

Learning Community Coordinating Council Meeting Agenda

April 18, 2024 – 6:00PM

1612 North 24th Street, Omaha, Nebraska 68110

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

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

I. Opening the Meeting

- i. Call to Order: The regular February meeting of the Learning Community Council is called to order on April 18, 2024, at ___ 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
 - Council member resignations – Subcouncils 3 and 4
 - Additional Council Member Reports
- 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 March 21, 2024, meeting of the Council
- ii. Minutes of the Special Session, April 3, 2024, meeting of the Council
- iii. Minutes of the Special Session, April 12, 2024, meeting of the Council
- iv. Treasurer's Report

v. ELD's Subcommittee

- i. Action Item: Upon recommendation of Elementary Learning and Diversity subcommittee, 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 \$40,202.45. Summary Sheet (attached) for the 2024/2025 – 2025/2026 fiscal year. Approval is contingent upon Council approval of authorization of the elementary levy and the 2024/2025 fiscal year budget for the Learning Community.
- ii. Action Item: Upon recommendation of Elementary Learning and Diversity subcommittee, motion to authorize the CEO to enter ELC programming agreements with Nebraska Children and Families Foundation. The organization is to fund Rooted in Relationships in the amount of \$50,000.00. Summary Sheet (attached) for the 2024/2025 fiscal year. Approval is contingent upon Council approval of authorization of the elementary levy and the 2024/2025 fiscal year budget for the Learning Community.
- iii. Action Item: Upon recommendation of Elementary Learning and Diversity subcommittee, motion to authorize the CEO to enter ELC programming agreements with Completely KIDS. The organization is to fund Rooted in Extended Learning/Summer in the amount of \$90,036.00. Summary Sheet (attached) for the 2024/2025 fiscal year. Approval is contingent upon Council approval of authorization of the elementary levy and the 2024/2025 fiscal year budget for the Learning Community.
- iv. Action Item: Upon recommendation of Elementary Learning and Diversity subcommittee, motion to approve the UNMC Contract and authorize the CEO to enter into a written agreement with Munroe Meyer Institute in the document entitled Service Provider Agreement. Motion to approve the Service Provider Agreement not to exceed \$33,569.00 for FY 2024/2025. Approval is contingent upon Council approval of authorization of the elementary levy and the 2024/2025 fiscal year budget for the Learning Community.

vi. Achievement Subcommittee

- 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 \$7,558.26. Summary Sheet (attached) for the 2024/2025 – 2025/2026 fiscal year. Approval is contingent upon Council approval of authorization of the elementary levy and the 2024/2025 fiscal year budget for the Learning Community.
- ii. Action Item: Upon recommendation of Achievement Subcouncil 3, motion to authorize the CEO to enter ELC programming agreements with Omaha Public Schools. The organization is to fund Instructional Coaching in the amount of \$183,229.14. Summary Sheet (attached) for the 2024/2025 – 2026/2027 fiscal year. Approval is contingent upon Council approval of authorization of the elementary levy and the 2024/2025 fiscal year budget for the Learning Community.

V. Programming Update

a. Centers Updates

- b. Superintendents Plan: Superintendent’s Walk
- c. District Initiatives:
 - i. **Presentation:** Millard Public Schools District Initiative (Instructional Coaching)
 - **Action Item: Motion** to authorize the CEO to enter ELC programming agreements with Millard Public Schools. The organization is to fund Instructional Coaching in the amount of \$184,169.92. Summary Sheet (attached) for the 2024/2025 – 2026/2027 fiscal year. Approval is contingent upon Council approval of authorization of the elementary levy and the 2024/2025 fiscal year budget for the Learning Community.
 - ii. **Action Item: Motion** to authorize the CEO to enter ELC programming agreements with Westside Community Schools. The organization is to fund Instructional Coach in the amount of \$90,733.00. Summary Sheet (attached) for the 2024/2025 – 2026/2027 fiscal year. Approval is contingent upon Council approval of authorization of the elementary levy and the 2024/2025 fiscal year budget for the Learning Community.
 - iii. **Action Item: Motion** to authorize the CEO to enter ELC programming agreements with Omaha Public Schools. The organization is to fund Instructional Coaching in the amount of \$204,201.61. Summary Sheet (attached) for the 2024/2025 – 2026/2027 fiscal year. Approval is contingent upon Council approval of authorization of the elementary levy and the 2024/2025 fiscal year budget for the Learning Community.
 - iv. **Action Item: Motion** to authorize the CEO to enter ELC programming agreements with Papillion La Vista Community Schools. The organization is to fund extended learning/summer in the amount of \$116,640.62. Summary Sheet (attached) for the 2024/2025 – 2025/2026 fiscal year. Approval is contingent upon Council approval of authorization of the elementary levy and the 2024/2025 fiscal year budget for the Learning Community.
 - v. **Action Item: Motion** to authorize the CEO to enter ELC programming agreements with Completely KIDS. The organization is to fund Extended Learning/Summer in the amount of \$40,800.00. Summary Sheet (attached) for the 2024/2025 – 2025/2026 fiscal year. Approval is contingent upon Council approval of authorization of the elementary levy and the 2024/2025 fiscal year budget for the Learning Community.

VI. Subcommittee Reports

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

VII. New Business

Upcoming Meeting – May 23, 2024, at 6 p.m. – Learning Community Center of North Omaha, 1612 North 24th

Street, Omaha, NE 68110

VIII. Adjourn

***Executive/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:

LC Coordinating Council	May 23, 2024, 6:00 p.m. Learning Community Center of North Omaha, 1612 N. 24 th Street, Omaha, NE
Subcouncil #1	TBA
Subcouncil #2	TBA
Subcouncil #3	TBA
Subcouncil #4	TBA
Subcouncil #5	TBA
Subcouncil #6	TBA

HANDOUTS TO ACCOMPANY THIS AGENDA ARE AS FOLLO

- LCCC Minutes dated March 21, 2024
- CEO Report
- Center Updates
- March Treasurer’s Report
- March Credit Card Report
- 2023-24 Executive Salaries Split into ELC
- District Initiatives Proposals
- District Initiatives: Special Projects: Completely KIDS
- MMI Special Project Evaluation Service Agreement

- Childcare Initiatives: Rooted in Relationship
- Council Member Resignation Letters

From: [Angie Miller](#)
To: [Mark Hoeger](#); [Sally Otis](#); [Andrew Brock](#); [Tim Hall](#); [Sharnelle Shelton](#); [Tonya Ward](#); [Douglas Brady](#); [Carol Hahn](#); [Cynthia A. Johnson](#); [Brooke Givens](#); [Raquel Rodriguez](#)
Cc: [Margaret Hershiser \(Koley Jessen\)](#); [Colette Hughes](#); [Gerald Kuhn](#)
Subject: Resignation
Date: Monday, April 15, 2024 1:34:47 PM

All:

Please accept this email as my resignation from the Learning Community Coordinating Council effective immediately.

Thank you.

From: Sally Otis <sotis@learningcommunityds.org>

Sent: Monday, April 15, 2024 6:47 AM

To: Angie Miller <amiller@learningcommunityds.org>; Mark Hoeger <MHoeger@learningcommunityds.org>; Sharnelle Shelton <sshelton@learningcommunityds.org>; Carol Hahn <chahn@learningcommunityds.org>; Cynthia A. Johnson <CJohnson@learningcommunityds.org>; Brooke Givens <bgivens@learningcommunityds.org>; Andrew Brock <abrock@learningcommunityds.org>; Tim Hall <thall@learningcommunityds.org>; Raquel Rodriguez <RRodriguez@learningcommunityds.org>; Douglas Brady <dbrady@learningcommunityds.org>; Tonya Ward <tward@learningcommunityds.org>

Cc: Itzeni Lopez <ilopez@learningcommunityds.org>; LaToya Murray <lmurray@learningcommunityds.org>

Subject: Disappointed

Learning Community Coordinating Council,

I'm disappointed and ashamed that we could not have a civilized conversation regarding the recent events that have surfaced around Gerald's past actions and decisions. Regardless of our individual views about his ability to continue as Interim CEO, what happened at Friday's meeting was despicable and unbecoming of us as adults. As elected members, we are called on to understand complex issues and factors in order to better serve our constituents. I don't see how any of us can do that when we're preventing a closed session with the primary purpose of protecting and upholding the integrity of those involved and those affected.

I'm not concerned about the voices we did hear last night. Gerald's friends who risk nothing to confirm what we already know - Gerald is a good guy. Yes, he is, but not without fault and mistakes made in a professional context. I hold the CEO of the Learning Community to a higher standard. I KNOW there are other BIPOC leaders who have worked with the communities we serve, who have built positive working relationships, and who uphold a higher standard and track record in personal and professional decision making. It seems the Council is still overly concerned with maintaining status quo rather than putting in the work and believing in the brighter future for the families of Omaha.

I'm disappointed in the turn of events and no longer see rational conversation and decision making possible. I believe the Council is placing the employees and families of the Learning Community at undue risk through our inability to discuss issues and solutions.

I hereby resign from the Learning Community Coordinating Council, Subdistrict 3, effective immediately.

Sally Otis

District 3 Coordinating Council Rep.

Learning Community of Douglas & Sarpy Counties

Learn More: <https://learningcommunityds.org/>

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.

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

**Interim
Chief Executive Officer**
Gerald M. Kuhn, II

COORDINATING COUNCIL OFFICERS

Chair
Angie Miller

Vice Chair
Mark Hoeger

Secretary
Sharnelle Shelton

Treasurer
Tim Hall

COUNCIL MEMBERS

Achievement Subcouncil 1

Brooke Givens
Cynthia Johnson

Achievement Subcouncil 2

Carol Hahn
Sharnelle Shelton

Achievement Subcouncil 3

Mark Hoeger
Sally Otis

Achievement Subcouncil 4

Angie Miller
Raquel Dixon Rodriguez

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.

Learning Community Coordinating Council Meeting

April 15, 2024

CEO Report

Career Openings

Family Learning at the Learning Community Center of South Omaha

- Program Assistant

Learning Community of Douglas and Sarpy Counties

- None

Parent University at the Learning Community Center of North Omaha

- Child Learning Specialist (Bilingual preferred, 1 part-time position available)
 - Parent Time Instructor
 - Social Assistance Navigator
1. Programming updates: tours of the district hub sites, and Completely KIDS were completed and a huge “THANK YOU” for all of the council members that were able to attend. Sub-council meetings with schools participating in district initiatives, and LC campuses have been completed as well as a data walk done by BECI.
 2. Partnerships: The Learning Community continues to strengthen its partnership with various community organizations: Avenue Scholars, Bridge Network, all school districts, Heart Ministries, Empowerment Network, The Hope Center, and the Learning Community Foundation have all been great partners in the month of April.
 3. Lease agreement: Extensive research has been conducted to determine whether the North Learning Community should enter into an agreement with our current landlord or should we find another location. It is the recommendation of the Interim CEO that we enter into 5-year lease agreement with our current landlord at the same base rent that we have been paying for the previous ten years.
 4. The learning Community has been awarded a 40-thousand-dollar grant by NCFL (National Center for Family Learning) to support parent and child interaction.

Learning Community Coordinating Council Meeting Minutes

March 21, 2024 – 6:00PM

1612 North 24th Street, Omaha, Nebraska 68110

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

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

I. Opening the Meeting

- i. Call to Order: The regular February meeting of the Learning Community Council is called to order on March 21, 2024, at 6:01 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: All Council Members are in attendance with one seat vacant.
- v. Pledge of Allegiance

II. Public Comment – No public comment

III. Reports

- i. Chair – Thanks to all the Council Members who have visited the schools. Angie will be out the week of April 8, 2024
- ii. CEO – Adding to the Chairs comments regarding the tours of the schools. It makes a difference if you actually see the kid's instruction and boots on the ground. LC is doing excellent things at both centers. Staff – have one position open at the South Center. North Center has a part-time and full-time position available. We have several partnerships that are continuing. The leases for the NC and the SC we are still in communications with the landlords. We are holding two sessions for onboarding of Council Members.
- iii. Treasurer – submitted the treasurers report.
- 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 February 15, 2024, meeting of the Council
- ii. Treasurer's Report – dated February 29, 2024

iii. ELD's Subcommittee

- i. **Motion** to recommend approval of Springfield Platteview Community Schools special project request of \$9045.

Motion to approve the consent agenda – 1st: Otis, 2nd: Brady, No: Ward, Yes: All remaining members present approved. Motion carried.

V. Programming Update

- a. Centers Updates – increase numbers to about 54 kids a month, also doing art with the kids. We have monthly play nights. This is on by our child learning time. Shared one of the books that are used in our programs. We have seen a positive impact with parents and ESL scores. Shared the news report from Channel 3 on the book initiative. We have several staff members who were former students. They are now ambassadors. We also have a Musical Story Time with the Omaha Symphony.
- b. Superintendent's Plan – gave an overview of the Site Tours. We have a Data Walk coming up and encouraging all to attend.
- c. District Initiatives - We will have 12 proposals total as Bennington is submitting 2. We prefer these meetings in person. Council members received a handout with dates.

VI. Subcommittee Reports

- a) Elementary Learning and Diversity Subcommittee (ELD) – Added that the tours are great. Recommend that all Council members attend. Observations talked with EL and Childhood people work with BECI and the training.
- b) Budget, Finance and Audit Subcommittee (BF&A) – State audit is still in progress. We have also sent another 9 boxes to Avalon to scan out documents.

- **Action Item:** Motion to Approve the Insurance Renewal Premiums for 2024-2025

Motion to approve the insurance renewal premiums for 2024-2025 – 1st: Hall, 2nd: Johnson, No: Ward, Yes: All remaining voting members. Motion Carried.

- c) Legislative Subcommittee – Will be meeting before the next mtg. The one to watch is LB- 1339, it looks like it will not affect us.
- d) Administration and Personnel Subcommittee- working on meeting next week and will reassess.

VII. New Business

- i. Interview Candidates for Appointment to the Subcouncil 4 Vacancy. Interviewed one candidate – Raquel Rodriguez.
 - Action Item: Vote by written ballot to determine recommended finalists.
- Vote to move forward with the candidate: Yea: 7 Neah: Abstain: 4
- Motion to move forward with the nominee. 1st Miller, 2nd Brady, Yea: 11, Neah: 0. Abstain: 0
Motion passed. Welcome to Subcouncil 4 of the Learning Community Coordinating Council, Raquel Rodriguez!

- Oath of Office was read and confirmed.

Upcoming Meeting – April 18, 2024, at 6 p.m. – Learning Community Center of North Omaha, 1612 North 24th Street, Omaha, NE 68110

VIII. Adjourn – at 6:49 p.m.

***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:

LC Coordinating Council	April 21, 2024, 6:00 p.m. Learning Community Center of North Omaha, 1612 N. 24 th Street, Omaha, NE
Subcouncil #1	March 18, 2024, 6 p.m. Elkhorn (Extended Learning/Summer) Via Zoom, Meeting ID: 883 6431 3054, Passcode: 022968 April 8, 2024, 4:30 p.m. DC West Extended Learning Address TBD
Subcouncil #2	TBA
Subcouncil #3	April 11, 2024, 1-2 p.m. Westside (Instructional Coaching) Westgate Elementary School, 7802 Hascall St, Omaha, NE 68124
Subcouncil #4	March 18, 2024, 6 p.m. Elkhorn (Extended Learning/Summer) Via Zoom, Meeting ID: 883 6431 3054, Passcode: 022968 April 3, 2024, 6 p.m. Millard Instructional Coaching Via Zoom, Meeting ID: 884 1137 8808, Passcode: 714009
Subcouncil #5	TBA
Subcouncil #6	March 20, 2024, 6 p.m. Papillion La Vista Early Childhood Center 1211 N Monroe St, Papillion, NE

April 3, 2024, 6 p.m.
Millard Instructional Coaching
Via Zoom, Meeting ID: 884 1137 8808, Passcode: 714009

HANDOUTS TO ACCOMPANY THIS AGENDA ARE AS FOLLOW

- LCCC Minutes dated February 15, 2024
- CEO Report
- February Treasurer's Report dated February 29, 2024
- Springfield Platteview Community Schools Special Project Request
- Center Updates
- 24-24 Insurance Proposals
- Subcouncil 4 Vacancy (Candidates Documents, Applications)

Learning Community Coordinating Council Special Session Minutes

April 3, 2024 – 6:00 PM

1612 North 24th Street, Omaha, Nebraska 68110

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

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

I. Opening the Meeting

- i. Call to Order: The Special Session of the Learning Community Coordinating Council is called to order on April 3, 2024, at 6:05 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 – posted in the north lobby of the Learning Community and on the website.
- iv. Council Roll Call: Roll call was taken and a quorum is present.
- v. Pledge of Allegiance

II. Closed Session – for the protection of public interest and the prevention of needless injury. A motion was entered to go into closed session to discuss personnel matters. Miller – 1st, Hoeger – 2nd, Yea- 9, NO – none, Motion passed. The council entered closed session at 6:08 p.m.

III. The council came out of closed session at 7:58 p.m.. With nothing else on the agenda. The meeting was adjourned at 8:00 p.m.

Upcoming Meeting – April 18, 2024, at 6 p.m. – Learning Community Center of North Omaha, 1612 North 24th Street, Omaha, NE 68110

***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:

LC Coordinating Council April 21, 2024, 6:00 p.m.
Learning Community Center of North Omaha,
1612 N. 24th Street, Omaha, NE

- Subcouncil #1
April 8, 2024, 4:30 p.m.
DC West Extended Learning
401 Pine Street, Valley, NE 68064
- Subcouncil #2
TBA
- Subcouncil #3
April 11, 2024, 1-2 p.m.
Westside (Instructional Coaching)
Westgate Elementary School, 7802 Hascall St, Omaha, NE 68124
- Subcouncil #4
To be rescheduled - April 3, 2024, 6 p.m.
Millard Instructional Coaching
Via Zoom, Meeting ID: 884 1137 8808, Passcode: 714009
- Subcouncil #5
TBA
- Subcouncil #6
To be rescheduled - April 3, 2024, 6 p.m.
Millard Instructional Coaching
Via Zoom, Meeting ID: 884 1137 8808, Passcode: 714009

HANDOUTS TO ACCOMPANY THIS AGENDA ARE AS FOLLOW

None at this time

Learning Community Coordinating Council Special Session Minutes

April 12, 2024 – 5:00 p.m.

1612 North 24th Street, Omaha, Nebraska 68110

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

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

I. Opening the Meeting

- i. Call to Order: The Special Session of the Learning Community Council is called to order on April 12, 2024, at 5:02 p.m.
- ii. **Council Mission Statement: Together with school districts and community organizations as partners, we demonstrate, share, and implement more effective practices to measurably improve educational outcomes for children and families in poverty.**
- iii. Public Notice and Compliance Nebraska Open Meetings Law
- iv. Council Roll Call: Present: Brock, Miller, Givens, Hahn, Johnson, Hoeger, Otis, Shelton, Hall, Ward. Absent: Rodriguez, Brady
- v. Pledge of Allegiance
- vi. Public Comment

Mr. Brady arrived at 5:17 p.m.

Tim Clark, 6994 North 172nd Street, Bennington, NE – Support for Gerald, has a good sense of the pulse of the community. This is disruption that caused distraction. Challenges the council to look at all the facts. Always two sides to the story.

Keele Taylor, 1402 James St, #250, Omaha, NE – Has known Gerald for many years. From an HR perspective where the people are the highest priority and Gerald holds his staff in high esteem with his commitment to rebuilding the internal processes and operational structure for the employees of the Learning Community. She supports the work, the efforts and the direction provided by the CEO to the organization.

Deanna Hopper – 6602 Evans St, Omaha, NE – Feels he should be CEO. He's an amazing friend & wonderful person. I support him and hope he is able to be part of the Learning Community.

LeBron Smith – 1619 Emmet St, Omaha, NE - He feels there is not a better person for this job. Always loyal and honest. Community has always been behind him. He has no doubt the he is the best man for this position. The community is for him as he is for the community.

Andre Newsome – Address Waived – has known him since 3rd grade. He has no problem

with Gerald helping with his son. He gives his support.

Rodney S, Address Waived – Been a friend of Gerald for years and is here to support. He knows him as a staple of the community. He is full of energy and wants to help the community. He is good for the kids.

Jessica Nocka, Address Waived – has known Mike since jr. year of high school. Always open with her, no issues. Feels he is what this community needs. A strong black male in the community and referenced the audience as many black men are in attendance.

Monique Thomas, 5808 Bauman Plz, Omaha, NE – Gerald is a great advocate for the community. It is good to see a black man so supportive of the community. There is always two sides to the story. Please look at both sides. He is a good person. He is an advocate for the community in which he displays leadership and is an upfront candidate for his position. He expresses his concern for the community and displays great parental and friendship skills.

Anthony Scott, Address Waived – Gerald is like an older brother to him. This position is perfect for him. He has some knowledge about prior incidents. He knows firsthand that a lot of stuff said is not true. Felt he needed to speak up.

Jacqueline Dumas, 4331 Fort St, Omaha, NE – Has known Gerald a long time. Professionally and personally. He provides for the community. He has been able to provide assistance with community efforts. Feels that they would not have the capacity that is needed if not for Gerald. He is her kids track coach. Please consider keeping him.

Gena Amatulli Smith, 4308 N 162nd Ave, Omaha, NE – Has known Gerald for over 20 years from a personal and professional standpoint. He is a mentor to her 5 children, helped them stay off the street. He is an amazing father. He is a good role model, something that is needed in the community. Community needs him and his large heart. He has helped many families.

John Fox – 5543 Walnut Street, Omaha, NE - Mr. Fox Serves on several boards. In his interactions with Gerald has always been professional. Has worked with him on several occasions. He helps with diversity and has a passion for his community and what he does.

Tonya Ward, Council District 5 – Personal privilege – does not feel this meeting should be justified. Feels this is a witch hunt and should not happen.

Brady – was late as had just received a text message from the Tax papers support group in favor of Gerald.

Mr. Kuhn – thanks everyone for attending wither in support or opposition. He would like too personally thank everyone for attending. He has never, ever sexually harassed anyone in his personal or professional life. Make this part of the record. He has never made unwarranted advances in the workplace. Allegations against him are totally false. No investigation involved him. His name was never mentioned in the investigation. When the City decided to settle, he had no input. Wants to know why he has not been charged. He feels he is the one on trial. Every great leader must navigate adversity. You are all elected officials who are to look at all parts of the situation. If there has been concern from staff, it is due to lack of information. He has not had the opportunity to speak with him. Staff would like the opportunity to speak with him and ask questions. He wants us to take a step back. Stakeholders agree that he is the best person. He has not had the opportunity to defend

himself. The vote without full information is unjust. He is asking for your support. We are advocating for the most vulnerable in the community. He is willing to go to bat for the community. He can move this forward. He humbly asks that the vote for support is appreciated. He asks that the current Chair recuse herself from the vote as she wanted the position. (At this time, he was cut off by the Chair)

- II. Closed Session – for the protection of public interest and the prevention of needless injury. First: Miller. Second: Otis, Nay: Brock, Brady, Ward (3) – Yeah: Miller, Givens, Hoeger, Otis, Hall (5), Abstain: Hahn, Johnson, Shelton (3) – Motion fails.
- III. Ms. Hahn: Feels we should have an employment attorney present. Hahn asked that we have a **Motion** to have a meeting when the correct representative (legal) in attendance. **Revised. Motion** to adjourn the meeting until Thursday, April 18 when a labor employment attorney is present. Second – Brady, Further discussion – Ward: no response to happen. We don't need another meeting. Leave the man alone. Who are we to judge. We need to help the children. Brock – Doesn't feel we need to continue this discussion. **Motion** is moved to revised to adjourn the meeting and move on. Ward – Second. No more commentary. Amendment to **Motion** – to amendment to consider the settlement of the Interim CEO and take no further action and to adjourn the meeting. Hahn First, Ward second. Discussion: Keep the interim in place and start the executive search. Hoeger – would have issues based on what we are discussing. He would like to make discussions open. Brady – thinks we are ahead of ourselves and feels that the discussion is being shortened too early. He has received several concerns from constituents and wants us to take both sides seriously.
- IV. Everyone withdraws from motion Brady –
- V. Hahn **motion** to withdraw both her motions.
- VI. Ms Ward **Motion** we adjourn this meeting and that this discussion is over. No second.
- VII. Hahn **Motion** to adjourn the meeting and continue with the permanent CEO search. Leaving Mr. Kuhn as interim CEO. First: Ms. Ward, Second: Shelton. Discussion – does this mean Mr. Kuhn will be back to work? Hoeger feels that discussions that are not presented during this meeting still need to be discussed. Givens feels that we should have a closed session to share the opinions of all. Ward – we are a failure, and we can't even end a meeting. This is unfounded. Wants to end this meeting, and during the next meeting this should not be a topic. Johnson – new to board and has seen no evidence that this man has done anything wrong. The city should share the evidence with this council. He cares. Does not understand why we are here for this meeting and wants things to be fair. This meeting was to decide to have a closed Session: 6 yes and 5 no Motion carried.
- VIII. Discussion and possible motion regarding status of Interim CEO position.
- IX. Adjournment – meeting adjourned at 6:10 p.m.

Upcoming Meeting – April 18, 2024, at 6 p.m. – Learning Community Center of North Omaha, 1612 North 24th Street, Omaha, NE 68110

***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:

- LC Coordinating Council April 18, 2024, 6:00 p.m.
Learning Community Center of North Omaha,
1612 N. 24th Street, Omaha, NE

- Subcouncil #1 TBA

- Subcouncil #2 TBA

- Subcouncil #3 April 11, 2024, 1-2 p.m.
Westside (Instructional Coaching)
Westgate Elementary School, 7802 Hascall St, Omaha, NE 68124

- Subcouncil #4 To be rescheduled - April 3, 2024, 6 p.m.
Millard Instructional Coaching
Via Zoom, Meeting ID: 884 1137 8808, Passcode: 714009

- Subcouncil #5 TBA

- Subcouncil #6 To be rescheduled - April 3, 2024, 6 p.m.
Millard Instructional Coaching
Via Zoom, Meeting ID: 884 1137 8808, Passcode: 714009

HANDOUTS TO ACCOMPANY THIS AGENDA ARE AS FOLLO

None at this time

LEARNING COMMUNITY OF DOUGLAS SARPY COUNTIES

Treasurer's Report

Mar 31, 2024

Check#	Date	Name	Invoice/CM #	Line Description	Debit Amount	Credit Amount	Payment Status
6519	3/1/24	Accident Fund	1001239112	AF Worker's Comp Premium renewal Accident Fund	1,198.25		1,198.25 Paid In Full
6510	3/1/24	All Copy Products	AR4288085	Monthly Maintenance for Admin Area Monthly Maintenance for Parent University All Copy Products	72.84 78.81		151.65 Paid In Full
6547	3/13/24	Avalon Document Services Holdings, OJAN240006-1		Scan - Heavy Stop Documents Avalon Document Services Holdings, LLC	2,196.40		2,196.40 Paid In Full
6546	3/13/24	Avalon Document Services Holdings, OMAR240002		Scan - Heavy Stop Documents Avalon Document Services Holdings, LLC	2,192.90		2,192.90 Paid In Full
6504	2/20/24	Blue Cross Blue Shield of Nebraska	3780653	March Health & Dental (Admin) March Health & Dental (PU Staff) March Health & Dental (ELC Dir) Blue Cross Blue Shield of Nebraska	4,115.29 12,932.43 2,468.98		19,516.70 Paid In Full
6526	3/5/24	Brenda S Saxe	01302024	December 11, 2024-Coaching January 4, 2024-Intro to EF-Navigators January 11, 2024-Focus and Self-Control-Navigators _ January 16, 2024-Intro to EF-Parents _ January 18, 2024-Perspective Taking - Navigators - January 23, 2024-Focus and Self Control-Parents _ January 30, 2024-Perspective Taking-Parents _ Brenda S Saxe	60.00 120.00 120.00 120.00 120.00 - 120.00 120.00		780.00 Paid In Full
6516	3/4/24	Buffett Early Childhood Institute	LCYR3-022024Supes	February 2024 Monthly Program Payment <i>Year 3 25% of residual</i> Buffett Early Childhood Institute	135,739.60 <i>-14,939.07</i>		120,800.53 Paid In Full
3817	3/4/24	Buffett Early Childhood Institute	LCYR3-02204Eval	February 2024 Supt Plan Eval Buffett Early Childhood Institute	8,410.03		8,410.03 Paid In Full
6541	2/5/24	CINTAS CORPORATION #2	5196286276	AED CHECKED GAUZE, DISINFECTANT AND BANDAGES SERVICE CHARGE CINTAS CORPORATION #2	36.81 66.85 21.95		125.61 Paid In Full
	3/12/24	City of Omaha	242903	DEBRA PARIS February 2024 PAYROLL/BENEFITS	3,143.67		

LEARNING COMMUNITY OF DOUGLAS SARPY COUNTIES

Treasurer's Report

Mar 31, 2024

Check#	Date	Name	Invoice/CM #	Line Description	Debit Amount	Credit Amount	Payment Status
6530				City of Omaha		3,143.67	Paid In Full
	2/24/24	City of Omaha False Alarm Reduction	1235001	False Alarm - 2/10/2024	100.00		
6520				City of Omaha False Alarm Reduction Pro		100.00	Paid In Full
	2/29/24	Completely KIDS	20240229-LC	February Contract billing for Field Club Elementary	3,068.00		
6523				Completely KIDS		3,068.00	Paid In Full
	3/17/24	Control Yours	6733	Control Yours Plus Membership Subscription for LCC	192.50		
6533				Control Yours		192.50	Paid In Full
	2/29/24	Culligan of Omaha	1109250	EQUIPMENT - COOLER (LCCNO Class rooms 28B)For Serv. from 3/01 to 3/31	14.00		
	2/29/24	Culligan of Omaha	1109385	Equipment - POU With Filter (LCCNO Class rooms 28B)For Serv. from 3/01 to 3/31	65.00		
	2/29/24	Culligan of Omaha	1109385	EQUIPMENT -COOLER (Admin 28A) For Serv. from 3/01 to 3/31	7.00		
	2/29/24	Culligan of Omaha	1109385	Equipment - POU With Filter (Admin 28A) For Serv, from 3/01 to 3/31	65.00		
6512				Culligan of Omaha		151.00	Paid In Full
	2/26/24	The Daily Record	160816	Notice of vacancy - achievement SC4 02262024	72.00		
6528				The Daily Record		72.00	Paid In Full
	3/15/24	The Daily Record	161464	Notice of mtg - Achievement SC1 - 3/18/24	22.00		
	3/15/24	The Daily Record	161465	Notice of mtg - Achievement SC4 - 3/18/24	22.67		
	3/15/24	The Daily Record	161466	Notice of mtg - Achievement SC6 - 3/20/24	23.33		
	3/15/24	The Daily Record	161467	Notice of Mtg-Coordinating Council- 3/21/24	23.33		
6532				The Daily Record		91.33	Paid In Full
	2/28/24	Eide Bailly LLP	EI01630727	Preparation of IRS Form 1099s for the year ended December 31, 2023	250.00		
				Work related to District Initiative calculation for 2024-2025	2,750.00		
				Preparation of financial statement grouping schedule for auditors	450.00		
				Preparation of Annual Financial Report for submission to NE Department of Education	2,500.00		
				Work related to financial forecasts for various operating scenarios	4,000.00		
6508				Eide Bailly LLP		9,950.00	Paid In Full

LEARNING COMMUNITY OF DOUGLAS SARPY COUNTIES

Treasurer's Report

Mar 31, 2024

Check#	Date	Name	Invoice/CM #	Line Description	Debit Amount	Credit Amount	Payment Status
1529	3/3/24	El Mero Mero Inc	1873	March 2024 Lease Payment El Mero Mero Inc	5,606.00	5,606.00	Paid In Full
6525	3/11/24	EMSPACE, INC	91119	Account Service & Consulting Media Outreach & Management Website Updates Social Media Management Professional Photography Misc. Communications Support EMSPACE, INC	2,681.25 3,995.00 783.75 3,243.75 1,196.25 453.75	12,353.75	Paid In Full
6548	3/25/24	FNIC Advisors	204079	*Renewal - Cyber Liability	7,387.00		
				Policy Fee - Cyber Liability	736.61		
	3/25/24	FNIC Advisors	204079	*Renewal - Professional Liability Policy Fee - Professional Liability	35,004.69 495.00		43,623.30
				FNIC Advisors			Paid In Full
999898	2/9/24	Freedomtainment, LLC	50236	2024 Omaha Freedom Festival booth & parade June 15, 2024 Freedomtainment, LLC	3,500.00	3,500.00	Paid In Full
1528	2/12/24	HELP Foundation of Omaha	2302 March 2024	March 2024 Rent and utilities HELP Foundation of Omaha	13,287.73	13,287.73	Paid In Full
6503	2/17/24	HiTouch	6000277091	BINDER CLIP MICRO BLACK NXT 4-PORT 2.0 TRAVEL HUB WHT RED LTR CLASSIFICATION FLDR <i>NXT 4-PORT 2.0 TRAVEL HUB WHT</i> HiTouch	10.59 21.78 89.34 <i>-21.78</i>	99.93	Paid In Full
6505	2/23/24	HiTouch	6000283571	POST-IT DRY ERASE ACC TRAY PERK 8.5 IN PAPER PLATE 125PK COMPOSTABLE HOT CUP 12OZ 50PK COMPOSTHOTCUPLID 10TO16OZ 50PK DISN WIPE FRSH&LEMON 35/PK 3PK 3M MOUNTING CLAW 15LB HiTouch	12.16 17.09 8.39 7.29 6.71 21.78	73.42	Paid In Full
6517	3/5/24	HiTouch	6000564506	BT HEADSET WITH DONGLE HiTouch	63.23	63.23	Paid In Full
6506	2/25/24	HiTouch	6000290204	BOOKEND,NONSKID,9 H,BK HiTouch	8.17	8.17	Paid In Full
	2/28/24	HiTouch	6000534083	BROTHER BLK WHT DESK PRINTERS LOGI WAVE WLESS KEYBRD/MOUSE	599.97 70.35		

LEARNING COMMUNITY OF DOUGLAS SARPY COUNTIES

Treasurer's Report

Mar 31, 2024

Check#	Date	Name	Invoice/CM #	Line Description	Debit Amount	Credit Amount	Payment Status
6515	3/1/24	HiTouch	6000543137	PRO HD WEBCAM	69.99		
				DRY ERASE CHISEL ASST 8PK	8.59		
				BROTHER OWM TONER 2 PK	144.99		
				RY24 STPLS DEK CLNDR 8X11 BLK	24.79		
				KCUPS FOLGERS	56.03		
				DRY ERASE CHISEL ASST 8PK	17.18		
				KCUP GM WLD MTNBLUBERRY	16.68		
				HiTouch			1,008.57 Paid In Full
6521	3/7/24	HiTouch	6000567820	STPLS STAN VIEW BNDR .5IN WHT	31.98		
				RY24 STPLS LTR PLN 8X11 D BLK	20.69		
				READY INDEX TOC STAB COLOR 6PK	30.48		
				MECH PENCIL 0.5MM 12PK	6.89		
				HiTouch			90.04 Paid In Full
6529	3/12/24	HiTouch	6000574363	STD VIEW BINDR 1 IN WT 12PK	136.36		
				INDX DIVIDR 1-10TAB CLRDRY24 STPLS DSK CLNDR 8X11 BLK	58.59		
				RY24 STPLS DSK CLNDR 8X11 BLK	24.79		
				HiTouch			219.74 Paid In Full
6534	3/15/24	HiTouch	6000579877	HM PREM MP 20/97 REAM 1/2CS	44.29		
				FOLDER HANG 1IN BOTTOM 8.5X11	36.15		
				FOLDER HGING STRAIGHT LTR GN	14.65		
				KCUP CINNABON 24CT	16.68		
				KCUP GM WLD MTNBLUBERRY FT 24CT	16.68		
				MULTI-ANGLE LAPTOP STAND	40.39		
				LOGITECH WIRELESS MK320	35.81		
				HiTouch			204.65 Paid In Full
6542	3/11/24	HyVee Accounts Receivable	4870030942	Food & Gas Purchases PU Parent/Child Classes	758.57		
				HyVee Accounts Receivable			758.57 Paid In Full
6524	3/1/24	InfiNet Solutions, Inc.	67553ISI	Monthly Managed Services March 2024	2,570.75		
				InfiNet Solutions, Inc.			2,570.75 Paid In Full
6522	3/8/24	InfiNet Solutions, Inc.	67659ISI	ThinkPad E14 Gen 5 Intel (14_)	920.00		
	3/8/24	InfiNet Solutions, Inc.	67661ISI	Asus 23.8" Full HD LED LCD Monitor	350.00		
				Plugable USB 3.0 Universal Laptop Docking Station for Window	110.00		
		InfiNet Solutions, Inc.					1,380.00 Paid In Full
6535	3/15/24	Jensen Rogert Associates, Inc.	2024-04	April 2024 Installment	2,541.67		
				Jensen Rogert Associates, Inc.			2,541.67 Paid In Full

LEARNING COMMUNITY OF DOUGLAS SARPY COUNTIES

Treasurer's Report

Mar 31, 2024

Check#	Date	Name	Invoice/CM #	Line Description	Debit Amount	Credit Amount	Payment Status
6540	3/10/24	Koley Jessen PC LLO	488964	General: Professional Services Koley Jessen PC LLO	820.50	820.50	Paid In Full
	3/10/24	Koley Jessen PC LLO	487130	South Omaha ELC: Professional Services	215.00		
	3/10/24	Koley Jessen PC LLO	488965	Elementary Learning Center Contracts: Professional Services	649.00		
	3/10/24	Koley Jessen PC LLO	488966	Personnel Matters: Professional Services	207.50		
6544	3/10/24	Koley Jessen PC LLO	488967	Professional Services: Monthly Community Council Meetings Koley Jessen PC LLO	1,755.00	2,826.50	Paid In Full
	2/28/24	Konica Minolta Premier Finance	82092034	Admin Copier Lease Parent University Copier Lease Konica Minolta Premier Finance	194.47 200.34	394.81	Paid In Full
6539	3/2/24	Lion's Gate Security Solutions	LCFEB2024	Security Service Feb 1, 5, 7, 8, 10, 12, 13, 15, 20, 21, 26, 27, 28, 29 Lion's Gate Security Solutions	1,062.00	1,062.00	Paid In Full
6545	2/22/24	Lovely Taylor	0892	Circle of Security Parenting class facilitation 3/18/24 Lovely Taylor	3,000.00	3,000.00	Paid In Full
1530	3/21/24	Lund Company	1612 April 2024	April Lease - Operating Expense (4/2024) Lund Company	53,231.78	53,231.78	Paid In Full
6507	2/21/24	Occupational Health Centers of NE	257469304	Employment testing- Hser, Paw Tha Occupational Health Centers of NE	71.00	71.00	Paid In Full
6509	2/29/24	One World Community Health Center: INV484		January 2024 Expenses South Omaha One World Community Health Centers, Inc	176,596.00	176,596.00	Paid In Full
6536	3/13/24	OMAHA PUBLIC SCHOOLS	BECI021	Dec 23-Jan 24 BECI	67,488.89		
	3/13/24	OMAHA PUBLIC SCHOOLS	Dec1 - Jan31 2024ELC	23/24 Early Childhood	40,414.57		
				23/24 Instructional Coaches #1	11,620.83		
				23/24 Instructional Coaches #3	12,307.01		
				OMAHA PUBLIC SCHOOLS		131,831.30	Paid In Full
6527	3/8/24	Peopleready	28576828	PU Childcare Workers 2/26-3/3/2024 AM Shift	440.96		
	3/8/24	Peopleready	28576909	PU Childcare Workers 2/19-2/25/2024 AM Shift	110.24		
				Peopleready		551.20	Paid In Full
6527	3/12/24	Peopleready	28579591	PU Childcare Workers 3/4-3/6/2024 AM Shift Peopleready	330.72	330.72	Paid In Full

LEARNING COMMUNITY OF DOUGLAS SARPY COUNTIES

Treasurer's Report

Mar 31, 2024

Check#	Date	Name	Invoice/CM #	Line Description	Debit Amount	Credit Amount	Payment Status
	3/1/24	Regal Printing CO	98601	LaToya I. Murray Business Card, 3.5 x 2 White Smooth Cougar Cover 100#, 4 color process on 2 sides	73.78		
6511				Regal Printing CO		73.78	Paid In Full
6543	3/6/24	Travelers CL Remittance Center	4747K7182-030624	Cyber Security Liability Travelers CL Remittance Center	1,548.00		1,548.00 Paid In Full
3818	3/18/24	UNMC	1840001690	Mar 2024 Monthly ELC Eval Prog UNMC	37,338.92		37,338.92 Paid In Full
6531	3/1/24	X-eqt	IN0005159	PU Application Development PU Project Management X-eqt	542.50 193.75		736.25 Paid In Full
03122024EFT	3/13/24	Colonial Life		Monthly Short-Term Disability Insurance Premium Pymt	1,642.43	1,642.43	Paid In Full
					671,585.28	671,585.28	

LEARNING COMMUNITY OF DOUGLAS SARPY COUNTIES

Credit Card Report

Mar 31, 2024

Date	Reference	Trans Description	Debit Amt	Credit Amt	Balance
3/1/24		Beginning Balance			-15,679.44
3/1/24	CC032024_L01	Quadient CXM USA, Inc		65.00	
3/1/24	CC032024_L02	Quadient CXM USA, Inc		101.50	
3/1/24	CC032024_N04	Sam's Club		74.36	
3/1/24	CC032024_N05	Amazon.com		99.89	
3/3/24	CC032024_L03	Sage Software		362.00	
3/3/24	CC032024_L04	ICAN, Inc.		3,999.00	
3/3/24	CC032024_K01	Kona Ice of West Omaha		202.57	
3/3/24	CC032024_K02	Mama's Pizza		70.09	
3/3/24	CC032024_K03	Jason's Deli		56.98	
3/3/24	CC032024_K04	The Jaipur Restaurant		102.37	
3/4/24	CC032024_N02	Amazon.com	8.99		
3/5/24	CC032024_N01	Amazon.com	4.99		
3/5/24	CC032024_N06	Sam's Club		57.26	
3/5/24	CC032024_N07	Domino's Pizza		136.00	
3/5/24	CC032024_N08	Amazon.com		102.71	
3/13/24	CC032024_K05	Institute for Educational Lead		3,600.00	
3/14/24	CC032024_K07	Southwest Airlines		15.00	
3/14/24	CC032024_K08	Southwest Airlines		15.00	
3/14/24	CC032024_K09	Southwest Airlines		458.96	
3/14/24	CC032024_N09	Office Depot, Inc.		150.33	
3/15/24	CC032024_K06	My Choice Software LLC		149.99	
3/16/24	CC032024_L05	HR Minded Consulting Services		665.00	
3/17/24	CC032024_L06	Zoom Video Communication, Inc.		219.90	
3/18/24	CC032024_M01	Institute for Educational Lead		600.00	
3/18/24	CC032024_M02	Hotel.com		4,943.88	
3/18/24	CC032024_M03	UNL-CCFL		100.00	
3/18/24	CC032024_M04	Southwest Airlines		2,144.80	
3/18/24	CC032024_M05	Southwest Airlines		208.98	
3/18/24	CC032024_N10	Office Depot, Inc.		2,275.00	
3/18/24	CC032024_N11	Amazon.com		104.94	
3/18/24	CC032024_N12	Aldi's		24.41	
3/18/24	CC032024_N13	Domino's Pizza		130.28	
3/18/24	CC032024_N14	Amoco /NP Mart		84.21	
3/19/24	CC032024_K10	Thrive Black Limo		231.00	
3/19/24	CC032024_N15	Office Depot, Inc.		10.39	
3/20/24	CC032024_N16	Target		58.99	
3/21/24	CC032024_N03	Office Depot, Inc.	39.99		

LEARNING COMMUNITY OF DOUGLAS SARPY COUNTIES

Credit Card Report

Mar 31, 2024

Date	Reference	Trans Description	Debit Amt	Credit Amt	Balance
3/22/24	CC032024_N17	Target		69.39	
3/22/24	CC032024_N18	Amazon.com		14.01	
3/25/24	CC032024_L07	T-Mobile		617.80	
3/25/24	CC032024_L08	Stamps.com		19.99	
3/25/24	CC032024_N19	Amazon.com		282.04	
3/25/24	CC032024_N20	Amazon.com		91.43	
3/25/24	CC032024_N21	Picklemans Gourmet Cafe #17		181.79	
3/25/24	CC032024_N24	Domino's Pizza		143.08	
3/26/24	CC032024_K11	Spezia		84.22	
3/26/24	CC032024_N22	HyVee Accounts Receivable		218.87	
3/26/24	CC032024_N23	Amazon.com		5.70	
3/26/24	CC032024_N25	Amazon.com		25.41	
3/26/24	CC032024_N27	Jimmy John's		65.79	
3/27/24	CC032024_L09	Nebraska Association of School		180.00	
3/27/24	CC032024_L10	1&1 Ionos		10.19	
3/27/24	CC032024_N26	Amazon.com		61.84	
3/27/24	CC032024_N28	VIC's Corn Popper		61.75	
3/27/24	CC032024_N29	Amazon.com		73.56	
3/27/24	CC032024_N30	Amazon.com		39.97	
3/27/24	CC032024_N31	Office Depot, Inc.		134.97	
3/27/24	CC032024_N32	Domino's Pizza		93.75	
3/28/24	CC032024_N36	Domino's Pizza		86.04	
3/29/24	CC032024_N33	Amazon.com		13.62	
3/29/24	CC032024_N34	Sam's Club		338.48	
3/29/24	CC032024_N35	Amazon.com		134.05	
3/31/24	CC032024_B01	Security National Bank		25.00	
3/31/24	CC032024_B02	Security National Bank		437.62	
		Current Period Change	53.97	25,131.15	-25,077.18
3/31/24		Ending Balance			-40,756.62

Account moving FROM

Projection Using Budget Figures

	AJE (amount to remove)		Adj/Pay Period (24 total)	Adjusted Balance
22510.105.01.00	57,601.01	Cr	2,400.04	84,711.55
22510.110.01.00	107,797.16	Cr	4,491.55	158,533.03
22510.140.01.00	17,065.72	Cr	711.07	25,097.89
22510.210.01.00	13,958.49	Cr	581.60	20,528.20
22510.220.01.00	4,961.95	Cr	206.75	7,297.34
22510.230.01.00	32,380.00	Cr	1,349.17	47,620.00
22510.260.01.00	809.50	Cr	33.73	1,190.50
22510.290.01.00	2,428.50	Cr	101.19	3,571.50
Totals	\$ 237,002.33		\$ 9,875.10	\$ 348,550.00

Executive Budget from Gen Fund	Leaving ADMIN	Staying in ADMIN
142,312.56	57,601.01	84,711.55
266,330.19	107,797.16	158,533.03
42,163.61	17,065.72	25,097.89
34,486.69	13,958.49	20,528.20
12,259.28	4,961.95	7,297.34
80,000.00	32,380.00	47,620.00
2,000.00	809.50	1,190.50
6,000.00	2,428.50	3,571.50
\$ 585,552.33	\$ 237,002.33	\$ 348,550.00

Account moving TO

Projection Using Budget Figures

	AJE (amount moving IN)		Adj/Pay Period (24 total)	Adjusted Balance
21100.105.06.00	57,601.01	Dr	2,400.04	
21100.110.06.00	107,797.16	Dr	4,491.55	
21100.140.06.01	17,065.72	Dr	711.07	
21100.210.06.00	13,958.49	Dr	581.60	
21100.220.01.01	4,961.95	Dr	206.75	
21100.230.06.00	32,380.00	Dr	1,349.17	
21100.260.06.00	809.50	Dr	33.73	
21100.290.06.00	2,428.50	Dr	101.19	
Totals	\$ 237,002.33		\$ 9,875.10	

Gen Fund - Admin Budget	
\$	707,002.33

2023-24 Gen Fund (PP Budget)	498,200
Budgeted LCCC	(28,200)
Actual Budget less LCCC	470,000.00
Target Amt	\$ 237,002.33

Split
40.48%

This is our Executive Admin split to ELC

LEARNING COMMUNITY CENTER OF SOUTH OMAHA

3/13/24-4/10/24

Highlights

- Welcomed student intern from UNO's Education Department for the semester.
- Emspace organized a professional photo shoot at our location and during a home visit.
- Continued as a Nebraska Diaper Bank and a Nebraska Growing Readers site, and we are a host site for individual therapy through the Connections program.
- The center hosted center-wide family activities during OPS's Spring break. Topics: Math fun and allowing children to take the lead.
- Center tours:
 - South High School counseling team toured the center
 - Creighton's Schlegel Center for Service and Justice faculty
 - Learning Community Coordinating Council members (2 tours, 2 each time)
- LCCSO attended OPS Parent Teacher Conferences to recruit for the program at schools in South Omaha. 143 families showed interest in the program.
- Practicum student from UNO's Education Dept continues enhancing our program.
- Met with NCFL Nebraska about a grant to enhance LCCSO program (rainsuits for child learning rooms, new camera, new whiteboard in classroom, etc.)
- Met with our evaluators to plan for upcoming evaluations (participant and staff focus groups, child testing in May)

March/April Programming

- Parent/Child Programming
 - ESL for Parents (11 cohorts, twice a week)
 - GED for Parents (2 cohorts, twice a week)
 - Parent Workshops once every two weeks included:
 - Nurturing Parenting (center staff)
 - Pyramid Model for Parents (Child Saving Institute)
 - Circle of Security Parenting in Q'anjob'al (center staff)
 - Circle of Security Parenting in Spanish (center staff)
 - Early Child Development (center staff)
 - Baby and Me (center staff)
 - Love and Logic (center staff)
 - Intro to Finance (LendingLink)
 - Workforce Development (Metro Community College)
 - Northstar Computer Basics (Metro Community College)
 - OneWorld Patient Advisory Group (OneWorld senior leaders)
 - Child Learning programming during parent classes
 - Regular programming for children age 0-5
 - Farm to School programming through The Big Garden
 - Opera Omaha provided programming for kids in the child learning classroom
 - Lil' Rosies through the Rose Theater

- Interactive Parent/Child Programming
 - Home visits are scheduled approximately every three to four weeks
 - String Sprouts violin classes on Wednesdays during the day and evening
 - Prime Time Family Reading Program on Tuesday and Thursday evenings
 - College Prep for Families on Monday evenings at the center and UNO
- Community Childcare training/coaching for South Omaha childcare providers
 - One training and one collaboration meeting over the past Month (Saturdays)

Staff Training

- LCCSO Team
 - MAP testing 101
- All Home Visitors and Family Engagement Manager
 - Home Visitor Safety Training
- Child Learning team
 - Pyramid Training
 - Some of the team attended
 - Developmental stages of Self-Control in Infants and Toddlers
 - Emotion Coaching: Helping Children
 - Managing Strong Feelings
 - Managing Challenging Behaviors
- Peer Navigator - Keys to Interactive Parenting Scale and Growing Great Kids Next Generation

Success Story

Elvia has been a participant at the center for about three months. She has struggled a lot since she arrived in Omaha, and her life has not been easy. She has two beautiful girls, but they have both been struggling with health issues. Since I have known her, I can see she is willing to do whatever it takes to support her kids. She wants to learn English to provide a better life for them, but life seems to be getting in the way. The center has helped her by providing social assistance multiple times throughout the time has been with the center. By helping her achieve their basic needs, the center makes sure that she concentrates more on her ESL and parenting classes, ultimately benefitting her kids. With the help of the social assistance navigator, we could say that Elvia is more prepared to deal with situations around her; for example, knowing where she could receive resources in the community, like doctors, dentists, and affordable clothing, which will benefit her family. Moreover, the home visits provide her with beneficial information to apply to her kids. When Elvia started at the center, she completed an evaluation that provided her with individualized suggestions to help promote responsive parenting. Now, she is working on areas of improvement; one area is engagement in language experiences, learning to read the child's cues, and having conversations with the child, which are some behaviors she is working on. This could make her daughter more successful at school and make her kids feel more secure, loved, valued, capable and ready to learn.

Story provided by Lizbeth, Educational Navigator

LEARNING COMMUNITY CENTER OF NORTH OMAHA

3/1/24 to 3/31/24

General Information

- New Hire: A new Part-Time Child Learning Specialist, who been a current participant
- Programming offered for March includes Literary classes, Mind in the Making, Circle of Security, Common Sense Parenting, Expressive Art (Group Therapy for children), Family Play Day, Family Pay Night
- On-going program for March: ESL, GED, Workforce Development, String Sprouts
- Events: Monthly Diaper Distribution, Family Movie Night
- Recruitment Events: Conestoga, Kennedy, Kellom, Lothrop, Skinner, Minne Lusa Parent Teacher Conference, Miller Park Math and Science Night, Creighton's Women Support Group
- Childcare Focus: Art/Sensory, nursery rhymes about animals, flashcards focusing on Spring, indoor and outdoor play, story time.
- Partners activities for March: Conestoga for planning of potential workshop, Financial Literacy Workshop at Lothrop, Article for Kennedy's parent on Attendance and Academic Success, Collaboration with Empowerment Network, Daughter/Dad dance planning with Heart Ministry, Support Creighton's Community Connections, Internship opportunities for UNO, collaboration with Project Harmony, participation in Cradle to Career, partner with OPS refugee taskforce, start partnership with NECC Early Head Start, continue to support Omaha Better Birth, OPS, Refugee Empowerment and Lydia House referrals

Staff Training

- Educational Navigators – Improve Home Visitation Training with Dr Kerry Miller
- Everyone – Continuation of Mind in the Making
- Management – NCFL Coaching

Success Stories

ESL classes continue to demonstrate remarkable progress among participants, with significant increases observed in both Reading and Speaking scores. Some individuals have shown improvements of 10 points or more in each area compared to the previous month's assessments, which instructors have described as extraordinary.

Parent University remains committed to providing parents with ample opportunities to engage in activities that support their children's development. Our recent Play Day and Night events have been particularly successful, with the March session led by a Childcare intern focusing on movement, shape, and crafts. Feedback from participating families has been overwhelmingly positive, with many expressing appreciation for the chance to actively engage with their children during these sessions.



Buffett
Early Childhood
Institute
at the University of Nebraska

Superintendents' Early Childhood Plan: Progress Walk

Amy Schmidtke, Ed.D.

Start early. Start well.



Progress Walk Facilitators

	District	Facilitator
1	Bellevue	Nikole Schubauer, Cara Graney
2	DC West	Dawn Marten, Jeffrey Kerns
3	Millard	Andy DeFreece
4	OPS	Donna Dobson, Melissa Prante
5	Ralston	Melissa Stolley, Brian Ferguson
6	Westside	Kelcy Tapp, Brian Stevens
7	Customized Assistance: Bennington, Elkhorn, Papillion La Vista	Kathryn Snyder



Start early. Start well.

Sharing Reach and Impact

OPS



Bellevue



Sharing Reach and Impact

DC West



Ralston



Sharing Reach and Impact

Millard



Customized Assistance Bennington, Elkhorn, Papillion La Vista



Westside





CUSTOMIZED ASSISTANCE PLANS



Bennington Public Schools

DISTRICT LEADERS
Aaron Plas
Kathryn Sindelar
Dan Bombeck

BUFFETT EARLY CHILDHOOD INSTITUTE
Tonya Jolley

2023—24 GREATEST ACCOMPLISHMENTS

Created an outline for a Bennington early childhood staff handbook, alongside staff from the Buffett Early Childhood Institute and ESU 3 using handbooks from other districts

Connected with five local area preschool programs and invited them to participate in a preschool advisory committee meeting

Connected the handbook to align with Rule 11, which provides regulations for Kindergarten programs established by school boards or ESUs and Rule 51, which sets regulations and standards for special education programs

Collaborated with the Buffett Institute to develop priorities and plan activities for the preschool advisory committee meeting

Developed content outline for the early childhood staff handbook that will be prepared, designed, and produced for fall 2024

Outline of Early Childhood Staff Handbook

- Part 1: General information
- Part 2: Staffing information
- Part 3: Emergency and health care policies
- Part 4: Family and community partnerships
- Part 5: Child growth and development
- Part 6: Evaluation and identification

Will hold the preschool advisory committee meeting in April 2024. Priorities for the meeting include:

- Develop partnerships between community-based preschool programs and the school
- Develop a shared purpose for the preschool advisory committee

GOALS

LEADERSHIP EFFECTIVENESS

- ▶ **Streamline and continue to document early childhood and early childhood special education processes and procedures**

- Create a template/structure of how to document processes and procedures
- Review early childhood staff handbooks from other districts to determine needs for Bennington early childhood staff handbook
- Design, produce, and disseminate early childhood staff handbook

FAMILY AND COMMUNITY PARTNERSHIP

- ▶ **Increase engagement and partnership with community-based child care and preschool providers**

- Identify community providers within school district boundaries (and just beyond)
- Contact providers via email (if not available by phone or mail) to introduce self and describe explanation of resources available
- Provide resources about special education services (referrals, service provision, etc.)
- Invite community-based providers to participate on preschool advisory team

NEXT STEPS FOR 2024–25

- ▶ **Expand preschool advisory committee to include all stakeholders, including families, in-home preschool providers, and community members**

- ▶ **Begin to focus on longer-term goals for preschool advisory committee, including:**

- Understanding community resources
- Understanding community needs for early childhood programming
- Discussing program needs and what supports are available
- Expanding and developing trust between community providers and school
- Providing professional development opportunities for all community and school-based providers

- ▶ **Continue to develop, refine, and implement early childhood staff handbook**

- ▶ **Expand instructional coaching in preschool program with adoption of new curriculum**

Elkhorn Public Schools

DISTRICT LEADERS
Bary Habrock
Tracie Burton
Kristi Backora Gross

BUFFETT EARLY CHILDHOOD INSTITUTE
Alyssa Anson

2023—24 GREATEST ACCOMPLISHMENTS

We were able to dive into our current social-emotional curriculum to determine if it is aligned with Teaching Strategies GOLD and the Nebraska Early Learning Guidelines.

We discovered there is not enough detailed guidance for newer teachers to engage students and offer multiple repeated practices of the skills. This will cause them to supplement the provided curriculum with their own lessons and require them to find many supporting visuals or materials on their own.

We found that the current curriculum does align with TSG objectives and the Nebraska Early Learning Guidelines. A crosswalk document was completed.

The information and findings were shared with the assistant superintendent, director of special education, and the director of instruction and learning.

We discovered the current curriculum includes parts of research-based programs, including the LEAP Preschool, Zones of Regulation, Center on Social and Emotional Foundations for Early Learning, and Nurturing Social Skills in the Inclusive Classroom. However, a majority of the instruction included in the curriculum from these programs focused on Tier Two practices and lacks instruction of Tier One practices.

The Buffett Early Childhood Institute provided professional development for 65 of Elkhorn's early childhood staff. The staff received professional development in Guided Play in Preschool and the Brain Architecture Game.

GOALS

INSTRUCTIONAL EXCELLENCE

- ▶ **Explore the district's preschool social-emotional learning curriculum to determine if the curriculum meets the instructional needs of the teachers and is aligned with Nebraska Department of Education Early Learning Guidelines and Teaching Strategies GOLD social and emotional objectives**

ACTIVITY

- ▶ **Review district-created social and emotional preschool curriculum**
- ▶ **Develop crosswalk (alignment document) of district-created social and emotional preschool curriculum with Teaching Strategies Gold (TSG) social and emotional competencies**
- ▶ **Determine how current curriculum resources provide support for children to meet TSG competencies and where additional curriculum guidance is needed**
- ▶ **Develop a document to share findings with Elkhorn administration**
- ▶ **Facilitate professional learning for early childhood district staff using the Brain Architecture Game**

NEXT STEPS FOR 2024–25

- ▶ **Determine if adopting a social-emotional curriculum is possible**
- ▶ **Create a professional development plan for the new curriculum**
- ▶ **Implement Pyramid Model in all preschool classrooms**



Papillion La Vista Community Schools

DISTRICT LEADERS
Andrew Rikli
Patti Drewes-Hynek
Shureen Seery
Tammy Voisin
Matt Hilderbrand
Jamie Boyer
Jaime Biza
Angie Wright
Sheila Brodersen
Melissa Hall

BUFFETT EARLY CHILDHOOD INSTITUTE
Amy Schmittke
Greg Welch
Kristen Cunningham
Venessa Bryant

2023—24 GREATEST ACCOMPLISHMENTS

Partnership and guidance on using the data ensured that insights were effectively translated for effective program review.

The Buffett Institute's engagement on the committee was instrumental in advancing the process and maintaining focus on its purpose, enhancing the effectiveness of the team's efforts.

The district, in collaboration with the Buffett Institute, successfully identified the key questions for the program review, laying a solid foundation for comprehensive analysis and improvement.

The district received valuable support in compiling and organizing data, significantly reducing the time and effort required for this crucial step.

GOALS

LEADERSHIP EFFECTIVENESS

- ▶ **Investigate past, present, and future early childhood program components to build a smooth birth through Grade 3 continuum and ensure that each staff member understands their role in that continuum**
- ▶ **Explore children's current preschool experience and use data to inform decision-making to improve how we serve children in early childhood in both district and community settings**

ACTIVITY

- ▶ **Collaborate as a team in early childhood program evaluation workgroup meetings**
- ▶ **Collect data to review components, funding sources, and requirements of early childhood programming in other districts**
- ▶ **Organize, analyze, and visualize data to inform decision-making and early childhood program improvement**
- ▶ **Draft program guidelines and implementation plan**

NEXT STEPS FOR 2024–25

- ▶ **Use the data to demonstrate the impact of our efforts, showcasing the effectiveness of our programs and guiding future decisions**
- ▶ **Consider the implications of the data on programming decisions, particularly regarding the perceived minimal difference between half-day and full-day programs**
- ▶ **Focus on building the internal capacity outside the early childhood education realm to better understand and support our preschool initiatives**
- ▶ **Implement a new Kindergarten curriculum in English language arts (ELA) focused on developmentally appropriate practices, with a keen interest in observing its impact on MAP scores over time**
- ▶ **Integrate the GOLD assessment into our efforts, potentially through collaboration with Sixpence data management, to further enhance our understanding and implementation of evidence-based practices**

Bellevue Public Schools

DISTRICT LEADERS

Superintendent
Jeff Rippe

District Administrator
Matthew Fenster
Cara Graney
Kimberly Rausch
Jill Swenson
Rodney Brown
Jeremy Weber

BELLEAIRE ELEMENTARY

Principal
Nikki Schubauer

Family Facilitators
Meghan Younger
Breanna McLaughlin

BUFFETT EARLY CHILDHOOD INSTITUTE TEAM:

Cris Lopez Anderson, Program Administrator
Kimberlee Telford, Specialist

2023—24 GREATEST ACCOMPLISHMENTS

District staff report an increase in the importance of engaging with families before children enroll in school.

Two consecutive years of meeting or exceeding Social Emotional, Math and Literacy objectives (TS GOLD data).

Belleaire teachers increased their understanding of the social skills program from 28% to 100%. This directly supports the school goal of decreasing office referrals by 10%.



OVERARCHING DISTRICT GOAL

In 2023–24, using evidence-based practices, explicit instruction, and intentional opportunities to practice skills, instructional leaders will increase understanding and recognition of high-yield practices for the PreK–3 population and develop a look-for document; classroom staff will foster pre-academic skills in literacy and math, and build and maintain strong interpersonal relationships of trust between families, students, and community child care providers.

LEADERSHIP EFFECTIVENESS

Goal

Improve principal understanding of high-yield instructional practices by the end of the school year. We will accomplish this goal by participating in professional development around high-yield instructional practices, leveraging a look-for document, and before/after survey regarding high-yield instructional practices. Accomplishing this goal will result in a better understanding of using high-yield instructional practices by our principals.

Activity

Knowledge of National Association of Elementary School Principals (NAESP) was increased through professional development.

IMPACT: SCHOOL AND SYSTEM

► Improved instructional practice was observed in preschool classrooms.

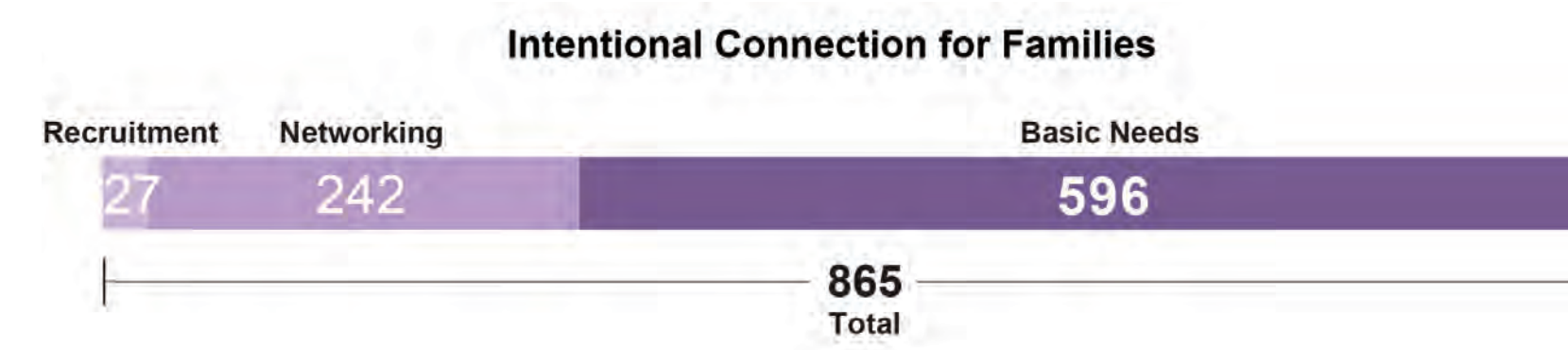
- The district early childhood administrator attends monthly principals' collaboration meetings to provide professional learning that is aligned with NAESP competencies.
- As selected by principals, Understand Child Development and Its Implications for High-Quality Instruction and Interactions birth through Grade 3 and Develop and Foster Partnerships with Families and Communities have been the focus.
- A post survey will be conducted in May to compare growth and perspective.
- All 15 elementary principals and all three elementary lead teachers attend the monthly collaborations.

► Despite not being a School as Hub, new programming began in Betz elementary as a result of an increased focus on early childhood education throughout the district.

IMPACT: FAMILY FAMILY WELL-BEING

► Creating opportunities for families to have meaningful connections with Bellevue staff and community partners is critical in being responsive to families.

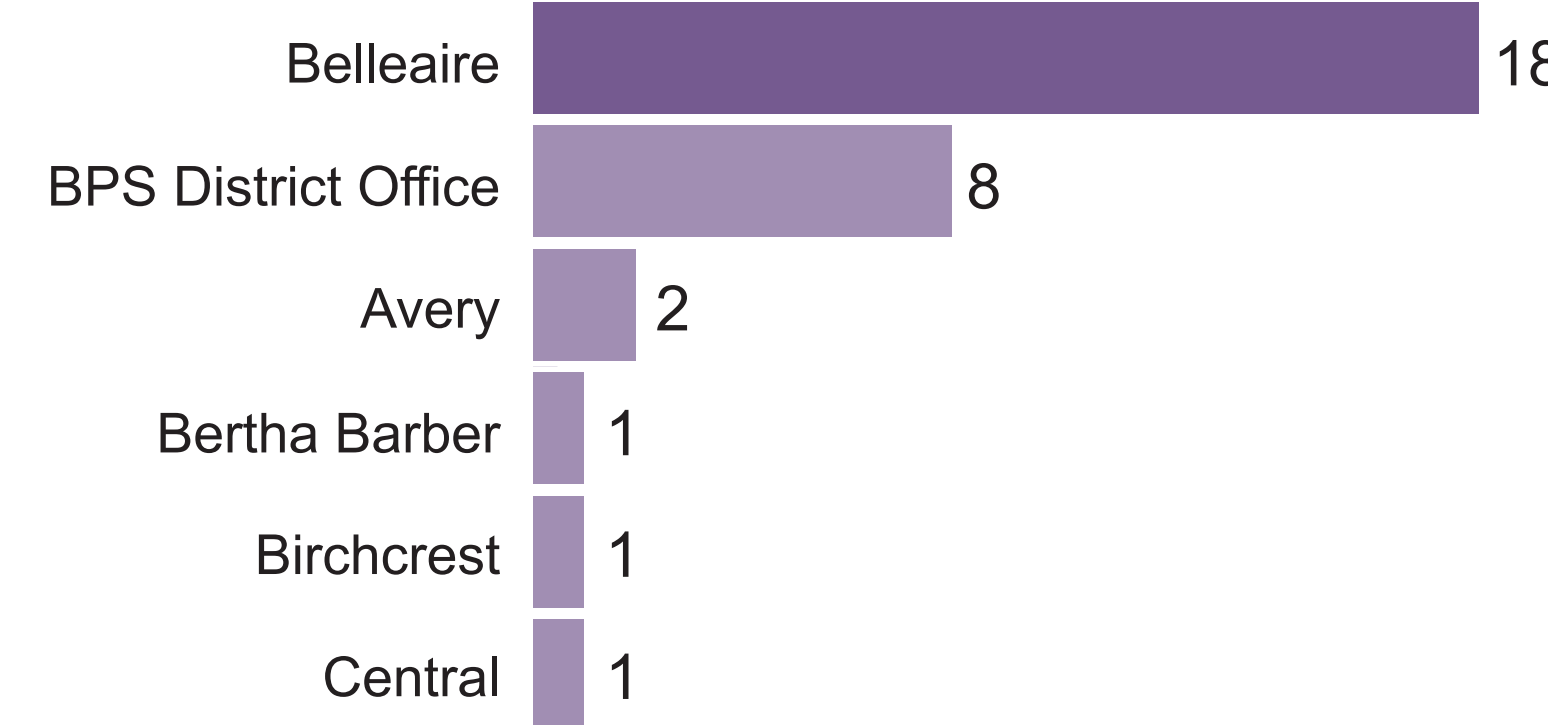
► During the 2023–24 program year, 865 direct connections have been made between families and school support and/or community services.



FAMILY-SCHOOL PARTNERSHIPS

► Bellevue has been successful in developing partnerships within the community to support its goal of being responsive to families, with Belleaire staff leading the way with 18 of the 31 total community connections.

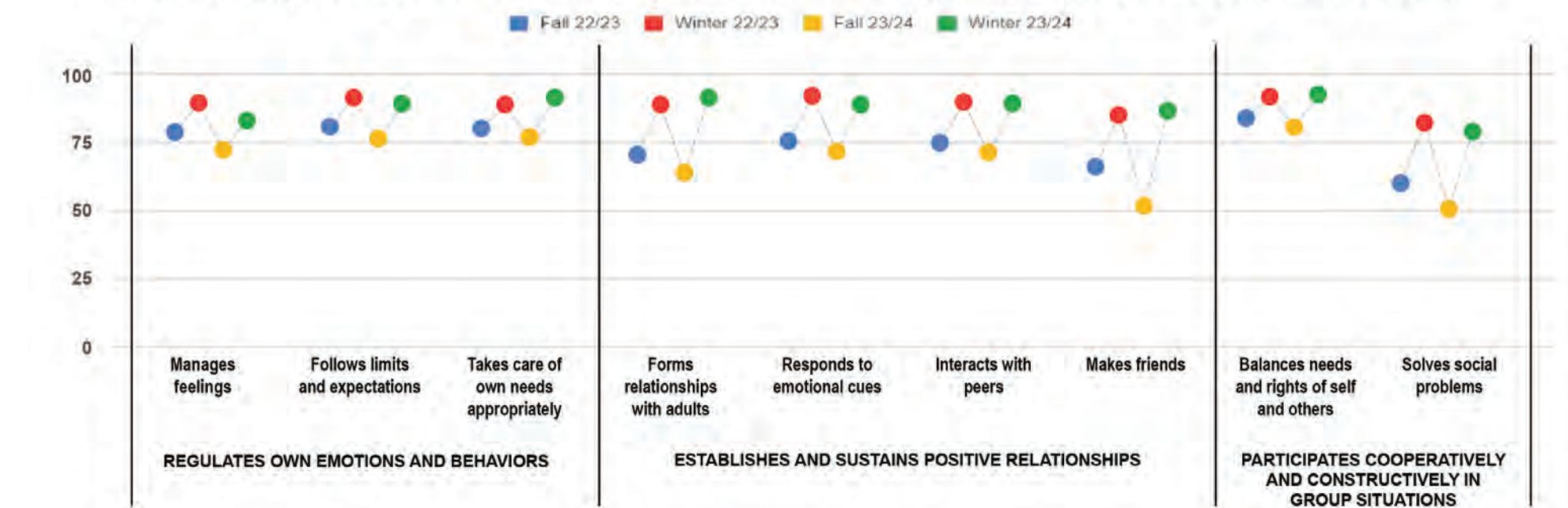
Bellevue Community Partners per Elementary School



IMPACT: CHILD CHILD WELL-BEING

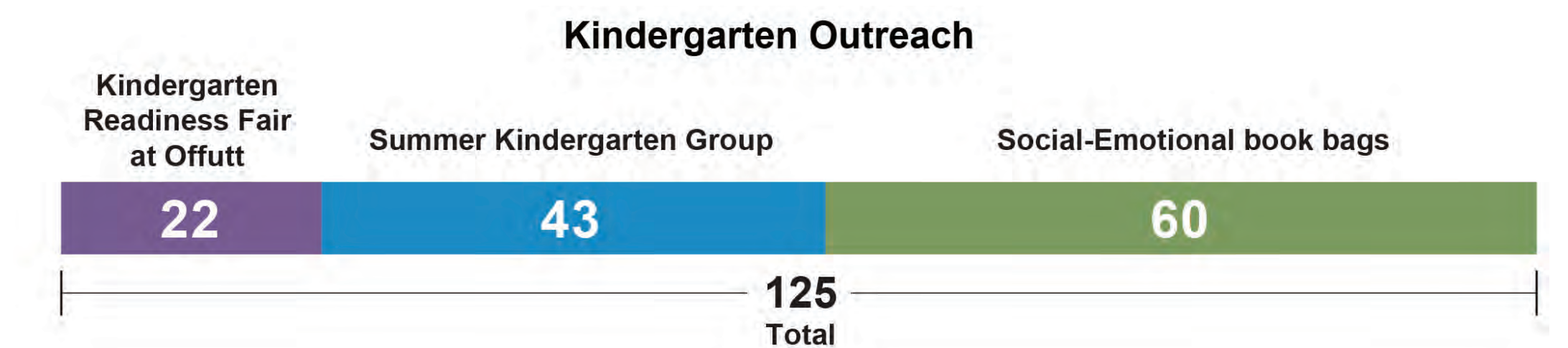
► Since the district's adoption of a social skills program, preschoolers have met or exceeded social-emotional milestones as defined by TS Gold Data. Preschool teachers have provided families with information to extend development of social skills at home.

Percentage of Students Meeting or Exceeding Expectations Social-Emotional



SCHOOL READINESS

► In preparation of supporting new Kindergarten students and their families, community outreach and activities were provided within the community and at many local schools, increasing access for all families throughout the district.



INSTRUCTIONAL EXCELLENCE

Goal

Preschool staff will foster pre-academic literacy and math development skills.

Activity

Teachers increased skills in evidence-based practices in pre-academic literacy, math development skills, and guided play through professional learning.

FAMILY & COMMUNITY PARTNERSHIP ENGAGEMENT

Goal

Staff will plan and participate in activities to build and maintain strong interpersonal relationships of trust between families, students, and community childcare providers. School staff will incorporate culturally responsive practices in classrooms and buildings.

Activity

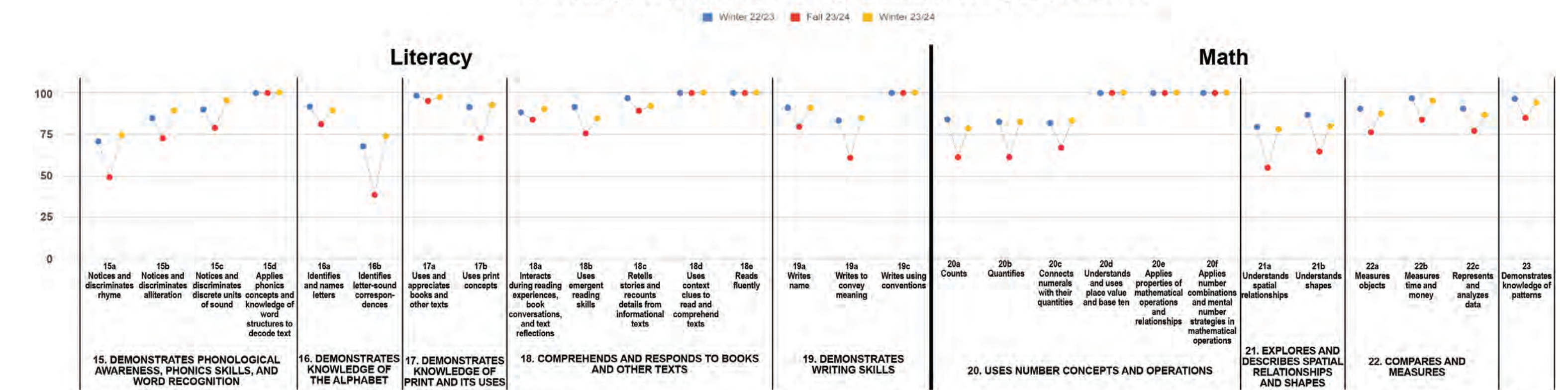
Outreach efforts were increased to expand awareness of socializations and school events.

ACHIEVEMENT

► Preschool teachers and paraprofessionals participated in literacy and math professional learning.

► Preschool students met or exceeded age literacy growth in 11 of 16 objectives and math growth in five of 12 objectives (TS GOLD data) from winter 2023 to winter 2024.

Percentage of Students Meeting or Exceeding Expectations



DC West Community Schools

DISTRICT LEADERS:
Melissa Polonic, Superintendent
Dawn Marten, Director of Learning
Nicki Pechous, Special Education Director

DC WEST ELEMENTARY:
Jeffrey Kerns, Principal
Dee Acklie, Home Visitor/Family Facilitator

Teachers:
Rachelle Shurman, Preschool
Jake Subbert, Special Education
Amy Ethen, First Grade
Crystal Peterson, Third Grade
Kelsey Nabity, Math Interventionist
Jessica Seng, Literacy Interventionist

BUFFETT EARLY CHILDHOOD INSTITUTE TEAM:
Tonya Jolley, Program Administrator
Alyssa Anson, Program Specialist

2023—24 GREATEST ACCOMPLISHMENTS

New series of parent events—the Falcon Family Café—implemented to increase communication and collaboration with families

Instructional Math Walkthrough Tool was created and implemented.

Increased family socializations and playgroups

479 participants—including families, children, and local early care and education providers—attended the summer program in Valley and Waterloo

Extended playgroups to infants and mothers

Responsive classroom morning meetings were piloted in preschool through fifth grade



OVERARCHING DISTRICT GOAL

Our goal for the Superintendents' Early Childhood Plan for 2023–24 is to enhance the Birth Through Grade 3 Approach in order to close the achievement gap while focusing on equity, continuity, and quality for all students.

Our work will focus on the following research-based pillars:

- School as Hub
- Parent and Family Support
- Professional Growth and Support

LEADERSHIP EFFECTIVENESS

Goal

District and school leaders will continue to integrate research-backed components of the Birth Through Grade 3 Approach throughout the school until the Superintendents' Early Childhood Plan is viewed as "the way we do business" at DC West Elementary School

Activity

- Executive Leadership Team development
- Preschool Para Bootcamp training
- Instructional coaching
- Peer instructional walk-throughs
- Falcon Family Cafe

INSTRUCTIONAL EXCELLENCE

Goal

School leaders and staff will gain a deeper understanding of teaching the whole child and will implement best practices that align with the Birth Through Grade 3 Approach, with a focus on enhancing mathematical instructional practices and social, emotional, and behavioral learning.

Activity

- Preschool Pyramid coaching
- CLASS training
- Weekly summer socialization events
- Instructional coaching
- Peer instructional observations
- Social, emotional, and behavioral learning (SEBL) systems of support, curriculum, and screener
- Responsive Classroom training and implementation
- One School One Book program

FAMILY & COMMUNITY PARTNERSHIP ENGAGEMENT

Goal

District and school leaders, teachers, and staff will strengthen and increase the number of family and community partnerships at DC West Community Schools.

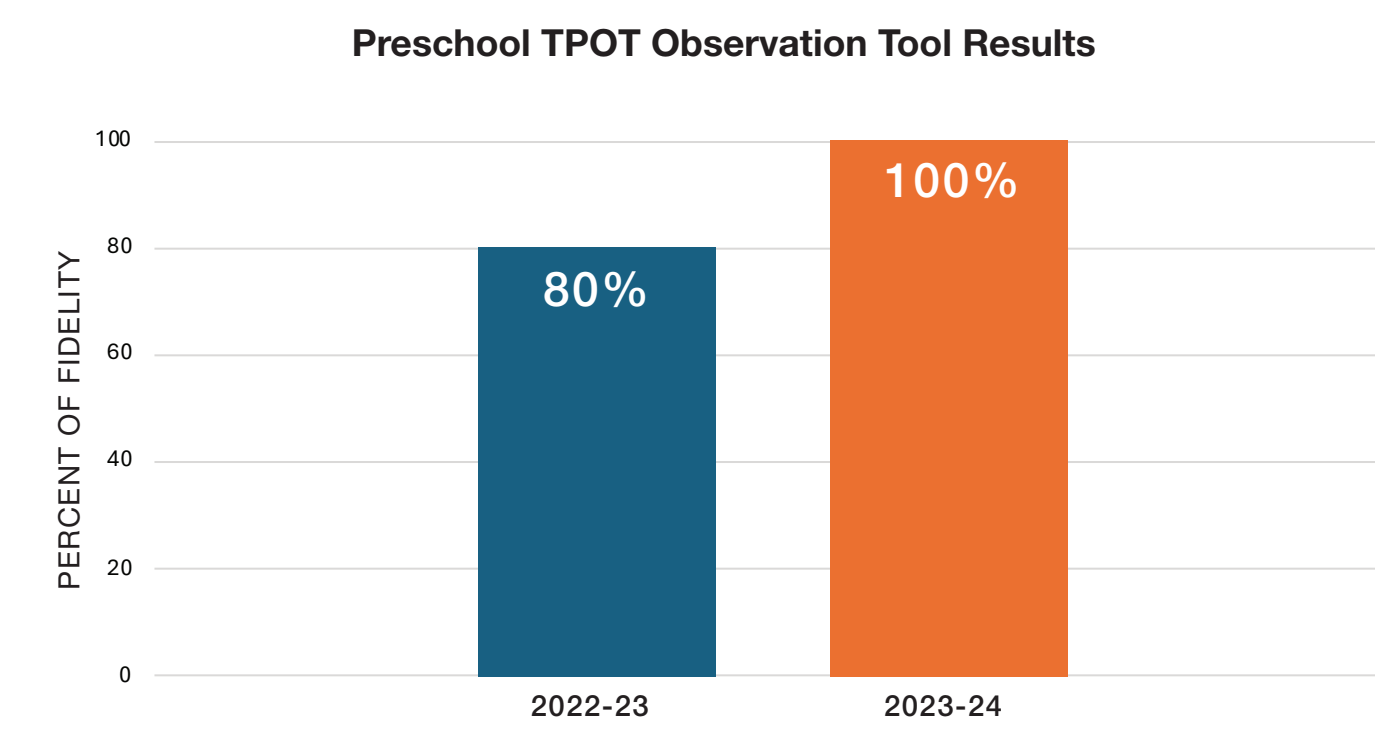
Activity

- Baby/mother play and learn groups
- Weekly preschool play groups
- Increase in personal visits
- Book checkout and literacy activities
- Infant and toddler socializations
- Summer program
- Operation School Bell

IMPACT: SCHOOL AND SYSTEM

- ▶ Improved instructional practice was observed in preschool classrooms.

The Teaching Pyramid Observation Tool (TPOT) for Preschool Classrooms measures how well teachers are implementing the Pyramid Model for Promoting Social Emotional Competence in Infants and Young Children. The fidelity of implementation of the Pyramid Model in DC West's preschool classrooms increased from 2022–23 to 2023–24.

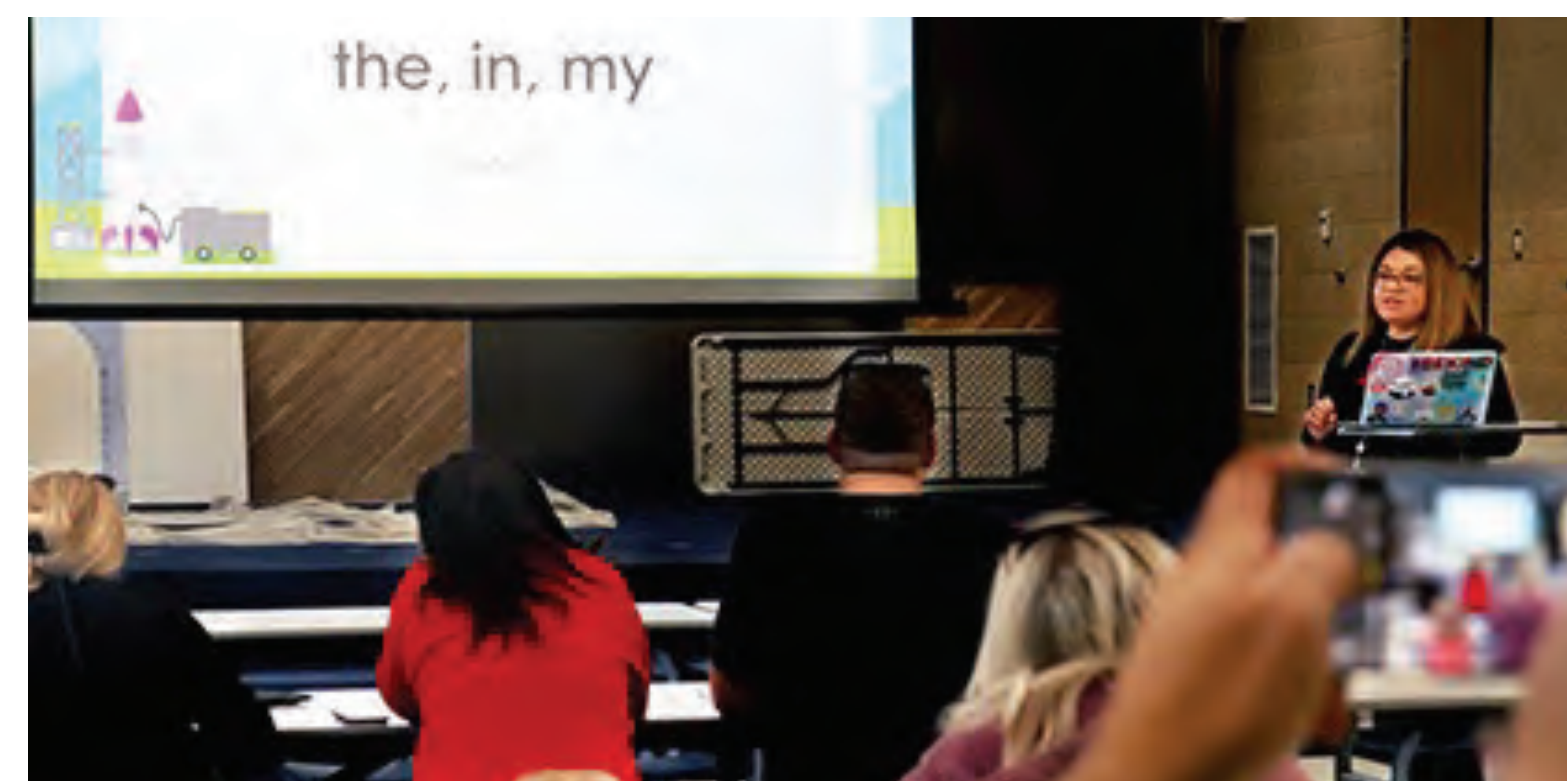


- ▶ Paraprofessionals valued monthly training on the Pyramid Model.

"It has been great to have the time to problem solve any classroom struggles together." – Jen

- ▶ 30 families participated in the new Falcon Family Café, a monthly event where staff and families come together to learn about educational topics that were identified through a family interest survey:

October: EnVisions Math Curriculum
November: Really Great Reading K–2 Phonics Curriculum
December: Responsive Classroom - Morning Meetings
January: Falcon Family Room and Family and Student Supports
February: Fal-Coins (PBIS Reward Program)



- ▶ 542 students participated in Responsive Classroom Morning Meetings, which were implemented in each preschool through fifth grade classroom in 2023–24.

IMPACT: FAMILY

FAMILY WELL-BEING

- ▶ Personal visits support family well-being by fostering stronger connections and access to community resources.

- ▶ Family enrollment in the personal visit program increased from one family in August 2023 to six in February 2024.

- ▶ Families are accessing materials to support literacy skills at home, thanks to a new early literacy program.

- 100 literacy home activities have been checked out by families of infants during personal visits, as of February 2024.
- 150 books with literacy home activities are checked out weekly by preschool students.

- ▶ Participating families value personal visits.

"Working with Dr. Dee during personal visits has given us so much reassurance about our son's development, and she has provided so many resources to help us further improve his development. Truly a wonderful program!" – Ashley G. (parent)

FAMILY-SCHOOL PARTNERSHIPS

- ▶ Five babies and their families participated in monthly infant play and learn groups. New in 2023–24, these groups include children ranging from newborns to 18 months old.



- ▶ Families value weekly preschool playgroups.

"My children and I have been a part of the Falcon Family Playgroup and associated activities for two years now. We were new to the town and district when we joined, and it immediately helped us to get acclimated and involved. Being a part of the program has...greatly helped with our transition to both Kindergarten and preschool. We feel very lucky to have such a wonderful program and leader in Dr. Dee." – Ashley F. (parent)

IMPACT: CHILD

CHILD WELL-BEING

- ▶ 13 children participated in the fall Operation School Bell event by selecting new clothing from JCPenney and new books for their home library.

SCHOOL READINESS

- ▶ New summer programming for families engages community partners and supports children's school readiness.

- ▶ 479 participants attended the summer program in Valley and Waterloo—including families, children, and local early care and education providers.

- ▶ Eight to 10 children per month participated in socialization activities facilitated by the DC West family facilitator and Valley Library staff.



ACHIEVEMENT

- ▶ Instructional support in 2023–24 focused on enhancing mathematical instructional practices. This included the development and implementation of a new instructional math walk-through tool.

- ▶ MAP scores for K–3 students exceeded projected growth. Two of the four K–3 grade levels showed substantial growth, and one remained at the top 90th percentile.

Grade (Winter 2024)	Total Number of Growth Events†	Comparison Periods					
		Fall 2023			Winter 2024		
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile
K	72	146.7	9.8	91	157.0	9.3	91
1	66	163.9	11.3	74	179.5	11.9	94
2	55	175.7	11.4	55	186.0	11.0	63
3	88	189.5	13.6	57	195.9	12.6	48



Millard Public Schools

DISTRICT LEADERS

Superintendent
John Schwartz

District Administrators

Andy DeFreece
Amanda Hunt
Cheris Kite

CODY ELEMENTARY

Jason Farwell, Principal
Dayna Burke, Admin Intern
Julie Breese, Home Visitor-
Family Facilitator

SANDOZ ELEMENTARY

Katie Holt, Principal
Nicole Jamison, Admin Intern
Helen Evans, Home Visitor

BUFFETT EARLY CHILDHOOD INSTITUTE TEAM:

Cris Lopez Anderson, Program Administrator
Ashley True, Specialist

2023–24 GREATEST ACCOMPLISHMENTS

We have been able to grow and sustain the home visiting program in seven elementary schools. All seven home visitors have a full caseload.

MPS school-family-community partnerships directly reflect a shared responsibility and reciprocal process whereby schools, community agencies, and organizations have engaged with families in meaningful and culturally appropriate ways, and families take initiative to actively support their children's development and learning.

3,848 children are benefiting from the district's intentional focus on family engagement.

We are collaborating with national leaders in family engagement.



OVERARCHING DISTRICT GOAL

We will value our changing demographics and will maximize our systems, educational/instructional programs, and family-school partnerships to ensure high levels of academic achievement and social growth for all students.

LEADERSHIP EFFECTIVENESS

Goal

Develop and expand skills around Multi-Tiered System of Support for Behavior (MTSS-B) social skill development (including Second Step) and family-community partnership practices.

Activity

- Refined district family engagement framework
- New learning from American Association of School Administrators (AASA) learning cohort and Early Childhood Advisory Committee (ECAC) input
- Preschool principal quarterly meetings
- American Association of School Administrators Family Engagement cohort participation

INSTRUCTIONAL EXCELLENCE

Goal

Develop Tier 2 Multi-Tiered System of Support for Behavior (MTSS-B) that support social skill development within our preschool programs. Maximize the use of Second Step curriculum in multiple settings and implement effective tiered strategies and supports to ensure high levels of academic achievement and social growth for all students.

Activity

- Professional learning in established systems
- High-yield strategies for social-emotional skill development
- Collaboration schedule between school psychologists and preschool professional learning community
- Alignment of MTSS-B support throughout the building

FAMILY & COMMUNITY PARTNERSHIP ENGAGEMENT

Goal

Establish respectful, interactive, and reciprocal family-school partnerships built on mutual respect for the roles and strengths each individual has to offer. Create welcoming and safe school environments to ensure high levels of academic achievement and social growth for all students, by collaborating and prioritizing family relationships.

Activity

- Development, alignment, and implementation of the Cody and Sandoz site plan with the district family engagement framework

IMPACT: SCHOOL AND SYSTEM

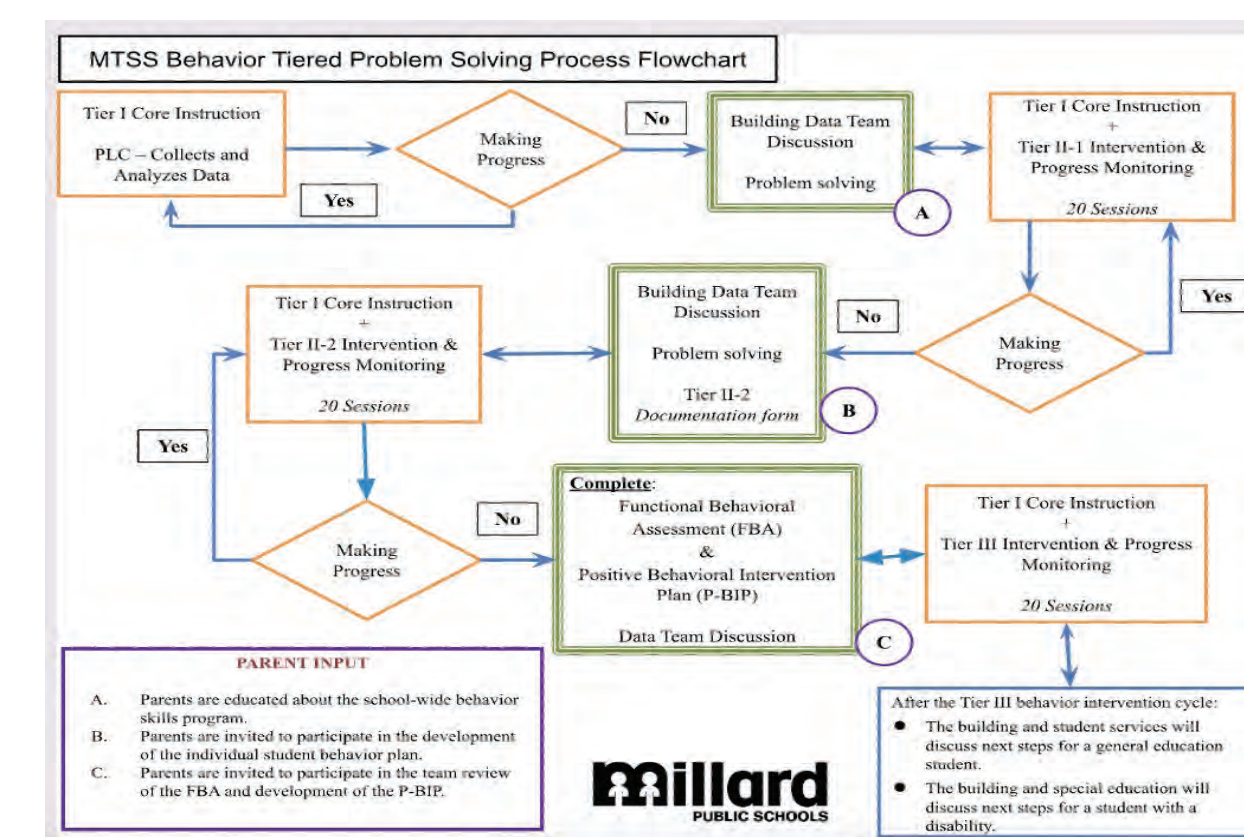
District administration continues to refine how to support elementary principals in leading a birth through Grade 3 focus school.

Principals partner with a national organization to focus on family engagement.

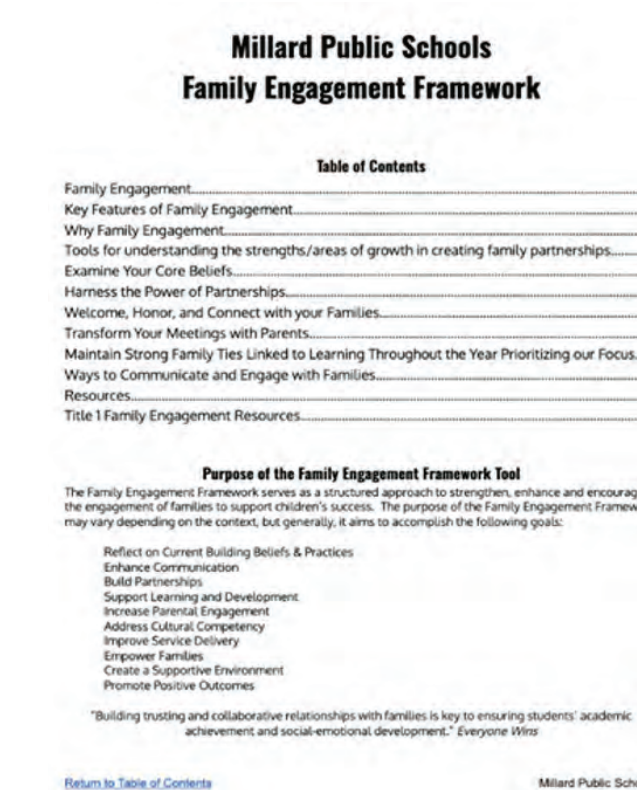
Learning will continue when four principals and two district leaders travel to Chicago to observe a school that has successfully developed a reciprocal relationship between parent and school that creates family engagement linked to student learning.

The district created a system that aligns with the Multi-Tiered System of Supports (MTSS) process from PreK through Grade 12.

- A draft of a District Family Engagement Framework was developed and curated with the input of multiple stakeholders to include Buffett Early Childhood Institute staff, elementary principals, district leaders, and Early Childhood Advisory Committee members.
- Cody and Sandoz Elementary focused action team work on building a collective understanding of family engagement beliefs and practices within their buildings. They are delving into deep conversations on how to improve engagement over involvement through their site plan implementation.
- Preschool professional learning community (PLC) teams meet monthly and engage in conversations to strengthen their use of the MTSS process and systems in preschool.
- Home visitors attend preschool PLC meetings to collaborate, and problem-solve effective practices in early childhood.



Authentic Family Engagement Certification Program 2023–24



IMPACT: FAMILY

FAMILY WELL-BEING

Home visitors have made significant shifts to offer more intentional and responsive family engagement activities for home visiting families during the 2023–24 school year, as a direct response to Family Engagement Survey (FES) results where families requested additional family engagement activities to be offered in transitions from home visiting to preschool. These offerings include:

- The assembly and distribution of “fidget kits” for home visiting families to create “refresh stations” at their homes as part of our Tier 1 behavior supports modeled within the preschool classrooms.
- Summer book packets were provided for all children transitioning from home visiting to preschool and kindergarten in our seven home visiting buildings, while 23 home visiting families will receive 100 books for their homes within the next year through Unite for Literacy’s Growing Readers Program.

FAMILY-SCHOOL PARTNERSHIPS

Monthly PreK story time (Read and Plays) funded by the RIMS grant provides families with free books and activity kits and monthly district-wide socializations within the community for all participating home visiting families in MPS.

Creation and distribution of preschool readiness card sets for home visiting families aligned with Growing Great Kids curriculum (GGK) were provided to 93 preschool children and all home visiting families.

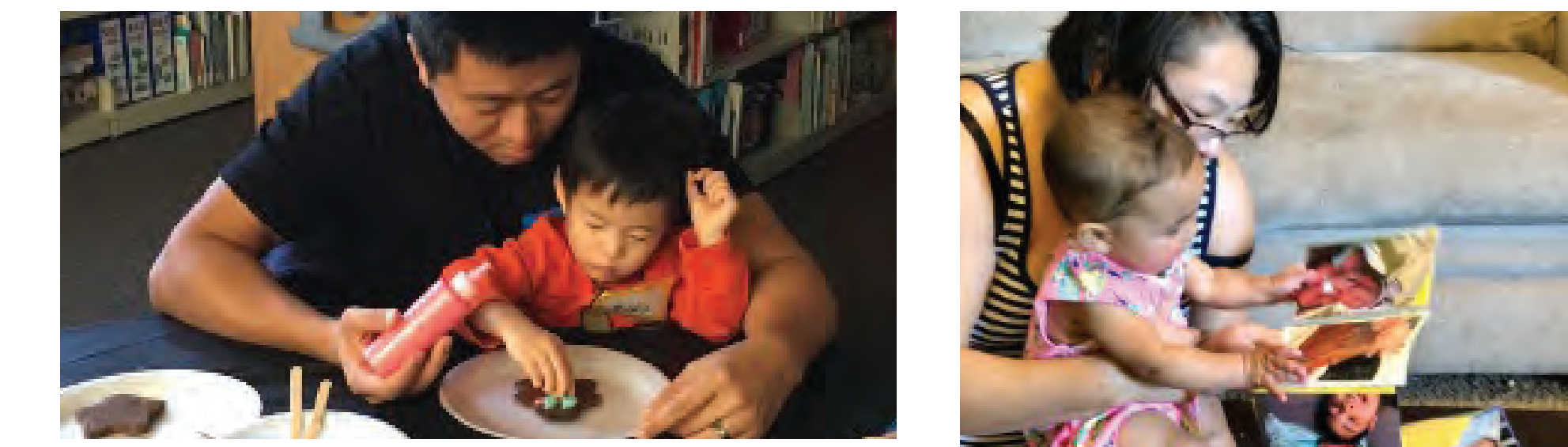
Year-round preschool readiness small groups and summer preschool jump-start the program offered to home visiting families.

Music and movement classes are offered in collaboration with MPS music staff, the Sarpy County library, and the Omaha Public Library-Millard Branch.

IMPACT: CHILD

CHILD WELL-BEING

Families with young children have access to weekly home visits, regularly scheduled socializations and Drop-In and Play events to support the development of parenting and children's well-being. Additional activities will continue throughout the school year.



As of March 1, Millard hosted 57 socialization opportunities with 456 participants and 13 Drop In and Play opportunities with 91 participants.

SCHOOL READINESS

Providing a smooth transition for families and children participating in home visitation into the district preschool optimizes the benefits to children.

- All 17 of the 3-year-old children who participated in home visitation during the 2022–23 school year enrolled in preschool during the 2023–24 school year.

Kindergarten through third grade students attending our preschool through fifth grade buildings have an average attendance rate of over 94%, and 82% of students have missed less than 10 days of school.

ACHIEVEMENT

Social and literacy expectations increased across 3- and 4-year-olds from fall 2023 to winter 2024.

Widely Held Expectations	Fall 2023 Met or Exceeded Expectations	Winter 2023 Met or Exceeded Expectations	Change	Fall 2023 Met or Exceeded Expectations	Winter 2024 Met or Exceeded Expectations	Change
Social	45%	61%	+16%	44%	63%	+19%
Literacy	31%	38%	+7%	36%	52%	+16%

Widely Held Expectations	Fall 2023 Met or Exceeded Expectations	Winter 2023 Met or Exceeded Expectations	Change	Fall 2023 Met or Exceeded Expectations	Winter 2024 Met or Exceeded Expectations	Change
Social	42%	76%	+34%	48%	83%	+35%
Literacy	42%	80%	38%	50%	84%	+34%

MAP reading median scores increased from winter 2023 to winter 2024 for students in Kindergarten through Grade 3.

Grade	Winter 2023 Median Percentile	Winter 2024 Median Percentile
Kindergarten	77%tile	75%tile
1 st Grade	69%tile	72%tile
2 nd Grade	61%tile	70%tile
3 rd Grade	68%tile	65%tile



Omaha Public Schools

DISTRICT LEADERS

Matthew Ray, Superintendent
Donna Dobson, Executive Director of Elementary Education
Melissa Prante, Early Childhood Coordinator

GOMEZ HERITAGE ELEMENTARY

Rocky Parkert, Principal
Jolene Martinez, Community Facilitator

LIBERTY ELEMENTARY

María Pérez-Mozaz, Principal
Lourdes Bustos Rodriguez, Home Visitor
Jolene Martinez, Community Facilitator

MOUNT VIEW ELEMENTARY

Joseph Shimerdla, Principal
Claire Cordes, Community Facilitator

PINEWOOD ELEMENTARY

Kristi Reinsch, Principal
Chelsea Gerber, Home Visitor
Mary Elynn Dunn, Family Facilitator
Claire Cordes, Community Facilitator

BUFFETT EARLY CHILDHOOD INSTITUTE TEAM:

Monica Wells, Family and Community Program Administrator
Mary Beth Pistillo, Program Specialist
Tracy Jones, Program Specialist

2023–24 GREATEST ACCOMPLISHMENTS

Many teachers participated in summer professional development.

OPS celebrated early childhood professional development day.

CLASS Observations increased from 1 to 2, which resulted in a teacher asking for coaching.

Professional development efforts are focused on family engagement.

Back to school backpack distribution extended to children in early childhood programs.

All four School as Hub schools collaborated on events, sharing strategies, supporting planning, and attending each other's events.



OVERARCHING DISTRICT GOAL

By June 2025, each school will have 4% more Kindergarten through third grade students that will read on grade level as measured on standardized district assessments.

LEADERSHIP EFFECTIVENESS

Goal

In support of the Superintendents' Early Childhood Plan, we will partner with the Buffett Early Childhood Institute to continue personalized learning and support of the principals as they lead their staff at Pinewood, Liberty, Gomez Heritage, and Mount View in the School as Hub work.

Activities

Transitions

- Held Transition Collaboration meeting during Articulation Day, a day set aside for teachers to work with teachers in the grade level above them to help with smoother transitions of students for the upcoming school year
- Continue to share Transition Toolkits on NDE website with families and providers
- Devised plan to provide transition kits for all students going to Kindergarten

INSTRUCTIONAL EXCELLENCE

Goal

In 2023–24, schools will implement all district-approved curriculum with fidelity to offer grade-level content to students with appropriate scaffolds in a language-rich environment using data to plan for students. Schools will continue with Joyful Classroom initiative work.

Activities

Professional Development

- Summer District Professional Development Trainings (CLASS, Learning Through Play, and ECERS)
- Family Engagement District Professional Development (Brain Game and Building and Sustaining Powerful Partnerships)

Coaching/Consulting

- Facilitated combined PreK professional learning communities at Liberty focusing on ECERS in collaboration with Gomez teachers
- Facilitated Purposeful Play book study and coaching with all four School as Hub Schools
- Sent Monday morning messages to all four schools focusing on high-level strategies within the text

FAMILY & COMMUNITY PARTNERSHIP ENGAGEMENT

Goal

For the 2023–24 school year, family/student participation in high-quality home visitation, family engagement activities, and community partnerships will increase by 50% at Liberty, Pinewood, Gomez, and Mount View.

Activities

- Engaged with 18 community partners
- Family outcome assessments were used to identify needs/resources for families and students.
- Community Facilitator engaged with 10 child care providers and partnered with Munroe-Meyer Institute to facilitate an autism support series for early care providers, parents, teachers, and paraprofessionals
- All four School as Hub schools collaborated at events
- Re-engaged School as Hub programming at both Mount View and Gomez

IMPACT: SCHOOL AND SYSTEM

Practice Changes

In the 2022–23 academic year, coaching and professional learning was facilitated for teachers, paraprofessionals, and family engagement staff districtwide by the Buffett Early Childhood Institute to enhance awareness and build skills in the areas of Leadership Effectiveness, Instructional Excellence, and Family and Community Partnership Engagement. This year, Early Childhood CLASS data in Omaha Public Schools surpassed the national average in all categories.

Domain	District Average	School Average
Emotional Support	6.02	6.16
Classroom Organization	5.95	5.96
Instructional Support	2.88	3.25

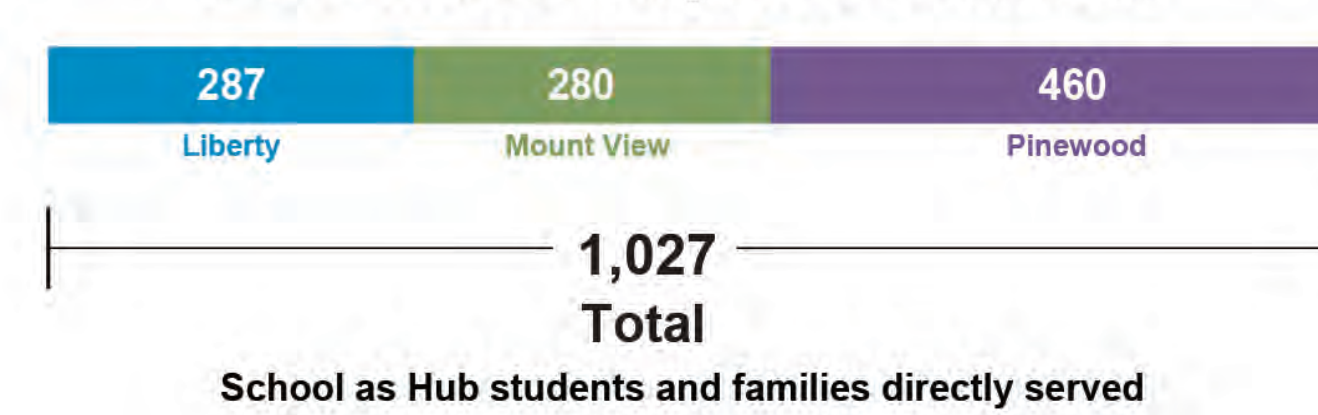
CLASS is a tool for observing and assessing the effectiveness of interactions among teachers and students in classrooms.

- 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

Engaged with 18 community partners that provided direct service to our School as Hub students and families

Family and Community Partnership Engagement (FCPE) and outreach has been a major focus in our School as Hub schools. In the 2023–24 academic year, we engaged with 18 community partners that provided direct service to our School as Hub students and families. Building reciprocal relationships with our families and community partners is an important part of our students' academic achievement and social-emotional growth.

FCPE Partnerships and Outreach



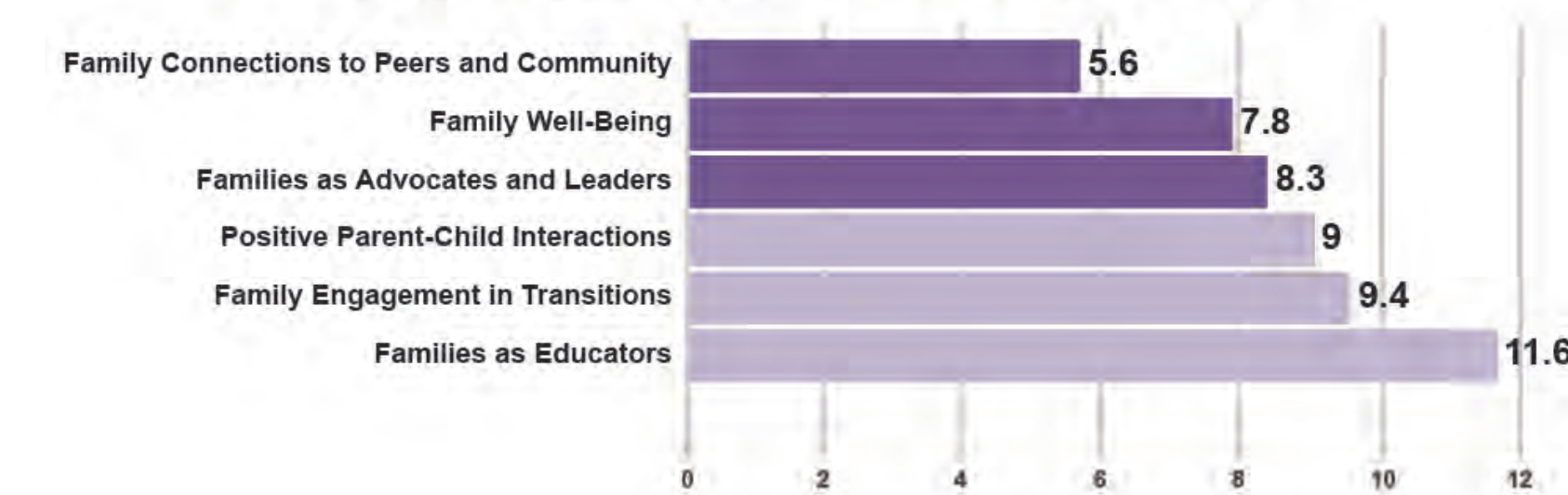
IMPACT: FAMILY FAMILY WELL-BEING

Family outcome assessments were used to identify needs/resources for families and students.

The top three areas identified were:

- Family connection to peers and community
- Family well-being
- Families as advocates and leaders

Family Outcome Assessment Scores



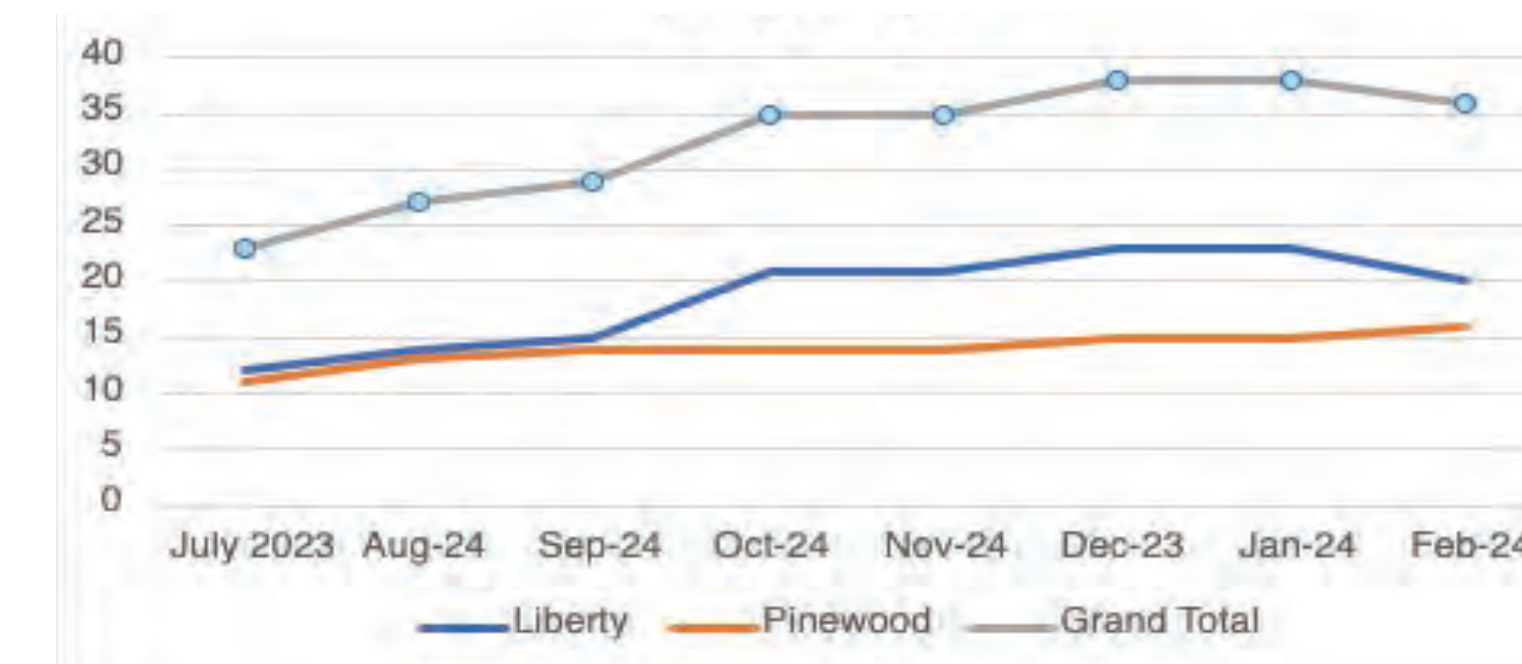
Our home visitors and family facilitators have set goals with our families to work toward providing resources and guidance in these three areas to ensure our families have access to what they need. This assessment has three checkpoints throughout the academic year.



FAMILY-SCHOOL PARTNERSHIPS

Enrollment in home visiting has increased over 20% this academic year.

Home Visiting Enrollment



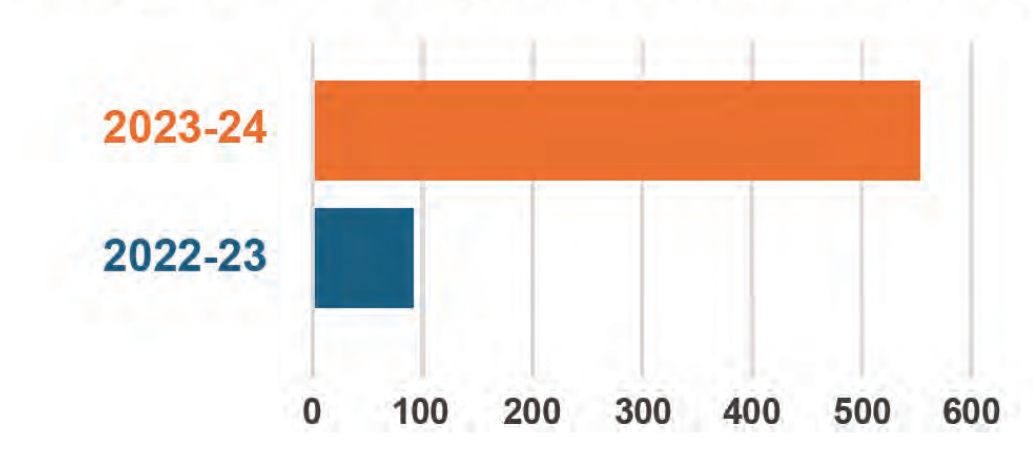
IMPACT: CHILD

CHILD WELL-BEING

Increased participation weekly "Drop In and Plays" and monthly socializations.

Children and families in our School as Hub programs attend weekly "Drop In and Plays" and monthly socializations. These activities encourage children to learn through play and by observing family members and caregivers. This type of learning contributes to their overall physical, social, and intellectual development.

Drop In and Play/Socialization Participants

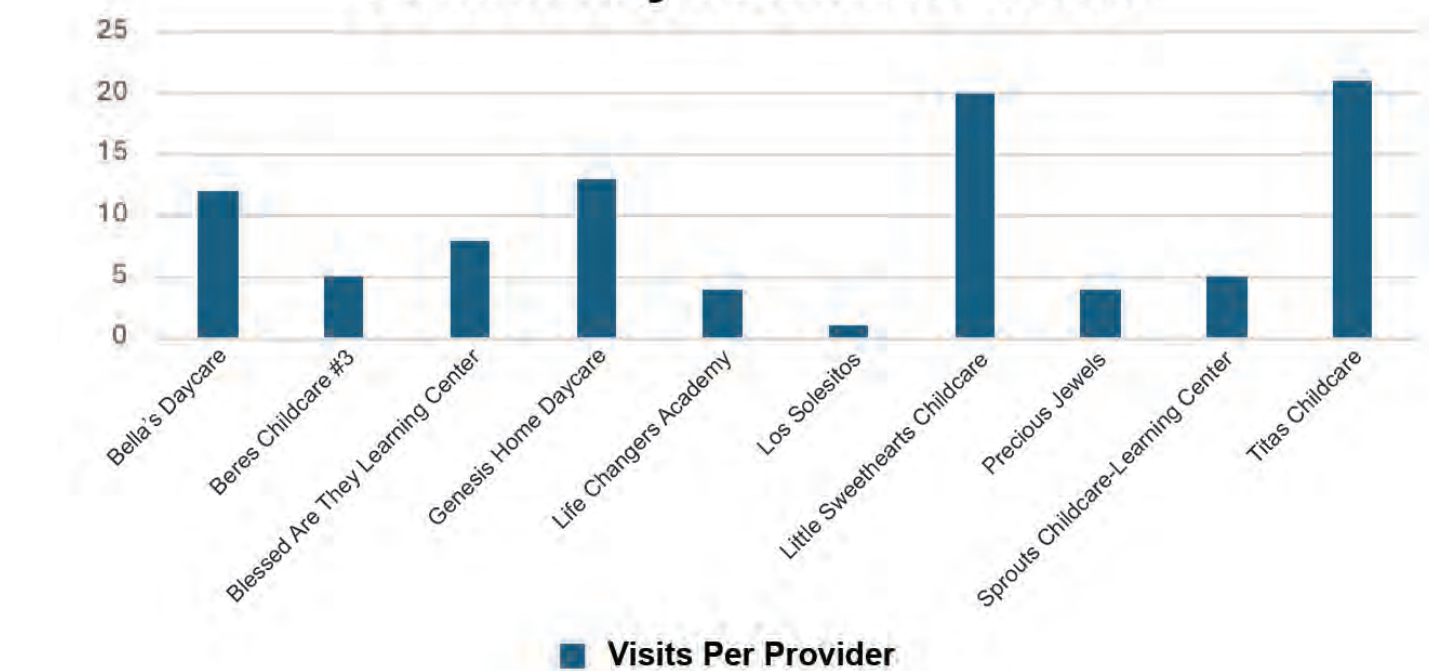


SCHOOL READINESS

10 child care providers in Omaha Public Schools received over 93 visits this year from our community facilitators

The table below represents the 10 child care providers working with the community facilitators in Omaha Public Schools. The goal is to bridge the gap between schools and early care providers to meet the needs of children and families and assist with the transition into Kindergarten and beyond. The providers below received over 93 visits this year from our community facilitators.

Community Facilitator Visits



ACHIEVEMENT

Increase in literacy and social-emotional, which are imperative for preparing our children for Kindergarten and beyond

In the 2023–24 academic year, coaching and professional learning was facilitated to the PreK teachers and paraprofessionals at Liberty Elementary by the program specialists of the Buffett Early Childhood Institute. The impact resulted in an increase in Gold Data results showing an increase in literacy and social-emotional, which are imperative for preparing our children for Kindergarten and beyond.

	Widely Held Expectations 3 Year Olds	Fall Children Meeting Widely Held Expectations	Spring Children Meeting or Above Widely Held Expectations	% Change
Literacy	32.60%	45.7%	45.7%	+13.1
Social Emotional	37%	45.7%	45.7%	+8.7

	Widely Held Expectations 4 Year Olds	Fall Children Meeting Widely Held Expectations	Spring Children Meeting or Above Widely Held Expectations	% Change
Literacy	41%	78%	78%	+37
Social Emotional	41%	66.7%	66.7%	+25.7

Gold Data – Liberty, Gomez, Mount View, and Pinewood



Ralston Public Schools

DISTRICT LEADERS:
 Jason Buckingham, Superintendent
 Missy Stolley, Director of Student Services
 Whitley Hettenbaugh, Special Education Coordinator

MOCKINGBIRD ELEMENTARY:
 Brian Ferguson, Principal
 Malachi Behrens, Assistant Principal
 Eunises Casillas, Home Visitor/Family Facilitator

BUFFETT EARLY CHILDHOOD INSTITUTE TEAM:
 Tonya Jolley, Program Administrator
 Alyssa Anson, Program Specialist
 Demetria Carman, Project Coordinator

2023—24 GREATEST ACCOMPLISHMENTS

A new English Language Arts curriculum was implemented, and Fastbridge Intervention data was collected and analyzed three times during the year. Results showed improvement in reading literacy in K-3 for all students, including the Special Education and English Learner subgroups.

15 families consistently participated in Home Visiting.

Weekly socialization events at Mockingbird were well attended.

A new Literacy Feedback Survey was implemented with parents of children from birth to age 3.



OVERARCHING DISTRICT GOAL

In 2023-24, Ralston will implement Core Knowledge Language Arts, a literacy curriculum grounded in the science of reading, and will close the opportunity gap for students at Mockingbird Elementary in the English Language, Special Education, and Free/Reduced Lunch subgroups, as measured by FastBridge* reading data for K-3:

In FastBridge assessments, the percentage of students who demonstrate proficient growth will increase from 36.9% (spring 2023 baseline) to 60%.

*FastBridge is an online system of valid and reliable assessments that educators can use to monitor students' progress.

LEADERSHIP EFFECTIVENESS

Goal	Activity
Leadership effectiveness consulting will focus on instructional strategies, coaching/consulting, and professional learning development to support teachers and staff in implementing the new reading curriculum.	<ul style="list-style-type: none"> Monthly consulting with principal

INSTRUCTIONAL EXCELLENCE

Goal	Activity
Teachers and staff will participate in training on instructional strategies and analysis of data, instructional coaching/consulting, and other professional learning that will help them support students' success in the new reading curriculum.	<ul style="list-style-type: none"> Supporting, consulting, and coaching for preschool teachers and ELL teachers on the Core Knowledge Language Arts Curriculum Analysis of FastBridge scores with district's special education coordinator Supports for Growing Great Kids curriculum with family facilitator supports for Creative Curriculum

FAMILY & COMMUNITY PARTNERSHIP ENGAGEMENT

Goal	Activity
Information will be shared with families of children in PreK-K to increase their understanding of the new literacy curriculum and related data.	<ul style="list-style-type: none"> Socializations and playgroups Monthly coaching with home visitor/family facilitator

IMPACT: SCHOOL AND SYSTEM

- ▶ Inviting our youngest learners to read! Mockingbird Elementary implemented school-wide changes to support early literacy, including:
 - ▶ System-wide implementation of Core Knowledge Language Arts, a new reading curriculum for school-age Mockingbird students that is grounded in the science of reading.
 - ▶ Frequent analysis of data with school leadership, coordinators, and teachers to determine shifts that needed to happen to support literacy growth in three subgroups of students—English Language Learners, Special Education, and Free/Reduced Lunch.
 - ▶ 292 books provided to families who attend socializations and playgroups.



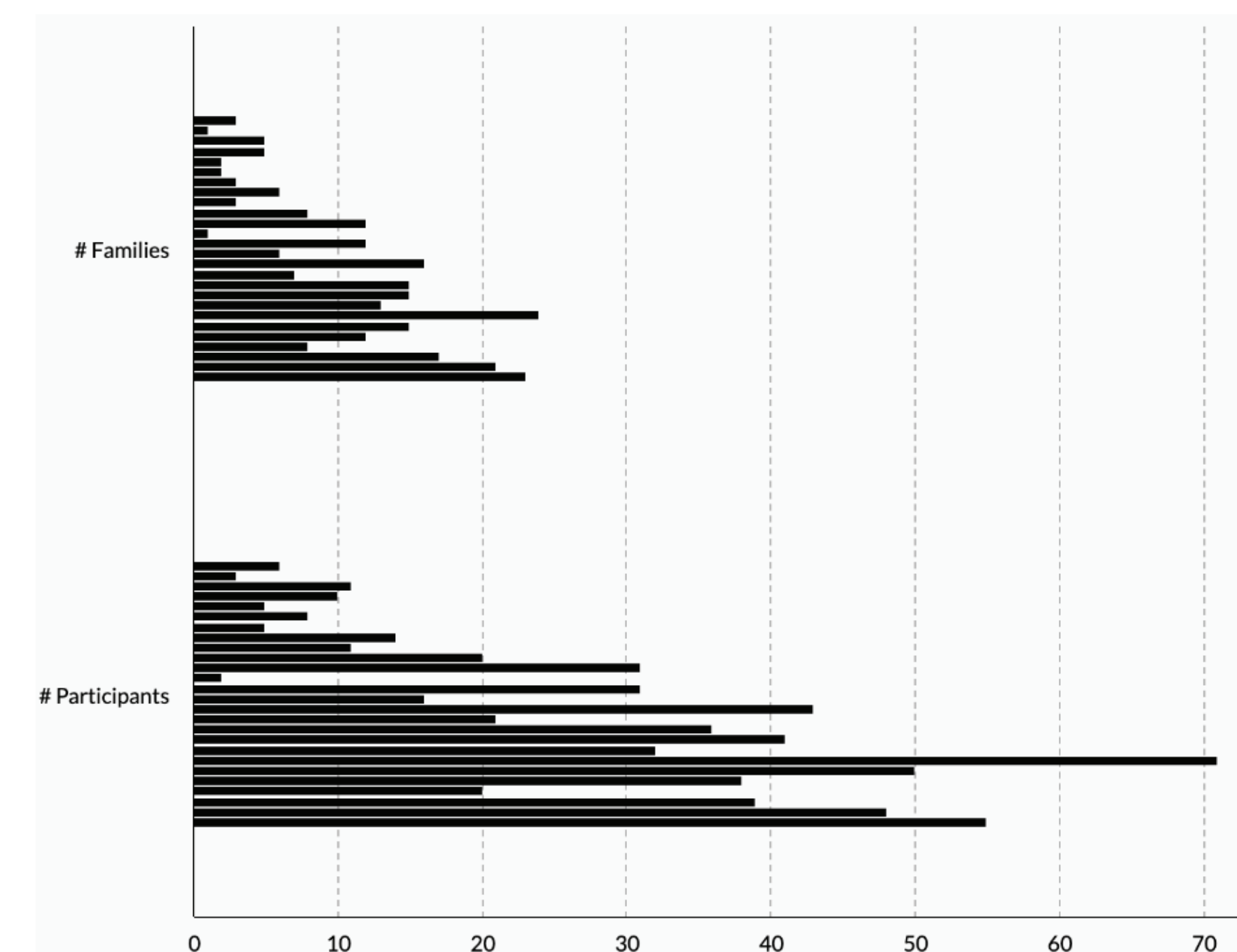
IMPACT: FAMILY

- ▶ **FAMILY WELL-BEING**
 Through socializations and playgroups, we are developing an inclusive early literacy support system that empowers families to actively participate in their child's education.

"The group is helpful. It allows my child to learn and interact with other children. I feel involved and informed since we discuss upcoming school events in the group. Group also provides me with activities and learning about my child and what I could be helping her with." – Yennifer



- ▶ **Drop In & Play: Number of Families and Participants by Month (November 2019-November 2023)**



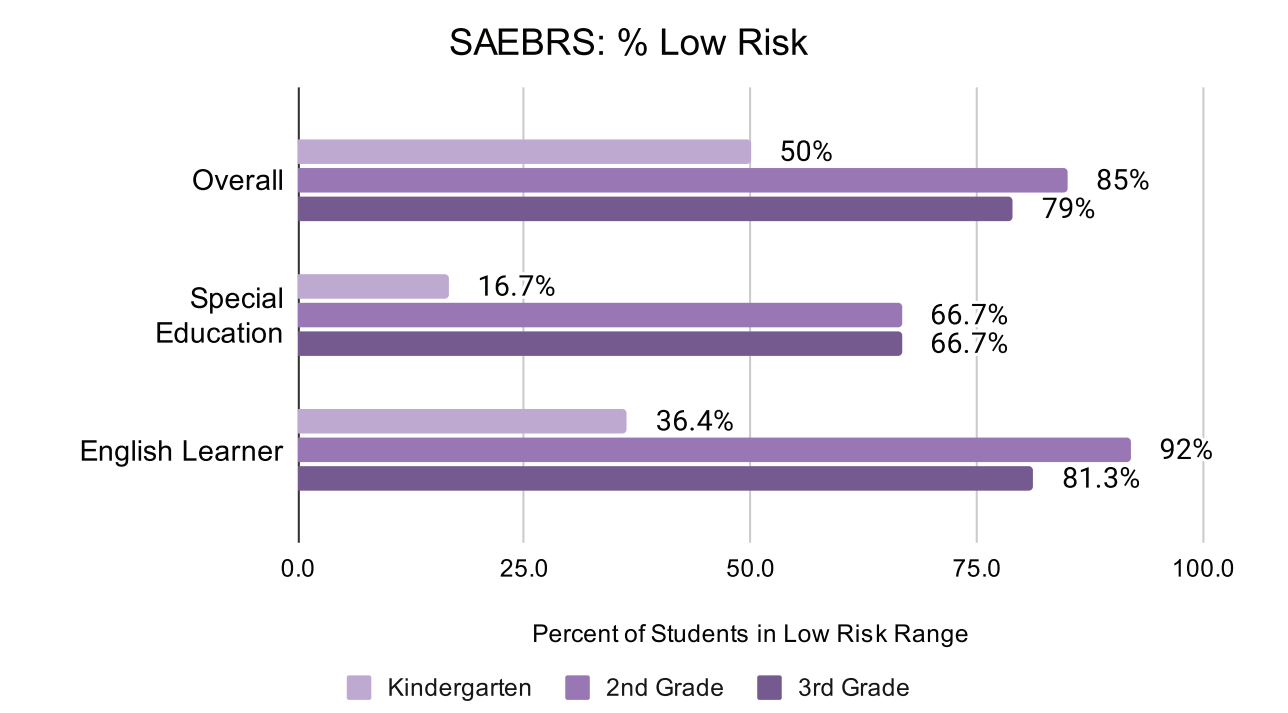
FAMILY-SCHOOL PARTNERSHIPS

- ▶ **3% increase in average daily attendance since 2021.**

"We are working with families to help support getting their children to school, we have improved, but still have work to do!" – Brian Ferguson, Mockingbird principal

IMPACT: CHILD

CHILD WELL-BEING



The SAEBRS (Social, Academic, and Emotional Behavior Risk Screener) is a FastBridge tool for screening all students to identify those who are at risk for social-emotional behavior problems.

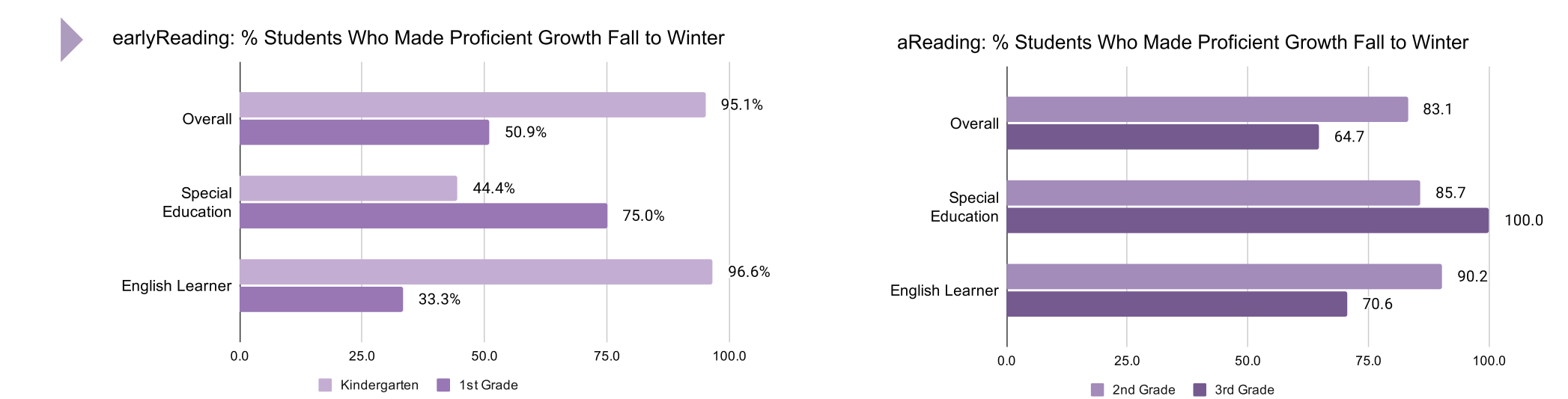
SCHOOL READINESS

- ▶ **Birth to age 3: Fifteen families participated in socializations where they received free books for their birth to age 3 children, and all 15 families completed a survey about the program's impact.**



- ▶ **100% of participating families reported reading to their child with the free book.**
- ▶ **60% reported that they read the free book to their child at least five times.**

ACHIEVEMENT



The earlyReading assessment measures early literacy skills; results are shown for students in Kindergarten and first grade.

The aReading assessment is an adaptive measure of broad reading ability; results are shown for students in second and third grade.

"The implementation of new ELA curriculum, paired with FastBridge screening and progress monitoring, has boosted expectations for students and allowed our staff to not only recognize struggling students, but to quickly identify which skills need interventions and respond in a timely manner. This, along with historical and current supports offered by [the Buffett Early Childhood Institute], has resulted in significant reading growth for our students, especially our students receiving EL and Special Education services." – Whitley Hettenbaugh, School Psychologist and District Special Education Coordinator



Westside Community Schools

DISTRICT LEADERS
 Superintendent
 Mike Lucas

WESTBROOK ELEMENTARY
 Brian Stevens, Principal
 Nikki Ibarra, Family Facilitator

BUFFETT EARLY CHILDHOOD INSTITUTE TEAM:
 Cris Lopez Anderson, Program Administrator
 Kimberlee Telford, Specialist

District Administrator
 Kelcy Tapp

2023–24 GREATEST ACCOMPLISHMENTS

An overall increase in families attending school-wide events

The growth of FastBridge early reading scores for kindergartners increased

Increase in the number of preschool teachers participating in professional learning and coaching

Number of families attending more than one school-wide event

The shift in the MTSS process



OVERARCHING DISTRICT GOAL

On the FastBridge early reading screener there will be a 20% increase of students who score proficient on early reading (K–1) or curriculum-based measure reading (2–3), depending on their respective grade level.

LEADERSHIP EFFECTIVENESS

Goal

On the early reading screener there will be a 20% increase of students who score proficient on early reading (K–1) or curriculum-based measure reading (2–3), depending on their respective grade level.

Activity

Administrators, teachers, and family facilitator review student data to monitor progress of literacy training effectiveness.

INSTRUCTIONAL EXCELLENCE

Goals

- By August 2024, all Westbrook staff that teach K–3, special education, EL, and reading along with the administrators, the family facilitator, and early childhood educators will receive formal training to successfully teach foundational skills that support students' reading development.
- Preschool staff at Underwood Hills Early Learning Center will receive professional learning to deepen their understanding of student behavior and to increase the use of high-yield strategies to support behavior.

Activities

- Kindergarten through third grade teachers and family facilitator received literacy instruction.
- Preschool staff at Underwood Hills Early Learning Center received Pyramid Training.

FAMILY & COMMUNITY PARTNERSHIP ENGAGEMENT

Goal

Westbrook will continue to build respectful and reciprocal relationships with families. This includes providing opportunities for engagement in academics and school activities, and resources to connect with school and community. The result will be an increase target items on the Family Engagement Survey (FES).

Activity

Family facilitator embedded literacy skills (literacy training and Growing Great Kids) with families at family engagement nights, socializations, and other family engagement activities.

IMPACT: SCHOOL AND SYSTEM

A major change for Westbrook during the 2023–24 school year was **redesigning the MTSS (Multi-Tiered System of Supports) process**. Previously, the process to review student data was teacher lead without a framework to review data and develop next steps. Currently the principal facilitates the MTSS process and has established clear outcomes to focus on students' learning and instruction. Additionally, **intentional professional learning** was provided.

Six additional days of Wit and Wisdom coaching for 26 teachers.

10 specialists received two hours of training on how to scaffold learning while providing direct instruction to students with individualized educational plans.

12 classroom teachers receive bi-weekly coaching on foundational skills instruction to improve student literacy.

Three first grade classrooms will receive support and consultation on foundational skills instruction during the fourth quarter of the school year.

IMPACT: FAMILY

FAMILY WELL-BEING

The goal of creating an inclusive support system that provides access and opportunities for families to actively participate in their child's education was a focus of the winter break home packets.

220 families of Kindergarten through Grade 3 students received math and reading activity packets to use as a family during the winter break.

- 27 math packet surveys were completed
- 24 reading packet surveys were completed
- 19 families completed both surveys

FAMILY-SCHOOL PARTNERSHIPS

Westside's focus on developing a welcoming culture and climate for families to connect with school has been a success. Family attendance numbers were retained and increased throughout the year, and staff became more involved.

79 families attended at least one event, and 26 of those families attended more than one event.

Staff involvement from 2022–23 to 2023–24 increased by 35%.



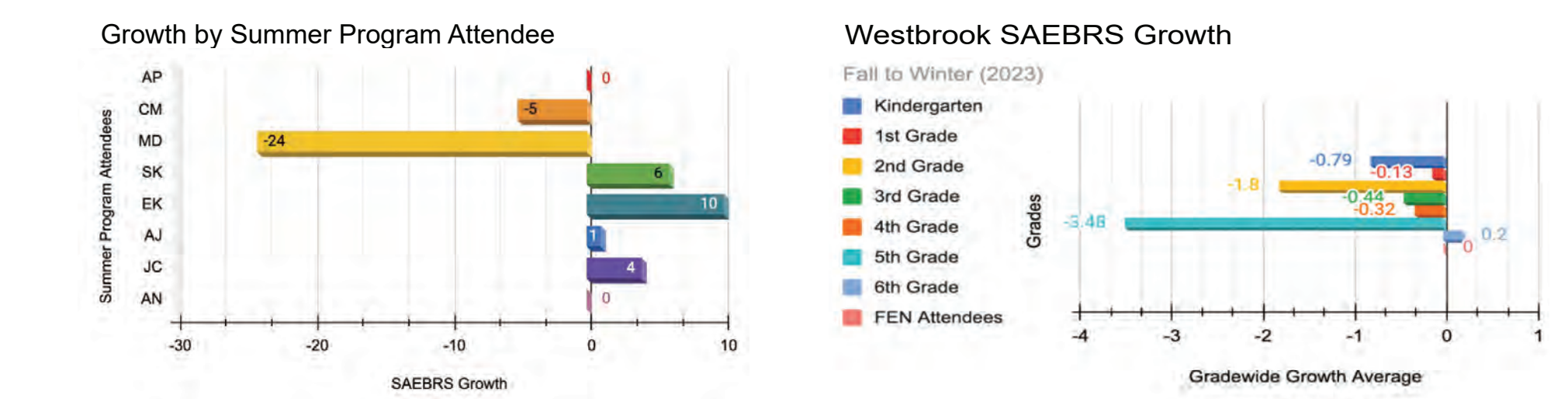
FAMILY ENGAGEMENT ACTIVITY	PARENT ATTENDANCE	TOTAL ATTENDANCE Including Parents and Children	LINK TO LEARNING
Fitness Night	19	56	Importance of exercise. Adults and students exercised together.
Amazing Arthur	23	107	Growth mindset and setting goals
The Pancake Man	30	120	Family-style meals and conversation starters were provided for parents to have dialogue about student learning at school.
Cocoa and Games	37	124	Parents and students played games that reinforced academic skills in reading and math and promoted conversation.

IMPACT: CHILD

CHILD WELL-BEING

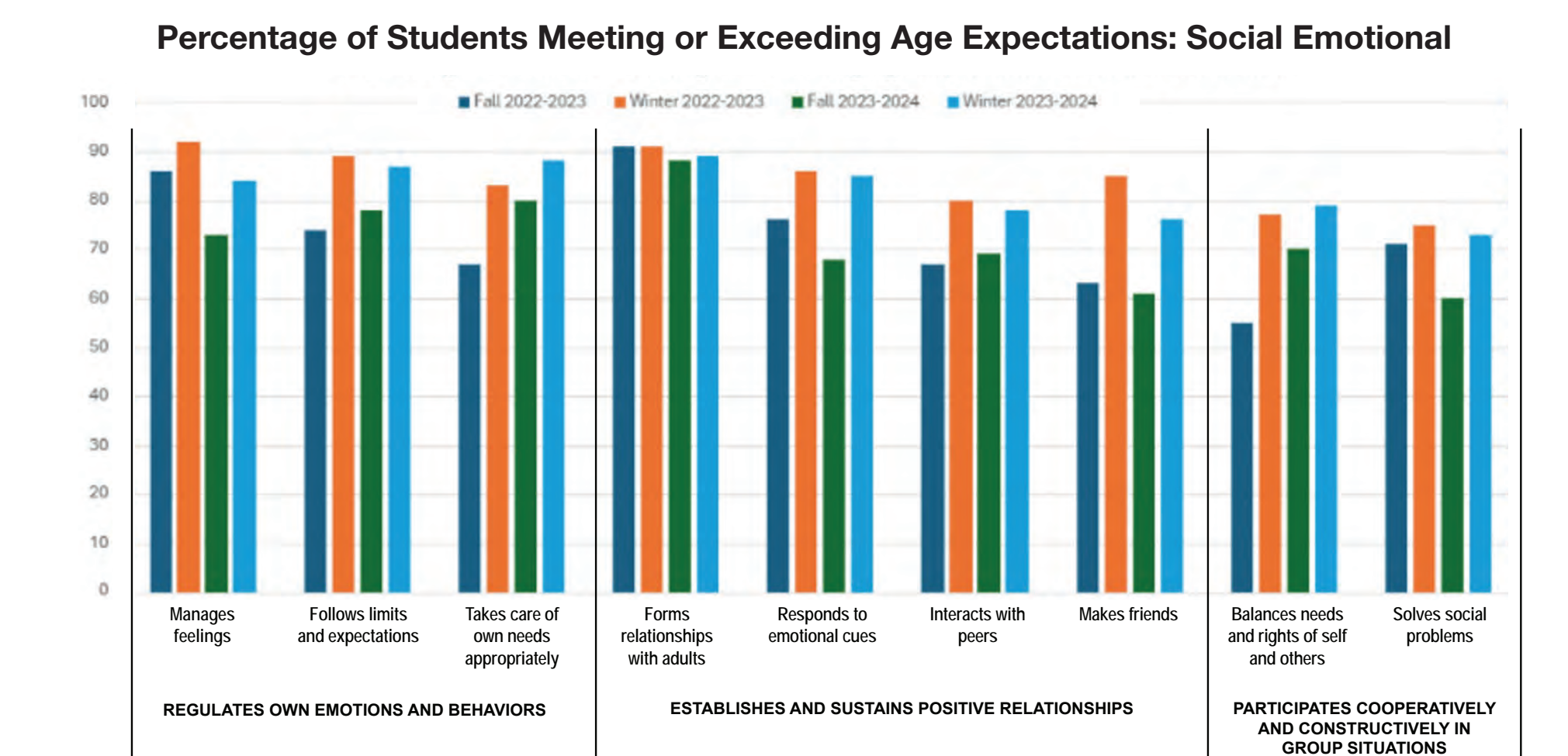
Westside understands the impact of building relationships with families and children prior to entering school. Providing opportunities for incoming kindergartners to engage in summer activities can be one of the first steps in building that relationship. Increasing participation in school connections and outreach are important for our next steps.

- Six of the eight students who participated in summer programming with the family facilitator maintained or had growth in their FastBridge Social, Academic, and Emotional Behavior Risk Screener (SAEBRS) scores; the remaining two students have now been identified for additional support.
- The children that participated in Family Engagement Nights (FEN) maintained their SAEBSRS score from fall to winter, compared to the overall school average, which declined.



SCHOOL READINESS

- Preschoolers consistently met or exceeded social-emotional milestones (TS GOLD data) from fall 2022 to winter 2023 and fall 2023 to winter 2024.
- 20 early childhood professionals participated in 18 hours of Pyramid Training to continue the positive impact on young students.
- Westside uses Teaching Strategies GOLD to inform which social and emotional skills children need to develop. These are articulated in the following competencies:



ACHIEVEMENT

FastBridge early reading fall to winter data for all

- Kindergarten went from 48% to 69% (+21%)
- First grade went from 50% to 54% (+4%)

FastBridge curriculum-based measure reading fall to winter

- Second grade remained at 49% (+0%)
- Third grade went from 55% to 47% (-8%)





Literacy Coaching

Literacy Coaching Vision

Purpose of MPS Instructional Coaching:

Through a systemic approach to instructional coaching, a teacher will increase instructional capacity thus increasing student achievement.

Rationale:

Teacher capacities to make instructional decisions vary from teacher to teacher. Teachers fall along a continuum of teacher development.

All teachers have capacity to grow instructionally.

Instructional coaching will provide a mechanism of moving teachers to be more reflective practitioners.

Intended Outcomes:

Teachers in Millard Public Schools will be reflective practitioners who are able to adjust and refine instruction based on feedback from students, others and self.

Teachers' instructional decisions will be embedded in best practice pedagogy.

2022 - 2024 - Coaching Placements



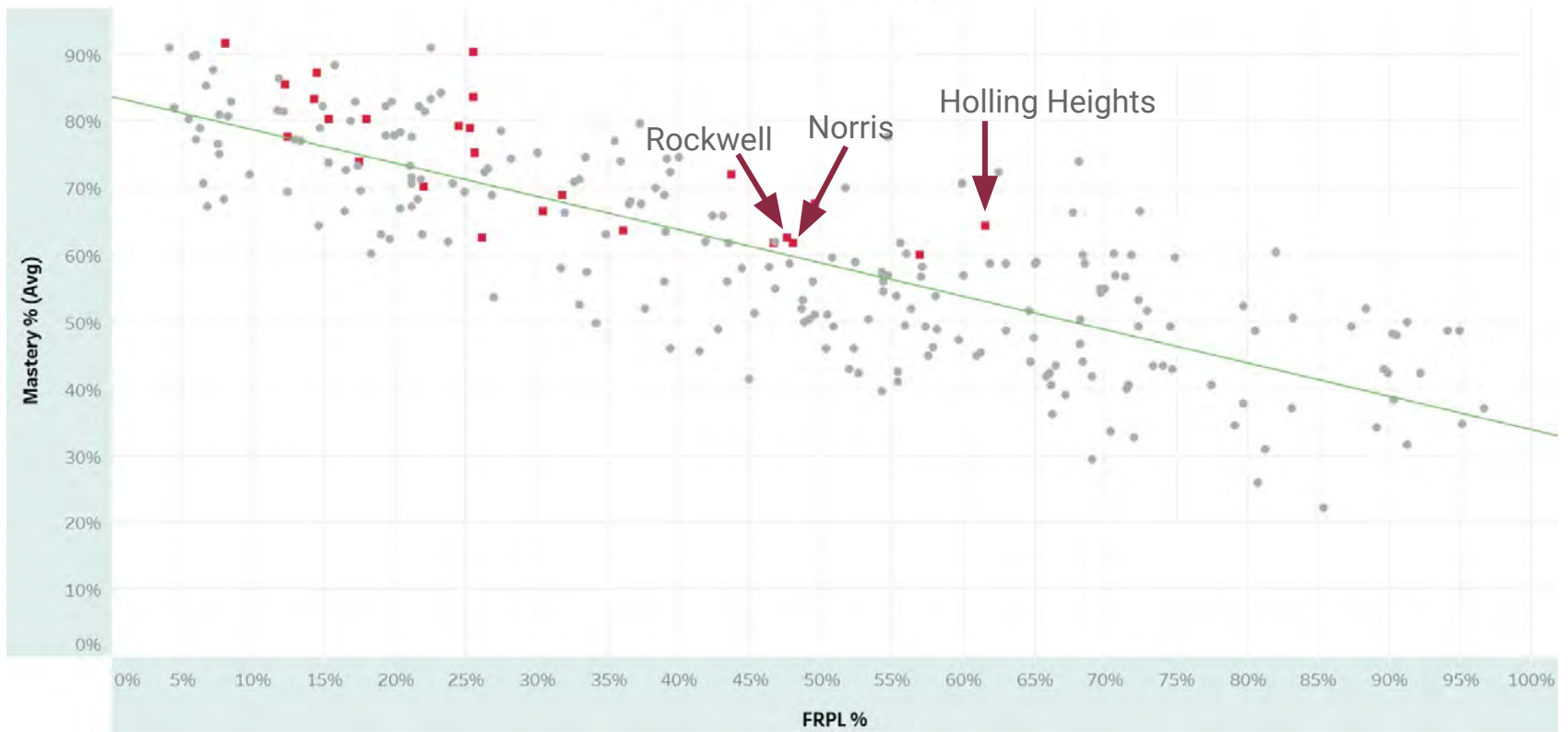
Demographics

	<i>EL Percentage</i>		<i>FRPL</i>		<i>Enrollment</i>	
	<i>22-23</i>	<i>23-24</i>	<i>22-23</i>	<i>23-24</i>	<i>22-23</i>	<i>23-24</i>
Holling Heights	14%	14%	63%	63%	324	335
Norris	10%	13%	50%	52%	416	427
Rockwell	5%	4%	51%	55%	307	323

	MAP Spring Percentile		MAP Fall to Spring Growth		MAP - % of Students Meeting Growth Goals	
	21-22	22 - 23	21-22	22 - 23	21-22	22 - 23
Holling Heights	65%	63%	62%	65%	63.3%	68.7%
Norris	66%	65%	53%	55%	54.8%	60.8%
Rockwell	60%	60%	60%	57%	57.7%	59.9%

	NSCAS Grades 3 - 5 % On Track/Advanced		
	20 - 21	21 - 22	22 - 23
Holling Heights	50.3%	61.4%	64%
Norris	54.1%	56.4%	61.9%
Rockwell	49.0%	47.1%	62.1%

NSCAS Best Fit Line
Avg of ALL Grades Per Agency









What we have learned...

Literacy Coaches - Continuum of Support

Phase 1 →	← Phase 2 →	← Phase 3 →	← Phase 4 →	← Phase 5
Year 0	YEAR 1		YEAR 2	
<p style="text-align: center;"><u>Focus:</u> Develop an understanding of coaching with admin and staff. Gain perspective of current reality to determine the focus of coaching for the 1st semester.</p>	<p style="text-align: center;"><u>Focus:</u> Creating a culture of reflection and learning while building knowledge and clarity around effective ELA block: whole group/small group/purposeful practice through coaching cycles.</p>	<p style="text-align: center;"><u>Focus:</u> Responsive professional learning based on data trends and instructional shifts/refinement through coaching cycles.</p>	<p style="text-align: center;"><u>Focus:</u> Responsive coaching cycles based on data and reflection driven by the educator.</p>	<p style="text-align: center;"><u>Focus:</u> Responsive coaching cycles based on data and reflection driven by the educator.</p> <p style="text-align: center;">Developing plans to sustain success after the literacy coach leaves.</p>

What we have learned....

Literacy Coaching Planning Forward

Starting	In Progress	Operational
		
Culture of Reflection Success Criteria		
<ul style="list-style-type: none"> • A culture of reflection and learning is present within the building. • TalentEd is used as a commitment to growth. • The Administrative Team facilitates opportunities for reflection. • A culture exists where teachers are welcome in each other's room. • Teacher applies knowledge gained from reflection, professional growth, and leadership development to improve learning (<i>MIM Indicator</i>). • Teacher models continuous, life-long learning through inquiry and reflection (<i>MIM Indicator</i>). 		
Starting	In Progress	Operational
		
Professional Learning Systems Success Criteria		
<ul style="list-style-type: none"> • Professional learning plan is well designed: it is continuous, responsive and centered around best practices. • PLC Meetings focus on student learning. • Building commitment to navigating new math curriculum while making ELA a priority. • Literacy Team & Administrative Team provide job embedded professional learning and ongoing support for ELA. • Teacher actively participates in a professional learning community and other collaborative teams to improve instructional practices (<i>MIM Indicator</i>). 		
Starting	In Progress	Operational
		
ELA Instruction - Success Criteria		
<ul style="list-style-type: none"> • Clarity around responsive small group instruction. • Expectations for ELA instructional practices are clearly set and defined. • The Administrative Team provides instructional leadership in the area of ELA. • Checklists are used to refine classroom practice. 		
Starting	In Progress	Operational
		
Data -Success Criteria		
<ul style="list-style-type: none"> • Data is used to plan responsive small groups. • Infrastructure for regular data analysis is in place. • Teacher uses individualized assessment data to determine learning objectives for students (<i>MIM Indicator</i>). • Teacher uses assessment data before, during, and after instruction to monitor understanding and to adjust instruction (<i>MIM Indicator</i>). 		

What we have learned....

Three Components of Literacy Coaching in a Building

COMMIT TO EFFECTIVE LITERACY PRACTICES

What effective literacy practices will we commit to as a building?

- The Literacy Coach will support these practices while in the building.
- All classroom teachers will receive coaching on these effective practices.
- Conversation between Andy, Joe, Coach, and principal takes place to determine focus.
- Goals are developed and monitored throughout.

UTILIZE LITERACY RESOURCES

What resources support our effective literacy practices?

- The Literacy Coach will support these practices while in the building.
- The Literacy Coach will share these resources and build a repository for the resources to share with the Building Literacy Team

ESTABLISH A BUILDING LITERACY TEAM

Who will continue to support effective literacy instruction when the coach is gone? How will we support new staff?

When the Literacy Coach has moved to another building, how will we sustain the effective practices?

- The Building Literacy Team will meet in the summer to plan for continued support in the building.
 - Plan for sustaining effective practices.
 - How will we monitor our instructional progress? (Rounds, Peer Observations, PLCs, etc.)
 - How will we share resources?
 - Plan for supporting new teachers in the building.
- Utilize the [“Continuing the Journey”](#) resources on the Coaching Corner Site

What we have learned....

Data Collection

Building Goal Setting: Buildings will set goals, based upon data analysis and reflection on Planning Forward Guide.

Coaching Goals: Data will be collected before & after each coaching cycle to analyze the impact of the support provided.

Program Goals: Building Assessment Data and Qualtrics Data analyzed to determine success of overall program.



What we have learned....

Proposal

3 Coaches:

- Total Cost: \$312,870.16
- Amount Requested: \$184,169.92

Impact:

- Number of Students: 1083
- Number of Teachers Coached: 52



Questions ?





Instructional Coaching Proposals

PROPOSAL			
Summary			
Electronic File Name:	Proposal 2024/2025 – 2026/2027_LearningCommunity_ District Name		
School District:	Westside Community Schools		
Program Name:	Instructional Coach		
Program Category	<input checked="" type="checkbox"/> Instructional Coaching		
Amount Requested:	\$98,733.00		
Sub council: (choose only one)	<input type="checkbox"/> #1 <input checked="" type="checkbox"/> #3 <input type="checkbox"/> #4 <input type="checkbox"/> #6		
Program Start Date:	08_2024`	Program End Date:	06_2027
Please use Attachment B to complete the following fields:		Total Cost of Program:	\$ 219,687
# of Weeks per Year of Program:	42	# Program Hours per Week:	80
# of Students in Program:	794	Contact Hours per Teacher per Week:	40
# of Teachers Coached:	57	Cost per Teacher per Hour:	\$40
# of Coaches:	2		
Supporting Documents:	<input checked="" type="checkbox"/> We agree that by submitting this application that we will fully participate in an external evaluation by ICPE-Munroe Meyer Institute. <input checked="" type="checkbox"/> On Attachment B, please provide the budget summary and cost-per-teacher 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>Please limit response to 300 words or less in the space below. Given a higher rate of teacher turnover and higher mobility of students, it is imperative that we have structures in place to ensure our educators are trained, growing and feel supported, especially in their first years of teaching. Teachers who effectively participate in productive collaboration with families & colleagues and have expertise in culturally responsive practices are better prepared to build community and belonging for all students and make data informed instructional decisions to help each student achieve. Of our 57 teachers, 21 are within their first 5 years of teaching. While instructional coaches support all teachers, this 37% of newer teachers receive additional tiers of support through training, new teacher programming, classroom observations and formal/informal coaching cycles and reflective conversations. All in an effort to maximize each teacher's awareness of their instructional reality. This includes knowledge around the ability and needs of each unique learner, content outcomes and objectives and effective pedagogy in each content area.</p>		
Contact Information			
Name and Title:	Laura Mann - Coordinator of Learning and Development		
School District:	Westside Community Schools		
Email:	mann.laura@westside66.net		
Phone:	(402) 390-2123		
Street Address:	901 S. 76 St.		
City, State and ZIP Code:	Omaha, NE 69124		

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 – Staff Focus
a. Evidence Based Research—New Programs Only: Briefly describe and cite the scientific research model that provides evidence the program will assist teachers in helping 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.
<i>(Please limit response to 200 words or less in the space below.)</i>
b. Evidence of Program Outcomes – All Programs: Have you implemented this program previously? If so, please be sure to report the following information.
<ul style="list-style-type: none"> ○ <i>What strategies is your program using to support teachers' and other staff members' continuous improvement in these key teaching/learning interactions?</i> ○ <i>Please include effect size scores from previous year evaluation from ICPE-Munroe Meyer.</i> ○ <i>Individual results will not be published by the Learning Community.</i>
<p>Our instructional coaches are trained in Cognitive Coaching which serves as the foundation for growing each teacher's decision making, problem solving and capacity to be highly effective. The scope and sequence of our new teacher program, Westside Way, provides a differentiated track for experienced and novice educators as well as aligned based on grade level. Rooted in our district Instructional Model, we also create pathways to build knowledge through math and ELA intervention training and student outcome data (FastBridge MAPGrowth and NSCAS). Instructional coaches use core values of coaching to support teachers with planning, improving their use of instructional best practices, PLC collaboration, and formative assessment data dig. Additional emphasis is put on supporting district initiatives, like curriculum adoption (currently ELA Wit & Wisdom) to provide more structured walkthroughs and content specific feedback with instructional and engagement strategies that can be used across curriculums.</p> <p>Re: Evaluation from ICPE-Munroe Meyer, Westside will participate in the new evaluation plan beginning in 2024-25.</p>
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.
<i>(Please limit response to 200 words or less.)</i>

- 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.)

- e. Staff Protocols for Coaches—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.)

- f. 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.)

g. Staff Protocols for Teachers—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.)

h. 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.)

i. 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.)

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.)

Collaboration and sharing instructional best practices/results with other school districts creates a network of support and expertise that benefits educators, students, and the entire community of learners. It promotes innovation, efficiency, and continuous improvement in education, ultimately leading to better outcomes for all involved. Westside welcomes the opportunity to partner with other providers to ensure our programs in place are implemented with fidelity and we reciprocate thoughtful dialogue around the effectiveness of educator decision-making in curriculum, instruction and assessments.

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 details 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 teacher and program hours per week.

Please complete Attachment B

5. Principle: 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; 2024/2025; 2025/2026 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 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 (NSCAS ELA, writing, mathematics and science) and other information that districts systematically collect for K-6 (such as NWEA-MAP, FastBridge, or other district assessments). Data should be provided within 60 days of program completion. The MEFS will be collected pre and post for the Jumpstart to Kindergarten Program by the UNMC/MMI evaluation team.
- We will submit parent, teacher, and/or surveys (as 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. Mike Lucas

Superintendent

March 25, 2024

Date

ATTACHMENT B

PROGRAM BUDGET		
Program Revenue and Request	Amount	Comment
Non-Learning Community Revenue (including in-kind)	\$	
Learning Community Request	\$	
Total Program Revenue	\$	
Program Expenses	Amount	Comment
Salaries & Wages	\$ 142,665	<i>indicate % FT and % PT here</i>
Insurance Benefits	\$ 77,022	Health, Dental FICA, Life, NPERS
Transportation Costs	\$	
Training	\$	
Equipment	\$	
Supplies	\$	
Printing & Copying	\$	
Telephone & Internet	\$	
Postage	\$	
Rent & Utilities	\$	
In-Kind	\$	
Other (please specify)	\$	
Total Program Expenses	\$	

Total Cost of Program	# of Weeks per Year of Program	# of Teachers in Program	# Program Hours per Week
\$219,687	42	2	80



Extended Learning and Jumpstart to Kindergarten Proposals

PROPOSAL

Summary			
Electronic File Name:	Proposal 2024/2025 – 2025/2026_LearningCommunity_DC West		
School District/Organization Name:	DC West Community Schools		
Program Name:	Summer School		
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:	\$7558.26		
Subcouncil: (choose only one)	<input checked="" type="checkbox"/> #1 <input type="checkbox"/> #3 <input type="checkbox"/> #4 <input type="checkbox"/> #6		
Program Start Date:	June 3	Program End Date:	June 20
Please use Attachment B to complete the following fields:		Total Cost of Program:	\$12,000
# of Weeks Per Year of Program:	3	# Program Hours Per Week:	12
# of Students in Program:	60	Cost Per Child Per Program Hr:	\$5.56
Supporting Documents:	<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, <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.	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 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	
Name and Title:	Dr. Melissa Poloncic & Dr. Dawn Marten
Organization:	DC West Community Schools

Email:	mpoloncic@dcwest.org dmarten@dcwest.org
Phone:	402-359-2583
Street Address:	401 S Pine Street
City, State and ZIP Code:	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

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 CPE-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

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-6 (such as NWEA-MAP, FastBridge, or other district assessments). Data should be provided within 60 days of program completion. The MEFS will be collected pre and post for Jumpstart to Kindergarten Programs by UNMC/MMI evaluation team.
- We will submit parent, teacher, and/or surveys (as 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 B

PROGRAM BUDGET		
Program Revenue and Request	Amount	Comment
Non-Learning Community Revenue (including in kind)	\$ 4441.74	
Learning Community Request	\$ 7558.26	
Total Program Revenue	\$ 12,000	
Program Expenses	Amount	Comment
Salaries & Wages	\$ 11,000	<i>indicate % FT and % PT here</i>
Insurance Benefits	\$ 1,000	
Transportation Costs	\$	
Training	\$	
Equipment	\$	
Supplies	\$	
Printing & Copying	\$	
Telephone & Internet	\$	
Postage	\$	
Rent & Utilities	\$	
In-Kind	\$	
Other (please specify)	\$	
Total Program Expenses	\$ 12,000	

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 SARPBY COUNTIES
Extended Learning and Jumpstart to Kindergarten Proposals

PROPOSAL

Summary			
Electronic File Name:	Proposal 2024/2025 – 2025/2026_LearningCommunity_DistrictName		
School District/Organization Name:	Elkhorn Public Schools		
Program Name:			
Program Category (choose only one)	<input checked="" type="checkbox"/> X Extended Learning / Summer <input type="checkbox"/> Jumpstart to Kindergarten <input type="checkbox"/> Extended Learning / School Year		
Amount Requested:			
Subcouncil: (choose only one)	<input type="checkbox"/> #1 <input type="checkbox"/> #3 <input checked="" type="checkbox"/> X#4 <input type="checkbox"/> #6		
Program Start Date:		Program End Date:	8.1.25 and 7.31.26
Please use Attachment B to complete the following fields:		Total Cost of Program:	\$ 57,000
# of Weeks Per Year of Program:	3	# Program Hours Per Week:	12
# of Students in Program:	75	Cost Per Child Per Program Hr:	\$21.11
Supporting Documents:	<input checked="" type="checkbox"/> X 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, <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.			
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 an extended learning opportunity that provides targeted instruction to students who recently completed grades K-3 and were performing below grade-level in the area of reading. Students are invited to participate based on previous performance in reading. The extended learning program is aligned with the school-year program and is designed to provide intensive instruction prior to the school year and to minimize the transition at the beginning of the year.		

Contact Information

Name and Title:	Dr. Jadi Miller
Organization:	Elkhorn Public Schools
Email:	jmiller@epsne.org
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.)

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-6 (such as NWEA-MAP, FastBridge, or other district assessments). Data should be provided within 60 days of program completion. The MEFS will be collected pre and post for Jumpstart to Kindergarten Programs by UNMC/MMI evaluation team.
- We will submit parent, teacher, and/or surveys (as 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

3-20-24

Date

ATTACHMENT B

PROGRAM BUDGET		
Program Revenue and Request	Amount	Comment
Non-Learning Community Revenue (including in-kind)	\$ 16,797.55	
Learning Community Request	\$ 40,202.45	
Total Program Revenue	\$ 57,000	
Program Expenses	Amount	Comment
Salaries & Wages	\$ 41,000	<i>All groups work 3 hours per day.</i>
Insurance Benefits	\$ 9,000	
Transportation Costs	\$	
Training	\$	
Equipment	\$	
Supplies	\$ 2,000.00	
Printing & Copying	\$	
Telephone & Internet	\$	
Postage	\$	
Rent & Utilities	\$	
In-Kind	\$	
Other (please specify)	\$ 5,000.00	Daily snacks for students
Total Program Expenses	\$ 57,000	

Total Cost of Program	# of Weeks Per Year of Program	# of Children in Program	# Program Hours Per Week
\$57,000	3	75	12



LEARNING COMMUNITY OF DOUGLAS AND SARPY COUNTIES

Instructional Coaching Proposals

PROPOSAL

Summary			
Electronic File Name:	Proposal 2024/2025 – 2026/2027_LearningCommunity_ District Name		
School District:			
Program Name:			
Program Category	<input type="checkbox"/> Instructional Coaching		
Amount Requested:			
Sub council: (choose only one)	<input type="checkbox"/> #1 <input type="checkbox"/> #3 <input type="checkbox"/> #4 <input type="checkbox"/> #6		
Program Start Date:		Program End Date:	
Please use Attachment B to complete the following fields:		Total Cost of Program:	\$183,229.14/year
# of Weeks per Year of Program:		# Program Hours per Week:	
# of Students in Program:		Contact Hours per Teacher per Week:	
# of Teachers Coached:		Cost per Teacher per Hour:	
# of Coaches:			
Supporting Documents:	<input type="checkbox"/> We agree that by submitting this application that we will fully participate in an external evaluation by ICPE-Munroe Meyer Institute. <input type="checkbox"/> On Attachment B, please provide the budget summary and cost-per-teacher 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.		

Contact Information

Name and Title:	
School District:	
Email:	
Phone:	
Street Address:	
City, State and ZIP Code:	

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.

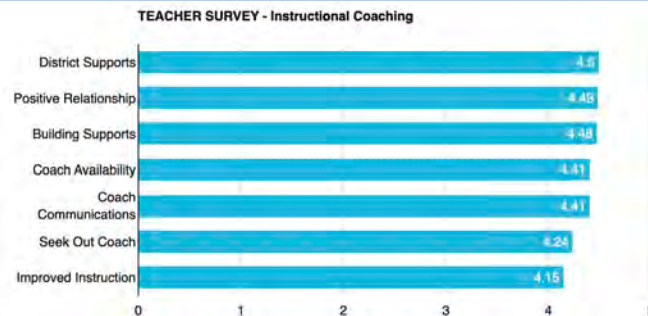
2. Principle: Program Design – Staff Focus

a. Evidence Based Research—New Programs Only: Briefly describe and cite the scientific research model that provides evidence the program will assist teachers in helping 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: Have you implemented this program previously? If so, please be sure to report the following information.

- *What strategies is your program using to support teachers' and other staff members' continuous improvement in these key teaching/learning interactions?*
- *Please include effect size scores from previous year evaluation from ICPE-Munroe Meyer.*
- *Individual results will not be published by the Learning Community.*



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.)

- 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.)

- e. Staff Protocols for Coaches—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.)

- f. 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.)

g. Staff Protocols for Teachers—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.)

h. 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.)

i. 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.)

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 details 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 teacher and program hours per week.

Please complete Attachment B

5. Principle: 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; 2024/2025; 2025/2026 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 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 (NSCAS ELA, writing, mathematics and science) and other information that districts systematically collect for K-6 (such as NWEA-MAP, FastBridge, or other district assessments). Data should be provided within 60 days of program completion. The MEFS will be collected pre and post for the Jumpstart to Kindergarten Program by the UNMC/MMI evaluation team.
- We will submit parent, teacher, and/or surveys (as 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

Date

ATTACHMENT A

Subcouncil: _____
 Program Type: Instructional Coaching
 School District: _____

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.

ATTACHMENT B

PROGRAM BUDGET		
Program Revenue and Request	Amount	Comment
Non-Learning Community Revenue (including in-kind)	\$	
Learning Community Request	\$	
Total Program Revenue	\$	
Program Expenses	Amount	Comment
Salaries & Wages	\$	
Insurance Benefits	\$	
Transportation Costs	\$	
Training	\$	
Equipment	\$	
Supplies	\$	
Printing & Copying	\$	
Telephone & Internet	\$	
Postage	\$	
Rent & Utilities	\$	
In-Kind	\$	
Other (please specify)	\$	
Total Program Expenses	\$	

Total Cost of Program	# of Weeks per Year of Program	# of Teachers in Program	# Program Hours per Week

*if not used as salaries

ATTACHMENT C:

Subcouncil 3

Executive Summary

Describe how services will be delivered, population to be served and organizational experience and capacity:

Omaha Public Schools is requesting funding to provide an Instructional Coach/FTE at Belle Ryan and Western Hills. Instructional Coaching is an integral part of the Omaha Public Schools Strategic Plan to raise academic achievement. Instructional coaching assists with the consistent delivery of instruction across the district and the implementation of specific instructional strategies for designated subgroups. Highly collaborative in its nature, Instructional coaches work closely with the Department of Curriculum, Instruction and Support to assist school personnel to understand their role in implementing effective early literacy instruction. There are potentially 39 teachers that will benefit from this professional development. We have staff in place to fill this funding request.

We are requesting additional funds to allow us:

1. To recruit and hire an Early Literacy Community Facilitator (ELCF), a position that will be supporting schools in subcouncils 1, 2, 3 & 5. This position will be used to continue the focus on early literacy by engaging with families and community stakeholders to connect literacy initiatives across the OPS attendance area. One such partnership is with Nebraska Growing Readers, to increase the flow of books into the homes of OPS families. The ELCF will also organize the distribution of 1000 family home literacy engagement packs as a way to network and leverage the strengths our families bring to the schools and support them in their home literacy practices. The ELCF would work on a needs assessment for family and community engagement, and the creation of electronic and print communication resources to share early literacy information. Additional projects would be guided by the PreK -12th Grade OPS Literacy Planning Committee.

Funds not expended as indicated above will be used yearly to:

1. Purchase early literacy materials and training for the four schools in subcouncil 1 that have higher than 60% free and reduced lunch and ed benefits: Belle Ryan, Western Hills, Ashland Park-Robbins, Beals, Edison, and Oak Valley. Schools will be provided with a list of options that include student manipulatives such as letter and sound kits, sound box boards, etc., and classroom literacy materials such as books, bookshelves, etc. These purchases will benefit PreK - 2nd grade classrooms and are above and beyond what is provided in school budgets.
2. Provide additional professional learning opportunities in literacy prioritizing teachers from subcouncil schools, opened district-wide if space is available.



LEARNING COMMUNITY OF DOUGLAS AND SARPY COUNTIES

Instructional Coaching Proposals

PROPOSAL			
Summary			
Electronic File Name:	Proposal 2024/2025 – 2026/2027_LearningCommunity_ Millard		
School District:	Millard Public Schools		
Program Name:	Instructional Coaching		
Program Category	X Instructional Coaching		
Amount Requested:	\$184,169.92		
Sub council: (choose only one)	<input type="checkbox"/> #1 <input type="checkbox"/> #3 <input checked="" type="checkbox"/> #4 <input checked="" type="checkbox"/> #6		
Program Start Date:	August 2024	Program End Date:	June 2027
Please use Attachment B to complete the following fields:		Total Cost of Program:	\$312,870.16
# of Weeks per Year of Program:	38 weeks	# Program Hours per Week:	31.50
# of Students in Program: # of Teachers Coached: # of Coaches:	1083 students 52 teachers 3 coaches	Contact Hours per Teacher per Week: Cost per Teacher per Hour:	31.50 hours per week x 3 coaches = 94.5 hours per week / 52 teachers = 1.817 hours per teacher per week \$312,870.16 /52 teachers = \$6,016.73 cost per teacher /69 hours per teacher = \$87.19 per teacher per hour.
Supporting Documents:	X We agree that by submitting this application that 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-teacher per hour.		

<p>Executive Summary: Describe how services will be delivered, population to be served and organizational experience and capacity in the space to the right.</p>	<p>Please limit response to 300 words or less in the space below.</p> <p>Our literacy coaches will work with every K-5 classroom teacher of English Language Arts through the course of the year. After a review of previous work in Millard, we have decided that a coach who is a part of the staff in a building full time for two full years is most able to build the relationships necessary to be effective.</p> <p>The coaches have been trained through Jim Knights and have developed coaching protocols to be used in the schools they serve. The Director of Elementary and Early Childhood and the Director of Professional Learning each supervise the coaches. Both the Directors and the coaches will collaborate to build capacity.</p> <p>Millard defines the Instructional Coaching Model in this way:</p> <p>Purpose of MPS Instructional Coaching: Through a systemic approach to instructional coaching, a teacher will increase instructional capacity thus increasing student achievement.</p> <p>Rationale:</p> <ul style="list-style-type: none"> • Teacher capacities to make instructional decisions vary from teacher to teacher. • Teachers fall along a continuum of teacher development. • All teachers have capacity to grow instructionally. • Instructional coaching will provide a mechanism of moving teachers to be more reflective practitioners. • Intended Outcomes: • Teachers in Millard Public Schools will be reflective practitioners who are able to adjust and refine instruction based on feedback from students, others and self. • Teachers' instructional decisions will be embedded in best practice pedagogy.
---	--

Contact Information	
Name and Title:	Heather Phipps, Associate Superintendent
School District:	Millard Public Schools
Email:	hhipps@mpsomaha.org
Phone:	(402) 715-8306
Street Address:	5606 South 147th Street
City, State and ZIP Code:	Omaha, NE 68137

<p>1. Principle: Educational Need (Attachment A)</p>
<p>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.</p>
<p>Please report using Attachment A. See Attachment A</p>

2. Principle: Program Design – Staff Focus

a. Evidence Based Research—New Programs Only: Briefly describe and cite the scientific research model that provides evidence the program will assist teachers in helping 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.)

John Hattie developed a way of synthesizing various influences in different meta-analyses according to their effect size (Dohen's d). Hattie ranked educational influences that are related to learning outcomes from very positive effects to very negative effects. Hattie found that the average effect size of all the interventions he studied was 0.40, The influences we lean into for our coaching model all show an effect size over 0.40. Source: J. Hattie (December 2017) visible learning.com. The list of influences outlined below aren't comprehensive but instead were selected to show how coaching influences can positively impact student achievement..

- *Collective teacher efficacy (1.57 effect size)*
- *Response to intervention (1.29)*
- *Self-efficacy (0.92)*
- *Interventions for students with learning needs (0.77)*
- *Teacher Clarity (0.75)*
- *Phonics instruction (0.70)*
- *Instructional Coaching (0.51)*

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

- *What strategies is your program using to support teachers' and other staff members' continuous improvement in these key teaching/learning interactions?*
- *Please include effect size scores from previous year evaluation from ICPE-Munroe Meyer.*
- *Individual results will not be published by the Learning Community.*

Through the development of a building literacy team, schools identify specific high impact practices to commit to. Literacy coaches use this information to leverage resources in our coaching model and within our curriculum to improve teaching practices and student outcomes.

No results from ICPE-Munroe Meyer are available for the previous year; however, we are working in conjunction with Munroe-Meyer to develop a plan for determining evidence of program outcomes. Outcomes could include pre-post survey results as well as building identified priority outcome goals.

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.)

- 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. o What is the intensity of the program (*i.e.* duration, frequency) and how do you know this dosage is effective?
- o How will you decide which teachers receive intensive coaching?
 - o 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.
 - o How will you measure the impact of instructional coaching on classroom instruction?

(Please limit response to 200 words or less.)

- e. Staff Protocols for Coaches—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.)

- f. 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.)

- g. Staff Protocols for Teachers—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.)

- h. 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.)

- i. 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.)

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.)

We believe it will be essential to network with the other Learning Community districts implementing coaching. Our coaches also will participate in the ESU3 Coaching Cadre.

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 details 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 teacher and program hours per week.

Please complete Attachment B

5. Principle: 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; 2024/2025; 2025/2026 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 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 (NSCAS ELA, writing, mathematics and science) and other information that districts systematically collect for K-6 (such as NWEA-MAP, FastBridge, or other district assessments). Data should be provided within 60 days of program completion. The MEFS will be collected pre and post for the Jumpstart to Kindergarten Program by the UNMC/MMI evaluation team.
- We will submit parent, teacher, and/or surveys (as 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

Date

Program Type: Instructional Coaching
School District: Millard 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.
Bryan Elementary	18	1	
Morton Elementary	17	1	
Sandoz Elementary	17	1	

ATTACHMENT B

Program Revenue and Request	Amount	Comment
Non-Learning Community Revenue (including in kind)	\$128,700.24	The District has been supporting the additional FTE cost.
Learning Community Request	\$184,169.92	
Total Program Revenue	\$312,870.16	
Program Expenses	Amount	Comment
Salaries & Wages	\$312,870.16	<i>indicate % FT and % PT here</i> <i>3 FTE</i>
Insurance Benefits	\$	
Transportation Costs	\$	
Training	\$	
Equipment	\$	
Supplies	\$	
Printing & Copying	\$	
Telephone & Internet	\$	
Postage	\$	
Rent & Utilities	\$	
In-Kind	\$	
Other (please specify)	\$	
Total Program Expenses	\$312,870.16	

Total Cost of Program	# of Weeks per Year of Program	# of Teachers in Program	# Program Hours per Week
\$312,870.16	38	52	31.50 hours per week x 3 coaches = 94.5 hours per week



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

PROPOSAL			
Summary			
Electronic File Name:	Proposal 2024/2025 – 2025/2026_LearningCommunity_Papillion La Vista		
School District/Organization Name:	Papillion La Vista Community Schools		
Program Name:	Connecting the Cohort: Jump Start		
Program Category (choose only one)	<input type="checkbox"/> Extended Learning / Summer X Jumpstart to Kindergarten <input type="checkbox"/> Extended Learning / School Year		
Amount Requested:	\$116,640.62		
Subcouncil: (choose only one)	<input type="checkbox"/> #1 <input type="checkbox"/> #3 <input type="checkbox"/> #4 X #6		
Program Start Date:	July 22, 2024	Program End Date:	Aug 2, 2024
Please use Attachment B to complete the following fields:		Total Cost of Program:	\$207,208.50
# of Weeks Per Year of Program:	2 weeks	# Program Hours Per Week:	30 hours/week in summer; 22 hours week/school year (home visits)
# of Students in Program:	325	Cost Per Child Per Program Hr:	
Supporting Documents:	<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: <ul style="list-style-type: none"> <input type="checkbox"/> letter of support from cooperating school district, <input type="checkbox"/> most recent organization audit from your legal, fiscal agent, <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.	<p>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 2024 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 2024. Jump Start programming in PLCS began with the 2011 Cohort.</p> <p>The 2024 Jump Start to Kindergarten will occur prior to the beginning of the 2024-2025 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 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

programming and home visits during the school year through the student's 3rd. grade year.

Contact Information

Name and Title:	Patti Drewes-Hynek, Early Childhood Supervisor
Organization:	Papillion La Vista Community Schools
Email:	patti.dreweshynek@plcschools.org
Phone:	402-514-3242
Street Address:	1211 N. Monroe Street
City, State and ZIP Code:	Papillon, 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.

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:

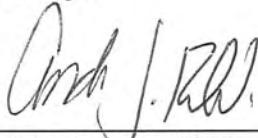
Assurances – All Programs: The applicant understands by submitting this proposal that the applicant assures the Learning Community that they will comply with the assurances and will provide the listed information to ICPE-Munroe Meyer Institute for the 2016/2017 evaluation. The applicant understands that student

identifiable data and district level data will be aggregated for the Learning Community and will, therefore, not be 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 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-6 (such as NWEA-MAP, FastBridge, or other district assessments). Data should be provided within 60 days of program completion. The MEFS will be collected pre and post for Jumpstart to Kindergarten Programs by UNMC/MMI evaluation team.
- We will submit parent, teacher, and/or surveys (as 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

3-22-2024

Date

ATTACHMENT A

Subcouncil: #6

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

School District / Organization: Papillon La Vista 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.
La Vista West	287	66.13% Free and Reduced
Golden Hills	217	55.51% Free and Reduced
Parkview Heights	404	52.08% Free and Reduced
G. Stanley Hall	383	51.94% Free and Reduced
Carriage Hill	343	41.38% Free and Reduced

ATTACHMENT B

PROGRAM BUDGET		
Program Revenue and Request	Amount	Comment
Non-Learning Community Revenue (including in-kind)	\$ 90,567.88	per year
Learning Community Request	\$ 116,640.62	per year
Total Program Revenue	\$219.838.00	per year
Program Expenses	Amount	Comment
Salaries & Wages	\$ 167,328.00	per year
Insurance Benefits	\$	
Transportation Costs	\$ 8,000.00	paid by district (In Kind)
Training	\$ 2,560.00	In Kind
Equipment	\$	
Supplies	\$ 13,800.00	home visiting supplies; teaching and learning materials
Printing & Copying		
Telephone & Internet		
Postage		
Rent & Utilities	\$	
In-Kind	\$15,520.50	child care cost (12,200), physical/immunization cost (1,400), breakfast (1,920)
Other (please specify)	\$	
Total Program Expenses	\$ 207,208.50	per year

Total Cost of Program	# of Weeks Per Year of Program	# of Children in Program	# Program Hours Per Week
\$207,208.50	2	325	30/week (summer); 22/week(school year)



LEARNING COMMUNITY OF DOUGLAS AND SARPY COUNTIES

Instructional Coaching Proposals

PROPOSAL

Summary			
Electronic File Name:	Proposal 2024/2025 – 2026/2027_LearningCommunity_ District Name		
School District:			
Program Name:			
Program Category	<input type="checkbox"/> Instructional Coaching		
Amount Requested:			
Sub council: (choose only one)	<input type="checkbox"/> #1 <input type="checkbox"/> #3 <input type="checkbox"/> #4 <input type="checkbox"/> #6		
Program Start Date:		Program End Date:	
Please use Attachment B to complete the following fields:		Total Cost of Program:	\$204,201.61/year
# of Weeks per Year of Program:		# Program Hours per Week:	
# of Students in Program:		Contact Hours per Teacher per Week:	
# of Teachers Coached:		Cost per Teacher per Hour:	
# of Coaches:			
Supporting Documents:	<input type="checkbox"/> We agree that by submitting this application that we will fully participate in an external evaluation by ICPE-Munroe Meyer Institute. <input type="checkbox"/> On Attachment B, please provide the budget summary and cost-per-teacher 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.		

Contact Information

Name and Title:	
School District:	
Email:	
Phone:	
Street Address:	
City, State and ZIP Code:	

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.

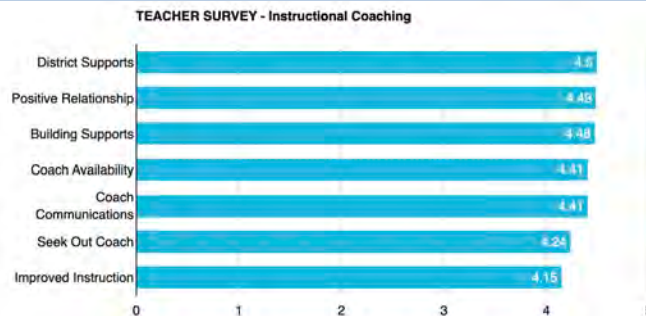
2. Principle: Program Design – Staff Focus

a. Evidence Based Research—New Programs Only: Briefly describe and cite the scientific research model that provides evidence the program will assist teachers in helping 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: Have you implemented this program previously? If so, please be sure to report the following information.

- *What strategies is your program using to support teachers' and other staff members' continuous improvement in these key teaching/learning interactions?*
- *Please include effect size scores from previous year evaluation from ICPE-Munroe Meyer.*
- *Individual results will not be published by the Learning Community.*



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.)

- 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.)

- e. Staff Protocols for Coaches—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.)

- f. 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.)

g. Staff Protocols for Teachers—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.)

h. 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.)

i. 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.)

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 details 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 teacher and program hours per week.

Please complete Attachment B

5. Principle: 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; 2024/2025; 2025/2026 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 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 (NSCAS ELA, writing, mathematics and science) and other information that districts systematically collect for K-6 (such as NWEA-MAP, FastBridge, or other district assessments). Data should be provided within 60 days of program completion. The MEFS will be collected pre and post for the Jumpstart to Kindergarten Program by the UNMC/MMI evaluation team.
- We will submit parent, teacher, and/or surveys (as 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

Date

ATTACHMENT A

Subcouncil: _____
 Program Type: Instructional Coaching
 School District: _____

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.

ATTACHMENT B

PROGRAM BUDGET		
Program Revenue and Request	Amount	Comment
Non-Learning Community Revenue (including in-kind)	\$	
Learning Community Request	\$	
Total Program Revenue	\$	
Program Expenses	Amount	Comment
Salaries & Wages	\$	
Insurance Benefits	\$	
Transportation Costs	\$	
Training	\$	
Equipment	\$	
Supplies	\$	
Printing & Copying	\$	
Telephone & Internet	\$	
Postage	\$	
Rent & Utilities	\$	
In-Kind	\$	
Other (please specify)	\$	
Total Program Expenses	\$	

Total Cost of Program	# of Weeks per Year of Program	# of Teachers in Program	# Program Hours per Week

*if not used as salaries

ATTACHMENT C:

Subcouncil 1

Executive Summary

Describe how services will be delivered, population to be served and organizational experience and capacity:

Omaha Public Schools is requesting funding to provide an Instructional Coach/FTE at Dodge and Sunny Slope. Instructional Coaching is an integral part of the Omaha Public Schools Strategic Plan to raise academic achievement. Instructional coaching assists with the consistent delivery of instruction across the district and the implementation of specific instructional strategies for designated subgroups. Highly collaborative in its nature, Instructional coaches work closely with the Department of Curriculum, Instruction and Support to assist school personnel to understand their role in implementing effective early literacy instruction. There are potentially 39 teachers that will benefit from this professional development. We have staff in place to fill this funding request.

We are requesting additional funds to allow us:

1. To recruit and hire an Early Literacy Community Facilitator (ELCF), a position that will be supporting schools in subcouncils 1, 2, 3 & 5. This position will be used to continue the focus on early literacy by engaging with families and community stakeholders to connect literacy initiatives across the OPS attendance area. One such partnership is with Nebraska Growing Readers, to increase the flow of books into the homes of OPS families. The ELCF will also organize the distribution of 1000 family home literacy engagement packs as a way to network and leverage the strengths our families bring to the schools and support them in their home literacy practices. The ELCF would work on a needs assessment for family and community engagement, and the creation of electronic and print communication resources to share early literacy information. Additional projects would be guided by the PreK -12th Grade OPS Literacy Planning Committee.

Funds not expended as indicated above will be used yearly to:

1. Purchase early literacy materials and training for the four schools in subcouncil 1 that have higher than 60% free and reduced lunch and ed benefits: Dodge, Masters, Prairie Wind, and Sunny Slope. Schools will be provided with a list of options that include student manipulatives such as letter and sound kits, sound box boards, etc., and classroom literacy materials such as books, bookshelves, etc. These purchases will benefit PreK -2nd grade classrooms and are above and beyond what is provided in school budgets.
2. Provide additional professional learning opportunities in literacy prioritizing teachers from subcouncil schools, opened district-wide if space is available.

**Special Project Proposals
2023/2024**

PROPOSAL		
Summary		
Electronic File Name:	Proposal 2023/2024_LearningCommunity_ District Name	
School District:		
Program Name:	Nebraska Children and Families Foundation- Rooted in Relationships	
Program Category	<input type="checkbox"/> Special Project	
Amount Requested:	\$50,000.00	
Subcouncil: (choose only one)	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input type="checkbox"/> #4 <input type="checkbox"/> #6	
Program Start Date:	6/1/2024	Program End Date: <div style="text-align: right; padding-right: 20px;">8/31/2024</div>
Executive Summary: Describe how services will be delivered, population to be served and organizational experience and capacity in the space to the right.	<p>This proposal allows for evidence-based parenting programs to be provided in the summer to families in both North and South Omaha. Families will be recruited from early childhood programs who are actively seeking more engagement with the parents of the children they are serving. The evidence-based programs that will be taking place are Circle of Security-Parenting as well as workshops from the Nurturing Parenting program. This proposal also includes costs that will mitigate barriers that parents may encounter as they engage with the parenting classes. Some examples of these barriers include child care, meals, and transportation.</p>	

Contact Information	
Name and Title:	Stacy Scholten- Assistant Vice President, Early Childhood Mental Health
School District:	
Email:	sscholten@nebraskachildren.org
Phone:	402-440-9981
Street Address:	215 Centennial Mall S
City, State and ZIP Code:	Lincoln, NE 68508

Please complete this request by answering the following questions below:

Educational Need: 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.

What is your district's 2023-2024 goal for Family and Community Partnership Engagement?

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

The goal for Family and Community Partnership and Engagement is to support and promote the connection between community child care providers and the families of the children they are caring for. Positive relationships between a child's parent and their teacher during the early years can set a foundation for positive educational experiences as they transition to kindergarten. By providing parenting programs within the early child care setting, this allows for more communication between the child's caregivers. Caregivers can talk about concerns and successes that are experienced in both the home and the classroom. They can also discuss strategies that best support the child in both environments.

How will these fund provide opportunities for meeting the district's 2023-2024 Family and Community Engagement? Have you implemented this program previously?

Nebraska Children and Families Foundation is implementing Circle of Security in several communities across the state. Third party evaluators consistently find positive results in lowering parenting stress and increasing positive interactions between children and their parents.

How will these funds support next steps for your district in family and community partnership engagement in the future?

(Please limit response to 200 words or less.)

These funds will support community child care providers in the work they are doing with families every day and enhance their summer family engagement efforts. Summer break can often become a challenging time for families as children and parents are spending more time together. The goal is for parenting stress to decrease and parents to feel confident that they have the tools they need to meet their children's developmental needs by offering opportunities for families to engage in activities and learning workshops together.

How will these funds assist in closing the opportunity gap?

(Please limit response to 200 words or less.)

These funds will assist in closing the opportunity gap by providing evidence-based programs that will strengthen the connection between the home and the early learning environment. The programs will promote positive parenting practices that encourage learning. Caregivers will learn new strategies for responding to their children's needs. Many of these early learning programs are connected to additional community-based organizations. This allows parents to access necessary resources in a more coordinated fashion that will set their children up for success.

How will these funds assist in closing the opportunity gap?

(Please limit response to 200 words or less.)

See response in previous question.

Describe the direct impact this request will have on children and families.

(Please limit response to 200 words or less.)

Families will be able to build positive relationships with their children’s early learning programs. Families will receive more opportunities to communicate with their children’s early learning teachers. As teachers and families increase their communication, children will receive consistent messaging of expectations and encouragement in both the home and learning program. Children will develop more trusting relationships with their teachers as they see their families also forming positive relationships with the teachers. Children will build a healthy foundation for their social and emotional development so they can enter the kindergarten classrooms excited and ready to learn.

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 total cost of program, number of weeks per program, number of teacher and program hours per week.

Please complete Attachment B

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

Date

ATTACHMENT B

PROGRAM BUDGET		
Program Revenue and Request	Amount	Comment
Non-Learning Community Revenue (including in-kind)	\$	
Learning Community Request	\$	
Total Program Revenue	\$	
Program Expenses	Amount	Comment
Salaries & Wages	\$ 13,160	<i>Varied staff salaries, including child care costs for activities</i>
Insurance Benefits	\$ 0	
Transportation Costs	\$ 7400	
Training	\$ 6300	Varied facilitator fees
Equipment	\$ 0	
Supplies	\$ 12,100	Materials for activities, food costs as well
Printing & Copying	\$ 0	
Telephone & Internet	\$ 0	
Postage	\$ 0	
Rent & Utilities	\$ 1000	
In-Kind	\$	
Other (please specify)	\$ 10,040	Incentives/giveaways to promote attendance and engagement with resources and training
Total Program Expenses	\$ 50,000.00	

Total Cost of Program	# of Weeks per Year of Program	# of Teachers in Program	# Program Hours per Week

**Special Project Proposals
2023/2024**

PROPOSAL

Summary

Electronic File Name:	Proposal 2023/2024_LearningCommunity_ District Name		
School District:	Completely KIDS		
Program Name:			
Program Category	x <input type="checkbox"/> Special Project		
Amount Requested:	\$90,036		
Subcouncil: (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		
Program Start Date:	5/29/24	Program End Date:	7/26/24

Executive Summary: Describe how services will be delivered, population to be served and organizational experience and capacity in the space to the right.	<p><i>Please limit response to 300 words or less in the space below.</i></p> <p>Completely KIDS has over 100 years of serving the Omaha community with impactful family engagement and children’s development programming. We were the first organization selected to provide afterschool activities for students directly in Omaha Public Schools sites. Today, Completely KIDS provides out-of-school time academic, mental health, and family engagement programming in 10 OPS schools, three area homeless shelters, Ronald McDonald House, All Saints Elementary, and our headquarters on St. Mary’s Ave in central Omaha.</p> <p>Completely KIDS’ highly trained instructors engage with students, families, and schools to impact more than 2,600 community members each year. We provide dynamic opportunities for children and families with school- and community-based actions tailored to their needs and interests. We apply the Two-Generation strategy, engaging caregivers in their children’s development, which helps to ensure the best outcomes in children’s educational growth and wellbeing.</p> <p>With Learning Community support, Completely KIDS will deepen the academic and family engagement components of our summer programs at supplemental out-of-school time activities in the summer of 2024 at five OPS elementary schools: Jackson, Gifford Park, Walnut Hill, Gomez Heritage, and Field Club. Services will be delivered through full-day summer learning and family engagement programming at these five sites and field trips to educational and cultural sites throughout the Omaha metro. For eight weeks this summer of 2024, instructors will provide the following:</p> <ul style="list-style-type: none"> - Literacy classes for grades K-6 at all five sites - STEM instruction for grades 3-5 at five sites - field trips for kids and caregivers to Omaha Children’s Museum, Luminarium, and SAC Museum - Family Engagement Nights at five schools
--	--

PROPOSAL

The comprehensive programming will engage 350 students in intensive learning opportunities to help them avoid the summer slide, together with at least 50 caregivers.

Contact Information

Name and Title:	Ann Lawless, Chief Program Officer
School District:	Completely KIDS (Omaha Public Schools)
Email:	alawless@completelykids.org
Phone:	402-397-5809 ext. 213
Street Address:	2566 St. Mary's Ave.
City, State and ZIP Code:	Omaha, NE 68105

Please complete this request by answering the following questions below:

Educational Need: 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.

What is your district's 2023-2024 goal for Family and Community Partnership Engagement?

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

Completely KIDS' goal for family and community engagement applies the 2-Generation strategy. The 2-generation approach builds childhood strengths and family wellbeing by intentionally working with children and their caregivers together. Completely KIDS' 2-Generation programming is a comprehensive set of activities to strengthen children's educational outcomes and 21st Century skills, together with improved caregiver and whole-family wellbeing. Best practices in childhood development show that for a student to be successful, the caregiver must be involved in the child's development. Our 2-Generation programming builds resilience and greater potential for success in underserved families.

Stronger families mean a stronger community, and we align directly with the OPS goal of the Family and Community Relationships team, dedicated to "partnering with stakeholders to strengthen the connection between families, the community and the Omaha Public Schools district." As we engage caregivers in their children's academic development, parents gain skills, toolkits, and confidence to engage more with their schools as well. We see better informed parents in their child's education and school environment, and more involved parents in school activities, communications, decision-making, and more. The district gains more cultural competence and capacity to serve diverse populations with consistent engagement with our families and others from multicultural backgrounds.

How will these funds provide opportunities for meeting the district's 2023-2024 Family and Community Engagement? Have you implemented this program previously?

Completely KIDS' summer programming at the five schools will provide opportunities for students' academic growth in literacy and STEM classes. We create fun, engaging, and activity-based classes and curriculum to better engage students in the subject matter and ensure that they achieve success milestones. Summer students are with Completely KIDS for up to eight hours a day. We ensure we can capture their attention by creating learning opportunities that keep children interested, with hands-on and activity-based curriculum, and plenty of time for physical activity. Specific opportunities are:

- Literacy and reading classes from students in all grades K-6
- STEM classes and curriculum – from National Inventors Hall of Fame
- Caregiver and family engagement – each school will host family and community-building events with the participation of caregivers and other family members who support the student's development. Activities will be tailored to each community. We take the opportunity to teach parents in the importance of engaging in their kids' schools and educational journey.
- Family-inclusive field trips to Metro cultural sites: Luminarium, SAC Museum, and Children's Museum. We will invite caregivers to join us on each cultural trip that connect them to the community and build positive parent-child interaction.
- Engage parents as providers – we are piloting this model at Gomez Heritage where caregivers with the right skills will be brought on as volunteer instructors in our out-of-school time programming.

Completely KIDS has implemented variations on this project in previous summers. But this will be the first concentrated strategy for full family and community engagement opportunities for kids and caregivers.

How will these funds support next steps for your district in family and community partnership engagement in the future?

(Please limit response to 200 words or less.)

Family and community engagement are at the core of our students' success into the future. We will continue to build on this foundation for parents and community engagement. When parents feel empowered and confident in their engagement, they continue to be involved in their children's schools and their children miss fewer days of school. We help to provide caregivers with the toolkits for engagement, remove barriers to active participation, build their confidence by removing the sense of mystery they may feel around schools, and continue to provide education and engagement opportunities during the school year. Across our activities, parents are encouraged to be an active participant and contribute in the manner that best suits their interests and capacity.

Next school year, Completely KIDS will implement a key piece of this family engagement strategy, included in our Strategic Plan 2023-2025. We are forming a Parent Advisory Board to further amplify the voices of caregivers and families in guiding programs. The Parent Advisory Board will have a representative on the full Completely KIDS' Board of Directors. Funding from the Learning Community for family engagement activities will build the foundation for identifying caregivers for this Advisory Board and potential participation on the Board.

How will these funds assist in closing the opportunity gap?

(Please limit response to 200 words or less.)

Over the summer, students from low-income backgrounds are likely to lose up to two months of math and reading skills while higher income kids steadily grow in these areas. They have less opportunities for academic enrichment and are more likely to have lower academic achievement. Summer reading loss is one of the most significant predictors of the gap between high- and low-income students' achievement. While Completely KIDS' programming is open to families of all backgrounds, generally, our students are from lower-income backgrounds and of English language learner (ELL) families. Completely KIDS directly addresses all of these factors that widen the opportunity gap for children in poverty and from ELL or immigrant families. Learning Community funds will support us to close the opportunity gap through:

- More than 20 days of summer programming for at least four to five hours a day is evidence-proven to increase students' scores on achievement tests.
- More engaged parents translates to improved school attendance, better behaviors, stronger self-esteem, and other benefits that help to close the opportunity gap.
- Just two hours of literacy activities and 90 minutes of math in summer programs leads to higher achievement and test scores.

Describe the direct impact this request will have on children and families.

(Please limit response to 200 words or less.)

When children receive additional academic exposure in the summer months, they experience reduced summer slide. They can start the academic year with the tools to pick up where they left off in the spring instead of falling behind their peers from higher-income backgrounds. Through enhanced parent engagement, we see further multiplier effects on their chances at success in school. With the above interventions research-driven to close the opportunity gap, the impact on children from lower-income and ELL families is profound. With better achievement in elementary school, students achieve better graduation rates and increased likelihood that they will go on to post-secondary education, leading to better career opportunities.

For parents, they are proud of the difference that they can make in their children's educational trajectory. When we help them reduce the barriers to their engagement, they see that their voices can be heard. They gain a sense of agency, not only in interacting with their children's school but with the wider community. They can better access necessary resources for their families, build social capital both through Completely KIDS' groups and other parent or community groups, and further their families' prospects for long-term wellbeing.

How will these funds assist in closing the opportunity gap?

(Please limit response to 200 words or less.)

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 total cost of program, number of weeks per program, number of teacher and program hours per week.

Please complete Attachment B

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 / CEO

3/25/2024
Date

ATTACHMENT A

Subcouncil: 2 and 5

Program Type: Special Projects

School District: Completely KIDS

Building(s) Served (please include highest to lowest priority)	# of CK Staff	# of Coaches	ONLY IF REQUESTED BY LEARNING COMMUNITY: Needs Statement for each building. Data may include student demographics, performance, and unique needs.
Walnut Hill	8		Free and Reduced 87.24%, Mobility 9.57%, English Learners 37%
Gomez	15		Free and Reduced 77.79%, Mobility 5.36%, English Learners 64%
Field Club	8		Free and Reduced 76.91%, Mobility 9.56%, English Learners 49%
Gifford Park	7		Free and Reduced 68.69%, Mobility 10.61%, English Learners 38%
Jackson	10		Free and Reduced 62.85%, Mobility 5.33%, English Learners 52%

ATTACHMENT B

PROGRAM BUDGET		
Program Revenue and Request	Amount	Comment
Non-Learning Community Revenue (including in-kind)	\$ 234,280	
Learning Community Request	\$ 90,036	
Total Program Revenue	\$	
Program Expenses	Amount	Comment
Salaries & Wages	\$	<i>indicate % FT and % PT here</i>
Insurance Benefits	\$	
Transportation Costs	\$	
Training	\$	
Equipment	\$	
Supplies	\$ 35,000	STEM Classroom Sets
Printing & Copying	\$	
Telephone & Internet	\$	
Postage	\$	
Rent & Utilities	\$	
In-Kind	\$	
Other (please specify)	\$	
Outside Services	\$ 32,500	
Field Trips	\$ 15,036	
Family Engagement	\$ 7,500	
Total Program Expenses	\$ 90,036	

Total Cost of Program	# of Weeks per Year of Program	# of CK Staff in Program	# Program Hours per Week
\$324,316	8	48	45

Completely



*Creating Community
for Kids and Families*

KIDSSM



Completely KIDS

- Mission: Completely KIDS educates and empowers youth and their families to create a safe, healthy, successful, and connected community.
- Programs:
 - Out of School
 - Weekend Food
 - Mental Health
 - Family
 - Teen

Summer Slide

Students from low-income backgrounds are likely to lose up to 2 months of math and reading skills over the summer.



Summer Slide

Summer reading loss is one of the most significant predictors of the gap between high and low-income student's achievement.



What are we going to do about it?



MINIMUM OF 20 DAYS
OF PROGRAM



MINIMUM OF 4-5
HOURS A DAY



90 MINUTES OF
MATH/DAY



2 HOURS OF
LITERACY
ACTIVITIES/DAY

Deepening Math and Literacy

Providers

Field Trips

Curriculum

Family Engagement



Schools

School	Sub Council	Number of Students	Free and Reduced Lunch
Walnut Hill	2	58	87%
Jackson	2	75	62.85%
Gifford Park	2	45	68.69%
Gomez Heritage	5	110	77.79%
Field Club	5	60	76.91%

Learning Community
Elementary Learning Center Evaluation
 Education and Child Development
 5/01/2024-10/31/2024

	FTE	Total
	-----	-----
Personnel:		
J. Johnson	0.05	3,497
TBD Evaluators	0.30	9,333
S. Baird	0.10	3,723
Sub-total	0.45	16,553
Fringe Benefits		5,024
Travel		1,000
Supplies		5,740
Operating:		
Incentives		2,000
Printing / Copy Services		200
Administrative Service Fee		3,052

Total		33,569