



**THEIR
FUTURE.**

**OUR
FUTURE.**

**learning
community**

**DOUGLAS
SARPY**

2018-2019
Executive Summary

LEARNING COMMUNITY

The Learning Community of Douglas and Sarpy Counties is an educational subdivision focused on outcomes and opportunities for children and families. Impact grows through a collaborative network of metropolitan area school districts and community organizations. Independent evaluations demonstrate consistently strong results in the implementation of quality early childhood education and family engagement programs. Improvements in teaching practices are embedded in programs.



Mission

Together with school districts and community organizations as partners, we demonstrate, share and implement more effective practices to measurably improve educational outcomes for students and families in poverty.



Support for Three Primary Strategies



**Family Learning
at
Learning
Community Center
of South Omaha
(LCCSO)**



**Early Childhood &
Family Engagement
at
Learning
Community Center
of North Omaha
(LCCNO)**



**District Supported
Initiatives**

- » **Instructional Coaching**
- » **Jump Start**
- » **Extended Learning**



Evaluation

A comprehensive evaluation was conducted to monitor the implementation of the Learning Community programs and assess progress towards identified program outcomes. Data was used as a teaching tool throughout the year to support program improvement.



Who They Serve

1,218 
children & families

were served through Family Learning at the Learning Community Center of South Omaha

Family Learning:

- » English for parents
- » Educational Navigators
- » Parent Workshops
- » Parent-Child Activities
- » Workforce Development

1,457 
children & families

were served through Early Childhood and Family Engagement at Learning Community of North Omaha

Intensive Early Childhood

Partnership:

- » Intensive Early Childhood Education
- » Childcare Director Training
- » Future Teacher Training
- » Parent University

5,665 
students

participated in the District Supported Initiatives across 9 school districts

Programs:

- » Instructional Coaching
- » Jump Start to Kindergarten
- » Extended Learning

PROGRAM QUALITY

Inputs

- » Instructional Coaching
- » Intensive Early Childhood Education
- » Child Care Directors' Project
- » Future Teacher Program

Rationale

Differentiation and individualization of coaching are effective for both new and veteran teachers. The most effective coaching models are those adapted to each individual's needs and situations. Research indicates medium to large effects on teacher instruction and small to medium effects on students' achievement.

Instructional Coaching

TEACHERS & COACHES HAVE POSITIVE WORKING RELATIONSHIPS

Teachers varied in their overall satisfaction levels of the coaching program in their district.



“ I cannot imagine going through these first two years without having someone there to help me when I'm struggling or problem solve ways to improve instruction.”

Teacher



Coaching provided throughout Learning Community programs

is valued by educators in creating high quality classrooms.

Child Care Directors' Project

TEACHERS USED MORE KEY PRACTICES IN PLACE TO SUPPORT CHILDREN'S SOCIAL-EMOTIONAL SKILLS AFTER PARTICIPATION IN THE PROGRAM



TEACHERS DECREASED THE NUMBER OF RED FLAGS OBSERVED IN THEIR CLASSROOMS

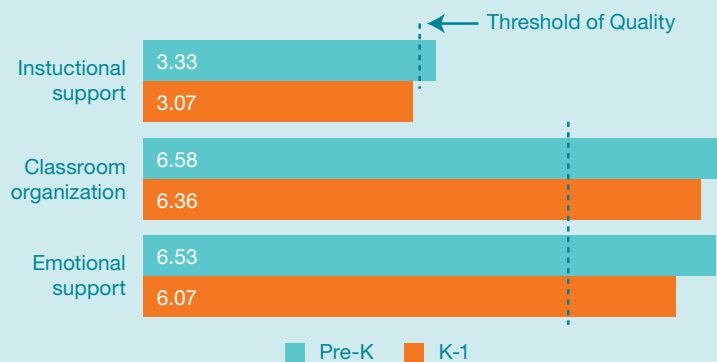


Working with child care directors improved center quality in areas that impact social and emotional learning of students.

Teachers met the threshold of quality needed to impact student achievement.

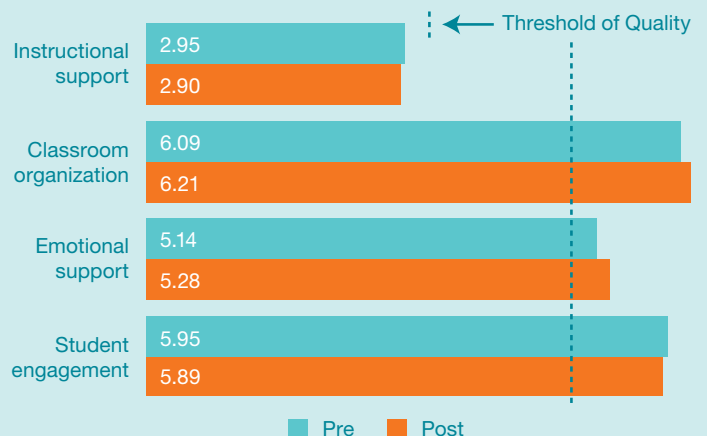
INTENSIVE EARLY CHILDHOOD EDUCATION
TEACHERS STRENGTHS WERE IN THE AREAS OF EMOTIONAL SUPPORT & CLASSROOM ORGANIZATION

Pre-K classrooms met the threshold of quality across all areas.



INSTRUCTIONAL COACHING
K-6 TEACHERS DEMONSTRATED STRONG SKILLS IN CLASSROOM ORGANIZATION, EMOTIONAL SUPPORT & STUDENT ENGAGEMENT

Multiple areas showed improvement from pre to post. Instructional support continues to be an area for improvement.



STUDENT OUTCOMES



Programs

- » Intensive Early Childhood Education
- » Family Learning at the Learning Community Center of South Omaha
- » Jump Start Pilot Program

Academic Success

Inputs

- » High Quality Teaching Practices
- » Targeted Professional Development
- » Coaching
- » Parent Engagement
- » District Supported Initiatives

Rationale

Young children's vocabulary skills predict later academic and behavioral skills in grade school.

Learning Community Programs Improved Students' School Readiness and Academic Skills.

Students with Learning Community preschool experiences significantly improve over time.

**Intensive
Early Childhood
Education**



Vocabulary Skills

Students who are ELL perform significantly lower than their English-speaking peers.

**Standard Score
91-94**



School Readiness Skills

**Standard Score
90-94**

Jump Start

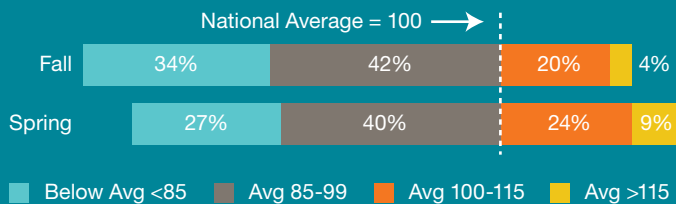


School Readiness Skills

**Standard Score
91-95**

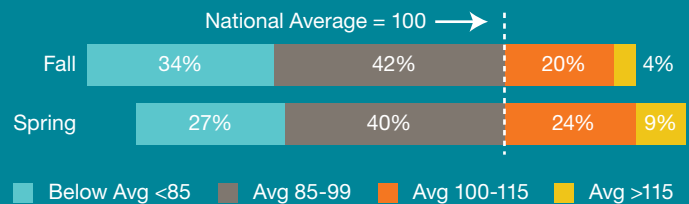
BY SPRING, MORE PRE-K CHILDREN HAD ENGLISH VOCABULARY SKILLS WITHIN OR ABOVE THE AVERAGE RANGE

Over one-third of the children scored at or above the national average.



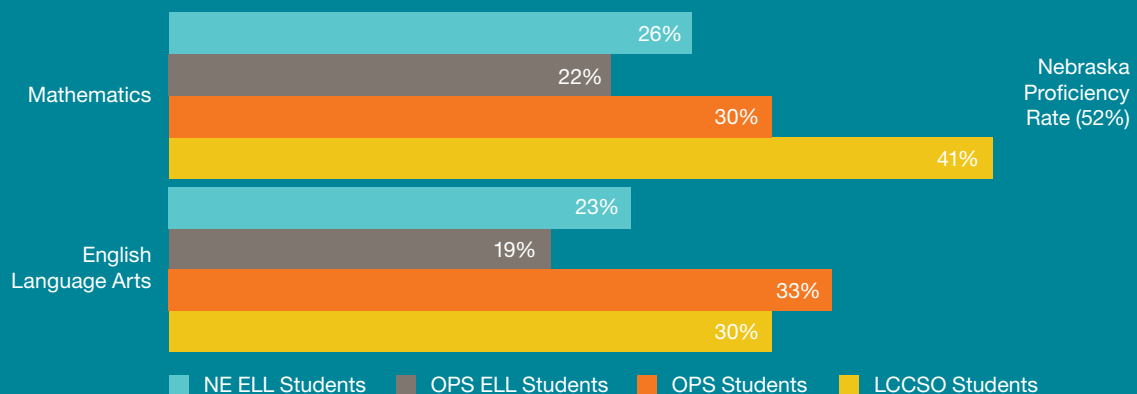
BY SPRING, MORE PRE-K CHILDREN HAD SCHOOL READINESS SKILLS AT OR ABOVE THE AVERAGE RANGE

Slightly more children met the national average in the spring.



FAMILY LEARNING STUDENTS HAD HIGHER RATES OF PROFICIENCY THAN OTHER COMPARABLE STUDENTS ON THE NSCAS STATE ACHIEVEMENT TESTS

Proficiency rates for mathematics were higher than the district average.



SOCIAL-EMOTIONAL SUPPORT

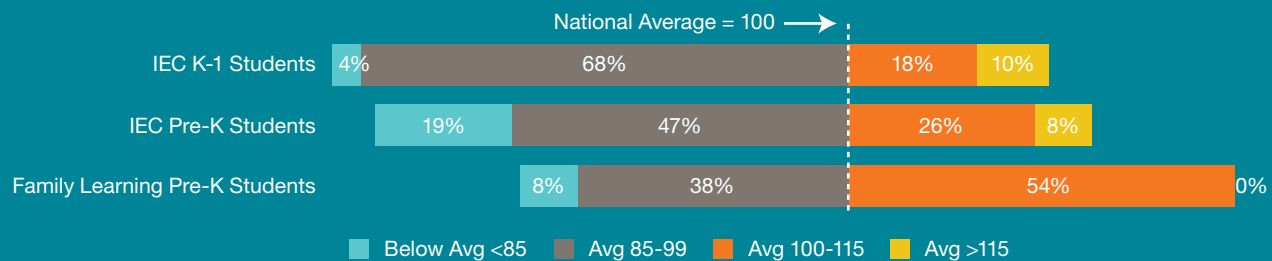


Social-emotional programs support executive functioning and social-emotional skills and set the foundation for school success

Rationale

Executive functioning provides a foundation for learning and adaptation across situations.

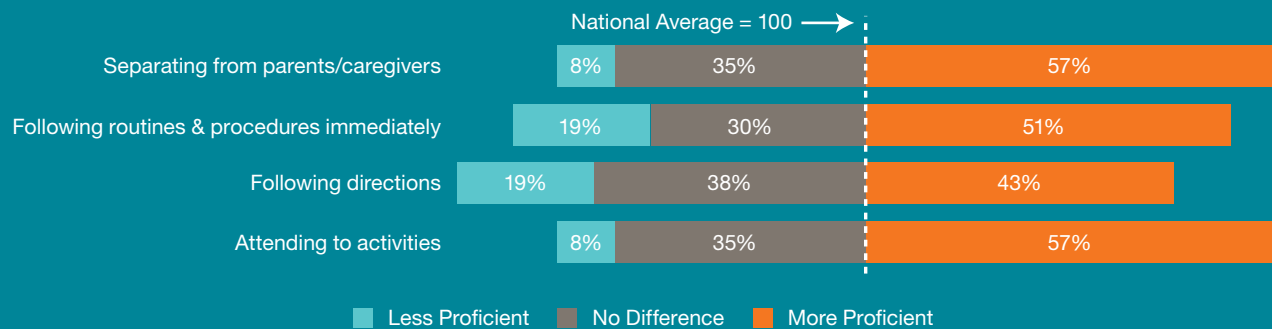
ACROSS PROGRAMS (INTENSIVE EARLY CHILDHOOD & FAMILY LEARNING) STUDENTS' EXECUTIVE FUNCTIONING SKILLS ARE IN THE AVERAGE RANGE






Rationale

Students have a “Jump Start” at kindergarten

TEACHERS CONSISTENTLY REPORTED THAT JUMP START TO KINDERGARTEN STUDENTS WERE EQUAL TO OR MORE PROFICIENT THAN THEIR PEERS THAT DID NOT ATTEND THE PROGRAM



Students with intensive early childhood preschool & K-1 experience significantly improved over time.

Pre-K		Executive Functioning Skills	Standard Score 92-95
		Social-Emotional Skills	Standard Score 98-101
K-1		Executive Functioning Skills Students who are ELL perform significantly lower than their English-speaking peers.	Standard Score 98-100

“ I believe the Conscious Discipline focus that our Early Childhood staff participated in would benefit all staff.

School Principal



PARENTAL OUTCOMES

Inputs

- » Home visits
- » Case management
- » Goal setting
- » Course opportunities

Programs

- » Family Learning at Learning Community Center of South Omaha
- » Parent University at Learning Community Center of North Omaha

2GEN PROGRAM MODEL



ASCEND
THE ASPEN INSTITUTE

“ Before I started coming here, my son would come to me with his homework and say, ‘Mama, I don’t understand this. Help me.’ I would say, ‘I don’t understand it. Ask your teacher.’ And now I can tell him, ‘Let’s look at it together.’”

Parent at Parent University



Each Learning Community Center uses a targeted approach to address the opportunity gap for children and families based on the unique characteristics of each community and their needs.

Parenting Relationships & Early Childhood Development

Parenting stress can have a negative impact on child outcomes. Research supports the importance of strong, nurturing families on the development of children.

✓ Parents report decreased stress after participation in Parent University & Family Learning programs

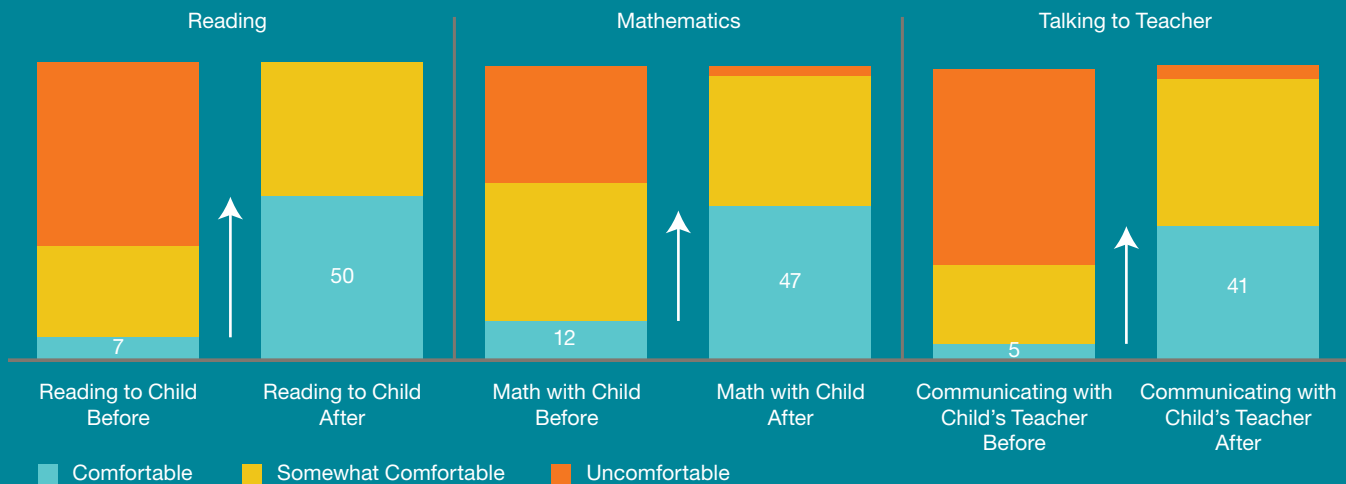
✓ Parents at Parent University & Family Learning improved their relationships with their children

- ↑ Closeness
- ↓ Conflict
- ↑ Family Resilience
- ↑ Nurturing & Attachment
- ↑ Parent-Child Relationships

Parents Increased Their School Engagement

Parent engagement in schools is closely linked to **better student behavior, higher academic achievement and enhanced social skills.**

FAMILY LEARNING PARENTS FEEL MORE COMFORTABLE HELPING WITH ACADEMICS & INTERACTING WITH THE SCHOOL AFTER ATTENDING CLASSES



Parenting Skills & Early Childhood Development

Parenting can predict student academic success and early brain development.

✓ Parents reported significant improvements in their use of positive parenting strategies across interventions.

✓ After participation in Parent University, 71% of the parents read to their children 3 or more times per week.

“It has been a great impact, because I feel more confident when I go to my son’s school.”
Parent at Family Learning

Education & Employment Pathways

- ⚙️ **Work Readiness Certificate**
- Customer Service..... 15
- National Career Readiness Certificate.....38
- Work Ethics Proficiency.... 41
- Basic Computer Skills45

- ⚙️ **GED participants**
- 19 at Family Learning
- 22 at Parent University

- ⚙️ **Parents in ELL classes**
- 318 at Family Learning
- 87% gained 1 level or more
- 34 at Parent University
- 84% gained 1 level or more

Economic Assets

43% average decrease in debt-to-income ratio for families that participated in the Omaha Bridges Out of Poverty 10-week course.

Social Capital

Parent University parents’ social connections improved over time



“ *The program has really helped prepare my kids for school. My two-year-old is now counting at home. With my older child, it was not the same.*

Family Learning parent on how the program benefits her child



**learning
community**
**DOUGLAS
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Vision

That all children within the Learning Community achieve academic success without regard to social or economic circumstance.

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