

# LEARNING COMMUNITY OF DOUGLAS AND SARPY COUNTIES

## LEARNING COMMUNITY COORDINATING COUNCIL

### AGENDA

May 17, 2018 – 6:00 p.m.

Learning Community Center of North Omaha, 1612 N. 24<sup>th</sup> 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 – April 19, 2018
5. Reports
  - a) Chair
  - b) Treasurer
    - i. **Action Item:** Accept Treasurer's Report dated April 30, 2018
    - ii. 2016/2017 Auditor's Report - Comments/Questions – Mark Avery, Audit Manager
      1. **Action Item:** Upon recommendation of the Budget, Audit and Finance Subcommittee, motion to accept the 2016/2017 Auditor's Report as presented.
  - c) Chief Executive Officer
    - i. Strategic Plan
  - d) Council Member / Achievement Subcouncil Reports
  - e) Legal Counsel
6. Public Comments
7. GOALS Presentation
  - a) **Action Item:** Motion to approve the contract with Greater Omaha Attendance Learning Services (GOALS) Center to provide \$95,000.00 in FY 2018/2019 and \$95,000.00 in FY 2019/2020 to allow GOALS Center to provide data collection and research information focused on student and families outcome(s) who are involved with service coordination through the GOALS Center and appropriate funds from the Elementary Learning Centers Budget for FY 2018/2019 and FY 2019/2020. Approval is contingent upon Council approval of the fiscal year budgets for each of the above fiscal years.
8. Community Achievement Plan (CAP) Progress Report

9. Superintendents' Plan for Early Childhood Education Update
10. Learning Community Center of South Omaha Update – Renee Franklin
11. Learning Community Center of North Omaha Update – Renee Franklin /Jamalia Parker
12. Subcommittee Reports

- a) Elementary Learning and Diversity Subcommittee

- i. Elementary Learning and Diversity Subcommittee Contracts and Contract Amendments

1. Evaluation Services Agreement – Renee Franklin

**Action Item:** Upon recommendation from the Elementary Learning and Diversity Subcommittee, motion to renew contract with University of Nebraska Medical Center to have the Munroe Meyer Institute provide evaluative and consultative services for elementary learning center programs, as set forth in the document entitled Program Evaluation Agreement, and appropriate up to \$409,006.00 from the Elementary Learning Center Fund Budget for FY 2018/2019. Approval is contingent upon Council approval of the 2018/19 fiscal year budget for the Learning Community.

- b) Budget, Finance & Audit Subcommittee

- c) Legislative Subcommittee

13. New Business

- a) Pilot Programming Contracts

**Action Item:** Upon recommendation of Achievement Subcouncils 1, 3, 4 and 6 and the Executive Committee, motion to authorize the CEO to enter into ELC pilot programming agreements with school districts and community organizations to fund extended learning, kindergarten jumpstart and instructional coaching programs as described in the Summary Sheet (attached) for the 2018/2019 fiscal year totaling \$1,068,239.82 from elementary levy funds. Approval is contingent on Council approval of authorization of the elementary levy and the 2018/2019 fiscal year budget for the Learning Community.

14. Unfinished Business

15. Next Council Meeting –

- June 21, 2018, Learning Community Center of North Omaha, 1612 N. 24<sup>th</sup> Street, Omaha, NE

16. Adjournment

## UPCOMING LEARNING COMMUNITY EVENTS:

Advisory Committee

To Be Determined

LC Coordinating Council

June 21, 2018, 6:00 p.m.

Learning Community Center of North Omaha, 1612 N. 24<sup>th</sup> 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 April 19, 2018
- Treasurer's Report dated April 30, 2018
- Audit Report
- GOALS Contract
- CAP Progress Report
- UNMC Recommendation and Contract
- ELC Program Summary
- ELC Programming Agreement Summary of Terms (Completely Kids)
- ELC Programming Agreement Summary of Terms (Millard Public Schools)
- ELC Programming Agreements Summary of Terms (1 and 2 Years) (Bellevue Public Schools, Omaha Public Schools, Douglas County West Community Schools, Elkhorn Public Schools, Papillion La Vista Community Schools, Ralston Public Schools, Springfield Platteview Community Schools and Westside Public Schools)
- Strategic Plan

## LEARNING COMMUNITY OF DOUGLAS AND SARPY COUNTIES

### LEARNING COMMUNITY COORDINATING COUNCIL

**April 19, 2018**

A meeting of the Coordinating Council of the Learning Community of Douglas and Sarpy Counties was held on, April 19, 2018, at the Learning Community Center of North Omaha, 1612 N. 24<sup>th</sup> 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 April 16, 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 April 13, 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: Avery, Hahn, Harnett, Heidel, Kelley, Ward, Williams, Chang

Voting Members Excused: Anderson, Hager, Jacobson

Voting Members Absent: Woodward

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

Also Present: Margaret Hershiser, Koley Jessen P.C.; Amy Schmidtke, BECI; Suzanne Pike, Lauren Barr, Liberty Elementary; Anne O'Hara, Joel Dougherty, OneWorld Community Health Centers; Treva Haugaard, Brigid Howard, GOALS

4. **Approval of Minutes.** Chair Chang presented the Council minutes from the March 15, 2018 public meeting of the Council. Motion by Mr. Hartnett, seconded by Mr. Avery, to approve the minutes of the Council meeting held on March 15, 2018. Discussion took place. Yeas: Avery, Hahn, Hartnett, Heidel, Kelley, Williams, Chang. Abstain: None. Nays: Ward. **Motion carried.**

5. **Reports**

- a) Chair - Chair Chang announced that there would be no July meeting and discussed the results of the Council self-assessment. Chair Chang discussed the CEO timeline and provided a handout. She announced a Diversifying Funding Ad hoc Committee had been formed; the members are Susan Kelly, Mike Avery, Carol Hahn and Lorraine Chang.

It is noted for the record that Ms. Jacobson arrived at 6:06 p.m.

- b) Treasurer

- i. Motion by Ms. Hahn, seconded by Ms. Kelley, to accept Treasurer's Report dated March 31, 2018. Discussion took place. Yeas: Avery, Hahn, Hartnett, Heidel, Jacobson, Kelley, Williams, Chang. Abstain: None. Nays: Ward. **Motion carried.**

- c) Chief Executive Officer – Mr. Patton discussed the meetings he had attended and the progress with the communications plan.
- d) Council Member / Achievement Subcouncil Reports – Subcouncils 1, 3, 4 and 6 provided a report. Ms. Ward provided two handouts and reported on Dr. Matthew Oliver Ricketts. Dr. Williams reminded everyone to vote in the upcoming election.
- e) Legal Counsel – No Report

- 6. Public Comments – Gwen Easter, 2895 Binney Street, Omaha, NE provided public comment.
- 7. Community Achievement Plan (CAP) – Mr. Patton indicated all edits of the evaluation document are completed, and a work group meeting will be held of April 27, 2018.
- 8. Superintendents' Plan for Early Childhood Education Update – Amy Schmidtke, Suzanne Pike and Lauren Barr provided a presentation on the Learning Labs at Liberty Elementary. A handout was provided. Discussion took place.
- 9. Learning Community Center of South Omaha Update – Ms. Franklin provided a report. 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.

a) Learning Community Center of South Omaha Operating Agreement

Motion by Mr. Hartnett, seconded by Mr. Avery, 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. Discussion took place. Yeas: Avery, Hahn, Hartnett, Heidel, Jacobson, Kelley, Williams, Chang. Abstain: None. Nays: Ward. **Motion carried.**

- 10. Learning Community Center of North Omaha Update- Ms. Parker provided a report.
- 11. Subcommittee Reports
  - a) Elementary Learning and Diversity Subcommittee – Next meeting will be April 26, 2018 at 3:00 p.m.
  - b) Budget, Finance & Audit Subcommittee – Next meeting will be May 14, 2018 at 3:00 p.m.
  - c) Legislative Subcommittee – Mr. Avery provided a legislative summary update.
- 12. New Business – No Report
  - a) GOALS Contract – Treva Haugaard and Brigid Howard provided a presentation. Discussion took place.
  - b) UNMC Contract – Ms. Franklin indicated this contract will be discussed at the ELD meeting.
- 13. Unfinished Business – No Report

a) Strategic Plan Document will be discussed at the May meeting.

14. Next Council Meeting –

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

15. Adjournment – Meeting was adjourned with unanimous approval at 8:42 p.m.

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

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

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Nancy Jacobson, Secretary

# LEARNING COMM OF DOUGLAS SARPY COUNTY

## Treasurer's Report

April 30, 2018

Trans Description	Credit Amt	Date	Reference
Base Flex Account	\$ 120.00	4/2/2018	DC
Base Flex Account	\$ 40.00	4/3/2018	DC
Buffett Early Childhood Instit	\$ 31,166.66	4/5/2018	3520
UNMC	\$ 32,076.75	4/5/2018	3522
Blue Cross Blue Shield of Nebr	\$ 9,893.67	4/5/2018	2969
Buffett Early Childhood Instit	\$ 112,513.50	4/5/2018	2970
Harry A. Koch Co.	\$ 32,574.78	4/5/2018	2971
Jensen Rogert Associates, Inc.	\$ 2,291.67	4/5/2018	2972
Lutheran Family Services	\$ 33,790.82	4/5/2018	2973
One World Community Health Cen	\$ 99,996.60	4/5/2018	2975
Omaha Public Schools (OPS)	\$ 61,730.20	4/5/2018	2976
Surreal Media Lab, LLC	\$ 2,950.00	4/5/2018	2977
Brazda-Witters, Jorja	\$ 50.63	4/5/2018	2978
C & A Industries - Celebrity S	\$ 1,980.00	4/5/2018	2979
Culligan of Omaha	\$ 37.50	4/5/2018	2980
EDUCATIONAL SERVICE UNIT #3	\$ 320.00	4/5/2018	2981
Envisage Creative Group	\$ 24.95	4/5/2018	2982
Madison National Life	\$ 490.49	4/5/2018	2983
Amazon.com	\$ 523.42	4/5/2018	CC
Get N Go	\$ 240.00	4/5/2018	CC
National Center for Families L	\$ 1,780.00	4/5/2018	CC
United States Postal Service	\$ 100.00	4/5/2018	CC
Jason's Deli	\$ 30.77	4/5/2018	CC
Shields, Philice Catering	\$ 250.00	4/5/2018	CC
Immersion Spanish Language Hou	\$ 1,875.00	4/5/2018	CC
The Center for Applied Linguis	\$ 37.00	4/5/2018	CC
American Airlines	\$ (25.00)	4/5/2018	DC
Embassy Suites - The La Vista	\$ 22.35	4/5/2018	CC
The Farmhouse Cafe	\$ 24.22	4/5/2018	CC
Chicago Dawg House	\$ 23.70	4/5/2018	CC
Lund Company	\$ 47,728.03	4/5/2018	1119
HELP Foundation of Omaha	\$ 10,711.71	4/5/2018	1120
American Airlines	\$ (245.49)	4/6/2018	DC
LDR Site Services	\$ 420.00	4/9/2018	DC
Giftcards.com	\$ (56.44)	4/10/2018	DC
Paychex deduction for payroll taxes	\$ 18,768.09	4/13/2018	03/2018 Payroll
Paychex deduction for direct deposits	\$ 46,553.33	4/13/2018	03/2018 Payroll
PAYCHEX	\$ 214.00	4/13/2018	DC
Microsoft Corporation	\$ 11.94	4/17/2018	DC
Blue Cross Blue Shield of Nebr	\$ 9,893.67	4/19/2018	2984
Carroll Communications	\$ 9,379.15	4/19/2018	2985
Jensen Rogert Associates, Inc.	\$ 2,291.67	4/19/2018	2986
Koley Jessen	\$ 2,245.33	4/19/2018	2987
Lion's Gate Security Solutions	\$ 4,328.96	4/19/2018	2988
Omaha Public Library	\$ 9,677.18	4/19/2018	2989
One World Community Health Cen	\$ 3,266.51	4/19/2018	2990
Philadelphia Insurance Compani	\$ 21,663.61	4/19/2018	2991
TAPS	\$ 2,771.60	4/19/2018	2992
Base	\$ 37.50	4/20/2018	2993
C & A Industries - Celebrity S	\$ 1,980.00	4/20/2018	2994
Control Yours	\$ 175.00	4/20/2018	2995
The Daily Record	\$ 81.70	4/20/2018	2996
Happy Cab	\$ 970.57	4/20/2018	2997
Konica Minolta Business Soluti	\$ 394.82	4/20/2018	2998
Konica Minolta Business Soluti	\$ 586.08	4/20/2018	2999
Madison National Life	\$ 490.49	4/20/2018	3000
Pay-LESS Office Products, Inc.	\$ 1,579.29	4/20/2018	3001
Dr Walker, Jeffery L.	\$ 600.00	4/20/2018	3002

**LEARNING COMM OF DOUGLAS SARPY COUNTY****Treasurer's Report****April 30, 2018**

<b>Trans Description</b>	<b>Credit Amt</b>	<b>Date</b>	<b>Reference</b>
Walters, Larry	\$ 650.00	4/20/2018	3003
PAYCHEX	\$ 137.72	4/20/2018	DC
Colonial Life	\$ 924.45	4/27/2018	3004
Envisage Creative Group	\$ 24.95	4/27/2018	3005
Fast Signs	\$ 629.26	4/27/2018	3006
HyVee	\$ 779.96	4/27/2018	3007
The Prevention Group	\$ 1,100.00	4/27/2018	3008
Pay-LESS Office Products, Inc.	\$ 782.37	4/27/2018	3009
The Prevention Group	\$ 1,100.00	4/27/2018	3010
TAPS	\$ 737.20	4/27/2018	3011
Bellevue Public Schools	\$ 129,363.00	4/27/2018	3012
Completely KIDS	\$ 12,240.00	4/27/2018	3013
Douglas County West School Dis	\$ 39,586.39	4/27/2018	3014
Elkhorn Public Schools	\$ 5,403.19	4/27/2018	3015
Millard Public Schools	\$ 105,500.52	4/27/2018	3016
Omaha Public Schools (OPS)	\$ 441,410.22	4/27/2018	3017
Nebraska Early Childhood Colla	\$ 54,467.23	4/27/2018	3018
Papillion La Vista Community S	\$ 25,009.28	4/27/2018	3019
Ralston Public Schools	\$ 55,058.01	4/27/2018	3020
Westside Community Schools Dis	\$ 56,074.28	4/27/2018	3021
EDUCATIONAL SERVICE UNIT #3	\$ 1,270.00	4/27/2018	3022
<b>Total April Expenditures</b>	<b>\$ 1,555,696.01</b>		



# MEMORANDUM

**To:** Members of the Learning Community Coordinating Council  
**From:** David Moon, Finance Director  
**Date:** May 2018  
**RE:** FY 2016-17 Audit of Financial Statements

## Summary

The Nebraska Auditor of Public Accounts has concluded their audit of the Learning Community's Fiscal Year 2016-2017 financial statements and issued their findings in the report included in Coordinating Council meeting packet.

The Auditor did not identify any deficiencies in internal control that they consider to be a material weakness. A material weakness would be something severe and not a normal circumstance and difficult to correct.

The Auditor did identify two items for comment. An item for comment is something that would result in clerical errors or something that the Auditor would recommend putting a control in place to avoid in the future. Both items for comment were corrected and a process to avoid a repeat of the situation has been developed.

The two items for comment are detailed within the report. Below is a written response to those findings and the steps being taken to mitigate a repeat of those findings.

### 1. Expenditures in Excess of Budget

The auditor has noted the Learning Community made disbursements that appear to have exceeded the adopted budget by \$892,252. The State budget form that was filed did not contain the ESU Core Services Research and Evaluation revenues & expenses. This was a clerical error. The Core Services Research and Evaluation revenues and expenses were included in the budget hearing held by the Council and in the budget adopted by the Council. All revenues and expenses of these funds were included in all subsequent quarterly budget to actual reviews provided to the Council.

While on paper it appears the Learning Community exceeded its budget, in reality all expected revenues and disbursements of the Core Services Research and Evaluation revenues were within the council-approved budget.

### 2. Financial Statement Errors

The Learning Community has adjusted the account balance review practices of the current internal controls sufficient to prevent a revenue overstatement or understatement in future financial statements. Additionally, additional oversight of future lease obligations has been established. This item was corrected by the Learning Community.

## Mitigation Plan

The Learning Community has reached out to the Nebraska Department of Education to participate in the Budget workshop program they offer. The additional oversight will help ensure the state budget form accurately reflects the intention of the council going forward and preclude any future clerical errors.



## NEBRASKA AUDITOR OF PUBLIC ACCOUNTS

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Charlie Janssen  
State Auditor

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State Capitol, Suite 2303  
Lincoln, Nebraska 68509  
402-471-2111, FAX 402-471-3301  
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May 9, 2018

David Moon, Finance Director  
Learning Community of Douglas and Sarpy Counties  
1612 N. 24<sup>th</sup> Street  
Omaha, Nebraska 68110

Dear Mr. Moon:

Attached is a copy of the audit report of the Learning Community of Douglas and Sarpy Counties for the fiscal year ended August 31, 2017. You can also access the report on our website at [www.auditors.nebraska.gov](http://www.auditors.nebraska.gov).

If you have any questions concerning this report, please do not hesitate to write or call.

Sincerely,

Charlie Janssen  
State Auditor

Enclosure

**AUDIT REPORT  
OF THE  
LEARNING COMMUNITY OF  
DOUGLAS AND SARPY COUNTIES**

**SEPTEMBER 1, 2016, THROUGH AUGUST 31, 2017**

**This document is an official public record of the State of Nebraska, issued by  
the Auditor of Public Accounts.**

**Modification of this document may change the accuracy of the original  
document and may be prohibited by law.**

**Issued on May 9, 2018**

# LEARNING COMMUNITY OF DOUGLAS AND SARPY COUNTIES

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# LEARNING COMMUNITY OF DOUGLAS AND SARPY COUNTIES

## KEY OFFICIALS AND CONTACT INFORMATION

### Council Members

<u>Name</u>	<u>Title</u>
Jeanne Anderson	Subcouncil 1
Nancy Jacobson	Subcouncil 1 – Council Secretary
Cornelius Williams	Subcouncil 2
Carol Hahn	Subcouncil 2 – Council Treasurer
Lorraine Chang	Subcouncil 3 – Council Chair
Jack Heidel	Subcouncil 3
Susan Kelley	Subcouncil 4 – Council Vice Chair
Allen Hager	Subcouncil 4
Tonya Ward	Subcouncil 5
D. Paul Hartnett	Subcouncil 5
Mike Avery	Subcouncil 6
Jill Woodward	Subcouncil 6

### Learning Community of Douglas and Sarpy Counties Leadership

<u>Name</u>	<u>Title</u>
David Patton, Ed. S.	Chief Executive Officer
David Moon	Finance Director

Learning Community of Douglas and Sarpy Counties  
1612 N. 24<sup>th</sup> Street  
Omaha, NE 68110  
[www.learningcommunityds.org](http://www.learningcommunityds.org)

## LEARNING COMMUNITY OF DOUGLAS AND SARPY COUNTIES

### SUMMARY OF COMMENTS

During our audit of the Learning Community of Douglas and Sarpy Counties (Learning Community), we noted certain matters involving the internal control over financial reporting and other operational matters that are presented here.

1. ***Expenditures in Excess of Budget:*** Expenditures in the Elementary Learning Center Fund exceeded the adopted budget by \$892,252.
2. ***Financial Statement Errors:*** The Auditor of Public Accounts (APA) identified errors in the compiled financial statements. Receipts for property and other taxes were overstated for the Capital Projects Fund and understated for the Elementary Learning Centers Fund by \$35,465. Errors were also identified in the footnotes to the financial statements, ranging from an understatement and overstatement of \$14,038,284.

More detailed information regarding the above items is provided hereinafter. It should be noted this report is critical in nature, containing only our comments and recommendations on the areas noted for improvement.

Draft copies of this report were furnished to the Learning Community to provide its management with an opportunity to review and to respond to the comments and recommendations contained herein. All formal responses received have been incorporated into this report. Responses that indicate corrective action has been taken were not verified at this time, but they will be verified in the next audit.

**COMMENTS AND RECOMMENDATIONS**

**1. Expenditures in Excess of Budget**

During our audit, we noted that for the year ended August 31, 2017, the disbursements in the Elementary Learning Centers Fund exceeded the adopted budget by \$892,252.

The error was caused in part by the Learning Community's failure to include \$1,123,717 in disbursements for ESU Core Services Research and Evaluation on the adopted budget as disbursements for the Elementary Learning Centers Fund for fiscal year 2017. This amount was included on the Learning Community's internal budget documentation but was inadvertently excluded from the amount listed on the budget adopted by the Learning Community Coordinating Council on August 25, 2016

Neb. Rev. Stat. § 13-510 (Reissue 2012) states, in relevant part, the following:

*No expenditure during any fiscal year or biennial period shall be made in excess of the amounts indicated in the adopted budget statement . . . .*

When expenditures are made in excess of the amounts budgeted, with no amended budget to address those excesses, the Learning Community is not in compliance with State statute.

We recommend the Learning Community implement procedures to monitor closely its budget status on an ongoing basis to avoid individual funds incurring expenses in excess of the amounts budgeted.

*Learning Community Response: The auditor has noted the Learning Community made disbursements that appear to have exceeded the adopted budget by \$892,252. The State budget form that was filed did not contain the ESU Core Services Research and Evaluation revenues & expenses. This was a clerical error. The Core Services Research and Evaluation revenues and expenses were included in the budget hearing held by the Council and in the budget adopted by the Council. All revenues and expenses of these funds were included in all subsequent quarterly budget to actual reviews provided to the Council.*

*While on paper it appears the Learning Community exceeded its budget, in reality all expected revenues and disbursements of the Core Services Research and Evaluation revenues were within the council-approved budget.*

**APA Response: Neb. Rev. Stat. § 13-508 (Supp. 2017) requires the Learning Community to file with the auditor a copy of the adopted budget statement.**

**2. Financial Statement Errors**

The Learning Community's financial statements were compiled by an accounting firm. The APA then audited those financial statements. During our audit, we noted errors in the compiled financial statements. Receipts for property and other taxes were overstated for the Capital Projects Fund and understated for the Elementary Learning Centers Fund by \$35,465. After reviewing the Learning Community's general ledger, we found that a receipt from the Sarpy County Treasurer for June 2017 property tax collections for the Elementary Learning Centers Fund in the amount of \$35,465 was incorrectly recorded to the Capital Projects Fund revenue account instead of the Elementary Learning Centers Fund revenue account, which caused the errors identified above.

**COMMENTS AND RECOMMENDATIONS**  
(Concluded)

**2. Financial Statement Errors (Concluded)**

We also noted errors in the footnotes to the financial statements. While reviewing the Operating Lease Commitments footnote, we noted an understatement of \$9,882 in the amount reported on the schedule of future minimum lease payments for the fiscal year 2021 and 2022, and an overstatement of \$122,758 in the amount reported for the combined fiscal years 2023-2025. While reviewing the Summary of Significant Accounting Policies footnote regarding Property Taxes and Common Levies, we noted the amount reported for the General Fund Common Levy for Distributions to Member Schools was understated, and the amount for Cash held by county treasurers at August 31, 2017, was overstated each by \$14,038,284.

The APA discussed the identified errors with the Learning Community, and all adjustments were made to correct the errors when proposed by the APA.

A good internal control plan and sound accounting practices require financial information to be complete and accurate. This includes procedures to ensure the financial statements are correct.

Without strong accounting practices to ensure financial information is complete, accurate, and in accordance with accounting standards, there is a greater risk that material misstatements may occur and remain undetected.

We recommend the Learning Community implement procedures to ensure financial information is complete, accurate, and compiled correctly.

*Learning Community Response: The Learning Community has adjusted the account balance review practices of the current internal controls sufficient to prevent a revenue overstatement or understatement in future financial statements. Additionally, oversight of future lease obligations has been established.*





## NEBRASKA AUDITOR OF PUBLIC ACCOUNTS

Charlie Janssen  
State Auditor

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### LEARNING COMMUNITY OF DOUGLAS AND SARPY COUNTIES

#### **INDEPENDENT AUDITOR'S REPORT**

Learning Community Coordinating Council  
Learning Community of Douglas and Sarpy Counties  
Omaha, Nebraska

#### ***Report on the Financial Statements***

We have audited the accompanying cash-basis financial statements of the governmental activities and each major fund of the Learning Community of Douglas and Sarpy Counties (Learning Community), as of and for the year ended August 31, 2017, and the related notes to the financial statements, which collectively comprise the Learning Community's basic financial statements as listed in the table of contents.

#### ***Management's Responsibility for the Financial Statements***

Management is responsible for the preparation and fair presentation of these financial statements in accordance with the cash basis of accounting described in Note 1. This includes determining that the cash basis of accounting is an acceptable basis for the preparation of the financial statements in the circumstances. Management is also responsible for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

#### ***Auditor's Responsibility***

Our responsibility is to express opinions on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the Learning Community's preparation and fair presentation of the financial statements

in order to design audit procedures that are appropriate in the circumstances but not for the purpose of expressing an opinion on the effectiveness of the Learning Community's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used, and the reasonableness of significant accounting estimates made, by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

### ***Opinions***

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective cash-basis financial position of the governmental activities and each major fund of the Learning Community as of August 31, 2017, and the respective changes in cash-basis financial position for the year then ended in conformity with the basis of accounting described in Note 1.

### ***Basis of Accounting***

We draw attention to Note 1 of the financial statements, which describes the basis of accounting. The financial statements are prepared on the cash basis of accounting, which is a basis of accounting other than accounting principles generally accepted in the United States of America. Our opinions are not modified with respect to this matter.

### ***Other Matters***

#### ***Other Information***

Our audit was conducted for the purpose of forming opinions on the financial statements as a whole, which collectively comprise the Learning Community's basic financial statements. The Management's Discussion and Analysis and Budgetary Comparison information are presented for purposes of additional analysis and are not a required part of the basic financial statements.

Management's Discussion and Analysis and Budgetary Comparison information have not been subjected to the auditing procedures applied in the audit of the basic financial statements; accordingly, we do not express an opinion or provide any assurance on such information.

### ***Other Reporting Required by Government Auditing Standards***

In accordance with *Government Auditing Standards*, we have also issued our report dated May 8, 2018, on our consideration of the Learning Community's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Learning Community's internal control over financial reporting and compliance.



May 8, 2018

Mark Avery, CPA  
Assistant Deputy Auditor

## LEARNING COMMUNITY OF DOUGLAS AND SARPY COUNTIES

### MANAGEMENT'S DISCUSSION AND ANALYSIS

The Learning Community of Douglas and Sarpy Counties (Learning Community) presents this Management's Discussion and Analysis of its financial statements to provide a narrative overview and analysis of the financial activities as of and for the fiscal years ended August 31, 2017 and 2016. Please read it in conjunction with the Learning Community's financial statements, which begin on page 11.

#### Financial Highlights

- General Fund receipts for the years ended August 31, 2017 and 2016, amounted to \$500,639 and \$503,546, respectively. General Fund disbursements decreased from \$609,104 in fiscal year 2016 to \$468,831 in fiscal year 2017. The Learning Community's General Fund balance increased from \$420,620 at the end of fiscal year 2016 to \$452,428 at the end of fiscal year 2017.
- Elementary Learning Centers Fund receipts for the years ended August 31, 2017 and 2016, amounted to \$8,210,440 and \$8,246,498, respectively. Elementary Learning Centers Fund disbursements increased for the year ended August 31, 2017, compared to the year ended August 31, 2016, with disbursements of \$9,450,235 and \$7,522,976, respectively. The increase in Elementary Learning Centers Fund disbursements is due to continued expansion of programming offerings, notably the 2nd full year of operations for the Learning Community Center of North Omaha, which was established in 2015, and increased program offerings through collaborations with various community partners.

#### Using This Annual Report

The annual report consists of a series of financial statements and other information, as follows:

- Management's Discussion and Analysis introduces the basic financial statements and provides an analytical overview of the Learning Community's financial activities.
- The Government-Wide financial statements consist of a Statement of Net Position – Cash Basis and a Statement of Activities – Cash Basis. These statements provide information about the activities of the Learning Community as a whole and present an overall view of the Learning Community's finances.
- The Fund financial statements tell how governmental services were financed in the short term as well as what remains for future spending. Fund financial statements report the Learning Community's operations in more detail than the Government-Wide financial statements by providing information about the most significant funds. The Fund financial statements of the Learning Community only include governmental activities. The Learning Community has no business type (proprietary) or fiduciary funds.
- Notes to the financial statements provide additional information essential to a full understanding of the data provided in the basic financial statements.
- The budgetary information further explains and supports the financial statements with a comparison of the Learning Community's budget for the year.

LEARNING COMMUNITY OF DOUGLAS AND SARPY COUNTIES

**MANAGEMENT'S DISCUSSION AND ANALYSIS**  
(Continued)

**FINANCIAL ANALYSIS OF THE LEARNING COMMUNITY**

**Net Position**

The Learning Community's net position reported in the Statement of Net Position – Cash Basis represents the financial position of the Learning Community. The Learning Community's net position at August 31, 2017 and 2016, amounted to \$5,820,041 and \$7,065,815, respectively. The decrease in the financial position resulted primarily from an increase in disbursements in the Elementary Learning Centers Fund due to expanding program offerings.

**Governmental Activities**

A summary of the governmental activities of the Learning Community are as follows:

	Fiscal year ended August 31, 2017	Fiscal year ended August 31, 2016	Change from Prior Year
Receipts:			
Property and other taxes	\$ 8,190,057	\$ 8,212,604	\$ (22,547)
State appropriations	1,189,720	1,154,383	35,337
Investment earnings	2,395	3,932	(1,537)
Other	--	2,520	(2,520)
Total receipts	9,382,172	9,373,439	8,733
Disbursements:			
Elementary learning centers	10,159,115	8,258,871	1,900,244
Diversity	5,450	7,095	(1,645)
Coordinating Council	56,106	11,251	44,855
Administration	407,275	590,758	(183,483)
Total disbursements	10,627,946	8,867,975	1,759,971
Change in net position	\$ (1,245,774)	\$ 505,464	\$ (1,751,238)

The increase in governmental disbursements was due primarily to the increase in amounts expended for elementary learning center program activities.

**Individual Fund Analysis**

As mentioned previously, the Fund financial statements report the Learning Community's activities in more detail than the Government-Wide statements by providing information about the most significant funds. The fund financial statements of the Learning Community include only governmental activities – the General Fund, Capital Projects Fund, and the Elementary Learning Centers Fund.

## LEARNING COMMUNITY OF DOUGLAS AND SARPY COUNTIES

### MANAGEMENT'S DISCUSSION AND ANALYSIS (Continued)

*General Fund* – The General Fund is funded by appropriations from the State of Nebraska. The General Fund fund balance amounted to \$452,428 at August 31, 2017, an increase of \$31,808 from the fund balance at August 31, 2016, primarily due to shifting of half of personnel costs to the Elementary Learning Centers fund as a result of a decrease in appropriations from the State of Nebraska, and the diminishment of fund reserves in the prior fiscal year. General Fund disbursements were less than total budgeted disbursements in the amount of \$67,669. Excess amounts are being carried over to the 2017-2018 fiscal year to fund future programs and ongoing operations of the Learning Community.

*Capital Projects Fund* – The Capital Projects Fund consists of unspent tax levies restricted by State statute for capital projects and lease or leasehold improvements. The Capital Projects Fund fund balance amounted to \$749,550 at August 31, 2017, a decrease of \$37,787 from the fund balance at August 31, 2016. In 2017, \$708,880 was expended for purposes of leases and leasehold improvements for elementary learning centers.

*Elementary Learning Centers Fund* – The Elementary Learning Centers Fund is funded through taxes and other receipts restricted for purposes of supporting elementary learning center program activities. The Elementary Learning Centers Fund fund balance amounted to \$4,618,063 as of August 31, 2017. Disbursements of \$9,450,235 were more than total budgeted disbursements in the amount of \$892,252.

#### **Economic Factors Bearing on the Learning Community's Future**

At the time these financial statements were prepared, the Learning Community was aware of several circumstances that impact the future activities of the Learning Community:

- The taxable property valuation for the Learning Community for 2017/2018 increased by 4.99% from the prior-year property valuation.
- The Elementary Learning Centers Fund tax levy rate for 2018 was approved at \$0.015 per \$100 of assessed valuation, compared with the 2017 levy rate at \$0.014 per \$100 of assessed valuation.
- The Capital Projects Fund tax levy rate for 2018 is consistent with the 2017 levy rate at \$0.00125 per \$100 of assessed valuation.
- General Fund monies, which are received through state appropriations, are subject to modification by the Nebraska Unicameral Legislature.
- The passage of Legislative Bill 1067 (2016), which was signed into law on April 20, 2016, brings about the following changes for the Learning Community for the 2017/2018 fiscal year as follows:
  - Beginning September 1, 2017, the General Fund Common Levy (between \$0.00 and \$0.95 within the \$1.05 levy limit per \$100 of assessed valuation) tax receipts for member school districts will be discontinued. Additionally, levy authority for the Special Building Fund Common Levy for member school districts (between \$0.00 and \$0.02 per \$100 of assessed valuation) is discontinued.

## LEARNING COMMUNITY OF DOUGLAS AND SARPY COUNTIES

### MANAGEMENT'S DISCUSSION AND ANALYSIS

(Concluded)

- Effective for the 2017-2018 school year, all learning community school districts will return to the option enrollment program established pursuant to Neb. Rev. Stat. § 79-234 (Cum. Supp. 2016). A student enrolled in a learning community school district school for any part of school year 2016-2017 (unless having graduated or been expelled) as an open enrollment student pursuant to Neb. Rev. Stat. § 79-2110 (Cum. Supp. 2016) will continue as an open enrollment student until departure from said school building. Effective for the 2017-2018 school year, therefore, the Learning Community will no longer be involved in the administration of an open enrollment program.
- As administered by the Nebraska Department of Education, transition aid will be payable for school fiscal years 2017-2018 and 2018-2019.

#### **Contacting the Learning Community's Financial Management**

This financial report is designed to provide the citizens, taxpayers, legislators and member school districts with a general overview of the Learning Community's finances and to demonstrate the Learning Community's accountability for the money it receives. If you have questions about this report or need additional financial information, contact the Learning Community of Douglas and Sarpy Counties, 1612 N. 24<sup>th</sup> Street, Omaha NE, 68110.

LEARNING COMMUNITY OF DOUGLAS AND SARPY COUNTIES

**Statement of Net Position – Cash Basis**  
August 31, 2017

	<b>Governmental Activities</b>
ASSETS	
Cash and cash equivalents	\$ 5,466,276
Cash held by County Treasurer	353,765
Total assets	<u>\$ 5,820,041</u>
NET POSITION	
Restricted for:	
Leases and leasehold improvements	749,550
Research and evaluation	416,993
Elementary learning centers	4,279,126
Unrestricted	<u>374,372</u>
Total net position	<u>5,820,041</u>

*See accompanying notes to the financial statements.*

LEARNING COMMUNITY OF DOUGLAS AND SARPY COUNTIES

**Statement of Activities – Cash Basis**  
For the Year Ended August 31, 2017

	<b>FUNCTION</b>				
	<b>Governmental Activities Total</b>	<b>Administration</b>	<b>Coordinating Council</b>	<b>Elementary Learning Centers</b>	<b>Diversity</b>
DISBURSEMENTS					
Personnel services	\$ 758,797	165,079	--	593,718	--
Contracted/purchased services	8,965,239	128,295	51,738	8,779,756	5,450
Supplies and materials	64,967	15,330	1,252	48,385	--
Occupancy	753,276	16,020	--	737,256	--
Other	85,667	82,551	3,116	--	--
Total disbursements	<u>10,627,946</u>	<u>407,275</u>	<u>56,106</u>	<u>10,159,115</u>	<u>5,450</u>
RECEIPTS					
Property and other taxes	8,190,057				
State appropriations	1,189,720				
Investment earnings	<u>2,395</u>				
Total receipts	<u>9,382,172</u>				
CHANGE IN NET POSITION	(1,245,774)				
NET POSITION, BEGINNING OF YEAR	<u>7,065,815</u>				
NET POSITION, END OF YEAR	<u>\$ 5,820,041</u>				

*See accompanying notes to the financial statements.*



LEARNING COMMUNITY OF DOUGLAS AND SARPY COUNTIES

**Balance Sheet – Governmental Funds – Cash Basis**  
August 31, 2017

	<b>Major Funds</b>			
	<b>General Fund</b>	<b>Capital Projects Fund</b>	<b>Elementary Learning Centers Fund</b>	<b>Total Governmental Funds</b>
<b>ASSETS</b>				
Cash and cash equivalents	\$ 452,428	720,577	4,293,271	5,466,276
Cash held by County Treasurer	--	28,973	324,792	353,765
Total assets	<u>\$ 452,428</u>	<u>749,550</u>	<u>4,618,063</u>	<u>5,820,041</u>
<b>FUND BALANCES</b>				
Restricted for leases and leasehold improvements	--	749,550	--	749,550
Restricted for research and evaluation	78,056	--	338,937	416,993
Restricted for elementary learning centers	--	--	4,279,126	4,279,126
Unassigned	<u>374,372</u>	<u>--</u>	<u>--</u>	<u>374,372</u>
Total fund balances	<u>452,428</u>	<u>749,550</u>	<u>4,618,063</u>	<u>5,820,041</u>

*See accompanying notes to the financial statements.*

LEARNING COMMUNITY OF DOUGLAS AND SARPY COUNTIES

**Statement of Receipts, Disbursements, and Changes in Fund Balances –  
Governmental Funds – Cash Basis  
For the Year Ended August 31, 2017**

	<b>Major Funds</b>			
	<b>General Fund</b>	<b>Capital Projects Fund</b>	<b>Elementary Learning Centers Fund</b>	<b>Total Governmental Funds</b>
RECEIPTS				
Property and other taxes	\$ --	670,761	7,519,296	8,190,057
State appropriations	500,000	--	689,720	1,189,720
Investment earnings	639	332	1,424	2,395
Total receipts	<u>500,639</u>	<u>671,093</u>	<u>8,210,440</u>	<u>9,382,172</u>
DISBURSEMENTS				
Elementary learning centers	--	708,880	9,450,235	10,159,115
Diversity	5,450	--	--	5,450
Coordinating Council	56,106	--	--	56,106
Administration	407,275	--	--	407,275
Total disbursements	<u>468,831</u>	<u>708,880</u>	<u>9,450,235</u>	<u>10,627,946</u>
EXCESS (DEFICIENCY) OF RECEIPTS OVER DISBURSEMENTS	31,808	(37,787)	(1,239,795)	(1,245,774)
FUND BALANCES, BEGINNING OF YEAR	<u>420,620</u>	<u>787,337</u>	<u>5,857,858</u>	<u>7,065,815</u>
FUND BALANCES, END OF YEAR	<u>\$ 452,428</u>	<u>749,550</u>	<u>4,618,063</u>	<u>5,820,041</u>

*See accompanying notes to the financial statements.*

# LEARNING COMMUNITY OF DOUGLAS AND SARPY COUNTIES

## NOTES TO FINANCIAL STATEMENTS

### 1. **Summary of Significant Accounting Policies**

The following is a summary of the significant accounting policies of the Learning Community of Douglas and Sarpy Counties (Learning Community) consistently applied in the preparation of the accompanying financial statements. The Learning Community's financial statements are presented on the cash basis of accounting, which is a comprehensive basis of accounting other than accounting principles generally accepted in the United States of America.

#### **A. Reporting Entity**

The Learning Community is a tax-exempt political subdivision in the state of Nebraska organized under Neb. Rev. Stat. § 79-2102 (Reissue 2014). The geographic area served by the Learning Community consists of the metropolitan area surrounding Omaha, Nebraska, generally located within Douglas, Sarpy, and Washington Counties, and includes the geographic territory of the 11 school districts headquartered in Douglas and Sarpy Counties. The Learning Community is governed by a twelve-member Learning Community Coordinating Council (Council) elected from its six Subcouncil Districts, and with regard to each of its six Subcouncil Districts, an Achievement Subcouncil composed of the Learning Community Coordinating Council's members who represent the Subcouncil District.

The Learning Community's financial statements are presented as the primary government and include all the funds and activities for which the Learning Community is financially accountable.

#### **B. Basis of Presentation**

**Government-Wide Financial Statements.** The Government-Wide financial statements include the Statement of Net Position – Cash Basis and the Statement of Activities – Cash Basis, which present information about the Learning Community as a whole. The statements present the Learning Community's financial statements as governmental activities. The Learning Community has no business type or fiduciary activities. Governmental activities are generally financed through taxes, intergovernmental revenues, and other non-exchange transactions.

**Fund Financial Statements.** Fund financial statements report information about the Learning Community's funds. The Learning Community consists of five funds, the General Fund Common Levy Fund, the Special Building Fund Common Levy Fund, the General Fund, the Capital Projects Fund, and the Elementary Learning Centers Fund. Pursuant to Neb. Rev. Stat. § 79-1073 (Cum. Supp. 2016) and § 79-1073.01 (Cum. Supp. 2016), General Fund Common Levy tax receipts and Special Building Fund Common Levy tax receipts are distributed directly by county treasurers to member school districts rather than deposited in a Learning Community depository account and distributed by the Learning Community. The activities of the General Fund Common Levy and Special Building Fund Common Levy funds are not included in the financial statements of the Learning Community because no activity is recorded to the Learning Community's funds.

LEARNING COMMUNITY OF DOUGLAS AND SARPY COUNTIES

NOTES TO FINANCIAL STATEMENTS

(Continued)

1. **Summary of Significant Accounting Policies** (Continued)

Separate columns are presented for each major governmental fund in the fund financial statements.

The Learning Community has three governmental funds in the fund financial statements, described below:

**General Fund** – The General Fund is the operating fund of the Learning Community. It is used to account for all financial resources except those required to be accounted for in other funds.

**Capital Projects Fund** – The Capital Projects Fund is used to account for taxes levied and other receipts used to acquire or improve sites and/or erect, alter or improve buildings, and to finance facility lease payments and any leasehold improvements.

**Elementary Learning Centers Fund** – The Elementary Learning Centers Fund is used to account for taxes levied and other receipts used to support elementary learning center program activities.

**C. Measurement Focus and Basis of Accounting**

The Government-Wide and fund financial statements are presented using a cash basis measurement focus. The reported net position and fund balances are considered a measurement of “available cash and investments.” The activities reported focus on cash received and cash disbursed.

Under the cash basis of accounting, revenues are recognized when cash is received by the Learning Community, and expenditures are recognized when paid.

**D. Budget Process**

The Learning Community is required by State law to adopt annual operating budgets at the fund level for its five funds. Budgets are prepared and presented on the cash basis of accounting, which is consistent with the basis of accounting used in presenting the basic financial statements and with the requirements of the State of Nebraska Budget Act.

Public hearings are held to obtain taxpayer comments regarding the proposed budget, and the budget is legally adopted by the Learning Community Coordinating Council on or before September 1 through passage of a resolution in accordance with State statutes. Total disbursements cannot legally exceed the adopted budget. Any revisions for increases in the budget must be approved by the Learning Community Coordinating Council following a hearing to obtain taxpayer comments.

**NOTES TO FINANCIAL STATEMENTS**  
(Continued)

**1. Summary of Significant Accounting Policies** (Continued)

**E. Property Taxes and Common Levies**

Under Neb. Rev. Stat. § 79-2104 (Cum. Supp. 2016), the Learning Community Coordinating Council has the authority to levy the following property taxes:

- General Fund Common Levy (between \$0.00 and \$0.95 within the \$1.05 levy limit, as noted in Neb. Rev. Stat § 77-3442 (Supp. 2017) per \$100 of assessed valuation). General Fund Common Levy tax receipts are distributed by county treasurers directly to member school districts based upon the amount which the Learning Community Coordinating Council certifies for each member school district in accordance with Neb. Rev. Stat. § 79-1073 (Cum. Supp. 2016).

Effective September 1, 2017, under Legislative Bill 1067 (2016), the General Fund Common Levy tax receipts for member school districts are discontinued.

- Special Building Fund Common Levy (between \$0.00 and \$0.02 within the \$1.05 levy limit as noted in Neb. Rev. Stat. § 77-3442 (Cum. Supp. 2016) per \$100 of assessed valuation). Special Building Fund Common Levy tax receipts are distributed by county treasurers directly to member school districts based upon the amount which the Learning Community Coordinating Council certifies for each member school district in accordance with Neb. Rev. Stat. § 79-1073.01 (Cum. Supp. 2016).

Effective September 1, 2017, under Legislative Bill 1067 (2016), the levy authority for the Special Building Common Levy for member school districts (between \$0.00 and \$0.02 per \$100 of assessed valuation) is discontinued.

- Capital Projects Levy (between \$0.00 and \$0.005, as noted in Neb Rev. Stat § 77-3442 (Supp. 2017), per \$100 of assessed valuation) to be used by the Learning Community for capital projects related to elementary learning centers or new focus schools or programs.
- Elementary Learning Center Levy (between \$0.00 and \$0.015, as noted in Neb Rev. Stat § 77-3442 (Supp. 2017), per \$100 of assessed valuation) for elementary learning center operations, pilot projects and employees.

The property tax requirement resulting from the budgeting process is utilized to establish the tax levy in accordance with State statutes, which attaches as an enforceable lien on the property within the Learning Community as of December 31. Taxes are due as of that date. One-half of the real estate taxes become delinquent after the following April 1, and the second one-half is delinquent after August 1. The combined tax levy of the Learning Community for the year ended August 31, 2017, per \$100 of assessed valuation was as follows:

LEARNING COMMUNITY OF DOUGLAS AND SARPY COUNTIES

**NOTES TO FINANCIAL STATEMENTS**  
(Continued)

**1. Summary of Significant Accounting Policies** (Continued)

	<u>Levy Rate</u>	<u>Amount</u>
General Fund Common Levy	\$ 0.95	\$ 510,740,208
Special Building Fund Common Levy	0.00	--
Capital Projects Levy	0.00125	672,027
Elementary Learning Center Levy	0.014	7,526,698

Total receipts by county treasurers and distributions to the member school districts under the common levies for the year ended August 31, 2017, are as follows:

	<u>General Fund Common Levy</u>	<u>Special Building Fund Common Levy</u>
Cash held by county treasurers, August 31, 2016	\$ 9,059,272	\$ 125
Total collections, net of 1% county treasurer commission	524,666,870	101
Less distributions to member school districts	(525,807,197)	(350)
Cash held by county treasurers, August 31, 2017	<u>\$ 7,918,945</u>	<u>\$ (124)</u>

**F. Cash and Cash Equivalents**

The Learning Community's cash and cash equivalents are considered to be cash and short-term investments with original maturities of three months or less from the date of acquisition.

**G. Net Position**

Net position of the Learning Community is classified in two components:

- *Restricted net position* is noncapital net position that must be used for a particular purpose, as specified by creditors, grantors, contributors or laws or regulations external to the Learning Community.
- *Unrestricted net position* is remaining net position that does not meet the definition of *restricted*.

**H. Fund Balances**

In the governmental fund financial statements, fund balances are classified as follows:

*Nonspendable* – This component of fund balance consists of amounts that are not in a spendable form or are required to be maintained intact. At August 31, 2017, the Learning Community had no nonspendable fund balances.

# LEARNING COMMUNITY OF DOUGLAS AND SARPY COUNTIES

## NOTES TO FINANCIAL STATEMENTS

(Continued)

### 1. Summary of Significant Accounting Policies (Concluded)

*Restricted* – This component of fund balance consists of amounts that can be spent only for the specific purposes stipulated by external resource providers, constitutionally, or through enabling legislation. Effectively, restrictions may be changed or lifted only with the consent of resource providers. At August 31, 2017, the Learning Community had restricted fund balances of \$5,445,669.

*Committed* – This component of fund balance consist of amounts that can be used only for the specific purposes determined by a formal action by the Learning Community Coordinating Council. Commitments may be changed or lifted only by the District taking the same formal action that imposed the constraint originally. At August 31, 2017, the Learning Community had no committed fund balances.

*Assigned* – This component of fund balance consists of amounts intended to be used by the Learning Community for specific purposes as intended by the Learning Community Coordinating Council. At August 31, 2017, the Learning Community had no assigned fund balances.

*Unassigned* – This component of fund balance is the residual classification for the General Fund and includes all amounts not contained in the other classifications. Unassigned amounts are technically available for any purpose.

The Learning Community first applies restricted resources when a disbursement is incurred for purposes for which both restricted and unrestricted resources are available.

#### **I. Use of Estimates**

The preparation of financial statements in conformity with the cash basis of accounting, which is a comprehensive basis of accounting other than accounting principles generally accepted in the United States of America, requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of receipts and disbursements during the reporting period. Actual results could differ from those estimates.

#### **J. Subsequent Events**

The Learning Community considered events occurring through May 8, 2018, for recognition or disclosure in the financial statements as subsequent events. That date is the date the financial statements were available to be issued.

LEARNING COMMUNITY OF DOUGLAS AND SARPY COUNTIES

NOTES TO FINANCIAL STATEMENTS

(Continued)

2. **Deposits**

Neb. Rev. Stat. § 77-2341 (Reissue 2009) provides that the Learning Community Coordinating Council may invest in the following:

*[C]ertificates of deposit, in time deposits, and in any securities in which the state investment officer is authorized to invest pursuant to the Nebraska Capital Expansion Act and the Nebraska State Funds Investment Act and as provided in the authorized investment guidelines of the Nebraska Investment Council in effect on the date the investment is made.*

**Deposits**

As of August 31, 2017, the carrying amount of the Learning Community's deposits was \$5,466,276, and the bank balance was \$5,855,060. The deposits were fully collateralized at August 31, 2017.

**Credit Risk**

Custodial credit risk is the risk that, in event of a bank failure, the Learning Community's deposits may not be returned. The Learning Community does not have a formal deposit policy for custodial credit risk beyond requirements set forth by the State statutes. At August 31, 2017, the Learning Community has no deposits exposed to custodial credit risk.

3. **Funds Held by County Treasurer**

Funds in the amount of \$271,428, \$79,764, and \$2,573 were held by the Douglas, Sarpy, and Washington County Treasurers, respectively, for the Elementary Learning Centers Fund and the Capital Projects Fund of the Learning Community as of August 31, 2017. These amounts are remitted to the Learning Community subsequent to year end.

4. **Operating Lease Commitments**

The Learning Community leases office space under various operating lease agreements that have non-cancelable lease terms in excess of one year. Rental expenditures relating to these leases for the year ending August 31, 2017, amounted to \$708,880.

The following is a schedule by year of future minimum lease payments under operating leases as of August 31, 2017, that have initial or remaining lease terms in excess of one year:

<b><u>Year Ended August 31,</u></b>	<b><u>Amount</u></b>
2018	\$ 683,700
2019	685,918
2020	720,670
2021	729,476
2022	731,831
2023-2025	1,447,908



# LEARNING COMMUNITY OF DOUGLAS AND SARPY COUNTIES

## NOTES TO FINANCIAL STATEMENTS

(Continued)

### 5. Tax Abatements

Tax abatements are a reduction in tax revenues that result from an agreement between one or more governments and an individual or entity in which (a) one or more governments promise to forgo tax revenues to which they are otherwise entitled, and (b) the individual or entity promises to take a specific action after the agreement has been entered into that contributes to economic development or otherwise benefits the governments or the citizens of those governments.

Property tax revenues of the Learning Community were reduced by the following amounts for the year ended August 31, 2017, under agreements entered into by the following entities:

<u>Entity</u>	<u>Tax Abatement Program</u>	<u>Amount of Tax Abated</u>
City of Omaha	Tax Increment Financing	\$ 235,006
City of Bellevue	Tax Increment Financing	13,911

Under the General Fund Common Levy, property tax revenues of the member school districts were reduced by \$15,506,300 for the year ended August 31, 2017, under Tax Increment Financing agreements entered into by various political subdivisions within the boundaries of the Learning Community in Douglas, Sarpy, and Washington Counties, Nebraska.

### 6. Contingencies

The Learning Community is exposed to various risks of loss related to torts; theft; damage to, and destruction of assets; errors and omissions; injuries to employees; and natural disasters. The Learning Community carries commercial insurance for risks of loss including workers' compensation. The Learning Community assumes liability for any deductibles and claims in excess of coverage limitations. Settled claims resulting from these risks have not exceeded commercial insurance coverage since its inception in January 2009. Significant coverage includes the following:

	<u>Maximum Coverage</u>
General Liability Claim	\$ 2,000,000
Workers' Compensation Claim	\$ 500,000
Crime/Employee Dishonesty Claim	\$ 1,000,000
Auto Claim	\$ 1,000,000
Umbrella Policy	\$ 4,000,000
School Leader Risk Protector	\$ 3,000,000

LEARNING COMMUNITY OF DOUGLAS AND SARPY COUNTIES

**NOTES TO FINANCIAL STATEMENTS**

(Concluded)

**7. Subsequent Events**

The passage of Legislative Bill 1067 (2016), which was signed into law on April 20, 2016, brings about the following changes for the Learning Community for the 2017/2018 fiscal year as follows:

- Beginning September 1, 2017, the General Fund Common Levy (between \$0.00 and \$0.95 within the \$1.05 levy limit per \$100 of assessed valuation) tax receipts for member school districts will be discontinued. Additionally, levy authority for the Special Building Fund Common Levy for member school districts (between \$0.00 and \$0.02 per \$100 of assessed valuation) is discontinued.
- Effective for the 2017-2018 school year, all learning community school districts will return to the option enrollment program established pursuant to Neb. Rev. Stat. § 79-234 (Cum. Supp. 2016). A student enrolled in a learning community school district school for any part of school year 2016-2017 (unless having graduated or been expelled) as an open enrollment student pursuant to Neb. Rev. Stat. § 79-2110 (Cum. Supp. 2016) will continue as an open enrollment student until departure from said school building. Effective for the 2017-2018 school year, therefore, the Learning Community will no longer be involved in the administration of an open enrollment program.
- As administered by the Nebraska Department of Education, transition aid will be payable for school fiscal years 2017-2018 and 2018-2019.

LEARNING COMMUNITY OF DOUGLAS AND SARPY COUNTIES

**Other Information –  
Budgetary Comparison Schedule – General Fund  
For the Year Ended August 31, 2017**

	BUDGETED AMOUNTS		ACTUAL AMOUNTS	VARIANCE WITH FINAL BUDGET - POSITIVE (NEGATIVE)
	ORIGINAL	FINAL		
RECEIPTS				
State appropriations	\$ 500,000	500,000	500,000	--
Investment earnings	1,500	1,500	639	(861)
Total receipts	501,500	501,500	500,639	(861)
DISBURSEMENTS				
Diversity	--	--	5,450	(5,450)
Coordinating Council	25,100	25,100	56,106	(31,006)
Administration	511,400	511,400	407,275	104,125
Total disbursements	536,500	536,500	468,831	67,669
EXCESS (DEFICIENCY) OF RECEIPTS OVER DISBURSEMENTS	(35,000)	(35,000)	31,808	66,808
FUND BALANCE, BEGINNING OF YEAR	417,342	417,342	420,620	3,278
FUND BALANCE, END OF YEAR	\$ 382,342	382,342	452,428	70,086

*The accompanying notes are an integral part of this schedule.*

LEARNING COMMUNITY OF DOUGLAS AND SARPY COUNTIES

**Other Information –  
Budgetary Comparison Schedule – Elementary Learning Centers Fund  
For the Year Ended August 31, 2017**

	<u>BUDGETED AMOUNTS</u>			VARIANCE WITH FINAL BUDGET - POSITIVE (NEGATIVE)
	<u>ORIGINAL</u>	<u>FINAL</u>	<u>ACTUAL AMOUNTS</u>	
RECEIPTS				
Property and other taxes	\$ 7,451,431	7,451,431	7,519,296	67,865
State appropriations	718,459	718,459	689,720	(28,739)
Investment earnings	5,250	5,250	1,424	(3,826)
Total receipts	<u>8,175,140</u>	<u>8,175,140</u>	<u>8,210,440</u>	<u>35,300</u>
DISBURSEMENTS				
Elementary learning centers	<u>8,557,983</u>	<u>8,557,983</u>	<u>9,450,235</u>	<u>(892,252)</u>
Total disbursements	<u>8,557,983</u>	<u>8,557,983</u>	<u>9,450,235</u>	<u>(892,252)</u>
DEFICIENCY OF RECEIPTS OVER DISBURSEMENTS	(382,843)	(382,843)	(1,239,795)	(896,952)
FUND BALANCE, BEGINNING OF YEAR	<u>5,443,109</u>	<u>5,443,109</u>	<u>5,857,858</u>	<u>414,749</u>
FUND BALANCE, END OF YEAR	<u>\$ 5,060,266</u>	<u>5,060,266</u>	<u>4,618,063</u>	<u>(442,203)</u>

*The accompanying notes are an integral part of this schedule.*

# LEARNING COMMUNITY OF DOUGLAS AND SARPY COUNTIES

## NOTES TO OTHER INFORMATION

For the Year Ended August 31, 2017

### BUDGETARY COMPARISON SCHEDULE

The Learning Community has provided budgetary comparison schedules for the General Fund and for each major special revenue fund that has a legally adopted annual budget. The budgetary comparison schedules include the original budget and final budget amounts. The original budget is the first complete appropriated budget adjusted by reserves, transfers, and other legally authorized changes before the beginning of the fiscal year. The original budget would also include amounts automatically carried over from prior years when required by law. The final budget is the original budget adjusted by all reserves, transfers, and other legally authorized changes applicable to the fiscal year as approved by the Learning Community Coordinating Council or otherwise legally authorized.

The Learning Community is required by State law to adopt annual operating budgets at the fund level for its five funds. Budgets are prepared and presented on the cash basis of accounting, which is consistent with the basis of accounting used in presenting the basic financial statements and with the requirements of the State of Nebraska Budget Act.

Public hearings are held to obtain taxpayer comments regarding the proposed budget, and the budget is legally adopted by the Learning Community Coordinating Council on or before September 1 through passage of a resolution in accordance with State statutes. Total disbursements cannot legally exceed the adopted budget. Any revisions for increases in the budget must be approved by the Learning Community Coordinating Council following a hearing to obtain taxpayer comments. During the year ended August 31, 2017, actual disbursements exceeded budgeted disbursements in the legally adopted budget of the Elementary Learning Centers Fund.



## NEBRASKA AUDITOR OF PUBLIC ACCOUNTS

Charlie Janssen  
State Auditor

Charlie.Janssen@nebraska.gov  
PO Box 98917  
State Capitol, Suite 2303  
Lincoln, Nebraska 68509  
402-471-2111, FAX 402-471-3301  
[www.auditors.nebraska.gov](http://www.auditors.nebraska.gov)

**LEARNING COMMUNITY OF DOUGLAS AND SARPY COUNTIES  
REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND  
ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF  
FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH  
GOVERNMENT AUDITING STANDARDS**

Independent Auditor's Report

Learning Community Coordinating Council  
Learning Community of Douglas and Sarpy Counties  
Omaha, Nebraska

We have audited, in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, the financial statements of the governmental activities and each major fund of the Learning Community of Douglas and Sarpy Counties (Learning Community) as of and for the year ended August 31, 2017, and the related notes to the financial statements, which collectively comprise the Learning Community's basic financial statements, and have issued our report thereon dated May 8, 2018. The report notes that the financial statements were prepared on the cash basis of accounting.

***Internal Control Over Financial Reporting***

In planning and performing our audit of the financial statements, we considered the Learning Community's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the Learning Community's internal control. Accordingly, we do not express an opinion on the effectiveness of the Learning Community's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct misstatements on a timely basis. A *material weakness* is a deficiency, or combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the Learning Community's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

***Compliance and Other Matters***

As part of obtaining reasonable assurance about whether the Learning Community's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

***Additional Items***

We noted certain additional items that we reported to management of the Learning Community as identified in the Comments Section of this report.

***Purpose of this Report***

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Learning Community's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

A handwritten signature in black ink, appearing to read "Mark Avery", with a long horizontal flourish extending to the right.

Mark Avery, CPA  
Assistant Deputy Auditor

May 8, 2018

# 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.



**THE LEARNING COMMUNITY OF DOUGLAS AND SARPY COUNTIES – GREATER  
OMAHA ATTENDANCE AND LEARNING SERVICES**

**PROGRAM FUNDING AGREEMENT**

THIS PROGRAM FUNDING AGREEMENT (this “Agreement”) is entered into as of September 1, 2018 (the “Effective Date”) by and between the Learning Community of Douglas and Sarpy Counties, a Nebraska political subdivision (“the Learning Community”) and Greater Omaha Attendance and Learning Services, a Nebraska nonprofit corporation (“GOALS Center”).

WHEREAS, pursuant to Neb. Rev. Stat. § 79-2104, as amended by Laws 2011, LB463, § 20, the Learning Community is authorized to provide funding to public and private agencies engaged in the juvenile justice systems that provide pre-filing and diversion programming designed to reduce excessive absenteeism and unnecessary involvement with the juvenile justice system;

WHEREAS, the Learning Community has, since March 5, 2013, provided funding to GOALS Center to support data collection and staffing efforts for research on issues surrounding attendance and truancy in order to further the GOALS Center’s mission of improving student attendance and academic outcomes;

WHEREAS, the Coordinating Council of the Learning Community desires to continue to appropriate funds to support the GOALS Center truancy program in order to enhance data collection and research information focused on the outcomes of students and families who are involved with service coordination through the GOALS Center.

NOW, THEREFORE, in consideration of the mutual promises contained herein, and other good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, the Parties agree as follows:

1. Program. The GOALS Center program (the “Program”) was developed to interrupt the truant behavior pattern by reducing the barriers to school attendance. The GOALS Center’s mission is to address increasing absenteeism and at-risk behavior prior to mandatory referral to the Douglas or Sarpy County attorney through coordinated local efforts to improve student attendance and academic outcomes. The GOALS Center uses a multidisciplinary and multiagency team model to deliver early identification and appropriate assessment of truant children/families, including attention directed to family environmental factors affecting a student’s school attendance. Through partnerships with each of the eleven (11) public school districts in Douglas and Sarpy County, GOALS Center provides rapid, coordinated, and targeted services in response to comprehensive needs identified through the assessment process. The GOALS Center requires funding to ensure that quality and timely data is gathered and maintained in order to provide an avenue to develop a program evaluation component and create comprehensive reports which will aid in the further development of the GOALS Center service model. The Program is set forth in more detail in the Program Description attached hereto as Exhibit “A” and by this reference specifically incorporated herein.

2. Program Announcements. The Learning Community may include information regarding the Program in any external communications of the Learning Community.

3. Duties of GOALS Center. With the funding provided pursuant to this Agreement, the GOALS Center agrees to (i) fund one (1) full-time Data/Research position;

(ii) fund one (1) half-time position to serve as an Intake Coordinator; and (iii) apply additional resources to the costs relating to the GOALS Center's computer and technology needs.]

4. Term.

a. The initial term of this Agreement ("First Term") shall begin effective as of September 1, 2018 and, unless earlier terminated in accordance with the provision of this Agreement, shall remain in effect until August 31, 2019. Thereafter, unless either Party hereto gives the other Party written notice of its election not to renew this Agreement on or before July 1, 2019, this Agreement shall automatically be renewed for a second twelve (12) month term ("Second Term") effective as of September 1, 2019 and shall remain in effect until August 31, 2020 unless earlier terminated in accordance with the provisions of this Agreement. Except as set forth herein, unless otherwise mutually agreed by the Parties hereto, the Second Term shall be subject to the same terms and conditions as the First Term as provided in this Agreement.

5. Program Funding. Subject to the terms and conditions of this Agreement, unless earlier terminated in accordance with this Agreement, during the term of this Agreement, the Learning Community will make payments to GOALS Center to assist GOALS Center in providing the Program, in accordance with the following:

a. *First Term Payment.* For the First Term of this Agreement, the Learning Community will pay GOALS Center an amount not to exceed Ninety-Five Thousand Dollars (\$95,000.00), which payment shall be made in two (2) installments, with the first installment payment in the amount of Seventy Thousand and No/100 Dollars (\$70,000.00) to be made within 30 days after September 1, 2018 and upon receipt of a written invoice for such amount from GOALS Center, and with the second installment payment in the amount of Twenty-Five Thousand and No/100 Dollars (\$25,000.00) to be made to GOALS Center within thirty (30) days after August 31, 2019 and upon the Learning Community's receipt of (1) a written invoice for such amount from GOALS Center, (2) an itemized listing of the expenses actually incurred by GOALS Center in connection with the Program during the First Term as provided for in Section 5.d. below, and (3) the annual report required pursuant to Section 7 herein below, and with all such items being subject to the approval of the Learning Community.

b. *Second Term Payment.* If this Agreement remains in effect for the Second Term ending August 31, 2020, the GOALS Center will be paid an amount not to exceed Ninety Five Thousand Dollars (\$95,000.00), which payment shall be made by the Learning Community in two (2) installments, with the first installment payment in the amount of Seventy Thousand and No/100 Dollars (\$70,000.00) to be made within 30 days after September 1, 2019 and upon receipt of a written invoice for such amount from GOALS Center, and with a second installment payment in the amount of Twenty-Five Thousand and No/100 Dollars (\$25,000.00) to be made to GOALS Center within thirty (30) days after August 31, 2020 and upon the Learning Community's receipt of (1) a written invoice for such amount from GOALS Center, (2) an itemized listing of the expenses actually incurred by GOALS Center in connection with the Program during the Second Term as provided for in Section 5.d. below, and (3) the annual report required pursuant to Section 7 herein below, and with all such items being subject to the approval of the Learning Community.

c. From payment by the Learning Community as described above, GOALS Center shall only pay expenses actually incurred that are directly related to the Program.

d. At the conclusion of each of the First Term and the Second Term of this Agreement, GOALS Center shall submit to the Learning Community an itemized listing of expenses actually incurred by GOALS Center, which shall be accompanied by documentation substantiating all itemized expenses set forth on such invoice. The Learning Community shall, after reasonable review and approval of the invoice, pay to GOALS Center, within 30 days of receipt thereof, the amount of said invoice due and owing to GOALS Center, if any, pursuant to this Agreement after application of the initial payment for such term as made by the Learning Community pursuant to Section 5.a. or 5.b. above; provided, however, that the total amount paid by the Learning Community to GOALS Center for each of the First Term and Second Term shall not exceed the amounts set forth in Section 5.a. or 5.b. above.

e. The amount(s) to be paid by the Learning Community as provided under this Section 5 shall constitute the entire consideration to be paid by the Learning Community to GOALS Center for the Program. The Learning Community shall not be liable for any further costs, including, but not limited to, overhead, social security, pension, employment compensation, taxes, or any other expenses, incurred by GOALS Center in the performance of the services related to the Program.

f. GOALS Center shall be solely and exclusively responsible for any and all payments for services related to the Program, including any and all services provided by any third party contracted by GOALS Center in furtherance of the Program. Except as set forth in Section 5.a. or 5.b. above, the Learning Community shall not be responsible for any payment for services related to the Program and in no event shall be responsible for any payment to any third party contracted by GOALS Center for services provided in furtherance of the Program. GOALS Center acknowledges and agrees that GOALS Center shall be solely responsible for the total amount of expenses actually incurred which exceed, if any, the amounts to be paid pursuant to Sections 5.a. and 5.b. above.

g. GOALS Center acknowledges and agrees that the Learning Community funds may not be used by GOALS Center to: (i) lobby or otherwise attempt to influence legislation; (ii) influence the outcome of any specific public election or participate or intervene in any political campaign on behalf of any candidate for public office or conduct, directly or indirectly, any voter registration drive; or (iii) distribute funds to any entity or individual, other than as permitted by this Agreement.

h. GOALS Center agrees and acknowledges that no Learning Community funds shall be paid by GOALS Center to any Coordinating Council member or Learning Community employee, or any immediate family member thereof, for any purpose. For purposes of this Section 5.h., "immediate family member" is defined as a spouse, parent, sibling, child or stepchild of a Coordinating Council member or Learning Community employee.

i. The Learning Community reserves the right to withhold or suspend any payment(s) to be made by the Learning Community pursuant to this Agreement, or to require a total or partial refund of Learning Community funds if, as determined by the Learning Community in its sole discretion, such action is necessary: (i) because GOALS Center has not complied with the terms and conditions of this Agreement and such

noncompliance has not been cured within fifteen (15) days after written notice from the Learning Community to GOALS Center of such noncompliance; (ii) to protect the purpose and objectives of the Program or any other activities of the Learning Community; or (iii) to comply with the requirements of any law or regulation applicable to the Learning Community, GOALS Center or the Program.

6. Termination. This Agreement may be terminated prior to the natural conclusion of the First Term or the Second Term, by mutual agreement of the Parties or unilaterally by either Party, with or without cause, by giving sixty (60) days written notice to the other Party of its election to terminate. Upon early termination of this Agreement, GOALS Center shall be entitled to retain all Learning Community payments received or to be received to pay GOALS Center for employment costs, services and other expenditures to the extent reasonably incurred by GOALS Center on or before the effective date of the termination of this Agreement. Subject to GOALS Center's provision of the report described in Section 7 the Learning Community will pay to GOALS Center, upon termination, any additional amounts necessary to reimburse GOALS Center for any costs reasonably incurred by GOALS Center to the date of termination that are to be paid from Learning Community funds under the provisions of Section 5.d. that have not been previously paid. In the event, at the date of termination, GOALS Center has received funds from the Learning Community for costs not incurred and/or services not provided on or before the effective date of the termination of this Agreement, GOALS Center will refund such excess amount to the Learning Community immediately. The provisions regarding payment and repayment of Learning Community funds in this Section 6 shall survive termination or expiration of this Agreement

7. Reporting. During the term of this Agreement, GOALS Center shall prepare and submit to the Learning Community information regarding Program activity, including the following: (i) an Evaluation Plan approved by the GOALS Program Executive Committee; (ii) quarterly and annual reports that describe at an aggregate level, the number of students served, the services provided and the outcomes achieved by the Program; (iii) copies of any surveys that are implemented; and (iv) copies of any research briefs or similar information that is gathered in connection with the resources provided under this Agreement.

All reports required pursuant to this section shall be submitted to the Chief Executive Officer of the Learning Community within thirty (30) days after the last day of the fiscal quarter or year for which such report is required.

At the request of the Learning Community, the GOALS Center shall make a live presentation of the fiscal year report to the Learning Community Coordinating Council.

8. Learning Community Participation. During the term of this Agreement, the Chief Executive Officer, or other designated representative of the Learning Community, may be requested by the GOALS Center to attend and participate in the Program meetings.

9. Independent Contractor. Nothing contained in this Agreement shall be deemed or construed by the Parties hereto, or by any third party, as creating the relationship of principal and agent, or of partnership, or of joint venture, it being understood and agreed that no provision contained herein, nor any act of the Parties hereto, shall be deemed to create any relationship between the Parties hereto other than that of Independent contractors. No Party to this Agreement shall have authority to bind another Party to this Agreement.

10. Indemnification. Each Party covenants and agrees to indemnify and hold harmless the other party, its Board members, council members, officers, consultants, agents, employees

and representatives, and their successors and assigns, individually or collectively, (collectively, the "Indemnified Parties") from and against any and all costs, expenses, liabilities, losses, damages, suits, actions, fines, penalties, demands or claims of any kind, including, but not limited to, attorneys' fees, in any way arising out of or based upon the negligent or willful acts or omissions of the other Party, its Board members, officers, consultants, agents, employees and representatives in the conduct of its duties and obligations as specified in this Agreement and further agrees to pay all expenses in defending against any such claims made against the Indemnified Parties; provided, however, that neither Party shall be liable for any injury, damage or loss occasioned by the negligence or willful misconduct of the Indemnified Parties.

11. Notices. Any notice required to be given by this Agreement shall be sufficient if communicated in writing and sent by hand delivery or by certified United States Mail, postage prepaid, or by facsimile transmission. Notice shall be given as follows:

If to the Learning Community: Chief Executive Officer  
The Learning Community of Douglas and Sarpy Counties  
1612 N. 24<sup>th</sup> Street  
Omaha, NE 68110  
Phone: (402) 964-2405  
FAX: (402) 964-2478

If to GOALS Center: Treva D. Haugaard  
GOALS Center  
Executive Director  
3215 Cuming Street  
Omaha, NE 68131  
Phone: (402) 557-2539  
FAX: (402) \_\_\_\_\_  
[treva.haugaard@goals-center.org](mailto:treva.haugaard@goals-center.org)

12. No Third Party Rights. This Agreement is not intended to, nor shall it, provide third parties, excluding any assignment as provided herein, with any remedy, claim, liability, reimbursement, cause of action or other right or privilege; except that this Agreement's indemnification provision shall also inure to the benefit of the Indemnified Parties.

13. Drug Free Policy. GOALS Center assures the Learning Community that it has established and maintains a drug free workplace policy.

14. Governing Law. This Agreement shall be governed by and construed in accordance with the laws of the State of Nebraska.

15. Non-Discrimination. The Parties shall not, in the performance of this Agreement, discriminate or permit discrimination because of membership in any class protected by applicable local, state, or federal law.

16. Citizenship Verification. GOALS Center agrees and acknowledges that it shall use a federal immigration verification system to determine the work eligibility status of new employees physically performing services within the State of Nebraska pursuant to Neb. Rev. Stat. § 4-108 to 4-114, as amended.

17. Assignment. This Agreement may not be assigned or transferred by GOALS Center without the prior written consent of the Learning Community, which consent may be granted by the Learning Community in its sole discretion.

18. Ownership of Materials. All original documents, illustrations, charts, graphs, maps, reproducible drawings, reports and other materials developed by GOALS Center as a result of the performance of its services under this Agreement shall be shared with the Learning Community and remain the exclusive property of the GOALS Center.

19. Severability. Should any part hereof or any section(s) of this Agreement be rendered or declared illegal, invalid, or unenforceable by a court of competent jurisdiction, the remaining portions of this agreement shall not be affected thereby.

20. Waiver. The waiver by any Party of a breach or violation of any term or provision of this Agreement shall not operate or be construed as a waiver of any subsequent breach or violation.

21. Entire Agreement. This Agreement, including the recitals, exhibits and/or schedules hereto, each of which is incorporated herein and made part of this Agreement by this reference, constitutes the entire agreement between the Parties as to the subject matter hereof, and replaces all prior written and oral statements and understandings.

22. Amendment. This Agreement may only be amended or modified by written agreement of the Parties hereto.

23. Counterparts. This Agreement may be executed in counterparts, each of which shall be deemed an original and all of which together shall constitute one and the same instrument.

IN WITNESS WHEREOF, the parties hereto execute this Agreement effective as of the Effective Date.

**The Learning Community of Douglas and Sarpy Counties**, a Nebraska political subdivision

By: \_\_\_\_\_

Name: David Patton

Its: CEO

Date: \_\_\_\_\_

**Greater Omaha Attendance and Learning Services**, a Nebraska nonprofit corporation

By: \_\_\_\_\_

Name: Treva D. Haugaard

Its: Executive Director

Date: \_\_\_\_\_

**EXHIBIT A**

**Program Description**



## **EXHIBIT A**

### **Program Description**

The Greater Omaha Attendance and Learning Services (GOALS) Center was developed to interrupt the pattern of absenteeism by reducing the barriers to school attendance. The GOALS Center's mission is to address problematic absenteeism and at-risk behavior to prevent potential referral to the Douglas or Sarpy County attorney through coordinated local efforts to improve student attendance and academic outcomes. The GOALS Center uses a multidisciplinary and multiagency team model to deliver early identification and appropriate assessment of absent children/families including attention directed to family environmental factors affecting the student's school attendance. Each of the eleven (11) school districts in Douglas and Sarpy County, and a number of other collaborative partners have aided in the development and will be involved in the implementation of GOALS Center activities. Through these partnerships, the GOALS Center provides rapid, coordinated, targeted services in response to comprehensive needs identified in an assessment. These activities are delivered in a consistent and timely manner, with ongoing monitoring and revision of student service plans as needed. Implementation of this service coordination model will improve school attendance and learning by offering assistance to youth and families in the form of early assessment and prompt delivery of coordinated interventions that promote school attendance and eliminate at-risk behaviors.

Following a referral from a school, parent, community member, county attorney office or other concerned individual, students may become engaged with the GOALS Center. Referrals are made based on demonstrated student need and participation is voluntary in the program. This responsiveness enables the GOALS Center to reach out to students and address needs before the student is referred to the juvenile justice system for chronic attendance concerns.

GOALS Center staff, known as Family Advocates, will then meet with the student and complete a comprehensive assessment of student needs using tools such as the OHIO Scales. The OHIO Scales will help to identify any risk factors that may be contributing to absentee behavior. Based on the risk factors identified in the assessment, Family Advocates will develop an individual service / attendance plan with the student. Through the implementation of these individual plans, GOALS may assist students in the following areas: comprehensive assessment to identify barriers to attendance, development of an attendance plan to address these barriers, communication with school staff, family support. While some factors will be addressed within the GOALS Center, many will be addressed through referrals to one or more community-based partner organizations. Family Advocates provide ongoing service coordination to ensure needs and attendance barriers are being met. Family Advocates will consistently re-evaluate progress and amend the individual service/attendance plan as needed to most accurately target key attendance barriers. The exact duration a student is engaged in the GOALS Center will vary based on the unique needs and factors presented by each student. Once a student/family has improved school attendance by addressing the identified barriers, the student will have successfully completed the GOALS Center.

The GOALS Center requires funding to ensure that quality and timely data is gathered and maintained in the GOALS Database. The project outcome with this funding will ensure that the GOALS service model and Evidence Based Assessment tools are being implemented appropriately by the GOALS Center staff. The funding through the Learning Community will provide an avenue to continue to implement a program evaluation component, create comprehensive reports based on data and research which will aid in further development of the GOALS Center service model. The GOALS Center will also work with community based agencies to review and look at data and procedures related to chronic absenteeism in the Greater Omaha Metropolitan Area. The ability for GOALS Center to provide a forum for communication and supporting further research in the area of attendance will enhance the current and future partnerships to ensure that efforts to increase attendance are supported and informed through data and program evaluation.



# Program and Outcomes Update

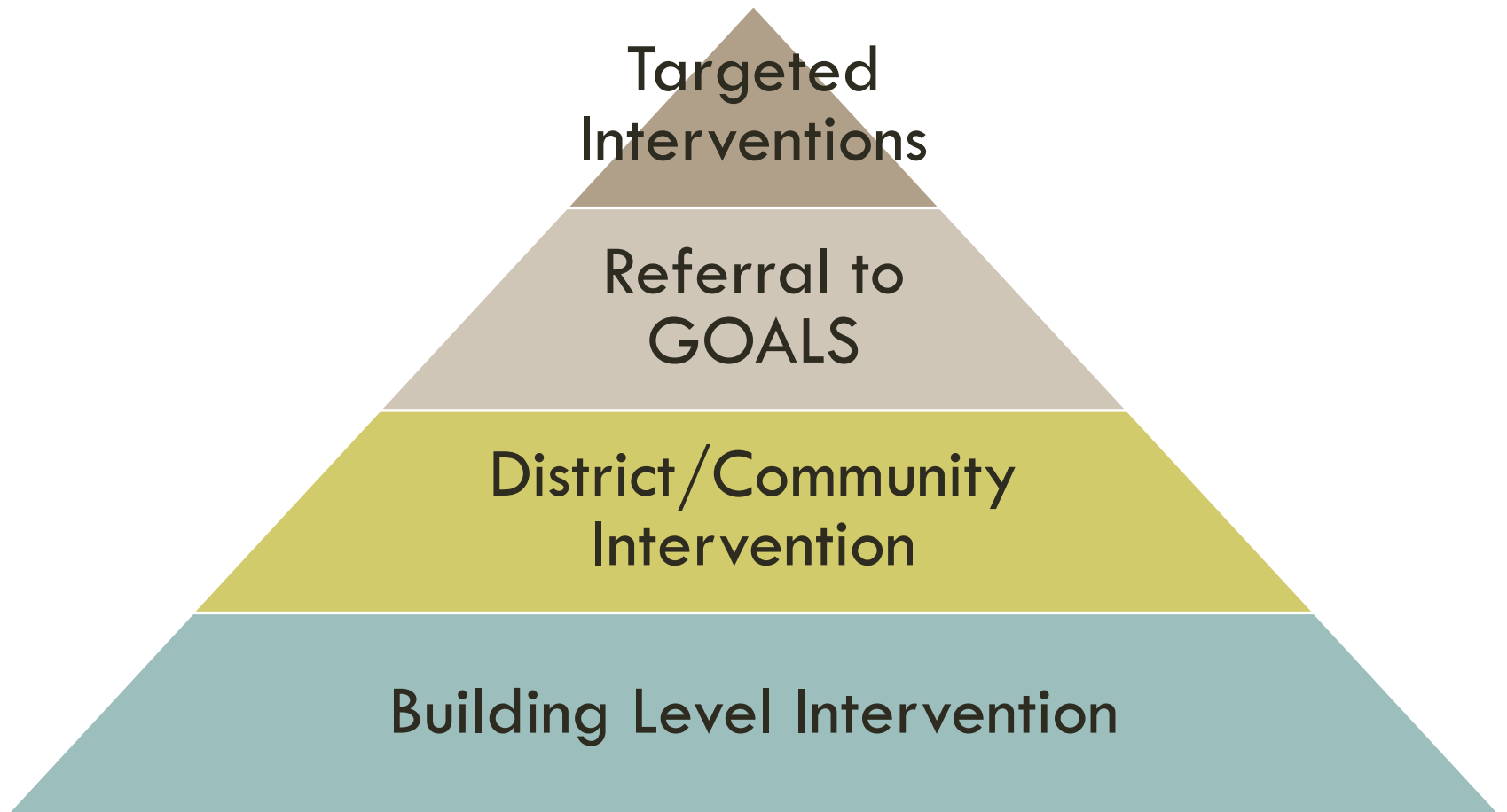
April 19, 2018




# GOALS Center Mission

“To address absenteeism and at-risk behavior through encouragement of coordinated efforts to improve student attendance and learning.”

# GOALS CENTER PYRAMID OF INTERVENTION



# GOALS CENTER SERVICE MODEL



The diagram consists of four chevron-shaped boxes arranged horizontally, each representing a step in the Goals Center Service Model. The first box is teal, the second is olive green, and the third and fourth are in shades of brown. Each box contains white text describing a step in the process.

**Identification  
of at-Risk  
Students/  
Referral**

**Comprehensive  
Assessment**

**Service  
Planning and  
Service  
Provision**

**Continued  
Assessment,  
Service, and  
Closure**

# PROGRAM/PROCESS DATA NOTES

376 referral received  
since July 1, 2016

88% appropriate for services

65% of those engaged with  
services

266 served over last 2 years

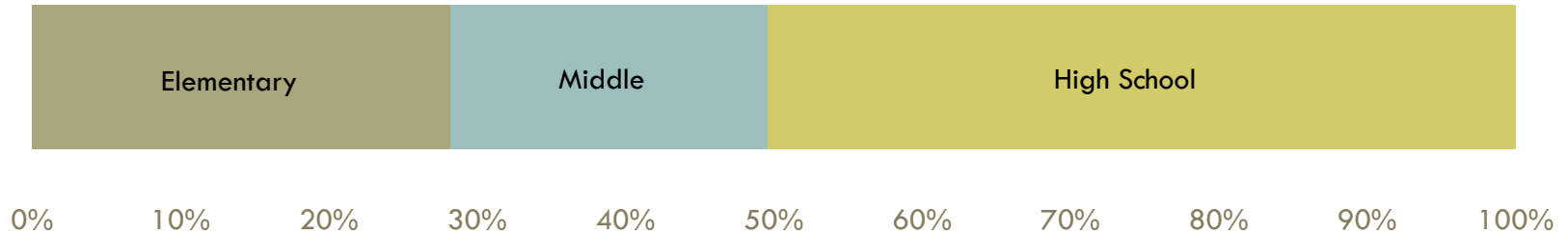
99 currently active  
(3 processing)

As of 4/16

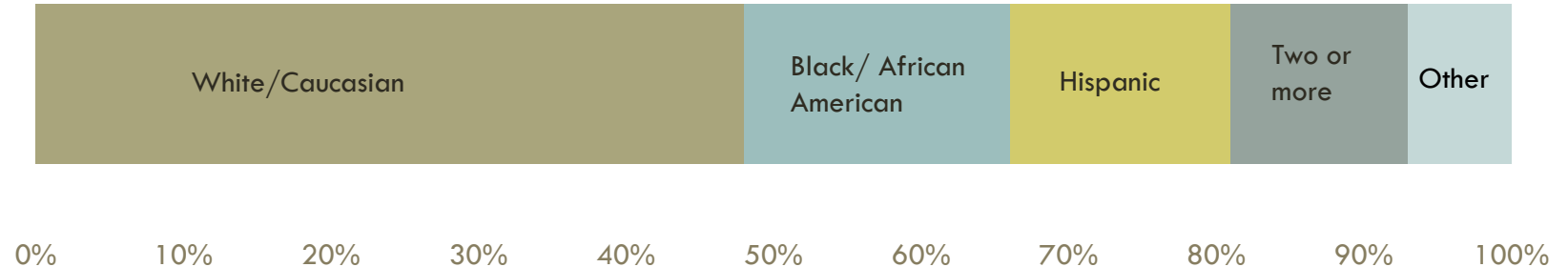


# WHO IS BEING SERVED?

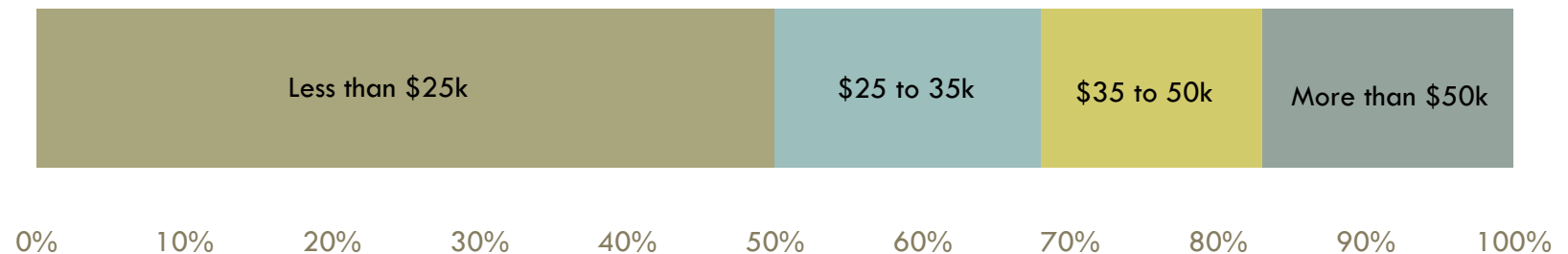
Half of students served are High School aged, with smaller proportions in Middle and Elementary School.



Half of students served identified as a member of an ethnic minority group.

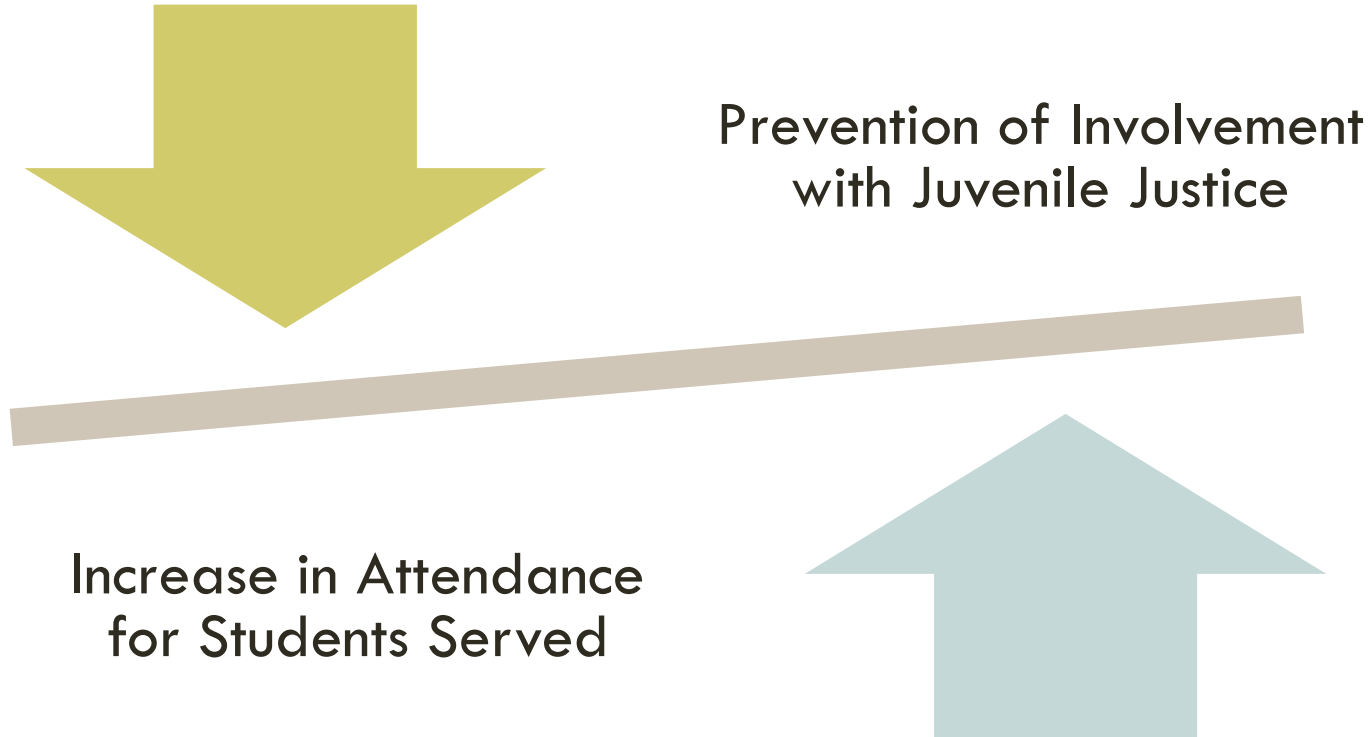


Half of families served earned less than \$25,000 annually.





# GOALS CENTER OUTCOMES

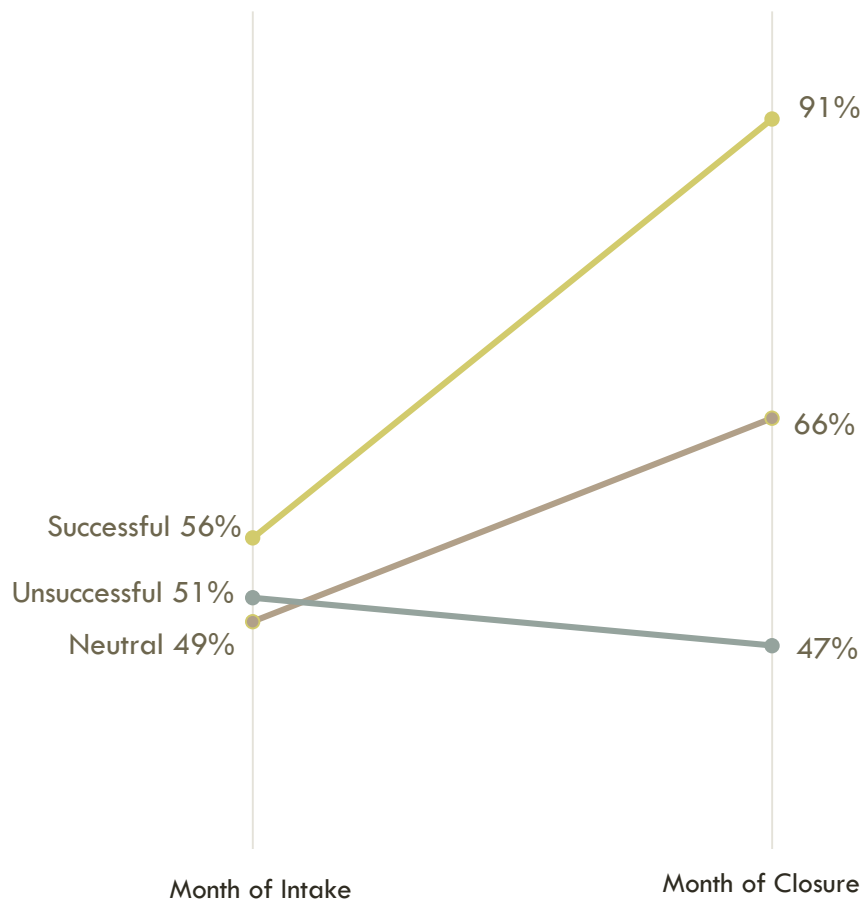


## Other outcomes measured:

- Academic performance
- Connection to community resources
- Consumer satisfaction
- Ohio Scales Assessment

# SOME PROGRAM OUTCOMES

**Successful closures** (n=131) demonstrated **dramatic** improvement in the proportion of days attended;  
**Neutral closures** (n=74) saw some improvement;  
**Unsuccessful closures** (n=130) did not improve.



Data collected from Dec 2014 to Mar 2018

95%

stated they would recommend the program to other families

82%

of all served were **not** court involved for attendance related concerns at closure

98%

those completing the service plan were passing all or most classes at closure

# ACTIVITIES RELATED TO EVALUATION

## Completed

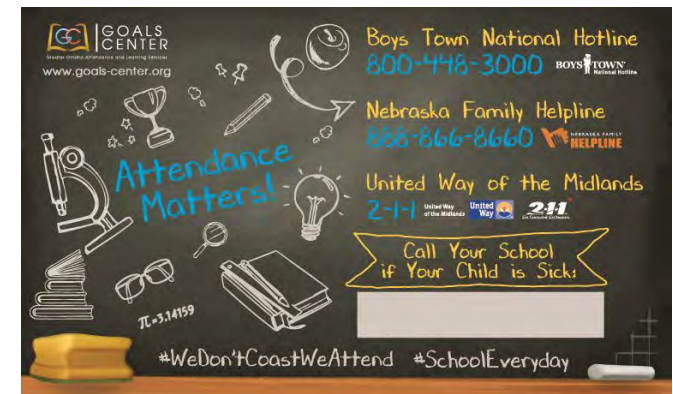
- Stakeholder interview project
- Comprehensive Social Return on Investment analysis
- Routinized QA check sheets
- Refined Ohio Scales assessment protocol
- Several process and outcomes analysis posters

## In progress

- Continued QA monitoring
- Development of automated QA reports
- Analysis of Ohio Scales data
- Continued monitoring of attendance and other outcome data
- Regular reporting to stakeholders and funders
- Continued grant seeking

## In planning stages

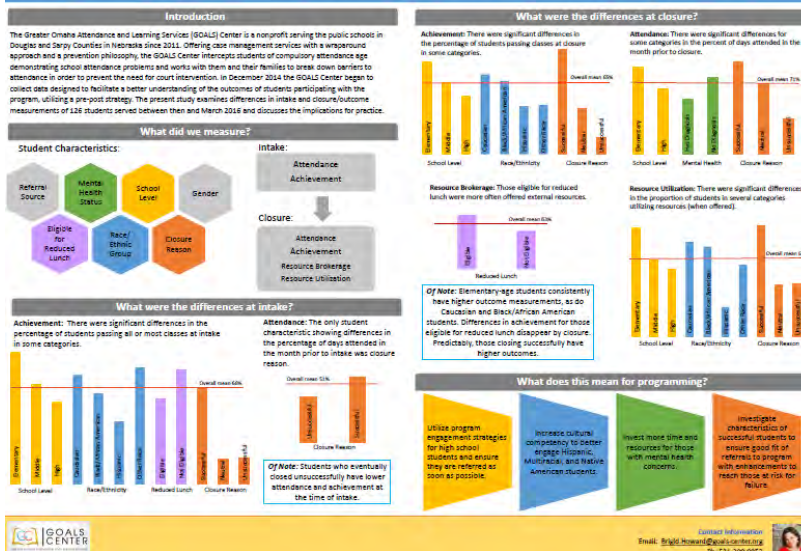
- Long-term outcome assessment
- Quality part of QA
- Intermittent client feedback protocol



# QA/EVALUATION PROJECTS

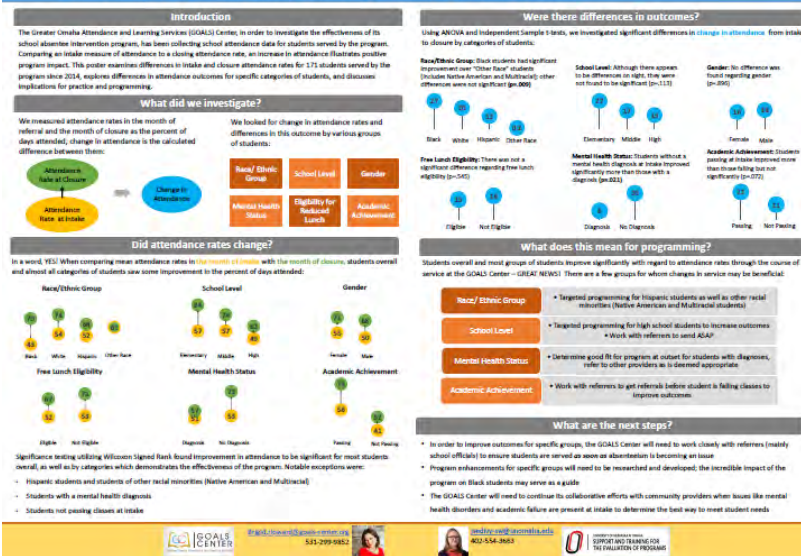
## Utilizing a Pre-Post Measurement Strategy to Investigate Student Outcomes

Brigid Howard, M.A., Quality Assurance Coordinator, Greater Omaha Attendance and Learning Services Center



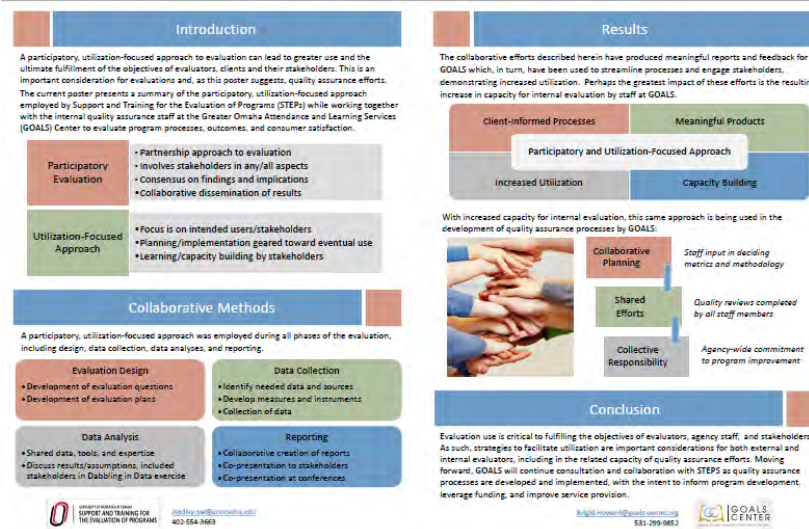
## Demonstrating the Effect of a School Absentee Prevention Program on Attendance Rates

Brigid Howard, M.A., Quality Assurance Coordinator, GOALS Center  
Jennifer Sedivy, B.A., Graduate Research Assistant, University of Nebraska at Omaha



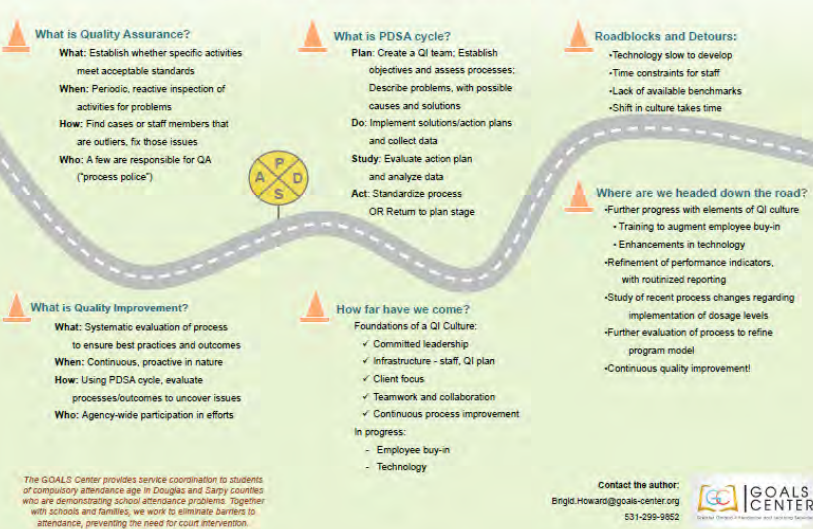
## Demonstrated Value of a Participatory Approach in Evaluation Utilization: A Case Study

Jennifer Sedivy, MSW-S, Graduate Research Assistant, University of Nebraska at Omaha  
Brigid Howard, M.A., Quality Assurance Coordinator, GOALS Center



## On the Road from Quality Assurance to Quality Improvement Using PDSA Cycles

Brigid Howard, MA, Quality Assurance Coordinator  
Greater Omaha Attendance and Learning Services (GOALS) Center

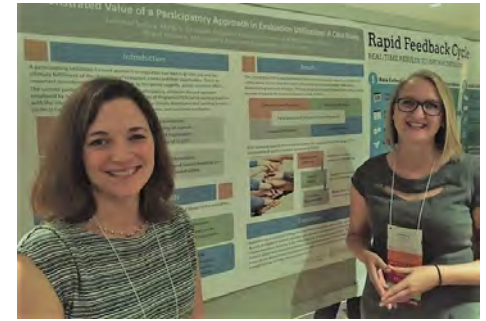




# SHARING WHAT WE HAVE LEARNED

## Recent Evaluation Presentations:

- Poster presented at the 42<sup>nd</sup> annual Nebraska Juvenile Justice Association Conference, Kearney, NE.
- Poster presented at the annual American Evaluation Association conference, Atlanta, GA.
- Poster presented at the State Conference of the Nebraska Chapter of the National Association of Social Workers, Omaha, NE.
- Poster presented at the 41<sup>st</sup> Annual Nebraska Juvenile Justice Association Conference, Kearney, NE.



## Recent Conference Presentations:

- Workshop presented at the 10<sup>7th</sup> annual International Association for Truancy and Dropout Prevention Conference, Indianapolis, IN.
- Presentation to the Nebraska Community Aid and Juvenile Justice Conference, Lincoln, NE.
- Workshop presented at the US Department of Education Every Student, Every Day National Conference, Arlington, VA.
- Upcoming: Workshop to be presented to the National Convening of the NSAESC, Baltimore, MD.



# COMPLETING THE PICTURE FOR FINANCIAL SUSTAINABILITY

Past, current and future sources of support include:



## **Community Achievement Plan (CAP) of the Learning Community of Douglas and Sarpy Counties May 2018 Update**

Required by Nebraska Revised Statute §79-2122, the Community Achievement Plan (CAP), approved by the State Board of Education on April 7, 2017, impacts the Learning Community of Douglas and Sarpy counties, the eleven school districts contained therein, and Educational Service Unit's #3 and #19. Over 125,000 PreK-12 students attend the schools of the Learning Community and are impacted by the Community Achievement Plan.

Given the statutory requirements and the collaborative efforts already taking place within the Learning Community and with the Metropolitan Omaha Education Consortium (MOEC) during the 2016-2017 school year, the CAP was developed to provide synergy and collaboration between already existing programs and newly conceived initiatives. These included:

- the Superintendent's Plan for Early Childhood Education—a partnership between the eleven school Districts, the Buffett Early Childhood Institute, and the Learning Community of Douglas and Sarpy Counties;
- the Greater Omaha Attendance and Learning Services (GOALS) Center—a partnership between the eleven school districts, Douglas and Sarpy county law enforcement agencies, county juvenile court systems, county attorneys' offices, and Nebraska state offices;
- the Learning Community of Douglas and Sarpy Counties' North and South Omaha Learning Centers; and
- a Collective Impact Initiative (Achievement Plan) developed by the Metropolitan Omaha Education Consortium (MOEC).

The proposed Community Achievement Plan and its four sections are in various stages of development, implementation, data gathering, and reporting. Consequently, the CAP Update that follows highlights:

- updated evaluation models and measurement tools,
- presents initial baseline data,
- identifies the evolving thinking and strategies identified as impacting student growth and achievement, and
- clarifies the metrics that will be used to measure progress.

The update does not provide comparative data nor does it attempt to draw conclusions for any program other than all are making progress in their efforts to impact the community and its students.

# Community Achievement Plan (CAP) of the Learning Community of Douglas and Sarpy Counties

## Section 1. Increased Access to Early Childhood Programming

### 1.1 FULL IMPLEMENTATION of BIRTH THROUGH GRADE 3 APPROACH

#### Community Achievement Goal:

#### 1.1 Full Implementation of Birth Through Grade 3 Approach

The districts in the Learning Community of Douglas and Sarpy Counties will collaborate to increase access to high quality early childhood programming in order to decrease barriers to student achievement in order to decrease achievement gaps by developing comprehensive and aligned early childhood programming for children from birth through Grade 3 and their families, with schools as the hub.

#### Progress Report Overview (Fall 2017):

As of May 31, 2017, a total of 99 families were enrolled in the voluntary prenatal – age 3 home visiting programs at the 10 full implementation school sites. 3,612 students were enrolled in 184 PreK through Grade 3 classrooms at the full implementation school sites, including 679 PreK students enrolled in 29 classrooms and 2,933 students in 155 Kindergarten through third grade.

Observations, interviews, and focus groups provided information about program implementation. A multiple-cohort longitudinal evaluation design employed quantitative methods to provide additional information about program implementation and to determine how processes and outcomes related to the Superintendents' Plan components are changing. Two cohorts were included in the evaluation: Birth – Age 3 and PreK – Grade 3 (children ages 3 – 8). 78 children participated in the Birth – Age 3 cohort. For the PreK – Grade 3 cohort, three to four students in Pre-K and Kindergarten classrooms (ages 3 to 6) were randomly sampled to participate in the evaluation. 222 children participated in the PreK – Grade 3 cohort. Due to the size of the child and family samples data cannot be disaggregated by school or classroom. Baseline data was collected in the Spring 2016 for all school districts except for Omaha Public Schools (OPS), which had baseline data gathered in the Fall of 2016.



1.1.1 By 2019, the core components of the Superintendents’ Plan will be implemented as intended and at the expected level of quality. System, school, classroom and family and factors which enable or create obstacles to implementing a birth through Grade 3 continuum will be identified.

Core Components	Baseline Year Implementation Status
Prenatal – Age 3 Home Visiting Program to include: <ul style="list-style-type: none"> <li>• Two-generation home visits</li> <li>• Parent-child interaction groups</li> <li>• Referrals to child and family resources</li> <li>• Supported transitions to preschool</li> </ul>	Rule 11 Criteria Met
Age 3 – Grade 3 Parenting Support to include: <ul style="list-style-type: none"> <li>• Regular family outreach contacts</li> <li>• Parent-child interaction groups</li> <li>• Referrals to child and family resources</li> <li>• Supported transitions from home visiting into preschool and kindergarten</li> </ul>	Developing
Preschool for 3- and 4-year-olds: <ul style="list-style-type: none"> <li>• District- or school-based preschool</li> <li>• Community-based preschool</li> </ul>	Developing
Aligned PreK – Grade 3 Instruction to include: <ul style="list-style-type: none"> <li>• Teacher coaching</li> <li>• On-going professional development</li> </ul>	Developing
School as Hub for Prenatal – Grade 3 <ul style="list-style-type: none"> <li>• Continuity of support and comprehensive family engagement</li> <li>• Collaborative school team meetings</li> </ul>	Developing

Obstacles to Initial Implementation	Description
Enrollment in Prenatal – Age 3 Home Visiting Program	Approximately one-third of schools implementing the birth through Grade 3 approach have experienced challenges in recruiting a full caseload of families for the prenatal - birth – age 3 home visiting program. This is attributable to a number of factors including the need for staff training in recruitment strategies and the need for schools to develop stronger school-family-community relationships as a foundation for family participation in the home visiting program.
Staff Recruitment for Parenting Support Positions	Implementation of family-centered services such as prenatal – age 3 home visiting and other parenting supports require staff who have strong capabilities to work with adult family members, many of whom are experiencing notable life stress. A number of initial staff hires included former classroom paraprofessionals who subsequently recognized that they were not well suited to work with adult family members as compared to children. Turnover of these initial hires impacted four participating schools. Beyond this, high quality home visiting and other parenting supports are contingent upon cultural and linguistic responsiveness to the families served. Approximately fifty percent of the participating schools serve a large number of Spanish-speaking families. Recruitment of home visitors and family facilitators who are bilingual and fluent in Spanish was often a very lengthy and time-consuming process for these schools.
Child Transition into Preschool after Completion of Prenatal – Age 3 Home Visiting	To support continuity of services across the full birth through grade 3 continuum, the implementation expectation is that children completing birth – age 3 home visiting transition into a high quality preschool program. This transition plan presented barriers for the majority of districts due to the limited availability of school-based preschool slots for three-year-old children. The transition options for three-year-old children exiting the home visiting program can likewise include participation in a community-based preschool/ child care program. This transition pathway also presented challenges to the quality and continuity of child and family services given the current lack of sustained collaborative connections between schools and community-based early care and education programs in the majority of districts and schools.
Administration and Utilization of New Assessments	Implementation of the core components of the Superintendents’ Plan was complimented by the introduction of new assessments, such as the HOVRS scale to assess home visiting practices and the CLASS to measure teacher-student instructional interactions across preK – Grade 3. The administration of these and other birth – Grade 3 assessments presented challenges around scheduling and potential interference with services. Utilization of the new assessment measures also presented challenges as staff have required professional learning to gain knowledge about the assessments and their potential applications for continuous improvement processes.

Funding and Sustainability	As noted, funding and facilities for preschool services has presented a barrier to the implementation of high quality, continuous programming for children and families across the full birth through grade 3 continuum. As implementation proceeds, sustainability of the birth – age 3 home visiting component may be a barrier if districts are unable to provide on-going funding to support the required staff position.
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### Progress Report (Fall 2017)

1.1.2 By 2019, teacher practices in classroom organization, emotional support, and instructional practices will improve as compared to baseline measures.

**Description of Measure:** Teacher practices were measured using the Classroom Assessment Scoring System™. CLASS is an observational instrument that measures domains of interaction that are linked to student achievement and development. Baseline data include all preK – Grade 3 classrooms in each school. The scale for CLASS is 1 (Lo) – 7 (Hi).

School	Classroom Organization		Emotional Support		Instructional Practices	
	Time 1	Time 2	Time 1	Time 2	Time 1	Time 2
A	M = 5.61	M = 6.02	M = 5.27	M = 5.66	M = 2.95	M = 2.90
B	M = 5.72	M = 5.87	M = 5.37	M = 5.36	M = 2.26	M = 3.01
C	M = 6.14	M = 6.00	M = 5.54	M = 5.58	M = 2.47	M = 2.63
D	M = 6.15	M = 6.33	M = 5.55	M = 5.88	M = 2.22	M = 3.09
E	M = 6.09	M = 5.93	M = 5.66	M = 5.70	M = 3.15	M = 3.34
F	M = 6.07	M = 6.09	M = 5.70	M = 5.64	M = 2.40	M = 2.75
G	M = 5.82	M = 6.17	M = 5.70	M = 5.97	M = 2.70	M = 3.10
H	M = 6.30	M = 6.31	M = 5.77	M = 6.05	M = 2.95	M = 3.69
I	M = 5.84	M = 6.29	M = 5.84	M = 5.99	M = 2.75	M = 3.83
J	M = 6.31	M = 6.32	M = 5.88	M = 5.99	M = 3.60	M = 3.66
<b>Overall</b>	M = 6.02	M = 6.12	M = 5.64	M = 5.77	M = 2.68	M = 3.10

## Progress Report (Fall 2017)

1.1.3 By 2021, children's outcomes in language, academic, and socio-emotional domains will improve as compared to baseline date.

### Description of Measures:

Birth – Age 3: Preschool Language Scales (PLS-5) is a play-based assessment of developmental language skills in the areas of auditory comprehension and expressive communication. The Infant Toddler Social-Emotional Assessment (ITSEA) is a parent survey to measure emerging social-emotional development.

PreK – Grade 1: The Peabody Picture Vocabulary Test (PPVT) is a measure of receptive vocabulary. The Kaufman Test of Educational Achievement (KTEA) is a battery of key academic skills including mathematics and language/literacy. The BASC-3 BESS is a screening tool for measuring behavior and emotional strengths and weaknesses.

	Language		Academic		Socio-Emotional	
	Time 1	Time 2	Time 1	Time 2	Time 1	Time 2
<b>Birth – Age 3</b>	Total Language M=101		NA	NA	Competence M = 50.31 Dysregulation M = 51.79	
<b>PreK</b>	Receptive Vocabulary M = 88	Receptive Vocabulary M = 94	Overall Academic Skills M = 84	Overall Academic Skills M = 88	Behavioral & Emotional Skills Normal Risk = 82% Elevated to Extremely Elevated Risk = 18%	Behavioral & Emotional Skills Normal Risk = 80% Elevated to Extremely Elevated Risk = 20%
<b>K – Grade 1</b>	Receptive Vocabulary M = 99	Receptive Vocabulary M = 101	Overall Academic Skills M = 91	Overall Academic Skills M = 97	Behavioral & Emotional Skills Normal Risk = 83% Elevated to Extremely Elevated Risk = 17%	Behavioral & Emotional Skills Normal Risk = 79% Elevated to Extremely Elevated Risk = 21%

**Progress Report (Fall 2017)**

- 1.1.4 By 2021, families participating in two or more years of home visiting will increase in positive parenting and social support outcomes as compared to baseline data.

**Description of Measures:**

The Keys to Interactive Parenting (KIPS) is a structured observation tool for parent-child interactions during play in a familiar environment. The FRIENDS Protective Factors Survey (PFS) is designed to provide a snapshot of a family's informal social emotional supports and concrete, or tangible goods and services, supports.

	Parent-Child/Parenting Interactions		Social Emotional and Concrete Supports	
<b>Families of Children in Birth – Age 3 Home Visiting</b>	Building Relationships	High Quality = 53% Mid - Low Quality = 47%	Social Supports	High Support = 62% Mid-Low Support = 38%
	Promoting Learning	High Quality = 45% Mid - Low Quality = 55%	Concrete Supports	High Support = 53% Mid-Low Support = 47%
	Supporting Confidence	High Quality = 37% Mid-Low Quality = 63%		

## Section 1. Increased Access to Early Childhood Programming

### 1.2 Professional Development for All

#### Progress Report (Fall 2017)

#### Community Achievement Goal:

##### 1.2 Professional Development for All

The districts in the Learning Community of Douglas and Sarpy Counties will collaborate to increase access to high quality early childhood programming in order to decrease barriers to student achievement in order to decrease achievement gaps by providing a system of professional development about leading edge research and innovative practices to school and community early childhood staff.

- 1.2.1 By the end of the school year, individuals who attend two or more of the PD for All Institutes will demonstrate increased knowledge of effective birth through Grade 3 educational practices based on a pre/post assessment and will report the consistent implementation of at least one new practice in their professional work.

**Description of Measure:** Participants in the November 2017 and first time participants in the January 2018 PD for All events completed a pre-assessment survey of their prior knowledge of effective educational practices. A total of 254 participants completed surveys. Item response options were: 1 = Beginning knowledge (I have just started learning about this practice); 2 = Developing knowledge (I know the basics about this practice but have much more to learn); 3 = Refining knowledge (I know a lot about this practice but have not yet mastered it); or 4 = Mastery knowledge (I have in-depth knowledge about this practice and can teach other educators about it). Data were disaggregated by work setting and age/grade level of children served.

Pretest Assessment: Knowledge of Effective Educational Practices		
Work Setting	Number of Respondents	Mean Survey Score
School-based Staff	183	2.73
Community-based Staff	52	2.48

Other*	13	2.83
Total	251	2.69

\*The other category includes respondents who identified their work settings as higher education, state or local government, or home-based.

**Pretest Assessment: Knowledge of Effective Educational Practices**

<b>Age or Grade Level of Children Served</b>	<b>Number of Respondents</b>	<b>Mean Survey Score</b>
Birth to Age 5	105	2.55
Kindergarten to 3 <sup>rd</sup> grade	85	2.87
Multiple age ranges	58	2.66
Other*	3	2.80
Total	251	2.69

\* The category "Other" includes respondents who work in settings that do not involve direct interaction with young children.

## Section 1. Increased Access to Early Childhood Programming

### 1.3 Customized Assistance Partnerships

#### Progress Report (Fall 2017)

##### Community Achievement Goal:

##### 1.3 Customized Assistance Partnerships

The districts in the Learning Community of Douglas and Sarpy Counties will collaborate to increase access to high quality early childhood programming in order to decrease barriers to student achievement in order to decrease achievement gaps by providing a system of customized assistance partnerships to support district-level goals for the development and implementation of high quality early childhood education systems and programs.

1.3.1 By the second year of each customized district project, utilizing baseline data from participating districts, measurable goals will be developed for systemic improvements in early childhood education programming, including appropriate performance improvement goals for staff and/or children.

##### Custom Assistance Partnership Case Study: Gretna Public Schools

**Description of Measure:** Twenty-three Kindergarten and 1<sup>st</sup> Grade teachers were observed using a modified version of the Teaching Pyramid Observation Tool (TPOT). TPOT measures the implementation of classroom practices specifically related to promoting young children's social- emotional competence and addressing challenging behavior in the classroom.

Key Classroom Practices	Fall 2016 Indicators Present	Spring 2017 Indicators Present	Change
<b>Goal:</b> Teachers will demonstrate fidelity to the program-wide implementation of the Pyramid Model.	Kindergarten 87.2%	Kindergarten 99.2%	+ 12.0 %
	First Grade 88.4%	First Grade 99.2%	+ 10.8 %



<b>Description of Measure:</b> Students were sampled from forty Kindergarten and 1st grade classrooms across all elementary schools. One group of students was identified by former Kindergarten or preschool teachers based on observed social and emotional risks. A stratified random sampling process was used to selected a second group of students from each classroom. The total sample consisted of 159 students, 80 in Kindergarten and 79 in 1 <sup>st</sup> Grade. The Work Sampling System is a curriculum-embedded, authentic performance assessment used to assess the skills of children age 3 through third grade. Gretna teachers completed the personal and social development domain for children in the sampled groups.						
<b>Goal:</b> Students will show gains in social and emotional outcomes including self-concept, self-control, approaches to learning, & interaction with others.	<b>Kindergarten Work Sampling Results</b>					
Item	Identified w/ social emotional risks	N	Fall Proficient %	Winter Proficient %	Spring Proficient %	Year Change %
A1. "Demonstrates self-confidence"	No	56	44.1	55.4	66.1	+22.0
	Yes	18	33.3	38.9	44.4	+11.1
A2. "Shows initiative and self-direction"	No	56	44.6	53.6	62.5	+17.9
	Yes	18	22.2	22.2	33.3	+11.1
B1. "Follows classroom rules and routines"	No	55	70.9	70.9	74.5	+3.6
	Yes	18	38.9	55.6	50.0	+11.1
B2. "Manages transitions and adapts to changes in routine"	No	56	69.1	80.0	87.3	+18.2
	Yes	17	55.6	66.7	72.2	+16.6
C1. "Shows eagerness and curiosity as a learner"	No	56	55.4	76.8	83.9	+28.5
	Yes	18	58.8	70.6	76.5	+17.7
C2.	No	56	46.4	55.4	69.6	+23.2

“Sustains attention to a task, persisting even after encountering difficulty”	Yes	18	27.8	33.3	38.9	+11.1
C3. “Approaches task with flexibility and inventiveness”	No	56	42.9	60.7	73.2	+30.3
	Yes	18	22.2	22.2	44.4	+22.2
D1. “Interacts easily with familiar peers”	No	56	67.9	83.9	87.5	+19.6
	Yes	18	55.6	66.7	83.3	+27.7
D2. “Interacts easily with familiar adults”	No	56	71.4	83.9	89.3	+17.9
	Yes	18	66.7	66.7	77.8	+11.1
D3. “Participates in the group life of the class”	No	56	57.1	73.2	85.7	+28.6
	Yes	18	50.0	44.4	55.6	+5.6
D4. “Identifies feelings and shows empathy for others”	No	56	57.1	73.2	76.8	+19.7
	Yes	18	33.3	44.4	61.1	+27.8
D5. “Uses simple strategies to resolve conflicts”	No	56	39.3	67.9	69.9	+30.6
	Yes	18	16.7	22.2	38.9	+22.2

Students will show gains in social and emotional outcomes including self-concept, self-control, approaches to learning, & interaction with others.	<b>First Grade Work Sampling Results</b>					
Item	Identified w/ social emotional risks	N	Fall Proficient %	Winter Proficient %	Spring Proficient %	Year Change %
A1. “Demonstrates self-confidence”	No	30	30.0	46.7	86.7	+56.7
	Yes	48	18.8	37.5	60.4	+41.6
A2. “Shows initiative and self-direction”	No	30	34.5	44.8	82.8	+48.3
	Yes	48	14.6	29.2	41.7	27.1
B1. “Follows classroom rules and routines”	No	29	41.4	58.6	79.3	+37.9
	Yes	49	20.4	30.6	44.9	+24.5
B2. “Manages transitions and adapts to changes in routine”	No	30	33.3	63.3	86.7	+53.4
	Yes	49	18.4	28.6	51.0	+32.6
C1. “Shows eagerness and curiosity as a learner”	No	30	43.3	66.7	83.3	+40.0
	Yes	49	34.7	49.0	71.4	+36.7
C2. “Sustains attention to a task, persisting even after encountering difficulty”	No	30	33.3	53.3	70.0	+36.7
	Yes	49	18.4	28.6	46.9	+28.5
C3. “Approaches task with flexibility and inventiveness”	No	30	30.0	50.0	76.7	+46.7
	Yes	49	16.3	24.5	46.9	+30.6
D1. “Interacts easily with familiar peers”	No	30	56.7	60.0	83.3	+26.6
	Yes	49	16.3	32.7	51.0	+34.7
D2.	No	30	63.3	76.7	90.0	+26.7

"Interacts easily with familiar adults"	Yes	49	28.6	40.8	67.3	+38.7
D3. "Participates in the group life of the class"	No	30	30.0	46.7	73.3	+43.3
	Yes	49	18.4	30.6	55.1	+36.7
D4. "Identifies feelings and shows empathy for others"	No	30	50.0	56.7	80.0	+30.0
	Yes	49	34.7	42.9	61.2	+26.5
D5. "Uses simple strategies to resolve conflicts"	No	30	30.0	33.3	73.3	+43.3
	Yes	49	8.2	20.4	38.8	+30.6

## Section 2. Targeted Support to Improve Student Attendance

### 2.1 The Greater Omaha Attendance and Learning Services (GOALS) Center

#### Progress Report (Spring 20128)

##### Community Achievement Goal:

Section 2: The Greater Omaha Attendance and Learning Services (GOALS) Center

The Districts in the Learning Community of Douglas and Sarpy Counties will collaborate to reduce the incidence of chronic absenteeism in its student population.

2.1 By 2022 the districts in the Learning Community of Douglas and Sarpy Counties will collaborate to reduce the incidence of chronic absenteeism as measured by the percentage of students missing more than 20 days of school each year so that the percentage of students missing more than 20 days a year decreases from 6.1% (measured in 2015 – 2016) to 4%\*.

**Description of Measure:** \*(Review of NDE data of the Learning Community identifies the 2012 – 2013 school year as the highest performing year related to absenteeism. Our goal is to improve overall rates in comparison to the 2012 – 2013 school year.) The following data is derived from NDE for the baseline year of 2016-2017.

	2016-2017 (Baseline Yr.)				2017-2018			
	# Students	Student Demo (FRPL, LEP, etc)	# Chronically Absent	% Chronically Absent	# Students	Student Demo (FRPL, LEP, etc.)	# Chronically Absent	% Chronically Absent
<b>Bellevue Public Schools</b>	9,559		777	8.13%				
Kg	688		26	3.78%				
01	686		25	3.64%				
02	708		16	2.26%				
03	726		26	3.58%				
04	724		18	2.49%				
05	667		14	2.10%				
06	669		26	3.89%				
07	779		50	6.42%				
08	723		68	9.41%				
09	779		84	10.78%				
10	768		108	14.06%				
11	780		136	17.44%				
12	862		180	20.88%				
<b>Bennington Public Schools</b>	2,331		43	1.84%				
Kg	224		*	*				
01	221		*	*				
02	215		*	*				

03	207		*	*				
04	191		*	*				
05	199		*	*				
06	194		*	*				
07	192		*	*				
08	140		*	*				
09	157		*	*				
10	147		*	*				
11	130		11	8.46%				
12	114		*	*				
<b>DC West Community Schools</b>	834		75	8.99%				
Kg	52		*	*				
01	76		*	*				
02	75		*	*				
03	52		*	*				
04	62		*	*				
05	59		*	*				
06	49		*	*				
07	75		*	*				
08	54		*	*				
09	69		*	*				
10	66		12	18.18%				
11	82		23	28.05%				
12	63		13	20.63%				
<b>Elkhorn Public Schools</b>	8,386		183	2.18%				

Kg	751		13	1.73%				
01	646		*	*				
02	697		*	*				
03	718		*	*				
04	645		*	*				
05	675		*	*				
06	694		*	*				
07	675		23	3.41%				
08	635		11	1.73%				
09	617		11	1.78%				
10	565		17	3.01%				
11	559		37	6.62%				
12	509		44	8.64%				
<b>Gretna Public Schools</b>	4,495		114	2.54%				
Kg	406		*	*				
01	402		*	*				
02	372		*	*				
03	405		*	*				
04	374		*	*				
05	354		*	*				
06	362		*	*				
07	352		*	*				
08	340		*	*				
09	307		19	6.19%				
10	292		19	6.51%				
11	277		15	5.42%				
12	252		19	7.54%				



<b>Millard Public Schools</b>	23,267		1,385	5.95%				
Kg	1,721		50	2.91%				
01	1,737		38	2.19%				
02	1,792		37	2.06%				
03	1,782		24	1.35%				
04	1,700		40	2.35%				
05	1,767		37	2.09%				
06	1,745		82	4.70%				
07	1,886		102	5.41%				
08	1,788		144	8.05%				
09	1,871		135	7.22%				
10	1,852		177	9.56%				
11	1,768		230	13.01%				
12	1,858		289	15.55%				
<b>Omaha Public Schools</b>	49,629		9,449	19.04%				
Kg	3,816		455	11.92%				
01	4,132		428	10.36%				
02	4,262		401	9.41%				
03	4,235		380	8.97%				
04	3,714		336	9.05%				
05	4,046		435	10.75%				
06	3,848		604	15.70%				
07	3,688		737	19.98%				
08	3,636		814	22.39%				
09	3,519		930	26.43%				
10	3,522		1,117	31.71%				

11	3,457		1,322	38.24%				
12	3,754		1,490	39.69%				
<b>Papillion-LaVista Public Schools</b>	11,340		647	5.71%				
Kg	783		11	1.40%				
01	863		*	*				
02	866		13	1.50%				
03	884		*	*				
04	808		*	*				
05	891		15	1.68%				
06	904		18	1.99%				
07	895		34	3.80%				
08	887		48	5.41%				
09	955		63	6.60%				
10	833		100	12.00%				
11	913		151	16.54%				
12	858		169	19.70%				
<b>Ralston Public Schools</b>	3,174		285	8.98%				
Kg	232		14	6.03%				
01	242		*	*				
02	256		*	*				
03	242		*	*				
04	225		*	*				
05	221		*	*				
06	214		11	5.14%				
07	231		14	6.06%				

08	236		27	11.44%				
09	249		35	14.06%				
10	290		30	10.34%				
11	264		53	20.08%				
12	272		73	26.84%				
<b>Springfield- Platteview Community Schools</b>	1,107		42	3.79%				
Kg	71		*	*				
01	74		*	*				
02	61		*	*				
03	69		*	*				
04	77		*	*				
05	84		*	*				
06	88		*	*				
07	95		*	*				
08	89		*	*				
09	101		*	*				
10	98		11	11.22%				
11	100		*	*				
12	100		*	*				
<b>Westside Community Schools</b>	5,900		337	5.71%				
Kg	421		11	2.61%				
01	397		*	*				
02	409		11	2.69%				
03	461		*	*				
04	434		*	*				

05	437		*	*				
06	454		*	*				
07	485		28	5.77%				
08	467		39	8.35%				
09	495		41	8.28%				
10	479		52	10.86%				
11	479		70	14.61%				
12	482		50	10.37%				

## Section 3. Increased Parent Engagement and System Capacity Building Through the North and South Omaha Learning Centers

### 3.1 FAMILY LEARNING AT THE LEARNING COMMUNITY CENTER OF SOUTH OMAHA

#### Progress Report (Spring 2018)

##### Community Achievement Goal:

##### 3.1 Family Learning at the Learning Community Center of South Omaha

The districts in the Learning Community of Douglas and Sarpy Counties will collaborate to identify effective strategies for strengthening the capacity of non-English speaking, high poverty parents and family members to support their children's learning.

3.1.1 By 2020, parents participating in the program for two years or more will demonstrate increased levels of school engagement.

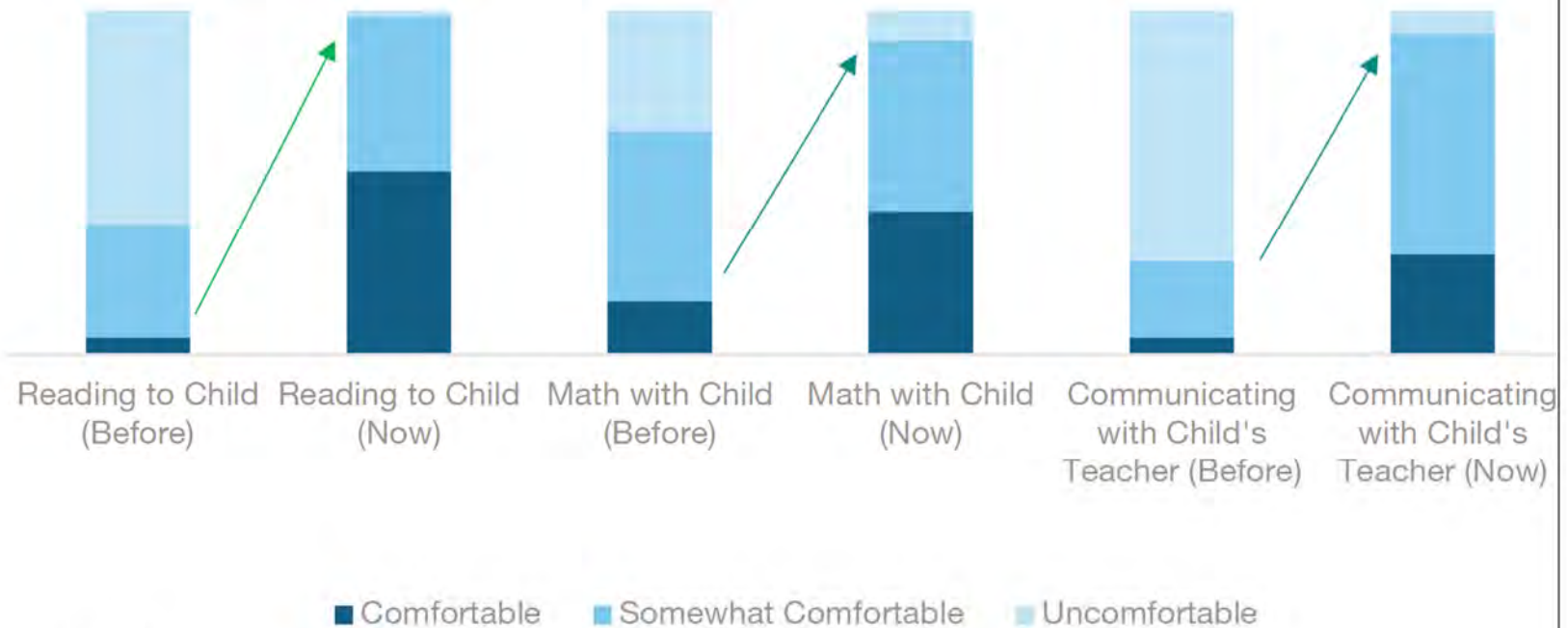
##### Description of Measures:

Measures of effective parent engagement in child's school

Parents showed marked increases in their levels of feeling comfortable engaging their children with reading and math from entrance into the program until the focus groups. Additionally, parents reported feeling more comfortable communicating with their child's teacher and the school. Analysis of the comments made in the focus groups indicate that as parents feel more successful as learners they feel more comfortable encouraging their child's educational progress.

## School Engagement Results

PARENTS REPORTED FEELING MORE COMFORTABLE ENGAGING WITH ACADEMICS AND THE SCHOOL.



n=103

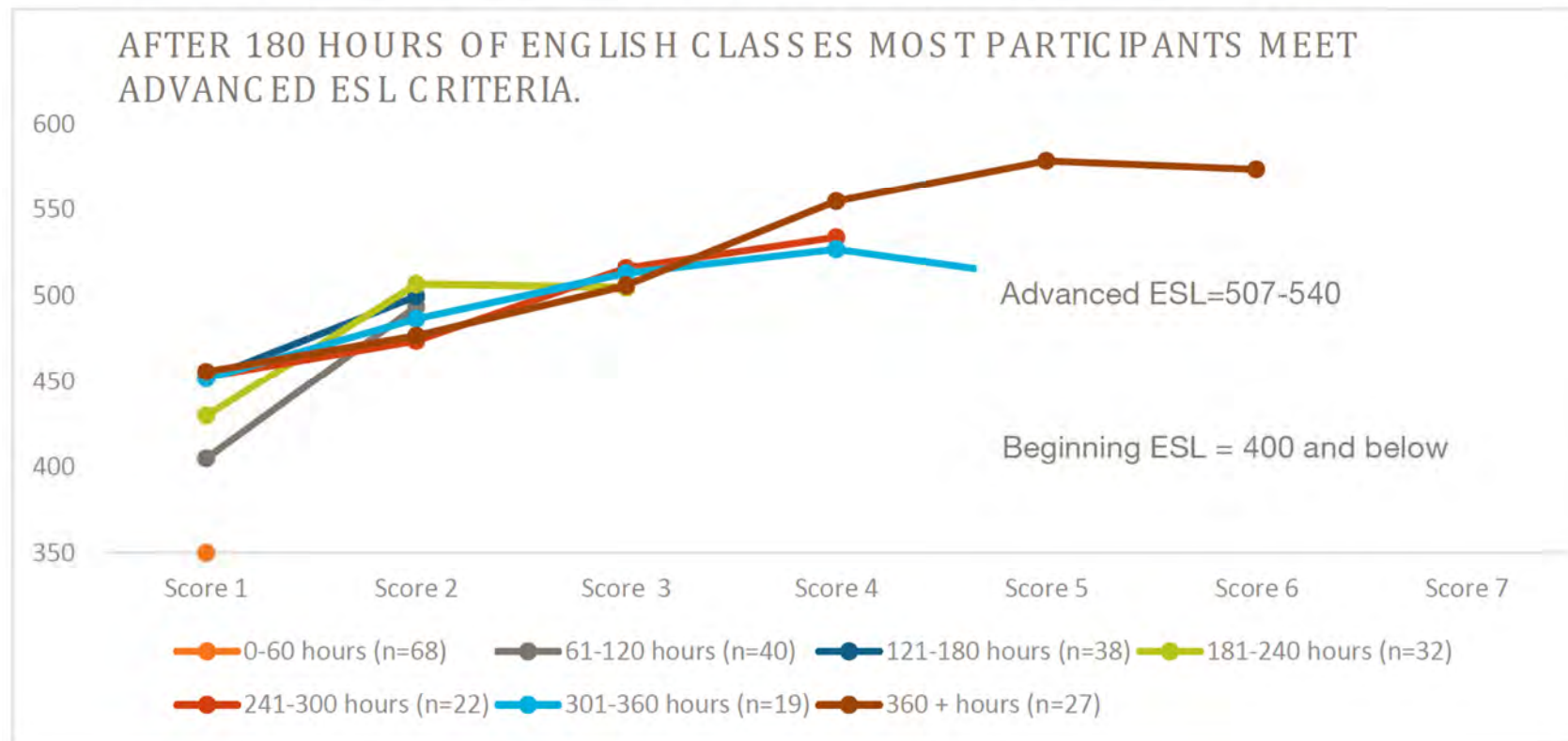
### Rationale for Changes:

Focus groups will continue to be used to gather both qualitative and quantitative data on parent engagement with the school. In addition, a new engagement measure will be used as part of the evaluation process for both the Learning Community Center of South Omaha and the Learning Community Center of North Omaha. 2017-18 should be considered the baseline year for that measure.

3.1.2 By 2020, parents will demonstrate significant individualized gains in English according to the BEST Plus scores, and at least 65% of parental interactions will be of medium to high quality (building relationships, promoting learning and supporting confidence) as indicated by the KIPS assessment.

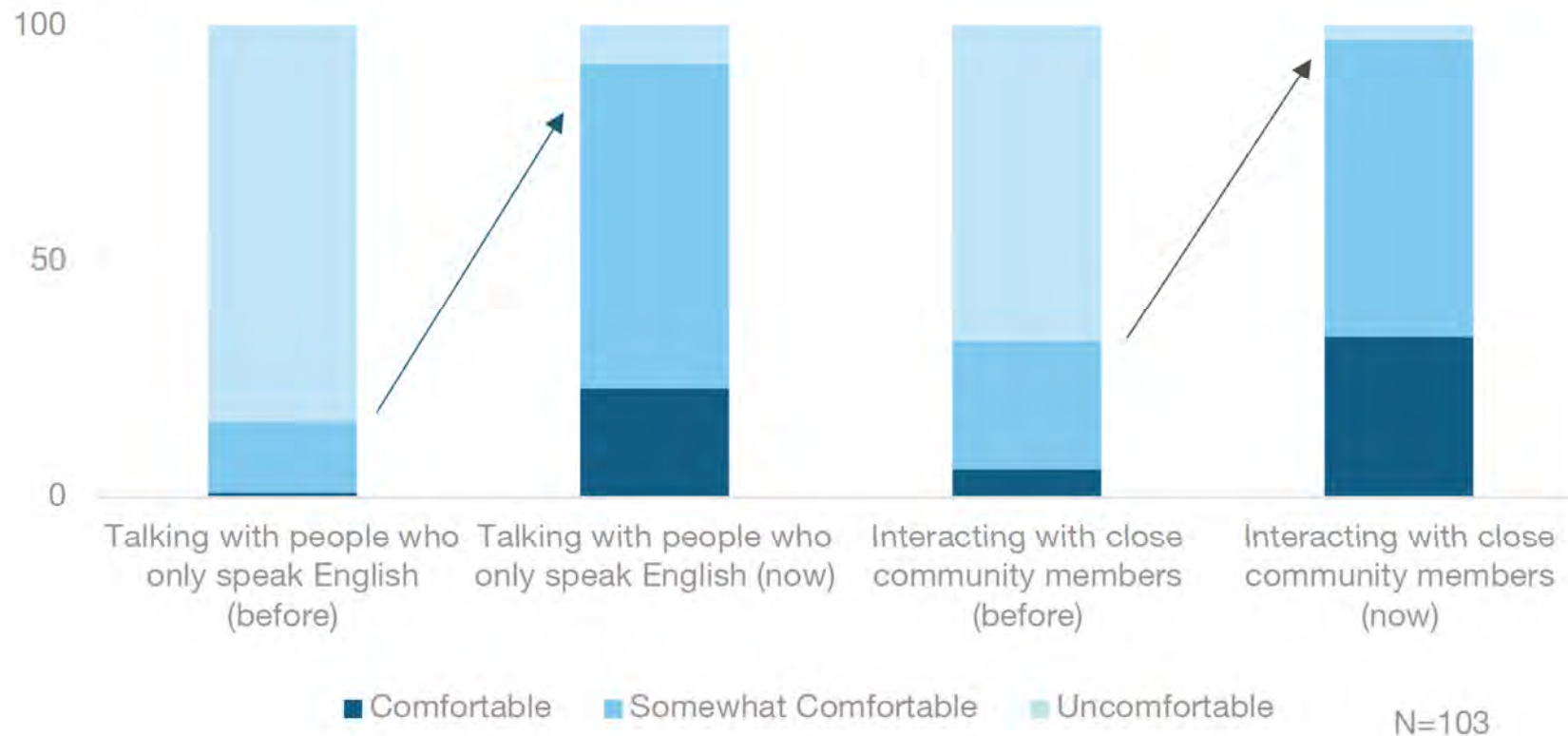
## Description of Measures:

Parent individualized gains in English proficiency (BEST Plus Scores)



As participants improved in their English skills, they became more comfortable and at ease interacting with English speakers and participating in their community.

## PARTICIPANTS REPORTED INCREASED LEVELS OF COMFORT WITH INTERACTION IN THE COMMUNITY.





3.1.3 By 2020, students of parents participating in the program for two or more years will score higher in math compared to the overall district on the current statewide assessment.

**Description of Measures:**

Student performance in math.

## Student Achievement

LCCSO students outperformed multiple subgroups on the statewide mathematics assessment (NeSA-M).



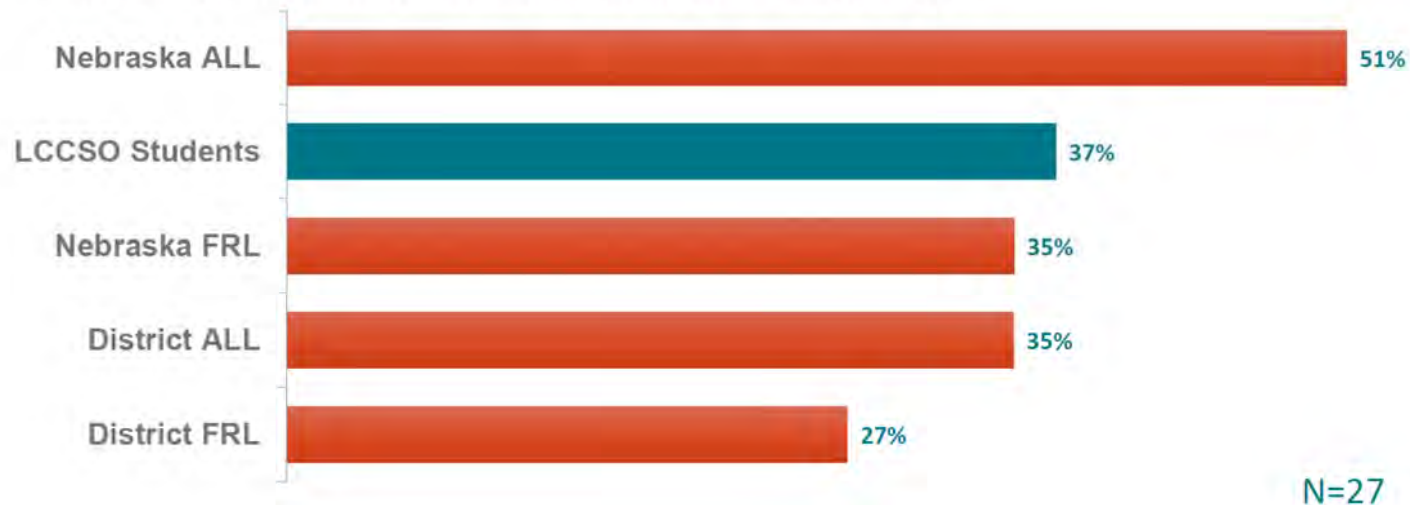
N=2

**Description of Measurement:**

Student performance in reading

# Student Achievement

On the statewide English Language Arts (ELA) assessment, LCCSO students had a higher proficiency rate than multiple subgroups.



Rationale for Change: The statewide assessment changed in 2016-17 and the data should be considered baseline. 2017-18 data will be the second-year districts will use that data. Student scores will be compared to the district overall average and also with comparable students (FRL, gender). The current plan is to request demographics and statewide assessment data directly from NDE based on each student's NSSRS.

## Section 3. Increased Parent Engagement and System Capacity Building Through the North and South Omaha Learning Centers

### 3.2 PARENT UNIVERSITY AT THE LEARNING COMMUNITY CENTER OF NORTH OMAHA

#### Progress Report (Spring 2018)

##### Community Achievement Goal:

##### 3.2 Parent University at the Learning Community Center of North Omaha

The districts in the Learning Community of Douglas and Sarpy Counties will collaborate to identify effective strategies for strengthening the capacity of parents of high poverty backgrounds to support their children's learning.

3.2.1 By 2020, students of parents participating in the program for two years or more will demonstrate increased educational outcomes by effectively engaging parents in their child's school.

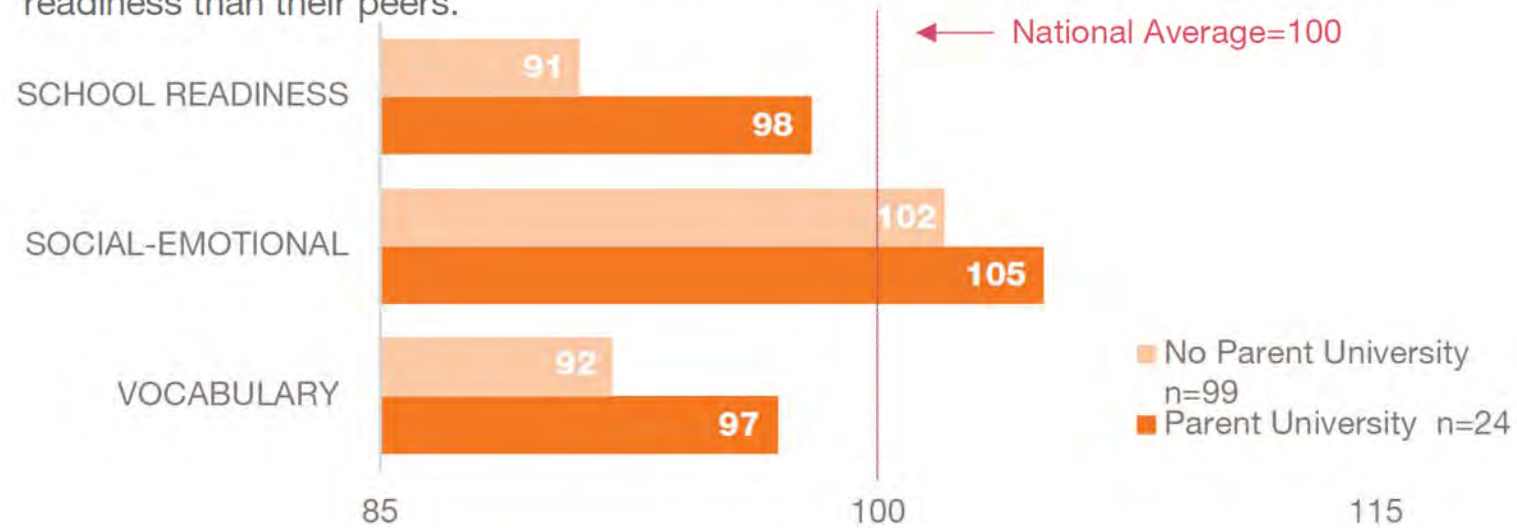
##### Description of Measurements:

Measures of effective parent engagement in child's school

At Kellom and Conestoga, parents had the opportunity to participate in Parent University. Twenty percent of the parents (n=24) engaged in Parent University courses and activities. A one-way between subjects, analysis of variance (ANOVA) was conducted to compare the language, social-emotional, and school readiness outcomes of children whose parents participated in Parent University to those who did not. Children whose parents participated in Parent University scored significantly higher on the school readiness assessment [ $F(1, 118)=4.181$ ,  $p=.043$ ] than children whose parents did not participate. The effect size was small to medium ( $\eta^2=0.034$ ). Parent participation in Parent University did not result in significant differences in the areas of vocabulary or social-emotional development; however, mean scores were higher in this group of children. Chi Square analyses comparing the percent of children verified for special education services in each group found that there were no significant differences between the two parent participation groups. This suggests the differences that were found in student outcomes were not attributed to the percent of verified children in each group. These results should be interpreted with caution given the small numbers used in the analyses. Parent participation in Parent University activities is recommended.

## PARTICIPATION IN PARENT UNIVERSITY MAKES A DIFFERENCE ON CHILD OUTCOMES.

Students whose parents were in Parent University made more significant gains in school readiness than their peers.



Rationale for Change: A new engagement measure will be used as part of the evaluation plan. Baseline data will be collected in 2017-18.

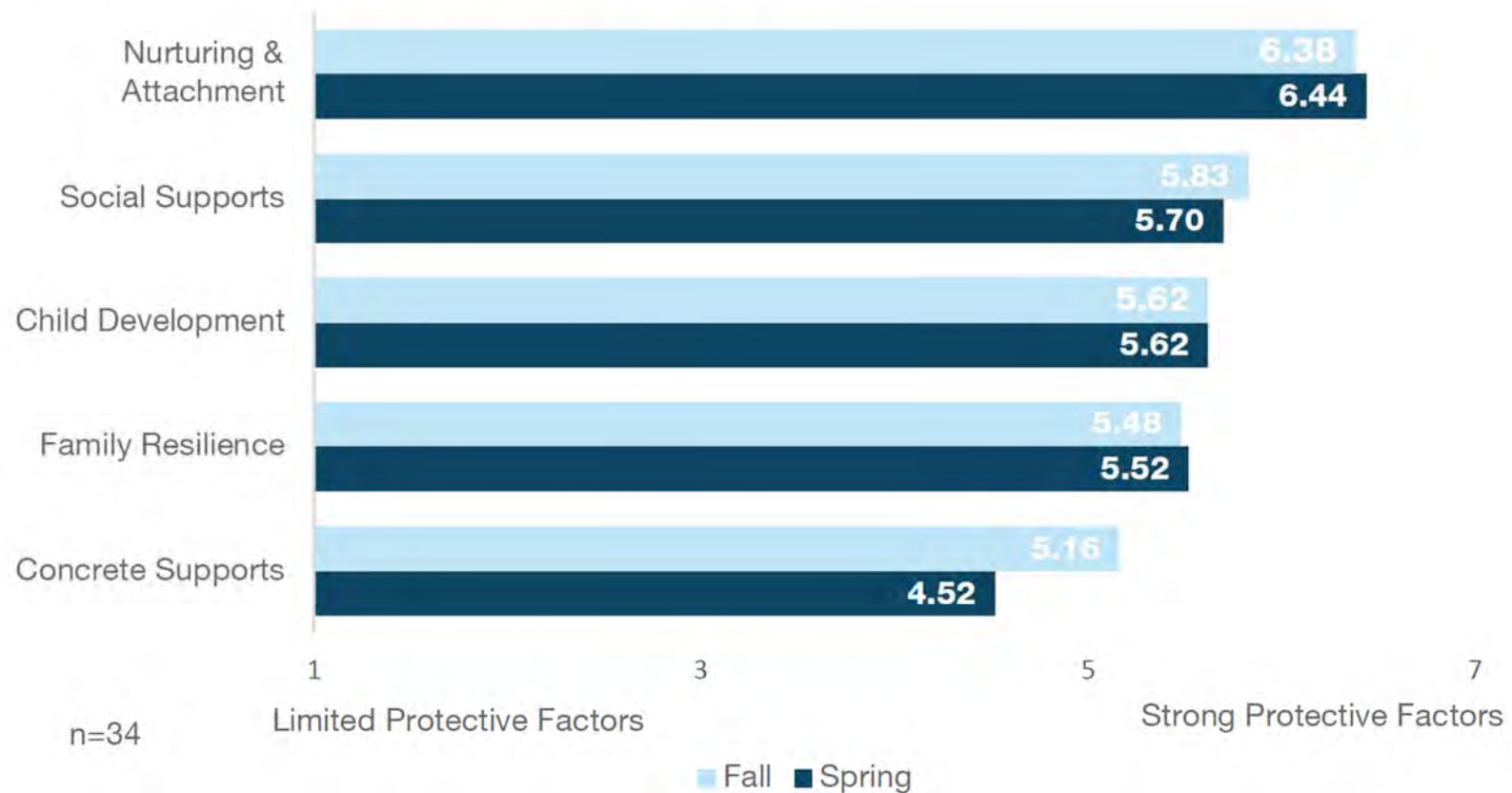
3.2.2 By 2020, parents will demonstrate significant individualized gains in family resiliency, social supports, concrete supports, child development knowledge and nurturing and attachment as measured by the FRIENDS Protective Factors Survey.

**Description of Measurements:**

FRIENDS Protective Factors Survey results for parents

PARENTS DEMONSTRATED STRONG PROTECTIVE FACTORS ACROSS THE MAJORITY OF THE AREAS.

There were no significant changes across time.



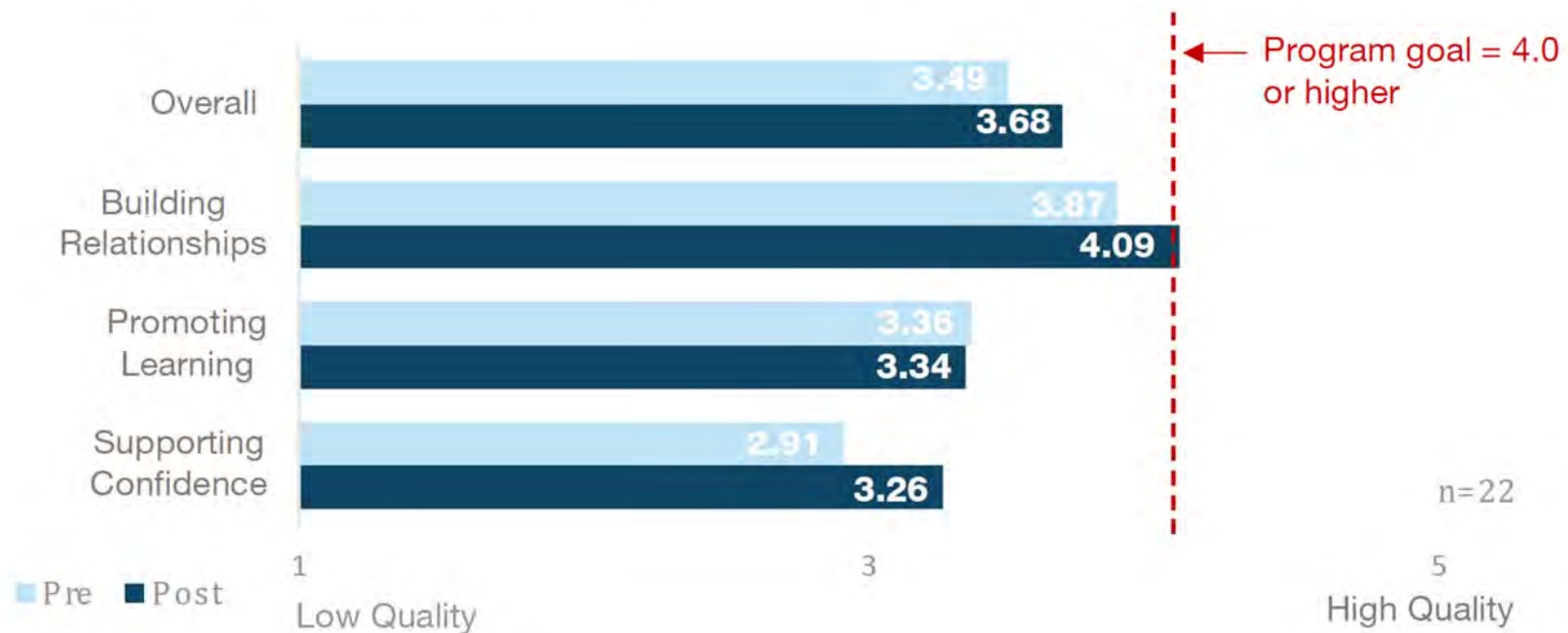
3.2.3 By 2020, parents will also demonstrate individualized gains in positive parenting strategies and positive parent-child relationships (measured by surveys) and parent interactions (including building relationships, promoting learning and supporting confidence) as indicated by the KIPS assessment.

#### Description of Measurements:

The Keys to Interactive Parenting Scale (KIPS) measures parenting behaviors across three areas: Building Relationships, Promoting Learning, and Supporting Confidence, based on a videotape of a parent playing with his or her child. Scores are reported on a 5-point scale with 5 being high quality. A total of 22 families had fall-spring KIPS.

### PARENT UNIVERSITY FAMILIES DEMONSTRATED IMPROVED PARENT-CHILD INTERACTIONS ACROSS TIME IN THE MAJORITY OF THE AREAS.

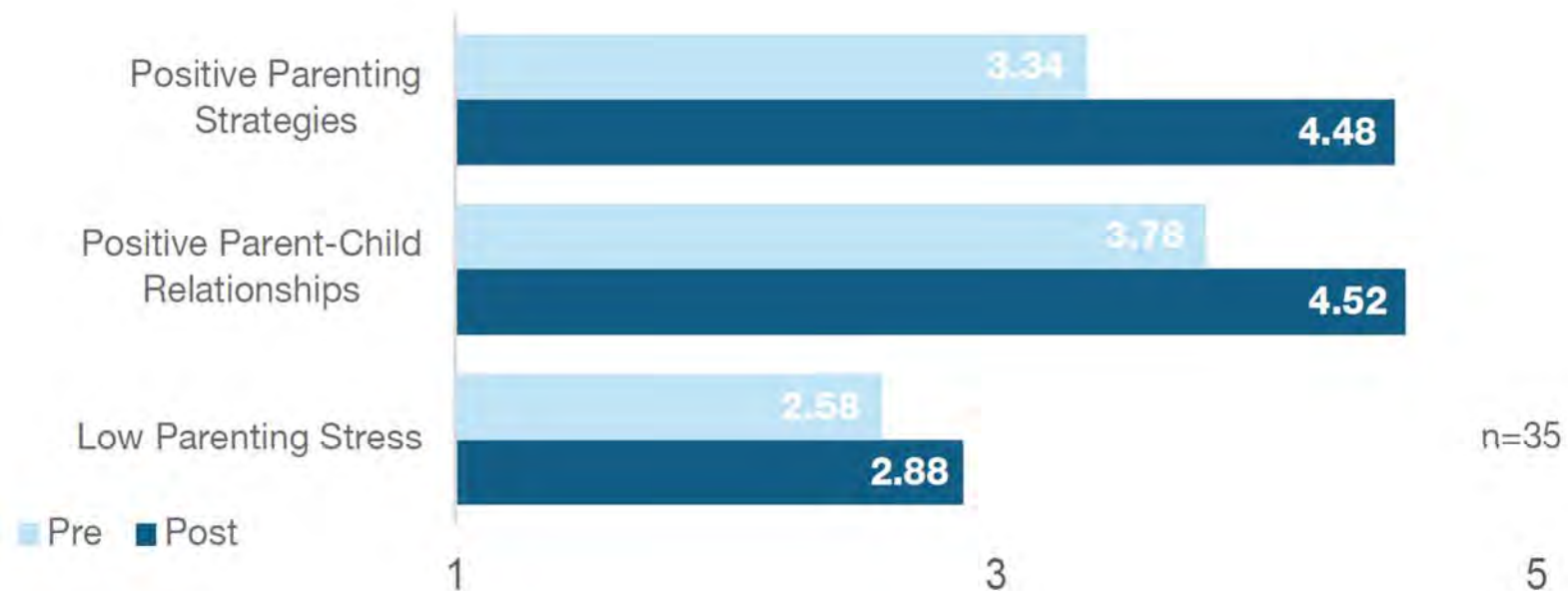
Their greatest strength was in building relationships with their children through play.



### Description of Measurement:

A statistical analysis (a paired t-test) was completed to determine if there was a significant change in participants' perception by the end of the COS-P series across the program identified outcomes. There were significant positive differences found between scores at the beginning of the group and scores at the groups' conclusion in: parenting skills [ $t(23)=-7.863$ ,  $p<.001$ ,  $d=1.603$ ] and positive relationships with their children [ $t(24)=-7.001$ ,  $p=.001$ ,  $d=0.807$ ]. These results suggest a substantial, meaningful change in program outcomes. The strengths on this scale were related to parenting and parent-child interaction. There was no significant change in parent stress level.

## PARENTS DEMONSTRATED SIGNIFICANT IMPROVEMENTS IN THEIR PARENTING STRATEGIES AND THEIR RELATIONSHIPS WITH THEIR CHILDREN.



Parent Gains in positive parenting strategies and positive parent-child relationships (measured by surveys) and parent interactions (including building relationships, promoting learning and supporting confidence) as indicated by the KIPS assessment.



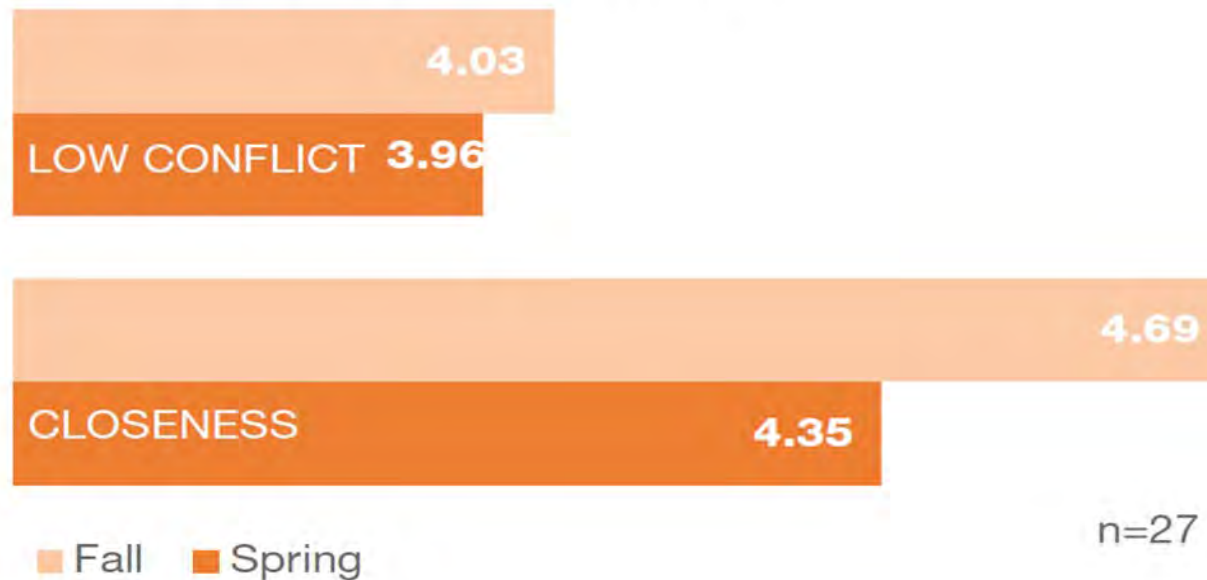
3.2.4 By 2020, parents will show significant meaningful changes in parenting practices based on scores from the CPRS and the PARCA.

**Description of Measurements:**

Thirty-two parents completed the Child Parent Relationship Scale. Based on the paired-samples t-test, there were no significant changes in their ratings of closeness or conflict over time. Parents' had high ratings of closeness and low ratings of conflict, suggesting positive relationships with their children.

## PARENTS DEMONSTRATE POSITIVE RELATIONSHIPS WITH THEIR CHILDREN AND LOW LEVELS OF CONFLICT.

Although there were decreases in ratings, there was not concern given the high initial ratings.





## Section 3. Increased Parent Engagement and System Capacity Building Through the North and South Omaha Learning Centers

### 3.3 INTENSIVE EARLY CHILDHOOD CLASSROOMS AT THE LEARNING COMMUNITY CENTER OF NORTH OMAHA

#### Progress Report (Spring 2018)

##### Community Achievement Goal:

##### 3.3 Intensive Early Childhood Classrooms at the Learning Center of North Omaha

The districts in the Learning Community of Douglas and Sarpy Counties will collaborate to identify effective strategies for intensive, high quality preschool experiences that measurably improve the educational outcomes for children from high poverty backgrounds.

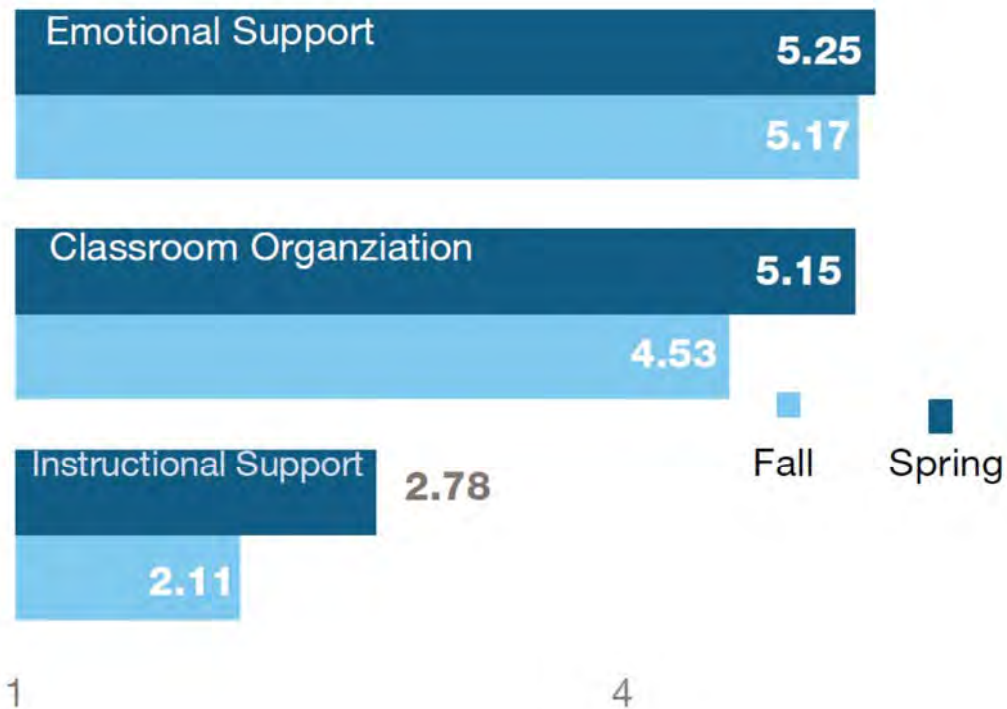
3.3.1 By 2020, Improve educational outcomes for children evidenced by effectively providing intensive early childhood classrooms as measured by the teachers' ability to provide emotional support, classroom organization and instructional support (as evidenced by meeting or exceeding national averages on the CLASS).

##### Description of Measurements:

Teacher CLASS scores.

## TEACHER STRENGTHS WERE IN EMOTIONAL SUPPORT AND CLASSROOM ORGANIZATION.

The largest gains were in Instructional Support and Classroom Organization.



Rationale for Changes:

CLASS was selected by the district as the measure of classroom quality. Scores will be reported in district aggregate for purposes of the CAP.

3.3.2 By 2020, children participating in the intensive early childhood classrooms will be above average in vocabulary (93% PPVT baseline) and show significant improvement toward school readiness concepts such as colors, letters, numbers/counting, sizes, comparisons and shapes (93 BRSA baseline).

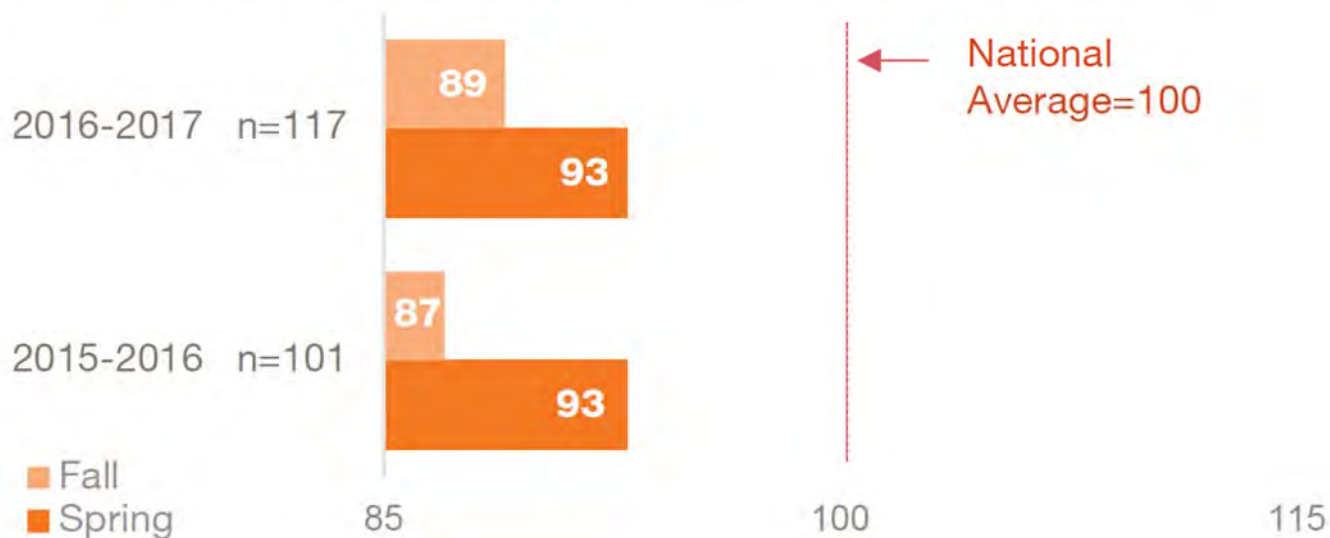
**Description of Measurements:**

Standard scores in Vocabulary (PPVT) and Readiness Concepts (Bracken School Readiness Assessment)

Fall-spring comparisons were made using a paired-samples t-test. The results found that students' scores improved significantly by spring ( $t=-6.076$ ,  $p<.001$ ,  $d=0.562$ ). These suggest substantial meaningful change.

EACH YEAR, STUDENTS' RECEPTIVE VOCABULARY SKILLS IMPROVED SIGNIFICANTLY.

Average scores approached the national average by spring.



BY SPRING, MORE CHILDREN HAD VOCBULARY SKILLS WITHIN THE AVERAGE RANGE OR ABOVE.

A third of the children scored at or above the national average.



## Section 3. Increased Parent Engagement and System Capacity Building Through the North and South Omaha Learning Centers

### 3.4 CHILDCARE DIRECTOR PROGRAM AT THE LEARNING COMMUNITY CENTER OF NORTH OMAHA

#### Progress Report (Spring 2018)

##### Community Achievement Goal:

##### 3.4 Childcare Director Program at the Learning Community Center of North Omaha

The districts in the Learning Community of Douglas and Sarpy Counties will collaborate to identify effective strategies for providing high quality training and coaching to childcare directors that measurably improve the educational outcomes for children from high poverty backgrounds.

3.4.1 By 2020, Improve educational outcomes for children evidenced by effectively providing high quality training and coaches to childcare directors as measured by the staffs' ability to provide an emotionally supportive and safe environment.

##### Description of Measurements:

CLASS & TPOT scores

The results of the CLASS observations found that classroom teachers' strengths were in the area of Emotional Support and Classroom Organization. These were in the moderate range of quality by spring. There was improvement across all areas of the CLASS.

## TEACHER STRENGTHS WERE IN EMOTIONAL SUPPORT AND CLASSROOM ORGANIZATION.

The largest gains were in Instructional Support and Classroom Organization.



Rationale for Change: Based on feedback from directors and coaches, the evaluation measure will change to the Teaching Pyramid Observation Tool (TPOT) for the 2017-18 year. The TPOT measures the social and emotional climate of a classroom, which was determined to be an essential building block before addressing components of the CLASS.

## Section 3. Increased Parent Engagement and System Capacity Building Through the North and South Omaha Learning Centers

### 3.5 FUTURE TEACHER TRAINING PROGRAM AT THE LEARNING COMMUNITY CENTER OF NORTH OMAHA

#### Progress Report (Spring 2018)

##### Community Achievement Goal

3.5 Future Teacher Training Program at the Learning Community Center of North Omaha

The districts in the Learning Community of Douglas and Sarpy Counties will collaborate to identify effective strategies for recruiting and preparing postsecondary students for careers in early childhood education, particularly in areas of high poverty.

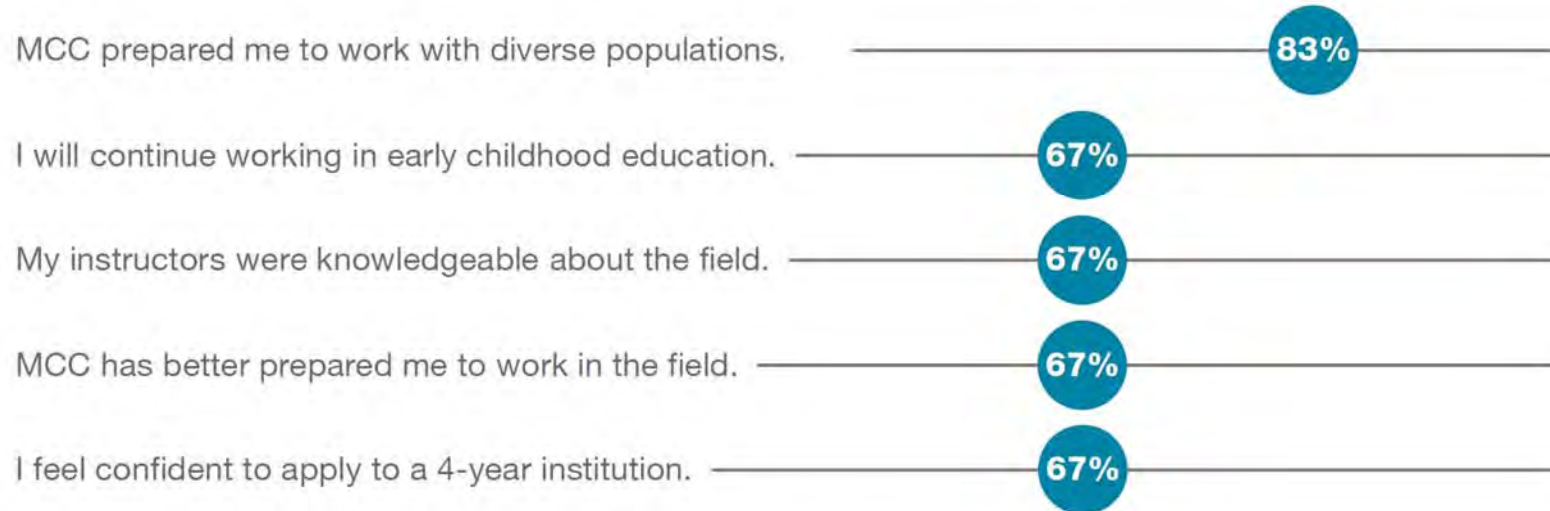
3.5.1 By 2020, improve educational outcomes for children evidenced by effectively providing high quality training to students studying early childhood. Future teachers participating in this program will graduate with high satisfaction and graduates will seek employment as paras or teachers with exceptional feedback from employers as evidenced by surveys and focus groups.

For more information about the program, please see the annual report: [www.learningcommunityds.org](http://www.learningcommunityds.org)

##### Description of Measurements:

Directors were asked to submit a video clip of one coaching session with their targeted teacher. Videos were viewed and scored using an adaptation of Getting Ready Strategies (University of Nebraska at Lincoln, Sheridan, et al., 2010). Videos were rated on a 5- point Likert scale from 1-Not at all to 5-Consistently demonstrated. This rating scale provided information on the content of the directors coaching strategies.

**MOST MCC GRADUATES POSITIVELY RATED THEIR EDUCATIONAL EXPERIENCES.**  
The majority plan to continue working in the field.



n=6

% of MCC graduates who agree with the statement



## **Introduction to MOEC and the Collective Impact Achievement Plan**

The MOEC Collective Impact Achievement Plan, as a fourth component of the Learning Community Achievement Plan is in early stages of implementation. Today MOEC consists of the eleven school districts of Douglas and Sarpy counties and their two Educational Service Units, the Council Bluffs Community Schools, and the University of Nebraska at Omaha, Metropolitan Community College (MCC), and Iowa Western Community College (IWCC).

The vision, goals, strategies and expectations of the MOEC Achievement Plan were identified over sixteen months during two school years, 2015-16 and 2016-17, utilizing the collective impact process, in which stakeholders are challenged to think outside their respective silos of influence and recognize the interaction and interdependency that exists between them and their shared concerns. During this process, the then existing members of MOEC (12 school districts, 2 ESU's, and the UNO College of Education) reached out to Metropolitan Community College, Iowa Western Community College, the Buffett Early Childhood Institute, Avenue Scholars, the Learning Community of Douglas and Sarpy Counties and Nebraska Accelerate to expand the conversations on local educational needs that directly impact students of poverty, limited English proficiency, and ethnic diversity. MCC and IWCC became official members of MOEC in December 2016 as the result of collaborative conversations and the collective desire to address achievement and equity issues for students served by MOEC.

The four goals that were established in the collective impact discussions remain as presented, with only a small alteration to Goal 1, which now states: "Students enter kindergarten ready for school and succeed in primary grade levels."

The 20 original metrics, which were designed to meet the strategic priorities, have been studied extensively throughout the 2017-18 school year, and have been revised to be measurable, meaningful, and manageable for the school districts. While a few metrics have not been finalized or operationalized, the current 30 metric statements provide an excellent basis for gathering baseline data and for measuring future efforts. The revised metrics are outlined in the report.

MOEC leaders directed attention to three goals during the first year of implementation: (1) revise and finalize metrics and begin to collect data for each; (2) begin collaborative work [high school to college] to improve student success in mathematics; (3) increase student completion of FAFSA (Free Application for Federal Student Aid) in each MOEC high school. The work over the past year has focused on those goals.

Collecting data sets that have not existed in the past has been a challenging task, but specific data has been collected related to three metrics:

3-1: Increase #/% of students completing and submitting FAFSA as tracked by NE Coordinating Commission on Postsecondary Education and by Iowa College Aid.

3-2: Increase #/% of students enrolled in postsecondary institutions in first year after high school as reported by National Student Clearinghouse.

2-9: Decrease # of unfilled teaching positions as measured by NE DOE Teacher Vacancy Survey Report.

By August, 2018 (fall of the next school year), MOEC hopes to have initial data points for most of the other refined metrics, although collection of data for Goal 1 will begin with students enrolled in kindergarten in Fall, 2018. The first attempt to gather these metric data points will involve practice and patience since much of the information has never been gathered together in such a collaborated fashion.

While MOEC schools and school leaders will collect data related to each of the metrics annually, it is not possible to have specific initiatives related to each area on an ongoing basis. MOEC leaders will continue to monitor success related to these current work goals (metrics, math, FAFSA), but they have directed attention to four areas for the 2018-19 school year:

- Define and begin work to collect information about and then increase **student internships and apprenticeships**. (Related to metrics 3-5 and 4-4)
- Focus on metrics related to potential involvement in the national Campaign for Third Grade Reading work: 3<sup>rd</sup> grade **literacy and school attendance**. (Related to metrics 2-1A and 2-6)
- Continue work to improve student success in **math**. (Related to metrics 2-1B, 2-1C, and 3-3)
- Study and possibly increase **dual enrollment** in MOEC districts. (Related to metrics 2-4 and 3-4)

## Section 4. Development of the Metropolitan Omaha Education Consortium (MOEC) Collective Impact (CI) Achievement Plan

### 4.1 Students Enter Kindergarten Ready for School and Succeed in Primary Grade Levels.

#### Progress Report (Spring 2018)

#### Community Achievement Goals:

Metropolitan Omaha Education Consortium (MOEC) Collective Impact Achievement Plan

#### Strategies

- 4.1 Students enter kindergarten ready for school and succeed in primary grade levels.  
By 2022, students, who enter kindergarten in the districts of the Learning Community of Douglas and Sarpy Counties, will be ready for school and the schools will be ready for kindergartners due to increased and improved early childhood experiences by increasing the number of 3 and 4 year olds enrolled in high quality preschools as compared with baseline data for the 2016-2017 school year.
- 4.1.1 By 2022, increase the number of children and families ages 0-3 participating in high quality birth-age-3 home visiting programs, in partnership with or sponsored by public schools compared with baseline data for the 2016-2017 school year. (#1.1 in MOEC plan)
- 4.1.2 By 2022, increase the number of 3 and 4-year-olds enrolled in high quality preschools compared with baseline data from the 2016-2017 school year. (#1.2 in MOEC plan)
- 4.1.3 By 2022, increase implement high quality student transitions to the number of intellectually rigorous and developmentally informed Kindergarten classrooms and primary grade classrooms compared with baseline data from the 2016-2017 school year. (#1.4 in MOEC plan for future implementation; measures not available at current time.)
- 4.1.4 By 2022, increase the number of Early Childhood Education teachers who demonstrate state-approved identified best-practice early learning professional competencies.  
(#1-5 in MOEC plan for future implementation; measures not available at current time.)

4.1.5 By 2022, increase the number and percentage of teachers in MOEC Pre K- Grade 3 classrooms with certification or endorsement in Early Childhood Education ~~with a postsecondary degree and concentration in early childhood education compared to baseline data for the 2016-2017 school year.~~  
(#1.3 in MOEC plan)

**Measurement Description:** MOEC is in-progress of setting benchmarks for each of the criteria. The benchmarks will be established by either a number or percentage (#/%).

Draft Metrics for MOEC Goal 1 (CAP Section 4.1): STUDENTS ENTER KINDERGARTEN READY FOR SCHOOL AND SUCCEED IN PRIMARY GRADE LEVELS and the Expectations for Student Learning Impact are purposely the same.

1. Increase # of children, ages 0-3, in high quality home visiting programs.
2. Increase #/% of 3 and 4-year-olds enrolled in high quality preschools.
3. Increase #/% of teachers in MOEC PreK-Grade 3 classrooms with certification or endorsement in Early Childhood Education.
4. Increase the number of intellectually rigorous and developmentally informed Kindergarten and primary grade classrooms.  
Note: This important metric is not measurable at the current time but will be explored.
5. Increase the number of Early Childhood Education teachers who demonstrate identified best-practice early learning competencies.  
Note: This important metric is not measurable at the current time but will be explored.
6. Increase the #/% of children who demonstrate expected criteria for what they know and can do when entering Kindergarten.  
Note: This important metric is not measurable at the current time but will be explored.

## Section 4. Development of the Metropolitan Omaha Education Consortium (MOEC) Collective Impact (CI) Achievement Plan.

4.2 Students graduate from high school prepared for post-secondary and career success

~~4.2 Students graduate from high school prepared (via K-12 continuum)  
for postsecondary and career success~~

### Progress Report (Spring 2018)

#### Community Achievement Goal:

Metropolitan Omaha Education Consortium (MOEC) Collective Impact Achievement Plan

#### Strategies

4.2 Students graduate from high school prepared for post-secondary and career success

Postsecondary

4.2.1 By 2022, ensure students receive quality instruction and programs in PK-12 resulting in postsecondary and career readiness

4.2.2 By 2022, align PK-16 curricula and assessments with established postsecondary and career readiness standards

4.2.3 By 2022, increase the number of highly qualified educational professionals with a focus on high need areas

~~4.2 Students graduate from high school prepared (via K-12 continuum) for postsecondary and career success.~~

~~By 2022, students, in the districts of the Learning Community of Douglas and Sarpy Counties, who graduate from high school will be prepared for postsecondary and career success, as measured by the increasing the number/percentage of students who meet college and career readiness benchmarks as measured by state assessments of academic proficiency in reading and math at grades 3, 8, and 11 compared to baseline results for the 2016-2017 school year. (Note: ACT data for all LC 11<sup>th</sup> graders will be available for the first time.)~~

- ~~4.2.1 By 2022, the number/percentage of Learning Community students in grades 3, 8, and 11 proficient in reading and mathematics will increase compared to baseline data for the 2016-2017 school year.~~
- ~~4.2.2 By 2022, the number/percentage of students enrolled in postsecondary developmental courses will decrease compared to 2016-2017 baseline data from the LC public postsecondary institutions (UNO & MCC).~~
- ~~4.2.3 By 2022, PK-16 curricula and assessments will be aligned with established postsecondary and career readiness standards so that the number of high school courses "officially judged" as meeting college standards and requirements increase yearly.~~
- ~~4.2.4 By 2022, ensure that students receive quality instruction and programs in PK-12 resulting in postsecondary and career readiness with corresponding assessments (ACT, SAT, Success Navigator, ASSET, Accuplacer) by increasing the number of highly qualified educational professionals having certification and degrees in high needs areas as compared to baseline data from 2016-2017.~~

**Measurement Description:** MOEC is in-progress of setting benchmarks for each of the criteria. The benchmarks will be established by either a number or percentage (#/%).

Draft Metrics for MOEC Goal 2(CAP Section 4.2): STUDENTS GRADUATE FROM HIGH SCHOOL PREPARED FOR POST- SECONDARY AND CAREER SUCCESS and the Expectations for Student Learning Impact are purposely the same.

1. Increase #/% of students who are meeting expectations for proficiency in literacy by the end of 3rd grade.
2. Increase #/% of students who are meeting expectations for proficiency in math by the end of 8th grade.
3. Increase #/& of students who demonstrate proficiency in literacy and mathematics by the end of 11th grade.
4. Increase #/% of students who graduate from high school having successfully completed four years of math.
5. Increase #/% of high school freshmen who are on track to graduate by the end of 9th grade.
6. Increase #/% of students who complete at least one dual enrollment, AP, IB or college level course prior to high school graduation.
7. Increase #/% of students who meet college and career readiness standards by end of 12th grade, as measured by the ACT graduate report.
8. Decrease #/% of students who miss 10% or more days of school per year.
9. Increase #/% of students who participate in at least one school activity in high school.
10. Increase #/% of graduates who complete a 2-year or 4-year postsecondary degree within 150% of expected time.
11. Decrease # of unfilled teaching positions as measured by NE DOE Teacher Vacancy Survey Report and CBCSD data.
12. Increase the average percentage of first and third year UNO teacher graduates (and principals of teacher graduates) who indicate that the teachers consistently demonstrate core teacher standards.

## Section 4. Development of the Metropolitan Omaha Education Consortium (MOEC) Collective Impact (CI) Achievement Plan.

### 4.3 Students Successfully Transition to Postsecondary Education

#### Progress Report (Spring 2018)

##### Community Achievement Goal:

Metropolitan Omaha Education Consortium (MOEC) Collective Impact Achievement Plan

##### Strategies

4.3 Students successfully transition to postsecondary education.

By 2022, students, in the districts of the Learning Community of Douglas and Sarpy Counties, will successfully transition to postsecondary education as measured by comparing baseline data for the class of 2017 with subsequent years by increasing the numbers/percentages of students who enroll in postsecondary experiences ~~within six months of graduation~~, using data provided by the National Clearinghouse and [Nebraska's Coordinating Commission for Postsecondary Education](#) and other appropriate sources.

4.3.1 Increase access to high quality college and career counseling regarding affordability, application process, and transitioning

4.3.2 Expand early career exploration and early credit options

4.3.3 Support students through transition to college and career programs

~~4.3.1 By 2022, increase the number/percentage of students of poverty and students of limited English proficiency completing and submitting the FAFSA compared with previous year's data.~~

~~4.3.2 By 2022, increase the number/percentage of students of poverty and students of limited English proficiency completing and submitting the (universal) college application compared with previous year's data.~~

- ~~4.3.3 By 2022, increase the number/percentage of students participating in and the number/percentage of credits earned in any kind of early credit program (dual enrollment, AP, etc.).~~
- ~~4.3.4 By 2022, improve support for students transitioning to college and career programs by increasing the number/percentage of students participating in high school pre-apprenticeship /internship experiences compared to the previous year.~~

**Measurement Description:** MOEC is in-progress of setting benchmarks for each of the criteria. The benchmarks will be established by either a number or percentage (#/%).

Draft Metrics for MOEC Goal 3(CAP Section 4.3): Students successfully transition to postsecondary education and the Expectations for Student Learning Impact are purposely the same.

1. Increase #/% of students completing and submitting FAFSA as tracked by NE Coordinating Commission on Postsecondary Education and by Iowa College Aid.
2. Increase #/% of students enrolled in postsecondary institutions in first year after high school as reported by National Student Clearinghouse data.
3. Increase #/% of students enrolling in postsecondary education within a year of high school graduation who are academically prepared to be successful according to the postsecondary institutions' established standards.
4. Increase #/% of students enrolling in postsecondary education in fall term after high school who enter with college credits.
5. Increase #/% of students participating in high school pre- apprenticeship / internship experiences.  
Note: This important metric is not measurable at the current time, but will be explored.



## Progress Report (Spring 2018)

2018-2019 MOEC Districts FAFSA Data								
Cohort: 2018 Graduating Class								
Nebraska & Iowa Data as of 4/19/18								

School	Cohort	# Submitted	% Submitted	# Completed	4/19/18 % Completed	Current % Completed	17-18 % Completed (11.1.17)	17-18 % Completed (Current)
1	XXX	XXX	NA	XXX	45.0	47.0	46.9	48.0
2	XXX	XXX	44.2	XXX	41.5	42.6	61.4	64.4
3	XXX	XXX	62.6	XXX	59.3	61.8	68.5	69.4
4	XXX	XXX	48.6	XXX	42.7	45.2	42.9	45.1
5	XXX	XXX	NA	XXX	34.0	35.0	38.0	40.0
6	XXX	XXX	39.5	XXX	35.5	39.5	52.5	52.5
7	XXX	XXX	61.9	XXX	58.7	60.7	65.2	67.6
8	XXX	XXX	53.6	XXX	49.0	52.6	64.9	65.7
9	XXX	XXX	64.2	XXX	61.0	62.4	61.4	62.7
10	XXX	XXX	55.3	XXX	52.0	53.2	63.2	65.2
11	XXX	XXX	49.7	XXX	45.8	47.5	58.0	61.4
12	XXX	XXX	60.9	XXX	56.4	58.8	60.6	62.8
13	XXX	XXX	40.1	XXX	36.7	37.9	44.7	45.7
14	XXX	XXX	43.1	XXX	39.1	40.7	43.4	44.5
15	XXX	XXX	55.2	XXX	52.3	53.9	60.5	62.5
16	XXX	XXX	60.4	XXX	57.6	59.5	62.5	63.6
17	XXX	XXX	55.1	XXX	51.0	52.3	62.6	63.2
18	XXX	XXX	38.0	XXX	33.7	36	51.3	54.4
19	XXX	XXX	40.8	XXX	37.0	39.7	45.2	46.3
20	XXX	XXX	64.0	XXX	59.5	63.4	69.4	71.3
21	XXX	XXX	50.1	XXX	46.8	48.4	61.3	63.0
22	XXX	XXX	48.9	XXX	45.8	46.5	52.9	54.8
23	XXX	XXX	50.5	XXX	45.6	46.6	58.3	59.4
24	XXX	XXX	53.6	XXX	50.1	51.7	56.2	57.4

XXX = Purposely masked data  
Schools are randomly listed

**Percentage of MOEC School's On-Time High School Graduates Who Continue on to College by April of the Following Year**

NE data gathered from NE Coordinating Commission for Postsecondary Education based on information from National Student Clearinghouse IA data gathered from IA Department of Education website [www.educateiowa.gov](http://www.educateiowa.gov)

School	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
1	65%	67%	61%	68%	66%
2	52%	56%	60%	58%	61%
3	57%	62%	58%	57%	56%
4	73%	72%	73%	76%	73%
5	78%	76%	76%	78%	74%
6	64%	69%	72%	70%	62%
7	68%	77%	79%	76%	70%
8	85%	77%	79%	78%	80%
9	83%	82%	88%	84%	85%
10	82%	84%	80%	84%	80%
11	70%	70%	75%	72%	72%
12	87%	85%	85%	87%	85%
13	57%	58%	60%	57%	49%
14	52%	55%	60%	63%	52%
15	68%	71%	72%	70%	69%
16	64%	67%	70%	69%	70%
17	65%	65%	67%	62%	62%
18	75%	71%	72%	72%	73%
19	77%	80%	86%	85%	77%
20	58%	58%	62%	61%	na
21	48%	48%	57%	58%	na
22	60%	65%	68%	62%	66%
23	80%	79%	86%	80%	83%
24	87%	89%	91%	89%	90%

Schools are randomly listed

## Section 4. Development of the Metropolitan Omaha Education Consortium (MOEC) Collective Impact (CI) Achievement Plan

### 4.4 Students Complete Postsecondary Experiences Prepared for Career Success

#### **Community Achievement Goal:**

Metropolitan Omaha Education Consortium (MOEC) Collective Impact Achievement Plan

4.4 Students complete postsecondary experiences prepared for career success.

~~By 2022, students will complete postsecondary experiences prepared for career success, increasing the number & percentage completing degree or certificate/credential and employed within six months of program completion, as measured by comparing baseline data (2017) with subsequent year's data as compiled by postsecondary institutions.~~

4.4.1 Increase access to quality counseling for student support and retention programs

4.4.2 Collaborate with the business community to support career and workforce readiness and monitor results

4.4.3 Increase quality counseling related to career connections

4.4.4 Expand internship, apprenticeships, and other early work experiences

~~4.4.1 By 2022, increase the number/percentage of student retention to the second year and beyond compared to the previous year by providing access to quality counseling for all students but especially for students of poverty, limited English proficiency, and ethnic diversity.~~

~~4.4.2 By 2022, increase the number of credits earned per term with the goal of the program to be completion within 150% of time as compared to baseline data from the previous year.~~

~~4.4.3 By 2022, collaborate with the business community to support career and workforce readiness and monitor results by increasing number/percentages of those employed in their preferred field~~

**Measurement Description:** MOEC is in-progress of setting benchmarks for each of the criteria. The benchmarks will be established by either a number or percentage (#/%).

Draft Metrics for MOEC Goal 2(CAP Section 4.4): Students complete postsecondary experiences prepared for career success and the Expectations for Student Learning Impact are purposely the same.

1. Increase #/% of students who successfully complete math and English program/degree requirements by the end of the first year of postsecondary education.
2. Increase #/% of recent high school graduates who persist from first term to second term in post-secondary education based on National Student Clearinghouse data.
3. Increase #/% of recent high school graduates who have declared a major within 25% of postsecondary education program completion. (IWCC requires declaration of major upon entrance.)
4. Increase #/% of students participating in internships, apprenticeships, clinical practices, etc., that lead to employment.  
Note: This important metric is not measurable at the current time, but will be explored.
5. Increase #/% of degree-seeking students who are on pace to graduate within 150% of expected time for selected program.
6. Increase #/% of degree / certificate -seeking students who graduate within 150% of expected time for selected program.
7. Increase #/% of graduates whose earnings match their level of educational attainment based on workforce data.

## MEMORANDUM

**To:** Members of the Learning Community Coordinating Council  
**From:** Renee Franklin, Executive Director—Elementary Learning Centers  
**Date:** April 2018  
**RE:** UNMC/MMI Program Evaluation

Requested Action: Renew Existing Contract  
Type of Contract: Fixed Cost  
Existing Terms: September 2017-August 2018; 384,921  
Proposed Terms: September 2018-August 2019; 409,006  
Partner: UNMC/Munroe Meyer Institute

### Overview

The UNMC/MMI Evaluation scope of work covers the evaluation of programs funded through the Elementary Learning Center funding stream including all programming at both of the Learning Community Centers as well as pilot programming across multiple districts (Kindergarten Jumpstart, Extended Learning Programs and Instructional Coaching). Having an independent, third-party evaluator document the sustained success of programming is essential to the Learning Community's mission of demonstrating improved practice to measurably improve student learning.

### Supporting Detail

Our partnership with the UNMC/MMI as our third party evaluator continues to be successful. As most will recall, the legislature not only asked us to provide independent evaluation for our programming and this contract has delivered well in meeting that need to provide summary data appropriate for policy makers. The principal investigator of the evaluation, Dr. Barbara Jackson, will provide support to the Council members and Learning Community staff.

### Current Results

We are very fortunate that MMI shares with the Learning Community the value of utilizing the Continuous Improvement Model which is provided by MMI staff. Through this model, MMI staff provide real time evaluation feedback to providers which are then incorporated into the existing program for improvement. Feedback from both school districts and community agencies has been extremely positive.

### Budget & Recommendation

The amended contract is recommended for one year for \$409,006 which represents a 6.25% increase over the previous year. The increase includes a small increase for staff, evaluation of the expansion to Franklin, Lothrop, Skinner and Minne Lusa (additional CLASS and PPVT assessments) to inform programming and support continuous improvement and expansion of family assessment at the LCCSO by providing Best Plus assessments which will be more reliable if not provided by LCCSO staff. UNMC/MMI will also provide support to gathering family input to accommodate potential growth at both Centers in North and South Omaha.

## **SIXTH AMENDMENT TO PROGRAM EVALUATION AGREEMENT**

THIS SIXTH AMENDMENT TO PROGRAM EVALUATION AGREEMENT (this "Sixth Amendment") is made and entered into effective September 1, 2018 (the "Effective Date") by and between the Learning Community of Douglas and Sarpy Counties, a Nebraska political subdivision (the "Learning Community"), and University of Nebraska Medical Center, a Nebraska political subdivision ("UNMC").

### **WITNESSETH:**

WHEREAS, the Learning Community and UNMC are parties to that certain Program Evaluation Agreement entered into by and between the parties and effective as of September 1, 2012, and amended as of August 31, 2013, August 21, 2014, September 1, 2015, September 1, 2016, and September 1, 2017 (the "Agreement");

WHEREAS, pursuant to the Agreement, UNMC agreed to provide certain elementary learning center evaluation services to Learning Community;

WHEREAS, pursuant to Section 3 of the Agreement, the parties desire to work cooperatively on a new Project and to set forth a new Plan and Project Fee for the period of September 1, 2018 through August 31, 2019; and

WHEREAS, pursuant to Section 21 of the Agreement, the parties hereby amend the Agreement to incorporate the new Plan and Project Fee in accordance with the terms and conditions set forth in this Sixth Amendment.

NOW, THEREFORE, in consideration of the mutual promises contained herein and other good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, the parties agree as follows:

1. Defined Terms. All capitalized terms contained in this Sixth Amendment that are not otherwise defined herein shall have the meanings ascribed to them in the Agreement.

2. New Plan and Project Fee. The parties agree to the new Project and new Plan, with a Project Fee for the scope of services related to the same not to exceed \$409,006 as detailed on the sequentially numbered Exhibit "7" attached hereto ("Exhibit 7").

3. Conflict of Terms. In the event of a conflict between the terms and conditions of the Agreement and this Sixth Amendment, the terms and conditions of this Sixth Amendment shall apply.

4. Ratification and Reaffirmation. The parties do hereby ratify, reaffirm, adopt, contract for, and agree to be or continue to be, as the case may be, bound by all of the terms and conditions of the Agreement. Except as modified herein, all of the terms and conditions of the Agreement are incorporated by reference herein as if set forth at length. It is acknowledged and agreed that the execution of this Sixth Amendment by the parties is not intended to and shall not constitute a release of the parties from any and all obligations or liabilities which they have to each other under and pursuant to the terms of the Agreement, and the parties are not released from any such liabilities or obligations.

5. Integration. The Agreement together with this Sixth Amendment, including the recitals to this Sixth Amendment and Exhibit 7 attached hereto, each of which are incorporated herein by this reference, constitutes the entire agreement of the parties relating to the subject matter hereof, and supersedes any prior agreements or understandings, written or oral, between the parties with respect to the subject matter hereof.

6. Counterparts. This Sixth Amendment may be executed in any number of counterparts and by the different parties hereto on separate counterparts, each of which, once executed, shall be deemed an original, but all counterparts shall constitute one and the same instrument.

IN WITNESS WHEREOF, the Parties have executed and entered into this Sixth Amendment to Program Evaluation Agreement as of the date first set forth above.

LEARNING COMMUNITY OF DOUGLAS  
AND SARPY COUNTIES, a Nebraska  
political subdivision

BOARD OF REGENTS OF THE UNIVERSITY  
OF NEBRASKA by and on behalf of the  
UNIVERSITY OF NEBRASKA MEDICAL  
CENTER

By: \_\_\_\_\_  
David J. Patton, Chief Executive Officer

By: \_\_\_\_\_  
[REDACTED], Director, Business &  
Finance

Date: \_\_\_\_\_

Date: \_\_\_\_\_

MUNROE-MEYER INSTITUTE FOR GENETICS  
AND REHABILITATION

By: \_\_\_\_\_  
Karoly Mirnics, Director

Date: \_\_\_\_\_

**EXHIBIT “7”**

LEARNING COMMUNITY OF DOUGLAS AND SARPY COUNTIES

UNIVERSITY OF NEBRASKA MEDICAL CENTER

PROGRAM EVALUATION AGREEMENT

Exhibit “7”

2018-2019 Evaluation Proposal  
(including Budget)

*[see attached]*



**Elementary Learning Centers Evaluation  
Learning Communities of Douglas & Sarpy Counties  
Program Evaluation Budget Justification  
9/1/2018-8/31/2019**

Scope of Work:

- The scope of work covers the evaluation of programs funded through the ELC funding stream, including school and family support initiatives and projects. MMI staff will work individually with funded sites to develop an appropriate implementation of the overall Learning Community evaluation plan.
- The MMI Principal Investigators will work with the Learning Community to implement the work scope as outlined in the logic model.
- All results will be synthesized and reported for Learning Community Leadership Staff and sub-council members. Schools will also provide administrative data for use in the evaluation.

External evaluation:

- *Jump Start to Kindergarten.* MMI staff will utilize the Bracken School Readiness Assessment pre and post with all students to measure the impact of programming on students preparing to enter kindergarten. Results will be synthesized and reported for Learning Community Leadership Staff and sub-council members. Parent surveys will also be collected, analyzed, and reported. A kindergarten teacher survey will be administered in the fall to determine the extent the Jump Start Program supported the students' readiness to entering kindergarten.
- *Extended Learning.* Parent surveys will be collected, analyzed and reported. Student level achievement data will be requested from districts and then analyzed.
- *Learning Community Center of South Omaha.* MMI staff will work closely with LCCSO to collect adult and child participant data (focus groups with parents, parent surveys, administrative data, adult (e.g., BEST Plus), parent child assessments (e.g. KIPS) and student assessments (MEFS). Data will be collected from participants at both the LCCSO site and Gateway Elementary.
- *Learning Community Center of North Omaha:*
  - *Kellom & Conestoga Early Childhood Partnership Program:* CLASS observations will be gathered to report on the progress of classroom quality (preK – 2nd grade) and student measures will include PPVT (vocabulary), MEFS (executive functioning), DECA (social emotional) and Bracken (academic school readiness) data will be collected for students. Family measures may include focus group, surveys, and others as identified in collaboration with OPS leadership and LC leadership.
  - *Lothrop, and Franklin:* CLASS observations will be gathered to report on the progress of classroom quality (preK – 1st grade) and student measures will include PPVT (vocabulary). Focus groups will occur with coaches and teaching staff.
  - *Minne Lusa and Skinner:* CLASS observations will be gathered to report on the progress of classroom quality (preK) and student measures will include PPVT (vocabulary). Focus groups will occur with coaches and teaching staff.
  - *Family Navigators and Lutheran Family Services:* Review of service plans by UNMC LCSW to examine quality, goals and progress of families. Feedback is provided twice per year to the service providers and supervisor(s).
  - *Parent University:* analyses of family data and focus groups.
  - *Partnership with higher education:* Reporting on graduate survey data and focus group data.
  - *Child Care project.* Completion of TPOT observations of classrooms, coding of director coaching videotapes, analyses of survey data and focus groups.
- *Literacy and/or Instructional Coaching.* MMI staff will collaborate with area schools implementing an Instructional Coaching Model (Bellevue, Omaha, Ralston and Westside).

Locally collected administrative data will be used to measure student progress (e.g., AimsWeb, MAP, Accuity, and NeSA). Focus groups and/or survey data will be conducted with staff in the spring to evaluate the implementation of literacy coaching (coaches, teachers). CLASS videos will be collected from a sampling of teachers participating in Literacy Coaching.

#### Administrative Activities:

- The MMI Principal Investigators will participate in the Learning Community Evaluation Management Team meetings (approximately monthly).
- The MMI Principal Investigators will work with the Nebraska Department of Education and districts as applicable to collect student demographics and assessment data including NWEA-MAP and the statewide assessment scores.
- The MMI Principal Investigator and her team will also serve in a planning role with regard to developing birth to five programs across the LC.
- MMI staff will collaborate with members of individual districts to obtain approvals including parent consents for research from their own respective districts, where applicable.
- MMI staff will analyze all observation, participation, demographic, and survey data and prepare an Annual Evaluation Report to be submitted to the Executive Director November of each year.
- PIs will co-present at national and local conferences as requested.

#### Personnel:

B. Jackson., Principal Investigator/ Evaluation Director (.10 FTE) and J. Johnson (.15 FTE) will be responsible for developing, overseeing, and implementing the evaluation plan for all programs funded by the Learning Community of Douglas and Sarpy Counties' Elementary Learning Centers funding stream. They will supervise the evaluation staff in data collection and debriefing activities. They will also be responsible for overseeing data collection, data analysis, dissemination of formative and summative findings, participation with the Evaluation Collaborative member group, and completion of identified reports.

C. Gibilisco, K. Price, and TBA, Assistant Project Director (1.15) will assist in the evaluation of the project, data collection, and will be responsible for coordinating a component of the evaluation project.

A. Siebler, R. Skoglund, K. Tourek, K. Miller, S. Baird, A. Mills, J. Harmon, J. Rodriguez, C. Villanueva, N. Buchholz, C. Schmit, Y. Estrada, and B. Zessin, (2.85 FTE) will assist in evaluation of the project including conducting focus groups, collecting child and family data, and completion of classroom observations.

S. Fitch, Data Entry (0.15)—will be responsible for data entry.

A. Smith, M.A., Database Manager (0.10)—will be responsible for the design and implementation of the LC database. She will work under the supervision of the Evaluation Director.

M. Young, (.25 FTE) will be responsible for day-to-day administrative tasks.

Fringe Benefits: University benefits include contributions to health insurance, life insurance, retirement, and social security.

Travel: This will include local travel to assist in site visits and to attend meetings as identified and travel for presentations.

Contractors for CLASS: This will include training costs for contractors to assist in completing CLASS.

Incentives. Will be gift cards to pay teachers to complete surveys.

Training Expenses. Will include payments for staff members to obtain and maintain reliability on the Pre-K, K-3, and possibly the upper elementary CLASS and debriefing and KIPS certification. May also include training on the newest version

Supplies/Equipment: Supplies will include general office supplies and assessment materials (Bracken SRA kits, assessment protocols, CLASS protocols, BEST and online reliability processes). Equipment will include video recording cameras, computers, and office furniture as needed.

Operating:

Telephone and Survey Qualtrics: Will be used to support costs of webinar, conferencing, surveying and telephone support for ongoing coordination with local sites and the Learning Community.

Copy and Print: Will be used to make copies of materials for site reviews and meetings and funds to support the printing of reports.

Postage: Will be used to mailing of materials as needed.

Administrative Costs: This will include support for ongoing administrative support, computer maintenance, information technology, and accounting support for business and other administrative activities related to the contract.

Elementary Learning Center Evaluation 9/1/18- 8/31/19		
Personnel:	FTE	Budget
B. Jackson - Principal Investigator	0.10	15,515
J. Johnson - Project Director	0.15	11,069
C. Gibilisco - Program lead	0.25	13,576
TBA - APD	0.40	25,308
A. Siebler - Program Evaluator	0.10	6,365
R. Skoglund - Program Evaluator	0.15	7,534
K. Tourek - Program Evaluator	0.25	12,458
K. Miller - Program Evaluator	0.15	9,056
K. Price - Assistant Director	0.50	28,583
S. Baird - Program Evaluator	0.25	12,977
A. Mills - Program Evaluator	0.20	9,987
J. Harmon - Program Evaluator	0.30	16,670
J. Rodriquez - Bilingual Evaluator	0.50	21,448
C. Villanueva - Bilingual Evaluator	0.25	13,851
N. Buchholz - Bilingual Evaluator	0.20	11,255
C. Schmit - Bilingual Evaluator	0.10	5,708
Y. Estrada - Bilingual Evaluator	0.30	12,781
B. Zessin-Program Evaluator	0.20	10,940
S. Fitch - Data Coordinator/Entry	0.15	5,064
A. Smith - Database Mgr	0.10	5,253
M. Young-Administrative support staff	0.25	11,379
Sub-total	4.85	266,776
Fringe Benefits		83,347
Contractors for CLASS		4,000
Travel/local&natl		6,000
Supplies		2,500
Operating:		
Qualtrics		500
Training Expenses ( CLASS/BEST Plus)		4,000
Incentives		3,000
Print		1,500
Postage		200
Administrative Service Fee (10%)		37,182
		-----
Total		409,006



## LEARNING COMMUNITY OF DOUGLAS AND SARPY COUNTIES

## 2018-2019/20 PILOT PROGRAMS SUMMARY SHEET

SUBCOUNCIL 1				
District / Organization Name	Participating Schools	Type of Program	Program Year	Contract Amount for 2018-20
Omaha Public Schools	Boyd, Masters, Sunny Slope	Instructional Coaching	2018 - 2020	\$181,422.86
Total Cost:				\$181,422.86
SUBCOUNCIL 3				
District / Organization Name	Participating Schools	Type of Program	Program Year	Contract Amount for 2018-19/20
Completely KIDS	Field Club	Extended Learning / School Year	2018-19	\$40,800.00
Omaha Public Schools	Beals, Western Hills Magnet	Instructional Coaching	2018-20	\$155,123.57
Ralston Public Schools	Blumfield, Karen Western, Meadows, Mockingbird, Seymour, Wildewood	Instructional Coaching	2018-20	\$58,273.18
Westside Community Schools	Hillside, Westgate	Instructional Coaching	2018-20	\$66,572.52
Total Cost:				\$320,769.27
SUBCOUNCIL 4				
District / Organization Name	Participating Schools	Type of Program	Program Year	Contract Amount for 2018-19
Millard Public Schools	Bryan, Cody, Disney, Holling Heights, Montclair, Neihardt, Norris, Rockwell, Sandoz, Willowdale	Extended Learning / Summer and Jumpstart to Kindergarten	2018-19	\$152,310.34
Total Cost:				\$152,310.34

SUBCOUNCIL 5				
District / Organization Name	Participating Schools	Type of Program	Program Year	Contract Amount for 2018-20
Bellevue Public Schools	Avery, Belleaire, Bertha Barber, Betz, Birchcrest, Central, Twin Ridge	Instructional Coaching	2018-20	\$300,000.00
Total Cost:				\$300,000.00
SUBCOUNCIL 6				
District / Organization Name	Participating Schools	Type of Program	Program Year	Contract Amount for 2018-19
DC West Community Schools	DC West	Extended Learning / Summer	2018-19	\$7,052.43
Elkhorn Public Schools	Arbor View, Blue Sage, Fire Ridge, Hillrise, Manchester, Sagewood, Skyline, Spring Ridge, West Bay, West Dodge Station, Westridge	Extended Learning / Summer	2018-19	\$10,989.16
Elkhorn Public Schools		Jumpstart to Kindergarten	2018-19	\$10,989.16
Papillion-La Vista School District	Carriage Hill, G. Stanley Hall, Golden Hills, La Vista West, Parkview Heights	Jumpstart to Kindergarten	2018-19	\$79,758.60
Springfield Platteview Community Schools	Springfield, Westmont	Extended Learning / School Year	2018-19	\$4,950.00
Total Cost:				\$113,739.35
TOTAL COST OF ALL PROGRAMS:				\$1,068,239.82

### SUMMARY OF TERMS

This document provides a summary of the terms of the proposed **SERVICE PROVIDER AGREEMENT** (the “Agreement”) by and between the **LEARNING COMMUNITY OF DOUGLAS AND SARPY COUNTIES** (the “Learning Community”) and **COMPLETELY KIDS** (“Provider”).

This document is not a binding agreement and is intended to provide only a summary of the proposed terms of the Agreement. Any inconsistency between this Term Sheet and the Agreement shall be resolved pursuant to the Agreement.

<b>Parties:</b>	The Learning Community of Douglas and Sarpy Counties Completely KIDS
<b>Performance Period:</b>	August 15, 2018 – May 24, 2019 (the “Program Term”)
<b>Program Type:</b>	Extended Learning / School Year: Out-of-School Time Programming at Field Club Elementary (the “Program”) will provide out-of-school programming at Field Club Elementary for 150 students in Kindergarten through 5 <sup>th</sup> grade in a structured, literacy-focused before school program.
<b>Reporting:</b>	<p>Within 30 days of termination of Program or expiration of Program Term:</p> <ul style="list-style-type: none"> <li>- Provider shall provide report to Munroe-Meyer Institute which includes (1) the school building attended during the immediately prior school year, grade, ethnicity, gender and English language learner status of each Program participant during the Program Term; and (2) that data specified in the Program.</li> <li>- Provider shall submit a written final report to Learning Community that includes Program activities, goals of the Program and accounting of expenditures from Learning Community funds.</li> </ul> <p>The Learning Community may request written interim reports that provide a description of Program objectives and accomplishments, a certification of compliance of the terms and conditions of the Agreement, and accounting of all expenditures from Learning Community funds.</p>
<b>Obligations of Provider:</b>	<ul style="list-style-type: none"> <li>- Provider shall provide the Learning Community a letter of support or a copy of a contract with any third party if the Program included the use of facilities, staff, programs or resources of any third party.</li> <li>- A designated representative of the Learning Community shall be permitted to conduct pre-arranged site visit(s).</li> <li>- Funds provided by the Learning Community shall be accounted</li> </ul>

	<p>for separately in the financial books and records of Provider. Provider shall keep all financial records related to program for 4 years following year program term ends. Provider shall make these records available for review and audit by the Learning Community.</p> <ul style="list-style-type: none"> <li>- The Learning Community and Provider shall each allow the other to review and approve the text of any publicity or external communication concerning the Program.</li> <li>- If requested by the Learning Community, Provider shall provide pertinent information relating to the results, findings or methods developed during the Program.</li> <li>- Provider shall provide a non-exclusive, irrevocable and royalty-free license regarding any works created or used during the course of the Program.</li> <li>- Provider shall maintain all required governmental and professional licenses and credentials in conjunction with the Program.</li> <li>- Provider represents and warrants that all employees and officers working with the Program have undergone exhaustive background checks.</li> <li>- On an annual basis, and whenever amended, Provider shall provide the Learning Community a copy of policies and procedures directed at the prevention of unrestricted access by individuals not directly involved with the Program.</li> <li>- Provider shall provide written notice to Learning Community within five (5) days of significant changes or events that could impact the Program.</li> </ul>
<b>Early Termination:</b>	<p>Either party may terminate the Agreement upon sixty (60) days notice to the other party. If one party is in violation or breach of the Agreement and is not cured within thirty (30) days after receipt of written notice, then termination shall be effective upon written notice of termination to the other party in violation or breach.</p>



## SUMMARY OF TERMS

This document provides a summary of the terms of the proposed **ELEMENTARY LEARNING CENTER PROGRAMMING AGREEMENT** (the “Agreement”) by and between the **LEARNING COMMUNITY OF DOUGLAS AND SARPY COUNTIES** (the “Learning Community”) and **DOUGLAS COUNTY SCHOOL DISTRICT NO. 17, aka, THE MILLARD PUBLIC SCHOOL DISTRICT** (“District”).

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<b>Parties:</b>	The Learning Community of Douglas and Sarpy Counties Douglas County School District No. 17, aka, the Millard Public School District
<b>Performance Period:</b>	July 8, 2019 – July 26, 2019 (the “Program Term”)
<b>Program Type:</b>	Extended Learning / Summer and Jumpstart to Kindergarten: Elementary Learning Center Summer Program (the “Program”) will provide instructional work for up to 270 students who will be entering Kindergarten through 3rd grade and will qualify for Free or Reduced Price lunch and/or have academic deficiencies in reading, writing, and math.
<b>Reporting:</b>	<ul style="list-style-type: none"><li>- Within 60 days of termination of Program or expiration of Program Term, District shall provide report to Munroe-Meyer Institute which includes (1) data specified in the Proposal; and (2) data mutually agreed upon by District, Learning Community and Munroe-Meyer Institute.</li><li>- Within 60 days Program completion, District shall submit a written final report to Learning Community that includes Program activities and accomplishments and accounting of expenditures from Learning Community funds.</li></ul>
<b>Obligations of District:</b>	<ul style="list-style-type: none"><li>- District is responsible for administering the Program according to the Proposal submitted, maintaining documentation of all actions and expenditures, and, prior to commencement of Program, submitting an executed Statement of Assurances.</li><li>- A designated representative of the Learning Community shall be permitted to conduct pre-arranged site visit(s).</li><li>- Funds provided by the Learning Community shall be accounted for separately in the financial books and records of District. District shall make these records available for review and audit by the Learning Community.</li><li>- District shall assure that all employees have the required state and professional licenses and credentials in conjunction with the</li></ul>

	<p>Program and that all contracted service providers have a license to operate in Nebraska.</p> <ul style="list-style-type: none"> <li>- For all individuals involved with the Program, District shall conduct a criminal background check, a national sex offender registry check and a Nebraska Sex Offender Registry check.</li> <li>- District shall, and assure that all contracted service providers, maintain Commercial General Liability insurance, Sexual Abuse &amp; Molestation coverage, Professional or Educator's Legal Liability insurance, Automobile Liability insurance, Workers' Compensation and Umbrella/Excess Liability insurance and shall provide evidence of such coverage.</li> <li>- District acknowledges that Learning Community may include information regarding the Program in any external communications.</li> </ul>
<b>Early Termination:</b>	<p>Either party may terminate the Agreement upon sixty (60) days notice to the other party. If District is in breach of the Agreement, Learning Community may immediately terminate the Agreement.</p>

## SUMMARY OF TERMS

This document provides a summary of the terms of the proposed ELEMENTARY LEARNING CENTER PROGRAMMING AGREEMENT (the “Agreement”) by and between the LEARNING COMMUNITY OF DOUGLAS AND SARPY COUNTIES (the “Learning Community”) and, separately, each of the districts listed below (“District”).

This document is not a binding agreement and is intended to provide only a summary of the proposed terms of the Agreement. Any inconsistency between this Term Sheet and the Agreement shall be resolved pursuant to the Agreement.

<b>Parties:</b>	<p>The Learning Community of Douglas and Sarpy Counties</p> <ul style="list-style-type: none"><li>- Douglas County School District 001, aka, Omaha Public Schools</li><li>- Ralston Public Schools</li><li>- School District No. 1 of Sarpy County, aka Bellevue Public Schools</li><li>- School District No. 66 of Douglas County, aka Westside Community Schools</li></ul>
<b>Performance Period:</b>	<ul style="list-style-type: none"><li>- <u>Initial Term</u>: Programs vary between the dates of August 2018 through August 2019.</li><li>- <u>Extended Term</u>: Automatic extension for additional 1-year term absent either party providing notification of intent not to renew 30 days prior to expiration of Initial Term.</li></ul>
<b>Program Type:</b>	<p>Instructional Coaching: Programs to provide instructional coaching to current principals and teachers to further professional development and effectiveness of teaching methods</p>
<b>Reporting:</b>	<ul style="list-style-type: none"><li>- Within 60 days of termination of Program or expiration of Initial Term, and within 60 days of termination of Program or expiration of Extended Term, District shall provide report to Munroe-Meyer Institute which includes (1) data specified in Program; and (2) data mutually agreed upon by District, Learning Community and Munroe-Meyer Institute.</li><li>- Within 60 days of termination of Program or expiration of Initial/Extended Term, District shall submit a written final report to Learning Community that includes Program activities and accomplishments and accounting of expenditures from Learning Community funds.</li></ul>
<b>Obligations of District:</b>	<ul style="list-style-type: none"><li>- District is responsible for administering the Program according to the Agreement, maintaining documentation of all actions and expenditures, and submitting an executed Statement of Assurances.</li><li>- A designated representative of the Learning Community shall be permitted to conduct pre-arranged site visit(s) during the Initial Term and Extended Term.</li></ul>

	<ul style="list-style-type: none"> <li>- Funds provided by the Learning Community shall be accounted for separately in the financial books and records of District. District shall keep all financial records related to program for 4 years following year Initial Term or Extended Term ends. District shall make these records available for review and audit by the Learning Community.</li> <li>- District shall assure that all employees have the required state and professional licenses and credentials in conjunction with the Program and that all contracted service providers have a license to operate in Nebraska.</li> <li>- For all individuals involved with the Program, District shall conduct a criminal background check, a national sex offender registry check and a Nebraska Sex Offender Registry check.</li> <li>- District shall, and assure that all contracted service providers, maintain, during the Initial Term and Extended Term, Commercial General Liability insurance, Sexual Abuse &amp; Molestation coverage, Professional or Educator's Legal Liability insurance, Automobile Liability insurance, Workers' Compensation and Umbrella/Excess Liability insurance and shall provide evidence of such coverage.</li> <li>- District shall allow Learning Community to review and approve the text of any publicity or external communication concerning the Program.</li> </ul>
<b>Early Termination:</b>	<p>Either party may terminate the Agreement upon sixty (60) days notice to the other party prior to the end of the Initial Term or Extended Term. If District is in breach of the Agreement, Learning Community may immediately terminate the Agreement.</p>

## SUMMARY OF TERMS

This document provides a summary of the terms of the proposed **ELEMENTARY LEARNING CENTER PROGRAMMING AGREEMENT** (the “Agreement”) by and between the **LEARNING COMMUNITY OF DOUGLAS AND SARPY COUNTIES** (the “Learning Community”) and, separately, each of the districts listed below (“District”).

This document is not a binding agreement and is intended to provide only a summary of the proposed terms of the Agreement. Any inconsistency between this Term Sheet and the Agreement shall be resolved pursuant to the Agreement.

<b>Parties:</b>	The Learning Community of Douglas and Sarpy Counties <ul style="list-style-type: none"> <li>- Douglas County West Community Schools</li> <li>- Elkhorn Public Schools</li> <li>- Papillion-La Vista School District</li> <li>- Springfield Platteview Community Schools</li> </ul>	
<b>Performance Period:</b>	Programs vary between two (2) weeks and one (1) year between the dates of August 2018 through August 2019 (the “Program Term”).	
<b>Program Types:</b>	Elkhorn Public Schools Papillion-La Vista School District	Jumpstart to Kindergarten: Programs to provide incoming Kindergarten students with instructional experiences that include developing academic and social skills to assist in successful transition into school
	Douglas County West Community Schools Elkhorn Public Schools	Extended Learning / Summer: Programs to provide continued learning and supplemental instruction either during out-of-school-time hours or throughout the summer months
	Springfield Platteview Community Schools	Extended Learning / School Year: Math intervention program that provides individual and group instruction during regular math block and before or after school throughout the year
<b>Reporting:</b>	<ul style="list-style-type: none"> <li>- Within 60 days of termination of Program or expiration of Program Term, District shall provide report to Munroe-Meyer Institute which includes (1) data specified in Program; and (2) data mutually agreed upon by District, Learning Community and Munroe-Meyer Institute.</li> <li>- Within 60 days of Program completion, District shall submit a written final report to Learning Community that includes Program activities and accomplishments and accounting of expenditures from Learning Community funds.</li> </ul>	
<b>Obligations of</b>	<ul style="list-style-type: none"> <li>- District is responsible for administering the Program according to</li> </ul>	

<b>District:</b>	<p>the Agreement, maintaining documentation of all actions and expenditures, and submitting an executed Statement of Assurances.</p> <ul style="list-style-type: none"> <li>- A designated representative of the Learning Community shall be permitted to conduct pre-arranged site visit(s).</li> <li>- Funds provided by the Learning Community shall be accounted for separately in the financial books and records of District. District shall keep all financial records related to program for 4 years following year program term ends. District shall make these records available for review and audit by the Learning Community.</li> <li>- District shall assure that all employees have the required state and professional licenses and credentials in conjunction with the Program and that all contracted service providers have a license to operate in Nebraska.</li> <li>- For all individuals involved with the Program, District shall conduct a criminal background check, a national sex offender registry check and a Nebraska Sex Offender Registry check.</li> <li>- District shall, and assure that all contracted service providers, maintain Commercial General Liability insurance, Sexual Abuse &amp; Molestation coverage, Professional or Educator's Legal Liability insurance, Automobile Liability insurance, Workers' Compensation and Umbrella/Excess Liability insurance and shall provide evidence of such coverage.</li> <li>- District shall allow Learning Community to review and approve the text of any publicity or external communication concerning the Program.</li> </ul>
<b>Early Termination:</b>	<p>Either party may terminate the Agreement upon sixty (60) days notice to the other party. If District is in breach of the Agreement, Learning Community may immediately terminate the Agreement.</p>