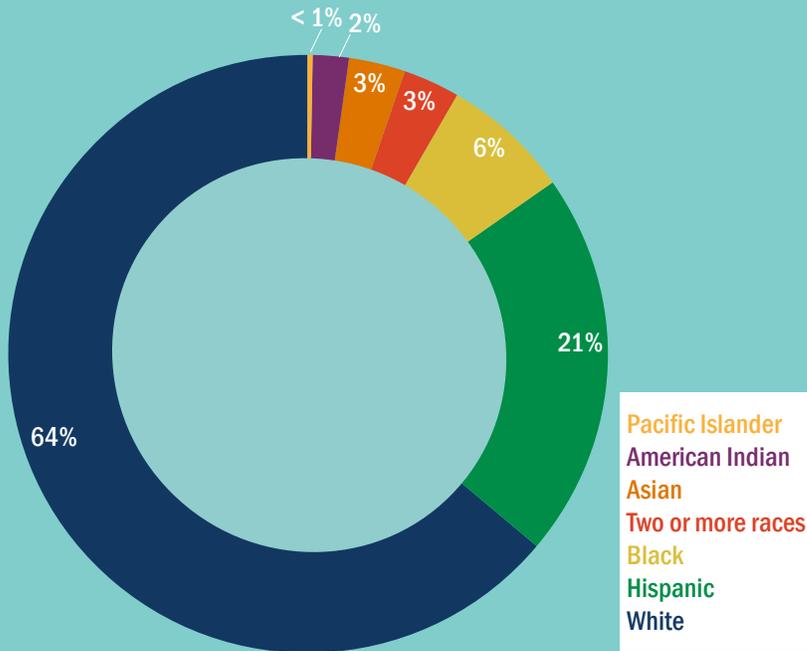


# EARLY CHILDHOOD PROGRAMS AT A GLANCE

SNAPSHOTS OF QUALITY OUTCOMES IN DISTRICT OPERATED PROGRAMS | 2017-18



## DEMOGRAPHICS & KID COUNT



Nebraska children have access to a variety of early childhood programs, including school district operated programs, Head Start, licensed child care facilities, etc.

Regardless of where these children attend early childhood programs, high quality is an important attribute in order to have positive impacts on the child's future. Many of Nebraska's schools operate early childhood programs that must meet higher standards than those required of licensed providers.

This report highlights Nebraska's school district and Educational Service Unit programs by sharing growth statistics, quality assessment results, demographics and developmental progress of children being served.

**20,058** children are being served in district operated prekindergarten programs.

Which equals **15%** of Nebraska children birth to five based on estimated 2017 US Census data.



**74%** of children being served fall into at least one at-risk category.

## PROGRAM GROWTH [2004 - 2018]



**875%** growth in school district early childhood programs since 2004.

Prekindergarten programs in school districts include center-based, home-based, and/or special education services for children on IEPs or IFSPs from birth to five.



# BIRTH-AGE 2

**5,075** children birth through age 2 are served by Nebraska public school districts. In home-based models, home visitors meet with children and their families inside their homes to provide development and educational activities. In center-based models, children come to a site with certified teachers for their care and education. The programs are observed to measure the quality of the environment, interactions, and family engagement.

Children in the above settings and many stand-alone Early Head Start programs not associated with the public school district are assessed across six developmental areas of learning using MyTeaching Strategies GOLD™. The widely held expectations frame the expected growth of typically developing children.

**92%** of families were highly engaged during the assessed home visits.

**100%** of center-based classrooms met the quality benchmark for emotional and behavioral support in the infant/toddler classrooms.

**67%** of classrooms met program benchmarks for overall quality.



**93%** of children met or exceeded widely held expectations across all developmental areas.

# 3 TO 5

**14,983** children ages 3 to 5 are served by Nebraska public school districts. Children receive their care and education from certified teachers. Classrooms are observed using tools to measure the quality of the environments and interactions.

Children in the above settings and many stand-alone Head Start classrooms not associated with the public school district are assessed across six developmental areas of learning using MyTeaching Strategies GOLD™. The widely held expectations frame the expected growth of typically developing children.

**14%** increase in classrooms achieving good to excellent overall scores in program quality from 2016-2017.

**17%** increase in classrooms achieving good to excellent scores in the area of language and literacy development from 2016-2017.

**70%** of classrooms received good to excellent scores in the quality of interactions.



**89%** of children met or exceeded widely held expectations across all developmental areas.

# KINDERGARTEN ELIGIBLE

**9,706** children were eligible to attend kindergarten in August 2018.



**80%** of children met or exceeded widely held expectations for kindergarten readiness.



Want to learn more?

Visit [www.education.ne.gov/oec/birth-to-age-5-programs](http://www.education.ne.gov/oec/birth-to-age-5-programs) to view the full 2017-18 Early Childhood Report.