

LEARNING COMMUNITY OF DOUGLAS AND SARPY COUNTIES

LEARNING COMMUNITY COORDINATING COUNCIL

AGENDA

April 19, 2018 – 6:00 p.m.

Learning Community Center of North Omaha, 1612 N. 24th Street
Omaha, NE

1. Call Meeting to Order/Pledge of Allegiance
2. Public Notice and Compliance with Open Meetings Act
3. Roll Call
4. Approval of Council Minutes – March 15, 2018
5. Reports
 - a) Chair
 - i. Council Self-Assessment Survey
 - b) Treasurer
 - i. **Action Item:** Accept Treasurer's Report dated March 31, 2018
 - c) Chief Executive Officer
 - d) Council Member / Achievement Subcouncil Reports
 - e) Legal Counsel
6. Public Comments
7. Community Achievement Plan (CAP) Review
8. Superintendents' Plan for Early Childhood Education Update
9. Learning Community Center of South Omaha Update – Renee Franklin
 - a) Learning Community Center of South Omaha Operating Agreement

Action Item: Upon recommendation of Executive Committee, the Council authorizes the CEO to enter into a written agreement with OneWorld Community Health Centers, Inc. to operate the Learning Community Center of South Omaha, as set forth in the document entitled Service Provider Agreement. Motion to approve the Service Provider Agreement, not to exceed \$1,500,000.00 for FY 2018/2019, \$1,545,000.00 for FY 2019/2020 and \$1,591,400.00 for FY2020/2021 from the Elementary Learning Center Fund Budget. Approval is contingent upon Council approval of authorization of the elementary levy and the 2018/2019 fiscal year, 2019/2020 and 2020/2021 fiscal years' budgets for the Learning Community.

10. Learning Community Center of North Omaha Update – Renee Franklin /Jamalia Parker

11. Subcommittee Reports

- a) Elementary Learning and Diversity Subcommittee
- b) Budget, Finance & Audit Subcommittee
- c) Legislative Subcommittee
 - i. Legislative Summary

12. New Business

- a) Discuss GOALS Contract
- b) Discuss UNMC Contract

13. Unfinished Business

- a) Strategic Plan Document

14. Next Council Meeting –

- May 17, 2018, Learning Community Center of North Omaha, 1612 N. 24th Street, Omaha, NE

15. Adjournment

UPCOMING LEARNING COMMUNITY EVENTS:

Advisory Committee	To Be Determined
LC Coordinating Council	May 17, 2018, 6:00 p.m. Learning Community Center of North Omaha, 1612 N. 24 th Street, Omaha, NE
Subcouncil #1	To Be Determined
Subcouncil #2	To Be Determined
Subcouncil #3	To Be Determined
Subcouncil #4	To Be Determined
Subcouncil #5	To Be Determined
Subcouncil #6	To Be Determined

HANDOUTS TO ACCOMPANY THIS AGENDA ARE AS FOLLOWS:

- LCCC Minutes dated March 15, 2018
- Treasurer's Report dated March 31, 2018
- OneWorld Recommendation and Contract
- Strategic Plan

LEARNING COMMUNITY OF DOUGLAS AND SARPY COUNTIES

LEARNING COMMUNITY COORDINATING COUNCIL

March 15, 2018

A meeting of the Coordinating Council of the Learning Community of Douglas and Sarpy Counties was held on March 15, 2018, at the Learning Community Center of North Omaha, 1612 N. 24th Street, Omaha, Nebraska 68110. Notice of the meeting, containing the date, time, place and agenda, was given in advance thereof by publication in the Daily Record on March 7, 2018. The proofs of publication have been received and will be made a permanent part of the record of the meeting. Notice of the agenda was given to all members of the Council on March 9, 2018.

1. **Call Meeting to Order.** The meeting was convened and called to order by Chair Chang at 6:00 p.m. and began with the recitation of the Pledge of Allegiance.
2. **Public Notice & Compliance with Open Meetings Act.** Chair Chang announced that the Nebraska Open Meetings Act was posted at the room entrance and that copies of materials being reviewed by the Council were available to the public.

3. **Roll Call.**

Voting Members Present: Anderson, Avery, Hager, Heidel, Jacobson, Kelley, Ward, Williams, Woodward, Chang

Voting Members Excused: Hahn

Voting Members Absent: Hartnett

Staff Present: Moon, Franklin, Parker, Benzel, Patton

Also Present: Margaret Hershiser, Koley Jessen P.C.; Janette Ramon
Merkel, BECI; Itzeni Nayeli Lopez, LCCSO; Loretta
Carroll, Carroll Communications

4. **Approval of Minutes.** Chair Chang presented the Council minutes from the February 15, 2018 public meeting of the Council. Motion by Mr. Hager, seconded by Ms. Woodward, to approve the minutes of the Council meeting held on February 15, 2018. Yeas: Anderson, Avery, Hager, Heidel, Jacobson, Kelley, Williams, Woodward, Chang. Abstain: None. Nays: Ward. **Motion carried.**

5. **Reports**

- a) Chair - Chair Chang thanked the Council for completing the Council self-assessment and indicated recommendations from the assessment will be coming to the Council. Chair Chang reported that subcouncils will be meeting in April to approve the pilot programs. She indicated an information session will be held on March 28 for election candidates. She also reported a CEO performance review is due in June. A CEO review process and timeline will be brought to the Council.

b) Treasurer

- i. Motion by Mr. Avery, seconded by Ms. Kelley, to accept Treasurer's Report dated February 28, 2018. Discussion took place. Yeas: Anderson, Avery, Hager, Heidel, Jacobson, Kelley, Williams, Woodward, Chang. Abstain: None. Nays: Ward. **Motion carried.**

- ii. Motion by Mr. Hager, seconded by Mr. Williams, to accept The Second Quarter Budget to Actual Report. Discussion took place. Yeas: Anderson, Avery, Hager, Heidel, Jacobson, Kelley, Williams, Woodward, Chang. Abstain: None. Nays: Ward. **Motion carried.**

Chair Chang moved item 12 b i 1 to 5 b iii.

iii. Koch Insurance Policy Renewal

1. Motion by Mr. Hager, seconded by Ms. Anderson, upon recommendation of the Budget, Finance and Audit Subcommittee, motion to maintain Harry A. Koch as our insurance provider and to renew insurance products, as detailed in handout (Property, General Liability, Automobile, Workers' Compensation, Umbrella, Crime and Executive Package). Yeas: Anderson, Avery, Hager, Heidel, Jacobson, Kelley, Williams, Woodward, Chang. Abstain: None. Nays: Ward. **Motion carried.**

- c) Chief Executive Officer – Mr. Patton reported on progress on the CAP. Mr. Patton indicated he has been monitoring the Legislature. He reported Matt Blomstedt would provide a presentation on NSCAS on August 9, 2018.
- d) Council Member / Achievement Subcouncil Reports – Ms. Ward provided a handout and report on Dr. Matthew Oliver Ricketts.
- e) Legal Counsel – No Report

6. Public Comments – None
7. Strategic Plan – Loretta Carroll presented the Communications Plan portion of the Strategic Plan. She also reported on progress on the new website and reviewed the elevator speech. Two handouts were provided.
8. Community Achievement Plan (CAP) – No Report
9. Superintendents' Plan for Early Childhood Education Update – Janette Ramon Merkel and Itzeni Nayeli Lopez provided a presentation on Professional Development for bilingual speaking professionals. Discussion took place.
10. Learning Community Center of South Omaha Update – Ms. Franklin provided a report on OneWorld and Cap Tulsa. Ms. Franklin indicated LCCSO graduations will be held on April 7, 2018 at 10:00 a.m. and 1:00 p.m. A handout was provided.
11. Learning Community Center of North Omaha Update- No Report
12. Subcommittee Reports
 - a) Elementary Learning and Diversity Subcommittee – No Report
 - b) Budget, Finance & Audit Subcommittee – Agenda item was moved.
 - c) Legislative Subcommittee – Mr. Avery provided an update.
13. New Business – No Report
14. Unfinished Business – No Report
15. Next Council Meeting –

- April 19, 2018, Learning Community Center of North Omaha, 1612 N. 24th Street, Omaha, NE

16. Adjournment – Motion Dr. Williams, seconded by Ms. Kelley, to adjourn at 7:30 p.m. Unanimous approval. **Motion carried.**

Documents provided were as follows, copies of which will be made a permanent part of the record of the meeting:

- LCCC Minutes dated February 15, 2018
- Treasurer's Report dated February 28, 2018
- Second Quarter Budget to Actual
- Koch Insurance Packet

Nancy Jacobson, Secretary



Constant Contact Survey Results

Survey Name: Learning Community Coordinating Council Self-Assessment




Response Status: Completed

Filter: None

3/27/2018 11:44 AM CDT



*There are three types of meetings listed below. For each one, please respond to this statement: The meetings are productive and well managed.

1 = Strongly Agree, 2 = Agree, 3 = Neutral, 4 = Disagree, 5 = Strongly Disagree

Answer	1	2	3	4	5	Number of Response(s)	Rating Score*
Coordinating Council						10	1.0
Subcouncil						10	1.1
Committee/Subcomm.						10	1.1


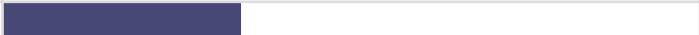
*The Rating Score is the weighted average calculated by dividing the sum of all weighted ratings by the number of total responses.

*Please respond to the following statement: The agenda for our Coordinating Council meetings appropriately reflects the goals and priorities of the Learning Community.

Answer	0%	100%	Number of Response(s)	Response Ratio
Strongly agree			6	60.0 %
Agree			4	40.0 %
Neutral			0	0.0 %
Disagree			0	0.0 %
Strongly disagree			0	0.0 %
No Response(s)			0	0.0 %
Totals			10	100%

***Please rate the quality of decision-making and discussion in response to the statements below:**

1 = Strongly Agree, 2 = Agree, 3 = Neutral, 4 = Disagree, 5 = Strongly Disagree

Answer	1	2	3	4	5	Number of Response(s)	Rating Score*
I am provided the information I need to make informed decisions.						10	1.5
We engage in honest, open and respectful communications during our meetings.						10	1.7







*The Rating Score is the weighted average calculated by dividing the sum of all weighted ratings by the number of total responses.

Do you have any suggestions to improve our meetings? Please share them.

3 Response(s)

***Please think about your role on the Coordinating Council and respond to the statements below:**

1 = Strongly Agree, 2 = Agree, 3 = Neutral, 4 = Disagree, 5 = Strongly Disagree

Answer	1	2	3	4	5	Number of Response(s)	Rating Score*
I feel appropriately engaged in Coordinating Council activities.						10	1.2
I feel valued for the strengths and contributions I bring to the Coordinating Council.						10	1.2
I understand the strengths and challenges of children and families in my subdistrict.						10	1.5
I understand the Learning Community programs funded in my subdistrict.						10	1.4
I feel confident advocating for the Learning Community.						10	1.5
My connections in the community enhance support for the Learning Community.						10	1.3





*The Rating Score is the weighted average calculated by dividing the sum of all weighted ratings by the number of total responses.

Do you have suggestions to improve Council member engagement? Please share them here.

4 Response(s)

***Please think about how the Coordinating Council functions as a collaborative body and respond to the statements below:**

1 = Strongly Agree, 2 = Agree, 3 = Neutral, 4 = Disagree, 5 = Strongly Disagree

Answer	1	2	3	4	5	Number of Response(s)	Rating Score*
We focus on a common set of goal and priorities.						10	1.2
We collectively support decisions once a vote has been taken.						10	1.5
We work to establish consensus in our decision-making, but respect differing points of view.						10	1.4
We work with our districts to share successes and identify challenges.						10	1.4

*The Rating Score is the weighted average calculated by dividing the sum of all weighted ratings by the number of total responses.

If you have suggestions that would make the Coordinating Council more effective as a collaborative body, please share them here.

3 Response(s)

OPEN-ENDED VERBATIMS

1. There are three types of meetings listed below. For each one, please respond to this statement: The meetings are productive and well managed. - Comments

Answer

Respondent

Sometimes it seems like the meetings are very repetitive. Staff is very well prepared but at times I am not sure why we have to hear some of the stuff

Subcouncil meetings are well run and are timely and they are informative.

Committee and subcommittee meetings are informative and inclusive with community members.

2. Please respond to the following statement: The agenda for our Coordinating Council meetings appropriately reflects the goals and priorities of the Learning Community. - Comments

Answer

Respondent

[No Responses]

3. Please rate the quality of decision-making and discussion in response to the statements below: - Comments

Answer

Respondent

There seems to be very little discussion of differing ideas. At times it feels like we are a rubber stamp for the staff

4. Do you have any suggestions to improve our meetings? Please share them. - Responses

Answer

Respondent

I would like to see the Achievement Subcouncils meeting more frequently to engage with their districts and families.

I very much like having monthly updates from the BECI people. Keep them going.

I would like the meetings to run a little smoother. Sometimes, they go off track with agenda and the meetings go longer than they need to go.

5. Please think about your role on the Coordinating Council and respond to the statements below: - Comments

Answer

Respondent

As a new member I feel it has taken me this year to understand much of what we do and how it is funded

6. Do you have suggestions to improve Council member engagement? Please share them here. - Responses

Answer

Respondent

The BECI site visits were great opportunities to enhance Council member engagement. I would like to see the staff create additional meaningful engagement activities for Council members. This could be done at the Subcouncil level and shared at full Council meetings.

A much more in-depth orientation process.

I love the site visits and feel they are vital for all LCCC members. It is very meaningful to see our efforts in action. Would love to continue to hear about all parts of the Supt. Plan at meetings.

I would like to see Council members being able to observe more early childhood programs. Also, I would like to see Council members reading to kids or listening to kids read when we observe these programs.

7. Please think about how the Coordinating Council functions as a collaborative body and respond to the statements below: - Comments

Answer

Respondent

With one exception, all Council members support the Learning Community's mission and support decisions once they are made.

There have been times when a council member does not represent the ideas and goals of the LC it is never pointed out to that member. This there seems to be someone who truly does not represent what we have been elected to represent

8. If you have suggestions that would make the Coordinating Council more effective as a collaborative body, please share them here. - Responses

Answer

Respondent

I would like us to do more to promote shared learning across districts. Also, once goals and measures of success are further developed, the Community Achievement Plan will offer more collaboration opportunities.

We need to continue to tell the good work of the Council with South Omaha programs and North Omaha parent engagement programs. Communications has improved immensely with the web site and nice notice on NPR. The coaching teachers program has worked well and more needs to be said about that.

Should create better relationships with School Board members.

LEARNING COMM OF DOUGLAS SARPY COUNTY

Treasurer's Report

March 31, 2018

Trans Description	Credit Amt	Date	Reference
Get N Go	\$ 300.00	3/1/2018	DC
Blue Cross Blue Shield of Nebr	\$ 9,893.67	3/2/2018	2920
Jensen Rogert Associates, Inc.	\$ 2,291.67	3/2/2018	2921
Get N Go	\$ 360.00	3/2/2018	DC
Lund Company	\$ 47,728.03	3/2/2018	1116
HELP Foundation of Omaha	\$ 9,246.90	3/2/2018	1117
Sergeant Peffers Italian Cafe	\$ 34.94	3/5/2018	DC
Jason's Deli	\$ 69.03	3/5/2018	DC
Get N Go	\$ 300.00	3/8/2018	DC
Abundant Life Counseling, L.L.	\$ 300.00	3/9/2018	2922
Abundant Life Counseling, L.L.	\$ 300.00	3/9/2018	2923
Abundant Life Counseling, L.L.	\$ 900.00	3/9/2018	2924
Accident Fund	\$ 720.75	3/9/2018	2925
Avilla, Michelle	\$ 200.00	3/9/2018	2926
Base	\$ 37.50	3/9/2018	2927
Father Flanagan's Boys' Home	\$ 500.00	3/9/2018	2928
Colonial Life	\$ 855.45	3/9/2018	2929
Occupational Health Centers of	\$ 118.00	3/9/2018	2930
Control Yours	\$ 662.50	3/9/2018	2931
Culligan of Omaha	\$ 63.75	3/9/2018	2932
The Daily Record	\$ 17.30	3/9/2018	2933
Dr. Vinyl Service Center	\$ 125.00	3/9/2018	2934
Envisage Creative Group	\$ 24.95	3/9/2018	2935
Feldhausen, Mark	\$ 525.48	3/9/2018	2936
Fitch, April Lynette	\$ 200.00	3/9/2018	2937
Graphic Technologies	\$ 87.50	3/9/2018	2938
Koley Jessen	\$ 1,000.00	3/9/2018	2939
Konica Minolta Business Soluti	\$ 394.82	3/9/2018	2940
Konica Minolta Business Soluti	\$ 300.52	3/9/2018	2941
Madison National Life	\$ 490.49	3/9/2018	2942
The Prevention Group	\$ 1,100.00	3/9/2018	2943
One Source The Background Chec	\$ 104.50	3/9/2018	2944
The Prevention Group	\$ 1,100.00	3/9/2018	2945
Scantron Corporation	\$ 1,240.00	3/9/2018	2946
Life Coaching Academy	\$ 600.00	3/9/2018	2947
Williams Counseling & Consulti	\$ 1,324.00	3/9/2018	2948
Koley Jessen	\$ 818.50	3/9/2018	2949
Amazon.com	\$ 39.99	3/9/2018	DC
Amazon.com	\$ 44.51	3/9/2018	DC
Amazon.com	\$ 49.90	3/9/2018	DC
NE Council of School Administr	\$ 130.00	3/9/2018	DC
Get N Go	\$ 360.00	3/9/2018	DC
HELP Foundation of Omaha	\$ 1,607.24	3/9/2018	1118
Amazon.com	\$ 22.87	3/12/2018	DC
Beacon Hills Grill & Bar	\$ 36.64	3/12/2018	DC
GiftCards.com	\$ 56.44	3/12/2018	DC
Philice Shields Catering	\$ 250.00	3/12/2018	DC
Phoenix Academy	\$ 300.00	3/12/2018	DC
Data Recognition Corporation	\$ 1,275.00	3/12/2018	DC
Sprint Corporation	\$ 607.04	3/13/2018	DC
Buffett Early Childhood Instit	\$ 31,166.66	3/15/2018	3518
UNMC	\$ 32,076.75	3/15/2018	3519
Life Coaching Academy	\$ 600.00	3/15/2018	2950
Buffett Early Childhood Instit	\$ 112,513.50	3/15/2018	2951
C & A Industries - Celebrity S	\$ 3,762.00	3/15/2018	2952
Lutheran Family Services	\$ 33,790.82	3/15/2018	2953
Omaha Public Schools (OPS)	\$ 264,667.41	3/15/2018	2954
One World Community Health Cen	\$ 93,256.16	3/15/2018	2955

LEARNING COMM OF DOUGLAS SARPY COUNTY**Treasurer's Report****March 31, 2018**

Trans Description	Credit Amt	Date	Reference
Surreal Media Lab, LLC	\$ 2,850.00	3/15/2018	2956
TAPS	\$ 5,540.40	3/15/2018	2957
The Daily Record	\$ 16.10	3/15/2018	2958
EDUCATIONAL SERVICE UNIT #3	\$ 930.00	3/15/2018	2959
Happy Cab	\$ 851.49	3/15/2018	2960
Lion's Gate Security Solutions	\$ 1,076.96	3/15/2018	2961
Travelers	\$ 1,429.00	3/15/2018	2962
Paychex deduction for direct deposits	\$ 42,855.00	3/15/2018	02/2018 Payroll
Paychex deduction for payroll taxes	\$ 17,729.10	3/15/2018	02/2018 Payroll
PAYCHEX	\$ 224.75	3/15/2018	DC
Principal Financial Retirement	\$ 4,028.25	3/16/2018	DC
Microsoft Corporation	\$ 12.15	3/19/2018	DC
C & A Industries - Celebrity S	\$ 990.00	3/23/2018	2963
Control Yours	\$ 175.00	3/23/2018	2964
Colonial Life	\$ 855.45	3/23/2018	2965
Konica Minolta Business Soluti	\$ 414.57	3/23/2018	2966
Regal Awards & Advertising Spe	\$ 34.00	3/23/2018	2967
Scantron Corporation	\$ 1,244.00	3/23/2018	2968
Amazon.com	\$ 5.80	3/30/2018	DC
Total February Expenditures	\$ 742,210.20		

MEMORANDUM

To: Members of the Learning Community Coordinating Council

From: Renee Franklin, Executive Director—Elementary Learning Centers

Date: April 2018

RE: Family Learning Program at Learning Community Center of South Omaha

Requested Action: Renew Existing Contract

Type of Contract: Cost Reimbursable

Terms: September 2018-August 2019 (\$1,500,000)
September 2019-August 2020 (\$1,545,000)
September 2020-August 20201 (\$1,591,400)

Partner: OneWorld Community Center

Overview

The Learning Community has long been committed to demonstrating and replicating innovative family learning programs in the Learning Community Center of South Omaha to meet the critical needs of children and families in poverty. The program is modeled after research based programs such as Even Start and the National Center for Families Learning and is customized specifically for the needs of parents in South Omaha. The program has been replicated in a public school setting. It has also been nationally recognized by the White House as a Bright Spots in Hispanic Education and the ASCEND Network at the Aspen Institute.

Supporting Detail

The Learning Community Center of South Omaha has carefully reflected on specific feedback from the third party evaluation as well as parental and staff input in order to ensure continuous improvement. Based on this input, the South Center is proposing adjustments such as reducing the caseload for navigators increasing professional development, providing comfortable space for staff and better supporting transitions upon graduation of the program.

Additionally, the Learning Community Center of South Omaha has been working closely with the Buffet Early Childhood Institute, Omaha Public Schools and OneWorld to design a comprehensive partnership which would include two generational learning and support, a childcare provider network and co-located comprehensive child and family services; estimated to support 300 additional children and families. This partnership is built upon the documented effectiveness of the family learning model of the Learning Community Center of South Omaha and Gomez Heritage's growing effectiveness as a hub for expanded early childhood and family support programming. It likewise builds upon initial efforts through the Superintendents' Early Childhood Plan to provide high quality professional development for Spanish-speaking providers of early care and education. As the reach of each of these initiatives has increased, the extent of unfulfilled demand has likewise become apparent.



Current Results

Five consecutive years of rigorous evaluations confirm parents showed marked increases in their levels of feeling comfortable engaging their children with reading and math as well as communicating with their child's teacher and the school. Many parents are reaching the advanced ESL levels where they can function independently to meet their family's needs and to navigate routine social and work situations. Parents demonstrated clinically significant improvement through the program in proactive parenting, setting limits and supporting good behavior.

Students attended 95% of the days school was in session compared to the statewide attendance rate of 94.59%. For the past three years, students of the parents who participated in the family learning programming had a higher proficiency rate than the district average and are nearing the state average.

Budget & Recommendation

The amended contract is recommended for three years. The first year represents an increase of 24.3% to reflect the continuous improvement adjustments outlined in the program design and operational adjustments associated with leasing property adjacent to the Center. The second year an increase of 1.8% and the third year is an increase of 2.4%. The increase also includes further exploration and implementation of the family learning program at Gomez.

LEARNING COMMUNITY CENTER OF SOUTH OMAHA

PROGRAM STRATEGIES & DESIGN

BACKGROUND

The Learning Community has long been committed to demonstrating and replicating an innovative family learning program in the Learning Community Center of South Omaha (South Center) to meet the critical needs of children and families in South Omaha. The family learning program is modeled after research based programs such as Even Start and National Centers for Families Learning and is customized specifically for the needs of parents in South Omaha, the majority of whom are Spanish-speaking. The program has been nationally recognized by the White House as a Bright Spots in Hispanic Education, the National Centers for Families Learning and the ASCEND Network at the Aspen Institute. The first two phases of the program included four major components which are described below:

PHASE 1: CENTER BASED FAMILY LEARNING

English for Parents

Parents attending the South Center spend up to 6 hours a week in leveled English for Parents classes, which empowers them to become involved in their child's education. When parents improve their English speaking ability, they gain confidence which enables them to build relationships with their children's teachers and connect with their local schools. The educational experiences of parents are personalized and tailored to cohort groups of fifteen or less. Typical class topics for parents of children (birth to 3) may include strategies and vocabulary that supports their child's social-emotional development. Classes for pre-K and older include preparing for teacher conferences, using computers to access school information and writing notes to teachers. Parents are also engaged in cultural and academic enrichment opportunities within Omaha growing their comfort level accessing resources that are beneficial for children.

Family Learning

At least twice a month, the South Center's parent participants attend classes focused on their child's education. Parents of young children learn the importance of reading as a family to develop strong parent/child relationships, as well as ways to promote curiosity and assist with homework. Topics for parenting classes are chosen based on research-based strategies that are known to make the home a better learning environment for children and families. Parenting from Boys Town and other partners are tailored to be culturally relevant and help parents learn new and effective strategies to work with their children. While parents are participating in these classes, staff engage children in enriching and developmentally appropriate learning experiences. Additionally, the South Center frequently offers interactive parent/child activities that encourage positive parent/child interactions and give whole families the opportunity to learn together.

Educational Navigators

The Navigators augment parent classes by serving as personal parent advocates. They help parents in four key areas:

- **Navigation of the public school system.** Services include connecting families to their children's schools or child care, fostering relationships between the parents and teachers and encouraging parents to attend school events and become actively involved in their child's school.

- **Navigation of community resources.** The navigators work with key partner agencies to provide legal services, medical services, and additional educational programs. The Learning Community works with key partners to ensure on-site, quality, and affordable services. In addition to these key partners, the navigators have relationships with secondary partners to whom they can connect parents for additional resources.
- **Navigation of adult educational programs.** If parents identify a need for educational services (i.e., specific classes, parenting strategies, and workforce training), the navigators work closely with an instructional team to design and facilitate specific family learning classes to best meet the existing needs of parents.
- **Home Visitation.** Navigators use the Growing Great Kids/Families curriculum to help share research-informed strategies relating to topics chosen by the parents themselves. The parents also set family goals and apply what they're learning in class during their time at home. Navigators conduct informal needs assessments, connect parents with resources, model supportive learning activities, coach parenting skills and attend to specific needs.

Family Problem Solving

Parents participating at the South Center periodically encounter crises in their lives. The stress related to a crisis within a family interferes with a child's well-being and ability to learn. The liaison and other services are provided to address these issues so that families can stay focused on the educational needs of their children.

PHASE 2: SCHOOL BASED SETTING

Consistent with the mission of demonstrating new and innovative programming and finding ways to replicate it, the Learning Community partners with Gateway Elementary at OPS to develop and demonstrate best strategies for integrating the South Omaha Center's family learning model into a school setting.

The program at Gateway Elementary is essentially the same program offered at the South Center. Gateway Elementary provides staffing support for the program as well as ample space for the parent classes and child activity area. Since the supervision of children is such a barrier for participants, OPS has secured outside funding for staff learning providers who offer support while parents are in class.

The primary advantage of operating a family learning program in a school setting is the "school as hub" approach which allows the ability to more specifically tailor the parent learning to the classroom curriculum. It also allows young children to have positive experiences in a school setting at an early age. After visiting a National Centers for Families Learning program this year, the Learning Community and Gateway staff continue to explore new ways to involve parents directly in the classroom learning.

RESULTS

Independent program evaluations confirm strong impact for the first two phases of the demonstration sites. Five consecutive years of rigorous evaluations confirm parents showed marked increases in their levels of feeling comfortable engaging their children with reading and math as well as communicating with their child's teacher and the school. Many parents are reaching the advanced ESL levels where they can function independently to meet their family's needs and to navigate routine social and work situations. Parents demonstrated clinically significant improvement through the program in proactive parenting, setting limits and supporting good behavior.

Students attended 95% of the days school was in session compared to the statewide attendance rate of 94.59%. For the past three years, students of the parents who participated in the family learning programming had a higher proficiency rate than the district average and are nearing the state average.

PHASE 3: CONTINUOUS IMPROVEMENT AND COMPREHENSIVE PARTNERSHIP WITH GOMEZ (2018-2021)

Continuous Improvement

The South Center has carefully reflected on specific feedback from the third party evaluation as well as parental and staff input. Moving forward, it will be important to find ways to increase strengths of parent and child interaction as measured by the Keys to Interactive Parenting Scales (KIPs) in the following domains (Sensitivity of Responses, Supporting Emotion, Physical Interaction, Involvement in Child's Activities, Openness to Child's Agenda, Language Experiences, Reasonable Expectations, Adapting Strategies to Child, Limiting Consequences, Supportive Direction, Encouragement, Promoting Exploration). It will also be important to increase staff retention and provide better support to parents upon graduation of the program in order to ensure the third grade results have a lasting impact. The following strategies have been identified to meet these goals.

- Additional navigator service to bring caseload from 55 to 45
- Provide ongoing coaching support for navigators through reflective coaching process
- Ensure professional development opportunities span across grade levels
- Increase variety of parenting classes and provide additional choices
- Increase opportunities for navigators to problem solve with peers and partners by allowing for additional space near center
- Provide database support to reflect expansion and the ability to track additional indicators for internal and external evaluation
- Provide additional mentoring, leadership and support for alumni
- Increase accessibility for parents to attend the expanding program by providing transportation
- Increase staff retention and qualifications by narrowing the pay gap to be closer to nonprofit and public school salaries
- Provide additional funding opportunities through outside grants and foundation requests
- Support families striving to reach a livable wage by strengthening the secondary education and workforce components of the 2 Generational model through partnerships with Metropolitan Community College and other entities

Comprehensive Partnership with Superintendents' Early Childhood Plan and Gomez Heritage Elementary

For the past two years, the Learning Community has been working closely with the Buffet Early Childhood Institute, Omaha Public Schools and OneWorld to design a comprehensive partnership which would create powerful synergies that leverage current initiatives to further expand. The overall purpose of the partnership is to serve as a school and community hub for a comprehensive and connected system of early learning and family support. This purpose capitalizes upon the documented effectiveness of the family learning model of the Learning Community Center of South Omaha and Gomez Heritage's growing effectiveness as a hub for expanded early childhood and family support programming. It likewise builds upon initial efforts through the Superintendents' Early Childhood Plan to provide high quality professional development for Spanish-speaking providers of early care and education. As the reach of each of these initiatives has increased, the extent of unfulfilled demand has likewise become apparent.

It is envisioned that the proposed partnership will include three interrelated dimensions of a comprehensive and connected system of early learning and family support.

Two-Generation Family Learning and Support

A central intent of the proposed resource hub is to facilitate continuity of support and educational engagement for the families of young children. This would occur through integration of the South Omaha Center's family learning model with programming provided by the Superintendents' Plan (0 to age 3 home visitor) and family facilitator from Gomez Heritage. Collaboration between these two programs would lead to a much more robust family serving approach that strengthens opportunities for both adult learning (e.g., English language, College Prep) and parent-child supports (e.g., home visiting; parent-child interaction groups). This could also include the expansion of home visiting through a partnership and co-location of a community-based home visiting program in light of Gomez Heritage's long waiting list for home visiting services.

Child Care Provider Network

Mutually-beneficial collaboration between community- and school-based early education providers is key to building quality early learning systems. Young children who are served through community child care programs transition back-and-forth between those programs and school-based programs, as well as "feed" into school-based kindergarten programs. A growing cadre of child care providers from the Gomez Heritage catchment area are participating in the Superintendents' Plan PD for All professional learning series. The proposed Early Childhood, Family, and Community Resource Center could provide the hub for an expanded network of community child care providers in South Omaha. The Buffett Early Childhood Center would facilitate more personalized professional learning opportunities for this network. This can be done in tandem with child care director training and coaching provided through an extension of the North Omaha child care director program that is currently provided through a partnership between the Learning Community and the Nebraska Early Childhood Collaborative. These child care partnerships could facilitate more seamless transitions for young children into public schools and provide opportunities for joint professional development for child care providers and school-base preschool teachers. The net result would be much-needed expansion in child and family access to high quality early education in the critical years prior to kindergarten entrance.

Co-Located Comprehensive Child and Family Services

Experience through both the family learning program at the South Center and the Superintendents' Plan programming at Gomez Heritage have revealed the range of comprehensive services that could benefit participating children and families. While crisis management is addressed through both programs, for example, the need for longer-term mental health services has become apparent. The proposed Early Childhood, Family, and Community Resource Center could become the site for such co-located services.

This proposed partnership programming is envisioned to take place in a center and would be located on or near the Gomez Heritage School Campus, given the potential availability of land as well as growing needs and interests within the South Omaha community served by Gomez Heritage and other nearby programs.

During this past year, OneWorld has sought outside private funding for a new center. Although there has been some difficulty in securing enough funding to support the original building design, there has been interest in supporting the partnership in different ways, so we are in the process of looking into these opportunities.

All entities are committed to providing existing human resources for the logistical planning of the program design. The further exploration and implementation of the family learning program at Gomez is represented under the contingency line items in the OneWorld agreement.

In the meantime, the Learning Community has the opportunity to accommodate the existing capacity issues by leasing property adjacent to the Center. Any additional lease recommendations would be set forth in a new lease proposal; however, the operating costs (maintenance, furniture, IT services etc.) associated with the initial expansion is outlined in this budget.

OneWorld Community Health Centers
Learning Community Center
3 Year Budget, 2018-2019, 2019-2020, 2020-2021

		Year 1 2018-2019	Year 2 2019-2020	Year 3 2020-2021
REVENUE:				
GRANTS & CONTRACTS				
LEARNING COMMUNITY		\$ 1,500,000	\$ 1,545,000	\$ 1,591,400
TOTAL REVENUE		\$ 1,500,000	\$ 1,545,000	\$ 1,591,400
SALARIES & WAGES				
ESL Instructor: 3.96 FTE / 3.96 FTE / 3.96 FTE		185,713	189,428	193,216
Curriculum Specialist: 0.5 FTE / 0.5 FTE / 0.5 FTE		27,541	28,092	28,653
Family Learning Manager: 1 FTE / 1 FTE / 1 FTE		50,494	51,504	52,534
Educational Navigator: 5 FTE / 5 FTE / 5 FTE		161,581	164,813	168,109
Special Projects Coordinator: 1 FTE / 1 FTE / 1 FTE		45,760	46,675	47,609
Child Learning Providers: 5.15 FTE / 5.15 FTE / 5.15 FTE		131,564	134,195	136,879
Program Assistants: 2 FTE / 2 FTE / 2 FTE		62,400	63,648	64,921
Site Manager: 1 FTE / 1 FTE / 1 FTE		58,450	59,619	60,811
LCCSO Director: 1 FTE / 1 FTE / 1 FTE		75,013	76,514	78,044
Grant Writer: 0.1 FTE / 0.1 FTE / 0.1 FTE		5,777	5,893	6,011
		804,294	820,379	836,787
FICA	7.65%	61,528	62,759	64,014
BENEFITS	14.85%	119,438	121,826	124,263
WORKER'S COMPENSATION	0.50%	4,021	4,102	4,184
ONEWORLD OVERSIGHT	10%	139,106	141,576	138,121
MILEAGE/TRAVEL		6,630	6,763	6,898
JANITORIAL		-	-	-
BUILDING MAINTENANCE		5,100	5,202	5,306
PROFESSIONAL DEVELOPMENT & TRAINING		18,005	18,365	18,733
TUITION REIMBURSEMENT		6,892	7,030	7,171
EMPLOYEE RETAINMENT		1,439	1,468	1,497
CONTRACT/PROFESSIONAL FEES		106,746	83,381	85,049
TELEPHONE & COMMUNICATIONS		9,737	9,932	10,131
OFFICE SUPPLIES		4,032	4,113	4,195
PARENT SUPPORT SUPPLIES		3,771	3,846	3,923
SPECIAL EVENTS/GRADUATIONS		7,140	7,283	7,428
CHILD LEARNING SUPPLIES/SNACKS		5,814	5,930	6,049
CLASSROOM MATERIALS/SUPPLIES		6,898	7,036	7,176
MINOR EQUIPMENT		4,103	4,185	4,268
GATEWAY SUPPLIES		3,000	3,060	3,121
POSTAGE & PRINTING		572	583	595
TRANSPORTATION		5,553	65,604	10,816
FURNITURE-EXPANDED SPACE		25,000		
IT-EXPANDED SPACE		20,000		
BUILDING MAINTENANCE/INSURANCE COSTS-EXPANDED SPACE		7,200	7,344	7,491
DEPRECIATION EXPENSE		15,038	23,994	23,994
TOTAL OPERATING EXPENSES		\$ 1,391,057	\$ 1,415,761	\$ 1,381,210
CONTINGENCIES				
Investigation and implementation of Gomez		52,500	27,500	25,000
Investigation and implementation of site expansion		27,500	68,500	75,000
Investigation and implementation of strengthening 2 Gen components		28,943	33,239	110,190
		\$ 108,943	\$ 129,239	\$ 210,190
TOTAL EXPENSES		1,500,000	1,545,000	1,591,400
IN KIND				
Child Saving Institute-KidSquad Child Care Consulting		15,000	10,000	10,000
Omaha Conservatory of Music-String Sprouts		40,000	40,000	40,000
VNA-Cooking Matters Classes		12,000	12,000	12,000
First National Bank-Financial Literacy Classes		7,800	7,800	7,800
OPS-Classroom & Child Learning Space in Gateway		38,000	38,000	38,000
OPS-Bilingual Liaison as Educational Navigator at Gateway		28,723	28,723	28,723
		141,523	136,523	136,523
OTHER GRANTS				
Richard Brooke Foundation-Community Navigator		60,000	60,000	60,000
Sherwood Foundation-Gateway Elementary Child Learning Room Staff		62,435	63,684	64,957
Wells Fargo-Workforce Development		5,000		
		127,435	123,684	124,957
Additional Program Enhancements Provided by:				
Boys Town – Common Sense Parenting	Latino Center of the Midlands	Smart Girls Society		
Catholic Charities	Nebraska Enterprise Fund	UNMC Center for Reducing Health Disparities		
City Sprouts summer programming	Nebraska Extension Office	United Methodist Church – Big Garden Summer Program		
Cox Foundation – Field Trip funding	Nebraska Humanities Council – Prime Time	UNO Service Learning Academy		
Do Space	Opera Omaha	UNO Teacher Education Department		
Douglas County Health Department	Omaha Fire Department	UNO School Psychology Department		
Food Bank's Kid's Crusin' Kitchen	Omaha Public Library	UNO Special Education & Communication Disorder Dept		
Joslyn Art Museum	PTI Nebraska	UNO College of Music		
Junior League of Nebraska	Project Harmony	Women's Center for Advancement		

STRATEGIC PLAN 2017-2021

**THE LEARNING COMMUNITY
CHALLENGES AND ADDRESSES
THE OPPORTUNITY GAP FOR
CHILDREN AND FAMILIES
ACROSS THE METROPOLITAN
AREA, MAKING OUR
COMMUNITIES STRONGER AND
BETTER PLACES TO LIVE.**

**learning
community**
 **DOUGLAS
SARPY**

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Annual Review

OUR MISSION

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

OUR VISION

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

CORE VALUES

Demonstrating innovation with a child-family focus.

Committed to accountability and good stewardship of taxpayer dollars.

Pursuing a culture of continuous improvement.

Ensuring that programs and practices are culturally respectful.

Fostering an inclusive approach across the metro region.

LEARNING COMMUNITY OF DOUGLAS AND SARPY COUNTIES

The Learning Community of Douglas and Sarpy Counties is an educational subdivision focused on outcomes and opportunities for children and families. We demonstrate impact through a collaborative network of metropolitan area school districts and community organizations.

LEADERSHIP TEAM



DAVID PATTON
Chief
Executive
Officer



RENEE FRANKLIN
Executive Director
Elementary Learning
Centers



DAVID MOON
Finance
Director



JAMALIA PARKER
Director
Family
Engagement Services



ANNE O'HARA
Program Director
Family Learning

COORDINATING COUNCIL



LORRAINE CHANG
Chair
Achievement
Subcouncil 3



SUSAN KELLEY
Vice Chair
Achievement
Subcouncil 4



NANCY JACOBSON
Secretary
Achievement
Subcouncil 1



CAROL HAHN
Treasurer
Achievement
Subcouncil 2



JEANNE ANDERSON
Achievement
Subcouncil 1



DR. CORNELIUS WILLIAMS
Achievement
Subcouncil 2



JACK HEIDEL
Achievement
Subcouncil 3



ALLEN HAGER
Achievement
Subcouncil 4



D. PAUL HARTNETT
Achievement
Subcouncil 5



TONYA WARD
Achievement
Subcouncil 5



JILL WOODWARD
Achievement
Subcouncil 6



MIKE AVERY
Achievement
Subcouncil 6

INTRODUCTION

The Learning Community of Douglas and Sarpy Counties embarked upon a comprehensive strategic planning process in the fall of 2016. Our goal was to shape a vision leading to a five-year strategic plan.

TIME OF OPPORTUNITY

With a newly structured Council of 12-members soon to take office, the organization needed current, comprehensive and relevant feedback. The Council and staff embraced the idea that the plan would aim for the continuous improvement that characterizes Learning Community programs.

LISTENING AND LEARNING

A broad community of stakeholders informed this first-ever strategic plan. Key groups included parents, families, school district superintendents, civic and business leaders, child advocates, program partners, community childcare providers, non-profit leaders, local school board members, community activists, higher education leaders and former Coordinating Council members.

Focus groups, surveys and individual interviews provided a foundation for a Staff-Coordinating Council retreat in February 2017. The retreat yielded strong consensus on themes to investigate. Further staff exploration produced a strategic roadmap. In June 2017, the Council approved strategic priorities to guide the future of the Learning Community.

KEY STRATEGIC PRIORITIES

1. Value-Added and Diversified Funding
2. Expanded Programs and Outcomes
3. Collaboration and Enhanced Communications

PLANNING FOR SUCCESS

Action plans are now in place with timelines, clear accountability and measures for success. Included in ongoing strategic plan evaluation is an important pause. An annual workshop allows the staff and council to discuss progress and consider changes if needed.

PROGRESS NEVER STOPS

Strategic plan development has always been on parallel tracks with work to fulfill the Learning Community mission. During this planning process, the Learning Community has completed many milestones including development of the Community Achievement Plan.

STRATEGIC PRIORITY I

VALUE-ADDED & DIVERSIFIED FUNDING

Advocate for the Learning Community to achieve the best possible outcomes for children, families and the entire Omaha metro region. Secure additional funding sources and expand partnerships to increase collaborative opportunities.

GOAL 1.1 By May 2018, establish a user-friendly and flexible strategic planning and communications process with actions, measures and timelines for success.

ACTION: By fall 2018, begin implementing a series of connected strategies to engage the business community, child advocates and influential members of the community.

ACTION: Explore business community relationships including a Business Advisory Task Force

GOAL 1.2 May 2019: Increase acceptance and engagement with key educational entities.

ACTION: Become actively engaged and accepted with the ESU Coordinating Council (ESUCC).

GOAL 1.3 By May 2020, increase awareness of the Community Achievement Plan and the importance of improved pathways for all students and families.

ACTION: Develop Evaluation Plan

ACTION: Develop CAP Communications Plan

GOAL 1.4 May 2018: Begin planning for a collaborative network to support operations and future programs.

ACTION: Secure funding to support full implementation of six school Early Childhood Partnership, add new Parent University classes and expand other successful programs.

GOAL 1.5 October 2018: Create a planning strategy to explore a Learning Community foundation to attract and manage outside donations.

ACTION: Explore and present structural framework for accepting and attracting outside funds for program and operational support.

STRATEGIC PRIORITY II

EXPANDED PROGRAMS & STRONG OUTCOMES

Grow innovative and family centered 2-Gen programs, especially in high poverty communities. Demonstrate proven outcomes to increase impact from birth to Grade 3 and contribute to comprehensive child development.

GOAL 2.1 By September 2018, explore post-secondary and workforce collaborations to expand current 2-Gen programs.

ACTION: Finalize service design, budget and present program concept.

ACTION: Implement service and begin collecting benchmark data.

GOAL 2.2 By fall 2018, explore the Gomez Partnership and collaborative potential including outside support.

GOAL 2.3 By summer 2018, conduct a human capacity analysis to inform staffing levels for possible expansion. Weigh the benefits of employees vs. contracted positions.

ACTION: Analyze results and present staffing recommendations.

GOAL 2.4 By fall 2018, expand the Learning Community South family learning program.

ACTION: Complete the transition to a three-year program and provide for more in-depth services.

GOAL 2.5 Fall 2019: Expand Early Childhood Partnership for six school full implementation as planned.

ACTION: Expand Parent University offerings

ACTION: Develop sustainable plan for before/after school program at Kellom and Conestoga schools.

GOAL 2.6 Fall 2018: Begin investigating a third community center and its potential to serve children and families from Achievement Subcouncils three, four and six.

ACTION: Develop a timeline to complete a needs assessment, conduct key interviews, evaluate the level of support and impact on the overall budget.

STRATEGIC PRIORITY III

COLLABORATION & ENHANCED COMMUNICATIONS

Enhance communications and collaboration to effectively advocate for the Learning Community mission. Increase community awareness and build support for the organization and early childhood education. Build upon demonstrated success to increase national recognition.

GOAL 3.1 May 2021: define and share the Learning Community's purpose with key audiences to measurably increase awareness and community appreciation.

ACTION: Develop clear message, elevator speech and related communications in collaboration with staff and Coordinating Council, using focus group, media analysis and other available resources.

ACTION: Establish a template for the organization's first Community Report. Continue refining in following years to support fundraising, advocacy and partner appreciation.

ACTION: Refresh branding to support expansion decisions as part of the overall campus plan.

GOAL 3.2 Fall 2018: Develop strategy for legislative advocacy and define new opportunities for effective outreach in support early childhood education, the needs of children and families and the role of the Learning Community itself.

ACTION: Refresh brand guidelines for user-friendly advocacy by the Learning Community brand ambassadors: staff, Council, partners, families and supporters.

ACTION: Continue improvements towards a more user-friendly Legislative Report. This includes a 20-page summary to replace the Demographics section.

GOAL 3.3 Fall 2018: Develop plan to engage with high level entities and advocate for children, families and public-private education.

ACTION: Engage Business Community & Explore Business Advisory Task Force

ACTION: Develop website toolkit to support early childhood advocacy.

STRATEGIC PRIORITY

COLLABORATION & ENHANCED COMMUNICATIONS

cont'd

GOAL 3.4 Fall 2018: Develop a plan for higher level leadership and policy relationships so that the Learning Community is in position to earn its “place at the table”.

ACTION: Encourage site visits to develop relationships with state and national decision-makers

ACTION: Develop strategies for more consistent outreach to local school boards, educational affiliates.

ACTION: Enhance expanded 2-Gen relationships starting with Aspen Ascend Network

GOAL 3.5 August 2018: Expand upon updated Learning Community identity to build a Co-Branding Strategy for successful partner relationships and more effective collaboration.

ACTION: Introduce partner branding guide and toolkit to support shared goals. Summer 2018.

ACTION: Hold a first-ever Partner Appreciation with the intent of scaling up yearly to showcase the Learning Community partner network.

GOAL 3.6 June 2018: Begin to integrate newly defined message and elevator speech into expanded strategies for positive community engagement. Build awareness of the Learning Community’s value to support funding and expansion goals.

ACTION: Phase in a more proactive Media Strategy including outreach to the Omaha World Herald editorial board.

ACTION: Develop strategies to build positive visibility and engagement including social media, paid and non-paid advertising as outlined in the Communications Plan.

ACTION: Expand communications capabilities with materials and tools including a new mobile responsive website and community report template.

ANNUAL REVIEW

The educational and community landscape is always changing. An annual review in February continues our strategic planning process in a systematic way. This check-point ensures that the 2017-2021 Learning Community Strategic Plan remains relevant and aligned to our mission.

After completing the program evaluation process (fall) and legislative report (January), the leadership team will thoroughly review each strategic priority to answer two key questions:

1. Are the components of each strategic priority still appropriate?
2. Does progress meet expectations? If not, what are the obstacles?

The Learning Community Coordinating Council Workshop will be held annually to review clearly summarized results to evaluate progress and assess new opportunities. The workshop will also benefit newly sworn in council members and build upon their onboarding experience.