

Learning Community Coordinating Council

January 20, 2022 – 6:00PM

1612 North 24th Street, Omaha, Nebraska 68110

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

The subjects to be discussed or considered, or upon which any formal action may be taken, are as follows:
(Items do not have to be taken in the same order as listed.)

I. Opening the Meeting

- i. Call to Order: The regular January meeting of the Learning Community Council is called to order on January 20, 2022, at 6 p.m.
- ii. **Council Mission Statement: 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.**
- iii. Public Notice and Compliance Nebraska Open Meetings Law
- iv. Council Roll Call:
- v. Pledge of Allegiance

II. Public Comment

III. Chair Opening Statement:

A. Reports

- i. Chair
- ii. CEO
- iii. Treasurer
- iv. Legal Counsel
- v. Foundation

IV. Consent Agenda

Unless removed from the consent agenda, items identified within the consent agenda will be acted on at one time.

- i. Minutes of the December 16, 2021, meeting of the Council
- ii. Treasurer's Report – dated December 31, 2021
- iii. Accept First Quarter Budget to Actual Report for FY 2021/2022

V. Programming Update

- a. Centers Updates
- b. Superintendents' Plan- BECI Presentation
- c. District Initiatives- Program Agreement Process

VI. Subcommittee Reports

- a) Elementary Learning and Diversity Subcommittee (ELD)
- b) Budget, Finance and Audit Subcommittee
- c) Legislative Subcommittee
 - i. **Action Item:** Motion to Approve supportive positions on key legislative items on behalf of the Learning Community to include: LB905, LB929
 - ii. **Action Item:** Motion to Approve supportive positions on key legislative items on behalf of the Learning Community to include: LB696

VII. New Business

- a) Report from Kim Bodensteiner
- b) Goals Presentation

VII. Upcoming Meeting – February 17, 2022 – Learning Community Center of North Omaha, 1612 North 24th Street, Omaha, NE 68110

VIII. Adjourn

***Closed Session:** If, during the course of the meeting, discussion of any item on the agenda should be held in a closed meeting, the council will conduct a closed meeting in accordance with the Nebraska Open Meetings Law.

****Sequence of Agenda:** The sequence of agenda topics is subject to change at the discretion of the Council. Please arrive at the beginning of the meeting.

UPCOMING LEARNING COMMUNITY EVENTS:

Advisory Committee	To Be Determined
LC Coordinating Council	February 17, 2022, 6:00 p.m. Learning Community Center of North Omaha, 1612 N. 24 th Street, Omaha, NE
Subcouncil #1	To Be Determined
Subcouncil #2	To Be Determined
Subcouncil #3	To Be Determined
Subcouncil #4	To Be Determined
Subcouncil #5	To Be Determined
Subcouncil #6	To Be Determined

HANDOUTS TO ACCOMPANY THIS AGENDA ARE AS FOLLOW

- CEO Report
- LCCC Minutes dated December 16, 2021.
- December Treasurer's Report
- First Quarter Budget to Actual Report for FY 2021-2022
- Program Agreement Process
- Report from Kim Bodensteiner
- GOALS Presentation



1612 North 24th Street
Omaha, Nebraska 68110
Phone: 402.964.2405

Chief Executive Officer
Dr. Bradley Ekwerekwu

COORDINATING COUNCIL OFFICERS

Chair
Allen Hager

Vice Chair
Brian Thommes

Secretary
Carol Hahn

Treasurer
Mark Hoeger

COUNCIL MEMBERS

Achievement Subcouncil 1
Clarice Jackson
Brian Thommes

Achievement Subcouncil 2
Carol Hahn
Nathan Zingg

Achievement Subcouncil 3
Mark Hoeger
Melinda Kozel

Achievement Subcouncil 4
Allen Hager
Lisa Schoenberger

Achievement Subcouncil 5
Erik Servellon
Tonya Ward

Achievement Subcouncil 6
Andrew Brock
Tim Hall

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.*

VISION

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

LearningCommunityDS.org

JANUARY 20, 2022 LCCC MEETING

CEO REPORT

1. The Learning Community Strategic Plan is off to a GREAT start! The LC staff continues to set timelines, action items, and data measurements to ensure that we execute our goals. The Council will receive an update after Q1 2022 is in the books.
2. Nicole Seymour, GOALS, joins us for the January Council meeting to discuss the current status of GOALS programming/supports, as well as LC related items. We look forward to a valuable discussion regarding the attendance/district data.
3. The Marketing/Communication RFP application phase ended on December 31st, 2021. We have a total of 4 applications and all will receive an interview in the remaining weeks of January. We look to update the Council at the February Council meeting.
4. Kim Bodensteiner will provide a formal report on the 3rd Center Needs landscape assessment to the Council at our January meeting. We look forward to a valuable discussion regarding the thematic findings.
5. The NCSA Communications division visited with the LC in January to gain more awareness of our organization, understand the elements of programming, and promote our success. We look forward future publications and collaboration with NCSA.
6. The NASB Legislative Issues Conference is January 30-31, 2022. The Learning Community and Council will be well represented, and we look forward to investing in relationships with our State elected officials.
7. It is that time of year again! Our Finance department is working with the BFA subcommittee to ensure that all year end, audit, and financial accounting are in order. We will receive updates from BFA as this process unfolds.

Learning Community Coordinating Council

December 16, 2021 – 6:00PM

1612 North 24th, Omaha, Nebraska

Meeting Minutes

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

The subjects to be discussed or considered, or upon which any formal action may be taken, are as follows:
(Items do not have to be taken in the same order as listed.)

I. Opening the Meeting

- i. Call to Order: The regular December meeting of the Learning Community Council is called to order on December 16, 2021, at 6:00 p.m.
- ii. **Council Mission Statement: 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.**
- iii. Public Notice and Compliance Nebraska Open Meetings Law
A meeting of the Coordinating Council of the Learning Community of Douglas and Sarpy Counties was held December 16, 2021. Notice of the meeting, containing the date, time, place, and agenda, was given in advance thereof by publication in the Daily Record on December 13, 2021. 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 December 10, 2021.
- iv. Council Roll Call:
- v. Voting Members Present: Brock, Hoeger, Jackson, Kozel, Thommes, Servellon, Schoenberger, Zingg, Chair Hager

Voting Members Excused: Hall, Hahn

Members Absent: Ward

Staff Present: Ekwerekwu, Videgla, O'Hara, Franklin

Also Present: BECI, Koley Jessen, MOEC
- v. Pledge of Allegiance

II. Public Comment:

A. Reports

- i. Chair - Chair Hager Gave updates to the council on all that we have on our agenda today. He also thanked the team that work hard on the redistricting and how happy he is with the outcome.
- ii. CEO -
 1. I am excited to report that the Learning Community has been hosting State Senators for informational sessions. Upcoming legislative sessions will be monitored closely by the Legislative subcommittee and our lobbyist.
 2. The Marketing/Communication RFP process is going well. The Q/A session was informative, and all information is posted on the LC website homepage. The application was posted on November 15th and will remain open until December 31st. Please distribute this RFP far and wide-we are looking forward to a successful recruitment, interview, and on-boarding process.
 3. The 3rd Center Needs assessment process continues to progress. Thank you to those Council members that were able to join community sessions. We have a few more meetings with superintendents, principals, school officials, and families scheduled in the coming weeks. Kim Bodensteiner will provide a formal report to the Council in January 2022.
 4. Thank you to the Learning Community Foundation for successfully raising funds for the LC families. Giving Tuesday, along with a year-end giving appeal have proven fruitful!
 5. Strategic Planning- Once again, thank you to all parties that have been involved in this effort! The future is BRIGHT! Let's get to work...
 6. The Redistricting subcommittee deliberated during many meetings to present scenarios for Council consideration. Tonight, the Public Hearing and Council discussion/vote will likely set the authorized Guide Map to follow for the next decade. We welcome MAPA to the Council meeting to discuss process and the final scenario.
 7. Dr. Martha Bruckner, MOEC, is joining us for the December Council meeting to discuss the current status of the Raise Me to Read campaign, as well as other pertinent items. We welcome our valued partner.
 8. Nicole Seymour, GOALS, will join us for the January Council meeting to discuss the current status of GOALS programming/supports, as well as LC related items. Please be prepared to participate in discussions.
- iii. Treasurer-

The Budget and Finance Committee met to review the Treasurer's reports.

The committee found no irregular or inappropriate entries and voted to recommend the acceptance of the report. The budget to actual has been deferred to the next meeting.
- iv. Legal Counsel- No report.
- v. Foundation- No report

III. Consent Agenda

Unless removed from the consent agenda, items identified within the consent agenda will be acted on at one time.

- i. Minutes of the November 18, 2021, meeting of the Council
- ii. Treasurer's Report – dated November 30, 2021

Motion to approve Council meeting minutes of November 18, 2021; Treasurer's report of November 30, 2021. Motion first by Zingg, second by Kozel.

Yeas: Brock, Hoeger, Jackson, Kozel, Thommes, Servellon, Schoenberger, Zingg, Chair Hager.
Motion carried.

IV. Programming Update

- a. Centers Updates- Renee gave updates on the South and also extended an invitation to the council for an upcoming activity of the holidays that will occur at the South Center.
- b. Superintendent's Plan- BECI Presentation
- c. District Initiatives-

V. Subcommittee Reports

1. Elementary Learning and Diversity Subcommittee (ELD)
2. Budget, Finance and Audit Subcommittee
3. Legislative Subcommittee

VI. New Business

- a. **Action Item:** Upon recommendation of the Redistricting Subcommittee, motion to authorize the use of the Redistricting Scenario 3 Guide Map of Douglas and Sarpy counties.

Motion to approve the recommendation of the Redistricting Scenario 3 Guide Map of Douglas and Sarpy counties. Motion first by Zingg second by Jackson.

Yeas: Brock, Hoeger, Jackson, Kozel, Thommes, Servellon, Schoenberger, Zingg, Chair Hager.
Motion carried.

- b. **Action Item:** Motion to approve the Learning Community of Douglas and Sarpy Counties Strategic Plan prepared by Parlay Consulting to begin in January 2022 and end in December 2024. Motion to approve the Learning Community of Douglas and Sarpy counties Strategic Plan prepared by Parlay Consulting to begin in January 2022 and end in December 2024. Motion first by Kozel second by Zingg.

Yeas: Brock, Hoeger, Jackson, Kozel, Thommes, Servellon, Schoenberger, Zingg, Chair Hager.
Motion carried.

c. Dr. Martha Bruckner, MOEC (Raise Me to Read Campaign)

VII. Upcoming Meeting – January 20, 2022 – Learning Community Center of North Omaha, 1612 North 24th Street, Omaha, NE 68110

VIII. Adjourn at 7:40 00 PM.

***Closed Session:** If, during the course of the meeting, discussion of any item on the agenda should be held in a closed meeting, the council will conduct a closed meeting in accordance with the Nebraska Open Meetings Law.

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Subcouncil #1	To Be Determined
Subcouncil #2	To Be Determined
Subcouncil #3	To Be Determined
Subcouncil #4	To Be Determined
Subcouncil #5	To Be Determined
Subcouncil #6	To Be Determined

HANDOUTS TO ACCOMPANY THIS AGENDA ARE AS FOLLOWS:

- CEO Report
- LCCC Minutes dated November 18, 2021
- November Treasurer's Report • Redistricting Maps 1-7
- Strategic Plan
- MOEC Presentation
- Progress Update: Program Priorities and Needs Assessment for Third Learning Community Center

LEARNING COMMUNITY OF DOUGLAS SARPY COUNTIES

Treasurer's Report

Dec 31, 2021

and Credit Amounts	Date	Name	Invoice/CM #	Line Description	Debit Amount	Credit Amount	Payment Status
5413	12/1/21	Accident Fund	WCA 6089368 08 02-3	4th Installment Accident Fund	342.00	342.00	Paid In Full
5414	12/6/21	All Copy Products	AR3370477	Monthly Maintenance for Admin Area 11/1/21-11/30/21 Monthly Maintenance for Parent University 11/1/21-11/30/21 All Copy Products	50.04 73.54	123.58	Paid In Full
5430	12/20/21	Linda Alsharif	LCC3004	Interpretation Services (Arabic) for parent stakeholders input meeting 12/15/21 Millard Linda Alsharif	100.00	100.00	Paid In Full
3747	12/2/21	Buffett Early Childhood Institute	LCYR1-112021 Eval	November 2021 Supt Plan Eval Buffett Early Childhood Institute	4,331.13	4,331.13	Paid In Full
5406	12/2/21	Buffett Early Childhood Institute	LCYR1-112021Supes	November monthly program payment Residual Balance 25% of Residual deduction Buffett Early Childhood Institute	133,246.81 -14,939.07	118,307.74	Paid In Full
5400	11/29/21	Blue Cross Blue Shield of Nebraska	1861277 Dec 2021	Admin Health/Dental (Bradley Ekwerekwu, Paula Erlwine, Sarah Videgla, Alice Lewis) ELC Health/Dental (Renee Franklin) Blue Cross Blue Shield of Nebraska	3,749.61 773.12	4,522.73	Paid In Full
5434	12/20/21	Blue Cross Blue Shield of Nebraska	1929702 Jan 2022	Admin Health/Dental (Bradley Ekwerekwu, Paula Erlwine, Sarah Videgla, Alice Lewis) ELC Health/Dental (Renee Franklin) Blue Cross Blue Shield of Nebraska	3,749.61 773.12	4,522.73	Paid In Full
5435	12/23/21	Kimberly K. Bodensteiner	LCC3005	StakeholderAdvisory Group Engagement meetings (26 Hyvee Gift Cards) StakeholderAdvisory Group Engagement meetings 120 Stamps & 23.10 Postage Kimberly K. Bodensteiner	520.00 92.70	612.70	Paid In Full
5411	12/7/21	City of Omaha	212853	Librarian (Debra Paris) Oct 2021 PR/Benefits Part-Time Status City of Omaha	4,241.79	4,241.79	Paid In Full
5425	12/16/21	City of Omaha	213381	Librarian (Debra Paris) Nov 2021 PR/Benefits Part-Time Status City of Omaha	3,133.12	3,133.12	Paid In Full
5419	12/1/21	Clarity Benefit Solutions	1201214474	November 2021 Admin Mo Fee; MED & DCA Clarity Benefit Solutions	45.00	45.00	Paid In Full

LEARNING COMMUNITY OF DOUGLAS SARPY COUNTIES

Treasurer's Report

Dec 31, 2021

and Credit Amounts	Date	Name	Invoice/CM #	Line Description	Debit Amount	Credit Amount	Payment Status
	11/23/21	Colonial Life	3884152-1201748	Short Term Dis (Admin)	449.65		
				Short Term Dis (Franklin)	138.00		
5401				Colonial Life		587.65	Paid In Full
	11/30/21	Completely KIDS	11302021LC	November Contract billing for Field Club Elementary	5,187.00		
5187				Completely KIDS		5,187.00	Paid In Full
	12/17/21	Control Yours	6027	Plus membership Subscription fee for LCC	175.00		
5417				Control Yours		175.00	Paid In Full
	10/31/21	Culligan of Omaha	1015485	5 Gal water Delivery & Equipment 10/30 Cooler (LCCNO Class Rooms)	33.00		
	10/31/21	Culligan of Omaha	1016231	Equipment Cooler (LCCNO Class Rooms)11/1-11/30/21	5.50		
	11/30/21	Culligan of Omaha	1018713	Equipment Cooler (LCCNO Class Rooms)12/1-12/31/21	5.50		
5422				Culligan of Omaha		44.00	Paid In Full
	11/30/21	Culligan of Omaha	1018587	Equipment Cooler (Admin Office)	12.50		
5408				Culligan of Omaha		12.50	Paid In Full
	12/13/21	The Daily Record	140180	Coordinating Council mtg notice - 12/16/21	18.50		
5431				The Daily Record		18.50	Paid In Full
	12/29/21	Douglas County West School District Sept-Nov 2021		Sup EC Prgm Sept-Nov 2021	15,423.30		
5436				Douglas County West School District		15,423.30	Paid In Full
	12/1/21	El Mero Mero Inc	December 2021	December 2021	5,361.00		
1376				El Mero Mero Inc		5,361.00	Paid In Full
	12/2/21	Engineered Controls	172319	Troubleshoot front door hydraulic closerretracting	188.50		
	12/2/21	Engineered Controls	172340	Front Desk Entrance Button replacement	266.00		
5415				Engineered Controls		454.50	Paid In Full
	12/1/21	Envisioned Solution	211	LC Monthly Hosting Cost of LCC app	199.00		
5402				Envisioned Solution		199.00	Paid In Full
	12/1/21	HELP Foundation of Omaha	2302 December 2021	Rent and utilities	12,844.89		
1377				HELP Foundation of Omaha		12,844.89	Paid In Full
	12/1/21	InfiNet Solutions, Inc.	60568SI	Monthly Managed Services - December	2,071.50		
5412				InfiNet Solutions, Inc.		2,071.50	Paid In Full
	12/21/21	Janette Roman Merkel	LCC3003	Informational document translation (Spanish)	300.00		

LEARNING COMMUNITY OF DOUGLAS SARPY COUNTIES

Treasurer's Report

Dec 31, 2021

and Credit Amounts	Date	Name	Invoice/CM #	Line Description	Debit Amount	Credit Amount	Payment Status
5432				Janette Roman Merkel		300.00	Paid In Full
	12/17/21	Jensen Rogert Associates, Inc.	2022-01	January 2022 installment	2,416.67		
				2022 Lobbyist Registration	200.00		
5433				Jensen Rogert Associates, Inc.		2,616.67	Paid In Full
	11/29/21	Konica Minolta Premier Finance	74635113	Admin Lease payment	194.48		
				PU lease payment	200.34		
5407				Konica Minolta Premier Finance		394.82	Paid In Full
	12/6/21	Lion's Gate Security Solutions	LCOCTNOV2021	10/31/2021 Security Services 10/5, 10/14, 10/18, 10/21, 10/22, 10/27	495.00		
				11/30/2021 Security Services 11/2, 11/4, 11/9, 11/16, 11/18, 11/20	468.00		
5416				Lion's Gate Security Solutions		963.00	Paid In Full
	11/23/21	Lund Company	1612-December 2021	Lease payment	52,212.61		
1378				Lund Company		52,212.61	Paid In Full
	12/16/21	Millard Public Schools	21-22 BECISupt Plan	21/22 Final Supt. Plan payment	37,564.92		
5426				Millard Public Schools		37,564.92	Paid In Full
	11/30/21	Nebraska Early Childhood Collaborat	11302021	Childcare Director Training Prog - November 2021	3,822.22		
5409				Nebraska Early Childhood Collaborative		3,822.22	Paid In Full
	11/30/21	One Source The Background Check	2136-2108	Willis, Patricia	34.00		
5420				One Source The Background Check Company		34.00	Paid In Full
	12/7/21	OMAHA PUBLIC SCHOOLS	BECI006	Sep 1-Oct 31 2021 BECI payment - Mt. View	545.82		
				Sep 1-Oct 31 2021 BECI payment - Gomez	12,169.82		
				Sep 1-Oct 31 2021 BECI payment - Liberty	12,069.44		
				Sep 1-Oct 31 2021 BECI payment - Pinewood	24,751.28		
	12/7/21	OMAHA PUBLIC SCHOOLS	Sep 1-Oct 312021 ELC	Instructional Coaching - SC1	29,761.21		
				Instructional Coaching - SC3	26,936.44		
				ELC Partnership Progrm	75,306.11		
5418				OMAHA PUBLIC SCHOOLS		181,540.12	Paid In Full
	12/7/21	HiTouch	7345369366-0-1	8.5x11 Bubble Mailer 12pk	16.99		
				6x9 Bubble Mailer 12pk	3.78		
				Highlighter With Grip Assorted 12PK	8.99		
				Lemon Ginger Keurig K-Cups 24 box	29.22		
				2022 At a Glance 9x11 Monthly Planner blk	25.19		
				Multipurpose Papaer 8.5x 11, white, 5000 sheets	45.89		
5423				HiTouch		130.06	Paid In Full

LEARNING COMMUNITY OF DOUGLAS SARPY COUNTIES

Treasurer's Report

Dec 31, 2021

and Credit Amounts	Date	Name	Invoice/CM #	Line Description	Debit Amount	Credit Amount	Payment Status
5428	12/12/21	HiTouch	7345439406-0-2	Kcup MCCafe Prem Bld Dcaf 24CT HiTouch	12.27	12.27	Paid In Full
5410	11/26/21	Philadelphia Insurance Companies	2003122403	umbrella payment Philadelphia Insurance Companies	459.90	459.90	Paid In Full
5421	12/1/21	Pioneer Publishing, Inc.	174539	Marketing & Communication RFP Employment Advertisement 12/2021 Pioneer Publishing, Inc.	462.00	462.00	Paid In Full
5424	12/8/21	Project Harmony	12082021	Parent University Program November 2021 Project Harmony	60,989.84	60,989.84	Paid In Full
5429	12/16/21	Regal Printing	79873	PU Business Cards-Marshauna Martin PU Business Cards-Keiante Westbrook Regal Printing	65.50 65.50	131.00	Paid In Full
5403	11/24/21	Seim Johnson LLP	CL06438.00 112421	Acctg Assistance - L Determan Seim Johnson LLP	924.00	924.00	Paid In Full
5404	11/16/21	Sun Life Assurance Company of Can	December 2021	EE Life, AD&D, & LTD Insurance (ADMIN) EE Life, AD&D, & LTD Insurance (PR Ded) Sun Life Assurance Company of Canada	87.29 13.27	100.56	Paid In Full
3748	12/13/21	UNMC	12/2021 ELC Eval	December 2021 Monthly ELC Eval Prog UNMC	35,164.58	35,164.58	Paid In Full
5405	11/19/21	VSP Insurance Co.	813731514	November 2021 VSP Insurance Co.	157.34	157.34	Paid In Full
122721EFT	12/27/21	Security National Bank	December Statement	Credit Card Online Pmt	7,375.08	7,375.08	Paid In Full
					568,016.35	568,016.35	

LEARNING COMMUNITY OF DOUGLAS SARPY COUNTIES

Credit Card Report

Dec 31, 2021

Date	Reference	Trans Description	Debit Amt	Credit Amt	Balance
12/1/21		Beginning Balance			-7,375.08
12/1/21	CC122021_V01	Amazon.com		91.92	
12/7/21	CC122021_V02	Hobby Lobby		151.73	
12/7/21	CC122021_V03	Family Dollar Neighborhood Dis		13.66	
12/8/21	CC122021_V05	Party City Corporation		42.80	
12/9/21	CC122021_V04	Party City Corporation		98.44	
12/17/21	CC122021_V06	Panera Bread Cafe 1202		253.28	
12/17/21	CC122021_V07	Zoom Video Communication, Inc.		199.90	
12/24/21	CC122021_V09	Stamps.com		17.99	
12/27/21	122721EFT	Security National Bank - Credit Card Payable - SNB	7,375.08		
12/28/21	CC122021_V08	1&1 Ionos		8.71	
		Current Period Change	7,375.08	878.43	6,496.65
12/31/21		Ending Balance			-878.43

LEARNING COMMUNITY OF DOUGLAS & SARPY COUNTIES
Budget to Actual - General Administration
For the Three Months Ending November 30, 2021

January 20, 2022 Agenda
Item IV. iii.

	Current FY Budget	Actual YTD	Percent of Budget	Remaining Spent
Revenues				
STATE AID	\$ 470,000.00	\$ 470,000.00	100.00	0.00
Total Revenues	470,000.00	470,000.00	100.00	0.00
General Expenses				
Coordinating Council				
LCCC- CONTRACTED SERVICES	2,000.00	0.00	0.00	2,000.00
LCCC-OTHER PROF/TECH	8,000.00	2,243.70	28.05	5,756.30
LCCC - ADVERTISING	1,000.00	123.70	12.37	876.30
LCCC -PRINTING	500.00	0.00	0.00	500.00
LCCC - OFF SUPPLIES	250.00	0.00	0.00	250.00
LCCC- TECHNOLOGY/EQUIPMENT	200.00	0.00	0.00	200.00
LCCC-CONFERENCE REGISTRATIO	2,500.00	600.00	24.00	1,900.00
LCCC - MISC EXPENSES	1,800.00	785.97	43.67	1,014.03
Coordinating Council - Subtotal	16,250.00	3,753.37	23.10	12,496.63
Administration				
CEO SALARY	145,750.00	41,524.73	28.49	104,225.27
OTHER SALARIES AND WAGES	254,205.76	67,697.92	26.63	186,507.84
PAYROLL TAXES	30,596.62	8,276.92	27.05	22,319.70
BENEFIT EXPENSES	47,998.67	14,952.17	31.15	33,046.50
DUES AND MEMBERSHIPS	4,800.00	1,889.50	39.36	2,910.50
CONFERENCE/PROFESSIONAL DEV	5,500.00	1,917.31	34.86	3,582.69
PUBLIC ACCOUNTING	30,000.00	18,380.00	61.27	11,620.00
STATE AUDIT	11,000.00	0.00	0.00	11,000.00
TELECOMMUNICATIONS/WEBSITE	2,500.00	525.00	21.00	1,975.00
SUPPLIES	5,460.00	758.47	13.89	4,701.53
FURNITURE	2,500.00	104.00	4.16	2,396.00
PRINTING AND POSTAGE	10,000.00	835.99	8.36	9,164.01
TECHNOLOGY/EQUIPMENT	13,000.00	6,343.47	48.80	6,656.53
REIMBURSED EXPENSES	100.00	0.00	0.00	100.00
OTHER MISC.	15,600.00	3,009.05	19.29	12,590.95
Administration - Subtotal	579,011.05	166,214.53	28.71	412,796.52
Total Expenses	595,261.05	169,967.90	28.55	425,293.15
Net Income	\$ (125,261.05)	\$ 300,032.10	239.53	(425,293.15)

LEARNING COMMUNITY OF DOUGLAS & SARPY COUNTIES

Budget to Actual - ELC Operations
For the Three Months Ending November 30, 2021

	Current FY Budget	Actual YTD	Percent of Spent	Remaining
Revenues				
LOC PROP TAX - ELC LEVY	\$ 10,586,572.62	\$ 1,419,987.58	13.41	9,166,585.04
INTEREST - ELC OP	10,000.00	0.00	0.00	10,000.00
Total Revenues	10,596,572.62	1,419,987.58	13.40	9,176,585.04
General Expenses				
District Initiatives				
Subcouncil 1 ELC Programming	202,934.00	7,782.43	3.83	195,151.57
Subcouncil 3 ELC Programming	294,788.00	6,505.42	2.21	288,282.58
Subcouncil 4 ELC Programming	146,222.00	0.00	0.00	146,222.00
Subcouncil 5 ELC Programming	309,000.00	0.00	0.00	309,000.00
Subcouncil 6 ELC Programming	128,556.00	22,673.59	17.64	105,882.41
Programming - Subtotal	1,081,500.00	36,961.44	3.42	1,044,538.56
North Omaha Center				
Early Childhood Partnership	875,500.00	47,745.33	5.45	827,754.67
Subcouncil 2 Family Support Li	0.00	0.00	0.00	0.00
Childcare Director Training	141,500.00	8,575.80	6.06	132,924.20
Parent University	1,558,873.00	180,824.63	11.60	1,378,048.37
Center Operations	138,986.73	8,538.26	6.14	130,448.47
North Omaha Center - Subtotal	3,796,359.73	282,645.46	7.45	3,513,714.27
South Omaha Center				
South Omaha Center	2,586,169.00	248,887.72	9.62	2,337,281.28
Subcouncil 5 Family Support Li	0.00	0.00	0.00	0.00
South Omaha Center - Subtotal	2,586,169.00	248,887.72	9.62	2,337,281.28
Superintendent's Early Childhood Plan				
Superintendent's Early Childho	3,453,000.00	259,177.56	7.51	3,193,822.44
Superintendent's Plan - Subtotal	3,453,000.00	259,177.56	7.51	3,193,822.44
General Expenses				
Admin-Community Relations	175,000.00	10,894.86	6.23	164,105.14
Admin-Legal	80,000.00	7,668.50	9.59	72,331.50
Admin-Insurance/Bonding	69,000.00	2,858.76	4.14	66,141.24
Admin-Lobbying	30,900.00	7,208.34	23.33	23,691.66
Admin-Salaries and Wages	240,433.86	38,247.50	15.91	202,186.36
Admin-Payroll Taxes	18,393.19	2,862.03	15.56	15,531.16
Admin-Benefit Expenses	40,450.46	3,880.79	9.59	36,569.67
Admin-Other Misc. Expenses	19,600.00	150.00	0.77	19,450.00
General Expenses - Subtotal	673,777.51	73,770.78	10.95	600,006.73
Total Expenses	10,509,306.24	864,481.52	8.23	9,644,824.72
Difference of Revenues & Expenses	(87,266.38)	(555,506.06)	636.56	468,239.68
Net Income	\$ 87,266.38	\$ 555,506.06	(636.56)	(468,239.68)

LEARNING COMMUNITY OF DOUGLAS & SARPY COUNTIES

Budget to Actual - Capital Projects

For the Three Months Ending November 30, 2021

		Current FY Budget	Actual YTD	Percent of Budget	Remaining Spent
Revenues					
LOC PROP TAX - CAP PROJ (1070)	\$	882,121.20	\$ 118,277.06	13.41	763,844.14
Total Revenues		882,121.20	118,277.06	13.41	763,844.14
Learning Centers					
North Omaha Center - Lease Pay		630,000.00	156,637.83	24.86	473,362.17
South Omaha Center - Lease Pay		241,180.00	54,640.03	22.66	186,539.97
Total Expenses		871,180.00	211,277.86	24.25	659,902.14
Difference of Revenues & Expenses	\$	10,941.20	\$ (93,000.80)	850.01	103,942.00

For Management Purposes Only

LEARNING COMMUNITY OF DOUGLAS & SARPY COUNTIES

Budget to Actual - Research & Evaluation

For the Three Months Ending November 30, 2021

		Current FY Budget	Actual YTD	Percent of Budget	Remaining Spent
Revenues					
Interest	\$	707,937.00	\$ 212,381.11	30.00	495,555.89
		0.00	0.00	0.00	0.00
Total Revenues		707,937.00	212,381.11	30.00	495,555.89
Research & Evaluation					
Program Evaluation & Research		523,760.75	105,493.74	20.14	418,267.01
GOALS Student Attendance Initi		95,000.00	95,000.00	100.00	0.00
PARLAY-Strategic Plan Eval		51,491.25	23,277.50	45.21	28,213.75
Kim Bodensteiner-Needs Assessm		38,748.00	11,200.00	28.90	27,548.00
Superintendent's Plan Evaluati		225,000.00	10,448.29	4.64	214,551.71
Total Expenses		934,000.00	245,419.53	26.28	688,580.47
Difference of Revenues & Expenses	\$	(226,063.00)	\$ (33,038.42)	(14.61)	(193,024.58)

This Fund is restricted to research and evaluation related disbursements only

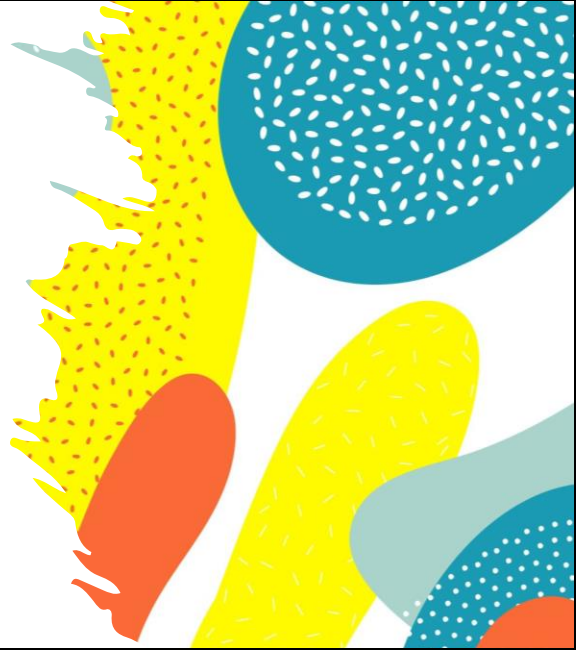
DISTRICT INITIATIVE AGREEMENT PROCESS 2022

Process Overview: The past few years, the ELD Subcommittee has spent a considerable amount of time determining which types of district initiatives to consider for funding and recommended supporting Extended Learning, Jumpstart to Kindergarten and Instructional Coaching Programs. Subcouncils then ask staff to work directly with the districts to figure out which programs to support and how much to allocate to each district ahead of time. Each Subcouncil informally approves the program and dollar amounts in advance so that districts can be most efficient with the required paperwork. Subcouncils then schedule formal meetings to review the program agreements and bring a recommendation to the full Council in May. We continue to receive very positive feedback from districts who have greatly appreciated the opportunity to plan ahead of time and work together to best meet the needs of children in poverty.

Current Subcouncil Current Programming	Districts Meet with LC Staff & Shared Learning Groups to determine same or different program proposal	2022/2023 Dollar Amount Allocated (Allocation based on formula; determined in February)	Upon informal Subcouncil consensus, Districts Complete Proposal Paperwork (30 days from agreement with LC staff)	Subcouncil Approves any changes in program Agreements (prior to April 2020)	Koley Jessen Prepares Contracts (15-30 days)	LCCC Approval
Subcouncil 1 Instructional Coaching (OPS) Ext Learning/Jumpstart (DC West, Elkhorn)	January-February 2022		March 2022	April 2022		May 2022
Subcouncil 3 Extended Learning (Completely Kids/OPS) Instructional Coaching (OPS, Westside, Ralston)	January-February 2022		March 2022	April 2022		May 2022
Subcouncil 4 Instructional Coaching (Millard) Ext. Learning (Elkhorn)	Agreement does not expire until next year					
Subcouncil 5 Instructional Coaching (Bellevue)	January-February 2022		March 2022	April 2022		May 2022
Subcouncil 6 Instructional Coaching (Millard) Ext. Learning (Papillion La Vista, Springfield Platteview)	January-February 2022		March 2022	April 2022		May 2022

Stakeholder Engagement to Identify Priorities for Learning Community Center #3

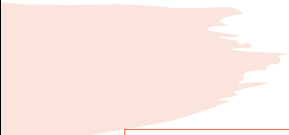
KIM BODENSTEINER
JANUARY 2022





Target Geographic Area

- Learning Community Sub Councils 3, 4, 6
- School Districts
 - Millard
 - Papillion La Vista
 - Ralston
 - Westside



Administrators & Organization Leaders	46
Educators & Other Professionals who work with families and children from birth – Gr 3	184
Parents, Grandparents, & Community Members	408
TOTAL	638



Engagement Strategies

- Interviews
- Small focus groups
- Larger group meetings
- Surveys
- In person
- Online
- Newsletters
- Email
- Back Pack Handouts
- Social Media
- Personal Contacts
- Daytime & Evening

Program Priorities

Priority areas listed in all groups & in all meetings/surveys
<ul style="list-style-type: none">• Social emotional learning and development• Mental health and behavioral supports• Parenting strategies• Relationship building within and among families

Program Priorities

Priority areas listed in all groups & the majority of meetings/surveys

- Personal & family finance
- General child development & academic learning
- School-related technology & applications
- Enrichment opportunities for children & families
- English language courses
- Employment & GED programs
- Understanding school systems, programs, & expectations
- Basic family needs & social services
- Navigators, coaches, &/or family advocates

Program Priorities

Priority areas listed in more than one group & more than one meeting/survey

- High quality & accessible neighborhood childcare
- Automobile driving instruction

Priority Resources & Supports to Reduce Barriers & Increase Participation

Priority resources & supports listed in all groups & meetings/surveys

- High quality childcare
- Program scheduling & format alternatives
- Trust
- Transportation & center or program location



Priority Resources & Supports to Reduce Barriers & Increase Participation

**Priority resources & supports listed
in all groups & the majority of
meetings/surveys**

- Interpreters &/or bilingual staff
 - Materials, equipment, & supplies for home use
 - Access to basic & social services
-

Priority Resources & Supports to Reduce Barriers & Increase Participation

Priority resources & supports listed in more than one group and more than one meeting/survey

- Support for families experiencing frequent mobility
- Financial incentives for course completion
- Parents as peer instructors
- Spaces & equipment for physical activity

Suggestions & Questions

- Program location
- Timelines
- Eligibility requirements
- Accessibility
- Marketing the programs
- Communication in multiple languages
- Ongoing family participation in planning

Executive Summary

Learning Community of Douglas and Sarpy Counties

Stakeholder Engagement to Identify Program Priorities for Learning Community Center #3

The Learning Community Strategic Plan calls for program expansion through a third Learning Community Center with additional two-generation programming. This center will be in south central Omaha, including the Millard, Papillion La Vista, Ralston, and Westside school districts. In Fall 2021, a variety of engagement strategies were employed to gather input from community stakeholders to guide and inform the development of programming through a new Learning Community Center in south central Omaha.

The following table summarizes participation in online and in-person interviews, focus groups, and surveys to answer the overarching question “What do families need to better support their children’s learning and development?”

Administrators & Organization Leaders	46
Educators & Other Professionals	184
Parents, Grandparents, Community Members	408
TOTAL	638

All groups were asked to share high priority topics for educational programming for parents, grandparents, and others with children from birth through Grade 3. Across data sources, the following table includes the most prevalent parent education interests and/or needs identified.

Priority program areas listed in all groups and in all meetings/surveys <ul style="list-style-type: none">▪ Social emotional learning and development▪ Mental health and behavioral supports▪ Parenting strategies▪ Relationship building within and among families
Priority program areas listed in all groups and in the majority of meetings/surveys <ul style="list-style-type: none">▪ Personal and Family Finance▪ General Child Development and Academic Learning▪ School-related Technology and Applications▪ Enrichment Opportunities for Children and Families▪ English Language Courses▪ Employment and GED Programs▪ Understanding School Systems, Programs, and Expectations▪ Basic Family Needs and Social Services▪ Navigators, Coaches, and/or Family Advocates
Priority program areas listed in more than one group and in more than one meeting/survey <ul style="list-style-type: none">▪ High Quality and Accessible Neighborhood Childcare▪ Automobile Driving Instruction

Families may also need resources or supports to reduce barriers and facilitate participation in programs and courses. All stakeholder groups were asked to share priority resources and supports to encourage family participation in the center programs. Across data sources, the following table includes the most prevalent resources and supports identified.

Priority resources and supports listed in all groups and meetings/surveys <ul style="list-style-type: none"> ▪ High quality childcare ▪ Program scheduling and format alternatives ▪ Trust ▪ Transportation and center/program location
Priority resources and supports listed in all groups and in the majority of meetings/surveys <ul style="list-style-type: none"> ▪ Interpreters and/or bilingual staff ▪ Materials, equipment, and supplies for home use ▪ Access to basic and social services
Priority resources and supports listed in more than one group and in more than one meeting/survey <ul style="list-style-type: none"> ▪ Support for families experiencing frequent mobility ▪ Financial incentives for course completion ▪ Parents as peer instructors ▪ Spaces and equipment for physical activity

Participants also made suggestions regarding the next phase of planning and posed questions about the new center and programming. Topics included program location, timelines, eligibility requirements, and accessibility. Marketing to make families aware of the center and programs will be critical. Communications should be offered in languages prevalent in the target communities. Finally, stakeholders expressed appreciation for this opportunity to contribute to the initial identification of program priorities. To build upon these connections, expand interest, and develop ownership they recommend soliciting ongoing family and community stakeholder input as the planning processes proceed.

Learning Community of Douglas and Sarpy Counties

Stakeholder Engagement to Identify Program Priorities for Learning Community Center #3

The vision of the Learning Community of Douglas and Sarpy Counties is that all children within the Learning Community will achieve academic success without regard to social or economic circumstances. Together with school districts and community organizations as partners, the Learning Community demonstrates, implements, and shares more effective practices to measurably improve educational outcomes for children and families in poverty. To achieve lasting impact, the existing Learning Community Centers provide family-focused, two-generation programs intend to support families, parents, and guardians to ensure greater student success in school and beyond.

To help implement this vision, Learning Community Centers currently operate in north and south Omaha. The Learning Community Strategic Plan calls for expansion through a third center serving a geographic area in south central Omaha inclusive of Achievement Sub Councils 3, 4, and 6. This includes the Millard, Papillion La Vista, Ralston, and Westside school districts.

We have known for decades that people who participate in decision-making processes feel a higher degree of ownership and commitment to those decisions. Where more people are involved in a joint process of common interest the quality and output of participation is higher.

To that end, a variety of engagement strategies were employed to gather input from community stakeholders to guide and inform the development of programming through a new Learning Community Center in south central Omaha. Two important foundational program principles were shared with all stakeholders 1) a focus on families of children from birth through Grade 3, and 2) the utilization of a two-generation approach with programs for parents and related programming for their children. The overarching question asked of the various stakeholders was “What do families need to better support their children’s learning and development?”

Initial Planning with Learning Community Leaders and School District Superintendents

Following the May 2021 Learning Community Coordinating Council approval of the needs assessment proposal, meetings were held with Learning Community leaders and the four school district superintendents to discuss the proposed work plan and timeline, as well as to gather input about effective engagement

strategies and contacts in the community. Each superintendent was asked to select a district contact person to serve on the Stakeholder Engagement Advisory Group and to act as the primary contact to assist with logistics related to the needs assessment.

Stakeholder Engagement Advisory Group

The school district contacts and parent representatives from each school district formed a Stakeholder Engagement Advisory Group. This group provided advice and feedback throughout the needs assessment process.

Parent representatives included parents of children from age 4 through 11 and all have children who attend Title I schools in the four target school districts. Some of the children have disabilities or are English language learners. One parent has previously participated in programs at the Learning Community Center of South Omaha. Parent representatives received gift cards as a token of appreciation for their participation and were offered childcare, transportation, and interpreter services for each meeting.

Stakeholder Engagement Strategies

Stakeholder engagement occurred in a variety of ways including individual interviews, small focus groups, and larger group meetings. Sessions were held in each of the four school district communities. Meetings occurred during the daytime and in the evening, both in-person and online. In addition, online surveys were conducted to gather teacher and parent input.

Parents were offered interpreter services, transportation, and childcare. Interpreters were utilized by parents in more than half the parent meetings. Parents and teachers received gift cards as a token of appreciation for their participation.

The Stakeholder Engagement Advisory Group guided the selection of specific meeting formats and locations best suited for each community and stakeholder group. All sessions and surveys utilized the same introductory information and participant questions.

Stakeholder Group	Engagement Format(s)
Learning Community leaders, superintendents, district administrators	Individual interviews, small focus groups; both in-person and online
Title I Principals	Small focus group in-person meetings

Educators and other professionals who work with children from birth – Grade 3 and their families	Small and larger group in-person meetings and follow-up online surveys when attendance was low at the initial in-person meeting
Parents & other adults raising children from birth - Grade 3	Small group online meetings, small & large group in-person meetings, online survey

Stakeholder Participants

Stakeholder opinions and insights are especially valuable in the initial stages of planning where they contribute to a better understanding the current needs and status of the community. Stakeholders involved in this program priority identification and planning process have a vested interest in the program. Each group has a unique perspective about what is needed and what it will take for the programs to succeed. Learning Community and school district employees know strengths and weaknesses of their organizations and often understand what gets in the way of success and have firsthand knowledge of what it takes to deliver effective programs and services. Parents and other family members can share their experiences with existing programs and the unique challenges families face in accessing them. In addition, they can provide input about gaps in programming as well as areas of particular interest for families of young children.

The following tables summarize the number of participants in each stakeholder group and the number of participants by school district community.

Administrators & Organization Leaders	46
Educators & Other Professionals	184
Parents, Grandparents, Community Members	408
TOTAL	638

	Millard	Papillion La Vista	Ralston	Westside	TOTAL
Administrators & Organization Leaders	17	9	11	9	46

Educators & Other Professionals	113	16	8	47	184
Parents, Grandparents, & Community Members	10 plus 315*	9	71	3	408

**A December 2020 survey of Millard families of approximately 2500 children in ESL programs and/or Title I schools resulted in 315 completed surveys. This survey about parent education and family programming was administered in English, Spanish, Vietnamese, and Arabic. Survey questions were adapted from a Learning Community Center North parent survey and are similar to questions used in the focus groups, interviews, and surveys conducted during this needs assessment.*

All principals and educators who participated in the needs assessment work in Title I schools and/or neighborhoods serving high populations of families living in poverty. District administrators interviewed include those working in special education, English as a Second Language, Title I and other federal programs, curriculum, instruction, and assessment, and early childhood education.

Parents and grandparents raising young children reported having children of all target age levels from birth – Grade 3 and beyond, children in ESL programs, and children with special needs and medical diagnoses. Based on observation and self-report, the parent group was diverse in terms of language background, English proficiency, educational background, race, culture, and ethnicity.

Priority Program Areas

All stakeholder groups were asked to share high priority topics for educational programming for parents, grandparents, and others with children from birth through Grade 3. Across data sources, the following table includes the most prevalent parent education interests and/or needs identified.

Priority program areas listed in all groups and in all meetings/surveys
<ul style="list-style-type: none"> ▪ Social emotional learning and development ▪ Mental health and behavioral supports ▪ Parenting strategies ▪ Relationship building within and among families
Priority program areas listed in all groups and in the majority of meetings/surveys

- Personal and family finance
- General child development and academic learning
- School-related technology and applications
- Enrichment opportunities for children and families
- English language courses
- Employment and GED programs
- Understanding school systems, programs, and expectations
- Basic family needs and social services
- Navigators, coaches, and/or family advocates

Priority program areas listed in more than one group and in more than one meeting/survey

- High quality and accessible neighborhood childcare
- Automobile driving instruction

The following table provides specific examples of stakeholder input in each priority area.

Priority area	Based on stakeholder input
Social emotional learning and development	<ul style="list-style-type: none"> • Understanding social and emotional growth and development • Strategies and activities to support social and emotional learning and resilience at home • Socialization programs for young children, birth to school entry • Supporting school readiness behaviors and dispositions
Mental health and behavioral supports	<ul style="list-style-type: none"> • Mental health services for children, including play therapy • Mental health services for parents • Counseling programs for families • Trauma-informed intervention and supports • Drug and alcohol counseling • Marriage counseling
Parenting strategies	<ul style="list-style-type: none"> • Parenting at different ages and stages • Learning similar vocabulary, procedures, and strategies as used in school programs (Boys Town, Love & Logic, TGIT/PGIT)

	<ul style="list-style-type: none"> • Basic parenting skills • How to have conversations about difficult topics with young children (race, family structure, divorce, bullying, sex) • Supports for grandparents raising grandchildren • How “overwhelmed” parents can balance all the demands • Play groups to practice newly learned parenting strategies
Relationships building within and among families	<ul style="list-style-type: none"> • Events or time for informal interactions among parents and families (games & activities, potlucks, food trucks, indoor and outdoor play) • Socialization groups for young children and inclusive of children with special needs • Educational programs and events for families • Strengthening parental relationships and developing their shared approach to childrearing • Inclusion and accommodations for families with children with disabilities • In person or online “hot topic” meetings for parents • Intergenerational activities or events (families of young children with teens and/or seniors)
Personal and family finance	<ul style="list-style-type: none"> • Budgeting • Banking • Credit • Money management • Financial goal setting and action plans
General child development and academic learning	<ul style="list-style-type: none"> • Understanding child growth and development • Strategies to support cognitive, language, physical, and early academic development • Nutrition, sleep, preventative health care • Side-by-side tutoring/homework help with parent and child together • Supporting school readiness and pre-academic skills • Supports for parenting children with ADHD and other special needs • Workshops on school curriculum, academic language, and vocabulary

School-related technology and applications	<ul style="list-style-type: none"> • Access to technology hardware and internet • Learning how to use common school-based technology, programs, and apps • Digital safety and responsibility • Social media guidelines for young children • Effects of technology use on young children
Enrichment opportunities for children and families	<ul style="list-style-type: none"> • Dance, music, drama, swimming, sports programs for children • Mentoring for children and parents • Family outings (zoo, museums, etc.) • Authors and literacy events for adults and for children • Parent book clubs or other topical clubs • Nutrition and healthy cooking classes
English language courses	<ul style="list-style-type: none"> • Classes for parents who speak a variety of first languages • Classes for parents with varying levels of English proficiency
Employment and GED programs	<ul style="list-style-type: none"> • Supports with searching, applying, and interviewing for jobs • Skill development for high demand, living wage jobs • GED programs
Understanding school systems, programs, and expectations	<ul style="list-style-type: none"> • Particularly for immigrant and refugee families and first-time enrollees in public school
Basic family needs and social services	<ul style="list-style-type: none"> • On-site services from physical and mental health, dental, and social service providers • Timely referrals and follow-up with community providers • Child find and referrals for early intervention services • Information about community resources

Navigators, coaches and/or family advocates	<ul style="list-style-type: none"> • Support and follow-through for implementation at home • Personalized goal setting, needs identification, referrals, etc. • How to advocate for your child and family • Peer mentors, especially for young parents • How to get involved in community and school organizations
High quality and accessible neighborhood childcare	<ul style="list-style-type: none"> • Overall need for high quality childcare • Need for quality, accessible childcare for parents working night and weekend shifts • Need for reliable, high-quality care for children with special needs, particularly with behavior challenges • How to evaluate the quality of neighborhood childcare options
Automobile driving instruction	<ul style="list-style-type: none"> • Primarily for refugee families to help them transport their children to and from school and to attend school activities

Priority Resources and Supports for Family Participation

Families may need resources or supports to reduce barriers and facilitate participation in programs and courses. All stakeholder groups were asked to share priority resources and supports to encourage family participation in the center programs. Across data sources, the following table includes the most prevalent resources and supports identified.

Priority resources and supports listed in all groups and meetings/surveys
<ul style="list-style-type: none"> ▪ High quality childcare ▪ Program scheduling and format alternatives ▪ Trust ▪ Transportation and center/program location
Priority resources and supports listed in all groups and in the majority of meetings/surveys
<ul style="list-style-type: none"> ▪ Interpreters and/or bilingual staff ▪ Materials, equipment, and supplies for home use ▪ Access to basic and social services

Priority resources and supports listed in more than one group and in more than one meeting/survey

- Support for families experiencing frequent mobility
- Financial incentives for course completion
- Parents as peer instructors
- Spaces and equipment for physical activity

The following table provides specific examples of stakeholder input for each priority area.

Priority area	Based on stakeholder input
High quality childcare	<ul style="list-style-type: none">• On-site childcare during parent education programs and courses• Access to quality, reliable childcare while parents are working, summers, school breaks, before/after school care
Program scheduling and format alternatives	<ul style="list-style-type: none">• Daytime, evening, and weekend schedules• In person, virtual, and recorded/self-directed course options• Gender specific courses and/or groups
Trust	<ul style="list-style-type: none">• Must develop a trusting and empowering culture/climate at the center• Seek ways to minimize stigma associated with program participation• Staff should be representative of the families served
Transportation and center/program location	<ul style="list-style-type: none">• Transportation to and from the center because public transportation is limited in the geographic area to be served• Consider satellite programs since the center covers a large geographic area (at apartments, schools, childcare centers)• May need child transportation if classes are scheduled during school drop-off or dismissal times
Interpreters and/or bilingual staff	<ul style="list-style-type: none">• Important to have staff who are representative of the families served

Materials, equipment, & supplies for home use	<ul style="list-style-type: none"> • Books games, learning toys, and materials for check-out and/or to keep at home • Affordable and reliable internet access at home • Assistance with obtaining and using public library cards
Access to basic and social services	<ul style="list-style-type: none"> • Meals provided during programs, courses, and family events • Food and personal items in low/no cost shopping • Clothing bank • Free haircuts • Vaccination clinics • Medical, dental, and mental health services
Support for families experiencing high mobility	<ul style="list-style-type: none"> • Option to continue in the program for families who move frequently due to housing or other family challenges
Financial incentives for course completion	<ul style="list-style-type: none"> • Gift cards or other monetary incentives for completion of programs or courses
Parents as peer instructors	<ul style="list-style-type: none"> • Recruit and develop parents as facilitators, instructors, or program leaders
Spaces and equipment for physical activity	<ul style="list-style-type: none"> • Spaces for indoor and outdoor physical activity and play • Accessible and inclusive play spaces • Bikes, sleds, and sports equipment

Stakeholder Questions for Future Planning

During stakeholder meetings and surveys, participants made suggestions regarding the next phase of planning and posed questions about the center and programming.

Many inquired about plans for the location of the center. The size of the geographic area to be served prompted discussion about accessibility, transportation, and the possibility of satellite locations. Questions were also posed about the timeline for opening a new center and beginning new programming.

Eligibility requirements, such as residency, income, and age of children, should be clearly defined and communicated to families and other stakeholders. In some communities, residents experience confusion about eligibility for existing programs and services due to overlapping city, county, school district, and other municipal boundaries.

Participants recommend that attention is paid to strategies for marketing and communications. Families and other stakeholders need to be made aware of the center, the programs, and the resources or supports available. Social media, television, and communication through schools, childcare centers, and other community organizations should be utilized. Marketing and program materials should be translated into languages prevalent in the target communities.

Participants in two meetings suggested that one way to contribute to the community would be to make meeting rooms at the center available for parent and/or community use at low or no cost.

Finally, stakeholders expressed appreciation for this opportunity to contribute ideas for the initial phase of the planning process. To build upon these connections, expand interest, and develop ownership they recommend soliciting ongoing family and community stakeholder input as planning processes proceed.



Greater Omaha Attendance and Learning Services

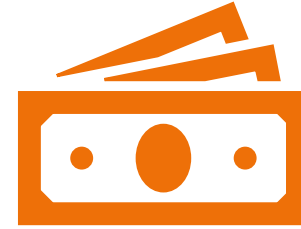
Update on 2021-22

The Learning community of Douglas and Sarpy counties

January 20, 2022



How we work together



Purpose of funding

**The GOALS Center and The Learning
Community**

Impact of Covid-19

- Chronic Absenteeism is considered missing **10%** of school or more
 - The average amount of school missed at time of referral to GOALS this year is **41%**
- **61%** Increase in referrals compared to this time last year
- **68%** of GOALS families are at or below the poverty line

Why are students missing so much school?

This is what we are hearing from our school partners:

- *Student does have migraines but we feel she also avoids school . She has missed so many days of school it is hard for her to feel included in the classroom and with her peers. She has friends who have not continued friendships with her.*
- *Student struggles to come to school and claims she is sick. Sometimes it is due to anxiety, sometimes it is due to little sleep at night (extenuating circumstances in the home). She spent most of last year as a remote learner and we transitioned her back to the building slowly last spring.*
- *Mom refuses to send student to school at this time until masking is required. Our district encourages masking.*
- *Student worked with GOALS last year and did much better. This year has been rough with a death of family member and his son moving away.*
- *Student has multiple attendance days in addition to being gone due to either having Covid or quarantining because of a Covid exposure.*

NCFAS Indicators

North Carolina Family Assessment
Scales

Our evidence-based assessment.
This is completed by Family
Advocates based on their
observation of the family and
student and the dynamics.

Domains where we see the greatest problems at intake:

- Parental Capabilities
 - Supervision of children
 - Disciplinary practices
 - Provision of developmental and enrichment opportunities
 - Use of drugs/alcohol interfering with parenting
 - Promotes children's education
 - Controls access to media
 - Parent literacy
- Family Interactions
 - Bonding with children
 - Communication with children
 - Expectations of Children
 - Mutual support within the family
 - Relationship between parents
 - Family routines
 - Family recreation and play
- Child Well-Being
 - Children's behavior
 - School performance
 - Children's relationships with parents and siblings
 - Children's relationships with peers
 - Cooperation/motivation to maintain the family

How has the GOALS Center adapted to these challenges?



Programming options

Engagement
Outreach Services

Traditional Family
Advocate Services

Elevate Program

Still pivoting in
2022!

Expansion in 2022-23

Elevate



Community Navigator

- Expanding our community partnerships like the Elevate program
- We can be more effective when we work together and leverage our greatest community assets-our amazing non-profit partners!
- GOALS is active in over 11 professional community collaborative groups

GOALS 21-22 Data Review in Numbers

131 Referrals Since July 2021

91 students and their families
currently receiving services

- **70** receiving Outreach Engagement Services
- **11** receiving Traditional Family Advocate Services
- **10** working with Elevate Program
- **22** currently on waitlist

Approximately 668 individuals
served this year!

Closure Information July 1, 2021-January 11, 2022

Successful Closure	29%
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Unsuccessful Closure	22%
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Assessment Only	49%
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Thank you!

Any questions can be directed to:

Chelsey Erpelding, Evaluation and Development Manager

chelsey.erpelding@goals-center.org

402-980-7812

Sign up for our monthly newsletter here:



WHO DO WE WORK WITH?



Any age student Kindergarten through 12th grade



Attending school and living in Douglas or Sarpy County



History of absenteeism or chronically absent from school (missing more than 10% of school)

IMPACT OF ATTENDANCE

- Between 20% and 40% of all students in Douglas and Sarpy County are chronically absent each school year.
- Half of students who miss 2-4 days in September go on to miss nearly a month of school.*
- One in 10 kindergarten and first grade students are chronically absent.*
- By 6th grade, chronic absence becomes a leading indicator that a student will drop out of high school.*
- Attendance improves when schools engage students and parents in positive ways and when schools provide mentors for chronically absent students.*

*data provided by Attendance Works (www.attendanceworks.org)

GOALS is open year round and is always accepting referrals. Referrals are accepted from parents, school staff, and community partners!



Greater Omaha Attendance and Learning Services

Family | Integrity | Purpose

MAKE A REFERRAL



Contact us with questions!
gcaadmin@goals-center.org

GOALS CENTER MISSION

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

OUR PURPOSE

We advocate and empower diverse families to engage in education and accomplish their goals.

OUR STORY

Outside forces are impacting the attendance of kids. These outside forces mask themselves as poverty, lack of parental support, substance abuse, and lack of basic needs. That is why advocacy and empowerment is necessary. We can ensure sustained healing and well being.

CONTACT US

402-980-7812

gadmin@goals-center.org

www.goals-center.org

PROGRAMS

TRADITIONAL FAMILY ADVOCATE

- Approximately 6-12 months of family-centered case management
- Two evidenced-based assessment tools:
 - North Carolina Family Assessment Scales (NCFAS)
 - General and Trauma/Wellbeing scales
 - Ohio Scales Assessment.
- Families will have a voice in their service plan
- Service Plans will be updated monthly with the student and their family
- Attendance Success Plan provided to family and school partners at closure
- Family and student visit frequency determined by age (more frequent for secondary students)



OUTREACH ENGAGEMENT

- For students who are beyond chronically absent
- Approximately 90 days of family-driven case management
- Immediate connection to community resources based on needs-assessment through service coordinator
- Student may transition to Traditional Family Advocate Program at anytime if determined to need more comprehensive services

WHAT WE DO



Comprehensive assessment



Identify School Barriers



Attendance Plan



Student Advocacy



Consultation with School Staff



Family Support



Referrals to Community Agencies

WHO ARE WE

COMMUNITY-MINDED

Actively focused on addressing racial and ethnic disparities, to be inclusive and equitable while celebrating diversity.

DEDICATED PROFESSIONALS

A small non-profit, with passionate individuals who will advocate on behalf of families and students.

VOLUNTARY PROGRAM

GOALS programming is always voluntary to students and families. It is our goal to provide families with the skills and support they need to be successful while preventing any involvement in child-welfare or juvenile justice systems.

THE GOALS CENTER

Engagement Outreach Services

TARGET POPULATION



Any age student
Kindergarten
through 12th
grade



Attending school
and living in
Douglas or
Sarpy County



Student is chronically
absent (missed more
than 10% of school
days)

PROGRAM COMPONENTS

- Contact with students and caregivers are focused on school re-engagement
- Family Advocates will connect with referring partner within 5 days of student assignment
- Families will receive 90 days of family-centered, wraparound case management provided by trained Family Advocates
- Referral not dependent on family agreement
- If families show a need for continued service at 90 days, they will continue to work with the Family Advocate within the traditional programming

ENGAGEMENT OUTREACH SERVICES

Targeted interventions based on immediate needs identified in the referral from the school partner or during contact with the family. When students are chronically absent, the priority is re-engagement in school, where school-based interventions are best implemented. Services will be targeted to caregivers to address the basic needs of the family as well as the needs of the student(s) to engage and stay connected with school.

Parents/Caregivers

Family Advocates will:

- Meet face to face with caregivers in their family home or by virtual meeting
- Regular meetings, phone calls, and emails will take place as needed
- Basic Needs Assessment will be completed after first interaction with the student and family and results provided to the caregiver and school partner

School Personnel

Family Advocates will:

- Connect with school partners within 3 business days to discuss referral and plan family outreach
- Provide Basic Needs Assessment to school partner after completion
- Review referral to determine if a traditional Family Advocate Referral is necessary after 90 days

PROGRAM CLOSURE CRITERIA

Completed

- Family Advocate addresses needs identified in referral and Basic Needs Assessment
- Student is engaged in school: Family Advocate has facilitated a planning meeting between the family and school to develop a collaborative plan to reduce barriers identified to improve regular attendance

(See Nebraska Statute: LB-79-209)

Referred for Family Advocate Services

- Student and their family display barriers to which would require more intensive services
- Family Advocate, caregiver, or school can make this request
- Family Advocate will proceed with traditional assessment process and timeline

Assessment Only

- Family advocates made active effort for 15 days including letters, phone calls, unannounced home visits, and collaboration with school partners without successful engagement
- Case will be closed in 15 days if Family Advocate is unable to connect with family

HOW DO WE DETERMINE WHO FITS PROGRAM CRITERIA?

Student must meet one or more of the following:

- At referral student has missed more than 10% of school days
- There have not been any formal school interventions the current school year
- Student is not attending school, and school has not been able to connect with caregiver(s)

[Click here to refer!](#)

CONTACT US



Elevate

The Intervention

- A combined collaborative response to families spanning across four specialized and established community providers in their area of expertise.
 - The GOALS Center – Community/In-home agency
 - Concord Mediation Center – Family Restorative Mediation
 - Urban League of Nebraska – School based agency
 - Charles Drew – Full-service community health center
- Matching evidenced-based programming with established providers that possess a specialized skill set for an inclusive and innovative approach to families.
- Coordinating tactics to bring community-based support to a common area of need for students and families to:
 - *Increase school attendance*
 - *Decrease court or “formal system” involvement for kids and caregivers for reasons related to chronic absenteeism*
 - *Increase access to specialized, affordable, and sustainable medical/dental/behavioral health services for the entire family*
 - *Reduce racial and ethnic disparities in the number of youth and families, experiencing poverty and chronic absenteeism to increase school engagement/academic achievement for youth of color*

Program Objectives

- Support students & families in addressing barriers, in the school, home, and community, experienced by the entire family that contribute to chronic absenteeism.
- Reduce racial and ethnic disparities in the number of youths and families, experiencing poverty and chronic absenteeism to increase school engagement/academic achievement

Who do we work with:

- **Non-system involved** (child welfare/juvenile justice) children and families
- **Enrolled and attending (at referral) the following middle & high schools**
 - Middle schools = King Science & Monroe Middle
 - High schools = Benson & North
- **Student is in grades 6th – 9th**
- **Families experiencing poverty** (receiving free & reduced lunch)
- **Families must meet program referral criteria at the time of referral.** Program will continue to serve families, regardless of any change in family's circumstance, through case closure. Considerations will be made on a case-by-case basis
- **Student was identified as chronically absent last school year and a new pattern of absenteeism is presenting**

Douglas Co. Attendance Report 2019–2020

School is committed to sustaining and building intervention plans

Impact of Poverty on attendance

48%

Students experiencing poverty in Douglas County

76%

Students who miss 15 days or more are experiencing poverty



How do we collaborate cross-sector?

- **Concord Mediation Center** (www.concordmediationcenter.com) Concord Mediation Center offers evidence and needs-based mediation and facilitation services for individuals, families, businesses, and communities looking to restore peace of mind, address issues, and improve their well-being by addressing conflict. Concord will conduct the initial meeting, Family Restorative Conference to determine needs and strengths of the family.
- **Urban League of Nebraska** (www.urbanleagueneb.org) Urban League Nebraska is building a resilient North Omaha through strategic partnerships, generous giving and community engagement that helps our clients navigate their challenges and negotiate solutions. Urban League will provide services to students at school, meeting with them weekly to check in on attendance and goal setting.
- **The GOALS Center** (www.goals-center.org) The GOALS Center works with students and their families. Services are aimed at addressing the root causes of absenteeism. We know that absences are often tied to health conditions, family situations, poverty, and other factors that are beyond a student's control. GOALS will work directly with the family in their home to develop service plan and conduct evidence-based assessments.
- **Charles Drew Health Center** (www.charlesdrew.com) Charles Drew Health Center, Inc. (CDHC) has provided needed health care to families in Omaha, Nebraska since 1983. Over the years, the number of insured and uninsured patients we serve has steadily grown, as has our health care services. CDHC is a FTCA Deemed Facility. Charles Drew will be a resource for families who are engaged with Elevate. Elevate staff will work with Charles Drew to ensure the families mental and physical health needs are being met.



What can everyone expect?

SCHOOL

Will receive monthly reports from **Elevate** Staff

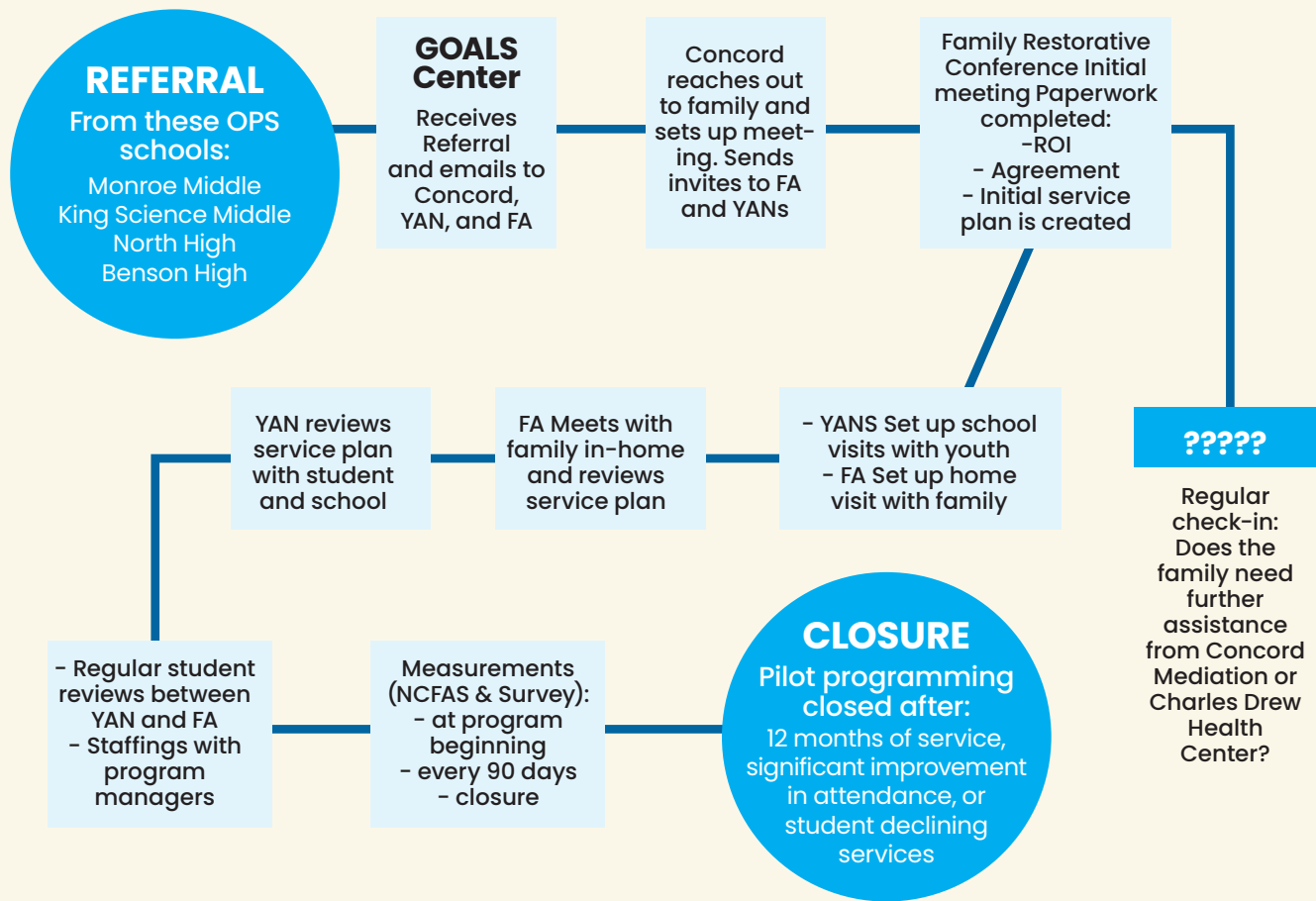
STUDENT

Weekly meetings with **Elevate** Staff at school

FAMILY

Monthly meetings with **Elevate** Staff at home

Elevate Program **ENGAGEMENT PROCESS**



Determining success programmatically:

12 months of programming

Surveys to student and family

NCFAS assessment changes

Attendance



TO CONTACT OR REFER:

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National Family Preservation Network

Safe children. Strong families.

Overview of Assessment Tools

What are the NCFAS assessment tools?

The North Carolina Family Assessment Scales (NCFAS) measure family functioning from the perspective of the worker most involved with the family. The original NCFAS was developed in 1998 by Dr. Ray Kirk at the University of North Carolina–Chapel Hill.

Subsequent versions of the NCFAS scales were developed by Dr. Kirk in cooperation with the National Family Preservation Network (NFPN). The matrix below shows the scale name, domains, and their evolution:

NCFAS, NCFAS-R, NCFAS-G, NCFAS-G+R, T/WB Domains Matrix

(R = Reunification, G = General, T/WB = Trauma/Well-Being)

Domain Scales	NCFAS	NCFAS-R	NCFAS-G	NCFAS-G+R	T/WB
Environment	X	X	X	X	
Parental Capability	X	X	X	X	
Family Interactions	X	X	X	X	
Family Safety	X	X	X	X	
Child Well-Being	X	X	X	X	
Caregiver/Child Ambivalence		X		X	
Readiness for Reunification		X		X	
Social/Community Life			X	X	
Self-Sufficiency			X	X	
Family Health			X	X	
Trauma					X
Post-Trauma Well-Being					X

Where are the NCFAS tools in use?

Over 1,000 agencies in the U.S. and 20 other countries use one or more of the NCFAS tools. Spanish versions of all the tools are also included in this number.

Are the NCFAS scales valid and reliable?

Numerous studies have established reliability and validity of the scales. A summary of research reports is available on the NFPN website. Visit: <http://www.nfpn.org/assessment-tools/ncfases-scale-development-report>

What organizations recommend use of the tool?

- ❑ In 2006, the Bay Area Social Services Consortium (BASSC) Research Team at Berkeley reviewed 85 assessment instruments and found the NCFAS and NCFAS-R to be the most promising for use in child welfare settings (<http://www.nfpn.org/articles/top-assessment-tools-for-cws>).
- ❑ Child Welfare League of America (CWLA) has endorsed the NCFAS-R in its “Research to Practice Initiative.”
- ❑ The California Evidence-Based Clearinghouse for Child Welfare (CEBC) gives the NCFAS its highest rating for assessment tools with demonstrated reliability and validity (<http://www.cebc4cw.org/assessment-tool/north-carolina-family-assessment-scale/>).

How does the tool work?

A six-point scale ranging from clear strength to serious problem provides definitions for three of the points. There is no mid-point on the scale; Baseline/Adequate (zero) means that the family is functioning at a level where there is no legal, ethical, or moral reason for intervention.

Sample Definition from the NCFAS Environment Domain

3. Safety in the Community	
Clear Strength (+2)	Refers to a safe and secure neighborhood for the children. Parents can allow children to play outside without fear. Neighbors look out for each other (i.e., neighborhood watch).
Baseline/Adequate (0)	Refers to minor disturbances in the neighborhood, but disturbances do not prevent family members and children from spending time outside in the community.
Serious Problem (−3)	Refers to many disturbances such as fights and/or outbursts in the neighborhood. The neighborhood is not safe for children to play outdoors or walk to the bus or to school. Evidence of violence, boarded up or barred windows, gun fire, the use of alcohol or drugs, and/or drug trafficking in the neighborhood. Neighbors fearful of getting involved.

Ratings are assigned after the worker has had time to obtain sufficient information about the family, primarily through home visits. There are 5–7 subscales per domain that are rated by the worker and then used to determine an overall domain rating. The domain rating is *not* the average of subscale ratings—domain ratings are based on the worker’s overall perspective of the family’s functioning. The worker completes Intake and Closure ratings and may also complete Interim ratings depending on how long the case is open.

Sample Rating Form from the NCFAS

A. Environment

	Not Applic.	Clear Strength	Mild Strength	Baseline/ Adequate	Mild Problem	Moderate Problem	Serious Problem	Unknown
1. Overall Environment								
Intake	N/A	+2	+1	0	-1	-2	-3	UK
Closure	N/A	+2	+1	0	-1	-2	-3	UK
2. Housing Stability								
Intake	N/A	+2	+1	0	-1	-2	-3	UK
Closure	N/A	+2	+1	0	-1	-2	-3	UK
3. Safety in the Community								
Intake	N/A	+2	+1	0	-1	-2	-3	UK
Closure	N/A	+2	+1	0	-1	-2	-3	UK
4. Habitability of Housing								
Intake	N/A	+2	+1	0	-1	-2	-3	UK
Closure	N/A	+2	+1	0	-1	-2	-3	UK
5. Income/Employment								
Intake	N/A	+2	+1	0	-1	-2	-3	UK
Closure	N/A	+2	+1	0	-1	-2	-3	UK
6. Financial Management								
Intake	N/A	+2	+1	0	-1	-2	-3	UK
Closure	N/A	+2	+1	0	-1	-2	-3	UK
7. Food and Nutrition								
Intake	N/A	+2	+1	0	-1	-2	-3	UK
Closure	N/A	+2	+1	0	-1	-2	-3	UK
8. Personal Hygiene								
Intake	N/A	+2	+1	0	-1	-2	-3	UK
Closure	N/A	+2	+1	0	-1	-2	-3	UK
9. Transportation								
Intake	N/A	+2	+1	0	-1	-2	-3	UK
Closure	N/A	+2	+1	0	-1	-2	-3	UK
10. Learning Environment								
Intake	N/A	+2	+1	0	-1	-2	-3	UK
Closure	N/A	+2	+1	0	-1	-2	-3	UK

Sample domains, subscales, and definitions for each of the available NCFAS scales are posted on the NFPN website. Visit: <http://www.nfpn.org/assessment-tools>

What about inter-rater reliability?

The NCFAS tools are not dependent on inter-rater reliability. They are dependent on *intra*-rater reliability, meaning the consistency by the worker in rating a family using the scale definitions. Reliability is based on the same worker completing the Intake and Closure ratings.

How are workers trained to use the tools?

Every NCFAS tool includes a comprehensive training package that contains:

- ☐ Scale and Definitions (*may be reproduced as needed*)
- ☐ License to Use the Assessment Tool (*issued to the purchasing agency based on the number of workers who will use the tool and includes replacement workers*)
- ☐ Case Study with Sample Ratings
- ☐ Case Plan Form (*may be reproduced as needed*)
- ☐ PowerPoint Presentation for Staff Training
- ☐ Training Handouts
- ☐ Frequently Asked Questions
- ☐ Database Software for Family Assessments (*Windows computers only*)
- ☐ Training Video or Recording of a Training Webinar (*online viewing or DVD/CD-ROM*)

How does the tool benefit the worker who uses it?

After assigning the Intake domain ratings, the worker enters the ratings on the Case Plan form. The worker determines priority for intervention based on the lowest ratings and develops goals and identifies needed services based on these ratings. Family strengths identified in the assessment are employed to help the family learn new ways of working together successfully. Some workers use the domain ratings and goals as the basis for court reports.

At case termination, the worker assigns the Closure ratings and compares them to the Intake ratings. Negative ratings (negative movement on the scale between intake and closure) or ratings in the moderate/serious problem range at closure indicate the need for additional services.

How does the assessment tool benefit the *referring* worker?

By reviewing the Intake/Closure ratings, the referring worker can quickly see where the family has made progress and where additional services are still needed. Improved family functioning ratings are highly associated with keeping families intact or successfully reunifying them.

Research conducted on intensive in-home services found that families with lower ratings at case closure continued to struggle mainly in the areas of Parental Capabilities and Child Well-Being. Any negative change in Child Well-Being was associated with a very high probability of placement.

Research on families receiving intensive reunification services found higher percentages of reunifying (as compared to intact) families with moderate or serious problems or negative change at case closure. In addition, *any* moderate or serious problem domain rating at case closure was associated with high probability of out-of-home placement.

Thus, the referring worker has data available from an evidence-based tool and evidence-based findings to serve as a guide for determining the need for additional services, including step-down services, and for making placement decisions.

How does the assessment tool benefit administrators?

In addition to assisting the worker with case planning and making decisions, the tool is also designed to serve as a data collection instrument. A database is provided with the tool and workers can enter domain ratings for each family as well as obtain reports. Workers can export the data into a spreadsheet such as Excel in order to provide administrators with aggregate data on families.

The findings from this data may result in better targeting of families to be served (intake ratings are too high), establishing services that are lacking (closure ratings are consistently low for specific domains), and identifying families most in need of step-down services (negative closure ratings or ratings in the moderate/serious problem range). The ratings can also be used to identify areas for worker training (goals are missing for domains with low ratings, high ratings do not match family outcomes, many ratings are missing or marked unknown). It is essential that supervisors discuss ratings with workers on a regular basis to ensure that the tool is being used effectively.

What is the Trauma/Post-Trauma Well-Being tool?

The two most recent domains that have been added to the NCFAS family of tools are Trauma and Post-Trauma Well-Being (T/WB).

The *Trauma* domain assists workers to become aware of the symptoms and indicators of trauma and to assess for trauma and the degree of severity. The *Trauma* domain comprises the following subscales:

- ☐ Traumatic Sexual Abuse of Child(ren)
- ☐ Traumatic Physical Abuse of Child(ren)
- ☐ Traumatic Neglect of Child(ren)
- ☐ Traumatic Emotional/Psychological Abuse of Child(ren)
- ☐ Parent/Caregiver Trauma
- ☐ Overall Trauma

The *Post-Trauma Well-Being* domain is distinguished from the NCFAS Child Well-Being domain in that it focuses specifically on recovery and healing of children after trauma has occurred, on the status of the parent/caregiver following trauma to the parent/caregiver and/or the child, and on the parent/caregiver's ability to support the child during the recovery/healing period.

The *Post-Trauma Well-Being* domain comprises the following subscales:

- ☐ Post-Traumatic Cognitive and Physical Well-Being of Child(ren)
- ☐ Post-Traumatic Emotional/Psychological Well-Being of Child(ren)
- ☐ Post-Traumatic Social Functioning of Child(ren)
- ☐ Post-Trauma Parent/Caregiver Support of Child(ren)
- ☐ Post-Trauma Parent/Caregiver Well-Being
- ☐ Overall Post-Trauma Well-Being

Where do I obtain more information about the NCFAS tools?

The National Family Preservation Network (NFPN) owns the copyright and is the sole distributor of the NCFAS-R, NCFAS-G, NCFAS-G+R, and T/WB assessment tools, license for use, and training packages. More information about all of the available tools (including Spanish versions) is posted on NFPN's website. Visit: <http://www.nfpn.org/assessment-tools>