

Nebraska Needs Assessment Advisory Council Guidebook:
“We are all in this together.”



ACKNOWLEDGMENTS

The needs assessment team at the Buffett Early Childhood Institute at the University of Nebraska would like to thank every member of the Needs Assessment Advisory Council (NAAC) for trusting us with your thoughts and experiences. This guidebook represents our collective work and would not be possible without you.

We are grateful to:

Members of the NAAC planning team for leading the work, including Melissa Boyer, Alexandra Daro, Kathleen Gallagher, Kirsten Kainz, Traci Roberts, and Kate Sutton.

Johanna Pesante Daniel and Maricela Novoa, bilingual NAAC members who partnered with the planning team and led the Spanish speaking breakout groups during NAAC meetings.

Renatta Algalarrondo of Fall4Art, the trilingual graphic artist who developed graphic notes for each NAAC meeting and, with the support of her wonderful team, designed this guidebook.

The Community Language Cooperative, for their expert real-time interpretation and for helping us all to speak in the language of our hearts.

Presenters and panelists at NAAC meetings, including Rachel Sissel and Lindsay Bartlett of Nebraska Children and Families Foundation, Ben Baumfalk and Jared Stevens from the Nebraska Department of Education, Abbie Raikes from the University of Nebraska Medical Center, Becky Vogt from the University of Nebraska-Lincoln, Josh Shirk from Voices for Children, Jodi-Renee Girón from First Five Nebraska, Ilissa Talkington from the Nebraska Early Childhood Collaborative, and Jess Parker, alumni of the Parent Ambassadors program.

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Table of Contents

Nebraska Needs Assessment Advisory Council Guidebook:
“We are all in this together.”

NAAC Member Directory

Meeting Presenters

Visual Notes of Meetings

Acronyms & Abbreviations



Nebraska Needs Assessment Advisory Council Guidebook:
“We are all in this together.”

Nebraska Needs Assessment Advisory Council Guidebook: “We are all in this together.”

The Nebraska Needs Assessment Advisory Council (NAAC, pronounced “nak”) was convened in 2023 to inform ongoing efforts to strengthen Nebraska's capacity for gathering, sharing, and using data to improve early childhood resources and services. Composed of 35 individuals from across the state, NAAC members included parents, early childhood providers, and data specialists from several early childhood organizations and school districts; roughly one third of the members were Spanish-speaking. Collectively, NAAC members represented the professional, regional, and linguistic diversity of the Nebraska early childhood system.

In four meetings over six months, NAAC members were provided with the information and tools they needed to share their experiences and learn from each other—including innovative tools that allowed for real-time translation from English to Spanish and Spanish to English. Together, they built trusting relationships, shared information about how best to collect and use data and began to establish feedback loops within and across different communities and levels of Nebraska's early childhood system.

This guidebook was developed for NAAC members and others who are interested in continuing the work we started together. It includes an overview of the NAAC—why it was convened, its purpose, guiding questions, and key takeaways from the 2023 meetings—followed by a directory of NAAC members, information about NAAC presenters and panelists, visual notes from each meeting, and a glossary of

acronyms and abbreviations commonly used in discussing early childhood issues in Nebraska and nationally.

We hope this information will foster opportunities for new connections and action on behalf of the youngest Nebraskans.



WHY THE NAAC WAS CONVENED

The NAAC was convened as part of the needs assessment work conducted under Nebraska's Preschool Development Grant Birth through Five (PDG B–5) award. It was led by the PDG needs assessment team housed at the Buffett Early Childhood Institute at the University of Nebraska.

Beginning in 2019, the PDG needs assessment team

conducted a series of surveys, focus groups, and interviews aimed at identifying gaps in the provision of care, education, and services for children aged birth to five years and their families. Results were shared through publicly available reports and a data repository, providing essential information to decision makers at all levels of Nebraska's early childhood system.

In 2022–23, the needs assessment team reviewed feedback from the state's early childhood leaders and systems representatives to assess Nebraska's capacity to continue gathering and using early childhood data after the conclusion of PDG funding. The feedback indicated a strong need to develop a sustainability plan for gathering and using data to improve early care and education. In particular, the team learned that sustaining data-informed improvement processes in Nebraska will require:

- Participation and investment by strategic partners across Nebraska.
- Continued efforts to build Nebraska's capacity to share early childhood data across organizations and levels of the early childhood system and to track changes in the state's early childhood system.
- Expanded efforts to make needs assessment data accessible to a greater number of interested parties across the state.

The PDG needs assessment team convened the NAAC to help address these needs.

PURPOSE

The purpose of the NAAC was to serve as an advisory body that could help the PDG needs assessment team solve problems and make decisions regarding the collection and use of early childhood data. Initial goals included establishing a network of trusting relationships and feedback loops throughout the state and developing recommendations for sustaining early childhood needs assessment efforts.

“We are all in this together, from early childhood providers, to parents, to professionals outside of home. We all matter, and we all can make a difference.”
– NAAC member

GUIDING QUESTIONS

The review of feedback from state leaders and systems representatives had indicated that the needs assessment work was not well understood or utilized throughout the state, so the NAAC planning team began with one overarching question:

- How might we improve our strategy and methods so that information from the needs assessment can be used to improve early childhood resources throughout Nebraska?

As the NAAC planning work continued, additional questions emerged, including:

- How might we ensure that those closest to children's daily lives—their parents and providers—are well represented on the advisory committee?
- How might we ensure that people throughout Nebraska—in rural and urban regions, representing the professional, racial, ethnic, and linguistic diversity of our state's early childhood system—are well represented?
- How might we foster an online community that simultaneously provides synchronized engagement as well as opportunities for people to engage at their convenience?
- How might we foster an online community that creates space for Spanish and English speakers to participate in the language of their hearts, fostering shared experience and understanding?
- How might we create observable feedback loops where the questions NAAC members raise in a meeting lead to answers via the conversations that occur in subsequent meetings?



These questions informed both the composition of the NAAC and the structure, activities, and strategies used to facilitate NAAC meetings.

KEY TAKEAWAYS

Reflecting on the guiding questions, the NAAC planning team intentionally designed the NAAC as a “proof of concept” for how to effectively engage parents, early childhood providers, and data specialists in discussions about how best to collect, use, and share early childhood data. In NAAC meetings and post-meeting evaluations, the council members provided valuable input about how to improve needs assessment processes—and the planning team put that feedback to work in subsequent NAAC meetings.

The feedback from NAAC members indicates that future needs assessment efforts should prioritize processes that are *flexible, participatory, conducive to learning, relevant, responsive, accessible, interconnected, and respectful of people's time:*

Flexible. The NAAC meetings were held via Zoom, and each meeting was two to two and a half hours long. This format allowed members from across the state to attend the meetings without having to travel or take time off from work. Members appreciated the flexibility of this format; parents and providers caring for children during the meetings liked having the option to turn their cameras off to attend to a child's needs.

“I really appreciate the flexibility to have camera off when

I needed to attend to the children in my care, which I know this group understands, as well as having the opportunity to read and review materials during the meeting.”

– NAAC member

Participatory. NAAC members identified two strategies as being important to their ability to fully participate in discussions—simultaneous Spanish/English translation services and small-group breakout sessions. Several NAAC members said that breaking into small groups made it easier to share their ideas and get to know each other.

“I like the breakout sessions. It made it easier to contribute to the conversation and get to know some of the other members. I also appreciated the chance to offer our insights and that they were valued.”

– NAAC member

“Me dieron confianza, seguridad de hablar y expresarme (They gave me confidence, security to speak and express myself).”

– NAAC member

Conducive to learning. NAAC members valued having opportunities to learn from guest speakers, discuss what they learned in small groups, and report back to the large group for further discussion. NAAC members also liked receiving reading materials and discussion questions prior to each meeting to help them prepare for the discussions.

“I liked having materials in advance, having small group breakouts, and having an inclusive culture.”

– NAAC member

Relevant. NAAC members appreciated being asked to share their experiences and opinions, and they recommended that researchers include open-ended questions in surveys and focus groups. They indicated that when they do provide input, they want to understand why the data is being collected and how it will be used to improve the lives of children and families in their communities. In the NAAC meetings, parents and providers appreciated learning from the panel of data specialists, and the data specialists valued hearing about the real-world experiences behind the data.

“I enjoyed listening to the panelists and how/why they are using the data in the early childhood field.”

– NAAC member



Responsive. NAAC members asked how their input will be used going forward and expressed interest in receiving summaries of how the data are being used. During the NAAC meetings, they liked seeing their feedback incorporated into visual notes. Those notes, which summarize the discussions in a concise, visual format, are included in this guidebook.

“It would be nice to get the results back in like a one-to-two-page document to see an overview of what was actually learned from the survey so that you know your data was used in a meaningful way.”

– NAAC member

“So fabulous! The visuals somehow address all the main points in such a beautiful manner! Two and a half hours of talking summed up in such an attractive graphic!”

– NAAC Member

Accessible. When discussing how to improve data collection processes, NAAC members emphasized the importance of using clear, concise language in survey and focus group questions and translating surveys into multiple languages to reach more providers and parents. They also requested a list of definitions for commonly used acronyms and abbreviations; that list is included in this guidebook.

“Es necesario tener acceso en español. Gracias por estar haciendo algo al respecto y es necesario ver que se hace con los padres para involucrar en el desarrollo del niño. (It is necessary to have access in Spanish. Thank you for doing something about this and it is necessary to see what is being done with parents to involve them in the child's development.)”

– NAAC Member



Respectful of people's time. In discussing how to engage more parents and providers in data collection efforts, NAAC members mentioned the value of compensating people for their time. Each NAAC member was paid a stipend of \$1,000 over the course of the four meetings for their participation, and there was near-perfect attendance at all four meetings. When a council member could not attend a meeting, they received the meeting recording and materials to review, sent back their thoughts and reactions to the materials, and were compensated the same as members who attended in real time.

“We want to ensure that if we take time out of our day and away from our families we are being compensated for that time and feel like the compensation reflects us as respected professionals.”

– NAAC Member

Interconnected. The first three NAAC meetings each focused on a theme—building relationships, understanding data and data collection, and creating feedback loops—all of which highlighted different types of relationships impacting Nebraska's early childhood system. During the October meeting, NAAC members used a “hub and spoke” model to explore their personal and professional connections, reflecting on how they might leverage those connections to improve early childhood policies and practices.

“The most impactful thing is how...our network of professionals...are all working together without knowing it. From the parents to the providers, to the data analysts, to [the guest speaker] in helping us make changes in the legislature and seeing how this work is a slow process, but change is happening to improve early childhood. It is all extremely exciting!”

– NAAC member

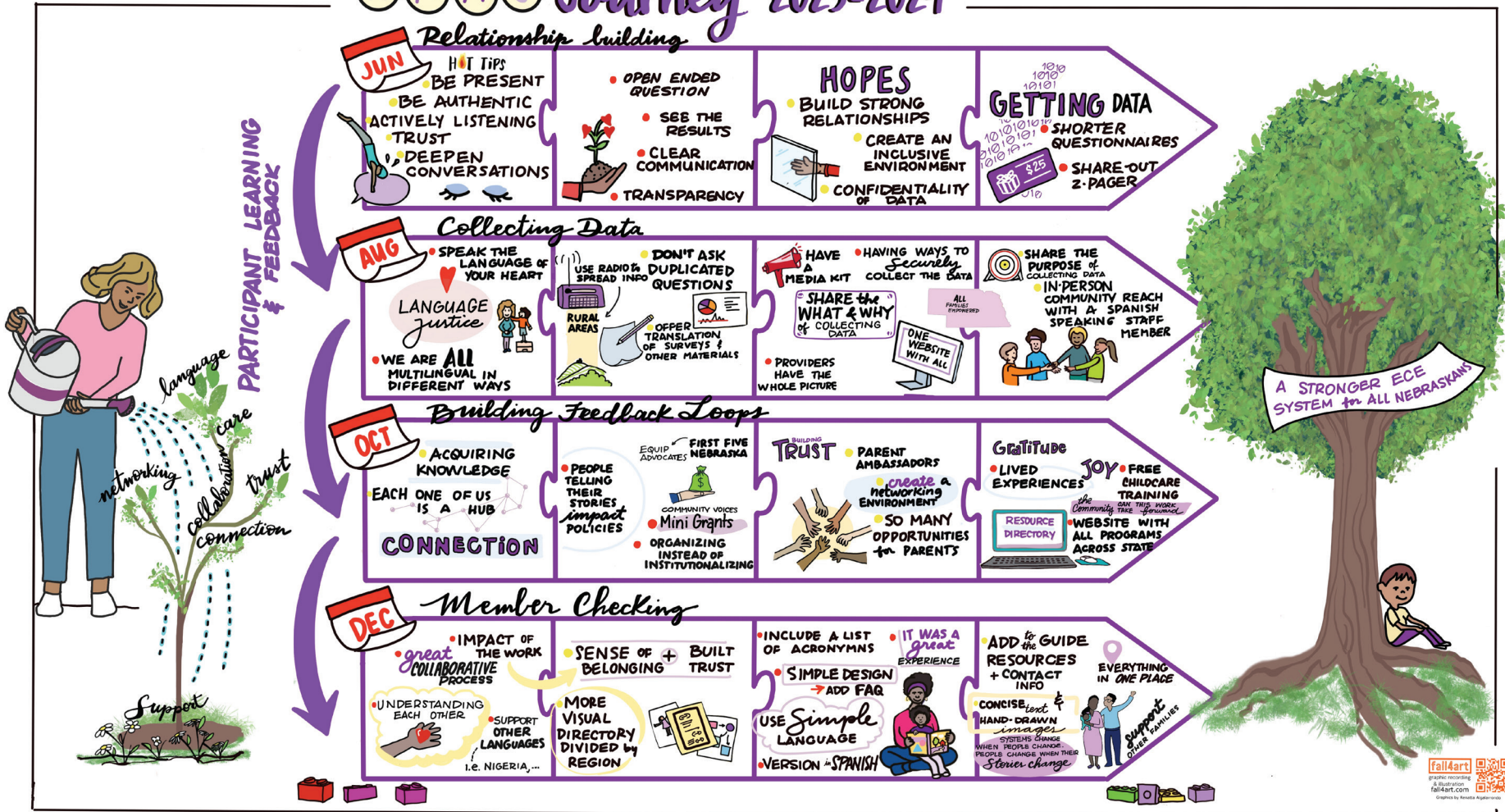


A Product of Nebraska's Preschool Development
Grant Birth through Five Needs Assessment
SEPTEMBER 2024

Our Journey.

Nebraska Needs Assessment Advisory Council Guidebook: "We are all in this together."

NAAC Journey 2023-2024



NAAC Member Directory

NAAC Member Directory

Titles and organizations as of December 2023.



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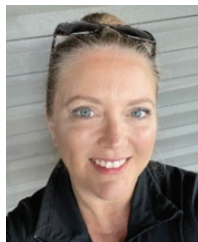


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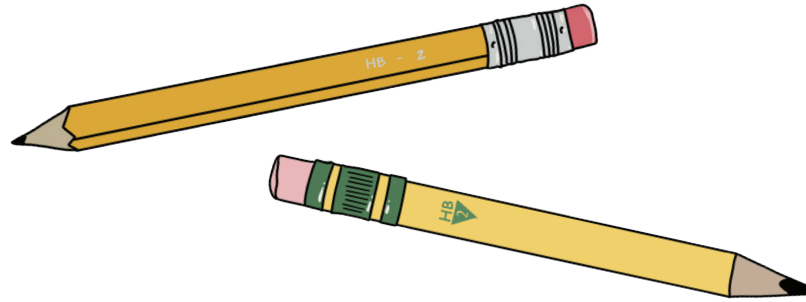
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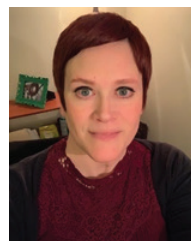
NAAC Member Directory

Titles and organizations as of December 2023.



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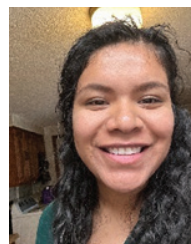
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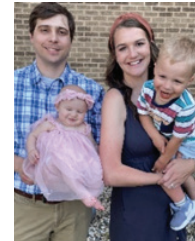


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NAAC Member Directory

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Meeting Presenters

June 29, 2023: Communities for Kids C4K+



Lindsay Bartlett
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Lindsay works every day to build bridges through communication and positive relationships, supporting our state-wide goal of having a robust community-based prevention system. She lives in Lincoln with her two daughters, two dogs, large vegetable and pollinator gardens, and a robust second career in flute performance and teaching.



Rachel Sissel
Associate Vice President Early Childhood Programs - C4K

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Rachel works with communities across Nebraska through the Communities For Kids initiative, which is focused on building the capacity and enhancing the quality of early care and education in Nebraska. She was previously based in Garden County and loved life in the panhandle but has recently returned to her hometown of Fremont, Nebraska with her two very active, hilarious, and loving sons!

Meeting Presenters

August 31, 2023: Data Collection and Use



Abbie Raikes, Ph.D.

*Associate Professor
Director of Global Early Childhood Development*

**Department of Health Promotion
College of Public Health
University of Nebraska Medical Center**

Abbie applies the science of child development and public health to national and global issues facing young children. Her work focuses on early childhood development, the quality of children's learning environments, and the use of data to build, implement, and improve early childhood programs and policies.



Josh Shirk, Ph.D.

Research Coordinator

Voices for Children in Nebraska

Josh recently graduated from the University of Nebraska at Omaha with a Ph.D. in public administration. His research has appeared in *Administration & Society* and *Community Development*, and his primary role with Voices for Children is the yearly publication, the *Kids Count in Nebraska Report*. In his free time, Josh enjoys spending time with his wife and two children, playing pick-up basketball, and reading continental philosophy.

Meeting Presenters

August 31, 2023: Data Collection and Use



Becky Vogt
Survey Research Manager

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University of Nebraska-Lincoln

Betty conducts the Nebraska Rural Poll, an annual survey that monitors changes in Nebraska's rural community life and gives local and state leaders a better understanding of the issues, challenges, and concerns of our rural citizens. She has also conducted numerous evaluations, community surveys, and marketing studies, and she actively participates in the Rural Prosperity Nebraska Team in Nebraska Extension.



Ben Baumfalk
Early Childhood Integrated Data System (ECIDS) Project Lead

Nebraska Dept. of Education

Ben has worked in the education field in various capacities, including teaching, supervising before and after-school programs, as a research and evaluation specialist, and as an early childhood policy research analyst. He leads the Nebraska Early Childhood Integrated Data System (ECIDS) project, which will bring together data from various agencies and organizations to answer key questions about the delivery and effectiveness of the state's programs and services. He is pursuing a Ph.D. in quantitative, qualitative, and psychometric methods at UNL.



Jared Stevens

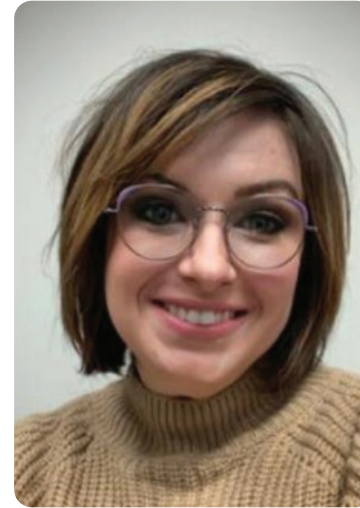
*Early Childhood Integrated Data System
(ECIDS) Data Outreach Lead*

Nebraska Dept. of Education

Jared assists with the development, implementation, and analysis of research and evaluation efforts at NDE. He is passionate about improving education systems and making a difference in the lives of young people. He is currently working on a Ph.D. in quantitative, qualitative, and psychometric methods at UNL.

Meeting Presenters

October 26, 2023: Parent Ambassadors



Jodi-Renee Girón

Grassroots & Outreach Advisor

First Five Nebraska

Jodi-Renee organizes and facilitates community-based programs focused on increasing accessibility and inclusion in education and the arts. She has facilitated diversion programs for youth at risk in Colorado and provided outreach for a prisoner reentry program in Michigan. Since moving to Lincoln, Nebraska in 2016, she has worked in refugee resettlement, arts access conversations, and was part of the Community Learning Centers team in Lincoln Public Schools. She also serves on UNL Extension's Health Equity Task Force.



Jess Parker

Parent Ambassador Mentor

Nebraska Early Childhood Collaborative (NECC)

Jess is a Nebraska Early Childhood Collaborative parent ambassador alumni from 2021 and has served as the NECC parent ambassador mentor for the past two years. She sits on the steering committee and is co-chair for the Program and Family Voice Committee through The National Center on Parent, Family, and Community Engagement. She is a former Early Head Start Parent Policy Council Member, a member of the Lincoln Public Schools PTO, an avid education advocate, and full-time mom of three.



Ilissa Talkington

Parent Ambassador Program Manager

Nebraska Early Childhood Collaborative


Ilissa is an experienced advocate for children, parents, and families. In her current role, she works to elevate parent voices, particularly the voices of those who are often marginalized and without a platform, in order make real changes in our communities. Her previous experience includes providing direct care for at-risk youth, serving military families as a mental health technician, working as a family resource specialist, and supervising programs to support young parents.

Presented by:



Visual Notes of Meetings

Relationship building. – June 2023



RELATIONSHIP BUILDING

CONSTRUYENDO RELACIONES

make it feel easy
haz que parezca fácil

HOT TIPS

DEEPEN CONVERSATIONS
PROFUNDIZAR EN LAS CONVERSACIONES

SHOW GENUINE INTEREST
WE ARE PROFESSIONALS AND ALSO PEOPLE

MOSTRAR INTERÉS GENUINO
SOMOS PROFESIONALES PERO TAMBIÉN GENTE CON VIDA PERSONAL

BE AUTHENTIC
SÉ AUTÉNTICO

WE ARE HERE TO LISTEN and TO LEARN TOGETHER

ESTAMOS AQUÍ PARA ESCUCHAR Y APRENDER JUNTOS

BE PRESENT

ESTAR PRESENTE

ARE YOU RUSHING?
-PEOPLE CAN SENSE THAT
DON'T CHECK YOUR PHONE

¿ESTÁS APURADA(O)(ES)?
-LA GENTE LO NOTA

ACTIVELY LISTEN
ESCUCHAR ACTIVAMENTE

SHARE SOMETHING BACK THAT CONNECTS WITH PEOPLE

COMPARTIR ALGO QUE ESCUCHASTE TENER EN COMUN Y HACER LA CONEXIÓN PERSONAL

TRUST
CONFIANZA

PEOPLE TRUST THE WORK WHEN THEY CAN SEE THEMSELVES IN THERE

LA GENTE CONFÍA EN EL TRABAJO CUANDO SE VE REFLEJADA EN ÉL

JUNE MEETING

HOPES

LO QUE ESPERAMOS

CREATE AN INCLUSIVE ENVIRONMENT AND SUPPORT TO ALL NEBRASKA FAMILIES	CREAR UN AMBIENTE INCLUSIVO Y APOYAR LAS FAMILIAS EN NEBRASKA
INCLUSION CLEAR COMMUNICATION	INCLUSIÓN Y COMUNICACIÓN BIEN CLARA
BUILD STRONG RELATIONSHIPS	ESTABLECER RELACIONES SÓLIDAS
LEARN FROM EACH OTHER	APRENDER UNO DE OTROS
GAIN SOME STRATEGIES FOR CHILD CARE and FILL THOSE GAPS	OBTENER ESTRATEGIAS PARA EL CUIDADO CON LOS NIÑOS Y ADEREZAR LAS CARENCIAS
ME GUSTA AYUDAR LAS FAMILIAS QUE NO TIENEN RECURSOS PARA UNA GUARDERÍA DE CALIDAD O NO TIENEN PAPELES	HELP FAMILIES THAT CAN'T AFFORD HIGH QUALITY CHILD CARE BECAUSE OF LOW INCOME OR LACK OF DOCUMENTATION

GETTING DATA

OBTENCIÓN DE DATOS

NOT GETTING ACCURATE DATA	NO DISPONER DE DATOS PRECISOS	OVERWHELMING AMOUNT OF QUESTIONS	CONFUSIÓN DE WHAT ROLE WE HAVE
SENSITIVE QUESTIONS REQUIRE SENSITIVE RESPONSES - CONTEXT	CONTEXTU SENSIBLE	SHORTER QUESTIONNAIRES	LESS DETAILED
CUESTIONARIOS MÁS BREVES Y NO TAN FRAGMENTADOS	MISMAS PREGUNTAS EN TODAS LAS CITAS	CONFIDENTIALITY	CONFIDENCIALIDAD DE LAS INFORMACIONES
ACCESS TO RESULTS	ACCESO A LOS RESULTADOS	USE OF IT	TRANSPARENCIA → ¿POR QUÉ? → ¿CÓMO VAN UTILIZAR?
		MORE NUANCE TO ANSWER THE QUESTIONS	MÁS Matices PARA RESPONDER LAS PREGUNTAS
		SHARING THE RESULTS	COMPARTIR LOS RESULTADOS
		MISCOMMUNICATION & WRONG CONCLUSIONS	MA'LA COMUNICACIÓN Y CONCLUSIONES ERRÓNEAS

The first NAAC meeting, held in June 2023, focused on relationship building. The NAAC planning team prioritized the expertise of NAAC members, encouraging them to share the knowledge they have gained through their experiences. Rachel Sissel and Lindsay Bartlett of Nebraska Children and Families Foundation's C4K+ team were the guest presenters and shared their "hot tips" for building relationships.

Visual Notes of Meetings

Perceptions and questions regarding needs assessment. – June 2023

REPORT OUT

JUNE MEETING

Buffett Early Childhood Institute
at the University of Nebraska

WITH THE \$25 GIFT CARD WE FEEL APPRECIATED AND OUR OPINION IS VALUED
RECOMPENSA 25\$ SI SENTENSE BIEN Y QUE SU OPINIÓN TIENE VALOR

EXPERIENCIAS CON ENCUESTAS EN SU IDIOMA
TARJETA DE REGALO POR RESPONDER

EXPERIENCE WITH SURVEYS IN OTHER LANGUAGE
GET A GIFT CARD FOR ANSWERING THE SURVEY

FOCUS GROUPS ALLOWS MORE NUANCE OF DISCUSSIONS
BETTER RESULTS

GRUPOS DE ENFOQUE MUESTRAN MATICES DE LAS DISCUSIONES
MEJORES RESULTADOS

SO MANY SURVEYS
TANTAS ENCUESTAS...

FEELS WASTE OF TIME IF YOU CAN'T SEE RESULTS
PARECE UNA PIERDA DE TIEMPO SI NO VEMOS RESULTADOS

TRANSPARENCY ABOUT THE CONNECTION FG → SURVEY

MA'S TRANSPARENCIA SOBRE LA CONEXIÓN ENTRE GRUPOS DE ENFOQUE Y LA ENCUESTA

BEING HEARD? ¿NOS ESCUCHAN?

DRG. PUT Q'S TOGETHER
CUALES SON LAS ORGANIZACIONES QUE ELIGEN LAS PREGUNTAS

SHARE OUT ONE-TWO PAGER
COMPARTIR UN RESUMEN DE 2 PÁGINAS

COMMUNICATION & FOLLOW UP
COMUNICACIÓN Y SEGUIMIENTO

IS THE LANGUAGE NOT CULTURALLY RELEVANT?
¿DEL GOBIERNO? NO HAY RETROALIMENTACIÓN SOBRE LAS ENCUESTAS ¿PARA GUARDERÍA?

TECHNICAL QUESTIONS
DON'T HAVE THE BACKGROUND

WE DON'T RECEIVE FEEDBACK ABOUT THE SURVEYS
GOVERNMENT? CHILD CARE?

DESIRE TO UNDERSTAND THE SURVEY
DESEDO DE ENTENDER LA ENCUESTA

OPEN ENDED QUESTIONS
PREGUNTAS ABIERTAS

LANGUAJE SENCILLO Y TIENEN QUE CONOCER EL GRUPO
NACIONALIDAD EDAD ETC.
TERMOS MEDICOS

MEJORAR LA CLARIDAD DE LAS PREGUNTAS Y UTILIZAR LENGUAJE AMIGABLE WITH LAY LANGUAGE
SUGERENCIA: BRINDAR MA'S RESULTADOS DE LAS ENCUESTAS

IMPROVE CLARIFICATION OF THE QUESTIONS AND
SUGGESTION: SHARE RESULTS AND WHO SENDS THE SURVEY AND WHAT IS IT FOR

SEE THE RESULTS
VER LOS RESULTADOS

WHAT IMPACT OR CHANGE BECAUSE OF THE SURVEYS
QUÉ IMPACTO O CAMBIO VIENEN POR LAS ENCUESTAS

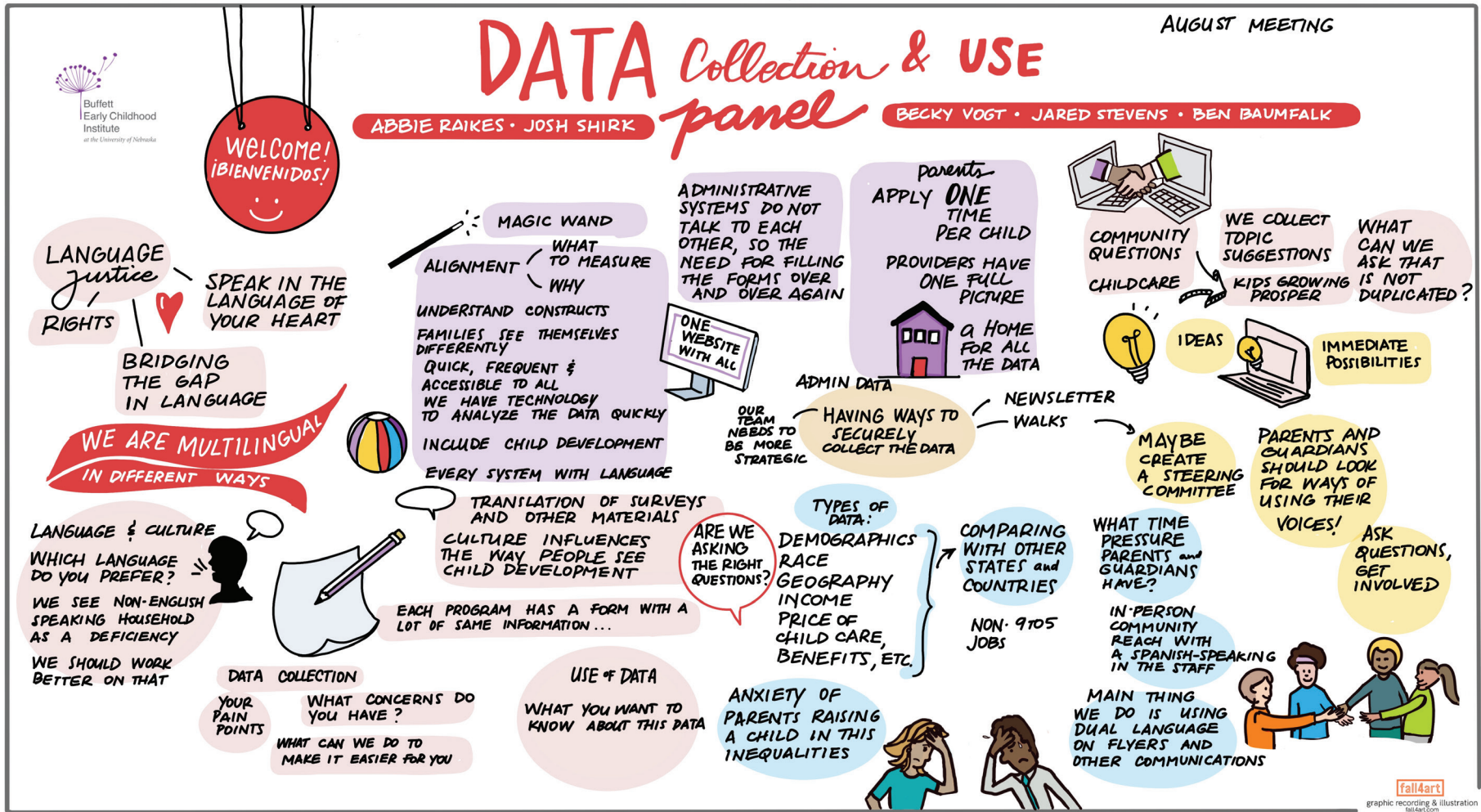
WHO IS SENDING THE SURVEYS AND WHAT IT IS GOING TO BE USED FOR?
¿QUIÉN ENVÍA LA ENCUESTA Y PARA QUÉ VA A SER UTILIZADA?

OPPORTUNITY TO INDIVIDUALS TO SHARE THEIR THOUGHTS & FEEDBACK
OPORTUNIDADES PARA INDIVIDUOS COMPARTIR SUS IDEAS Y RETROALIMENTACIÓN

In breakout sessions, NAAC members reviewed survey and focus group protocols used by the PDG needs assessment team and discussed their perceptions and questions regarding the protocols.

Visual Notes of Meetings

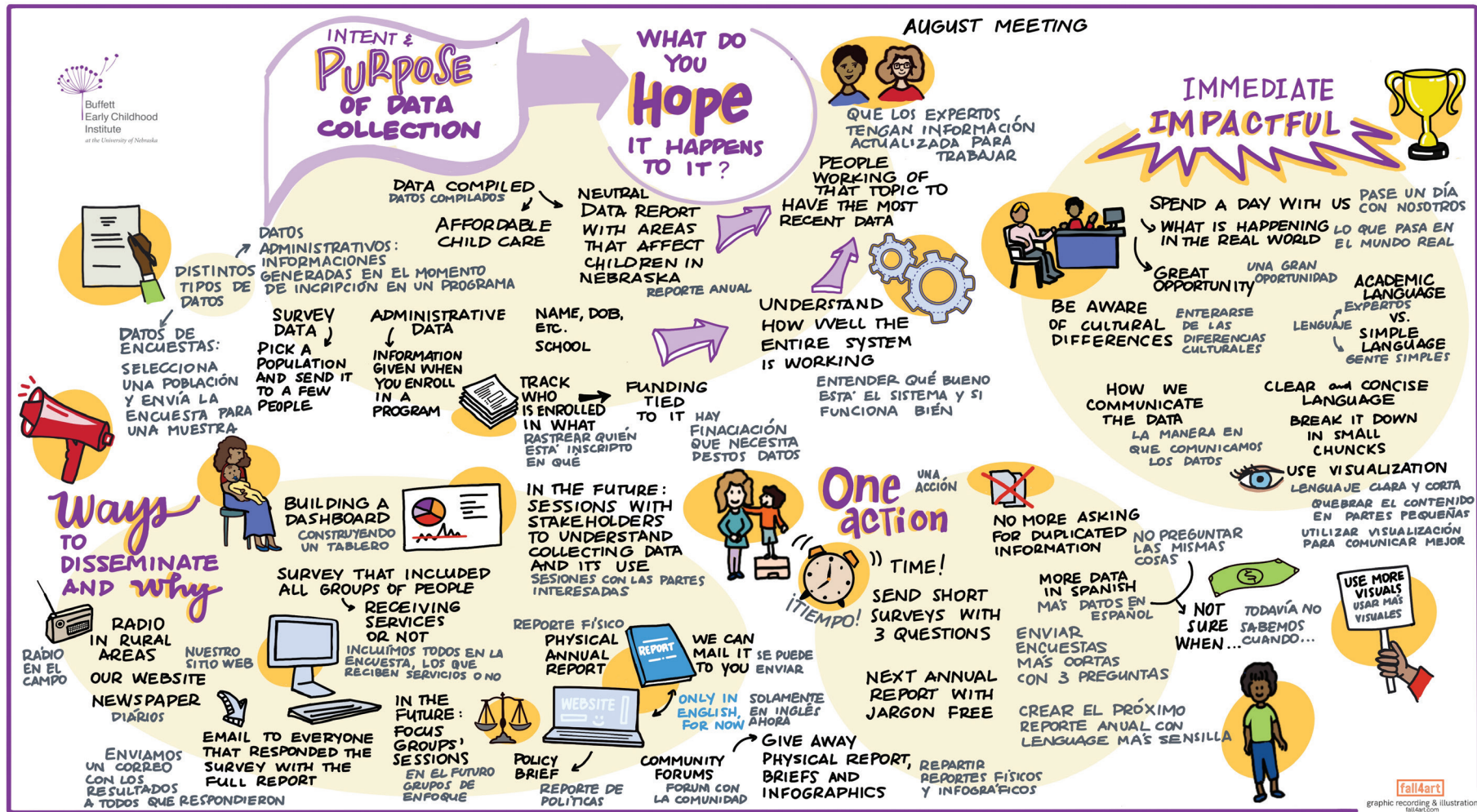
Importance of language justice in data collection and use. – August 2023



The August NAAC meeting began with a discussion about the importance of “language justice,” which involves building communication “bridges” between speakers of different languages so all participants can “speak in the language of their hearts.” Guest presenters included Ben Baumfalk, Abbie Raikes, Josh Shirk, Jared Stevens, and Becky Vogt, who shared information about their work collecting and using early childhood data.

Visual Notes of Meetings

Intent and purpose of data collection. – August 2023




In breakout sessions, NAAC members discussed what they heard from the guest presenters and formulated questions for the guest panel. NAAC members also shared suggestions about what could be done with collected data or how it could be disseminated more effectively.

Visual Notes of Meetings

Supporting parents and providers in data collection. – August 2023

AUGUST MEETING

Report Out



COMO LA CULTURA Y IDIOMAS TOMADOS EN CONSIDERACIÓN Y DE TENER INTERPRETES WE APPRECIATE HAVING TRANSLATORS

NIÑOS APRENDEN DE VARIAS CULTURAS

APRENDEN MÁS PALABRAS THEY LEARN MORE WORDS

INTENCIONALIDADE DE HABLAR UN LENGUAJE SENSILLO

DIFERENCIAS CULTURALES

MIRAR PARA BAJO vs. MIRAR OJO A OJO

CULTURAL DIFFERENCES LOOK DOWN vs. EYE TO EYE

DATA CENTRALIZED IN ONE PLACE

DATA EN UN LUGAR CONCENTRADO

ENSEÑAR COMO ACCESAR LOS DATOS

TEACH US HOW TO ACCESS THE DATA

ENVOLUCRAR A LOS PADRES EN LA EDUCACIÓN DE LOS HIJOS

INVOLVE PARENTS IN THEIR KIDS EDUCATION

MUY INTERESANTE LA INFORMACIÓN DE LOS PANELISTAS PERO TALVEZ HACER SESIONES MÁS CORTAS

VERY INTERESTING THE CONTENT SHARED BY THE PANELISTS, BUT MAYBE SHORTER SESSIONS WOULD BE NICE

DIFERENCIA EN AREAS RURALES: NO HAY OPCIÓN DE ESCUELAS DE MEJOR CALIDAD

RURAL AREAS HAVE NO OPTION OF HIGHER QUALITY SCHOOL

CHILDREN LOOSE CONNECTION WITH THEIR CULTURE AND VALUES BECAUSE EVERYTHING IS THOUGHT IN ENGLISH

LOS NIÑOS ESTÁN PERDIENDO LA CONEXIÓN CON SU CULTURA Y VALORES PORQUE LA ENSEÑANZA ES SOLAMENTE EN INGLÉS

EXTREME SITUATION WITH MENTAL HEALTH

SITUACIÓN EXTREMA CON SALUD MENTAL

SPECIAL EDUCATION NOT PRESENT

NO HAY EDUCACIÓN ESPECIAL

THE ISOLATION OF EARLY EDUCATION IS EXHAUSTING

LO ISOLADO QUE ES EDUCACIÓN DE NIÑOS 0-5

REPORT OUT

DATA REGARDING CHILD DEVELOPING

DATOS SOBRE EL DESARROLLO INFANTIL

CULTURE DIFFERENCES

DIFERENCIAS CULTURALES

EQUITABLE OPPORTUNITIES

OPORTUNIDADES EQUITATIVAS

MEETING PEOPLE WHERE THEY ARE AT ESTÁI

ENCONTRAR LA GENTE DONDE ESTÁN

HOW ARE YOU COLLECTING DATA?

¿CÓMO COLECTAN LOS DATOS?

PAPER / PHONE CALLS / EMAIL?

PAPEL / LLAMADAS POR TELEFONO / CORREO ELECTRONI

WHAT'S THE PURPOSE OF COLLECTING THE DATA?

¿CUAL ES EL PROPOSITO DE LA ENCUESTA?

WHAT & WHY?

PROVIDERS

TRANSPARENCY ON CHILD CARE COST

PROPORCIÓN DE YOUR FAMILY INCOME

TRANSPARENCIA EN EL COSTO DEL CUIDADO DE LOS NIÑOS

REFLECTIVE PRACTICE

PRÁCTICA REFLEXIVA

COME AND SPEND A DAY WITH US

VENGA A PASAR UN DÍA CON NOSOTROS

Barriers

CHILD CARE

SERVICES AVAILABLE

SERVICIOS DISPONIBLES

HOW FAR IS IT? ¿DISTANCIA? DRIVE? ¿HAY QUE MANEJAR?

COST OF CHILDCARE & LOCATION

COSTO Y LOCAL

HAVE TECHNOLOGY TO GATER THIS DATA

HAY TECNOLOGÍA PARA ANALISAR LOS DATOS

FOCUS ON THE PEOPLE PART AND COLLABORATE

ENFOCAR EN LA COLABORACIÓN

LOCALIZE THINGS I.E. MEDIA KIT

WAYS OF DISSEMINATION

MANERAS DE DISEMINAR MENSAJES

RADIO

HOW ARE YOU SETTING YOUR COMMUNICATIONS APART?

¿CÓMO TU COMUNICACIÓN ESTA DIFERENCIADA?

THINK OUTSIDE THE BOX

PENSAR FUERA DE LA CAJA

"Spend a day" WITH A PROVIDER OR FAMILY

PASAR UN DÍA CON PROVEEDOR O CON UNA FAMILIA

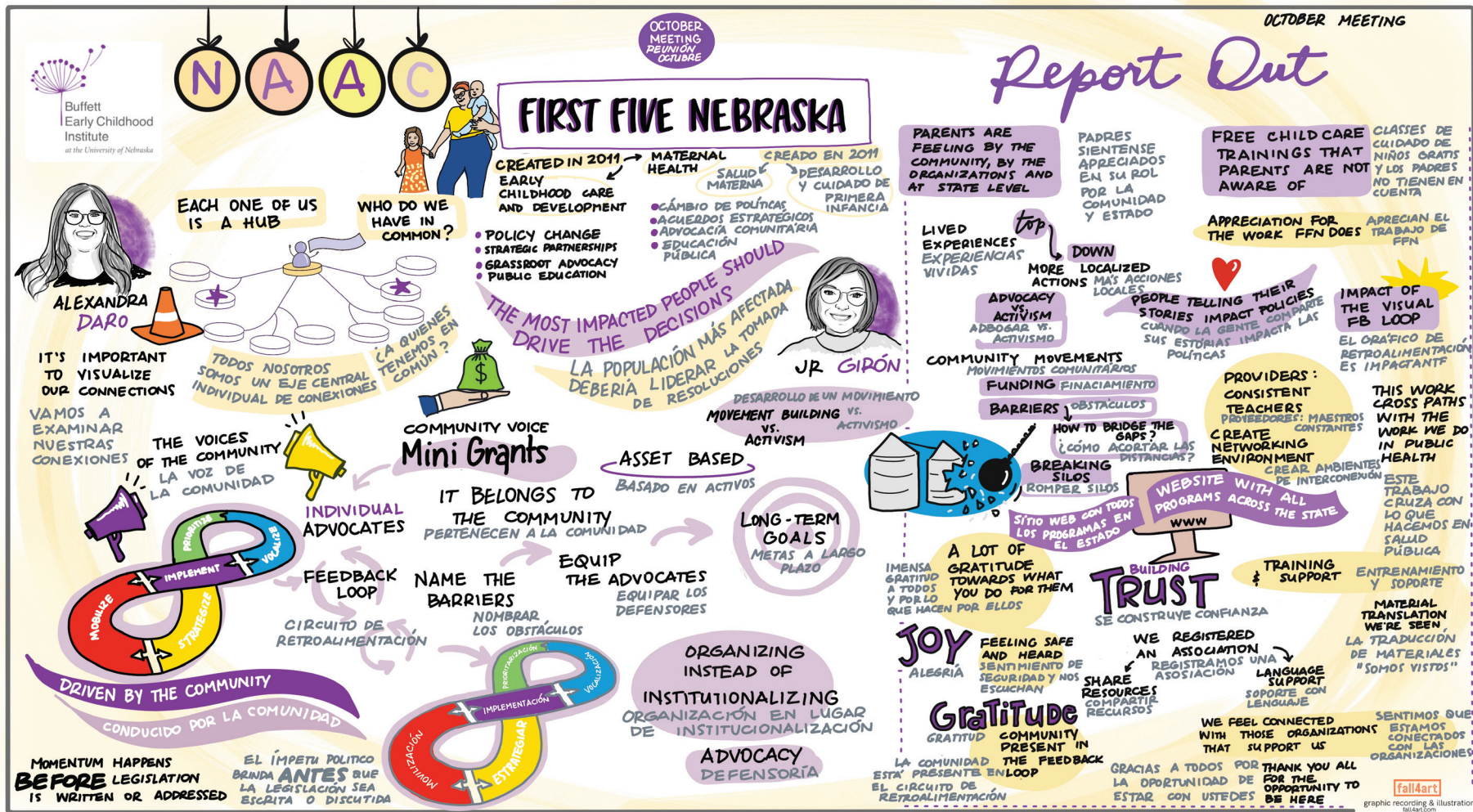
UNDERSTANDABLE DATA → SIMPLE LANGUAGE

DATOS MÁS FÁCIL DE ENTENDER CON LENGUAJE MÁS SENSILLA

NAAC members also shared their perspectives regarding changes that could be made to help parents and providers provide information and ways that data collectors could support respondents.

Visual Notes of Meetings

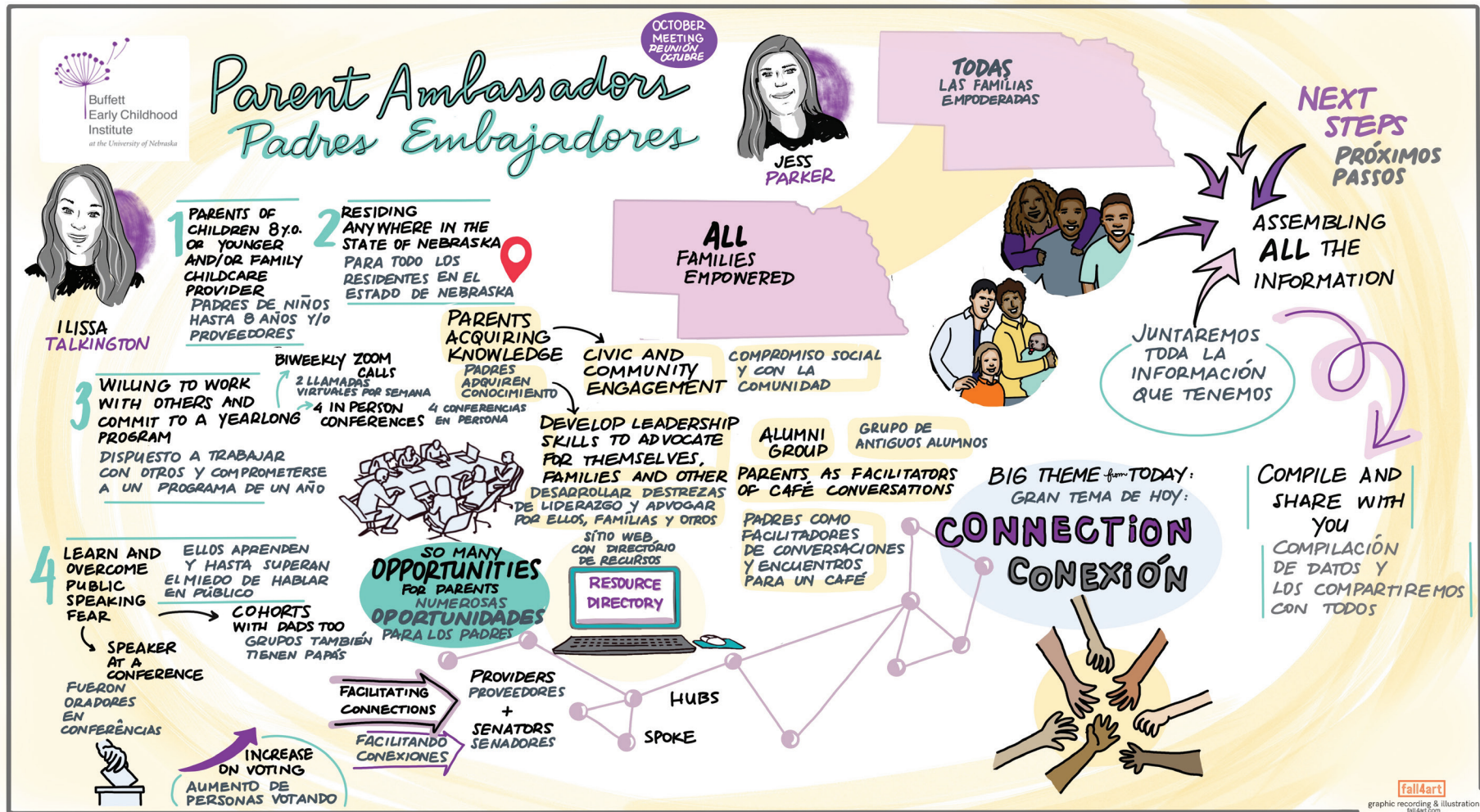
Feedback loops. – October 2023



The focus of the October meeting was building feedback loops. The “hub and spoke” model was used to illustrate how connected NAAC members already are, both personally and professionally. Guest presenters were Jodi-Renee (JR) Girón from First Five Nebraska and Ilissa Talkington from Nebraska Early Childhood Collaborative. JR shared about her work with grassroots movements and the feedback model she has developed in her work.

Visual Notes of Meetings

Parent ambassador program and connection. – October 2023



Ilissa shared about the Parent Ambassador program, with parent ambassador Jess Parker. Small group breakout sessions focused on understanding connections between NAAC members and discussing what members felt they gained over the course of the first three NAAC meetings.

Visual Notes of Meetings

Member checking. – December 2023

NAAC DECEMBER MEETING

DEC 7, 2023

UNDERSTANDING EACH OTHER
ENTENDIÉNDOSE EL UNO AL OTRO

THE IMPACT OF THE WORK
EL IMPACTO DEL TRABAJO

SENSE OF BELONGING
SENTIMIENTO DE HACER PARTE

TRUST
CONFIANZA

DIRECTORY DIRECTORIO
MORE VISUAL AND DIVIDED BY REGION
MÁS VISUAL Y SEPARADO POR REGIÓN

¿CÓMO MEJORAR? HOW TO IMPROVE?

- MÁS FACIL DE ENTENDER EASIER TO UNDERSTAND
- MÁS FOTOS Y MÁS IMÁGENES
- INFOGRAFÍAS INFOGRAPHICS
- INCLUIR LA VISIÓN DE FUTURO DEL PROGRAMA
- INCLUDE THE FUTURE VISION
- LO VAN A LEER?
- ¿SE PUEDE HACER UN REPORTE VISUAL? INCLUDE GRAPHICS TO ENGAGE
- MÁS VISUALES MORE VISUALS IN THE SPANISH VERSION
- ADD RESOURCES GUIDE
- WHO SHOULD RECEIVE IT? TO COUNCIL MEMBERS OUR GOVERNOR POLICY MAKERS POLITICIANS TRIBAL COMMUNITIES PROVIDERS UNIVERSITIES
- ¿QUIÉN RECIBE UNA COPIA? POLÍTICOS, ALCALDES, OFICINAS PÚBLICAS
- MÁS SIMPLE, BREVE Y BOSQUEADO SIMPLER DESIGN CONCISE & HAND DRAWN
- INCLUDE SUCCESS STORIES
- INCLUDE HISTORIAS DE ÉXITO
- MÁS HISTORIAS PERSONALES
- MORE PERSONAL STORIES

COLLABORATION COLABORACIÓN

CONSTRUIMOS UN NETWORK Y USTEDES PUEDEN LLEVAR ESTE TRABAJO ADELANTE

WE BUILT A NETWORK AND YOU CAN TAKE THIS WORK FORWARD

¿ELIMINAR? ELIMINATE

CONTENIDO MUY LARGO RESUMIR EL CONTENIDO LENGUAJE TÉCNICO

ABREVIATURAS ABBREVIATIONS

SON NECESARIAS Y CON UNA BREVE EXPLICACIÓN GREAT TO HAVE THEM

ADD TO IT

- CONTACT INFORMATION
- A BLURB ABOUT THE INITIATIVES
- RESOURCES ORGANIZED BY LOCATION & BY TOPIC AREAS
- FAQ
- GUIDANCE DOCUMENTATION
- HOW TO USE THE GUIDE BOOK
- ANADIR: FRASES SOBRE INFORMACIÓN DE CONTACTO FAQ COMO USAR LA GUÍA

WHAT'S MISSING? ¿QUÉ FALTA?

- SYSTEMS MAP MAPA DE SISTEMAS
- HOW TO USE IT COMO UTILIZAR LA GUÍA
- SURVEYS & DATA COLLECTION ENCUESTAS Y COLECTA DE DATOS

GUIDE BOOK LIBRO DE GUÍA

YES, WE WILL USE IT! SENSE OF ACCOMPLISHMENT

IT WAS GREAT TO HAVE language justice

GRAPHICS: A DIFFERENT AND GREAT WAY TO COME BACK TO THE CONTENT

TO A SPONSOR I'D SAY: IF YOU HAVE THE FUNDS, THEY ARE THE CHILDREN OF OUR COUNTRY

A UN PATROCINADOR LE DIRIA: SI HAY FONDOS EN LOS NIÑOS, QUE SON EL FUTURO DE NUESTRO PAÍS

PREVENTION IS THE WAY TO GO PREVENCIÓN ES EL CAMINO

IMPORTANT QUE LOS POLÍTICOS ESCUCHEN NUESTRAS HISTORIAS

IMPORTANT POLITICIANS, POLICY MEMBERS, COUNCIL MEMBERS TO LISTEN TO OUR STORIES

HISTORIAS IMPACTAM MUCHÍSIMO

OTHE LANGUAGES OTROS PAÍSES I.E. NIGERIA

APOYANDO CON OTROS IDIOMAS

LATINO AMERICA

APPOYAR OTRAS FAMILIAS A CONOCER ESTE TRABAJO

SUPPORT OTHER FAMILIES TO KNOW THIS WORK

DIGITAL & HARD COPY COPIA DIGITAL Y IMPRESO

IT WAS GREAT TO LEARN THAT SO MANY ORGANIZATIONS HAVE INTEREST IN TAKING CARE OF KIDS 0-5

FUÉ MUY BUENO APRENDER QUE HAY GENTE Y ORGANIZACIONES QUE ESTÁN CUIDANDO DE LOS NIÑOS

IT WAS GREAT TO LEARN THAT SO MANY ORGANIZATIONS HAVE INTEREST IN TAKING CARE OF KIDS 0-5

the power of Storytelling

CHANGE Yet! YOU CAN LEAD THE CHANGE NEEDED THE MAGIC OF YET! CHANGES THE STORY TO POSITIVE

fall4art graphic recording & illustration

The December NAAC meeting focused on “member checking”—a process where researchers check in with individuals who provided data to make sure that the researchers’ interpretations are in line with what individuals were trying to communicate. The NAAC planning team checked in with NAAC members to ensure that the planned deliverables were going to meet the expectations of NAAC members. The December meeting also focused on the impact of storytelling in driving change.

Acronyms & Abbreviations

Acronyms & Abbreviations



ACA – Affordable Care Act

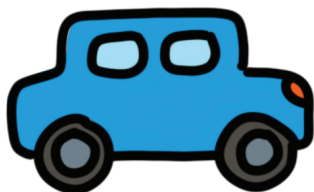
Healthcare reform law passed in 2010 aiming to increase healthcare coverage and the affordability of healthcare.

ACE – Adverse Childhood Experiences

Refers to potentially traumatic events that can have a negative, lasting effect on an individual's health and well-being. Adverse childhood experiences can include physical, emotional, or sexual abuse to the death or incarceration of a parent or guardian.

ACF – Administration for Children and Families

Division of US Dept. of Health and Human Services, promoting the economic and social wellbeing of families, children, individuals and communities.



AQuESTT – Accountability for a Quality Education System, Today and Tomorrow

Nebraska's accountability system.

Classification levels:

- 4 = Excellent
- 3 = Great
- 2 = Good
- 1 = Needs Improvement

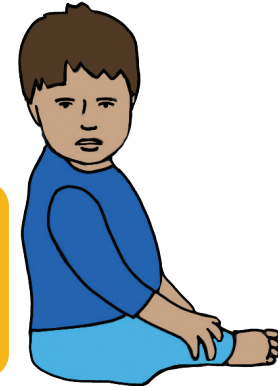
Tenets:

- 1 = Positive Partnerships, Relationships & Student Success
- 2 = Transitions
- 3 = Educational Opportunities & Access
- 4 = College & Career Ready
- 5 = Assessment
- 6 = Educator Effectiveness

<http://aquestt.com/>

ASQ – Ages and Stages Questionnaire

Pinpoints developmental progress in children between the ages of one month to 5 ½ years.



BECF – Buffett Early Childhood Fund

Provides funding to projects focused on early childhood wellbeing and outcomes (ages birth-8).

www.buffettearly.org

BECI – Buffett Early Childhood Institute

Institute at the University of Nebraska that aims to improve early childhood (ages birth-8) outcomes through research and policy.

<https://buffettinstitute.nebraska.edu>

BHECN – Behavioral Health Ed Center of NE

Through the University of Nebraska Medical Center (UNMC), BHECN recruits and educates students in behavioral health fields and trains and retains professionals already in the workforce.

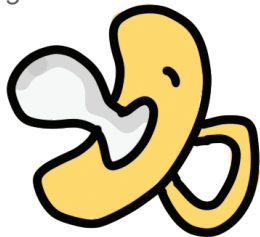
Acronyms & Abbreviations

BOSR – Bureau of Sociological Research

A research organization out of the University of Nebraska-Lincoln (UNL) that provides high quality research services in the areas of mail survey, web surveys, telephone interviewing, in-person interviews and focus groups. BOSR provides research services for state, government and local organization outside of the University as well as UNL faculty, administrators, departments and students.

BUILD Initiative

Early Childhood Funders Collaborative (ECFC) started the program in 2002 to support state leaders in the development of comprehensive early childhood systems. <https://buildinitiative.org/>



CACFP – Child and Adult Care Food Program

Pays for nutritious meals and snacks for eligible children enrolled at participating childcare centers and family childcare homes and provides ongoing training, technical assistance and support.

CAEP – Council for the Accreditation of Educator Preparation

Advances excellent educator preparation through evidence-based accreditation that assures quality and supports continuous improvement to strengthen P-12 student learning. <http://www.caepnet.org>

CAPTA – Child Abuse Prevention and Treatment Act

Provides federal funding to states and provides a minimum definition of child abuse and neglect.

CAT – Community Assessment Tool

A tool used to gather and evaluate community data to assess the community's needs and assets.

CCDBG – Child Care and Development Block Grant

The source of discretionary funding for the Child Care and Development Fund (CCDF). The CCDBG was originally enacted under the Omnibus Budget Reconciliation Act of 1990. In 2014, Congress reauthorized the CCDBG for the first time since 1996, and included new laws and requirements related to the quality and availability of CCDF funded childcare programs and related activities.

CCDF – Child Care and Development Fund

A federally funded program that provides block grants to states to subsidize the childcare expenses of working parents/families so they can participate in educational or training opportunities. Each state creates its own CCDF plan that is approved and administered by the Office of Child Care (OCC) at the U.S. Department of Health and Human Services (HHS). The CCDF also funds activities intended to improve the overall quality and supply of childcare for families, such as by providing technical assistance and promoting coordination among early learning and after-school programs.

CCSSO – Council of Chief State Officers

A nationwide, nonpartisan, nonprofit organization of public officials who head departments of education.

CDC – Consolidated Data Collection

Web-based system to collect data for state and federal reporting not collected through the Nebraska Student and Staff Record System (NSSRS).



Acronyms & Abbreviations

CDCTC – Child and Dependent Care Tax Credit

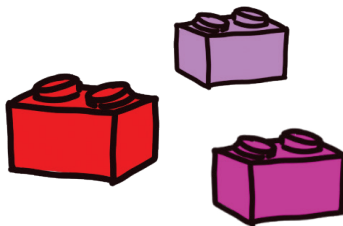
Offsetting a portion of eligible families' childcare expenses, it is the only federal tax credit designed specifically to address childcare affordability. The Child Tax Credit (CTC) is a different credit, with different purposes.

CEELO – Center on Enhancing Early Learning Outcomes Research

Funded by US Dept. of Education to foster sustainable change in state policy and practice for children, from birth to 3rd grade.

CHIP – Children's Health Insurance Program

Federal-State partnership program that provides health coverage options for children whose families earn too much to qualify for Medicaid but too little to afford marketplace or other coverage. It was formerly known as S-CHIP (for State) and is sometimes still called by that name.



CLASP – Center for Law and Social Policy

A national, nonpartisan, anti-poverty nonprofit advancing policy solutions for low-income people.

<http://www.clasphome.org>

CLASS – Classroom Assessment Scoring System

A tool which evaluates the quality of interactions that teachers have with students, done through observation.

CSCCE – Center for the Study of Child Care Employment

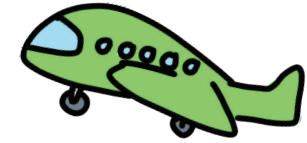
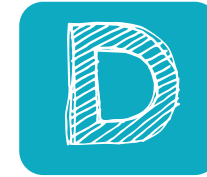
Conducting research and proposing policy solutions aimed at improving how our nation prepares, supports, and rewards the early care and education workforce since 1999.

<http://cscce.berkeley.edu/>

CSEFEL – Center on the Social and Emotional Foundations for Early Learning

National resource center disseminating research and evidence-based practices to early childhood programs; focused on promoting the social emotional development and school readiness of young children, from birth until age 5.

<http://csefel.vanderbilt.edu/>



DAP – Developmentally Appropriate Practice

In early learning settings reflects knowledge of child development and an understanding of the unique personality, learning style and family background of each child.

DEC – Division for Early Childhood of the Council for Exceptional Children

Promotes policies and advances evidence-based practices that support families and enhance the optimal development of young children (0-8) who have or are at risk for developmental delays and disabilities.

<http://www.dec-sped.org/>

DLL – Dual Language Learner

Refers to children under the age of five who have at least one parent or guardian that speaks a language other than English at home and who are mastering their native language while learning English simultaneously.

Acronyms & Abbreviations



ECCE – Early childhood care and education

Programs that are aimed towards teaching and nurturing the growth of children ages birth-5.

ECDC – Early Child Data Collaborative (National)

Supports policymakers and ECCE data systems by providing tools, resources, and forums with the goal of improving early childhood education.

<https://www.childtrends.org/research-centers/ecdc/about>.

ECICC – Early Childhood Interagency Coordinating Council

A council which was established by the Nebraska Revised Statutes, aiming to assist agencies in carrying out provisions related to early childhood care.

<https://www.education.ne.gov/ecicc/>



ECIDS – Early Childhood Integrated Data System

A data system which contains information from several data systems, regarding families, classrooms, students, and services around children ages birth-8.

ECERS– Early Childhood Environment Rating Scale

Tool developed to analyze and rate conditions in early childhood education classrooms.

<https://www.ersi.info/ecers.html>

ECLKC– Early Childhood Learning and Knowledge Center

Official communication channel for anyone involved with Head Start and Early Head Start.

EDN – Early Development Network

Nebraska's early intervention system for children, from birth through to age 3, who have a developmental delay or disability.

<http://edn.ne.gov/cms/>

EHS – Early Head Start

An extension of Head Start, tailored to the needs of infants and toddlers.

ELC – Early Learning Connection

Nebraska's integrated system of EC professional development.

Early Steps to School Success

Birth to age 5 program targeting rural areas, assisting language/social/emotional development. Delivered through Save the Children.

ESSA – Every Student Succeeds Act

A 2015 federal law that reauthorized the Elementary and Secondary Education Act (ESSA) of 1965 (previously known as NCLB, or No Child Left Behind). The ESSA includes provisions to promote coordination in early learning among local communities; align preschool with early elementary school; and build the capacity of teachers, leaders and others serving young children to provide the highest-quality early learning opportunities. The ESSA also authorized Preschool Development Grants to support states' efforts to increase the number of children accessing high-quality preschool.



Acronyms & Abbreviations



FFN – First Five Nebraska

Organization focused on research, policy, and engagement within early childhood.
<https://www.firstfive-nebraska.org/>



Go NAPSACC – Nutritional and Physical Activity Self-Assessment for Child Care

Online tool to help early care and education programs improve nutrition and physical activity practices.
<https://www.education.ne.gov/stepuptoquality/providers-educators/enrolled-programs/go-nap-sacc/>

GOLD – Teaching Strategies Gold

Observational assessment tool used to understand each child's needs based on developmentally appropriate milestones.



HEA – Higher Education Act

Governs higher education programs and student loan programs, guiding states and institutions of higher education (IHEs) in the law's implementation. Created in 1965; last reauthorized in 2008.

HELP – Health, Education, Labor and Pensions Committee

The name of the Senate committee that has jurisdiction over health care, education, employment and retirement policies.

HS – Head Start

A federal program that provides comprehensive early childhood education, health, nutrition, and parent involvement services to low-income families. The program is designed to foster stable family relationships, enhance children's physical and emotional wellbeing and support children's cognitive skills so they are ready to succeed in school. Federal grants are awarded to local public or private agencies, referred to as "grantees" to provide Head

Start services. Head Start began in 1965 and is administered by the Administration for Children and Families (ACF) of the U.S. Department of Health and Human Services (HHS).

<https://eclkc.ohs.acf.hhs.gov/>



IDEA – Individuals with Disabilities Education Act

Makes available a free appropriate public education (FAPE) in the least restrictive environment (LRE) to eligible children with disabilities for children beginning at age 3 (Part B); and provides grants to states for Early Intervention (EI) services for infants and toddlers (Part C).

ITERS – Infant Toddler Environment Rating Scale

A classroom assessment tool used to observe children ages birth-2.5 years in childcare settings.

<https://www.ersi.info/iters.html>

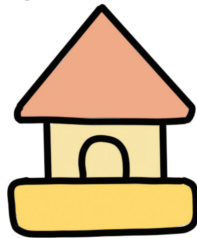


Acronyms & Abbreviations



K-3 – Kindergarten -> 3rd Grade

Grades in school which are the later stages of early childhood development.

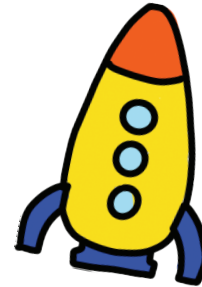


MIECHV – Maternal, Infant and Early Childhood Home Visiting Program

A program of U.S. Maternal and Child Health Bureau supporting pregnant women, families and at-risk parents, from birth until kindergarten entry.

MOU – Memorandum of Understanding

An agreement for sharing information between entities.



NAECS-SDE – National Association Early Childhood Specialists-State Department of Education

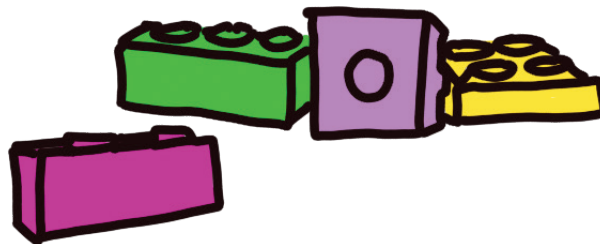
National organization for state education agency staff members with major responsibilities in early childhood education.

NAESP – National Association of Elementary School Principals

Organization which serves and centers principals in elementary and middle school.
<https://www.naesp.org/>

NAEYC– National Association for the Education of Young Children

A professional membership organization that works to promote high-quality early learning for all young children, birth through age 8, by connecting early childhood practice, policy, and research.
<http://www.naeyc.org>



NBPTS – National Board for Professional Teaching Standards

Established in 1987, the National Board is an independent, nonprofit organization working to advance accomplished teaching for all students.

NCFF – Nebraska Children and Families Foundation

Nebraska organization supporting children, young adults, and families by building strong communities that support families so children can grow into successful, productive adults.
<https://www.nebraskachildren.org/>

NDE – Nebraska Department of Education

State agency designed to provide services to public and private educational entities in Nebraska.
<https://www.education.ne.gov/>

NDHHS – Nebraska Department of Health and Human Services

State agency overseeing and regulating health related and other wellness services provided to Nebraskans, including child care. Responsible for child care licensing and child care subsidy.

Acronyms & Abbreviations

NECC – Nebraska Early Childhood Collaborative

Organization which provides support, resources, and training to early childhood parents and educators in Nebraska.

<https://nebraskaeearly.org/>

NDD – Non-Defense Discretionary Spending

Refers to the domestic and international programs outside of national defense that Congress funds on an annual basis. These programs are called “discretionary” because Congress must set funding levels for them each year through the appropriations process.

NICHD – National Institute of Child Health and Human Development

Established in 1965 by John F. Kennedy, the Institute was formed to study 'the complex process of human development, from conception to old age'. It was the first NIH Institute to focus on entire life process, instead of a specific illness or disease.

NIEER – National Institute for Early Education Research

Conducts and communicates research to support high-quality, effective early childhood education for all young children.



NSECE – National Survey of Early Care and Education

Documents the nation's current utilization and availability of early care and education.

NSSRS – Nebraska Student and Staff Record System

Nebraska Department of Education's primary method of data collection from Nebraska public school districts.

NWLC – National Women's Law Center

Organization which focuses on advancing and securing women's legal rights in the U.S. www.nwlc.org



OMB – Office of Management and Budget

Creates the U.S. President's budget and reviews all significant Federal regulations.

OSEP – Office of Special Education Programs

A unit of the U.S. Department of Education, established to strengthen and coordinate activities on behalf of students with disabilities.



PBiS – Positive Behavioral Intervention and Supports

A framework of evidence-based behavioral interventions which enhance academic and social behavior outcomes for all students.

PCI – Pritzker Children's Initiative

Organization focused on advancing development for early childhood care and education through investment in implementation of comprehensive services. <https://www.pritzkerchildrensinitiative.org/>

PDG – Preschool Development Grant

Created as part of ESSA in 2015, these are grants to states that are designed to help states improve early childhood systems serving children from birth to five. <https://nebraskapdg.org/>

Pre-K – Pre-Kindergarten

Programs designed for three and four-year olds that focus on school readiness. Though sometimes used interchangeably with “preschool” and “nursery schools,”

Acronyms & Abbreviations

Pre-K programs are typically government funded and stipulate compliance with quality and accountability standards that exceed regulatory requirements for other types of early learning settings (e.g. by requiring specific advanced qualifications for teachers). Pre-K programs are commonly operated in conjunction with public school districts, but also exists in various early education settings.

PTI-Nebraska – Parent Training and Information

A resource for families of children with disabilities or special healthcare needs.

PTR-YC – Prevent-Teach-Reinforce for Young Children

A model for providing positive behavioral support to young children who exhibit challenging behaviors in preschool settings.

Pyramid Model for Supporting Social Emotional Competence in Infants and Young Children

A framework of evidence-based practices which promote social, emotional and behavioral competence in young children.



QRIS – Quality Rating and Improvement Systems

A systemic approach to assess, improve and communicate the level of quality in early and school-age care and education programs. Also see SUTQ.



RBI – Routines Based Interview

A semi-structured interview used with families, teachers and child care providers for gathering information and assessing needs.

RDA – Results-driven Accountability

Accountability system emphasizing achievement of improved results for children with disabilities

RTT-ELC – Race to the Top – Early Learning Challenge

A federal grant competition that awarded



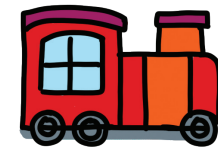
funding to select states to improve the quality of early learning and development programs and to close the achievement gap for children with high needs. RTT-ELC legislation was authorized under the American Recovery and Reinvestment Act (ARRA) of 2009.

RTL – Ready to Learn

U.S. Dept. of Education initiative to support math-and-literacy-based educational programming.

RiR – Rooted in Relationships

An initiative of NCFE to support the social-emotional development of children, birth through age 8.



SCASS – State Collaboratives on Assessment and Student Standards

State education agencies with membership who meet and work together in groups to focus on specific content areas.

SEA – State Education Agency

Or state department of education.

Acronyms & Abbreviations

SiMR – State-Identified Measurable Result

Part of the State Systemic Improvement Plan

Sixpence – NE Early Childhood Education Endowment Fund

A public-private venture with NDE. Requires programs to meet the Quality Criteria to ensure children are in settings that provide maximum benefit for their development.

SNAP – Supplemental Nutrition Assistance Program

Provides food-purchasing assistance for low- and no-income people living in the U.S.

SSIP – State Systemic Improvement Plan

A multi-year plan to improve special education program outcomes.

SUTQ – Step Up to Quality

Nebraska's Quality Rating and Improvement System (QRIS).



TANF – Temporary Assistance for Needy Families

A federally funded grant program that provides funds to states, territories, and tribes to design and operate programs that help needy families achieve economic security and child and family well-being, including through the provision of child care services.

T.E.A.C.H. Early Childhood Nebraska® – Teacher Education and Compensation Helps

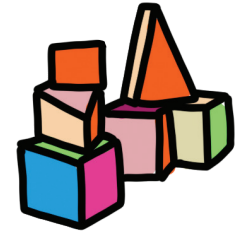
Early childhood scholarship program that operates in 20 states, including Nebraska. It helps address the need for a well-qualified, fairly compensated and stable workforce.

TEACH – Teacher Education Assistance for College and Higher Education

A federal grant awarded to eligible students preparing to be teachers.

TEEOSA – Tax Equity and Educational Opportunities Support Act

School finance formula for Nebraska public schools.



Voices for Children in Nebraska

Advocates for equitable opportunity for children in Nebraska through research, policy, and community engagement. For more than 35 years, Voices for Children in Nebraska has used data and research to help policy makers and communities make informed decisions on issues impacting our next generation in the areas of health, child welfare, economic stability, and juvenile justice.

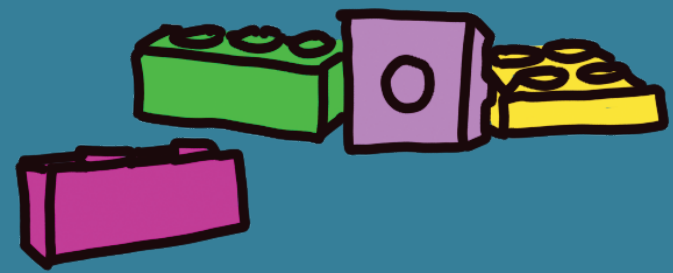
<https://voicesforchildren.com/>



Early Childhood & Educational Degrees

AA – Associate in Arts:	60 college-level credit hours
AAS – Associate of Applied Science:	Minimum of 60 credit hours
BA – Bachelor of Arts:	120 college-level credit hours
CDA – Child Development Associates:	Credential in EC, approximately 16 credit hours
ECE – Early Care & Education:	Nebraska subject endorsement indicating preparation to teach children from birth to Grade 3, including children with disabilities. 30 credit hours
ECE Unified - Early Childhood Education Unified:	Nebraska field endorsement indicating preparation to teach infants, toddlers, and children birth to grade three, including children with disabilities. 45 credit hours
GED – General Educational Development:	Test for certificate of high school equivalency





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