

LEARNING COMMUNITY OF DOUGLAS AND SARPY COUNTIES

LEARNING COMMUNITY COORDINATING COUNCIL

AGENDA

October 17, 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 Public Hearing and Council Minutes – September 12, 2019
5. Reports
 - a) Chair
 - b) Treasurer
 - i. **Action Item:** Accept Treasurer's Report dated September 30, 2019
 - c) Chief Executive Officer
 - i. CEO Goals
 1. Upon recommendation of the Executive Committee, motion to approve the 2019/2020 CEO Goals as presented.
 - d) Legal Counsel
6. Public Comment
7. Superintendents' Plan for Early Childhood Education Update
 - a) Annual Report
8. Learning Community Center of South Omaha Update – Renee Franklin
9. Learning Community Center of North Omaha Update – Renee Franklin /Jamalia Parker
10. Subcommittee Reports
 - a) Elementary Learning and Diversity Subcommittee
 - i Discussion of 2020/2021 Diversity Plan
 - ii. Remind Subcouncils to review Diversity Plan and hold forum by December 31

- b) Budget, Finance & Audit Subcommittee
- c) Legislative Subcommittee – Legislative Review

11. New Business

- a) Community Achievement Plan (CAP) Report
- b) Upon recommendation of the Executive Committee, motion to approve renewal of the Community Achievement Plan.

12. Unfinished Business

13. Next Council Meeting –

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

14. Adjournment

UPCOMING LEARNING COMMUNITY EVENTS:

Advisory Committee	To Be Determined
LC Coordinating Council	November 21, 2019, 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	November 1, 2019, 2:00 p.m. Don Stroh Administration Center, 5606 S. 147 th St., Omaha NE
Subcouncil #5	To Be Determined
Subcouncil #6	To Be Determined

DOCUMENTS TO ACCOMPANY THIS AGENDA ARE AS FOLLOWS:

- 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)

LEARNING COMMUNITY OF DOUGLAS AND SARPY COUNTIES
LEARNING COMMUNITY COORDINATING COUNCIL
SPECIAL MEETING (PUBLIC HEARING) Minutes

September 12, 2019 – 5:00 p.m.
Learning Community Center of North Omaha, 1612 N. 24th Street
Omaha, NE

A public hearing of the Coordinating Council of the Learning Community of Douglas and Sarpy Counties was held on September 12, 2019, at the Learning Community Center of North Omaha, 1612 North 24th Street, Omaha, Nebraska 68110. Notice of the meeting, containing the date, time, place, and agenda, was given in advance thereof by publication in the Daily Record on September 5, 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 September 6, 2019.

1. **Call Meeting to Order.** The meeting was convened and called to order by Chair Kelley at 5:00 p.m. and began with 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 entrance to the room and that copies of materials being reviewed by the Council were available to the public.
3. Public Hearing on Amendment to 2019-2020 Budget for the Learning Community of Douglas and Sarpy Counties. A presentation was provided by Dale Kreher.
4. Public Comment on Presented Amended Budget - None
5. Next Council Meeting – September 12, 2019, 6:00 p.m., Learning Community Center of North Omaha, 1612 N. 24th Street, Omaha, NE
6. Adjournment – 5:08 p.m.

Jill Woodward, Secretary

LEARNING COMMUNITY OF DOUGLAS AND SARPY COUNTIES
LEARNING COMMUNITY COORDINATING COUNCIL
SPECIAL MEETING (PUBLIC HEARING) Minutes

September 12, 2019 – 5:15 p.m.
Learning Community Center of North Omaha, 1612 N. 24th Street
Omaha, NE

A public hearing of the Coordinating Council of the Learning Community of Douglas and Sarpy Counties was held on September 12, 2019, at the Learning Community Center of North Omaha, 1612 North 24th Street, Omaha, Nebraska 68110. Notice of the meeting, containing the date, time, place, and agenda, was given in advance thereof by publication in the Daily Record on September 5, 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 September 6, 2019.

1. **Call Meeting to Order.** The meeting was convened and called to order by Chair Kelley at 5:20 p.m. and began with 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 entrance to the room and that copies of materials being reviewed by the Council were available to the public.
3. Public Hearing on the Property Tax Requirements for the Learning Community of Douglas and Sarpy Counties for the 2019-2020 Fiscal Year. A presentation was provided by Dale Kreher.
4. Public Comment on Presented Levies
5. Next Council Meeting – September 12, 2019, 6:00 p.m., Learning Community Center of North Omaha, 1612 N. 24th Street, Omaha, NE
6. Adjournment – 5:25 p.m.

Jill Woodward, Secretary

LEARNING COMMUNITY OF DOUGLAS AND SARPY COUNTIES

LEARNING COMMUNITY COORDINATING COUNCIL

September 12, 2019

A meeting of the Coordinating Council of the Learning Community of Douglas and Sarpy Counties was held September 12, 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 September 5, 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 September 6, 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, Hager, Hahn, Hoeger, Kozel, Martinez-Real, Thommes, Ward, Woodward, Kelley

Voting Members Excused: Avery

Members Absent: Williams

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

Also Present: Margaret Hershiser, Koley Jessen P.C.; Kim Bodensteiner, BECI

4. **Approval of Minutes.** Chair Kelley presented the Council minutes from the August 8, 2019 public meeting of the Council. Motion by Mr. Hager, seconded by Ms. Woodward, to approve the minutes of the Council meeting held on August 8, 2019. Yeas: Ekwerekwu, Hager, Hahn, Hoeger, Kozel, Martinez-Real, Thommes, Ward, Woodward, Kelley. Abstain: None. Nays: Ward. **Motion carried.**

5. **Reports**

- a) Chair – Chair Kelley discussed the Grade Level Reading campaign and Community Achievement report (CAP) review.

- b) Treasurer

- i. Motion by Ms. Hahn, seconded by Mr. Hager, to accept the Treasurer's report dated August 31, 2019. Discussion took place. Yeas: Ekwerekwu, Hager, Hahn, Hoeger, Kozel, Martinez-Real, Thommes, Woodward, Kelley. Abstain: None. Nays: Ward. **Motion carried.**

- ii. Motion by Ms. Hahn, seconded by Mr. Hager, to accept the Fourth Quarter Budget to Actual report. Discussion took place. Yeas: Ekwerekwu, Hager, Hahn, Hoeger, Kozel, Martinez-Real, Thommes, Woodward, Kelley. Abstain: None. Nays: Ward. **Motion carried.**
- c) Chief Executive Officer – Mr. Patton explained the Community Achievement report (CAP) review process.
- d) Legal Counsel – No Report
- 6. Public Comment – None.
- 7. Superintendents' Plan for Early Childhood Education Plan Overview – Kim Bodensteiner provided an update of an upcoming event. 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 – No Report
 - b) Budget, Finance & Audit Subcommittee
 - i. **Action Items: 2019-2020 Budget**
 - 1. Motion by Ms. Hahn, seconded by Mr. Hager, upon recommendation of the Budget, Finance & Audit Subcommittee, I move that the Coordinating Council approve the General Fund Budget for the 2019-2020 fiscal year in the amount of \$600,087, calling for a total property tax requirement of \$0. Discussion took place. Yeas: Ekwerekwu, Hager, Hahn, Hoeger, Kozel, Martinez-Real, Thommes, Woodward, Kelley. Abstain: None. Nays: Ward. **Motion carried.**
 - 2. Motion by Ms. Hahn, seconded by Mr. Hager, upon recommendation of the Budget, Finance & Audit Subcommittee, I move that the Coordinating Council approve the Capital Projects Fund Budget for the 2019-2020 fiscal year in the amount of \$809,000, calling for a property tax requirement of \$793,426.42, plus a 1% County Treasurer Collection Fee of \$8,014.40, for a total property tax requirement of \$801,440.82. Yeas: Ekwerekwu, Hager, Hahn, Hoeger, Kozel, Martinez-Real, Thommes, Woodward, Kelley. Abstain: None. Nays: Ward. **Motion carried.**
 - 3. Motion by Ms. Hahn, seconded by Mr. Hager, upon recommendation of the Budget, Finance & Audit Subcommittee, I move that the Coordinating Council approve the Elementary Learning Center Fund Budget for the 2019-2020 fiscal year in the amount of \$8,274,166 calling for a property tax requirement of \$9,395,510.82 plus a 1% County Treasurer Collection Fee of \$94,904.05 for a total property tax requirement of \$9,490,414.87. Yeas:

Ekwerekwu, Hager, Hahn, Hoeger, Kozel, Martinez-Real, Thommes, Woodward, Kelley. Abstain: None. Nays: Ward. **Motion carried.**

4. Motion by Ms. Hahn, seconded by Ms. Woodward, upon recommendation of the Budget, Finance & Audit Subcommittee, I move that the Coordinating Council approve the Research & Evaluation Fund Budget for the 2019-2020 fiscal year in the amount of \$744,400, calling for a total property tax requirement of \$0. Yeas: Ekwerekwu, Hager, Hahn, Hoeger, Kozel, Martinez-Real, Thommes, Woodward, Kelley. Abstain: None. Nays: Ward. **Motion carried.**

ii. **Action Item:** 2019 Tax Year Levy Resolutions

Motion by Ms. Hahn, seconded by Mr. Hager, upon recommendation of the Budget, Finance & Audit Subcommittee, I move adoption of the following resolutions:

WHEREAS, Nebraska Revised Statute § 77-1601.02 provides that the Coordinating Council, as the governing body of the Learning Community of Douglas and Sarpy Counties (the "Learning Community"), passes by majority vote a resolution setting the Learning Community's tax requests for its Capital Projects Levy and Elementary Learning Center Levy after holding a public hearing for the purpose of discussing and approving or modifying the Learning Community's tax requests for the 2019-2020 fiscal year;

WHEREAS, such special public hearing was held on September 12, 2019 as required by law to receive and consider public comments regarding the proposed property tax requests of the Learning Community's Capital Projects Levy and Elementary Learning Center Levy, notice of the special public hearing having been given in accordance with Nebraska Revised Statute § 77-1601.02;

WHEREAS, the total assessed value of the property differs from the previous year's total assessed value by 7%; the tax rate which would levy the same amount of property taxes as the previous year, when multiplied by the new total assessed value of property would be \$0.015119 per \$100 of assessed value; the Learning Community_proposes to adopt a property tax requests that will cause its tax rate to be \$0.016052 per \$100 of assessed value for the 2019-2020 fiscal year;

WHEREAS, based on the proposed property tax request and changes in other revenue, the total operating budget of Learning Community will be less than last year's; and

WHEREAS, the Coordinating Council, after having reviewed the Learning Community's tax requests for each said levy, and after public consideration of the matter, has determined that the tax requests as listed below are necessary in order to carry out the functions of the Learning Community, as determined by the Coordinating Council for the 2019-2020 fiscal year.

BE IT RESOLVED that the Coordinating Council of the Learning Community hereby sets its Capital Projects Levy property tax request for the 2019-2020 fiscal year at 775,123.22; and

BE IT RESOLVED that the Coordinating Council of the Learning Community hereby sets its Elementary Learning Centers Levy property tax request for the 2019-2020 fiscal year at \$10,291,855.69.

BE IT FURTHER RESOLVED that a copy of this Resolution be certified and forwarded to the Douglas County Clerk on or before October 13, 2019.

Discussion took place. Yeas: Ekwerekwu, Hager, Hahn, Hoeger, Kozel, Martinez-Real, Thommes, Woodward, Kelley. Abstain: None. Nays: Ward. **Motion carried.**

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

11. New Business - None

12. Unfinished Business - None

13. Next Council Meeting –

October 17, 2019, Learning Community Center of North Omaha, 1612 N. 24th Street,
Omaha, NE

14. Adjournment – Meeting was adjourned with unanimous approval at 6:47 p.m.

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

- LCCC Minutes dated August 8, 2019
- Treasurer's Report dated August 31, 2019
- Fourth Quarter Budget to Actual

Jill Woodward – Secretary

LEARNING COMM OF DOUGLAS SARPY COUNTY

October 17, 2019 Agenda Item 5 (b) i

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
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	Workshop	750.00		
4165	9/5/19	Tony E. Sanders, Jr.	Forgiving Workshp	Workshop		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 Community of Douglas and Sarpy Counties
CEO Goals
2019-2020

Per the Strategic Plan.

1. Begin measurable progress towards identifying program needs for the proposed 3rd center in the Central Omaha area.
2. Demonstrate measurable progress towards the support and collaboration of initiatives and programs supported or proposed by the Learning Community, Learning Community Foundation and/or the partners. This will be designed to create the foundation for additional financial resources for the Learning Community.
3. Demonstrate through measurable progress the creation of data analytics collection and review program. The program's purpose is to evaluate the use and impact of digital resources such as the website and Twitter as related to the programs or events of the Learning Community.
4. Rebuild Annual Report into a Technical Document and Executive Summary Document to facilitate a greater understanding of the programs, evaluations and research basis for the programs of the Learning Community.

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

0

x

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x

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=

0

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6th Grade Teams

Language Arts
Social Studies
Math
Science

=

0

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7th Grade Teams

Language Arts
Social Studies
Math
Science

=

0

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8th Grade Teams

Language Arts
Social Studies
Math
Science

=

0

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Special Education

=

0

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Unassigned Instructional Area(s)

--

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=

0

Non-Capacity Generating Spaces:

Temporary Classrooms -

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

TOTAL (Assigned Classrooms Only)

0

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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 Patli 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
				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: _____

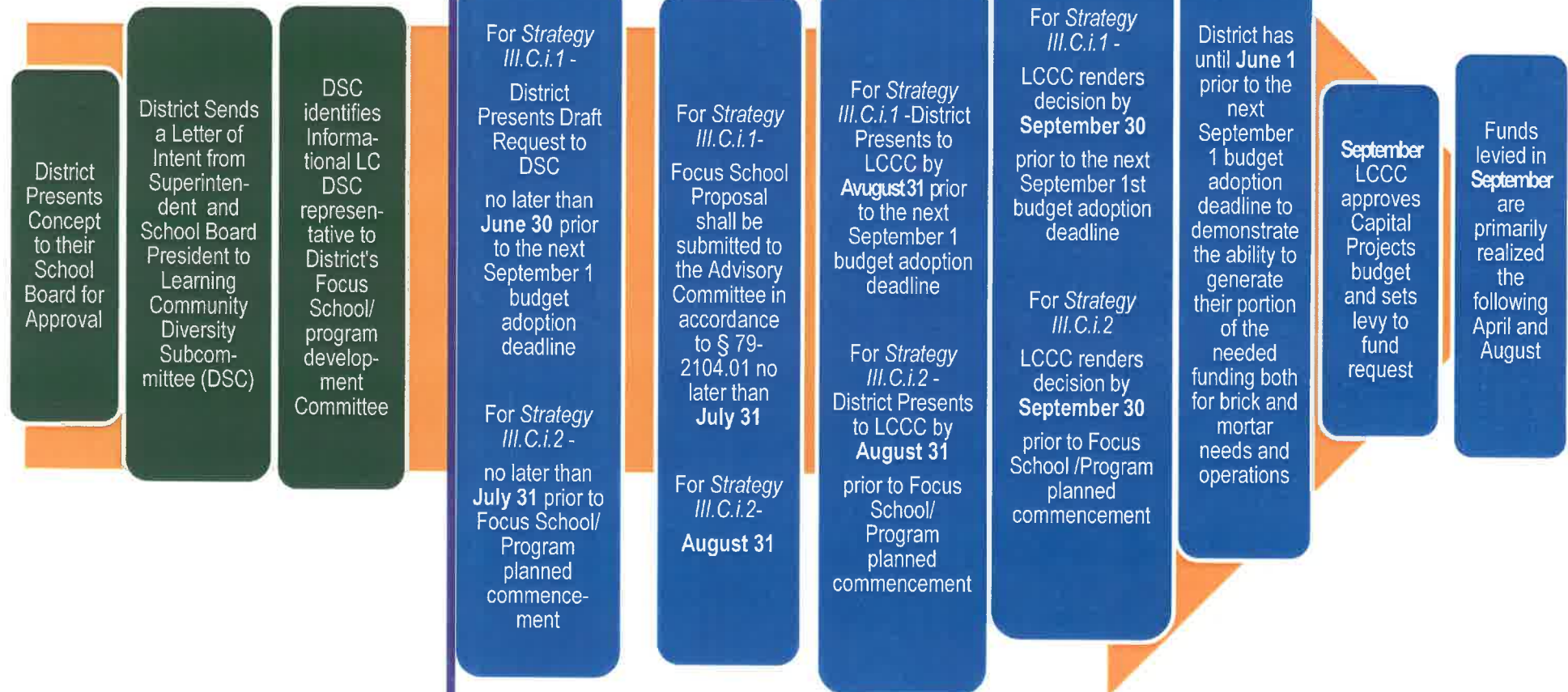
* Optional

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



Community Achievement Plan (CAP) of the Learning Community of Douglas and Sarpy Counties, 2018-2022

Approved by the Nebraska State Board of Education, April 7, 2017

Update Presented November 1, 2018

Revisions and Progress Reports November 7, 2019

CAP Background

Nebraska Revised Statute §79-2122 took effect on July 21, 2016, and included a provision for a new Community Achievement Plan (CAP) that was to be approved by the State Board of Education by April 7, 2017. The stakeholders in the Community Achievement Plan (CAP) include the Learning Community of Douglas and Sarpy counties, the eleven school districts contained therein, and Educational Service Unit's #3 and #19. Over 125,000 PreK-12 students attend the schools of the Learning Community and are impacted by the Community Achievement Plan.

The approved Community Achievement Plan (CAP) is based upon General Operating Principles derived from legislative intent; the strategic direction set by the superintendents of Douglas and Sarpy Counties and the Learning Community Coordinating Council; and the statewide direction set by the State Board of Education in their Strategic Plan released in December 2016, and modified on June 17, 2019 (NEQuESTT); and the state's accountability system (AQuESTT).

CAP General Operating Principles

The completion of the Community Achievement Plan necessitated that those responsible for its completion do so based upon a set of shared operating principles. The principles included a focus on

- students of poverty and limited English proficiency, within the framework of all students,
- student achievement and equity of access to programs and services, and ethnic diversity, and
- common goals for student achievement (academic readiness, proficiency in reading and math, graduation, successful transition to the next level, attendance, and completion of grade and program, participation in work experiences, etc.) across the continuum of their PK-16 experiences.

To actualize these principles, the Learning Community will:

- further foster collaboration between and among the eleven school districts, two Educational Service Units (#3 and #19) and the Learning Community of Douglas and Sarpy counties, and community partners
- continue to address achievement equity and achievement barriers,
- be research and/or evidence-based,
- utilize best practices in addressing equity and achievement issues,
- acknowledge the diversity of the member districts and their communities,
- provide customized plans matched to the schools/districts and community needs,
- capitalize on recently developed collaborative action while developing new initiatives to address critical needs, and
- promote continuous improvement while recognizing that changing conditions will necessitate changes in strategies over time.

Collaboration

Collaboration within the Learning Community of Douglas and Sarpy Counties is numerous and varied and includes collaboration with postsecondary institutions, business and industry, and non-profits. With the passage of legislation in the Spring 2016, the Superintendents began meeting in June 2016 and affirmed their commitment to the creation of a Community Achievement Plan that addresses achievement equity and the reduction of achievement barriers for all students but especially for students of poverty, Limited English Proficiency (LEP), and ethnic diversity. While emphasizing achievement equity and equity of access to programs and services, the Superintendents identified common goals including student preparation for school; student attendance; student performance on statewide assessments; college, career, and civics readiness; successful transitions; and postsecondary success. In so doing, the Superintendents affirmed their commitment to existing collaborative programs while identifying common goals among the districts that needed to be emphasized through the Community Achievement Plan.

In addition to their membership in the Learning Community, the eleven school districts of Douglas and Sarpy counties and Educational Service Units #3 and #19 are also members of the Metropolitan Omaha Education Consortium (MOEC). MOEC is a partnership that extends beyond PK-12 education, highlighting educational conversations around best practices, to the Council Bluffs Community Schools and to the postsecondary institutions of the University of Nebraska at Omaha, Metropolitan Community College, and Iowa Western Community College.

Community Achievement Plan Vision Statement

The vision of the Community Achievement Plan for the Learning Community of Douglas and Sarpy Counties is that each and every student in the metropolitan area receive an exceptional education that provides multiple pathways into meaningful careers and a high quality of life in the region and beyond through partnerships with families, schools, and community.

We will achieve this by setting transformational goals for student success, launching initiatives focused on dramatically improving student outcomes and eliminating barriers, and strengthening the connections between our education systems and communities in the areas of

- 1) increased access to high quality early childhood programming,
- 2) targeted support to improve student attendance,
- 3) increased family engagement and educator preparation through the North and South Omaha learning centers, and
- 4) the development of the Metropolitan Omaha Education Consortium (MOEC) Collective Impact Plan.

Community Achievement Plan

Given the statutory requirements and the collaborative efforts already taking place within the Learning Community and with MOEC, the stakeholders put forth a Community Achievement Plan which incorporated current critical collaborative efforts and a proposed Collective Impact initiative. The critical collaborative efforts included the Superintendent's Plan for Early Childhood Education—a partnership between the eleven school Districts, the Buffett Early Childhood Institute, and the Learning Community of Douglas and Sarpy Counties; the Greater Omaha Attendance and Learning Services (GOALS) Center—a partnership between the eleven school districts, Douglas and Sarpy county law enforcement agencies, county juvenile court systems, county attorneys' offices, and Nebraska state offices; and the Learning Community of Douglas and Sarpy Counties North and South Omaha Learning Centers. The Collective Impact Initiative was developed by the Metropolitan Omaha Education Consortium (MOEC). It is the parties' intent to enhance and expand upon these current initiatives as the plan evolves and additional community partners become involved.

The Community Achievement Plan consists of four sections that contain goals, strategies, and actions associated with each:

Section 1: Increased Access to Early Childhood Programming

The Districts in the Learning Community of Douglas and Sarpy Counties will collaborate to increase access to early childhood programs.

1.1 Full Implementation of Birth Through Grade 3 Approach

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

1.2 Professional Development for All

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

1.3 Customized Assistance Partnerships

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

Section 2: The Superintendents' Plan to Improve Attendance—GOALS

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

2.1 Increase Collaborative efforts to reduce the incidence of chronic Absenteeism.

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

3.1 Family Learning at the Learning Community Center of South Omaha

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

3.2 Parent University at the Learning Community Center of North Omaha

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

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

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

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

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

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

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

Section 4: Metropolitan Omaha Education Consortium (MOEC) Collective Impact (CI) Achievement Plan

4.1 Students are prepared for success in kindergarten and the primary grades.

4.2 Students graduate from high school prepared for postsecondary and career success

4.3 Students successfully transition to postsecondary education.

4.4 Students complete postsecondary experiences prepared for career success.

Most importantly, the Community Achievement Plan of the Learning Community of Douglas and Sarpy Counties aligns with the **2017-2026 Strategic Vision and Direction, Revised June 7, 2019** of the Nebraska State Board of Education (NSBOE) and Nebraska Department of Education (NDE) and reflects the August 2019, **Agents of Change for Equity Playbook** as is highlighted in the following matrix.

Nebraska State Board of Education (NSBOE) and Nebraska Department of Education (NDE) Alignment with the Agents of Change for Equity and the Community Achievement Plan (CAP) of the Learning Community of Douglas and Sarpy Counties			
Goals (Domains) & Strategies	Aspirational Measures of Success	Agents of Change for Equity	Learning Community Community Achievement Plan (LC CAP GOAL(s) and Measurable Outcomes.)
<u>Leadership</u> 1. Ensure the education system, including the Nebraska Department of Education, is taking charge of its roles and responsibilities to provide leadership and enhance support systems in the state. A. Provide leadership and high-quality services in processes, regulations, interagency collaboration, data systems, fiscal responsibility and evaluation that enhance the success of educational systems in Nebraska.			The Learning Community has demonstrated a commitment to timely, high-quality external evaluation, including the programming for CAP Goals: (1) Increased access to Early Childhood Programming (2) Superintendents' Plan to Improve Student Attendance--GOALS (3) Increasing parent engagement and system capacity through the North and South Omaha Learning Centers Medical Center (UNMC) (4) Development of the Metropolitan Omaha Education Consortium

<p>B. Provide educational equity through the intentional allocation of resources and opportunities according to need which requires that discriminatory practices, prejudices, and beliefs be identified and eradicated</p> <p>C. Engage policy partners and stakeholders in the development of policies, regulations, and practices to ensure equitable opportunities for all Nebraskans</p>			(MOEC) Collective Impact (CI) Plan
<p>Success, Access, and Support (SAS)</p> <p>2. Ensure that all Nebraskans, regardless of background or circumstances, have equitable access to opportunities for success (Success, Access, and Support)</p> <p>A. Increase student, family, and community engagement to enhance educational experiences and opportunities (Positive Partnerships, Relationships, and Success)</p>	<p>Success, Access, and Support (SAS)</p> <p>SAS.1. The dropout rate of all Nebraska students including subgroups will be less than 1%, by 2026 [original 2.2] (Positive Partnerships, Relationships, and Success)</p> <p>SAS.2. There will be a reduction in the percentage of students who are absent more than 10 days per year from 27.46% to 15%, by 2026 [original 2.4] (Positive</p>	Success, Access, and Support (SAS)	<p>CAP 2.1 By 2022 the districts in the Learning Community of Douglas and Sarpy Counties will collaborate to reduce the incidence of chronic absenteeism as measured by</p>

	<p>Partnerships, Relationships, and Success)</p> <p>Transitions</p> <p>SAS.3. The 4-year cohort graduation rates for all</p>	<p>Educational Opportunities and Access</p> <ul style="list-style-type: none"> • Partner with businesses, out-of-school programs, and community organizations to create a more comprehensive approach to equity in education. • Set expectations among staff that personal learning plans and career pathway information be communicated clearly, early, and often with all students and families <p>Transitions</p>	<p>the percentage of students missing more than 20 days of school each year so that the percentage of students missing more than 20 days a year decreases from 6.1% (measured in 2015 – 2016) to 4%*.</p> <p>CAP 1.2 Professional Development for All The districts in the Learning Community of Douglas and Sarpy Counties will collaborate to increase access to high quality early childhood programming in order to decrease barriers to student achievement in order to decrease achievement gaps by providing a system of professional development about leading-edge research and innovative practices to school and community-based early childhood program staff.</p>
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<p>B. Provide quality educational opportunities for student success, beginning with early childhood education and continuing through transitions between grade levels, programs, schools, postsecondary institutions, and careers (Transitions)</p>	<p>Nebraska students will be greater than 92% and not less than 85% for any one subgroup, by 2026 [original 3.2] (Transitions)</p> <p>SAS.4. The 7-year cohort graduation rates for all Nebraska students will be greater than 95% and not less than 90% for any one subgroup, by 2026 [original 3.3] (Transitions)</p> <p>Educational Opportunities and Access</p>		<p>CAP 1 Increased Access to Early Childhood Programming</p> <p>CAP 3.3.1 By 2020, Improve educational outcomes for children evidenced by effectively providing intensive early childhood classrooms as measured by the teachers' ability to provide emotional support, classroom organization and instructional support (as evidenced by meeting or exceeding national averages on the CLASS, ECERS-R).</p>
<p>C. Ensure that all students have access to comprehensive instructional opportunities, beginning with early childhood education, to be prepared for postsecondary education and career (Educational Opportunities and Access)</p>	<p>SAS.5. Eighty-five percent of all Nebraska students, upon graduation from high school, will have completed Advanced Placement coursework, earned dual credit and/or obtained industry certification, by 2026 [original 4.2] (Educational Opportunities and Access)</p>	<p>Educational Opportunities and Access</p> <ul style="list-style-type: none"> • Partner with businesses, out-of-school programs, and community organizations to create a more comprehensive approach to equity in education. • Increase access to computer science at all K-12 levels and employ existing, high-quality professional development programs, such as Code.org, to allow teachers to become trained/certified 	<p>CAP 4.1.2 By 2022, increase the number of 3 and 4-year-olds enrolled in high quality preschools.(#1.2 in MOEC plan)</p>

		<p>in computer science instruction.</p> <ul style="list-style-type: none"> • Ensure that teachers and staff provide engaging learning experiences connected to the community and leverage civic and service-learning opportunities. • Set expectations among staff that personal learning plans and career pathway information be communicated clearly, early, and often with all students and families. 	
<p>Teaching, Learning, & Serving</p> <p>3. Increase the number of Nebraskans who are ready for success in postsecondary education, career, and civic life (Teaching, Learning, and Serving)</p> <p>A. Ensure every student upon completion of secondary education is prepared for postsecondary education, career, and civic opportunities (College, Career, and Civic Ready)</p>	<p>Teaching, Learning, & Serving</p> <p>TLS.1. At least 50% of all Nebraska high school students from any given cohort year, will have earned a college degree, credential, or certificate, within five years of graduating from high school,</p>	<p>Teaching, Learning, & Serving</p> <p>College, Career, and Civic Ready</p> <ul style="list-style-type: none"> • Partner with businesses, out-of-school programs, and community organizations to create a more comprehensive approach to equity in education. • Increase access to computer science at all K-12 levels and employ 	<p>CAP 4.2.1 By 2022, ensure students receive quality instruction and programs on PK-12 resulting in postsecondary and career readiness.</p> <p>Metrics:</p> <ol style="list-style-type: none"> 1. Increase #/% of students who are meeting expectations for proficiency in literacy by the end of 3rd grade.

	by 2026 [original 5.4] (College, Career, and Civic Ready)	<p>existing, high-quality professional development programs, such as Code.org, to allow teachers to become trained/certified in computer science instruction.</p> <ul style="list-style-type: none"> • Ensure that teachers and staff provide engaging learning experiences connected to the community and leverage civic and service learning opportunities. • Set expectations among staff that personal learning plans and career pathway information be communicated clearly, early, and often with all students and families. • Monitor course options and prerequisites to determine whether low-income students and students of color are being provided a college- and career-ready program of study. • Align career and technical education with local business and industry needs and Nebraska Career Readiness Standards. 	<p>2. Increase #/% of students who are meeting expectations for proficiency in math by the end of 8th grade.</p> <p>3. Increase #/& of students who demonstrate proficiency in literacy and mathematics by the end of 11th grade.</p> <p>4. Increase #/% of students who graduate from high school having successfully completed four years of math.</p> <p>CAP 3.1.3 By 2020, students of parents participating in the program for two or more years will score higher in math (71% proficient baseline) compared to the overall district (65% proficient).</p> <p>CAP 3.1.4 By 2020, students will also score higher in</p>
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<p>B. Use assessments to measure and to improve student achievement and to inform instruction (Assessment)</p>	<p>Assessment</p> <p>TLS.2. The percent of Nebraska students in grades 3–8 and 11 proficient in reading will increase from 79% to 89%, by 2026 [original 6.3] (Assessment)</p> <p>TLS.3. The percent of Nebraska students in grades 3–8 and 11 proficient in math will increase from 72% to 82%, by 2026 [original 6.4] (Assessment)</p> <p>TLS.4. The percent of Nebraska students in grades 3–8 and 11 proficient in science will increase from 72% to 82%, by 2026 [original 6.5] (Assessment)</p>	<p>Academic Progress</p> <ul style="list-style-type: none"> • Review curriculum and instructional materials for bias and adopt changes that lead to equitable outcomes for each and every student. • Analyze and share student growth data as a way to show improvement and progress in your school and district. • Ensure parents understand the student expectations for each grade level, how teachers will help students reach them, and how the summative assessments measure student proficiency on those expectations. • Set ambitious and achievable goals for English learners and ensure they are making progress in achieving English language proficiency. • Analyze special education services identification and provide training in appropriately identifying and supporting students with disabilities. 	<p>reading (79% proficient baseline) compared to the overall district (72% proficient).</p> <p>CAP 4.2.2 By 2022, align PK-16 curricula and assessments with established postsecondary and career readiness standards</p> <p>CAP 4.2.1 By 2022, ensure students receive quality instruction and programs on PK-12 resulting in postsecondary and career readiness.</p> <p>Metrics:</p> <ol style="list-style-type: none"> 1. Increase #/% of students who are meeting expectations for proficiency in literacy by the end of 3rd grade. 2. Increase #/% of students who are meeting expectations for proficiency in math by the end of 8th grade. 3. Increase #/& of students who demonstrate proficiency in literacy and mathematics by the end of 11th grade. 4. Increase #/% of students who graduate from high
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<p>C. Assure that students are supported by qualified/credentialed, effective teachers, and leaders throughout their learning experiences (Educator Effectiveness)</p>		<ul style="list-style-type: none"> • Measure and improve school culture as one important aspect of closing achievement gaps. • Review exclusionary discipline policies and explore alternative strategies. <p>Educator Effectiveness</p> <ul style="list-style-type: none"> • Develop a recruitment strategy to attract and retain teachers that match the racial and ethnic diversity of the student population. • Provide high-quality leadership opportunities for teachers of color. • Develop a new teacher support program to induct and retain highly-effective new and early-career teachers. • Use data to place highly-effective teachers with lower-performing students. • Provide training and support for all teachers in cultural competency and working with diverse student populations. 	<p>school having successfully completed four years of math.</p> <p>CAP 3.5 Future Teacher Training Program at the Learning Community Center of North Omaha The districts in the Learning Community of Douglas and Sarpy Counties will collaborate to identify effective strategies for recruiting and preparing postsecondary students for careers in early childhood education, particularly in areas of high poverty.</p> <p>CAP 4.1.4 By 2022, increase the number of Early Childhood Education teachers who demonstrate who demonstrate state-approved identified best practice early learning professional competencies.</p> <p>CAP 4.1.5 By 2022, increase the number and percentage of teachers in MOEC Pre K Grade 3 classrooms with certification or endorsement in Early Childhood Education.</p>
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Changes to the Community Achievement Plan Since the 2018 Report

1. In addition to the General Matrix of Alignment for the Nebraska State Board of Education (NSBOE) and Nebraska Department of Education (NDE) 2017-2026 Strategic Vision and Direction, Revised June 7, 2019, (NEQuESTT), the Agents of Change for Equity, and the Community Achievement Plan (CAP) of the Learning Community of Douglas and Sarpy Counties, each CAP Section explicitly identifies the specific alignment between the CAP section and NEQuESTT.
2. Each CAP section contains an Equity statement. School districts are engaged in conversations regarding Equity and how it can be met but detailed, specific examples of alignment are not yet available.
3. Community Achievement Plan Section SMART Goals have been extended from 2020 to 2022.
4. Data and Summary Results have been updated in Sections 1 and Section 3.
5. In Section 2—GOALS (Attendance) new strategies are identified to address the issue of attendance
6. In Section 4—MOEC Collective Impact (CI) Achievement Plan metrics have been refined and/or new Initiatives identified that are designed to address the goals and advance improved student and teacher performance.
7. At the end of each CAP Section is a matrix that identifies the Partnerships that have been formed to support and facilitate the successful implementation and completion of that Section's Goals.
8. The Roles and Responsibilities of the various Learning Community members—school districts, member schools, ESU's, and partner organizations, as originally outlined in each of the four sections of the Community Achievement Plan, approved on November 7, 2017, have not been altered.

Section 1. Increased Access to Early Childhood Programming

1.1 FULL IMPLEMENTATION of BIRTH THROUGH GRADE 3 APPROACH

<http://buffettinstitute.nebraska.edu/our-work/childhood-plan>

The “Increased Access to Early Childhood Programming”, also known as the Superintendent’s Early Childhood Plan (<http://buffettinstitute.nebraska.edu/our-work/childhood-plan>), is a partnership between the eleven school districts of the Learning Community of Douglas and Sarpy counties and the Buffett Early Childhood Institute. This partnership was the result of Nebraska Revised Statute 79-2104.03. Districts identified as having “Full Implementation of Birth Through Grade 3 Approach” sites and their respective schools include: 1) Omaha Public Schools---Gomez Elementary, Mount View Elementary, Liberty Elementary, and Pinewood Elementary; 2) Bellevue Public Schools—Belleaire Elementary; 3) Westside Community Schools—Westbrook Elementary; 4) Ralston Public Schools—Mockingbird Elementary; 5) Millard Public Schools—Cody Elementary and Sandoz Elementary; 6) Douglas County West Community Schools—DC West Elementary. Schools with 50% or greater poverty, throughout the Learning Community, were invited to apply for participation. School sites were based on available funding and to provide representation of variation in school enrollment, demographics, and geography of the Learning Community.

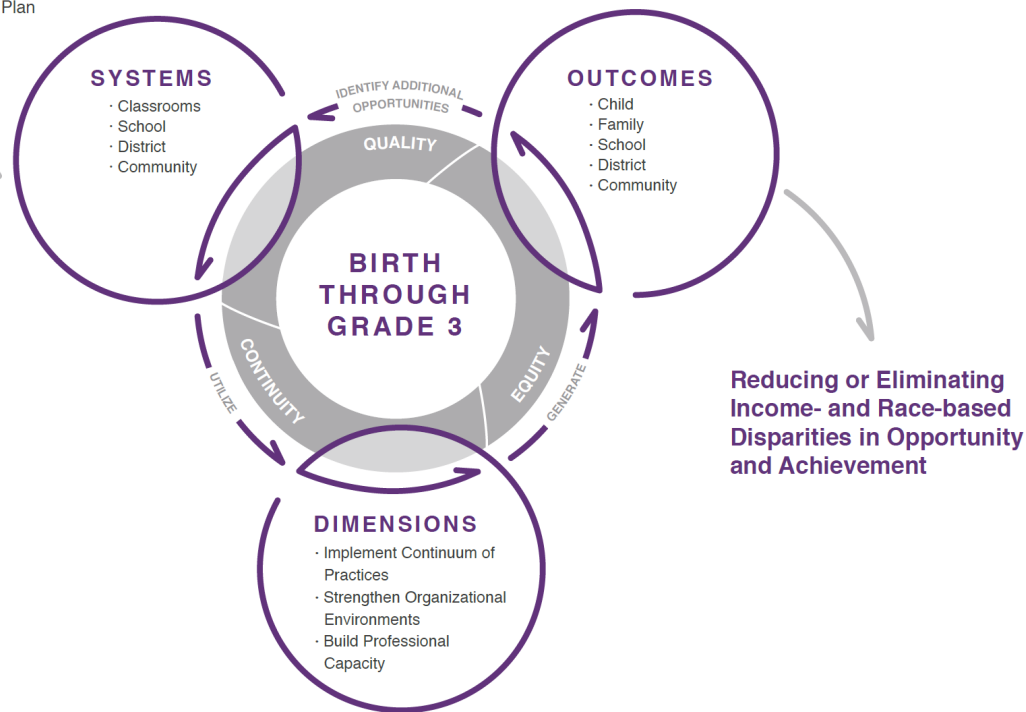
Community Achievement Goal:	NEQuESTT Alignment
<p>1.1 Full Implementation of Birth Through Grade 3 Approach</p> <p>The districts in the Learning Community of Douglas and Sarpy Counties will collaborate to increase access to high quality early childhood programming in order to decrease barriers to student achievement in order to decrease achievement gaps by developing comprehensive and aligned early childhood programming for children from birth through Grade 3 and their families.</p> <p>1.1.1 By 2022, the core components of the Superintendents’ Plan will be articulated and implemented as intended and at the expected levels of quality.</p> <p>1.1.2 By 2022, home visitor practices in responsiveness and relationships with families, facilitation of parent-child interactions, and non-intrusive collaboration will improve to meet or exceed recognized performance standards.</p>	<p>2.C. Ensure that all students have access to comprehensive instructional opportunities, beginning with early childhood education, to be prepared for postsecondary education and career (Educational Opportunities and Access).</p>

- 1.1.3 By 2022, families participating in two or more years of home visiting will increase in positive parenting and social support outcomes.
- 1.1.4 By 2022, children's outcomes in language development, reading, mathematics, and social-emotional domains will improve as compared to baseline data and disparities based on family income and race/ethnicity will be reduced.
- 1.1.5 By 2022, teacher practices in classroom organization, emotional support, and instructional practices will improve to meet or exceed nationally recognized performance standards.

SCHOOL AS HUB FOR BIRTH THROUGH GRADE 3: THEORY OF CHANGE

Inputs

Engagement & Readiness
Landscape Assessment & Plan



Equity

All components of the Superintendent's for Early Childhood Education, work to eliminate achievement gaps and ensure success for all students by identifying and addressing biases and barriers and implementing strategies to ensure all students have equitable access to: college, career, and civic readiness opportunities; rigorous and engaging academic opportunities; effective educators; quality instructional materials; community support and partnerships; and active and involved education leaders.

Section 1. Increased Access to Early Childhood Programming

1.2 Professional Development for All <http://buffettinstitute.nebraska.edu/our-work/pd-for-all>

The “Increased Access to Early Childhood Programming”, also known as the Superintendent’s Early Childhood Plan, is a partnership between the eleven school districts of the Learning Community of Douglas and Sarpy counties and the Buffett Early Childhood Institute. This partnership was the result of Nebraska LB 585 (2013) codified in Nebraska Revised Statute 79-2104.03. The “Professional Development for All” component of the “Increased Access to Early Childhood Programming” provides professional development in Early Childhood available to all districts, schools and community-based early childhood program providers within the eleven school districts of the Learning Community of Douglas and Sarpy Counties.

Community Achievement Goal:	NEQuESTT Alignment
<p>1.2 Professional Development for All</p> <p>The districts in the Learning Community of Douglas and Sarpy Counties will collaborate to increase access to high quality early childhood programming in order to decrease barriers to student achievement in order to decrease achievement gaps by providing a system of professional development about leading-edge research and innovative practices to school and community-based early childhood program staff.</p>	<p>2.C.2. Ninety-five percent of Nebraska school districts will be able to identify at least one high-quality early childhood educational program accessible to all of the district’s resident preschool age population, by 2026 [original 4.3]</p>
<p>1.2.1 Individuals who attend the PD for All Institutes will demonstrate increased knowledge of effective birth through Grade 3 educational practices based on a pre/post assessments and will report implementation of new approaches or practices in their professional work.</p>	<p>Equity</p> <p>All components of the Superintendent’s for Early Childhood Education, work to eliminate achievement gaps and ensure success for all students by identifying and addressing biases and barriers and implementing strategies to ensure all students have equitable access to: college, career, and civic readiness opportunities; rigorous and engaging academic opportunities; effective educators; quality instructional materials; community support and partnerships; and active and involved education leaders.</p>

Section 1. Increased Access to Early Childhood Programming

1.3 Customized Assistance

The “Increased Access to Early Childhood Programming”, also known as the Superintendent’s Early Childhood Plan, is a partnership between the eleven school districts of the Learning Community of Douglas and Sarpy counties and the Buffett Early Childhood Institute. This partnership was the result of Nebraska LB 585 (2013) codified in Nebraska Revised Statute 79-2104.03. All eleven Learning Community districts were invited to propose customized assistance projects designed to support systemic work toward an aligned birth through Grade 3 early childhood continuum. Districts implementing plans with Customized Assistance have included Bellevue Public Schools, Elkhorn Public Schools, Gretna Public Schools, Ralston Public Schools, Papillion-La Vista Community Schools,

Community Achievement Goal: 1.3 Customized Assistance Partnerships The districts in the Learning Community of Douglas and Sarpy Counties will collaborate to increase access to high quality early childhood programming in order to decrease barriers to student achievement in order to decrease achievement gaps by providing a system of customized assistance partnerships to support district-level goals for the development and implementation of high quality early childhood education systems and programs. 1.3.1 By the second year of each customized district project, utilizing baseline data from participating districts, measurable goals will be developed for systemic improvements in early childhood education programming, including appropriate performance improvement goals for systems, staff and/or children.	NEQuESTT Alignment 2.C.2. Ninety-five percent of Nebraska school districts will be able to identify at least one high-quality early childhood educational program accessible to all of the district’s resident preschool age population, by 2026 [original 4.3]
	Equity All components of the Superintendent’s for Early Childhood Education, work to eliminate achievement gaps and ensure success for all students by identifying and addressing biases and barriers and implementing strategies to ensure all students have equitable access to: college, career, and civic readiness opportunities; rigorous and engaging academic opportunities; effective educators; quality instructional materials; community support and partnerships; and active and involved education leaders.

Evaluation: (Description of current program evaluation efforts.) The Superintendents' Early Childhood Plan is the most comprehensive birth – Grade 3 school-based initiative in the nation, and the evaluation of this effort represents a significant contribution to the national conversation about the birth – Grade 3 approach. The Superintendents' Early Childhood Plan Evaluation is a collaborative effort among the Munroe-Meyer Institute (MMI) at the University of Nebraska Medical Center, the Center for Research on Children, Youth, Families, and Schools (CYFS) at the University of Nebraska Lincoln, and the Buffett Early Childhood Institute at the University of Nebraska.

Progress Update (Fall 2019)

Learning Community Evaluation Trend Analyses:

The following is a data summary for the Learning Community including Classroom, Family, and Child Outcomes.

The following is a key to understanding the results:



Denotes these results are based on descriptive analyses and there were improvements over time.



Denotes these results are based on statistical analyses and there were significant improvements over time.



Denotes data was not collected during this time period using this measure.

WHO WAS SERVED OVER THE PAST FIVE YEARS?

Superintendent's Plan

- 7367 students
 - 255 infant and toddlers
 - 7112 students in PreK through Grade 3
- 2208 teachers/providers
- 226 families

The numbers served include all of the students and parents served in the program.

SUPERINTENDENT'S PLAN:

Language, academic, and executive function skills development improved for all children in PreK to Grade 3.

Tool	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Preschool Language Scale: Infants and toddlers slightly decreased receptive and expressive skills over time.					
Children whose families received more home visits over time demonstrated higher levels of expressive and total language scores at follow-up.					
Peabody Picture Vocabulary Test, Fourth Edition (PPVT): Students in PreK through Grade 1 improved* vocabulary skills across time.				X	
Kaufman Test of Educational Achievement, 3 rd Edition Brief Form (KTEA-3): Students PreK through Grade 1 improved* academic skills across time.				X	X
Comprehensive Executive Function Inventory (CEFI): Students in PreK through Grade 1 improved* academic skills across time.				X	X
For most grade levels, students who made the most gains were black, Hispanic, or were eligible for free and reduced lunch. *Note: These results are based on descriptive analyses.					

Superintendent's Plan:

Parents had greater access to social support and improved access to basic needs such as food, housing, and other support services.

Tool	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
FRIENDS Protective Factors Survey (PFS): Parents of infants and toddlers improved* their access to concrete and social supports.					X
FRIENDS Protective Factors Survey (PFS): Parents of students in PreK to Grade 3 improved* their access to concrete and social supports.				X	X
Keys to Interactive Parenting Scale (KIPS): Parents of infants and toddlers demonstrated care-giver child interactions in the mid-range and remained relatively stable over time					

WHAT WAS THE QUALITY OF THE CLASSROOMS?

RATIONALE: 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).

- Preschool education has significant lasting effects on cognitive abilities, school progress (grade repetition, special education placement, and high school graduation), and social behavior (Aos, et al., 2004).

Superintendent's Plan:

Classroom (n=149) quality and interactions in full implementation schools improved from the first to the third year across all domains. Each year, teachers rated "high" in the classroom organization domain.

Section 1. Partnerships

Superintendents' EC Plan Level	Local & State Partnerships
Full Implementation: School as Hub for Birth – Grade 3 Schools	<p>Participating School Districts: Bellevue, DC West, Millard, Omaha, Ralston, Westside</p> <p>Local & State Partners: Child Saving Institute, Metropolitan Omaha Education Consortium (MOEC), Raise Me to Read (Greater Omaha & Council Bluffs), Learning Community Centers – North & South, PADRES, community libraries, Food Bank for the Heartland, New Cassel Retirement Center, Lakeshore, VNA, Omaha Healthy Kids, United Healthcare, Black Men United, North Omaha Building Brains in Barbershops, Offutt AFB Family Advocacy & Support Programs, Community-based social service and health care agencies and providers for parent/family referrals and family engagement supports.</p>
Customized Assistance to Districts	<p>Participating School Districts: Bellevue, Elkhorn, Gretna, Papillion LaVista, Ralston</p> <p>Local & State Partners: Nebraska Department of Education Office of Early Childhood (Pyramid Model coaches), Greater Omaha Early Learning Connection, Metropolitan Omaha Education Consortium (MOEC), community-based early childhood education providers in each district/community</p>
Professional Development for All	<p>Participating School Districts: All eleven school districts of the Learning Community (Bennington, Bellevue, DC West, Elkhorn, Gretna, Millard, Papillion LaVista, Ralston, Springfield Platteview, Westside) and ESU#3 and ESU#19</p> <p>Local & State Partners: Greater Omaha Early Learning Connection, University of Nebraska Omaha, University of Nebraska Lincoln, Learning Community Center – South Omaha, Learning Community Center – North Omaha, Joslyn Art Museum, Omaha Public Library, Educare of Omaha Sixpence Home Visiting Program, Lutheran Family Services, College of Saint Mary, Creighton University, Nebraska Early Childhood Collaborative, University of Nebraska Medical Center (UNMC), University of Nebraska Extension, Child Saving Institute (CSI), Salvation Army Kroc Center, UNO Scott Center, One World Omaha, community-based and home-based early childhood care and education providers from throughout Douglas and Sarpy counties</p>

Section 2. Targeted Support to Improve Student Attendance

2.1 The Superintendents' Plan to Improve Attendance—GOALS

<p>Community Achievement Goal:</p> <p>Section 2: The Superintendents' Plan to Improve Attendance—GOALS</p> <p>The Districts in the Learning Community of Douglas and Sarpy Counties will collaborate to reduce the incidence of chronic absenteeism in its student population.</p> <p>2.1 By 2022 the districts in the Learning Community of Douglas and Sarpy Counties will collaborate to reduce the incidence of chronic absenteeism as measured by the percentage of students missing more than 20 days of school each year so that the percentage of students missing more than 20 days a year decreases from 6.1% (measured in 2015 – 2016) to 4%*.</p> <p>(* Review of NDE data of the Learning Community identifies the 2012 – 2013 school year as the highest performing year related to absenteeism. Our goal is to improve overall rates in comparison to the 2012 – 2013 school year.)</p>	<p>NEQuESTT Alignment</p> <p><u>Success, Access, and Support (SAS)</u></p> <p>SAS.2. There will be a reduction in the percentage of students who are absent more than 10 days per year from 27.46% to 15%, by 2026 [original 2.4] (Positive Partnerships, Relationships, and Success)</p> <p>Equity</p> <p>All components of the Superintendent's Plan to Improve Attendance, the Greater Omaha Attendance and Learning Services (GOALS) Center, work to eliminate achievement gaps and ensure success for all students by identifying and addressing biases and barriers and implementing strategies to ensure all students have equitable access to: college, career, and civic readiness opportunities; rigorous and engaging academic opportunities; effective educators; quality instructional materials; community support and partnerships; and active and involved education leaders.</p>
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Evaluation: (Description of current program evaluation efforts.)

This identified goal area does not have a predetermined evaluation component. As more development occurs within this goal area a more formal evaluation process may be adopted and incorporated into these current efforts. The GOALS Center will monitor data available through the 11 Learning Community school districts and the Nebraska Department of Education to monitor progress with improved attendance at a student, school building and school district level. Progress monitoring will focus on decreasing chronic absenteeism to the overall goal of 4%.

Section 2. Targeted Support to Improve Student Attendance

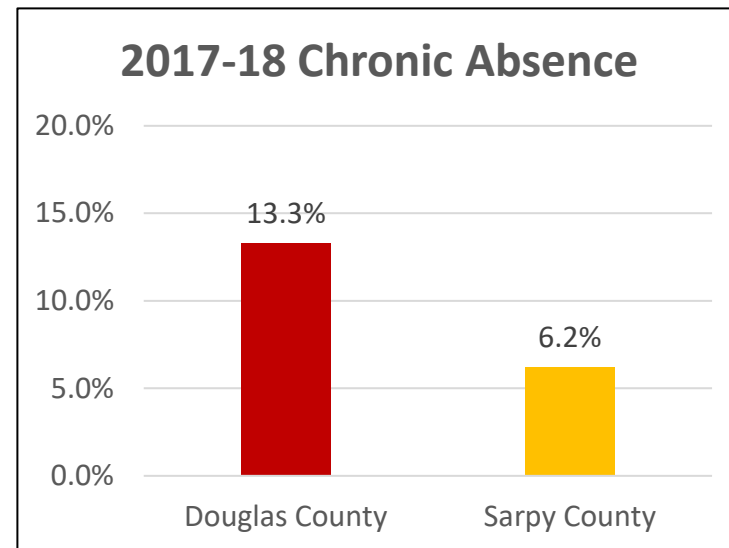
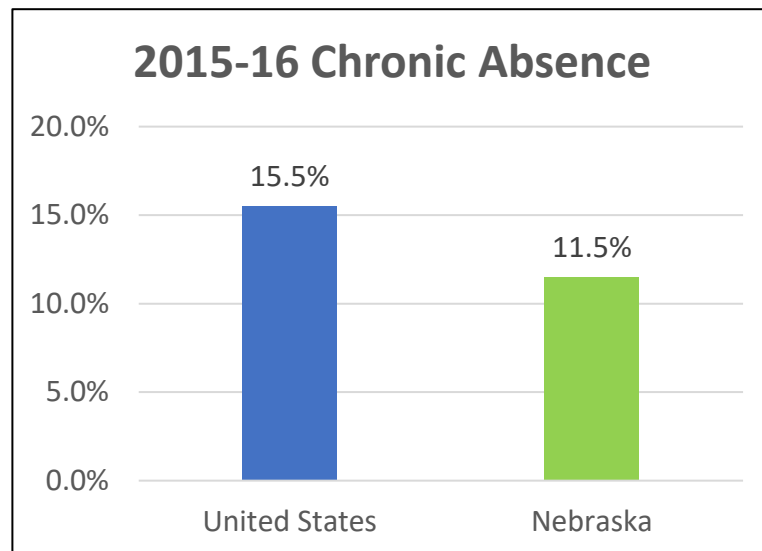
2.1 Increase collaborative efforts to reduce the incidence of chronic absenteeism.

Progress Update Data

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

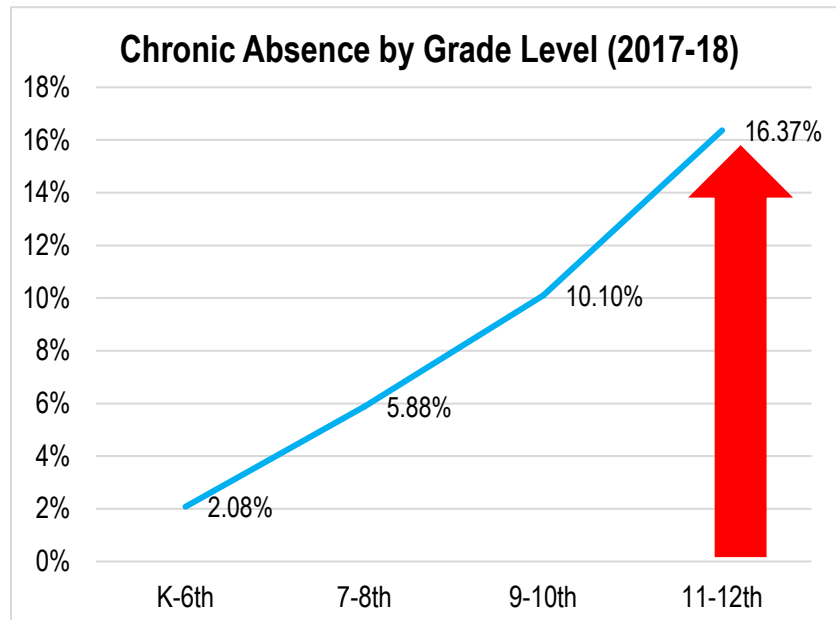
Chronic Absence Levels: Big Picture

The Hamilton Project at the Brookings Institution created interactive mapping that allows comparisons of national data reported by school districts to the US Department of Education Office for Civil Rights. The most up to date data is from the 2015-16 school year.



Source: The Hamilton Project, http://www.hamiltonproject.org/charts/chronic_absence_across_the_united_states

Source: Nebraska Department of Education



- When considering 2017-18 data by grade level, the rate of chronic absence (20+ days absent) increases as grade level increases. This trend was experienced in both Douglas and Sarpy County.
- From 2016-17 to 2017-18, the majority of school districts across the metro area (8, 72%) saw an increase in the rate of chronic absence. Three districts did see a slight decrease; however, it should be noted that these districts are smallest in size.
- Title I buildings are experiencing higher rates of chronic absence than non-Title I buildings. Specifically, the average rate of chronic absence within Title I buildings was 12.08% in 2017-18, while the average rate of chronic absence within non-Title I buildings was 9.57%.
- There is a wide range in rates of chronic absence from school building to school building across the metro area. Specifically:
 - Elementary schools' chronic absence rates range from a low of 2.51% to a high of 28.54%.
 - Middle schools' chronic absence rates range from a low of 2.00% to a high of 30.3%.
 - High schools' chronic absence rates range from a low of 3.83% to a high of 42.01%.

Strategies for Improvement

- Two strategies have been completed to date. These include:
 - Review all Board Policies to ensure they align and reflect the current statutes (79-201 and 79-209) regarding attendance.
 - Review school building specific strategies to improve attendance.
- The following two strategies are in progress at this time:
 - Develop School District strategies targeted to improve attendance.
 - Schools buildings with an Average Daily Attendance rate between 93-97% will develop additional supports and strategies to identify students at risk for chronic attendance concerns.
- Additional strategies are coming soon. These include:
 - Developing MOU'S with community partners to ensure a streamlined process which identifies common outcomes and strategies to improve school attendance.
 - This will help build a collaborative, collective picture that can show the work being done across the community.
 - Developing an early warning system in each school district to identify students who are at risk of chronic absenteeism.
 - This strategy aligns with initiatives being done through ESSA and AQuESTT.

The Superintendent's Plan to Improve Attendance directly correlates to the Nebraska's Consolidated State Plan and thus the State Board of Education's Strategic Vision and Direction. The NDE Strategic Plan addresses Chronic Absence in Goal 2.4 of the plan.

Chronic Absence is specifically addressed within the AQuESTT indicator for student success and school quality. Through the AQuESTT measures and metrics chronic absentee rates will be utilized to establish goals for individual schools during the 2018-2019 school year. Moving forward school districts will be held accountable and provided support to achieve the goals outlined during the 2018-2019 school year.

Through the ESSA plan two groups have been identified to provide additional support and guidance in the area of School Quality and Student Success in the area of chronic absenteeism. The Technical Advisory Council and the AQuESTT 2.0 task force will continue to help shape and provide direction in how to best evaluate and measure chronic absenteeism for students in kindergarten thru twelfth grade.

Strategically, The Superintendent's Plan to Improve Attendance affords The GOALS Center the ability to further forward the vision and educational mission at a state and local level of the AQuESTT. By 2020 The GOALS Center strategic plan will incorporate outcomes that enhance an approach to addressing the precipitating factors to attendance by using a Results Based Accountability (RBA) framework. By utilizing RBA

GOALS will be able to move from school level impact to a collective impact, which will augment the efforts already being made across the Learning Communities.

Progress Update (Fall 2019)

Future Focus:

In the spirit of continuous quality improvement, The GOALS Center is consistently assessing program effectiveness and service delivery to families and stakeholders. The evaluation of programmatic efficacy is an essential component of any strategic, forward thinking agency. After a thorough, program-wide evaluation GOALS will begin focusing organizational efforts on building on identified strengths and tackling areas of challenge. Over the next two years, stakeholders should see, development in the following areas of the organization:

- Detailed service description
- Improved case management functions
- Defined target population and referral process
- Development/implementation of new case management system
- New and interactive website and increased social media presence
- Clear outward facing key program indicators
- Data management and reporting that is transparent to all stakeholders and outlines GOALS areas of impact
- Intentional community partnerships that address family barriers that impact student attendance subsequently closing the achievement gap for students while keeping families from penetrating the child welfare and juvenile justice systems

Growth in these areas continues to support the tenets of the NEQuESTT and the strategic vision and direction on a local and state level.

Data for the 2018-2019 school year has not yet been acquired or analyzed as of this time.

Section 2. Partnerships

Community Partnerships:

The Superintendent's Plan to Improve Attendance works under the premise that pooling existing resources makes a whole that is greater than the sum of its parts. To meet the unique and changing circumstances and needs of students in all 11 school districts The GOALS Center calls upon the collaborative efforts of community partners in Douglas and Sarpy Counties to create a coordinated response to the precipitating factors of absenteeism; thus, creating a joint and cooperative action for each student. The approach is aligned with the tenets of the AQuESTT, specifically, Positive Partnerships, Relationships, and Success, which is fundamental to successful schools and districts, affording families further positive educational opportunities.

The GOALS Center is solely funded by grants and gifts from the following partners:

- 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

Leveraging community resources to overcome barriers for families is another way The GOALS Center maximizes on the partnerships. Douglas and Sarpy Counties have a plethora of available resources to assist students and families in addressing needs that contribute to absenteeism. With minimal tangible dollars available to provide families directly; The GOALS Center depends on its partners to fill that need for the benefit of families creating sustainable positive results. An example of those partners includes:

- Omaha Public Library
- Nonprofit Association of the Midlands
- Lutheran Family Services
- Child Saving Institute
- Do Space

- Douglas County Health Department
- Food Bank of the Heartland
- Latino Center of the Midlands
- Project Harmony
- PTI Nebraska
- UNO Service Learning Academy
- Women's Center for Advancement
- Boys Town
- Operation Youth Success
- Omaha Police Department
- Together Inc.
- Heart Ministries
- Salvation Army
- Open Door Mission

Education Partners:

- Bellevue Public Schools
- Bennington Public Schools
- Douglas County West Community Schools
- Educational Service Unit #3
- Educational Service Unit #19
- Elkhorn Public Schools
- Gretna Public Schools
- Metropolitan Community College
- Millard Public Schools
- Omaha Public Schools
- Papillion La Vista Community Schools
- Ralston Public Schools
- Springfield Platteview Community Schools
- Westside Community Schools

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

3.1 FAMILY LEARNING AT THE LEARNING COMMUNITY CENTER OF SOUTH OMAHA

<p>Community Achievement Goal:</p> <p>3.1 Family Learning at the Learning Community Center of South Omaha</p> <p>The districts in the Learning Community of Douglas and Sarpy Counties will collaborate to identify effective strategies for strengthening the capacity of parents and family members who have limited English proficiency and who are living in poverty to support their children’s learning.</p> <p>3.1.1 By 2022, students of parents participating in the program for two years or more will demonstrate improved educational outcomes by effectively engaging parents in their child’s school.</p> <p>3.1.2 By 2022, parents will demonstrate significant individualized gains in English according to the BEST Plus scores, and at least 65% of parental interactions will be of medium to high quality (building relationships, promoting learning and supporting confidence) as indicated by the KIPS assessment.</p> <p>3.1.3 By 2022, students of parents participating in the program for two or more years will score higher in math (71% proficient baseline) compared to the overall district (65% proficient).</p> <p>3.1.4 By 2022, students will also score higher in reading (79% proficient baseline) compared to the overall district (72% proficient).</p> <p>For more information about the program, please see the annual report: www.learningcommunityds.org</p>	<p>NEQuESTT Alignment</p> <p>TLS.2. The percent of Nebraska students in grades 3–8 and 11 proficient in reading will increase from 79% to 89%, by 2026 [original 6.3] (Assessment)</p> <p>TLS.3. The percent of Nebraska students in grades 3–8 and 11 proficient in math will increase from 72% to 82%, by 2026 [original 6.4] (Assessment)</p> <p>Equity</p> <p>All components of the Learning Community’s Programs for Increased Parent Engagement and System Capacity Building Through the North and South Omaha Learning Centers work to eliminate achievement gaps and ensure success for all students by identifying and addressing biases and barriers and implementing strategies to ensure all students have equitable access to: college, career, and civic readiness opportunities; rigorous and engaging academic opportunities; effective educators; quality instructional materials; community support and partnerships; and active and involved education leaders.</p>
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Section 3. Increased Parent Engagement and System Capacity Building Through the North and South Omaha Learning Centers

3.2 PARENT UNIVERSITY AT THE LEARNING COMMUNITY CENTER OF NORTH OMAHA

Community Achievement Goal:	NEQuESTT Alignment
<p>3.2 Parent University at the Learning Community Center of North Omaha The districts in the Learning Community of Douglas and Sarpy Counties will collaborate to identify effective strategies for strengthening the capacity of parents of high poverty backgrounds to support their children’s learning.</p> <p>3.2.1 By 2022, students of parents participating in the program for two years or more will demonstrate increased educational outcomes by effectively engaging parents in their child’s school.</p> <p>3.2.2 By 2022, parents will demonstrate significant individualized gains in family resiliency, social supports, concrete supports, child development knowledge and nurturing and attachment as measured by the FRIENDS Protective Factors Survey.</p> <p>3.2.3 By 2022, parents will also demonstrate individualized gains in positive parenting strategies and positive parent-child relationships (measured by surveys) and parent interactions (including building relationships, promoting learning and supporting confidence) as indicated by the KIPS assessment.</p> <p>3.2.4 By 2022, parents will show significant meaningful changes in parenting practices (4.89 in conflict and 5.87 PARCA baseline).</p> <p>For more information about the program, please see the annual report: www.learningcommunityds.org</p>	<p>TLS.2. The percent of Nebraska students in grades 3–8 and 11 proficient in reading will increase from 79% to 89%, by 2026 [original 6.3] (Assessment)</p> <p>TLS.3. The percent of Nebraska students in grades 3–8 and 11 proficient in math will increase from 72% to 82%, by 2026 [original 6.4] (Assessment)</p> <p>Equity</p> <p>All components of the Learning Community’s Programs for Increased Parent Engagement and System Capacity Building Through the North and South Omaha Learning Centers work to eliminate achievement gaps and ensure success for all students by identifying and addressing biases and barriers and implementing strategies to ensure all students have equitable access to: college, career, and civic readiness opportunities; rigorous and engaging academic opportunities; effective educators; quality instructional materials; community support and partnerships; and active and involved education leaders.</p>

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

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

<p>Community Achievement Goal:</p> <p>3.3 Intensive Early Childhood Classrooms at the Learning Center of North Omaha The districts in the Learning Community of Douglas and Sarpy Counties will collaborate to identify effective strategies for intensive, high quality preschool experiences that measurably improve the educational outcomes for children from high poverty backgrounds.</p> <p>3.3.1 By 2022, Improve educational outcomes for children evidenced by effectively providing intensive early childhood classrooms as measured by the teachers' ability to provide emotional support, classroom organization and instructional support (as evidenced by meeting or exceeding national averages on the CLASS, ECERS-R).</p> <p>3.3.2 By 2022, children participating in the intensive early childhood classrooms will be above average in vocabulary (93% PPVT baseline) and show significant improvement toward school readiness concepts such as colors, letters, numbers/counting, sizes, comparisons and shapes (93 BRSA baseline).</p> <p>For more information about the program, please see the annual report: www.learningcommunityds.org</p>	<p>NEQuESTT Alignment</p> <p>2.C.2. Ninety-five percent of Nebraska school districts will be able to identify at least one high-quality early childhood educational program accessible to all of the district's resident preschool age population, by 2026 [original 4.3]</p> <p>Equity</p> <p>All components of the Learning Community's Programs for Increased Parent Engagement and System Capacity Building Through the North and South Omaha Learning Centers work to eliminate achievement gaps and ensure success for all students by identifying and addressing biases and barriers and implementing strategies to ensure all students have equitable access to: college, career, and civic readiness opportunities; rigorous and engaging academic opportunities; effective educators; quality instructional materials; community support and partnerships; and active and involved education leaders.</p>
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Section 3. Increased Parent Engagement and System Capacity Building Through the North and South Omaha Learning Centers

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

Community Achievement Goal:	NEQuESTT Alignment
<p>3.4 Childcare Director Program at the Learning Community Center of North Omaha The districts in the Learning Community of Douglas and Sarpy Counties will collaborate to identify effective strategies for providing high quality training and coaching to childcare directors that measurably improve the educational outcomes for children from high poverty backgrounds.</p> <p>3.4.1 By 2022, Improve educational outcomes for children evidenced by effectively providing high quality training and coaches to childcare directors as measured by the staffs' ability to provide emotional support, classroom organization and instructional support (as evidenced by meeting national averages on the CLASS).</p> <p>For more information about the program, please see the annual report: www.learningcommunityds.org</p>	<p>3. C. Assure that students are supported by qualified/credentialed, effective teachers, and leaders throughout their learning experiences (Educator Effectiveness)</p>
	<p>Equity</p> <p>All components of the Learning Community's Programs for Increased Parent Engagement and System Capacity Building Through the North and South Omaha Learning Centers work to eliminate achievement gaps and ensure success for all students by identifying and addressing biases and barriers and implementing strategies to ensure all students have equitable access to: college, career, and civic readiness opportunities; rigorous and engaging academic opportunities; effective educators; quality instructional materials; community support and partnerships; and active and involved education leaders.</p>

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

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

<p>Community Achievement Goal:</p> <p>3.5 Future Teacher Training Program at the Learning Community Center of North Omaha The districts in the Learning Community of Douglas and Sarpy Counties will collaborate to identify effective strategies for recruiting and preparing postsecondary students for careers in early childhood education, particularly in areas of high poverty.</p> <p>3.5.1 By 2022, improve educational outcomes for children evidenced by effectively providing high quality training to students studying early childhood. Future teachers participating in this program will graduate with high satisfaction and graduates will seek employment as paras or teachers with exceptional feedback from employers as evidenced by surveys and focus groups.</p> <p>For more information about the program, please see the annual report: www.learningcommunityds.org</p>	<p>NEQuESTT Alignment</p> <p>3. C. Assure that students are supported by qualified/credentialed, effective teachers, and leaders throughout their learning experiences (Educator Effectiveness)</p> <p>Equity</p> <p>All components of the Learning Community's Programs for Increased Parent Engagement and System Capacity Building Through the North and South Omaha Learning Centers work to eliminate achievement gaps and ensure success for all students by identifying and addressing biases and barriers and implementing strategies to ensure all students have equitable access to: college, career, and civic readiness opportunities; rigorous and engaging academic opportunities; effective educators; quality instructional materials; community support and partnerships; and active and involved education leaders.</p>
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Evaluation: (Description of current program evaluation efforts.) The Superintendents' Early Childhood Plan is the most comprehensive birth – Grade 3 school-based initiative in the nation, and the evaluation of this effort represents a significant contribution to the national conversation about the birth – Grade 3 approach. The Superintendents' Early Childhood Plan Evaluation is a collaborative effort among the Munroe-Meyer Institute (MMI) at the University of Nebraska Medical Center, the Center for Research on Children, Youth, Families, and Schools (CYFS) at the University of Nebraska Lincoln, and the Buffett Early Childhood Institute at the University of Nebraska.

Progress Update (Fall 2019)

Learning Community Evaluation Trend Analyses: Comparisons from FY2014 through FY2018

The following is a data summary for the Learning Community across the past five years including Classroom, Family, and Child Outcomes.

The following is a key to understanding the results:



Denotes these results are based on descriptive analyses and there were improvements over time.



Denotes these results are based on statistical analyses and there were significant improvements over time.



Denotes data was not collected during this time period using this measure.

WHO WAS SERVED OVER THE PAST FIVE YEARS?

Learning Community including Intensive Early Childhood Partnership Program, LCCSO and LCCNO.

- 49,457 students
 - 7656 students birth through 6
 - 41801 students in grade school programs
- 2500 parents
- 3667 teachers

The numbers served include all of the students and parents served in the program.

WHAT WERE THE STUDENT OUTCOMES?

RATIONALE: School readiness is an essential concern for students entering the educational system. Students enrolled earlier and for a longer duration demonstrate better short and long-term results especially those from diverse backgrounds (Shonkoff & Phillips 2000; Barnett, 2008).

- Young children's vocabulary skills predict later academic and behavioral skills in grade school (Morgan, et al., 2015).
- Early executive functioning skills predict 5th grade math and reading ability (Ribner, et al., 2017).
- Socio-emotional skills, physical and mental health, perseverance, attention, motivation, self- confidence are important for success in life (Barnett, 2004; Heckman, 2007).

Intensive Early Childhood Partnership Program

Students in early childhood preschool programs are closing the achievement gap, which is demonstrated as they significantly improved their skills over time. This pattern is consistent across multiple years and academic areas.

Tool	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Vocabulary (PPVT): Significant change across time	✓	✓	✓	✓	✓
By spring of each year on average 13% more students performed within the average range on vocabulary skills.					
School Readiness (Bracken): Significant change across time	✓	✓	✓	✓	
By spring of each year on average 15% more students performed within the average range in school readiness.					
Social-Emotional (DECA): Significant change across time				✓	✓
By spring of each year on average 20% more students performed above the mid-point of average range in social-emotional skills.					

Intensive Early Childhood Partnership Program:

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

Jump Start Pilot:

Students were better prepared for kindergarten than their peers based on teacher ratings and demonstrated significant improvement in school readiness skills over time.

Tool	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
School Readiness (Bracken): Significant change across time	✓	✓	✓	✓	✓

Learning Community South Omaha (LCCSO):

Students whose parents participated in LCCSO had higher rates of proficiency than comparable peers.

Tool	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Nebraska State Assessments (NeSA and NSCAS)		✓	✓ (3 rd grade)	✓ (3 rd grade)	(3 rd grade)

WHAT WERE FAMILY OUTCOMES?

RATIONALE: Partnerships between home and school are especially important for children who are socially and economically disadvantaged (Jeynes, 2005).

- Parent involvement positively influences social-emotional competence (Fantuzzo & McWayne, 2002).
- Positive play interactions between mothers or fathers and their children predicted children's fifth-grade math and reading abilities (Cook, Roggman, & Boyce, 2011).

Learning Community Centers of North and South Omaha:

Parents enrolled in either Parent University (LCCNO) or in the Family Learning Program (LLCSO) demonstrated gains in both parenting skills and stress levels.

Tool	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Keys to Interactive Parenting Scale (KIPS): Significant change across time	✓			✓	
For the years in which KIPS, a parent-child interaction assessment, was collected families met the program goal in at least one area of the scale. Significant change in overall score was found from pre to post in 2013-2014 and 2016-2017.					
Parenting Children and Adolescents Scale (PARCA): Significant change across time		✓	✓	✓	✓
Parents demonstrated significant improvement across multiple parenting domains with as many as 91% of parents experiencing clinically significant improvements.					

Tool	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parent Stress: Significant change across time	✓	✓	✓	✓	
Parents reported significantly decreased levels of stress from pre to post following intervention with a Family Liaison or participation in Parent University.					
Circle of Security-Parenting: Significant change across time			✓	✓	✓
Parents reported significantly improved relationship with their children and improved parenting skills after attending course at the Parent University.					

WHAT WAS THE QUALITY OF THE CLASSROOMS?

RATIONALE: 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).

- Preschool education has significant lasting effects on cognitive abilities, school progress (grade repetition, special education placement, and high school graduation), and social behavior (Aos, et al., 2004).

Intensive Early Childhood Partnership programs:

The preschool programs met the research-based threshold for quality. Since FY2014 the quality scores have improved 12%. From 2013 through 2016 8 classrooms were evaluated per year. These observations were expanded to 35 classrooms in 2017-2018.

Instructional Coaching:

Teacher scores improved in at least one major domain from fall to spring each year and met the threshold of quality for 3 out of 4 major domains. A total of 330 classrooms were observed from 2013-2015 to 2017-2018 and has expanded from two districts to four districts.

Section 3. Partnerships

CAP Section 3	Local & State Partnerships
3.1 FAMILY LEARNING AT THE LEARNING COMMUNITY CENTER OF SOUTH OMAHA	UNO Special Education/Communication Disorders, UNO School of Music, Opera Omaha, PTI Nebraska, Joslyn Art Museum, Nonprofit Association of the Midlands, ASCEND Network at Aspen Institute, Lutheran Family Service, Omaha Public Schools, Nebraska Enterprise Fund, Project Harmon, Heartland Workforce Solutions, Smart Girls Society, SPARK Positivity, The Big Garden, Douglas County Health Department, Food Bank of the Heartland, Latino Center of the Midlands, Omaha Public Library, Omaha Conservatory of Music, Buffett Early Childhood Institute, City Sprouts, Creighton University, Child Saving Institute, Nebraska Extension Office, Omaha Fire Department, Women's Center for Advancement, UNMC Center for Reducing Health Disparities, UNO Service Learning Academy
3.2 PARENT UNIVERSITY AT THE LEARNING COMMUNITY CENTER OF NORTH OMAHA	Boys Town, Williams Consulting, Abundant Life Consulting, Bellevue University, Family Housing Advisory Services, Empowerment Network, Eastern Nebraska Action Partnership, Omaha Bridges out of Poverty, Life Coach Academy, Goodwill Industries, Creighton University, PTI Nebraska
3.3 INTENSIVE EARLY CHILDHOOD CLASSROOMS AT THE LEARNING COMMUNITY CENTER OF NORTH OMAHA	Omaha Public Schools, Educare, Buffett Early Childhood Institute
3.4 CHILDCARE DIRECTOR PROGRAM AT THE LEARNING COMMUNITY CENTER OF NORTH OMAHA	Omaha Public Schools, Buffett Early Childhood Institute
3.5 FUTURE TEACHER TRAINING PROGRAM AT THE LEARNING COMMUNITY CENTER OF NORTH OMAHA	Metropolitan Community College, Creighton University

Section 4. Metropolitan Omaha Education Consortium (MOEC) Collective Impact (CI) Achievement Plan.

Introduction to MOEC and the Collective Impact Achievement Plan

The MOEC Collective Impact Achievement Plan, as a fourth component of the Learning Community Achievement Plan has completed two years of operation as a revised, collective impact organization. MOEC consists of the eleven school districts of Douglas and Sarpy counties and their two Educational Service Units, the Council Bluffs Community Schools, and the University of Nebraska at Omaha, Metropolitan Community College (MCC), and Iowa Western Community College (IWCC).

The MOEC Leaders developed a new vision for the organization: “All students in the Omaha-Council Bluffs metropolitan area receive an exceptional education that provides multiple pathways into meaningful careers and a high quality of life in the region and beyond.” The leaders determined that the organization would achieve this mission by

- setting transformational goals for student success
- launching initiatives focused on dramatically improving student outcomes
- strengthening the connections between our education systems and communities.

The goals, strategies and expectations of the MOEC Achievement Plan were identified utilizing the collective impact process in which stakeholders are challenged to think outside their respective silos of influence and recognize the interaction and interdependency that exists between them and their shared concerns.

The Goals of the MOEC Achievement Plan have guided the work of MOEC over the past two years:

- Students are prepared for success in kindergarten and the primary grades.
- Students graduate from high school prepared for postsecondary and career success.
- Students successfully transition to postsecondary education.
- Students complete postsecondary experiences prepared for career success.

Members of the MOEC Executive Steering Committee (superintendents and postsecondary leaders) developed **guiding principles as norms for their collaborative work:**

- We will approach our work diligently since the future of public education depends on our success.
- Our work will be relevant and meaningful to all we serve.

- We will come to each meeting ready to discuss progress and results.
- We will embrace vulnerability and take risks to build and maintain trust.
- We will be curious before critical.
- Our goal will be progress, not perfection.
- We will expect, collect, and react to ongoing feedback related to our work.
- We will commit resources to accomplish our goals.
- When we reach conflict, we will strive for progress rather than impasse.
- We will value the past and focus on the future.

MOEC operates six **“Legacy” Task Forces** which meet regularly to identify and provide collaborative support related to educational challenges. These groups are organized in much the same way as in previous MOEC work from 1988 to present:

- Curriculum and Assessment
- Human Resources
- Professional Learning
- Student Services and Safety
- Technology
- Transportation

In order to collaboratively work toward meeting the goals of MOEC 2.0, superintendents and college leaders have set up Strategic Work Groups designed to tackle specific problems. The work groups that have been established for MOEC include the following:

- Baseline Data and Metrics (2017-18, 2018-19, 2019-20)
- Career/Workforce Education (2018-19)
- Early Literacy / 3rd Grade Reading (2018-19, 2019-20)
- FAFSA (2017-18, 2018-19, 2019-20)
- Mathematics (2017-18, 2018-19, 2019-20)
- School Attendance (2018-19, 2019-20)
- Dual Enrollment (2018-19, 2019-20)

MOEC Focus Areas 2017-18 through 2019-20

MOEC Leaders in PK-12 districts and in postsecondary institutions concentrate on all of the four goals on an ongoing basis, but the actual work of MOEC must be focused on specific projects and programs in order to make meaningful progress. The information

below outlines the main focus areas of MOEC in the two full years of collective impact work. In the sections that follow, a description of progress made in each of the targeted focus areas will be provided.

In the first year of MOEC 2.0 (2017-2018), MOEC leaders directed focus to three main areas:

- Review and revise MOEC metrics to make them collectable, accurate, and meaningful **(Data, MOEC Metrics)**
- Increase student completion of FAFSA (Free Application for Federal Student Assistance) by high school students **(FAFSA)**
- Develop and implement work to improve student success in high school and postsecondary mathematics **(Math)**

In the second year of MOEC 2.0 (2018-2019), MOEC leaders directed (or reaffirmed) focus on seven main areas:

- Collect and analyze baseline data on newly approved metrics as possible **(Data, MOEC Metrics)**
- Implement a professional development program for high school and postsecondary mathematics teachers to bring about improved student success **(Math)**
- Initiate a planning team to develop a plan to focus on improving proficiency in literacy by third grade, and collaborate with community organizations to involve the Metro Omaha area in the national Campaign for Grade Level Reading **(Literacy)**
- Initiate a working group to strategize for methods to improve student attendance at school **(Attendance)**
- Begin collaborative work with community organizations to improve workforce education **(Workforce)**
- Continue work to increase student completion of FAFSA (Free Application for Federal Student Assistance) by high school students **(FAFSA)**
- Initiate a working group to discuss collaborative work that could increase student completion of college credit courses in high school **(Dual Enrollment)**

At the beginning of the third year of MOEC 2.0 (2019-2020), MOEC leaders have directed (or reaffirmed) focus on seven main areas:

- Collect and analyze data on approved metrics; review and revise as needed **(Data, MOEC Metrics)**
- Implement a second-year professional development program for high school and postsecondary mathematics teachers and initiate a first-year program for middle school mathematics teachers to bring about improved student success **(Math)**
- Implement a professional development program for school leaders to guide them in the work of improving proficiency in literacy by third grade, and collaborate with community organizations as part of the national Campaign for Grade Level Reading **(Literacy)**
- Continue work to improve student attendance at school **(Attendance)**
- Develop and implement a collaborative professional development experience for high school principals to improve student success at the ninth-grade level **(Ninth-Grade)**

- Continue work to increase student completion of FAFSA (Free Application for Federal Student Assistance) by high school **(FAFSA)**
- Develop strategies and collaborative work that could increase student completion of college credit courses in high school **(Dual Enrollment)**

Section 4. Metropolitan Omaha Education Consortium (MOEC) Collective Impact (CI) Achievement Plan.

4.1 Students are prepared for success in kindergarten and the primary grades.

Community Achievement Goal:	NEQuESTT Alignment
<p>Metropolitan Omaha Education Consortium (MOEC) Collective Impact Achievement Plan</p> <p>4.1 Students are prepared for success in kindergarten and in the primary grades.</p> <p>4.1.1 By 2022, increase # of children, ages 0-3, in high quality home visiting programs.</p> <p>4.1.2 By 2022, increase the #/% of 3 and 4-year-olds enrolled in high quality preschools.</p> <p>4.1.3 By 2022, increase #/% of teachers in MOEC PreK-Grade 3 classrooms with an endorsement in Early Childhood Education.</p> <p>4.1.4 By 2022, increase the # of intellectually informed and developmentally informed Kindergarten and primary grade classrooms.</p> <p>4.1.5 By 2022, increase the # of early childhood teachers who demonstrate evidenced-based early learning competencies.</p> <p>4.1.6 By 2022, increase the #/% of children entering Kindergarten who demonstrate proficiency in learning and development on a valid observational assessment that can be use to plan program and curriculum. Note: This important metric is not measurable at the current time but will be explored.</p>	<p>2.C.2. Ninety-five percent of Nebraska school districts will be able to identify at least one high-quality early childhood educational program accessible to all of the district’s resident preschool age population, by 2026 [original 4.3]</p> <p>3.C.1. One hundred percent of Nebraska schools will utilize performance standards and a research-based evaluation system for all certified staff as aligned to Rule 10, by 2021 [original 7.2]</p> <p>Equity</p> <p>All components of the MOEC Collective Impact Achievement Plan work to eliminate achievement gaps and ensure success for all students by identifying and addressing biases and barriers and implementing strategies to ensure all students have equitable access to: college, career, and civic readiness opportunities; rigorous and engaging academic</p>

	opportunities; effective educators; quality instructional materials; community support and partnerships; and active and involved education leaders.
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Evaluation:

Evaluations will be conducted for each of the identified metrics by comparing baseline data gathered in school year 2018-2019 to the current year's data.

Progress Update (Fall 2019)***MOEC FOCUS AREA: Data / MOEC Metrics*****MOEC Benchmark Data Strategic Work Group Development of Metrics**

In the first full year of MOEC 2.0 (2017-2018), the initial metrics were revised and approved by the MOEC Executive Steering Committee (superintendents and postsecondary leaders).

In the second full year of MOEC 2.0 (2018-2019), baseline data was collected and analyzed for 2 of the seven metrics under Goal 1.

Goal 1:

- Number/percentage of 4-year-olds enrolled in high quality preschool programs (self-reported data)
- Number/percentage of teachers in MOEC PK-grade 3 classrooms with an endorsement in early childhood education

There are still five MOEC metrics under Goal 1 that need to be established; there has not yet been capacity to determine appropriate measurement of the following:

- Number of children, ages 0-3, in high quality home visiting programs
- Number of 3-year-olds enrolled in high quality preschools
- Number of developmentally informed and intellectually challenging Kindergarten and primary grade classrooms
- Number of early childhood teachers who demonstrate evidence-based early learning competencies

- Number of children entering Kindergarten who demonstrate proficiency in learning and development on a valid observational assessment that can be used to plan program and curriculum

MOEC Benchmark Data Strategic Work Group Baseline Data

The following table includes the baseline data that was collected during the 2018-2019 academic year. Similar data will be collected during the current school year. As possible, additional data points will be developed and gathered.

MOEC Metric	Percentage Total MOEC	Average Percent Calc (by district)	Range of Percentages for MOEC school districts
1-2: 4 year olds enrolled in high quality preschools, Fall 2018 *	68%	69%	27% to 90%
1-3a: Teachers in MOEC Pre K - Grade 3 classrooms with an endorsement in early childhood education, 2017-18**	34%	44%	14 or 36% to 69%
1-3b: Teachers in MOEC Pre K - Grade 3 classrooms with an endorsement in early childhood education, 2018-19 **	37%	48%	16 or 38% to 77%

***One District Did Not Report**

**** Another District Did Not Report**

***** Two Districts Did Not Report**

Section 4. Metropolitan Omaha Education Consortium (MOEC) Collective Impact (CI) Achievement Plan.

4.2 Students graduate from high school prepared for postsecondary and career success

Community Achievement Goal:	NEQuESTT Alignment
<p>Metropolitan Omaha Education Consortium (MOEC) Collective Impact Achievement Plan</p> <p>4.2 Students graduate from high school prepared for postsecondary and career success</p> <p>Postsecondary</p> <p>4.2.1 By 2022, increase #/% of students who are meeting expectations for proficiency in literacy by the end of 3rd grade.</p> <p>4.2.2 By 2022, increase #/% of students who are meeting expectations for proficiency in math by the end of 8th grade.</p> <p>4.2.3 By 2022, increase #/& of students who demonstrate proficiency in literacy and mathematics by the end of 11th grade.</p> <p>4.2.4 By 2022, increase #/% of students who graduate from high school having successfully completed four years of math.</p> <p>4.2.5 By 2022, increase #/% of high school freshmen who are on track to graduate by the end of 9th grade.</p>	<p>Collee, Career, and Civic Ready</p> <p>3.A.1. Define college, career, and civic readiness, by 2020 [original 5.1]</p> <p>3.A.2. All Nebraska elementary schools will provide a tiered system of support consisting of evidence-based curriculum, instruction, interventions, and assessment for English language arts and mathematics, by 2020 [original 5.2]</p> <p>3.A.3. One hundred percent of Nebraska schools will provide all students with a program for a career awareness, exploration, and preparation, by 2026 [original 5.3]</p>

<p>4.2.6 By 2022, increase #/% of students who complete at least one dual enrollment, AP, IB or college level course prior to high school graduation.</p> <p>4.2.7 By 2022, increase #/% of students who meet college and career readiness standards by end of 12th grade, as measured by the ACT graduate report.</p> <p>4.2.8 By 2022, decrease #/% of students who miss 10% or more days of school per year.</p> <p>4.2.9 By 2022, increase #/% of students who participate in at least one school activity in high school.</p> <p>4.2.10 By 2022, increase #/% of graduates who complete a 2-year or 4-year postsecondary degree within 150% of expected time.</p> <p>4.2.11 By 2022, decrease # of unfilled teaching positions as measured by NE DOE Teacher Vacancy Survey Report and CBCSD data.</p> <p>4.2.12 By 2022, increase the average percentage of first and third year UNO teacher graduates (and principals of teacher graduates) who indicate that the teachers consistently demonstrate core teacher standards.</p>	<p style="text-align: center;">Equity</p> <p>All components of the MOEC Collective Impact Achievement Plan work to eliminate achievement gaps and ensure success for all students by identifying and addressing biases and barriers and implementing strategies to ensure all students have equitable access to: college, career, and civic readiness opportunities; rigorous and engaging academic opportunities; effective educators; quality instructional materials; community support and partnerships; and active and involved education leaders.</p>
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Evaluation:

Evaluations will be conducted for each of the identified metrics by comparing baseline data gathered in school year 2018-2019 to the current year's data.

Progress Update (Fall 2019)

MOEC FOCUS AREA: Data / MOEC Metrics

MOEC Benchmark Data Strategic Work Group Development of Metrics

In the first full year of MOEC 2.0 (2017-2018), the initial metrics were revised and approved by the MOEC Executive Steering Committee (superintendents and postsecondary leaders).

In the second full year of MOEC 2.0 (2018-2019), baseline data was collected and analyzed for Goal 2:

- Number/percentage of students meeting expectations for proficiency in literacy by end of 3rd grade
- Number/percentage of students meeting expectations for proficiency in math by end of 8th grade
- Number/percentage of students demonstrating proficiency in literacy and math by end of 11th grade
- Number/percentage of students graduating from high school having successfully completed four years of math
- Number/percentage of high school freshman who are on track to graduate by the end of 9th grade
- Number/percentage of students who complete at least one dual enrollment, AP, IB, or college level course prior to high school graduation
- Number/percentage who meet college and career readiness standards by the end of 12th grade, as measured by the ACT graduate report
- Number/percentage who miss 10% or less days of school per year
- Number/percentage who participate in at least one school activity in high school
- Number/percentage of graduates who complete a 2-year or 4-year postsecondary degree within 150% of expected time
- Percentage of 1st and 3rd year UNO teacher graduates (and principals of teacher graduates) who indicate that the teachers consistently demonstrate core teacher standards

There is still one metric for Goal 2 that needs to be established; there has not yet been capacity to determine appropriate measurement thereof:
Goal 2

- Number of unfilled teaching positions as measured by NE DOE Teacher Vacancy Survey Report and Council Bluffs District data (Note: this information exists, but was inaccurate for 2018)

MOEC Benchmark Data Strategic Work Group Baseline Data

The following table includes the baseline data that was collected during the 2018-2019 academic year. Similar data will be collected during the current school year. As possible, additional data points will be developed and gathered.

MOEC Metric		Percentage Total MOEC	Average Percent Calc (by district)	Range of Percentages for MOEC school districts
2-1A: Students who are meeting expectations for proficiency in literacy by the end of 3rd grade, 2017-18 data		51%	59%	33% to 84%
2-1B: Students who are meeting expectations for proficiency in math by the end of 8th grade, 2017-18 data		49%	57%	27% to 88%
2-1Ca: Students who demonstrate proficiency in literacy by the end of 11th grade, 2017-18 data		51%	62%	29% to 85%
2-1Cb: Students who demonstrate proficiency in mathematics by the end of 11th grade, 2017-18 data		48%	60%	22% to 85%
2-2: Students who graduate from high school having successfully completed four years of math, Class of 2018		54%	62%	19% to 87%
2-3: High school freshmen who are on track to graduate by the end of 9th grade, 2017-18 data		87%	93%	78% to 99%
2-4: Students who complete at least one dual enrollment, AP, IB, or college level course prior to high school graduation, Class of 2018		64%	68%	51% to 90%
2-5: Students who meet college and career readiness standards by end of 12th grade as measured by the ACT graduate report, Class of 2018		24%	29%	09% to 65%
2-6: Number of students who missed 10% of more days of school during the year, 2017-18 data	Kindergarten	12%	6%	1.4% to 21.8%
	1st Grade	10%	6%	1.9% to 18.3%

	2nd Grade	10%	5%	1.1% to 18.1%	
	3rd Grade	9%	5%	1.4% to 16.8%	
	4th Grade	10%	6%	0.8% to 17.9%	
	5th Grade	10%	6%	0.5% to 18.5%	
	6th Grade	13%	8%	2.3% to 24.0%	
	7th Grade	17%	10%	2.0% to 29.8%	
	8th Grade	19%	13%	3.8% to 31.6%	
	9th Grade	22%	15%	3.0% to 39.7%	
	10th Grade	25%	18%	5.2% to 41.4%	
	11th Grade	30%	21%	7.2% to 49.0%	
	12th Grade	29%	22%	9.5% to 43.0%	

	Total K - 12th Grade	16%	11%	4.0% to 27.9%	
2-7: Students who participate in at least one school activity in high school, Class of 2018*** *** Bellevue & OPS Did Not Report		66%	74%	49.3% to 93.1%	
2-8a: Graduates who complete a 4-year postsecondary degree within 150% of expected time	Class of 2011	31%	37%	14.2% to 54.0%	
2-8a: Graduates who complete a 2-year postsecondary degree within 150% of expected time	Class of 2011	4%	5%	1.9% to 24.7%	
<i>Note: 2011 Graduates who complete a 2 year or 4 year postsecondary degree within 150% of expected time</i>	<i>Class of 2011</i>	<i>35%</i>	<i>43%</i>	<i>20.3% to 71.5%</i>	
2-8a: Graduates who complete a 2-year postsecondary degree within 150% of expected time	Class of 2012	4%	5%	1.6% to 11.3%	
2-8a: Graduates who complete a 2-year postsecondary degree within 150% of expected time	Class of 2013	4%	5%	1.7% to 10.7%	
2-8a: Graduates who complete a 2-year postsecondary degree within 150% of expected time	Class of 2014	4%	6%	1.7% to 24.2%	

Section 4. Metropolitan Omaha Education Consortium (MOEC) Collective Impact (CI) Achievement Plan.

4.3 Students Successfully Transition to Postsecondary Education

Community Achievement Goal:	NEQuESTT Alignment
<p>Metropolitan Omaha Education Consortium (MOEC) Collective Impact Achievement Plan</p> <p>4.3 Students successfully transition to postsecondary education.</p> <p>4.3.1 By 2022, increase #/% of high school graduates completing and submitting FAFSA as tracked b NE Coordinating Commission on Postsecondary Education and by Iowa College Aid</p>	
<p>4.3.2 By 2022, increase #/% of students enrolled in postsecondary institutions in first year after high school as reported by National Student Clearinghouse data</p> <p>4.3.3 By 2022, increase #/% of students enrolling in postsecondary education within a year of high school graduation who are academically prepared to be successful according to the postsecondary institutions' established standards in math and literacy</p> <p>4.3.4 By 2022, increase #/% of students enrolling in postsecondary education in fall term after high school who enter with college credits</p> <p>4.4.5 By 2022, increase #/% of students participating in high school pre-apprenticeship/internship experiences</p>	<p>Equity</p> <p>All components of MOEC Collective Impact Achievement Plan work to eliminate achievement gaps and ensure success for all students by identifying and addressing biases and barriers and implementing strategies to ensure all students have equitable access to: college, career, and civic readiness opportunities; rigorous and engaging academic opportunities; effective educators; quality instructional materials; community support and partnerships; and active and involved education leaders.</p>

Evaluation:

Evaluations will be conducted for each of the identified metrics by comparing baseline data gathered in school year 2018-2019 to the current year's data.

Progress Report

Metropolitan Omaha Education Consortium (MOEC) Collective Impact Achievement Plan

In the first full year of MOEC 2.0 (2017-2018), the initial metrics were revised and approved by the MOEC Executive Steering Committee (superintendents and postsecondary leaders) for Goal 3.

In the second full year of MOEC 2.0 (2018-2019), baseline data was collected and analyzed for Goal 4:

- Number/percentage of high school graduates completing and submitting FAFSA as tracked by NE Coordinating Commission on Postsecondary Education and by Iowa College Aid
- Number/percentage of students enrolled in postsecondary institutions in first year after high school as reported by National Student Clearinghouse data
- Number/percentage of students enrolling in postsecondary education within a year of high school graduation who are academically prepared to be successful according to the postsecondary institutions' established standards in math and literacy
- Number/percentage of students enrolling in postsecondary education in fall term after high school who enter with college credits

There is still one metric for Goal 3 that needs to be established; there has not yet been capacity to determine appropriate measurement thereof:

- Number/percentage of students participating in high school pre-apprenticeship/internship experiences

Progress Update (Fall 2019)

MOEC Benchmark Data Strategic Work Group Baseline Data

The following table includes the baseline data that was collected during the 2018-2019 academic year. Similar data will be collected during the current school year. As possible, additional data points will be developed and gathered.

MOEC Metric		Percentage Total MOEC	Average Percent Calc (by district)	Range of Percentages for MOEC school districts
3-2: Students who graduated in 2017 and enrolled in postsecondary education in 2017-18 school year		70%	71%	53.2% to 97.0%
3-1 2017 HS Grads exiting with completed FAFSA	Class of 2017	57.9%	56.33%	38% to 69.4% (Individual High Schools, not District Averages)
3-1 2018 HS Grads exiting with completed FAFSA	Class of 2018	57.1%	56.22%	41% to 70.6% (Individual High Schools, not District Averages)
3-1: 2018 HA Grads entering postsecondary with completed FAFSA	Class of 2018	82%	75.67%	38% to 93%
3-3: 2018 HS Grads enrolling in postsecondary academically prepared math	Class of 2018	47%	57.67%	30% to 100%
3-3: 2018 HS Grads enrolling in postsecondary w/i a year academically prepared English	Class of 2018	60%	66.50%	47% to 100%
3-4: 2018 HS Grads enrolling in postsecondary with college credits	Class of 2018	18%	27.58%	04% to 80%

Section 4. Metropolitan Omaha Education Consortium (MOEC) Collective Impact (CI) Achievement Plan

4.4 Students Complete Postsecondary Experiences Prepared for Career Success

<p>Community Achievement Goal: Metropolitan Omaha Education Consortium (MOEC) Collective Impact Achievement Plan</p> <p>4.4 Students complete postsecondary experiences prepared for career success.</p> <p>4.4.1 By 2022, increase #/% of students who successfully complete math and English program/degree requirements by the end of the first year of postsecondary education.</p> <p>4.4.2 By 2022, increase #/% of recent high school graduates who persist from first term to second term in post-secondary education based on National Student Clearinghouse data.</p> <p>4.4.3 By 2022, increase #/% of recent high school graduates who have declared a major within 25% of postsecondary education program completion.</p> <p>4.4.4 By 2022, increase #/% of students participating in internships, apprenticeships, clinical practices, etc., that lead to employment. Note: This important metric is not measurable at the current time, but will be explored.</p> <p>4.4.5 By 2022, increase #/% of degree-seeking students who are on pace to graduate within 150% of expected time for selected program.</p> <p>4.4.6 By 2022, increase #/% of degree / certificate -seeking students who graduate within 150% of expected time for selected program.</p>	<p>NEQuESTT Alignment</p> <p>3. Increase the number of Nebraskans who are ready for success in postsecondary education, career, and civic life (Teaching, Learning, and Serving)</p> <p>A. Ensure every student upon completion of secondary education is prepared for postsecondary education, career, and civic opportunities (College, Career, and Civic Ready)</p> <hr/> <p>Equity</p> <p>All components of the MOEC Collective Impact Achievement Plan work to eliminate achievement gaps and ensure success for all students by identifying and addressing biases and barriers and implementing strategies to ensure all students have equitable access to: college, career, and civic readiness opportunities; rigorous and engaging academic opportunities; effective educators; quality instructional materials; community support and partnerships; and active and involved education leaders.</p>
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4.4.7 By 2022, increase #/% of graduates whose earnings match their level of educational attainment based on workforce data.	
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Evaluation:

Evaluations will be conducted for each of the identified metrics by comparing baseline data gathered in school year 2018-2019 to the current year's data.

Progress Update (Fall 2019)MOEC Benchmark Data Strategic Work Group Development of Metrics

In the first full year of MOEC 2.0 (2017-2018), the initial metrics were revised and approved by the MOEC Executive Steering Committee (superintendents and postsecondary leaders).

In the second full year of MOEC 2.0 (2018-2019), baseline data was collected and analyzed for established metrics.

Goal 4:

- Number/percentage of students who successfully complete math and English program/degree requirements by the end of the first year of postsecondary education
- Number/percentage of recent high school graduates who persist from first term to second term in postsecondary education based on National Student Clearinghouse data
- Number/percentage of recent high school graduates who have declared a major within 25% of postsecondary education program completion

There are still Goal 4 MOEC metrics that need to be established; there has not yet been capacity to determine appropriate measurement of the following:

Goal 4

- Number/percentage of students participating in internships, apprenticeships, clinical practices, etc., that lead to employment

- Number/percentage of degree-seeking students who are on pact to graduate within 150% of expected time for selected program
- Number/percentage of degree/certificate-seeking students who graduate within 150% of expected time for selected program
- Number/percentage of graduates whose earnings match their level of educational attainment based on workforce data

MOEC Benchmark Data Strategic Work Group Baseline Data

The following table includes the baseline data that was collected during the 2018-2019 academic year. Similar data will be collected during the current school year. As possible, additional data points will be developed and gathered.

MOEC Metric		Percentage Total MOEC	Average Percent Calc (by district)	Range of Percentages for MOEC school districts
4-1: 2017 HS Grads in postsecondary who complete math program requirements by end of year 1	Class of 2017	46%	39.58	20% to 55%
4-1: 2017 HS Grads in postsecondary who complete English program requirements by end of year 1	Class of 2017	38%	33.08%	20% to 47%
4-2: 2017 HS Grads/Postsecondary students who persist from 1st term to 2nd term	Class of 2017	86%	87.08%	82% to 100%
4-3: 2017 HS Grads/Postsecondary students who declare major within 25% of program time	Class of 2017	68%	67.92%	48% to 92%

Additional Progress Update Information (Fall 2019)

MOEC Collection of Additional Data from NWEA

In addition to reviewing the specific MOEC metric data, MOEC superintendents have reviewed NWEA Map Growth data for the twelve school districts combined (11 in Nebraska and 1 in Iowa). While the data is not perfect due to different districts' practices of when and how they use the NWEA assessments, the combined data provides a good snapshot of the metro area as a whole. The data measures Fall, 2017 data to Spring, 2018 data.

- **Overall achievement of MOEC students is about average. Median achievement is 56th percentile; median growth is 50th percentile.** MOEC students demonstrated a median achievement level at the 56th percentile on fall 2017 MAP Growth assessments. This means that one half of all the students' MAP Growth scores (across all subjects measured) were above the 56th percentile. Looking at growth from fall to spring, the median growth percentile for district students was 50, versus a national median of 50. This means that district students' scores grew at about the same rate as typical students.
- **Top-Quartile Students: There is a Larger Proportion than is Typical, with About the Same Growth as the Norm** 30% of MOEC students' scores are in the top achievement quartile when all subjects measured are combined, compared to 25% nationally. These students' scores showed about the same growth to similar students', since their median growth percentile was at the 52nd percentile from fall to spring. Approximately 11% of district students' scores were in the top achievement decile in fall 2017, compared to 10% nationally. This group grew at the 54th percentile, which is average compared to the norm.
- **Middle-Two-Quartiles Students: There is a Typical Proportion, with Growth Approximately Equal to the Norm** Nationally, about 50% of scores fell within the two middle quartiles, versus 49% of district scores. For the MOEC students who produced these scores, median growth was at the 50th percentile, which is the same as the national average.
- **Lowest-Quartile Students: There is a Typical Proportion, with Growth Approximately Equal to the Norm** Some 21% of MOEC students' scores showed lowest (or bottom) quartile achievement, which is about the same as the 25% that is typical for the country. These students' scores are growing at the same rate as similar students, as their median growth percentile was at the 46th percentile from fall to spring. About 10% of district students demonstrated bottom decile achievement, compared to 10% nationally. This group's scores grew at the 45th median growth percentile from fall to spring, which is about average.
- **MOEC students are strong in reading and math for both achievement and growth.** Reading is a high achievement/high growth subject for MOEC students. The median status percentile (MSP) for reading is slightly above the national average. The Median Growth Percentile (MGP) is about average.

Math falls within the high achievement/high growth quadrant. The MSP is above the 50th percentile but still falls within the average range. The MGP is about average.

- **MOEC Overall: High Achievement/High Growth**
 - Median status percentile: 56th
 - Median growth percentile: 50th
- **Reading: High Achievement/High Growth**
 - Median status percentile: 58th
 - Median growth percentile: 50th
- **Mathematics: High Achievement/High Growth**
 - Median status percentile: 55th
 - Median growth percentile: 50th
- **8th grade had above average status in one subject.**
 - Reading had the highest median status percentile for MOEC overall. The MSP for individual grades ranged from a low of 51st percentile for 1st grade to a high of 60th percentile for 8th grade.
 - Mathematics had the lowest MSP overall in the district. Eighth grade was the highest (56th percentile) with 9th grade at the lowest (47th percentile).
- **K had above average growth in one subject.**
- **Fourth grade had below average growth in one subject.**
- **Reading had a median growth percentile of 50 for MOEC overall.**
 - The MGP for individual grades ranged from a low of 48th percentile for 3rd grade, 4th grade and 5th grade to a high of 55th percentile for 8th grade.
- **The overall MOEC MGP for math was 50.**
 - K was the highest (63rd percentile) with 4th grade at the lowest (41st percentile).
- **Median status ranges from 32nd percentile for African-American students to 66th for Caucasian students.**
 - Median growth percentile (MGP) ranges from 39th percentile for African-American students to 55th for Caucasian students.
 - Caucasian students had the highest median status percentile (MSP) compared to other racial or ethnic sub-groups. Their MSP (Median status percentile) was slightly above average compared to the national norm. Their growth was average.

- Asian students had the second highest achievement MSP, falling average nationally. Their growth was about the same as the national norm.
- "Other" students had the third highest median status percentile (MSP) compared to other racial or ethnic sub-groups. Their MSP was average. Their growth was the same.
- Hispanic students had the next highest achievement MSP, falling slightly below average nationally. Their growth, however, was about the same as the national norm.
- African-American students had the lowest median status percentile (MSP) compared to other racial or ethnic sub-groups. Their MSP was slightly below average nationally. Their growth was the same.
- The largest difference between female and male students in median achievement was in reading for African-Americans, where females were 40th percentile versus 31st for males.

MOEC FOCUS AREA: Mathematics

MOEC Math Strategic Work Group Professional Development Cohorts

The Metropolitan Omaha Education Consortium was reimagined in 2017, changing the organization from a networking coalition to an organization working toward collective impact. The group approached its first major initiative with care, realizing the importance of offering choice, quality, opportunity for collaboration, and specific expectations. The MOEC MATH (Mathematics At The Higher grades) Cohort in 2018-19 was the first major initiative of the “new” MOEC.

Designed by members of the MOEC Strategic Work Group, the MOEC MATH Cohort was offered to mathematics teachers from MOEC high schools and postsecondary institutions. Although involvement was strictly optional, 17 high schools from 10 districts as well as postsecondary representatives from all three MOEC institutions participated in the year-long professional development opportunity. Sessions allow participants to work with others from their own schools as well as to collaborate with teachers from other schools. Administrators were expected to attend each session and lead the conversation and strategic planning in their own schools. Participants had the responsibility of collecting data from others in their schools and of taking major learning points back to their colleagues.

When applying for grants for the program, MOEC representatives described that “Success would include active engagement in collaborative professional development by 92 high school and college mathematics teachers and 34 building and district school leaders. Success would be demonstrated by changed, improved classroom instruction based on research on best-practice in high

school and college mathematics classrooms. Ultimate success would be shown if students increase engagement in, enthusiasm for, and success in mathematics.”

Some statements from participants and MOEC leaders at the conclusion of last year indicate that the MOEC Math Cohort met that “success” mark for the first year of the cohort:

- Jim Sutfin, Superintendent of Millard Public Schools: “When teachers return from training and they are clamoring for more, you know you have hit the right cord. This has been the experience our teachers have had with the MOEC math group.
- Neal Grandgenett, UNO Dr. George and Sally Haddix Community Chair of STEM Education: “The MOEC Collective Impact Initiative has greatly increased the engagement of UNO STEM faculty in working closely with our area school districts, MCC, and IWCC. My STEM colleagues and I have seen real relevance and importance in this work, such that it has already resulted in faculty teams pursuing new synergistic initiatives at UNO....MOEC and...(the)... leadership of this important initiative has also directly contributed to a rapidly growing interest of UNO STEM faculty to engage and to coordinate with MOEC when building new coursework innovations.”
- Blane McCann, Superintendent Westside Community Schools: “A key foundational brick of our (Westside) strategic plan is in having strong Professional Learning Communities. This professional learning opportunity provided training on what this looks like in math specifically. Our teachers are able to take successful new ideas and concepts back to their teams and classrooms immediately after the sessions. This has been a huge success. This is the first time that I can remember the entire Omaha metropolitan area coming together under one initiative to focus one area where we can all improve: Math. This is an example of why I believe the MOEC group was formed.”
- Ryan Gardner, Teacher, Gretna High School: “The MOEC training has had noticeable impact on my teaching, our department's collaborative efforts, and student learning. I am grateful for the emphasis on student friendly language of learning targets to help narrow the focus of learning for both teacher and student. These targets have helped provide students with the language to communicate the skills they have learned or still have yet to learn. The thing that I appreciate the most about this year's MOEC experience is the sensible, research-based principles that guide the instruction, assessment, and teaching of mathematics. The facilitators have provided great questions that help our district to grow and strengthen our math department. The principles with MOEC have consistently made us focus on student learning of mathematics, rather than point earning (grades). I am forever grateful for my personal teacher development at MOEC this 2018-2019 season.
- Jeff Depue, Teacher, Gretna High School: “MOEC has improved our Math department by challenging us to have tough conversations regarding common assessments, common grading, and essential learning targets. Already, our students have more equity, confidence, and a better understanding of mathematics. Our team is excited to continue the MOEC professional development in 2019-20 and look forward to developing rigorous, subject-specific tasks, common essential learning targets, and

an intervention program for struggling students. I am looking forward to see the improvements our students will make and to share the researched-backed professional development with other mathematics teachers in our district.

- Jim Harrington, Supervisor of Secondary Mathematics for Omaha Public Schools: “Here is what I have gleaned from the OPS participation in the MOEC math program: Our teachers have become focused on the power of collaboration to a degree I have never before witnessed in my 21 years in this position. They have taken it upon themselves to make collaboration work in their schools. They have also become champions of our common assessments, volunteering to revise them along the lines suggested by Tim Kanold and his crew. This qualifies as the most impactful professional development that has been provided to our math teachers in the past two decades.”
- Tami Whitted: Math Curriculum Facilitator, Millard Public Schools: “We are excited to continue this good work! It is making a difference in our high schools and couldn't come at a better time to extend to middle schools as we roll out some new PLC (Professional Learning Communities) parameters next fall. Thanks for all of your work to make this such a meaningful endeavor for the entire metro area!”

Based on the enthusiasm from the first year's work, members of the MOEC Math Strategic Work Group discussed at length whether a second-year program should be offered, if membership should be expanded, and if a middle school cohort should be started. After serious consideration of the pros and cons, work group members decided to offer a second-year program for high school and beyond and to begin a similar (but separate) program for middle level teachers of mathematics.

In May, 2019, school leaders were given the opportunity to enroll in the 2019-20 cohorts. The number of participants proves that there is enthusiasm for the program. As of 08/26/19, there are 200 teachers and leaders enrolled to participate in the high school and postsecondary cohort, including 90 new high school teachers. Every district and every MOEC high school is involved in the cohort. The middle school cohort, which held a first session on August 28, includes and 163 teachers and leaders enrolled from 11 school districts.

MOEC Math Strategic Work Group Involvement in UNO General Education Requirements

In addition to the cohorts for professional development, the Math Strategic Work Group has also been influential in conversations about General Education requirements at the University of Nebraska at Omaha, broadening basic requirements beyond College Algebra to include four courses:

- UNO MATH 1220 College Algebra (Existing general education course)
- UNO MATH 1120 Mathematical and Computational Thinking (Existing general education course)
- UNO MATH 1530 Introduction to Applied Probability and Statistics (Now an acceptable general education course)

- UNO MATH 1130 Quantitative Literacy (Now an acceptable general education course; course was previously called MATH 1200)

MOEC Math Strategic Work Group Attention to Dual Enrollment Courses

Members of the Math Strategic Work Group have also worked closely with UNO Math Department representatives to design an 18-graduate-credit-hour certificate program to entice and support high school teachers to become certified to teach dual credit math courses in high school, in an effort to increase the number of students who leave high school with college credit, especially in math. A companion goal of this work is to increase the number of students in high school who take a fourth year of mathematics, better preparing them for postsecondary success.

The data mentioned in the previous section provides a baseline snapshot of metrics related to the math project.

MOEC FOCUS AREA: Literacy

MOEC Early Literacy Strategic Work Group

Similar to the work of the Math Strategic Work Group, the MOEC Early Literacy Strategic Work Group was established to determine viable actions that could be taken to better ensure that students are proficient in literacy by the end of third grade. The Early Literacy Strategic Work Group includes representatives of the MOEC school districts in Douglas, Sarpy, and Pottawattamie (IA) counties. Throughout the year, group members shared information, identifying strengths and needs in their individual school districts. Dr. Deborah Reed, Executive Director of the Iowa Reading Research Center, and national/international scholar on early literacy met with the group several times throughout the year. Together, participants identified a major goal of improving the basic literacy knowledge and skills of early grade educators, their school principals, and reading specialists. After months of discussion, a plan for 2019-20 was developed, and school districts were invited to participate if they felt the project would support their own literacy education needs.

Members of the work group proposed that school leaders and literacy staff members come together to review information about best practice in early literacy, and to ensure that educational leaders have a strong background in the important field of early literacy. The group recognized that not all elementary teachers or school leaders have had concentrated or recent training in teaching reading and writing, and this would be fertile ground for improvement. The trained representatives then would become facilitators of professional learning groups in their own schools and districts, leading important conversations and developing building-specific strategies to ensure student success. In order to ensure that the facilitators are supported in their work, they will

be provided prepared modules, training guides, fidelity measurement tools, and ongoing training and support throughout the school year.

The timeline for implementation is shown below:

Month	Leaders	Teachers
September	Facilitators' training Facilitate implementation and discuss fidelity data	View modules 1; Begin implementing
October	Review fidelity data and identify next steps	Continue implementing
November	Facilitate implementation and collect fidelity data	Continue implementing
December	Review data and identify next steps (and possible new module)	Continue implementing
January	Facilitators' training on new module	View new module; Begin implementing
February	Facilitate implementation and collect fidelity data	Continue implementing
March	Review data and identify next steps	Continue implementing
April	Facilitate implementation and collect fidelity data Review data and identify next steps; Plan for 2020-21	Continue implementing

Potential Modules for Use in the Project (Module #1 and #6 are proposed for first year study):

1. **Effective Literacy Instruction:** explanation and progression of literacy skills, explicit and systematic instruction, use of strategies
2. **Grapheme-Phoneme Correspondences (GPCs):** why it is important to teach phonics skills, what are GPCs, how to use Elkonin boxes to teach GPCs

3. **Morphology:** what are morphemes, why teaching morphology supports reading and writing, how to teach students to use morphemes to understand words
4. **Frayer Model:** how graphic organizers support learning vocabulary, why exploring vocabulary deeply after reading supports conceptual understanding, how to teach students to use a Frayer Model for vocabulary learning
5. **Text Structures:** how graphic organizers support reading comprehension, what are text structures, how to teach students to identify and organize information from a text
6. **Small-group, Skills-based Instruction:** what are the instructional formats of the literacy block, why small-group instruction is important for differentiating literacy lessons, how to transition to small-group instruction and plan for differentiated lessons
7. **Varied Practice Reading:** why fluency is important to reading development, what is Varied Practice Reading, how to teach students to implement Varied Practice Reading with peers
8. **Shared Reading:** why oral language development is important, what shared reading includes, how to implement shared reading lessons
9. **Dyslexia Overview:** what dyslexia is and is not, how individuals with dyslexia are impacted, what are the key features of instruction for individuals with dyslexia

First Year Participants in Early Literacy Cohort

As of August 26, 2019, all twelve MOEC school districts have indicated they will participate in the project. Each district has the ability and obligation to plan for implementation in the schools that are involved. One district has chosen to train all principals and reading specialists; other districts have decided to focus the training on specific schools or grade levels. Over 175 “literacy leaders” from MOEC districts and UNO have registered for the first training session, September 9th. In addition, literacy representatives from Buffet Early Childhood Institute (BECI) and an Omaha private elementary school have asked to be part of the initial year of study. These 180+ leaders (principals, assistant principals, reading specialists, curriculum leaders, and lead teachers) will plan and lead professional development sessions in their own buildings, requiring the teacher participants to also view, implement, and practice learning from the modules. It is currently anticipated that MOEC will more than 1600 module licenses for teacher participants throughout the community.

Campaign for Grade Level Reading: Metro Omaha “Raise Me to Read”

As a companion MOEC project related to early literacy, MOEC has partnered with United Way of the Midlands and the Learning Community of Douglas and Sarpy Counties and with the Council Bluffs Raise Me to Read project in submitting an application to join the national Campaign for Grade Level Reading, becoming the first Nebraska community to join 44 other states in an effort to involve community support for the goal of having all children read proficiently by the end of third grade. The national Campaign focuses on three major goals: (a) increasing and improving early childhood education, (b) improving school attendance, especially decreasing chronic absenteeism, and (c) increasing summer and out-of-school learning opportunities, especially for children of poverty.

The Metro-Omaha Community Solution Action Plan was submitted to the national campaign in June in an effort to be named a member for the July announcement of new community members. MOEC serves as the backbone organization leading the work, with a full-time facilitator making the connections in the community.

The Community Solutions Action Plan that was submitted and accepted by the national Campaign GLR included five main desired outcomes and metrics that will be tracked annually.

- Desired Outcome: Increase number/percentage of children ready for kindergarten as measured by an appropriate evaluation tool.
 - Summative Metric: Percentage of children ready for kindergarten as measured by NE/IA Department state assessments
 - Formative Measures:
 - Increase the number of individuals, neighborhood businesses, and community organizations that are engaged in spreading the message about the importance of early learning and are associated with Raise Me to Read
 - Increase number of early childhood educators who receive literacy training and resources from Raise Me to Read or partner/ally organizations
 - Increase number of preschool and kindergarten classroom teachers with an endorsement in early childhood education
 - Expand the number of books distributed by Raise Me to Read or partner/ally organizations
 - Increase number of families actively involved with Raise Me to Read
 - Increase number of schools and early childhood centers that are actively involved with Raise Me to Read

- Desired Outcome: Increase the number/percentage of children who demonstrate evidence of sustained or improved reading proficiency from one year to the next.
 - Summative Metric: Percentage of students who measure as proficient in reading on state assessments
 - Formative Measures:
 - Increase number/percentage of non-literacy-proficient preschool-grade 3 children attending extended learning opportunities
 - Increase number of preschool-grade 3 children who attend extended learning/ enrichment opportunities throughout the year
 - Increase number of Raise Me to Read partners/allies that use trauma informed information / practices in their work with students or families

- Desired Outcome: Increase the number/percentage of preschool – third grade children who are present in school 95% of school days.
 - Summative Metric: Percentage of students present as reported in official school attendance data supplemented by United Way Attendance Mapping
 - Formative Measures:
 - Increase number of community organizations that are engaged in the message about the importance of school attendance
 - Increase partnerships with local health professionals to distribute Attendance Awareness campaign materials
 - Increase partnerships with neighborhood businesses pledging to promote positive school attendance
 - Decrease number/percent preschool and kindergarten students who are chronically absent from school

- Desired Outcome: Increase number/percentage of children who are reading proficiently by the end of third grade.
 - Summative Measure: Percentage of students proficient on state assessment at end of third grade

- Desired Outcome: Increase number/percentage of children 5 and under who are living above the poverty level.
 - Summative Measure: Percentage of children and families living in poverty conditions as measured by the U.S. Census, Kids Count and other data sources

The official announcement of Metro Omaha as part of the national Campaign for Grade Level Reading occurred on August 30 in conjunction with the community's School Attendance Kickoff. Principals of school districts, mayors of multiple communities, and

representatives of many stakeholder groups were present to pledge their support to improving school attendance and early literacy proficiency.

MOEC FOCUS AREA: FAFSA

The MOEC focus on FAFSA (Free Application for Federal Student Assistance) began with conversations in 2016-17 as school district and postsecondary leaders were determining focus areas that would be important to fulfilling their new, collective vision that “All students in the Omaha-Council Bluffs metropolitan area receive an exceptional education that provides multiple pathways into meaningful careers and a high quality of life in the region and beyond.” When “setting transformational goals for student success,” the MOEC planners realized that FAFSA completion was a key to the successful transition of high school graduates to postsecondary experiences. Completion of FAFSA is especially important in helping students of poverty find their way into postsecondary opportunities.

The MOEC FAFSA Strategic Work Group first worked in 2017-18 to determine specific data sources for comparison purposes. After numerous conversations with organizations in Nebraska and Iowa that were focused on measuring and increasing FAFSA completion as a gate into higher education, the members agreed that they would consistently use two sources for the information: the Nebraska Coordinating Commission on Postsecondary Education and Iowa College Aid.

During the 2018-19 school year, members met regularly to share strategies and to compare data on completion of FAFSA by students in each school’s senior class. A monthly report was shared with work group members and school superintendents. Final data is compared from data available at the end of October of each year. The FAFSA report for July, 2019, shows the current FAFSA completion percentage compared to the prior month’s data, and to data from 2017 and 2018.

2019-2020 MOEC District Data									
Cohort: 2019 Graduating Class									
Nebraska Data as of 8/30/19; Iowa Data as of 8/26/19									
District	School	Cohort	# Submitted	% Submitted	# Completed	7/26/19 % Completed	Current % Completed	Class of 2018 % Completed	Class of 2017 % Completed
Bellevue Public Schools									
	Bellevue East Sr. High School	368	163	44.3	159	41.8	44.8	51.9	42.9
	Bellevue West Sr. High School	445	227	51.0	222	47.9	51.9	53.2	61.4
Bennington Public Schools									
	Bennington Secondary School	144	92	63.9	92	62.5	65.3	69.1	68.5
Council Bluffs Community School District									
	Abraham Lincoln High School	318	NA	NA	162	49.0	51.0	54.0	46.9
	Thomas Jefferson High School	271	NA	NA	114	41.0	42.0	41.0	38.0
Douglas County West Community Schools									
	Douglas County West High School	70	38	54.3	37	50	52.9	46.1	52.5
Elkhorn Public Schools									
	Elkhorn High School	248	166	66.9	166	65.7	67.3	70.6	65.2
	Elkhorn South High School	319	204	63.9	203	63.0	64.3	58.6	64.9
Gretna Public Schools									
	Gretna High School	305	195	63.9	195	63.9	65.9	69.9	61.4
Millard Public Schools									
	Millard North High School	656	386	58.8	381	57.3	59.9	61.8	63.2
	Millard South High School	616	341	55.4	333	53.2	55.2	54.9	58.0
	Millard West High School	675	456	67.6	452	65.5	68	69.7	69.4
Omaha Public Schools									
	Benson Magnet High School	393	144	36.6	142	35.1	37.9	43.7	44.7
	Bryan High School	456	181	39.7	172	37.5	38.4	48.7	43.4
	Burke High School	526	287	54.6	281	52.3	54.2	60.1	60.5
	Central High School	696	354	50.9	343	49.4	50.9	64.4	62.5
	Omaha North Magnet High School	490	232	47.3	225	45.1	48.2	59.5	62.6
	Omaha Northwest Magnet High School	483	183	37.9	178	36.2	38.3	41.4	51.3
	Omaha South Magnet High School	579	246	42.5	235	40.9	42.3	42.5	45.2
Papillion La Vista Community Schools									
	Papillion La Vista Sr. High School	450	262	58.2	257	56.4	58.9	64.6	60.6
	Papillion La Vista South High School	445	259	58.2	255	56.0	59.3	56.0	61.3
Ralston Public Schools									
	Ralston High School	328	151	46.0	148	44.8	47.9	53.9	52.9
Springfield Platteview Community Schools									
	Platteview Sr. High School	88	56	63.6	55	64.8	64.8	53.4	58.3
Westside Community Schools									
	Westside High School	483	253	52.4	250	51.6	53	60.2	56.2

As of August, 2019, we have six high schools that have over 60% of Class of 2019 with completed FAFSA:

Bennington – 65.3%

Elkhorn High School – 67.3%

Elkhorn South High School – 64.3%

Gretna – 65.9%

Millard West – 68.0%

Platteview High – 64.8%

The high schools listed below have tied or surpassed prior years' completion rate. (Final comparison occurs at the end of October.)

Bellevue East has surpassed 2017 results.

Abraham Lincoln High (CB) has surpassed the 2017 rate.

Thomas Jefferson High (CB) has surpassed results for both 2017 and 2018.

DC West has surpassed results for both 2017 and 2018.

Elkhorn High School has surpassed 2017 results.

Elkhorn South High has surpassed 2018 results.

Gretna has surpassed 2017 results.

Millard South has surpassed 2018 results.

PLV South has surpassed 2018 results

Springfield Platteview has surpassed results for both 2017 and 2018

MOEC FOCUS AREA: School Attendance

The MOEC School Attendance Strategic Work Group convened for the first time in the 2018-19 school year. The topic of chronic absence has been raised by many local, state and national groups; and schools have become more involved in efforts to increase school attendance and to decrease student chronic absence, defined as missing 10% or more of school days. In the first year of this working group, members shared chronic absence data, developed and demonstrated strategies and dashboards for tracking school attendance, and implemented actions designed to share the message that regular school attendance is important. Representatives of the work group made presentations to teacher groups in the spring and summer of 2019. The goal would be for the work group to develop specific action plans to impact student absenteeism in the coming year.

MOEC served as a leading partner, representing the work group in planning for the August 30 School Attendance Kickoff and Press Conference which was held in conjunction with the community announcement of Metro Omaha's entrance into the Campaign for Grade Level Reading. Since school attendance is one of the three focus areas for the CGLR, MOEC will be especially involved in working to let parents and community members understand the need for good attendance habits to be formed in preschool and kindergarten. MOEC has partnered closely with United Way of the Midlands in work related to school attendance in general and related to early literacy efforts of Raise Me to Read / Campaign for Grade Level Reading.

MOEC FOCUS AREA: Dual Enrollment

MOEC initiated a Dual Enrollment Strategic Work Group mid-year in the 2018-2019 school year. Since MOEC involves both PK-12 school districts, two community colleges, and the University of Nebraska at Omaha, the topic of increasing dual enrollment opportunities and success is important to all members. Initial discussions verified that there are significant differences in the involvement of school districts in developing and encouraging students to participate in dual credit opportunities.

Data collected for the high school class of 2018 showed that the overall percentage of high school graduates that completed at least one dual enrollment, Advanced Placement, International Baccalaureate or college level course prior to high school graduation was 64%. The average by districts was 68%, representing a range between 51% and 90% in the twelve districts. District representatives learned from each other, and will continue to meet during the 2019-20 school year.

The work of this strategic work group coincides with the work of the Math Strategic Work Group, which is actively attempting to encourage more high school math teachers to earn the certification to allow more high school students to complete college mathematics credit in high school.

MOEC FOCUS AREA: Ninth-Grade Success

At the very end of the 2018-19 school year, MOEC leaders began discussion about the possibility of a new strategic work group designed to engage high school leaders in collaborative efforts to increase the success levels of ninth grade students. With encouragement from Omaha Public School leaders, MOEC reached out to representatives of the University of Chicago's National Freshman Success Institute. In order to have a working relationship with NFSI, MOEC needed to register at least one principal for a seven-day training program (July, October, and February). District superintendents were asked to invite high school principals. Within days, five principals from four school districts agreed to participate in the training, joining four other principals from Omaha Public Schools.

At the time of this report, preliminary plans are being developed to share the NFSI training with any MOEC principal who wishes to participate. The hope is that high school leaders (possibly with other school representatives) will develop and share strategies to help our community ensure that all high school freshmen have a successful start to their high school experience.

MOEC had developed one metric that measured high school freshman success: "2.3 – High school freshman who are on track to graduate on time." The metric was determined to be completion of 25% of credits required for graduation. For the 2017-18 school year, the overall MOEC average (all MOEC freshman) was 87%; the average of district averages was 93%, and the range of district averages was 78% to 99%. It is possible, and perhaps likely, that the metric itself may change as principals learn from NFSI staff and each other.

Summary: MOEC 2.0 Involvement in the Community Achievement Plan (CAP)

This information is provided as a summary of MOEC's work in the first two years of implementation of efforts to work toward the collective vision: "All students in the Omaha-Council Bluffs metropolitan area receive an exceptional education that provides multiple pathways into meaningful careers and a high quality of life in the region and beyond." The summary demonstrates considerable work, significant collaboration, and glimpses of progress. In 2016-17, MOEC leaders determined that the organization would achieve this vision by

- setting transformational goals for student success
- launching initiatives focused on dramatically improving student outcomes
- strengthening the connections between our education systems and communities.

Each of those operating principles has been addressed through the strategic work groups and the community connections in the past 24 months.

As MOEC begins its third year (2019-20) as a collective impact organization, there is understanding of and enthusiasm for the work that has begun and the progress that has been made. In June, 2019, each MOEC leader was interviewed privately, and asked to identify areas to celebrate as well as challenges that lie ahead. Some of those comments are shown below. Many of the comments depict growing confidence but realistic reflection about the work of MOEC.

MOEC Celebrations

- The conversations that we are having are changing and are about teaching and learning.
- There are many things to celebrate. Our initiatives were done in good faith – math initiative, dual enrollment work. The purpose of the organization is a good one. It's in the "too darn hard to do" category. I'm proud to be part of the group that is taking on the "too hard to do" category. I've learned a lot by being in this group. We should celebrate what we're working on more than we do.
- The amount of progress we are making on meaningful goals is excellent, especially when comparing to past years. Data gives us baseline data to work on. We love the math professional development, especially being able to have our teachers meet with other districts. The shaping of attitudes and beliefs within high school math and their principal is incredible. In a year's time, looking at it as a whole, that is huge progress. We've taken these goals and made them part of our work. MOEC goals are part of our strategic plan.

- A number of really great cross sector conversations are beginning to emerge. The importance becomes clear. There are active work groups actually accomplishing things and moving work forward. The math pilot has been a really strong success and has engaged many of the districts. Strong partnerships have been developed with Chamber, United Way.
- Celebrate our conversations about data. We are having true conversations about our goals, our progress toward the goals, the work we have done. The math project with secondary is important. One high school principal mentioned the true change he has seen in courses because they have been going to the professional development. I'm hopeful that we will have a similar celebration with the reading.
- We achieved the goals we set. Getting first year data was difficult. I think we've made progress on FAFSA. The math work is out of this world. I walked in on that group when they are here, and I asked them how it was, and every one of them said "it's the best we've been involved with as a group." It's important to be with other schools, and they're all there together. We are talking about things we don't always have time, energy, opportunity to discuss. They are changing the way we look at math instruction. They are preparing for improvement, no doubt. I know these teachers, and they don't hold back. If it were remotely a waste of time, they would mention it.
- We definitely should celebrate the math work. We have some teachers chomping at the bit to go to participate next year. That's word of mouth. Nothing beats that; it's better than advertising. The MOEC focus on attendance supports the very important work that our district is doing. Raising the bar around expectations about regular attendance in our consortium makes it easier to have as a focus area. MOEC supports our work.
- Celebrate continued progress and momentum with the math initiative. We are beginning the work around reading, and have a clear path and plan for that. The FAFSA work continues. We should celebrate the fact that we have more clearly defined goals and are beginning to see the impact.
- Celebrate the fact that we are focusing on things that truly matter (student outcomes), even though we sometimes don't agree; we are 80 to 90% there. There are huge opportunities for improvement. We have made progress. We have positive to build on. We are focusing on the right things. Obviously, we are never totally on same page, but we are having different, positive conversations.
- Celebrate that we have a functional communication platform that allows us to communicate. This is a unique working relationship between community colleges, UNO and school districts. The "points of pride" related to MOEC programs all pale related to the functional working relationships that are developing.

MOEC Challenges

- Like a lot of the world, we struggle with a shared content so we struggle with a shared direction. I would hope that all of the work on metrics and our willingness to rethink the metrics that don't help us should move us to create shared understanding.

There are some real wakeup calls in these initial metrics. I would hope we approach some of the data lessons with some urgency.

- The change in MOEC is similar to a change in a school; we know that there will be push back with people “having their cheese moved.” For MOEC, chaos ensued; we were persistent. We came through the chaos and now we are starting to see some of the fruits of our labors. It will get clearer and clearer what our work should be. Math, early literacy, high school success...are all very important topics. That’s what is happening now. When our people see the value, they will do the work.
- There is concern that some people’s opinions seem to count more than others, and that alternate perceptions are not welcomed. At times it feels like some of us “hold back” sharing what we think until others have made their points.
- We need to face the data and do something about it. Attendance data is critical... We need to face the data and actually come up with meaningful plans to impact the results. A challenge is that we finally have meaningful work going on and some districts are pushing back against the extra work now that we are doing something. People need to realize that moving forward on these areas is what we said we are doing. Are we really serious about working together or not? We shouldn’t be complaining about extra work.
- I believe there is a challenge. We want to make a change. We talk about making a change, but then when we start to make a change, we fight back and say we don’t want to. How do we continue to push through that together? We had set some lofty goals together, and now we have to make progress. We can’t just talk about it. We need to take some action.
- We have a plan; as we gain new leadership, we need to keep the plan progressing. We need to be certain that we focus on the opportunities we have in front of us. Close to 50% of MOEC leaders are new leaders in the past few years. How do we onboard new leaders and get them “up to speed” as to what our goals are and why they are important? Whenever you lose a board member, the dynamics change. That’s a potential challenge. The loss of 3 MOEC board members this year will be important – likely challenging.
- Changing demographics. Our fastest growing demographic is high poverty and students of color. We have one of the highest achievement and attainment gaps between those groups in any city in the country. We still have too many students who are not college or career ready, and are weak out of the high school pipeline. Our high school degree needs to be more meaningful as it relates to college and career readiness. Our colleges need to focus on graduating more students in less time and with less debt.
- A challenge will be not to take on more than we can do in quality way. If you take on too many things, you begin to float. We’ve identified key areas and need to stay there. Need to remain fresh, need to respond to future needs, but, we’re not ready to do all of them. We have one foot in present and one in future...not one in past.
- Our challenge is competing interests, competing opportunities. We need to make certain individual district and MOEC priorities are not running in opposite directions. Within the data, we have some areas to be proud of and other areas we must be better in. We should value the tough conversations we’ve had. It is a challenge to keep everyone on the same page. We need to avoid

mission creep. This is a worthy undertaking. It's easy for us to get distracted... by other initiatives, other focus areas. Let's knock this out of ballpark before taking on something else. There is more positive than negative.

- Challenges are: maintaining effective communication among and between members, finding time and resources to do the work, continuing to work on data sharing that can be used effectively, and looking for synergies in program development that could leverage the strength of districts and higher ed and potentially save money.

The work has begun in earnest, but there are "miles to go until we sleep." We approach year 3 with great expectations.

Section 4. Partnerships

Participating School Districts, ESU's and Post-Secondary Institutions	Local and State Organizations
<p>Bellevue Public Schools Bennington Public Schools Council Bluffs Community School District Douglas County West Community Schools Educational Service Unit #3 Educational Service Unit #19 Elkhorn Public Schools Gretna Public Schools Iowa Western Community College Metropolitan Community College Millard Public Schools Omaha Public Schools Papillion La Vista Community Schools Ralston Public Schools Springfield Platteview Community Schools UNO College of Education Westside Community Schools</p>	<p>Buffett Early Childhood Institute United Way of the Midlands</p>

Community Achievement Plan (CAP) of the Learning Community of Douglas and Sarpy Counties, 2018-2022

The Community Achievement Plan (CAP) of the Learning Community of Douglas and Sarpy Counties has four separate program areas. It includes:

- CAP Section 1: Increased Access to Early Childhood Programming (The Superintendents' Plan)
- CAP Section 2: The Superintendents' Plan to Improve Attendance—GOALS
- CAP Section 3: Increased Parent Engagement and System Capacity Building Through the North and South Omaha Learning Centers
- CAP Section 4: Metropolitan Omaha Education Consortium (MOEC) Collective Impact (CI) Achievement Plan

All CAP Program Sections predate the statutory creation of the Community Achievement Plan and were immediately identified, by the superintendents of the eleven school districts within the Learning Community, as meeting the intent of the legislation that created the Community Achievement Plan and as mechanisms by which on-going collaboration and improvements in critical need areas might be addressed.

It is important to note that each of the CAP sections are at a different point in their development and life-cycle.

- CAP Section 1: The Superintendent's Plan for Early Childhood Programming was adopted unanimously by the 11 superintendents in June 2014 and approved by the Learning Community Council in August 2014 for initial implementation during the period from September 2014 through August 2017. Full implementation has existed for two years.
- CAP Section 2: The Superintendents' Plan to Improve Attendance—GOALS was created in August 2011 when the superintendents of the eleven public school districts in Douglas and Sarpy Counties released a plan to improve student attendance. The plan has evolved and been modified based on available resources and statutory and school district policy changes and changing leadership within GOALS.
- CAP Section 3: Increased Parent Engagement and System Capacity Building Through the North and South Omaha Learning Centers. The programs were initiated in 2012 and have continued to evolve in their delivery of services to parents and students since.
- CAP Section 4: Metropolitan Omaha Education Consortium (MOEC) Collective Impact (CI) Achievement Plan—The initial plan, submitted as a part of the CAP, was developed between July 2016 and April 2017. The goals and metrics of the plan have evolved and been refined over the last two years.

Ultimately, the Community Achievement Plan must address certain fundamental questions. Among these questions are:

- What impact has the Community Achievement Plan of the Learning Community had on the metro area?
- What is the Community Achievement Plan of the Learning Community doing to move the achievement needle?

Both questions can be addressed by reviewing data collected through on-going evaluations and initiatives that identify and address recognized needs. Such are presented in the summary information that follows.

Learning Community Evaluation Trend Analyses: Comparisons from FY2014 through FY2018

The following is a data summary for the Learning Community across the past five years including Classroom, Family, and Child Outcomes.

The following is a key to understanding the results:



Denotes these results are based on descriptive analyses and there were improvements over time.



Denotes these results are based on statistical analyses and there were significant improvements over time.



Denotes data was not collected during this time period using this measure.

WHO WAS SERVED OVER THE PAST FIVE YEARS?

Learning Community including Intensive Early Childhood Partnership Program, LCCSO and LCCNO.

- 49,457 students
 - 7656 students birth through 6
 - 41801 students in grade school programs
- 2500 parents
- 3667 teachers

Superintendent's Plan

- 7367 students
 - 255 infant and toddlers
 - 7112 students in PreK through Grade 3
- 2208 teachers/providers
- 226 families

The numbers served include all of the students and parents served in the program.

WHAT WERE THE STUDENT OUTCOMES?

RATIONALE: School readiness is an essential concern for students entering the educational system. Students enrolled earlier and for a longer duration demonstrate better short and long-term results especially those from diverse backgrounds (Shonkoff & Phillips 2000; Barnett, 2008).

- Young children's vocabulary skills predict later academic and behavioral skills in grade school (Morgan, et al., 2015).
- Early executive functioning skills predict 5th grade math and reading ability (Ribner, et al., 2017).
- Socio-emotional skills, physical and mental health, perseverance, attention, motivation, self- confidence are important for success in life (Barnett, 2004; Heckman, 2007).

Intensive Early Childhood Partnership Program

Students in early childhood preschool programs are closing the achievement gap, which is demonstrated as they significantly improved their skills over time. This pattern is consistent across multiple years and academic areas.

Tool	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Vocabulary (PPVT): Significant change across time	✓	✓	✓	✓	✓
By spring of each year on average 13% more students performed within the average range on vocabulary skills.					
School Readiness (Bracken): Significant change across time	✓	✓	✓	✓	
By spring of each year on average 15% more students performed within the average range in school readiness.					

Social-Emotional (DECA): Significant change across time				✓	✓
By spring of each year on average 20% more students performed above the mid-point of average range in social-emotional skills.					

Intensive Early Childhood Partnership Program:

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

Jump Start Pilot:

Students were better prepared for kindergarten than their peers based on teacher ratings and demonstrated significant improvement in school readiness skills over time.

Tool	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
School Readiness (Bracken): Significant change across time	✓	✓	✓	✓	✓

Learning Community South Omaha (LCCSO):

Students whose parents participated in LCCSO had higher rates of proficiency than comparable peers.

Tool	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Nebraska State Assessments (NeSA and NSCAS)		✓	✓ (3 rd grade)	✓ (3 rd grade)	(3 rd grade)

SUPERINTENDENT'S PLAN:

Language, academic, and executive function skills development improved for all children in PreK to Grade 3.

Tool	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Preschool Language Scale: Infants and toddlers slightly decreased receptive and expressive skills over time.					
Children whose families received more home visits over time demonstrated higher levels of expressive and total language scores at follow-up.					
Peabody Picture Vocabulary Test, Fourth Edition (PPVT): Students in PreK through Grade 1 improved* vocabulary skills across time.				✗	

Tool	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Kaufman Test of Educational Achievement, 3 rd Edition Brief Form (KTEA-3): Students PreK through Grad 1 improved* academic skills across time.				X	X
Comprehensive Executive Function Inventory (CEFI): Students in PreK through Grade 1 improved* academic skills across time.				X	X
<p>For most grade levels, students who made the most gains were black, Hispanic, or were eligible for free and reduced lunch.</p> <p>*Note these results are based on descriptive analyses.</p>					

WHAT WERE FAMILY OUTCOMES?

RATIONALE: Partnerships between home and school are especially important for children who are socially and economically disadvantaged (Jeynes, 2005).

- Parent involvement positively influences social-emotional competence (Fantuzzo & McWayne, 2002).
- Positive play interactions between mothers or fathers and their children predicted children's fifth-grade math and reading abilities (Cook, Roggman, & Boyce, 2011).

Learning Community Centers of North and South Omaha:

Parents enrolled in either Parent University (LCCNO) or in the Family Learning Program (LLCSO) demonstrated gains in both parenting skills and stress levels.

Tool	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Keys to Interactive Parenting Scale (KIPS): Significant change across time	✓			✓	
For the years in which KIPS, a parent-child interaction assessment, was collected families met the program goal in at least one area of the scale. Significant change in overall score was found from pre to post in 2013-2014 and 2016-2017.					
Parenting Children and Adolescents Scale (PARCA): Significant change across time		✓	✓	✓	✓
Parents demonstrated significant improvement across multiple parenting domains with as many as 91% of parents experiencing clinically significant improvements.					

Tool	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parent Stress: Significant change across time	✓	✓	✓	✓	
Parents reported significantly decreased levels of stress from pre to post following intervention with a Family Liaison or participation in Parent University.					
Circle of Security-Parenting: Significant change across time			✓	✓	✓
Parents reported significantly improved relationship with their children and improved parenting skills after attending course at the Parent University.					

Superintendent's Plan:

Parents had greater access to social support and improved access to basic needs such as food, housing, and other support services.

Tool	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
FRIENDS Protective Factors Survey (PFS): Parents of infants and toddlers improved* their access to concrete and social supports.					X
FRIENDS Protective Factors Survey (PFS): Parents of students in PreK to Grade 3 improved* their access to concrete and social supports.				X	X
Keys to Interactive Parenting Scale (KIPS): Parents of infants and toddlers demonstrated care-giver child interactions in the mid-range and remained relatively stable over time					

WHAT WAS THE QUALITY OF THE CLASSROOMS?

RATIONALE: 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).

- Preschool education has significant lasting effects on cognitive abilities, school progress (grade repetition, special education placement, and high school graduation), and social behavior (Aos, et al., 2004).

Intensive Early Childhood Partnership programs:

The preschool programs met the research-based threshold for quality. Since FY2014 the quality scores have improved 12%. From 2013 through 2016 8 classrooms were evaluated per year. These observations were expanded to 35 classrooms in 2017-2018.

Instructional Coaching:

Teacher scores improved in at least one major domain from fall to spring each year and met the threshold of quality for 3 out of 4 major domains. A total of 330 classrooms were observed from 2013-2015 to 2017-2018 and has expanded from two districts to four districts.

Superintendent's Plan:

Classroom (n=149) quality and interactions in full implementation schools improved from the first to the third year across all domains. Each year, teachers rated "high" in the classroom organization domain.

WHAT NEW INITIATIVES HAVE BEEN CREATED WITHIN THE CAP TO ADDRESS STUDENT ACHIEVEMENT?

CAP Section 4 Focus Areas

Mathematics

Since 2017, the focus on Mathematics has resulted in advances in three distinct areas:

1. Mathematics Professional Development Cohorts which in its first year including 92 high school and postsecondary math teachers.
2. UNO General Education Math Requirements were reviewed and revised expanding math options for students to meet college requirements.
3. Designed an 18 graduate credit hour program to enable high school teachers to teach dual enrollment math courses in high school thus increasing student access to such courses.

Literacy

The MOEC Early Literacy Strategic Work Group was established to determine viable actions that could be taken to better ensure that students are proficient in literacy by the end of third grade. Participants identified a major goal of improving the basic literacy knowledge and skills of early grade educators, their school principals, and reading specialists. After months of discussion, a plan for 2019-20 was developed, and school districts were invited to participate if they felt the project would support their own literacy education needs.

Grade Level Reading: Metro Omaha “Raise Me to Read”

As a companion MOEC project related to early literacy, MOEC has partnered with United Way of the Midlands and the Learning Community of Douglas and Sarpy Counties and with the Council Bluffs Raise Me to Read project in submitting an application to join the national Campaign for Grade Level Reading, becoming the first Nebraska community to join 44 other states in an effort to involve community support for the goal of having all children read proficiently by the end of third grade. The official announcement of Metro Omaha as part of the national Campaign for Grade Level Reading occurred on August 30, 2019.

FAFSA

Since the 2016-2017 school year, MOEC districts have focused on increasing the numbers of students/families that complete the FAFSA (Free Application for Federal Student Assistance) since it is a key to successful transition from high school to postsecondary experiences. Data from the Nebraska Coordinating Commission on Postsecondary Education and Iowa College Aid confirm an upward trend in FAFSA completions.

School Attendance

The MOEC School Attendance Strategic Work Group convened for the first time in the 2018-19 school year. Schools have become more involved in efforts to increase school attendance and to decrease student chronic absence, defined as missing 10% of more of school days. In the first year of this working group, members shared chronic absence data, developed and demonstrated strategies and dashboards for tracking school attendance, and implemented actions designed to share the message that regular school attendance is important. Representatives of the work

group made presentations to teacher groups in the spring and summer of 2019. The goal would be for the work group to develop specific action plans to impact student absenteeism in the coming year. MOEC served as a leading partner, representing the work group in planning for the August 30 School Attendance Kickoff and Press Conference

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Ninth-Grade Success

MOEC has developed one metric that measures high school freshman success: “2.3 – High school freshman who are on track to graduate on time.” The metric was determined to be completion of 25% of credits required for graduation. For the 2017-18 school year, the overall MOEC average (all MOEC freshman) was 87%; the average of district averages was 93%, and the range of district averages was 78% to 99%. 2018-2019 data will be collected and compared as training using the University of Chicago’s National Freshman Success Institute continues.

CAP Section 2—GOALS (Attendance) Focus Area

In the spirit of continuous quality improvement, The GOALS Center is consistently assessing program effectiveness and service delivery to families and stakeholders. The evaluation of programmatic efficacy is an essential component of any strategic, forward thinking agency. After a thorough, program-wide evaluation GOALS will begin focusing organizational efforts on building on identified strengths and tackling areas of challenge. Over the next two years, stakeholders should see, development in the following areas of the organization:

- Detailed service description
- Improved case management functions
- Defined target population and referral process
- Development/implementation of new case management system
- New and interactive website and increased social media presence
- Clear outward facing key program indicators
- Data management and reporting that is transparent to all stakeholders and outlines GOALS areas of impact
- Intentional community partnerships that address family barriers that impact student attendance subsequently closing the achievement gap for students while keeping families from penetrating the child welfare and juvenile justice systems

ASSESSMENT TOOLS

All tools that were selected were validated tools that are used in national studies related to the questions in the Learning Community Evaluation. These are considered industry standard tools.

Tool	Author	Purpose
Bracken School Readiness Assessment, 3 rd Ed.	Bracken, B. (2007)	The Bracken School Readiness Assessment is a concept test for PreK children that evaluates their skills related to colors, letters, numbers, size and comparisons, and shapes.
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.
Peabody Picture Vocabulary Test-IV	Dunn, L. M., & Dunn, D. M. 2007 Pearson	A measure of receptive vocabulary.

2015-2018

COMMUNITY ACHIEVEMENT PLAN EVALUATION

**Learning Community of Douglas
and Sarpy Counties**

CAP Evaluation Summary

2015-2018

Section 1: Increased Access to Early Childhood Programming (The Superintendents' Plan)

- Demonstrated strong implementation, participation by districts in several types of professional development and began data collection around classroom quality and students outcomes.
- For caregivers participating in the Home Visiting Program, mean levels of caregiver-child interaction were in the mid-range and remained relatively stable over time.
- Caregivers reported relatively high levels of social support but very low levels of perceived concrete supports. Both levels of support increased over time and at follow-up no caregivers report “low support.”
- Classrooms observed by external evaluators showed high levels of Classroom Organization, mid-high levels of emotional support and low-mid levels of instructional support.
- *Classroom Organization* was in the high range, and a relative strength of the PreK – Grade 3 classrooms.
- Three districts have participated in customized assistance planning and are working toward meeting their district-level goals.
- Two hundred fifty-one (251) educators received training through BECI’s PD for All with gains in knowledge and skills from Time 1 to Time 2.
- Ninety-two percent (92%) of survey respondents indicated that they shared knowledge and ideas learned from the PD for All Institutes.
- Language development improved for all, with greater gains for low-income and Hispanic children.

Section 2: The Superintendents’ Plan to Improve Attendance—GOALS

- In 2017-18, GOALS program served 173 students and their families.
- Of the students served, 43% were racially/ethnically diverse and 51% of the families were below the federal poverty line.
- Sixty-seven percent (67%) of students were in either middle or high school.
- At closure, 98% were passing all or most of their classes, a 27% increase from intake.
- Additionally, 70% of students saw an improvement in attendance.

- Ninety-five percent (95%) of respondents would recommend the program to other families.

Section 3: Increased Parent Engagement and System Capacity Building through the North and South Omaha Learning Centers

- For the second year in a row, parents reported increased levels of school and community engagement.
- The majority of students (91%) entering kindergarten had executive function skills in the average range.
- PreK students demonstrated substantial gains in their vocabulary and social emotional skills.
- Students in 1st-3rd grades maintained scoring within the average range from fall to spring on math and reading as measured by NWEA-MAP™.
- Students with parents participating in the South Omaha Learning Center scored in the proficient range on the NSCAS math assessment at a higher percentage than similar peers in their district. The same pattern was not found for NSCAS ELA assessment.
- Over 1/3 of K-1 students made greater than expected growth in Math and Reading (improving their national percentile rank).
- Parents demonstrated substantial, meaningful gains in Parent Resilience.
- Parents improved their relationships with the children and lowered their parenting stress after participating in parenting class.
- Teachers coached by their directors improved their instructional practices to support children's social-emotional skills.

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

- In 2017-2018, MOEC 2.0 revised and approved new goals and metrics as part of the Collective Impact Plan.
- Baseline data for multiple metrics will be collected in 2018-2019.

Community Achievement Plan

2015-2018 Evaluation Report

Overview

The Community Achievement Plan of the Learning Community of Douglas and Sarpy Counties has four separate areas.

Section 1: Increased Access to Early Childhood Programming (The Superintendents' Plan)

Section 2: The Superintendents' Plan to Improve Attendance – GOALS

Section 3: Increased Parent Engagement and System Capacity Building through the North and South Omaha Learning Centers

Section 4: Metropolitan Omaha Education Consortium (MOEC) Collective Impact (CI) Achievement Plan

Evaluation Approach

The CAP evaluation for each section varied depending on the program, agency conducting the evaluation and the metrics agreed upon by stakeholders. Data for this report runs from 2015-16 school year through the 2017-18 school year. The Community Achievement Plan evaluation consists of four sections that contains goals, metrics selected for measuring progress towards the goals and data collected within the timeframe for the report. The four sections are 1) Increased Access to Early Childhood Programming; 2) The Superintendents' Plan to Improve Attendance- GOALS; 3) Increased Parent Engagement and System Capacity Building through the North and South Omaha Learning Centers; and 4) Development of the Metropolitan Omaha Education Consortium (MOEC) Collective Impact (CI) Plan. Of note is that one section, MOEC, has no data due to the organization re-evaluating goals, selecting and approving new metrics and beginning to collect baseline data in 2018-19. Data for MOEC will be available in the first progress report for the 2019-2022 CAP.

Each section of the CAP has a distinct evaluation plan with two of the sections (1 and 3) having an external evaluation team collect, analyze and report data while the other two sections (2 and 4) collect data and complete internal evaluation processes. Data for this report was part of larger evaluation reports for both The Superintendents' Plan and for the North and South Omaha Learning Centers and has been presented before to the Learning Community Council. The data pulled for this report was specific to the CAP goals. Access to the full evaluation reports can be found at <https://buffettinstitute.nebraska.edu/our-work/evaluation> and https://learningcommunityds.org/wp-content/uploads/2019/01/LearningCommunityDS-2017_2018-Annual-Report.pdf.

Section 1. Increased Access to Early Childhood Programming

1.1 FULL IMPLEMENTATION of BIRTH THROUGH GRADE 3 APPROACH

<http://buffettinstitute.nebraska.edu/our-work/childhood-plan>

The “Increased Access to Early Childhood Programming”, also known as the Superintendent’s Early Childhood Plan (<http://buffettinstitute.nebraska.edu/our-work/childhood-plan>), is a partnership between the eleven school districts of the Learning Community of Douglas and Sarpy counties and the Buffett Early Childhood Institute. This partnership was the result of Nebraska Revised Statute 79-2104.03. Districts identified as having “Full Implementation of Birth Through Grade 3 Approach” sites and their respective schools include: 1) Omaha Public Schools---Gomez Elementary, Mount View Elementary, Liberty Elementary, and Pinewood Elementary; 2) Bellevue Public Schools—Belleaire Elementary; 3) Westside Community Schools—Westbrook Elementary; 4) Ralston Public Schools—Karen Western Elementary; 5) Millard Public Schools—Cody Elementary and Sandoz Elementary; 6) Douglas County West Community Schools—DC West Elementary. Schools with 50% or greater poverty, throughout the Learning Community, were invited to apply for participation. School sites were based on available funding and to provide representation of variation in school enrollment, demographics, and geography of the Learning Community.

Evaluation: The Superintendents’ Early Childhood Plan Evaluation is a collaborative effort among the Munroe-Meyer Institute (MMI) at the University of Nebraska Medical Center, the Center for Research on Children, Youth, Families and Schools (CYFS) at the University of Nebraska Lincoln, and the Buffett Early Childhood Institute at the University of Nebraska. UNL leads the birth-age 3 components; UNMC leads the PreK-Grade 3 components and the Director of Research and Evaluation at the Buffett Early Childhood Institute, provides overall guidance for the evaluation.

Evaluation Purpose: The Superintendents’ Early Childhood Plan Evaluation has two purposes. First, to provide information about the plan’s usefulness and feasibility to those participating in and with responsibility for full implementation sites. Second, to give teachers, principals, directors, superintendents, the Learning Community Coordinating Council, and policymakers data about the impact of the plan on children, families, teachers/classrooms and schools.

Evaluation Questions: The 2017-18 evaluation was designed to answer two general questions about processes, outcomes and implementation of the School as Hub Approach and impact on children, families, classrooms and schools.

1. What has been learned about the specific process, outcomes related to program implementation, quality, family processes, child learning, and development?
2. What are the essential features of Superintendents' Plan as implemented by the Buffett Institute staff?

Evidence of Impact:

Child: What is the effect on children's outcomes in cognitive, language, academic, and social emotional development domains?

Family: What is the effect on families' positive parenting and school engagement?

Classroom: What is the effect on teachers' classroom practices?

School: What is the effect on schools' culture and practices?

The Superintendent's Plan for Early Childhood Programming was adopted unanimously by the 11 superintendents in June 2014 and approved by the Learning Community Council in August 2014 for initial implementation during the period from September 2014-August 2017. Data are reported here for activities and evaluation efforts through 2017-18 school year.

1.1 Full Implementation of Birth Through Grade 3 Approach

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

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

Core Components	Baseline Year Implementation Status
Prenatal – Age 3 Home Visiting Program to include: <ul style="list-style-type: none"> • Two-generation home visits • Parent-child interaction groups • Referrals to child and family resources • Supported transitions to preschool 	Rule 11 Criteria Met
Age 3 – Grade 3 Parenting Support to include: <ul style="list-style-type: none"> • Regular family outreach contacts 	Developing

<ul style="list-style-type: none"> • Parent-child interaction groups • Referrals to child and family resources • Supported transitions from home visiting into preschool and kindergarten 	
Preschool for 3- and 4-year-olds: <ul style="list-style-type: none"> • District- or school-based preschool • Community-based preschool 	Developing
Aligned PreK – Grade 3 Instruction to include: <ul style="list-style-type: none"> • Teacher coaching • On-going professional development 	Developing
School as Hub for Prenatal – Grade 3 <ul style="list-style-type: none"> • Continuity of support and comprehensive family engagement • Collaborative school team meetings 	Developing

Obstacles to Initial Implementation	Description
Enrollment in Prenatal – Age 3 Home Visiting Program	Approximately one-third of schools implementing the birth through Grade 3 approach have experienced challenges in recruiting a full caseload of families for the prenatal - birth – age 3 home visiting program. This is attributable to a number of factors including the need for staff training in recruitment strategies and the need for schools to develop stronger school-family-community relationships as a foundation for family participation in the home visiting program.
Staff Recruitment for Parenting Support Positions	Implementation of family-centered services such as prenatal – age 3 home visiting and other parenting supports require staff who have strong capabilities to work with adult family members, many of whom are experiencing notable life stress. A number of initial staff hires included former classroom paraprofessionals who subsequently recognized that they were not well suited to work with adult family members as compared to children. Turnover of these initial hires impacted four participating schools. Beyond this, high quality home visiting and other parenting supports are contingent upon cultural and linguistic responsiveness to the families served. Approximately fifty percent of the participating schools serve a large number of Spanish-speaking families. Recruitment of home visitors and family facilitators who are bilingual and fluent in Spanish was often a very lengthy and time-consuming process for these schools.

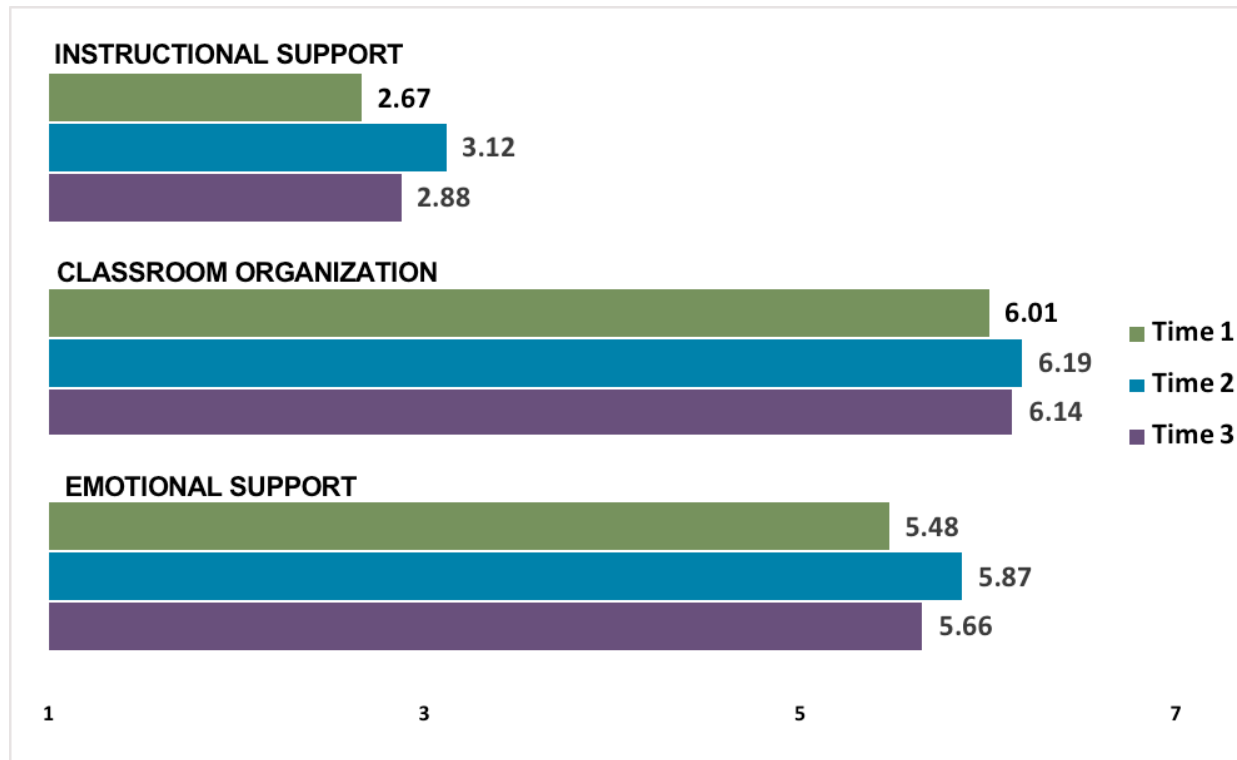
Child Transition into Preschool after Completion of Prenatal – Age 3 Home Visiting	To support continuity of services across the full birth through grade 3 continuum, the implementation expectation is that children completing birth – age 3 home visiting transition into a high quality preschool program. This transition plan presented barriers for the majority of districts due to the limited availability of school-based preschool slots for three-year-old children. The transition options for three-year-old children exiting the home visiting program can likewise include participation in a community-based preschool/ child care program. This transition pathway also presented challenges to the quality and continuity of child and family services given the current lack of sustained collaborative connections between schools and community-based early care and education programs in the majority of districts and schools.
Administration and Utilization of New Assessments	Implementation of the core components of the Superintendents’ Plan was complimented by the introduction of new assessments, such as the HOVRS scale to assess home visiting practices and the CLASS to measure teacher-student instructional interactions across preK – Grade 3. The administration of these and other birth – Grade 3 assessments presented challenges around scheduling and potential interference with services. Utilization of the new assessment measures also presented challenges as staff have required professional learning to gain knowledge about the assessments and their potential applications for continuous improvement processes.
Funding and Sustainability	As noted, funding and facilities for preschool services has presented a barrier to the implementation of high quality, continuous programming for children and families across the full birth through grade 3 continuum. As implementation proceeds, sustainability of the birth – age 3 home visiting component may be a barrier if districts are unable to provide on-going funding to support the required staff position.

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

The *Classroom Assessment Scoring System* (CLASS; Pianta, La Paro, & Hamre, 2008) was used to assess the quality of classrooms in full implementation schools. CLASS quality is defined in three domains: Emotional Support, Classroom Organization, and Instructional Support, with three dimensions for each domain (see Figure 2). *Emotional Support* refers to teachers’ practices that support positive relationships in the classroom, identify children’s needs for support, and recognize and respond to children’s emotions, ideas, and interests. *Classroom Organization* refers to teachers’ practices that support effective management of time and guidance of children’s behavior, setting expectations, routines, and guidelines for the class. *Instructional Support* (IS) refers to the practices teachers use to help children solve problems, deepen skills and knowledge, and develop more complex language skills. The CLASS tool uses a common metric that articulates features of classroom quality in the early childhood and elementary grades. It is an observational tool measuring classroom interactions which enhance student learning.

Samples of classroom interactions were video-recorded and evaluators rated dimensions. Ratings are based on a 7-point scale with 7 indicating highest quality.

PREK AND K – 3 CLASS DOMAIN SCORES, TIMES 1, 2, AND 3, N = 146



- Although *Instructional Support* in classroom practice is improving over time, it remains the domain of greatest programmatic need in PreK – Grade 3 classrooms. In national studies, Instructional Support tends to reflect the lowest scores and presents the most opportunity for improvement as it challenges teachers to extend children’s language, model advanced language, and promote higher-order thinking skills (Pianta et al., 2008).

- *Classroom Organization* was in the high range, and a relative strength of the PreK – Grade 3 classrooms. Nonetheless, opportunities exist to support teachers in their use of Instructional Learning Formats, including effective questioning, creative opportunities for hands-on exploration, and providing clear learning objectives.
- To enhance *Emotional Support* in the classroom, coaching can support teachers in their Regard for Student Perspective. This means education facilitators can partner with teachers to enhance their flexibility with incorporating children’s individual differences and interests, developing relationships, connecting with home assets, building on child background and strengths, and ensuring that instructional materials are representative and positive.

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

Description of Measures:

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

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

Birth – Age 3		PreK Post Home Visiting	
<i>Language (PLS5)</i>		<i>Language (PPVT)</i>	
Total Language		Receptive Vocabulary	
2016-2017			
Time 1	101		
2017-2018		2017-2018	
Time 1	100.8	Time 1	94.5
Time 2	93.74		
<i>Academic</i>	N/A		
<i>Socio-Emotional (ITSEA)</i>			
Competence			
2016-2017			
Time 1	50.31		
2017-2018			

Time 1	53.14		
Time 2	49.55		
Dysregulation			
2016-2017			
Time 1	51.79		
2017-2018			
Time 1	47.93		
Time 2	48.45		
PreK Entry Group		K-Grade 2	
<i>Language (PPVT)</i>		<i>Language (PPVT)</i>	
Receptive Vocab		Receptive Vocab	
Time 1	93	Time 1	98
Time 2	98	Time 2	99
Time 3	101	Time 3	101
<i>Academic (KTEA-3)</i>		<i>Academic (KTEA-3)</i>	
Letter-Word Achievement		Educational Achievement	
Time 1	92	Time 1	90
Time 2	94	Time 2	96
Time 3	96	Time 3	97
<i>Socio-Emotional (BASC-3)</i>		<i>Socio-Emotional (BASC-3)</i>	
Behavioral and Emotion Skills		Behavioral and Emotion Skills	
Normal Risk		Normal Risk	
Time 1	87%	Time 1	82%
Time 2	79%	Time 2	80%
Time 3	84%	Time 3	73%
Elevated to Extremely Elevated Risk		Elevated to Extremely Elevated Risk	
Time 1	13%	Time 1	18%
Time 2	21%	Time 2	20%
Time 3	16%	Time 3	27%

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

**Families Are Increasing Their Access to Supports That Help Reduce Stress;
Home Visiting Is Reaching Families With Greater Needs**

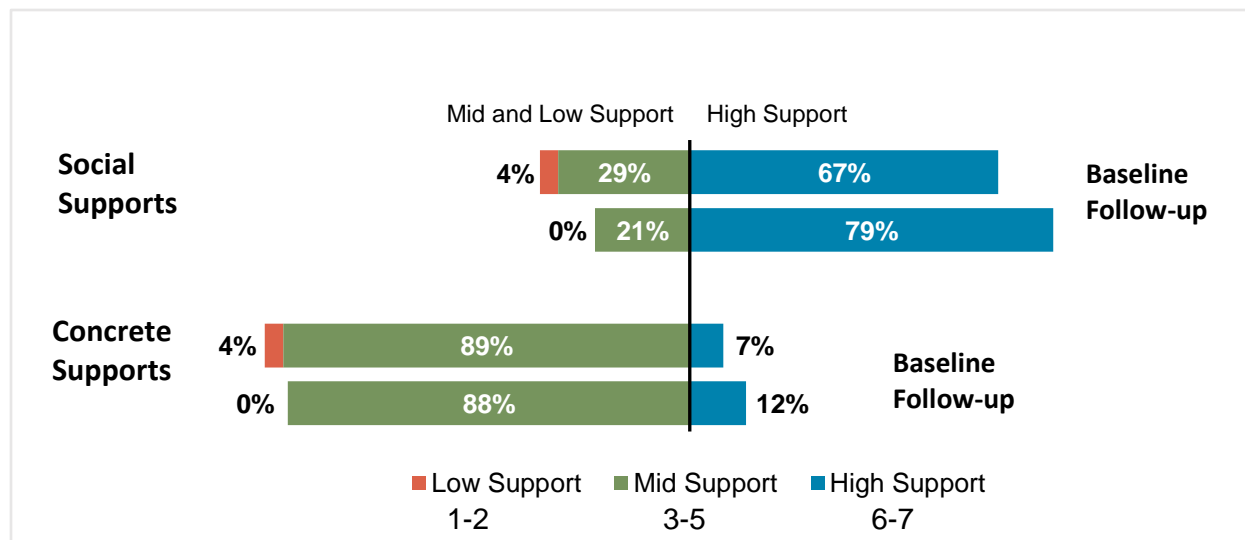
A key aim of School as Hub is to help families identify and obtain supports that enhance their children's development and learning. To consider how home visiting and family facilitation might be reflected in families' perceptions, caregivers of children in the Birth – Age 3 and PreK – Grade 3 cohorts completed the *FRIENDS Protective Factors Survey* (PFS; FRIENDS National Resource Center for Community-Based Child Abuse Prevention, 2011). This survey tool is designed for use with caregivers receiving such services as home visiting, parent education, and family support. It provides information about strengths and opportunities that may serve as protective factors for families in the context of stress. Two subscales were used: (1) *Social Support* refers to caregivers' perceived informal support from family, friends, and neighbors that helps provide for emotional needs, and (2) *Concrete Support* refers to caregivers' perceived access to tangible goods and services to help families cope with stress, particularly in times of crisis or intensified need.

Birth – Age 3

Fifty-six caregivers in the home visiting program completed the survey at baseline and follow-up (see Figure 5).

Findings. Caregivers reported relatively high levels of social support but very low levels of perceived concrete supports. Both levels of support increased over time and at follow-up no caregivers report “low support.”

CHANGE IN FAMILY SUPPORTS OVER TIME: BIRTH – AGE 3, N = 56



Family Processes: Caregiver-Child Relationships

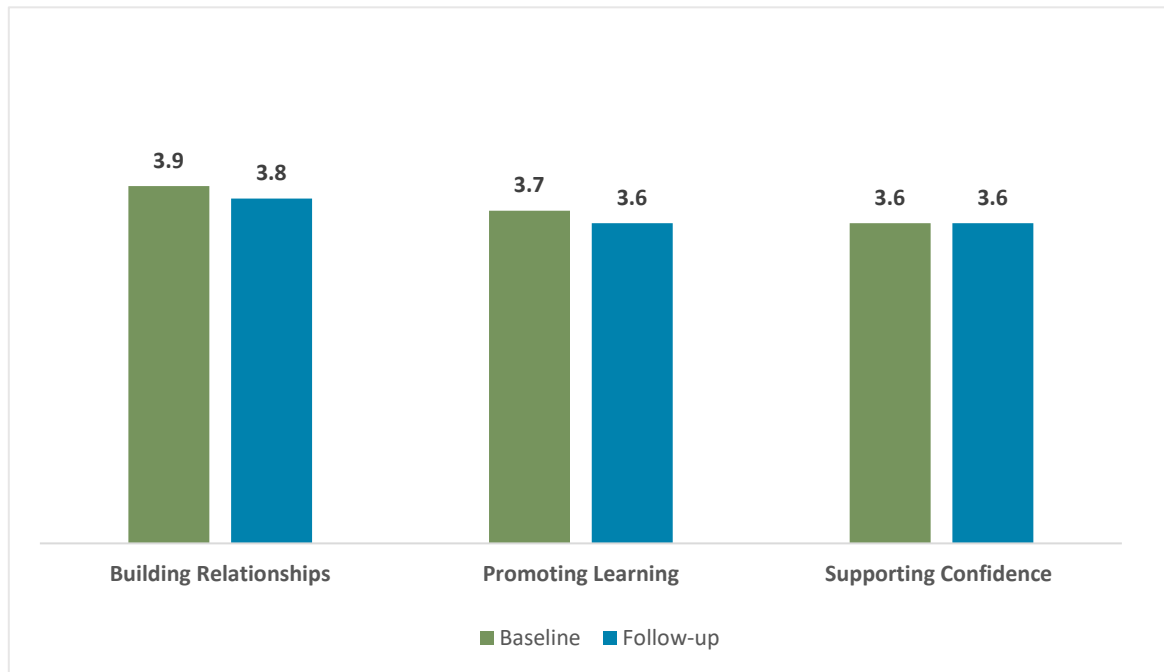
Strengthening Caregivers' Support for Development and Learning

Birth – Age 3

The caregiver-child relationship contributes in essential ways to young children's development and learning (Richter, Griesel, & Manegold, 2004). A primary goal of home visiting is to help the caregiver develop and maintain a positive relationship with their child (Sama-Miller et al., 2017). *The Keys to Interactive Parenting* (KIPS; Comfort & Gordon, 2006) was used to assess and support caregiver-child interaction. The KIPS includes 12 items nested in three scales. Items in the *Building Relationships* scale consider how caregivers react to the child in ways that promote trust and acceptance; the *Promoting Learning* scale considers caregivers' scaffolding of child learning; and *Supporting Confidence* considers how parents encourage the child's self-confidence. Each scale is assessed using a 5-point scale (1 = rarely, 3 = usually, and 5 = consistently). Figure 7 highlights the quality of caregiver-child interaction at baseline and follow-up.

Findings. Mean levels of caregiver-child interaction were in the mid-range and remained relatively stable over time.

CAREGIVER-CHILD INTERACTION: 0 – 3, N = 46



1.2 Professional Development for All

<http://buffettinstitute.nebraska.edu/our-work/pd-for-all>

The “Increased Access to Early Childhood Programming”, also known as the Superintendent’s Early Childhood Plan, is a partnership between the eleven school districts of the Learning Community of Douglas and Sarpy counties and the Buffett Early Childhood Institute. This partnership was the result of Nebraska LB 585 (2013) codified in Nebraska Revised Statute 79-2104.03. The “Professional Development for All” component of the “Increased Access to Early Childhood Programming” provides professional development in Early Childhood to all applicable schools within the eleven school districts.

1.2.1. Individuals who attend two or more of the PD for All will demonstrate increased knowledge and will report consistent implementation of at least one new practice.

The integrative theme for the 2017-18 PD for All series focused on practices that provide content-rich learning experiences for children, birth through Grade 3. Five institutes provided professional learning related to specific topics within this theme, including an additional Spanish-language-only session of Children as Researchers:

- *Children as Scientists: Scientific Inquiry for Every Child*
- *Children as Authors: Guiding Children on Pathways Toward Strong Writing*
- *Children as Mathematicians: Early Math That Matters the Most*
- *Children as Researchers: Reading to Learn Can Start Early*

Description of Measure. A total of 178 participants completed surveys ($n=166$ in English, and $n=12$ in Spanish). Item response options were: 1 = Beginning knowledge (I have just started learning about this practice); 2 = Developing knowledge (I know the basics about this practice but have much more to learn); 3 = Refining knowledge (I know a lot about this practice but have not yet mastered it); or 4 = Mastery knowledge (I have in-depth knowledge about this practice and can teach other educators about it). Data were disaggregated by work setting and age/grade level of children served.

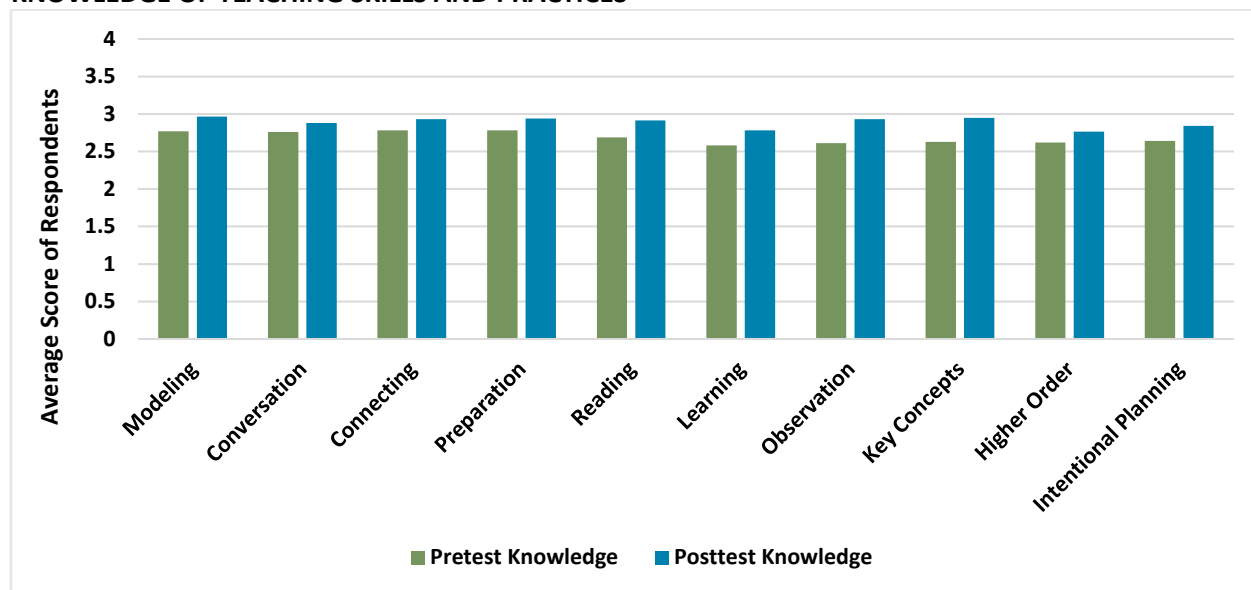
Most survey participants worked in school-based programs. This included elementary schools, PreK within elementary schools and Head Start or Educare within elementary schools. As mentioned, many participants were from community-based programs, which included child care centers or preschools not located in elementary schools, religious-based child care centers, or the North and South Omaha Learning Community Centers.

The surveys measured participants' self-reported knowledge about the cross-cutting content of the PD for All series before and after attending the institutes. Respondents were asked to rate their knowledge levels on various teaching skills and practices. The self-rating categories were on a Likert Scale ranging from 1 to 4 with the following options: Beginning Knowledge (1), Developing Knowledge (2), Refining Knowledge (3), or Mastery Knowledge (4).

Using the scale above, the average Time 1 knowledge for survey participants across the 10 items was 2.69. The average knowledge for the Time 2 survey participants across the 10 items was 2.89, indicating a modest gain in self-reported knowledge and skills for participants at Time 2 compared to participants at Time 1. Also, participants at Time 1 reported modest gains in knowledge and skills,

reflected in each of the 10 survey items, compared to participants at Time 2 (see figure below).

KNOWLEDGE OF TEACHING SKILLS AND PRACTICES



The Time 2 survey also provided findings about the respondents' practices related to sharing their new knowledge with colleagues from their work settings who were not able to attend PD for All as well as sharing knowledge with other PD for All attendees. Over 92% of survey respondents indicated that they shared knowledge and ideas learned from PD for All institutes with colleagues at their place of work. Several of the focus group participants likewise reported sharing ideas from PD for All with work colleagues who did not attend institutes. Of those who reported idea sharing, using project-based learning activities was the most popular practice that was shared with work colleagues.

1.3 Customized Assistance Partnerships

The "Increased Access to Early Childhood Programming", also known as the Superintendent's Early Childhood Plan, is a partnership between the eleven school districts of the Learning Community of Douglas and Sarpy counties and the Buffett Early Childhood Institute. This partnership was the result of Nebraska LB 585 (2013) codified in Nebraska Revised Statute 79-2104.03. All eleven Learning Community districts were invited to proposed customized assistance projects designed to support systemic work toward an

aligned birth through Grade 3 early childhood continuum. Districts currently participating in the “Customized Assistance Partnership” includes Bellevue Public Schools, Bennington Public Schools, Elkhorn Public Schools, Gretna Public Schools, Ralston Public Schools, Papillion-La Vista Community Schools, Springfield Platteview Community Schools, and the Westside Community Schools.

1.3.1. By the 2nd year of each customized district project, measurable goals will be developed for systemic improvement in early childhood education programming.

Customized Assistance to Districts

Customized assistance provides Learning Community school districts with access to state and national consultation as they engage in strategic planning and improvement efforts intended to affect system-wide early childhood education and services. Customized professional development engages districts in designing and delivering sustained professional learning opportunities for staff by addressing key dimensions of early childhood programming, birth – Grade 3. Distinct evaluation plans are necessary for each customized assistance plan. Measures are aligned with goals and expected outcomes for the specific plan and with the overall goals of the Superintendents’ Plan. The customized assistance plans of three districts will be highlighted: Gretna Public Schools, Ralston Public Schools, and Westside Community Schools.

Strengthening Classroom Practices and Environments: Gretna Public Schools

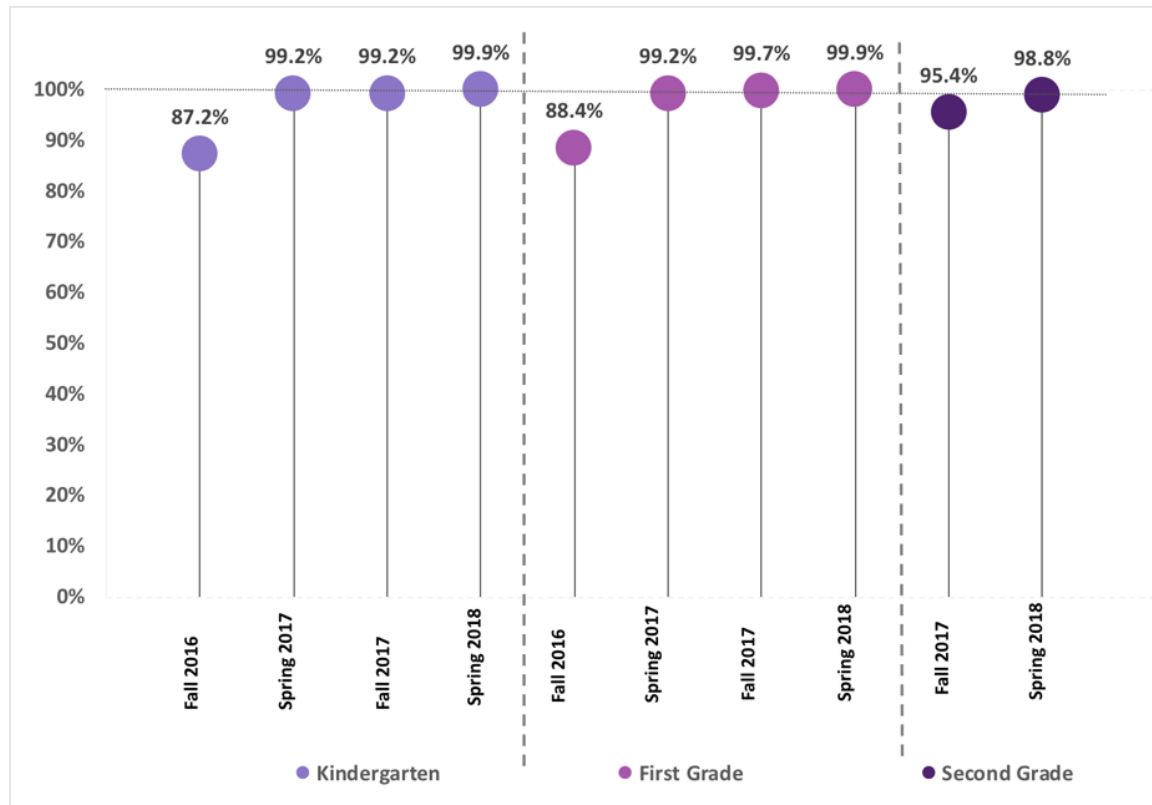
The Gretna Public Schools’ plan emphasizes strengthening teacher practices and classroom environments through customized professional development to better support students’ social and emotional development. The district uses the *Pyramid Model* to help teachers increase their support of social competence in students, while also preventing challenging behaviors. The plan extends into all of the elementary buildings and includes counselors, resource specialists, and Kindergarten through Grade 3 students. Implementation began in Kindergarten classrooms in the 2015-16 school year; first grade followed in 2016-17 and second grade in 2017-18, with third grade to follow in 2018-19. In addition, new teachers in PreK through the grade level added each year are included in the professional development activities.

In 2017-18, a total of 362 students were assessed in grades Kindergarten through Grade 2 as part of this evaluation. At least two students in each classroom were selected by teachers as having particular social and emotional risks. Additional children were chosen at random from each classroom to bring the total number of children selected from each classroom to six. Educational Service Unit 3 used a stratified random selection process to select these additional students. In the 2017-18 school year, 80 students were identified as having social and emotional risks and 282 students were randomly selected. A total of 120 Kindergartners (identified = 19, random = 101), 121 first graders (identified = 17, random = 104), and 121 second graders (identified = 44, random = 77) were assessed. The focus of the current evaluation was on teachers’ fidelity to the *Pyramid Model* and differences in social development between the identified and randomly selected groups of students.

What was the fidelity to the Pyramid Model for program-wide implementation?

For the purposes of this evaluation, a modified version of the TPOT was administered in fall and spring by trained, objective professionals in Kindergarten and first grade in both the 2016-17 and 2017-18 school years, and in second grade in the 2017-18 school year. Educators have reached and maintained fidelity on the TPOT measure.

MODIFIED TPOT INDICATORS OF FIDELITY



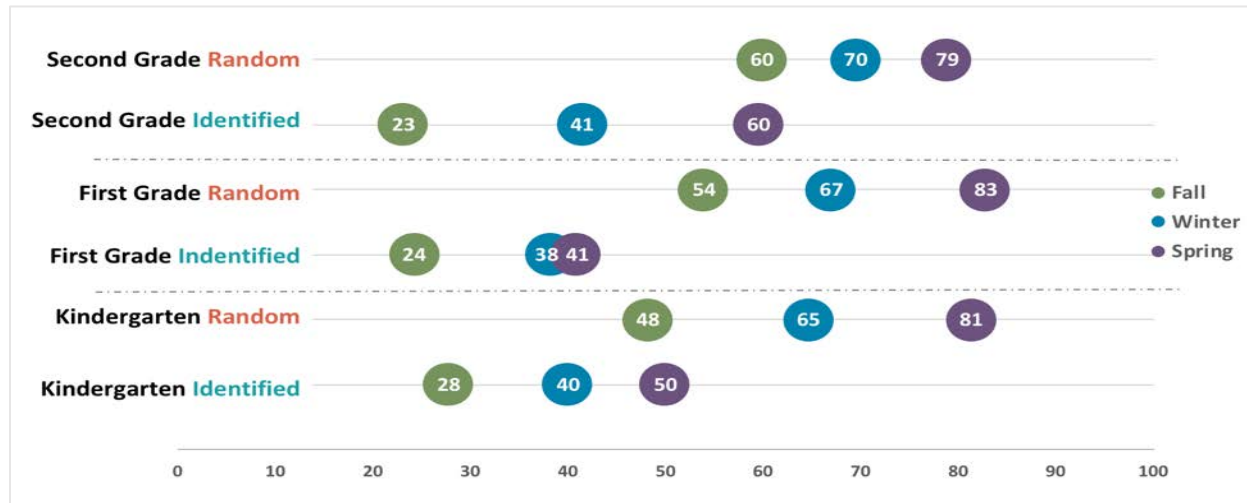
Are those students identified as at risk doing better, the same, or worse than a randomly selected sample of students from the same classrooms?

The *Work Sampling System* results for Kindergarten, first grade, and second grade students assessed in the 2017-18 school year are displayed in the graphs below. Overall, there are lower percentages of children reaching proficiency among those children identified as at risk. However, all of the children are showing gains throughout the school year. In many cases, the increased percentage of children attaining proficiency scores from fall to spring is similar for both groups, indicating that both groups of children are making similar gains in skills throughout the year.

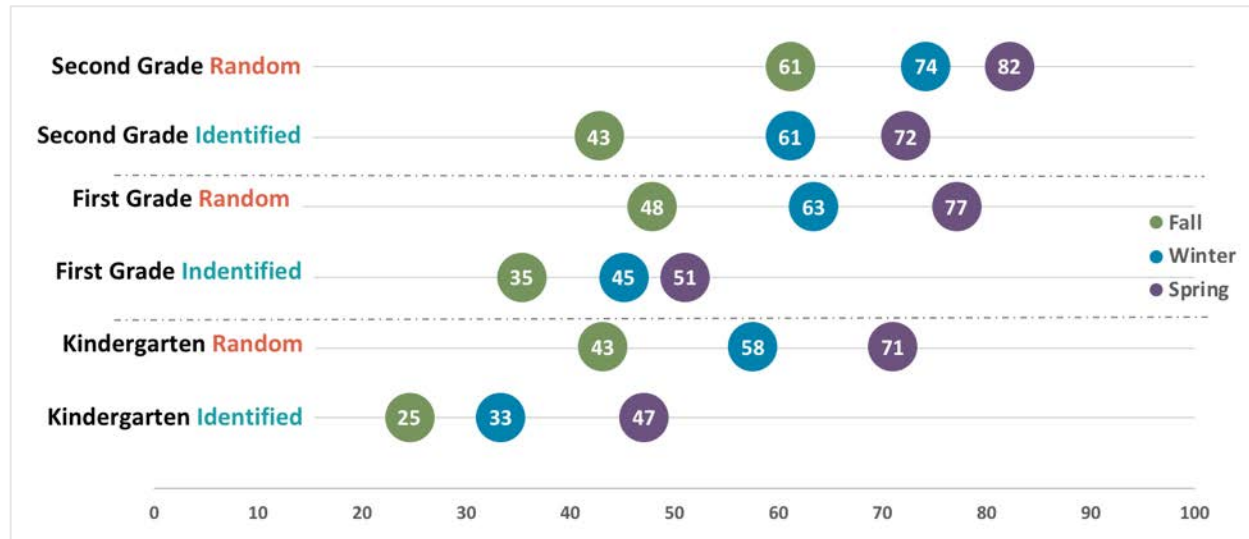
SELF-CONCEPT: PERCENT PROFICIENT FOR IDENTIFIED AND RANDOMLY SELECTED STUDENTS IN 2017-18



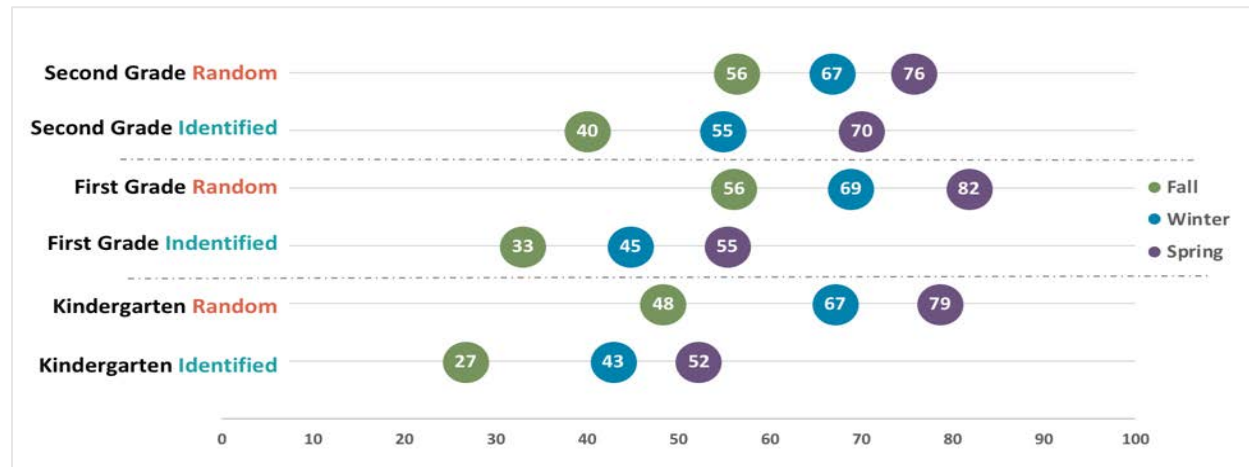
SELF-CONTROL: PERCENT PROFICIENT FOR IDENTIFIED AND RANDOMLY SELECTED STUDENTS IN 2017-18



APPROACHES TO LEARNING: PERCENT PROFICIENT FOR IDENTIFIED AND RANDOMLY SELECTED STUDENTS IN 2017-18



INTERACTIONS WITH OTHERS: PERCENT PROFICIENT FOR IDENTIFIED AND RANDOMLY SELECTED STUDENTS IN 2017-18



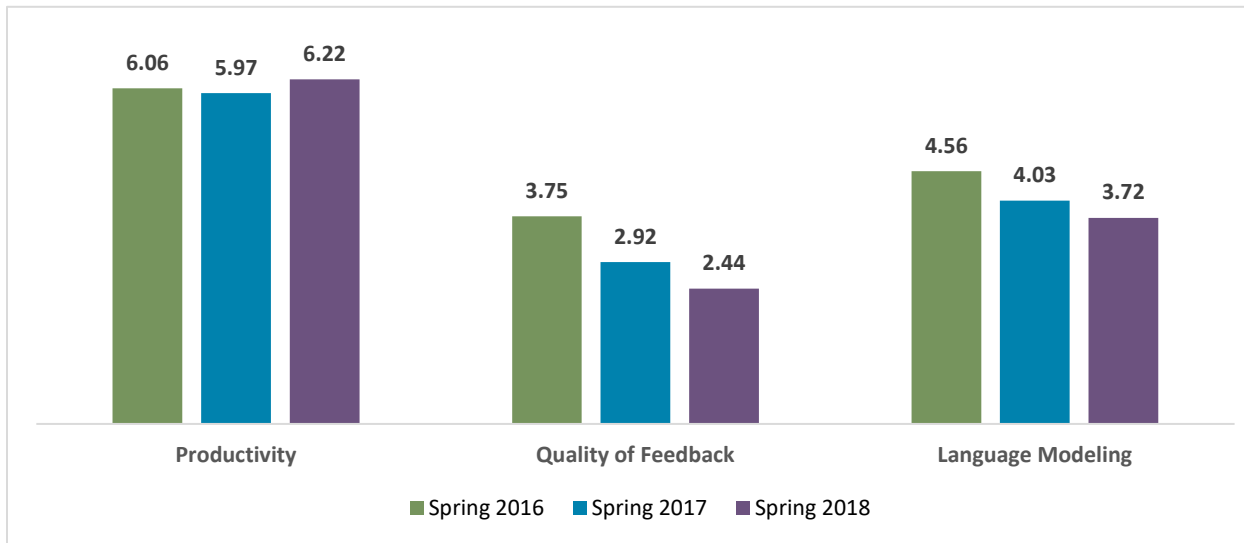
During summer 2018, a Gretna Public Schools curriculum committee developed social-emotional learning curriculum standards aligned with CASEL and CSEFEL national standards. The district is also piloting evidence-based instructional resources to support implementation of the new curriculum standards for social-emotional learning and development. Pyramid coaches will continue to facilitate professional development, grade-level collaboration and coaching. Program evaluation data and teacher feedback have been used to refine and target the 2018-19 professional development plans. Third grade classrooms will be added to the professional development and program evaluation plan. Additional modifications of the TPOT for third grade have been completed by representatives of second and third grade teachers, Pyramid coaches, Buffett Institute staff, and district administrators.

Supporting Language Development and Instructional Practices: Ralston Public Schools

During the 2015-16 school year, the Ralston Public Schools' district leadership team prioritized quality language development practices for customized professional development. In the 2016-17 school year, a leadership team composed of Ralston Public Schools personnel and Buffett Institute staff compiled the research on effective preschool practices and synthesized them into the *Ralston Indicators of Preschool Quality*. These indicators were used to assess educators in order to improve language interactions and promote child development. During the 2017-18 school year, teachers were provided with cycles of classroom observations, coaching, and feedback that were combined with ongoing customized professional development. The purpose of the current evaluation was to assess the impact of the professional development and coaching on teachers (using the CLASS assessment) and students (using Teaching Strategies GOLD).

What were the outcomes for teachers, as indicated by the results of the CLASS assessments for the 2015-16, 2016-17, and 2017-18 school years?

The figure below shows the results of the CLASS assessments (see Appendix 3 for description) for 2016, 2017, and 2018. The overall trend for productivity scores is strong and positive, indicating robust productivity practices. Quality of feedback and language modeling scores declined over the three-year period. It is important to acknowledge that while this trend is moving downward, there are contextual factors that can impact CLASS scores, such as individual child characteristics, the classroom environment, and seasonal effects (Buell, Han, & Vukelich, 2017). Ralston Public Schools administrators and teachers are extending beyond comfortable spaces to implement new practices suggested by professional development and coaching interactions. Declines in scores may reflect the destabilization associated with these systems change efforts.



What were the outcomes for students, as indicated by the results of the GOLD assessments for the 2017-18 school year?

- Child learning outcomes were measured using a subset of objectives selected from Teaching Strategies GOLD, Birth through K “Objectives for Development and Learning” (Burts et al., 2016). Outcomes selected for the evaluation were Objective 8 (language: listens to and

understands increasingly complex language) and Objective 12 (cognitive: remembers and connects experiences).

- Objective 8 Language: listens to and understands increasingly complex language
 - For item 8a (comprehends language), 69.3 percent of students met ($n = 112$) or exceeded ($n = 3$) state standards in fall 2017. By spring 2018, that number increased to 89.3 percent meeting ($n = 111$) or exceeding ($n = 31$) standards.
 - For item 8b (follows directions), 65.1 percent of students ($n = 108$) met state standards in fall 2017. By spring 2018, 95 percent of students ($n = 151$) met the standards, demonstrating a dramatic increase during the same academic year.
- Objective 12 Cognitive: remembers and connects experiences
 - On item 12a (recognizes and recalls), 43.4 percent of children met ($n = 71$) or exceeded ($n = 1$) state standards in fall 2017. By spring 2018, that number increased to 95.6 percent meeting ($n = 150$) or exceeding ($n = 2$) standards. The movement of students meeting proficiency from fall to spring was remarkable.
 - On item 12b (makes connections), 60.8 percent of children met ($n = 100$) or exceeded ($n = 1$) state standards in fall 2017. By spring 2018, this figure had risen to 94.3 percent of students meeting ($n = 137$) or exceeding ($n = 13$) standards. Once again, sizable gains were found among those students moving from below standards and into proficiency, indicating progress.

Program evaluation data will be used to further refine the focus for 2018-19 professional development and coaching. Increased participation by principals and paraprofessionals, who are key members of the classroom instructional team, should also strengthen professional development, classroom practices and support of the targeted child outcomes in language and cognitive development.

Improving Professional Collaboration: Westside Community Schools

With the aim of improving professional collaboration, aligning programming and enhancing the transition process for young children, the Westside Community Schools plan brought preschool and Kindergarten teachers, early childhood site directors, and elementary school principals into dialogue with one another. During the 2017-18 school year, feeder program groups of educators and administrators met to work toward this common goal. Site directors and school principals collaborated around child assessments and the transition process. Preschool and Kindergarten educators discussed various topics regarding the preschool to Kindergarten transition activities, logistics, a crosswalk of the Pyramid Model and PBIS, social-emotional, literacy and math teaching strategies, assessments, and planning for student transitions.

To evaluate the impact of the collaboration meetings and to plan for future collaborations, the educators and administrators who participated in the meetings were asked to answer survey questions regarding their experiences and offer ideas for further discussion. See Appendix 3 for a detailed description of the survey process.

What portion of participants worked in preschool settings, and what portion worked in elementary settings?

Twelve educators (38.7%) and seven administrators (63.6%) indicated they worked in a preschool or early childhood setting. Nineteen educators (61.3%) and four administrators (36.4%) indicated they worked in an elementary setting.

What were the barriers to attending the collaborative meetings?

Fifteen educators and two administrators responded to the survey question concerning barriers to attendance. The number of meetings, travel time to and/or from the meetings, and time of the meeting were the most frequently cited barriers.

How did educators rank the meeting topics based on the usefulness to their particular school or site?

Thirty educators ranked the meeting topics according to their usefulness for school site. Over 60 percent of the respondents ($n = 19$) ranked the grouping of topics including getting to know one another, learning environments, logistics, and classroom visits as the most important. Social-emotional learning strategies and student transition received the next most votes, with a third of the participants selecting this choice.

How did administrators rank the meeting topics based on the usefulness to their particular school or site?

Twelve administrators responded to the survey question asking them to rank the meeting topics according to their usefulness to the administrators' particular school site. Over 80 percent ($n = 10$) of respondents ranked the preschool to Kindergarten transitions topic as the most important, while 50 percent ($n = 6$) ranked the preschool and Kindergarten assessment topics as least important.

How satisfied were educators and administrators with the collaboration and alignment meeting process?

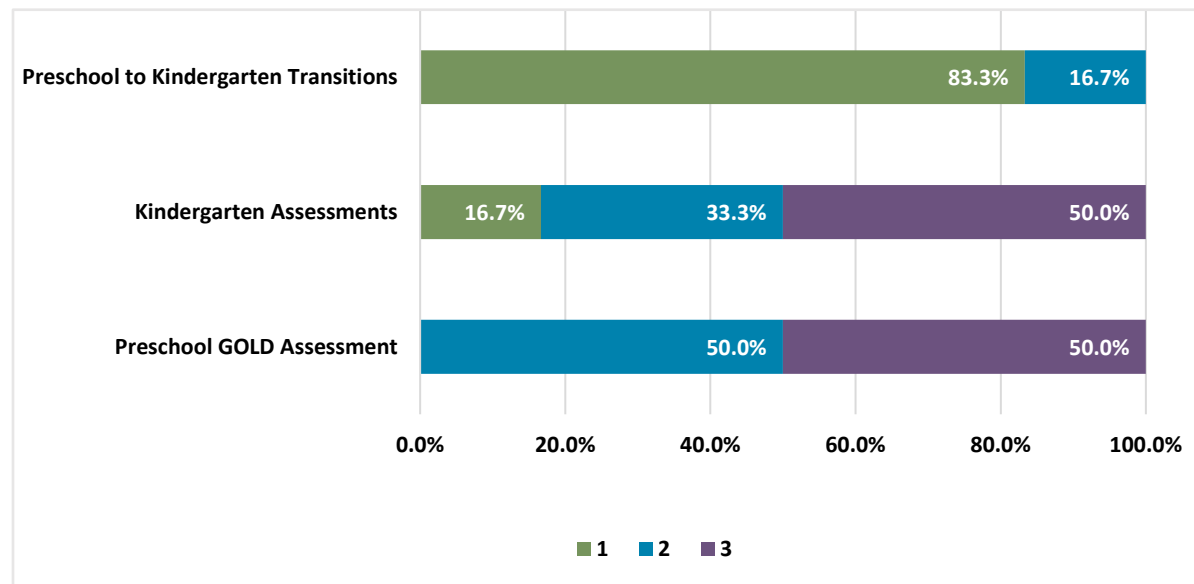
Thirty-two educators responded to this survey question. Over 60 percent ($n = 20$) were extremely or moderately satisfied with the meeting process. Twelve administrators responded. Over 80 percent ($n = 10$) were extremely or moderately satisfied with the process, and none were dissatisfied.

How effective did administrators find the collaboration and alignment meeting process in helping them to lead their staff to consider transitions between preschool and Kindergarten?

Twelve administrators responded. Just over 58 percent ($n = 7$) indicated that the meetings were extremely or very effective in helping them, with all participants agreeing that meetings were at least moderately effective.

The planning committee of principals, early childhood site directors, and teachers, used the survey results and the survey respondents' suggestions for future topics to plan for 2018-19 collaboration meetings. These plans are being finalized with district administration. Topic suggestions included sharing content area instructional practices, classroom management strategies, and further development of materials and activities to support families and children in the transition from preschool to Kindergarten. Suggestions for changes in the collaboration meeting format included holding some meetings via video conferencing, opportunities for classroom observations, and sharing student work samples.

ADMINISTRATORS' RANKINGS OF MEETING TOPIC USEFULNESS



Section 2: The Superintendents' Plan to Improve Attendance

The Superintendents' Plan to Improve Attendance –GOALS was created in 2011 when the superintendents of the eleven public school districts in Douglas and Sarpy counties released a plan to improve student attendance. The plan has evolved and been modified based on available resources and statutory and school district policy changes as well as changing leadership within GOALS.

2.1 GOALS

2.1 By 2022, the districts will collaborate to reduce the incidence of chronic absenteeism.

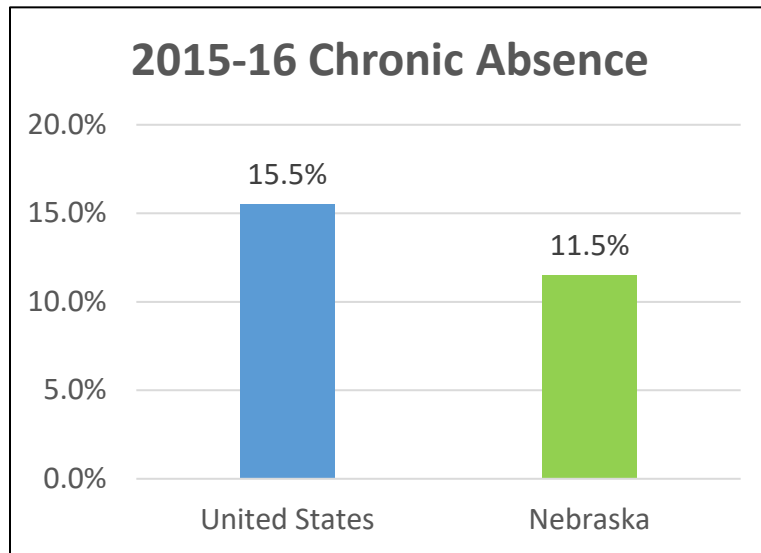
School District Support

The Greater Omaha Attendance and Learning Services (GOALS) Center is supported by all eleven public school districts. There are, however, some school districts that provide enhanced supports through in-kind services due to the number of students referred to the GOALS Center. This in-kind support is one way to highlight the commitment of the school districts to improve attendance for students who are missing more than 10% of school or are at risk of chronic attendance concerns. The school districts that provide in-kind support include:

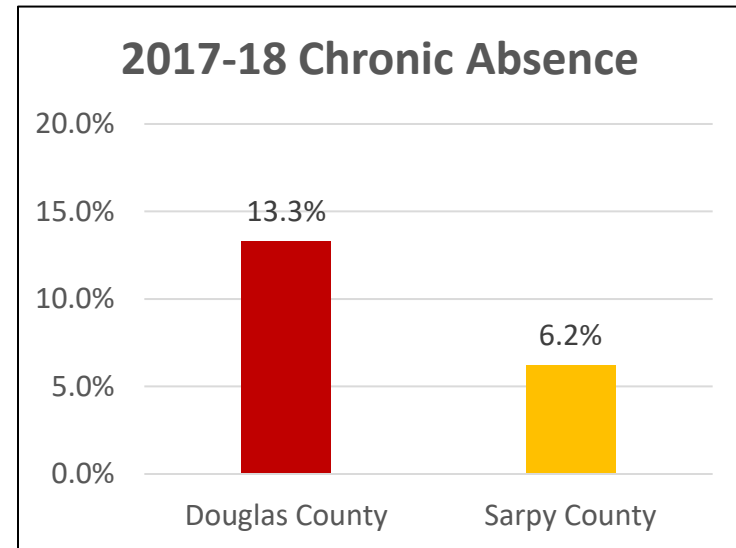
- Omaha Public Schools – Initial support included one part time staff member to help coordinate and develop the beginning of the program from January 2010 thru September 2013. In addition, OPS has provided office space and technology support since April 2012. The Omaha Public Schools Superintendent is the treasurer of the GOALS Executive Board.
- Millard Public Schools – Office space and technology supports provided since August 2015. The Millard Superintendent is Vice Chair of the GOALS Executive Board and has been involved with the further development of the GOALS Center and commitment to focus on attendance for students in the Learning Community.
- Bellevue Public Schools – Office space and technology supports provided since October 2016.
- Papillion-La Vista Public Schools –Office space and technology supports provided since January 2018.
- Gretna Public Schools – The Superintendent is the Chair of the GOALS Executive Board. Dr. Riley has been involved on an ongoing basis since legislation was first established that directed the Learning Community Superintendents to establish a plan to improve attendance. Dr. Riley has attended numerous meetings, met with stakeholders and participated in a national webinar to continue the dialogue and focus on the needs surrounding students who are chronically absent from school.

Chronic Absence Levels: Big Picture

The Hamilton Project at the Brookings Institution created interactive mapping that allows comparisons of national data reported by school districts to the US Department of Education Office for Civil Rights. The most up to date data is from the



2015-16 school year.



All of the eleven public school superintendents are part of the Governing Board. They attend meetings and participate in strategic planning as necessary to further the awareness and knowledge regarding the importance of regular and consistent attendance for school-aged students.

	STUDENT COUNT	MORE THAN 10 DAYS	MORE THAN 15 DAYS	MORE THAN 20 DAYS
NEBRASKA	305,878	31.57%	16.33%	9.35%
DOUGLAS COUNTY	95,140	37.47%	21.51%	13.31%
SARPY COUNTY	26,933	27.31%	12.23%	6.19%

A total of 14,333 students (11.7%) were absent more than 20 days in 2017-18 an increase from the 6.1% as determined in 2015-2016.

District Data

<i>District</i>	<i>2016-17</i>	<i>2017-18</i>	<i>% increase or decrease</i>
<i>A</i>	19.04%	20.04%	1%
<i>B</i>	2.18%	2.46%	.28%
<i>C</i>	8.99%	8.31%	-.68%
<i>D</i>	5.95%	6.48%	.53%
<i>E</i>	8.98%	10.47%	1.49%
<i>F</i>	1.84%	2.10%	.26%
<i>G</i>	5.71%	6.99%	1.28%
<i>H</i>	8.13%	7.98%	-.15%
<i>I</i>	5.71%	6.43%	.72%
<i>J</i>	2.54%	2.95%	.45%
<i>K</i>	3.79%	2.88%	-.91%

From 2016-17 to 2017-18, the majority of school districts across the metro area (8, 72%) saw an increase in the rate of chronic absence. Three districts did see a slight decrease; however, it should be noted that these districts are smallest in size. However, while three districts saw a slight increase in chronic absenteeism, their overall chronic absenteeism remained below the 4% goal established.

- When considering 2017-18 data by grade level, the rate of chronic absence (20+ days absent) increases as grade level increases. This trend occurred in both Douglas and Sarpy County. Title I buildings are experiencing higher rates of chronic absence than non-Title I buildings. Specifically, the average rate of chronic absence within Title I buildings was 12.08% in 2017-18, while the average rate of chronic absence within non-Title I buildings was 9.57%.
- There is a wide range in rates of chronic absence from school building to school building across the metro area. Specifically:
 - Elementary schools' chronic absence rates range from a low of 2.51% to a high of 28.54%.
 - Middle schools' chronic absence rates range from a low of 2.00% to a high of 30.3%.
 - High schools' chronic absence rates range from a low of 3.83% to a high of 42.01%.

In 2017-18, the GOALS program served 173 students and their families. Of the students served, 43% were racially/ethnically diverse and 51% of the families were below the federal poverty line. Of the students served, 67% were in either middle or high school. At closure, 98% were passing all or most of their classes, a 27% increase from intake. Additionally, 70% of students saw an improvement in attendance. Surveys were completed and 95% of respondents would recommend the program to other families.

Section 3: Increased Parent Engagement and System Capacity Building through the North and South Omaha Learning Centers

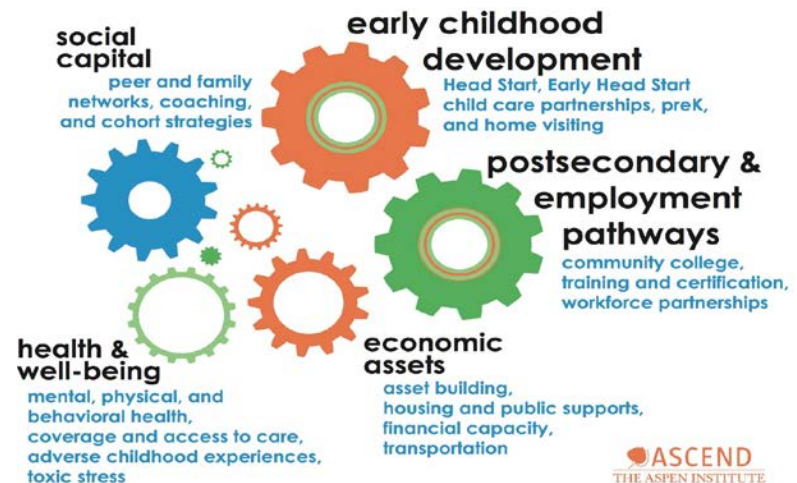
The Learning Community uses a two-generation (2Gen) approach in designing early childhood and family engagement programs at each of the Centers, Learning Community Center of South Omaha and Learning Community Center of North Omaha. This creates opportunities for and addresses the needs of both children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

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

Key elements of the 2Gen approach include:

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

2GEN PROGRAM MODEL



Evaluation: The Learning Community strategically chose and implemented strategies informed by research. These strategies are based on one or more of the following principles: 1) students benefit from high quality classrooms; 2) reflective coaching adds value to classrooms; 3) family engagement is critical for a child's success in school; and 4) students' early childhood outcomes predict later success. The evaluation is led by Munroe-Meyer Institute of the University of Nebraska Medical Center.

Evaluation Questions: Based on the evaluation plan, the evaluation employs multiple methods to describe and measure the quality of implementation, the nature of the programming and outcomes demonstrated by programs funded through the Learning Community. The evaluation report comprises five areas:

1. Implementation Strategies: What was the nature of the strategies? Was there variation in implementation and if so, what factors contributed?
2. Child and Family Demographics: Who accessed and participated in the program?
3. Quality Instructional Practices: To what extent did instructional practices and/or professional development improve classroom practice?
4. Child and Family Outcomes: What were the outcomes related to academic achievement? Did family parenting skills improve? To what extents are parents engaged in their child's learning? Did parent-child relationships improve?
5. Community Practices and use of Data: How did programs use their data? What changes occurred because of this continuous improvement process?

Design and Result Interpretation: A comprehensive evaluation process using a Utilization-Focused evaluation design was conducted to monitor the implementation of the Learning Community programs and assess progress toward outcomes. In order to know if a strategy affected outcomes, the evaluation reviewed both the quantitative and qualitative data summarized for this report. Statistical analyses were conducted to determine if there were significant changes in the outcomes and if those changes were meaningful. Qualitative data provided detailed insight into the program's effectiveness and outcomes based on the perspectives of key stakeholders and participants.

3.1 Learning Community Center of South Omaha

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

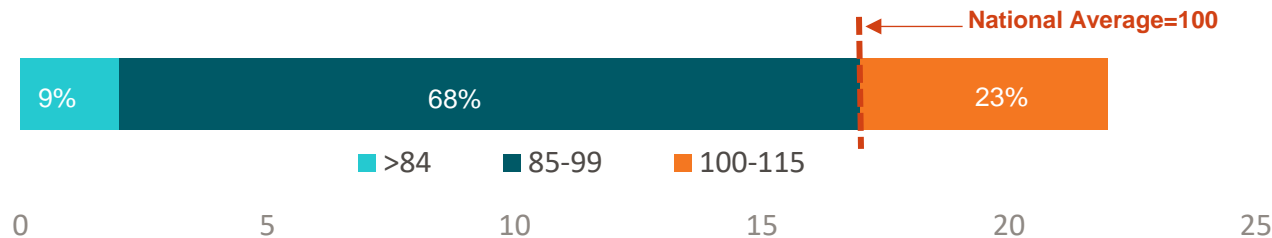
In 2015, three consecutive years of strong outcomes led to a partnership with Omaha Public Schools. The goal was to replicate the community center-based program concept into the daily routine of Gateway Elementary, the largest elementary school in the state of Nebraska. In both locations, families participate an average of seven hours per week during the academic school year and throughout much of the summer. Families enrolled in the program participate in its six components:

- Adult Education for Parents
- Educational Navigators & Home Visits
- Navigator Home Visitation
- Parent Workshops
- Interactive Parent/Child Activities
- Child Learning Activities

3.1.1. By 2020, students of parents participating in the program for two years or more will demonstrate increased educational outcomes.

Students entering kindergarten in the 2018-19 school year were given the Minnesota Executive Function Scale (MEFS) as an assessment of executive functioning skills. The MEFS (Carlson & Zelazo, 2014) is a broad indicator of self-regulation, memory, and flexibility.

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

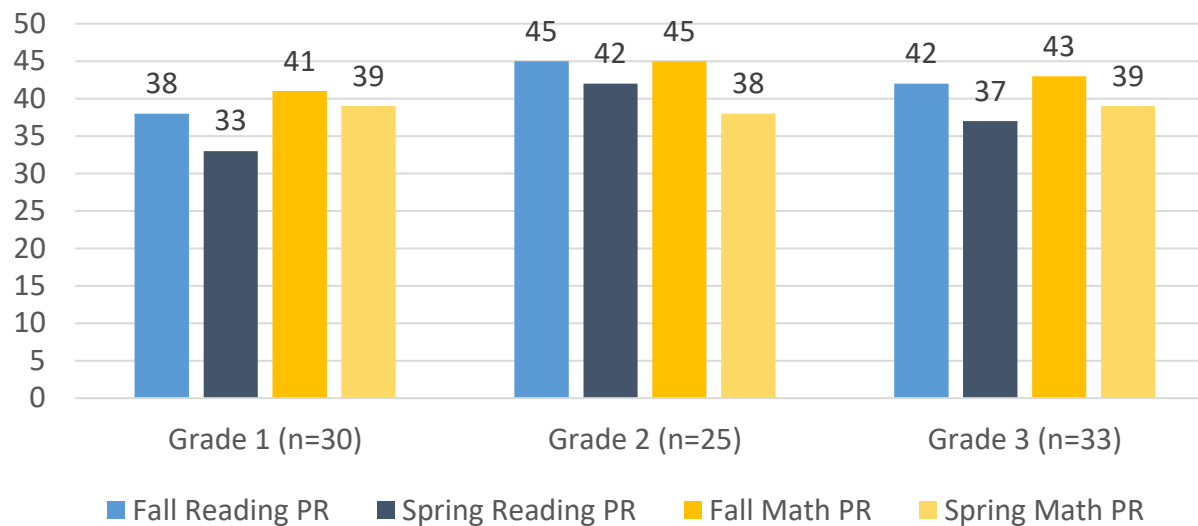


Students' scores (N=17) were promising with 91% in the average range and 23% scoring at or above a standard score of 100. Since the test can be given in either English or Spanish, the scores reflect students' executive functioning and are less influenced by the language of the assessment.

The scores indicate students are heading to kindergarten with the executive functioning skills conducive to future school success.

NWEA-MAP Scores: Fall and spring NWEA-MAP™ scores were reported for 127 students with a smaller subsample (n=88) being in grades 1-3. For purposes of this addendum, only the scores for students in grades 1-3 were analyzed and reported, as they are the target population for the Learning Community programming.

Students maintained scoring within the average range from fall to spring.



While student scores remained within the average range, significant decline was found using paired-sample t-tests for the following: Grade 1 reading ($t(28) = 3.246, p = .003$), Grade 2 math ($t(24) = 2.125, p = .044$) and Grade 3 reading ($t(31) = 3.181, p = .003$). No other differences were statistically significant.

Summary

Students of parents in programming had high rates of schools attendance and percentile ranks on the NWEA-MAP™ remained in the average range from fall to spring. The NWEA-MAP™ data show an interesting pattern of decline from fall to spring across the three grade levels (grades 1-3). Yet, the overall percentile ranks for the group remained well within the average range. Due to the new Nebraska assessment system, NSCAS data reported for 2017-2018 should be considered baseline for all students.

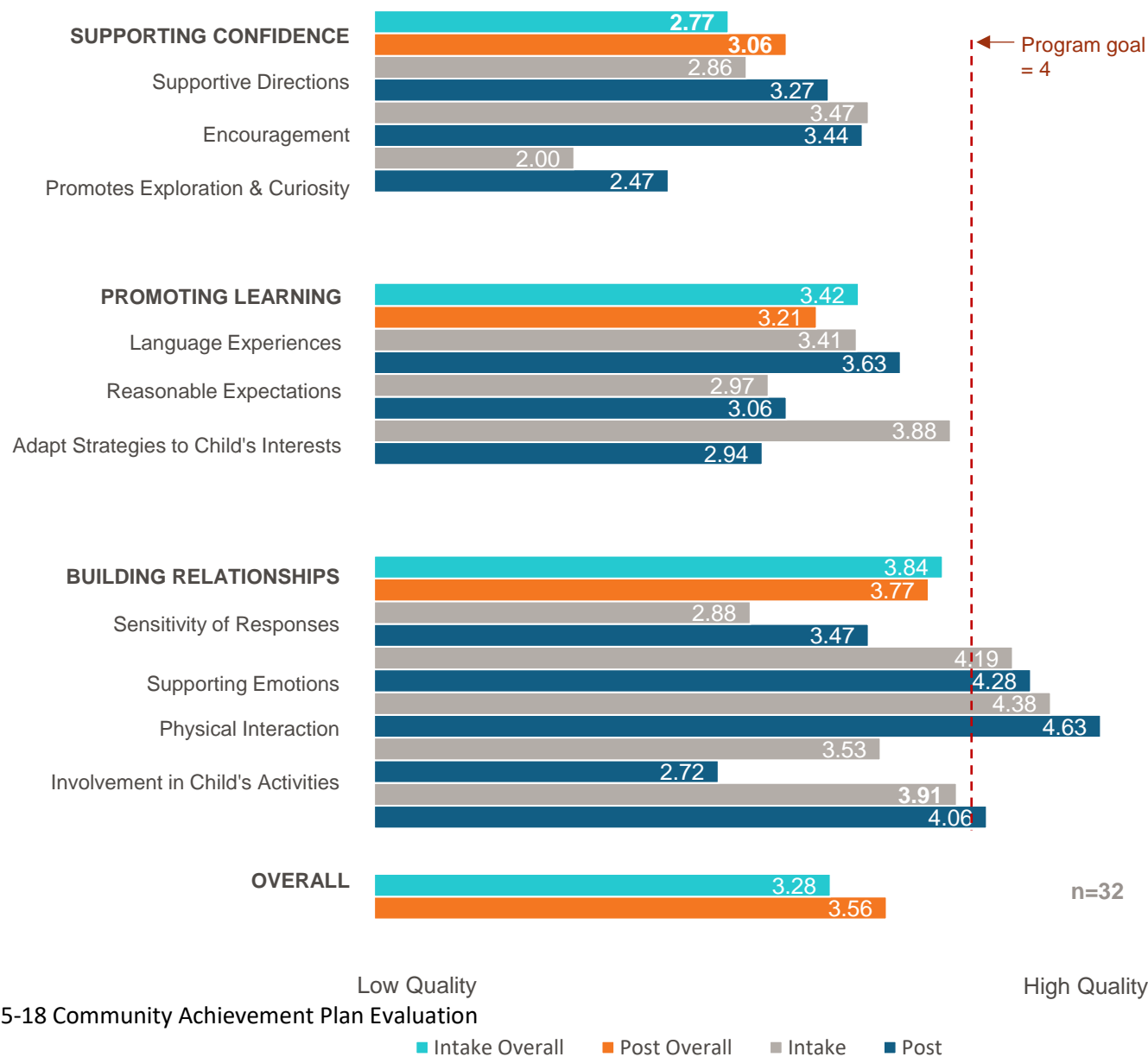
3.1.2. By 2020, parents will demonstrate significant individualized gains in English, and at least 65% of parental interactions will be of medium quality based on a parenting assessment.

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

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.

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

Parents met Program Goals in three areas.



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

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

Nebraska Student-Centered Assessment System (NSCAS) data

This is the second year for the NSCAS-ELA assessment and the first year for the NSCAS-Math assessment. Student scores are in one of three categories: Developing, On Track, and College and Career Ready Benchmark (CCR). Students scoring in the Developing category are those not yet demonstrating proficiency for the grade level, On Track students are demonstrating proficiency at grade levels and students in the CCR category are demonstrating advanced proficiency for the grade level. For 2017-2018, 51% of all Nebraska students (Grades 3-8) scored in the proficient range on the NSCAS-ELA assessment and 51% scored in the proficient range on the NSCAS-Math assessment.

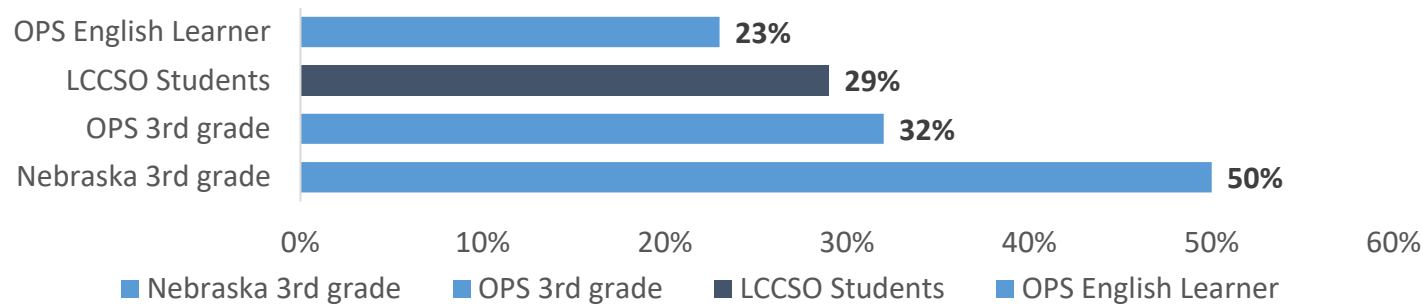
Of note is that the NSCAS assessments measure both student content knowledge as well as student cognitive processes. Therefore, the scores on this assessment should not be viewed as strictly a grade-level measure of achievement as items were specifically developed to measure content, cognitive processes and higher order thinking (NSCAS Technical Report, 2018).

<https://cdn.education.ne.gov/wp-content/uploads/2019/01/2018-NSCAS-Summative-Technical-Report-2019-01-11.pdf>

NSCAS-ELA and NSCAS-M scores are reported only for the third grade students ($n=34$). Third-grade is the first year students are expected to take the statewide assessments. Data were reported for other grade levels but are not reported here. As this is the first year for NSCAS math and the first year for both NSCAS ELA and math to use the new categories, all of the NSCAS data for the report will be considered baseline data. Comparisons will not be made to data from previous state assessments.

NSCAS Math Proficiency Rates

29% of LCCSO 3rd grade students were proficient higher than the average for OPS

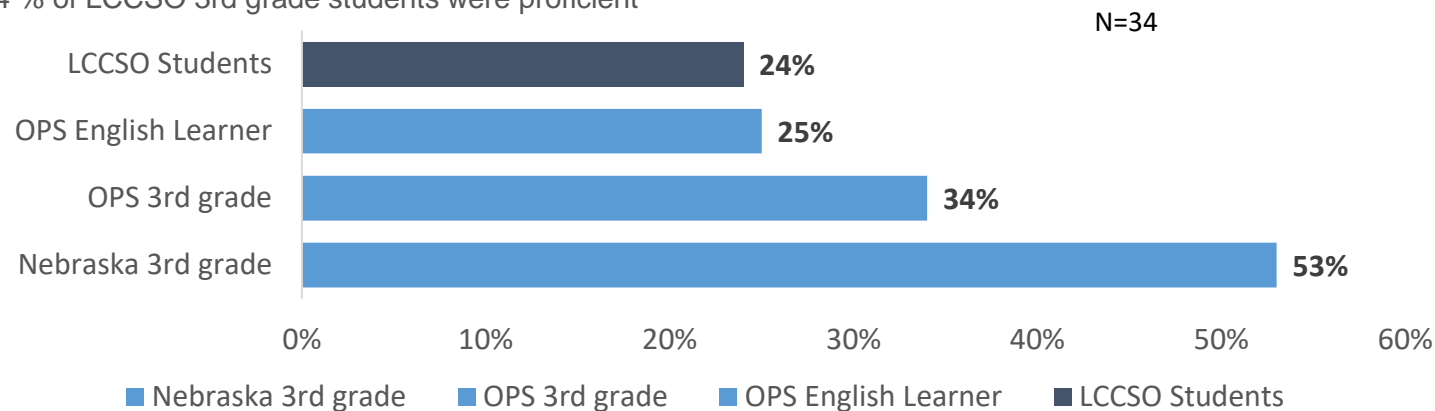


On the NSCAS Math assessment, 29% of the third grade students were considered proficient which was higher than the OPS English Learner proficiency rate (23%). Additionally, they were much closer to the district proficiency rate of 32% but remained well below the state proficiency rate of 50%.

3.1.4. By 2020, students will score higher in reading compared to the overall district.

NSCAS ELA Proficiency Rates

24 % of LCCSO 3rd grade students were proficient



LCCSO third grade students had a proficiency rate of 24% on the NSCAS-ELA assessment. The proficiency rate is lower than the overall state proficiency rate, the rate for all OPS third grade students and the rate for OPS English Learners in third grade, although they were within one percentage point of that rate (24% to 25%).

3.2 Parent University at the Learning Community Center of North Omaha

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

3.2.1. By 2020, students of parents participating in the program for two years or more will demonstrate increased educational outcomes.

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

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

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

The results found that parents' attachment skills were the highest rated area. Other areas that were in the strengths range were Social Supports, Family Resilience (e.g., ability to openly share experience to solve and manage problems) and knowledge of Child Development.

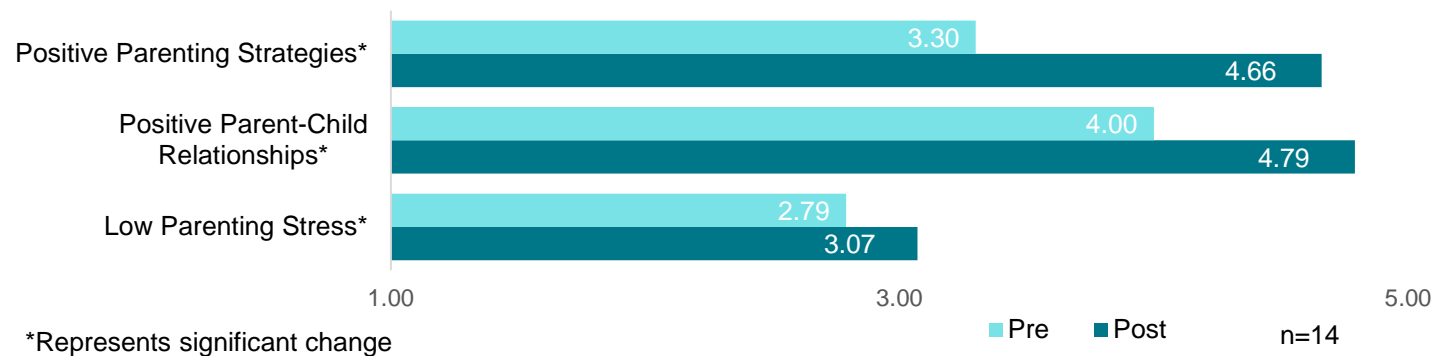
All of the areas were in the strong protective factors range. Paired t-test analyses were completed to determine if there were significant changes over time. There was a significant improvement in parents' Family Resilience over time ($p=.014$, $d=0.288$) suggesting small meaningful change in this area.

3.2.3 By 2020, parents will also demonstrate individualized gains in positive parenting strategies and positive parent-child relationships and parent interactions.

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

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

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



3.2.4 By 2020, parents will show significant meaningful changes in parenting practices.

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

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. The most improvement was in the area of Supporting Confidence (e.g., providing encouragement to their child). The overall average scores for each subscale were below the program goal that was set by the state home visitation program.

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

3.3.1 By 2020, improve educational outcomes for children evidenced by effectively providing intensive early childhood classrooms as measured by teachers' ability to provide emotional support, classroom organization and instructional support.

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

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

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

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

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

3.3.2 By 2020, children participating in intensive early childhood classrooms will be above average in vocabulary and show significant improvement toward school readiness concepts.

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 administered in the fall and spring to all preschool children. There were 219 fall/spring assessments completed across schools.

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

Hierarchical linear modeling (HLM) analyses was completed to determine if there was change in student scores over time and if any demographic variables predicted vocabulary outcomes. Approximately 3% of the variability in PPVT receptive language scores was due to the classroom, indicating that there was minimal variability in scores across classrooms. A significant change was found in children's PPVT scores when controlling for gender and family home language ($p < .01$). On average

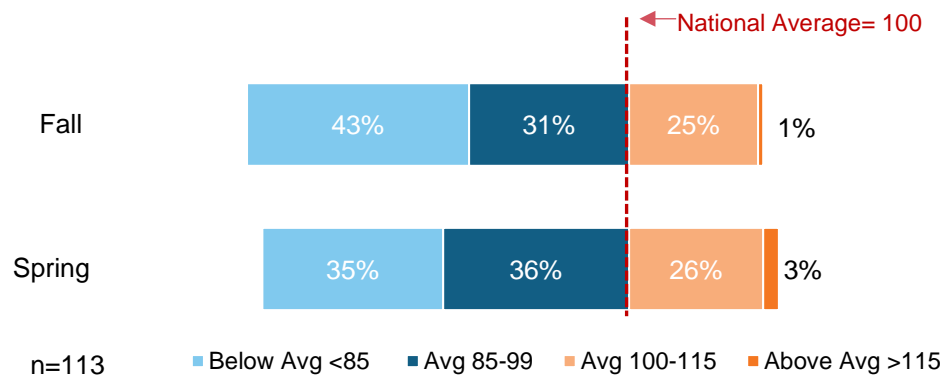
students scored five points higher in the spring. Family home language was a significant predictor of PPVT scores. Children whose home language was not English scored significantly lower ($<.001$) on average (-11.40 points) than children whose primary home language was English. Supporting children's language and literacy skills was a focus of professional development for the past two years.

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

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

BY SPRING, MORE CHILDREN HAD SCHOOL READINESS SKILLS AT OR ABOVE THE AVERAGE RANGE.

Slightly more children met the national average in the spring.

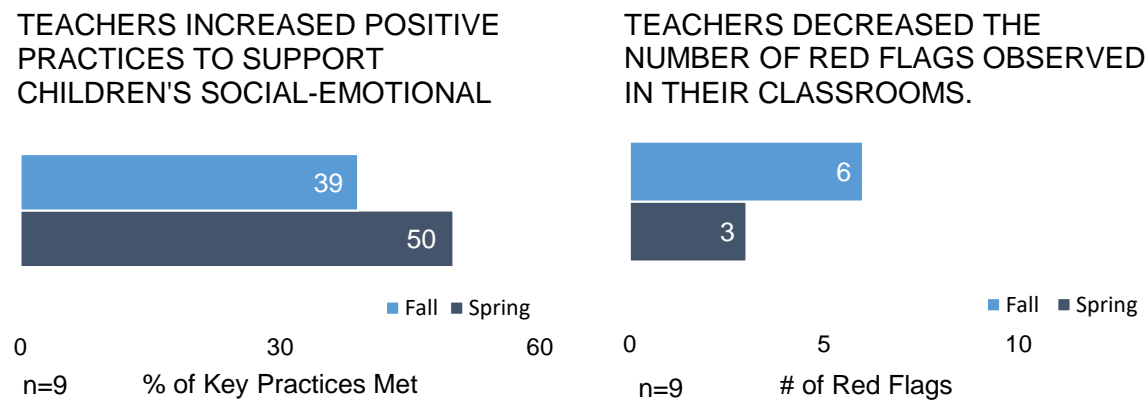


Hierarchical linear modeling (HLM) analyses was completed to determine if there was change in student scores over time and if any demographic variables predicted vocabulary outcomes. Approximately 2% of the variability in Bracken scores was due to classroom, indicating minimal differences across classrooms.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

3.4.1 By 2020, improve educational outcomes for children evidenced by providing high quality training and coaches to childcare directors.

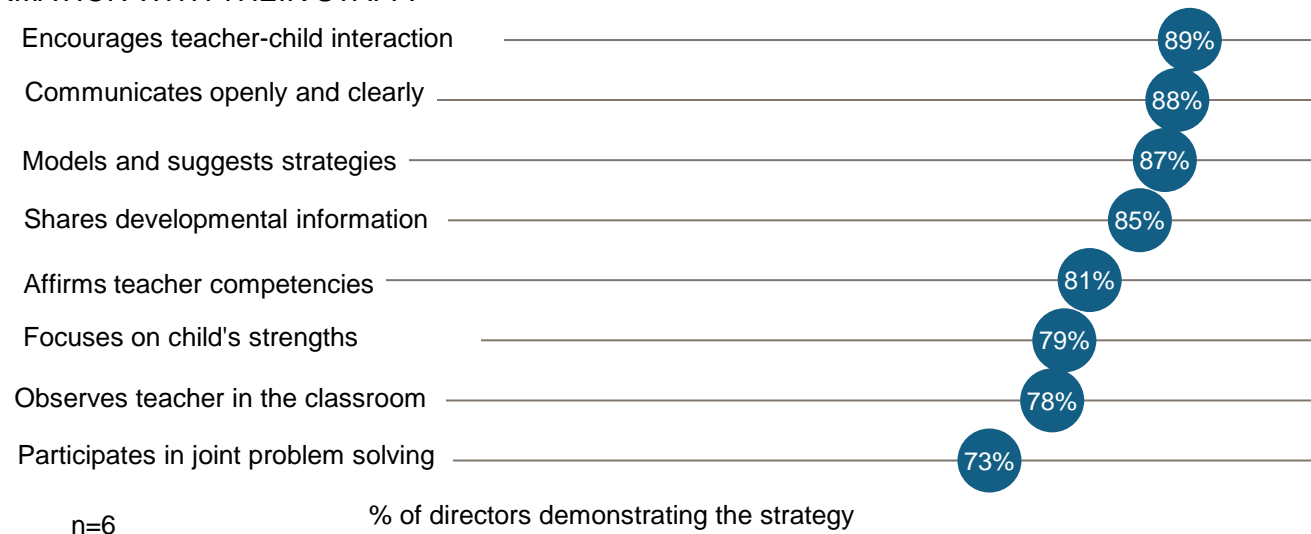
Ten community childcare directors participated in this project for the past two years. The directors have, on average, 18 years of experience (ranging from 2 to 38 years). Most serve infants through school age children. These 10 centers serve, on average, 94 children. The highest percentage of children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

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



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

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



3.5.1 By 2020, improve educational outcomes for children by providing high quality training students studying early childhood.

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

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

MCC tracks the students who graduate from the Early Childhood Associate's degree program to determine the number that continue their education at a 4-year institution. There were 21 students since graduating in 2015-2016 that have enrolled to pursue their studies in a 4-year institution. The majority of those have enrolled at University of Nebraska at Kearney (45%), Bellevue University (25%) or University of Nebraska at Omaha (15%). Other schools have included Creighton University, Peru State College, and University of Texas at San Antonio. The first student enrolled in the A+B program graduated from Creighton University in May 2018 with her Bachelor's degree in education with a teaching certificate and an endorsement in early childhood education.

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

The goals and metrics of the plan have evolved and been refined over the last two years. In the first year of MOEC 2.0 (2017-18), MOEC leaders directed focus to three main areas: 1) review and revise MOEC metrics to make them collectable, accurate and meaningful; 2) increase student completion of FAFSA (Free Application for Federal Student Assistance) by high school students; and 3) develop and implement work to improve student success in high school and secondary math. Metrics were established for multiple goals and approved by MOEC 2.0 in 2017-18. Baseline data will be collected in 2018-19. The evaluation plan for MOEC will be based on the most effective models of evaluation for measuring and evaluating collective impact. MOEC is based on four primary goals:

1. Students are prepared to for success in kindergarten and in the primary grades.
2. Students graduate from high school prepared for postsecondary and career success postsecondary.

3. Students successfully transition to postsecondary education.
4. Students complete postsecondary experiences prepared for career success.

Metropolitan Omaha Education Consortium (MOEC) Collective Impact Achievement Plan

4.1 Students are prepared for success in kindergarten and in the primary grades.

4.1.1 By 2022, increase # of children, ages 0-3, in high quality home visiting programs.

No metric has yet been established.

4.1.2 By 2022, increase the #/% of 3 and 4-year-olds enrolled in high quality preschools.

Districts will self-report the number of 4-year olds in high quality preschool. No metric has been established for 3-year olds.

4.1.3 By 2022, increase #/% of teachers in MOEC PreK-Grade 3 classrooms with an endorsement in Early Childhood Education.

No metric has been established.

4.1.4 By 2022, increase the # of intellectually informed and developmentally informed Kindergarten and primary grade classrooms. No metric has yet been established.

4.1.5 By 2022, increase the # of early childhood teachers who demonstrate evidenced-based early learning competencies. No metric has yet been established.

4.1.6 By 2022, increase the #/% of children entering Kindergarten who demonstrate proficiency in learning and development on a valid observational assessment that can be used to plan program and curriculum.

Note: This important metric is not measurable at the current time but will be explored.

4.2 Students graduate from high school prepared for postsecondary and career success Postsecondary

In 2017-2018, metrics were revised and approved by the MOEC Executive Steering Committee. Baseline data will be reported in the 2018-2019 progress report.

4.2.1 By 2022, increase #/% of students who are meeting expectations for proficiency in literacy by the end of 3rd grade.

4.2.2 By 2022, increase #/% of students who are meeting expectations for proficiency in math by the end of 8th grade.

- 4.2.3 By 2022, increase #/& of students who demonstrate proficiency in literacy and mathematics by the end of 11th grade.
- 4.2.4 By 2022, increase #/% of students who graduate from high school having successfully completed four years of math.
- 4.2.5 By 2022, increase #/% of high school freshmen who are on track to graduate by the end of 9th grade.
- 4.2.6 By 2022, increase #/% of students who complete at least one dual enrollment, AP, IB or college level course prior to high school graduation.
- 4.2.7 By 2022, increase #/% of students who meet college and career readiness standards by end of 12th grade, as measured by the ACT graduate report.
- 4.2.8 By 2022, decrease #/% of students who miss 10% or more days of school per year.
- 4.2.9 By 2022, increase #/% of students who participate in at least one school activity in high school.
- 4.2.10 By 2022, increase #/% of graduates who complete a 2-year or 4-year postsecondary degree within 150% of expected time.
- 4.2.11 By 2022, decrease # of unfilled teaching positions as measured by NE DOE Teacher Vacancy Survey Report and CBCSD data. **This goal has yet to have an approved metric.**
- 4.2.12 By 2022, increase the average percentage of first and third year UNO teacher graduates (and principals of teacher graduates) who indicate that the teachers consistently demonstrate core teacher standards.

4.3 Students successfully transition to postsecondary education.

In 2017-2018, metrics were revised and approved by the MOEC Executive Steering Committee. Baseline data will be reported in the 2018-2019 progress report.

- 4.3.1 By 2022, increase #/% of high school graduates completing and submitting FAFSA as tracked b NE Coordinating Commission on Postsecondary Education and by Iowa College Aid
- 4.3.2 By 2022, increase #/% of students enrolled in postsecondary institutions in first year after high school as reported by National Student Clearinghouse data
- 4.3.3 By 2022, increase #/% of students enrolling in postsecondary education within a year of high school graduation who are academically prepared to be successful according to the postsecondary institutions' established standards in math and literacy.
- 4.3.4 By 2022, increase #/% of students enrolling in postsecondary education in fall term after high school who enter with college credits

- 4.3.5 By 2022, increase #/% of students participating in high school pre- apprenticeship/internship experiences. **The metric for this goal has yet to be established.**

4.4 Students complete postsecondary experiences prepared for career success.

In 2017-2018, metrics were revised and approved by the MOEC Executive Steering Committee. Baseline data will be reported in the 2018-2019 progress report.

- 4.4.1 By 2022, increase #/% of students who successfully complete math and English program/degree requirements by the end of the first year of postsecondary education.
- 4.4.2 By 2022, increase #/% of recent high school graduates who persist from first term to second term in post-secondary education based on National Student Clearinghouse data.
- 4.4.3 By 2022, increase #/% of recent high school graduates who have declared a major within 25% of postsecondary education program completion.
- 4.4.4 By 2022, increase #/% of students participating in internships, apprenticeships, clinical practices, etc., that lead to employment. Note: **This important metric is not measurable at the current time, but will be explored.**
- 4.4.5 By 2022, increase #/% of degree-seeking students who are on pace to graduate within 150% of expected time for selected program.
- 4.4.6 By 2022, increase #/% of degree / certificate -seeking students who graduate within 150% of expected time for selected program.
- 4.4.7 By 2022, increase #/% of graduates whose earnings match their level of educational attainment based on workforce data.

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