LEARNING COMMUNITY OF DOUGLAS AND SARPY COUNTIES

LEARNING COMMUNITY COORDINATING COUNCIL

AGENDA

November 15, 2018 – 6:00 p.m.
Learning Community Center of North Omaha, 1612 N. 24ᵗʰ Street
Omaha, NE

1. Call Meeting to Order/Pledge of Allegiance

2. Public Notice and Compliance with Open Meetings Act

3. Roll Call

4. Approval of Council Minutes – October 18, 2018

5. Reports

    a) Chair

    b) Treasurer

        i. **Action Item:** Accept Treasurer's Report dated October 31, 2018

    c) Chief Executive Officer

    d) Council Member / Achievement Subcouncil Reports

    e) Legal Counsel

6. Public Comment

7. Superintendents' Plan for Early Childhood Education Update

8. Learning Community Center of South Omaha Update – Renee Franklin

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

    a) Upon recommendation of Subcouncil 2, motion to approve one Educational Navigator position to support the expansion of Parent University as presented in the job description.

10. Subcommittee Reports

    a) Elementary Learning and Diversity Subcommittee

        i. Munroe-Meyer Evaluation Report of Elementary Programs funded in 2017/2018

b) Budget, Finance & Audit Subcommittee

c) Legislative Subcommittee

     i. Legislative Strategy for 2019

     Action Item: Upon recommendation of the Legislative Subcommittee, motion to approve legislative strategy to change Diversity Plan language on Diversity Plan goals, remove 10% Expenditure lid and change Annual Report due date as per legislative bill provided. In addition, eliminate current Legislative Language in 79-2104 that states: "Annually conduct school fairs to provide students and parents the opportunity to explore the educational opportunities available at each school in the Learning Community and develop other methods for encouraging access to such information and promotional materials".

11. New Business

    a) Superintendents' Plan to Improve Attendance – Greater Omaha Attendance and Learning Services (GOALS) Evaluation

    b) Proposed 2019/2020 Socioeconomic Diversity Plan

     i. **Action Item:** Upon recommendation of the Elementary Learning and Diversity Subcommittee, motion to approve the Socioeconomic Diversity Plan for the 2018/2019 School Year as presented in the handout entitled "2019/2020 Diversity Plan."

12. Unfinished Business

13. Next Council Meeting –

- January 3, 2019, Learning Community Center of North Omaha, 1612 N. 24th Street, Omaha, NE

14. Adjournment

UPCOMING LEARNING COMMUNITY EVENTS:

Advisory Committee	To Be Determined
LC Coordinating Council	January 3, 2019, 6:00 p.m. Learning Community Center of North Omaha, 1612 N. 24th 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

DOCUMENTS TO ACCOMPANY THIS AGENDA ARE AS FOLLOWS:

- LCCC Minutes dated October 18, 2018
- Treasurer's Report dated October 31, 2018
- Educational Navigator Job Description and Recommendation
- Munroe-Meyer Evaluation Report
- Proposed Diversity Plan 2019/2020

LEARNING COMMUNITY OF DOUGLAS AND SARPY COUNTIES

LEARNING COMMUNITY COORDINATING COUNCIL

October 18, 2018

A meeting of the Coordinating Council of the Learning Community of Douglas and Sarpy Counties was held October 18, 2018, at the Learning Community Center of North Omaha, 1612 N. 24th Street, Omaha, Nebraska 68110. Notice of the meeting, containing the date, time, place and agenda, was given in advance thereof by publication in the Daily Record on October 10, 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 October 12, 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: Hahn, Harnett, Heidel, Jacobson, Kelley, Ward, Williams, Woodward, Chang

   Voting Members Excused: Anderson, Avery, Hager

   Voting Members Absent:

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

   Also Present: Margaret Hershiser, Koley Jessen P.C.; Kate Gallagher, Sam Meisels, BECI

4. **Approval of Minutes.** Chair Chang presented the Council minutes from the August 23, 2018 public hearings and public meeting of the Council. Motion by Mr. Hartnett, seconded by Dr. Williams, to approve the minutes of the Council hearings and meeting held on August 23, 2018. Discussion took place. Yeas: Hahn, Hartnett, Heidel, Jacobson, Kelley, Williams, Woodward, Chang. Abstain: None. Nays: Ward. **Motion carried.**

5. **Reports**

   a) Chair - Chair Chang reported the meetings she has attended.

   b) Treasurer –

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

   ii. Motion by Ms. Hahn, seconded by Dr. Williams to accept the Treasurer's Report dated September 30, 2018. Yeas: Hahn, Hartnett, Heidel, Jacobson, Kelley, Williams, Woodward, Chang. Abstain: None. Nays: Ward. **Motion carried.**

iii. Motion by Ms. Hahn, seconded by Dr. Williams to approve Fourth Quarter Budget to Actual Report. Discussion took place. Yeas: Hahn, Hartnett, Heidel, Jacobson, Kelley, Williams, Woodward, Chang. Abstain: None. Nays: Ward. **Motion carried.**

c) Chief Executive Officer – Mr. Patton discussed the Yale Apartments situation and provided some early childhood studies. Four handouts were provided. Mr. Patton reviewed the 2018/2018 CEO goals.

    i. CEO Goals

        1. Motion by Ms. Kelley, seconded by Mr. Hartnett, upon recommendation of the Executive Committee, to approve the 2018/2019 CEO Goals as presented. Discussion took place. Yeas: Hahn, Hartnett, Heidel, Jacobson, Kelley, Williams, Woodward, Chang. Abstain: None. Nays: Ward. **Motion carried.**

d) Council Member / Achievement Subcouncil Reports – Dr. Williams, Ms. Kelley and Ms. Ward provided reports.

e) Legal Counsel – Ms. Hershiser provided a report on Council email guidelines.

6. Public Comments – Public Comment was provided by:

    Rachel Pinkerton, 5832 Corby St., Omaha, NE – Yale Park Apartments
    Janae Anderson, 2400 N. 34th Ave., Omaha, NE – Yale Park
    Dan LaGrange, 8152 S. 94 Circle, Omaha, NE – Too much tax monies spent / big salaries
    John Pinkerton, 5832 Corby St., Omaha, NE - Yale Park Apartments

7. A presentation of the Superintendents' Plan for Early Childhood Evaluation Report was provided by Sam Meisels and Kate Gallagher. A folder handout was provided.

8. Learning Community Center of South Omaha Update – No Report

9. Learning Community Center of North Omaha Update-

a) Motion by Dr. Williams, seconded by Ms. Kelley, upon recommendation of Achievement Subcouncil 2, to approve two part-time Child Learning Specialists positions to support the expansion of Parent University as presented in the job description. Yeas: Hahn, Hartnett, Heidel, Jacobson, Kelley, Williams, Woodward, Chang. Abstain: None. Nays: Ward. **Motion carried.**

10. Subcommittee Reports

a) Elementary Learning and Diversity Subcommittee met on October 15, 2018. Next meeting November 29, 2018.

    i. Discussion of 2019/2020 Diversity Plan – Discussion took place.

    ii. Presentation on Annual Report – Open Enrollment Section – David Moon provided a presentation. A handout was provided.

b) Budget, Finance & Audit Subcommittee – No Report

c) Legislative Subcommittee – Mr. Hartnett provided a report.

    i. Motion by Mr. Hartnett, seconded by Ms. Jacobson, upon recommendation of the Legislative Subcommittee, that Kent Rogert of Jensen Rogert Associates be retained as a registered lobbyist of the Learning Community of Douglas and Sarpy Counties

for a fee of $28,000.00 for period November 1, 2018 to October 31, 2019 and $28,500.00 for period November 1, 2019 to October 31, 2020. Discussion took place. One handout was provided. Yeas: Hartnett, Heidel, Jacobson, Kelley, Williams, Woodward, Chang. Abstain: None. Nays: Hahn, Ward. **Motion carried.**

ii.   Legislative Review

Action Item: Upon recommendation of the Legislative Subcommittee, motion to approve legislative strategy to change Diversity Plan language on Diversity Plan goals, remove 10% Expenditure lid and change Annual Report due date as per legislative bill provided.   **Motion Tabled.**

11. New Business – None

12. Unfinished Business – No Report

a) Carroll Communications Recommendation

i. Motion by Dr. Williams, seconded by Ms. Jacobson, upon recommendation of the Chief Executive Officer, to renew contract with Carroll Communications, Inc. for communications services, as set forth in the document entitled Service Agreement, and to appropriate up to $97,760.00 from the General Fund Budget for FY 2018/2019. Discussion took place. Yeas: Hahn, Hartnett, Heidel, Jacobson, Kelley, Williams, Woodward, Chang. Abstain: None. Nays: Ward. **Motion carried.**

b) Learning Community Foundation

i. Motion by Ms. Hahn, seconded by Ms. Kelley, upon recommendation of the Executive Committee, to approve the formation of the Learning Community Foundation as set forth in the Articles of Incorporation and Bylaws as presented. Discussion took place. A handout was provided. Yeas: Hahn, Hartnett, Heidel, Jacobson, Kelley, Williams, Chang. Abstain: Woodward. None. Nays: Ward. **Motion carried.**

13.   Next Council Meeting –

- November 15, 2018, Learning Community Center of North Omaha, 1612 N. 24th Street, Omaha, NE

14.   Adjournment – Meeting was adjourned with unanimous approval at 9:17 p.m.

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

- Public Hearing and LCCC Minutes dated August 23, 2018
- Treasurer's Reports dated August 31, 2018 and September 30, 2018
- Fourth Quarter Budget to Actual Report
- CEO 2018/2019 Goals
- Child Learning Specialist Job Description and Recommendation
- Proposed Diversity Plan 2019/2020

- Kent Rogert's Recommendation and Contract
- Carroll Communications Recommendation and Contract
- Learning Community Foundation Articles and Bylaws

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Nancy Jacobson, Secretary

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

Trans Description	Credit Amt	Date	Reference
Principal Financial Retirement	7,452.64	10/1/18	DC
Omaha Public Schools (OPS)	63,212.52	10/5/18	3249
Dr Walker, Jeffery L.	600.00	10/5/18	3250
HELP Foundation of Omaha	9,616.78	10/5/18	1133
Amazon.com	-611.04	10/14/18	CC
Stamps.com	15.99	10/14/18	CC
PAYCHEX	231.48	10/15/18	DC
Paychex deduction for direct deposits	47,537.46	10/15/18	09/2018 Payroll
Paychex deduction for payroll taxes	19,740.03	10/15/18	09/2018 Payroll
Blue Cross Blue Shield of Nebr	8,231.94	10/18/18	3251
Carroll Communications	10,885.17	10/18/18	3252
Omaha Public Library	8,420.38	10/18/18	3253
Frank McGill Inc.	2,750.00	10/18/18	3254
InfiNet Solutions, Inc.	8,159.97	10/18/18	3255
Surreal Media Lab, LLC	5,300.00	10/18/18	3256
Microsoft Corporation	38.80	10/19/18	DC
BASE	75.00	10/25/18	3257
Occupational Health Centers of	59.00	10/25/18	3258
Culligan of Omaha	105.50	10/25/18	3259
The Daily Record	17.30	10/25/18	3260
Document Finishing Resources	196.60	10/25/18	3261
Envisage Creative Group	24.95	10/25/18	3262
Graphic Technologies	87.50	10/25/18	3263
Konica Minolta Business Soluti	513.59	10/25/18	3264
J Michael Murphy & Associates	571.49	10/25/18	3265
Lion's Gate Security Solutions	320.00	10/25/18	3266
Madison National Life	468.97	10/25/18	3267
The Prevention Group	325.00	10/25/18	3268
Philadelphia Insurance Compani	446.33	10/25/18	3269
The Prevention Group	350.00	10/25/18	3270
Dr Walker, Jeffery L.	500.00	10/25/18	3271
zTrip NE (formerly HappyCab)	1,594.53	10/25/18	3272
Buffett Early Childhood Instit	221,014.16	10/31/18	3273
Jensen Rogert Associates, Inc.	2,333.33	10/31/18	3274
Koley Jessen	3,238.00	10/31/18	3275
One World Community Heatlh Cen	253,096.44	10/31/18	3276
TAPS	5,095.80	10/31/18	3277
Buffett Early Childhood Instit	37,333.32	10/31/18	3531
(G.O.A.L.S.) Omaha School Foundation	95,000.00	10/31/18	3532
UNMC	68,167.66	10/31/18	3533
Total October Expenditures	**$ 882,516.59**		

MEMORANDUM

TO: Members of the Learning Community Coordinating Council

FROM: Renee Franklin and Jamalia Parker

DATE: November 2018

Requested Action: Approval of one additional Educational Navigator to support Parent University

Background and Scope:

A crucial component of the Parent University program design includes support from our Educational Navigators (job description attached). Navigators serve as personal parent advocates, helping parents gain better understanding of the public school system, community resources, child development and learning strategies. Navigators build strong relationships with participants to ensure individualized education and support using a research based home-visitation/parenting curriculum.

Performance

As evidenced by the current evaluation, key findings of Parent University include demonstration in the following:

- Strong protective factors with attachment skills being the highest rated area
- Significant improvements in their parenting strategies and their relationship with their children
- Improved parent child interactions across time
- Increase in parenting skills and relationship building with children
- Culture of caring and 'family'
- School-parent partnerships strengthened

Rationale for Approval

Currently, we employ 4 Educational Navigators who are expected to actively support 40 families at all times. Each year, Parent University supports an additional 50 parents which means an additional position will be needed to accommodate the planned growth. Below are past, current and projected numbers of families.

- 2016/2017   168
- 2017/2018   218
- 2018/2019   268

Recommendation

The additional Educational Navigator (job description attached) is recommended at a salary range of $38,000 to $42,000, which is consistent with our current staffing plan and included in the current Subcouncil 2 budget. The Educational Navigator will be hired once existing staff is at capacity which we anticipate will be shortly after the new calendar year.

learning **OF SOUTH OMAHA** community center

LEARNING COMMUNITY CENTER OF NORTH OMAHA
EDUCATIONAL NAVIGATOR

Job Description

Job Title: Educational Navigator
Exemption Status: Non-Exempt
Reports To: Program Manager
Salary Range: $38,000-$42,000
Created: October 2015
Revised: April 2017

General Description

The Navigator is a member of the Learning Community Center of North Omaha program team. This position will be responsible for recruiting, teaching and engaging families in North Omaha, in order to connect them to the program and community services. The program empowers parents with skills and knowledge in order to bring learning into the home and become stronger role models for their children. The Navigator is supervised by the Program Manager.

Essential Job Duties

1. Screens parents who are interested in the program to determine eligibility.

2. Recruits new families to the program when necessary and tracks families on the waiting list.

3. Completes intake forms and conducts in-home evaluations with each parent participant on an ongoing basis.

4. Tracks families through the database, adding relevant notes, files, evaluations, attendance, etc. in a timely manner, according to the program operational manual.

5. Promotes attendance and punctuality, and motivates participants to come on time and regularly to class as a requirement for program participation.

6. Visits participant families in their homes and assists families in creating educational and personal goals. Helps families overcome any barriers to attending classes at the center and fully engaging in the program. Assists families to implement strategies taught at the center that will work in their own homes.

7. Develop and coordinate individual and group educational/service plans for the parents and their young children, assisting parents to attend learning opportunities in their schools and the community. Refer families to community programs and services based on their needs and desires.

8. Identify topics to bring into Parent University.

9. Represent the Learning Community Center Program to individuals in the community; functions as the liaison between the Program and the community-at-large. Coordinate and present program information at community events, neighborhood meetings, schools, etc. to create awareness of the Learning Community Center and its services.

10. Provide backup in the supervision of children as needed or requested.

11. Ability to transport families as needed.

12. Actively participate in staff meetings.

13. Other duties as assigned.

Self-Management and Leadership

1. Proactive, effective communications skills, verbal and written.

2. Positive attitude, enthusiasm, cooperation, willingness to work with and for others.

3. Professional and helpful in dealing with staff, families and the public. Goes above and beyond to assist in developing a solution. Is seen as an ambassador to the Program.

4. Proactively and continuously solicits relationships with potential parents.

5. Actively involved in industry related education and/or professional organizations.

6. Demonstrates ability to be flexible and adaptable to changing work conditions and/or project requirements.

7. Consistently follows through with commitments, provides service/information thoroughly and on time. Is timely in meeting deadlines and accomplishing all job functions.

8. Exhibits compliance with attendance policy.

9. Maintains business dress-professional appearance.

10. Takes initiative on all projects and activities

11. Generates innovative ideas and alternatives to work assignments.

12. Demonstrates high level of integrity.

13. Provides positive example by adhering to organization policies.

14. Demonstrates interest and desire to do best possible job.

Minimum Requirements

- Bachelor Degree or equivalent experience. Degrees in Education or Social Work preferred.

- Experience/Background within schools and educational techniques that enhance learning with children preferred.

- Excellent written, verbal, presentation and interpersonal skills

- Experience and confidence teaching or giving classroom presentations.

- Ability to attend workshops, meetings and/or in-services.

- Ability to work independently, organizing time, details but committed to the team function.

- Proficient in word processing and excel spreadsheets for data entry.

- Reliable transportation, current vehicle registration, valid driver's license and insurance with good driving record.

- Flexible schedule with required evenings and some weekends.

- Established relationships within community, understanding of population and ability to build rapport with diverse populations and backgrounds

Physical Requirements

- The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- While performing the duties of this job the employee is regularly required for extended periods to sit; use hands to finger, handle, or feel; and talk or hear. The employee is frequently required to stand and walk. The employee is occasionally required to lift and/or move up to 20 pounds and to reach with hands and arms, stoop, kneel, and crouch. The vision requirements include: ability to adjust focus, depth perception, distance vision and close vision.

The essential job duties detailed above is not an exhaustive list. Additional duties may be added, as necessary, or as assigned, by the Program Manager or Director of Family Engagement Services.

THEIR FUTURE. OUR FUTURE.

2017-2018 EVALUATION REPORT

learning community

DOUGLAS SARPY

Table of Contents

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 students and families in poverty.

Introduction

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

RATIONALE

The Learning Community implements strategies built on research based on one or more of the following principals: 1) students benefit from high quality classrooms, 2) reflective coaching adds value to the classroom, 3) family engagement is critical for a child's success in school; and 4) students' early childhood outcomes predict later school success.

NEED FOR QUALITY CLASSROOMS. Quality early childhood programs have been linked to immediate, positive developmental outcomes, as well as long-term, positive academic performance (Burchinal, et al., 2010; Barnett, 2008). Classroom settings themselves are associated with both positive and negative effects on young students' motivation (Shonkoff & Phillips, 2000). Although the relationship between classroom environment and motivation is complex, current research suggests that, "…students in classrooms characterized by minimal pressure to perform, ample child choice in activities, encouragement of collaboration, and more nurturing teacher-child interactions show more engagement when working on achievement tasks (Stipek et al., 1995; 1998 as cited by Shonkoff & Phillips, pg. 158, 2000)."

COACHING ADDS VALUE TO THE CLASSROOM.

Coaching teachers in instructional practices is proving to be an effective and feasible professional development method in improving teacher instruction. Coaching methods that combine the elements of modeling, observation, and direct feedback have been found to increase teacher implementation of proactive strategies, particularly in regards to classroom management (Reinke et al., 2014, Kamps et al., 2015). The coaching relationship continues to be paramount in instructional coaching as research indicates that the most effective coaching models are those adapted to each individual's needs and situations (Bradshaw et al., 2013). The differentiation and individualization of coaching are effective for both new and veteran teachers alike (Reddy et al., 2013).

FAMILY ENGAGEMENT IN EDUCATION IS CRITICAL FOR STUDENTS' SUCCESS.

Family engagement with their children and their schools is a key element for student school success (Henderson & Mapp, 2002). Partnerships between home and school are especially important for children who are socially and economically disadvantaged (Jeynes, 2005). Parent involvement positively influences academic achievement (Jeynes, 2005), as well as social-emotional competence (Fantuzzo & McWayne, 2002).

PRESCHOOL CHILD OUTCOMES PREDICT LATER SCHOOL SUCCESS.

School readiness is an essential concern for students entering the educational system. Preparation to perform in an educational setting is a significant benefit for students, especially those who are from diverse backgrounds, with a greater number of risk factors. These students typically have poorer school performance compared to their economically advantaged counterparts (Shonkoff & Phillips, 2000). Students who have limited vocabularies at a very young age are likely to have more difficulty increasing their vocabulary to a level similar to those whose vocabulary is greater to start (Hart & Risley, 1995). Young children between birth and age five make rapid developmental progress, yet are also susceptible to challenges that may negatively affect development. Although the mechanisms involved in this delicate interplay are complex, it is clear that development can be positively impacted when attention is focused on areas of concern at an early age (Shonkoff & Phillips, 2000). Students enrolled earlier and for a longer duration demonstrate better short and long-term results (Barnett, 2008).

2GEN APPROACH

The Learning Community uses a two-generation (2Gen) approach in designing early childhood and family engagement programs at each of the Centers, Learning Community Center of South Omaha and Learning Community Center of North Omaha. This creates opportunities for and addresses the needs of both children and adults. Using the whole-family approach, programs focus equally and intentionally on children and parents.

The theory of change behind the 2Gen approach suggests aligning services for parents and children yields stronger and lasting results (ASCEND, 2018). Each Learning Community Center uses a different type of comprehensive program to address the opportunity gap for children and families based on the unique characteristics of each community and their needs.

Key elements of the 2Gen approach include:

- Early Childhood Development
- Health & Well-being
- Post-secondary & Employment Pathways
- Economic Assets
- Social Capital
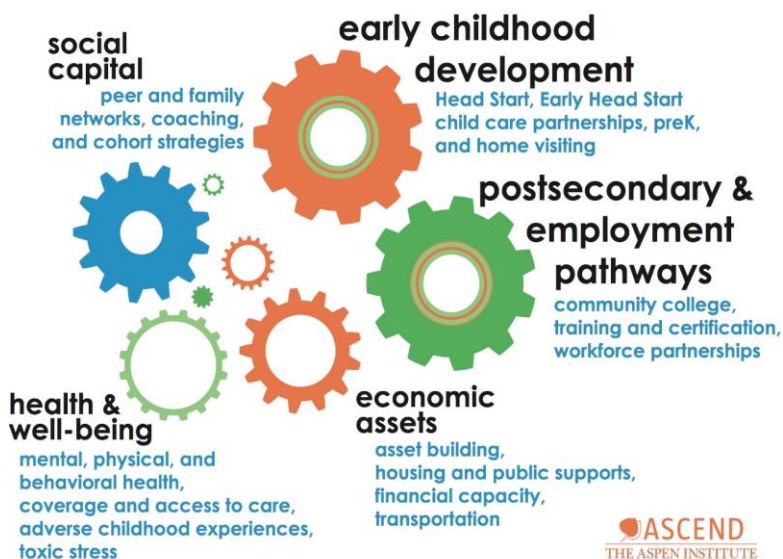
SCHOOL DISTRICT PILOT PROGRAMS

The Learning Community also supports pilot programs in nine school districts. School districts customize pilot programs to meet specific needs but all have the opportunity to benefit from sharing their successes and lessons learned.

- Jumpstart to Kindergarten provides low-income students the opportunity to experience a school setting. Most students have little or no experience in classroom environments.
- Extended Learning provides additional direct instruction for children to prevent summer learning loss and improve their chances of success.
- Instructional Coaching allows teachers to reflect on strategies and enhances instructional practice.

EVALUATION

A comprehensive evaluation process using a Utilization-Focused evaluation design (Patton, 2012) was conducted to monitor the implementation of the Learning Community programs and assess progress towards identified program outcomes. Data was used as a teaching tool throughout the year to support program improvement.

Based upon the evaluation plan, the evaluation employed multiple methods to describe and measure the quality of implementation, the nature of programming, and to report outcomes demonstrated by the programs funded by the Learning Community (LC). The evaluation report is structured to report in five areas: Implementation Strategies, Child and Family Demographics, Quality Instructional Practices, Child and Family Outcomes, and Community Practices and Use of Data. The findings will reflect the collective experiences of the child and family through participation in the program as well as other factors (e.g., school district efforts, other community services, and family support). The overarching evaluation questions were:

IMPLEMENTATION. What was the nature of the implementation strategies? Was there variation in implementation and if so, what factors contributed to that variation?

DEMOGRAPHICS. Who accessed and participated in the program?

QUALITY PRACTICES. To what extent are there quality practices in the classroom settings?

CHILD AND FAMILY OUTCOMES. What were the outcomes related to academic achievement? Did family parenting skills improve? To what extent were parents engaged in their child's learning? Did parents' relationship with their child improve?

COMMUNITY PRACTICES AND USE OF DATA. How did programs use their data? What changes occurred as a result of this continuous improvement process?

INTERPRETING THE RESULTS

HOW DO YOU KNOW IF A STRATEGY IS MAKING A DIFFERENCE?
The answer to this question can be found by reviewing both the quantitative and qualitative data that are summarized in this report. Typically in this report, the quantitative data will include scores between two groups (e.g., students who are English Language Learners compared to students whose native language is English) or scores of a group over time (e.g., students' language in the fall compared to their spring language results). Statistical analyses will provide information to determine if there were significant changes in the outcomes (p value) and if those significant values were meaningful (d value or effect size). The effect size is the most helpful in determining "how well did the intervention work" (Coe, 2002). Qualitative data will provide more detailed insight as to how the program is working and outcomes from key informants' perspectives.

WHAT HAVE WE LEARNED ABOUT INTERPRETING EFFECT SIZES?

Effect size can be affected by factors related to measurement error and duration of the intervention. Both the type of assessment and the age of the child are critical factors that may

contribute to measurement error.   The following are examples of potential sources of measurement error that reduce the magnitude of the standardized effect size:

The age of the child influences the measurement error. The infant measures often contain more measurement error because they have a smaller range of skills, which are more often influenced by external factors (e.g., fatigue) (Neisser et. al., 1996).

Type of assessments influence measurement error. It has been found that observations, surveys, and rating scales have more measurement error (Burchinal, 2008). More broad-based cognitive skills have smaller effect sizes than those that are more targeted (e.g., literacy and knowledge that can be mastered in a short time) (Barnett, 2008).

The developmental domain assessed influences measurement error. Language, cognitive, and academic skills have less measurement error than those assessments that include rating social-emotional or behavioral skills.

The duration and intensity of the intervention influence the magnitude of the effect size. The intensity of intervention can influence the magnitude of change.

HOW ARE EFFECT SIZES INTERPRETED IN THIS EVALUATION REPORT?

Research literature that matches the Learning Community work (e.g., based on population, measures, and target intervention) will help guide recommendations of benchmarks for interpreting effect size for each set of evaluation data. The four factors described above that influence measurement error will inform the establishment of the benchmarks for this report. Appendix B will provide the evidence that supports the established benchmarks used in this report. If the benchmark is achieved, it will be reported as a substantial, meaningful change in the report. For areas that do not have research-based support for established benchmarks, Cohen's recommendations about the magnitude of the effect will be adopted (minimal =.20, moderate =.50, and substantial =.80).

SPECIAL NOTE

Due to a new state assessment, Nebraska Department of Education has not released the assessment data for 2017 to 2018. Once this data is released to the school districts, the information will be summarized and amended to this report. Placeholders for the data will be denoted in this report.

EARLY CHILDHOOD AND FAMILY ENGAGEMENT

LEARNING COMMUNITY CENTER OF NORTH OMAHA

The Learning Community Center of North Omaha provides innovative, demonstrative programming to improve educational outcomes for young students. Leadership and program staff work together to provide a comprehensive mix of research-based programs to the students and families from neighborhoods within the attendance boundaries of Conestoga Magnet, Kellom, Franklin, and Lothrop Magnet elementary schools. The center encompasses four primary programs: intensive early childhood programs in public school settings, Parent University, childcare director training, and future teacher clinical training. Descriptions of each program and evaluation findings are summarized in this section.

Intensive Early Learning Childhood Partnership

STRATEGY IMPLEMENTATION

Intensive Early Childhood Education Partnership, a program that is in collaboration with Omaha Public Schools is based on evidence-based models (Yazejian & Bryant, (2012) that include four key components including intensive teaching teams, reflective coaching, professional development, and family engagement. The model was first introduced to eight inclusive classroom preschool programs in Kellom and Conestoga Magnet in 2013. After two consecutive years of positive outcomes based on the model, it was expanded to two additional schools, Lothrop Magnet and Franklin (seven inclusive preschool classrooms) and grades K through 1 at Kellom and Conestoga (13 classrooms).

INTENSIVE TEACHING TEAMS. Intensive early childhood teams are integrated in each school building as a system of teachers, leadership, and family support staff that implement a combination of services and supports. The leadership team includes the principal, an early childhood coordinator and instructional coaches. Each classroom has a lead early childhood teacher, special education teacher and paraprofessional staff. Using an inclusive model, these professionals work with all children and discuss effective teaching strategies using data for continuous improvement.

Leadership Staff & Coaches

Teaching Staff

Family Staff

Children & Families
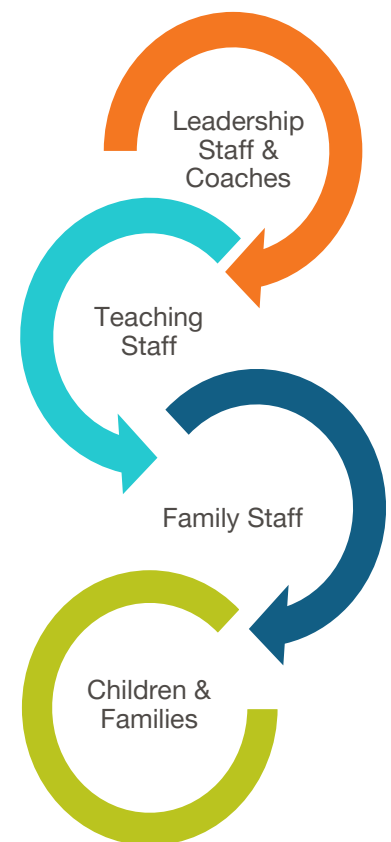
REFLECTIVE COACHING. Instructional coaches provide reflective consultation to the teaching staff both inside and outside of the classroom. They use a coaching approach adopted by Omaha Public Schools (i.e., Coaching with Powerful Interactions). A national consultant also provides ongoing reflective consultation to the coaches. Instructional coaches work to build teacher confidence and increase their active problem solving skills. During one-on-one sessions with teachers, helpful coaching tools include classroom videotapes and photographs. Long-term positive student outcomes are predicted with the continuity of coaching now occurring through first grade in two schools.

PROFESSIONAL DEVELOPMENT. Teaching teams benefit from 11 days of additional professional development (PD) throughout the school year. PD sessions focus on the implementation of Conscious Discipline, as well as, literacy and language strategies to build the skills of teaching staff. The goal is to support child development outcomes related to social-emotional and language/literacy skills. The PD component is required for teachers at Kellom and Conestoga and elective for expanded schools. Teachers across all preschool classrooms participated in the offered PD.
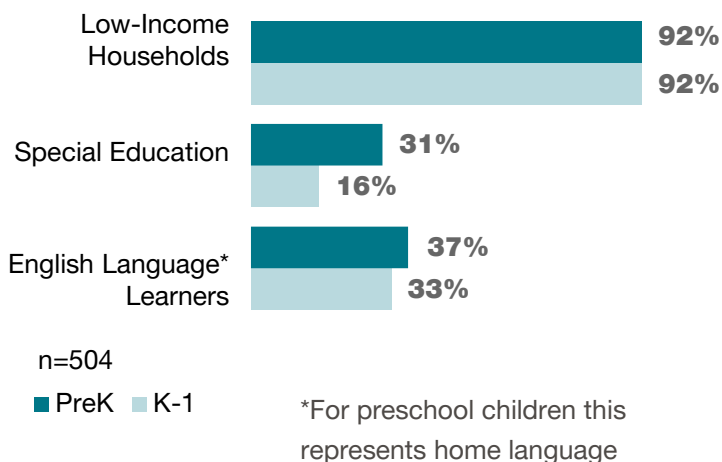
Implementing the Creative Curriculum is another key focus area. This curriculum targets the intentionality of vocabulary selection, repeated read-a-louds, selection of center materials, and alignment of literacy strategies (i.e. phonemic awareness and emergent writing).

FAMILY ENGAGEMENT. Family liaisons and support staff work together to enhance the educational experience of children and their parents. They promote school engagement and help families access needed services. In addition to full-day preschool and school-sponsored family engagement opportunities, membership in Parent University (discussed later in this section) is offered to families.

DEMOGRAPHICS

In 2017-2018, the Intensive Early Childhood Partnership preschool programs evaluated 249 students and 255 kindergarten and first grade students. Demographic information was collected to help interpret the evaluation findings, including eligibility for free and reduced lunch (a proxy for low-income households), English Language Learners (ELL), and/or enrollment in special education services. ELL is not designated for preschool children so the 37% in the chart represents the home language of the students.

INTENSIVE EARLY LEARNING CHILDHOOD CLASSES SERVED CHILDREN WITH A VARIETY OF RISK FACTORS.

Low-Income Households: PreK **92%**, K-1 **92%**

Special Education: PreK **31%**, K-1 **16%**

English Language* Learners: PreK **37%**, K-1 **33%**

n=504

■ PreK ■ K-1

*For preschool children this represents home language

MOST OF THE STUDENTS SERVED REPRESENTED RACIAL AND ETHNIC DIVERSITY

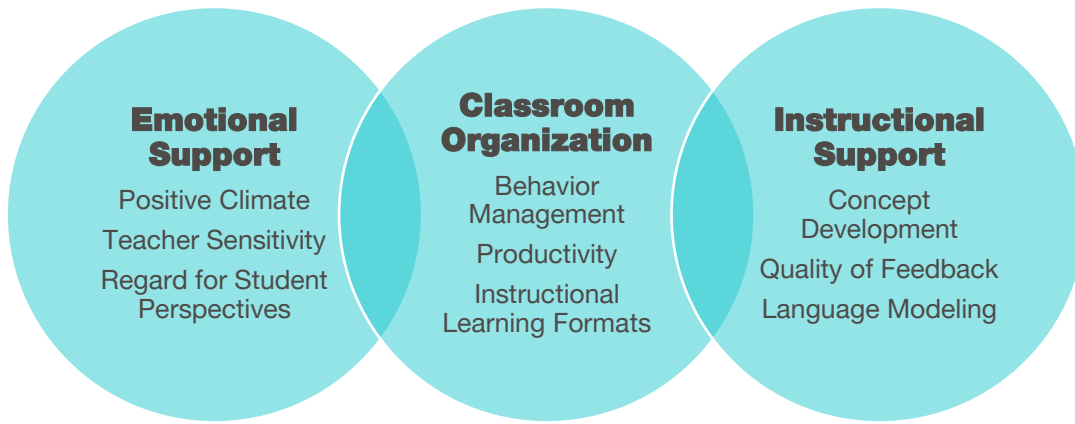|				
White	10%			
Non-White	54%	21%	7%	6%
	Black	Hispanic	Asian	Multi-Racial

n=504

The Intensive Early Children Partnership (preK to 1st Grade) served a racially and ethnically diverse population of children. Most of the students served were at-risk for academic challenges due to low income. Across all classrooms there were high percentages of children who were ELL. More special education students were served in preK classrooms. There were equal numbers of females (50%) and males (50%) served across all grade levels. The average days of attendance were 124 days for preschool students and 143 days for students in kindergarten or first grade. The results suggest students were consistently participating in the educational program.

PROGRAM OUTCOMES

QUALITY INSTRUCTIONAL PRACTICES

METHOD. The Classroom Assessment Scoring System (CLASS®) was used to evaluate the quality of the fifteen intensive early childhood preschool and eight kindergarten and Grade 1 classrooms. This was the first year for CLASS® to be completed in the Grades K through 1 classrooms.   This year there were four new preschool teachers out of the 15 total teachers observed. In addition, this is the first year that teachers from the two additional schools were evaluated as part of this project.

CLASS® for students preK to Grade 1 has three dimensions. Dimensions include emotional, organizational, and instructional supports. Nationally, Instructional Support tends to be the domain with the most opportunity for improvement as it challenges teachers to effectively extend language, to model advanced language, and to promote higher-order thinking skills. Research on the CLASS® indicates ratings of 5 or higher within the domains of Emotional Support and Classroom Organization, and 3.25 or higher within the domain of Instructional Support, are the minimum threshold necessary to have impacts on student achievement (Burchinal, Vandergrift, Pianta & Mashburn, 2010).

Emotional Support

Positive Climate

Teacher Sensitivity

Regard for Student Perspectives

Classroom Organization

Behavior Management

Productivity

Instructional Learning Formats

Instructional Support

Concept Development

Quality of Feedback

Language Modeling

FINDINGS. The scores for the preschool classroom exceeded research reported thresholds necessary to have an effect on student achievement. The following figure provides the overall scores for each area and the dimension scores that are related to each overall score. Emotional Support and Classroom Organization were within the high-quality range. Instructional Support was within the mid-range of quality, with Language Modeling as an area of strength. Concept Development and Quality of Feedback had the lowest scores.

PREK CLASSROOOMS' STRENGTHS WERE IN THE AREAS OF EMOTIONAL SUPPORT AND CLASSROOM ORGANIZATION.

Preschool classrooms met the program goal across all areas.

← Threshold of Quality

Instructional Support: Overall	3.62
Concept Development	3.08
Quality of Feedback	3.42
Language Modeling	4.37
Classroom Organization: Overall	6.58
Behavior Management	6.63
Productivity	6.77
Instructional Learning Formats	6.33
Emotional Support: Overall	6.53
Positive Climate	6.77
Absence of Negative Climate	6.96
Teacher Sensitivity	6.63
Regard for Student Perspectives	5.75

n=15

1.00   4.00   7.00

During the 2016-2017 program year, the Office of Head Start (OHS) used the Classroom Assessment Scoring System (CLASS®) during its on-site reviews of grantees. Data from this report, (https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/national-class-2017-data.pdf), was compared to the results of the Intensive Early Childhood Learning Partnership data. Preschool teachers demonstrated classroom practices that were at or above the top 10% of all Head Start (HS) classrooms nationally in Classroom Organization (HS=6.33) and Emotional Support (HS=6.48). They were just .03 lower than the top 10% in Instructional Support (HS=3.65).
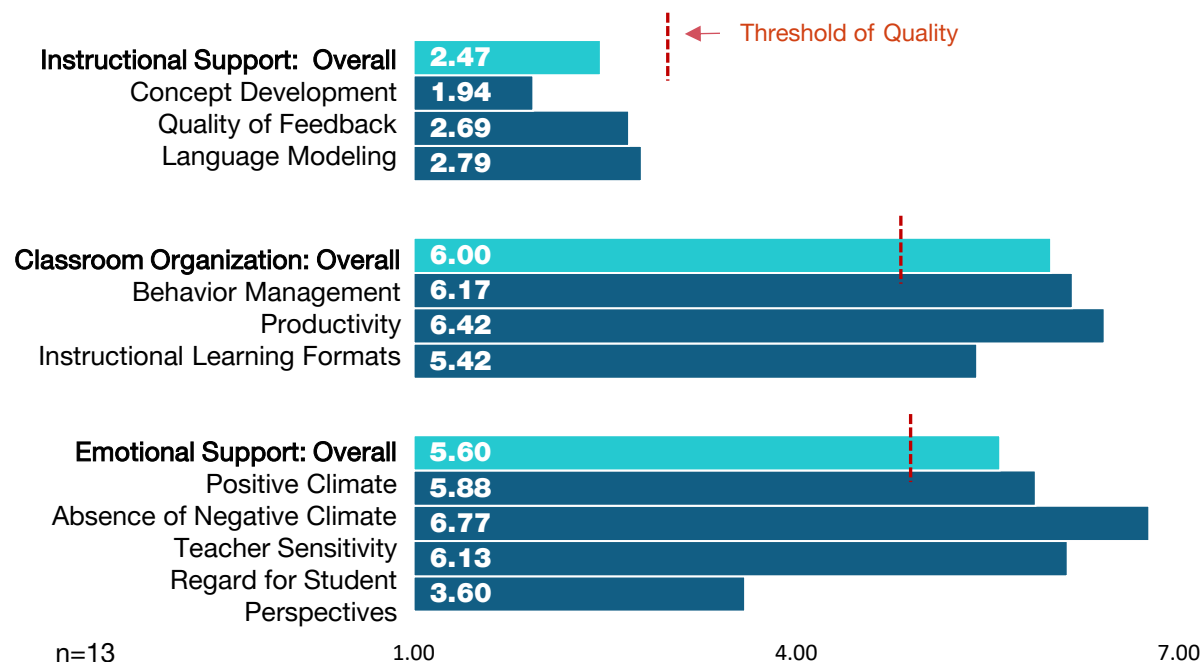
Teachers met the threshold of quality needed to impact student achievement.

Since this was the first year of completing observations in Grades K-1 classrooms, this data is considered baseline. The scores for the Grades K-1 classrooms exceeded research reported thresholds reported necessary to have an effect on student achievement in the areas of Emotional Support and Classroom Organization, which were within the high-quality range. For these scales, strengths were in productivity, behavior management, and absence of negative climate. Instructional Support was within the low-range of quality. In the area of Instructional Support, both Quality of Feedback and Language Modeling were relative strengths with Concept Development rated as the lowest area.

GRADE K-1 CLASSROOOMS' STRENGTHS WERE IN THE AREAS OF EMOTIONAL
SUPPORT AND CLASSROOM ORGANIZATION.
Instructional Support was below the threshold of quality.

← Threshold of Quality

Instructional Support: Overall	2.47
Concept Development	1.94
Quality of Feedback	2.69
Language Modeling	2.79
Classroom Organization: Overall	6.00
Behavior Management	6.17
Productivity	6.42
Instructional Learning Formats	5.42
Emotional Support: Overall	5.60
Positive Climate	5.88
Absence of Negative Climate	6.77
Teacher Sensitivity	6.13
Regard for Student Perspectives	3.60

n=13   1.00   4.00   7.00
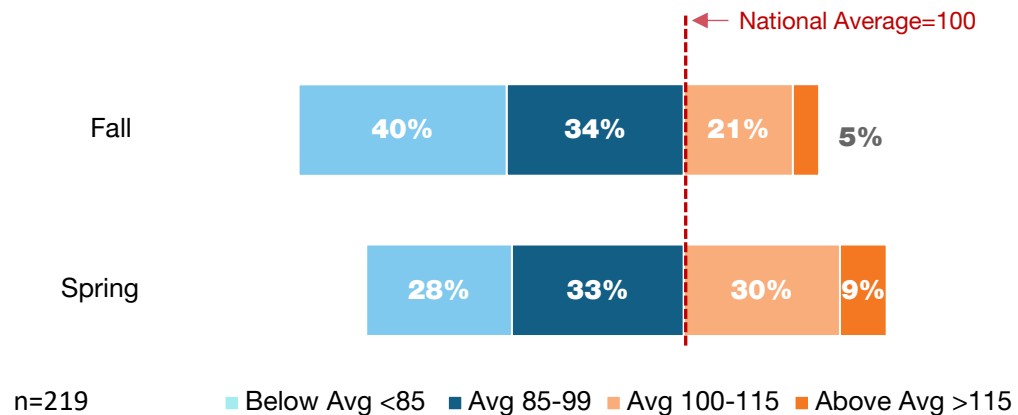
CHILD OUTCOMES

PRESCHOOL VOCABULARY SKILLS

METHOD. Vocabulary is an important factor in how students progress through school.
Students who have limited vocabularies at a very young age are likely to fall behind their peers.
The Peabody Picture Vocabulary Test–IV (PPVT-IV), a direct child assessment measuring
vocabulary in English, was administrated in the fall and spring to all preschool children. There
were 219 fall/spring assessments completed across schools.

FINDINGS. By spring, moderate percentages (39%) of the children were scoring at the national
average, which is a standard score of 100. In comparison to fall scores (26%), by spring there
were 13% more students scoring above the national average. Compared to the previous year
6% more students met this goal. By spring, 72% of the children were within the average range
or higher (85 or higher). There were 12% more children scoring in the average range or above
than in the fall. It is important to interpret these results taking into account that 34% of the
children in these classrooms were in Special Education and had an Individual Education Plan
(IEP).

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

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

← National Average=100

	Below Avg <85	Avg 85-99	Avg 100-115	Above Avg >115
Fall	40%	34%	21%	5%
Spring	28%	33%	30%	9%

n=219

Hierarchical linear modeling (HLM) analyses was completed to determine if there was change in student scores over time and if any demographic variables predicted vocabulary outcomes. Approximately 3% of the variability in PPVT receptive language scores was due to the classroom, indicating that there was minimal variability in scores across classrooms. A significant change was found in children's PPVT scores when controlling for gender and family home language ($p<.01$). On average students scored five points higher in the spring. Family home language was a significant predictor of PPVT scores. Children whose home language was not English scored significantly lower (<.001) on average (-11.40 points) than children whose primary home language was English.

Supporting children's language and literacy skills was a focus of professional development for the past two years.

Students' vocabulary skills improved significantly from fall to spring.

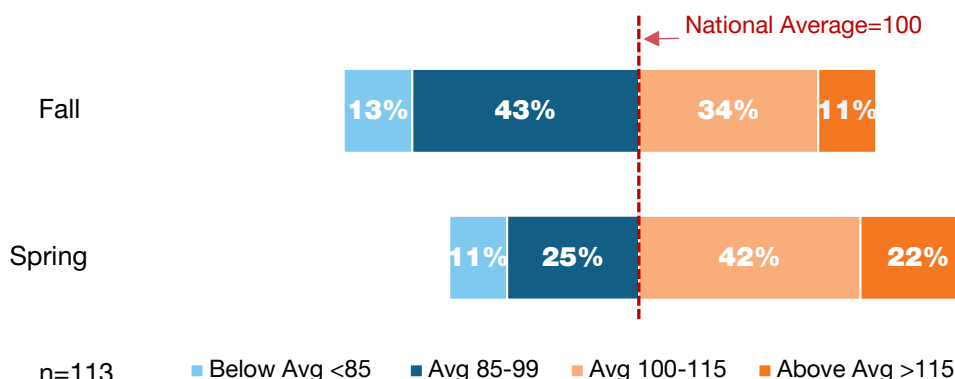## PRESCHOOL SOCIAL-EMOTIONAL SKILLS

METHOD. The social-emotional development of preschool students was assessed using both the Devereux Early Childhood Assessment (DECA). This questionnaire assesses young students' social-emotional development by identifying total protective factors overall and in the areas of initiative, self-control, attachment, and behavior. The DECA was completed on 123 students across two schools.

FINDINGS. By spring, the majority (89%) of the students were in the average range. The percentage of children within the average range was relatively stable over time; however, more children (19%) were scoring at the program goal in the spring than in the fall.

BY SPRING, MORE CHILDREN HAD SOCIAL-EMOTIONAL SKILLS AT OR ABOVE THE PROGRAM GOAL.
Few children scored in the below average range.

National Average=100

	Below Avg <85	Avg 85-99	Avg 100-115	Above Avg >115
Fall	13%	43%	34%	11%
Spring	11%	25%	42%	22%

n=113

Hierarchical linear modeling (HLM) analyses was completed to determine if there was change in student scores over time and if any demographic variables predicted social-emotional outcomes. Approximately 22% of the variability in Total Protective Factors was due to the classroom, indicating that the scores were different across classrooms. A significant improvement in Total Protective Factors Scores was found when controlling for gender and ELL status ($p < .001$). On average there was a 4 point increase. Neither gender nor ELL status predicted children's Total Protective Factors scores. Conscious Discipline was the focus of professional development during this school year.

Students' social-emotional skills improved significantly from fall to spring.

PRESCHOOL SCHOOL READINESS SKILLS

METHOD. School readiness is determined by a combination of factors that contribute to school success in grade school. The importance of concept development, particularly for students from diverse cultural and linguistic backgrounds, has been demonstrated in numerous research studies (Neuman, 2006; Panter and Bracken, 2009). The assessment selected to measure preschool student's academic school readiness was the Bracken School Readiness Assessment (BSRA). The BSRA measures the academic readiness skills of young students in the areas of colors, letters, numbers/counting, sizes, comparisons, and shapes. The BSRA was completed with 121 children from two schools.

Eight percent more students scored within the average range by spring.

FINDINGS. The majority of the students scored below the mid-point of the national average. By the spring, 65% of the children were within the average range. There were 8% more children within the average range than in the fall. It is important to interpret these results taking into account that 34% of the children in these classrooms had an Individual Educational Program (IEP) through special education.

BY SPRING, MORE CHILDREN HAD SCHOOL READINESS SKILLS AT OR ABOVE THE AVERAGE RANGE.
Slightly more children met the national average in the spring.

n=113 ■ Below Avg <85 ■ Avg 85-99 ■ Avg 100-115 ■ Above Avg >115
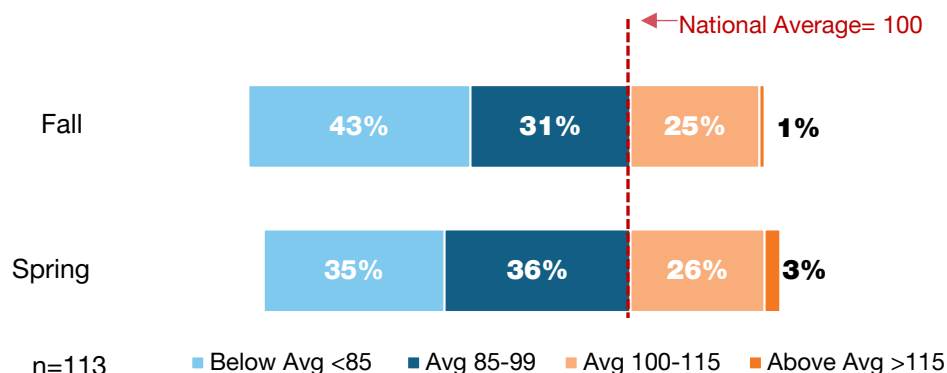
Students who were ELL scored significantly lower on school readiness than their English-speaking peers.

Hierarchical linear modeling (HLM) analyses was completed to determine if there was change in student scores over time and if any demographic variables predicted vocabulary outcomes. Approximately 2% of the variability in Bracken scores was due to classroom, indicating minimal differences across classrooms. No significant change across time was found in Bracken scores. ELL status was a significant predictor of Bracken scores. Children who were English Language Learners (ELL) scored significantly lower than children whose home language was English (p <.05). They scored 6.81 points lower on average than children who were English speaking. Gender was not a significant predictor of Bracken scores.
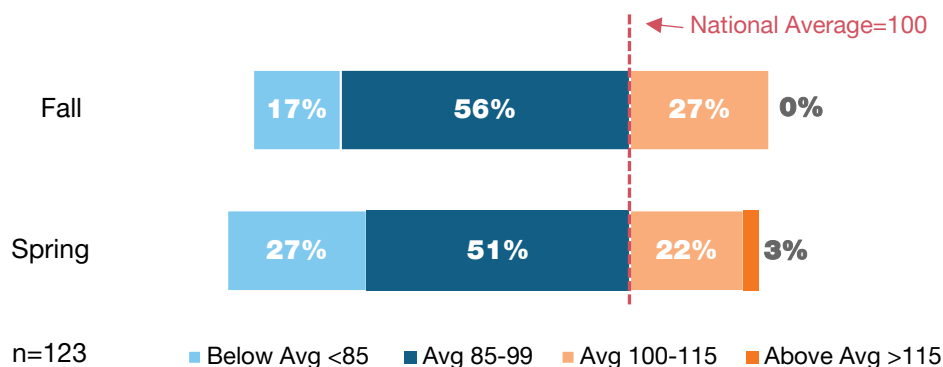
PRESCHOOL EXECUTIVE FUNCTIONING SKILLS

METHOD. In recent years the important contributions of executive functioning to school readiness have been highlighted (Blair & Razza, 2007). Executive functioning is defined as student's ability to control impulses that then enable them to plan, initiate, and complete activities needed for learning. Researchers correlate a relationship between executive functioning and a preschooler's ability to learn in the classroom (Benson, et. al., 2013). The Minnesota Executive Functioning System (MEFS), an online assessment for children two and older, was used in the fall and the spring. This assessment was completed with 123 children from two schools.

FINDINGS. At both the fall and spring assessment periods, large percentages of children demonstrated executive functioning skills within the average range. By spring, fewer children scored at or above the national average.

BY SPRING, FEWER CHILDREN HAD EXECUTIVE FUNCTIONING SKILLS WITHIN THE AVERAGE RANGE OR ABOVE.
A quarter of the children scored at or above the national average.

← National Average=100

	Below Avg <85	Avg 85-99	Avg 100-115	Above Avg >115
Fall	17%	56%	27%	0%
Spring	27%	51%	22%	3%

n=123

Hierarchical linear modeling (HLM) analyses was completed to determine if there was change in student scores over time and if any demographic variables predicted executive functioning outcomes. Approximately 3% of the variability in the MEFS scores was due to the classroom, indicating that there was minimal variability in scores across classrooms. No significant change across time was found in MEFS scores.

Gender was a significant predictor of MEFS scores, with girls scoring significantly higher than boys (p<.05). On average, girls scored 2.93 points higher on the MEFS than boys. ELL status was not a significant predictor of MEFS scores.

Girls scored significantly higher than boys on their executive functioning skills.

Did parent participation in Parent University influence child outcomes?

At all of the schools, parents had the opportunity to participate in Parent University. Sixteen percent of the parents (n=40) engaged in Parent University courses and activities across the four schools. An analysis of covariance was completed to compare the language, social-emotional, and executive functioning school readiness outcomes of children whose parents participated in Parent University to those who did not, while controlling for ELL and IEP status. Children whose parents participated in Parent University did not score significantly higher than other children in the classroom. These results should be interpreted with caution given the small numbers used in the analyses.

GRADES K-1 STUDENTS READING AND MATH SKILLS

METHOD. In order to assess the academic outcomes of the children whose teachers received coaching in Grades K-1, the school district assessment, the MAP® Growth™ was used. The MAP® Growth™ assessment provides data on student academic growth in the areas of reading and math and monitors change over time. The MAP® Growth™ assessment was completed on 259 children across two schools.

FINDINGS. This is the first year that student outcome data was collected, so it should be considered as baseline data for the project. Data were analyzed in two ways, using national percentiles ranks (a comparison with a representative national sample) and Rasch UnIT (RIT) score (a determination of growth). After data from the school district is released, additional results will be reported including data comparison to other Reach Schools and analyses of Growth Percentiles. These results should be interpreted with caution, given that this is the first year this assessment has been used with Grades K-1.

The results of this baseline data for MAP Reading Assessment using national percentile ranks found that by spring 38% of the children scored at or above the 50th percentile rank. This was 8% fewer children than in the fall assessment period. MAP math results found the same percentage of students were at the 50th percentile rank or above at both assessment times. Results found that slightly more children scored at or above the 50th percentile rank in reading (38%) than in math (33%) in the spring, based on the national sample.

BY SPRING, FEWER CHILDREN HAD **READING** SKILLS AT OR ABOVE THE 50TH PERCENTILE RANK.
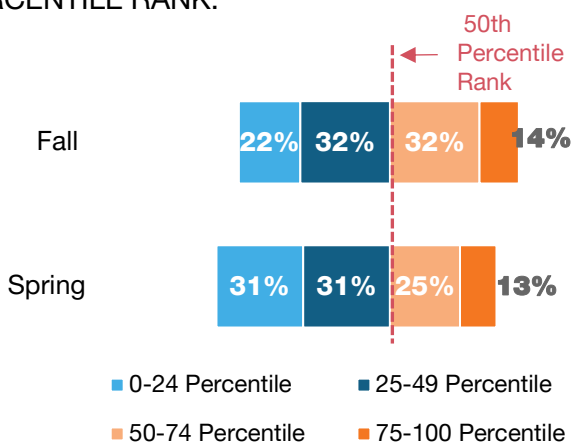
BY SPRING, SIMILAR % OF CHILDREN HAD **MATH** SKILLS AT OR ABOVE THE 50TH PERCENTILE RANK.
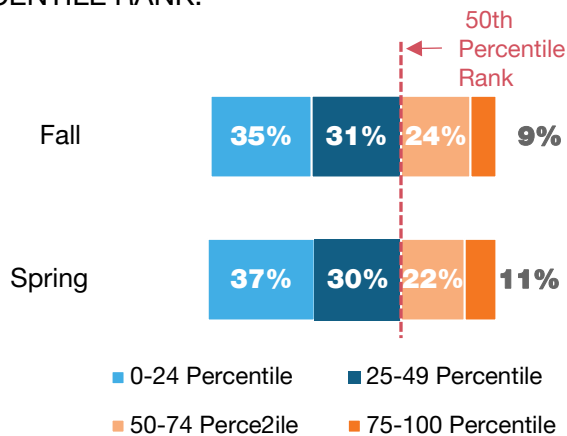
Descriptive analysis using the national percentile ranks was completed to examine patterns of scores based on ELL status. In reading, students who are English speaking had the highest percentages that were in the 50th percentile or higher. Both groups declined in percentages by spring. In math, students who were English speaking had the highest percentages that were in the 50th percentile or higher. By spring, there were slightly more students who were ELL that scored within this range, while for the students who were English speaking the percentages were relatively stable across time.

MOST STUDENTS' NATIONAL PERCENTILE RANK WAS LOWER IN THE SPRING IN **READING** AND WERE MAINTAINED OVERTIME IN **MATH.**
Students who were ELL demonstrated a slight increase in math.
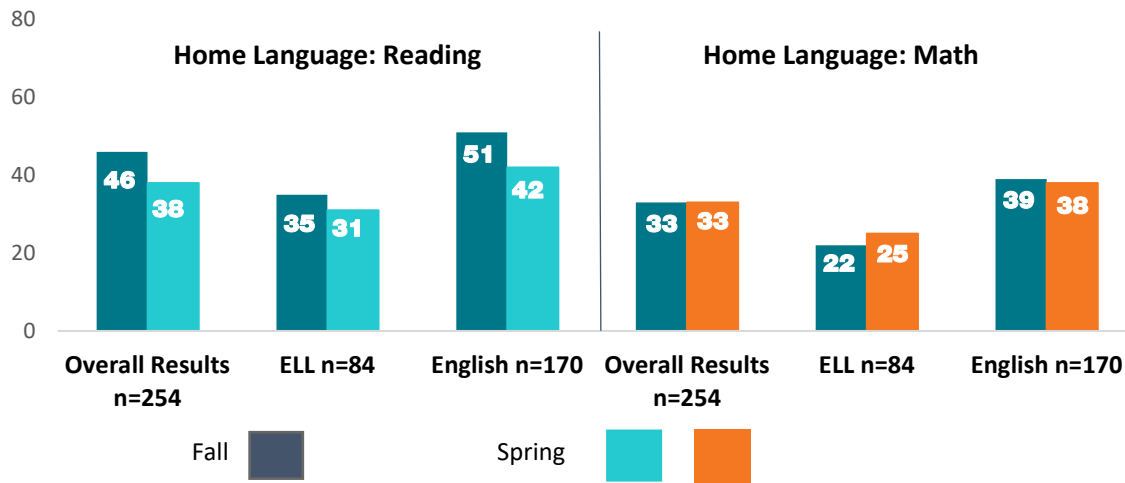
% of children that score at the 50th percentile rank or higher in Reading and Math: Comparisons across populations

The results of the growth analyses using MAP® GROWTH™ RIT scores found that almost all of the students demonstrated growth (improved RIT scores) in Reading (95%) and Math (98%). Of interest was the percentage of students whose rate of growth was sufficient to also improve their percentile rank score. This is seen as greater than expected growth.   In reading, 38% of the students had greater than expected growth. In math, 44% of the student had greater than expected growth. These students demonstrated evidence of closing the academic gap in these two areas. There were also students who increased their RIT growth score, but decreased their percentile rank.   In reading, this pattern occurred with 57% of the students and in math, it occurred with 48% of the students.   These findings suggest that although this group of students demonstrated growth, they did not grow sufficiently to maintain their national percentile rank or narrow the academic gap.

Many K-1 students are making greater than expected gains in Reading (38%) and Math (44%).

Did student participation in preschool programs supported by the Learning Community influence student outcomes?

Twenty-nine percent of the students (n=74) in Grades K-1 participated in preschool programs that were supported by the Learning Community. An analysis of covariance was completed to compare the MAP reading and math scores of students who participated in the preschool programs compared to those who did not, while controlling for ELL and IEP status. The results found that students with the preschool experience demonstrated significantly higher scores in math as compared to their peers [$F(1, 242) = 6.014$, $p = .015$]. There were no significant differences between the two groups in reading [$F(1\ 250) = 3.505$, $p = .065$]. Significance is determined at $p < 05$.

Students with intensive preschool experience demonstrated significantly higher scores in math as compared to their peers at entrance to kindergarten.

USE OF DATA

Upon completion of the classroom observations and child assessments, evaluation staff met with teachers and leadership staff at each school. Using a continuous quality improvement model, strengths, as well as areas for improvement, were discussed with each teaching team. These data were used for personalized instruction for students and to improve classroom practices. Information from the data also informed coaching sessions. Team meetings were held to review cross-classroom data to address system-level improvements. Teams used data to: 1) discuss how to improve practices in the classroom; 2) inform how coaching and professional development could be improved to support teachers; and 3) discuss implications for program planning for specific children.

RECOMMENDATIONS

High quality classrooms were demonstrated across all grade levels. Many supports were in place to support teaching staff including professional development opportunities and coaching, in addition to the dedication of the staff to implement change. Continued support to facilitate quality in the area of instructional support is recommended. Preschool children demonstrated significantly improved skills in social-emotional and vocabulary skills. Results also found differentiated outcomes based on demographics. Girls scored significantly higher than boys on executive functioning. Children who were ELL scored lower on school readiness and vocabulary skills. Students in Grades K-1 scored higher on reading than math skills. Continue to review curriculum practices for students in Grades K-1 to identify ways to enhance reading and math skills. In addition, continue to work with the teachers to identify ways to align curriculum and instructional practices across preschool to Grade 1 to maximize student learning.

Parent University

STRATEGY IMPLEMENTATION

Parent University is a comprehensive, two-generational family engagement program based on research and best practices that began in February 2015 at the Learning Community Center of North Omaha. Parent University provides individualized and center-based supports and services to families whose children are eligible to participate in the intensive early learning classrooms and families who have a child six or younger who reside in the following six elementary school attendance areas: Kellom, Conestoga, Franklin, Lothrop, Minne Lusa, and Skinner.

KEY COMPONENTS

INDVIDUALIZED SERVICES. Every parent who participates in Parent University goes through a thorough intake process and is assigned his or her own personal coach, an Educational Navigator, to assist in personalizing the program to best achieve the family's identified goals. The following individualized services are implemented based on need of the family.

> **NAVIGATOR SERVICES.** Educational Navigators serve as personal parent advocates, helping parents gain better understanding of the public school system, community resources, child development and learning strategies. Navigators build strong relationships with participants to ensure individualized education and support using a research-based home visitation/parenting curriculum. In addition to home visits, the navigators attend courses with parents to be able to assist them in transitioning the concepts learned during center-based learning to opportunities in the home.

> **HOME VISITATIONS & GOAL SETTING.** Navigators visit participants' homes to communicate with parents, conduct formal and informal needs assessments, connect parents with resources, model supportive learning activities, coach parenting skills, and attend to specific needs. Navigators use the Growing Great Kids curriculum to complete home visitations as necessary. On average, these visits occur approximately once every 30 days. Each participant works with their navigator to set personal and familial goals. All goals have strategies and both are S.M.A.R.T. (Specific, Measureable, Attainable, Relevant, and Time-bound).   Goals and strategies are reviewed monthly during home visitations to ensure they remain relevant to the families' needs.

> **LIAISON SERVICES.** Families who need more than monthly home visitation due to multiple risk factors such as, but not limited to homeless, history of trauma and lack of support system and knowledge of community resources can be assigned a Family Liaison through a partnership with Lutheran Family Services of Nebraska, Inc. Family Liaisons offer additional case management to families and serves as a liaison between Parent

University, the child's school and the families' homes. Family Liaisons have the capacity to meet with families weekly until the immediate needs are met.

CENTER-BASED LEARNING. Parents have access to an onsite Parent Resource Room with access to library services through a partnership with Omaha Public Library. In addition, parents can select to attend a variety of Parent University courses at the center developed based on the family needs. Courses fit into four primary majors which were developed based on identified family needs:

PARENTING. Parents learn effective ways to parent their child(ren) and ways to support child development and learning through a series of courses designed to strengthen the parent-child bond and interactions.

LIFE SKILLS AND WELLNESS. Parent University partner organizations provide courses to strengthen family self-sufficiency in areas like adult basic literacy, ESL, and employment skills. This strand or major contributes to stability so that families can support their students.

SCHOOL SUCCESS. In order to become full partners in their child's education, courses and workshops emphasize the importance of the parent's roles, responsibilities, and engagement opportunities.

LEADERSHIP. Courses empower parents to take on more active roles in their child's school and their community.

While parents attend courses, Parent University offers year-round child learning activities for the children focusing on the domains of early childhood development within two child learning rooms onsite.

DEMOGRAPHICS

A total of 218 parents were enrolled in Parent University, which was an increase of 50 participants from the previous year. There were more females (70%) than males (30%). The majority (93%) of the parents represent cultural and ethnic diversity. Most of the parents were African American (58%) or Hispanic (31%). Parents enrolled in Parent University had 395 children. Most of the parents (66%) were employed either part (12%) or full time (54%).   Slightly more than half of the parents had either less than a high school degree (38%) or a high school diploma (19%). The remainder of the parents had some college (28%) or a college degree (13%).

MOST OF THE PARENTS SERVED REPRESENTED RACIAL AND ETHNIC DIVERSITY.

White	7%
Non-White	58% Black / 31% Hispanic / Other

n=212

Parents in the program reported facing a number of challenges. Many parents (74%) accessed some type of government assistance (e.g., SNAP, Medicaid, WIC, TANF, and Title XX). Food insecurities (worried about having adequate food for the family) or homelessness were of concern for many families. Several (30%) of the parents' home language was not English. Many (38%) did not have a high school diploma. The challenges that many families face point to the complexity of the lives of the parents in Parent University and provide a context for interpreting the results of this report.

PARENTS FACE MANY CHALLENGES.

Eligible for Free & Reduced Lunch	89%
Eligible for Government Assistance	74%
No High School Diploma or GED	38%
Sometimes/often worried about not having food	32%
English not the home language	19%
Sometimes/often worried about being homeless	13%

n=218
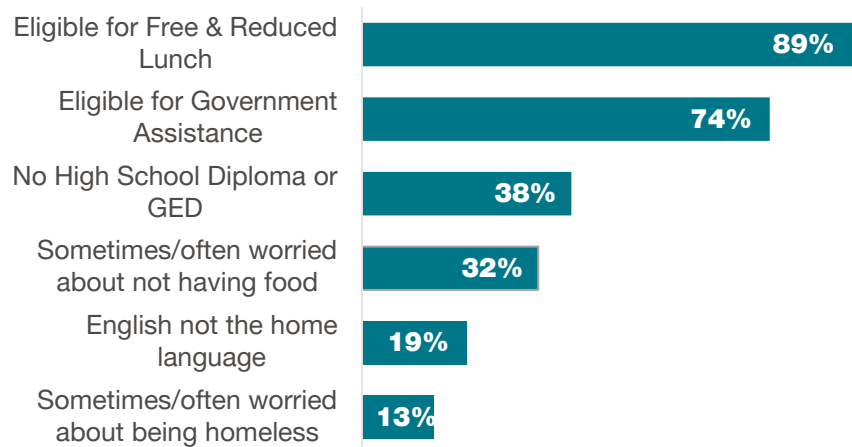
COURSE PARTICIPATION

Program staff tracked parents' participation in the 38 courses that were offered this past year with many being offered more than one time. These courses represented different topics, each of which was aligned with at least one of the four primary majors of the Parent University. Throughout the year, many parents enrolled in more than one course. Across the 38 courses, 555 participants (duplicated count) were enrolled. The topics that had highest participation were Curriculum Night, Anger Management, Circle of Security, Healthy Relationships, Prime Time Reading, and Cooking Matters. This year there were fewer courses related to Life Skills and more presented in the other three areas.

MOST PARENTS PARTICIPATED IN COURSES RELATED TO LIFE SKILLS AND PARENTING.
Few participated in courses related to Leadership.

Life Skills	37%
Parenting	34%
School Success	21%
Leadership	8%

0%   50%
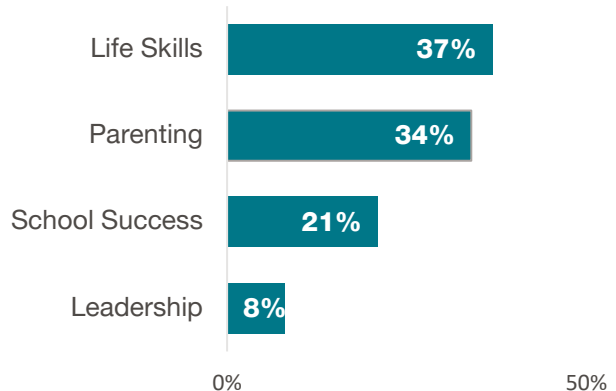
FAMILY OUTCOMES

FAMILY PROTECTIVE FACTORS

METHOD. The adoption of a strengths-based prevention model embracing protective factors is considered an important approach to prevent child abuse (Langford, J., & Harper-Browne, C., in press). In order to assess family protective factors, participants completed the FRIENDS Protective Factors Survey (PFS), a broad measure of family well-being, at intake and every six months thereafter. The survey assesses five areas: Family Resiliency, Social Supports, Concrete Supports, Child Development Knowledge, and Nurturing and Attachment. Seventy-nine families completed the PFS at baseline and follow-up. The PFS is based on a 7-point scale with 7 indicating strong protective factors.

FINDINGS. The results found that parents' attachment skills were the highest rated area. Other areas that were in the strengths range were Social Supports, Family Resilience (e.g., ability to openly share experience to solve and manage problems) and knowledge of Child Development. All of the areas were in the strong protective factors range.   Paired t-test analyses were completed to determine if there were significant changes over time. There was a significant improvement in parents' Family Resilience over time (p=.014, d=0.288) suggesting small meaningful change in this area.

PARENTS DEMONSTRATED STRONG PROTECTIVE FACTORS ACROSS THE MAJORITY OF THE AREAS.
There were significant improvements in family resilience (e.g., ability to manage problems).

n=79   * Represents Signficant Change
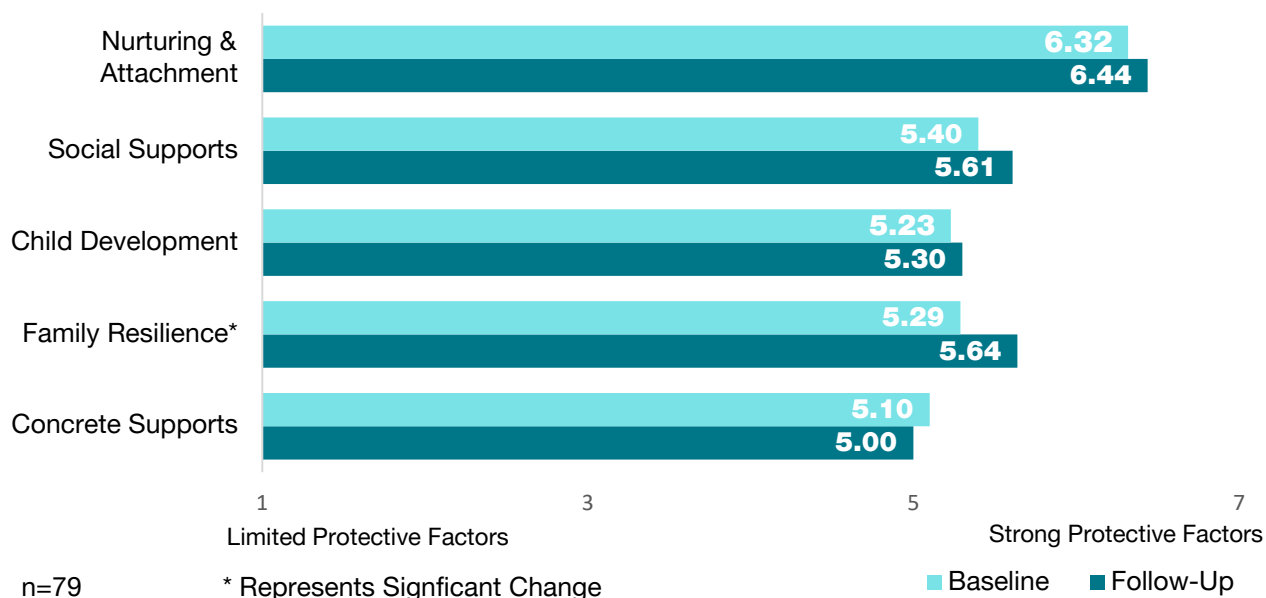
COMMON SENSE PARENTING (CSP)

Four Common Sense Parenting (CSP) sessions were conducted during the past year. A total of 39 parents participated and 67% completed the course.

METHOD. *Parenting Children and Adolescents Scale (PARCA)* was completed by parents as a pre-test and post-test. This 19-item assessment evaluates parents' skills in supporting good behavior, setting limits, and being proactive in their parenting. The second assessment used was the *Parental Stress Scale (PSS),* which is a self-report scale that contains 18 items. This scale assesses parental stress. Respondents are asked to agree or disagree with items regarding their typical relationship with their child or children and to rate each item on a five-point scale: strongly disagree (1) and strongly agree (5). Higher scores on the scale indicate greater stress.

Common Sense Parenting is a parent-training course developed by Boys Town for parents of school-aged children. Parents attend six, weekly two-hour sessions. Customized content is delivered via structured learning activities including direct skill instruction, modeled examples of skills, discussion of videotaped scenes depicting correct and incorrect application of skills, and guided skills practice/role play. Homework activities encourage parents to practice the skills at home. It is important to note this class is personalized specifically toward the participating families.

FINDINGS. Twenty-five parents completed the PARCA. The results found that parents improved their parenting skills over time. The pre-test average score was 5.36 and the post-test scores were 5.56. No statistical analyses were completed.

Seven parents completed the PSS. The results found that parents' stress was lower at the conclusion of the course. The pre-test average score was 32 and the post-test scores were 28. No statistical analyses were completed.

CIRCLE OF SECURITY™-PARENTING (COS-P)

COS-P was another core parenting course provided at Parent University. A total of 14 participants enrolled across the two COS-P courses. These parents had 39 children.

METHOD. Participants were asked to rate a series of questions that were related to caregiver stress, their relationship with their children, and confidence in their parenting skills. Fourteen individuals completed the survey.

Circle of Security™-Parenting is an 8-week parenting program based on years of research about how to build strong attachment relationships between parent and child. It is designed to help parents learn how to respond to child needs in a way that enhances the attachment between parent and child. It is important to note this course is personalized to meet the needs of participating families.

FINDINGS. A descriptive analysis was completed to evaluate participants' perception by the end of the COS-P series across the program identified outcomes. There were positive differences found between scores at the beginning of the group and scores at the groups' conclusion in all three areas including parenting skills, low stress, and positive relationships with their children. The greatest gains were in the area of parenting skills.

Participants were very positive about their COS-P experience, using descriptors such as "very empowering" and "learning to interact with my child."

PARENTS DEMONSTRATED **SIGNIFICANT** IMPROVEMENTS IN THEIR PARENTING STRATEGIES, THEIR RELATIONSHIPS WITH THEIR CHILDREN, AND LOWERED PARENTING STRESS.

	Pre	Post
Positive Parenting Strategies*	3.30	4.66
Positive Parent-Child Relationships*	4.00	4.79
Low Parenting Stress*	2.79	3.07

*Represents significant change

■ Pre ■ Post   n=14
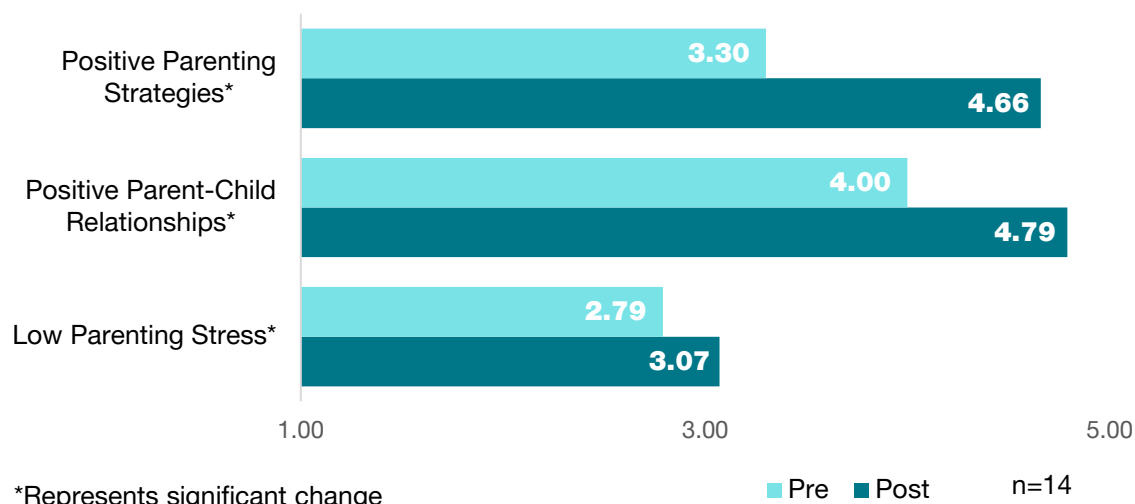
PARENT-CHILD RELATIONSHIPS

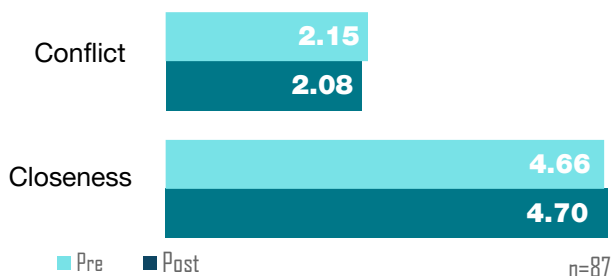**METHOD.** The Child Parent Relationship Scale (CPRS) measures the degree that parents report a positive close relationship with their child and the degree of conflict in their interactions. Scores are reported on a 5-point scale with 5 being representing high closeness or conflict. A total of 87 families had baseline and follow-up surveys.

FINDINGS. 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 DEMONSTRATED POSITIVE RELATIONSHIPS AND LOW CONFLICT WITH THEIR CHILDREN.
Families reported low levels of conflict.

	Pre	Post
Conflict	2.15	2.08
Closeness	4.66	4.70

n=87

PARENT-CHILD INTERACTIONS

METHOD. 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. Thirty-eight parents had baseline and follow-up KIPS.

FINDINGS. Parent University families demonstrated parent-child interaction skills in the moderate range of quality.   A paired t-test analysis found that were not significant changes in Interactional Skills across time, suggesting skills were stable over time.   The strength of the parents' skills was in Building Relationships. The most improvement was in the area of Supporting Confidence (e.g., providing encouragement to their child).   The overall average scores for each subscale were below the program goal that was set by the state home visitation program.

There were many positive interactional skills rated on the individual items. Three areas that met the program goal were in the parent's sensitivity to their children's responses, their physical interactions (e.g., hugging, touching), and their involvement in their child's activities.   The most improvements were noted in their encouragement of their child, involvement in their actions, and providing them with supportive directions.

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.

SUPPORTING CONFIDENCE
- 3.05
- 3.15

Supportive Directions
- 3.04
- 3.19

Encouragement
- 3.24
- 3.47

Promotes Exploration & Curiosity
- 2.84
- 2.84

← Program goal = 4

PROMOTING LEARNING
- 3.07
- 3.15

Language Experiences
- 3.63
- 3.53

Reasonable Expectations
- 3.26
- 3.16

Adapt Strategies to Child's Interests
- 3.19
- 3.03

BUILDING RELATIONSHIPS
- 3.92
- 3.92

Sensitvity of Responses
- 4.03
- 4.03

Supporting Emotions
- 3.63
- 3.66

Physical Interaction
- 4.26
- 4.24

Involvement in Child's Activities
- 4.37
- 4.13

Open to Child's Agenda
- 3.50
- 3.55

OVERALL
- 3.45
- 3.44

n=38

Low Quality   High Quality

■ Pre ■ Post3 ■ Pre ■ Post

Overall Scores   Subdomain Scores

1   3   5

By spring, 54% of parents were highly skilled in building relationships with their children.

How did parents support their child's learning at home?

Parents reported many positive ways that they interacted with their child to support learning. Data was analyzed for book reading by comparing how often parents read to their children when they first began Parent University and after they had been in the program for six months or longer. The results found that 71% of parents read to their children at least three times a week. Analysis of baseline and follow-up data found that 44% of the parents were reading more to their children after participation in Parent University.

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

FAMILY EDUCATION

What are the educational hopes for their children?

Parents were interviewed to determine their hopes for their child's future education. At the follow-up assessment, the majority of the parents reported that they expected their child to obtain a bachelor's (42%) or graduate degree (40%). Only 11% reported their child would only receive a high school diplomas. This data suggest that parents who participate in the Parent University have high aspirations for their children.

PARENTS HAVE A RANGE OF GOALS FOR THEIR CHILDREN'S FUTURE.
MOST PARENTS HOPE THEIR CHILD OBTAINS A BACHELOR'S OR GRADUATE DEGREE.

High School Degree	11%			
Level of Post HS	42%	40%	5%	2%
	Bacherlor's Degree	Graduate Degree	AA	Some College

n=92
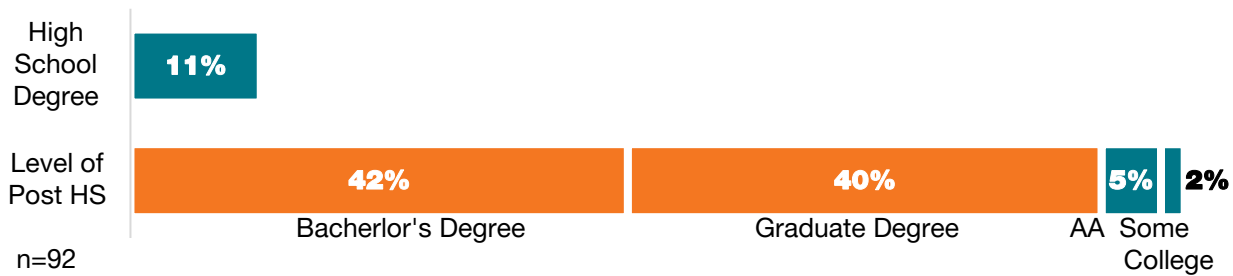
How did Parent University benefit parents' own education?

Parents were provided with opportunities to enroll in either English as a Second Language courses (ESL) or GED courses. Twenty-two parents participated in one of these two options, ELL (11) and GED (11). Pre-post assessments were obtained from 11 of the 22 parents, six from ESL and five in GED courses. The BEST assessment was used to assess their English proficiency. All ESL students with pre/post assessments (n=6) increased one or more levels on the BEST assessment, suggesting improvement of English skills. Only one (17%) of the parents at post-testing were in the Advance or High level of the BEST.

STUDENTS IN ESL CLASSES ARE GAINING ENGLISH SKILLS BY INCREASING AT LEAST ONE LEVEL.

ESL Students	100%

ESL n=6

STUDENTS IN GED CLASSES ARE PASSED ONE OR MORE TESTS.

GED Students	45%

GED n=11

The Test of Adult Basic Education was used to assess student's math, science, reasoning, and social skills. Forty-five percent (45%) of the 11 enrolled parents passed one or more tests. One parent completed his GED.

How did Parent University support parents in obtaining their goals?

Families needing additional support were provided the support of a family liaison. They work with families to set and achieve goals identified by the family. A total of 181 received this support and developed a service plan. The 274 goals were related to: School Success (35%), Life Skills and Wellness (44%), Parenting (18%) and Leadership (3%). High percentages of parents were continuing to work towards their goals with 38% had improved or achieved their goals.

COMMUNITY OF PRACTICE USE OF DATA

Data were used from multiple sources to support the review of the course implementation strategies. Parent satisfaction surveys were reviewed by staff after each class to identify areas for improvement. Systems for ongoing data collections of parent outcomes were established and reviewed bi-annually with program staff as part of a continuous improvement process. Parent focus group data was used to get their input on all components of Parent University.

What were parents' experiences in Parent University?

A total of 16 parents participated in one of two focus groups to gather their input on how Parent University was working for them and to identify their recommendations for improvement. Representatives of the Parent Advisory Council, plus two additional parents participated in one focus group. The second group included parents who were enrolled in English courses and whose primary home language was Spanish.

KEY FINDINGS

Parents reported an increase in their parenting skills and relationship with their child. Parents reported that participation in courses helped them "add tools to our tool box." Parents described how the courses helped them engage with their child, which resulted in better parent-child relationships. Parenting courses helped them both "reframe their emotions" so that their children know the "why" to their requests. They are adopting new disciplinary approaches that are different from what they experienced as children. Improved relationships between the parents and children were noted, by both mothers and fathers. They described how they are trying to help themselves and their children, and then they can reach out and help others.

> ## "Parent University adds tools to our toolbox."
>
> -Parent Advisory member

Parent University creates a culture of caring and "family". The benefits of Parent University, parents reported, were not limited to the courses. Several of the parents report that the center provides a culture of caring between parents, children and staff. "What keeps me here is the child care teacher enjoys my kids. That means a lot." The quality of the child care staff was noted to be much improved from previous years. There is a strong commitment of families to

the staff leadership, who they feel respect them. If leadership at Parent University makes request of the families, they "make it happen." A secondary benefit of Parent University is "the connections-I don't know where I would be without it." It was clear from the parents, that Parent University helped increase their social connections and networks. The families at Parent University serve as a support to each other. As one parent described, when she first came to the center the other parents were strangers. These

parents then became "associates to friend and then family."

School-parent partnerships are being developed and strengthened. "I can advocate and work with the teachers better." This was a theme of the parents' conversations. They indicated that many parents feel intimidated by their school. Parent University has helped them learn that they can work as a team with their school and to address any concerns about how their child is doing early and not wait. Curriculum night, where teachers come and share what the students are learning at school, was viewed as a very valuable activity that promotes parent-school engagement and also lets them know how they can support their child at home. Some of the parents have children in junior and senior high school. They felt that more information on how to support their children have access to ACT testing and information about college would be helpful. High school counselors are overwhelmed and they feel that they often are not informed about potential opportunities for their older children.

Life Skills and Education courses benefited parents. Several families started their involvement with Parent University by enrollment in GED or ESL classes, a key activity of a 2GEN approach. The English classes have been a big benefit to families. As one parent said, "The English lessons have given me more security. I can communicate better." These improved skills have helped them to communicate and connect with providers in the community (e.g., health clinics, schools, and grocery stores). The quality of the instructor was commented on by many, with parents using adjectives such as, creative, does a good job, and helpful.

Parents also found benefits in many of the other courses that Parent University had to offer. The life courses such as cooking and financial courses and mentoring have been important resources to the families. Learning to open and manage a bank account, engage in online banking and doing their taxes were all examples of skills learned in financial courses. The parents indicated that now they want courses that are not only about making ends meet, but also about how to invest so you could get ahead. To this point, expanding courses to include investment planning was recommended. Parents talked about how they have gained skills across many areas, "growth is awesome." As one described, Parent University "makes you get out of your comfort zone. When you get out of your comfort zone, it means you are growing." Some were surprised at how Parent University contributed to their own personal growth in leadership skills, advocating by speaking to legislators or speaking in front of community or parent groups.

Parents identified areas for improvement. Although the responses regarding Parent University were overwhelmingly positive, parents did identify a few areas for improvement. Parents find out about Parent University in a variety of venues, word of mouth, information at their school, and the media. Parents felt that expanded marketing efforts would benefit Parent University. Several suggested that there be more media coverage, "we have so many good things" that are

happening at the center. Others recommended having parents talk about their involvement at schools. Peer recommendations hold a lot of weight for parents. A second recommendation is for the Learning Community Coordinating Council to have more contact with the parents. Suggestions included having them talk with the Parent Advisory Council or sit in on a class. For parents who are enrolled in ESL classes, they would like to have more courses offered in Spanish.

RECOMMENDATIONS

Parent University has successfully implemented a series of courses that have resulted in improved parenting and life skills.   Parents reported Parent University has made a difference in their lives and has created a community of support.   Parents are now requesting more support in investment planning. Continue to investigate the possibility to partner with Metropolitan Community College to support parents' career advancement.

Child Care Director Training

STRATEGY IMPLEMENTATION

The goal of the Child Care Director Training program is to work closely with community center directors to enhance their skills, provide a sustainable professional development system for staff and ultimately improve the quality of care and education for the children. The program is a relationship and strength-based approach which uses reflective practices surrounding the National Center of Quality Teaching and Learning Model.

The intensive training is also designed to support directors through the first two phases of Step Up to Quality (SU2Q), the state of Nebraska initiative, which promotes improvements in the quality of early childhood education. Participating providers can then receive additional coaching services and incentives to strengthen their businesses. All directors have enrolled in SU2Q.

The training/coaching model starts each month with a training session that includes the director of each center and the assigned coach. Onsite coaching then reinforces the content of the training.   Each director identifies a teacher that the director would be responsible for coaching. This cycle of training and coaching is repeated each month. The first cohort began in spring of 2016 and concluded in the fall of 2018.

Director & coach attend training session

Director receives 1-1 coaching

Director will coach staff

DEMOGRAPHICS

Ten community child care directors participated in this project for the past two years. The directors have, on average, 18 years of experience (ranging from 2 to 38 years). Most serve infants through school age children. These 10 centers serve, on average, 94 children. The highest percentage of children served was school age children (42%) followed by preschool age children (34%).

OUTCOMES

QUALITY INSTRUCTIONAL PRACTICES

METHOD. Each center director identified one classroom that received training and coaching as part of this model and served as an evaluation source for the program. The *Teaching Pyramid Observation Tool Research Edition (TPOT-RE)* was used to measure the quality of the classroom instruction at two points in time. These tools were developed to measure the implementation of Pyramid Model strategies and focus on four areas of teacher practices: nurturing responsive relationships, creating supportive environments, providing targeted social-emotional supports, and utilizing individualized interventions. Practices measured in the Key Practices scale include building warm relationships with children, utilizing preventative strategies such as posting a picture schedule and structuring transitions, teaching social-emotional skills, and individualizing strategies for children with behavior challenges. Red flags measure negative practices such as chaotic transitions, children not engaged in the classroom activities, children running through open spaces, and harsh voice tone.

QUALITY INSTRUCTIONAL PRACTICES

**FINDINGS.** Nine classrooms had pre-post assessments, evaluated by trained raters. Results found that classrooms demonstrated improvement over the course of the year. At the baseline observation, the preschool classrooms had on average 39% of Key Practices in place, which improved to 50% by spring. There was also a decrease in red flags evident in the classroom. At baseline, there were on average six red flags in place, which decreased to three in the spring.

TEACHERS INCREASED POSITIVE PRACTICES TO SUPPORT CHILDREN'S SOCIAL-EMOTIONAL SKILLS.
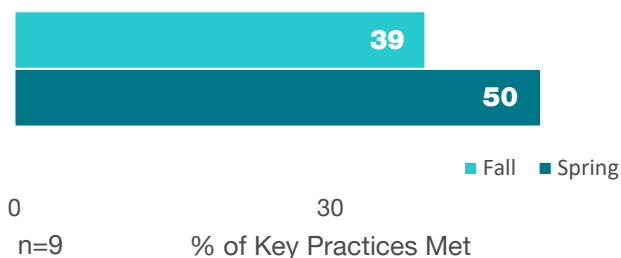
TEACHERS DECREASED THE NUMBER OF RED FLAGS OBSERVED IN THEIR CLASSROOMS.

	Fall	Spring
	39	50

0   30   60

n=9   % of Key Practices Met

	Fall	Spring
	6	3

0   5   10

n=9   # of Red Flags
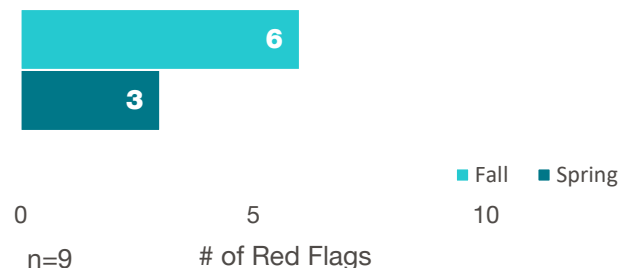
CHILD CARE WORKPLACE ENVIRONMENT

METHOD. Staff at each childcare center were asked to complete an environmental survey that reflected the climate of their childcare center. The survey's key environmental components including: human resources (e.g., promotions, salaries); relationships (e.g., trust morale); climate (e.g., well-organized, encouraged to be creative); and infrastructure (e.g., common vision; agreement on educational objectives). This survey was completed in the fall and in the spring of this year.

FINDINGS. The results of the survey found that by the follow-up assessment, 60% of the center's staff rated the center's workplace environment positively with items occurring frequently or always. In the other centers (40%), the items were rated as occurring "somewhat regularly". Results from the pre/post survey found the ratings were similar across time. Staff described their centers as being caring, loving, and friendly. They felt it had a family atmosphere and created a culture of learning. Strengths were identified as have an environment where there was teamwork with an emphasis on creating relationships with children and supporting their learning. They felt that both the directors as their leader and teacher were valuable resources. Areas that they saw as needing improvement were to identify ways to increase parent participation, support teachers to go back to school, improve center staff communication, and have more materials and supplies available for the classrooms.
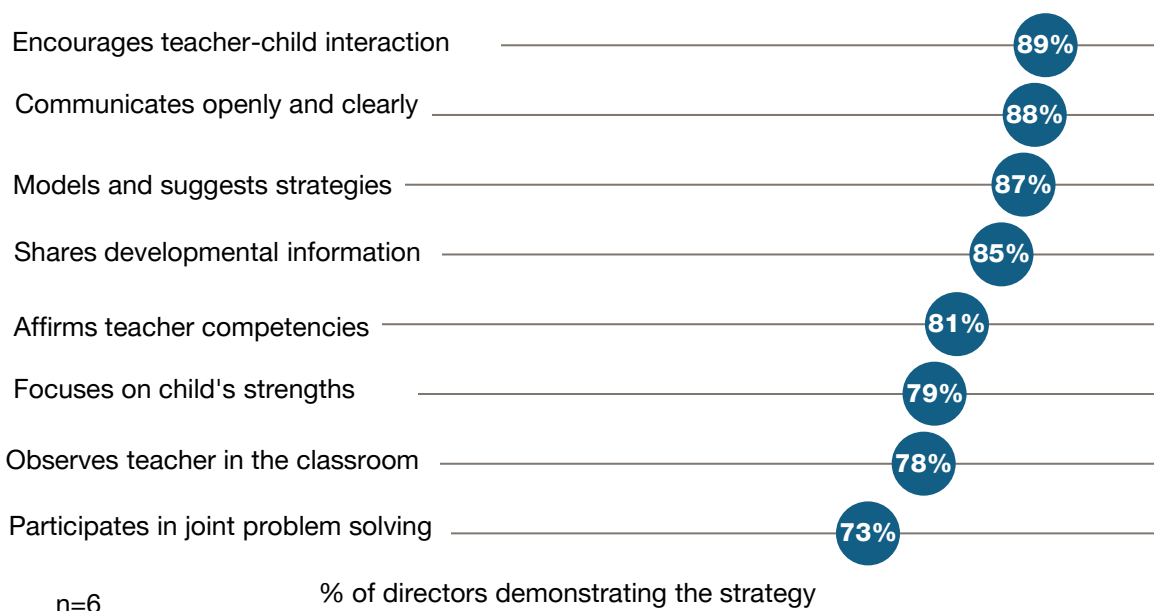
> The majority of the childcare teachers rated the workplace environment at their center positively.

DIRECTOR'S COACHING SKILLS

METHOD. 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 that they used with their teachers.

FINDINGS. This year the emphasis of the training and coaching strategies with the directors focused on quality classroom practices, teacher training strategies, and how to coach their staff. Videotaped baseline and follow-up data was collected to determine the efficacy of the directors' coaching of their staff. Descriptive analyses of the pre/post video clips ratings were found to be similar over time.   Directors' coaching strengths were in the areas of communicating clearly, sharing developmental information, and encouraging interactions with the children. Fewer directors use their observations of the classrooms as a point of discussion or engage in joint decision making with their staff.

DIRECTOR COACHING STRENGTHS INCLUDED CLEAR, SUPPORTIVE COMMUNICATION, ENCOURAGING INTERACTIONS WITH THE CHILDREN, AND SHARING DEVELOPMENTAL INFORMATION WITH THEIR STAFF.

Strategy	%
Encourages teacher-child interaction	89%
Communicates openly and clearly	88%
Models and suggests strategies	87%
Shares developmental information	85%
Affirms teacher competencies	81%
Focuses on child's strengths	79%
Observes teacher in the classroom	78%
Participates in joint problem solving	73%

n=6   % of directors demonstrating the strategy

What did childcare directors and coaches think about the Childcare Director Training program?

All of the program stakeholders were asked to participate in focus groups to capture their experience with the training and coaching process.   The following represents the key findings from the feedback from all three groups of stakeholders (i.e., teachers, coaches, and directors).

THE PROGRAM DIRECTOR AND COACHES WERE OF HIGH QUALITY. Directors commented on the high quality and helpfulness of both the training and the coaching services they received. "The trainer's presentations were always very educational. She could really make those connections so we could easily understand them and take them back and give them to our staff, and apply them to whatever it is that we are doing." Each director mentioned the value of the support from the coaches, including the connections the coaches made both with their staff and parents.

> "My coach was very motivating. Even if I got stuck, she wouldn't let me stay stuck long. She would push or she would fill in the blank."
>
> -childcare director

COACHING MADE A DIFFERENCE AT THE CENTERS. Coaches described that the first step to the coaching process was to build relationships and trust with the directors. This was key to their success and took time to develop. Once this foundation was set, coaches reported that the directors' confidence improved. There was greater intentionality and awareness of quality practices at the centers. They also reported that directors were learning how to use the strengths of their teachers. For some directors there was initial resistance due to previous history with training and coaching programs. Trust was an important element during the training that allowed directors to share ideas among the group.

TEACHERS AND DIRECTORS GAINED COMPETENCIES THEY APPLIED IN THEIR CENTERS AND CLASSROOMS. Directors reported an increase of confidence in supporting their staff around instructional practices. As one director said, "…. The classes are very, very, helpful-they give you lots of tools that you can bring back and implement."

Teachers confirmed that their directors were "quick to share information after each training session." Several indicated that they had improved their ability to manage behavior issues, which resulted in less behavior problems in their classrooms.

> "My director provides feedback to let me know if I'm on the right track. When she does, it's welcome, because we are all striving to improve."
>
> -childcare teacher

DIRECTORS' TIME FOR COACHING IS LIMITED. Directors understand the model is for them to coach and train their staff, but they find it difficult to carry out due to the multiple demands of their jobs. Many don't have regular staff meetings, so it means they have to share information with individual teachers during nap times, which is time consuming. Directors found it helpful when coaches helped to disseminate training information to their staff.

THE CHILD CARE PROJECT HAS HELPED TEACHERS IMPROVE THEIR EDUCATIONAL STATUS. Directors reported that there were education benefits to their staff by their participation in the project. "She (the coach) was very instrumental in encouraging my teachers to either do the CDA class, get enrolled in the TEACH program, take some classes at Metro….then they'll understand early childhood development and what their role is." As

another director indicated, "This program has helped me to see that I need to work harder as a director to ensure the training happens…. Three of our staff are also working on their GED and three are part of the TEACH program."

RECOMMENDATIONS

The overall recommendation was to increase the degree of individualized pacing and support for sites as they work to implement the training objectives and reach proficiency.   Coaches recommended a continued emphasis on basic classroom management and how to support children who exhibit problem behaviors.

Future Teacher Clinical Training

STRATEGY IMPLEMENTATION

Metropolitan Community College (MCC) in partnership with the Learning Community and Educare developed a new approach to pre-service education to better prepare college students to teach in high poverty, early childhood and preschool classrooms. With guidance from experienced faculty, college students work directly with teaching teams at Educare, Kellom, and Conestoga. The Educare classroom at LCCNO is linked to the MCC classroom via robotic cameras and audio, giving students a unique opportunity to learn while receiving real-time feedback from their instructors and classmates. These strategies resulted in students receiving immediate feedback from instructors as they employed newly learned teaching techniques.

A partnership between MCC, the Learning Community, and Creighton University is providing an opportunity for students to obtain a cost-effective path to a teaching degree with an Early Childhood endorsement. Qualifying MCC early childhood students can enter Creighton as full-fledged juniors and graduate in two years.

DEMOGRAPHICS

During the 2017-2018 school year, MCC had a total of 326 students that were enrolled in early childhood courses. These students were enrolled in 116 courses. One MCC student has enrolled in Creighton as part of the 2+2 program that was a result of the MCC/Creighton partnership.

OUTCOMES

METHOD. Three strategies were used to evaluate this strategy including tracking graduates' short- and long-term education outcomes and an interview with a MCC graduate to discover what factors contributed to her success.

FINDINGS. A goal of the program is to increase the number of early childhood providers to address the shortage in the field. An additional goal is to provide a curriculum that supports teachers to gain skills in working with diverse populations of children and families. MCC Early Childhood program addressed this need by graduating 13 students with Early Childhood Associate's degrees and one Early Childhood Education certificate.

MCC tracks the students who graduate from the Early Childhood Associate's degree program to determine the number that continue their education at a 4-year institution. There were 21 students since graduating in 2015-2016 that have enrolled to pursue their studies in a 4-year institution.   The majority of those have enrolled at University of Nebraska at Kearney (45%), Bellevue University (25%) or University of Nebraska at Omaha (15%). Other schools have included Creighton University, Peru State College, and University of Texas at San Antonio.

The first student enrolled in the A+B program graduated from Creighton University in May 2018 with her Bachelor's degree in education with a teaching certificate and an endorsement in early childhood education.   In the fall of 2018, she was employed and is currently teaching in an early childhood classroom where she did her first practicum at MCC which was in partnership with the Learning Community. The results of an interview with her are summarized in the following section.

ONE STUDENT'S JOURNEY. Kate enrolled in MCC not sure of her career path, thinking that she would go into nursing or business management. Once she started her classes she made a list of what she wanted out of life and teaching rose to the top.   She felt "lucky" as the MCC practicum gave her "lots of hands on and real life experience….we had good examples and that really helped." Now that she is working the only area she would have liked more experience on was completing authentic assessments in the classroom, learning how to balance assessing while teaching and engaging

students.   After three years at MCC, as she also worked in childcare settings, Kate graduated with her Associate's degree and was admitted to Creighton University (CU) as part of the 2+2 agreement. She expressed that her transition to CU was easy, indicating MMC had high expectations for their students.   "They (MCC) did a great job in preparing me." Kate reported that the faculty at CU were dedicated to their students, "They are intent to make sure you don't

fail…..It was a great experience." After two years Kate graduated with a degree in Elementary Education and a teaching certificate with an endorsement in early childhood.   As she began to apply for teaching positions, she wanted to go "where I could make the biggest difference" and "where there was cultural diversity." She took a position at Omaha Public schools in the classroom where she did her first practicum as part of her coursework at MCC. As she completed the interview, Kate remarked, "Choosing a job is a match-making process, you need to make sure the culture of the school is a match for you." She is enjoying her first year teaching experience, feeling lucky she has a coach, as well as former students and faculty at CU and MCC that you can "lean on as you need them."

RECOMMENDATIONS

MCC has implemented an innovative clinical approach for student training that was viewed favorably by their students. Long-term outcomes are needed to determine if these experiences increase the number of students who both feel more prepared to work with children in poverty, as well as, work in early childhood settings in the areas surrounding LCCNO and LCCSO. This year the first student has graduated from Creighton University and is working in the LCCNO area.

FAMILY LEARNING

LEARNING COMMUNITY CENTER OF SOUTH OMAHA

Child Learning Graduate

In recognition of outstanding classroom participation, successful social skills, and a positive attitude towards learning.

This certif

Family Learning Program

The Learning Community Center of South Omaha (LCCSO) is a comprehensive program based on national models and best practices from the two-generational learning approach. The center-based program originated in 2012 as a collaborative effort between the Learning Community of Douglas and Sarpy Counties and OneWorld Community Health Centers.

In 2015, three consecutive years of strong outcomes led to a partnership with Omaha Public Schools. The goal was to replicate the community center-based program concept into the daily routine of Gateway Elementary, the largest elementary school in the state of Nebraska.

In both locations, families participate an average of seven hours per week during the academic school year and throughout much of the summer. Families enrolled in the program participate in its five components:

ADULT EDUCATION FOR PARENTS

ENGLISH FOR PARENTS. Parents attend English for Parents classes during two half-days per week in order to improve their literacy and language levels. A primary goal is to help parents become more confident in talking to teachers and asking questions about their child's progress. An English for Parents class might show parents how to use computers to access school information, practice communication with teachers, and practice reading and learning activities that help make the home a better learning environment.

WORKFORCE DEVELOPMENT. A parent's level of educational attainment is a strong predictor of a child's educational success. The goal of Adult Education for parents is to increase a parent's literacy in ways that will have positive effects on a family's economic well-being. This past year, the program piloted a semester-long Workforce Development course for parents in the program. This offering including computer and interview skill-building, resume development, a Certificate for Work Ethics Proficiency, and a National Career Readiness Certificate.

EDUCATIONAL NAVIGATORS & HOME VISITS.   The center employs navigators who serve as personal parent advocates. They help families gain better understandings of the public school system, community resources, child development and learning strategies. Building strong relationships with participants is key. This ensures effective individualized education and support using a research-based home visiting/parenting curriculum, Growing Great Kids/Growing Great Families®.

In addition to home visits, navigators facilitate parent workshops. Topics include dialogic reading, math at home, prevention of summer learning loss and setting up routines and schedules for children.

The home visitation program is a critical link for family success. As a trusted advisor, navigators work with parents to set personal and family goals. Ideally, visits occur once every 45 days.

NAVIGATOR HOME VISITATION

- Conduct informal needs assessments

- Connect parents with resources

- Model supportive learning activities

- Coach parenting skills

- Respond to specific needs and concerns

PARENT WORKSHOPS. The program offers parenting classes and family-focused workshops to strengthen a parent's ability as the first and most important teacher for their children. Parents learn effective strategies to support child development and education. Class time is designed to strengthen the parent-child bond and promote positive interaction with offerings designed around family needs and requests.

Parent Classes and Workshops

Facilitated by Partners

- Money Management
  (First National Bank)
- Circle of Security®
  (Child Saving Institute)
- Family Strengthening
  (Latino Center of the Midlands)
- Domestic Violence Prevention
  (Women's Center for Advancement)

Facilitated by Staff

- Growing Great Kids®
- Love and Logic®
- Summer Learning Loss Prevention
- Math at Home

The parent workshop component, offered twice a month during the academic year, focuses on healthy parent/child relationships and social-emotional competence in students. Program staff collaborates with various community organizations to provide a wide variety of offerings. Courses include Common Sense Parenting®, Circle of Security®, Money Management, Domestic Violence Prevention, Love and Logic® and Cooking Matters®. All workshops teach proactive parenting skills and techniques for healthy family relationships that foster learning and well-being at home.

INTERACTIVE PARENT/CHILD ACTIVITIES. Interactive parent/child activities allow parents opportunities to practice new parenting strategies while learning together with their children. This, in turn, promotes positive parent/child interactions. Family-focused activities are planned and implemented either by program staff or partner organizations.

Some interactive parent/child activities include a field trip. Entire families might visit a museum, the state capitol, or the library. On non-school days for students, the teaching staff in the program will typically develop lesson plans for entire families on themes like STEM learning, music, art, or literacy.

Parents also participate in College Preparation for Families (offered in collaboration with the University of Nebraska at Omaha Service Learning Academy). The goal is for children and families to gain a better understanding of college systems in the United States and how families

can plan for the future. Other enrichment programs include: Prime Time Family Reading Time®, String Sprouts (Omaha Conservatory of Music), and Opera Omaha family programming.

CHILD LEARNING ACTIVITIES

While parents attend classes, the Learning Community Center of South Omaha offers year-round learning activities for young children. The focus is social skills and cognitive concepts to support school readiness in a safe environment. The child learning rooms partner with many organizations for enhanced offerings including: Littles Lab (Do Space), Story Time (Omaha Public Library and Gateway Elementary Library), nutrition classes for children (Center for Reducing Health Disparities), and gardening programming (City Sprouts and The Big Garden).

In addition to the primary components, support services are provided for families struggling with significant needs through a partnership with Lutheran Family Services. Family Liaisons offer crisis intervention and help families resolve challenges, access free or affordable community resources, and ensure that basic needs are met. They also work with families one-on-one to move forward with educational and vocational goals.

A TWO-GENERATIONAL APPROACH. Connecting parent and child strategies for improved outcomes has been part of the program strategy since its inception. The rationale for this model was that by improving parent skills and increasing their community involvement, it would result in improved outcomes for both the child and the parents.

Steps to Two-Generation Impact

Improved English Proficiency
Parenting Skills
Knowledge of Education

Less Isolation
Increased School Engagement
Increased Community Involvement

Increased Student Achievement
College Attendance
Employment

TWO-GENERATION PARTNERSHIP

Since 2014, UNO has partnered with LCCSO to provide opportunities for families and for UNO students. The purpose of the college prep program is two-fold: 1) To provide families with enough information and experiences to encourage them to consider college a possibility for themselves and/or their children and 2) To provide teacher candidates from UNO with experience in working with bi-lingual and multi-cultural families. To determine the impact of the partnership with UNO's Service Learning Academy, focus groups were conducted with families who had participated in the program.

Through analysis of focus group data the following themes emerged.

PARENTS GAINED KNOWLEDGE AND CONFIDENCE IN UNDERSTANDING THE PROCESSES INVOLVED IN APPLYING FOR AND ATTENDING COLLEGE. Parents mentioned not knowing much about the college process prior to the program and talked about it "feeling impossible" and that getting into and paying for colleges was "very complicated". Many of the participants reported being unaware of all of programs, activities and facilities a college/university like UNO had to offer. After the College Prep program, parents feel more confident in the process and excited about the opportunities. They discussed how the classes motivated both themselves and their children because attending college now seems possible. Parents were particularly excited to learn about all of the financial aid programs available as many noted they had assumed college was "too expensive" to even consider for their children.

STUDENTS OF PARTICIPANTS GAINED INCREASED BELIEF THAT ATTENDING COLLEGE WAS A POSSIBILITY AND THEY NOW HAD THE TOOLS AND KNOWLEDGE TO MAKE IT HAPPEN.
Parents reported that the UNO students helped to motivate their children into considering college. Even when children were younger, parents reported that by the end of the program they were excited about attending college. In some instances, older children reported being more motivated to attend college and some reported a change in their future plans, from going directly into the workforce after high school to now wanting to attend college. Prior to the College Prep classes, a student with a learning disability was unaware that she could attend college. Upon learning about the possibility, her parent reported that "She was so happy; it was like her world lit up!"

> "My children were amazed. I say those words because I saw their faces, their emotions, their happiness and willingness to further their education"
>
> -college prep parent

ALL PARTICIPANTS IN THE FOCUS GROUPS RECOMMENDED PARTICIPATING IN THE PROGRAM. Participants who had participated more than once noted that the program had improved since its inception. Participants mentioned that the UNO students involved in the program were helpful and professional. The information provided by the College Prep program was useful and had helped parents develop future education plans for their students. Parents recommended that more time be spent on the financial aid options including how to apply for scholarships.

DEMOGRAPHICS

In 2017-2018, the Family Learning Program served 335 families and 503 target students (birth to 6) across three sites. The Learning Community Center of South Omaha had the highest number of family participants, followed by the program located at Gateway Elementary) and then Educare Omaha at Indian Hill.

27%	35%	22%	16%
0-1 Year	1-2 Years	2-3 Years	3-4 Years

Of the families attending the Family Learning Program, 53% needed childcare to attend programming, 89% reported that their students qualified for free-reduced lunch and 38% have been attending programming for 2 years or longer.

OUTCOMES

QUALITY OF PRORGAMMING

METHOD. Multiple tools were used to measure growth, assess perceptions of the participants, and demonstrate program quality. The evaluation is both summative and developmental in nature. The tools selected for the evaluation provided outcome information as well as informed the implementers about what is working and what needs improvement.

Focus Group Results

Multiple focus groups were conducted in September 2017 to allow participants (N=104) who had been with the program for six months or longer the opportunity to voice their experiences and thoughts. Questions were broad in nature and asked about the participants overall experience with the program, satisfaction levels with multiple facets of the program (navigators, parenting classes, resources, English classes) and ideas for improvements to the program.

SATISFACTION RESULTS

PARTICIPANTS REPORTED HIGH LEVELS OF SATISFACTION WITH CENTER PROGRAMMING

Category	Somewhat Satisfied	Satisfied
Educational Navigator	8	94
English Teachers	11	93
English Classes	14	89

n=103

■ Unsatisfied ■ Somewhat Satisfied ■ Satisfied
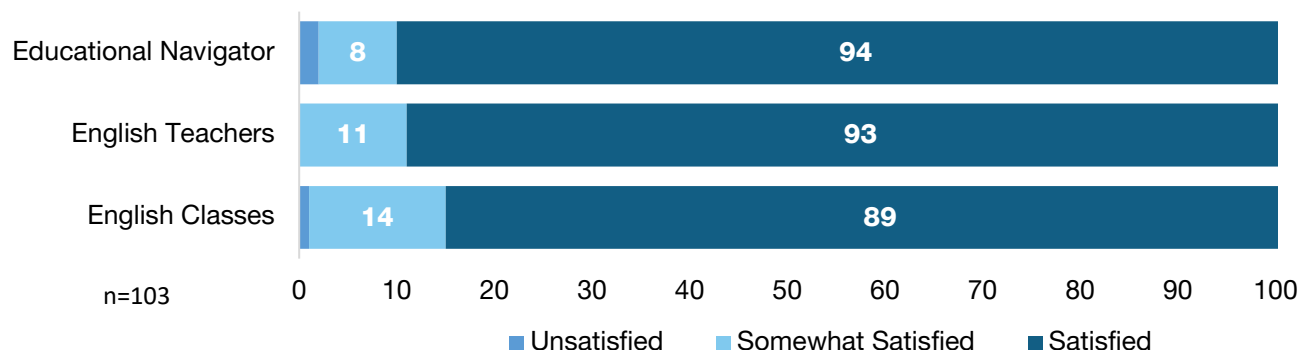
Participants reported high levels of satisfaction. All of the participants reported being at least somewhat satisfied. Less than one percent of the participants reported being unsatisfied with the services provided by an Educational Navigator and the English classes. Overall, participants are pleased with the programming offered as one remarked, "It has been helpful, because at home I was by myself, and here I interact with many people. It makes me feel more confident, and I learn from everyone and everything they offer."

English classes were viewed as necessary in learning the basics to communicate with the school and the community. Participants appreciated the supportive environment of the classes, having written materials prepared and opportunities to practice their skills in English. As far as improvements, multiple participants inquired about adding homework and/or more practice with writing. The instructors were valued by the participants as being patient, helpful, and interested in student growth.

Educational Navigators provided a valued service for families. Participants talked about positive relationships with the navigators and viewed them as a resource for guidance and as knowledgeable about other programs. Navigators are viewed as having good communication skills and working for the benefit of families, both for those families new to the country and for those who have been in the country longer. One improvement suggested was to employ more navigators to help with caseload and for families to increase the frequency of their access to their navigator.

The program continues to have impact on families at home, with their children, with school, and within the community. Many participants discussed how their child(ren) has been more prepared for school, how they, as parents, feel more confident and prepared to help and encourage school, and how the English classes have led to more communication with teachers and school in general.

FAMILY ENGAGEMENT OUTCOMES

NUMBER OF PARENTS FEELING COMFORTABLE ENGAGING WITH ACADEMICS AND THE SCHOOL INCREASED AFTER ATTENDING PROGRAMMING.
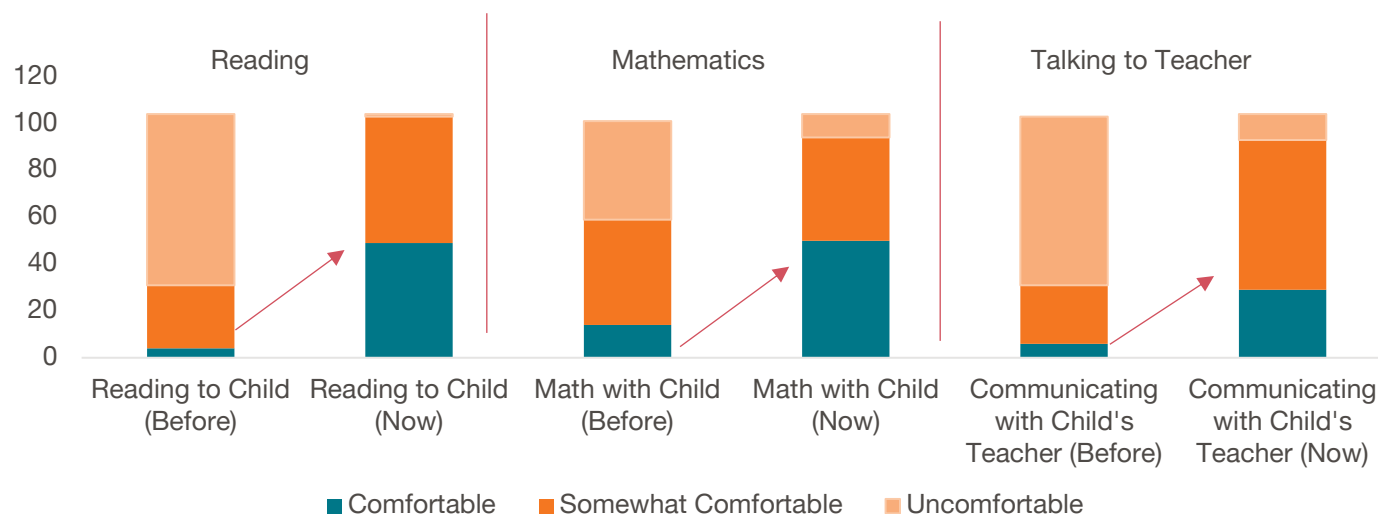
SCHOOL ENGAGEMENT RESULTS

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. The percent feeling comfortable increased from 4% to 49% (+45% increase) for reading and 14% to 50% (+36% increase) for math. Additionally, parents reported feeling more comfortable communicating with their child's teacher and the school, 6% comfortable to 29% comfortable (+23% increase). The results of the 2017-18 focus groups are consistent with those from 2016-17 in that families feel more comfortable and confident in multiple aspects and attribute the increased confidence and comfort levels to the programming offered at LCCSO.

"It has been a great impact, because I feel more confident when I go to my son's school."

"I don't need a translator anymore. I feel excited that I'm able to talk with the teachers."

-parents at LCCSO

In addition to an increase in feeling comfortable engaging with the school, participants reported more interactions within their communities and with English-only speakers. The percentage of participants feeling comfortable talking with people who only speak English increased from 1% to 29% while the percentage of participants who felt comfortable interacting with community members increase by 44% (from 2% to 46%).

PARTICIPANTS REPORTED INCREASED LEVELS OF COMFORT WITH INTERACTION IN THE COMMUNITY.
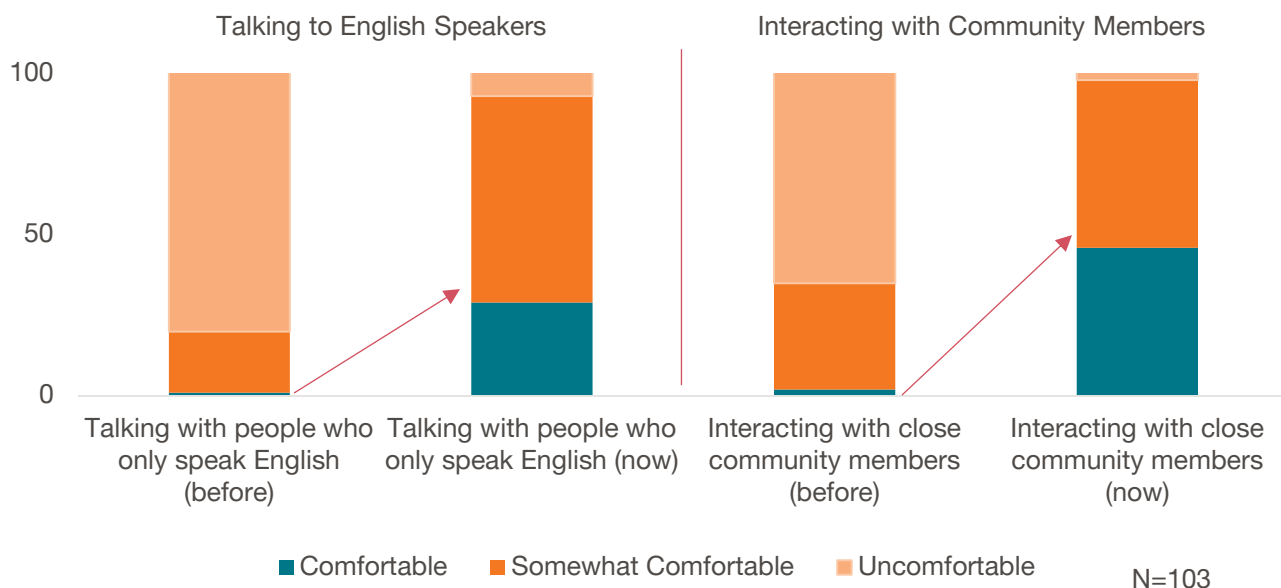
Participants also discussed the benefits of other classes attended at the center. Parenting classes continue to be well-received by the participants as they mentioned benefits of better communication with their children, learning new ideas to try at home and how to handle manage difficult behavior with less stress. Participants also mentioned the cooking/nutrition class and the financial class as providing beneficial and highly useful information.

Looking to the Future: What were parents' suggestions?

Feedback was solicited on potential improvements for the program. Participants provided suggestions on all aspects of the programming; English classes, Educational Navigators, parenting, activities, additional classes, and logistics.

Participants mentioned wanting additional opportunities for English classes. Some wanted longer classes, others wanted classes to be held more frequently and others wanted additional classes focused on reading and writing in English.

Participants talked about adding GED classes, math classes, computer/technology classes, and additional financial literacy classes.

Participants see the need for additional Educational Navigators. Multiple participants mentioned that while the navigators did a good job in responding to questions and needs, they felt the navigators' caseloads were too high. With more navigators, families could access the services more frequently.

PARENT EDUCATIONAL OUTCOMES

ENGLISH LANGUAGE ACQUISITION

METHOD. English acquisition was assessed using the BEST Plus. This assessment was administered by UNMC program evaluators after a specified number of hours of English instruction. Scores reported this year are of the 185 BEST Plus assessments completed by the evaluation team. For the 335 participants in the program, the average total number of ESL hours experienced in the program was 223 hours.

ENGLISH LANGUAGE ASSESSMENT RESULTS

PARTICIPANTS' ENGLISH PROFICIENCY LEVELS VARIED. MORE THAN HALF HAVE AT LEAST INTERMEDIATE ENGLISH SKILLS.

No English

Intermediate English

Advanced English

Some English

Fluent Speaker

15% 15% 4% 6% 13% 14% 8% 12% 8% 3% 2%

0 1 2 3 4 5 6 7 8 9 10

Levels on BEST Plus
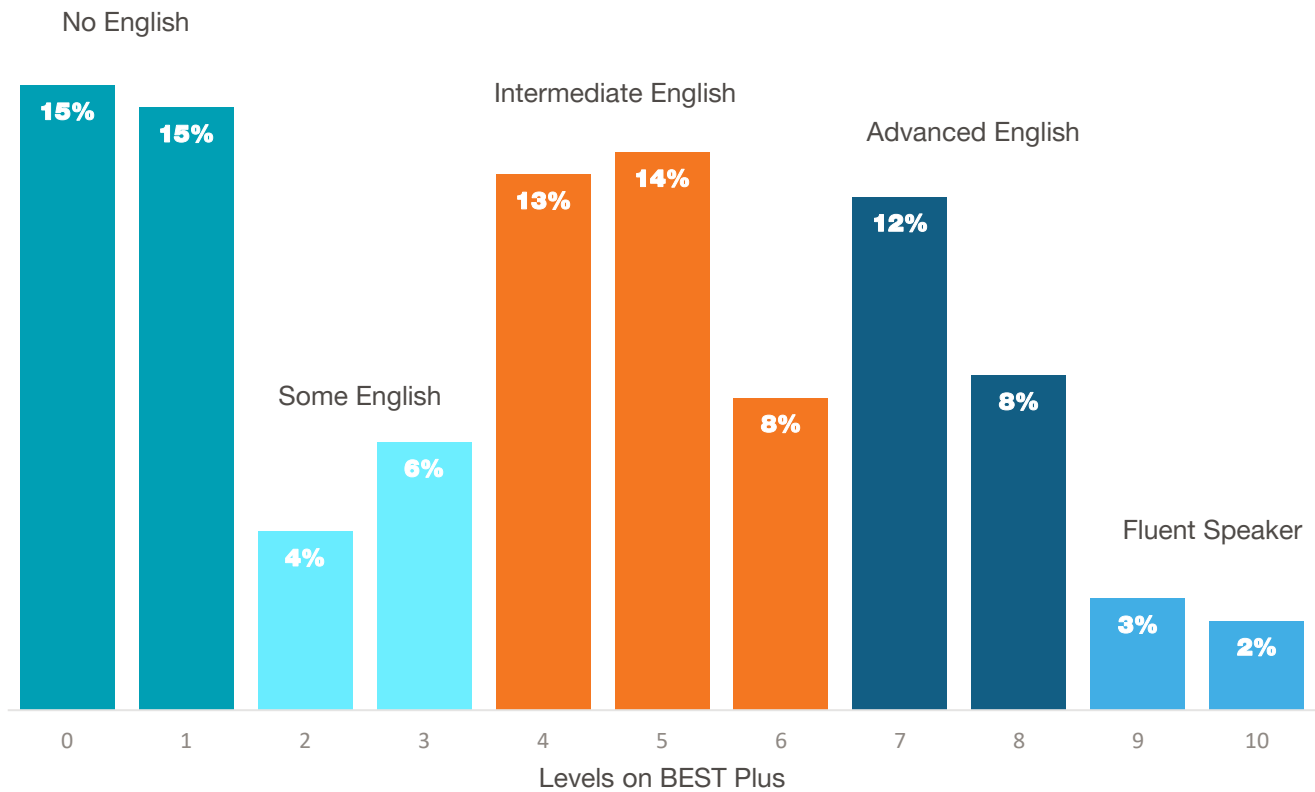
FINDINGS. On average, participants started the program knowing some basic phrases and understanding social conversations with some difficulty. At this beginning level, participants may need repetition of new vocabulary and phrasing. With the English classes provided by the program, many participants are reaching the Advanced ESL level (BEST Plus Scores of 507-540) within two-three years of programming. At this level, participants can function independently to meet survival needs and to navigate routine social and work situations. They have basic fluency speaking the language and can participate in most conversations. They may still need occasional repetitions or explanations of new concepts or vocabulary.

PARENTING PRACTICES

METHOD. Navigators provided video observations of parents and their children to the evaluation team. The Keys to Interactive Parenting Scale (KIPS) was used to provide feedback to parents and help navigators determine which skills to focus on with parents. Feedback is provided in the following areas: Building Relationships, Promoting Learning, Supporting Confidence, and Overall score. Educational Navigators receive a written report with scores and recommendations to use with families.

PARENT-CHILD INTERACTION RESULTS

FINDINGS. Thirty-two participants had pre to post scores on the Keys to Interactive Parenting Scales (KIPS). 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 based on a 5-point scale with 5 being high quality.

It should be noted that the chart displaying pre and post KIPS reflects participants with different dosage. Some participants have more than two years of programming while others finished year one in the program. Only participants with at least two KIPS scores (pre and post) are included in the chart below. Participants with only one score (those with less than one year of programming) were not included in the analysis. In future years, as the KIPS sample with both pre and post scores increases, scores will be examined based on dosage. Most families (68%) received 1-3 home visits while 9% had home visits more frequently. Home visitation varies based on need and request of families.

MOST FAMILIES RECEIVED 1-3 HOME VISITS DURING THE YEAR.

- 23% — 0
- 68% — 1 to 3
- 9% — 4 to 7
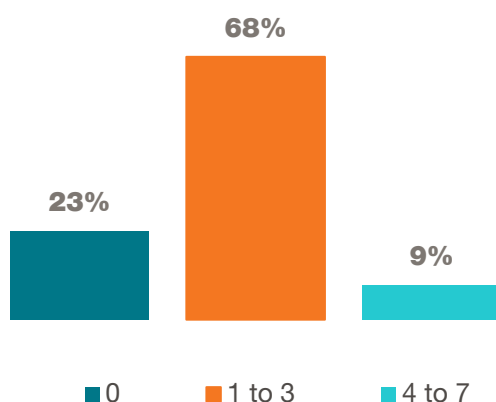
Families needing more intensive supports received home visits from more than one source, so both LCCSO and Lutheran Family Services staff may be involved. Additionally some families choose to receive visitation at a location other than their home. Finally, graduates of the program may participate in certain programming at LCCSO, but they do not receive home visitation.

PARENTS DEMONSTRATED STRENGTHS IN THE AREAS OF PHYSICAL INTERACTION, INVOLVEMENT, AND SENSITIVITY WITH THEIR CHILDREN.

Parents met Program Goals in three areas.

SUPPORTING CONFIDENCE 2.77 / 3.06
Supportive Directions 2.86 / 3.27
Encouragement 3.47 / 3.44
Promotes Exploration & Curiosity 2.00 / 2.47

PROMOTING LEARNING 3.42 / 3.21
Language Experiences 3.41 / 3.63
Reasonable Expectations 2.97 / 3.06
Adapt Strategies to Child's Interests 3.88 / 2.94

BUILDING RELATIONSHIPS 3.84 / 3.77
Sensitivity of Responses 2.88 / 3.47
Supporting Emotions 4.19 / 4.28
Physical Interaction 4.38 / 4.63
Involvement in Child's Activities 3.53 / 2.72
Open to Child's Agenda 3.91 / 4.06

OVERALL 3.28 / 3.56

Program goal = 4

n=32

Low Quality — High Quality

■ Intake Overall ■ Post Overall ■ Intake ■ Post

1   3   5

Ninety-two families had their baseline KIPS in 2017-18 while 32 families had a 2nd or 3rd KIPS in the same time frame. For the analysis, only participants with at least two scores are included. Three areas met the program goal of a score 4 or above with Supporting Emotions, Physical Interaction, and Open to Child's Agenda with all of the post mean scores showing improvement and being above a score of 4. Overall, participants scores improved from M=3.28 to M=3.56 which while not significant is trending in the direction of the program goal. Paired sample t-tests were conducted using pre-post KIPS scores (n=32). Only one area showed significant change from pre to post, Adapt Strategies to Child's Interests, decreased significantly from pre to post.

COMMON SENSE PARENTING

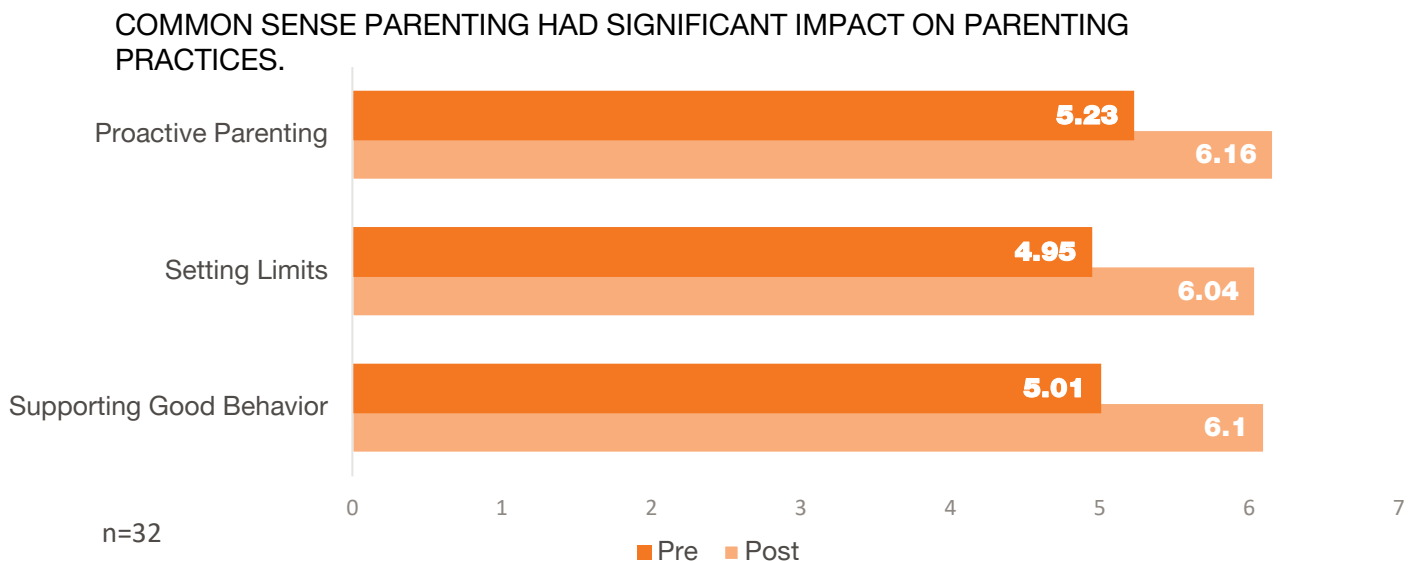**METHOD**. Multiple participants completed the Boys Town Common Sense Parenting classes. Analyses of data showed significant gains for parents across several domains. Data from two cohorts were collected and analyzed.

PARENTING ASSESSMENT RESULTS

For Cohort 1, Common Sense Parenting classes were well-attended with average attendance of 84% of sessions attended by participants. Family participants rated the classes high on both satisfaction and knowledge gained. On a parent survey administered at the end of the sessions, parents reported that the classes helped lower their stress levels related to parenting (100%), helped improve child(ren)'s behavior (100%), and helped to improve parenting practices (100%).

COMMON SENSE PARENTING HAD SIGNIFICANT IMPACT ON PARENTING PRACTICES.

Proactive Parenting — Pre: 5.23, Post: 6.16
Setting Limits — Pre: 4.95, Post: 6.04
Supporting Good Behavior — Pre: 5.01, Post: 6.1

n=32 ■ Pre ■ Post

All of the subscales measured by the PARCA pre to post found **significant gains** as measured by a paired-samples t-test at the post-test. For Proactive Parenting (d=.98) and Setting Limits (d=.88) the effect sizes were in the large range. For Supporting Good Behavior domain, the effect size was in the medium range (d=0.72).

A second cohort (N=98) enrolled in Common Sense Parenting with 68% completing the program. Average attendance per session was 84%. Of those participating in the program, 61% reported an annual income of >$15,000, 70% were not employed and 97% were female.

As demonstrated in the chart below, participants made **significant gains** in each area measured by the PARCA. All of the subscales measured by the PARCA pre to post found **significant gains** as measured by a paired-samples t-test at the post-test. For Proactive Parenting (d=.96) the effect size was in the large range. For Supporting Good Behavior (d=.75) and Setting Limits (d=.77) domains, the effect sizes were in the medium range.

On the parent survey administered at the end of the programming, 100% of participants reported the series had helped improve parenting skills, reduce stress related to parenting, and would recommend the program to a friend.

COMMON SENSE PARENTING HAD SIGNIFICANT IMPACT ON PARENTING PRACTICES.

n=66

Pre ■ Post
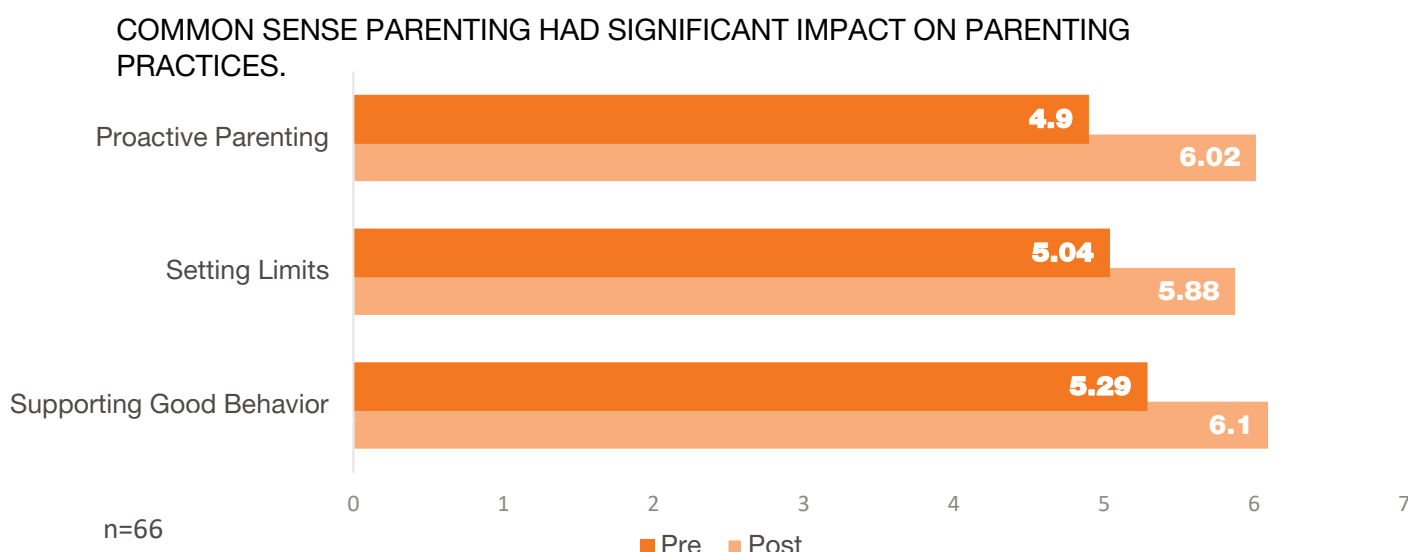
Overall, participants across both cohorts reported high levels of satisfaction with the programming and reported improvement in how they now interact with their children. Comments about no longer yelling as much, remaining calm and having more parenting tools were common in the open-ended items on the parent survey. Parents reported that they would like the classes to be longer and have the opportunity to ask about individual situations. Some wished that they could teach other parents what they had learned in the classes.

WORKFORCE DEVELOPMENT

A partnership was established with Metro Community College to provide work readiness classes for participants at LCCSO. Using the curriculum, *Bring Your "A" Game*, eighteen participants completed the training modules held at the Learning Community Center of South Omaha location. Skill assessments were conducted in the areas of applied mathematics, graphic literacy and workplace documents. At the end of the program, 72% earned their work readiness certifications (National Career Readiness Certificate).

Additionally, participants were asked to take a pre-post self-assessment examining work readiness skills and confidence.

PARTICIPANTS GAINED CONFIDENCE AND WORK READINESS SKILLS. AREAS SHOWING THE MOST GROWTH WERE BEING RESOURCEFUL AND KNOWING HOW TO START A NEW BUSINESS.

Pre / Post bar chart:

Category	Pre	Post
Comfortable using Computer	4	8
Know how to write a strong resume	4	7
Know my work/career strengths	2	8
Confident in job interview skills	5	11
Know how to dress for a job	7	13
Skills to resolve conflict with others	10	12
Able to take suggestions from others	9	12
Confident in ability to get along with others	9	13
Confident in using technology to find a job	3	5
Know principles of starting a new business	1	8
Confident in ability to communicate with others	10	13
Resourceful	3	13

STUDENT OUTCOMES

EXECUTIVE FUNCTIONING SKILLS

Students entering kindergarten in the 2018-19 school year were given the Minnesota Executive Function Scale (MEFS) as an assessment of executive functioning skills. The MEFS is a broad indicator of self-regulation, memory, and flexibility.

MOST STUDENTS HEADING TO KINDERGARTEN SCORED IN THE AVERAGE RANGE WITH 23% SCORING AT OR ABOVE 100.

National Average=100

| 9% | 68% | 23% |

>84   85-99   100-115

0   5   10   15   20   25
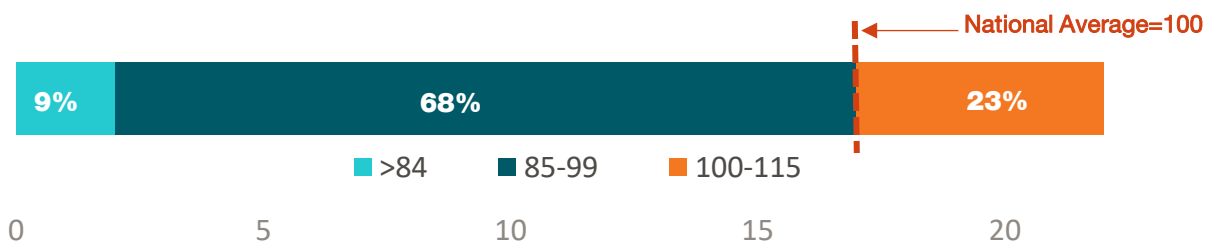
Students' scores (N=17) were promising with 91% in the average range and 23% scoring at or above a standard score of 100. Since the test can be given either in English or Spanish, the scores reflect students' executive functioning and are less influenced by the language of the assessment. The scores indicate students are heading to kindergarten with the executive functioning skills conducive to future school success.

ACADEMIC OUTCOMES

Student outcome data will be reported as an addendum when released from Nebraska Department of Education.

COMMUNITY OF PRACTICE: USE OF DATA

CONTINUOUS QUALITY IMPROVEMENT. The Learning Community Center of South Omaha focuses on being both family centered and data informed. The management team meets regularly with the evaluator to discuss the evaluation, examine data, and to revisit the logic model.

Staff at the center use the data gathered for the evaluation on an ongoing basis. The intake questionnaire is used to help the navigators work with families and set personal goals while the BEST Plus assessment is used to place students in the correct level for English classes. Navigators also use the KIPS to work with parents on parent-child interactions. Finally, data from the focus groups is given back to the program.

RECOMMENDATIONS

The Family Learning program continued the pattern of producing positive results across the program components offered. Continuation of a strengths-based approach for families and their children is recommended as families report feeling valued and scaffolded to be successful. Families continue to need the supports provided by the center including on-site childcare.

Continue developing and offering two generation programming as both the College Prep and work readiness program showed positive effects. Consider pursuing additional programming for parents including additional GED offerings and other workforce development classes.

Revisit the home visting component of the program. Determine what is necessary for families to continue to feel engaged, improve parenting practices, and build relationships with the navigators.

SCHOOL
DISTRICT
**PILOT
PROGRAMS**

Instructional Coaching

The Learning Community supported three school district pilot programs: Instructional Coaching, Extended Learning, and Jump Start to Kindergarten. The descriptions of each program and a summary of their outcome data are found in this section.

Instructional Coaching has been an ongoing pilot program since 2012-2013 and has grown to include four Learning Community school districts (Bellevue Public Schools, Omaha Public Schools, Ralston Public Schools, and Westside Community Schools). Each district uses a different coaching model, and the focus for that model varies.

STRATEGY IMPLEMENTATION

While each district has different implementation models of Instructional Coaching, some of the components are consistent across all four districts. Coaches work with teachers to provide consultation, modeling, data analysis, co-teaching, and lesson planning support. All districts emphasize supporting new teachers and helping teachers implement new curricula.

BELLEVUE PUBLIC SCHOOLS. Bellevue Public School combined Jim Knight's coaching framework with Charlotte Danielson's teacher evaluation model to provide coaching across seven elementary buildings using six instructional coaches. Coaching cycles were used once teachers enrolled into the coaching process. Coaching activities within a building included observations, modeling, individual student problem solving, data analysis and utilization, teacher feedback, and guidance with new curriculum. Instructional Coaches served 181 teachers and approximately 1862 students.

RALSTON PUBLIC SCHOOLS. The Instructional Coach primarily serves two higher poverty buildings with academic data that showed high needs through a blend of the Jim Knight and Diane Sweeney student-centered coaching framework. The coach also assists with the mentoring program to support new elementary teachers and developing peer coaches across the district. Seventy teachers and 600 students were impacted by coaching.

OMAHA PUBLIC SCHOOLS. Training at both the district and from Lesley University on coaching, provides the bulk of the framework for literacy facilitators in Omaha Public Schools. Coaches receive multiple professional development days designed to hone skills in teaching and coaching reading instruction. The focus for the OPS coaches (n=11) was reading instruction (both large and small group). Approximately 100 teachers and 2070 students were impacted in 2017-18.

WESTSIDE COMMUNITY SCHOOLS. Cognitive coaching served as the base for the Instructional Coaching provided to two buildings in Westside. Coaches provided multiple opportunities for K-6 staff with coaching cycles required for new teachers (those within their first three years). Coaching activities included modeling, co-teaching, planning, videotaped observations with feedback, grade level planning and training in large groups. Coaches were expected to provide professional development and guidance to teachers implementing new

reading and writing curricula. Thirty-five teachers and 670 students were impacted by Instructional Coaching.

DEMOGRAPHICS

In 2017-2018, approximately 425 teachers and potentially 5,202 students were served across the four participating districts by 20 Instructional Coaches. All of the schools funded by the Learning Community for Instructional Coaching were elementary buildings.

OUTCOMES

QUALITY INSTRUCTIONAL PRACTICES

METHOD. The Classroom Assessment Scoring System (CLASS) was used to measure the quality of classroom instruction at two points in time. Each district submitted videos of selected teachers in the fall and spring for a sample of the teachers (n=74) participating in coaching.

Classroom Assessment Scoring System (CLASS) Results

CLASS scoring was based on a two-hour videotape of classroom interactions. Scoring is based on a 7-point scale with 7 indicating highest quality. The K-3 CLASS has three main domains while the Upper Elementary tool has four. Dimensions include Emotional, Organizational, and Instructional Support. Instructional Support tends to be the domain with the most opportunity for improvement as it challenges teachers to effectively extend language, model advanced language, and to promote higher-order thinking skills. For classrooms above 3rd grade, a fourth dimension, Student Engagement, is scored as a domain.

Emotional Support
Positive Climate
Teacher Sensitivity
Regard for Student Perspectives

Classroom Organization
Behavior Management
Productivity
Instructional Learning Formats

Instructional Support
Concept Development
Quality of Feedback
Language Modeling
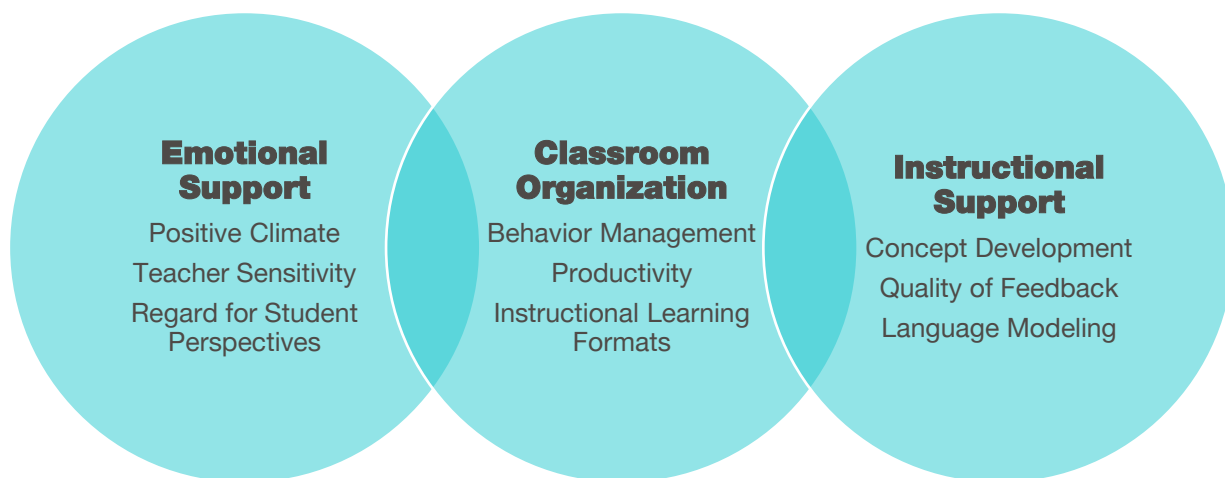
Research on the CLASS supports ratings of 5 or higher within the domains of Emotional Support and Classroom Organization, and 3.25 or higher within the domain of Instructional Support, as being necessary to have impacts on student achievement (Burchinal, Vandergrift, Pianta & Mashburn, 2010).

Individual teacher reports were produced for fall and spring. These reports were shared with both the teacher and the instructional coach. The reports are for coaching processes and for this evaluation only. The CLASS reports were not shared with building principals or central office administrators.

TEACHERS DEMONSTRATED STRONG SKILLS IN PRODUCTIVITY AND BEAHAVIOR MANAGEMENT.

Multiple areas showed significant improvement from pre to post.

	Pre	Post
Instructional Support	3.05	2.98
Language Modeling/Instructional Dialogue	3.40	3.42
Concept Development/Content	3.09	3.14
Quality of Feedback	3.06	3.08
Analysis and Inquiry	2.64	2.27
Classroom Organization	6.08	6.27
Instructional Learning Formats	5.16	5.44
Productivity	6.59	6.75
Behavior Management	6.49	6.63
Emotional Support	5.10	5.34
Regard for Student	3.40	3.53
Teacher Sensitivity	5.45	5.95
Negative Climate	5.93	5.91
Positive Climate	5.62	5.96
Student Engagement	5.90	6.01

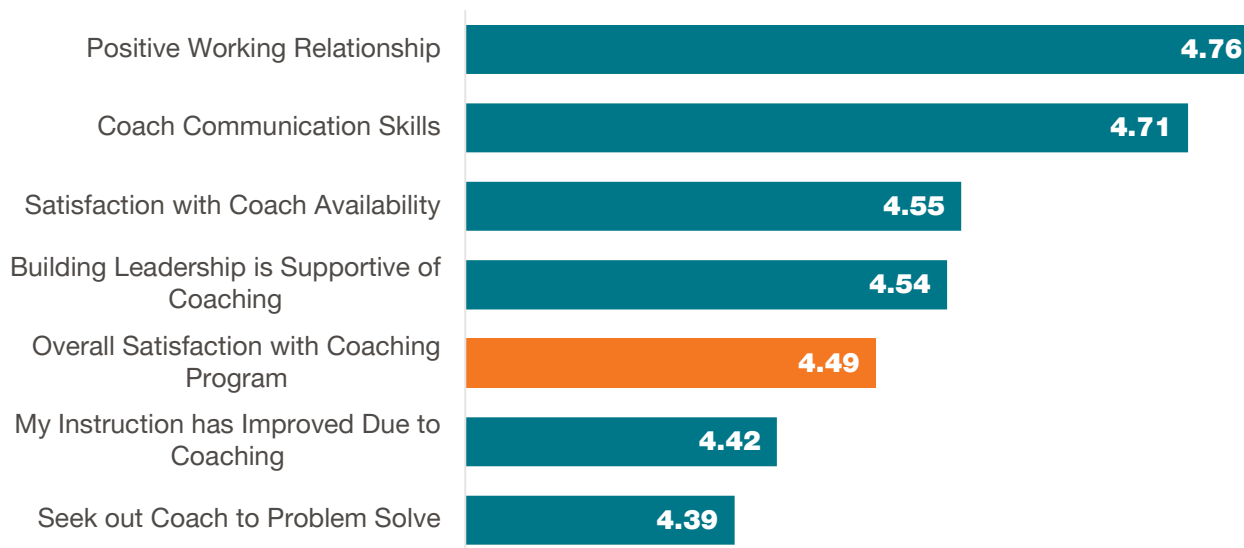Threshold of Quality

n=74

■ Pre   ■ Post

Teachers demonstrated skills in the high range across multiple components. Paired sample t-tests indicated that **significant improvement** was made in the following areas: 1) Positive Climate, 2) Teacher Sensitivity, and 3) Productivity.

COACH AND TEACHER FEEDBACK ON INSTRUCTIONAL COACHING

METHOD. A combination of teacher surveys and instructional coach surveys were used to gather information on how both teachers and coaches perceived the instructional coaching programs across the four participating districts. Eighty-four teachers completed the teacher survey about the coaching practices within their respective districts and nine instructional coaches from three districts completed the instructional coach survey.

FINDINGS. Of the teachers completing the survey, 11% were completing their first year, 13% were in years 2 and 3, 13% years 4 and 5, 25% completing years 6-10 and 38% had been teaching more than 10 years. Eighty-five percent reported implementation on new district curricula within the last two years and forty-five percent of new teachers (years 1-3) met with their coach at least weekly during the school year.

TEACHERS AND COACHES HAVE POSITIVE WORKING RELATIONSHIPS.

Positive Working Relationship	4.76
Coach Communication Skills	4.71
Satisfaction with Coach Availability	4.55
Building Leadership is Supportive of Coaching	4.54
Overall Satisfaction with Coaching Program	4.49
My Instruction has Improved Due to Coaching	4.42
Seek out Coach to Problem Solve	4.39

95% of teachers in their first three years reported their instruction has improved due to working with a coach.

Teachers rated the coaching model in their respective districts very favorably as indicated by the mean survey item scores (*1=strongly disagree to 5= strongly agree*). All of the mean scores were above a 4.0. Teachers see coaches as someone to talk to, have a relationship with and as a collaborative partner. While there were some differences when examining the ratings of new (years 1-3) and veteran (years 4+), teachers found that coaching has improved their instructional practices.

WHILE OVERALL, TEACHERS REPORTED HIGH LEVELS OF SATISFACTION, NEW TEACHERS RATED ALL COACHING ACTIVITIES AS MORE USEFUL THAN VETERAN STAFF.

Category	New Teachers (N=20)	Veteran Teachers (N=64)
Coaching/Feedback	4.45	4.25
Co-Teaching	4.11	3.72
Data Analysis	4.63	4.08
Lesson Planning	4.7	4.02
Modeling Lessons/Strategies	4.85	4.02
Observations	4.1	3.76
Professional Development	4.65	4.24
Small Group Instruction	4.7	3.98

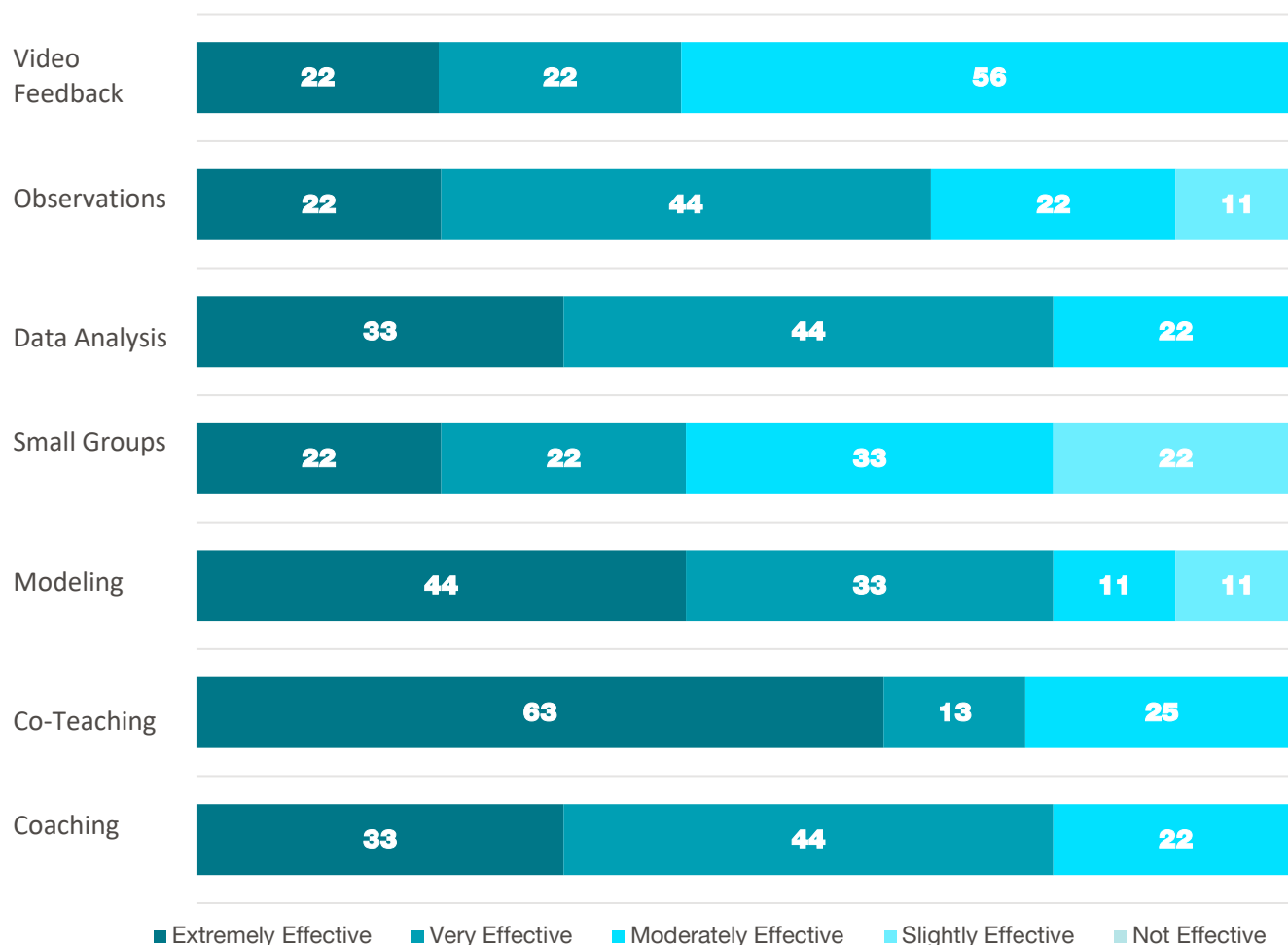■ New Teachers (N=20) ■ Veteran Teachers (N=64)
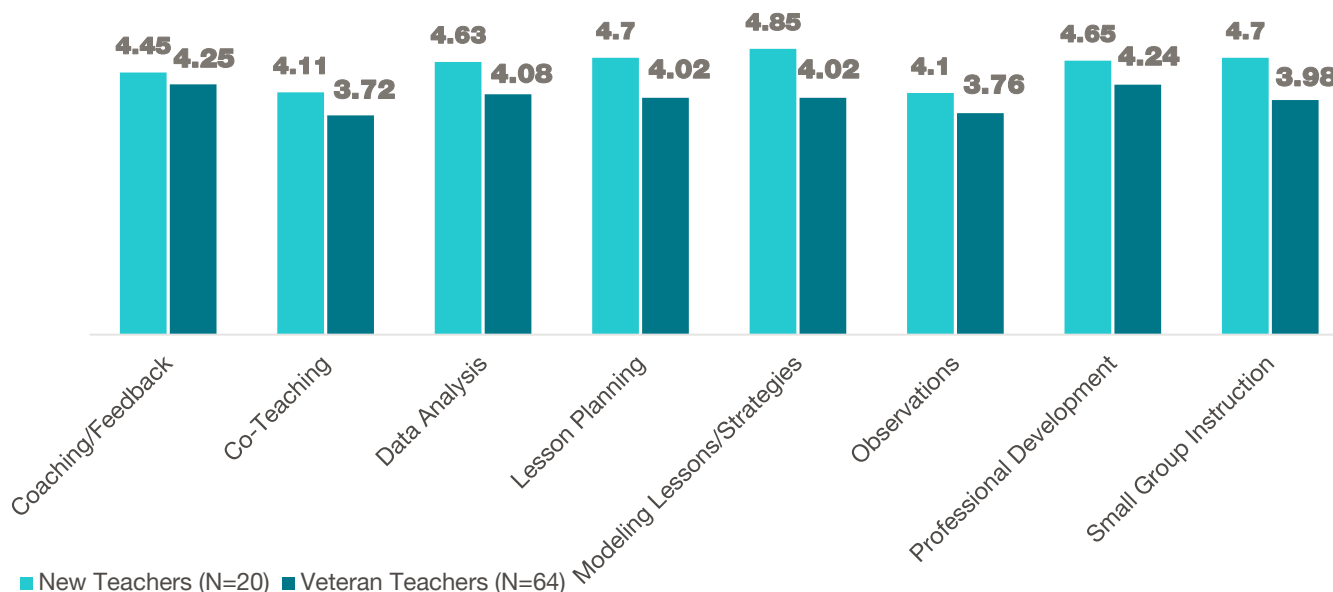
COACHES INPUT

Coaches across four districts provided input through surveys. Coaches were asked questions about successes, strategies, who seems to be benefitting the most, lessons learned, and obstacles in creating a coaching program. Coaches reported provided coaching services to anywhere from a handful to 75 teachers across a year with the median being close to 20 teachers per year. In addition, all coaches reported having an average to excellent relationship with building leadership in regards to coaching. None of the coaches reported having a negative relationship with their building administrator.

Coaching, co-teaching, data analysis, and video feedback were all perceived to be at least moderately effective by all of the instructional coaches with co-teaching as being the most effective. Small groups instruction was viewed as less effective in helping teachers improve instruction than the other coaching components.

Coaches provided feedback on coaching successes and obstacles for the 2017-18 school year.

COACHES FOUND CO-TEACHING TO BE MOST EFFECTIVE

	Extremely Effective	Very Effective	Moderately Effective	Slightly Effective	Not Effective
Video Feedback	22	22	56		
Observations	22	44	22	11	
Data Analysis	33	44	22		
Small Groups	22	22	33	22	
Modeling	44	33	11	11	
Co-Teaching	63	13	25		
Coaching	33	44	22		

- Extremely Effective
- Very Effective
- Moderately Effective
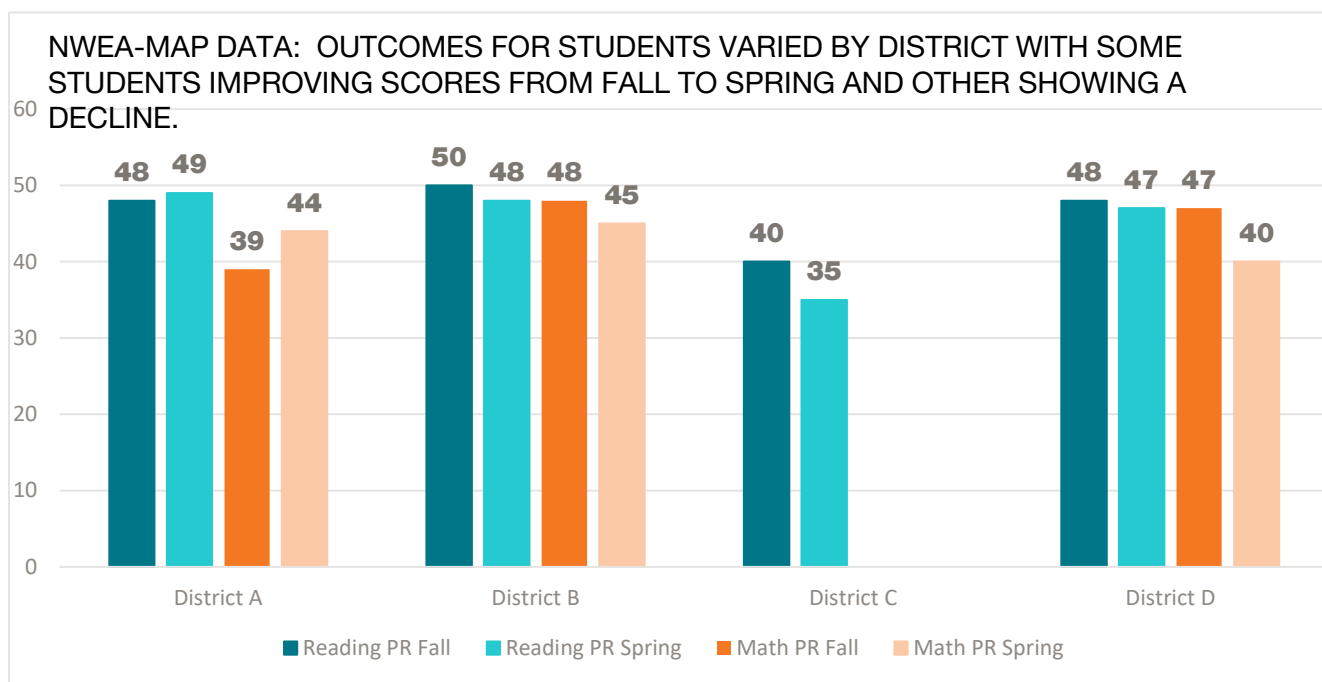- Slightly Effective
- Not Effective

INSTRUCTIONAL COACHING SUCCESSFULLY EXPANDED IN SOME BUILDINGS TO INCLUDE SPECIALISTS AND PARAPROFESSIONALS. Coaches discussed the successes of including specialists and paraprofessionals in the coaching cycles and professional development. Particularly for interventions, providing coaching for paraprofessionals improved implementation of the intervention pieces.

INSTRUCTIONAL COACHES PERFORM MULTIPLE ROLES INCLUDING DATA ANALYSIS, CURRICULUM TRAINING AND ASSISTANCE WITH BEHAVIOR MANAGEMENT. Coaches are mentioned having to fulfill multiple roles within a school building as the coaching definition is quite broad. Districts are relying on coaches to provide training on curriculum, assist teachers and teams with data analysis and act as de facto behavior management coaches for teachers needing assistance. The roles may not typically be what is considered/perceived to be coaching but these roles are rated as having high utility by teachers.

TIME AND LACK OF BUY IN FROM TEACHERS AND ADMININSTRATORS CAN BE OBSTACLES TO SUCCESSFUL COACHING. Consistent with previous years' input, time to coach continues to be an obstacle for coaches. Coaches discussed the need to fill other building responsibilities including planning for long-term substitutes and spending extensive time on new curricula that impacted how much time they could spend coaching. In addition, coaches expressed some frustration at the lack of teacher and administrator buy-in to the coaching model.

STUDENT OUTCOMES

NWEA-MAP DATA: OUTCOMES FOR STUDENTS VARIED BY DISTRICT WITH SOME STUDENTS IMPROVING SCORES FROM FALL TO SPRING AND OTHER SHOWING A DECLINE.

District	Reading PR Fall	Reading PR Spring	Math PR Fall	Math PR Spring
District A	48	49	39	44
District B	50	48	48	45
District C	40	35		
District D	48	47	47	40

FINDINGS. As per discussion with the school districts involved, NWEA-MAP scores were provided for each student in schools receiving instructional coaching. National percentile ranks were analyzed for fall and spring. In one district, average percentile ranks improved from fall to spring while in two other districts, decreases were noted from fall to spring. Only students with both fall and spring scores were included in the analysis.

State testing data will be reported as an addendum when released from Nebraska Department of Education.

RECOMMENDATIONS

Instructional coaching is viewed as a valued resource by teachers and coaches. Data from surveys and focus groups suggest high impact when a coaching model has administrative support, clear roles for coaches, and time to develop relationships within a building. Data from the teacher surveys support the hypothesis that new teachers see the benefit of working with an instructional coach. One recommendation is to focus instructional coaching efforts on teachers in their first three years to maximize benefits.

Jump Start to Kindergarten

STRATEGY IMPLEMENTATION

Jump Start to Kindergarten began in 2011. Programming is designed for low-income students who have limited or no previous educational experiencee. The opportunity to participate in a kindergarten setting and daily routines prior to the first day of school is a significant contributor to school readiness.

Programming focuses on pre-academic skills, social-emotional-behavioral readiness and orienting students to the processes and procedures of the school. Further, some programs also include a strong family engagement component such as home visits, parent days, or other family engagement activities. All programs utilize certified teachers for part or all of their staffing; the hours and days per week vary based on the needs analysis of each district.
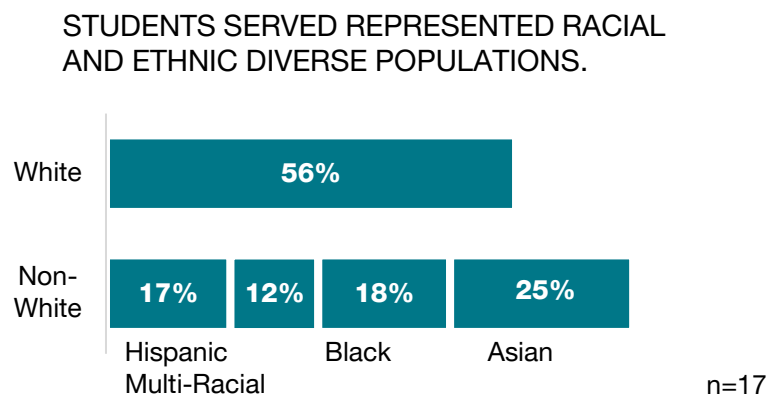
DEMOGRAPHICS

In the summer of 2018, Jump Start to Kindergarten was implemented in three districts: Elkhorn, Millard, and Papillion La Vista. A total of 171 Kindergarten students served of which 131 were present for both pre and post assessment using the Bracken School Readiness Assessment. Demographic information was collected to help interpret the evaluation findings including: eligibility for free and reduced lunch, race, ethnicity, and/or enrollment in special education services.

JUMP START CLASSES SERVED SOME HIGH RISK POPULATIONS OF STUDENTS.

Low-Income Households: 14%

Special Education: 13%

English Language* Learners: 37%

n=171
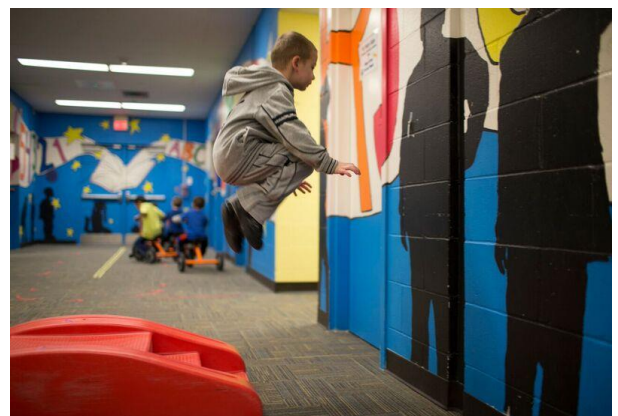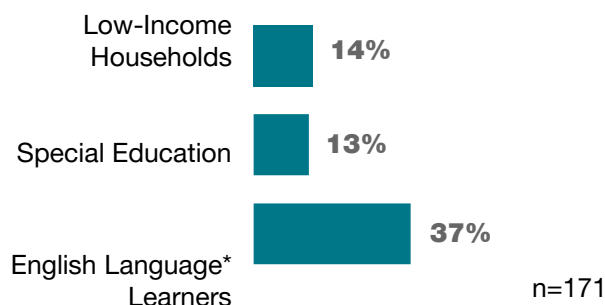
Jump Start to Kindergarten served 17 classrooms in 8 schools across the three participating districts. The program served slightly more males (61%) than females (39%). The majority of children served were five years of age.
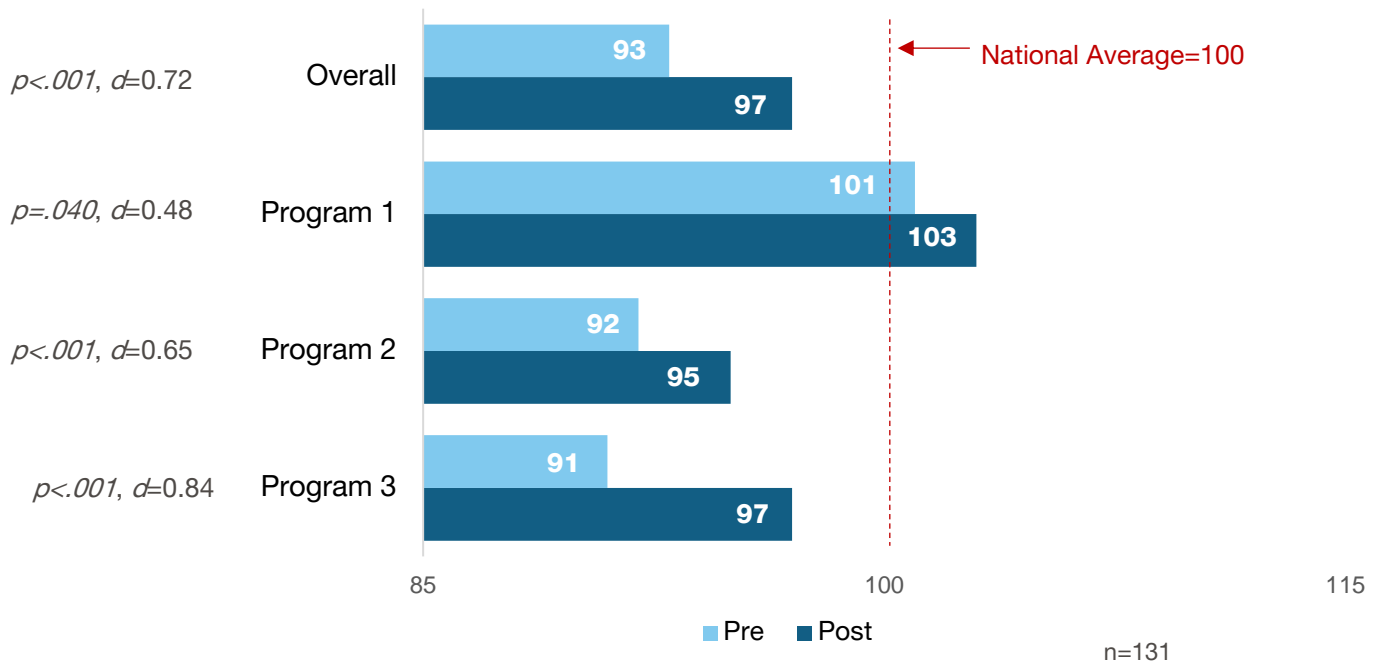
STUDENTS SERVED REPRESENTED RACIAL AND ETHNIC DIVERSE POPULATIONS.

White	**56%**			
Non-White	**17%**	**12%**	**18%**	**25%**
	Hispanic Multi-Racial		Black	Asian

n=17

OUTCOMES

STUDENT OUTCOMES

Did the student's school readiness change over time?

METHOD. The importance of concept development, particularly for students from diverse cultural and linguistic backgrounds, has been demonstrated in numerous research articles (Neuman, 2006; Panter & Bracken, 2009). Some researchers have found that basic concepts are a better means of predicting both reading and mathematics than are traditional vocabulary tests such as the PPVT-IV (Larrabee, 2007). The norm-referenced assessment selected to measure Kindergarten student's school readiness was the Bracken School Readiness Assessment (BSRA). The BSRA was used to measure the academic readiness skills of young students in the areas of colors, letters, numbers/counting, sizes, comparisons, and shapes. The mean of the BSRA is 100, with 85 to 115 falling within the average range (one standard deviation above and below the mean).

FINDINGS. For the 2018 summer, pre-post comparisons were made using a paired-samples t-test. The results found that overall, the students made significant gains over the course of the program (t=-8.221, $p<.001$, d=0.72) suggesting substantial, meaningful change within the zone of desired effects. While results varied throughout the programs, all three programs made significant gains

STUDENTS SIGNIFICANTLY IMPROVED OVERALL IN ALL FOUR JUMP START TO KINDERGARTEN PROGRAMS. EFFECT SIZE VARIED BY DISTRICT.

p<.001, d=0.72   Overall

p=.040, d=0.48   Program 1

p<.001, d=0.65   Program 2

p<.001, d=0.84   Program 3

National Average=100

Pre   Post

n=131

The overall mean standard scores on the Bracken increased from 93 to 97, moving them closer to the desired mean of 100. The goal each year is to move the group as close to mean scores of 100 or greater as possible.

When examining individual subtests, the percentage of mastery increased in all areas, with an overall increase of 6.01 percentage points. An area of strength for these students was color naming (98% mastery). An area for improvement would be Sizes/Comparisons (64% mastery). Sizes/Comparison may be a higher cognitive level skill for students as this subtest assesses their understanding of location words, comparison concepts, and understanding directional concepts.

STUDENT PERCENT OF MASTERY INCREASED IN EACH SUBTEST.

Pre   Post
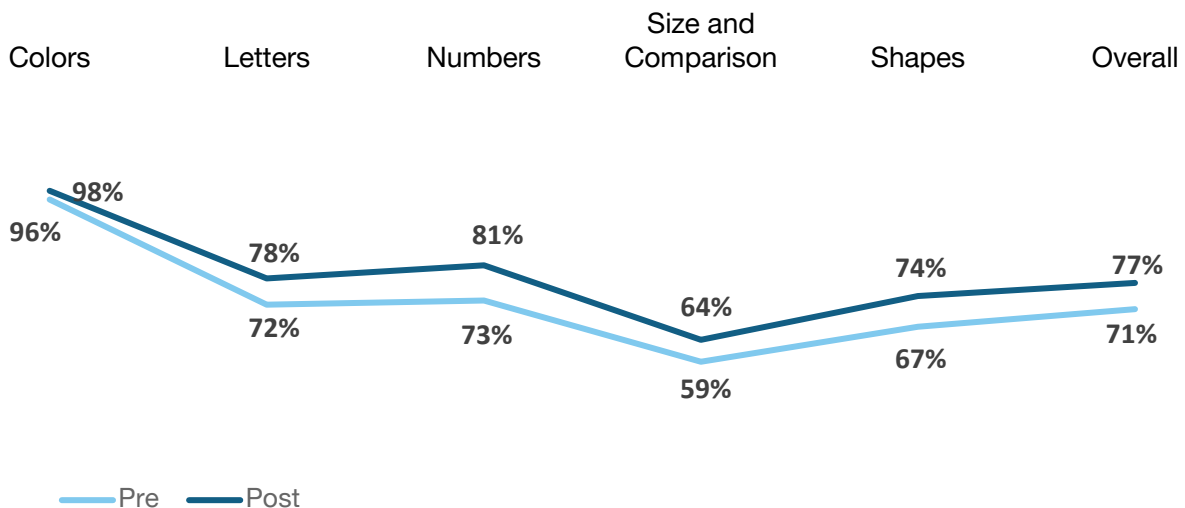
PARENT SATISFACTION

What did parents report about the Jump Start Kindergarten Programs?

METHOD. Parents provided feedback on the value or usefulness of the Jump Start to Kindergarten Program. Using a collaborative process across all districts and agencies, a master parent survey was developed. Districts or agencies were then able to choose which sections they would use for their **program**. Parent survey data was received from each of the participating districts and agencies; however, rates of participation varied widely. Parent survey results are displayed in the following tables (n=83).

Disagree
1%

Not sure
0%

Strongly
Disagree
6%

93% WERE SATISFIED WITH THE PROGRAM

n=83
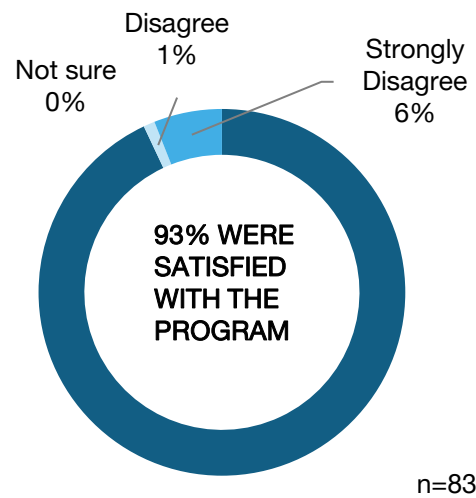
FINDINGS. Families reported high overall satisfaction in all areas, including the structure and environment of the program. They also reported high levels of satisfaction on such items as believing the program staff were excellent and feeling that their child enjoyed attending the program. The lowest level of satisfaction was for being informed about their child's progress.

PARENTS REPORTED HIGH LEVELS OF SATISFACTION IN ALL AREAS.

Satisfied with program overall	4.55
Satisfited with hours of program	4.55
Satisfied with length of program	4.53
Staff were excellent	4.64
Child enjoyed attending	4.60
Satisfied with teacher communication	4.39
Informed on child's progress	4.30
Believe that child will be more succesfull in K	4.42
Feel more prepared to be a parent	4.34
Child believes school will be a fun place to learn	4.45
	4.46

1   2   3   4   5

n=83

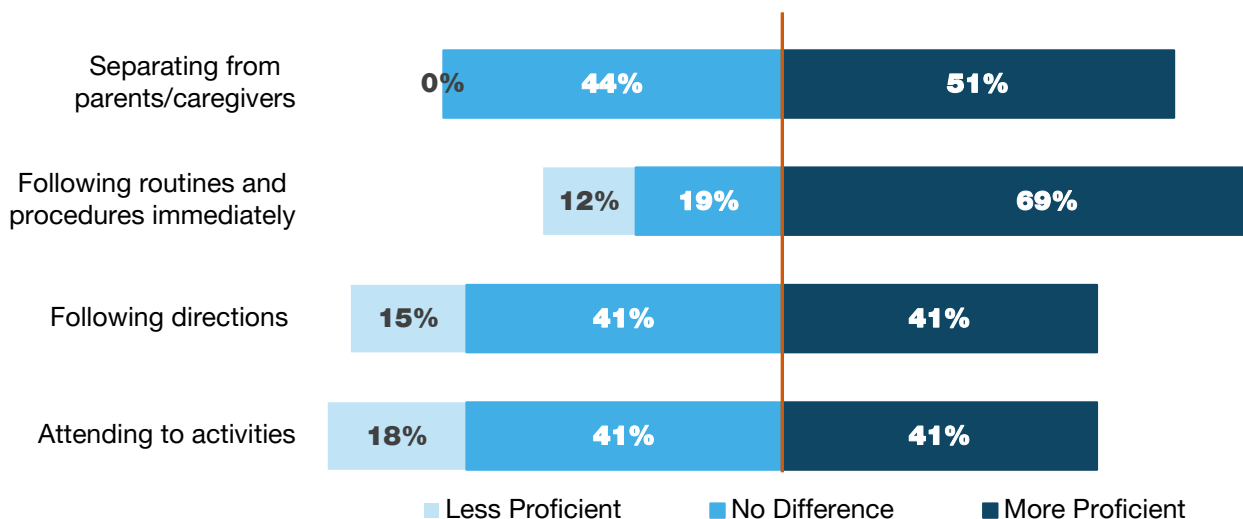## How did parents' rate their students readiness for school?

FINDINGS.   Parents were surveyed about their perceptions of how the program impacted their child. More than half of respondents reported child improvement in recognizing letters of the alphabet, interest in sharing what they learned, attention span for tasks, attentiveness when read to, willingness to share with other children, and eagerness to attend school. Some areas where the majority of students already possessed the skills included: willingness to separate from parents, likes to listen to stories, knows different colors and shapes, plays well with others, and willingness to share with other children. Attentiveness during tasks had the highest percentage of "did not improve" (8%), but also showed the one of the greatest improvements (59%).

What did teachers report about students who attended the Jump Start to Kindergarten Programs?

METHOD. In the fall of 2018, all Kindergarten teachers who had 2018 Jump Start to Kindergarten students in their classroom were asked to fill out a survey about the overall level of proficiency of students who attended the Jump Start to Kindergarten program compared to those that did not. All three participating districts used the survey. Of the 32 teachers that completed the survey, 6 taught Jump Start to Kindergarten this year, and 30 (94%) did not.

FINDINGS. Teachers reported high overall proficiency in all areas, including separating from parent/caregivers and following routines and procedures right away. Teachers consistently reported that Jump Start to Kindergarten students were either more proficient or that there was no difference in skill level, when compared to their peers that did not attend the program.

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

	Less Proficient	No Difference	More Proficient
Separating from parents/caregivers	0%	44%	51%
Following routines and procedures immediately	12%	19%	69%
Following directions	15%	41%	41%
Attending to activities	18%	41%	41%

Extended Learning

STRATEGY IMPLEMENTATION

Extended Learning programs provide additional direct instruction for students with smaller teacher to student ratios and a focus on specific skills identified by spring assessments. These opportunities provide engaging interactions that can motivate young learners. Summer programming, in particular, is designed to prevent learning loss so that students are better prepared for academic success as they enter into the next school year.

DC WEST COMMUNITY SCHOOLS. Students are provided instruction in reading, writing and math during this 3-week program. Weekly newsletters and communication are sent home to parents about their child's progress along with resources and tips for parents to use as they wish. Students attend three hours per day. The goal of the program is to help students maintain their academic skills from spring to fall. Thirty-eight students participated in the program. Free-reduced lunch rate was 65.8%.

COMPLETELY KIDS. Students in this before and after school program are served at Field Club elementary. The strongest focus in the before school program is on academic enrichment (successful KIDS). Programming focuses largely on building reading and math skills through games and other activities during the before school program. In addition to the academic programming, health, safety, and family engagement activities and resources are incorporated into the programming. Ninety-five students participated in programming with 89% qualifying for free-reduced lunch.

ELKHORN PUBLIC SCHOOLS. Jump Start to Reading provided students at-risk for reading failure three weeks of intense reading intervention. The goal of the program is to reduce summer reading loss. The program pulled from multiple curricula (Reading Street's My Sidewalks, Read Naturally, Guided Reading and/or Guided Writing) and was taught by district teachers. The goal of the program is to reduce summer reading loss. A total of seventy-seven students participated with 13% qualifying for free-reduced lunch.

MILLARD PUBLIC SCHOOLS. Summer programming in Millard is provided at one site for students from ten elementary buildings for three weeks. Students invited to participate in the program are those qualifying for free/reduced lunch status and those who have demonstrated being academically at-risk in math and/or reading. In addition to academic instruction, three family involvement days are held during the three weeks. The program is provided for students in grades K-3. The goal of the program was to reduce/prevent learning loss occurring from spring to fall. One hundred thirty five students participated with 55% qualifying for free-reduced lunch.

SPRINGFIELD-PLATTEVIEW COMMUNITY SCHOOLS. Students targeted for this school year program receive individual/small group math instruction at two elementary buildings. Students participate one hour per week with intervention lessons that are developed as a result of

a collaborative effort between the classroom teacher and the math interventionist. The goal of the program is for at-risk students to be meeting grade level expectations in math by the end of the school year. Third grade is the level targeted for this intervention. Twelve students participated in the program with 33% qualifying for free-reduced lunch.

DEMOGRAPHICS

A total of 357 students were served through extended learning programming across five sites. Of the students participating in the extended learning programs, the FRL% of students ranged from 13-89%.
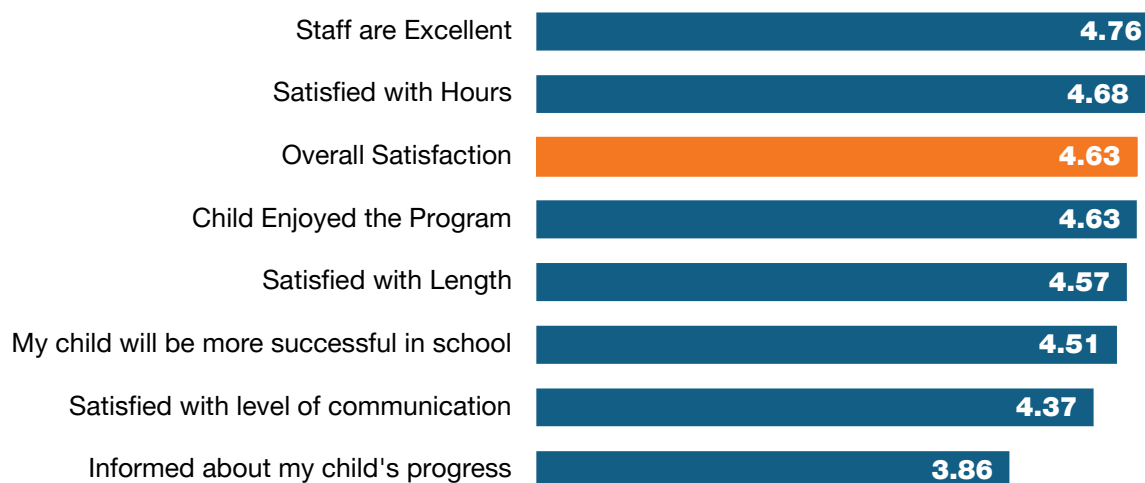
OUTCOMES

PARENT SATISFACTION

METHOD. Sixty-three parents completed the survey across the five participating programs. The survey was provided to programs in both Spanish and English. Parents were asked to respond to multiple satisfaction questions using a 1 to 5 scale *(1=strongly disagree to 5=strongly agree)*. Parents had the opportunity to provide specific comments on the successes and possible improvements for programming.

FIINDINGS. Parents reported high levels of overall satisfaction (*M*=4.63) with the extended learning programs. The item with highest level of satisfaction was parent satisfaction staff qualities (*M*=4.76) and hours of the program (*M*=4.66). One particular area of demonstrated improvement was parent satisfaction with the level of communication. This increase from a mean rate of 3.70 in 2016-17 to 4.37 in 2017-18.

PARENTS WERE HIGHLY SATISFIED STAFF AND OVERALL PROGRAMMING.
Satisfactions levels for communication improved from 2016-17.

Item	Score
Staff are Excellent	4.76
Satisfied with Hours	4.68
Overall Satisfaction	4.63
Child Enjoyed the Program	4.63
Satisfied with Length	4.57
My child will be more successful in school	4.51
Satisfied with level of communication	4.37
Informed about my child's progress	3.86

n=63

Many of the parent comments around programming reflected the quantitative findings of the survey. Parents were satisfied with the quality of the program and saw improvements in the academic skills of their children. Parents noted that their student liked attending and they appreciated the fun learning activities. Family days were mentioned frequently by parents as several parents attended at least one event. Programs that provided meals, transportation and supplies for students were recognized.

> **"Good mix of curriculum and the timing was ideal."**
>
> **"The teachers all seemed to be so engaged with the students and wanted to be there."**
>
> **"My kids learned a lot and did better in the school year than they did without the club."**
>
> -parents of students

As in previous years, improvements suggested by parents included more communication about student progress and/or things that could be worked on at home.

STUDENT OUTCOMES

METHOD. Districts involved in the extended learning programs use different measures to assess and monitor student progress. In addition, the goal for districts with summer programming is to reduce/eliminate summer learning loss while the goal for the district with a school year program is to close the gap for students scoring below expectations. For student outcome data, the evaluation focused on students who maintained or gained skills during each respective extended learning program. For programs using multiple measures, student maintenance or gain was assessed based on their performance across the majority of measurement tools.

FINDINGS. Results found that students' performance varied across districts programs. The range maintaining or improving from math ranged from 35%-88% for Math and a similar pattern was evident for Reading which ranged from 39%-83%. These results suggest that for two programs the activities helped to maintain the majority of the skills over the summer months. Extended Learning programs are successful in minimizing summer learning loss for many students. Targeted intervention programs make a difference in reducing the skill deficit between struggling students and their peers.

PERCENTAGES OF STUDENTS MAINTAINING AND/OR IMPROVING ACHIEVEMENT LEVELS VARIED BY PROGRAM.

MATH

35%
79%
88%

READING

39%
83%
83%
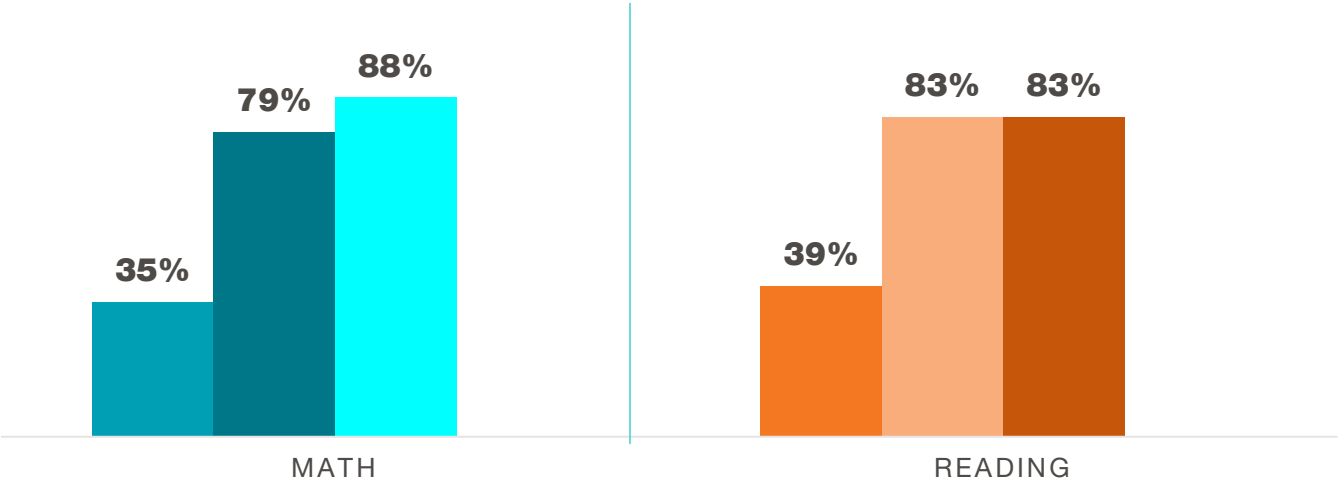
Learning Community: Lessons Learned

Early childhood programs in school settings can successfully adopt a national model, resulting in children making meaningful improvements in vocabulary and social-emotional skills.

- Students who participated in the Inclusive Early Childhood Partnership out-performed their peers in Math at kindergarten entry.

- Over a third of the students in Grades K-1 in the Early Childhood Learning Partnership made greater than expected growth in Math and Reading.

- Coaching is making a difference in changing teacher practices in preK through fifth grade classrooms. Coaching is particularly effective for new teachers.

- Learning Community Centers provide a setting for parent networking and access to educational activities that resulted in improved parenting skills, increased school and community engagement, and positive child outcomes.

- Childcare directors demonstrated positive coaching skills and classroom teachers improved their strategies to support children's social emotional skills.

- Two Generational Programming partnerships with UNO and Metro Community College have had positive impacts on parent knowledge of college and work readiness skills.

- Jump Start programs produce significant student gains on a measure of school readiness. Kindergarten teachers rate the majority of students who attend Jump Start as being as/more proficient in for kindergarten readiness as peer who did not attend.

- Extended Learning programs help to minimize and reduce the summer learning loss for students.

Learning Community Annual Report Summary

LEARNING COMMUNITY CENTER OF NORTH OMAHA: EARLY CHILDHOOD AND FAMILY ENGAGEMENT

INTENSIVE EARLY CHILDHOOD EDUCATION

- 249 preK and 255 Grade K-1 students were enrolled
- Majority are low income & represent diverse populations
- Classroom were of very high quality in Classroom Organization & Emotional support.
- PreK students demonstrated substantial meaning gains in their vocabulary and social emotional skills.
- By spring, more preK students school readiness skills were in the average.
- Over a 1/3 of the K-1 students made greater than expected scores in Math and Reading (improving national percentile rank scores.

PARENT UNIVERSITY

- 218 parents were enrolled with majority representing low income & culturally diverse populations
- Parents participated in 38 different courses sessions which focused on parenting, school success, leadership, and life skills
- Parents demonstrated substantial meaningful gains in Parent Resilience.
- Parents improved their relationships with their children, learned new parenting strategies, and lowered their parenting stress after participation in parenting classes.

FUTURE TEACHER CLINICAL TRAINING

- 326 students were enrolled in early childhood classes.
- 14 students graduated with an associate's degree this year.
- Since 2016, 20 students have enrolled in 4-year institutions to continue their education.
- An articulation agreement between Creighton University & Metropolitan College provides mechanism for student to continue their education. The first student graduated in spring 2018.

CHILDCARE DIRECTOR TRAINING

- 10 center-based directors participated in the project.
- Teachers' who were coached by their directors improved their instructional practices to support children's social-emotional skills.
- Directors demonstrated positive skills they used to coach their teachers.
- Directors reported that the training and coaching were highly valuable and resulted in changes in their practices within their childcare.

LEARNING COMMUNITY CENTER OF SOUTH OMAHA:
FAMILY LEARNING

FAMILY LEARNING

- 335 families were enrolled
- 503 (target students)
- Two generation programming yielded positive effects for both College Prep and Workforce Development
- For the second year in a row, parents reported increased levels of school and community engagement

PARENTING OUTCOMES

- Parents across 2 cohorts in parenting practices after completing Boys Town
- Parents reported parenting classes helped to reduce parental stress, improved their child(ren)'s behavior and improved parenting practices
- Parents met program goals in multiple areas: supporting emotions, physical interaction and being open to their child's agenda

STUDENT OUTCOMES

- Majority of students (91%) entering kindergarten had executive functioning skills in the average range.

SCHOOL DISTRICT PILOT PROGRAMS

INSTRUCTIONAL COACHING

- 17 schools, 425 teachers, and 5202 students were served across 4 districts
- Teachers demonstrated significant gains in positive climate, teacher sensitivity and productivity.
- 95% of new teachers reported that instructional coaching had improved their teaching

JUMP START

- 171 kindergarten eligible students enrolled in Jump Start across 3 districts
- 37% qualified for FRL and 44% represented ethnically diverse populations
- Students demonstrated significant gains in school readiness skills.
- The majority of the parents (93%) were satisfied with the programs.
- Kindergarten teachers consistently reported JS students had skills equal to or more proficient than peers not attending the program.

EXTENDED LEARNING

- 357 students were enrolled in Extended Learning with 13-89% qualifying for FRL.
- 4 districts and 1 community agency participated.
- Parents were highly satisfied with the program, their children enjoyed the program and felt the experience would benefit them at school
- Parent satisfaction with level of communication improved from 2016-17 from 3.70 to 4.37.

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ASSESSMENT TOOLS

Tool	Author	Purpose
Bracken School Readiness Assessment, 3rd Ed.	Bracken, B. (2007)	The Bracken School Readiness Assessment evaluates
Child Parent Relationship Scales (CPRS)	Pianta, R. (1992) Unpublished Tool	The CPRS measures the relationship of the parent and child. It evaluates both the closeness and the conflict in the relationship.
Classroom Assessment Scoring System (CLASS)	LaParo, Hamre, & Pianta, 2012.	CLASS "is a rating tool that provides a common lens and language focused on what matters—the classroom interactions that boost student learning."
Circle of Security Survey	Jackson, B. (2014) Unpublished	This survey completed by parents evaluates three areas including parenting strategies, parent-child relationships, and parenting stress. It is based on a 5 point Likert scale.
Devereux Early Childhood Assessment (DECA), Second Edition	LeBuffe, P. & Naglieri, J. (2012).	The DECA assesses young children's social-emotional protective factors, specifically evaluating, initiative, attachment, behavior concerns, and self-control.
FRIENDS Protective Factors Survey (PFS)	FRIENDS National Resource Center for Community Based Child Abuse Prevention (2011)	The PFS is a broad measure of family well-being that examines five factors including: family resiliency, social supports, concrete supports, child development knowledge and nurturing and attachment. It is scored on a 7 point Likert scale.
Parenting Children and Adolescents Scale (PARCA)	Hair, E., Anderson, K., Garrett, S., Kinukawa, A., Lippman, I., & Michelson, E. 2005	This is a parent completed assessment that evaluates three areas including: supporting good behavior, setting limits and being proactive in their parenting. It is based on a 7 point Likert scale.
Parenting Stress Scale (PSS)	Berry and Jones (1995) Unpublished	The PSS is completed by the parent to assess parental stress. It is based on a 5 point Likert scale with higher scores reflecting greater stress.
Peabody Picture Vocabulary Test-IV	Dunn, L. M.,& Dunn, D. M. 2007 Pearson	A measure of receptive vocabulary.

EFFECT SIZE SUMMARY

Tool	Range of Documented Effect Sizes	Supporting Documentation
Bracken School Readiness Assessment, 3rd Ed.	.38-.50	Anderson, Shin, (2003). The Effectiveness of EC Development Programs, Am J Prev Med. (ES:.38) Gorley, & Windsor, (2000). Early childhood education: A meta-analytic affirmation of the short-and long-term benefits of education opportunity, School Psychology Quarterly, Vol 16(1), Spr 2001. pp. 9-30 (ES: .50)
Child Parent Relationship Scales (CPRS)		No research to support Effect Size benchmark.
Classroom Assessment Scoring System (CLASS)	Cohens	No research with grade school population examining change over time.
Circle of Security Survey	Cohens	No research to support Effect Size benchmark.
FRIENDS Protective Factors Survey (PFS)	Cohens	No research to support Effect Size benchmark
Parenting Children and Adolescents Scale (PARCA)	Cohens	No research to support Effect Size benchmark
Parenting Stress Scale (PSS)	Cohens	No research to support Effect Size benchmark
Peabody Picture Vocabulary Test-IV	.32-38 .	Weiland, C., & Yoshikawaa, H. (2013), Impacts of a Prekindergarten Program on Children's Mathematics, Language, Literacy, Executive Function, and Emotional Skills, Journal of Child Development. ES: .38 Barnett, S. (2008). Preschool Education and its lasting effects: Research and policy implications, Education Public Interest Center. (ES: .32)

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LEARNING COMMUNITY OF DOUGLAS AND SARPY COUNTIES

2019-2020 DIVERSITY PLAN

GOAL: The goal of the diversity plan is to annually increase the socioeconomic diversity of enrollment at each grade level in each school building within the learning community until such enrollment reflects the average socioeconomic diversity of the entire enrollment of the learning community.

STRATEGY 1: Administer the option enrollment process to be utilized by the eleven member school districts of the Learning Community of Douglas and Sarpy Counties (Learning Community) in accepting option enrollment applicants and open enrollment option students (§ 79-2104).

a. Maintain procedures and criteria by which each member school district shall establish a maximum capacity for each school building within the Learning Community.

i. Facilities, staff and programs are the general factors recognized in determining a maximum capacity of a school building. Growth issues are considered through recognition of member school district policies pertaining to instructional staff, class size and unassigned instructional space. Specific criteria consistent with the general factors are set forth in the Enrollment Capacity Data Sheet Instructions (ATTACHMENT A).

ii. Adopt the Enrollment Capacity Data Sheet (ATTACHMENT B) for use by member school districts, which sets forth the specific criteria and procedures by which member school districts identify a maximum capacity for each school building.

(1) The Enrollment Capacity Data Sheet includes school building data sheets for elementary, middle and high school buildings and directions and definitions for use by the member school district as it completes the applicable school building data sheet.

(2) The column titled "Enrollment Capacity" on the school building data sheet identifies the maximum capacity for the designated school building for the upcoming school year. Space will be provided to note unique circumstances having an impact on enrollment capacity.

(3) The Enrollment Capacity Data Sheet for each school building shall be signed and dated by an authorized representative of the member school district before it is submitted to the Learning Community.

(4) Provide procedures and definitions specific to elementary, middle and high school buildings by which member school districts will identify a maximum capacity number for each school building.

(a) Elementary Enrollment Capacity Data Sheet includes:

(i) Enrollment capacity is a function of the number of assigned grade level classrooms and allowable class size.

(ii) Building capacity in elementary schools includes grade level capacity.

(iii) Rooms utilized for resource, supplemental instruction or specialized curriculum instruction does not add to building capacity.

(iv) Rooms utilized for special education needs when service is provided to students for the majority of their school day are included as capacity generating spaces.

(v) Projected enrollment cells for one year and five year projections are provided. The five year projection column is optional based on a member school district's projection capabilities.

(b) Middle School Enrollment Capacity Data Sheet includes:

(i) Middle school facilities have middle school team configurations. The educational program in a teamed middle school is typically a combination of core curriculum instruction in combination with exploratory or elective course offerings.

(ii) Enrollment capacity is a function of the number of assigned classrooms and core curriculum teams, allowable class size and scheduled teaching periods for instruction.

(iii) Building capacity in middle schools includes grade level capacity.

(iv) Rooms utilized for special education needs when service is provided to students for the majority of their school day are included as capacity generating spaces.

(v) Rooms utilized for resource, supplemental instruction or specialized curriculum instruction do not add to building capacity.

(vi) Projected enrollment cells for one year and three year projections are provided. The three year projection column is optional based on a member school district's projection capabilities.

(c) High School Enrollment Capacity Data Sheet includes:

(i) Enrollment capacity for high schools and buildings utilized as combined junior/senior high schools is a function of the number and assigned use of classrooms, average classroom enrollment and the number of class periods each day the room is scheduled for instruction.

(ii) Rooms utilized for special education programs are considered capacity generating spaces if they are utilized as a regularly scheduled classroom.

(iii) Computer labs, media centers, gymnasium areas and other special function areas are considered capacity generating spaces if they are utilized for an instructional function for the majority of the school day.

(iv) Projected enrollment cells for one year and three year projections are provided. The three year projection column is optional based on a member school district's projection capabilities.

b. *Identify the order of intake for Option Enrollment*

i. Open enrollment option student means a student who resides in a school district that is a member of a learning community, attended a school building in another school district in such learning community as an open enrollment student pursuant to § 79-2110, and attends such school building as an option student in a school year after the 2016-2017 school year.

ii. Each student attending a school building outside of the resident school district as an open enrollment student pursuant to § 79-2110 for any part of school year 2016-2017 shall be automatically approved as an open enrollment option student beginning with school year 2017-2018 and allowed to continue attending such school building as an option student without submitting an additional application unless the student has completed the grades offered in such school building or has been expelled and is disqualified pursuant to § 79-266.01. Except as provided in § 79-2110(3) for students attending a focus school, focus program, or magnet school, approval as an open enrollment option student does not permit the student to attend another school building within the option school district unless an application meeting the requirements prescribed in § 79-237 is approved by the school board of the option school district. Upon approval of an application meeting the requirements prescribed in § 79-237, a student previously enrolled as an option enrollment student in the option school district shall be treated as an option student of the option school district without regard for his or her former status as an open enrollment student. Except as otherwise provided in § 79-235.01 and §§ 79-234, 79-235, 79-237, and 79-238 and 79-2110(3), open enrollment option students shall be treated as option students of the option school district.

iii. First priority for enrollment is given to siblings of option students enrolled in the option school district

iv. Second priority is given to students who have previously been enrolled in the option school district as an open enrollment student

v. Third priority is given to students who contribute to the socioeconomic diversity of such school building to which the student will be assigned pursuant to § 79-235.

(1) For purposes of the enrollment option program, a student who contributes to the socioeconomic diversity of enrollment at a school building within a learning community means:

(a) A student who does not qualify for free or reduced-price lunches when, based upon the certification pursuant to § 79-2120, the school building the student will be assigned to attend either has more students qualifying for free or reduced-price lunches than the average percentage of such students in all school buildings in the learning community or provides free meals to all students pursuant to the community eligibility provision; or

(b) A student who qualifies for free or reduced-price lunches based on information collected voluntarily from parents and guardians pursuant to § 79-237 when, based upon the certification pursuant to § 79-2120, the school building the student will be assigned to attend has fewer students qualifying for free or reduced-price lunches than the average percentage of such students in all school buildings in the learning community and does not provide free meals to all students pursuant to the community eligibility provision.

vi. Fourth priority is given to students who reside in the Learning Community.

vii. The option school district shall not be required to accept a student meeting the priority criteria above if the district is at capacity as determined above except as provided in § 79-240 or in the case of open enrollment option students.

c. *Maintain consistent selection and operational guidelines for Option Enrollment.*

i. For focus schools and focus programs established through the Learning Community:

(1) Enrollment in each focus school or focus program shall be designed to reflect the socioeconomic diversity of the Learning Community as a whole. §79-2110(3).

(2) Selection of students for focus schools or focus programs shall be on a random basis from two pools of applicants: students who qualify for free or reduced-price lunch and students who do not qualify for free or reduced-price lunch.

(3) If, after selection of students for a focus school or focus program in accordance with this *Strategy 1.c.* is completed, capacity remains in a focus school or focus program, the member school district which operates said focus school or focus program shall randomly select applicants up to the remaining capacity of the focus school building or focus program or until all applications have been processed.

ii. Acceptance or rejection of an application by a member school district shall be in accordance with the procedures and criteria set forth in §79-238.

d. *Educate member school districts on Option Enrollment transportation requirements.*

i. Except as otherwise provided below, the parent or legal guardian of the option student shall be responsible for the required transportation of the option student. A school district may, upon mutual agreement with the parent or legal guardian, provide transportation to the option student on the same basis as provided for resident students. The school district may charge the parents of each option student transported a fee sufficient to recover the additional costs of such transportation.

ii. For open enrollment option students who received free transportation for school year 2016-2017 pursuant to § 79-611(2), the school board of the option school district shall continue to provide free transportation for the duration of the student's status as an open enrollment option student or for the duration of the student's enrollment in a pathway pursuant to 79-2110(3) unless the student relocates to a school district that would have prevented the student from qualifying for free transportation for the 2016-2017 school year pursuant to § 79-611(2).

iii. Option students who qualify for free lunches shall be eligible for either free transportation or transportation reimbursement as described in § 79-611 from the option school district pursuant to policies established by the school district.

iv. Option students who are verified as having a disability as defined in § 79-1118.01, the transportation services set forth in § 79-1129 shall be provided by the resident school district (which shall be reimbursed by the State Department of Education).

STRATEGY 2: Adhere, communicate, monitor and respond to compliance of procedural deadlines established by the Learning Community Diversity Plan and deadlines noted in statute:

a. Deadlines are as follows:

i. On or before February 15th –

(1) Deadline for requests from parents/legal guardians of students who will complete the grades offered at a school building outside their attendance area prior to the following school year to provide notice to the school board of the member school district containing such school building if such student will apply to enroll as an option student in another school building within such district and which school building such student would prefer to attend. (§ 79-2110).

ii. On or before March 1st –

(1) Deadline for member school districts to provide notice to parents/legal guardians stating which school building or buildings the student shall be allowed to attend in such member school district as a continuing student or an option student for the following school year. If the student resides within the member school district, the notice shall include the school building offering the grade the student will be entering for the following school year in the attendance area where the student resides. This deadline does not apply to focus schools or programs. (§ 79-2110).

(2) Deadline for member school districts to complete and submit an Enrollment Capacity Data Worksheet for each school building in said district to the Learning Community Coordinating Council, reporting the maximum capacity and total

projected enrollment, including intra-district transfers, if any, before Option Enrollment for such school building for the following school year.

iii. September 1 - March 15th

(1) Window for completion and submission to member school district of Option Enrollment application by parents/legal guardians/emancipated minors requesting to begin attendance as an option student in an option school district.

(a) Applications received after March 15 shall contain a release of approval from the resident school district on the application form prescribed and furnished by the state Department of Education.

(b) The Option School district shall provide the resident school district with the name of the applicant on or before April 1 or (if submitted after March 15, within 60 days thereafter) (§ 79-237).

iv. On or before April 1st (or if the application is submitted after March 15, within 60 days thereafter)–

(1) Deadline for member school districts to accept or reject Option Enrollment applications. (§ 79-237).

b. Unless otherwise indicated, compliance with a deadline shall be achieved by either a postmark by the deadline date or by personal delivery to the required recipient by 4:00 p.m. on the deadline date set forth in Strategy 2.a. When applications are submitted after the March 15th deadline, both school districts may upon mutual agreement waive deadlines.

c. Communicate with member school district superintendents the deadlines established by statute and by the Learning Community Diversity Plan and the compliance expectations.

STRATEGY 3: Explore focus and magnet schools, programs and pathways.

a. Gather information from each Achievement Subcouncil to identify and describe focus and magnet schools, programs and pathways currently available.

i. Make this information available to the public.

ii. Learning Community approved focus programs, focus schools, magnet schools, and pathways shall be as described in §79-769.

b. Research unmet and high demand/interest program needs within the Learning Community.

i. Learning Community may develop and conduct a Community Survey to gather information regarding standard baseline questions that impact decisions regarding focus schools, programs and pathways.

(1) Learning Community will engage an established survey company to develop and conduct Community Surveys through a variety of methodologies, which may include focus groups, not less than every five years, or as determined necessary, to maintain data reflective of current community interests, needs and socioeconomic demographics.

(2) Such survey will gauge unmet and high demand/interest program needs within the Learning Community.

(3) The survey may include families, business community, institutions of higher education and other identified groups in the process.

(4) Surveys results will be able to be grouped and sorted by Subcouncil District so as to inform Achievement Subcouncils of interests and needs related to focus schools, focus programs and magnet schools within their geographic area as related to *Strategy 2.g.*

(5) Survey results shall be reported to the Learning Community Coordinating Council, member school districts and the general public.

(6) Member school districts may conduct additional surveys around a specific proposal for a Learning Community approved focus school, focus program, or pathway.

ii. Collect data regarding waiting lists for current programmatic offerings with limited capacity, including number of students on waiting list and where (geographically) the highest demand for specific programs exists.

iii. Work with member school districts to identify high demand programs and expand same into member school districts where high interest is demonstrated.

c. Maintain a process to work with member school districts interested in opening a Learning Community approved focus school or focus program (Focus School/Program) or pathway.

i. Establish and maintain criteria and processes for review, consideration and action on a proposal for a new Focus School/Program (Focus Proposal) submitted to the Learning Community, either individually or in collaboration.

(1) Overview of process for Focus Proposals that include a request for funding through the Learning Community Capital Project Levy (Focus Proposal).

(a) Provide a timeline and submission process to member school district interested in submitting a Focus Proposal (ATTACHMENT C). Submission process includes the following steps:

(i) Interested member school district submits a Letter of Intent to Learning Community.

1) Letter of Intent should be sent after a member school district's Board of Education has taken official action to

approve the member school district's request to move forward with submitting a Focus Proposal and shall certify such action was taken by the Board of Education.

2) Letter of Intent shall be a summary and sample of the information provided to the member school district's Board of Education in their action to approve submission of the Focus Proposal and shall include such information as:

a) Description of concept.

b) Why the concept was chosen.

c) How concept contributes to socioeconomic diversity and closing the student achievement gap.

d) Letter of Intent shall include an invitation for the Learning Community's Elementary Learning and Diversity Subcommittee (ELD) to appoint a subcommittee member to be an informational member of the member school district's committee working on the Focus Proposal.

ii. When possible, the ELD shall appoint a member from the Subcommittee who represents a Subcouncil District which contains the member school district submitting the Focus Proposal. ELD member's responsibilities include:

(1) Providing information relating to Focus School/Program statutes.

(2) Providing progress updates on the Focus Proposal to the ELD and Learning Community Coordinating Council meetings; provided, however, that member school district information which is not within the public domain shall not be disclosed at a Learning Community Coordinating Council meeting.

iii. Member school district shall present its Focus Proposal to ELD no later than the June 30th of the year preceding the budget year during which the member school district wants its Focus Proposal to begin receiving Capital Project Levy proceeds.

iv. Focus School Proposal shall be submitted to the Advisory Committee in accordance to § 79-2104.01 no later than July 31st of the year preceding the budget year during which the member school district wants to begin receiving Capital Project Levy proceeds.

v. ELD will recommend approval or disapproval of Focus Proposals to the Learning Community Coordinating Council no later than the August 31st of the year preceding the budget year during which the member school district wants to begin receiving Capital Project Levy proceeds.

vi. A member school district shall make a formal presentation of its Focus Proposal to the Learning Community Coordinating Council in conjunction with the ELD recommendation no later than the August 31st of the year preceding the budget year

during which the member school district wants to begin receiving Capital Project Levy proceeds.

vii. The ELD recommendation on a Focus Proposal will be presented as an action item for the Learning Community Coordinating Council no later than the September 30th prior to the budget year during which the member school district wants to begin receiving Capital Project Levy proceeds.

viii. Capital Project Levy approval, if any, shall be contingent on the member school district's demonstrating the ability to generate its portion of the needed funding both for capital project funding needs and operations by the June 1st prior to the next September 1st budget adoption deadline and reaching a binding agreement with the Learning Community pursuant to which the district agrees to conform to the terms of Neb. Rev. Stat. §79-2111 and all other applicable statutes.

d. Overview of process for Focus Proposals that do not include a request for funding through the Learning Community Capital Project Levy.

i. Provide a timeline and submission process to member school district interested in submitting a Focus Proposal (ATTACHMENT D). Submission process includes the following steps:

(1) Interested member school district submits a Letter of Intent to Learning Community.

(2) Letter of Intent should be sent after a member school district's Board of Education has taken official action to approve the member school district's request to move forward with submitting a Focus Proposal and shall certify such action was taken by the Board of Education.

(a) Letter of Intent shall be a summary and sample of the information provided to the member school district's Board of Education in their action to approve submission of the Focus Proposal and shall include such information as:

(i) Description of concept.

(ii) Why the concept was chosen.

(iii) How concept contributes to socioeconomic diversity and closing the student achievement gap.

(iv) Letter of Intent shall include an invitation for the Learning Community's ELD to appoint a subcommittee member to be an informational member of the member school district's committee working on the Focus Proposal.

(b) When possible, the ELD shall appoint a member from the Subcommittee who also represents a Subcouncil District which contains the member school district submitting the Focus Proposal. ELD member's responsibilities include:

(i) Providing information relating to Focus School/Program statutes.

(ii) Providing progress updates on the Focus Proposal to the ELD and Learning Community Coordinating Council meetings; provided, however, that member school district information which is not within the public domain shall not be disclosed at a Learning Community Coordinating Council meeting.

(c) Member school district shall present its Focus Proposal to ELD no later than the July 31st of the calendar year preceding the academic year during which the member school district intends to commence Focus School/Program operations.

(d) Focus School Proposal shall be submitted to the Advisory Committee in accordance to § 79-2104.01 no later than August 31st of the calendar year preceding the academic year during which the member school district intends to commence Focus School/Program operations.

(e) ELD will recommend approval or disapproval of Focus Proposals to the Learning Community Coordinating Council no later than the August 31st of the calendar year preceding the academic year during which the member school district intends to commence Focus School/Program operations.

(f) A member school district shall make a formal presentation of its Focus Proposal to the Learning Community Coordinating Council in conjunction with the ELD recommendation no later than the August 31st of the calendar year preceding the academic year during which the member school district intends to commence Focus School/Program operations.

(g) The ELD recommendation on a Focus Proposal will be presented as an action item for the Learning Community no later than the September 30th of the calendar year preceding the academic year during which the member school district intends to commence Focus School/Program operations.

ii. A Focus Proposal shall include, but not be limited to, the following details and information:

(1) Data demonstrating strong community support and interest in the Focus Proposal including its appeal to a socioeconomically diverse student population.

(2) A budget detailing:

(a) The projected five (5) year operating budget and description of funding sources.

(b) If a Focus Proposal requesting Capital Project Levy support, details regarding such Capital Project Levy request including the estimated capital expenditure budget and how this budget was created.

(3) A detailed timeline of the Focus Proposal from development to opening of facilities.

(4) A detailed description of the Focus Proposal's sustainability plan.

(5) Whether member school district will consider payment of Capital Project Levy monies over multiple budget cycles.

iii. Funding formula for the Focus Proposal including funding sources the member school district will be pursuing for its portion of any capital project expenditures.

(1) *Note:* member school district needs to take into consideration that funds to be provided under an adopted budget are not primarily realized until the following April and August and note in their funding formula how this issue will be addressed.

iv. A description of the facility location and how the location will enhance participation in the Focus Proposal.

v. A description of potential partners in the Focus Proposal, such as other school district partners, business community, college or university.

vi. A proposed ten (10) year operating plan which shall include, but not be limited to, the following information:

(1) Curriculum framework

(2) Goals for reducing achievement gap

(3) Goals for increasing socioeconomic diversity

(4) Enrollment Projections

(5) Personnel needs and training

(6) Potential partnerships

(7) Accreditation Plan

vii. Vision of the pathway potential of the Focus Proposal if appropriate.

(1) If the Focus Proposal begins at the high school level, member school district shall address how they will prepare potential students for the goals and objectives of the Focus Proposal.

viii. Marketing plan details of member school district's Focus Proposal including, but not limited to, member school district's outreach strategy to a diverse socioeconomic student population and marketing plan budget.

ix. Evaluation plan of Focus Proposal.

x. The number of students the Focus Proposal is targeting to serve.

xi. A description of how the member school district will comply with all statutes related to Focus Schools/Programs including, but not limited to, the following:

  (1) §77-3442 (2)(h)

  (2) §79-1007.05

  (3) §79-2104 (6) & (7)

  (4) §79-2110 (3)

  (5) §79-2111 (1)

  (6) §79-611

e. Establish and maintain criteria and processes for review, consideration and action on proposals submitted by member school districts to have an existing school or program recognized as a Learning Community Focus School/Program (District Focus School/Program).

  i. Overview of process for District Focus Proposal.

  (1) Submission process includes the following steps:

    (a) Member school districts submitting District Focus Proposal that include a request for funding through the Learning Community Capital Project Levy shall follow the process as laid out in *Strategy 3.c.*

    (b) Member school districts submitting District Focus Proposal that does not include a request for funding through the Learning Community Capital Project Levy shall follow the process as laid out in *Strategy 3.d.*

  (2) Additionally, such District Focus School/Program Proposals shall include:

    (a) History of District Focus School/Program.

    (b) How District Focus School/Program contributes to socioeconomic diversity and closing the student achievement gap.

    (c) Description of the capacity of the District Focus School/Program to expand and meet the socioeconomic diversity goals as described in §79-2110.

    (d) A description of how the member school district will comply with all statutes related to Focus Schools/Programs including, but not limited to, the following:

      (i) §77-3442 (2)(h)

      (ii) §79-1007.05

      (iii) §79-2104 (6) & (7)

(iv) §79-2110 (3)

(v) §79-2111 (1)

(vi) §79-611

f. Promote a collaborative approach between Learning Community member school districts and other sectors of the community to develop focus or magnet schools, programs or pathways.

g. Gather data annually regarding socioeconomic diversity. This data shall be provided to the Learning Community Coordinating Council consistent with state and federal privacy regulations for all member school districts and to Achievement Subcouncils for those member school districts or buildings within their geographic area. Diversity Plan reports are to reflect the diversity needs of each Achievement Subcouncil and of the Learning Community as a whole.

    i. Member School District Reports include:

        (1) § 79-201 (5) - Truancy Report.

        (2) § 79-527 - Dropouts; long-term suspension, expulsion, or excessive absenteeism; contact with law enforcement officials.

        (3) § 79-1013 (1) and § 79-1014 (1) - LEP/Poverty Plans.

        (4) Other data as requested.

    ii. Nebraska Department of Education Reports include:

        (1) § 79-528 (2) – End of the School Year Annual Statistical Summary Report.

        (2) § 79-528 (4) – Fall Membership Report.

        (3) § 79-528 (3) – Annual Financial Data.

    iii. Connect socioeconomic diversity data to student achievement data and monitor and report how increased socioeconomic diversity is impacting student achievement.

h. Respond to the data gathered and prepare reports for the Learning Community Coordinating Council and on or before January 1st to the Education Committee of the Nebraska State Legislature. (§79-2104.02 and §79-2118).

STRATEGY 4: Exercise ongoing oversight, administration, evaluation and modification, as necessary, of the Diversity Plan.

a. **Continuing administration and oversight of the Diversity Plan and the implementation thereof by the member school districts.**

    i. Create a standing subcommittee of the Learning Community Coordinating Council to implement *Strategy 4*. Consider the creation of one or more advisory committees to the subcommittee that may include non-council members and representatives of various

interest groups and organizations such as, but not limited to: parents, teachers, business community representation.

ii. Seek input from the Advisory Committee in accordance with §79-2104.01 regarding issues related to Option Enrollment, Community Achievement Plan (CAP), focus schools and programs, and other such items related to the Diversity Plan as requested.

b. Evaluate the reports provided to the Learning Community by member school districts and the Nebraska Department of Education.

c. Hold public forums addressing the Learning Community Diversity Plan.

i. Each Achievement Subcouncil shall at least annually hold a forum to address special diversity needs of its community and report findings to the Learning Community Coordinating Council or a designated subcommittee.

d. Evaluate the Diversity Plan and identify modifications or revisions thereto to achieve the Goal.

i. Establish a process for Achievement Subcouncils to provide ongoing input regarding provisions relating to each Achievement Subcouncil district.

ii. Identify and work with the Legislation Subcommittee to pursue legislation necessary to achieve the Goal.

e. Continue to research and evaluate programs and services relating to increasing socioeconomic diversity offered by member school districts and other Nebraska school districts as well as potential models operating in other regions nationwide.

f. Report on the progress of the Diversity Plan to the general public and other required and involved entities.

ENROLLMENT CAPACITY DATA SHEET INSTRUCTIONS

The following instructions are applicable to the Enrollment Capacity Data Sheets for Elementary, Middle School and High School buildings:

1. All bordered data sheet cells are editable. If available, data are to be provided in all bordered cells on the data sheet for each school building.

2. For purposes of the Enrollment Capacity Data Sheets, the following definitions apply:

   a. A "Classroom" is a room or area having adequate space, facilities and assigned teaching staff scheduled to serve an intended instructional function.

   b. "Allowable Class Size" is the maximum allowable classroom enrollment in an elementary or middle school building as determined by Member School District policy.

   c. "Average Classroom Enrollment" is the average classroom enrollment for each designated instructional function in a classroom in a high school building. Average Classroom Enrollment may vary with each capacity generating space. Science, for example, may have a lower average classroom enrollment than other core curriculum classrooms if specialized science course offerings serving a limited number of students are included in the curriculum.

   d. "Teaching Periods per Day" for a middle school building is the number of teaching periods scheduled into each core curriculum classroom during the school day.   Middle school room utilization for core curriculum classrooms will typically be five periods in a seven period schedule or six periods in an eight period schedule.

   e. The "Room Utilization Factor" for a high school building is expressed as a percentage of the number of teaching periods to be scheduled into a classroom divided by the total number of scheduling periods in the school day. For example, a high school classroom utilized for seven periods in an eight period day has a Room Utilization Factor of 87.5%. Likewise, in a four period block schedule configuration, a classroom utilized for seven periods over two days has a Room Utilization Factor of 87.5%. The Room Utilization Factor may vary with different areas of the curriculum. Science Labs, for example, may be scheduled for 100% utilization while music rehearsal rooms may be scheduled for 50% utilization.

   f. "Capacity Generating Space" includes classrooms and, for high school buildings, rooms or areas utilized for full class periods for the majority of the regularly scheduled school day.

g. An "Unassigned Instructional Area" is a room or area that could be utilized as a capacity generating space if it had assigned teaching staff. An Unassigned Instructional Area includes a room or area planned to accommodate future enrollment growth.

h. A "Non-Capacity Generating Space" in an elementary school or middle school is a room or area used for resource or supplemental instruction or for specialized curriculum instruction or activities. A "Non-Capacity Generating Space" in a high school is a room or area that is not regularly scheduled for student use during the school day.

i. A "Special Education Classroom" is a classroom utilized for various special education programs offered in the school building. In an elementary school or middle school a special education classroom is counted as a capacity generating space when it is occupied by students for the majority of their school day. In a high school a special education classroom is counted as a capacity generating space when it is utilized as a regularly scheduled classroom.

j. A "Resource Room" is a room or area utilized for various resource or supplemental instructional programs. Resource rooms are not included as capacity generating spaces in elementary or middle school buildings. A resource room shall be counted as capacity generating space in high school buildings when it is utilized as a regularly scheduled classroom.

k. High school "General Classrooms" are classrooms utilized for core curriculum course offerings, other than Science, assigned to a teacher or department.

l. A "Temporary Classroom" is a portable structure located on the school site or a multi-purpose room or area which the Member School District currently uses as a classroom but does not intend to use for instructional functions throughout the five year projected enrollment period for an elementary school building or the three year projected enrollment period for a middle or high school building. The inclusion of a Temporary Classroom as a capacity generating space is at the discretion of the Member School District. If a Temporary Classroom is included as a capacity generating space the assigned classroom space shall be included in the classroom count for the applicable grade level or classroom function. A portable structure located on the school site or a multi-purpose room or area which the Member School District currently uses as a classroom and plans to utilize for instructional functions throughout the five year projected enrollment period for an elementary school building or the three year projected enrollment period for a middle or high school building is not a Temporary Classroom and shall be included as a capacity generating space. Temporary Classrooms shall be specifically identified by room number or other designation used by the Member School District.

3. The grade level designation or assigned use of a classroom should be based upon the anticipated room utilization for the 2019-2020 school year.

4. Space is provided to identify additional rooms or areas other than the indicated instructional functions as either capacity generating or non-capacity generating spaces.

5. All rooms or areas which are utilized for instruction must be identified on the Enrollment Capacity Data Worksheet. A room or area should be counted only once.

6. Unique circumstances having an impact on enrollment capacity should be noted in the "Comments" section.

7. "Projected Enrollment" is the anticipated enrollment in the school building before Option Enrollment based upon current and future enrollment projection data available to the Member School District. Projected enrollment data is required for the 2019-2020 school year. Projected enrollment data on the Elementary Worksheet for school year 2023-2024 and on the Middle School and High School Worksheets for school year 2021-2022 is optional.

8. The Enrollment Capacity Data Sheet must be signed by an authorized representative of the Member School District.

Completed enrollment Capacity Data Sheets must be submitted to the Learning Community Office by March 1, 2019. Sheets may be sent as an e-mail attachment to Patti Benzel at pbenzel@learningcommunityds.org, or by mail to the Learning Community of Douglas and Sarpy Counties, 1612 North 24th Street, Omaha, NE 68110

Enrollment Capacity Data Sheet - High School

School District:

School Name:

Grade Levels Served:

Comments

Capacity-Generating Spaces:	Number of Classrooms	Average Classroom Enrollment	Room Utilization Factor (%)	Enrollment Capacity	Projected Enrollment 2019-2020	* Projected Enrollment 2021-2022	Option Enrollment Availability 2019-2020
General Classrooms (Math, Lang Arts, World Lang, Soc.Studies)			=	0			
Science			=	0			
Art			=	0			
Music			=	0			
Fine Arts (Drama, Dance)			=	0			
Business / Computer Applications			=	0			
Health			=	0			
Family / Consumer Science			=	0			
Industrial / Vocational Labs			=	0			
Special Education			=	0			
Scheduled Resource Classroom(s)			=	0			
Study Hall			=	0			
Main Gymnasium 2x			=	0			
Auxiliary Gymnasium			=	0			
Weights / Fitness			=	0			
Journalism			=	0			
			=	0			
Unassigned Instructional Area(s)			=	0			

Non-Capacity Generating Spaces:

Temporary Classrooms - _____	
Wrestling	
Resource Rooms	
Vocational Lab Rooms	
Stage	
Auditorium	
Media Center	

TOTAL (Assigned Classrooms Only)   0   0   0

TOTAL(Including Unassigned Instructional Areas)

Signature:_____   Date:_____

Name/Title:_____

* Optional

NOTE: *Completed Enrollment Capacity Data Sheets must be submitted to the Learning Community Office by March 1, 2019.* Sheets may be sent as an e-mail attachment to Patti Benzel at pbenzel@learningcommunityds.org, or by mail to the Learning Community of Douglas and Sarpy Counties, 1612 North 24th Street, Omaha, NE 68110.

Learning Community Focus School/Program Approval Timeline Diagram

Timing of this portion of the timeline is at the discretion of the school district

Timing of this portion of the timeline needs to conform to LC time table specifics noted below

District Presents Concept to their School Board for Approval

District Sends a Letter of Intent from Superintendent and School Board President to Learning Community Diversity Subcommittee (DSC)

DSC identifies Informational LC DSC representative to District's Focus School/program development Committee

For *Strategy III.C.i.1* - District Presents Draft Request to DSC no later than **June 30** prior to the next September 1 budget adoption deadline

For *Strategy III.C.i.2* - no later than **July 31** prior to Focus School/Program planned commencement

For *Strategy III.C.i.1* - Focus School Proposal shall be submitted to the Advisory Committee in accordance to § 79-2104.01 no later than **July 31**

For *Strategy III.C.i.2* - **August 31**

For *Strategy III.C.i.1* -District Presents to LCCC by **Avugust 31** prior to the next September 1 budget adoption deadline

For *Strategy III.C.i.2* - District Presents to LCCC by **August 31** prior to Focus School/ Program planned commencement

For *Strategy III.C.i.1* - LCCC renders decision by **September 30** prior to the next September 1st budget adoption deadline

For *Strategy III.C.i.2* LCCC renders decision by **September 30** prior to Focus School /Program planned commencement

District has until **June 1** prior to the next September 1 budget adoption deadline to demonstrate the ability to generate their portion of the needed funding both for brick and mortar needs and operations

September LCCC approves Capital Projects budget and sets levy to fund request

Funds levied in **September** are primarily realized the following April and August