

Learning Community Coordinating Council

November 17th, 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 November meeting of the Learning Community Council is called to order on November 17th, 2022, 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
- iv. 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 October 20, 2022, meeting of the Council
- ii. Treasurer's Report – dated October 31, 2022.

V. Programming Updates

- a. Centers Updates -
- b. Superintendents' Plan -

- c. District Initiatives -

VI. Subcommittee Reports

- 1. Elementary and Diversity Subcommittee (ELD)
 - a) Munroe Meyer Institute Evaluation Presentation
- 2. Budget, Finance and Audit Subcommittee
- 3. Legislative Subcommittee
 - i. **ACTION ITEM:** Motion that Kent Rogert of Jensen Rogert Associates be retained as a registered lobbyist of the Learning Community of Douglas and Sarpy Counties for a fee of \$30,000.00 for period November 1, 2022, to October 31, 2023, and \$30,500.00 for period November 1, 2023 to October 31, 2024.

VII. New Business

- 1. Review of the 2022-2025 Community Achievement Plan

VIII. Upcoming Meeting – January 5, 2023 – Learning Community Center of North Omaha, 1612 North 24th Street, Omaha, NE 68110

IX. 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	January 5, 2023, Learning Community Center of North Omaha, 1612 N. 24 th Street, Omaha, NE
Subcouncil #1	To Be Determined
Subcouncil #2	To Be Determined
Subcouncil #3	To Be Determined
Subcouncil #4	To Be Determined
Subcouncil #5	To Be Determined
Subcouncil #6	To Be Determined

DOCUMENTS TO ACCOMPANY THIS AGENDA ARE AS FOLLOWS:

- CEO Report
- LCCC Minutes dated October 20th, 2022
- Treasurer's Report dated October 31st, 2022
- Programming Updates
- MMI Presentation - Handouts
- Kent Rogert Contract
- CAP 2022-2025

Closed Sessions: Any agenda time, or portion thereof, may be discussed in closed session where permitted by law. The public is hereby notified that the Council may come in and out of closed session during the meeting. Members of the public who exit the room during closed session may remain outside the meeting room and rejoin the meeting when the Council returns to open session.

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

Chief Executive Officer
Dr. Bradley Ekwerekwu

COORDINATING COUNCIL OFFICERS

Chair
Mark Hoeger

Vice Chair
Brian Thommes

Secretary
Carol Hahn

Treasurer
Tim Hall

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
Lisa Schoenberger
Angie Miller

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 circumstances.

LearningCommunityDS.org



NOVEMBER 17, 2022 LCCC MEETING

CEO REPORT

1. Dr. Jolene Johnson, University of Nebraska's Munroe Meyer Institute, will join this month's meeting to discuss the LC program evaluation report. Prior to tonight's meeting, Dr. Johnson and her team presented materials to the ELD subcommittee at the November 15, 2022 meeting. Thanks to Council members and partners for participating in these discussions. Please plan to engage in discussions with the MMI team.
2. Congratulations to all Learning Community Coordinating Council members that have earned their elected position! We look forward to formally welcoming you all at our LCCC meeting on January 5, 2023 where you will be officially sworn into office. We will also elect council Officers at this meeting, so please come prepared and ready to vote.
3. Tonight, we consider a contract to retain Kent Rogert as lobbyist for the LC. Kent Rogert remains a consummate professional, is well respected, and consistently advocates for the LC in a proactive manner. I am excited to think that he will remain our lobbyist for another term. Please review the terms of the contract and be prepared to vote, according to what you determine as appropriate for the LC/LCCC.
4. Similar to last month's report, OneWorld Community Health is nearing an agreement to lease the South center satellite location (16th/Hickory). This latest option includes an ability to purchase the building after 5 years. The negotiations remain "in their court". As more details are confirmed, a formal presentation of details will be provided to the LCCC.
5. Negotiations with the Wiesman Development (WD) group regarding securing a physical location for the 3rd Center location (98th/M) are nearing final stages. A revised LOI was submitted to WD on November 2, 2022, and we (LC) are awaiting responses. The LC's intention is to model lease agreements after those that we currently have in place to remain compliant and fiscally responsible with all capital funds/expenses. As more details are confirmed, a formal presentation of details will be provided to the LCCC.

6. The transition of the Parent University staff from Project Harmony to the LC has concluded. Both teams (LC and PH) are diligently working on all remaining logistics associated with staff transition, and the LC is ready to support and strengthen the PU program in all aspects. The start date for all PU staff members at the LC was October 24, 2022.
7. Millard Public Schools and Ralston Public Schools experienced success and lessons learned through the pilot offering of Circle of Security classes. Almost 20 families total started the courses, and those that consistently attend are providing positive and encouraging feedback. Additional cohorts will include Westside Community Schools in early 2023. We look forward to reviewing program data, accordingly.
8. Shirley Vargas, Nebraska Department of Education, has provided an update related to the Community Achievement Plan. The NDE Board met in early October to discuss findings and recommendations for extending the CAP for three more years. The CAP agenda item was removed from the November NDE Board meeting to ensure that the LCCC and other partners had ample time to discuss and review the plan. The full CAP document is attached to this month's informational packet.
9. Penny Gildea, Childcare Directors Training Program, has agreed that this program should be put "on hold" until landscape assessments and further strategic planning can occur to properly equip childcare directors with appropriate training and support activities. MMI will present data related to this program, but please keep in mind that the program did not fully operate in recent years as it has traditionally done in the past.
10. The BRIDGE organization interviewed candidates for the Executive Director position on November 1, 2022. The Board of Directors plans to name a finalist by the end of the 2022 calendar year, and the Bridge leadership will join an upcoming LCCC meeting to fully discuss mission, vision, timelines and desired outcomes. Be ready for this presentation in early 2023, after the ED is selected and onboarded.
11. Mark Hoeger, Chair of LCCC, and the CEO of the LC met with the MOEC group on November 10, 2022 to discuss LC/district updates. This satisfies the legislative requirement to present to the group.

Learning Community Coordinating Council

October 20th, 2022 – 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 October meeting of the Learning Community Council is called to order on October 20th, 2022, at 6:02 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 October 20th, 2022. Notice of the meeting, containing the date, time, place, and agenda, was given in advance thereof by publication in the Daily Record on October 18th, 2022. 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 17th, 2022.

iv. Council Roll Call:

Voting Members Present: Hoeger, Schoenberger, Hahn, Hall, Thommes, Brock, Zingg, Servellon, Ward

Voting Members Excused: Jackson, Kozel

Members Absent: None

Staff Present: Videgla, Lewis, Ekwerekwu, O'Hara, Lopez

Also Present: BECI, Koley Jessen, GOALS

v. Pledge of Allegiance

II. Public Comment

- 1) Jacqueline D'Angelo (18673 Oregon Circle, Elkhorn, NE 68022)
- 2) Ed Ventura (2811 Bryan Avenue, Bellevue, NE 68005)

3) Officer Elections

Nomination by Schoenberger for Mark Hoeger as a chair. (6 Votes).

Nomination by Ward for Ward as a chair. (3 Votes)

Resignation of Hoeger as Treasurer.

Servellon came in at 6:15 PM

Hoeger wins nomination as Chair.

Hoeger is now the Chair. Vacancy is open now for the Council Treasurer position.

Nomination by Hoeger for Hall as Council Treasurer.

Yeas: Hoeger, Hall, Hahn, Brock, Thommes, Zingg, Schoenberger, Ward, Servellon. **Nays:** None, **Motion carried.**

A. Reports

- i. Chair - Entertaining a motion to accept the resignation of Former Chair Hager

Motion to accept the resignation of Chair Hager, motion first by Zingg, second by Thommes

Yeas: Hoeger, Hall, Hahn, Brock, Zingg, Schoenberger, Ward. **Nays:** Thommes, Servellon, **Motion carried.**

ii. CEO -

1. I am overjoyed to welcome Itzeni “Nayeli” Lopez to the Learning Community of Douglas as Sarpy Counties as the Executive Director of Early Learning Centers. She will hit the ground running working with the LC and LCCC teams. Please greet and welcome her!
2. We welcome the Buffet Early Childhood Institute team to our October LCCC meeting. We will engage in a discussion regarding the Superintendents Early Childhood Plan evaluation report. We want to recognize that this may be one of the final opportunities to hear from Dr. Sam Meisels before his retirement. Many thanks to Dr. Meisels for his dedication and perseverance in supporting early childhood education!
3. One World Community Health is nearing an agreement to lease the south center satellite location (16th/Hickory). This latest option includes an ability to purchase the building after 5 years. As more details are confirmed, a formal presentation of details will be provided to the LCCC.
4. Negotiations with the Wiesman Development group regarding securing a physical location for the 3rd Center location (98th/M) continue to evolve well. A revised LOI was submitted to WD on October 12, 2022, and we are awaiting responses. The LC’s intention is to model lease agreements after those that we currently have in place to remain compliant and fiscally responsible with all capital funds/expenses. As more details are confirmed, a formal presentation of details will be provided to the LCCC.
5. LB1024 Grant Proposal entries for South Satellite & 3rd Centers were submitted by the LC on Sunday Oct 9, 2022, for full Capital & Operation funding totaling \$14,379,166. This was

truly a team effort! Thanks to the LCF for assisting with this process, as well. We await responses from the committees and legislators on next steps in the coming months/years.

6. The transition of the Parent University staff from Project Harmony to the LC is coming to an end. Both teams (LC and PH) are diligently working on all logistics associated with staff transition, and the LC is ready to support and strengthen the program in all aspects. The start date for all PU staff members at the LC will be October 24, 2022.
7. Millard Public Schools as well as Ralston Public Schools are experiencing success with Circle of Security classes. Almost 20 families total started the courses, and those that consistently attend are providing positive and encouraging feedback. We look forward to hearing more good news as these classes come to a close in the next few weeks.
8. The LCCSO 10-year Anniversary event on October 1, 2022 at the South Center was a HUGE success! We thank Anne O'Hara and her team for all the hard work and dedication that it took to plan and host this day!
9. The Q3 Strategic Plan metrics update is provided for review. Please let me know if you have any questions regarding this update. Progress!
10. Shirley Vargas, Nebraska Department of Education, has provided an update related to the Community Achievement Plan. The NDE Board met in early October to discuss findings and recommendations for extending the CAP for three more years. At the November NDE Board meeting, the LC-MOEC-GOALS-BECI representatives will be present to answer questions that Board members may have regarding the CAP. Please let me know if you have any questions regarding this update.
11. Penny Gildea, Childcare Directors Training Program, has agreed that this program should be put "on hold" until landscape assessments and further strategic planning can occur to properly equip childcare directors with appropriate training and support activities. The most recent contract expired on August 31, 2022 and will not be renewed at this time.
12. The BRIDGE organization is currently narrowing the candidate field to name an Executive Director. The Board of Directors plans to name a finalist by the end of the 2022 calendar year. As more details are confirmed, a formal presentation of details will be provided to the LCCC.
13. Kay Doyle, Parlay Consulting Firm, has completed all LC CEO executive coaching sessions and will be providing a culminating report. I have enjoyed receiving this coaching support and have already implemented many techniques to improve communication and preparedness of our organization. I look forward to continuing these habits and working with the LCCC to improve all operations/communications.
14. Nicole Seymour, GOALS, has been notified of the LCCC's request for more specific information on data and evaluation before discussing a service agreement extension (current agreement expires on November 30, 2022). In the coming days, additional documentation from GOALS will be distributed to the ELD/LCCC, and the ELD subcommittee will discuss next steps at their November 15, 2022, meeting.
15. Dr. Jolene Johnson, University of Nebraska's Munroe Meyer Institute, will join next month's meeting to discuss the LC program evaluation report. Prior to meeting the LCCC, Dr. Johnson and her team will present materials to the ELD subcommittee at the November 15, 2022, meeting, as well. Please plan to join the ELD and/or LCCC meeting and engage in discussions with the MMI team.

- iii. Treasurer- New Treasurer thanked everyone for being elected and looked forward to working with everyone.
- iv. Legal Counsel- No report.
- v. Foundation- Hahn provided a report related to the LB 1024 grant applications. She shared they are working on that at the moment and will give more details in upcoming meetings.

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 September 15th, 2022, meeting of the Council
- ii. Budget to Actual Report- Fourth Quarter

Schoenberger moved to separate the two items under the consent agenda for discussion.

Motion to approve Council meeting minutes of September 15th, 2022, Budget to Actual Report (Fourth Quarter).

Motion first by Zingg, second by Hall.

Yeas: Hoeger, Hahn, Hall, Brock, Thommes, Zingg, Schoenberger, Ward, Servellon. **Nays:** None, **Motion carried.**

Motion to approve Treasurer Report dated September 30th, 2022.

Motion first by Zingg, second by Thommes

Yeas: Hoeger, Hahn, Hall, Thommes, Zingg, Servellon. **Nays:** Brock, Schoenberger, Ward, **Motion carried.**

IV. Programming Updates

- a) Centers Updates- The north and south center both shared their reports through the documents section; but the south presented a video that highlights their 10-year anniversary for the south center.
- b) Superintendents' Plan -
Evaluation of Superintendents' Plan
- c) District Initiatives - No report

V. Subcommittee Reports –

- 1. Elementary Learning and Diversity Subcommittee (ELD)- Shared the subcommittee has a data walk coming up November 15th, 2022, and GOALS Contract will also be discussed at the next meeting.
- 2. Budget, Finance and Audit Subcommittee- No report

3. Legislative Subcommittee- Schoenberger shared that they have one action item coming up regarding the retention of our lobbyist Kent Rogert.

VI. New Business

1. Interview Candidates for Appointment to the Subcouncil 4 vacancy.
 - i. Action Item: Vote by written ballot to determine recommended finalists.
 - ii. Action Item: Motion to nominate one or more candidates as a finalist (up to 3) for Subcouncil 4 vacancy (including any candidate who receives a majority of the votes).

Move to move into closed session by Hoeger, second by Zingg.

Close Session began at 8:41 PM and ended at 8:51 PM.

- iii. Action Item: Vote by written ballot to select the appointee
- iv. Action Item: Appoint one finalist to the Subcouncil 4 candidate vacancy

Angie Miller has been appointed the new Council Member.

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

VIII. Adjourn at 9:14 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.

****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	November 17 th , 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 FOLLOWS:

- Council Member Letter of Resignation (Allen Hager)
- CEO Report
- LCCC Minutes dated September 15, 2022
- Treasurer's Report dated September 30, 2022
- Centers Updates
- BECI Evaluation
- Officer Elections (Candidates Documents, Applications)
- 3rd Quarter Strategic Updates
- Emspace Report
- Community Achievement Plan Debrief

LEARNING COMMUNITY OF DOUGLAS SARPY COUNTIES

Treasurer's Report

Oct 31, 2022

November 17, 2022 Agenda Item IV. ii.

Check#	Date	Name	Invoice/CM #	Line Description	Debit Amount	Credit Amount	Payment Status
	10/2/22	All Copy Products	AR3689004	Monthly Maintenance for Admin Area	124.84		
				Monthly Maintenance for Parent University	87.40		
5789				All Copy Products		212.24	Paid In Full
	10/4/22	Buffett Early Childhood Institute	LCYR1-092022Supes	October 2022 monthly program payment	160,968.08		
				<i>Residual Balance 25% of Residual deduction</i>	<i>-14,939.07</i>		
5787				Buffett Early Childhood Institute		146,029.01	Paid In Full
	10/20/22	Blue Cross Blue Shield of Nebraska	2656785	November Health & Dental (Admin)	6,156.95		
				November Health & Dental (PU Staff)	7,303.27		
5817				Blue Cross Blue Shield of Nebraska		13,460.22	Paid In Full
	10/3/22	C & A Industries - Celebrity Staff	2772042	LC Receptionist temp 9/18/22-9/24/22	720.00		
				PU Receptionist temp 9/18/22-9/24/22	1,212.75		
5797				C & A Industries - Celebrity Staff		1,932.75	Paid In Full
	10/10/22	C & A Industries - Celebrity Staff	2780289	LC Receptionist temp 9/25/22-10/1/22	720.00		
				PU Receptionist temp 9/25/22-10/1/22	1,295.25		
5802				C & A Industries - Celebrity Staff		2,015.25	Paid In Full
	10/17/22	C & A Industries - Celebrity Staff	2789126	LC Receptionist temp 10/2/22-10/8/22	720.00		
				PU Receptionist temp 10/2/22-10/8/22	1,287.00		
5810				C & A Industries - Celebrity Staff		2,007.00	Paid In Full
	9/5/22	C & A Industries - Celebrity Staff	2739198	LC Receptionist temp 8/21/22-8/27/22	720.00		
	10/24/22	C & A Industries - Celebrity Staff	2797585	LC Receptionist temp 10/9/22-10/15/22	720.00		
				PU Receptionist temp 10/9/22-10/15/22	1,372.00		
5818				C & A Industries - Celebrity Staff		2,812.00	Paid In Full
	10/14/22	City of Omaha	223988	Librarian (Debra Paris) Sept 2022 PR/Benefits Part-Time Status	4,623.18		
5803				City of Omaha		4,623.18	Paid In Full
	10/19/22	City of Omaha False Alarm Reduction 1103671		False Alarm - 9/22/2022	250.00		
5821				City of Omaha False Alarm Reduction Pro		250.00	Paid In Full
	10/1/22	Clarity Benefit Solutions	1001224474	September 2022 Admin Mo Fee; MED & DCA	40.67		
5795				Clarity Benefit Solutions		40.67	Paid In Full
	10/3/22	Claudia Salazar	1281	Deep cleaning/Disinfecting Services	200.00		
5790				Claudia Salazar		200.00	Paid In Full
	9/1/22	Colonial Life	3884152-0901774	Short Term Dis (Admin)	449.65		
5798				Colonial Life		449.65	Paid In Full
	10/1/22	Colonial Life	3884152-1001814	Short Term Dis (Admin)	449.65		
5812				Colonial Life		449.65	Paid In Full

LEARNING COMMUNITY OF DOUGLAS SARPY COUNTIES

Treasurer's Report

Oct 31, 2022

Check#	Date	Name	Invoice/CM #	Line Description	Debit Amount	Credit Amount	Payment Status
	9/30/22	Completely KIDS	20220930LC	September Contract billing for Field Club Elementary	12,573.00		
5801				Completely KIDS		12,573.00	Paid In Full
	9/21/22	Occupational Health Centers of NE	257138232	Employment testing- Cline, Alyssa	68.00		
				Employment testing- Saffold, Naomi	68.00		
5791				Occupational Health Centers of NE		136.00	Paid In Full
	10/17/22	Control Yours	6285	Plus membership Subscription fee for LCC	175.00		
5805				Control Yours		175.00	Paid In Full
	9/30/22	Culligan of Omaha	1046213	Equipment Cooler (Admin Office)	12.50		
	9/30/22	Culligan of Omaha	1046337	Equipment Cooler (LCCNO Class Rooms)	5.50		
5799				Culligan of Omaha		18.00	Paid In Full
	10/24/22	Culligan of Omaha	1047847	Water & Delivery (Admin Office)	19.50		
	10/24/22	Culligan of Omaha	1047856	5 Gal water Delivery & Equipment 10/19 Cooler (LCCNO Class Rooms)	44.50		
5813				Culligan of Omaha		64.00	Paid In Full
	10/18/22	The Daily Record	147841	Coordinating Council mtg notice - 10/20/22	23.44		
5808				The Daily Record		23.44	Paid In Full
	10/19/22	Datashield	0105123	Onsite Shredding Cart	54.00		
5814				Datashield		54.00	Paid In Full
	10/1/22	El Mero Mero Inc	October 2022	October 2022	5,582.00		
1408				El Mero Mero Inc		5,582.00	Paid In Full
	10/1/22	Envisioned Solution, Inc	INV-0041	LC Monthly Hosting Cost of LCC app	199.00		
5792				Envisioned Solution, Inc		199.00	Paid In Full
	10/1/22	HELP Foundation of Omaha	2302 October 2022	Rent and utilities	13,076.39		
1406				HELP Foundation of Omaha		13,076.39	Paid In Full
	10/5/22	InfNet Solutions, Inc.	63067ISI	Lenovo ThinkPad E15 Touchscreen Notebook	2,334.00		
5819				InfNet Solutions, Inc.		2,334.00	Paid In Full
	10/24/22	Jay L. Ringle	PU-0003	PU Database Tech Support	700.00		
5815				Jay L. Ringle		700.00	Paid In Full
	10/18/22	Jensen Rogert Associates, Inc.	2022-11	November 2022 installment	2,500.00		
5809				Jensen Rogert Associates, Inc.		2,500.00	Paid In Full
	10/8/22	Koley Jessen PC LLO	443930	General Through 9/30/22	3,315.50		
	10/8/22	Koley Jessen PC LLO	443931	ELC Contracts	3,236.50		
	10/8/22	Koley Jessen PC LLO	443932	LC Policies & Procedures	79.00		
	10/8/22	Koley Jessen PC LLO	443933	Monthly Community Council Meetings	1,909.50		

LEARNING COMMUNITY OF DOUGLAS SARPY COUNTIES

Treasurer's Report

Oct 31, 2022

Check#	Date	Name	Invoice/CM #	Line Description	Debit Amount	Credit Amount	Payment Status
5804	10/8/22	Koley Jessen PC LLO	444077	M Street Lease	1,612.50		
				Koley Jessen PC LLO		10,153.00	Paid In Full
5822	10/29/22	Konica Minolta Premier Finance	78048763	Admin Copier Lease	194.48		
				Parent University Copier Lease	220.14		
				Konica Minolta Premier Finance		414.62	Paid In Full
5793	10/2/22	Lion's Gate Security Solutions	LCSEP2022	9/29/2022 Security Services 9/10, 9/15, 9/17, 9/24, 9/27, 9/29	504.00		
				Lion's Gate Security Solutions		504.00	Paid In Full
5823	10/31/22	Lion's Gate Security Solutions	LCOCT2022	10/31/2022 Security Services 10/1, 10/4, 10/8, 10/11, 10/12, 10/15, 10/18, 10/20, 10/22, 10/25, 10/29	792.00		
				Lion's Gate Security Solutions		792.00	Paid In Full
1407	10/1/22	Lund Company	1612 October 2022	Lease payment	52,459.76		
				Lund Company		52,459.76	Paid In Full
5820	10/26/22	National Safety Council Nebraska	5832	Van Safety Training Class	402.50		
				National Safety Council Nebraska		402.50	Paid In Full
5825	10/26/22	National Safety Council Nebraska	5839	Van Safety Training Class 10/14-10/21/22	2,025.00		
				National Safety Council Nebraska		2,025.00	Paid In Full
5788	9/30/22	OMAHA PUBLIC SCHOOLS	Aug 1-Aug 312022 ELC	Instructional Coaching - SC1	49,099.21		
				Instructional Coaching - SC3	13,469.81		
	9/30/22	OMAHA PUBLIC SCHOOLS	BECI011	ELC Partnership Progrm	32,995.68		
				Aug-Aug 31 2022 BECI payment - Mt. View	4,053.87		
				Aug-Aug 31 2022 BECI payment - Gomez	727.53		
				Aug-Aug 31 2022 BECI payment - Liberty	10,889.52		
				Aug-Aug 31 2022 BECI payment - Pinewood	14,504.34		
				OMAHA PUBLIC SCHOOLS		125,739.96	Paid In Full
	10/13/22	HiTouch	7366949994-0-1	BATTERY AA ALKALINE 20PK	24.08		
				8OZ Purified Water	15.99		
				BIC GELOCITY RETRACTABLE BLUE	10.01		
				FRAME BLK 8X10 11800	11.04		
	10/14/22	HiTouch	7367088016-0-1	8 oz Purified Water 24pk	15.99		
				ULTRALUX PAPER PLATES 8 1/2 IN	22.96		
				KCUPS TWININGS GREEN TEA24 box	31.58		
				KCup Tullys Hawaiian 24CT	30.77		
				Red Plastic Coffee Stirrer 1000CT	3.49		
				KCUP GM FRENCH ROAST 24Ct	33.36		
				DIXIE ULTRA 20OZ HEAVY BOWLS	36.28		
				KNIFE HD PLASTIC WHITE 100PK	5.44		
				TISSUE FACIAL BOUTIQ 6/PK	44.52		
				KCUP GM SOUTHERN PECAN 24Ct	32.22		

LEARNING COMMUNITY OF DOUGLAS SARPY COUNTIES

Treasurer's Report

Oct 31, 2022

Check#	Date	Name	Invoice/CM #	Line Description	Debit Amount	Credit Amount	Payment Status
	10/14/22	HiTouch	7367088016-0-2	LUNCHEON NAPKINS	11.58		
	10/15/22	HiTouch	7367088016-0-3	Dart 12OZ Foam Cup 25PK	23.21		
5806				HiTouch		352.52	Paid In Full
	10/20/22	HiTouch	7601241791-0-1	KCup SWISS MISS HOT CHOC 24CT	53.07		
	10/22/22	HiTouch	7601532310-0-1	NTBK STENO GREGG WHITE 80 ST	11.24		
				NO SCRATCH SPONGE	7.36		
				KCUPS FOLGERS CLASSIC RST24 box	30.48		
				KCup SWISS MISS HOT CHOC 24CT	35.74		
				KCUP TWININGS LEMON & GINGER 24Ct	16.45		
5816				HiTouch		154.34	Paid In Full
	9/26/22	Philadelphia Insurance Companies	81291757	umbrella payment	477.81		
				Non Profit Package endorsement~ Added Vehicle	1,382.00		
				2022 Ford Transit			
5794				Philadelphia Insurance Companies		1,859.81	Paid In Full
	10/5/22	Project Harmony	10052022	Parent University Program Aug-Sept 2022	47,105.95		
5826				Project Harmony		47,105.95	Paid In Full
	10/20/22	Ralston Public Schools	2021-22 Reimb Oct22	Superintendents Early Childhood 21/22	43,871.08		
				Instructional Coaching 21/22	50,160.83		
5811				Ralston Public Schools		94,031.91	Paid In Full
	9/30/22	RDG Planning & Design	52237	Professional Svcs thru 9/30/22 Pre-design & Schematics Satellite Center 16th St	9,328.13		
1409				RDG Planning & Design		9,328.13	Paid In Full
	10/1/22	Sun Life Assurance Company of Canada		EE Life, AD&D, & LTD Insurance (ADMIN)	87.29		
				EE Life, AD&D, & LTD Insurance (PR Ded)	13.27		
5796				Sun Life Assurance Company of Canada		100.56	Paid In Full
	10/1/22	UNMC	10/2022 ELC Eval	October 2022 Monthly ELC Eval Prog	35,164.58		
3766				UNMC		35,164.58	Paid In Full
	10/19/22	VSP Insurance Co.	816331934	November 2022	52.44		
5824				VSP Insurance Co.		52.44	Paid In Full
102722EFT	10/27/22	Security National Bank	September Statement	Credit Card Online Pmt	8130.36	8130.36	Paid In Full
					600,687.89	600,687.89	

LEARNING COMMUNITY OF DOUGLAS SARPY COUNTIES

Credit Card Report

Oct 31, 2022

Date	Reference	Trans Description	Debit Amt	Credit Amt	Balance
10/1/22		Beginning Balance			-8,130.36
10/2/22	CC102022_L01	Douglas County Treasurer		17.95	
10/2/22	CC102022_V01	United States Postal Service		100.00	
10/3/22	CC102022_V02	Amazon.com		218.10	
10/13/22	CC102022_V03	HC Professional Training		229.00	
10/18/22	CC102022_V04	Zoom Video Communication, Inc.		199.90	
10/23/22	CC102022_V05	Network Solutions		128.97	
10/25/22	CC102022_L02	Vornado Air, LLC		149.99	
10/25/22	CC102022_V06	Stamps.com		17.99	
10/27/22	102722EFT	Security National Bank - Credit Card Payable - SNB	8,130.36		
10/28/22	CC102022_V07	Amazon.com		149.57	
10/28/22	CC102022_V08	Amazon.com		55.30	
10/30/22	CC102022_V09	1&1 Ionos		8.71	
		Current Period Change	8,130.36	1,275.48	6,854.88
10/31/22		Ending Balance			-1,275.48

LCC Council Meeting Center Update

November 17, 2022

North Center Update

Transition

- Parent University (PU) staff officially transitioned from being Project Harmony employees to become Learning Community employees on Monday October 24, 2022. A total of 7 PU staff were involved in the transition.

Continuous Courses

- In partnership with Metropolitan Community College (MCC), ESL and GED classes continue at the North Omaha Center. ESL I and ESL II occur Mondays and Wednesdays for 3 hours each day and GED held Tuesdays and Thursdays for 3 hours each day. There are a total of 24 participants enrolled and attending ESL and GED.
- Getting Ahead in a Just Getting by World, a financial literacy class facilitated by Omaha Bridges Out of Poverty started on Saturday September 10th. This class is from 9 am to 12:30 pm each week for the next 10 weeks. There are a total of 8 participants that have committed to this 10-week intense course to learn more about financial literacy and work towards financial stability. This course will conclude on November 12th and a graduation will be held by Omaha Bridges Out of Poverty for the participants who have successfully completed the course.
- Supporting Your Child's Social-Emotional Development course concluded on 10/25. This 2-day course was facilitated by the UNO Psychological Development students under the guidance of their doctor in psychology professor. This class was heavily attended, roughly 24 participants enrolled and 17 attended.

Programming updates -

- Courses are being offered in the evenings and on the weekend at least 3 days each week. Courses that are being offered include Common Sense Parenting Cafe's which include topics such as Homework Strategies and Technology Tips. Other courses offered include Demystifying Tech which shares information regarding exploration of careers in the technology industry.
- Recently have two doctorate level- Leadership Education in Neurodevelopment and Related Disabilities (LEND) students from Munroe Meyer Institute who will be creating training and curriculum for parents and staff.

Program Recruitment efforts -

- Staff continuously recruit by encouraging families to refer other participants.
- We are utilizing the 2 newest Educational Navigators to follow up with recruitment leads from previous recruitment opportunities.

Parent University (PU) is actively recruiting families to the program. Staff attended the following recruitment opportunities:

- Parent Café at Omaha Early Learning Center at Skinner.
- Ongoing recruitment at Educare Kellom – setting up a table to get parents signed up.
- Omaha Early Learning Center at Kennedy October 25th
- Parent Meeting at Kennedy Elementary October 25th.
- Parent Meeting at Miller Park Elementary school.
- Parent University brochures distributed during Winning women and teens conference.
- Recruitment at the Education Summit on Saturday November 12th.

Staffing Updates -

Hires-

- 5 Educational Navigators. 1 Resignation on 11/7/2022.
- 1 PT Child Learning Specialist to start November 14th.

Open positions -

- Program Manager – second interview scheduled for week of November 14th
- Program Assistant – currently using a temp worker that started in September, working on permanent hire of her.
- Food Coordinator –conducting second interviews for 4 finalists. We have had a large response in applicants within the last two months in comparison to the two- and one-half years, having received 1 applicant.
- (3) PT Child Learning Specialist (Bilingual)
- PT intake specialist (has never been posted)
- Family Engagement Lead (has never been posted)

COVID:

North Center continues to utilize and practice COVID protocols such as screenings and mask wearing inside the building. We continue to encourage staff, parents, and children to stay home and not come to the Center when they are sick.

LEARNING COMMUNITY CENTER OF SOUTH OMAHA

Updates 11/19/22

General Information

- A group of Latino professionals recruited by former council member Anayeli Martinez Real attended our College Prep program at UNO to help motivate children (and parents)
- A former GED graduate who has done well in her career came back to the center to motivate a pre-GED class
- Creighton students came to the center on multiple occasions to help role play for parent/teacher conferences and to help with conversation practice in an ESL class.
- The South center is now a site for the Nebraska Diaper Bank, and 76 kids are receiving diapers in November.
- The team recruited 76 interested parents at multiple South Omaha schools during parent/teacher conferences.
- OPS' Bilingual Liaison Lead toured the center
- The South center currently has three open positions: Educational Navigator, Family Engagement Manager, Program Assistant
- Multiple members of the LCCSO team trained in Early Learning Guidelines (early childhood development trainings)

Programming

- Programming at the center includes:
 - ESL classes (11 cohorts, twice a week for 3 hours)
 - GED classes (2 cohorts, twice a week for 3 hours)
- Parenting Classes include classes once every two weeks, including:
 - Nurturing Parenting
 - Circle of Security
 - Pyramid Model for Parents
 - Love and Logic
 - Mommy and Me class in Q'anjob'al language
- Parent Workshops
 - Workforce Development
 - Computer Classes
 - Opening Doors (Catholic Charities)
 - Early Childhood Guidelines for Parents (Math)
- Child Learning during parent classes and workshops
 - Opera Omaha hosted its musical story time on-site
 - Nebraska Extension helped by training staff and designing the outdoor area
- Parent/Child Programming
 - String Sprouts violin classes
 - Prime Time Family Reading program (twice a week in evenings for 6 weeks)
 - College Prep: Family Learning program with UNO (twice a week in evenings for 6 weeks)
- All classes in person, except for one GED class

- Home visits are scheduled approximately every 2 weeks
 - Educational Navigator taking a resiliency training through Project Harmony
- Community Childcare training – Rooted in Relationships program
 - One training in November
 - Coaching continues with providers in the program

Evaluations

- CASAS (Comprehensive Adult Student Assessment Systems) continues throughout the year to measure English-language acquisition
- Metro measures CASAS for GED progress and shares with UNMC
- Keys to Interactive Parenting Scale
- Minnesota Executive Functioning Scale for young children

LCCSO Success Story

Carolina and her two-year-old son, Angel, have been coming to the center for nearly one year. Carolina is trying her best to manage ESL classes while supporting her son, who has kidney problems. Mom shared during the home visit that she is grateful to have found out about the center because she has learned so much about how to help Angel and his older sister. Angel was not accustomed to being around other children his age due to his illness, but he is now doing very well in our toddler room. Carolina is grateful for the staff who have supported her with resources like social assistance. Carolina has learned throughout the center that there are many ways to help her children. Carolina recently joined Prime Time family reading program, and she is now reading more to her children and understands how to encourage her children to be interested in books. Carolina used to never read to her children, but now that she attends the center, she feels that she is practicing new things like reading, and she is starting to do many different parent-child activities with Angel and her daughter.

Submitted by Katerin Castro, Educational Navigator

District Initiatives Updates

November 17, 2022

1. Millard Public Schools

- Instructional Coaching is going well. The district is utilizing data from the MAP Growth Test to assess the classrooms receiving Instructional Coaching.
- In the first quarter of 2023 the data will be analyzed to address other areas of need.

2. Ralston Public Schools

- The pilot program for the Circle of Security (Parenting course) ended. Ralston is interested in future opportunities to engage parents.
- Instructional Coaching is going well. The teachers have provided positive feedback, and the district is looking into how Instructional Coaching can keep the teachers engaged in the schools.

3. Elkhorn Public Schools

- The district has a summer reading program in place. EPS is working on its Reading Improvement Plan to implement in the Spring and to identify those students that will benefit from the extended summer program.
- In the first quarter of 2023 the data will be analyzed to address other areas of need.
- EPS has identified a need for a “strong parent network” and family engagement in the school.

4. Springfield Platteview Community Schools

- The project in place is a “Math Club,” a program to provide direct instruction to students with a smaller teacher-to-student ratio.
- The students invited were selected based on their last academic assessment. The schools are working towards removing barriers such as transportation and after-school care, so students in high need can attend the program.

5. Douglas County West Community Schools

- Extended Learning initiative focused on literacy. The students that attended last summer saw growth in their NWEA Growth Assessment.

6. Omaha Public Schools

- OPS has four part-time Instructional Coaches that rotate in the schools identified by Sub-Council #1 and #3.
- The Family Liaison from Sub-Council #2 retired, and OPS will be opening the position to hire and finish the term.



Learning Community

2021-2022 Annual Evaluation



Jolene Johnson, Ed.D.
Department Director for Education & Child Development
Munroe-Meyer Institute, University of Nebraska Medical Center

Three Primary Strategies

Family Learning at LCCSO

Early Childhood & Family Engagement at LCCNO

District Supported Initiatives

- **Jump Start**
- **Extended Learning**
- **Instructional Coaching**



Evaluation Questions



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?

Evaluation Components



OBSERVATIONS (TEACHERS AND PARENTS)

CLASS; KIPS

SURVEYS

TEACHERS, COACHES, PARENTS, EC PROVIDERS

FOCUS GROUPS AND INTERVIEWS

TEACHERS, PARENTS, EC PROVIDERS, PROGRAM STAFF

RATING SCALES

DECA (SOCIAL EMOTIONAL); DAY-C (LANGUAGE)

DIRECT ASSESSMENTS

PPVT (VOCABULARY); BRACKEN (SCHOOL READINESS); MEFS (EXECUTIVE FUNCTION)

Feedback Loops



DATA DEBRIEFS

INDIVIDUAL REPORTS

GROUP REPORTS

REGULAR MEETINGS ABOUT DATA AND CHANGES

2GEN Model of Change

learning
community

OF DOUGLAS AND
SARPY COUNTIES

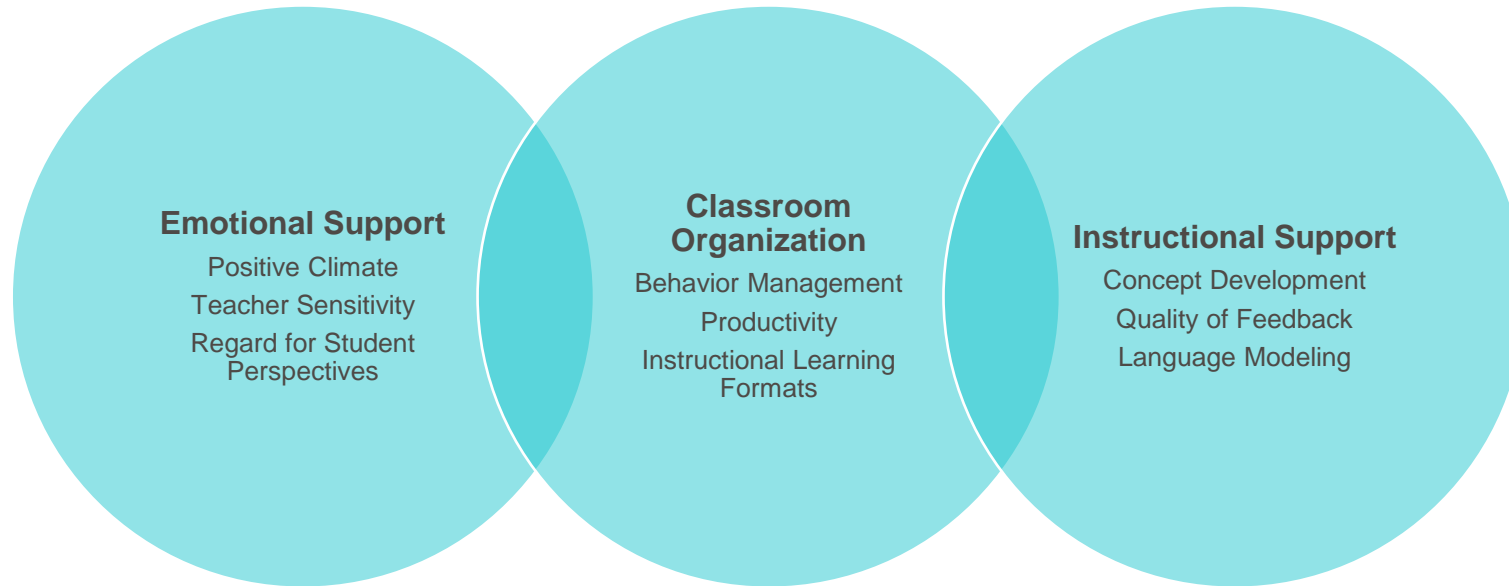




Intensive Early Childhood

- 322 PreK students
- 6 schools
- 20 classrooms

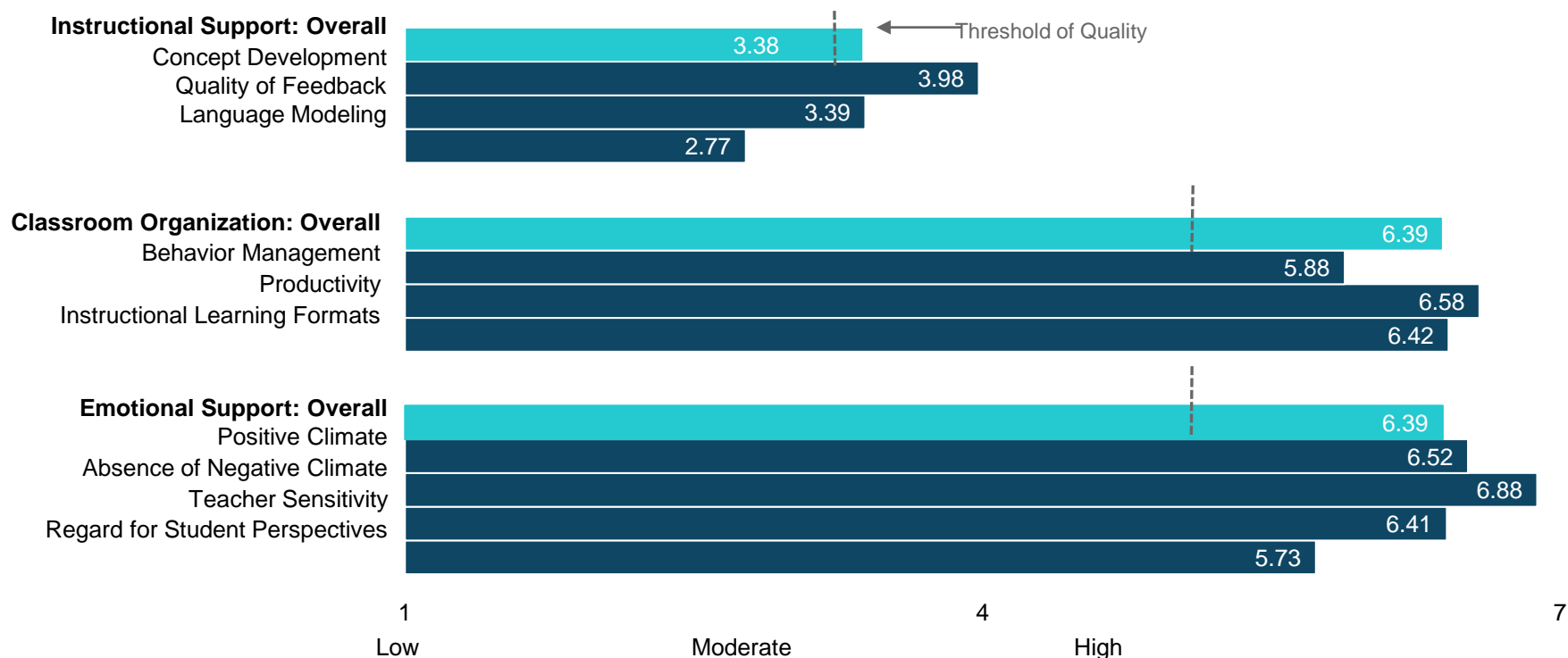
CLASS Framework



PreK classrooms met quality thresholds.

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

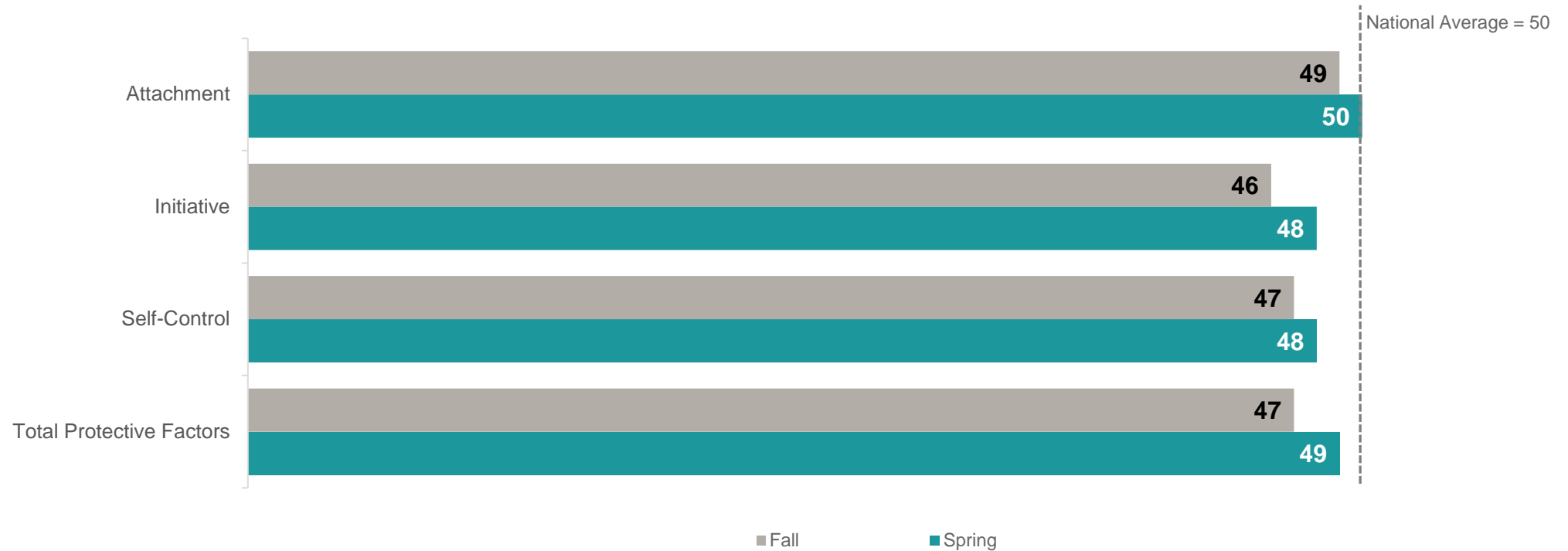
Preschool classrooms met the threshold of quality in Classroom Organization and Emotional Support. n=16



Social emotional ratings showed growth across the school year.

ON AVERAGE, CHILDREN'S SOCIAL-EMOTIONAL SKILLS INCREASED OVER TIME.

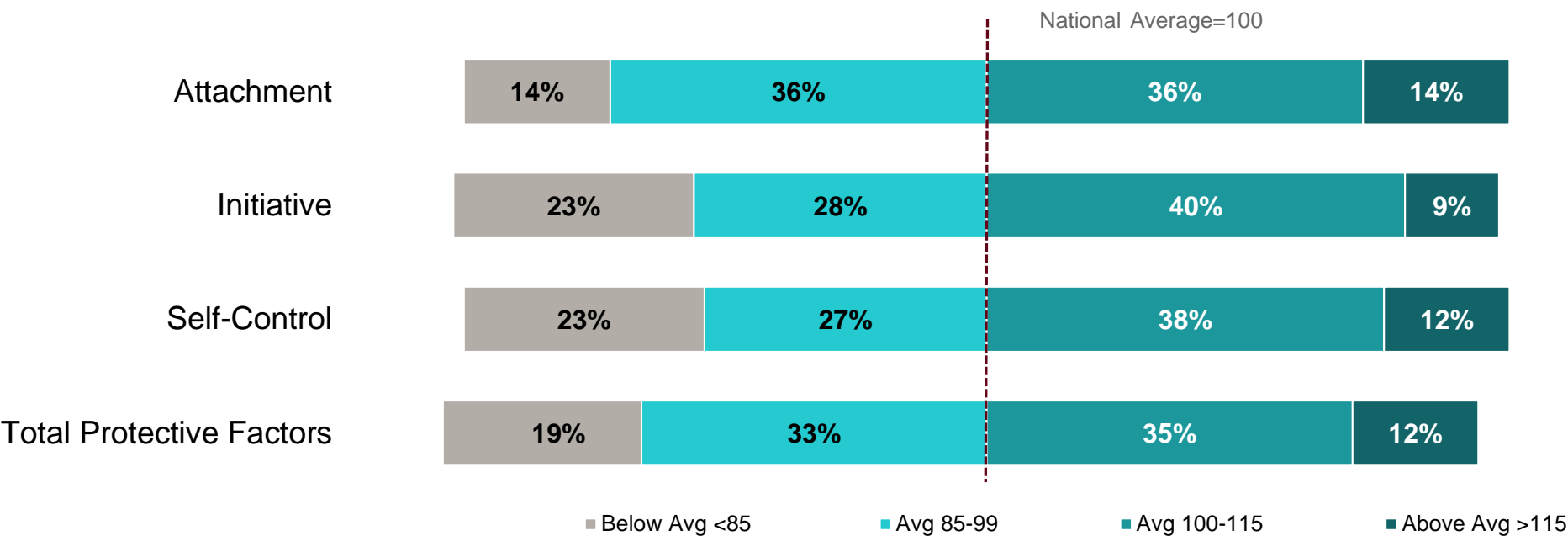
By spring, average scores were at or above the national average IN ATTACHMENT. n=300



Social Emotional Measure indicates deficits for nearly ¼ of students.

OVERALL, HALF THE STUDENTS SCORED AT THE NATIONAL AVERAGE OR ABOVE ACROSS ALL AREAS BY SPRING.

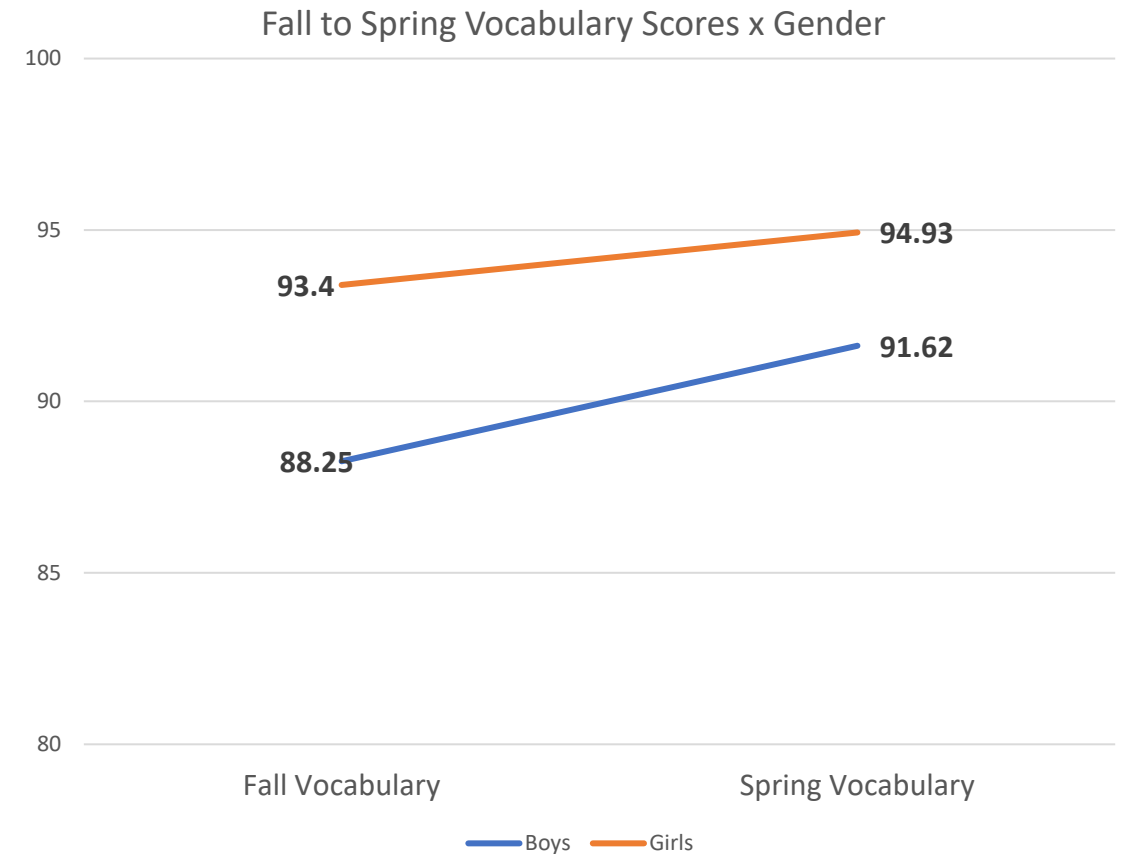
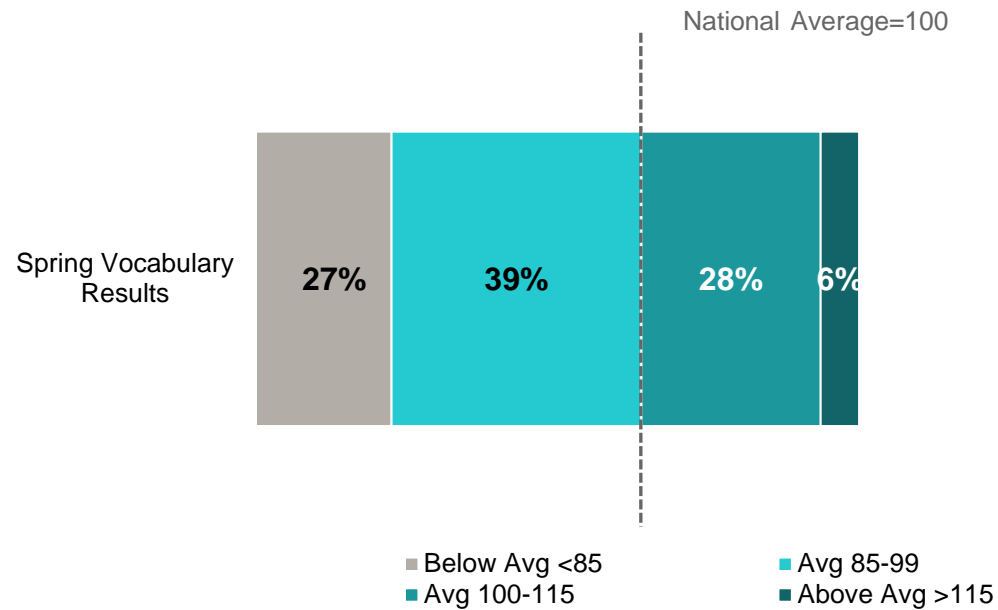
However, nearly 25% of the students scored in the below average range for Initiative and Self-Control. n=300



Vocabulary Scores

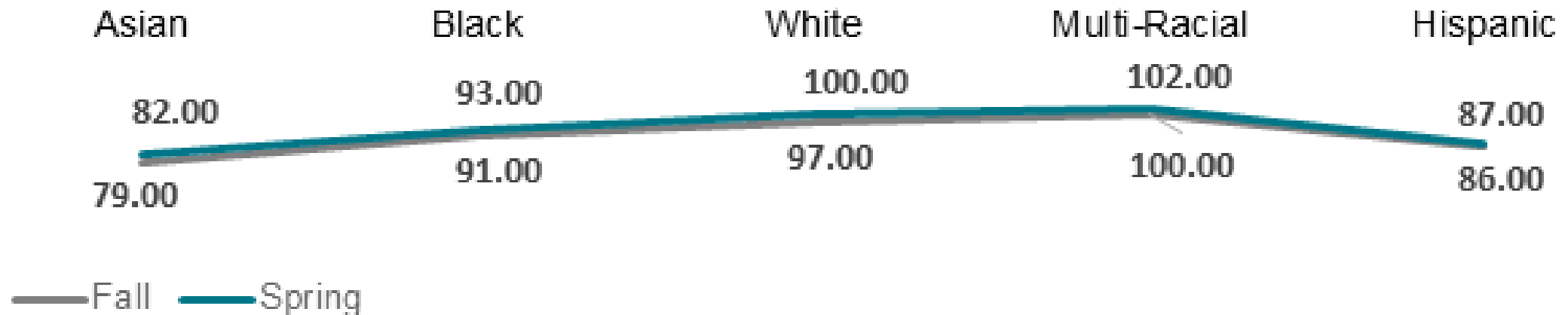
BY SPRING, A THIRD OF THE STUDENTS SCORED AT OR ABOVE THE NATIONAL AVERAGE

Notably, over a quarter of the students scored in the below average range. n=279



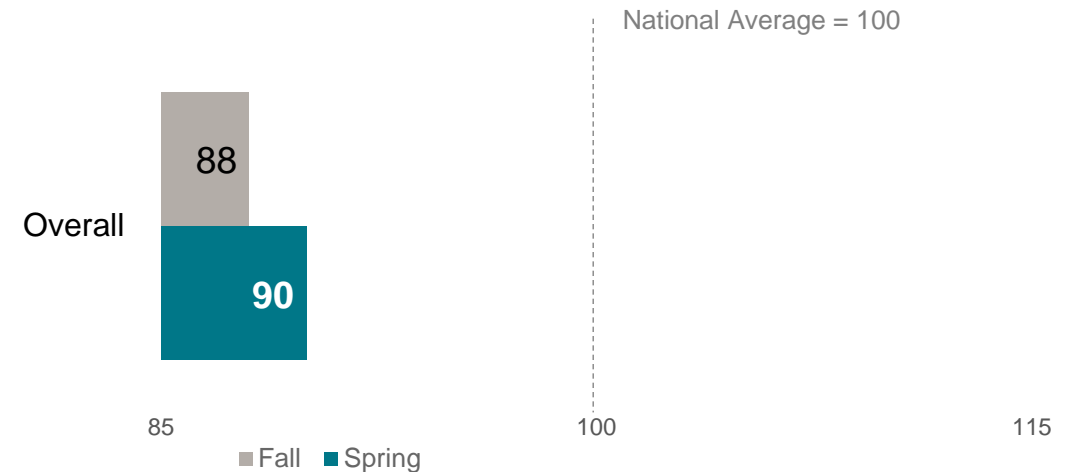
Vocabulary Scores Increased from Fall to Spring

VOCABULARY SCORES INCREASED ACROSS ALL RACIAL GROUPS
N=276

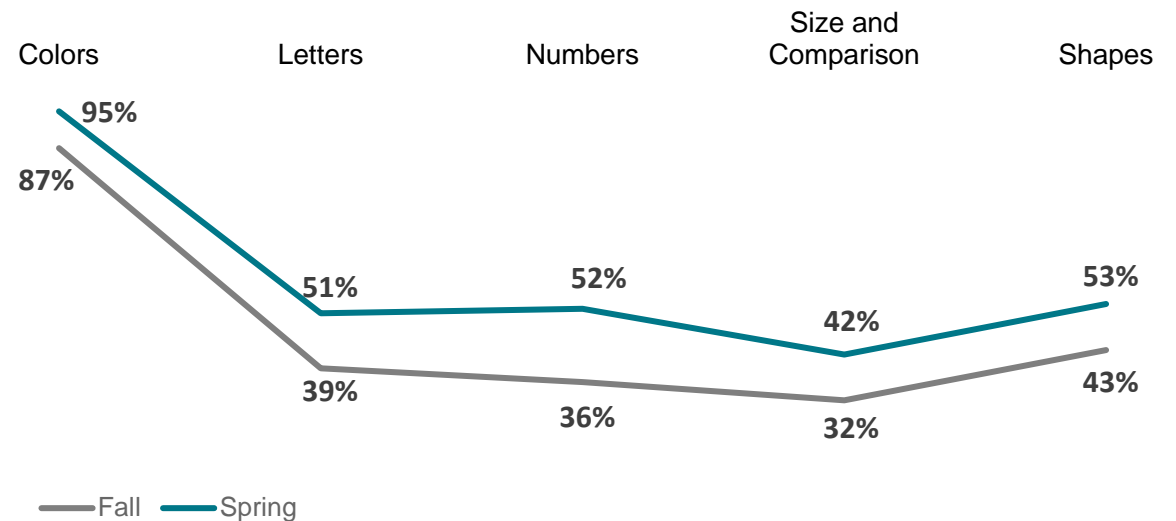


IEC School Readiness Scores Show Increases from Fall to Spring.

STUDENTS' SCHOOL READINESS SKILLS SHOWED MODEST INCREASES FROM FALL TO SPRING. N=178

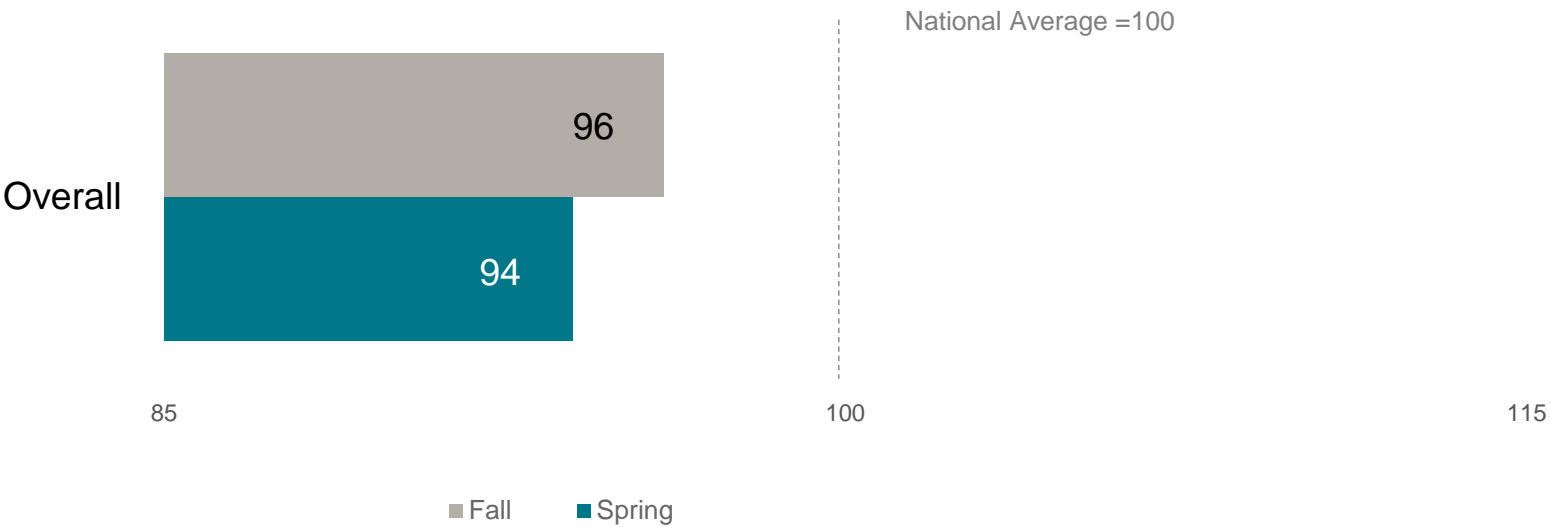


THE PERCENTAGE OF MASTERY INCREASED IN EACH SUBTEST. N=179

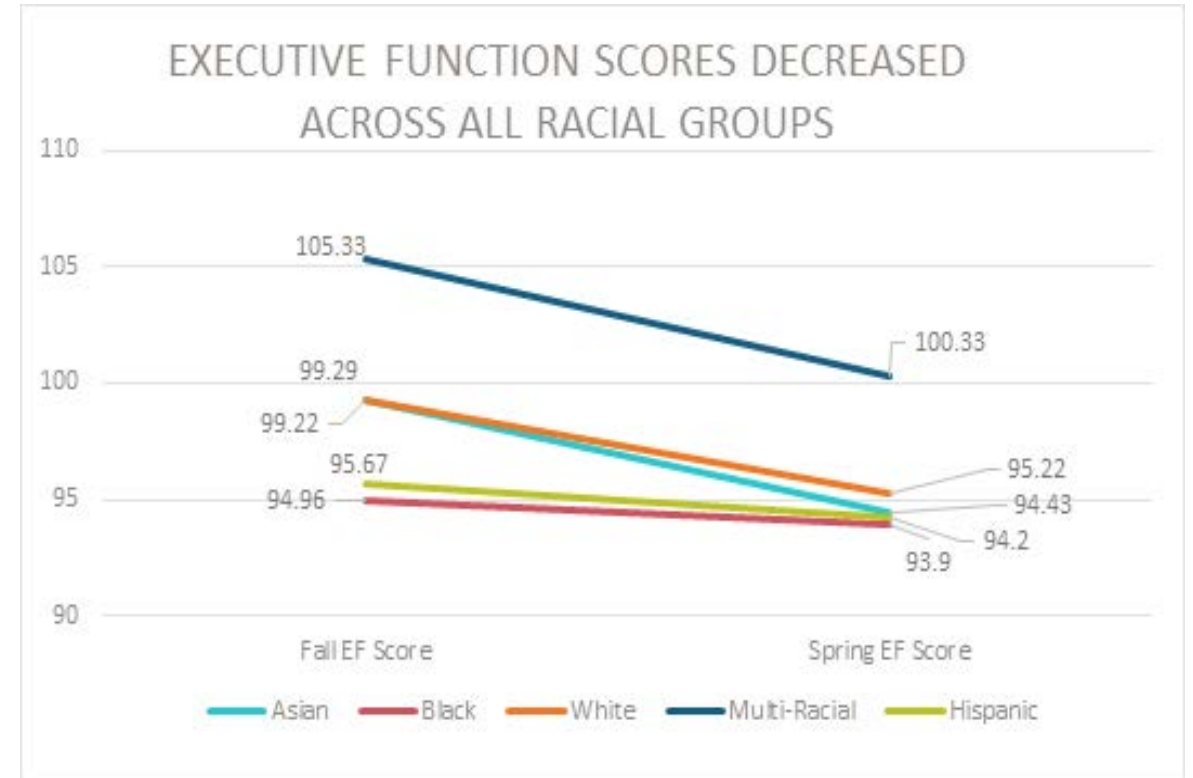
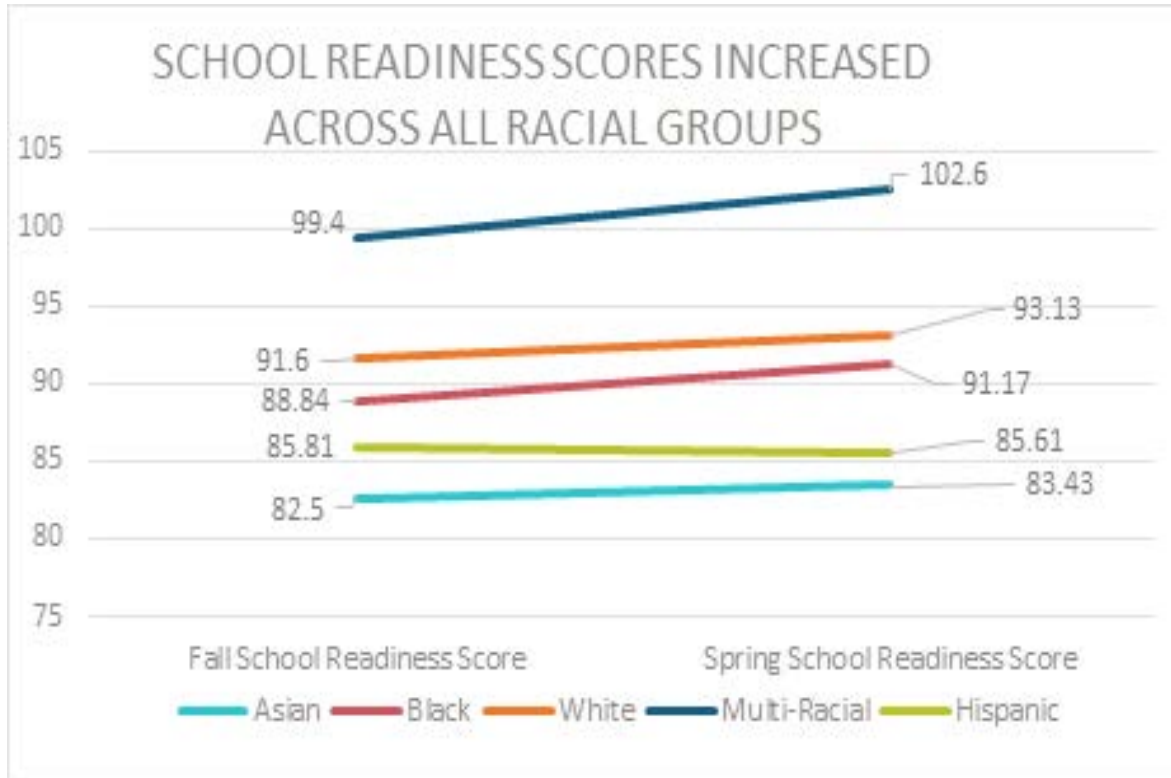


IEC Executive Function Scores Decreased from Fall to Spring.

STUDENTS' EXECUTIVE FUNCTIONING SKILLS SHOWED MODEST DECREASES FROM FALL TO SPRING. N=106



School Readiness and Executive Function Scores Across Racial Groups



Key Takeaways

- 1. Students at LCCSO had the highest executive function scores and significantly improved from pre to post.**
- 2. Gender differences were found for both vocabulary and social emotional skills. Girls had significantly higher scores for vocabulary while boys had significantly more behavior concerns.**
- 3. IEC students had significant gains in school readiness skills. Students in each racial group showed growth from fall to spring.**
- 4. IEC classrooms were of high quality; particularly for Classroom Organization & Emotional Support.**

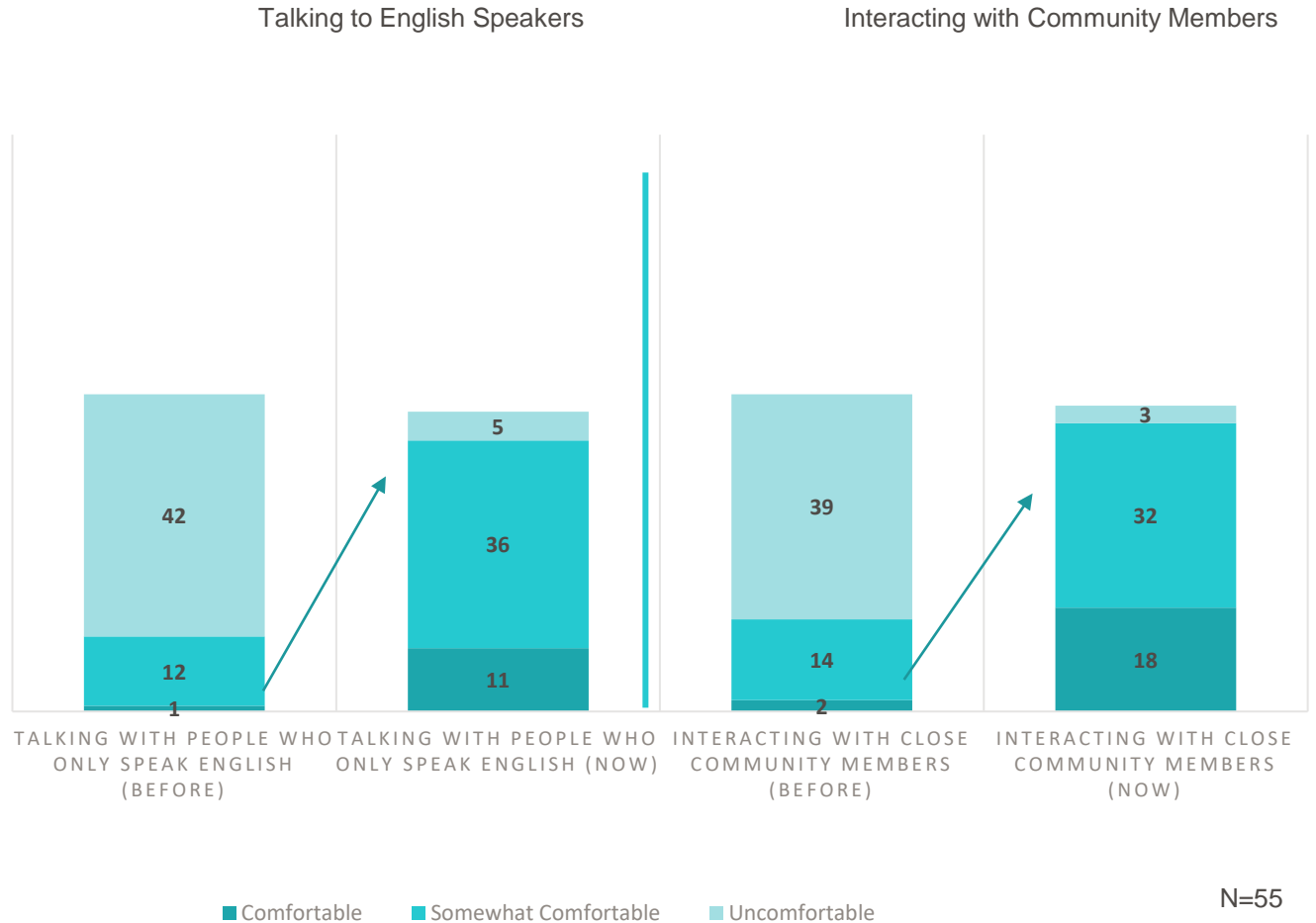


Family Learning at Learning Community Center of South Omaha

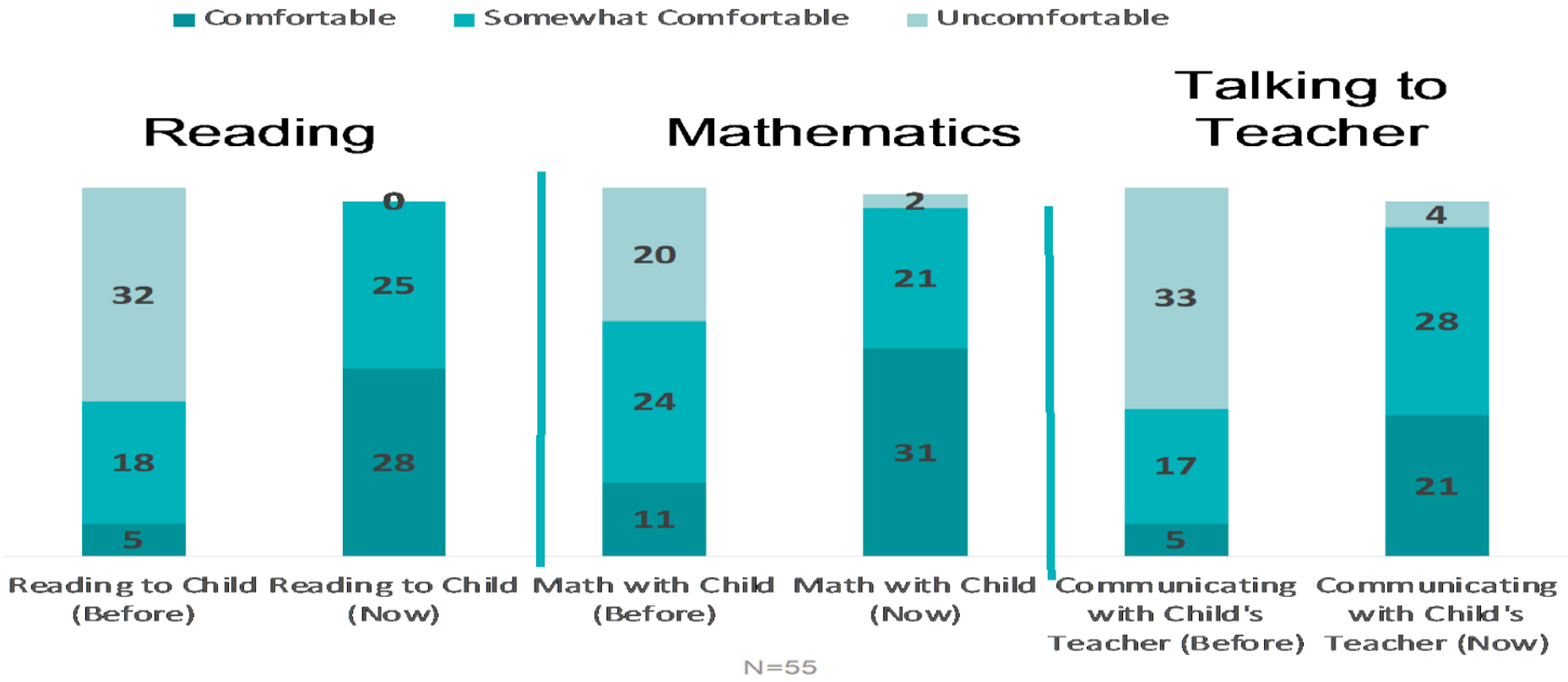
- 308 parents
- 767 children; 494 target (0-6 years)
- 78% of families used onsite childcare
- 94% qualify for FRL

**LCCSO
participants
experienced
growth in
school and
community
engagement.**

**LEVELS OF COMFORT USING ENGLISH SKILLS INCREASED
AFTER ATTENDING PROGRAMMING FOR AT LEAST 6
MONTHS.**



Participants Feel More Comfortable with Several Aspects of Child's Education.



Parents recognized classes as helping not only with their own learning but with the learning of their children.

"I feel very satisfied and comfortable. Before, I could not understand anything. I only understood when people asked for my name. If I went to the grocery store and they asked me things, I would freeze up and not say anything. Now I feel better...When someone talks to me or asks me a question, I understand."

"It has been excellent for me. When I came, I did not in fact know any English. Now I feel more confident talking to people in English. Even though I do not understand all of it, I already feel confident. I am no longer afraid of not understanding. Before, I did not even try."

"I liked it a lot because my child has problems reading. He struggled with reading fluency. I was worried as a mother. When I went to Puente del Éxito, I was able to get support for my child's needs. They also gave us a tour of the university. I loved it. My child was motivated."

"At Prime Time, my child started gaining an interest in reading books. Now she likes getting new books and creates drawings connected to the books."

Parents Utilized Resources Offered.

Workforce Readiness Certificates

1. Customer Service (14)

2. National Career Readiness (11)

3. Work Ethics Proficiency (17)

4. Career Skills Consultations (8)

5. North Star Computer Readiness Certifications (232)

Eight former students who completed the workforce development courses are now employed by OneWorld.

GED Courses

- 43 participants across 2 cohorts
- 65% in Cohort 1 and 23.5% in cohort 2 demonstrated a 3-4 level increase
- 4 students earned their GED



Social Assistance Services

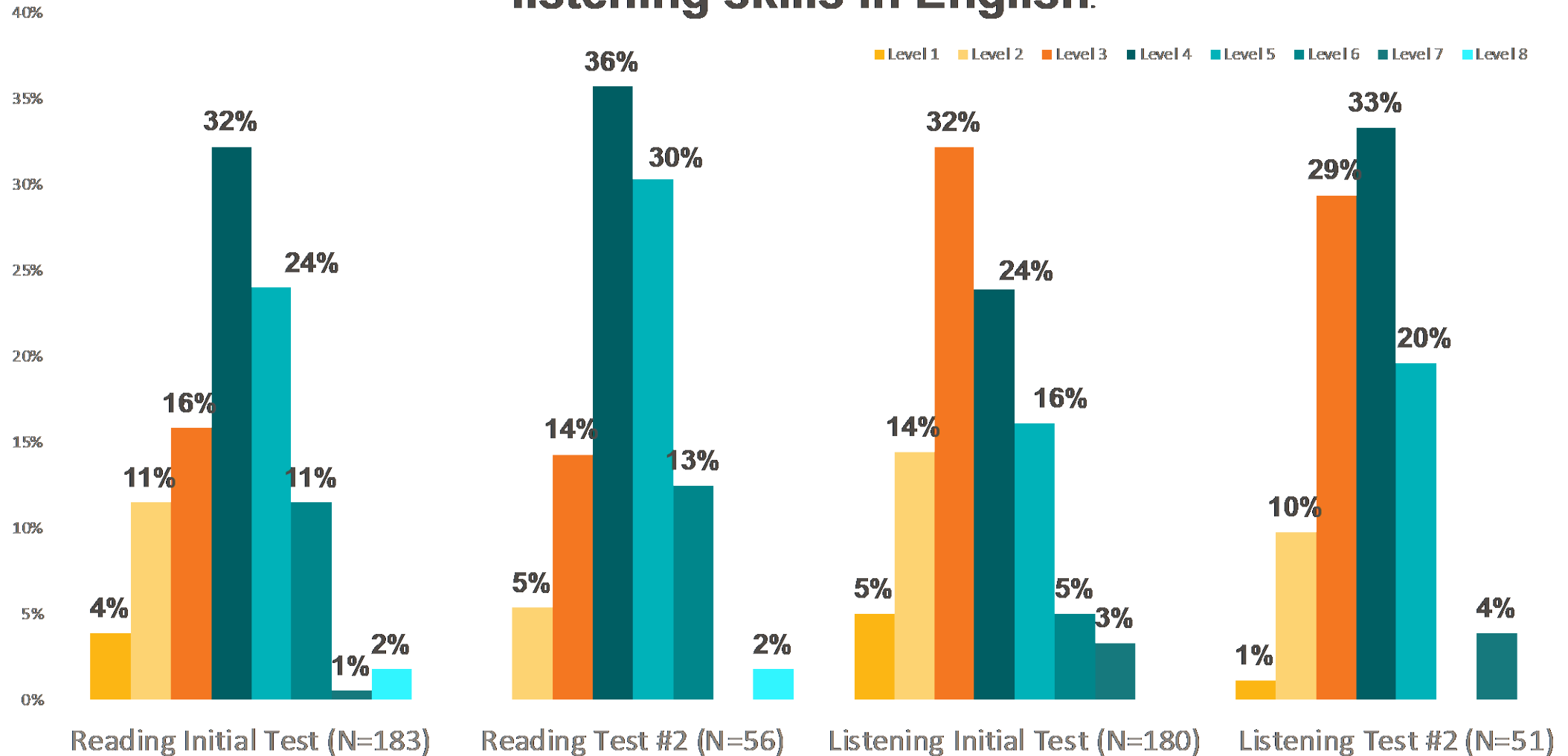
204 families referred to participate in services with the social assistance navigator

156 Simple Referrals – **79% were successful in closing their case**

27 Complex Referrals – **52% closed case successfully; 22% still in progress**

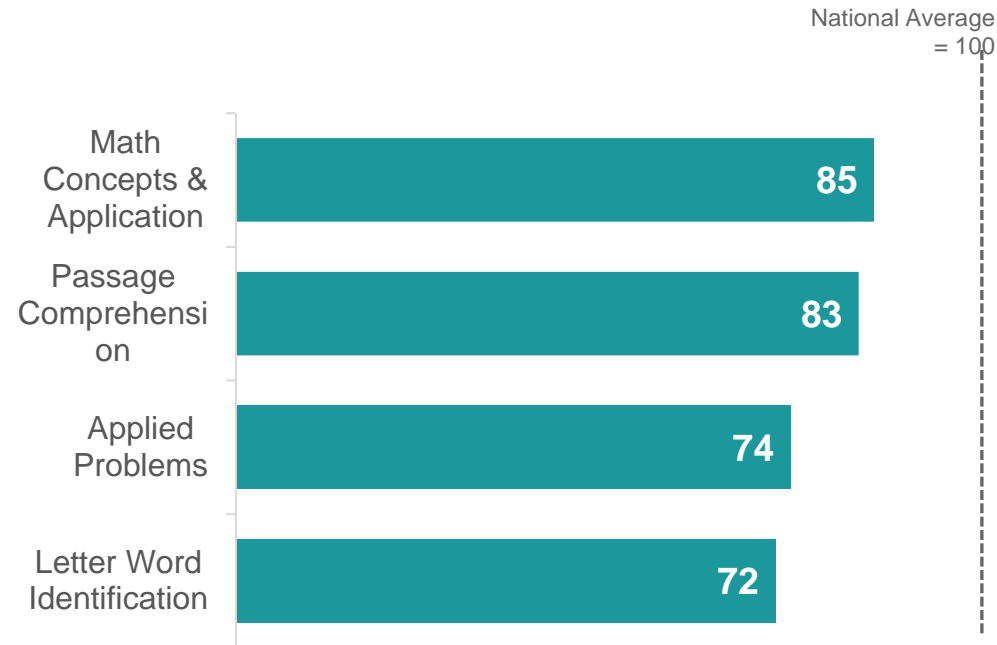
21 Preventive Assessments

Participants made gains in both their reading and listening skills in English.

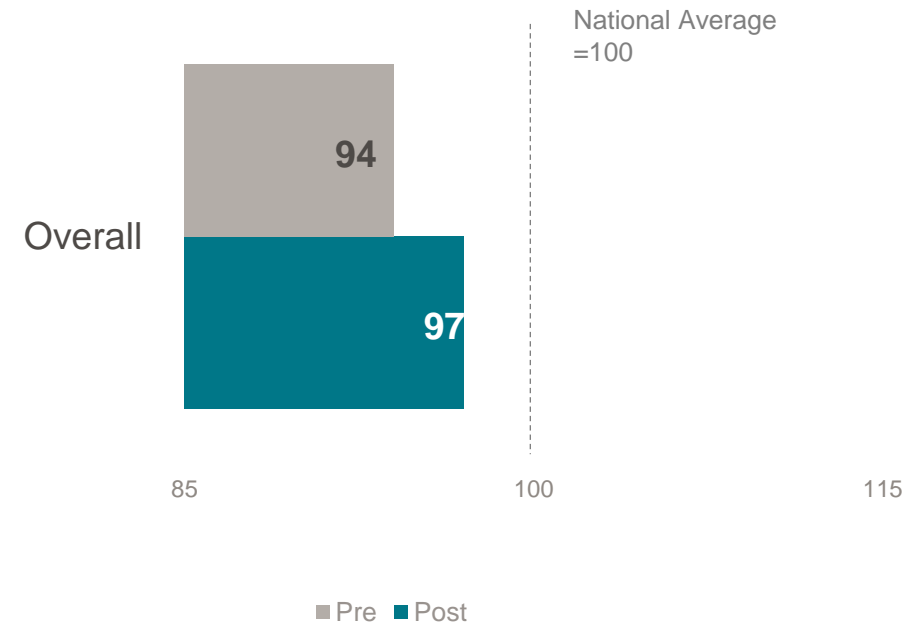


FOR THE 2ND YEAR, STUDENTS SCORED THE HIGHEST IN MATH CONCEPTS AND APPLICATIONS.

Mean scores were below the national average. n=32



STUDENTS' EXECUTIVE FUNCTIONING SKILLS DEMONSTRATED SIGNIFICANT IMPROVEMENT FROM PRE TO POST. N=41



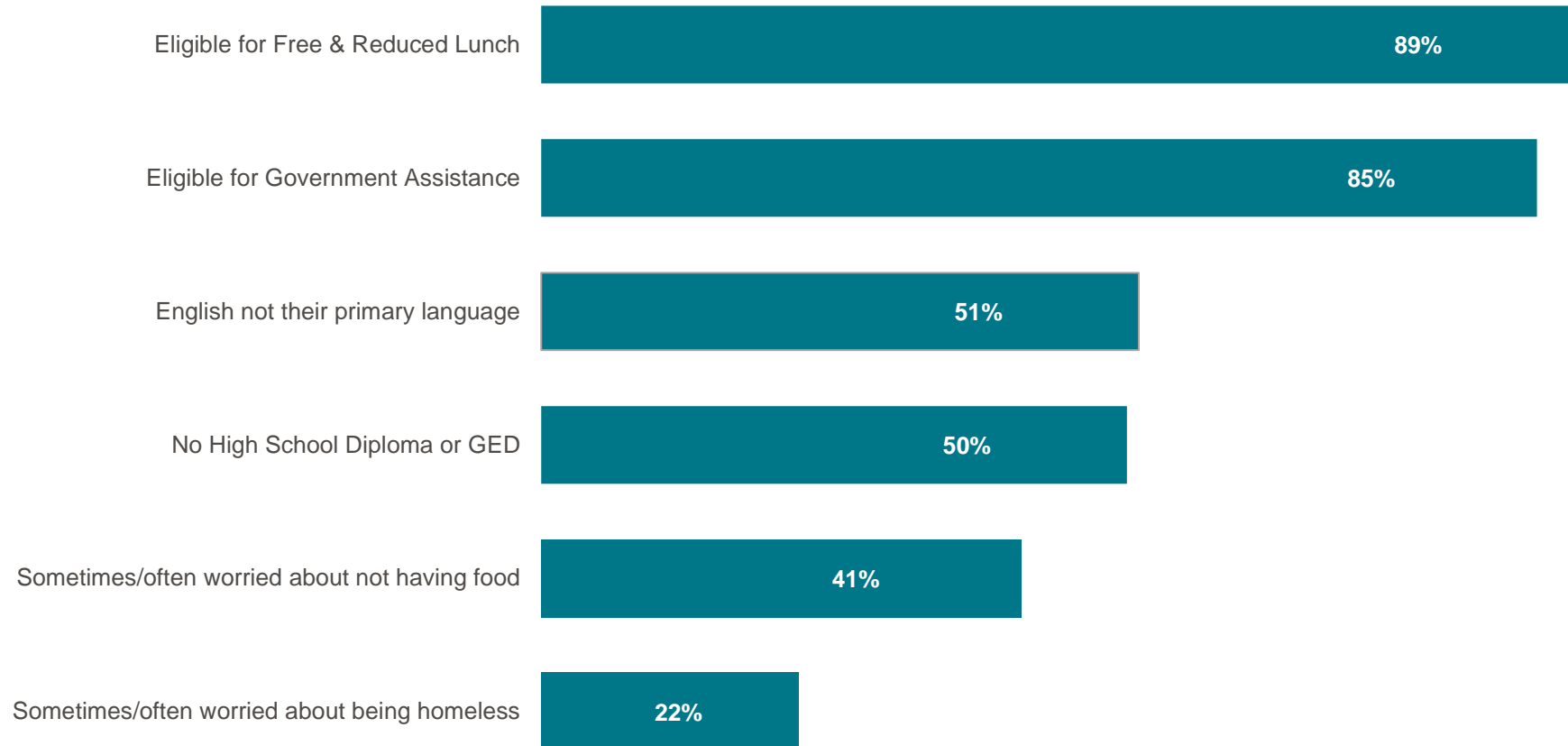
LCCSO Student Scores Showed Significant Gains In Executive Function.



Parent University at Learning Community Center of North Omaha

- 196 parents
- 379 total children (238 ages 0-8)
- 94% represented racial and ethnic diversity
- 89% of students qualified for FRL

PARENTS FACE MANY CHALLENGES, WITH LOW INCOME BEING THE LEADING ISSUE. N=140



PARENTS DEMONSTRATED STRONG PROTECTIVE FACTORS ACROSS ALL AREAS.

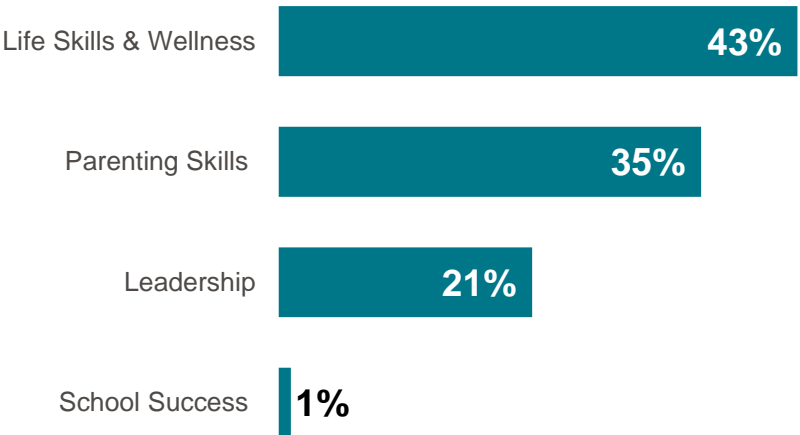


Protective factors increased significantly in every area except Nurturing & Attachment which was already quite high.

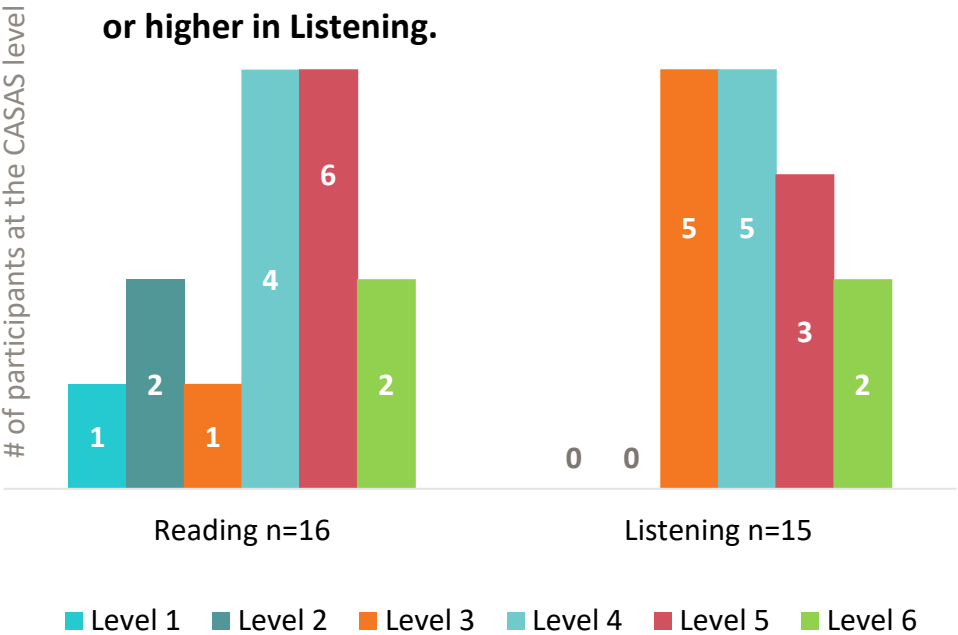
“The variety of classes cover all facets of life and in turn help parents to grow, heal, and develop skills that better the lives of our children at home and in school.”

Parent University participant

COURSES RELATED TO LIFE SKILLS AND LEADERSHIP
HAD THE HIGHEST ENROLLMENTS.



75% percent of the Parent University participants are at Level 4 or higher in Reading and 67% are at Level 4 or higher in Listening.



Bridges Out of Poverty N=43

An average 34.5% decrease in debt-to-income ratio

An average increase in income of \$1404.81

An average decrease in bill reduction of \$892.10 per month

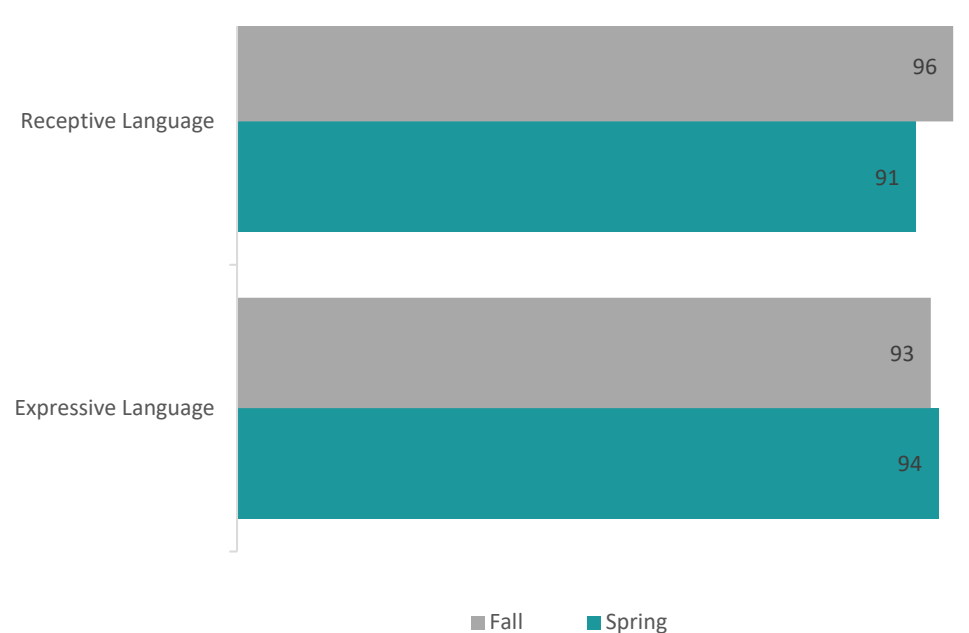
An average increase in assets of \$10,687.33

Student outcomes for those with parents participating in Parent University

ON AVERAGE, EXPRESSIVE LANGUAGE SKILLS REMAINED STABLE OVER TIME.

RECEPTIVE LANGUAGE SKILLS DESCREASED OVER TIME.

Average scores were below the national average. n=23
National Average = 100

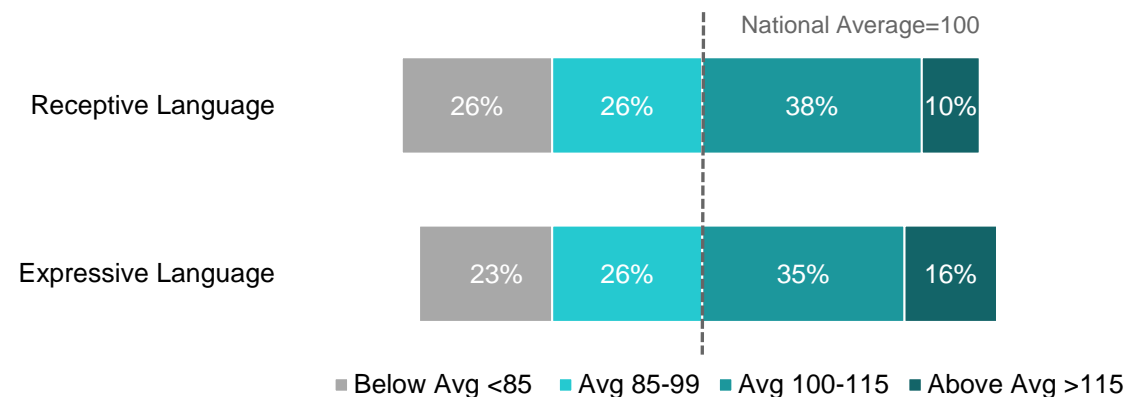


DAY-C SCORES

Approximately half of the children have language skills that meet or exceed the national average.

BY SPRING, 51% OF THE CHILDREN HAD EXPRESSIVE LANGUAGE SKILLS AT OR ABOVE THE NATIONAL AVERAGE.

Just under half the children (48%) were at the national average in receptive language. n=31



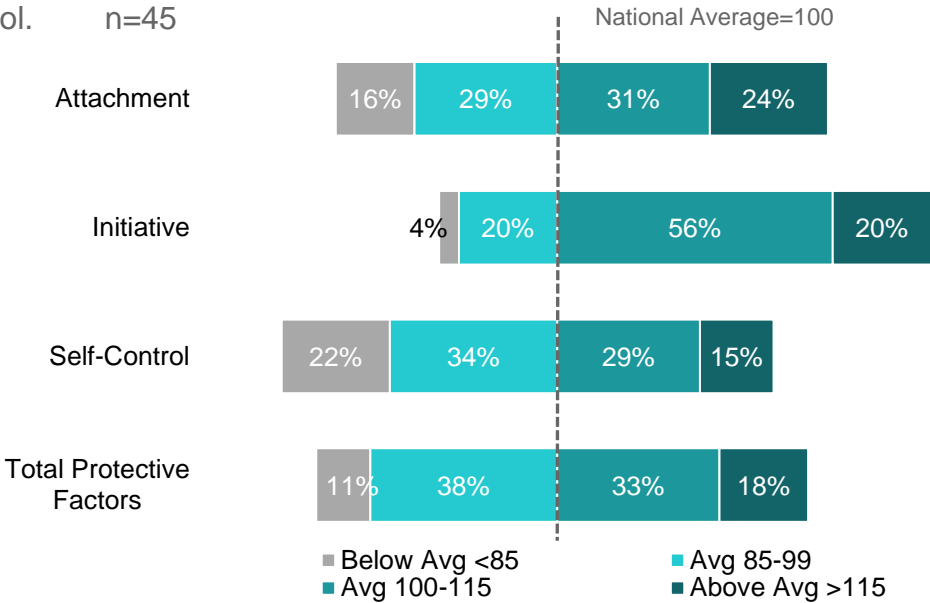
LEARNING COMMUNITY OF DOUGLAS AND SARPY COUNTIES

Social Emotional Skills remained stable.

More students struggled with self-control than any other skill.

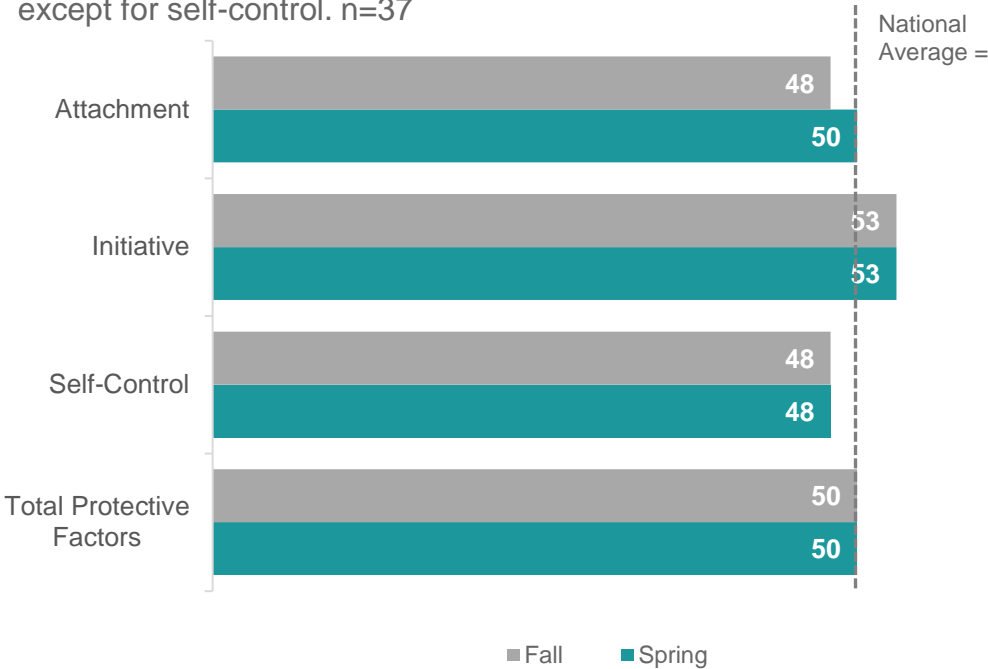
BY SPRING STUDENTS SHOWED THE GREATEST STRENGTH IN INITIATIVE WITH 76% MEETING OR EXCEEDING THE NATIONAL AVERAGE.

Less than half the children (45%) were at the national average in self-control. n=45



ON AVERAGE, CHILDREN'S SOCIAL-EMOTIONAL SKILLS REMAINED STABLE OVER TIME

By spring, average scores were at or above the national average except for self-control. n=37



Keys to Interactive Parenting (KIPS)

58% met goal Overall

74% met goal in Building Relationships

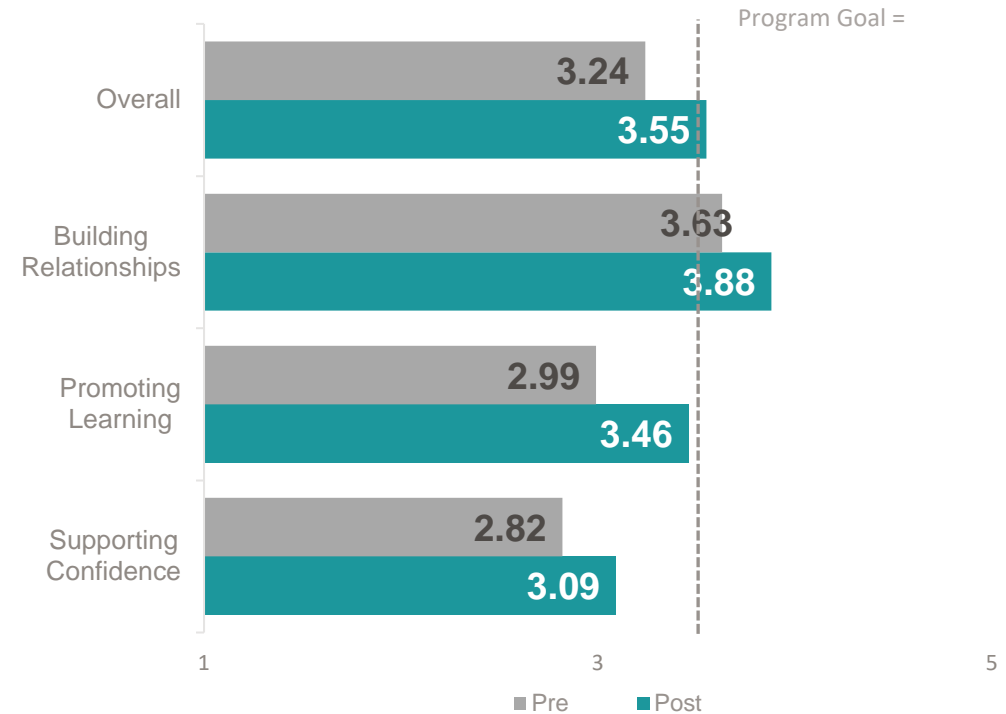
51% met goal in Promoting Learning

27% met goal in Supporting Confidence

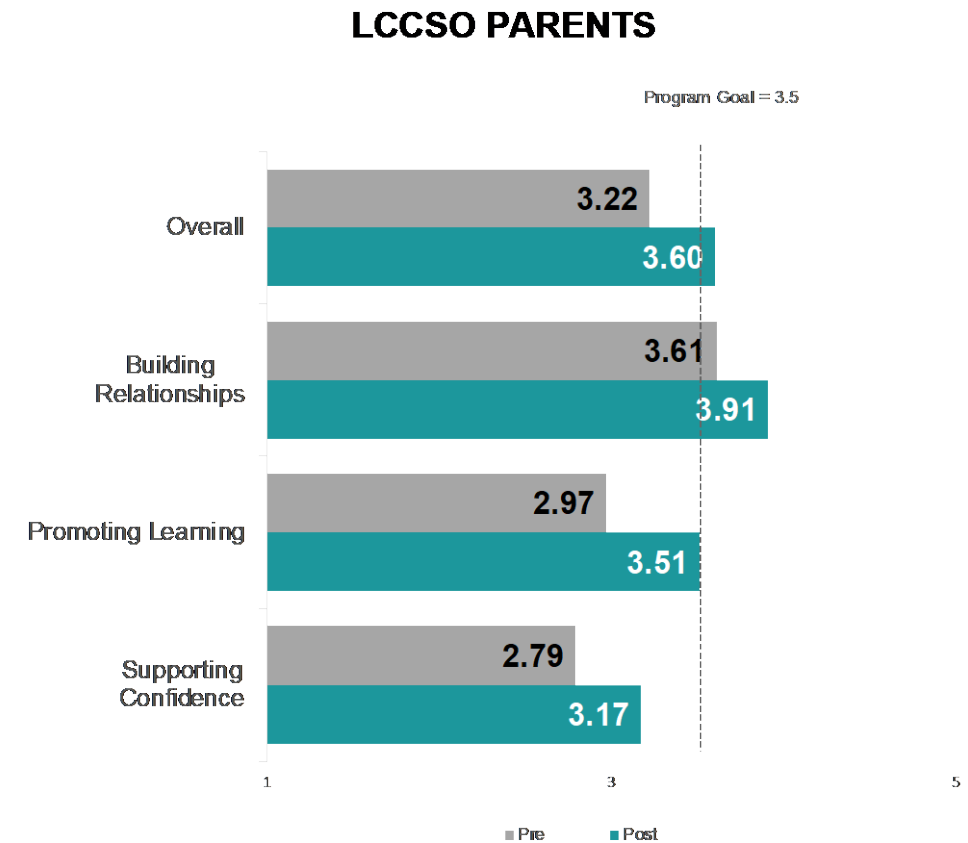
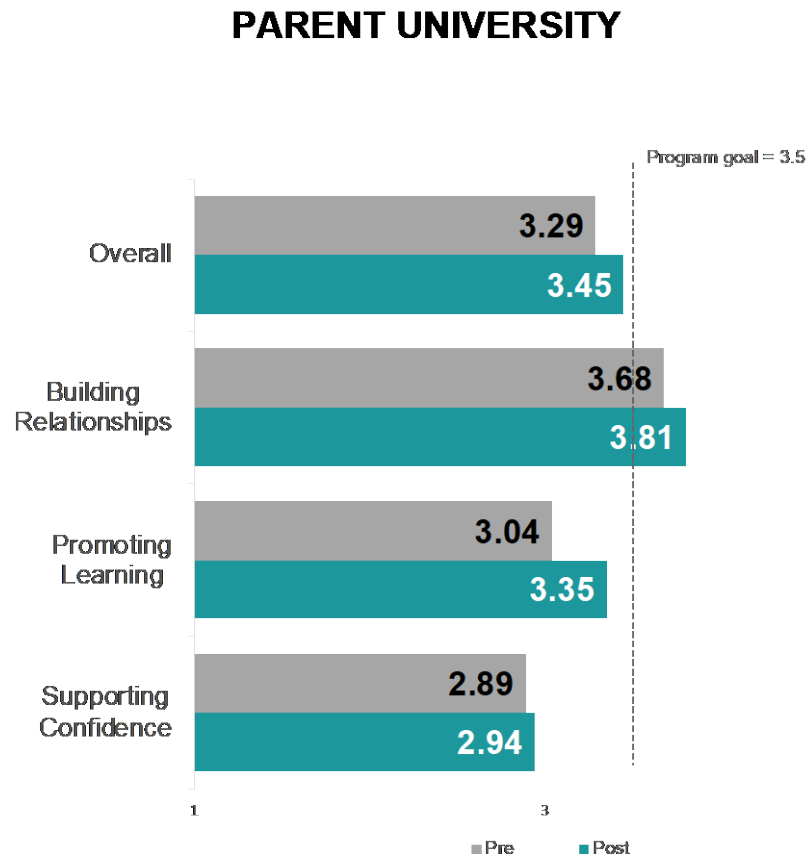
A paired samples t-test analysis found that parents' skills increased significantly over time across all subscales and overall.

ON AVERAGE, PARENTS MET THE PROGRAM GOAL OVERALL AND IN BUILDING RELATIONSHIPS

The most growth was in the area of Promoting Learning.



“We learned how to develop our children and how to understand them a little better. We need all this information. Many times, we don’t understand a lot of things, like the development of our children. We don’t know how they are affected. All of the programs informed us a little more.”

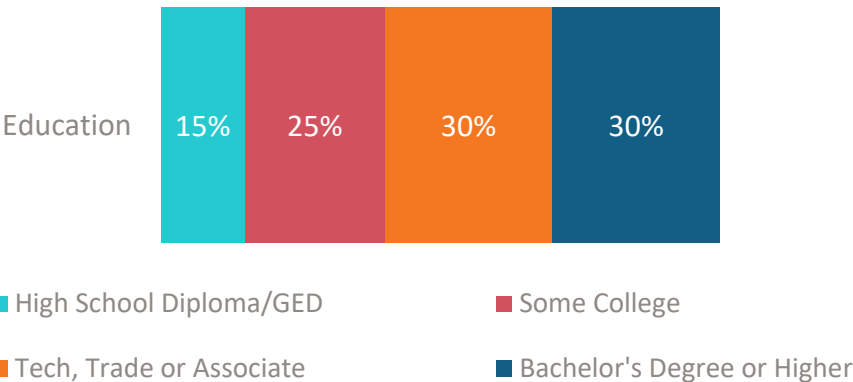


Key Takeaways

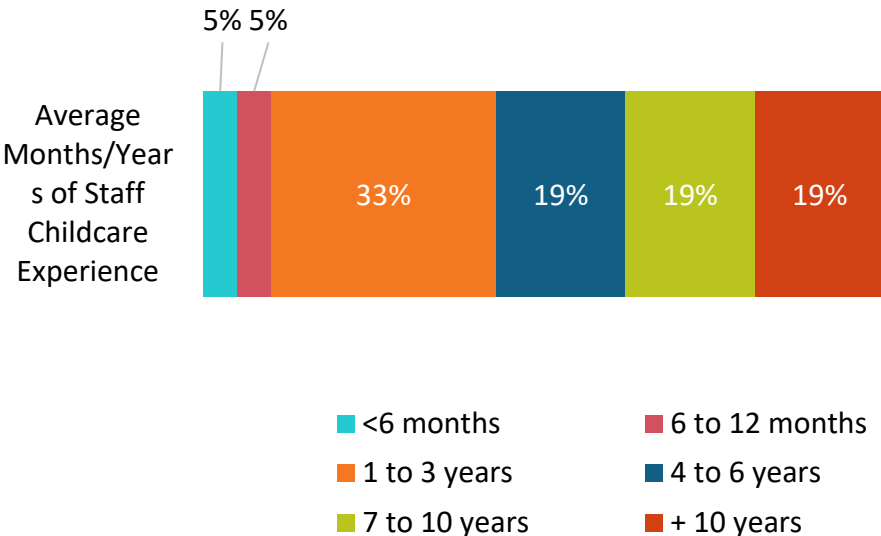
- 1. Over 500 parents participated in programming.**
- 2. Participants demonstrated effective parenting practices with significant improvements.**
- 3. Multiple, varied programming strands are necessary to meet the needs of families.**
- 4. Results are evidence that a 2GEN approach is effective in improving family outcomes.**

Child Care Directors Data From Needs Assessment

Majority of Owners/Directors have attended at least some college



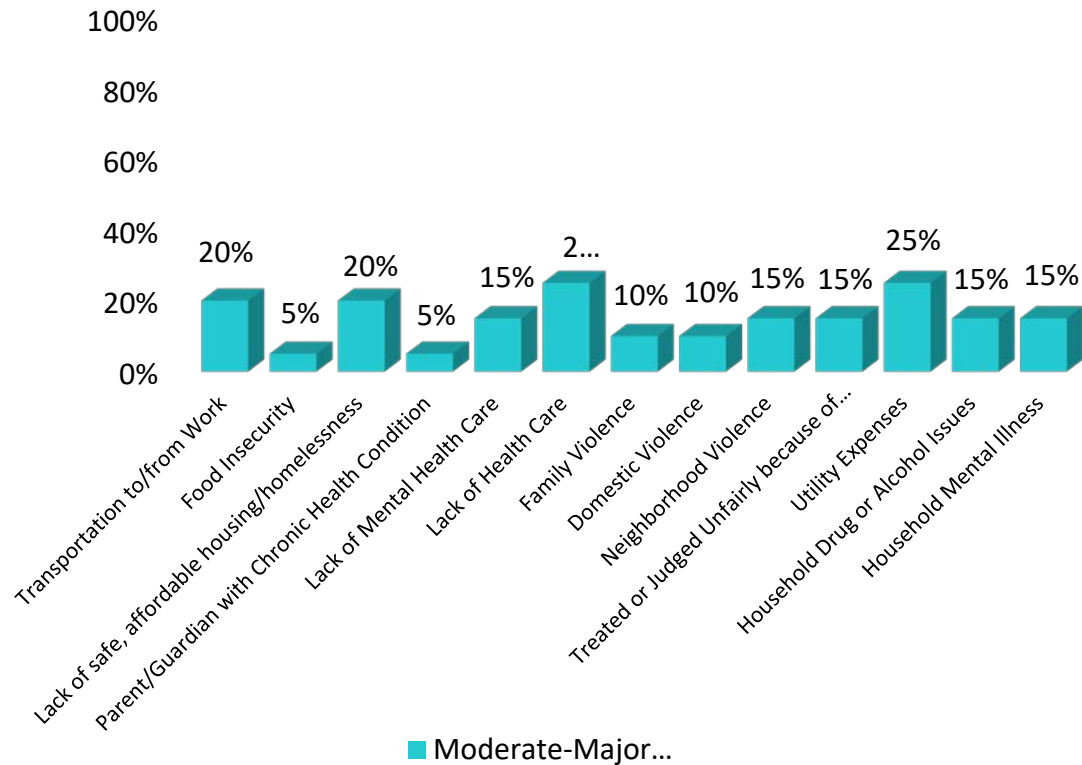
Over 50% of staff had 4+ years of childcare experience



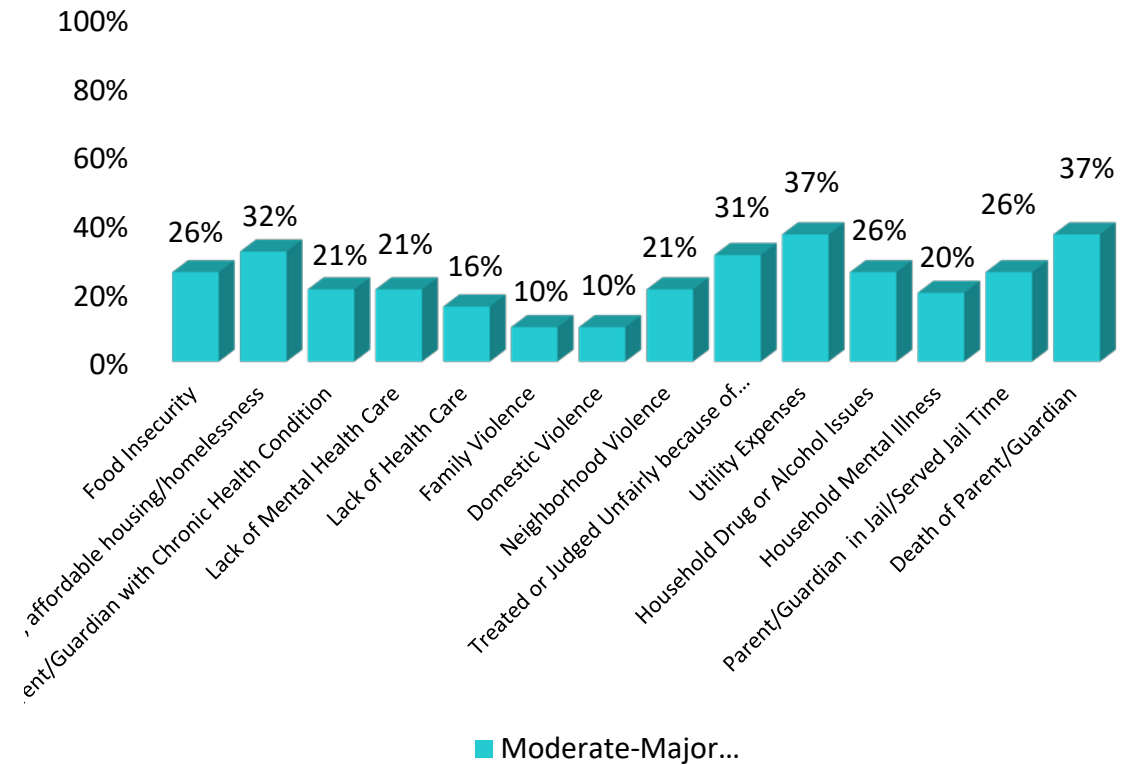
n=23

Challenges Faced by both Caregivers and Families

Difficulty covering utility expenses & lack of healthcare are reported as the two greatest challenges faced by staff/caregivers



Difficulty covering utility expenses are reported as one of the greatest challenges faced by families



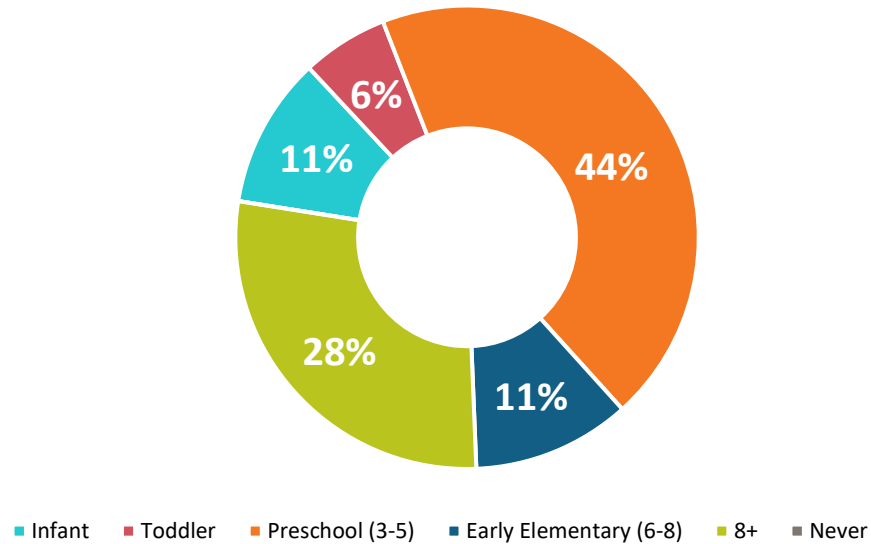
Discrimination Experiences

Director/Owner Experiences of Everyday Discrimination. How often do the following things happen to you?

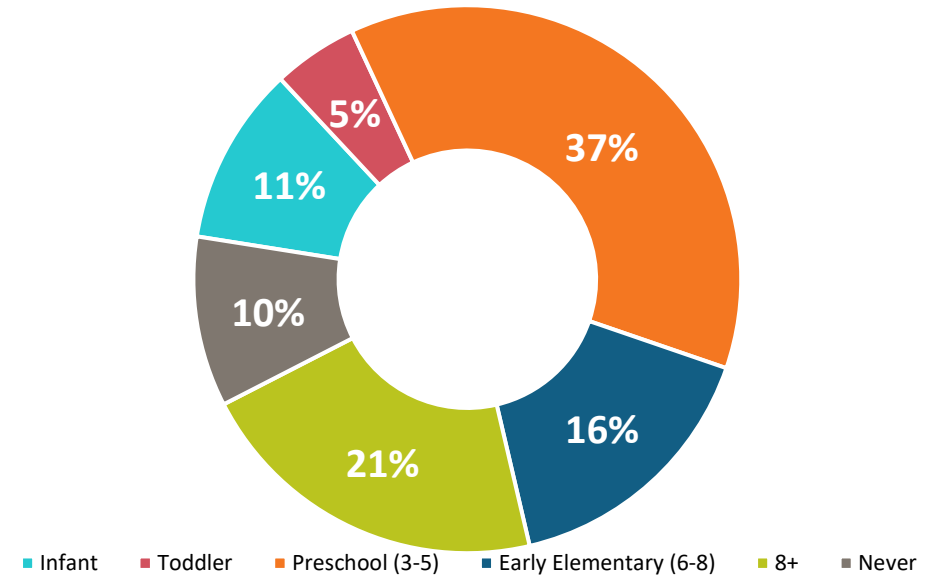
	Never	<1 time a year	A few times a year	A few times a month	At least once a week	Almost everyday
You are treated with less courtesy than other people are.	17%	-	46%	8%	17%	-
You are treated with less respect than other people are.	19%	9%	43%	9%	14%	5%
You receive poorer service than other people at restaurants or stores.	19%	14%	43%	5%	19%	-
People act as if they think you are smart.	22%	6%	28%	11%	11%	22%
People act as if they are afraid of you.	45%	25%	20%	-	5%	5%
People act as if they think you are dishonest.	65%	15%	10%	10%	10%	-
People act as if they're better than you are.	15%	5%	50%	10%	15%	5%
You are called names or insulted.	35%	25%	35%	-	5%	-
You are threatened or harassed.	40%	40%	20%	-	-	-

Talking about Discrimination

Age at which parents should begin talking about discrimination and racism with children



Age at which teachers/childcare providers should begin talking about discrimination and racism with children



District Supported Initiatives

Instructional Coaching

Extended Learning

Jump Start to Kindergarten

Teachers and Students Impacted

Instructional Coaching

- 461 Teachers
- 7691 students

Jump Start to Kindergarten (Direct Intervention)

- 88 K students

Extended Learning (Direct Intervention)

- 235 K-5 Students

“Staff was awesome and friendly I think my daughter will go into school more prepared.”

“I do like that this is offered to help bridge the gap for the summertime and am hopeful she feels more confident entering the next grade level.”

Parents of Students

Instructional Coaching

COACHING WAS VIEWED POSITIVELY ACROSS DISTRICTS.

90% of teachers reported that their instruction has improved due to coaching.



Overall, 89% of teachers were satisfied with the coaching program and 90% of the teachers “somewhat or strongly agreed” that coaching had improved their instructional practices.

“Her passion for teaching and learning shines through every day. It is infectious and makes you want to excel in every area of teaching. She is one of the more positive and selfless individuals in the building. Having her knowledge and willingness to assist anyway needed is an asset to any and every building she works in.”

Utility of Coaching Strategies

Coaching Strategy	Not at all useful	Slightly useful	Moderately useful	Very useful	Extremely useful
Coaching/Feedback	0.00%	1.25%	10.00%	26.25%	62.50%
Co-Teaching	4.23%	5.63%	14.08%	15.49%	60.56%
Data Analysis	3.80%	5.06%	12.66%	27.85%	50.63%
Lesson Planning	3.80%	3.80%	11.39%	31.65%	49.37%
Modeling Lesson and/or Strategies	3.90%	1.30%	12.99%	24.68%	57.14%
Observations (Live or Videotaped)	7.04%	5.63%	25.35%	23.94%	38.03%
Professional Development	2.44%	4.88%	17.07%	32.93%	42.68%
Small Group/Differentiated Instruction	2.56%	0.00%	11.54%	37.18%	48.72%
Other	11.11%	0.00%	22.22%	11.11%	55.56%

Voices from the Field

“My instructional coach has an exceptional understanding of the standards and is able to encourage and guide me to create lesson plans that meet them.”

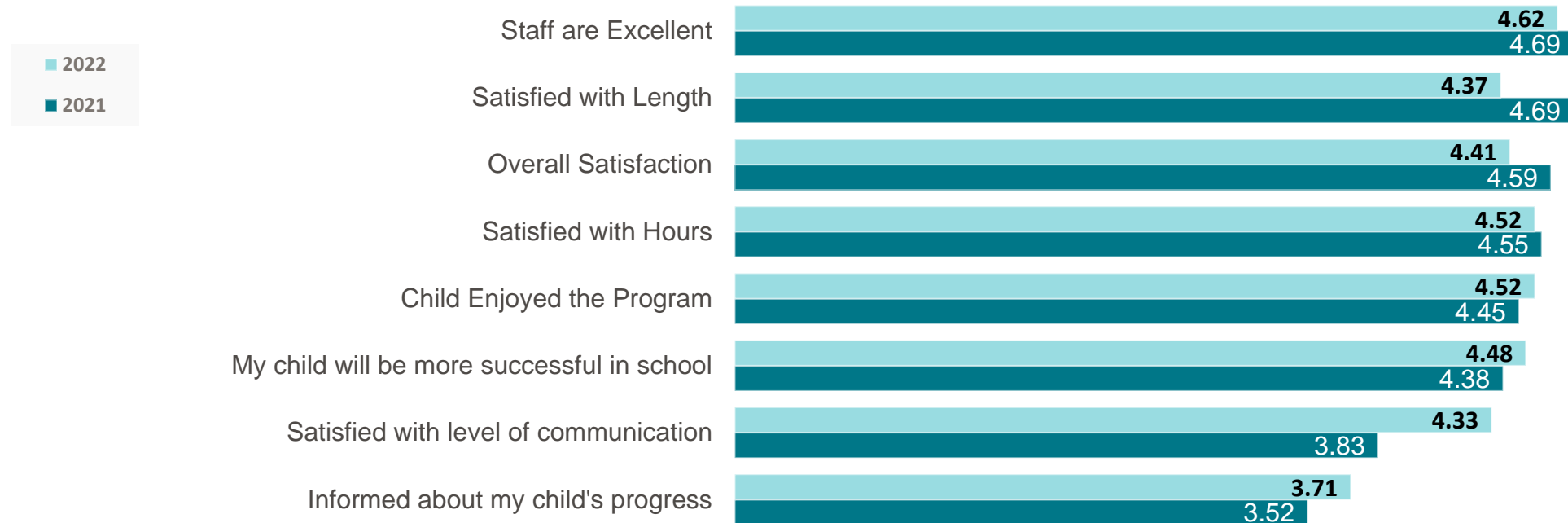
“I LOVED our instructional coach! There is no doubt that I learned from her! With that being said, trying to implement a lot of new stuff in the midst of a pandemic was really overwhelming. It seems like we put a lot of time and effort into learning something new, only to stop using it within a year or two. It ends up being a waste of time too often.”

“I have taught in 3 districts and I have been extremely impressed and excited about the opportunities given to teachers from the instructional coaches. Having one full time in the building is amazing! I hope this never changes. It gives teachers the opportunity to improve their practice without judgement or formal observational reports.”

Extended Learning

Parents continue to be highly satisfied with programming.

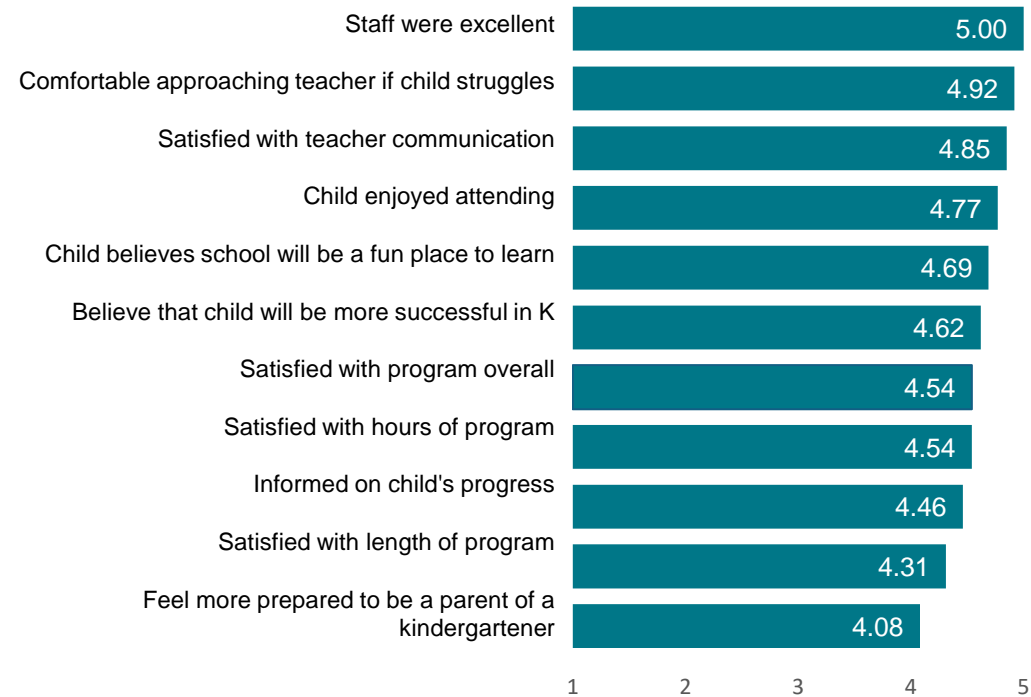
PARENTS FELT STAFF WERE EXCELLENT.
Overall satisfaction with the program was high.



N=29

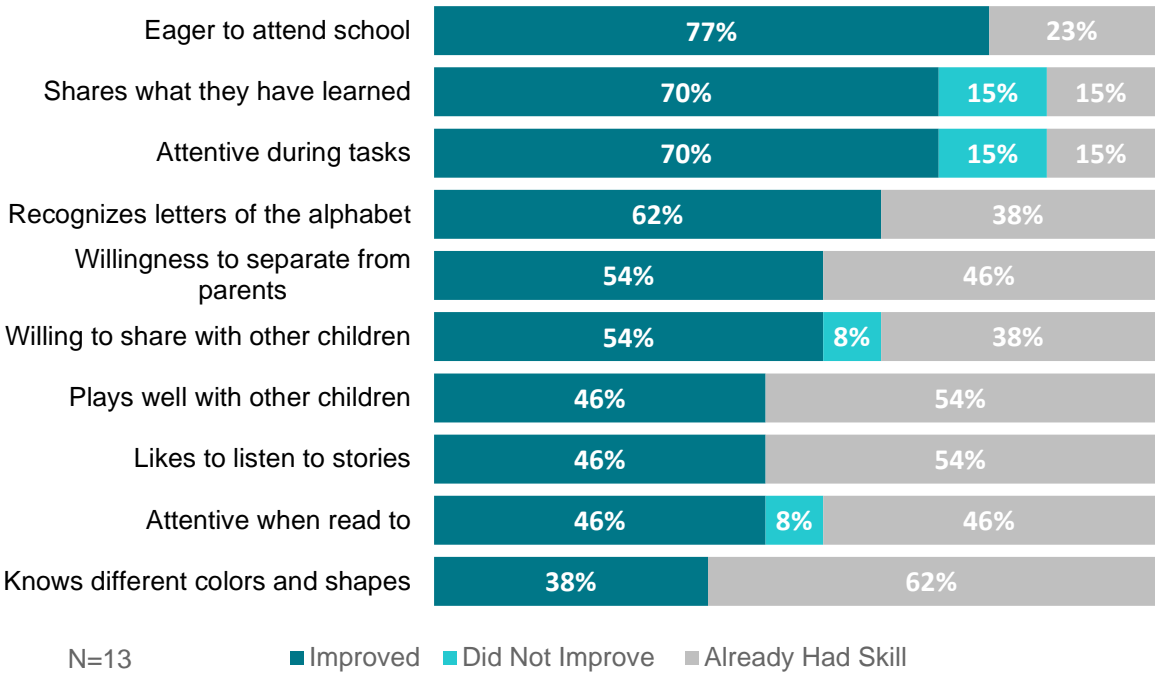
Jump Start to Kindergarten improves readiness for school.

PARENTS REPORTED HIGH LEVELS OF SATISFACTION IN ALL AREAS.



N=13

PARENTS CONSISTENTLY REPORTED THAT THEIR CHILDREN WERE EAGER TO ATTEND SCHOOL BY THE COMPLETION OF THE JUMP START PROGRAM.

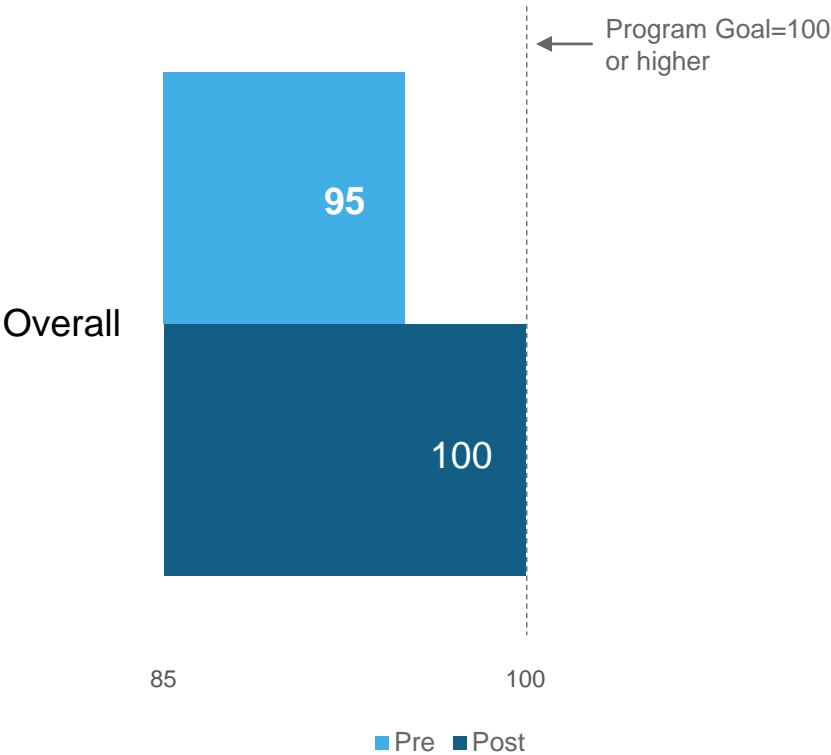


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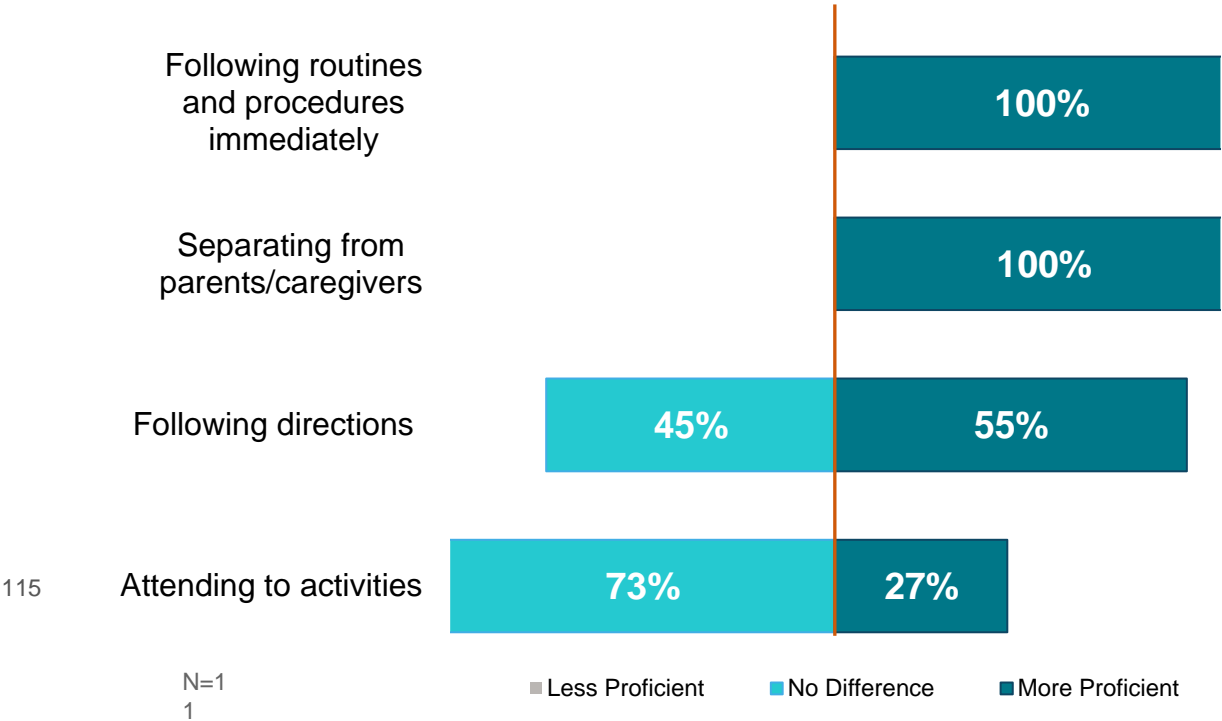
Improved Did Not Improve Already Had Skill

Student Scores Indicate Significant Growth in Executive Function.

STUDENTS' EXECUTIVE FUNCTIONING SKILLS SIGNIFICANTLY IMPROVED OVERALL.
EFFECT SIZE SUGGESTS MODERATE, MEANINGFUL CHANGE.



THE MAJORITY OF STUDENTS WHO ATTENDED THE JUMP START TO KINDERGARTEN PROGRAM WERE RATED MORE PROFICIENT THAN THEIR PEERS WHO DID NOT ATTEND THE PROGRAM IN THE AREA OF FOLLOWING ROUTINES AND PROCEDURES IMMEDIATELY, SEPARATING FROM PARENTS/CAREGIVERS, AND FOLLOWING DIRECTIONS.



Key Takeaways

1. Jump Start students entered kindergarten with improved EF skills and more skills than other kindergarten students.
2. Extended Learning programs continue to have a positive impact on students and high satisfaction ratings from parents.
3. Instructional Coaching serves the most teachers and students across the programs. Teachers indicated that coaching has improved their instructional practices.

PROFESSIONAL SERVICES CONTRACT

This Professional Services Contract (this “Contract”) is made and entered into this ___ day of October 2022, by and between Jensen Rogert Associates, Inc., a Nebraska corporation, located at 625 S 14th St, Lincoln, NE 68508, hereinafter called “CONSULTANT,” and Learning Community of Douglas and Sarpy Counties, a Nebraska political subdivision, hereinafter called “CLIENT.” CONSULTANT and CLIENT may be referred to as “Party” in the singular and as “Parties” in the plural.

WHEREAS, CLIENT desires the services of CONSULTANT in the area of legislative and governmental representation; and

WHEREAS, CONSULTANT desires to perform such services for CLIENT.

NOW, THEREFORE, in consideration of the promises and the mutual covenants contained herein, the parties do hereby agree as follows:

1. **TERM:** The primary term of this Contract shall commence as of November 1st, 2022, (the “effective date”) and shall continue until October 31st, 2024. This contract supersedes the previous contract.
2. **SERVICES:** Commencing on the effective date, CONSULTANT agrees to provide professional representation in the Nebraska Legislature on any legislative bills, resolutions, amendments or studies relating to issues that affect CLIENT. CONSULTANT shall use its best professional judgment when rendering advice to CLIENT and when providing professional representation in the Nebraska Legislature on CLIENT'S behalf. CONSULTANT expressly gives no guarantee regarding outcome of the issue or issues for which CONSULTANT'S services are herein contracted. CONSULTANT shall respond to reasonable reporting requests by the CLIENT regarding activities pursuant to this paragraph.
3. **COMPENSATION:** CLIENT shall pay CONSULTANT for services provided hereunder at the following rate: Thirty Thousand Dollars (\$30,000.00) for the period November 1, 2022 to October 31, 2023, payable in twelve equal monthly installments upon presentation of statement from CONSULTANT; Thirty Thousand Five Hundred Dollars (\$30,500.00) for the period November 1, 2023 to October 31, 2024, payable in twelve equal monthly installment upon presentation of statement from CONSULTANT. If contract is terminated for any reason, the balance of the unpaid annual total due is payable upon such termination.
4. **COMPENSATION FOR EXPENSES:** CLIENT shall pay CONSULTANT for necessary and actual out-of-pocket expenses incurred by CONSULTANT in the performance of services on behalf of CLIENT. Expenses incurred by the CONSULTANT over \$200/month must be approved by the CLIENT before any such reimbursement is made.
5. **BILLING AND PAYMENT:** CONSULTANT shall submit its statement to CLIENT no later than the fifth (5th) day of each month. The statement shall reflect the total amount due as compensation and any expenses incurred. For all expenses, CONSULTANT shall provide with the statement for each expenditure, the date, occasion, participants, and amount, and shall include copies of receipts or other documentation as required in the Internal Revenue Code. CLIENT shall pay CONSULTANT within ten (10) days of receipt of statement. Interest on all past due accounts shall accrue at the rate of one percent (1%) per month until the date of payment.
6. **CONFLICT OF INTEREST:** During the term of this contract, CONSULTANT shall not perform any services on behalf of any enterprise in direct competition with CLIENT without CLIENT'S

knowledge and prior consent. The Parties recognize that CONSULTANT is engaged in the profession of lobbying for a number of clients. From time to time, an issue of legislative concern may affect more than one of CONSULTANT'S clients. The Parties further recognize that the interests of CLIENT and other clients may not be compatible. Because of the time constraints inherent in any legislative session, the Parties also recognize that CONSULTANT may from time to time prorate time spent lobbying on behalf of CONSULTANT'S clients. Any conflicts of interest which arise with respect to any legislative issue as described herein shall be resolved in the following manner: (1) When the conflict involves a specific issue or legislative bill, the conflict will be resolved in favor of the client which has retained the lobbying services of CONSULTANT for the longest period of time. (2) When the conflict involves prioritization of time spent on any legislative issue or bill, the conflict will be resolved in favor of the client paying CONSULTANT the higher fee for services.

7. **OWNERSHIP OF MATERIALS:** The Parties recognize that CLIENT may make certain privileged or proprietary information available to CONSULTANT to assist in CONSULTANT'S preparation and understanding relative to CLIENT'S issues. CONSULTANT may prepare materials using information provided by CLIENT. All material and information developed by CONSULTANT pursuant to this Contract shall be and remain the exclusive property of CONSULTANT. Any materials, documents, or miscellaneous written information that CLIENT has made available to CONSULTANT in preparation for CONSULTANT'S representation of CLIENT shall be and remain the property of CLIENT. At CLIENT'S request, CONSULTANT shall return or destroy any such materials that are privileged or proprietary in nature.
8. **WAIVER:** The failure of either Party at any time to require performance of the other Party of any provision of this Contract shall in no way affect the right of the waiving Party thereafter to enforce the same. The waiver by either Party of any breach of a provision of the Contract shall not be held to be a waiver of any succeeding breach of such provision.
9. **INDEMNIFICATION:** Each Party hereby indemnifies and agrees to save the other Party, its officers, directors and employees harmless from and against all claims, suits, demands, damages, losses, costs and expenses brought by any person, firm or corporation for injuries to or the death of any person, or damage to or loss of property alleged to have arisen out of or in connection with either Party's performance hereunder.
10. **CLIENT CONTACT PERSON(S):** For representation purposes, client decision points, and direction of actions made and represented by the CONSULTANT on behalf of the CLIENT, the CONSULTANT will take direction from a majority position of the following 3 positions of the Learning Community of Douglas and Sarpy Counties: Chairperson of the Legislation and Policy Subcommittee, the Chairperson of the Coordinating Council, and Chief Executive Officer.
11. **INDEPENDENT CONTRACTOR:** The Parties hereto agree that the services rendered by CONSULTANT in the fulfillment of the terms and obligations of the Contract shall be as an Independent Contractor and not as an employee, and CONSULTANT is not entitled to the benefits provided by CLIENT to its employees including, but not limited to, group insurance and pension plan. Nor is CONSULTANT an agent, partner, or joint venturer of CLIENT.
12. **NEBRASKA ACCOUNTABILITY AND DISCLOSURE ACT:** CLIENT and CONSULTANT both shall abide by all applicable Federal and State laws, in particular Sections 49-1480 to 49-1492 of the Nebraska Accountability and Disclosure Act.
13. **NOTICES:** All notices required or permitted by the terms of this Contract shall be sent by regular United States mail, postage prepaid to the following addresses:

CONSULTANT: Jensen Rogert Associates
625 S 14th St, Suite A
Lincoln, NE 68508

CLIENT: Learning Community of Douglas and Sarpy Counties
Attn: Chief Executive Officer
1612 North 24th St.
Omaha, NE 68110

14. ENTIRETY: This Contract contains the entire agreement between the Parties and there are no oral promises, agreements, or warranties affecting it.
15. COUNTERPART: This Contract may be executed in two (2) or more counterparts, each of which shall be an original but all of which together shall constitute one and the same Contract.
16. ZERO OVERLAP ACKNOWLEDGEMENTS: Both parties acknowledge that the execution of this contract by both parties voids/ends the previous agreement dated October 15, 2020 with the term extending from November 1, 2020 until October 31, 2022.

ACCORDINGLY, the Parties have duly executed this Contract effective as of the date first herein above set forth.

CONSULTANT:
Kent Rogert, President
Jensen Rogert Associates, Inc.

By: _____

Title: President

CLIENT:
Learning Community of
Douglas and Sarpy Counties
Dr. Bradley Ekwerekwu, CEO

By: _____

Title: CEO

Community Achievement Plan (CAP) of the Learning Community of Douglas and Sarpy Counties, 2022–2025

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

Revisions and Progress Reports Nov. 7, 2019

Revisions and Progress Reports Nov. 4, 2022

CAP Background

Required by Nebraska Revised Statute §79-2122, the Community Achievement Plan (CAP), was originally approved by the State Board of Education on April 7, 2017, and the CAP revisions were approved on Nov. 8, 2019. The CAP impacts the Learning Community of Douglas and Sarpy counties, the 11 school districts contained therein, and Educational Service Unit's 3 and 19. Over 125,000 PreK-12 students attend the schools of the Learning Community and are impacted by the Community Achievement Plan.

Given the statutory requirements and the collaborative efforts already taking place within the Learning Community and with the Metropolitan Omaha Education Consortium (MOEC) during the 2016-2017 school year, the CAP was developed to provide synergy and collaboration between already existing programs and newly conceived initiatives. These included:

- the Superintendent's Early Childhood Plan—a partnership between the 11 school districts, the Buffett Early Childhood Institute at the University of Nebraska, and the Learning Community of Douglas and Sarpy Counties;
- the Greater Omaha Attendance and Learning Services (GOALS) Center—a partnership between the 11 school districts, Douglas and Sarpy County law enforcement agencies, county juvenile court systems, county attorneys' offices, and Nebraska state offices;
- the Learning Community of Douglas and Sarpy Counties' North and South Omaha Learning Centers; and
- a Collective Impact Initiative developed by MOEC.

CAP General Operating Principles

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

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

To actualize these principles, the Learning Community will:

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

Community Achievement Plan

The stakeholders put forth a Community Achievement Plan that incorporated current critical collaborative efforts and a proposed Collective Impact initiative. The efforts across all these sections are intended to enhance and expand upon current initiatives as the plan evolves and additional community partners become involved. The Community Achievement Plan consists of four sections that contain goals, strategies, and actions associated with each:

I. Section 1: Increased Access to Early Childhood Programming

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

1.1 Full Implementation of Birth Through Grade 3 Approach

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

1.2 Professional Development for All

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

1.3 Customized Assistance Partnerships

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

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

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

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

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

3.1 Family Learning at the Learning Community Center of South Omaha

The districts in the Learning Community of Douglas and Sarpy Counties will collaborate to identify effective strategies for strengthening the capacity of parents and family members who have limited English proficiency and who are living in poverty to support their children’s learning.

3.2 Parent University at the Learning Community Center of North Omaha

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

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

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

3.4 Child Care Director Program at the Learning Community Center of North Omaha

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

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

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

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

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

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

4.3 Students successfully transition to postsecondary education.

4.4 Students complete postsecondary experiences prepared for career success.

Changes to the Community Achievement Plan

1. Evaluation Plans for each section are clearly articulated and current evaluations and progress reports are removed and shared separately to streamline the plan and aid accessibility.
2. Each CAP section updated the Equity connection to ensure identified student groups and their families receive the resources and tools they need to be successful in school and beyond.
3. Each CAP section updated the Partnerships matrix to signal importance of collaboration among multiple entities and facilitate successful implementation and achievement of goals.
4. In Section 1, updates include revisions to conceptual framework, summary of action plan focus areas supported by BECI staff in partnership with school and district leaders and staff, and focused efforts on strengthening school district systems to serve as a strong foundation for birth through grade 3 programming.
5. In Section 2, updates include updating goals and clarifying language related to this section.
6. In Section 3, updates include an increased focus on mental health supports for families and strategic vision processes for the existing Child Care Director Training Program.
7. In Section 4, updates include continued focus areas on math and literacy across participating districts, along with postsecondary partners, outline current metrics measured, and focus on student postsecondary and career success.

Section 1: Increased Access to Early Childhood Programming

<p>CAP Goal</p> <p>Goals of the Superintendents' Early Childhood Plan include:</p> <p>1.1 GOAL 1: Reduce or eliminate the opportunity gap for every child through building each Learning Community district's system to create and sustain high-quality and equitable early childhood practices and policies.</p> <p>1.2 GOAL 2: Strengthen the "School as Hub" approach in selected elementary schools to serve as a foundation for high-quality, equitable learning experiences for children and families beginning at birth and continuing through Grade 3.</p> <p>1.3 GOAL 3: Improve the practice of early childhood professionals in the Learning Community of Douglas and Sarpy Counties using a series of professional learning as a lever.</p>	<p>Equity Connections</p> <p>While the ultimate purpose of the Superintendents' Plan is to close gaps in opportunities, prevent achievement gaps, and improve child outcomes experienced by children and families facing persistent disparities, three primary goals shape our work: quality, continuity, and equity. The plan promotes equity in birth through Grade 3 care and education by explicitly addressing disparities in learning opportunities, family supports, and child outcomes. Equity refers to the degree to which to each child and family can access quality and continuity through a school district's intentional efforts to disaggregate data, examine disparities, and take action to eliminate disparities in ways that are responsive to the needs and interests of families, communities, and schools.</p>
<p>Strategies/Activities</p> <p>GOAL 1: Customized Assistance to School Districts focuses on building specific aspects of strong and effective school systems that provide quality, continuity, and equity in children's learning and family support beginning at birth and continuing through Grade 3. School districts receive intensive assistance and consultation tailored to particular needs identified by the districts on action plans. Customized assistance addresses development of early childhood systems and programs in the targeted areas of leadership effectiveness, instructional excellence, and family and community partnership engagement.</p> <ul style="list-style-type: none"> Institute staff will collaborate with school district leaders to: <ol style="list-style-type: none"> 1) provide tools and guidance to establish SECP action plans, 2) sustain communication with school district leaders, 3) collaborate on efforts focused on achieving district SECP action plan goals, 4) provide consultation, 5) design and facilitate requested district-level professional learning connected to action plans, 6) collaborate to plan efforts 	<p>Evaluation Plan</p> <p>Evaluation activities will be designed to align with programmatic goals and activities. Below is a high-level description of anticipated evaluation activities for the coming year(s). Note, within each area of focus, qualitative (i.e., interviews, focus groups) and quantitative (e.g., standardized assessment scores) will be collected and used in a formative manner for continuous improvement purposes and in a summative manner for annual reporting requirements. A data use agreement will be developed with each district, as needed, to facilitate sharing of data necessary for the evaluation activities.</p> <p>Goals 1 and 2</p> <p>Evaluation activities will be developed for each of four areas of focus that cut across programmatic strategies/activities: 1) Collaboration, 2) District Action Plans, 3) System-Level Changes, and 4) Child and Family Outcomes.</p> <p>Collaboration</p>

<p>focused on achieving district SECP action plan goals, 7) take explicit action steps to reach action plan goals.</p> <ul style="list-style-type: none"> • School district leaders will collaborate with Institute staff in efforts connected to meeting action plan goals by: 1) establish and follow action plans, 2) sustain communication with Institute staff, 3) collaborate to plan efforts focused on achieving district action plan goals, 4) take explicit action steps to reach action plan goals. <p>GOAL 2: School as Hub Programming for Birth Through Grade 3 involves comprehensive programming in selected elementary schools called “Full Implementation Schools” that serve as hubs that connect young children and their families with high-quality, comprehensive, and continuous early childhood education and services. The birth through Grade 3 continuum of supports includes three integrated components: home visiting and socialization experiences for children birth to age 3, high-quality preschool for 3- and 4-year-olds, and aligned PreK through third grade curriculum, instruction, and assessment.</p> <ul style="list-style-type: none"> • Institute staff will engage with School as Hub district leaders, principals, teachers, family facilitators, and home visitors through 1) consultation, 2) direct coaching, 3) planning and co-facilitation of school as hub monthly team meetings, and 4) collaborate on efforts at the school site focused on achieving district action plan goals. • School as Hub principals will build competencies for leading birth through Grade 3 programming, provide leadership for School as Hub efforts, promote family and community engagement, and supervise School as Hub staff. • School as Hub teachers, family facilitators, and home visitors will engage with Institute staff in 1) professional learning, 2) one-on-one coaching, and 3) communities of practice. 	<p>The long-term success of the Superintendents’ Plan requires strong collaboration between districts and the Institute. To ensure collaboration is effective, a collaboration survey will be implemented with various district, school, and Institute staff members that are engaged in aspects of the work. Data from the collaboration survey will be used formatively to drive programmatic decision-making and in a summative manner to demonstrate effectiveness in working together to meet Superintendents’ Plan goals.</p> <p>District Action Plans</p> <p>Given each district has the freedom to develop goals and objectives in their action plans, evaluation activities will be tailored to the activities districts will use to achieve their goals and objectives. A separate evaluation plan will be developed and implemented in each district that relies heavily on district administrative data and/or data collection activities that are already occurring within the district.</p> <p>System-Level Changes</p> <p>District and school level changes are expected to occur as a part of the Superintendents’ Plan. To monitor and track these system-level changes, a survey (completed by staff at multiple levels of the system) and/or indicators will be used to measure districts against the three domains of focus in the plan: 1) Leadership Effectiveness, 2) Instructional Excellence, and 3) Family and Community Partnership Engagement. This will serve as a key source of data that districts and the Institute can use to improve key activities within the plan so that desired outcomes and impacts are realized.</p> <p>Child and Family Outcomes</p> <p>Improved outcomes for children and families will be the focus in evaluating the impact of the Superintendents’ Plan. Data and indicators will be identified and/or developed for specific areas of interest such as “Access to Early Childhood Programming” and “Learning and Development.”</p>
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<p>GOAL 3: Professional Development for All involves professional learning experiences accessible to all early childhood leaders and professionals across Douglas and Sarpy Counties. A connected series of professional development experiences are open to all school leaders, teachers, early childhood professionals, and caregivers who work with young children from birth through Grade 3 in the Omaha metro area. “PD for All” introduces leading-edge research and innovative practices to those who work with young children and families and provides early childhood professionals the opportunity to come together and learn from one another.</p> <ul style="list-style-type: none"> • Institute staff will design and deliver research-based, multi-modal professional learning that is responsive to the current needs of Omaha-area early childhood educators serving children and families birth through Grade 3. Institute staff will use evaluation data to continuously improve professional development offerings. • PD for All attendees will participate in professional development opportunities relevant to their role, apply new learning in their classroom environments, and evaluate the quality and relevance of PD for All offerings through survey completion. 	<p>Goal 3</p> <p>Evaluators will seek to explore the effectiveness of the “bite size” approach of PD for All. A multi-method approach will be employed to understand programmatic reach, impact, and future direction. Quantitative data sources (e.g., surveys, social media analytics) will be collected during the same time frame as qualitative data (e.g., interviews, photo voice). Qualitative analyses will be guided by the Theory of Planned Behavior. A cohort design will be used to identify how participants are implementing knowledge obtained from PD for All and to identify barriers to implementation.</p>
<p>Partnerships</p> <p>Representatives from all 11 districts in Douglas and Sarpy Counties advise the Superintendents’ Early Childhood Plan. All 11 districts have access to Customized Assistance engagement in partnership with the Buffett Early Childhood Institute. Six of the 11 districts identified have access to School as Hub Programming for Birth–Grade 3 at designated schools with high concentrations of poverty in their student attendance areas. Representatives from the Learning Community of Douglas and Sarpy Counties and the University of Nebraska at Omaha partner with the Institute to develop and guide the Superintendents’ Plan. Evaluation partners at the Munroe-Meyer Institute at UNMC.</p>	

Section 2: The Greater Omaha Attendance and Learning Services (GOALS) Center

<p>CAP Goal</p> <p>2.1 The Districts in the Learning Community of Douglas and Sarpy Counties will collaborate to reduce the incidence of chronic absenteeism in its student population.</p> <p>2.1.1 Increase collaborative efforts to reduce the incidence of chronic Absenteeism.</p>	<p>Equity Connections</p> <p><u>The GOALS Family Advocate Service Project</u> is designed to assist students and families in overcoming the barriers that contribute to chronic absenteeism. Project goals include: * To increase the amount of time a student spends in the school so that the student can access all available benefits from his/her educational experience. *To prevent families from entering the child welfare and/or juvenile justice system within 12 months of case closure. *To provide school districts with an intensive, community-based intervention, when school level and district level interventions were unsuccessful.</p> <p>Nationally, one in four students was chronically absent in 2020, up from the previous rate of one out of six during the 2017-2018 school year. In Nebraska, recent research reveals that nearly one in five Nebraska students missed at least 10% of days during the 2020-2021 school year – again, a percentage that defines these students as “chronically absent” and at risk of falling behind academically and socially.</p> <p>This reality is especially stark for low-income students and students of color. More than half of Native American students in Nebraska were chronically absent in 2020-2021, along with 40% of Black students and 29% of Hispanic students across the state.</p> <p>Please note that chronic absence is different than truancy. Truancy refers to a situation when a student willfully misses school, and therefore the absence is “unexcused.” Although students who are truant may be chronically absent, focusing solely on truancy overlooks students who miss excessive amounts of school for “excused” reasons. Regardless of whether absences are unexcused or excused, chronic absenteeism typically results in poor academic outcomes and is linked to poor health outcomes.</p> <p>Factors such as poverty, unstable housing conditions, poor parental health, and racial or ethnic minority status are associated with poor</p>
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	child health outcomes and are known in the medical and public health communities as social determinants of health.
<p>Strategies/Activities</p> <p><u>Description of programming within our Family Advocate Project:</u></p> <p>(1) The Emergency Outreach Engagement Program offers students and their families approximately 90 days of family driven case management. GOALS members work to immediately connect the student and their household to community resources as based on in-home visitations and needs assessments. Goals of this program include family stabilization, resource delivery and advocacy to re-engage youth in school.</p> <p>(2) The Traditional Family Advocacy Program provides approximately 6-12 months of family centered case management and extensive family partnering with other community organizations. Here, GOALS continues to provide support and education to families while connecting them to services such as behavioral health, food banks, employment services, and transportation. Goals are similar to the above, and include family stabilization, resource delivery and long-term advocacy to re-engage (and provide continuous support to) youth in school.</p> <p>(3) The Elevate Program is a pilot program designed specifically to serve BIPOC youth and their families and combines the strength of four community agencies. This model uses restorative and family and community peace-making practices as facilitated by the Concord Mediation Center. Charles Drew is available to serve mental or physical health needs. Finally, GOALS and the Urban League serve as mentors to help youth navigate school and community life.</p>	<p>Evaluation Plan</p> <p>School attendance problems are significant indicators of child and adolescent health and development. Research reveals that truancy is associated with poor health outcomes. Youth with limited attendance and low educational attainment are more likely to feel that they lack social support and that they have limited control over their lives. Problematically, this perception of lack of control and social support is associated with difficulty adhering to healthy behaviors, increased depression, and biological realities such as increased inflammation and reduced immune system function.</p> <p>Further, as the criminological literature details, absenteeism has been shown to be a risk factor for drug use, youth delinquency, adult criminality, suicide attempts and employment problems.</p> <p>GOALS works to prevent these ill effects of absenteeism by providing an intensive case management system for students when their home and school have exceeded their resources. GOALS collaborates with students and their families by providing evidence-based assessments and service plans that identify household areas of strength and needs.</p> <p>Via a wraparound approach, GOALS services are individualized and unique based on the needs of the student and family being served. Therefore, various criminogenic need factors across individual, family, education and peer settings are addressed. Most notably, GOALS aims to decrease truancy, the achievement gap, youth violence, and prevent students from entering the school-to-prison pipeline.</p>
<p>Partnerships</p> <p>GOALS works with students from all 11 public school districts in Douglas and Sarpy Counties. Students from kindergarten through twelfth grade are accepted. The GOALS Center is also incredibly active in the community, partnering with agencies and working in collaboration with various groups across the community. For example, GOALS is an active member of: The Student-Based Attendance Coalition, the Juvenile Justice Stewardship Group, Juvenile Justice Detention Alternatives (JDAI) through Douglas County, Douglas County Community Response</p>	

Collaborative, Lift Up Sarpy, Metropolitan Omaha Education Consortium (MOEC), the Community Achievement Plan with the Learning Community, and the Nebraska Department of Education working groups. GOALS is also a Project Harmony 1184 multi-disciplinary team member, and part of the School-Based Mental Health Collaborative (SBMHC). The GOALS Center understands the importance of inter-agency collaboration and working together to provide holistic services to students and families.

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

3.1 Family Learning at The Learning Community Center of South Omaha	
<p>CAP Goal</p> <p>3.1 Family Learning at the Learning Community Center of South Omaha – The districts in the Learning Community of Douglas and Sarpy Counties will collaborate to identify effective strategies for strengthening the capacity of parents and family members who have limited English proficiency and who are living in poverty to support their children’s learning.</p> <p>3.1.1 By 2025, students of parents participating in the program for two years or more will demonstrate improved educational outcomes by effectively engaging parents in their child’s school.</p> <p>3.1.2 By 2025, parents will demonstrate significant individualized gains in English according to the BEST Plus scores, and at least 65% of parental interactions will be of medium to high quality (building relationships, promoting learning and supporting confidence) as indicated by the KIPS assessment.</p> <p>3.1.3 By 2025, students of parents participating in the program for two or more years will score higher in math (71% proficient baseline) compared to the overall district (65% proficient).</p> <p>3.1.4 By 2025, students will also score higher in reading (79% proficient baseline) compared to the overall district (72% proficient).</p> <p>For more information about the program, please see the annual report: www.learningcommunityds.org.</p>	<p>Equity Connections</p> <p>All components of the Learning Community’s Programs for Increased Parent Engagement and System Capacity Building Through the North and South Omaha Learning Centers work to eliminate achievement gaps and ensure success for all students by identifying and addressing biases and barriers and implementing strategies to ensure all students have equitable access to: college, career, and civic readiness opportunities; rigorous and engaging academic opportunities; effective educators; quality instructional materials; community support and partnerships; and active and involved education leaders.</p>
Strategies/Activities:	<p>Evaluation Plan</p> <p>NWEA-MAP® Growth™</p>

<ul style="list-style-type: none"> • Educational Navigators will create individualized action plans to engage current participants in their child's school. • The instructional team will incorporate math and reading skills during Family Days. • The LCCSO will promote a 65% attendance rate of participant engagement throughout all their activities and programs. • The team will continue to respond to families and community constituents with emphasis on diversity, equity, and inclusive practices. 	<p>TLS.2. The percentage of Nebraska students in grades 3–8 and 11 proficient in reading will increase from 79% to 89%, by 2025.</p> <p>TLS.3. The percentage of Nebraska students in grades 3–8 and 11 proficient in math will increase from 72% to 82%, by 2025.</p>
<p>Partnerships UNO Special Education/Communication Disorders, UNO School of Music, Opera Omaha, PTI Nebraska, Joslyn Art Museum, Nonprofit Association of the Midlands, ASCEND Network at Aspen Institute, Lutheran Family Service, Omaha Public Schools, Nebraska Enterprise Fund, Project Harmon, Heartland Workforce Solutions, Smart Girls Society, SPARK Positivity, The Big Garden, Douglas County Health Department, Food Bank of the Heartland, Latino Center of the Midlands, Omaha Public Library, Omaha Conservatory of Music, Buffett Early Childhood Institute, City Sprouts, Creighton University, Child Saving Institute, Nebraska Extension Office, Omaha Fire Department, Women's Center for Advancement, UNMC Center for Reducing Health Disparities, UNO Service Learning Academy</p>	

3.2 Parent University at The Learning Community Center of North Omaha	
<p>CAP Goal</p> <p>3.2 Parent University at the Learning Community Center of North Omaha – The districts in the Learning Community of Douglas and Sarpy Counties will collaborate to identify effective strategies for strengthening the capacity of parents of high poverty backgrounds to support their children’s learning.</p> <p>3.2.1 By 2025, students of parents participating in the program for two years or more will demonstrate increased educational outcomes by effectively engaging parents in their child’s school.</p> <p>3.2.2 By 2025, parents will demonstrate significant individualized gains in family resiliency, social supports, concrete supports, child development knowledge and</p>	<p>Equity Connections</p> <p>All components of the Learning Community’s Programs for Increased Parent Engagement and System Capacity Building Through the North and South Omaha Learning Centers work to eliminate achievement gaps and ensure success for all students by identifying and addressing biases and barriers and implementing strategies to ensure all students have equitable access to: college, career, and civic readiness opportunities; rigorous and engaging academic opportunities; effective educators; quality instructional materials; community support and partnerships; and active and involved education leaders.</p>

<p>nurturing and attachment as measured by the FRIENDS Protective Factors Survey.</p> <p>3.2.3 By 2025, parents will also demonstrate individualized gains in positive parenting strategies and positive parent-child relationships (measured by surveys) and parent interactions (including building relationships, promoting learning, and supporting confidence) as indicated by the KIPS assessment.</p> <p>3.2.4 By 2025, parents will show significant meaningful changes in parenting practices (4.89 in conflict and 5.87 PARCA baseline).</p> <p>For more information about the program, please see the annual report: www.learningcommunityds.org.</p>	
<p>Strategies/Activities:</p> <ul style="list-style-type: none"> • Educational Navigators will create individualized action plans to engage current participants in their child's school. • The Educational Navigators will connect current participants to community resources based on outcomes from the FRIENDS Protective Factor Survey. • Parent University will promote and provide positive parenting strategies during home visits and parenting workshops. • The team will continue to respond to families and community constituents with emphasis on diversity, equity, and inclusive practices. 	<p>Evaluation Plan</p> <p>NWEA-MAP® Growth™ TLS.2. The percentage of Nebraska students in grades 3–8 and 11 proficient in reading will increase from 79% to 89%, by 2025.</p> <p>TLS.3. The percentage of Nebraska students in grades 3–8 and 11 proficient in math will increase from 72% to 82%, by 2025.</p>
<p>Partnerships</p> <p>Boys Town, Williams Consulting, Abundant Life Consulting, Bellevue University, Family Housing Advisory Services, Empowerment Network, Eastern Nebraska Action Partnership, Omaha Bridges out of Poverty, Life Coach Academy, Goodwill Industries, Creighton University, PTI Nebraska, Project Harmony</p>	

3.3 Intensive Early Childhood Classrooms at The Learning Community Center of North Omaha	
<p>CAP Goal</p> <p>3.3 Intensive Early Childhood Classrooms at the Learning Center of North Omaha – The districts in the Learning Community of Douglas and Sarpy Counties will collaborate to identify effective strategies for intensive, high quality preschool experiences that measurably improve the educational outcomes for children from high poverty backgrounds.</p> <p>3.3.1 By 2025, Improve educational outcomes for children evidenced by effectively providing intensive early childhood classrooms as measured by the teachers’ ability to provide emotional support, classroom organization and instructional support (as evidenced by meeting or exceeding national averages on the CLASS, ECERS-R).</p> <p>3.3.2 By 2025, children participating in the intensive early childhood classrooms will be above average in vocabulary (93% PPVT baseline) and show significant improvement toward school readiness concepts such as colors, letters, numbers/counting, sizes, comparisons, and shapes (93 BRSA baseline).</p> <p>For more information about the program, please see the annual report: www.learningcommunityds.org.</p>	<p>Equity Connections</p> <p>All components of the Learning Community’s Programs for Increased Parent Engagement and System Capacity Building Through the North and South Omaha Learning Centers work to eliminate achievement gaps and ensure success for all students by identifying and addressing biases and barriers and implementing strategies to ensure all students have equitable access to: college, career, and civic readiness opportunities; rigorous and engaging academic opportunities; effective educators; quality instructional materials; community support and partnerships; and active and involved education leaders.</p>
<p>Strategies/Activities:</p> <ul style="list-style-type: none"> The Child Learning Supervisor will complete CLASS training and utilize the learned skills to promote best practices in the child learning rooms. 	<p>Evaluation Plan</p> <p>NWEA-MAP® Growth™</p> <p>Ninety-five percent of Nebraska school districts will be able to identify at least one high- quality early childhood educational program accessible to all of the district’s resident preschool age population, by 2025.</p>
Partnership	

3.4 Child Care Director Program at The Learning Community Center of North Omaha	
<p>CAP Goal</p> <p>3.4 Childcare Director Program at the Learning Community Center of North Omaha – The districts in the Learning Community of Douglas and Sarpy Counties will collaborate to identify effective strategies for partnerships that provide high quality training and coaching to childcare directors that measurably improve the educational outcomes for children from high poverty backgrounds.</p> <p>3.4.1 By 2025, Improve educational outcomes for children evidenced by effectively partnering with organizations to provide high quality training and coaches to childcare directors as measured by the staffs’ ability to provide emotional support, classroom organization and instructional support (as evidenced by meeting national averages on the CLASS).</p> <p>For more information about the program, please see the annual report: www.learningcommunityds.org.</p>	<p>Equity Connections</p> <p>All components of the Learning Community’s Programs for Increased Parent Engagement and System Capacity Building Through the North and South Omaha Learning Centers work to eliminate achievement gaps and ensure success for all students by identifying and addressing biases and barriers and implementing strategies to ensure all students have equitable access to: college, career, and civic readiness opportunities; rigorous and engaging academic opportunities; effective educators; quality instructional materials; community support and partnerships; and active and involved education leaders.</p>
<p>Strategies/Activities:</p> <ul style="list-style-type: none"> • LCCSO will increase the number of training and coaches available to the South Omaha community. • The North Center will identify key community partners to partner with to promote high-quality training and coaching to childcare directors. • A consistent and continuous quality improvement process will occur on a regular basis to ensure positive and constructive impact in the community. 	<p>Evaluation Plan</p> <p>Assure that students are supported by qualified/credentialed, effective teachers, and leaders throughout their learning experiences</p>
Partnerships	

3.5 Future Teacher Training Program at The Learning Community Center of North Omaha	
<p>CAP Goal</p> <p>3.5 Future Teacher Training Program at the Learning Community Center of North Omaha – The districts in the Learning Community of Douglas and Sarpy Counties will collaborate to identify effective strategies for recruiting and preparing postsecondary students for careers in early childhood education, particularly in areas of high poverty.</p> <p>3.5.1 By 2025, improve educational outcomes for children evidenced by effectively providing high quality training to students studying early childhood. Future teachers participating in this program will graduate with high satisfaction and graduates will seek employment as paras or teachers with exceptional feedback from employers as evidenced by surveys and focus groups.</p> <p>For more information about the program, please see the annual report: www.learningcommunityds.org.</p>	<p>Equity Connections</p> <p>All components of the Learning Community’s Programs for Increased Parent Engagement and System Capacity Building Through the North and South Omaha Learning Centers work to eliminate achievement gaps and ensure success for all students by identifying and addressing biases and barriers and implementing strategies to ensure all students have equitable access to: college, career, and civic readiness opportunities; rigorous and engaging academic opportunities; effective educators; quality instructional materials; community support and partnerships; and active and involved education leaders.</p>
<p>Strategies/Activities:</p>	<p>Evaluation Plan</p> <p>Assure that students are supported by qualified/credentialed, effective teachers, and leaders throughout their learning experiences.</p>
<p>Partnerships</p> <p>Metropolitan Community College, Creighton University</p>	

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

<p>CAP Goal 4.1 Students are prepared for success in kindergarten and the primary grades.</p>	<p>Equity Connections Supporting children in their earliest years has exceptionally important connections to equity. Since equity is a needed focus, especially in urban communities, the work to prepare students for success in kindergarten and the primary grades is essential.</p>
<p>Strategies/Activities MOEC has worked closely with Buffet Early Childhood Institute and the Learning Community to emphasize early literacy.</p> <ul style="list-style-type: none"> • “Raise Me to Read,” which is part of the national Campaign for Grade Level Reading, has received a grant from UNO to collaborate across the community to support work on building “Urban Thinkscapes” in the metro area, designed to encourage families and young children in learning activities. • MOEC prepared an application for the community as All America City, resulting in having Omaha named as a finalist related to work in housing connected to early literacy. • A MOEC workgroup on Early Literacy has worked with 11 school districts and national consultants to better embed the Science of Reading into school curricula. • MOEC is supporting two Saturday conferences related to the Science of Reading. 130 teachers have registered for the November meeting, with registration closing in five days due to demand. • MOEC is supporting 35 teachers in a semester-long workshop/course related to early literacy and is hoping to find additional funding to continue the offering to the other 50 teachers who have expressed serious interest. 	<p>Evaluation Plan Data for the following metrics have been collected:</p> <ul style="list-style-type: none"> • Percentage of children entering kindergarten who meet the state-approved threshold for a student to be progressing toward future reading success based on an approved assessment instrument: Data for 2022: 61% total, 11 to 99% district range. • Teachers in MOEC PreK-K classrooms with an endorsement in early childhood education: Data for 2022: 70% total, 50 to 100% district range. <p>NOTE: Data includes <u>aggregated</u> metrics for all MOEC districts.</p>
<p>Partnerships The 11 school districts in Nebraska: Bellevue, Bennington, Douglas County West, Elkhorn, Gretna, Millard, Omaha, Papillion LaVista, Ralston, Springfield-Platteview, Westside; one school district in Iowa: Council Bluffs. Philanthropic support from three local foundations. Iowa Reading Research Center. Partnerships with Omaha Urban Thinkscapes: Connect GO; The Union for Contemporary Art; AIM Institute; Papio Natural</p>	

Resources District; UNO College of Education, Health, and Human Services; Amplify Art; Lamp Rynearson; Prairie STEM; AARP; Omaha by Design; Playful Learning Landscapes Action Network; Here for You for Them; Omaha Children’s Museum; Spark CDI; Metro Area Planning Agency; Mulhall’s Garden and Landscaping Center; Kiewit Luminarium; RDG Design; Metro Area Transit; The Wellbeing Partners; Adam F. C. Fletcher Consulting; Buffett Early Childhood Institute; Canopy South; City of Omaha Parks and Planning; The House of Afros Capes and Curls.

<p>CAP Goal</p> <p>4.2 Students graduate from high school prepared for postsecondary and career success</p>	<p>Equity Connections</p> <p>Supporting children in PK-12 school districts has exceptionally important connections to equity. Since equity is a needed focus, especially in urban communities, the work to prepare students to graduate from high school prepared for postsecondary and career success is essential.</p>
<p>Strategies/Activities</p> <ul style="list-style-type: none"> • MOEC has work groups or specific initiatives related to early literacy, secondary mathematics, FAFSA completion, high school freshman success, student mental health services, and dual enrollment. • MOEC is sponsoring a mathematics cohort with 35 teams representing building administrators and influential math teachers in middle and high schools. • MOEC is sponsoring a Freshman Success Cohort involving 13 high schools collaborating to better ensure high school freshman success. 	<p>Evaluation Plan</p> <p>Data for the following metrics have been collected:</p> <ul style="list-style-type: none"> • Students who are meeting expectations for proficiency in literacy by the end of 3rd grade: Data for 2021: 49% total, 21 to 90% district range. • Students who are meeting expectations for proficiency in math by end of 8th grade: Data for 2021: 45% total, 20 to 81% district range. • Students who demonstrate proficiency in math by the end of 11th grade: Data for 2021: 42% total, 9 to 79% district range. • Students who demonstrate proficiency in literacy by the end of 11th grade: Data for 2021: 46% total, 21 to 78% district range. • Students who graduate from high school having successfully completed four years of math: Data for 2021: 51% total, 10 to 87% district range. • High school freshmen who are on track to graduate by the end of 9th grade: Data for 2021: 79% total, 63 to 100% district range. • Students who complete at least one dual enrollment, AP, IB or college level course prior to high school graduation: Data for 2021: 66% total, 50 to 88% district range.

	<ul style="list-style-type: none"> Students who meet college and career readiness standards by end of 12th grade as measured by ACT graduate report: Data for 2021: 17% total, .3 to 48% district range. Number of students who missed 10% of more days of school during the year: Data for 2021: 30% total, 5 to 64% district range. Students who participate in at least one school activity in high school: Data for 2021: 53% total, 35 to 92% district range (not all districts reporting). NOTE: Data includes <u>aggregated</u> metrics for all MOEC districts.
<p>Partnerships The 11 school districts in Nebraska: Bellevue, Bennington, Douglas County West, Elkhorn, Gretna, Millard, Omaha, Papillion LaVista, Ralston, Springfield-Platteview, Westside; one school district in Iowa: Council Bluffs. Postsecondary institutions in Nebraska: University of Nebraska at Omaha, Metropolitan Community College; postsecondary institution in Iowa: Iowa Western Community College. Philanthropic support from three local foundations.</p>	

<p>CAP Goal 4.3 Students successfully transition to postsecondary education.</p>	<p>Equity Connections Supporting students as they transition from PK-12 schools to postsecondary institutions has direct connections to equity. Since equity is a needed focus, especially in urban communities, the work to help students transition to postsecondary is essential.</p>
<p>Strategies/Activities</p> <ul style="list-style-type: none"> MOEC includes representatives from member postsecondary institutions UNO, Metro Community College, and Iowa Western Community College on all work groups and most task force groups. The collaboration has especially positive outcomes in conversations about dual enrollment in high school and in work to improve student success in high school math classes. Monthly meetings include leaders of 12 school districts and three postsecondary institutions to share challenges and successes. 	<p>Evaluation Plan Data for the following metrics have been collected:</p> <ul style="list-style-type: none"> MOEC high school graduates who <u>exit MOEC high schools</u> with completed FAFSA: Class of 2021: 43.8% total; 30.9 to 65.7% district range. MOEC high school graduates who <u>enter the three MOEC postsecondary institutions</u> with completed FAFSA: Class of 2021: 84% total; 72.5 to 90.8% district range. MOEC high school graduates who enter any postsecondary institution the following year: Class of 2020: 67% total; 49 to 95% district range.

<ul style="list-style-type: none"> Data collection from postsecondary partners has been very helpful to K-12 districts trying to assess their eventual success with graduating students. 	<ul style="list-style-type: none"> MOEC high school graduates who enter the three MOEC postsecondary institutions academically prepared in math: Class of 2021: 41.6% total; 20.8 to 73.3% district range. MOEC high school graduates who enter the three MOEC postsecondary institutions academically prepared in English: Class of 2021: 45.5% total; 22.7 to 80.8% district range. MOEC high school graduates who enter the three MOEC postsecondary institutions with college credits: Class of 2021: 46.4% total; 33.3 to 91.7% district range. <p>NOTE: Data includes <u>aggregated</u> metrics for all MOEC districts.</p>
<p>Partnerships The 11 school districts in Nebraska: Bellevue, Bennington, Douglas County West, Elkhorn, Gretna, Millard, Omaha, Papillion LaVista, Ralston, Springfield-Platteview, Westside; one school district in Iowa: Council Bluffs. Postsecondary institutions in Nebraska: University of Nebraska at Omaha, Metropolitan Community College. Postsecondary institution in Iowa: Iowa Western Community College. Ongoing partnership with Metro Community College and the Nebraska Math Readiness Project. Philanthropic support from three local foundations.</p>	

<p>CAP Goal 4.4 Students complete postsecondary experiences prepared for career success.</p>	<p>Equity Connections An important equity determinant in our community is whether students have the support to complete postsecondary experiences to best prepare them for future success in the workforce. MOEC postsecondary institutions have helped track aggregated data related to this topic. Disaggregated information may be available in other statewide reports.</p>
<p>Strategies/Activities</p> <ul style="list-style-type: none"> MOEC's primary focus has been on work at the PK-12 level, but the collection of data about how MOEC students fare after high school is important to determining progress and needs. Postsecondary members on work groups and in MOEC initiatives have expressed appreciation for their involvement. A recent note from a postsecondary 	<p>Evaluation Plan Data for the following metrics have been collected:</p> <ul style="list-style-type: none"> MOEC high school graduates who complete a 4-year postsecondary degree within 150% of expected time: Class of 2014: 33% total, range of 13% to 68% by district.

<p>participant: <i>“Thank you for the opportunity to participate and include Metro Community College. It is so great to see a local expert working with teachers and administrators. I was really impressed and learned so much just by being there and having the conversations. The discussion and interaction in the room was contagious. We will make good use of this in working with our faculty and have some ideas in mind already. Thanks for all the great sharing of resources. Well planned and executed! Thanks for all your work in promoting the work in MOEC math. It makes a difference!”</i></p>	<ul style="list-style-type: none"> • MOEC high school graduates who complete a 2-year postsecondary degree within 150% of expected time: Class of 2017: 6% total, range of 2% to 75% by district. • MOEC high school graduates in the three MOEC postsecondary institutions who complete math program requirements within one year: Class of 2020 data: 37.0% total; 28.2 to 69.4% district range. • MOEC high school graduates in the three MOEC postsecondary institutions who complete English program requirements within one year: Class of 2020 data: 60.2% total; 50 to 90% district range. • MOEC high school graduates in the three MOEC postsecondary institutions who persist from term 1 to term 2: Class of 2020 data: 80.4% total; 66.7 to 89% district range. • MOEC high school graduates in the three MOEC postsecondary institutions who declare a major within 25% of program time: Class of 2020 data: 88.2% total; 84.4 to 100% district range. • <u>NOTE: Unless otherwise indicated, data includes aggregated (and range) metrics for MOEC high school graduates attending MOEC postsecondary institutions; most of the data points do not measure post high school performance of students who attend other postsecondary institutions.</u>
<p>Partnerships The 11 school districts in Nebraska: Bellevue, Bennington, Douglas County West, Elkhorn, Gretna, Millard, Omaha, Papillion LaVista, Ralston, Springfield-Platteview, Westside; one school district in Iowa: Council Bluffs. Postsecondary institutions in Nebraska: University of Nebraska at Omaha, Metropolitan Community College. Postsecondary institution in Iowa: Iowa Western Community College. Philanthropic support from three local foundations.</p>	