BUFFETT EARLY CHILDHOOD INSTITUTE PARTNER REPORT

The Nebraska Panhandle:

An Assessment of Birth-Grade 3 Care and Education

NEBRASKA esu13 serving the panhandle

PANHANDLE PARTNERSHIP
Rooted in Frontier Spirit, Committed to the Future

Buffett Early Childhood Institute
at the University of Nebraska

ACKNOWLEDGMENTS

The multi-strategy focus on high-quality programs and services for families and their children from birth – Grade 3 represented in this report is a collaborative effort between the Buffett Early Childhood Institute at the University of Nebraska, Educational Service Unit 13, and the Panhandle Partnership, Inc.

Special thanks to:

Members of the Panhandle Birth – Grade 3 Leadership Team.

Jeff West, Nici Johnson, and the ESU 13 superintendents for the leadership, assistance, and support of this collaborative effort.

Kim Engel and Kelsey Irvine at the Panhandle Public Health District for their time, facilitation, and data support for the Community Conversations.

Kim Bodensteiner, Amy Roberts, Alexandra Daro, and Ben Baumfaulk at the Buffett Early Childhood Institute for their facilitation, technical assistance, and support.

The Panhandle Partnership System of Care: Birth to Eight for building collaboration among agencies, networks, and the broader community to find creative solutions to improve the quality of life for people and communities in the Panhandle.

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The Buffett Early Childhood Institute at the University of Nebraska promotes the development and learning of children from birth through age 8. Our vision is to make Nebraska the best place in the nation to be a baby. Visit buffettinstitute.nebraska.edu for more information.

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Executive Summary

This report summarizes the collaborative work of the Panhandle Partnership, Inc., Educational Service Unit (ESU) 13, and the Buffett Early Childhood Institute at the University of Nebraska in documenting and assessing birth through Grade 3 programming in the Nebraska Panhandle. The report summarizes findings from 15 school-community conversations and includes data snapshots from local communities that provide information about the status of young children and the services and supports that exist to serve them and their families.

Work in the Panhandle was undertaken on the basis of an agreement between the three organizations to work together to better understand and improve early learning and developmental outcomes for children. Efforts are ongoing and this report describes work to date in addressing two of the four strategies agreed upon to get work underway.

Included in this report is a vision statement developed by representatives of the three organizations that indicates the aspirations and aims for young children, families, and communities in the Panhandle. Functioning as a set of guiding principles, the vision statement serves to focus efforts moving forward to develop a strategic plan for a sustainable, school-based early childhood initiative in the Panhandle.

Assessing Needs and Building Partnerships

The statewide need for high-quality early childhood programs and services is urgent and growing. Thirty-nine percent of Nebraska's children from birth through age 5 are considered at risk for school failure. Census data indicate that these numbers are growing faster in rural counties than urban areas. Partnerships among area school districts, elementary schools, higher education, child care centers, and community-based organizations are needed to implement innovative approaches to serving vulnerable young children.

A Focus on the Nebraska Panhandle

The Nebraska Panhandle is a rural region in the western part of the state. The region consists of 11 counties (Banner, Box Butte, Cheyenne, Dawes, Deuel, Garden, Kimball, Morrill, Scotts Bluff, Sheridan, and Sioux) with a combined total land area of 14,180 square miles and population of 87,789 (as of the 2010 Census).

Initial Strategies of the Nebraska Panhandle and Buffett Early Childhood Institute

In May 2015 representatives from Nebraska Panhandle early learning programs, organizations, and school districts participated in a series of conversations with senior leadership from the Buffett Institute. The conversations provided opportunities to share current efforts in early childhood, data, and needs. At the end of these conversations, the Buffett Institute requested a collaborative response document of priorities for early childhood development in the region.

These priority strategies were approved by the ESU 13 superintendents and the Panhandle Partnership, Inc., upon recommendation of the Panhandle Partnership System of Care for Children 0-8. Four strategies were identified based on common themes from the May 2015 conversations.

1. Conduct a regional early childhood resource mapping, and a needs and capacity assessment. Inform all relevant parties of the results.
2. Develop a Panhandle vision and strategic plan for a sustainable, school-based early childhood initiative.
3. Create and implement a regional professional development plan for educators and professionals providing services and resources to the early childhood population.
4. Develop a long-term early childhood initiative sustainability plan, which a) aligns local resources and leverages new resources through public-private partnerships, and b) explores with other Nebraska communities the possibility for legislation for equitable opportunities to levy for additional resources as needed.

Early Childhood Resource Mapping and Assessment: Key Findings

This report details and summarizes the work that occurred as part of Strategy 1: mapping early childhood resources in the Panhandle and providing an assessment of needs and capacities. To undertake the work, 15 school-community conversations were held across the Panhandle and an examination of data and available programs and services was completed.

Results from the school-community conversations included the following key findings:

1. Community members take great pride in existing programs that support children and families.
2. Basic needs, the economy, and access to affordable, high-quality child care and preschool are areas of greatest concern.
3. Community members identified funding and sustainability of child care, preschool, and parent education and support as top priorities.

A Vision for the Nebraska Panhandle

Based on the work undertaken in Strategy 1, a vision statement has been articulated for young children and families in the Panhandle that provides a guiding set of principles and aims for improving the learning and development of young children. This comprehensive statement speaks to what is needed for young children and families to achieve success and for the Panhandle to be a great place to grow.

Next steps for the Panhandle Partnership, Inc., ESU 13, and the Buffett Institute are to work collaboratively to complete Strategy 2 by developing a strategic plan for a sustainable, school-based early childhood initiative in the Panhandle.

A Vision for the Panhandle

Imagine...

A system of high-quality, available, and affordable early care and education programs. Programs where children bustle in and get to work by playing and learning with their peers and caregivers in environments built to encourage the natural curiosity and unique qualities of each child.

Steady and well-planned transitions from home, to child care, to preschool, and through the elementary grades. Parents, teachers, and caregivers creating a positive culture of mutual respect and strong partnerships.

Classrooms and homes that nurture a love for learning that will go far beyond the school years as children benefit from teachers, caregivers, and parents who implement new ideas learned in local, high-quality professional development opportunities.

Teachers and caregivers who use their love of children and expertise in early learning to dedicate themselves to a career preparing our youngest learners for what lies ahead in our ever-changing world. Within their chosen field, teachers are compensated with salaries and benefits reflecting respect for the value provided to their communities, families, and employers.

Policies that support, initiatives that fund, and business leaders who understand that thriving children allow their parents to be focused, committed employees doing their best work for their employers and the community.

Generations who continue to come back again and again to raise their amazing children and enjoy a high quality of life in their communities.

Can you see this place? This is the Panhandle, a great place to grow.

Panhandle Birth – Grade 3 Leadership Team

A joint steering committee was established to guide this collaborative work and to oversee the implementation of the strategies.

Jodi Benson
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Superintendent
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Sidney Public Schools

Rachel Sissel
President/CEO
Volunteers of America

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Associate Director of Program Development

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Research Assistant Professor

School-Community Conversations About Birth – Grade 3 Care and Education

Assessing resources and needs at both the regional and community level was a critical element of the community mapping work undertaken by the Panhandle Partnership, Inc., ESU 13, and the Buffett Institute. Early agreement focused on hearing from individual communities but then looking at what was learned to understand commonalities across the region as well as individual community differences.

To undertake this important element of community mapping, the Panhandle Public Health District provided critical assistance in supporting and facilitating a series of school-community conversations across the Panhandle. Work was done collaboratively with ESU 13 and the Buffett Institute, and school district leaders determined whether their individual districts would participate.

Participating school districts included Alliance, Banner County, Bayard, Chadron, Hay Springs, Hemingford, Garden County, Gering, Gordon-Rushville, Kimball, Mitchell, Morrill, Potter-Dix, Scottsbluff, and Sidney.

Located in schools or public libraries across the Panhandle, 15 school-community conversations were held from February to May 2017. In a focus group setting, participants were asked to respond to three questions about their community points of pride, challenges, and priorities regarding birth to Grade 3 early care and education.

After all sessions were held, researchers at the Panhandle Public Health District and the Buffett Institute grouped participant responses and analyzed the input by region and by community.

Regional findings are summarized in the next section and community-level findings are included in the individual school-community snapshots that appear later in this report.

PAW
PATROL

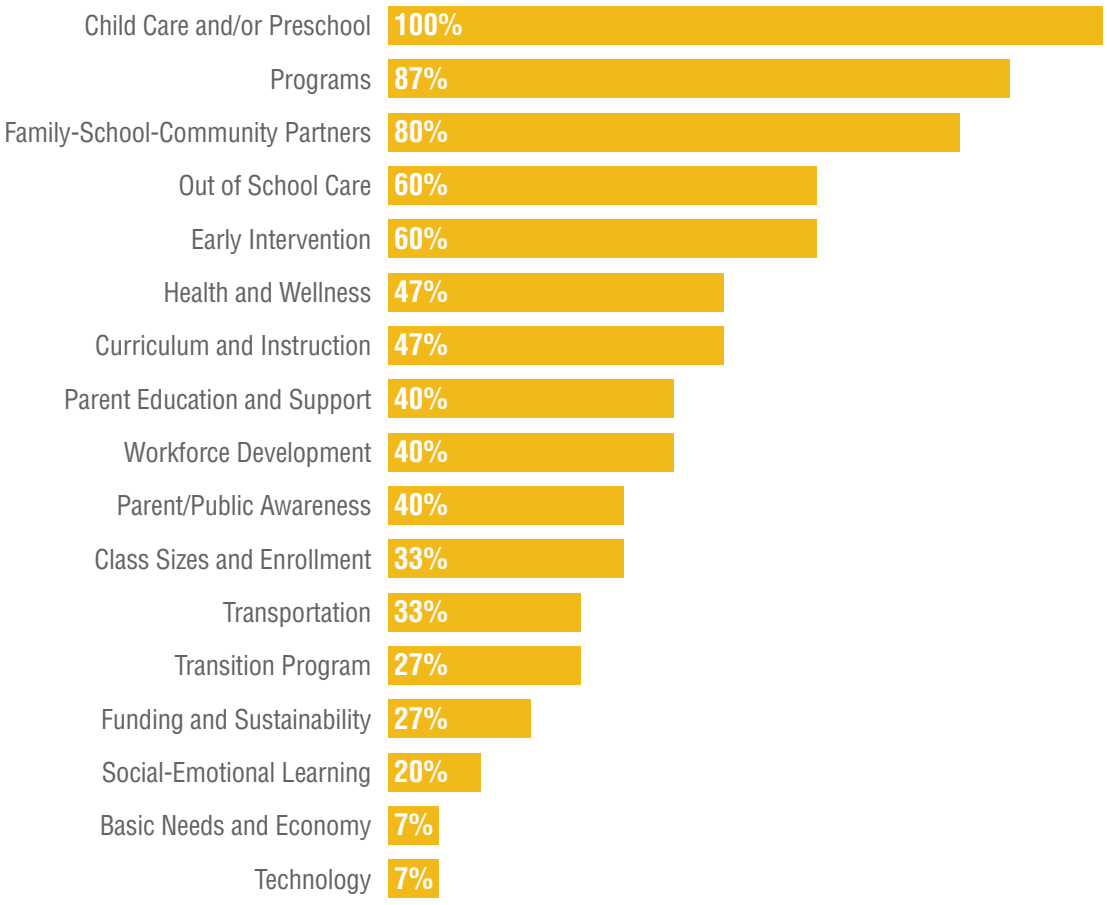
FINDING 1:

Community members take great pride in existing programs that support children and families.

Community members throughout the Panhandle identified many points of pride, accomplishments, and achievements related to early childhood.

- All communities identified child care/preschool as a source of pride. Most commonly, community members identified particular programs they were proud of, such as child care, Head Start, public preschool, and Sixpence.
- The majority (87%) of communities also identified other child- and family-focused programs they were proud of, including library reading programs, the YMCA, and backpack programs.
- Eighty percent of communities were proud of family, school, and community partnerships characterized by strong relationships, collaboration, trust, and resource sharing among families, schools, and community members.
- Sixty percent of communities were proud of out of school care (before and after school; summer care) and early intervention services for children with special needs and their families. These, and the various other points of pride identified, offer insight into the strengths that can be leveraged to support early childhood in the Panhandle.

FIGURE 1 | What points of pride, accomplishments, and achievements have your community realized in terms of early childhood (Birth – Grade 3)?



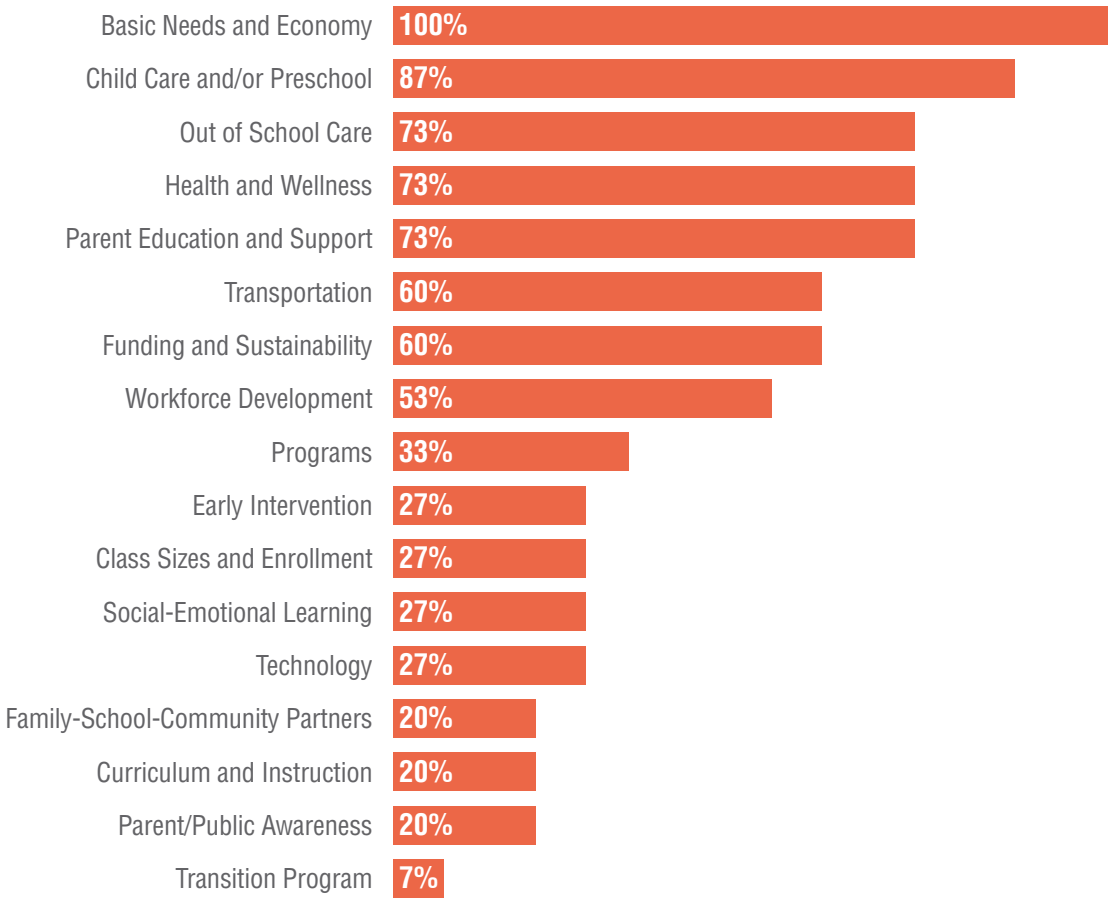
FINDING 2:

Basic needs, the economy, and access to affordable, quality child care/preschool are areas of greatest concern.

Community members were asked to identify the challenges families with young children will likely face in the next 3 – 5 years.

- All communities expressed concern about basic needs and the economy, including lack of affordable and adequate housing, lack of job opportunities, and high poverty rates.
- The majority (87%) of communities identified child care and/or preschool as an additional concern. More specifically, issues of availability, affordability, and quality were frequently discussed.
- Seventy-three percent of communities were concerned with the availability of out of school care, health and wellness services, and parent education and support.

FIGURE 2 | In thinking about the next 3 – 5 years, what challenges will families with Birth – Grade 3 children face that you feel need to be addressed in your community?



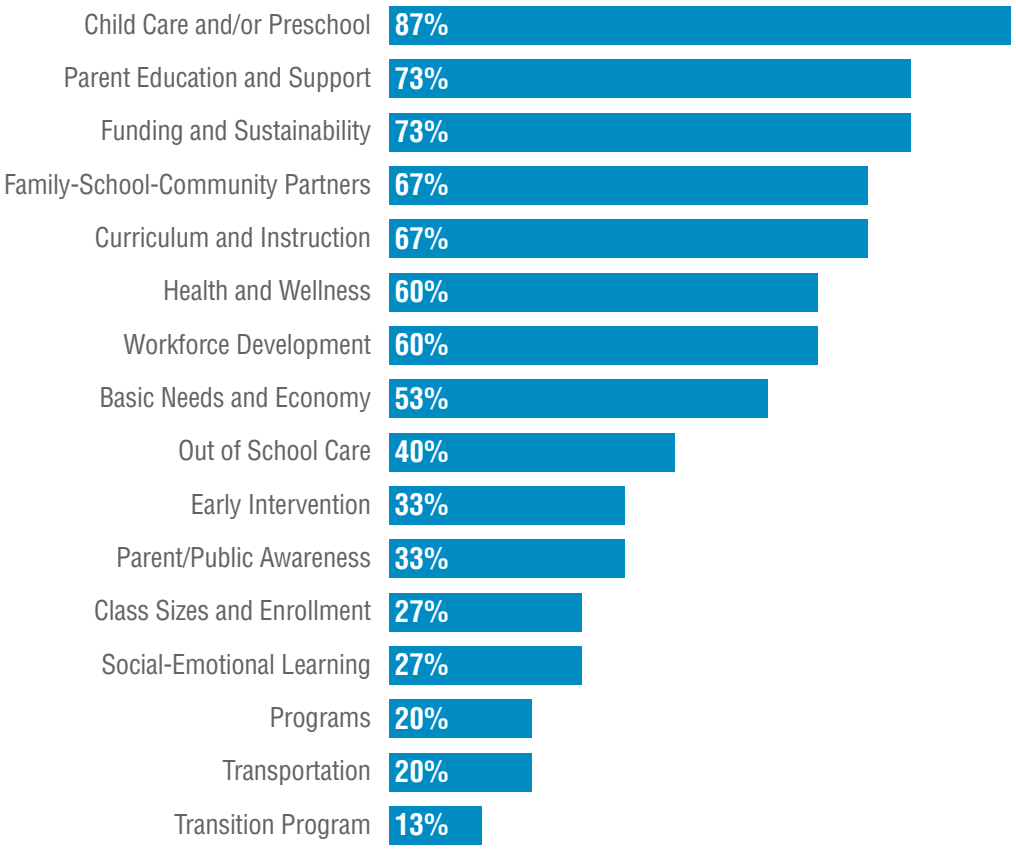
FINDING 3:

Community members identified funding and sustainability of child care, preschool, and parent education and support as top priorities.

Community members were asked to discuss their expectations and priorities for early childhood care and education in their communities.

- The most common priority, identified by 87% of communities, was child care and/or preschool. Community members often discussed the need to ensure child care and preschool is available, affordable, and of high quality.
- Seventy-three percent of communities identified the need for greater parent education opportunities and support services as well as funding and sustainability for early childhood initiatives.
- Additional priorities, identified by 67% of communities, included family, school, and community partnerships, particularly the need for greater family engagement, and developmentally appropriate curriculum and instruction that promotes children's school readiness.

FIGURE 3 | As a vested member of this community, what are your expectations and priorities for early childhood (Birth – Grade 3) care and education?



Methodology and Descriptions

Summary

- A series of 15 focus groups was held from February to May 2017.
- Demographic surveys were administered to participants; notetakers recorded participant responses.
- Participants were asked three questions about points of pride, challenges, and priorities.
- Focus groups lasted approximately one hour.
- Research staff from the Panhandle Public Health District and the Buffett Early Childhood Institute qualitatively coded field notes using textual analysis.
- Results were provided at both a regional and community level.

Description of Terms

Class sizes and enrollment involves the number of students in a class, school, or district.

Curriculum and instruction focuses on specific curricula, such as social-emotional curricula, and/or modes of instruction, such as play-based learning, and/or outcomes of instruction, such as improved test scores.

Early intervention focuses on programs and supports for children with special needs.

Family-school-community partnerships suggest collaborative and cooperative relationships. Examples include "collaboration between the agencies and cities" and "parent engagement and involvement."

Funding and sustainability involve financing and maintaining initiatives.

Health and wellness includes access and affordability of health care, dental services, pediatricians, pharmacies, clinics, mental health services, and/or substance abuse services.

Out of school care includes after school and summer programs for elementary school students.

Parent education and support include home visiting programs, parent trainings, or conditions that lead parents to need more support (e.g., increased stress).

Parent/public awareness involves the dissemination of information about available services and/or knowledge of child development.

Programs include specific activities or provisions for children and families such as library programs, backpack programs, food programs, the YMCA, etc.

Social-emotional learning focuses on the social-emotional needs of young children and may include a specific program or training, such as the Pyramid Model.

Technology involves social media and electronic devices, including their impact on children.

Transition programs facilitate the movement of children among grade levels (e.g., preschool to Kindergarten).

Transportation includes the availability and/or affordability of transportation services for schools and/or the community at large.

Workforce development focuses on topics relevant to the professionals who work with young children, including staff recruitment, retention, quality, professional development, and working conditions.

Summary

All communities across the Panhandle were both proud of and concerned about child care and preschool. Although members were often proud of early care and education opportunities in their communities, they were also concerned about the overall availability, affordability, and quality of these opportunities. Nearly all communities identified child care and preschool as a priority. Given that all communities are in some ways proud of child care and preschool, stakeholders should consider how to leverage existing assets to promote more readily available, affordable, high-quality care and education.

Parents and families were clearly viewed as integral to early care and education in the Panhandle. First, parent education and support emerged as a concern and priority in most communities. Community members often discussed the need to support and empower parents through a variety of services, including home visiting and parenting classes. Some communities recognized specific parenting programs as sources of pride, including Circle of Security, Early Head Start, Healthy Families of America, and Sixpence. Second, family-school-community partnerships were seen as both strengths and priorities in most communities. Many communities identified strong relationships, collaboration, and trust among families, schools, and communities, and prioritized the need to continue building and sustaining these partnerships.

Many broader community indicators emerged as concerns, such as basic needs and the economy, and health and wellness services, which suggests that community members are aware of how early care and education fits within the broader ecosystem. Communities require affordable and adequate housing, job opportunities, economic stability, and health services to support young children and their families. It is also worth considering the extent to which child care and preschool are needed to support the economy (e.g., allowing parents to work and promote economic stability). Similarly, community members are consistently aware of the economic reality of early care and education and the need for sustained funding.

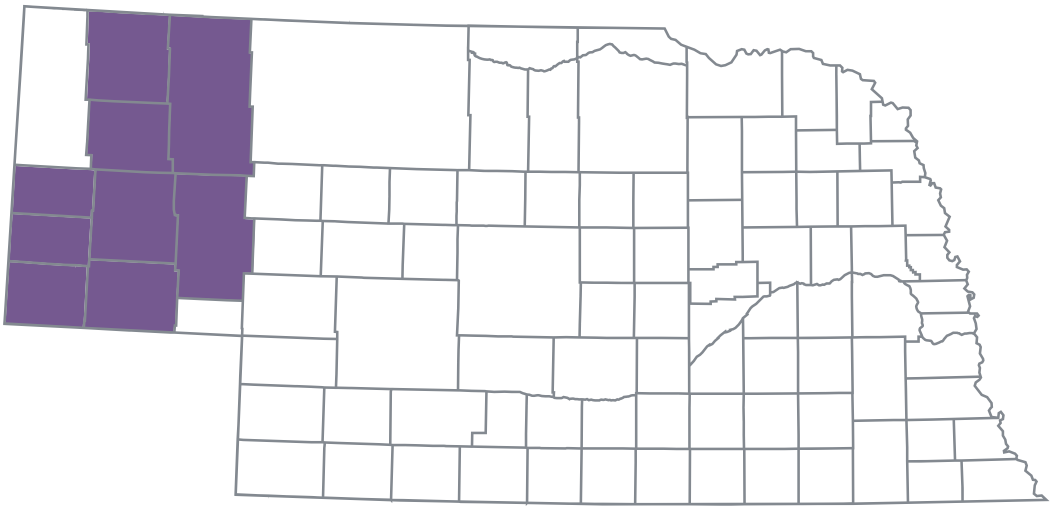
School-Community Snapshots

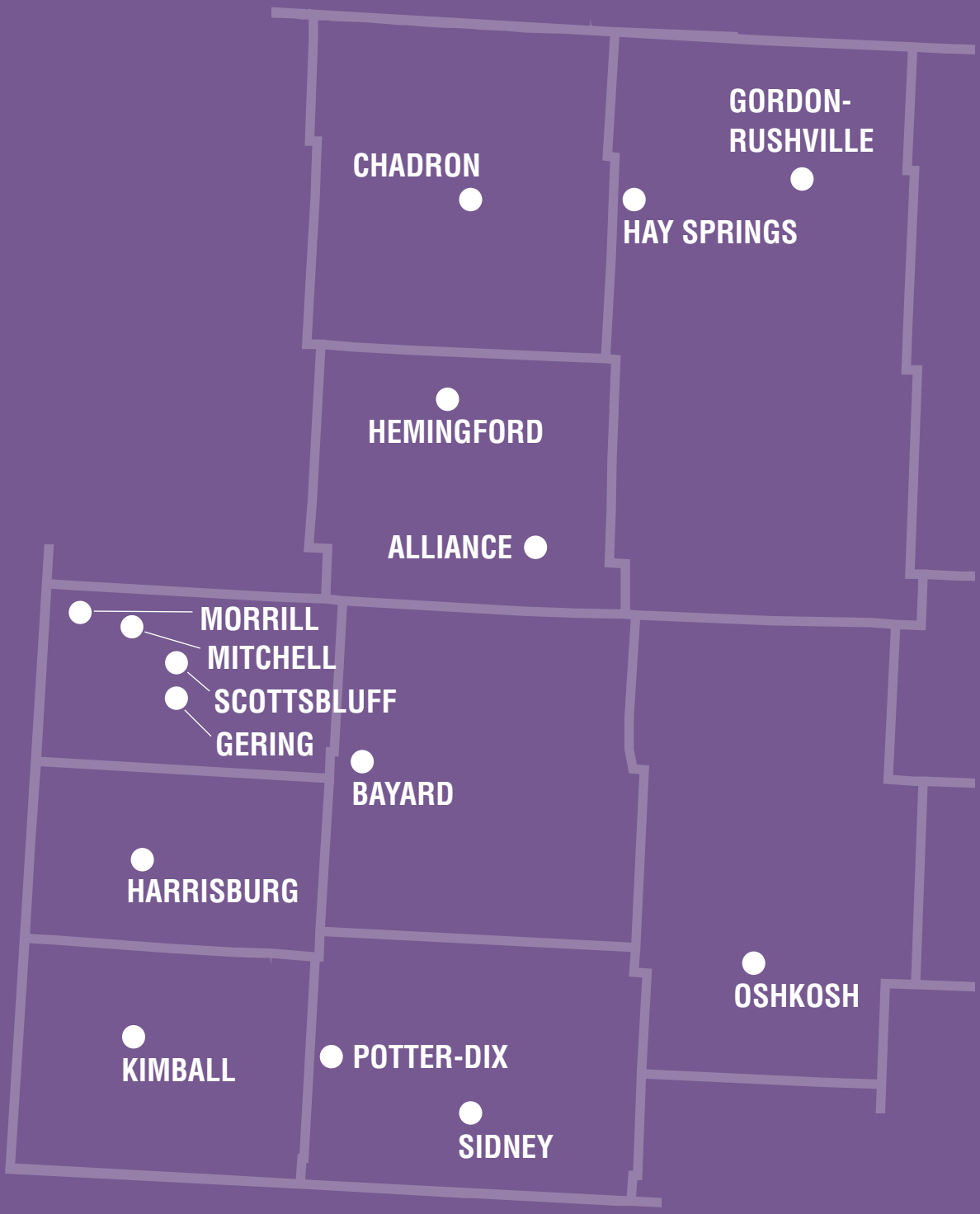
Data snapshots that provide information about children and families were compiled by the Panhandle Public Health District, ESU 13, and the Buffett Early Childhood Institute. Added to those snapshots were summaries from the school-community conversations that were held in individual communities.

While it is important to consider the consistency of responses across communities in the Panhandle, it is also important to consider the ways in which individual communities diverge. The school-community snapshots provide an opportunity to consider the ways in which communities are unique and how individual communities themselves view their strengths, challenges, and priorities.

Participating School District Communities

- Alliance
- Banner County (Harrisburg)
- Bayard
- Chadron
- Garden County (Oshkosh)
- Gering
- Gordon-Rushville
- Hay Springs
- Hemingford
- Kimball
- Mitchell
- Morrill
- Potter-Dix
- Scottsbluff
- Sidney



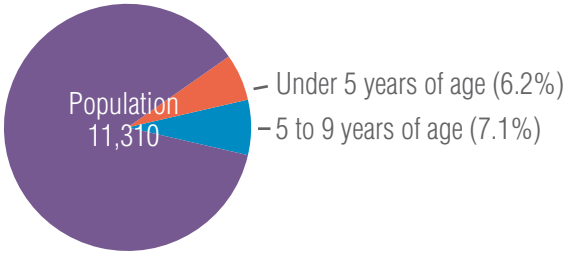

CHADRON
GORDON-
RUSHVILLE
HAY SPRINGS
HEMINGFORD
ALLIANCE
MORRILL
MITCHELL
SCOTTSBLUFF
GERING
BAYARD
HARRISBURG
OSHKOSH
KIMBALL
POTTER-DIX
SIDNEY

Alliance Public Schools

Community Conversation About Early Childhood (Birth Through Grade 3) Programs and Services

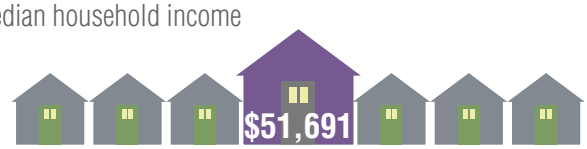
ESU 13 and the Panhandle Partnership, Inc. in collaboration with the Buffett Early Childhood Institute at the University of Nebraska are engaging in strategic planning for the care and education of children from birth through Grade 3 in the Panhandle. This page provides select demographic information of the county and school district; the next page summarizes input gathered during a community focus group session in Alliance on March 14, 2017.

Box Butte County Demographics



Population change (April 1, 2010 to July 1, 2016): -114 persons

Median household income



Individuals below poverty level	17%
Children under 5 years below poverty level	30.4%

**Source: U.S. Census Bureau, 2011-2015 American Community Survey 5-Year Estimates https://www.census.gov/programs-surveys/acs/*

Box Butte County

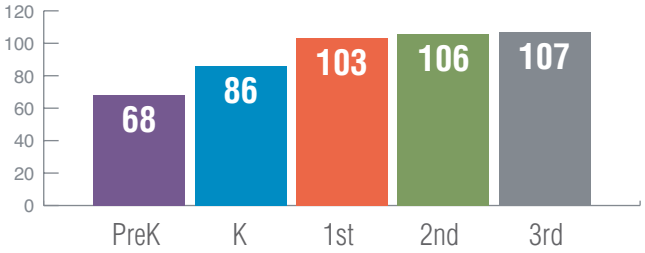
Is licensed child care available?	Yes
Is public PreKindergarten available?	Yes
Is Head Start or Early Head Start available?	Yes

** Source: Nebraska Department of Health and Human Services, Child care Licensed Facilities and Capacities http://dhhs.ne.gov/publichealth/Pages/crl_child care_map.aspx*

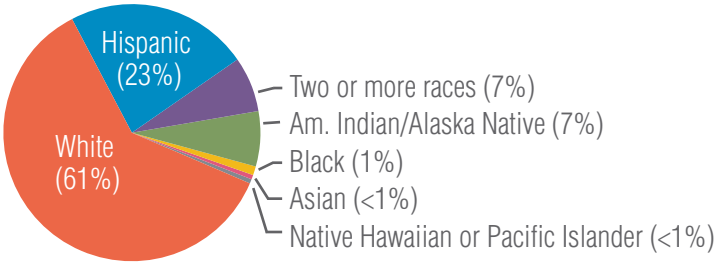
** Data current as of 8/4/2017*

Alliance Public Schools

2016-17 School Enrollment



2016-17 Race/Ethnicity of Alliance Elementary School Students



2016-17 Comparisons of Rates and Outcomes

	Alliance	All Nebraska
Mobility	12%	11%
Free/Reduced Lunch	63%	45%
Grade 3 NeSA Math Proficiency	57%	75%
Grade 3 NeSA ELA Proficiency	36%	53%

** Source: Nebraska Department of Education, Nebraska Education Profile http://nep.education.ne.gov*

** Comparison for public elementary schools*

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Panhandle Public Health District
Buffett Early Childhood Institute at the University of Nebraska

Community Conversation - March 14, 2017

Who participated?

Administrators or School Board Members	1
School Teachers or Staff	5
Community Child Care Providers	3
Parents or Other Community Members	4

31% of participants reported having children age 9 or younger

100% Female **100%** White

0% Male **0%** Latino or Hispanic

Community Conversation Summary

Points of Pride

Community members were proud of many things related to early childhood:

- **Child care and preschool providers**, including center-based child care, Sixpence, and public preschools.
- Various children's **programs** such as the YMCA, library, and Mothers of Preschoolers (MOPS) outreach program.
- **Health and wellness providers**, including general health and mental health providers for children.
- **Early intervention** supports and special education.
- **Family, school, and community partnerships** including collaboration among providers, school systems, and the local health department.
- **Out-of-school care**, namely after-school programs.
- **Parent education and support** such as services offered through Healthy Families of America and Circle of Security.
- **Public awareness** campaigns via local newspapers and radio stations.

Challenges

Community members identified many challenges faced by families with young children that need to be addressed:

- **Social-emotional** learning opportunities that support children's needs.
- Community members expressed concern over children's increased reliance on **technology** and the impact that may have on children's development.
- **Parent education and support** regarding how to foster children's development and fostering involvement and collaboration among families and schools.
- **The economy**, including job instability and unemployment, **basic needs** such as lack of affordable housing, and lack of affordable **transportation**.
- **Child care**, especially the need for affordable, high-quality, licensed child care that meets the needs of families, including options for extended-hours care.
- Although identified as a strength, **out-of-school care**, namely after-school programs, were also identified as a challenge.
- **Health and wellness** challenges due to lack of insurance and increased drug use.
- **Funding and sustainability** due to the need for greater support for programs such as backpack or fill the bus programs, and general funding concerns for public schools.
- **Workforce development**, namely challenges associated with teacher availability and quality.
- **Programs** such as the PTA.

Priorities

Community members identified the following expectations and priorities for early childhood care and education:

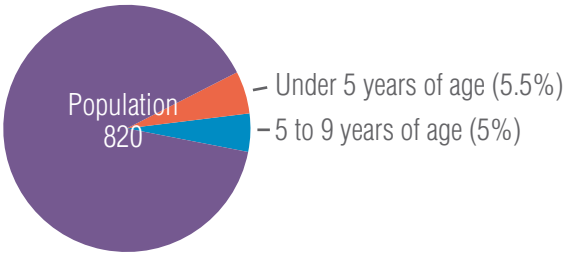
- **Child care and preschool**, especially the need for increased high-quality child care, preschool, and Sixpence programs, including a program for toddlers.
- **Funding and sustainability** of early childhood initiatives.
- **Basic needs** such as quality affordable housing and public **transportation**.
- **Health and wellness** opportunities, especially affordable substance abuse treatments.
- **Parent education and support** that allow parents to spend more time reading, playing, and interacting with young children.
- **Family, school, and community partnerships** that allow parents and teachers to connect and engage with each other.
- **Workforce development**, including trainings and efforts to recruit high-quality professionals.
- **Curriculum and instruction** that meet children's needs and provide hands-on learning opportunities.

Banner County Public Schools

Community Conversation About Early Childhood (Birth Through Grade 3) Programs and Services

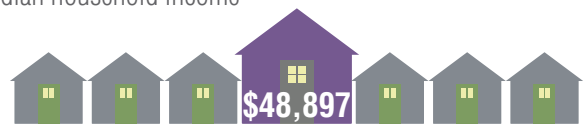
ESU 13 and the Panhandle Partnership, Inc. in collaboration with the Buffett Early Childhood Institute at the University of Nebraska are engaging in strategic planning for the care and education of children from birth through Grade 3 in the Panhandle. This page provides select demographic information of the county and school district; the next page summarizes input gathered during a community focus group session at Banner County Public Schools on March 31, 2017.

Banner County Demographics



Population change (April 1, 2010 to July 1, 2016): 108 persons

Median household income

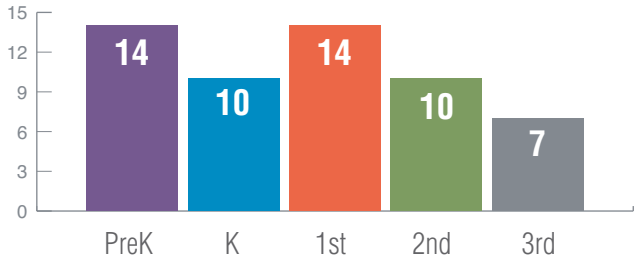


Individuals below poverty level	11.7%
Children under 5 years below poverty level	11.1%

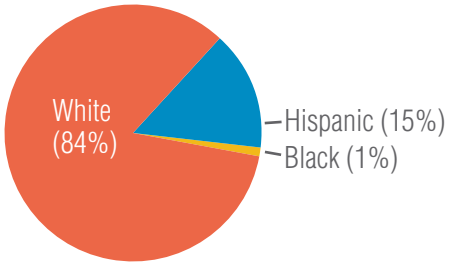
**Source: U.S. Census Bureau, 2011-2015 American Community Survey 5-Year Estimates https://www.census.gov/programs-surveys/acs/*

Banner County Public Schools

2016-17 School Enrollment



2016-17 Race/Ethnicity of Banner County Elementary School Students



Banner County

Is licensed child care available?	No
Is public PreKindergarten available?	Yes
Is Head Start or Early Head Start available?	No

** Source: Nebraska Department of Health and Human Services, Child care Licensed Facilities and Capacities http://dhhs.ne.gov/publichealth/Pages/crl_childcare_map.aspx*

** Data current as of 8/4/2017*

2016-17 Comparisons of Rates and Outcomes

	Banner	All Nebraska
Mobility	N.A.	11%
Free/Reduced Lunch	60%	45%
Grade 3 NeSA Math Proficiency	N.A.	75%
Grade 3 NeSA ELA Proficiency	N.A.	53%

** Source: Nebraska Department of Education, Nebraska Education Profile http://nep.education.ne.gov*

** Comparison for public elementary schools*

** N.A.: Cannot be reported due to N≤10*

NEBRASKA esu13 serving the panhandle

Panhandle Public Health District

Buffett Early Childhood Institute at the University of Nebraska

Community Conversation - March 31, 2017

Who participated?

Administrators or School Board Members	6
School Teachers or Staff	3
Community Child Care Providers	0
Parents or Other Community Members	2

33% of participants reported having children age 9 or younger

100% Female **100%** White

0% Male **0%** Latino or Hispanic

Community Conversation Summary

Points of Pride

Community members were proud of many things related to early childhood:

- **Curriculum and instruction**, including a new reading curriculum and accelerated reading program.
- Banner County's public **preschool** program.
- Children's **programs** such as Kid's Club, which is provided once a week after school.
- School **transportation** for PreKindergarten and elementary school students.

Challenges

Community members identified many challenges families with young children face that need to be addressed:

- Lack of **child care and preschool**, which poses further challenges to recruiting and hiring new, young teachers.
- **Out-of-school care**, which will be especially challenging if the district moves to a four-day school week.
- Maintaining **school enrollment and class sizes** in all grades.
- **Economic factors** such as property taxes, which are especially challenging to farming communities.

Priorities

Community members identified the following expectations and priorities for early childhood care and education:

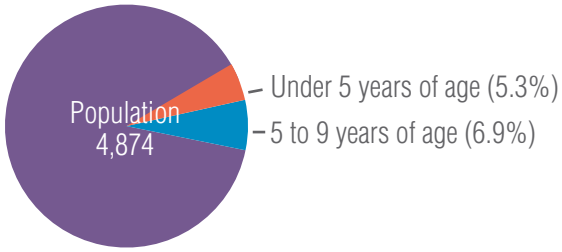
- **Family, school, and community partnerships**, especially involving parents early and maintaining collaboration throughout the school years.
- **Funding to sustain** preschool programs.
- Further expansion of **preschool** to include younger children as Banner County's public preschool program currently services only 4-year-old children.
- **Workforce development** through continued investment in teaching and support staff.

Bayard Public Schools

Community Conversation About Early Childhood (Birth Through Grade 3) Programs and Services

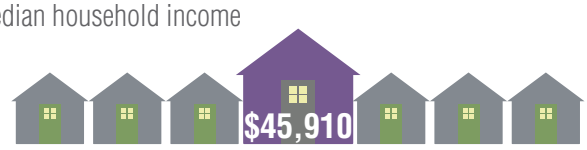
ESU 13 and the Panhandle Partnership, Inc. in collaboration with the Buffett Early Childhood Institute at the University of Nebraska are engaging in strategic planning for the care and education of children from birth through Grade 3 in the Panhandle. This page provides select demographic information of the county and school district; the next page summarizes input gathered during a community focus group session in Bayard on Feb. 28, 2017.

Morrill County Demographics



Population change (April 1, 2010 to July 1, 2016): -255 persons

Median household income

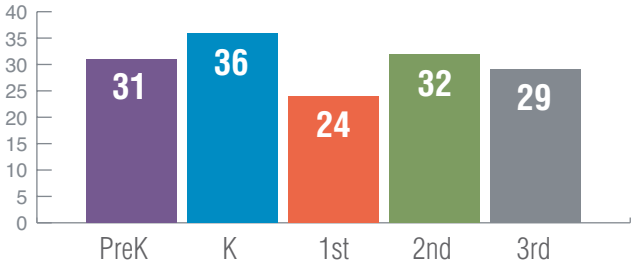


Individuals below poverty level	11.7%
Children under 5 years below poverty level	6.6%

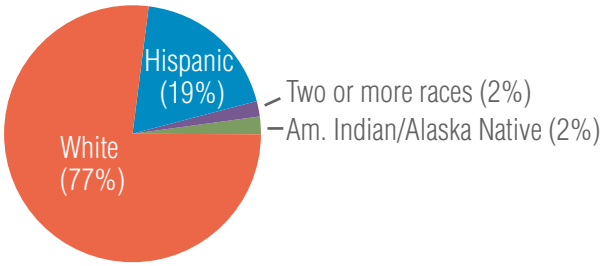
*Source: U.S. Census Bureau, 2011-2015 American Community Survey 5-Year Estimates https://www.census.gov/programs-surveys/acs/

Bayard Public School

2016-17 School Enrollment



2016-17 Race/Ethnicity of Bayard Elementary School Students



Morrill County

Is licensed child care available?	Yes
Is public PreKindergarten available?	Yes
Is Head Start or Early Head Start available?	Yes

* Source: Nebraska Department of Health and Human Services, Childcare Licensed Facilities and Capacities http://dhhs.ne.gov/publichealth/Pages/crl_childcare_map.aspx
* Data current as of 8/4/2017

2016-17 Comparisons of Rates and Outcomes

	Bayard	All Nebraska
Mobility	15%	11%
Free/Reduced Lunch	54%	45%
Grade 3 NeSA Math Proficiency	N.A.	75%
Grade 3 NeSA ELA Proficiency	N.A.	53%

* Source: Nebraska Department of Education, Nebraska Education Profile http://nep.education.ne.gov
* Comparison for public elementary schools
* N.A.: Cannot be reported due to N≤10

Nebraska esu13 serving the panhandle

Panhandle Public Health District

Buffett Early Childhood Institute at the University of Nebraska

Community Conversation - Feb. 28, 2017

Who participated?

Administrators or School Board Members	5
School Teachers or Staff	3
Community Child Care Providers	2
Parents or Other Community Members	6

50% of participants reported having children age 9 or younger

73%	Female	**93%**	White
27%	Male	**7%**	Latino or Hispanic

Community Conversation Summary

Points of Pride

Community members were proud of many things related to early childhood:

- **Child care and preschool** providers in their community, including home-based providers, Head Start and public PreKindergarten.
- **Health and wellness services**, including a medical clinic and pharmacy delivery program.
- **Out-of-school care**, especially after-school programs in Bayard Public Schools, specifically the Pathfinder Program and collaboration with 4-H and Girl Scouts.
- **Programs** for children such as Destination Imagination.
- **Curriculum and instruction**, specifically Literacy Nights at school.

Challenges

Community members identified many challenges families with young children face that need to be addressed:

- **Basic needs** such as food insecurity and insufficient housing; **the economy** such as increased unemployment and poverty; and inadequate **transportation**.
- **Early intervention**, specifically the need for more programs and support for children with special needs such as autism.
- **Out-of-school care** such as child care after school and during the summer.
- **Parent education and support** to decrease parental stress and increase knowledge of children's development.
- **Programs** that require more funding, such as library and sports programs.
- **Workforce development** to facilitate teacher certification and retention.
- **Funding and sustainability**, given that community resources are dwindling, especially for community recreation.

Priorities

Community members identified the following expectations and priorities for early childhood care and education:

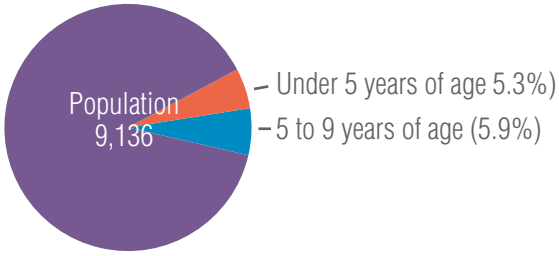
- **Meeting the basic needs** of all families.
- **Child care and preschool** availability, including licensed child care options that accept child care subsidy and preschool that meets high standards.
- **Programs**, including bike and walking paths and appropriate playground equipment.
- **Out-of-school care**, specifically the need to identify additional funding sources to continue the BPS program.
- **Health and wellness**, namely improved access to mental health services for children and using technology, such as tele-health services.
- Communication efforts to increase **public awareness** of the importance of early childhood.
- **Curriculum and instruction**, especially raising standards to promote Kindergarten readiness and focusing on reading.
- **Funding and sustainability** to increase the availability of food programs.
- **Family, school, and community partnerships**, specifically the need for better communication between schools and families with young children.

Chadron Public Schools

Community Conversation About Early Childhood (Birth Through Grade 3) Programs and Services

ESU 13 and the Panhandle Partnership, Inc. in collaboration with the Buffett Early Childhood Institute at the University of Nebraska are engaging in strategic planning for the care and education of children from birth through Grade 3 in the Panhandle. This page provides select demographic information of the county and school district; the next page summarizes input gathered during a community focus group session in Chadron on Feb. 1, 2017.

Dawes County Demographics



Population change (April 1, 2010 to July 1, 2016): -203 persons

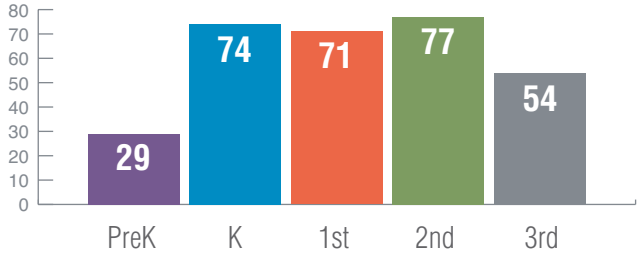
Median household income

Individuals below poverty level	17.8%
Children under 5 years below poverty level	21.9%

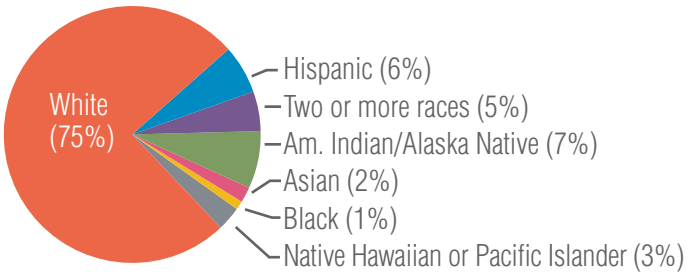
**Source: U.S. Census Bureau, 2011-2015 American Community Survey 5-Year Estimates https://www.census.gov/programs-surveys/acs/*

Chadron Public Schools

2016-17 School Enrollment



2016-17 Race/Ethnicity of Chadron Elementary School Students



Dawes County

Is licensed child care available?	Yes
Is public PreKindergarten available?	Yes
Is Head Start or Early Head Start available?	Yes

** Source: Nebraska Department of Health and Human Services, Child care Licensed Facilities and Capacities http://dhhs.ne.gov/publichealth/Pages/crl_childcare_map.aspx*

** Data current as of 8/4/2017*

2016-17 Comparisons of Rates and Outcomes

	Chadron	All Nebraska
Mobility	12%	11%
Free/Reduced Lunch	48%	45%
Grade 3 NeSA Math Proficiency	75%	75%
Grade 3 NeSA ELA Proficiency	39%	53%

** Source: Nebraska Department of Education, Nebraska Education Profile http://nep.education.ne.gov*

** Comparison for public elementary schools*

NEBRASKA esu13 serving the panhandle
Panhandle Public Health District
Buffett Early Childhood Institute at the University of Nebraska

Community Conversation - Feb. 1, 2017

Who participated?

Administrators or School Board Members	1
School Teachers or Staff	4
Community Child Care Providers	10
Parents or Other Community Members	6

52% of participants reported having children age 9 or younger

94%	Female	**94%**	White
6%	Male	**6%**	American Indian

Community Conversation Summary

Points of Pride

Community members were proud of many things related to early childhood:

- **Child care and preschool programs**, especially Sixpence and programs participating in Step Up to Quality/QRIS.
- A **transition program** called FAST (Families & Schools Together: Empowering Parents, Engaging Families, & Increasing Student Success), which facilitates smooth transitions from PreK to Kindergarten.
- **Social-emotional learning**, particularly the Pyramid Model.
- **After-school programs**, as well as other **programs** such as library reading programs, Cardinals Committed mentoring program, 4-H, and the rec center.
- Various **community partnerships** such as collaboration between preschools, Head Start centers, community child care centers, and elementary schools.
- Use of grant **funding**.
- **Early intervention** through the Nebraska Early Development Network (EDN).
- **Parent education** through Circle of Security.
- **Workforce development** opportunities, chiefly an early childhood conference that has been held for 28 years.
- Dental and health clinics that support **health and wellness**.

Challenges

Community members identified many challenges families with young children face that need to be addressed:

- **Child Care and preschool,** because there are not enough high-quality options available.
- Expansion of the FAST **transition program,** because there are not enough slots to meet the need.
- **Out-of-School Care**, especially summer programs for school-aged children.
- The **economy** such as job availability, **basic needs**, including affordable housing, and community and school **transportation**.
- **Parent education and support**, to encourage parenting skills and family involvement, including an expansion of the Pyramid and Circle of Security classes.
- **Health and wellness**, including mental health services, health insurance, and pediatricians.
- **Funding and sustainability** for schools.
- **Technology**, including social media.
- **Programs**, especially a summer food program.

Priorities

Community members identified the following expectations and priorities for early childhood care and education:

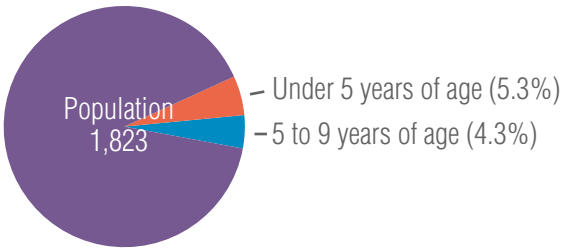
- **Workforce development** that is available to the Panhandle and will allow child care providers to take care of themselves.
- Increasing **public awareness** of early childhood topics, including social-emotional and mental health topics.
- **Funding and sustainability** to enhance programs and spaces and ensure that everyone has equal access to programs.
- Expanding high-quality **child care and preschool** to meet the needs of the community.
- **Basic needs** such as housing and **transportation**.
- **Parent education and support** such as parenting classes, to ensure that parents understand child development and are able to identify high-quality child care.
- **Family, school, and community partnerships**, to promote parent engagement as well as sharing of information across agencies.
- **Early intervention** teams that are more accessible to child care programs.
- **Curriculum and instruction** to ensure that programs are developmentally appropriate.

Garden County Schools

Community Conversation About Early Childhood (Birth Through Grade 3) Programs and Services

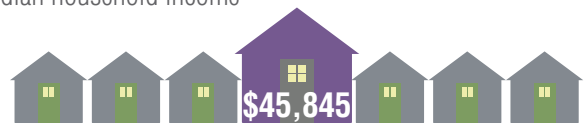
ESU 13 and the Panhandle Partnership, Inc. in collaboration with the Buffett Early Childhood Institute at the University of Nebraska are engaging in strategic planning for the care and education of children from birth through Grade 3 in the Panhandle. This page provides select demographic information of the county and school district; the next page summarizes input gathered during a community focus group session in Oshkosh on Feb. 27, 2017.

Garden County Demographics



Population change (April 1, 2010 to July 1, 2016): -127 persons

Median household income

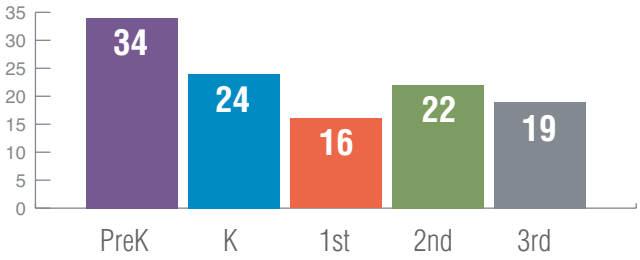


Individuals below poverty level	10.2%
Children under 5 years below poverty level	7.2%

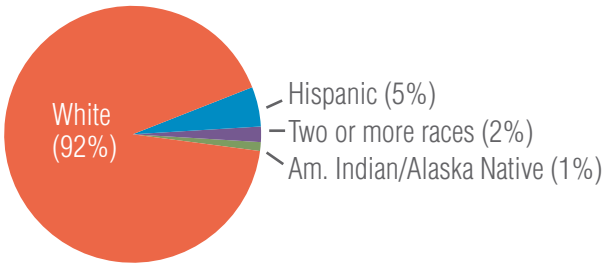
**Source: U.S. Census Bureau, 2011-2015 American Community Survey 5-Year Estimates https://www.census.gov/programs-surveys/acs/*

Garden County Schools

2016-17 School Enrollment



2016-17 Race/Ethnicity of Garden County Elementary School Students



Garden County

Is licensed child care available?	Yes
Is public PreKindergarten available?	Yes
Is Head Start or Early Head Start available?	No

** Source: Nebraska Department of Health and Human Services, Child care Licensed Facilities and Capacities http://dhhs.ne.gov/publichealth/Pages/crl_childcare_map.aspx*

** Data current as of 8/4/2017*

2016-17 Comparisons of Rates and Outcomes

	Garden County	All Nebraska
Mobility	35%	11%
Free/Reduced Lunch	55%	45%
Grade 3 NeSA Math Proficiency	94%	75%
Grade 3 NeSA ELA Proficiency	N.A.	53%

** Source: Nebraska Department of Education, Nebraska Education Profile http://nep.education.ne.gov*

** Comparison for public elementary schools*

** N.A.: Cannot be reported due to N≤10*

NEBRASKA esu13 serving the panhandle

Panhandle Public Health District

Buffett Early Childhood Institute at the University of Nebraska

Community Conversation - Feb. 27, 2017

Who participated?

Administrators or School Board Members	1
School Teachers or Staff	9
Community Child Care Providers	0
Parents or Other Community Members	5

40% of participants reported having children age 9 or younger

94%	Female	**100%**	White
6%	Male	**0%**	Latino or Hispanic

Community Conversation Summary

Points of Pride

Community members were proud of many things related to early childhood:

- **Early intervention** services such as those provided through the Early Development Network and Child Find program.
- **Parent education and support** programs such as Sixpence and Circle of Security.
- Various **programs** for children and families such as a new clothing program through Volunteers of America and various donation drives supported by local churches.
- **School, community, and family partnerships**, including a strong system of care for children birth to age 8, and a community focus on inclusivity.
- **Basic needs** met through easy access to various services.
- **Health and wellness** opportunities, including access to mental health and counseling.
- A **preschool program** run by Volunteers of America.
- **Out-of-school care**, especially CHAMPS, before, after, and summer-school program.
- Smooth **transitions** to part B services for children with disabilities.
- **Transportation** for preschool and school-age children.
- **Curriculum and instruction**, namely school readiness.

Challenges

Community members identified many challenges families with young children face that need to be addressed:

- **Funding and sustainability** of preschool programs and facilities for young children.
- The availability and affordability of **child care**.
- **Health and wellness**, namely the availability of insurance.
- **The economy**, especially limited employment opportunities and poverty, and basic needs such as food insecurity.
- **Parent education and support** on topics such as behavior management and academic support.

Priorities

Community members identified the following expectations and priorities for early childhood care and education:

- **Child care and preschool** that is high-quality, affordable, and available to all children.
- **Curriculum and instruction** to support children's development.
- Equitable **funding and sustainability** that supports resources for children, such as a playground.
- **Parent education and support** to increase parents' knowledge.
- Increasing **public awareness** about available programs and services.
- **Workforce development** related to the education of professionals in child care settings.
- Related to **health and wellness**, increasing the number of dental and vision providers who accept Medicaid.

Gering Public Schools

Community Conversation About Early Childhood (Birth Through Grade 3) Programs and Services

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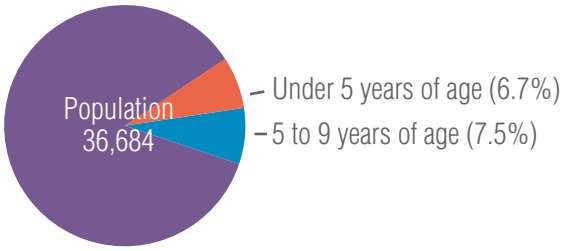
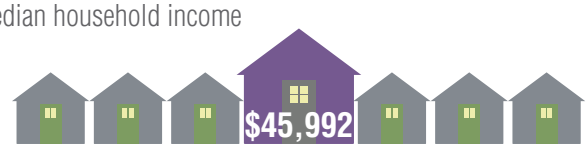
Scotts Bluff County Demographics



Population change (April 1, 2010 to July 1, 2016): -548 persons

Median household income

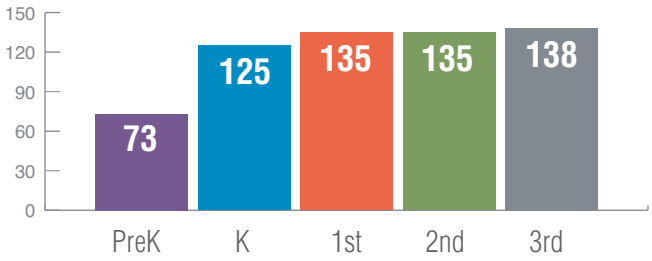


Individuals below poverty level	13.7%
Children under 5 years below poverty level	25.5%

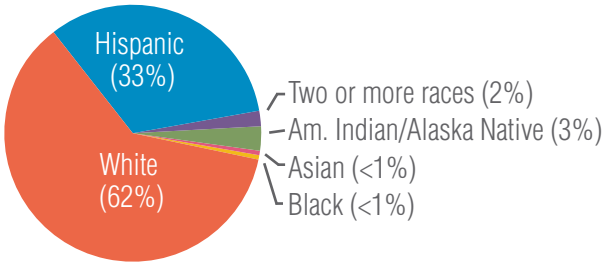
**Source: U.S. Census Bureau, 2011-2015 American Community Survey 5-Year Estimates https://www.census.gov/programs-surveys/acs/*

Gering Public Schools

2016-17 School Enrollment



2016-17 Race/Ethnicity of Gering Public School Students



Scotts Bluff County

Is licensed child care available?	Yes
Is public PreKindergarten available?	Yes
Is Head Start or Early Head Start available?	Yes

** Source: Nebraska Department of Health and Human Services, Childcare Licensed Facilities and Capacities http://dhhs.ne.gov/publichealth/Pages/crl_childcare_map.aspx*

** Data current as of 8/4/2017*

2016-17 Comparisons of Rates and Outcomes

	Gering	All Nebraska
Mobility	11%	11%
Free/Reduced Lunch	52%	45%
Grade 3 NeSA Math Proficiency	67%	75%
Grade 3 NeSA ELA Proficiency	51%	53%

** Source: Nebraska Department of Education, Nebraska Education Profile http://nep.education.ne.gov*

** Comparison for public elementary schools*

NEBRASKA esu13 serving the panhandle

Panhandle Public Health District

Buffett Early Childhood Institute at the University of Nebraska

Community Conversation - March 28, 2017

Who participated?

Administrators or School Board Members	4
School Teachers or Staff	27
Community Child Care Providers	0
Parents or Other Community Members	0

32% of participants reported having children age 9 or younger

100%	Female	**93%**	White
0%	Male	**7%**	Latino or Hispanic

Community Conversation Summary

Points of Pride

Community members were proud of many things related to early childhood:

- **Child care and preschool**, including the availability of public PreKindergarten, Head Start, and affordable community preschool programs.
- **Enrollment and class sizes**, which are increasing for young children.
- **Workforce development** opportunities such as trainings and the Western Nebraska Early Childhood Conference.
- **Early intervention** supports through the Early Development Network and Child Find program.
- **Parent education and support** through Sixpence.
- **Programs** for children such as the Pup Pack program, which distributes over 100 backpacks to children throughout the district.
- Good **public awareness** of early childhood programs.
- **Family, school, and community partnerships**, including community outreach and good relationships with pediatricians.

Challenges

Community members identified many challenges families with young children face that need to be addressed:

- **Technology**, to ensure that children are prepared for the future, but not negatively impacted by technology (e.g., reduced fine motor skills.)
- **Health and wellness** concerns, including mental health, health care, and drug exposure.
- **Social-emotional learning** to support children's social skill development.
- **Parent education and support** for parents in interacting with children and supporting their development.
- **Curriculum and instruction** are emphasized.
- High-quality **child care** that is available to all children throughout the day.
- **Out-of-school care** to meet the need for care before and after school.
- **Funding and sustainability**, which is challenged by cuts in resources and inability to expand programs.
- **Programs**, namely prevention programs to reduce teen pregnancies.
- **Public awareness** to increase community awareness of available services.
- **Basic needs**, as children's basic needs are often not met when they come to school, and community **transportation**.
- **Early intervention**, which focuses on at-risk children and children eligible for Part C.

Priorities

Community members identified the following expectations and priorities for early childhood care and education:

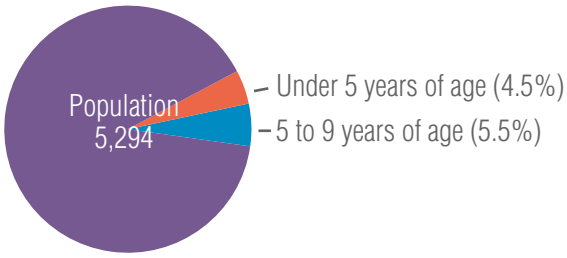
- **Parent education and support** that empower parents and enhance their parenting skills.
- **Enrollment and class sizes** to ensure low teacher/student ratios.
- **Curriculum and instruction** that ensure that all children are prepared for Kindergarten.
- **Workforce development**, including the availability of high-quality classes and trainings and support for increasing staff wages.
- **Public awareness** to ensure that families know where to go to get help.
- **Funding and sustainability**.
- **Basic needs**, including that all children will come to school fed, clothed, and safe.
- Work to create smooth **transitions** between preschool and Kindergarten.

Gordon-Rushville Public Schools

Community Conversation About Early Childhood (Birth Through Grade 3) Programs and Services

ESU 13 and the Panhandle Partnership, Inc. in collaboration with the Buffett Early Childhood Institute at the University of Nebraska are engaging in strategic planning for the care and education of children from birth through Grade 3 in the Panhandle. This page provides select demographic information of the county and school district; the next page summarizes input gathered during a community focus group session in Gordon on April 11, 2017.

Sheridan County Demographics



Population change (April 1, 2010 to July 1, 2016): -235 persons

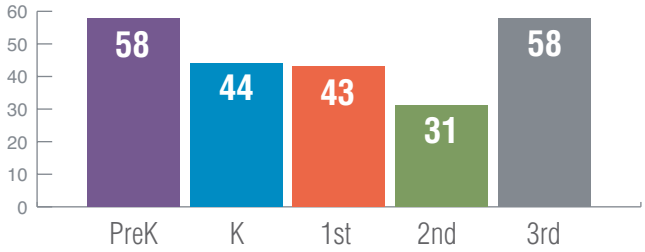
Median household income

Individuals below poverty level	16.5%
Children under 5 years below poverty level	21.6%

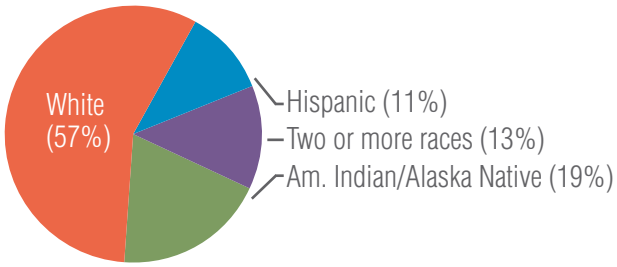
*Source: U.S. Census Bureau, 2011-2015 American Community Survey 5-Year Estimates https://www.census.gov/programs-surveys/acs/

Gordon-Rushville Public Schools

2016-17 School Enrollment



2016-17 Race/Ethnicity of Gordon-Rushville Elementary School Students



Sheridan County

Is licensed child care available?	Yes
Is public PreKindergarten available?	Yes
Is Head Start or Early Head Start available?	Yes

* Source: Nebraska Department of Health and Human Services, Childcare Licensed Facilities and Capacities http://dhhs.ne.gov/publichealth/Pages/crl_childcare_map.aspx
* Data current as of 8/4/2017

2016-17 Comparisons of Rates and Outcomes

	Gordon-Rushville	All Nebraska
Mobility	14%	11%
Free/Reduced Lunch	64%	45%
Grade 3 NeSA Math Proficiency	27%	75%
Grade 3 NeSA ELA Proficiency	N.A.	53%

* Source: Nebraska Department of Education, Nebraska Education Profile http://nep.education.ne.gov
* Comparison for public elementary schools
* N.A.: Cannot be reported due to N≤10

Nebraska esu13 serving the panhandle
Panhandle Public Health District
Buffett Early Childhood Institute at the University of Nebraska

Community Conversation - April 11, 2017

Who participated?

Administrators or School Board Members	3
School Teachers or Staff	8
Community Child Care Providers	0
Parents or Other Community Members	3

36% of participants reported having children age 9 or younger

80% Female **100%** White

20% Male **0%** Latino or Hispanic

Community Conversation Summary

Points of Pride

Community members were proud of many things related to early childhood:

- **Child care and preschool**, including the availability of high-quality programs and multiple options.
- Smooth **transitions** between early childhood programs and Kindergarten.
- A strong, well-educated **workforce**.
- **Early intervention**, including many special education services and strong relationships with the Early Development Network and Child Find program.
- **Out-of-school care**, namely an after-school program.
- **Curriculum and instruction** supported by Reading Mastery, Envisions, and Teaching Strategies Gold.
- **Parent awareness** of the importance of early childhood.
- **Public awareness** via frequent publications in the Sheridan County Star.
- Children's **programs** such as 4-H, sports, and theater.
- **Family, school, and community partnerships**, including collaboration among agencies, cities, businesses, and good parental involvement.

Challenges

Community members identified many challenges families with young children face that need to be addressed:

- **Child care and preschool**, including a lack of available and affordable child care and preschool.
- **Enrollment and class sizes** given that student/teacher ratios are increasing.
- **Economic factors** such as the lack of available jobs, and **basic needs**, including the need for affordable housing.
- **Early intervention**, given that more students have developmental delays.
- **Language barriers** that pose challenges to developing **family, school, and community partnerships**.
- **Workforce development**, namely the need for curriculum training.
- **Parent education and support** that encourage work-life balance.
- **Out-of-school care**, especially after-school opportunities for working parents if funding is cut.
- **Health and wellness** providers are located farther away, and thus require significant travel and time off work. Health insurance is expensive, and drug and alcohol abuse is rising.

Priorities

Community members identified the following expectations and priorities for early childhood care and education:

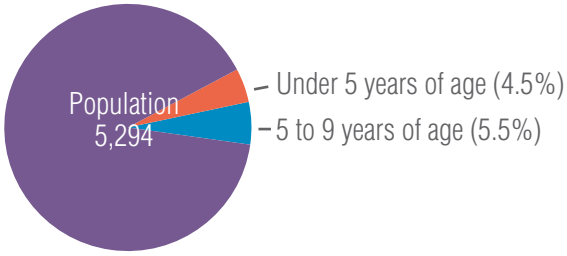
- **Funding and sustainability** to allow equal access to services.
- **Child care and preschool** that is available, affordable, and high-quality.
- **Curriculum and instruction** that ensures strong elementary schools.
- **Out-of-school care**, namely after-school programs that are sustainable.
- **Economic factors** such as employment opportunities, and basic needs such as housing—without which early childhood education is not a priority for families.

Hay Springs Public Schools

Community Conversation About Early Childhood (Birth Through Grade 3) Programs and Services

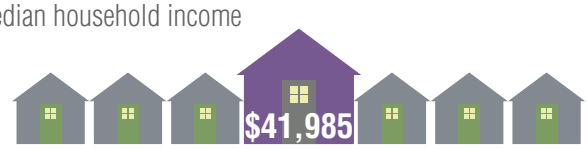
ESU 13 and the Panhandle Partnership, Inc. in collaboration with the Buffett Early Childhood Institute at the University of Nebraska are engaging in strategic planning for the care and education of children from birth through Grade 3 in the Panhandle. This page provides select demographic information of the county and school district; the next page summarizes input gathered during a community focus group session in Hay Springs on March 28, 2017.

Sheridan County Demographics



Population change (April 1, 2010 to July 1, 2016): -235 persons

Median household income

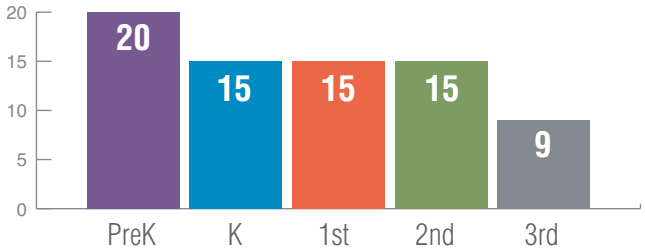


Individuals below poverty level	16.5%
Children under 5 years below poverty level	21.6%

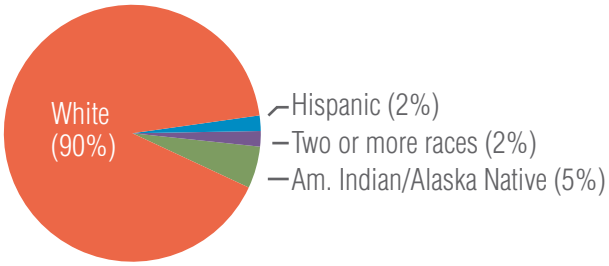
*Source: U.S. Census Bureau, 2011-2015 American Community Survey 5-Year Estimates https://www.census.gov/programs-surveys/acs/

Hay Springs Public Schools

2016-17 School Enrollment



2016-17 Race/Ethnicity of Hay Springs Elementary School Students



Sheridan County

Is licensed child care available?	Yes
Is public PreKindergarten available?	Yes
Is Head Start or Early Head Start available?	Yes

* Source: Nebraska Department of Health and Human Services, Childcare Licensed Facilities and Capacities http://dhhs.ne.gov/publichealth/Pages/crl_childcare_map.aspx
* Data current as of 8/4/2017

2016-17 Comparisons of Rates and Outcomes

	Hay Springs	All Nebraska
Mobility	15%	11%
Free/Reduced Lunch	54%	45%
Grade 3 NeSA Math Proficiency	N.A.	75%
Grade 3 NeSA ELA Proficiency	N.A.	53%

* Source: Nebraska Department of Education, Nebraska Education Profile http://nep.education.ne.gov
* Comparison for public elementary schools
* N.A.: Cannot be reported due to N≤10

NEBRASKA esu13 serving the panhandle
Panhandle Public Health District
Buffett Early Childhood Institute at the University of Nebraska

Community Conversation - March 28, 2017

Who participated?

Administrators or School Board Members	1
School Teachers or Staff	5
Community Child Care Providers	1
Parents or Other Community Members	0

43% of participants reported having children age 9 or younger

100% Female **100%** White

0% Male **0%** Latino or Hispanic

Community Conversation Summary

Points of Pride

Community members were proud of many things related to early childhood:

- **Child care and preschool programs**, including district PreK, Early Head Start, community preschool, and one licensed child care center at a nursing home.
- **Programs** such as food and backpack programs, as well as recreational opportunities such as swimming lessons.
- **Family, school, and community partnerships**, especially communication between schools and child care programs.
- **Out-of-school care**, including some after-school programs via 4-H, Girls on the Run, as well as summer camps.

Challenges

Community members identified many challenges families with young children face that need to be addressed:

- **Basic needs** such as limited housing and lack of school **transportation**.
- Not enough **child care** slots.
- **Workforce development**, especially the need for more early childhood staff.
- **Funding** that would allow programs to expand the number of early childhood staff.
- **Parent education and support** to promote parents' recognition of what to expect of young children at various ages.
- **Curriculum and instruction** to keep children where they need to be academically.

Priorities

Community members identified the following expectations and priorities for early childhood care and education:

- **Workforce development**, especially continuing to hire certified staff.
- **Parent education and support** to educate parents on what is developmentally appropriate for children.
- **Family, school, and community partnerships** to ensure continued open communication between schools, child care programs, and parents.
- **Funding and sustainability** to maintain the child care and preschool programs in the community.
- **Early intervention**, especially the availability of special education staff.
- **Basic needs**, especially good, real food for children.
- **Curriculum and instruction** that includes tools to support teachers in providing hands-on opportunities, and also keeping recess and physical education.
- **Social-emotional learning**, especially emphasizing executive functioning skills at an earlier age.

Hemingford Public Schools

Community Conversation About Early Childhood (Birth Through Grade 3) Programs and Services

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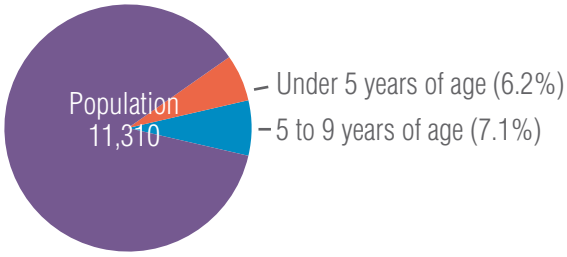
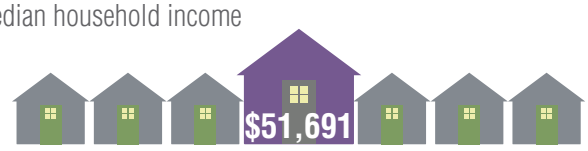
Box Butte County Demographics



Population change (April 1, 2010 to July 1, 2016): -114 persons

Median household income



Individuals below poverty level	17%
Children under 5 years below poverty level	30.4%

**Source: U.S. Census Bureau, 2011-2015 American Community Survey 5-Year Estimates https://www.census.gov/programs-surveys/acs/*

Box Butte County

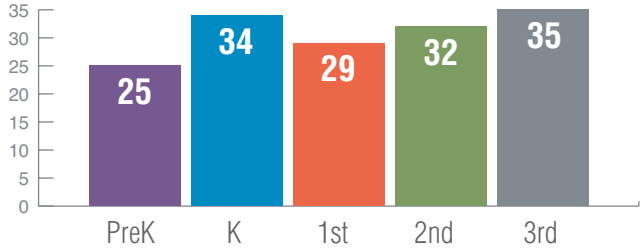
Is licensed child care available?	Yes
Is public PreKindergarten available?	Yes
Is Head Start or Early Head Start available?	Yes

** Source: Nebraska Department of Health and Human Services, Childcare Licensed Facilities and Capacities http://dhhs.ne.gov/publichealth/Pages/crl_childcare_map.aspx*

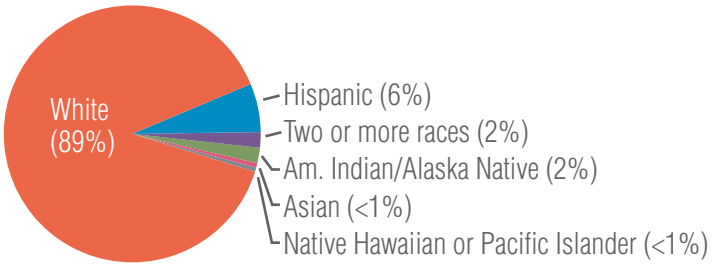
** Data current as of 8/4/2017*

Hemingford Public Schools

2016-17 School Enrollment



2016-17 Race/Ethnicity of Hemingford Elementary School Students



2016-17 Comparisons of Rates and Outcomes

	Hemingford	All Nebraska
Mobility	7%	11%
Free/Reduced Lunch	39%	45%
Grade 3 NeSA Math Proficiency	N.A.	75%
Grade 3 NeSA ELA Proficiency	N.A.	53%

** Source: Nebraska Department of Education, Nebraska Education Profile http://nep.education.ne.gov*

** Comparison for public elementary schools*

** N.A.: Cannot be reported due to N≤10*

NEBRASKA esu13 serving the panhandle

Panhandle Public Health District

Buffett Early Childhood Institute at the University of Nebraska

Community Conversation - March 14, 2017

Who participated?

Administrators or School Board Members
School Teachers or Staff
Community Child Care Providers
Parents or Other Community Members

2003

80% of participants reported having children age 9 or younger

75% Female
25% Male
75% White
25% Latino or Hispanic

Community Conversation Summary

Points of Pride

Community members were proud of many things related to early childhood:

- **Child care and preschool**, including licensed child care, public preschool, and Early Head Start.
- **Enrollment and class sizes**, namely small class sizes in each grade.
- **Home visiting** through Healthy Families of America.
- **Family, school, and community partnerships**, with praise for the "amazing parents" in the community.

Challenges

Community members identified many challenges families with young children face that need to be addressed:

- **Early intervention** for students with special needs.
- **Parent education and support** to address challenges experienced by many families due to lack of extended family.
- **Technology**, especially challenges associated with children's abilities to engage.
- **The economy** such as lack of job opportunities, poverty, and population shifts, as well as **basic needs**, including the lack of affordable housing.
- **Child care**.

Priorities

Community members identified the following expectations and priorities for early childhood care and education:

- Keeping **preschool** free and available.
- **Enrollment and class sizes**, especially keeping two teachers per grade.
- **Out-of-school care**, including an after-school program.
- **Curriculum and instruction** that allow "kids to be kids" and provide play opportunities.

Kimball Public Schools

Community Conversation About Early Childhood (Birth Through Grade 3) Programs and Services

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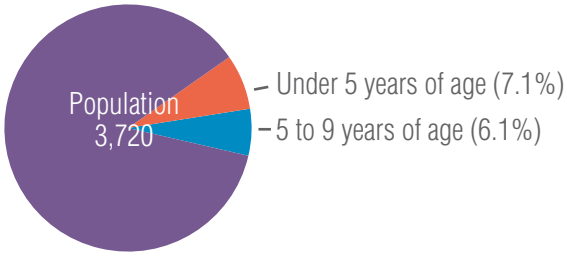
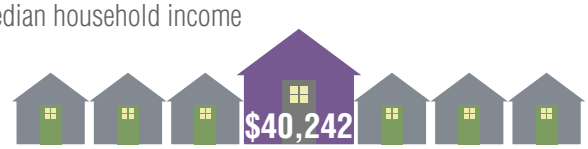
Kimball County Demographics



Population change (April 1, 2010 to July 1, 2016): -142 persons

Median household income

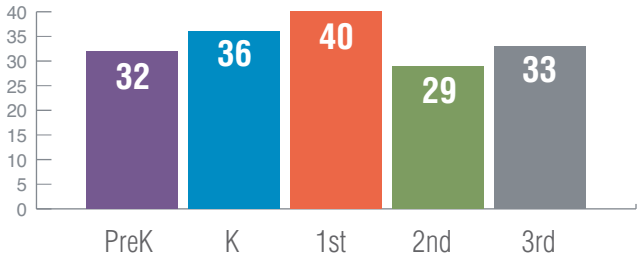


Individuals below poverty level	13.6%
Children under 5 years below poverty level	27.9%

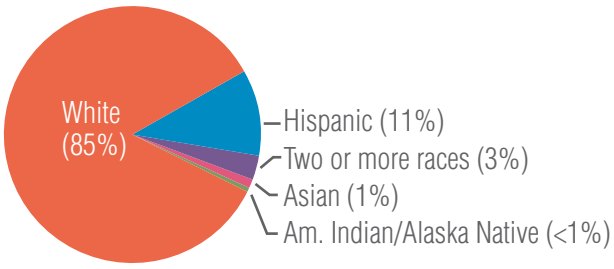
*Source: U.S. Census Bureau, 2011-2015 American Community Survey 5-Year Estimates https://www.census.gov/programs-surveys/acs/

Kimball Public Schools

2016-17 School Enrollment



2016-17 Race/Ethnicity of Kimball Elementary School Students



Kimball County

Is licensed child care available?	Yes
Is public PreKindergarten available?	Yes
Is Head Start or Early Head Start available?	Yes

* Source: Nebraska Department of Health and Human Services, Childcare Licensed Facilities and Capacities http://dhhs.ne.gov/publichealth/Pages/crl_childcare_map.aspx
* Data current as of 8/4/2017

2016-17 Comparisons of Rates and Outcomes

	Kimball	All Nebraska
Mobility	13%	11%
Free/Reduced Lunch	50%	45%
Grade 3 NeSA Math Proficiency	93%	75%
Grade 3 NeSA ELA Proficiency	N.A.	53%

* Source: Nebraska Department of Education, Nebraska Education Profile http://nep.education.ne.gov
* Comparison for public elementary schools
* N.A.: Cannot be reported due to N≤10

NEBRASKA esu13 serving the panhandle

Panhandle Public Health District

Buffett Early Childhood Institute at the University of Nebraska

Community Conversation - March 15, 2017

Who participated?

Administrators or School Board Members	2
School Teachers or Staff	5
Community Child Care Providers	0
Parents or Other Community Members	7

21% of participants reported having children age 9 or younger

78% Female **89%** White

22% Male **11%** Latino or Hispanic

Community Conversation Summary

Points of Pride

Community members were proud of many things related to early childhood:

- **Preschool** via public PreKindergarten and Head Start.
- **Early intervention** provided by the Early Development Network and special education programs.
- **Programs** such as summer food services, backpack programs, and activities for young children.
- **Family, school, and community partnerships**, including communication among agencies, as well as collaboration between schools and community agencies.
- **Health and wellness opportunities** such as the Kid's Connect Clinic and health fair.
- **Curriculum and instruction**, including Kindergarten reading and math nights.

Challenges

Community members identified many challenges faced by families with young children that need to be addressed:

- Only having one licensed **child care** provider in town.
- Declining **enrollment and class sizes**.
- **The economy**, including property taxes, poverty, and lack of available jobs, **and basic needs** such as the lack of affordable housing.
- **Health and wellness** challenges, including drug abuse and the need to travel to visit medical specialists.
- **Out-of-school care**, especially the lack of after-school programs.
- **Family, school, and community partnerships** that provide parental support.

Priorities

Community members identified the following expectations and priorities for early childhood care and education:

- High-quality **child care**.
- **Out-of-school care**, especially after-school programs.
- **Parent education and support**, including outreach to families and new parents in the community.
- **Early intervention** identification.
- **Health and wellness**, including maternal health services, quality health care, and mental health services.
- **Basic needs** of children are met so that all children are safe, fed, and exposed to nurturing environments.
- **Funding and sustainability**.
- **Family, school, and community partnerships** to promote continuity across school and homes.

Mitchell Public Schools

Community Conversation About Early Childhood (Birth Through Grade 3) Programs and Services

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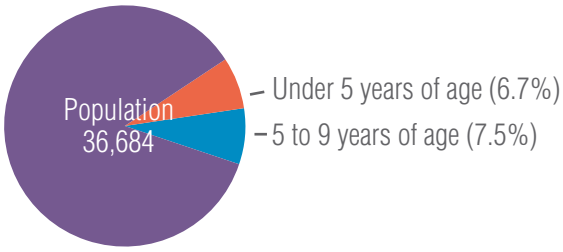
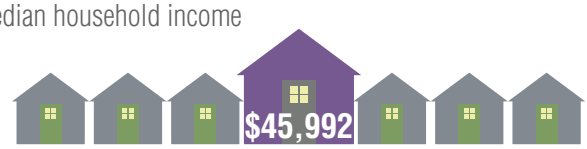
Scotts Bluff County Demographics



Population change (April 1, 2010 to July 1, 2016): -548 persons

Median household income

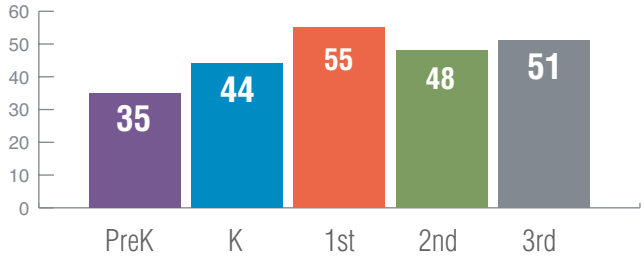


Individuals below poverty level	13.7%
Children under 5 years below poverty level	25.5%

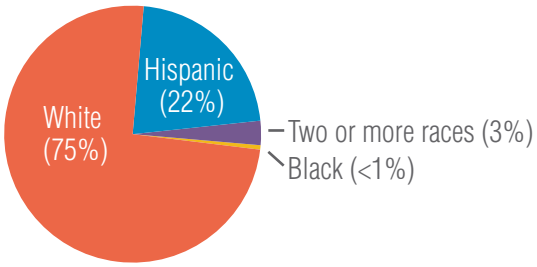
*Source: U.S. Census Bureau, 2011-2015 American Community Survey 5-Year Estimates https://www.census.gov/programs-surveys/acs/

Mitchell Public Schools

2016-17 School Enrollment



2016-17 Race/Ethnicity of Mitchell Public School Students



Scotts Bluff County

Is licensed child care available?	Yes
Is public PreKindergarten available?	Yes
Is Head Start or Early Head Start available?	Yes

* Source: Nebraska Department of Health and Human Services, Childcare Licensed Facilities and Capacities http://dhhs.ne.gov/publichealth/Pages/crl_childcare_map.aspx
* Data current as of 8/4/2017

2016-17 Comparisons of Rates and Outcomes

	Mitchell	All Nebraska
Mobility	12%	11%
Free/Reduced Lunch	46%	45%
Grade 3 NeSA Math Proficiency	88%	75%
Grade 3 NeSA ELA Proficiency	69%	53%

* Source: Nebraska Department of Education, Nebraska Education Profile http://nep.education.ne.gov
* Comparison for public elementary schools

NEBRASKA esu13 serving the panhandle

Panhandle Public Health District

Buffett Early Childhood Institute at the University of Nebraska

Community Conversation - March 16, 2017

Who participated?

Administrators or School Board Members	3
School Teachers or Staff	8
Community Child Care Providers	2
Parents or Other Community Members	1

29% of participants reported having children age 9 or younger

100%	Female	**100%**	White
0%	Male	**0%**	Latino or Hispanic

Community Conversation Summary

Points of Pride

Community members were proud of many things related to early childhood:

- **Child care and preschool**, including multiple licensed child care providers, one that is open 24 hours a day, as well as community preschool, and public PreKindergarten.
- **Workforce development** through Sixpence coaching and training to improve 0 to 3 curricula.
- **Out-of-school care**, including after-school and summer care among a few providers.
- **Early intervention** for children with disabilities via the Early Development Network.
- **Family, school, and community partnerships**, including interagency collaboration; child care providers work closely with public schools.
- **Transportation** to and from the child care center.

Challenges

Community members identified many challenges families with young children face that need to be addressed:

- The availability and affordability of **child care and preschool**.
- Limited **out-of-school care**, especially after school, which may lead to unsupervised children.
- Few **parent education and support** opportunities.
- **Health and wellness**, especially the need for more health care providers, dentists, pharmacies, especially clinics that accept Medicaid.
- **The economy**, especially unstable employment and population shifts given that many families are leaving; **basic needs**, including lack of affordable housing and no grocery stores; and lack of **transportation**.
- **Workforce development** that can ensure that professionals are paid what they are worth, while still making child care available and affordable.

Priorities

Community members identified the following expectations and priorities for early childhood care and education:

- Making **child care and preschool** affordable to all families.
- Providing **out-of-school care**, especially after-school care.
- **Parent education and support** that focuses on parenting skills and encourages parental involvement.
- Screening to identify children for **early intervention** services.
- School continues to examine **curriculum and instruction** to provide developmentally appropriate learning, which should include play.
- **Social-emotional learning** to address mental health needs.
- Smooth **transitions** from PreKindergarten to Kindergarten.
- **Health and wellness**, especially access to health care.
- **Family, school, and community partnerships** that prepare children for Kindergarten.

Morrill Public Schools

Community Conversation About Early Childhood (Birth Through Grade 3) Programs and Services

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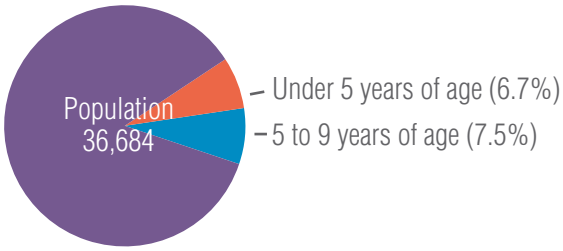
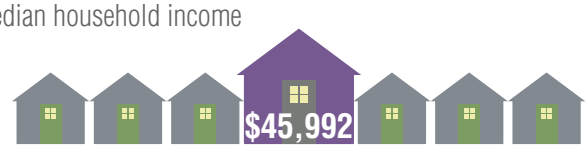
Scotts Bluff County Demographics



Population change (April 1, 2010 to July 1, 2016): -548 persons

Median household income



Individuals below poverty level	13.7%
Children under 5 years below poverty level	25.5%

*Source: U.S. Census Bureau, 2011-2015 American Community Survey 5-Year Estimates https://www.census.gov/programs-surveys/acs/

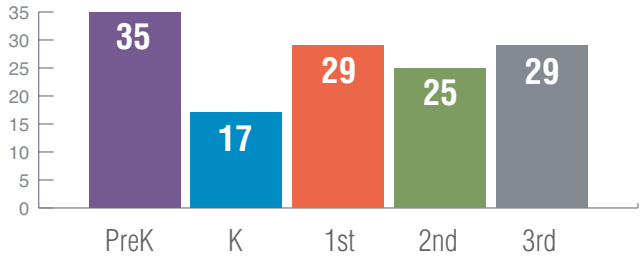
Scotts Bluff County

Is licensed child care available?	Yes
Is public PreKindergarten available?	Yes
Is Head Start or Early Head Start available?	Yes

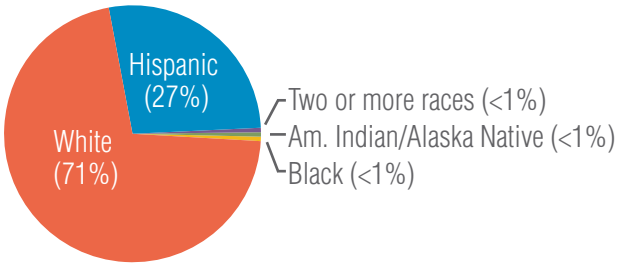
* Source: Nebraska Department of Health and Human Services, Childcare Licensed Facilities and Capacities http://dhhs.ne.gov/publichealth/Pages/crl_childcare_map.aspx
* Data current as of 8/4/2017

Morrill Public Schools

2016-17 School Enrollment



2016-17 Race/Ethnicity of Morrill Public School Students



2016-17 Comparisons of Rates and Outcomes

	Morrill	All Nebraska
Mobility	11%	11%
Free/Reduced Lunch	64%	45%
Grade 3 NeSA Math Proficiency	85%	75%
Grade 3 NeSA ELA Proficiency	N.A.	53%

* Source: Nebraska Department of Education, Nebraska Education Profile http://nep.education.ne.gov
* Comparison for public elementary schools
* N.A.: Cannot be reported due to N≤10

NEBRASKA esu13 serving the panhandle
Panhandle Public Health District
Buffett Early Childhood Institute at the University of Nebraska

Community Conversation - May 3, 2017

Who participated?

Administrators or School Board Members	6
School Teachers or Staff	7
Community Child Care Providers	1
Parents or Other Community Members	1

40% of participants reported having children age 9 or younger

75%	Female	**94%**	White
25%	Male	**6%**	Latino or Hispanic

Community Conversation Summary

Points of Pride

Community members were proud of many things related to early childhood:

- **Transportation**, including the option for school transportation from other communities to Morrill.
- **Child care and preschool**, including Head Start, public PreKindergarten, as well as home-based and center-based child care.
- A strong **workforce** consisting of high-quality teachers and good leaders.
- Small **class sizes** in K-3.
- **Family, school, and community partnerships**, through community support and strong partnerships.
- Children's **programs** such as library reading programs, mobile meals, and summer lunches.
- **Public awareness** of the need for high-quality care.
- **Technology**.

Challenges

Community members identified many challenges families with young children face that need to be addressed:

- Affordable **child care and preschool**; meeting Rule 11 regulations for public PreKindergarten.
- **Out-of-school care**, especially after-school care.
- **The economy**, especially poverty, and keeping businesses open; **basic needs** such as affordable and adequate housing; and **transportation** to school, medical, and mental health services.
- **Health and wellness**, including the need to access health care, a pharmacy, mental health services, and substance abuse services.
- **Public awareness** about community resources.
- **Workforce development**, especially retaining teachers in schools and child care centers.
- **Funding and sustainability** to maintain community resources.

Priorities

Community members identified the following expectations and priorities for early childhood care and education:

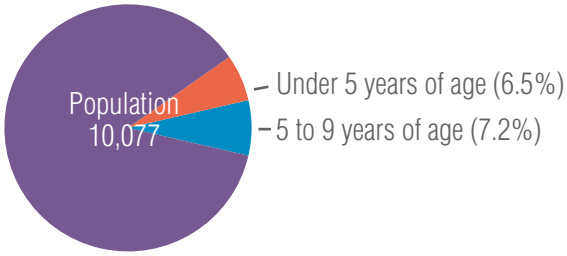
- **Health and wellness** access to care for children birth to age 9.
- **Workforce development** to increase staff knowledge of rules, regulations, and also recruit and retain high-quality staff.
- **Curriculum and instruction** to ensure that children are ready for Kindergarten.
- Increasing school **enrollment** and maintaining class sizes in light of exits from the district.
- **Family, school, and community partnerships** to promote family involvement and community collaboration.
- **Out-of-school care** and providing summer activities through the school.
- Equal access to **child care and preschool**.
- Developmentally appropriate **curricula and instruction** that maintain test scores.
- **Parent education and support** through Healthy Families of America and other community services.

Potter-Dix Public Schools

Community Conversation About Early Childhood (Birth Through Grade 3) Programs and Services

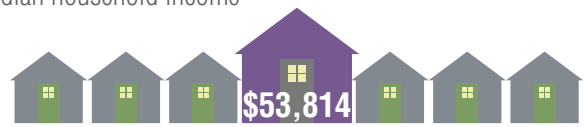
ESU 13 and the Panhandle Partnership, Inc. in collaboration with the Buffett Early Childhood Institute at the University of Nebraska are engaging in strategic planning for the care and education of children from birth through Grade 3 in the Panhandle. This page provides select demographic information of the county and school district; the next page summarizes input gathered during a community focus group session in Potter on March 15, 2017.

Cheyenne County Demographics



Population change (April 1, 2010 to July 1, 2016): 53 persons

Median household income

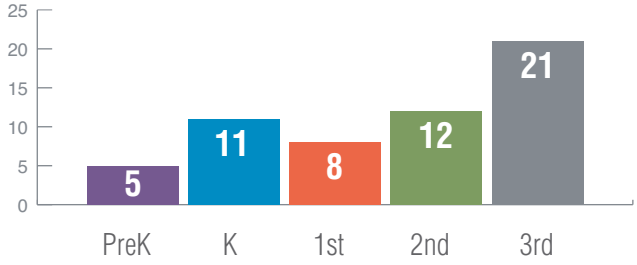


Individuals below poverty level	11.6%
Children under 5 years below poverty level	26.9%

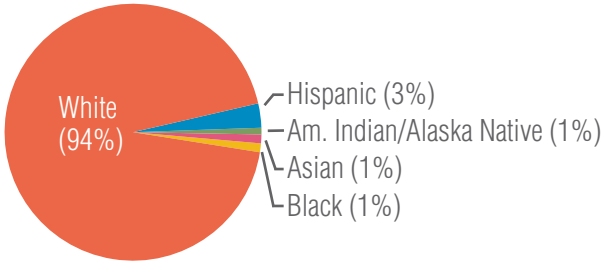
*Source: U.S. Census Bureau, 2011-2015 American Community Survey 5-Year Estimates https://www.census.gov/programs-surveys/acs/

Potter-Dix Public Schools

2016-17 School Enrollment



2016-17 Race/Ethnicity of Potter-Dix Elementary School Students



Cheyenne County

Is licensed child care available?	Yes
Is public PreKindergarten available?	Yes
Is Head Start or Early Head Start available?	Yes

* Source: Nebraska Department of Health and Human Services, Childcare Licensed Facilities and Capacities http://dhhs.ne.gov/publichealth/Pages/crl_childcare_map.aspx
* Data current as of 8/4/2017

2016-17 Comparisons of Rates and Outcomes

	Potter-Dix	All Nebraska
Mobility	13%	11%
Free/Reduced Lunch	42%	45%
Grade 3 NeSA Math Proficiency	N.A.	75%
Grade 3 NeSA ELA Proficiency	95%	53%

* Source: Nebraska Department of Education, Nebraska Education Profile http://nep.education.ne.gov
* Comparison for public elementary schools
* N.A.: Cannot be reported due to N≤10

NEBRASKA esu13 serving the panhandle

Panhandle Public Health District

Buffett Early Childhood Institute at the University of Nebraska

Community Conversation - March 15, 2017

Who participated?

Administrators or School Board Members	1
School Teachers or Staff	3
Community Child Care Providers	0
Parents or Other Community Members	0

50% of participants reported having children age 9 or younger

100% Female **100%** White

0% Male **0%** Latino or Hispanic

Community Conversation Summary

Points of Pride

Community members were proud of many things related to early childhood:

- **Child care and preschool,** including both child care and preschool with Volunteers of America.
- Children's **programs** such as 4-H, sports, and theater.
- **Family, school, and community partnerships**, especially the community's support and involvement.
- **Curriculum and instruction** as demonstrated by high NSEA scores.
- Small **class sizes**.

Challenges

Community members identified many challenges faced by families with young children that need to be addressed:

- **Economic factors**, including employment challenges and population decline, and **basic needs**, including access to grocery stores.
- **Out-of-school care**, especially after-school care for students in third through fifth grades.
- **Access to health and wellness** services, especially health care.

Priorities

Community members identified the following expectations and priorities for early childhood care and education:

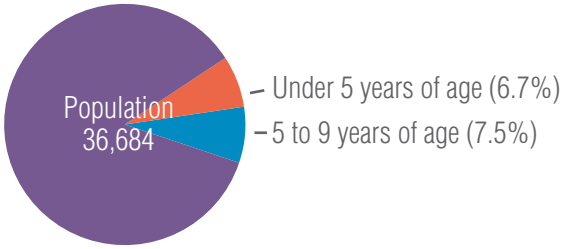
- **Funding and sustainability** to access community initiatives and also ensure that the quality of education stays the same in light of decreased enrollment.
- Continue to have **child care and preschool** through Volunteers of America.
- Continued access to **health and wellness** services.
- In terms of the **economy**, ensure that the community continues to be viable.
- **Parent education and support** through home visiting.

Scottsbluff Public Schools

Community Conversation About Early Childhood (Birth Through Grade 3) Programs and Services

ESU 13 and the Panhandle Partnership, Inc. in collaboration with the Buffett Early Childhood Institute at the University of Nebraska are engaging in strategic planning for the care and education of children from birth through Grade 3 in the Panhandle. This page provides select demographic information of the county and school district; the next page summarizes input gathered during a community focus group session in Scottsbluff on March 6, 2017.

Scotts Bluff County Demographics



Population change (April 1, 2010 to July 1, 2016): -548 persons

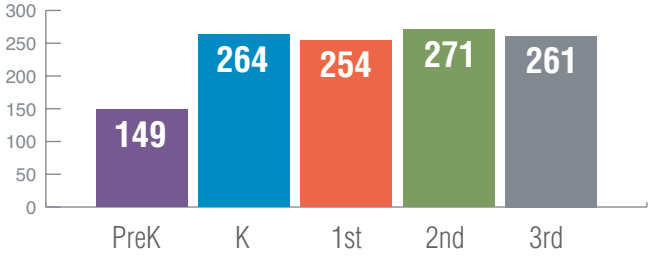
Median household income

Individuals below poverty level	13.7%
Children under 5 years below poverty level	25.5%

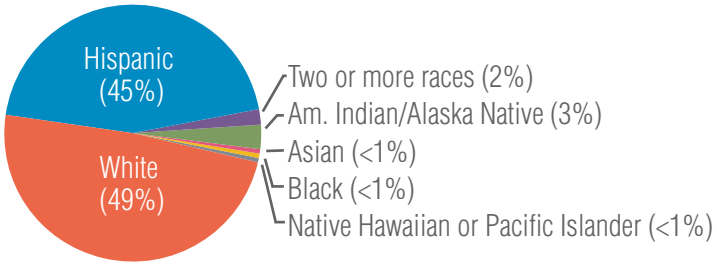
**Source: U.S. Census Bureau, 2011-2015 American Community Survey 5-Year Estimates https://www.census.gov/programs-surveys/acs/*

Scottsbluff Public Schools

2016-17 School Enrollment



2016-17 Race/Ethnicity of Scottsbluff Public School Students



Scotts Bluff County

Is licensed child care available?	Yes
Is public PreKindergarten available?	Yes
Is Head Start or Early Head Start available?	Yes

** Source: Nebraska Department of Health and Human Services, Childcare Licensed Facilities and Capacities http://dhhs.ne.gov/publichealth/Pages/crl_childcare_map.aspx*

** Data current as of 8/4/2017*

2016-17 Comparisons of Rates and Outcomes

	Scottsbluff	All Nebraska
Mobility	19%	11%
Free/Reduced Lunch	66%	45%
Grade 3 NeSA Math Proficiency	69%	75%
Grade 3 NeSA ELA Proficiency	45%	53%

** Source: Nebraska Department of Education, Nebraska Education Profile http://nep.education.ne.gov*

** Comparison for public elementary schools*

NEBRASKA esu13 serving the panhandle

Panhandle Public Health District

Buffett Early Childhood Institute at the University of Nebraska

Community Conversation - March 6, 2017

Who participated?

Administrators or School Board Members	2
School Teachers or Staff	13
Community Child Care Providers	1
Parents or Other Community Members	10

19% of participants reported having children age 9 or younger

90% Female **80%** White

10% Male **20%** Latino or Hispanic

Community Conversation Summary

Points of Pride

Community members were proud of many things related to early childhood:

- **Child care and preschool**, including a variety of programs such as home-based, center-based, Head Start, and public PreKindergarten.
- **Out-of-school care**, including after-school programs that serve all four elementary school buildings, as well as various summer programs.
- **Early intervention**, specifically the expansion of special education for young children, and the use of Teaching Strategies Gold as an assessment tool for identifying children in need of services.
- **Funding and sustainability** for early childhood programs through a variety of grant programs.
- Smooth **transitions** from preschool to Kindergarten, especially for children with IEPs.
- **Curriculum and instruction** is used to support academic and social-emotional learning.
- **Family, school, and community partnerships** among various agencies.
- **Parent education and support** through home visiting, Sixpence, Healthy Families of America, Early Head Start, Circle of Security, and Love and Logic.
- **Health and wellness**, especially the increased availability for child-parent psychotherapy.
- **Programs** such as Scottsbluff library and summer lunch program.

Challenges

Community members identified many challenges families with young children face that need to be addressed:

- **Out-of-school care**, especially after-school programs.
- **Parent education and support** focused on health care and keeping children healthy.
- **Social-emotional learning** in light of children's increased social emotional needs and challenging behaviors.
- **Public awareness** regarding diversity and the need to educate on accepting others.
- Decreased **funding** for education and community infrastructure.
- **Health and wellness**, especially the need for mental health intervention at early ages, access to dental services, health care, and substance abuse prevention and treatment.
- Affordable, high-quality **child care** that meets the needs of families, including extended-hours care.
- **Workforce development** to ensure that the workforce is well-educated and stays in the profession.
- **Economic factors** such as poverty and employment opportunities, **basic needs** such as housing and community **transportation**.
- **Programs**, including Spanish-speaking services, expanded American Sign Language (ASL) interpretation, and supplemental nutrition programs.
- **Curriculum and instruction** in light of increased academic expectations.
- **Family, school, and community partnerships**, especially the need to hire more interpreters for families where English is a second language (ESL)

Priorities

Community members identified the following expectations and priorities for early childhood care and education:

- **Workforce development** to provide more educational opportunities for early childhood professionals.
- **Child care and preschool**, especially the need to provide affordable and high-quality choices for families; increase the number of early childhood programs involved in Step up to Quality/QRIS; and ensure that every child can attend preschool.
- Maintaining small **class sizes** for individual and experiential learning.
- **Health and wellness** priorities, including ensuring that children and families receive high-quality, affordable health care, including mental health and dental programs.
- **Social-emotional learning** opportunities for children, as well as increased education for both families and providers regarding the importance of social-emotional skills.
- **Parent education and support**, including incorporating Circle of Security in birthing hospitals to ensure the earliest start, basic parenting classes, and programs for teen parents.
- **Family, school, and community partnerships** to promote family involvement and alignment of expectations.
- **Public awareness** to promote a shared vision of early care and education.
- **Funding and sustainability** for home visiting programs, funding for early childhood efforts, and adequate facilities.
- Equal opportunity in **transportation**.
- **Programs**, including hands-on experiences and outdoor/nature classrooms.

Sidney Public Schools

Community Conversation About Early Childhood (Birth Through Grade 3) Programs and Services

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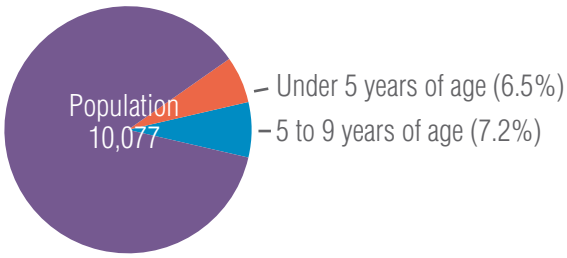
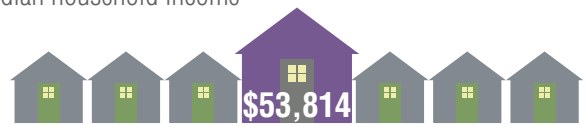
Cheyenne County Demographics



Population change (April 1, 2010 to July 1, 2016): 53 persons

Median household income



Individuals below poverty level	11.6%
Children under 5 years below poverty level	26.9%

**Source: U.S. Census Bureau, 2011-2015 American Community Survey 5-Year Estimates https://www.census.gov/programs-surveys/acs/*

Cheyenne County

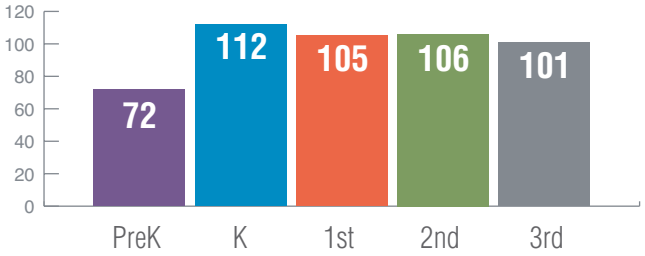
Is licensed child care available?	Yes
Is public PreKindergarten available?	Yes
Is Head Start or Early Head Start available?	Yes

** Source: Nebraska Department of Health and Human Services, Childcare Licensed Facilities and Capacities http://dhhs.ne.gov/publichealth/Pages/crl_childcare_map.aspx*

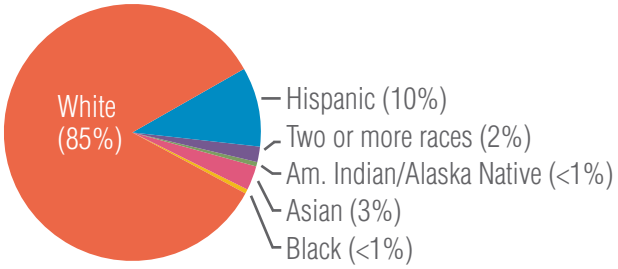
** Data current as of 8/4/2017*

Sidney Public Schools

2016-17 School Enrollment



2016-17 Race/Ethnicity of Sidney Elementary School Students



2016-17 Comparisons of Rates and Outcomes

	Sidney	All Nebraska
Mobility	18%	11%
Free/Reduced Lunch	40%	45%
Grade 3 NeSA Math Proficiency	81%	75%
Grade 3 NeSA ELA Proficiency	47%	53%

** Source: Nebraska Department of Education, Nebraska Education Profile http://nep.education.ne.gov*

** Comparison for public elementary schools*

esu13 serving the panhandle

Panhandle Public Health District

Buffett Early Childhood Institute at the University of Nebraska

Community Conversation - Feb. 13, 2017

Who participated?

Administrators or School Board Members	2
School Teachers or Staff	1
Community Child Care Providers	5
Parents or Other Community Members	4

42% of participants reported having children age 9 or younger

91%	Female	**73%**	White
9%	Male	**18%**	Asian
		9%	Latino or Hispanic

Community Conversation Summary

Points of Pride

Community members were proud of many things related to early childhood:

- **Early intervention** programs through Part C services and special education.
- Strong **workforce development** efforts through professional development provided by ESU 13.
- **Out-of-school care** such as Sidney's after-school program, UNL Cheyenne County Extension programs, which provide both after-school and summer care.
- **Programs** through Cheyenne County Community Center and UNL Extension, and 4-H.
- **Health and wellness** opportunities at Sidney Regional Medical Center, including physical therapy, occupational therapy, and speech-language pathology.
- **Public awareness**
- **Child care and preschool** such as two PreK classrooms at Sidney Public Schools, Sixpence partnership grants, and long-standing early childhood facilities.
- Small **class sizes**.
- **Social-emotional learning** through ACES, Pyramid, and Second Step programs.
- Some grant **funding** to support programs.

Challenges

Community members identified many challenges faced by families with young children that need to be addressed:

- **Social-emotional learning**, especially the need for more social-emotional support for young children and adults.
- The **economy**, due to changes and uncertainty in employment, meeting children's **basic needs**, and **transportation** issues.
- Increasing high-quality **child care** slots; Step Up to Quality standards are challenging and expensive for programs to meet.
- **Enrollment and class sizes** due to a declining student population.
- **Workforce development**, including local training on trauma-informed care.
- **Health and wellness**, especially supports for young children whose parents are addicts.
- **Funding and sustainability** of facilities.
- **Parent education and support** such as home visiting and educating parents about available resources.

Priorities

Community members identified the following expectations and priorities for early childhood care and education:

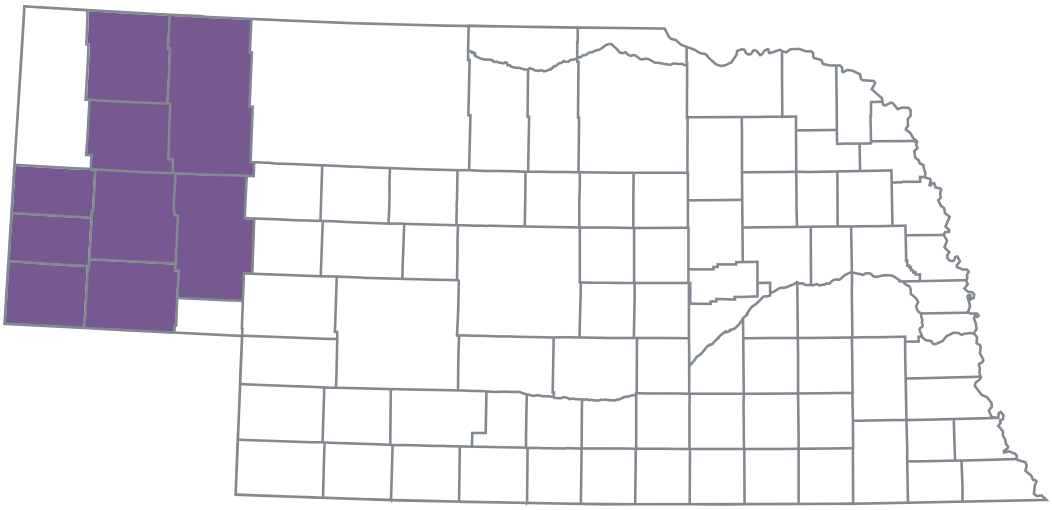
- Continued identification and **early intervention** for children with special needs.
- **Social-emotional learning** from birth to adulthood.
- **Parent education and support** for new parents that focus on parenting skills.
- High-quality **child care** opportunities.
- **Programs** to prevent child abuse such as Darkness to Light education tools, and empowering individuals to report suspected abuse.
- Provide families with **health and wellness** resources that ensure all **basic needs** are met.
- **Workforce development** for early care and education providers.
- **Family, school, and community partnerships** that empower families and ensure that children continue to receive services.
- Maintaining public **preschool** to meet the needs of high-needs children.

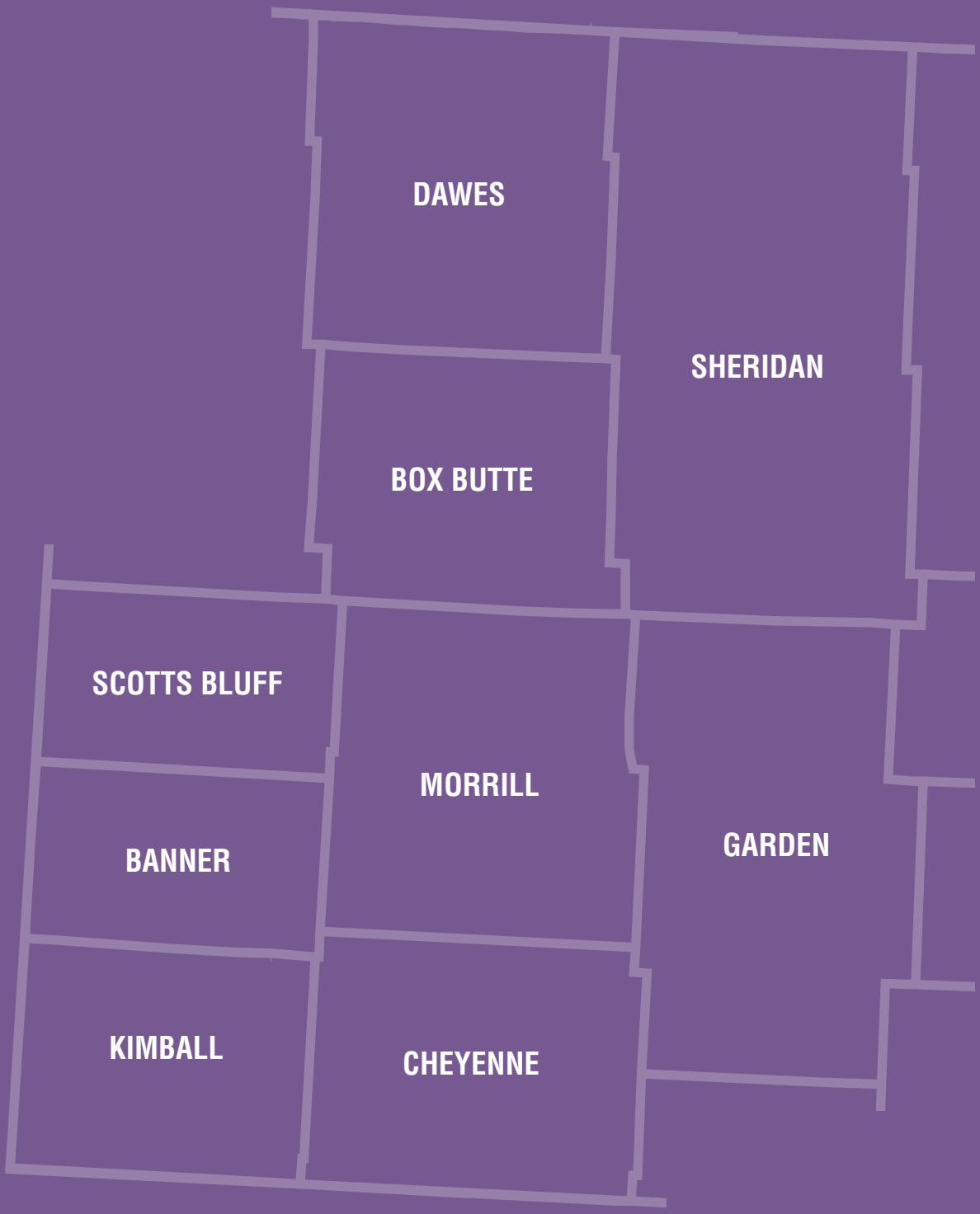
Early Childhood Program Inventories

All communities identified available child care and/or preschool as a point of pride. In addition, the majority of communities cited access to affordable child care and/or preschool as a concern for families with children from birth – Grade 3. Inventories of licensed child care and preschool programs for these nine counties are included in this section.

Counties

- Banner
- Box Butte
- Cheyenne
- Dawes
- Garden
- Kimball
- Morrill
- Scotts Bluff
- Sheridan




DAWES
SHERIDAN
BOX BUTTE
SCOTTS BLUFF
MORRILL
GARDEN
BANNER
KIMBALL
CHEYENNE

Program Types

Family Child Care Home I:
Program in the home of the provider; maximum capacity is eight children of mixed ages and two additional school age children during non-school hours

Family Child Care Home II:
Program in the home of the provider or another site; maximum capacity is 12 with two providers[1]

Child Care Center:
Program licensed for at least 13 children[1]

Preschool:
Program providing educational services where children do not nap and are not fed a meal[1]

School Age Only Center:
Program licensed for at least 13 children who are attending or have attended school[1]

Public PreK refers to public PreKindergarten programs available in the public schools

Head Start programs support the development of children ages birth to 5 from low-income families. Service models vary by community:

Early Head Start is designed to serve pregnant women, infants, and toddlers, and Head Start is designed to serve 3- and 4-year-olds.

Migrant and Seasonal Head Start programs provide services to children of low-income migrant farm workers.[2]

Sixpence is a public-private partnership providing learning opportunities to young children in Nebraska. Sixpence funds locally designed partnerships and may include family engagement/home-based services, center-based early care and education services, and school-child care partnerships.[3]

For all of the categories listed above, provisional licenses are issued for the first year of operation[1]

Note: Data are missing under "capacity" because no data are publicly available.

Note: Data are missing under "QRIS" because the program does not participate in Step Up to Quality (QRIS), the Nebraska Quality Rating and Improvement System for early care and education, scale 1 (low) – 5 (high).

Note: Rows with multiple colors indicate partnerships (e.g., Head Start/PreK partnerships, licensed Head Start centers).

[1] http://dhhs.ne.gov/publichealth/Pages/crlChildCareLicensingIndex.aspx
[2] https://www.acf.hhs.gov/ohs/about/head-start
[3] http://www.singasongofsixpence.org/what-is-sixpence/

Banner County

No licensed child care programs as of 1.9.19

Box Butte County

Program Name:	City/Town	Type:	Capacity:	QRIS:
Alliance Early Childhood Program	Alliance	Public PreK/Child Care Center	40	3
Alliance Head Start/Early Head Start	Alliance	Head Start/Early Head Start		
Alliance Migrant and Seasonal Head Start	Alliance	Migrant and Seasonal Head Start		
Alliance Public Schools - Sixpence Center-based	Alliance PS district area	Sixpence		
Christine Rippe Daycare	Alliance	Family Child Care Home I	10	
Hami Care	Alliance	Provisional Family Child Care Home II	12	
Hemingford Elementary School	Hemingford	Public PreK		
Honey Bear Preschool	Alliance	Preschool	22	
Kidz Comfort Zone Day Care	Alliance	Family Child Care Home II	12	
Lighthouse Christian Daycare	Alliance	Provisional Family Child Care Home II	12	1
Little Garden In-home Child Care	Hemingford	Provisional Family Child Care Home II	10	
Nancy Leider	Alliance	Family Child Care Home I	10	
Pam's Daycare	Alliance	Family Child Care Home II	12	
Saplings Daycare	Alliance	Family Child Care Home II	12	
Sher Bears United Methodist Church	Alliance	Child Care Center	50	2
St. Agnes Academy	Alliance	Preschool	24	
St. Johns United Lutheran Preschool	Alliance	Preschool	12	
Super Kidz	Hemingford	Family Child Care Home II	12	
Tammy's Place	Hemingford	Family Child Care Home II	12	
Trudy Varvel	Alliance	Family Child Care Home I	10	

Cheyenne County

Program Name:	City/Town	Type:	Capacity:	QRIS:
Central Elementary School	Sidney	Public PreK		
Christine Radtke	Sidney	Family Child Care Home I	10	
Grace Gardens	Sidney	Preschool	12	
Here Wee Grow Child Development Center	Sidney	Child Care Center	150	4
Kid's Korner	Sidney	Child Care Center	104	4
Melissa Deal	Sidney	Family Child Care Home I	10	
Potter-Dix Early Learning Center	Potter	Child Care Center	29	1
Sidney Head Start	Sidney	Head Start		
Sidney Public School- Central After School	Sidney	School Age Only Child Care Center	105	
Sidney Public School- North After School	Sidney	School Age Only Child Care Center	200	
Sidney Public School- South After School	Sidney	School Age Only Child Care Center	90	
Sidney Public Schools - Sixpence School-Child Care Partnership	Sidney and southern Panhandle region	Sixpence		
St. Paul Lutheran	Sidney	Preschool	12	
Tina Taylor	Sidney	Family Child Care Home II	12	
Wild About Preschool	Sidney	Family Child Care Home II	12	

- **Family Child Care Home I**
- **Family Child Care Home II**
- **Child Care Center**
- **Preschool**
- **Public PreK**

Dawes County

Program Name:	City/Town	Type:	Capacity:	QRIS:
Busy Beez Day Care	Chadron	Family Child Care Home II	12	
Chadron Early Childhood Education Program	Chadron	Head Start		
Chadron Primary Public PreK	Chadron	Public PreK		
Chadron Public Schools - Sixpence School-Child Care Partnership	Chadron and northern Panhandle region	Sixpence		
Chadron State College Child Development Center	Chadron	Head Start/Child Care Center	47	
College Height's Academy LLC	Chadron	Family Child Care Home II	12	
Crawford Elementary School Public PreK	Crawford	Public PreK		
Dawn Wild	Chadron	Family Child Care Home I	10	
Early Head Start (Northwest Community Action Partnership)	Chadron	Early Head Start		
Great Foundations Learning Center	Chadron	Provisional Child Care Center	38	
Jody Rudloff Day Care	Crawford	Family Child Care Home II	12	
Kays Child Care	Chadron	Family Child Care Home II	12	
Kidz Works	Chadron	Family Child Care Home II	12	
Little Angel Day Care	Chadron	Family Child Care Home II	12	5
Little g Childcare	Chadron	Family Child Care Home I	10	4
Little Hoots Daycare	Crawford	Family Child Care Home II	12	
Little Sprouts Child Care	Chadron	Family Child Care Home II	12	3
Live, Love, Laugh Day Care	Chadron	Family Child Care Home II	12	2
Lori's Daycare	Chadron	Family Child Care Home II	12	5
Lori's Daycare Part 2	Chadron	Provisional Family Child Care Home II	8	
Momma Bear Day Care	Chadron	Family Child Care Home I	10	
Mommy and Me's Little Journey School	Chadron	Family Child Care Home I	10	
Munchkinland Daycare Center	Chadron	Child Care Center	20	
Paige's Day Care	Chadron	Family Child Care Home II	12	
Scribbles Children's Academy	Chadron	Preschool	20	
Sunshine Day Care	Chadron	Family Child Care Home II	12	
Tara's Infant Day Care	Chadron	Family Child Care Home I	10	
Twinkle Time Child Care	Chadron	Family Child Care Home I	10	
Wild & Free	Chadron	Family Child Care Home I	10	

- **Head Start**
- **Early Head Start**
- **Migrant and Seasonal Head Start**
- **School Age Only Center**
- **Sixpence**

Garden County

Program Name:	City/Town	Type:	Capacity:	QRIS:
Garden County Elementary After School	Oshkosh	School Age Only Child Care Center	40	
Garden County Elementary PreK	Oshkosh	Public PreK		
Garden County Public Schools – Sixpence Homevisiting Grant	Oshkosh and Garden county	Sixpence		
Kicks and Giggles Playcenter	Oshkosh	Child Care Center	24	2
Volunteers of America Preschool	Oshkosh	Child Care Center	20	

Kimball County

Program Name:	City/Town	Type:	Capacity:	QRIS:
Dianne Pruett	Kimball	Provisional Family Child Care Home II	12	
Kimball Head Start	Kimball	Head Start		
Little Owl's Nest	Kimball	Provisional Family Child Care Home I	10	
Mary Dunegan Little Lambs	Kimball	Family Child Care Home I	10	
Mary Lynch Elementary	Kimball	Public PreK		

Morrill County

Program Name:	City/Town	Type:	Capacity:	QRIS:
Bayard Tiger Cub Partnership	Bayard	Head Start/Public PreK		
Bridgeport Head Start	Bridgeport	Head Start		
Carla McGrath	Bridgeport	Family Child Care Home I	10	1
Lasting Memories Daycare	Bayard	Family Child Care Home II	12	
Tiny Tot's Learning Center	Bridgeport	Child Care Center	49	

- **Family Child Care Home I**
- **Family Child Care Home II**
- **Child Care Center**
- **Preschool**
- **Public PreK**

Scotts Bluff County

Program Name:	City/Town	Type:	Capacity:	QRIS:
A Mother's Touch	Gering	Family Child Care Home I	10	
Apple Academy	Gering	Preschool	12	
Apple Academy	Gering	Family Child Care Home II	12	
Building Blocks Child Care	Gering	Child Care Center	45	
Care-a-lot Child Care and Learning Center	Gering	Child Care Center	31	
Central Head Start	Gering	Child Care Center/Head Start	18	3
Faith Lutheran Preschool	Gering	Preschool	24	
Family Development Center	Gering	Early Head Start/Home Base		
Gering Head Start	Gering	Head Start		
Gering Public Schools Early Childhood Program (Lincoln Elementary School)	Gering	Public PreK		
Gering Public Schools – Sixpence School-Child Care Partnership	Gering and central Panhandle region	Sixpence		
Health and Family Resource Center	Gering	Child Care Center/Early Head Start	46	3
Heather Jackson	Gering	Family Child Care Home I	10	
Homestead House Head Start	Gering	Head Start		
Kids Inc Child Care Center	Gering	Provisional Family Child Care Home I	10	
Little Tigers Daycare	Gering	Family Child Care Home I	10	
Mumm's Daycare	Gering	Family Child Care Home II	12	
Nickole's Daycare	Gering	Family Child Care Home II	12	
Scottsbluff YMCA After-School Program	Gering	Provisional School Age Only Child Care Center	80	
Sheryl's Child Care	Gering	Family Child Care Home II	12	
The Learning Tree	Gering	Child Care Center	60	
Trisha Garcia	Gering	Family Child Care Home I	10	1
Minatare Pre-Start Partnership	Minatare	Head Start/Public PreK		
Discovery Alley Preschool	Mitchell	Preschool	12	
Golden Child Development Center	Mitchell	Child Care Center	50	2

- **Head Start**
- **Early Head Start**
- **Migrant and Seasonal Head Start**
- **School Age Only Center**
- **Sixpence**

Scotts Bluff County

Program Name:	City/Town	Type:	Capacity:	QRIS:
Happy Hearts Daycare	Mitchell	Provisional Family Child Care Home I	10	
Little O's Childcare	Mitchell	Family Child Care Home II	12	
Little Treasures Daycare	Mitchell	Family Child Care Home I	10	2
Mitchell Tiger Cub Preschool Partnership	Mitchell	Head Start/Public PreK		
Red Barn 24/7 In Home Daycare	Mitchell	Family Child Care Home II	12	
Traci's Day Care	Mitchell	Family Child Care Home II	12	2
Pride Cub Care	Morrill	Child Care Center	89	
Ruth E. Thayer	Morrill	Family Child Care Home I	10	
Tri-Community Preschool - Morrill Partnership	Morrill	Head Start/Public PreK		
5th Avenue ABC Academy	Scottsbluff	Family Child Care Home I	10	
Acacia Academy	Scottsbluff	Family Child Care Home II	12	
Blessed Beginnings Early Childhood Program	Scottsbluff	Child Care Center	50	
Bumblebee's Daycare	Scottsbluff	Family Child Care Home I	10	
Carrie De Sha	Scottsbluff	Family Child Care Home I	10	
Community Christian School	Scottsbluff	Child Care Center	100	
Country Bear Daycare	Scottsbluff	Family Child Care Home II	12	1
Crossroads Corner Pre-School LLC	Scottsbluff	Child Care Center	67	
Donna M. Scow	Scottsbluff	Family Child Care Home I	10	
Early Childhood Learning Center (SB PS)	Scottsbluff	Public PreK		
Generations Daycare and Learning Center	Scottsbluff	Child Care Center	24	
Hilda Salazar	Scottsbluff	Family Child Care Home I	10	1
Home Away From Home	Scottsbluff	Family Child Care Home II	12	
Jamie Encinia	Scottsbluff	Family Child Care Home I	10	
Kangaroo Court Learning Center	Scottsbluff	Provisional Child Care Center	30	
Kelli Shuey	Scottsbluff	Family Child Care Home I	10	
Kid Zone Child Care	Scottsbluff	Family Child Care Home II	12	
Kiddie Cove Daycare	Scottsbluff	Family Child Care Home II	12	
Kids First Preschool and Daycare	Scottsbluff	Child Care Center	100	

- **Family Child Care Home I**
- **Family Child Care Home II**
- **Child Care Center**
- **Preschool**
- **Public PreK**

Scotts Bluff County

Program Name:	City/Town	Type:	Capacity:	QRIS:
Kid's Power Daycare	Scottsbluff	Family Child Care Home I	10	
Kids R Us	Scottsbluff	Child Care Center	92	2
Lala's Home Daycare	Scottsbluff	Family Child Care Home I	10	
Lil' Angels Playhouse	Scottsbluff	Child Care Center	30	
Lincoln Heights After School Program	Scottsbluff	Provisional School Age Only Center	75	
Little Blessings Daycare	Scottsbluff	Family Child Care Home II	12	
Little Blessings Daycare	Scottsbluff	Child Care Center	29	
Longfellow After School Program	Scottsbluff	Provisional School Age Only Center	75	
Norma's Day Care	Scottsbluff	Family Child Care Home II	12	
Panhandle Daycare Center	Scottsbluff	Child Care Center	60	
Play. Learn. Grow.	Scottsbluff	Child Care Center	60	
Rachelle Aguilar Daycare	Scottsbluff	Family Child Care Home I	10	
Reach for the Stars LLC	Scottsbluff	Child Care Center	60	
Reach for the Stars LLC	Scottsbluff	Family Child Care Home II	12	
Roosevelt Elementary	Scottsbluff	School Age Only Child Care Center	75	
Scottsbluff Bear Cub Partnership	Scottsbluff	Head Start		
Scottsbluff Family YMCA	Scottsbluff	Provisional School Age Only Child Care Center	120	
Scottsbluff Public Schools – Sixpence Homevisiting Grant	Scottsbluff PS District area	Sixpence		
Sherry's Day Care	Scottsbluff	Family Child Care Home II	9	
St Agnes School After 3 Program	Scottsbluff	School Age Only Child Care Center	45	
The Village Childcare and Learning Center	Scottsbluff	Provisional Family Child Care Home I	10	
Twin Cities Early Childhood Center	Scottsbluff	Child Care Center	67	2
Western Nebraska Child Development Center	Scottsbluff	Head Start and Early Head Start		
Western Nebraska Child Development Center	Scottsbluff	Migrant and Seasonal Head Start		
Westmoor Elementary	Scottsbluff	School Age Only Child Care Center	75	
WNCC Child Development Center	Scottsbluff	Child Care Center	114	3
YMCA Preschool	Scottsbluff	Preschool	27	

- **Head Start**
- **Early Head Start**
- **Migrant and Seasonal Head Start**
- **School Age Only Center**
- **Sixpence**

Sheridan County

Program Name:	City/Town	Type:	Capacity:	QRIS:
Candance Allison	Gordon	Family Child Care Home I	10	
Colette Snyder	Rushville	Family Child Care Home I	10	
Debra Sanders	Gordon	Family Child Care Home I	10	
Gordon Head Start	Gordon	Head Start		
G-R Elementary- Gordon	Gordon	Public PreK		
G-R Elementary- Rushville	Rushville	Public PreK		
Growing Hearts Child Care	Gordon	Family Child Care Home I	10	1
Hay Springs Early Childhood	Hay Springs	Public PreK		
Little Lambs Preschool	Gordon	Preschool	12	
Nicole Hathorn	Gordon	Family Child Care Home I	10	
Noah's Ark Preschool	Hay Springs	Preschool	12	
Pioneer Manor Daycare	Hay Springs	Child Care Center	29	
Rushville Head Start	Rushville	Head Start		
Sheridan Early Head Start- Gordon	Gordon	Early Head Start		
Sheridan Early Head Start- Rushville	Rushville	Early Head Start		
Tinker Tots Daycare LLC	Rushville	Family Child Care Home II	12	

- **Family Child Care Home I**
- **Family Child Care Home II**
- **Child Care Center**
- **Preschool**
- **Public PreK**
- **Head Start**
- **Early Head Start**
- **Migrant and Seasonal Head Start**
- **School Age Only Center**
- **Sixpence**

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