionals

### DEDICATION

Nebraska's Core Competencies for Early Childhood Professionals is dedicated to all adults committed to supporting the learning and development of young children through partnerships with their families and providing high quality early childhood programs, services and experiences.

### An Invitation . . .

You are invited and encouraged to use this document as a resource to support and enhance the work of individuals and programs involved in the care and education of young children and in providing support for families! So many can use the Core Competencies, including teachers, assistant teachers, family child care home providers, administrators, parents, trainers, and college faculty.

If you work directly with young children, the Core Competencies can assist you in planning and tracking your own professional development activities as you build your portfolio of training and experience. The document can guide you in deciding what knowledge and skills you want to focus on for your next training activity or area of study.

Program administrators who supervise staff can use the levels of competencies as a resource to assist in staff evaluation, recognition and support for ongoing learning and continuous program improvement.

For those of you who provide training, whether in-service or formal higher education programs of early childhood education study in 2-year or 4-year higher education institutions, this document identifies the broad range of core competencies to be integrated into workshops or coursework and on-site program experiences. You can use the Core Competencies document to assist you in highlighting knowledge and skills addressed in training or teacher preparation to strengthen the competence of staff working with young children and their families.

As parents or other adult family members, you can use this document as you make decisions about selecting early care and education programs for your children. It can also provide a resource to inform your own approaches to parenting your young children.

Your are invited to use this document to plan, think about, and discuss what adults need to know and be able to do to best support the learning and development of young children in partnership with their families. Enjoy.. and keep on learning!

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## Vision for Nebraska's Core Competencies

All children have caregivers and teachers who are well prepared, knowledgeable and have the tools they need to advance children's learning and development.

### Belief Statements

- Core belief statements that are imbedded in Nebraska's Core Competencies and need to be understood and accepted by anyone who works in early childhood care and education include:
- All children require supportive and nurturing environments to grow and develop to their fullest potential.
- Early care and education teachers/caregivers recognize the family as the child's first teacher, so they work to support the family as a whole.
- Cultural diversity influences all areas of practice in early care and education.
- Children with disabilities or special needs should be served in natural environments with same-age peers or siblings and with the supports necessary to advance their development and education.

## Introduction

### Core Competencies are:

*what all adults who work with children need to know, understand, and be able to do to support children's development and school readiness.*

The Nebraska Core Competencies Leadership Team was convened in 2006 to initiate development of core competencies for teachers/caregivers in the early childhood field. The Core Competencies Leadership Team was made up of early childhood education professionals from across Nebraska. The team included: family child care providers, child care center directors and teachers, Early Childhood Head Start directors and teachers, state agency representatives, and early childhood professional development staff and faculty from colleges and universities across Nebraska. (A full listing of the Core Competencies leadership team, the writing team and the review team can be found in Appendix A.)

A writing team worked for several months to draft the initial core knowledge competencies, and a review team examined the competencies for their usefulness, readability, and inclusiveness. The review team made recommendations for refining the draft.

The leadership team reviewed the refined draft and made recommendations for improving the document before it went to focus groups across Nebraska for review and comment.

Eleven focus groups were held across Nebraska from April to June of 2007. Focus groups provided feedback on the benefits of the core competencies document, ways they might use the document and suggestions for improving the document.

In July of 2007 the Core Competencies leadership team reviewed the revisions based upon focus group input and finalized the working document for final formatting, printing and distribution.

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### The Purpose of Core Competencies is to:

- Define what early childhood teachers/caregivers need to know and be able to do to provide quality care and education
- Serve as part of the foundation for Nebraska's professional development system
- Help early childhood programs, directors and teachers/caregivers define professional development needs
- Define the levels of competencies of the professional development system from entry level skills through advanced academic preparation and years of experience in early childhood programs
- Allow professionals to evaluate progress from one level to the next through a combination of training, education, and self-assessment

### Nebraska's Core Competencies Are Voluntary

The competencies, skills, and levels described are voluntary for those working in the early care and education field. Programs, directors, teachers, family child care home providers and others are encouraged to use the document as they find helpful.

People might want to use them to help in making hiring decisions, writing job descriptions, assessing staff skills, identifying professional development goals, and designing training and in-service programs that can advance the skills and knowledge of those working with children. There are multiple uses for this document to benefit the early childhood field.

### Relationship between Early Learning Guidelines and Core Competencies

Nebraska developed voluntary Early Learning Guidelines for children ages birth to three and for children ages three to five. The Nebraska Early Learning Guidelines were developed to describe what children need to learn and be able to do and how adults can support that learning. The Early Learning Guidelines is a resource to assist adults working in early childhood in their planning of meaningful learning experiences for young children.

The Core Competencies are Nebraska's description of the knowledge and skills that adults, who work with children from birth to age five, need to develop over years of experience and/or through a course of study. At the introduction to each Core Competency Knowledge Area is a description of sections from the Early Learning Guidelines that relate to the Core Competencies.

Nebraska Early Learning Guidelines  
are what children should know, understand, and be able to do.



Core Competencies  
are what adults who work with children should know, understand, and be able to do to support children in reaching desired outcomes.

### E. Career advisors can assist others to:

- ▶ Develop professional goals and objectives based on needed competencies.
- ▶ Locate and select courses/training that reflect the skills and knowledge needed
- ▶ Keep professionals up to date on current credentials and requirements

### F. Families can:

- ▶ Select programs with teachers and caregivers who demonstrate core competencies
- ▶ Communicate with elected officials about the importance of high-quality early childhood care and education

### G. Policymakers at the local, state and national levels can:

- ▶ Develop and implement policies that enhance professionalism and high-quality programs

### H. Statewide Professional Development System can:

- ▶ Support the Nebraska Early Childhood Professional Development Framework
- ▶ Acknowledge professional growth
- ▶ Provide access to competency-based training/education
- ▶ Encourage compensation that is commensurate with training/education

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### Benefits of Using Core Competencies

#### A. Early childhood teachers and caregivers can:

- ▶ Evaluate their own current level of knowledge
- ▶ Identify areas of training/educational needs
- ▶ Determine training/professional development that can meet those needs
- ▶ Identify potential career paths they can pursue

#### B. Directors or administrators can:

- ▶ Specify levels of training/education needed for individual jobs
- ▶ Develop more complete job descriptions based upon the competencies defined for the early childhood field
- ▶ Help staff develop professional development plans
- ▶ Plan educational or training opportunities that will best serve the needs of the teachers and caregivers in the program
- ▶ Develop a salary scale based upon levels of competency
- ▶ Appraise job performance of staff

#### C. Higher Education faculty members can:

- ▶ Design courses to ensure that students are able to demonstrate mastery of the competencies
- ▶ Coordinate content to facilitate transfer and articulation of college course work

#### D. Trainers or training organizations can:

- ▶ Understand the knowledge and skills necessary for professionals
- ▶ Plan educational or training opportunities that will best serve the needs of early childhood professionals throughout the state
- ▶ Evaluate audiences to determine levels of knowledge and skills
- ▶ Build evaluation components into training to demonstrate competencies

### Levels

There are many skilled early care and education professionals in Nebraska. Some of them have acquired the skills described in this booklet through working with children over a number of years and through independent study and learning; others have completed degree or certificate programs through colleges and universities and worked for a number of years with children to refine their skills. Nebraska's core competencies describe knowledge and skills based upon six levels of education/ experience in the early childhood field. The six levels are:

Level	Description
Level 1	Skills and knowledge anyone entering the early childhood field should have.
Level 2	All skills in level one plus skills and knowledge anyone working in the early childhood field should have after one to two years of employment.
Level 3	Skills and knowledge anyone working in the early childhood field might have, and specifically the skills you would expect to see in someone with a Child Development Associate (CDA), a one year certificate/diploma in early childhood education, or three years experience in early childhood education. (Includes all of the skills in levels 1 and 2.)
Level 4	Skills and knowledge anyone working in the early childhood field might have, and specifically the skills you would expect to see in someone with an associate's degree in early childhood education/child development or a related degree, and at least three years experience in early childhood education. (Includes all of the skills in levels 1, 2, 3 and 4.)
Level 5	Skills and knowledge anyone working in the early childhood field might have, and specifically the skills you would expect to see in someone with a bachelor's degree in early childhood education, child development, early childhood special education or a related degree, and at least three years experience in early childhood education. (Includes all of the skills in levels 1, 2, 3 and 4.)
Level 6	Skills and knowledge anyone working in the early childhood field might have, and specifically the skills and knowledge you would expect to see in someone with an advanced degree in early childhood education, child development, early childhood special education or a related degree and at least three years experience in early childhood education. (Includes all of the skills in levels 1, 2, 3, 4 and 5.)

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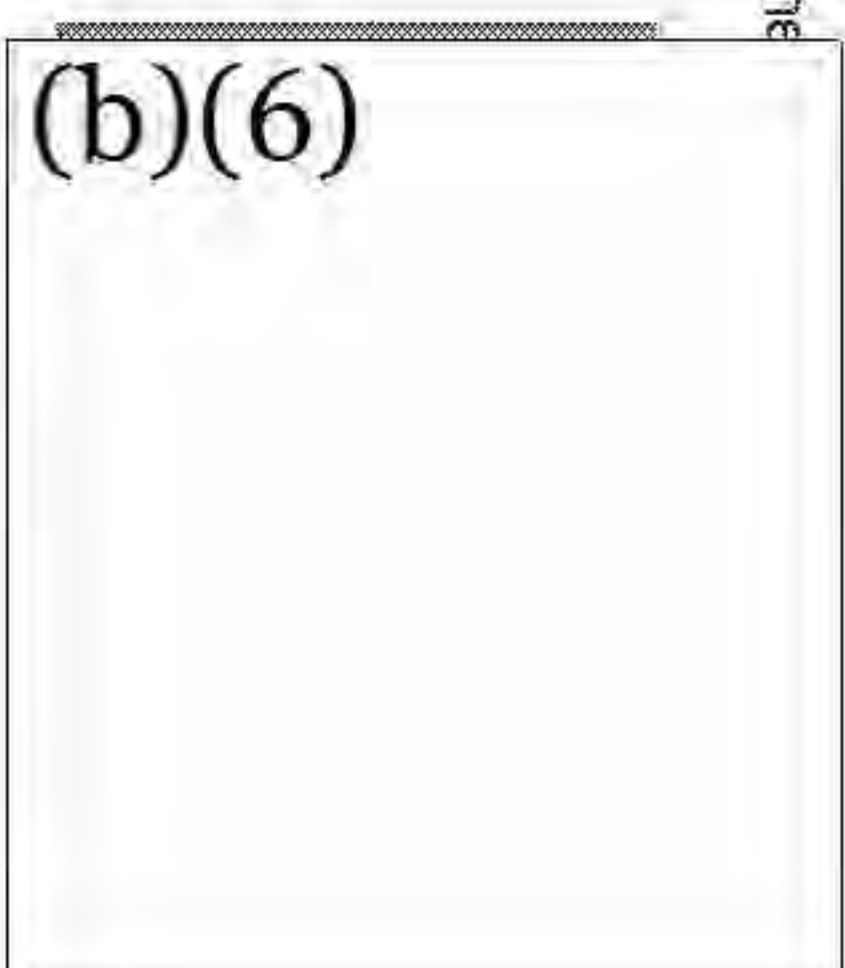
**Core Competencies**

Nebraska's Core Competencies are divided into nine areas of knowledge and skill. The

- A. Child Growth and Development
- B. Health, Safety and Nutrition
- C. Learning Environments
- D. Planning, Learning Experiences, and Curriculum
- E. Interacting with Children and Providing Guidance to Children
- F. Observation, Assessment, and Documentation
- G. Partnerships with Families and Communities
- H. Professionalism and Leadership
- I. Administration, Program Planning, and Development

The order of the core competencies in this booklet is meant to reflect that, first and foremost, early care and education professionals are focused on children, their growth and development, their health, safety and nutrition needs, and on the learning environments and experiences that they have. The competencies then proceed to address the need to observe, document, and assess children's progress, our need to work closely with families and the community, and finally our need to develop as professionals, and to run programs well. All competency areas are critical to providing high quality care to young children.

The core competencies are intended to help professionals serve children and families from many racial, ethnic, linguistic, and socio-economic backgrounds. The core competencies are also intended to help early childhood teachers and/or caregivers serve all children and families, including children with special needs, in early childhood care and education settings.



**A. Child Growth and Development Competencies**

Early childhood teachers and caregivers understand how children develop physically, cognitively, and socially and emotionally.

Early childhood teachers and caregivers understand how children develop across early learning domains, factors that influence development, and how to maximize learning for all children.

Experiences for any child, regardless of age, must be planned around the child's developmental abilities. It is essential for early childhood professionals to recognize that development proceeds in predictable steps and learning occurs in recognized sequences.

Strong attachments created between adults and young children are the key to establishing young children's capacity to learn and grow.



*Nebraska Early Learning Guidelines for Ages Birth to 3 and Nebraska Early Learning Guidelines for Ages 3 to 5 describe skills adults need to support child development.*

**Examples:**

- Knows and builds a trusting relationship with each child
- Engages children in social games and back and forth communicating

**Child Growth and Development**

**A. Child Growth and Development Competencies**

Level 1	Level 2 (all skills in level 1 plus)	Level 3 (all skills in level 1 and 2 plus)
<p>1.1 Addresses the individual needs of each child.</p> <p>1.2 Helps children learn to communicate and get along with others.</p> <p>1.3 Recognizes that children learn and develop through play and meaningful experiences.</p> <p>1.4 Recognizes and respects individual personalities and temperaments of children.</p> <p>1.5 Engages in a safe, secure, and responsive relationship with each child to promote the child's optimal development.</p>	<p>2.1 Accepts individual needs of children and the effects those variations may have on behavior and development.</p> <p>2.2 Encourages feelings of empathy and mutual respect among children and adults.</p> <p>2.3 Provides a variety of activities that foster the development of the whole child.</p> <p>2.4 Recognizes and accepts individual, family, cultural and community influences on the development of children.</p> <p>2.5 Adapts curriculum/learning experiences as children grow and develop.</p>	<p>3.1 Recognizes different children's personalities and individual differences in development and their impact on children's needs.</p> <p>3.2 Understands the value of children's learning through trial and error and encourages exploration, experimentation, and creativity for the sake of learning.</p> <p>3.3 Identifies basic physical, cognitive, social/emotional, and language developmental milestones of children.</p> <p>3.4 Discuss first with families any suspicions that a child may have a disability, and then collaborates with other agencies in making referrals as needed.</p> <p>3.5 Recognizes risk factors, delays, or disabilities that may indicate a need for special services.</p> <p>3.6 Integrates inclusive practices into curriculum planning.</p>

A. Child Growth and Development Competencies		
Level 4 (all skills in previous levels plus)	Level 5 (all skills in previous levels plus)	Level 6 (all skills in previous levels plus)
4.1 Identifies and describes age-typical physical, social, emotional, cognitive, and language characteristics of children. 4.2 Uses knowledge of children's development as a framework to adapt curriculum/learning experiences into appropriate experiences for children. 4.3 Describes individual children relative to developmental characteristics typical of their age. 4.4 Collaborates with families and consultants in planning learning experiences for children's individual needs. 4.5 Employs teaching practices inclusive of children with variations in learning styles, cultural perspectives, abilities, and special needs. 4.6 Demonstrates understanding of the development of mental health, and the importance of supportive relationships with adults and peers. 4.7 Creates environments and experiences that affirm and respect cultural linguistic diversity.	5.1 Shares information with families about the general principles of child growth and development, including information on early brain development. 5.2 Applies information on growth, development and learning patterns of individual children and groups of children to their work with children in the classroom. 5.3 Understands and describes various personality and learning styles of children. 5.4 Understands child development, developmental delays, and makes referrals to the Early Development Network, other agencies, school districts or professionals once parental/guardian permission has been obtained. 5.5 Demonstrates knowledge of inclusive philosophy and practices and recognizes the range of development in young children. 5.6 Demonstrates understanding of the developmental consequences of stress and trauma related to loss, neglect and abuse.	6.1 Promotes and communicates information about promising practices, issues, research and theory relevant to child growth and development. 6.2 Accesses, analyzes, and evaluates current theory and research and applicable policies on child growth and development. 6.3 Understands how to use educational research to influence children's development. 6.4 Expresses knowledge of cultural and linguistic diversity and the significance of family-child attachments and family dynamics as they influence children's development and learning. 6.5 Understands and articulates a systems perspective on issues related to wellness, mental health, children with disabilities, childhood obesity, the effects of stress on development, and the child's need for support and protection. 6.6 Articulates and understands the implications of research related to causes and effects of stress and trauma on children and families. 6.7 Applies current theory and research to the design and implementation of quality services.
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## Child Growth and Development

### B. Health, Safety and Nutrition Competencies

Early childhood teachers and caregivers establish and maintain an environment that ensures children's healthy development, safety, and nourishment.

Early childhood teachers and caregivers encourage children to pay attention to personal hygiene, healthy eating, and the importance of keeping bodies moving and active, including the need for outdoor play.

Early childhood programs must adhere to relevant laws and regulations; furthermore, they must consider the health, growth, and development requirements for each child within the context of the families' cultural traditions and any other special needs or unique physical and health conditions. Early childhood professionals should understand that children's physical health, mental health, and safety are the foundations for development and learning in children.

*Nebraska Early Learning Guidelines for Ages Birth to 3 and Nebraska Early Learning Guidelines for Ages 3 to 5* describe a variety of ways that Early Childhood Teachers can support children's health and physical development.

*Examples:*

- Ensures that materials do not present choking or other safety hazards
- Plans meaningful and challenging activities with materials that support development of fine (small) motor skills and large motor skills



## Health, Safety, and Nutrition

B. Health, Safety and Nutrition Competencies		
Level 1	Level 2 (all skills in level 1 plus)	Level 3 (all skills in level 1 and 2 plus)
1.1 Practices effective hand washing, toileting and diapering, safe food handling, and safe sleep procedures to reduce the spread of disease and the possibility of injury to children. 1.2 Practices universal precautions to minimize and control the spread of disease through body fluids. 1.3 Has CPR/First Aid Certification or can readily identify the person in the program who has a current certification in CPR/First Aid. (If a Family Child Care Home Provider-must have CPR/First Aid.) 1.4 Actively supervises children to ensure safety both indoors and outdoors and to ensure that children are released only to family or authorized escorts. 1.5 Selects safe toys, materials, and equipment appropriate for the age and developmental stage of the children in care. 1.6 Responds promptly and appropriately to children's injuries, documents any injuries and notifies families, while assuring the comfort and care of other children.	2.1 Teaches and supports children in effective use of hand washing procedures. 2.2 Utilizes USDA guidelines to select appropriate foods for children, supervises mealtimes, and is vigilant about accommodating food choices based upon children's allergies and/or health issues. 2.3 Maintains certification in basic pediatric first aid and CPR training. 2.4 Maintains accurate immunization and health records according to state and federal guidelines. 2.5 Regularly assesses safe and sanitary environments inside and outside and ensures any problems are taken care of promptly. 2.6 Ensures a consistent, daily routine for rest/sleep and active physical play as developmentally appropriate. 2.7 Informs staff and families of emergency procedures.	3.1 Teaches, models and practices personal health and safety procedures with children. 3.2 Keeps informed about safety procedures and shares resources with families. 3.3 Follows policies for informing families of current health concerns in the program. 3.4 Recognizes and discusses with families cultural health practices and implements these practices when appropriate. 3.5 Adapts the indoor and outdoor environments to maximize their use by children with special needs. 3.6 Designs and implements curriculum activities emphasizing healthy bodies, healthy lifestyles and a healthy environment for staff, children, and families. 3.7 Teaches children about nutrition and plans and implements appropriate cooking experiences. 3.8 Assesses children's health status through daily observation and documents symptoms when necessary.

## Health, Safety, and Nutrition



B. Health, Safety and Nutrition Competencies		
Level 1 Continued	Level 2 Continued	Level 3 Continued
<p>1.7 Keeps environment free of health hazards.</p> <p>1.8 Maintains an accessible current list of emergency phone numbers both indoors and outdoors for contacting families and emergency services.</p> <p>1.9 Posts, regularly practices, follows and documents emergency and safety evacuation procedures such as fire, natural disaster, and tornado drills.</p> <p>1.10 Encourages children's use of good oral health practices, wiping teeth of infant with clean wash cloth, using swish and rinse procedures for toddlers and/or encourages use of a tooth brush.</p> <p>1.11 Follows instructions for proper giving of and applying of medication to children.</p> <p>1.12 Understands the legal responsibility to recognize and report child abuse, emotional abuse, sexual abuse and neglect.</p> <p>1.13 Is familiar with all state rules and regulations pertaining to the specific type of early education program.</p>	<p>2.8 Ensures that children do not have pet allergies if pets are in the program, maintains safe handling and sanitation guidelines, and ensures pets are vaccinated.</p> <p>2.9 Identifies, documents, and reports suspected abuse of children in an immediate and appropriate manner.</p> <p>2.10 Ensures that all state rules and regulations are followed by all employees of the program.</p> <p>2.11 Appropriate safety seats for transporting children are provided.</p>	<p>3.9 Collaborates with nursing staff to ensure appropriate health practices are followed for children with special needs.</p> <p>3.10 Supports and assists staff in their efforts to document and report abuse of children in an immediate and appropriate manner.</p>

## Health, Safety, and Nutrition

B. Health, Safety and Nutrition Competencies		
Level 4 (all skills in previous levels plus)	Level 5 (all skills in previous levels plus)	Level 6 (all skills in previous levels plus)
<p>4.1 Maintains a readily accessible list of health resource information to disseminate to families, and for consultation or referral as needed or in case of emergencies.</p> <p>4.2 Plans learning experiences, including field trips, with safety precautions in mind.</p> <p>4.3 Organizes space into functional areas with traffic patterns that eliminate accidents and injuries.</p> <p>4.4 Plans and evaluates menus and activities which encourage healthy food choices, address nutritional needs, and take into consideration children's food allergies.</p> <p>4.5 Encourages children's participation in family style meals, as skills and abilities develop, beginning at toddler age, and integrates foods from diverse cultures represented in the population served.</p> <p>4.6 Develops policies and prepares staff for emergencies such as terror threats, natural disasters, and intruders etc.</p>	<p>5.1 Works with health care professionals in the community to ensure that the health needs of all enrolled children are met.</p> <p>5.2 Participates in the evaluation and revision of policies and procedures to keep health, safety, and nutrition practices current.</p> <p>5.3 Designs emergency procedure plans, trains staff, and supervises the implementation of those procedures to maximize safety.</p> <p>5.4 Develops and documents contingency plans to meet staff-child ratio requirements in all situations.</p> <p>5.5 Assesses how licensing, fire and safety, sanitation, and other applicable regulations affect the quality of the program.</p> <p>5.6 Designs, documents and informs others of emergency, illness, injury and sanitation procedures.</p> <p>5.7 Establishes procedures for documentation and reporting of suspected abuse or neglect in compliance with state laws.</p>	<p>6.1 Conducts and participates in assessment of the program facility and the early childhood services for licensing, accreditation and quality improvement.</p> <p>6.2 Analyzes, evaluates, and applies current theories, research, and recommended practices on the health safety, physical development and nutritional needs of children.</p> <p>6.3 Participates on the program's accreditation team or other committees working to address standards of quality.</p> <p>6.4 Collaborates with community groups to identify, and promote the health, safety, physical development, and nutritional welfare of the broader community.</p> <p>6.5 Provides or administers an environment that is physically and psychologically healthy for children, families, and staff.</p> <p>6.6 Articulates with others federal, state, and local requirements that must be addressed to meet young children's health, nutritional, and physical development needs.</p>

## Health, Safety, and Nutrition

B. Health, Safety and Nutrition Competencies	
Level 1 Continued	
<p>1.14 Follows staff-child ratio requirements in state regulations.</p> <p>1.15 Pays attention to all children's allergies and health issues.</p> <p>1.16 If transporting children, utilizes age and weight appropriate child safety seats and follows all federal and state transportation regulations for transporting children.</p>	

## Health, Safety, and Nutrition

B. Health, Safety and Nutrition Competencies	
Level 4 (all skills at previous levels plus)	Level 5 (all skills at previous levels plus)
<p>4.7 Implements contingency plans to meet staff-child ratio requirements in all situations.</p> <p>4.8 Assesses program health policies and procedures through use of a health checklist or the PEP manual.</p> <p>4.9 Collaborates with specialists and families to assess adequate caloric intake and socialization at meal times for children with special dietary needs.</p>	<p>5.8 Communicate appropriate use of adaptive equipment to staff and families.</p> <p>5.9 Participates in planning for special health needs and uses adaptive equipment appropriately with supervision.</p> <p>5.10 Assist families in locating community resources to provide medical, dental and nutrition services for their children when necessary.</p> <p>5.11 Establishes program policies regarding child transportation, provides training of staff regarding child transportation policies, and follows all federal and state laws pertaining to transportation of children.</p>

**Its Competencies**

Childhood teachers and caregivers establish an environment that provides learning experiences to meet each child's needs, capabilities, and interests. Childhood professionals must know how to offer an organized, inviting, and accessible environment that has many diverse and appropriate materials, activities, and experiences. A high quality early childhood environment will have a positive impact on a child's emotional, physical, cognitive, communicative, creative, and social development.

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Nebraska Early Learning Guidelines for Birth to Three and Nebraska Early Learning Guidelines for Three to Five provide examples of ways to adjust the learning environment to enhance and support children's learning.

**Examples:**

- Develop a safe, natural space for children to visit and explore.
- Provide children with opportunities to observe and make predictions about natural events (growing seeds, caring for animals, charting weather, etc.).
- The environment includes children's music and a place where children may listen to a variety of stories and sound recordings.

## Learning Environments

**C. Learning Environments Competencies**

Level 4 (all previous levels plus)	Level 5 (all previous levels plus)	Level 6 (all previous levels plus)
<p>4.1 Includes a variety of activities and materials for implementing curriculum which includes all domains of early childhood learning.</p> <p>4.2 Structures opportunities for children to work independently, with other children, and with adults in groups of different sizes.</p> <p>4.3 Designs and implements a child-centered environment to encourage independence, responsibility and positive social skills through a variety of activities.</p> <p>4.4 Plans and adapts a supportive learning environment to promote positive interactions between children and adults.</p> <p>4.5 Observes children and uses observations to plan appropriate activities for each child.</p> <p>4.6 Identifies delays in development and makes appropriate adjustments in expectations and learning opportunities.</p> <p>4.7 Uses criteria from Environment Rating Scales to maintain high quality learning environments.</p>	<p>5.1 Creates a learning environment using specific materials, child choice and play as a context for enhancing development and active learning.</p> <p>5.2 Invites all children to participate in planning and creating a rich, stimulating environment, encouraging interaction, exploration and investigation by all children.</p> <p>5.3 Makes the learning community visible to children and families through pictures, stories, newsletters, journals, artwork, and notes to families etc.</p> <p>5.4 Examines, evaluates, and identifies the appropriate use of technology with young children.</p> <p>5.5 Designs adaptations in learning environments to support the functional and developmental needs of individual children.</p>	<p>6.1 Advocates, evaluates, and justifies the need for appropriate curriculum and learning environments.</p> <p>6.2 Accesses, articulates, analyzes, evaluates, and applies current theory and research related to early learning environments both indoors and outdoors.</p> <p>6.3 Partners with other professionals to plan, create, and sustain learning environments in which children may work harmoniously, creatively, and productively.</p> <p>6.4 Develops strategies that support the children's learning and families' roles in planning curriculum and their children's learning environment.</p> <p>6.5 Mentors other staff in designing, implementing, evaluating, and revising learning environments so that they are appropriate for children's learning and development.</p> <p>6.6 Ensures that technology is used effectively within early childhood education learning environments to assist the program and to support children's learning and development.</p>

## Learning Environments

## Learning Environments

**C. Learning Environments Competencies**

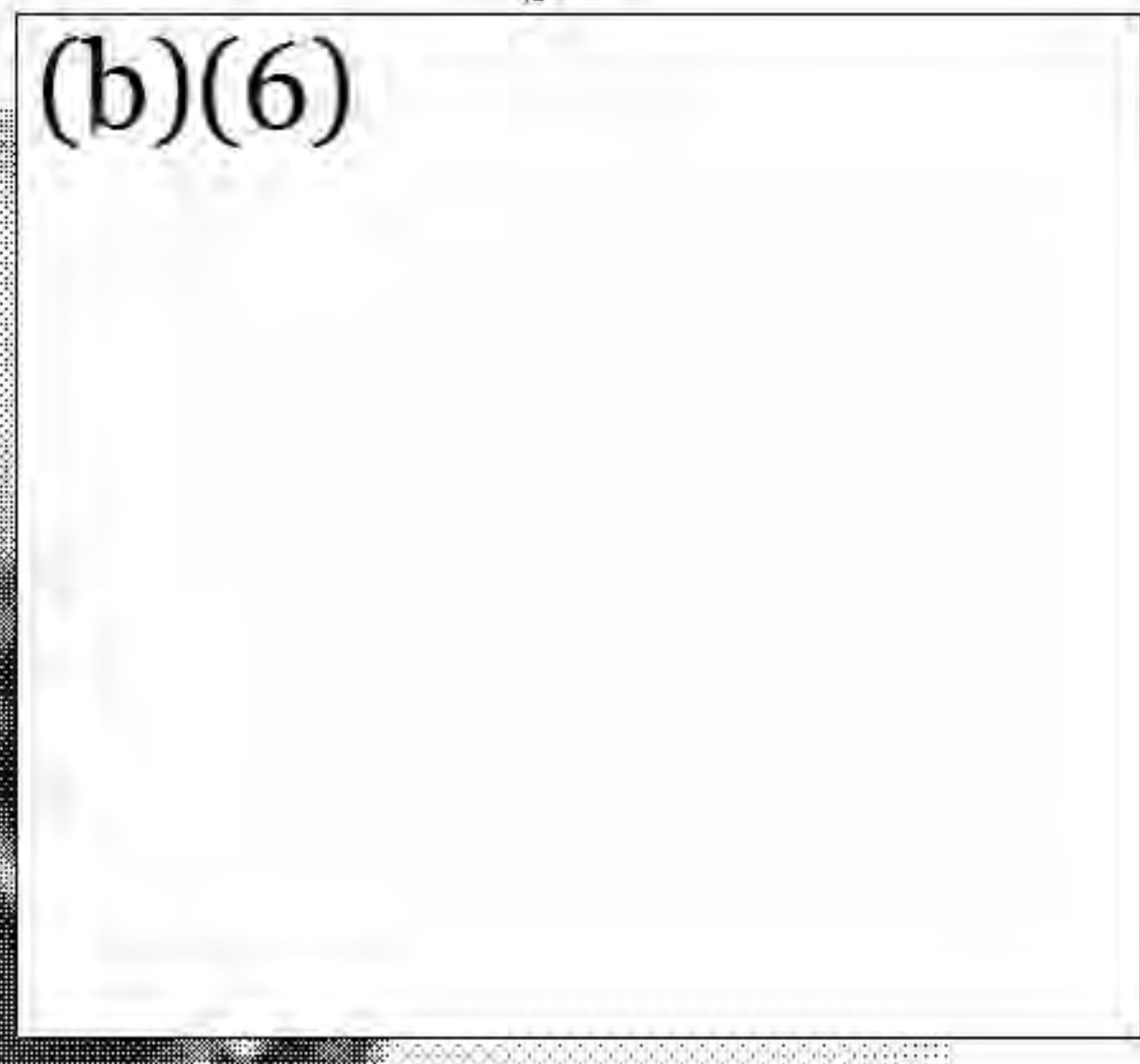
Level 1	Level 2 (all skills in level 1 plus)	Level 3 (all skills in levels 1 and 2 plus)
<p>1.1 Provides equipment and materials that are clean, safe, and free from hazards.</p> <p>1.2 Follows a daily schedule.</p> <p>1.3 Arranges environment and routines to promote respect for materials, equipment and others in the room.</p> <p>1.4 Arranges materials on child's level to allow for exploration and independence.</p> <p>1.5 Observes health and safety practices in the environment.</p> <p>1.6 Encourages children to participate in a variety of learning centers.</p> <p>1.7 Limits children's exposure to TV, videotapes, DVD's and passive learning.</p>	<p>2.1 Selects materials appropriate for the developmental levels of all children.</p> <p>2.2 Implement schedules, routines, and transitions to meet children's needs.</p> <p>2.3 Arranges environment and routines to give children choices.</p> <p>2.4 Provides a variety of materials on a regular basis to allow children to have new experiences and opportunities for exploration and learning.</p> <p>2.5 Selects and provides materials that respond to the individual needs and learning styles of children.</p> <p>2.6 Provides an environment that encourages learning through play.</p> <p>2.7 Observes and documents children's learning as they participate in daily routines and transitions.</p> <p>2.8 Utilizes a developmentally appropriate curriculum to help plan learning activities.</p>	<p>3.1 Plans and adapts learning environments to meet the needs of all children, including children with special needs.</p> <p>3.2 Provides a balance of scheduled and unscheduled activities. For example, time, space and equipment are provided for active and quiet play, child-directed and teacher-directed activities, individual and group activities, and indoor and outdoor play.</p> <p>3.3 Observes children as they engage in learning centers and makes modifications and adaptations in the environment to support the individual needs of children.</p> <p>3.4 Organizes learning center to encourage active play, initiative, creativity, responsibility, and self-sufficiency for all children.</p> <p>3.5 Offers activities that routinely use materials representing multiple cultures and ethnic groups, and various ages and abilities.</p>

**D. Planning Learning Experiences/Curriculum Competencies**

Early childhood teachers and caregivers plan learning experiences that promote physical development, cognitive development, language and literacy skills in children and social/emotional development of young children.

Learning experiences are designed to be developmentally appropriate based upon the age and development of the children. Experiences are individualized to meet the needs of each individual child in the group. Learning activities build upon children's natural curiosities and motivations for learning.

Early childhood professionals should have a broad knowledge of appropriate curriculum for young children and take responsibility for planning and providing an integrated curriculum that can build on each child's current abilities and interests to expand their skills in all developmental domains.



*Nebraska Early Learning Guidelines for Ages Birth to Three and Nebraska Early Learning Guidelines for Ages 3 to 5* provide examples of ways to plan learning experiences for young children.

**Examples:**

- Engages children in songs, rhymes, finger plays and stories to promote young children's language and literacy skills
- Encourages children's curiosity and answers questions to promote children's use of scientific skills and methods

**Planning Learning Experiences Curriculum**

**D. Planning Learning Experiences/Curriculum Competencies**

**Focus: Social and Emotional Development**

Level 4 (all skills in previous levels plus)	Level 5 (all skills in previous levels plus)	Level 6 (all skills in previous levels plus))
<p>4.1 Provides words and positive responses to guide children's self-control.</p> <p>4.2 Encourages children to experiment with their growing competence and independence.</p> <p>4.3 Learns and uses strategies to teach children problem-solving.</p>	<p>5.1 Provides meaningful curriculum emphasizing social skills, relationships and friendships.</p> <p>5.2 Strives to create a community within the classroom which includes all children as valuable members.</p> <p>5.3 Develops and implements strategies that encourage children's social development in various roles such as leadership.</p> <p>5.4 Uses ongoing assessment of children to adapt and modify activities to meet the social emotional needs of individual children.</p> <p>5.5 Facilitate mutual problem-solving with care providers, families, and/or teacher regarding strategies to address disruptive, harmful or withdrawn social behaviors.</p>	<p>6.1 Communicates to others the process for developing curriculum that promotes social/emotional development.</p> <p>6.2 Articulates the process of how to design and adapt the curriculum to address children's social and emotional development needs.</p> <p>6.3 Communicates the link between social/emotional health and children's development and learning outcomes.</p> <p>6.4 Monitors the need to adapt, adjust, and update the learning experiences to advance children's social and emotional development.</p> <p>6.5 Creates a classroom community that fosters social/emotional development in the home or in the classroom.</p> <p>6.6 Evaluates the suitability of curriculum and programs on social/emotional development for use with a particular child or group of children.</p>

**Planning Learning Experiences Curriculum**

**Planning Learning Experiences Curriculum**

**D. Planning Learning Experiences/Curriculum Competencies**

**Focus: Social and Emotional Development**

Level 1	Level 2 (all skills in level 1 plus)	Level 3 (all skills in levels 1 and 2 plus)
<p>1.1 Engages in every day conversations with children.</p> <p>1.2 Encourages children to interact positively with one another.</p> <p>1.3 Acknowledges differences and treats others respectfully.</p> <p>1.4 Establishes trusting and caring relationships with each child.</p> <p>1.5 Respects and incorporates family beliefs and customs when preparing learning activities.</p>	<p>2.1 Encourages and supports children's efforts, ideas, accomplishments and interests.</p> <p>2.2 Supports the children's participation in group activities.</p> <p>2.3 Recognizes that periods of stress, separation and transition may affect children's social interactions and socio-emotional behaviors.</p> <p>2.4 Promotes children's social emotional development through encouraging self-regulation, emotional expression, and attachment to families and other significant adults in their life.</p> <p>2.5 Realizes cultural differences may affect children's ways of expressing themselves.</p>	<p>3.1 Encourages feelings of empathy and mutual respect among children and adults.</p> <p>3.2 Helps children communicate and get along with others.</p> <p>3.3 Models recognition and appropriate expression of feelings.</p> <p>3.4 Guides children in resolving conflict through positive communication.</p> <p>3.5 Helps children through periods of stress, separation and transition.</p> <p>3.6 Provides many opportunities for children to participate in cooperative play.</p> <p>3.7 Supports children's developing appreciation of gender and cultural identity.</p> <p>3.8 Requests assistance when needed from specialists to meet the health and developmental needs of children with disabilities.</p>

**Planning Learning Experiences Curriculum**

**D. Planning Learning Experiences/Curriculum Competencies**

**Focus: Health & Physical Development**

Level 1	Level 2 (all skills in level 1 plus)	Level 3 (all skills in levels 1 and 2 plus)
<p>1.1 Understands the value of play.</p> <p>1.2 Provides time and appropriate materials for fine motor skills such as cutting with scissors, drawing, and playing musical instruments.</p> <p>1.3 Acknowledges and supports children's natural tendency to move and be active throughout the day.</p> <p>1.4 Provides time for active physical play both inside and outside on a daily basis.</p>	<p>2.1 Plans activities, indoors and outdoors, that encourage the development of large and small motor skills.</p> <p>2.2 Introduces sensory experiences to children.</p> <p>2.3 Plans for outdoor activities on a daily basis.</p> <p>2.4 Provides instruction for basic health and safety rules.</p>	<p>3.1 Provides adequate time for children to practice, explore and expand their motor skills and interest.</p> <p>3.2 Integrates physical development across all curriculum areas.</p> <p>3.3 Models health and safety practices during regular activities including meals and snacks.</p>

D. Planning Learning Experiences/Curriculum Competencies		
Focus: Health & Physical Development		
Level 4 (all skills in previous levels plus)	Level 5 (all skills in previous levels plus)	Level 6 (all skills in previous levels plus)
<p>4.1 Plans for scheduled activities and encourages spontaneous activities that support the development of fine and gross motor skills.</p> <p>4.2 Integrates physical development across all curriculum areas.</p> <p>4.2 Adapts activities for children with special needs.</p> <p>4.3 Incorporates activities and materials that focus on the world of nature and the importance of outdoor play.</p> <p>4.4 Incorporates a variety of equipment, activities and learning opportunities to promote physical development of all children.</p>	<p>5.1 Uses on-going assessment of children to adapt and modify the health and physical development needs of individual children.</p> <p>5.2 Observes and documents the physical development of individual children.</p> <p>5.3 Plans and implements experiences that promote healthy living habits.</p> <p>5.4 Facilitates mutual problem-solving with care providers, families and/or teachers regarding strategies for addressing children's unique health and/or physical development needs.</p>	<p>6.1 Communicates to others the process for developing curriculum that promotes health and physical development.</p> <p>6.2 Articulates the process of how to design and adapt the curriculum to address children's health and physical development needs.</p> <p>6.3 Communicates the link between physical health and children's social, emotional and cognitive development and learning outcomes.</p> <p>6.4 Monitors the need to adapt, adjust, and update the learning experiences to advance children's health and physical development.</p> <p>6.5 Creates a classroom community that fosters children's health and physical development in the home or in the classroom.</p> <p>6.6 Evaluates the suitability of curriculum and programs on health and physical development for use with a particular child or group of children.</p>

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## Planning Learning Experiences Curriculum

D. Planning Learning Experiences/Curriculum Competencies		
Focus: Language and Literacy Development		
Level 4 (all skills in previous levels plus)	Level 5 (all skills in previous levels plus)	Level 6 (all skills in previous levels plus)
<p>4.1 Encourages children's rich discussions to further develop language and literacy skills.</p> <p>4.2 Demonstrates an understanding of how children use language, as well as other forms of communication, at all ages and stages of development.</p> <p>4.3 Facilitates the relationships between spoken and printed words.</p> <p>4.4 Uses concrete experiences and play to enhance and invite young children's conversations and emerging literacy skills.</p> <p>4.5 Captures and documents children's narratives in stories and otherwise.</p>	<p>5.1 Designs curriculum consistent with current theories of literacy use and language acquisition.</p> <p>5.2 Uses age appropriate technology to support language and literacy development.</p> <p>5.3 Adapts and modifies interactions and activities with children to meet the specific language development needs of individual children.</p> <p>5.4 Plans and implements book reading experiences to support language/literacy goals for children.</p> <p>5.5 Uses on-going assessments of children to adapt and modify language and literacy development activities to meet the needs of individual children.</p> <p>5.6 Documents examples of children's emerging language and/or literacy skills.</p>	<p>6.1 Communicates to others the process for developing curriculum that promotes language and literacy.</p> <p>6.2 Articulates the process of how to design and adapt the curriculum to address children's language and literacy needs.</p> <p>6.3 Communicates the link between language and literacy and children's development and learning outcomes.</p> <p>6.4 Monitors the need to adapt, adjust, and update the learning experiences to advance children's language and literacy skills.</p> <p>6.5 Creates a classroom community that fosters language and literacy skills in the home or in the classroom.</p> <p>6.6 Evaluates the suitability of curriculum and programs on language and literacy for use with a particular child or group of children.</p>

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## Planning Learning Experiences Curriculum

## Planning Learning Experiences Curriculum

D. Planning Learning Experiences/Curriculum Competencies		
Focus: Language and Literacy Development		
Level 1	Level 2 (all skills in level 1 plus)	Level 3 (all skills in levels 1 and 2 plus)
<p>1.1 Read age-appropriate books to children both individually and in groups.</p> <p>1.2 Respects and encourages children to retain the language of their family.</p> <p>1.3 Talks with children and stimulates conversation among children.</p> <p>1.4 Engages children in stories, songs and poems.</p> <p>1.5 Models appropriate language, communication, reading and writing.</p>	<p>2.1 Carries out formal and informal book reading experiences that encourage both listening and talking.</p> <p>2.2 Encourages families to be involved in reading to children at home to increase children's language development.</p> <p>2.3 Provides opportunities for children to engage in turn taking and dialogue in conversation with adults and other children.</p> <p>2.4 Uses a variety of songs, books and games including those from many cultures.</p>	<p>3.1 Provides a print rich environment.</p> <p>3.2 Uses a variety of songs, books, and games including those from many cultures.</p> <p>3.3 Provides opportunities and support to help children understand, acquire and use verbal and non-verbal means of communicating thoughts and feelings.</p> <p>3.4 Uses conversations to enrich and expand children's vocabulary.</p> <p>3.5 Encourages and supports children's verbal interactions with others.</p>

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## Planning Learning Experiences Curriculum

D. Planning Learning Experiences/Curriculum Competencies		
Focus: Mathematical Thinking		
Level 1	Level 2 (all skills in level 1 plus)	Level 3 (all skills in levels 1 and 2 plus)
<p>1.1 Encourages children to ask questions and actively listens to their responses.</p> <p>1.2 Offers a variety of counting activities, number puzzles and books that encourage mathematical thinking.</p> <p>1.3 Provides blocks of various shapes and sizes to encourage children to make associations and comparisons.</p> <p>1.4 Provides activities that connect new learning to past experiences and events that expand learning.</p>	<p>2.1 Asks children relevant open-ended questions that stimulate thinking.</p> <p>2.2 Encourages indoor and outdoor play experiences that promote mathematical thinking.</p> <p>2.3 Provides a variety of materials within the daily routine for sorting and counting.</p> <p>2.4 Allows children time to construct their own mathematical understanding.</p>	<p>3.1 Provides activities and opportunities that encourage curiosity, exploration, and problem solving appropriate to the developmental levels and learning styles of children.</p> <p>3.2 Encourages math exploration to expand children's interests.</p> <p>3.3 Engages children in activities that support mathematical thinking such as: counting, sorting, measuring, matching, comparing, charting, and moving in space.</p> <p>3.4 Incorporates mathematical language in daily experiences. For example: bigger than, more than, over, under, before, after, yesterday, today, and tomorrow.</p> <p>3.5 Encourages children to begin to predict what comes next in pattern, order and sequencing of events.</p>

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# Planning Learning Experiences Curriculum

D. Planning Learning Experiences/Curriculum Competencies		
Focus: Mathematical Thinking		
Level 4 (all skills in previous levels plus)	Level 5 (all skills in previous levels plus)	Level 6 (all skills in previous levels plus)
<p>4.1 Plans and implements age appropriate learning opportunities to support mathematical development in response to children's interests.</p> <p>4.2 Revisits mathematical activities with children so they may reflect and build upon previous learning to develop and refine thinking.</p> <p>4.3 Provides a variety of appropriate materials so children can explore properties related to mathematical concepts such as space, time, shape, and quantity in meaningful ways.</p> <p>4.4 Designs mathematical learning opportunities reflective of the cultures in the community.</p>	<p>5.1 Observes and documents children's mathematical concepts/skills in play based experiences.</p> <p>5.2 Uses a variety of methods and strategies that appeal to a variety of learning styles that encourage active involvement of all children.</p> <p>5.3 Plans, implements, evaluates, and modifies curriculum to encourage children to construct mathematical knowledge and problem solving skills.</p> <p>5.4 Uses on-going assessment of children to adapt and modify mathematical thinking activities to meet the needs of individual children.</p>	<p>6.1 Communicates to others the process for developing curriculum that promotes mathematical thinking skills in children.</p> <p>6.2 Articulates the process of how to design and adapt the curriculum to address children's mathematical thinking skills.</p> <p>6.3 Communicates the link between mathematical thinking skills and children's development and learning outcomes.</p> <p>6.4 Monitors the need to adapt, adjust, and update the learning experiences to advance children's mathematical thinking skills.</p> <p>6.5 Creates a classroom community that fosters mathematical thinking skills in the home or in the classroom.</p>

# Planning Learning Experiences Curriculum

D. Planning Learning Experiences/Curriculum Competencies		
Focus: Scientific Thinking		
Level 4 (all skills in previous levels plus)	Level 5 (all skills in previous levels plus)	Level 6 (all skills in previous levels plus)
<p>4.1 Encourages children to observe and describe what they learn using their senses.</p> <p>4.2 Encourages children to ask questions and find answers through active exploration and reflection on what they learn.</p> <p>4.3 Plans and implements science activities based on children's interests.</p> <p>4.4 Engages children in activities that support scientific thinking such as collecting, investigating, problem solving, predicting, observing, exploring, and recording.</p> <p>4.5 Revisits science activities with children so they can reflect and build on previous learning to develop and refine thinking skills.</p>	<p>5.1 Uses ongoing assessment of children to adapt and modify scientific thinking activities to meet the needs of individual children.</p> <p>5.2 Plans, implements, evaluates, and modifies curriculum to encourage children to construct scientific knowledge.</p> <p>5.3 Observes and documents children's scientific thinking as they explore their world.</p>	<p>6.1 Communicates to others the process for developing curriculum that promotes scientific thinking skills.</p> <p>6.2 Articulates the process of how to design and adapt the curriculum to address children's scientific thinking skills.</p> <p>6.3 Communicates the link between scientific thinking skills and children's development and learning outcomes.</p> <p>6.4 Monitors the need to adapt, adjust, and update the learning experiences to advance children's scientific thinking skills.</p> <p>6.5 Creates a classroom community that fosters scientific thinking in the home or in the classroom.</p>

# Planning Learning Experiences Curriculum

D. Planning Learning Experiences/Curriculum Competencies		
Focus: Scientific Thinking		
Level 1	Level 2 (all skills in level 1 plus)	Level 3 (all skills in levels 1 and 2 plus)
<p>1.1 Encourages children to ask questions and listens to their responses as they explore the classroom and other learning activities.</p> <p>1.2 Provides children opportunities to observe the natural environment and their surroundings.</p> <p>1.3 Models enthusiasm for self-discovery and exploration of nature and nature education.</p>	<p>2.1 Observes children in play based experiences.</p> <p>2.2 Incorporates living things such as plants and pets (if there are no children with allergies to pets) into the environment and models appropriate, safe and healthy practices.</p> <p>2.3 Provides materials to encourage scientific exploration.</p> <p>2.4 Encourages children's use of their five senses as they explore their surroundings.</p>	<p>3.1 Encourages children to discuss objects and events that have been observed.</p> <p>3.2 Provides children opportunities to make predictions about natural events.</p> <p>3.3 Provides activities and opportunities that encourage curiosity, exploration, and problem solving appropriate to the developmental levels and learning styles of children.</p> <p>3.4 Encourages scientific exploration in response to children's interest.</p>

# Planning Learning Experiences Curriculum

D. Planning Learning Experiences/Curriculum Competencies		
Focus: Creative Arts		
Level 1	Level 2 (all skills in level 1 plus)	Level 3 (all skills in levels 1 and 2 plus)
<p>1.1 Encourages and allows time for spontaneous and extended creative play.</p> <p>1.2 Supports creative expression including visual arts, music, movement, and dramatic play.</p> <p>1.3 Encourages individuality, including unique expression of ideas.</p> <p>1.4 Values every child's creative spirit.</p>	<p>2.1 Models and encourages creative expression through language, music, dramatic play, and art, both inside and outside.</p> <p>2.2 Accepts cultural differences that may affect children's ways of expressing themselves creatively.</p>	<p>3.1 Encourages imagination and creativity as the foundation of new ideas.</p> <p>3.2 Encourages appreciation for the natural beauty within the learning environment.</p> <p>3.3 Facilitates activities that promote creative expression.</p> <p>3.4 Values creative expression as part of the development of the child.</p>

**D. Planning Learning Experiences/Curriculum Competencies**

**Focus: Creative Arts**

Level 4 (all skills in previous levels plus)	Level 5 (all skills in previous levels plus)	Level 6 (all skills in previous levels plus)
<p>4.1 Ensures that all children have access to opportunities that allow for individual creative expression.</p> <p>4.2 Plans opportunities for children to use items found in nature to creatively express themselves.</p> <p>4.3 Views the community as a resource for creative and aesthetic experiences.</p> <p>4.4 Informs families about the importance of individual creative expression.</p>	<p>5.1 Encourages creative expression throughout the curriculum.</p> <p>5.2 Uses ongoing assessment of children to adapt and modify interactions to support creativity of individual children by adapting time, space and materials.</p> <p>5.3 Shows respect for creative expression through appropriate documentation and display of children's work.</p>	<p>6.1 Communicates to others the process for developing curriculum that promotes creative arts in young children.</p> <p>6.2 Articulates the process of how to design and adapt the curriculum to address children's creative and expressive arts.</p> <p>6.3 Communicates the link between creative and expressive arts and children's development and learning outcomes.</p> <p>6.4 Monitors the need to adapt, adjust, and update the learning experiences to advance children's creative and expressive arts.</p> <p>6.5 Creates a classroom community that fosters creative and expressive arts in the home or in the classroom.</p>

## Planning Learning Experiences Curriculum

### E. Competencies for Interacting with Children and Providing Guidance to Children

Early childhood teachers and caregivers establish supportive relationships with children and guide them as individuals and as part of a group.

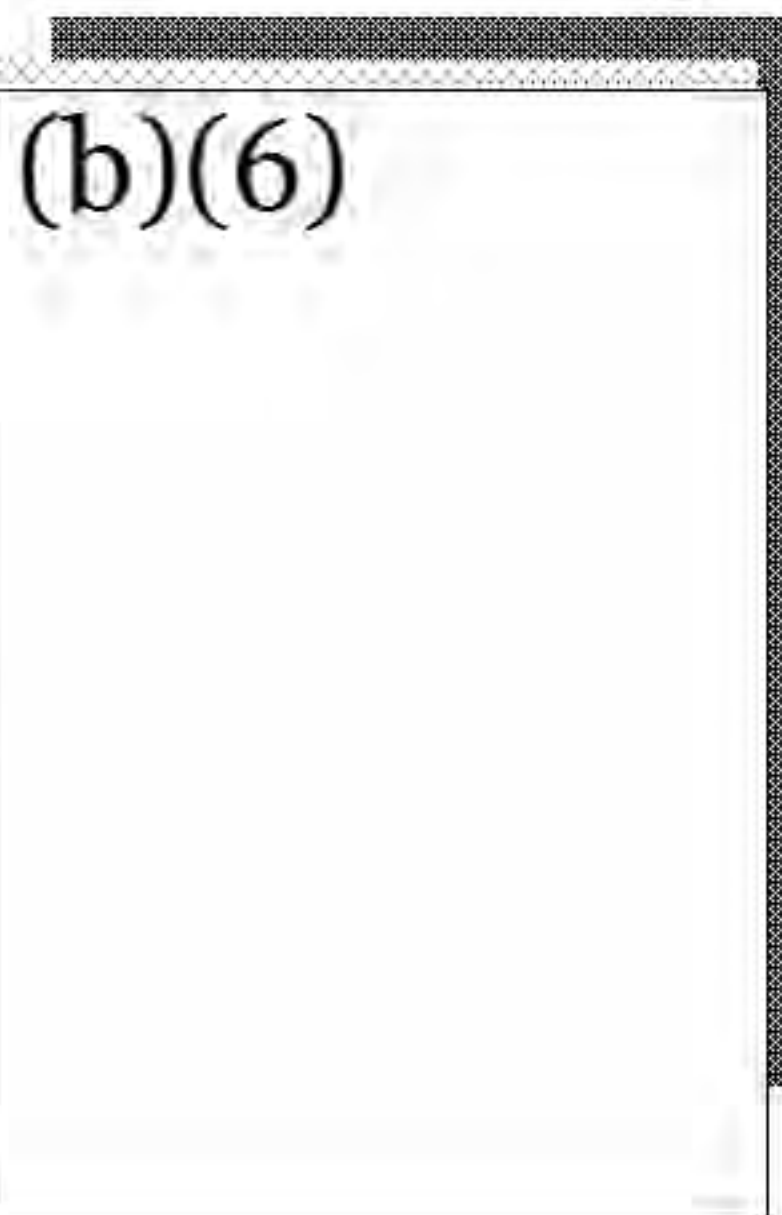
Early childhood teachers and caregivers make decisions regarding interactions and activities that promote a safe, secure environment that encourages growth in pro-social behaviors and self-regulation in children.

They also provide children with skills to resolve conflicts, solve problems, and develop a sense of connectedness and belonging with other children and adults.

*Nebraska's Early Learning Guidelines for Ages Birth to 3 and Nebraska's Early Learning Guidelines for Ages 3 to 5* provide examples of ways that adults can provide guidance to children.

**Examples:**

- Assists and encourages children to use language rather than expressive action in their relationships with others (asks peers to share, expresses feelings, etc.)
- Provides opportunities for children to develop an awareness of their own feelings, as well as ideas and actions of others
- Provides words and positive responses to guide children's self-control



## Interacting with Children and Providing Guidance to Children

### Interacting with Children and Providing Guidance to Children

#### E. Competencies for Interacting with Children and Providing Guidance to Children

Level 1	Level 2 (all skills in level 1 plus)	Level 3 (all skills in levels 1 and 2 plus)
<p>1.1 Shows respect for all children in all situations.</p> <p>1.2 Cares about each child as an individual.</p> <p>1.3 Interacts in a manner reflecting respect for self and others.</p> <p>1.4 Provides appropriate supervision of children's play.</p> <p>1.5 Demonstrates realistic expectations about children's abilities and needs.</p> <p>1.6 Communicates acceptance and understanding in the context of guidance.</p> <p>1.7 Treats all children equitably and fairly.</p> <p>1.8 Addresses behaviors or situations, rather than labeling the child.</p> <p>1.9 Avoids actions that would cause physical or emotional harm, including, but not limited to corporal punishment, humiliation, yelling or name calling, teasing, criticizing children or their families.</p>	<p>2.1 Builds a trusting relationship with each child, providing physical and emotional security.</p> <p>2.2 Assists children in communication and their abilities to get along with others.</p> <p>2.3 Demonstrates respect for children's and families' diversity (for example: culture, language, religion, ability, income).</p> <p>2.4 Provides opportunities for individual, small group, and whole/large group activities both indoors and outdoors.</p> <p>2.5 Helps children through periods of stress, separation, and transition.</p> <p>2.6 Alerts children well in advance to changes in activities or routines.</p> <p>2.7 Uses a positive approach in guidance with children.</p>	<p>3.1 Models identification and appropriate expression of feelings; has realistic expectations for children's ability to appropriately express feelings.</p> <p>3.2 Models and encourages age appropriate pro-social behavior (helping, sharing, and cooperating).</p> <p>3.3 Uses information from families to understand children and adapt interactions as necessary (for example, if the child has specific fears or the family is experiencing stressors).</p> <p>3.4 Recognizes the influences of the physical setting, schedule, routines, and transitions on children's social competence and self-regulation, and adapts these factors as necessary in order to support children's development and learning.</p> <p>3.5 Seeks out information and support from professionals related to addressing children's behavioral needs.</p> <p>3.6 Establishes and communicates consistent limits for acceptable behavior in the early childhood setting.</p>

E. Competencies for Interacting with Children and Providing Guidance to Children

Table with 3 columns: Level 1, Level 2 (all skills in level 1 plus), Level 3 (all skills in levels 1 and 2 plus). Contains various numbered competencies for interacting with children.

Interacting with Children and Providing Guidance to Children

F. Observation, Documentation and Assessment Competencies

Early childhood teachers and caregivers observe, measure, and determine what children know, what interests them, and what children can do in order to provide learning activities that meet their developmental and learning needs.

Early childhood teachers and caregivers respect the confidentiality of information about children and families in their programs. They have defined procedures for collecting information, organizing that information, and communicating about children's progress around learning outcomes.

Early childhood teachers use documentation processes to observe and reflect on children's learning in order to improve communication and learning within an educational setting and assist planning. Teachers make documentation displays, booklets, and presentations as part of observing and reflecting on children's learning.

Nebraska Early Learning Guidelines for Ages Birth to 3 and Nebraska Early Learning Guidelines for Ages 3 to 5 provide examples of observation, documentation and assessment.

Examples:

- Writes children's explanations or labels on projects, artwork, block constructions, etc
Identifies children's current knowledge and understanding of the world, and use it as a basis for making new experiences, ideas and concepts meaningful

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Interacting with Children and Providing Guidance to Children

E. Competencies for Interacting with Children and Providing Guidance to Children

Table with 3 columns: Level 4 (all skills in previous levels plus), Level 5 (all skills in previous levels plus), Level 6 (all skills in previous levels plus). Contains various numbered competencies for interacting with children.

Observation, Documentation, and Assessment

F. Observation, Documentation, Assessment Competencies

Level 1
1.1 Recognizes and identifies behaviors in children which indicate physical, social-emotional (affective), language, and cognitive (mental/intellectual) growth and development

1.2 Acknowledges that children develop at their own rates

1.3 Assists with collection of information about each child's development

1.4 Maintains confidentiality among the program staff and the child's family, regarding each child's observation and assessment

1.5 Uses photos to make children visible in their space

1.6 Displays children's artwork or other creations in their space

1.7 Is aware of signs of emotional distress, child abuse and neglect, and completes with mandatory reporting procedures for child abuse and neglect

Level 2 (all skills in level 1 plus)

2.1 Is aware of the Nebraska Early Learning Guidelines for Ages Birth to 3 and Ages 3 to 5 and understands that children's learning needs to be observed related to all domains

2.2 Contributes to assessment on individual children under the guidance and direction of a supervising teacher/director, if applicable

2.3 Records anecdotal observations on children

2.4 Assist in reporting assessment results to families

2.5 Displays photos of children engaged in current or recent classroom experiences, coupled with examples of their artwork or other creations

2.6 Gathers examples of children's work and records observational notes to share with families

Level 3 (all skills in levels 1 and 2 plus)

3.1 Identifies various ways to get to know each child as an individual, including strengths, needs, interests, family, and life situation

3.2 Collects and organizes information about each child, on a regular basis, such as collecting samples of the child's work, recording anecdotal notes, and keeping accurate records

3.3 Follows appropriate procedures of child observation and documentation, engaging families as partners in observational assessment

3.4 Plans for and communicates observations to families

3.5 Documents a learning experience that includes children's words along with photos and an explanation of what happened

3.6 Shares detailed notes with families about the children's day and their learning moments

Observation, Documentation, and Assessment

F. Observation, Documentation, Assessment Competencies		
	Level 2 (all skills in level 1 plus)	Level 3 (all skills in levels 1 and 2 plus)
2.7	Seeks guidance and support from other professionals as needed (i.e. suspected developmental delay, assistance for behavioral problems and/or atypical behavior).	3.7 Recognizes environmental factors which may place children at risk. 3.8 Respects educational requirements needed for various assessment instruments, and uses only those instruments appropriate for education and skill level.

## Observation, Documentation, and Assessment

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## Observation, Documentation, and Assessment

F. Observation, Documentation, Assessment Competencies		
Level 4 (all skills in previous levels plus)	Level 5 (all skills in previous levels plus)	Level 6 (all skills in previous levels plus)
<p>4.1 Continually observes children, analyzes and evaluates observations, and applies this knowledge to practice.</p> <p>4.2 Adapts curriculum and environment (on the basis of observational findings) to a range of development and skills among children in the early childhood education setting.</p> <p>4.3 Applies basic elements of child development knowledge (based on theory and research) to observation methods and processes. (This includes knowledge of Nebraska Early Learning Guidelines.)</p> <p>4.4 Selects appropriate observation and assessment methods for the individual child and situation.</p> <p>4.5 Works collaboratively with Individual Education Plan (IEP) or Individual Family Service Plan (IFSP) team members in gathering information.</p> <p>4.6 Guides and assists teachers and care givers with documentation training and experiences in conducting observation and assessment methods.</p>	<p>5.1 Refines or adapts instructional practice as informed by observations and assessment.</p> <p>5.2 Establishes systematic reporting processes for families and appropriate referrals to professionals.</p> <p>5.3 Communicates assessment results to families, both authentic and standardized, in a clear and supportive manner.</p> <p>5.4 Works with families and professionals in establishing appropriate goals, IEPs, or IFSPs for children and/or families, as a result of observations and assessment processes.</p> <p>5.5 Involves families and other professionals as partners in observation, documentation and assessment.</p> <p>5.6 Selects and conducts culturally diverse, gender equitable assessments and reporting strategies.</p> <p>5.7 Reviews and refines ongoing observation and assessment processes for productive purposes in the early childhood education setting.</p>	<p>6.1 Utilizes theories, research and recommended practices to select appropriate observation, documentation and assessment tools and procedures that relate to individual child development and/or the learning curriculum.</p> <p>6.2 Establishes criteria, procedures, and documentation methods for assessment and curriculum modification.</p> <p>6.3 Works collaboratively with colleagues and administrative professionals in observational data gathering, assessment, and reporting methods.</p> <p>6.4 Exercises leadership in establishing and/or maintaining documentation study groups within the program or school.</p> <p>6.5 Uses documentation and assessment results for advocacy purposes with policymakers, community members, or professional development groups.</p> <p>6.6 Monitors and trains others in cultural and gender-equitable observation, assessment, and document processes and procedures and ensures they are used appropriately for good teaching and reporting practices.</p>

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## Observation, Documentation, and Assessment

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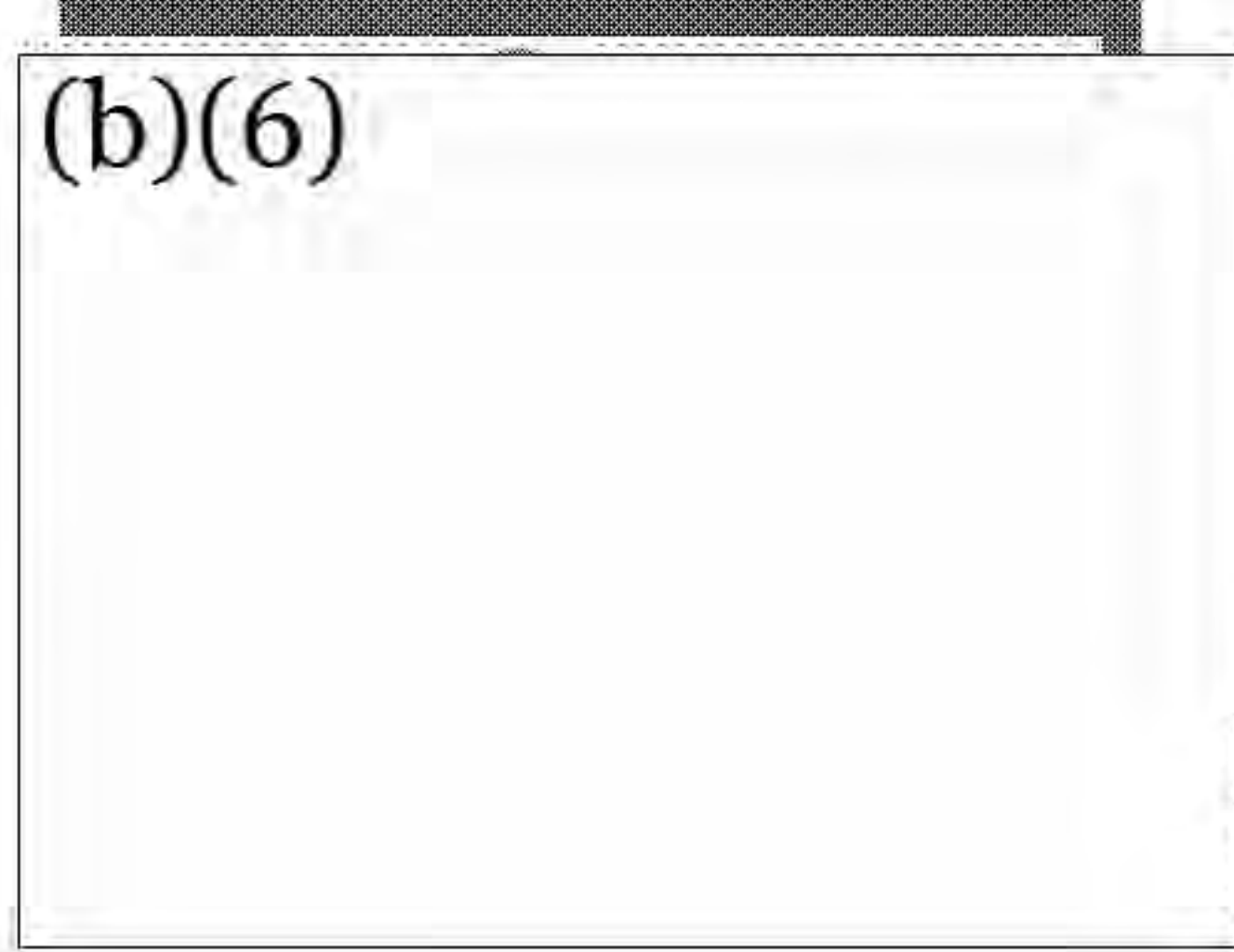


**G. Partnerships with Families and Communities Competencies**

Understanding the roles that family members and others play in children's lives is vital for early childhood educators. They must understand that families are the primary influence on children's development and have primary responsibility for child rearing. Conversely, each child has influence on the members of his or her family and on the family as a system.

Early childhood professionals also help connect children and their families with community resources. This can be accomplished through curriculum, interpersonal relationships and knowledgeable referrals.

Early childhood professionals should use their knowledge of family and social systems to create reciprocal productive interpersonal relationships that recognize and enhance the contributions of family, programs, and community participants to the development, learning, and well-being of children and their families.



*Nebraska Early Learning Guidelines for Ages Birth to 3 and Nebraska Early Learning Guidelines for Ages 3 to 5* provide examples of skills early childhood teachers need to work with families and communities.

**Examples:**

- Knows the children and families as individuals and appreciates differences in values and backgrounds
- Encourages parents to develop and maintain their first language in the home
- Families should be aware of programmatic goals, experiences that should be provided to children, and expectations for their children's learning and development by the end of preschool years

**Partnerships with Families and Communities**

**G. Partnerships with Families and Communities Competencies**

Level 4 (all skills in previous levels plus)	Level 5 (all skills in previous levels plus)	Level 6 (all skills in previous levels plus)
<p>4.1 Involves families in planning learning activities and evaluating the program.</p> <p>4.2 Acknowledges personal beliefs and biases regarding children and families, and is able to make objective decisions and act in the best interest of the families.</p> <p>4.3 Partners with other professionals and families to plan, create, and maintain a safe, healthy climate in which the children will play and grow.</p> <p>4.4 Uses the information gained through observation, assessment, and evaluation to make thoughtful, informed, and appropriate interventions as needed and/or indicated.</p> <p>4.5 Interacts effectively with volunteers and other community resources.</p> <p>4.6 Supports the children's families and acknowledges the critical roles they play in the children's lives.</p>	<p>5.1 Applies current theory and research on reciprocal relationships with families.</p> <p>5.2 Articulates the various theories of family systems and the effects of crises on families.</p> <p>5.3 Coordinates with community resources and provides families with resources that might be able to assist them.</p> <p>5.4 Assists with public awareness activities and community outreach efforts to model the importance of early childhood education.</p>	<p>6.1 Articulates, evaluates, and applies current theory and research on relationships with families in order to promote family strengths and goals.</p> <p>6.2 Develops formal collaborative agreements to meet the needs of individual children and families.</p> <p>6.3 Maintains collaborative relationships with other child and family specialists and professionals to create systems of care that are responsive to children and families.</p> <p>6.4 Acts as advocates for both children and families in order to help them access services and to promote high quality early care and education.</p> <p>6.5 Represents the interests of families and the early childhood field in community and volunteer endeavors.</p>

**Partnerships with Families and Communities**

**Partnerships with Families and Communities**

**G. Partnerships with Families and Communities Competencies**

Level 1	Level 2 (all skills in level 1 plus)	Level 3 (all skills in levels 1 and 2 plus)
<p>1.1 Respects the family's role as the child's first teacher.</p> <p>1.2 Supports and respects the diversity of families.</p> <p>1.3 Establishes positive communication and relationships with individuals and families.</p> <p>1.4 Knows and follows the rules of confidentiality.</p> <p>1.5 Willing to learn about the IFSP (Individual Family Service Plan) and IEP (Individual Education Plan) process and working with a team of professionals to serve a child with a verified disability.</p>	<p>2.1 Encourages family involvement in supporting their children's care and education.</p> <p>2.2 Adapts to changes that are designed to meet the needs and preferences of individual children and families.</p> <p>2.3 Uses a variety of approaches to communicate with families, i.e. bulletin boards, Web site, notes home, and newsletter.</p> <p>2.4 Seeks out information on child-specific needs in terms of cultural expectations and special education needs.</p> <p>2.5 Respects families' choices, goals, and decisions for their children.</p> <p>2.6 Provides encouragement, support, and appropriate information to develop trust with families.</p> <p>2.7 Participates in IFSP (Individual Family Service Plan) and IEP (Individual Education Plan) meetings with the family and the team of professionals when a child has a verified disability.</p> <p>2.8 Shares knowledge of general child development with families.</p>	<p>3.1 Demonstrates awareness of how families' attitudes influence children's abilities and interests in learning.</p> <p>3.2 Recognizes and understands how stress affects families.</p> <p>3.3 Provides opportunities for families to share skills and talents.</p> <p>3.4 Collaborates with families to resolve problems and issues.</p> <p>3.5 Offers families referrals to appropriate community resources.</p> <p>3.6 Ensures that community diversity and cultures are reflected throughout the program.</p> <p>3.7 Plans and conducts formal family conferences and/or home visits.</p> <p>3.8 Provides meaningful input into the IFSP (Individual Family Service Plan and IEP (Individual Education Plan) meetings with the family and team of professionals based upon observation and progress notes of the child.</p>

# Professionalism and Leadership

WORKING DOCUMENT

April 2009

## H. Professionalism and Leadership Competencies

Early childhood teachers and caregivers serve children and families in a professional manner, establish professional relationships with colleagues and co-workers and participate in the community as representatives of early childhood care and education.

Early childhood teachers and caregivers take seriously their need for professional growth development, understand the work they do requires lifelong learning, and assume leadership roles in professional associations, the community, and in working with others in the early childhood field. Quality early care and education requires early childhood professionals who continually seek opportunities to grow and develop in the field through review of research theory, and best practice.

Professionalism in early care and education involves making decisions and basing program planning and practice on the best professional standards and information available and following ethical standards of behavior.

(b)(6)

*Nebraska Early Learning Guidelines for Ages Birth to 3 and Nebraska Early Learning Guidelines for Ages 3 to 5 describe the importance of early childhood teachers functioning as professionals and leaders within their field.*

Examples:

- Models respect for others, the materials and equipment in the environment
- Partners with other professionals and the children to plan, create, and sustain a safe climate in which children may work harmoniously, creatively, and productively

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# Professionalism and Leadership

WORKING DOCUMENT

April 2009

## H. Professionalism and Leadership Competencies

Level 1	Level 2 (all skills in level 1 plus)	Level 3 (all skills in levels 1 and 2 plus)
1.9 Demonstrates openness to different approaches and perspectives.	2.8 Recognizes one's limitations and seek help when needed.	3.8 Persistent in trying to engage hard-to-teach families.
1.10 Is aware of professional resources for learning.	2.9 Recognizes and take steps to reduce personal stress and burnout.	3.9 Uses supervision effectively.
1.11 Actively pursues knowledge to improve practice.	2.10 Evaluates own performance and sets goals to learn more information about the field.	3.10 Attends classes or training and/or does independent reading to gain new knowledge and information about the early childhood field.
1.12 Accepts advice and constructive criticism to improve practice.	2.11 Actively participates in training opportunities.	3.11 Takes advantage of opportunities to improve the level of performance, both for personal and professional growth, and to help children and families.
1.13 Recognizes professional behavior in others.	2.12 Recognizes professional behavior in others and incorporates that behavior into own practice.	3.12 Follows developments in national accreditation standards.
1.14 Aware of quality early care and education.	2.13 Models quality early care and education.	3.13 Models professional behavior.
		3.14 Advocates for quality early care and education.

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# Professionalism and Leadership

WORKING DOCUMENT

April 2009

## H. Professionalism and Leadership Competencies

Level 1	Level 2 (all skills in level 1 plus)	Level 3 (all skills in levels 1 and 2 plus)
1.1 Enjoys working with children and displays a positive attitude.	2.1 Enjoys working with children and treats each child with respect.	3.1 Manages the demands of personal and professional commitments.
1.2 Demonstrates empathy for children and families.	2.2 Shows professional work habits by keeping spoken and written information confidential, respects others, uses time well, and is dependable.	3.2 Reflects on their own teaching and learning practices and improves knowledge by interacting with staff, attending trainings or taking classes, and reading early childhood journals, books, and research.
1.3 Dresses and behaves in a professional manner. (Dress may be adjusted based upon the program activities of the day.)	2.3 Can articulate major ideas from a professional code of conduct for early care and education teachers, such as <i>National Association for the Education of Young Children (NAEYC) Professional Code of Ethical Conduct</i> .	3.3 Behaves ethically in a way consistent with a professional code of conduct, such as <i>National Association for the Education of Young Children Professional Code of Ethical Conduct</i> .
1.4 Has dependable work habits, shows up on time, and completes activities as planned.	2.4 Shows commitment to the program's goals.	3.4 Promotes quality in early childhood services.
1.5 Is aware of a professional code of conduct for early care and education teachers and caregivers, such as <i>National Association for the Education of Young Children Professional Code of Ethical Conduct</i> and why this code is important to follow.	2.5 Is able to work independently and as a member of a team.	3.5 Uses problem-solving skills in the work environment.
1.6 Knows, supports, and follows regulations and licensing standards.	2.6 Utilizes self-reflection and has the ability to engage in ongoing assessment of strategies and effectiveness.	3.6 Recognizes causes and symptoms of "burnout" and develops prevention and coping strategies.
1.7 Maintains positive working relationships with co-workers and other team members in the program.	2.7 Aware of the effects of one's own personal and cultural background on one's work.	3.7 Utilizes initiative to pursue new information or information not familiar with as needed.
1.8 Interactions reflect value for oneself and respect for others.		

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# Professionalism and Leadership

WORKING DOCUMENT

April 2009

## H. Professionalism and Leadership Competencies

Level 4 (all skills in previous levels plus)	Level 5 (all skills in previous levels plus)	Level 6 (all skills in previous levels plus))
4.1 Is familiar with current trends in early childhood education.	5.1 Critically reflects on own professional and educational practices from community, state, national, and global perspectives.	6.1 Remains current on research relevant to early care and education and revises practice accordingly.
4.2 Discusses and models a professional code of ethics for early childhood teachers and caregivers.	5.2 Ensures ethical practices in early care and education program.	6.2 Provides leadership in promoting ethical practice across the early childhood care and education field.
4.3 Recognizes potentially unethical practices and addresses them with the staff; reports are made when it is determined appropriate.	5.3 Clearly discusses personal philosophy of early childhood education based on knowledge of child development and teaching practices best for children.	6.3 Evaluates the program using a professional code of conduct to provide insight into program improvement and professional practices.
4.4 Participates in program decision making.	5.4 Evaluates current trends in early childhood education and revises practice as appropriate.	6.4 Maintains knowledge of state, local and national policies relevant to early care and education and takes steps to revise practice accordingly.
4.5 Works toward early childhood credentials, degrees, and/or program accreditation.	5.5 Is aware of the Council for Exceptional Children/Division of Early Childhood (DEC) Recommended Practices for education and care of children with special needs.	6.5 Promotes the Council for Exceptional Children/Division of Early Childhood (DEC) Recommended Practices for education and care of young children with special needs.
4.6 Develops and carries out a personal professional development plan.	5.6 Actively participates in professional development opportunities and professional organizations.	6.6 Provides leadership by presenting at local, state and national conferences, by participating in professional organizations, and by designing and implementing staff development opportunities based upon professional development research.
4.7 Develops professional relationships with other early childhood professionals.	5.7 Uses professional resources to improve practice.	
4.8 Shows understanding of the early childhood profession and historical, social, and political influences on its current practices.		

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# Professionalism and Leadership

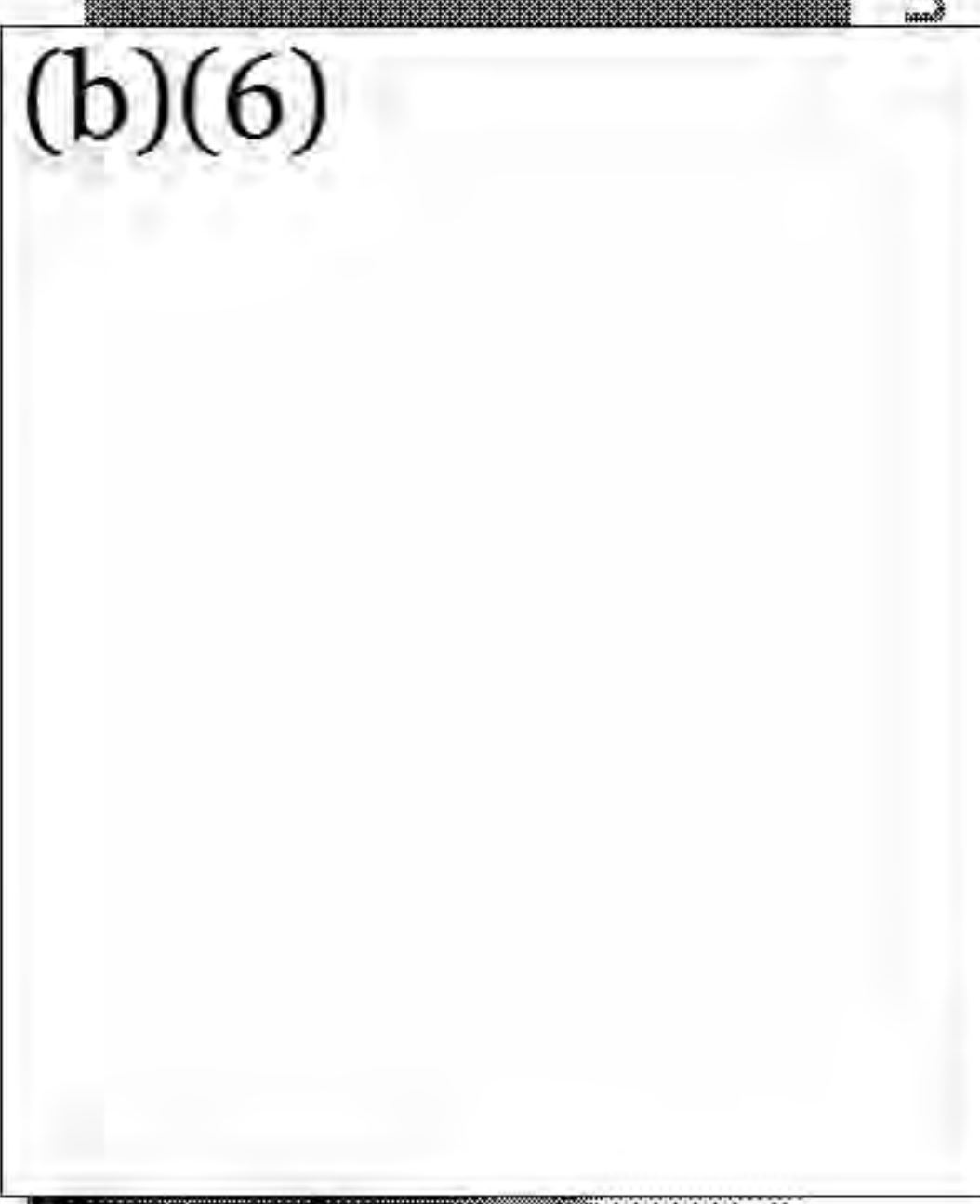
# Professionalism and Leadership

## I. Administration, Program Planning, and Development Com

Early childhood directors, teachers and caregivers establish, implement, and evaluate early care and education programs. Early childhood teachers and caregivers operate their programs using sound business practices around hiring, training and developing staff, and managing program finances.

Programs have policies and procedures for keeping records on children and families around licensing requirements, state and federal regulations and program quality standards.

Regular communication about program policies is shared with staff and families. Emergency policies and procedures are understood by all staff and communicated to families.



Nebraska Early Learning Guidelines for Ages Birth to 3 and Nebraska Early Learning Guidelines for Ages 3 to 5 provide guidance on key components of programming that are needed in early childhood programs.

- Examples:
- Quality programs provide a challenging but achievable curriculum and engage children in thinking, reasoning, and communication with others
  - Maximizes use of space and integrates a variety of materials and equipment that stimulate active learning
  - Adults assure that time and opportunity are provided for children to work together.

# Administration, Program Planning and Development

# Administration, Program Planning and Development

I. Administration, Program Planning and Development Competencies		
Level 1	Level 2 (all skills in level 1 plus)	Level 3 (all skills in levels 1 and 2 plus)
1.1 Supports the mission and policies of the program. 1.2 Respects confidentiality of co-workers, families and children. 1.3 Processes payment of family fees or financial payments according to program policy. 1.4 Uses time and materials efficiently. 1.5 Implements the program-defined curriculum as specified by supervisor. 1.6 Is familiar with Nebraska Early Learning Guidelines for Ages Birth to 3 and Nebraska Early Learning Guidelines for Ages 3 to 5.	2.1 Supports personnel and professionals in early childhood care and education through program planning. 2.2 Respects confidentiality at all levels of communication. 2.3 Complies with policies and procedures around handling of payments and fees following record keeping procedures defined by the program. 2.4 Makes effective use of available resources within the program. 2.5 Is aware of the National Association for the Education of Young Children or the National Association for Family Child Care standards for early childhood program accreditation. 2.6 Provides a family handbook to all families describing all program policies and procedures. 2.7 Utilizes Nebraska Early Learning Guidelines for Ages Birth to 3 and Nebraska Early Learning Guidelines for Ages 3 to 5 as a reference and resource for program planning.	3.1 Supports and/or implements the operation of a program focused on developmentally appropriate practices. 3.2 Builds and maintains positive relationships with co-workers, personnel, families, volunteers, and other professionals. 3.3 Applies a basic understanding of organizing, planning, and recordkeeping for program operation. 3.4 Selects appropriate resources, equipment, and materials for practical application while operating within the budget. 3.5 Manages the program to encourage learning and development of children in all developmental domains. 3.6 Writes goals, objectives, and outcomes for program events and daily activities. 3.7 Assists in gathering information for evaluation and assessment purposes. 3.8 Selects age-appropriate curriculum for use in the program.

I. Administration, Program Planning and Development Competencies		
Level 4 (all skills in previous levels plus)	Level 5 (all skills in previous levels plus)	Level 6 (all skills in previous levels plus)
<p>4.1 Assumes a leadership role in program operations.</p> <p>4.2 Strengthens the skills and abilities of the program's staff, administrators, and volunteers.</p> <p>4.3 Assumes that proper documentation is maintained which meets federal, state, and local legislation, regulation, and professional standards.</p> <p>4.4 Understands and communicates the relationship between the program's philosophy and the application of daily events.</p> <p>4.5 Supports community and family collaboration by planning family education programs.</p> <p>4.6 Assumes responsibility for program assessment by conducting observations and evaluations for the purpose of program improvement.</p> <p>4.7 Communicates effectively with the board and advisory groups.</p>	<p>5.1 Provides strong leadership and visionary direction to the overall operation of the program.</p> <p>5.2 Recruits, orients, provides opportunities for professional development, supervises, and evaluates staff in the early care and education program.</p> <p>5.3 Recruits, orients, and supervises volunteers to the program.</p> <p>5.4 Applies knowledge of federal, state, and local legislation, regulations, and professional standards to provide healthy and safe practices for all children.</p> <p>5.5 Develops and implements public relations strategies to establish the program in the community.</p> <p>5.6 Develops and implements program policies, daily operations, and program assessments.</p> <p>5.7 Supervises practicum students and student teachers.</p>	<p>6.1 Articulates vision and direction for the program through knowledge of current research, trends, and effective practice.</p> <p>6.2 Develops policies, procedures, and an employee handbook with information on hiring practices, benefits, performance appraisals, staff development, and disciplinary process if needed.</p> <p>6.3 Defines program goals and expected outcomes clearly and consistently to families, personnel, and the public.</p> <p>6.4 Designs a marketing plan for the early care and education program.</p> <p>6.5 Assumes leadership role in collaborating with families, professionals and community groups.</p> <p>6.6 Articulates, evaluates, and applies current theory, research, and policy on program planning and evaluation and collects data measurements for program decision making.</p>

## Administration, Program Planning and Development

I. Administration, Program Planning and Development Competencies		
Level 4 (all skills in previous levels plus)	Level 5 (all skills in previous levels plus)	Level 6 (all skills in previous levels plus)
<p>4.8 Plans a budget while developing a fee structure.</p> <p>4.9 Reviews curriculum implementation to determine what refinements can be made to improve children's learning.</p>	<p>5.8 Manages program resources effectively according to program philosophy. (Resources include financial, personnel, and time).</p> <p>5.9 Collaborates with the board in leading, defining direction and finalizing strategic plan for the program.</p> <p>5.10 Establishes program policies and procedures that address serving children from diverse cultural and economic backgrounds.</p>	<p>6.7 Mentors student teachers and provides appropriate suggestions for professional growth and practice.</p> <p>6.8 Utilizes sound financial management practices to achieve program goals and objectives.</p> <p>6.9 Knows how to apply for grants and other funding sources.</p> <p>6.10 Ensures the program meets diverse needs and reflects cultural uniqueness of children, families, personnel, and community partners.</p> <p>6.11 Understands local, state, and federal laws around hiring and personnel practices.</p> <p>6.12 Develops, implements, and communicates policies in the staff handbook, parent handbook, and policies and procedures manual for the early care and education program.</p> <p>6.13 Provides a work culture that fosters staff initiative to solve problems and resolve conflict.</p>

### Glossary of Terms

**Accommodations-** Changes in the curricular material and experiences to accommodate a child's particular needs.

**Adaptive Equipment-** Equipment suitable to meet requirements for conditions a person might need, either temporarily or for significant portion of his/her life.

**Anecdotal Assessment (Anecdotal Observations)**  
Observing children while they work and writing notes on observations to reflect on later.

**Authentic Assessment-** Children are assessed while they complete real-world tasks that demonstrate their knowledge and skills.

**Assessment and Evaluation -** A process through which written observations, children's work, stories, photos of children working and anecdotes are gathered in a range of content areas over time. The collection of all of the information is analyzed, organized and interpreted to determine both a child's understanding and their ability to apply that understanding. The information can then be made available to other teacher, adults, and family members.

**Competency-** The knowledge, skill, or capacity needed to perform effectively.

**Confidentiality-** Ensuring that information on children or other adults who work in the program is only available to those who need the information to do their work.

**Cooperative Play-** Making or doing something together that requires the skills, ideas, and contributions of each person.

**Curriculum-** Curriculum is the written and implemented plan for learning experiences and activities to stimulate and enhance children's growth and learning of the knowledge, skills, and values deemed important for their development. In early childhood, the curriculum includes how the appropriate materials and learning space/classroom are organized and used (both in and out of doors) and how the adults and children interact. The curriculum also recognizes and builds on the children's interests, and acknowledges their families' contributions and cultural backgrounds.

**Documentation-** Gathering samples of children's work or your own written observations of children while they work. Documentation might include gathering photos of children working, written recordings of children's comments, stories and conversations. All of the gathered samples are then reflected upon to determine what interests, learning opportunities, and next steps can be taken to advance children's learning.

**Diversity-** Recognizing and valuing differences. Includes the belief that each family has its own structure, roles, values, beliefs, and coping styles. Respect for and acceptance of this diversity is a cornerstone of high-quality, family-centered programs.

**Developmental Delay-** A child's birth through age eight who has been identified by a multidisciplinary team as having either a significant delay in the function of one or more of the following areas: cognitive development, physical development, communicative development, social emotional development, or adaptive behavior or skills development or a diagnosed physical or medical condition that has a high probability of resulting in a substantial delay in function in one or more of such areas.

**Developmentally Appropriate-** Learning environment and teaching strategies that are based on theories and research about the growth and development of children.

**Domains-** Key areas of children's development and learning.

**Dramatic Play-** Play that promotes children's use of their imagination and ability to pretend.

**Environment Rating Scales-** Scales designed to assess the quality of the learning environments, curriculum, and interactions within early childhood education programs.

**Fine (Small) Motor Skills-** Skills that use small muscle groups such as hands and fingers and frequently involve hand-eye coordination.

**Gross (Large) Motor Skills-** The movement and action of large and/or major muscle groups.

**Inclusion-** The practice in which all children, with a range of abilities and disabilities, participate together and are regarded as equal members of the learning community.

**Integrated Curriculum-** Connects separate subject areas by presenting information/activities in a thematic, holistic manner to meet the common needs of all learners.

**Literacy-** A person's ability to read and write.

**Literacy Rich Environment-** Program includes literacy activities (reading and writing) in every component of the schedule, every day and throughout the environment.

**Mathematical Thinking-** Counting, sorting, measuring, matching, comparing, charting, and moving in space. Predicting what comes next in a pattern or sequence of events.

**Open-ended Questioning Techniques-** Questions that must be answered with a response other than "yes" or "no" and usually with more than one word.

**Peer-** Person of the same age.

**Pro-social Behavior-** Encouraging children to help, share, cooperate, show kindness, listen to others, take turns, etc.

**Positive Communication-** Displaying a positive attitude, encouraging others, using a positive tone when speaking to others, demonstrating openness to hearing from others, and listening to their response.

**Scientific Skills and Methods-** Process used to investigate observations, solve problems, and test hypotheses.

**Sensory Experiences-** How things look, feel, taste, sound, and smell.

**Social and Emotional Development-** Children's abilities to form and sustain social relationships with adults and peers.

**Transition-** Movement or change from one condition, place, or activity to another.

**Universal Precautions-** Infection control guidelines designed to protect adults and children from the spread of disease through body fluids.

**Appendix A****Core Competencies Leadership Team**

Alicia Bailille Southeast Community College Lincoln, NE	Lori Fielder* Hastings, NE	Eleanor Kirkland Head Start State Collaboration Office NE Dept of Education Lincoln, NE	Betty Medinger DHHS Economic and Family Support Lincoln, NE
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Carol Fichter Early Childhood Training Center Omaha, NE	Pat Longrier Papillion, NE	Carol Fichter Early Childhood Training Center Omaha, NE	* Denotes an at-home reviewer
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## Resources

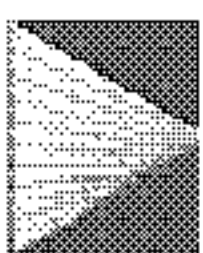
**DEC** (Division of Early Childhood of the Council for Exceptional Children) **Recommended Practices in Early Intervention/Early Childhood Special Education** by Sandall, Hemmeter, Smith and McLean.  
URL: [http://www.dec-sped.org/About\\_DEC/Recommended\\_Practices](http://www.dec-sped.org/About_DEC/Recommended_Practices)

**Nebraska Early Learning Guidelines, Nebraska Department of Education**  
URL: [http://edc.education.ne.gov/EL\\_Guid.htm](http://edc.education.ne.gov/EL_Guid.htm) or URL: [http://www.education.ne.gov/ech/EL\\_Guidelines/EL\\_G.htm](http://www.education.ne.gov/ech/EL_Guidelines/EL_G.htm)

**National Association for the Education of Young Children (NAEYC) Code of Ethical Conduct;**  
URL: [http://www.naeyc.org/positionstatements/ethical\\_conduct](http://www.naeyc.org/positionstatements/ethical_conduct)

Other support materials for Nebraska's core competencies, including professional development planning documents and assessment instruments, can be found at **Nebraska's Early Childhood Training Center** at <http://edc.education.ne.gov>

The development of Nebraska's Core Competencies was supported in part by the Federal Child Care Development Funds made available through the Nebraska Department of Health and Human Services and Nebraska Department of Education.  
For more information about this document, please visit our website: <http://edc.education.ne.gov>



Nebraska Department of Education



Early Childhood Training Center





## **Appendix B-07: Qualifications and Protocols for Conducting Observations and Rating Performance**

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### ERS Observer

Anyone interested in being an observer for the Environment Rating Scales must be trained to a level of inter-rater reliability, and meet the qualifications and requirements described below.

#### Responsibilities of the ERS Observer

- Complete observations, as requested
- Correctly follow observation procedures
- Submit written reports, as required
- Travel throughout Nebraska
- Re-establish reliability yearly or every 5 visits, whichever comes first
- Participate in conference calls, meetings and other professional development activities, as required
- Update personal information and travel plan yearly
- Sign the ERS Professional Conduct Agreement yearly

#### Qualifications to be an ERS Observer

- Minimum of BS or BA in Child Development, Early Childhood Education or related field (Human Development & the Family, Psychology, Elementary Education, Social Work). Any observer reliable as of January 2009 is eligible to remain an ERS observer contingent upon maintaining reliability and in good standing as an observer.
- At least 3 years experience working in early childhood care and education, preferably with work in a prekindergarten early childhood group setting (Head Start, child care center, family child care home, etc.)
- Attend all NDE Early Childhood Training Center training sessions, as applicable
- Obtain and maintain inter-rater reliability as defined by the Nebraska ERS System
- Successful completion of a background check

#### Process for Becoming an ERS Observer

- Submit a completed ERS Observer Application form
- Submit a signed ERS Observer Professional Conduct Agreement
- Submit a signed Release of Information Agreement
- Submit an official copy of all post high school academic transcripts

#### Approval to Become an ERS Observer

- NDE will review completed application and supporting materials
- NDE will conduct background check
- NDE will send confirmation of approval to be an ERS Observer

#### Background Checks

NDE will conduct a background check for each person applying to be an ERS Observer in the Nebraska ERS System. NDE will request information from Health & Human Services Adult and Child Protective Services regarding abuse and neglect and the Nebraska State Patrol, Department of Motor Vehicles and Justice Search computer databases regarding sex offender registration and criminal history.



### Inter-rater Reliability

To achieve reliability on the ECERS-R, ITERS-R or FCCERS-R, an observer must obtain a program reliability of at least 85% within one of the consensus score. In addition, there should be no more than one item in any subscale that is not within one of the consensus score.

### ERS Anchor

Anyone selected to be an anchor for the Environment Rating Scales must be trained to a level of inter-rater reliability, and meet the qualifications and requirements described below.

### Responsibilities

- Complete observations, as requested
- Correctly follow observation procedures
- Submit written reports, as required
- Travel throughout Nebraska
- Re-establish anchor inter-rater reliability yearly or every 5 visits, whichever comes first
- Participate in conference calls, meetings and other professional development activities, as required
- Assist with training in Nebraska (group anchor, item analysis, etc.)
- Conduct specific observations with observers re-establishing inter-rater reliability, as requested
- Conduct specific observations with newly reliable observers, as requested
- Coach and mentor observers, as requested

### Qualifications

- BS or BA in Child Development, Early Childhood Education or related field (Human Development & the Family, Psychology, Elementary Education, Social Work).
- At least 3 years experience working in early childhood care and education, preferably with work in a prekindergarten early childhood group setting (Head Start, child care center, family child care home, etc.)
- Complete the process to become an ERS Observer
- Have conducted at least 20 observations within the past two years as part of any of the Nebraska initiatives
- Attend all NDE Early Childhood Training Center training sessions
- Maintain inter-rater reliability as defined by the Nebraska ERS System
- Have a history of correctly following observation procedures

### What is reliability?

To be considered as an anchor, an observer must obtain a program reliability of at least 90% within one of the consensus score. In addition, there should be no more than one item in any subscale that is not within one of the consensus score.



## **Appendix B-08: Validating the Effectiveness of the State Tiered Quality Rating and Improvement System**

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**Statement of Work: University of Nebraska-Lincoln, Nebraska  
Center for Research on Children, Youth, Families and Schools  
January 1, 2012 – December 31, 2016  
Evaluation of Quality Rating System**

### **Selection Criteria Section B-5(a): Validating the Effectiveness of the State Tiered Quality Rating and Improvement System (Project 5a Budget Narratives (Studies 1 & 2))**

**Study 1. Goals-Validate the QRIS** using research-based measures to determine whether the tiers of the State's Tiered Quality Rating and Improvement System accurately reflect differential levels of quality using independent assessment of observed process and structural quality. Our analysis will enable us to determine if QRIS rating level predicts process or structural quality or differences in professional beliefs, and to determine which levels are significantly different from which other levels. Research faculty leading and participating in program validation will be independent of faculty serving as advisors on the standards and program development teams.

Key Activities and Assumptions:

#### **Sample**

- From the full QRIS sample, 15 centers at Levels 1, 2, 3, 4 and 5 (n=75) and 15 family child care homes at Levels 1, 2, 3, 4 and 5 (n=75) within the 20 counties where the QRIS is being implemented initially will be selected at random for participation in the validation study. 1
- We assume 50% of classrooms in each validation sample center (sample at random, select 50 percent of classrooms, which is the percent of classrooms needed to represent the total, per Midwest QRIS pilot study; see Peterson et al., 2008). We assume each center has an average of 6 classrooms, resulting in 3 classrooms per center being selected for observation (225 classrooms). Half of the classrooms and family child care homes will be assessed in fall and half in spring (determined at random).
- Sampling will be conducted by the Statistics and Research Methodology Unit (SRM) in the Nebraska Center for Research on Children, Youth, Families and Schools at UNL.
- Each center-based program participating in the evaluation will receive \$100 in materials and each family child care program will receive \$50 in early childhood materials of their choosing for \$11,250 as an incentive for participation.

#### **Measures**

- Process observational measures will be independent assessment conducted by reliable research data collectors using the Environment Rating Scales (ITERS-R, ECERS-R, and FCCERS) in centers and homes, respectively, and the CLASS in centers.
- Structural features of quality will include: percent of teachers and associated teachers with BA/BS or AB in a child-development related field or CDA; percent teacher retention or turnover; wages; training hours received the previous year and potentially other structural features, using Provider Registry Data.

1 A question might be raised as to whether there is a comparison group of programs not participating in the QRIS. While the validation study focuses on differences between tiers and progress in children's development relative to change in quality, we also propose a "Watermark" study Child Care Study (Revisited) that will provide a representative sample to provide a current baseline and measure of levels of quality of all Nebraska programs (see Project 5c Study 4.)

- Attitudinal features that have been related to quality have included intention to stay in the field (Raikes et al. 2003); perception of work as a profession (Kontos, Howes and Shinn, 1995). We will also query providers about their perception of professionalism as a function of being in a learning network.
- Data collection will occur in Years 3,4.

#### Analyses

- Analyses will be multivariate procedures to determine if QRIS Rating levels 1-5 predict observed process and structural quality indicators and attitudes, controlling for program type, rural/urban area, fall/spring assessment. Analytic work will be supported by the Statistics and Research Methodology Unit in the Nebraska Center for Research on Children, Youth, Families and Schools (CYFS). Specifically, researchers affiliated with the National Center for Research on Rural Education, housed within CYFS, will support data interpretation and implications for rural settings.
- We will not provide individual programs with feedback on observational scores in order not to introduce confusion to programs in the event of discrepancies between QRIS observational ratings and validation study ratings.
- A final report will provide feedback to the Nebraska early childhood collaborators regarding the validity of levels.

**Study 2. Goals-QRIS and Child Outcomes.** Assess the extent to which program quality and changes in program quality are related to progress in children's learning, development and school readiness by assessing child outcomes in evaluation programs and whether progress in children's learning is particularly true for low-income children and dual language learners.

Key Activities and Assumptions:

#### Sample

- Assessed will be children who will be eligible for preschool (range 30-42 months) and kindergarten the following year (average range 54-66 months). As appropriate for age, children will be a representative sample of population, including children from homes where English or Spanish is the dominant language, selected at random from a sample of QRIS centers and family child care homes (15 programs at each level for centers and 15 at each level for family child care homes).
- The design and measures of the study will be compatible with several other Nebraska early childhood program evaluations—Sixpence 0-3 Programs; Educare Programs, and Building Bright Futures—allowing us to examine early childhood outcomes for several programs on the same measures and at similar points in time.
- Child assessments will be conducted in the research sample fall and spring (similar to how data collection is conducted for NE Sixpence 0-3 programs; Educare and Building Bright Futures) in Years 2, 3 and 4 of the project.
- We assume a sample of 300 children at each age per year ( $n=600 * 2X/year * 3 \text{ years} = 3600$ ).
  - 100 3s from family child care
  - 100 5s from family child care
  - 200 3s from center-based programs
  - 200 5s from center-based programs
- Consent from each family will be requested for longitudinal data collection.
- Consented children will receive a unique identifier in the NSSRS. Children's scores will be entered directly into the NSSRS or in a linked file via the federated data system, enabling tracking the children into elementary school.

#### Measures

- Children will be assessed using the same standardized assessments currently used in several state early childhood evaluations—Sixpence (0-3 programs); Educare and Building Bright Futures. The measures are PLS-5 in English and Spanish, Bracken, PPVT-IV. Child care history and health services will also be tracked. Parent surveys will also be administered to assess children's social emotional development (DECA), support for child literacy, parental demographics and risk factors.
- Measures will be administered by certified data collectors from the Nebraska Center for Research on Children, Youth, Families and Schools.
- Each family will be given a \$20 gift certificate for a local department store (e.g., Target, Wal\*Mart).
- Data collection will occur in Years 2 – 4.

#### Analyses and Outcomes

- Child fall to spring progress with 3 separate cohorts over 3 years will enable determining whether fall to spring child trajectories (controlling for or as moderators: SES, race/ethnicity, parental education; dual language learner status) are associated with QRIS ratings and ultimately with changes in ratings.
- Analytic work will be supported by the Statistics and Research Methodology Unit in the Nebraska Center for Research on Children, Youth, Families and Schools (CYFS). Specifically, researchers affiliated with the National Center for Research on Rural Education, housed within CYFS, will support data interpretation and implications for rural settings along with staff from the Buffett Early Childhood Institute.
- We will also be able to link child progress, QRIS levels, program quality (and change in QRIS levels and quality) to school readiness and K-6 measures through the NSSRS system.
- For purposes of continuous improvement, classrooms and programs will receive average scores (and range) and, where applicable, fall to spring progress for 3 year olds and 5 year olds assessed, compared to Nebraska average ratings and progress ratings for similar demographics and child age ranges for overall sample and in other Nebraska study samples using the same measures in similar ways.

<b>(E)(1)(b): Validate the effectiveness of the state tiered quality rating and improvement system</b>		
<b>IMPLEMENTATION STEPS</b>	<b>TIMELINE</b>	<b>RESPONSIBILITY</b>
<b>ACTIVITY 1:</b> Define and refine validation studies details; re-vet studies designs, sampling and measures with the Nebraska early childhood collaborators.	Year 1	Raikes, Knoche, Sheridan, Edwards
<b>ACTIVITY 2:</b> Establish procedures and agreements for NSSRS unique identifiers for children in QRIS sample.	Year 1	Raikes et al.; SRM Unit Nebraska Center for Research on CYFS
<b>ACTIVITY 3:</b> Develop procedures and materials for recruiting for Validation study of Levels and Observational Quality and for Validation Study of QRIS and Child Outcomes. Obtain IRB approval.	Year 1 Year 2	Raikes et al. SRM Unit of Nebraska Center for Research on CYFS
<b>ACTIVITY 4:</b> Train and certify data collectors. Pilot validation study methods.	Year 1 Year 2	Raikes et al. SRM Unit CYFS
<b>ACTIVITY 5:</b> Validation study of Levels and Observational Quality – Select Sample	Year 3	SRM Unit CYFS
<b>ACTIVITY 6:</b> Validation study of Levels and Observational Quality – Collect Observational Quality Measures	Year 3 Year 4	Raikes et al. CYFS
<b>ACTIVITY 7:</b> Validation study of Levels and Observational Quality– Enter and Analyze Data	Year 3 Year 4	SRM Unit CYFS
<b>ACTIVITY 8:</b> Validation study of QRIS and Child Outcomes – Select Sample	Year 2 Year 3 Year 4	SRM Unit CYFS
<b>ACTIVITY 9:</b> Validation study of QRIS and Child Outcomes– Collect Child Assessments	Year 2 Year 3 Year 4	Raikes et al. CYFS
<b>ACTIVITY 10:</b> Validation study of QRIS and Child Outcomes – Enter and Analyze Data	Year 2 Year 3 Year 4	SRM Unit CYFS
<b>ACTIVITY 11:</b> Validation study of QRIS and Child Outcomes – for purposes of program improvement, provide average progress indicators for children to classrooms and programs as it relates to average state progress ratings; report aggregate findings to Nebraska early childhood collaborators.	Year 2 Year 3 Year 4	Raikes et al. CYFS
<b>ACTIVITY 12:</b> Report on Validation Study of Levels and Observational Quality; Report on Validation Study of QRIS and Child Outcomes	Year 4	Raikes et al. CYFS SRM Unit

**Table of Measures**

<b>Measure</b>	<b>Study</b>	<b>Justification</b>
Infant Toddler Environment Rating Scale-Revised (ITERS-R) Harms, Cryer, & Clifford, 2006	Validation Study of Levels and Observational Quality	Valid measure of global infant-toddler classroom process quality Internal Consistency = .50 - .93
Early Childhood Environment Rating Scale-Revised (ECERS-R) Harms, Clifford & Cryer, 1998	Validation Study of Levels and Observational Quality	Valid measure of global pre-school classroom quality. Internal Consistency = .71 - .88
Family Child Care Rating Scale (FCCRS-R) Harms, Cryer, & Clifford, 2007	Validation Study of Levels and Observational Quality	Valid measure of global family child care classroom quality. Internal Consistency = .39 - .88
Classroom Assessment Scoring System (CLASS) Pianta, La Paro, & Hamre, 2008	Validation Study of Levels and Observational Quality	Valid measure of instructional and interactional quality of classrooms. Internal Consistency = .79 - .91
Kontos Professional Attitudes Scale	Validation Study of Levels and Observational Quality	Measure of professional attitudes.
Survey of professional attitudes from Midwest Child Care Research Consortium	Validation Study of Levels and Observational Quality	Several questions from Midwest Child Care Research interviews conducted with providers 2001-2007.
Items from Nebraska Provider Registry	Validation Study of Levels and Observational Quality	Providers in QRIS will be entering data into the Nebraska Provider Registry pertaining to education, training and demographics. We will utilize the Provider Registry for continuous program improvement.
Preschool Language Scale – Version 5 Zimmerman, Steiner, & Pond, 2011	Validation Study of QRIS and Child Outcomes. Collect fall-spring.	Valid measure of children’s expressive language ability from 2-5, with norms in English and Spanish, similarly used in Nebraska Building Bright Futures and Educare evaluations. Internal Consistency of Scales: Split half reliabilities range from .80 - .97
Peabody Picture Vocabulary Scale – 4 (PPVT-4) Dunn & Dunn, 2007	Validation Study of QRIS and Child Outcomes. Collect one time, at data collection closest to age 3 for 3 sample and spring before kindergarten for prek sample.	Valid standardized measure of children’s receptive vocabulary used in Nebraska Educare and Sixpence evaluations. Compare to other evaluations in Nebraska collecting PPVT-IVs with same child ages. The PPVT-4 test provides extremely reliable scores, with all reliability and validity coefficients in the .90s range.
Bracken School Readiness Assessment-Third Edition Bracken, 2007	Validation Study of QRIS and Child Outcomes	Valid standardized measure of children’s school readiness used in Nebraska Educare and Building Bright Futures evaluations. Internal Consistency = .91 - .97

Devereux Early Childhood Assessment (DECA) LeBuffe & Naglieri, 1999	Validation Study of QRIS and Child Outcomes	Valid assessment of children's social emotional development and protective factors Internal Consistency = .71-.94
Parent Demographic and Literacy Promotion Questionnaire (from Educare)	Validation Study of QRIS and Child Outcomes	Determine moderators of effects, control variables and support for literacy as an outcome. Use same questions as used in Educare evaluation.

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- Zimmerman, I. L., Steiner, V. G., & Pond, E. R. (2011). *Preschool Language Scales, Fifth Edition (PLS-5)*. San Antonio, TX: Pearson.





## **Appendix B-09: Study of Child Care (Revisited)**

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**Statement of Work: University of Nebraska-Lincoln,  
Nebraska Center for Research on Children, Youth, Families and Schools  
January 1, 2012 – December 31, 2016**

### **Selection Criteria Sections B and D: Study of Child Care (Revisited)** **(Project 5c Budget Narrative (Study 4))**

This study will be a randomly selected study of child care providers across the state of Nebraska. It will address several questions: (1) What is the penetration rate/potential penetration of the QRIS across types of care in NE? (2) To what extent do providers know about and intend to engage in the QRIS and other opportunities (e.g., T.E.A.C.H., use training centers, utilize health/community connectors) in the future, and does this vary by type of program or subsidy-receipt of provider? (3) How has the labor force, and quality changed overall and by type of care and subsidy receipt since 2001? (4) How do the labor force and attitudes change from Year 2 to Year 4 of the project? This study will provide essential information about the status of the Nebraska child care labor force and child care quality. This information will help provide formative data to inform state early childhood policies. The study will be conducted in partnership with the along with staff from the Buffett Early Childhood Institute.

#### **Sample**

- This study will replicate one conducted in 2001 in which the Gallup Organization conducted a random selection sample of 365 teachers and providers and University of Nebraska selected 110 of the teachers to conduct observations of quality. Licensed and subsidy-receiving programs were selected at random, stratified by preschool, infant-toddler, family child care, license exempt and subsidy receipt. That study provided basic information about the Nebraska labor force and program quality.
- We will conduct the 2012 study in the same way, randomly selecting from licensing lists merged with subsidy receipt lists. We will oversample in designated 20 counties for a total sample of 365.
- We will send a letter of notification and then call selected programs via phone in Year 2 of the study. In each program we will select one teacher at random (using a letter of the alphabet to designate the selected teacher). In family child care the person selected will be the owner of the family child care business. In the follow up study (Year 4) we will survey the original teacher/provider and one additional teacher in centers. Thus we will conduct 365 interviews in Year 2, and 730 in Year 4.
- In addition to the telephone interview, we will select at random teachers/providers for quality rating scale observations (Year 2 only):
  - 15 Preschool nonsubsidy receiving
  - 15 Preschool subsidy receiving
  - 15 Infant-Toddler nonsubsidy receiving
  - 15 Infant-Toddler subsidy receiving
  - 15 family child care nonsubsidy receiving
  - 15 family child care subsidy receiving
  - 15 license exempt subsidy receivingN = 105
- Participants will receive \$50 for the observation, \$10 for interview.

### Measures

- Teacher/providers will be interviewed as before about professional background, training, beliefs.
- Teacher/providers will also be asked questions about use of the registry, training centers, early childhood coaches, QRIS, T.E.A.C.H., health/community connectors.
- Environment Rating Scales will be used to assess quality for a random sample of classrooms.

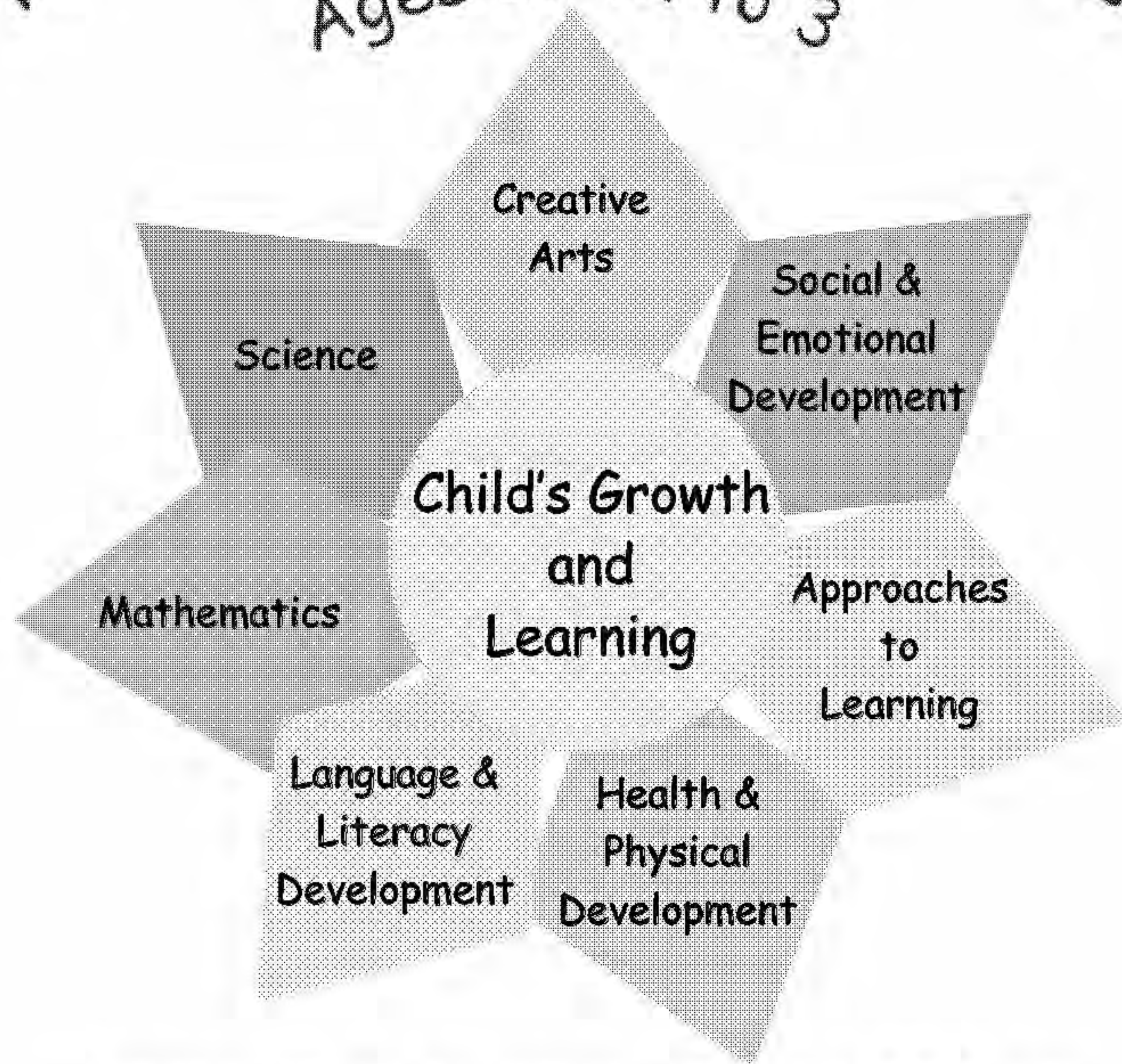
### Analyses and Outcomes

- Analyses will be supported by research staff in the Statistics and Research Methodology Unit (SRM) in the Nebraska Center for Research on Children, Youth, Families and Schools at the University of Nebraska - Lincoln
- We will complete descriptive analyses to determine average and ranges for features of labor force (which we can compare to those in registry and QRIS) and quality by type of care and subsidy. This sample can then be compared to the providers in QRIS to determine how representative QRIS involvement is of the larger early childhood workforce pool.
- Researchers in the National Center for Research on Rural Education will provide support on data analysis and interpretation, particularly related to implications of findings for rural providers and programs.

Timeline: Year 2 of the project. Follow up of survey only in Year 4.

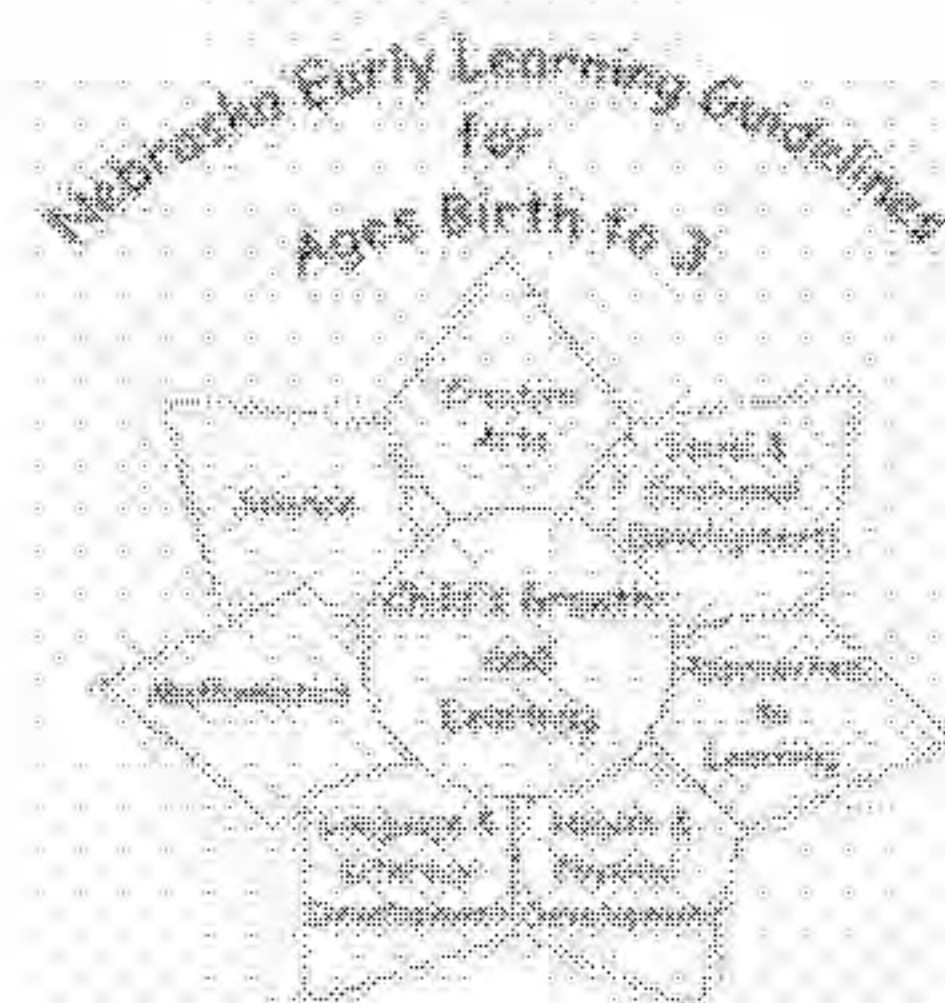


# Nebraska Early Learning Guidelines for Ages Birth to 3



Nurturing the Development and Learning of Infants and Toddlers through Responsive Caregiving

## NEBRASKA EARLY LEARNING GUIDELINES for Ages Birth to 3



### Preface

Research shows that the first three years of life is the period of most rapid development for a child. Infants are born with well-developed senses, and have a wide range of reflexive abilities with which to begin the important tasks of forming relationships and developing trust, having their basic physical needs met and exploring the world around them. With nurturing and responsive caregiving, appropriate environmental stimulation, optimal health, and adequate nutrition, babies will grow from being totally dependent to becoming active participants in exploring and shaping their world.

(b)(6)

The human brain is not fully developed at birth. Sensitive, trusting interactions with people and the environment are necessary to complete the infant brain's network of connections. These connections grow most rapidly in the child's first three years of life and establish the foundation for all future learning.

Infants and toddlers are eager and curious learners, gaining knowledge and understanding of themselves and the world around them from every experience of daily living. Dramatic changes occur in every area of development, and growth in one area influences growth in all other areas.

Each child is born with a unique, natural disposition that shapes behaviors and plays a significant role in the development of relationships with parents, family members, caregivers and other children. From birth, infants display differences in temperament, activity level, biological rhythm, mood, intensity of reaction, sensitivity, adaptability, distractibility, and persistence. Recognizing and understanding these differences is essential to develop nurturing and responsive relationships and to create optimal learning opportunities.

## Nebraska Early Learning Guidelines

To Nebraska's parents, caregivers, teachers, child care and early education professionals:

We are pleased to present the Nebraska Early Learning Guidelines for Ages Birth to 3!

These voluntary guidelines are a resource for adults who care for infants and toddlers, and they serve as a companion to the Nebraska Early Learning Guidelines for Ages 3 to 5 published in January 2005.

We hope you find this document useful in better understanding how positive relationships, care, interactions, and routines support the learning and development of babies from the very beginning. These Guidelines are not intended to cover every possible aspect of early development, but instead to offer some ideas as you think about the many interesting and supportive ways you can promote the growth, learning, and well-being of children in your care every day.

Your interest in nurturing and providing responsive care for babies from the time they are born shows an understanding of the importance of early development and learning. With your commitment, we can ensure a good start for Nebraska's youngest children.

We hope you will find this publication useful, and we encourage you to share this information with others who work to make a difference in the lives of children in Nebraska.

Respectfully,

Doug Christensen, Commissioner  
Nebraska Department of Education

Marcia Corr, Administrator  
Office of Early Childhood  
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Nancy Montanez, Director  
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### Who was Involved in Developing the Early Learning Guidelines?

Several partners took a leadership role in the development of the Guidelines. These partners were the Nebraska Department of Education, the Nebraska Health and Human Services System, the Nebraska Head Start Association, the Nebraska Head Start-State Collaboration Office and the Early Childhood Training Center. Additional guidance and expertise was provided by infant and toddler specialists from across the state.

As you will see on the following pages, the Development Team was composed of representatives from each of these partners and from early childhood consultants. The document was sent to a Review Team comprised of representatives from higher education and state organizations as well as other experts in the field of early care and education in Nebraska.

(b)(6)

Additional feedback was gathered by presenting the Guidelines at various meetings and to groups around the state including professional organizations and parent groups. The Guidelines were placed on the Nebraska Department of Education, Office of Early Childhood web site along with a feedback form for yet another opportunity to gather information.

This document is designed to address the growth and development of children from birth to age 3. It is further divided into two distinct age categories: birth to 18 months (Infants), and 18 months to 3 years (Toddlers). This was done intentionally so that the age breakdowns would match Nebraska's child care licensing statutes as they relate to adult:child ratios.

It is important to note that children in both of these age categories go through periods of rapid growth and development, and not all of them go through these changes at the same time or at the same pace. This is especially true in the health and physical development areas, as all children follow their own internal schedules for such things as walking, talking, toileting, etc. Through predictable routines and secure attachments, children will feel secure and develop competence and confidence as they progress through their preschool years.

## Acknowledgements

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In addition to these Nebraska documents and policies, the committee also drew extensively from some national sources.

## What Tools Were Used in the Development of These Guidelines?

The Nebraska Early Learning Guidelines for ages birth to 3 are formatted to represent the continuum of development that precedes ages 3 to 5. These Guidelines are consistent with several Nebraska documents and policies that are recognized as high quality, inclusive and family-centered:

- The Primary Program: Growing and Learning in the Heartland. A joint project of the Nebraska Department of Education, the Iowa Department of Education, the Iowa Area Education Agencies and the Iowa and Nebraska Head Start-State Collaboration Offices. This project is a research-based framework for curriculum, instruction, and assessment for early childhood education. The program facilitates continuous learning by accommodating the broad range of children's abilities, their learning rates and styles, and their knowledge, experiences and interests.
- Rule 11, Regulations for Early Childhood Education Programs. Title 92 NAC, Chapter 11, Nebraska Department of Education. Rule 11 is a set of basic standards to guide program planning and development for all center-based programs serving children age birth to 5, operated by public schools and/or Educational Service Units.
- Rule 51, Regulations and Standards for Special Education Programs. Title 92 NAC, Chapter 51, Nebraska Department of Education. Rule 51 contains requirements for school districts in the provision of special education and related services for children and youth with disabilities age birth-21, specifically in Section 007: Individual Education Program (IEP) and the Individual Family Service Plan (IFSP), and in Section 008: Placement of Children with Disabilities.
- Rule 24, Regulations for Certificate Endorsements. Title 92 NAC, Chapter 24, Nebraska Department of Education. Guidelines Recommended for Use with Rule 24, Nebraska Department of Education. Rule 24 and accompanying Guidelines govern the provision of teaching endorsements by approved teacher education programs in Nebraska colleges and universities. These include teaching endorsements for early childhood education, early childhood education unified, and preschool disabilities.
- Nebraska PreK-16 Initiative. A Nebraska Department of Education and University of Nebraska statewide initiative to promote a seamless educational path for Nebraska students in the areas of Mathematics, Language Arts/English, and World Languages across preschool through post secondary programs.
- Child Care Licensing Standards, 391 NAC, Department of Health and Human Services, Regulation and Licensure. These standards identify health and safety regulations for child care centers, family child care homes and preschools.
- Nebraska Mathematics Content Standards, Nebraska Reading/Writing Content Standards, Nebraska Science Content Standards, Nebraska Social Studies/History Content Standards, Title 94 NAC, Chapter 1. The State Board of Education adopted these voluntary content standards to identify what students should know and be able to do and what teachers should teach for students in grades K-12.
- Indicators of Quality: Guiding the Development and Improvement of Early Childhood Care and Education Programs, Nebraska Department of Education. The indicators are designed to promote quality and excellence in early care and education settings.

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- Head Start Performance Standards. Administration for Children and Families, US Department of Health and Human Services. These are mandatory regulations that grantees and delegate agencies must implement in order to operate a Head Start program. The Standards define the objectives and features of a quality Head Start program in concrete terms; they articulate a vision of service delivery to young children and families; and they provide a regulatory structure for the monitoring and enforcement of quality standards.
- Head Start Child Outcomes Framework. Administration for Children and Families, US Department of Health and Human Services. The Head Start Child Outcomes Framework is intended to guide Head Start programs in their ongoing assessment of the progress and accomplishments of children, and in their efforts to analyze and use data on child outcomes in program self-assessment and continuous improvement.
- Early Childhood Curriculum, Assessment, and Program Evaluation. A Joint Position Statement of the National Association for the Education of Young Children (NAEYC) and the National Association of Early Childhood Specialists in State Departments of Education (NAECS/SDE). This position statement outlines ways to build an effective, accountable system in programs for children birth through age 8.
- Position Statement on Inclusion. Division for Early Childhood of the Council for Exceptional Children. This position statement outlines the importance for all children, regardless of abilities, to actively participate in natural and inclusive early childhood settings within their communities.
- DEC Recommended Practices in Early Intervention/Early Childhood Special Education. Identifies effective practices based on research and shared beliefs to help early childhood educators, other practitioners, families and administrators provide quality learning experiences that result in better outcomes for young children with disabilities and their families.
- Early Learning Standards: Creating the Conditions for Success. A Joint Position Statement of the National Association for the Education of Young Children and the National Association of Early Childhood Specialists in State Departments of Education. This position statement defines the desired content and outcomes of young children's education.

The Nebraska Early Learning Guidelines for Ages Birth to 3 are connected to the Guidelines for Ages 3 to 5 through the use of the same design, layout, and developmental domains. The information, resources and activities described in these Guidelines, when used as a set, provide a strong foundation for the growth and development of children ages birth to 5.

It is important to note that both sets of Guidelines are not only aligned with Nebraska's K-12 Standards, but also to other state and national standards and regulations to ensure best practice. These publications are an effort to recognize and promote early care and education experiences that support lifelong growth and development.

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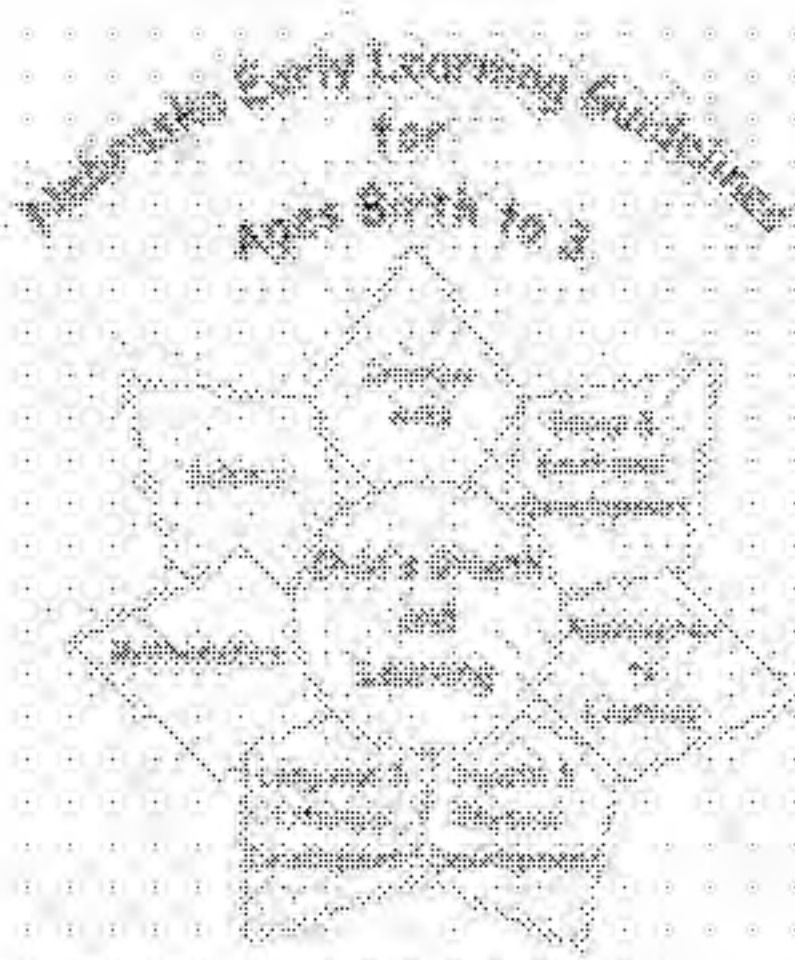
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# Nebraska Early Learning Guidelines for Ages Birth to 3



## Welcome to the Nebraska Early Learning Guidelines!

This exciting new resource provides information to assist parents, family members, early childhood teachers, caregivers, and other adults in promoting the learning and development of young children ages birth to three. It is a companion to the Nebraska Early Learning Guidelines for Ages 3 to 5, and uses the same format and domains of development.

This voluntary guide has been developed to provide information about: 1) what to expect in the development and learning of young children from the time they are born to age 3, and 2) what adults can do to provide experiences and environments that support learning across developmental domains. It is intended to be a resource for teachers, caregivers, family members and other adults to develop positive relationships with infants and toddlers and to plan meaningful learning experiences. All of the individual areas of the guide are considered important, and should be integrated into all of the daily routines, interactions and activities. Also, the guide is not intended to limit any child's progress. The individual needs of each child must be met on a daily basis. It is important to remember that infants and toddlers develop skills, knowledge and abilities at their own pace. These Guidelines should not be used as a developmental checklist, rather as a general guide to how infants and toddlers develop and learn.

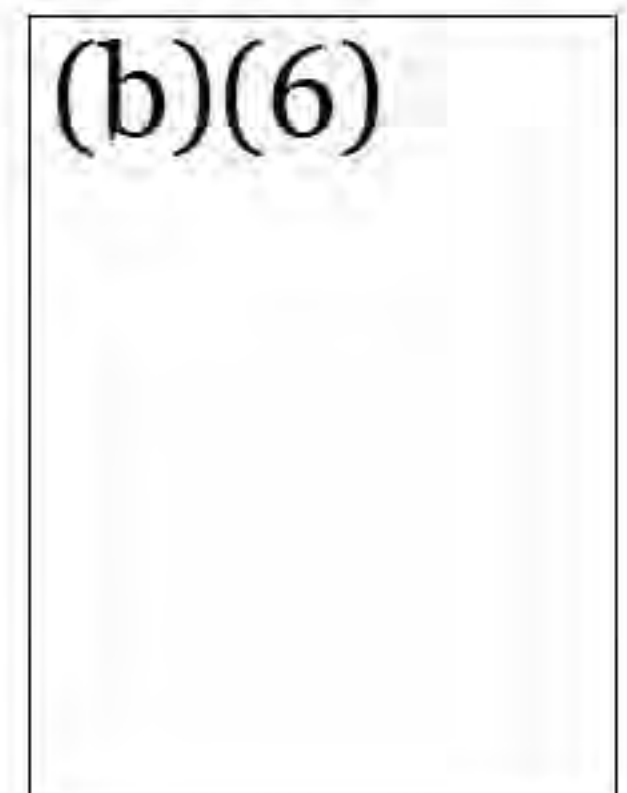
### The Early Learning Guidelines address seven domains of development and learning:

- ✕ Social and Emotional Development
- ✕ Approaches to Learning
- ✕ Health and Physical Development
- ✕ Language and Literacy
- ✕ Mathematics
- ✕ Science
- ✕ Creative Arts

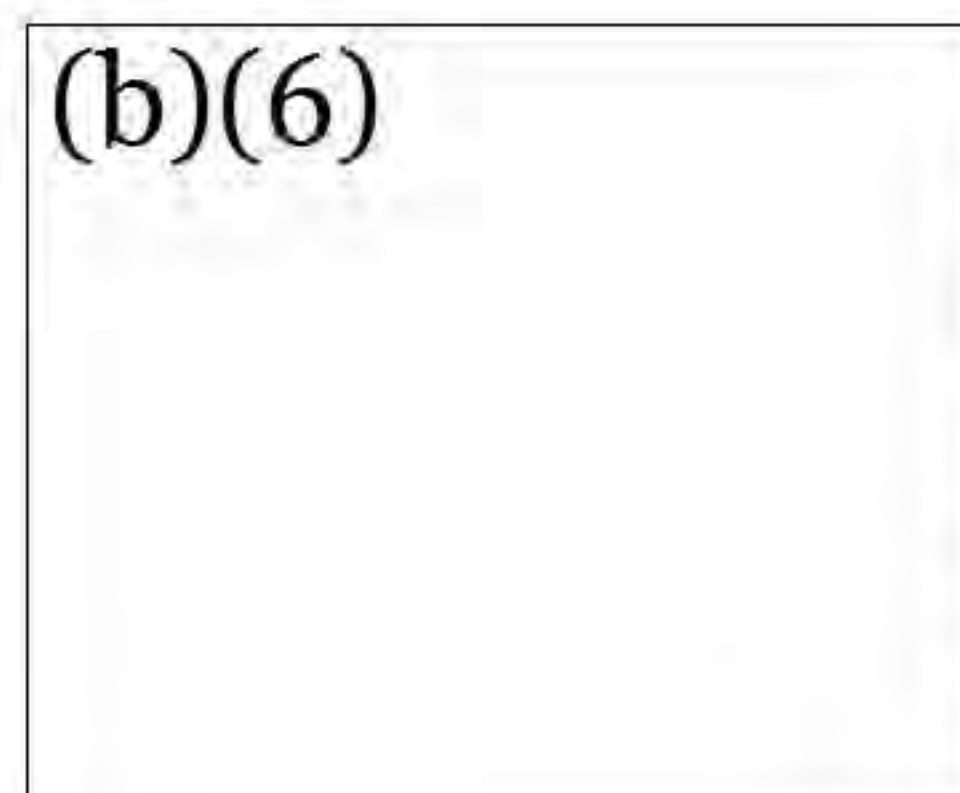
### Each domain contains information specific to the development of skills and knowledge in that area, including information on:

- **Widely Held Expectations:** generalizations about most children's development and learning over time
- **Learning in Action:** examples of what children do to show evidence that they meet the expectations, and what adults can do to support their growth and learning
- **The Environment:** considerations to keep in mind when setting up the indoor/outdoor space and materials

It is important to remember that infants and toddlers are growing and learning all of the time, and that not all children will attain all of the expectations by age three. The Guidelines provide a map from which adults can understand the developmental "path" that children will follow as they develop and learn during the first three years of life. Infants and toddlers will show emerging abilities toward these expectations as they grow. To reflect this growth, the Guidelines provide information on each domain specifically for infants (birth to 18 months) and toddlers (18 to 36 months).



Each developmental domain can be addressed every day in homes and early childhood settings through the activities and materials that are chosen and the adult support provided. The Nebraska Early Learning Guidelines is not a curriculum; rather it can be used as a framework to guide decisions about activities, materials, and the environment.



Use of the Guidelines can help to promote continuity and consistency across all settings and promote successful transitions across environments. When adults consider using children's development together with the adults' actions as described in the Guidelines, the result is an environment that meets the developmental needs of all children.

Although the Early Learning Guidelines are voluntary, adults are encouraged to use this resource as they plan activities and interact with infants and toddlers. Providing rich learning experiences, supportive learning environments, and positive relationships with children during the first three years will provide the critical foundation for learning.

The Early Learning Guidelines can also serve as a resource for families as they select quality programs for their very young children. The Guidelines can help to broaden their understanding of development and learning from the time their child is born, as well as identify ways parents can effectively interact with their children and support their learning.

Working together, adults and families can assure that all children have a good start in life, and that their early experiences will continue to support a lifelong love of learning.

This document is intended to be used to guide practices with children ages birth to three. A companion document, intended to be used for children ages three to five, is available from the Nebraska Department of Education. Parent materials and training plans for teachers and caregivers of young children are also being developed.

Visit the web site at the Early Childhood Training Center <http://www.esu3.org/ectc/ELG/elg.htm> for resources and other information to learn more about using the Guidelines. Current workshops and other professional development experiences are also featured there.

Resources to support each domain are included at the end of each domain section, as well as a list of recommended books for children. More general resources as well as a page of definitions can be found at the back of the document.

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## How Adults Can Support Infants' and Toddlers' Growth and Learning

Children's learning is fostered and enriched by adults who understand young children's growth and development, and who establish positive relationships which influence the extent of children's learning.

During the first three years of life, a child's development undergoes changes that are more rapid and dramatic than at any other time. Changes in body proportion, coordination and strength reflect the increase in brain development. This allows infants and toddlers to make extraordinary gains in physical and sensory coordination, dexterity and balance. Physical health and well being are important for the success of this development. Ensuring optimal health and well being requires the commitment and vigilance of parents, caregivers, and teachers. Some key points about how adults can support the learning of infants and toddlers are:

- ❖ Relationships and responsive interactions with adults and peers are the basis of high quality experiences for infants and toddlers.
- ❖ Environments and adults are predictable, consistent, and nurturing.
- ❖ Families, teachers, and caregivers are valued partners in each child's development and share information regularly.
- ❖ Adults use effective observational skills to understand and assess children's learning.
- ❖ Physical wellness is maintained through partnerships between families and the professionals with expertise in infant and toddler development from the health, mental health, dental, and nutrition fields.

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## Guiding Principles About Infants' and Toddlers' Growth and Learning

- ❖ **Nurturing relationships are the foundation for healthy growth and development.**  
Strong attachments created between adults and very young children are the key to establishing infants' and toddlers' capacity to learn and grow. It is only through these consistent nurturing relationships that children feel safe and secure, providing them with the necessary support to freely explore and discover how their world works.
- ❖ **Learning is integrated across all areas of development.**  
Children construct knowledge and integrate new ideas and concepts into their existing understanding. Their development in language and learning is influenced by the social and emotional aspects of their environment. Communication influences mathematical and scientific understandings. There are no clear lines between the individual domains or areas of learning. Young children learn best when activities are integrated across all areas of growth and learning.
- ❖ **Each child is an individual learner.**  
All children are learners with unique characteristics that influence learning. The rate of development and learning varies for individuals and is not the same for every child of the same age. The individual learner is impacted by genetics, the environment and experiences, interests, motivation for and approaches to learning. Learning may be uneven or occur in spurts.
- ❖ **Children are active learners.**  
Children learn through experiences with people, objects and things in their world. Play, knowledge, curiosity and sense of wonder are primary elements for children's learning. Children's ideas about themselves impact their interactions with adults, other children, and how they view themselves as learners.
- ❖ **Learning is continuous and sequential.**  
Children's understanding grows from simple to complex (or from concrete to abstract). New skills are built on earlier acquired concepts. As a result, infants and toddlers are uniquely different from older preschool children, and interactions need to match their developing skills and abilities.
- ❖ **Development and learning are rooted in culture and supported by the family.**  
The language, knowledge, traditions, and expectations of the family are the primary influences on the growth and development of infants and toddlers. Learning is enriched by stable, nurturing relationships within the family and community.

## Creating Learning Environments for Infants and Toddlers

It is important that the environment respect and value the diversity that children and families bring, and build upon their unique strengths.

The focus of the learning environment is on activities and settings that are interesting and important to the child and family. Each child is a unique person with an individual pattern and timing of growth. Each child develops and learns at a different rate and in different ways. Developmentally appropriate programs plan for individual differences among children, including:

- individual personality, temperament and learning style
- experiences and family background, including language, culture, and ethnicity
- special health considerations, including food allergies
- physical or cognitive disabilities
- preferences based on child and family interests

The learning environment helps develop individual children's potential. Some children may have a developmental delay or disability that requires program staff to make changes in materials, routines or experiences so that all children will be successful.

The environment should be a place that gives infants and toddlers freedom to safely explore the world in their unique way in both home- and center-based programs. It should:

- allow for choice
- be a place for socialization in a climate of trust, and foster a sense of belonging
- be a place to explore the physical world, both indoors and outdoors, to build their motor and language skills
- be a place to use their play to explore and build trust in a new learning experience
- provide separate and appropriate places for sleeping, eating, diapering and/or toileting, and for movement and play
- include interest areas where materials with similar use are placed together in an organized fashion
- provide safe, child-sized furnishings and supplies to promote independence and harmony that are both available and accessible throughout the day
- include a daily schedule with materials and activities that are designed to meet the individual needs of each child

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## The Adult and the Learning Environment

The role of the adult is to provide a responsive and supportive environment. Adults should interact with infants and toddlers in ways that support the child's growth and learning through discovery.

### The adult:

- **Builds** relationships with families and **exchanges** information about the child with the family on an ongoing basis
- **Learns** about each individual child in order to be responsive to each child's interests, needs and development
- **Relates and responds** to all children with warmth, sensitivity, and consistent caring to establish and sustain a climate in which learning is trusting and joyful
- **Invites** children to participate in a rich, safe and stimulating environment which encourages interaction, exploration, and choices by all children
- **Provides** encouragement, support, and appropriate challenges to help young children develop trust and independence to grow
- **Models** respect for people, materials and equipment in the environment
- **Partners** with other professionals and families to plan, create, and sustain a safe climate and healthy environment in which children may grow and play harmoniously and creatively
- **Maximizes** use of space and **integrates** a variety of materials and equipment that stimulate active learning
- **Structures** opportunities for infants and toddlers to play individually and to form caring relationships with other children, with adults, and in groups of different sizes and groupings formed for different purposes
- **Focuses** on the ongoing learning of each individual child using developmentally appropriate observation, assessment and evaluation procedures
- **Supports** or **increases** the young child's participation in existing or desired learning activities
- **Models and demonstrates** enthusiasm for learning, and **helps** children to enjoy learning as meaningful, relevant, and personally satisfying
- **Uses** the information gained through observation, assessment and evaluation to make thoughtful, informed, and appropriate interventions as needed/indicated
- **Acknowledges** personal beliefs and biases regarding children and families, and is able to make objective decisions and act in the best interests of the child
- **Reflects** children's home language and culture in daily routines



## Supporting Inclusive Learning Environments

Opportunities for learning occur as part of typical life activities, and in routines both planned and spontaneous. Inclusion of children with differing abilities, children from diverse cultures, and children learning English as a second language fosters caring attitudes and teaches children about interdependence and acceptance of human differences. In high quality early childhood programs, inclusion is simply an example of the regular practice of meeting the individual needs of each child and family. This means that every child is an active participant in daily interaction with responsive adults, other children and the environment.

**All children and families benefit from inclusive learning environments.**

### Children with a Wide Range of Abilities

All children have the right to the supports, resources, and services they need to participate actively and meaningfully in any early childhood setting. All early care and education programs must also be prepared to work together with families. Teachers need to know how to make referrals, if there are concerns, to the Early Development Network (888-806-6287), collaborate with children's Individualized Family Service Plan (IFSP)/Individual Education Program (IEP) teams, modify/adapt program activities, routines, and materials/equipment (make reasonable accommodations), and implement appropriate interventions within the context of the family and/or early childhood setting.

The following are some general accommodations that can be made to support children with special learning or developmental needs. More specific accommodation suggestions can be found in each individual section of these Guidelines and in the Resources to Support Early Learning on page 86 of this document. This is a sampling of the types of accommodations that might be made and should not be considered a complete list. It is also important to remember that not only are adaptations needed within the learning environment to accommodate children with disabilities, sometimes the expectations or standards themselves need to be adapted. Many of these strategies are ones that can be used by adults to support the growth and learning of all children and in all settings.

- ❖ Provide adaptive equipment and materials when the child needs support to be active and successful in program routines and activities
- ❖ Provide adult assistance/support/modeling as the child initiates interest or action, then reduce adult supports when the child shows ability to do some actions independently
- ❖ Provide regular, ongoing opportunities for interaction with adults, and companionship, support from and play with typically developing peers
- ❖ Add new, interesting and/or adapted activities as needed to meet individual needs

## The Early Learning Guidelines Support Family Relationships

The family is the strongest and most important influence on a child's development because the time that children spend with their family members generally exceeds the time spent with other caregivers. Attributes such as language, culture, values, and beliefs are part of the child's early experiences in the family setting, and provide the basis for learning throughout life.

**It is through strong partnerships between family members, teachers and caregivers that the child's needs are truly met.**

Infants and toddlers need the security of loving relationships in order to grow. This security most often begins in the home and is extended to other settings through partnerships between families and high quality early childhood programs.

The Early Learning Guidelines can assist families in being more effective advocates for their children. They are available to guide parents in understanding what to look for as they choose programs for their young children. Strategies that are listed can be used to help provide appropriate developmental activities at home and in other settings.

A key responsibility of the adults who are involved with infants and toddlers is to support the relationship between parents and their children. The bond between infants/toddlers and their parents is often still developing when the child is enrolled in an early childhood program. The adult provides encouragement to parents and other family members in defining their evolving role as the most important adults in the child's life.

The early childhood setting supports the family by incorporating the child's home language and culture as much as possible. Words, foods, care practices, music and objects that are familiar to the child provide a greater sense of comfort. These increased feelings of safety and security make it possible for learning to occur more readily.

Through their partnership with teachers and caregivers, family members can provide information about their expectations, as well as the child's abilities, needs, preferences, etc. Teachers and caregivers can provide guidance on child development and what the program can offer the child and family. Family members, teachers and caregivers can share information and work together to reach their shared dreams for the child. Families' participation in the program is welcomed; adults are flexible in accommodating families' interests and abilities.

Other characteristics of the partnership between family members and their child's teacher or caregiver include open communication, mutual respect, trust, and honesty.

It is through strong partnerships between family members and the teacher or caregiver that the child's needs are truly met. Such partnerships build a foundation that impacts the future of the child far beyond the first three years of life.

- ❖ Modify materials and/or activities so the young child can participate with increasing independence
- ❖ Natural learning opportunities are intentionally provided throughout daily routines and activities to encourage children to use materials both independently and cooperatively
- ❖ Provide visual supports in addition to verbal interactions (pictures, drawings, labels, color coding, picture schedules, etc.)
- ❖ Assure that child care homes, centers, and preschool environments meet the physical, health and emotional needs of all children

### Children from Diverse Cultures

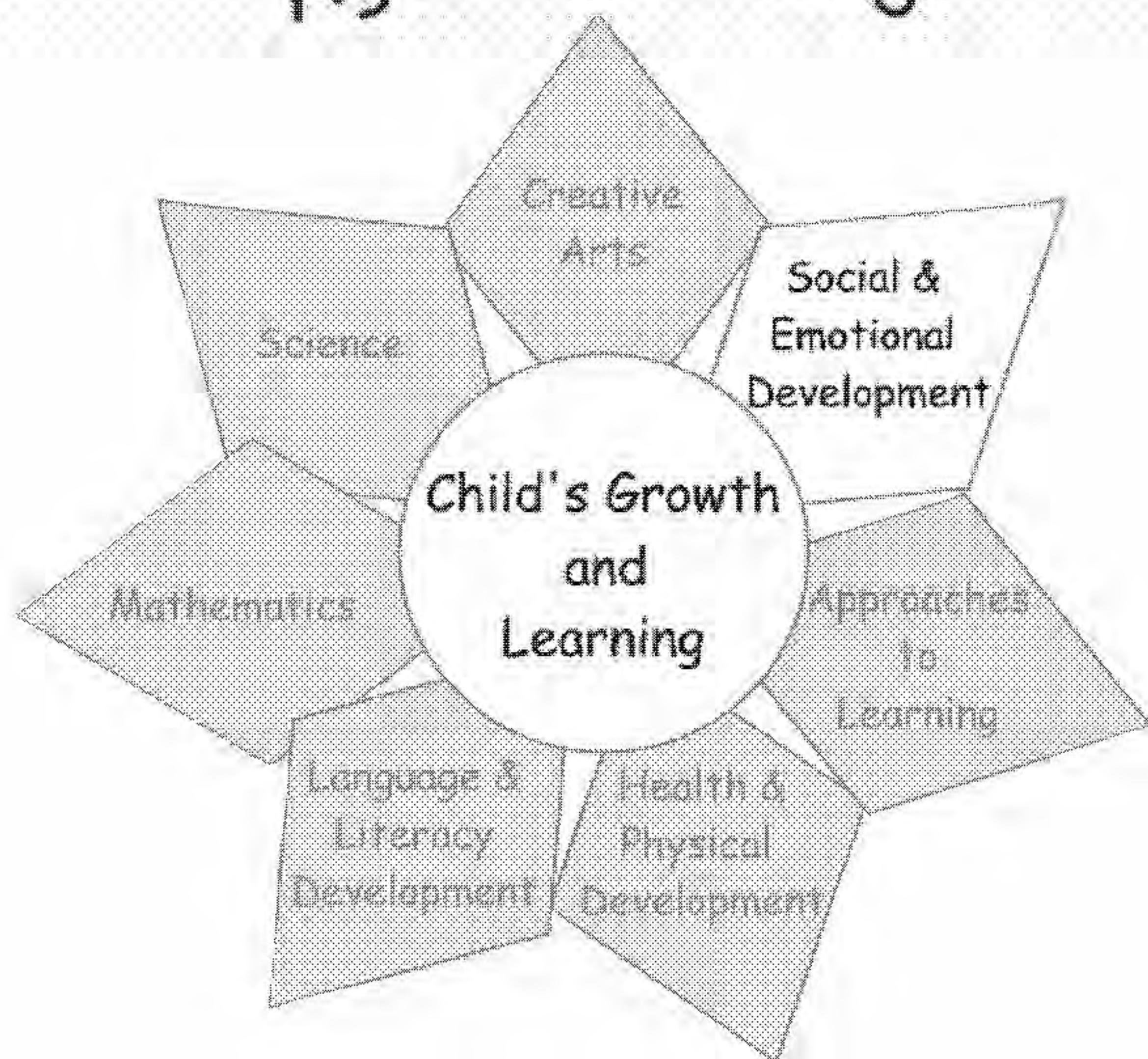
For activities to be developmentally appropriate, they must be individually and culturally appropriate to each child. Therefore, the children, their families, society, teachers, and caregivers are important resources for an anti-bias, multicultural curriculum (Bredenkamp & Rosegrant, 1992).

Some children may be learning to speak a home language other than English, thus calling upon the adults to extend the child's learning of a new language while supporting and strengthening the home language. Linguistic and cultural diversity must be woven into all aspects of the program. Children have words, actions, stories, songs, dances, art, traditions, celebrations and beliefs, that are unique to their family, culture and experience. The adult uses opportunities to integrate each child and family's history, cultural uniqueness and family practices into the curriculum and weave it into the fabric of everyday learning experiences. Families should be encouraged to talk with their children in their home language, even as their children are developing English language skills.

By being mindful of the home and family culture for each child, adults can achieve the goals of empathy, respect, and understanding that characterize a multicultural, family-centered classroom.

**All children learn about the world when they learn about each other.**

# Nebraska Early Learning Guidelines for Ages Birth to 3



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## Social and Emotional Development

- Social Relationships
- Self Regulation
- Sense of Self

One of the primary goals of a quality program for infants and toddlers is to foster social and emotional development. When babies and young children feel emotionally and physically secure, they have the opportunity to freely explore their environment. They are able to interact with adults and other children, and gain a sense of identity through an understanding and confidence in themselves as individuals.

Strong, positive, secure relationships are the key to social and emotional development. Infants and toddlers need consistent, nurturing adults who are supportive and responsive. Caring adults provide safe, stable, and predictable environments that support young children's growing independence. Such environments promote a healthy sense of self and connections with others.



### Strategies to support inclusive learning environments:

- ❖ Carefully observe child to child and child to adult interactions, and provide opportunities that will promote positive relationships
- ❖ Provide opportunities for natural, ongoing interactions with typically developing and socially competent peers
- ❖ Provide choices so children have more control over their environment

Some general accommodations to support children with special learning or developmental needs can be found on page 9 of this document, and in NDE Rule 51.

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## Social Relationships Infants (Birth to 18 Months)

### Widely Held Expectations

- Child is responsive in interactions with others and shows evidence of attachment process
  - Develops an attachment with caring adults
  - Begins to develop a curiosity about others
  - Shows an interest in things in the environment
  - Displays pleasure when with familiar people

### Learning in Action: Examples

#### The Infant

- Responds to familiar adults' and childrens' interactions (gazes, cuddles, accepts assistance from familiar adult, etc.)
- Engages in social games with familiar people through playful back and forth interactions (exchanges smiles, coos, plays peek-a-boo, etc.)
- Expresses self using verbal and nonverbal cues (cries, laughs, turns head away, reaches for familiar adult, etc.)

#### The Adult

- Knows and builds a trusting relationship with each child
- Understands and responds to different temperaments of children
- Provides opportunities and participates in back and forth communication (uses eye contact and allows sufficient time for children to respond)
- Interacts playfully with babies, verbally describes infants' actions
- Meets infants' bodily needs for comfort (responds to cries, holds baby when bottle feeding, makes eye contact while diapering, etc.)
- Provides opportunities and support to help children develop close relationships with caring adults (responds to children's cues, talks to them during routine care, etc.)
- Provides opportunities for non-mobile infants to interact with other children
- Uses a calm, soothing voice; holds and cuddles each child routinely throughout the day
- Provides opportunities for children to develop an awareness of their own feelings, as well as ideas and actions of others

#### THE ENVIRONMENT INCLUDES

- Unbreakable mirrors and accessible materials for independent choice
- Interesting toys and materials that represent families and diverse cultures (family photographs, sturdy picture books, etc.)
- Predictable schedules and routines, individualized for each child

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## Social Relationships Toddlers (18 Months to 3 Years)

### Widely Held Expectations

- Child is responsive in interactions with others and begins to build relationships
  - Develops and maintains secure relationships with caring adults
  - Demonstrates growing interest in interactions with adults and other children
  - Imitates the social interactions of others
  - Shows awareness of and responds to the feelings of others
  - Develops social play (peek-a-boo, pat-a-cake, finger plays, etc.)

### Learning in Action: Examples

#### The Toddler

- Engages in social games (playful give and take, it'sy-bitsy spider, etc.)
- Recognizes familiar people, in person or in a photograph
- Expresses self verbally and nonverbally (laughs, cries, says "No", names the emotion, etc.)
- Responds to and initiates interaction with others (offers toy, hugs, pats, asks to be read to, etc.)
- Begins to show empathy toward others (identifies feelings of others, comforts or offers a comfort item, etc.)
- Plays alongside a peer, imitating actions or using similar materials

#### The Adult

- Knows the children and families as individuals, and appreciates differences in values and backgrounds
- Provides opportunities for children to develop an awareness of their own feelings, as well as ideas and actions of others
- Provides opportunities for children to feel accepted in the group
- Comforts children when they are distressed
- Builds trust by providing support while children are interacting with others
- Speaks to child in a calm voice at eye level
- Provides consistent routines (group time, lunch time, nap time, etc.)
- Interprets children's communication attempts to other children and adults ("You said, 'ba'- do you want the ball?")
- Encourages turn-taking and cooperation during communication and play

#### THE ENVIRONMENT INCLUDES

- Duplicate materials and accessible equipment that allow for young children to explore alone or together with others
- Interesting toys and materials that represent families and diverse cultures (family photographs, dolls, play materials, books representing other cultures, etc.)

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Social & Emotional Development

## Sense of Self Infants (Birth to 18 Months)

### Widely Held Expectations

- Child initiates, explores and plays with objects and materials
- Child begins to distinguish self from others
- Child shows likes and dislikes for people and materials
- Child shows growing independence in a range of activities, routines and tasks

### Learning in Action: Examples

#### The Infant

- Begins to discover self (puts fingers or toes in mouth, coos and babbles, touches own image in the mirror, etc.)
- May become upset when an unfamiliar person approaches
- Notices and mimics responses as reflected by adults
- Explores materials and the environment freely by looking, tasting, smelling, feeling and hearing
- Engages in natural problem solving activities (looks at or reaches for desired object, repeats an action to make something happen, etc.)
- Provides cues to indicate needs (turns head away when full, reaches for bottle, feeds self finger food when ready for table food, etc.)

#### The Adult

- Observes child and responds based on individual needs throughout the daily routine
- Consistently nurtures and responds to the physical and emotional needs of the child
- Provides a variety of interesting materials for children to explore using their senses (different textures, colors, scents, tastes, etc.)
- Models self-confidence and positive attitude in interactions with children and others
- Promotes independence and self-help skills
- Follows child's lead during play and exploration

#### THE ENVIRONMENT INCLUDES

- Safe space with interesting materials that encourage children's interaction, involvement, exploration and experimentation (mirrors, water and sand play areas, shape sorters, etc.)
- Materials that reflect the lives of the children and their families, and the world around them (family photos, pictures, books, dolls, foods, etc.)

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Social & Emotional Development

## Sense of Self Toddlers (18 Months to 3 Years)

### Widely Held Expectations

- Child begins to distinguish self from others
- Child develops independence, confidence, and competence
  - Likes self and shows pride in accomplishments
  - Shows growing independence and problem solving in a range of play activities, routines and tasks
  - Shows initiative through decision making and exploration
  - Shows increasing concentration or persistence on tasks

### Learning in Action: Examples

#### The Toddler

- Identifies self and others in person, in the mirror, and through photographs
- Openly expresses moods, emotions and desires (laughs, cries, states desires, "Me do it", "Mine", "Up", "No", etc.)
- Selects and explores chosen materials and activities independently, engages in pretend play
- Practices problem solving skills (crawls out from under a table before standing up, going around an object that is in the way of the push toy, etc.)
- Does things for self (assists with dressing, feeding, drinking from a cup, etc.)
- Accomplishes part or all of tasks (begins to use the toilet, washes hands, etc.)

#### The Adult

- Observes child and responds based on individual needs throughout the daily routine
- Provides individualized care throughout the daily routine
- Consistently nurtures and responds to the physical and emotional needs of the child (answers questions, responds to attempts at language, reflects emotions, etc.)
- Provides a variety of interesting materials for children to explore using their senses (different textures, colors, scents, tastes, etc.)
- Models self-confidence in interactions with children and others
- Promotes independence and self-help skills
- Invites families to share traditions, special games, foods, dance, etc.

#### THE ENVIRONMENT INCLUDES

- Safe space with materials that encourage children's interaction, involvement, exploration and experimentation (mirrors, water and sand play areas, shape sorters, etc.)
- Materials that reflect the lives of the children and their families, and the world around them (family photos, pictures, books, dolls, foods, etc.)

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Social & Emotional Development

## Self Regulation Infants (Birth to 18 Months)

### Widely Held Expectations

- Child expresses emotions and begins to initiate ways to calm self
- Child explores the environment freely, responding to supportive guidance
- Child provides cues indicating wants and needs through purposeful actions and gestures
- Child depends on frequent reminders to learn boundaries

### Learning in Action: Examples

#### The Infant

- Communicates feelings through nonverbal cues (smiles, cries, laughs, gestures, etc.)
- With support from trusted adults, recovers from distress and calms self with familiar comfort items (sucks thumb, touches and smells a favorite blanket, etc.)
- Calms when adults provide nurturing and consistent responses to children's signals throughout the daily routine (for attention, food, diaper change, rest, etc.)
- Responds appropriately to repeated reminders and redirection

#### The Adult

- Establishes a trusting, caring, relationship with each child
- Provides words and positive responses to guide children's behavior
- Models how to treat people and materials gently
- Maintains consistent and individualized routines to meet the physical and emotional needs of the children
- Soothes and calms the child in response to the child's feelings and behaviors

#### THE ENVIRONMENT INCLUDES

- A consistent daily routine designed to meet the individual needs of each child
- A safe space for exploration (low shelves, carpeted and tile areas, grass, etc.)
- Softness and harmony to promote relaxation (soft lighting, comforting music, and gentle voices, etc.)

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Social & Emotional Development

# Self Regulation Toddlers (18 Months to 3 Years)

## Widely Held Expectations

- Child expresses emotions and shows concern for others
  - Expresses emotions nonverbally, eventually developing the communication skills to express self verbally or through other alternative means
  - Shows awareness and responds appropriately to the feelings of others
  - Calms self after excitement or frustration
- Child begins to develop an understanding of boundaries and routines, and follows them when reminded
  - Responds appropriately to supportive guidance
  - Anticipates daily events in a consistent routine

## Learning in Action: Examples

### The Toddler

- Expresses feelings and emotions through gestures, sounds, and words
- Calms self with familiar comfort items and reminders (touches and smells a favorite blanket, looks at pictures of familiar adults, etc.)
- Begins to participate in the daily routine (assists with picking up before going outside, washes hands before meal time, etc.)
- Begins to learn behaviors to deal with aggressive feelings (uses words, finds adult, walks away, etc.)
- Carries out simple rules when stated in positive, brief statements and are reminded in advance ("We walk down the hall," "Feet on the floor," etc.)

### The Adult

- Establishes trusting, caring and reassuring relationships with each child
- Assists and encourages child to use language rather than aggressive actions in their relationships with others (asks peers to share, expresses feelings, etc.)
- Remains calm and supportive during children's struggles with independence
- Coaches and reinforces positive social interaction (turn-taking, hugs, playing side by side, etc.)
- Anticipates the actions of toddlers to prevent them from getting hurt or hurting others
- Maintains consistent and individualized routines to meet the physical and emotional needs of the children
- Provides reminders of ways that children can calm themselves

### THE ENVIRONMENT INCLUDES

- A consistent daily routine that allows for a variety of active and quiet times, movement, and time to explore alone or with others
- A safe space for exploration (low shelves, carpeted and tile areas, grass, etc.)
- Spaces and/or materials that allow children to calm themselves (cozy area, books, soft toys, stuffed animals, etc.)

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Social & Emotional Development

Social & Emotional Development

# Resources

*Baby Minds: Brain Building Games Your Baby Will Love* -- Linda Acredolo and Susan Goodwyn

*Bright Futures in Practice: Mental Health* -- Michael Jellinek

*The Developing Child (10th Edition)* -- Helen Bee and Denise Roberts Boyd

*Magic Trees of the Mind: How to Nurture Your Child's Intelligence, Creativity, and Healthy Emotions from Birth Through Adolescence* -- Marian Diamond and Janet Hopson

*Me, Myself and I: How Children Build Their Sense of Self: 18 to 36 Months* -- Kyle D. Pruett

*Play Time/Social Time: Organizing Your Classroom to Build Interaction Skills* -- Samuel L. Odom

*Right from Birth: Building Your Child's Foundation For Life* -- Craig T. Ramey and Sharon L. Ramey

*Tender Care and Early Learning: Supporting Infants and Toddlers in Child Care Settings* -- Jacalyn Post and Mary Hohmann

*Touchpoints* -- T. Berry Brazelton

## Books for Children

*Animal Kisses* -- Barney Saltzberg

*Baby Faces* -- Roberta Grobel Intrater

*The Baby's Lap Book* -- Kay Chorao

*Be Gentle!* -- Virginia Miller

*The Chocolate-Covered-Cookie Tantrum* -- Deborah Blumenthal

*Counting Kisses* -- Karen Katz

*I Can* -- Helen Oxenbury

*"More More More" Said the Baby* -- Vera B. Williams

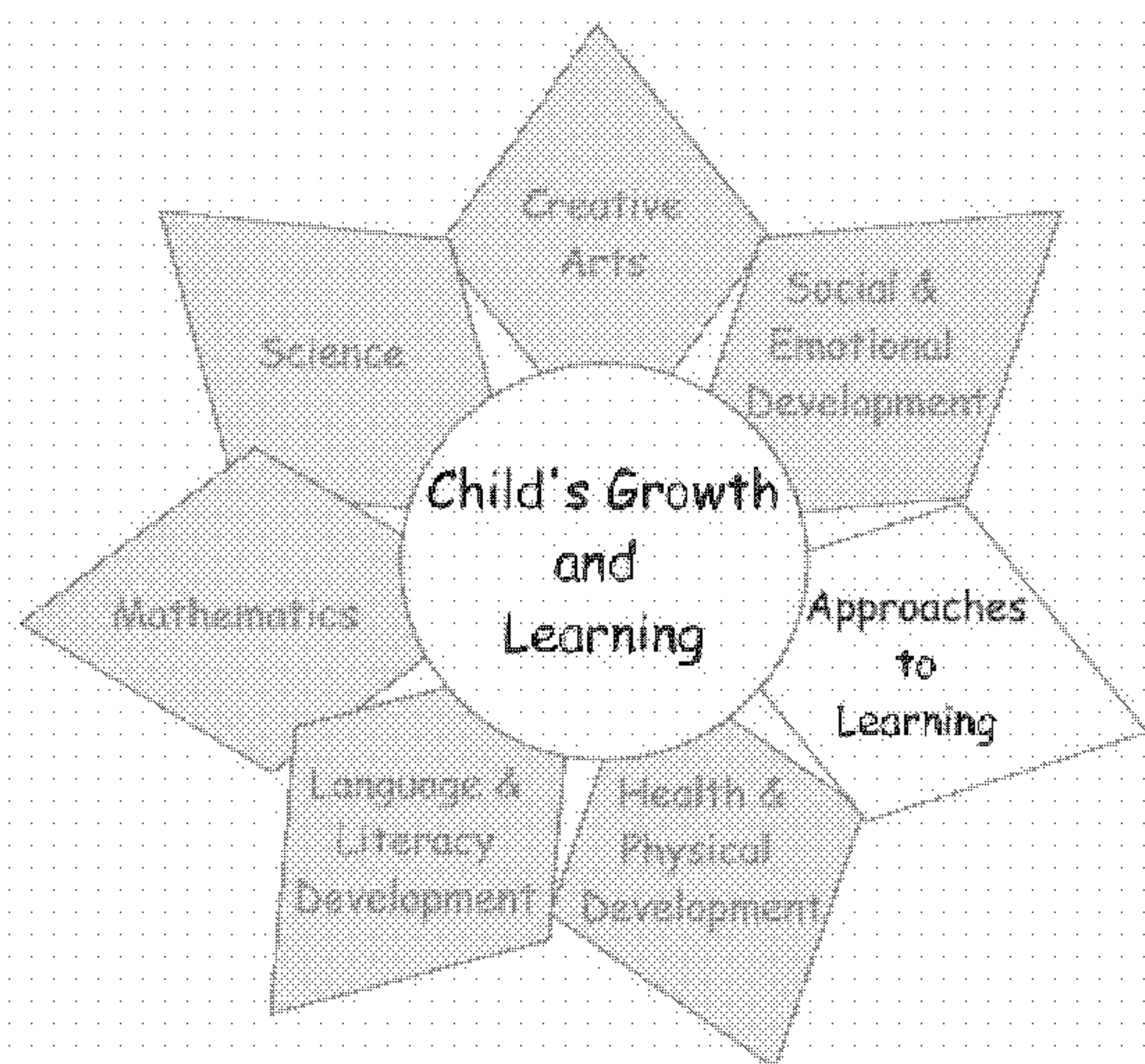
*Pat the Bunny* -- Dorothy Kunhardt

*Peek-A-Boo!* -- Janet Ahlberg and Allan Ahlberg

*You're Just What I Need* -- Ruth Krauss

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# Nebraska Early Learning Guidelines for Ages Birth to 3



# Approaches to Learning

- Initiative and Curiosity
- Sensory Exploration and Problem Solving

(b)(6)

For young children, growing and learning begins with each child's personal experiences, and their openness and curiosity about new discoveries. With consistent environments and trusting, responsive adults, children have the emotional security necessary for exploring, growing and learning.

A child's learning style is nurtured in an environment of trusting exploration, and is reflected in the ability to use persistence, initiative and the motivation to learn new skills.

Infants and toddlers gain new knowledge by taste, touch, smell, sight, sound, feelings, and through their physical actions. They begin to develop an awareness of themselves and others through their social interactions.

Adults need to identify children's current knowledge and understanding of their world, and use it as a basis for making new experiences, ideas, and concepts meaningful. The learning experiences for young children need to focus on concepts that are related to the child's everyday life, and that encourage the child to try new things and experience success.

## Strategies to support inclusive learning environments:

- ❖ Use appropriate verbal, visual, and physical cues in interactions and activities to meet the special needs of individual children
- ❖ Whenever possible, use words and phrases in the child's native language when introducing new ideas/concepts
- ❖ Provide opportunities for interaction with typically developing peers

Some general accommodations to support children with special learning or developmental needs can be found on page 9 of this document, and in NDE Rule 51.

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Approaches to Learning

# Initiative and Curiosity Infants (Birth to 18 Months)

## Widely Held Expectations

- Child uses initiative, curiosity and persistence to learn about the world
  - Explores the environment through movement and the use of senses including mouthing toys, kicking legs, waving arms, etc.
  - Learns through discovery, imitation, and repetition
- Child communicates through sounds, gestures, and beginning oral language
- Child chooses from a variety of materials and methods of exploration

## Learning in Action: Examples

### The Infant

- Observes other children and adults
- Engages in a variety of methods of communication (cries, uses sounds, points to desired objects, begins to use one word statements or signs, etc.)
- Imitates the actions of adults and other children (sounds, facial expressions, gestures, self-help skills, etc.)
- Explores using movement, space, and materials (looks towards sound, mouths toys, kicks or swats at mobile, bangs on table or floor, etc.)
- Shows interest in stories, rhymes, songs, or simple games

### The Adult

- Provides a reliable routine designed to meet each child's individual needs
- Describes to children what they are experiencing (feeling, hearing, touching, seeing, etc.)
- Asks questions and helps children find answers through active, hands-on exploration
- Provides a variety of materials and experiences that encourage exploration, movement and hands on discovery (rattles, activity boxes, soft books, etc.)
- Responds to children's exploration and discovery with enthusiasm and encouragement

### THE ENVIRONMENT INCLUDES

- A safe, natural space for children to explore (minimal use of playpens, cribs, car seats and other confining spaces, etc.)
- A variety of sensory experiences (mirrors, rattles, bells, open containers to fill and empty, lightweight blocks, etc.)
- Safe materials of cloth, plastic, rubber in a variety of shapes, textures and sizes (large enough not to be a choking hazard)

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# Initiative and Curiosity Toddlers (18 Months to 3 Years)

## Widely Held Expectations

- Child uses initiative, curiosity and persistence to learn about the world
  - Explores the environment through movement and the use of senses
  - Learns through discovery, imitation, and repetition
- Child learns through imaginative and interactive play
- Child uses oral language or other alternative methods of communication to ask questions or find solutions
- Child chooses from a variety of materials and methods of exploration

## Learning in Action: Examples

### The Toddler

- Explores using movement, space, and materials (rolls or kicks a ball, manipulates shape sorters, builds creations with blocks, etc.)
- Engages in an activity alongside another child
- Imitates the actions of adults and other children (sounds, facial expressions, gestures, self-help skills, etc.)
- Makes choices about which stories, rhymes, songs, simple games, etc. to read, sing, play; which clothes to wear, etc.
- Asks questions repeatedly ("Why?", "How come?", "What's that?", etc.)
- Engages in pretend play around familiar events (arranges a row of chairs to become a bus, creates a tea party, talks on a toy phone, etc.)

### The Adult

- Describes to children what they are experiencing (feeling, hearing, touching, seeing, etc.)
- Asks open-ended questions to engage children's imagination (require more than a one-word answer), including questions asking why, what, how, etc.
- Asks questions and helps children find answers through active, hands-on exploration
- Provides a variety of open-ended materials, opportunities and choices (water play, art materials, stacking and sorting materials, etc.)
- Responds to children's curiosity and questions with enthusiasm and encouragement

### THE ENVIRONMENT INCLUDES

- A safe, natural space for children to explore with duplication of favorite toys and materials
- A variety of sensory experiences (boxes, large colored beads for stringing, water play materials, dress-up clothes, materials from nature, etc.)
- Safe materials of cloth, plastic, rubber in a variety of shapes, textures and sizes (large enough not to be a choking hazard)

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Approaches to Learning

# Sensory Exploration & Problem Solving Infants (Birth to 18 Months)

## Widely Held Expectations

- Child notices and shows interest in and excitement with familiar objects, people and events
- Child explores environment and persists when facing challenges
- Child Experiments with cause and effect

## Learning in Action: Examples

### The Infant

- Looks for and finds an object or person that disappears from sight
- Tries one or two ways to reach an object or person (pulls on a blanket to bring a toy closer, rolls over, moves around obstacles to reach a desired object, etc.)
- Explores using materials and movement spontaneously (puts fingers/toes in mouth, rolls toward a toy, plays peek-a-boo, presses key or button to make noises, etc.)
- Uses repetition to discover materials and new skills
- Looks to the adult for help when trying to accomplish a task (makes eye contact with adult when experiencing difficulty, hands a toy to an adult, etc.)

### The Adult

- Watches closely and describes to children what they are experiencing (feeling, hearing, touching, seeing, etc.)
- Asks questions and helps children find answers through active, hands-on exploration
- Provides opportunities to increase the child's ability to make independent choices
- Gives children ample time to problem solve without intervening
- Responds to children's exploration and discovery with enthusiasm and encouragement
- Arranges the environment to encourage problem solving and minimize "No's"
- Understands that 'getting messy' is part of the child's learning experience
- Shows excitement when child attempts new activity

### THE ENVIRONMENT INCLUDES

- Materials that encourage discovery, imitation, and repetition (mirrors, books, music, wind up toys, etc.)
- Stacking blocks, activity boxes, containers to fill and dump, squeaky toys, outdoor play time, etc.
- Musical toys, materials of various textures, things to push, roll, swing, etc.

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Approaches to Learning

# Sensory Exploration & Problem Solving Toddlers (18 Months to 3 Years)

## Widely Held Expectations

- Child tries multiple ways to solve a problem and is highly involved and persistent
  - Uses active exploration, trial and error, and words to solve problems
  - Demonstrates persistence in problem solving
  - Increases ability to find more than one solution
  - Uses previously successful methods to solve a problem
- Child Experiments with cause and effect
- Child shows increasing ability to identify similar objects from a variety of materials

## Learning in Action: Examples

### The Toddler

- Demonstrates increasing control in manipulation of materials and movement
- Manipulates materials to cause an action (winds up a toy to make it go, hits the drum to make a sound, etc.)
- Attempts a task for a minute or two before asking for assistance
- Tries several methods to solve a problem (moves obstacles to reach a desired object, twists, pounds and pulls to take an object apart, etc.)
- Uses an object as a tool (a low chair to climb higher, a paintbrush to paint, etc.)
- Selects items that match (cars from a bucket of vehicles, blocks of the same color, etc.)

### The Adult

- Asks questions and helps children find answers through active, hands-on exploration
- Helps children identify people, places, and things in their environment
- Provides opportunities to increase the child's ability to make independent choices
- Encourages and provides materials for a variety of sensory experiences (to touch, taste, listen to, observe, etc.)
- Gives children ample time to problem-solve without intervening
- Responds to children's curiosity and questions with enthusiasm and encouragement
- Arranges the environment to encourage problem solving and minimize "No's"
- Understands that 'getting messy' is part of the child's learning experience

### THE ENVIRONMENT INCLUDES

- Materials that encourage discovery, imitation, and repetition (mirrors, books, musical instruments, wind up toys, etc.)
- Simple puzzles, sand and water play toys, nesting cups and containers, finger paint, wind chimes, etc.

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Approaches to Learning

# Resources

*125 Brain Games for Babies* -- Jackie Silberg

*125 Brain Games for Toddlers and Twos: Simple Games to Promote Early Brain Development* -- Jackie Silberg

*Baby Play and Learn* -- Penny Warner

*Childspace Infants and Toddlers: A Program Guide and Caregiver Workbook* -- Janc Warren

*Games to Play with Babies (3rd Edition)* -- Jackie Silber

*Higglety Pigglety Pop* -- Jackie Weismann

*Infant/Toddler: Introducing Your Child to the Joy of Learning* -- Earladecan Badger

*Learning Through Play: Blocks* -- Ellen Booth Church

*The Right Stuff for Children Birth to 8; Selecting Play Materials to Support Development (NAEYC)* -- Martha Bronson

*Thrifty Nifty Stuff for Little Kids* -- Dec Blosc

*What's Going On In There?: How the Brain and Mind Develop in the First Five Years of Life* -- Lise Eliot

## Books for Children

*Alphabet Under Construction* -- Demise Fleming

*The Boy Who Wouldn't Go to Bed* -- Helen Cooper

*Brown Bear, Brown Bear What Do You See?* -- Bill Martin, Jr.

*Color* -- Ruth Heller

*Corduroy* -- Don Freeman

*From Head to Toe* -- Eric Carle

*Goodnight Moon* -- Margaret Wise Brown

*I Can* -- Helen Oxenbury

*Maisey Drives The Bus* -- Lucy Cousins

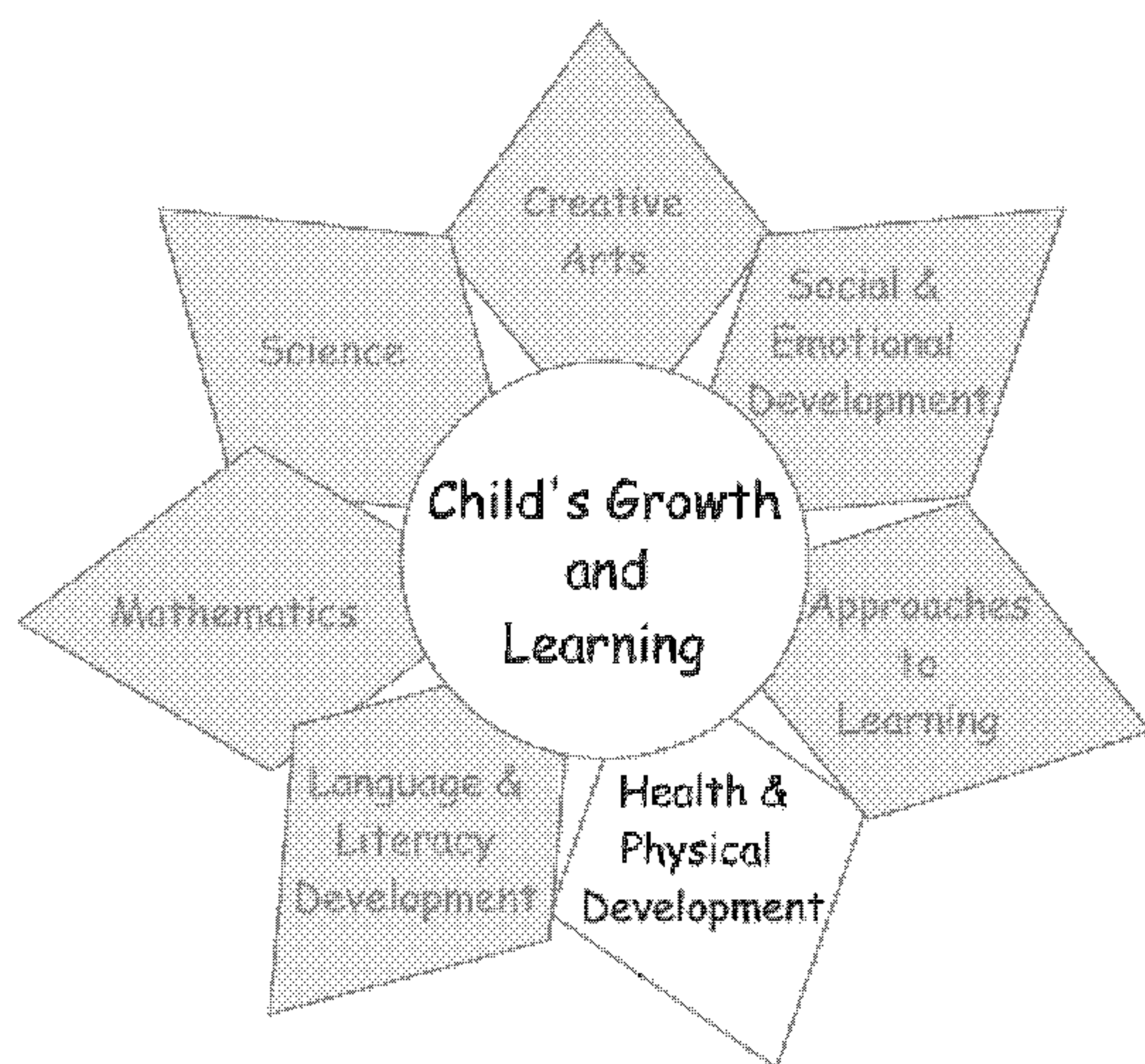
*Snow Play* -- Kate Spohn

*What Does Baby Say?* -- Karen Katz

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Approaches to Learning

# Nebraska Early Learning Guidelines for Ages Birth to 3



# Health and Physical Development

- Fine (Small) Motor Skills
- Gross (Large) Motor Skills
- Health Behaviors and Practices
- Nutrition
- Self Help Skills

All young children require consistent, caring adult supervision and support to make sure health needs are being met. These needs include good nutrition, primary and preventive health and dental care, and healthy, safe environments. Learning experiences are integrated into these basic activities, which should be structured to encourage infants and toddlers to explore their world, promote coordination and strength, enhance thinking skills, and develop an "I can do it" mentality. Young children should be introduced to indoor and outdoor space and facilities that allow them to experience a variety of developmentally appropriate physical activities and help them develop the foundation for a healthy lifestyle.

(b)(6)

The development of fine (small) motor and gross (large) motor skills, as well as self-help skills, is a critical part of development for infants and toddlers. These skills are essential for the successful achievement of developmental milestones during the first three years. They also serve as a foundation for the development of future academic skills such as reading and writing.

### Strategies to support inclusive learning environments:

- ❖ Ensure that materials in indoor and outdoor environments are safe and easily accessible (height, size, location)
- ❖ Use verbal, visual, and physical cues to help the child know what to do
- ❖ Provide encouragement and support for the child to maximize successful attempts to accomplish tasks
- ❖ Provide physical guidance and support, if needed, for children having difficulty with motor tasks
- ❖ Provide adaptive equipment and materials as needed to ensure child's successful participation.

Some general accommodations to support children with special learning or developmental needs can be found on page 9 of this document, and in NDE Rule 51.

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Health & Physical Development

## Fine (Small) Motor Skills Infants (Birth to 18 Months)

### Widely Held Expectations

- Child uses eyes, mouth and hands to explore large and small objects that are within reach, developing more purposeful actions over time
  - Increases eye-hand coordination to perform a variety of simple activities
  - Begins to develop fine (small) motor skills through playing with toys and materials
- Child actively explores the environment and manipulates objects
  - Discovers the properties of objects (texture, sound, taste, etc.)

### Learning in Action: Examples

#### The Infant

- Engages in activities which require eye-hand coordination and the use of small muscles (puts items in mouth, bats at objects, grasps toys, etc.)
- Explores textures in the environment (carpet, tile, rugs, grass, etc.)
- Handles objects with growing skill (rattles, simple toys, etc.) that are large enough not to be a choking hazard
- Begins to manipulate materials (kicks at mobile, puts objects into containers, dumps items, stacks blocks, etc.)
- Begins cause and effect play with toys (pushes button on toy to hear music or see lights flash)

#### The Adult

- Ensures that materials do not present choking or other safety hazards
- Plans meaningful and challenging activities with materials that support the development of fine (small) motor skills (plays with rattles, blocks, plastic keys, etc.)
- Allows opportunities for spontaneous exploration that encourage fine (small) motor skill development
- Provides daily opportunities for hands-on activities and manipulation of materials during indoor and outdoor play, including tummy time for non-mobile infants
- Protects children from toxic materials, such as those containing lead, and cleaning products

#### THE ENVIRONMENT INCLUDES

- Variety of age appropriate toys and materials and household items (rattles, musical toys, simple blocks, pots, pans, spoons, etc.)
- Various toys and materials placed at the child's level for independent access (soft animals, dolls, nesting cups, books, etc.)

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## Fine (Small) Motor Skills Toddlers (18 Months to 3 Years)

### Widely Held Expectations

- Child uses hands and fingers to control objects to demonstrate increasing fine (small) motor coordination
  - Increases eye-hand coordination skills to perform a variety of tasks
  - Develops fine (small) motor skills through playing with toys and materials
  - Uses strength and control to perform simple tasks
- Child actively explores the environment and manipulates objects
  - Explores drawing and writing by scribbling and painting
  - Puts puzzles together, sets table with dishes and play food, etc.

### Learning in Action: Examples

#### The Toddler

- Explores textures in the environment (indoor and outdoor materials that are smooth, rough, soft, hard, squishy, etc.)
- Participates in activities which require the use of small muscles (cause and effect play, action activated toys, container play, etc.)
- Handles objects with growing skill (places shapes in corresponding opening in shape box, strings large beads, completes simple puzzles, etc.)
- Puts connecting blocks together and pulls them apart with relative ease
- Holds and uses large crayons and pencils, paint brushes, scissors, etc.

#### The Adult

- Ensures that materials do not present choking or other safety hazards
- Provides daily opportunities for outdoor play
- Provides meaningful and challenging activities to help children build more advanced fine (small) motor skills
- Protects children from toxic materials, such as those containing lead, and cleaning products

#### THE ENVIRONMENT INCLUDES

- Variety of age appropriate toys and materials and household items (puzzles, musical toys, simple blocks, pots, pans, spoons, etc.)
- Various toys and materials placed at the child's level for independent access (cars, dolls, puppets, pegs/peg boards, etc.)

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Health & Physical Development

## Gross (Large) Motor Skills Infants (Birth to 18 Months)

### Widely Held Expectations

- Child begins to develop gross (large) motor skills
  - Waves arms, kicks legs, rolls over, sits up, etc.
- Child builds skills in coordination, balance, body awareness and coordination
- Child actively explores a safe and supportive environment, both indoors and outdoors
  - Crawls, cruises, walks with increasing ability

### Learning in Action: Examples

#### The Infant

- Gains voluntary control of arm and leg movements
- Begins to use arms and legs purposefully (lifts head, claps hands, holds arms out for dressing, pulls to stand, throws objects, etc.)
- Engages in gross (large) motor activities (rolls over, sits, crawls, stands, walks, etc.)
- Imitates activities involving gross (large) motor movement (pat-a-cake, peek-a-boo, so-big, etc.)

#### The Adult

- Allows the child floor time to move freely and use gross (large) motor skills to explore the environment
- Encourages the child to use a variety of gross (large) muscle movements (roll, crawl, sit, stand, etc.) both indoors and outdoors, on a daily basis
- Plays imitation games with the child to encourage development of body awareness and gross (large) motor skills
- Provides a safe environment for exploration (outlets covered, toxic materials out of reach, sharp objects/corners removed or covered, etc.)
- Limits infant's time in confining equipment (swings, bouncers, exersaucers, cribs, car seats, etc.); walkers should not be used

#### THE ENVIRONMENT INCLUDES

- A variety of equipment and materials to encourage gross (large) motor development (balls, push/pull toys, small climbing structures, etc.)
- Open space for movement and exploration, both indoors and outdoors (open floor space for crawling, pulling up to stand, cruising, walking, etc.)
- Soft surface materials of various heights for climbing over, on, around, etc.

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Health & Physical Development

## Gross (Large) Motor Skills Toddlers (18 Months to 3 Years)

### Widely Held Expectations

- Child develops gross (large) motor skills
  - Runs, jumps, hops, throws, etc.
  - Coordinates both hands to manipulate large objects
- Child demonstrates coordination, balance, and body awareness
- Child actively explores a safe and supportive environment, both indoors and outdoors
  - Walks, runs, climbs, hops, rolls, etc.
- Child shows growing skill in climbing up and down steps

### Learning in Action: Examples

#### The Toddler

- Plays actively in both indoor and outdoor settings daily
- Engages in increasingly complex gross (large) motor tasks (runs, climbs, walks up stairs holding someone's hand or a rail, rides a tricycle, etc.)
- Participates in a variety of gross (large) motor activities (dances, throws a ball, "Ring Around the Rosey", etc.)

#### The Adult

- Acknowledges and supports the child's need to move and be active throughout the day
- Provides adequate time for the child to practice, explore and expand motor skills and interests
- Provides space and supervision for both indoor and outdoor activities on a daily basis
- Provides a safe environment for exploration (outlets covered, toxic materials out of reach, sharp objects/corners removed or covered, etc.)

#### THE ENVIRONMENT INCLUDES

- A variety of equipment and materials to encourage gross (large) motor development (riding toys, climbing apparatus, steps, etc. and balls, push/pull toys, blocks, etc.)
- Open space for movement and exploration, both indoors and outdoors, that meet safety standards including cushioning material under climbing equipment
- A variety of surfaces to explore outdoors (grass, dirt, sand, cement, etc.)

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Health & Physical Development

## Health Behaviors & Practices Infants (Birth to 18 Months)

### Widely Held Expectations

- Child shows increasing awareness of health and safety practices through repetition, imitation and adult conversation about what is happening
- Child shows interest in physical activities that promote health
- Child begins to understand and initiate good hygiene practices (offers hands to be washed, mimics cleaning, etc.)

### Learning in Action: Examples

#### The Infant

- Participates in health and hygiene activities (diapering, washing hands, brushing teeth, etc.)
- Responds to adult guidance related to health and safety practices ("Let's wash your hands", "Time for a diaper change", etc.)
- Participates in physical activities, both indoors and outdoors

#### The Adult

- Provides a safe physical environment; completes regular safety checks, both indoors and outdoors
- Models good health and safety practices, especially proper hand washing techniques
- Performs caregiving routines slowly and carefully, telling child what is coming next, and waiting for child readiness before taking each step
- Provides opportunities for children to be physically active
- Closely supervises children and monitors their physical health including procedures to follow regarding allergies, medications, etc.

#### THE ENVIRONMENT INCLUDES

- Safe physical space for children to explore without risks to health and safety, both indoors and outdoors
- Space and furnishings which allow for sound health and hygiene practices (separate diapering and food prep areas, sinks, refrigerators, etc.)
- Posted health and safety guidelines, including schedule for washing/sanitizing toys and materials
- Safe sleeping environment (crib or playpen with firm mattress, no thick blankets, toys, pillows, bumper pads, or other soft items)

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Health & Physical Development

## Health Behaviors & Practices Toddlers (18 Months to 3 Years)

### Widely Held Expectations

- Child shows increasing awareness of health and safety practices and guidelines
- Child shows interest in physical activities that promote health (wiping off tables, dressing for the weather, etc.)
  - Begins to understand the benefits of exercise
- Child begins to understand and initiate good hygiene practices (washes hands, offers to help with cleaning, etc.)

### Learning in Action: Examples

#### The Toddler

- Participates in a variety of physical activities, both indoors and outdoors (runs, jumps, climbs, swings, hops, etc.)
- Cooperates with and participates in health and hygiene activities (washing hands, brushing teeth, etc.)
- Responds to adult guidance and reminders related to health and safety ("Feet on the floor", "Time to wash hands", etc.)

#### The Adult

- Provides a safe physical environment; completes regular safety checks, both indoors and outdoors
- Models good health and safety practices, especially proper hand washing techniques
- Provides encouragement and opportunities to learn health and safety practices
- Provides opportunities for children to be physically active
- Closely supervises children and monitors their physical health including procedures to follow regarding allergies, medications, etc.

#### THE ENVIRONMENT INCLUDES

- Safe physical space for children to explore without risks to health and safety, both indoors and outdoors
- Space and furnishings which allow for sound health and hygiene practices (separate diapering and food prep areas, child-sized toilets and sinks, refrigerators, etc.)
- Posted health and safety guidelines, including schedule for washing/sanitizing toys and materials

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Health & Physical Development

## Nutrition Infants (Birth to 18 Months)

### Widely Held Expectations

- Child gains weight within normal growth range
- Child begins to develop healthy eating and lifestyle habits
  - Successfully transitions from breast milk or formula to milk or milk substitute, such as soy
  - Begins eating solid food
- Child shows increasing independence in ability to feed self

### Learning in Action: Examples

#### The Infant

- Shows increasing interest in food and meal times (from recognizing breast or bottle to holding bottle or cup; from opening mouth for food to finger feeding, etc.)
- Tries and eats a variety of foods
- Uses actions or words to indicate needs/preferences (turns head away, reaches toward food, etc.)

#### The Adult

- Is aware of allergies of individual child; serves foods that do not pose a choking hazard
- Responds to infants' individual feeding needs and schedules
- Holds infants while bottle feeding
- Follows health and safety guidelines related to child nutrition
- Works with parents and health care providers to coordinate the introduction of new foods
- Acknowledges families' cultural or religious food preferences
- Respects the child's food preferences and developing self-feeding abilities
- Encourages the child to establish healthy eating habits
- Provides accommodations for breast feeding, and/or use of expressed breast milk

#### THE ENVIRONMENT INCLUDES

- Materials and furnishings to support children's developing nutrition habits and independence in eating (child-sized furniture, dishes, utensils, cups, etc.)
- Good hygiene and sanitation practices related to food and nutrition; hand washing procedure signs are posted and followed
- Posted individual feeding schedules for infants including allergies and family food preferences

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Health & Physical Development



## Nutrition Toddlers (18 Months to 3 Years)

### Widely Held Expectations

- Child begins to develop healthy eating and lifestyle habits
  - Eats a variety of table foods
- Child shows increasing independence in developing eating abilities
  - Eats own food at the table with other children and/or adults
- Child communicates nutrition-related information
  - Asks for more
  - Names foods that are served

### Learning in Action: Examples

#### The Toddler

- Tries a variety of foods (vegetables, meat, breads, dairy, fruits, etc.)
- Begins to serve self some foods with adult assistance
- Eats independently using child-sized dishes and utensils
- Exhibits food preferences; may have periods of picky eating or increased appetite
- Shows interest in dramatic play materials related to food and nutrition

#### The Adult

- Is aware of allergies of individual child; serves foods that do not pose a choking hazard
- Provides assistance to children in feeding themselves and helping with cleanup
- Encourages children's interest in and exploration of foods, both real and pretend
- Acknowledges families' cultural or religious food preferences
- Follows health and safety guidelines related to child nutrition
- Sets realistic expectations for children in developing manners and etiquette

#### THE ENVIRONMENT INCLUDES

- Materials and furnishings to support children's developing nutrition habits and independence in eating (child-sized tables, chairs, etc.)
- Visual (books, pictures, etc.) and dramatic play props (dishes, foods, etc.) that support children's growing interest in foods and nutrition
- Good hygiene and sanitation practices related to food and nutrition; hand washing procedure signs are posted and followed
- Posted information on individual child allergies and family food preferences

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Health & Physical Development

## Self-Help Skills Infants (Birth to 18 Months)

### Widely Held Expectations

- Child calms self with familiar, comforting items and adult support
- Child shows increasing awareness of the function of self-care materials
  - Puts tissue to nose, toothbrush to mouth
- Child cooperates with care routines
  - Dressing, bathing, feeding

### Learning in Action: Examples

#### The Infant

- Uses different cries, words and gestures to indicate wants and needs (hunger, sickness, sleepy, joy, etc.)
- Shows body awareness related to basic care routines (quiets when placed on changing table, puts brush/comb to hair, etc.)
- Begins to participate in care routines (washes and dries hands with adult assistance, puts arms out when shirt is being put on, participates in picking up toys, etc.)
- Holds own spoon while being spoon fed

#### The Adult

- Understands and recognizes the meaning of different cries
- Meets the child's basic care needs in a consistent and timely manner
- Talks about care routines as they are occurring ("Now we're going to put on your socks.")
- Encourages the child's interest and participation in basic care routines (diapering, dressing, bathing, etc.)
- Makes care routines an enjoyable experience

#### THE ENVIRONMENT INCLUDES

- Equipment and furnishings that promote health and safety for both children and staff (hand rails, cabinet locks, outlet covers, fenced playground, etc.)
- Sinks, diapering areas, refrigerator, cubbies, cribs, etc., including low sinks or step stools to encourage self-help skills in older infants

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Health & Physical Development

## Self-Help Skills Toddlers (18 Months to 3 Years)

### Widely Held Expectations

- Child shows increasing awareness of the body and its functions
  - Uncomfortable when wet or soiled; may hide to have bowel movement
- Child shows increasing development of self-help skills and materials
  - Knows how various self-care items are used (toothbrush, towel, hairbrush/comb, etc.)
- Child cooperates with care routines
  - Begins to dress self, brush teeth, etc., with assistance from adult

### Learning in Action: Examples

#### The Toddler

- Shows increasing independence in dressing, brushing teeth, bathing, toileting, eating, etc.
- Begins toilet training process
- Picks out clothes to wear; may have favorites
- Tries to do things independently (wipes nose with tissue, washes and dries hands independently)

#### The Adult

- Encourages the child's independence in learning self-help skills
- Accepts messiness and accidents as part of the learning process
- Makes care routines an enjoyable experience
- Works with families to coordinate timing and process for toilet training
- Reinforces healthy practices such as brushing teeth or making healthy food choices

#### THE ENVIRONMENT INCLUDES

- Equipment and furnishings that promote health and safety for both children and staff (hand rails, cabinet locks, outlet covers, fenced playground, etc.)
- Appropriate furnishings to encourage development of self-help skills (steps to sink or toilet, coat hooks and cubbies at child's level, etc.)

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Health & Physical Development

## Resources

*Active Start: A Statement of Physical Activity Guidelines for Children Birth to Five Years--* National Association for Sports and Physical Education

*Bright Futures: Guidelines for Health Supervision of Infants, Children and Adolescents--* American Academy of Pediatrics

*Bright Futures in Practice: Nutrition --* Mary Story

*Caring for our Children: National Health and Safety Performance Standards: Guidelines for Out-of-Home Child Care Programs --* American Academy of Pediatrics

*Creative Resources for Infants and Toddlers --* Judy Herr and Teri Swim

*Outdoor Play Everyday: Innovative Play Concepts for Early Childhood --* Karyn Wellhousen

*Stepping Stones to Using Caring for Our Children --* American Academy of Pediatrics

### Books for Children

*Busy Toes --* C.W. Bowic

*Can't You Sleep, Little Bear? --* Martin Waddell

*Each Peach Pear Plum --* Janet Alhberg and Allan Ahlberg

*Baby Faces: Eat! --* Roberta Grobel Intrater

*Fingers, Nose and Toes --* John Pinderhughes

*The Foot Book --* Dr. Seuss

*Jamberry --* Bruce Degen

*Good Night, Baby --* Cheryl Willis Hudson

*Growing --* Fiona Pragoff

*How a Baby Grows --* Nola Buck

*Time for Bed --* Mem Fox

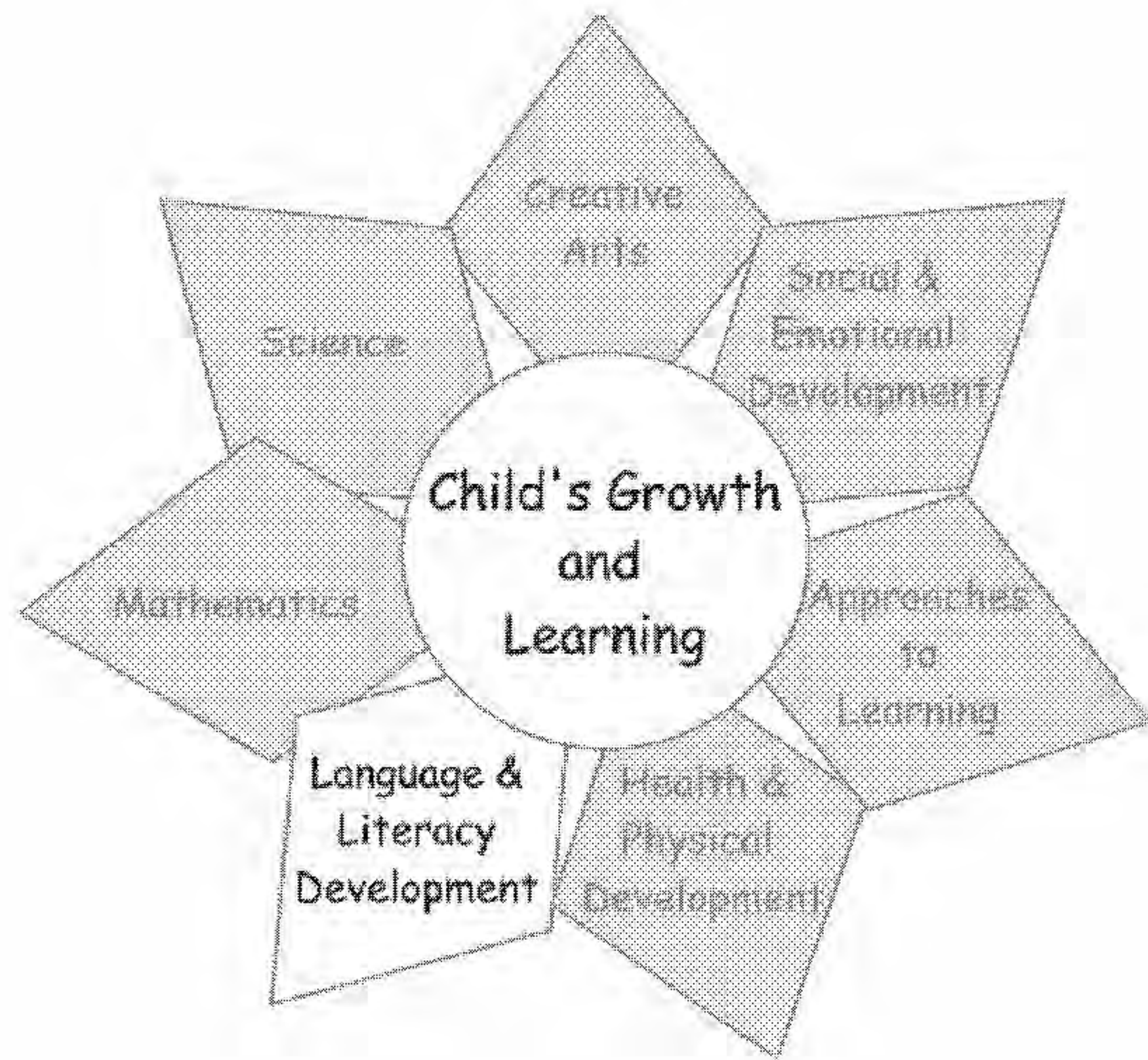
*The Wheels On The Bus --* Raffi

*Where Is Baby's Belly Button? --* Karen Katz

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Health & Physical Development

# Nebraska Early Learning Guidelines for Ages Birth to 3



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## Language and Literacy Development

- Listening and Understanding
- Speaking and Communicating
- Book Knowledge and Appreciation
- Print Awareness and Early Writing

Between birth and three years of age, children begin to learn that they can communicate with adults through crying, gestures, expressions, sounds, and later through words or other alternative methods.

These language skills develop through playing, listening, talking, reading, and learning the skills that adults use to communicate. Early nonverbal interactions (smiling, facial expressions, gestures, etc.) are followed by spoken language, sign language or other alternative communication methods to practice the rules of communication within their culture and family. These skills set the foundation for development in all areas, but especially literacy development.

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The adult plays an important role in helping the very young child understand and communicate by being responsive to the infant's/toddler's attempts to communicate, and by providing a rich language environment. During the first three years young children are also beginning to learn about print and writing, and how oral language is reflected in written symbols (drawings). Literacy skills are promoted and supported through play, reading books, scribbling, back-and-forth communication, and interactions with adults. A solid foundation in oral language development in the early years before a child enters school will promote success in reading and writing in the future. Young children who have rich language and literacy experiences are more likely to be successful in learning to read independently.

### Strategies to support inclusive learning environments:

- ❖ Acknowledge the child's current level of communication and build upon it
- ❖ Provide good models of communication, including sign language and native language if needed
- ❖ Use special or adaptive devices and/or processes to increase level of communication and/or participation
- ❖ Use a favorite toy, activity or person to encourage communication and/or participation

Some general accommodations to support children with special learning or developmental needs can be found on page 9 of this document, and in NDE Rule 51.

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## Listening and Understanding Infants (Birth to 18 Months)

### Widely Held Expectations

- Child responds to sounds in the environment
  - Turns in the directions of sounds
  - Begins to identify sounds with particular objects (phone, doorbell, car horn, etc.)
- Child begins to listen to words with understanding
- Child begins to follow simple directions
- Child demonstrates understanding of native and/or English language
  - Begins to attach meaning to the sounds, gestures, signs and words heard or seen

### Learning in Action: Examples

#### The Infant

- Startles or turns to sounds in the environment (loud sounds, voices, car horn, etc.)
- Responds to familiar words or gestures (stops crying when caregiver says "bottle", smiles or laughs when told "Mommy/Daddy is here" etc.)
- Recognizes familiar social games and routines (smiles or pats hands together when the adult says "pat-a-cake", etc.)
- Responds to simple questions or requests (searches for a toy when asked, "Where's your ball?" etc.)
- Points to objects, pictures, and body parts (nose, eyes, ears, etc.) as part of interactions with adults

#### The Adult

- Engages children in social games and back and forth communicating
- Pairs words with actions and objects during play activities and daily routines
- Names and describes people, things, and actions during play activities and daily routines
- Follows the child's lead, commenting on the child's actions and sounds
- Encourages parents to develop and maintain their first language in the home

### THE ENVIRONMENT INCLUDES

- Stories, songs, words, games and daily schedules in English and the languages of non-English speaking children
- Durable cloth, board or vinyl books, soft toys, and puppets, which are accessible throughout the day

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## Listening and Understanding Toddlers (18 Months to 3 Years)

### Widely Held Expectations

- Child listens to simple directions and conversations with understanding
  - Demonstrates understanding of the meaning of stories, social games, songs and poems
- Child follows directions, responds to simple instructions/requests
  - Follows single- and two-step directions
- Child listens to others and responds to feelings and expressed ideas
  - Responds to simple, direct, conversational sentences, either verbally or by actions or gestures
- Child demonstrates understanding of many vocabulary words
  - Builds a growing vocabulary of everyday events, people, and things

### Learning in Action: Examples

#### The Toddler

- Attends to and gains information from short stories, rhymes, finger plays, songs, etc.
- Demonstrates understanding of native and/or English languages
- Responds with understanding to action words, such as "Let's put the baby in bed"
- Follows directions such as "Please go wash your hands, then sit down at the table"
- Answers simple questions using short sentences
- Imitates sounds and simple rhythms

#### The Adult

- Engages children in songs, rhymes, finger plays, and stories
- Uses short phrases to describe toddlers' actions in play activities and daily routines
- Names and describes people, things, and actions
- Expands on child's language and answers questions
- Encourages parents to develop and maintain their first language in the home

#### THE ENVIRONMENT INCLUDES

- Stories, songs, words, games and daily schedules in English and the languages of non-English speaking children and their families
- Sturdy board, vinyl, and cloth books, photo albums, magazines with pictures, catalogs, flannel boards, puppets, etc.
- Quiet location for listening to books on tape
- Opportunities to play listening games and listen to different types of sounds

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Language & Literacy

## Speaking and Communicating Infants (Birth to 18 Months)

### Widely Held Expectations

- Child communicates needs, wants, feelings, or thoughts through words, gestures, actions, or expressions
  - Cries to indicate different needs
  - Begins to use words and gestures to communicate (coos, babbles, makes sounds, uses sign language, etc.)
  - Begins to initiate interactions with adults and peers
- Child communicates for a variety of purposes
  - Signals for more
  - Greets adults and peers

### Learning in Action: Examples

#### The Infant

- Communicates nonverbally with adults and other children (reaches for or turns away to end an interaction, waves, smiles, etc.)
- Communicates verbally with adults and other children (cries, babbles, uses simple words or signs, etc.)
- Engages in vocal play and back and forth communication games with responsive adults
- Communicates needs and interests to get responses from others for comfort, warmth, nourishment and satisfaction

#### The Adult

- Uses alternate ways to communicate when needed (sign language, gestures, etc.)
- Builds on children's interests to introduce new words and ideas during play activities and daily routines
- Engages children in back and forth communication
- Creates a climate of trust by responding to infants' cues and communications
- Understands that young infants do not intentionally cry or act out in order to "be naughty" or "make you angry", but that they are developing ways to communicate their wants and needs

#### THE ENVIRONMENT INCLUDES

- Materials that encourage face-to-face interactions (books, puppets, dolls, mirrors, etc.)
- Pictures of children and their families (books, photos, etc.)

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Language & Literacy

## Speaking and Communicating Toddlers (18 Months to 3 Years)

### Widely Held Expectations

- Child communicates needs, wants, feelings, or thoughts through words, gestures, actions, or expressions
  - Uses words, phrases, short sentences and gestures to communicate
- Child communicates for a variety of purposes
  - Asks questions
  - Initiates social interactions with other children and adults
  - Communicates to show or share with adult
- Child uses new vocabulary words that have been learned

### Learning in Action: Examples

#### The Toddler

- Communicates nonverbally through expressions and gestures
- Communicates verbally ranging from single words to simple sentences
- Uses words or phrases to express wants, seek attention, protest, comment, or offer greetings
- Names objects or actions in picture books
- Asks questions to achieve more information ("What's that?", "Why?" etc.)

#### The Adult

- Uses alternate ways to communicate when needed (sign language, gestures, etc.)
- Builds on children's interests to introduce new words and ideas during play activities and daily routines
- Provides opportunities for children to engage in conversation
- Responds to toddlers' cues and communications
- Engages children in back and forth communication

#### THE ENVIRONMENT INCLUDES

- Materials that encourage face-to-face interactions (books, puppets, dolls, mirrors, etc.)
- Pictures of children and their families (photos, books, etc.)

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Language & Literacy

## Book Knowledge & Appreciation Infants (Birth to 18 Months)

### Widely Held Expectations

- Child responds to language and shows enjoyment of the sounds and rhythms of language
- Child explores books with interest
  - Mouths, touches, shakes, throws
  - Points at pictures
- Child responds to pictures in book
  - Names pictures in books

### Learning in Action: Examples

#### The Infant

- Explores physical features of books (chews, touches, handles, mouths, etc.)
- Explores books (looks at, pats pictures, turns pages, etc.)
- Vocalizes and attends to book as adult talks about the pictures
- Looks at and recognizes favorite books by the cover
- Points to pictures
- Babbles with growing consistency using speech-like words

#### The Adult

- Provides a variety of books and pictures that are accessible (those that can be manipulated, ones with textures, pop-ups, etc.)
- Looks at and names pictures in books with the child
- Provides books with simple, realistic pictures to build vocabulary, exploring and extending children's understanding of the meaning of new words
- Provides daily lap reading time
- Provides durable books that engage the senses (different textures, bright colors, sounds, etc.)

#### THE ENVIRONMENT INCLUDES

- Many types of durable children's books (cloth, vinyl, board, etc.)
- Soft, cozy place for looking at books (pillows, rugs, stuffed animals, etc.)

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Language & Literacy

## Book Knowledge & Appreciation Toddlers (18 Months to 3 Years)

### Widely Held Expectations

- Child demonstrates interest in and appreciation of reading-related activities
  - Explores books
  - Shows interest when stories are read
  - Relates events in story to own knowledge and experience
- Child increases knowledge about books and how they are typically read
  - Holds book right side up
  - Turns pages front to back
- Child responds to pictures in book
  - Describes pictures in books

### Learning in Action: Examples

#### The Toddler

- Points to and names pictures in book
- Chooses favorite book and looks through as though reading
- Requests favorite book to be read repeatedly
- Uses phrases to describe events in books
- Holds book right side up and turns pages from front to back

#### The Adult

- Places interesting books and signs/posters in all interest areas
- Reads books with rich, descriptive pictures and vocabulary
- Explores and extends children's understanding of the meaning of new words
- Reads to children daily, individually and/or with others
- Helps children to care for and respect books

#### THE ENVIRONMENT INCLUDES

- Many types of durable children's books (cloth, board, big books, etc.)
- Soft, cozy place for looking at books (soft chairs, rugs, pillows, stuffed animals, etc.)

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Language & Literacy

## Print Awareness & Early Writing Infants (Birth to 18 Months)

### Widely Held Expectations

- Child begins to develop eye-hand coordination
- Child manipulates materials with increasing precision (reaches for toys, plays with toes, shakes keys to make sound, carries blanket, etc.)
- Child explores with writing materials

### Learning in Action: Examples

#### The Infant

- Develops eye-hand coordination, (follows objects with eye, passes objects from one hand to another, waves bye-bye, etc.)
- Scribbles on paper using large crayons or pencils
- Uses thumb and forefinger to pick up items (pincer grasp)

#### The Adult

- Provides crayons and other art materials for infant to explore
- Respects scribbles as early forms of writing
- Writes child's name on artwork, cubby, and all personal supplies

#### THE ENVIRONMENT INCLUDES

- A variety of writing tools (large sheets of paper, large crayons and pencils, large paint brushes, etc.)
- Displays of children's art around the room at child's eye level
- Pictures, posters, labels on cubbies and materials, toy shelves etc.

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Language & Literacy

## Print Awareness & Early Writing Toddlers (18 Months to 3 Years)

### Widely Held Expectations

- Child manipulates materials with increasing precision
- Child shows an awareness of print as a form of meaningful communication
  - Environmental print (road signs, signs on stores, symbols, etc.)
- Child shows an interest in early writing
  - Uses scribbles, shapes or pictures to represent specific thoughts, ideas, stories
- Child begins to recognize own name on artwork or possessions

### Learning in Action: Examples

#### The Toddler

- Uses a variety of writing tools and art materials (easel, brushes, large crayons, pencils, markers, etc.)
- Scribbles spontaneously, often using circular motions
- Identifies familiar symbols or environmental print (names, logos, food signs, etc.)
- Tells adults about drawing and asks adults to write their stories

#### The Adult

- Displays children's names on artwork, cubbies and all personal supplies
- Models the use of writing and drawing in everyday activities
- Write child's dictation on artwork
- Promotes literacy related play activities (reads stories, play with magnet letters, etc.)
- Respects children's attempts at writing

#### THE ENVIRONMENT INCLUDES

- Durable books and a variety of writing tools accessible to children (variety of paper, large crayons and pencils, paint brushes, markers, etc.)
- Displays of children's art (including children's beginning attempts at writing) around the room at child's eye level
- Pictures, posters, labels on cubbies and materials, toy shelves, etc.

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Language & Literacy

## Resources

*The Creative Curriculum for Infants & Toddlers* -- Amy Laura Dombro, Laura J. Colker, and Diane Trister Dodge

*Growing Up Reading: Learning To Read Through Creative Play* -- Jill Frankel Hauser

*Learning Language and Loving It: A Guide to Promoting Children's Social and Language Development* -- Elaine Weitzman and Janice Greenber

*Literacy: The Creative Curriculum Approach* -- Cate Heroman and Candy Jones

*Reading Magic: Why Reading Aloud to Our Children Will Change Their Lives Forever* -- Mem Fox

*Starting Out Right: A Guide to Promoting Children's Reading Success* -- Catherine E. Snow, M. Susan Burns, and Peg Griffin

*The Scientist in the Crib: What Early Learning Tells Us About the Mind* -- Alison Gopnick, Andrew N. Meltzoff, and Patricia K. Kuhl

*Tender Care and Early Learning: Supporting Infants and Toddlers in Child Care Settings* -- Jacalyn Post and Mary Hohmann

*Young Children and Picture Books: Literature from Infancy to Six (NAEYC)* -- Mary Renck Jalongo

### Books for Children

*I Love You, Sun I Love You, Moon* -- Karen Pandell and Tomic dePaola

*My First Animal Board Book* -- Dorling Kindersley Publishing

*My First Baby Games* -- Jane Manning

*My Very First Mother Goose* -- Iona Archibald Opic

*Time For Bed* -- Mem Fox

*Who's Peeking?* -- Charles Reasoner

*What Is That?* -- Tana Hoban

*In the Tall, Tall Grass* -- Denise Fleming

*Jessie Bear, What Will You Wear?* -- Nancy White Carlstrom

*Mama Mamma or Papa Papa* -- Jean Marzollo

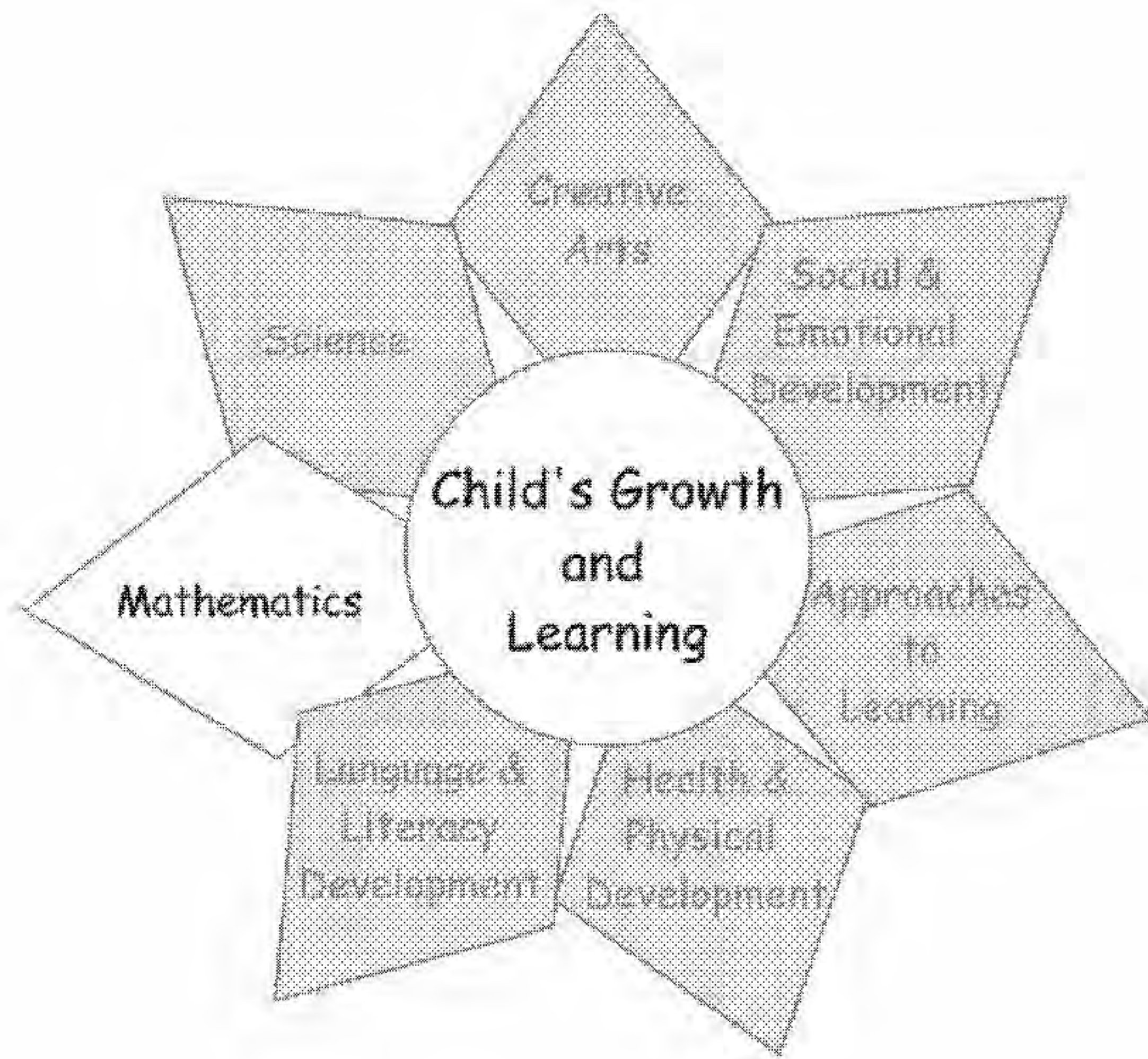
*On Mother's Lap* -- Ann Herbert Scott

*Ten, Nine, Eight* -- Molly Bang

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Language & Literacy

# Nebraska Early Learning Guidelines for Ages Birth to 3



## Mathematics

- Number and Operations
- Spatial Sense
- Patterns and Measurement

Very young children develop mathematical concepts through meaningful and active learning experiences that are broader in scope than numbers and counting.

In an inclusive, developmentally appropriate, play-based environment, infants and toddlers have opportunities to acquire and understand math-related skills and concepts using hands-on materials during play activities and in real-life situations.

These activities can help facilitate the concepts of quantity, time, and space. Adults must be flexible during daily routines and try to capture teachable moments to describe comparison concepts.

Adults must also facilitate activities that build upon young children's existing skills based on their curiosity and enthusiasm for the objects in their environment.

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### Strategies to support inclusive learning environments:

- ❖ Simplify a complicated task by breaking it into smaller parts or reducing the number of steps
- ❖ Use shorter but more frequent activities and routines

Some general accommodations to support children with special learning or developmental needs can be found on page 9 of this document, and in NDE Rule 51.

## Number and Operations Infants (Birth to 18 Months)

### Widely Held Expectations

- Child begins to develop awareness of quantity
  - Explores a variety of materials
  - Puts toys into containers of various sizes
- Child begins to show interest in real life mathematical concepts
  - Understands the concept of "more" in reference to food or play
- Child begins to imitate counting using some names of numbers

### Learning in Action: Examples

#### The Infant

- Indicates preferences (more crackers, no more milk, more music, wants to get down, etc.)
- Experiments with quantities and space (stacks blocks, fills containers, dumps objects, etc.)
- Manipulates similar objects (blocks, large beads, etc.) that are large enough not to be a choking hazard

#### The Adult

- Describes child's activities using words related to quantity (one, more, another, etc.)
- Exposes child to numbers and number concepts in pictures, books and songs
- Provides materials to explore and manipulate that are large enough not to be a choking hazard
- Models counting objects in child's environment

### THE ENVIRONMENT INCLUDES

- Materials available and accessible within the daily routine for manipulation and exploration (rattles, blocks, stacking rings, etc.)
- Materials that provide examples and encourage use of numbers (books, pictures, toys, etc.)

## Number and Operations Toddlers (18 Months to 3 Years)

### Widely Held Expectations

- Child develops awareness of numbers
  - Counts up to five
  - Uses one to one correspondence
  - Understands quantities up to 3
- Child develops an understanding of the counting process
  - Uses counting words
  - Imitates counting rhymes or songs

### Learning in Action: Examples

#### The Toddler

- Counts in nursery rhymes or songs ("Three Little Monkeys", "One Two Buckle My Shoe", etc.)
- Places object in 1 to 1 correspondence within play activities and routines (hands each child a cup, places a pretend cookie on each plate, etc.)
- Compares the quantities of small groups of objects, (all, some, none, more, less, etc.)
- Counts to five or higher from memory (recites one, two, three...)
- Identifies a single puzzle piece as "one"

#### The Adult

- Provides counting finger plays, books, songs and other activities and materials throughout the daily routine and program
- Provides opportunities for children to pair objects, to count, and to develop and practice using number words
- Uses descriptive words throughout the day (before, after, later, etc.)

#### THE ENVIRONMENT INCLUDES

- Materials available and accessible within the daily routine for sorting and counting (blocks, large beads, magnetic shapes, etc.)
- Objects that include numbers and number words (clocks, play cash register, measuring cups, etc.)

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Mathematics

## Spatial Sense Infants (Birth to 18 Months)

### Widely Held Expectations

- Child begins to develop knowledge of where things are in the environment
  - Explores materials
  - Experiments with gravity and space
- Child develops sense of self in relation to the environment

### Learning in Action: Examples

#### The Infant

- Visually follows movement of objects and people
- Gazes at own hands as they move about, waves arms to touch the dangling toy overhead, etc.
- Explores materials by using different actions with toys (shakes rattles, slides cars, rolls balls, etc.)
- Explores space by moving self over, under, through, in and around various objects and spaces
- Experiments with gravity (stacks 2-3 blocks, dangles objects on rings, drops objects off tray, etc.)
- Explores materials by pointing and poking

#### The Adult

- Provides experiences with toys with different properties (mobiles, squeaky toys, bells, toys with moving parts, cars, etc.)
- Provides blocks, empty boxes, tubes and containers for children to use in creating and constructing
- Uses descriptive words related to spatial concepts (over, under, more, less, etc.)
- Provides large boxes and climbing equipment for children to explore the physical space
- Takes children outside to explore nature and neighborhood

#### THE ENVIRONMENT INCLUDES

- A variety of materials to explore space (blocks, containers, rattles, activity boxes, etc.)
- Time and space to explore both indoors and outdoors

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Mathematics

## Spatial Sense Toddlers (18 Months to 3 Years)

### Widely Held Expectations

- Child develops knowledge of where things are in the environment
  - Begins to recognize buildings, stores, signs, parks, etc.
- Child develops geometry and spatial sense
  - Uses comparison words correctly (more, less, bigger, smaller, etc.)
  - Uses words that describe the relative position of things (close, far, up, down, etc.)
  - Learns about shapes (circle, square, triangle, etc.)
- Child groups objects together that are the same in some way
- Child uses language to demonstrate understanding of space and time (next to, on top of, in, etc.)

### Learning in Action: Examples

#### The Toddler

- Matches and sorts objects of different sizes and shapes
- Stacks objects and completes structures using a variety of different blocks
- Fills and dumps a variety of containers with different materials
- Moves through obstacle course (climbing over, under, through, around, in, out, etc.)

#### The Adult

- Provides a variety of puzzles to encourage children to problem-solve and to make comparisons (single and multiple piece puzzles, shape sorters, etc.)
- Provides experiences with different sizes and shapes of objects
- Provides blocks, empty boxes, tubes and containers for children to use in creating and constructing
- Uses descriptive words related to spatial concepts (over, under, more, less, etc.)
- Provides large boxes and climbing equipment for children to explore the physical space
- Takes children outside to explore nature and neighborhood

#### THE ENVIRONMENT INCLUDES

- A variety of materials to explore space (blocks, boxes, puzzles, containers etc.)
- Time and space to explore both indoors and outdoors

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Mathematics

## Patterns and Measurement Infants (Birth to 18 Months)

### Widely Held Expectations

- Child begins to create own patterns of self-regulation for sleeping, eating and wakeful play
- Child begins to demonstrate awareness of patterns, first visually, then through manipulation
  - Plays with toys and objects of different sizes and shapes
  - Orders a few objects by size, with assistance
- Child begins to understand time words (after, before, etc.)

### Learning in Action: Examples

#### The Infant

- Shows visual interest in contrasting colors, patterns, textures
- Begins to recognize time sequences ("After we change your diaper, we will read a story," etc.)
- Manipulates objects in a variety of ways to learn about their properties
- Uses simple nesting or stacking toys (nests two to three cups, stacks three to four blocks of graduated size, etc.)

#### The Adult

- Provides interesting materials for child to look at and play with (posters, stuffed animals, books, mirrors, pictures, balls, etc.)
- Talks about the child's activities using descriptive language related to patterns, and size, etc.
- Provides toys that have incremental sizes (nesting cups, stackable rings, etc.)

#### THE ENVIRONMENT INCLUDES

- Materials of various sizes, colors, textures, and shapes that can be manipulated in a variety of ways (blocks, snap beads, shape sorter, etc.)
- Mobiles, mirrors, visual patterns, etc.

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Mathematics

# Patterns and Measurement Toddlers (18 Months to 3 Years)

## Widely Held Expectations

- Child begins to develop knowledge of patterns
  - Begins to complete simple puzzles with varying sizes and shapes
- Child begins to demonstrate knowledge of measurement concepts
  - Understands concepts of big/little, short/tall, heavy/light
- Child shows some understanding of time sequence within the daily routine
- Child compares the size of various everyday objects (puts different people's shoes side by side to see which is longest, etc.)

## Learning in Action: Examples

### The Toddler

- Matches like objects, shapes and colors
- Completes puzzles with pieces of varying sizes and shapes
- Fills and empties containers (with sand or water, etc.)
- Recognizes times in daily routine (time to eat, time to go home, group time, nap time, etc.)
- Describes objects in play using size concepts, (talks about the tall tree on a walk to park, describes big dog, little kitty, etc.)
- Explores measuring tools (measuring cup, ruler, scale, etc.)

### The Adult

- Engages in conversations with children about size comparisons as they interact with materials throughout the day
- Helps children see similarities and differences in objects
- Provides a variety of puzzles with different sizes and shapes
- Charts child's changes in height and weight
- Provides sand and water play, giving child opportunities to pour, fill, scoop, weigh, count, dump, etc.

### THE ENVIRONMENT INCLUDES

- Materials of various sizes, colors, textures, and shapes (blocks, beads, peg boards, matching games, etc.)
- Opportunities for indoor/outdoor sand and water play
- Posted daily schedule done in both pictures and words

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Mathematics

Mathematics

# Resources

*Creative Resources for the Early Childhood Classroom (4th Edition)* -- Judy Herr

*Everyday Discoveries: Amazingly Easy Science and Math Using Stuff You Already Have* -- Sharon MacDonald

*Learning Through Play: Math-A Practical Guide* -- Sandra Waitc-Stupiansky and Nicholas G. Stupiansky

*Math for the Very Young: A Handbook of Activities for Parents and Teachers* -- Lydia Polonsky, Dorothy Freedman, Susan Leshner, and Kate Morrison

*Showcasing Mathematics for the Young Child: Activities for Three, Four and Five Year Olds* -- Juanita Copely (Editor)

## Books for Children

*Anno's Counting Book* -- Mitsumasa Anno

*Baby Minds: Brain-Building Games Your Baby Will Love* -- Linda Acredolo and Susan Goodwyn

*Baby Play and Learn* -- Penny Warner

*Catch Me & Kiss Me & Say It Again* -- Wendy Watson and Clyde Watson

*Five Little Monkeys Jumping On The Bed* -- Eileen Christelow

*Hand Rhymes* -- Marc Tolon Brown

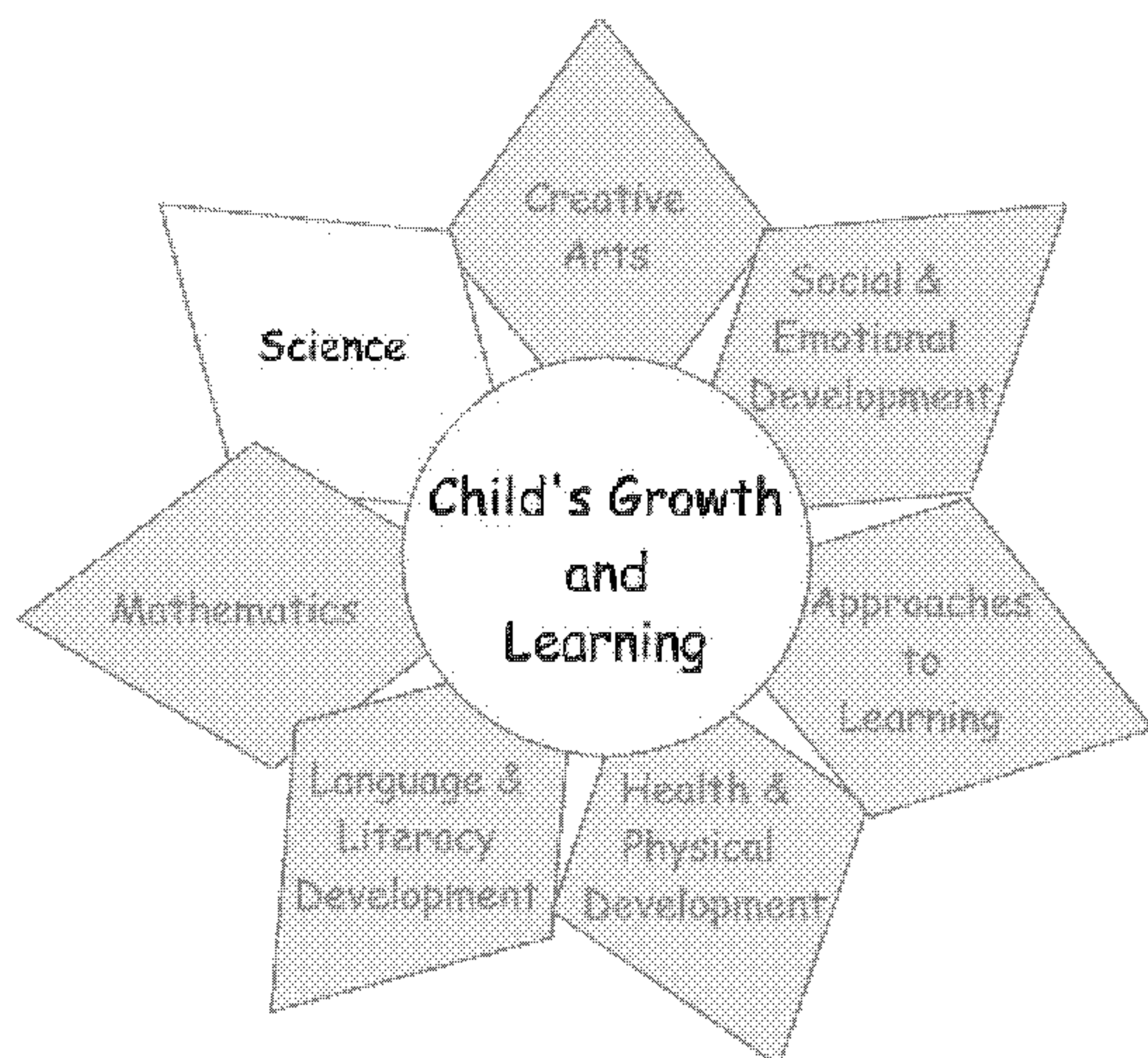
*Read Aloud Rhymes for the Very Young* -- Jack Prelutsky

*Ten, Nine, Eight* -- Molly Bang

*Two Shoes, New Shoes* -- Shirley Hughes

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# Nebraska Early Learning Guidelines for Ages Birth to 3



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# Science

• Scientific Skills and Methods

• Scientific Knowledge

(b)(6)

Very young children are natural scientists and are easily fascinated by everyday happenings. During the infant and toddler years, they use their senses to learn about the world around them. Through varied and increasingly complex explorations, they observe, manipulate, listen, reflect, and respond to guidance and encouragement from the adults around them. As they enter their preschool years, they are prepared to make decisions and become higher-level thinkers.

In quality early childhood settings for infants and toddlers, science experiences require a balance of content and process, using a multi-sensory approach. Before age three, children can begin to acquire a foundation of science-related concepts and knowledge on which to build a clear understanding of their world.

Adults should look for opportunities to expose infants and toddlers to science-related concepts and experiences, especially those present in the natural world around them.

### Strategies to support inclusive learning environments:

- ❖ Use special or adaptive devices to increase a child's level of participation
- ❖ Encourage hands-on and sensory experiences such as touching, holding, exploring, tasting, smelling, and manipulating
- ❖ Use physical guidance and support when needed to promote the child's full participation

Some general accommodations to support children with special learning or developmental needs can be found on page 9 of this document, and in NDE Rule 51.

Science

## Scientific Skills & Methods Infants (Birth to 18 Months)

### Widely Held Expectations

- Child shows interest in surroundings by focusing on faces and objects in close range
- Child gathers information through the senses (mouthing, grasping, reaching, etc.)
- Child repeats actions that have been successful in reaching a goal
  - Uses cause and effect strategies (drops toys over side of highchair, etc.)

### Learning in Action: Examples

#### The Infant

- Learns about the environment through movement and sensory exploration (seeing, hearing, touching, tasting, etc.)
- Shows initiative and curiosity (pursues interesting object - first visually, then by reaching, crawling, etc.)
- Manipulates new toy to discover what it will do
- Pats, pushes, squishes, and pounds play dough to experience how it feels

#### The Adult

- Provides toys and materials that encourage safe, active exploration based on the child's abilities (rattles, balls, water play, etc.)
- Describes the child's actions and the properties of objects as the child explores and manipulates them
- Supports the child's interest in and exploration of the environment, both indoors and outdoors

#### THE ENVIRONMENT INCLUDES

- Materials that are accessible throughout the day for observation, exploration and manipulation (rattles, blocks, activity boxes, etc.)
- Opportunities to experience natural objects and events (rain and snow, living creatures, plants, etc.)

## Scientific Skills & Methods Toddlers (18 Months to 3 Years)

### Widely Held Expectations

- Child begins to develop scientific skills and methods
  - Makes observations, describes objects and actions in the environment
  - Begins to make comparisons between objects that have been observed
  - Demonstrates initiative and curiosity in exploring the environment
- Child uses descriptive words in speech
- Child uses senses, materials, events in nature, and the environment to investigate and expand knowledge

### Learning in Action: Examples

#### The Toddler

- Explores the environment and uses objects in a variety of ways to find out how they work, what they can do, etc.
- Describes objects and actions (big ball, run fast, lights off, etc.)
- Initiates activity and makes choices (toy to play with, clothing to wear, etc.)
- Uses water and sand toys to explore texture, weight, measurements, etc.

#### The Adult

- Provides materials that invite and encourage safe manipulation and exploration (blocks, puzzles, art materials, books, puppets, etc.)
- Promotes children's active exploration of the environment, both indoors and outdoors
- Talks with children about their activities (including open-ended questions)
- Encourages children's curiosity and answers questions

#### THE ENVIRONMENT INCLUDES

- Materials that are accessible throughout the day for observation, exploration and manipulation, including natural objects and events (plants, fish tank, scales, water and sand toys, etc.)
- Opportunities to experience and interact with sand and water, rain and snow, plants and animals

Science

## Scientific Knowledge Infants (Birth to 18 Months)

### Widely Held Expectations

- Child uses all five senses to explore and understand surroundings
- Child begins forming a basic understanding of simple cause and effect relationships
- Child begins to name common objects in the environment

### Learning in Action: Examples

#### The Infant

- Explores strategies to create a result (shakes rattle to see if it produces a sound, tries to activate musical toy, etc.)
- Gains knowledge about the environment through observation and physical manipulation (banging hard objects together produces a sound, stack of blocks falls when pushed, water splashes, etc.)
- Names some natural items (dog, tree, bird, snow, etc.)

#### The Adult

- Provides natural objects for children to explore, both indoors and out, as well as experiences related to science concepts (snow, wind chimes, animal sounds, various textures and scents, etc.)
- Names natural objects and describes comparisons between objects (big/little, soft/hard, wet/dry, etc.)
- Provides books, pictures, and toys that represent nature realistically (photos of animals rather than cartoon-type animals, etc.)
- Talks with children about everyday events as they occur in nature

#### THE ENVIRONMENT INCLUDES

- A variety of materials, both indoors and outdoors, from the natural world (plants, animals, etc.)
- Time outdoors to observe natural objects and events

Science



# Scientific Knowledge Toddlers (18 Months to 3 Years)

## Widely Held Expectations

- Child develops scientific knowledge through active exploration of the environment
  - Shows interest in the natural world
  - Interacts with materials to gain knowledge about them
- Child develops understanding of simple cause and effect relationships
- Child shows interest in scientific concepts related to space and time
- Child shows increased knowledge and memory for details and routines

## Learning in Action: Examples

### The Toddler

- Gains knowledge about the environment through physical manipulation (puts shapes in shape box, engages in sand and water play, etc.)
- Recognizes and identifies properties of objects (big/little, hot/cold, in/out, etc.)
- Expands vocabulary related to scientific concepts: names animals, describes weather (rain, snow, sun, etc.)
- Goes to sink to wash hands when called for lunch or snack

### The Adult

- Provides natural objects for children to observe and explore, both indoors and outdoors
- Provides books, pictures, and toys that represent nature (photos of animals rather than cartoon-type animals, etc.)
- Talks with children about natural objects and everyday events as they occur in nature
- Encourages children to make comparisons between objects (big/little, soft/hard, wet/dry, etc.)

#### THE ENVIRONMENT INCLUDES

- A variety of materials, both indoors and outdoors, from the natural world (plants, animals, etc.)
- Time outdoors to observe natural objects and events
- Field trips to farm, aquarium, zoo, nursery, garden, etc.

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# Resources

*Bugs to Bunnies* -- Ken Goin, Eleanor Ripp, and Kathleen Nastasi Solomon

*Everyday Discoveries: Amazingly Easy Science and Math Using Stuff You Already Have* -- Sharon MacDonald

*Hollyhocks and Honeybees: Garden Projects for Young Children* -- Sara Starbuck, Marla Olthof, and Karen Midden

*Kitchen Science* -- Shar Levine and Leslie Johnstone

*Learning Through Play: Blocks* -- Ellen Booth Church

*More Mudpies to Magnets: Science for Young Children* -- Elizabeth A. Sherwood, Robert A. Williams, and Robert E. Rockwell

*Nature in a Nutshell for Kids: Over 100 Activities You Can Do in Ten Minutes or Less* -- Jean Potter

*Pint-size Science: Finding-Out Fun for You and Your Young Child* -- Linda Allison and Martha Weston

*Your Child At Play: Birth to One Year: Discovering the Senses and Learning About the World (2nd Edition)* -- Marilyn Segal

## Books for Children

*Farm Animals* -- Phoebe Dunn

*Growing* -- Fiona Pragoff

*I Love You, Sun I Love You, Moon* -- Karen Pandell and Tomie dePaola

*I Can, I See, I Hear, I Touch* -- Helen Oxenbury (4 books)

*Machines At Work* -- Byron Barton

*Mud!* -- Charnan Simon

*The Five Senses* -- Keith Faulkner

*Animal Sounds for Baby* -- Cheryl Willis Hudson

*Ring! Bang! Boom!* -- Little Golden Books

*Touch and Feel Series* -- Dorling Kindersley Publishing

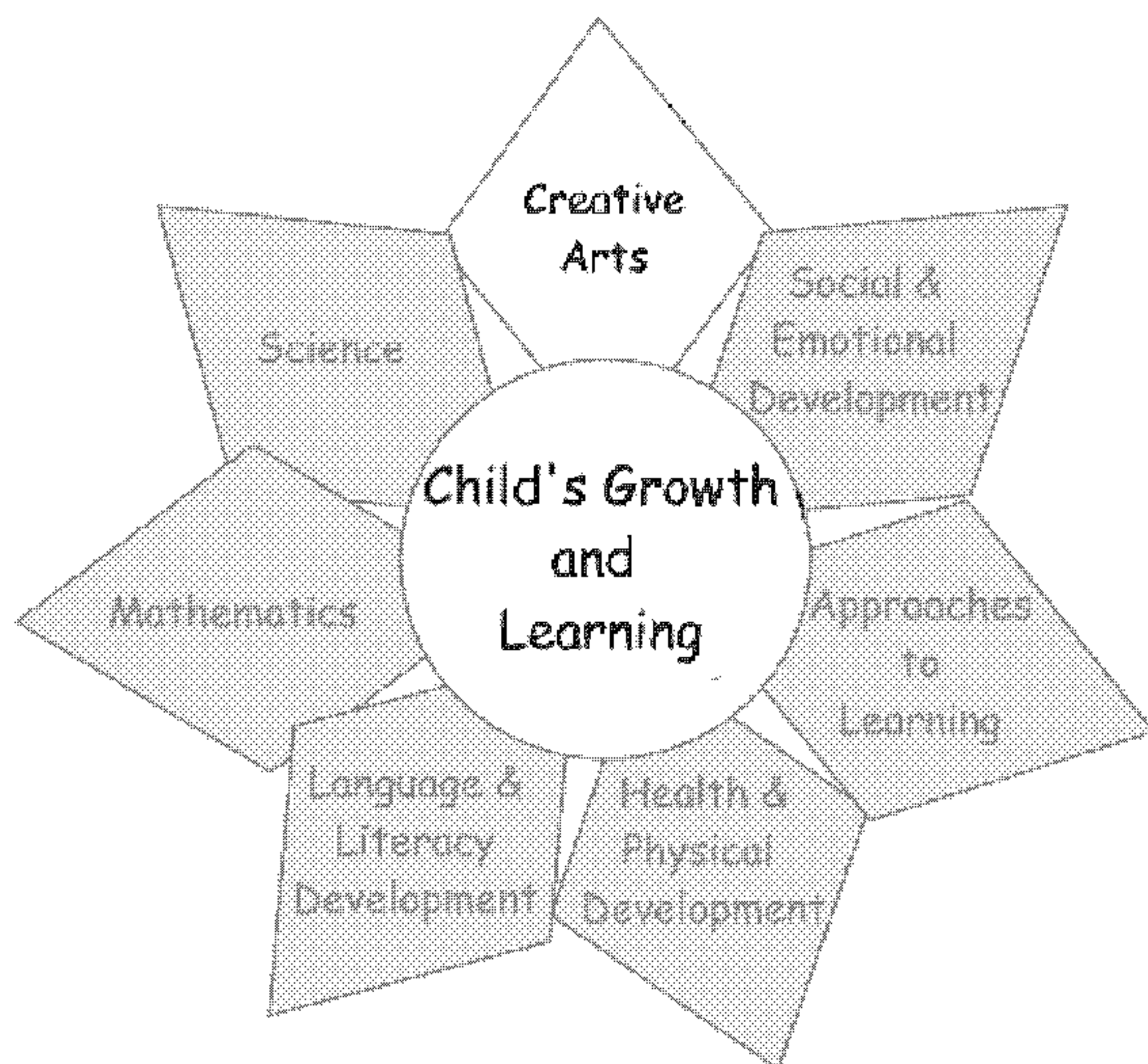
*Push, Pull, Empty, Full: A Book of Opposites* -- Tana Hoban

*The Very Hungry Caterpillar* -- Eric Carle

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Science

# Nebraska Early Learning Guidelines for Ages Birth to 3



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# Creative Arts

- Music
- Art
- Movement
- Dramatic Play

Creative arts experiences open an avenue for the development and expression of individual ideas, feelings, and interests. Although these are more readily observed in older preschoolers, they have their beginnings in the infant and toddler years.

Music, movement, dramatic play, and tactile sensory activities - including but not limited to art - can all provide opportunities for creative exploration and individual expression in children younger than three years of age.

Creative arts promote the growth of individuality, self-confidence, self-esteem, and imagination. They encourage expression of the child's personal and cultural uniqueness. They also provide opportunities to enhance the child's physical, social, and cognitive development.

Materials and activities should be available to provide creative arts experiences. The child's experience should provide a process for self-expression rather than focusing on a specific product or outcome. Children should be encouraged but not forced to participate in creative arts activities, in keeping with their level of development and individual interests. Child safety should be a primary consideration in any activities that are offered. As with all activities involving infants and toddlers, they must be concrete and hands-on in order to provide a meaningful learning experience.

## Strategies to support inclusive learning environments:

- ❖ Provide materials that can be easily adapted for independent participation
- ❖ Materials should be easily accessible to encourage participation
- ❖ Adapt the environment to promote participation, engagement and learning using a variety of textures

Some general accommodations to support children with special learning or developmental needs can be found on page 9 of this document, and in NDE Rule 51.

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## Music Toddlers (18 Months to 3 Years)

### Widely Held Expectations

- Child shows interest and participates in music activities through gestures, movement and dancing
- Child expresses self creatively to variations in music in the environment (rhythm, volume, tempo, etc.)
- Child enjoys producing music with instruments and singing simple songs
- Child enjoys repetition of favorite songs and other musical experiences

### Learning in Action: Examples

#### The Toddler

- Claps, bounces, and begins to dance to music
- Uses instruments to produce rhythm and musical sounds
- Experiments with a variety of sound-making objects
- Participates in musical activities (singing, dancing, finger plays, etc.)
- Knows and asks for favorite songs
- Participates in group singing activities for short periods of time

#### The Adult

- Provides musical experiences for the child in a variety of ways (singing, musical instruments, recorded music, etc.)
- Plans for and encourages the child's participation in musical activities including learning through repetition
- Exposes the child to a variety of types of music (classical, ethnic, children's songs, etc.) from a variety of cultures/languages/backgrounds

#### THE ENVIRONMENT INCLUDES

- A variety of types of music such as lullabies, classical, jazz, folk music, children's songs, and songs from other cultures and languages
- Simple instruments and toys that make sounds

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Creative Arts

## Music Infants (Birth to 18 Months)

### Widely Held Expectations

- Child becomes calm when sung to, or talked with in a soothing voice
- Child shows interest in and responds to music
- Child enjoys producing music and other sounds with rattles, bells, music boxes, etc.
- Child delights in new ability to produce sounds (smacks lips, squeals on purpose, etc.)

### Learning in Action: Examples

#### The Infant

- Responds to music in the environment (calms to lullaby, looks for sound from musical toy, etc.)
- Enjoys listening to favorite songs and may participate through simple movements such as clapping or touching body parts
- Enjoys own music and noises (bangs spoon on tray, claps and giggles, mimics sounds, etc.)

#### The Adult

- Provides musical experiences for the child in a variety of ways, (singing, musical toys, recorded music, etc.)
- Encourages the child's interest and participation in musical activities
- Exposes the child to a variety of types of music (lullabies, classical, children's songs, etc.) from a variety of cultures/languages/backgrounds

#### THE ENVIRONMENT INCLUDES

- A variety of types of music such as lullabies, classical, jazz, folk music, children's songs, and songs from other cultures and languages
- Simple instruments and toys that make sounds

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## Art Infants (Birth to 18 Months)

### Widely Held Expectations

- Child responds to visual elements present in the environment (light, color, patterns, etc.)
- Child participates in and enjoys a variety of tactile/sensory experiences such as water, textures, etc.
- Child begins to use art media such as large crayons, finger paint, etc.
- Child explores the shape of objects

### Learning in Action: Examples

#### The Infant

- Looks at pictures and other types of displays in the environment
- Responds to sensory experiences such as water play, texture books or toys, etc.
- (Older infant) experiments with finger paint, large crayons, and other suitable art materials

#### The Adult

- Provides safe art materials and opportunities for children to use them in a variety of ways (avoids items that create a choking hazard, toxic or eye/skin-irritating materials)
- Provides a variety of visual displays in the environment (mobiles, pictures, etc.)
- Provides a variety of sensory experiences for children

#### THE ENVIRONMENT INCLUDES

- Colorful paper, markers, crayons, finger paint, smocks, etc.
- Opportunities for active exploration which is encouraged through access to materials and ease of clean-up
- Pictures and art displayed at the child's level

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Creative Arts

Creative Arts

## Art Toddlers (18 Months to 3 Years)

### Widely Held Expectations

- Child experiments with art media by painting, scribbling, using play dough, etc.
- Child shows pride in ability to use art materials
- Child uses a variety of materials creatively to represent other items (blocks, dramatic play materials, clay, etc.)
- Child shows preferences for colors or pictures
- Child uses various tools to make marks (fingers, crayons, big brushes, etc.)

### Learning in Action: Examples

#### The Toddler

- Scribbles with a variety of art tools (large pencils, crayons, paint brushes, etc.)
- Experiments with new materials (clay, fingerpaint, markers, art paper, etc.)
- Uses a variety of materials to create art (play dough, popsicle sticks, yarn, paint, glue etc.)
- Enjoys showing his/her completed art to others

#### The Adult

- Provides safe art materials and opportunities for children to use them in a variety of ways (avoids items that create a choking hazard, toxic or eye/skin-irritating materials)
- Focuses on process rather than product in art activities, allowing children to use art as a form of self-expression
- Displays children's artwork; calls attention to and discusses displayed art with children

#### THE ENVIRONMENT INCLUDES

- Materials to experiment with (paint, easels, crayons, markers, various types of paper, soft clay, stamps, etc.)
- Opportunities for active exploration which is encouraged through access to materials and ease of clean-up
- Pictures and art displayed at the child's level
- Art equipment at child's level available and accessible throughout the day (low tables, crayons, paper, easels, paints, smocks, etc.)

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## Movement Infants (Birth to 18 Months)

### Widely Held Expectations

- Child begins to discover own body
- Child demonstrates balance and body coordination in movement
  - Changes positions smoothly
- Child shows growing skill in physical activities
  - Progresses from rolling over to creeping, crawling, standing with help, cruising around furniture, to walking

### Learning in Action: Examples

#### The Infant

- Shows increasing body control (rolls, sits, crawls, walks, etc.)
- Kicks and wiggles upon hearing familiar sounds
- Likes to engage in movement activity with adult (dances, finger plays, etc.)
- Begins to initiate or imitate simple body movements (claps hands, touches body parts, etc.)
- Uses body to make sounds (slaps tray, bangs blocks, splashes water in tub, etc.)

#### The Adult

- Allows many opportunities for children to move and explore their environment
- Provides movement experiences through toys, materials, activities, and equipment
- Engages in movement activities with children and encourages their participation

#### THE ENVIRONMENT INCLUDES

- Open space, both indoors and outdoors, for children to move freely according to their level of development and ability
- Open floor space and equipment to support safe active movement (crawling, cruising, walking, etc.)

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Creative Arts

## Movement Toddlers (18 Months to 3 Years)

### Widely Held Expectations

- Child demonstrates balance and body coordination in movement
- Child represents experiences and concepts through movement
- Child runs with ease, stops and starts with precision

### Learning in Action: Examples

#### The Toddler

- Shows increasing body control (hops, jumps, marches, etc.)
- Enjoys creative movement ("hops like a rabbit", "flies like a bird", etc.)
- Enjoys silly songs ("Ring Around the Rosey", "Hokey Pokey", etc.)
- Plays "Follow the Leader" around a simple course
- Enjoys riding and action toys (pretends to be riding a truck, motorcycle, plane, etc.)
- Imitates the ways adults use tools/appliances around the house
- Dances to music and songs

#### The Adult

- Provides movement experiences through materials, equipment, and simple games, both indoors and outdoors
- Engages children in movement activities and encourages their participation as a means of self-expression

#### THE ENVIRONMENT INCLUDES

- Open space, both indoors and outdoors, for children to move freely according to their level of development and ability
- Materials that encourage movement (riding toys, boxes for pretend play, balls, scarves, streamers for dancing, etc.)

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Creative Arts

## Dramatic Play Infants (Birth to 18 Months)

### Widely Held Expectations

- Child responds to pretend play activities initiated by adult (facial expressions, animal and vehicle sounds, peek-a-boo, etc.)
- Child uses body to make sounds (slaps tray, bangs blocks, splashes water, etc.)
- Child plays with dramatic play materials (animals, vehicles, dolls, etc.)

### Learning in Action: Examples

#### The Infant

- Focuses on and responds to adult facial expressions and voice tones
- Shows enjoyment in interaction with adults who provide dramatic play experiences (music and songs, facial expressions and gestures, animal sounds and actions, etc.)
- Imitates sounds, facial expressions, and gestures of another person
- Plays with toys that represent real objects (animals, vehicles, dolls, spoons, etc.)

#### The Adult

- Interacts with the child, using various facial expressions and voice tones
- Provides toys and materials that encourage the child to use representation for the real item (stuffed animals or puppets, dolls, spoons, cups, etc.)
- Shows enjoyment when the child initiates actions

#### THE ENVIRONMENT INCLUDES

- A variety of toys and materials that encourage exploration and interaction (mirrors, phones, play food, etc.)
- Materials representing various cultures (pictures, food, dolls, books, clothes, music, toys, etc.)

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# Dramatic Play Toddlers (18 Months to 3 Years)

## Widely Held Expectations

- Child participates in a variety of dramatic play activities
  - Uses words and/or actions to portray a role, situation, or setting
  - Uses a variety of dramatic play materials (dishes, dolls, cars/trucks, telephone)
  - Uses an object to represent something else (block becomes a phone, ball becomes an apple, etc)
- Child begins to assume the role of someone or something else in dramatic play
  - Engages in role play independently or next to other children
  - Acts out simple games or stories with adult support

## Learning in Action: Examples

### The Toddler

- Engages in dramatic play activities alone or with others
- Relates or acts out scenes from home or other familiar setting
- Uses props that represent real objects (animals, vehicles, puppets, spoons, etc.)
- Enjoys pretending to be different things (elephant, monkey, tree in the wind, etc.)
- Babbles in a flow of words while pretending to "talk" to stuffed animals
- Plays actively in the dramatic play area sometimes watching and sometimes imitating actions

### The Adult

- Plans for and provides opportunities for children to engage in dramatic play
- Provides materials to encourage dramatic play, including duplicates of popular toys to minimize conflict
- Interacts with children to encourage their involvement in dramatic play activities

### THE ENVIRONMENT INCLUDES

- A variety of toys, materials, and equipment that stimulate dramatic play (dolls, phones, dishes, dress-up clothes, shoes, play food, hats, etc.)
- Duplicates of favorite toys
- Materials representing various cultures (flags, pictures, food, dolls, books, clothes, music, toys, etc.)

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Creative Arts

# Resources

*Beginning With Babies* -- Mary Lou Kinney and Patricia Witt Ahrens

*First Art: Art Experiences for Toddlers and Twos* -- Mary Ann F. Kohl

*Making Sounds, Making Music, and Many Other Activities for Infants: 7 to 12 Months* -- Judy Herr and Terri Swim

*Playtime Props for Toddlers* -- Carol Gnojewski and Priscilla Burris

*Poking, Pinching, and Pretending: Documenting Toddlers' Explorations with Clay* -- Dee Smith and Jeannie Goldhaber

*The Power of Play* -- Claire Lerner and Sharon Greenip

*Rhyming Books, Marble Painting, and Many Other Activities for Toddlers: 25-36 Months* -- Judy Herr and Terri Swim

*Your Child at Play: One to Two Years: Exploring, Daily Living, Learning and Making Friends (2nd Edition)* -- Marilyn Segal

*Your Child at Play: Two to Three Years: Growing Up, Language, and the Imagination (2nd Edition)* -- Marilyn Segal

## Books for Children

*I, 2, 3 Music!* -- Sylvic Auzary-Luton

*Baby Dance* -- Ann Taylor

*Clap Hands* -- Helen Oxenbury

*Color Zoo* -- Lois Ehlert

*From Head to Toe* -- Eric Carle

*In the Garden with Van Gogh* -- Julie Merberg

*The Lucy Cousins Book of Nursery Rhymes* -- Lucy Cousins

*Peek-A-Boo!* -- Janet Alhberg and Allan Ahlberg

*Rolie Polie Olie* -- Bill Joyce

*Many Colors of Mother Goose* -- Cheryl Willis Hudson

*A Picnic with Monet* -- Julie Merberg

*In My World* -- Lois Ehlert

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Creative Arts

## General Resources

These selected general resources are offered as a starting place, with words and images that may bring new appreciation for and understanding about our meaningful work with young children. Relevant research is also cited as foundational to all of the domains of learning. Additionally, references that are specific to each of the learning domains are presented within the various sections of the document.

These and many other resources may be borrowed by Nebraska residents from the Early Childhood Training Center. A web-based search of these media materials is offered at [www.esu3.org/ectc](http://www.esu3.org/ectc) or telephone contact may be made: 1-402-597-4826, or toll-free 1-800-89CHILD.

### Nurturing Interactions and Relationships

*The Baby Bond: How to Raise an Emotionally Healthy Child*, Dianna Hinc. Tuscon, AZ: Cocoon Books, 1998.

*Bambini: The Italian Approach to Infant and Toddler Caregiving*, Lella Gandini and Carolyn Pope-Edwards. New York, New York, NY: Teachers College Press, 2003.

*Character Development: Encouraging Self-Esteem and Self-Discipline in Infants, Toddlers, and Two-Year-Olds*, Polly Greenberg. Washington, DC: National Association for the Education of Young Children, 1991.

*Culture and Attachment: Perceptions of the Child in Context*, Robin L. Harwood, Joan G. Miller, and Nydia L. Irizarry. New York, NY: Guilford Press, 1997.

*The Emotional Life of the Toddler*, Alicia F. Lieberman. New York, NY: The Free Press, 1993.

*Enhancing Early Emotional Development: Guiding Parents of Young Children*, Jean W. Gowen and Judith B. Nebrig. Baltimore, MD: Brookes Publishing Co., 2001.

*Holding Time*, Martha G. Welch. New York, NY: Simon and Schuster, 1988.

*The Irreducible Needs of Children: What Every Child Must Have to Grow, Learn and Flourish*, T. Berry Brazelton and Stanley I. Greenspan. Cambridge, MA: Perseus Publishing, 2000.

*Me, Myself and I: How Children Build Their Sense of Self: 18-36 months*, Kyle D. Pruett. New York, NY: Goddard Press, 1999.

*Right From Birth: Building Your Child's Foundation for Life: Birth to 18 months*, Craig T. Ramey and Sharon L. Ramey. New York, NY: Goddard Press, 1999.

*Simple Steps: Developmental Activities for Infants, Toddlers, and Two-Year-Olds*, Karen Miller. Beltsville, MD: Gryphon House, 1999.

*Tender Care and Early Learning: Supporting Infants and Toddlers in Child Care Settings*, Jacalyn Post and Mary Hohmann. Ypsilanti, MI: High Scope Press, 2000.

*Touchpoints: Your Child's Emotional and Behavioral Development - Birth-3: The Essential Reference for the Early Years*, T. Berry Brazelton. Cambridge, MA: Perseus Publishing, 1994.

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### Celebrating Children's Growth, Development and Learning

Responsive, effective teaching and caregiving depends on an understanding of how young children learn and grow, described in the following:

*Attachment Disorganization*, Judith Solomon and Carol C. George (Eds.), New York, NY: Guilford Press, 1999.

*Building Healthy Minds: The Six Experiences That Create Intelligence and Emotional Growth in Babies and Young Children*, Stanley Greenspan and Nancy Breslau Lewis. New York, NY: Perseus Publishing, 2000.

*From Neurons to Neighborhoods, The Science of Early Childhood Development*, Jack P. Shonkoff and Deborah Phillips, (Eds.). Washington, DC: National Academy Press, 2000.

*Getting In Tune: The Powerful Influence of Music on Young Children's Development*, Claire Lerner and Lynette Ciervo. Washington, DC: Zero to Three Publications, 2002.

*Handbook of Early Childhood Intervention*, Jack P. Shonkoff and Samuel J. Meisels (Eds.). Cambridge, UK: Cambridge University Press, 2000.

*Handbook of Early Literacy Research*, Susan B. Neuman and David K. Dickinson. New York, N.Y.: The Guilford Press, 2001.

*Handbook of Infant Mental Health*, Second Edition, Charles Zeanah. New York, NY: Guilford Press, 2000.

*Meaningful Differences in the Everyday Experience of Young American Children*, Betty Hart and Todd R. Risley. Baltimore, MD: Brookes Publishing Co., 1995.

*Rethinking the Brain: New Insights Into Early Development*, Revised Edition, Rima Shore. New York, NY: Families and Work Institute, 2003.

*Sing a Song of Popcorn: Every Child's Book of Poems* -- selected by Mary White, Eva Moore, Beatrice De Regniers, Jan Carr and illustrated by nine Caldecott Medal artists

*The Social World of Children: Learning to Talk*, Betty Hart and Todd R. Risley. Baltimore, MD: Brookes Publishing Co., 1999.

### Where All Belong -- Celebrating Our Diversity

Effective practices with young children value the unique and individual characteristics of children, including their special learning or developmental needs. Children's growth and learning is fostered when the environment reflects the child's culture and also supports both the child's native language and English. Accommodations are made to insure that all children can actively and meaningfully participate in the early childhood setting.

*DEC Recommended Practices: A Comprehensive Guide for Practical Application in Early Intervention/Early Childhood Special Education*, Susan Sandall, Mary Louise Hemmeter, Barbara J. Smith, and Mary E. McLean. Longmont, CO: Sopris West, 2005.

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*Diversity in the Classroom, New Approaches to the Education of Young Children*, Frances E. Kendall. New York, NY: Teachers College Press, 1996.

*Infant Development and Risk: An Introduction*, Anne H. Widerstrom, Barbara A. Mowder, Susan R. Sandall, Robert E. Nickl, Helen Harrison, and Harriet Able-Boone. Baltimore, MD: Brookes Publishing Co., 1996.

*Promoting Learning Through Active Interaction: A Guide to Early Communication with Young Children Who Have Multiple Disabilities*, M Diane Klein, Deborah Chen, and C. Michele Haney. Baltimore, MD: Brookes Publishing Co., 2000.

### The Respectful and Inviting Environment

The physical environment of children can be a powerful invitation to children's learning. These selected resources provide guidance to the underlying values and present practical strategies that can engage children in a trusting and creative manner.

*Alerta: A Multicultural, Bilingual Approach to Teaching Young Children*, Leslie R. Williams and Yvonne De Gactano. Boston, MA: Addison Wesley, 1984.

*Caring for Our Children, National Health and Safety Performance Standards. Guidelines for Out-of-Home Child Care Programs. 2nd edition*, American Academy of Pediatrics, American Public Health Association, National Resource Center for Health and Safety in Child Care. Elk Grove Village, IL: American Public Health Association, 2002.

*Caring Spaces, Learning Places: Children's Environments That Work*, Jim Greenman. Edmond, WA: Exchange Press, 2005

*Creating Rooms of Wonder: Valuing and Displaying Children's Work to Enhance the Learning Process*, Carol Seefeldt. Beltsville, MD: Gryphon House, 2002.

*Family Day Care Environment Rating Scale*, Thelma Harms and Richard Clifford. New York, NY: Teachers College Press, 1989

*Design for Living and Learning: Transforming Early Childhood Environments*, Deb Curtis and Margie Carter. St. Paul, MN: Redleaf Press, 2003

*Infant/Toddler Environment Rating Scale*, Thelma Harms, Debby Cryer, and Richard Clifford. New York, NY: Teachers College Press, 2003.

*Secure Relationships: Nurturing Infant-Toddler Attachment in Early Care Settings*, Alice Honig. Washington, D.C.: National Association for the Education of Young Children, 2002.

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*Child Observation Record for Infants and Toddlers*, Ypsilanti, MI: High/Scope, 2001.

*Early Learning Standards: Creating the Conditions for Success*, National Association for the Education of Young Children and the National Association of Early Childhood specialists in State Departments of Education. Washington, DC: Author, 2001.

*Head Start Child Outcomes Framework*, Head Start. Washington, DC: Head Start, 2001.

*The Ounce Scale*, Samuel Meisels, Dorothea Marsden, Amy Laura Dombro, Donna Weston, and Abigail Jewkes. Lebanon, IN: Pearson Early Learning, 2003.

*What's Next: Planning Strategies and Activities Around Infant-Toddler COR Observations*, Ypsilanti, MI: High/Scope Press, 2004.

### Working Effectively with Families

Families play a critical role in children's growth and learning. Not only are they a child's first and primary early teacher, starting with their early relationships and interaction, they continue to influence their child's growth. Families and teachers/caregivers who partner effectively will enjoy a meaningful relationship and share valuable communication that supports a child's sense of trust, belonging and success as a learner.

*Activities for Parent-Child Interaction*, Ypsilanti, MI: High/Scope Educational Research Foundation, 1982.

*Circle of Love: Relationships Between Parents, Providers, and Children in Family Child Care*, Amy Baker and Lynn Manfredi-Pettis. St. Paul, MN: Redleaf Press, 1998.

*Continuity in Early Childhood: A Framework for Home, School, and Community Linkages*, Regional Educational Laboratories' Early Childhood Collaboration Network. U.S. Department of Education, 1995.

*Getting Men Involved: Strategies for Early Childhood Programs*, James A. Levine, Dennis Murphy, and Sherrill Wilson. New York, NY: Scholastic, 1994.

*A Guide to Creating Partnership with Parents*, Mary Lane and Sheila Signer for Far West Laboratory for Educational Research and Development. Sacramento, CA: California Department of Education, 1990.

*Parent Involvement Begins at Birth: Collaboration between Parents and Teachers of Children in the Early Years*, Sally Goldberg. Boston, MA: Allyn and Bacon, 1997.

*Parenting Skills Workshop Series: A Manual for Parent Educators*, John Bailey, Sandra Wilkins, and Susan Perkins. Ithaca, NY: Cornell University, Cornell Cooperative Extension, 1995.

*Partnering with Parents: 29 Easy Programs to Involve Parents in the Early Learning Process*, Bob Rockwell and Janet Rockwell Knickkamp. Beltsville, MD: Gryphon House, 2003.

*Supporting and Strengthening Families: Methods, Strategies and Practices*, Carl Dunst, Carol Trivette, and Angela Deal (Eds.). Cambridge, MA: Brookline Books, 1994.

*Trainer's Manual, Module IV: Culture, Family and Providers*, WestEd in collaboration with the California Department of Education. Sacramento, CA: FarWest Laboratory, 1995.

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### Approaches to Young Children's Learning

Children's development and learning is fostered in an active, nurturing, relationship-based and safe environment that adults carefully and intentionally design, illustrated through the following resources.

*Beautiful Beginnings: A Developmental Curriculum for Infants and Toddlers*, Helen Raikes and Jane McCall Whitner. Baltimore, MD: Brooks Publishing Co., 2005.

*Creative Curriculum for Infants and Toddlers, Revised Edition*, Amy Laura Dombro, Laura Colker, and Diane Trister Dodge. Washington, DC: Teaching Strategies, Inc., 1997.

*Creative Curriculum for Family Child Care*, Diane Trister Dodge and Laura J. Colker. Washington, DC: Teaching Strategies, Inc. 1998.

*Developmentally Appropriate Practice in Early Childhood Programs (Revised Edition)*, Sue Bredekamp and Carol Copple (Eds.). Washington, DC: National Association for the Education of Young Children, 1997.

*The Hundred Languages of Children: The Reggio Emilia Approach in Early Childhood Education*, Carolyn Edwards, Lella Gandini, and George Forman. Greenwich, CT: Ablex, 1998.

*Prime Times: A Handbook for Excellence in Infant and Toddler Care*, Jim Greenman and Anne Stonchouse. St. Paul, MN: Redleaf Press, 1996.

*The Power of Observation*, Linda Jablon, Amy Laura Dombro, and Margo Dichtelmiller. Washington, DC: Teaching Strategies, 1999.

*The Power of Play: Learning through play from birth to three, Zero to Three*. New York, NY: authors, 2004.

*The Program for Infant/Toddler Caregivers*, FarWest Laboratory for Educational Research and Development. Sacramento, CA: California Department of Education, 1993.

*Together in Care: Meeting the Intimacy Needs of Infants and Toddlers in Groups*. Sacramento, CA: Program for Infant/Toddler Caregivers (PITC) of WestED Center for Child and Family Studies and the California Department of Education Child Development Division, 1994.

### Measuring Growth – Effective Assessment Practices

Assessment should utilize contexts and settings that are familiar to children and are reflective of their everyday work or routines. Multiple tools should be utilized, with heavy reliance on observational gathering and recording of children's growing and demonstrated knowledge and skills.

*Assessment, Evaluation and Programming System for Infants and Children*, Diane Bricker. Maryland: Brookes Publishing Co., 2002.

*Basics of Assessment: A Primer for Early Childhood Professionals*, Oralie McAfee, Deborah Leong, and Elena Bodrova. Washington, DC: NAEYC, 2004.

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## Definitions

**Accommodations** – Changes in the curricular material and experiences to accommodate a child's particular needs.

**Approaches to Learning** – General approach to learning includes child's attitudes, habits, and learning styles.

**Assessment and Evaluation** – A process through which evidence is gathered in a range of content areas to determine both a child's understanding and the ability to apply that understanding.

**Attachment** – The formation of significant and stable emotional connections between a child and the significant people in its life.

**Biological Rhythm** – A cyclical, repeated variation in a biological function.

**Competence** – Possession of required skill, knowledge, or capacity.

**Cooperative Play** – Making or doing something together that requires the skills, ideas, and contributions of each person.

**Diversity** – Recognizing and valuing differences; includes the belief that each family has its own structure, roles, values, beliefs, and coping styles. Respect for and acceptance of this diversity is a cornerstone of high quality, family-centered programs.

**Developmental Delay** – A child birth through age eight who has been identified by a multidisciplinary team as having either a significant delay in the function of one or more of the following areas: cognitive development; physical development; communicative development; social or emotional development; or adaptive behavior or skills development, or a diagnosed physical or medical condition that has a high probability of resulting in a substantial delay in function in one or more of such areas.

**Developmentally Appropriate** – Learning environment and teaching strategies which are based on theories and research about the growth and development of children.

**Domains** – Key areas of children's development and learning.

**Dramatic Play Center** – Area for children to play, pretend, and use their imagination.

**Fine (Small) Motor Skills** – Skills that use small muscle groups such as hands and fingers and frequently involve hand-eye coordination.

**Gross (Large) Motor Skills** – The movement and action of large and/or major muscle groups.

**Inclusion** – The practice in which all children, with a range of abilities and disabilities, participate together and are regarded as equal members of the learning community.

**Integrated Curriculum** – Connects separate subject areas by presenting information/activities in a thematic, holistic manner to meet the common needs of all learners.

**Literacy Rich Environment** – Program includes literacy activities in every component of the schedule, every day and throughout the environment.

**Manipulatives** – Materials that allow children to explore, experiment, or interact by using their hands or by mechanical methods.

**Multicultural Curriculum** – Understanding of a responsiveness to cultural and linguistic diversity in activities, materials, and actions.

**Multi-Sensory** – Experiences that allow children to respond to an activity using one of the five senses.

**Open-Ended Questioning Techniques** – Questions that must be answered with a response other than 'Yes' or 'No'.

**Reflexive Abilities** – Automatic responses.

**Sensory Experiences** – How things look, feel, taste, sound, smell.

**Spatial Sense** – An awareness of where one is in space.

**Social & Emotional Development** – Children's abilities to form and sustain social relationships with adults and peers.

**Transition** – Movement or change from one condition, place or activity to another.

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Supported in part by federal Child Care and Development Funds made available through Nebraska Health and Human Services System and Nebraska Department of Education.

For more information about this document, please visit our web site at:  
<http://www.nde.state.ne.us/ECH/ECH.html>

Nebraska Department of Education

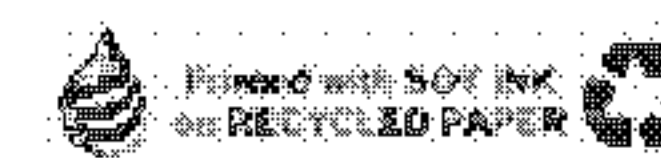


NEBRASKA HEALTH AND HUMAN SERVICES SYSTEM



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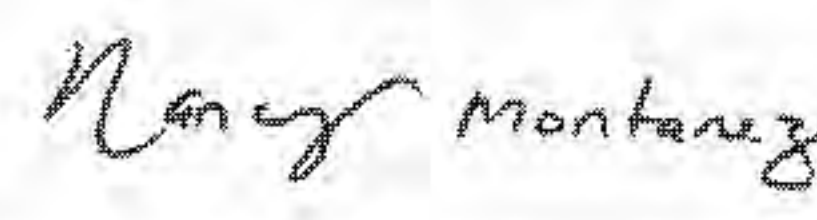
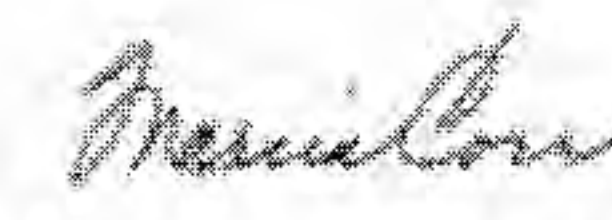

To Nebraska's parents, caregivers, teachers, child care and early education professionals:  
 We are pleased to join our many state and local partners in presenting Nebraska Early Learning Guidelines for children ages three to five years!

These voluntary guidelines are in response to President Bush's early childhood initiative *Good Start, Grow Smart*, which was launched in April 2002. This initiative stresses the importance of supporting learning for every child to reach his or her full potential. *Good Start, Grow Smart* seeks to strengthen Head Start, partner with states to improve early childhood education, and provide information to early childhood teachers, caregivers, and parents.

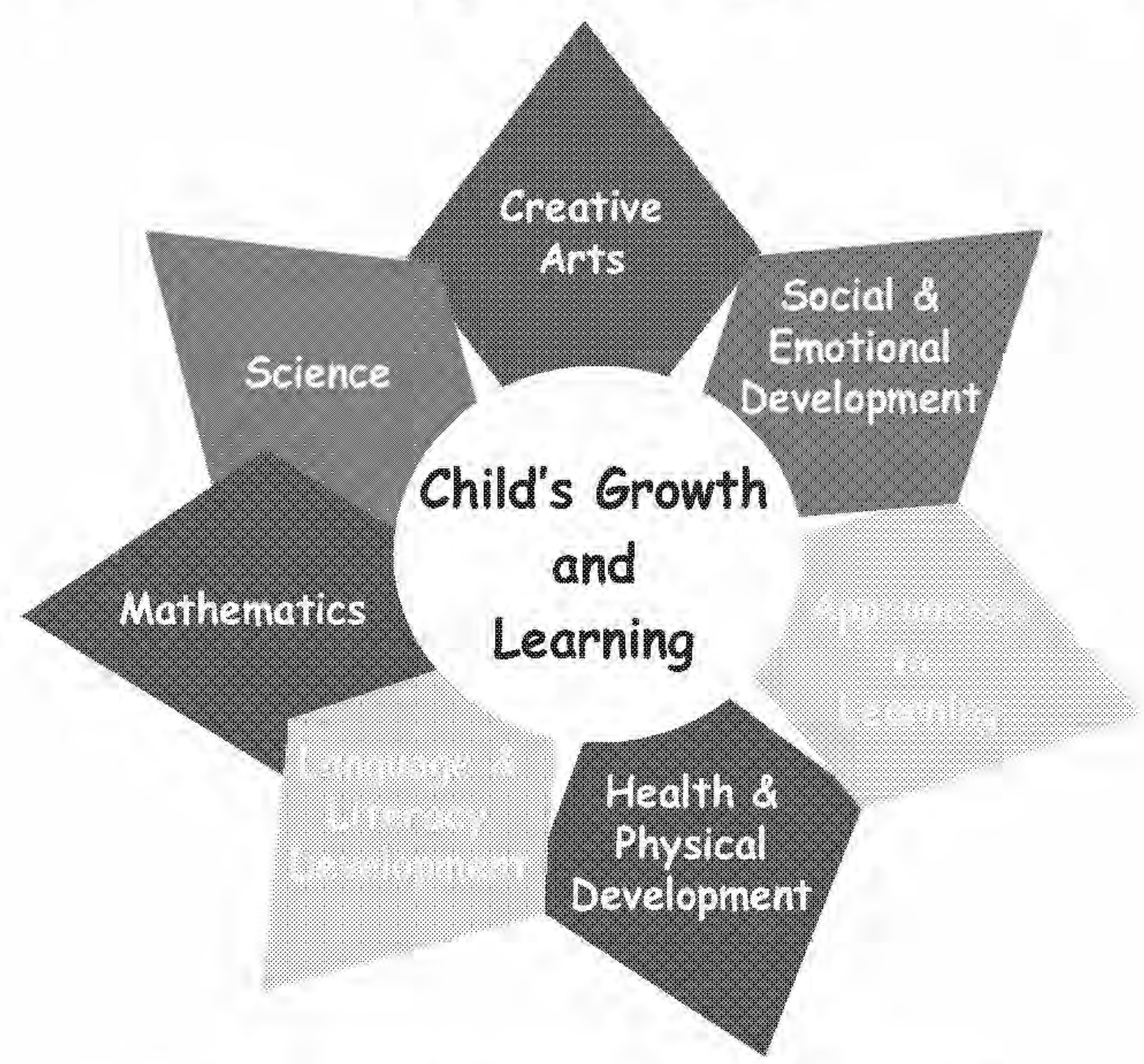
We hope you will find this document useful in better understanding what you may expect to see in a child's learning and development, as well as what you can do to encourage learning in everyday experiences, taking into consideration the individual differences and unique needs of every child. These guidelines are not intended to cover every possible aspect of early learning, but instead to offer some ideas as you think about the many creative ways you can promote the growth, learning, and well-being of children in your care each day.

By showing an interest in children's experiences, you join a dedicated group of caring individuals who acknowledge the importance of quality early care and education for our youngest citizens. With your commitment, we can all ensure a good start for Nebraska's children.

We hope you will find this publication useful, and we encourage you to share this information with others who work to make a difference in the lives of children in Nebraska.

Respectfully,  
  
 Doug Christensen, Commissioner  
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 Nancy Montanez, Director  
 Nebraska Health and Human Services System  
  
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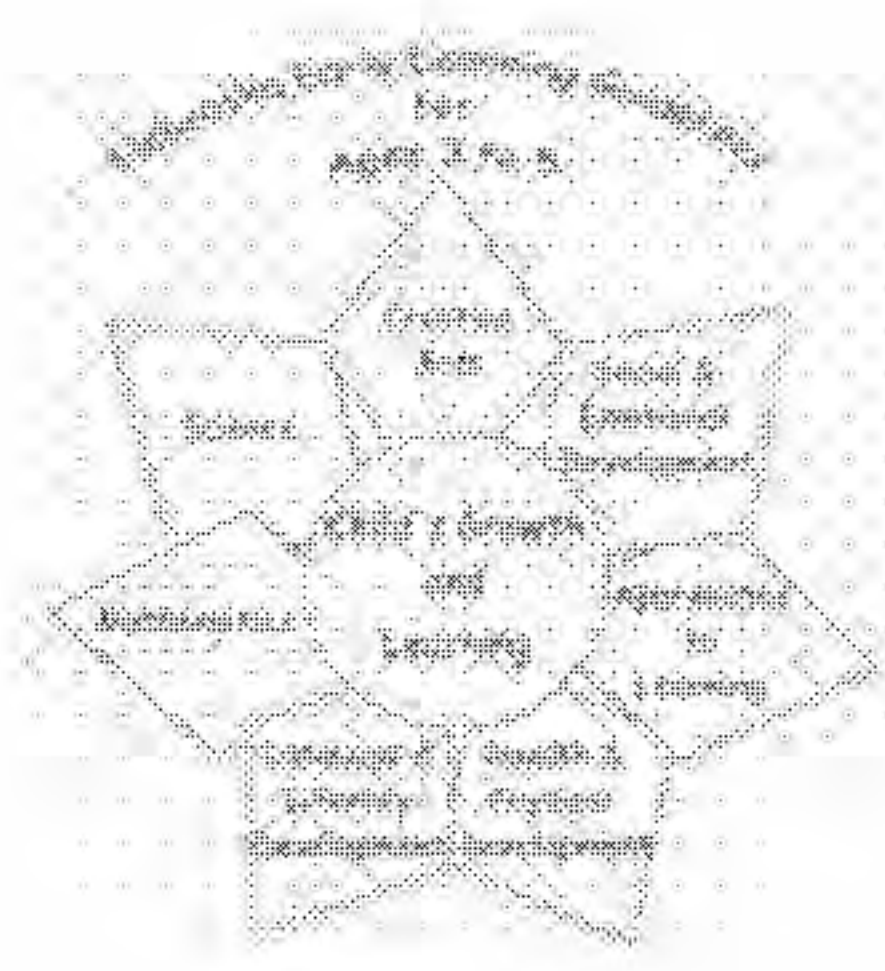
# Nebraska Early Learning Guidelines for Ages 3 to 5



A Resource to Support Young Children's  
Development and Learning

Revised June 2005

## NEBRASKA EARLY LEARNING GUIDELINES for Ages 3 to 5



### Preface

Research confirms the value of early learning experiences and high quality early childhood programs for young children. Prekindergarten programs that support effective teaching practices have been shown to lead to important growth in children's intellectual and social development, which is critical to their future success in school.

Quality programs provide a challenging but achievable curriculum, and engage children in thinking, reasoning, and communication with others.

With adult direction and guidance, children respond to the challenge and acquire important skills and concepts, while learning and growing across all areas of development.

(b)(6)

### Who was Involved in Developing the Early Learning Guidelines?

The development of the Guidelines was guided by the leadership of several partners:

- Nebraska Department of Education
- Nebraska Health and Human Services System
- Nebraska Head Start Association
- Nebraska Head Start-State Collaboration Office
- Early Childhood Training Center

A special note of appreciation is given to Nebraska Head Start programs, whose input and previous work provided the foundation for the format and design of the Early Learning Guidelines.

As you will see on the following pages, the Development Team was composed of representatives from each of these partners. A Review Team representing higher education and other experts in the field of early care and education in Nebraska provided early feedback on the content of the Guidelines.

After several rounds of revision, the Guidelines were presented at 14 facilitated focus groups around the state to get input on usability, format, and design. The focus groups were primarily designed to get input from center- and home-based child care providers and other program staff who provide direct services to young children and their families.

Additional feedback was gathered by presenting the Guidelines to various groups around the state, including professional organizations and at early childhood conferences.

The Guidelines were placed on the Nebraska Department of Education, Office of Early Childhood web site along with a feedback form for yet another opportunity to gather information.

(b)(6)



## Acknowledgements

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## What Tools Were Used in the Development of These Guidelines?

The Nebraska Early Learning Guidelines are built upon several Nebraska documents and policies that are recognized as high quality, inclusive and family-centered:

- The Primary Program: Growing and Learning in the Heartland. A joint project of the Nebraska Department of Education, the Iowa Department of Education, the Iowa Area Education Agencies and the Iowa and Nebraska Head Start-State Collaboration Offices. This project is a research-based framework for curriculum, instruction, and assessment for early childhood education. The program facilitates continuous learning by accommodating the broad range of children's abilities, their learning rates and styles, and their knowledge, experiences, and interests.
- Rule 11, Regulations for Early Childhood Education Programs. Title 92 NAC, Chapter 11, Nebraska Department of Education. Rule 11 is a set of basic standards to guide program planning and development for all center-based programs serving children age birth to 5, operated by public schools and/or Educational Service Units.
- Rule 51, Regulations and Standards for Special Education Programs. Title 92 NAC, Chapter 51, Nebraska Department of Education. Rule 51 contains requirements for school districts in the provision of special education and related services for children and youth with disabilities age birth-21, specifically in Section 007: Individual Education Program (IEP) and the Individual Family Service Plan (IFSP), and in Section 008: Placement of Children with Disabilities.
- Rule 24, Regulations for Certificate Endorsements. Title 92 NAC, Chapter 24, Nebraska Department of Education. Guidelines Recommended for Use with Rule 24, Nebraska Department of Education. Rule 24 and accompanying Guidelines govern the provision of teaching endorsements by approved teacher education programs in Nebraska colleges and universities. These include teaching endorsements for early childhood education, early childhood education unified, and preschool disabilities.
- Nebraska PreK-16 Initiative. A Nebraska Department of Education and University of Nebraska statewide initiative to promote a seamless educational path for Nebraska students in the areas of Mathematics, Language Arts/English, and World Languages across preschool through post secondary programs.
- Child Care Licensing Standards, 391 NAC, Department of Health and Human Services, Regulation and Licensure. These standards identify health and safety regulations for child care centers, family child care homes and preschools.
- Nebraska Mathematics Content Standards, Nebraska Reading/Writing Content Standards, Nebraska Science Content Standards, Nebraska Social Studies/History Content Standards, Title 94 NAC, Chapter 1. The State Board of Education adopted these voluntary content standards to identify what students should know and be able to do and what teachers should teach for students in grades K-12.
- Indicators of Quality. Guiding the Development and Improvement of Early Childhood Care and Education Programs. Nebraska Department of Education. The indicators are designed to promote quality and excellence in early care and education programs.

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In addition to these Nebraska documents and policies, the committee also drew extensively from some national sources.

- Head Start Performance Standards. Administration for Children and Families, US Department of Health and Human Services. These are mandatory regulations that grantees and delegate agencies must implement in order to operate a Head Start program. The Standards define the objectives and features of a quality Head Start program in concrete terms; they articulate a vision of service delivery to young children and families; and they provide a regulatory structure for the monitoring and enforcement of quality standards.
- Head Start Child Outcomes Framework. Administration for Children and Families, US Department of Health and Human Services. The Head Start Child Outcomes Framework is intended to guide Head Start programs in their ongoing assessment of the progress and accomplishments of children, and in their efforts to analyze and use data on child outcomes in program self-assessment and continuous improvement.
- Early Childhood Curriculum, Assessment, and Program Evaluation. A Joint Position Statement of the National Association for the Education of Young Children (NAEYC) and the National Association of Early Childhood Specialists in State Departments of Education (NAECS/SDE). This position statement outlines ways to build an effective, accountable system in programs for children birth through age 8.
- Position Statement on Inclusion. Division for Early Childhood of the Council for Exceptional Children. This position statement outlines the importance for all children, regardless of abilities, to actively participate in natural and inclusive early childhood settings within their communities.
- DEC Recommended Practices in Early Intervention/Early Childhood Special Education. Identifies effective practices based on research and shared beliefs to help early childhood educators, other practitioners, families and administrators provide quality learning experiences that result in better outcomes for young children with disabilities and their families.
- Early Learning Standards: Creating the Conditions for Success. A Joint Position Statement of the National Association for the Education of Young Children and the National Association of Early Childhood Specialists in State Departments of Education. This position statement defines the desired content and outcomes of young children's education.



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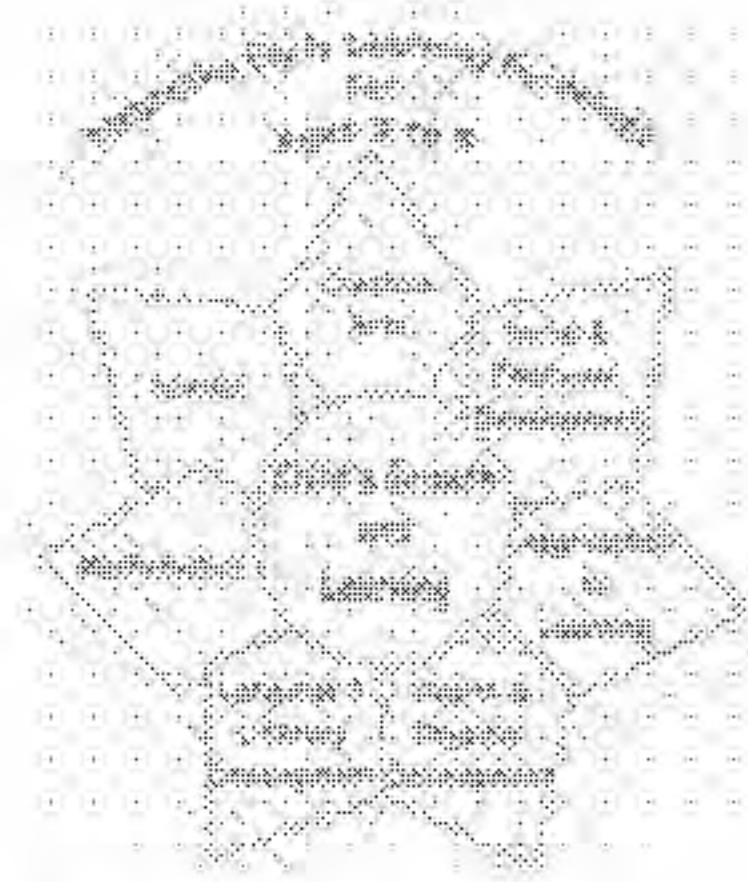
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# Nebraska Early Learning Guidelines for Ages 3 to 5



## Welcome to the Nebraska Early Learning Guidelines!

This exciting new resource provides information to assist early childhood teachers, caregivers, parents, family members and other adults in promoting the learning and development of young children.

This voluntary guide has been developed to provide information about: 1) what children by the age of five can typically be expected to know and do; and 2) what adults can do to provide experiences and environments that support learning across domains. It is intended to be a resource to assist adults in planning meaningful learning experiences for young children. It is not intended to be a curriculum or a checklist. All of the individual areas of the Guidelines are considered to be equally important and should be integrated into all of the activities every day. Also, the Guidelines are not intended to limit any child's progress. The individual needs of each child must be met on a daily basis.

### The Early Learning Guidelines address seven domains of development and learning:

- ✕ Social and Emotional Development
- ✕ Approaches to Learning
- ✕ Health and Physical Development
- ✕ Language and Literacy
- ✕ Mathematics
- ✕ Science
- ✕ Creative Arts

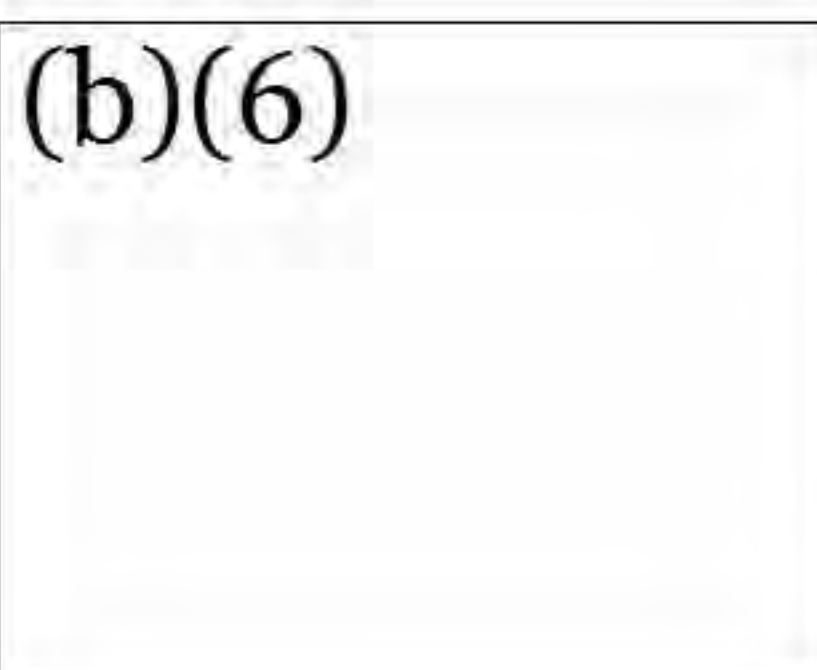
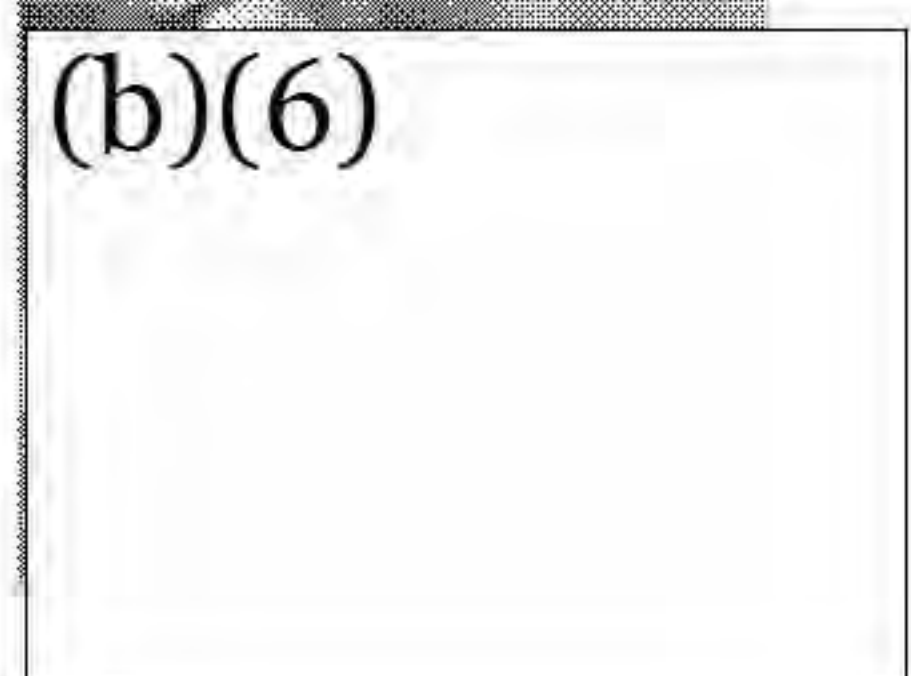
Each domain contains multiple key elements which relate to the domain area.

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### Each domain contains information specific to the development of skills and knowledge in that area, including information on:

- **Widely Held Expectations:** generalizations about most children's development and learning over time
- **Learning in Action:** examples of what children do to show evidence that they meet the expectations, and what adults could do to support their growth and learning
- **The Environment:** considerations to keep in mind when setting up the indoor/outdoor space and materials
- **Related Standards:** Nebraska K-12 Standards, Nebraska Rule 11 Regulations, and the Head Start Outcomes Framework, which are supported by the Guidelines

It is important to remember that not all children will attain all of the expectations by age five. The expectations provide a map from which adults can understand the developmental "path" that children will follow on their way to kindergarten and beyond. Children younger than five years of age will show emerging abilities toward these expectations.



Each developmental domain can be addressed every day in early childhood settings through the curriculum, the materials that are chosen and the adult support given. The Nebraska Early Learning Guidelines are not a curriculum; rather they can be used as a framework to guide decisions about curriculum, materials, and the classroom environment. Use of the Guidelines promotes continuity and consistency across environments. When adults consider children's development together with the adult's actions as addressed in the Guidelines, the result is an integrated curriculum that meets the developmental needs of all children in the program.

Although the Early Learning Guidelines are voluntary, adults are encouraged to use this resource as they plan activities and interact with young children. Providing rich experiences, supportive learning environments, and positive relationships with children in the years before they start school will give them the foundation for later school success.

(b)(6)

The Early Learning Guidelines can also serve as a resource for families as they select quality programs for their children, and can help to broaden their understanding of the ways their children are learning.

Working together, teachers, caregivers and families can assure that every child is supported to reach his or her potential, and that the transition to kindergarten will continue to support a lifelong love of learning.

(b)(6)

This document is intended to be used with children three to five years of age. There is a companion document, which can be used for children birth to three years of age. Materials are also being developed to assist families in learning about ways to use the Guidelines to support their child's growth and development at home and in the community.

Visit the website at the Early Childhood Training Center, <http://www.esu3.org/ectc/ELG/elg.htm>, for resources and other information to learn more about using the Guidelines. Current workshops and other professional development experiences are also featured there.

## How Adults Can Support Children's Growth and Learning

Children's learning can be enriched and extended—adults who understand young children's growth and development can influence the extent of children's learning.

- ❖ Teachers, caregivers and families value one another as partners in each child's development.
- ❖ Adults assure that time and opportunity are provided for children to work together.
- ❖ Adults use effective observational skills to understand and assess children's learning.
- ❖ Adults assure that environments are predictable and promote consistent and nurturing relationships.

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## Guiding Principles About Young Children's Growth and Learning

- ❖ **Children are active learners.**  
Children learn through experiences with people, objects and things in their world. Experience through play, knowledge, curiosity and sense of wonder are foundations for children's learning. Children's ideas about themselves impact their interactions with adults, with other children, and with how they view themselves as learners.
- ❖ **Each child learns in unique ways.**  
All children are learners with unique characteristics that influence learning. The rate of development and learning varies for individuals and is not the same for every child of the same age. The individual learner is impacted by genetics, the environment and experiences, interests, motivation for and approaches to learning. Learning may be uneven or occur in spurts.
- ❖ **Learning is most meaningful when it is integrated across all areas of development.**  
Children construct knowledge and integrate new ideas and concepts into their existing understandings. Their achievements in language and learning are influenced by the social and emotional aspects of their development. Communication influences mathematical and scientific understandings. There are no clear lines between the domains or areas of learning.
- ❖ **Learning is continuous and sequential.**  
Children's understanding grows from simple to complex (or from concrete to abstract). New knowledge is built on previous experience and understanding.
- ❖ **Development and learning are rooted in culture and supported by the family.**  
The child's language, knowledge, traditions, and family expectations are the primary influences on development. Learning is enriched by stable, nurturing relationships within the family and community.

## The Child and the Learning Environment

It is important that the environment respect and value the diversity that children and families bring, building upon their unique strengths.

The focus of the learning environment is on activities and settings that are interesting and important to the child and family. Each child is a unique person with an individual pattern and timing of growth. Each child develops and learns at different rates and in different ways. Developmentally appropriate programs plan for individual differences among children, including:

- ❖ individual personality, temperament and learning style
- ❖ experiences and family background, including language, culture, ethnicity, etc.
- ❖ special health considerations
- ❖ food allergies
- ❖ physical or cognitive disabilities
- ❖ preferences based on child and family interests

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The learning environment helps develop individual children's potential. Some children may have a developmental delay or disability that requires adults to make changes in materials, experiences and the physical setting so that all children will be successful. Early childhood teachers, caregivers and families are important resources in helping identify a child's special learning or developmental needs. Accommodations are made to allow children with diverse abilities and backgrounds to participate equally.

## The Adult and the Learning Environment

The role of the adult is to promote and stimulate children's development and facilitate their learning. The adult guides learning experiences through strategies that encourage children to think creatively, problem-solve, make decisions, and expand their thinking skills.

### The Adult:

- Relates to all children with warmth, sensitivity, and caring to establish and sustain a climate in which learning is joyful
- Invites children to participate in planning and creating a rich, stimulating environment which encourages interaction, exploration, and investigation by all children
- Provides encouragement, support, guidance and appropriate challenges to help children achieve goals
- Models respect for people, materials and equipment in the environment
- Partners with other professionals and the children to plan, create, and sustain a safe climate in which children may work harmoniously, creatively, and productively
- Makes maximum use of space and integrates a variety of materials and equipment that stimulate active learning
- Structures opportunities for children to work individually and with other children, with their teacher, caregiver and other adults, and in groups of different sizes and groupings formed for different purposes
- Focuses on the ongoing learning of each individual child using developmentally appropriate assessment and evaluation procedures
- Uses a range of teaching methods from coaching to direct instruction to maximize children's learning
- Supports or increases the child's participation in existing or desired learning activities
- Exchanges information about the child with the child and family on an ongoing basis
- Learns about each individual child in order to link previous and new learning experiences
- Models and demonstrates enthusiasm for learning, and helps children to enjoy learning as meaningful, relevant, and personally satisfying
- Uses the information gained through observation, assessment and evaluation to make thoughtful and informed interventions as needed/indicated

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## Supporting Inclusive Learning Environments

Opportunities for learning occur as part of typical life activities, and routines both planned and spontaneous. Inclusion of children with differing abilities, children from diverse cultures, and children learning English as a second language fosters caring attitudes and teaches children about interdependence and acceptance of human differences. In high quality early childhood programs, inclusion is simply an example of the regular practice of meeting the individual needs of each child and family.

All children have the right to the supports, resources, and services they need to participate actively and meaningfully in any early childhood setting. All early care and education programs must be prepared to work together with families, follow the lead of parents, make referrals when appropriate, collaborate with children's IFSP/IEP teams, modify/adapt program activities and routines (make reasonable accommodations), and implement appropriate interventions within the context of the early childhood setting.

**All children and families benefit from inclusive learning environments.**

### Children with a Wide Range of Abilities

The following are some general accommodations that can be made to support children with special learning or developmental needs. More specific accommodation suggestions can be found in each individual section of these Guidelines. This is a sampling of the types of accommodations that might be made and should not be considered a complete list. Many of these strategies are ones that can be used by adults to support the growth and learning of all children and in all settings.

- ❖ Provide adaptive equipment and materials when the child needs support
- ❖ Provide adult assistance/support as the child initiates action, then reduce support when the child shows ability to do some actions independently
- ❖ Provide opportunities for interaction with typically developing peers
- ❖ Add new and/or specific activities as needed to meet individual needs

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## Ways that Families Can Use the Early Learning Guidelines

The family is the child's first and most important teacher, and provides the child with a foundation for both healthy development and a positive attitude toward learning.

**Supporting families in nurturing their children is essential.**

Families should be aware of programmatic goals, experiences that should be provided for children, and expectations for their children's learning and development by the end of the preschool years. Teachers, caregivers and families should work collaboratively to ensure that children are provided optimal learning experiences.

Families are the best advocates for their children. Family members can use strategies listed in the Guidelines to offer suggestions and promote various projects and activities both at home and within their communities.

The Guidelines can help families learn about what to look for as they choose programs for their young children.

Children benefit when family members are invited to participate in ongoing communication about what is happening in their child's early childhood program through parent-teacher conferences, open houses, parent-child activity times, parent education, transition-to-kindergarten sessions and volunteer opportunities.

Information about developmentally appropriate expectations can be shared with parents during these times. Teachers and caregivers can also take advantage of these opportunities to gather information from family members about their child, and the expectations that they have for their child's learning.

The early childhood setting can support families in recognizing the value of preserving their home languages and culture. The program can also provide support systems to assist children's transitions into school language and culture.

8

- ❖ Modify materials and activities so the child can participate as independently as possible
- ❖ Engage other children as models, helpers, and friends to provide praise and encouragement
- ❖ Ensure that naturally occurring events, such as opportunities to use materials both independently and cooperatively, are purposefully arranged so the child has learning opportunities
- ❖ Provide visual supports (pictures, drawings, labels, color coding, picture schedules, etc.)
- ❖ Assure that child care homes, centers, and preschool environments meet the needs of all children

### Children from Diverse Cultures

For the curriculum to be developmentally appropriate, it must be individually and culturally appropriate to each child. Therefore, the children, their families, society, teachers, and caregivers are important resources for an anti-bias, multicultural curriculum (Bredenkamp & Rosegrant, 1992).

Some children may speak a home language, or first language, other than English, thus calling upon the adults to extend the child's learning of a new language while supporting and strengthening the home language. Linguistic and cultural diversity must be integrated into all aspects of the program. Children have stories, songs, dances, art, traditions, celebrations, beliefs, and values that are unique to their culture and experience. The adult uses opportunities to integrate each child and family's cultural uniqueness into the curriculum and weave it into the fabric of everyday learning experiences.

By being mindful of each child's culture, adults can achieve the goals of empathy, respect, and understanding that characterize a multicultural classroom.

**All children learn about the world when they learn about each other.**

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## Supporting Children's Success in Kindergarten and Beyond

**Getting a good start.** The best foundation for kindergarten and later success in school is for children to have experiences that support them in growing, learning, and building relationships from the time they are born. The Early Learning Guidelines are designed to give you—as teachers, caregivers, and family members—some basic information about supporting children in all areas of learning and development as you think about and plan for their experiences.

Children are born eager to learn. The joy of learning is the best gift children can bring with them as they enter kindergarten. Adults nurture that joy by providing many different kinds of experiences for children, such as exploration, as well as one-on-one direct teaching, both individual and group activities, and through carefully planned activities and materials as well as taking advantage of spontaneous teachable moments. Children need ongoing experiences that are encouraging and challenging to keep them motivated to learn and off to a good start as successful learners.

**Supporting Nebraska's K-12 Standards.** Each of the components in the Early Learning Guidelines is aligned with specific K-12 standards to show how that area of learning, activities, adult support, and environment connects to the continuum of learning in achieving Nebraska's state standards.

(b)(6)

Language development and experiences with stories, books, rhymes, music and rhythm, communication through conversations and play in the early years are important in learning to read. Environments that provide everyday experiences for counting, comparing and manipulating objects, and finding out how things grow and how things work help children develop knowledge and skills in mathematics and science. Secure relationships with parents, family members, teachers, caregivers, and other adults and children help children to feel emotionally safe and confident as learners and in their social interactions with others.

(b)(6)

**Communicating with kindergarten teachers.** Information about the Early Learning Guidelines has been sent to elementary principals in public schools across the state to share with kindergarten teachers. The Guidelines are available on the Nebraska Department of Education web site. Ongoing efforts are planned to assure that kindergarten teachers have opportunities to become knowledgeable about the Guidelines.

When family members, caregivers and teachers communicate about children's learning, development, and experiences in the areas identified in the Guidelines, they can create a shared understanding of the whole child to best meet the learning needs unique to each child.

**Supporting the transition to kindergarten.** Activities to help children become familiar with the school before they attend kindergarten help them feel more comfortable when they arrive at school. It may be possible to arrange for groups of children to visit the school to see what it is like. It is possible that elementary students from the school can visit the home- or center-based prekindergarten program to read to children, perform puppet shows or plays, demonstrate how their musical instruments work, or share other projects. Most schools have 'kindergarten round-up' as another event that signals the beginning of a formal link to the school.

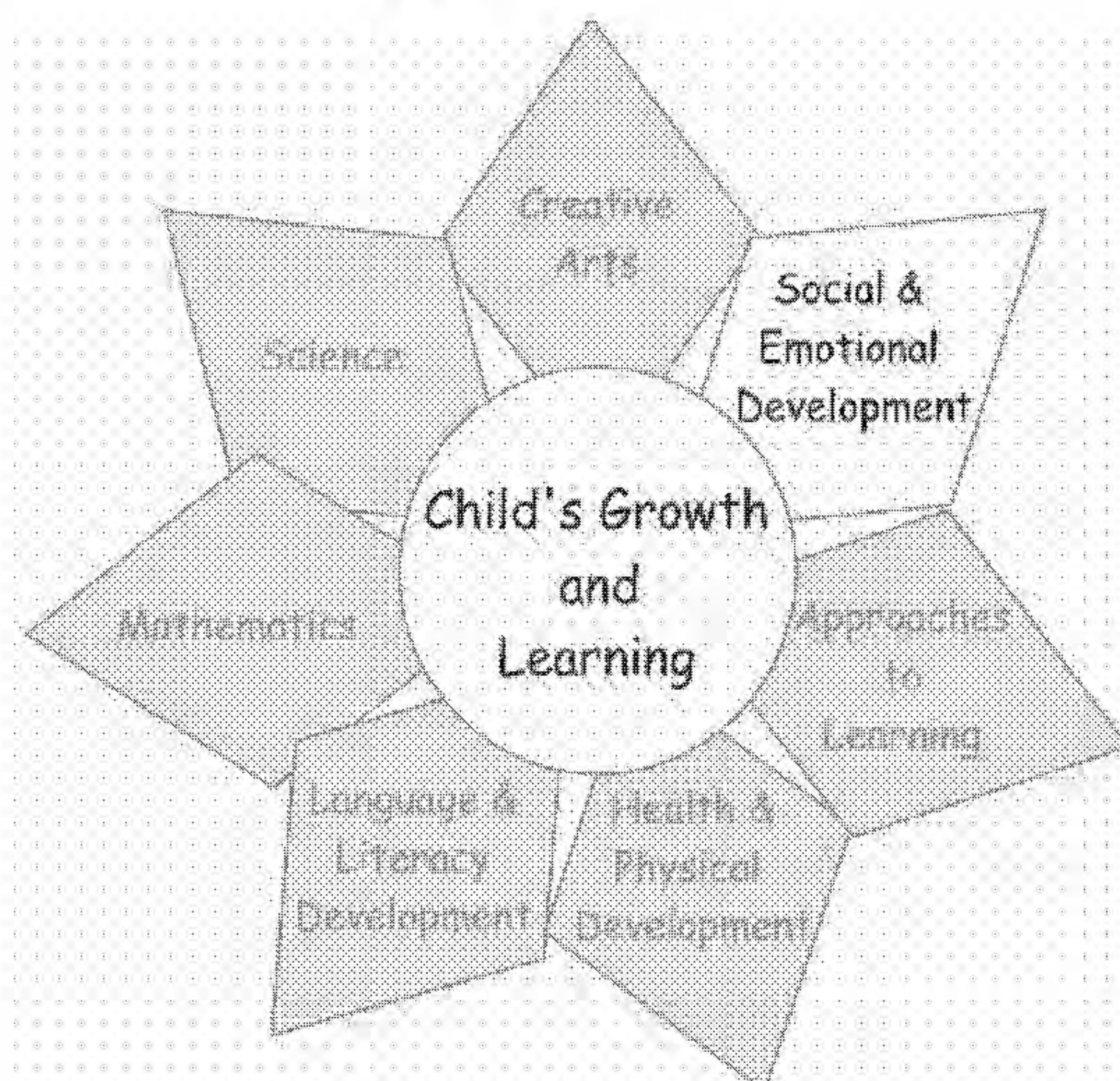
(b)(6)

Encouraging families to participate in school activities prior to the time their children enter kindergarten helps families to have a sense of being part of the school community. Schools that are open to community activities provide opportunities for families to become familiar with the school setting and establish connections with the school. Open communication between the kindergarten teacher and prekindergarten teachers, caregivers and families help to establish relationships that lead to increasing opportunities to work together.

(b)(6)

**"Ready" schools.** Schools are required to accept all age-eligible children and are responsible for being ready to support each child's learning. In Nebraska, children are entitled to attend school when they reach age 5 by October 15 of the school year. The wide range of abilities and experiences of children entering kindergarten creates a diversity that can be both exciting and, at the same time, concerning to kindergarten teachers who are challenged to meet the individual learning needs of all children. The Early Learning Guidelines can help to guide best practices that support learning and development in the years prior to kindergarten, and to also be supportive of best practices of kindergarten teachers in meeting the learning needs of the children in their classroom.

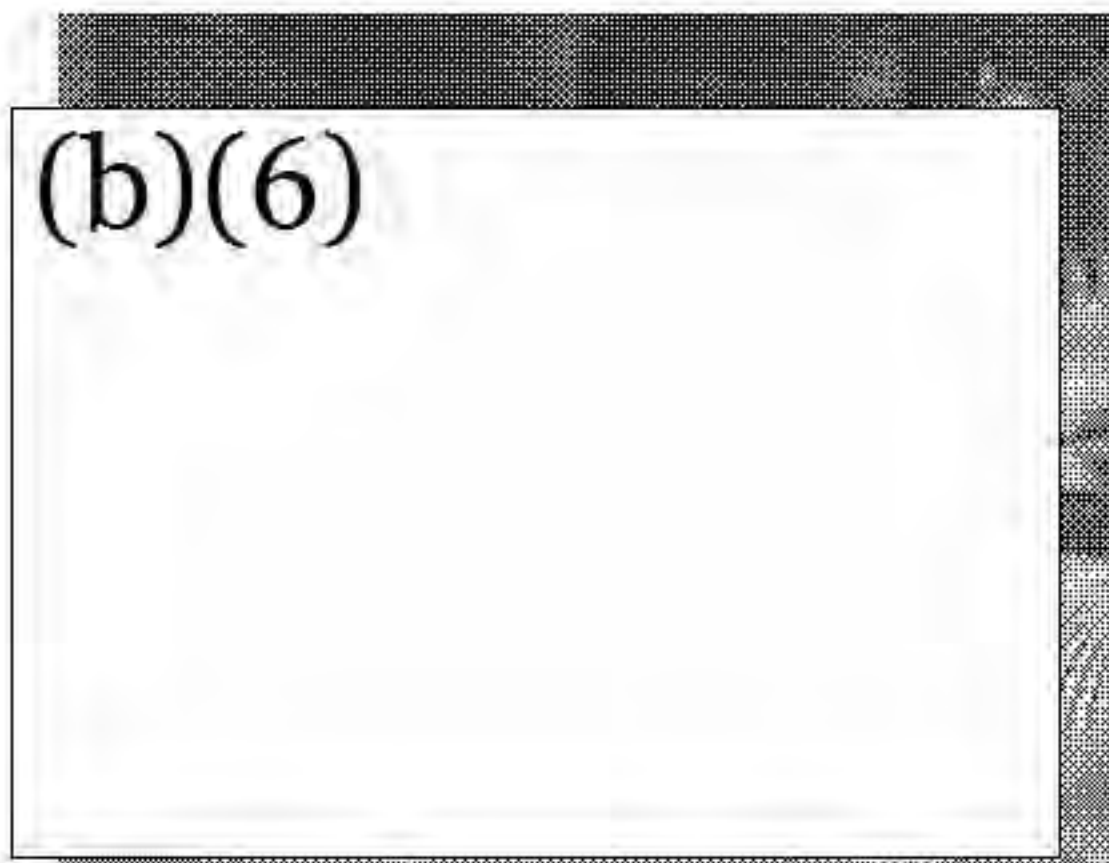
# Nebraska Early Learning Guidelines for Ages 3 to 5



# Social and Emotional Development

- Self Concept
- Self Control
- Cooperation
- Social Relationships
- Knowledge of Families and Communities

One of the primary goals of a quality early childhood program is to foster social and emotional development in young children. By learning how to appropriately express and manage their feelings, children will learn to get along with others. This includes learning to take turns, to lead and follow, etc. Preschool children benefit from adult support and guidance to develop the ability to negotiate issues that occur.



The key to social and emotional development is strong, positive, secure relationships. Young children need parents, extended families, teachers, caregivers and other adults who are supportive and attentive, and who provide safe and predictable environments. Such environments promote a healthy sense of self and connections with others. High quality environments provide experiences to foster independence, cooperation, and appreciation of diversity.

## Strategies to support inclusive learning environments:

- ❖ Divide skills and behaviors into smaller steps
- ❖ Carefully observe child to child and child to adult interactions and provide opportunities that will promote positive relationships
- ❖ Provide opportunities for natural, ongoing interactions with typically developing peers
- ❖ Provide choices so children have more control over their environment

Some general accommodations to support children with special learning or developmental needs can be found on page 9 of this document and in NDE Rule 51.

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## Social & Emotional Development

# Self Concept

## Widely Held Expectations

- Child develops independence, confidence, and competence
  - Likes self and shows pride in accomplishments
  - Shows growing independence in a range of activities, routines, and tasks
  - Joins other children in various play activities
  - Chooses from a range of activities within the program
- Child identifies own characteristics (name, age, gender, family members, etc.)

## Learning in Action: Examples

### The Child

- Is willing to try a new activity (soap painting, cooking project, etc.) and pursues it for a meaningful period of time
- Introduces self and family members to others
- Initiates interactions with others
- Selects and participates in chosen activities independently

### The Adult

- Allows children to experiment with their growing competence and independence
- Supports children's developing appreciation of their gender and cultural identity
- Models self confidence in interactions with children and others
- Encourages child to help another child pour and serve snacks and meals, or select partner for an activity

## THE ENVIRONMENT INCLUDES

- Materials that encourage children's interaction, involvement, exploration and experimentation (mirrors, clay, paint, paper, etc.)
- Materials for children to learn about their own culture and the culture of others (music, family photos, books, posters, dramatic play materials, etc.)

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## Related Standards

Nebraska K-12 State Standards Reading/Writing 1.2.1 1.3.1 Social Studies/History 1.8

Nebraska Rule 11 Regulations 004.05A1 004.05C 004.06C 004.06D 004.06E

Head Start Outcomes Framework 6.1.1 6.1.2 6.1.3

# Self Control

## Widely Held Expectations

- Child expresses feelings and shows concern for others
  - Shows awareness and responds appropriately to the feelings of others
  - Calms self after excitement, expresses strong emotions constructively and controls aggression
  - Manages fears by expressing concerns and accepting support from adults
- Child follows rules and routines
  - Attempts to solve problems with other children independently, by negotiation or other socially acceptable means
  - Participates in daily routines without being asked
  - Builds awareness and ability to follow basic health and safety rules

## Learning in Action: Examples

### The Child

- Follows simple program rules
- Helps pick up cups and napkins and puts them in the wastebasket after snack
- Keeps the sand inside the sand table after only a few reminders
- Moves from free play to clean up with ease and purpose
- Uses words and other means of communication to describe positive and negative feelings

### The Adult

- Models and helps children recognize feelings and find appropriate ways to express them
- Develops responsibility and ownership in the individual child by maintaining a relatively stable schedule or sequence of activities during the day
- Establishes trusting, caring relationships with each child
- Provides words and positive responses to guide children's self control

## THE ENVIRONMENT INCLUDES

- A posted daily schedule which provides a variety of active and quiet times, allowing for movement, physical group activities and alone times
- Clear program rules that provide supportive guidance for developmental self control
- Adequate amount of accessible materials paired with supportive encouragement for individual and cooperative play

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## Social & Emotional Development

## Social & Emotional Development

# Cooperation

## Widely Held Expectations

- Child increases ability to sustain relationships
  - Uses compromise and conflict resolution skills
  - Plays actively with other children
  - Attempts to solve problems with other children independently, by negotiation, or other socially acceptable means
  - Uses language to engage others in meaningful conversation

## Learning in Action: Examples

### The Child

- Works on projects with other children (shares labor, follows rules, etc.)
- Waits to take a turn in activity
- Plays side by side with other children
- Works cooperatively with another child who is painting on the same side of the easel
- Sits next to a new child and helps the child with snack routine
- Turns pages of book while adult reads/tells the story

### The Adult

- Asks open-ended questions to expand children's understanding, "What do you think will happen next?"
- Provides building materials that encourage interactive play with others
- Encourages children to rely on each other
- Provides opportunities for children to work in small groups in which each child has a specific responsibility

## THE ENVIRONMENT INCLUDES

- Opportunities for children to learn to take turns in conversations with peers and group discussion, as well as with materials and equipment
- Time and space for group project work (building a block tower, painting a large box, planting a garden, etc.)

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## Related Standards

Nebraska K-12 State Standards Reading/Writing 1.2.1 1.3.1 Science 1.2.1 1.8.1 Social Studies/History 1.6 1.7 1.8

Mathematics 1.2.1

Nebraska Rule 11 Regulations 004.05A2 004.05B 004.06C 04.06D 004.06E

Head Start Outcomes Framework 6.3.1 6.3.2 6.3.3

## Related Standards

Nebraska K-12 State Standards Reading/Writing 1.2.1 1.3.1 Science 1.1.1 1.7.1 Social Studies/History 1.6 1.8 Mathematics 1.3.2 1.3.5 1.5.1

Nebraska Rule 11 Regulations 004.05A1 004.05A 2004.05D 004.06C 004.06D 004.06E

Head Start Outcomes Framework 6.2.1 6.2.2 6.2.3

# Social Relationships

## Widely Held Expectations

- Child interacts empathetically and cooperatively with adults and peers
  - > Receives social support and shows loyalty to a friend
  - > Solves problems with other children independently
  - > Shows awareness of and responds to the feelings of others
  - > Knows how to join a group of playing children

## Learning in Action: Examples

### The Child

- Uses words to express anger, such as "I don't like it when you push me!" or "That makes me mad!"
- Responds to adults' questions
- Notices who is absent from circle time and asks about it, showing concern for others
- Shares materials and toys with other children
- Develops close friendships with one or two children as well as plays with many children
- Initiates conversations with adults and other children

### The Adult

- Provides opportunities for children to develop an awareness of feelings, ideas, and actions of others, such as "Susie looks really happy today!"
- Provides opportunities for children to practice listening and talking with others
- Provides opportunities and support to help children develop relationships with peers and adults
- Explains the power of words, that some words can hurt or can have both positive and negative meanings depending on how they are used

### THE ENVIRONMENT INCLUDES

- Individual opportunities to discuss appropriate behavior in real situations, as they occur
- Constructive means of physically working off frustration

**Related Standards**

Nebraska K-12 State Standards  
Reading/Writing  
1.2.1  
1.3.1  
Science  
1.1.3  
1.2.1  
Social Studies/History  
1.6  
1.8  
Mathematics  
1.5.1  
1.5.3

Nebraska Rule 11 Regulations  
004.05A2  
004.05B  
004.06C  
004.06D  
004.06E

Head Start Outcomes Framework  
6.4.1  
6.4.2  
6.4.3

# Knowledge of Families & Communities

## Widely Held Expectations

- Child understands and respects similarities and differences among adults and children in their program, home, and community
  - > Begins to understand various family roles, jobs, and rules
- Child expresses some understanding of familiar locations in community such as where people live, and where stores, parks, and restaurants are located
- Child uses familiar words to identify family members and workers in their community

## Learning in Action: Examples

### The Child

- Reads/looks at books and writes/dictates stories about family, and/or dramatizes stories involving families etc.
- Participates in activities to help others in the group or community
- Sees self as a family member and as a boy or girl in the family
- Shares stories of family events during circle time
- Recognizes familiar places in their environment (stores, parks, restaurants, etc.)

### The Adult

- Helps children describe and appreciate their own characteristics and those of others
- Invites leaders and workers in the community to come to the program
- Takes group on field trips to various places in the community
- Invites families to come and share their uniqueness (traditions, holidays, food, games, etc.)

### THE ENVIRONMENT INCLUDES

- Opportunities to expose children to a wide variety of roles and career possibilities
- Opportunities to help children learn about their school and community, and includes their families

### Related Standards

Nebraska K-12 State Standards  
Reading/Writing  
1.1.1  
1.1.4  
1.2.1  
1.3.1  
Social Studies/History  
1.1  
1.2  
1.7  
1.8  
1.9

Nebraska Rule 11 Regulations  
004.05C  
004.06C  
004.06D  
004.06E

Head Start Outcomes Framework  
6.5.1  
6.5.2  
6.5.3  
6.5.4

# Resources

*Caring Classrooms/Intelligent Schools: The Social Emotional Education of Young Children*--Jonathan Cohen

*Easy to Love, Difficult to Discipline: The 7 Basic Skills for Turning Conflict into Cooperation*--Becky A. Bailey

*The Emotional Development of Young Children: Building an Emotion-Centered Curriculum*--Marilou Hyson

*Fostering Children's Social Competence: The Teacher's Role*--Lilian G. Katz and Diane E. McClelland

*Making It Better: Activities for Children Living in a Stressful World*--Barbara Oehlberg

*Let's Be Friends: Peer Competence and Social Inclusion in Early Childhood Programs*--Kristen Mary Kemple

*Pathways to Competence: Encouraging Healthy Social and Emotional Development in Young Children*--Sarah Landy

*The Power of Guidance: Teaching Social-Emotional Skills in Early Childhood Classrooms*--Dan Gartrell

*Promoting Social and Moral Development of Young Children: Creative Approaches for the Classroom*--Carolyn P. Edwards

*Raising Self-Reliant Children in a Self-Indulgent World: Seven Building Blocks for Developing Capable Young People*--H. Stephen Glenn and Jane Nelsen

*Teaching Children to Care: An Empathy Curriculum for Preschoolers*--Nancy Mullin-Rindler and Maureen Crowley

*You Can't Come to My Birthday Party: Conflict Resolution with Young Children*--Betsy Evans

These books and many other resources may be borrowed by Nebraska residents from the Early Childhood Training Center. A web-based search of these media materials is offered at [www.esu3.org/ectc](http://www.esu3.org/ectc) or telephone contact may be made by calling 1-402-597-4826 or 1-800-89CHILD.

## Books for Children

*Abuela*--Arthur Dorros

*Alexander and the Terrible, Horrible, No Good, Very Bad Day*--Judith Viorst

*Amazing Grace*--Mary Hoffman and Caroline Binch

*Go Away, Big Green Monster!*--Edward R. Emberley

*Love You Forever*--Robert N. Munsch

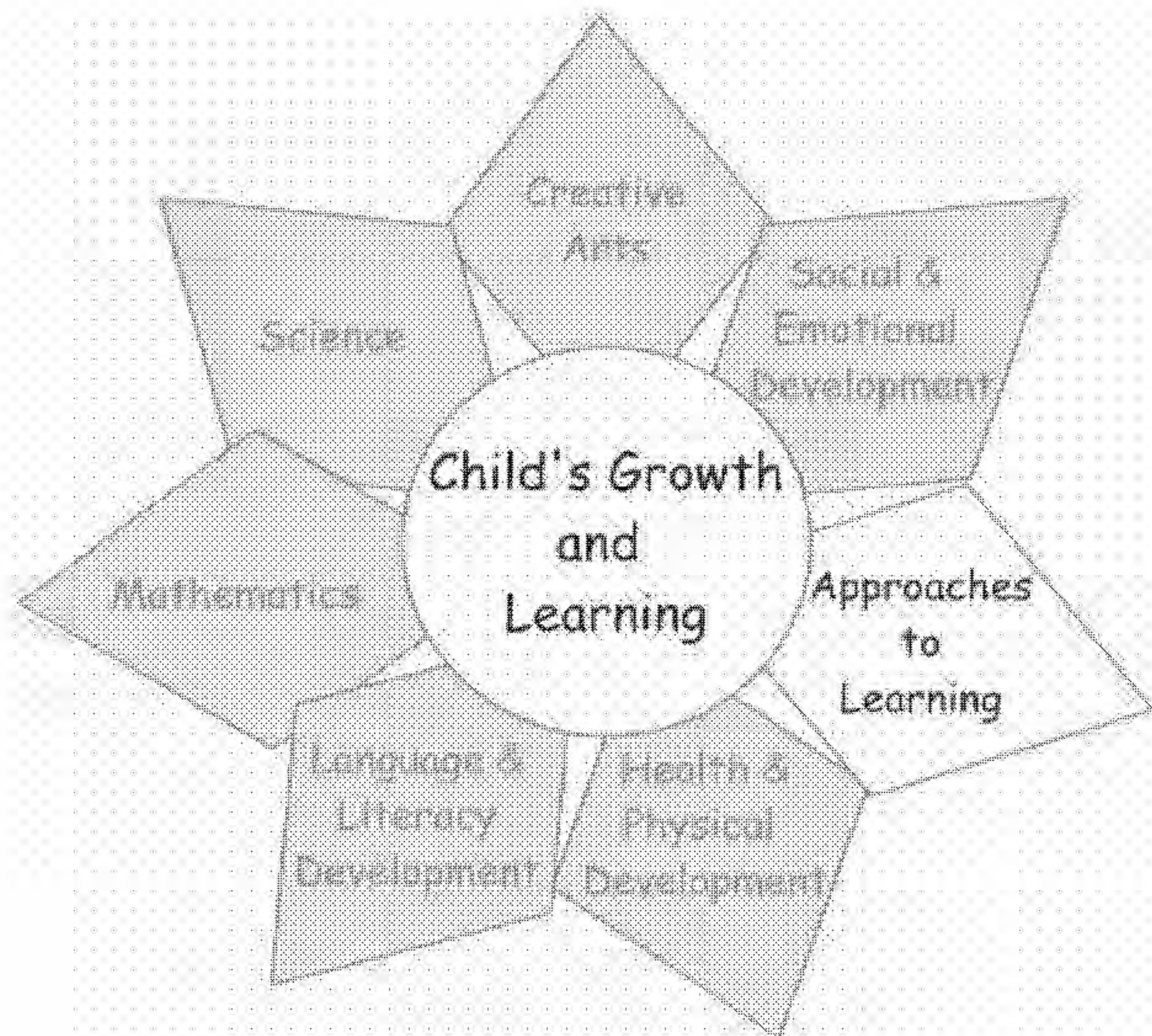
*Mama, Do You Love Me?*--Barbara M. Jooisse

*Mama Zooms*--Jane Cowen-Fletcher

*Rainbow Fish*--Marcus Pfister

*Stellaluna*--Janell Cannon

# Nebraska Early Learning Guidelines for Ages 3 to 5



## Approaches to Learning

- Initiative and Curiosity
- Reasoning and Problem Solving

(b)(6)

For young children, growing and learning begins with each child's personal experiences and understanding of the relationship of self to home and family. Their understanding gradually expands to include the people they meet through activities such as early childhood care and education programs, their neighborhood, the community and the larger world.

Adults need to identify children's current knowledge and understanding of their world, and use it as a basis for making new experiences, ideas, and concepts meaningful. The learning experiences for young children need to focus on concepts that are related to the child's everyday life, and provide encouragement for the child to successfully try new things.

### Strategies to support inclusive learning environments:

- ❖ Use appropriate verbal, visual, and physical cues in interactions and activities to meet the special needs of individual children
- ❖ Use vocabulary and phrases in the child's native language when introducing new ideas/concepts
- ❖ Provide opportunities for natural, ongoing interactions with typically developing peers

Some general accommodations to support children with special learning or developmental needs can be found on page 9 of this document, and in NDE Rule 51.

## Initiative and Curiosity

### Widely Held Expectations

- Child uses initiative, curiosity and persistence to learn about the world
  - Carries out complex and varied sequences of activities independently
  - Explores ways to use new materials
- Child engages in imaginative play
- Child increasingly uses communication to ask questions and seek answers

### Learning in Action: Examples

#### The Child

- Asks adults to read stories, signs, or notes
- Participates with different art materials, dramatic play, and puzzles/toys/blocks
- Shows a willingness to listen to a new story or song
- Notices new displays and discusses them with the adult
- Asks questions about new materials in science area
- Tries alternative methods to solve a problem and is highly involved and persistent

#### The Adult

- Experiences the outside world with children
- Asks open-ended questions to engage children's imagination (require more than a one-word answer)
- Responds to children's curiosity and questions with enthusiasm and encouragement
- Asks questions and helps children find answers through active, hands-on exploration
- Sets up activities and materials for exploration

### THE ENVIRONMENT INCLUDES

- A safe, natural space for children to visit and explore
- Opportunities for sand and water play, clay, paints, markers, books and blocks

### Related Standards

Nebraska K-12 State Standards  
Reading/Writing  
1.2.1  
1.3.1  
Science  
1.2.1  
1.3.1  
1.4.1  
Mathematics  
1.2.1  
1.5.4

Nebraska Rule 11 Regulations  
004.05C  
004.06C  
004.06D  
004.06E

Head Start Outcomes Framework  
7.1.1  
7.1.2  
7.1.3  
7.1.4

Approaches to Learning



# Reasoning and Problem Solving

## Widely Held Expectations

### Related Standards

- Nebraska K-12 State Standards
- Reading/Writing
- 1.2.1
- Science
- 1.1.1
- 1.1.3
- 1.2.1
- 1.3.1
- 1.4.1
- Mathematics
- 1.1.2
- 1.2.1
- 1.2.2
- 1.3.1
- 1.4.1
- 1.6.2

- Child shows increasing ability to classify, compare and contrast objects, events and experiences
  - > Makes comparisons among objects that have been observed
  - > Sorts objects by similar qualities
- Child tries several alternative methods to solve a problem and is highly involved and persistent
  - > Uses active exploration and trial and error to solve problems
  - > Demonstrates persistence in problem solving
  - > Increases ability to make predictions and find more than one solution
- Child reflects on experiences and information, and interprets or draws conclusions based on the information

## Learning in Action: Examples

### The Child

- Asks for assistance after trying for a minute or two to put together a difficult puzzle
- Tries several methods to reach an object high on a shelf before asking for assistance
- Looks for help when trying to hang up a painting that is still wet
- Constructs a bridge with blocks using past experiences as a guide

### The Adult

- Helps children identify characteristics of objects or events in their environment
- Provides opportunities to increase the child's ability to make independent choices
- Encourages and provides materials for a variety of sensory experiences
- Gives children ample time to problem solve without intervening

### THE ENVIRONMENT INCLUDES

- Opportunities to observe and make predictions about natural events (growing seeds, caring for animals, charting weather, etc.)
- A variety of tools that can be used for exploring and investigating (scales, magnifying glasses, measuring cups and spoons, etc.)

- Nebraska Rule 11 Regulations
- 004.05D
- 004.06C
- 004.06D
- 004.06E

- Head Start Outcomes Framework
- 7.3.1
- 7.3.2
- 7.3.3

Approaches to Learning

Approaches to Learning

# Resources

*A Mind at a Time*--Mel Levine

*Emotional Intelligence: Why It Can Matter More Than IQ*--Daniel Goleman

*Engaging Children's Minds: The Project Approach*--Lillian G. Katz and Sylvia C. Chard

*Einstein Never Used Flashcards: How Our Children REALLY Learn-and Why They Need to Play More and Memorize Less*--Kathy Kirsch-Pasek and Roberta Michnick Golinkoff

*Group Games in Early Education: Implications of Piaget's Theory*--Constance Kamii and Rheta Devries

*Making Friends: The Influences of Culture and Development*--Luanna H. Meyer, Hyun-Sook Park, Marquita Grenot-Scheyer, Ilene S. Schwartz and Beth Harry

*Pathways to Play: Developing Play Skills in Young Children*--Sandra Heidemann, Deborah Hewitt, Don Franklin, Michael Siluk, F. Wardle

*Planning Around Children's Interests: The Teacher's Idea Book 2*--Michelle Graves

*Reconsidering children's early development and learning toward common views and vocabulary: draft report to the National Education Goals Panel*--U.S. Department of Education

These books and many other resources may be borrowed by Nebraska residents from the Early Childhood Training Center. A web-based search of these media materials is offered at [www.esu3.org/ectc](http://www.esu3.org/ectc) or telephone contact may be made by calling 1-402-597-4826 or 1-800-89CHILD.

## Books for Children

*Alphabet Under Construction*--Denise Fleming

*The Art Lesson*--Tomie dePaola

*The Curious George series*--H.A. Rey

*From Head to Toe*--Eric Carle

*Is Your Mama a Llama?*--Deborah Guarino

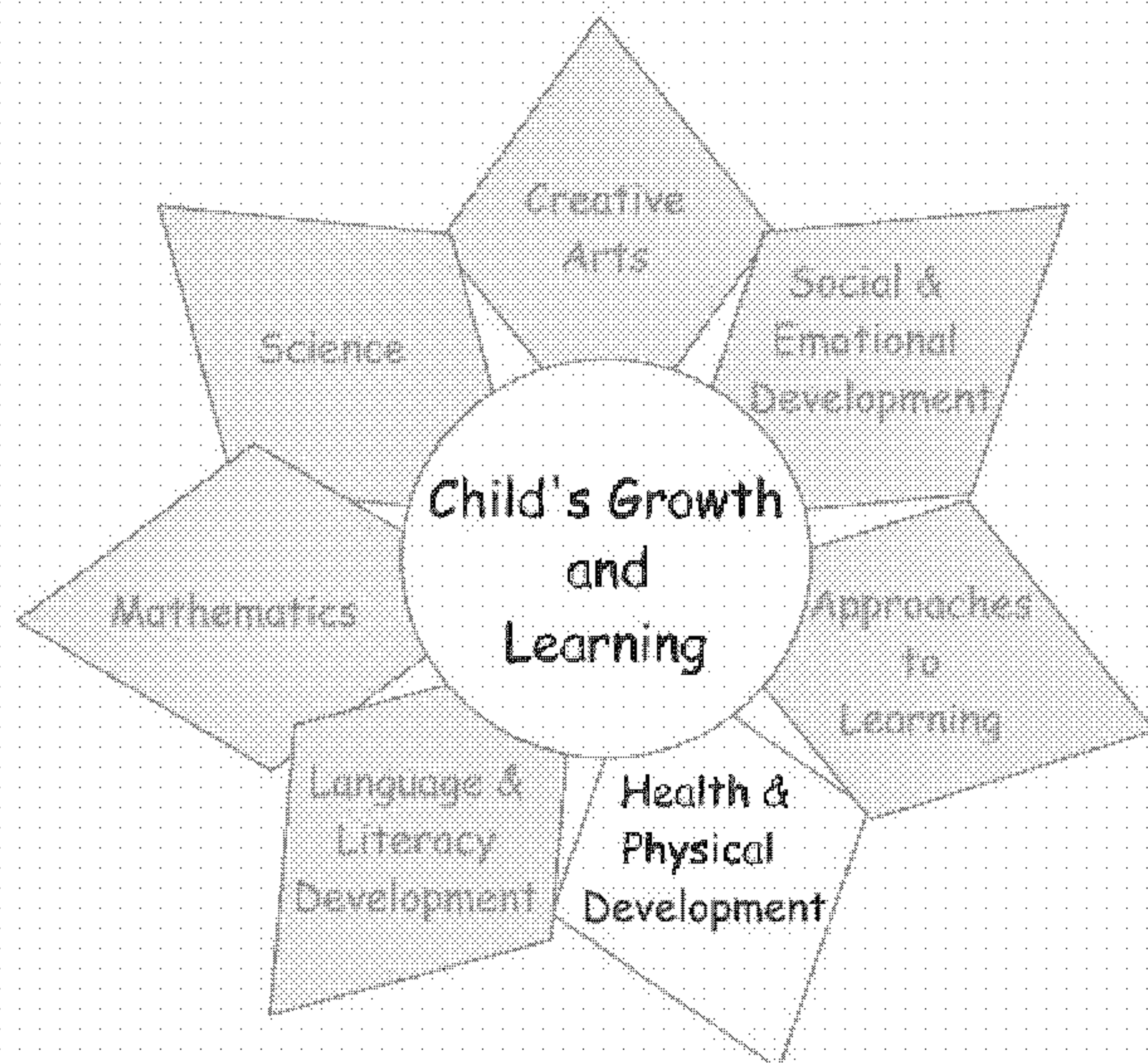
*The Little Engine That Could*--Watty Piper

*Margaret and Margarita/Margarita y Margaret*--Lynn Reiser

*Mike Mulligan and His Steam Shovel*--Virginia Lee Burton

*Snow Play*--Kate Spohn

# Nebraska Early Learning Guidelines for Ages 3 to 5





# Nutrition

## Widely Held Expectations

- Child shows knowledge of healthy eating and lifestyle habits
  - Demonstrates knowledge that some foods are healthier than others
  - Uses manners during meals/snacks, including asking for second helpings
- Child begins to develop interest in foods and eating styles of other cultures
- Child understands that healthy foods help them to grow and give them energy to play and think

## Learning in Action: Examples

### The Child

- Passes food and takes child-sized portions
- Chooses to try new foods and eat a variety of foods
- Uses dramatic play materials to show awareness of different kinds of food, cooking utensils, etc.

### The Adult

- Encourages children to serve and feed themselves and assist with cleanup
- Provides opportunities for children to prepare healthy snacks
- Recognizes that families have different food preferences and eating habits
- Stays current with an individual child's food allergies and provides substitute foods as needed
- Provides dramatic play props, pictures, stories and books to represent many cultures

### THE ENVIRONMENT INCLUDES

- Books, tapes, visual media and pictures, about familiar foods and nutrition habits from around the world
- Dramatic play center props (foods, dishes, utensils, pots, pans, cookbooks, etc.)

**Related Standards**

Nebraska K-12 State Standards

Science

1.1.1  
1.1.4  
1.4.1  
1.4.2  
1.7.1

Mathematics

1.5.1  
1.5.2  
1.5.3  
1.6.2

Nebraska Rule 11 Regulations

004.05A7  
004.05A8  
004.06C  
04.06D  
004.06E

Head Start Outcomes Framework

8.4.1  
8.4.2  
8.4.3  
8.4.4  
8.4.5  
8.4.6

Health & Physical Development

Health & Physical Development

# Resources

*Active for Life: Developmentally Appropriate Movement Programs for Young Children*--Stephen W. Sanders

*Active Start: A Statement of Physical Activity Guidelines for Children Birth to Five Years*--National Association for Sports and Physical Education

*Bright Futures: Guidelines for Health Supervision of Infants, Children and Adolescents*--American Academy of Pediatrics

*Developmental Physical Education for All Children*--David L. Gallahue and Frances Cleland Donnelly

*More Than Mud Pies: A Nutrition Curriculum Guide for Preschool Children*--National Food Service Management Institute

*Movement Activities for Early Childhood*--Carol Totsky Hammett

*Parachute Games*--Todd Strong and Dale Lefevre

*Surgeon General's Report on Physical Activity and Health*--U.S. Department of Health and Human Services

These books and many other resources may be borrowed by Nebraska residents from the Early Childhood Training Center. A web-based search of these media materials is offered at [www.esu3.org/ectc](http://www.esu3.org/ectc) or telephone contact may be made by calling 1-402-597-4826 or 1-800-89CHILD.

## Books for Children

*Bee Safe (Bee Attitudes)*--Charles Reasoner

*Children's Health Books Set*--Judith Ann Rice

- *Those Icky Sticky Smelly Cavity Causing But... Invisible Germs*
- *Itsy-Bitsy Teeny-Tiny Not-So-Nice Head Lice*
- *Those Mean Nasty Dirty Downright Disgusting But... Invisible Germs*

*Dr. De Soto*--William Stieg

*Officer Buckle and Gloria*--Peggy Rathmann

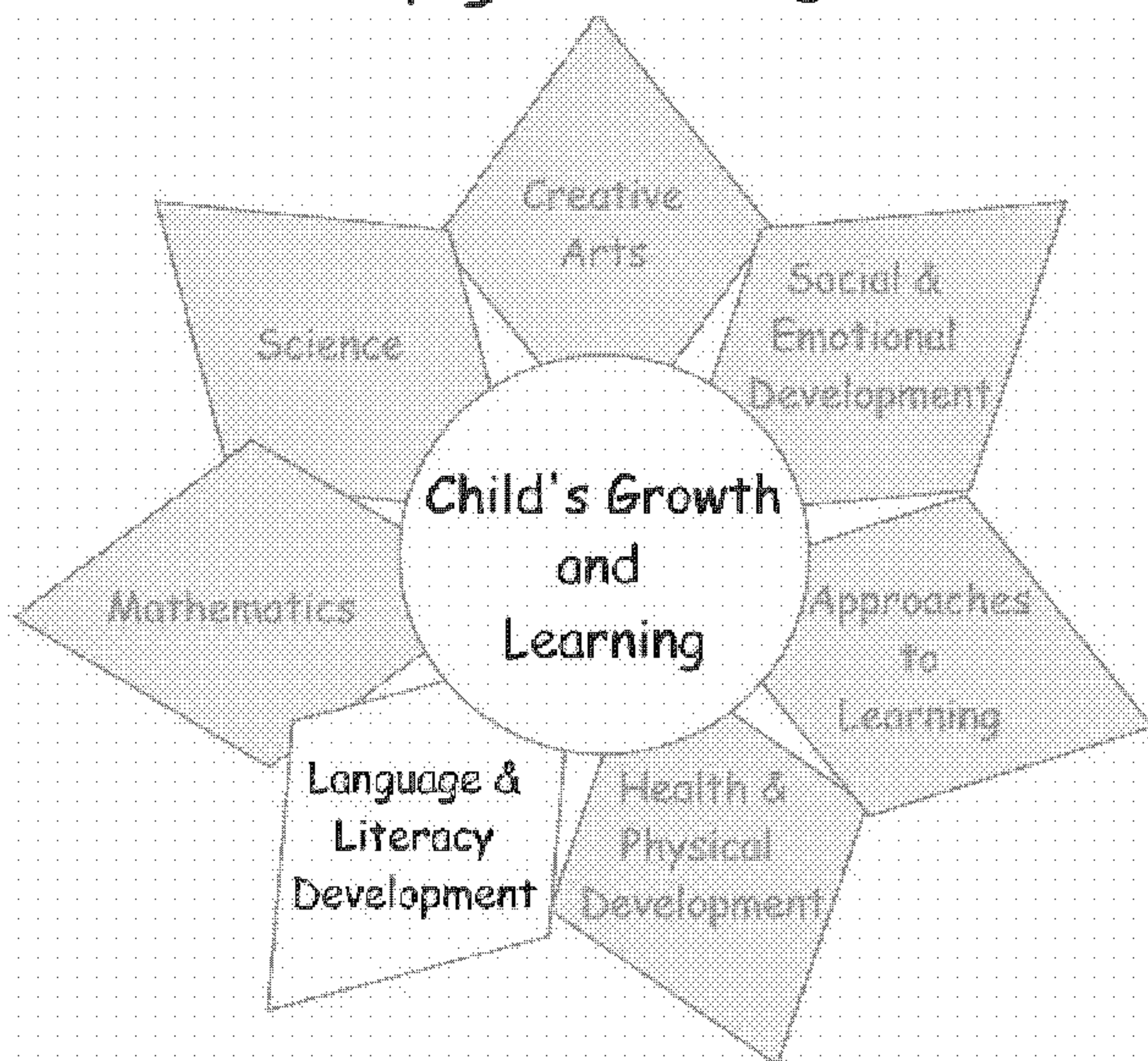
*My World*--Margaret Wise Brown

*The Safety Book for Active Kids: Teaching Your Child How to Avoid Everyday Dangers*--Linda Schwartz and Beverly Armstrong

*Wash Your Hands!*--Tony Ross

*What Happens to a Hamburger?*--Paul Showers

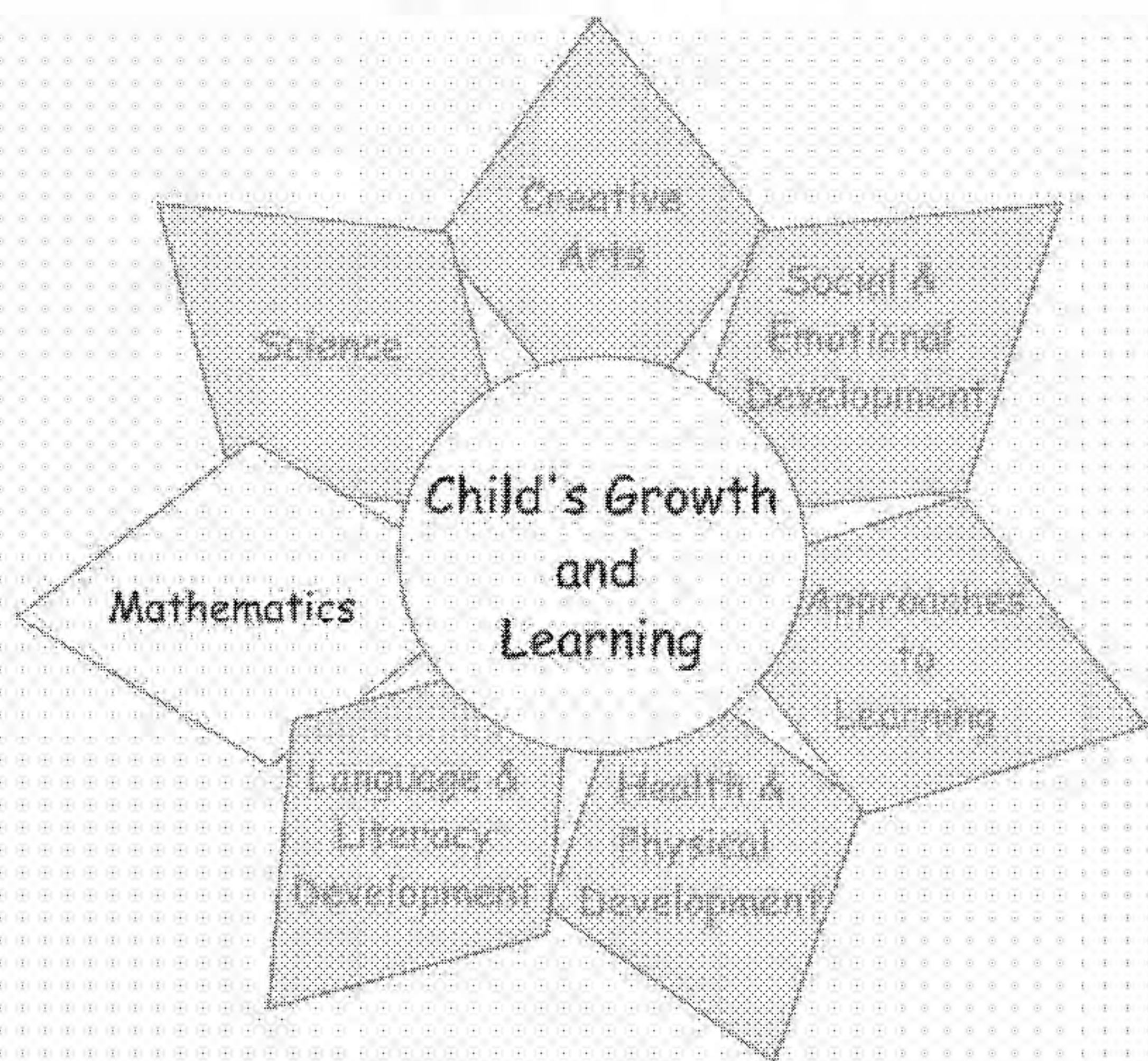
# Nebraska Early Learning Guidelines for Ages 3 to 5







# Nebraska Early Learning Guidelines for Ages 3 to 5



## Mathematics

- Number and Operations
- Patterns and Measurement
- Geometry and Spatial Sense

Young children develop number and mathematical concepts through meaningful and active learning experiences that are broader in scope than numerals and counting.

In an inclusive, developmentally appropriate play-based environment, preschool children have opportunities to acquire and understand mathematical skills and concepts using hands-on materials and use of numbers in real-life situations.

Early childhood teachers and caregivers must be flexible during daily routines and try to capture teachable moments using open-ended questioning techniques to expand mathematical concepts. These adults must also plan activities that build upon young children's existing skills based on their curiosity and enthusiasm for the objects in their environment.

(b)(6)

### Strategies to support inclusive learning environments:

- ❖ Simplify a complicated task by breaking it into smaller parts or reducing the number of steps
- ❖ Use shorter but more frequent activities and routines

Some general accommodations to support children with special learning or developmental needs can be found on page 9 of this document, and in NDE Rule 51.

## Number and Operations

### Widely Held Expectations

- Child develops awareness of numerals
  - > Counts up to ten or higher
  - > Can judge whether groups of up to five objects each contain the same number of objects
  - > Uses one to one matching (correspondence)
  - > Distinguishes between numbers and letters
- Child uses language to demonstrate understanding of space and time (next to, on top of, before, after, etc.)
  - > Begins to learn sequences of events in time (first, next, last, etc.)
- Child develops an understanding of the counting process
  - > Counts in nursery rhymes; counts all types of objects; plays with counting forward or backward

### Learning in Action: Examples

#### The Child

- Compares the quantities of small groups of objects, correctly using words like more/less, some/all
- Recognizes numerals, points to each object when counting, assigning the correct number to it
- Uses words such as yesterday, today, and tomorrow in conversation

#### The Adult

- Offers counting activities, number puzzles and books
- Provides counting finger plays, books, songs and other activities and materials throughout the daily routine and program
- Provides opportunities for children to pair objects, to count, and to develop and practice using number words
- Uses descriptive words throughout the day such as yesterday, today, tomorrow, before, and after
- Gives children opportunities to practice grouping objects and comparing quantities

#### THE ENVIRONMENT INCLUDES

- Materials available within the daily routine for sorting and counting (small blocks, colored bears, magnetic shapes, etc.)
- Objects that include numbers and number words (clocks, timers, calendars, thermometers, calculators, measuring cups, number lines, etc.)

#### Related Standards

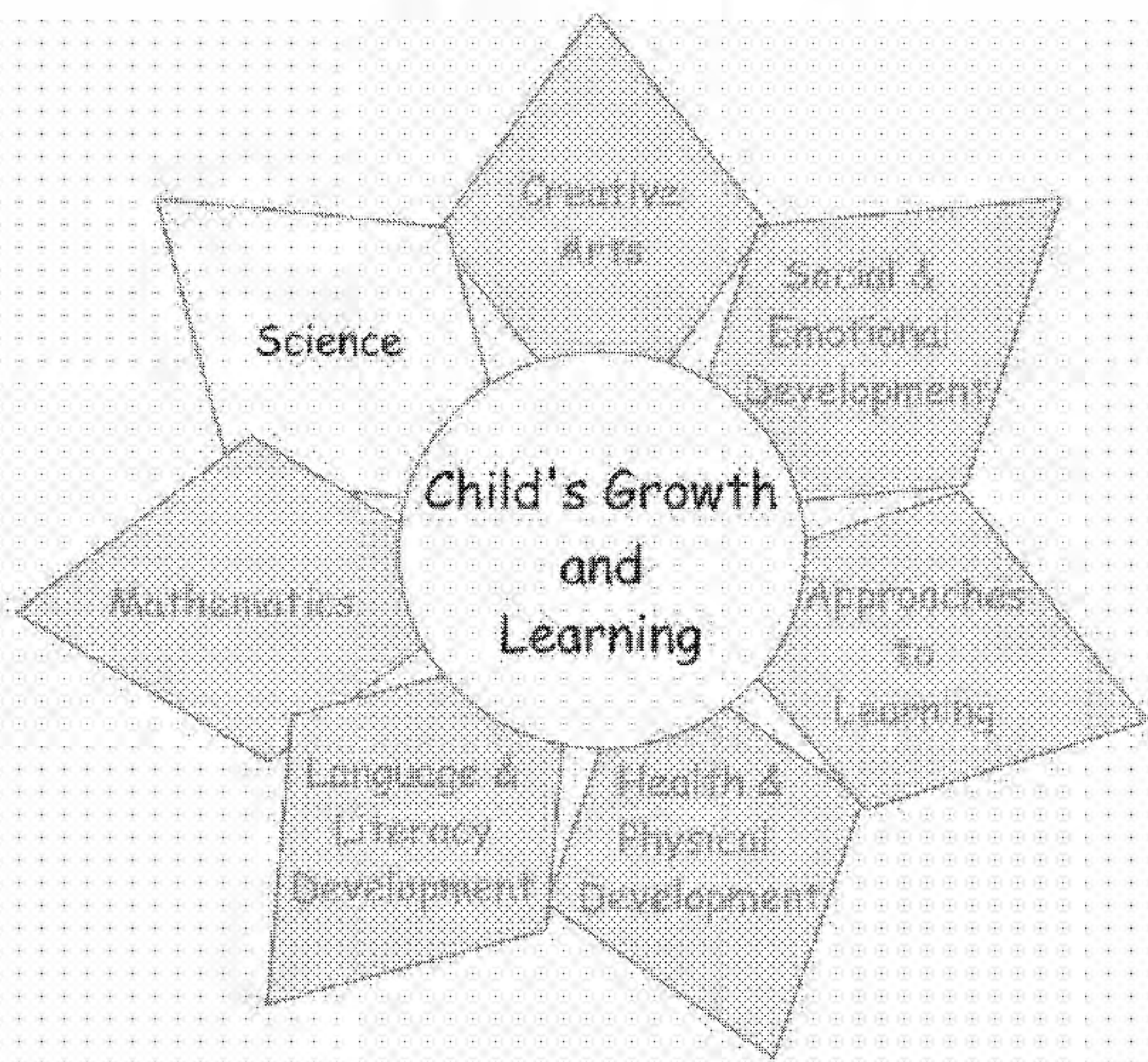
Nebraska K-12  
State Standards  
Reading/Writing  
1.1.2  
1.2.1  
Science  
1.5.2  
1.5.3  
Mathematics  
1.1.1  
1.1.2  
1.1.3  
1.1.4  
1.3.5  
1.4.1  
1.5.3

Nebraska Rule 11  
Regulations  
004.05A6  
004.06C  
004.06D  
004.06E

Head Start  
Outcomes  
Framework  
3.1.1  
3.1.2  
3.1.3  
3.1.4  
3.1.5  
3.1.6



# Nebraska Early Learning Guidelines for Ages 3 to 5



## Science

- Scientific Skills and Methods • Scientific Knowledge

(b)(6)

Young children are natural scientists. They easily become fascinated by everyday happenings. Through varied and repeated opportunities to observe, manipulate, listen, reflect, and respond to open-ended questions, preschoolers make decisions and become higher-level thinkers.

In quality early childhood programs, science activities require a balance of content and process, using multi-sensory experiences. In addition to science inquiry skills, preschoolers can begin to acquire a foundation of scientific concepts and knowledge on which they can build a clear understanding of their world.

Early childhood teachers and caregivers should look for opportunities to explore scientific concepts in all content areas.

### Strategies to support inclusive learning environments:

- ❖ Use special or adaptive devices to increase a child's level of participation
- ❖ Encourage hands-on and sensory experiences such as touching, holding, exploring, tasting, smelling and manipulating
- ❖ Provide physical guidance/support in using science tools when needed

Some general accommodations to support children with special learning or developmental needs can be found on page 9 of this document, and in NDE Rule 51.

## Scientific Skills and Methods

### Widely Held Expectations

- Child develops scientific skills and methods
  - Makes observations, and describes objects and processes in the environment
  - Begins to make comparisons between objects that have been observed
  - Begins to find answers to questions through active investigation
- Child uses sentences that include two or more ideas with descriptive details
- Child uses senses, materials, events in nature, and the environment to investigate and expand knowledge

### Learning in Action: Examples

#### The Child

- Explores various materials to learn about weight, shape, size, color and temperature
- Uses a variety of tools and objects to explore the world and how things work in the world (uses magnets to pick up metal, observes through a microscope, etc.)
- Makes observations, tries things out to see what will happen, etc.

#### The Adult

- Encourages children to ask questions and find answers through active exploration and reflection on what they learn
- Observes nature and discusses the life cycles of animals (butterflies, frogs, etc.)
- Includes science materials to encourage exploration (magnets, magnifying glasses, and mirrors, etc.)

### THE ENVIRONMENT INCLUDES

- Materials that are accessible throughout the day for observation, exploration and manipulation, including natural objects and events
- Magnets, magnifying glasses, balance scales, gears, pulleys, mirrors, measuring devices, etc.

### Related Standards

Nebraska K-12  
State Standards  
Reading/Writing  
1.1.4  
1.1.7  
Science  
1.1.1  
1.1.3  
1.2.1  
1.3.1  
1.4.2  
1.5.1  
1.6.1  
1.6.2  
1.8.1  
Mathematics  
1.4.2

Nebraska Rule 11  
Regulations  
004.05A3  
004.05A6  
004.06C  
004.06D  
004.06E

Head Start  
Outcomes  
Framework  
4.1.1  
4.1.2  
4.1.3  
4.1.4  
4.1.5



# Scientific Knowledge

## Widely Held Expectations

### Related Standards

- Nebraska K-12 State Standards
- Reading/Writing
  - 1.1.4
  - Science
    - 1.1.1
    - 1.1.3
    - 1.2.1
    - 1.3.1
    - 1.4.1
    - 1.4.2
    - 1.5.1
    - 1.5.2
  - 1.8.1
- Social Studies/History
  - 1.2
  - 1.4
- Mathematics
  - 1.1.2
  - 1.3.1
  - 1.3.2
  - 1.3.3
  - 1.3.4
  - 1.3.5

- Child develops knowledge of the scientific process
  - Shows interest in active investigation
  - Begins to make comparisons among objects that have been observed
  - Describes or represents a series of events in the correct sequence
- Child demonstrates understanding of simple cause and effect relationships
- Child shows interest in measurement of time, length, distance, and weight
- Child develops increased ability to observe and discuss things that are common and things that are different

## Learning in Action: Examples

### The Child

- Compares the properties of objects that float in water with objects that sink
- Uses an eye dropper to drop color in glasses of water
- Compares handprint to those of classmates
- Joins in discussions about what we do during the day and what we do at night

### The Adult

- Encourages children to discuss objects and events that have been observed
- Provides opportunities to observe nature and make predictions about natural events
- Adds living things such as plants and pets to the environment
- Provides opportunities for class observation and comparison

### THE ENVIRONMENT INCLUDES

- A variety of materials from the natural world (plants, animals, rocks, etc.)
- Scheduled walks in the neighborhood or community to observe natural objects and events
- Materials to encourage sand and water play
- Field trips to farm, aquarium, zoo, nursery, etc.

- Nebraska Rule 11 Regulations
  - 004.05A3
  - 004.05A6
  - 004.06C
  - 004.06D
  - 004.06E

- Head Start Outcomes Framework
  - 4.2.1
  - 4.2.2
  - 4.2.3
  - 4.2.4

Science

Science

# Resources

*202 Science Investigations*--Marjorie Frank

*Dialogue on Early Childhood, Science, Mathematics and Technology Education*--American Association for the Advancement of Science

*Everybody Has a Body: Science from Head to Toe/Activities Book for Teachers of Children Ages 3-6*--Robert E. Rockwell, Robert A. Williams and Elizabeth A. Sherwood

*Everyday Discoveries: Amazingly Easy Science and Math Using Stuff You Already Have*--Sharon MacDonald

*Exploring Science in Early Childhood: A Developmental Approach*--Karen K. Lind

*Math and Science for Young Children 4E*--Rosalind Charlesworth and Karen K. Lind

*Science Experiences for the Early Childhood Years: An Integrated Approach*--Jean D. Harlan and Mary S. Rivkin

*Worms, Shadows and Whirlpools: Science in the Early Childhood Classroom*--Karen Worth and Susan Grollman

*Young Children and Technology: A World of Discovery*--Susan W. Haugland and June L. Wright

These books and many other resources may be borrowed by Nebraska residents from the Early Childhood Training Center. A web-based search of these media materials is offered at [www.esu3.org/ectc](http://www.esu3.org/ectc) or telephone contact may be made by calling 1-402-597-4826 or 1-800-89CHILD.

## Books for Children

*The Carrot Seed*--Ruth Krauss

*From Seed to Plant*--Gail Gibbons

*Listen to the desert: Oye al desierto*--Pat Mora

*The Mitten*--Jan Brett

*More, Fewer, Less*--Tana Hoban

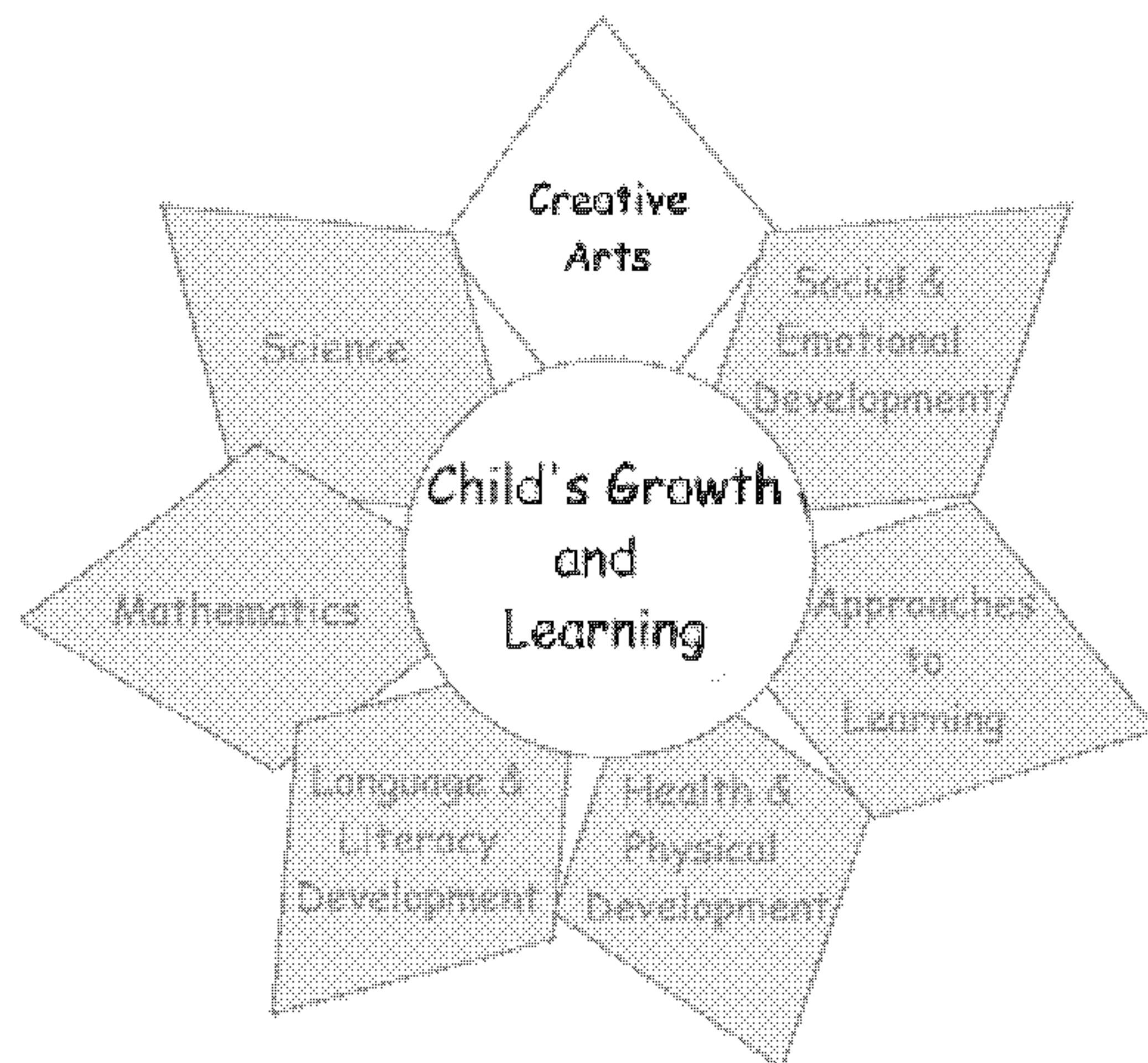
*Rocks, Rocks, Big and Small*--Joanne Barkan

*The Surprise Garden*--Zoe Hall

*The Very Hungry Caterpillar*--Eric Carle

*When Autumn Comes*--Robert Maass

# Nebraska Early Learning Guidelines for Ages 3 to 5



# Creative Arts

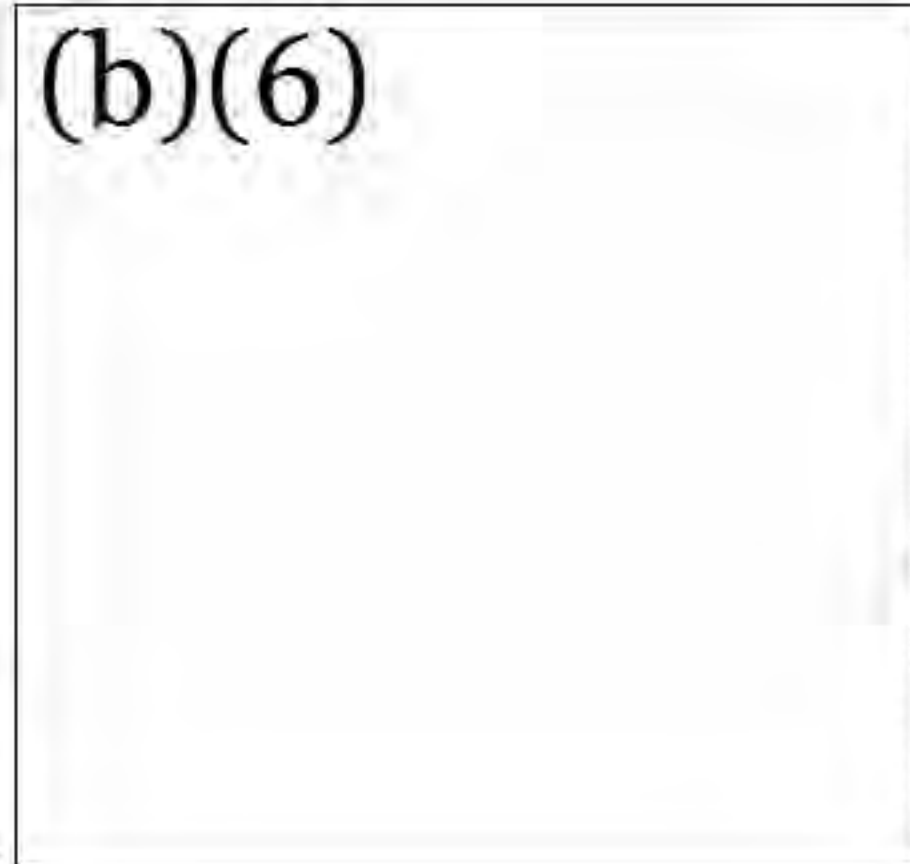
- Music
- Art
- Movement
- Dramatic Play

Creative arts activities open an avenue for the application of individual ideas, feelings, and expressions. In the preschool environment, creative arts can be integrated into all curriculum areas to develop an appreciation for the arts.

Creative arts foster creative and individual expression, self-esteem, imagination, and appreciation of cultural diversities. With the introduction of the various components—music, movement, dramatic expression, and visual arts—the preschool child is encouraged to explore and express him/herself creatively.

Creative arts help children learn to read! By using materials and tools to create “pictures,” sculptures and other two and three dimensional projects. Children develop skills in visualization and representation that are very important in the process of learning to read.

On a daily basis, young children are given opportunities for creative activities, emphasizing the experience rather than the outcome. These experiences should be concrete, hands-on learning activities, offered in a risk-free environment where all children are encouraged to express themselves freely.



### Strategies to support inclusive learning environments:

- ❖ Provide materials that can be easily adapted for independent participation
- ❖ Materials should be easily accessible to encourage participation
- ❖ Adapt the environment to promote participation, engagement, and learning using a variety of textures

Some general accommodations to support children with special learning or developmental needs can be found on page 9 of this document, and in NDE Rule 51.

# Music

## Widely Held Expectations

- Child is able to sing, play, move and create music, expressing individual imagination
  - Takes the lead in music activities
  - Develops an appreciation for music
- Child responds to music through movement
  - Responds to the beat of songs or instrumental music with more complex movements (walking or jumping to the beat)
  - Uses music as an avenue to express thoughts, feelings, and energy
  - Describes and carries out movement sequences
- Child is able to distinguish between different types of music (loud/soft, fast/slow, happy/sad, etc.)

## Learning in Action: Examples

### The Child

- Participates in music activities (listening, singing, finger plays, games, performances, etc.)
- Uses props to respond with expression to music (scarves, streamers, instruments, etc.)
- Knows the words of often-repeated songs, humming or singing them during other parts of the day
- Makes up songs to accompany their play activities
- Imitates movement to a steady beat

### The Adult

- Encourages children's interest in music, creative movement and dance
- Provides opportunities for children to experience movement through music
- Introduces children to different kinds of music (jazz, rock, ethnic, classical, etc.)
- Uses music or songs as cues to transition to a new activity or signal a quiet work time

### THE ENVIRONMENT INCLUDES

- Materials for children to create their own instruments (strings, rubber bands, boxes, cans, etc.)
- Opportunities to hear and sing a variety of types of music (lullabies, folk music, classical, jazz, children's songs, and songs from other cultures and in other languages)

### Related Standards

Nebraska K-12 State Standards Reading/Writing  
1.1.2  
1.1.4  
1.2.1  
1.3.1

Nebraska Rule 11 Regulations  
004.05A9  
004.05C  
004.06C  
004.06D  
004.06E

Head Start Outcomes Framework  
5.1.1  
5.1.2  
5.3.2

# Art

## Widely Held Expectations

- Child progresses in exploration and experimentation with new materials
  - Uses materials to make a simple representation and describes or demonstrates how it was made
- Child gains experience in making shapes and linear patterns
  - Draws or paints images with a few details
- Child broadens artistic exploration
  - Develops confidence in own creative expression through process-oriented experiences
- Child uses materials to build and create a structure to represent another item (blocks become a castle, clay becomes a snake, etc.)

## Learning in Action: Examples

### The Child

- Participates in individual and group art activities
- Uses new materials to paint pictures (cotton swabs, straws, twigs, marbles, etc.)
- Tries a variety of materials and ways of using the materials (using a big brush to paint broad strokes, combining colors, etc.)
- Attaches materials using tape, stapler, string, etc.

### The Adult

- Provides opportunities to discuss art that the child has created
- Provides opportunities for exploration of the relationship of space and objects as well as color, balance, texture and design
- Points out various forms of media found in books, photographs/prints in a wide variety of settings
- Provides opportunity to observe various artists who use different techniques and art media

### THE ENVIRONMENT INCLUDES

- A variety of art materials (paint, crayons, markers, watercolors, collage materials, paper, scissors, glue, stamp pads, templates, stencils, clay, playdough computer paint programs, etc.) that are easily accessible to children
- Space to display children's artwork, and works by various artists both in the program and the community
- Children's art displayed at child's eye level

# Movement

## Widely Held Expectations

- Child expresses strong emphasis, steady beats and changing dynamics in various musical tempos and styles through movement
  - Responds to the beat of songs or instrumental music with more complex movements (walking or jumping to the beat, clapping, etc.)
- Child demonstrates a sense of balance and body coordination
  - Demonstrates a wide variety of positions (stretching, bending, rocking, twisting, etc.)
- Child represents experiences through movement
  - Demonstrates concepts (feelings, directions, words, ideas, etc.)

## Learning in Action: Examples

### The Child

- Uses movement to interpret or imitate feelings, animals, and such things as plants growing, or a rainstorm
- Shows creativity using his/her body (dance, march, hop, jump, sway, clap, snap, stomp, twist, turn, etc.)
- Uses props to create special movements and dances (scarves, streamers, instruments, etc.)

### The Adult

- Provides opportunities for children to move their bodies to various rhythms and musical tempos
- Introduces games and activities that involve balance and body coordination
- Plans indoor and outdoor activities involving balancing, running, jumping and other vigorous movements, to increase children's understanding of movement

### THE ENVIRONMENT INCLUDES

- Materials, equipment and experiences that allow children to practice developing skills in movement and rhythm
- Materials that encourage movement (riding toys, balls, obstacle courses, climbing equipment, etc.)

### Related Standards

Nebraska K-12 State Standards Science  
1.1.2  
1.1.3  
Mathematics  
1.4.1  
1.6.1

Nebraska Rule 11 Regulations  
004.05A9  
004.05C  
004.06C  
004.06D  
004.06E

Head Start Outcomes Framework  
5.3.1  
5.3.3

# Dramatic Play

## Widely Held Expectations

### Related Standards

Nebraska K-12 State Standards  
Reading/Writing  
1.14  
1.2.1  
1.3.1

Nebraska Rule 11 Regulations  
004.05A9  
004.05C  
004.06C  
004.06D  
004.06E

Head Start Outcomes Framework  
5.4.1  
5.4.2

- Child participates in a variety of dramatic play activities
  - Uses words, actions and materials to portray a role, situation or setting
  - Engages in role play with two or more children
- Child imagines and clearly describes characters, their relationships and their environment in dramatic play situations
  - Assumes the role of someone or something else, or talks in language relevant to the assumed role

## Learning in Action: Examples

### The Child

- Expresses creativity using puppetry, storytelling, dance, plays, pantomime and theater
- Participates in discussions after attending a dramatic performance
- Acts out a story read aloud during circle time
- Talks to and plays with pretend friends, stuffed animals and other toys
- Engages in role play in various activities such as dress-up, dramatic play, in the block area, etc.

### The Adult

- Provides opportunities for children to act out books, nursery rhymes and assume roles in other ways
- Encourages children to tell and act out stories, stressing beginnings and endings to introduce sequencing
- Participates with children in various forms of dramatic expression including those from other cultures

### THE ENVIRONMENT INCLUDES

- Field trips (to art events, concerts, dance and theatrical performances, cultural fairs, etc.)
- A well equipped dramatic play center for active imaginative play with a variety of props (home-living, fire station, fast food restaurant, hospital, school, etc.)
- Materials representing various cultures (flags, pictures, foods, dolls, books, clothes, music, toys, etc.)

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## Creative Arts

# Resources

*Active for Life: Developmentally Appropriate Movement Programs for Young Children*--Stephen W. Sanders

*The Big Messy Art Book: But Easy to Clean Up*--Mary Ann F. Kohl

*The Colors of Learning: Integrating the Visual Arts into the Early Childhood Curriculum*--Rosemary Althouse, Margaret H. Johnson and Sharon T. Mitchell

*Creativity and the Arts for Young Children*--Rebecca T. Isbell and Shirley C. Raines

*Learning to Read Through the Arts*--Bernadette O'Brien

*Movement Plus Music: Activities for Children Ages 3-7*--Phyllis S. Weikart

*More Than Painting: Exploring the Wonders of Art in Preschool and Kindergarten*--Sally Moomaw and Brenda Hieronymus

*Mudworks: Bilingual Edition/Edición Bilingüe--Creative Clay, Dough and Modeling Experiences/ Experiencias Creativas Con Arcilla, Masa y Modelado (Spanish/English Bilingual Edition)*--Mary Ann F. Kohl and Kathleen Kerr

*Music In Our Lives, the Early Years (NAEYC)*--Dorothy T. McDonald

*Making Learning Visible: Children as Individual and Group Learners*--Project Zero and Reggio Children

*Visual Arts and Early Childhood Learning*--Christine Marme-Thompson

*Weaving In the Arts: Widening the Learning Circle*--Sharon Blecher and Kathy Jaffee

These books and many other resources may be borrowed by Nebraska residents from the Early Childhood Training Center. A web-based search of these media materials is offered at [www.esu3.org/ectc](http://www.esu3.org/ectc) or telephone contact may be made by calling 1-402-597-4826 or 1-800-89CHILD.

## Books for Children

*A Birthday Basket for Tia*--Pat Mora

*Arroz con Leche*--Lulu Delacre

*Barn Dance*--Bill Martin, Jr.

*Coobr*--Ruth Heller

*From Head to Toe*--Eric Carle

*Harold and the Purple Crayon*--Crockett Johnson

*Hucklebones*--Mickey Kjar Marks

*The Legend of the Indian Paintbrush*--Tomie dePaola

*Mouse Paint*--Ellen Stoll Walsh

*Sing a Song of Popcorn: Every Child's Book of Poems*, illustrated by nine Caldecott Medal artists

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## Resources to Support Early Learning

These selected general resources are offered as a starting place, with words and images that may bring new appreciation for, and understanding about, our meaningful work with young children. Additional references, specific to each of the learning domains, are presented within the specific sections of the document.

These books and many other resources may be borrowed by Nebraska residents from the Early Childhood Training Center. A web-based search of these media materials is offered at [www.esu3.org/ectc](http://www.esu3.org/ectc) or telephone contact may be made by calling 1-402-597-4826 or 1-800-89CHILD.

### Celebrating Children's Growth, Development and Learning

Responsive, effective teaching and caregiving depends on an understanding of how young children learn and grow, described in the following resources.

*Eager to Learn: Educating our Preschoolers*, Barbara T. Bowman, Suzanne Donovan and M. Susan Burns. Washington, DC: National Academy Press, 2001.

*Fostering Children's Social Competence: The Teacher's Role*, Lillian G. Katz and Diane E. McClellan. Washington, DC: National Association for the Education of Young Children, 1997.

*From Neurons to Neighborhoods, The Science of Early Childhood Development*, Jack P. Shonkoff and Deborah Phillips. Washington, DC: National Academy Press, 2000.

*Handbook of Early Literacy Research*, Susan B. Neuman and David K. Dickinson. Manhattan, NY: The Guilford Press, 2003.

*Learning About Print in Preschool: Working With Letters, Words, and Beginning Links With Phonemic Awareness*. Dorothy S. Strickland and Judith A. Schickedanz. Newark, DE: International Reading Association, 2004.

*Meaningful Differences in the Everyday Experience of Young American Children*, Betty M. Hart and Todd R. Risley. Baltimore, MD: Brookes Publishing Co., 1995.

*Oral Language and Early Literacy in Preschool: Talking, Reading, and Writing*, Kathleen A. Roskos, Patton O. Tabors and Lisa A. Lenhart. Newark, DE: International Reading Association, 2004.

*Pathways to Play: Developing Play Skills in Young Children*, Sandra Heidemann and Deborah Hewitt. St. Paul, MN: Redleaf Press, 1992.

*Reinventing Childhood, Raising and Educating Children in a Changing World*, David Elkind. Cambridge, MA: Modern Learning Press, Inc., 1998.

*Rethinking the Brain: New Insights Into Early Development*, Rima Shore. New York, NY: Families and Work Institute, 1997.

*The Social World of Children Learning to Talk*, Betty Hart and Todd R. Risley. Baltimore, MD: Brookes Publishing Co., 1999.

*Tools of the Mind: A Vygotskian Approach to Early Childhood Education*, Deborah Leong and Elena Bodrova. Upper Saddle River, NJ: Merrill/Prentice Hall, 1996.

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## Creative Arts

### Where All Belong - Celebrating Children's Diversity and Special Needs

Effective practices with young children value the unique and individual characteristics of children, including their special learning or developmental needs. Children's growth and learning is fostered when the environment reflects the child's culture and also supports both the child's native language and English. Accommodations are also made to insure that all children can actively and meaningfully participate in the early childhood setting.

*Alerta: A Multicultural, Bilingual Approach to Teaching Young Children*, Leslie R. Williams and Yvonne De Gaetano. Boston, MA: Addison Wesley, 1984.

*Anti-Bias Curriculum: Tools for Empowering Young Children*, Louise Derman-Sparks. Washington, DC: National Association for the Education of Young Children, 1989.

*A Place for Me*, Phyllis A. Chandler. Washington, DC: National Association for the Education of Young Children, 1994.

*Building Blocks for Teaching Preschoolers with Special Needs*, Susan R. Sandall and Ilene S. Schwartz. Baltimore, MD: Brookes Publishing Co., 2002.

*Coaching Families and Colleagues in Early Childhood*, Barbara E. Hanft, Dathan D. Rush and M'Lisa L. Shelden. Baltimore, MD: Brookes Publishing Co., 2004.

*DEC Recommended Practices: Indicators of Quality in Programs for Infants and Young Children with Special Needs and Their Families*, Susan R. Sandall, Mary E. McLean and Barbara J. Smith. Longmont, CO: Sopris West, 2000.

*Diversity in Children's Lives: Children's Books and Classroom Helps*, Molly Weston and Patricia W. Wesley. Chapel Hill, NC: FPG Publications, 2002.

*Diversity in the Classroom, New Approaches to the Education of Young Children*, Frances E. Kendall. New York, NY: Teachers College Press, 1996.

*Handbook of Early Childhood Intervention (Second Edition)*, Jack Shonkoff, Samuel Meisels. New York, NY: Cambridge Press, 2000.

*One Child, Two Languages: A Guide for Preschool Educators of Children Learning English as a Second Language*, Patton O. Tabors. Baltimore, MD: Brookes Publishing Co., 1999

*Resource Guide: Selected Early Childhood/Early Intervention Training Materials (11th Edition)*, Camille Catlett, Pamela J. Winton and Anna Mitchell. Chapel Hill, NC: FPG Publications, 2002.

*Starting Small: Teaching Tolerance in Preschool and the Early Grades*, Montgomery, AL: Teaching Tolerance Project, 1997.

*Teaching Other People's Children: Literacy and Learning in a Bilingual Classroom*, Cynthia Ballenger. New York, NY: Teachers College Press, 1998.

### The Respectful and Inviting Environment

The physical environment of children can be a powerful invitation to children's learning. These selected resources provide guidance to the underlying values and practical strategies that can engage children in a trusting and creative manner.

*Caring Spaces, Learning Places: Children's Environments that Work*, Jim Greenman. Edmond, WA: Exchange Press, 1988.

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*Creating Rooms of Wonder: Valuing and Displaying Children's Work to Enhance the Learning Process*, Carol Seefeldt. Beltsville, MD: Gryphon House, 2002.

*Designs for Living and Learning: Transforming Early Childhood Environments*, Deb Curtis and Margie Carter. St. Paul, MN: Redleaf Press, 2003.

*Playgrounds that Work: Creating Outdoor Play Environments for Children*, Pauline Berry. Baulkham Hill BC NSW, Australia: Pademelon Press, 2001.

### **Curriculum Approaches to Young Children's Learning**

Children's development and learning is fostered in an active, nurturing and safe environment that adults carefully and intentionally design, illustrated through the following resources.

*Bringing Reggio Emilia Home, An Innovative Approach to Early Childhood Education*, Louise Boyd Cadwell and Lella Gandini. New York, NY: Teachers College Press, 1997.

*Caring for our Children: National Health and Safety Performance Standards; Guidelines for Out-of-Home Child Care Programs, Second Edition*, American Public Health Association and the American Academy of Pediatrics. Washington, DC: American Public Health Association, 1992.

*The Creative Curriculum for Preschool (Fourth Edition)*, Diane Trister Dodge, Laura J. Colker and Cate Heroman. Washington, DC: Teaching Strategies, Inc., 2002.

*The Creative Curriculum for Family Child Care*, Diane Trister Dodge and Laura J. Colker. Washington, DC: Teaching Strategies, Inc., 1998.

*Developmentally Appropriate Practice in Early Childhood Programs (Revised Edition)*, Sue Bredekamp and Carol Copple. Washington, DC: National Association for the Education of Young Children, 1997.

*Educating Young Children: Active Learning Practices for Preschool and Child Care Programs, Second Edition*, Mary Hohmann and David P. Weikart. Ypsilanti, MI: High/Scope Press, 2002.

*Engaging Children's Minds: The Project Approach, Second Edition*, Lilian G. Katz and Sylvia C. Chard. Westport, CT: Ablex Publishing Co., 2000.

*The Hundred Languages of Children: The Reggio Emilia Approach-Advanced Reflections, Second Edition*, Carolyn P. Edwards, Lella Gandini and George Forman. Westport, CT: Ablex Publishing Co., 1998.

*Montessori Curriculum Scope and Sequence Ages 2-Sixth Grade*, Montessori Foundation. Sarasota, FL: Montessori Foundation, 1996.

*Reaching Potentials: Appropriate Curriculum and Assessment for Young Children, Vol. 1*, Sue Bredekamp and Teresa Rosegrant. Washington, DC: National Association for the Education of Young Children, 1992.

*Scaffolding Children's Learning: Vygotsky and Early Childhood Education*, Laura E. Berk and Adam Winsler. Washington, DC: National Association for the Education of Young Children, 1995.

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### **Working Effectively with Families**

Families play a critical role in children's growth and learning. Not only are they a child's first and primary teacher, they continue to influence their child's growth and learning throughout life. Families, teachers and caregivers who partner effectively will enjoy a meaningful relationship and share valuable communication that supports a child's sense of trust, belonging and success as a learner.

*Continuity in Early Childhood: A Framework for Home, School, and Community Linkages*, Regional Educational Laboratories' Early Childhood Collaboration Network. Washington DC: U.S. Department of Education, 1999.

*First Connections with Families*, Nebraska Department of Education. Lincoln, NE: 2004.

*Getting Men Involved: Strategies for Early Childhood Programs*, James A. Levine, Dennis T. Murphy and Sherrill Wilson. New York, NY: Scholastic, 1994.

*Parenting Skills Workshop Series*, John Bailey, Susan Perkins and Sandra Wilkins. Ithaca, NY: Cornell Cooperative Extension, 1995.

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### **Measuring Growth – Effective Assessment Practices**

Assessment should utilize contexts and settings that are familiar to children and are reflective of their everyday work. Multiple tools should be utilized, with heavy reliance on observational gathering and recording of children's growing and demonstrated knowledge and skills.

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## **Early Learning Guidelines Definitions**

**Accommodations** - Changes in the curricular material and experiences to accommodate a child's particular needs.

**Adaptive Equipment** - Equipment made suitable to meet requirements or conditions.

**Approaches to Learning** - General approach to learning includes child's attitudes, habits, and learning styles.

**Assessment and Evaluation** - A process through which evidence is gathered in a range of content areas to determine both a student's understanding and the ability to apply that understanding.

**Competence** - Possession of required skill, knowledge, or capacity.

**Cooperative Play** - Making or doing something together that requires the skills, ideas, and contributions of each person.

**Diversity** - Recognizing and valuing differences; includes the belief that each family has its own structure, roles, values, beliefs, and coping styles. Respect for and acceptance of this diversity is a cornerstone of high quality, family-centered programs.

**Developmental Delay** - A child birth through age eight who has been identified by a multidisciplinary team as having either a significant delay in the function of one or more of the following areas: cognitive development; physical development; communicative development; social or emotional development; or adaptive behavior or skills development or a diagnosed physical or medical condition that has a high probability of resulting in a substantial delay in function in one or more of such areas.

**Developmentally Appropriate** - Learning environment and teaching strategies which are based on theories and research about the growth and development of children.

**Domains** - Key areas of children's development and learning.

**Dramatic Play Center** - Area for children to play, pretend, and use their imagination.

**Facilitate** - To guide through the process.

**Fine (Small) Motor Skills** - Skills that use small muscle groups such as hands and fingers and frequently involve hand-eye coordination.

**Gross (Large) Motor Skills** - The movement and action of large and/or major muscle groups.

**Inclusion** - The practice in which all children, with a range of abilities and disabilities, participate together and are regarded as equal members of the learning community.

**Integrated Curriculum** - Connects separate subject areas by presenting information/activities in a thematic, holistic manner to meet the common needs of all learners.

**Literacy Rich Environment** - Program includes literacy activities in every component of the schedule, every day and throughout the environment.

**Manipulatives** - Materials that allow children to explore, experiment, or interact by using their hands or by mechanical methods.

**Multicultural Curriculum** - Understanding of a responsiveness to cultural and linguistic diversity in activities, materials, and actions.

**Multi-Sensory** - Experiences that allow children to respond to an activity using one of the five senses.

**Numeral Awareness** - Understanding that a word, letter or symbol represents a number.

**Open-Ended Questioning Techniques** - Questions that must be answered with a response other than 'Yes' or 'No'.

**Peer** - Person of the same age.

**Process-Oriented Experiences** - Children participate in activities which require them to think, communicate, organize, interact, make decisions and solve problems, both individually and in group situations.

**Scientific Skills and Methods** - Process used to investigate observations, solve problems and test hypotheses.

**Sensory Experiences** - How things look, feel, taste, sound, smell.

**Social & Emotional Development** - Children's abilities to form and sustain social relationships with adults and peers.

**Transition** - Movement or change from one condition, place or activity to another.

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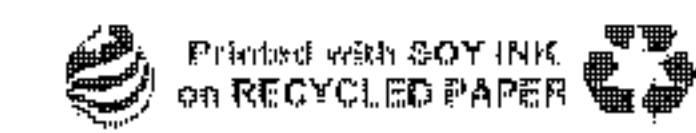


NEBRASKA HEALTH AND HUMAN SERVICES SYSTEM



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**Alignment of the Nebraska Early Learning Guidelines for Ages Birth to 3**

**With**

**Teaching Strategies GOLD™ Objectives for Development & Learning: Birth Through Kindergarten**

This document aligns the developmental domains and the widely held expectations in the *Nebraska Early Learning Guidelines for Ages Birth to 3* with the objectives, dimensions, and indicators of the *Teaching Strategies GOLD™* assessment system. No alignment (NA) means that the Teaching Strategies tool does not address the specific widely held expectation in the *Nebraska Early Learning Guidelines for Ages Birth to 3*.

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<i>Nebraska early learning guidelines for ages birth to 3</i> Developmental Domains and the Widely Held Expectations	<i>Teaching Strategies GOLD™ Objectives, Dimensions, and Indicators</i>
<b>Social and Emotional Development</b> <b>Social Relationships</b>	
<b>Infants (Birth to 18 months)</b> Child is responsive in interactions with others and shows evidence of attachment process <ul style="list-style-type: none"> <li>• Develops an attachment with caring adults</li> <li>• Begins to develop a curiosity about others</li> <li>• Shows an interest in things in the environment</li> <li>• Displays pleasure when with familiar people</li> </ul>	<ul style="list-style-type: none"> <li>2. Establishes and sustains positive relationships</li> <li>2a. Forms relationships with adults</li> <li>4. Uses trusted adult as a secure base from which to explore the world</li> <li>2b. Responds to emotional cues</li> <li>2. Reacts to others' emotional expressions</li> </ul>
<b>Toddlers (18 Months to 3 Years)</b> Child is responsive in interactions with others and begins to build relationships <ul style="list-style-type: none"> <li>• Develops and maintains secure relationships with caring adults</li> <li>• Demonstrates growing interest in interactions with adults and other children</li> <li>• Imitates the social interactions of others</li> <li>• Shows awareness of and responds to the feelings of others</li> <li>• Develops social play (peek-a-boo, pat-a-cake, finger plays, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>2. Establishes and sustains positive relationships</li> <li>2a. Forms relationships with adults</li> <li>6. Manages separations without distress and engages with trusted adults</li> <li>2b. Responds to emotional cues</li> <li>4. Demonstrates concern about the feelings of others</li> <li>2c. Interacts with peers</li> <li>2. Plays near other children; uses similar materials or actions</li> </ul>
<b>Sense of Self</b>	
<b>Infants (Birth to 18 months)</b> Child initiates, explores and plays with objects and materials	<ul style="list-style-type: none"> <li>11. Demonstrates positive approaches to learning</li> <li>11d. Shows curiosity and motivation</li> <li>2. Uses senses to explore the immediate environment</li> </ul>
Child begins to distinguish self from others	<ul style="list-style-type: none"> <li>1. Regulates own emotions and behaviors</li> <li>1c. Takes care of own needs appropriately</li> <li>2. Indicates needs and wants; participates as adult attends to needs</li> </ul>
Child shows likes and dislikes for people and materials	<ul style="list-style-type: none"> <li>11. Demonstrates positive approaches to learning</li> <li>11a. Attends and engages</li> <li>2. Pays attention to sights and sounds</li> </ul>
Child shows growing independence in a range of activities, routines and tasks	<ul style="list-style-type: none"> <li>1. Regulates own emotions and behaviors</li> <li>1c. Takes care of own needs appropriately</li> <li>2. Indicates needs and wants; participates as adult attends to needs</li> </ul>



<b>Toddlers (18 Months to 3 Years)</b>	
Child begins to distinguish self from others	<ol style="list-style-type: none"> <li>1. Regulates own emotions and behaviors</li> <li>1c. Takes care of own needs appropriately</li> <li>4. Seeks to do things for self</li> </ol>
Child develops independence, confidence, and competence <ul style="list-style-type: none"> <li>• Likes self and shows pride in accomplishments</li> <li>• Shows growing independence and problem solving in a range of play activities, routines and tasks</li> <li>• Shows initiative through decision making and exploration</li> <li>• Shows increasing concentration or persistence on tasks</li> </ul>	<ol style="list-style-type: none"> <li>1. Regulates own emotions and behaviors</li> <li>1c. Takes care of own needs appropriately</li> <li>6. Demonstrates confidence in meeting own needs</li> <li>11. Demonstrates positive approaches to learning</li> <li>11b. Persists <ol style="list-style-type: none"> <li>4. Practices an activity many times until successful</li> </ol> </li> <li>11d. Shows curiosity and motivation</li> <li>4. Explores and investigates ways to make something happen</li> </ol>
<b>Self Regulation</b>	
<b>Infants (Birth to 18 months)</b>	
Child expresses emotions and begins to initiate ways to calm self	<ol style="list-style-type: none"> <li>1. Regulates own emotions and behaviors</li> <li>1a. Manages feelings</li> <li>2. Uses adult support to calm self</li> </ol>
Child explores the environment freely, responding to supportive guidance	<ol style="list-style-type: none"> <li>2. Establishes and sustains positive relationships</li> <li>2a. Forms relationships with adults</li> <li>4. Uses trusted adult as a secure base from which to explore the world</li> </ol>
Child provides cues indicating wants and needs through purposeful actions and gestures	<ol style="list-style-type: none"> <li>1. Regulates own emotions and behaviors</li> <li>1c. Takes care of own needs appropriately</li> <li>2. Indicates needs and wants; participates as adult attends to needs</li> </ol>
Child depends on frequent reminders to learn boundaries	<ol style="list-style-type: none"> <li>1. Regulates own emotions and behaviors</li> <li>1b. Follows limits and expectations</li> <li>4. Accepts redirection from adults</li> </ol>
<b>Toddlers (18 Months to 3 Years)</b>	
Child expresses emotions and shows concern for others <ul style="list-style-type: none"> <li>• Expresses emotions nonverbally, eventually developing the communication skills to express self verbally or through other alternative means</li> <li>• Shows awareness and responds appropriately to the feelings of others</li> <li>• Calms self after excitement or frustration</li> </ul>	<ol style="list-style-type: none"> <li>1. Regulates own emotions and behaviors</li> <li>1a. Manages feelings <ol style="list-style-type: none"> <li>4. Comforts self by seeking out special object or person</li> </ol> </li> <li>2. Establishes and sustains positive relationships</li> <li>2b. Responds to emotional cues <ol style="list-style-type: none"> <li>2. Reacts to others' emotional expressions</li> </ol> </li> </ol>

<p>Child begins to develop an understanding of boundaries and routines, and follows them when reminded</p> <ul style="list-style-type: none"> <li>• Responds appropriately to supportive guidance</li> <li>• Anticipates daily events in a consistent routine</li> </ul>	<p>1. Regulates own emotions and behaviors 1b. Follows limits and expectations 4. Accepts redirection from adults</p>
<p><b>Approaches to Learning</b></p> <p><b>Initiative and Curiosity</b></p>	
<p><b>Infants (Birth to 18 months)</b></p>	
<p>Child uses initiative, curiosity and persistence to learn about the world</p> <ul style="list-style-type: none"> <li>• Explores the environment through movement and the use of senses including mouthing toys, kicking legs, waving arms, etc.</li> <li>• Learns through discovery, imitation, and repetition</li> </ul>	<p>11. Demonstrates positive approaches to learning 11b. Persists 2. Repeats actions to obtain similar results 11d. Shows curiosity and motivation 2. Uses senses to explore the immediate environment</p>
<p>Child communicates through sounds, gestures, and beginning oral language</p>	<p>9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 2. Vocalizes and gestures to communicate</p>
<p>Child chooses from a variety of materials and methods of exploration</p>	<p>11. Demonstrates positive approaches to learning 11a. Attends and engages 2. Pays attention to sights and sounds</p>
<p><b>Toddlers (18 Months to 3 Years)</b></p>	
<p>Child uses initiative, curiosity and persistence to learn about the world</p> <ul style="list-style-type: none"> <li>• Explores the environment through movement and the use of senses</li> <li>• Learns through discovery, imitation, and repetition</li> </ul>	<p>11. Demonstrates positive approaches to learning 11b. Persists 4. Practices an activity many times until successful 11d. Shows curiosity and motivation 4. Explores and investigates ways to make something happen</p>
<p>Child learns through imaginative and interactive play</p>	<p>11. Demonstrates positive approaches to learning 11e. Shows flexibility and inventiveness in thinking 3 emerging to 4. Uses creativity and imagination during play and routine tasks</p>
<p>Child uses oral language or other alternative methods of communication to ask questions or find solutions</p>	<p>9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary 4. Names familiar people, animals, and objects 11. Demonstrates positive approaches to learning 11c. Solves problems 4. Observes and imitates how other people solve problems; asks for a solution and uses it</p>

Child chooses from a variety of materials and methods of exploration	11. Demonstrates positive approaches to learning 11a. Attends and engages 4. Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments
<b>Sensory Exploration and Problem Solving</b>	
<b>Infants (Birth to 18 months)</b>	
Child notices and shows interest in and excitement with familiar objects, people and events	12. Remembers and connects experiences 12a. Recognizes and recalls 2. Recognizes familiar people, places, and objects; looks for hidden object where it was last seen
Child explores environment and persists when facing challenges	11. Demonstrates positive approaches to learning 11b. Persists 2. Repeats actions to obtain similar results 11d. Shows curiosity and motivation 2. Uses senses to explore the immediate environment
Child experiments with cause and effect	12. Remembers and connects experiences 12b. Makes connections 2. Looks for familiar persons when they are named; relates objects to events
<b>Toddlers (18 Months to 3 Years)</b>	
Child tries multiple ways to solve a problem and is highly involved and persistent <ul style="list-style-type: none"> <li>• Uses active exploration, trial and error, and words to solve problems</li> <li>• Demonstrates persistence in problem solving</li> <li>• Increases ability to find more than one solution</li> <li>• Uses previously successful methods to solve a problem</li> </ul>	11. Demonstrates positive approaches to learning 11b. Persists 4. Practices an activity many times until successful 11c. Solves problems 4. Observes and imitates how other people solve problems; asks for a solution and uses it
Child experiments with cause and effect	12. Remembers and connects experiences 12b. Makes connections 4. Remembers the sequence of personal routines and experiences with teacher support
Child shows increasing ability to identify similar objects from a variety of materials	12. Remembers and connects experiences 12a. Recognizes and recalls 4. Recalls familiar people, places, objects, and actions from the past (a few months before); recalls 1 or 2 items removed from view 13. Uses classification skills 2. Matches similar objects

Health and Physical Development	
Fine (Small) Motor Skills	
<b>Infants (Birth to 18 months)</b>	
Child uses eyes, mouth and hands to explore large and small objects that are within reach, developing more purposeful actions over time	
<ul style="list-style-type: none"> <li>Increases eye-hand coordination to perform a variety of simple activities</li> <li>Begins to develop fine (small) motor skills through playing with toys and materials</li> </ul>	
Child actively explores the environment and manipulates objects	
<ul style="list-style-type: none"> <li>Discovers the properties of objects (texture, sound, taste, etc.)</li> </ul>	
<b>Toddlers (18 Months to 3 Years)</b>	
Child uses hands and fingers to control objects to demonstrate increasing fine (small) motor coordination	
<ul style="list-style-type: none"> <li>Increases eye-hand coordination skills to perform a variety of tasks</li> <li>Develops fine (small) motor skills through playing with toys and materials</li> <li>Uses strength and control to perform simple tasks</li> </ul>	
Child actively explores the environment and manipulates objects	
<ul style="list-style-type: none"> <li>Explores drawing and writing by scribbling and painting</li> <li>Puts puzzles together, sets table with dishes and play food, etc.</li> </ul>	
<b>Gross (Large) Motor Skills</b>	
<b>Infants (Birth to 18 months)</b>	
Child begins to develop gross (large) motor skills	
<ul style="list-style-type: none"> <li>Waves arms, kicks legs, rolls over, sits up, etc.</li> </ul>	
Child builds skills in coordination, balance, body awareness and coordination	
Child actively explores a safe and supportive environment, both indoors and outdoors	
<ul style="list-style-type: none"> <li>Crawls, cruises, walks with increasing ability</li> </ul>	
	7. Demonstrates fine-motor strength and coordination
	7a. Uses fingers and hands
	2. Reaches for, touches, and holds objects purposefully
	7b. Uses writing and drawing tools
	1 emerging to 2. Grasps drawing and writing tools, jabbing at paper
	7. Demonstrates fine-motor strength and coordination
	7a. Uses fingers and hands
	2. Reaches for, touches, and holds objects purposefully
	7. Demonstrates fine-motor strength and coordination
	7a. Uses fingers and hands
	4. Uses fingers and whole-arm movements to manipulate and explore objects
	7. Demonstrates fine-motor strength and coordination
	7b. Uses writing and drawing tools
	2. Grasps drawing and writing tools, jabbing at paper
	6. Demonstrates gross-motor manipulative skills
	2. Reaches, grasps, and releases objects
	5. Demonstrates balancing skills
	2. Balances while exploring immediate environment
	4. Demonstrates traveling skills
	2. Moves to explore immediate environment

<b>Toddlers (18 Months to 3 Years)</b>	
Child develops gross (large) motor skills <ul style="list-style-type: none"> <li>• Runs, jumps, hops, throws, etc.</li> <li>• Coordinates both hands to manipulate large objects</li> </ul>	<ol style="list-style-type: none"> <li>4. Demonstrates traveling skills</li> <li>4. Experiments with different ways of moving</li> <li>5. Demonstrates balancing skills</li> <li>4. Experiments with different ways of balancing</li> <li>6. Demonstrates gross-motor manipulative skills</li> <li>4. Manipulates balls or similar objects with stiff body movements</li> <li>5. Demonstrates balancing skills</li> <li>4. Experiments with different ways of balancing</li> </ol>
Child demonstrates coordination, balance, and body awareness	
Child actively explores a safe and supportive environment, both indoors and outdoors <ul style="list-style-type: none"> <li>• Walks, runs, climbs, hops, rolls, etc.</li> </ul>	<ol style="list-style-type: none"> <li>4. Demonstrates traveling skills</li> <li>4. Experiments with different ways of moving</li> <li>5. Demonstrates balancing skills</li> <li>4. Experiments with different ways of balancing</li> </ol>
Child shows growing skill in climbing up and down steps	<ol style="list-style-type: none"> <li>4. Demonstrates traveling skills</li> <li>4. Experiments with different ways of moving</li> </ol>
<b>Health Behaviors &amp; Practices</b>	
<b>Infants (Birth to 18 months)</b>	
Child shows increasing awareness of health and safety practices through repetition, imitation and adult conversation about what is happening	<ol style="list-style-type: none"> <li>1. Regulates own emotions and behaviors</li> <li>1c. Takes care of own needs appropriately</li> <li>3 emerging to 4. Seeks to do things for self</li> </ol>
Child shows interest in physical activities that promote health	<ol style="list-style-type: none"> <li>4. Demonstrates traveling skills</li> <li>2. Moves to explore immediate environment</li> <li>5. Demonstrates balancing skills</li> <li>2. Balances while exploring immediate environment</li> <li>6. Demonstrates gross-motor manipulative skills</li> <li>2. Reaches, grasps, and releases objects</li> </ol>
Child begins to understand and initiate good hygiene practices (offers hands to be washed, mimics cleaning, etc.)	<ol style="list-style-type: none"> <li>1. Regulates own emotions and behaviors</li> <li>1c. Takes care of own needs appropriately</li> <li>3 emerging to 4. Seeks to do things for self</li> </ol>
<b>Toddlers (18 Months to 3 Years)</b>	
Child shows increasing awareness of health and safety practices and guidelines	<ol style="list-style-type: none"> <li>1. Regulates own emotions and behaviors</li> <li>1c. Takes care of own needs appropriately</li> <li>4. Seeks to do things for self</li> </ol>

<p>Child shows interest in physical activities that promote health (wiping off tables, dressing for the weather, etc.)</p> <ul style="list-style-type: none"> <li>Begins to understand the benefits of exercise</li> </ul>	<p>4. Demonstrates traveling skills</p> <ol style="list-style-type: none"> <li>4. Experiments with different ways of moving</li> <li>5. Demonstrates balancing skills</li> <li>4. Experiments with different ways of balancing</li> <li>6. Demonstrates gross-motor manipulative skills</li> <li>4. Manipulates balls or similar objects with stiff body movements</li> </ol>
<p>Child begins to understand and initiate good hygiene practices (washes hands, offers to help with cleaning, etc.)</p>	<p>1. Regulates own emotions and behaviors</p> <p>1c. Takes care of own needs appropriately</p> <p>4. Seeks to do things for self</p>
<b>Nutrition</b>	
<b>Infants (Birth to 18 months)</b>	
<p>Child gains weight within normal growth range</p> <p>Child begins to develop healthy eating and lifestyle habits</p> <ul style="list-style-type: none"> <li>Successfully transitions from breast milk or formula to milk or milk substitute, such as soy</li> <li>Begins eating solid food</li> </ul> <p>Child shows increasing independence in ability to feed self</p>	<p>NA</p> <p>NA</p> <p>1. Regulates own emotions and behaviors</p> <p>1c. Takes care of own needs appropriately</p> <p>4. Seeks to do things for self</p>
<b>Toddlers (18 Months to 3 Years)</b>	
<p>Child begins to develop healthy eating and lifestyle habits</p> <ul style="list-style-type: none"> <li>Eats a variety of table foods</li> </ul> <p>Child shows increasing independence in developing eating abilities</p> <ul style="list-style-type: none"> <li>Eats own food at the table with other children and/or adults</li> </ul> <p>Child communicates nutrition-related information</p> <ul style="list-style-type: none"> <li>Asks for more</li> <li>Names foods that are served</li> </ul>	<p>29. Demonstrates knowledge about self</p> <p>1. Regulates own emotions and behaviors</p> <p>1c. Takes care of own needs appropriately</p> <p>6. Demonstrates confidence in meeting own needs</p> <p>9. Uses language to express thoughts and needs</p> <p>9a. Uses an expanding expressive vocabulary</p> <p>4. Names familiar people, animals, and objects</p>
<b>Self-Help Skills</b>	
<b>Infants (Birth to 18 months)</b>	
<p>Child calms self with familiar, comforting items and adult support</p>	<p>1. Regulates own emotions and behaviors</p> <p>1a. Manages feelings</p> <p>2. Uses adult support to calm self</p>
<p>Child shows increasing awareness of the function of self-care materials</p> <ul style="list-style-type: none"> <li>Puts tissue to nose, toothbrush to mouth</li> </ul>	<p>1. Regulates own emotions and behaviors</p> <p>1c. Takes care of own needs appropriately</p> <p>3 emerging to 4. Seeks to do things for self</p>

Child cooperates with care routines	<ul style="list-style-type: none"> <li>Dressing, bathing, feeding</li> </ul>	<ol style="list-style-type: none"> <li>Regulates own emotions and behaviors</li> <li>1c. Takes care of own needs appropriately</li> <li>4. Seeks to do things for self</li> </ol>
<b>Toddlers (18 Months to 3 Years)</b>		
Child shows increasing awareness of the body and its functions	<ul style="list-style-type: none"> <li>Uncomfortable when wet or soiled; may hide to have bowel movement</li> </ul>	<ol style="list-style-type: none"> <li>Regulates own emotions and behaviors</li> <li>1c. Takes care of own needs appropriately</li> <li>4. Seeks to do things for self</li> </ol>
Child shows increasing development of self-help skills and materials	<ul style="list-style-type: none"> <li>Knows how various self-care items are used (toothbrush, towel, hairbrush/comb, etc.)</li> </ul>	<ol style="list-style-type: none"> <li>Regulates own emotions and behaviors</li> <li>1c. Takes care of own needs appropriately</li> <li>4. Seeks to do things for self</li> </ol>
Child cooperates with care routines	<ul style="list-style-type: none"> <li>Begins to dress self, brush teeth, etc., with assistance from adult</li> </ul>	<ol style="list-style-type: none"> <li>Regulates own emotions and behaviors</li> <li>1c. Takes care of own needs appropriately</li> <li>4. Seeks to do things for self</li> </ol>
<b>Language and Literacy Development</b>		
<b>Listening and Understanding</b>		
<b>Infants (Birth to 18 months)</b>		
Child responds to sounds in the environment	<ul style="list-style-type: none"> <li>Turns in the directions of sounds</li> <li>Begins to identify sounds with particular objects (phone, doorbell, car horn, etc.)</li> </ul>	<ol style="list-style-type: none"> <li>Listens to and understands increasingly complex language</li> <li>8a. Comprehends language</li> <li>2. Shows an interest in the speech of others</li> </ol>
Child begins to listen to words with understanding		<ol style="list-style-type: none"> <li>Listens to and understands increasingly complex language</li> <li>8a. Comprehends language</li> <li>2. Shows an interest in the speech of others</li> </ol>
Child begins to follow simple directions		<ol style="list-style-type: none"> <li>Listens to and understands increasingly complex language</li> <li>8b. Follows directions</li> <li>2. Responds to simple verbal requests accompanied by gestures or tone of voice</li> </ol>
Child demonstrates understanding of native and/or English language	<ul style="list-style-type: none"> <li>Begins to attach meaning to the sounds, gestures, signs and words heard or seen</li> </ul>	<ol style="list-style-type: none"> <li>Listens to and understands increasingly complex language</li> <li>8a. Comprehends language</li> <li>2. Shows an interest in the speech of others</li> </ol>
<b>Toddlers (18 Months to 3 Years)</b>		
Child listens to simple directions and conversations with understanding	<ul style="list-style-type: none"> <li>Demonstrates understanding of the meaning of stories, social games, songs and poems</li> </ul>	<ol style="list-style-type: none"> <li>Listens to and understands increasingly complex language</li> <li>8a. Comprehends language</li> <li>4. Identifies familiar people, animals, and objects when prompted</li> </ol>
Child follows directions, responds to simple instructions/requests	<ul style="list-style-type: none"> <li>Follows single- and two-step directions</li> </ul>	<ol style="list-style-type: none"> <li>Listens to and understands increasingly complex language</li> <li>8b. Follows directions</li> <li>4. Follows simple requests not accompanied by gestures</li> </ol>

<p>Child listens to others and responds to feelings and expressed ideas</p> <ul style="list-style-type: none"> <li>• Responds to simple, direct, conversational sentences, either verbally or by actions or gestures</li> </ul> <p>Child demonstrates understanding of many vocabulary words</p> <ul style="list-style-type: none"> <li>• Builds a growing vocabulary of everyday events, people, and things</li> </ul>	<p>10. Uses appropriate conversational and other communication skills</p> <p>10a. Engages in conversations</p> <ol style="list-style-type: none"> <li>4. Initiates and attends to brief conversations</li> </ol> <p>9. Uses language to express thoughts and needs</p> <p>9a. Uses an expanding expressive vocabulary</p> <ol style="list-style-type: none"> <li>4. Names familiar people, animals, and objects</li> </ol>
<p><b>Speaking and Communicating</b></p> <p><b>Infants (Birth to 18 months)</b></p> <p>Child communicates needs, wants, feelings, or thoughts through words, gestures, actions, or expressions</p> <ul style="list-style-type: none"> <li>• Cries to indicate different needs</li> <li>• Begins to use words and gestures to communicate (coos, babbles, makes sounds, uses sign language, etc.)</li> <li>• Begins to initiate interactions with adults and peers</li> </ul> <p>Child communicates for a variety of purposes</p> <ul style="list-style-type: none"> <li>• Signals for more</li> <li>• Greets adults and peers</li> </ul>	<p>9. Uses language to express thoughts and needs</p> <p>9a. Uses an expanding expressive vocabulary</p> <ol style="list-style-type: none"> <li>2. Vocalizes and gestures to communicate</li> </ol> <p>9b. Speaks clearly</p> <ol style="list-style-type: none"> <li>2. Babbles strings of single consonant sounds and combines sounds</li> </ol>
<p><b>Toddlers (18 Months to 3 Years)</b></p> <p>Child communicates needs, wants, feelings, or thoughts through words, gestures, actions, or expressions</p> <ul style="list-style-type: none"> <li>• Uses words, phrases, short sentences and gestures to communicate</li> </ul>	<p>9. Uses language to express thoughts and needs</p> <p>9a. Uses an expanding expressive vocabulary</p> <ol style="list-style-type: none"> <li>4. Names familiar people, animals, and objects</li> </ol> <p>9b. Speaks clearly</p> <ol style="list-style-type: none"> <li>4. Uses some words and word-like sounds and is understood by most familiar people</li> </ol>
<p>Child communicates for a variety of purposes</p> <ul style="list-style-type: none"> <li>• Asks questions</li> <li>• Initiates social interactions with other children and adults</li> <li>• Communicates to show or share with adult</li> </ul> <p>Child uses new vocabulary words that have been learned</p>	<p>10. Uses appropriate conversational and other communication skills</p> <p>10a. Engages in conversations</p> <ol style="list-style-type: none"> <li>4. Initiates and attends to brief conversations</li> </ol> <p>9. Uses language to express thoughts and needs</p> <p>9a. Uses an expanding expressive vocabulary</p> <ol style="list-style-type: none"> <li>4. Names familiar people, animals, and objects</li> </ol>



<b>Book Knowledge &amp; Appreciation</b>	
<b>Infants (Birth to 18 months)</b>	
Child responds to language and shows enjoyment of the sounds and rhythms of language	8. Listens to and understands increasingly complex language 8a. Comprehends language 2. Shows an interest in the speech of others
Child explores books with interest	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 2. Shows interest in books
<ul style="list-style-type: none"> <li>• Mouths, touches, shakes, throws</li> <li>• Points at pictures</li> </ul>	
Child responds to pictures in book	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 2. Shows interest in books
<ul style="list-style-type: none"> <li>• Names pictures in books</li> </ul>	
<b>Toddlers (18 Months to 3 Years)</b>	
Child demonstrates interest in and appreciation of reading-related activities	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 2. Shows interest in books 12. Remembers and connects experiences 12b. Makes connections 4. Remembers the sequence of personal routines and experiences with teacher support
<ul style="list-style-type: none"> <li>• Explores books</li> <li>• Shows interest when stories are read</li> <li>• Relates events in story to own knowledge and experience</li> </ul>	
Child increases knowledge about books and how they are typically read	17. Demonstrates knowledge of print and its uses 17a. Uses and appreciates books 4. Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers
<ul style="list-style-type: none"> <li>• Holds book right side up</li> <li>• Turns pages front to back</li> </ul>	
Child responds to pictures in book	18. Comprehends and responds to books and other texts 18b. Uses emergent reading skills 2. Pretends to read a familiar book, treating each page as a separate unit; names and describes what is on each page, using pictures as cues
<ul style="list-style-type: none"> <li>• Describes pictures in books</li> </ul>	
<b>Print Awareness &amp; Early Writing</b>	
<b>Infants (Birth to 18 months)</b>	
Child begins to develop eye-hand coordination	19. Demonstrates emergent writing skills 19b. Writes to convey meaning 1. Scribbles or marks
Child manipulates materials with increasing precision (reaches for toys, plays with toes, shakes keys to make sound, carries blanket, etc.)	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 2. Reaches for, touches, and holds objects purposefully

Child explores with writing materials	7. Demonstrates fine-motor strength and coordination 7b. Uses writing and drawing tools 2. Grasps drawing and writing tools, jabbing at paper
<b>Toddlers (18 Months to 3 Years)</b>	
Child manipulates materials with increasing precision	7. Demonstrates fine-motor strength and coordination 7a. Uses fingers and hands 4. Uses fingers and whole- arm movements to manipulate and explore objects
Child shows an awareness of print as a form of meaningful communication	17. Demonstrates knowledge of print and its uses 17b. Uses print concepts 2. Shows understanding that text is meaningful and can be read
Child shows an interest in early writing	19. Demonstrates emergent writing skills 19a. Writes name 2. Controlled linear scribbles 19b. Writes to convey meaning 2. Controlled linear scribbles
Child begins to recognize own name on artwork or possessions	16. Demonstrates knowledge of the alphabet 16a. Identifies and names letters 4. Recognizes as many as 10 letters, especially those in own name
<b>Mathematics</b>	
<b>Number and Operations</b>	
<b>Infants (Birth to 18 months)</b>	
Child begins to develop awareness of quantity	20. Uses number concepts and operations 20b. Quantifies 1 emerging to 2. Demonstrates understanding of the concepts of <i>one</i> , <i>two</i> , and <i>more</i>
Child begins to show interest in real life mathematical concepts	20. Uses number concepts and operations 20b. Quantifies 1 emerging to 2. Demonstrates understanding of the concepts of <i>one</i> , <i>two</i> , and <i>more</i>
Child begins to imitate counting using some names of numbers	20. Uses number concepts and operations 20a. Counts 1 emerging to 2. Verbally counts (not always in the correct order)

<p><b>Toddlers (18 Months to 3 Years)</b></p>	<p>Child develops awareness of numbers</p> <ul style="list-style-type: none"> <li>• Counts up to five</li> <li>• Uses one to one correspondence</li> <li>• Understands quantities up to 3</li> </ul> <p>Child develops an understanding of the counting process</p> <ul style="list-style-type: none"> <li>• Uses counting words</li> <li>• Imitates counting rhymes or songs</li> </ul>	<p>20. Uses number concepts and operations</p> <p>20a. Counts</p> <p>3 emerging to 4. Verbally counts to 10; counts up to five objects accurately, using one number name for each object</p> <p>20b. Quantifies</p> <p>3. emerging to 4. Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts</p>
<p><b>Spatial Sense</b></p>	<p><b>Infants (Birth to 18 months)</b></p>	<p>15. Demonstrates phonological awareness</p> <p>15a. Notices and discriminates rhyme</p> <p>2. Joins in rhyming songs and games</p> <p>20. Uses number concepts and operations</p> <p>20a. Counts</p> <p>2. Verbally counts (not always in the correct order)</p>
<p>Child begins to develop knowledge of where things are in the environment</p> <ul style="list-style-type: none"> <li>• Explores materials</li> <li>• Experiments with gravity and space</li> </ul>	<p>21. Explores and describes spatial relationships and shapes</p> <p>21a. Understands spatial relationships</p> <p>1 emerging to 2. Follows simple directions related to position (<i>in, on, under, up, down</i>)</p>	<p>21. Explores and describes spatial relationships and shapes</p> <p>21a. Understands spatial relationships</p> <p>1 emerging to 2. Follows simple directions related to position (<i>in, on, under, up, down</i>)</p>
<p><b>Toddlers (18 Months to 3 Years)</b></p>	<p>Child develops sense of self in relation to the environment</p> <ul style="list-style-type: none"> <li>• Begins to recognize buildings, stores, signs, parks, etc.</li> </ul> <p>Child develops geometry and spatial sense</p> <ul style="list-style-type: none"> <li>• Uses comparison words correctly (<i>more, less, bigger, smaller, etc.</i>)</li> <li>• Uses words that describe the relative position of things (<i>close, far, up, down, etc.</i>)</li> <li>• Learns about shapes (<i>circle, square, triangle, etc.</i>)</li> </ul>	<p>11. Demonstrates positive approaches to learning</p> <p>11a. Attends and engages</p> <p>2. Pays attention to sights and sounds</p> <p>21. Explores and describes spatial relationships and shapes</p> <p>21a. Understands spatial relationships</p> <p>2. Follows simple directions related to position (<i>in, on, under, up, down</i>)</p>
<p>Child develops knowledge of where things are in the environment</p> <ul style="list-style-type: none"> <li>• Begins to recognize buildings, stores, signs, parks, etc.</li> </ul>	<p>21. Explores and describes spatial relationships and shapes</p> <p>21a. Understands spatial relationships</p> <p>2. Follows simple directions related to position (<i>in, on, under, up, down</i>)</p>	<p>21. Explores and describes spatial relationships and shapes</p> <p>21a. Understands spatial relationships</p> <p>2. Follows simple directions related to position (<i>in, on, under, up, down</i>)</p>
<p>Child develops geometry and spatial sense</p> <ul style="list-style-type: none"> <li>• Uses comparison words correctly (<i>more, less, bigger, smaller, etc.</i>)</li> <li>• Uses words that describe the relative position of things (<i>close, far, up, down, etc.</i>)</li> <li>• Learns about shapes (<i>circle, square, triangle, etc.</i>)</li> </ul>	<p>22. Compares and measures</p> <p>2. Makes simple comparisons between two objects</p>	<p>22. Compares and measures</p> <p>2. Makes simple comparisons between two objects</p>

Child groups objects together that are the same in some way	13. Uses classification skills 2. Matches similar objects
Child uses language to demonstrate understanding of space and time (next to, on top of, in, etc.)	21. Explores and describes spatial relationships and shapes 21a. Understands spatial relationships 4. Follows simple directions related to proximity ( <i>beside, between, next to</i> )
<b>Patterns and Measurement</b>	
<b>Infants (Birth to 18 months)</b>	
Child begins to create own patterns of self-regulation for sleeping, eating and wakeful play	1. Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 2. Indicates needs and wants; participates as adult attends to needs
Child begins to demonstrate awareness of patterns, first visually, then through manipulation	23. Demonstrates knowledge of patterns 1 emerging to 2. Shows interest in simple patterns in everyday life
<ul style="list-style-type: none"> <li>Plays with toys and objects of different sizes and shapes</li> <li>Orders a few objects by size, with assistance</li> </ul>	
Child begins to understand time words (after, before, etc.)	8. Listens to and understands increasingly complex language 8b. Follows directions 2. Responds to simple verbal requests accompanied by gestures or tone of voice
<b>Toddlers (18 Months to 3 Years)</b>	
Child begins to develop knowledge of patterns	23. Demonstrates knowledge of patterns 2. Shows interest in simple patterns in everyday life
<ul style="list-style-type: none"> <li>Begins to complete simple puzzles with varying sizes and shapes</li> </ul>	22. Compares and measures 2. Makes simple comparisons between two objects
Child begins to demonstrate knowledge of measurement concepts	22. Compares and measures 3 emerging to 4. Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers
<ul style="list-style-type: none"> <li>Understands concepts of big/little, short/tall, heavy/light</li> </ul>	
Child shows some understanding of time sequence within the daily routine	22. Compares and measures 3 emerging to 4. Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers
Child compares the size of various everyday objects (puts different people's shoes side by side to see which is longest, etc.)	22. Compares and measures 3 emerging to 4. Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers
<b>Science</b>	
<b>Scientific Skills and Methods</b>	
<b>Infants (Birth to 18 months)</b>	
Child shows interest in surroundings by focusing on faces and objects in close range	11. Demonstrates positive approaches to learning 11a. Attends and engages 2. Pays attention to sights and sounds

Child gathers information through the senses (mouthing, grasping, reaching, etc.)	<p>11. Demonstrates positive approaches to learning</p> <p>11d. Shows curiosity and motivation</p> <p>2. Uses senses to explore the immediate environment</p>
Child repeats actions that have been successful in reaching a goal	<p>11. Demonstrates positive approaches to learning</p> <p>11b. Persists</p> <p>2. Repeats actions to obtain similar results</p>
<p><b>Toddlers (18 Months to 3 Years)</b></p> <p>Child begins to develop scientific skills and methods</p> <ul style="list-style-type: none"> <li>• Makes observations, describes objects and actions in the environment</li> <li>• Begins to make comparisons between objects that have been observed</li> <li>• Demonstrates initiative and curiosity in exploring the environment</li> </ul>	<p>11. Demonstrates positive approaches to learning</p> <p>11a. Attends and engages</p> <p>4. Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments</p> <p>11d. Shows curiosity and motivation</p> <p>4. Explores and investigates ways to make something happen</p> <p>13. Uses classification skills</p> <p>2. Matches similar objects</p>
Child uses descriptive words in speech	<p>9. Uses language to express thoughts and needs</p> <p>9a. Uses an expanding expressive vocabulary</p> <p>3 emerging to 4. Names familiar people, animals, and objects</p>
Child uses senses, materials, events in nature, and the environment to investigate and expand knowledge	<p>11. Demonstrates positive approaches to learning</p> <p>11b. Persists</p> <p>4. Practices an activity many times until successful</p>
<b>Scientific Knowledge</b>	
<b>Infants (Birth to 18 months)</b>	
Child uses all five senses to explore and understand surroundings	<p>11. Demonstrates positive approaches to learning</p> <p>11d. Shows curiosity and motivation</p> <p>2. Uses senses to explore the immediate environment</p>
Child begins forming a basic understanding of simple cause and effect relationships	<p>11. Demonstrates positive approaches to learning</p> <p>11c. Solves problems</p> <p>2. Reacts to a problem; seeks to achieve a specific goal</p>
Child begins to name common objects in the environment	<p>9. Uses language to express thoughts and needs</p> <p>9a. Uses an expanding expressive vocabulary</p> <p>4. Names familiar people, animals, and objects</p>

<p><b>Toddlers (18 Months to 3 Years)</b></p>	<p>11. Demonstrates positive approaches to learning</p> <p>11a. Attends and engages</p> <p>4. Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments</p> <p>11d. Shows curiosity and motivation</p> <p>4. Explores and investigates ways to make something happen</p> <p>13. Uses classification skills</p> <p>2. Matches similar objects</p>
<p>Child develops scientific knowledge through active exploration of the environment</p> <ul style="list-style-type: none"> <li>• Shows interest in the natural world</li> <li>• Interacts with materials to gain knowledge about them</li> </ul>	<p>11. Demonstrates positive approaches to learning</p> <p>11c. Solves problems</p> <p>4. Observes and imitates how other people solve problems; asks for a solution and uses it</p>
<p>Child develops understanding of simple cause and effect relationships</p>	<p>21. Explores and describes spatial relationships and shapes</p> <p>21a. Understands spatial relationships</p> <p>4. Follows simple directions related to proximity (<i>beside, between, next to</i>)</p> <p>22. Compares and measures</p> <p>2. Makes simple comparisons between two objects</p>
<p>Child shows interest in scientific concepts related to space and time</p>	<p>12. Remembers and connects experiences</p> <p>12b. Makes connections</p> <p>4. Remembers the sequence of personal routines and experiences with teacher support</p>
<p>Child shows increased knowledge and memory for details and routines</p>	<p>1. Regulates own emotions and behaviors</p> <p>1a. Manages feelings</p> <p>2. Uses adult support to calm self</p>
<p>Child shows interest in and responds to music</p>	<p>34. Explores musical concepts and expression</p>
<p>Child enjoys producing music and other sounds with rattles, bells, music boxes, etc.</p>	<p>34. Explores musical concepts and expression</p>
<p>Child delights in new ability to produce sounds (smacks lips, squeals on purpose, etc.)</p>	<p>34. Explores musical concepts and expression</p>
<p><b>Toddlers (18 Months to 3 Years)</b></p>	<p>34. Explores musical concepts and expression</p> <p>35. Explores dance and movement concepts</p>
<p>Child shows interest and participates in music activities through gestures, movement and dancing</p>	

Child expresses self creatively to variations in music in the environment (rhythm, volume, tempo, etc.)	34. Explores musical concepts and expression
Child enjoys producing music with instruments and singing simple songs	34. Explores musical concepts and expression
Child enjoys repetition of favorite songs and other musical experiences	34. Explores musical concepts and expression
<b>Art</b>	
<b>Infants (Birth to 18 months)</b>	
Child responds to visual elements present in the environment (light, color, patterns, etc.)	33. Explores the visual arts
Child participates in and enjoys a variety of tactile/sensory experiences such as water, textures, etc.	33. Explores the visual arts
Child begins to use art media such as large crayons, finger paint, etc.	33. Explores the visual arts
Child explores the shape of objects	33. Explores the visual arts
<b>Toddlers (18 Months to 3 Years)</b>	
Child experiments with art media by painting, scribbling, using play dough, etc.	33. Explores the visual arts
Child shows pride in ability to use art materials	33. Explores the visual arts
Child uses a variety of materials creatively to represent other items (blocks, dramatic play materials, clay, etc.)	33. Explores the visual arts
Child shows preferences for colors or pictures	33. Explores the visual arts
Child uses various tools to make marks (fingers, crayons, big brushes, etc.)	33. Explores the visual arts
<b>Movement</b>	
<b>Infants (Birth to 18 months)</b>	
Child begins to discover own body	35. Explores dance and movement concepts
Child demonstrates balance and body coordination in movement	35. Explores dance and movement concepts
<ul style="list-style-type: none"> <li>• Changes positions smoothly</li> </ul>	
Child shows growing skill in physical activities	35. Explores dance and movement concepts
<ul style="list-style-type: none"> <li>• Progresses from rolling over to creeping, crawling, standing with help, cruising around furniture, to walking</li> </ul>	
<b>Toddlers (18 Months to 3 Years)</b>	
Child demonstrates balance and body coordination in movement	35. Explores dance and movement concepts
Child represents experiences and concepts through movement	35. Explores dance and movement concepts
Child runs with ease, stops and starts with precision and expand knowledge	35. Explores dance and movement concepts
<b>Dramatic Play</b>	
<b>Infants (Birth to 18 months)</b>	
Child responds to pretend play activities initiated by adult (facial expressions, animal and vehicle sounds, peek-a-boo, etc.)	36. Explores drama through actions and language
Child uses body to make sounds (slaps tray, bangs blocks, splashes water, etc.)	36. Explores drama through actions and language

<p>Child plays with dramatic play materials (animals, vehicles, dolls, etc.)</p>	<p>36. Explores drama through actions and language</p>
<p><b>Toddlers (18 Months to 3 Years)</b></p>	
<p>Child participates in a variety of dramatic play activities</p> <ul style="list-style-type: none"> <li>• Uses words and/or actions to portray a role, situation, or setting</li> <li>• Uses a variety of dramatic play materials (dishes, dolls, cars/trucks, telephone)</li> <li>• Uses an object to represent something else (block becomes a phone, ball becomes an apple, etc)</li> </ul>	<p>14. Uses symbols and images to represent something not present</p> <p>14b. Engages in sociodramatic play</p> <p>2. Imitates actions of others during play; uses real objects as props</p>
<p>Child begins to assume the role of someone or something else in dramatic play</p> <ul style="list-style-type: none"> <li>• Engages in role play independently or next to other children</li> <li>• Acts out simple games or stories with adult support</li> </ul>	<p>14. Uses symbols and images to represent something not present</p> <p>14b. Engages in sociodramatic play</p> <p>2. Imitates actions of others during play; uses real objects as props</p>



**Alignment of the Nebraska Early Learning Guidelines for Ages 3 to 5**

With

**Teaching Strategies GOLD™ Objectives for Development & Learning: Birth Through Kindergarten**

This document aligns the developmental domains and the widely held expectations in the *Nebraska Early Learning Guidelines for Ages 3 to 5* with the objectives, dimensions, and indicators of the *Teaching Strategies GOLD™* assessment system.

The following objectives and dimensions of *Teaching Strategies GOLD* are not addressed in the *Nebraska Early Learning Guidelines for Ages 3 to 5*:

- 9d. Tells about another time or place
- 16b. Uses letter–sound knowledge
- 18c. Retells stories

**References**

Heroman, C., Burts, D. C., Berke, K., & Bickart, T. (2010). *Teaching Strategies GOLD™ objectives for development & learning: Birth through kindergarten*. Washington, DC: Teaching Strategies, Inc.

Nebraska Department of Education and Nebraska Health and Human Services System. (June 2005). *Nebraska early learning guidelines for ages 3 to 5*. Lincoln, NE: Nebraska Department of Education. Retrieved April 18, 2011, from [http://www.education.ne.gov/ech/ELGuidelines/ELG\\_3to5.pdf](http://www.education.ne.gov/ech/ELGuidelines/ELG_3to5.pdf)

Nebraska Early Learning Guidelines for Ages 3 to 5 Developmental Domains and the Widely Held Expectations	Teaching Strategies GOLD™ Objectives, Dimensions, and Indicators
<p><b>Social and Emotional Development</b></p> <p><b>Self Concept</b></p> <p>Child develops independence, confidence, and competence</p> <ul style="list-style-type: none"> <li>• Likes self and shows pride in accomplishments</li> <li>• Shows growing independence in a range of activities, routines, and tasks</li> <li>• Joins other children in various play activities</li> <li>• Chooses from a range of activities within the program</li> </ul> <p>Child identifies own characteristics (name, age, gender, family members, etc.)</p>	<p>1. Regulates own emotions and behaviors</p> <p>1c. Takes care of own needs appropriately</p> <p>6. Demonstrates confidence in meeting own needs</p> <p>11. Demonstrates positive approaches to learning</p> <p>11a. Attends and engages</p> <p>6. Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions</p> <p>29. Demonstrates knowledge about self</p>
<p><b>Self Control</b></p> <p>Child expresses feelings and shows concern for others</p> <ul style="list-style-type: none"> <li>• Shows awareness and responds appropriately to the feelings of others</li> <li>• Calms self after excitement, expresses strong emotions constructively and controls aggression</li> <li>• Manages fears by expressing concerns and accepting support from adults</li> </ul> <p>Child follows rules and routines</p> <ul style="list-style-type: none"> <li>• Attempts to solve problems with other children independently, by negotiation or other socially acceptable means</li> <li>• Participates in daily routines without being asked</li> <li>• Builds awareness and ability to follow basic health and safety rules</li> </ul>	<p>1. Regulates own emotions and behaviors</p> <p>1a. Manages feelings</p> <p>7 emerging to 8. Controls strong emotions in an appropriate manner most of the time</p> <p>2. Establishes and sustains positive relationships</p> <p>2b. Responds to emotional cues</p> <p>6. Identifies basic emotional reactions of others and their causes accurately</p> <p>1. Regulates own emotions and behaviors</p> <p>1b. Follows limits and expectations</p> <p>6. Manages classroom rules, routines, and transitions with occasional reminders</p>
<p><b>Cooperation</b></p> <p>Child increases ability to sustain relationships</p> <ul style="list-style-type: none"> <li>• Uses compromise and conflict resolution skills</li> <li>• Plays actively with other children</li> <li>• Attempts to solve problems with other children independently, by negotiation, or other socially acceptable means</li> <li>• Uses language to engage others in meaningful conversation</li> </ul>	<p>3. Participates cooperatively and constructively in group situations</p> <p>3a. Balances needs and rights of self and others</p> <p>6. Initiates the sharing of materials in the classroom and outdoors</p> <p>3b. Solves social problems</p> <p>6. Suggests solutions to social problems</p> <p>10. Uses appropriate conversational and other communication skills</p> <p>10a. Engages in conversations</p> <p>6. Engages in conversations of at least three exchanges</p>

<p align="center"><i>Nebraska Early Learning Guidelines for Ages 3 to 5</i></p> <p align="center">Developmental Domains and the Widely Held Expectations</p>	<p align="center"><i>Teaching Strategies GOLD™ Objectives, Dimensions, and Indicators</i></p>
<p><b>Social Relationships</b></p> <p>Child interacts empathetically and cooperatively with adults and peers</p> <ul style="list-style-type: none"> <li>• Receives social support and shows loyalty to a friend</li> <li>• Solves problems with other children independently</li> <li>• Shows awareness of and responds to the feelings of others</li> <li>• Knows how to join a group of playing children</li> </ul>	<p>2. Establishes and sustains positive relationships</p> <p>2a. Forms relationships with adults</p> <p>6. Manages separations without distress and engages with trusted adults</p> <p>2b. Responds to emotional cues</p> <p>6. Identifies basic emotional reactions of others and their causes accurately</p> <p>2c. Interacts with peers</p> <p>6. Initiates, joins in, and sustains positive interactions with a small group of two to three children</p> <p>2d. Makes friends</p> <p>6. Establishes a special friendship with one other child, but the friendship might only last a short while</p>
<p><b>Knowledge of Families and Communities</b></p> <p>Child understands and respects similarities and differences among adults and children in their program, home, and community</p> <ul style="list-style-type: none"> <li>• Begins to understand various family roles, jobs, and rules</li> </ul> <p>Child expresses some understanding of familiar locations in community such as where people live, and where stores, parks, and restaurants are located</p> <p>Child uses familiar words to identify family members and workers in their community</p>	<p>30. Shows basic understanding of people and how they live</p> <p>32. Demonstrates simple geographic knowledge</p> <p>30. Shows basic understanding of people and how they live</p>
<p><b>Approaches to Learning</b></p> <p><b>Initiative and Curiosity</b></p> <p>Child uses initiative, curiosity and persistence to learn about the world</p> <ul style="list-style-type: none"> <li>• Carries out complex and varied sequences of activities independently</li> <li>• Explores ways to use new materials</li> </ul> <p>Child engages in imaginative play</p> <p>Child increasingly uses communication to ask questions and seek answers</p>	<p>11. Demonstrates positive approaches to learning</p> <p>11b. Persists</p> <p>6. Plans and pursues a variety of appropriately challenging tasks</p> <p>11d. Shows curiosity and motivation</p> <p>6. Shows eagerness to learn about a variety of topics and ideas</p> <p>11. Demonstrates positive approaches to learning</p> <p>11e. Shows flexibility and inventiveness in thinking</p> <p>4. Uses creativity and imagination during play and routine tasks</p> <p>10. Uses appropriate conversational and other communication skills</p> <p>10a. Engages in conversations</p> <p>6. Engages in conversations of at least three exchanges</p>

<p><i>Nebraska Early Learning Guidelines for Ages 3 to 5</i> Developmental Domains and the Widely Held Expectations</p>	<p><i>Teaching Strategies GOLD™ Objectives, Dimensions, and Indicators</i></p>
<p><b>Reasoning and Problem Solving</b></p> <p>Child shows increasing ability to classify, compare and contrast objects, events and experiences</p> <ul style="list-style-type: none"> <li>• Makes comparisons among objects that have been observed</li> <li>• Sorts objects by similar qualities</li> </ul> <p>Child tries several alternative methods to solve a problem and is highly involved and persistent</p> <ul style="list-style-type: none"> <li>• Uses active exploration and trial and error to solve problems</li> <li>• Demonstrates persistence in problem solving</li> <li>• Increases ability to make predictions and find more than one solution</li> </ul> <p>Child reflects on experiences and information, and interprets or draws conclusions based on the information</p>	<p>13. Uses classification skills</p> <p>6. Groups objects by one characteristic; then regroup them using a different characteristic and indicates the reason</p>
<p>Child tries several alternative methods to solve a problem and is highly involved and persistent</p> <ul style="list-style-type: none"> <li>• Uses active exploration and trial and error to solve problems</li> <li>• Demonstrates persistence in problem solving</li> <li>• Increases ability to make predictions and find more than one solution</li> </ul> <p>Child reflects on experiences and information, and interprets or draws conclusions based on the information</p>	<p>11. Demonstrates positive approaches to learning</p> <p>11c. Solves problems</p> <p>6. Solves problems without having to try every possibility</p> <p>11b. Persists</p> <p>6. Plans and pursues a variety of appropriately challenging tasks</p> <p>11e. Shows flexibility and inventiveness in thinking</p> <p>6. Changes plans if a better idea is thought of or proposed</p> <p>12. Remembers and connects experiences</p> <p>12b. Makes connections</p> <p>6. Draws on everyday experiences and applies this knowledge to a similar situation</p>
<p><b>Health and Physical Development</b></p>	
<p><b>Fine (Small) Motor Skills</b></p> <p>Child uses finger and hand control to operate and use small objects to demonstrate fine (small) motor coordination</p> <ul style="list-style-type: none"> <li>• Uses eye-hand coordination to perform a variety of tasks</li> <li>• Develops fine (small) motor skills through participation in activities</li> <li>• Uses strength and control to perform simple tasks</li> </ul> <p>Child explores drawing and painting materials</p>	<p>7. Demonstrates fine-motor strength and coordination</p> <p>7a. Uses fingers and hands</p> <p>8. Uses small, precise finger and hand movements</p>
<p>Child explores drawing and painting materials</p>	<p>7. Demonstrates fine-motor strength and coordination</p> <p>7b. Uses writing and drawing tools</p> <p>6. Holds drawing and writing tools by using a three-point finger grip but may hold the instrument too close to one end</p>
<p><b>Gross (Large) Motor Skills</b></p>	
<p>Child develops coordination, balance, spatial awareness and strength through gross (large) motor activities</p>	<p>4. Demonstrates traveling skills</p> <p>8. Contributes complex movements in play and games</p> <p>5. Demonstrates balancing skills</p> <p>8. Sustains balance during complex movement experiences</p>

<p>Child develops gross (large) motor skills</p> <ul style="list-style-type: none"> <li>• Coordinates both hands to manipulate large objects</li> <li>• Continues to develop body flexibility and coordination</li> <li>• Uses indoor and outdoor gross (large) motor equipment safely and appropriately</li> </ul>	<p>6. Demonstrates gross-motor manipulative skills</p> <p>6. Manipulates balls or similar objects with flexible body movements</p>
<p><b>Health Status &amp; Practices</b></p>	
<p>Child develops an awareness of health, nutrition and safety</p> <ul style="list-style-type: none"> <li>• Shows growing independence in hygiene, nutrition, and personal care when eating, dressing, washing hands, brushing teeth, and toileting</li> <li>• Develops knowledge and skills about what to do in case of fire, storm, injury or other emergencies</li> <li>• Identifies potentially harmful objects, substances or behaviors, knows to leave them alone and tell an adult</li> </ul> <p>Child develops an understanding of the need for regular physical exercise and activity</p>	<p>1. Regulates own emotions and behaviors</p> <p>1c. Takes care of own needs appropriately</p> <p>8. Takes responsibility for own well-being</p>
<p><b>Nutrition</b></p>	
<p>Child shows knowledge of healthy eating and lifestyle habits</p> <ul style="list-style-type: none"> <li>• Demonstrates knowledge that some foods are healthier than others</li> <li>• Uses manners during meals/snacks, including asking for second helpings</li> </ul> <p>Child begins to develop interest in foods and eating styles of other cultures</p> <p>Child understands that healthy foods help them to grow and give them energy to play and think</p>	<p>10. Uses appropriate conversational and other communication skills</p> <p>10b. Uses social rules of language</p> <p>6. Uses acceptable language and social rules while communicating with others; may need reminders</p> <p>29. Demonstrates knowledge about self</p> <p>30. Shows basic understanding of people and how they live</p> <p>29. Demonstrates knowledge about self</p>
<p><b>Language and Literacy</b></p>	
<p><b>Listening and Understanding</b></p>	
<p>Child listens to directions and conversations with understanding</p> <ul style="list-style-type: none"> <li>• Demonstrates understanding of the meaning of stories, songs and poems</li> </ul> <p>Child follows directions in sequences of actions</p> <ul style="list-style-type: none"> <li>• Follows single and multi-step or complex directions</li> </ul> <p>Child listens to others and responds to feelings and expressed ideas</p>	<p>8. Listens to and understands increasingly complex language</p> <p>8a. Comprehends language</p> <p>8. Responds appropriately to complex statements, questions, vocabulary, and stories</p> <p>8. Listens to and understands increasingly complex language</p> <p>8b. Follows directions</p> <p>8. Follows detailed, instructional, multistep directions</p> <p>8. Listens to and understands increasingly complex language</p>

<ul style="list-style-type: none"> <li>• Responds to simple, direct, conversational sentences, either verbally or by alternative means</li> </ul>	<p>8a. Comprehends language</p> <p>6. Responds appropriately to specific vocabulary and simple statements, questions, and stories</p>
<p>Child demonstrates understanding of native and/or English languages for social interactions and program directions/activities</p>	<p>37. Demonstrates progress in listening to and understanding English</p> <p>6. Responds to words and phrases in English when they are not accompanied by gestures or other visual aids</p>
<b>Speaking and Communicating</b>	
<p>Child communicates needs, wants or thoughts through words, gestures, actions, or expressions</p> <ul style="list-style-type: none"> <li>• Uses sentences that include two or more separate ideas</li> <li>• Initiates interactions with adults and peers</li> </ul>	<p>9. Uses language to express thoughts and needs</p> <p>9b. Speaks clearly</p> <p>6. Is understood by most people; may mispronounce new, long, or unusual words</p> <p>9c. Uses conventional grammar</p> <p>6. Uses complete, four- to six-word sentences</p>
<p>Child communicates for a variety of purposes</p> <ul style="list-style-type: none"> <li>• Attempts to solve problems with other children independently by communicating with them</li> <li>• Greets adults and peers</li> </ul>	<p>3. Participates cooperatively and constructively in group situations</p> <p>3b. Solves social problems</p> <p>6. Suggests solutions to social problems</p> <p>9. Uses language to express thoughts and needs</p> <p>9b. Speaks clearly</p> <p>6. Is understood by most people; may mispronounce new, long, or unusual words</p>
<p>Child uses English or native language to share feelings and express ideas</p>	<p>38. Demonstrates progress in speaking English</p> <p>6. Develops multiword phrases by using socially interactive terms in English; adds new words to the phrase</p>
<p>Child uses new vocabulary that has been introduced</p>	<p>9. Uses language to express thoughts and needs</p> <p>9a. Uses an expanding expressive vocabulary</p> <p>8. Incorporates new, less familiar or technical words in everyday conversations</p>
<b>Phonological Awareness</b>	
<p>Child shows knowledge of phonological awareness (the ability to hear and understand the different sounds of language)</p> <ul style="list-style-type: none"> <li>• Recognizes matching sounds and rhymes in familiar words, games, songs, stories and poems</li> <li>• Spontaneously repeats songs, rhymes and chants, and creates nonsense words</li> </ul>	<p>15. Demonstrates phonological awareness</p> <p>15a. Notices and discriminates rhyme</p> <p>6. Decides whether two words rhyme</p>
<p>Child progresses in listening and telling differences in phonemes (smallest parts of sound in a spoken word)</p> <ul style="list-style-type: none"> <li>• Identifies words that begin with the same sound</li> </ul>	<p>15. Demonstrates phonological awareness</p> <p>15b. Notices and discriminates alliteration</p> <p>6. Matches beginning sounds of some words</p>

<p>Child recognizes the connection between spoken and written words</p> <ul style="list-style-type: none"> <li>Shows growing ability to hear and discriminate separate syllables in words</li> <li>Isolates beginning and ending sounds of printed or spoken words</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates phonological awareness</li> <li>15b. Notices and discriminates alliteration <ul style="list-style-type: none"> <li>6. Matches beginning sounds of some words</li> </ul> </li> <li>15c. Notices and discriminates smaller and smaller units of sound <ul style="list-style-type: none"> <li>4. Hears and shows awareness of separate syllables in words</li> </ul> </li> </ul>
<p><b>Book Knowledge &amp; Appreciation</b></p>	
<p>Child demonstrates interest in and appreciation of reading-related activities</p> <ul style="list-style-type: none"> <li>Shows interest when stories are read</li> <li>Relates events in story to own knowledge and experience</li> </ul>	<ul style="list-style-type: none"> <li>12. Remembers and connects experiences <ul style="list-style-type: none"> <li>12b. Makes connections <ul style="list-style-type: none"> <li>6. Draws on everyday experiences and applies this knowledge to a similar situation</li> </ul> </li> </ul> </li> <li>18. Comprehends and responds to books and other texts</li> <li>18a. Interacts during read-alouds and book conversations <ul style="list-style-type: none"> <li>4. Asks and answers questions about the text; refers to pictures</li> </ul> </li> </ul>
<p>Child increases knowledge about books and how they typically are read</p> <ul style="list-style-type: none"> <li>Holds book right side up</li> <li>Turns pages front to back</li> <li>Knows specific words related to books such as author and illustrator</li> </ul>	<ul style="list-style-type: none"> <li>17. Demonstrates knowledge of print and its uses <ul style="list-style-type: none"> <li>17a. Uses and appreciates books <ul style="list-style-type: none"> <li>6. Knows some features of a book (title, author, illustrator); connects specific books to authors</li> </ul> </li> </ul> </li> </ul>
<p>Child learns to sequence and predict a story</p> <ul style="list-style-type: none"> <li>Picture reads; tells about the story from the pictures on the cover or in the book</li> </ul>	<ul style="list-style-type: none"> <li>18. Comprehends and responds to books and other texts <ul style="list-style-type: none"> <li>18b. Uses emergent reading skills <ul style="list-style-type: none"> <li>4. Pretends to read, using some of the language from the text; describes the action across pages, using pictures to order the events; may need prompts from adult</li> </ul> </li> </ul> </li> </ul>
<p><b>Print Awareness &amp; Concepts</b></p>	
<p>Child shows an awareness of print as a form of meaningful communication</p> <ul style="list-style-type: none"> <li>Follows the print on the page, moving eyes from left to right and top to bottom (uses finger under print)</li> <li>Identifies some letters and numbers</li> <li>Recognizes and begins to write own name</li> <li>“Reads” familiar environmental print (logos, posters, signs, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>17. Demonstrates knowledge of print and its uses <ul style="list-style-type: none"> <li>17b. Uses print concepts <ul style="list-style-type: none"> <li>4. Indicates where to start reading and the direction to follow</li> </ul> </li> </ul> </li> </ul>
<p>Child understands that each spoken word can be written down and read</p>	<ul style="list-style-type: none"> <li>17. Demonstrates knowledge of print and its uses <ul style="list-style-type: none"> <li>17b. Uses print concepts <ul style="list-style-type: none"> <li>6. Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation</li> </ul> </li> </ul> </li> </ul>
<p><b>Early Writing &amp; Alphabetic Knowledge</b></p>	
<p>Child shows an interest in early writing</p> <ul style="list-style-type: none"> <li>Uses scribbles, shapes or pictures to represent specific thoughts, ideas,</li> </ul>	<ul style="list-style-type: none"> <li>14. Uses symbols and images to represent something not present <ul style="list-style-type: none"> <li>14a. Thinks symbolically</li> </ul> </li> </ul>

stories	6. Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas
Child progresses in the identification of letters	16. Demonstrates knowledge of the alphabet 16a. Identifies and names letters 4. Recognizes as many as 10 letters, especially those in own name 19. Demonstrates emergent writing skills 19b. Writes to convey meaning 4. Letter strings
Child recognizes and/or writes own name on artwork or possessions	19. Demonstrates emergent writing skills 19a. Writes name 5. Partially accurate name
<b>Mathematics</b>	
<b>Number and Operations</b>	
Child develops awareness of numerals	20. Uses number concepts and operations 20a. Counts 6. Verbally counts to 20; counts 10–20 objects accurately; knows the last number states how many in all; tells what number (1–10) comes next in order by counting 20b. Quantifies 6. Makes sets of 6–10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many 20c. Connects numerals with their quantities 4. Identifies numerals to 5 by name and connects each to counted objects
Child uses language to demonstrate understanding of space and time (next to, on top of, before, after, etc.)	21. Explores and describes spatial relationships and shapes 21a. Understands spatial relationships 6. Uses and responds appropriately to positional words indicating location, direction, and distance 22. Compares and measures 4. Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers
Child develops an understanding of the counting process	20. Uses number concepts and operations 20a. Counts 6. Verbally counts to 20; counts 10–20 objects accurately; knows the last number states how many in all; tells what number (1–10) comes next in order



		by counting
<b>Geometry &amp; Spatial Sense</b>		
Child develops knowledge of geometric principles <ul style="list-style-type: none"> <li>• Learns about shapes</li> <li>• Classifies and sorts different shapes</li> <li>• Combines different shapes to make representations or patterns</li> </ul>		21. Explores and describes spatial relationships and shapes 21b. Understands shapes <ul style="list-style-type: none"> <li>6. Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation</li> </ul> 23. Demonstrates knowledge of patterns <ul style="list-style-type: none"> <li>6. Extends and creates simple repeating patterns</li> </ul>
Child develops spatial sense <ul style="list-style-type: none"> <li>• Uses comparison words correctly</li> <li>• Uses words that describe the relative position of things</li> </ul>		21. Explores and describes spatial relationships and shapes 21a. Understands spatial relationships <ul style="list-style-type: none"> <li>6. Uses and responds appropriately to positional words indicating location, direction, and distance</li> </ul>
Child groups objects together that are the same in some way and gives reasons for groupings		13. Uses classification skills <ul style="list-style-type: none"> <li>6. Groups objects by one characteristic; then regroup them using a different characteristic and indicates the reason</li> </ul>
<b>Patterns &amp; Measurement</b>		
Child develops knowledge of patterns <ul style="list-style-type: none"> <li>• Begins to recognize duplicates and extends simple patterns using a variety of materials</li> <li>• Describes patterns in the environment</li> </ul>		23. Demonstrates knowledge of patterns <ul style="list-style-type: none"> <li>6. Extends and creates simple repeating patterns</li> </ul>
Child demonstrates use of measurement <ul style="list-style-type: none"> <li>• Uses standard and/or non-standard measures</li> <li>• Recognizes that different types of measurement can be made (height, length, weight, etc.)</li> </ul>		22. Compares and measures <ul style="list-style-type: none"> <li>6. Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools</li> </ul>
<b>Science</b>		
<b>Scientific Skills and Methods</b>		
Child develops scientific skills and methods <ul style="list-style-type: none"> <li>• Makes observations, and describes objects and processes in the environment</li> <li>• Begins to make comparisons between objects that have been observed</li> <li>• Begins to find answers to questions through active investigation</li> </ul>		24. Uses scientific inquiry skills
Child uses sentences that include two or more ideas with descriptive details		9. Uses language to express thoughts and needs 9a. Uses an expanding expressive vocabulary <ul style="list-style-type: none"> <li>6. Describes and tells the use of many familiar items</li> </ul> 9c. Uses conventional grammar <ul style="list-style-type: none"> <li>8. Uses long, complex sentences and follows most grammatical rules</li> </ul>

Child uses senses, materials, events in nature, and the environment to investigate and expand knowledge	24. Uses scientific inquiry skills 25. Demonstrates knowledge of the characteristics of living things 26. Demonstrates knowledge of the physical properties of objects and materials 27. Demonstrates knowledge of Earth's environment
<b>Scientific Knowledge</b>	
Child develops knowledge of the scientific process <ul style="list-style-type: none"> <li>Shows interest in active investigation</li> <li>Begins to make comparisons among objects that have been observed</li> <li>Describes or represents a series of events in the correct sequence</li> </ul>	24. Uses scientific inquiry skills
Child demonstrates understanding of simple cause and effect relationships	12. Remembers and connects experiences 12b. Makes connections 6. Draws on everyday experiences and applies this knowledge to a similar situation
Child shows interest in measurement of time, length, distance, and weight	22. Compares and measures 6. Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools 28. Uses tools and other technology to perform tasks
Child develops increased ability to observe and discuss things that are common and things that are different	13. Uses classification skills 6. Groups objects by one characteristic, then regroups them using a different characteristic and indicates the reason 24. Uses scientific inquiry skills
<b>Creative Arts</b>	
<b>Music</b>	
Child is able to sing, play, move and create music, expressing individual imagination <ul style="list-style-type: none"> <li>Takes the lead in music activities</li> <li>Develops an appreciation for music</li> </ul>	34. Explores musical concepts and expression
Child responds to music through movement <ul style="list-style-type: none"> <li>Responds to the beat of songs or instrumental music with more complex movements (walking or jumping to the beat)</li> <li>Uses music as an avenue to express thoughts, feelings, and energy</li> <li>Describes and carries out movement sequences</li> </ul>	34. Explores musical concepts and expression 35. Explores dance and movement concepts
Child is able to distinguish between different types of music (loud/soft, fast/slow, happy/sad, etc.)	34. Explores musical concepts and expression
<b>Art</b>	
Child progresses in exploration and experimentation with new	33. Explores the visual arts

materials	<ul style="list-style-type: none"> <li>• Uses materials to make a simple representation and describes or demonstrates how it was made</li> </ul>	
Child gains experience in making shapes and linear patterns	<ul style="list-style-type: none"> <li>• Draws or paints images with a few details</li> </ul>	33. Explores the visual arts
Child broadens artistic exploration	<ul style="list-style-type: none"> <li>• Develops confidence in own creative expression through process-oriented experiences</li> </ul>	33. Explores the visual arts
Child uses materials to build and create a structure to represent another item (blocks become a castle, clay becomes a snake, etc.)		33. Explores the visual arts
<b>Movement</b>		
Child expresses strong emphasis, steady beats and changing dynamics in various musical tempos and styles through movement	<ul style="list-style-type: none"> <li>• Responds to the beat of songs or instrumental music with more complex movements (walking or jumping to the beat, clapping, etc.)</li> </ul>	34. Explores musical concepts and expression 35. Explores dance and movement concepts
Child demonstrates a sense of balance and body coordination		4. Demonstrates traveling skills
<ul style="list-style-type: none"> <li>• Demonstrates a wide variety of positions (stretching, bending, rocking, twisting, etc.)</li> </ul>		8. Contributes complex movements in play and games 5. Demonstrates balancing skills 8. Sustains balance during complex movement experiences
Child represents experiences through movement		35. Explores dance and movement concepts
<ul style="list-style-type: none"> <li>• Demonstrates concepts (feelings, directions, words, ideas, etc.)</li> </ul>		36. Explores drama through actions and language
<b>Dramatic Play</b>		
Child participates in a variety of dramatic play activities		14. Uses symbols and images to represent something not present
<ul style="list-style-type: none"> <li>• Uses words, actions and materials to portray a role, situation or setting</li> <li>• Engages in role play with two or more children</li> </ul>		14b. Engages in sociodramatic play 6. Interacts with two or more children during pretend play, assigning and/or assuming roles and discussing actions; sustains play scenario for up to 10 minutes
Child imagines and clearly describes characters, their relationships and their environment in dramatic play situations		14. Uses symbols and images to represent something not present
<ul style="list-style-type: none"> <li>• Assumes the role of someone or something else, or talks in language relevant to the assumed role</li> </ul>		14b. Engages in sociodramatic play 6. Interacts with two or more children during pretend play, assigning and/or assuming roles and discussing actions; sustains play scenario for up to 10 minutes



## **Appendix C-04: Teaching Strategies GOLD (TS Gold)**

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Teaching Strategies GOLD (2010) is an authentic, observation-based assessment system for children from birth through kindergarten. The system may be implemented with any developmentally appropriate curriculum. It blends ongoing observational assessment for all areas of development and learning with performance tasks for selected predictors of school success in the areas of literacy and numeracy. Nebraska can use TS Gold to assess all children, including English language learners, children with disabilities, and children who demonstrate competencies beyond typical developmental expectations.

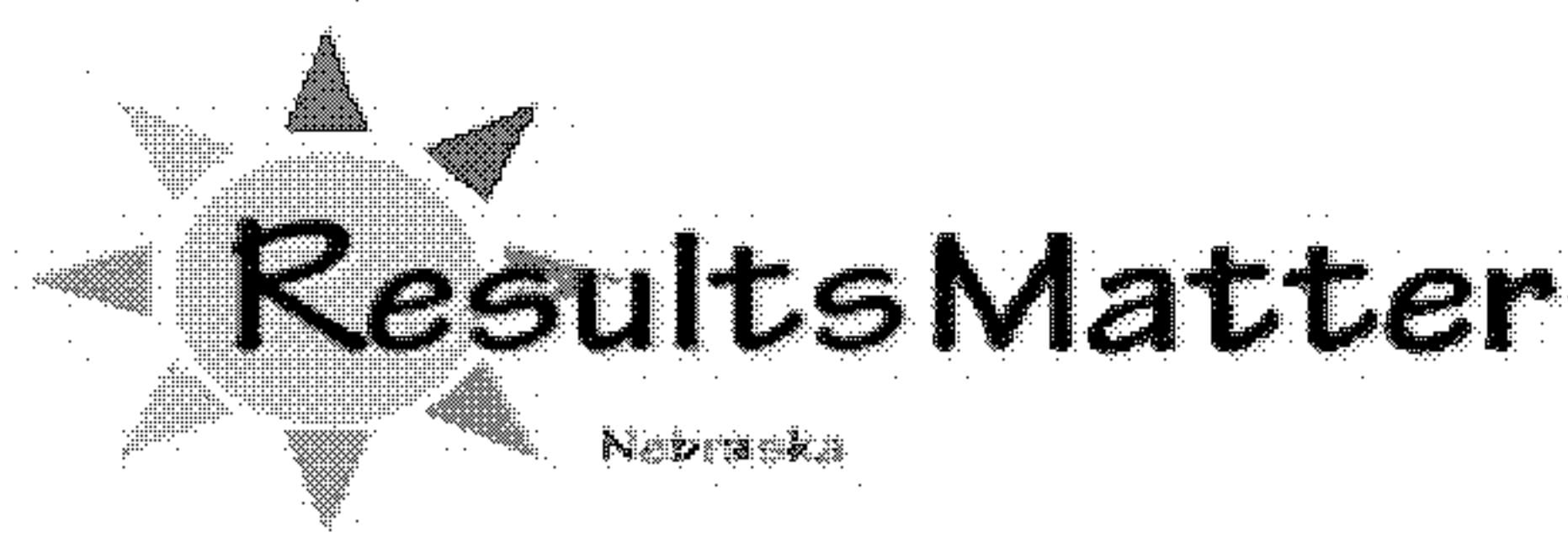
TS Gold presents progressions of development and learning for objectives in 10 areas: social-emotional, physical, language, cognitive (including positive approaches to learning), literacy, mathematics, science and technology, social studies, arts and English language acquisition. Indicators and examples enable tool administrators to rate children's knowledge, skills, and behaviors on a 10-point scale of "Not Yet" to level 9. Furthermore, with the exception of those for English language acquisition, the progressions use colored bands to show widely held expectations for various ages (birth–1 year, 1–2 years, and 2–3 years) and for various classes/grades (preschool 3, pre-K 4, and kindergarten). It is a strengths based tool that involves families in the assessment process. The items on the TS Gold have been cross walked with the Nebraska Early Learning Standards, demonstrating that there is an alignment with the assessment and the standards.

To ensure that TS Gold is both valid and reliable, the Center for Educational Measurement and Evaluation (CEME), The University of North Carolina at Charlotte, conducted extensive research with thousands of children and teachers. The final sample used to evaluate the validity and reliability of TS Gold retained a total of 10,963 children. This extremely diverse group of children received educational services in 618 different programs at 2,525 different early childhood centers located across the United States. These programs included Head Start, private child care, and school-based sites. Forty-eight states and the District of Columbia were represented in the final sample. A total of 4,580 teachers were selected as raters to administer TS Gold. Overall, the final sample used in this research was large, broad, and highly representative of young children in the United States.

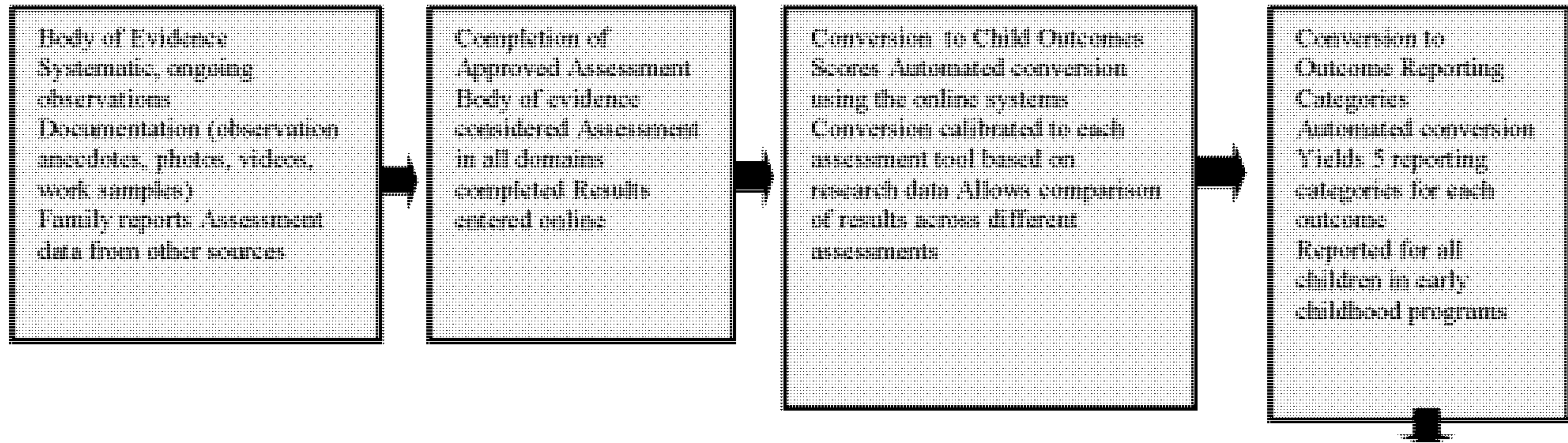
The results of the studies found the TS Gold assessment system yields highly valid and reliable results based on a series of studies. The results of the current research strongly validates that teachers are able to use TS Gold to make valid ratings of the developmental progress of children across the intended age range from birth through kindergarten.



# Appendix C-05:TS Gold Outcomes Linked to Nebraska's Longitudinal Data System Flow Chart



## Child Outcomes Accountability: Reporting Process For Results Matter



The Early Childhood Outcomes Center has been collaborating with national experts to develop a process for converting early childhood assessment results to scores on the three child outcomes. These child outcome scores allow us to compare results from across the state. This chart describes the assessment process for children B-5 served by school districts. For RTTT this process will be expanded to all federally funded programs and QRIS network.

**Conversion to Summary Statements for Target Setting**  
Automated conversion  
Combines category data to describe child progress  
Used as the basis for setting targets for improvement

**Three Child Outcomes**  
Children have positive social skills including positive social relationships.  
Children acquire and use knowledge and skills including language and early literacy.  
Children take appropriate action to meet their needs.

**Five Reporting Categories**  
For each of the child outcomes:  
Percent of children who did not improve functioning  
Percent of children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers  
Percent of children who improved functioning to a level nearer to same-aged peers but did not reach  
Percent of children who improved functioning to reach a level comparable to same-aged peers  
Percent of children who maintained functioning at a level comparable to same-aged peers.

**Two Summary Statements**  
For each of the child outcomes:  
Of those children who entered the program below age expectations in each outcome, the percent who substantially increased their rate of growth by the time they exited the program.  
The percent of children who were functioning within age expectations in each outcome by the time they exited the program.





## **Appendix C-06: Comprehensive Assessment Work Scope, Munroe-Meyer Institute**

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### **Work Scope for Munroe-Meyer Institute Comprehensive Assessments** **Selection Criteria Section 2-b: Comprehensive Assessment Evaluation** **(Project 4c Budget Narrative)**

#### Year 1:

1. Complete survey to gather information on what screening is currently is being used by all NE early childhood care and education programs.
2. Review the literature to determine evidence-based practice related to health and developmental screening.
3. Convene a stakeholders group (including early childhood providers, school based and community based early childhood and head start and administrators, members of the ECICC and the Committee of Practitioners (a state advisory group for federally funded programs, family members) to finalize the values and characteristics of what is viewed as optimal assessment tool/process. These principles will be used to guide selection of “approved screening tools” (developmental and health).
4. Work with the Department of Education and HHS to approve the recommended screening process and to develop strategies to disseminate screening recommendations.
5. Complete needs assessment for training needs on screening tools.
6. Develop and implement strategies to disseminate screening tool recommendations.
7. Work with consultants to develop online module for use of screening tools
8. Identify strategies to support QRIS network providers in joining the Results Matter Initiative, comprehensive assessment process.
9. Identify 8-10 classrooms to pilot implementation of Results Matter Assessment in child care centers.
10. Analyze and report aggregated across settings on Results Matter data.

#### Year 2

1. Develop a plan and implement training for NE comprehensive assessment system for the following (work with higher education help inform process): across modalities
  - Administration of the assessment including a process of inter-rater reliability. Implement a train the trainer model.
  - Understanding the purposes of each of the assessment components within the recommended comprehensive assessment process.
  - Use of data – how best to use data for program planning, reflection on data findings, and continuous improvement process.
  - Engaging families as partners in understanding the data and how best to report information to families.
2. Pilot implementation of Results Matter assessment within 10 classrooms in child care centers who are part of the QRIS network programs.
3. Convene stakeholders to continue to align assessment processes across agencies and systems, review child outcome data and evaluation data on the process.
4. Work with consultants and contractors to develop online training assessment module.

5. Partner with NDE to enhance the linkages and the data analyses between the state data system and the GOLD.
6. Evaluate the effectiveness of the assessment process through focus groups. Analyze statewide child data on GOLD. Reflect on findings to help inform ways to improve the assessment system.

*Year 3: 2013-2014*

1. Implement statewide training of assessment process. Work with higher education to infuse process into curriculum. Training will occur at multiple levels including teachers and administrators using multiple methods, webinars, and onsite workshops.
2. Provide technical assessment and coaching to each of the pilot sites. .
3. Pilot implementation of Results Matter assessment within 10 classrooms in child care centers who are part of the QRIS network programs.
4. Analyze statewide data and reflect on findings with key state and local stakeholders to help inform ways to improve the system.
5. Work with consultants and contractors to develop online module on using data as part of a continuous improvement process.
6. Evaluate the effectiveness of the assessment process through focus groups. Analyze statewide child data on GOLD. Reflect on findings to help inform ways to improve the assessment system.

*Year 4:*

1. Implement statewide training of assessment process. Work with higher education to infuse process into curriculum. Training will occur at multiple levels including teachers and administrators using multiple methods, webinars, and onsite workshops.
2. Provide technical assessment and coaching to each of the pilot sites. .
3. Pilot implementation of Results Matter assessment within 10 classrooms in child care centers who are part of the QRIS network programs.
4. Analyze statewide data and reflect on findings with key state and local stakeholders to help inform ways to improve the system.
5. Work with consultants and contractors to develop online module on using data as part of a continuous improvement process.
6. Provide training and technical assistance on the continuous improvement process (collect, review, plan and act model) to maximize use of child data at all levels: home, the classroom, district, and state level.



## Appendix C-07: Little Voices for Healthy Choices Initiative

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### Little Voices for Healthy Choices - Initiative

#### Overview:

The Little Voices for Healthy Choices initiative empowers Nebraska's childcare facilities to nurture healthy, active environments for children ages 0-5. The initiative has three components:

(1) the Nutrition and Physical Activity Self-Assessment for Child Care (NAP SACC)

Program; (2) communication of the importance

of healthy child care environments; and (3) a healthy child care award that acknowledges facilities that are prioritizing, communicating, and fostering environments supportive of healthy eating and physical activity.



#### Grant Information:

The Nebraska Department of Health and Human Services (DHHS), Nutrition and Activity for Health (NAFH) Program, received a two-year, noncompetitive grant from the Centers for Disease Control and Prevention (CDC) entitled Communities Putting Prevention to Work (CPPW). The aim of this grant is to create and adapt healthy environments and policies to combat the rising epidemic of childhood obesity within childcare facilities across Nebraska. These focused efforts will entail creating access to healthy nutrition and physical opportunities within child care facilities enrolled in the U.S. Department of Agriculture's (USDA) Child and Adult Care Food Program (CACFP). DHHS is working closely with the Nebraska Department of Education and the CACFP Sponsor's Consortium to instill core nutrition and physical activity habits and values at an early age. Children who have access to and learn the value of physical activity and healthful food choices will be more likely to continue the behaviors later in life.

#### Nutrition and Physical Activity Self-Assessment for Child Care (NAP SACC):

The NAP SACC Program is the centerpiece of the grant that focuses on adapting policy and environments for access to healthful foods and physical activity opportunities, influencing the facility manager's health, educating parents and enhancing the future of the children that are cared for in facilities across the state. Childcare facilities that choose to be a part of this campaign will participate in a one-day education and training workshop, develop action plans, plus receive guided support for implementation of healthy outcomes, and will be provided resources to prevent childhood obesity.

#### Partners:

- DHHS Child Care Licensure Unit
- DHHS Lifespan Health Services
- NDE- Nutrition Services
- NDE- Early Childhood Education
- UNL College of Journalism and Mass Communication
- Child and Adult Care Food Program Organizations
- Local Public Health Departments
- Local Coalitions



# PROPOSED REGULATIONS FOR CHILD CARE CENTERS

## SUMMARY AND REASON FOR PROPOSED CHANGES

**Format of Regulations:** Currently, the Department has one set of regulations for all four types of licenses - Family Child Care Home I, Family Child Care Home II, Child Care Centers, and Preschools. Regulations are summarized in separate "standards booklets" for Family Child Care Home I and II, Child Care Centers, and Preschools.

The new regulations:

- Separates each type of license: Family Child Care Home I is 391 NAC 1; Family Child Care Home II is 391 NAC 2; Child Care Center is 391 NAC 3; School Age Only Center is 391 NAC 4; Preschool is 391 NAC 5.
- Adds a new type of license for programs that serve only "school age" children: School Age Only Center.
- Each chapter of the regulations contains eight (8) sections that are described below.
- Some of the proposed changes affect all types of licenses. Other changes affect only one or two types of licenses.

This document was developed to assist providers, parents, and others interested in the proposed changes to the Child Care Center Regulations to quickly identify the changes and the reason for the changes. This document contains the changes just to the Child Care Center regulations. The first column includes the "Section" where each change is located; the second column includes the reason for the change; and the third column includes a summary of the proposed change.

All changes are underlined in the actual regulations. For Child Care Centers, that document is 391 NAC 3 and is available three weeks before the Public Hearing at: <http://www.sos.ne.gov/rules-and-regs/regtrack/index.cgi>.

Written comments are also welcome and will be given the same consideration as comments made in person. Written comments must be postmarked or received by 5:00 p.m. CT on August 27, 2011, and sent to DHHS Legal Services, P.O. Box 95026, Lincoln, NE 68509-5026, fax 402-742-2382, or e-mailed to [DHHS.RulesandRegs@nebraska.gov](mailto:DHHS.RulesandRegs@nebraska.gov).

## CHANGES TO CHILD CARE CENTER REGULATIONS

Section Where Change is Located	Reason for Changing/Adding/Deleting	Proposed Changes
Page 1 <b>Section 1: Scope and Authority</b> – replaces "Administration"	Changes include statutes that have been amended or approved since 2002.	References the Child Care Licensing Act; Child Protection Act; Clean Indoor Air Act; Quality Child Care Act; and Sex Offender Registration Act; adds additional exemptions to licensure.
Page 3 <b>Section 2: Definitions</b>	Definitions of terms are consistent across the five types of licenses and consistent with changes in statutes that have been amended or approved since 2002.	Adds definitions for: Accredited schools; Certificated Teacher; Early Childhood Training Center; Health Authority; Licensed Health Care Professional; Licensee; Locked storage; Nebraska Administrative Code; Parent training/education; Physical hold; Program; Proof; Proper hand washing; Restraint; Special needs; Staff; Swimming pool; USDA, and Volunteer.
Page 10 <b>Section 3: Licensing Requirements and Procedures</b> – replaces "Child Care Licensure" and "License Issuance Process"	Changes include statutes that have been amended or approved since 2002.	Adds: Proof of US Citizenship or Lawful Resident Status; Proof of Criminal History Check; Extension and Expiration of a Provisional License; Change of Ownership; Temporary and Voluntary Cease of Operation; Corrective Action Status; Voluntary Surrender of a License; and Permanent Closure.
Page 19 <b>Section 4: General Requirements</b> - replaces	Changes include statutes that have been amended or approved since 2002; and enable the Department to	Adds: License not transferable; licensee required to provide record information and inspection report upon request; clarifies Alternative

<p>"Alternative Compliance", "Multiple Licenses", and "Policies"</p>	<p>know when changes occur in the licensed program.</p>	<p>Compliance; time frames for notification of changes; and prohibits Department from releasing Social Security Number of licensee to public.</p>
<p>Page 25 Section 5: Inspections and Complaint Investigations – replaces "Visits conducted by Department Staff"</p>	<p>Inform licensees of types of inspections, procedures for complaint investigations, and describes options when violations are substantiated.</p>	<p>Complete description of all types of inspections, time frames, and results.</p>
<p>Page 29 Section 6: Standards of Operation and Care – replaces "Background Checks" and "Child Care Centers"</p>	<p>Addresses questions and concerns that have been raised by parents and staff in child care centers</p>	<p>Adds the following to licensee responsibilities: Either manage the center or designate a Director who is responsible for day-to-day operations and define duties/responsibilities of director in writing, and ensure center has sufficient resources to provide a safe, healthy, and nurturing environment to all enrolled children.</p>
<p>Page 29 • Licensee Responsibilities</p>	<p>Addresses questions and concerns that have been raised by parents and staff in child care centers.</p>	<p>Adds the following to Director responsibilities: presence in the child care center; designation of a substitute; written policies and procedures; orientation for new staff; identify and review incidents/accidents/complaints; write child abuse reporting procedure; not knowingly allow registered sex offender on premises except when a parent of an enrolled child; develop and use written criteria to assess ability of staff to give or apply medications.</p>
<p>Page 30 • Director Responsibilities</p>	<p>Most states require criminal history checks on licensees, staff, and household members. Criminal history checks are an important part of assuring that children are safe from harm by individuals who have a criminal history, including but not limited to sexual offense.</p>	<p>New applicants required to submit criminal history checks on self, staff, and household members age 19 or older. Describes applicant disqualification from being licensed. Applicants and persons responsible for care and supervision of children must not be listed as a perpetrator on Nebraska's State Patrol sex offender registry. Report of Law Enforcement Contacts must be updated annually. Licensee required to notify Department as soon as licensee becomes aware of arrest, misdemeanor ticket, and/or pending criminal charge of self, staff, and/or household members.</p>
<p>Page 31 • Background Checks, Health Information, and Employment Limitations</p>	<p>Answers questions that have been raised when an investigation for child abuse/neglect is being conducted.</p>	<p>Clarifies procedures when staff member is or has been investigated for abuse/neglect of a child or vulnerable adult.</p>
<p>Page 36 • Investigations and Repeat Registry Checks</p>	<p>Answers questions that have been raised by licensees, directors, and applicants.</p>	<p>Clarifies Health Information Report requirements.</p>
<p>Page 36 • Health Information Report</p>	<p>Nebraska's lack of education qualifications for directors has been cited as one reason for ranking #50 in a comparison of states' child care center regulations.</p>	<p>Requires new directors of child care centers to have a high school diploma/GED, experience, and be of good moral character. Current directors who do not have high school diploma/GED may continue employment at that center or another CCC with a license capacity of 22 or fewer children licensed before the effective date of the regulations.</p>
<p>Page 37 • Director Qualifications</p>	<p>The Department recognizes the qualifications of certificated teachers in accredited schools.</p>	<p>Certificated teachers employed by schools accredited by NDE will be exempt from Child Care Licensing staff qualifications.</p>
<p>Page 38 • Teachers in Centers Located in Accredited Schools</p>	<p>Nebraska's lack of education qualifications for teachers has been cited as one reason for ranking #50 in a comparison of states' child care center regulations.</p>	<p>Requires teachers in child care centers to have a high school diploma/GED, experience, and be of good moral character. Teachers who do not have high school diploma/GED may continue employment</p>
<p>Page 38 • Teacher Qualifications</p>		

		as a teacher in the center in which they are employed and as a staff in any child care center.
<ul style="list-style-type: none"> <li>• Page 39 Substitutes, Staff, and Unpaid Parent Helpers</li> </ul>	Answers questions that have been raised by licensees, directors, and applicants.	Substitutes working more than 20 hrs and counted in staff-to-child ratio must meet staff requirements. Volunteers & unpaid parents are not counted for staff ratio and are not left alone with children other than their own. All staff must be of good moral character.
<ul style="list-style-type: none"> <li>• Page 40 Parents Participating in Parent Training or Education</li> </ul>	The Department recognizes that some child care centers offer parent training/education.	Establishes conditions for parents who participate in parent training / education.
<ul style="list-style-type: none"> <li>• Page 40 Director Orientation and Training</li> </ul>	Director training is very important to the safety and well being of children in care.	Adds: Director Orientation; Safety Training; Child Care Management Training; and Early Learning Guidelines Training. Directors have three to five years to meet requirements.
<ul style="list-style-type: none"> <li>• Page 41 Teacher Training</li> </ul>	Teacher training is very important to the safety and well being of children in care. "A quality early childhood environment has a positive impact on a child's emotional, physical, cognitive, communicative, creative, and social development." <i>Nebraska's Core Competencies</i>	No increase in 12 hours of required in-service training. Specific training would be required over time includes Safety Training and Early Learning Guidelines Training.
<ul style="list-style-type: none"> <li>• Page 42 Staff and Volunteer Orientation</li> </ul>	Changes to staff/volunteer orientation address questions and concerns raised by parents and staff.	Outlines requirements for orientation training before new staff/volunteers have direct responsibility for care of children.
<ul style="list-style-type: none"> <li>• Page 42 Nutrition, Food Safety, and Food Service Training</li> </ul>	Food service training reduces the incidence of food borne diseases in children.	Requires four clock hours of training in nutrition, food safety, and food services within 30 days of employment and annually thereafter for food service staff.
<ul style="list-style-type: none"> <li>• Page 42 Transportation Training</li> </ul>	Training addresses proper installation of safety seats and reducing the chance of children left in vehicles.	Adds requirement for transportation staff to complete "Safe Kids Buckle Up" training within 90 days of employment and every five years thereafter; maintain valid certificates for CPR and First Aid. Current drivers have one (1) year to complete training.
<ul style="list-style-type: none"> <li>• Page 42 Annual Training</li> </ul>	Clarify training for staff working less than 20 hrs per week and streamlines approval for CPR curriculum.	Staff working less than 20 hours must obtain six clock hours of annual training. NE Board of Emergency Medical Services approves CPR curriculum.
<ul style="list-style-type: none"> <li>• Page 44 Employee Records Requirements</li> </ul>	Changes to Employee Records Requirement are consistent with other changes in director/staff requirements.	Adds: Proof of criminal history check and orientation training to Employee Records Requirements; and written schedule for volunteers.
<ul style="list-style-type: none"> <li>• Page 45 Child's Record</li> </ul>	Increase in number of children with allergic reactions to food, insect bites, and other intolerances.	Lists all required data to be placed in the Child's Record including current health status and list of child's allergies and intolerances.
<ul style="list-style-type: none"> <li>• Page 46 Description of Center Services and Policies</li> </ul>	Provides better communications between Licensee and parents.	Licensee shall make available a written description of services provided as well as policies governing staff and day to day operations.
<ul style="list-style-type: none"> <li>• Page 47 Capacity and Staff-to-Child Ratio</li> </ul>	Licensees and parents have questions about when children or adults in care count in capacity, especially when children are on field trips, children older than 13 are being served and/or adults with special needs are being served.	New language clarifies when children or adults in care count in capacity and ratio: children on field trips, children of any age for whom compensation is received and adults who are receiving care and supervision.
<ul style="list-style-type: none"> <li>• Page 48 - 49 Communicable Diseases &amp; Exclusion</li> </ul>	Communicable diseases are a significant threat to safety of children and parents must know the policy of the child care program they select for their child.	Department will assist programs by providing information about communicable diseases. Requires licensee to have and follow a written policy on exclusion of children due to illness and share their policy with parents of enrolled children.



<ul style="list-style-type: none"> <li>• Immunizations</li> </ul>	<p>Page 49</p> <p>Licensees need to have accurate and thorough information about the immunization status of the children enrolled in their program.</p>	<p>Adds requirement that licensee maintain updates on children's immunization records as children receive new immunizations.</p>
<ul style="list-style-type: none"> <li>• Supervision</li> </ul>	<p>Page 50</p> <p>Licensees and parents have questions about what "adequate and appropriate supervision" of children includes.</p>	<p>New language adds: knowing whereabouts and being within sight or sound of all children at all times; being alert, attentive, and responsible to needs of all children; protecting or removing children from harm; and, parental permission for children to leave the child care center premises.</p>
<ul style="list-style-type: none"> <li>• Discipline</li> </ul>	<p>Page 50</p> <p>Appropriate discipline is very important as a protection for children and licensees. Licensees are requesting guidance in what behavior should not be disciplined, use of time out, use of physical hold, and use of restraints.</p>	<p>New language adds: 1) adding pinching, use of soap, hot sauce or other unpleasant food or non-food items, and isolating a child in a locked or closed room or closet to the actions that are prohibited as a form of discipline; 2) adding refusal to eat and refusal to participate in activities as child behavior that cannot be disciplined; 3) clarifies use of time out; 4) describes when physical hold of children can be used; and 5) describes when and under what conditions restraints can be used with children.</p>
<ul style="list-style-type: none"> <li>• Prohibited Language, Materials, and Actions</li> </ul>	<p>Page 52</p> <p>Young children are at risk for emotional harm when exposed to violence, racism, profanity, and explicit sexual material.</p>	<p>Children must not be exposed to: profanity; sexually explicit material; acts of violence towards a person or animal; or acts of racism.</p>
<ul style="list-style-type: none"> <li>• Child Development Program</li> </ul>	<p>Page 52</p> <p>More emphasis is being placed on children's development and readiness for school.</p>	<p>New language adds: opportunities for children to read and explore books; daily reading with children; and, talking and interacting with children.</p>
<ul style="list-style-type: none"> <li>• Infant Toddler Care</li> </ul>	<p>Page 54</p> <p>Safe sleep practices for infants have reduced the number of infant deaths attributed to SIDS. Increase in staff ratio in infant care rooms; Safe diapering procedures reduce spread of infectious diseases.</p>	<p>Licensee will be required to place infants on their backs to sleep unless there is a medical reason for a child to sleep in another position. Nine or more infants must have three staff in infant room; establish and follow diapering procedures.</p>
<ul style="list-style-type: none"> <li>• Overnight Care</li> </ul>	<p>Page 56</p> <p>Clarify requirements for overnight care.</p>	<p>New language includes bathing instructions and awake staff.</p>
<ul style="list-style-type: none"> <li>• Wading and Swimming</li> </ul>	<p>Page 57</p> <p>Increased protection for licensee when parents give permission for non-licensee supervised swimming and licensee supervised swimming.</p>	<p>Parent permission includes specific details about the swimming pool and swimming/wading activities. Adds decorative ponds to the list of prohibited water sources. Requires four foot fence around above-ground/ in-ground swimming pool and non-climbable side walls to above-ground pool.</p>
<ul style="list-style-type: none"> <li>• Transportation</li> </ul>	<p>Page 59</p> <p>Increased public and legislative attention to all aspects of state regulated transportation of children warrants increase in safety requirements.</p>	<p>Changes include: no child left alone in vehicle; no smoking when children are being transported; driver must be 18 years of age with valid license for vehicle being driven; proper registration of vehicle, first aid kit; appropriate car seats; parental permission; and not transporting children to avoid violations of capacity or staff-to-child ratio; written transportation policy.</p>
<ul style="list-style-type: none"> <li>• Medications</li> </ul>	<p>Page 60</p> <p>Some child care staff are also licensed health care professionals.</p>	<p>Adds provisions for licensed health care professionals to give, apply, and/or administer medications.</p>
<ul style="list-style-type: none"> <li>• Food Service &amp; Safety</li> </ul>	<p>Page 62-63</p> <p>Changes address frequently asked questions from parents and licensees.</p>	<p>Clarifies USDA requirements when parent provides meals and/or snacks and when children have dietary concerns. Addresses center requirements for meals and the storage and disposal of unused breast milk and commercially prepared formula.</p>
<ul style="list-style-type: none"> <li>• Emergency Preparedness</li> </ul>	<p>Page 63</p> <p>Fires and tornadoes are a significant safety threat.</p>	<p>Adds additional requirements for fire and tornado safety diagrams, notification of emergencies, and disaster preparedness plans.</p>

<ul style="list-style-type: none"> <li>Page 65 Notification of Emergencies</li> </ul>	Consistent with Family Child Care Home regulations in force since 1995.	List of incidents that must be reported to Department.	
<ul style="list-style-type: none"> <li>Page 65 Environmental Services</li> </ul>	Changes address frequently asked questions and concerns of parents.	Adds: "free of exposed lead-based paint" and "free of odor" as requirements for child care facility. Requires licensee to create and follow a written process for routine and preventative maintenance of equipment, fixtures, furnishings, and toys; prohibits soft objects, bumper pads, toys, or loose bedding in crib; prohibits surfaces covered by lead paint to be used for children.	
<ul style="list-style-type: none"> <li>Page 67 Environmental Safety</li> </ul>	Implements Clean Indoor Air Act specific to child care programs in or out of the home of the licensee.	Unless the child care center is in the residence of the licensee, smoking is prohibited at all times. If CCC is in the residence of the licensee, smoking is prohibited any time a child in care is present.	
<ul style="list-style-type: none"> <li>Page 67 Alcohol and Controlled Substances</li> </ul>	Changes address frequently asked questions of parents and licensees.	Clarifies only "unlawful" use of controlled substances is prohibited.	
<ul style="list-style-type: none"> <li>Page 68 Animals</li> </ul>	Implements recommendation of the Nebraska Board of Health regarding presence of animals in licensed programs serving children or vulnerable adults.	When animals are present at the child care center, need to be examined annually by a licensed veterinarian and have proof of vaccinations and pet care available for review.	
<ul style="list-style-type: none"> <li>Page 68 Other Environmental Safety Requirements</li> </ul>	Addresses health and safety concerns	Adds "mold" and "dirt" to prohibited surfaces. Prohibits firearms and other weapons on premises of CCC unless center is also licensee's residence. Adds "toothbrushes" and "hair brushes" to the items that cannot be shared among children.	
<ul style="list-style-type: none"> <li>Page 70 Section 7 Physical Plant Standards – The facility must be designed, constructed, and maintained in a manner that is safe, clean, and functions for child care.</li> </ul>			
<ul style="list-style-type: none"> <li>Page 70 Water Supply and Sewer Requirements</li> </ul>	Changes address safety concerns when water is not from a public source.	Requires annual testing of water from a private source for nitrate, coliform, and lead; if private water is not approved, licensee must obtain water from a source approved by the Department or purchase water from a commercial source.	
<ul style="list-style-type: none"> <li>Page 72 Fenced Outdoor Play Area</li> </ul>	Changes address safety concerns in outdoor play area	Requires outdoor play area to be developmentally appropriate; adds wood chips and small-to-medium size gravel to options for approved resilient material used under fall zone of climbing equipment.	
<ul style="list-style-type: none"> <li>Page 74 Toilets and Sinks</li> </ul>	Attention given to accommodation of children with special needs.	Toilets and sinks designed to accommodate children with special needs when necessary.	
<ul style="list-style-type: none"> <li>Page 75 Section 8 Denial and Disciplinary Action</li> </ul>	The changes in this section of the regulations make regulations consistent with Child Care Licensing Act statutes.	Changes include: Grounds for denial or disciplinary action; procedures for denial or disciplinary action; types of disciplinary action; considerations when taking disciplinary action; when licensee fails to correct violation or comply with disciplinary action; Department's emergency powers.	

Child Care Licensing / CKE: 6/23/2011

# PROPOSED REGULATIONS FOR FAMILY CHILD CARE HOME I

## SUMMARY AND REASON FOR PROPOSED CHANGES

**Format of Regulations:** Currently, the Department has one set of regulations for all four types of licenses - Family Child Care Home I, Family Child Care Home II, Child Care Centers, and Preschools. Regulations are summarized in separate "standards booklets" for Family Child Care Home I and II, Child Care Centers, and Preschools.

The new regulations:

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- Adds a new type of license for programs that serve only "school age" children: School Age Only Center.
- Each chapter of the regulations contains eight (8) sections that are described below.
- Some of the proposed changes affect all types of licenses. Other changes affect only one or two types of licenses.

This document was developed to assist providers, parents, and others interested in the proposed changes to the Family Child Care Home Regulations to quickly identify the changes and the reason for the changes. This document contains the changes just to the Family Child Care Home I regulations. The first column includes the "Section" where each change is located; the second column includes the reason for the change; and the third column includes a summary of the proposed change.

All changes are underlined in the actual regulations. For Family Child Care Home I, that document is 391 NAC 1 and is available three weeks before the Public Hearing at: <http://www.sos.ne.gov/rules-and-regs/regtrack/index.cgi>.

Written comments are also welcome and will be given the same consideration as comments made in person. Written comments must be postmarked or received by 5:00 p.m. CT on August 27, 2011, and sent to DHHS Legal Services, P.O. Box 95026, Lincoln, NE 68509-5026, fax 402-742-2382, or e-mailed to [DHHS.RulesandRegs@nebraska.gov](mailto:DHHS.RulesandRegs@nebraska.gov).

## CHANGES TO FAMILY CHILD CARE HOME I REGULATIONS

Section Where Change is Located	Reason for Changing/Adding/Deleting	Proposed Changes
Page 1 <b>Section 1: Scope and Authority</b> – replaces "Administration"	Changes include statutes that have been amended or approved since 2002.	References the Child Care Licensing Act; Child Protection Act, Clean Indoor Air Act; Quality Child Care Act; and Sex Offender Registration Act; adds additional exemptions to licensure.
Page 3 <b>Section 2: Definitions</b> –	Definitions of terms are consistent across the five types of licenses and consistent with changes in statutes that have been amended or approved since 2002.	Adds and clarifies definitions for: Early Childhood Training Center; Health Authority; Licensed Health Care Professional; Licensee; Locked storage; Nebraska Administrative Code; Physical hold; Program; Proof; Proper hand washing; Restraint; Special needs; Staff; Swimming pool; USDA; and Volunteer.
Page 9 <b>Section 3: Licensing Requirements and Procedures</b> – replaces "Child Care Licensure" and "License Issuance Process"	Changes include statutes that have been amended or approved since 2002.	Adds: Proof of US Citizenship or Lawful Resident Status; Proof of Criminal History Check; Extension and Expiration of a Provisional License; Temporary and Voluntary Cease of Operation; Corrective Action Status; Voluntary Surrender of a License; and Permanent Closure.
Page 17 <b>Section 4: General Requirements</b> – replaces "Alternative Compliance", "Multiple Licenses", and "Policies"	Changes include statutes that have been amended or approved since 2002 and enable the Department to know when changes occur in the licensed program.	Adds: License not transferable; "Inspection Pending" printed on Provisional license until 60 Day Inspection completed; licensee required to provide record information and inspection report upon request; clarifies Alternative Compliance; time frames for notification of changes; and prohibits Department from releasing Social Security Number of licensee to public.

<p>Page 23 Section 5: Inspections and Complaint Investigations – replaces “Visits conducted by Department Staff”</p>	<p>Inform licensees of types of inspections, procedures for complaint investigations, and describes options when violations are substantiated.</p>	<p>Complete description of all types of inspections, time frames, and results.</p>
<p>Page 27 Section 6: Standards of Operation and Care – replaces “Background Checks” and “Family Child Care Home Provider Requirements”</p>	<p>Changes include statutes that have been amended since 2002 and require licensees to provide more information to parents when selecting child care.</p>	<p>Adds the following to licensee requirements: good moral character; citizen or lawful resident; read regulations; manage day-to-day operation of child care program; make license record and inspection reports available for public inspection upon request; comply with all regulations whenever any child is in care; assess ability to provide care for children with special needs; permit access by department staff and law enforcement; not knowingly allow any individual who is a registered sex offender on the premises except when the individual is a parent of an enrolled child.</p>
<p>Page 28 • Licensee Requirements</p>	<p>Most states require criminal history checks on licensees, staff, and household members. Criminal history checks are an important part of assuring that children are safe from harm by individuals who have a criminal history.</p>	<p>New applicants are required to submit criminal history checks on self, staff, and household members age 19 or older. Describes applicant disqualification from being licensed. Applicants and persons responsible for care and supervision of children must not be listed as a perpetrator on NE State Patrol Sex Offender Registry. Report of Law Enforcement Contact must be updated annually. Licensee is required to notify Department as soon as licensee becomes aware of arrest, misdemeanor ticket, and/or pending criminal charge of self, staff, and/or household members. Central Registry checks must be repeated when staff is investigated for child abuse/neglect. Clarifies Health Information Report requirements.</p>
<p>Page 30 • Background Checks, Health Information, and Employment Limitations</p>	<p>Licensees and parents have questions about when individuals other than the licensee can provide care to children.</p>	<p>Adds “good moral character” to qualifications and restricts volunteer’s role</p>
<p>Page 35 • Staff/volunteer qualifications and requirements</p>	<p>Pre-Service training addresses licensing process, regulations, and resources available to new Family Child Care Home-l providers. One hour is not sufficient to cover all information.</p>	<p>Pre-Service training is increased from one hour to two hours.</p>
<p>Page 36 • Pre-Service Training</p>	<p>Provider training is very important to the safety and well being of children in care. “A quality early childhood environment has a positive impact on a child’s emotional, physical, cognitive, communicative, creative, and social development.” Nebraska’s Core Competencies. CPR curriculum approval is streamlined.</p>	<p>No increase in 12 hours of required in-service training. Specific training would be required over time includes: SIDS/Safe Sleep; Shaken Baby; Child Abuse/Neglect and Reporting; Early Learning Guidelines; and Business Management. NE Board of Emergency Medical Services approves CPR curriculum. Staff who work 20 hours or less/week must complete six (6) hours of training each year.</p>
<p>Page 37 • In-Service Training</p>	<p>Licensees and parents have questions about when individuals other than the licensee can provide care to children.</p>	<p>Employee/volunteer records list specific information necessary to identify staff responsible for care and document when these individuals are working with children in care.</p>
<p>Page 40 • Employee Records Requirements</p>	<p>Increase in number of children with allergic reactions to food, insect bites, and other intolerances.</p>	<p>Lists required data to be placed in the Child’s Record including current health status and list of child’s allergies and intolerances.</p>
<p>Page 41 • Child’s Record</p>		

<ul style="list-style-type: none"> <li>• Page 42 Capacity and Staff-to-Child Ratio</li> </ul>	<p>Licensees and parents have questions about when children or adults in care count in capacity, especially when children are on field trips, children older than 13 are being served and/or adults with special needs are being served.</p>	<p>New language clarifies when children or adults in care count in capacity and ratio; children on field trips, children of any age for whom compensation is received, adults who are receiving care and supervision.</p>
<ul style="list-style-type: none"> <li>• Page 44-45 Communicable Diseases &amp; Exclusion</li> </ul>	<p>Communicable diseases are a significant threat to safety of children and parents must know the policy of the child care program they select for their child.</p>	<p>Department will assist programs by providing information about communicable diseases. Requires licensee to have and follow a written policy on exclusion of children due to illness and share their policy with parents of enrolled children.</p>
<ul style="list-style-type: none"> <li>• Page 45 Immunizations</li> </ul>	<p>Licensees need to have accurate and thorough information about the immunization status of the children enrolled in their program.</p>	<p>Adds requirement that licensee maintain updates on children's immunization records as children receive new immunizations.</p>
<ul style="list-style-type: none"> <li>• Page 46 Supervision</li> </ul>	<p>Licensees and parents have questions about what is included in "adequate and appropriate supervision".</p>	<p>New language: Knowing whereabouts and being within sight or sound of all children at all times; being alert, attentive, and responsive to needs of all children and protecting or removing children from harm; adds parental permission for children to leave the child care premises.</p>
<ul style="list-style-type: none"> <li>• Page 47 Discipline</li> </ul>	<p>Appropriate discipline is very important as a protection for children and licensees. Licensees are requesting guidance in what behavior should not be disciplined, use of time out, use of physical hold, and use of restraints.</p>	<p>New language: 1) adds pinching, use of soap, hot sauce or other unpleasant food or non-food items, and isolating a child in a locked or closed room or closet to the actions that are prohibited as a form of discipline; 2) adds refusal to eat and refusal to participate in activities as child behavior that cannot be disciplined; 3) clarifies use of time out; 4) describes when physical hold of children can be used; and 5) when and under what conditions restraints can be used with children.</p>
<ul style="list-style-type: none"> <li>• Page 49 Prohibited Language, Materials and Actions</li> </ul>	<p>Young children are at risk for emotional harm when exposed to violence, racism, profanity, and explicit sexual material.</p>	<p>Children must not be exposed to: profanity; sexually explicit material; acts of violence towards a person or animal; or acts of racism.</p>
<ul style="list-style-type: none"> <li>• Page 49 Child Development Program</li> </ul>	<p>More emphasis is being placed on children's development and readiness for school. Changes add concrete activities that are proven to have positive impact on children's development without increasing costs for licensee.</p>	<p>New language adds: opportunities for children to read and explore books; daily reading with children; and talking and interacting with children to what licensees will be required to provide to children.</p>
<ul style="list-style-type: none"> <li>• Page 51 Infant Toddler Care</li> </ul>	<p>Safe sleep practices for infants have reduced the number of infant deaths attributed to SIDS. Safe diapering procedures reduce the spread of infectious diseases.</p>	<p>Licensee will be required to place infants on their backs to sleep unless there is a medical reason for a child to sleep in another position. Licensee will be required to establish and follow safe diapering procedures.</p>
<ul style="list-style-type: none"> <li>• Page 54 Wading and Swimming</li> </ul>	<p>Increased protection for licensee when parents give permission for non-licensee supervised swimming and licensee supervised swimming.</p>	<p>Parent permission includes specific details about the swimming pool and swimming/wading activities.</p>
<ul style="list-style-type: none"> <li>• Page 54 Prohibited Water Sources</li> </ul>	<p>More licensees are installing outdoor decorative ponds. These types of ponds create a significant hazard for young children.</p>	<p>Adds decorative ponds to the list of prohibited water sources.</p>
<ul style="list-style-type: none"> <li>• Page 55 Pool Requirements</li> </ul>	<p>Changes address safety concerns when the licensee has a swimming pool on the premises of the child care program.</p>	<p>Requires four-foot fence around above-ground/in-ground swimming pool and non-climbable side walls to above-ground pool.</p>
<ul style="list-style-type: none"> <li>• Page 56 Transportation</li> </ul>	<p>Increased public and legislative attention to all aspects of state regulated transportation of children warrants increase in safety requirements.</p>	<p>Changes include: no child left alone in vehicle; no smoking when children are being transported; proper registration of vehicle; first aid kit; appropriate car seats; parental permission; and not transporting children to avoid violations of capacity or staff-to-child ratio.</p>
<ul style="list-style-type: none"> <li>• Page 57 Medications</li> </ul>	<p>Some child care providers are also licensed health care professionals whose scope of practice includes medication administration.</p>	<p>Adds provisions for licensed health care professionals to give, apply, and/or administer medications.</p>
<ul style="list-style-type: none"> <li>• Page 60-61 Food Services &amp; Safety</li> </ul>	<p>Changes address frequently asked questions from parents and licensees.</p>	<p>Clarifies USDA requirements when parent provides meals and/or snacks and when children have dietary concerns; adds hand washing, disposal of unused breast milk and commercially prepared formula.</p>

<ul style="list-style-type: none"> <li>Page 62 Emergency Preparedness</li> </ul>	<p>Fires and tornadoes are a significant threat to safety of children.</p>	<p>Adds additional requirements for fire and tornado safety diagrams and disaster preparedness plans.</p>
<ul style="list-style-type: none"> <li>Page 64 Environmental Services</li> </ul>	<p>Changes address frequently asked questions and concerns of parents. Changes address safe sleep practices for infants to reduce incidence of SIDS in child care programs. Research shows that placing children on their back to sleep reduces the risk of SIDS.</p>	<p>Adds: "free of odor"; requires licensee to create and follow a written process for routine and preventative maintenance of equipment, fixtures, furnishings, and toys; prohibits soft objects, bumper pads, toys, or loose bedding in crib; prohibits surfaces covered by lead paint to be used for children. Requires children age 12 months and younger to be placed in federally approved cribs or play pens for sleeping.</p>
<ul style="list-style-type: none"> <li>Page 65 Environmental Safety</li> </ul>	<p>Implements Clean Indoor Air Act specific to child care programs in the home of the licensee.</p>	<p>Prohibits smoking anywhere indoors in a child care home any time a child in care is present in any part of the home.</p>
<ul style="list-style-type: none"> <li>Page 65 Alcohol and Controlled Substances</li> </ul>	<p>Changes address frequently asked questions of parents and licensees.</p>	<p>Clarifies only "unlawful" use of controlled substances is prohibited.</p>
<ul style="list-style-type: none"> <li>Page 65 Animals</li> </ul>	<p>Implements recommendation of the Nebraska Board of Health regarding presence of animals in licensed programs serving children or vulnerable adults.</p>	<p>When animals are present at the child care home: need to be examined annually by a licensed veterinarian and have proof of vaccinations and pet care available for review.</p>
<ul style="list-style-type: none"> <li>Page 66 Other Environmental Safety Requirements</li> </ul>	<p>Addresses health and safety concerns</p>	<p>Adds "mold" and "dirt" to prohibited surfaces; adds "toothbrushes" and "hair brushes" to the items that cannot be shared among children.</p>
<p><b>Section 7: Physical Plant Standards</b> – The facility must be maintained in a manner that is safe, clean, and functions for child care.</p>		
<ul style="list-style-type: none"> <li>Page 70 Water Supply and Sewer Requirements</li> </ul>	<p>Changes address safety concerns when water is not from a public source.</p>	<p>Requires annual testing of water from a private source for nitrate, coliform, and lead; if private water is not approved, the licensee must obtain water from a source approved by the Department or purchase water from a commercial source.</p>
<ul style="list-style-type: none"> <li>Page 71 Outdoor Play Area</li> </ul>	<p>Changes address safety concerns in outdoor play area</p>	<p>Requires outdoor play area to be age appropriate and free from stagnant water.</p>
<ul style="list-style-type: none"> <li>Page 72 Fencing</li> </ul>	<p>Changes address safety concerns when licensee has a decorative pond on or near the child care premises.</p>	<p>Requires a fence when decorative ponds are on or near the premises of a child care program.</p>
<ul style="list-style-type: none"> <li>Page 72 Playground Surfaces</li> </ul>	<p>Adds options for resilient material under climbing equipment.</p>	<p>Requires resilient material such as sand, dirt, grass, rubber matting, wood chips, or small-to-medium size gravel when climbing equipment is present.</p>
<ul style="list-style-type: none"> <li>Page 72 Toilets and Sinks</li> </ul>	<p>Attention given to accommodation of children with special needs.</p>	<p>Toilets and sinks designed to accommodate children with special needs when necessary.</p>
<ul style="list-style-type: none"> <li>Page 72 Fire Safety</li> </ul>	<p>Changes address fire safety concerns in child care homes and when overnight care is provided to children.</p>	<p>Candles, incense and open flames must not be present when children are in care. When overnight child care is provided, a portable fire extinguisher is required.</p>
<p><b>Section 8: Denial and Disciplinary Action</b></p>	<p>The changes in this section of the regulations make regulations consistent with Child Care Licensing Act statutes.</p>	<p>Changes include: Grounds for denial or disciplinary action; procedures for denial or disciplinary action; types of disciplinary action; considerations when taking disciplinary action; when licensee fails to correct violation or comply with disciplinary action; Department's emergency powers.</p>

# PROPOSED REGULATIONS FOR FAMILY CHILD CARE HOME II

## SUMMARY AND REASON FOR PROPOSED CHANGES

**Format of Regulations:** Currently, the Department has one set of regulations for all four types of licenses - Family Child Care Home I, Family Child Care Home II, Child Care Centers, and Preschools. Regulations are summarized in separate "standards booklets" for Family Child Care Home I and II, Child Care Centers, and Preschools.

The new regulations:

- Separates each type of license: Family Child Care Home I is 391 NAC 1; Family Child Care Home II is 391 NAC 2; Child Care Center is 391 NAC 3; School Age Only Center is 391 NAC 4; Preschool is 391 NAC 5.
- Adds a new type of license for programs that serve only "school age" children: School Age Only Center.
- Each chapter of the regulations contains eight (8) sections that are described below.
- Some of the proposed changes affect all types of licenses. Other changes affect only one or two types of licenses.

This document was developed to assist providers, parents, and others interested in the proposed changes to the Family Child Care Home Regulations to quickly identify the changes and the reason for the changes. This document contains the changes **just** to the Family Child Care Home II regulations. The first column includes the "Section" where each change is located; the second column includes the reason for the change; and the third column includes a summary of the proposed change.

All changes are underlined in the actual regulations. For Family Child Care Home I, that document is 391 NAC 2 and is available three weeks before the Public Hearing at: <http://www.sos.ne.gov/rules-and-regs/regtrack/index.cgi>.

Written comments are also welcome and will be given the same consideration as comments made in person. Written comments must be postmarked or received by 5:00 p.m. CT on August 27, 2011, and sent to DHHS Legal Services, P.O. Box 95026, Lincoln, NE 68509-5026, fax 402-742-2382, or e-mailed to [DHHS.RulesandRegs@nebraska.gov](mailto:DHHS.RulesandRegs@nebraska.gov).

## CHANGES TO FAMILY CHILD CARE HOME II REGULATIONS

Section Where Change is Located	Reason for Changing/Adding/Deleting	Proposed Changes
Page 1 <b>Section 1: Scope and Authority</b> – replaces "Administration"	Changes include statutes that have been amended or approved since 2002.	References the Child Care Licensing Act, Child Protection Act, Clean Indoor Air Act, Quality Child Care Act, and Sex Offender Registration Act; adds additional exemptions to licensure.
Page 3 <b>Section 2: Definitions</b>	Definitions of terms are consistent across the five types of licenses and consistent with changes in statutes that have been amended or approved since 2002.	Adds and clarifies definitions for: Early Childhood Training Center; Health Authority; Licensed Health Care Professional; Licensee; Locked storage; Nebraska Administrative Code; Physical hold; Program; Proof; Proper hand washing; Restraint; Special needs; Staff; Swimming pool; USDA; and Volunteer.
Page 9 <b>Section 3: Licensing Requirements and Procedures</b> – replaces "Child Care Licensure" and "License Issuance Process"	Changes include statutes that have been amended or approved since 2002.	Adds: Proof of US Citizenship or Lawful Resident Status; Proof of Criminal History Check; Extension and Expiration of a Provisional License; Change of Ownership; Inactive Status; Corrective Action Status; Voluntary Surrender of a License; and Permanent Closure.

<p>Page 18 <b>Section 4: General Requirements</b> - replaces "Alternative Compliance", "Multiple Licenses", and "Policies"</p>	<p>Changes include statutes that have been amended or approved since 2002 and enable the Department to know when changes occur in the licensed program.</p>	<p>Adds: License not transferable; licensee required to provide record information and inspection report upon request; clarifies Alternative Compliance; time frames for notification of changes; and prohibits Department from releasing Social Security Number of licensee to public.</p>
<p>Page 24 <b>Section 5: Inspections and Complaint Investigations</b> and "Visits conducted by Department Staff"</p>	<p>Informs licensees of types of inspections, procedures for complaint investigations, and describes options when violations are substantiated.</p>	<p>Complete description of all types of inspections, time frames, and results.</p>
<p>Page 28 <b>Section 6: Standards of Operation and Care</b> – replaces "Background Checks" and "Family Child Care Home Provider Requirements"</p>	<p>Changes include statutes that have been amended since 2002 and provides more information to parents when selecting child care.</p>	<p>Adds the following to licensee requirements: good moral character; citizen or lawful resident; read regulations; make license record and inspection reports available for public inspection upon request; comply with all regulations whenever any children are in care; assess ability to provide care for children with special needs; permit access by department staff and law enforcement; and, not knowingly allow any individual who is a registered sex offender on the premises except when the individual is a parent of an enrolled child.</p>
<p>Page 28 • Licensee Requirements</p>	<p>Most states require criminal history checks on licensees, staff, and household members. Criminal history checks are an important part of assuring that children are safe from harm by individuals who have a criminal history.</p>	<p>New applicants are required to submit criminal history checks on self, staff, and household members age 19 or older. Describes applicant disqualification from being licensed. Applicants and persons responsible for care and supervision of children must not be listed as a perpetrator on Nebraska's State Patrol Sex Offender Registry. Report of Law Enforcement Contact must be updated annually. Licensee is required to notify Department as soon as licensee becomes aware of arrest, misdemeanor ticket, and/or pending criminal charge of self, staff, and/or household members. Central Registry checks must be repeated when staff is being investigated for child abuse/neglect. Clarifies Health Information Report requirements.</p>
<p>Page 31 • Background Checks, Health Information, and Employment Limitations</p>	<p>Licensees and parents have questions about when individuals other than the licensee can provide care to children.</p>	<p>Adds "good moral character" to qualification and restricts volunteer's role.</p>
<p>Page 36 • Primary provider / staff / volunteer / household member qualifications and requirements</p>	<p>Pre-Service training addresses licensing process, regulations, and resources available to new Family Child Care Home II providers. One hour is not sufficient to cover all information.</p>	<p>Pre-Service training is increased from one hour to two hours.</p>
<p>Page 40 • Pre-Service Training</p>	<p>Provider training is very important to the safety and well being of children in care. "A quality early childhood environment has a positive impact on a child's emotional, physical, cognitive, communicative, creative, and social development." Nebraska's Core Competencies. Process for approval of CPR curriculum is streamlined.</p>	<p>No increase in 12 hours of required in-service training. Specific training would be required over time includes: SIDS/Safe Sleep; Shaken Baby; Child Abuse/Neglect and Reporting; Early Learning Guidelines; and, Business Management. NE Board of Emergency Medical Services approves CPR Curriculum. Staff who work 20 hours or less/week must complete six (6) hours of training each year.</p>
<p>Page 41 • In-Service Training</p>	<p>Licensees and parents have questions about when individuals other than the licensee can provide care to children.</p>	<p>Employee/volunteer records list specific information necessary to identify staff responsible for care and document when these individuals are</p>
<p>Page 44 • Employee Records</p>		



Requirements		working with children in care.
<ul style="list-style-type: none"> <li>Page 44 Child's Record</li> </ul>	<p>Increase in number of children with allergic reactions to food, insect bites, and other intolerances.</p>	<p>Lists required data to be placed on the Child's Record including current health status and list of child's allergies and intolerances.</p>
<ul style="list-style-type: none"> <li>Page 45 Capacity and Staff-to-Child Ratio</li> </ul>	<p>Licensees and parents have questions about when children or adults in care count in capacity, especially when children are on field trips, children older than 13 are being served and/or adults with special needs are being served.</p>	<p>New language clarifies when children or adults in care count in capacity and ratio: children on field trips; children of any age for whom compensation is received; adults who are receiving care and supervision.</p>
<ul style="list-style-type: none"> <li>Page 47-48 Communicable Diseases &amp; Exclusion</li> </ul>	<p>Communicable diseases are a significant threat to safety of children and parents must know the policy of the child care program they select for their child.</p>	<p>Department will assist programs by providing information about communicable diseases. Requires licensee to have and follow a written policy on exclusion of children due to illness and share their policy with parents of enrolled children.</p>
<ul style="list-style-type: none"> <li>Page 48 Immunizations</li> </ul>	<p>Licensees need to have accurate and thorough information about the immunization status of the children enrolled in their program.</p>	<p>Adds requirement that licensee maintain updates on children's immunization records as children receive new immunizations.</p>
<ul style="list-style-type: none"> <li>Page 49 Supervision</li> </ul>	<p>Licensees and parents have questions about what is included in "adequate and appropriate supervision".</p>	<p>New language: Knowing whereabouts and being within sight or sound of all children at all times; being alert, attentive, and responsive to needs of all children and protecting or removing children from harm; adds parental permission for children to leave the child care premises.</p>
<ul style="list-style-type: none"> <li>Page 50 Discipline</li> </ul>	<p>Appropriate discipline is very important as a protection for children and licensees. Licensees are requesting guidance in what behavior should not be disciplined, use of time out, use of physical hold, and use of restraints.</p>	<p>New language: 1) adds pinching, use of soap, hot sauce, or other unpleasant food or non-food items, and isolating a child in a locked or closed room or closet to the actions that are prohibited as a form of discipline; 2) adds refusal to eat and refusal to participate in activities as child behavior that cannot be disciplined; 3) clarifies use of time out; 4) describes when physical hold of children can be used; and 5) describes when and under what conditions restraints can be used with children.</p>
<ul style="list-style-type: none"> <li>Page 52 Prohibited Language, Materials and Actions</li> </ul>	<p>Young children are at risk for emotional harm when exposed to violence, racism, profanity, and explicit sexual material.</p>	<p>Children must not be exposed to: profanity; sexually explicit material; acts of violence towards a person or animal; or acts of racism.</p>
<ul style="list-style-type: none"> <li>Page 52 Child Development Program</li> </ul>	<p>More emphasis is being placed on children's development and readiness for school. Proposed changes add concrete activities that are proven to have positive impact on children's development without increasing costs for licensee.</p>	<p>New language adds: opportunities for children to read and explore books; daily reading with children; and talking and interacting with children to what licensees will be required to provide to children.</p>
<ul style="list-style-type: none"> <li>Page 54 Infant Toddler Care</li> </ul>	<p>Safe sleep practices for infants reduce the number of infant deaths attributed to SIDS. Safe diapering procedures reduce spread of infectious diseases.</p>	<p>Licensee will be required to place infants on their backs to sleep unless there is a medical reason for a child to sleep in another position. Licensee will be required to establish and follow safe diapering procedures.</p>
<ul style="list-style-type: none"> <li>Page 57 Swimming and Wading</li> </ul>	<p>Increased protection for licensee when parents give permission for non-licensee supervised swimming and licensee supervised swimming.</p>	<p>Parent permission includes specific details about the swimming pool and swimming/wading activities.</p>
<ul style="list-style-type: none"> <li>Page 57 Prohibited Water Sources</li> </ul>	<p>More licensees are installing outdoor decorative ponds. These types of ponds create a significant hazard for young children.</p>	<p>Adds decorative ponds to the list of prohibited water sources.</p>
<ul style="list-style-type: none"> <li>Page 58 Pool Requirements</li> </ul>	<p>Changes address safety concerns when the licensee has a swimming pool on the premises of the child care program.</p>	<p>Requires four foot fence around above-ground/ in-ground swimming pool and non-climbable side walls to above-ground pool.</p>
<ul style="list-style-type: none"> <li>Page 60 Transportation</li> </ul>	<p>Increased public and legislative attention to all aspects of state regulated transportation of children warrants increase in safety requirements.</p>	<p>Changes include: no child left alone in vehicle; no smoking when children are being transported; proper registration of vehicle; first aid kit; appropriate car seats; parental permission; and not transporting children</p>

			to avoid violations of capacity or staff-to-child ratio.
• Medications	Page 61	Some child care providers are also licensed health care professionals whose scope of practice includes medication administration.	Adds provisions for licensed health care professionals to give, apply, and/or administer medications.
• Food Service & Safety	Page 63-64	Changes address frequently asked questions from parents and licensees.	Clarifies USDA requirements when parent provides meals and/or snacks and when children have dietary concerns; adds hand washing; disposal of unused breast milk and commercially prepared formula.
• Emergency Preparedness	Page 65	Fires and tornadoes are a significant threat to safety of children.	Add additional requirements for fire and tornado safety diagrams and disaster preparedness plans.
• Environmental Services	Page 67	Changes address frequently asked questions and concerns of parents.	Adds: "free of odor"; requires licensee to create and follow a written process for routine and preventative maintenance of equipment, fixtures, furnishings, and toys; prohibits soft objects, bumper pads, toys, or loose bedding in crib; prohibits surfaces covered by lead paint to be used for children. Requires children age 12 months and younger to be placed in federally approved cribs or play pens for sleeping.
• Environmental Safety	Page 68	Implements Clean Indoor Air Act specific to child care programs in or out of the home of the licensee.	Prohibits smoking anywhere in a child care home at any time if the facility is not the licensee's home. If FCCH II is licensee's home, smoking is prohibited any time a child in care is present. Prohibits controlled substances that have not been legally prescribed to be on the premises.
• Alcohol and Controlled Substances	Page 69	Changes address frequently asked questions of parents and licensees.	Clarifies only "unlawful" use of controlled substances is prohibited.
• Animals	Page 69	Implements recommendation of the NE Board of Health regarding presence of animals in licensed programs serving children or vulnerable adults.	When animals are present at the child care home: need to be examined annually by a licensed veterinarian and have proof of vaccinations and pet care available for review.
• Other Environmental Safety Requirements	Page 70	Addresses health and safety concerns	Adds "mold" and "dirt" to prohibited surfaces and "toothbrushes" and "hair brushes" to the items that cannot be shared among children.
<b>Section 7 Physical Plant Standards</b> – The facility must be maintained in a manner that is safe, clean, and functions for child care.	Page 72		
• Water Supply and Sewer Requirements	Page 73	Changes address safety concerns when water is not from a public source.	Requires annual testing of water from a private source for nitrate, coliform, and lead; if private water is not approved, the licensee must obtain water from a source approved by the Department or purchase water from a commercial source.
• Outdoor Play Area	Page 74	Changes address safety concerns in outdoor play area.	Requires outdoor play area to be age appropriate and free from stagnant water.
• Fencing	Page 74	Changes address safety concerns when licensee has a decorative pond on or near the child care premises.	Requires a fence when decorative ponds are on or near the premises of a child care program.
• Playground Surfaces	Page 74	Adds options for resilient material under climbing equipment.	Requires resilient material such as sand, dirt, grass, or rubber matting when climbing equipment is present.
	Page 74	Attention given to accommodation of children with special needs.	Toilets and sinks designed to accommodate children with special needs

<ul style="list-style-type: none"> <li>Toilets and Sinks</li> </ul>		<p>when necessary.</p>	
<ul style="list-style-type: none"> <li>Page 75</li> <li>Fire Safety</li> </ul>	<p>Changes address fire safety concerns in child care homes and when overnight care is provided to children.</p>	<p>Candles, incense and open flames must not be present when children are in care. When overnight child care is provided, a portable fire extinguisher is required.</p>	
<ul style="list-style-type: none"> <li>Page 76</li> <li><b>Section 8 Denial and Disciplinary Action</b></li> </ul>	<p>The changes in this section of the regulations make regulations consistent with Child Care Licensing Act statutes.</p>	<p>Changes include: Grounds for denial or disciplinary action; procedures for denial or disciplinary action; types of disciplinary action; considerations when taking disciplinary action; when licensee fails to correct violation or comply with disciplinary action; Department's emergency powers.</p>	

Child Care Licensing  
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# PROPOSED REGULATIONS FOR SCHOOL AGE ONLY CENTER

## SUMMARY AND REASON FOR PROPOSED REQUIREMENTS

**Format of Regulations:** Currently, the Department has one set of regulations for all four types of licenses - Family Child Care Home I, Family Child Care Home II, Child Care Centers, and Preschools. Regulations are summarized in separate "standards booklets" for Family Child Care Home I and II, Child Care Centers, and Preschools.

The new regulations:

- Separates each type of license: Family Child Care Home I is 391 NAC 1; Family Child Care Home II is 391 NAC 2; Child Care Center is 391 NAC 3; School Age Only Center is 391 NAC 4; Preschool is 391 NAC 5.
- Adds a new type of license for programs that serve only "school age" children: School Age Only Center.
- Each chapter of the regulations contains eight (8) sections that are described below.

This document was developed to assist providers, parents, and others interested in the School Age Only Center Regulations to better understand the requirements for this license type. This document contains the requirements **just** for School Age Only Center regulations. A School Age Only Center cannot serve infants, toddlers, and preschool age children, including children who are enrolled in Kindergarten who have not yet attended Kindergarten. The first column includes the "Section"; the second column includes the reason for the requirement; and the third column includes a summary of the requirement.

All changes are underlined in the actual regulations. For School Age Only Centers, that document is 391 NAC 4 and is available three weeks before the Public Hearing at: <http://www.sos.ne.gov/rules-and-regs/regtrack/index.cgi>.

Written comments are also welcome and will be given the same consideration as comments made in person. Written comments must be postmarked or received by 5:00 p.m. CT on August 27, 2011, and sent to DHHS Legal Services, P.O. Box 95026, Lincoln, NE 68509-5026, fax 402-742-2382, or e-mailed to [DHHS.RulesandRegs@nebraska.gov](mailto:DHHS.RulesandRegs@nebraska.gov).

Section Where Change is Located	Reason for Requirements	Requirements
<p style="text-align: center;">Page 1</p> <p><b>Section 1: Scope and Authority</b></p>	<p>Includes statutes that have been amended or approved since 2002.</p>	<p>References the Child Care Licensing Act; Child Protection Act; Clean Indoor Air Act; Quality Child Care Act; and Sex Offender Registration Act; additional exemptions to licensure.</p>
<p style="text-align: center;">Page 3</p> <p><b>Section 2: Definitions</b></p>	<p>Definitions of terms are consistent across the five types of licenses and consistent with changes in statutes that have been amended or approved since 2002.</p>	<p>Definitions necessary for interpretation of requirements, including: Accredited School; Certificated Teacher; Early Childhood Training Center; Health Authority; Licensed Health Care Professional; Licensee; Locked storage; Nebraska Administrative Code; Parent training/education; Physical hold; Program; Proof; Proper hand washing; Restraint; Special needs; Staff; Swimming pool; USDA, and Volunteer.</p>
<p style="text-align: center;">Page 9</p> <p><b>Section 3: Licensing Requirements and Procedures</b></p>	<p>Includes statutes that have been amended or approved since 2002.</p>	<p>Adds: Proof of US Citizenship or Lawful Resident Status; Proof of Criminal History Check; Extension and Expiration of a Provisional License; Change of Ownership; Temporary and Voluntary Cease of Operation; Corrective Action Status; Voluntary Surrender of a License; and Permanent Closure.</p>
<p style="text-align: center;">Page 18</p> <p><b>Section 4: General Requirements</b></p>	<p>Includes statutes that have been amended or approved since 2002.</p>	<p>Adds: License not transferable; licensee required to provide record information and inspection report upon request; clarifies Alternative Compliance; time frames for notification of changes; and prohibits Department from releasing Social Security Number of licensee to public.</p>

<p>Page 25 <b>Section 5: Inspections and Complaint Investigations</b></p>	<p>Inform licensees of types of inspections, procedures for complaint investigations, and describes options when violations are substantiated.</p>	<p>Complete description of all types of inspections, time frames, and results.</p>
<p>Page 29 <b>Section 6: Standards of Operation and Care</b></p>	<p>Addresses questions and concerns about responsibilities.</p>	<p>Outlines the responsibilities of the Licensee.</p>
<ul style="list-style-type: none"> <li>• Licensee Responsibilities</li> </ul>	<p>Addresses questions and concerns about responsibilities.</p>	<p>Outlines the responsibilities of the Director.</p>
<ul style="list-style-type: none"> <li>• Director Responsibilities</li> </ul>	<p>Most states require criminal history checks on licensees, staff, and household members. Criminal history checks are an important part of assuring that children are safe from harm by individuals who have a criminal history, including but not limited to sexual offense.</p>	<p>New applicants required to submit criminal history checks on self, staff, and household members age 19 or older. Describes applicant disqualification from being licensed. Applicants and persons responsible for care and supervision of children must not be listed as a perpetrator on Nebraska's State Patrol sex offender registry. Felony/Misdemeanor Statements must be updated annually. Licensee required to notify Department as soon as licensee becomes aware of arrest, misdemeanor ticket, and/or pending criminal charge of self, staff, and/or household members.</p>
<ul style="list-style-type: none"> <li>• Background Checks, Health Information, and Employment Limitations</li> </ul>	<p>Answers questions that have been raised by licensees, directors, and applicants.</p>	<p>Explanation of the Health Information Report requirements</p>
<ul style="list-style-type: none"> <li>• Health Information Report</li> </ul>	<p>Nebraska's lack of education qualifications for directors has been cited as one reason for ranking #50 in a comparison of states' child care center regulations.</p>	<p>Requires directors &amp; teachers of school age only centers to have a high school diploma or GED.</p>
<ul style="list-style-type: none"> <li>• Director &amp; Teacher Qualifications</li> </ul>	<p>The Department recognizes the qualifications of certificated teachers in accredited schools.</p>	<p>Certificated teachers employed by schools accredited by NDE will be exempt from Child Care Licensing staff qualifications.</p>
<ul style="list-style-type: none"> <li>• Teachers in Centers Located in Accredited Schools</li> </ul>	<p>The Department establishes the minimum requirements for these positions</p>	<p>Establishes roles, responsibilities and age of these positions.</p>
<ul style="list-style-type: none"> <li>• Substitute, support staff, volunteer, parent helper qualifications</li> </ul>	<p>Director training is very important to the safety and well being of children in care.</p>	<p>Required training: Director Orientation &amp; Child Abuse/Neglect and Reporting.</p>
<ul style="list-style-type: none"> <li>• Director Orientation and Training</li> </ul>	<p>Teacher training is very important to the safety and well being of children in care.</p>	<p>Required teacher training: Child Abuse/Neglect and Reporting.</p>
<ul style="list-style-type: none"> <li>• Teacher Training</li> </ul>	<p>Changes to staff/volunteer orientation address questions and concerns raised by parents and staff.</p>	<p>Outlines requirements for orientation training before new staff/volunteers have direct responsibility for care of children.</p>
<ul style="list-style-type: none"> <li>• Staff and Volunteer Orientation</li> </ul>	<p>Food service training reduces the incidence of food borne diseases in children.</p>	<p>Food safety training is required annually, when meals are served.</p>
<ul style="list-style-type: none"> <li>• Nutrition, Food Safety, and Food Service Training</li> </ul>	<p>Transportation Training will increase proper installation of safety seats and reduce incidence of children being left in vehicles.</p>	<p>Individuals who transport children required to complete "Safe Kids Buckle Up" training every five years and maintain valid certificates for CPR and First Aid.</p>
<ul style="list-style-type: none"> <li>• Transportation Training</li> </ul>	<p>Clarify training for staff working less than 20 hrs per week</p>	<p>Staff working less than 20 hours must obtain six clock hours of annual training.</p>
<ul style="list-style-type: none"> <li>• Annual Training</li> </ul>	<p>Ensures the Employee Records Requirements are consistent.</p>	<p>Lists the requirements for employee record.</p>
<ul style="list-style-type: none"> <li>• Employee Records Requirements</li> </ul>		

• Page 43 Child's Record	A complete child record is imperative to the good health and safety of a child.	Outlines the specific information to be kept on each child.
• Page 43 Description of Center Services and Policies	Provides better communications between Licensee and parents	Licensee shall make available a written description of services provided as well as policies governing staff and daily operations.
• Page 44 Capacity and Staff-to-Child Ratio and Staff Requirements	Licensees and parents have questions about when children count in capacity.	Language outlines when children in care count in capacity and ratio: children on field trips, and children being transported by the preschool.
• Page 46 Communicable Diseases & Exclusion	Communicable diseases are a significant threat to safety of children and parents must know the policy of the child care program they select for their child.	Requires licensee to follow certain notification procedures; and, have and follow written policies on exclusion of children due to illness and share their policy with parents of enrolled children.
• Page 46 Immunizations	Licensees need to have accurate and thorough information about the immunization status of the children enrolled in their program.	When SAOC is <u>not</u> where the child attends school, complete immunization records must be maintained on the premises and updated as child receives new immunizations.
• Page 47 Supervision	Adequate and appropriate supervision is necessary to the safety and well-being of the child.	Language includes: knowing whereabouts and being within sight or sound of all children at all times; being alert, attentive, and responsive to needs of all children; and protecting or removing children from harm, and parental permission for children to leave the child care center premises.
• Page 47 Discipline	Appropriate discipline is very important as a protection for children and licensees.	Prohibited forms of discipline; behavior that cannot be disciplined; use of time-out; use of physical hold; and, use of restraints.
• Page 49 Prohibited Language, Materials, and Actions	Young children are at risk for emotional harm when exposed to violence, racism, profanity, and explicit sexual material.	Children must not be exposed to profanity, sexually explicit material, acts of violence towards a person or animal or acts of racism.
• Page 50 Child Development Program	More emphasis is being placed on children's development and concrete activities that are proven to have positive impact on children's development without increasing costs for licensee.	Language includes: incorporating opportunities for children to read and explore books, talking and interacting with children.
• Page 51 Wading and Swimming Activities	Increased protection for licensee when parents give permission for non-licensee supervised swimming and licensee supervised swimming.	Parent permission includes specific details about the swimming pool and swimming/wading activities.
• Page 52 Swimming Pool Requirements	Addresses the safety concerns when the licensee has a swimming pool on the premises of the child care program.	Requires various standards to be met and maintained for an above-ground and in-ground swimming pool as well as wading pools.
• Page 53 Transportation	Increased public and legislative attention to all aspects of state sponsored transportation of children warrants increase in safety requirements.	Requirements include: no child left alone in vehicle; no smoking when children are being transported; proper registration of vehicle, first aid kit; parent contact information; appropriate car seats; parental permission; and not transporting children to avoid violations of capacity or staff-to-child ratio.
• Page 54 Medications	Children may need medication while in care and some child care providers are also licensed health care professionals whose scope of practice includes medication administration.	Outlines the procedures and policies for administering medications and provisions for licensed health care professionals to give, apply, and/or administer medications; and allows child to take/apply their own medications with parental approval.
• Page 57 Food Service & Safety	This addresses frequently asked questions from parents and licensees.	Addresses school age only center requirements for meals including hand washing.
• Page 58 Emergency Preparedness	Fires and tornadoes are a significant threat to safety of children.	Outlines requirements for fire and tornado safety diagrams, notification of emergencies, and disaster preparedness plans.

			Addresses the housekeeping, maintenance, and appearance of the facility.
<ul style="list-style-type: none"> <li>• Environmental Services</li> </ul>	Page 59	Addresses frequently asked questions and concerns of parents.	
<ul style="list-style-type: none"> <li>• Environmental Safety; Smoking; Alcohol and Controlled Substances; and, Other Environmental Safety Requirements</li> </ul>	Page 61	Implements Clean Indoor Air Act and addresses frequently asked questions.	Prohibits smoking anywhere indoors; prohibits alcohol and controlled substances that are not legally prescribed; addresses sharp surfaces, mold, and dirt from surfaces. Discusses use and storage of cleaning supplies; storage of firearms and ammunition; prohibits sharing certain individual items; and, safety around deep freezers.
<ul style="list-style-type: none"> <li>• Animals</li> </ul>	Page 62	Implements recommendation of the Nebraska Board of Health regarding presence of animals in licensed programs serving children or vulnerable adults.	When animals are present at the school age center, need to be examined annually by a licensed veterinarian and have proof of vaccinations and pet care available for review. Prohibits exotic animals from the premises.
<b>Section 7 Physical Plant Standards</b>	Page 64		
<ul style="list-style-type: none"> <li>• Activity Space</li> </ul>	Page 64	There is a need for each child to have and maintain enough space to address their safety and well-being.	Requires each child has 35 square feet of space for activities, napping, and free play.
<ul style="list-style-type: none"> <li>• Plumbing, Water Supply and Sewer Requirements</li> </ul>	Page 64	Requires all plumbing, water and sewer to be up to code.	Lists the requirements for plumbing code, testing standards to be met for non-public water, and proper sewer disposal.
<ul style="list-style-type: none"> <li>• Outdoor Play Area</li> </ul>	Page 66	Addresses the need for the child's safety and well-being on the outdoor play area	Lists the standard for size; requires outdoor play area to be developmentally appropriate and free from stagnant water. Requires resilient material when climbing equipment is present.
<ul style="list-style-type: none"> <li>• Toilets and Sinks</li> </ul>	Page 66	Meets needs of children with special needs.	Toilets and sinks designed to accommodate children with special needs, if needed.
<b>Section 8 Denial and Disciplinary Actions</b>	Page 68	The changes in this section of the regulations make regulations consistent with Child Care Licensing Act statutes	Grounds for denial or disciplinary action; procedures for denial or disciplinary action; types of disciplinary action; considerations when taking disciplinary action; when licensee fails to correct violation or comply with disciplinary action; Department's emergency powers.

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## Appendix C-09: The Early Childhood Practitioner Trainer and Registry

### Summary of the Early Childhood Practitioner and Trainer Registry Development

<p><b>Practitioner Registry (People Database)</b></p> <ul style="list-style-type: none"> <li>• Unique identifier for each early childhood professional.</li> <li>• Tracks early childhood education and training—both by semester credit hours and clock hours.</li> <li>• Identifies years in the field.</li> <li>• Provides record for individual of ongoing professional education.</li> <li>• Tracks education/training by core competencies.</li> <li>• Record follows client to new positions. Professional development record does not belong to program.</li> <li>• Tracks compensation of early childhood professionals.</li> <li>• Can inform national accreditation systems regarding teacher education and credentials.</li> </ul>	<p><b>Program Registry (Program Database)</b>  <b>Early childhood education program database:</b></p> <ul style="list-style-type: none"> <li>• Tracks number of children served.</li> <li>• Ages of children served.</li> <li>• Number of staff.</li> <li>• Education of staff.</li> <li>• Benefits provided to staff.</li> <li>• Accreditation status.</li> <li>• Licensing status.</li> <li>• Identifies whether program accepts child care subsidy.</li> <li>• Eventually—track program quality evaluation scores, including Environment Rating Scale and other evaluation and program quality measures.</li> </ul>
<p><b>Trainer/Consultant/ERS Observer Registry (Sub-part of People Database)</b>  <b>All practitioner data plus:</b></p> <ul style="list-style-type: none"> <li>• Tracks early childhood professionals who have completed reliability training for Environment Rating Scale (ERS) or who have completed ECTC Training of Trainers.</li> <li>• Searchable by OEC and 7 Early Learning Connection Regional Coordinators to identify possible trainers for events.</li> <li>• Identifies what core competencies the trainer is willing to address in training.</li> <li>• Identifies what geographic areas of the state the trainer is willing to provide training.</li> <li>• Identifies child populations that training will address (infant/toddler, preschool, school-age, elementary school, etc.)</li> </ul>	<p><b>Training Coordination/Calendar/Training Registration Database (Current system in filemaker pro)</b></p> <ul style="list-style-type: none"> <li>• Tracks all training events sponsored by Office of Early Childhood</li> <li>• Tracks details that relate to training-audience, anticipated size, site, city, identifies trainer, expenses for training, and evaluation results.</li> <li>• Pulls information from training event database and puts on training calendar website.</li> <li>• Links training registration to respective host program, online registration capacity.</li> <li>• Online evaluation of training.</li> <li>• Identifies who received what training where.</li> <li>• Links training to state map so people can find training in specific geographic area.</li> <li>• Accessible by 7 Regional Early Learning Connection Coordinators to enter data.</li> <li>• Can identify training events s by coordinating agency.</li> </ul>



## Community Early Childhood System of Care ECSOC Self-Assessment

Community Name:

Area Covered (counties/city):

Contact person:

Contact Email:

Contact Phone #:

Stakeholder Participants:

### **Purpose:**

*Local* - Guide local communities in a systematic process of community mapping and planning by identifying their strengths and the gaps in early childhood services and supports for social emotional development and child mental health.

*Statewide* - Guide the establishment of statewide projects/priorities by aggregating the findings and recommendations from the local community based assessments.

**Who needs to be invited to the table in the community?** Mental health service providers, family member, early childhood stakeholders/professionals, (Head Start, Early Childhood Regional Planning Team members), social services, teachers, school administrators, community health care professionals, public health, substance abuse service providers, vocational, recreational, juvenile justice, child welfare, college/university staff.

**Topical areas for Self-Assessment:** Prevention and Intervention Services and Supports will be rated using the following rubric in order to capture strengths and gaps related to childhood mental health and healthy social emotional development. (You will notice that each item has been coded to assist with data compilation and planning—P=prevention and I=intervention)

**Directions:** The stakeholders should review each of the components which represent one aspect of a comprehensive early childhood system of care. As you think about each service/resource in your community think about the following:

- Determine if the resource/service is available in your community (e.g., is it equally available across economic levels, populations of children, and geographically available?).
- Rate the degree that working to improve the availability of this component in your community is important to your work group. This rating will help you to prioritize your work plan that will be an outcome of your group's assessment and planning process.

Early Childhood System of Care Self-Assessment					Community:	Date:		
Please skip any questions that you don't have enough information to answer.	Degree Available				Priority Rating			Description of Services <i>Optional column for the community to catalog services/questions</i>
	1 None	2 Some	3 Adequate	4 Comprehensive	1 Low	2 Medium	3 High	
Preconception health & wellness counseling (e.g., stress & impact on the fetus, nutrition education, screening for substance use, smoking cessation support) <b>P</b>								
Regular health care is accessible (pre and post natal) <b>P, I</b>								
Education about benefits of breast feeding provided during prenatal care and postpartum <b>P</b>								
Breastfeeding support is available <b>P</b>								
Depression screening part of routine prenatal and postpartum health care <b>P, I</b>								
Substance Abuse screening part of routine prenatal and ongoing health care <b>P, I</b>								
Routine child developmental screenings include social/emotional health and development <b>P, I</b>								
Infancy								
Preschool								
Primary Years								

	Degree Available				Priority Rating			Description of Services <i>Optional column for the community to catalog services/questions</i>
	1 None	2 Some	3 Adequate	4 Compre- hensive	1 Low	2 Medium	3 High	
Parents are educated on the importance of early development including social-emotional development (e.g., attachment and bonding) <b>P, I</b>								
Prenatal								
Infancy								
Preschool								
Primary Years								
Parents are educated on characteristics of high quality child care <b>P</b>								
Prenatal								
Infancy								
Preschool								
Primary Years								
Adequate # of high quality child care settings are available <b>P</b>								
Infancy								
Preschool								
Primary Years								
Resources are available to assist in coping with traumatic experiences <b>I</b>								
Infancy								
Preschool								
Primary Years								

	Degree Available				Priority Rating			Description of Services <i>Optional column for the community to catalog services/questions</i>
	1 None	2 Some	3 Adequate	4 Comprehensive	1 Low	2 Medium	3 High	
Community resources and support available for respite P, I <i>(e.g., Case management to help with identification/activation of informal support system or formal resources can be readily accessed)</i>								
Infancy								
Preschool								
Primary Years								
Resources exist to assist parents with financial problems that impact meeting basic needs P, I								
Prenatal								
Infancy								
Preschool								
Primary Years								
Schools have strategies to build parental engagement with their child's school P, I								
Preschool								
Primary Years								
School and community staff are well versed in identifying social-emotional red flags and referring for assessment I								
Infancy								
Preschool								
Primary Years								

	Degree Available				Priority Rating			Description of Services <i>Optional column for the community to catalog services/questions</i>
	1 None	2 Some	3 Adequate	4 Comprehensive	1 Low	2 Medium	3 High	
Early childhood social emotional development (mental health) assessment resources readily available and known to referral sources I								
Infancy								
Preschool								
Primary Years								
Individualized parent-child therapy services are available I								
Infancy								
Preschool								
Primary Years								
Mental health consultation available in child care and school settings I								
Infancy								
Preschool								
Primary Years								
Group education available for parents of young children to support children with social-emotional problems P, I								
Infancy								
Preschool								
Primary Years								

	Degree Available				Priority Rating			Description of Services <i>Optional column for the community to catalog services/questions</i>
	1 None	2 Some	3 Adequate	4 Comprehensive	1 Low	2 Medium	3 High	
Outreach and intervention are available for families experiencing domestic violence. (e.g., DV victims; offenders, and children witnessing DV).								
Treatment available for parental mental disorders All ages of children								
Treatment available for parental substance abuse disorders All ages of children								

Top Three Priority Areas for Action	
Priority Area:	Timeline
1.	
2.	
3.	





## **Appendix C-11: CYFS and Buffett Early Childhood Institute Partnership**

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As one of the primary research entities associated with the Buffett Early Childhood Institute (BECI), and as a highly-organized Center within the state, the *Nebraska Center for Research on Children, Youth, Families and Schools (CYFS)* will play a significant role in achieving the RTTT objectives. It will utilize the extensive infrastructure and momentum already established to partner with BECI and assist in the development, implementation, evaluation and dissemination of research-based family engagement practices for the state of Nebraska. Specifically, Center resources will be utilized to coordinate efforts associated with infusing parent engagement into all aspects of early childhood practice. Coordinating efforts include convening and leading work groups of statewide experts and stakeholders (i.e., trainers, researchers, practitioners, extension personnel, and parents) who will support the identification or development of parent engagement quality measures; identify research-based methods related to parent engagement and family-centered coaching; train and evaluate family-centered coaching; support the professional development of teachers and administrators; and continue to contribute research-based knowledge to community stakeholders (schools, service-providers, families) and fellow researchers nationally and worldwide. CYFS is centrally located and strategically situated to provide frequent and significant opportunities for development, training, evaluation, and translation of research to practice. As a hub that brings together multiple entities and stakeholders representing major factions of the state (University, policy, practice), it is organized in a way that provides several specific benefits and supports to early childhood researchers and professionals (e.g., active involvement in interdisciplinary professional discussions; participation on collaborative teams; assistance with all aspects of program implementation, evaluation and dissemination).

**Appendix C-12: Research and Getting Ready, Project READERS and the Family-Centered Coaching Model Supports Family Engagement Practices in Nebraska**

## **Appendix C-12: Research on Getting Ready, Project READERS and the Family-Centered Coaching Model Supports Family Engagement Practice in Nebraska**

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### **Getting Ready**

Research demonstrates that Nebraska's Getting Ready intervention produces significant and positive changes in (a) children's social-emotional, language, and early literacy skills; (b) parents responsive interactions and learning supports with their children; (c) teachers' practices and self-efficacy for working with families; and (d) authentic practices in home visits and other parent outreach strategies, specifically for low income, highly-vulnerable children and families in Head Start settings.

Based on theory and research from developmental psychology, school psychology, and special education, the Getting Ready Project is a sustainable intervention promoting positive parent-child relationships and parent-professional collaboration. It involves coaching sessions with early childhood educators with demonstrated positive outcomes for children and families.

### **Family-Centered Coaching Model**

In addition to Getting Ready, Nebraska has invested resources in an evidenced-based coaching model as a form of professional development to support early childhood professionals across the state working in a variety of settings including home and center-based child care, home visitation programs and early childhood special education. The key elements of the coaching model, including action, observation, reflection, feedback and joint planning, are grounded in evidence that link these strategies to improved practices, environmental quality and child outcomes.

This family-centered coaching model is based on research conducted at the Center for Research on Children, Youth, Families and Schools (CYFS) that shows positive change in (a) teachers' behaviors and efficacy for working with families, (b) authentic practices in home visits and other parent outreach strategies, (c) child social emotional and literacy outcomes, and (d) parent-child interactions.

### **Project READERS**

Project READERS (Response to Effective Assessment-Driven Early Reading Support) provides a structural framework within which researchers and reading coaches work together to observe current teacher practices, provide professional development and feedback to teachers, and scaffold teachers as they learn to use student data to make decisions about early reading skills and need for more intentional intervention. Unique to Project READERS is its use and evaluation of coaching provided both face-to-face and via distance technology.

Figure 1. Family Centered Coaching Approach

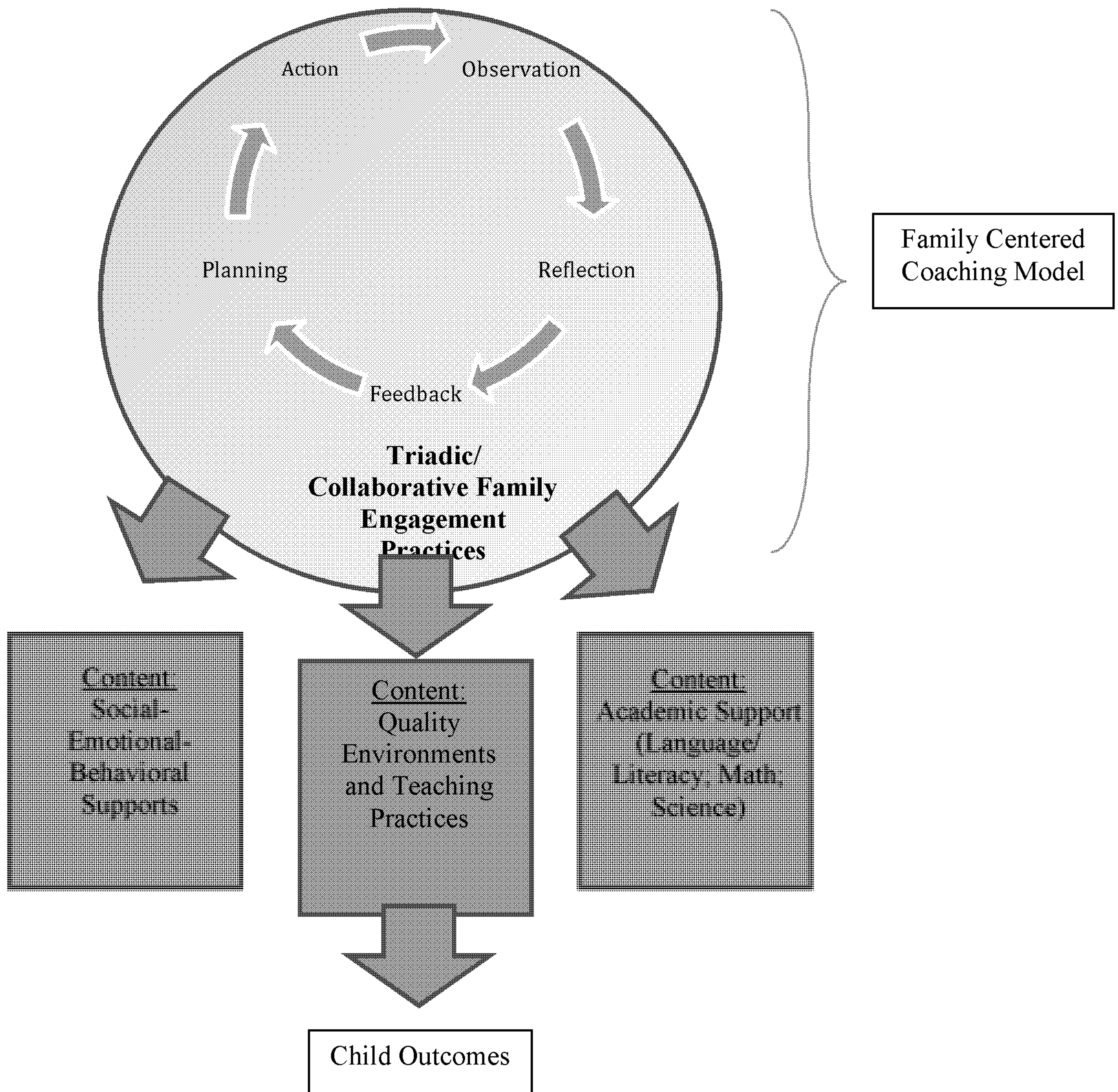


Table 1 Triadic/Collaborative Family Engagement Practices

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*Establish parent-child and parent-professional relationship*

- Establish a context for positive parent-child interaction by positioning them in close, face-to face proximity with one another; encourage reflective communication; highlight child strengths.
- Use communication strategies to build the parent-ECP relationship (e.g., listen actively to a parent's challenges/ concerns, use open-ended questions, request parents' opinions and ideas, and affirm parents' competence); encourage positive parent-child interactions.

*Share observations/knowledge of child over time*

- Exchange information about what parents/ECP observes about a child's developmental progress.
- Share screening data including areas of delay; focus parent's attention on a child's strengths/needs; solicit parental perspectives on day-to-day child interests and activities; clarify developmentally relevant observations.
- Share observations continuously to ensure ongoing attention to child strengths and areas of need.
- Affirm parents' insights and competent observations.

*Identify mutually-agreed upon developmental expectations for child*

- Focus parents' attention on child strengths and developmental needs.
- Engage in open discussions of family and program goals for the child and the child's development; establish agreed-upon set of desired targets toward which the child will progress, as responsive to observations and data.
- Share developmentally appropriate information.
- Assist parent in identifying appropriate targets by focusing attention on the child's current challenges, needs, strengths and emerging abilities.

*Share ideas and brainstorm methods for helping child meet expectations*

- Discuss the contexts that best elicit and support the child's growth and discuss means for monitoring changes in the child's learning and development.
- Assist parents to identify everyday opportunities for children to support developmental tasks.
- Identify current and potential parent behaviors that can support targeted learning.
- Suggest developmentally appropriate activities and model adult behaviors (i.e., nodding, commenting, elaborating, praising, questioning) that maintain a child's interest and scaffold his or her learning.
- Make suggestions when necessary.

*Observe parent-child interactions and provide feedback*

- Provide parents an opportunity to practice interactions and skills with their child during home visits.
- Observe the parent-child interaction; adjust the manner in which parents support skill learning (model/s suggest), if necessary; provide parental validations and affirmation to support development of parenting skills.
- Identify current strengths related to developmental expectations.
- Provide developmental information.

*Monitor the child's skill development and determine directions for continued growth*

- Engage in ongoing discussions regarding a child's response to learning opportunities, or new parenting behaviors.
- Discuss needed adjustments in interactions and/or learning opportunities.
- Use data to determine progress and areas in need of modification.
- Cycle to new developmental expectations and learning opportunities as needed.
- Co-create specific plans for maintaining child's progress and parents' skills at collaboration.

**Appendix C-13: Family Engagement Through Outreach to Diverse Early Childhood Educators/Programs & Expansion of Professional Development**

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## **Appendix C-13: Family Engagement Through Outreach to Diverse Early Childhood Educators/Programs & Expansion of Professional Development**

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Statement of Work: University of Nebraska-Lincoln, UNL Extension  
January 1, 2012 – December 31, 2016

### **Selection Criteria Sections C-4 and D-2: Family Engagement Through Outreach to Diverse Early Childhood Educators/Programs & Expansion of Professional Development** (Project 6d Budget Narrative)

University of Nebraska-Lincoln Extension is a division of the Institute of Agriculture and Natural Resources (IANR). Nationally, it is part of the National Institute of Food and Agriculture in the United States Department of Agriculture (USDA). UNL Extension provides services to all 93 Nebraska counties. Extension educators know their communities and are credible envoys in introducing new programs and potential opportunities to individuals and community programs. Local UNL Extension staff lead educational youth programs through 4-H Clubs, school enrichment, and afterschool settings, within their communities. Educators also provide support to youth-serving professionals through in-service training and professional development experiences.

In Nebraska, 1 out of 3 eligible youth (children ages 8 to 18) participate in 4-H. This gives UNL Extension the highest per capita participation rate in the country. It also affords UNL Extension outstanding access to Nebraska families and communities. Between 2000 and 2010, the state experienced the eighth-largest proportional increase of foreign-born individuals of all US states, and the foreign born accounted for more than 60 percent of the state's population growth. Lincoln and Omaha are refugee resettlement communities. UNL Extension educators have played a major role in working with these populations. Recognizing that the early years are critical learning years, UNL Extension has redirected internal resources to focus greater attention on the holistic development and learning of young children, birth to age 8. New initiatives focused on 'The Learning Child – birth to 8' are now being incorporated into UNL Extension programming statewide. This shift in emphasis is a good match for the RTTT ELC project proposed.

Nebraska will utilize the expertise of the faculty at the Center for Research on Children, Youth, Families and Schools (CYFS) to incorporate and establish a family-centered coaching model as the basis of a high quality professional development and support system across the state. The CYFS will train the ELC coordinators and University of Nebraska Lincoln Extension Educators on the family centered coaching model by the end of 2013. In this model, coaches are trained to engage providers in a process of observation, reflection, action, feedback and joint planning through both individual and group sessions. In turn, the ELC Coordinators and Extension Educators will provide training on family engagement strategies on the QRIS to community educators.

Additionally, in order to promote practitioner participation in the State's QRIS program and to support the improvement of early childhood practitioner knowledge and skills, UNL-Extension educators (2 FTE) will provide outreach to diverse early childhood practitioners and programs by helping programs and practitioners access introductory early childhood courses in Spanish through community colleges. They will also assist new refugee populations-- those providing early care and education services-- to navigate and understand contracts, billing procedures, and licensing requirements in Nebraska, thus improving support and outreach to a culturally and linguistically diverse early educator population. Licensing is the first step of the QRIS, outreach to diverse populations in navigating licensing promotes participation in QRIS.

While these two educators would work specifically with the targeted audiences, they will be supported by a cadre of educators across the state who are focusing on young children and have been trained and are leading educational programs such as *I AM MOVING*, *I AM LEARNING* and *FOUNDATIONS FOR*

*GROWTH* focused on the concepts of the Center on Social and Emotional Foundations for Early Learners. This kind of statewide support shows UNL Extension's commitment to early childhood education and positions the RTTT ELC to be successful.

Timeline: Years 1 through 4

**Appendix D-01: Alignment of Nebraska Competency Framework with Federal Workforce  
Knowledge and Competency Requirements**

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## **Appendix D-01: Alignment of Nebraska Competency Framework with Federal Workforce Knowledge and Competency Requirements**

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### **Nebraska's Core Competencies for Early Childhood Professionals meet all of the Workforce Knowledge and Competency Framework**

**a) Evidence-base.** Nebraska's Core Competencies for Early Childhood Professionals are based on the National Association for the Education of Young Children's Standards for Initial and Advance Professional Preparation Programs, the Council for Professional Recognition Child Development Associate Standards, the National Council on Accreditation of Teacher Education Programs (NCATE), the Head Start Performance Standards, and the expertise of many early childhood professionals working in the early childhood field. .

**b) Incorporate Early Learning and Development Standards, the Comprehensive Assessment Systems, child development, health, and culturally and linguistically appropriate strategies.** The Core Competencies incorporate knowledge and application of Nebraska's Early Learning Guidelines (Early Learning and Development Standards), which were used throughout the writing and development of Core Competencies. Particular attention was paid to ensure that the knowledge and skills needed to address all domains of learning were included in the Core Competencies document.

**Comprehensive Assessment Systems.** A whole section of the Core Competencies addresses Observation, Documentation and Assessment in early childhood classrooms. The core knowledge areas includes such key areas as defining procedures for collecting information, maintaining confidentiality, developmentally appropriate assessment, using results of the assessment to plan for the child as well as the group. Emphasis is placed on observational assessments, and reflecting on children's learning. Suggested ways for gathering evidence of children's learning is included.

**Child development, health and culturally and linguistically appropriate ways for working with families:** There are entire core knowledge areas with skills described to address health, safety and nutrition, and working with families and communities. The health safety and nutrition section includes selection of materials, responding to children's injuries, addressing child allergies, immunization records, hand washing, adapting the physical environment to accommodate children with special needs, recognizing and discussing with families their cultural health practices, oral health practices, planning and evaluating menus and encouraging health food choices. The Partnerships with Families section addresses issues such as respecting the family's role as the child's first teacher, encouraging family involvement in the program, respecting families choices, goals and decisions for their children, collaborating with families to resolve problems, ensuring that community diversity and cultures are reflected throughout the program.

**c) Early Mathematics and literacy development and effective instructional practices to support mathematics and literacy development in children.** The Core Competencies include mathematics and literacy instructional practices in the Planning Learning Experiences/Curriculum section. Literacy practices include reading age-appropriate books to children both individually and in groups, respecting and encouraging the children to retain the language of their family, encouraging families to be involved in reading to children at home, providing a print rich environment, and encouraging rich discussion among children. Mathematic Practices include a variety of counting activities, number puzzles and books that encourage mathematical thinking, providing blocks of various shapes and sizes to encourage children to make associations and comparisons, asking children relevant open-ended questions that stimulate thinking, providing a variety of materials within the daily routine for sorting and county, and providing opportunities that encourage curiosity, exploration and problem solving.

**d) Effective use of data to guide instruction and program improvement.** Some of the knowledge and skills essential for using data to guide instruction and program improvement are addressed in the Observation, Documentation and Assessment area of the Core Competencies. Additional information about using data for program improvement can be found in the Administration and Program Planning

area. The skill requires a basic understanding of organizing, planning, and recordkeeping for program operation; writing goals, objectives and outcomes for program events and daily activities; assisting in gathering information for evaluation and assessment purposes; assuming responsibility for program assessment by conducting observations and evaluations for the purpose of program improvement; ability to articulate, evaluate, and apply current theory, research, and policy on program planning and evaluation; and collecting data measurements for program decision making.

**e) Effective behavior management strategies that promote positive social emotional development and reduce challenging behaviors:** Two sections of the Core Competencies address behavior management and positive social emotional development. The Planning Learning Experiences Curriculum section has a focus area of social emotional development. Social emotional development skills discussed are: recognizing the periods of stress, separation and transition may affect children's social interactions, provide many opportunities for children to participate in cooperative play, guides children in resolving conflict, helps children communicate and get along with others, provides words and positive responses. The other area of the Core Competencies addressing behavior management is Interacting with Children and Providing Guidance to children skills addressed in this section include: Assists children in communication with others, builds trusting relationships with each child, models identification and appropriate expression of feelings, models and encourage age appropriate pro-social behavior (helping, sharing, and cooperating), provides directions to children in a positive format telling them what "to do" and avoiding negative directives.

**f) Incorporate feedback from experts at the State's postsecondary institutions and other early learning and development experts and Early Childhood Educators.** The Core Competencies were developed by a team of experts that included representatives from higher education, the Nebraska Association for the Education of Young children, public school early childhood education, early childhood programs, and professional development staff. After initial review of framework by statewide focus groups, faculty and instructors from four year colleges reviewed to determine if Levels Five and Six (the levels that reflect Bachelors degree and Masters degree knowledge and skill levels) contained an inclusive set of knowledge and skills. The recommendations and changes were incorporated in the final document.



## **Appendix D-02: Postsecondary Education Enhancements**

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### **Selection Criteria Section D-1 Postsecondary Education Enhancements** **(Projects 6a, 6b, 6c Budget Narratives)**

#### **6a. Postsecondary Education Enhancements: Early Learning Coursework Articulation**

Project 6 includes the goal of creating postsecondary education enhancements to provide and expand access to effective professional development opportunities for preservice students and inservice early childhood education professionals. Project 5a addresses early learning coursework articulation, with new opportunities to be aligned with *Nebraska's Early Childhood Core Competencies for Early Childhood Professions* and to include particular attention to ensuring (relative to competencies in *Observation, Assessment, and Documentation*) that educators gain skills for data based decision-making and use of assessments as appropriate for their career goals and/or practice. Certainly, there is a great need in Nebraska to improve postsecondary access for rural educators and for educators who work with underserved populations to have access to high quality courses offered in distance formats. Such work must respond to the overall project goals of creating a great early childhood education workforce that serves both urban and rural parts of the state.

The grant will support a 33% project manager (working under direction of the Buffett Early Childhood Institute, Associate Director of Education). This manager could be located at any of the four University of Nebraska campuses and will lead efforts throughout the state of Nebraska to collaborate with faculty and administrators of public and/or private colleges and universities to expand course offerings, particularly distance offerings, and to promote articulation between institutions. The manager will be responsible for needs assessment, as well as for evaluating the success of the program through descriptive statistics and course evaluations.

Stipends will be offered to support college faculty in converting early childhood professional courses to distance and hybrid formats, and such efforts will be self-sustaining beyond the life of the grant because the new courses will generate tuition revenue based on credit hour production that will allow the colleges to continue offering them. To ensure statewide coherence and also that course content aligns with *Nebraska's Early Childhood Core Competencies for Early Childhood Professions*, the manager will organize annual meetings of selected faculty and college administrators and an expert panel to review course syllabi, articulation plans, and other relevant documents.

The success of the project will be evaluated on the basis of descriptive criteria (number of courses offered/revised; number of higher-education institutions and programs involved; how many preservice and inservice students participate, and how well the courses are evaluated by students enrolled) and by judgments of the expert panels.

**Timeline:** Year One: Examine 2 and 4 year offerings across Nebraska to determine what is available to early childhood teachers (on campus, on line, otherwise) and gaps in urban and rural regions of the state towards reaching a 4 year degree and key certifications.

**Timeline:** Year One: After determining, with relevant stakeholders, where gaps and strengths exist, develop cooperatively a plan for (a) taking specified courses to on-line or alternative form; (b) examining offerings to build on strengths and avoiding overlap across the state.

**Timeline:** Years Two through Four: Provide technical support for conversion of designated courses on line and/or to hybrid form and offer support to institutions doing same.

**Timeline:** Years Three and Four: Evaluate the success of the project and begin dissemination of results.

### **6b. Postsecondary Education Enhancements: Cross-Profession Early Learning Curricular Integration**

Project 6b addresses the objective of creating postsecondary education enhancements by improving cross-profession early learning curricular integration: early childhood development content will be infused into other professional disciplines. The primary target of Project 6b will be *mental health professional training programs* (whether in programs of social work, clinical psychology, counseling and school psychology, or family therapy). The secondary target will be public school and childcare administrators who supervise early childhood practitioners who teach children on a daily basis. With respect to the first target, the project responds to the situation that many professionals who emerge from mental health training programs go on to work with children and families without preparation in current theory and applied research on early brain development, stress effects on the brain, early childhood trauma, typical and atypical attachment development, and emotional regulation. Deeper knowledge of these mental health content domains is essential for Nebraska to develop a competent cadre of mental health practitioners who can interface effectively with other adults in children's services, for example, as mental health consultants who help teachers implement the teaching pyramid and other forms of evidence-based practice with children experiencing mental health and behavioral challenges and their families. With respect to the second target, the project responds to the situation that teachers and child care providers require strong supervisory and administrative support to implement the teaching pyramid and other aspects of evidence based practice in inclusive settings.

The grant will support a 33% time project manager (working under the direction of the Buffett Early Childhood Institute, Associate Director of Education). This manager could be located at any of the four University of Nebraska campuses and will be responsible for needs assessment, as well as for evaluating the success of the program.

**Timeline:** Starting in year one of the grant, the manager will work with University of Nebraska faculty at all four campuses and crossing over departments and programs of developmental psychology, educational psychology, social work, family therapy, educational administration, etc. to identify and plan ways to augment existing coursework and practicum experiences and/or to expand course offerings to strengthen exposure to early childhood (mental health content). Such work will involve at least one large-group meeting at UNL each year, and many trips by manager and graduate students to campuses around the state. The planning will necessarily involve close collaboration with Nebraska affiliates of relevant professional organizations (e.g.



National Association for the Education of Young Children, Division of Early Childhood, American Psychological Association).

**Timeline:** Starting in year two, as appropriate, the manager will work with University of Nebraska administrators (department chairs, deans) to formalize early childhood emphases into certain specialization (e.g. an early childhood minor within graduate degree program in educational psychology; or a post-baccalaureate certificate in early childhood mental health consultation). Starting in year two, the project will make available stipends to professors to support creating new course offerings and revising current courses and curricular programs.

**Timeline:** In years three and four, the manager will work with University of Nebraska faculty partners to organize interdisciplinary summer institutes on early childhood mental health with scholarships for participants, serving the goals of content immersion, cross-state networking, and interdisciplinary cross-fertilization of theory and practice. The manager will also work with NU faculty partners to plan and conduct sessions at Nebraska Department of Education administrator days to inform K-12 administrators about the issues and training opportunities (related to early childhood development and mental health) that will allow them to better support the early childhood professionals in their schools.

#### **Project 6c: Postsecondary Education Enhancements: On-Line Coaching Certification**

Project 6c responds to the statewide need to produce early childhood coach professionals in a sustainable way that builds a cadre of highly skilled experts who can both provide direct service within early childhood settings and become leaders who help train additional coaches. The family-centered coaching model is a key feature of this RTTT application. Currently, early childhood professionals who are entering the workforce with a bachelor's degree have not experienced sufficient training opportunities in providing coaching support to enhance outcomes for programs, children and families. A specific curriculum dedicated to supporting these skills needs to be developed and offered by key stakeholders in Nebraska in order to produce a great early childhood workforce. Providing a coaching certificate program will increase the number of individuals trained to provide coaching supports in early childhood settings, and will enhance the sustainability of the work proposed in RTTT.

A family-centered coaching model will be used to support family engagement as a key aspect of program quality to serve high needs children. The family-centered coaching model includes the processes of observation, reflection, action, feedback and joint planning. Family engagement will be infused into these coaching processes and incorporated into every content domain (see figure) to support positive outcomes. The triadic and collaborative strategies for family engagement transcend content area and can be infused in all aspects of practice. Furthermore, this coaching model can and has been used with early childhood professionals and families across a variety of settings including family and center-based child care, home visitation programs, and early childhood special education.

Through the proposed certificate program, early childhood professionals interested in acquiring skills and competencies to serve in the capacity as an early childhood coach professional in a reasonable time period may complete requirements for a 12-credit hour graduate certificate as an Early Childhood Coach. The program may be completed by enrolling in a combination of credit

hour courses (online, face-to-face, or hybrid) offered by the University of Nebraska in partnership with State training efforts (i.e. Nebraska Early Childhood Training Center). The program will be two years in length; with six credits earned by the enrolled student annually. The EC Coach Certificate program is designed for individuals who have a bachelor's degree in early childhood education, child development, or allied field and are in need of enhancing their skills to support their work in the early childhood field, as well as for individuals interested in adding a credential to their professional resume to assist them in a future job-seeking. The program will be housed in the Department of Children, Youth and Families at the University of Nebraska—Lincoln but will involve collaboration with the Nebraska Department of Education and other departments and institutions.

The University of Nebraska faculty are well-positioned to offer this certificate program. For example, the faculty in Teacher Learning and Teacher Education at University of Nebraska-Lincoln have more than 20 years of expertise in preparing K-6 coaches in literacy, math, and science; and the faculty in Educational Psychology at University of Nebraska-Lincoln have similar experience in preparing conjoint-behavioral consultants (CBC) who work with teachers and families in preschool, Head Start, and K-6 classrooms. Early childhood special education faculty at University of Nebraska-Kearney and University of Nebraska-Lincoln are statewide leaders in preparing skilled coaches for inclusive settings, and in offering distance coursework. All of this expertise can be adapted to support and train early childhood coaches to provide coaching in the use of evidence-based practices in early childhood classrooms. Furthermore, many University of Nebraska faculty are skilled at distance course development, distance education, licensing, and certification. The faculty across departments (in partnership with state partners), are capable, interested and prepared to develop and offer this certificate program.

### **Key Activities and Timeline:**

- 1) A team of key stakeholders including (a) early childhood faculty from the Departments of child and family studies, elementary education, special education, and educational psychology across the University of Nebraska campuses; (b) representatives from the Nebraska Department of Education, Office of Early Childhood; (c) representatives from the Nebraska Department of Health and Human Services; and (d) representatives from Nebraska Association for the Education of Young Children will convene to determine relevant content for the 12-credit EC Coach Certificate program and identify the core competencies for the early childhood coach (EC Coach Certificate Planning Team). (Year 1). Necessary content will include topics such as *Early Childhood Systems; Relationships with children, adults, parents; Adult Learning; Data-based decision making; Observation and Feedback*. Furthermore, courses that support coach work and supervision of other coaches will also be included. Additionally, participants will be trained in the CLASS observational data collection system to enhance their observational skills.
- 2) Work will take place to coordinate course offerings and credit opportunities across key stakeholders. For example, the Coach Training currently offered via Nebraska Department of Education could serve as an introductory course and conduit into the certificate program. The Nebraska Department of Education Early Childhood Training Center trainers who currently offer the initial coach training could become adjunct faculty at the University (Year 1)
- 3) Content will be developed for the online courses. Faculty will work in partnership with University of Nebraska-Lincoln's Office of Extended Education & Outreach (EE&O) to begin to make course offerings available via distance. EE&O's Instructional Design Technology Specialist, along with technical specialists in the Nebraska Center for Children, Youth, Families

and Schools will be a vital resource in this work. This expertise will continue to be sought for creation of new online materials and technical advice. As needed, revisions to existing coursework will be undertaken to meet the unique needs to the certificate program students. (Year 1)

- 4) Connections will be established with the Ohio State University for linkages to their new online professional development system and Child Development Virtual Laboratory School (VirtualLabSchool.org) to be implemented in 2012. This opportunity will allow coaches from across the state to witness real-time early childhood settings simultaneously, and develop and practice coaching skills. (Years 3 and 4).
- 5) Program course content and delivery will be piloted (Years 1-2)
- 6) Participants will be enrolled. Two cohorts will be involved over the course of this funding mechanism. 15 participants will be selected and enrolled per cohort; all tuition and fees will be covered by grant funds and participants will receive a stipend upon completion of of the program (Cohort 1: Year 2-3; Cohort 2: Years 3-4).
- 7) Program will be evaluated. First, the curricular work will be evaluated. This will be evaluated using the PEARL (Program Excellence through Assessment, Research and Learning) system whereby student-learning data is collected on three, key, student outcomes annually to support program improvement. These will be identified by the EC Coach Certificate Planning Team. This approach to evaluation is beneficial because it is integrated into the current system for curriculum improvement in the University of Nebraska-Lincoln College of Education and Human Sciences, and is therefore certain to sustain beyond the life of the grant. (Years 3, 4).
- 8) Program will be evaluated. Second, the program evaluation will include follow-up. Participants exiting the program will participate in a study of how the program contributed to professional growth. This evaluation will include one observation of the use of coaching in the field that will be coded using the Early Childhood Coaching Observation form for coach fidelity, as well as a questionnaire that addresses professional experience and practices. (Years 3, 4).
- 9) The evaluation data will be formative; data collected will contribute to programmatic change. (Years 3,4)



## Appendix D-03: Summary of Nebraska Wage Information

The May 2007 report on *The Economic Impact of the Nebraska Early Care and Education Industry* found the following average annual wages based upon education

Early Care and Education Professionals	Average Annual Wages
Child Care Worker*	\$11,593
<b>Head Start Teachers Annual Salaries</b>	
Child Development Associate^	\$20,664
Associates Degree^	\$20,999
Baccalaureate Degree^	\$22,583
Graduate Degree^	\$33,877

The number of early childhood professionals in the state is unknown since there is not a professional licensing or credentialing system in the state.

The *2002 Child Care and Characteristics of Quality in Nebraska Report* found “the average child care provider in Nebraska is experienced with children and with child care. Most providers are women who average 38 years of age, are married, and are also parents. *The average provider has a high school degree with some additional training and earns \$14,700 per year (in 2002). The average Nebraska provider is more likely to have CPR training than providers in other Midwestern states. In addition, provider in Nebraska reported receiving 31 hours of training during the previous year (licensing requires 12 clock hours of training per year).*

The Nebraska Department of Labor provides wage estimates for a variety of early care and education positions in Nebraska. The wages and benefits for those positions vary greatly.

### Early Childhood Professions Comparison of 2008-2011

Nebraska Department of Labor Career Compass Wage estimates\* for various early care and education positions have slowly increased over the last three years. The chart below compares the entry wage and average wage for various early care and education positions.

Position	Entry Wage 2008	Average Wage 2008	Entry Wage 2011	Average Wage 2011
Preschool Teachers	\$15,140	\$20,035	\$17,380	\$22,725
Kindergarten Teachers	\$33,540	\$41,490	\$34,235	\$44,115
Early Childhood Special Education Teachers	\$32,700	\$40,375	\$34,930	\$45,870
Teacher Assistants (Public schools)	\$16,300	\$19,385	\$16,905	\$20,655
Child Care	\$13,550	\$16,510	\$17,210	\$19,375
Child Care Director	\$27,870	\$36,795	\$29,370	\$39,650

**Appendix D-04: Training Hours Sponsored by NDE – Early Childhood Training Center**

**Appendix D-04: Training Hours Sponsored by NDE Early Childhood Training Center**

October 1, 2010 thru September 30, 2011

<b>Training Topic</b>	<b>Hours of Training</b>	<b># of Participants</b>
All Training by any topic including those listed below*	1773	9886
Early Childhood Coach Training	90	128
Early Childhood Management Training	164.5	405
Early Learning Guidelines	264	1544
Environment Rating Scales, including Reliability Raters	194	222
Teaching Pyramid/Social-Emotional	57.5	218
Results Matter Curriculum/Assessment	22.1	714
SpecialCare/Inclusion	34.5	230
HeadsUp! Reading	5	25
Infant Toddler Training	94.5	1163
Safe with You	471	3630

\*Includes all training categories listed and miscellaneous





## Appendix D-05: First Connections and School-Age Connections

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If you have already registered,  
please login below.

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**HOME**

The Project  
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Technical Assistance  
Related Sites  
Already Registered  
Contact Us

(b)(6)

Webmaster:  
tammi.nicken@nebraska.gov



**FIRST CONNECTIONS™**

*"A well-connected baby is loved, touched, talked with and read to."*

First Connections is a multifaceted, comprehensive telecommunications project offering education about infants and toddlers to teachers, caregivers, and parents across the state of Nebraska and beyond.

Originated through leadership from the Nebraska Department of Education, Nebraska Education Telecommunications, Nebraska Health and Human Services, and a member of the Nebraska Legislature, this project uses the latest technology to convey information about best practices in working with infants and toddlers.

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**FIRST CONNECTIONS**  
Nebraska Department of Education  
301 Centennial Mall South  
Lincoln, NE 68509  
firstconnections.education.ne.gov

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# School-Age Connections

Online training for staff in before and after school programs

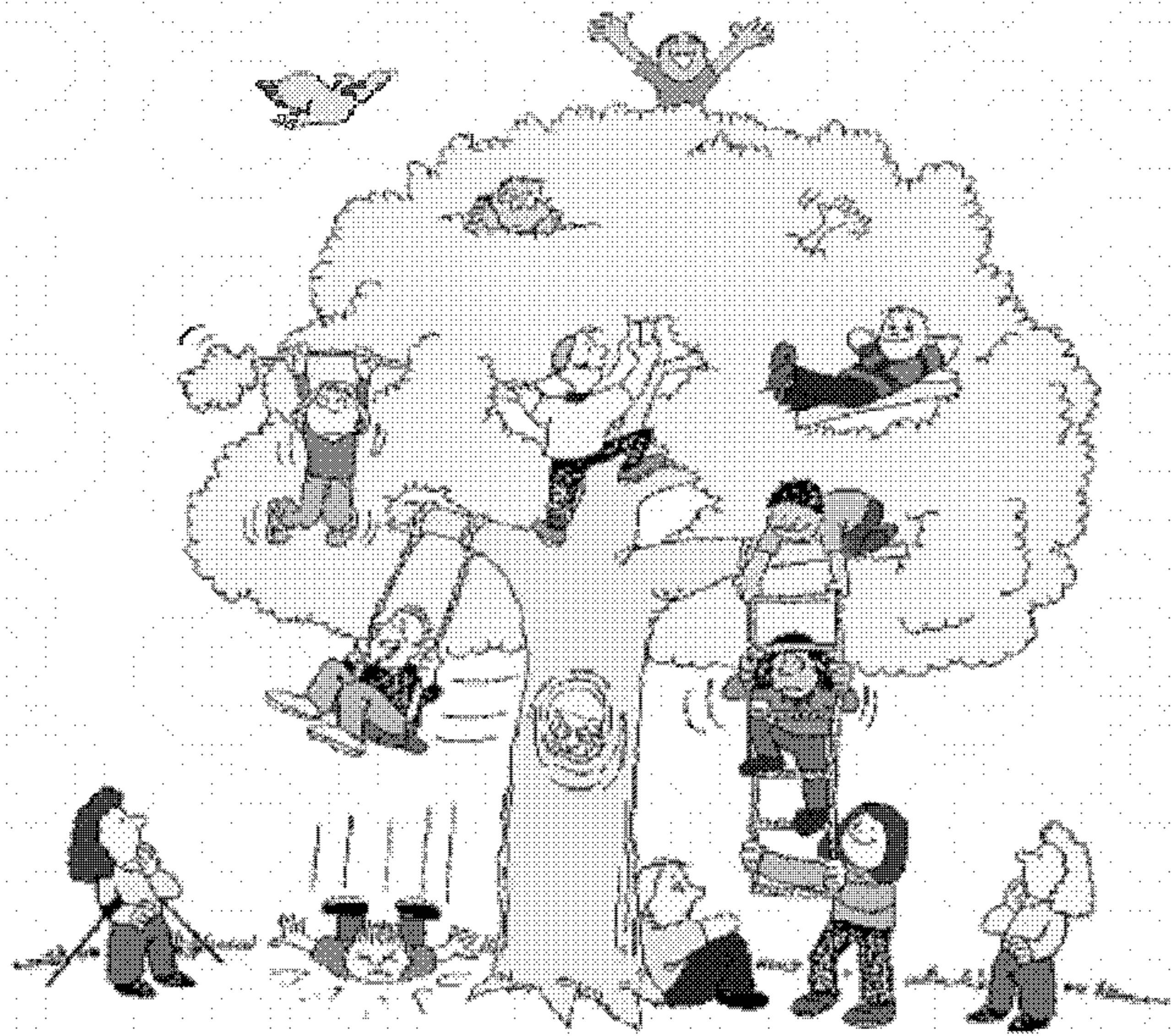
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## Appendix D-06: Nebraska Professional Development Supports Offered to ECEs

### Nebraska Professional Development Supports Offered to ECEs

- **Quality Portfolio Training Series:** This 24 clock hours of training with coaching and facilitation takes place over several weeks. The initial series was offered in 2011 to over 300 early childhood providers. The series establishes a learning community of those participants and works with them through some key training and reflection activities to more fully engage early childhood professionals in their own development. Key components in the quality portfolio series include: an overview of the Core Competencies, written work includes the self-assessments for the core competencies, and creating a professional development plan based upon those self-assessments. Additionally, participants are provided with an overview of the ERS, one domain training from the Early Learning Guidelines, and training around family engagement. This training series will be required at Level 2 of the Nebraska Step Up to Quality QRIS system. ELC Coordinators will offer this series in their regions at least twice per year. Some will utilize distance education systems to reach a broader audience if necessary.
- **Early Learning Guidelines Training Series:** This 42 hour training series provides early childhood education professionals with developmentally appropriate information on the learning activities, and learning environment that early childhood professionals need to provide to advance children's learning. Clear learning expectations for children are defined in the Early Learning Guidelines. The series addresses all domains including: Approaches to Learning, Language and Literacy, Scientific Thinking, Mathematical Thinking, Social and Emotional Development, Health and Physical Development, and Creative Arts. The Early Learning Guidelines are currently under review to align with the Head Start Framework. Once the guideline revision process is completed this training series will be updated to reflect the new areas.
- **Environment Rating Scale In-Depth Practice Training:** The early childhood care and education field in Nebraska continually strives to improve the quality of programs for young children and their families. The use of environment rating scales is a widely accepted method of evaluating and improving the quality of home- and center-based programs.

Environment Rating Scales is broadly defined and currently includes Early Childhood Environment Rating Scale-Revised (ECERS-R), Infant Toddler Environment Rating Scale-Revised (ITERS-R), and the Family Child Care Environment Rating Scale-Revised (FCCERS-R). This two day training provides hands-on practice using the Environment Rating Scales. Participants visit early childhood programs, practice the scoring process and receive feedback on the practice observation. The Environment Rating Scale InDepth Practice Training is a required training at Step 3 of Nebraska's Step Up to Quality QRIS System.
- **Teaching Pyramid** The Office of Early Childhood is partnering with other agencies and organizations to bring the Teaching Pyramid to local early childhood programs throughout the state. Health and Community Resource Consultants (described in section C) will collaborate with ELC Coordinators to provide integrated training to ECEs using this model. This initiative acknowledges that the social-emotional-behavioral health and well-being of all young children is essential to their optimum development and success as a learner and throughout life. This initiative is a long-term endeavor to insure that early

childhood leadership is fully committed to program-wide adoption, that all staff receive comprehensive professional development and ongoing supports of coaching, and that parents/families are engaged as partners.

While many approaches and methods have been used in various early childhood settings to address young children, the Teaching Pyramid is a researched model for "supporting social competence and preventing challenging behavior in young children." (National Association for the Education of Young Children, Young Children, July 2003). The model approaches challenging behaviors of young children through a comprehensive and systematic process. The pyramid framework includes the following strata, beginning at the base with effective workforce and moving upward: 1) positive relationships with children, families, and colleagues; 2) classroom preventive practices; 3) social and emotional teaching strategies; and 4) intensive individualized interventions. The pyramid is inclusive of early childhood positive behavioral intervention and support strategies.

There are 3 modules for Infant Toddler providers on the Teaching Pyramid, and 4 modules developed for preschool providers. A cadre of trainers is available to offer the training through the Early Learning Connection Regions. The Teaching Pyramid modules are a required training at Level 3 of Nebraska's QRIS. Specialized coaching and technical assistance from Early Childhood Specialists and Mental Health Practitioners will be provided to early care and education programs implementing the Teaching Pyramid in their programs. Cross-training of these professionals will occur through periodic training being offered of the Teaching Pyramid by approved Trainers in accordance with the CSEFEL training model. Additionally, training on early learning domains, environmental rating scales, coaching, will be required of the coaching consultant pool of professionals.



## **Appendix D-07: Foundational Principles, Intended Outcomes and Model for Early Childhood Coaching**

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### **Foundational Principles for Early Childhood Coach Training**

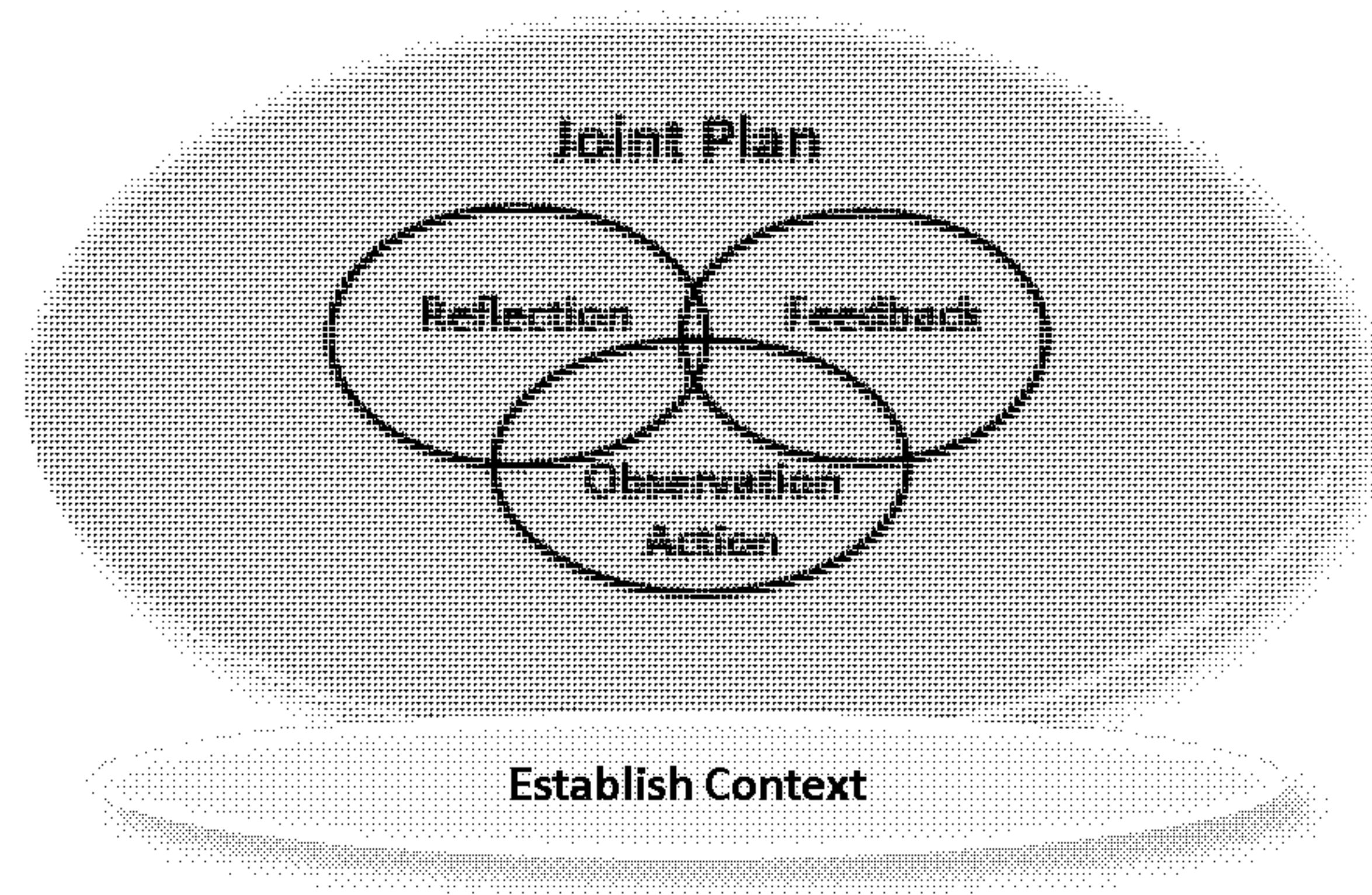
- Appreciation for, and responsiveness to, cultural and linguistic diversity.
- Coaching is viewed as a co-equal partnership.
- Adults bring with them a set of values, beliefs, and strategies.
- Coaching occurs in the context of an agreed upon goal; has focus, and intentionality.
- Coaching is about building capacity and confidence of the learners.
- Coaches operate from a professional and ethical basis.
- Coaching is a process, with reflections desired in a supportive and safe environment; has a defined purpose that may intentionally change over time.
- Coaching, to be effective, requires mutual agreement

### **Intended Outcomes**

- 1) Contribution to program (home and center) quality – The quality of programs will improve as a result of practitioners being supported by intensive on-site coaching that is reflective, focused and intentional, derived from the practitioner’s goals that are targeted to specific elements of program quality that are measured by the Environment Rating Scales (ITERS-R, ECERS-R, FCCERS-R), other selected measures such as CLASS, ELLCO, and effective health and safety practices.
- 2) Teachers/caregivers are supported in implementing effective practices (home and center-based) that support young children’s social-emotional development, early language and literacy development, inclusive practices to support the diverse needs of learners, and curriculum and assessment associated with Results Matter.
- 3) Early childhood program directors are supported in implementing effective management and leadership practices that support teachers/staff in applying their new learning.
- 4) Parents are supported in achieving their family goals to support their child’s optimum development and learning

## The Coaching Process Model

### C oaching Process



The model represents the components of the coaching cycle as embodied in the training. The initial three days of training focus on the important skills of communication, honoring diversity, and building skills that support adult learners in partnering and encouraging a reflective perspective for problem-solving and action for improvements. These processes of coaching can be used to support changes in the classroom environment, teaching practices and curriculum, to achieve inclusive practices, and other transformative processes or services. Currently under development are follow-up supports for those completing the 3-day training and voluntarily participate as desired with a community of learners organized through an on-line information/instructional management system, a regular schedule of telephone conference calls, reflective supervision, and face-to-face refresher opportunities. Additional content training is recommended, or in some cases required, based on the specialization of the early childhood coach/consultant.





## Appendix D-08: List of Specialty Coaching Areas and Required Training

The following chart portrays the proposed criteria for the specializing identified and subsequent recognition and inclusion in the web-based Early Learning Connection Registry currently under development. This Registry will be a user-friendly tool to access information about available coaches/consultants and respective specializations.

Specialty Area of Coach/Consultant	Required Activities
Early Childhood Program Quality-home and center-based early learning programs	3-day EC Coach Training Active participant in EC Coach Community of Learners/similar networking. Maintains reliability on program quality measures such as ERS, CLASS, Participate in video-tape coaching session review and feedback.
Early Childhood Specialists-home and center-based early learning programs  Areas of Specialization: Infant/Toddler Inclusion of Special Needs Family Engagement	3-Day Coach Training Active participant in EC Coach Community of Learners/similar networking Participate in video-tape coaching session review and feedback Reliability on program quality measures such as ERS, CLASS Inter-rater reliability on TPITOS and TPOT Competencies with curriculum/assessment/classroom practices Special preparation in infant/toddler (as applicable) Special preparation in inclusive practices (as applicable) Special preparation in family engagement (as applicable)
Early Childhood Behavioral Specialist/Early Childhood Mental Health Consultant	3-Day EC Coach Training Active participant in EC Coach Community of Learners/similar networking. Participate in video-tape coaching session review and feedback Active participant in reflective supervision. Participated in training for program quality measures such as ERS and/or CLASS Inter-rater reliability on TPOT and TPITOS
Early Learning and Development Health and Community Resource Connectors	3-day EC Coach Training Early Learning and Development Health and Community Resource Connectors Training Participate in video-tape coaching session review and feedback Recognized health specialization/credential
Early Childhood Leadership Coach	3-day EC Coach Training Active participant in EC Coach Community of Learners/similar networking Participate in video-tape coaching session review and feedback

<b>Specialty Area of Coach/Consultant</b>	<b>Required Activities</b>
<p>“Master/consultant coach”-1 per each ELC Region</p>	<p>3-day Coach Training            Behavioral Health Expertise            Inter-rater reliability on TPOT and TPITOS            Specialization/considerable expertise in coaching adults            Competence regarding fidelity of implementation aligned with outcomes            Able to effectively use data to inform decisions            Leadership skills            Knowledgeable regarding Pyramid Model            Actively participate with other master coaches in community of learners.</p>



## **Appendix E-01: Implement the Kindergarten Readiness Assessment**

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### **Work Scope for Munroe-Meyer Institute Comprehensive Assessments Selection Criteria Section 2-b: Comprehensive Assessment Evaluation (Project 4c Budget Narrative)**

#### Year 1:

11. Complete survey to gather information on what screening is currently is being used by all NE early childhood care and education programs.
12. Review the literature to determine evidence-based practice related to health and developmental screening.
13. Convene a stakeholders group (including early childhood providers, school based and community based early childhood and head start and administrators, members of the ECICC and the Committee of Practitioners (a state advisory group for federally funded programs, family members) to finalize the values and characteristics of what is viewed as optimal assessment tool/process. These principles will be used to guide selection of “approved screening tools” (developmental and health).
14. Work with the Department of Education and HHS to approve the recommended screening process and to develop strategies to disseminate screening recommendations.
15. Complete needs assessment for training needs on screening tools.
16. Develop and implement strategies to disseminate screening tool recommendations.
17. Work with consultants to develop online module for use of screening tools
18. Identify strategies to support QRIS network providers in joining the Results Matter Initiative, comprehensive assessment process.
19. Identify 8-10 classrooms to pilot implementation of Results Matter Assessment in child care centers.
20. Analyze and report aggregated across settings on Results Matter data.

#### Year 2

7. Develop a plan and implement training for NE comprehensive assessment system for the following (work with higher education help inform process): across modalities
  - Administration of the assessment including a process of inter-rater reliability. Implement a train the trainer model.
  - Understanding the purposes of each of the assessment components within the recommended comprehensive assessment process.
  - Use of data – how best to use data for program planning, reflection on data findings, and continuous improvement process.
  - Engaging families as partners in understanding the data and how best to report information to families.
8. Pilot implementation of Results Matter assessment within 10 classrooms in child care centers who are part of the QRIS network programs.
9. Convene stakeholders to continue to align assessment processes across agencies and systems, review child outcome data and evaluation data on the process.
10. Work with consultants and contractors to develop online training assessment module.

11. Partner with NDE to enhance the linkages and the data analyses between the state data system and the GOLD.
12. Evaluate the effectiveness of the assessment process through focus groups. Analyze statewide child data on GOLD. Reflect on findings to help inform ways to improve the assessment system.

*Year 3: 2013-2014*

7. Implement statewide training of assessment process. Work with higher education to infuse process into curriculum. Training will occur at multiple levels including teachers and administrators using multiple methods, webinars, and onsite workshops.
8. Provide technical assessment and coaching to each of the pilot sites. .
9. Pilot implementation of Results Matter assessment within 10 classrooms in child care centers who are part of the QRIS network programs.
10. Analyze statewide data and reflect on findings with key state and local stakeholders to help inform ways to improve the system.
11. Work with consultants and contractors to develop online module on using data as part of a continuous improvement process.
12. Evaluate the effectiveness of the assessment process through focus groups. Analyze statewide child data on GOLD. Reflect on findings to help inform ways to improve the assessment system.

*Year 4:*

7. Implement statewide training of assessment process. Work with higher education to infuse process into curriculum. Training will occur at multiple levels including teachers and administrators using multiple methods, webinars, and onsite workshops.
8. Provide technical assessment and coaching to each of the pilot sites. .
9. Pilot implementation of Results Matter assessment within 10 classrooms in child care centers who are part of the QRIS network programs.
10. Analyze statewide data and reflect on findings with key state and local stakeholders to help inform ways to improve the system.
11. Work with consultants and contractors to develop online module on using data as part of a continuous improvement process.
12. Provide training and technical assistance on the continuous improvement process (collect, review, plan and act model) to maximize use of child data at all levels: home, the classroom, district, and state level.



# Early Childhood Interagency Coordinating Council (ECICC) Nebraska Early Childhood Data Summit

\* A State Advisory Council Priority Project \*  
June 1, 2011 – Lincoln, Nebraska

## Summary Report

Nebraska's first Early Childhood Data Summit was held June 1, 2011 at the Cornhusker Hotel in Lincoln. Registrants represented a wide range of organizations working with young children in many different capacities. A list of participants is included as Appendix A.

The Summit had two objectives:

1. Engage a committed group of stakeholders to begin to develop a vision for a coordinated state early childhood data system that supports children's success in learning and living.
2. Identify key questions that a coordinated state early childhood data system should answer to help improve accountability and decision-making.

Long-term goals

- Improve the quality of early childhood programs
- Increase access to high-quality early childhood programs
- Develop and support a highly qualified early childhood workforce

The focus of the meeting was to gain input from participants on several key topic areas and to expand the body of resource materials that will guide future work. Throughout the day, participants were encouraged to provide ideas and suggestions in small group activities and through the use of a post-it wall. This report outlines the input that was given.

### **Accountability is Key**

The group agreed that the need for increased accountability was a critical driver of the effort and that a coordinated data system can help to build or increase accountability by helping to define need, determine capacity to meet the need, and demonstrate measurable outcomes.

Three informational resources were reviewed by participants and used in summit activities.

1. *Linkages and Relationships to ECICC Chart* – a diagram demonstrating the interconnected relationships between various stakeholder organizations and the ECICC.
2. *Common Data and Early Childhood Terms and Acronyms Chart* – an extensive list of terminology used by stakeholders.
3. *Early Childhood Data Sources Used in Nebraska* – a table of commonly used data sources that might be utilized or linked as part of a coordinated system.



Participants suggested how the resources might be improved or expanded. Their suggestions are outlined in Appendix B.

### **Data-Sharing Partnerships**

During a small group activity, participants were asked to identify existing data-sharing partnerships that might serve as collaborative starting points or role models and to identify contact people at those organizations. Along with identifying existing partnerships, participants were asked to identify what data-sharing partnerships could be valuable to develop in the future. Appendix C lists existing and valuable prospective Data-sharing Partnerships.

Several participants mentioned the EduCare Buffett Institute during activities throughout the day and the potential it held for new data collaborations. One participant suggested, "It is critical to have this conversation (with Institute organizers) sooner, rather than later."

### **End Users**

A web-based pre-summit survey was conducted in May 2011 to gain some initial input to inform the Summit. Seventy-nine stakeholders responded. One of the questions asked respondents to identify the end users of a coordinated state early childhood data system. Answers gleaned in the survey were shared with the group and they were asked to build on that list. The resulting end users identified were:

- Policy makers
- Legislators
- Direct service providers
- Parents
- Researchers
- State agencies
- Grant writers
- Public health
- Extension Faculty
- Economic Developers (Business and Industry) at state and local level
- Program developers
- Funders
- Community stakeholders
- Higher education (researchers/teacher educators)
- Evaluators
- Media
- Public schools
- Foundations
- Advocates

### **Achieving Common Language and Shared Meaning**

One recurring theme that surfaced throughout the day was the need to find a common language and shared meaning. Participants stressed that this need was much more basic than simply developing a common body of acronyms and data terms, but encompassed the need to come to agreement on definitions of desired outcomes.

As one participant wrote: "What 'return' are we trying to achieve? Successful and happy children? College-level trajectory? Is success only measured by academics? What else should measure? Are we considering social and emotional well-being?"

Outcome-related terms the participants felt needed to be defined included "ready for kindergarten", "quality programs," "qualified personnel," "successful performance," and "later school success." Participants emphasized the value of identifying common indicators, measurement tools and reporting schedules as the system is developed.

## **Model for Action**

Bob Beecham, with *Building Brighter Futures*, a project based in Omaha that is pulling together a variety of collaborators to develop a coordinated data system to track youth outcomes in the community, presented a model for action with four basic steps:

- 1) Create a collaborative of organizations willing to share data
- 2) Set data standards
- 3) Establish policies and practices
- 4) Develop an automated tool to facilitate data sharing

He stressed the need to identify key questions and a few clear indicators, the value of capturing longitudinal data, and the importance of looking to existing data sources first.

## **Questions to be Answered by Data**

Presenters emphasized throughout the day that the most important consideration in the development of a coordinated state early childhood data system is to identify what questions the data will help to answer.

Participants generated a wealth of questions categorized into three primary topical areas: 1) Children and Families, 2) Programs, and 3) Personnel (Workforce). Major themes within each area are identified below. The list of specific questions is included in Appendix D.

### ***Children and Families***

- Enrollment: How many children are being served in what types of programs? What are the demographics?
- Risk factors: What are the prominent risk factors and how do they impact development, access to ECE programs, and child outcomes?
- Health and development: How does the health of the child impact access, development and outcomes?
- Role of the family: How do the family's circumstances impact the success of the child? How does a family's involvement and engagement affect a child's outcomes?
- Supportive services: How does a family's access to and use of supportive services impact a child's development and outcomes?

### ***Programs***

- Numbers, type and scope: How many ECE programs exist in the state? Where are they located? What services do they offer? What do they cost?
- Achieving positive outcomes: What are the characteristics of successful programs? What kind of support leads to ECE program improvement? Do we need to have minimum standards for early childhood education and care?
- Long-term impact: How does the quality of early childhood experiences impact the long-term performance of the child?
- Cost and return on investment (ROI): What do successful programs cost? Where do we see the greatest returns on our investments?
- Program collaboration: Is there value in program collaboration? If so, how can it be fostered?

### ***Personnel/Workforce***

- **Numbers/locations:** What does ECE workforce look like in Nebraska? What jobs do they do? Where are they located? What are their backgrounds and qualifications? What do they earn? Is there a sufficient supply of qualified workers to meet the need?
- **Preparation and development:** What types of training and ongoing development/support contribute to the most prepared workforce and best child outcomes?
- **Recruitment and retention:** How can we best recruit and retain a high-quality ECE workforce?

### **Future Challenges**

While the objectives of the summit focused on expanding existing resources/partnerships and developing key questions, additional issues related to the successful development of a coordinated state early childhood data system were raised throughout the day's activities by speakers and participants. These issues centered around four main challenges:

- Using existing infrastructure effectively and finding new resources
- Determining what is measured, how it is measured and who measures
- Data security and integrity
- Fostering collaboration within and between organizations

These challenges will be addressed later in the system development process. Specific questions and thoughts related to those challenges are described in Appendix E.

## Appendix A–Data Summit Attendance, June 1, 2011

KEY: ECICC=Early Childhood Interagency Coordinating Council  
 ECST=Early Childhood Systems Team  
 DHHS=Nebraska Department of Health & Human Services  
 NDE=Nebraska Department of Education; NDE-OEC=Office of Early Childhood, NDE-SPED=Special Education Office

First Name	Last Name	Organization/Agency	Stakeholder Group
Rae	Anderson	National Child Care Information Center	ECST
Jill	Aurand	NDE	NDE
Debora	Barnes-Josiah	DHHS-Public Health	Data Coalition, DHHS
Barb	Beck	Central Community College	Higher Ed
Bob	Beecham	Building Bright Futures	BBF
Bev	Benes	NDE	NDE
Amy	Bornemeier	NDE-OEC	ECST, NDE
Melissa	Breazile	Voices for Children	Data Coalition
Roger	Breed	NDE-Commissioner	NDE
Lynne	Brehm	DHHS	Data Coalition, ECST
Amy	Bunnell	DHHS	ECST, Early Intervention
Molly	Clark	DHHS	DHHS
Kim	Collins	DHHS-Medicaid	DHHS
Susan	Dahm	NDE-OEC	NDE, ECICC (Sect'y)
Rachel	Demma	National Governors Association	Keynote Presenter
Jennifer	Dreibelbus	DHHS-Community Services	DHHS
Tonia	Durden	University of Nebraska-Lincoln	ECST, Higher Ed
Carolyn	Edwards	University of Nebraska-Lincoln	Higher Ed
Paula	Eurek	DHHS	ECST
Kathleen	Feller	Nebraska Children & Families Foundation	NCFE
Carol	Fichter	NDE-OEC	Data Coalition, ECST, ECICC
Mary	Finney-Afrank	Head Start State Technical Assistance	Head Start
Heather	Gill	Educational Service Unit 16; ECICC-chair	ECICC, Early Intervention
Sherri	Haber	DHHS-Div Children & Family Services	DHHS
Jane	Happe	Cass County Head Start	ECICC
Kelli	Hauptman	UNL Center for Children, Families & the Law	CCFL
Gladys	Haynes	Educare of Omaha	Head Start
Tammi	Hicken	NDE-OEC	NDE
Laura	Hilty	Central Nebraska Community Services	Head Start
Melody	Hobson	NDE-OEC	Data Coalition, ECST, NDE, ECICC
Kathy	Huff	NDE-SPED	NDE
Barb	Jackson	UNMC-Munroe Meyers Institute	Higher Ed, Data Coalition
Eleanor	Kirkland	NDE-OEC/Head Start State Collaboration Office	Data Coalition, ECST, NDE, ECICC
Lisa	Knoche	UNL-Nebraska Center for Research on Children, Youth Families & Schools	Higher Ed
Sarah Ann	Kotchian	Building Bright Futures	Data Coalition, BBF
Diane	Kvasnicka	NDE-OEC	NDE
Diane	Lewis	DHHS	ECST, ECICC
Joan	Luebbers	NDE-SPED	ECST, Early Intervention

First Name	Last Name	Organization/Agency	Stakeholder Group
Mary Barry	Magsamen	St. Monica's	ECST
Carol	McClain	NDE-SPED	NDE- Early Intervention, ECICC
Tori	Molfese	University of Nebraska-Lincoln	Higher Ed
Dawn	Mollenkopf	UN-K Teacher Education; ECICC	Higher Ed, ECICC
Mary Jo	Pankoke	Nebraska Children and Families Foundation	NCFE
Marilyn	Peterson	NDE	NDE
Shirley	Pickens-White	DHHS	DHHS, ECST
Ming	Qu	DHHS-Public Health	DHHS
Jessie	Rasmussen	Buffett Early Childhood Fund	ECST, BBF
Tom	Rauner	DHHS-Public Health	DHHS
Deb	Ross	Head Start CFDP Inc, Hastings NE	ECST, ECICC, Head Start
Cindy	Ryman-Yost	Nebraska Children and Families Foundation	Data Coalition, ECST
Beth	Schuler	Early Childhood Education Endowment; Head Start CFDP, Inc. Hastings, NE	Sixpence; Head Start
Sandra	Scott	DHHS	DHHS
Jennifer	Severe-Oforah	DHHS	Data Coalition, ECST, DHHS
Jennifer	Skala	Nebraska Children & Families Foundation	Data Coalition, NCFE
Jan	Thelen	NDE-SPED	ECST, NDE
Carolyn	Thiele	Heartland Family Service; ECICC	ECST, ECICC
Becky	Veak	Nebraska Children & Families Foundation	ECST, NCFE
Lori	Vidlak	Bluestem Interactive	Facilitator
Ying	Wang	DHHS	DHHS
Ericka	Welsh	DHHS-Public Health	DHHS
Kerry	Winterer	DHHS-CEO	DHHS
Rachel	Wise	Building Bright Futures	BBF
Cheryl	Wolff	Governor's Policy Research Office	Gov
Linda	Zinke	Nebraska Association for the Education of Young Children	NAEYC; ECICC

## Appendix B – Resources

### Changes suggested by participants

1) *Linkages and Relationships to ECICC Chart*- a diagram demonstrating the interconnected relationships between various stakeholder organizations and the ECICC. Changes suggested:

- **28** planning region teams
- Add a box for “Colleges and Universities” in lower right corner section above EC Professional Development Partnerships & Regional Training Coalitions

2) *Common Data and Early Childhood Terms and Acronyms Chart* – an extensive list of terminology used by stakeholders. Additional acronyms suggested:

- NeSA: Nebraska State Assessment
- NeSA-R: Reading
- NeSA-M: Math
- NeSA-S: Science

3) *Early Childhood Data Sources Used in Nebraska* – a table of commonly used data sources that might be utilized or linked as part of a coordinated system. Suggestions to expand the chart:

- Add column for child or student level

### Additional data sources

- Office of Child Care, Child Care Development Fund (CCDF) report – demographic data on children receiving childcare subsidy
- ACF 800- annual aggregate child care data report
- ACF 801 – monthly child care data report
- Head Start Program Information Report (PIR) – National Head Start database – National Program Indicators (NPI) and Results Oriented Management and Accountability (ROMA) Plan
- Nebraska Center for Children and Families (demographics)
- Nutrition and Activity for Health (NAFH) at DHHS has a Healthy Childcare Initiative database tracking policy and environmental changes re: nutrition and physical activity at selected in-home care facilities (program level and facility level)
- Nebraska Hospital Discharge Database - providing information on hospitalizations and emergency department visits due to injury for all ages including children (population-based level: state, LHD, county)
- Results Matter@ NDE
- Child Assessment Info
- SESIS is going to be integrated into NSSRS
- Annual Financial Report (AFR) at NDE has some ECE \$ data
- National Center for Education Statistics (NCES)
- CSBGIS – Community Services Block Grant Information Systems Report – OCS Community Services children data

- Court mandated parent education/mediation collecting data (lots of demographics, program, outcome, stressors, etc.) Key contacts: Eileen Krumabach (guardianship), Cindy Strauss (mediation)
- Extension – all EC programming across state (childcare, families)
- 4-H Youth – after school/statewide collects data (not sure of fit, may need to discuss more) - program-level data – specific objectives/goals
- Hospital data
- Connect – DHHS
- ILCD – Improving Learning for Children with Disabilities
- Blind and Vision Impaired Registry
- NEAEYC and Teach Early Childhood Nebraska
- HMIS – Service Point Nebraska
- Bureau of Sociologic Research @ UNL
- CPAC @ UNO
- Child Trends
- NECTAC – National Early Childhood Technical Assistance
- SHARP
- CARI
- State of the Schools Report
- MMIS – Medicaid Management Information System
- Behavioral Risk Factor Survey (CDC) and YRBS (for youth)
- FFATA (Transparency/Acct.)
- Abuse & Neglect Hotline (reports – not substantiated)

## Appendix C – Data-Sharing Partnerships

### **Existing data-sharing partnerships**

- Head Start/District Partnerships
- CAPTA- Connect
- EHDI
- NDE-DHHS – CCDF info
- Medicaid-SNAP-TANF from DHHS to NDE (school age)
- State to fed
- NDE to NIECR Survey
- HHS/NDE in Nutrition
- NDE-DHHS – direct certification
- Part C EDN/Medicaid
- Part C IDEA
- Medicaid/Head Start
- Child Care Licensing/Sex Offender Registry
- Guardianship/Parents Forever
- Voices for Children- Partnerships; Partners Council Advisory Group (statewide group) and data subgroup – child welfare reform; (Contact: Carolyn Rooker at Voices)
- P-16 launch in Sept. 2011
- Community action agencies that include Head Start and UNO

### **Potentially valuable data-sharing partnerships to develop**

- NU and community college tracking of graduates (degree, employment)
- Head Start Association/HS PIR
- Foster Care linkages to Head Start
- Kids experiencing divorce
- Child health screening data and education
- CACFP plus food and physical activity policies and environments in place
- P-20
- Child health screening data connected with education data
- Head Start – child health screening
- Social Services/CCDF
- Professional development connected to licensure
- State universities and NDE and DHHS
- Qualitative and Quantitative Researchers – mixed methods – part of what we could develop answers to some of our questions; refining partnerships may mean refining questions.
- LIS & NIS (National Immunization System)



## Appendix D - Potential Questions to Answer with Data

### Children and Families

#### *Enrollment*

- What's the unduplicated count of children being served (enrollment vs. attendance) in early care and education programs? By each type of program? By whom? Where are the programs located? How many are in "high-quality" vs. "low quality" programs?
- How many children are not being served? (compare to census of children)
- How many service program placements do kids have? How many programs do children participate in concurrently?
- What is the turnover rate for children in EC programs?
- What are the demographics of children in EC programs? Special populations, Subgroups?

#### *Risk factors*

- What are the most prominent risk factors among children receiving early childhood services (ESL, poverty, trauma, mobility, foster care, etc.)? How many are considered "at-risk"? How many risk factors do they have? How do these risk factors affect development? Access to programs? Performance?

#### *Health and development*

- How many children are physically active, overweight or obese? Have dental sealing? Mental health or behavioral issues? How many children are enrolled in community activities/sports? How many have asthma/allergies? Intentional/unintentional injury? How do health conditions affect development? Access to programs? Performance?
- Where are children developmentally? (especially in pre-academic, language, social-emotional)

#### *Role of the family*

- What challenges are families facing? (poverty, language, food security, access to services, transportation) How does parent educational level/occupation impact a child's development? How do family health factors impact pre-school children's functioning and school success? (know about maternal health issues, i.e., mental health, but do not know about father factors) Family involvement and impact?

#### *Supportive services*

- How many children and families have access to social/emotional, health/medical home, oral health and other supportive services? How does access to these services play a role in development and later success?

### About Programs

#### *Numbers, types and scope*

- How many ECE programs exist in the state? In what types of settings? What is the range of serves offered? Where are they located? What do they cost?
- How many ECE programs are provided in healthy & safe environments? How many childcare facilities are meeting recommendations for healthy eating and physical activity?

### *Achieving positive outcomes*

- What are the characteristics of programs (settings, curricular and extra-curricular approaches, etc.) that result in high levels vs low levels of learning outcomes?
- What program characteristics lead to improved outcomes for families?
- What strategies are programs using to address risk factors? What strategies are working?
- How do programs address the needs of the family/promote family engagement and supports? What strategies are working?
- What childcare food and physical activity programs are most effective in promoting healthy kids (weight and other outcomes)?
- How does the quality of early childhood experiences impact later school success? What do we know about the impact of quality EC programs on families?
- Do children served in center-based programs have better outcomes than those served in home-based programs?
- How does competition in communities affect program quality?
- What kind of support leads to ECE program improvement?
- What programs help unprepared children in kindergarten?
- How many years of quality preschool are required for an ELL child to acquire functional English?
- How do we identify pre-K kids that would benefit from another year of pre-K?
- What is needed to bridge with K12 for children not in EC Service system?

### *Long-term impact*

- How does the performance of children beyond Kindergarten reflect back upon early childhood program quality?
- How does the performance of children who did and did not participate in EC vary at 4<sup>th</sup>, 8<sup>th</sup>, 11<sup>th</sup> grades? (NeSA test years) – broken down by program attended (Head Start, school-base, home-family)

### *Cost and return on investment (ROI)*

- What is the cost of providing high quality programs? How can we attach dollar amounts to indicators to see if there is a return on investment? Where do we see the greatest return on our investment? How do subsidized and non-subsidized programs compare? Licensed vs license-exempt?

### *Program collaboration*

- How can we incentivize collaboration between EC services for children and families?
- Do collaborative programs save dollars in the long run?
- How do programs effectively communicate with each other?

### **Personnel (Workforce)**

#### *Numbers/locations*

- How many ECE workers are there in the state? In what positions (teaching, non-teaching, administrative)? What are their qualifications (level of education/training, experience)? Where is the workforce located?
- How close is the state to achieving its goal of staffing all public pre-K and Head Start classrooms with quality teachers?

### *Preparation and development*

- What are the workforce needs, including preparation and ongoing learning and development? What continuing education, training and experiences are necessary to develop and support quality teachers, supervisors, administrators and aids? How can we link staff education and training to program quality?
- What coursework/practicum is most important at the EC level? (home visits, family support, communication, mental health, physical activity and nutrition)
- How effective is provider training? What are the professional competencies of those training teachers?
- What is the connection between staff preparation and a child's academic success?
- What is the role of environmental factors in teacher preparation?
- How much benefit in child outcomes is achieved by teachers with ECE degrees compared to those w/o degrees but years of teaching experience in ECE classrooms?
- Are ECE staff members receiving on-going in-service opportunities on recent best practices, etc.? How updated is the material and how does that impact child outcomes?
- What education, training and experience is available to build/meet needs? What is our capacity to educate and train? Funding?
- Who invests in personnel? What policies and investments lead to a skilled and stable ECE workforce?
- How prepared are ECE administrators to take on leadership or management roles?
- What degrees, qualifications, experiences are needed for successful quality programs? Specific for ages, types of programs and special needs (home-based vs. afterschool)

### *Recruitment and retention*

- How do we attract more ECE workers?
- How can we pursue and retain quality teachers? What factors in quality programs contribute to teacher retention?
- What personality traits are most conducive to being an effective ECE teacher?
- What value do ECE personnel place on their role in children's growth and learning?
- What's the turnover rate of those who work with young children? What factors impact the turnover rate? Do they move on to other EC positions or out of the field? (Didn't Betty Medinger already collect this type of info tracked by type of EC program? So system already exists.) Why are EC teachers and childcare providers leaving the field?
- What information do we have available regarding compensation, living wage, and benefits packages as they relates to retention of ECE workers. How does salary impact teacher effectiveness?
- Is a statewide career ladder needed? How do we make the childcare profession a more desirable career for people with the appropriate strengths?

## Appendix E – Future Challenges

### **Using existing infrastructure effectively and finding new resources**

- What infrastructure exists to gather data on EC programs, esp. childcare? How can we utilize existing data collection systems to coordinate, rather than re-create?
- What duplication exists and how can we eliminate it?
- How is child service provider data monitored? (mapped and tracked?)
- Does Dept. of Labor have data regarding early childhood workforce? “A workforce registry would connect training opportunities to more formal programs in community colleges and universities. It can: 1) track what staff are participating in 2) Identify where professional training needs/gaps are.”
- What data is available regarding the workforce in various programs (LEAs, CC, HS, Health, etc.)
- What assessments are currently being implemented? How are data being shared with parents?
- How does ILCD look at all kids – how does that look at kids with social/emotional needs? Or out of care placement?
- Are resources accessible and used?
- What information is collected and available to those enrolled? What level of that info is shared?
- Are there data that show why parents choose the programs/providers they do?
- Data analysts can work across spectrums. Consider development with public/private partnerships with University for doctoral students to be in place to provide ongoing data analysis to inform programs.
- Affordable Care Act – Home Visitation developing database. Seems to fit into today’s discussion. Don’t want to be duplicative.
- Turnover rates of staff – How is this defined? Recorded by HR depts. for Head Start/Early Head Start – can’t this be aggregated?
- What’s the cost of accessing reports/data? “Appears to me that gathering this information is limited to a small population and should consider expanding. Share costs across all programs needing this type of data.”
- Accessing data: “Knowing the data people and having a rationale rather than going through a program person can be more effective”
- How can we get the dollars to finance any decisions for an integrated system?

### **Determining what is measured, how it is measured and who measures?**

- What quality indicators correlate to program outcomes/child outcomes? What is a higher predictor of success?
- How can we measure the journey, not just the outcome?
- Can we measure if children are on track: widely held expectations for children their age (new teaching strategies gold curriculum)
- Are we measuring only the success of the child? How do we define and measure parent engagement?
- How can we quantify contextual factors and variables that impact: child and family outcomes, teacher quality, program quality and success?
- How can we at a systemic and policy level consider culturally and linguistically responsive assessment measures and therefore data? How do we measure subgroup (race, poverty, sped) readiness for kindergarten? Unique id, by school, district, subgroup

- How can we measure if kids are ready for kindergarten? (**domains of development assessment**) What tools are currently being used?
- What tools are being used to assess program quality? Rating scales? What quality indicators do we currently use in Nebraska? What are the most effective/least effective Quality Rating Systems (QRS)? Is a “star” rating for programs appealing and affordable?
- How can we capture the ability of programs to offer other services (wrap around care) to children and families?
- How can we capture the type of program, structural data, program quality, work environment, & child ID in a program?
- How would you control for different collection timeframes across the different systems?
- How can we connect to core competencies?
- Can we have a common set of standards that will work across all programs?
- Is it feasible to have “real time” data? (We’re always basing decisions on 1 or 2 year-old data.)
- How can we use current meta analysis to establish the priorities for what gaps we are trying to close...what data sets are needed?
- How do we measure effect of training of personnel on school/child outcomes?
- How do we measure progress in home day care settings?
- How would we track kids across states if they move?
- “Would utilizing something like Six Sigma (business management strategy) be a potential resource to evaluate current early childhood systems as well as how to develop Early Childhood Data system?”
- What are the quality and characteristics of data of professionals that track child/family/program workforce?
- What will be the questions of new EC Institute? Could data system be a component of this system?

#### **Data security and integrity**

- Taking an outcomes accountability approach (states/local) helps the data user better understand, be invested in and feel greater comfort with the truth of the data.
- Data integrity issues need to be addressed. Need to “own up” if you know your data is inaccurate...say so and define if/how improvement will be made. If data integrity doesn’t exist, anything you build will fail in the end as no one will trust the data.
- Need Unique child ID# for unduplicated count - why is there resistance to this?

#### **Fostering collaboration within and between organizations**

- What is shareable? What rules/regulations preclude data-sharing? Can they be overcome?
- Ownership issues: Who wants “my” data?
- Communication issues: “Some of the barriers identified have been addressed by other work groups. Michelle Borg at NDE has info developed on roles and processes related to sharing data between NDE and Child Welfare. Bob Beecham has info related to data, etc.”



## **Appendix E-03: Uniform Data Collection**

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**Statement of Work: University of Nebraska-Lincoln, Nebraska Center for Research on Children, Youth, Families and Schools**  
**January 1, 2012 – December 31, 2015**

### **Selection Criteria Section E-2: Enables uniform data collection and easy entry of the Essential Data Elements by Participating State Agencies and Participating Programs** **(Project 3b Budget Narratives)**

The *Early Childhood Data System (ECDS)* design and development efforts will be undertaken with leadership by the Nebraska Center for Research on Children, Youth, Families and Schools (CYFS) at the University of Nebraska-Lincoln. As an established institutional priority at UNL, CYFS focuses on interdisciplinary, collaborative partnerships within the university and between the university and community professionals. As a UNL Program of Excellence, state funds totaling close to \$2 million have been allocated since 2004. The CYFS mission is to advance the conduct of high quality interdisciplinary research to promote the intellectual, behavioral, and social-emotional development and functioning of individuals across educational, familial, and community contexts. Central to this is enhancing our understanding of how these complex systems work dynamically to support the future of our nation. More than 100 faculty members and 70 students are formally affiliated with CYFS across multiple colleges and departments at UNL, the University of Nebraska at Omaha, and the University of Nebraska Medical Center (UNMC). Included are faculty affiliates from school psychology, teacher education, education administration, quantitative research methods, special education, rural education, developmental psychology, family and consumer sciences, communication studies, and policy research. Since the inception of CYFS in 2004, federal grants totaling more than \$175 million have been submitted through CYFS, and more than \$42 million in grants have been awarded by ED, IES, NICHD, NSF, NE Department of Education, and smaller foundations. The vast majority of projects housed at CYFS are applied research studies investigating school-, family-, and community-based interventions for children within natural environments, many of which focus on children and youth with behavioral, social-emotional and learning problems. Excellent working relationships with schools across the state and region are evidenced by our long-standing intervention research and training partnerships spanning more than 13 years.

CYFS faculty and staff from the *Statistics and Research Methods (SRM)* and *Web, Technology and Communications (WTC)* support units, along with faculty from other colleges within the university system will provide expertise in relational databases, querying systems, and bioinformatics. The CYFS SRM unit is currently staffed (total 4.0 FTE) by three PhD-level faculty and one MA-level methodologists, statisticians, and psychometricians with extensive experience in research design methodology (e.g., experimental, quasi-experimental, correlational, survey, and mixed methods designs), statistical methods (e.g., general linear modeling, latent variable modeling, multilevel modeling and longitudinal growth modeling), psychometrics, and applied measurement. Dr. James Bovaird, Principal Investigator for this project, is the Director of the CYFS SRM Unit and tenured Associate Professor in the Department of Educational Psychology at UNL. His expertise are in the areas of longitudinal and latent variable modeling and the design and evaluation of large scale randomized trials. Prior to his current appointment, Dr. Bovaird developed a statewide statistical model of predictors of school readiness for the Kansas State Department of Education utilizing integrated data from multiple agencies and departments across the state. The CYFS WTC unit is currently staffed (total 4.0 FTE) by two database programmers/analysts, a web designer, and an IT professional who provide comprehensive web-based data collection, storage, retrieval, and reporting capacity to CYFS projects. Additional faculty within the university system have extensive expertise in relational databases, querying systems, and bioinformatics.

This expertise will be key to collecting needed information and linking disparate data sources relevant to young children, especially children with high needs. Dr. Bovaird's prior experience in utilizing integrated statewide datasytems to inform educational policy and his expertise in statistical modeling of longitudinal and latent variable systems make him well-suited to lead the current project, and the capacities of the CYFS SRM and WTC units make them well-suited to carry out the proposed activities.

### **Task 1: Formative Evaluation Review Panel**

CYFS will convene a Formative Evaluation Review Panel (FERP) on the status of Nebraska data for continuous program improvement, drawing upon the Nebraska Early Childhood Data Coalition for guidance. The FERP will be chaired by Dr. Carolyn Pope Edwards (Co-PI). We will convene the panel annually to:

- (a) Review the formative evaluation and research questions of interest to the state
- (b) Assess the current status of data federation
- (c) Determine which of the many formative evaluation and research questions of interest to the early childhood community can be addressed in an annual update
- (d) Explore options (whether web based, individualized through coaches and trainers or conferences, etc.) for providing feedback to practitioners and policy makers

This panel will consist of data and content experts across the university system as well as representatives from NDE and DHHS, together with representatives from the private and practitioner communities. The FERP will convene in Year 1, and meet annually in Years 2-4 to review.

### **Task 2: Formative Evaluation**

CYFS will provide leadership in identifying and prioritizing key formative evaluation and research questions possible to be answered, but not already being addressed by specific evaluations, across all intended data system pieces both within-systems and between-systems. These questions would be vetted by the Formative Evaluation Review Panel. Co-PI Edwards and Dr. Kathy Rudasill (Co-PI) will work together to coordinate formative evaluation activities as suggested by the FERP. Questions include but are not limited to:

- (1) How are low-income children who have experienced high quality Nebraska early childhood programs (NDE early childhood programs, Sixpence 0-3 programs, Building Bright Futures, QRIS, Head Start, early childhood special education, Title I and others that may be added to data bases) faring in kindergarten readiness assessment, Grade 3 reading and math, school attendance as assessed from data from the NSSRS and is that changing over time?
- (2) How do these outcomes vary according to attendance and years of participation in these programs?
- (3) What are the characteristics of Nebraska early childhood education programs (e.g., training, education of teachers/providers, quality, combined across multiple data bases) and are they changing over time?
- (4) What health services do low-income children receive and are children in quality early childhood programs receiving more health services than low income children not enrolled in quality early childhood programs?

### **Task 3: Federated Database System**

CYFS faculty and staff, in collaboration with relevant BECI university faculty and external consultants with expertise in planning and executing comprehensive data management systems, will create the Early Childhood Data System (ECDS) as a federated database system (FDBS) to allow unified access to multiple state and state-wide data systems in a live, virtual environment. A FDBS approach will allow key end users to have access to current information and reporting in real-time while maintaining local



(agency) control over component data systems. A federated database is a collection of autonomous components that make their data available to other members of the federation through the publication of an export schema and access operations. This preserves the autonomy of constituent data systems by permitting geographic decentralization and minimizing central authority. In a FDBS, the need to merge data files within a central repository is eliminated. Live, real-time data queries will be feasible to the extent that constituent databases are current. A uniform interface will be created to allow a single query of the multiple decentralized systems. This will involve decomposing the master query into subqueries submitted to individual data sources and eventual data compositing after subqueries are successfully executed. Translation from the interface to a data source's native query language (for instance, SQL, or structured query language) is required as is maintenance of master data key and codebook tables to allow source identification and sample selection. A universal unique identifier across federated systems is not required (i.e. different agencies, databases, etc. may maintain their own system for assigning unique identifiers); however, a secure translation table must be created to permit linkage of data from multiple datasources. Query results may then be reported with a randomly generated unique identifier to preserve anonymity. In this active, virtual, and rule-based data environment, identifying information of children, families, and programs will be secured and protected in accordance with all policies, regulations, and statutory contexts (i.e., FERPA, HIPAA). Creating a federated data system in this manner will allow Nebraska's early learning and development programs and key stakeholders to better understand the needs of the whole child within the context of families, schools, and communities. This data system will allow *comprehensive* data to be used to inform program improvement and policies over time.

In the first year of Race to the Top – early Learning Challenge, CYFS will become a key partner in the State Advisory Council (SAC) federal stimulus funded project<sup>2</sup> activities to support the development of recommendations for a federated database system to unify relevant early childhood data sources from across the state of Nebraska. CYFS involvement will help Nebraska review and update existing data maps and policies, and may provide examples of processes and types of reports that could be generated in the aforementioned relational data queries. CYFS will then coordinate the *ECDS Data Management Team* for Nebraska's Race to the Top - Early Learning Challenge, chaired by PI Bovaird. Members of the Data Management Team will include the SAC Early Childhood Data Specialist through the life of the SAC grant (ending 8-31-13); members of the Early Childhood Data Coalition charged with exploring indicators of child well-being; CYFS WTC Unit Database Developer/Analyst staff; and additional data and technology staff from Nebraska Department of Education and Nebraska Department of Health and Human Services. The Data Management Team will host annual data summits to continue the inclusive public process for making data decisions for this project and to support sustainability planning.

This major sub-task will involve:

- (a) Developing relevant procedures
- (b) Consultation with NU faculty and external experts to identify technical challenges
- (c) Exploring potential virtual mechanisms with other states
- (d) Identifying data sets that can be integrated into the federated system and prioritizing data linkages
- (e) Navigating legal challenges that precede effective data federation and obtaining legal agreements with departments and entities collecting the data
- (f) Establishing actual virtual linkages to permit data federation and single-source querying

2 \*U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start American Recovery and Reinvestment Funds for State Advisory Councils [SAC] authorized in the *Improving Head Start for School Readiness Act, 12-2007*. Nebraska's project period 9-1-2010 through 8-31-2013, is administered by the Nebraska Head Start-State Collaboration Office and on behalf of the Nebraska Early Childhood Interagency Coordinating Council, the entity that meets the statutory requirements in the Head Start Act, as authorized by the Governor.

The data sets that have been initially identified for this Federated System include (but are not limited to):

- (a) Nebraska Student and Staff Record System (NSSRS; NDE)
- (b) Early Childhood Registries (NDE)
- (c) Results Matters (NDE and NU-Meyer Monroe)
- (d) Medicaid (DHHS)
- (e) Child Care Subsidy (DHHS)
- (f) Other data that may be federated or added directly into the NSSRS including the Head Start PIR data in Nebraska and Building Bright Futures data

**Task 4: Facilitating Continuous Program Improvement and Translation to Practice**

CYFS will take the lead in establishing principles and mechanisms for transferring findings to practitioners for continuous program improvement. With the Formative Evaluation Review Panel, principles and procedures for continuous program improvement will be established (e.g., timeliness, vetting data and reviewing findings before release, feedback). These may include but are not limited to a *What's Working in Nebraska* on-line clearing house; co-coordinating a research conference with the Buffet Early Childhood Institute to share findings; and presentation of findings in *Voices for Children* publications. These translational activities will be led by Dr. Victoria Molfese (Co-PI) with collaboration from Co-PI Rudasill.

**Task 5: Directed Data Analysis Activities**

Under the direction of PI Bovaird, the CYFS SRM unit will conduct longitudinal analyses from the federated database as specified by the Formative Evaluation Review Panel and as necessary to facilitate continued program improvements. This task will involve querying data from relevant systems and conducting analyses to address specific research questions.

**Task 6: Training Workshops**

PI Bovaird, CYFS staff, and the ECDS Data Management Team will design, support, and deliver four one-day comprehensive training sessions or workshops each year in Years 3 and 4 to train data system partners, constituents, and other select users on (a) technical usage of the federated database system and (b) the resulting data capacity to facilitate continuous program improvement and translation to practice.

**Task 7: Dissemination**

CYFS staff and project leadership will collaborate with relevant partners in reporting findings through reports and other mechanisms.

**Timeline**

Year 1

- Task 1: Convene Formative Evaluation Review Panel
- Task 2: Identify and prioritize key formative evaluation and research questions
- Task 3: CYFS becomes a partner in State Advisory Council (SAC) federal stimulus funded project activities
- Task 3: Launch RTTT Data Management Team
- Task 3: Begin developing ECDS development infrastructure – recruiting faculty and consultant resources, planning, identify legal agreements with departments and entities collecting the data
- Task 3: *ECDS Data Management Team* annual data summit

Year 2

- Task 1: Formative Evaluation Review Panel Meeting

- Task 2: Identify and prioritize key formative evaluation and research questions
- Task 3: CYFS partnership in State Advisory Council (SAC) federal stimulus funded project activities (through 8/31/13)
- Task 3: Establish legal agreements with departments and entities collecting the data, prioritizing associations, etc.
- Task 3: *ECDS Data Management Team* annual data summit

#### Year 3

- Task 1: Formative Evaluation Review Panel Meeting
- Task 2: Identify and prioritize key formative evaluation and research questions
- Task 3: Create and test ECDS federated database system
- Task 3: Data Management Team addresses recommendations through clear action plans
- Task 3: *ECDS Data Management Team* annual data summit
- Task 4: Establish the *What's Working in Nebraska* on-line clearing house in collaboration with the Buffet Early Childhood Institute
- Task 5: Conduct longitudinal analyses from the federated database as specified by the Formative Evaluation Review Panel
- Task 6: ECDS Data Training Workshops
- Task 7: Dissemination

#### Year 4

- Task 1: Formative Evaluation Review Panel Meeting
- Task 2: Identify and prioritize key formative evaluation and research questions
- Task 3: Create and test ECDS federated database system
- Task 3: *ECDS Data Management Team* annual data summit
- Task 4: Continue to populate the *What's Working in Nebraska* on-line clearing house in collaboration with the Buffet Early Childhood Institute
- Task 4: Coordinate the inaugural *Nebraska Early Childhood Research Conference* in collaboration with the Buffet Early Childhood Institute
- Task 5: Conduct longitudinal analyses from the federated database as specified by the Formative Evaluation Review Panel
- Task 6: ECDS Data Training Workshops
- Task 7: Dissemination

#### Sustainability

The RTTT funds will be used to create the ECDS federated database system and a supporting infrastructure which will be maintained after project and funding ends by CYFS and its internal university partners. The infrastructure for this system will be self-sustaining and can be used for other research endeavors that support CYFS and ongoing early learning work in the future. In particular, on-going work by the National Center for Research on Rural Education (R<sup>2</sup>Ed), a national research and development center funded by the Institute of Education Sciences (IES) and administratively housed within CYFS, will benefit from the developed data systems infrastructure and the content of the ECDS itself. Current and future randomized control trials conducted by the Rural Center, CYFS, Buffet Early Childhood Institute, and other entities in Nebraska will be strengthened through access to contextual and developmental data available through the ECDS to enrich the explanatory power and generalizability of such studies. The ECDS will have the potential to integrate Nebraska data systems with other federal data systems such as the U.S. Census, NAEP, etc. to provide additional invaluable ecological and contextual information. Finally, the capacity to establish federated data systems will increase access to information for geographically isolated rural locations across the state and region.



# Nebraska Early Learning Guidelines

(b)(6)

## KINDERGARTEN Language and Literacy

The Kindergarten Early Learning Guidelines were created for Nebraska's kindergarten teachers and school administrators to help enrich the work that takes place in classrooms every day. These guidelines incorporate the Nebraska Standards in language arts and mathematics within each domain, and provide examples of how the state standards can be intentionally taught and informally integrated throughout a range of daily experiences to support optimal learning outcomes for young children. They are a practical resource to support the teacher; they also provide examples of authentic activities and assessments which can be incorporated into the existing curriculum to aid the child's academic and social growth. Within the guidelines, examples of what the learning environment should include, what children should be doing in the classroom, and the role of adults within the school and home community are provided so the reader is able to see how adults, materials, and environments can work together to achieve optimal learning and positive lifetime outcomes for young children.

Knowledge about child development and learning and evidence-based practices in kindergarten guided the writing of this document:

- Teaching and learning environments should encompass the holistic developmental needs of the child including academic concepts and skills along with social and emotional development.
- The kindergarten teacher has a complex and complicated role in the kindergarten classroom which includes providing opportunities and experiences that allow children to come together as a community of learners.
- Learning experiences should be integrated and connected throughout the day. Literacy and other academic activities can occur throughout the day across all content areas and should not be segregated into separate time frames and experiences.
- Opportunities to express new information in a variety of ways (e.g., pictorially, through storytelling, emergent writing), are an essential element of the kindergarten classroom, both for the child to show an understanding of concepts, and as a way for the teacher to assess the child's understanding.
- Academic learning and social and emotional development occur through a variety of daily experiences including teacher directed experiences, child initiated experiences, play experiences, and frequent interactions with adults and peers.
- Observation and documentation, as well as other forms of formative and summative assessment, are essential for effective curriculum planning and instruction.
- Daily opportunities for play provide children with practice of newly acquired skills taught in the classroom, along with supporting the child's development of self-regulation, creativity, and problem solving.

*Most of what I really need to know about how to live, what to do, and how to be, I learned in kindergarten. Wisdom did not lie at the top of the graduate school mountain, but there in a kindergarten classroom.*

~Robert Fulghum

These guidelines are dedicated to all kindergarten teachers in Nebraska. Thank you for your passion and dedication to education through your work with our youngest students.

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# Language Arts

(b)(6)

## Language Arts Reading Standards

- Knowledge of Print
- Phonological Awareness
- Word Analysis
- Fluency
- Vocabulary
- Comprehension

### L.A. 0.1 Students will learn and apply reading skills and strategies to comprehend text.

Language and literacy skills develop through speaking, listening, writing, reading, playing, and communicating.

Children develop the basis for all communication beginning at birth and gradually benefit from modeling and more directed teaching as they enter the kindergarten classroom. Along that continuum between birth and 5 years of age, children begin to understand nonverbal language and cues, along with how oral and written languages are connected. They understand that they can communicate through spoken and written language to express themselves and have their needs met, and that the words they see and hear are also part of the language that they use themselves.

Language and literacy are promoted and supported through experiences with language and print, modeling by adults in the child's life, intentional teaching, peer interaction, play, and also through music, rhythm, and rhyme.

A solid foundation in oral language development in the early years, along with purposeful teaching and modeling of specific skills in the areas of phonological awareness, word analysis, fluency, vocabulary and comprehension, helps to create a strong literacy foundation for children to continue to build upon in later years.

#### Strategies to support inclusive learning environments:

- ❖ Engage children using their interests (favorite activity, materials, person) to encourage language while also providing a representation of that interest in picture or print form.
- ❖ Use books made from real life photographs of children and their families, books that are pictures only, or use children's communication symbols to provide familiarity and connection to each child's mode of communication.
- ❖ Enhance print/text with visuals or props to help children understand language.
- ❖ Use assistive devices to record communicative intent and predictable phrases that children can access during everyday activities in the classroom, particularly with books.

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## Knowledge of Print

### Scenario

As Tia reads "Brown Bear, Brown Bear," she repeats the phrase "What do you see?" as she points to each word. Tia reads the entire book front to back using left to right, top to bottom progression. When she finishes, she looks at Natalie and asks, "Do you want me to read to you?"

### The Learning Environment

The classroom environment should consist of bulletin boards created with environmental print, or created by the children so they are meaningful to them and can be developed throughout the year. There should be a message center or mailboxes for the children to be able to write notes and letters to one another, and labeling of materials in the classroom should be done by the teacher and students together.

*"Children need to understand that print has many functions and is meaningful in their lives. Through books and other print, children can learn that we get information from print. Children need to learn that the basic conventions of print, such as spaces between the words and periods at the end of sentences, are there to help us read the words and gain meaning from the text." (Arlin 1981, Clay 2000)*

#### Classroom materials:

- Variety of print materials including pictures, posters, labels, signs, multiple copies of books, listening books, clip boards
- Comfortable, inviting book area and listening center with adequate lighting including soft places to sit and enjoy a variety of books
- Real-life materials such as phone books, catalogs, recipe books, greeting cards and magazines distributed throughout the room
- Student mail boxes, message center, stationary, envelopes, writing tools

### Knowledge of Print - Standards

**LA 0.1.1 Students will learn and apply reading skills and strategies to comprehend text.**

- LA 0.1.1.a Identify variations in print
- LA 0.1.1.b Explain that the purpose of print is to carry information
- LA 0.1.1.c Demonstrate voice to print match
- LA 0.1.1.d Demonstrate understanding that words are made up of letters
- LA 0.1.1.e Identify parts of a book
- LA 0.1.1.f Demonstrate knowledge that print reads from left to right and top to bottom
- LA 0.1.1.g Identify punctuation

### Literacy throughout the day

Creative Arts: Have the children create their own name posters by cutting a variety of letters in different fonts out of magazines, newspapers, and catalogs.

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Use action songs for matching voice to printed word: Who Stole the Cookie Jar? Itsy Bitsy Spider, Johnny Works with One Hammer.

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La Take a word walk outside to look for and record environmental print.







# Vocabulary

# Comprehension

## Learning in Action

### The Child

- Sorts objects or pictures of objects into categories based on the properties of the objects: shiny, round, bumpy
- Asks others for clarification when he/she does not understand the meaning of a word
- Refers to reference materials such as pictures on the "Wow" word wall to aid in understanding the meaning of words
- Develops an awareness of endings that show meaning such as -ing, -s, -ed.
- Makes connections between new words learned and words in his/her prior knowledge ("Glad means happy")
- Re-reads, retells and acts out stories using flannel board figures from familiar texts and student-created books

### Adults in the School Community

- Help students develop "word consciousness" and a love of words by drawing their attention to new and unusual words in books
- Select unfamiliar (tier 2) words from classroom literature and themes as well as academic words to teach directly
- Provide opportunities to use and review words that have been learned. For example: writing them in the morning message, selecting other books to read and put at the listening station that have similar vocabulary, playing games with vocabulary words
- Make connections between words students know and new words
- Provide opportunities for children to brainstorm words that relate to a theme, or have the same meaning. Another word for giant (enormous, huge)
- Provide opportunities to draw pictures (or provide a picture) that depict the new words taught
- Use new words in conversation with students

### Adults in the Home

- Have conversations with their children
- Encourage children to ask when they don't know what a word means
- Read a variety of books (poetry, fiction, informational texts) to students and explains words their child may not be familiar with
- Encourage children to talk about the illustrations in books and retell their version of the story by looking back at the pictures

## Approaches to Assessment

- Observe students sorting pictures by category
- Observe and document if and when students use recently taught and more sophisticated vocabulary in their conversations
- Observe and document when students use new and interesting vocabulary in their writing

Language Arts

Language Arts

## Scenario

Simon sits on the floor with the kindergartners, listening to the teacher read a picture book. Mrs. Brown stops and questions the children about what they are seeing in their heads as she read the previous pages. She asks a few of the children to describe "their pictures" to the class. The children then find a place in the classroom to illustrate what they were seeing in their minds.

### The Learning Environment

The children must know that the expression of ideas, drawings, questions, are always acknowledged and accepted in the classroom. If we want thinkers, we need to provide a safe environment that will nurture and appreciate the communication of thoughts. Voices need to be heard and hearts expressed in an environment that encourages inquiry and decision making from the child. The kindergarten classroom provides opportunities for the children to interact with books as an expression of their thinking. The picture books will become an impetus for group conversations, one-to-one sharing, writing, drawing, and moving. The responses will provide the children with a variety of options to explore a range of comprehension strategies: asking questions, making inferences, synthesizing ideas, visualizing information, and making connections between texts, the world, and their lives. The children will begin to see reading as a thinking process.

#### Classroom materials:

- A variety of genres including picture books, informational text, and trade books
- Flannel board stories
- Retelling cards or child-illustrated pictures
- Props for telling a story
- Class-created anchor charts for helping to understand a story
- CDs or tapes of stories
- Drawing supplies
- Charts and posters that represent children's thinking
- Objects to explore, sort, put into patterns and experiment with

### Literacy throughout the day

Creative Arts: Have the children re-create a story through pretend play or retelling with cutouts.

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Math: Children create story problems based on a concrete representation of a problem.

# Comprehension

# Comprehension

## Comprehension - Standards

**LA 0.1.6 Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.**

- LA 0.1.6.a Explain that the author and illustrator create books
- LA 0.1.6.b Identify elements of the story including setting, character, and events
- LA 0.1.6.c Retell information from narrative text including characters, setting, and events
- LA 0.1.6.d Indicate that authors use words in different ways (rhythm, repeating line, simile, alliteration, onomatopoeia, sensory details)
- LA 0.1.6.e Retell main ideas from informational text
- LA 0.1.6.f Identify text features in informational text (titles, bold print, illustrations)
- LA 0.1.6.g Demonstrate a basic knowledge of familiar narrative and informational text genres (fairy tales, nursery rhymes, picture books, how-to-books)
- LA 0.1.6.h Make connections between characters or events in narrative and informational text, to own life or other cultures
- LA 0.1.6.i Generate and/or answer clarifying questions (who, what, when, where, why, how), supporting answers using prior knowledge and information from the text
- LA 0.1.6.j Identify different purposes for reading (information, pleasure)
- LA 0.1.6.k Build and activate prior knowledge in order to identify text to self, text to text, and text to world connections before, during, and after reading
- LA 0.1.6.l Make predictions about a text using prior knowledge, pictures, and titles.
- LA 0.1.6.m Respond to text verbally, in writing, or artistically

## Learning in Action

Wiggins & McTighe (1998) and Wiske (1998) suggest that students comprehend when they are able to:

- Connect new knowledge to their prior knowledge, including prior knowledge about other topics and other ideas
- Interpret what they learn
- Apply their knowledge to new situations
- Explain and predict events and actions

Language Arts

Language Arts

### The Child

- Plays with books by reading, retelling, acting out, drawing, and writing independently or with peers
- Expresses thinking about books in conversations (connections, inferring, asking questions, synthesizing ideas, visualizing)
- Expresses opinions, feelings or motives about characters along with reflecting what the character is really like
- Composes innovations of very familiar texts
- Writes or draws about something in the reader's own life when prompted by a text
- Joins in on the text with teacher and mimics the teacher's intonation and stress
- Makes connections between text and personal experiences or texts previously read
- Interprets illustrations and can use details to support points made in a group discussion
- Recognizes interesting and new information and adds it to current understandings

### Adults in the School Community

- Provide authentic literature for read aloud experiences allowing the child to further interact with the book
- Establish mutual trust that allows the creation of a climate of thinkers able to express their thoughts
- Model through a think aloud what is happening in her head when she reads a book
- Model and explain strategies, guided practice, independent practice with feedback, independent application in authentic reading situations
- Encourage and initiate discussions about books beyond the details so the children can make connections
- Provide opportunities to interact with read alouds in large group, small group, partners and independently by expressing thinking with conversations, movement, writing, and art
- Reflect the meaning of text with voice and correct pause, stress, phrasing and expression as a model to children
- Provide a large block of time for actual text reading
- Provide direct instruction in comprehension strategies
- Provide opportunities for reading in a social setting
- Provide opportunities for personal response (drawings, journal, book chats) with student and teacher feedback
- Consider the language and culture of all learners. Is the language accessible? Are a variety of text genres available? Are the illustrations accessible? Is the content accessible?
- Communicate to parents what is happening in the classroom and provide practical activities

# Comprehension

## Adults in the Home

- Create an environment and reading routine with no distractions
- Encourage the child to ask questions
- Ask questions about the text being read: character, setting, events and "why" questions
- Read a variety of books to your child
- Read with expression to help the child understand the story; perhaps, take on the role of the characters
- Encourage children to express their opinions about the book

### Approaches to Assessment

- Observe children's conversations about literature
- Document student responses (verbal, written and artistic)
- Videotape read alouds and conversations with students
- When appropriate, use a rubric to document children's thinking process development over time

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Language Arts

# Language Arts Writing Standard

- Writing Genre
- Writing Process

## L.A. 0.2 Students will learn and apply writing skills and strategies to communicate.

Children begin their writing journey at a very young age through drawing. They use drawing as a way to display their thoughts, and as a prompt to give a verbal explanation for their work. With the intentional help of the teacher in writing the words down that the child uses, children are able to connect their thoughts to the written word, and eventually take over the writing process themselves.

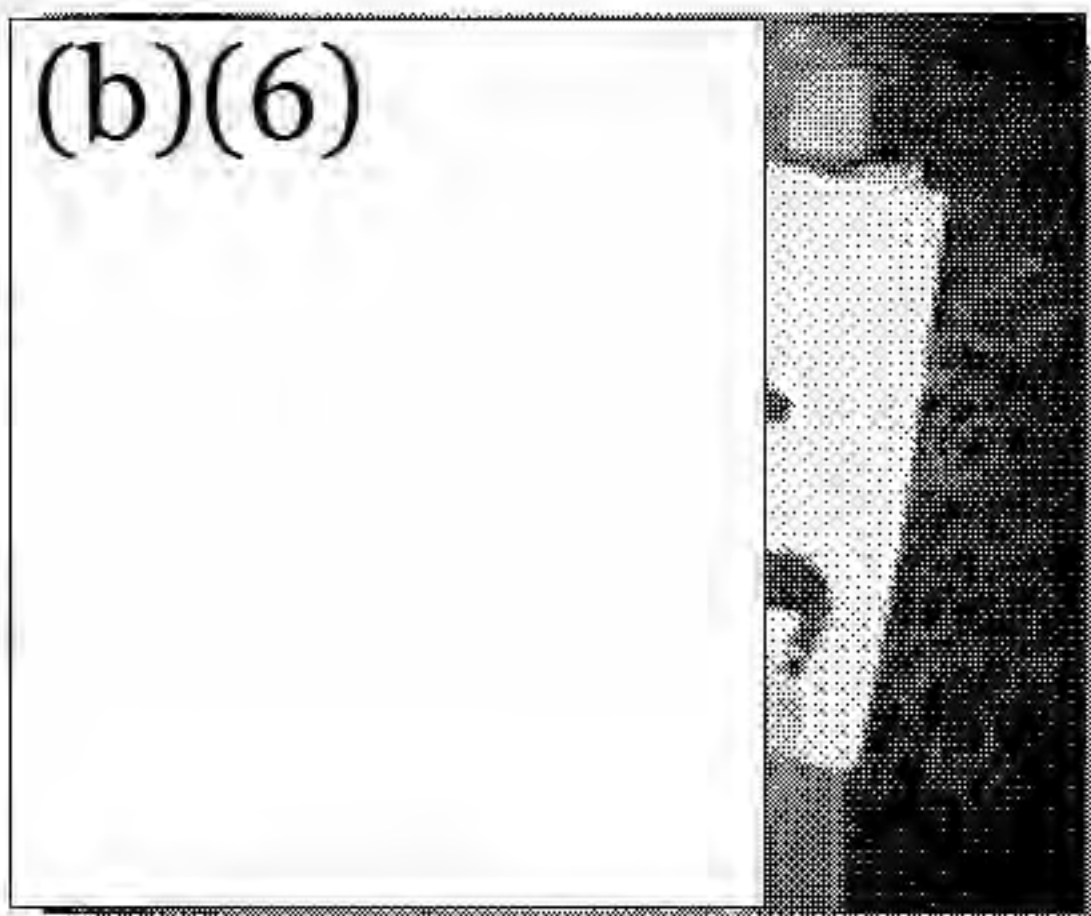
The teacher supports emerging writing skills by modeling and providing meaningful writing experiences for children throughout the day. The environment of the classroom needs to be designed to support the social and physical aspects of young children's writing. Children need to see themselves as writers, and by incorporating writing materials within every area of the classroom, children receive the message that they can record their thoughts and ideas during the day.

Interesting and enjoyable activities that take place in the classroom can also give children a reason to write, while further incorporating new vocabulary into their word banks, which will eventually be included in their writing. But most of all, an environment where children feel safe and confident in sharing their thoughts and ideas with one another throughout the writing process is key to children's writing development.

*"Children should spend more time writing. As well as being valuable in its own right, writing promotes ability in reading."*

Becoming a Nation of Readers. The Report of the Commission on Reading. (1986)

(b)(6)



Language Arts

# Writing Genres

## Scenario

Isabella is seated on the floor by the pocket chart with name cards of all children in attendance that day. Using a white board and dry-erase marker, Isabella happily copies friends' names to make her own class list, and then reads her list of names to Carter.

## The Learning Environment

*"In order to meet children's individual needs as writers, we must recognize what they can do independently and determine the next small step in their writing development."* Matt Glover, *Engaging Young Writers*.

The classroom has opportunities for children to write throughout the day. Having some type of sign-in procedure when they first arrive, a message board or mailboxes where letters can be exchanged, and time for journaling and sharing their writing are activities that will support young children's writing in the classroom.

### Classroom materials:

- Writing materials: various sizes of paper and envelopes, index cards, clip boards, journals, writing portfolios, colored markers, pencils, colored pens, crayons, white boards, dry-erase markers, adhesive labels, notebooks, tablets, folders, alphabet and picture stamps and ink pads, stickers
- Technology: story writing and illustrating opportunities on the computer
- Print: signs, word walls, name cards, environmental print, labels on classroom objects, word cards with pictures, photos and names of school employees and classroom children, alphabet posters, word vocabulary books alphabet books

## Writing Genres - Standards

**LA 0.2.2 Writing Genres: Student will write for a variety of purposes and audiences in multiple genres.**

LA 0.2.2a Write for a specific purpose (lists, alphabet book, story with picture, label objects in classroom)

LA 0.2.2b Write to known audience or specific reader (letter to a familiar person, note to teacher, thank you note)

## Literacy throughout the day

Science: Have the children take turns being weather reporters to draw and document changes in weather throughout the day.

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Social Studies: Create a book of school workers and label with their names and job descriptions.

### Strategies to support inclusive learning environments:

- ❖ Promote alternative access by making available a variety of writing surfaces, and also paper, both lined and unlined.
- ❖ Provide a variety of writing tools: large and small handles, long and short sizes, markers, pencils, and determine which one encourages the child to engage in the writing process. This may or may not be the same tool he holds "correctly".
- ❖ Use the child's method of communication as a way of facilitating alternative "writing" experiences, which could include familiar photographs, line drawings, and symbols, as well as computer generated pictures, computer programs which are accessed through the mouse for drawing, and iPods®.

# Writing Genres

## Learning in Action

### The Child

- Writes a list of friends' names
- Draws a picture and writes (or dictates) a story about it
- Creates an ABC book with letters and words
- Writes a thank you letter to a guest reader or a birthday card to a classmate
- Brainstorms and discusses story topics with a partner
- Reads a variety of books for ideas and pictures
- Reads what they have written to a class or friend

### Adults in the School Community

- Provide paper, catalogs, and writing tools for a well-stocked writing center
- Allow the children to label drawings and objects throughout the school
- Model how to write a letter or invitation
- Make and post lists of various related words
- Model how to brainstorm ideas for a story
- Model how to write a story with beginning, middle, and end
- Give opportunities for child to read story to others

### Adults in the Home

- Write thank you letters with the child to thank the teacher, friend, or family member
- Make a family grocery list together
- Allow the child to label objects around the home
- Create a scrapbook of a special event and label the articles included in it
- Discuss with children places they have visited or things they do to use for story topics
- Help children write adventures in journals
- Have a writing night where each family member writes a story and reads it to the

## Approaches to Assessment

- Observe children writing lists of friends' names
- Listen to children read stories they have written and document progress
- Listen to how the children are brainstorming ideas
- Check the children's writing when they read the story to you

Language Arts

Language Arts

# Writing Process

## Scenario

Kelly is sitting on the floor with paper, pencil and crayons. She is writing a story about going to the zoo. After finishing her picture she begins to write the text to match the illustrations. "I am walking with my camera at the zoo." Kelly sounds out words and writes a phonetic match for her sentence, jumps up to find the word "camera," and returns to finish the text. She easily writes "at" and looks up and spots "the" on the word wall and tells her friend, "I know how to write zoo, z-o-o." The teacher calls on Kelly to complete a task and Kelly immediately takes a piece of paper and places it by her belongings. The paper reads, "Kelly's stuff. I'll be back," in her phonetic writing.

## The Learning Environment

The writing of young children is connected to their talk. It resembles speech and is written down. Young children write for a variety of purposes: to share an event, tell a story, convey information to others, to aid them in getting something done, or respond to literature. Writing becomes a place for the kindergartner to play with language with a spirit of confidence in safe surroundings where support exists for the development of writing skills. The kindergarten classroom provides opportunities for the children to interact with writing materials to express their thinking and feelings. A climate of "I can write" must exist. The children must know that the expression of ideas and drawings are always acknowledged and accepted in the classroom. If we want writers and thinkers, we need to provide a safe environment that will nurture and appreciate the communication of thoughts.

### Classroom materials:

- Children's literature displayed and made accessible to children
- Materials written and illustrated by children
- Word/picture cards
- Dictionaries and word books
- Variety of paper/blank stapled paper for books
- Large chart paper for teacher to write with the class
- Class-created anchor charts for helping to write
- Drawing supplies
- Charts/posters that represent children's thinking about writing
- Word wall
- Alphabet strips/handwriting strips
- A writing center
- Message center in classroom

## Literacy throughout the day

Language Arts: Children have opportunities for writing throughout the day: labeling work, signing in, and writing messages.

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Social Studies: Write letters to pen pals in another class or school.

# Writing Process

## Writing Process - Standards

- LA O.2.1 Writing Process: Students will use writing to communicate.**
- LA 0.2.1.a Demonstrate that writing communicates thoughts and ideas
  - LA 0.2.1.b Apply prewriting activities to generate ideas (brainstorming, discussions, drawing, literature, personal/classroom experiences)
  - LA 0.2.1.c Generate representations of ideas (pictures, labels, letter strings, words, simple sentences); select and organize ideas relevant to a topic
  - LA 0.2.1.d Revise writing by adding details
  - LA 0.2.1.e Edit writing for format and conventions (correct spelling of frequently used words, basic punctuation such as period, exclamation mark, question mark)
  - LA 0.2.1.f Publish a legible document (handwritten)
  - LA 0.2.1.g Print all uppercase and lowercase letters, attending to the form of the letters

## Learning in Action

### The Child

- Writes daily
- Generates content and topics for writing
- Writes without resistance when given the time, place, and materials
- Uses whatever means are at hand to communicate and make meaning: drawings, letter strings, scribbles, letter approximations, and other graphic representations, as well as gestures, intonations, and role-played voices
- Makes an effort to reread own writing and listen to that of others, showing attentiveness to meaning by, for example, asking for more information and laughing.
- Gathers and share information about a topic
- Maintains a focus/stay on topic
- Writes for functional purposes
- Writes to tell someone what to do
- Names or label objects and places
- Uses the syntax of oral language so it is easy to read aloud
- Approximates some of the phrasing and rhythms of literary language
- Writes some words they like from the books read to them
- Makes choices about which words to use on the basis of whether they accurately convey the child's meaning

Language Arts

Language Arts

# Writing Process

## Learning in Action

### The Child

The kindergartner has a desire to communicate with others and will choose to do so in a resourceful and inventive manner with drawings, words, letter strings, scribbles, graphic representations and letter approximations.

*"Early on, their written efforts will mix pictures, letter strings, and phonetic strings, and they will show little or no evidence of punctuation. Nor will kindergarten work be arranged carefully from left to right or top to bottom, with neat spaces between words or letter strings. This is fine. Kindergarten writers are trying out many new skills. Their work is important and meaningful in leading them toward literacy—even if adults cannot always read their phonetic spelling."* (Resnick and Hampton, 2009)

*Drawing is a major, integral component of kindergarten writing. Kindergartners create detailed, even elaborate, drawings related to their writing topics. Many times, the drawings stand alone, telling stories without words. Other times, the drawings reflect how much students know about their topics, capturing more than they are able to write yet in words. Drawings act as a placeholder that students use to hold ideas in their minds, a rehearsal to try out their thoughts, or a plan to generate new ideas."* (Resnick and Hampton, 2009)

At all times we evaluate and adjust our instruction according to individual kindergartners' strengths and needs.

- Creates a block creation and constructs a sign that directs others: Do Not Touch
- Names are written on a list for a birthday party
- Feeding directions are written and posted for class pet
- Phone books with numbers, phone messages, menus, etc. are created
- Writes or draws about something in the reader's own life when prompted by a text
- Interprets illustrations and can use details to support points made in a group discussion
- Recognizes interesting and new information and adds it to current understandings
- Writes and illustrates books using words from the word wall
- Maintains a collection of writing in a notebook or folder to return to writing for completion, reflection or viewing progress

# Writing Process

## Adults in the School Community

- Provide authentic literature for read aloud experiences so that the kindergarten is presented with mentor texts that provide models of writing
- Reflect the meaning of text with voice and with correct pause, stress, phrasing and expression
- Establish mutual trust that allows the creation of a climate of thinkers able to express their thoughts
- Model and explain writing practices; independent practice with feedback; independent application in authentic writing situations
- Provide a large block of uninterrupted time for writing
- Provide direct instruction in writing to provide specific skills for individual students
- Provide opportunities for children to respond to text
- Provide opportunities for children to become actively involved in their own learning with support, encouragement and feedback from the teacher
- Communicate to parents what is happening in the classroom and provide practical activities

## Adults in the Home

- Establish a writing routine with no distractions
- Respond to situations in which the child can be writing authentically (cards, grocery lists, stories about trips, menus)
- Provide the child with writing materials
- Read a variety of books aloud so the child is exposed to a variety of author styles
- Allow your child to express their opinions about the words in stories that the author used

## Approaches to Assessment

- Observe children as they write
- Confer with children as they write
- Document student responses (verbal, written and artistic) as they read or explain the writing (writing conference)
- Collect writing samples to document growth and plan instruction based on strengths and needs. Compile these samples into a portfolio
- When appropriate, use a rubric to assess writing samples
- Use a writing sample for children to view as a model of student writing
- Utilize a checklist to document when the children incorporate different skills in their writing

Language Arts

# Language Arts Speaking/Listening Standard

- Speaking Skills
- Listening
- Reciprocal Communication

**L.A. 0.3 Students will learn and apply speaking and listening skills and strategies to communicate.**

Speaking, listening, reading, and writing are all parts of young children's literacy acquisition. By intentionally creating a rich classroom vocabulary through introducing and using more formal words in context, you allow those words to become part of the auditory and oral vocabulary of the children. The auditory and oral vocabulary then become the bank of words that children incorporate into their writing.

Because reciprocal communication skills vary by context, they need to be intentionally taught through modeling, teaching, coaching, and encouragement, so children know how to vary the skills from situation to situation. Conversation strategies include not only listening to what the other person is saying and knowing how to respond, but also includes reading their body language in order to get the meaning. When children participate in cooperative problem solving, they must listen to several different ideas, be able to express their thoughts completely, and come together on one solution.

Modeling reciprocal communication skills for the children, and allowing them to engage in conversations throughout the day, helps to strengthen not only their communication skills, but also their social skills. We know that communicating thoughts and feelings appropriately is key in developing language and social relationships between children.

### Strategies to support inclusive learning environments:

- ❖ Use the child's preferred and most familiar mode of communication, even if it is not yet spoken language, (recording devices, sign language, computer).
- ❖ Analyze the child's ability to both initiate communication and respond to it to determine the activities in which he can best demonstrate reciprocal interactions.
- ❖ Promote modeling and coaching from peers to facilitate how and when to speak and listen in a group.
- ❖ Exaggerate facial expressions and tone of voice to help call attention to how communication works.
- ❖ Provide physical or verbal cues so that the child knows how to predict his turn.

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# Speaking Skills

## Scenario

Joey brought his favorite toy from home for show and share. As the rest of the class was listening, Joey gave a presentation about this toy so the other children could hear him. After he was finished with his presentation, Joey answered questions about his toy.

## The Learning Environment

The classroom environment should include many opportunities for children to be able to converse with the teacher and peers in a variety of different settings throughout the day. Activities such as reading with a buddy, show and share, and writing workshop with peer sharing, also allow the child to exchange meaningful information with others in different contexts.

### Classroom materials:

- Games or interactive activities that include two or more players
- Books for reading and sharing with a buddy
- Felt board, or stuffed animals available where children can retell a story and incorporate various voice levels, tone, and pitch
- Opportunities to share with others about their day or an event happening in their life
- Thematic units incorporated into centers where children can interact (grocery store, restaurant, sports, farm, dentist office, post office)
- Microphones, tape recorders, Mp3 players, and other props to encourage speaking
- Open-ended materials that encourage dialogue and can be used in more than one way

## Speaking Skills - Standards

**LA 0.3.1 Speaking Skills: Students will develop and demonstrate speaking skills to communicate key ideas in a variety of situations.**

**LA 0.3.1a Communicate ideas orally in daily classroom activities and routine**

## Literacy throughout the day

Math: Have children solve story problems orally in small groups with props or support materials.

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Language Arts

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Language Arts: Before dismissal, children describe the events of their day with a partner.



# Listening Skills

## Learning in Action

### The Child

- Participates in taking turns while talking with other children and teachers
- Listens to stories and retells the main ideas using his/her own words
- Participates in reading familiar, patterned text books such as "Brown Bear, Brown Bear, What Do You See?"
- Follows two or three-step directions such as "Hang up your coat, write your name in the sign in book, and then get a puzzle."
- Listens and follows specific signals for classroom transitions

### Adults in the School Community

- Read a variety of books including patterned, predictable books
- Encourage authentic conversations throughout the day
- Give 2-3 step directions at a time
- Engage children in songs and games that focus on following directions
- Point out similarities and differences during conversations
- Establish a consistent daily schedule
- Promote social skills that stress turn taking and sharing conversational control
- Demonstrate and model active listening skills and behaviors
- Provide listening activities (listening walks, environmental sound walks, sound matching games, Simon Says, echo chants)
- Establish specific auditory signals for classroom transitions (songs, bells, claps)
- Set a purpose for listening activities (compare and contrast, main idea, rhyming words)

### Adults in the Home

- Provide opportunities for the child to practice following two and three step directions (cleaning room, making the bed, setting the table, feeding family pet)
- Provide opportunities for children to follow two- or three-step directions
- Models good listening skills while interacting with the child

## Approaches to Assessment

- Observe children for participation and attention while reading
- Ask questions that promote understanding while reading
- Observe children during art activities for following of directions
- Document conversations with children that exemplify understanding of topic

# Language Arts Multiple Literacies Standard

- Multiple Literacies

### L.A. 0.4 Students will identify, locate, and evaluate information.

Children have a variety of ways to gain and communicate information in the 21st century! Through the use of computers, projectors, and digital cameras, they are able to find topic information, document learning, engage in interactive learning sites, and communicate with others around the world. It is the role of the teacher to help children identify safe resources and demonstrate appropriate behavior while using the computer.

A digital camera can be used to document the work process of a child over time. Allowing the child to put the pictures in order and write what is taking place in each one lets each child reflect on their own learning process. A Power Point presentation of what the child has learned during the semester can be created by the child and shared with the parents at conferences. This process allows children to feel empowered over their own learning. Children can experience a virtual fieldtrip which is interactive without even leaving their classroom, and yet get the benefits of a new experience and gain new information. Each situation brings about a new learning curve in using the technology along with etiquette in each situation. The role of the teacher is to teach the children how to use the various electronic media, and in appropriate situations. Continuing to connect additional resources to the ones found electronically also helps to expand the information available to that child within the classroom.

There are many benefits to using technology in the classroom, but it needs to be seen as one resource among many that children can use to gain new information and knowledge.

#### Strategies to support inclusive learning environments:

- ❖ Make sure children have physical access to technology used in the classroom by using enlarged handles, optimum physical placement, switches, and other adaptive devices.
- ❖ Provide opportunities for safe physical exploration of the technology.
- ❖ Promote peer coaching and children working in groups where they have roles so that participation for all is promoted according to their individual abilities.

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# Multiple Literacies

## Scenario

Mrs. Timms classroom quiets down on the carpet as they peer inside the penguin exhibit at the zoo. Children take turns going to the microphone on the computer to ask questions. The keeper then answers them on the screen. This virtual fieldtrip gives them a close up view of penguins in their habitat. Once the "field trip" is over, they draw and/or write about what they know about penguins.

## The Learning Environment

The classroom includes opportunities for children to learn and communicate through a variety of technological formats. Students are able to learn through virtual field trips, communicate via email with pen pals in another school, and take digital photographs to document their work.

*At the same time, it is important that even younger students begin to understand that using the Internet requires caution as well as ethical and responsible behavior. (Fountas and Pinnell 2007)*

#### Classroom materials:

- Computers with teacher-supervised Internet access
- Books that have author Web sites where children can learn more about the creator of the book
- Digital camera
- Computer microphone
- Computer speakers and headphones
- Tape recorder or Mp3 player
- Play phones, computers
- Picture dictionaries or encyclopedias that can be used for reference, both online and in book form

## Multiple Literacies - Standards

### LA 1.4 Students will identify, locate, and evaluate information.

- LA 1.4.1 Multiple Literacies: Students will research, summarize, and communicate information in a variety of media and formats (textual, visual, and digital)
- LA 1.4.1.a Identify resources to find information (print, electronic)
- LA 1.4.1.b Demonstrate understanding of authorship of print and online resources
- LA 1.4.1.c Demonstrate awareness of safe behaviors when communicating and interacting with others (safe information to share online)
- LA 1.4.1.d Engage in activities with learners from a variety of cultures through electronic means, Podcasts, video chats, distance learning, e-pals)

Literacy throughout the day

Physical movement: Research why penguins walk the way they do, observe a demonstration through the Internet, and then move like penguins in a penguin parade.

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Science: Learn facts about the class goldfish through resource books and searching the Internet.

# Multiple Literacies

## Learning in Action

### The Child

- Explores/discovers information through books, computers, and other technology
- Composes inquiry questions and utilizes resources to find further information and answers
- Participates in documentation of classroom activities through video and pictures
- Finds icons on the computer screen to make simple programs work
- Uses mouse or keys effectively
- Uses the computer to play simple games
- Uses email for conversations with e-pals

### Adults in the School Community

- Offer opportunities for learning through technology (virtual field trips, e-pals )
- Provide opportunities for responding to experiences through play, art, music, and writing
- Provide rich experiences to compliment and enrich children's learning of the world around them through speakers, performing groups, virtual and physical field trips
- Embed critical and culturally-sensitive thinking into print and digital literacy activities
- Provide equal access to information and communication technologies for all classrooms and students
- Bring into play a variety of teaching strategies that can encompass the great diversity of children in schools

### Adults in the Home

- Adult support is provided to help the child communicate with distant family members by email or Webcam
- Have the child take pictures of family events or activities and create a scrapbook which can be shared with others

## Approaches to Assessment

- Teacher observations and anecdotal records of students at work through their projects, conversations and play provide documentation of student learning
- Photos and video clips can document the variety of ways students use the options for learning that are available to them
- Portfolios of students' work may include written captions to digital photos, drawn responses to virtual field trips, and printed emails to pen pals

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# Nebraska Early Learning Guidelines

(b)(6)

## KINDERGARTEN Mathematics

The Kindergarten Early Learning Guidelines were created for Nebraska's kindergarten teachers and school administrators to help enrich the work that takes place in classrooms every day. These guidelines incorporate the Nebraska Standards in language arts and mathematics within each domain, and provide examples of how the state standards can be intentionally taught and informally integrated throughout a range of daily experiences to support optimal learning outcomes for young children. They are a practical resource to support the teacher; they also provide examples of authentic activities and assessments which can be incorporated into the existing curriculum to aid the child's academic and social growth. Within the guidelines, examples of what the learning environment should include, what children should be doing in the classroom, and the role of adults within the school and home community are provided so the reader is able to see how adults, materials, and environments can work together to achieve optimal learning and positive lifetime outcomes for young children.

Knowledge about child development and learning and evidence-based practices in kindergarten guided the writing of this document:

- Teaching and learning environments should encompass the holistic developmental needs of the child including academic concepts and skills along with social and emotional development.
- The kindergarten teacher has a complex and complicated role in the kindergarten classroom which includes providing opportunities and experiences that allow children to come together as a community of learners.
- Learning experiences should be integrated and connected throughout the day. Literacy and other academic activities can occur throughout the day across all content areas and should not be segregated into separate time frames and experiences.
- Opportunities to express new information in a variety of ways (e.g., pictorially, through storytelling, emergent writing), are an essential element of the kindergarten classroom, both for the child to show an understanding of concepts, and as a way for the teacher to assess the child's understanding.
- Academic learning and social and emotional development occur through a variety of daily experiences including teacher directed experiences, child initiated experiences, play experiences, and frequent interactions with adults and peers.
- Observation and documentation, as well as other forms of formative and summative assessment, are essential for effective curriculum planning and instruction.
- Daily opportunities for play provide children with practice of newly acquired skills taught in the classroom, along with supporting the child's development of self-regulation, creativity, and problem solving.

*Most of what I really need to know about how to live, what to do, and how to be, I learned in kindergarten. Wisdom did not lie at the top of the graduate school mountain, but there in a kindergarten classroom.*  
*-Robert Fulghum*

These guidelines are dedicated to all kindergarten teachers in Nebraska. Thank you for your passion and dedication to education through your work with our youngest students.

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## Kindergarten Standards

# Mathematics

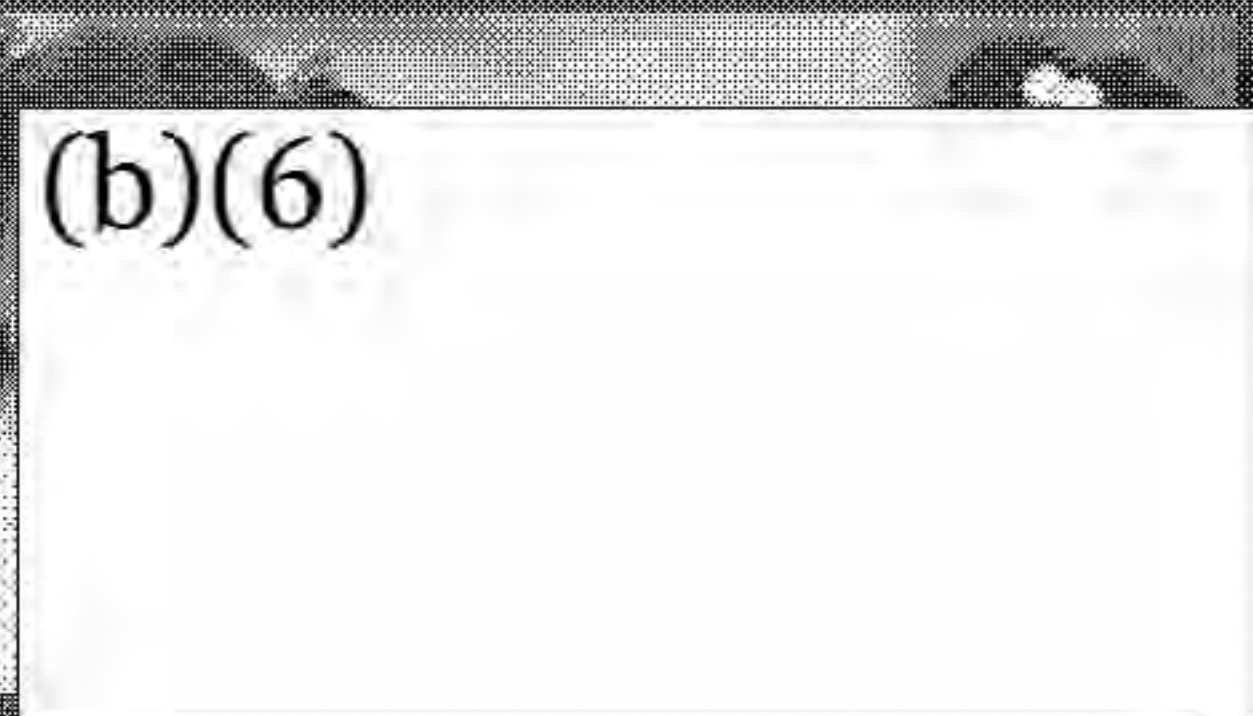
Number System Measurement Display	Operations Relationships Analysis	Characteristics Modeling in Context	Spatial Modeling Procedures
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Most children come into the kindergarten classroom already having begun to build a foundation in mathematical understanding with real-life experiences. Through manipulating objects, stacking toys, building with blocks, and making comparisons through observations, children have experienced mathematical concepts first hand. Teachers can continue to build on this foundation in the classroom by offering a balance of explicit guided instruction within large and small group settings, and through purposeful play.

Quality kindergarten mathematics is not elementary arithmetic pushed down to younger children. The approach to teaching math should be experiential and playful rather than didactic. Children should be invited to experience mathematics through peer initiated and teacher-led activities that allow them to manipulate and experiment with the materials, and then be able to transfer that knowledge to their play activities as they use the concepts and language of math while interacting with peers. Mathematical experiences can also be integrated throughout the daily schedule to promote mathematical thinking and skills as a practical application.

Long periods of time for play and enriched environments are critical for developing children's mathematical ideas and skills (Sarama and Clements, 2009). Effective teachers use both real and pretend situations to encourage children's mathematical thinking. They try to capture teachable moments using open-ended questioning techniques to expand mathematical concepts. The teacher's role also includes encouraging families to continue to develop and extend mathematical learning outside of school.

Assessment of mathematical skills occurs in many different forms. Effective teachers carefully observe children's actions, listen to children's words, and collect a variety of work samples in order to gain insight into the child's level of mathematical understanding. Through this type of observation and collection of documentation, the teacher can assess the child and plan lessons which build upon that current knowledge, while making connections to new concepts.







# Operations

## Learning in Action

### The Child

- Investigates addition and subtraction in everyday activities through the use of manipulatives, visual models, or hands-on exploration
- Participates in meaningful counting opportunities throughout the day, adding boys and girls in attendance, charting the growth of a plant, and adding new growth amount onto the old
- Calculates the days until coming events (how many days until winter break)

### Adults in the School Community

- Offer addition and subtraction opportunities through graphing, cooking experiences, finger plays, books, songs, games, and cards
- Provide opportunities to think mathematically and solve problems in real-life situations (Three children are at a lunch table and one more joins them. How many are at the table all together?)
- Encourage adding and subtracting using recyclable materials such as buttons, plastic milk caps, keys, and old stamps

### Adults in the Home

- Encourage children to count during play. (Let's count the cars I have and the cars you have. How many do we have all together?)
- Include the child in family cooking activities
- Use dice, dominoes or similar items for addition and subtraction. (Roll two dice and add the dots all together)
- Tell addition and subtraction stories using objects from home (snack, silverware, books)

## Approaches to Assessment

- Take a picture of a child during daily experiences showing an understanding of math operations. Dictate what the child said during the activity. (Each carton of milk is \$1.00, so you owe \$2.00)
- Observe and document children using objects to show an understanding of addition and subtraction concepts
- Collect student samples that represent an understanding of operational concepts

# Geometric Concepts and Measurement

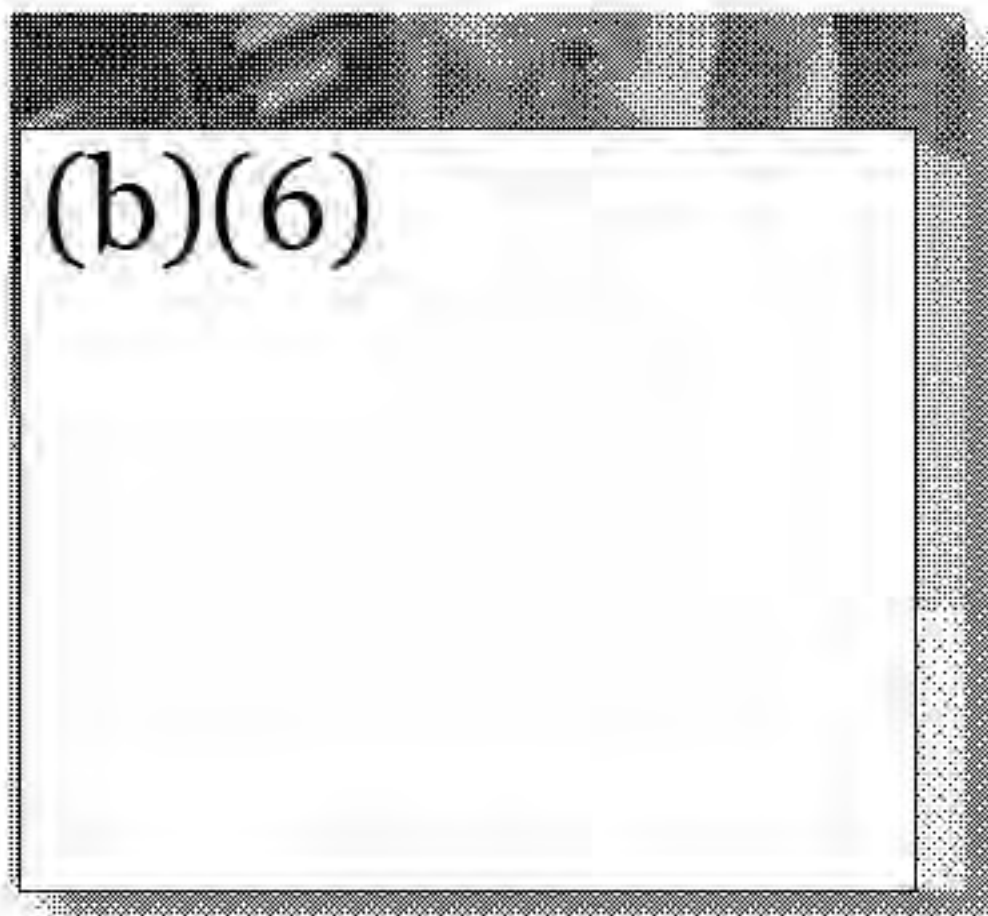
- |   |                    |
|---|--------------------|
| 1 Characteristics   | 4 Spatial Modeling |
| 2 Coordinate Geometry<br>(Mastery not expected at this level) | 5 Measurement      |
| 3 Transformations (Mastery not expected at this level)        |                    |

**MA 0.2 Students will communicate geometric concepts and measurement concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.**

Learning about measurement and geometric concepts is no different than learning in any other area of the curriculum. Children learn best through meaningful experiences that are connected to and integrated within their daily life.

Measurement is a concept that can be directly taught within a large group setting, then applied to activities that can be continued throughout the school year. Measuring the children with a non-standard unit of measurement such as crayons or blocks can take place at the beginning, middle, and end of the year as a way to chart and compare their growth over time.

Literature can also be used to link direct instruction of mathematical concepts such as spatial awareness to classroom immersion. For example, after reading the book "Rosie's Walk," have the children re-create an obstacle course that imitates Rosie's journey through the barnyard, around the pond, over the haystack, and under the fence. This can also lead to a story written by the class where they take a journey through the school, and they go "down" the stairs, "around" the corner, "through" the doorway, and "into" the classroom!



### Strategies to support inclusive learning environments:

- ❖ Have available a variety of non-standard and adapted units and real life items for measuring such as ribbons, tubing, yard sticks with larger numbers.
- ❖ Use symbols, pictures, or everyday materials/props to allow the child to demonstrate his ability to represent time, days, etc., in whatever manner is understandable to him.
- ❖ Provide opportunities for using objects on the child's own body to demonstrate positional concepts.

# Characteristics

## Scenario

Diego and Hannah are sitting on the floor in the math center with a basket that includes a variety of shapes. Hannah and Diego start to sort and stack the shapes, creating four separate stacks when they have finished. Hannah says "We have one stack of circles, one of squares, one of rectangles and triangles."

## The Learning Environment

The classroom should offer several opportunities throughout the day for sorting and patterning. The teacher should utilize teachable moments within the schedule to reinforce these concepts.

### Classroom materials:

- Objects of various sizes, colors, textures, and shapes that can be sorted and arranged in groups or patterns (blocks, dinosaurs, counting bears, leaves)
- Shape posters created by the children of various pictures found of circles, squares, triangles and rectangles
- Real life objects that are in the shapes of squares, rectangles, triangles, or circles (hula hoops, graham cracker, yield sign)

**"Young mathematicians need to be able to use concrete objects to demonstrate their mathematical thinking. Provide a variety of manipulatives for students to use and allow them to work in small groups to solve the problem. Assist them by asking thought-provoking questions as they work. Ask students to verbally share with others how they solved the problem."**  
According to Jacobs and Crowley (2010)

## Characteristics - Standards

**MA 0.2.1 Characteristics: Students will identify two-dimensional geometric shapes.**  
MA 0.2.1.a Sort and name two-dimensional shapes (square, circle, rectangle, triangle)

## Math throughout the day

Language Arts:  
Go on a shape hunt and create a book about the shapes that you find.

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Health & Physical Development:  
Have the children make shapes with their fingers, hands and body. Have them make shapes with a partner.



# Measurement

## Learning in Action

### The Child

- Works at sand table with containers of varying sizes and shapes
- Uses words relating to time in play (deciding what time the store is open and closed)
- Uses standard and nonstandard items (lengths of string to measure body parts, unit blocks to measure how far children can jump, rulers to measure plant growth)

### Adults in the School Community

- Use and write words related to time throughout the daily schedule. "We go to gym in 15 minutes when it is 10:00."
- Show children how to use objects to measure things, "Look, this table is 5 pencils long."
- Create price tags for items in the pretend grocery store, with the price on one side of the tag and pictures of varying coins on the back side reflecting the price amount
- Involve children in school fundraisers and encourage them to count or graph money

### Adults in the Home

- Have children take home a piece of chalk and a request that the parent trace the child's shadow at 9:00 am, 1:00 pm and 5:00pm and then measure and discuss the change
- Have child sort and count pocket change
- Read books to children about measurement and time such as "Inch by Inch," Leo Lionni, "Too Many Tomatoes," Gary Soto

## Approaches to Assessment

- Children document their measurements of a variety of materials and graph their findings
- Adults prompt, "How many ways can you think of to make 20 cents?"
- Children play, "What time is it Mr. Fox?" A child says "It is 8:00." Before they take eight steps, each child shows what 8:00 looks like on their own analog clock
- Develop a checklist which names coin value for penny, nickel, dime, and quarter

Mathematics

# Algebraic Standard

- 1 Relationships
- 2 Modeling in Context
- 3 Procedures

**MA 0.3 Students will communicate algebraic concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.**

Children in the kindergarten classroom have multiple opportunities throughout their day to experience numbers informally, through teachable moments, and also through direct instruction. The environment should be set up so that children can practice the skills and language that they learn through the direct instruction in their play and center time opportunities.

The role of the teacher is to bridge the gap of the experiences that the children bring to the classroom, and the more formal operations of academic math. Because the math concepts develop over time with young children, they need to experience numbers and problem solving in many different ways, and should begin to see that many situations can be turned into a math equation.

By using common everyday materials to demonstrate math concepts, such as pizza boxes to demonstrate size (small, medium, and large) or having the children sort a variety of nuts and bolts according to an attribute, helps create a connection of the learning from the home to school environment.

### Strategies to support inclusive learning environments:

- ❖ Provide a variety of materials for sorting, matching, patterning, seriating and grouping, including things from the children's everyday environments, with texture and bright colors, contained in trays.
- ❖ Encourage children working in groups or with partners to promote problem-solving.

(b)(6)

Mathematics

# Relationships

## Scenario

Diego and Hannah are sitting on the floor in the math center with a basket of counting bears. Hannah grabs some yellow bears and puts them in a pile. Diego says his favorite color is blue and starts collecting the blue bears. Hannah notices there are green and red bears left and sorts them into two separate piles.

## The Learning Environment

The classroom should offer several opportunities throughout the day for sorting and classifying (weather calendar; time). The teacher should utilize teachable moments within the schedule to reinforce these concepts: grouping materials when putting them away, sorting crayons by color, classifying books.

### Classroom materials:

- Objects of various sizes, colors, textures, and shapes that can be sorted and classified (blocks, dinosaurs, counting bears, leaves)
- Materials for sorting, grouping, and classifying
- Post examples of patterns children have created or classifying with a variety of materials

## Algebra - Standards

**MA 0.3.1 Relationships: Students will sort, classify, and order objects by relationships.**

MA 0.3.1.a Sort by color, shape, or size

MA 0.3.1.b Create own rule for sorting other than color shape, and size

## Math throughout the day

**Language Arts:**  
Have children create their own class book on classifying and sorting.

(b)(6)

**Creative Arts:**  
Sort and classify musical tones by sound.



# Procedures

## Learning in Action

### The Child

- Acts out stories in the dramatic play area, like, "The Doorbell Rang," "Little Red Hen" or "The Three Little Pigs."
- Creates number sentences using classroom objects
- Uses counting songs or finger plays to re-create stories with flannel or magnetic boards

### Adults in the School Community

- Read several stories that lend themselves to creating story problems.
- Supply materials for children to explore and create their own story problems
- Do "think alouds" to show how they see situations as learning opportunities for addition and subtraction
- Provide opportunities for children to problem solve real life situations: (Children are asked to search the room for a story problem, e.g., in the science center three chicks hatched yesterday. Today there two more. How many do we have?)
- Utilize teachable moments to bring attention to naturally occurring addition and subtraction problems. If we add two more children at this table, we will have  $2 + 6 = 8$  children altogether

### Adults in the Home

- Ask your child to make up a story with items from home, the grocery store or the park
- Make picking up toys a fun learning activity by having them create a math problem
- Ask your child to make a story out of cereal or snack items
- Use what the child is doing in her routine to highlight addition/subtraction opportunities (setting the table, picking out clothes, brushing their teeth)

## Approaches to Assessment

- Give children a story problem and have them create it with objects. (Mary has two dogs, her friend has five. How many in all? I have eight lollipops and I ate one. How many are left?)
- Observe children interacting with materials and document any addition or subtraction examples they exhibit

Mathematics

# Data Analysis and Probability

- 1 Display and Analysis
- 2 Predictions and Inferences (Mastery not expected at this level)
- 3 Probability (Mastery not expected at this level)

**MA 0.4 Students will communicate data analysis/probability concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.**

Teachers reinforce children's understanding of data analysis and probability through informal experiences on a daily or weekly basis. Such activities include rearranging or replacing materials in the classroom, and asking such questions as "Where would these blocks best fit on the shelf?" "Which ones are they most like?"

Kindergarten children need time and opportunity to practice the skills they are learning in many different contexts, both in the classroom and at home. Children can collect data from peers by asking: "What type of pets do you have?" "How many buttons are on their clothing?"

The information gathered can then be incorporated into a graph and analyzed. The results can be shared with their peers, and the teacher can expand on their thinking by posing open-ended questions. What would happen if? Why do you think it is like this?

The basic language of probability can also be introduced through various activities such as estimating the chances of having your name pulled out of a hat for a drawing. The terms *little*, *some*, and *great* can be associated with probability chances in activities.

### Strategies to support inclusive learning environments:

- ❖ Provide hands-on experiences with three-dimensional materials for figuring out and explaining how things fit together.
- ❖ Use containers, trays, slots, to provide ways to organize materials and create graphing displays to help the child discover the differences between collections.
- ❖ Work in stages and with fewer materials to allow the child to come back to his work as often as he needs to.

(b)(6)

# Display and Analysis

## Scenario

Amber and Tony are in the science center, sorting animals into groups. Tony notices that there are five animals with two legs in his group. "But I have more." Says Amber as she counts ten animals with two legs in her group.

## The Learning Environment

The classroom is a place where there are a variety of materials available to the students for sorting and graphing, with time given for analyzing and expressing their thoughts. The teacher can go to each area of the classroom and do a think-aloud while showing how anything can be sorted by various attributes: color of paper in writing, blocks in manipulatives, fruits and vegetables in the house area.

### Classroom materials:

- Objects of various sizes, colors, textures, and shapes that can be sorted and arranged in graphs (blocks, dinosaurs, counting bears, leaves)
- Graph paper, laminated graphs, and large graphs to be used on the floor. (Hint: Use a shower curtain to create a large graph for students to graph objects)

**"Data analysis contains one big idea: asking and answering questions. To do this, children classify, organize, represent, and use information. The development continuum for data analysis includes growth in classifying and counting and in data representations." Sarama and Clements (2006)**

## Display and Analysis - Standards

- MA 0.4.1 Display and Analysis: Students will sort, classify, represent, describe, and compare sets of objects.**
- MA 0.4.1.a Sort and classify objects according to an attribute (e.g., size, color, shape)
- MA 0.4.1.b Identify the attributes of sorted data
- MA 0.4.1.c Compare the attributes of the data (most, least, same)

### Math throughout the day

Language Arts: Create a class poster showing children or objects grouped by various characteristics and incorporating the vocabulary: more, fewer, less.

(b)(6)

Social Science: Graph family data of the children, number of siblings, pets.

Mathematics

# Display and Analysis

## Learning in Action

### The Child

- Sorts beads, attribute blocks, or counting bears into egg cartons, with each compartment holding a different color, shape, or size
- Finds and sorts leaves, shells, or other nature objects into groups
- Sorts buttons according to the number of button holes, and counts to find out how many buttons are in each group
- Sorts counting bears and graphs these bears on a laminated graph, then makes comparisons from the graph.
- Practices recognizing, naming, building, drawing, and comparing two- and three-dimensional objects

### Adults in the School Community

- Provide opportunities for students to sort, classify, and graph school-wide information (graph total number of students in each grade, fundraisers, boys-girls)
- Create class graphs and teach children vocabulary for making comparisons on graphs: most, least, same
- Play games with the children, such as "How are they alike?" to teach this concept. Have three or four children with the same characteristic stand in front of the class; all have zippered shirts, all wear glasses, all have belts shoes, etc., and ask the rest of the class to observe what they have in common

### Adults in the Home

- Children sort coins from their piggy bank, or other objects at home. Compares the number of objects in each group (more, fewer, less)
- Have the child create a graph of their family (children, adults, pets, boys, girls) and bring it to school to compare and contrast to other children's families

## Approaches To Assessment

- Observe a child sorting and graphing objects in a center and ask the child to explain how they are sorting the materials. Record your observation
- Collect graphs or take pictures of graphs created by children

## Glossary of Terms

**Anchor Charts**-Charts that teachers make with their students that represent and remind students of their learning.

**Rubric**-An established set of criteria upon which something is compared.

**Think Aloud**-The process of expressing your thoughts aloud while you are engaged in an activity, so others can hear them.

**Tier 1 Words**-Common words that students already know, e.g., the, happy, sad.

**Tier 2 Words**-Words that the teacher uses direct instruction in teaching them. These words will eventually become part of the child's receptive and expressive vocabulary.

**Tier 3 Words**-Words that are specialized to a particular field such as education, medicine, or psychology.

**WOW Word Wall**-A place where you would post interesting words your class comes across as they are reading. Examples might include: giddy, gigantic, bellowed. Words that you plan to teach directly to students can also be incorporated within this area.

# Resources

Copley, Juanita. (2010). *The young child and mathematics*, 2nd ed. Washington, DC: National Association for the Education of Young Children.

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The Kindergarten Program. (2006). [1-61]. Retrieved from <http://www.edu.gov.on.ca>.

These books and many other resources may be borrowed by Nebraska residents from the Early Childhood Training Center. A web-based search of these media materials is offered at <http://ectc-library.education.ne.gov>.





# A KINDERGARTEN FOR THE 21<sup>ST</sup> CENTURY

EXECUTIVE SUMMARY

NEBRASKA DEPARTMENT OF EDUCATION

OFFICE OF EARLY CHILDHOOD

MAY 2010

## INTRODUCTION TO THE STATEMENT

Called to action by parents, teachers, administrators, and other early childhood professionals in Nebraska, the Nebraska Department of Education (NDE), Office of Early Childhood began the process of revising the Kindergarten Position Statement in 2007. NDE's previous Kindergarten Position Statement was written in 1984 and was a landmark document in the world of kindergarten, not only in Nebraska, but nationwide. The revision of this statement reinforces the expectation of providing high quality experiences for all children to help them reach their full potential, regardless of individual circumstances. The intent of this document is to provide a summary of information about kindergarten that is deeply grounded in years of research, early childhood science, and best practices for young children. The full Position Statement, *A Kindergarten for the 21<sup>st</sup> Century*, can be downloaded from <http://www.education.ne.gov/OEC/KP/KStatement.pdf>.

## KINDERGARTEN: WHAT IT LOOKS LIKE TODAY

According to the 2008-2009 Nebraska State of the Schools Report, 22,792 children in Nebraska were enrolled in kindergarten. Of the 292,030 school-aged children in Nebraska during this school year, 38.35% lived in low income homes (measured by qualification for free and reduced lunch). However, in some counties the free and reduced lunch rate can reach as high as 67.0%. Data from the US Census Bureau show that nationally, 31% of families with a female head of household with children under 18 years of age fall below the poverty level. Of the estimated 6,718 female headed households in Nebraska with no husband present and children under 5 years of age, 44.9% fell below the poverty level. To further complicate matters, many of these children do not have health insurance. The National Center for Children in Poverty (2007) reported that ten percent of all children in Nebraska are without health insurance. For children living in poverty, this number increases to 19 percent. This means that a large number of our state's children who are already at risk because of socio-economic factors become even more at risk because they are not getting proper medical, dental, and developmental attention.

In addition to the risk factors outlined above, the diversity of learner abilities within Nebraska schools is great. High ability learners make up 13.41% of the school population, or 37,641 students in the K-12 system. Students with Special Education verifications make up 15.21% of students statewide. In addition, the state's population of English Language Learners remains above six percent. It is clear that *multiple outside stresses and pressures* exist for kindergarten children today and schools must take into account the diverse needs that children bring to the classroom when developing curriculum and implementing effective instructional opportunities for children.

Kindergarten serves as a training ground for social and academic skills where children learn how to interact with others and become familiar with school routines and the school environment (Burkham, LoGerfo, Ready, & Lee, 2007). In this setting, children are helped to *develop basic academic skills* through a variety of experiences including teacher directed instruction, small group work, purposeful play and social interaction with peers. Children attend kindergarten to learn the language and vocabulary of early writing and reading, mathematics,

POZ

science, and social studies. They develop skills in communication and play and learn skills to appropriately interact with others. Kindergarteners also develop skills in the areas of physical education, music, art, and technology.

## KINDERGARTEN: HOW YOUNG CHILDREN LEARN

### DEVELOPMENT OF KINDERGARTEN CHILDREN

Kindergarten children's developmental level requires a unique approach to teaching and learning that merges the teaching styles of preschool and the primary grades and includes both highly structured and less structured instructional opportunities, teacher and child led experiences, and time for purposeful, rich play and physical movement each day. The *uniqueness of kindergarteners* is that they can think somewhat abstractly but still need concrete experiences, they can follow directions but they also need to explore their own ideas, and they can think complexly about some concepts but still think simplistically about others (Kostelnik, Soderman, and Whiren, 2011). Due to the unique development of kindergarten-age children, the role of the kindergarten teacher is quite complex. Kindergarten teachers are an intricate fusion of parents, nurses, conflict managers, instructors, supporters, and friends. The kindergarten teacher is *the provider of rich academic opportunities and experiences and an emotional and intellectual supporter*. The teacher fosters the development of language and literacy skills using multiple strategies and also focuses on developing the whole child. The teacher infuses academic concepts and skills into children's play, encouraging higher order thinking and language skills through these purposeful, child initiated experiences.

### CURRICULUM, INSTRUCTION, AND ASSESSMENT IN KINDERGARTEN

A wide variety of experiences is necessary to develop a complex and integrated brain. Learning is highly interconnected for young children, and teaching should mimic the depth and complexity of these connections. It is *a balance of teacher and child led experiences, structured instructional times and less structured opportunities, and play based curricula* that work in collaboration to promote optimal learning outcomes for young children. Play is important not only for enhancing children's physical skills, but also for the development of self-regulation, cognition, language, social skills, emotional regulation, and creativity (Bergen, 2002). The curriculum should include a balanced approach that takes note of children's developmental levels in appropriate ways and is responsive to the unique development of kindergarten children. However the developmental strengths and needs of the kindergarteners should be the driving force in the planning of daily instruction. While kindergarten is traditionally considered the beginning of formal academic instruction, the instruction and practice of new skills should occur in teacher and child led activities and within an engaging, inquiry based environment.

Teachers must be prepared to use a *wide range of teaching strategies and instructional processes* to effectively meet the learning needs of all children. They should make intentional decisions about classroom activities, routines, and interactions based on what would be most effective for both the classroom and for individual children. Regardless of the curriculum or instructional method chosen by a district, the socio-economic makeup of the class, or the number and types of instruction materials (including technology), the most important factor in the success of the students is a highly-skilled teacher with a strong understanding of both the needs of young learners as well as the programs and curriculum being utilized in the classroom. Additionally, teachers of this foundational grade level need to understand the importance of their role in imparting skills and dispositions for lifelong learning. (Neuman, Copple, & Bredekamp, 2000).

*Assessment data should be used in an ongoing manner* and should be analyzed by teachers to help them understand children's developmental levels and zones of proximal development (Vygotsky, 1978; Bodrova &

Leong, 2007). In knowing this, teachers can design their instruction to meet the needs of children. It is within these zones of proximal development that effective teaching occurs. Assessment, particularly in the early years, should be used as a tool to inform the curriculum and instruction occurring in the classroom. The tightly connected triad of curriculum, instruction, and assessment are critical to the success of today's kindergartener. Kindergarten teachers are constantly observing and assessing (formally and informally) their students to ensure that learning is occurring and the individual needs of their rapidly-developing learners are being met.

## KINDERGARTEN: THE CLASSROOM

Children must feel safe, connected to others, and valued in a classroom in order to learn (Copple & Bredekamp, 2009). The physical environment has a large impact on teaching and learning and should promote language development and socialization as well as cognitive growth and the development of other academic skills. To accomplish these goals, children need a variety of *hands-on materials* available to them daily that provide both challenge and success and time should be devoted to child-led experiences in centers each day. *Play in centers greatly fosters language and social development* (Kostelnik & Grady, 2009; Diamond, Barnett, Thomas, and Munro, 2007; Bergen, 2002) and helps children integrate academic concepts into their brain structures. This time for children to interact with the teacher and other children is essential to healthy development and outcomes, and is equally as important as teacher-directed instructional activities. Children also need daily exposure to music, art, and movement activities.

During input sessions teachers shared that kindergarten classrooms of 20 or more children and one adult are common across Nebraska. Adult support through individual and small group interactions is crucial to long-term success and in-depth learning, but even with the best intentions, these interactions are hard to maintain with such large teacher-child ratios. *A second adult is important* for high quality learning experiences to occur in kindergarten classrooms. The second adult should be engaged in interactions with children and not assigned to photocopying or other administrative tasks while the children are present.

## KINDERGARTEN: PRACTICES AND PERCEPTIONS

### TRANSITIONS

Research clearly demonstrates the need for schools and communities to have a more *comprehensive view of the transition from home to kindergarten* (Seung Lam & Pollard, 2006; Pianta, Kraft-Sayre, Rimm-Kaufmann, Gercke & Higgins, 2001; Sink, Edwards, and Weir, 2007; Nelson, 2004; LoCasale-Crouch, Mashburn, Downer & Pianta, 2008). As schools plan strategies for strengthening transition practices they must remember that transition is not a moment, but a continuous, evolving process. Incorporating a comprehensive transition system will require restructuring and rethinking the school's traditional transition practices and policies, including traditional staffing patterns.

The transition from *kindergarten to first grade* is often overlooked as an important time in the child and family's life. This transition marks a significant change in teaching style, curriculum content, and learning environment, moving from a child-centered kindergarten into a classroom that involves more teacher-directed activity and a less child-focused environment. In preparation of first grade there is a subtle transition that happens throughout the year in the kindergarten classroom. As kindergarten age children develop academically, socially, and behaviorally throughout the school year, the structure of activities tends to change in response to the student's increased abilities. Kindergarten classrooms evolve along with the children throughout the year and the instructional strategies may become more structured as the year progresses to match the developmental level of the children.

The change in expectations from kindergarten to first grade can be quite powerful for all children, but it seems to have greater effects for children in racial/ethnic minority groups. For children who are struggling in kindergarten and are already “behind” according to school expectations, the facilitation of a smooth transition to first grade is extremely important. The responsibility of creating a successful transition experience to first grade should be shared by the kindergarten and first grade teachers and the school system as a whole.

### ACADEMIC REDSHIRTING AND RETENTION IN KINDERGARTEN

Academic redshirting is the practice of holding back a child who is age eligible to attend kindergarten (Marshall, 2003; Katz, 2000; March, 2005). In Nebraska the mandatory age of attendance in Nebraska is age 6 by January 1 of the school year (§79-201B). Parents rightfully make the choice to hold their children out of kindergarten for several reasons such as the child’s current age, maturity, size, gender, and how old the child will be at his/her high school graduation.

An unintended consequence of academic redshirting is that it creates a cycle of increasing curriculum and behavioral expectations in the kindergarten classroom (Crosser, 1998). If a child is held back for a year and is six when he enters kindergarten, he is likely developmentally ready for experiences for which young five year olds are not. As more children are held back, the curriculum becomes more focused on teaching to the six-year-olds and less to the five-year-old child for whom kindergarten is intended. Research indicates that while achievement differences were found in children held back from kindergarten for a year the differences diminished by the third grade, and as students entered high school, the children who started kindergarten at a younger age actually outperformed those students who had been redshirted (Graue & DiPerna, 2000; Lincove & Painter, 2006). The *diminishing effects of age* by third grade show that children who enter kindergarten younger learn more and catch up with their peers by the end of third grade (Stipek, 2003) and at third grade, those with summer birthdays are academically indistinguishable from others in the third grade population (Graue & DiPerna, 2000; March, 2005; Katz, 2000).

Data gathered at NDE shows that the average rate of kindergarten retention statewide is three percent. However, some districts present kindergarten retention numbers as high as 30-50% of all enrolled children. The variance in these rates fit what research is showing us; *retention rates are highly variable nationally, state-wide, and at times even within school districts.* Case studies indicate that both retention and academic redshirting are strongly influenced by community notions of child development and the role of the adult in supporting this development (Graue & DiPerna, 2000). It is highly unlikely that the actual readiness of children varies so greatly from community to community, but rather that the community’s standards of readiness, and their interpretation based on these standards of readiness are what influences this practice. In a meta-analysis of 20 studies chosen for their methodological rigor, 80% of the studies concluded that retention was ineffective as an academic and socioemotional intervention (Jimerson, 2001). Because there are several factors influencing children’s success in school, *it seems unlikely that one intervention (retention) would be an effective solution to the problem.* Simply having a child repeat a grade does little to address the multiple individual and experiential differences that have influenced the child’s poor achievement and/or adjustment in school (Graue, Kroger & Brown, 2002).

# A CALL TO ACTION FOR NEBRASKA

## FOR EDUCATORS

### CONNECT TO FAMILIES AND THE COMMUNITY

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Use multiple strategies to engage families in your classroom. Recognize that parents are the child's first teacher and approach families using a strengths-based framework. Respect that all children are unique and live in diverse families and communities and that families have valuable knowledge about their children. Take note of each child's strengths and seek multiple ways to gain information from families and also to share information with them.

Engage with preschool programs and community agencies to promote continuity through a comprehensive approach to kindergarten transition, including bridging from preschool experiences to kindergarten, and then from kindergarten to first grade. Arrange visits to preschool classrooms and have preschool children and families visit your classroom. In addition, be sure to engage with first grade teachers to support smooth, successful transitions for all children and their families.

### PROVIDE MANY AND VARIED CLASSROOM EXPERIENCES

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Balance child-initiated and teacher-led activities, as well as structured and unstructured time. Implement curriculum and teaching methods that engage and appropriately challenge children's thinking and that allow them to try out their ideas in a variety of teaching contexts - whole group, small group and learning centers. Set aside time each day to engage with children in child-initiated play and support children's deep engagement in their play experiences. Utilize this time to build important relationships with children and to appropriately assess child learning and growth through observing and recording children's behavior. In addition, incorporate movement, music, and creative experiences into calendar time, transitions, and other daily routines.

### SELECT EFFECTIVE CURRICULUM

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Continually examine the links between state standards and your curriculum. If possible, select a curriculum aligned with state standards. If working with an existing curriculum, choose the pieces of that curriculum that fit the goals of the standards. Select a curriculum that is thoughtfully planned, engaging, and culturally and linguistically responsive. Remember that effective curriculum builds on children's prior learning, knowledge, and experiences. Regularly review your curriculum and assess its effectiveness based upon evidence obtained from your observations and assessments of student progress. Know the strengths as well as the gaps in the curriculum you use so that you are able to find/request supplemental resources as needed. Do not assume that any program is complete and meets the educational needs of all students.

To effectively meet the state standards in your classroom, engage children in a variety of activities that incorporate multiple senses and ensure the child is an active participant in learning. Work from the physical world toward more abstract principles of learning by incorporating rich materials and problem solving activities into educational experiences. Provide opportunities for children to collaborate and work through ideas together and build social skills. Connect children to the natural world by spending learning time outdoors and bringing natural materials into your classroom.

### UTILIZE APPROPRIATE ASSESSMENT

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Assessment in the kindergarten setting should be an ongoing process blending academic and developmental measures and tied to children's daily activities. Formal benchmarking, universal screening, formative and summative assessments based upon the academic standards, are all critical pieces necessary to evaluate the development of the child as a whole person and to provide a clear picture of the child's strengths and needs.

Administration of these assessments should be done in the least intrusive manner possible and each assessment should be evaluated to determine if it provides adequate information. If necessary, advocate for additional staffing or flexible time to adequately assess children. Information from these assessments should be used to inform instruction and allow the teacher to differentiate the curriculum to fit the needs of each learner.

## FOR ADMINISTRATORS

### SUPPORT AND ORGANIZE PROFESSIONAL DEVELOPMENT

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Provide professional development experiences for kindergarten and primary grade teachers that address the unique developmental level of children in these grades. Utilize a professional development plan that is intentional and focused and meets the individual needs of each teacher and the students he/she serves while also addressing school wide priorities. Provide professional development in meaningful ways that include follow up training and consultation, such as coaching, to ensure that growth is occurring and that new methods and materials are being used effectively. School administrators should also be engaging in professional development experiences that increase their understanding of child development, early childhood education, curriculum selection, effective, age-appropriate assessment, and the diversity of learners.

### PROMOTE LEARNING FOR ALL CHILDREN

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Welcome all age-eligible children into your school and if needed, connect children and families with appropriate community and interagency supports to ensure success for the child and family. Support a mixed age kindergarten classroom that values the individuality of each child and engages each child in a process of growth and development. Recognize that developmental differences exist among children and work with kindergarten, prekindergarten, and first grade teachers to devise strategies to maximize teaching and learning.

### SUPPORT COMPREHENSIVE TRANSITIONS

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Support a comprehensive view of transitions to and from kindergarten. Recognize that multiple partners are needed to develop an effective transition system that meets the needs of children and their families. In your local decision making, consider policy changes that provide contracted release time and possible compensation for teachers to engage in effective transition practices such as home visits and ongoing community outreach.

### SELECT EFFECTIVE CURRICULUM

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Continually examine the links between state standards and your curriculum. If working with an existing curriculum choose the pieces of that curriculum that fit the goals of state standards. Regularly review your curriculum and assess its effectiveness based upon evidence obtained from your observations and assessments of student progress. Do not assume that any program is complete and meets the educational needs of all students. Encourage teachers to use multiple strategies and supplemental materials to strengthen the curriculum in needed areas and to meet the diverse needs of learners. Support teachers in providing a variety of learning experiences that incorporate multiple senses and ensure the child is an active participant in learning.

## FOR POLICY MAKERS, LOCAL SCHOOL BOARD MEMBERS, AND COMMUNITY LEADERS

### SUPPORT A COMPREHENSIVE TRANSITION SYSTEM

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Support a more comprehensive view of transitions to and from kindergarten. Recognize the multiple players that must be engaged in a comprehensive transition system that is effective for children and their families. Engage various community agencies in this process and connect children and families with community resources that can benefit them. Support policy changes that provide flexible scheduling for teachers such as contracted release time and compensation for their involvement in effective transition practices.

## PROVIDE RESOURCES TO SUPPORT KINDERGARTEN CLASSROOMS

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Seek opportunities to support and strengthen early childhood programs in the school and broader community, including kindergarten, through adequate financial and personnel allocations. Budget appropriately and adequately for increased adult support in the kindergarten classroom. Provide funds and resources for hands-on classroom materials that will enrich the learning environment. Provide resources, including meaningful staff development opportunities with structured follow-up, to ensure that new initiatives and ideas are implemented with fidelity.

## THE COMMUNITY AS A LEARNING PLACE

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Throughout the community, provide access to rich learning opportunities for children and their families, before and after children enter school. Ensure that families have the supports they need to provide optimum health care, nutrition, and safety for their children. Promote a highly collaborative network of service agencies that can serve as resources and supports for families. Support high quality early childhood experiences in multiple community settings (in-home childcare, preschool, center-based childcare and community resource centers) especially for those children and families who are most at risk.

## FOR PARENTS

### FORM A RELATIONSHIP WITH THE SCHOOL

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You know your child better than anyone and your voice is critical in the school process. Talk about your child's strengths and needs with the school staff. Ask how the school will meet those needs and support the strengths of your child. Become familiar with the rules and expectations regarding school, including entrance and enrollment.

Talk to your child's teacher about including a variety of learning experiences into the kindergarten curriculum. Your child should experience teacher led and child led activities each day. Children use opportunities for purposeful play to expand on the academic concepts they are learning. Multiple types of learning opportunities are a part of effective and appropriate instruction for young children.

### SUPPORT YOUR CHILD AT HOME

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Ensure that your child has daily experiences outdoors and indoors. Encourage your child to engage in activities such as drawing, reading, and building with blocks or other safe, household materials. Monitor the amount of time your child spends watching television, movies, and playing video games and involve your child in routine activities that can be completed together (making dinner or folding laundry). Talk about ordinary things you see and do and expand your child's world through books and conversation. If your family speaks a language other than English at home, help your child to maintain this language by speaking to your child in his/her first language as often as possible.

Keep a routine with consistent sleeping times and behavioral expectations. This helps children know expectations and ensures they are rested, ready and able to learn during the day. Provide healthy meals and nutritious snacks whenever possible for your child. Be sure to have your child's medical and dental needs addressed. If necessary, work with the school or other community agencies to access local resources that can assist you in meeting your child's needs.

Learn more about how young children grow and develop in the early years. Utilize online resources such as [learningfromdayone.org](http://learningfromdayone.org) that support parents in understanding the development and needs of their child(ren).

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## Appendix P-03: Acronyms Used

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### Acronyms

Acronym	Meaning
ARRA	American Recovery and Reinvestment Act
BECF	Buffet Early Childhood Fund
BECI	Buffet Early Childhood Institute
CCDF	Child Care and Development Fund
CDA	Child Development Associate
CDC	Centers for Disease Control & Prevention
CEO	Chief Executive Officer
CHIP	Children's Health Insurance Program
CLASS	Classroom Assessment Scoring System
CSEFEL	Center on the Social Emotional Foundations for Early Learning
CYFS	Nebraska Center for Research on Children, Youth, Families, and Schools
DECA	Devereux Early Childhood Assessment
ECCS	Early Childhood Comprehensive Systems Initiative
ECDS	Early Childhood Data System
ECE	Early Childhood Educators
ECERS-R	Early Childhood Environment Rating Scale-Revised
ECICC	Early Childhood Interagency Coordinating Council
ECSE	Early Childhood Special Education
ECTC	Early Childhood Training Center
EHS	Early Head Start
EHS I/TQI	Early Head Start Infant/Toddler Quality Initiative
ELC	Early Learning Connection
ELDPs	Early Learning and Development Programs
ELL	English language learners
ELN	Early Learning Nebraska Initiative
EPSDT	Early Periodic Screening, Diagnosis, and Treatment
ERS	Environment Rating Scales
ESEA	Elementary and Secondary Education Act
ESU	Educational Service Unit
FCCERS-R	Family Child Care Environment Rating Scale-Revised
FDBS	Federated Database System
FERP	Formative Evaluation Review Panel
FERPA	<i>Family Educational Rights and Privacy Act</i>
FRL	Free and Reduced Lunch

Acronym	Meaning
HCR	Health and Community Resource
HIPAA	<i>Health Insurance Portability and Accountability Act</i>
HRSA	Health Resources and Services Administration
HSSCO	Head Start State Collaboration Office
ICC	Interagency Coordinating Council
ICPE	Interdisciplinary Center for Program Evaluation
IDEA	Individuals with Disabilities Education Act
IEP	Individual Education Plan
IFSP	Individual Family Service Plan
ITERS-R	Infant/Toddler Environment Rating Scale-Revised
K-ELG	Kindergarten Early Learning Guidelines
KERA	Kindergarten Entry Readiness Assessment
LB	Legislative Bill
LIS	License Information System
MCCRC	Midwest Child Care Research Consortium
MCH	Maternal and Child Health
MMI	Munroe-Meyer Institute
MOE	Maintenance of Effort
MOU	Memorandum of Understanding
MRS	Market Rate Survey
NAC	Nebraska's Administrative Code
NACCRRA	National Association of Child Care Resource & Referral Agencies
NAEYC	National Association for the Education of Young Children
NAFCC	National Association for Family Child Care
NAP SACC	Nutrition and Physical Activity Self-Assessment for Child-Care
NCSL	National Conference of State Legislatures
NDE	Nebraska Department of Education
NDHHS	Nebraska Department of Health and Human Services
NeAEYC	Nebraska Association for the Education of Young Children
NET	Nebraska Educational Telecommunications
NRS	Nebraska Revised Statute
NSSRS	Nebraska Student and Staff Record System
OSEP	Office of Special Education Programs
PALS	Phonological Awareness Literacy Screening
PBiS	Positive Behavioral Interventions and Supports
PIR	Program Information Report (Head Start)
PLS-5	Preschool Language Scales, Fifth Edition
PPVT	Peabody Picture Vocabulary Test

Acronym	Meaning
PSA	Public Service Announcement
QEP	Quality Enhancement Project
QRIS	Quality Rating and Improvement System
RFP	Request for Proposals
RTTT-ELC	Race to the Top-Early Learning Challenge
SAC	State Advisory Council
SACERS	School Age Care Environment Rating Scale
SES	Socioeconomic Status
STEM	Science, Technology, Engineering and Math
T.E.A.C.H.	Teacher Education and Compensation Helps
TANF	Temporary Assistance for Needy Families
TFKF	Together for Kids and Families
TPITOS	Pyramid Infant Toddler Observation Scale
TPOT	Teaching Pyramid Observation Tool
TS Gold	Teaching Strategies GOLD
UNL	University of Nebraska-Lincoln
UNMC	University of Nebraska Medical Center
WIC	Women, Infants and Children