

LEARNING COMMUNITY OF DOUGLAS AND SARPY COUNTIES

LEARNING COMMUNITY COORDINATING COUNCIL

AGENDA

November 21, 2019 – 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 17, 2019
5. Reports
 - a) Chair
 - b) Treasurer
 - i. **Action Item:** Upon recommendation of the Budget, Finance & Audit Subcommittee, motion to accept Treasurer's Reports dated September 30, 2019 and October 31, 2019
 - c) Chief Executive Officer
 - d) Legal Counsel
6. Public Comment
7. Superintendents' Plan for Early Childhood Education Update
8. Learning Community Center of South Omaha Update – Renee Franklin
 - a) **Action Item:** Upon recommendation of the Executive Committee, motion to approve amendment to the Learning Community Center of South Omaha lease that will provide additional parking for an amount not to exceed an additional \$1,200.00 per month.
 - b) **Action Item:** Upon recommendation of the Executive Committee, motion to extend the Learning Community Center of South Omaha lease by an additional ten years with a continued 2% annual escalator.
9. Learning Community Center of North Omaha Update – Renee Franklin /Jamalia Parker

10. Subcommittee Reports

a) Elementary Learning and Diversity Subcommittee

- i. Munroe-Meyer Annual Evaluation Report
- ii. **Action Item:** Upon recommendation of the Elementary Learning and Diversity Subcommittee, motion to approve the Socioeconomic Diversity Plan for the 2020/2021 School Year as presented in the handout entitled "2020/2021 Diversity Plan."

b) Budget, Finance & Audit Subcommittee

- i. **Action Item:** Upon recommendation of the Budget, Finance & Audit Subcommittee, motion to approve updated checking signing and credit card policy.
- ii. **Action Item:** Upon recommendation of the Budget, Finance & Audit Subcommittee, motion to approve mileage reimbursement request from Mike Avery for the three months prior to his hardship, per the Expense Reimbursement section of the Accounting Policies and Procedures Manual. Amount of reimbursement is \$ 104.64.

c) Legislative Subcommittee

- i. Legislative Strategy for 2020

11. New Business

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

12. Next Council Meeting –

January 16, 2020, Learning Community Center of North Omaha, 1612 N. 24th Street, Omaha, NE

13. Adjournment

UPCOMING LEARNING COMMUNITY EVENTS:

Advisory Committee	To Be Determined
LC Coordinating Council	January 16, 2020, 6:00 p.m. Learning Community Center of North Omaha, 1612 N. 24 th Street, Omaha, NE
Subcouncil #1	To Be Determined
Subcouncil #2	To Be Determined
Subcouncil #3	To Be Determined
Subcouncil #4	To Be Determined
Subcouncil #5	To Be Determined
Subcouncil #6	To Be Determined

DOCUMENTS TO ACCOMPANY THIS AGENDA ARE AS FOLLOWS:

- LCCC Minutes dated October 17, 2019
- Treasurer's Reports dated September 30, 2019 and October 31, 2019
- Learning Community Center of South Omaha Lease Extension
- Munroe-Meyer Annual Evaluation Report
- Proposed Diversity Plan 2020/2021
- New Accounting Policy
- GOALS Information Packet

LEARNING COMMUNITY OF DOUGLAS AND SARPY COUNTIES

LEARNING COMMUNITY COORDINATING COUNCIL

October 17, 2019

A meeting of the Coordinating Council of the Learning Community of Douglas and Sarpy Counties was held October 17, 2019, at the Learning Community Center of North Omaha, 1612 N. 24 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 9, 2019. 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 9, 2019.

1. **Call Meeting to Order.** The meeting was convened and called to order by Chair Kelley at 6:05 p.m. and began with the recitation of the Pledge of Allegiance.
2. **Public Notice & Compliance with Open Meetings Act.** Chair Kelley 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: Ekwerekwu, Hahn, Hoeger, Martinez- Real, Thommes, Williams, Kelley

Voting Members Excused: Avery, Kozel, Ward

Members Absent: Hager, Woodward

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

Also Present: Tom Ackley, Koley Jessen P.C.; Dr. Sam Meisels and Kate Gallagher, BECI; Mark Feldhausen, Consultant

4. **Approval of Minutes.** Chair Kelley presented both the Hearing and the Council minutes from the September 12, 2019, public meeting of the Council. Motion by Mr. Hoeger, seconded by Ms. Hahn, to approve the minutes of both the Hearings and the Council meeting held on September 12, 2019. Yeas: Ekwerekwu, Hahn, Hoeger, Martinez-Real, Thommes, Williams, Kelley. Abstain: None. Nays: None. **Motion carried.**

5. **Reports**

a) Chair – Chair Kelley discussed the outcome of the School Reports.

b) Treasurer

i. Motion to accept Treasurer's report dated September 30, 2019. **TABLED.**

c) Chief Executive Officer – Mr. Patton reported School Pilot visits have been very positive, and they are receiving good feedback. Mr. Patton indicated that Mark Hoeger has agreed to chair the Communication Ad hoc Committee. Mr. Patton explained the Community

Achievement report (CAP) review process and reviewed the CEO Goals. Discussion took place. A handout was provided.

i. CEO Goals

1. Motion by Mr. Thommes, seconded by Mr. Hoeger, upon recommendation of the Executive Committee, motion to approve the 2019/2020 CEO Goals as presented. Yeas: Ekwerekwu, Hahn, Hoeger, Martinez-Real, Thommes, Williams, Kelley. Abstain: None. Nays: None. **Motion carried.**

d) Legal Counsel – No Report

6. Public Comment – None.

7. Superintendents' Plan for Early Childhood Education Plan Overview – Dr. Sam Meisels and Kate Gallagher provided a presentation on the Annual Report. Two handouts were provided.

8. Learning Community Center of South Omaha Update – Ms. Franklin provided a report.

9. Learning Community Center of North Omaha Update – Ms. Franklin and Ms. Parker provided a report.

10. Subcommittee Reports

- a) Elementary Learning and Diversity Subcommittee – Mr. Patton reviewed the Diversity Plan and reminded the Council members to hold their Subcouncil Diversity Forum by December 31, 2019.

- b) Budget, Finance & Audit Subcommittee – No Report

- c) Legislative Subcommittee – No Report

11. New Business -

- a) Community Achievement Plan (CAP) Report – Mr. Patton and Mark Feldhausen provided a review of the CAP revisions. Discussion took place.

- b) Motion by Mr. Hoeger, seconded by Dr. Williams, upon recommendation of the Executive Committee, motion to approve renewal of the Community Achievement Plan. Yeas: Ekwerekwu, Hahn, Hoeger, Martinez-Real, Thommes, Williams, Kelley. Abstain: None. Nays: None. **Motion carried.**

12. Unfinished Business - None

13. Next Council Meeting –

November 21, 2019, Learning Community Center of North Omaha, 1612 N. 24th Street, Omaha, NE

14. Adjournment – Meeting was adjourned with unanimous approval at 8:29 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 Council Minutes dated September 12, 2019
- Treasurer's Report dated September 30, 2019
- CEO 2019/2020 Goals
- Proposed Diversity Plan 2020/2021
- Community Achievement Plan (CAP)

Jill Woodward – Secretary

LEARNING COMM OF DOUGLAS SARPY COUNTY
Treasurer's Report - Purchase Journal
For the Period From Sep 1, 2019 to Sep 30, 2019

November 21, 2019 Agenda Item 5 (b) i

Filter Criteria includes: 1) Includes Drop Shipments. Report order

Check #	Date	Name	Invoice/CM #	Line Description	Debit Amount	Credit Amount	Payment Status
1211	9/1/19	El Mero Mero Inc	September 2019	Rent & Cleaning	4,600.00		
1211	9/1/19	El Mero Mero Inc	September 2019	El Mero Mero Inc		4,600.00	Paid In Full
1212	9/1/19	Lund Company	1612 September 2019	September 2019 rent	48,140.03		
1212	9/1/19	Lund Company	1612 September 2019	Lund Company		48,140.03	Paid In Full
1213	9/10/19	HELP Foundation of Omaha	September 2019	Rent - September	9,620.48		
1213	9/10/19	HELP Foundation of Omaha	September 2019	Utilities - August	1,485.92		
1213	9/10/19	HELP Foundation of Omaha	September 2019	HELP Foundation of Omaha		11,106.40	Paid In Full
3609	9/16/19	Buffett Early Childhood Institute	09/2019 SupECPlaneva	September 22019	18,666.66		
3609	9/16/19	Buffett Early Childhood Institute	09/2019 SupECPlaneva	Buffett Early Childhood Institute		18,666.66	Paid In Full
3610	9/16/19	UNMC	09/2019 ELC Eval	September 2019	35,760.33		
3610	9/16/19	UNMC	09/2019 ELC Eval	UNMC		35,760.33	Paid In Full
4165	9/5/19	Tony E. Sanders, Jr.	Forgiving Workshp	Worshop	750.00		
4165	9/5/19	Tony E. Sanders, Jr.	Forgiving Workshp	Worshop		750.00	Paid In Full
4166	9/1/19	Buffett Early Childhood Institute	September 2019	Superintendents Plan	110,507.08		
4166	9/1/19	Buffett Early Childhood Institute	September 2019	Buffett Early Childhood Institute		110,507.08	Paid In Full
4167	9/5/19	Beeline & Blue	383890	6' Table Throw	552.00		
4167	9/5/19	Beeline & Blue	383890	6' Table Throw		552.00	Paid In Full
4168	9/5/19	Carroll Communications	1556	July 2019 Communications Stratey & Planning	8,351.71		
4168	9/5/19	Carroll Communications	1557	July 2019 Communications Stratey & Planning		8,351.71	Paid In Full
4169	9/5/19	Culligan of Omaha	584243	Cooler rent and water	62.00		
4169	9/5/19	Culligan of Omaha	584243	Cooler rent and water		62.00	Paid In Full
4170	9/5/19	The Daily Record	122696	Subcounil 1 Meeting	16.10		
4170	9/5/19	The Daily Record	122696	Subcounil 1 Meeting		16.10	Paid In Full
4171	9/1/19	Omaha World Herald	101984-Augsut 2019	OWH -MOM Sponsored, OWH - omaha.com	2,299.00		
4171	9/1/19	Omaha World Herald	101984-Augsut 2019	Omaha World Herald		2,299.00	Paid In Full
4172	9/5/19	Pay-LESS Office Products, Inc.	31001204-0	Supplies	673.62		
4172	9/5/19	Pay-LESS Office Products, Inc.	31001204-0	Supplies		673.62	Paid In Full
4173	9/5/19	Jay Ringle	08312019	Database Tech Support	700.00		
4173	9/5/19	Jay Ringle	08312019	Database Tech Support		700.00	Paid In Full
4174	9/5/19	Surreal Media	568	Social Media Management	2,650.00		
4174	9/5/19	Surreal Media	568	Social Media Management		2,650.00	Paid In Full
4175	9/1/19	Accident Fund	9015248	Work comp	700.00		
4175	9/1/19	Accident Fund	9015248	Accident Fund		700.00	Paid In Full

LEARNING COMM OF DOUGLAS SARPY COUNTY

Treasurer's Report - Purchase Journal

For the Period From Sep 1, 2019 to Sep 30, 2019

Filter Criteria includes: 1) Includes Drop Shipments. Report order

Check #	Date	Name	Invoice/CM #	Line Description	Debit Amount	Credit Amount	Payment Status
4176	9/1/19	BASE	October 2019	October 2019	37.00		
4176	9/1/19	BASE	October 2019	BASE		37.00	Paid In Full
4177	9/16/19	Buffett Early Childhood Institute	09/2019 SupECPlan	September 2019	110,507.08		
4177	9/16/19	Buffett Early Childhood Institute	09/2019 SupECPlan	Buffett Early Childhood Institute		110,507.08	Paid In Full
4179	9/4/19	Control Yours	5175	August Support Overage	57.00		
4179	9/4/19	Control Yours	5175	Control Yours		57.00	Paid In Full
4180	9/16/19	Culligan of Omaha	961470	Water & Delivery	15.00		
4180	9/16/19	Culligan of Omaha	961470	Culligan of Omaha		15.00	Paid In Full
4181	9/5/19	The Daily Record	122953	Budget Hearing/Summary	74.90		
4181	9/5/19	The Daily Record	122953	The Daily Record		74.90	Paid In Full
4181	9/5/19	The Daily Record	122954	Property Tax request	53.30		
4181	9/5/19	The Daily Record	122954	The Daily Record		53.30	Paid In Full
4181	9/5/19	The Daily Record	122955	CC Meeting Notice	17.30		
4181	9/5/19	The Daily Record	122955	The Daily Record		17.30	Paid In Full
4182	9/5/19	Elkhorn Public Schools	jumpstart	Last payment - Jumpstart	2,197.83		
4182	9/5/19	Elkhorn Public Schools	jumpstart	Elkhorn Public Schools		2,197.83	Paid In Full
4183	9/6/19	Feldhausen, Mark	082019	Aug 2019 LC CAP Report	1,010.44		
4183	9/6/19	Feldhausen, Mark	082019	Aug 2019 LC CAP Report		1,010.44	Paid In Full
4184	9/8/19	HyVee Accounts Receivable	135277	Flowers	52.00		
4184	9/8/19	HyVee Accounts Receivable	135277	HyVee Accounts Receivable		52.00	Paid In Full
4184	9/8/19	HyVee Accounts Receivable	6507986	Lunch & Learn 8/14/2019	254.95		
4184	9/8/19	HyVee Accounts Receivable	6507986	HyVee Accounts Receivable		254.95	Paid In Full
4185	9/1/19	InfiNet Solutions, Inc.	54245ISI	New computer	699.00		
4185	9/1/19	InfiNet Solutions, Inc.	54245ISI	InfiNet Solutions, Inc.		699.00	Paid In Full
4185	9/1/19	InfiNet Solutions, Inc.	54290ISI	Monthly Service	1,440.00		
4185	9/1/19	InfiNet Solutions, Inc.	54290ISI	Time Based Retention	179.00		
4185	9/1/19	InfiNet Solutions, Inc.	54290ISI	InfiNet Solutions, Inc.		1,619.00	Paid In Full
4186	9/8/19	Koley Jessen	366974	SO Learning Center	138.00		
4186	9/8/19	Koley Jessen	366974	Koley Jessen		138.00	Paid In Full
4186	9/8/19	Koley Jessen	367552	General	1,701.00		
4186	9/8/19	Koley Jessen	367552	Koley Jessen		1,701.00	Paid In Full
4186	9/8/19	Koley Jessen	367553	ELC Contracts	63.00		
4186	9/8/19	Koley Jessen	367553	Koley Jessen		63.00	Paid In Full
4186	9/8/19	Koley Jessen	367554	Monthly Council Meetings	495.00		
4186	9/8/19	Koley Jessen	367554	Koley Jessen		495.00	Paid In Full
4186	9/8/19	Koley Jessen	367555	Public Record Requests	462.00		
4186	9/8/19	Koley Jessen	367555	Koley Jessen		462.00	Paid In Full
4187	9/1/19	Konica Minolta Business Solutions USA I	260943162	Monthly Maintenance	165.48		
4187	9/1/19	Konica Minolta Business Solutions USA I	260943162	Konica Minolta Business Solutions USA I		165.48	Paid In Full

LEARNING COMM OF DOUGLAS SARPY COUNTY

Treasurer's Report - Purchase Journal

For the Period From Sep 1, 2019 to Sep 30, 2019

Filter Criteria includes: 1) Includes Drop Shipments. Report order

Check #	Date	Name	Invoice/CM #	Line Description	Debit Amount	Credit Amount	Payment Status
4187	9/1/19	Konica Minolta Business Solutions USA I	260943418	Monthly Maintenance	161.77		
4187	9/1/19	Konica Minolta Business Solutions USA I	260943418	Konica Minolta Business Solutions USA I		161.77	Paid In Full
4188	9/1/19	Konica Minolta Premier Finance	64989049	Admin copier lease	194.48		
4188	9/1/19	Konica Minolta Premier Finance	64989049	PU copier lease	200.34		
4188	9/1/19	Konica Minolta Premier Finance	64989049	Konica Minolta Premier Finance		394.82	Paid In Full
4189	9/15/19	Jensen Rogert Associates, Inc.	2019010	October 2019	2,333.37		
4189	9/15/19	Jensen Rogert Associates, Inc.	2019010	Jensen Rogert Associates, Inc.		2,333.37	Paid In Full
4190	9/13/19	Lion's Gate Security Solutions	100	CPR/First aid	390.00		
4190	9/13/19	Lion's Gate Security Solutions	100	Lion's Gate Security Solutions		390.00	Paid In Full
4191	9/16/19	Madison National Life Ins.	1360683	October Premium	409.12		
4191	9/16/19	Madison National Life Ins.	1360683	October Premium	82.04		
4191	9/16/19	Madison National Life Ins.	1360683	October Premium	39.93		
4191	9/16/19	Madison National Life Ins.	1360683	October premium	255.14		
4191	9/16/19	Madison National Life Ins.	1360683	Madison National Life Ins.		786.23	Paid In Full
4192	9/13/19	Nonprofit Association of the Midlands	200007254	Summit 2019 registration	150.00		
4192	9/13/19	Nonprofit Association of the Midlands	200007254	Nonprofit Association of the Midlands		150.00	Paid In Full
4193	9/5/19	Omaha Public Schools	July #23	Early ChildHood	74,442.88		
4193	9/5/19	Omaha Public Schools	July #23	Omaha Public Schools		74,442.88	Paid In Full
4193	9/5/19	Omaha Public Schools	July Invoice #3	Instructional Coaches #3	11,765.06		
4193	9/5/19	Omaha Public Schools	July Invoice #3	Omaha Public Schools		11,765.06	Paid In Full
4193	9/5/19	Omaha Public Schools	July Invoice -	Instructional Coaches #1	14,628.00		
4193	9/5/19	Omaha Public Schools	July Invoice -	Omaha Public Schools		14,628.00	Paid In Full
4194	9/16/19	One World Community Health Centers, Inc	09/2019 LCCSO - ope	September 2019	128,750.00		
4194	9/16/19	One World Community Health Centers, Inc	09/2019 LCCSO - ope	One World Community Health Centers, Inc		128,750.00	Paid In Full
4195	9/11/19	Pay-LESS Office Products, Inc.	3104646-0	Office Supplies	22.28		
4195	9/11/19	Pay-LESS Office Products, Inc.	3104646-0	Office Supplies	63.37		
4195	9/11/19	Pay-LESS Office Products, Inc.	3104646-0	Pay-LESS Office Products, Inc.		85.65	Paid In Full
4195	9/17/19	Pay-LESS Office Products, Inc.	3106349-0	Supplies	20.29		
4195	9/17/19	Pay-LESS Office Products, Inc.	3106349-0	Supplies	153.38		
4195	9/17/19	Pay-LESS Office Products, Inc.	3106349-0	Pay-LESS Office Products, Inc.		173.67	Paid In Full
4196	9/11/19	Regal Printing	64015	Tiffani Lewis Business Cards	87.50		
4196	9/11/19	Regal Printing	64015	Regal Printing		87.50	Paid In Full
4197	9/3/19	TAPS	8900	Child Care - 8/12, 8/9, 8/22	1,200.00		
4197	9/3/19	TAPS	8900	Child Care - 8/12, 8/9, 8/23		1,200.00	Paid In Full
4197	9/3/19	TAPS	8914	Child Care - 8/26, 8/28 & 8/29	839.80		
4197	9/3/19	TAPS	8914	TAPS		839.80	Paid In Full
4197	9/9/19	TAPS	8931	Child Care 9/3 & 9/4	573.80		
4197	9/9/19	TAPS	8931	TAPS		573.80	Paid In Full

LEARNING COMM OF DOUGLAS SARPY COUNTY

Treasurer's Report - Purchase Journal

For the Period From Sep 1, 2019 to Sep 30, 2019

Filter Criteria includes: 1) Includes Drop Shipments. Report order

Check #	Date	Name	Invoice/CM #	Line Description	Debit Amount	Credit Amount	Payment Status
4198	9/3/19	VSP	300600160281	September Coverage	94.26		
4198	9/3/19	VSP	300600160281	VSP		94.26	Paid In Full
4199	9/6/19	zTrip NE	19268	July 2019 transportation charges	1,120.00		
4199	9/6/19	zTrip NE	19268	July 2019 transportation charges		1,120.00	Paid In Full
4199	9/6/19	zTrip NE	19463	August 2019 transportation charges	1,169.95		
4199	9/6/19	zTrip NE	19463	zTrip NE		1,169.95	Paid In Full
4200	9/17/19	Scantron	80010714	PU Data Base	325.00		
4200	9/17/19	Scantron	80010714	PU Data Base		325.00	Paid In Full
CC	9/12/19	Mutual of Omaha Credit Card	CC2019	Credit Card Charges	1,880.50		
CC	9/12/19	Mutual of Omaha Credit Card	CC2019	Credit Card Charges		1,880.50	Paid In Full
DC	9/16/19	Principal Financial	IRA	IRA payment	4,198.89		
DC	9/16/19	Principal Financial	IRA	IRA payment		4,198.89	Paid In Full

LEARNING COMM OF DOUGLAS SARPY COUNTY

Account Register

For the Period From Jul 1, 2019 to Sep 30, 2019

01092.000.06.00 - CREDIT CARD PAYABLE

Filter Criteria includes: Report

Mutual of Omaha Credit Card Report

Date	Trans No	Type	Trans Desc	Deposit Amt	Withdrawal Amt	Balance
8/18/19	August 192019	CC Other	Mutual of Omaha Credit Card	1,880.50		1,880.50
7/12/19	AugustCC0001	Withdrawal	Sprint Corporation		233.44	1,647.06
7/16/19	AugustCC0002	Withdrawal	Amazon.com		12.99	1,634.07
7/16/19	AugustCC0003	Withdrawal	Amazon.com		48.54	1,585.53
7/16/19	AugustCC0004	Withdrawal	Amazon.com		38.68	1,546.85
7/16/19	AugustCC0005	Withdrawal	Amazon.com		78.49	1,468.36
7/16/19	AugustCC0006	Withdrawal	Amazon.com		26.97	1,441.39
7/17/19	AugustCC0007	Withdrawal	Amazon.com		6.99	1,434.40
9/10/19	AugustCC0008	Withdrawal	University of Nebrasaka at Omaha		75.00	1,359.40
7/24/19	AugustCC0009	Withdrawal	Amazon.com		10.99	1,348.41
7/23/19	AugustCC0010	Withdrawal	Amazon.com		269.80	1,078.61
7/23/19	AugustCC0011	Withdrawal	Stamps.com		15.99	1,062.62
7/23/19	AugustCC0012	Withdrawal	Stamps.com		100.00	962.62
7/25/19	AugustCC0013	Withdrawal	Amazon.com		13.09	949.53
7/24/19	AugustCC0014	Withdrawal	Amazon.com		10.99	938.54
7/30/19	AugustCC0015	Withdrawal	Amazon.com		6.99	931.55
8/1/19	AugustCC0016	Withdrawal	Amazon.com		12.70	918.85
8/5/19	AugustCC0017	Withdrawal	Courtyard Marriott, Lincoln		132.79	786.06
8/5/19	AugustCC0018	Withdrawal	Amazon.com		54.99	731.07
8/5/19	AugustCC0019	Withdrawal	Amazon.com		299.99	431.08
8/5/19	AugustCC0020	Withdrawal	Amazon.com		163.64	267.44
8/6/19	AugustCC0021	Withdrawal	Amazon.com		14.99	252.45
8/7/19	AugustCC0022	Withdrawal	Bakers		50.63	201.82
8/7/19	AugustCC0023	Withdrawal	CREIGHTON UNIVERSITY		95.00	106.82
8/7/19	AugustCC0024	Withdrawal	HyVee Accounts Receivable		52.00	54.82
8/16/19	AugustCC0025	Withdrawal	University of Nebrasaka at Oma		30.00	24.82
8/1/19	AugustCC27	Withdrawal	Amazon.com		24.82	-0.00

LEARNING COMM OF DOUGLAS SARPY COUNTY
Treasurer's Report - Purchase Journal
For the Period From Oct 1, 2019 to Oct 31, 2019

November 21, 2019 Agenda Item 5 (b) i

Filter Criteria includes: 1) Includes Drop Shipments. Report order

Check #	Date	Name	Invoice/CM #	Line Description	Debit Amount	Credit Amount	Payment Status
1214	10/2/19	El Mero Mero Inc	92019 Utilities	OPPD 8/12 -9/11	276.00		
1214	10/2/19	El Mero Mero Inc	92019 Utilities	MUD 8/9 - 9/4	204.00		
1214	10/2/19	El Mero Mero Inc	92019 Utilities	Maintenance Keymasters	234.76		
1214	10/2/19	El Mero Mero Inc	92019 Utilities	El Mero Mero Inc		714.76	Paid In Full
1214	10/2/19	El Mero Mero Inc	October Rent	Annex rent - October 2019	3,200.00		
1214	10/2/19	El Mero Mero Inc	October Rent	El Mero Mero Inc		3,200.00	Paid In Full
1215	10/2/19	HELP Foundation of Omaha	October Rent	Rent - October	9,620.48		
1215	10/2/19	HELP Foundation of Omaha	October Rent	HELP Foundation of Omaha		9,620.48	Paid In Full
1216	10/2/19	Lund Company	October 2019	Rent - October	48,140.03		Paid in Full
1216	10/2/19	Lund Company	October 2019	Lund Company		48,140.03	
3611	10/17/19	Buffett Early Childhood Institute	102019 Eval	October 22019	18,666.66		
3611	10/17/19	Buffett Early Childhood Institute	102019 Eval	Buffett Early Childhood Institute		18,666.66	Paid In Full
3612	10/17/19	UNMC	102019eval	October 2019	35,760.33		
3612	10/17/19	UNMC	102019eval	UNMC		35,760.33	Paid In Full
4200		Void					
4201	10/2/19	Buffett Early Childhood Institute	10/2019	Superintendents Plan	110,507.08		
4201	10/2/19	Buffett Early Childhood Institute	10/2019	Superintendents Plan		110,507.08	Paid in Full
4202	10/2/19	Blue Cross Blue Shield of Nebraska	BCBS October 2019	September Premium - CC	732.41		
4202	10/2/19	Blue Cross Blue Shield of Nebraska	BCBS October 2019	September Premium - Admin	3,619.38		
4202	10/2/19	Blue Cross Blue Shield of Nebraska	BCBS October 2019	September Premium - Parent U	4,220.70		
4202	10/2/19	Blue Cross Blue Shield of Nebraska	BCBS October 2019	September Premium - ELC	703.45		
4202	10/2/19	Blue Cross Blue Shield of Nebraska	BCBS October 2019	September Premium - LCCNO	703.45		
4202	10/2/19	Blue Cross Blue Shield of Nebraska	BCBS October 2019	October Premium - CC	732.41		
4202	10/2/19	Blue Cross Blue Shield of Nebraska	BCBS October 2019	October Premium - Admin	3,619.38		
4202	10/2/19	Blue Cross Blue Shield of Nebraska	BCBS October 2019	October Premium - Parent U	5,497.49		
4202	10/2/19	Blue Cross Blue Shield of Nebraska	BCBS October 2019	October Premium - ELC	703.45		
4202	10/2/19	Blue Cross Blue Shield of Nebraska	BCBS October 2019	October Premium - LCCNO	703.45		
4202	10/2/19	Blue Cross Blue Shield of Nebraska	BCBS October 2019	Blue Cross Blue Shield of Nebraska		21,235.57	Paid in Full
4203	10/2/19	C & A Industries	1809952	9/13 Front Desk	168.00		
4203	10/2/19	C & A Industries	1809952	9/13 Front Desk		168.00	Paid in Full
4204	10/2/19	City of Omaha	127871	Librarian - 8/2019	3,083.09		
4204	10/2/19	City of Omaha	127871	Librarian - 8/2019		3,083.09	Paid in Full
4205	10/2/19	Colonial Life	3884152-1001059	Admin	423.15		
4205	10/2/19	Colonial Life	3884152-1001059	PU	496.80		
4205	10/2/19	Colonial Life	3884152-1001059	ELC	138.00		
4205	10/2/19	Colonial Life	3884152-1001059	LCNO	63.70		
4205	10/2/19	Colonial Life	3884152-1001059	Colonial Life		1,121.65	Paid in Full

LEARNING COMM OF DOUGLAS SARPY COUNTY

Treasurer's Report - Purchase Journal

For the Period From Oct 1, 2019 to Oct 31, 2019

Filter Criteria includes: 1) Includes Drop Shipments. Report order

Check #	Date	Name	Invoice/CM #	Line Description	Debit Amount	Credit Amount	Payment Status
4206	10/2/19	Control Yours	5202	September Monthly Support Overage	734.25		
4206	10/2/19	Control Yours	5202	Control Yours		734.25	Paid In Full
4207	10/2/19	Culligan of Omaha	584243-10	5 Gallon bottled water and fees	117.75		
4207	10/2/19	Culligan of Omaha	474981-10	Cooler rental	11.00		
4207	10/2/19	Culligan of Omaha	474981-10	Culligan of Omaha		128.75	Paid in Full
4208	10/2/19	GOALS	1001	Final Payment 9/1/2018 - 8/31/2019	25,000.00		
4208	10/2/19	GOALS	1001	Final Payment 9/1/2018 - 8/31/2019		25,000.00	Paid in Full
4209	10/2/19	Jewish Family Services	Parenting Class	Parenting, Love & Logic	772.74		
4209	10/2/19	Jewish Family Services	Parenting Class	Parenting, Love & Logic		772.74	Paid in Full
4210	10/2/19	Lutheran Family Services	August 2019	August 2019 Final Bill	19,658.48		
4210	10/2/19	Lutheran Family Services	August 2019	August 2019 Final Bill		19,658.48	Paid in Full
4211	10/2/19	Pay-Less Office Products	3108533-0	Admin Supplies	32.56		
4211	10/2/19	Pay-Less Office Products	3108533-0	PU Supplies	71.05		
4211	10/2/19	Pay-Less Office Products	3108533-0	Supplies		103.61	Paid in Full
4212	10/2/19	Regal Awards & Advertising	154471	PU name tags	140.00		
4212	10/2/19	Regal Awards & Advertising	154471	PU name tags		140.00	Paid in Full
4213	10/2/19	Jay Ringle	830209 technology	Additional database support	1,200.00		
4213	10/2/19	Jay Ringle	830209 technology	Jay Ringle		1,200.00	Paid In Full
4214	10/2/19	Scantron Corporation	80010714	October server hosting	325.00		
4214	10/2/19	Scantron Corporation	80010714	October server hosting		325.00	Paid in Full
4215	10/2/19	TAPS	8950	9/9 - 9/11	1,056.40		
4215	10/2/19	TAPS	8970	9/12 - 9/18	1,596.00		
4215	10/2/19	TAPS	8970	TAPS		2,652.40	Paid in Full
4216	10/2/19	VSP	October	October	94.26		
4216	10/2/19	VSP	October	October		94.26	Paid in Full
	10/3/19	Mutual of Omaha Credit Card	9/7/2019	CC payment 9/7/2019	1,144.08		
	10/3/19	Mutual of Omaha Credit Card	9/7/2019	CC payment 9/7/2019		1,144.08	Paid in Full
4217	10/17/19	Tony E. Sanders, Jr.	10292019-1	Relationship Matters - 1st payment	900.00		
4217	10/17/19	Tony E. Sanders, Jr.	10292019-1	Tony E. Sanders, Jr.		900.00	Paid In Full
4217	10/17/19	Tony E. Sanders, Jr.	742019 - 2	2nd payment - forgiving	750.00		
4217	10/17/19	Tony E. Sanders, Jr.	742019 - 2	Tony E. Sanders, Jr.		750.00	Paid In Full
4218	10/17/19	Avery, Mike	Dental Insurance	Refund over payment of Dental Ins. Premium	12.48		
4218	10/17/19	Avery, Mike	Dental Insurance	Avery, Mike		12.48	Paid In Full

LEARNING COMM OF DOUGLAS SARPY COUNTY

Treasurer's Report - Purchase Journal For the Period From Oct 1, 2019 to Oct 31, 2019

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Check #	Date	Name	Invoice/CM #	Line Description	Debit Amount	Credit Amount	Payment Status
4219	10/17/19	BASE	G133160112	November Charges	37.50		
4219	10/17/19	BASE	G133160112	November Charges		37.50	Paid in Full
4220	10/17/19	BIZCO	41484	Network Cameras	8,890.01		
4220	10/17/19	BIZCO	41484	Network Cameras		8,890.01	Paid in Full
4221	10/17/19	Carroll Communications	1561	August 2019	6,640.71		
4221	10/17/19	Carroll Communications	1561	Carroll Communications		6,640.71	Paid In Full
4222	10/17/19	C & A Industries - Celebrity Staff	1820488	Front Reception temp	840.00		
4222	10/17/19	C & A Industries - Celebrity Staff	1820488	C & A Industries - Celebrity Staff		840.00	Paid In Full
4222	10/17/19	C & A Industries - Celebrity Staff	1825616	Reception Temp - 9/30 - 10/04	840.00		
4222	10/17/19	C & A Industries - Celebrity Staff	1825616	C & A Industries - Celebrity Staff		840.00	Paid In Full
4223	10/17/19	City of Omaha	173851	September Payroll = Debra Harris	2,677.82		
4223	10/17/19	City of Omaha	173851	City of Omaha		2,677.82	Paid In Full
4224	10/17/19	Void					
4225	10/17/19	Control Yours	5220	Membership subscription	175.00		
4225	10/17/19	Control Yours	5220	Control Yours		175.00	Paid In Full
4226	10/17/19	Culligan of Omaha	963393	Water	21.00		
4226	10/17/19	Culligan of Omaha	963393	Culligan of Omaha		21.00	Paid In Full
4227	10/17/19	The Daily Record	1017 Council	10/17 Council Meeting	17.90		
4227	10/17/19	The Daily Record	1017 Council	The Daily Record		17.90	Paid In Full
4228	10/17/19	Electronic Contracting	CB018044	Control panel repair - Community Room	250.00		
4228	10/17/19	Electronic Contracting	CB018044	Control panel repair - Community Room		250.00	Paid in Full
4229	10/17/19	GOALS	1005	2019/20 First distribution	70,000.00		
4229	10/17/19	GOALS	1005	GOALS		70,000.00	Paid In Full
4230	10/17/19	HyVee Accounts Receivable	5835618968	Senator Reception	53.00		
4230	10/17/19	HyVee Accounts Receivable	5835618968	HyVee Accounts Receivable		53.00	Paid In Full
4230	10/17/19	HyVee Accounts Receivable	5835691097	Food - School of Success	31.68		
4230	10/17/19	HyVee Accounts Receivable	5835691097	HyVee Accounts Receivable		31.68	Paid In Full
4231	10/17/19	Void					
4232	10/17/19	Void					
4233	10/17/19	J Michael Murphy & Associates	9119	LC shirts	409.69		
4233	10/17/19	J Michael Murphy & Associates	9119	J Michael Murphy & Associates		409.69	Paid In Full
4233	10/17/19	J Michael Murphy & Associates	9219	Shirts	1,088.02		

LEARNING COMM OF DOUGLAS SARPY COUNTY

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Check #	Date	Name	Invoice/CM #	Line Description	Debit Amount	Credit Amount	Payment Status
4233	10/17/19	J Michael Murphy & Associates	9219	J Michael Murphy & Associates		1,088.02	Paid In Full
4234	10/17/19	Harry A. Koch Co.	157890	Notary bond	40.00		
4234	10/17/19	Harry A. Koch Co.	157890	Harry A. Koch Co.		40.00	Paid In Full
4234	10/17/19	Harry A. Koch Co.	369758	General	502.00		
4234	10/17/19	Harry A. Koch Co.	369758	Harry A. Koch Co.		502.00	Paid In Full
4235	10/17/19	Void					
4236	10/17/19	Konica Minolta Business Solutions	261571185	Maintenance Charges - Admin	184.74		
4236	10/17/19	Konica Minolta Business Solutions	261571411	Maintenance Charges - PU	268.68		
4236	10/7/19	Konica Minolta Business Solutions	261571411	Konica Minolta Business Solutins		453.42	Paid in Full
4237	10/17/19	Konica Minolta Premier Finance	65275467	Lease payment	194.48		
4237	10/17/19	Konica Minolta Premier Finance	65275467	Lease payment	200.34		
4237	10/17/19	Konica Minolta Premier Finance	65275467	Konica Minolta Premier Finance		394.82	Paid In Full
4238	10/17/19	Lion's Gate Security Solutions	LC0919	September 2019	260.00		
4238	10/17/19	Lion's Gate Security Solutions	LC0919	September 2019	192.00		
4238	10/17/19	Lion's Gate Security Solutions	LC0919	September 2019	128.00		
4238	10/17/19	Lion's Gate Security Solutions	LC0919	September 2019	128.00		
4238	10/17/19	Lion's Gate Security Solutions	LC0919	September 2019	64.00		
4238	10/17/19	Lion's Gate Security Solutions	LC0919	Lion's Gate Security Solutions		772.00	Paid In Full
4239	10/17/19	NASB	04620-G7SSOP9	State Ed Conference - Thommes	250.00		
4239	10/17/19	NASB	04509-LOT7SO	State Ed Conference - Franklin	250.00		
4239	10/17/19	NASB	04510-S9Z2C0	Ekwerekwu, Williams, Hoeger, Ward, Patton	1,250.00		
4239	10/17/19	NASB	NASB	NASB		1,750.00	Paid in Full
4240	10/17/19	Omaha World Herald	1019814	9/24 - 9/29 Omaha. Com	675.00		
4240	10/17/19	Omaha World Herald	1019814	9/24 - 9/29 Omaha. Com		675.00	Paid inFull
4241	10/17/19	Pay-LESS Office Products, Inc.	3111348-0	Parent U supplies	92.39		
4241	10/17/19	Pay-LESS Office Products, Inc.	3111348-0	Admin supplies	56.12		
4241	10/17/19	Pay-LESS Office Products, Inc.	3111348-0	Pay-LESS Office Products, Inc.		148.51	Paid In Full
4241	10/17/19	Pay-LESS Office Products, Inc.	3112298-0	Admin Supplies	56.97		
4241	10/17/19	Pay-LESS Office Products, Inc.	3112298-0	Pay-LESS Office Products, Inc.		56.97	Paid In Full
4241	10/17/19	Pay-LESS Office Products, Inc.	3112580-0	Supplies	12.19		
4241	10/17/19	Pay-LESS Office Products, Inc.	3112580-0	Supplies	215.74		
4241	10/17/19	Pay-LESS Office Products, Inc.	3112580-0	Pay-LESS Office Products, Inc.		227.93	Paid In Full
4241	10/17/19	Pay-LESS Office Products, Inc.	3114304-0	Supplies	48.77		
4241	10/17/19	Pay-LESS Office Products, Inc.	3114304-0	Supplies	13.19		
4241	10/17/19	Pay-LESS Office Products, Inc.	3114304-0	Pay-LESS Office Products, Inc.		61.96	Paid In Full
4241	10/17/19	Pay-LESS Office Products, Inc.	3115115-0	Supplies	52.34		
4241	10/17/19	Pay-LESS Office Products, Inc.	3115115-0	Pay-LESS Office Products, Inc.		52.34	Paid In Full
4242	10/17/19	Scantron Corporation	80010988	Server Virtual Hosting	325.00		

LEARNING COMM OF DOUGLAS SARPY COUNTY

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Check #	Date	Name	Invoice/CM #	Line Description	Debit Amount	Credit Amount	Payment Status
4242	10/17/19	Scantron Corporation	80010988	Scantron Corporation		325.00	Paid In Full
4243	10/17/19	Seim Johnson	9302019	Accounting Assistance	962.00		
4243	10/17/19	Seim Johnson	9302019	Accounting Assistance		962.00	Paid in Full
4244	10/17/19	Surreal Media Lab, LLC	571	October social media management	2,650.00		
4244	10/17/19	Surreal Media Lab, LLC	571	Surreal Media Lab, LLC		2,650.00	Paid In Full
4245	10/17/19	TAPS	9008	9/23 - 10/4	1,934.20		
4245	10/17/19	TAPS	8989	9/18 - 9/27	1,922.80		
4245	10/17/19	TAPS	8989	TAPS		3,857.00	Paid in Full
4246	10/17/19	Dr Walker, Jeffery L.	1	Parent Reflections - 1st paymeny	600.00		
4246	10/17/19	Dr Walker, Jeffery L.	1	Dr Walker, Jeffery L.		600.00	Paid In Full
4247	10/17/19	WISC - Education	111483	School Messenger renewal	5,250.00		
4247	10/17/19	WISC - Education	111483	School Messenger renewal		5,250.00	Paid in Full
4248	10/17/19	Occupational Health Centers of NE	256468146	Drug Test	61.50		
4248	10/17/19	Occupational Health Centers of NE	256468146	Occupational Health Centers of NE		61.50	Paid In Full
4249	10/17/19	Koley Jessen	369754	General	984.03		
4249	10/17/19	Koley Jessen	369754	Koley Jessen		984.03	Paid In Full
4249	10/17/19	Koley Jessen	369755	ELC Contracts	1,477.00		
4249	10/17/19	Koley Jessen	369755	Koley Jessen		1,477.00	Paid In Full
4249	10/17/19	Koley Jessen	369756	Monthly Community Council Meetings	660.00		
4249	10/17/19	Koley Jessen	369756	Koley Jessen		660.00	Paid In Full
4249	10/17/19	Koley Jessen	369757	Open Meetings Act Matters			
4249	10/17/19	Koley Jessen	369757	Koley Jessen			Paid In Full
4249	10/17/19	Koley Jessen	369758	General Matters	502.00		
4249	10/17/19	Koley Jessen	369758	Koley Jessen		502.00	Paid In Full
4250	10/24/19	Infinit Solutions	54418ISI	Fortinet renewal	422.50		
4250	10/24/19	Infinit Solutions	54418ISI	Fortinet renewal		422.50	Paid In Full
4251	10/24/19	Infinit Solutions	54604ISI	Asus Monitor	195.00		
4251	10/24/19	Infinit Solutions	54604ISI	Asus Monitor		195.00	Paid in Full
4252	10/24/19	Infinit Solutions	54506ISI	Monthly Monitoring Services	1,619.00		
4252	10/24/19	Infinit Solutions	54506ISI	Monthly Monitoring Services		1,619.00	Paid in Full
4253	10/28/19	NAS	October	Garnishment	485.33		
4253	10/28/19	NAS	October	Garnishment		485.33	Paid in Full

**FIRST AMENDMENT TO
LEARNING COMMUNITY OF DOUGLAS AND SARPY COUNTIES
H.E.L.P. FOUNDATION OF OMAHA, INC.
LEASE AGREEMENT**

THIS FIRST AMENDMENT TO LEASE AGREEMENT (the “Amendment”) is made and entered into as of the last date set forth on the signature page hereto (the “Effective Date”) by and between H.E.L.P. FOUNDATION OF OMAHA, INC., a Nebraska non profit 501(c)(3) corporation, on its own behalf and on behalf of its wholly-owned subsidiary, 2302M, LLC, a Nebraska limited liability company (together, the “Landlord”), and the LEARNING COMMUNITY OF DOUGLAS AND SARPY COUNTIES, a Nebraska political subdivision (“Tenant”).

WHEREAS, Landlord and Tenant previously entered into that certain Lease Agreement, dated February 20, 2013 (the “Lease”), whereby Tenant leased certain Property from Landlord located at 2302 M Street, along with 4805, 4807 and 4809 South 23rd Street, all as further described in the Lease;

WHEREAS, Tenant desires to extend the term of the Lease and acquire additional parking facilities, all as set forth in this Amendment; and

WHEREAS, the parties desire to enter into this Amendment to revise the Lease as set forth herein.

NOW, THEREFORE, in consideration of the foregoing recitals which are ratified and incorporated herein and the mutual promises, covenants, agreements, terms and conditions set forth herein, and other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the parties hereto agree as follows:

1. Definitions. All capitalized terms utilized herein but not otherwise defined herein shall have the meaning as set forth in the Lease.

2. Parking Lot/Grounds. Landlord has purchased, or has obtained certain rights to purchase, the adjoining land located north of the Facility, with an address of 4801 S. 23rd Street, Omaha, Nebraska, which Landlord estimates will provide approximately thirty (30) additional parking spaces and certain landscaped space for use by Tenant (the “Adjacent Parking Lot”). Upon Landlord closing on the purchase of the Adjacent Parking Lot, Landlord and Tenant each hereby agree that the definition for “Parking Lot/Grounds” as used in the Lease shall include the Adjacent Parking Lot for Tenant’s exclusive use.

3. Term. As substantive consideration for Landlord obtaining the Adjacent Parking Lot for Tenant’s use, the term of the Lease shall be extended for an additional ten (10) year term, whereby the extended term shall expire on August 31, 2033. Additionally, Landlord hereby grants to Tenant the right to extend the Lease for up to two (2) additional terms of five (5) years each (each an “Extension Term”), whereby the first Extension Term would run from September 1, 2033 through August 31, 2038 would be deemed to be the “1st Lease Extension” under Section 4 of the Lease, and the second Extension Term would run from September 1, 2038 through August 31, 2043 would be deemed to be the “2nd Lease Extension” under Section 4 of the Lease. In the event

that Tenant desires to extend the Lease for an Extension Term as set forth above, the provisions of Section 4 of the Lease shall apply with regard to the 1st Lease Extension and 2nd Lease Extension as described herein. Any reference to the “Term” as set forth in the Lease shall include the term as extended by this Amendment, as well as any Extension Term (as applicable).

Notwithstanding the foregoing provisions of this Section 3, in the event that Landlord does not close on the purchase of the Adjacent Parking Lot and provide the same for Tenant’s use on or before December 1, 2019, then Tenant shall have the right to rescind this Amendment, whereby the current terms of the Lease shall remain in full force and effect without any revisions applying as set forth in this Amendment.

4. Base Rent and Operating Expenses. Landlord and Tenant agree that Section 5(a) of the Lease is hereby revised to provide that the Base Rent and Operating Expenses for the Leased Premises shall be as follows on and after January 1, 2020:

a. For the period from December 1, 2019 through August 31, 2020, the Base Rent and Operating Expenses shall be **\$10,820.48**;

b. For the period from September 1, 2020 through August 31, 2021, the Base Rent and Operating Expenses shall be **\$11,036.89**;

c. For the period from September 1, 2021 through August 31, 2022, the Base Rent and Operating Expenses shall be **\$11,257.63**;

d. For the period from September 1, 2022 through August 31, 2023, the Base Rent and Operating Expenses shall be **\$11,482.78**;

e. For the period from September 1, 2023 through August 31, 2024, the Base Rent and Operating Expenses shall be **\$11,712.44**;

f. For the period from September 1, 2024 through August 31, 2025, the Base Rent and Operating Expenses shall be **\$11,946.68**;

g. For the period from September 1, 2025 through August 31, 2026, the Base Rent and Operating Expenses shall be **\$12,185.62**;

h. For the period from September 1, 2026 through August 31, 2027, the Base Rent and Operating Expenses shall be **\$12,429.33**;

i. For the period from September 1, 2027 through August 31, 2028, the Base Rent and Operating Expenses shall be **\$12,677.92**;

j. For the period from September 1, 2028 through August 31, 2029, the Base Rent and Operating Expenses shall be **\$12,931.48**;

k. For the period from September 1, 2029 through August 31, 2030, the Base Rent and Operating Expenses shall be **\$13,190.10**;

l. For the period from September 1, 2030 through August 31, 2031, the Base Rent and Operating Expenses shall be **\$13,453.91**;

m. For the period from September 1, 2031 through August 31, 2032, the Base Rent and Operating Expenses shall be **\$13,722.98**; and

n. For the period from September 1, 2032 through August 31, 2033, the Base Rent and Operating Expenses shall be **\$13,997.44**.

Notwithstanding the foregoing provisions of this Section 4, in the event that Landlord does not close on the purchase of the Adjacent Parking Lot and provide the same for Tenant's use on or before December 1, 2020, and in the event that Tenant does not rescind this Amendment as allowed in Section 3 above, then the monthly Base Rent and Operating Expenses amounts as set forth in Sections 4(a) above shall be reduced by \$1,200.00, and then the entire schedule of Base Rent and Operating Expenses shall be recalculated to provide for two percent (2%) increases in each succeeding 12-month period as calculated from the reduced amount set forth in Section 4(a). By entering into this Amendment, Landlord acknowledges that the Base Rent and Operating Expenses increase as set forth herein is based upon Tenant's access to the Adjacent Parking Lot.

5. Services. Landlord and Tenant acknowledge that the Services as set forth in the Lease have been clarified at various times during the Term prior to the Effective Date of this Amendment and, attached as Exhibit "A" hereto, is an outline of janitorial services which Landlord has agreed to perform as additional clarification of certain of the Services as set forth in Section 5(b) of the Lease. By entering into this Amendment, Landlord confirms that the clarification of additional Services as set forth on Exhibit "A" attached hereto is partial consideration for Tenant's extension of the Term and increase in the Base Rent and Operating Expenses as set forth herein.

6. Notices. The notice provisions for Tenant as set forth in Section 29 of the Lease shall be updated as follows:

If to Tenant: Learning Community of Douglas and Sarpy Counties
Attn: Chief Executive Officer
1612 N. 24th Street
Omaha, NE 68110

with a copy to: Koley Jessen P.C., L.L.O.
Attn: Thomas F. Ackley
1125 S. 103rd Street, Suite 800
Omaha, NE 68124

7. Effect of Amendment. Except as specifically set forth in this Amendment, Landlord and Tenant each confirm that the terms of the Lease remain in full force and effect and, by entering into this Amendment, the parties hereby ratify the same as amended herein.

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

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

[The Remainder of This Page Intentionally Left Blank; Signature Page Follows]

IN WITNESS WHEREOF, the parties hereto execute this First Amendment to Lease Agreement effective as of the date set forth below:

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

By: _____
David Patton, Chief Executive Officer

Date: November ____, 2019

H.E.L.P. FOUNDATION OF OMAHA, INC., a
Nebraska non profit corporation (signing this
First Amendment of Lease Agreement on its own
behalf and on behalf of its wholly-owned
subsidiary, 2302M, LLC, a Nebraska limited
liability company)

By: _____
Its: _____

Date: November ____, 2019

EXHIBIT “A”

JANITORIAL SERVICES



**Maintenance
Service Level Agreement**

Property Management Division





I. Description of Services

This Service Level Agreement covers the provisions of building, grounds and engineering maintenance service for White Lotus Group and the related properties and infrastructure in the property management portfolio.

II. General Services

White Lotus Group will:

1. Provide maintenance services, through scheduled work orders, in accordance with the terms of the Lease.
2. Provide out-of-hours coverage via an emergency dial in number, for over time rate. The dial in number for emergency is **844-440-6294**
3. Schedule work orders through the property management work order system during business hours (8:00am to 5:00pm)
4. Allocate a unique work order number to each maintenance request and provide requesting manager with feedback on the job in the work order system.
5. Be professional, courteous and sensitive to the client's needs at all times.
6. Undertake maintenance work orders using on the approved contractors or the departments direct labor organization.
7. Undertake maintenance work orders during the above working hours, unless otherwise agreed with department manager or required for safe working.
8. Maintain record systems to document the maintenance work being completed.
9. Charge costs on a monthly basis in accordance with the lease provisions.
10. Monitor the quality of work to ensure compliance with current standards and legislation.
11. Coordinate with ownership, when practical, before starting work and avoid undertaking non-emergency tasks during out-of-hours times.
12. The Yardi system is the software system used by the landlord and will be the system used to track work orders. Alerts will be sent to the tenant when work orders are generated, updated or closed out.

III. Reactive Maintenance

Defined as un-planned repairs required to restore the building, property, grounds or equipment back to operational condition.

1. Provide emergency out-of-hours coverage 24 hours per day, 365 days per year.
2. Prioritize reactive maintenance requests using the following defined and agreed criteria:

Reactive Priority 1 (Emergency):

Definition:

1. **No Heat/No Air Conditioning**
2. **Fire**
3. **Flood**
4. **No Electricity**

5. No Water

6. Any Issues prohibiting securing the perimeter of the building from outside entrance (doors, windows, etc.)

- Response within 30 minutes from issue
- Completion within 2 hours from receipt/response (unless prohibiting circumstances arise)

Reactive Priority 2 (Urgent)

Definition:

- 1. No Hot Water**
- 2. Minor Leaks**
- 3. Appliances Not Working**
- 4. Sewer Back Up (Not flooding)**
- 5. Broken/Frozen/Leaking Pipes (Not flooding)**
- 6. Graffiti**
- 7. Dog Feces accumulating on property**

- Response time within 1 business day from issue
- Completion within 4 hours from response (unless prohibiting circumstance arise)

Reactive Priority 3 (Non Urgent)

Definition:

- 1. All other maintenance not listed above**

- Response time within 1 business days from issue
- Completion within 7 business days from receipt/response (unless prohibit circumstances arise)

IV. Planned Preventative Maintenance

Defined as planned routine maintenance, testing and inspection of building, property, grounds or equipment to prevent component failure and maintain them in an operational condition.

1. Compile a planned preventative maintenance program for periodic review and approval by ownership.
2. Undertake the preventative maintenance program in accordance with the agreed schedules and scope.

V. Grounds Services

Defined as lawn maintenance, snow removal and grounds clean-up provided in a commercially reasonable manner consistent with other commercial buildings.

1. Lawn Maintenance – (Contract with Lawn Maintenance Company to include a “no-smoking” provision for all employees, contractors and affiliates of the company)
 - a. Lawn maintenance is provided once per week on a day to be designated at the beginning of the spring season.
 - b. There will be 2 large clean ups, one in spring and once in the fall. Spring Clean up to include planting of new landscaping where needed, clean up any dead landscaping, leaves, etc. and Fall Clean up to remove any annual landscaping, final clean-up of leaves, etc.
 - c. Lawn Maintenance to include
 - i. Mowing of Grass



- ii. Edging of all grass areas
 - iii. Removal of any feces
 - iv. Spraying, aeration and fertilization depending on the time of year
 - v. General maintenance and upkeep of landscaping beds
2. Snow Removal
- a. Snow Removal is provided in a commercially reasonable effort to clear all parking lots, sidewalks, stairs and stoops by or before 8:00am, Monday through Friday.
 - b. Snow removal services to include the removal and/or salting of ice in a manner that is commercially reasonable.
 - c. Exclude holidays where the tenant businesses operations are closed.
 - d. Exclude weekends, however must be cleared before 8:00am on Monday.
3. Grounds Clean-up
- a. Grounds clean up to be provided once per week on scheduled dates for each property.
 - b. Grounds clean up to include inspection the property for the following:
 - i. There is no graffiti present
 - ii. The Landscaping has been performed to company/tenant standards
 - iii. Landscaping/Sidewalks/Walls watered and free of weeds.
 - iv. Sidewalk/Parking lots are clear, swept and in good repair
 - v. Windows are in good repair and cleaned where necessary
 - vi. Signage is in good repair
 - vii. Dumpster area is clean, in good repair and no graffiti
 - viii. Trash has been picked up
 - ix. There are no vehicles on property that do not belong to staff or center clients. (Check with the center, prior to towing to ensure that vehicles are not towed accidentally)

VI. Additional Services – services not covered under the Lease

- 1. Provide approximate estimates for ownership for “improvement” work. All maintenance hours spent will be charged at the published hourly rates and to the party designated in the lease. Estimates will be delivered within a mutually agreed period of time and will be subject to approval from the ownership of the specific property.
- 2. Undertake “minor improvement” work to a mutually agreed timetable.
- 3. Provide technical advice on building and engineering service issues. All maintenance hours spent will be charged at the published hourly rates and to the party designated.

VII. Published Hourly Rates – services not covered under the Lease

Line Level Maintenance	\$ 28.00/hour	Paint, Drywall, grounds, light bulbs, locks, etc.
Overtime Rate:	\$ 42.00/hour	
Mid-Level Maintenance	\$ 40.00/hour	Minor Electrical, Minor Plumbing, etc.
Overtime Rate:	\$60.00/hour	
Specialty Level Maintenance	\$60.00/hour	HVAC, Plumbing, Electrical, etc.
Overtime Rate:	\$90.00/hour	

VIII. Non-Emergency Work Order Process

Out of Schedule, non-emergency, maintenance and grounds requests during business hours, the following methods of contact are preferred:



- i. **Email:** maintenance@whitelotusgroup.com
- ii. **Phone:** 402-346-5550 and any Property Specialist can assist with taking the call and ensuring that a work order is placed.

IX. Emergency Work Orders

- During business hours: Corporate Office: 402-346-5550 and any Property Specialist can assist.
- Emergency Maintenance Line: 844-440-6294 (mainly for afterhours emergency)

Learning Community	JAN				FEB				MAR				APR				MAY				JUN				JUL				AUG				SEP				OCT				NOV				DEC			
Item	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4								
Window Cleaning									●												●								●												●							
Annual Fire Alarm Testing																																																
Annual Fire Extinguisher Inspection																																																
Back Flush Hot Water Heater (Annual)								●																																								
HVAC Filter and PM Change (Quarterly)								●																																								
Gutter Cleaning																																																
Landscaping Clean Ups																																																
Carpet Cleaning																																																
Parking Lot Striping (As needed)								●																																								
Floor Drain in Basement Stair Clean Out								●																																								
Parking Lot Sweep																																																

Color Key	
•	Bi-Weekly
•	Monthly
•	Quarterly
•	Bi-Annually (Tentative on Weather)
•	Bi-Annually (Set)
•	Annually
•	Biennial

Exhibit A

Learning Community

Cleaning Schedule

	Entry Way	Waiting Area	Hallways	Offices & Cubicles		C	Navigation Office	C		Mens Bathroom	Womens Bathroom	Kitchenette
Daily												
Spray and wipe down all desks, tables, counters, sinks, credenzas, etc.												
Empty trash, take to dumpster, replace the dirty liners												
Empty sanitary napkin receptacle and spray with disinfectant												
Wipe down (2) glass doors at the entry to the building												
Vacuum all carpets												
Sweep and Mop all solid surface floors												
Clean and sanitize sink area and drinking fountains												
Disinfect door handles and light switches												
Clean all dispensers, mirrors and light fixtures within arms reach												
Clean and disinfect koala changing table in bathroom												
Wipe down all classroom tables, childrens tables, waiting room tables, etc.												
Clean and disinfect sinks, toilets, toilet seats and urinals												
Restock all paper products and hand soap (product to be provided by tenant)												
Spot clean carpet where needed												
Wipe down all interior windows in areas reachable from the ground												
Wipe Down all window sills												
Weekly												
Thorough Clean and sanitize of bathroom partitions, walls												
Edges and corners as needed												
Clean and Dust any high surfaces, doors, partitions, mirrors or vents												
Dust corners of walls for webs												
Exterior Ground Cleaning (pick up trash, sweep parking/sidewalk)												
Monthly												
Dust baseboards												
Childcare room, classrooms and hallway carpet cleaning (additional charge to tenant)												
Quarterly												
Wax the VCT in facility												
Full Carpet Cleaning for facility (depending on manufacturers warranty)												
Cleaning and sanitizing microwaves												
Cleaning of furniture or the moving of furniture to clean under neath												
Clean and Sanitize food preparation appliances												
Clean and Sanitize Refrigerator												
Clean and Sanitize small rugs												
Clean and Sanitize phone receivers												

Cleaning Signature

Date

Exhibit B

Learning Community

Grounds Cleaning



	East Side of Building	East Parking Lot	South Side of Building	West Entrance/Walk	West Parking Lot	Childrens Play Area Perimeter	North Stairwell	North Side of Building
Weekly								
No Graffiti is Present								
Grass is Mowed								
Landscaping/Sidewalks/Walls watered and free of weeds								
Sidewalk/Parking Lots clear, swept and in good repair								
Windows are in good repair								
Signage is in good repair								
Dumpster area is clean, in good repair and no graffiti								
Trash has been picked up								
There are no vehicles on the property that do not belong to staff								
Yearly								
Landscaping Refresh at the beginning of spring								
Mulch Refresh at the beginning of spring								
Spring Grass Seed								
Fall Aeration and Fertilize								
Fall Clean Up of leaves and landscaping								

Grounds

Date



THEIR FUTURE. OUR FUTURE.

2018-2019 EVALUATION REPORT



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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.

RATIONALE

The Learning Community implements strategies built on research based on one or more of the following principles: 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). Research shows that all children benefit from high-quality preschool, with low-income children and English learners benefiting the most Yoshiwaka, et al. (2013). High quality classroom organization is related to fewer student behavior problems and increased social competence (Rimm-Karufman, 2009).

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. Meta-analysis of coaching studies indicated medium to large effect sizes on teacher instruction & small to medium effect sizes on student achievement (Kraft, Blazar, & Hogan, 2018). 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

Our Mission

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

Our Vision

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

success (Henderson & Mapp, 2002). Partnerships between home and school are especially important for children who are socially and economically disadvantaged (Jeynes, 2005). Positive goal-directed relationships between families and program staff are key to engagement and children's school readiness (HHS/ACF/OHS/NCPFCE, 2018).

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 enrolled earlier and for a longer duration demonstrate better short and long-term results (Barnett, 2008). In studies of the longer term effects of preschool programs, the importance of quality teaching in early elementary grades is also important. Research found that investments in elementary schools influence the strength of ongoing preschool effects, researchers have found that the level of challenge provided by kindergarten teachers matters for later outcomes (Johnson & Jackson, 2017).

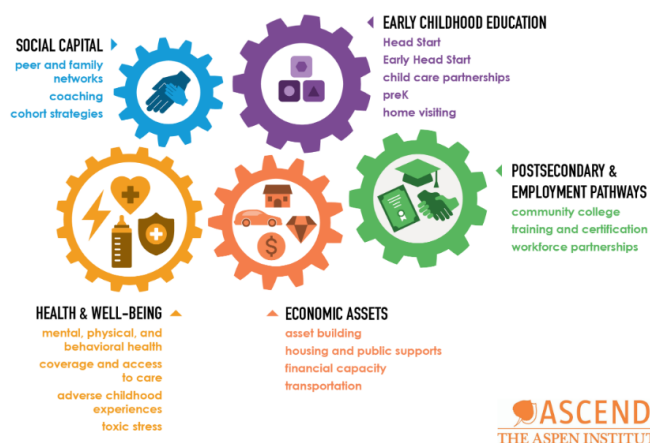
2GEN APPROACH

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). Based on community needs, each Learning Community Center developed a 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 were 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 or intervention?

QUALITY PRACTICES. To what extent are there quality practices in the center and 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' gain skills that would improve their ability to support their child in school?

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 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 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 provide more detailed insight as to how the program is working and outcomes from key informants' perspectives. See Appendix A for more information.



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 their caregivers in North Omaha. The center encompasses four primary programs: intensive early childhood partnership, Parent University, child care director training, and future teacher clinical training. Descriptions of each program and evaluation findings are summarized in this section.



Intensive Early Childhood Partnership

STRATEGY IMPLEMENTATION

Intensive Early Childhood 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: intensive teaching teams, reflective coaching, professional development, and family engagement. The model was first introduced to eight inclusive preschool classrooms 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 (3 classrooms) and Franklin (2 classrooms) and grades K through 1 at Kellom and Conestoga (13 classrooms). In 2018, the intensive early childhood partnership expanded to Minne Lusa (3 classrooms) and Skinner (4 classrooms). Evaluation will begin in 2019-2020 for Skinner and Minne Lusa.

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, early childhood specialist and instructional coaches. Each classroom has a lead early childhood teacher, special education teacher



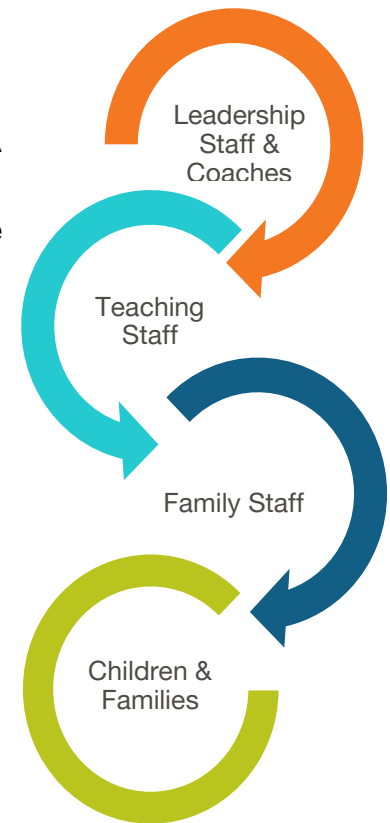
and paraprofessional staff. Using an inclusive model, these professionals work with all children and discuss effective teaching strategies using data for continuous improvement.

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 in PreK 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 teachers at the 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).

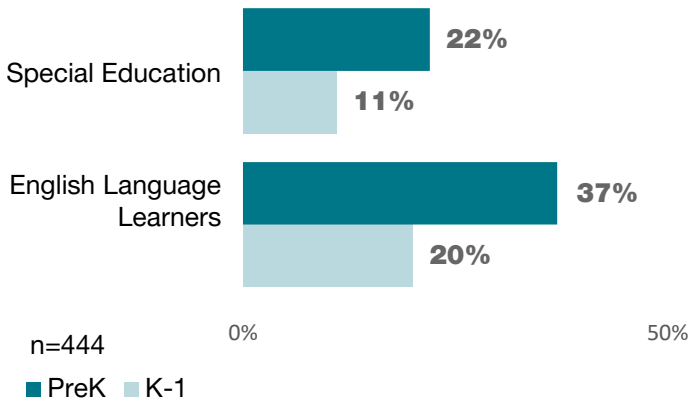
FAMILY ENGAGEMENT. Family liaisons and support staff work together to enhance the educational experience of children and their parents. They promote school engagement and help families access needed services. In addition to full-day preschool and school-sponsored family engagement opportunities, membership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



DEMOGRAPHICS

In 2018-2019, the Intensive Early Childhood Partnership served 447 PreK students and 307 K-1 students. A total of 202 PreK students and 242 kindergarten and first grade students participated in the evaluation. Demographic information was collected to help interpret the evaluation findings, including English Language Learners (ELL) and/or enrollment in special education services. The Intensive Early Childhood Partnership (PreK to 1st Grade) served a racially and ethnically diverse population of children. Across all PreK and K-1 classrooms, high percentages of the children were ELL. More special education students were served in PreK classrooms. There were similar numbers of females (47%) and males (53%) served across all grade levels. The median days of attendance were 141 days for preschool students and 144 days for students in kindergarten or first grade. The median number days students could attend is 155. The maximum days varied by when a child enrolled in the school. The results suggest students were consistently participating in the educational program.

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



THE STUDENTS SERVED WERE RACIALLY AND ETHNICALLY DIVERSE.

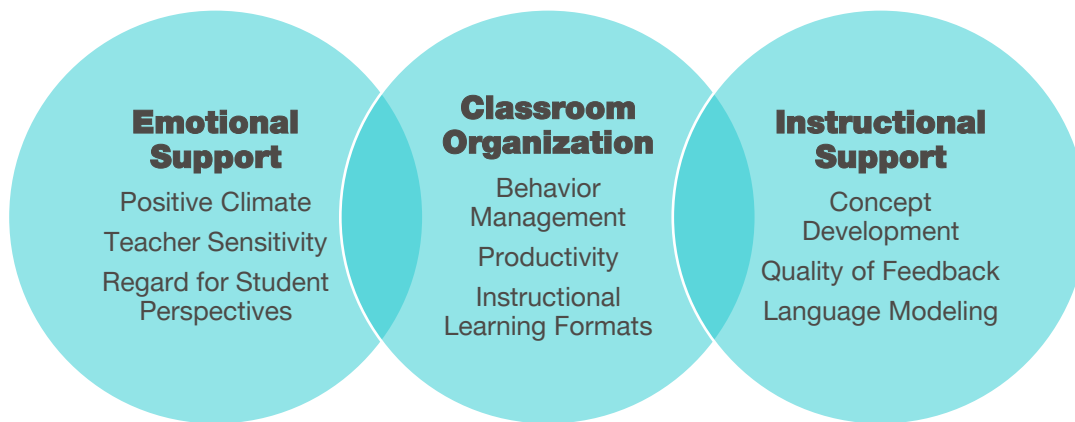


PROGRAM OUTCOMES

QUALITY INSTRUCTIONAL PRACTICES

METHOD. The Classroom Assessment Scoring System (CLASS) was used to evaluate the quality of the 13 intensive early childhood preschool classrooms and 14 kindergarten and Grade 1 classrooms. This year there were four new preschool teachers out of the 13 total teachers observed.

CLASS has three domains: Emotional Support, Classroom Organization, and Instructional Support. 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).

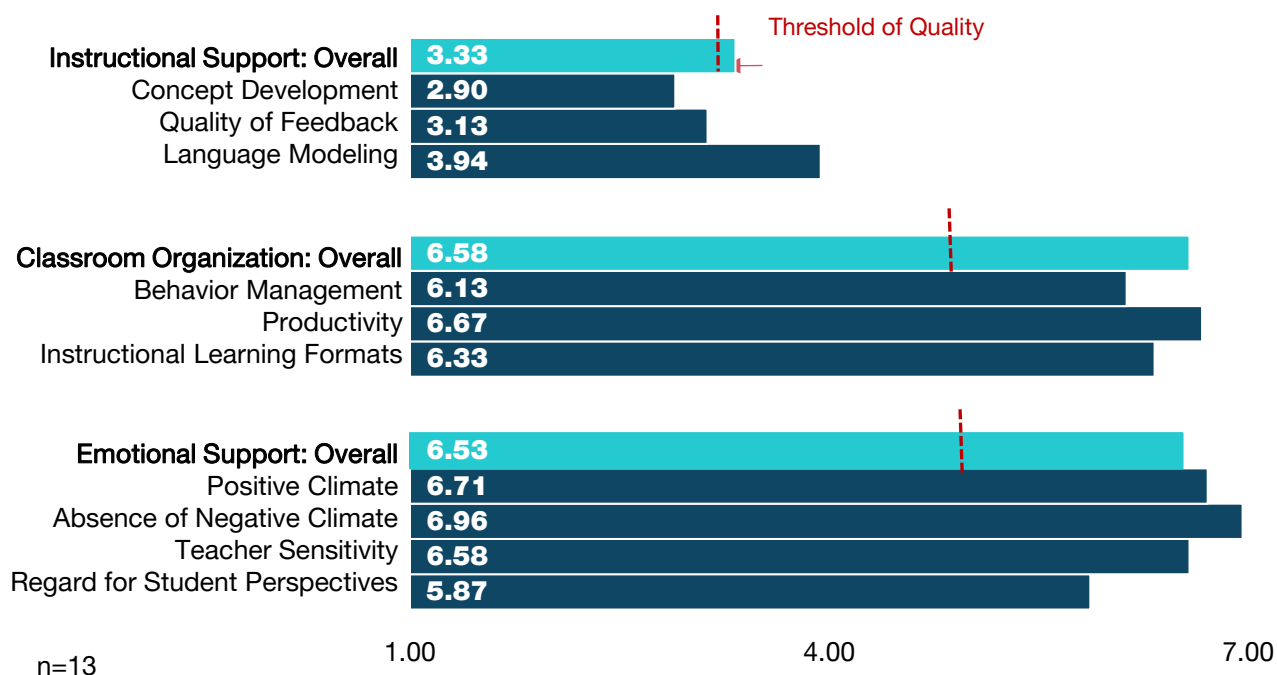


FINDINGS. The scores for the preschool classrooms exceeded research reported thresholds necessary to have an effect on student achievement. The following figure provides the overall scores for each area and the dimension scores that are related to each overall score. Emotional Support and Classroom Organization 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 CLASSROOMS' STRENGTHS WERE IN THE AREAS OF EMOTIONAL SUPPORT AND CLASSROOM ORGANIZATION.

Preschool classrooms met the threshold of quality across all areas.



During the 2017-2018 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/data-ongoing-monitoring/article/national-overview-grantee-class-scores-2018>), was compared to the results of the Intensive Early Childhood 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=6.28) and Emotional Support (HS=6.45). They were slightly lower in Instructional Support (HS=3.71).

PreK teachers demonstrated classroom practices that were at or above the top 10% of all Head Start Classrooms nationally in Emotional Support and Classroom Organization.

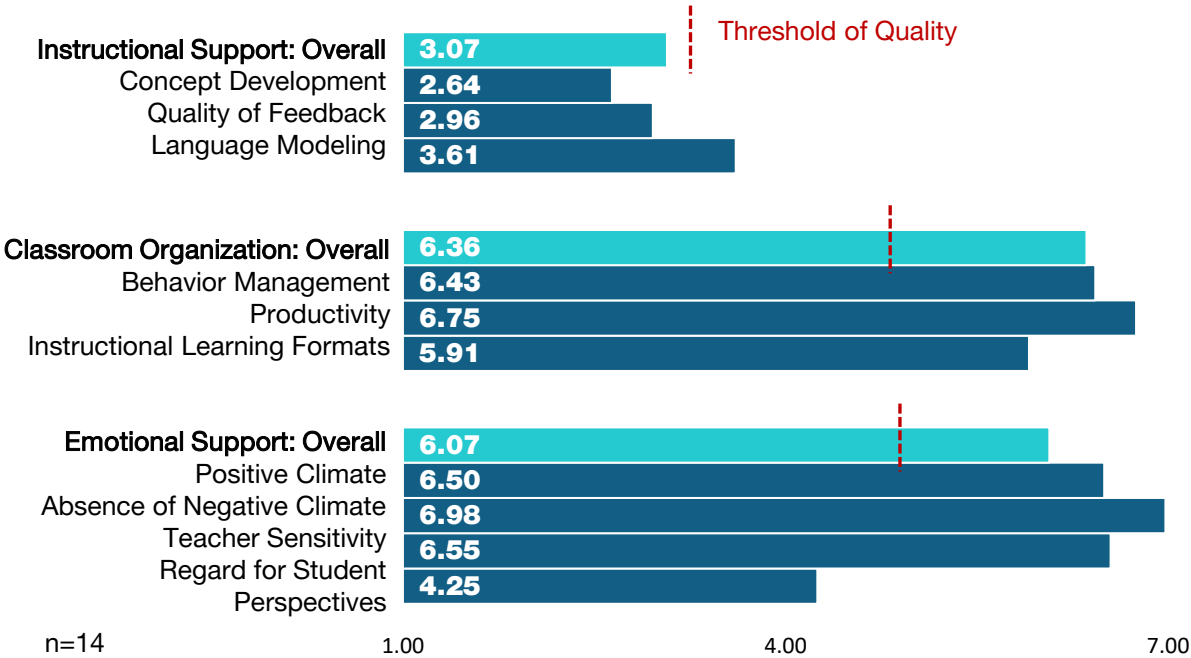
This is the second year of collecting CLASS data for Grades K-1 classrooms. The scores for Grades K-1 classrooms exceeded research reported thresholds necessary to have an effect on student achievement in the areas of Emotional Support and Classroom Organization. These scores were within the high-quality range. For these scales, strengths were in Productivity, Behavior Management, Absence of Negative Climate and

Regard for Student Perspectives. Instructional Support was within the moderate-range of quality. In the area of Instructional Support, strengths were in Language Modeling with Concept Development rated as the lowest area. A comparison of last year’s CLASS scores over the last two years was completed through an independent paired t-test. The results indicated that teachers’ scores improved significantly in 2019 in the areas of Classroom Organization [$t(12)=1.980, p=.045; d=0.549$] and Instructional Support [$t(12)=3.706, p=.003; d=1.027$]. The most gains were made in the area that was rated lowest last year, Instructional Support. The effect size suggests moderate to large meaningful change.

After two years of coaching, K-1 teachers demonstrated significant improvements in their instructional practices.



GRADE K-1 CLASSROOMS' STRENGTHS WERE IN THE AREAS OF EMOTIONAL SUPPORT AND CLASSROOM ORGANIZATION. Language Modeling was a strength in the area of Instructional Support.



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 171 fall/spring assessments completed across schools.

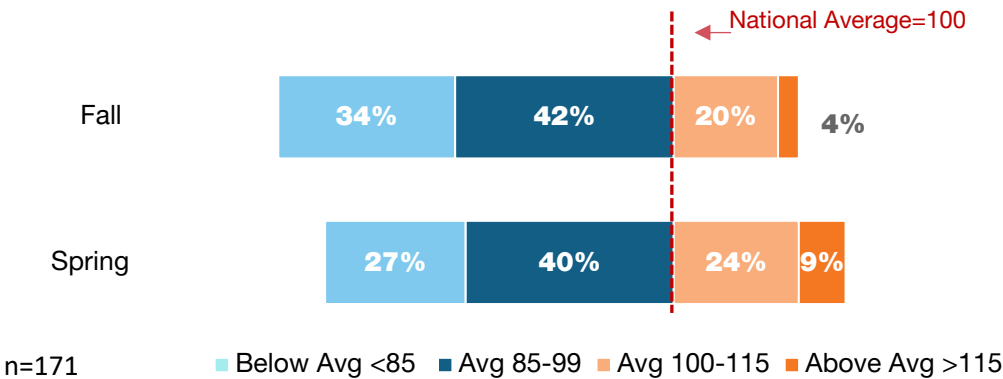
FINDINGS. Hierarchical linear modeling (HLM) analyses was completed to determine if there was change in student scores over time and if any demographic variables predicted vocabulary outcomes. Approximately 5% of the variability in PPVT receptive language scores was due to the classroom, indicating that there was minimal variability in scores across classrooms. A significant change over time was found in children’s PPVT scores when controlling for family home language and gender ($p<.01$). Family home language was a significant predictor of PPVT scores. Children with a home language that was not English scored significantly lower than children whose home language was English ($p <.001$). They scored 15.38 points lower on average than children whose primary home language was English. Gender was not a significant predictor of children’s PPVT scores. 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.**

By spring, 73% of the students’ vocabulary skills were within the average range or higher. Nine percent more children were at the midpoint of average or higher and seven percent fewer were below average.

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

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



PRESCHOOL SOCIAL-EMOTIONAL SKILLS

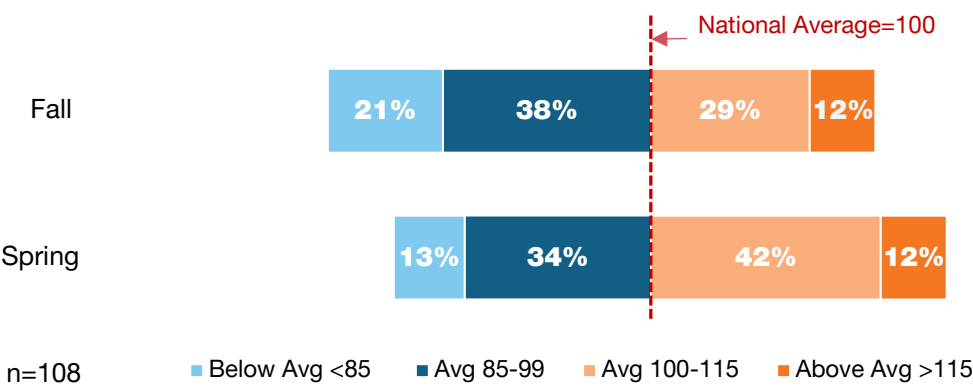
METHOD. The social-emotional development of preschool students was assessed using the Devereux Early Childhood Assessment (DECA). This questionnaire assesses young students’ social-emotional development by identifying total protective factors overall and in the areas of initiative, self-control, attachment, and behavior. The DECA was completed on 108 students across two schools.



FINDINGS. By spring, the majority (87%) of the students were in the average range or above. More children (13%) were scoring at the mid-point of average in the spring than in the fall and fewer children (8%) were scoring below average. By spring, over half of the children were above the national average.

BY SPRING, MORE CHILDREN HAD SOCIAL-EMOTIONAL SKILLS AT OR ABOVE THE PROGRAM GOAL.

By spring, over half of the children were above the national average.



A paired samples t-test was completed to assess students’ skills over time. The results found that students’ social-emotional skills improved significantly from fall to spring [$t(103)=-3.083$; $p<.001$; $d=0.447$]. The effect size suggest moderate meaningful change.

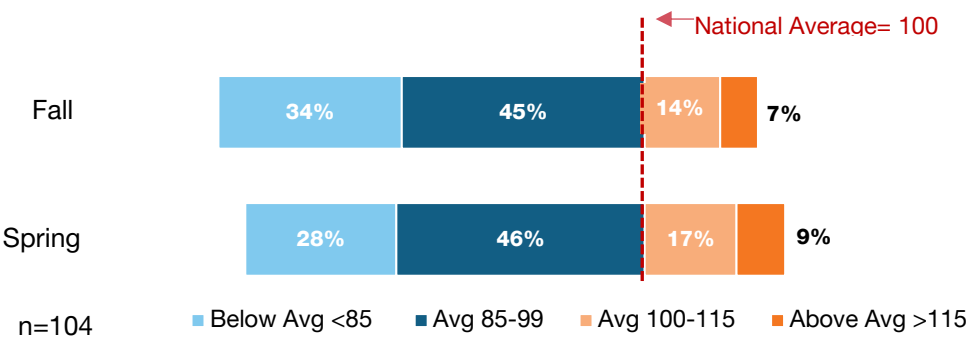
Students’ social-emotional skills improved significantly from fall to spring.

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 students’ 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 104 children from two schools.

FINDINGS. By the spring, 72% of the children were within the average range. The majority of the students scored below the mid-point of the national average. There were 6% fewer children scoring below average in the spring.

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



Students significantly improved their school readiness skills.

A paired samples t-test was completed to assess students’ skills over time. The results found that students’ school readiness skills improved significantly from fall to spring [$t(103)=-3.133$; $p=0.002$; $d=0.307$]. The effect size suggest small meaningful change.

PRESCHOOL EXECUTIVE FUNCTIONING SKILLS

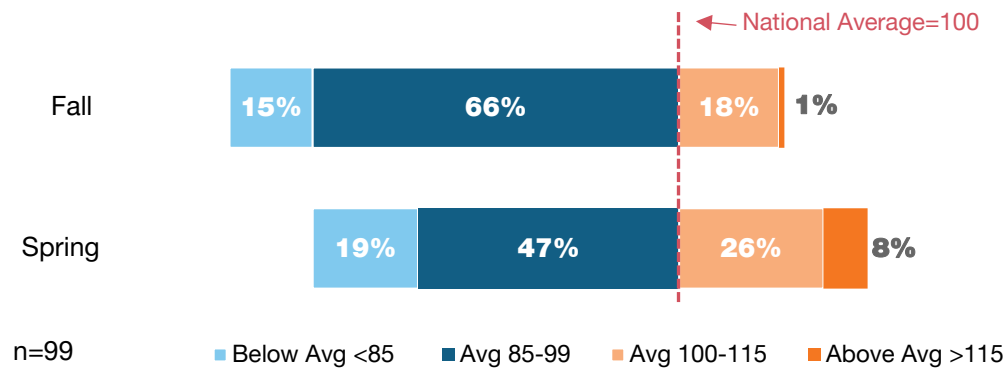
METHOD. In recent years the important contributions of executive functioning to school readiness have been highlighted (Blair & Razza, 2007). Executive functioning is defined as a student’s ability to control impulses that then enable them to plan, initiate, and complete activities needed for learning. 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 Scale (MEFS), an online assessment for children two and older, was used in the fall and the spring. This assessment was completed with 99 children from two schools.

FINDINGS. By spring, 81% of the children scored within the average range or above. Although slightly more children (4%) scored below average in the spring, 15% more children scored within the mid-point of average or above.

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

15% more children scored at the mid-point of average or above.



A paired samples t-test was completed to assess students’ skills over time. The results found that students’ executive functioning skills improved significantly from fall to spring [$t(98)=-2.159$; $p=.033$; $d=0.217$]. The effect size suggests small meaningful change.

PreK students demonstrated significantly improved executive functioning skills.

Did parent participation in Parent University influence child outcomes?

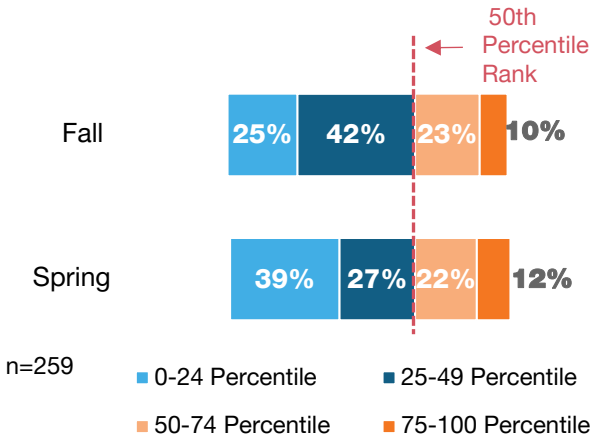
At all of the schools, parents had the opportunity to participate in Parent University. Twenty-two percent of the parents (n=44) engaged in Parent University courses and activities across the four schools. An analysis of covariance was completed to compare the language, social-emotional, executive functioning and 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. It is recommended that strategies be identified that can integrate the Intensive Early Childhood Partnership and Parent University by increasing the number of parents in the targeted schools that participate in Parent University activities.

GRADES K-1 STUDENTS READING AND MATH SKILLS

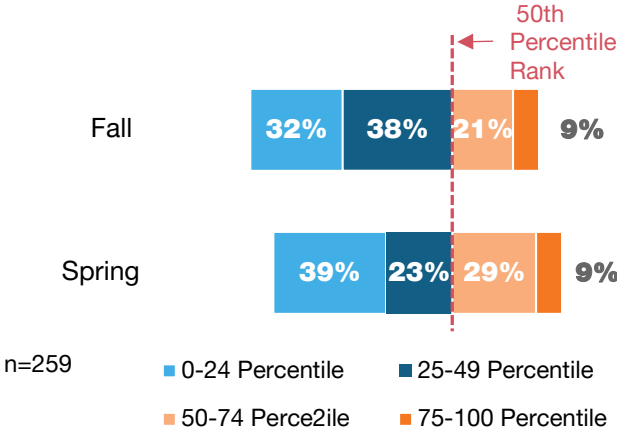
METHOD. In order to assess the academic outcomes of the children whose teachers received coaching in Grades K-1, the school district assessment, the MAP® Growth™ was used. The MAP® Growth™ assessment provides data on student academic growth in the areas of reading and math and monitors change over time.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

FINDINGS. A descriptive analysis was completed. The results for MAP Reading Assessment using national percentile ranks found that by spring 34% of the children scored at or above the 50th percentile rank, a 1% increase from fall. MAP math results found the 38% of the students were above the 50th percentile in the spring, an 8% increase from fall. Statistical analyses using an ANOVA found that English-speaking children scored significantly higher in both math ($F(258)=8.295$; $p=.004$) and reading ($F(258)=8.103$; $p=.005$) than their English Language Learner peers. English speaking students made more gains from fall to spring both in Math (8%) and Reading (10%). This was an improvement over the previous year in which the percentages decreased in the spring. Additional analyses was completed which found that student attendance did not predict math or reading outcomes.

BY SPRING, SIMILAR NUMBERS OF STUDENTS HAD **READING** SKILLS AT OR ABOVE THE 50TH PERCENTILE RANK.

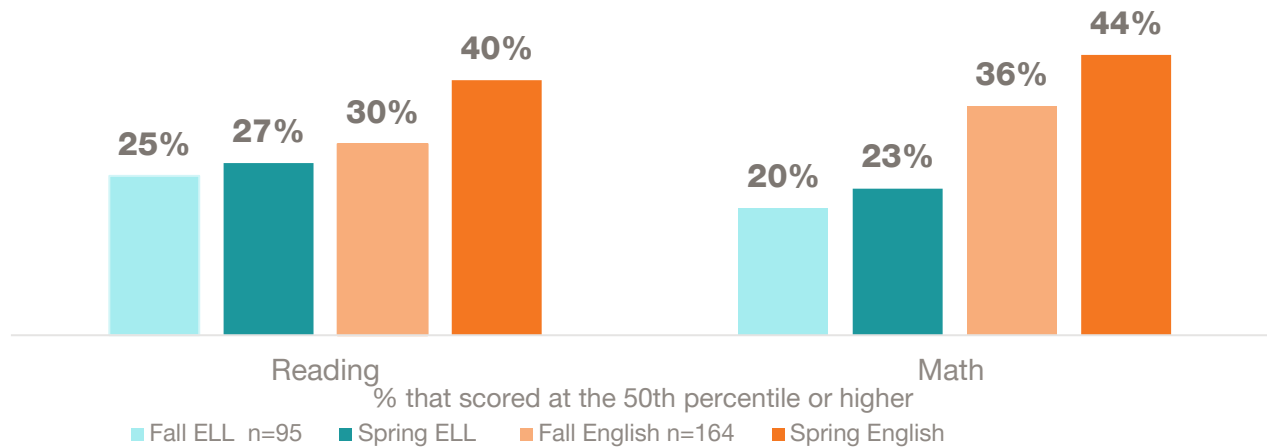


BY SPRING, MORE STUDENTS HAD **MATH** SKILLS AT OR ABOVE THE 50TH PERCENTILE RANK.



MORE ENGLISH SPEAKING CHILDREN SCORED AT THE 50TH PERCENTILE OR ABOVE THAN THEIR PEERS WHO WERE ELL.

By spring, English speaking students scored higher in Math.



The second analysis examined students' expected growth. The results found that 41% (n=99) of the students met their expected growth in Reading and in 47% (n=114) in Math.

Many K-1 students are meeting or exceeding their expected growth.

41% in Reading

47% in Math

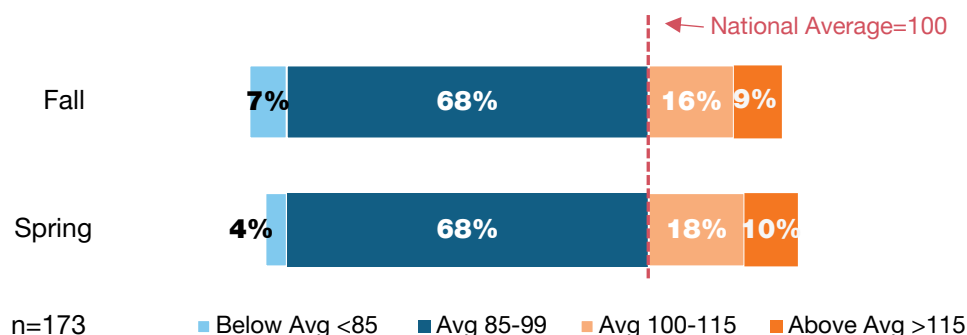
K-1 STUDENT EXECUTIVE FUNCTIONING SKILLS

METHOD. The Minnesota Executive Functioning Scale (MEFS), was completed in the fall and the spring to assess 173 students from two schools.

FINDINGS. By spring, 86% of the children scored within the average range. There were slightly fewer children (3%) scoring below average in the spring. There were 3% more children scoring within the mid-point of average.

K-1 students demonstrated significantly improved executive functioning skills.

BY SPRING, SLIGHTLY MORE STUDENTS HAD EXECUTIVE FUNCTIONING SKILLS WITHIN THE AVERAGE RANGE OR ABOVE.



A paired samples t-test was completed to assess students' skills over time. The results found that students' executive functioning skills improved significantly from fall to spring [$t(171)=-2.116$; $p=.036$; $d=.161$]. The effect size suggests small meaningful change.

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.

SUMMARY

High quality classrooms were demonstrated across all grade levels. Many supports were in place to support teaching staff including professional development opportunities (focusing on literacy and Conscious Discipline) 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, executive functioning, school readiness, and vocabulary skills. K-1 students demonstrated significant improvements in executive functioning skills. Results also found differentiated outcomes based on demographics. PreK students who were ELL scored lower on vocabulary skills. English speaking students in Grades K-1 scored higher on reading than math skills. 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. A two-generational approach allows the program to focus on the whole family while creating opportunities for addressing needs of both children and the adults in their lives simultaneously. Parent University provides individualized and center-based supports and services to families whose children are eligible to participate in the intensive early childhood partnership 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

INDIVIDUALIZED SERVICES. Every parent who participates in Parent University goes through a thorough intake and assessment process and is assigned his or her own personal coach, an Educational Navigator or Family Liaison, to assist in personalizing the program to best achieve the family's identified goals and needs. 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 monthly 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.

LIAISON SERVICES. Families who need more than monthly home visitation due to multiple risk factors such as, but not limited to homelessness, history of trauma, 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 serve as a liaison between Parent University, the child's school, and the family. Family Liaisons have the capacity to meet with families weekly until the immediate needs are met.

HOME VISITATIONS & GOAL SETTING. Navigators and Family Liaisons 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. Growing Great Kids® curriculum is utilized during home visitations as appropriate. On average, navigators' home visits occur approximately once every 30 days while liaisons' home visits occur weekly. Each participant works with their designated staff member to set personal and familial goals. All goals have strategies and are S.M.A.R.T. (Specific, Measurable, Attainable, Relevant, and Time-bound). Goals and strategies are reviewed during home visitations to ensure they remain relevant to the families' needs.

CENTER-BASED LEARNING. Parents have access to an onsite Parent Resource Room with access to library services through a partnership with the Omaha Public Library. In addition, parents can select to attend a variety of Parent University courses at the center 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 education, ESL, and employment skills. This 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 parents' 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 244 parents were enrolled in Parent University, which was an increase of 26 participants from the previous year. There were more females (67%) than males (33%). The majority (93%) of the parents represent racial and ethnic diversity. Most of the parents were African American (52%) or Hispanic (31%). Most of the parents (61%) were employed either part (11%) or full time (50%). Slightly more than half of the parents had either less than a high school degree (44%) or a high school diploma (21%). The remainder of the parents had some college

(23%) or a college degree (10%). The families had 459 children of which 257 were within the target age range (early childhood age range) for the program.

THE STUDENTS SERVED WERE RACIALLY AND ETHNICALLY DIVERSE.

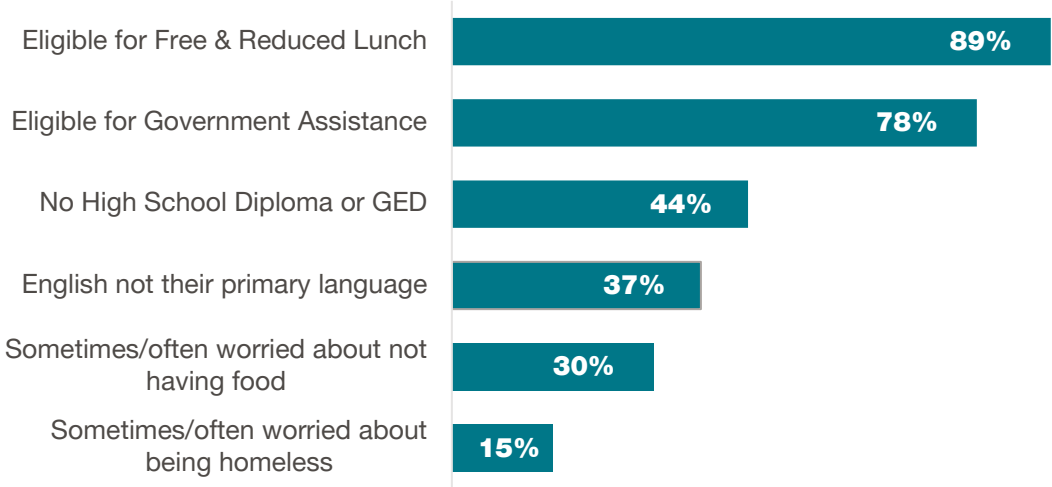


n=236

Parents in the program reported facing a number of challenges. Many parents (78%) accessed some type of government assistance (e.g., SNAP, Medicaid, WIC, TANF, and Title XX). Food insecurity (worried about having adequate food for the family) or homelessness were of concern for many families. Over a third (37%) of the parents’ home language was not English. Many (44%) did not have a high school diploma. In most of these categories, the percentages were higher than the previous year. 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.



n=169

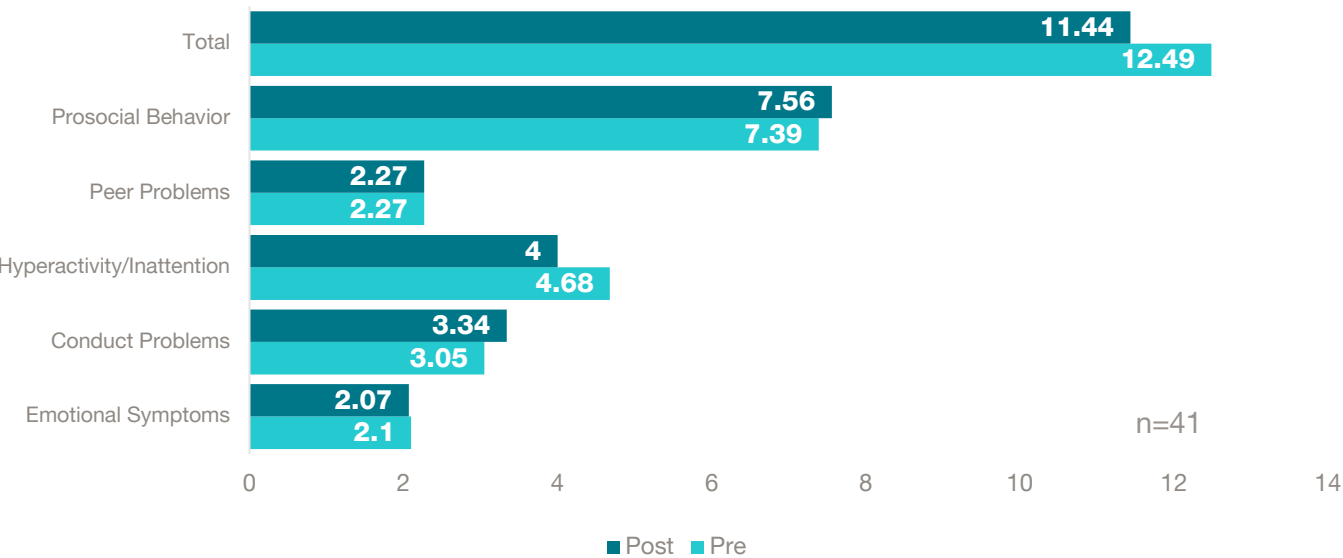
How did Parent University support families facing a number of challenges?

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 155 received this support and developed a service plan to assist the family in gaining stability while supporting the child’s academic success. The 367 goals reflected on service plans were related to the majors within Parent University: School Success (28%), Life Skills and Wellness (48%), Parenting (20%) and Leadership (34%). High percentages of parents were continuing to work towards their goals with 31% having made progress towards goals or having improved or achieved their goal (15%).

A total of 94 families with 104 children participated in services with Lutheran Family Services. Service plans were developed for all families to establish goals. By the end of the year, 43% of goals were met, 23% were either maintaining or improving and 25% had not been met. Of the families enrolled, 58% were able to close their case while 42% were still active with LFS. The *Strengths and Difficulties Questionnaire* (Goodman et al., 2000) (a brief behavioral screen for children ages 3-16) was administered to measure pre and post changes. Only those with pre and post scores were included in the analysis (N=41).

Paired sample t-tests were conducted on the pre and post scores. No significant differences were found.

FAMILIES WORKING WITH LFS HAD NO SIGNIFICANT CHANGES FROM PRE TO POST ON THE SDQ.
Hyperactivity/Inattention decreased as families worked with family liaisons.



FAMILY OUTCOMES

FAMILY PROTECTIVE FACTORS

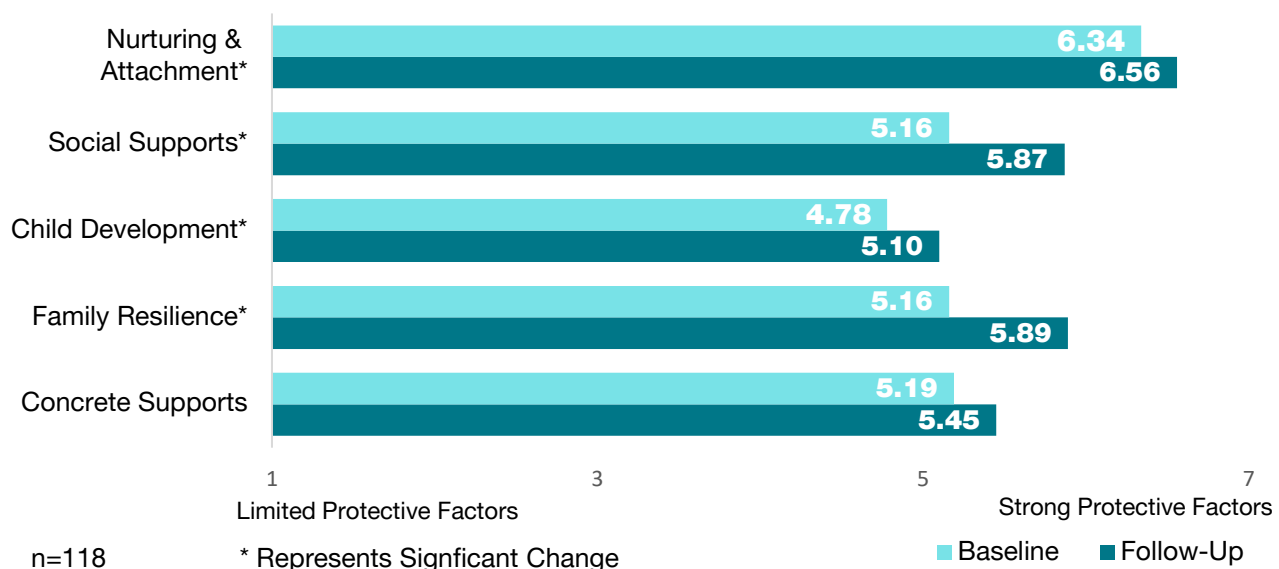
Protective factors are strengths that help buffer and support families at risk. These attributes mitigate risk and promote healthy development and well-being.

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 during home visits with assigned Educational Navigators. 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 Social Support. 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 [$t(116) = -7.284$; $p = .001$, $d = 0.674$]; Social Supports [$t(117) = -4.813$; $p = .001$, $d = 0.443$]; Nurturing and Attachment [$t(115) = -2.780$; $p = .006$, $d = 0.258$]; and Child Development [$t(116) = -4.800$; $p = .001$, $d = 0.444$]; with the effect size suggesting small to large meaningful change in these areas.

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

There were significant improvements in all Protective Factors areas except for Concrete Supports.



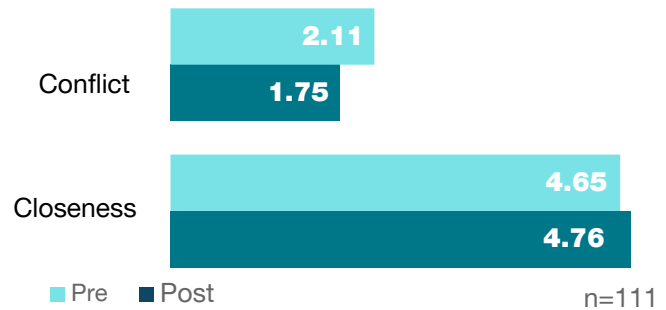
PARENT-CHILD RELATIONSHIPS

The relationship between a parent and a child is critical to a child's overall health and well-being

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 representing high closeness or conflict. A total of 111 families had baseline and follow-up surveys administered during home visits.

PARENTS DEMONSTRATED SIGNIFICANT CLOSENESS WITH THEIR CHILDREN.

Parents reported significantly lower levels of conflict.



FINDINGS. Based on the paired-samples t-test, there were significant increases in parent ratings of closeness with their children [$t(110)=-2.493$; $p<.014$; $d=0.237$] and a significant decrease of conflict [$t(110)=4.172$; $p<.001$; $d=0.398$]. The effect size suggests small meaningful change for closeness and moderate change for conflict. These results suggest parents improved relationships with their children.

PARENT-CHILD INTERACTIONS

Healthy day-to-day interactions between parents and children lay the foundation for better social and academic skills.

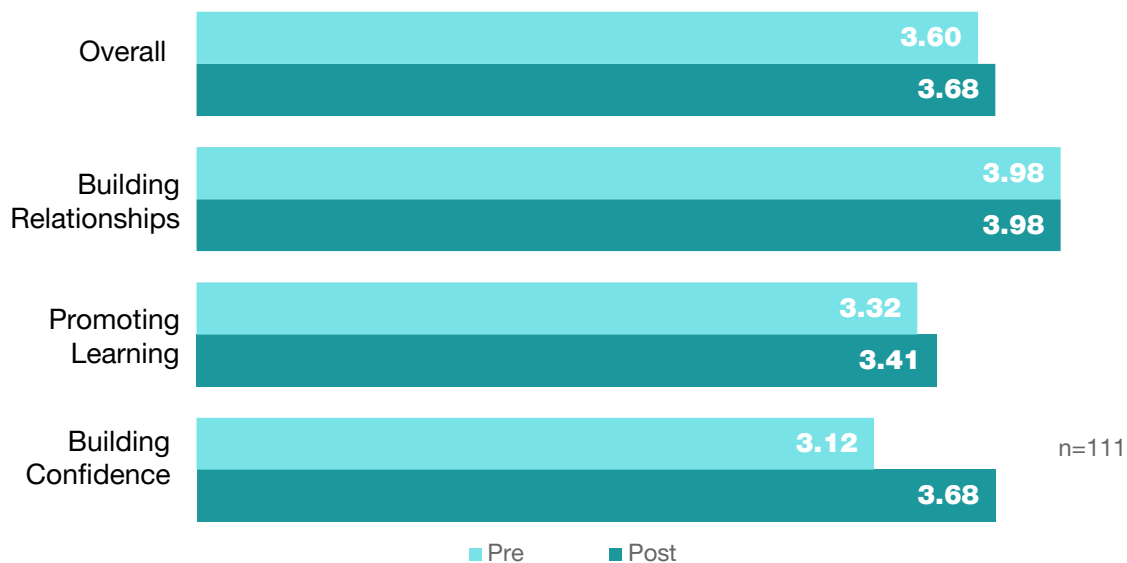
METHOD. The Keys to Interactive Parenting Scale (KIPS) measures parenting behaviors overall and across three areas: Building Relationships, Promoting Learning, and Supporting Confidence, based on a videotape of a parent playing with his or her child. Scores are reported on a 5-point scale with 5 being high quality. There was a total of 11 KIPS assessments with 45 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 there 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. There were slight improvements both in parents supporting their child's confidence and promoting their learning. The most improvement was in the area of Supporting Confidence (e.g., providing encouragement to their child).

A goal of a rating of 3.5 was established by the program and evaluation team. After participating in Parent University, 10% more parents met the program goal in their overall interaction with their children. The overall average scores for each subscale was above the program goal in all areas except Promoting Learning.

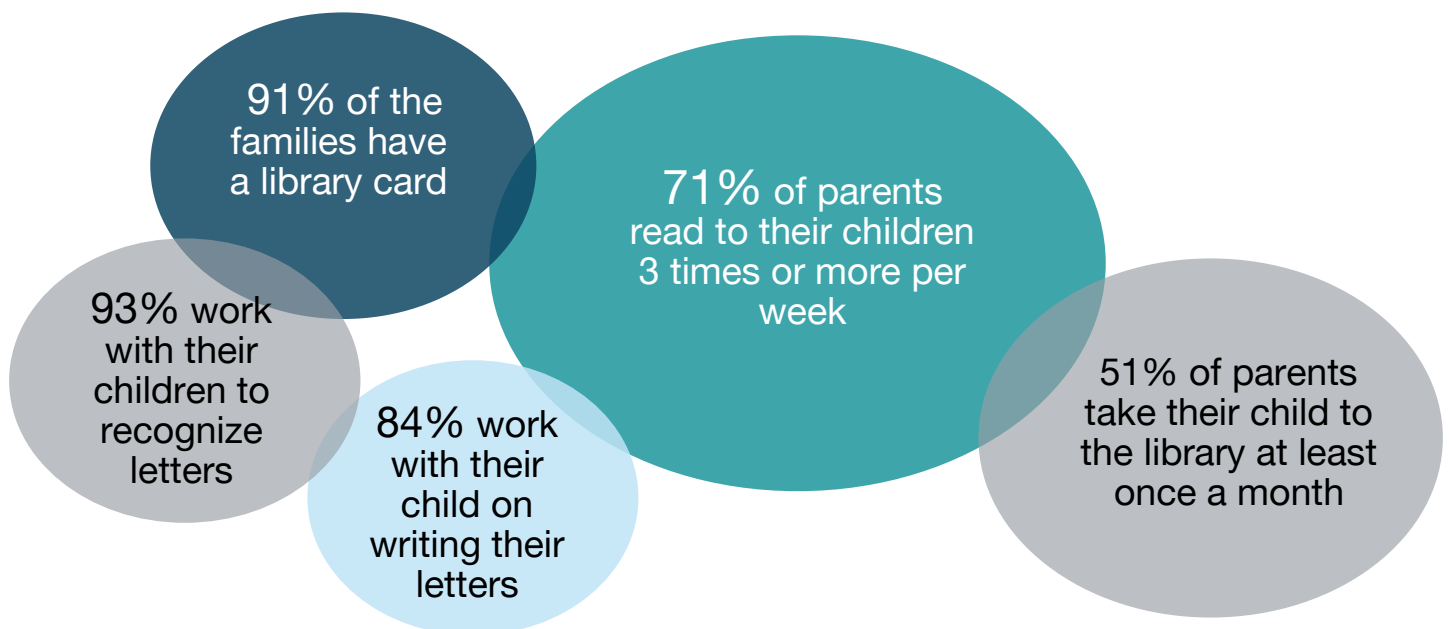
PARENTS DEMONSTRATED SLIGHT IMPROVEMENTS IN THEIR INTERACTIONS WITH THEIR CHILDREN.

Families made the most growth in supporting their child's confidence.



How did parents support their child's literacy skills?

Parents (n=167) reported many positive ways that they interacted with their child to support learning. Data was analyzed by reporting parents' activities 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 and participated in a variety of other literacy promoting activities with their children.



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 or graduate degree. Only 7% reported their child would only receive a high school diploma. This data suggest that parents who participate in the Parent University have high aspirations for their children.

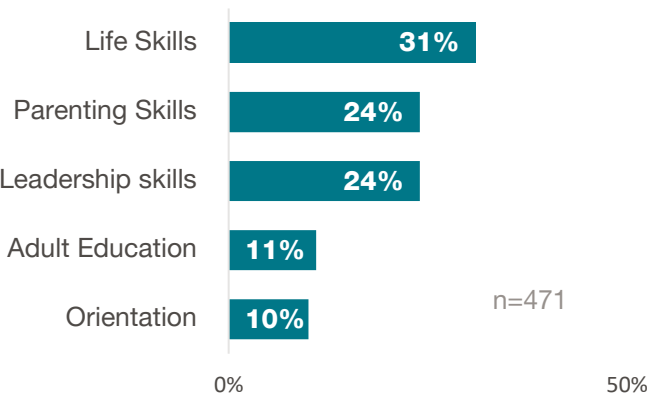
PARENTS HAVE A RANGE OF GOALS FOR THEIR CHILDREN'S FUTURE.
Most parents hope their child obtains a bachelor's or graduate degree.



COURSE PARTICIPATION

Program staff tracked parents’ participation in the 54 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 four primary majors of Parent University and an orientation course. Life Skills and Wellness courses had the highest enrollment. This year more parents enrolled in leadership courses than in previous years. Throughout the year, many parents enrolled in more than one course. Across the 54 courses, 471 participants (duplicated count) were enrolled in courses. The courses with the highest participation were GED, ELL classes, Just Getting Ahead in a Just Getting by World, Circle of Security-Parenting, and Prime Time Reading.

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



COMMON SENSE PARENTING (CSP)

One Common Sense Parenting (CSP) session was conducted during the past year. A total of 11 parents participated and all completed the course.

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 for the participating families.

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.

FINDINGS. Eleven parents completed the PARCA. The results found that parents improved their parenting skills over time in setting limits ($p=.049$; $d=0.80$) and proactive parenting ($p=.034$, $d=1.08$). The effect size suggests that parents significantly improved their skills after participation in the course, demonstrating large meaningful change.

CIRCLE OF SECURITY™-PARENTING (COS-P)

COS-P was another core parenting course provided at Parent University. A total of 31 participants enrolled across the three COS-P courses. One of the courses was offered in Spanish.

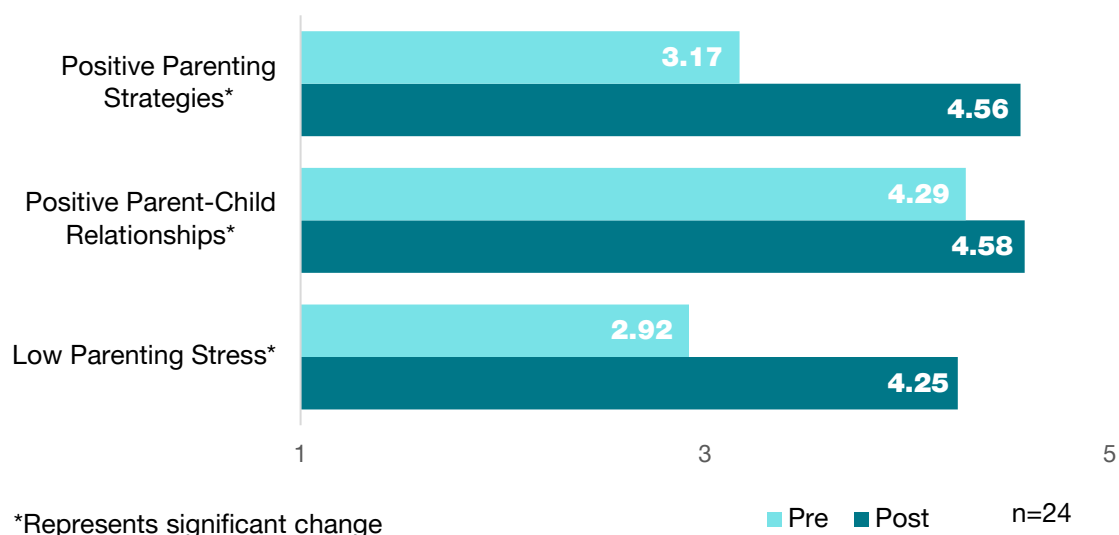
METHOD. Participants were asked to rate a series of questions about caregiver stress, their relationship with their children, and confidence in their parenting skills. Twenty-four individuals completed the survey.



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.

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



How did Parent University benefit parents’ own education?

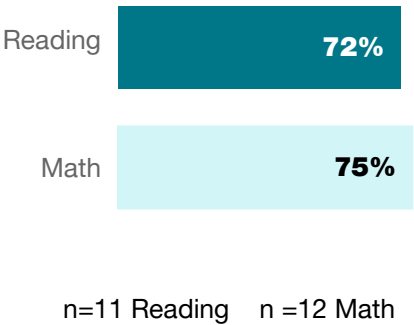
Parents were provided with opportunities to enroll in either English as a Second Language courses (ESL) or GED courses. Fifty-six parents participated in one of these two options, ELL (34) and GED (22). These numbers more than doubled the number of parents that were in formal education classes last year. The BEST assessment was used to assess their English proficiency. Most ESL students increased one or more levels on the BEST assessment, suggesting improvement of English skills. About one-third (31%) of the parents at post-testing met criteria to successfully graduate out of the ESL and enroll into GED.

The Test of Adult Basic Education was used to assess parents’ math and reading skills who were enrolled in GED. The majority of parents tested passed one or more levels and one parent was able to obtain her GED diploma; becoming the second parent in Parent University to obtain their diploma through the program.

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



MAJORITY OF STUDENTS IN GED CLASSES PASSED ONE OR MORE LEVELS.



How did participation in Parent University support parents’ financial literacy?

Parents were provided the opportunity to participate in the Omaha Bridges Out of Poverty 10-week course, Getting Ahead in a Just-Getting-By World. This course helps parents to build financial, emotional, and social resources by exploring the impact of poverty in participants’ lives. The goal is to support parents to gain valuable relationships and living-wage jobs within their reach.

Twelve parents participated in the 10-week course offered at Parent University. Twelve months after graduation from the course, parents reported a number of positive outcomes including:

- An average 43% decrease in debt to income ratio
- An average increase in income of \$769
- An average decrease in bill reduction of \$1,222 per month

Many parents reported increased stability in multiple areas. These included housing (33%), budgeting (58%), wages (25%), safety of home and neighborhood (42%), transportation (42%), and social connections (33%). These results suggest improved economic and social stability for their families.

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 collection of parent outcomes were established and reviewed semi-annually with program staff as part of a continuous improvement process. Parent focus group data were used to get their input on all components of Parent University.

What were parents' experiences in Parent University?

A total of 16 parents who were enrolled in the English classes participated in the focus group to gather their input on how Parent University was working for them and to identify their recommendations for improvement. Their primary home language was Spanish.

KEY FINDINGS

PARENTS REPORTED AN INCREASE IN THEIR PARENTING SKILLS. Parents reported that participation in courses helped them “be a better parent.” Having the library as a resource was very helpful to the parents. The librarian has helped the parents find books that their children liked to read and that they can read with them at home. They suggested that more books in Spanish would be helpful. Several indicated that they were better able to help their children with their homework. Others indicated that they were able to apply what they learned in parenting classes at home. The classes helped them to understand what their children needed.



PARENTS REPORTED THAT PARENT UNIVERSITY HELPED THEM TO COMMUNICATE ACROSS SETTINGS.

“It has helped us to communicate with our children and to have better communication with our community and companions.” Several reported specifically that it helped them communicate with their child’s teachers at school. “I can communicate with more confidence....less embarrassment.”

RESOURCES AT PARENT UNIVERSITY WERE A GREAT BENEFIT.

Parents described how they set goals for themselves as part of the program. They reported that the Educational Navigator helped them to reach their goals. They described them as being very accessible to everyone. The parent reported that the Navigator always asks, “What do you need? How can I help you?”

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

- Parent at LCCNO

Having child care was critical for the parents to be able to attend the courses. The childcare support was highly valued by the parents. Parents shared that the childcare worker currently is great. “She treats our children very well. She give them activities and they seem very happy. This gives us comfort and we can focus in our class.”

PARENTS IDENTIFIED AREAS FOR IMPROVEMENT. Although the responses regarding Parent University were overwhelmingly positive, parents did identify a few areas for improvement. The parents would like to have available additional ESL classes, with some options in the evenings. They recommended providing courses again on cooking, finances, and social media as it relates to their children and computer classes.

RECOMMENDATIONS

Parent University has successfully implemented individualized and center-based supports and services that have resulted in improved parenting and life skills. Parents reported Parent University has made a difference in their lives, providing them with more confidence and skills. Parents are now requesting more support in adding Spanish classes and other courses that would continue to help them improve their skills.

Childcare Director Training

STRATEGY IMPLEMENTATION

In partnership with the Nebraska Early Childhood Collaborative, the Learning Community Center of North Omaha offers training and coaching services to center directors. The goal of the Child Care Director Training program is to work closely with home- and center-based child care 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 based on 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. Eight of the nine participating directors have enrolled in SU2Q.

The program provides an opportunity for directors to meet every two weeks throughout the school year for training. After the training, each director receives coaching to assist in implementing best practices covered in training. Each director identifies a teacher that the director would be responsible for coaching. The second two-year cohort began in the fall of 2018. A total of 15 training opportunities were provided for directors. On average, directors attended a total of 9 trainings (max attended=13, min attended= 8). In addition to group training sessions, directors have the opportunity to meet with their coaches one-on-one for a maximum total of 20 direct coaching hours. Directors received an average of 5 direct coaching hours (min hours received= 3, max hours received=8) provided by their assigned coach over the course of the 2018-2019 school year.



DEMOGRAPHICS

Nine community child care directors participated in this project during the 2018-2019 school year. Over half of the directors have some college, with two directors having a Bachelor's degree (Business and Early Childhood Education, and two directors with graduate degrees (Education and Criminal Justice). Most serve infants through school age children. These nine centers serve, on average, 76 children with 84% of children served participating in the Nebraska Child Care Subsidy Program. The highest percentage of children served was children birth to age 3 (37%), followed by preschool (31%), and school-aged children (31%).

OUTCOMES

QUALITY INSTRUCTIONAL PRACTICES

METHOD. Each center director identified one classroom that received training and coaching as part of this program and served as an evaluation source for the program. The *Teaching Pyramid Observation Tool Research Edition (TPOT-R)* 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

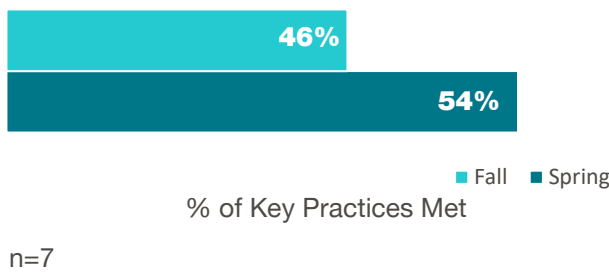


relationships, creating supportive environments, providing targeted social-emotional supports, and utilizing individualized interventions. Practices measured in the Key Practices scale include building warm relationships with children, utilizing preventative strategies such as posting a picture schedule 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. Seven 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 46% of Key Practices in place, which improved to 54% by spring. There was also a decrease in red flags evident in the classroom. At baseline, there were on average four red flags in place, which decreased to three in the spring.

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



TEACHERS DECREASED THE NUMBER OF RED FLAGS IN THEIR CLASSROOMS.



CHILD CARE WORKPLACE ENVIRONMENT

METHOD. Staff at each child care center were asked to complete an environmental survey that reflected the climate of their child care center. The survey's key environmental components include: 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). The key components were rated on a five point scale, ranging from Never (0) to Always (5). This survey was completed in the fall and spring.

The majority of the childcare teachers rated the workplace environment at their center positively.

FINDINGS. The results of the survey found that by the follow-up assessment, the staff rated workplace environment positively with 4.09 (n=43) as the average score across centers. Results from the pre/post survey found the ratings were similar across time (fall: n=53, mean=3.88). Staff described their centers as being friendly, loving, and warm. Identified strengths included: diversity, teamwork, and the creation of a family-like environment. The directors and other team members were viewed as valuable resources within centers. Areas that they saw as needing improvement were to increase center staff communication, provide more opportunities for team building, and to increase the amount of available resources-classroom materials, teaching/support staff, and education/training.

What did child care directors and coaches think about the Child Care 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 TRAINING PROGRAM PROVIDED MULTIPLE AVENUES OF SUPPORT AND INFORMATION.

Directors commented on the supportive nature of the group training and one-on-one coaching sessions. “The program is interactive. You get opinions from other centers and other coaches.” Each director mentioned the value of support from all of the coaches, noting the benefits of having coaches with different backgrounds and skill sets. The coaches also reported the importance of support for centers. “The impact of the training is you don’t feel alone. Having that support system, a life preserver. We all need that.”

COACHING MADE A DIFFERENCE AT THE CENTERS.

Coaches described that the first step to the coaching process was to build relationships with the directors. The hands-on approach to training helped build the relationship between the director and coach which provided an opportunity to model a positive coaching relationship which directors can use with their staff. Teachers reported that the relationship between directors/teachers have improved as a result of participating in the program “Our relationship is better...the director has learned to talk better, and I’ve learned to talk better with her.”

The hands-on opportunities also helped to engage directors which increased attendance and participation. Coaches reported that directors made an effort to come to training sessions because they want to be there. Teachers appreciated when directors shared the information and resources gained from the training/coaching sessions and felt the information made a difference in how they worked with children.

TEACHERS AND DIRECTORS GAINED COMPETENCIES THEY APPLIED IN THEIR CENTERS AND CLASSROOMS.

Coaches reported directors having a greater awareness of the importance of quality in instructional practices. Directors were seeing that people are invested in quality in early childhood programs. Teachers’ instructional practices became more intentional and focused as a result of coaching. The resources provided help facilitate discussions between directors and teachers, which supported teachers in adopting best practices.

“I have never been in a setting with others who understand center issues...the other people in the room get it because I am in a room with my peers who understand what I am going through.”

-childcare director

CHILD CARE CENTERS' STRUCTURES AND PROCESSES VARY. Directors understand the model may need to be adapted to fit their center, but they find some information difficult to relate to or adapt to their center. The environment of each center is different, ratios vary, and some have mixed age groups which created difficulties in understanding how to relay information to staff and adjust appropriately for use in their center. Directors found it helpful when coaches helped adapt and disseminate training information to their staff.

THE CHILD CARE PROJECT HAS MADE A DIFFERENCE IN HOW TEACHERS WORK WITH THEIR CLASSROOMS. Teachers reported that coaching sessions with their director helped provide guidance on how to work with more difficult children and understand the 'why' behind children's behavior. Feedback from directors regarding classroom transitions, how to use information from evaluation/observation, and tools to use in the classroom were viewed as most useful. Teachers would like to have more coaching sessions with their directors as "every time we meet we learn something new."

"I have noticed my kids are retaining more information from me because of the knowledge I am getting from my director."

-childcare teacher

How were child care directors proceeding with Step Up to Quality (SU2Q)?

One of the goals of the project was to have directors enrolled in SU2Q, a statewide quality rating and improvement system that supports the quality of child care programs in Nebraska. Eight of the nine centers signed up for SU2Q. At enrollment most centers will start at STEP 1, which provides centers a core set of training. At the end of this first year of participation, 55% of the centers are at Step 1, 22% at Step 2 and 11% at Step 4. One center (12%) did not sign up for SU2Q. The project will continue to support the center's involvement in this initiative as another resource to improve quality.

RECOMMENDATIONS

The overall recommendation was to increase the degree of individualization and support to make the training program objectives more applicable and to better meet the needs of participating centers. Expanding focus to include infants and toddlers, in addition to the preschool age group may be beneficial. Coaches recommended reducing the amount of information provided in folders and continuing the hands-on, easily implemented activities and suggestions. It is recommended that strategies be identified that would increase attendance at trainings and increase the number of coaching sessions onsite.

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 is linked to the MCC classroom at the Learning Community Center of North Omaha (LCCNO) 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 goal of the program is to increase the number of early childhood teachers 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.

A partnership between MCC, the Learning Community, and Creighton University is providing an opportunity for students (called A + B) 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 2018-2019 school year, MCC had a total of 63 students that were enrolled in 11 early childhood courses. Of the 57 (2016-2018) graduates, 83.3% are currently working in the Early Childhood Education field.

OUTCOMES

METHOD. Evaluation of this strategy included tracking graduates' short- and long-term education outcomes and focus groups with students enrolled in MCC Early Childhood classes at LCCNO.

FINDINGS. A goal of the program is to increase the number of early childhood teachers 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 the shortage of teachers by graduating 14 students with Early Childhood associate's degrees and 7 students with Early Childhood Certificates.

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 12 students since graduating in 2016-2018 that have enrolled in a 4-year institution. The majority of those have enrolled at University of Nebraska at Kearney (33%), Bellevue University (25%) or University of Nebraska at Omaha (25%). Other schools have included Mid-Plains Community College (8%) and Creighton University (8%).

What did students enrolled in MCC Early Childhood classes at LCCNO think about the classroom technology at the center?

Students enrolled in classes in MCC Early Childhood classes at LCCNO were asked to participate in focus groups to capture their experience with the technology and instruction at LCCNO. The following represents the key findings from the feedback from both groups of students enrolled in classes at LCCNO.

TECHNOLOGY PROVIDED REAL WORLD AND REAL-TIME APPLICATIONS OF TEXTBOOK CONCEPTS.

Students attending early childhood classes at LCCNO appreciate the opportunity to observe real-time classroom interactions with instructor direction. Instructors encourage students to look for particular concepts and are able to facilitate discussion about the observations. Gaining an overall picture of classroom layout and interactions in the moment provides a different perspective than what a textbook or PowerPoint lecture provides.

FINANCES ARE A BARRIER TO CONTINUING EDUCATION.

Many students were unaware of the A+B program, but expressed concern with the cost of continuing education in general. A few students were just beginning their MCC program and were not ready to explore options past their current program. Passing the Praxis exam is a barrier for many students wishing to continue their studies in education. A Praxis tutoring program was developed to support students and provides tutoring twice a week. Some students indicated that funding opportunities and the cost breakdown will be important factors in determining if and where they will continue their education. "I don't want to be held back from what I want to do, but money is the issue. I would love to do the program. If I had the resources, I would go today."

RECOMMENDATIONS

MCC and LCCNO have implemented an innovative clinical approach for student training that was viewed favorably by 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. Students would benefit from more information regarding continuing education through the A+B program.

FAMILY LEARNING

LEARNING
COMMUNITY
CENTER OF
SOUTH OMAHA



Family Learning Program

The Family Learning program at 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 participated an average of seven hours per week during the academic school year and throughout much of the summer. Families enrolled in the program participated in its six 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 & GED. 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. During this past year, in partnership with Metro Community College, the program offered Workforce Development courses for parents in the program who spoke high levels of English. This offering included up to four certificates including Basic Computer Skills, Work Ethics Proficiency, National Career Readiness and Customer Service, as well as interview skill-building and resume development. Additionally, one cohort of parents was also able to participate in GED classes at the center for six hours each week. A bilingual ESL instructor provided language supports to parents as needed.

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 month.

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.

Sample Parent Classes and Workshops

Facilitated by Partners

- Circle of Security® (Child Saving Institute)
- Money Management (First National Bank)
- 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 Circle of Security®, Money Management, Domestic Violence Prevention, Love and Logic® and Nutritious Cooking®. 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's Education Department and Service Learning Academy). The goal is for children and families to gain a better understanding of college systems in the United States and to teach families how they can plan for the future. Other enrichment programs include: Prime Time Family Reading Time®, String Sprouts® (Omaha Conservatory of Music), and Opera Omaha's 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), 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 were provided for families struggling with significant needs through a partnership with Lutheran Family Services. A Family Liaison offered crisis intervention and helped 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.

DEMOGRAPHICS

In 2018-2019, the Family Learning Program served 318 families and 900 students (478 target students, birth to 8). The Learning Community Center of South Omaha had the highest number of family participants, followed by the program located at Gateway Elementary.

Of the families attending the Family Learning Program, 63% needed child care 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 PROGRAMMING

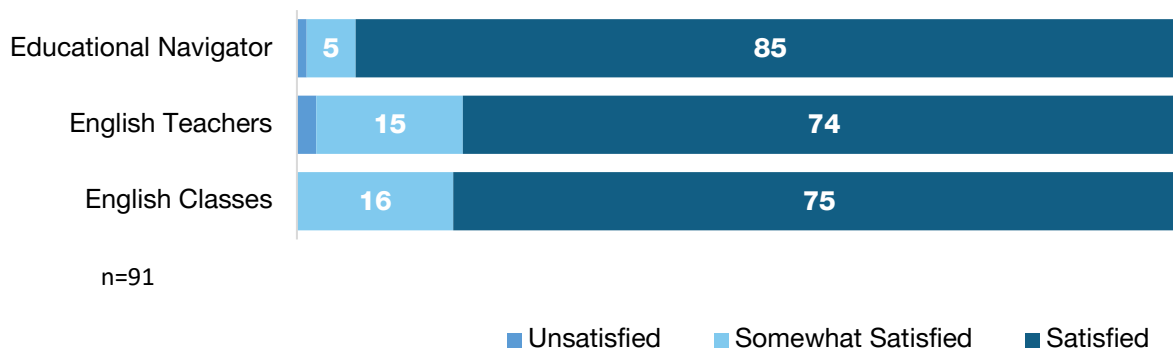
METHOD. Multiple tools were used to measure growth, assess perceptions of the participants, and demonstrate program quality. The evaluation is both summative and developmental in nature. The tools selected for the evaluation provided outcome information as well as informed the implementers about what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

FOCUS GROUP RESULTS. Multiple focus groups were conducted in 2019 to allow participants (N=91) 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 all components of the programming. All of the participants reported being at least somewhat satisfied with English classes. Less than one percent of the participants reported being unsatisfied with the services provided by an Educational Navigator and the teachers. Overall, participants were pleased with the programming offered. A number of participants echoed the sentiment expressed by one of them, **“I feel very satisfied. When I arrived here at the center, I started with basic classes, but I feel like I have really advanced and overall to help my children. I continue to work on it, but the teachers have really helped us.”**

PARTICIPANTS ARE HIGHLY SATISFIED WITH THE PROGRAMMING PROVIDED AT THE SOUTH OMAHA CENTER.



English classes were viewed as necessary in learning the basics to communicate with the school and the community. Multiple parents mentioned knowing minimal to no English when beginning the program and how they've progressed due to the English classes and teachers. One parent commented, "Before I could only understand very little. Now I am able to understand more. **Even though the pronunciation is difficult, I comprehend a lot more.**" As far as improvements, multiple participants inquired about adding homework, bringing back volunteers to practice conversations and additional literacy classes even for more advanced students. A few students mentioned the need for additional resources and to be able to practice conversations more frequently.

Educational Navigators provided a valued service for families. Parents reported positive relationships with the navigators with many examples given of navigators working with families on a number of issues outside of the center. One participant shared about her experience with a navigator, "**If it was not for her, I do not know what I would have done. Whatever I need, I know I can go to her and she is always responsive.**" Educational Navigators were reported to be trustworthy, responsive, and resourceful. Parents reported using them for health, mental health, and educational issues in which they needed assistance and/or additional resources for themselves or their family.

The program continued to have impact on families at home, with their children, with school, and within the community. Working with the educational navigators, learning English and attending the many class offerings from the center have led to participants feeling confident and more competent. 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

SCHOOL ENGAGEMENT RESULTS

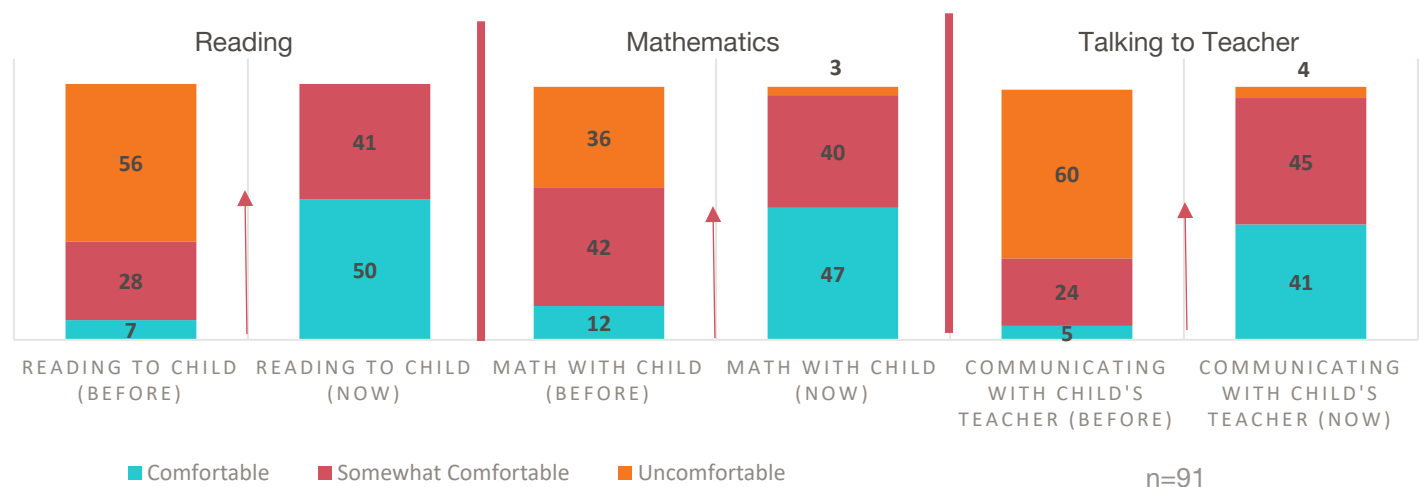
Parents showed marked increases in their levels of feeling comfortable engaging their children with reading and math from entrance into the program to the present. The percent of participants feeling comfortable increased from 8% to 55% (+47% increase) for reading and 13% to 52% (+39% increase) for math. At the time of the focus group, zero parents reported feeling uncomfortable reading with their child(ren). Additionally, parents reported feeling more comfortable communicating with their child’s teacher and the school, from 5% comfortable to 45% comfortable (+40% 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.

“Now it is like, ah what a relief, now I can talk to the teacher and do not always need an interpreter.”

“It has helped my husband become more involved with our kids and helped my kids receive therapy. A lot has changed for the better.”

-parents at LCCSO

PARENTS FEEL MORE COMFORTABLE HELPING THEIR CHILD WITH ACADEMICS AND INTERACTING WITH THE SCHOOL AFTER ATTENDING CLASSES.

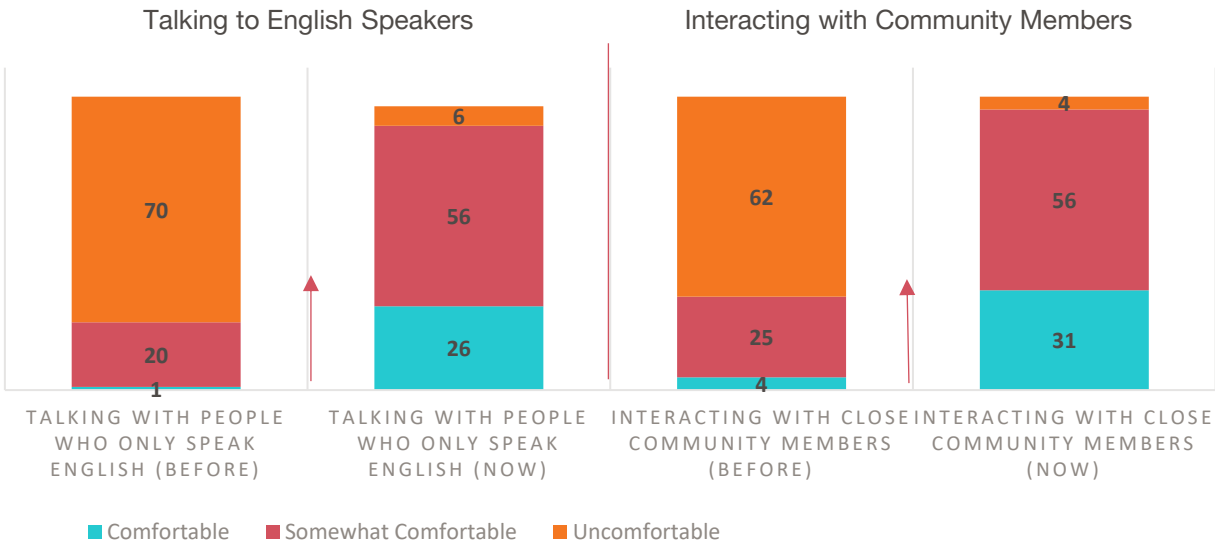


Participants were asked about their engagement both with English-only speakers and within the community. Participants reported more interactions both within their communities and with English-only speakers. The percentage of participants feeling comfortable talking with people who only speak English increased from 1% to 29% (+28%) while the percentage of participants who felt comfortable interacting with community members increased by 30% (from 4% to 34%).

The pattern of responses remained consistent with those reported in the previous two years. As participants remain in the program and gain English language skills, comfort levels working on academics, engagement with the school, and community engagement all increase.



PARTICIPANTS INTERACT MORE WITH ENGLISH SPEAKERS AND THE COMMUNITY AS THEY GAIN ENGLISH SKILLS.



N=91

Suggestions for Future Programming

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 to learn and practice their English skills. Requests for future programming included practice conversations with volunteers, longer time in class and/or additional classes, and advanced literacy classes. Other suggestions included more resources and adding homework pieces.



Interest was shown in pursuing GED classes by many of the focus group participants. Many participants viewed GED classes and other classes offered very positively. They would like to see more classes on finances, technology, and parenting (i.e. Boys Town, Circle of Security, learning about children with disabilities).

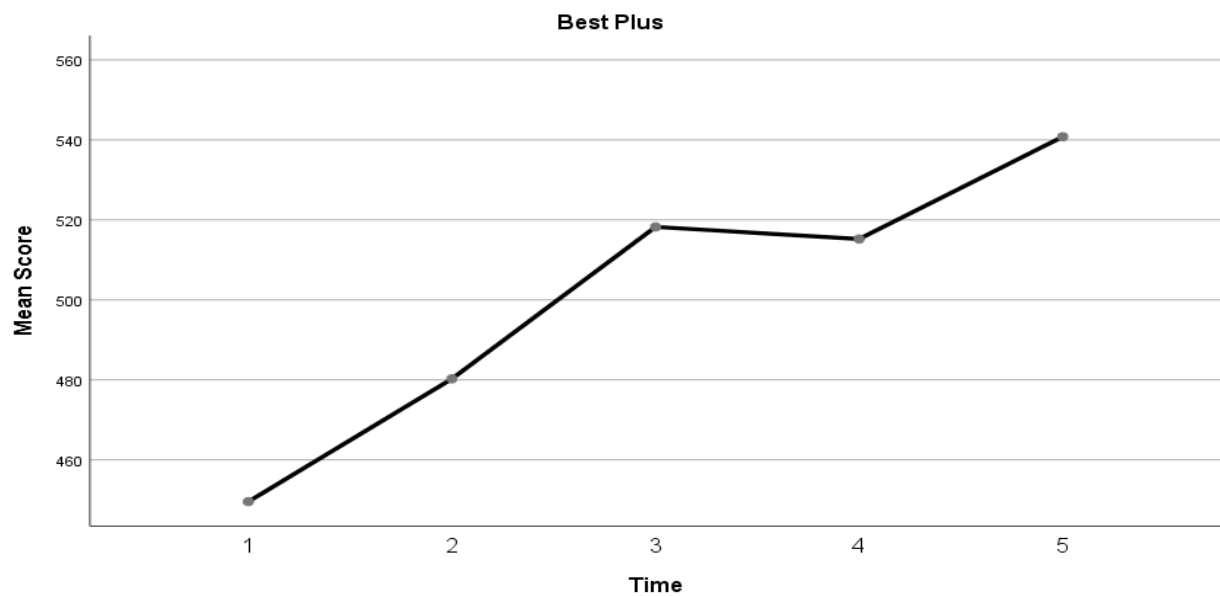
Parents valued the home visits and services provided by the Educational Navigators. Few suggestions for improvements were made but included being able to meet at places other than homes, more time with their navigators and/or increasing the frequency of the visits.

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. Eighty participants had enough scores to be included in the analysis.

ENGLISH LANGUAGE ASSESSMENT RESULTS



FINDINGS. All participants in the comprehensive programming gained at least one level on the BEST Plus assessment.

A repeated measures ANOVA with a Greenhouse-Geisser correction determined that Best Plus scores differed significantly between time points ($F(3.175, 250.86)=34.489, p<0.001$). Post hoc tests using the Bonferonni correction revealed Best Plus scores significantly improved from Time 1 to Time 5 (449.55 ± 125.42 vs $540.79 \pm 109.19, p<0.001$). However, scores did not significantly differ or increase from Time 3 to Time 4 (518.25 ± 101.98 vs $515.23 \pm 106.30, p=1.00$).

Time	Mean	Standard Deviation	N
Time 1	449.55	125.42	80
Time 2	480.28	112.30	80
Time 3	518.25	101.98	80
Time 4	515.23	106.30	80
Time 5	540.79	109.19	80

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

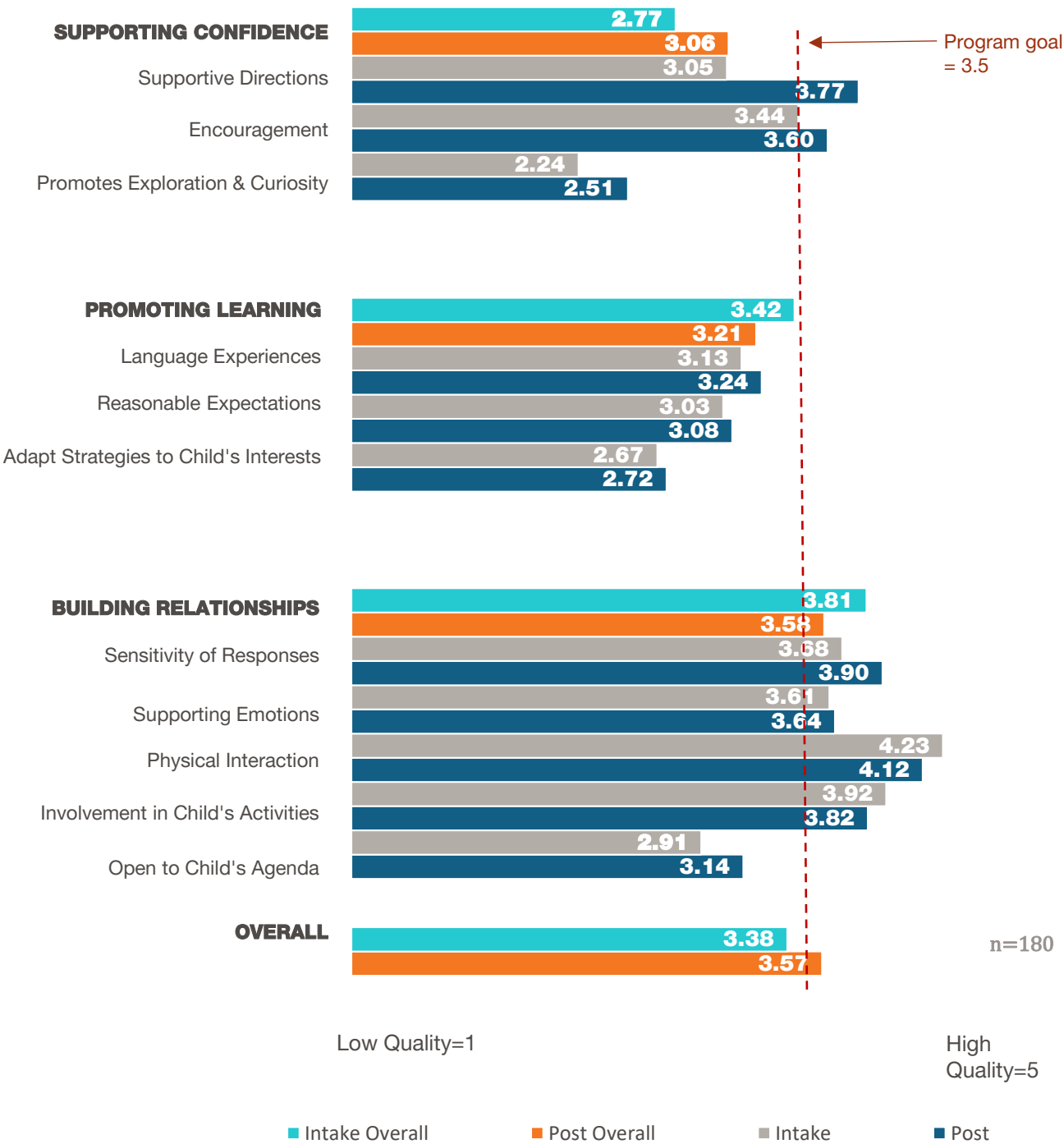
FINDINGS. The Keys to Interactive Parenting Scale (KIPS™) measures parenting behaviors across three areas: Building Relationships, Promoting Learning, and Supporting Confidence, based on a videotape of a parent playing with his or her child. Scores are based on a 5-point scale with 5 being high quality. A program goal is scores of 3.5 or above.



Due to parents having a varied number of KIPS assessments, only participants with at least one KIPS score within the last year and at least two within their time in the Family Learning program were included in the analysis. The overall score on the KIPS improved from pre to post and was significant ($F(180)=3.979$, $p=.02$). Additionally the post score ($M=3.57$) exceeded the program goal of 3.5. While multiple other areas improved from pre to post, Sensitivity of Responses showed significant increase from pre to post ($F(180)=5.769$, $p<.01$) as did Supportive Directions ($F(180)=3.688$, $p=.043$).

Areas of strength for the parents using this observation tool were: Supportive Directions, Encouragement, Sensitivity of Responses, Supporting Emotions, Physical Interaction, and Involvement in Child's Activities. The domain of Building Relationships met the program goal both in the pre and post assessment indicating parents have the skills needed to develop positive, nurturing relationships with their children.

PARENTS MADE GAINS IN MOST AREAS FROM PRE TO POST ASSESSMENT.
Parents met the program goal overall on the post assessment and across multiple areas.



WORKFORCE DEVELOPMENT

A partnership was established with Metro Community College to provide work readiness classes for participants at LCCSO. Several work certification program opportunities were offered during the past year with multiple parents attending and completing the programs.

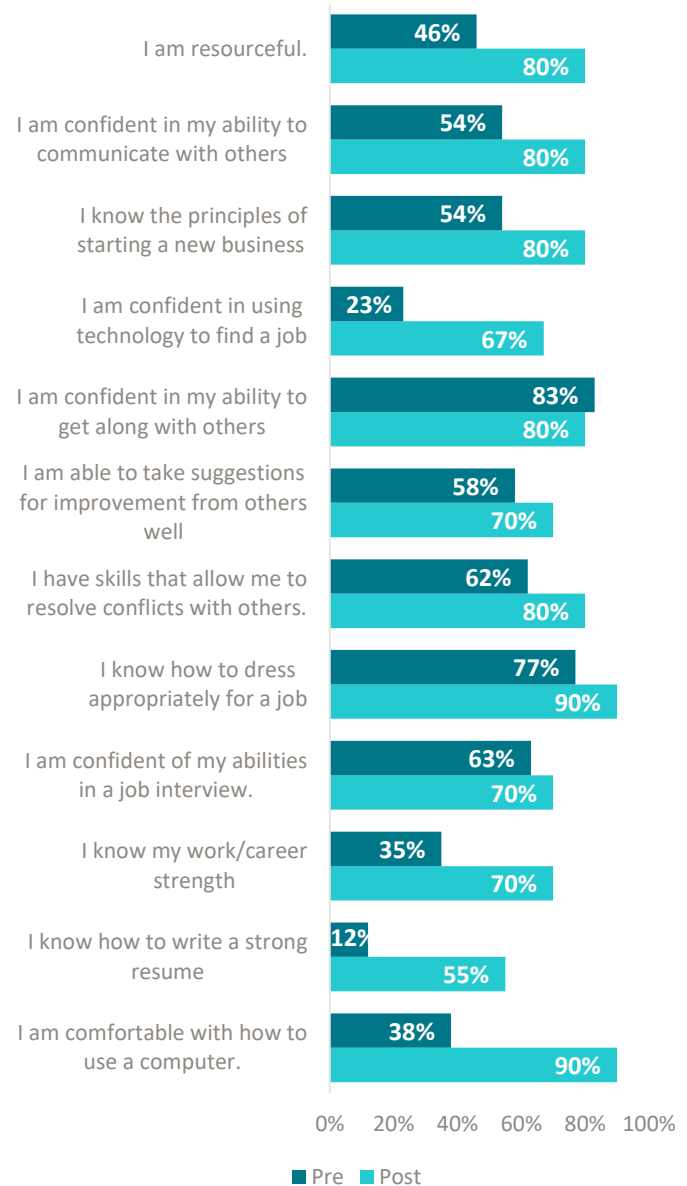
FINDINGS. Participants were asked to take a pre-post self-assessment examining work readiness skills and confidence. Of the 12 items on the survey, 11 showed growth from pre to post. Sixty-three participants started the work readiness program with 46 finishing and earning at least one certificate.

The following is a list of additional work certificates and the numbers of participants completing each one.

1. Customer Service (15)
2. National Career Readiness (38)
3. Work Ethics Proficiency (41)
4. Basic Computer Skills (46)

Finally, 19 participants enrolled in the GED class with Metro Community College. Of those 19 participants, 37% gained three or four grade levels.

WORK READINESS COHORTS EXPRESSED MORE KNOWLEDGE AND CONFIDENCE IN THEIR WORK SKILLS.

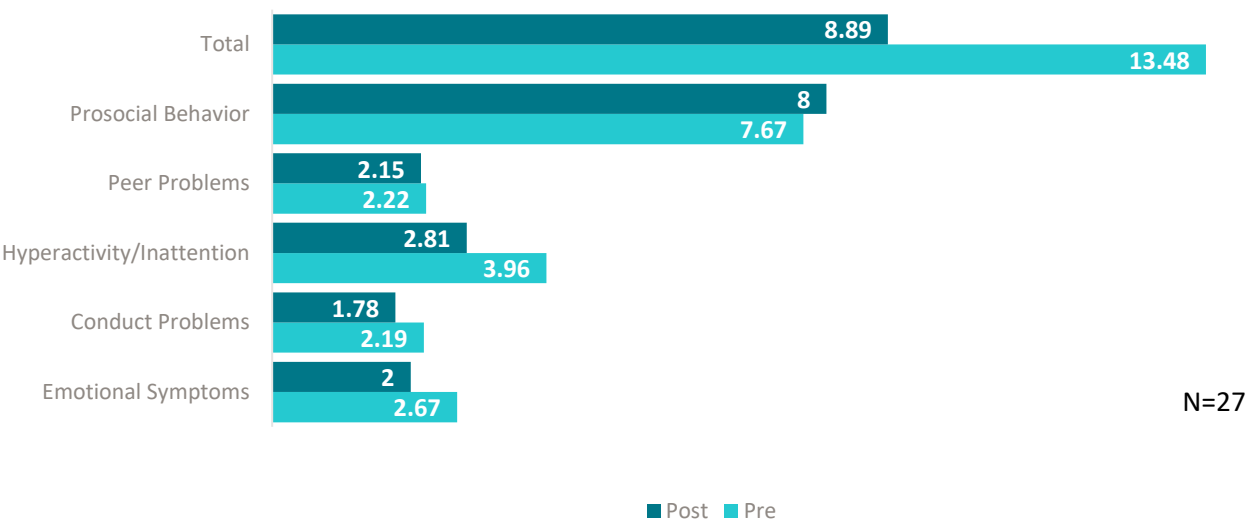


WRAP AROUND SERVICE OUTCOMES

METHOD. Data were collected from parents who received additional services and resources from Lutheran Family Services. Liaisons from Lutheran Family Services work with families to develop goals and action plans based on what the families’ immediate needs and short-term goals are. As part of the process families complete pre and post measures on child behavior. Goals are progress monitored throughout the process.

FINDINGS. A total of 32 families with 63 children participated in services with Lutheran Family Services. Service plans were developed for all families with to establish goals. By the end of the year, 47% of goals were achieved, 30% were either maintaining or improving and 7% had not been met. Of the families enrolled, 50% were able to close their case while 50% were still active with LFS. The Strengths and Difficulties Questionnaire (Goodman et al., 2000) (a brief behavioral screen for children ages 3-16) was administered to measure pre and post changes. Only those with both pre and post scores were included in the analysis (N=27).

FAMILIES WORKING WITH LFS SAW SIGNIFICANT DECREASES IN TOTAL PROBLEM BEHAVIORS AND HYPERACTIVITY/INATTENTION.
Prosocial Behaviors had a slight but not significant increase.



With intervention, the desired outcome would be decreased scores for every scale with the exception of prosocial behavior. Paired sample t-tests were conducted on the scores from the SDQ. Significant decrease occurred for Hyperactivity/Inattention ($t=-2.908, p<.01$) and for the Total Index ($t=-3.638, p<.01$). The effect sizes for both indicated meaningful change. The total is a combined score for emotional symptoms, conduct problems, hyperactivity/inattention, and peer problems. All of the scales trended in the desired direction with peer problems, conduct problems and emotional symptoms all decreasing and prosocial behaviors increasing.

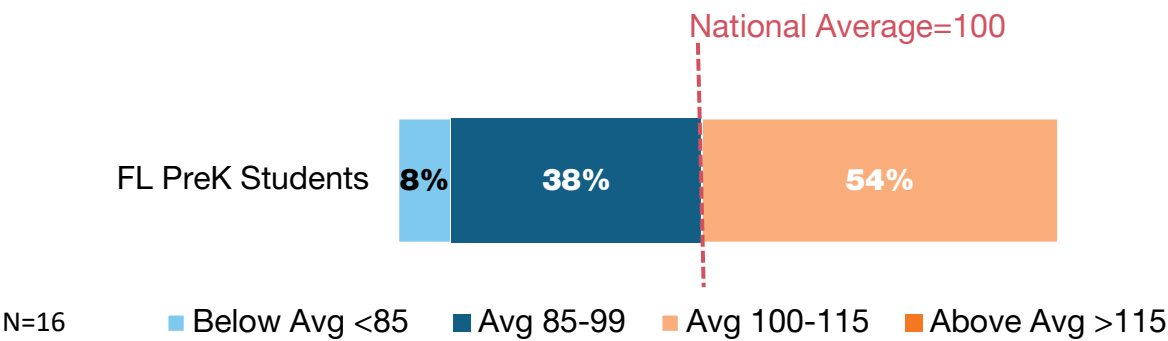
STUDENT OUTCOMES

METHOD. Student data was collected to measure students’ executive function skills, academic achievement and growth from fall to spring and proficiency levels on the state assessments (NSCAS). Executive function data was obtained by individually administering the Minnesota Executive Function Scale to students at LCCSO. This online direct assessment was administered by the UNMC evaluation team and given in Spanish or English depending on the student’s strongest language. Academic achievement and growth data was provided by Omaha Public Schools for students whose parents attended programming. Academic achievement and growth is measured using the NWEA-MAP™ for reading and math both in the fall and spring. Finally, grade level proficiency is based upon the Nebraska Student-Centered Assessment System (NSCAS) state assessments from English Language (ELA) and mathematics.

FINDINGS

EXECUTIVE FUNCTIONING SKILLS

Students entering kindergarten in the 2019-20 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.

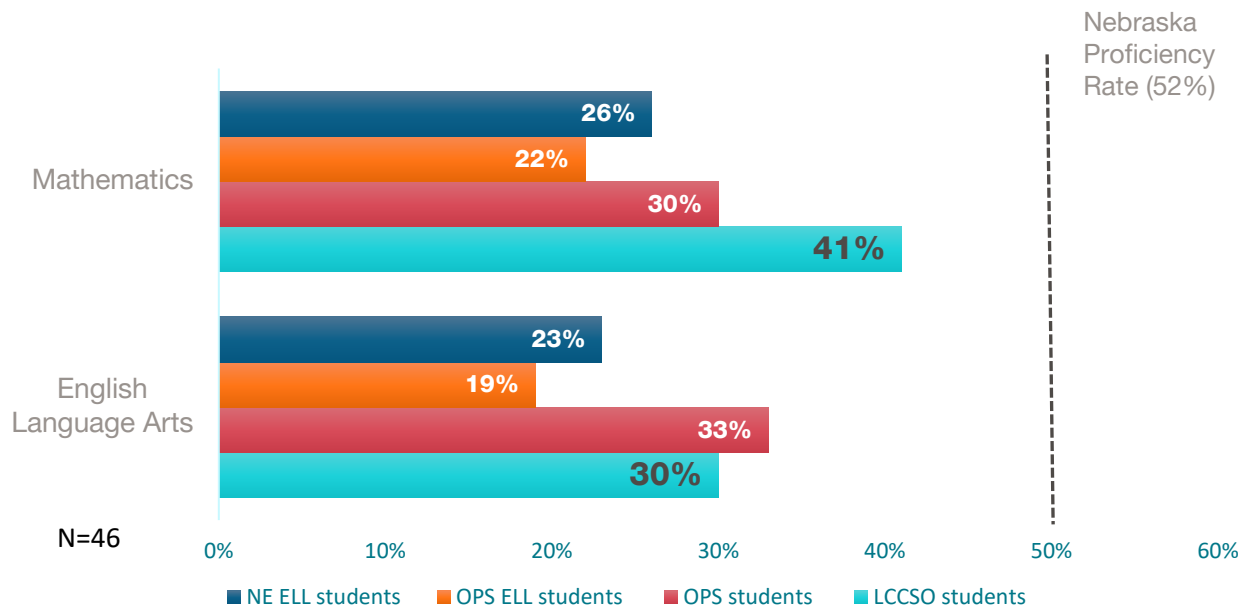


Most of the students entering kindergarten demonstrated skills within the broad average range (92%) with 54% of the students scoring at/above a standard score of 100. Students with average executive function scores would likely have more school readiness skills than students with less than average skills.

ACADEMIC OUTCOMES

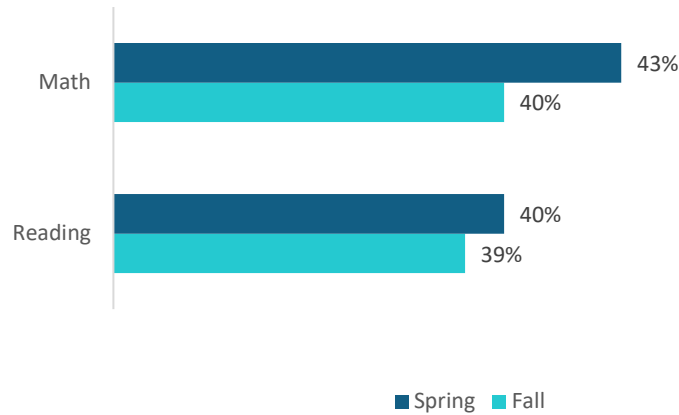
LCCSO STUDENTS HAD HIGHER RATES OF PROFICIENCY THAN OTHER COMPARABLE STUDENTS ON THE NSCAS STATE ACHIEVEMENT TESTS.

Proficiency rates for mathematics were higher than the district average.



Proficiency rates on the Nebraska Student Centered Assessment System (NSCAS) tests showed promise for the students whose parents participated in programming at LCCSO. Third and fourth grade students of LCCSO parents had higher proficiency rates on the NSCAS-Mathematics assessment than the district proficiency average, the Nebraska English Learner proficiency rate and the proficiency rate for English Learners in Omaha Public Schools. On the NSCAS-ELA assessment, the proficiency rate for the students of LCCSO parents was higher than the proficiency rate for OPS English Learners and Nebraska English Learners and was close to the district proficiency rate.

MORE STUDENTS SCORED ABOVE THE 50TH PERCENTILE IN THE SPRING ON BOTH NWEA-MAP™ READING AND MATH.



NWEA-MAP™ was administered fall and spring to students in grades K-4 for reading and mathematics.

For both reading and mathematics, more students scored above the 50th national percentile in the spring compared to the fall scores. In addition, 41% of students met their growth goal for reading and 43% met their growth goal for math.

Students scoring at/above the 50th percentile varied greatly by grade level with incoming kindergarten students having more scores above the 50th percentile.

Grade	Fall Reading	Spring Reading	Fall Math	Spring Math
K	57%	49%	62%	56%
1	42%	39%	41%	28%
2	35%	40%	35%	35%
3	22%	37%	22%	52%

School Attendance data was collected on students of school-age. For those students with parents attending programming **82% missed fewer than 10 days of school**. The average number of days missed by students were 6.82 days. The attendance data for 2018-19 is consistent with data from the previous two years.

In summary, students of parents at LCCSO are entering school with skills and family support needed to succeed. They have high rates of attendance, enter school with average executive function skills and are outperforming comparable students on the state achievement tests.

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. Based on the evaluation results from the previous year, family navigators were more intentional in their practices, home visits and goals with families. Additionally, a new curriculum was selected for the English classes. Data also indicated the need for a certain level of English skills needed to be successful in GED classes. Finally, the evaluation team along with Learning Community management team and the OneWorld team began to examine the data in terms of total dosage and the impact of breaks taken by participants. Examining the data as a team led to changes in definitions and practices.

RECOMMENDATIONS

The Family Learning service 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 child care and transportation.

Continue developing and offering two generation programming as both the work readiness program and the GED class with Metro Community College have had multiple participants and interest from potential participants.

Continue to refine the home visiting and parenting component of the program. Parents continue to be positive about their relationships with the family navigators. Additional classes for parenting were requested by the focus groups, particularly in the area of students who may be struggling either with a disability or behaviors.

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 in the coaching process. Coaching activities included observations, modeling, individual student problem solving, data analysis and utilization, teacher feedback, and guidance with new curriculum. Instructional Coaches served 104 teachers and approximately 1647 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. Fifty-four teachers and 813 students were impacted by coaching.

OMAHA PUBLIC SCHOOLS. Coaches receive multiple professional development days designed to hone skills in teaching and coaching reading instruction. The focus for the OPS instructional coaches was reading instruction (both large and small group). Approximately 90 teachers and 1991 students were impacted in 2018-19.

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 also provided guidance in lesson planning and support to Professional Learning Communities at the building level. Thirty-two teachers and 659 students were impacted by Instructional Coaching.

DEMOGRAPHICS

In 2018-2019, approximately 280 teachers and potentially 5110 students were served across the four participating districts by 15 Instructional Coaches. All of the schools funded by the Learning Community for Instructional Coaching were elementary buildings.

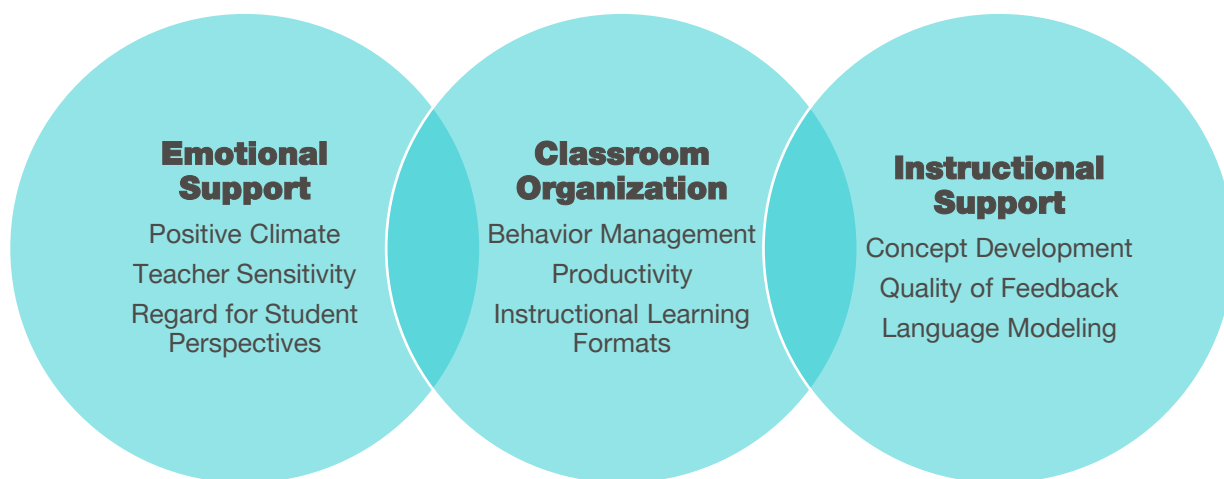
OUTCOMES

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=51) 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 area, Student Engagement, is scored as a domain.

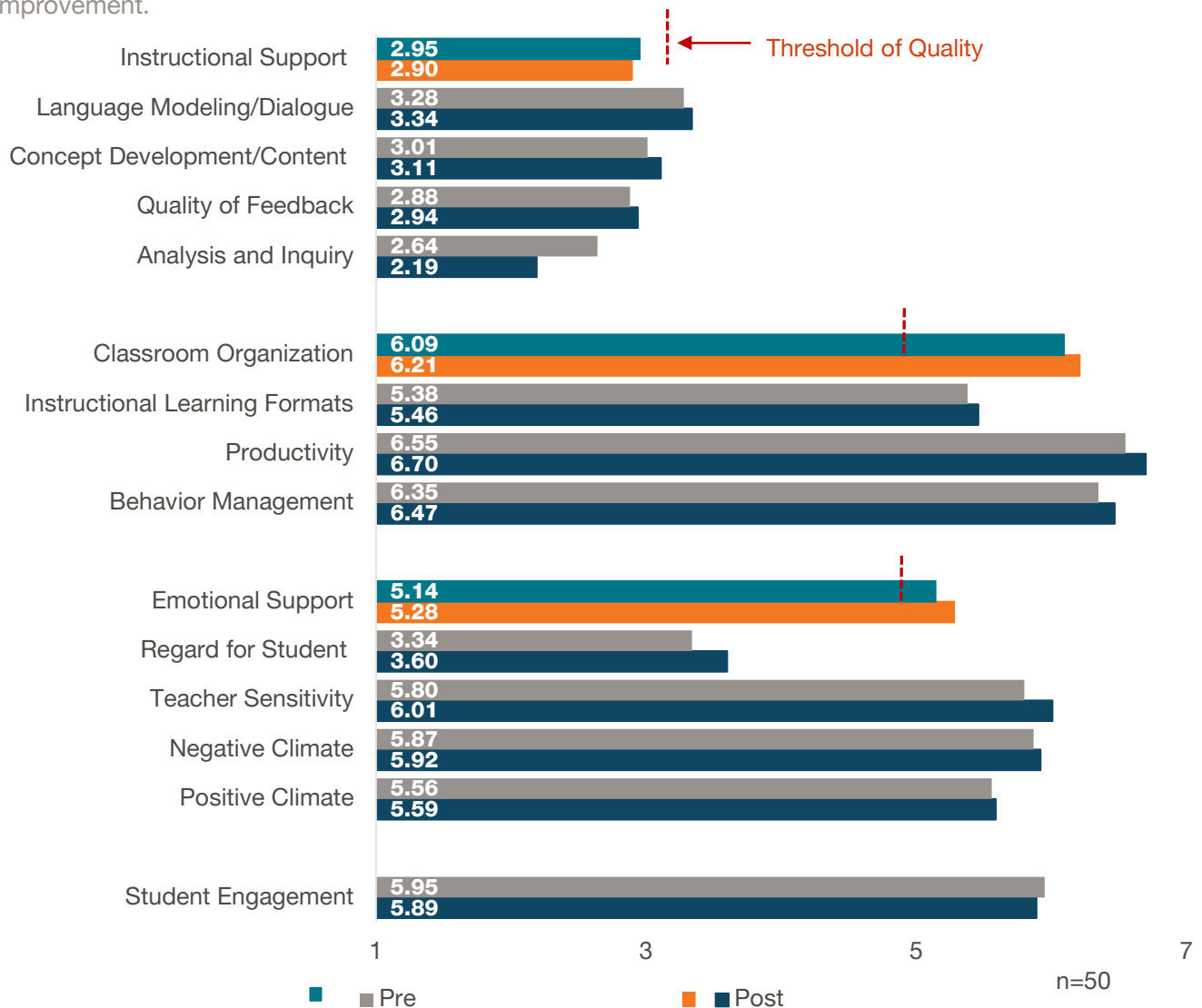


Research on the CLASS supports ratings of 5 or higher within the domains of Emotional Support and Classroom Organization, and 3.25 or higher within the domain of Instructional Support, as being necessary to have impacts on student achievement (Burchinal, Vandergrift, Pianta & Mashburn, 2010).

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.

TEACHERS DEMONSTRATED STRONG SKILLS IN CLASSROOM ORGANIZATION, EMOTIONAL SUPPORT AND STUDENT ENGAGEMENT.

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



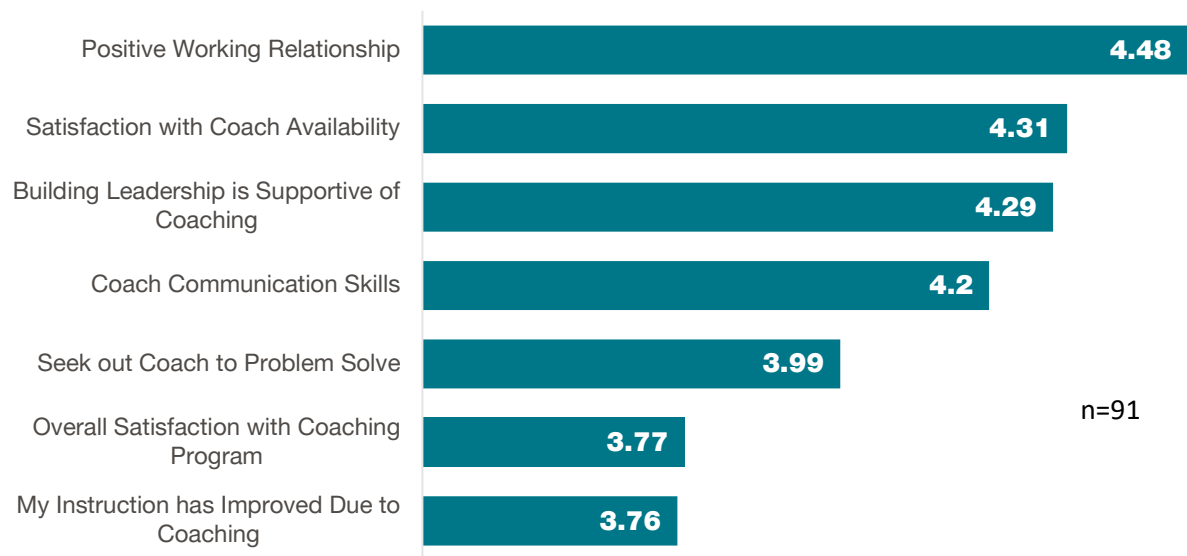
Teachers demonstrated skills in the high range in several areas including Classroom Organization, productivity, behavior management, and teacher sensitivity. Paired sample t-tests did not indicate significant improvement or decrease in any area. The domain of Instructional Support continue to show a need for improvement.

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. Ninety-one teachers completed the teacher survey about the coaching practices within their respective districts and 6 instructional coaches from 3 districts completed the instructional coach survey.

FINDINGS. Of the teachers completing the survey, 22% were in their first three years of teaching, 27% were in years 4-10 and the remaining 51% had 10 years or more of teaching experience. Sixty-seven percent indicated that their district had implemented a new curriculum within the past two years. Forty percent of respondents indicated they had worked with their instructional coach at least weekly over the year while 21% indicated they worked with the coach on a quarterly or less basis.

TEACHERS AND COACHES HAVE POSITIVE WORKING RELATIONSHIPS.
Teachers varied in their overall satisfaction levels of the coaching program in their district.



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*). Teachers valued the relationship with their coach, most indicated they were satisfied with the availability of their coach, and most felt that the building leadership was supportive of the coaching model.

When asked to rate the utility of coaching activities, responses varied not only in terms of years of teaching experience but also by district. Overall, coaching activities were rated to be in the moderately useful to very useful categories. Small group instruction ($M=3.68$), professional

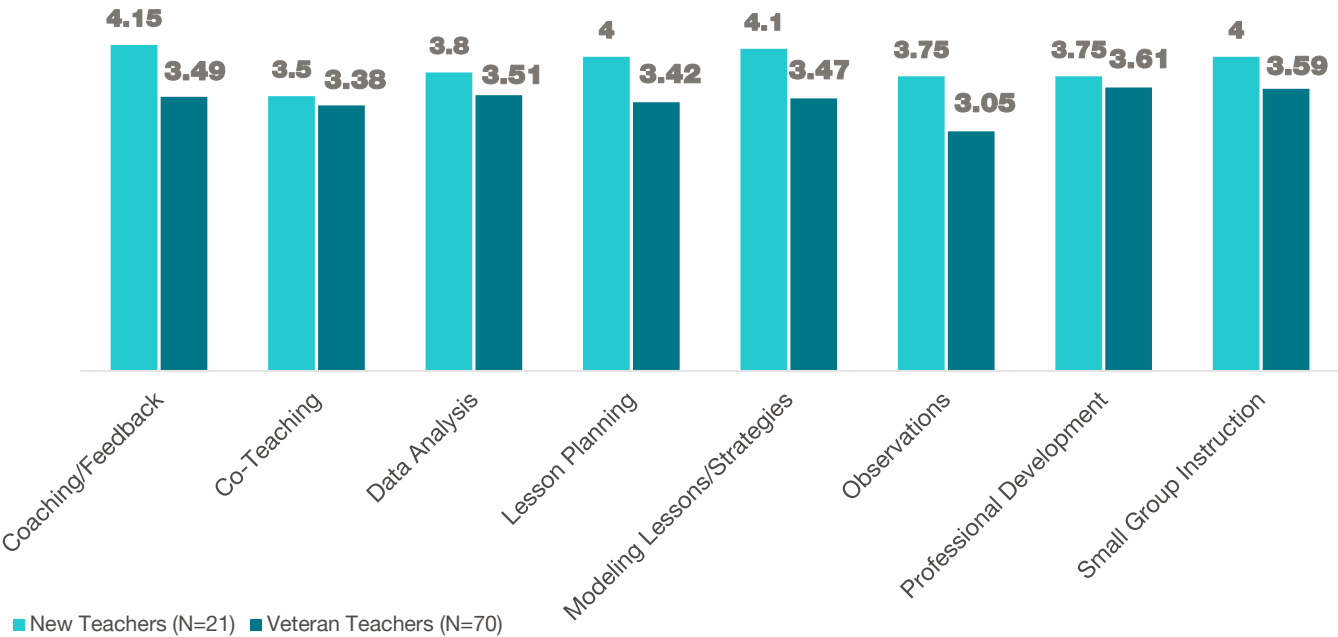
development ($M=3.64$), coaching/feedback ($M=3.63$) and Modeling ($M=3.62$) were rated as the most useful of the coaching activities. Observations ($M=3.21$) were rated as least useful.

Teachers rated the coaching components less favorably when they had less access to the coach either because the coach had a high number of teachers to work with or limited time with teachers. Some of the comments from teachers indicated frustration with large class sizes, lack of resources and behavior management overall. Some suggested that instead of working with a coach once infrequently the district should invest money in small group instructors, more para-educators and more resources in general.

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

-a teacher

FOR THE SECOND YEAR, NEW TEACHERS RATED ALL COACHING ACTIVITIES AS MORE USEFUL THAN TEACHERS WITH MORE EXPERIENCE.
On average, new teachers reported more frequent contact with coaches.



COACHES INPUT

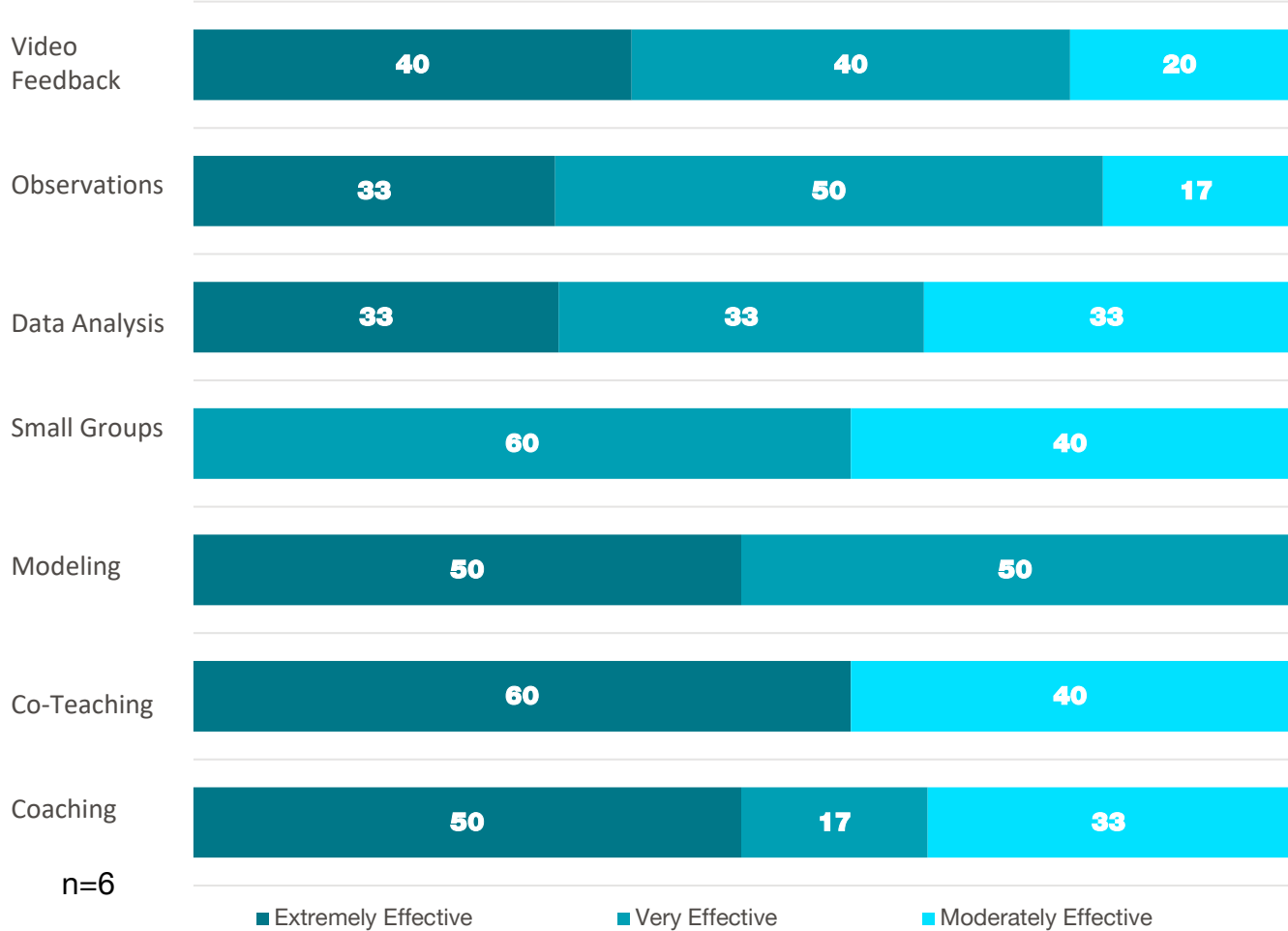
A coach survey was administered to instructional coaches across four districts with six coaches from three districts responding. Coaches were asked questions about successes, strategies, who seems to be benefitting the most, lessons learned, and obstacles in creating a coaching program. From the responses, it was clear that the number of teachers working with a coach

varies from below 20 to more than 30 teachers. In addition, all coaches reported having an average to excellent relationship with building leadership when it came to the coaching program. None of the coaches reported having a negative relationship with their building administrator.

Coaching, co-teaching, and modeling feedback were rated as being highly effective by the instructional coaches. Small groups instruction was viewed as less effective in helping teachers improve instruction than the other coaching components. However, this is in contrast with how teachers viewed small group instruction as teachers rated it as one of the most useful coaching components.

COACHES RATED SEVERAL COMPONENTS AS BEING VERY TO EXTREMELY EFFECTIVE.

Modeling was the highest rated component across all Instructional Coaches.



Coaches were asked both about their coaching successes as well as challenges/obstacles they have encountered while implementing coaching in their respective district. The most common obstacles coaches reported were teachers not wanting to engage in the coaching process and lack of time to complete everything.

INSTRUCTIONAL COACHING HAS CHANGED AS DISTRICTS GROW AND BUDGETS IMPACT THE PROCESS.

District budgets were brought up in a number of comments and in meetings with districts. However, the comments around budgets differed by district. Some teachers were frustrated that the budget didn’t allow for more coaches while others suggested eliminating the coaching program to allow for more para-educators in classrooms. However, in districts where coaches were rated as highly effective, both administrators and teachers are looking to increase their presence and number.

INSTRUCTIONAL COACHES WERE VIEWED AS HIGHLY VALUED AND A RESOURCE FOR TEACHERS IN THEIR FIRST THREE YEARS.

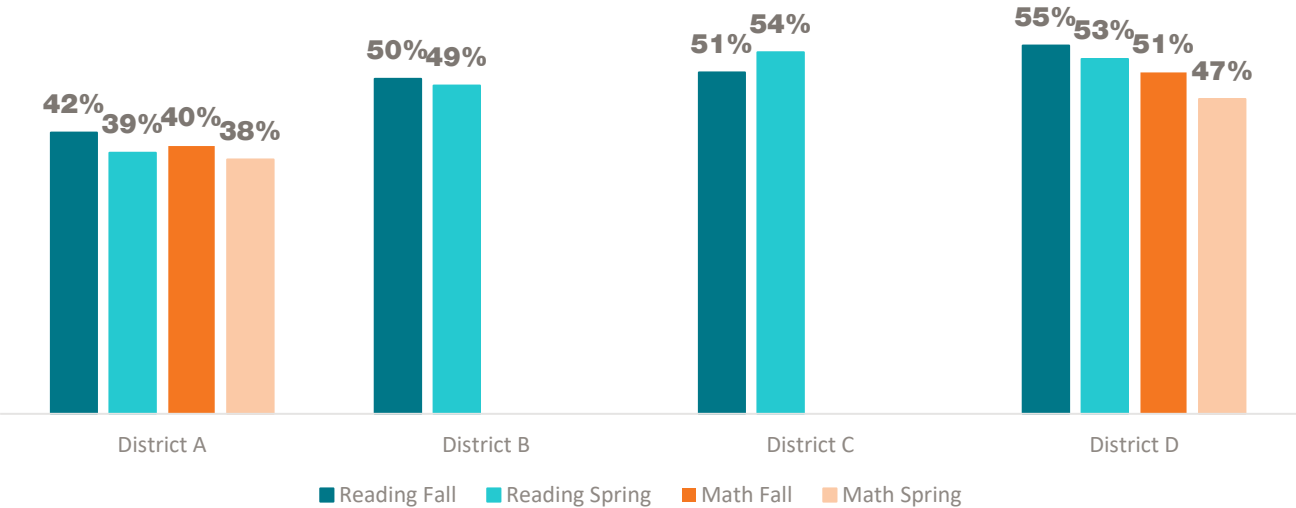
Survey data indicated that new teachers perceived coaching as more valuable than veteran teachers did. In particular, new teachers found coaching/feedback and observations to be much more useful than did veteran teachers.

TEACHERS WITH LESS ACCESS TO COACHING PERCEIVED COACHING ACTIVITIES AS LESS USEFUL.

Teachers reported being frustrated with the lack of coaching support and also lack of support in general. When coaches had more teachers on their caseloads, the scores for the usefulness of coaching activities was lower and more negative comments about the coaching program in general were noted.

STUDENT OUTCOMES

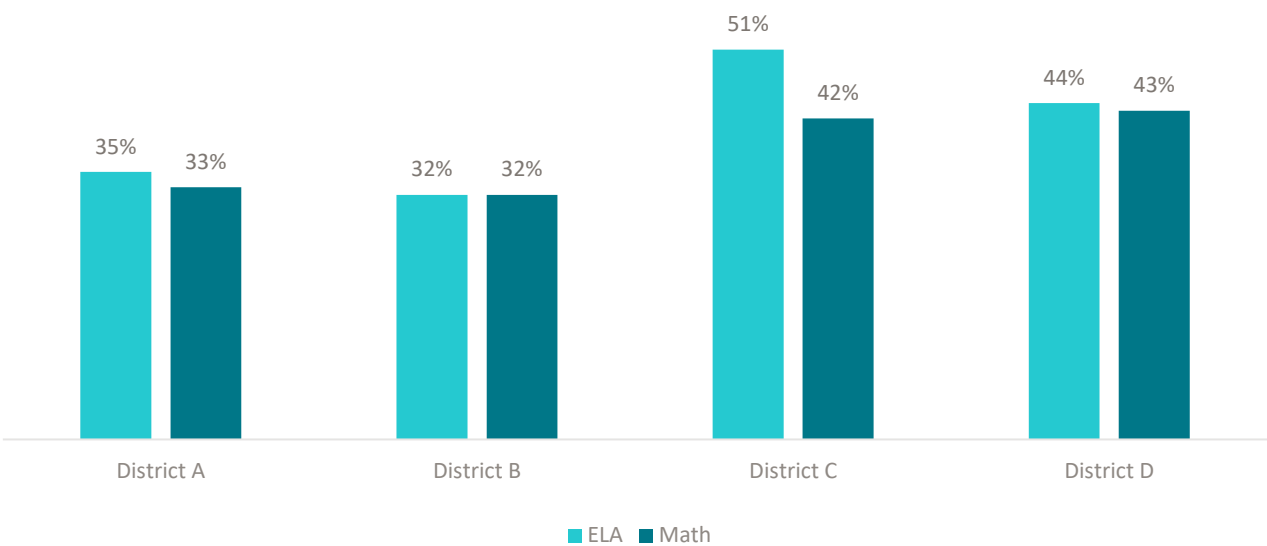
THE PERCENT OF STUDENTS SCORING AT OR ABOVE THE 50TH PERCENTILE REMAINED CONSTANT FROM FALL TO SPRING WITH VARIABILITY AMONG DISTRICTS.



FINDINGS. NWEA-MAP™ scores were provided for each student in schools receiving instructional coaching. Two districts provided scores only for reading as that is the area of primary focus in their coaching model. The other two districts provided all MAP data requested. Individual student growth from fall to spring was monitored as well.

NEBRASKA STUDENT CENTERED ASSESSMENT SYSTEM (NSCAS) RESULTS

NSCAS PROFICIENCY RATES BY DISTRICT VARIED.
No district met the Nebraska percent proficient for either reading or math.



Scores on the NSCAS varied by district and were below the state proficiency average of 52% on the ELA assessment and 52% on the math assessment. NSCAS scores reported here are only for the buildings in the district participating in instructional coaching.

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, a manageable caseload, a defined coaching model, and time to develop relationships within a building. Data from the teacher surveys support that new teachers see the benefit of working with an instructional coach more than veteran. One recommendation is to focus instructional coaching efforts on teachers in their first three years to maximize benefits. A second recommendation is to measure the impact of coaching cycles both on change in teacher instructional practices and on student learning. A third recommendation would be to analyze data based upon instructional coach caseload and the amount of contact a teacher receives during a year.

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-nine students participated in the program. Free-reduced lunch rate was not reported.

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. One hundred fourteen students participated in programming with 85% 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 sixty-seven students participated with 16% 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 sixty-seven students participated with 50% qualifying for free reduced lunch. Of the students who attended 34% had limited English Proficiency and 26% were students with a disability.

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. Fifth grade is the level targeted for this intervention. Eight students participated in the program with 25% qualifying for free reduced lunch.

DEMOGRAPHICS

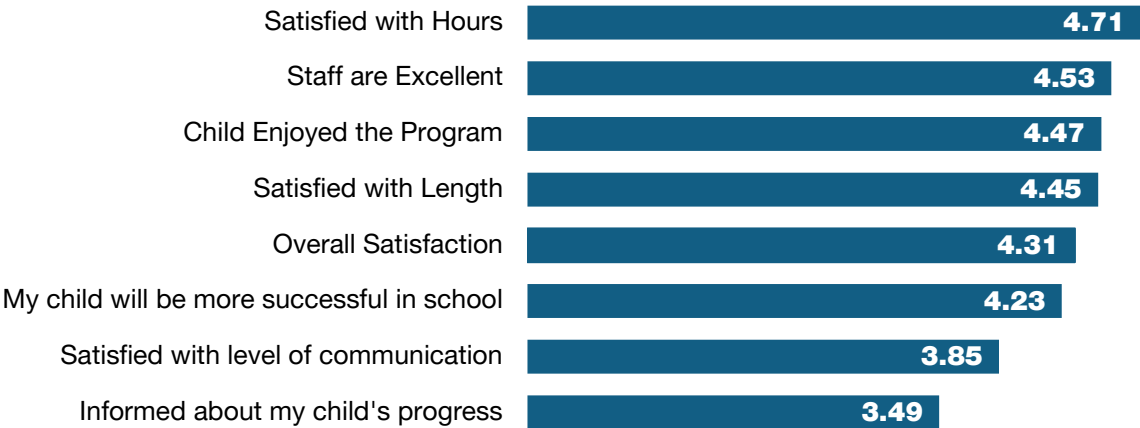
A total of 395 students in grades K-5 were served through extended learning programming across five sites. Of the students participating in the extended learning programs, the FRL% of students ranged from 16-85%.

OUTCOMES
PARENT SATISFACTION

METHOD. Thirty-four parents completed the survey across the 5 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.

FINDINGS. Parents reported high levels of overall satisfaction ($M=4.31$) with the extended learning programs. The item with the highest level of satisfaction was hours of the program ($M=4.71$) followed by the excellence of staff ($M=4.53$). One area of improvement was being informed about their child’s progress ($M=3.49$).

PARENTS WERE HIGHLY SATISFIED WITH THE STAFF AND OVERALL PROGRAMMING.
Student enjoyment of the extended learning programming improved from 2017-2018.



N=34

Many of the parent comments around programming reflected the quantitative findings of the survey. Parents were satisfied with the quality of the program and noted both the enthusiasm of the teachers and the engagement of their child(ren) with the activities. Parents noted that their student liked attending and they appreciated how it kept their child in the flow of learning without being a repeat of the school year. Programs that provided meals, transportation and supplies for students were recognized as being helpful to parents as well.

“It focused on the areas of learning my child needed.”

“My son was happy, and he made new friends.”

“My child seemed engaged and thought it was very fun while being educational.”

-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. However, four of the five programs used NWEA-MAP™ to measure student progress. As it is a common metric, the MAP data was used for this evaluation. Districts used additional measures such as text levels and progress monitoring assessments.

FINDINGS. Results found that students’ performance varied across districts programs and also by grade level. However, overall roughly half of the students enrolled in summer programming maintained their academic skills on the NWEA-MAP™ from spring to fall. For the students enrolled in an intensive intervention program during the school year, most showed growth in both RIT score improvement and in percentile rank growth. All of the students enrolled in the district’s extended learning programs were selected due to being either behind in an area or for being academically at-risk. It should be noted that not all districts used NWEA-MAP data in 2018-19 for all students. Therefore, the data reflects only those grade levels for which MAP was administered in the previous year.

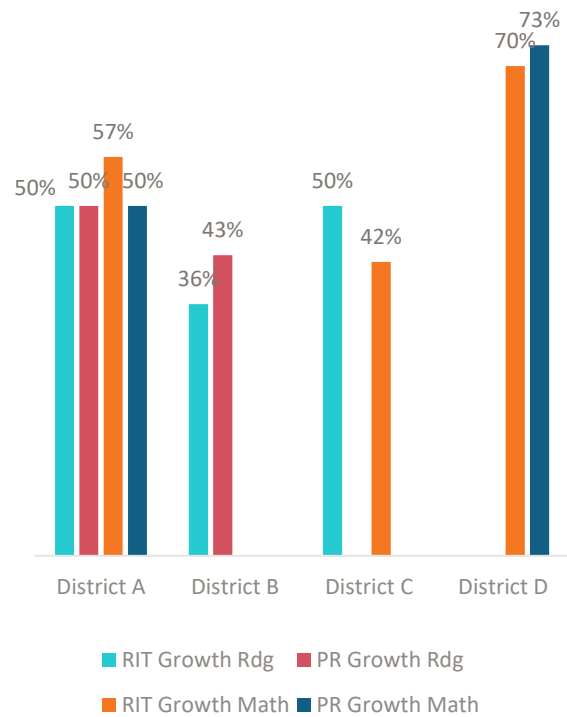
Of the districts also collecting reading text levels as an indication of progress, one district had **76% of enrolled students either maintain or improve their reading level** from May to end of August while a second district had **71% of participating students maintain or improve their text reading level**. Both of these districts invite students to participate in summer programming based on their spring reading levels and other assessments indicating potentially being at-risk to struggle academically. The difference in these assessment scores versus the NWEA-MAP scores

could indicate that the text levels measure skills closer to what is being taught in summer school and closer to the intervention being implemented.

RECOMMENDATIONS FOR EXTENDED LEARNING

Continue to refine the evaluation process for extended learning. Now that a common metric is available for use the evaluation team and districts should consider quasi-experimental comparisons. Those comparisons could include students invited but did not participate in summer school, comparisons of students receiving different interventions and perhaps comparisons from spring to fall of all students in a school compared to those attending summer school.

EXTENDED LEARNING PROGRAMS HELP ACADEMICALLY AT-RISK STUDENTS MAINTAIN SKILLS.



Jump Start to Kindergarten

STRATEGY IMPLEMENTATION

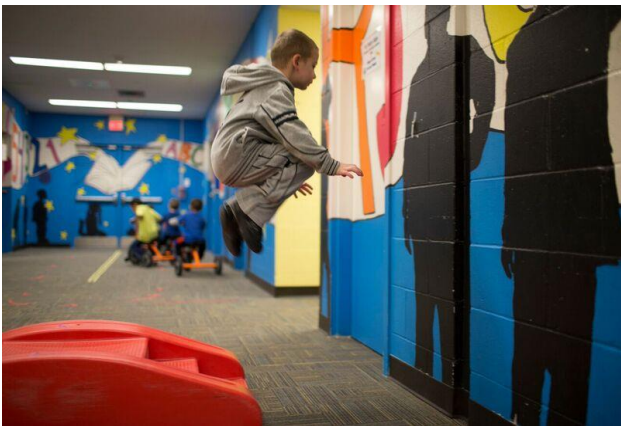
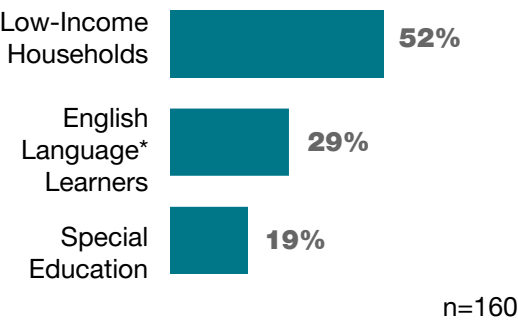
Jump Start to Kindergarten began in 2011. Programming is designed for low-income students who have limited or no previous educational experience. The opportunity to participate in a kindergarten setting and daily routines prior to the first day of school is a significant contributor to school readiness.

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

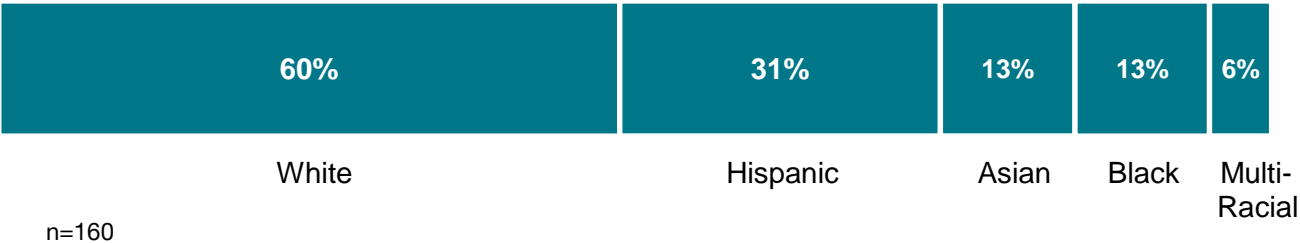
In the summer of 2019, Jump Start to Kindergarten was implemented in three districts: Elkhorn, Millard, and Papillion La Vista. A total of 160 Kindergarten students served of which 135 were present for both pre and post assessment using the Bracken School Readiness Assessment. Demographic information including: eligibility for free and reduced lunch, race, ethnicity, and/or enrollment in special education services was collected to help interpret the evaluation findings.

JUMP START CLASSES SERVED SOME HIGH RISK POPULATIONS OF STUDENTS.



Jump Start to Kindergarten served 14 classrooms in 8 schools across the 3 participating districts. The program served more males (60%) than females (40%). The majority of children served were five years of age.

THE STUDENTS SERVED WERE RACIALLY AND ETHNICALLY DIVERSE.



OUTCOMES

STUDENT OUTCOMES

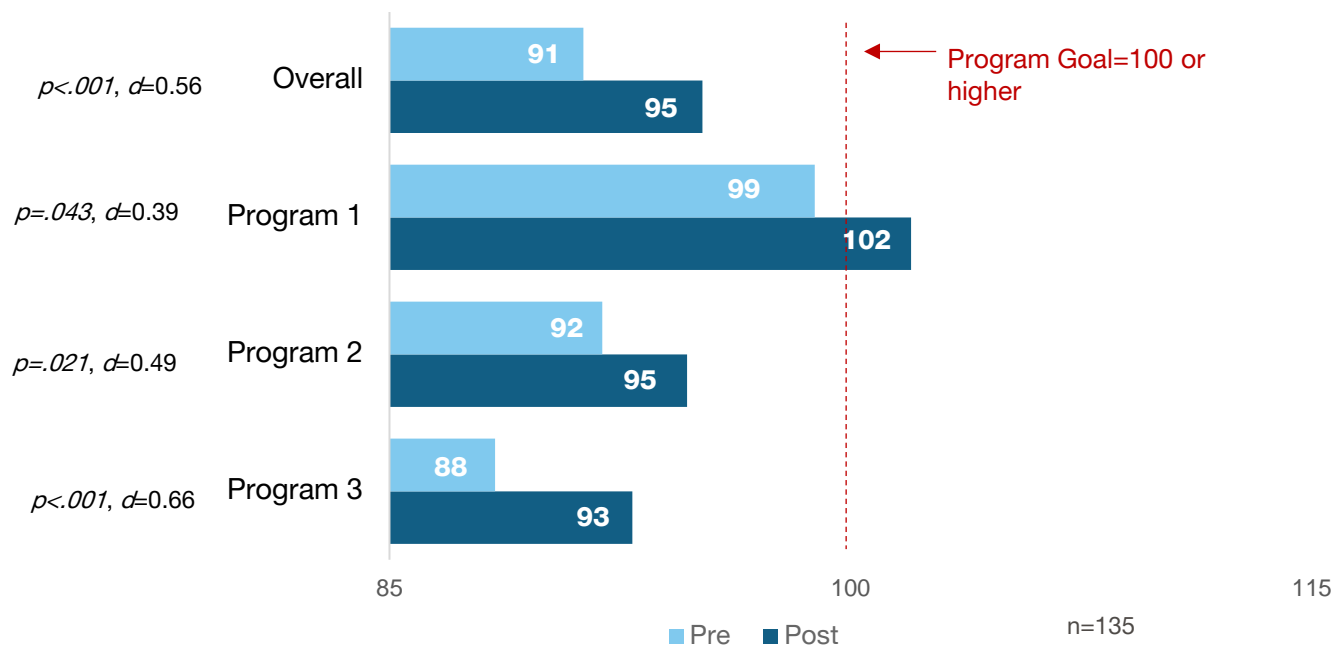
Did the students’ school readiness change over time?

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 students’ 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 mean of the BSRA is 100, with 85 to 115 falling within the average range (one standard deviation above and below the mean).

SCHOOL READINESS ASSESSMENT RESULTS

For the 2019 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 ($t=-6.553$, $p<.001$, $d=0.56$) suggesting substantial, meaningful change. While results varied across programs, children made significant gains in all three programs.

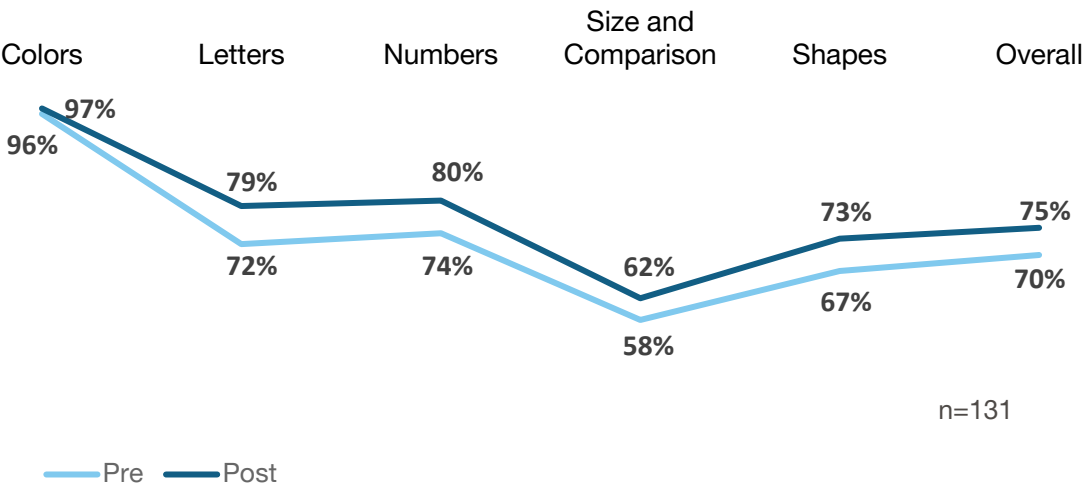
STUDENTS SIGNIFICANTLY IMPROVED OVERALL IN ALL THREE JUMP START TO KINDERGARTEN PROGRAMS. EFFECT SIZE VARIED BY DISTRICT.



The overall mean standard scores on the Bracken increased from 91 to 95, 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 5 percentage points. An area of strength for these students was color naming (97% mastery). An area for improvement would be Sizes/Comparisons (62% 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.

PERCENT OF MASTERY INCREASED IN EACH SUBTEST.



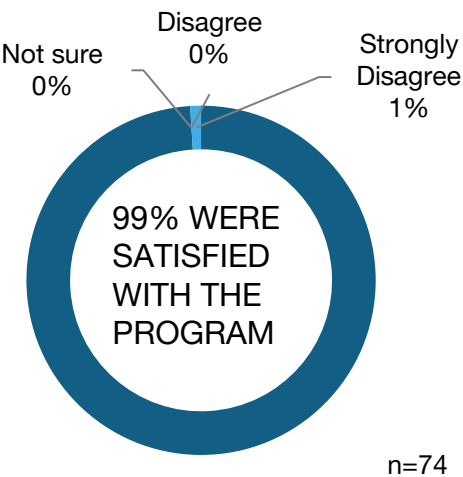
PARENT SATISFACTION

What did parents report about the Jump Start Kindergarten Programs?

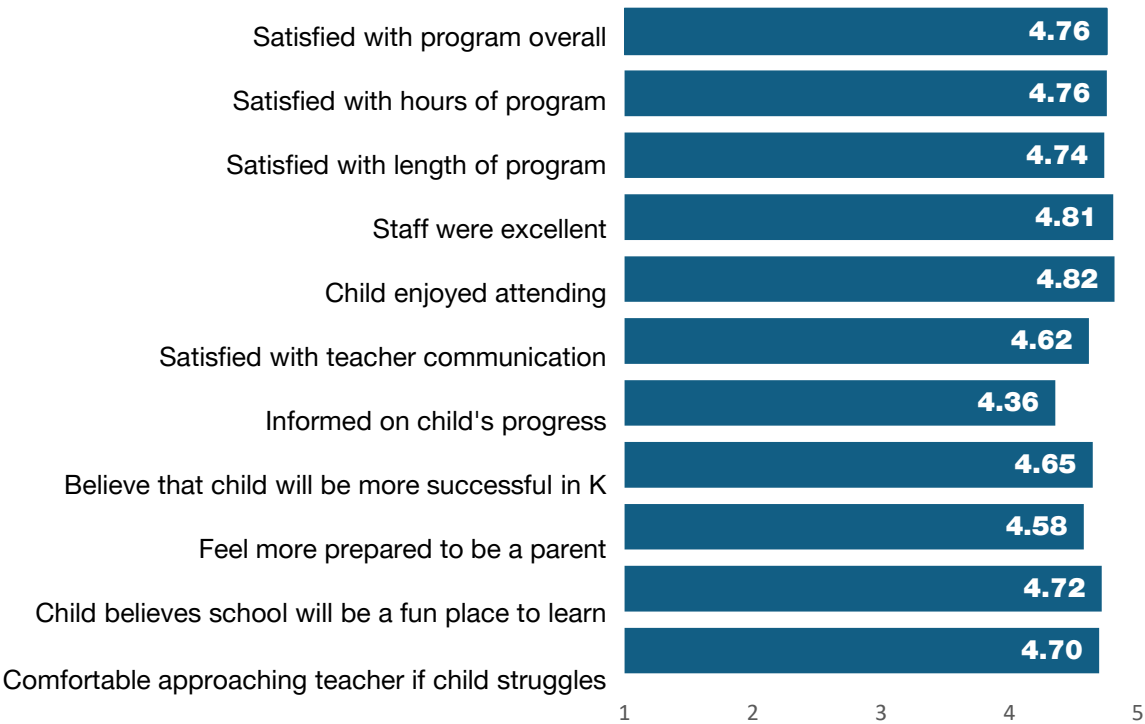
METHOD. Parents provided feedback on the value or usefulness of the Jump Start to Kindergarten Program. Using a collaborative process across all districts and agencies, a master parent survey was developed. Districts or agencies were then able to choose which sections they would use for their program. 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=74).

FAMILY SATISFACTION RESULTS

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.

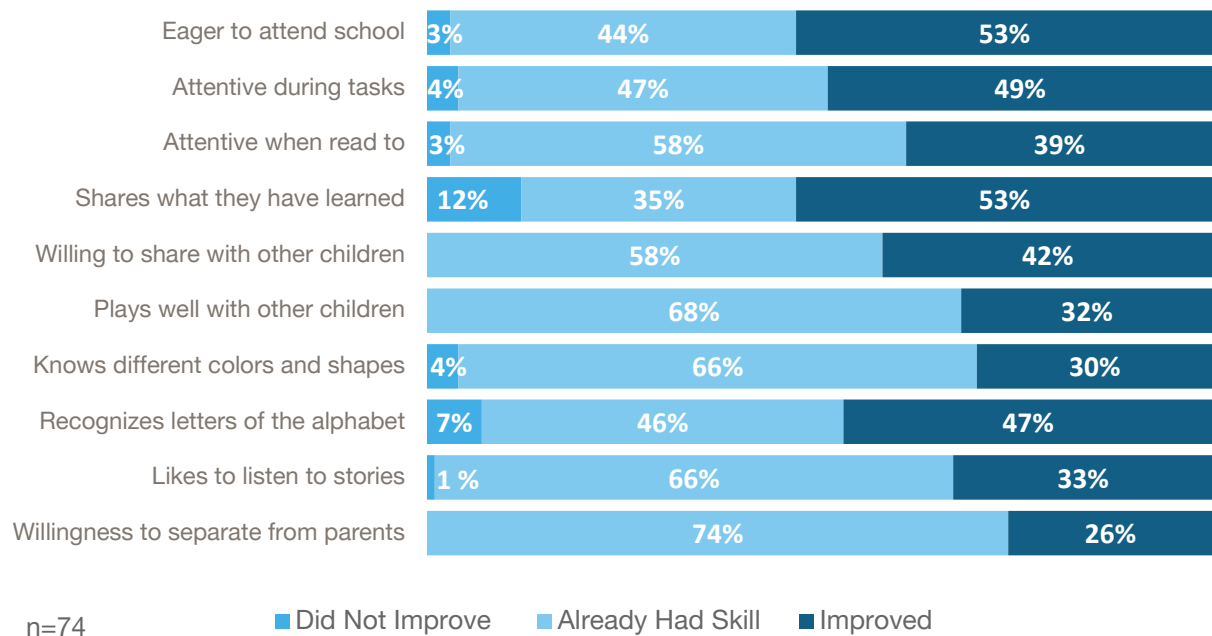


How did parents rate their students’ readiness for school?

PARENT RATING OF STUDENT PROGRESS

Parents were also surveyed about their perceptions of how the program impacted their child. Almost half of respondents reported child improvement in recognizing letters of the alphabet, interest in sharing what they learned, attention span for tasks, and eagerness to attend school. Some areas where the majority of students already possessed the skills included: attentive when read to, 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. Shares what they have learned had the highest percentage of “did not improve” (12%), but also showed the one of the greatest improvements (53%).

THE MAJORITY OF PARENTS REPORTED THAT THEIR CHILDREN EITHER IMPROVED OR ALREADY HAD THE SKILL GOING INTO THE PROGRAM.



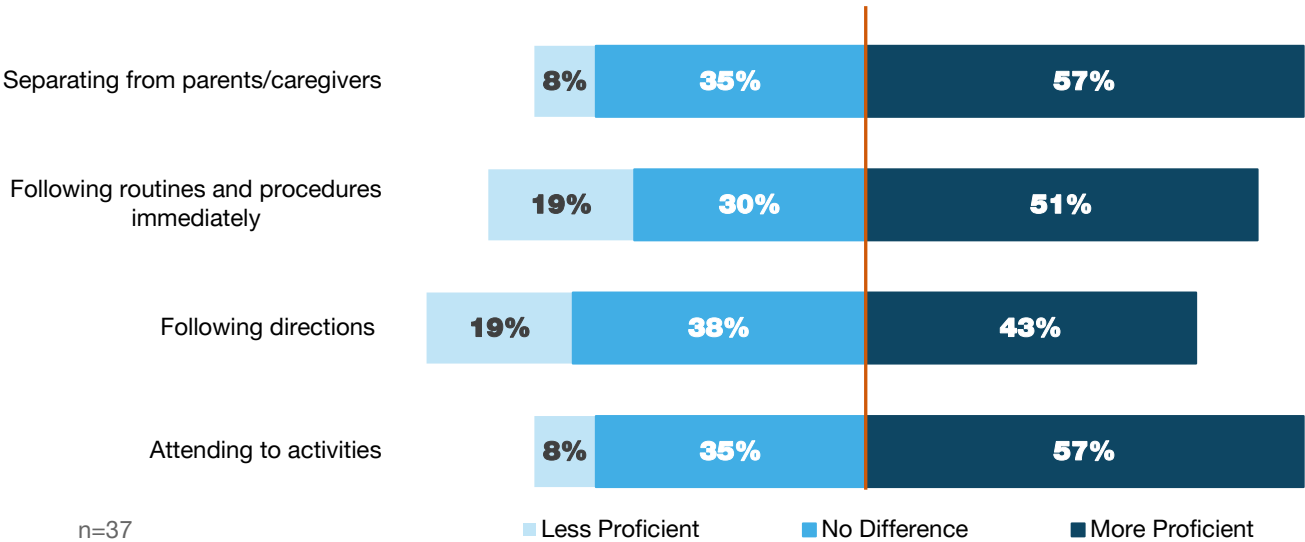
What did teachers report about students who attended the Jump Start to Kindergarten Programs?

METHOD. In the Fall of 2019, all Kindergarten teachers who had 2019 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 of the participating districts used the survey. Of the 37 teachers that were surveyed, 8 taught Jump Start to Kindergarten this year, and 29 (78%) did not.

TEACHER SURVEY RESULTS

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 who did not attend the program.

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



LEARNING COMMUNITY ANNUAL REPORT SUMMARY

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

INTENSIVE EARLY CHILDHOOD EDUCATION	PARENT UNIVERSITY	FUTURE TEACHER CLINICAL TRAINING	CHILD CARE DIRECTOR TRAINING
<ul style="list-style-type: none"> • 447 PreK and 307 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 meaning gains in their vocabulary, school readiness, executive functioning, and social emotional skills • K-1 students made meaningful gains on their executive functioning skills • Over 40% of the K-1 students met or exceeded their expected growth goals • English speaking K-1 students had more children at the 50th percentile or higher than their ELL peers 	<ul style="list-style-type: none"> • 244 parents were enrolled with majority representing low income & culturally diverse populations • Enrolled parents had 459 children of which 257 were within the targeted age range • Parents participated in 54 different courses which focused on parenting, school success, leadership, and life skills • Parents demonstrated substantial meaningful gains in Protective Factors • Parents improved their relationships with their children, learned new parenting strategies, improved their financial stability, increased social connections, and lowered their parenting stress after participation in parenting classes 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 9 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 • 8 of the directors were also enrolled the state quality initiative, SU2Q • Directors reported that the training and coaching were highly valuable and they gained competencies that they applied in their centers and classrooms • The majority of the teachers reported the child care workplace environment was positive

LEARNING COMMUNITY CENTER OF SOUTH OMAHA:

FAMILY LEARNING

- 318 families were enrolled
- 478 0-8 year old children
- 422 siblings
- Two generation programming yielded positive effects Workforce Development with 46 participants earning at least one certificate
- For the third year in a row, parents reported increased levels of school and community engagement
- 87% of participants gained at least one level on the BEST Plus assessment

PARENTING OUTCOMES

- Parents reported parenting classes helped to reduce parental stress, improved their understanding of school processes and helped prepare children for school
- Parents demonstrated strengths in the following areas: Supportive Directions, Encouragement, Sensitivity of Responses, Supporting Emotions, Physical Interaction and Involvement in Child's Activities. The domain of Building Relationships met the program goal both in the pre and post assessment
- For parents receiving LFS services, significant decrease occurred for total behavior symptoms and for hyperactivity/inattention symptoms
- 50% of parents were able to close their cases with LFS

STUDENT OUTCOMES

- Majority of students (92%) entering kindergarten had executive functioning skills in the average range
- Students outperformed the district proficiency average on the NSCAS-Math assessment
- Students performed better than the district and state EL population on the NSCAS-ELA assessment
- Students missed on average 6.82 days of school while 82% missed fewer than 10 days
- 42% met their growth goal for reading on NWEA-MAP™
- 44% met their growth goal for math on NWEA-MAP™
- 43% scored above the 50th percentile on NWEA-MAP for math
- 41% scored above the 50th percentile on NWEA-MAP for reading

SCHOOL DISTRICT PILOT PROGRAMS

INSTRUCTIONAL COACHING	JUMP START	EXTENDED LEARNING
<ul style="list-style-type: none">• 280 teachers, and 5110 students were served across 4 districts• Teachers met the threshold of quality fo Classroom Organization, Emotional Support and Student Engagement• Instructional Support continues to be an area for improvement• Teachers in their first three years consistently rated coaching activities as more useful than veteran teachers• Most teachers reported having a positive working relationship with their instructional coach	<ul style="list-style-type: none">• 160 kindergarten eligible students enrolled in Jump Start across 3 districts• 52% qualified represented low income households and 40% represented ethnically diverse populations• Students demonstrated significant gains in school readiness skills• The majority of the parents (99%) were satisfied with the programs• Kindergarten teachers consistently reported JS students had skills equal to or more proficient than peers not attending the program	<ul style="list-style-type: none">• 395 students were enrolled in Extended Learning with 16-85% 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 staff were excellent• Overall satisfaction with the program was 4.31 on a 5-point scale• One district had 76% of students maintain or gain at least one text reading level

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APPENDIX A. ASSESSMENT TOOLS

Tool	Author	Purpose
Bracken School Readiness Assessment, 3 rd 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.
Strengths and Difficulties Questionnaire	Goodman et al., 2000	The SDQ is 25 item parent assessment on a child’s behavioral strengths and difficulties.

Tool	Range of Documented Effect Sizes	Supporting Documentation
Bracken School Readiness Assessment, 3 rd 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)

APPENDIX B: EFFECT SIZE SUMMARY

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).

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LEARNING COMMUNITY OF DOUGLAS AND SARPY COUNTIES

2020-2021 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 C). 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.

Attachment A

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 2020-2021 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 2020-2021 school year. Projected enrollment data on the Elementary Worksheet for school year 2024-2025 and on the Middle School and High School Worksheets for school year 2022-2023 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, 2020. 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 - Elementary School

School District:

School Name:

Grade Levels Served:

Comments

ATTACHMENT "B" - 10/17/19

Capacity-Generating Spaces:

	Number of Classrooms	Allowable Class Size	Enrollment Capacity	Projected Enrollment 2020-2021	* Projected Enrollment 2024-2025	Option Enrollment Availability 2020-2021
Pre-Kindergarten (1/2 day) 2x			= 0			0
Pre-Kindergarten (full day)			= 0			0
Kindergarten (1/2 day) 2x			= 0			0
Kindergarten (full day)			= 0			0
First Grade			= 0			0
Second Grade			= 0			0
Third Grade			= 0			0
Fourth Grade			= 0			0
Fifth Grade			= 0			0
Sixth Grade			= 0			0
Special Education			= 0			0
Combination First/Second Grade			= 0			0
			= 0			0
			= 0			0
Unassigned Instructional Area(s)			0			

Non-Capacity Generating Spaces:

Temporary Classrooms -	
Art	
Music	
Science	
Resource Rooms	
Computer Resource Lab	

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, 2020. 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 - Middle School

School District:

School Name:

Grade Levels Served:

Comments

Capacity-Generating Spaces:

5th Grade Teams

Language Arts
Social Studies
Math
Science

6th Grade Teams

Language Arts
Social Studies
Math
Science

7th Grade Teams

Language Arts
Social Studies
Math
Science

8th Grade Teams

Language Arts
Social Studies
Math
Science

Special Education

Unassigned Instructional Area(s)

Non-Capacity Generating Spaces:

Temporary Classrooms -

Computer Technology
Music
Family Consumer Science
Industrial Technology
Art
World Language
Resource Rooms
Physical Education (Gym)

Number of Classrooms	Number of Teams	Allowable Class Size	Teaching Periods per Day	Enrollment Capacity	Projected Enrollment 2020-2021	* Projected Enrollment 2022-2023	Option Enrollment Availability 2020-2021
	0	x	x	= 0			
				= 0			
				= 0			
				= 0			
				= 0			
				= 0			
				= 0			
				= 0			
				= 0			
				= 0			

TOTAL (Assigned Classrooms Only)

TOTAL (Including Unassigned Instructional Area(s))

Signature: _____

Date: _____

Name/Title: _____

* Optional

NOTE: Completed Enrollment Capacity Data Sheets must be submitted to the Learning Community Office by March 1, 2020. 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:

General Classrooms (Math, Lang Arts, World Lang, Soc.Studies)

	Number of Classrooms	Average Classroom Enrollment	Room Utilization Factor (%)	Enrollment Capacity
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
Unassigned Instructional Area(s)				0

Projected Enrollment 2020-2021

* Projected Enrollment 2022-2023

Option Enrollment Availability 2020-2021

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: _____

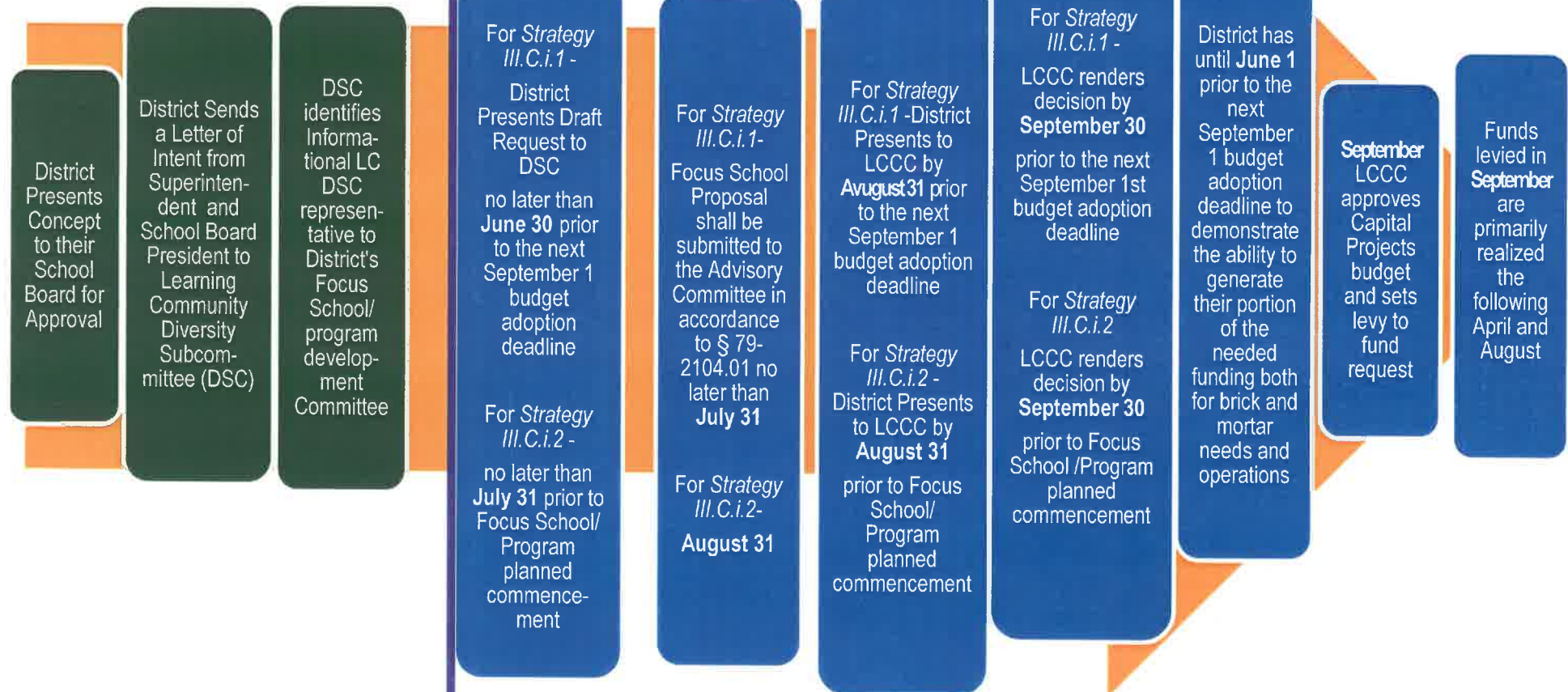
* Optional

NOTE: Completed Enrollment Capacity Data Sheets must be submitted to the Learning Community Office by March 1, 2020. Sheets may be sent as an e-mail attachment to Patti Benzal at pbenzal@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



Cash Disbursement (Check-Writing) Policies

Check Preparation

It is the practice of the Learning Community to print vendor checks and expense reimbursement checks on a ~~monthly~~ **bimonthly** basis. Checks shall be prepared by persons independent of those who initiate or approve expenditures, as well as those who are authorized check signers.

All vendor and expense reimbursement checks shall be produced in accordance with the following guidelines:

1. Expenditures must be supported in conformity with the purchasing, accounts payable, and travel and business expenses procedures described in this manual.
2. Timing of disbursements should generally be made to take advantage of all early-payment discounts offered by vendors.
3. Generally, all vendors shall be paid within 30 days of submitting a proper invoice upon delivery of the requested goods or services.
4. Total cash requirements associated with each check run is monitored in conjunction with available cash balance in the bank prior to the release of any checks.
5. All invoices are reviewed by the Finance Director prior to approving the check run.
- ~~6. Checks are sequentially numbered by the Peachtree Accounting Software (unused blank check stock is stored in a locked safe in the Learning Community office).~~
7. Checks shall never be made payable to "bearer" or "cash".
8. Checks shall never be signed prior to being prepared.
- ~~9. Upon the preparation of a check, vendor invoices and other supporting documentation are stamped "paid" and initialed by the Finance Director entering the invoice into the system in order to prevent subsequent reuse.~~

Check Signing

The Learning Community of Douglas and Sarpy Counties maintains that its internal controls are sufficient to allow for a digitized/electronic signature on all checks in the amount of \$149,999 or less. Checks in the amount of \$150,000 or more are reviewed and manually signed by authorized signers on the bank account other than the person who created the check.

Checks in the amount of:

- 1. \$150,000 and above are to be manually signed by two authorized signers, which include the Chair of the Council, the Vice Chair of the Council, the Treasurer and the CEO.**

In addition, a positive pay file that shows the check number, effective date, and the amount of the check is created each time checks are produced. This electronic file is submitted to the bank to validate all paper checks presented to be drawn against a Learning Community account.

Blank check stock is kept in a secure storage area at all times and is only available to appropriate personnel.

Authorized signatures on accounts are the Chair of the Council, Vice Chair of the Council, the Treasurer and the CEO.

Checks should not be signed if supporting documentation appears to be missing or there are any questions about a disbursement.

After checks are written, vendor invoices and other supporting documentation will be presented to two of the signers listed above for their review and approval.

Mailing of Checks

After checks are written they are mailed immediately, along with any required remittance information. Checks shall not be mailed by individuals who authorize expenditures.

Voided Checks

Checks may be voided due to processing errors by making proper notations and defacing the check by clearly marking it as "VOID". All voided checks shall be retained to aid in preparation of bank reconciliations.

Debit Card—Credit Card

~~The Learning Community authorizes the CEO to keep and maintain a debit card in order to facilitate business purchases not easily handled through normal disbursement processing. Due to the potential for theft, misuse, and auditing problems, use of the debit card is monitored carefully by the Finance Director through review of bank statements. The card is limited to under \$2,000.00 per transaction and each transaction may only be authorized by the CEO.~~

Learning Community credit/purchasing cards are a permissible form of payment for goods and services. Guidelines shall be developed by the CEO and Finance Director to assure credit cards are used appropriately and that an audit trail exists for all purchases made in this manner.

Learning Community Credit/Purchasing Card Guidelines

Learning Community credit/purchasing cards are issued to employees to facilitate purchases of essential supplies, materials, services, and equipment for Learning Community use. The following are guidelines for the use of these cards:

SPENDING LIMITS

1. Purchases on the Learning Community card must be for less than \$2,000.
2. Splitting one purchase into multiple transactions to avoid the \$2,000 limit is a violation of State law and Learning Community policy.
3. The CEO or Finance Director may approve a card purchase over \$2,000, if it is determined this is the most suitable method of payment.

PURCHASES

Learning Community cards are for Learning Community purchases only.

1. Purchases must be shipped to a Learning Community location.
2. Permitted uses include, but are not limited to: school supplies and materials; food and snacks for essential Learning Community business; office supplies and materials; equipment; services; Learning Community approved travel expenses; technology accessories, devices, and software.
3. If technology devices or software are purchased, the purchase must be coordinated through the CEO to ensure items are compatible with the Learning Community computer system.
4. Learning Community cards may not be used for gift card purchases for employee; cash advances; personal purchases; or purchasing alcohol, tobacco, firearms, jewelry, or any illegal items.

RECEIPTS

1. Employees must obtain an itemized receipt.
2. When credit/purchasing card statements are received in the mail, the cardholder within 10 days shall submit the appropriate receipts, along with comments documenting the purpose of the purchase to the Finance Director.
3. If a receipt is lost, a lost receipt form can be obtained from the Finance Director. This form should be filled out, signed and submitted to the Finance Director.
4. Card purchases will be reviewed at monthly by the Finance Director and designated members of the Coordinating Council.

SECURITY

1. If the card is lost/stolen, employees shall immediately contact the Finance Director or CEO.
2. Employees are not permitted to loan their Learning Community card to another person. Specified check-out
 - a. cards are the exception to this policy.



2018-19

ANNUAL REPORT

MISSION

The mission of the GOALS Center is to address absenteeism and at-risk behavior through encouragement of coordinated efforts to improve student attendance and learning. This mission is carried out through Family Advocate services, offered voluntarily to families struggling with regular and consistent school attendance.

PARTNERS

The GOALS Center works in partnership with the 11 public school districts in Douglas and Sarpy Counties of Nebraska.



STUDENTS SERVED



200 students in
grades K-12
engaged in
programming



51 unique
schools were
represented



48% of families
fell below the
federal poverty
line

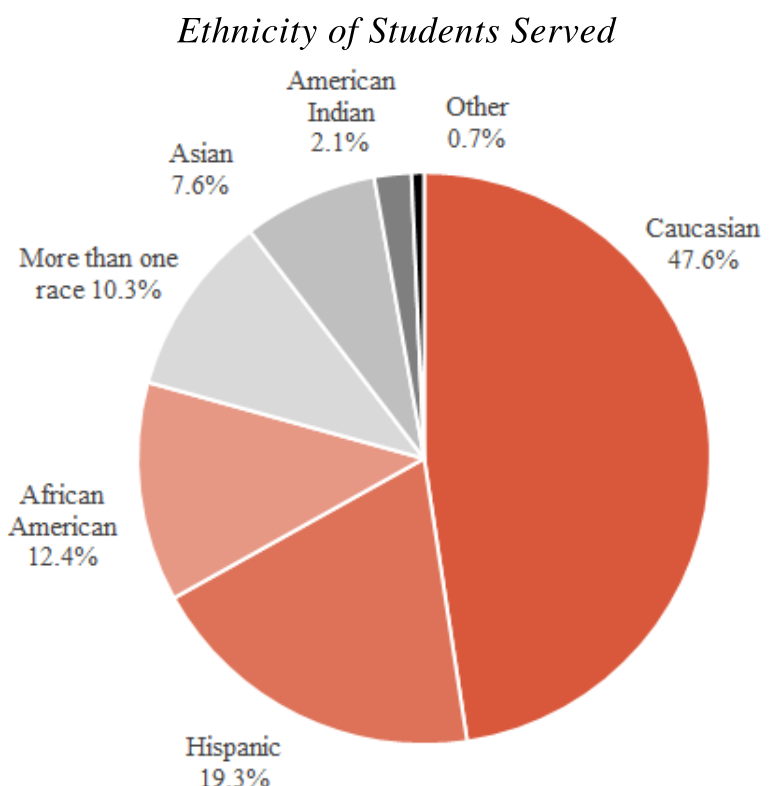
Family Advocate staff engaged the student and entire family in addressing attendance concerns through an array of services including:

- home visits
- school visits
- assessment of barriers to attendance
- development of an individualized service plan
- setting goals and monitoring attendance
- connections to resources

Note: Data represents a time frame of July 1, 2018 - June 30, 2019.



GOALS staff attended the Attendance Awareness Conference held in Council Bluffs, which offered an opportunity to network and learn from other attendance programs and initiatives.



PROGRAM OUTCOMES

As we look at the past year, student outcomes are discussed in terms of changes in attendance, juvenile justice system involvement, and access to resources for long-term support.

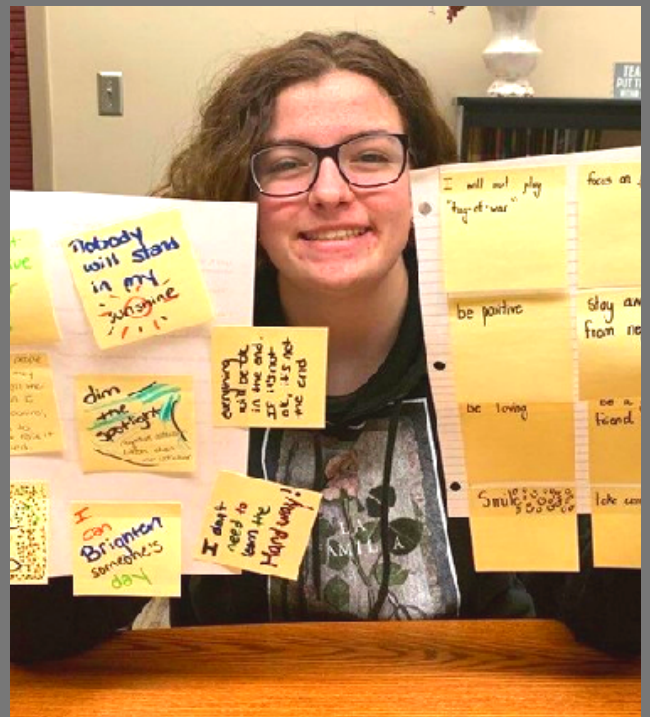
66% of students served increased their rate of attendance.

87% of students were prevented from having juvenile justice system involvement due to attendance concerns.

63% of families were connected to at least one new resource, based on their unique needs.

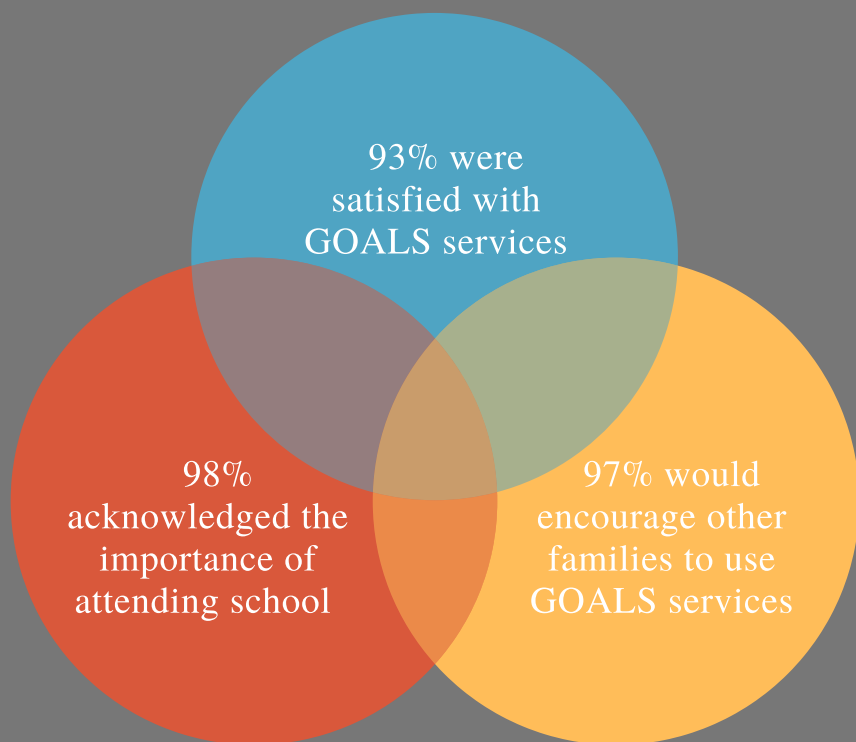
"As the Superintendent of the Papillion La Vista Community Schools, the GOALS Center is a valued educational resource and partner. We know that regular school attendance is critical to student success. The GOALS Center helps our schools identify students and families with attendance challenges and put a plan in place to support them. I can't say enough positive things about the GOALS Center and their staff. We couldn't do our job without them."

*Dr. Andrew Rikli,
Papillion LaVista Community Schools*





FAMILY SATISFACTION



At case closure, students and caregivers were asked to tell us about their experience working with the GOALS Center. Their feedback was overwhelmingly positive as they identified the benefit of being supported.

"I really liked the fact that we have someone who was there to guide us and support us."

Caregiver

In spring 2019, we surveyed school partners who had referred students to our program between 2017 and 2019. The survey focused on satisfaction with services, and gathering general feedback. We were able to collect input from 57 individual school staff (56.4% response rate).

School partners indicated that having a support whose focus is attendance is a huge benefit to them and the students they serve.

SCHOOL SATISFACTION

81%

satisfied with GOALS services

92%

were likely to use the services again

"The GOALS staff understand that to address attendance there are many complex factors."

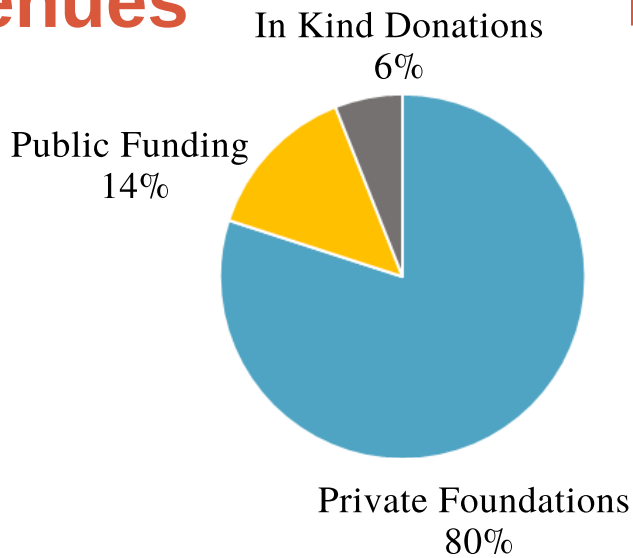
School Partner

"GOALS provides us with an option to help families when attendance is chronic."

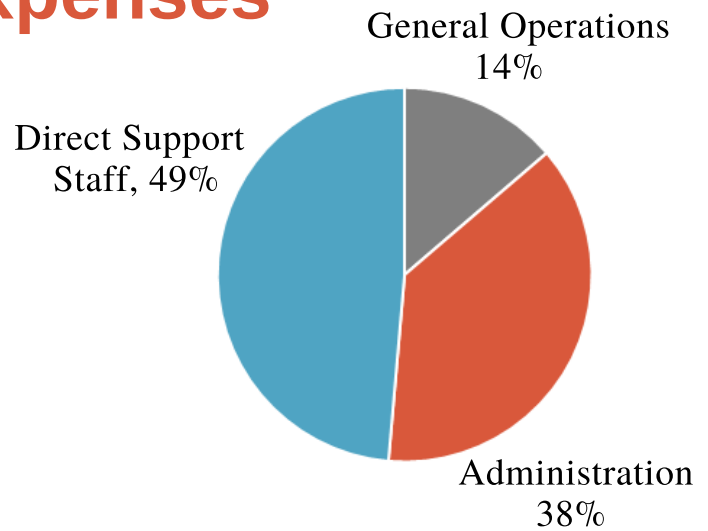
School Partner

FINANCIALS

Revenues



Expenses



Total budget (July 1, 2018-June 30, 2019): \$502,359.



We presented to 80 professionals at the Nebraska Juvenile Justice Association Conference in May, highlighting how to spot the multifaceted barriers to school attendance.

2018-19 FUNDERS

Thank you to all of the organizations and individuals who helped financially support our work over the last year. We are very appreciative of your commitment to helping students and families succeed.

Bellevue Community Foundation

Cox Foundation

Learning Community of Douglas and Sarpy Counties

Midlands Community Foundation

Omaha Community Foundation

William and Ruth Scott Foundation

The Sherwood Foundation

United Way of the Midlands

We understand at GOALS that each family is different and people have areas of strength and need. From time to time the needs of a family end up negatively impacting student attendance, which creates a ripple effect throughout the life of a student. That ripple effect can be felt throughout the community for generations. GOALS staff members provide an essential service for schools to call upon when students and their families have struggles. GOALS takes a collaborative approach, leveraging all available resources, to wrap-around a family to address those areas of need with the intention of improving student attendance. Improved student attendance builds self-esteem in children and their caregivers. Individuals with positive self-esteem are able to achieve goals they never thought possible. That achievement brings a level of enrichment to a family and their community for years to come.

Nicole Seymour, Executive Director

The GOALS Center works closely with the Millard Public School District to support families so that students may reach their educational milestones for long term personal success. The individualized support that GOALS provides families increases positive student attendance which builds self-esteem in students and contributes to their overall achievement.

Dr. Jim Sutfin, Millard Public Schools

DONATE & GET INVOLVED



Your support could help students like Andrew!

Andrew's parents separated and he found himself in a new elementary school environment. He was referred to GOALS after having regular absences and tardies.

Through his work with a Family Advocate, Andrew built up his self-esteem and confidence. Together, they established routines and helped prepare Andrew to make good decisions each and every morning. Andrew even began walking himself to school!

Andrew successfully discharged from GOALS after having perfect attendance for two straight months!

BOARD OF DIRECTORS

Dr. James Sutfin, Board President
Millard Public Schools

Dr. Cheryl Logan, Treasurer
Omaha Public Schools

Hon. Elizabeth Crnkovich, Secretary
Douglas County Juvenile Court

Dr. Jeff Rippe
Bellevue Public Schools

Dr. Terry Haack
Bennington Public Schools

Dr. Melissa Poloncic
DC West Community Schools

Dr. Bary Habrock
Elkhorn Public Schools

Dr. Andrew Rikli
Papillion LaVista Community Schools

Dr. Mark Adler
Ralston Public Schools

Mr. Brett Richards
Springfield Platteview Community Schools

Dr. Rich Beran
Gretna Public Schools

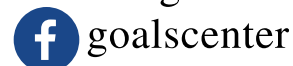
Dr. Mike Lucas
Westside Community Schools



For more information:

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Omaha, NE 68131
thegoalscenter@gmail.com
531.299.9851

<https://www.goals-center.org>



Internal

- Internal capabilities that may help a company reach it's objectives

S

Strengths

W

Weaknesses

- Internal limitations that may interfere with a company's ability to achieve it's objectives

External

- External factors that the company may be able to exploit to it's advantage

O

Opportunities

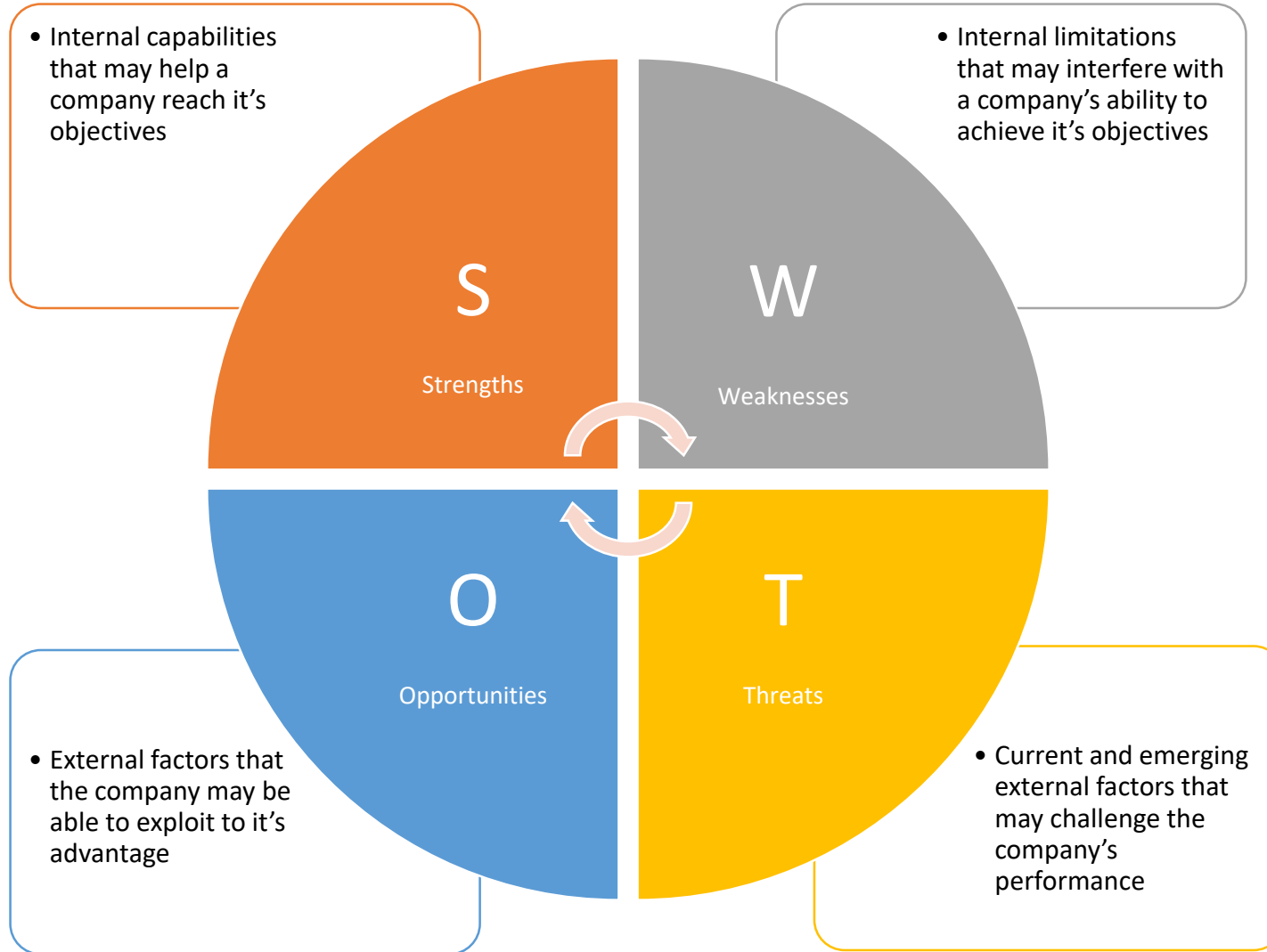
T

Threats

- Current and emerging external factors that may challenge the company's performance

Positive

Negative



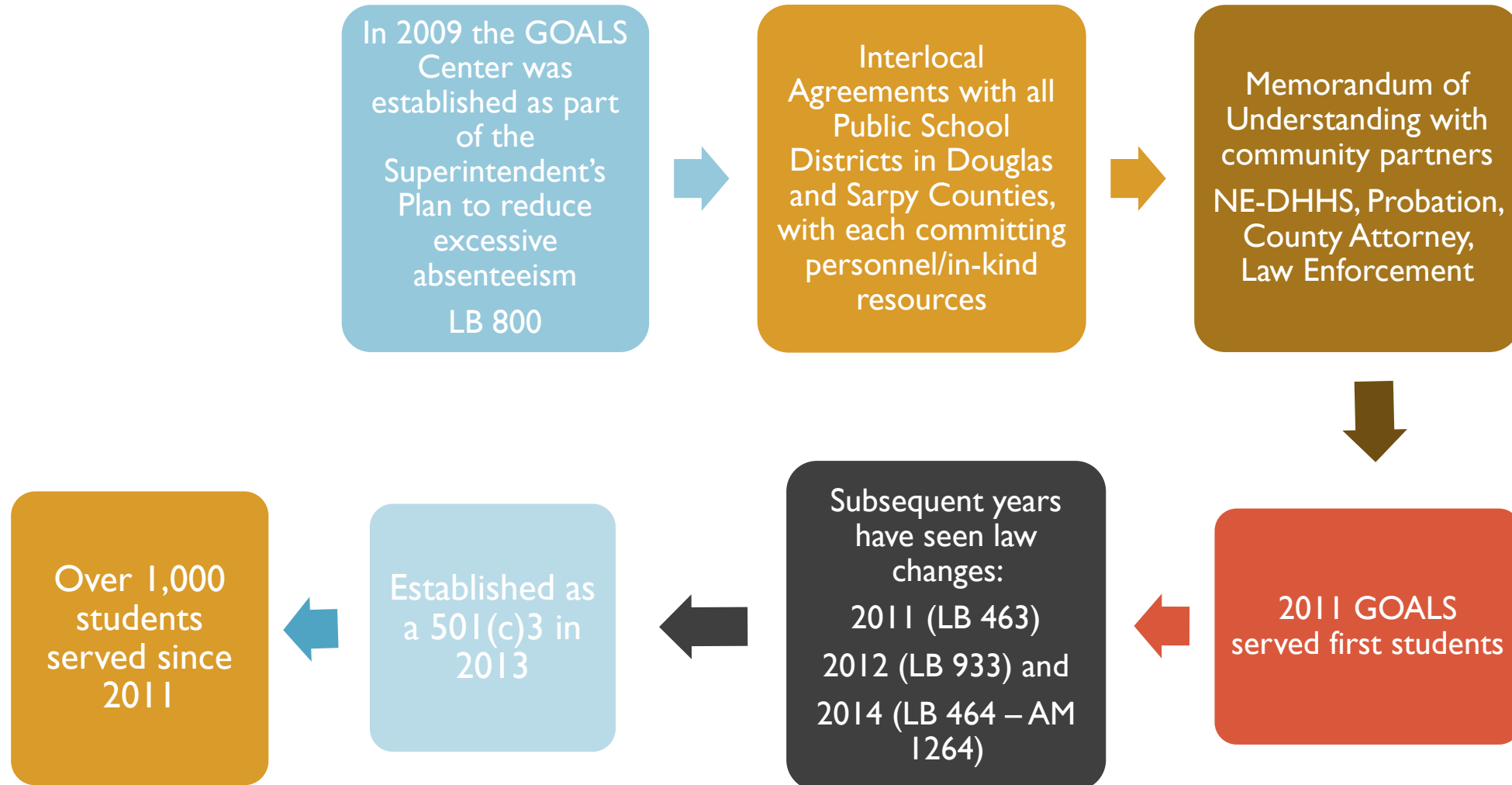
THE GOALS CENTER

THE LEARNING COMMUNITY

NOVEMBER 21, 2019



GOALS CENTER HISTORY



2018-19

A YEAR IN REVIEW

Around the community

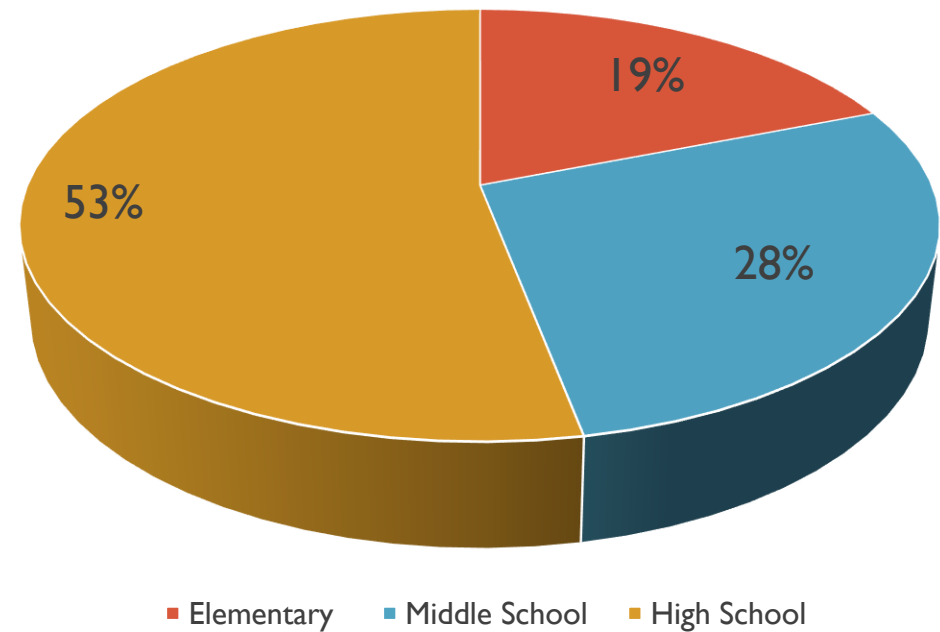
- 51 unique schools served
- 8 school districts served
- Students served from 42 zip codes in Douglas and Sarpy Counties



2018-2019 STUDENT AND FAMILY DEMOGRAPHICS

- 200 Students Served
- 48% of families served fell below the poverty line
- Average age of youth= 13.5 years old
- Average Length of Service was 193 days

Grade Level Distribution



2018-19 STUDENT OUTCOMES

- 66% of students increased attendance
- 96 % of students were passing all or most of their classes at successful closure
- 87 % of students were prevented from having juvenile justice system involvement
- 63% of families were connected to at least one new resource based on their unique needs





2018-19 SATISFACTION SURVEY RESULTS

81 RESPONSES FROM STUDENTS AND CAREGIVERS

Rating scale 1-5
(Strongly Disagree → Strongly Agree)
(Unacceptable → Excellent)

Survey Item	Average Rating
The Family Advocate helped me feel more confident more confident that I can successfully attend school/support my child in school	4.5
I understand the importance of attending/my child attending school	4.7
I was treated with respect by my Family Advocate	4.8
The service plan was based on my/ my child's strengths	4.6
The Family Advocate met with me/my family when it was good for my schedule	4.8
I would encourage other students/families struggling with attendance to participate with the GOALS program	4.7
Overall how would you rate the quality of the GOALS Program (4.6)	4.6

2018-19 SURVEY RESPONSES
STUDENTS AND PARENTS

STUDENT COMMENTS

*He talked to me and
listened to me to better
help the situation*

*What I like about the GOALS program
is that they consider my weaknesses
and strengths and arrange a plan
accommodating to that*

*What I like about GOALS is they
come face to face with me and even
gave me bus passes to get to school*

PARENT COMMENTS

I love the fact that my son was finally honest with someone and he was treated with respect not looked down upon because of his issues.

Holding my daughter accountable was extremely helpful.

“FA” truly loves what she does. In a world of much darkness for parents and children, she brings much needed light and hope. I'm sure other families would agree.

The program really helped my child and I with getting her to school on time and gave a better understanding of the importance of being in school on time. Program was great.

I liked that I felt like I had a representative that was on our side when dealing with the school. She gave us great resources and made us feel like she was on our side and really cared about our son.



2018-19 SATISFACTION SURVEY RESULTS

57 RESPONSES FROM SCHOOL REFERRING PARTNERS

- 105 unique referrers in 2018-19 (54% response rate)
- Surveys received from 8 of the 11 school districts:
 - Bellevue Public Schools
 - Elkhorn Public Schools
 - Gretna Public Schools
 - Millard Public Schools
 - Omaha Public Schools
 - Papillion-LaVista Community Schools
 - Ralston Public Schools
 - Westside Community Schools

80 % of respondents reported they were “somewhat or extremely satisfied” with the GOALS Center

72% reported that the GOALS Center helped support attendance with students “always or most of the time”

93% were “somewhat or extremely likely” to refer other students and families to GOALS

2018-19 SURVEY RESPONSES
REFERRING PARTNERS

WHAT ARE THE BIGGEST FACTORS THAT INFLUENCED YOUR SATISFACTION?

"The Goals Center provided quick feedback for referrals and are a great well-rounded program for our families that need assistance."

Our GOALS worker is amazing. She truly cares about kids and is an advocate for them.

How in depth the advocates are able to explore barriers to attendance with a family. They understand that to address attendance there are many complex factors that result in missing school.

The clients that are Spanish speaking are difficult for me to provide regular services too. It is nice that they can work with an individual that they can communicate with regularly and provide support and rapport that aids the situation.

WHAT DO YOU LIKE MOST ABOUT THE GOALS CENTER?

GOALS is another 'help' for students who struggle with attendance. Often a GOALS person is able to help or encourage a student in a way school can not.

The program is a solid one.

Our GOALS worker is amazing. She truly cares about kids and is an advocate for them.

Referral process is easy. A non school person is working with the family to help with attendance. Sometimes parents are just more comfortable with that.

I like that most workers will go the extra mile and meet with their students and their family in their home/community. I also like the level of communication that takes place between the worker and the school.

WHAT CAN GOALS DO TO IMPROVE SERVICES?

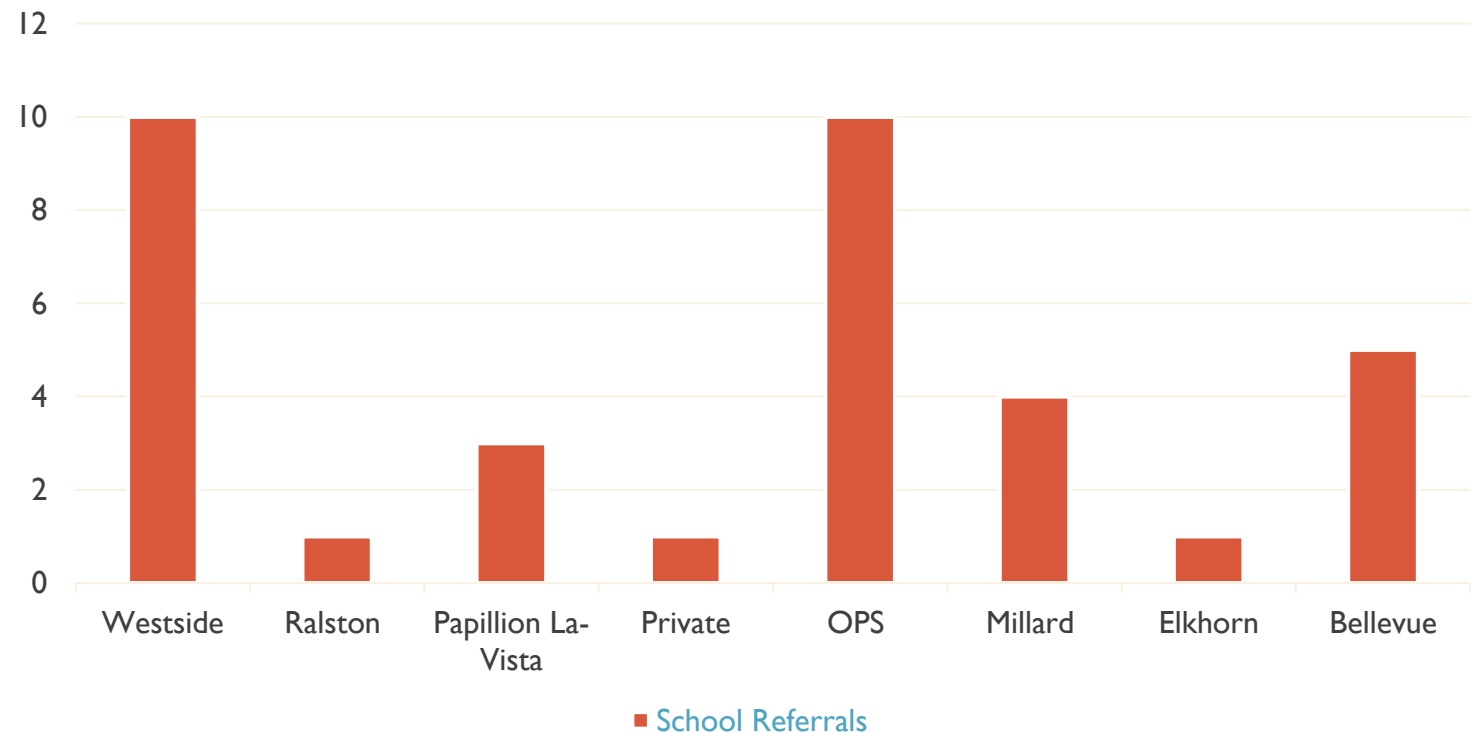
- *“Provide data on how the program is working.”*
- *“Extend the amount of time they work with families.”*
- *“Providing measurable services outcomes.”*
- *“Funding to allow for more advocates. More contact with parents when students are refusing to attend.”*
- *“No room for improvement. The only downfall is the wait list, which is completely understandable since GOALS services such a large area.”*

CURRENT FISCAL YEAR JULY 1, 2019- CURRENT DATE

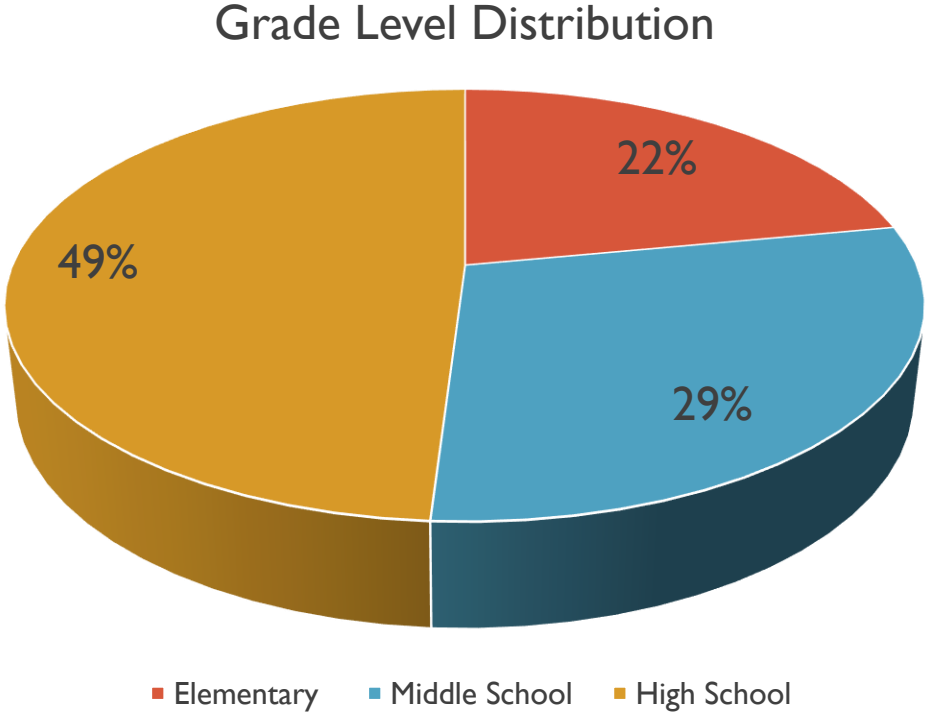
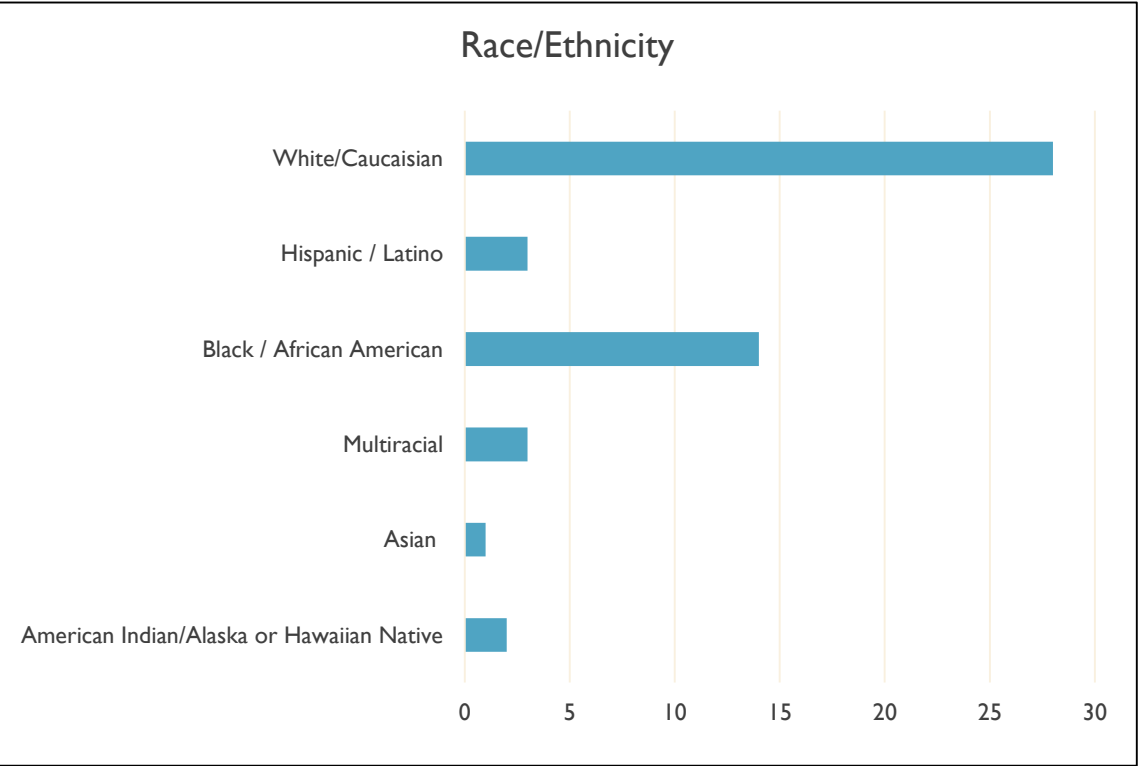
Referrals this year

- 34 referrals since July 1, 2019
- 30 referrals accepted
- 24 engaged with services

School District Referrals since July 1, 2019



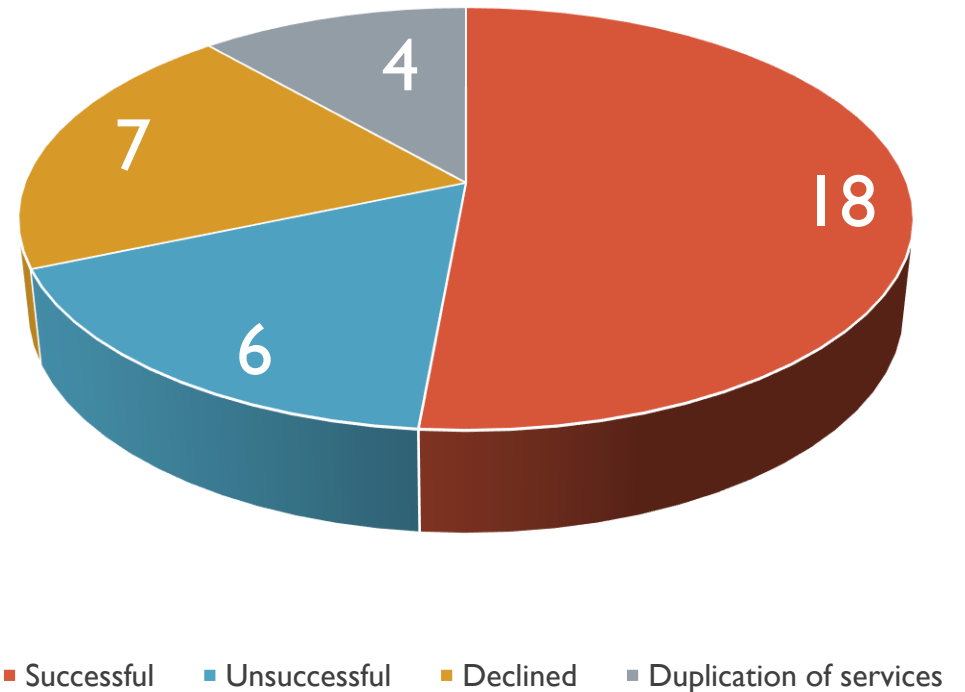
STUDENTS DEMOGRAPHICS 2019-20



2019-2020

- 51 total students served so far in 2019-2020

35 Total Closures



NEW FOR GOALS IN 2019-2020

Changes in leadership and staff:

- Dr. Jim Suffin, assumed role of Board President on July 1, 2019
- Executive Director, Nicole Seymour hired on June 10th, 2019
- Program Supervisor, Rebecka Theurer and Data and Evaluation Coordinator, Chelsey Erpelding, began September 16, 2019

Changing priority areas:

- Prioritizing elementary and transition years
- In OPS we are focusing on four unique schools
- Fee for service from 10 of the 11 school districts
- In-kind technology support from Omaha Public Schools in lieu of fee for service

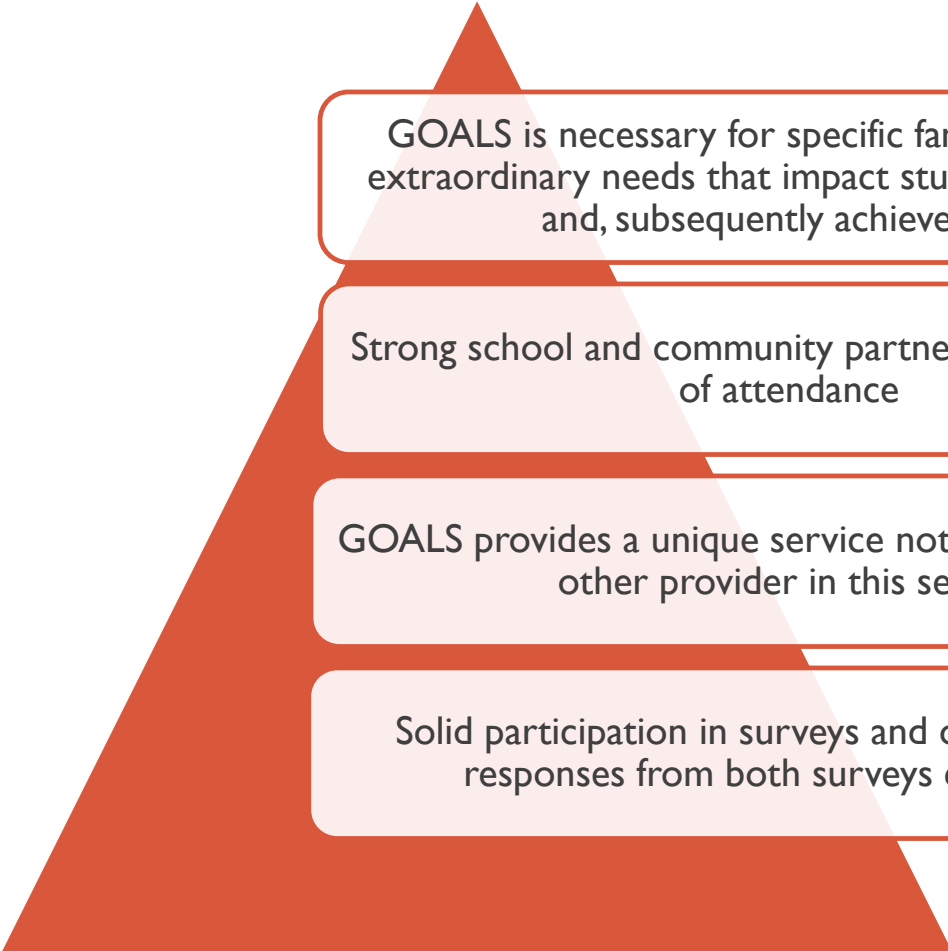
All of these changes have led to a full program evaluation of GOALS as an agency and the services provided

SWOT (STRENGTHS, WEAKNESSES, OPPORTUNITIES, THREATS)

SWOT analysis completed by:



SWOT ANALYSIS RESULTS - STRENGTHS



GOALS is necessary for specific families that have extraordinary needs that impact student attendance and, subsequently achievement

Strong school and community partnerships in the field of attendance

GOALS provides a unique service not duplicated by any other provider in this sector

Solid participation in surveys and overall positive responses from both surveys completed

SWOT ANALYSIS RESULTS – WEAKNESSES

Capacity and accessibility

Technology and social media presence

Programmatic consistency

The need for clear program outcomes

SWOT ANALYSIS RESULTS – OPPORTUNITIES & THREATS

Opportunities Threats



☐ Building on the strong partnerships and expanding them to incorporate a full array of community relationships for the benefit of the families served

☐ Define the work done in our largest districts to provide a more intentional service with a smaller referral pool

☐ Maximize on the momentum created with the changes at a statewide level and the update of the CAP plan to align GOALS with applicable initiatives

☐ Technology issues and limitations that impact external stakeholders and staff alike

☐ Diversification of funding

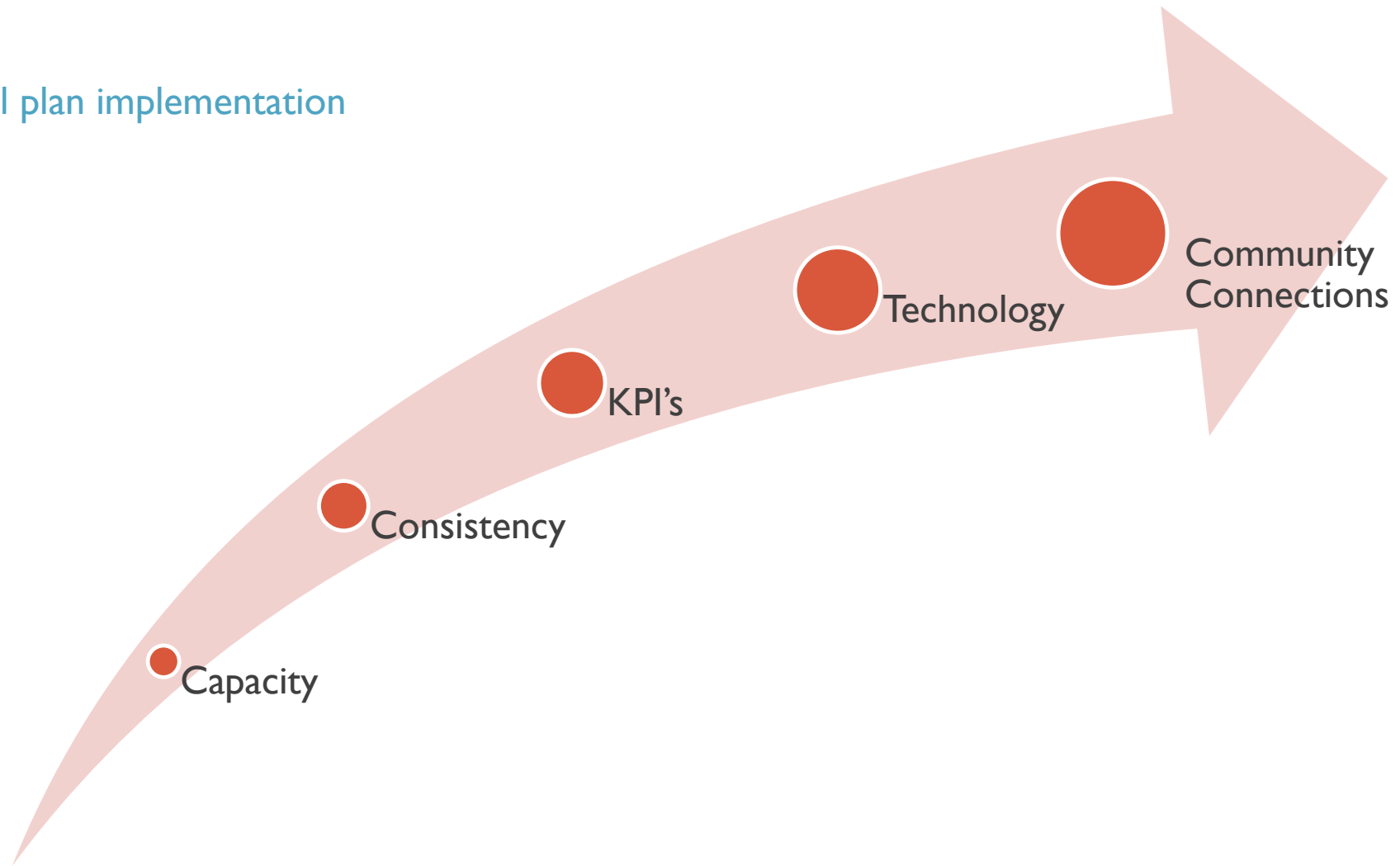
☐ Operational limitations to full scale agency growth

TARGETED AGENCY ENHANCEMENTS IN THESE AREAS



ENHANCEMENT TIMELINES

12 months for full plan implementation



STRATEGIES: CAPACITY

- Prioritize referrals
- Internal controls to ensure progress
- Scaled back referral sources
 - OPS specific pilot project
- Identified target population

STRATEGIES: CONSISTENCY

- Family Advocates and district assignments
- Program expectations shared with school partners, funders, and families
- Eliminating redundancies and creating efficiencies in GOALS internal processes

QUANTITATIVE KPI'S

- Increased attendance
 - 90% of students will demonstrate increased attendance by 10% while engaged in GOALS services
- Formal system prevention
 - Less than 10% of GOALS families will have formal court involvement for reasons related to truancy or educational neglect within 12 months of case closure
 - 2 generation impact
 - 80% of families will not re-enter GOALS services within 12 months of case closure

QUALITATIVE KPI'S

- Improvement in the achievement gap across all II school districts
- Increased engagement of families eligible for services
- Increased collaboration with community agencies across all sectors
- Increasing families informal support systems and creating long term self-sufficiency

STRATEGIES: TECHNOLOGY

- Partnership with OPS for a new case management system
- Dedicated funds to advance GOALS technologically
 - Mobile tools for use in the community
 - Automation of forms and assessments
- Database to obtain longitudinal reports and program evaluation
- Social media and website development
- Increased ability to fundraise and resource identification

STRATEGIES: COMMUNITY CONNECTIONS

- Strong presence and connections with school and educational partners
 - Engaged in new connections in the community
- Increase multi-faceted community connections
- Embedding staff in the communities they serve
- Accessibility for families
- Ensuring family and community culture are interwoven into the case work

DRIVING PROGRAM OBJECTIVES

Ensuring families are connected in their communities

Teaching families how to access community-based services promoting independence and sustainability

Increasing positive informal support systems for caregivers and creating collaborative relationships between schools and families

Individualized plans and an understanding of how specific family needs impact positive student attendance

Students improve attendance throughout the life of the case and following case closure

Enhance family strengths and develop areas of need through the utilization of evidenced based assessments

Close the achievement gap while promoting the 2Gen approach

Understanding legal requirements and ramifications for chronic absenteeism

Demonstrate effectiveness in the provision of advocate services to prevent families from requiring formal court



QUESTIONS?

THANK YOU!

