

# LEARNING COMMUNITY OF DOUGLAS AND SARPY COUNTIES

## LEARNING COMMUNITY COORDINATING COUNCIL

### AGENDA

November 19, 2020 – 6:00 p.m.

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

1. Call Meeting to Order/Pledge of Allegiance
2. Public Notice and Compliance with Open Meetings Act
3. Roll Call
4. Approval of Council Minutes – October 15, 2020
5. Reports
  - a) Chair
  - b) Treasurer
    - i. **Action Item:** Accept Treasurer's Report dated October 31, 2020
  - c) Chief Executive Officer
  - d) LC Foundation
  - e) Legal Counsel
6. Public Comment
7. Learning Community Programming Update
  - a) Centers
  - b) Superintendents' Plan
  - c) District Initiatives
8. Subcommittee Reports
  - a) Elementary Learning and Diversity Subcommittee
    - i. Munroe-Meyer Institute Presentation
  - b) Budget, Finance & Audit Subcommittee
  - c) Legislative Subcommittee

9. New Business

10. Next Council Meeting –

January 7, 2021, Learning Community Center of North Omaha, 1612 N. 24<sup>th</sup> Street, Omaha, NE

11. Adjournment

### UPCOMING LEARNING COMMUNITY EVENTS:

Advisory Committee	To Be Determined
LC Coordinating Council	January 7, 2021, Learning Community Center of North Omaha, 1612 N. 24 <sup>th</sup> Street, Omaha, NE
Subcouncil #1	To Be Determined
Subcouncil #2	To Be Determined
Subcouncil #3	To Be Determined
Subcouncil #4	To Be Determined
Subcouncil #5	To Be Determined
Subcouncil #6	To Be Determined

### DOCUMENTS TO ACCOMPANY THIS AGENDA ARE AS FOLLOWS:

- LCCC Minutes dated October 15, 2020
- Treasurer's Report dated October 31, 2020

LEARNING COMMUNITY OF DOUGLAS AND SARPY COUNTIES

LEARNING COMMUNITY COORDINATING COUNCIL

October 15, 2020

A meeting of the Coordinating Council of the Learning Community of Douglas and Sarpy Counties was held October 15, 2020, at the Learning Community Center of North Omaha, 1612 N. 24 Street, Omaha, Nebraska 68110. Notice of the meeting, containing the date, time, place, and agenda, was given in advance thereof by publication in the Daily Record on October 8, 2020. The proofs of publication have been received and will be made a permanent part of the record of the meeting. Notice of the agenda was given to all members of the Council on October 9, 2020.

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: Hager, Hoeger, Kozel, Martinez- Real, Thommes, Williams, Kelley

Voting Members Excused: Avery, Jackson, Hahn

Members Absent: Ward, Woodward

Staff Present: Ekwerekwu, Franklin, Parker, Pierce, Kreher

Also Present: Koley Jessen P.C.; Kate Gallagher, BECI, Nicole Seymour, GOALS

4. Approval of Minutes. Chair Kelley presented the Council minutes from the September 10, 2020, public meeting of the Council. Motion by Mr. Hager, seconded by Dr. Williams to approve the minutes of the Council meeting held on September 10, 2020. Yeas: Hager, Hoeger, Kozel, Martinez-Real, Thommes, Williams, Kelley. Abstain: None. Nays: None. **Motion carried.**

5. Reports

- a) Chair — Chair Kelley gave report.

- b) Treasurer – Mr. Hoeger gave report.

- i. Motion to accept Treasurer's report dated September 30, 2020. Yeas: Hager, Hoeger, Kozel, Martinez-Real, Thommes, Williams, Kelley. Abstain: None. Nays: None. **Motion carried.**

- c) Chief Executive Officer — Dr. Ekwerekwu spoke about reopening plans for The Learning Community, accommodations for Council meetings, and the South Center staff presenting at the MIDTESOL conference.
- d) LC Foundation – Chair Kelley reported that 8 donors have donated funds for diapers, wipes, and formula. A case statement is being developed.
- e) Legal Counsel — No Report.

6. Public Comment — None.

7. Learning Community Programming Update

- a) Centers – Ms. Franklin provided report and welcomed LaDonna Dunlap, the first Program Director for Parent University.
- b) Superintendents’ Plan – Kate Gallagher provided a presentation on BECI Annual Report. Two handouts provided.
- c) District Initiatives – No Report.

(Ms. Woodward arrived at 6:30pm)

8. Subcommittee Reports – No Report.

- a) Elementary Learning and Diversity Subcommittee — Discussion took place on Superintendents’ Plan and Annual Evaluation.
- b) Budget, Finance & Audit Subcommittee — No Report
- c) Legislative Subcommittee — Mr. Hager provided report and gave recommendation to continue contract with Kent Rogert. Discussion took place.
  - i. Motion by Mr. Hager, seconded by Mr. Thommes, Upon recommendation of the Legislative Subcommittee, motion that Kent Rogert of Jensen Rogert Associates be retained as a registered lobbyist for the Learning Community of Douglas and Sarpy Counties for a fee of \$28,500.00 for period November 1, 2020 to October 31, 2021 and \$29,000.00 for period November 1, 2021 to October 31, 2022. Discussion took place. Yeas: Hager, Hoeger, Kozel, Martinez-Real, Thommes, Williams, Kelley. Abstain: None. Nays: Woodward. **Motion carried.**

9. New Business

- a) GOALS Presentation – Nicole Seymour gave report. Handouts provided.

10. Next Council Meeting —

November 19, 2020, Learning Community Center of North Omaha, 1612 N. 24<sup>th</sup> Street, Omaha, NE

11. Adjournment — Meeting was adjourned with unanimous approval at 8:29 p.m.



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

- LCCC Minutes dated September 10, 2020
- Treasurer's Report dated September 30, 2020
- Kent Rogert's Recommendation and Contract

**LEARNING COMM OF DOUGLAS SARPY COUNTY**  
**Treasurer's Report - Purchase Journal**  
**For the Period From Aug 1, 2020 to Nov 30, 2020**

Filter Criteria includes: 1) Job ID: October 2020; 2) Includes Drop

Check #	Date	Name	Invoice/CM #	Line Description	Debit Amount	Credit Amount	Payment Status
1331	10/1/20	El Mero Mero Inc	102020Rent	Rent & Utilities	5,365.00		
1331	10/1/20	El Mero Mero Inc	102020Rent	El Mero Mero Inc		5,365.00	Paid In Full
1332	10/1/20	HELP Foundation of Omaha	2302-October 2020	October 2020	12,368.17		
1332	10/1/20	HELP Foundation of Omaha	2302-October 2020	HELP Foundation of Omaha		12,368.17	Paid In Full
1333	10/1/20	Lund Company	1612-October 2020	October Rent	52,212.61		
1333	10/1/20	Lund Company	1612-October 2020	Lund Company		52,212.61	Paid In Full
3720	10/1/20	Buffett Early Childhood Institute	October 2020-1	Supt ELC Plan Eval	18,666.66		
3720	10/1/20	Buffett Early Childhood Institute	October 2020-1	Buffett Early Childhood Institute		18,666.66	Paid In Full
3721	10/1/20	UNMC	October 2020	October 2020 payment	36,134.92		
3721	10/1/20	UNMC	October 2020	Balance of September 2020 payment	374.59		
3721	10/1/20	UNMC	October 2020	UNMC		36,509.51	Paid In Full
4850	10/5/20	Buffet Early Childhood Institute	10/20 Sup EC Plan	October payment	110,507.00		
4850	10/5/20	Buffet Early Childhood Institute	10/20 Sup EC Plan	October payment		110,507.00	Paid in Full
4851	9/21/20	Blue Cross Blue Shield of Nebraska	809283	October	3,830.28		
4851	9/21/20	Blue Cross Blue Shield of Nebraska	809283	October	751.04		
4851	9/21/20	Blue Cross Blue Shield of Nebraska	809283	October 2020	751.04		
4851	9/21/20	Blue Cross Blue Shield of Nebraska	809283	October 2020	2,253.12		
4851	9/21/20	Blue Cross Blue Shield of Nebraska	809283	Blue Cross Blue Shield of Nebraska		7,585.48	Paid In Full
4852	9/21/20	Elkhorn Public Schools	8312020 ExtLrng	Final Extended Learning 19/20	12,340.39		
4852	9/21/20	Elkhorn Public Schools	8312020 ExtLrng	Elkhorn Public Schools		12,340.39	Paid In Full
4852	9/21/20	Elkhorn Public Schools	Jumpstart 1920	Final jumpstart invoice 19/20	12,340.39		
4852	9/21/20	Elkhorn Public Schools	Jumpstart 1920	Elkhorn Public Schools		12,340.39	Paid In Full
4853	9/15/20	Jensen Rogert Associates, Inc.	2020-10	October 2020	2,375.00		
4853	9/15/20	Jensen Rogert Associates, Inc.	2020-10	Jensen Rogert Associates, Inc.		2,375.00	Paid In Full
4854	10/5/20	Lutheran Family Services	August 2020	Lutheran Family Services	16,473.11		
4854	10/5/20	Lutheran Family Services	August 2020	Lutheran Family Services		16,473.11	Paid In Full
4855	10/1/20	One World Community Health Centers, Inc	3967-IN	October 2020 -South Center	133,616.67		
4855	10/1/20	One World Community Health Centers, Inc	3967-IN	One World Community Health Centers, Inc		133,616.67	Paid In Full
4856	9/26/20	Ralston Public Schools	September 2020	September 2020	3,511.40		
4856	9/26/20	Ralston Public Schools	September 2020	September 2020	7,189.79		
4856	9/26/20	Ralston Public Schools	September 2020	Ralston Public Schools		10,701.19	Paid In Full
4856	10/1/20	Ralston Public Schools	19-20 Reimbursements	Superintendents Early Childhood 19/20	83,515.11		
4856	10/1/20	Ralston Public Schools	19-20 Reimbursements	Instructional Coaching	68,223.00		
4856	10/1/20	Ralston Public Schools	19-20 Reimbursements	Ralston Public Schools		151,738.11	Paid In Full
4857	9/17/20	C41 Photography	8229	Clarice Jackson picture	179.00		
4857	9/17/20	C41 Photography	8229	C41 Photography		179.00	Paid In Full

# LEARNING COMM OF DOUGLAS SARPY COUNTY

## Treasurer's Report - Purchase Journal

For the Period From Aug 1, 2020 to Nov 30, 2020

Filter Criteria includes: 1) Job ID: October 2020; 2) Includes Drop

Check #	Date	Name	Invoice/CM #	Line Description	Debit Amount	Credit Amount	Payment Status
4858	9/21/20	Colonial Life	3884152-1001973	September 2020	286.65		
4858	9/21/20	Colonial Life	3884152-1001973	September 2020	345.00		
4858	9/21/20	Colonial Life	3884152-1001973	September 2020	63.70		
4858	9/21/20	Colonial Life	3884152-1001973	Colonial Life		695.35	Paid In Full
4859	9/28/20	Culligan of Omaha	985857	Water & Delivery	15.00		
4859	9/28/20	Culligan of Omaha	985857	Culligan of Omaha		15.00	Paid In Full
4859	9/28/20	Culligan of Omaha	985864	Water & delivery	14.50		
4859	9/28/20	Culligan of Omaha	985864	Culligan of Omaha		14.50	Paid In Full
4859	9/30/20	Culligan of Omaha	986693	Equipment Cooler	12.00		
4859	9/30/20	Culligan of Omaha	986693	Culligan of Omaha		12.00	Paid In Full
4859	9/30/20	Culligan of Omaha	986829	Equipment - Cooler	3.00		
4859	9/30/20	Culligan of Omaha	986829	Culligan of Omaha		3.00	Paid In Full
4860	9/30/20	Electronic Contracting Company	CB018810	Audio problems in Classroom A	635.00		
4860	9/30/20	Electronic Contracting Company	CB018810	Electronic Contracting Company		635.00	Paid In Full
4861	9/30/20	Immersion Spanish Language House	57171ISI	Patch cables	15.24		
4861	9/30/20	Immersion Spanish Language House	57171ISI	Immersion Spanish Language House		15.24	Paid In Full
4861V	10/5/20	Immersion Spanish Language House	10052020-1	Patch cables		-15.24	
4861V	10/5/20	Immersion Spanish Language House	10052020-1	Immersion Spanish Language House	-15.24		Applied
4862	10/5/20	Jewish Family Services	08272020	Parenting Class	596.55		
4862	10/5/20	Jewish Family Services	08272020	Parenting Class		596.55	
4862V	10/5/20	Jewish Family Services	08272020	Parenting Class		-596.55	
4862V	10/5/20	Jewish Family Services	08272020	Parenting Class	-596.55		Applied
4863	9/26/20	Philadelphia Insurance Companies	2001905397	Umbrella coverage	483.33		
4863	9/26/20	Philadelphia Insurance Companies	2001905397	Philadelphia Insurance Companies		483.33	Paid In Full
4864	9/20/20	VSP	810468344	October 2020	37.68		
4864	9/20/20	VSP	810468344	Vision Insurance		37.68	Paid In Full
4865	10/15/20	William Brooks	Fac Maintenance	Week 1 Fac Maintenance Training	180.00		
4865	10/15/20	William Brooks	Fac Maintenance	William Brooks		180.00	Paid In Full
4866	10/15/20	Anthony E. Douglas	Fac Maint	Week 1 -Facility Maint. Training	180.00		
4866	10/15/20	Anthony E. Douglas	Fac Maint	Anthony E. Douglas		180.00	Paid In Full
4867	10/15/20	Latisha Gordon	Fac. Maint	Week 1 Stipend - Fac. Maintenance Training	180.00		
4867	10/15/20	Latisha Gordon	Fac. Maint	Latisha Gordon		180.00	Paid In Full
4868	10/15/20	Raymundo Montejano, III	Fac. Maint	Week 1 Fac. Maintenance Training	180.00		
4868	10/15/20	Raymundo Montejano, III	Fac. Maint	Raymundo Montejano, III		180.00	Paid In Full
4869	10/14/20	Bellevue Public Schools	October	Instructional Coach billing	100,000.00		
4869	10/14/20	Bellevue Public Schools	October	Bellevue Public Schools		100,000.00	Paid In Full

# LEARNING COMM OF DOUGLAS SARPY COUNTY

## Treasurer's Report - Purchase Journal

For the Period From Aug 1, 2020 to Nov 30, 2020

Filter Criteria includes: 1) Job ID: October 2020; 2) Includes Drop

Check #	Date	Name	Invoice/CM #	Line Description	Debit Amount	Credit Amount	Payment Status
4870	9/30/20	Carroll Communications	1654	August 2020	5,005.50		
4870	9/30/20	Carroll Communications	1654	Carroll Communications		5,005.50	Paid In Full
4871	10/13/20	City of Omaha	192906	Librarian September 2020	3,170.26		
4871	10/13/20	City of Omaha	192906	City of Omaha		3,170.26	Paid In Full
4872	10/15/20	Electronic Contracting Company	CB018868	Audio system repair in Classroom A	4,011.93		
4872	10/15/20	Electronic Contracting Company	CB018868	Electronic Contracting Company		4,011.93	Paid In Full
4873	10/6/20	GOALS	1053	1st installment 20/21	70,000.00		
4873	10/6/20	GOALS	1053	GOALS		70,000.00	Paid In Full
4874	10/8/20	Koley Jessen	392058	ELC Contracts	7,032.00		
4874	10/8/20	Koley Jessen	392058	Koley Jessen		7,032.00	Paid In Full
4874	10/8/20	Koley Jessen	392060	Monthly Council Meetings	4,087.00		
4874	10/8/20	Koley Jessen	392060	Koley Jessen		4,087.00	Paid In Full
4875	10/1/20	Omaha Public Schools	August	Instr. Coaches #3	12,548.51		
4875	10/1/20	Omaha Public Schools	August	Omaha Public Schools		12,548.51	Paid In Full
4875	10/1/20	Omaha Public Schools	August 2020	Instr. Coach #1	15,194.17		
4875	10/1/20	Omaha Public Schools	August 2020	Omaha Public Schools		15,194.17	Paid In Full
4875	10/1/20	Omaha Public Schools	August 2020	Final ELC partnership plan payment	48,345.92		
4875	10/1/20	Omaha Public Schools	August 2020	Omaha Public Schools		48,345.92	Paid In Full
4876	9/30/20	OMAHA PUBLIC SCHOOLS	August Supt Plan	Final 19/20 payment	33,896.42		
4876	9/30/20	OMAHA PUBLIC SCHOOLS	August Supt Plan	OMAHA PUBLIC SCHOOLS		33,896.42	Paid In Full
4877	10/5/20	Project Harmony	10052020	September Parent Univ. Expenses	51,345.79		
4877	10/5/20	Project Harmony	10052020	Project Harmony		51,345.79	Paid In Full
4878	9/30/20	Completely KIDS	93020FC	September 2020	364.00		
4878	9/30/20	Completely KIDS	93020FC	Completely KIDS		364.00	Paid In Full
4879	10/17/20	Control Yours	5640	Website memship subscription	175.00		
4879	10/17/20	Control Yours	5640	Control Yours		175.00	Paid In Full
4880	10/8/20	The Daily Record	131067	10/15 Council Meeting	17.90		
4880	10/8/20	The Daily Record	131067	The Daily Record		17.90	Paid In Full
4880	10/8/20	Koley Jessen	392059	Personnel Matters	303.00		
4880	10/8/20	Koley Jessen	392059	Koley Jessen		303.00	Paid In Full
4881	9/30/20	InfiNet Solutions, Inc.	5717ISI	Cables	15.24		
4881	9/30/20	InfiNet Solutions, Inc.	5717ISI	InfiNet Solutions, Inc.		15.24	Paid In Full
4881	10/1/20	InfiNet Solutions, Inc.	57217ISI	October managed services	1,619.00		
4881	10/1/20	InfiNet Solutions, Inc.	57217ISI	InfiNet Solutions, Inc.		1,619.00	Paid In Full
4882	10/8/20	Koley Jessen	392057	General Matters	928.00		

# LEARNING COMM OF DOUGLAS SARPY COUNTY

## Treasurer's Report - Purchase Journal

For the Period From Aug 1, 2020 to Nov 30, 2020

Filter Criteria includes: 1) Job ID: October 2020; 2) Includes Drop

Check #	Date	Name	Invoice/CM #	Line Description	Debit Amount	Credit Amount	Payment Status
4882	10/8/20	Koley Jessen	392057	Koley Jessen		928.00	Paid In Full
4883	9/23/20	Konica Minolta Business Solutions USA I	268716873	Admin Maintenance charges	32.19		
4883	9/23/20	Konica Minolta Business Solutions USA I	268716873	Konica Minolta Business Solutions USA I		32.19	Paid In Full
4883	9/30/20	Konica Minolta Business Solutions USA I	268716971	PU copier maintenance	33.33		
4883	9/30/20	Konica Minolta Business Solutions USA I	268716971	Konica Minolta Business Solutions USA I		33.33	Paid In Full
4884	10/1/20	Konica Minolta Premier Finance	69805256	Admin Lease payment	194.48		
4884	10/1/20	Konica Minolta Premier Finance	69805256	PU lease payment	200.34		
4884	10/1/20	Konica Minolta Premier Finance	69805256	Konica Minolta Premier Finance		394.82	Paid In Full
4885	10/2/20	WHC LLC dba zTrip	21863	September 2020 Transportation	31.12		
4885	10/2/20	WHC LLC dba zTrip	21863	WHC LLC dba zTrip		31.12	Paid In Full
4886	10/21/20	William Brooks	Week 2	Week 2 Fac. Maintenance Training	180.00		
4886	10/21/20	William Brooks	Week 2	William Brooks		180.00	Paid In Full
4887	10/21/20	Anthony E. Douglas	Week 2	Week 2 Fac. Maint Training	180.00		
4887	10/21/20	Anthony E. Douglas	Week 2	Anthony E. Douglas		180.00	Paid In Full
4888	10/21/20	Latisha Gordon	Week 2	Week 2 Fac. Mtnce Training	180.00		
4888	10/21/20	Latisha Gordon	Week 2	Latisha Gordon		180.00	Paid In Full
4889	10/21/20	Raymundo Montejano, III	Week 2	Week 2, Fac. Maint Training	180.00		
4889	10/21/20	Raymundo Montejano, III	Week 2	Raymundo Montejano, III		180.00	Paid In Full
10202020	10/20/20	Security National Bank	September 2020	Credit Card Purchases	12,395.76	12,395.76	Paid In Full
4890	10/21/20	William Brooks	Week 3	Week 3 Fac. Maintenance Training	180.00		
4890	10/21/20	William Brooks	Week 3	William Brooks		180.00	Paid In Full
4891	10/21/20	Anthony E. Douglas	Week 3	Week 3 Fac. Maint Training	180.00		
4891	10/21/20	Anthony E. Douglas	Week 3	Anthony E. Douglas		180.00	Paid In Full
4892	10/21/20	Latisha Gordon	Week 3	Week 3 Fac. Mtnce Training	180.00		
4892	10/21/20	Latisha Gordon	Week 3	Latisha Gordon		180.00	Paid In Full
4893	10/21/20	Raymundo Montejano, III	Week 3	Week 3, Fac. Maint Training	180.00		
4893	10/21/20	Raymundo Montejano, III	Week 3	Raymundo Montejano, III		180.00	Paid In Full

**LEARNING COMM OF DOUGLAS SARPY COUNTY**  
**Credit Card Statement**  
**October 2020**

Filter Criteria includes: Re

Date	Trans No	Type	Trans Desc	Withdrawal Amt	
9/1/20	CC09202021	Withdrawal	Sprint	236.80	Cell Phone
9/3/20	CC09202017	Withdrawal	PAYCHEX	81.00	State payroll taxes
9/3/20	CC09202018	Withdrawal	African American Empowerment N	50.00	Conference
9/3/20	CC09202019	Withdrawal	Learning A-Z, LLC	115.45	Software
9/3/20	CC09202020	Withdrawal	Stamps.com	17.99	Postage
9/12/20	CC09202000	Withdrawal	Microsoft Corporation	104.08	Software
9/15/20	CC09202001	Withdrawal	Amazon.com	129.00	Plexiglass Guard
9/15/20	CC09202002	Withdrawal	Amazon.com	335.92	Diapers, Formula & Wipes *
9/15/20	CC09202003	Withdrawal	Amazon.com	300.00	Diapers, Formula & Wipes *
9/17/20	CC09202004	Withdrawal	Amazon.com	858.00	Diapers, Formula & Wipes *
9/17/20	CC09202005	Withdrawal	Amazon.com	167.47	Diapers, Formula & Wipes *
9/17/20	CC09202006	Withdrawal	Amazon.com	2,192.65	Diapers, Formula & Wipes *
9/17/20	CC09202007	Withdrawal	Zoom Video Communication, Inc.	213.89	Zoom Charges
9/17/20	CC09202008	Withdrawal	Amazon.com	286.18	Diapers, Formula & Wipes *
9/21/20	CC09202009	Withdrawal	Amazon.com	5,072.73	Diapers, Formula & Wipes *
9/21/20	CC09202010	Withdrawal	Amazon.com	1,588.34	Diapers, Formula & Wipes *
9/23/20	CC09202011	Withdrawal	Amazon.com	251.00	Plexiglass Guard
9/23/20	CC09202012	Withdrawal	Amazon.com	52.88	Printer Ink
9/23/20	CC09202013	Withdrawal	Amazon.com	159.88	Cleaning Supplies
9/23/20	CC09202014	Withdrawal	Amazon.com	126.00	Plexiglass Guard
9/24/20	CC092020117	Withdrawal	Amazon.com	-345.50	Sales tax credit *
9/29/20	CC09202020	Withdrawal	Amazon.com	402.00	Diapers, Formula & Wipes *
10/20/20	10202020	Withdrawal	Security National Bank	-12,395.76	

\* Charges reimbursed by The Learning Community Foundation





# THEIR FUTURE. OUR FUTURE.

2020-2021  
EVALUATION  
REPORT

learning  
community  
 DOUGLAS  
SARPY

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# Introduction

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

## RATIONALE

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

**NEED FOR QUALITY CLASSROOMS.** Quality early childhood programs have been linked to immediate, positive developmental outcomes, as well as long-term, positive academic performance (Burchinal, et al., 2010; Barnett, 2008). Research shows that all children benefit from high-quality preschool, with low-income children and English learners benefiting the most (Yoshiwaka, et al. (2013). High-quality classroom organization is related to fewer student behavior problems and increased social competence (Rimm-Karufman, 2009).

**COACHING ADDS VALUE TO THE CLASSROOM.** Coaching teachers in instructional practices is proving to be an effective and feasible professional development method in improving teacher instruction. Meta-analysis of coaching studies indicated medium to large effect sizes on teacher instruction & small to medium effect sizes on student achievement (Kraft, Blazar, & Hogan, 2018). Coaching methods that combine the elements of modeling, observation, and direct feedback have been found to increase teacher implementation of proactive strategies, particularly in regards to classroom management (Reinke et al., 2014, Kamps et al., 2015). The coaching relationship continues to be paramount in instructional coaching as research indicates that the most effective coaching models are those adapted to each individual's needs and situations (Bradshaw et al., 2013). The differentiation and individualization of coaching are effective for both new and veteran teachers alike (Reddy et al., 2013).

## **FAMILY ENGAGEMENT IN EDUCATION IS CRITICAL FOR STUDENTS' SUCCESS.**

Family engagement with their children and their schools is a key element for student school success (Henderson & Mapp, 2002). Partnerships between home and school are especially

### Our Mission

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

### Our Vision

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

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

**PRESCHOOL CHILD OUTCOMES PREDICT LATER SCHOOL SUCCESS.** School readiness is an essential concern for students entering the educational system. Preparation to perform in an educational setting is a significant benefit for students, especially those who are from diverse backgrounds, with a greater number of risk factors. These students typically have poorer school performance compared to their economically advantaged counterparts (Shonkoff & Phillips, 2000). Students enrolled earlier and for a longer duration demonstrate better short and long-term results (Barnett, 2008). In studies of the longer term effects of preschool programs, the importance of quality teaching in early elementary grades is also important. Research found that investments in elementary schools influence the strength of ongoing preschool effects, researchers have found that the level of challenge provided by kindergarten teachers matters for later outcomes (Johnson & Jackson, 2017).

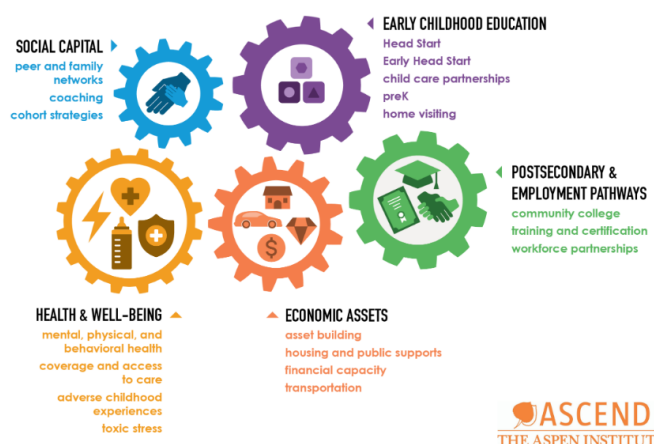
## 2GEN APPROACH

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

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

Key elements of the 2Gen approach include:

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



## SCHOOL DISTRICT INITIATIVES

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

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

## EVALUATION

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

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

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

**DEMOGRAPHICS.** Who accessed and participated in the program or intervention?

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

**CHILD AND FAMILY OUTCOMES.** What were the outcomes related to academic achievement? Did family parenting skills improve? To what extent were parents engaged in their child's learning? Did parents gain skills that would improve their ability to support their child in school?

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

## INTERPRETING THE RESULTS

### HOW DO YOU KNOW IF A STRATEGY IS MAKING A DIFFERENCE?

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





# COVID-19

The COVID-19 pandemic altered the programming, services, education, and evaluation of the Learning Community in 2020. Programs and school districts responded to the COVID-19 pandemic in order to mitigate the impact. Both Parent University and the Learning Community Center of South Omaha continued to reach out and partner with families and their communities. The pandemic necessitated a change in service delivery while meeting the needs of families and providing supports for students whose school instruction changed dramatically.

“Everyone has been flexible in adjusting their role, hearing our participants, meeting the participants where they are, and adjusting our daily routines as needed.”

“It allows us to keep the families engaged and still ties into the mission of the program and helps us support the families through their journey and the pandemic.”

-----staff from LCCSO

## SERVICES PROVIDED AT LCCSO AND PARENT UNIVERSITY TEACHING TEAM

**LCCSO.** The teaching team for LCCSO continued to engage with participants and families in a multitude of ways. They created a YouTube channel to keep families engaged, provided information on Facebook, assisted with educational supports and videos to assist with remote learning packets from OPS, provided ESL classes and home visits online, and delivered

curriculum classes through Zoom.

Teaching participants moved from classroom teaching expanding into virtual classes and tutoring. For many participants, the teaching team needed to provide training and teaching on the use of technology. Several families did not have their own tablet or computer at home and were unfamiliar with how to use basic functions including email, website



navigation and connection with school resources. As a result, the team began providing classes on computer literacy. Staff members in the focus group noted, “For the teaching team,

technology is the resource most needed for our families (i.e., technology access, internet access, more devices, and capability of devices).”

**PARENT UNIVERSITY.** For participants in Parent University, classes moved to virtual learning. GED and ESL classes were offered 2x/week virtually. A pre-homeowner class (5 weeks) was offered as was an effective praise parenting class. Additionally, educators were available to provide individual tutoring for participants needing extra assistance.

## HOME VISITORS

The education navigators and family liaisons at both LCCSO and Parent University continued to connect with families in a number of ways. All staff used various modes of communication for home visits (i.e., Zoom and phone calls, WhatsApp and Facebook messenger). Navigators facilitated connections to children’s teachers and provided additional supports for families regarding children’s schooling. In addition, navigators were instrumental in connecting families to resources for assistance with finances (rent, utilities), food pantries and distribution, mental health supports and information on COVID-19. For Parent University participants, navigators provided supports and information on coping strategies to help handle the stress of the pandemic.

Communication with families increased two-fold during the first few months of the pandemic moving from monthly contacts to connecting with families every other week. One staff member noted, “Communication has become more constant and has been effective in helping us retain home visit numbers during the summer.”

“As an Educational Navigator, we are being intentional in meeting participants’ needs and sharing resources.” Additionally, staff are building healthy routines and acknowledging the grieving process their families may be going through. Part of that process included providing resources for mental health services (i.e., free sessions through UNMC and MMI were very popular with some families).

## COVID-19 SPECIFIC RESOURCES

All staff connected families to community resources as one noted, “We are becoming more creative in our ways of communication and engaging families”. Additional supports provided to families included: donated diaper and formula distribution, food and laptop distribution, and social interactions through the use of the Happy Bus (i.e., singing and dancing outside the homes with kids).



To keep connected with their families, the staff at LCCSO produced 107 videos. Eight of the videos were Story Time with staff reading different books with one video having 317 views. They also put together videos for young children around different early academic concepts. Videos produced between March and June 7, 960 views with one video receiving 563 views. In addition to the videos, staff assembled and distributed 200 activity packets. Both LCCSO and Parent University distributed and/or assisted families with the OPS homework packets.

At both Parent University and LCCSO, donated diapers and formula were distributed to families in need. In LCCSO, 137 families received diapers and formula while 53 families from Parent University received the supplies. Both centers assisted with food distribution for families. Sites also provided free face masks and assistance for free/low cost internet services.

## IMPACT OF COVID-19

Focus groups were conducted with families at both Parent University and LCCSO to examine the impact of COVID-19, how they were coping with the stressors, and how they had engaged with the centers during this time.

Focus groups were also conducted with staff members (N=15) from LCCSO to examine how COVID-19 affected not only delivery of services but the impact on them personally and professionally.

### Learning Community Center of South Omaha Staff Focus Group Themes

**THE IMPACT OF COVID-19 HAS BEEN WIDESPREAD.** Families were impacted financially, socially, mentally, and health-wise. Preventative work was provided at the beginning of the pandemic (i.e., connecting families to food pantry or jobs). One participant noted, as some participants tested positive for COVID-19, staff connected families to testing locations and financial supports (i.e., Together Inc., public schools, Project Harmony, and Heartland Family Service).

Families experienced significant emotional stress. During the early months and summer of 2020, families were expressing worry and fears. The staff assisted families with coping strategies to navigate through those emotions. Growing Great Kids/Growing Great Families<sup>R</sup> curriculum provided strategies to support children and families experiencing stress. The program transitioned from providing supports on routines and nutrition to mental health services. A presentation on grieving during COVID-19 was provided for families. The presentation focused on behaviors associated during this period of time (i.e., side effects of not being at school and changes in their normal routines).

The following quotes from the focus group illustrate the strength and fortitude of the participants.

“Staff are trying their best to support the needs of the families. Our families are very strong and try their best to accommodate the needs of their children.”

“Families are faced with a lot of financial strain. They are very brave as many work in places that don’t have the benefits that offer them protection from COVID-19 and they continue to work to support their families.”

“The families are trying the best they can to survive. They are very resilient, and I admire all of our participants.”

“Our families are very courageous.”

**THE EDUCATION OF CHILDREN WAS SIGNIFICANTLY DISRUPTED.** Families worried about their children falling behind and their limited access to technology or materials. Additional concerns noted included minimal contact with school staff and no one answering the phone at the school. Parents were concerned with receiving late notices on summer school information, worried about their students with special needs and no services or communication provided (i.e. parents may not understand accommodations provided at school).

Limited access to internet and technology devices became a barrier for parents and students being able to connect with school. “Technology is a barrier with our population, so we have connected families with low cost internet resources.” In addition, families requested more information on assisting students with on-line learning and navigating through the websites needed to complete schoolwork with multiple age groups in the home (i.e., academic support through the schools).

**STAFF NEEDED SUPPORTS TO CONTINUE WORKING EFFECTIVELY WITH PROGRAM PARTICIPANTS.** COVID-19 required staff to be flexible and adapt to the rapidly changing health situation and the needs of the families. Working with families and providing supports, while rewarding, was also emotionally exhausting. Staff were asked to change and expand job responsibilities to meet participants’ needs. They had to connect with families, determine what was needed, and provide more individualized supports than had been needed previously. Some noted that the first couple of months were challenging as they tried to adapt not only to the rapid changes at work but also needing to balance those same changes and responsibilities at home. Still others mentioned the opportunities created by the pandemic to expand their own abilities and reach families in creative and non-traditional ways. Many mentioned being grateful for being able to continue their work with families even with all the changes. One staff member said, **“I feel humbled that I am in the right place to be a support to our participants on a daily basis.”**

In addition to taking time for self-care, staff members expressed their appreciation for the support received from employers and the director as they work from home and continue supporting their own families. Many mentioned feeling supported by their supervisor and teammates and talked about the importance of communication including one on one check-ins, team time and social time. Finally, they stressed the importance of acknowledging their own feelings, stress and challenges during this time. **“I feel supported, it is important for our teams to acknowledge and be ok with our individual feelings during this time.”**

### **Family Participant Focus Group Themes (LCCSO and Parent University)**

**COVID-19 NEGATIVELY IMPACTED MULTIPLE AREAS OF PARTICIPANTS’ LIVES INCLUDING HEALTH, FINANCES, STRESS, AND EMOTIONS.** As the virus became more widespread, families expressed fear for their own safety and the safety of those in their families.



Fear of the elderly and unwell contracting the virus, fear of sending their children to school again and fear of being in the community were all expressed. Participants talked about having family members becoming incredibly ill and dying and the additional emotional and financial stress that placed on the family.

“I used to think that this was something the president was doing to keep people controlled and that it was a lie. Then you realize this is real and you get scared to go out because of getting infected. Us Latinos are the ones that least take care of ourselves and we have the highest number in cases. I have close friends that have died due to the virus.”

“This situation it's so frustrating, especially because my father-in-law is sick. He has diabetes and we have to take him to his dialysis treatment. My husband also has diabetes. So, we have to be extra careful. If we need something, I have to go by myself; I have to do it all alone because I'm afraid they get sick.”

Emotions mentioned by participants concerning the pandemic were: afraid, uncertain, anxious, depressed, frustration, fear, stress (also children). The toll of being afraid and isolated was evident across several stories and experiences as it increased anxiety, depression, and frustration. Isolation and detachment from others was noted at both sites. Participants talked about how difficult it was to explain the situation to their children and handle their emotions especially the younger ones who didn't understand and wanted to be outside of the house. Fear was a determining factor in them interacting with the outside world.

“I'm very afraid. Before I got infected I barely took my children outside, and now they are not going out at all. We just take car rides, but I don't take them to the store. They only go to our backyard, and I try to entertain them with different things.”

“At first, I was scared of the virus and all the information about it. Because of the isolation, I started to feel anxious and depressed.”

One participant in particular noted an effective strategy being implemented by Parent University, “We're going to class on Tuesdays where we can find a better way to care for your family. They are trying to de-stress ourselves and not be so worried and be the parent we can be to help our kids with school and go to work.”



**THE FEAR OF COVID-19 WAS BASED VERY MUCH IN THE REALITY OF DAY TO DAY LIFE FOR MANY PARTICIPANTS.** Many of those in the focus groups were directly impacted by COVID-19; some had entire families infected with COVID-19. Others were exposed by ill family members and forced to quarantine. Part of the fear was not knowing where to turn for resources or which information to trust.

“Financially this has affected us. Right at the beginning of the pandemic my dad died, we covered all the expenses, and later my husband’s work was reduced.”

“I am still not feeling my 100%. When I do a lot or walk a lot, I get short breaths. The doctor said that within the time my lungs will get better. However, it’s frustrating, because I want to do some things, and I’m still not able to.”

“Financially, it has been a struggle. My husband was out of work for a month, so we used our savings. Later I got sick, so we had to quarantine for couple of weeks. Right when he was called to work again, he had to take time off to stay in quarantine.”

“I was sick, and think I’m sick again, I’m waiting for the test. My husband got sick too just a week after I did, it was really bad, I thought he would die.”

**THE PANDEMIC AFFECTED NOT ONLY THE ADULTS IN THE FAMILY BUT ALSO THE CHILDREN.** Parents talked about how each of their children were handling the pandemic and the emotions of it differently. Participants at both LCCSO and Parent University noted that perhaps additional mental health supports should be considered for older children and teenagers. They noted that some children were ready to return to school while others were afraid. The older ones struggled with the transition to online learning while the younger ones didn’t understand why they couldn’t see their friends and play with others. Some participants discussed how hearing about the virus in the news also affected their children. Overall, participants talked about the difficulty not only in managing their own stress and emotions but tending to those in their children.

“There are different emotions. My daughter is in college and says learning is not the same online. Children do not focus as well at home; it does not work for children to learn online. My son is afraid to return to school, and so am I. It is stressful.”

**FAMILIES VIEWED THE CENTER AS A RESOURCE DURING THIS TIME AND MANY TOOK ADVANTAGE OF THE PROGRAMMING AND RESOURCES.** Participants talked about being able to continue their GED and ESL classes and how the center connected with them to make sure they could continue their studies. If they couldn’t continue at the moment, a navigator or liaison was reaching out to keep them in the loop about possibilities in the future.

“They have been in touch, attentive, and caring for us. I had COVID-19 and had to go on quarantine. They gave us information to help us pay my bills, and where to find resources; like paying for my rent.”

Technology assistance was mentioned frequently as a necessary resource and benefit to connecting with the centers. Participants mentioned the need for assistance with the internet and

using computers to not only help their children but to continue their classes as well. Many mentioned the patience from the LCCSO staff in helping them continue to work even at an individualized pace. Families talked about being able to continue with English and GED classes through Zoom video chat. They discussed doing Zoom videos/classes such as math, Zumba, activities for the kids, and other classes throughout the day for the whole family.

Increased communication was noticed by the families at both LCCSO and Parent University and they noted the multiple methods used by staff including calls, texts, and video chats. They felt that they had more access to information due to the communication from staff. Participants appreciated communication about the virus, health resources, and communication about school and how to access children's teachers. Some mentioned the information on disinfecting and hygiene as well as the classes/presentations on stress as being helpful. Finally, all participants talked about how the communication made them feel less stressed and more connected even if they didn't need access to other resources or additional supports. Many were uplifted and felt encouraged by the when staff visited their front yards to sign and talk with families in person.

"I talk with my navigator every 8 days, and we always talk about my emotions. Things that I can do that might help. I have the opportunity to talk to someone. Between everything that's happening, the things that I have to do for my family, and my father-in-law, it gets very stressful. So, it's really nice to have my navigator to talk to someone."

**UNEXPECTED POSITIVES HAVE RESULTED DUE TO THE PANDEMIC.** Participants talked of increased persistence and tolerance. More time was available to spend bonding with family, learning new things, and being of service/helping others. They talked about how they found alternatives and developed more of an appreciation of work and of schools for children to attend. Some talked about how this has pushed them to learn to use technology and how technology allowed them to continue their education even being home with their children. Several talked about how they were able to apply the skills they'd learned at the center and use them now in daily life.

"I feel this virus has made us persistent and things will not change, so we need to be persistent. Some people found alternatives, found a way to make money, making cakes, crafts. We have learned that there are many ways to earn a living. We learned to appreciate what we have like the children have with their school. They need their school, their friends and they need to socialize. We appreciate our job, even more, because we were complaining about how we were tired or bored with our jobs, but now we appreciate having one. Overall, I think that we have learned that things will not remain the same forever, and things change every day."

## School Districts

### District Perspective on Impact of COVID-19 and the Transition

The districts realized they needed to provide intensive training. Teachers learned how to use synchronous and asynchronous systems for learning. Professional development was provided on the following topics:

- How to instruct on a remote platform.

- Resilience and Self-Care
- COVID-19 specific training: PPE guidance
- Documents for lesson plan templates, curriculum guides
- Inclusive practices

## Unexpected Benefits to the Pandemic

“What has happened was once the state shut down, the divide became apparent who has access and who doesn’t. People became aware that we needed to do something about this. Now, all the students have the technology and have internet access. This is helping to promote digital learning for young children.” The pandemic helped the teachers understand what some of the divides were.

Another benefit was that some of the teams grew closer and felt more connected. Coaching relationships improved and used their time better as coaches weren’t driving to buildings. Learning something new invigorated teachers as they learned new technology and discovered new materials (i.e. Zora, books, PBS kids). There were great resources and didn’t rely on “drill and kill” learning strategies.

An awareness noted was that there is a fear of COVID-19 in North Omaha and families don’t feel comfortable sending children to school. There is an understanding that the parents are concerned about their child’s health. The district’s primary focuses have been on child safety and well-being including meals, physical safety, and social/emotional safety.

Concern first was for student health and well-being

Issues with equity and accessibility became apparent

Technology training was necessary for teachers, students, and parents



A photograph of a woman and a young girl sitting at a table, smiling at each other. The woman, on the left, has her hair in braids and is wearing large hoop earrings and a black and white patterned top. The girl, on the right, is wearing a white t-shirt with colorful lettering. They are both looking at each other with joyful expressions. In the background, there is a blue wall and a white table with various items on it.

# **EARLY CHILDHOOD AND FAMILY ENGAGEMENT**

LEARNING  
COMMUNITY  
CENTER OF  
NORTH OMAHA



The Learning Community Center of North Omaha provides innovative, demonstrative programming to improve educational outcomes for young students. Leadership and program staff work together to provide a comprehensive mix of research-based programs to the students and their caregivers in North Omaha. The center encompasses four primary programs: intensive early childhood partnership, Parent University, child care director training, and future teacher clinical training. Descriptions of each program and evaluation findings are summarized in this section.



# Intensive Early Childhood Partnership

## STRATEGY IMPLEMENTATION

Intensive Early Childhood Partnership, a program that is in collaboration with Omaha Public Schools is based on evidence-based models (Yazejian & Bryant, 2012) that include four key components: intensive teaching teams, reflective coaching, professional development, and family engagement. The model was first introduced to eight inclusive preschool classrooms in Kellom and Conestoga Magnet in 2013. After two consecutive years of positive outcomes based on the model, it was expanded to two additional schools: Lothrop Magnet (3 classrooms) and Franklin (2 classrooms) and grades K through 1 at Kellom and Conestoga (13 classrooms). In 2018, the intensive early childhood partnership expanded to Minne Lusa (3 classrooms) and Skinner (4 classrooms). Data was collected at all schools in the fall. Since the programs shifted to remote learning in March due to COVID-19, no spring data was completed. This limits the evaluation information available for this report.

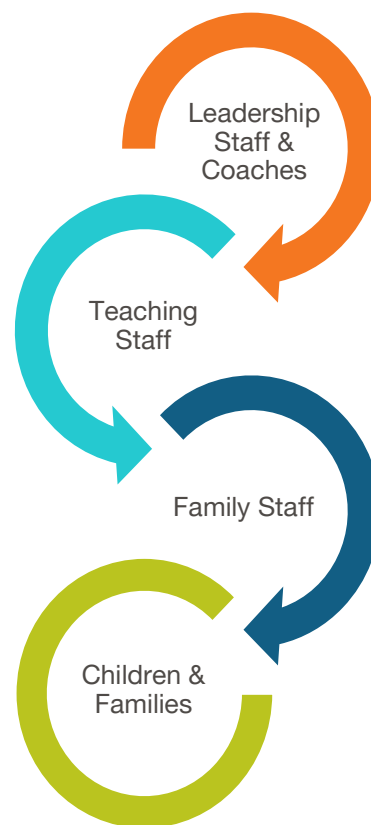
**INTENSIVE TEACHING TEAMS.** Intensive early childhood teams are integrated in each school building as a system of teachers, leadership, and family support staff that implement a combination of services and supports. The leadership team includes the principal, an early childhood coordinator, early childhood specialist, and instructional coaches. Each classroom has a lead early childhood teacher, special education teacher, and paraprofessional staff. Using



an inclusive model, these professionals work with all children and discuss effective teaching strategies using data for continuous improvement. After the spring break, in-person school did not resume. Since many parents did not have access to the internet or technology, teachers developed learning at home template activities that teachers shared with parents in any way that worked with their families. Most picked up as they picked up meals for their children. For families that had access to the internet, teachers connected them to applications for learning activities such as SeeSaw. The amount of time teacher-parent-student time was individualized by school. All teachers completed periodic checks with the families. Central office was instrumental in developing resources that could support children and families. They also helped teachers identify ways to best structure their day as they provided virtually learning opportunities for their students.



**REFLECTIVE COACHING.** Instructional coaches provide reflective consultation to the teaching staff both inside and outside of the classroom. They use a coaching approach adopted by Omaha Public Schools (i.e., Coaching with Powerful Interactions). A national consultant also provides ongoing reflective consultation to the coaches. Instructional coaches work to build teacher confidence and increase their active problem-solving skills. During one-on-one sessions with teachers, helpful coaching tools include classroom videotapes and photographs. Long-term positive student outcomes are predicted with the continuity of coaching now occurring in PreK through first grade in two schools. Coaching continued to play an important role during COVID-19, brainstorming with the team on meaningful ways to reach families and supporting the team to find applications that families could use with their young children. The coach-teacher relationships in some ways were enhanced during this unique time.



**PROFESSIONAL DEVELOPMENT.** The teaching teams benefit from 11 days of additional professional development (PD) through the school year. PD sessions focus on the implementation of social skill development, resilience, and reflection as a teacher educating high needs students as well as on content knowledge in literacy and language strategies and math instruction to build the skills of teaching staff. PD component is required for teachers at Kellom and Conestoga and elective for teachers at the expanded schools. Teachers across all preschool classrooms participated in the offered PD in the summer to support their skills in providing virtual learning for their students.

Implementing the Creative Curriculum is another key focus area. This curriculum targets the intentionality of vocabulary selection, repeated read-a-louds, selection of center materials, and alignment of literacy strategies (i.e. phonemic awareness and emergent writing).

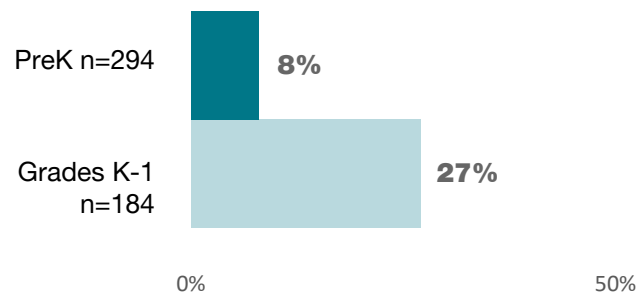
**FAMILY ENGAGEMENT.** Family liaisons and support staff work together to enhance the educational experience of children and their parents. They promote school engagement and help families access needed services. In addition to full-day preschool and school-sponsored family engagement opportunities, membership in Parent University (discussed later in this section) is offered to families. The lack of access to remote education alternatives became very apparent during the pandemic. As one administrator commented in some ways it heightened teachers awareness of the divides that are in the community and the needs of the students and families they serve.



DEMOGRAPHICS

In 2019-2020, the Intensive Early Childhood Partnership served 478 PreK and Grade K-1 students. A total of 294 PreK students and 184 kindergarten and first grade students participated in the evaluation. Demographic information was collected to help interpret the evaluation findings, including English Language Learners (ELL) and/or enrollment in special education services. The Intensive Early Childhood Partnership (PreK to 1<sup>st</sup> Grade) served a racially and ethnically diverse population of children. Across all PreK and K-1 classrooms, 16% of the children were ELL and 17% were on an Individualized Education Program (IEP). More special education students were served in PreK classrooms. There were fewer females (44%) than males (56%) served across all grade levels.

INTENSIVE EARLY LEARNING CHILDHOOD CLASSES SERVED STUDENTS WHO ARE ELL.



THE STUDENTS SERVED WERE RACIALLY AND ETHNICALLY DIVERSE.



N=478

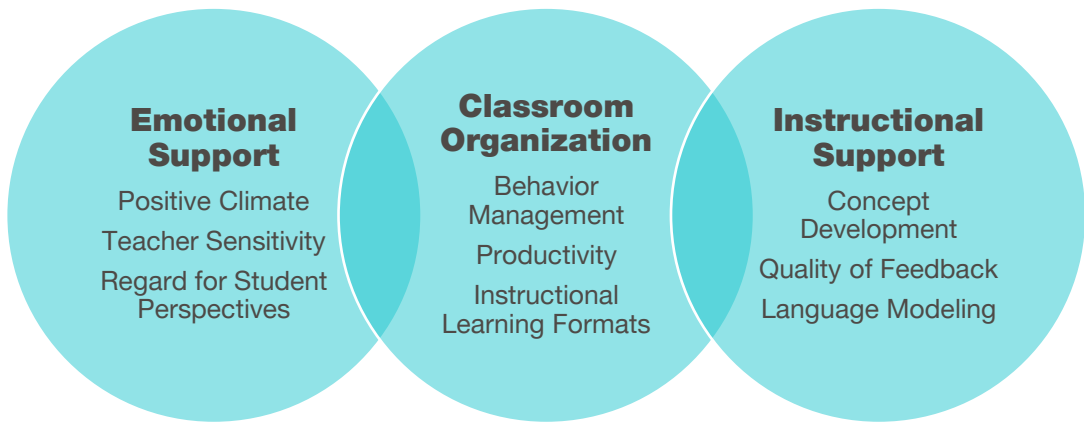


# PROGRAM OUTCOMES

## QUALITY INSTRUCTIONAL PRACTICES

**METHOD.** The Classroom Assessment Scoring System (CLASS) was used to evaluate the quality of the 13 Intensive Early Childhood preschool classrooms and 14 kindergarten and Grade 1 classrooms. This year there were nine (six were from the expanded schools of Skinner and Minne Lusa) new preschool teachers out of the 18 total teachers observed. There were two new Grade K-1 teachers out of the seven total teachers observed. Information from this assessment is shared with the individual teacher and her coach to build on his/her strengths and identify strategies to improve instructional practices.

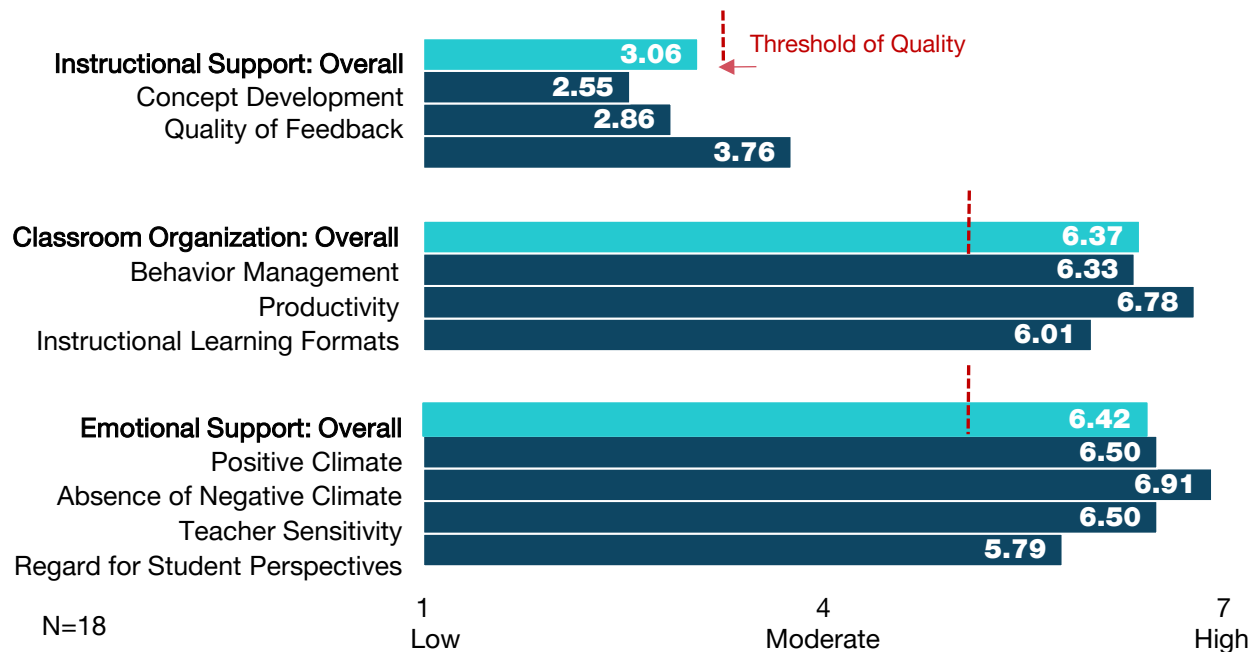
CLASS has three domains: Emotional Support, Classroom Organizational, and Instructional Support. Classrooms are rated on a one to seven scale with one to two indicated low ratings and six to seven indicating high ratings. Nationally, Instructional Support tends to be the domain with the most opportunity 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). Preschoolers in classrooms with higher quality interactions showed greater learning gains across school readiness domains, including executive functioning and early literacy (Vitiello, Bassock, Hamre, Player, & Williford, 2018).



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

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

Preschool classrooms met the threshold of quality in Classroom Organization and Emotional Support.

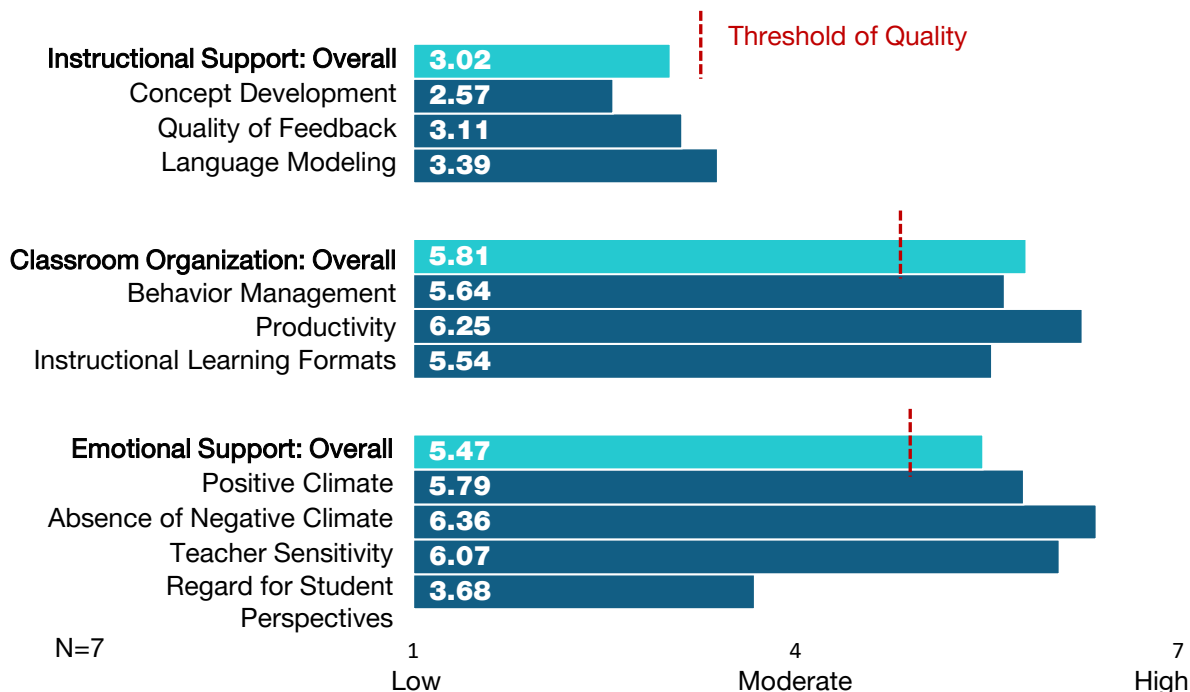


The Office of Head Start (OHS) used the Classroom Assessment Scoring System (CLASS) during its on-site reviews of grantees. Data from this report, (<https://eclkc.ohs.acf.hhs.gov/data-ongoing-monitoring/article/national-overview-grantee-class-scores-2019>), was compared to the results of the Intensive Early Childhood Partnership data. Preschool teachers demonstrated classroom practices that were at or above the top 10% of all Head Start (HS) classrooms nationally in Classroom Organization (HS=6.17) and Emotional Support (HS=6.38). They were slightly lower in Instructional Support (HS=3.45).

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

This is the fourth year of collecting CLASS data for Grades K-1 classrooms at Kellom and Conestoga. The scores for Grades K-1 classrooms exceeded research reported thresholds necessary to have an effect on student achievement in the areas of Emotional Support and Classroom Organization. These scores were within the high-quality range. For these scales, strengths were in Productivity, Absence of Negative Climate, and Teacher Sensitivity. Instructional Support was within the moderate-range of quality. In the area of Instructional Support, strengths were in Language Modeling with Concept Development rated as the lowest area.

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



## CHILD OUTCOMES

Supporting young children's development in the early years has shown to be important in laying the foundation for later academic skills. Research has shown that high-quality Head Start children had higher cognitive scores than children in low-quality Head Start or center-based care (Lee, 2019). Further, 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). In recent years the important contributions of executive functioning to school readiness have been highlighted (Blair & Razza, 2007). Researchers correlate a relationship between executive functioning and a preschooler's ability to learn in the classroom (Benson, et. al., 2013).

## PRESCHOOL DEVELOPMENTAL SKILLS

**METHOD.** Limited analyses could be performed as only fall data was collected since students were not in school during the spring data collection due to COVID-19. The following describes the children's skills as they began school.

Four areas were assessed in the fall including the areas of:

### VOCABULARY SKILLS [PEABODY PICTURE VOCABULARY TEST-IV (PPVT-IV)].

The PPVT-IV measures students' vocabulary skills. The PPVT-IV was completed at all six schools with a total of 266 students assessed.

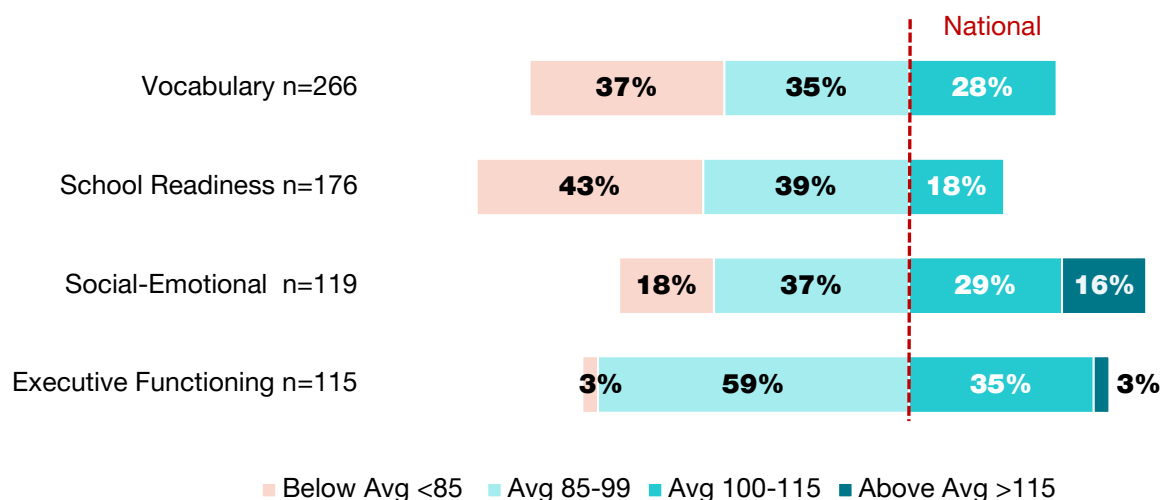
**SCHOOL READINESS SKILLS [BRACKEN SCHOOL READINESS ASSESSMENT (BSRA)].** The BSRA measures the academic readiness skills of young students in the areas of colors, letters, numbers/counting, sizes, comparisons, and shapes. BSRA was completed at four schools with a total of 176 students assessed.

**SOCIAL-EMOTIONAL SKILLS [DEVEREUX EARLY CHILDHOOD ASSESSMENT (DECA)].** This questionnaire assesses young students' social-emotional development by identifying total protective factors overall and in the areas of initiative, self-control, attachment, and behavior. The DECA was completed at two schools with a total of 119 students assessed.

**EXECUTIVE FUNCTIONING SKILLS [THE MINNESOTA EXECUTIVE FUNCTIONING SCALE (MEFS)].** Executive functioning is defined as a student's ability to control impulses that then enable them to plan, initiate, and complete activities needed for learning. This an online assessment for children two and older, was used in the fall and the spring. This assessment was completed with 115 children from two schools.

**FINDINGS.** The descriptive analyses found that the highest percentages of students scored within the average range in the areas of social-emotional development (82%) and executive functioning (97%). Social-emotional area also had the highest percentage of students performing at the mid-point of average or higher. School Readiness area had the most students that were in the below average range (43%).

STUDENTS SCORED HIGHEST IN THE AREA OF SOCIAL-EMOTIONAL DEVELOPMENT.  
Nearly half of the children were below average for School Readiness.



## Did student factors impact fall scores?

**GENDER.** Of interest was whether there were any gender differences in students' fall scores across developmental areas. The results of an ANOVA analyses found that girls scored significantly higher on vocabulary scores ( $m=94$ ) compared to boys ( $m=89$ ) [ $F(1,284)=4.661$ ;  $p=.032$ ]. Girls also scored significantly higher in social-emotional skills ( $m=52$ ) compared to boys ( $m=46$ ) [ $F(1,117)=12.478$ ;  $p=.001$ ]. Whereas, boys scored significantly higher on behavioral concerns ( $m=53$ ) compared to girls ( $m=48$ ) [ $F(1,117)=5.665$ ;  $p=.019$ ]. There were no significant gender differences in school readiness or executive functioning.

**In the fall, girls outperformed boys in vocabulary and social-emotional skills. Boys demonstrated higher behavior concerns.**

**PREVIOUS PREK EXPERIENCE.** Of interest was whether there were any differences between students who had been enrolled in IEC programs when they were three, differ from those who were newly enrolled in PreK. The results of an ANOVA analyses found that students with previous PreK experience had significantly higher scores ( $m=93$ ) than those students that were newly enrolled ( $m=87$ ) [ $F(1,182)=6.704$ ;  $p=.010$ ]. There were no significant differences in vocabulary, social-emotional, or executive functioning based on PreK experience.

**Students with previous PreK experience outperformed their peers with no previous experience in the area of school readiness.**

**RACE/ETHNICITY.** Of interest was whether there were any differences between student scores based on race and/or ethnicity. The results of the ANOVA analyses found there were no significant experience differences in any of the identified areas that were assessed including school readiness, vocabulary, social-emotional, or executive functioning.

**PARENT PARTICIPATION IN PARENT UNIVERSITY.** At all of the schools, parents had the opportunity to participate in Parent University. Seventeen percent of the parents ( $n=50$ ) engaged in Parent University courses and activities across the six schools. An analysis of variance was completed to compare the fall scores for vocabulary outcomes of children whose parents participated in Parent University to those who did not. Children whose parents participated in Parent University did not score significantly higher than other children in the classroom. These results should be interpreted with caution given the small numbers used in the analyses. It is recommended that strategies be identified that can integrate the Intensive Early Childhood Partnership and Parent University by increasing the number of parents in the targeted schools that participate in Parent University activities.



## GRADES K-1 STUDENTS' READING AND MATH SKILLS

**METHOD.** In order to assess the academic outcomes of the children whose teachers received coaching in Grades K-1, the school district assessment, the MAP® Growth™ was used. The MAP® Growth™ assessment provides data on student academic growth in the areas of Reading and Math and monitors change over time. The results are reported in the Shared Program Outcomes section in this report.



# Parent University

## STRATEGY IMPLEMENTATION

Parent University is a comprehensive, two-generational family engagement program based on research and best practices that began in February 2015 at the Learning Community Center of North Omaha. A two-generational approach allows the program to focus on the whole family while creating opportunities for addressing needs of both children and the adults in their lives simultaneously. Parent University provides individualized and center-based supports and services to families whose children are eligible to participate in the Intensive Early Childhood Partnership and families who have a child six or younger who reside in the following six elementary school attendance areas: Kellom, Conestoga, Franklin, Lothrop, Minne Lusa, and Skinner. In addition, this year the Parent University expanded its boundaries to provide services to families whose children participate in schools within the Subcouncil 2 boundaries.

## KEY COMPONENTS

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

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

**LIAISON SERVICES.** Families who need more than monthly home visitation due to multiple risk factors such as, but not limited to homelessness, history of trauma, lack of support system, and knowledge of community resources can be assigned a Family Liaison through a partnership with Lutheran Family Services of Nebraska, Inc. Family Liaisons offer additional case management to families and serve as a liaison between Parent University, the child's school, and the family. Family Liaisons have the capacity to meet with families weekly until the immediate needs are met.

**HOME VISITATIONS & GOAL SETTING.** Navigators and Family Liaisons visit participants' homes to communicate with parents, conduct formal and informal needs assessments, connect parents with resources, model supportive learning activities, coach



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

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

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

**LIFE SKILLS AND WELLNESS.** Parent University partner organizations provide courses to strengthen family self-sufficiency in areas like adult basic education, ESL, and employment skills. This major contributes to stability so that families can support their students. New this year is a pilot program with Metropolitan Community College whereby parents receive training in facilities management with a guaranteed interview in this field upon successful completion for jobs with a starting wage ranging from \$17.00-23.00/hr.

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

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

While parents attend courses at the center, Parent University offers year-round child learning activities for the children focusing on the domains of early childhood development within two child learning rooms onsite. Based on feedback from parents the previous year Parent University began offering more courses in Spanish and implemented online courses prior to the pandemic. Therefore, courses were able to fully transition to a remote learning platform beginning March 2020.

DEMOGRAPHICS

A total of 248 parents were enrolled in Parent University, which was a similar number of participants from the previous year. There were more females (68%) than males (32%). The majority (93%) of the parents represent racial and ethnic diversity. Most of the parents were Black (53%) or Hispanic (30%). Most of the parents (61%) were employed either part (11%) or full time (50%). More than half of the parents had either less than a high school degree (44%) or a high school diploma (23%). The remainder of the parents had some college (18%) or a college degree (10%). The families had 470 children of which 271 were within the target age range (birth through Grade 3) for the program. Fifteen percent (15%) of the children were enrolled in one or more of the Intensive Early Childhood preschool programs.

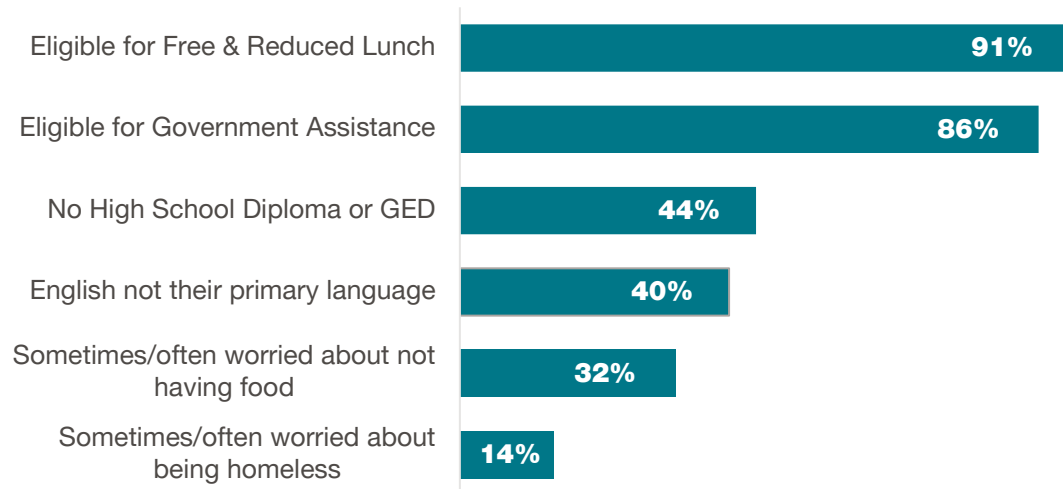
THE PARENTS SERVED WERE RACIALLY AND ETHNICALLY DIVERSE.



Parents in the program reported facing a number of challenges. Many parents (86%) accessed some type of government assistance (e.g., SNAP, Medicaid, WIC, TANF, and Title XX). Ninety-one percent (91%) had students who qualified for Free and/or Reduced Lunch. Food insecurity (worried about having adequate food for the family) (32%) or ran out of food (24%). Homelessness was of concern for many families with 14% worried about being homeless and 11% indicating they had been homeless during the past year. Over a third (40%) of the parents' home language was not English. Many (44%) did not have a high school diploma. The challenges that many families face point to the complexity of the lives of the parents in Parent University and provide a context for interpreting the results of this report.



#### PARENTS FACE MANY CHALLENGES.



N=178

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

Families wanting additional support were provided the support of a family liaison. They partner with families to set and achieve goals identified by the family. A total of 110 parents received this support and developed a service plan that helped the family in gaining stability while supporting the child's academic success. The 228 goals reflected on service plans were related to the majors within Parent University: School Success (38%), Life Skills and Wellness (45%), Parenting (13%) and Leadership (4%). High percentages of parents were continuing to work towards their goals with 46% having maintained progress, made progress towards goals (13%), or achieved their goal (13%). Only a small percentage regressed (10%) towards accomplishing their goals.

## FAMILY OUTCOMES

### FAMILY PROTECTIVE FACTORS

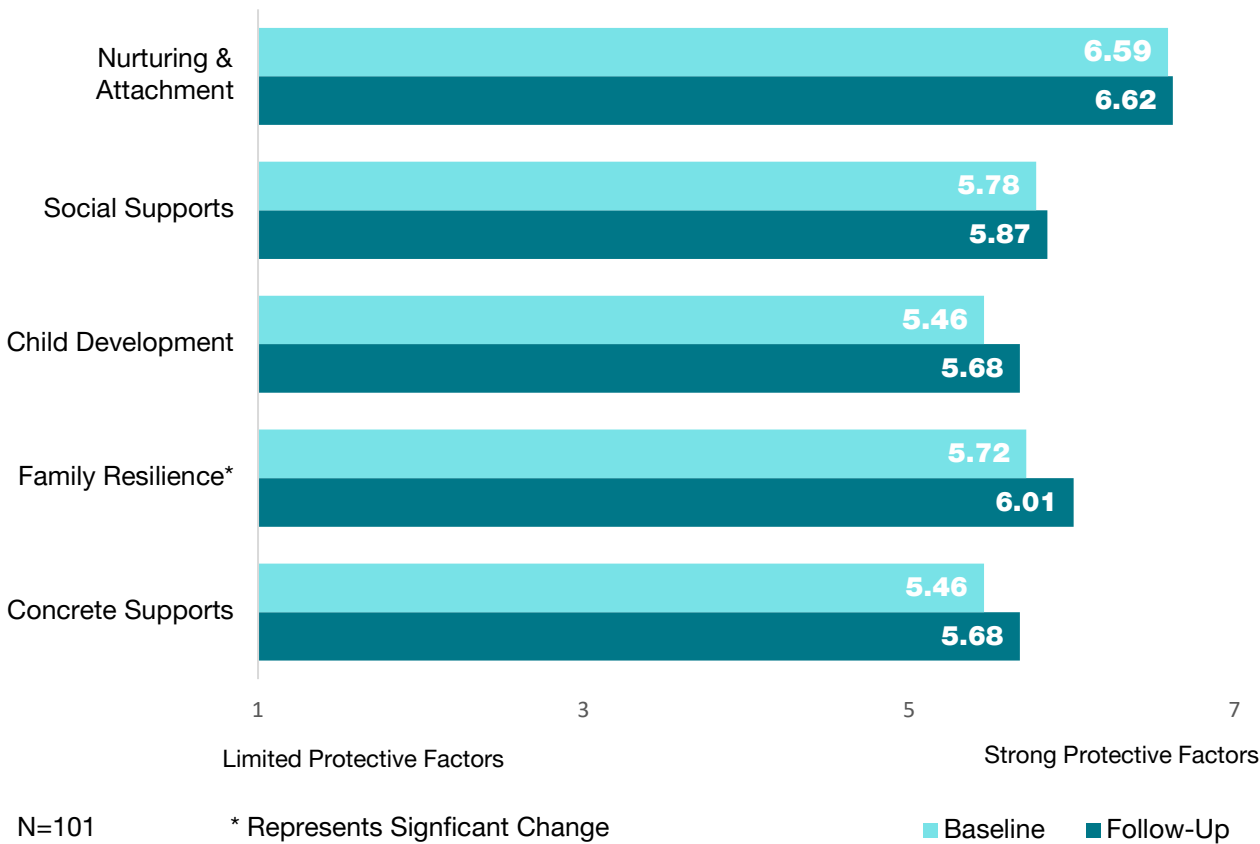
Protective factors are strengths that help buffer and support families who may face challenges. These attributes mitigate risk and promote healthy development and well-being.

**METHOD.** The adoption of a strengths-based prevention model embracing protective factors is considered an important approach to prevent child abuse (Langford, J., & Harper-Browne, C., in press). In order to assess family protective factors, participants completed the FRIENDS Protective Factors Survey (PFS), a broad measure of family well-being, at intake and every six months thereafter during home visits with assigned navigators and liaisons. The survey assesses five areas: Family Resiliency, Social Supports, Concrete Supports, Child Development Knowledge, and Nurturing and Attachment. One-hundred and one (101) families completed the PFS at baseline and follow-up. The PFS is based on a 7-point scale with 7 indicating strong protective factors.

**FINDINGS.** The results found that parents’ attachment skills were the highest rated area. Other areas that were in the strengths range were Family Resilience (e.g., ability to openly share experience to solve and manage problems) and Social Support. All of the areas were in the strong protective factors range. Paired t-test analyses were completed to determine if there were significant changes over time. There was a significant improvement in parents’ Family Resilience over time [t(99)= -2.407; *p*=.018), *d*=0.240)] with the effect size suggesting small meaningful change in these areas.

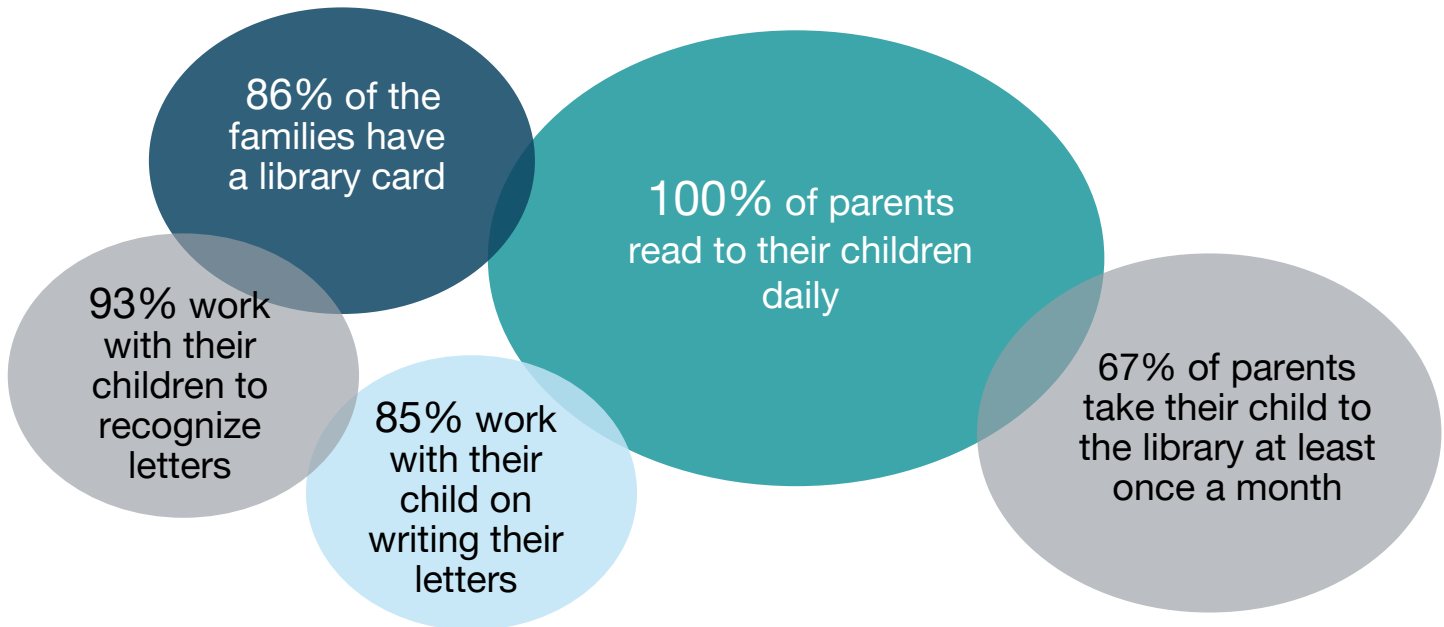
PARENTS DEMONSTRATED STRONG PROTECTIVE FACTORS ACROSS THE MAJORITY OF THE AREAS.

There were significant improvements in Family Resilience.



## How did parents support their child's literacy skills?

**DAILY LITERACY ACTIVITIES.** Parents (n=184) reported many positive ways that they interacted with their child to support learning. Data was analyzed by reporting parents' activities after they had been in the program for six months or longer. The results found that 100% of parents read to their children daily and participated in a variety of other literacy promoting activities with their children. There were improvements in all areas over time. At baseline only 41% of the parents visited the library once a month (26% increase) and only 55% had a library card (31% increase).



**READYROSIE.** ReadyRosie, a comprehensive family engagement resource, uses video modeling to build school family partnerships to promote school readiness. The ReadyRosie Active Family Engagement System is built on the premise that *“every child can be ready to learn when schools and families work together.”* ReadyRosie’s Modeled Moment videos are the core of the ReadyRosie program and provides resources to support programs. The Parent University enrolled families into ReadyRosie. A weekly video playlist was sent to families via text or e-mail. Parent University staff supported the family’s use of these video learning opportunities that focused on health and well-being, language and literacy, math and reasoning, and social-emotional learning for children from birth to age 8. Videos were available in English and Spanish. A total of 98 parents at Parent University viewed over 1,083 ReadyRosie video clips over the course of the year. This resource was very useful to parents during the pandemic.

**PARENT-CHILD INTERACTION.** The Keys to Interactive Parenting Scale (KIPS™) measures parenting behaviors across three areas: Building Relationships, Promoting Learning, and Supporting Confidence, based on a videotape of a parent playing with his or her child. Scores are based on a 5-point scale with 5 being high-quality. A program goal is scores of 3.5 or above. Scores for the parents participating at LCCNO are included in the Shared Program Outcomes section of the report.

## FAMILY EDUCATION

### What are the educational hopes for their children?

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

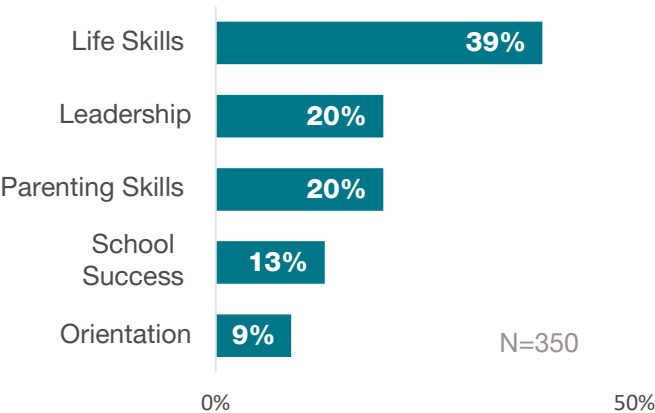
PARENTS HAVE A RANGE OF GOALS FOR THEIR CHILDREN'S FUTURE.  
Most parents hope their child obtains a bachelor's or graduate degree.



## COURSE PARTICIPATION

Program staff tracked parents’ participation in the 23 courses that were offered this past year with many being offered more than one time. These courses represented different topics, each of which was aligned with four primary majors of Parent University. Life Skills and Wellness courses had the highest enrollment. Throughout the year, many parents enrolled in more than one course. Across the 23 courses, 350 participants (duplicated count) were enrolled in courses. The courses with the highest participation were GED and ELL classes, Parent University Orientation, and Computer Skills. Completion status was completed on 280 participants. Of these participants, 28% either withdrew or cancelled their enrollment. Of the 203 that completed courses, 85% satisfactorily completed the class.

MOST PARENTS PARTICIPATED IN COURSES RELATED TO LIFE SKILLS AND LEADERSHIP.  
Fewer participated in courses related to Orientation or School Success.





## CIRCLE OF SECURITY™-PARENTING (COS-P)



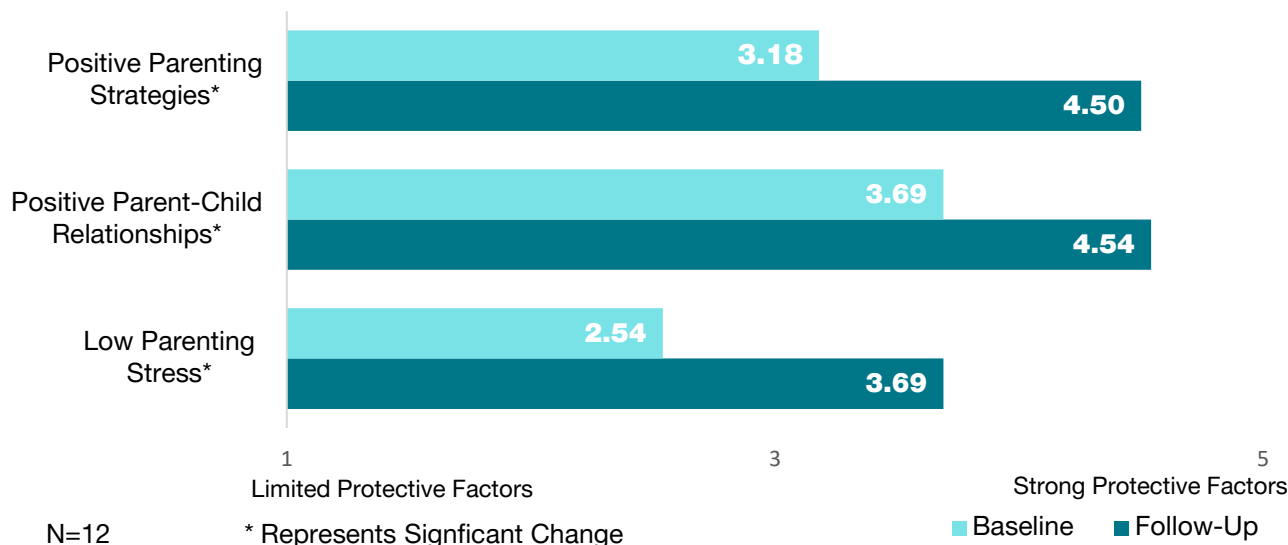
Circle of Security™-Parenting is an 8-week parenting program based on years of research about how to build strong attachment relationships between parent and child. It is designed to help parents learn how to respond to child needs in a way that enhances the attachment between parent and child. It is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

COS-P was another core parenting course provided at Parent University. A total of 19 participants enrolled across the three COS-P courses. One of the courses was offered in Spanish.

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

**FINDINGS.** A paired t-test analysis was completed to evaluate participants' perception by the end of the COS-P series across the program identified outcomes. There were positive significant differences found between scores at the beginning of the group and scores at the groups' conclusion in all three areas including parenting skills [ $t(11) = -6.417; p > .001, d = 1.852$ ], low stress [ $t(11) = -2.56; p = .025; d = 0.947$ ], and positive relationships with their children [ $t(11) = -3.395; p = .005, d = 0.941$ ]. These positive results represent strong meaningful change. The greatest gains were in the area of parenting skills.

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



### How did Parent University benefit parents' own education?

Parents were provided with opportunities to enroll in either English as a Second Language courses (ESL) or GED courses. Fifty-two parents participated in one of these two options, ELL (36) and GED (16). These numbers more than doubled the number of parents that were in formal education classes last year. The BEST assessment was used to assess their English proficiency. A total of 18 students completed a second assessment.

Most ESL students increased one or more levels on the BEST assessment, suggesting improvement of English skills. About one-third (31%) of the parents at post-testing met criteria to successfully graduate out of ESL and enroll into GED.

Mid-year English language skills for listening and reading were assessed using the CASAS® as a replacement for BEST Plus. CASAS® is the nationally recognized assessment for English Learners and it is aligned with the English curriculum used at the center. Only baseline data was obtained this year, so it was not included in this report but will be reported in future years.

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



The Test of Adult Basic Education was used to complete the follow-up assessment of 11 parents' math, reading, or language skills who were enrolled in GED classes. The majority (60%) of the families increased at least one level in Math. Fewer (27%) gained a level in Reading or Language (33%).

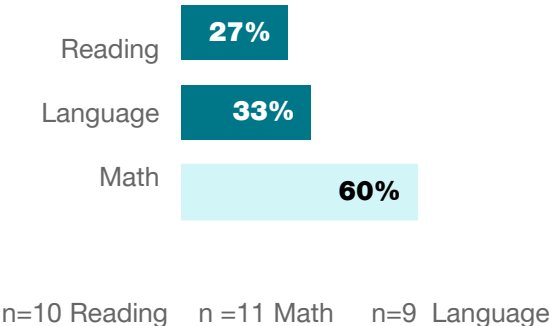
**How did participation in Parent University support parents' financial literacy?**

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

Four cohorts of parents for a total of 31 participated in the 10-week course offered at Parent University. Twelve months after graduation from the course, 52% of the 31 graduate parents completed a follow-up survey and the following outcomes were reported:

- An average 36% decrease in debt to income ratio
- An average increase in income of \$1,044
- An average decrease in bill reduction of \$980 per month
- An average increase in assets of \$10,709

MAJORITY OF STUDENTS IN GED CLASSES PASSED ONE OR MORE LEVELS IN MATH. Fewer students made gains in Reading and Language.

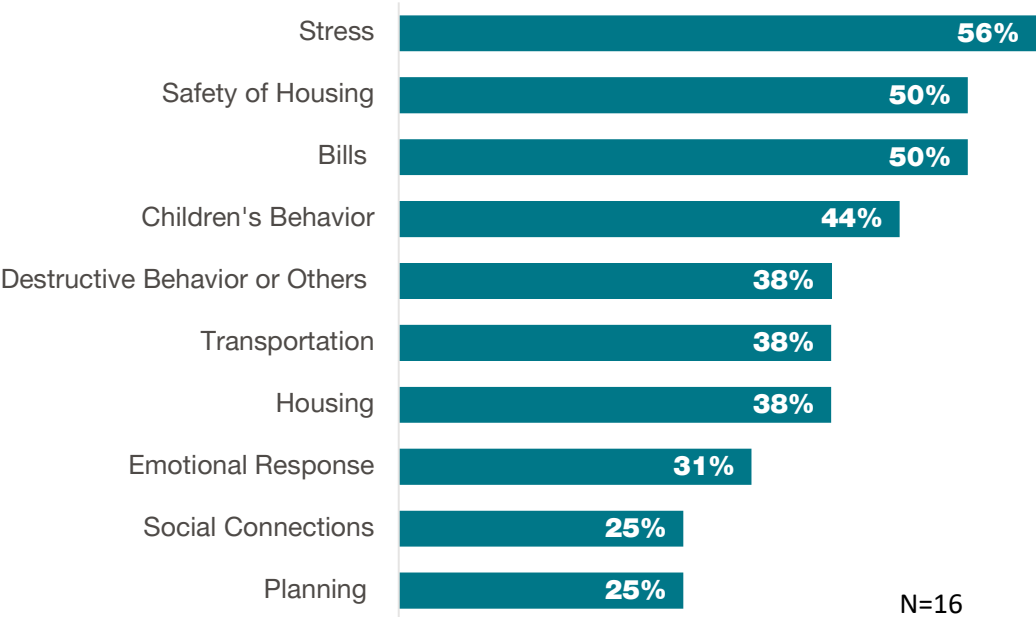


**Parents' participation in Bridges Out of Poverty course improved their financial stability.**



Many parents reported increased stability in multiple areas. These results suggest improved economic and social stability for their families.

MANY PARENTS REPORTED INCREASED STABILITY.  
The highest percent of parents demonstrated stability in stress, safety, and bills.



# FAMILY ENGAGEMENT OUTCOMES SCHOOL ENGAGEMENT RESULTS

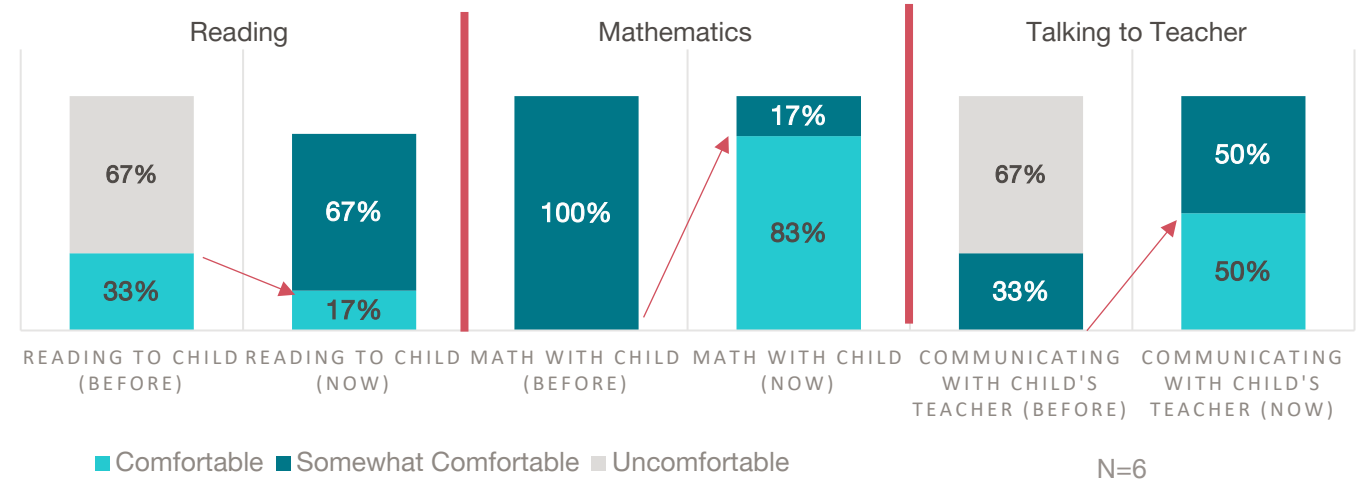
Parents showed marked increases in their levels of feeling comfortable engaging their children with math from entrance into the program to the present after participation in ELL classes. The percent of participants feeling comfortable decreased from 33% to 17% for reading (although somewhat comfortable increased) and 0% to 83% for math. Additionally, parents reported feeling more comfortable communicating with their child’s teacher and the school, from 0% comfortable to 50% comfortable.

Participants were asked about their engagement both with English-only speakers and within the community. Participants reported more interactions both within their communities and with English-only speakers. The percentage of participants feeling comfortable talking with people who only speak English increased from 0% to 67%, while the percentage of participants who felt comfortable interacting with community members increased from 0% to 83%).

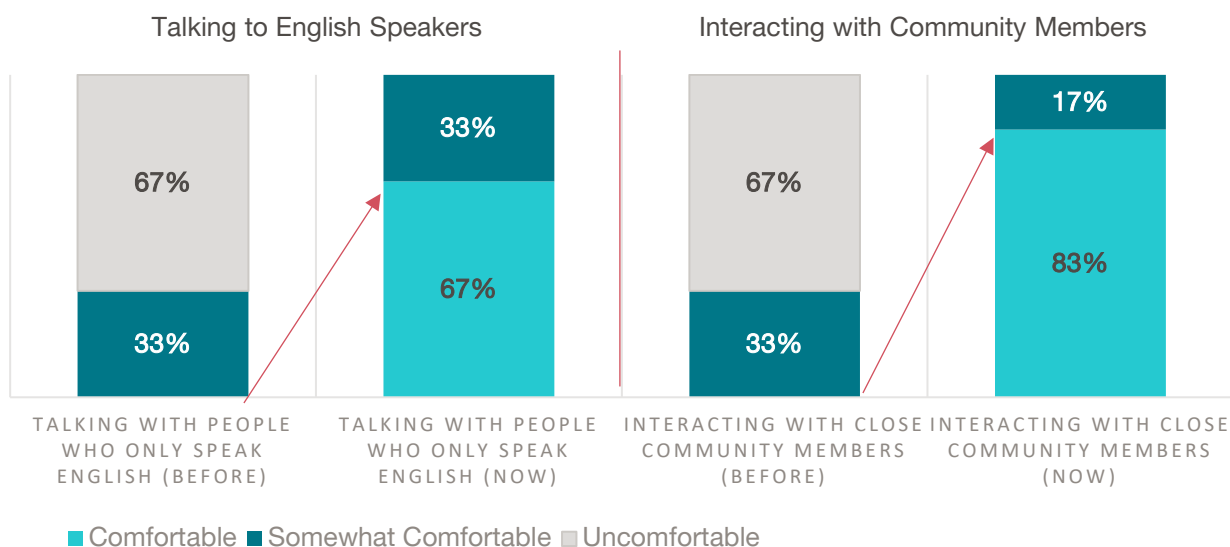
**“I am in the GED class now. My oldest daughter is in fifth grade right now. Before, she would speak to me about fractions and things and I would not understand a lot because I did not have a lot of practice with them and I did not know how to help her. But now, when she asks me, I know how to help her because I am in this class and I feel more confident and I know how to do it and how to answer the question.”**

**-parent at LCCNO**

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



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



N=6

## STUDENT OUTCOMES

### PARENTS IN PARENT UNIVERSITY: STUDENTS (GRADES K-5) READING AND MATH SKILLS

**METHOD.** In order to assess the academic outcomes of the children whose teachers received coaching in Grades K-1, the school district assessment, the MAP® Growth™ was used. The MAP® Growth™ assessment provides data on student academic growth in the areas of Reading and Math and monitors change over time. The results are reported in the Shared Program Outcomes section in this report.

## COMMUNITY OF PRACTICE USE OF DATA

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

### What were parents' experiences in Parent University?

A total of 10 parents (their primary home language was Spanish) who were enrolled in the English classes and six parents who had enrolled in other Parent University courses participated in one



of two focus groups to gather their input on how Parent University was working for them and to identify their recommendations for improvement.

## KEY FINDINGS

**EDUCATIONAL NAVIGATORS ARE A HELPFUL RESOURCE.** Parents reported that the educational navigator/family liaison has been very helpful to them. As one parent indicated, “They help us a lot. They give us so much information or they recommend new resources for us to take...I have only been here a little while, but I like the way they guide you.” Having set goals was helpful, and the family liaisons motivated them so that they “don’t go backwards.”

**COURSES HAVE HELPED PARENTS GAIN NEW SKILLS.** All of the parents reported that they have learned so much in their classes. Parents in the ELL classes described how they have learned new skills. Parents who participated in other classes noted several benefits. One parent commented on how the “The classes have helped me financially, and I have improved my well-being.”

**GROWTH IN PARENTS’ SKILLS HELPS THEIR CHILDREN.** Because of the work that parents do in their ELL classes, “I have been able to help my kids more.” Many reported how they can now better support their children with their homework and talk with their child’s teacher with more confidence. Many commented how the library at Parent University was a good resource for their family. As one parent commented, “Today I check out books, even if it’s to read to my little one or to show them pictures.”

Not only has it helped them support their children at school, several parents described how it has helped their relationship with their children. “It has had an impact and a big change in my life. It has helped me to build a more healthy and fortified relationship with my children and I can say I am delighted.” Another described that the parenting classes have taught her patience and how to better interact with her children, helping them be more responsible. She commented that especially being home 24/7 (due to COVID-19), it has lessened her stress.

**WHAT’S NEXT?** Many of the parents would like to expand the classes they take to learn a skill to get a future job or enhance the one that they currently have. Other class suggestions were classes on cooking reasonably priced and healthy meals, additional financial classes, and first-aid classes. Several commented that they would like more classes available in Spanish. Other families talked about classes that would help them better advocate for their children at their schools, so that parents know they can have a voice. Several parents suggested that there needs to be better recruitment of parents, so more parents can take advantage of participating in Parent University.

## RECOMMENDATIONS

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

# Childcare Director Training

## STRATEGY IMPLEMENTATION

In partnership with the Nebraska Early Childhood Collaborative, the Learning Community Center of North Omaha offers training and coaching services to center directors. The goal of the Child Care Director Training program is to work closely with home- and center-based childcare directors to enhance their skills, provide a sustainable professional development system for staff and ultimately improve the quality of care and education for the children. The program is a relationship and strength-based approach which uses reflective practices based on the National Center of Quality Teaching and Learning Model. Research has demonstrated the importance of director education as a strong predictor of gains in children's math skills (Hong, et al., 2019). This finding was related to their role in establishing the climate, curriculum selection and supervisor role of staff (Advisory Committee for Head Start Evaluation & Research, 2012).

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

The program provides an opportunity for directors to meet every two weeks throughout the school year for training. Beginning in April of 2020, virtual training sessions were offered in response to the COVID-19 pandemic shutdowns. After the training, each director receives coaching to assist in implementing best practices covered in training. Each director identifies a teacher that the director would be responsible for coaching. The second two-year cohort began in the fall of 2018. A total of 14 training opportunities (10 in-person, 4 virtual) were provided for directors. On average, directors attended a total of 6 trainings (max attended=13, min attended = 3). In addition to group training sessions, directors have the opportunity to meet with their coaches one-on-one for a maximum total of 20 direct coaching hours. Directors received an average of eight direct coaching hours (min hours received= 4, max hours received=17) provided by their assigned coach over the course of the 2019-2020 school year. The average direct coaching hours from the 2018-2019 (average 5 hours) school year to the 2019-2020 school year increased by 3 hours.



## DEMOGRAPHICS

Eight community childcare directors participated in this project during the 2019-2020 school year. Over half of the directors have some college, with two directors having a bachelor's degree (Business and Early Childhood Education), and two directors with graduate degrees (Education and Criminal Justice). Most serve infants through school age children. These eight centers serve, on average, 76 children with 84% of children served participating in the Nebraska Child Care Subsidy Program. The highest percentage of children served was children birth to age 3 (37%), followed by preschool (32%), and school-aged children (31%).

## OUTCOMES

### QUALITY INSTRUCTIONAL PRACTICES

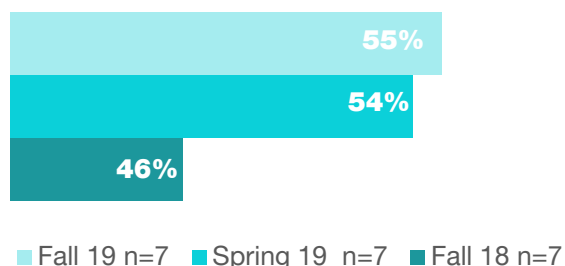
**METHOD.** Each center director identified one classroom that received training and coaching as part of this program and served as an evaluation source for the program. The *Teaching Pyramid Observation Tool Research Edition (TPOT-R)* was typically used in this project to measure the quality of the classroom instruction at two points in time. However, due to the COVID-19 pandemic the measure was collected only once during the 2019-2020 school year and was used to inform practice. These tools were developed to measure the implementation of Pyramid Model strategies and focus on four areas of teacher practices: nurturing responsive relationships, creating supportive environments, providing targeted social-emotional supports, and utilizing individualized interventions. Practices measured in the Key Practices scale include building warm relationships with children, utilizing preventative strategies such as posting a picture schedule and structuring transitions, teaching social-emotional skills, and individualizing strategies for children with behavior challenges. Red flags measure negative practices such as chaotic transitions, children not engaged in the classroom activities, children running through open spaces, and harsh voice tone.



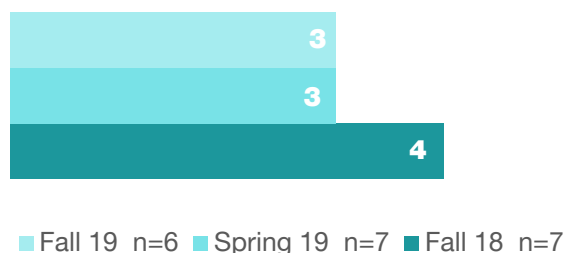
### QUALITY INSTRUCTIONAL PRACTICES

**FINDINGS.** Due to staff turnover, six of the eight participating childcare classrooms were evaluated by trained raters. Results found that classrooms demonstrated improvement from the spring of 2019 to the fall of 2019. At the baseline observation in the fall of 2018, the preschool classrooms had on average 46% of Key Practices in place, which improved to 55% by fall of 2019. The number of red flags from spring of 2019 to the fall of 2019 did not change. At 2018 baseline, there were on average four red flags in place, which decreased to three.

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



TEACHERS MAINTAINED THE NUMBER OF RED FLAGS IN THEIR CLASSROOMS FROM SPRING 2019 TO FALL 2019.



## CHILDCARE WORKPLACE ENVIRONMENT

**METHOD.** Staff at each childcare center were asked to complete an environmental survey that reflected the climate of their childcare center. The survey's key environmental components included: human resources (e.g., promotions, salaries); relationships (e.g., trust morale); climate (e.g., well-organized, encouraged to be creative); and infrastructure (e.g., common vision; agreement on educational objectives). The key components were rated on a five-point scale, ranging from Never (0) to Always (5). This survey was completed in the fall of 2019 and due to the pandemic, a spring workplace survey was not collected. The survey was collected in the fall of 2018 and the spring of 2019.

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

**FINDINGS.** The results of the survey found that staff rated workplace environment positively with 4.22 (n=32) as the average score across centers. Results from the survey at each time point found the ratings were similar across time (spring 2019 n=43, mean=4.09; fall 2018: n=53, mean=3.88), but did minimally increase. Staff described their centers as being friendly, loving, and warm. Identified strengths included: caring and dedicated staff, program diversity, teamwork, and the creation of a family-like environment. The directors and other team members were viewed as valuable resources within centers. Areas that they saw as needing improvement were to increase center staff communication, provide more opportunities for team building, and to increase the amount of available resources-classroom materials, teaching/support staff, and education/training.

### What did childcare directors and coaches think about the Child Care Director Training program?

Program stakeholders were asked to participate in focus groups to capture their experience with the training and coaching process. The following represents the key findings from the feedback from the coaches and childcare directors.



## **THE TRAINING PROGRAM PROVIDED OPPORTUNITIES FOR SUPPORT AND RESOURCES.**

Directors commented on the amount of knowledge in the group from the facilitator, coaches, and other directors. The directors appreciated the information and resources provided by the program, as well as the opportunities for learning and discussion amongst the group. While they found the facilitator to be knowledgeable and engaging, the directors indicated that they would have liked to have had guest speakers and heard more from the coaches in terms of leading group trainings. The coaches also reported the facilitator to be a strength of the coaching program in terms of providing information and resources. “We’ve (coaches) got a lot of collective experience coming in from a lot of different places and the facilitator does a good job of tying everything together.”

**“There is a lot of knowledge in the room and a lot of education - everybody knows different things and you can bounce ideas off of each other.”**

**-childcare director**

**SOCIAL-EMOTIONAL AND ZONING WERE VALUABLE COACHING TOPICS.** The majority of directors indicated social-emotional topics were beneficial topics for themselves, their teachers, and most importantly their children. “Social-emotional skills are a huge component for the whole childcare. When you have some children, who struggle with social-emotional skills your whole program can be chaotic. The kindness jar was a popular activity helped staff recognize the positive things children were doing “help see kids for kids.” Directors reported that zoning helped staff give children a choice in what activity they wanted to do and helped children feel important.

## **THE COACHING RELATIONSHIP IS IMPORTANT TO BUY-IN AND ENGAGEMENT.**

Feedback from directors regarding their coaching experiences over the course of the year revealed how important the relationship is to program buy-in. Some directors experienced shifts in coaches and had to begin relationship building again which decreased their participation and engagement with the program. A few directors reported that their coaches were not meeting their needs in regard to what is going on in their center and wanted to know who was holding the coaches accountable for carrying out activities. Some directors indicated that their coach was a good source of information and provided support to help them and their staff understand that there are better ways of learning. “Our teachers have learned so much from our coach and I am really proud to say that.”

## **MULTIPLE LONG-TERM PROFESSIONAL DEVELOPMENT PROJECTS CREATE CONFUSION AND BURNOUT.**

A number of the directors involved in the training are involved with a variety of trainings and projects that include the same coaches and facilitator, some directors indicated that the information provided in the training was a “regurgitation of information” from other trainings. Coaches reported that “They are doing all of these other things (trainings, PD) and it feels like there are relationship challenges because there are so many cooks in the kitchen.” In addition, directors reported short-staffing, timing of meetings, and number of



meetings per month made it difficult to attend. “Everything is very time consuming with training and coaching, then training/coaching staff, and dealing with management and licensing.”

### **HANDS-ON ACTIVITIES AND MODELING.**

Feedback from directors regarding training activities were positive and they appreciated having tools to take back to use with their staff. Coaches indicated that adjusting the training format from lecture style to hands-on learning during this year was beneficial for directors. Directors did report that they would like to have coaches model some of the topics and behaviors discussed in their centers because hearing and seeing the information in action are two different things.

### **How were childcare directors proceeding with Step Up to Quality (SU2Q)?**

One of the goals of the project was to have directors enrolled in SU2Q, a statewide quality rating and improvement system that supports the quality of childcare programs in Nebraska. Seven of the eight centers signed up for SU2Q. At enrollment most centers will start at STEP 1, which provides centers a core set of training. At the end of the first year of participation, 55% of the centers were at Step 1, 22% at Step 2 and 11% at Step 4. One center did not sign up for SU2Q. At the end of the second year, six of the eight childcare centers participated in SU2Q. The majority of childcare centers were on Step 1 (33%) and Step 2 (33%), and fewer sites were on Step 3 (17%) and Step 4 (17%). Even though few sites were on Steps 3 and 4, sites did experience growth from Step 1 to 2 and Step 2 to 3.

## **RECOMMENDATIONS**

The overall recommendation was to increase the degree of individualization and support to make the training program objectives more applicable and to better meet the needs of participating centers. Expanding focus to include topics on trauma, diversity, and needs unique to the community would be beneficial.

Expanding training topic to include more information on infants and toddlers, in addition to the preschool age group across a variety of childcare arrangements may be helpful to director understanding. It is recommended that input from directors regarding needs and interests of programs be identified to increase attendance at trainings and increase the number of coaching sessions onsite.

**“When people’s needs aren’t met, they aren’t going to continue to engage. I never felt there was a point in time I could go to my coach about things going on in the center and say this is what is going on what do you think we should do. ”**

**-childcare director**

# Future Teacher Clinical Training

## STRATEGY IMPLEMENTATION

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

A goal of the program is to increase the number of early childhood teachers to address the shortage in the field. An additional goal is to provide a curriculum that supports teachers to gain skills in working with diverse populations of children and families.

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

## DEMOGRAPHICS

During the 2019-2020 school year, MCC had a total of 63 students that were enrolled in 11 early childhood courses. Of the 73 (2016-2019) graduates, 83.3% are currently working in the Early Childhood Education field.

## OUTCOMES

**METHOD.** Evaluation of this strategy included tracking graduates' short- and long-term education outcomes and a Qualtrics survey with recent graduates of MCC Early Childhood program who attended at least one early childhood class at LCCNO.

**FINDINGS.** A goal of the program is to increase the number of early childhood teachers to address the shortage in the field. An additional goal is to provide a curriculum that supports teachers to gain skills in working with diverse populations of children and families. MCC Early Childhood program addressed the shortage of teachers by graduating 15 students with Early Childhood associate's degrees and 1 student with an Early Childhood Certificate. Of these graduates, five students had all attended at least one early childhood class at LCCNO during their program.

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 17 students since graduating in 2016-2019 that have enrolled in a 4-year institution. The majority of those have enrolled at University of Nebraska at Kearney (40%), Bellevue University (18%) or University of Nebraska at Omaha (24%). Other schools have included Creighton University (6%), Buena Vista (6%), and Capella (6%).

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

Recent graduates of students enrolled in MCC Early Childhood classes at LCCNO were invited to participate in an online survey to capture their experience with the technology and instruction at LCCNO. The following represents the key findings from the feedback from recent graduates of MCC, who attended at least one early childhood class at LCCNO during their program. Respondents included students who graduated in the fall of 2019 (n=1) and the spring of 2020 (n=2).

### **TECHNOLOGY AND UNDERSTANDING OF EARLY CHILDHOOD CLASSROOM PRACTICES.**

Few students (33%) strongly agreed that the on-site classroom technology provided a real-world view of an early childhood classroom, enhanced their classroom learning experience, and benefited their understanding of early childhood classroom practices. Focus group data from the previous year indicated that some technology issues may have diminished some of the potential benefits of the real-time classroom technology. The majority of recent graduates (67%) somewhat agreed that they would recommend classes at LCCNO to other MCC early childhood students. Recent graduates (67%) strongly agreed to being motivated to work or continue working in the early childhood field, and 33% indicated that they were currently looking for work in the early childhood field.

### **FINANCES ARE A BARRIER TO CONTINUING EDUCATION.**

Results were mixed on whether students were prepared to continue their education. The majority (67%) somewhat agreed to being motivated to continue their education and 33% of students strongly disagreed that they understood the options available to them to continue their education. The majority of students (67%) were aware of the partnership between MCC and Creighton to continue their education, but cost and class times prohibited them from applying to the Creighton A+B program.

## **RECOMMENDATIONS**

MCC and LCCNO have implemented an innovative clinical approach for student training that was viewed somewhat favorably by students. Long-term outcomes are needed to determine if these experiences increase the number of students who both feel more prepared to work with children in poverty, as well as work in early childhood settings in the areas surrounding LCCNO and LCCSO. Students would benefit from more information regarding available avenues to continue their education.



# FAMILY LEARNING

LEARNING  
COMMUNITY  
CENTER OF  
SOUTH OMAHA



# Family Learning Program

The Family Learning program at the Learning Community Center of South Omaha (LCCSO) is a comprehensive program based on national models and best practices from the two-generational learning approach. The center-based program originated in 2012 as a collaborative effort between the Learning Community of Douglas and Sarpy Counties and OneWorld Community Health Centers. In 2015, three consecutive years of strong outcomes led to a partnership with Omaha Public Schools. Families participated an average of seven hours per week during the academic school year and throughout much of the summer. Families enrolled in the program participated in its five components:

## ADULT EDUCATION FOR PARENTS

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

**WORKFORCE DEVELOPMENT & GED.** A parent's level of educational attainment is a strong predictor of a child's educational success. The goal of Adult Education for parents is to increase a parent's literacy in ways that will have positive effects on a family's economic well-being. During this past year, in partnership with Metro Community College, the program offered Workforce Development courses for parents in the program who spoke high levels of English. This offering included up to three certificates including Work Ethics Proficiency, National Career Readiness, and Customer Service, as well as interview skill-building and resume development. Additionally, one cohort of parents was also able to participate in GED classes at the center for six hours each week. A bilingual ESL instructor provided language supports to parents as needed.

This year the program also offered GED and workforce certificate programs in partnership with Metropolitan Community College. Classes were provided to graduates of the program as well as those with strong English language skills. The goal of the classes is to help stabilize and support families through the 2 Generational workforce and secondary education strategy.

## EDUCATIONAL NAVIGATORS & HOME VISITS

The center employs navigators who serve as personal parent advocates. They help families gain better understandings of the public school system, community resources, child development, and learning strategies. Building strong relationships with participants is key. This ensures



effective individualized education and support using a research-based home visiting/parenting curriculum, Growing Great Kids/Growing Great Families®.

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

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

**NAVIGATOR HOME VISITATION**

- Conduct informal needs assessments
- Connect parents with resources
- Model supportive learning activities
- Coach parenting skills
- Respond to specific needs and concerns

**PARENT WORKSHOPS**

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

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

**INTERACTIVE PARENT/CHILD ACTIVITIES**

Interactive parent/child activities allow parents opportunities to practice new parenting strategies while learning together with their children. This, in turn, promotes positive parent/child

**Sample Parent Classes and Workshops**

*Facilitated by Partners*

- Circle of Security® (Child Saving Institute)
- Money Management (First National Bank)
- Domestic Violence Prevention (Women’s Center for Advancement)
- How to Support Your Struggling Child (PTI Nebraska)

*Facilitated by Staff*

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

interactions. Family-focused activities are planned and implemented either by program staff or partner organizations.

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

Parents also participate in College Preparation for Families (offered in collaboration with the University of Nebraska at Omaha's College of Education, Health and Human Services). The goal is for children and families to gain a better understanding of college systems in the United States and to teach families how they can plan for the future. Other enrichment programs include: Prime Time Family Reading Time®, String Sprouts® (Omaha Conservatory of Music), and Opera Omaha's family programming.

## **CHILD LEARNING ACTIVITIES**

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

In addition to the primary components, support services were provided for families struggling with significant needs through a family liaison. A family liaison offered crisis intervention and helped families resolve challenges, access free or affordable community resources, and ensure that basic needs are met. They also work with families one-on-one to move forward with educational and vocational goals.

## **DEMOGRAPHICS**

In 2019-2020, the Family Learning Program served 307 families and 528 students (472 target students, birth to 8). Of the families served, 251 were enrolled in the comprehensive program while 56 families participated in the auxiliary program. Of the families attending the Family Learning Program, 77% needed child care to attend programming, 81% reported that their students qualified for free-reduced lunch.

## **OUTCOMES**

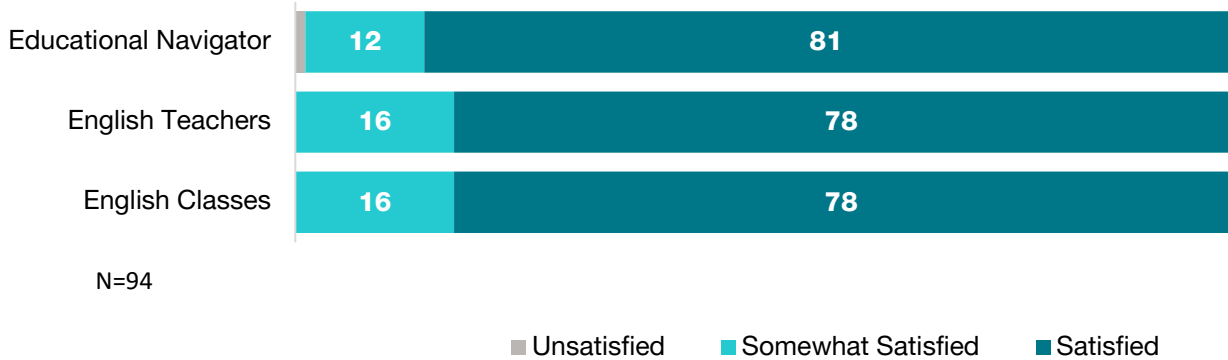
### **QUALITY OF PROGRAMMING**

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

**FOCUS GROUP RESULTS.** Multiple focus groups were conducted in 2020 to allow participants (N=94) who had been with the program for six months or longer the opportunity to voice their experiences and thoughts. Questions were broad in nature and asked about the participants’ overall experience with the program, satisfaction levels with multiple facets of the program (navigators, parenting classes, resources, English classes) and ideas for improvements to the program.

**SATISFACTION RESULTS.** Participants reported high levels of satisfaction with all components of the programming. All of the participants reported being at least somewhat satisfied with English classes and with their English teachers. Less than one percent of the participants reported being unsatisfied with the services provided by an Educational Navigator. Overall, participants were pleased with the programming offered. These are results are consistent with the results from 2018-2019. One participant’s remarks mirrored others, **“It’s an effort, but the results of that is reflected on our homes, all the classes have helped us to be a better person, improve our finances, understand and care for our children and learned how to express ourselves to them.”**

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



English classes were viewed as core to learning how to communicate with the school and the community. Multiple participants mentioned knowing minimal to no English when beginning the program and how they’ve progressed due to the English classes and teachers. A participant shared their experience stating, **“For me it’s been good. Before coming to the center, I wasn’t able to communicate as much. I don’t know a lot, but it has helped me to better communicate at work and with my children.”**

As far as improvements, participants inquired about having more focus on learning to speak rather than just reading/writing, having additional days and hours, extending the time for participants to be in the program and adding evening classes.



Educational Navigators provided a valued support for families participating in the group. Participants noted that the navigators were dependable and accessible to the families in providing resources and assistance. One participant stated, “They are very helpful, there are many programs and assistance in the community that we do not know and they help us find the resources we need.” Parents reported using them for health, mental health, and educational issues in which they needed assistance and/or additional resources for themselves or their family.

Additional benefits participants noted were the on-site childcare center/classroom and the parenting classes offered by the center. Participants mentioned how the childcare center has helped them prepare their child(ren) for starting PreK by teaching academic and social emotional skills. The participants also talked about how the no cost childcare allowed them to be able to attend the English classes. Participants discussed how the parenting classes have impacted how they interact, communicate, and discipline their children. Many of the comments indicated a feeling of having more tools in their parenting tool box. “They have taught us how to adequately discipline our children. Before it was yelling and demanding our kids. They have taught us how to use the right words and phrases to better communicate with our children so that they do not feel attacked and/or like we have no authority. It has been a good experience.”

The program continued to have impact on families at home, with their children, with school, and within the community. Other benefits noted by the participants included learning more about community/school resources, women’s health, activities to engage their children, and communication skills with their families.



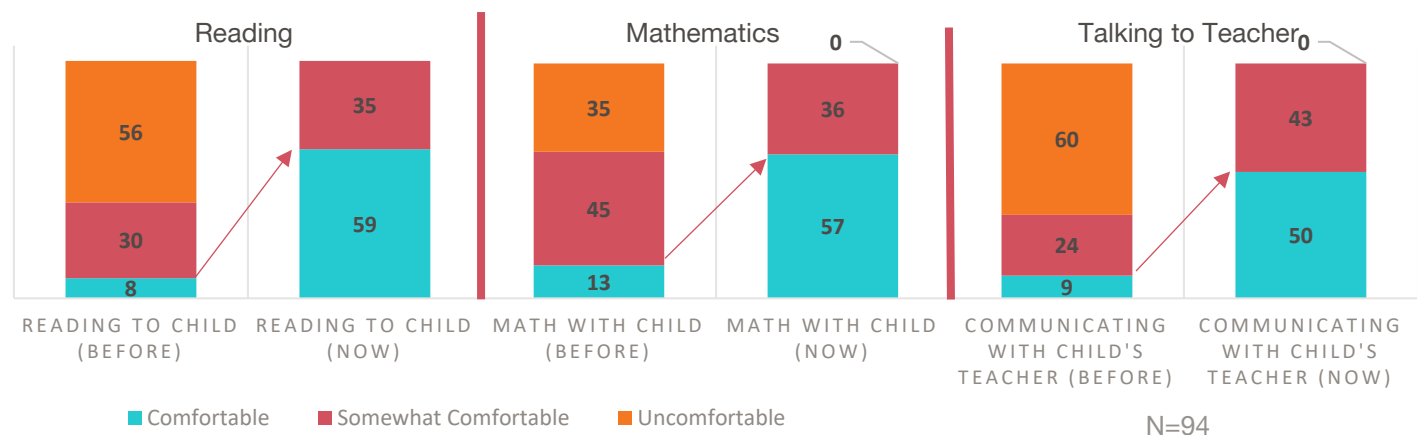
**“All this education at the end is for them, so they can have a better quality life. I feel it is a cycle, we are working on ourselves, so they can be successful in the future and they can do the same with their children.”  
-LCCSO parent**

# FAMILY ENGAGEMENT OUTCOMES

## SCHOOL ENGAGEMENT RESULTS

Parents showed marked increases in their levels of feeling comfortable engaging their children with reading and math from entrance into the program to the present. The percent of participants feeling comfortable reading to their child increased from 9% to 63% (+54% increase) and from 14% to 61% (+47% increase) for math. Additionally, parents reported feeling more comfortable communicating with their child’s teacher and the school, from 10% comfortable to 53% comfortable (+43% increase). At the time of the focus group, zero parents reported feeling uncomfortable reading, working on mathematics with their child(ren) and talking to the child’s teacher.

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



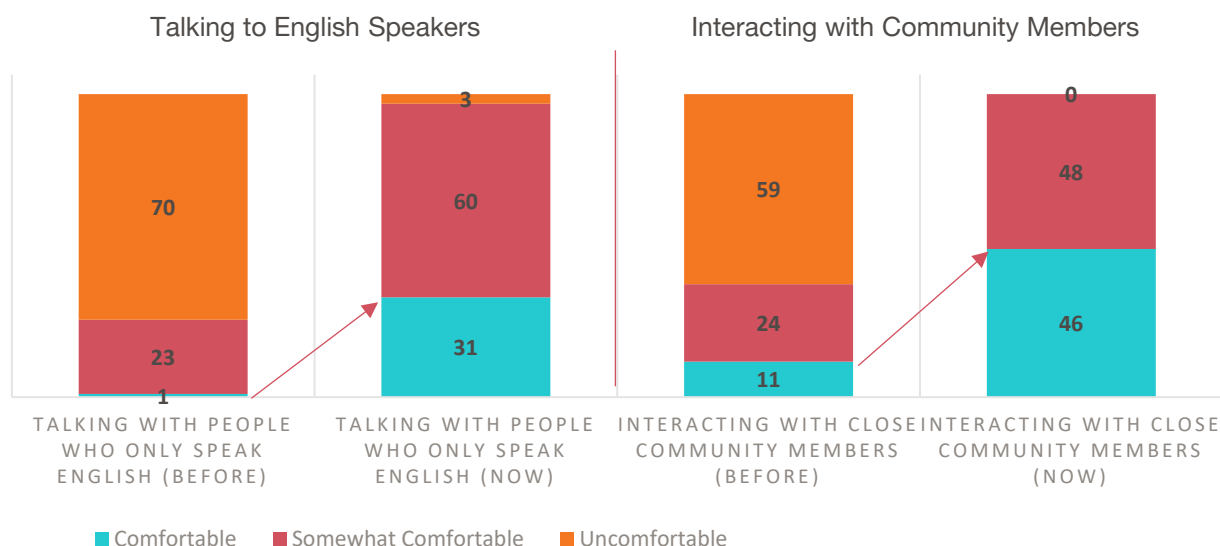
The current results are a part of consistent four year pattern of responses dating back to the 2016-2017 evaluation year.

Participants were asked about their engagement both with English-only speakers and within the community. Participants reported higher levels of comfort during interactions both within their communities and with English-only speakers. The percentage of participants feeling comfortable talking with people who only speak English increased from 1% to 33% while the percentage of participants who felt comfortable interacting with community members increased by 37% (from 12% to 49%).

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



PARTICIPANTS INTERACTED MORE WITH ENGLISH SPEAKERS AND THE COMMUNITY AS THEY GAINED ENGLISH SKILLS.



N=94

## Suggestions for Future Programming

Participants provided suggestions on all aspects of the programming: English classes, Educational Navigators, parenting, activities, additional classes, and logistics.

Participants mentioned wanting additional opportunities to learn and practice their English conversation. They would like more days/hours during the week as well as the option of some evening classes.

In addition, the participants would like to see more classes on finances, technology, sex education, GED in Spanish and physical/exercise classes. They suggested increasing the number of family nights, starting family art classes and providing more information about family events in the community and free/reduced cost programs and sports for their children.



Parents valued the home visits and services provided by the Educational Navigators and view them as a resource and in some cases as an extension of their family. Suggestion for improvements included being able to meet at places other than homes, allowing navigators to accept acts of hospitality during the home visit (i.e. coffee or a glass of water) and for the navigators to expand their knowledge and training in working with children with special needs and/or disabilities.

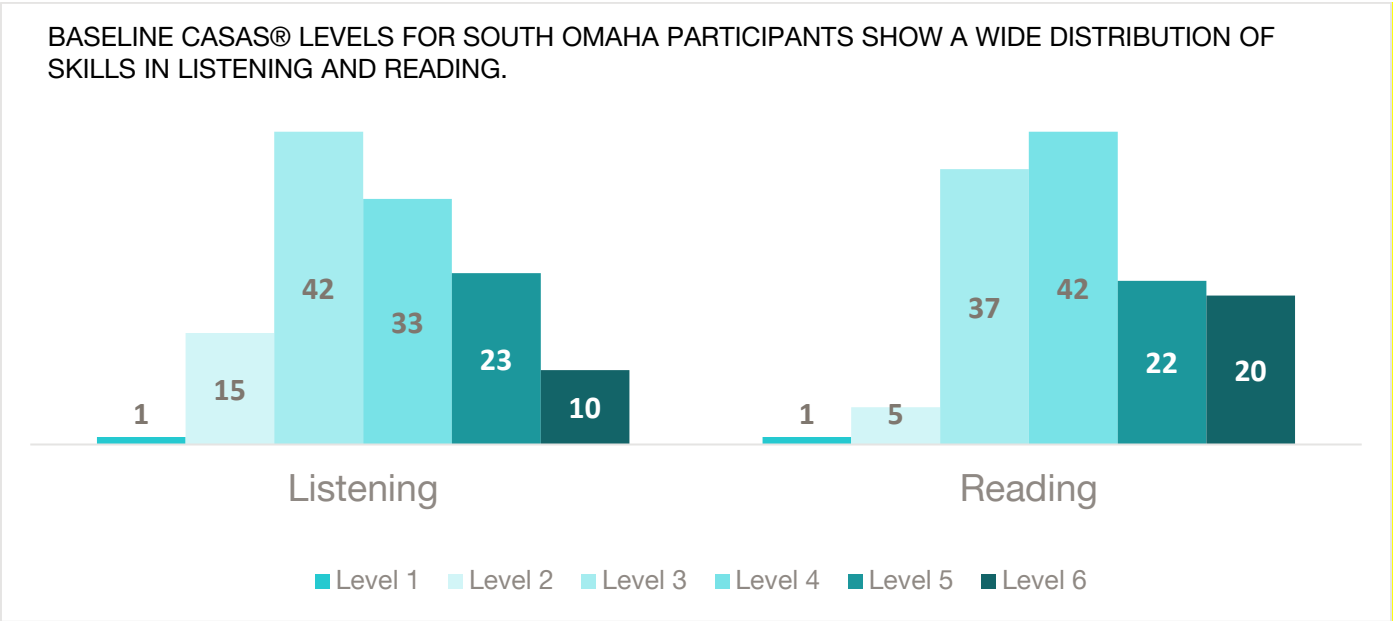
# PARENT EDUCATIONAL OUTCOMES

## ENGLISH LANGUAGE ACQUISITION

**METHOD.** English language skills for listening and reading were assessed using the CASAS®. CASAS® was selected to replace the BEST Plus for a number of reasons 1) CASAS® is the nationally recognized assessment for English Learners; 2) It is aligned with the English curriculum used at the center; 3) It provides information that informs classroom instruction; and 4) Participants can easily transition to the GED subtests using the same format. This online assessment was administered for the first time during the 2019-2020 evaluation cycle jointly by UNMC program evaluators and staff from the center.

### ENGLISH LANGUAGE ASSESSMENT RESULTS

**FINDINGS.** As 2019-2020 was the first year for this assessment and COVID-19 interrupted English instruction only initial scores (N=124 for Listening and N=127 for Reading) are reported.



The levels of the CASAS® indicated increasing level of skills and comfort in being able to listen, understand, and read English. For example at ESL Level 2 a participant understands basic greetings, simple phrases and simple questions but may require the speaker to speak slowly and repeat the items. A person at this level would have difficulty with any direct communication even when simplified. Upon reaching an ESL Level 5, a participant understands common vocabulary across familiar subjects. At this point the person can find information in text, follow simple written directions, and understands the language on basic computer applications.

Individual reports were provided to the participants and ESL teachers at the centers. Teachers used these scores to group students and to inform instruction. The CASAS® is aligned with the current curriculum used so the teachers have found the information to be useful for planning instruction and monitoring the progress of the students.

## PARENTING PRACTICES

**METHOD.** Navigators provided video observations of parents and their children to the evaluation team. The Keys to Interactive Parenting Scale (KIPSTM) was used to provide feedback to parents and help navigators determine which skills to focus on with parents. Educational Navigators receive a written report with scores and recommendations to use with families.



**PARENT-CHILD INTERACTION RESULTS FINDINGS.** The Keys to Interactive Parenting Scale (KIPS™) measures parenting behaviors across three areas: Building Relationships, Promoting Learning, and Supporting Confidence, based on a videotape of a parent playing with his or her child. Scores are based on a 5-point scale with 5 being high-quality. A program goal is scores of 3.5 or above. Scores for the parents participating at LCCSO are included in the Shared Outcomes section of the report.

## WORKFORCE DEVELOPMENT

A partnership was established with Metro Community College to provide work readiness classes for participants at LCCSO. Several work certification program opportunities were offered during the past year with 30 parents attending the programs.

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

1. Customer Service (7)
2. National Career Readiness (3)
3. Work Ethics Proficiency (22)

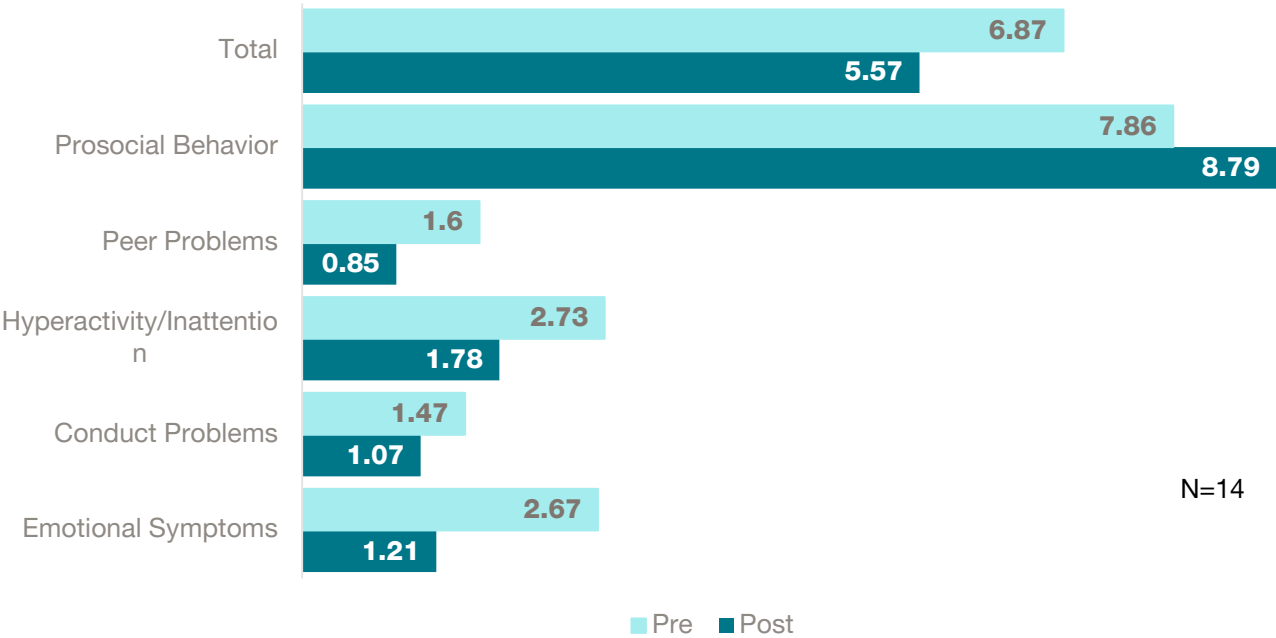
Finally, 27 participants enrolled in two onsite GED classes in partnership with Metro Community College. Of those participants, four participants passed the math portion, one participant passed math, science and social studies and one participant passed the reading/writing portion.

## SOCIAL ASSISTANCE

**METHOD.** Data were collected from parents who received additional services and resources through the social assistance navigator. Data were collected from families pre and post services on selected measures and on their goals.

**FINDINGS.** A total of 96 families were referred to participate in services with the social assistance navigator. Of those families, 62 were simple referrals and the remaining 29 were complex referrals. Service plans were developed with families who chose to engage to establish goals. By the end of the year, **47% of goals were achieved**, 30% were either maintaining or improving and 7% had not been met. Of the families enrolled, 45% were able to close their case successfully while 24% were still active. The remaining families chose to not participate or disengaged from the process. The Strengths and Difficulties Questionnaire (Goodman et al., 2000) (a brief behavioral screen for children ages 3-16) was administered to measure pre and post changes. Only those with both pre and post scores were included in the analysis (n=14).

PROBLEM BEHAVIOR DECREASED IN CHILDREN FOR FAMILIES WORKING WITH SOCIAL ASSISTANCE NAVIGATOR.  
Prosocial Behaviors had a slight but not significant increase.



With intervention, the desired outcome would be decreased scores for every scale with the exception of prosocial behavior. Paired sample t-tests were conducted on the scores from the SDQ. Significant decrease occurred for Hyperactivity/Inattention ( $t=2.895$ ,  $p<.05$ ). As in 2018-2019, all of the scales trended in the desired direction with peer problems, conduct problems, and emotional symptoms all decreasing and prosocial behaviors increasing.

**PARTICIPANT STORY**

Reason for referral: A participant wanted his/her son to be referred back to Munroe-Meyer Institute as he cut his clothes every day and was sent home from school as a result of his behavior.

The social assistance navigator assisted the participant in understanding and navigating the school system during Individualized Education Plan meetings and enhancing communication with insurance.

Son was admitted to Munroe-Meyer Institute for the Severe Behavior Program to help with severe autism. During this time there, the participant was taught how to assist son with his behavior better. At the end of services that son no longer cut his clothes and had learned to better behave himself. The participant was also referred to PTI to get additional support during IEP meetings and to understand her child's rights at school. Per Strengths and Difficulties Questionnaire (SDQ), it was noted that son improved his scores in his hyperactivity, prosocial behaviors, and conduct and went from having 11 difficulties to 9 difficulties in 3 months.

The family's stress level started at a nine; this was due to the parent receiving constant calls from the school asking her to pick up her son. At discharge, the parent identified a stress level of six.

## STUDENT OUTCOMES

### PARENTS IN LCCSO: STUDENTS (GRADES K-5) READING AND MATH SKILLS

#### ACADEMIC OUTCOMES

**METHOD.** In order to assess the academic outcomes of the children whose parents participated in programming at LCCSO, the MAP® Growth™ was used. The NWEA-MAP® Growth™ assessment provides data on student academic growth in the areas of Reading and Math and monitors change over time. **The results are reported in the Shared Program Outcomes section in this report.** No statewide assessment (NSCAS) was administered during the 2019-2020 school year so those scores are not available.

#### ATTENDANCE OUTCOMES

**School Attendance** data was collected on students of school-age. For those students with parents attending programming **88% missed fewer than 10 days of school.** The attendance data for 2019-2020 is consistent with data from the previous three years.

In summary, students of parents at LCCSO are entering school with skills and family support needed to succeed.

## COMMUNITY OF PRACTICE: USE OF DATA

**CONTINUOUS QUALITY IMPROVEMENT.** The Learning Community Center of South Omaha focuses on being both family-centered and data-informed. The management team meets regularly with the evaluator to discuss the evaluation, examine data, and to revisit the logic model. Staff at the center use the data gathered for the evaluation on an ongoing basis.

Based on the evaluation results from the previous year, family navigators were more intentional in their practices, home visits, and goals with families. Additionally, an assessment (CASAS) was selected for the English classes in order to align with national and state standards. Family



navigators asked for more and longer KIPS for families as they have helped them work with parents on parenting practices and in setting other goals. Information gained from the burden of having participants complete multiple and sometimes repeated assessments has helped the evaluation and management team streamline the process particularly for families working with the social assistance navigator.

## RECOMMENDATIONS

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

Parents view education as important for themselves and for their children. Finding ways to continue developing and strengthening the workforce development and GED program could continue to enhance this belief. Additionally, older students may see the benefit of their parents attending classes and have enhance motivation to continue their own education post-high school.

Finally the information gained during the pandemic has led the center to expand its classes in computer and online literacy as well as to pursue funding options to purchase additional devices for participant use. It has also allowed the staff to explore new ways of engaging families and their children. This year a recommendation would be to collect data specifically around these efforts.



# Shared Outcomes across Learning Community Programs

## ACADEMIC ACHIEVEMENT: RESULTS ACROSS LEARNING COMMUNITY PROGRAMS

It was important to evaluate student's academic outcomes across multiple Learning Community programs including: 1) students Grades K-5 whose parents were enrolled in Learning Community Center of North Omaha (LCCNO: Parent University) and Learning Community Center of South Omaha (LCCSO) and 2) students in Grades K-1 in schools participating in the Intensive Early Childhood Partnership. The Northwest Evaluation Association's Measures of Academic Progress Growth (NWEA-MAP®) was used to assess students' academic achievement and growth. MAP Growth is a norm-referenced assessment that measures student proficiency and growth in the areas of Reading and Mathematics. In 2019-2020, this assessment was administered by the Omaha Public Schools (OPS) in the fall and winter. Due to COVID-19 and the subsequent shift to remote services, the MAP was not collected in the spring. The purpose of these data was to provide information to the program on how well the students were doing in these two academic areas and to plan future supports to parents to engage and support their student's learning.

### Demographics

**PARENT UNIVERSITY.** Data was received on 106 students whose parents were participating in Parent University. There were equal numbers of females (50%) versus males (50%). The primary race/ethnicity represented were students who were Black (42%) or Hispanic (40%). A majority of the students were English Language Learners (ELL) (44%) and Exited ELL students (16%). The students who were ELL represented both Spanish-speaking children and children from a refugee population with a variety of languages represented. The students ranged across Grades K through 5, with the majority of the students in Grades K through 2 (78%).

**LEARNING COMMUNITY CENTER OF SOUTH OMAHA.** Data was received on 223 students whose parents were participating in LCCSO. There were nearly equal numbers of females (49%) versus males (51%). The primary race/ethnicity represented were students who were Hispanic (98%). A majority of the students were English Language Learners (ELL) (56%) and Exited ELL students (31%). The students who were ELL represented mainly Spanish-speaking children and some children from a refugee population with a variety of languages represented. The students

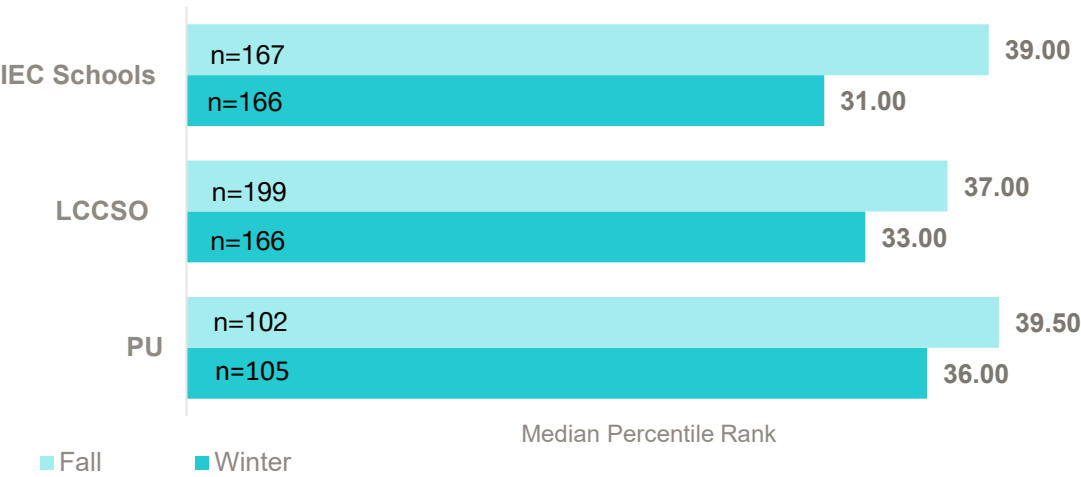
ranged across Grades K through 5, with the majority of the students in Grades K through 3 (76%).

**SCHOOLS IN THE INTENSIVE EARLY CHILDHOOD PARTNERSHIP.** Data was received on 184 students whose parents were participating in the two schools participating in the IEC partnership. There were nearly equal numbers of females (47%) versus males (53%). The primary race/ethnicity represented were students who were Black (62%), followed by Hispanic (16%). A majority of the students were native English speakers (67%), followed by English Language Learners (ELL) (27%). The students who were ELL represented both Spanish-speaking children and children from a refugee population with a variety of language represented. The students ranged across Grades K through 1, with the majority of the students in Kindergarten (52%).

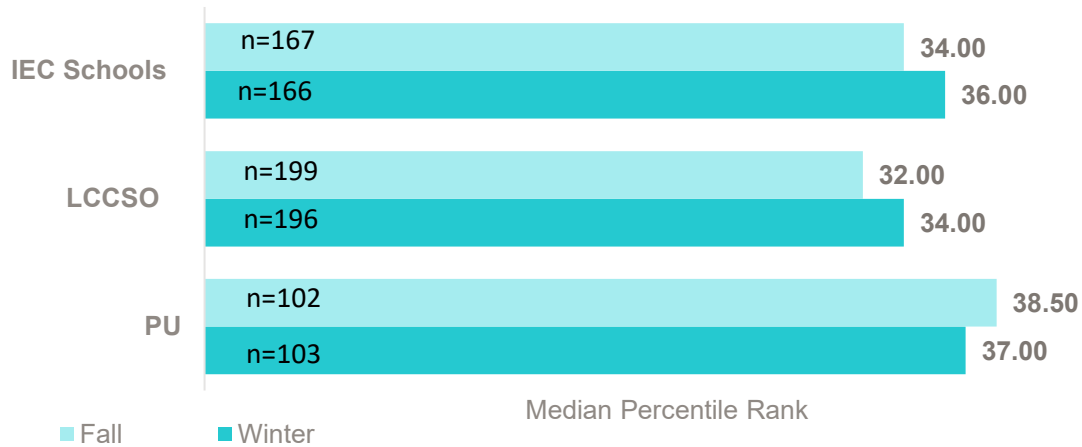
**Student Achievement Status Results**

**ACHIEVEMENT STATUS BY PROGRAM.** The NWEA-MAP® Growth™ assessment provides data on student academic growth in the areas of Reading and Math and monitors change over time. For this report, fall and winter median percentile scores were used to evaluate the status of Reading and Mathematics achievement of students across time. For interpretation purposes, a percentile of 50 indicates a student performed at the mid-point of similar students across the United States. The following section provides a descriptive analyses of the findings. The figures below summarize the Reading and Math median percentile rank for each of the three Learning Community programs for fall and winter. The results found that MAP median percentile scores were in the slightly below range (between the 30.5 and 42.5 percentile value) across both academic areas and across all programs. At the winter assessment, Reading achievement status declined in all programs. At the winter assessment, Math achievement status improved for students in the IEC and LCCSO programs.

MEDIAN PERCENTILE RANKS DECREASED AT THE WINTER ASSESSMENT PERIOD IN READING ACROSS ALL PROGRAMS.

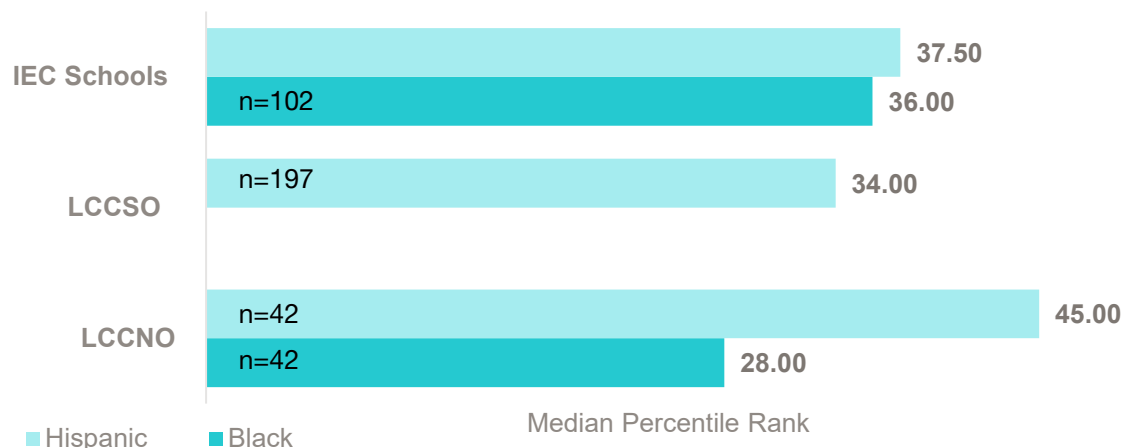


STUDENTS ENROLLED IN LCCSO AND IEC SCHOOLS HAVE HIGHER MEDIAN PERCENTILE RANKS IN MATH AT THE WINTER ASSESSMENT.\*



**ACHIEVEMENT STATUS BY RACE/ETHNICITY.** To provide further insight to students' progress, the data was disaggregated by race and ethnicity when examining the winter assessment. For these programs the majority of the students identified as Black or Hispanic. The sample size for all other racial groups was too small to report for meaningful interpretation. The results of the descriptive analyses found that in both Reading and Math, students who were Hispanic demonstrated higher median percentile ranks. The majority of the students across both groups scored in the slightly below range with the exception of Black students in Parent University who scored moderately below average (range of 21.5 to 30.5) in Reading and Math. Hispanic students at Parent University scored higher in Math with student scores with the average range (42.5 to 57.5). An ANOVA was used to determine statistically if there were significant differences between students based on race or ethnicity. The results found that there were no statistical difference between students in either Math or Reading.

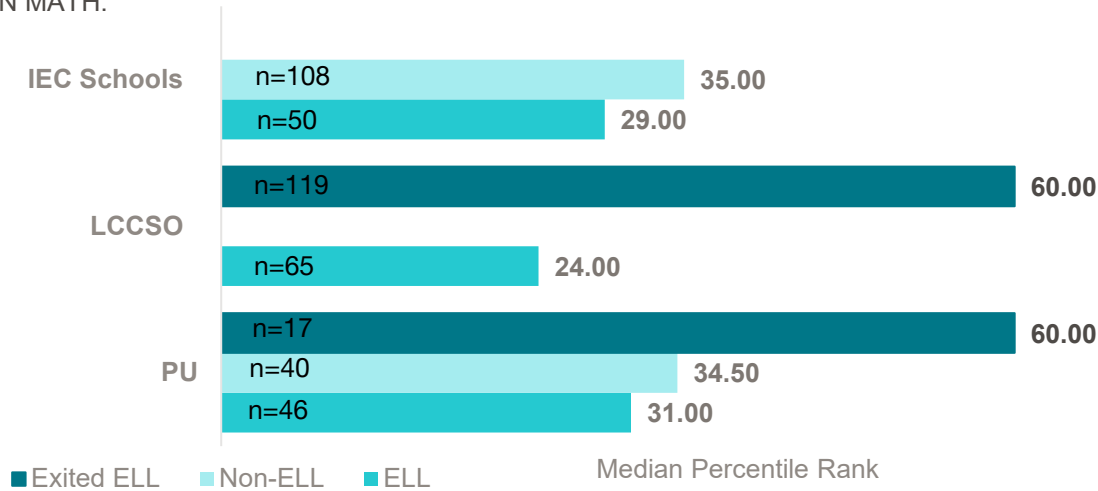
STUDENTS WHO ARE HISPANIC HAVE THE HIGHEST MEDIAN PERCENTILE RANK IN MATH.



\*Note: Sample size for all other racial groups was too small to report.

**ACHIEVEMENT STATUS BY ENGLISH LANGUAGE LEARNER (ELL) STATUS.** To provide further insight to students’ progress, the data was disaggregated by ELL status. The students were identified as either ELL, exited ELL or non-ELL. The results of the descriptive analyses found that in both Reading and Math, students who were exited ELL demonstrated the highest median percentile ranks, scoring within the slightly above average range. The remainder of students across both groups scored in the slightly below range with the exception that the ELL students at IEC schools or LCCSO scored moderately below average. An ANOVA was used to determine statistically if there were significant differences between students based on ELL status. The results found that the exited ELL students demonstrated significantly higher median percentile rank scores in both Math and Reading than those students who were ELL or Non-ELL.

STUDENTS WHO HAVE EXITED ELL HAVE THE HIGHEST MEDIAN PERCENTILE RANK IN MATH.

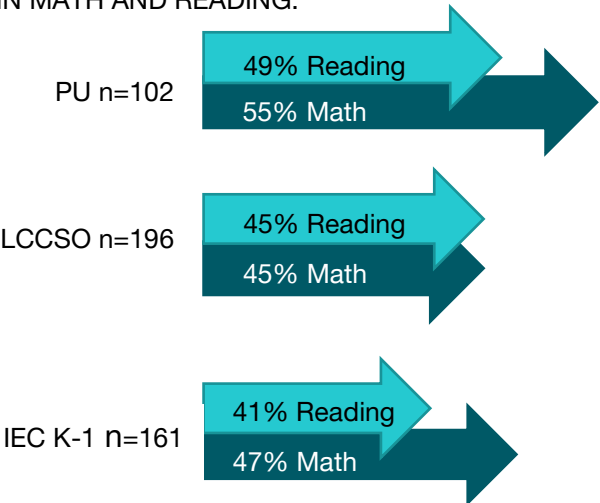




# Student Projected Growth to Observed Growth Comparisons

**PERCENTAGE THAT MET GROWTH GOAL.** In addition to monitoring a student’s achievement status, it is equally important to assess a student’s growth in skills. NWEA-MAP® calculates a projected growth score that allow schools to compare to the students’ observed growth. The first descriptive analyses completed examined the percent of students at each of the programs that met their projected goal. The results found that the students whose parents were at Parent University had the greatest percentage that met their growth goals, both in Math and Reading. For most programs, slightly more students met the growth goal in Math than in Reading.

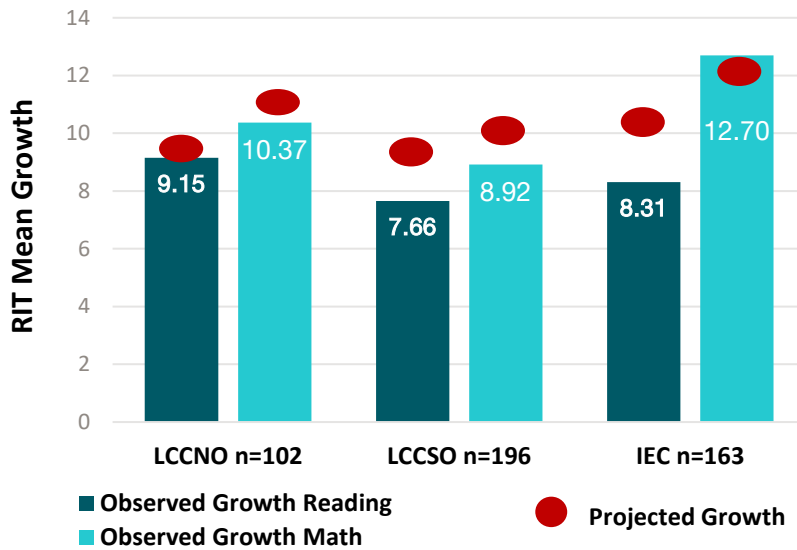
PARENT UNIVERSITY STUDENTS HAD THE HIGHEST PERCENTAGE OF STUDENTS MEETING THEIR GROWTH GOAL IN MATH AND READING.



**COMPARISON OF MEAN OBSERVED GROWTH WITH PROJECTED GROWTH.** A second way to view the data is to calculate the mean observed growth score for students in each program and compare it to their projected growth. The results found that for Parent University students the average observed growth was just slightly below the students’ projected growth. IEC students had fewer children meet the projected growth in Reading, but exceeded the projected growth in Math. LCCSO had the most discrepancy between the observed and projected growth in both Math and Reading.



COMPARISON OF MEAN OBSERVED GROWTH TO PROJECTED GROWTH FOUND MOST IEC STUDENTS MET ON AVERAGE MET THEIR PROJECTED GROWTH IN MATH.



READING AND MATH GROWTH FALL TO WINTER, 2019-2020			
	Subject	Observed Growth	Projected Growth
PU (Grades K-5 )	Reading n=102	9.15	10.05
	Math n=100	10.37	10.71
LCCSO (Grades K-5)	Reading n=196	7.66	9.31
	Math n=196	8.92	10.02
IEC (Grades k-1)	Reading n=163	8.31	11.03
	Math n=161	12.70	12.28

## Student Attendance

### STUDENTS WHO MET THE OPS ATTENDANCE GOAL.

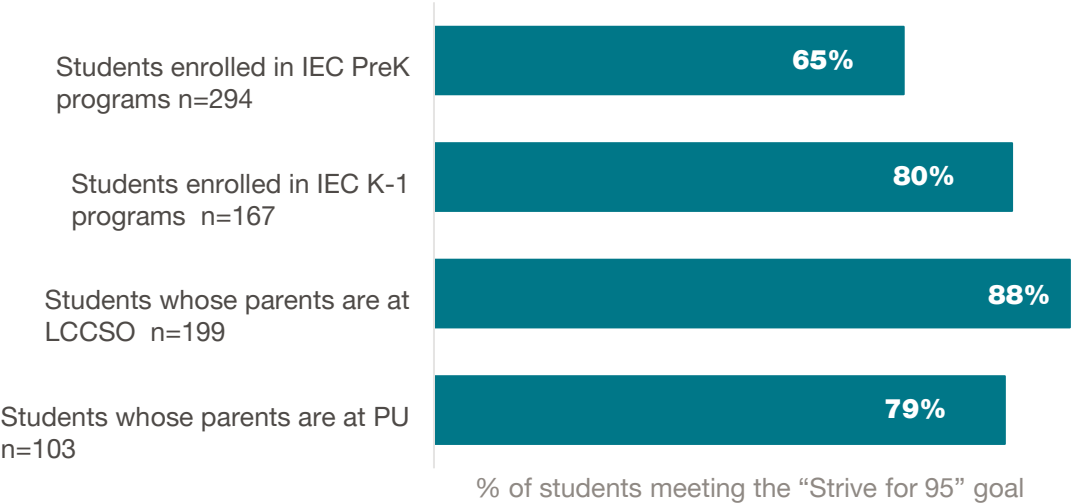
Research has found that students who were chronically absent in early grades demonstrated weaker reading skills, with Latino children suffering the worst effects (Chang & Romero, 2008). This points to the importance of attendance in schools especially for those children living below the poverty line and students who are Latino. Omaha Public Schools has recognized the importance of attendance and established “Strive for 95”, a program that promotes reducing students’ absenteeism. They are promoting that students should have less than 10 absences per year or a 95% attendance rate. The results of the descriptive analyses found that children in Grades K-5 had the highest rates of attendance, with preschool children having fewer children that met this goal. Students in Learning Community programs had fewer absences than the Omaha District students in Grades K-5 (78%) and students in Douglas County that were eligible for Free or Reduced Lunch (75%) or whose race or ethnicity was Black or Hispanic (75%).

Of interest was the extent that absenteeism predicted MAP Reading or Math outcomes for students in the Learning Community. The results of a regression analyses found the fewer

**Learning  
Community  
Program students  
(Grades K-5)  
demonstrated  
fewer absences  
than their OPS  
peers.**

absences that a student had the higher the Math or Reading MAP scores [F(1,299)=27.809; p>.001].

GRADE SCHOOL STUDENTS HAD THE HIGHEST PERCENTAGES THAT MET THE 95% ATTENDANCE RATE.  
Students in Learning Community Programs out-perform OPS District students.



# PARENTING: RESULTS ACROSS LEARNING COMMUNITY PROGRAMS

## PARENT-CHILD INTERACTIONS

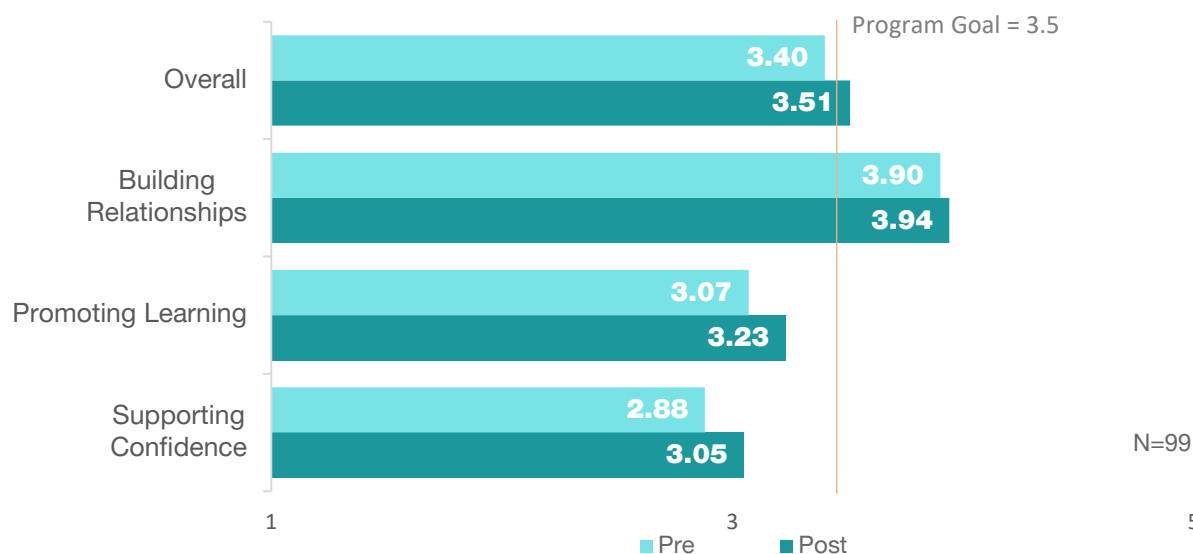
Positive day-to-day interactions between parents and children lay the foundation for better social and academic skills. Enhancing parenting skills is a goal of both LCCSO and Parent University programs. Family support workers assist and encourage parents to have high-quality interactions with their children.

**METHOD.** The Keys to Interactive Parenting Scale (KIPS) measures parenting behaviors overall and across three areas: Building Relationships, Promoting Learning, and Supporting Confidence, based on a videotape of a parent playing with his or her child. Scores are reported on a 5-point scale with 5 being high-quality. This year, 99 parents enrolled across the two programs have had at least two KIPS evaluations.

**FINDINGS.** On average, families demonstrated parent-child interaction skills in the moderate range of quality. Parents showed the greatest strengths in Building Relationships with their children. There were slight improvements both in parents supporting their child’s confidence and promoting their learning. A paired t-test analysis found that there were not significant changes in interactional skills, suggesting skills were stable over time.

The program and evaluation team set a score of 3.5 as the program goal. Average scores met or exceeded the program goal in Building Relationships (3.94) and Overall (3.51). At baseline, 56% of parents met the program goal. After participating in parenting programs at LCCSO or Parent University, 56% met the goal. The following graph shows parent-child interaction results across both programs.

PARENTS DEMONSTRATED MODEST IMPROVEMENTS IN THEIR INTERACTIONS WITH THEIR CHILDREN.  
They showed the greatest strength in the area of Building Relationships.



PARENT UNIVERSITY

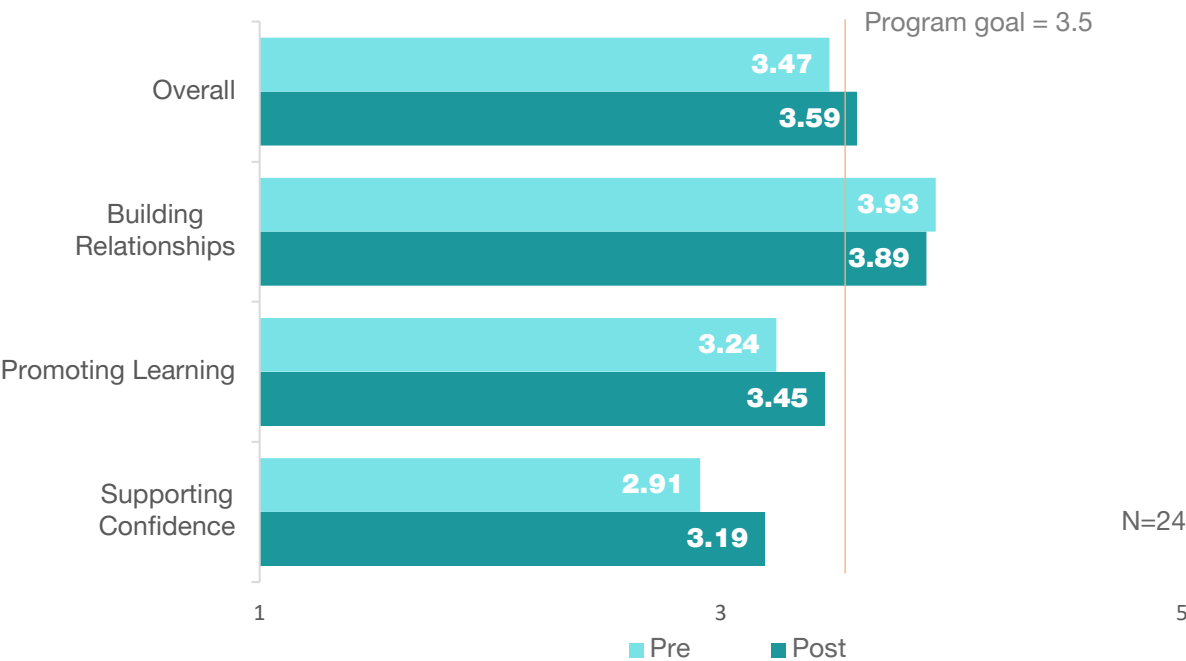
**FINDINGS.** On average, families met or exceeded the program goal in Building Relationships (3.89) and Overall (3.59). They came close to meeting the goal in Promoting Learning (3.45). The most gains were made in Supporting Confidence (.28 increase on average). A paired t-test analysis found that there were not significant changes in interactional skills, suggesting skills were stable over time.

The majority (58%) of parents met the program goal at baseline and at their most recent KIPS assessment. The following graph shows parent-child interaction results for Parent University.

**“It (LC) has had an impact and a big change in my life. It has helped me to build a more healthy and fortified relationship with my children and I can say I am delighted.”**

**-parent at Parent University**

PARENT UNIVERSITY PARENTS MET THE PROGRAM GOAL IN BUILDING RELATIONSHIPS AND OVERALL.  
They nearly met the goal in Promoting Learning.



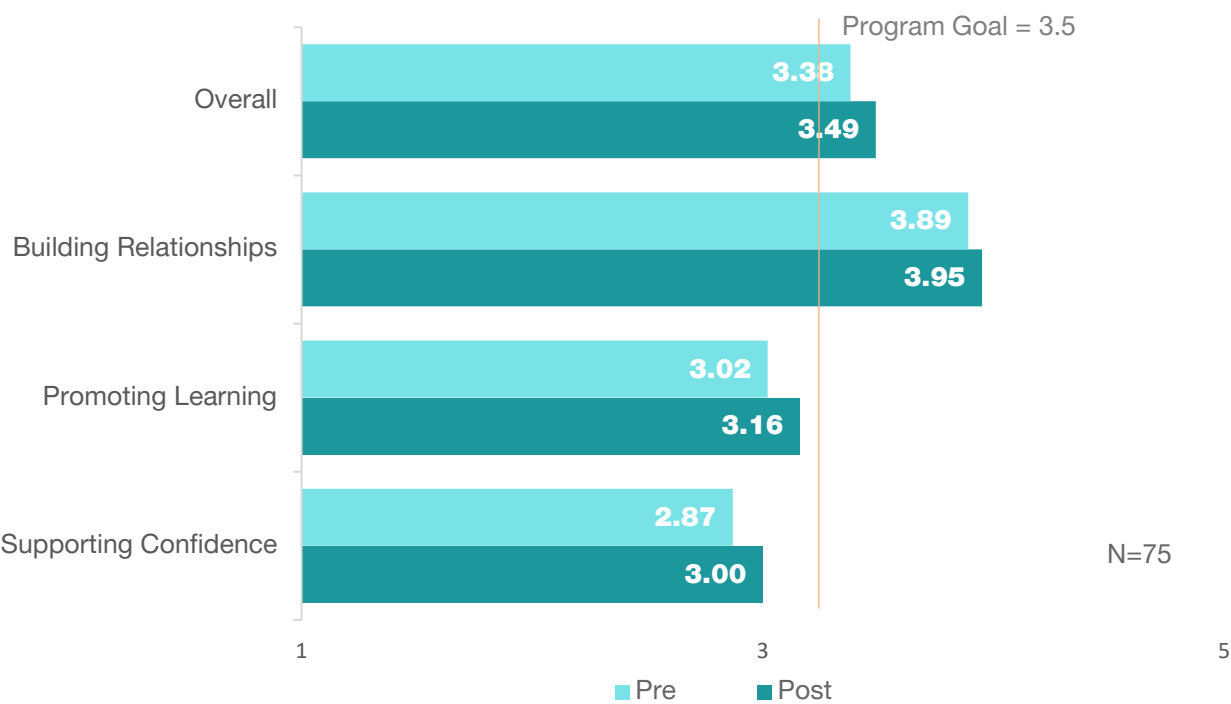


LCCSO

**FINDINGS.** On average, families met or exceeded the program goal in Building Relationships (3.95). They nearly met the goal Overall (3.49). The most gains were made in Promoting Learning (.14 increase on average). A paired t-test analysis found that there were not significant changes in interactional skills, suggesting skills were stable over time.

Slightly less than half (48%) of parents met the program goal at baseline. After participating in LCCSO activities, 55% met the goal. The following graph shows parent-child interaction results for LCCSO.

LCCSO PARENTS MET THE PROGRM GOAL IN BUILDING RELATIONSHIPS.  
They grew the most in the area of supporting their children's confidence.



# SCHOOL DISTRICT INITIATIVES



# Instructional Coaching

The Learning Community supported three school district initiatives: Instructional Coaching, Extended Learning, and Jump Start to Kindergarten. The descriptions of each program and a summary of their evaluation data are found in this section. Due to COVID-19 the evaluation does not include student outcome data as neither spring assessments nor the state assessment (NSCAS) were administered for the 2019-2020 school year.

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

## STRATEGY IMPLEMENTATION

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

**BELLEVUE PUBLIC SCHOOLS.** Bellevue Public Schools combined Jim Knight's coaching framework with Charlotte Danielson's teacher evaluation model to provide coaching across seven elementary buildings using six instructional coaches. Coaching cycles were used once teachers enrolled in the coaching process. Coaching activities included observations, modeling, individual student problem solving, data analysis and utilization, teacher feedback, and guidance with new curriculum. Instructional Coaches served 113 teachers and approximately 1,907 students.

**RALSTON PUBLIC SCHOOLS.** The Instructional Coach primarily serves two higher poverty buildings with academic data that showed high needs through a blend of the Jim Knight and Diane Sweeney student-centered coaching framework. The coach also assists with the mentoring program to support new elementary teachers and developing peer coaches across the district. Sixty-five teachers and 880 students were impacted by coaching.

**MILLARD PUBLIC SCHOOLS.** Millard Public Schools implemented instructional coaching at two buildings during 2019-2020. Two instructional coaches served 30 teachers and 586 students across two elementary buildings.

**OMAHA PUBLIC SCHOOLS.** Coaches receive multiple professional development days designed to hone skills in teaching and coaching reading instruction. The focus for the OPS instructional coaches was reading instruction (both large and small group). Approximately 115 teachers and 2,620 students were impacted in 2019-2020.

**WESTSIDE COMMUNITY SCHOOLS.** Cognitive coaching served as the base for the Instructional Coaching provided to two buildings in Westside. Coaches provided multiple



opportunities for K-6 staff with coaching cycles required for new teachers (those within their first three years). Coaching activities included modeling, co-teaching, planning, videotaped observations with feedback, grade level planning and training in large groups. Coaches also provided guidance in lesson planning and support to Professional Learning Communities at the building level. Forty-five teachers and 662 students were impacted by Instructional Coaching.

## DEMOGRAPHICS

In 2019-2020, approximately 368 teachers and potentially 6,655 students were served across the five participating districts by 17 Instructional Coaches. All of the schools funded by the Learning Community for Instructional Coaching were elementary buildings.

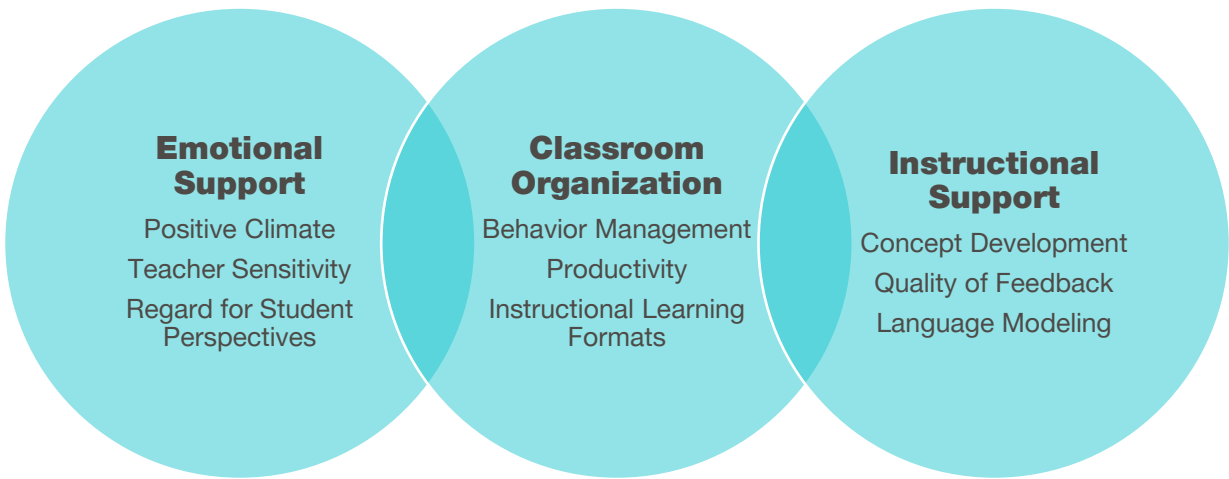
## OUTCOMES

### QUALITY INSTRUCTIONAL PRACTICES

**METHOD.** The Classroom Assessment Scoring System (CLASS) was used to measure the quality of classroom instruction at two points in time. Due to the COVID-19 pandemic, each district submitted videos of selected teachers in the fall for a sample of the teachers (n=51) participating in coaching.

#### Classroom Assessment Scoring System (CLASS) Results

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

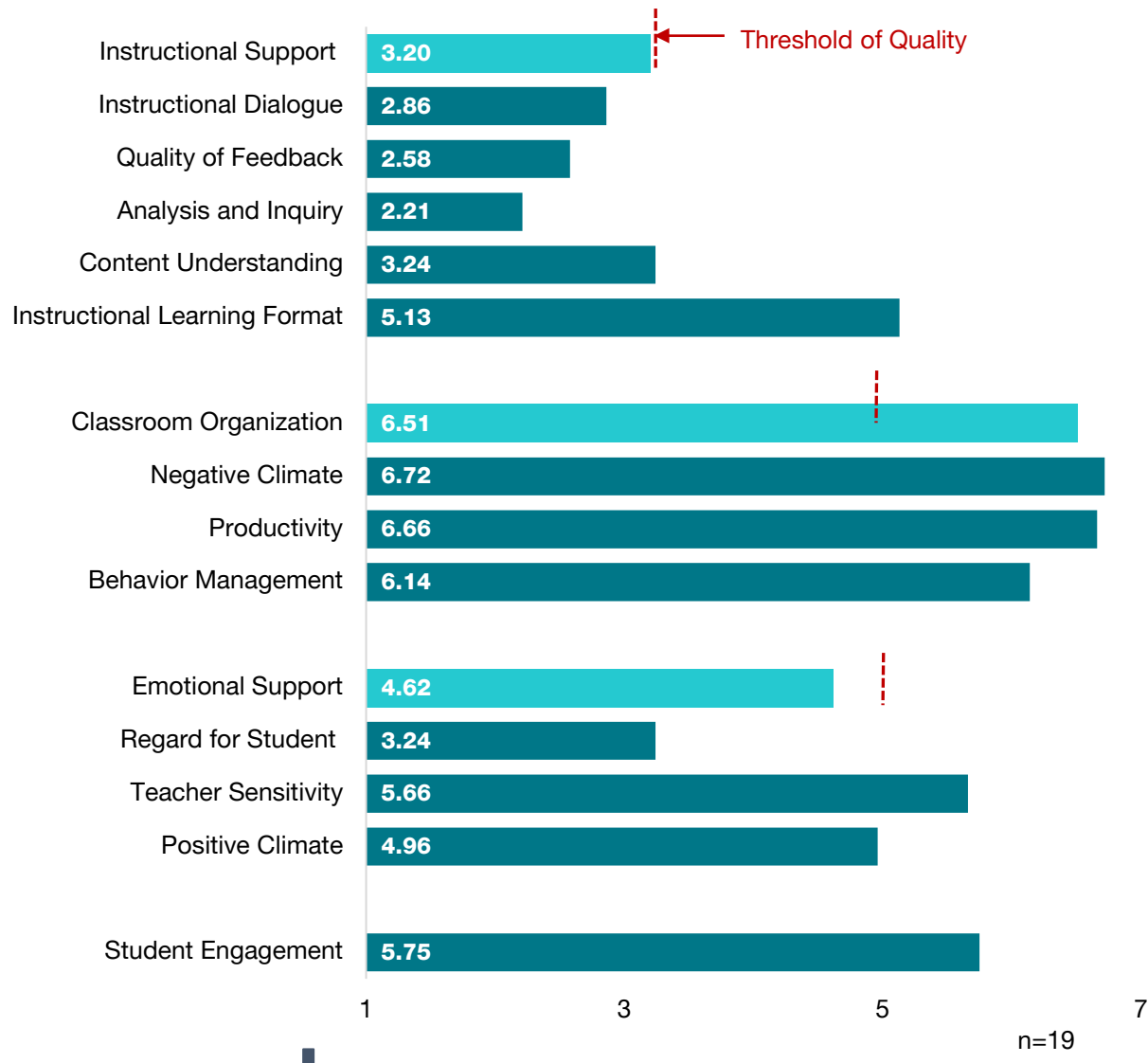


Research on the CLASS supports ratings of 5 or higher within the domains of Emotional Support and Classroom Organization, and 3.25 or higher within the domain of Instructional Support, as

being necessary to have impacts on student achievement (Burchinal, Vandergrift, Pianta & Mashburn, 2010). Individual teacher reports were produced for fall only this year due to the pandemic. These reports were shared with both the teacher and the instructional coach. The reports are for coaching processes and for this evaluation only. The CLASS reports were not shared with building principals.

FALL SCORES FOR UPPER ELEMENTARY TEACHERS DEMONSTRATED STRONG SKILLS IN CLASSROOM ORGANIZATION AND STUDENT ENGAGEMENT.

Intruactional Support approached the threshold of quality.

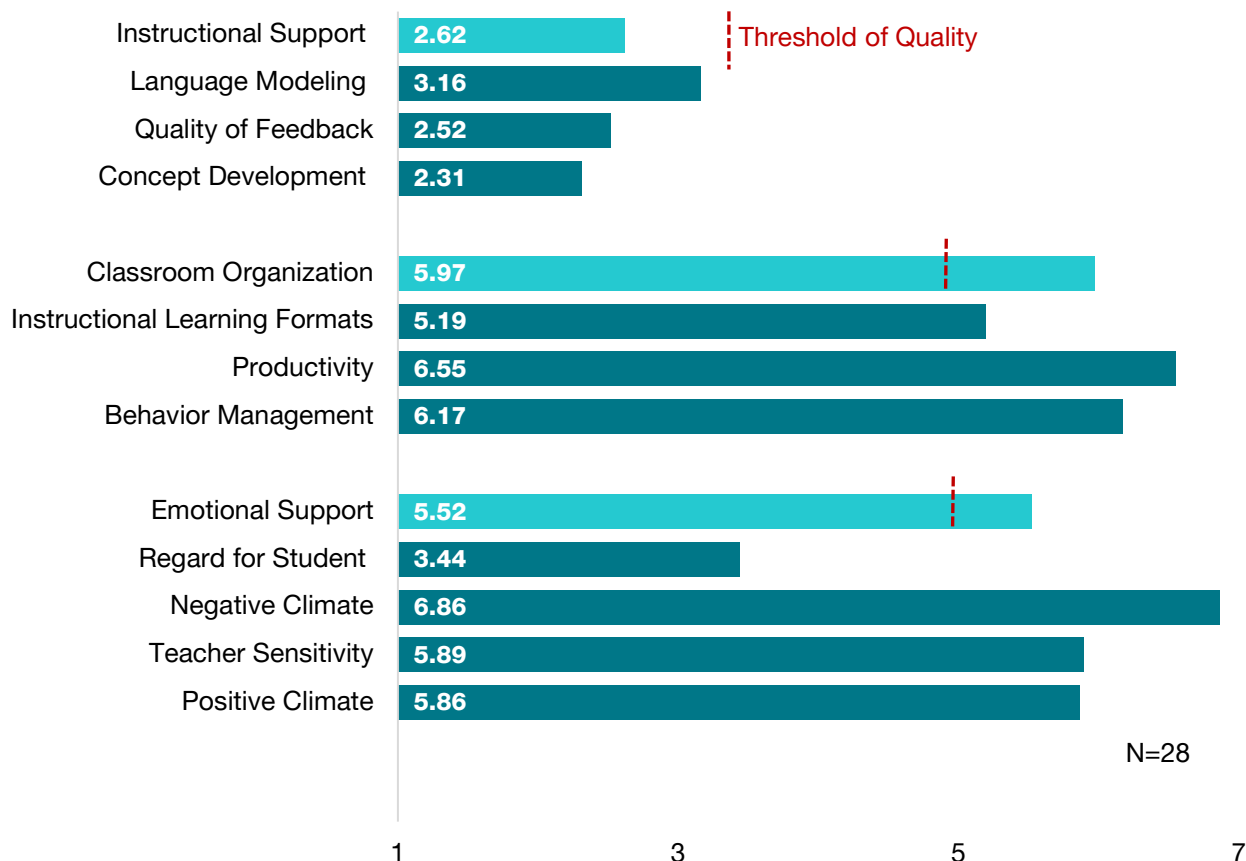


Upper elementary teachers met the threshold of quality in a number of dimensions particularly in the domain of Classroom Organization as each area was rated in the range of high-quality. Student Engagement approached high-quality indicating that across the lessons observed, the students were actively engaged in the instruction being provided.



## FALL SCORES FOR K-3 TEACHERS DEMONSTRATED STRONG SKILLS IN CLASSROOM ORGANIZATION AND EMOTIONAL SUPPORT.

Instructional Support was below the target score for effective instruction.



K-3<sup>rd</sup> grade teachers demonstrated skills in the high range in the domains of Classroom Organization and Emotional Support. The domain of Instructional Support continue to show a need for improvement. Unlike previous year's data no spring comparison data were collected.

## COACH AND TEACHER FEEDBACK ON INSTRUCTIONAL COACHING

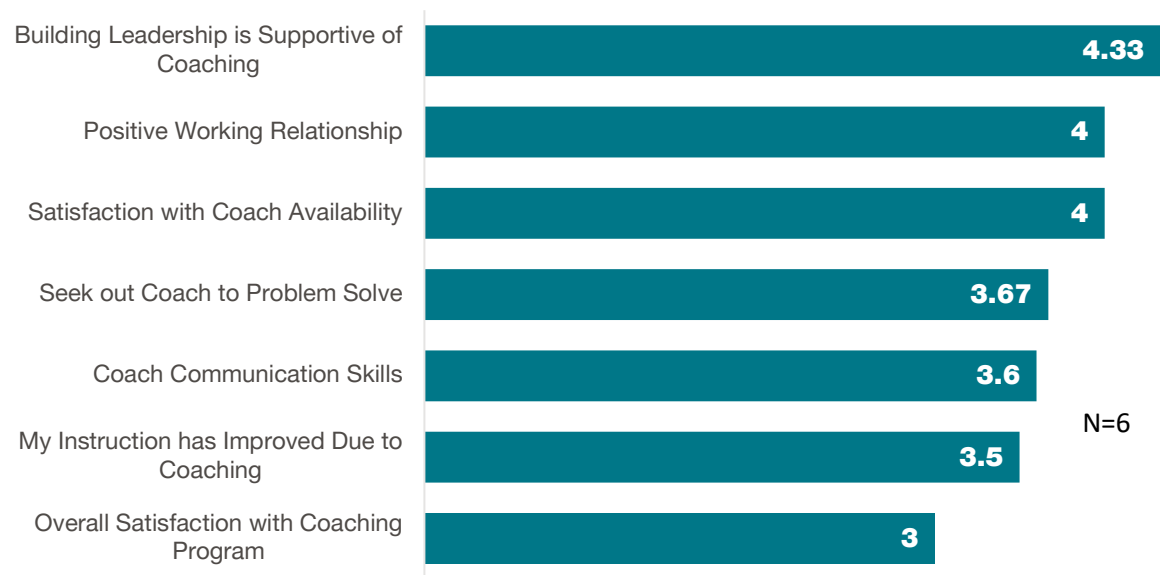
**METHOD.** A combination of teacher surveys, instructional coach surveys and instructional coach interviews were used to gather information on how both teachers and coaches perceived the instructional coaching programs across the five districts. For 2019-2020, districts were allowed to customize this part of evaluation depending on their need. Additionally due to COVID-19 fewer surveys were administered and completed due to district choice.

FINDINGS

District 1

Of the teachers completing the survey, 49% were in their first three years of teaching, 33% were in years 4-10 and the remaining 16% had 10 years or more of teaching experience. Sixty-seven percent of respondents indicated they had worked with their instructional coach at least twice a month over the year while the remaining 33% indicated they worked with the coach at least quarterly.

TEACHERS AND COACHES HAVE POSITIVE WORKING RELATIONSHIPS.  
Teachers viewed building leadership as being supportive of coaching.



Teachers rated their items on a 5 point scale (*1=strongly disagree to 5= strongly agree*). Teachers valued the relationship with their coach, most indicated they were satisfied with the availability of their coach, and most felt that the building leadership was supportive of the coaching model.

When asked to rate the utility of coaching activities, responses varied with most rated between slightly to moderately useful (*1=Not useful at all to 5=Extremely useful*). Coaching/feedback (*M=2.83*), Other (*M=2.83*) and Professional Development (*M=2.8*) were rated as the most useful of the coaching activities. Co-teaching (*M=2.0*) was rated as least useful.

## District 2

### TEACHERS AND COACHES HAVE STRONG POSITIVE WORKING RELATIONSHIPS.

Teachers viewed building leadership as being supportive of coaching.



District 2 teachers rated all components of the coaching program favorably but in particular, their relationship with their coach ( $M=4.8$ ). Teachers rated their items on a 5 point scale ( $1=strongly disagree$  to  $5=strongly agree$ ). Additionally, teachers sought out the coaches to problem solve and reported their instruction had improved due to coaching. Teachers reported receiving coaching a frequent basis with 67% receiving coaching at least weekly and 78% either “strongly or somewhat agreed” with the statement, “I have resources/opportunities from the district/building available to me to improve my instruction”.

Below are comments from teachers on the instructional coaching happening in the district.

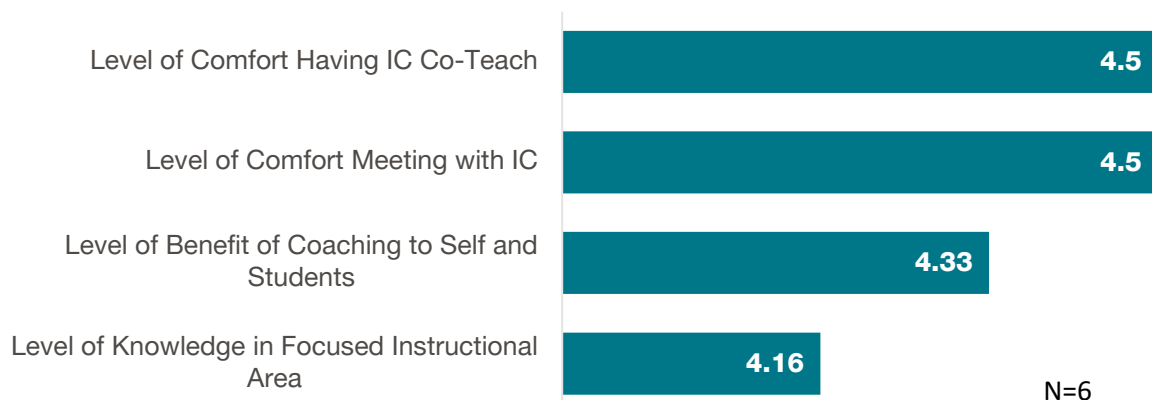
“Our coach is a treasure of instructional knowledge, how to deliver our lessons successfully, and always sharing ideas for teacher success.”

“Having taught without access to an instructional coach, I feel I have benefited and grown as an educator through the work I have done with my building coach.”

“I feel like our staff needs a coach with extensive behavior/classroom management background. Also new teachers and teachers with weak classroom management need the most support.”

Teachers who previously had access to a coach talked about missing that support. Those teachers in buildings without coaches mentioned how they wished they had one and felt they didn’t have access to all the supports of other buildings. One second-year teacher commented, **“It is exhausting to try and handle the behaviors, new and changing curriculum, and effective small and large groups, all on my own with little experience.”**

TEACHERS REPORTED HIGH LEVELS OF COMFORT MEETING WITH AND CO-TEACHING WITH THE INSTRUCTIONAL COACH.



### District 3

District 3 developed a survey with the evaluator to complete with teacher pre and post coaching cycles. The district leadership and coaching team felt this would assist in beginning a coaching cycle. The pre data helped the coach determine where to start and focus with teachers. The post data helped improve practices of the coaching program. As shown above teachers reported positive outcomes post coaching experience.

Teachers were also asked to provide input on the effect of coaching in their classroom and what they would change if they could. Some of the benefits teachers mentioned included having another resource both for themselves and for students, having a person model effective practices, and helping with organizational practices. If they could change one thing almost all teachers asked for more time especially those whose coaching cycle had been cut short due to COVID-19.

### COACHES INPUT

Districts were offered the option to have coaches interviewed around their roles in the classroom and with teachers. Coaches were asked questions about successes, strategies, who seems to be benefitting the most, lessons learned, and challenges. Coaches were also asked how their role had changed and/or how they anticipated it would change due to more virtual instruction. Three coaches from two districts participated in the interviews. Below is a summary of the interviews.

**Successes:** All three coaches discussed the gratification of working with teachers who viewed coaching as an asset and benefit to their teaching. Coaches from one district talked about the success of continuing to work more on foundational skills and how they were able to successfully differentiate for teachers in the upper grades. Coaches discussed how important it was to have “secure time” to work with the teacher in their two years. However, even veteran teachers appreciated the coaching and other curriculum supports implemented. One 20 year veteran teacher commented, “I’ve never felt so confident teaching reading.”

Implementation of a set coaching model (Diane Sweeney) was viewed as beneficial as the focus is student-centered. The model was easier to begin implementation as it is more tangible and has more of a flow/process to it. The process was more laid out and transparent so teachers knew what to expect. Particularly, the third year teachers seemed to grasp the model and utilize it successfully in classrooms. Coaches discussed how for teachers who were willing to invest the time and believe in the process that change and improvement was possible.

Finally, the coaches in one district stressed how effective it had been creating and piloting reading guides. The reading guides include materials to help students gain background knowledge through videos and articles. Although it was a significant amount of work to put together one coach shared that “It makes it easy for new teachers to know what to do”. Both coaches were excited to see the reading guides be available district-wide as the teachers using them found them to be extremely beneficial to their instruction.

**Challenges:** For two out of the three coaches having to step out of a coaching role and become substitute teachers took away from their coaching roles. Due to substitute shortages, both coaches understood but commented how the extra duties take away from the time with teachers and didn’t allow for instruction to be pushed forward. Coaches talked about how teachers leaving at semester and teachers being on leave disrupted the building culture and ability to complete coaching cycles even before COVID-19 was a factor.

A second challenge was having teachers who were more resistant to the idea of coaching. Coaches mentioned how it was helpful to work with teachers who had a growth mindset about their instruction. Being able to connect and build the relationship with teachers to allow growth is something that takes times. One coach commented that after 3 years she finally felt like she was able to “get in a groove” with coaching and that teachers understood her role.

Finally, working in buildings with students who have high needs and trauma is a challenge. Teachers didn’t have access to the supports needed to serve the students effectively so the coaching conversations often turned into discussions on behavior strategies making it difficult to work on academics.

**Ideas for Improvement:** The ideas for improvement varied by district. One suggestion was for the coaching model to be aligned with the district’s initiatives and improvement goals. Another was to focus on how to use and integrate high leverage instructional practice across curriculum areas. The second district’s coaches had several suggestions. They suggested having more structure to the coaching cycles knowing that the beginning of the year will be more complete. They also discussed the need to support teachers in the area of classroom management and maybe piloting this process with a couple of teachers first. Finally the coaches talked about needing to be in classrooms more often to assist in implementing resource at a building-wide level.

**COVID-19 influence on role:** The instructional coaches were unsure what their role(s) would look like but discussed several possibilities. First, they talked about the transition to remote learning and how they were asked to help teachers navigate different platforms and investigate a variety of digital tools that could be used to engage student learning and show progress. Second,



coaches discussed how after teachers felt comfortable with the technology then the coaches could support them with both the content and with elements of effective instruction.

## STUDENT OUTCOMES

Data on student outcomes will not be reported as part of this evaluation. Due to the pandemic and schools not being in person, districts did not collect spring data nor was there a statewide assessment for students.

## RECOMMENDATIONS

Instructional coaching is viewed as a valued resource by teachers and coaches. Coaches are instrumental in helping support curriculum implementation as well as effective instructional practices. One recommendation is to continue to measure the impact of coaching cycles both on change in teacher instructional practices and on student learning.



# Extended Learning

## STRATEGY IMPLEMENTATION

Extended Learning programs provide additional direct instruction for students with smaller teacher to student ratios and a focus on specific skills identified by spring assessments. These opportunities provide engaging interactions that can motivate young learners. Summer programming, in particular, is designed to prevent learning loss so that students are better prepared for academic success as they enter into the next school year. Due to COVID-19 some programs had to shift delivery of services while others pushed back their time frame to allow in-person attendance.

**DC WEST COMMUNITY SCHOOLS.** Students are provided instruction in reading, writing, and math during this summer 10-day program. Weekly newsletters and communication are sent home to parents about their child's progress along with resources and tips for parents to use as they wish. Students attended three hours per day. The goal of the program is to help students maintain their academic skills from spring to fall. Forty-seven students participated in the program. Free-reduced lunch rate was not reported.

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

**ELKHORN PUBLIC SCHOOLS.** Jump Start to Reading provided students at-risk for reading failure three weeks of intense reading intervention. The goal of the program is to reduce summer reading loss. The program pulled from multiple curricula (Reading Street's My Sidewalks, Read Naturally, Guided Reading and/or Guided Writing) and was taught by district teachers. The goal of the program is to reduce summer reading loss. A total of sixty-four students participated with 11% qualifying for free reduced lunch.

**SPRINGFIELD-PLATTEVIEW COMMUNITY SCHOOLS.** Students targeted for this school year program receive individual/small group math instruction at two elementary buildings. Students participate one hour per week with intervention lessons that are developed as a result of a collaborative effort between the classroom teacher and the math interventionist. The goal of the program is for at-risk students to be meeting grade level expectations in math by the end of the school year. Fifth grade is the level targeted for this intervention. Six students participated in the program with 13% qualifying for free reduced lunch.

## DEMOGRAPHICS

A total of 240 students in Grades K-5 were served through extended learning programming across five sites. Of the students participating in the extended learning programs, the FRL% of students ranged from 11-89%.

## OUTCOMES

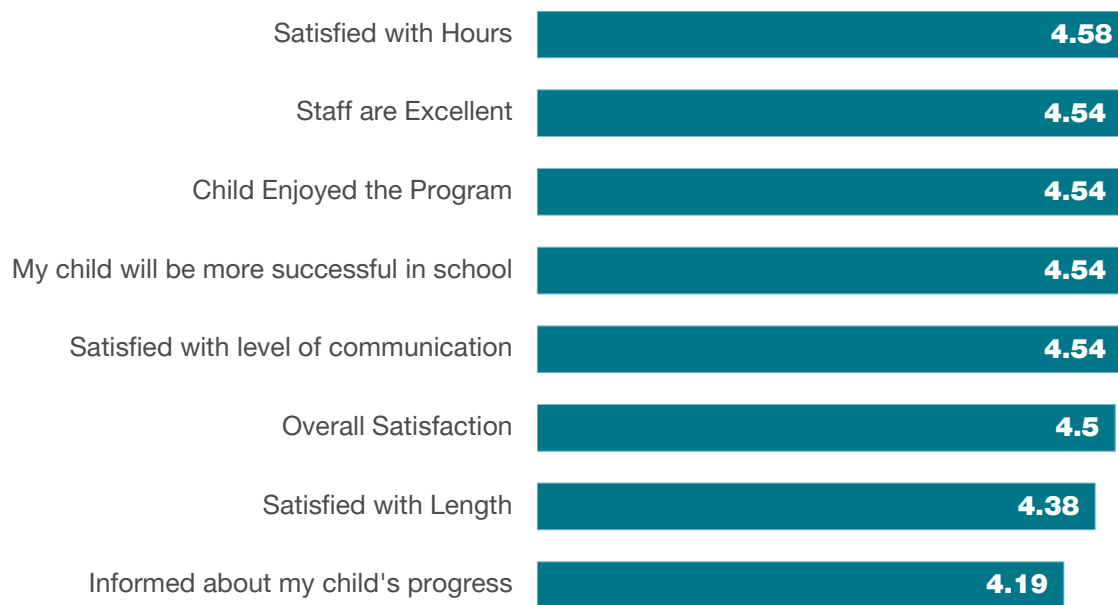
### PARENT SATISFACTION

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

**FINDINGS.** Parents reported high levels of overall satisfaction ( $M=4.50$ ) with the extended learning programs. The item with the highest level of satisfaction was hours of the program ( $M=4.58$ ) followed by several other items. One area of improvement was being informed about their child's progress ( $M=4.19$ ).

PARENTS WERE HIGHLY SATISFIED WITH THE OVERALL PROGRAMMING.

Parents believed their child would experience more success after attending the program.



N=27

In general, parent comments around programming reflected the quantitative findings of the survey. Parents commented on the small teacher to student ratio and the individualized attention as being beneficial for their child's learning. Several also commented on how organized both the overall program and classroom teacher were.

The impact of COVID-19 was noted by the parents as they mentioned they were grateful the program could continue, that the

kids felt safe and that the summer school was helping to acclimate students back to school. Some were thankful that the program occurred as their child had fallen behind after school had to go virtual in March. Parents were happy their students had the opportunity to catch up in their skills and be ready to go back in the fall. One parent noted, "It all seemed to be so successful which is important with the decision to go back 100%."

Parents were satisfied with the quality of the program and noted that even with the COVID-19 implementation strategies their children were engaged in programming. Many appreciated that it was in person and that the program led up to the school year which helped establish school routines. Very few parents mentioned any improvements. The only consistent improvement was that some parents would have liked more feedback on their child's progress.

## Summer School 2020

An abbreviated program evaluation was conducted to examine the effectiveness and practicality of a virtual summer school program. The summer school program targeted students scoring below the 25<sup>th</sup> percentile using scores from FastBridge. Invitations were sent to children and families to attend the summer school program. Each child had technology and internet services provided. As part of the evaluation, teacher surveys were administered pre/post, focus groups were conducted post-summer school and videos were submitted by eight teachers. Videos were for formative purposes only (focused on student engagement, instructional practices in a virtual format, and behavior management).

## Teacher Survey Data

A brief teacher survey was administered pre and post summer school. Twenty teachers completed the pre survey and eight teachers completed the post survey. The difference in the number of teachers completing the post survey could account for some of the difference in the mean scores.

**"They made the kids feel safe despite what is going on in the world."**

**"I could really tell my child was learning and having fun."**

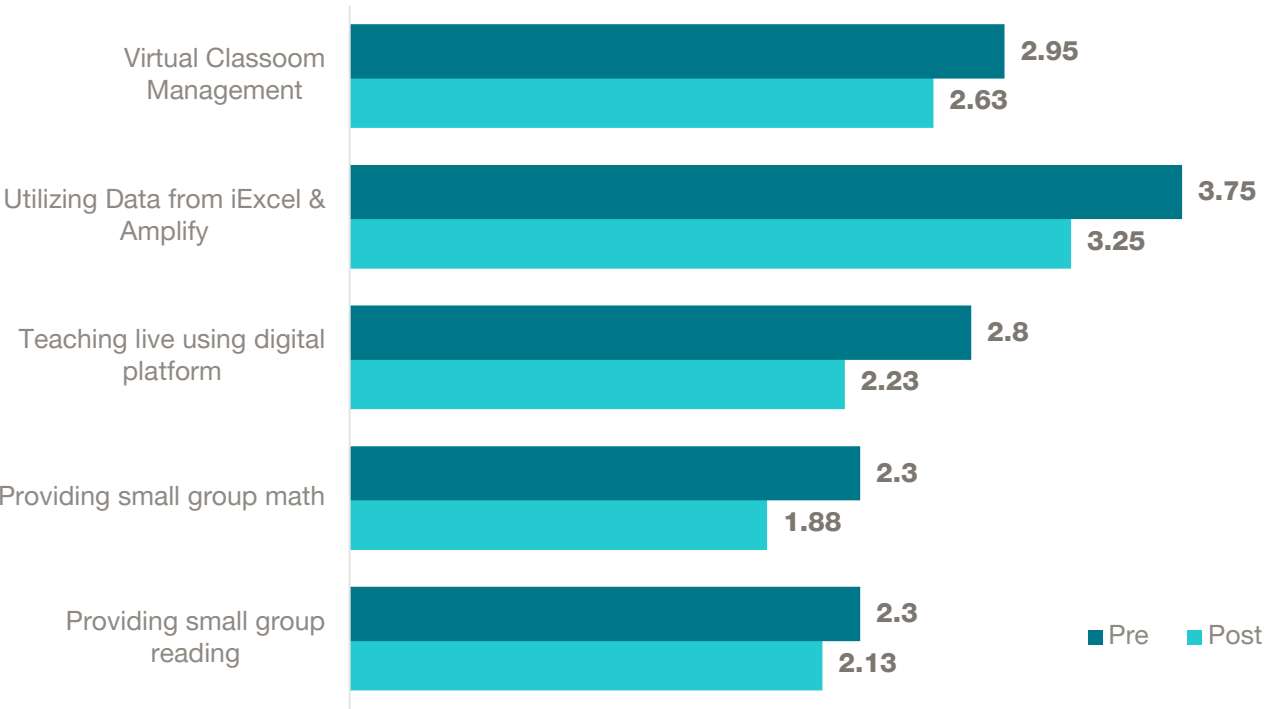
**"My son enjoyed the program and felt more confident starting 2<sup>nd</sup> grade."**

**-parents of students**

Teacher comments were collected on the post-survey only. Below are the direct comments from teachers who responded to the question. Teachers commented on the need for platforms to be user friendly and engaging for students. A common theme across teachers was the need to build relationships with students and their parents prior to remote learning.

“I can 100% guarantee that my confidence would have been ‘a lot’ or ‘a great deal’ if I had a relationship with my students. They were all kiddos that I had never met before. **Although, they were great kids with fun personalities, I would just have been more successful with this if I had known them previously.** I also tested out Nearpod and I do like that. It would be amazing with one on one virtual learning.”

TEACHER CONFIDENCE ACROSS ALL AREAS DECREASED FROM PRE TO POST.  
The need to establish relationships and understanding the platform prior are likely reasons.



“I am a special education teacher. Finding my place and how to best support during summer school was difficult. I have found new ways to help students and be part of their virtual classroom learning. One thing I found to be difficult was the management of students staying in the classroom meeting. Utilizing WebEx and all the features will require more practice for me. When teaching math it would have been helpful to have technology that allowed me to display my notebook rather than holding it up to the camera. A big struggle is when there is a technical issue and trying to work with kids virtually to figure it out, for example if they are not able to log into an app trying to determine why without seeing the screen was really challenging.”



“Virtual teaching is absolutely not conducive to learning, especially with younger grades. WebEx was not user friendly and caused a lot of headaches for teachers and parents.”

“Teachers don't need lessons on how to teach virtually, but we need platforms that work, that are user friendly, and materials that are meaningful and can be done with minimal extra help for all grade levels. It is not fair to expect parents to be in these meetings with their children when they have their own jobs to do.”

Based on the summer school data and additional feedback from teachers and administrators, the district required all teachers to complete training on the multiple platforms they would be using in the fall.

## STUDENT OUTCOMES

**METHOD.** No student data were collected for this evaluation as programs were altered due to COVID-19.

## RECOMMENDATIONS FOR EXTENDED LEARNING

Investigate the effect of COVID-19 on how many students need extended learning programs in the summer of 2020.



# Jump Start to Kindergarten

## STRATEGY IMPLEMENTATION

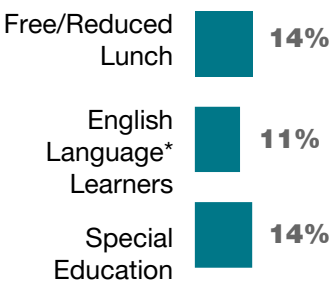
Jump Start to Kindergarten began in 2011. Programming is designed for low-income students who have limited or no previous educational experience. The opportunity to participate in a kindergarten setting and daily routines prior to the first day of school is a significant contributor to school readiness.

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

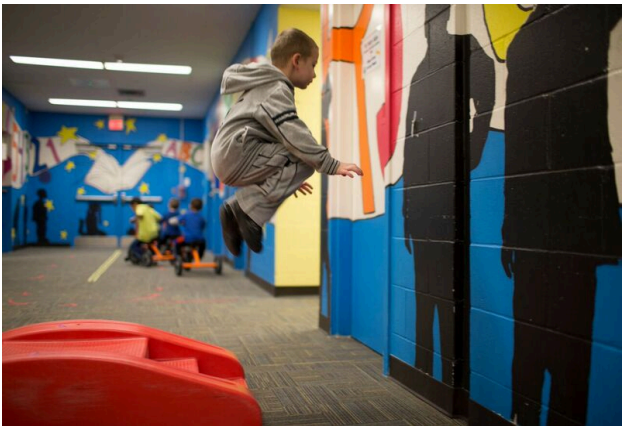
## DEMOGRAPHICS

In the summer of 2020, Jump Start to Kindergarten was implemented in one district due to COVID-19. A total of 36 Kindergarten students were served. The program was implemented in-person, but because of the added safety measures due to COVID-19, in-person child testing was not completed by MMI. Demographic information including eligibility for free and reduced lunch, race, ethnicity, and/or enrollment in special education services was collected to help interpret the evaluation findings.

JUMP START CLASSES SERVED SOME HIGH RISK POPULATIONS OF STUDENTS.

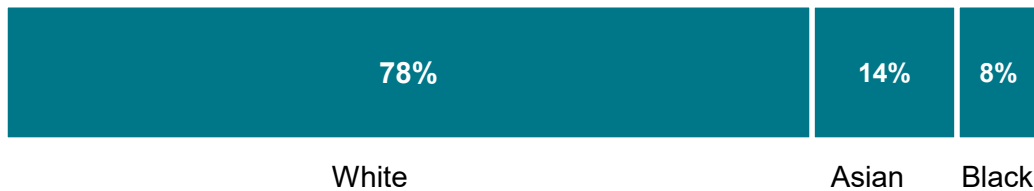


N=36



Jump Start to Kindergarten served six classrooms in two schools across the participating district. The program served more females (67%) than males (33%). The majority of children served were five years of age.

SOME OF THE STUDENTS SERVED WERE RACIALLY AND ETHNICALLY DIVERSE.  
There were 11% of students who were Hispanic.



N=36

## OUTCOMES

### PARENT SATISFACTION

#### What did parents report about the Jump Start Kindergarten Programs?

**METHOD.** Parents provided feedback on the value or usefulness of the Jump Start to Kindergarten Program. Using a collaborative process across all districts and agencies, a master parent survey was developed. Districts or agencies were then able to choose which sections they would use for their program. Parent survey data was received from the participating district. Parent survey results are displayed in the following tables (N=23).

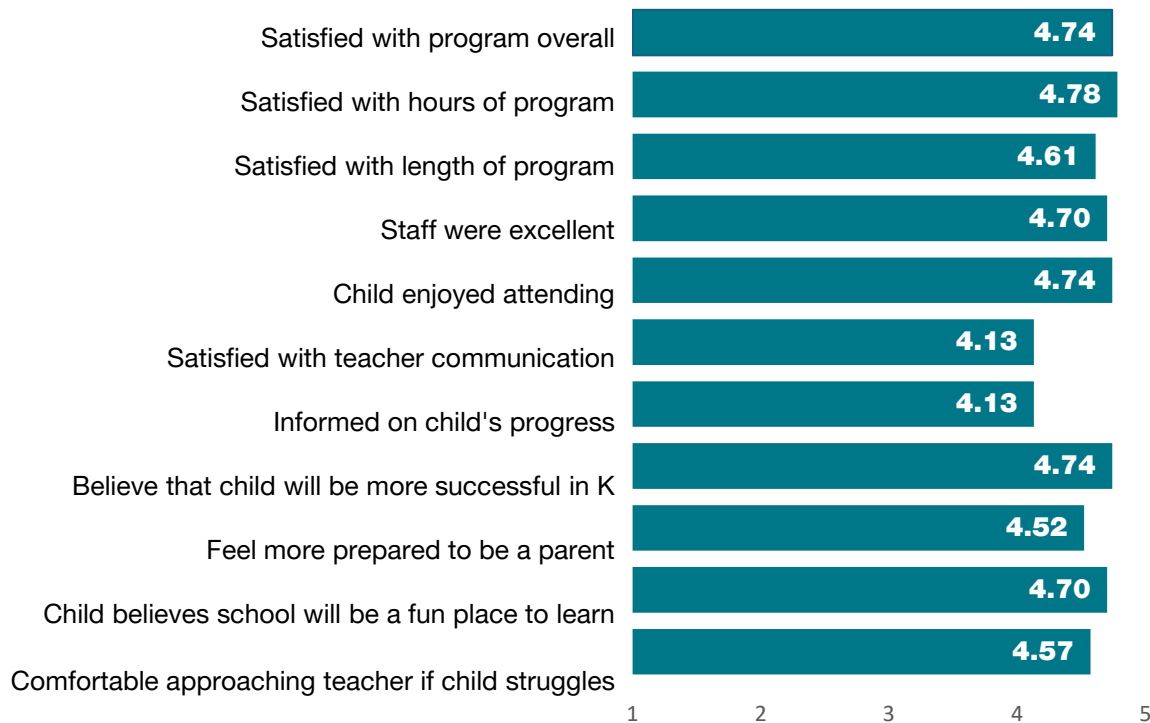
#### FAMILY SATISFACTION RESULTS

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



N=23

PARENTS REPORTED HIGH LEVELS OF SATISFACTION IN ALL AREAS.



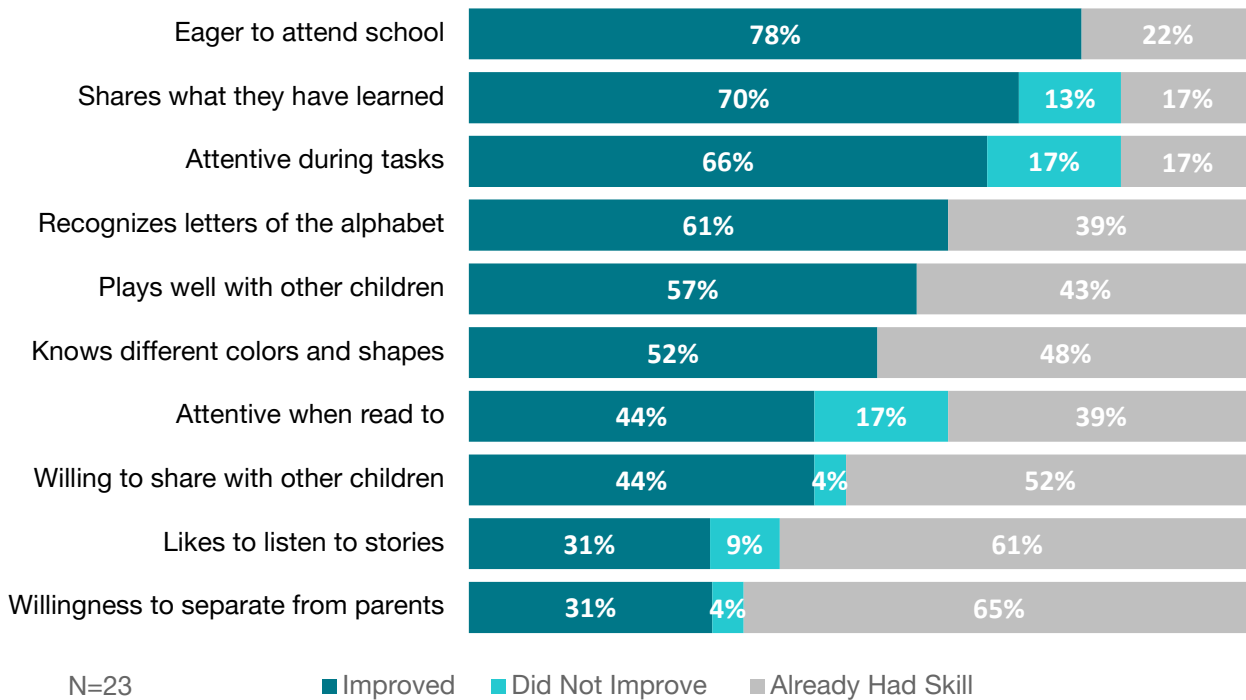
N=23

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

#### PARENT RATING OF STUDENT PROGRESS

Parents were also surveyed about their perceptions of how the program impacted their child. Over half of respondents reported child improvement in the following areas: recognizing letters of the alphabet, knowledge of colors and shapes, playing well with other children, interest in sharing what they learned, attention span for tasks, and eagerness to attend school. Some areas where the majority of students already possessed the skills included; willingness to separate from parents, shares well with others, and likes to listen to stories. Attentiveness during tasks and when read to had the highest percentage of “did not improve” (17%).

NEARLY THREE OUT OF FOUR PARENTS FELT THEIR CHILDREN'S EAGERNESS TO ATTEND SCHOOL IMPROVED THROUGH JUMP START.



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

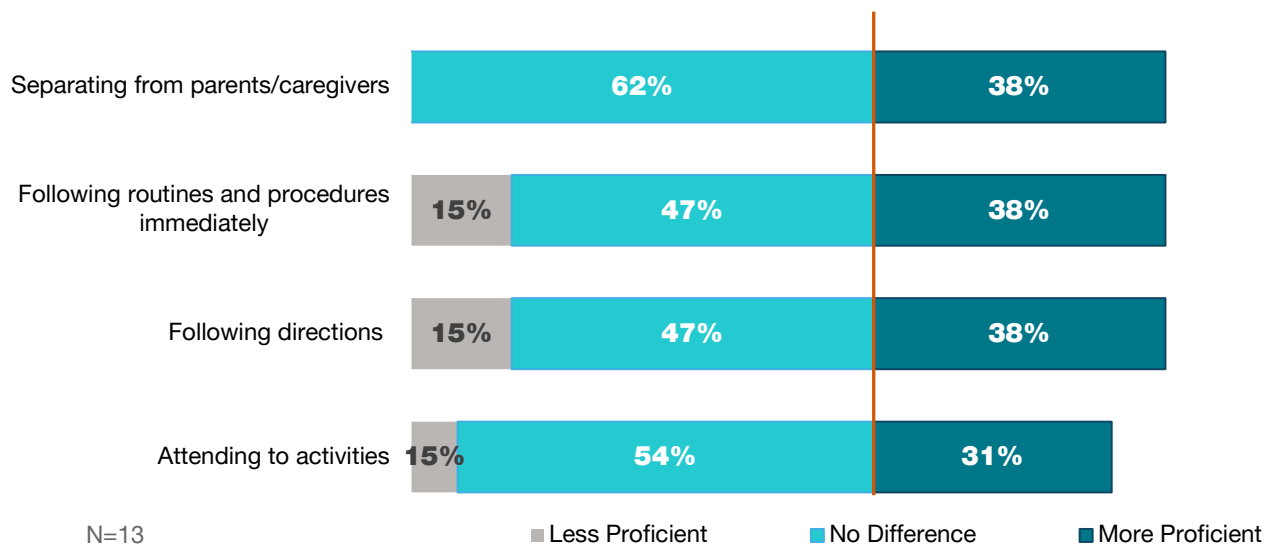
**METHOD.** In the fall of 2020, all kindergarten teachers who had 20 Jump Start to Kindergarten students in their classroom were asked to fill out a survey about the overall level of proficiency of students who attended the Jump Start to Kindergarten program compared to those that did not. Of the 13 teachers that were surveyed, 3 taught Jump Start to Kindergarten this year, and 10 (77%) did not.

### TEACHER SURVEY RESULTS

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



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



# LEARNING COMMUNITY ANNUAL REPORT SUMMARY

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

INTENSIVE EARLY CHILDHOOD EDUCATION	PARENT UNIVERSITY	FUTURE TEACHER CLINICAL TRAINING	CHILD CARE DIRECTOR TRAINING
<ul style="list-style-type: none"> <li>• 294 and 184 Grade K-1 students were enrolled</li> <li>• Majority are low income &amp; represent diverse populations</li> <li>• Classrooms were of very high quality in Classroom Organization &amp; Emotional support</li> <li>• Girls outperformed boys in Vocabulary and Social-Emotional skills</li> <li>• 41% (Reading) &amp; 47% (Math) of the K-1 students met or exceeded their expected growth goals</li> </ul>	<ul style="list-style-type: none"> <li>• 248 parents were enrolled with majority representing low income &amp; culturally diverse populations</li> <li>• Enrolled parents had 470 children of which 271 were within the targeted age range</li> <li>• Parents participated in 23 different courses which focused on parenting, school success, leadership, and life skills</li> <li>• Parents demonstrated gains in Protective Factors</li> <li>• Parents learned new parenting strategies, and improved their financial stability</li> </ul>	<ul style="list-style-type: none"> <li>• 63 students were enrolled in early childhood classes.</li> <li>• 15 students graduated with an associate's degree this year</li> <li>• Since 2016, 17 students have enrolled in 4-year institutions to continue their education</li> </ul>	<ul style="list-style-type: none"> <li>• 8 center-based directors participated in the project</li> <li>• Teachers who were coached by their directors improved their instructional practices to support children's social-emotional skills</li> <li>• 7 of the directors were also enrolled the state quality initiative, SU2Q</li> <li>• Directors reported that the training was valuable.</li> <li>• The majority of the teachers reported the child care workplace environment was positive</li> </ul>

# LEARNING COMMUNITY CENTER OF SOUTH OMAHA:

## FAMILY LEARNING

- 307 families were enrolled
- 472 0-8 year old children
- Two generation programming yielded positive effects Workforce Development with 32 participants earning at least one certificate
- For the fifth year in a row, parents reported increased levels of school and community engagement
- 27 participants enrolled in GED classes

## PARENTING OUTCOMES

- Parents reported parenting classes helped to reduce parental stress, improved their understanding of school processes and helped prepare children for school
- Parents met the overall program goal in parent-child interaction and demonstrated improvements in promoting learning and supporting confidence.
- For parents working with the social assistance navigator, significant decrease occurred for hyperactivity/inattention symptoms
- 45% of parents were able to close their cases with the social assistance navigator

## STUDENT OUTCOMES

- Students missed on average 6.82 days of school while 88% missed fewer than 10 days
- 45% met their growth goal for reading on NWEA-MAP™
- 45% met their growth goal for math on NWEA-MAP™

# SCHOOL DISTRICT INITIATIVES

## INSTRUCTIONAL COACHING

- 368 teachers, and 6,655 students were served across 5 districts
- Teachers met the threshold of quality for Classroom Organization, Emotional Support and Student Engagement
- Instructional Support continues to be an area for improvement
- Most teachers reported having a positive working relationship with their instructional coach

## JUMP START

- 36 kindergarten eligible students enrolled in Jump Start across one district
- 14% qualified represented low income households and 11% were ELL
- The majority of the parents (100%) were satisfied with the programs
- Kindergarten teachers consistently reported JS students had skills equal to or more proficient than peers not attending the program

## EXTENDED LEARNING

- 240 students were enrolled in Extended Learning with 11-85% qualifying for FRL
- 4 districts and 1 community agency participated
- Parents were highly satisfied with the program
- Parents appreciated that the program occurred even with COVID-19
- Overall satisfaction with the program was 4.5 on a 5-point scale

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## APPENDIX A. ASSESSMENT TOOLS

Tool	Author	Purpose
Bracken School Readiness Assessment, 3 <sup>rd</sup> Ed.	Bracken, B. (2007)	The Bracken School Readiness Assessment evaluates
CASAS®		THE CASAS® provides a measure of a participants English language skills in reading and listening.
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 Parenting Survey	Jackson, B. (2014)  Unpublished	This survey completed by parents evaluates three areas including parenting strategies, parent-child relationships, and parenting stress. It is based on a 5 point Likert scale.
Devereux Early Childhood Assessment (DECA), Second Edition	LeBuffe, P. & Naglieri, J. (2012).	The DECA assesses young children’s social-emotional protective factors, specifically evaluating, initiative, attachment, behavior concerns, and self-control.
FRIENDS Protective Factors Survey (PFS)	FRIENDS National Resource Center for Community Based Child Abuse Prevention (2011)	The PFS is a broad measure of family well-being that examines five factors including: family resiliency, social supports, concrete supports, child development knowledge and nurturing and attachment. It is scored on a 7 point Likert scale.
Parenting Children and Adolescents Scale (PARCA)	Hair, E., Anderson, K., Garrett, S., Kinukawa, A., Lippman, I., & Michelson, E. 2005	This is a parent completed assessment that evaluates three areas including: supporting good behavior, setting limits and being proactive in their parenting. It is based on a 7 point Likert scale.
Parenting Stress Scale (PSS)	Berry and Jones (1995)  Unpublished	The PSS is completed by the parent to assess parental stress. It is based on a 5 point Likert scale with higher scores reflecting greater stress.
Peabody Picture Vocabulary Test-IV	Dunn, L. M.,& Dunn, D. M. 2007 Pearson	A measure of receptive vocabulary.
Strengths and Difficulties Questionnaire	Goodman et al., 2000	The SDQ is 25 item parent assessment on a child’s behavioral strengths and difficulties.

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<http://learningcommunityds.org>

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## **EXECUTIVE COMMITTEE AND LEARNING COMMUNITY COORDINATING COUNCIL 2021 MEETING DATES**

**Note:** Executive Committee meetings are held on the first Tuesday of each month, 11:30 a.m. to 12:30 p.m., via Zoom. LCCC meetings are held on the third Thursday of each month, 6:00 p.m., at the Learning Community Center of North Omaha (LCCNO), 1612 North 24<sup>th</sup> Street.

<b>EXECUTIVE COMMITTEE</b>	<b>COORDINATING COUNCIL</b>
December 29, 2020	January 7 and January 21
February 2	February 18
March 2	March 18
April 6	April 15
May 4	May 20
June 1	June 17
July 6	July 15
July 27	August 5
August 31	September 9
October 5	October 21
November 2	November 18
November 30	December 16