

# Learning Community Coordinating Council

May 18<sup>th</sup>, 2023 – 6:00PM

1612 North 24<sup>th</sup> 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 May meeting of the Learning Community Council is called to order on May 18<sup>th</sup>, 2023, at 6 p.m.
- ii. **Council Mission Statement: Together with school districts and community organizations as partners, we demonstrate, share, and implement more effective practices to measurably improve educational outcomes for children and families in poverty.**
- iii. Public Notice and Compliance Nebraska Open Meetings Law
- iv. Council Roll Call:
- v. Pledge of Allegiance

## II. Public Comment

## III. 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 April 20<sup>th</sup>, 2023, meeting of the Council
- ii. Treasurer's Report – dated April 30<sup>th</sup>, 2023

## V. Programming Update

- a. Centers Updates
- b. Superintendents' Plan -
- c. District Initiatives -
  - o Presentation by Donna Dobson – Executive Director of Elementary Education and Melissa Prante – Early Childhood Coordinator (Omaha Public Schools)

- i. **Action Item:** Upon recommendation of Achievement Subcouncil 1, motion to authorize the CEO to enter ELC programming agreements with Douglas County West Community Schools. The organization is to fund extended learning/summer in the amount of \$5,797.60. Summary Sheet (attached) for the 2023/2024 fiscal year. Approval is contingent upon Council approval of authorization of the elementary levy and the 2023/2024 fiscal year budget for the Learning Community.
- ii. **Action Item:** Upon recommendation of Achievement Subcouncil 1 and Subcouncil 4, motion to authorize the CEO to enter ELC programming agreements with Elkhorn Public Schools. The organization is to fund extended learning/Summer in the amount of \$33,956.52. Summary Sheet (attached) for the 2023/2024 fiscal year. Approval is contingent upon Council approval of authorization of the elementary levy and the 2023/2024 fiscal year budget for the Learning Community.
- iii. **Action Item:** Motion to authorize the CEO to enter ELC programming agreements with Gretna Public Schools. The organization is to fund instructional coaching in the amount of \$14,639.58. Summary Sheet (attached) for the 2023/2024 fiscal year. Approval is contingent upon Council approval of authorization of the elementary levy and the 2023/2024 fiscal year budget for the Learning Community.
- iv. **Action Item:** Motion to authorize the CEO to enter ELC programming agreements with Completely Kids. The organization is to fund extended learning/school year in the amount of \$40,800.00. Summary Sheet (attached) for the 2023/2024 fiscal year. Approval is contingent upon Council approval of authorization of the elementary levy and the 2023/2024 fiscal year budget for the Learning Community.
- v. **Action Item:** Upon recommendation of Achievement Subcouncil 6, motion to authorize the CEO to enter ELC programming agreements with Papillion-La Vista Community Schools. The organization is to fund Jumpstart to Kindergarten in the amount of \$71,386.67. Summary Sheet (attached) for the 2023/2024 fiscal year. Approval is contingent upon Council approval of authorization of the elementary levy and the 2023/2024 fiscal year budget for the Learning Community.
- vi. **Action Item:** Motion to authorize the CEO to enter ELC programming agreements with Springfield Platteview Community Schools. The organization is to fund extended learning/school year in the amount of \$4,011.00. Summary Sheet (attached) for the 2023/2024 fiscal year. Approval is contingent upon Council approval of authorization of the elementary levy and the 2023/2024 fiscal year budget for the Learning Community.

## VI. Subcommittee Reports

- a) Elementary Learning and Diversity Subcommittee (ELD)
- b) Budget, Finance and Audit Subcommittee
- c) Legislative Subcommittee
- d) Administration and Personnel Subcommittee

## VII. New Business

- 1. Emspace + Lovgren Presentation

Upcoming Meeting – June 15<sup>th</sup>, 2023 – Learning Community Center of North Omaha, 1612 North 24<sup>th</sup> Street, Omaha, NE 68110

## VIII. Adjourn

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

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

### UPCOMING LEARNING COMMUNITY EVENTS:

Advisory Committee	To Be Determined	
LC Coordinating Council	June 15 <sup>th</sup> , 2023, 6:00 p.m. Learning Community Center of North Omaha, 1612 N. 24 <sup>th</sup> Street, Omaha, NE	
Subcouncil #1	May 1 <sup>st</sup> , 2023, 4:30 PM via Zoom Schools (Extended Learning/Summer)	Elkhorn Public
	May 4 <sup>th</sup> , 2023, 4:30 PM via Zoom Learning/Summer)	DC West (Extended
Subcouncil #2	To Be Determined	
Subcouncil #3	To Be Determined	
Subcouncil #4	May 1 <sup>st</sup> , 2023, 4:30 PM via Zoom Schools (Extended Learning/Summer)	Elkhorn Public
	May 11 <sup>th</sup> , 2023, 5:30 PM via Zoom Schools (Instructional Coaching)	Gretna Public
Subcouncil #5	May 3 <sup>rd</sup> , 2023, 4:30 PM via Zoom Kids)	OPS (Completely
Subcouncil #6	May 10 <sup>th</sup> , 2023, 5:30 PM via Zoom Public Schools (Jumpstart to Kindergarten)	Papillion LaVista
	May 11 <sup>th</sup> , 2023, 5:30 PM via Zoom (Instructional Coaching)	Gretna Public School
	May 15 <sup>th</sup> , 2023, 5:30 PM via Zoom Platteview Community Schools (Extended Learning/School Year)	Springfield

### HANDOUTS TO ACCOMPANY THIS AGENDA ARE AS FOLLOW

- CEO Report
- Lions Gate Security Manual
- LCCC Minutes dated April 20<sup>th</sup>, 2023
- April Treasurer's Report dated April 30<sup>th</sup>, 2023

- Center Updates
- District Initiative Summary & Agreements
- Presentation by Donna Dobson – Executive Director of Elementary Education and Melissa Prante – Early Childhood Coordinator (Omaha Public Schools)
- Emspace + Lovgren Presentation





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

**Chief Executive Officer**  
Dr. Bradley Ekwerekwu

**COORDINATING  
COUNCIL OFFICERS**  
**Chair**  
Brian Thommes

**Vice Chair**  
Mark Hoeger

**Secretary**  
Angie Miller

**Treasurer**  
Tim Hall

**COUNCIL MEMBERS**  
**Achievement Subcouncil 1**  
Mike Kuhn  
Brian Thommes

**Achievement Subcouncil 2**  
Carol Hahn  
Sharnelle Shelton

**Achievement Subcouncil 3**  
Mark Hoeger  
Sally Otis

**Achievement Subcouncil 4**  
Angie Miller  
Amy Scott

**Achievement Subcouncil 5**  
Douglas Brady  
Tonya Ward

**Achievement Subcouncil 6**  
Andrew Brock  
Tim Hall

## MISSION

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

## VISION

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

LearningCommunityDS.org

## MAY 18, 2023 LCCC MEETING

### CEO REPORT

1. The Learning Community of Douglas and Sarpy Counties was awarded the Human Relations Award from the Omaha Education Association. We received the honor on May 7, 2023 at Lauritzen Gardens. Emspace + Lovgren has promoted support for the LC as we received the award. What an accomplishment – KUDOS to the team!
2. Emspace + Lovgren is slated to join this meeting to discuss the upcoming proposal of services to support the Learning Community and its signature programs. We look forward to an informative presentation and discussion. After the presentation, there will be time for reflection and deliberation before a formal vote is recorded at the June LCCC meeting.
3. Nghia Le will become the next Program Director and will join the team on May 25, Marisol Mancinas has been named as the new Program Manager, and we welcome Miguel Mora-Becerra to the Educational Navigator team! We look forward to you hearing from these team members in the future either at the Center or at an upcoming LCCC meeting.
4. Kent Rogert, lobbyist for the LC, continues to keep the LC apprised on legislative issues that may directly/indirectly affect our operations. We plan to engage key Senators, including those on the Education Committee, during the interim period starting in the summer. We will look forward to advocating for “clean up” items that will address the ballot form, the general fund, and the salary cap limit. The legislative subcommittee will play a vital role in ensuring that our legislative matters continue to support the mission of the LC.
5. We are very proud to celebrate yet another graduating class from the LCCSO location! We continue to see families enhanced and empowered moving forward within the two-generation model of support. If you have not viewed the media coverage, please see here: <https://www.ketv.com/article/first-generation-americans-graduate-program-early-childhood-parenting-english-language-skills/43691352>
6. Discussions have begun to engage the LUND property management company, as well as Omaha Economic Development Corporation, to discuss renewing the lease at the LCCNO location. More information will be provided after future meetings are held. The current lease expires in November of 2024.

7. The CEO and a few Council members have engaged in preparation conversations to engage the LC Foundation in upcoming efforts to ascertain funding sources and opportunities to support the LC families. We will continue the conversation and execute action items and next steps in the coming months. More information will be shared with the LCCC as it arises.
8. The LC staff continues to assess physical locations for the LCCSO satellite location. We have promising prospect locations and will provide updates as more information becomes available. We will engage the ELD subcommittee to thoroughly discuss our action items.
9. Several Subcouncil and subcommittee meetings have occurred to discuss upcoming contracts, policy and procedures, and programming initiatives. Please refer to the District proposals and Upcoming Contracts/Budget handout for more information. Thank you all for your hard work and dedication to these elements...we are looking forward to these integral discussions and upcoming contract negotiations.
10. Since our last LCCC meeting, the deep dive meetings into our programs and program partners have concluded. I look forward to discussing suggested action items and strategic recommendations to honor the hard work and dedication that our staff and partners have submitted to the LC related to this exploration, analysis, and brainstorming.

# Learning Community Coordinating Council

April 20<sup>th</sup>, 2023 – 6:00PM

1612 North 24<sup>th</sup>, 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 April meeting of the Learning Community Council is called to order on April 20<sup>th</sup>, 2023, at 6:04 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 March 16<sup>th</sup>, 2023. Notice of the meeting, containing the date, time, place, and agenda, was given in advance thereof by publication in the Daily Record on April 18<sup>th</sup>, 2023. 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 April 14<sup>th</sup>, 2023.

### iv. Council Roll Call:

Voting Members Present: Brady, Brock, Hahn, Hall, Hoeger, Otis, Shelton, Thommes, Ward

Voting Members Excused:

Members Absent: Kuhn, Miller, Scott

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

Also Present: BECI, Koley Jessen, Completely Kids

### v. Pledge of Allegiance

### II. Public Comment

### III. Reports

- i. Chair - Chair welcomed everyone to the meeting.

ii. CEO –

1. Thank you to LCCC members for engaging in 1:1 conversation related to the West Center proposal. I continue to learn more about your preferences and work toward gathering pertinent information for our upcoming action items. Please schedule a time with Ms. Paula if you have not already.
2. The Buffet Early Childhood Institute is slated to join this meeting to discuss on-going project plans, future data measurement items, and meeting cadence. We plan to engage the ELD subcommittee in discussion related to technical aspects of the SECP, and look forward to Council remarks, as well.
3. Kent Rogert, lobbyist for the LC, continues to keep the LC apprised on legislative issues that may directly or indirectly affect our operations moving forward. Please remember that any personal testimony provided is on behalf of yourself, not the Learning Community nor the Learning Community Coordinating Council.
4. The LC staff continue to assess physical locations for the LCCSO satellite location. We have some promising prospect locations and will provide updates as more information becomes available. We will engage the ELD subcommittee to thoroughly discuss our action items.
5. Negotiations with the Wiesman Development group regarding the 3<sup>rd</sup> Center location (98<sup>th</sup>/M) continue to progress. We are moving forward with Koley Jessen drafting lease agreements and including feedback from various Council subcommittee meetings. Further discussions/potential action items will occur at upcoming Subcouncil, ELD, BFA, Executive, and LCCC meetings. We continue to add information to the West Center portfolio document as more information is solidified. Stay tuned.
6. Several Subcouncil and subcommittee meetings have been set up to discuss upcoming contracts, policy and procedures, and programming initiatives. Please refer to the Upcoming Contracts/Budget handout for more information. Thank you all for your hard work and dedication to these elements...we are looking forward to these integral discussions.
7. This agenda includes an update regarding our Strategic Plan Key Performance Indicators. Please review this information and let me know if you have any specific questions related to these measures or the action plans in place for the LC.

iii. Treasurer- Hall thanked the vice-chair for its presence and contribution and asked Hoeger if he had anything to add to the report. Hoeger also complimented Hall for all his hard work for the team.

iv. Legal Counsel - No report

v. Foundation - No report

#### 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 March 16<sup>th</sup>, 2023, council meeting
- ii. Treasurer's Report – dated March 31<sup>st</sup>, 2023.

Motion first by Thommes, second by Hall.

**Yeas:** Brady, Brock, Hahn, Hall, Hoeger, Otis, Shelton, Thommes **Nays:** Ward, **Motion carried.**

V. Programming Updates

- a) Centers Updates- Nayeli shared some updates with the council of family engagement and also how the team worked with families and participated along with them on the Parent Teacher Conferences these past weeks. They also continue to work on programming and new courses for our families.
- b) Superintendent's Plan- BECI Presentation by Dr. Amy Schmidtke.
- c) District Initiatives- Presentation by Completely Kids- Ann Lawless

VI. Subcommittee Reports-

- 1. Elementary Learning and Diversity Subcommittee (ELD - CEO provided a report in the absence of Miller that the council will start seeing more of the deeper context presentations from BECI at their upcoming meetings. This process will allow Council members to view information and enhance the presentations to the full Council, which will now happen on a quarterly basis.
- 2. Budget, Finance and Audit Subcommittee
- 3. Legislative Subcommittee - Brock shared some updates and states that currently, there aren't much to worry about from the feedback from Kent.
- 4. Administrative Personnel - Otis shared that a first meeting occurred, and conversation were held over things needed and things to be changed. There is an upcoming meeting in June via zoom to discuss more policies, procedures, job positions and more.

VII. New Business

- a. Emspace + Lovgren-Marketing & Communication Presentation
- b. Executive Session/Personnel Matter

Chair Thommes moved the council into an executive session at 8:26 PM

Motion first by Thommes, second by Otis.

**Yeas:** Brady, Brock, Hahn, Hall, Hoeger, Otis, Shelton, Thommes, Ward, **Nays:** **Motion carried.**

Motion to return from executive session. Motion first by Shelton, second by Brady.

**Yeas:** Brady, Brock, Hahn, Hall, Hoeger, Otis, Shelton, Thommes, **Nays:** **Motion carried.**

Returned from executive session at 9:24 PM

Upcoming Meeting – May 18<sup>th</sup>, 2023 – Learning Community Center of North Omaha, 1612 North 24<sup>th</sup> Street, Omaha, NE 68110

VIII. Adjourn at 9:26 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	May 18 <sup>th</sup> , 2023, 6:00 p.m. Learning Community Center of North Omaha, 1612 N. 24 <sup>th</sup> Street, Omaha, NE
Subcouncil #1	April 6 <sup>th</sup> , 2023, 4:00 PM VIA ZOOM DC West (Extended Learning/Summer)
Subcouncil #2	April 20 <sup>th</sup> , 2023, 10:00 AM LCCNO OPS (Intensive Early Childhood Program)
Subcouncil #3	To Be Determined
Subcouncil #4	To Be Determined
Subcouncil #5	To Be Determined
Subcouncil #6	To Be Determined

#### HANDOUTS TO ACCOMPANY THIS AGENDA ARE AS FOLLOW

- LCCC Minutes dated March 16<sup>th</sup>, 2023
- January Treasurer's Report dated March 31<sup>st</sup>, 2023
- CEO Report
- Center Updates
- Strategic Plan Quarterly Updates
- Completely Kids Presentation
- Emspace+ Lovgren Marketing & Communication Presentation

## LEARNING COMMUNITY OF DOUGLAS SARPY COUNTIES

## Treasurer's Report

Apr 30, 2023

Check#	Date	Name	Invoice/CM #	Line Description	Debit Amount	Credit Amount	Payment Status
6062	7/19/22	ACCO Brands Corp	4721628334	Laminator repair <b>ACCO Brands Corp</b>	362.00	362.00	Paid In Full
6076	4/5/23	All Copy Products	AR3891246	Monthly Maintenance for Admin Area Monthly Maintenance for Parent University <b>All Copy Products</b>	47.65 139.94	187.59	Paid In Full
3778	4/3/23	Buffett Early Childhood Institute	LCYR2-032023Eval	March 2023 Supt Plan Eval <b>Buffett Early Childhood Institute</b>	2,098.91	2,098.91	Paid In Full
6053	4/3/23	Buffett Early Childhood Institute	LCYR2-032023Supes	March 2023 monthly program payment <b>Residual Balance 25% of Residual deduction</b> <b>Buffett Early Childhood Institute</b>	148,469.84 <b>-14,939.07</b>	133,530.77	Paid In Full
6079	4/20/23	Blue Cross Blue Shield of Nebraska	3094177	March Health & Dental (Admin) March Health & Dental (PU Staff) March Health & Dental (ELC Dir) <b>Blue Cross Blue Shield of Nebraska</b>	6,156.95 8,768.60 2,308.75	17,234.30	Paid In Full
6047	11/11/22	Father Flanagan's Boys' Home	6085CSP	Common Sense Parenting School-age Cafe' - 11/3/2022 & 11/10/2022 Common Sense Parenting School- age cafe' - 12/1/2022 & 12/6/2022	500.00 500.00		
6047	3/30/23	Father Flanagan's Boys' Home	CINV-00001107	Common Sense Parenting School-age course - 1/31/2023 thru 3/7/2023 Common Sense Parenting School- age course - 4/6/2023 thru 5/11/2023 <b>Father Flanagan's Boys' Home</b>	3,000.00 3,000.00	7,000.00	Paid In Full
6049	12/20/22	CINTAS CORPORATION #2	5137640021	First Aid Cabinet Servicing ZOLL AED Servicing-Checked <b>CINTAS CORPORATION #2</b>	94.65 35.06	129.71	Paid In Full
6057	4/12/23	City of Omaha	231144	Librarian (Debra Paris)Mar 2023 PR/Benefits Part-Time Status <b>City of Omaha</b>	3,195.69	3,195.69	Paid In Full
6082	4/1/23	Colonial Life	3884152-0401746	Monthly Short-Term Disability Insurance Premium Pymt - LC ADMIN Staff Monthly Short-Term Disability Insurance Premium Pymt - ELC Director Staff Monthly Short-Term Disability Insurance Premium Pymt - Parent University Staff <b>Colonial Life</b>	449.65 138.00 764.70	1,352.35	Paid In Full
6054	3/31/23	Completely KIDS	20230331-LC	March Contract billing for Field Club Elementary <b>Completely KIDS</b>	2,090.00	2,090.00	Paid In Full

# LEARNING COMMUNITY OF DOUGLAS SARPY COUNTIES

## Treasurer's Report

Apr 30, 2023

Check#	Date	Name	Invoice/CM #	Line Description	Debit Amount	Credit Amount	Payment Status
6083	4/17/23	Control Yours	6427	Plus membership Subscription fee for LCC <b>Control Yours</b>	192.50	192.50	Paid In Full
	3/31/23	Culligan of Omaha	1064321	Equipment Cooler (Admin Office 28A)	78.50		
	3/31/23	Culligan of Omaha	1064451	Equipment Cooler (LCCNO Class Rooms 28B) 4/1-4/30/23 <b>Culligan of Omaha</b>	71.50	150.00	Paid In Full
	4/4/23	The Daily Record	151687	Achievement Subcouncil #1 mtg notice - 04/6/23	21.52		
6055				<b>The Daily Record</b>		21.52	Paid In Full
6077	4/18/23	The Daily Record	152061	Coordinating Council Mtg notice - 4/20/23 <b>The Daily Record</b>	22.16	22.16	Paid In Full
	4/21/23	The Daily Record	152162	Notice of Mtg-Achievement Subcouncil #1 - 4/24/23 <b>The Daily Record</b>	29.20	29.20	Paid In Full
6084							
6056	2/8/23	Datashield	110606	Onsite Shredding Cart <b>Datashield</b>	54.00	54.00	Paid In Full
6048	3/20/23	Douglas County Election Commission	49684	General Election Cost <b>Douglas County Election Commission</b>	16,545.35	16,545.35	Paid In Full
6058	3/16/23	Douglas County West School District	Dec-Feb 2023	Sup EC Prgm Dec-Feb 2023 <b>Douglas County West School District</b>	23,561.61	23,561.61	Paid In Full
	4/17/23	Eide Bailly LLP	EI01493691	Preparation of District initiative allocation for 2023-24 Respond to inquires from state auditor regarding 2023 audit Review job description for accounting position <b>Eide Bailly LLP</b>	3,250.00 550.00 140.00	3,940.00	Paid In Full
6080							
1428	4/1/23	El Mero Mero Inc	April 2023	April 2023 Lease Payment <b>El Mero Mero Inc</b>	5,582.00	5,582.00	Paid In Full
	9/30/22	EMSPACE, INC	90680	Consulting / Planning Meetings - Client Meetings - Internal Project Management Proofreading Consulting / Planning Public Relations Digital Clipping Services - August 2022 Digital Clipping Services - September 2022 Project Management Meetings	1,537.50 2,212.50 412.50 2,887.50 37.50 262.50 412.50 24.66 6.00 525.00 37.50		



# LEARNING COMMUNITY OF DOUGLAS SARPY COUNTIES

## Treasurer's Report

Apr 30, 2023

Check#	Date	Name	Invoice/CM #	Line Description	Debit Amount	Credit Amount	Payment Status
				Website Management & Updates	187.50		
				essional Services Project Management	75.00		
				Meetings	150.00		
				Concepting	300.00		
				enses Special Services	83.88		
				Planning + Content Development	1,387.50		
				Post Review + Feedback	75.00		
				Monitoring + Engagement	787.50		
				Reporting + Administration	300.00		
				Project Management	37.50		
				Meetings	37.50		
				Concepting	75.00		
				Design	300.00		
				Quality Review / Proofreading	112.50		
6069				<b>EMSPACE, INC</b>		12,264.54	Paid In Full
	3/31/23	EMSPACE, INC	90843	Account Service & Consulting	1,612.50		
				Media Outreach & Management	3,207.50		
				Website Updates	4,401.15		
				Digital Annual Report & Misc Communications	3,142.50		
				Social Media Management	2,362.50		
6087				<b>EMSPACE, INC</b>		14,726.15	Paid In Full
	4/4/23	Envisioned Solution, Inc	INV-0077	PU meeting about report,query and meeting with Brad, Chris	187.50		
				Excel export data for cybersecurity insurance	187.50		
				Writing the query to get the information for formatting	250.00		
6064				<b>Envisioned Solution, Inc</b>		625.00	Paid In Full
	4/6/23	FNIC Advisors	105584116	Risk Management Wrap & Crime for Government Entities Bond(Travelers Pol #105584116)	1,548.00		
				3/26/2023-2025			
6089				<b>FNIC Advisors</b>		1,548.00	Paid In Full
	4/27/23	Greater Omaha Chamber of Commerce	443493	Annually - Membership Dues	360.00		
6091				<b>Greater Omaha Chamber of Commerce</b>		360.00	Paid In Full
	4/1/23	HELP Foundation of Omaha	2302 April 2023	April Rent and utilities	13,319.22		
1429				<b>HELP Foundation of Omaha</b>		13,319.22	Paid In Full
	3/28/23	HyVee Accounts Receivable	4857252267	PU Parent/Child Classes	251.01		
6065				<b>HyVee Accounts Receivable</b>		251.01	Paid In Full
	4/1/23	InfiNet Solutions, Inc.	64541ISI	Monthly Managed Services April 2023	2,023.25		
6059				<b>InfiNet Solutions, Inc.</b>		2,023.25	Paid In Full
	4/17/23	Jensen Rogert Associates, Inc.	2023-05	May 2023 Installment Expense Reimbursement:	2,500.00		

# LEARNING COMMUNITY OF DOUGLAS SARPY COUNTIES

## Treasurer's Report

Apr 30, 2023

Check#	Date	Name	Invoice/CM #	Line Description	Debit Amount	Credit Amount	Payment Status
<b>6072</b>				<b>Jensen Rogert Associates, Inc.</b>		<b>2,500.00</b>	<b>Paid In Full</b>
	4/3/23	JTECH, an HME Company	32034914	PU New Paging System	499.00		
<b>6073</b>				<b>JTECH, an HME Company</b>		<b>499.00</b>	<b>Paid In Full</b>
	4/10/23	Koley Jessen PC LLO	458529	M Street Lease:Continued revising draft Lease Agreement for 98th and M Street.	1,134.00		
				M Street Lease:Continued drafting revisions to Lease agreement	607.50		
				M Street Lease:Finished drafting revisions to lease agreement	850.50		
	4/10/23	Koley Jessen PC LLO	460440	General: Professional Services	630.00		
	4/10/23	Koley Jessen PC LLO	460441	ELC Contracts: Professional Services	693.00		
	4/10/23	Koley Jessen PC LLO	460442	Personnel Matters: Professional Services	882.00		
	4/10/23	Koley Jessen PC LLO	460443	Monthly Community Council Meetings: Prepare for and attend monthly meeting; notes to file.	937.50		
<b>6074</b>				<b>Koley Jessen PC LLO</b>		<b>5,734.50</b>	<b>Paid In Full</b>
	4/5/23	Lutheran Family Services	2665	Middle Eastern Arabic interpretation Services 3/20/23	50.00		
				Middle Eastern Arabic interpretation Services 3/27/23	50.00		
<b>6078</b>				<b>Lutheran Family Services</b>		<b>100.00</b>	<b>Paid In Full</b>
	4/3/23	Lund Company	1612 April 2023	April Lease payment	52,624.78		
<b>1430</b>				<b>Lund Company</b>		<b>52,624.78</b>	<b>Paid In Full</b>
	3/22/23	HiTouch	7606813837-0-1	KCUP TULLYS FR ROAST 24CT	32.38		
				KCUP TULLYS HAWAIIAN BLND 24CT	33.36		
				KCup TWININGS Lemon & Ginger 24CT	32.90		
				KCUP GM HAZELNUT 24Ct	33.14		
				Red Plastic Coffee Stirrer 1000CT	11.74		
				CLOROX WIPES	65.36		
				KLEENEX FACIAL TISSUE	94.94		
				KCUP GM SWISS MISS HOT CHOC 44Ct	29.99		
<b>6050</b>				<b>HiTouch</b>		<b>333.81</b>	<b>Paid In Full</b>
	4/7/23	HiTouch	7607734506-0-1	Plastic Forks 1000PK	19.98		
				Plastic Spoons 1000PK	23.06		
	4/7/23	HiTouch	7607734506-0-2	Lunch Napkins	64.44		
	4/10/23	HiTouch	7607734506-0-3	Backless Blk Metal Stool	66.90		
<b>6066</b>				<b>HiTouch</b>		<b>174.38</b>	<b>Paid In Full</b>
	4/13/23	HiTouch	7607734506-0-4	Terry Towel Bar	50.29		
<b>6085</b>				<b>HiTouch</b>		<b>50.29</b>	<b>Paid In Full</b>
	2/28/23	Peopleready	27965104	PU temp Childcare workers 2/20-2/26/23	551.20		
<b>6067</b>				<b>Peopleready</b>		<b>551.20</b>	<b>Paid In Full</b>

# LEARNING COMMUNITY OF DOUGLAS SARPY COUNTIES

## Treasurer's Report

Apr 30, 2023

Check#	Date	Name	Invoice/CM #	Line Description	Debit Amount	Credit Amount	Payment Status
	3/28/23	Peopleready	28009506	PU temp Childcare workers 3/20-3/26/23	1,984.32		
	4/4/23	Peopleready	28021034	PU temp Childcare workers 3/27-4/2/23	1,267.76		
	4/4/23	Peopleready	28030056	PU temp Childcare workers 3/13-3/19/23	1,929.20		
<b>6060</b>				<b>Peopleready</b>		<b>5,181.28</b>	<b>Paid In Full</b>
	4/11/23	Peopleready	28036032	PU Temp Childcare Workers 4/3-4/9/23	992.16		
	4/18/23	Peopleready	28047487	Pu Childcare Workers 4/10-4/16/2023	1,653.60		
<b>6088</b>				<b>Peopleready</b>		<b>2,645.76</b>	<b>Paid In Full</b>
	4/3/23	Regal Printing CO	89748	Business Cards, Scott,Amy	65.50		
				Business Cards, Il Kuhn, Gerald (MIKE)	65.50		
<b>6051</b>				<b>Regal Printing CO</b>		<b>131.00</b>	<b>Paid In Full</b>
	4/24/23	Regal Awards & Advertising Specialties	201643	DUAL LAYER PLAQUE W/STANOFF SILVER HARDWARE (Awards for Council members - Clarice Jackson)	72.45		
<b>6086</b>				<b>Regal Awards &amp; Advertising Specialties</b>		<b>72.45</b>	<b>Paid In Full</b>
	4/19/23	Remind101	2021-124376	Essentials Plan Annual Subscription: PU Communication App & Platform 04/19/2023 - 4/18/2024	800.00		
<b>6090</b>				<b>Remind101</b>		<b>800.00</b>	<b>Paid In Full</b>
	4/1/23	Sun Life Assurance Company of Canada	April 2023	EE Life, AD&D, & LTD Insurance (ADMIN)	100.03		
				EE Life, AD&D, & LTD Insurance (PR Ded)	14.67		
<b>6068</b>				<b>Sun Life Assurance Company of Canada</b>		<b>114.70</b>	<b>Paid In Full</b>
	11/14/22	The Reserves Network, Inc	2822775	PU Admin Assistant Temp 10/30-11/5/2022	1,270.50		
	11/21/22	The Reserves Network, Inc	2831241	PU Admin Assistant Temp 11/6-11/12/2022	1,056.00		
<b>6061</b>				<b>The Reserves Network, Inc</b>		<b>2,326.50</b>	<b>Paid In Full</b>
	4/1/23	UNMC	04/2023 ELC Eval	April 2023 Monthly ELC Eval Prog	36,025.42		
<b>3777</b>				<b>UNMC</b>		<b>36,025.42</b>	<b>Paid In Full</b>
	11/21/22	Watts Creates, LLC	102	Leading with Love & Strength Class-1/2 deposit	550.00		
<b>6052</b>				<b>Watts Creates, LLC</b>		<b>550.00</b>	<b>Paid In Full</b>
	4/17/23	Westside Community Schools District 66	22/23 Inst Coach-01	Sub 3 Instructional Coaching Sept 1-Feb2823	92,733.84		
	4/17/23	Westside Community Schools District 66	22/23 Supt Plan-01	Supt Plan 9/1/22-2/28/23	77,347.62		
<b>6081</b>				<b>Westside Community Schools District 66</b>		<b>170,081.46</b>	<b>Paid In Full</b>
<b>042723EFT</b>	<b>4/27/23</b>	<b>Security National Bank</b>	<b>March Statement</b>	<b>Credit Card Online Pmt</b>	<b>2,993.07</b>	<b>2,993.07</b>	<b>Paid In Full</b>
					<b>545,886.43</b>	<b>545,886.43</b>	

# LEARNING COMMUNITY OF DOUGLAS SARPY COUNTIES

## Credit Card Report

Apr 30, 2023

Date	Reference	Trans Description	Debit Amt	Credit Amt	Balance
4/1/23		<b>Beginning Balance</b>			<b>-2,993.07</b>
4/11/23	CC042023_V01	Amazon.com		56.98	
4/11/23	CC042023_L01	Panera Bread Cafe 1202		100.42	
4/12/23	CC042023_L02	Squarespace Inc		220.80	
4/12/23	CC042023_L03	T-Mobile		617.80	
4/14/23	CC042023_V02	The UPS Store		79.96	
4/17/23	CC042023_V03	Zoom Video Communication, Inc.		199.90	
4/19/23	CC042023_L04	Miller Time Pub		42.83	
4/20/23	CC042023_V04	Amazon.com		77.91	
4/20/23	CC042023_V05	Amazon.com		189.93	
4/20/23	CC042023_L05	Starbucks		5.75	
4/20/23	CC042023_L06	Miller Time Pub		24.89	
4/21/23	CC042023_L07	Miller Time Pub		42.85	
4/21/23	CC042023_L08	The Lincoln Marriott Cornhuske		349.36	
4/24/23	CC042023_V06	Stamps.com		17.99	
4/24/23	CC042023_V07	1&1 Ionos		8.71	
4/24/23	CC042023_L09	Crowne Promo Communications, L		916.30	
4/26/23	CC042023_L10	QuickTrip		75.00	
4/27/23	042723EFT	<b>Security National Bank - Credit Card Payable - SNB</b>	<b>2,993.07</b>		
4/27/23	CC042023_L11	Sam's Club		214.00	
		Current Period Change	2,993.07	3,241.38	-248.31
4/30/23		<b>Ending Balance</b>			<b>-3,241.38</b>

## **Programming Updates**

May 18<sup>th</sup>, 2023

### **Center Updates**

#### **Learning Community Center of North Omaha**

Updates 05/11/2023

#### **General Information**

- Extended offers to Program Director, Program Manager, and Educational Navigator.
- The summer will focus on family engagement and literacy events.
  - Prime Time for preschool students
  - Storytime for children in the morning
  - In partnership with Project Harmony, we will offer an Expressive Arts class for KG and 1<sup>st</sup> Grade students.
- The North Center currently has three open positions.
  - Educational Navigator (FTE 1.0)
  - Child Learning Specialists (FTE 0.5 x2)
- All programming in person

#### **Community Tours**

We continue to meet with community partners to share information about Parent University, how to refer families to our program, and the best ways to support our North Omaha Community.

- Mrs. Jana Habrock, Director of Prevention Services, Child Saving Institute.
- Mrs. Leah Vinton, Director of Strategic Partnership, Comunidad Maya Pixan Ixim.
- Mrs. JoAnna LeFlore-Ejike, Executive Director, Malcolm X Memorial.
- Tammy Green, Executive Director of Community and Workforce Education
- Katie Krause, Early Childhood Extension Educator, Nebraska Extension
- Clarkson Regional Health Services- Site visit organized by Omaha Community Foundation

#### **Open Community Events**

- BECI hosted a District Action Plan Retreat
- 100 Black Men Membership Meeting

#### **Programming**

- Programming at the center includes:
  - ESL classes (2 cohorts, twice a week for 3 hours)
  - GED classes (1 cohort, twice a week for three hours)
  - Parenting Classes (May calendar attached)
    - Catch them being Good (x3)
    - Homeownership (HUD Class)
    - Common Sense Parenting (Spanish) (x3)
    - Common Sense Parenting (English)

- How Money Works (x2)
- UNO Service Learning: Physical Activity and Nutrition
- Home visits are scheduled once a month.

### **Recruitment Efforts**

Our team continues attending recruitment opportunities on school grounds and community events. We are in the process of onboarding 30 new families.

- April 18- Parent University Open House
- April 27- Conestoga Family Night
- April 29- Baby Fair at Immanuel Hospital
- May 11- Franklin Elementary Family Night

### **Evaluations during this period included:**

- Focus Groups (ESL, GED, General)
- KIPS, DAY-C, and DECA Assessment

### **Learning Community Center of West Omaha**

Updates 05/11/2022

### **General Information**

- District representatives from Westside, Millard, and Bridge attended the Advisory Meeting scheduled on April 20. We had a rich discussion about the third center and programming for the summer and fall of 2023.
- Programming:
  - Circle of Security Classes started March 1 to support Ralston, Millard, and Westside districts. The goal was to have two classes and recruit 20 participants.

## District Initiatives

### General Information

- Subcouncil # 1 and Subcouncil #3 met with OPS District representatives.
- Subcouncil #1 and Subcouncil #4 met with an Elkhorn Public School representative to discuss the final proposal for FY 23-24 District Initiative.
- Subcouncil #6 met with a Papillion La Vista Community Schools representative to discuss the final FY 23-24 District Initiative proposal.

Subcouncil meetings have been scheduled to review Interlocal Agreements ending in May or August 2023. A Public Notice request has been requested, and the Agenda and Materials will be posted on our website.

	Scheduled Meetings	Organization/Program Name
Subcouncil #1	May 1, 2023, 4:30 p.m. via Zoom	Elkhorn Public Schools (Extended Learning/Summer)
	May 4, 2023, 4:30 p.m. via Zoom	DC West (Extended Learning/Summer)
Subcouncil #2		
Subcouncil #3		
Subcouncil #4	May 1, 2023, 4:30 p.m. via Zoom	Elkhorn Public Schools (Extended Learning/Summer)
	May 11, 2023, 5:30 p.m. via Zoom	Gretna Public Schools (Instructional Coaching)
Subcouncil #5	May 3, 2023, 4:30 p.m. via Zoom	OPS (Completely Kids)
Subcouncil #6	May 10, 2023, 5:30 p.m. via Zoom	Papillion La Vista Public Schools (Jumpstart to Kindergarten)
	May 15, 2023, 5:30 p.m. via Zoom	Gretna Public Schools (Instructional Coaching)
	May 15, 2023, 5:30 p.m. via Zoom	Springfield Platteview Community Schools (Extended Learning/School Year)

## LEARNING COMMUNITY CENTER OF SOUTH OMAHA

4/14/23-5/11/23

### General Information

- Much of this past month was spent preparing for our parent/child graduation, where 59 parents received one- or two- year participation certificates, 32 parents graduated from the ESL track, and 7 graduated from the GED track. (Note: Both tracks have additional components including parent workshops, interactive parent/child opportunities and educational and social navigation services.) Target children graduated along with parents.
- We had 31 volunteers/practicum students helping at our center in the past month, mostly at the graduation.
- Individual therapy added for a few participants and group therapy continues for parents at the center at no cost to the Learning Community. One parent and her child are also going to receive parent/child interaction therapy at the center through this grant.
- In April, diaper packs for 77 LCCSO children were provided by the Nebraska Diaper Bank.
- This month, we deepened our partnership with Heartland Workforce Solutions which will soon have a new South Omaha location.
- Two participants graduated with their GED in the past month.

### Programming (all in person except GED)

- Parent/Child Programs
  - ESL for Parents (11 cohorts, twice a week for 3 hours)
  - GED for Parents (2 cohorts, twice a week for 3 hours)
  - Parenting Classes once every two weeks, including:
    - Nurturing Parenting
    - Pyramid Model for Parents
    - Circle of Security
    - Love and Logic
    - Early Childhood Guidelines for Parents (in Q'anjob'al language)
    - Mind in the Making (executive functioning in children)
  - Parent Workshops once every two weeks, including:
    - Workforce Development (Metro Community College)
    - Budgeting class (Lending Link)
    - Opening Doors (Catholic Charities)
    - Cooking Matters in Q'anjob'al language (Whispering Roots)
  - Child Learning programming during parent classes (age 0-5 while kids in school and including school-aged kids during evening programming)
    - Opera Omaha's (interactive story time)
  - Interactive Parent/Child Programming
    - String Sprouts free violin classes through the Omaha Conservatory of Music - daytime and evening offerings on Wednesdays
  - Home visits are scheduled approximately every 3 weeks



- Educational Navigators continue to work with a representative through the ESU #3 twice a month to learn “coaching” for parents.
- Community Childcare training for South Omaha providers
  - Rooted in Relationships program
    - One training and one provider collaboration meeting
    - Coaching continues monthly with 15 providers in the program
    - Four staff attended a training in Florida (paid for by grant, no cost to LC)

**Evaluations during this period included:**

- CASAS (Comprehensive Adult Student Assessment Systems) English-language acquisition and GED progress
- Keys to Interactive Parenting Scale

**“Toy School”**

Jannete joined the program two months ago and attends classes along with her children Daily, Dalexa and Alexander. They come to the center 2-3 times a week. At first, Jannete considered discontinuing because she noticed her children cried in their classrooms as they were not used to being away from her. However, as time went on, her kids became more comfortable at the center and the older 2 now ask regularly when they wake up whether today is the day they are going to “Escuela Juguete” or “Toy School”. This family often arrives early and anxiously await for their classes to start, as seen in this photo.



# Learning Community and Omaha Public Schools Agreement Proposal



# Background

- **Serving: Kellom, Conestoga, Franklin, Lothrop, Minne Lusa, & Skinner**
- **Two Instructional Coaches**
  - Serving 360 students, coaching 18 teachers and 20 paraprofessionals in all six schools
- **Free & Reduced Rate 2021-22**
  - Kellom 91.1%; Conestoga 91.5%;
  - Franklin 88.5% Lothrop 88.4%; Minne Lusa 87.9%; Skinner 85.9%

# Targeted Supports for Sub-Council 2 Schools

- Access to “extra” materials, such as take-home learning boxes tied to daily lessons that promote continued learning at home
- 100% of Kellom & Conestoga teachers participate in 45 additional hours of professional learning
- 45% of Franklin, Lothrop, Minne Lusa, & Skinner participate in optional professional learning
- Team philosophy to support students
- “Augmented” staff to student ratio
- Data driven – TS GOLD, MMI, CLASS

# Meet Robert

## Data August-February

- 19 classmates
- 1 teacher and 1
- paraprofessional
- Limited access to Family Support Worker and wrap around services
- Challenging behavior
- Limited language skills
- Spending time out of class
- Frequent phone calls home
- Parent missing work

# Robert Now



- 20 classmates
- 1 teacher; 2 paraprofessionals;
- Intensive Teaching Team approach
- Family Support Worker and Instructional Coach Support for Robert and parent
- Positive behavior mirrors his peers
- Staying in class
- Phone calls home for positives
- Increased language skills to build relationships with students and staff

# Intensive Teaching Teams Work!

# Classroom Assessment Scoring System Scores (CLASS)

Domain	District Average	Learning Community Schools Average
Emotional Support	5.7	6.3
Classroom Organization	6	6.1
Instructional Support	3.2	3.7

CLASS is a tool for observing and assessing the effectiveness of interactions among teachers and students in classrooms.

- Score of 1-2: Effective teacher-student interactions rarely observed
- Score of 3-5: Effective teacher-student interactions occasionally observed
- Score of 6-7: Effective teacher-student interactions consistently observed



# Three Year Total Package

## \$4,421,218.60

<b>2020-2023 Budget</b> \$2,673, 368.75		<b>2024-2026</b> <b>Proposed Budget</b> \$4,511,065.20				
<b>Salaries</b>	<b>Positions</b>	<b>2023/2024 Totals</b>	<b>Positions</b>	<b>2024/25 Totals</b>	<b>Position</b>	<b>2025/2026 Totals</b>
Two Instructional Coaches	2	\$133,800.91	2	\$149,857.01	2	\$149,857.01
**Family Support Workers	2	\$104,910.24	4	\$218,213.30	4	\$218,213.30
**Community Facilitators	2	\$131,358.40	2	\$131,358.40	4	\$262,716.80
**Family Facilitators	2	\$131,358.40	4	\$273,225.46	4	\$273,225.46
**BCBA		\$150,990.16	4	\$314,059.52	4	\$314,059.52
(**Denotes proposed positions)						
<b>Fringe Benefits Total @ 38%</b>		\$259,582.58		\$412,951.20		\$462,867.39
<b>Milage Total</b>		\$3,400.00		\$3,400.00		\$3,400.00
<b>Supplies</b>						
Supplies for Six Classrooms		\$60,000.00		\$60,000.00		\$60,000.00
Family & Community Facilitator - room set up and supplies		\$80,000.00		\$20,000.00		\$20,000.00
<b>Contract Variance</b>						
Two Coaches & Six Teachers		\$12,000.00		\$12,000.00		\$12,000.00
<b>Technology</b>						
Computers, printers, & Child Plus subscription		\$19,775.14		\$12,000.00		\$12,000.00
<b>Professional Development</b>						
Teaching Strategies, Coaching Package, MMI Data		\$9,495.00		\$9,495.00		\$9,495.00
<b>Total</b>		<b>\$1,096,670.83</b>		<b>\$1,616,559.89</b>		<b>\$1,797,834.48</b>

- **2023-2026**
- 12% Increase for Teacher Contract 2023-2025
- Increase Positions
  - Review Data
  - Year 2 - Increase Family Support Worker, Family Facilitator & BCBA by 2
  - Year 3 – Increase Community Facilitator by 2



## LEARNING COMMUNITY OF DOUGLAS AND SARPY COUNTIES

### Extended Learning and Jumpstart to Kindergarten Proposals

PROPOSAL			
<b>Summary</b>			
<b>Electronic File Name:</b>	Proposal2023/2024_LearningCommunity_DistrictName		
<b>School District/Organization Name:</b>	DC West Community Schools		
<b>Program Name:</b>	Summer School		
<b>Program Category</b> (choose only one)	<input checked="" type="checkbox"/> Extended Learning / Summer <input type="checkbox"/> Jumpstart to Kindergarten <input type="checkbox"/> Extended Learning / School Year		
<b>Amount Requested:</b>	\$5797.60		
<b>Subcouncil:</b> (choose only one)	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6		
<b>Program Start Date:</b>	June 5, 2023	<b>Program End Date:</b>	June 23, 2023
<b>Please use Attachment B to complete the following fields:</b>		<b>Total Cost of Program:</b>	\$12,000
<b># of Weeks Per Year of Program:</b>	3	<b># Program Hours Per Week:</b>	12
<b># of Students in Program:</b>	60	<b>Cost Per Child Per Program Hr:</b>	\$5.56
<b>Supporting Documents:</b>	<input type="checkbox"/> We agree that by submitting this applicati, we will fully participate in an external evaluation by ICPE-Munroe Meyer Institute.  If the applicant is <u>not</u> a school district, you must provide <u>all</u> of the following: <input type="checkbox"/> letter of support from cooperating school district, <input type="checkbox"/> most recent organization audit from your legal, fiscal agent, and <input type="checkbox"/> copies of accreditation or credentials of program staff supporting organizations' ability to deliver the program.  <input type="checkbox"/> On Attachment B, please provide the budget summary and cost-per-child-per-hour.		
<b>Executive Summary:</b> Describe how services will be delivered, population to be served and organizational experience and capacity in the space to the right.	The DC West Summer School program design is to provide a summer school experience for students where academic growth will be provided by teachers offering instruction in reading, writing, and math. This instruction will be provided for three hours per day, four days per week. As a result of the experience, academic support will maintain and foster academic skills throughout the summer.		

Contact Information	
<b>Name and Title:</b>	Dr. Melissa Poloncic
<b>Organization:</b>	DC West Community Schools
<b>Email:</b>	<a href="mailto:mpoloncic@dcwest.org">mpoloncic@dcwest.org</a>
<b>Phone:</b>	402-359-2583
<b>Street Address:</b>	401 S Pine St
<b>City, State and ZIP Code:</b>	Valley, NE 68064

## 1. Principle: Educational Need (Attachment A)

**Educational Need – All Programs:** Considering support services already in the buildings, please rank in order the schools with the highest needs for these services (highest to lowest). Needs statements for each building need only be filled out if requested in advance by the Learning Community.

Please report using Attachment A.

## 2. Principle: Program Design – Student Focus

- a. Evidence-Based Research – New Programs Only:** Briefly describe the scientific research that provides evidence the program will help students meet state and local academic achievement standards. Include references, for example (Jones & Chavez, 1999). References do not count toward word limitations. This section may be more limited if prior experience is listed in 2b.

*(Please limit response to 200 words or less in the space below.)*

- b. Evidence of Program Outcomes – All Programs:** Has this program previously been evaluated by UNMC Munroe Meyer?

- If so, please share any supplemental evaluation information from the district which may be helpful.
- If not, please share any district evaluation or evidence based research to demonstrate promising practice

- c. Strong Personalized Learning – New Programs Only:**

Provide a brief overview and describe how the program will personalize learning for the individual student to the fullest extent possible, providing the most appropriate, research-based instructional strategies focusing on identified student needs. New programs should demonstrate at least one year of implementing this evidenced-based program. Include references, for example (Jones & Chavez, 1999). References do not count toward word limitations.

*(Please limit response to 200 words or less in the space below.)*



**d. Standards and Objectives – New Programs Only:**

Describe how the program will operate on a plan for learning that is common to the Extended Learning/Jumpstart to Kindergarten Program and to the student's home school teacher(s). What is the intensity of the program (i.e. duration, frequency) and how do you know this dosage is effective? How will the program focus on an identified concept or skill for each individual student? The program should include: common standards for what is to be learned; common curricular objectives to monitor what is learned, report progress and evaluate program effectiveness; and list objectives open to acceleration beyond any level of minimum competency or grade level expectations.

*(Please limit response to 200 words or less in the space below.)*

**e. Enrichment & Engagement Activities – New Programs Only:**

How will any enrichment activities reinforce the academic goal? Describe strategies for parent engagement activities that include regular reporting of student progress and strategies to support the cognitive development of their children.

*(Please limit response to 200 words or less in the space below.)*

**3. Principle: Program Design – Staff Focus**

**a. Staff Protocols – New Programs Only:**

Describe the protocol process agreed upon with each school served to decide how students are identified for participation. How will you determine priorities among students who are identified? If the program runs during the academic year, describe what protocols will be established for communication between the program staff and regular classroom teacher(s). If the program runs during the summer, describe what protocols will be established so the regular teacher(s) provide a comprehensive profile of student need (with respect to the curriculum objectives) at the beginning of the program. Describe how the program staff then updates the progress in that profile.

*(Please limit response to 200 words or less in the space below.)*

**b. Staff Qualifications – New Programs Only:**

How will the quality of instructional staff in the Extended Learning/Jumpstart to Kindergarten Program meet or exceed the indicators of staff quality in the regular classroom? Particular emphasis should be placed on the need to realistically provide for more personalized instruction. (Non-school organizations must demonstrate a certified teacher oversees the daily operation of the program and is present at least 85% of program time.)

*(Please limit response to 200 words or less in the space below.)*



#### 4. Knowledge Transfer:

**Sharing of Best Practices – All Programs:** To what extent would you be willing to network in sharing best practices and results with other providers?

*(Please limit response to 200 words or less in the space below.)*

We would be happy to share and collaborate with other school districts and/or providers at any time.

#### 5. Principle: Justified Budget for Program Support – Attachment B

**Budget Summary/Justification – All Programs:** Provide a detailed, itemized budget for each category of program income and expense on an attached document. Justify proposed expenditures by providing detail as to the purpose of the expenditure and the itemization of the expense (i.e. hourly rate or per item cost). Program budgets should balance (project income minus project expense = \$0). Please also indicate total cost of program, number of weeks per program, number of children and program hours per week.

***Please complete Attachment B***

#### 6. Statement of Assurances:

**Assurances – All Programs:** The applicant understands by submitting this proposal that the applicant assures the Learning Community that they will comply with the assurances and will provide the listed information to ICPE-Munroe Meyer Institute for the 2016/2017 evaluation. The applicant understands that student identifiable data and district level data will be aggregated for the Learning Community and will, therefore, not be publically disclosed.

##### ***The district or organization assures:***

- All information, including attachments, is accurate and current to the best of the applicant's knowledge.
- If the funding allocation is different than the original proposal, we will send a revised program proposal within 2 weeks of notification.
- We will provide a final actual budget within 4 weeks of program completion.
- We will not utilize any of the third party evaluation information in teacher performance reviews.
- We will provide student level data to be reported to the external evaluation team linked by NSSRS ID number with key demographic variables (free or reduced lunch, SPED, ELL, gender, race, ethnicity, grade level). Data should be provided within 60 days of program completion.
- We will provide student level data for other key variables (NESA reading, writing, mathematics and science) and other information that districts systematically collect for K-2. Data should be provided within 60 days of program completion. Bracken School Readiness Assessments will be collected pre and post for Jumpstart to Kindergarten Programs (collected by ICPE-Munroe-Meyer Institute).
- We will use Bracken School Readiness.
- We will provide parent surveys or teacher surveys (if applicable) within 60 days of program completion.

I understand all of the above information is accurately and completely represented to the best of my knowledge. If Learning Community staff should have clarification questions, we agree to respond within two business days.

*Dr. Melissa Poloncie*

Superintendent/Organization Director

*5-1-2023*

Date

ATTACHMENT A

Subcouncil: #1

Program Type (Extended Learning, Jumpstart to Kindergarten): Extended Learning

School District / Organization: DC West Community Schools

Building(s) Served (please include highest to lowest priority)	# of Students per Building	ONLY IF REQUESTED BY LEARNING COMMUNITY: Needs Statement for each building. Data may include student demographics, performance, and unique needs.
DC West Elementary	60	

## ATTACHMENT B

PROGRAM BUDGET		
Program Revenue and Request	Amount	Comment
Non-Learning Community Revenue (including in-kind)	\$ 6202.40	
Learning Community Request	\$ 5797.60	
<b>Total Program Revenue</b>	<b>\$ 12,000</b>	
Program Expenses	Amount	Comment
Salaries & Wages	\$ 11,000	100% PT
Insurance Benefits	\$ 1,000	
Transportation Costs	\$	
Training	\$	
Equipment	\$	
Supplies	\$	
Printing & Copying	\$	
Telephone & Internet	\$	
Postage	\$	
Rent & Utilities	\$	
In-Kind	\$	
Other (please specify)	\$	
<b>Total Program Expenses</b>	<b>\$ 12,000</b>	

Total Cost of Program	# of Weeks Per Year of Program	# of Children in Program	# Program Hours Per Week
\$12,000	3	60	12



# LEARNING COMMUNITY OF DOUGLAS AND SARPY COUNTIES



## Extended Learning Time and Jumpstart to Kindergarten Program Proposals

One Year Agreements  
2023/2024

### INSTRUCTIONS

As you will see in the proposal form, our primary focus is providing measurable academic results for young children living in poverty within the 11 school districts served by the Learning Community. For examples of program impact, please review the current evaluation results on our website at:

<https://learningcommunityds.org/our-results-measure-impact/>

This year's proposals include programs operating within the August 2023 - August 2024 timeframe. Each Subcouncil will independently review and recommend programs within the appropriate geographic area.

**Process & Deadlines:** As the Program Agreement Process outlines, Learning Community staff meet directly with districts to discuss proposed ideas for Extended Learning and Jumpstart to Kindergarten Programs. Recommended ideas will then be suggested to the Subcouncils by Learning Community staff. Upon Subcouncil consensus, districts will be asked to complete a formal proposal.

The formal proposal form and attachments must be emailed to [jlopez@learningcommunityds.org](mailto:jlopez@learningcommunityds.org) by **April 30, 2023**. Decisions are anticipated to be confirmed no later than **May 19, 2023**. Once approved, contracts must be signed and emailed to [jlopez@learningcommunityds.org](mailto:jlopez@learningcommunityds.org) no later than **June 30, 2023**. **Please Note:** Unsigned contracts may result in dollars being reallocated to other districts within the Subcouncil.

**Eligibility:** Learning Community School districts and invited 501(c)(3) organizations are eligible to apply for programming. Non-school organizations must be recommended by the appropriate school district.

**Target Audience:** All proposals must target at least one or more of the following populations:

- Children in poverty
- Children with lower reading and/or mathematic scores
- Family members of the above groups

**Available Funding:** We project the following funding to be available for one-year programming during the 2023/2024 fiscal year, contingent upon the Subcouncil's approval and the Learning Community of Douglas and Sarpy Counties' budget. These amounts are inclusive of funding for Extended Learning and Jumpstart to Kindergarten Programs only and do not reflect existing two-year agreements for Instructional Coaching.

	Available Funding	Confirmed Parties
Subcouncil 1:	\$ 0	Bennington
	\$ 5,454.84	DC West
	\$ 26,540.08	Elkhorn



Subcouncil 4:	\$ 7,416.44	Elkhorn
	\$ 2,597.05	Gretna
Subcouncil 5:	\$ 40,800.00	Completely Kids
Subcouncil 6:	\$ 12,042.53	Gretna
	\$ 71,386.67	Papillion LaVista
	\$ 4,011.59	Springfield Platteview

**Requirements:** All successful applicants should be open to adjusting their evaluation plan based on feedback from the third-party evaluator and will be asked to collect and partner on student demographic and achievement data (described in the Statement of Assurances section) with the Learning Community's third-party evaluator. An evaluator may request video of teacher-student interactions for programs involving a teaching-learning component, surveys (parent and possibly teacher), as well as student demographic and achievement data. Programs must be able to develop effective methods of monitoring and measuring effectiveness.

**Special Note:** Information should be completed directly on the attached form. Please note white spaces will expand to accommodate narrative. Current recipients of Learning Community funding (2022/2023) need only fill out specific sections of the application unless there is scope or major design changes. Sections are noted accordingly.

**Disclaimer:** The Learning Community reserves the right to fund none, all or parts of programs submitted.

**PROPOSAL**

Summary			
Electronic File Name:	Proposal2023/2024_LearningCommunity_DistrictName		
School District/Organization Name:	Elkhorn Public Schools		
Program Name:	Elementary Jumpstart to Reading		
Program Category (choose only one)	<input checked="" type="checkbox"/> Extended Learning / Summer <input type="checkbox"/> Jumpstart to Kindergarten <input type="checkbox"/> Extended Learning / School Year		
Amount Requested:			
Subcouncil: (choose only one)	<input checked="" type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input checked="" type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6		
Program Start Date:	July 15, 2024	Program End Date:	August 2, 2024
Please use Attachment B to complete the following fields:		Total Cost of Program:	\$59,805.72
# of Weeks Per Year of Program:	3	# Program Hours Per Week:	12
# of Students in Program:	60	Cost Per Child Per Program Hr:	\$27.69
Supporting Documents:	<input checked="" type="checkbox"/> We agree that by submitting this applicati, we will fully participate in an external evaluation by ICPE-Munroe Meyer Institute. If the applicant is <u>not</u> a school district, you must provide <u>all</u> of the following: <input type="checkbox"/> letter of support from cooperating school district, <input type="checkbox"/> most recent organization audit from your legal, fiscal agent, and <input type="checkbox"/> copies of accreditation or credentials of program staff supporting organizations' ability to deliver the program. <input checked="" type="checkbox"/> On Attachment B, please provide the budget summary and cost-per-child-per-hour.		
Executive Summary: Describe how services will be delivered, population to be served and organizational experience and capacity in the space to the right.	Please limit response to 300 words or less in the space below Elementary Jump Start to Reading is a three-week summer reading program that provides supplemental direct reading instruction prior to the beginning of the school year for qualifying students in grades 1 through 4. Students are invited to participate based on assessment data indicating achievement gaps in the area of reading during the prior school year. The program uses direct instruction and extensive practice to develop the skills needed to become a fluent reader. The Elementary Jump Start to Reading program focuses on the needs of each child and draws from several different research-based curriculum programs. The program is directly aligned with the instruction that is provided during the school year and is staffed by district teachers.		

Contact Information	
Name and Title:	Dr. Jadi Miller
Organization:	Elkhorn Public Schools
Email:	<a href="mailto:jmiller@epsne.org">jmiller@epsne.org</a>
Phone:	402-289-2579
Street Address:	20650 Glenn Street
City, State and ZIP Code:	Elkhorn, NE 68022

## 1. Principle: Educational Need (Attachment A)

**Educational Need – All Programs:** Considering support services already in the buildings, please rank in order the schools with the highest needs for these services (highest to lowest). Needs statements for each building need only be filled out if requested in advance by the Learning Community.

**Please report using Attachment A.**

## 2. Principle: Program Design – Student Focus

- a. Evidence-Based Research – New Programs Only:** Briefly describe the scientific research that provides evidence the program will help students meet state and local academic achievement standards. Include references, for example (Jones & Chavez, 1999). References do not count toward word limitations. This section may be more limited if prior experience is listed in 2b.

*(Please limit response to 200 words or less in the space below.)*

- b. Evidence of Program Outcomes – All Programs:** Has this program previously been evaluated by UNMC Munroe Meyer?

- If so, please share any supplemental evaluation information from the district which may be helpful.
- If not, please share any district evaluation or evidence based research to demonstrate promising practice.

*The program has been evaluated by UNMC Munroe Meyer.*

- c. Strong Personalized Learning – New Programs Only:**

Provide a brief overview and describe how the program will personalize learning for the individual student to the fullest extent possible, providing the most appropriate, research-based instructional strategies focusing on identified student needs. New programs should demonstrate at least one year of implementing this evidenced-based program. Include references, for example (Jones & Chavez, 1999). References do not count toward word limitations.

*(Please limit response to 200 words or less in the space below.)*

**d. Standards and Objectives – New Programs Only:**

Describe how the program will operate on a plan for learning that is common to the Extended Learning/Jumpstart to Kindergarten Program and to the student's home school teacher(s). What is the intensity of the program (i.e. duration, frequency) and how do you know this dosage is effective? How will the program focus on an identified concept or skill for each individual student? The program should include common standards for what is to be learned, common curricular objectives to monitor what is learned, report progress and evaluate program effectiveness, and list objectives open to acceleration beyond any level of minimum competency or grade level expectations.

*(Please limit response to 200 words or less in the space below.)*

**e. Enrichment & Engagement Activities – New Programs Only:**

How will any enrichment activities reinforce the academic goal? Describe strategies for parent engagement activities that include regular reporting of student progress and strategies to support the cognitive development of their children.

*(Please limit response to 200 words or less in the space below.)*

**3. Principle: Program Design – Staff Focus**

**a. Staff Protocols – New Programs Only:**

Describe the protocol process agreed upon with each school served to decide how students are identified for participation. How will you determine priorities among students who are identified? If the program runs during the academic year, describe what protocols will be established for communication between the program staff and regular classroom teacher(s). If the program runs during the summer, describe what protocols will be established so the regular teacher(s) provide a comprehensive profile of student need (with respect to the curriculum objectives) at the beginning of the program. Describe how the program staff then updates the progress in that profile.

*(Please limit response to 200 words or less in the space below.)*

**b. Staff Qualifications – New Programs Only:**

How will the quality of instructional staff in the Extended Learning/Jumpstart to Kindergarten Program meet or exceed the indicators of staff quality in the regular classroom? Particular emphasis should be placed on the need to realistically provide for more personalized instruction. (Non-school organizations must demonstrate a certified teacher oversees the daily operation of the program and is present at least 85% of program time.)

*(Please limit response to 200 words or less in the space below.)*

#### 4. Knowledge Transfer:

**Sharing of Best Practices – All Programs:** To what extent would you be willing to network in sharing best practices and results with other providers?

*(Please limit response to 200 words or less in the space below.)*

Elkhorn will continue to participate in the evaluation process and will share as needed with other programs.

#### 5. Principle: Justified Budget for Program Support – Attachment B

**Budget Summary/Justification – All Programs:** Provide a detailed, itemized budget for each category of program income and expense on an attached document. Justify proposed expenditures by providing detail as to the purpose of the expenditure and the itemization of the expense (i.e. hourly rate or per item cost). Program budgets should balance (project income minus project expense = \$0). Please also indicate total cost of program, number of weeks per program, number of children and program hours per week.

**Please complete Attachment B**

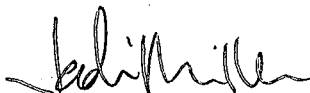
#### 6. Statement of Assurances:

**Assurances – All Programs:** The applicant understands by submitting this proposal that the applicant assures the Learning Community that they will comply with the assurances and will provide the listed information to ICPE-Munroe Meyer Institute for the 2016/2017 evaluation. The applicant understands that student identifiable data and district level data will be aggregated for the Learning Community and will, therefore, not be publically disclosed.

##### **The district or organization assures:**

- All information, including attachments, is accurate and current to the best of the applicant's knowledge.
- If the funding allocation is different than the original proposal, we will send a revised program proposal within 2 weeks of notification.
- We will provide a final actual budget within 4 weeks of program completion.
- We will not utilize any of the third party evaluation information in teacher performance reviews.
- We will provide student level data to be reported to the external evaluation team linked by NSSRS ID number with key demographic variables (free or reduced lunch, SPED, ELL, gender, race, ethnicity, grade level). Data should be provided within 60 days of program completion.
- We will provide student level data for other key variables (NESA reading, writing, mathematics and science) and other information that districts systematically collect for K-2. Data should be provided within 60 days of program completion. Bracken School Readiness Assessments will be collected pre and post for Jumpstart to Kindergarten Programs (collected by ICPE-Munroe-Meyer Institute).
- We will use Bracken School Readiness.
- We will provide parent surveys or teacher surveys (if applicable) within 60 days of program completion.

I understand all of the above information is accurately and completely represented to the best of my knowledge. If Learning Community staff should have clarification questions, we agree to respond within two business days.



Superintendent/Organization Director

5-1-23

Date

ATTACHMENT A

Subcouncil: #1 and #4

Program Type (Extended Learning, Jumpstart to Kindergarten): Extended Learning – Elementary Summer Reading

School District / Organization: Elkhorn Public Schools

Building(s) Served (please include highest to lowest priority)	# of Students per Building	ONLY IF REQUESTED BY LEARNING COMMUNITY: Needs Statement for each building. Data may include student demographics, performance, and unique needs.
The EPS Elementary Summer Reading Program will serve all 12 elementary buildings in the Elkhorn district.	Total participation of 60 students across the district is anticipated.	



## ATTACHMENT B

PROGRAM BUDGET		
Program Revenue and Request	Amount	Comment
Non-Learning Community Revenue (including in-kind)	\$ 23,840.20	
Learning Community Request	\$ 33,956.52	
<b>Total Program Revenue</b>	<b>\$ 57,796.72</b>	
Program Expenses	Amount	Comment
Salaries & Wages	\$ 41981.31	<i>All groups work 3 hours per day</i>
Insurance Benefits	\$ 9215.41	
Transportation Costs	\$	
Training	\$	
Equipment	\$	
Supplies	\$ 1800.00	
Printing & Copying	\$	
Telephone & Internet	\$	
Postage	\$	
Rent & Utilities	\$	
In-Kind	\$	
Other (please specify)	\$ 4800.00	Daily snacks for students
<b>Total Program Expenses</b>	<b>\$ 57,796.72</b>	

Total Cost of Program	# of Weeks Per Year of Program	# of Children in Program	# Program Hours Per Week
\$57796.72	3	60	12

## LEARNING COMMUNITY OF DOUGLAS AND SARPY COUNTIES

### Instructional Coaching Proposals



### One Year Agreements

2023/2024

### INSTRUCTIONS

As you will see in the proposal form, our primary focus is providing measurable academic results for young children living in poverty within the 11 school districts served by the Learning Community. For examples of program impact, please review the current evaluation results on our website at:

<https://learningcommunityds.org/our-results-measure-impact/>

This year's proposals include programs operating within the August 2023 - August 2024 timeframe. Each Subcouncil will independently review and recommend programs within the appropriate geographic area.

**Process & Deadlines:** As the Program Agreement Process outlines, Learning Community staff meet directly with districts to discuss proposed ideas for Extended Learning and Jumpstart to Kindergarten Programs. Recommended ideas will then be suggested to the Subcouncils by Learning Community staff. Upon Subcouncil consensus, districts will be asked to complete a formal proposal.

The formal proposal form and attachments must be emailed to [ilopez@learningcommunityds.org](mailto:ilopez@learningcommunityds.org) by **April 30, 2023**. Decisions are anticipated to be confirmed no later than **May 19, 2023**. Once approved, contracts must be signed and emailed to [ilopez@learningcommunityds.org](mailto:ilopez@learningcommunityds.org) no later than **June 30, 2023**. **Please Note:** Unsigned contracts may result in dollars being reallocated to other districts within the Subcouncil.

**Eligibility:** Learning Community School districts and invited 501(c)(3) organizations are eligible to apply for programming. Non-school organizations must be recommended by the appropriate school district.

**Target Audience:** All proposals must target at least one or more of the following populations:

- Children in poverty
- Children with lower reading and/or mathematic scores
- Family members of the above groups

**Available Funding:** We project the following funding to be available for one-year programming during the 2023/2024 fiscal year, contingent upon the Subcouncil's approval and the Learning Community of Douglas and Sarpy Counties' budget. These amounts are inclusive of funding for Extended Learning and Jumpstart to Kindergarten Programs only and do not reflect existing two-year agreements for Instructional Coaching.

	Available Funding	Confirmed Parties
Subcouncil 1:	\$ 13,556.50	Bennington
	\$ 5,454.84	DC West
	\$ 24,872.16	Elkhorn
Subcouncil 4:	\$ 7,416.44	Elkhorn
	\$ 2,597.05	Gretna
Subcouncil 5:	\$ 40,800.00	Completely Kids
Subcouncil 6:	\$ 12,042.53	Gretna
	\$ 71,386.67	Papillion LaVista
	\$ 4,011.59	Springfield Platteview



**Requirements:** All successful applicants should be open to adjusting their evaluation plan based on feedback from the third-party evaluator and will be asked to collect and partner on student demographic and achievement data (described in the Statement of Assurances section) with the Learning Community's third-party evaluator. An evaluator may request video of teacher-student interactions for programs involving a teaching-learning component, surveys (parent and possibly teacher), as well as student demographic and achievement data. Programs must be able to develop effective methods of monitoring and measuring effectiveness.

**Special Note:** Information should be completed directly on the attached form. Please note white spaces will expand to accommodate narrative. Current recipients of Learning Community funding (2022/2023) need only fill out specific sections of the application unless there is scope or major design changes. Sections are noted accordingly.

**Disclaimer:** The Learning Community reserves the right to fund none, all or parts of programs submitted.



# LEARNING COMMUNITY OF DOUGLAS AND SARPY COUNTIES

## Instructional Coaching Proposals

PROPOSAL			
<b>Summary</b>			
Electronic File Name:	Proposal2023/2024_LearningCommunity_Gretna		
School District:	Gretna Public Schools		
Program Name:	Instructional Coaching		
Program Category	X Instructional Coaching		
Amount Requested:	\$2,597.05 (#4) + \$12,042.53 (#6) = \$14,639.58		
Subcouncil: (choose only one)	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input checked="" type="checkbox"/> #4 <input type="checkbox"/> #5 <input checked="" type="checkbox"/> #6		
Program Start Date:	8/7/2023	Program End Date:	5/22/2024
Please use Attachment B to complete the following fields:		Total Cost of Program:	\$23,027.10
# of Weeks Per Year of Program:	36	# Program Hours Per Week:	6.5
# of Students in Program:	1165	Contact Hours per Teacher per Week:	.65
# of Teachers Coached:	10	Cost per Teacher per Hour:	\$98.40
# of Coaches:	.20		
Supporting Documents:	X We agree that by submitting this application, we will fully participate in an external evaluation by ICPE-Munroe Meyer Institute. X On Attachment B, please provide the budget summary and cost-per-child-per-hour.		
Executive Summary: Describe how services will be delivered, population to be served, and organizational experience and capacity in the space to the right.	<p>Our Instructional Coordinator will work with every novice new teacher (Novice Teacher-Teacher in their first year of teaching through the course of the year). Many of our first year teachers, due to Covid, have not had the field experiences as part of their education and thus need extra support in their first year. Thus it is our intent to provide each novice teacher monthly coaching sessions based upon need.</p> <p>The Instructional Coordinator has been trained as part of Primarily Math in coaching protocols to be used in the schools he will serve. Additionally, he is considered to be a Master Teacher. The Director of Curriculum, Instruction and Assessment (CIA) will supervise the Instructional Coordinator. Both the CIA Director and the Instructional Coordinator will collaborate to build capacity. The coaching will be centered around the five areas identified in the school district's instructional model: Clarity of Presentation; Monitoring and Feedback; Questioning; Classroom Management; and Personal and Professional Responsibilities. All novice teacher's are observed by the CIA Director at the start of the school year. Based on these observations and ongoing observations by building principals, areas for growth will be targeted based on individual need for the Instructional Coordinator to assist the novice teachers with as the year goes along. It is estimated that the average novice teacher will need approximately 24 hours of coaching. Some will require more and some less. The Instructional Coordinator will devote 20% of his contract time to direct instructional coaching.</p> <p>Instructional coaching will increase instructional capacity in all areas of the instructional model, thus increasing student achievement. Teacher abilities to make pedagogical decisions vary and fall along a continuum of teacher development. All Teachers can grow instructionally. Coaching will allow teachers to move along the continuum to becoming more reflective practitioners. Such teachers can adjust and refine their teacher based on feedback from students, others, and self.</p>		



<b>Contact Information</b>	
<b>Name and Title:</b>	Rex Anderson, Director of Curriculum, Instruction and Assessment
<b>Organization:</b>	Gretna Public Schools
<b>Email:</b>	<a href="mailto:randerson@gpsne.org">randerson@gpsne.org</a>
<b>Phone:</b>	402-332-3265
<b>Street Address:</b>	11717 South 216 <sup>th</sup> Street
<b>City, State and ZIP Code:</b>	Gretna, NE 68028

## **1. Principle: Educational Need (Attachment A)**

**Educational Need – All Programs:** Considering support services already in the buildings, please rank in order the schools with the highest needs for these services (highest to lowest). Needs statements for each building need only be filled out if requested in advance by the Learning Community.

### **Please report using Attachment A.**

See attachment A.

## **2. Principle: Program Design – Student Focus**

**a. Evidence-Based Research – New Programs Only:** Briefly describe the scientific research that provides evidence the program will help students meet state and local academic achievement standards. Include references, for example (Jones & Chavez, 1999). References do not count toward word limitations. This section may be more limited if prior experience is listed in 2b.

*(Please limit response to 200 words or less in the space below.)*

The work of the instructional coach will not only work one-to-one with teachers but also provide ongoing development in district-related goals. The development and coaching will allow for continued exposure to district related initiatives. Instructional coaching encourages prolonged contact between teachers and coaches as opposed to a single moment of professional development which often times does not lead to noticeable change amongst classroom, evidence-based practices (Hawley & Valli, 1999). In order to develop evidence-based practices within the classroom, ongoing development and instructional coaching are “indicative of a successful development” (Guskey, 2000). Instructional coaching, with its ongoing nature, has the ability to positively impact student success. Research indicates that students in classrooms that are coached consistently see significantly positive impacts to learning and an increased understanding of content (Frazier, 2018). In addition to the positive impacts of instructional coaching on teacher implementation of evidence-based practices and student learning, research suggests that coaching will likely lead to better retention of early-career teachers within the profession (Dole, 2004). Last, coaching has the ability to create networks of opportunities for teachers to learn from each other (Primarily Math, University of Nebraska – Lincoln, 2013). Instructional coaching can spread positive ideas about evidence-based practices within learning teams to further develop instructional practices and student improvement and engagement (Knight, 2007).

**b. Evidence of Program Outcomes – All Programs:** Have you implemented this program previously? If so, please be sure to report the following information.

This program has been in existence in the past; however, it was totally carried out by administrators. Thus, the perception on the part of the novice teacher can raise anxiety regarding job security. The use of a coach that does not have an administrative endorsement will result in greater efficacy. The school district is willing to conduct the survey evaluation as performed by ICPE-Munroe Meyer to measure the success of this project.

In the past, when coaching was done by an administrator some teachers required as few as two three sessions of coaching while others have required coaching throughout the whole first year. Thus, one size does not fit all. The intent of our program is to provide coaching on an as needed basis for each novice teacher.



- c. Strong Personalized Learning – New Programs Only:** Provide a brief overview and describe how the program will personalize learning for the individual teacher to the fullest extent possible, providing the most appropriate, research-based instructional strategies focusing on identified student needs. How will you ensure the program focuses on an identified strategy or skill for teachers? New programs should demonstrate at least one year of implementing this evidence-based program. Include references, for example (Jones & Chavez, 1999). References do not count toward word limitations.

*(Please limit response to 200 words or less in the space below.)*

The learning targets for each novice teacher will be based on the novice teacher observation by the CIA Director and the ongoing principal evaluations. The intent of this is to bring the novice teacher into the learning community of the school building and the school district as coaching has the ability to create networks of opportunities for teachers to learn from each other (Primarily Math, University of Nebraska – Lincoln, 2013). Instructional coaching can spread positive ideas about evidence-based practices within learning teams to further develop instructional practices and student improvement and engagement (Knight, 2007). Thus, the novice teacher and his or students will not only benefit from the coaching during the first year of their career but will be set-up for future coaching and learning throughout their career as part of a larger learning community.

- d. Standards and Objectives – New Programs Only:** Describe how the program will provide targeted, intensive coaching along with the approximate ratio of teachers per instructional coach. What is the intensity of the program (i.e. duration, frequency) and how do you know this dosage is effective?

How will you decide which teachers receive intensive coaching?

Please provide a description of the coaching time with targeted teachers including observations, modeling, feedback, and data analysis. Please also provide a breakdown of the percentage of time the instructional coaches spend in staff development (large group), coaching activities and then other tasks/activities.

How will you measure the impact of instructional coaching on classroom instruction?

*(Please limit response to 200 words or less in the space below.)*

In the past, when coaching was done by an administrator some teachers required as few as two three session of coaching while others have required coaching throughout the whole first year. Thus, one size does not fit all. The intent of our program is to provide coaching on an as needed basis for each novice teacher.

The amount of coaching each teacher will receive will be determined by the initial observations by the CIA Director, results of ongoing coaching sessions by the Instructional Coordinator, and ongoing observations and walk throughs by the evaluating administrator. Thus, some staff may receive more coaching and others less. Just as students have different needs so do teachers.

The Instructional Coordinator will keep a portfolio of work with each teacher as part of the program evaluation. This will also assist in determining the amount of coaching time needed by each staff member. Novice teachers are observed formally by law three times a year. Besides the coaching records on each novice teacher there will be a start of the year observation by the CIA Director and three other formal observations conducted by the evaluating principal that will be used as part of the evaluation of the program.

Various common assessments are given by Gretna Public Schools throughout the year in all subjects and grade levels. Comparative data can be used on these assessments to see how the novice teachers are performing against experienced teachers.



- e. Enrichment & Engagement Activities – New Programs Only:** What specific training will the coaches receive? How will you prioritize which teachers receive the coaching? What protocols will be in place to ensure strong relationship building between coaches and teachers? What will you use to determine the quality of instruction (i.e. scaffolding, effective questioning to prompt reflection and critical thinking)?

*(Please limit response to 200 words or less in the space below.)*

The Instructional Coordinator has been trained as part of Primarily Math in coaching protocols to be used in the schools he will serve. Additionally, he is considered to be a Master Teacher. Educational Service Unit #3 provides ongoing workshops for instructional coaches. Appropriate training will be selected based on the needs of the Instructional Coordinator.

- f. Staff Protocols – New Programs Only:**

Describe the protocol process agreed upon with each school served to decide how teachers are identified for both coaching and participation. How will you determine which teachers will serve as coaches?

*(Please limit response to 200 words or less in the space below.)*

For the past seventeen years the CIA Director, who will supervise the Instructional Coordinator has provided feedback to novice teachers. In 2015, an CIA Assistant Director was hired and part of her role has been to coach novice teachers that have been struggling. Thus, the process for initial identification has been in place for nine years. The addition of principal observations to the process will only serve to better identify the specifics of the coaching needed.

- g. Staff Coordination—New Programs Only:**

Describe how you will provide dedicated staff time for coaches to provide specific feedback to teachers. How will you ensure teachers understand instructional strategy feedback will not be used in any performance evaluations?

*(Please limit response to 200 words or less in the space below.)*

The Instructional Coordinator is not a certificated administrator, therefore by law he can not provide evaluative feedback. His feedback will be used only by him as he works with the teacher on the areas where growth is needed. This work could be provided by written feedback for the teacher only, co-teaching, or video discussions of classes observed.

- h. Staff Improvement—New Programs Only:** How will the quality of coaches meet or exceed the indicators of staff quality in the regular classroom? How will coaches help to continually improve services provided by the teacher?

*(Please limit response to 200 words or less.)*

The Instructional Coordinator considered to be a Master Teacher. He has worked for three different principals in his tenure in the school district and all principals have called him a Master Teacher. He regularly is used already whenever a teacher is struggling with math instruction in addition to serving on multiple curriculum teams in his thirteen years in the school district. He has taught grades K, 1 and 5. He has served in an adjunct teaching capacity for graduate students and will be beginning his doctoral program in the coming school year.

### **3. Principle: Knowledge Transfer:**

**Knowledge Transfer—All Programs:** To what extent would you be willing to network in sharing best practices and results with other providers?

*(Please limit response to 200 words or less in the space below.)*

Gretna Public Schools is more than willing to network in sharing best practices and results with other providers. This can be done through a variety of ways including presentations at ESU#3, MOEC, and Learning Community of Douglas and Sarpy Counties.



### 3. Principle: Knowledge Transfer:

**Knowledge Transfer—All Programs:** To what extent would you be willing to network in sharing best practices and results with other providers?

*(Please limit response to 200 words or less in the space below.)*

### 4. Principle: Justified Budget for Program Support – Attachment B

**Budget Summary/Justification – All Programs:** Provide a detailed, itemized budget for each category of program income and expense on an attached document. Justify proposed expenditures by providing detail as to the purpose of the expenditure and the itemization of the expense (i.e. hourly rate or per item cost). Program budgets should balance (project income minus project expense = \$0). Please also indicate the total cost of the program, number of weeks per program, number of teachers and program hours per week.

*Please complete Attachment B*

### 5. Statement of Assurances:

**Assurances – All Programs:** The applicant understands by submitting this proposal that the applicant assures the Learning Community that they will comply with the assurances and will provide the listed information to ICPE-Munroe Meyer Institute for the 2023/2024 evaluation. The applicant understands that student-identifiable data and district-level data will be aggregated for the Learning Community and will, therefore, not be publicly disclosed.

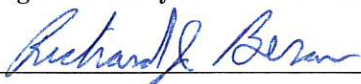
*The district or organization assures:*

- All information, including attachments, is accurate and current to the best of the applicant's knowledge
- If the funding allocation is different than the original proposal, we will send a revised RFP application within 2 weeks of notification.
- We will provide a final actual budget within 4 weeks of program completion.
- We will not utilize any of the third party evaluation information in teacher performance reviews.

*For Extended Learning, Jumpstart to Kindergarten and Instructional Coaching Programs:*

- We will provide teacher surveys (if applicable) within 60 days of program completion.

I understand all of the above information is accurately and completely represented to the best of my knowledge. If Learning Community staff should have clarification questions, we agree to respond within two business days.



Superintendent/Organization Director



Date

## ATTACHMENT A

**Subcouncil:** 4 and 6  
**Program Type:** Instructional Coaching  
**School District:** Gretna Public Schools

Building(s) Served (please include highest to lowest priority)	# of Teachers	# of Coaches	ONLY IF REQUESTED BY LEARNING COMMUNITY: Needs Statement for each building. Data may include student demographics, performance, and unique needs.
Gretna E.S.	1		
Squire John Thomas E.S.	0		
Palisades E.S.	1		
Whitetail Creek E.S.	0		
Aspen Creek E.S.	0		
Falling Waters E.S.	0		
Harvest Hills E.S.	2		
Gretna Middle School	1		
Aspen Creek Middle School	2		
Gretna High School	2		
Gretna East High School	1		



## ATTACHMENT B

PROGRAM BUDGET		
Program Revenue and Request	Amount	Comment
Non-Learning Community Revenue (including in-kind)	\$100,495.95	
Learning Community Request	\$14,639.58	
<b>Total Program Revenue</b>	<b>\$115,135.53</b>	
Program Expenses	Amount	Comment
Salaries & Wages	\$ 81,000	100 % FT
Insurance Benefits	\$ 34,135.53	
Transportation Costs	\$	
Training	\$	
Equipment	\$	
Supplies	\$	
Printing & Copying	\$	
Telephone & Internet	\$	
Postage	\$	
Rent & Utilities	\$	
In-Kind	\$	
Other (please specify)	\$	
<b>Total Program Expenses</b>	<b>\$115,135.53</b> <b>20%=\$23,027.10</b>	<b>20% of Staff Members time will be devoted to coaching. Thus, 63.36% of the coaching will be Grant Funded</b>

Total Cost of Program	# of Weeks Per Year of Program	# of Teachers in Program	# Program Hours Per Week
<b>\$115135.53</b>	36	10	6.5 – Roughly One Day Per Week, but based on need could be more or less in a given week.



## LEARNING COMMUNITY OF DOUGLAS AND SARPY COUNTIES



### Extended Learning Time and Jumpstart to Kindergarten Program Proposals

One Year Agreements  
2023/2024

## INSTRUCTIONS

As you will see in the proposal form, our primary focus is providing measurable academic results for young children living in poverty within the 11 school districts served by the Learning Community. For examples of program impact, please review the current evaluation results on our website at:  
<https://learningcommunityds.org/our-results-measure-impact/>

This year's proposals include programs operating within the August 2023 - August 2024 timeframe. Each Subcouncil will independently review and recommend programs within the appropriate geographic area.

**Process & Deadlines:** As the Program Agreement Process outlines, Learning Community staff meet directly with districts to discuss proposed ideas for Extended Learning and Jumpstart to Kindergarten Programs. Recommended ideas will then be suggested to the Subcouncils by Learning Community staff. Upon Subcouncil consensus, districts will be asked to complete a formal proposal.

The formal proposal form and attachments must be emailed to [ilopez@learningcommunityds.org](mailto:ilopez@learningcommunityds.org) by **April 30, 2023**. Decisions are anticipated to be confirmed no later than **May 19, 2023**. Once approved, contracts must be signed and emailed to [ilopez@learningcommunityds.org](mailto:ilopez@learningcommunityds.org) no later than **June 30, 2023**. **Please Note:** Unsigned contracts may result in dollars being reallocated to other districts within the Subcouncil.

**Eligibility:** Learning Community School districts and invited 501(c)(3) organizations are eligible to apply for programming. Non-school organizations must be recommended by the appropriate school district.

**Target Audience:** All proposals must target at least one or more of the following populations:

- Children in poverty
- Children with lower reading and/or mathematic scores
- Family members of the above groups

**Available Funding:** We project the following funding to be available for one-year programming during the 2023/2024 fiscal year, contingent upon the Subcouncil's approval and the Learning Community of Douglas and Sarpy Counties' budget. These amounts are inclusive of funding for Extended Learning and Jumpstart to Kindergarten Programs only and do not reflect existing two-year agreements for Instructional Coaching.

	Available Funding	Confirmed Parties
Subcouncil 1:	\$ 13,556.50	Bennington
	\$ 5,454.84	DC West
	\$ 24,872.16	Elkhorn

Subcouncil 4:	\$ 7,416.44	Elkhorn
	\$ 2,597.05	Gretna
Subcouncil 5:	\$ 40,800.00	Completely Kids
Subcouncil 6:	\$ 12,042.53	Gretna
	\$ 71,386.67	Papillion LaVista
	\$ 4,011.59	Springfield Platteview

**Requirements:** All successful applicants should be open to adjusting their evaluation plan based on feedback from the third-party evaluator and will be asked to collect and partner on student demographic and achievement data (described in the Statement of Assurances section) with the Learning Community's third-party evaluator. An evaluator may request video of teacher-student interactions for programs involving a teaching-learning component, surveys (parent and possibly teacher), as well as student demographic and achievement data. Programs must be able to develop effective methods of monitoring and measuring effectiveness.

**Special Note:** Information should be completed directly on the attached form. Please note white spaces will expand to accommodate narrative. Current recipients of Learning Community funding (2022/2023) need only fill out specific sections of the application unless there is scope or major design changes. Sections are noted accordingly.

**Disclaimer:** The Learning Community reserves the right to fund none, all or parts of programs submitted.



# LEARNING COMMUNITY OF DOUGLAS AND SARPY COUNTIES

## Extended Learning and Jumpstart to Kindergarten Proposals

### PROPOSAL

#### Summary

Electronic File Name:	Proposal2023/2024_LearningCommunity_DistrictName		
School District/Organization Name:	Completely KIDS		
Program Name:	CK Field Club		
Program Category (choose only one)	<input type="checkbox"/> Extended Learning / Summer <input type="checkbox"/> Jumpstart to Kindergarten <input checked="" type="checkbox"/> X Extended Learning / School Year		
Amount Requested:	\$40,800		
Subcouncil: (choose only one)	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input type="checkbox"/> #4 <input checked="" type="checkbox"/> X #5 <input type="checkbox"/> #6		
Program Start Date:	8/17/2023	Program End Date:	5/26/2024
Please use Attachment B to complete the following fields:		Total Cost of Program:	\$69,478
# of Weeks Per Year of Program:	34	# Program Hours Per Week:	10
# of Students in Program:	75	Cost Per Child Per Program Hr:	\$2.72
Supporting Documents:	<input type="checkbox"/> X We agree that by submitting this applicati, we will fully participate in an external evaluation by ICPE-Munroe Meyer Institute.  If the applicant is <u>not</u> a school district, you must provide <u>all</u> of the following: <input type="checkbox"/> letter of support from cooperating school district, <input type="checkbox"/> most recent organization audit from your legal, fiscal agent, and <input type="checkbox"/> copies of accreditation or credentials of program staff supporting organizations' ability to deliver the program.  <input type="checkbox"/> X On Attachment B, please provide the budget summary and cost-per-child-per-hour.		
Executive Summary: Describe how services will be delivered, population to be served and organizational experience and capacity in the space to the right.	<p>Completely KIDS, in partnership with Collective for Youth and Field Club Elementary School, provides high quality before and after school programming to Field Club students. Completely KIDS will serve 75 students before school and 110 after school.</p> <p>Completely KIDS aims to provide our programming in schools with high poverty and mobility rates. Seventy-seven percent of Field Club students are eligible for free or reduced lunch, 51% are English Language Learners, and the school mobility rate is 6.75%. Completely KIDS programming will focus on building literacy, math, and science skills through hands on curriculum designed by licensed educators in areas of interest of the students. Delivering academic skill building through exploring different subjects such as ninjas, weather, space, and sports draws the children in and enhances engagement! Completely KIDS part-time Program Support Staff provide the direct instruction at a ratio of 1 adult to 11 students. Completely KIDS will continue to incorporate licensed educators into our before and after school programs to provide direct instruction to the students.</p>		

#### Contact Information

Name and Title:	Ann Lawless, Chief Program Officer
Organization:	Completely KIDS

<b>Email:</b>	<a href="mailto:alawless@completelykids.org">alawless@completelykids.org</a>
<b>Phone:</b>	402-397-5809
<b>Street Address:</b>	2566 Saint Mary's Avenue
<b>City, State and ZIP Code:</b>	Omaha, NE 68105

## 1. Principle: Educational Need (Attachment A)

**Educational Need – All Programs:** Considering support services already in the buildings, please rank in order the schools with the highest needs for these services (highest to lowest). Needs statements for each building need only be filled out if requested in advance by the Learning Community.

Please report using Attachment A.

## 2. Principle: Program Design – Student Focus

- a. Evidence-Based Research – New Programs Only:** Briefly describe the scientific research that provides evidence the program will help students meet state and local academic achievement standards. Include references, for example (Jones & Chavez, 1999). References do not count toward word limitations. This section may be more limited if prior experience is listed in 2b.

*(Please limit response to 200 words or less in the space below.)*

- b. Evidence of Program Outcomes – All Programs:** Has this program previously been evaluated by UNMC Munroe Meyer?

- If so, please share any supplemental evaluation information from the district which may be helpful.
- If not, please share any district evaluation or evidence based research to demonstrate promising practice

Completely KIDS utilizes several tools to measure the impact and quality of our programming. In partnership with Collective for Youth and United Way of the Midlands, we administer the Youth Outcomes survey in August and April of every year. This survey measures growth in persistence, future orientation, self regulation, growth mindset, self confidence, self efficacy, optimism about the school year, adult who cares, and positive peer relationships. Prior to 2019, we saw continual growth in these areas, then the pandemic hit, we were unable to conduct surveys until August of 2021 at which time there was a steep decline in all areas. This decline continued until this fall where we finally saw improvements in all areas!

We also utilize the Weikert Center's Youth Program Quality Assessment that assesses the quality of each program. Research indicates that quality before and after school programs improve students' educational outcomes, school attendance, and social emotional learning. The key word being quality. Through the YPQA we are able to assess quality and set annual goals to make improvements by after school program location. Completely KIDS programs score higher than all other organizations that are a part of the Collective for Youth.

Completely KIDS has also been evaluated by UNMC Monroe Meyer through parent surveys.

- c. Strong Personalized Learning – New Programs Only:**

Provide a brief overview and describe how the program will personalize learning for the individual student to the fullest extent possible, providing the most appropriate, research-based instructional strategies focusing on identified student needs. New programs should demonstrate at least one year of implementing this evidenced-based program. Include references, for example (Jones & Chavez, 1999). References do not count toward word limitations.

*(Please limit response to 200 words or less in the space below.)*

**d. Standards and Objectives – New Programs Only:**

Describe how the program will operate on a plan for learning that is common to the Extended Learning/Jumpstart to Kindergarten Program and to the student's home school teacher(s). What is the intensity of the program (i.e. duration, frequency) and how do you know this dosage is effective? How will the program focus on an identified concept or skill for each individual student? The program should include: common standards for what is to be learned; common curricular objectives to monitor what is learned, report progress and evaluate program effectiveness; and list objectives open to acceleration beyond any level of minimum competency or grade level expectations.

*(Please limit response to 200 words or less in the space below.)*

**e. Enrichment & Engagement Activities – New Programs Only:**

How will any enrichment activities reinforce the academic goal? Describe strategies for parent engagement activities that include regular reporting of student progress and strategies to support the cognitive development of their children.

*(Please limit response to 200 words or less in the space below.)*

**3. Principle: Program Design – Staff Focus**

**a. Staff Protocols – New Programs Only:**

Describe the protocol process agreed upon with each school served to decide how students are identified for participation. How will you determine priorities among students who are identified? If the program runs during the academic year, describe what protocols will be established for communication between the program staff and regular classroom teacher(s). If the program runs during the summer, describe what protocols will be established so the regular teacher(s) provide a comprehensive profile of student need (with respect to the curriculum objectives) at the beginning of the program. Describe how the program staff then updates the progress in that profile.

*(Please limit response to 200 words or less in the space below.)*

**b. Staff Qualifications – New Programs Only:**

How will the quality of instructional staff in the Extended Learning/Jumpstart to Kindergarten Program meet or exceed the indicators of staff quality in the regular classroom? Particular emphasis should be placed on the need to realistically provide for more personalized instruction. (Non-school organizations must demonstrate a certified teacher oversees the daily operation of the program and is present at least 85% of program time.)

*(Please limit response to 200 words or less in the space below.)*



#### 4. Knowledge Transfer:

**Sharing of Best Practices – All Programs:** To what extent would you be willing to network in sharing best practices and results with other providers?

*(Please limit response to 200 words or less in the space below.)*

Completely KIDS values sharing information among organizations; we can help strengthen each other and therefore the community. As an active member of the Collective for Youth, we share our successes and challenges a minimum of monthly thought meetings hosted by the collective. Additionally, the Nonprofit Association of the Midlands hosts monthly CEO roundtable meetings to which our CEO is a active participant.

#### 5. Principle: Justified Budget for Program Support – Attachment B

**Budget Summary/Justification – All Programs:** Provide a detailed, itemized budget for each category of program income and expense on an attached document. Justify proposed expenditures by providing detail as to the purpose of the expenditure and the itemization of the expense (i.e. hourly rate or per item cost). Program budgets should balance (project income minus project expense = \$0). Please also indicate total cost of program, number of weeks per program, number of children and program hours per week.

*Please complete Attachment B*

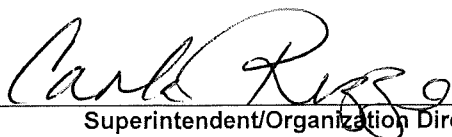
#### 6. Statement of Assurances:

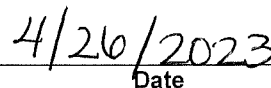
**Assurances – All Programs:** The applicant understands by submitting this proposal that the applicant assures the Learning Community that they will comply with the assurances and will provide the listed information to ICPE-Munroe Meyer Institute for the 2016/2017 evaluation. The applicant understands that student identifiable data and district level data will be aggregated for the Learning Community and will, therefore, not be publically disclosed.

*The district or organization assures:*

- All information, including attachments, is accurate and current to the best of the applicant's knowledge.
- If the funding allocation is different than the original proposal, we will send a revised program proposal within 2 weeks of notification.
- We will provide a final actual budget within 4 weeks of program completion.
- We will not utilize any of the third party evaluation information in teacher performance reviews.
- We will provide student level data to be reported to the external evaluation team linked by NSSRS ID number with key demographic variables (free or reduced lunch, SPED, ELL, gender, race, ethnicity, grade level). Data should be provided within 60 days of program completion.
- We will provide student level data for other key variables (NESA reading, writing, mathematics and science) and other information that districts systematically collect for K-2. Data should be provided within 60 days of program completion. Bracken School Readiness Assessments will be collected pre and post for Jumpstart to Kindergarten Programs (collected by ICPE-Munroe-Meyer Institute).
- We will use Bracken School Readiness.
- We will provide parent surveys or teacher surveys (if applicable) within 60 days of program completion.

I understand all of the above information is accurately and completely represented to the best of my knowledge. If Learning Community staff should have clarification questions, we agree to respond within two business days.

  
Superintendent/Organization Director

  
Date

ATTACHMENT A

Subcouncil:5

Program Type (Extended Learning, Jumpstart to Kindergarten):Extended Learning

School District / Organization:Completely KIDS

Building(s) Served (please include highest to lowest priority)	# of Students per Building	ONLY IF REQUESTED BY LEARNING COMMUNITY: Needs Statement for each building. Data may include student demographics, performance, and unique needs.
Field Club	602	



## ATTACHMENT B

PROGRAM BUDGET		
Program Revenue and Request	Amount	Comment
Non-Learning Community Revenue (including in-kind)	\$ 28,678	
Learning Community Request	\$ 40,800	
<b>Total Program Revenue</b>	<b>\$</b>	
Program Expenses	Amount	Comment
Salaries & Wages	\$ 56,708	.25 FTE Coordinator; 5 @ .25FTE Support Staff; .33FTE Program Assistant
Insurance Benefits	\$ 1,941	
Transportation Costs	\$ 360	
Training	\$	
Equipment	\$	
Supplies	\$ 2625	
Printing & Copying	\$	
Telephone & Internet	\$	
Postage	\$	
Rent & Utilities	\$	
In-Kind	\$	
Other (please specify)	\$ 7,844	Background checks \$400; Admin costs @ 12% \$7,444
<b>Total Program Expenses</b>	<b>\$ 69,478</b>	

Total Cost of Program	# of Weeks Per Year of Program	# of Children in Program	# Program Hours Per Week
\$69,478	34	75	10

## LEARNING COMMUNITY OF DOUGLAS AND SARPY COUNTIES



### Extended Learning Time and Jumpstart to Kindergarten Program Proposals

One Year Agreements  
2023/2024

### INSTRUCTIONS

As you will see in the proposal form, our primary focus is providing measurable academic results for young children living in poverty within the 11 school districts served by the Learning Community. For examples of program impact, please review the current evaluation results on our website at:

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	Available Funding	Confirmed Parties
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	\$ 5,454.84	DC West
	\$ 24,872.16	Elkhorn

Subcouncil 4:	\$ 7,416.44	Elkhorn
	\$ 2,597.05	Gretna
Subcouncil 5:	\$ 40,800.00	Completely Kids
Subcouncil 6:	\$ 12,042.53	Gretna
	\$ 71,386.67	Papillion LaVista
	\$ 4,011.59	Springfield Platteview

**Requirements:** All successful applicants should be open to adjusting their evaluation plan based on feedback from the third-party evaluator and will be asked to collect and partner on student demographic and achievement data (described in the Statement of Assurances section) with the Learning Community's third-party evaluator. An evaluator may request video of teacher-student interactions for programs involving a teaching-learning component, surveys (parent and possibly teacher), as well as student demographic and achievement data. Programs must be able to develop effective methods of monitoring and measuring effectiveness.

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## LEARNING COMMUNITY OF DOUGLAS AND SARPY COUNTIES

### Extended Learning and Jumpstart to Kindergarten Proposals

PROPOSAL			
<b>Summary</b>			
<b>Electronic File Name:</b>	Proposal2023/2024_LearningCommunity_DistrictName		
<b>School District/Organization Name:</b>	Papillion La Vista Community Schools		
<b>Program Name:</b>	Connecting the Cohort: Jumpstart		
<b>Program Category</b> (choose only one)	<input type="checkbox"/> Extended Learning / Summer      X Jumpstart to Kindergarten <input type="checkbox"/> Extended Learning / School Year		
<b>Amount Requested:</b>	\$71,386.67		
<b>Subcouncil:</b> (choose only one)	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input type="checkbox"/> #4 <input type="checkbox"/> #5   X #6		
<b>Program Start Date:</b>	07/24/2023	<b>Program End Date:</b>	08/04/2023
<b>Please use Attachment B to complete the following fields:</b>		<b>Total Cost of Program:</b>	\$213,518.50
<b># of Weeks Per Year of Program:</b>	2 weeks in July/August plus home visits during the year	<b># Program Hours Per Week:</b>	5 days x 6 hours = 30 hours in summer  Home Visit K-3= 792 total hours/36 week = 22 hours weekly average
<b># of Students in Program:</b>	326	<b>Cost Per Child Per Program Hr:</b>	\$631.83
<b>Supporting Documents:</b>	<input checked="" type="checkbox"/> X We agree that by submitting this applicati, we will fully participate in an external evaluation by ICPE-Munroe Meyer Institute.  If the applicant is <u>not</u> a school district, you must provide <u>all</u> of the following: <input type="checkbox"/> letter of support from cooperating school district, <input type="checkbox"/> most recent organization audit from your legal, fiscal agent, and <input type="checkbox"/> copies of accreditation or credentials of program staff supporting organizations' ability to deliver the program.  <input type="checkbox"/> On Attachment B, please provide the budget summary and cost-per-child-per-hour.		
<b>Executive Summary:</b> Describe how services will be delivered, population to be served and organizational experience and capacity in the space to the right.	<p>Please limit response Connecting the Cohort: Jump Start is an intensive intervention program targeting 100-120 pre-Kindergarten students who have been placed at risk (referred to as the 2023 cohort). These students come from five Title I elementary buildings within the Papillion La Vista Community Schools (PLCS) and programming will occur during the summer of 2023. Jump Start programming in PLCS began with the 2011 Cohort.</p> <p>The 2023 Jump Start to Kindergarten will occur prior to the beginning of the 2022-2022 kindergarten year with a program from 8:00am-2:00pm 5 days a week for 2 weeks. Students are instructed in most cases by their upcoming Kindergarten teacher as well as building paraprofessionals and literacy support staff. Instruction is based on Nebraska Early Learning Guidelines for ages 3-5 and targets Social and Emotional Development ,Language and Literacy Domains and Math. Students will also be introduced to specials including PE, music, and art. Jump Start is also a continuation of the previous cohorts with continued</p>		

## PROPOSAL

programing and home visits during the school year through the student's 3. grade year. 300 words or less in the space below

### Contact Information

**Name and Title:** Patti Drewes-Hynek, Early Childhood Supervisor

**Organization:** Papillion La Vista Community Schools

**Email:** patti.dreweshynek@plcschools.org

**Phone:** 402-514-3243

**Street Address:** 1211 N. Monroe Street

**City, State and ZIP Code:** Papillion, NE 68046



## 1. Principle: Educational Need (Attachment A)

**Educational Need – All Programs:** Considering support services already in the buildings, please rank in order the schools with the highest needs for these services (highest to lowest). Needs statements for each building need only be filled out if requested in advance by the Learning Community.

**Please report using Attachment A.**

## 2. Principle: Program Design – Student Focus

**a. Evidence-Based Research – New Programs Only:** Briefly describe the scientific research that provides evidence the program will help students meet state and local academic achievement standards. Include references, for example (Jones & Chavez, 1999). References do not count toward word limitations. This section may be more limited if prior experience is listed in 2b.

*(Please limit response to 200 words or less in the space below.)*

**Not a new program**

**b. Evidence of Program Outcomes – All Programs:** Has this program previously been evaluated by UNMC Munroe Meyer?

- If so, please share any supplemental evaluation information from the district which may be helpful.
- If not, please share any district evaluation or evidence based research to demonstrate promising practice

Munroe Meyer completed the MEFS during the summer of 2022 with pre and post test data. We continue to collect data at the building level using MAP, district CSA's and state testing.

**c. Strong Personalized Learning – New Programs Only:**

Provide a brief overview and describe how the program will personalize learning for the individual student to the fullest extent possible, providing the most appropriate, research-based instructional strategies focusing on identified student needs. New programs should demonstrate at least one year of implementing this evidenced-based program. Include references, for example (Jones & Chavez, 1999). References do not count toward word limitations.

*(Please limit response to 200 words or less in the space below.)*

**Not a new program.**



**d. Standards and Objectives – New Programs Only:**

Describe how the program will operate on a plan for learning that is common to the Extended Learning/Jumpstart to Kindergarten Program and to the student's home school teacher(s). What is the intensity of the program (i.e. duration, frequency) and how do you know this dosage is effective? How will the program focus on an identified concept or skill for each individual student? The program should include: common standards for what is to be learned; common curricular objectives to monitor what is learned, report progress and evaluate program effectiveness; and list objectives open to acceleration beyond any level of minimum competency or grade level expectations.

*(Please limit response to 200 words or less in the space below.)*

Not a new program

**e. Enrichment & Engagement Activities – New Programs Only:**

How will any enrichment activities reinforce the academic goal? Describe strategies for parent engagement activities that include regular reporting of student progress and strategies to support the cognitive development of their children.

*(Please limit response to 200 words or less in the space below.)*

Not a new program.

**3. Principle: Program Design – Staff Focus**

**a. Staff Protocols – New Programs Only:**

Describe the protocol process agreed upon with each school served to decide how students are identified for participation. How will you determine priorities among students who are identified? If the program runs during the academic year, describe what protocols will be established for communication between the program staff and regular classroom teacher(s). If the program runs during the summer, describe what protocols will be established so the regular teacher(s) provide a comprehensive profile of student need (with respect to the curriculum objectives) at the beginning of the program. Describe how the program staff then updates the progress in that profile.

*(Please limit response to 200 words or less in the space below.)*

Not a new program.

**b. Staff Qualifications – New Programs Only:**

How will the quality of instructional staff in the Extended Learning/Jumpstart to Kindergarten Program meet or exceed the indicators of staff quality in the regular classroom? Particular emphasis should be placed on the need to realistically provide for more personalized instruction. (Non-school organizations must demonstrate a certified teacher oversees the daily operation of the program and is present at least 85% of program time.)

*(Please limit response to 200 words or less in the space below.)*

Not a new program.



#### 4. Knowledge Transfer:

**Sharing of Best Practices – All Programs:** To what extent would you be willing to network in sharing best practices and results with other providers?

*(Please limit response to 200 words or less in the space below.)*

PLCS is willing to participate and collaborate with other districts and agencies in order to share promising practices and learn more about those practices that would have a positive impact on student learning. We will continue to participate in subgroup meetings, large group networking meetings, and any Showcase events that may occur.

#### 5. Principle: Justified Budget for Program Support – Attachment B

**Budget Summary/Justification – All Programs:** Provide a detailed, itemized budget for each category of program income and expense on an attached document. Justify proposed expenditures by providing detail as to the purpose of the expenditure and the itemization of the expense (i.e. hourly rate or per item cost). Program budgets should balance (project income minus project expense = \$0). Please also indicate total cost of program, number of weeks per program, number of children and program hours per week.

***Please complete Attachment B***

#### 6. Statement of Assurances:

**Assurances – All Programs:** The applicant understands by submitting this proposal that the applicant assures the Learning Community that they will comply with the assurances and will provide the listed information to ICPE-Munroe Meyer Institute for the 2016/2017 evaluation. The applicant understands that student identifiable data and district level data will be aggregated for the Learning Community and will, therefore, not be publically disclosed.

##### ***The district or organization assures:***

- All information, including attachments, is accurate and current to the best of the applicant's knowledge.
- If the funding allocation is different than the original proposal, we will send a revised program proposal within 2 weeks of notification.
- We will provide a final actual budget within 4 weeks of program completion.
- We will not utilize any of the third party evaluation information in teacher performance reviews.
- We will provide student level data to be reported to the external evaluation team linked by NSSRS ID number with key demographic variables (free or reduced lunch, SPED, ELL, gender, race, ethnicity, grade level). Data should be provided within 60 days of program completion.
- We will provide student level data for other key variables (NESA reading, writing, mathematics and science) and other information that districts systematically collect for K-2. Data should be provided within 60 days of program completion. Bracken School Readiness Assessments will be collected pre and post for Jumpstart to Kindergarten Programs (collected by ICPE-Munroe-Meyer Institute).
- We will use Bracken School Readiness.
- We will provide parent surveys or teacher surveys (if applicable) within 60 days of program completion.

**I understand all of the above information is accurately and completely represented to the best of my knowledge. If Learning Community staff should have clarification questions, we agree to respond within two business days.**



  
\_\_\_\_\_  
Superintendent/Organization Director

5-3-2023

\_\_\_\_\_  
Date

# ATTACHMENT A

**Subcouncil:** #6

**Program Type (Extended Learning, Jumpstart to Kindergarten):** Jumpstart to Kindergarten

**School District / Organization:** Papillion La Vista Community Schools

[illegible]

## ATTACHMENT B

PROGRAM BUDGET		
Program Revenue and Request	Amount	Comment
Non-Learning Community Revenue (including in-kind)	\$	
Learning Community Request	\$ 71,386.67	
<b>Total Program Revenue</b>	<b>\$</b>	
Program Expenses	Amount	Comment
Salaries & Wages	\$	<i>indicate % FT and % PT here</i>
Insurance Benefits	\$	
Transportation Costs	\$ 8,000	
Training	\$	
Equipment	\$	
Supplies	\$	
Printing & Copying	\$	
Telephone & Internet	\$	
Postage	\$	
Rent & Utilities	\$	
In-Kind	\$	
Other (please specify) Contract Services		
- Day Care	\$ 12,200.00	
- Health Care	\$1,220.00	
<b>Total Program Expenses</b>	<b>\$</b>	

Total Cost of Program	# of Weeks Per Year of Program	# of Children in Program	# Program Hours Per Week
	2 weeks for Kindergarten Jumpstart Program	120 in Jumpstart	Kindergarten Jump Start = 60 student hours per week
	Home visits occur throughout the	259 additional continue home	Home visits = average 22 hours per week

school year (36  
weeks)

visits through  
3<sup>rd</sup> grade



## 2023-2024 BUDGET SUMMARY AND JUSTIFICATION - PLC SCHOOLS GSH, GH, CH, LVW, PVH

[illegible]

**2023-2024 BUDGET SUMMARY AND JUSTIFICATION - PLC SCHOOLS GSH, GH, CH, LVW, PVH**

<b>On-Site Lead Teacher</b>	\$3,7000	\$180.00	\$3,880.00	7	10	7	<b>\$27,160.00</b>
\$3,800.00 salary x 7 Lead Teachers = \$27,160.00							
On-site lead teachers will provide the on-site leadership for program implementation. They will coordinate the day to day grant activities with support from the building principal. In addition, lead teachers are also the point of contact for parents, assist with the recruitment and retention of students, coordinate services for students and families, and attend home visits when needed. Lead Teachers also participate in planning and preparation of the program during the school year with monthly after school meetings February-June.							
<b>School Year Home Visits (2020-2023 cohorts)</b>	Students	Time per student (2 visits each student)	Staff Members \$40.00/hr	Cost Per Student	Mileage		
	326	2 hours	2	\$160.00	In Kind		<b>\$52,160.00</b>
Building relationships with adults and the school community has an impact on the future success of students. Through this grant we want to begin building those relationships with the student and their family where they are most comfortable, at home. A minimum of one home visit with a parent coaching component would take place during the school year.							
<b>Summer Home Visits (2023 cohort)</b>	Students	Time per student (1 HV, 1 phone contact)	Staff Members \$40.00/hr	Cost Per Student	Mileage		
	120	1 hour	2	80.00	In Kind		<b>\$9,600.00</b>
120 students x \$80.00 per student = \$9,600.00							
<b>Total Salary Cost</b>							<b>\$173,648.00</b>

<b>Instructional Materials and Supplies</b>				<b>Total Cost</b>
Each site will be allocated \$2000.00 to be used to purchase instructional materials, ipads, and supplies considered to be essential for the implementation of the grant. This could include parent resources to be left within the home. Non-consumable material and supplies will be provided as in-kind.				
Summer Supplies Per Site	\$2000.00		5 sites	\$10,000.00
Home Visit Supplies	\$10.00/student		379 students	\$3,790.00
				<b>\$13,790.00</b>

<b>Equipment</b>	
District equipment will be utilized as in-kind. It will include: computers, Smart Boards, ipads, ereaders, and all equipment found within the school.	

Transportation Cost	Total Cost	
Door-to-Door		
District Van	Figure determined by Transportation Department	Estimate: \$8,000.00

Staff Training	Salary	Benefits	Total Salary/Hr	Total Hours	Number of Staff	Total Training Cost
	\$32.00	\$8.00	\$40.00	4	16	
	<div>\$32.00 salary + \$8.00 benefits = \$40.00 cost per hour</div> <div>\$40.00/hr x 4 hrs = \$160.00/day</div> <div>\$160.00/day x15 staff = \$2,560.00</div>					<b>\$2,560.00</b>
District facilitators will work with all grant staff on effective teaching and learning. Each teacher will be provided 4 hours each for professional development and program preparation led by the facilitator prior to the start of the program.						

Contract Services: Wrap Around Child Care Services	Cost/student estimate	Number of students		Total Wrap Around Child Care Services Cost
<b>Registration</b>	\$30.00	\$40.00	Physical/Immunization:1 per student (as needed)	
	\$30.00 registration cost x 40 students = \$1200.00			<b>\$1,200.00</b>
<b>Care Cost</b>	\$125.00	40	Time: 2 weeks	
	$\$125.00 \times 40 \text{ students} = \$5,000.00$ $\$5,000.00 \times 2 \text{ weeks} = \$10,000$			<b>\$10,000.00</b>
<b>Additional Staff</b>	Additional staff will be added at Kids Club at Jumpstart's expense.			<b>\$1,000.00</b>
<b>Total Child Care Cost:</b>				<b>\$12,200.00</b>

<b>ELL Tutoring</b>	
Interpreters will be provided at no cost the parents as in-kind services from the district. Interpreters will assist in the recruitment, enrollment, family visits, and implementation of the grant program as needed.	



Health Care Services & Eye Exams	Cost/Student	Number of students	Cost frequency	Total Cost
	\$35.00	40	1 time	\$1,400.00
<p>The purpose of the health care component of the grant is twofold. First, we want the students to be provided with quality health care and to connect to health care resources within the district for future health care needs. It is critical that our most at-risk students are connected to health care. Secondly, we wish to remove any potential barriers that may prevent these students from starting school on time. In many cases, these students do not have the required immunizations and physical reports needed to begin kindergarten. Through grant services, these students will meet the requirements to start kindergarten on time. Additionally, the PLC Schools is continuing to collaborate with medical health providers so these students would have access to health and vision screenings and immunizations via the grant in order to be fully prepared for kindergarten enrollment. This would be accomplished within the structure of the program at no cost to families.</p>				

Nutritional Services	Cost/Student	Number of students	Number of Days	Total Cost
Breakfast	\$1.55	50	10	
	\$1.55 x 50 students = \$77.50 \$77.50 x 10 days = \$750.00			\$750.00
Lunch	\$2.35	120	10	
	\$2.35 x 50 students = \$117.50 \$117.50 x 10 days = \$1,170.50			\$1,170.50
Breakfast and lunch will be contracted from the district food service program. Estimate is based on 60% of students enrolled qualifying for free or reduced lunch.				\$1,920.50

BUDGET ITEM	TOTAL COST
Salaries	\$173,648.00
Supplies/Equipment	\$13,790.00
Transportation	\$8,000.00
Training	\$2,560.00
Wrap Around Child Care	\$12,200.00
Medical Services	\$1,400.00
Nutritional Services	\$1,920.50
<b>TOTAL BUDGET PROJECTION</b>	<b>\$213,518.50</b>
<b>Funded by the District</b>	<b>\$142,131.83</b>
<b>Funded by the Learning Community</b>	<b>\$71,386.67</b>

## LEARNING COMMUNITY OF DOUGLAS AND SARPY COUNTIES



### Extended Learning Time and Jumpstart to Kindergarten Program Proposals

One Year Agreements  
2023/2024

## INSTRUCTIONS

As you will see in the proposal form, our primary focus is providing measurable academic results for young children living in poverty within the 11 school districts served by the Learning Community. For examples of program impact, please review the current evaluation results on our website at:

<https://learningcommunityds.org/our-results-measure-impact/>

This year's proposals include programs operating within the August 2023 - August 2024 timeframe. Each Subcouncil will independently review and recommend programs within the appropriate geographic area.

**Process & Deadlines:** As the Program Agreement Process outlines, Learning Community staff meet directly with districts to discuss proposed ideas for Extended Learning and Jumpstart to Kindergarten Programs. Recommended ideas will then be suggested to the Subcouncils by Learning Community staff. Upon Subcouncil consensus, districts will be asked to complete a formal proposal.

The formal proposal form and attachments must be emailed to [ilopez@learningcommunityds.org](mailto:ilopez@learningcommunityds.org) by **April 30, 2023**. Decisions are anticipated to be confirmed no later than **May 19, 2023**. Once approved, contracts must be signed and emailed to [ilopez@learningcommunityds.org](mailto:ilopez@learningcommunityds.org) no later than **June 30, 2023**. **Please Note:** Unsigned contracts may result in dollars being reallocated to other districts within the Subcouncil.

**Eligibility:** Learning Community School districts and invited 501(c)(3) organizations are eligible to apply for programming. Non-school organizations must be recommended by the appropriate school district.

**Target Audience:** All proposals must target at least one or more of the following populations:

- Children in poverty
- Children with lower reading and/or mathematic scores
- Family members of the above groups

**Available Funding:** We project the following funding to be available for one-year programming during the 2023/2024 fiscal year, contingent upon the Subcouncil's approval and the Learning Community of Douglas and Sarpy Counties' budget. These amounts are inclusive of funding for Extended Learning and Jumpstart to Kindergarten Programs only and do not reflect existing two-year agreements for Instructional Coaching.

	Available Funding	Confirmed Parties
Subcouncil 1:	\$ 13,556.50	Bennington
	\$ 5,454.84	DC West
	\$ 24,872.16	Elkhorn

Subcouncil 4:	\$ 7,416.44	Elkhorn
	\$ 2,597.05	Gretna
Subcouncil 5:	\$ 40,800.00	Completely Kids
Subcouncil 6:	\$ 12,042.53	Gretna
	\$ 71,386.67	Papillion LaVista
	\$ 4,011.59	Springfield Platteview

**Requirements:** All successful applicants should be open to adjusting their evaluation plan based on feedback from the third-party evaluator and will be asked to collect and partner on student demographic and achievement data (described in the Statement of Assurances section) with the Learning Community's third-party evaluator. An evaluator may request video of teacher-student interactions for programs involving a teaching-learning component, surveys (parent and possibly teacher), as well as student demographic and achievement data. Programs must be able to develop effective methods of monitoring and measuring effectiveness.

**Special Note:** Information should be completed directly on the attached form. Please note white spaces will expand to accommodate narrative. Current recipients of Learning Community funding (2022/2023) need only fill out specific sections of the application unless there is scope or major design changes. Sections are noted accordingly.

**Disclaimer:** The Learning Community reserves the right to fund none, all or parts of programs submitted.



**LEARNING COMMUNITY OF DOUGLAS AND SARPY COUNTIES**  
**Extended Learning and Jumpstart to Kindergarten Proposals**

<b>PROPOSAL</b>			
<b>Summary</b>			
<b>Electronic File Name:</b>	Proposal2023/2024_LearningCommunity_DistrictName		
<b>School District/Organization Name:</b>	Springfield Platteview Community Schools		
<b>Program Name:</b>	Math Club		
<b>Program Category</b> (choose only one)	<input type="checkbox"/> Extended Learning / Summer <input type="checkbox"/> Jumpstart to Kindergarten <input checked="" type="checkbox"/> Extended Learning / School Year		
<b>Amount Requested:</b>	\$4,011		
<b>Subcouncil:</b> (choose only one)	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input type="checkbox"/> #4 <input type="checkbox"/> #5 <input checked="" type="checkbox"/> #6		
<b>Program Start Date:</b>	September 1, 2023	<b>Program End Date:</b>	May 1, 2024
<b>Please use Attachment B to complete the following fields:</b>		<b>Total Cost of Program:</b>	\$ 4950
<b># of Weeks Per Year of Program:</b>	11	<b># Program Hours Per Week:</b>	4
<b># of Students in Program:</b>	20	<b>Cost Per Child Per Program Hr:</b>	12.50
<b>Supporting Documents:</b>	<input checked="" type="checkbox"/> We agree that by submitting this application, we will fully participate in an external evaluation by ICPE-Munroe Meyer Institute.  If the applicant is <u>not</u> a school district, you must provide <u>all</u> of the following: <input type="checkbox"/> letter of support from cooperating school district, <input type="checkbox"/> most recent organization audit from your legal, fiscal agent, and <input type="checkbox"/> copies of accreditation or credentials of program staff supporting organizations' ability to deliver the program.  <input checked="" type="checkbox"/> On Attachment B, please provide the budget summary and cost-per-child-per-hour.		
<b>Executive Summary:</b> Describe how services will be delivered, population to be served and organizational experience and capacity in the space to the right.	We have had success with this program over the past several years. The goal is to bring a small group of students up to grade level expectations by the end of the school year in the area of mathematics. We also want to build evaluation and intervention resources a teacher can utilize at a particular grade level or with a particular skill deficit when working with other struggling students. The program emphasizes a weekly collaborative effort between the classroom teacher and the interventionist. They design learning interventions for struggling students and provide during the math block and during added time outside of the regular school day.		

<b>Contact Information</b>	
<b>Name and Title:</b>	Heidi Zierott, Director of Learning
<b>Organization:</b>	Springfield Platteview Community Schools
<b>Email:</b>	hzierott@spscsne.org
<b>Phone:</b>	402-592-1300
<b>Street Address:</b>	14801 South 108th Street
<b>City, State and ZIP Code:</b>	Springfield, NE 68059

## 1. Principle: Educational Need (Attachment A)

**Educational Need – All Programs:** Considering support services already in the buildings, please rank in order the schools with the highest needs for these services (highest to lowest). Needs statements for each building need only be filled out if requested in advance by the Learning Community.

Please report using Attachment A.

## 2. Principle: Program Design – Student Focus

**a. Evidence-Based Research – New Programs Only:** Briefly describe the scientific research that provides evidence the program will help students meet state and local academic achievement standards. Include references, for example (Jones & Chavez, 1999). References do not count toward word limitations. This section may be more limited if prior experience is listed in 2b.

(Please limit response to 200 words or less in the space below.)

**The district will review the data to know of student deficiencies and then support them through direct instruction of that skill. The interventionists have experiences with the students through title services or through special education. These services have a deep support of individual needs and to monitor progress.**

**b. Evidence of Program Outcomes – All Programs:** Has this program previously been evaluated by UNMC Munroe Meyer?

- If so, please share any supplemental evaluation information from the district which may be helpful.
- If not, please share any district evaluation or evidence based research to demonstrate promising practice

How many students were served? 12. What was your measure of student achievement pre and post? MAP. Did you use Cohen's d or  $n^2$  (or other) (if so, please specify)? NA. What was the statistical test used to measure change? NA. Describe the mathematical computation to calculate effect size: NA.

*Example: # students=100 students. Measure: Bracken School Readiness Assessment, overall standard scores. Effect size change= $d=0.61$ . Cohen's d. Paired samples t test was used. Using paired differences, divided mean ( $4.215_{\text{by Std. Dev.}}(6.94103)=d=.061$*

What is the intensity of the program (duration, frequency)? **33 weeks; 1 hr/week**

Was CLASS used to evaluate your program previously? **No**

If so, how many teachers were evaluated with CLASS during the last year? What were the mean CLASS scores in each domain?

What strategies is your program using to support teachers' and other staff members' continuous improvement in these key teaching/learning interactions? **One of the teachers has completed her math endorsement through UNL's Primarily Math program. We also reference the IES practice guide entitled, "Assisting Students Struggling with Mathematics: Response to Intervention for Elementary and Middle Schools. Teacher collaborative plan time is built into the program prior to and throughout the year. We support teachers with NWEA's MAP. Besides student math results, MAP provides a student profile and a learning continuum that shows where student skill deficits are and offers resources for skill practice. We also provide professional**

learning through book studies: *Math Sense: The Look, Sound, and Feel of Effective Instruction* by Christine Moynihan and *Number Talks* by Sherry Parrish.

The success is strongly based on the quality core materials that are used to be support the direct individualized instruction for the kids.

Please include effect size scores from previous year evaluation from Munroe Meyer. **Cohen's d=2.09**

**c. Strong Personalized Learning – New Programs Only:**

Provide a brief overview and describe how the program will personalize learning for the individual student to the fullest extent possible, providing the most appropriate, research-based instructional strategies focusing on identified student needs. New programs should demonstrate at least one year of implementing this evidenced-based program. Include references, for example (Jones & Chavez, 1999). References do not count toward word limitations.

*(Please limit response to 200 words or less in the space below.)*

**d. Standards and Objectives – New Programs Only:**

Describe how the program will operate on a plan for learning that is common to the Extended Learning/Jumpstart to Kindergarten Program and to the student's home school teacher(s). What is the intensity of the program (i.e. duration, frequency) and how do you know this dosage is effective? How will the program focus on an identified concept or skill for each individual student? The program should include: common standards for what is to be learned; common curricular objectives to monitor what is learned, report progress and evaluate program effectiveness; and list objectives open to acceleration beyond any level of minimum competency or grade level expectations.

*(Please limit response to 200 words or less in the space below.)*

**e. Enrichment & Engagement Activities – New Programs Only:**

How will any enrichment activities reinforce the academic goal? Describe strategies for parent engagement activities that include regular reporting of student progress and strategies to support the cognitive development of their children.

*(Please limit response to 200 words or less in the space below.)*

**3. Principle: Program Design – Staff Focus**

**a. Staff Protocols – New Programs Only:**

Describe the protocol process agreed upon with each school served to decide how students are identified for participation. How will you determine priorities among students who are identified? If the program runs during the academic year, describe what protocols will be established for communication between the program staff and regular classroom teacher(s). If the program runs during the summer, describe what protocols will be established so the regular teacher(s) provide a



comprehensive profile of student need (with respect to the curriculum objectives) at the beginning of the program. Describe how the program staff then updates the progress in that profile.

*(Please limit response to 200 words or less in the space below.)*

**b. Staff Qualifications – New Programs Only:**

How will the quality of instructional staff in the Extended Learning/Jumpstart to Kindergarten Program meet or exceed the indicators of staff quality in the regular classroom? Particular emphasis should be placed on the need to realistically provide for more personalized instruction. (Non-school organizations must demonstrate a certified teacher oversees the daily operation of the program and is present at least 85% of program time.)

*(Please limit response to 200 words or less in the space below.)*

**4. Knowledge Transfer:**

**Sharing of Best Practices – All Programs:** To what extent would you be willing to network in sharing best practices and results with other providers?

*(Please limit response to 200 words or less in the space below.)*

**5. Principle: Justified Budget for Program Support – Attachment B**

**Budget Summary/Justification – All Programs:** Provide a detailed, itemized budget for each category of program income and expense on an attached document. Justify proposed expenditures by providing detail as to the purpose of the expenditure and the itemization of the expense (i.e. hourly rate or per item cost). Program budgets should balance (project income minus project expense = \$0). Please also indicate total cost of program, number of weeks per program, number of children and program hours per week.

***Please complete Attachment B***

**6. Statement of Assurances:**

**Assurances – All Programs:** The applicant understands by submitting this proposal that the applicant assures the Learning Community that they will comply with the assurances and will provide the listed information to ICPE-Munroe Meyer Institute for the 2016/2017 evaluation. The applicant understands that student identifiable data and district level data will be aggregated for the Learning Community and will, therefore, not be publically disclosed.

***The district or organization assures:***

- All information, including attachments, is accurate and current to the best of the applicant's knowledge.



- If the funding allocation is different than the original proposal, we will send a revised program proposal within 2 weeks of notification.
- We will provide a final actual budget within 4 weeks of program completion.
- We will not utilize any of the third party evaluation information in teacher performance reviews.
- We will provide student level data to be reported to the external evaluation team linked by NSSRS ID number with key demographic variables (free or reduced lunch, SPED, ELL, gender, race, ethnicity, grade level). Data should be provided within 60 days of program completion.
- We will provide student level data for other key variables (NESA reading, writing, mathematics and science) and other information that districts systematically collect for K-2. Data should be provided within 60 days of program completion. Bracken School Readiness Assessments will be collected pre and post for Jumpstart to Kindergarten Programs (collected by ICPE-Munroe-Meyer Institute).
- We will use Bracken School Readiness.
- We will provide parent surveys or teacher surveys (if applicable) within 60 days of program completion.

**I understand all of the above information is accurately and completely represented to the best of my knowledge. If Learning Community staff should have clarification questions, we agree to respond within two business days.**

*Hidi Zierott*

5-5-23

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Superintendent/Organization Director

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Date

ATTACHMENT A

Subcouncil:6

Program Type (Extended Learning, Jumpstart to Kindergarten):Extended Learning

School District / Organization:Springfield Platteview Community Schools

Building(s) Served (please include highest to lowest priority)	# of Students per Building	ONLY IF REQUESTED BY LEARNING COMMUNITY: Needs Statement for each building. Data may include student demographics, performance, and unique needs.
Springfield Elementary	10	
Westmont Elementary	10	

## ATTACHMENT B

PROGRAM BUDGET		
Program Revenue and Request	Amount	Comment
Non-Learning Community Revenue (including in-kind)	\$	
Learning Community Request	\$ 4011.00	
<b>Total Program Revenue</b>	<b>\$</b>	
Program Expenses	Amount	Comment
Salaries & Wages	\$ 4011.00	<i>This includes intervention time, plan/collaborative time and time to develop the math intervention kit for a particular grade level. Staffing includes 2 interventionists; 2 classroom teachers. The time is less than .15 since outside of the school day.</i>
Insurance Benefits	\$	
Transportation Costs	\$	
Training	\$	
Equipment	\$	
Supplies	\$	
Printing & Copying	\$	
Telephone & Internet	\$	
Postage	\$	
Rent & Utilities	\$	
In-Kind	\$	
Other (please specify)	\$	
<b>Total Program Expenses</b>	<b>\$</b>	

Total Cost of Program	# of Weeks Per Year of Program	# of Children in Program	# Program Hours Per Week
\$4011.00	33	12	1 hr/wk for student intervention; 1 hr/wk for collaboration between the classroom teacher and

			the interventionist; 15 hours allotted for staff to plan during summer; 36 hours allotted for staff to develop the intervention kit
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# Learning Community of Douglas and Sarpy Counties **2022 - 2023 | Reflection + Data**

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May 18, 2023



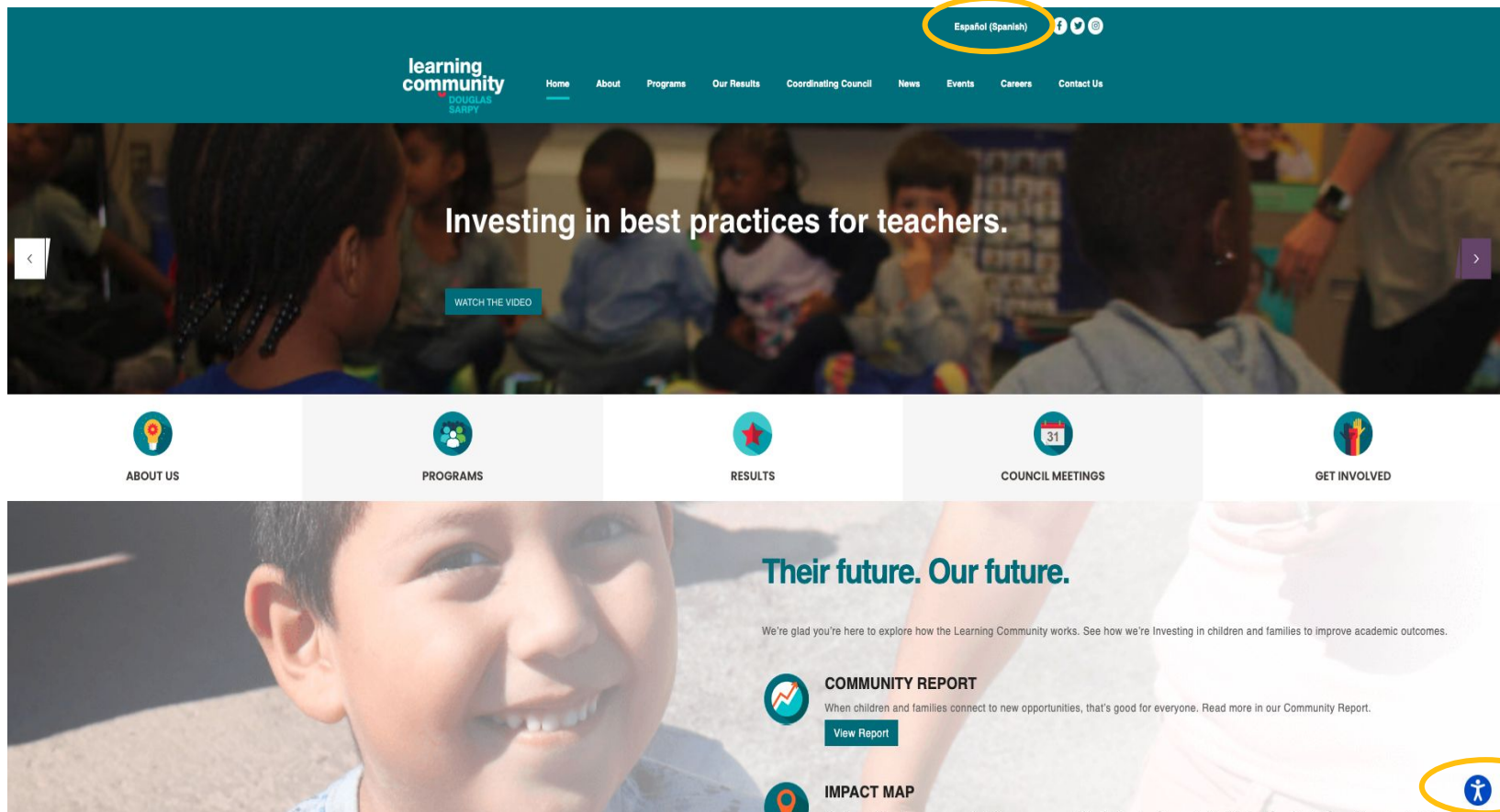


# Highlights **and success**

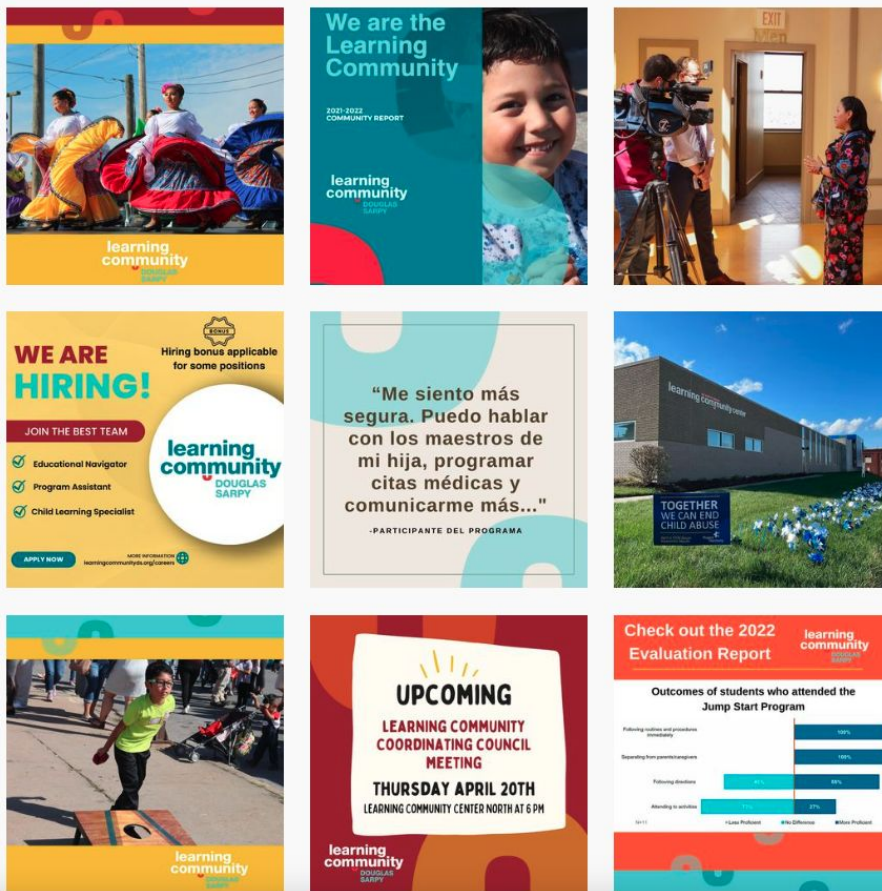
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2022 - 2023





Increased website accessibility



Engaged social media following



## Learning Community Center of South Omaha celebrates 10 years

On Saturday, October 1, 2022, the Learning Community Center of South Omaha celebrated a decade of programming and services with a festive block party event filled with bounce houses, music, food and fellowship among new and old program participants and staff.

### Service Spotlight

The Learning Community mission is focused on

## Parent University hosts literacy event

Parent University hosted its annual lit "Oh the Places You Will Read," on Sep 2022. The Learning Community would special thank you to partner and volar Hall who organized a book drive, prou our community during this year's even



## Parent University participates in annual Education Summit to provide students with resources



The Education Summit is hosted annually by the **Empowerment Network**. This year, Parent University provided a resource table at the event, engaging with students of color across the Omaha metro. Parent University staff connected with high school students to discuss challenges they may be experiencing and support them in finding solutions.



## Learning Community Center of South Omaha welcomes former ESL course participants

In November, Patricia P. Learning Community Center of South Omaha program graduates shared her story with the program cohort. Paniag journey as an ESL student GED graduate through the Community to inspire the program.

## Nebraska Diaper Bank Partners with LCCSO



This year, participants of the Learning Community Center of South Omaha have had the opportunity to receive monthly diapers through the Nebraska Diaper Bank.

We are excited about the partnership and grateful for the opportunities provided to families in our programs.



## Parent University is Hiring Its Next Program Director

Are you a trusted leader looking to positively impact the North Omaha community through family engagement? Do you have a master's degree or equivalent lived experience?

[Click here to apply to be a part of our team today and submit your resume and cover letter to \[hr@learningcommunityds.org\]\(mailto:hr@learningcommunityds.org\).](#)

## Finish the Year Strong!

Research shows that the single most important factor contributing to student success at school is attendance.





## Learning Community Center of South Omaha outgrowing space, needs more funding

The center is looking to expand, could run out of space

## 10 nonprofit leaders of color selected for capacity building program

Omaha Community Foundation Nov 30th, 2022

News, Nonprofits

f SHARE t TV



## Learning Community Coordinating Council appoints nonprofit director to fill vacancy

### First generation Americans graduate from program teaching early childhood parenting, English language skills

The programs teach adults learning English the language and parenting skills

Share f t

KETV 7 abc  
for me a

Updated: 6:31 PM CDT Apr 27, 2023

Infinite Scroll Enabled

Sean MacKinnon t  
Reporter



YOUNG PARENTS GRADUATE FROM LEARNING COMMUNITY CENTER  
'CHANGED MY LIFE COMPLETELY'

NEW ON

7  
KETV



## Continued positive media coverage



# We are the Learning Community

2021-2022  
COMMUNITY REPORT

learning  
community  
DOUGLAS  
SARPY



2021-2022 Community Report

3

## A letter from our CEO

Brad	3
Community Center of South Omaha	4-5
Community Center of North Omaha	6-7
Childhood Partnership	8-9
	10-11
Parents' Early Childhood Plan	12-13
Map	14-15
Community partners	16
Council	17

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.

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

children, parents and teachers  
served in Learning Community services  
from during the 2021-2022 school year.\*

\*Data points provided in pages 87-89 of the Evaluation Report

LearningCommunityOS.org



During a time when so many families in our community are facing challenges, the Learning Community is working to provide support through existing systems. We continue to collaborate with all 11 school districts in Douglas and Sarpy counties to ensure that families are supported through our collective Community Achievement Plan (CAP) which focuses on the following areas:

- Increased access to early childhood programming
- Collaboration with partner organizations across the metro region
- Increased parent engagement through programming at our North and South Omaha Learning Centers
- A plan that focuses on attendance in every school district

Our partnerships in the community ensure that we are all aligned and moving the needle on impacting early childhood education. This past school year, we provided classes that promote language proficiency skills, we helped parents and guardians learn to navigate the public school system so they can better support their students' learning, and we continued connecting with school leaders and teachers from across Douglas and Sarpy counties to support families and children in all Learning Community school districts.

While I may be one of the first faces in this report, all of these accomplishments are due to our partners, our staff, our parents and our children — together, the Learning Community. We invite you to learn more about our success.

Be eff

Dr. Bradley Ekwerekwu



Innovative annual report

learning  
community  
DOUGLAS  
SARPY



# Measuring success **using data**

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2022 - 2023



# Media mentions

- + **10 media releases/pitches resulting in**
  - + 6 published stories



# Website traffic

- + **64,671 total pageviews** ↗ (42,314 in 2021)
- + **19,854 new users** ↗ (11,753 in 2021)
- + **26,623 total website sessions** ↗ (15,965 in 2021)
- + **Average session duration: 1:42** ↘ (2:13 in 2021)
- + **Top visited web pages on site:**
  - + Home page
  - + Meet the Learning Community Team
  - + Coordinating Council Members
  - + Programs





# Social media engagement across all platforms

- + **92,945 total impressions**
- + **6,990 total engagements**
- + **54 new followers**
- + **7.5% engagement rate\***
- + **LinkedIn remains the platform with the highest engagement**

*\*Industry average is between 1% - 4%*



# Families utilizing programs and services

- + For consistency, this baseline data comes from the 2021 - 2022 Evaluation Report compiled by our partners at the Munroe-Meyer Institute**
- + We'll be able to determine change outcomes based on next year's data**



# Families and children served by Parent University at the Learning Community Center of North Omaha

- + **196 parents**
- + **379 children**



# Families and children served at the Learning Community Center of South Omaha

- + **308 parents**
- + **767 children**





# Applicants

- + **Learning Community leadership team applicants**
  - + 31
- + **Learning Community Center of South Omaha applicants**
  - + 209
- + **Parent University applicants**
  - + 61



# New community partnerships

- + **7 new partnerships including:**
  - + Women's Center for Advancement
  - + BRIDGE
  - + Weisman Development
  - + CHI Healthcare Career Academy
  - + The Redress Movement
  - + Radius
  - + Fathers for a Lifetime - Charles Drew



# Looking forward **and what comes next**

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2023 - 2024



# Proposed tactics for 2023 - 2024



# Key takeaways:

- + The learning in our first year together was exponential.
- + The data show that we met (and exceeded) our goals regarding reach within the community.
- + Next year, we take what we've learned and share the message even further, remaining consistent with our tactics, while trying some new things.
- + In June, we will ask for an extended opportunity to continue our collaboration for the 2023 - 2024 fiscal year. Your favorable consideration is appreciated.





# Thank you

