

Learning Community Coordinating Council

February 1st, 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 November meeting of the Learning Community Council is called to order on February 1st, 2024, at 6 p.m.
- ii. **Council Mission Statement: Together with school districts and community organizations as partners, we demonstrate, share, and implement more effective practices to measurably improve educational outcomes for children and families in poverty.**
- iii. Public Notice and Compliance Nebraska Open Meetings Law
- iv. Pledge of Allegiance
- v. Council Roll Call
- vi. Officer Elections

II. Public Comment

III. Reports

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

IV. Consent Agenda

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

- i. Minutes of the December 7th, 2023, meeting of the Council
- ii. Treasurer's Report – November 30th, 2023 and December 31st, 2023
- iii. First Quarter Report Budget to Actuals
- iv. ELD's Subcommittee
 - i. Motion to recommend approval of Douglas County West Community Schools Special Project Request of \$5,000.00.
 - ii. Motion to recommend approval of Gretna Public Schools Special Project Request of \$37,500.00
 - iii. Motion to recommend approval of Millard Public Schools Special Project Request of \$96,000.00

- iv. Motion to recommend approval of Omaha Public Schools Special Project Request of \$49,000.00
- v. Motion to recommend approval of Papillion La Vista Community Schools Special Project Request of \$9,900.00
- vi. Motion to recommend approval of Ralston Public Schools Special Project Request of \$25,996.50
- vii. Motion to recommend approval of Westside Community Schools Special Project Request of \$55,500.00
- viii. Motion to recommend approval of the purchase of a new Mini Bus for the Learning Community Center of South Omaha

V. Programming Update

- a. Centers Updates
- b. District Initiatives

VI. Subcommittee Reports

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

VII. New Business

- 1) MMI Evaluation Report 2022-2023

Upcoming Meeting – February 15, 2024 – Learning Community Center of North Omaha, 1612 North 24th Street, Omaha, NE 68110

VIII. Adjourn

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

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

UPCOMING LEARNING COMMUNITY EVENTS:

| | |
|-------------------------|---|
| Advisory Committee | To Be Determined |
| LC Coordinating Council | February 15, 2024, 6:00 p.m. Learning Community Center of North Omaha, 1612 N. 24 th Street, Omaha, NE |
| Subcouncil #1 | To Be Determined |
| Subcouncil #2 | To Be Determined |
| Subcouncil #3 | To Be Determined |
| Subcouncil #4 | To Be Determined |
| Subcouncil #5 | To Be Determined |
| Subcouncil #6 | To Be Determined |

HANDOUTS TO ACCOMPANY THIS AGENDA ARE AS FOLLOW

- CEO Report
- LCCC Minutes dated December 7th, 2023
- Treasurer's Report dated – November 30th, 2023 and December 31st, 2023
- First Quarter Report Budget to Actuals
- Center Updates
- District Initiatives: Special Projects Proposals

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

Interim Chief Executive Officer
Gerald "Mike" 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

Achievement Subcouncil 2
Carol Hahn
Sharnelle Shelton

Achievement Subcouncil 3
Mark Hoeger
Sally Otis

Achievement Subcouncil 4
Angie Miller

Achievement Subcouncil 5
Douglas Brady
Tonya Ward

Achievement Subcouncil 6
Andrew Brock Tim
Hall

MISSION

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

VISION

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

LearningCommunityDS.org



January 7, 2024

CEO Report

1. Staffing changes: As of 01/08/2024 We have hired Ryan Brown as the Human Resources Operations Director. We are in the final stages of hiring an Executive Assistant. We are currently looking to hire two positions for Parent University. One of the positions is a Social Worker which is critical to the continued success of the program. We are focusing our hiring efforts on candidates who have a strong tie to the North Omaha community.

The Learning Community is still contracting with HR Minded Consulting Services through the month of January to wrap up a few small projects and assist with some onboarding of the new HR Director.

2. Programming updates: Research is being conducted by our Executive Director on possible sister programs to Parent University. These new programs are aimed at fulfilling the mission of the Learning Community and branding the Learning Community as a premier resource for family and early education services in Omaha.
3. Partnerships: Heart Ministries, Freedomtainment, and the Empowerment Network have agreed to be stronger partners with the Learning Community. Several events have been scheduled during the month of January that create tremendous positive exposure for the Learning Community. Stakeholder meetings are taking place to re-engage and create better mission alignment.

EVENTS:

- Resource table at Heart Ministries for their diaper drive
 - Weekly Omaha 360 meeting with North Omaha Community organizations including (Omaha Police department & Omaha Fire Department)
 - Resource Table at The State of North Omaha meeting with Empowerment network and the Mayor's Office.
4. Swag and Merchandise: 4imprint and other vendors are being utilized to purchase apparel and accessories that will be given away at community events. These items are important to build the brand and community trust for our organization. We want to be present for the community and be remembered.



Interim Chief Executive Officer
Gerald "Mike" Kuhn II

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MISSION

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LearningCommunityDS.org

5. **LOOKING FORWARD TO THE FUTURE:** We are back on the search for a Satellite location for our South Omaha Center. We will be running financial analytics for the sustainability of a satellite south center as well as a center in West Omaha. The Learning community is working with superintendents from Westside Public Schools, Papillion Public Schools, and Millard Public Schools on a feasibility study for a potential west Omaha center.

Learning Community Coordinating Council

December 7th, 2023 – 6:00PM

1612 North 24th Street, Omaha, Nebraska 68110

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

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

I. Opening the Meeting

- i. Call to Order: The regular November meeting of the Learning Community Council is called to order on December 7th, 2023, at 6 p.m.
- ii. **Council Mission Statement: Together with school districts and community organizations as partners, we demonstrate, share, and implement more effective practices to measurably improve educational outcomes for children and families in poverty.**
- iii. Public Notice and Compliance Nebraska Open Meetings Law
- iv. A meeting of the Coordinating Council of the Learning Community of Douglas and Sarpy Counties was held November 16th, 2023. Notice of the meeting, containing the date, time, place, and agenda, was given in advance thereof by publication in the Daily Record on November 27, 2023. The proof of publication has been received and will be made a permanent part of the record of the meeting. Notice of the agenda was given to all members of the Council on November 27, 2023.
- v. Council Roll Call:

Voting Members Present: Brady, Brock (absence excused as of 6:41 p.m.), Givens, Hahn, Hall, Hoeger, Kuhn, Miller, Otis, Shelton, Ward

Voting Members Excused:

Members Absent: Scott

Staff Present: Kuhn, Lopez

- vi. Pledge of Allegiance

II. Public Comment

III. Reports

- i. Chair
 - Miller discussed the Transition Committee will be dissolved and the Personnel and Admin Sub council will support the efforts for the CEO search.
- ii. CEO
 - Staffing changes: As of 11/21/2023 Former Human Resources Operations Manager is no longer employed with the Learning community. After 14 years of dedicated service Executive Assistant Paula Erlewine will retire from the Learning Community. We have solicited the assistance of a

private firm to assist the Learning Community with our HR needs. We are currently in the hiring process for both positions.

- Programming updates: The Fall Harvest festival was held at the end of November and was very successful. We held programming and fed over 100 people. Both centers will be holding a similar winter festival in December. Six school districts submitted proposals for the Special Projects funds. The districts will conduct a presentation for their request at the next ELD sub-committee meeting held on December 14th.
- Preliminary conversations have been held with our new Facility Manager from the Lund company to address the many concerns with the North campus building. A meeting will be scheduled with our legal counsel to discuss the terms of the lease agreement with the Lund Company.
- Productive conversations are being held with each of the eleven school district superintendents. The conversation topics have been and will continue to be about the vision and mission of the Learning community, How the Learning Community of Douglas and Sarpy County can be better partners, and How the Learning Community can help with the challenges of early education in their districts.

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 November 16th, 2023, meeting of the Council

Hall called the consent agenda to be open discussion. He stated **item I. Opening the Meeting iv. Council Roll Call Voting Members Excused: Scott was incorrect.**

Hall made a motion to amend the minutes and place council member Scott under Members Absent.

Brady seconded the motion

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

Miller made a motion to adopt the minutes as amended.

Otis seconded the motion.

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

V. New Business

- 1) Interview Candidates for Appointment to the Subcouncil 1 vacancy.

- i. Action Item: Vote by written ballot to determine recommended finalists.

- ii. Action Item: Motion to nominate one or more candidates as a finalist (up to 3) for Subcouncil 1 vacancy (including any candidate who receives a majority of the votes).

- iii. Action Item: Vote by written ballot to select the appointee.

- iv. Action Item: Appoint one finalist to the Subcouncil 1 candidate vacancy.

Appointed to: Cynthia A. Johnson

- 2) Council Resignation

- i. **Action Item:** Motion to Accept Resignation of Amy Scott (Subcouncil 4) from the Coordinating Council

Miller made a motion to Accept Resignation (Subcouncil 4) from the Coordinating Council.
Otis seconded the motion.

Yeas: Brock, Givens, Hahn, Hall, Hoeger, Miller, Otis, Shelton, Ward **Nays: Motion carried.**
Absent: Brock, Scott

Upcoming Meeting – January 18th, 2024– Learning Community Center of North Omaha, 1612 North 24th Street, Omaha, NE 68110

VI. Adjourn at 6:44 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:

| | |
|-------------------------|--|
| Advisory Committee | To Be Determined |
| LC Coordinating Council | January 18 th , 2024, 6:00 p.m. Learning Community Center of North Omaha, 1612 N. 24 th Street, Omaha, NE |
| Subcouncil #1 | To Be Determined |
| Subcouncil #2 | To Be Determined |
| Subcouncil #3 | To Be Determined |
| Subcouncil #4 | To Be Determined |
| Subcouncil #5 | To Be Determined |
| Subcouncil #6 | To Be Determined |

HANDOUTS TO ACCOMPANY THIS AGENDA ARE AS FOLLOW

- CEO Report
- LCCC Minutes dated November 16, 2023
- Subcouncil 1 Election (Candidates Documents, Applications)

LEARNING COMMUNITY OF DOUGLAS SARPY COUNTIES
Treasurer's Report
Nov 30, 2023

| Check# | Date | Name | Invoice/CM # | Line Description | Debit Amount | Credit Amount | Payment Status |
|--------|----------|------------------------------------|-------------------|--|-------------------|---------------|----------------|
| 6348 | 10/2/23 | All Copy Products | AR4098436 | Monthly Maintenance for Admin Area | 106.65 | | |
| | | | | Monthly Maintenance for Parent University | 92.57 | | |
| | | | | All Copy Products | | 199.22 | Paid In Full |
| 6358 | 11/1/23 | All Copy Products | AR4137243 | Monthly Maintenance for Admin Area | 40.00 | | |
| | | | | Monthly Maintenance for Parent University | 89.07 | | |
| | | | | All Copy Products | | 129.07 | Paid In Full |
| 6353 | 10/20/23 | Blue Cross Blue Shield of Nebraska | 3508676 | November Health & Dental (Admin) | 6,584.27 | | |
| | | | | November Health & Dental (PU Staff) | 14,683.65 | | |
| | | | | November Health & Dental (ELC Dir) | 2,468.98 | | |
| | | | | Blue Cross Blue Shield of Nebraska | | 23,736.90 | Paid In Full |
| 6381 | 11/20/23 | Blue Cross Blue Shield of Nebraska | 3579829 | December Health & Dental (Admin) | 6,584.27 | | |
| | | | | December Health & Dental (PU Staff) | 12,932.43 | | |
| | | | | December Health & Dental (ELC Dir) | 2,468.98 | | |
| | | | | Blue Cross Blue Shield of Nebraska | | 21,985.68 | Paid In Full |
| 3810 | 11/1/23 | Buffett Early Childhood Institute | LCYR3-102023Eval | October 2023 Supt Plan Eval | 10,532.51 | | |
| | | | | Buffett Early Childhood Institute | | 10,532.51 | Paid In Full |
| 6357 | 11/1/23 | Buffett Early Childhood Institute | LCYR3-102023Supes | October 2023 Monthly Program Payment | 176,503.05 | | |
| | | | | <i>Year 3 25% of residual</i> | <i>-14,939.07</i> | | |
| | | | | Buffett Early Childhood Institute | | 161,563.98 | Paid In Full |
| 6359 | 11/1/23 | Clarity Benefit Solutions | 2311014474 | October Administration Monthly Fee | 27.83 | | |
| | | | | MED and DCA | 50.10 | | |
| | | | | Clarity Benefit Solutions | | 77.93 | Paid In Full |
| 6365 | 10/1/23 | Colonial Life | 38841521001735 | Monthly Short-Term Disability Insurance Premium | 449.65 | | |
| | | | | Pymt - LC ADMIN Staff | | | |
| | | | | Monthly Short-Term Disability Insurance Premium | 138.00 | | |
| | | | | Pymt - ELC Director Staff | | | |
| | | | | Monthly Short-Term Disability Insurance Premium | 972.95 | | |
| | | | | Pymt - Parent University Staff | | | |
| | | | | Colonial Life | | 1,560.60 | Paid In Full |
| 6363 | 10/31/23 | Completely KIDS | 20231031-LC | October Contract billing for Field Club Elementary | 3,280.00 | | |
| | | | | Completely KIDS | | 3,280.00 | Paid In Full |
| 6365 | 11/17/23 | Control Yours | 6622 | Control Yours Plus Membership Subscription for LCC | 192.50 | | |
| | | | | Control Yours | | 192.50 | Paid In Full |
| 6361 | 10/31/23 | Culligan of Omaha | 1086882 | EQUIPMENT - COOLERFor Serv., from 11/01 to 11/30 | 78.50 | | |
| | | | | Equipment - POU With FilterFor Serv, from 11/01 to 11/30 | | | |
| | 10/31/23 | Culligan of Omaha | 1087012 | EQUIPMENT - COOLER (LCCNO Class rooms 28B)For Serv. from 11/01 to 11/30 | 6.50 | | |
| | | | | Equipment - POU With Filter (LCCNO Class rooms 28B)For Serv. from 11/01 to 11/30 | 65.00 | | |
| | | | | Culligan of Omaha | | 150.00 | Paid In Full |
| | | | | | | | |
| 6374 | 11/15/23 | Datashield | 0124520 | Onsite Shredding Cart | 54.00 | | |
| | | | | Datashield | | 54.00 | Paid In Full |

LEARNING COMMUNITY OF DOUGLAS SARPY COUNTIES
Treasurer's Report
Nov 30, 2023

| Check# | Date | Name | Invoice/CM # | Line Description | Debit Amount | Credit Amount | Payment Status |
|--------|----------|--------------------------------|--------------------|--|--|---------------|----------------|
| 6368 | 11/7/23 | Dillons Customer Charges | 1023858060 | PU Groceries for Family Meals Dillons Customer Charges | 29.67 | 29.67 | Paid In Full |
| 6367 | 10/30/23 | Eide Bailly LLP | EI01584899 | Prep for special projects allocation & assistance w/2022 audit Consultation w/Linda D regarding chart of accounts mapping - Accounting assistance provided by Misty Sudtelgte (35.5 hours at \$75/hour). Eide Bailly LLP | 1,193.00 1,425.00 5,138.00 | 7,756.00 | Paid In Full |
| 1517 | 11/1/23 | El Mero Mero Inc | 1862 | November 2023 Lease Payment El Mero Mero Inc | 5,606.00 | 5,606.00 | Paid In Full |
| 1520 | 11/30/23 | El Mero Mero Inc | 1866 | December 2023 Lease Payment El Mero Mero Inc | 5,606.00 | 5,606.00 | Paid In Full |
| 6380 | 11/1/23 | EMSPACE, INC | 91007 | Account Service & Consulting Media Outreach & Management Website Updates Rack Cards for SC & PU Social Media Management Community Outreach & Engagement EMSPACE, INC | 5,321.25 3,211.25 453.75 701.25 5,973.00 165.00 | 15,825.50 | Paid In Full |
| 1518 | 11/13/23 | HELP Foundation of Omaha | 2302 December 2023 | December 2023 Rent and utilities HELP Foundation of Omaha | 13,088.49 | 13,088.49 | Paid In Full |
| 6378 | 11/20/23 | HiTouch | 7619959656-0-1 | 8oz Purified Water 24PK Confidential preinked stamp Post it notes Print or write hello name badges HiTouch | 10.66 8.27 17.79 26.85 | 63.57 | Paid In Full |
| 6371 | 11/10/23 | HyVee Accounts Receivable | 4864981560 | Food & Gas Purchases PU Parent/Child Classes HyVee Accounts Receivable | 682.61 | 682.61 | Paid In Full |
| 6373 | 11/15/23 | Jensen Rogert Associates, Inc. | 2023-12 | December 2023 Installment Jensen Rogert Associates, Inc. | 2,541.67 | 2,541.67 | Paid In Full |
| 1552 | 11/10/23 | Koley Jessen PC LLO | 478721 | General: Professional Services | 676.00 | 4,844.00 | Paid In Full |
| | 11/10/23 | Koley Jessen PC LLO | 478722 | Elementary Learning Center Contracts: Professional Services | 567.00 | | |
| | 11/10/23 | Koley Jessen PC LLO | 478723 | Personnel Matters: Professional Services | 924.00 | | |
| | 11/10/23 | Koley Jessen PC LLO | 478724 | Professional Services: Monthly Community Council Meetings | 1,125.00 | | |
| | 11/10/23 | Koley Jessen PC LLO | 478725 | Public Records Request: Professional Services | 1,552.00 | | |
| | | | | Koley Jessen PC LLO | | | |
| 6349 | 10/30/23 | Konica Minolta Premier Finance | 81278153 | Admin Copier Lease Parent University Copier Lease Konica Minolta Premier Finance | 194.48 200.34 | 394.82 | Paid In Full |

LEARNING COMMUNITY OF DOUGLAS SARPY COUNTIES

Treasurer's Report

Nov 30, 2023

| Check# | Date | Name | Invoice/CM # | Line Description | Debit Amount | Credit Amount | Payment Status |
|--------|----------|---|--------------------|--|--------------|---------------|----------------|
| 6356 | 11/1/23 | Lion's Gate Security Solutions | LCOCT2023 | Security Service October 2,3,4,9,10,11,16,17,18,19,23,24,25,30,31 | 1,116.00 | | |
| | | | | Lion's Gate Security Solutions | | 1,116.00 | Paid In Full |
| 1519 | 11/22/23 | Lund Company | 1612 December 2023 | December Lease - Operating Expense (12/2023) | 52,624.78 | | |
| | | | | Lund Company | | 52,624.78 | Paid In Full |
| 6355 | 11/1/23 | Millard Public Schools | B0110123A | 23/24 Supt. Plan payment | 43,906.33 | | |
| | | | | Millard Public Schools | | 43,906.33 | Paid In Full |
| 6350 | 10/1/23 | One Source The Background Check Company | 2022138151 | Keisling, Elizabeth Bkgrd Chk | 11.50 | | |
| | | | | Mora-Becerra, Miguel Bkgrd Chk | 11.50 | | |
| | | | | Cline, Alissa Bkgrd Chk | 11.50 | | |
| | | | | Saffold, Naomi Bkgrd Chk | 11.50 | | |
| | | | | Landrum, Phoebe Bkgrd Chk | 11.50 | | |
| | | | | Barnett, Sharon Bkgrd Chk | 11.50 | | |
| | | | | Holmes, Tiffani Bkgrd Chk | 23.60 | | |
| | | | | Engalow, Jawahir Bkgrd Chk | 5.00 | | |
| | | | | Sudtelgte, Misty Bkgrd Chk | 5.00 | | |
| | | | | One Source The Background Check Company | | 102.60 | Paid In Full |
| 6352 | 11/1/23 | One Source The Background Check Company | 2022141695 | Paris, Debra Bkgrd Chk | 29.00 | | |
| | | | | One Source The Background Check Company | | 29.00 | Paid In Full |
| 6354 | 9/29/23 | One World Community Health Centers, Inc | INV348 | July 2023 Expenses South Omaha Center | 135,409.00 | | |
| | 9/29/23 | One World Community Health Centers, Inc | INV349 | August 2023 Expenses South Omaha Center | 159,166.00 | | |
| | | | | One World Community Health Centers, Inc | | 294,575.00 | Paid In Full |
| 6379 | 11/1/23 | One World Community Health Centers, Inc | INV404 | October 2023 Expenses South Omaha | 131,662.00 | | |
| | | | | One World Community Health Centers, Inc | | 131,662.00 | Paid In Full |
| 6366 | 10/31/23 | Peopleready | 28392255 | PU Childcare Workers 10/23-10/29/2023 | 1,763.84 | | |
| | 11/7/23 | Peopleready | 28400745 | PU Childcare Workers 10/30-11/5/2023 | 1,763.84 | | |
| | | | | Peopleready | | 3,527.68 | Paid In Full |
| 6370 | 11/14/23 | Peopleready | 28413026 | PU Childcare Workers 11/6-11/12/2023 | 1,763.84 | | |
| | | | | Peopleready | | 1,763.84 | Paid In Full |
| 6362 | 10/26/23 | Philadelphia Insurance Companies | 2005614680 | Umbrella payment Installment | 577.00 | | |
| | | | | Philadelphia Insurance Companies | | 577.00 | Paid In Full |
| | 10/31/23 | PINC PROFESSIONAL INTERPRETER & TRANSLA | 2023119 | Simultaneous Interpreting Services: Leading with Love & Strength Date of Service: Oct 3, 2023 | 180.00 | | |
| | | | | Mileage Source IRS - 2022-13 June 9, 2022 | 26.25 | | |
| | 10/31/23 | PINC PROFESSIONAL INTERPRETER & TRANSLA | 2023121 | Simultaneous Interpreting Services: Leading with Love & Strength Date of Service: Oct 10, 2023 | 180.00 | | |
| | | | | Mileage Source IRS - 2022-13 June 9, 2022 | 26.25 | | |
| | 10/31/23 | PINC PROFESSIONAL INTERPRETER & TRANSLA | 2023131 | Simultaneous Interpreting Services: Leading with Love & Strength Date of Service: Oct 17, 2023 | 180.00 | | |
| | | | | Mileage Source IRS - 2022-13 June 9, 2022 | 26.25 | | |

LEARNING COMMUNITY OF DOUGLAS SARPY COUNTIES

Treasurer's Report

Nov 30, 2023

| Check# | Date | Name | Invoice/CM # | Line Description | Debit Amount | Credit Amount | Payment Status |
|-----------|----------|---|-------------------|---|-------------------|-------------------|----------------|
| | 10/31/23 | PINC PROFESSIONAL INTERPRETER & TRANSLA | 2023138 | Simultaneous Interpreting Services: Ready Rosie Date of Service: Oct 25, 2023 Mileage Source IRS - 2022-13 June 9, 2022 | 180.00 26.25 | | |
| 6364 | | | | PINC PROFESSIONAL INTERPRETER & TRANSLA | | 825.00 | Paid In Full |
| | 11/17/23 | Regal Awards & Advertising Specialties | 210122 | DUAL LAYER PLAQUE W/STANOFF SILVER HARDWARE (Awards for Council members -Brian Thommes) | 72.45 | | |
| 6376 | | | | Regal Awards & Advertising Specialties | | 72.45 | Paid In Full |
| | 9/18/23 | Sun Life Assurance Company of Canada | November 2023 | Employee Life (EE LIF, AD&D, LTD Admin) | 229.40 | | |
| 6351 | | | | Sun Life Assurance Company of Canada | | 229.40 | Paid In Full |
| | 10/19/23 | Sun Life Assurance Company of Canada | December 2023 | Employee Life (EE LIF, AD&D, LTD Admin) | 229.40 | | |
| 6360 | | | | Sun Life Assurance Company of Canada | | 229.40 | Paid In Full |
| | 11/14/23 | The Daily Record | 157993 | Notice of Mtg-Coordinating Council- 11/16/23 | 23.33 | | |
| 6369 | | | | The Daily Record | | 23.33 | Paid In Full |
| | 11/13/23 | UNMC | 1840001573 | October 2023 Monthly ELC Eval Prog | 37,338.92 | | |
| 3811 | | | | UNMC | | 37,338.92 | Paid In Full |
| | 11/19/23 | VSP Insurance Co. | 819269705 | December 2023 | 110.61 | | |
| | 11/19/23 | VSP Insurance Co. | 819269710 | December 2023-Cobra Pmt | 9.22 | | |
| 6382 | | | | VSP Insurance Co. | | 119.83 | Paid In Full |
| | 7/1/23 | X-eqt | IN0004922 | PU Network Support | 562.50 | | |
| | 8/1/23 | X-eqt | IN0004946 | PU Application Development | 862.50 | | |
| 6372 | | | | X-eqt | | 1,425.00 | Paid In Full |
| 112723EFT | 11/27/23 | Security National Bank | October Statement | Credit Card Online Pmt | 4,264.99 | 4,264.99 | Paid In Full |
| | | | | | <u>854,313.27</u> | <u>854,313.27</u> | |

LEARNING COMMUNITY OF DOUGLAS SARPY COUNTIES

Credit Card Report

Nov 30, 2023

| Date | Reference | Trans Description | Debit Amt | Credit Amt | Balance |
|----------|--------------|---|-----------------|------------|------------------|
| 11/1/23 | | Beginning Balance | | | -4,264.99 |
| 11/1/23 | CC112023_L01 | Quadient CXM USA, Inc | | 65.00 | |
| 11/1/23 | CC112023_L02 | Quadient CXM USA, Inc | | 77.00 | |
| 11/3/23 | CC112023_V02 | Sage Software | | 362.00 | |
| 11/9/23 | CC112023_V03 | Sage Software | | 146.59 | |
| 11/9/23 | CC112023_V04 | TDC Personal Chef Services LLC | | 344.85 | |
| 11/12/23 | CC112023_L03 | T-Mobile | | 617.80 | |
| 11/13/23 | CC112023_N04 | Amazon.com | | 30.59 | |
| 11/13/23 | CC112023_N05 | Amazon.com | | 154.05 | |
| 11/13/23 | CC112023_N06 | Amazon.com | | 790.51 | |
| 11/14/23 | CC112023_N01 | Amazon.com | 30.59 | | |
| 11/14/23 | CC112023_N02 | Sam's Club | 1.12 | | |
| 11/15/23 | CC112023_V05 | Best Buy | | 1,843.57 | |
| 11/15/23 | CC112023_N07 | Amazon.com | | 48.85 | |
| 11/15/23 | CC112023_N08 | Amazon.com | | 440.61 | |
| 11/15/23 | CC112023_N09 | Sam's Club | | 14.94 | |
| 11/15/23 | CC112023_N10 | Sam's Club | | 59.95 | |
| 11/15/23 | CC112023_N11 | Sam's Club | | 229.78 | |
| 11/16/23 | CC112023_L04 | MECA Parking | | 10.00 | |
| 11/16/23 | CC112023_N12 | Target | | 119.00 | |
| 11/17/23 | CC112023_V01 | Best Buy | 1,765.49 | | |
| 11/17/23 | CC112023_V06 | Zoom Video Communication, Inc. | | 199.90 | |
| 11/17/23 | CC112023_N03 | Target | 29.00 | | |
| 11/17/23 | CC112023_N13 | Lyft | | 16.03 | |
| 11/17/23 | CC112023_N14 | Target | | 11.98 | |
| 11/17/23 | CC112023_N15 | Lyft | | 37.89 | |
| 11/18/23 | CC112023_N16 | Lyft | | 35.57 | |
| 11/18/23 | CC112023_N17 | Sam's Club | | 812.86 | |
| 11/20/23 | CC112023_V09 | UPS Store | | 74.12 | |
| 11/23/23 | CC112023_L05 | HR Minded Consulting Services | | 220.00 | |
| 11/24/23 | CC112023_V07 | Stamps.com | | 19.99 | |
| 11/26/23 | CC112023_V08 | 1&1 Ionos | | 10.19 | |
| 11/27/23 | 112723EFT | Security National Bank - Credit Card Payable-SNB | 4,264.99 | | |
| 11/29/23 | CC112023_N18 | Amazon.com | | 168.41 | |
| | | Current Period Change | 6,091.19 | 6,962.03 | -870.84 |
| 11/30/23 | | Ending Balance | | | -5,135.83 |

LEARNING COMMUNITY OF DOUGLAS SARPY COUNTIES

Treasurer's Report

Dec 31, 2023

| Check# | Date | Name | Invoice/CM # | Line Description | Debit Amount | Credit Amount | Payment Status |
|--------|----------|-----------------------------------|---------------------|--|---|---------------|----------------|
| 6418 | 12/15/23 | 100 Black Men of Omaha, Inc. | 12152023 | 2024 Membership dues (Gerald Kuhn) 100 Black Men of Omaha, Inc. | 200.00 | 200.00 | Paid In Full |
| 6406 | 12/1/23 | Accident Fund | 1000554117 | AF Worker's Comp Premium Accident Fund | 741.75 | 741.75 | Paid In Full |
| 6388 | 12/1/23 | All Copy Products | AR4171703 | Monthly Maintenance for Admin Area Monthly Maintenance for Parent University All Copy Products | 34.78 45.37 | 80.15 | Paid In Full |
| 6408 | 12/5/23 | Dillons Customer Charges | 1023858060-23A46308 | PU Groceries for Family Meals Dillons Customer Charges | 277.83 | 277.83 | Paid In Full |
| 3812 | 12/1/23 | Buffett Early Childhood Institute | LCYR3-112023Eval | November 2023 Supt Plan Eval Buffett Early Childhood Institute | 8,332.48 | 8,332.48 | Paid In Full |
| 6397 | 12/1/23 | Buffett Early Childhood Institute | LCYR3-112023Supes | November 2023 Monthly Program Payment <i>Year 3 25% of residual</i> Buffett Early Childhood Institute | 162,226.44 <i>-14,939.07</i> | 147,287.37 | Paid In Full |
| 6413 | 12/15/23 | Bellevue Public Schools | BPS2024 | 2023-2024 Instructional Coaches Bellevue Public Schools | 309,000.00 | 309,000.00 | Paid In Full |
| 6403 | 12/12/23 | Brenda S Saxe | 11142023 | Aug 7 Observation, de-brief and observation notes Aug 21 Observations Oct 12 Observations & Debrief via zoom Nov 1 Observations & Debrief Nov 19 Coaching, Strategic Planning Nov 15 coaching Brenda S Saxe | 210.00 120.00 60.00 120.00 75.00 90.00 | 675.00 | Paid In Full |
| 6402 | 12/4/23 | City of Omaha | 239280 | DEBRA PARIS October 2023 PAYROLL/BENEFITS City of Omaha | 3,568.68 | 3,568.68 | Paid In Full |
| 6412 | 12/14/23 | City of Omaha | 239686 | DEBRA PARIS November 2023 PAYROLL/BENEFITS City of Omaha | 3,906.53 | 3,906.53 | Paid In Full |
| 6398 | 11/30/23 | Completely KIDS | 20231130-LC | November Contract billing for Field Club Elementary Completely KIDS | 382.00 | 382.00 | Paid In Full |
| 6416 | 12/17/23 | Control Yours | 6643 | Control Yours Plus Membership Subscription for LCC Control Yours | 192.50 | 192.50 | Paid In Full |
| 6395 | 11/30/23 | Culligan of Omaha | 1090491 | EQUIPMENT -COOLER (Admin 28A) For Serv. from 12/01 to 12/31 Equipment - POU With Filter (Admin 28A) For Serv, from 12/01 to 12/31 Culligan of Omaha | 13.50 65.00 | 78.50 | Paid In Full |

LEARNING COMMUNITY OF DOUGLAS SARPY COUNTIES

Treasurer's Report

Dec 31, 2023

| Check# | Date | Name | Invoice/CM # | Line Description | Debit Amount | Credit Amount | Payment Status |
|-------------|----------|---------------------------|-------------------|--|--------------|------------------|---------------------|
| | 11/30/23 | Culligan of Omaha | 1090620 | EQUIPMENT - COOLER (LCCNO Class rooms 28B)For Serv. from 12/01 to 12/31 | 6.50 | | |
| | | | | Equipment - POU With Filter (LCCNO Class rooms 28B)For Serv. from 12/01 to 12/31 | 65.00 | | |
| 6399 | | | | Culligan of Omaha | | 71.50 | Paid In Full |
| | 11/29/23 | The Daily Record | 158372 | Notice of Mtg- Coordinating Council- 12/7/23 | 23.33 | | |
| 6385 | | | | The Daily Record | | 23.33 | Paid In Full |
| | 11/30/23 | The Daily Record | 158413 | Notice of Vacancy-Achievement Subcouncil 1 | 74.00 | | |
| 6389 | | | | The Daily Record | | 74.00 | Paid In Full |
| | 12/12/23 | The Daily Record | 158768 | Notice of Vacancy-Achievement Subcouncil 4 | 74.00 | | |
| 6407 | | | | The Daily Record | | 74.00 | Paid In Full |
| | 12/21/23 | El Mero Mero Inc | 1869 | January 2024 Lease Payment | 6,515.40 | | |
| 1522 | | | | El Mero Mero Inc | | 6,515.40 | Paid In Full |
| | 12/14/23 | EMSPACE, INC | 91054 | Account Service & Consulting | 6,682.50 | | |
| | | | | Media Outreach & Management | 3,170.00 | | |
| | | | | Website Updates | 1,732.50 | | |
| | | | | Rack Cards for SC & PU | 288.75 | | |
| | | | | Social Media Management | 3,120.00 | | |
| | | | | Community Outreach & Engagement | 783.75 | | |
| | | | | Professional Photography | 206.25 | | |
| | | | | Evaluation Report Cover& Inserts Design | 2,433.75 | | |
| 6414 | | | | EMSPACE, INC | | 18,417.50 | Paid In Full |
| | 12/11/23 | HELP Foundation of Omaha | 2302 January 2024 | January 2024 Rent and utilities | 12,956.06 | | |
| 1521 | | | | HELP Foundation of Omaha | | 12,956.06 | Paid In Full |
| | 11/27/23 | HiTouch | 7620272528-0-1 | Command Brush Nickel Coat Hook | 7.21 | | |
| | | | | 8oz Purified Water 24Pk | 10.66 | | |
| | | | | Duracell Coppertop AA16 | 20.46 | | |
| | | | | Duracell Coppertop AAA16 | 20.46 | | |
| 6383 | | | | HiTouch | | 58.79 | Paid In Full |
| | 11/27/23 | HiTouch | 7620302240-0-2 | Jacket 2Ply Ltr Exp Manilla | 46.59 | | |
| 6384 | | | | HiTouch | | 46.59 | Paid In Full |
| | 11/29/23 | HiTouch | 7620302240-0-1 | Rubber Stamp 12hr dt | 40.75 | | |
| 6390 | | | | HiTouch | | 40.75 | Paid In Full |
| | 12/5/23 | HiTouch | 7620955521-0-1 | KCUP TWININGS LEMON & GINGER | 32.90 | | |
| | | | | TISSUE FACIAL 6/PK | 14.84 | | |
| | 12/6/23 | HiTouch | 7620955521-0-2 | STIR STICKS | 5.59 | | |
| | 12/8/23 | HiTouch | 7621339857-0-1 | DURACELL COPPERTOP AA16 DBLWD | 158.64 | | |
| 6404 | | | | HiTouch | | 211.97 | Paid In Full |
| | 12/11/23 | HyVee Accounts Receivable | 4866367756 | Food & Gas Purchases PU Parent/Child Classes | 460.31 | | |
| | | | | Paula's Retirement Breakfast | 122.29 | | |

LEARNING COMMUNITY OF DOUGLAS SARPY COUNTIES

Treasurer's Report

Dec 31, 2023

| Check# | Date | Name | Invoice/CM # | Line Description | Debit Amount | Credit Amount | Payment Status |
|--------|----------|---|--------------------|---|--------------|---------------|----------------|
| 6417 | | | | HyVee Accounts Receivable | | 582.60 | Paid In Full |
| 6394 | 11/1/23 | InfiNet Solutions, Inc. | 66440ISI | Monthly Managed Services November 2023 | 2,533.00 | | |
| | | | | InfiNet Solutions, Inc. | | 2,533.00 | Paid In Full |
| | 11/28/23 | InfiNet Solutions, Inc. | 66576ISI | Lenovo ThinkPad xYoga 14" Touchscreen Storm Gray | 2,070.00 | | |
| | | | | Asus 23.8 LED Monitor | 350.00 | | |
| | | | | Plugable USB 3.0 Laptop Docking Station | 110.00 | | |
| | | | | Freight | 30.53 | | |
| 6391 | | | | InfiNet Solutions, Inc. | | 2,560.53 | Paid In Full |
| 6409 | 12/1/23 | InfiNet Solutions, Inc. | 66715ISI | Monthly Managed Services December 2023 | 2,539.50 | | |
| | | | | InfiNet Solutions, Inc. | | 2,539.50 | Paid In Full |
| | 12/18/23 | InfiNet Solutions, Inc. | 66817ISI | Logitech Wireless Keyboard | 27.00 | | |
| | 12/18/23 | InfiNet Solutions, Inc. | 66820ISI | Power Cord | 8.00 | | |
| 6419 | | | | InfiNet Solutions, Inc. | | 35.00 | Paid In Full |
| | 12/15/23 | Jensen Rogert Associates, Inc. | 2024-01 | January 2024 Installment | 2,541.67 | | |
| | | | | Expense reimbursement: Lobbying Registration | 200.00 | | |
| 6415 | | | | Jensen Rogert Associates, Inc. | | 2,741.67 | Paid In Full |
| | 12/8/23 | Koley Jessen PC LLO | 480023 | Personnel Matters: Professional Services | 1,687.50 | | |
| | 12/8/23 | Koley Jessen PC LLO | 480024 | Professional Services: Monthly Community Council Meetings | 862.50 | | |
| 6410 | | | | Koley Jessen PC LLO | | 2,550.00 | Paid In Full |
| | 11/29/23 | Konica Minolta Premier Finance | 81490559 | Admin Copier Lease | 194.48 | | |
| | | | | Parent University Copier Lease | 200.34 | | |
| 6386 | | | | Konica Minolta Premier Finance | | 394.82 | Paid In Full |
| | 12/13/23 | Lion's Gate Security Solutions | LCNOV2023 | Security Service November | 981.00 | | |
| | | | | 1,6,7,8,13,14,15,16,17,27,28,29 | | | |
| 6411 | | | | Lion's Gate Security Solutions | | 981.00 | Paid In Full |
| 1523 | 12/22/23 | Lund Company | 1612 January 2024 | January Lease - Operating Expense (1/2024) | 53,499.54 | | |
| | | | | Lund Company | | 53,499.54 | Paid In Full |
| 6393 | 12/1/23 | One World Community Health Centers, Inc | INV403 | NCFL Training Reimbursement | 10,000.00 | | |
| | | | | One World Community Health Centers, Inc | | 10,000.00 | Paid In Full |
| | 11/30/23 | OMAHA PUBLIC SCHOOLS | BECI019 | Sep 01, 2023-Sep 30, 2023 BECI Payment:- Liberty | 24,111.32 | | |
| | | | | Sep 01, 2023-Sep 30, 2023 BECI Payment:- Pinewood | 25,519.66 | | |
| | 11/30/23 | OMAHA PUBLIC SCHOOLS | Sep1-Sep302023 ELC | InstructionalCoaches #SC1 | 5,381.89 | | |
| | | | | InstructionalCoaches #SC3 | 6,153.50 | | |
| | | | | ELC Partnership Program | 21,853.25 | | |
| 6392 | | | | OMAHA PUBLIC SCHOOLS | | 83,019.62 | Paid In Full |
| | 12/5/23 | Peopleready | 28450297 | PU Childcare Workers 11/27-12/3/2023 | 1,102.40 | | |

LEARNING COMMUNITY OF DOUGLAS SARPY COUNTIES

Treasurer's Report

Dec 31, 2023

| Check# | Date | Name | Invoice/CM # | Line Description | Debit Amount | Credit Amount | Payment Status |
|-------------|----------|---|--------------------|---|-------------------|-------------------|----------------|
| 6400 | | | | Peopleready | | 1,102.40 | Paid In Full |
| | 11/26/23 | Philadelphia Insurance Companies | 2005614681 | Umbrella payment Installment | 577.00 | | |
| 6401 | | | | Philadelphia Insurance Companies | | 577.00 | Paid In Full |
| | 11/30/23 | PINC PROFESSIONAL INTERPRETER & TRANSLA | 2023157 | Simultaneous Interpreting Services: Boys Town Caffe Date of Service: Nov 14, 2023 Mileage Source IRS - 2022-13 June 9, 2022 | 180.00 26.25 | | |
| 6396 | | | | PINC PROFESSIONAL INTERPRETER & TRANSLA | | 206.25 | Paid In Full |
| | 11/29/23 | Regal Printing CO | 96508 | Gerald M. Kuhn II Business Cards | 77.50 | | |
| | 11/29/23 | Regal Printing CO | 96537 | Nghia Le Business Cards | 77.50 | | |
| 6387 | | | | Regal Printing CO | | 155.00 | Paid In Full |
| | 12/7/23 | Regal Awards & Advertising Specialties | 211910 | DUAL LAYER PLAQUE W/STANOFF SILVER HARDWARE (Awards for Retirement -Paula Erlewine) | 55.00 | | |
| 6405 | | | | Regal Awards & Advertising Specialties | | 55.00 | Paid In Full |
| | 12/11/23 | UNMC | 1840001594 | November 2023 Monthly ELC Eval Prog | 37,338.92 | | |
| 3813 | | | | UNMC | | 37,338.92 | Paid In Full |
| 1212023EFT | 12/1/23 | Accounting Matrix LLC | | Sage Technical Assistance 1 yr 2024-25 | 2,999.99 | 2,999.99 | Paid In Full |
| 12122023EFT | 12/12/23 | Colonial Life | 38841521201744 | Monthly Short-Term Disability Insurance Premium Pymt | 2,062.83 | 2,062.83 | Paid In Full |
| 12272023EFT | 12/27/23 | Security National Bank | November Statement | Credit Card Online Pmt | 5,135.83 | 5,135.83 | Paid In Full |
| | | | | | 724,283.18 | 724,283.18 | |

LEARNING COMMUNITY OF DOUGLAS SARPY COUNTIES

Credit Card Report

DEC 31, 2023

| Date | Reference | Trans Description | Debit Amt | Credit Amt | Balance |
|----------|--------------|---|-----------------|------------|------------------|
| 12/1/23 | | Beginning Balance | | | -5,135.83 |
| 12/1/23 | CC122023_L01 | Quadient CXM USA, Inc | | 65.00 | |
| 12/1/23 | CC122023_L02 | Quadient CXM USA, Inc | | 70.00 | |
| 12/3/23 | CC122023_V01 | Sage Software | | 362.00 | |
| 12/3/23 | CC122023_N01 | Sam's Club | | 102.92 | |
| 12/4/23 | CC122023_V02 | United States Postal Service | | 100.00 | |
| 12/5/23 | CC122023_N02 | Office Depot, Inc. | | 295.12 | |
| 12/6/23 | CC122023_L03 | HR Minded Consulting Services | | 925.00 | |
| 12/7/23 | CC122023_L04 | LinkedIn Corp | | 243.19 | |
| 12/8/23 | CC122023_N03 | Amazon.com | | 16.99 | |
| 12/8/23 | CC122023_N04 | DollarTree | | 42.50 | |
| 12/10/23 | CC122023_N05 | Amazon.com | | 226.77 | |
| 12/10/23 | CC122023_N06 | Amazon.com | | 39.97 | |
| 12/10/23 | CC122023_N07 | Amazon.com | | 77.94 | |
| 12/11/23 | CC122023_N08 | Amazon.com | | 79.80 | |
| 12/11/23 | CC122023_N09 | Little Caesars | | 66.93 | |
| 12/12/23 | CC122023_L05 | T-Mobile | | 617.80 | |
| 12/13/23 | CC122023_N10 | Target | | 119.99 | |
| 12/13/23 | CC122023_N11 | Amazon.com | | 28.44 | |
| 12/13/23 | CC122023_N12 | Amazon.com | | 24.98 | |
| 12/13/23 | CC122023_N13 | Amazon.com | | 100.00 | |
| 12/13/23 | CC122023_N14 | Amazon.com | | 76.99 | |
| 12/13/23 | CC122023_N15 | Sam's Club | | 248.39 | |
| 12/14/23 | CC122023_N16 | Lyft | | 16.68 | |
| 12/14/23 | CC122023_N17 | WalMart | | 78.00 | |
| 12/14/23 | CC122023_N18 | DollarTree | | 48.75 | |
| 12/14/23 | CC122023_N23 | Sam's Club | | 154.86 | |
| 12/15/23 | CC122023_L06 | HR Minded Consulting Services | | 590.00 | |
| 12/15/23 | CC122023_N19 | Lyft | | 11.99 | |
| 12/15/23 | CC122023_N20 | Lyft | | 19.91 | |
| 12/15/23 | CC122023_N21 | Lyft | | 7.88 | |
| 12/15/23 | CC122023_N22 | Lyft | | 15.71 | |
| 12/17/23 | CC122023_L07 | Zoom Video Communication, Inc. | | 219.90 | |
| 12/17/23 | CC122023_L08 | HR Minded Consulting Services | | 5,550.00 | |
| 12/20/23 | CC122023_N25 | El Pueb | | 17.63 | |
| 12/20/23 | CC122023_N26 | Sam's Leon Mexican LLC | | 77.00 | |
| 12/21/23 | CC122023_N24 | Office Depot, Inc. | | 54.77 | |
| 12/26/23 | CC122023_L09 | 1&1 Ionos | | 10.19 | |
| 12/27/23 | 12272023EFT | Security National Bank - Credit Card Payable-SNB | 5,135.83 | | |
| 12/28/23 | CC122023_L10 | Stamps.com | | 19.99 | |

LEARNING COMMUNITY OF DOUGLAS SARPY COUNTIES

Credit Card Report

DEC 31, 2023

| Date | Reference | Trans Description | Debit Amt | Credit Amt | Balance |
|----------|--------------|-----------------------|-----------|------------|------------|
| 12/28/23 | CC122023_N27 | Canva US Inc | | 119.99 | |
| | | Current Period Change | 5,135.83 | 10,943.97 | -5,808.14 |
| 12/31/23 | | Ending Balance | | | -10,943.97 |

LEARNING COMMUNITY OF DOUGLAS & SARPY COUNTIES

Budget to Actual - General Administration
For the Three Months Ending November 30, 2023

| | Current FY Budget | Actual YTD | Percent of Budget | Remaining Spent |
|--|----------------------|----------------------|----------------------|---------------------|
| Revenues | | | | |
| State Aid | \$ 470,000.00 | \$ 470,000.00 | 100.00 | 0.00 |
| Interest - Main OP | 30,000.00 | 171,352.05 | 571.17 | (141,352.05) |
| Total Revenues | 500,000.00 | 641,352.05 | 128.27 | (141,352.05) |
| General Expenses | | | | |
| Coordinating Council | | | | |
| LCCC-CONTRACTED SERVICES | 11,000.00 | 0.00 | 0.00 | 11,000.00 |
| LCCC-OTHER PROF/TECH | 7,000.00 | 788.70 | 11.27 | 6,211.30 |
| LCCC - ADVERTISING | 1,100.00 | 604.83 | 54.98 | 495.17 |
| LCCC -PRINTING | 300.00 | 0.00 | 0.00 | 300.00 |
| LCCC - OFFICE SUPPLIES | 2,000.00 | 72.45 | 3.62 | 1,927.55 |
| LCCC- TECHNOLOGY/EQUIPMENT | 200.00 | 0.00 | 0.00 | 200.00 |
| LCCC - CONFERENCE REGISTRATI | 2,500.00 | 110.00 | 4.40 | 2,390.00 |
| LCCC - MISC EXPENSES | 3,500.00 | 412.02 | 11.77 | 3,087.98 |
| Coordinating Council - Subtotal | 27,600.00 | 1,988.00 | 7.20 | 25,612.00 |
| Administration | | | | |
| CEO SALARY | 84,704.44 | 24,846.14 | 29.33 | 59,858.30 |
| OTHER SALARIES AND WAGES | 183,630.92 | 38,982.04 | 21.23 | 144,648.88 |
| PAYROLL TAXES | 20,528.20 | 4,783.63 | 23.30 | 15,744.57 |
| BENEFIT EXPENSES | 59,679.34 | 21,228.94 | 35.57 | 38,450.40 |
| DUES AND MEMBERSHIPS | 7,000.00 | 460.00 | 6.57 | 6,540.00 |
| CONFERENCE/PROFESSIONAL DEV | 7,900.00 | 291.22 | 3.69 | 7,608.78 |
| PUBLIC ACCOUNTING | 30,000.00 | 7,756.00 | 25.85 | 22,244.00 |
| STATE AUDIT | 13,000.00 | 13,998.25 | 107.68 | (998.25) |
| TELECOMMUNICATIONS/WEBSITE | 2,400.00 | 577.50 | 24.06 | 1,822.50 |
| SUPPLIES | 6,000.00 | 1,723.42 | 28.72 | 4,276.58 |
| FURNITURE | 2,500.00 | 0.00 | 0.00 | 2,500.00 |
| PRINTING AND POSTAGE | 4,200.00 | 718.94 | 17.12 | 3,481.06 |
| TECHNOLOGY/EQUIPMENT | 34,000.00 | 8,612.81 | 25.33 | 25,387.19 |
| REIMBURSED EXPENSES | 350.00 | 167.68 | 47.91 | 182.32 |
| OTHER MISC. | 15,100.00 | 2,904.86 | 19.24 | 12,195.14 |
| Administration - Subtotal | 470,992.90 | 127,051.43 | 26.98 | 343,941.47 |
| Total Expenses | 498,592.90 | 129,039.43 | 25.88 | 369,553.47 |
| Net Income | \$ 1,407.10 | \$ 512,312.62 | (36,409.11) | (510,905.52) |

LEARNING COMMUNITY OF DOUGLAS & SARPY COUNTIES

Budget to Actual - ELC Operations
For the Three Months Ending November 30, 2023

| | Current FY Budget | Actual YTD | Percent of Spent | Remaining |
|--|------------------------|--------------------------|---------------------|-----------------------|
| Revenues | | | | |
| LOC PROP TAX - ELC LEVY | \$ 11,146,786.00 | \$ 674,402.88 | 6.05 | 10,472,383.12 |
| INTEREST - ELC OP | 30,000.00 | 37,397.26 | 124.66 | (7,397.26) |
| Total Revenues | 11,176,786.00 | 711,800.14 | 6.37 | 10,464,985.86 |
| General Expenses | | | | |
| District Initiatives | | | | |
| Subcouncil 1 ELC Programming | 222,792.00 | 35,779.44 | 16.06 | 187,012.56 |
| Subcouncil 3 ELC Programming | 306,983.00 | 43,821.79 | 14.27 | 263,161.21 |
| Subcouncil 4 ELC Programming | 150,091.00 | 290,744.70 | 193.71 | (140,653.70) |
| Subcouncil 5 ELC Programming | 349,800.00 | 0.00 | 0.00 | 349,800.00 |
| Subcouncil 6 ELC Programming | 92,634.00 | 0.00 | 0.00 | 92,634.00 |
| Programming - Subtotal | 1,122,300.00 | 370,345.93 | 33.00 | 751,954.07 |
| North Omaha Center | | | | |
| Early Childhood Partnership | 1,096,671.00 | 57,033.67 | 5.20 | 1,039,637.33 |
| Special Projects Fund | 500,000.00 | 0.00 | 0.00 | 500,000.00 |
| Childcare Director Training | 141,500.00 | 0.00 | 0.00 | 141,500.00 |
| Parent University | 1,585,324.00 | 274,960.41 | 17.34 | 1,310,363.59 |
| Center Operations | 120,372.48 | 26,966.19 | 22.40 | 93,406.29 |
| North Omaha Center - Subtotal | 4,566,167.48 | 729,306.20 | 15.97 | 3,836,861.28 |
| South Omaha Center | | | | |
| South Omaha Center | 2,568,599.00 | 567,215.00 | 22.08 | 2,001,384.00 |
| Subcouncil 5 Family Support Li | 0.00 | 0.00 | 0.00 | 0.00 |
| South Omaha Center - Subtotal | 2,568,599.00 | 567,215.00 | 22.08 | 2,001,384.00 |
| Superintendent's Early Childhood Plan | | | | |
| Superintendent's Early Childho | 3,460,000.00 | 671,281.32 | 19.40 | 2,788,718.68 |
| Superintendent's Plan - Subtotal | 3,460,000.00 | 671,281.32 | 19.40 | 2,788,718.68 |
| General Expenses | | | | |
| Admin-Community Relations | 162,000.00 | 33,796.48 | 20.86 | 128,203.52 |
| Admin-Legal | 80,000.00 | 14,847.00 | 18.56 | 65,153.00 |
| Admin-Insurance/Bonding | 85,000.00 | 1,835.75 | 2.16 | 83,164.25 |
| Admin-Lobbying | 33,000.00 | 7,583.34 | 22.98 | 25,416.66 |
| Admin-Salaries and Wages | 400,913.89 | 72,164.66 | 18.00 | 328,749.23 |
| Admin-Payroll Taxes | 30,669.92 | 5,308.97 | 17.31 | 25,360.95 |
| Admin-Benefit Expenses | 100,482.95 | 18,151.31 | 18.06 | 82,331.64 |
| Admin-Other Misc. Expenses | 14,000.00 | 2,524.59 | 18.03 | 11,475.41 |
| General Expenses - Subtotal | 906,066.76 | 156,212.10 | 17.24 | 749,854.66 |
| Total Expenses | 11,500,833.24 | 2,124,014.62 | 18.47 | 9,376,818.62 |
| Difference of Revenues & Expenses | 324,047.24 | 1,412,214.48 | 435.81 | (1,088,167.24) |
| Net Income | \$ (324,047.24) | \$ (1,412,214.48) | (435.81) | 1,088,167.24 |

LEARNING COMMUNITY OF DOUGLAS & SARPY COUNTIES

Budget to Actual - Capital Projects
For the Three Months Ending November 30, 2023

| | Current FY Budget | Actual YTD | Percent of Budget | Remaining Spent |
|--|----------------------|------------------------|----------------------|---------------------|
| Revenues | | | | |
| LOC PROP TAX - CAP PROJ (1070) | \$ 1,107,900.00 | \$ 52,167.60 | 4.71 | 1,055,732.40 |
| Total Revenues | 1,107,900.00 | 52,167.60 | 4.71 | 1,055,732.40 |
| Learning Centers | | | | |
| North Omaha Center - Lease Pay | 632,000.00 | 171,027.83 | 27.06 | 460,972.17 |
| South Omaha Center - Lease Pay | 286,000.00 | 50,109.33 | 17.52 | 235,890.67 |
| South Omaha Satellite-Center - | 0.00 | 0.00 | 0.00 | 0.00 |
| West Omaha-Center - Lease Paym | 0.00 | 0.00 | 0.00 | 0.00 |
| Total Expenses | 918,000.00 | 221,137.16 | 24.09 | 696,862.84 |
| Difference of Revenues & Expenses | \$ 189,900.00 | \$ (168,969.56) | 88.98 | 358,869.56 |

For Management Purposes Only

LEARNING COMMUNITY OF DOUGLAS & SARPY COUNTIES

Budget to Actual - Research & Evaluation
For the Three Months Ending November 30, 2023

| | Current FY Budget | Actual YTD | Percent of Budget | Remaining Spent |
|--|----------------------|---------------------|----------------------|--------------------|
| Revenues | | | | |
| ESU | \$ 717,604.00 | \$ 215,281.32 | 30.00 | 502,322.68 |
| Interest | 0.00 | 0.00 | 0.00 | 0.00 |
| Total Revenues | 717,604.00 | 215,281.32 | 30.00 | 502,322.68 |
| Research & Evaluation | | | | |
| Program Evaluation & Research | 478,067.00 | 112,016.76 | 23.43 | 366,050.24 |
| Strategic Planning Vendor | 14,537.00 | 0.00 | 0.00 | 14,537.00 |
| Superintendent's Plan Evaluati | 225,000.00 | 81,627.27 | 36.28 | 143,372.73 |
| Total Expenses | 717,604.00 | 193,644.03 | 26.98 | 523,959.97 |
| Difference of Revenues & Expenses | \$ 0.00 | \$ 21,637.29 | 0.00 | (21,637.29) |

This Fund is restricted to research and evaluation related disbursements only



Center Highlights

12/14/2023 - 1/10/2024

- The fall term concluded on December 15, 2023, with a winter celebration and registration for the upcoming term. 153 people attended. The event featured book giveaways, Storytime, and various Parent-Child Interaction opportunities.
- Community partnerships continue to be the focus to support participants' needs while engaging stakeholders in the community. Agencies include La Fuente Business Center, Refugee Economic Development, Catholic Charities, Omaha Department of Health, Bridges Out of Poverty, and Omaha Better Birth.
- Kennedy Elementary distributed an article on Healthy Technology Use as part of the Parenting Tips from Parent University.

Staff Training

- Educational Navigators – Mind in the Making Training (Executive Function)

Success Stories

Winter Wonderland and 2024 Class Registration

Families gathered at Parent University for a festive celebration as the semester ended, marking a remarkable conclusion to the first academic term. The event was a joyous affair and a first for many families while also giving them a chance to register for upcoming classes in the following term.

The highlight of the day for many kids was the presence of Santa, who added an extra layer of excitement for all in attendance. Santa's ability to converse in multiple languages made this even more unique, bringing smiles to the many faces of children delighted in communicating with him in their native language.

The atmosphere was filled with warmth and cheers as families embraced the holiday spirit, made memories for their families, and became closer partners to PU on their journey to support their children's education. PU continues to be a hub for community engagement, creating positive experiences and fostering a sense of togetherness.

Partnerships

Parents University is thrilled to announce the culmination of two impactful partnerships aimed at supporting the needs of our community and dedicated parents.



The first strategic alliance is with the Omaha Better Birth Project (OBBP). Through this collaboration, PU will facilitate monthly diaper distribution and can offer comprehensive pregnancy and postpartum education for our families. Notably, all OBBP services are free to all PU participants. In return, PU is a valuable parent education resource for OBBP participants from North Omaha, enhancing the synergy of support and empowerment.

PU proudly joins forces with Omaha Bridges Out of Poverty (BoP) in our second partnership. This partnership brings forth financial literacy classes for our parents, featuring a remarkable \$400 stipend paid by Omaha BoP for each family. Additionally, participants will enjoy complimentary access to premium LinkedIn services and ongoing Life Skill coaching – all generously provided by Omaha Bridges Out of Poverty at no cost to PU.

These collaborations signify PU's unwavering commitment to enhancing the lives of our community members. By joining hands with these organizations, PU aims to continue creating a holistic support system that uplifts families and fosters sustainable growth.

Start of New Semester on 1/8/2024

PU kicked off the new semester in the second week of January 2024, marking the beginning of an exciting year. Despite a temporary setback due to a winter storm leading to the cancellation of two days, we are thrilled to announce that our operations resumed promptly on January 10, 2024.

The semester started with comprehensive testing sessions for all our ESL and GED students in collaboration with Metro Community College. Following the assessment, students will participate in an Orientation to set the tone for a successful term. We will then transition back to our regular programming.

Center Highlights

9/22/23-1/10/24

- More collaboration and interactions between LCCSO and Parent University staff
- Exciting new partnership with Nebraska Growing Readers, which will provide free books for all young children in the program (thanks to Nghia Le for connecting us to this opportunity)
- Other new partnerships include:
 - Rose Theater (Lil' Rosies in preschool classrooms)
 - The Bridge (future site for their Community Café program)
 - Omaha Symphony (4 members performed in our lobby for families)
- Visit from Senator John Arch, invited by his family member who works at the South Center.
- Continued diaper bank distribution site, individual therapy on-site
- Creation of a Peer Navigator role, open to participant graduates who will receive training to perform a role similar to an Educational Navigator. Candidates will be expected to continue their education. This role will help solve some recent staffing issues in that department, as competent, bilingual staff are in great demand in Omaha. Our first Peer Navigator started in January, and she is eager to learn the role.
- Management changes – two managers stepped down and one into different roles at the center. Two new managers were hired for these roles.
- The Center is nearly fully staffed (2 positions currently open)
- LCCSO staff and participants presented at the National Center for Families Learning Conference in Omaha.
- Multiple visits from UNO and Creighton students for conversation or parent/teacher conference practice in ESL classes.
- Tours included multiple Sub-5 principals and OneWorld's board of directors.

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:
 - Financial Literacy (Lending Link)
 - Nurturing Parenting (center staff)
 - Pyramid Model for Parents (Child Saving Institute)
 - Opening Doors (Catholic Charities)
 - Darkness to Light (Project Harmony)

- Circle of Security Parenting (center staff)
- Early Child Development in Q'anjob'al (center staff)
- Baby and Me (center staff)
- Love and Logic (center staff)
- Workforce Development (Metro Community College)

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
- Prime Time Family Reading on 6 Tuesdays and 6 Thursday nights in the Fall
- String Sprouts violin classes on Wednesdays during the day and evening
- College Prep for Families program on 6 Monday nights in the Fall
- Thanksgiving-themed Family Days (2 days) in November
- Winter Wonderland-themed Family Day (1 day) in December

Community Childcare training/coaching for South Omaha childcare providers

- A video is being created by Nebraska Children and Families Foundation about the program.

Staff Training

- Child Learning Team – Pyramid Training
- Educational Navigators - Growing Great Kids Next Generation
- Whole team – attended the National Center for Families Learning Conference (BECF funding)

Success Story

Sonia is a single mom of a 6-year-old daughter. A few months ago, she separated from her partner, which caused her to fall into a depression. Her Educational Navigator mentioned that the program offers group and individual therapy, and she agreed to be in individual therapy. She said the therapy has helped her cope with this situation and build

her self-esteem. During the separation, her daughter started having behavioral issues at school and home, so she asked for help. The Educational Navigator referred her to a Social Assistance Navigator, who connected Sonia to the Early Intervention program offered through Omaha Public Schools.

Sonia is doing better and more involved in her children's education and development. She is spending more time with her, and her Educational Navigator also taught Sonia how to get free passes through the Omaha Public Library. Sonia takes her child to different places every week, such as the Zoo, Children's Museum, Durham Museum, etc. Sonia shared that based on what she has learned in the parenting classes, therapy, and home visits, she learned more about how parent-child interaction is essential for the child's development and could influence her future. She highlighted that she is happy to be part of the program and excited about the new things she will learn.

Today, Sonia and her daughter are emotionally stable, and she is no longer in therapy. She is so thankful to the LCCSO staff for the help we provided.

Story provided by Cely, Educational Navigator

**Special Project Proposals
2023/2024**

PROPOSAL

Summary

| | | | |
|--|--|--------------------------|---------------|
| Electronic File Name: | 23.24 LC Special Project Proposal-DCWest | | |
| School District: | Douglas County West Community Schools | | |
| Program Name: | Family & Community Partnership Engagement | | |
| Program Category | X Special Project | | |
| Amount Requested: | \$5000.00 | | |
| Subcouncil: (choose only one) | X #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input type="checkbox"/> #4 <input type="checkbox"/> #6 | | |
| Program Start Date: | January 5, 2024 | Program End Date: | July 31, 2024 |
| Executive Summary: Describe how services will be delivered, population to be served and organizational experience and capacity in the space to the right. | <p>Strengthening and increasing the number of family and community partnerships at DC West Community School Elementary is one of our highest priorities identified in our Superintendent's Early Childhood Plan goals. These funds would allow DC West staff to research and implement program(s) to increase family presence and involvement in the education of their child, particularly father-figures. (e.g. WatchDOGS, Strong Families, Strong Fathers, ect.). These monies would fund two certificated staff stipends to research best practice and develop/implement a program that increases the involvement of father-figures, as well as purchase materials/resources for programming.</p> <p>The PK-5 program will include components that encourage father-figure involvement during the school day, curriculum engagement nights, summer family activities such as fishing extravaganza, snacks for children during the events, facility rentals if needed, and other components identified by the two Program Coordinators. The program will bbe developed and implemented on the basis of the following indicators:</p> <ul style="list-style-type: none"> • Family-School Relationships: Build interpersonal relationships of trust and caring between families and staff. • Collaborative Relationships: Build respectful, reciprocal partnerships with and among children's families. • Effective Communication: Facilitate two-way communication through a variety of methods that meet families' literacy, language, and cultural preferences and needs. • Comprehensive Child and Family Supports: Identify and collaborate with community agencies and organizations to connect families with a network of comprehensive services that are streamlined, integrated, and accessible. | | |

Contact Information

| | |
|-------------------------|---|
| Name and Title: | Dr. Dee Acklie, Falcon Family Facilitator |
| School District: | DC West Community Schools |
| Email: | dacklie@dcwest.org |
| Phone: | 402.359.2151 |
| Street Address: | 400 Center Street |

| | |
|---------------------------|------------------|
| City, State and ZIP Code: | Valley, NE 68064 |
|---------------------------|------------------|

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

The goal that guides our work for Family and Community Partnership Engagement is to strengthen and increase the number of family and community partnerships at DC West Elementary School. This goal also aligns directly to our 23.24 Superintendents' Early Childhood Plan overarching goal which is to enhance the Birth Through Grade 3 Approach in order to close through the achievement gap while focusing on equity, continuity and quality for all students.

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

These funds provide us the opportunity to develop and implement a program that has not been privously established at DC West Elementary. This program will enhance school and family partnerships while increasing male role models for students. As mentioned, the program will be aligned to these core principles.

- **Family-School Relationships:** Build interpersonal relationships of trust and caring between families and staff.
- **Collaborative Relationships:** Build respectful, reciprocal partnerships with and among children's families.
- **Effective Communication:** Facilitate two-way communication through a variety of methods that meet families' literacy, language, and cultural preferences and needs.
- **Comprehensive Child and Family Supports:** Identify and collaborate with community agencies and organizations to connect families with a network of comprehensive services that are streamlined, integrated, and accessible.

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

These funds provide us the opportunity to create a program that aligns to our District Strategic Plan Strategy 4 which focuses on Family and Community Partnerships. We believe that creating the necessary partnerships and shaping the narrative that emphasizes the importance of the school district to the future of the community, will renew our efforts to model high expectations that inspire excellence and promote learning for all students. To fully engage and empower our staff and our community and partners, we must communicate and engage with all stakeholders. We must continue to grow and sustain our methods of communication, engagement, and transparency to build trust and engage the community at large.

This program will have a lasting impact on students for years to come. This program will serve as a foundational pillar to partnering and engaging families at DC West Elementary.

How will these funds assist in closing the opportunity gap?

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

Parents and families are key to children's success and our most powerful allies in supporting and enhancing their children's strengths and abilities. Research shows that it's vital to a child's success to have families engaged with the school in reciprocal, ongoing partnerships. This program will empower families to develop strong partnerships where they become advocates and decision-makers in their children's learning.

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

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

DC West is dedicated to partnering with families to establish and maintain relevant partnerships. These partnerships provide opportunities for family support that promote learning and development.

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

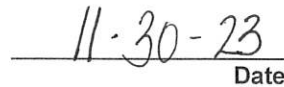
Budget Summary/Justification—All Programs: Provide a detailed, itemized budget for each category of program income and expense on an attached document. Justify proposed expenditures by providing detail as to the purpose of the expenditure and the itemization of the expense (*i.e.* hourly rate or per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

Please complete Attachment B

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:Special Projects

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. |
|--|---------------|--------------|---|
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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 | \$ 2000 | \$25 per hour for person for research, development, implementation, or overseeing the program |
| Insurance Benefits | \$ | |
| Transportation Costs | \$ 500 | Bus costs |
| Training | \$ | |
| Equipment | \$ | |
| Supplies | \$ 2500 | |
| 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 |
|-----------------------|--------------------------------|--------------------------|--------------------------|
| \$5000 | Spring and Summer of 2024 | 2 | |

**Special Project Proposals
2023/2024**

PROPOSAL

Summary

| | | | |
|--|---|---|--|
| Electronic File Name: | Proposal 2023/2024_LearningCommunity_PapillionLaVista | | |
| School District: | Papillion La Vista Community Schools | | |
| Program Name: | Bringing Fine Motor and Science Together | | |
| Program Category | <input type="checkbox"/> X Special Project | | |
| Amount Requested: | \$9,900 | | |
| Subcouncil: (choose only one) | <input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input type="checkbox"/> #4 <input checked="" type="checkbox"/> #6 | | |
| Program Start Date: | March 15, 2024 | Program End Date: April 15, 2024 | |
| 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.</p> <p>Through a family engagement event targeting families and children aged 5 years and below, the early childhood team in the PLCS district will present activities directed at fine motor skill development and science/math knowledge. Families will be able to engage in those activities during the program and receive a take home bag of materials and activities to continue their learning at home. The families targeted in this project will include any family currently enrolled in the PLCS district in the early childhood program – with a special focus on including families that demonstrate more than 1 at risk factor or that attend a Title 1 building. The early childhood team has experience in providing engagement activities, as a part of Rule 11. This event would further the engagement through the at home activities.</p> | | |

Contact Information

| | |
|----------------------------------|--|
| Name and Title: | Patti Drewes-Hynek, Early Childhood Supervisor |
| School District: | 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: | Papillion, NE 68046 |

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 see 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.)

The early childhood program will engage families in at least two family events during the 2023-2024 school year. One event will target literacy and the other event will target fine motor/science skill development. By participating in these events, families will learn developmental milestones, activities to support the development of key areas, and leave with a book or activity bag to support continued development at home. The event targeted with this funding proposal is the fine motor/science event, materials at the event, and a take home bag of materials for families.

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

In the past the early childhood program has utilized other grant funds to provide books for literacy activities. Materials for math and fine motor activities have been provided through general funding. This special funding would allow the early childhood program to expand the family engagement event targeting fine motor/science skill development, and provide learning materials and activities to be carried over into the home. These funds would also allow for a larger number of activities presented so that all levels of fine motor development can be targeted.

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.)

By including take home materials and an event that is focused on all children aged 0-5 years, we anticipate that increased participation will occur, compared to past events. We also anticipate that families will continue to enjoy and respond to future family events through increased attendance and participation.

How will these funds assist in closing the opportunity gap?

(Please limit response to 200 words or less.)

The provision of materials to aid in at home practice will increase children's skills with fine motor development and science knowledge. Currently we see children in our program who have lower fine motor skills than in past years, along with decreased knowledge related to size, time, quality, and other science vocabulary and concepts. These activities will give the current students a boost to gain those needed skills for the next step in fine motor development. The activities presented will also be focused on using items that can be found in the home, so that families can recreate the activities on their own without the need to purchase special items. The bags of take home item will contain a few special items that families may not have readily on hand, such as smaller markers

and child safe scissors.

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

(Please limit response to 200 words or less.)

Children and families will have the opportunity to connect with staff outside of the school day and building, which will build connections and relationships with staff. This activity will also have an impact on how families can promote child development at home and in the community using activities that can be recreated with items that can be found readily in the home. For example, utilizing a colander and string, children can practice pulling and inserting string into the holes of the colander, working on motor planning and fine motor finger skills.

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

11-29-2023

Date

ATTACHMENT B

| PROGRAM BUDGET | | |
|--|-----------|--|
| Program Revenue and Request | Amount | Comment |
| Non-Learning Community Revenue (including in-kind) | \$ | |
| Learning Community Request | \$9,900 | Funds to support engagement activity |
| Total Program Revenue | \$ | |
| Program Expenses | Amount | Comment |
| Salaries & Wages | \$ 1,920 | \$32/hr for full time staff (2.5 hours) – 24 staff |
| Insurance Benefits | \$ 480 | \$8/hr for full time staff (2.5 hours) – 24 staff |
| Transportation Costs | \$ 0 | |
| Training | \$ 0 | |
| Equipment | \$ 0 | |
| Supplies | \$ 7,000 | Supplies and materials for engagement event activities (glue, markers, pom poms, child scissors, child tweezers, ice cube trays, construction paper, shaving cream, pipettes, food dye, string, beads, playdoh, foam, golf tees, hole punches, craft sticks, pipe cleaners, shaving cream, milk, dish soap, plates bowls, cookie sheets, salt, flour, rolling pins, straws, vegetables with seeds, dry pasta tubes, colanders, small baskets, small toy bugs). Materials will provide activities for an estimated 300 children (\$4500) Supplies and materials for take home activities bags – 1 bag per family, 100 families (tote bags, markers, scissors, individual playdoh container, small dinosaurs, beads, craft sticks, foam, golf tees, pipe cleaners, shaving cream). (\$2500) |
| Printing & Copying | \$ 500 | Copies of activity mats, directions, and home activities |
| Telephone & Internet | \$ 0 | |
| Postage | \$ 0 | |
| Rent & Utilities | \$ 0 | |
| In-Kind | \$ | |
| Other (please specify) | \$ | |

| | | |
|-------------------------------|----------------|--|
| Total Program Expenses | \$9,900 | |
|-------------------------------|----------------|--|

| Total Cost of Program | # of Weeks per Year of Program | # of Teachers in Program | # Program Hours per Week |
|------------------------------|---------------------------------------|---------------------------------|---------------------------------|
| \$9,900 | 1 | 24 | 2.5 |

**Special Project Proposals
2023/2024**

| PROPOSAL | | |
|--|--|--|
| Summary | | |
| Electronic File Name: | Proposal 2023/2024_LearningCommunity_GretnaPublicSchools | |
| School District: | Gretna Public Schools | |
| Program Name: | Early Childhood 101: Everything You Wanted to Know About Your Young Child's Development but Were Afraid to Ask | |
| Program Category | X Special Project | |
| Amount Requested: | \$37,500 | |
| Subcouncil: (choose only one) | <input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input checked="" type="checkbox"/> #4 <input type="checkbox"/> #6 | |
| Program Start Date: | February 1, 2024 | Program End Date: <div>July 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>Please limit response to 300 words or less in the space below.</p> <p>Gretna Public Schools proposes to run a series of five Early Childhood Development parent seminar/webinars that focus on increasing parent awareness and understanding of issues that impact young children's development: Early Childhood 101: Everything You Wanted to Know About Your Young Child's Development but Were Afraid to Ask.</p> <p>This series of parent seminars/webinars would be held in the Gretna High School Theater (capacity 750) approximately once a month, targeting families with young children ages birth to eight, beginning in February 2024 and concluding in June/July 2024. For each seminar, we would bring in a guest speaker to present to parents on topics that are most frequently brought up by families with young children: social emotional development; dealing with challenging behaviors; developmentally appropriate play expectations; developing communication skills and expectations; and addressing the three things you can't control (eating, toileting, sleeping).</p> <p>For each seminar/webinar, we would purchase topic specific books and materials for the first 150 families who attend in person but would also offer a webinar option to support families who are unable to attend in person.</p> <p>We are partnering with one of our local childcare centers (Kids' Roundup) to provide free, off-site childcare (1 classroom of infants (8); 1 class of toddlers (12); 1 class of preschoolers (24); and 1 class of school-age students (30)) during each event for attending families through use of their facilities and child supervision via student volunteers from our National Honor Society and early intervention certified district staff members who would receive a stipend for their time.</p> | |

PROPOSAL

As a district, we have one early childhood coordinator, eight home and community-based providers, and nine preschool teachers who could be utilized to help purchase materials, provide assistance during the seminar, and provide certified supervision at the childcare center.

Contact Information

| | |
|---------------------------|--|
| Name and Title: | Teresa Berube |
| School District: | Gretna Public Schools |
| Email: | tberube@gpsne.org |
| Phone: | 402-332-5814 |
| Street Address: | 11175 South 204 th Street |
| City, State and ZIP Code: | Gretna, NE. 68028 |

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.

We do not currently have support services in our elementary schools to address general family developmental issues and concerns for children aged birth-to-five. We do have an early intervention team that addresses individual family concerns through our Child Find and preschool screening programs but nothing that reaches the community at large. Elementary school support services for family developmental issues and concerns for children aged kindergarten-to-third grade are typically limited to Curriculum Night, parent teacher conferences, access to the school counselor, and any individual programs presented by each elementary school.

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.)

Our District Mission Statement: The mission of Gretna Public Schools is to accept all students unconditionally and maximize their potential.

School Board Family and Community Partnership Engagement Goal: To increase district communication with the public regarding the happenings in the district.

- 1) During the 2022-2023 school year, the district engaged with families through MTSS Climate Surveys resulting in one partnership/engagement event.
- 2) During the 2023-2024, the district has increased family and community engagement through another round of MTSS Climate Surveys; Open House opportunities at our new Gretna East High School; and the introduction of a Parent Safety Forum in early November that addressed a variety of safety issues affecting families today. We also restarted monthly meetings with our Citizen's Committee that had been discontinued during the COVID pandemic. These combined efforts have resulted in eleven different partnership/engagement events so far this year.

District Goals for Family and Community Partnership and Engagement:

- 1) To develop a positive educational environment that accepts all students and emphasizes their intellectual, physical, emotional and social development.
- 2) To introduce students to a variety of activities which encourage them to develop morally, physically, socially, academically, emotionally and spiritually.

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

While Gretna Public Schools has not previously implemented this program, our Early Intervention Team has been working toward the future implementation of a parenting series for young families under other funding options. The funds we are requesting for this program will help us extend our family and community engagement efforts to a parent population that is typically missed through our most common engagement efforts. Parents of young children are often just beginning their relationship with the school district when they enroll their child for kindergarten, and since children aged kindergarten thru third grade do not participate in school-based sports or clubs, parents of children from birth to age eight often have very limited interactions with their neighborhood school or the district beyond the regular school day.

The introduction of this program will provide us with five separate opportunities to engage our youngest families in conversations about our youngest learners. These opportunities would allow us to introduce ourselves to our young families, establish ourselves as a resource they can reach out to and depend on to support them and their children, and increase community awareness about the depth and scope of services the school district provides to all of our families.

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.)

The Gretna Early Intervention Team is working to establish our own Planning Region Team and hope to have it up and running within the next couple of years. One of the main targets of our Planning Region's efforts would be to support Child Find and the building of family and community partnerships within Gretna's district boundaries through the establishment of the Early Childhood 101 seminar series as a yearly offering to the families in our district.

Receipt of grant funding this year would allow us to begin our early childhood family and community partnership engagement program earlier than anticipated, and allow us to provide developmentally appropriate support and information to a large number of families that we will not be able to reach in this manner without the grant funding.

It is our intent that we would continue to support this initiative through expanded participation and support from our current Planning Region during the 2024-2025 school year, or hopefully, fund it through the establishment of our own Planning Region by the 2025-2026 school year.

How will these funds assist in closing the opportunity gap?

(Please limit response to 200 words or less.)

For the last two decades, Gretna has been experiencing unprecedented growth in our student population. With this rapid growth, we are seeing a change in family demographics. We have approximately 10% of our student population who qualify for free-reduced lunch, and we are experiencing rapid growth in our English Language Learner population. While our numbers in these areas may not be as large as those same populations in other metro-area districts, they are still populations that we are trying to support effectively by meeting their unique needs.

If we are able to begin presenting the Early Childhood 101 seminars this year, we will be able to begin establishing meaningful connections with families who may need our support the most. Through this seminar series, we hope to help all families with young children develop a better understanding of what their children should be doing socially, emotionally, cognitively, and linguistically while helping them navigate a stage of life that can often prove challenging for parents when they frequently lack experience or knowledge of what is developmentally appropriate. Research shows us that if we can get to families early, we can change the trajectory for our youngest students.

How will these funds assist in closing the opportunity gap?

(Please limit response to 200 words or less.)

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

(Please limit response to 200 words or less.)

Multiple studies over the last decade have highlighted the importance of early childhood education and reinforce the need for children to have access to high quality, developmentally appropriate environments. The environment that children spend the most time in is their own home. As a district, we can provide access to high quality preschool programs for a portion of our youngest students, but it is not possible for us to provide it for all of them. At the elementary level, we are also able to provide high quality, developmentally appropriate environments for all of our students; however, with 90% of brain growth taking place before children even enter kindergarten, our window for making a meaningful difference in their brain development has already passed before we have even met most of them.

If we can begin educating and supporting our district's families by helping them to understand their child's development, and the importance of the environment they provide for their child at home, we may have a chance of significantly impacting the early brain development of the majority of our youngest students instead of only a portion of them. As this program builds from year-to-year and word of mouth spreads from family to family, it is our most sincere hope that we will have created a family and community partnership program that will leave a lasting impact on the families and students of Gretna Public Schools.

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

11/28/2023

Date

ATTACHMENT A

Subcouncil: _____
 Program Type: Special Projects
 School District: Gretna Public Schools

| Building(s) Served (please include highest to lowest priority) | # of Teachers | # of Coaches | ONLY IF REQUESTED BY LEARNING COMMUNITY: Needs Statement for each building. Data may include student demographics, performance, and unique needs. |
|--|---------------|--------------|--|
| Squire John Thomas Elementary | 13 | | Number of Children Birth-5: 177 Number of Children K-3: 237 |
| | | | |
| Gretna Elementary | 13 | | Number of Children Birth-5: 168 Number of Children K-3: 224 |
| | | | |
| Falling Waters Elementary | 17 | | Number of Children Birth-5: 307 Number of Children K-3: 333 |
| | | | |
| Whitetail Elementary | 18 | | Number of Children Birth-5: 333 Number of Children K-3: 363 |
| | | | |
| Palisades Elementary | 13 | | Number of Children Birth-5: 244 Number of Children K-3: 273 |
| | | | |
| Harvest Hills Elementary | 15 | | Number of Children Birth-5: 285 Number of Children K-3: 268 |
| | | | |
| Aspen Creek Elementary | 17 | | Number of Children Birth-5: 298 Number of Children K-3: 338 |
| | | | |
| Gretna Public Schools Total Birth-8 Population | | | Total Number of Children Birth-5: 1,812 Total Number of Children K-3: 2,036 |
| | | | |
| | | | |

ATTACHMENT B

| PROGRAM BUDGET | | |
|--|---------------------|---|
| Program Revenue and Request | Amount | Comment |
| Non-Learning Community Revenue (including in-kind) | \$ 4,142.00 | EC Administrator salary for five days prep and organization of events; materials cost for snacks and craft materials. |
| Learning Community Request | \$ 37,500.00 | |
| Total Program Revenue | \$ | |
| Program Expenses | Amount | Comment |
| Salaries & Wages | \$ | <i>indicate % FT and % PT here</i> |
| Insurance Benefits | \$ | |
| Transportation Costs | \$ | |
| Training | \$ 10,000 | Speaker fees (5 sessions) |
| Equipment | \$ | |
| Supplies | \$ 18,750 | Topic specific books and materials for 150 families (\$25 each for 5 sessions) |
| Printing & Copying | \$ 500 | Advertising/fliers (\$100 per session) |
| Telephone & Internet | \$ 750 | Webinar headset, video equipment and technician for troubleshooting during webcast (one time purchase for all five webinars) |
| Postage | \$ | |
| Rent & Utilities | \$ 5,000 | Childcare center rental (5 3-hour sessions) |
| In-Kind | \$ | |
| Other (please specify) | \$ 2,500 | Certified Staff stipends (\$100 each) for childcare supervision in each classroom (5 sessions) and at seminar for three hours/night |
| Total Program Expenses | \$ 37,500.00 | 5 Sessions Total |

| Total Cost of Program | # of Weeks per Year of Program | # of Teachers in Program | # Program Hours per Week |
|-----------------------|--------------------------------|--------------------------|--|
| \$41,642.00 | 5 months | | 2.5 hours per session (5 sessions total) |

Special Project Proposals 2023/2024

| PROPOSAL | | | |
|--|---|----------------------------------|--|
| Summary | | | |
| Electronic File Name: | Proposal 2023/2024_LearningCommunity_ Ralston | | |
| School District: | Ralston Public Schools | | |
| Program Name: | Bilingual ReadShare Kits | | |
| Program Category | x Special Project | | |
| Amount Requested: | \$25,996.50 | | |
| Subcouncil: (choose only one) | <input type="checkbox"/> #1 <input type="checkbox"/> #2 <input checked="" type="checkbox"/> #3 <input type="checkbox"/> #4 <input type="checkbox"/> #6 | | |
| Program Start Date: | Jan. 2024 | Program End Date: ongoing | |
| Executive Summary: Describe how services will be delivered, population to be served and organizational experience and capacity in the space to the right. | <p>All six of our elementary schools are Title I schools. Each elementary school will have take-home bilingual books kits available for check out, grades PK-3. The kits will be housed in each school's library and will be bar-coded for check out like all other library materials. This program extends the learning environment beyond the classroom as parents become active participants in the child's emergent reading journey, creating a seamless transition between school and home literacy experiences.</p> <p>These kits are not merely about delivering books but are a gateway to shared literary experiences that foster meaningful conversations between parents and children. The program's primary focus is on Title 1 schools, ensuring that families facing economic challenges have equitable access to resources that promote early literacy development.</p> <p>Each ReadShare Kit is a carefully curated collection of age-appropriate books through the long-standing experts in reading instruction - Scholastic Inc., aligned with the diverse interests and reading levels of young learners.</p> <p>As parents become active participants in their child's reading journey, the bilingual ReadShare Kits program strives to narrow educational gaps, empower families, and create a lasting impact on the academic success of our youngest learners. Furthermore, having take-home books in both Spanish and English not only helps the students become a more confident reader, but non-English speaking parents also benefit from this language learning experience.</p> <p>Our district recognizes the critical role that family involvement plays in a child's educational journey, particularly during the formative years. By</p> | | |

PROPOSAL

implementing the ReadShare Kits program, we aim to strengthen the partnership between schools and families, fostering a collaborative approach to literacy development. This initiative directly supports our district's commitment to narrowing the achievement gap and ensuring that every student has access to high-quality educational resources.

Contact Information

| | |
|----------------------------------|---|
| Name and Title: | Anne Harley, Assistant Superintendent for Teaching & Learning |
| School District: | Ralston Public Schools |
| Email: | anne.harley@ralstonschools.org |
| Phone: | (402) 898-3498 |
| Street Address: | 8545 Park Dr. |
| City, State and ZIP Code: | Ralston, NE 68127 |

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.)

The ReadShare Kits program aligns seamlessly with our district's overarching goal of fostering a holistic educational environment that prioritizes early literacy and family engagement. Anchored in our commitment to academic excellence and equity, the district's goal is to empower all students, regardless of socio-economic backgrounds, with the foundational skills necessary for lifelong success. Through initiatives like ReadShare Kits, we aim to significantly contribute to achieving our specific goal of improving early literacy proficiency in Title 1 schools for pre-kindergarten through third-grade students.

The ReadShare Kits program stands as a beacon of support and inclusivity for our district's diverse and vibrant community, with a specific focus on addressing the unique challenges faced by our poverty and bilingual populations. In alignment with our district's broader goals, this initiative seeks to bridge the gap in literacy resources for families facing economic hardships, particularly in Title 1 schools encompassing pre-kindergarten through third-grade students.

The ReadShare Kits program aligns with our district's strategic goals, contributing to a future where every child has the opportunity to thrive academically and develop a lifelong passion for reading.

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

These funds will provide 150 books (30 copies of each 5 book set) for each grade level, PK-3, at all six elementary buildings. The kits are perfect to promote independent reading, heighten motivation, and build text-rich environments for all students, regardless of their home language. Scholastic sends them to us, prepacked, with each kit including:

- 150 culturally relevant nonfiction books (30 copies of each five-book set)
- 150 think sheets
- 30 colored pencil sets
- 30 journals

Ralston has not implemented this program previously. We have had various take-home books for students to read to their parents; however, this is the first time we've sought bilingual copies along with correlated at-home activities to complete as a family.

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.)

The allocated funds for the bilingual ReadShare Kits program will play a pivotal role in advancing our district's commitment to family and community partnership engagement in the future. These funds will be strategically utilized to sustain the program over time, ensuring its longevity and impact on fostering a culture of literacy within our community. Investments will be made to continually replenish the content of the kits, incorporating a diverse array of high-quality, bilingual literature that resonates with our multicultural community. By allocating resources to enhance the program's reach, content, and community engagement efforts, these funds will serve as a catalyst for long-term, positive change in our district's family and community partnership landscape, creating a foundation for sustained collaboration and shared success in the years to come.

How will these funds assist in closing the opportunity gap?

(Please limit response to 200 words or less.)

The funds dedicated to the ReadShare Kits program will play a crucial role in narrowing the opportunity gap within our district. By providing financial support for this initiative, we will ensure equitable access to high-quality, diverse literature for all students, particularly those in Title 1 schools facing economic challenges. These funds will enable us to expand the program's reach, making it accessible to a broader range of families and thereby mitigating disparities in educational resources. The inclusion of bilingual and culturally relevant literature in the kits, made possible by these funds, addresses the linguistic diversity of our community, promoting inclusivity and eliminating language-based barriers. Moreover, by actively involving families in their children's literacy development, the ReadShare Kits program supported by

How will these funds assist in closing the opportunity gap?

(Please limit response to 200 words or less.)

these funds will empower parents to be effective partners in education, bridging the home-school divide. Ultimately, this initiative, fueled by financial support, will serve as a tangible step toward closing the opportunity gap, ensuring that every child in our district has an equal chance to develop essential literacy skills and thrive academically, regardless of socio-economic status or background.

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

(Please limit response to 200 words or less.)

This funding request for the ReadShare Kits program will have a direct and transformative impact on both Spanish and English-speaking children and their families within our district. The allocation of funds will enable the inclusion of bilingual and culturally relevant literature in the kits, ensuring that Spanish-speaking families have access to resources that resonate with their language and culture. This not only addresses linguistic diversity but also fosters a sense of inclusion and representation. For English-speaking families, the program will continue to provide rich, age-appropriate literature that supports literacy development.

The direct impact extends beyond language accessibility. By allowing families to check out and take home these kits, regardless of their primary language, the program promotes a shared reading experience within households. This shared experience enhances family engagement, creating a positive and supportive environment for literacy development in both languages. Additionally, the program encourages open communication between educators and parents, fostering a collaborative approach to learning.

In essence, the allocation of funds for the ReadShare Kits program will empower both Spanish and English-speaking families by providing them with valuable tools to actively participate in their children's literacy journey. This initiative not only addresses immediate language-related disparities but also contributes to the broader goal of fostering a holistic and inclusive educational experience for all children and families in our district.

| |
|---|
| <p>How will these funds assist in closing the opportunity gap?</p> <p><i>(Please limit response to 200 words or less.)</i></p> |
| <p>4. Principle: Justified Budget for Program Support – Attachment B</p> <p>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>i.e.</i> 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.</p> |
| <p><i>Please complete Attachment B</i></p> |

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: #3

Program Type: Special Projects

School District: Ralston Public Schools

| Building(s) Served (please include highest to lowest priority) | PK-3 # of Teachers | # of Coaches | ONLY IF REQUESTED BY LEARNING COMMUNITY: Needs Statement for each building. Data may include student demographics, performance, and unique needs. |
|--|-----------------------|--------------|--|
| Blumfield Elementary | 11 | .20 | CSI Federal Designation |
| Wildewood Elementary | 10 | .20 | CSI Federal Designation |
| Meadows Elementary | 10 | .20 | ATSI Federal Designation |
| Mockingbird Elementary | 13 | .20 | 35% EL; 70% F/R |
| Karen Western Elementary | 10 | 1 | 20% EL; 100% F/R |
| Seymour Elementary | 9 | .20 | 11% EL; 56% F/R |
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ATTACHMENT B

| PROGRAM BUDGET | | |
|--|---------------------|------------------------------------|
| Program Revenue and Request | Amount | Comment |
| Non-Learning Community Revenue (including in-kind) | \$ | |
| Learning Community Request | \$ 25,996.50 | Cost of book kits/shipping only. |
| Total Program Revenue | \$ | |
| | | |
| Program Expenses | Amount | Comment |
| Salaries & Wages | \$ | <i>indicate % FT and % PT here</i> |
| Insurance Benefits | \$ | |
| Transportation Costs | \$ | |
| Training | \$ | |
| Equipment | \$ | |
| Supplies | \$ 25,996.50 | |
| Printing & Copying | \$ | |
| Telephone & Internet | \$ | |
| Postage | \$ | |
| Rent & Utilities | \$ | |
| In-Kind | \$ | |
| Other (please specify) | \$ | |
| Total Program Expenses | \$ 25,996.50 | |

| Total Cost of Program | # of Weeks per Year of Program | # of Teachers in Program | # Program Hours per Week |
|-----------------------|--|--------------------------|--------------------------|
| \$25,996.50 | every week during the school year, including Summer School (available for check out) | 66 | 1 hour |

**Special Project Proposals
2023/2024**

PROPOSAL

Summary

| | | | |
|--|---|--------------------------|--------------|
| Electronic File Name: | Proposal 2023/2024_LearningCommunity_ Westside Community Schools | | |
| School District: | Westside Community Schools | | |
| Program Name: | Parent Powered: Empowering Families & Improving Outcomes | | |
| Program Category | <input type="checkbox"/> Special Project | | |
| Amount Requested: | \$55,500 | | |
| Subcouncil: (choose only one) | #3 | | |
| Program Start Date: | February, 2024 | Program End Date: | August, 2024 |
| 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.</p> <p>Westside Community Schools recognizes that strong home, school, and community partnerships are critical to support healthy child development and academic success. The District proposes to enhance our family engagement practices through the adoption/implementation of a digital family engagement platform (ParentPowered), supported by a newly created Learning Liaison, who will serve to coordinate, oversee, monitor and evaluate school-based family learning and engagement offerings in four District Elementary schools.</p> | | |

Contact Information

| | |
|----------------------------------|---|
| Name and Title: | Kami Jessop, Director of Special Services & Kelcy Tapp, Director of Elementary Teaching and Learning |
| School District: | Westside Community Schools |
| Email: | jessop.kami@westside66.net & tapp.kelcy@westside66.net |
| Phone: | 402-390-2100 |
| Street Address: | 909 S. 76 th Street |
| City, State and ZIP Code: | Omaha, NE 68114 |

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.)

Strategic Plan Goal #3.4 – Engagement: Efforts to encourage staff and community engagement with district events and initiatives

Westside Community Schools aims to actively communicate, partner with, and engage all stakeholders, including parents and community members, in order to develop trust, demonstrate integrity, and ensure transparency. Strategies to achieve this goal include regularly analyzing district needs by engaging parents and community stakeholders through two-way communication, actively promoting and celebrating district accomplishments within the community via social media and other channels, building trusting and culturally responsive relationships with all staff and stakeholders through effective communication, encouraging staff and community engagement with district events and initiatives, and proactively communicating about issues, initiatives, opportunities, and progress towards strategic goals. The overall objective is to garner community support, input, and involvement to ensure positive student outcomes and community satisfaction.

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

Ensuring that families/caregivers have access to and can engage with high-quality, evidence-based strategies and resources to support their children's development is important, yet traditional ways of connecting with caregivers is no longer effective. ParentPowered allows relevant, parent-friendly information to be accessible and pushed to families in a way that leverages their existing strengths and offers new learning and resources. This program would be evaluated using an action research model, where impact and utilization data would be analyzed to determine program effectiveness and sustainability.

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 would permit the District to move forward with the adoption of the ParentPowered curriculum/digital platform and allocate the targeted staff support necessary to prepare for and implement the new program. If this program is determined to be effective and meets our objective of increasing family/caregiver engagement and student success – then program sustainability will be a consideration of the District moving forward.

How will these funds assist in closing the opportunity gap?

(Please limit response to 200 words or less.)

Equipping families with the tools, resources and strategies, and engaging them in an accessible and culturally responsive way (via 10 different languages) to support their child(ren) as learners, helps promote school readiness, school attendance, and overall student achievement. These four schools were selected due to the existing perceived opportunity gap. Research indicates that parent/caregiver engagement is critical in student success and improved academic outcomes. Having a devoted, evidence-based program and liaison devoted to this work will reduce the opportunity gap in these elementary schools.

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

(Please limit response to 200 words or less.)

Recent evidence from the ParentPowered program indicates:

93% of parents who utilize the system say that ParentPowered helped make learning a part of every day.

94% of parents say that ParentPowered activities helped them communicate with their child.

92% of parents said that ParentPowered increased their confidence in their ability to support their child's learning.

Given this data, Westside believes this program, paired with the coordinated support offered by the Learning Liaison, will better position parents/caregivers to have helpful tools and information that will enhance the support they offer their own children, as well as enhance their connections to the school.

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

11/30/23

Date

ATTACHMENT A

Subcouncil: #3

Program Type: Special Projects

School District: Westside Community 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. |
|--|---------------|--------------|---|
| Westbrook Elementary | | | |
| Westgate Elementary | | | |
| Hillside Elementary | | | |
| Paddock Road Elementary | | | |
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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 | \$ 30,000 | Compensation for Selected Personnel |
| Insurance Benefits | \$ 10,000 | |
| Transportation Costs | \$ 500 | |
| Training | \$ 1000 | |
| Equipment | \$ 14,000 | ParentPowered Program |
| Supplies | \$ 0 | |
| Printing & Copying | \$ 0 | |
| Telephone & Internet | \$ 0 | |
| Postage | \$ 0 | |
| Rent & Utilities | \$ 0 | |
| In-Kind | \$ 0 | |
| Other (please specify) | \$ 0 | |
| Total Program Expenses | \$ 55,500 | |

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

Impact

76 OPS Classrooms
 1,205 Students/Family kits needed
 Approximate Cost: \$49,000



*Total number purchased may increase as we continue to enroll students through May 2024

Every student. Every day. Prepared for success.

5

| PROPOSAL | | | |
|---|---|-------------------|--------------|
| Summary | | | |
| Electronic File Name: | Proposal 2023/2024_LearningCommunity_ District Name | | |
| School District: | Omaha Public Schools | | |
| Program Name: | Early Childhood | | |
| Program Category | X Special Project | | |
| Amount Requested: | \$49,000 | | |
| Subcouncil: (choose only one) | X #1 X X #2 X #3 X #4 X #6 | | |
| Program Start Date: | January 2024 | Program End Date: | May 31, 2024 |
| 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.</p> <p>These funds will provide transition toolkits to families of early childhood students. Each early childhood classroom will invite families to participate in a family engagement event(s) during the second semester of school.</p> | | |

| Contact Information | |
|---|---|
| Name and Title: | Melissa Prante, Donna Dobson |
| School District: | Omaha Public Schools |
| Email: | Melissa.prante@ops.org donna.dobson@ops.org |
| Phone: | 531-299-9486 |
| Street Address: | 3215 Cuming Street |
| City, State and ZIP Code: | Omaha, NE 68131 |
| 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? | |
| <i>(Please limit response to 200 words or less in the space below.)</i> | |
| <p>Early childhood classrooms will increase family/student participation in high-quality home visitation, family engagement activities, transition activities and community partnerships. Parents participating in family engagement activities will increase by 50% at all early childhood locations. This will be accomplished by providing teachers with professional learning, home visits for each family, school family engagement events/activities and providing access to community resources.</p> | |
| How will these funds provide opportunities for meeting the district's 2023-2024 Family and Community Engagement? Have you implemented this program previously? | |
| <p>These funds will present families with a common understanding of developmentally appropriate expectations and practices that support continuity in transitions for young children. The transition tool kits, will provide a standardized way for staff to implement research-based activities, strategies, and resources specific to families to support the transition to kindergarten.</p> | |
| How will these funds support next steps for your district in family and community partnership engagement in the future? | |
| <i>(Please limit response to 200 words or less.)</i> | |
| <p>By using these funds to support families as students transition to kindergarten, the goal moving forward would be to provide a transition event 2-3 times per school year to build a strong connection between the school and family.</p> | |

| |
|--|
| How will these funds assist in closing the opportunity gap? |
| <i>(Please limit response to 200 words or less.)</i> |
| These funds will assist with closing the opportunity gap by ensuring that all OPS students currently in an early childhood classroom will be engage in a collaborative approach to kindergarten transition. Strong transition to kindergarten practices create a sense of trust between the families and school. |
| Describe the direct impact this request will have on children and families. |
| <i>(Please limit response to 200 words or less.)</i> |
| The direct impact would be providing materials and resources approximately 1,200 families supporting the transition to kindergarten and begin to form quality home/school partnerships through family engagement opportunities. |

**Special Project Proposals
2023/2024**

PROPOSAL

Summary

| | | | |
|--|---|--------------------------|-----------|
| Electronic File Name: | Proposal 2023/2024_LearningCommunity_ District Name | | |
| School District: | Millard Public Schools | | |
| Program Name: | Kindergarten Readiness and Literacy Birth through the Grade 5 | | |
| Program Category | <input type="checkbox"/> Special Project | | |
| Amount Requested: | \$96,000 | | |
| Subcouncil: (choose only one) | <input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 <input checked="" type="checkbox"/> #4 <input type="checkbox"/> #6 | | |
| Program Start Date: | Spring 2024 | Program End Date: | Fall 2024 |
| 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.</p> <p>Unite for Literacy - will expand access to literature within the home by providing 100 books to our families participating in home visiting and providing modeling of the use of literature to improve early literacy and build numeracy. All home visiting participants meet Title 1 qualifications within our 7 different Title 1 buildings.</p> <p>Summer Literacy Learning - will provide all 10,000 PK-5 students with access to open libraries and literacy activities during summer months</p> <p>Kindergarten Jumpstart - will increase kindergarten readiness by expanding limited kindergarten roundup experiences traditionally confined to the spring to include summer jumpstart experiences for all incoming Kindergarten 2024 students (approximately 1,500 students).</p> | | |

Contact Information

| | |
|----------------------------------|---|
| Name and Title: | Dr. Heather Phipps, Associate Superintendent for Educational Services |
| 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 |

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.)

We will establish respectful, interactive, and reciprocal family-school partnerships built on mutual respect for the roles and strengths each individual has to offer. By collaborating and prioritizing family relationships we will create welcoming and safe school environments to ensure high levels of academic achievement and social growth for all students. This proposal looks to do that through early literacy opportunities for home visiting families and expanded literacy learning and kindergarten readiness for students in grades K through 5.

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

The Unite for Literacy Growing Readers Program, aligns with our goal of ensuring high academic achievement through family engagement. By enrolling our families who are participating in our home visiting program, we can provide each family with 100 books for their home. Lack of access to books in the home, especially those with young children, is a significant part of educational disparities among children. By providing 100 books to our families participating in home visiting and providing modeling of the use of literature to build numeracy, language, etc. we will work to improve early literacy, language, and math skills prior to children entering school. By partnering with families to provide the skills and the resources to establish a language rich environment our goal is to strengthen the home-school connection.

Summer Literacy Learning creates opportunities for all Millard families to have access to open school libraries and literacy based activities during the summer at our neighborhood elementary schools. Each school will tailor their summer literacy learning program to include opportunities and access to books as well as exposure to various read aloud opportunities focused on building vocabulary and language while maintaining elementary literacy skills over the summer months.

The Kindergarten Jump Start program supports building communities to strengthen relationships and connections with our incoming families. Children have the opportunity to meet future classmates and staff prior to the start of school. They learn that school is a safe and welcoming place and have fun while doing various academic and social activities.

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.)

Beliefs are the foundation of our Strategic Plan. Belief statements are an expression of the fundamental values, ethical codes, overriding convictions and principles for the district. One of our district's belief statements is Public education benefits the entire community and is the shared responsibility of all. Family engagement and partnership is essential to academic and social success of our students. The use of these funds to support early literacy while strengthening the home school connection for our youngest learners supports our district mission and beliefs.

One of our current steps within our Family and Community Engagement Goal has been to curate a framework for our district. Through this process we established 5 key features for any family engagement

initiative. This project request includes all 5 features: linked to learning, relational, collaborative, interactive and development and helps us to move our vision of building collaborative and authentic relationships with families.

How will these funds assist in closing the opportunity gap?

(Please limit response to 200 words or less.)

Participation in our home visiting and preschool program is prioritized for our most at risk families. Through partnership with families at an early age, providing access to books and opportunities for coaching and modeling of how to embed learning strategies into their daily lives, we hope to decrease the opportunity gap for our families who are financially disadvantaged.

The Unite for Literacy Growing Readers Program, will improve early literacy, language, and math skills prior to children entering school. By partnering with families to provide the skills and the resources to establish a language rich environment our goal is to strengthen the home-school connection. Summer Literacy Learning creates opportunities for all Millard families to have access to open school libraries and literacy based activities during the summer at our neighborhood elementary schools. The Kindergarten Jump Start program supports building communities to strengthen relationships and connections with our incoming families.

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

(Please limit response to 200 words or less.)

Providing families with access to books, coaching, and modeling through the various programs outlined above, we will build family engagement, grow family's confidence in creating a literature and language rich environment, and build quality home school connections.

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.



Aaron Olsen Superintendent

11-30-23

Date

ATTACHMENT A

Subcouncil: Subcouncil 4 and Subcouncil 6

Program Type: Special Projects

School District: Millard Public Schools

| Building(s) Served (please include highest to lowest priority) | # of Teache rs | # of Coach es | ONLY IF REQUESTED BY LEARNING COMMUNITY: Needs Statement for each building. Data may include student demographics, performance, and unique needs. |
|--|----------------------|---------------------|---|
| Bryan Elementary | 3 | | 59 incoming kindergarten students |
| Cody Elementary | 2 | | 34 students |
| Disney Elementary | 2 | | 55 students |
| Holling Heights Elementary | 3 | 1 | 46 students |
| Norris Elementary | 2 | 1 | 64 students |
| Rockwell Elementary | 2 | 1 | 40 students |
| Sandoz Elementary | 3 | | 39 students |
| Abbott Elementary | 3 | | 64 students |
| Ackerman Elementary | 3 | | 72 students |
| Aldrich Elementary | 3 | | 63 students |
| Black Elk Elementary | 4 | | 95 students |
| Cather Elementary | 3 | | 41 students |
| Cottonwood Elementary | 2 | | 40 students |
| Ezra Elementary | 3 | | 61 students |
| Harvey Oaks Elementary | 2 | | 45 students |
| Hitchcock Elementary | 2 | | 35 students |
| Montclair Elementary | 5 | | 84 students |
| Morton Elementary | 3 | | 56 students |
| Neihardt Elementary | 4 | | 58 students |
| Reagan Elementary | 3 | | 59 students |
| Reeder Elementary | 4 | | 84 students |
| Rohwer Elementary | 3 | | 56 students |
| Upchurch Elementary | 3 | | 67 students |
| Wheeler Elementary | 4 | | 88 students |

| | | | |
|------------------------------|----------|--|--------------------|
| Willowdale Elementary | 3 | | 52 students |
|------------------------------|----------|--|--------------------|

ATTACHMENT B

| PROGRAM BUDGET | | |
|--|-------------------|---|
| Program Revenue and Request | Amount | Comment |
| Non-Learning Community Revenue (including in-kind) | \$ 25,920 | |
| Learning Community Request | \$ 96,0000 | |
| Total Program Revenue | \$ 121,920 | |
| | | |
| Program Expenses | Amount | Comment |
| Salaries & Wages | \$ 75,000 | Approximately 96 staff to assist with activities for kindergarten transition/readiness and summer literacy activities for K-5 |
| Insurance Benefits | \$ 0 | |
| Transportation Costs | \$ 0 | |
| Training | \$ 0 | |
| Equipment | \$ 0 | |
| Supplies | \$ 21,000 | Literacy resources and books for families served by home visitors |
| Printing & Copying | \$ 0 | |
| Telephone & Internet | \$ 0 | |
| Postage | \$ 0 | |
| Rent & Utilities | \$ 0 | |
| In-Kind | \$ 25,920 | Benefits, printing, use of buildings, building supplies, and administrative support |
| Other (please specify) | \$ | |
| Total Program Expenses | \$ 121,920 | |

| Total Cost of Program | # of Weeks per Year of Program | # of Teachers in Program | # Program Hours per Week |
|-----------------------|--------------------------------|--------------------------|--------------------------|
| \$121,920 | 12 weeks | 128 | |



Learning Community

2022-2023 Annual Evaluation



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

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.

Three Primary Strategies

learning OF DOUGLAS AND
community SARPY COUNTIES

Family Learning at LCCSO

**Early Childhood & Family
Engagement at LCCNO**

District Supported Initiatives

- Jump Start
- Extended Learning
- Instructional Coaching



Evaluation Questions



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

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

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

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

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

Evaluation Components



OBSERVATIONS (TEACHERS AND PARENTS)

CLASS; KIPS

SURVEYS

TEACHERS, COACHES, PARENTS, EC PROVIDERS

FOCUS GROUPS AND INTERVIEWS

TEACHERS, PARENTS, EC PROVIDERS, PROGRAM STAFF

RATING SCALES

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

DIRECT ASSESSMENTS

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

Feedback Loops

DATA DEBRIEFS

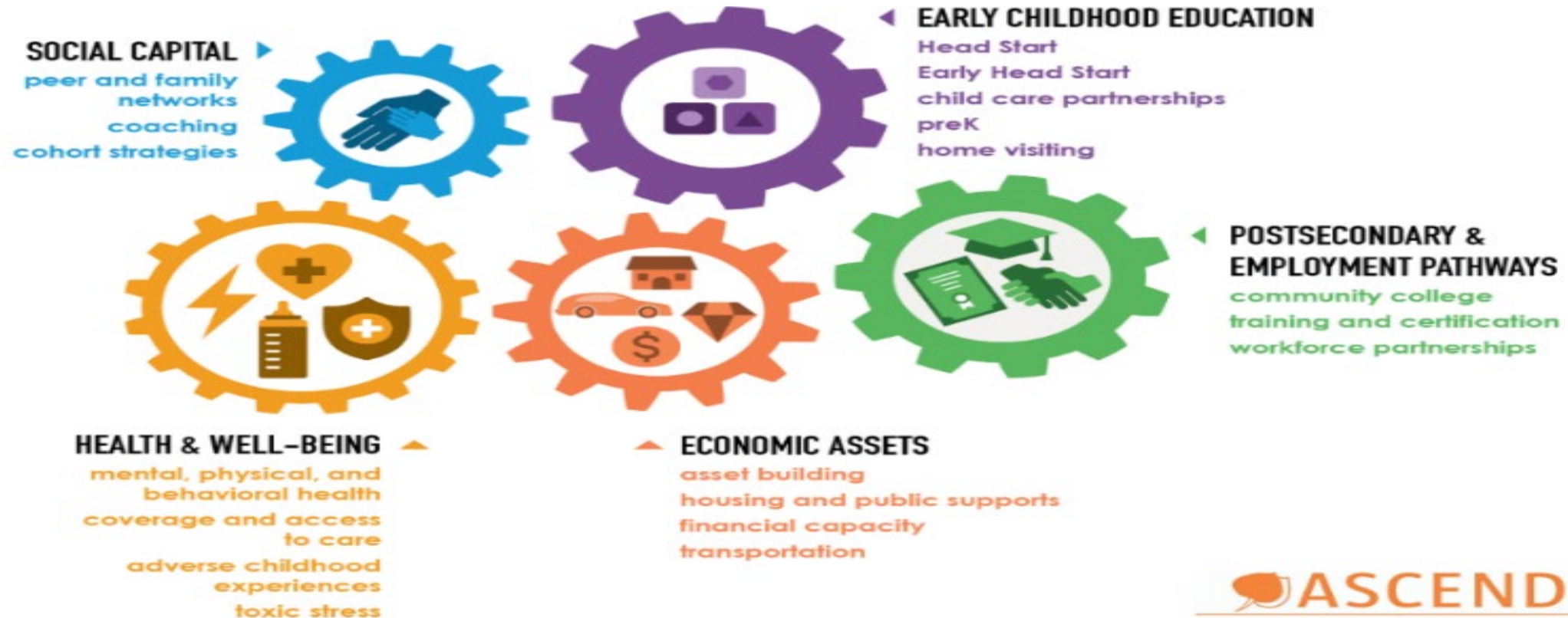
INDIVIDUAL REPORTS

GROUP REPORTS

REGULAR MEETINGS ABOUT DATA AND CHANGES

2GEN Model of Change

learning
community OF DOUGLAS AND
SARPY COUNTIES



Intensive Early Childhood Partnership

Who was served?

304 students

6 schools

20 classrooms

Demographics of students

THE STUDENTS SERVED WERE RACIALLY AND ETHNICALLY DIVERSE.



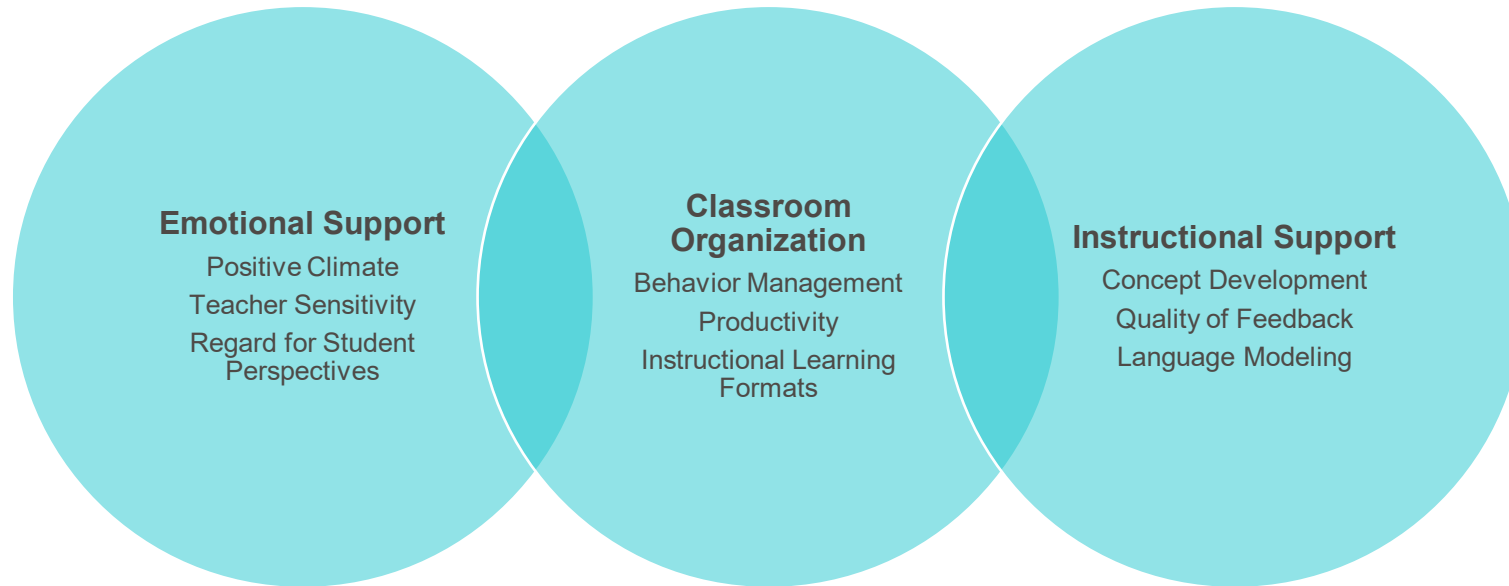
N=304

57% were male; 43% female

38% qualified for special education services

Less than 10% were English Learners

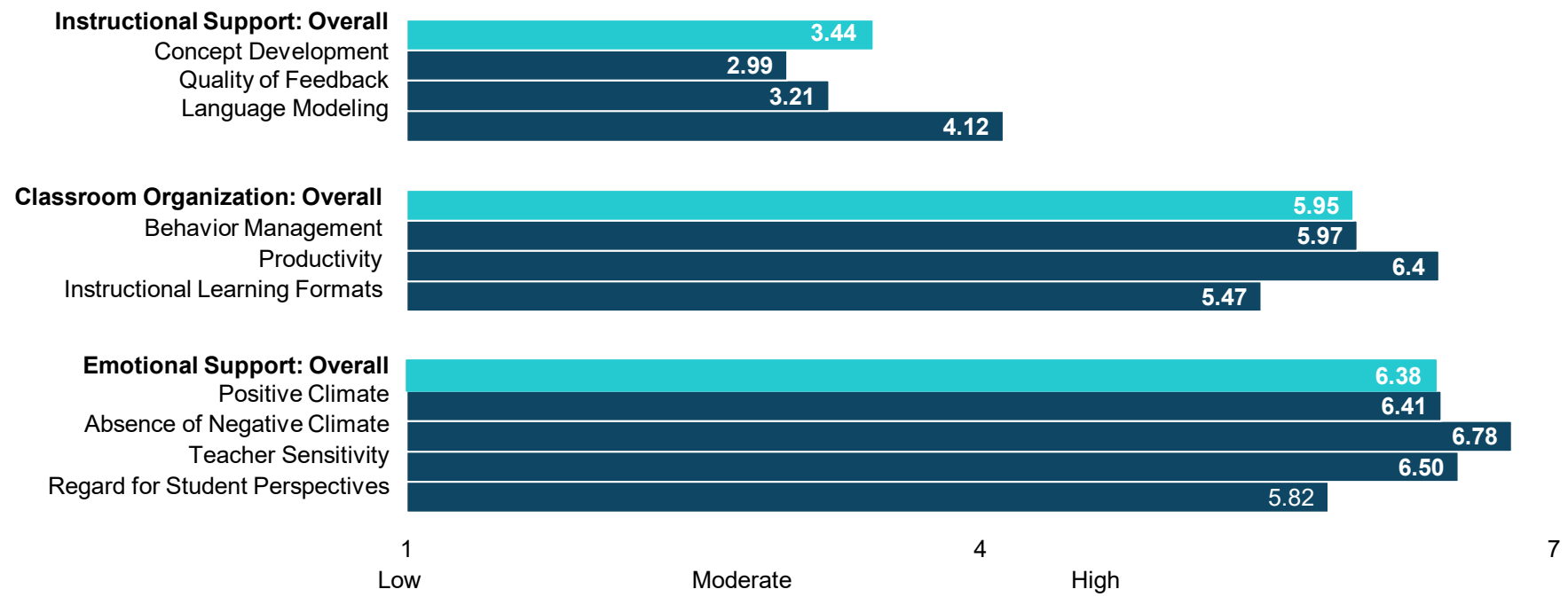
CLASSROOM QUALITY



CLASS SCORES

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

Language Modeling was higher than in 2021-2022. n=16

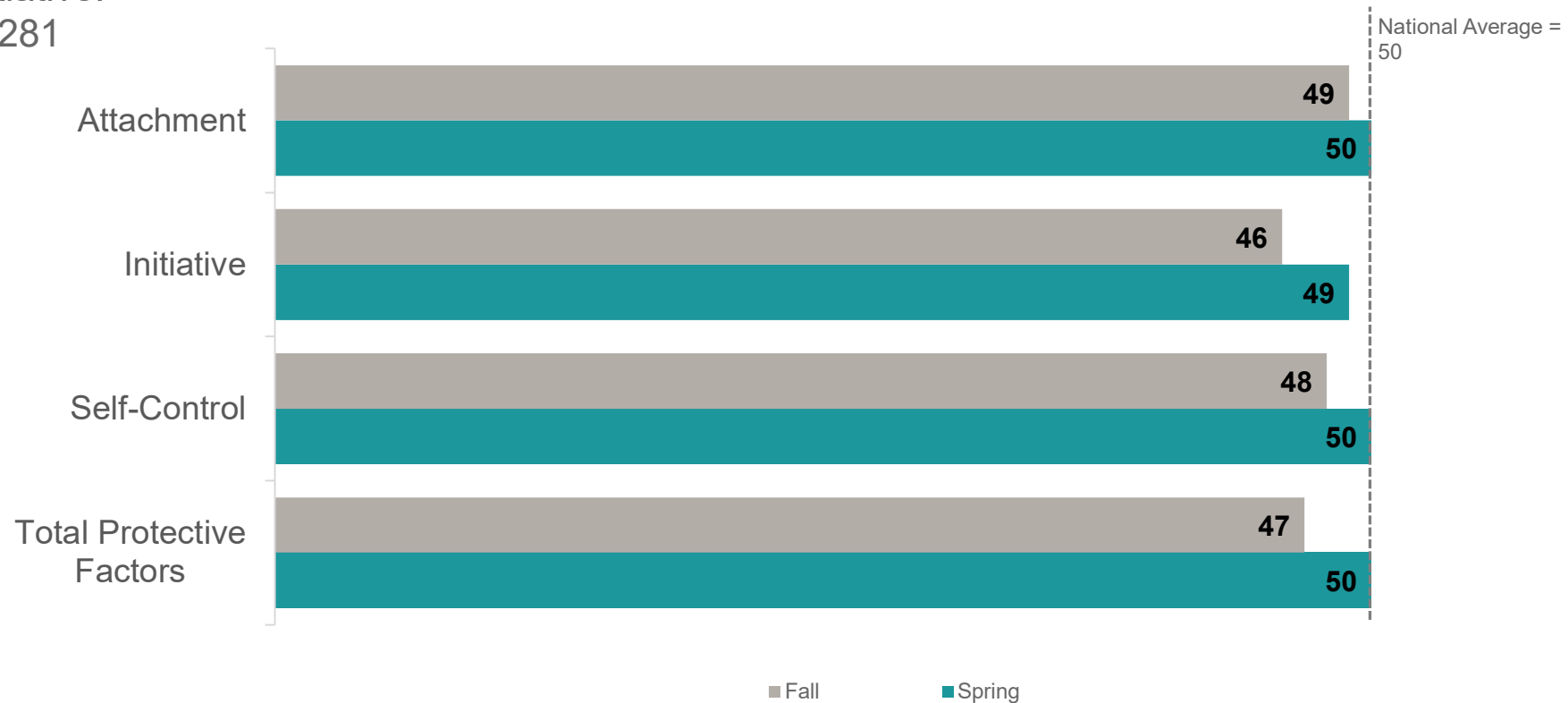


STUDENT OUTCOMES

DECA

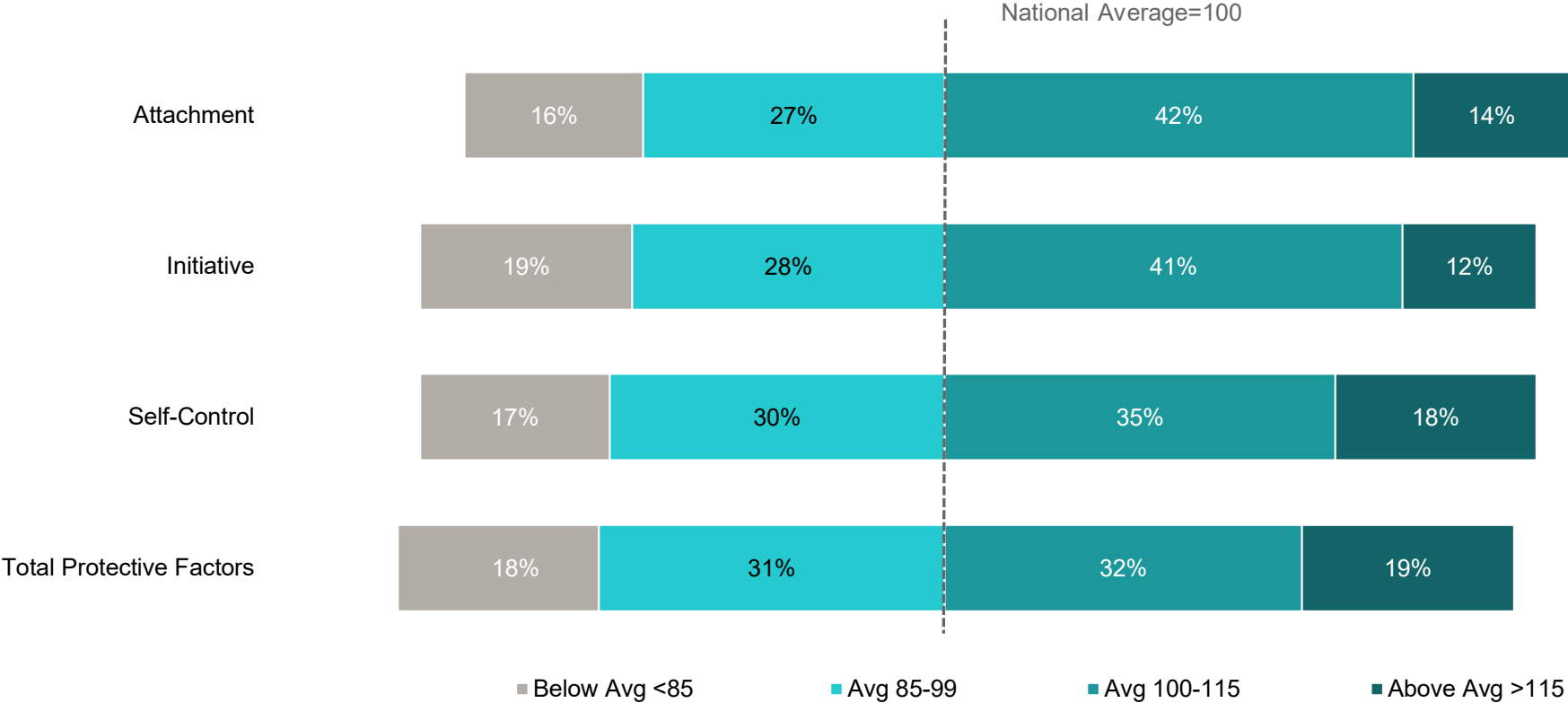
ON AVERAGE, CHILDREN'S SOCIAL-EMOTIONAL SKILLS INCREASED OVER TIME.
By spring, average scores were at or above the national average across all areas except Initiative.

n=281



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

n=288



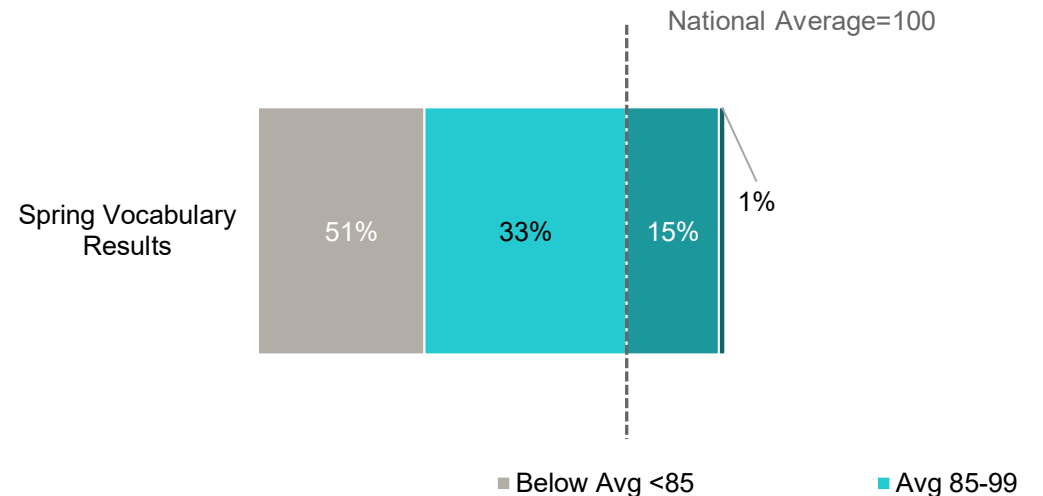
STUDENT OUTCOMES

Peabody Picture Vocabulary Test – 5th Ed

Vocabulary scores (PPVT5) increased significantly from SS 83 to SS 84 from fall to spring.

Students on IEPs made an average gain of nearly 3 standard score points.

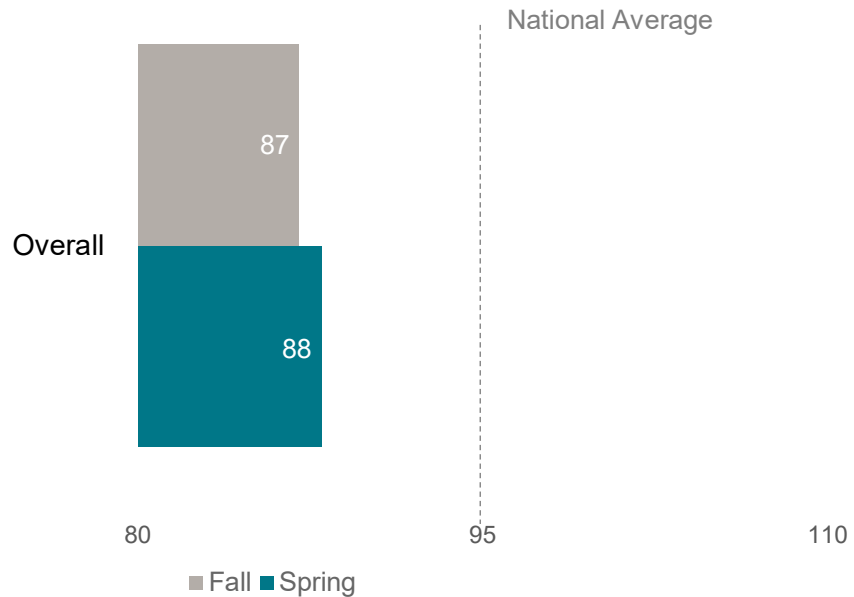
BY SPRING, FEWER THAN 20% OF STUDENTS SCORED AT OR ABOVE THE NATIONAL AVERAGE
Notably, over half of the students scored in the below average range. n=304



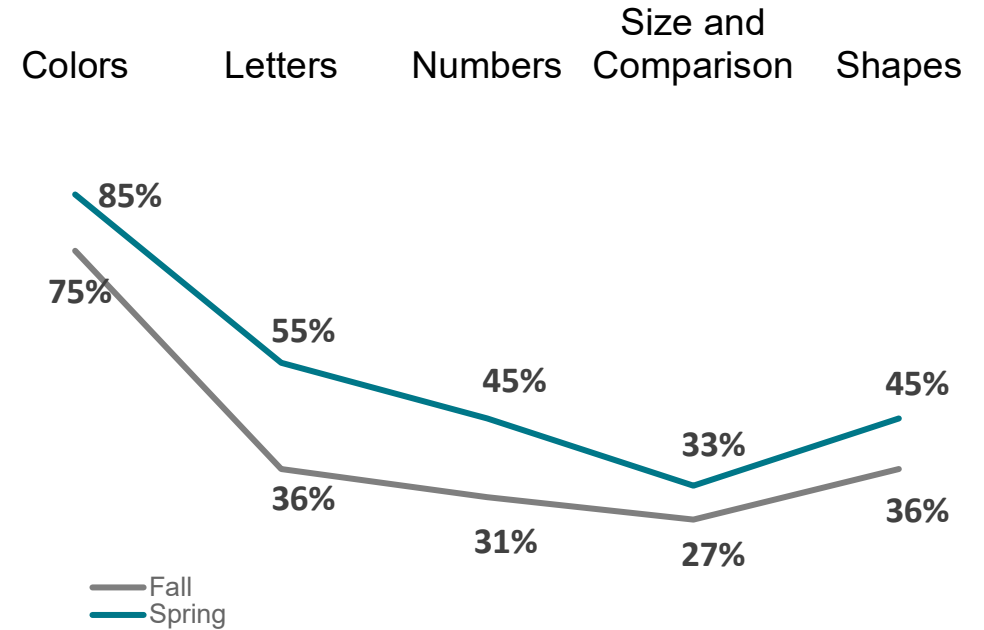
STUDENT OUTCOMES

BRACKEN SCHOOL READINESS ASSESSMENT

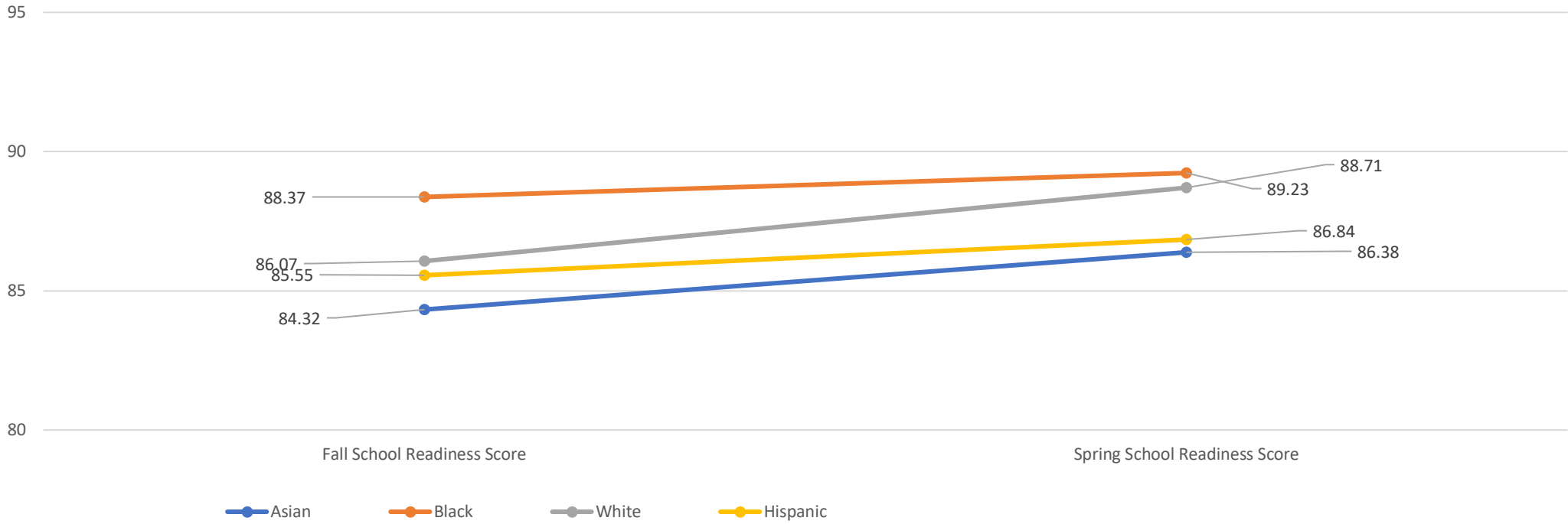
STUDENTS' SCHOOL READINESS SKILLS SHOWED
MODEST INCREASES FROM FALL TO SPRING.
N=179



THE PERCENTAGE OF MASTERY INCREASED
IN EACH SUBTEST.



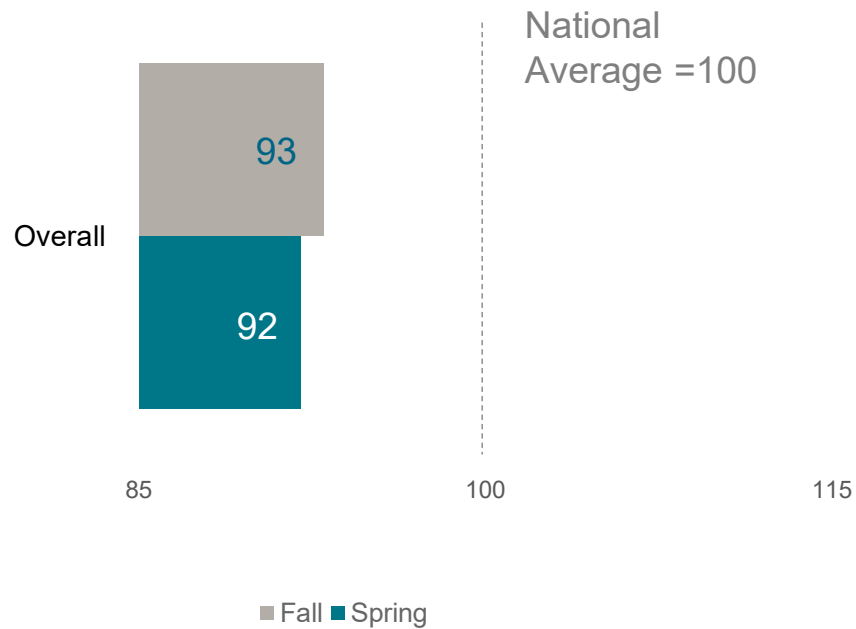
SCHOOL READINESS SCORES INCREASED ACROSS ALL RACIAL GROUPS
N=185



STUDENT OUTCOMES

Minnesota Executive Function Scale (MEFS)

STUDENTS' EXECUTIVE FUNCTIONING SKILLS SHOWED MODEST DECREASE FROM FALL TO SPRING



There was not a significant difference in the growth rates between girls and boys. Girls had higher scores overall at both fall and spring.

Key Takeaways

Students in the Intensive Early Childhood (IEC) sites are learning in high quality environments. Scores on the CLASS are in the top 10% when compared to national Head Start Scores

Growth in school readiness and social emotional skills is impressive given that 38% of students have a special education verification.

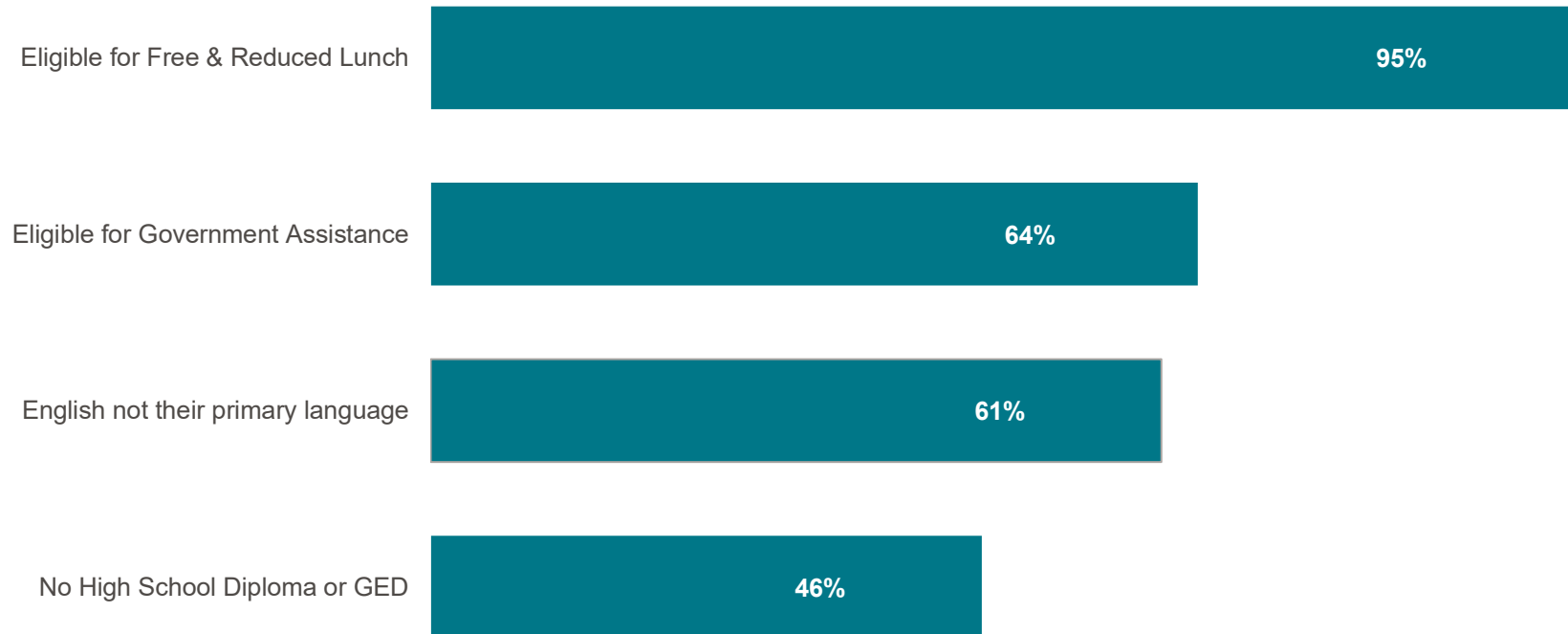
There were significant increases in vocabulary, social emotional skills, and school readiness concepts.

Parent University at Learning Community Center of North Omaha

- **99 parents**
- **259 total children (135 in target 0-8 years range)**
- **Languages: Karen, Kirundi, Arabic, Somali, Nepali and Spanish**
- **64% of families receive some form of public assistance**

Family Characteristics

PARENTS HAVE MULTIPLE OBSTACLES THAT ARE ADDRESSED THROUGH 2GEN PROGRAMMING AND OTHER RESOURCES.
N=99



Impact on Parenting Keys to Interactive Parenting (KIPS)

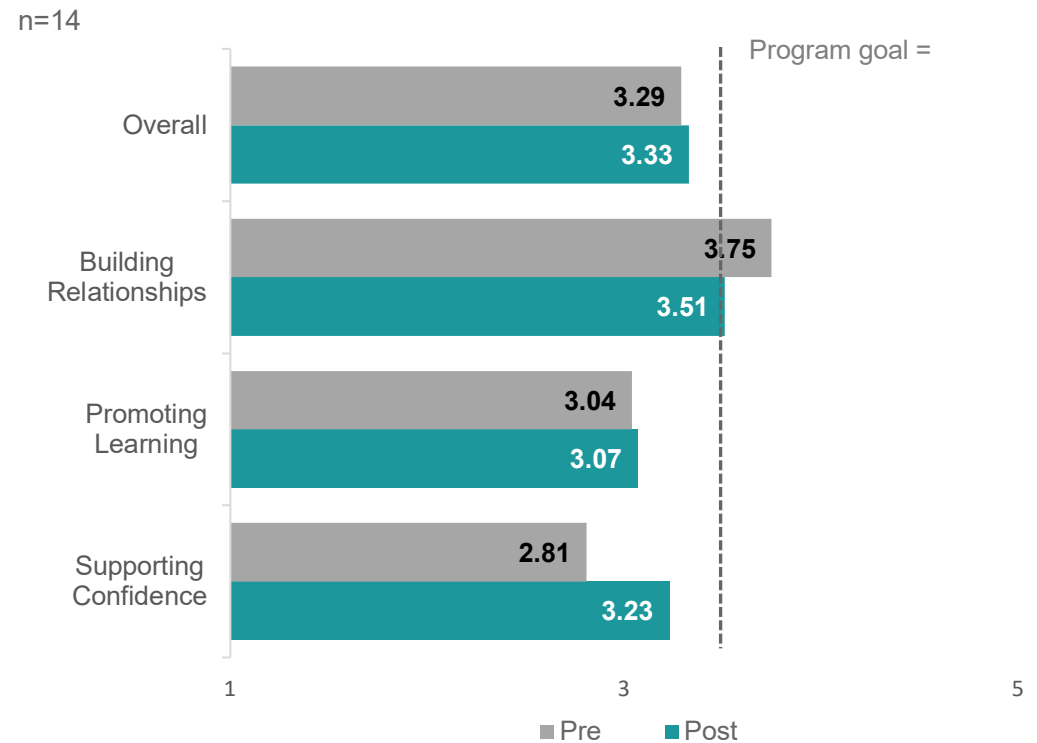
36% met goal Overall

64% met goal in Building Relationships

21% met goal in Promoting Learning

33% met goal in Supporting Confidence

ON AVERAGE, PARENT UNIVERSITY PARENTS MET THE PROGRAM GOAL IN BUILDING RELATIONSHIPS.



PARENTS DEMONSTRATED STRONG PROTECTIVE FACTORS ACROSS ALL AREAS.



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

Adult Education

- 21 Parent University activities offered
- 255 participants (duplicated count)
- 97% completion rate
- 38 participants across GED and ESL courses
 - For ESL, 12/14 scored at level 4 or above for Listening and 10/14 for reading

Participant Voice

Focus Group Themes

1. Multiple benefits to attending Parent University.
2. English skills and confidence have improved.
3. Parents continue to have multiple stressors.
4. Navigators are a trusted resource.

“This is the ONLY POSITIVE PLACE I had when I was transitioning from street life to where I am now. I don’t know what I would be doing now had I not come here. I couldn’t even write a sentence back then and now because of here I have my GED.”

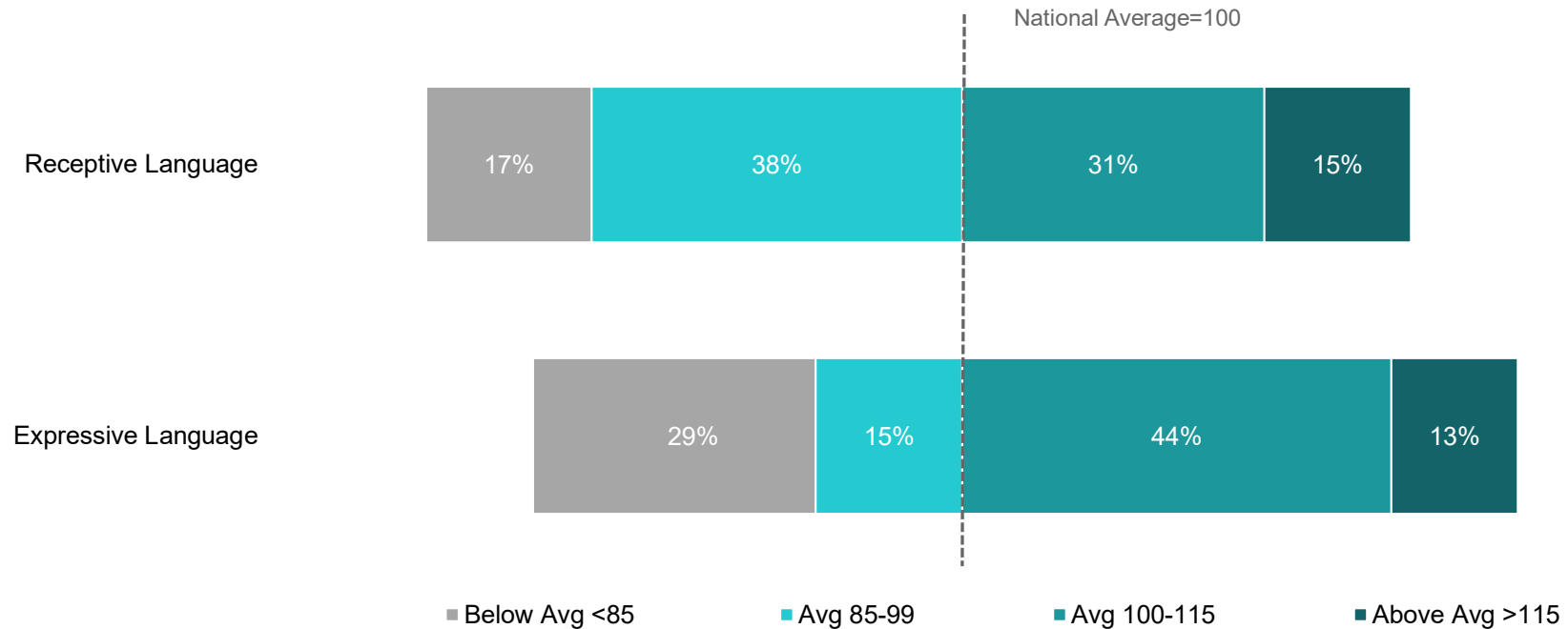
Student Outcomes Language

- Expressive Language
 - SS=94.46
 - 71% scored in the average range; 56% met or exceeded program goal
- Receptive Language
 - SS = 96.33
 - 83% were in the average range; 47% met or exceeded the program goal

Student Outcomes Language

57% OF THE CHILDREN HAD EXPRESSIVE LANGUAGE SKILLS AT OR ABOVE THE NATIONAL AVERAGE.

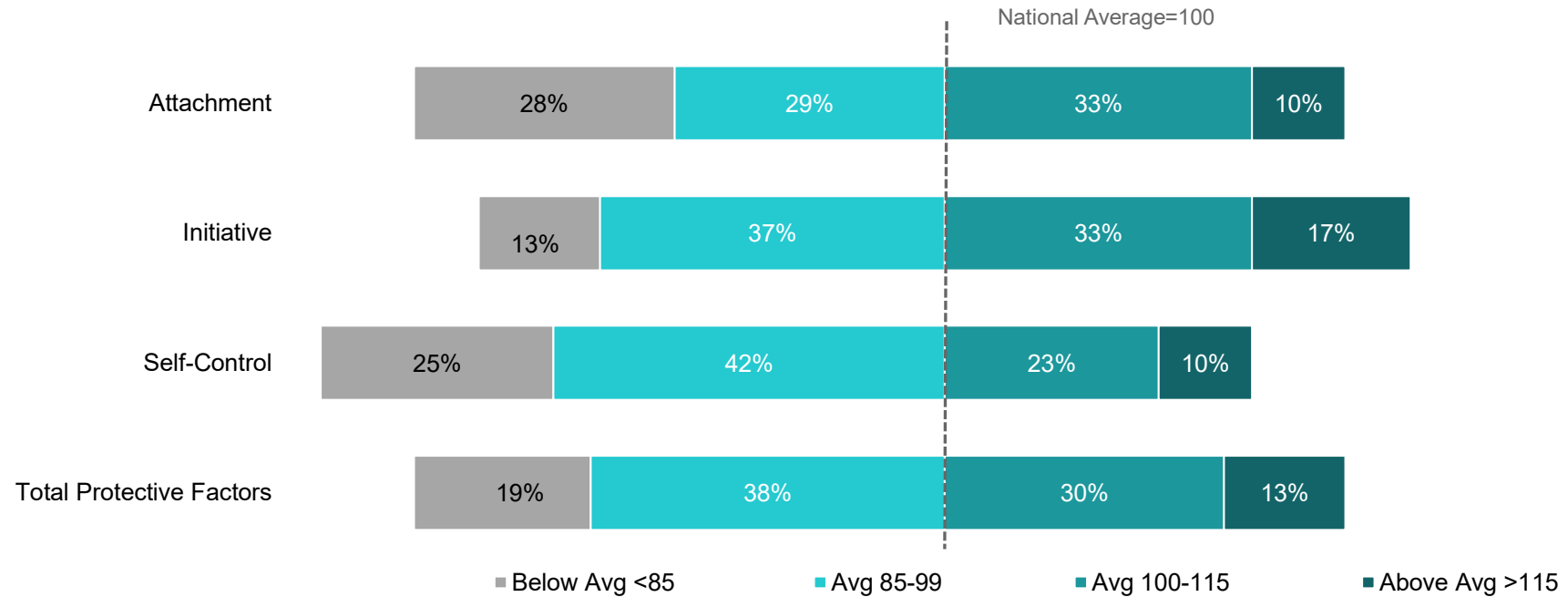
Just under half the children (45%) were at the national average in receptive language. n=48



Student Outcomes

Social Emotional Skills

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



A photograph of a modern, single-story building with a large glass facade, illuminated from within at dusk. The building has a flat roof with a series of lights along the eaves. The interior is visible through the glass, showing a bright, open space with tables and chairs, and colorful decorations. The sky is a deep blue, and bare tree branches are visible in the upper right corner.

Family Learning at Learning Community Center of South Omaha

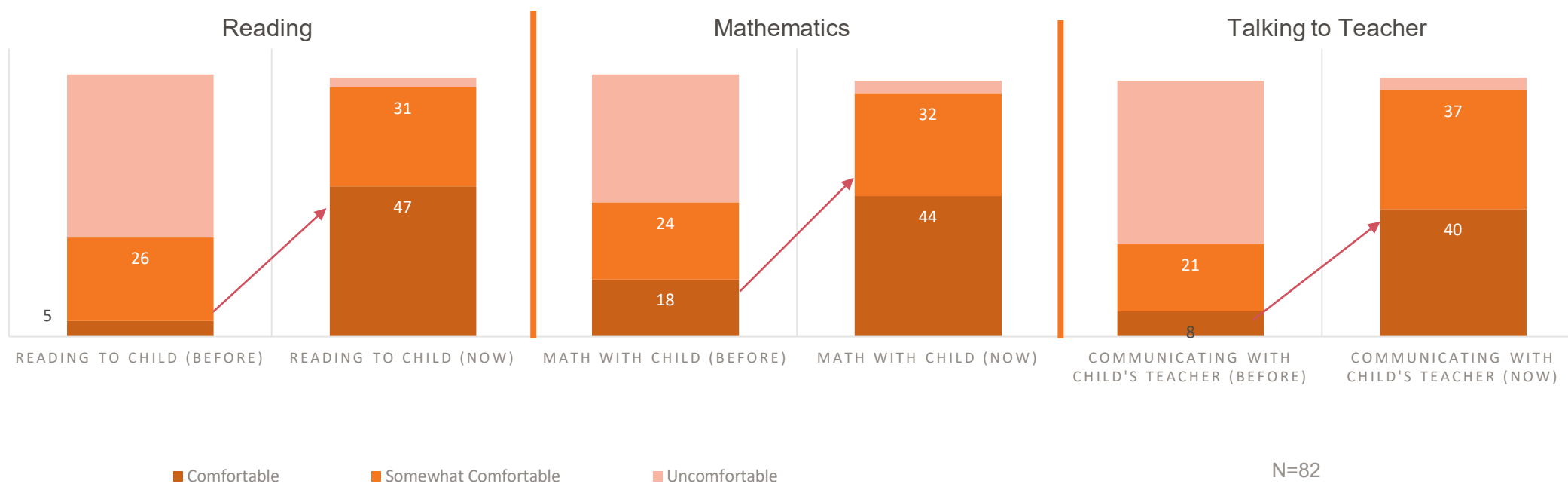
LEARNING COMMUNITY OF DOUGLAS AND SARPY COUNTIES

Participants

- 299 parents
 - 261 enrolled in the comprehensive program
- 767 children (494 target students)
- 286 children served by Child Learning at the center
 - 89% reported either currently or previously needing child care
- 93% of families reported qualifying for FRL
- 76% of families earned less than \$50,000 annually
- 40% of participants have an 8th grade education or less

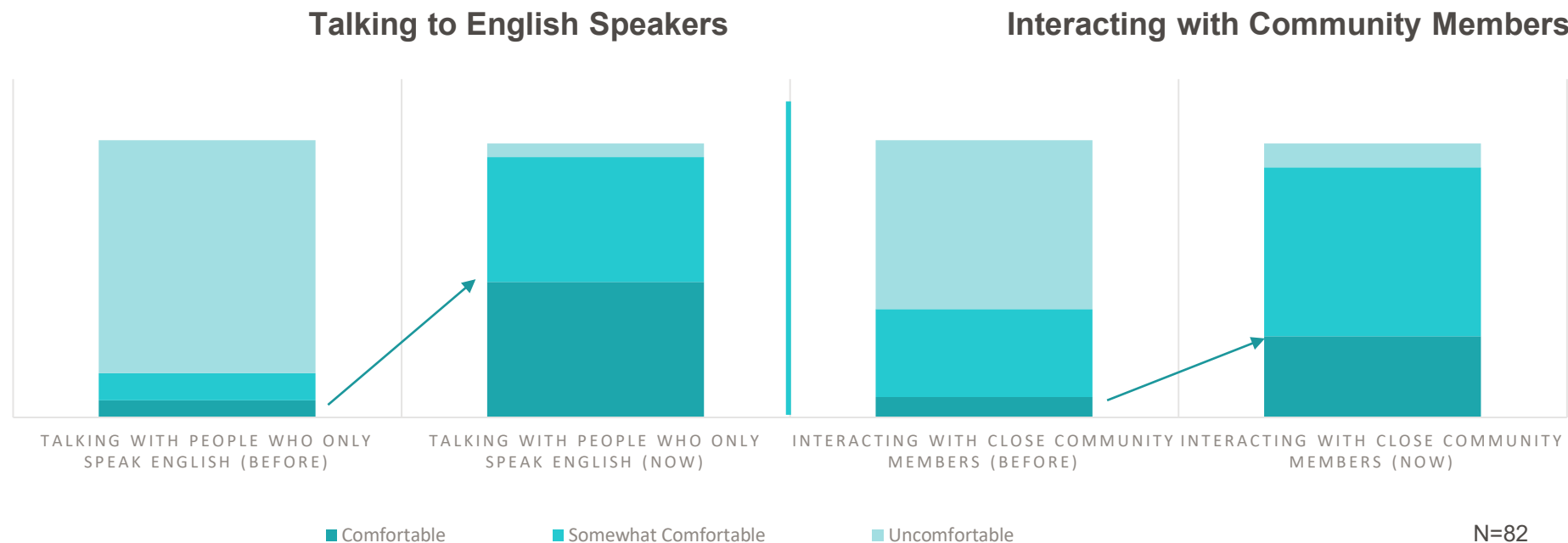
Parent Engagement with School Increased

PARENT ENGAGEMENT AND CONFIDENCE INCREASED ACROSS ALL SCHOOL AREAS.



Engagement with the Community Increased

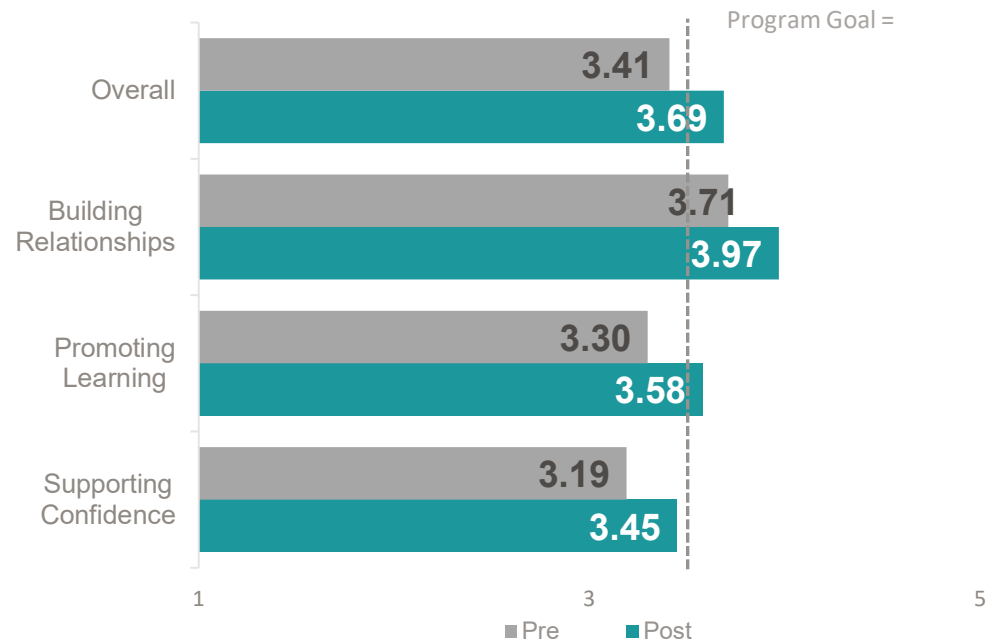
CONFIDENCE IN USING ENGLISH SKILLS INCREASED AFTER ATTENDING PROGRAMMING FOR AT LEAST 6 MONTHS.



PARENT OUTCOMES

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

The most growth was in the area of Promoting Learning. n=70



63% met goal Overall
73% met goal in Building Relationships
57% met goal in Promoting Learning
41% met goal in Supporting Confidence

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

Adult Education

Workforce Readiness Certificates

National Career Readiness (11)

Work Ethics Proficiency (17)

North Star Computer Readiness Certifications (161)

GED Courses

- 37 participants across 2 cohorts
- 56% in Cohort 1 and 52% in cohort 2 demonstrated a 3-4 grade level increase
- 5 students earned their GED

SOCIAL ASSISTANCE SERVICES

Social Assistance Services

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

220 Simple Referrals – **83% were successful in closing their case**

26 Complex Referrals – **38% closed case successfully; 19% still in progress**

21 Preventive Assessments

Participant Voice

Focus Group Themes

1. Satisfaction with English classes
2. Parenting offerings benefitted families
3. Increase in computer knowledge
4. Navigators are a strength
5. Increased confidence
6. Satisfaction with EC center

- *"I want my daughters to have the opportunity to learn new things since I didn't have the same opportunities. It is also an example for them to see me study and work hard to do the same."*
- *"I love seeing the effort the teacher uses to teach us. They motivate us to keep learning. If our teacher really makes an effort, then I think we should all really try, too."*

STUDENT OUTCOMES

Bateria & MEFS

Student scores were higher than the previous year's scores.

Mean scores for two scales were in the average range. n=26

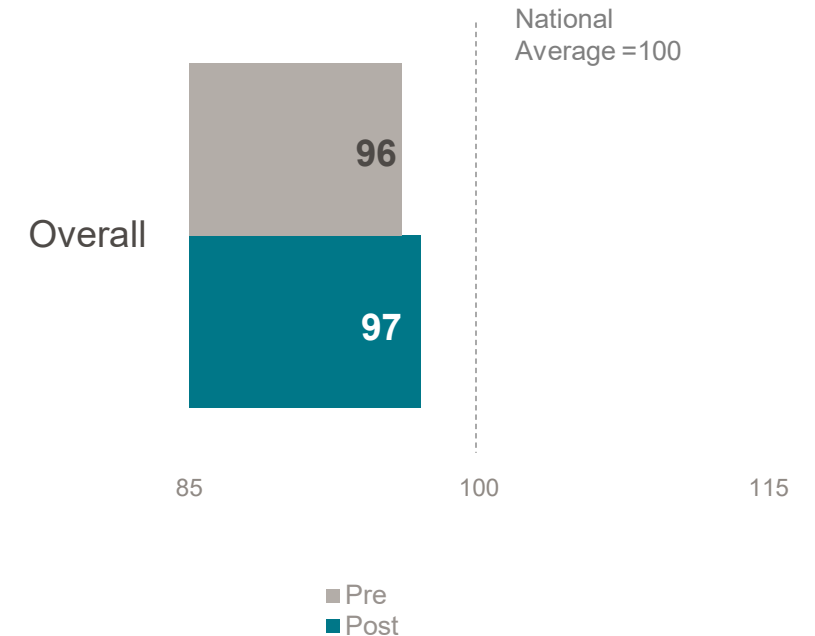
National Average = 100



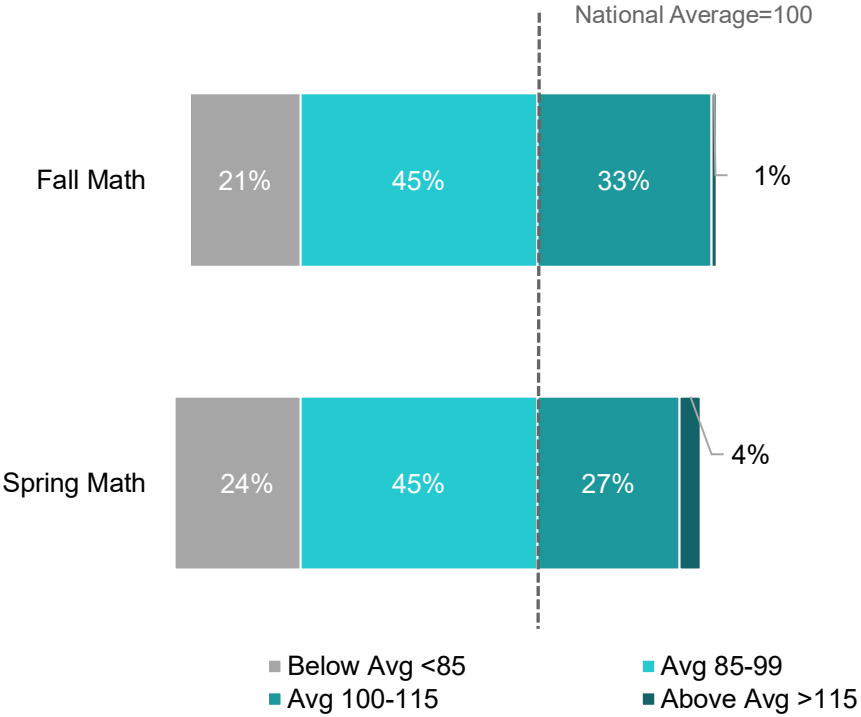
STUDENTS' EXECUTIVE FUNCTIONING SKILLS SHOWED GROWTH.

96% SCORED IN THE AVERAGE RANGE.

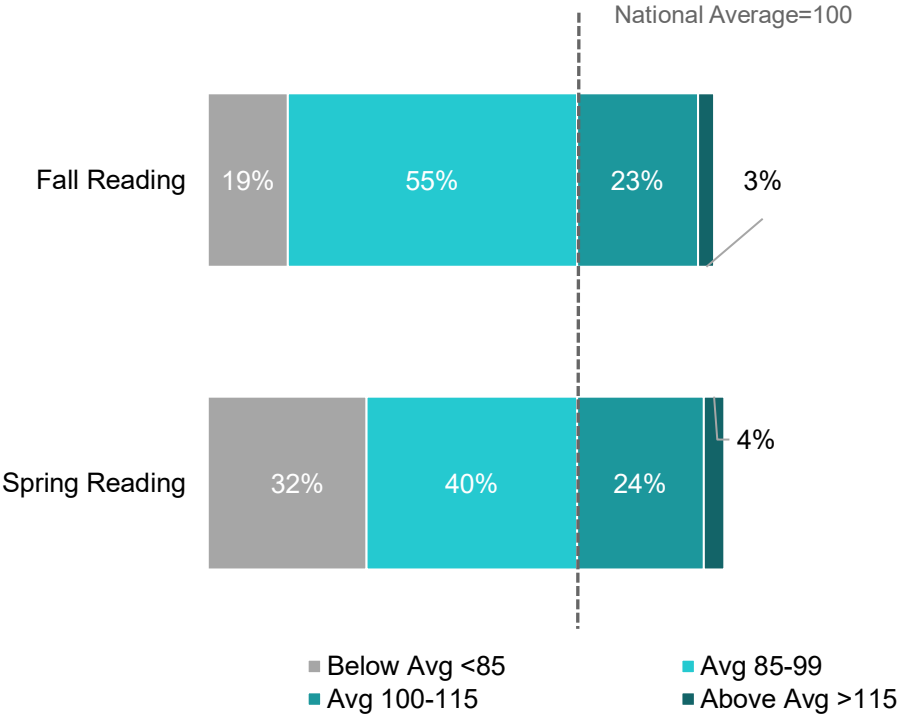
N=48



OVER 75% OF STUDENTS SCORED IN THE AVERAGE RANGE IN MATH ACROSS BOTH TIME POINTS.
More students scored above the national average in the spring. n=112



MORE STUDENTS SCORED IN THE AVERAGE RANGE FOR READING IN THE FALL THAN SPRING.
By spring more students scored above the national average. n=112



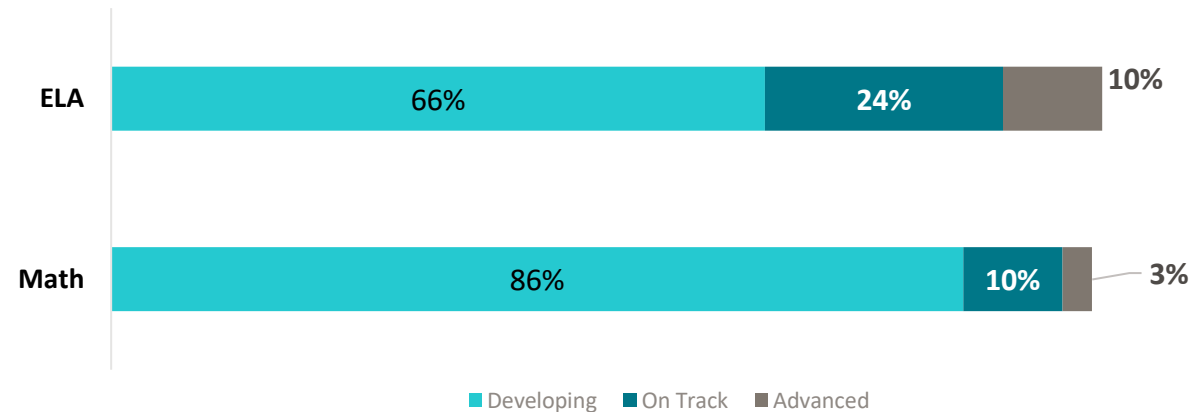
STUDENT OUTCOMES

NWEA MAP Scores

STUDENT OUTCOMES

Nebraska State Assessment

MORE STUDENTS SCORED IN THE PROFICIENT RANGE FOR ENGLISH LANGUAGE ARTS THAN FOR MATH.
N=29



Key Takeaways

2GEN programming has positive impacts on parenting, adult learning, and early childhood outcomes.

Parents view the programs as having multiple benefits with the Educational Navigators being essential to the success.

Parents are more engaged in their communities and school system after participating in the program.

School age students attend school at high rates and demonstrate average reading and mathematics scores.

Instructional Coaching

Extended Learning

Jump Start to Kindergarten

District Initiatives

Instructional Coaching

- 334 Teachers
- 7307 students

Jump Start to Kindergarten (Direct Intervention)

- 85 K students
- 55% FRL eligible

Extended Learning (Direct Intervention)

- 203 K-5 Students

Instructional Coaching

Teachers

- 52% had been in the field more than 10 years
- 19% were in the first 3 years of teaching
- 65% of teachers reported working with a coach at least twice per month

Coaches

- 6 coaches were in their first year
- 44% provided coaching/PD to more than 20 teachers during the school year
- Co-teaching was rated as the most effective strategy by the coaches

COACHING WAS SUPPORTED BY DISTRICTS AND BUILDING LEADERSHIP.

82% of teachers were satisfied with the coaching program at their site.

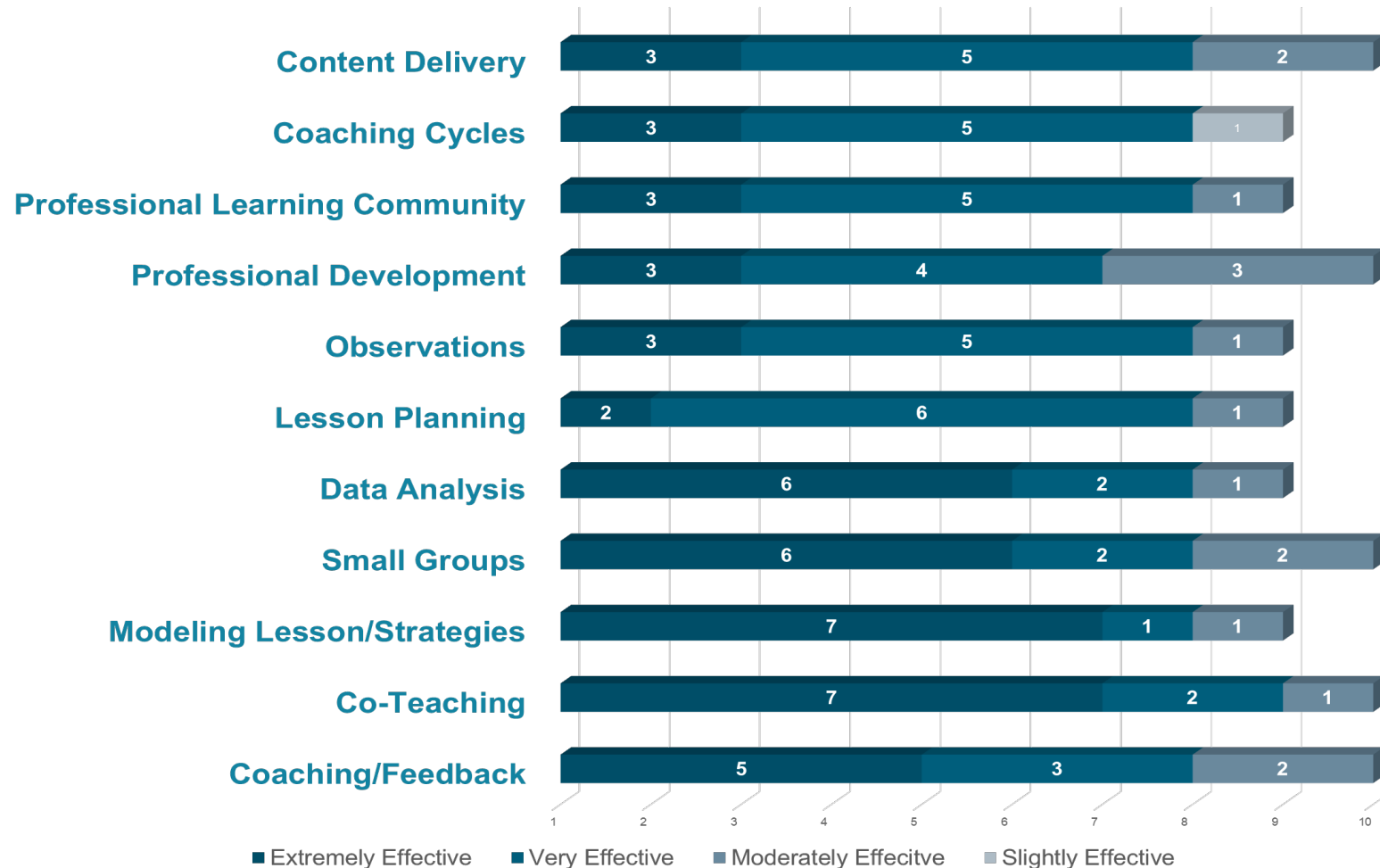


Utility of Coaching Strategies

| Coaching Strategy | Not at all useful | Slightly useful | Moderately useful | Very useful | Extremely useful |
|--|-------------------|-----------------|-------------------|-------------|------------------|
| Coaching/Feedback | 6.74% | 6.74% | 10.67% | 21.91% | 53.93% |
| Co-Teaching | 19.46% | 7.38% | 6.71% | 22.15% | 44.30% |
| Data Analysis | 4.60% | 7.47% | 13.22% | 22.99% | 51.72% |
| Lesson Planning | 12.20% | 6.71% | 13.41% | 18.90% | 48.78% |
| Modeling Lesson and/or Strategies | 13.61% | 4.14% | 11.24% | 24.26% | 46.75% |
| Observations (Live or Videotaped) | 18.88% | 6.99% | 10.49% | 17.48% | 46.15% |
| Professional Development | 6.38% | 6.38% | 12.23% | 26.60% | 48.40% |
| Small Group/Differentiated Instruction | 9.64% | 4.22% | 12.05% | 19.28% | 54.82% |

N=197

Instructional Coaches Found Co-Teaching & Small Group Instruction Effective in Improving Instruction.



Voices from the Field

“She has gone above and beyond to help me in any way I've needed help and with any questions I've had. If she did not know the answer off the top of her head, she did her research and found the answer for me.”

“Working with my coach and the relationship that we have created together has made me reflect on data and how it effects my teaching and vice versa.”

“As a 1st year teacher, I don't think I would have been nearly as successful if it was not for the coach.”

Challenges to Implementation

“We need more people working with kids to help them get caught up on skills and learn to actually read with comprehension. Teachers can only do so much in a day. We need Interventionists for kids!”

“Would like to see her be utilized more as a coach than as an additional admin.”

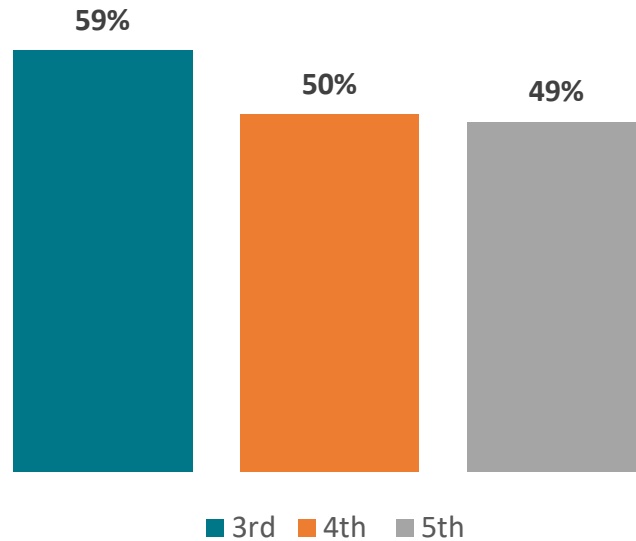
“When we have 28 kids in a classroom with such wide abilities, the best use of this position and the money spent for it, would be actually working with the students to help with the academic gaps we see.”

STUDENT OUTCOMES

Nebraska State Assessment 2022-2023

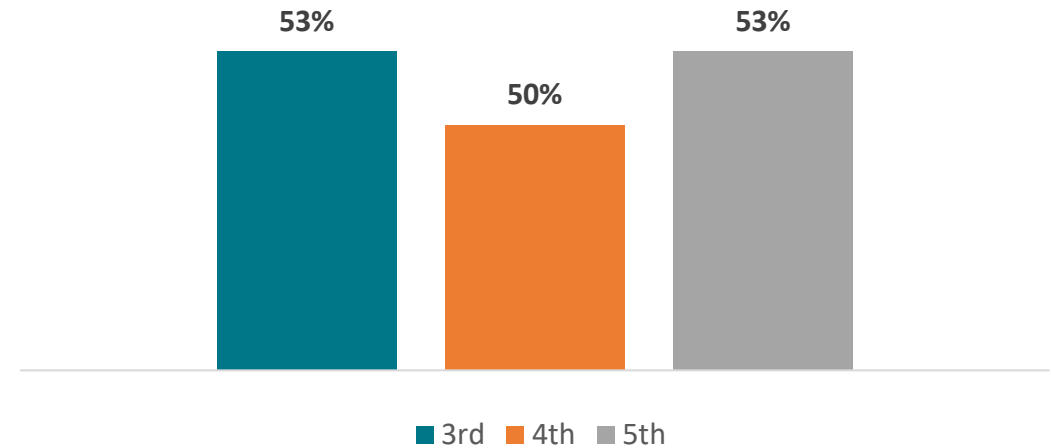
English Language Arts (ELA)

Percent Proficient Across All Schools
Funded for Coaching



Mathematics

Percent Proficient Across All Schools
Funded for Coaching



Extended Learning Programs Fill a Gap For Students and Parents.

EXTENDED LEARNING PROGRAMS MET EXPECTATIONS OF PARENTS.
90% OF PARENTS FEEL THEIR CHILD WILL BE MORE SUCCESSFUL IN SCHOOL.



N=67

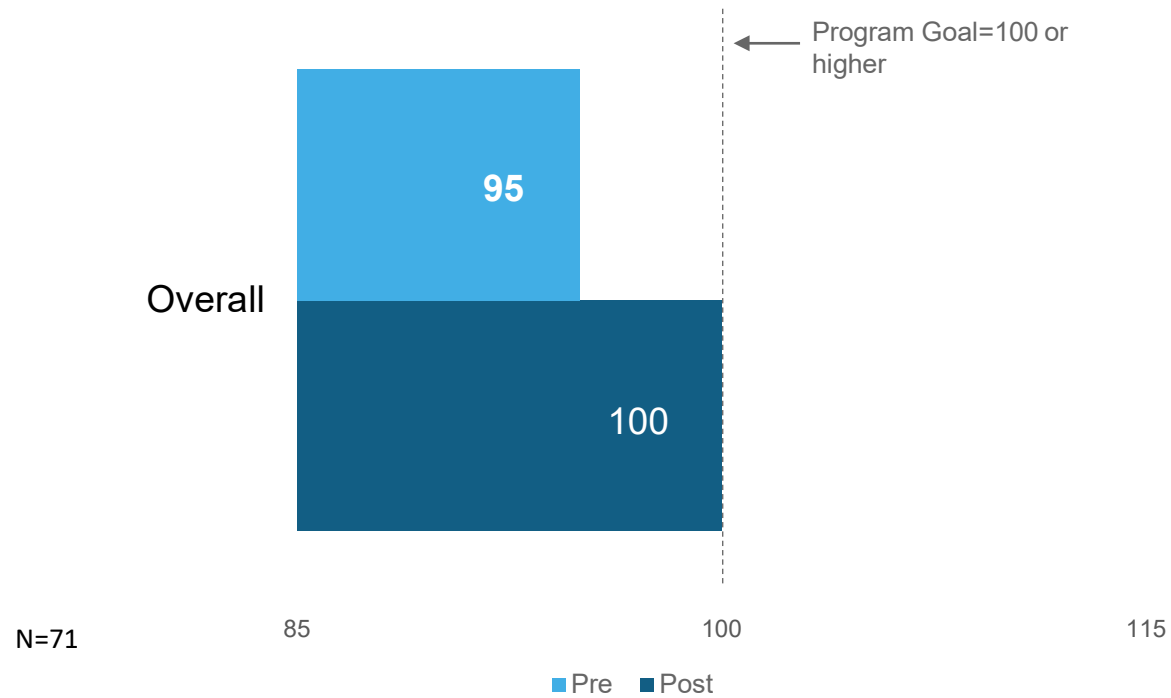
STUDENT OUTCOMES

District A students **on average increased their percentile rank by over 3 points** from an average percentile rank of 41 in the spring of 2023 to an average percentile rank of 44 in the fall of 2023. For reference a percentile rank of 50 is equal to a standard score of 100.

District B had **most students meet their growth goal for language arts (62%)** while 31% met their growth goal in math. At the post test, 74% scored in the average range or above for reading and 75% were at or above the average range in mathematics.

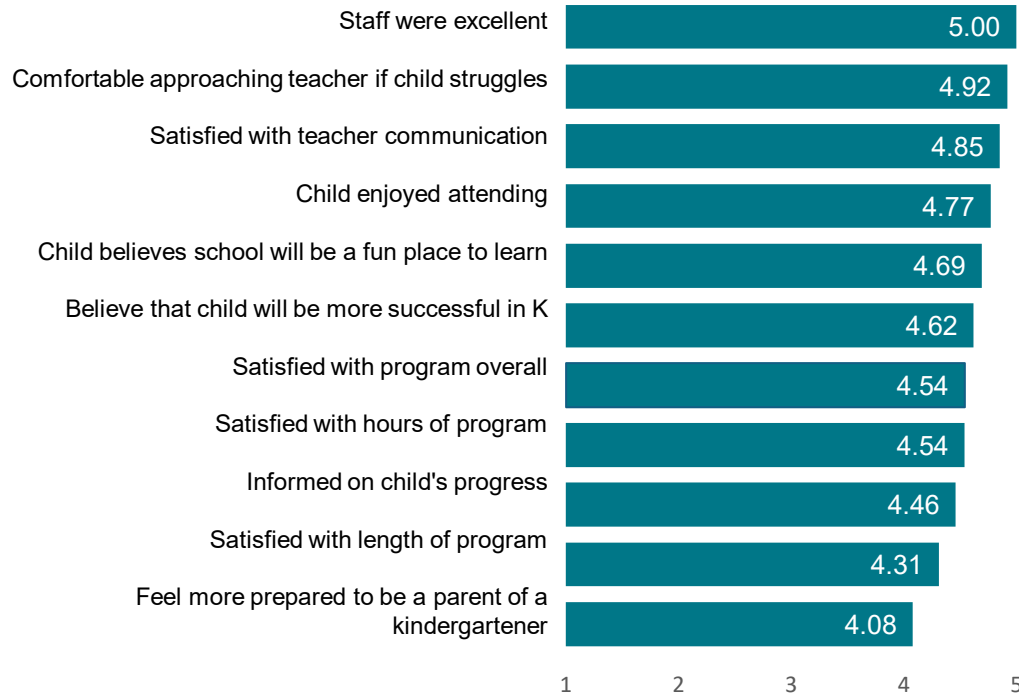
District C had **50% of intervention students meet or exceed the district growth goal for mathematics** with 17% scoring at or above the district achievement goal

Jump Start to Kindergarten Executive Function Skills Increased Significantly.



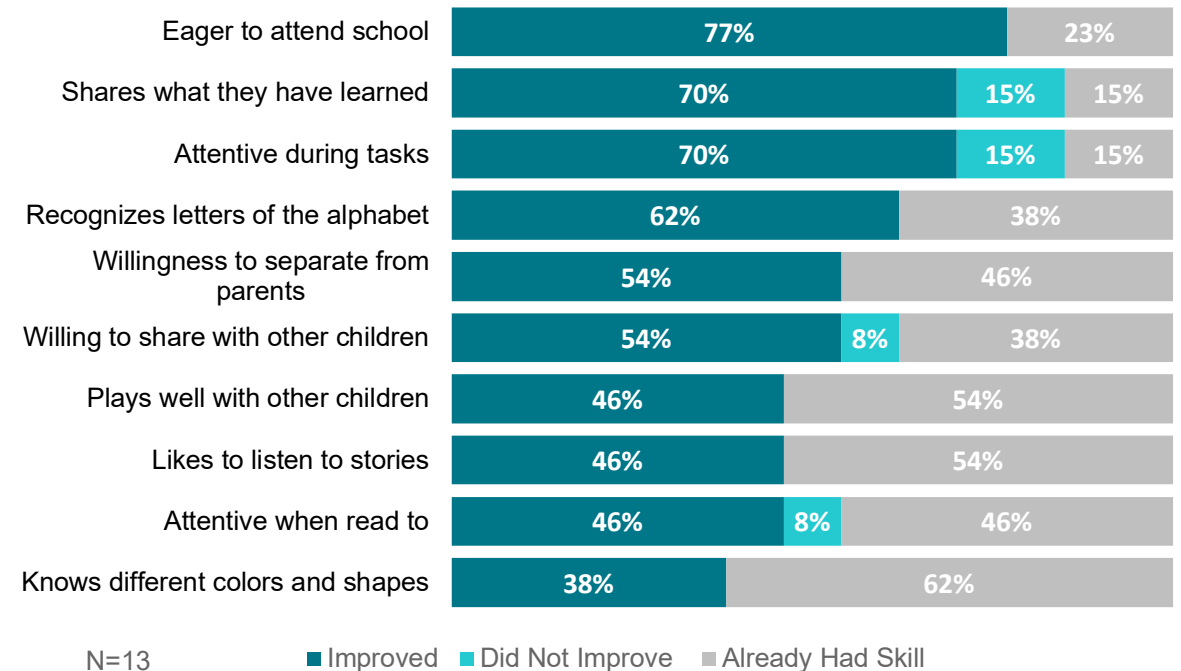
Jump Start to Kindergarten improves readiness for school.

PARENTS REPORTED HIGH LEVELS OF SATISFACTION IN ALL AREAS.



N=13

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



Key Takeaways

Jump Start to Kindergarten continues to prepare new students for school. They begin kindergarten on pace with peers.

Instructional Coaching is a valued resource for teachers, particularly those who are in their first three years of teaching.

Extended Learning Programs allow students to maintain pace with peers and in some cases close the gap with grade-level peers.

Stronger communities. Brighter futures.

2022-2023 EVALUATION REPORT

**learning
community**
DOUGLAS
SARPY



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Introduction

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

RATIONALE

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

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

FAMILY ENGAGEMENT IN EDUCATION IS CRITICAL FOR STUDENTS' SUCCESS. Family engagement with their children and their schools is a key element for student school success (Henderson & Mapp, 2002). Partnerships between home and school are especially important for children who are socially and economically disadvantaged (Jeynes, 2005). Positive goal-directed relationships between families and program staff are key to engagement and children's school readiness (HHS/ACF/OHS/NCPFCE, 2018).

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

Our Mission

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

Our Vision

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

elementary schools influence the strength of ongoing preschool effects, researchers have found that the level of challenge provided by kindergarten teachers matters for later outcomes (Johnson & Jackson, 2017).

COACHING SUPPORTS EFFECTIVE INSTRUCTIONAL PRACTICES. Coaching teachers in instructional practices is proving to be an effective and feasible professional development method in improving teacher instruction. Meta-analysis of coaching studies indicated medium to large effect sizes on teacher instruction & small to medium effect sizes on student achievement (Kraft, Blazar, & Hogan, 2018). Coaching methods that combine the elements of modeling, observation, and direct feedback have been found to increase teacher implementation of proactive strategies, particularly in regard to classroom management (Reinke et al., 2014, Kamps et al., 2015). The coaching relationship continues to be paramount in instructional coaching as research indicates that the most effective coaching models are those adapted to everyone's needs and situations (Bradshaw et al., 2013).

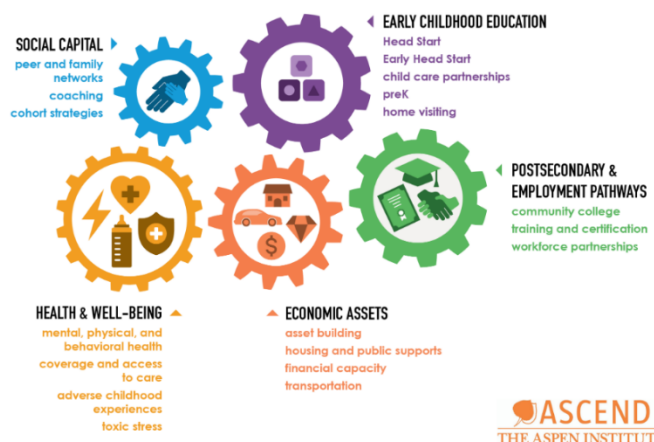
2GEN APPROACH

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

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

Key elements of the 2Gen approach include:

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



SCHOOL DISTRICT INITIATIVES

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

- **Jumpstart to Kindergarten** provides low-income students the opportunity to experience a school setting. Most students have little or no experience in classroom environments. This program is supported in one district.
- **Extended Learning** provides additional direct instruction for children to prevent summer learning loss and improve their chances of success. Extended Learning programs were supported in four districts and with one community agency.
- **Instructional Coaching** allows teachers the opportunity to work with a district-level coach to reflect on teaching strategies and enhance instructional practices. Instructional coaching was implemented in five districts.

EVALUATION

A comprehensive evaluation process using a Utilization-Focused evaluation design (Patton, 2012) was conducted to monitor the implementation of the Learning Community programs and assess progress towards identified program outcomes. Data were provided back to programs in a variety of formats as part of a continuous improvement process to provide feedback on current programming and status and to inform future practice.

Based upon the evaluation questions, multiple methods were used to describe and measure the quality of implementation, nature of programming, and outcomes demonstrated by the programs funded by the Learning Community (LC). The findings reflect the collective experiences of the child and family through participation in the program as well as other factors (e.g., school district efforts, other community services, and family support). The overarching evaluation questions were:

IMPLEMENTATION. How were programs implemented? Was there variation in implementation and if so, what factors contributed to that variation?

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

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

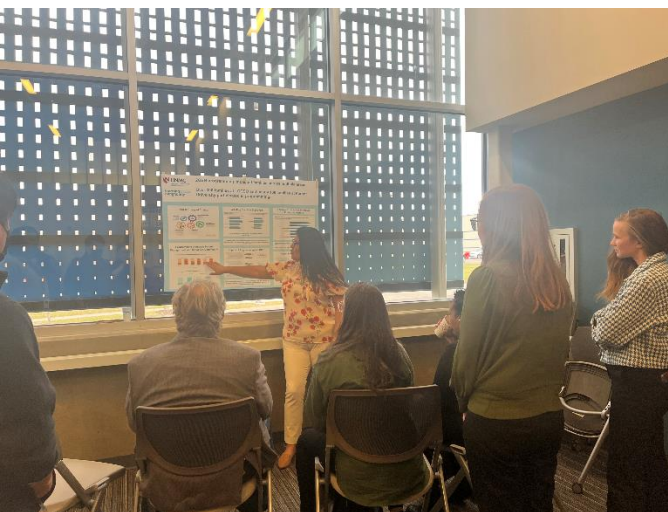
CHILD AND FAMILY OUTCOMES. What were the outcomes related to student academic achievement and school attendance? To what extent were parents engaged in their child's learning? Did parents gain skills and confidence to increase their engagement with school?

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

INTERPRETING THE RESULTS

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

The answer to this question can be found by reviewing both the quantitative and qualitative data that are summarized in this report. Where appropriate, statistical analyses provide information to determine if there were significant changes in the outcomes (p value) and if those significant values were meaningful (d value or effect size). The effect size is the most helpful in determining “how well did the intervention work” (Coe, 2002). Qualitative data provide more detailed insight as to how the program is working and outcomes from key informants’ perspectives. It should be noted that none of these programs occur in isolation – they are either also connected to other community resources and agencies and/or the school districts in which the families reside. Causal inferences should not be made with the data.



Early Childhood and Family Engagement

learning
community
center
OF NORTH OMAHA



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



Intensive Early Childhood Partnership

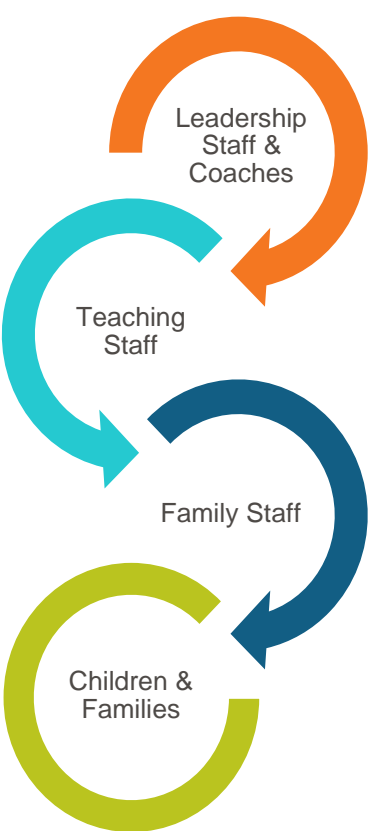
STRATEGY IMPLEMENTATION

Intensive Early Childhood (IEC) Partnership, a program that is in collaboration with Omaha Public Schools is based on evidence-based models (Yazejian & Bryant, 2012) that include four key components: intensive teaching teams, reflective coaching, professional development, and family engagement. The model was first introduced to eight inclusive preschool classrooms in Kellom and Conestoga Magnet in 2013. After two consecutive years of positive outcomes based on the model, it was expanded to two additional schools: Lothrop Magnet (3 classrooms) and Franklin (2 classrooms). In 2018, the intensive early childhood partnership expanded to Minne Lusa (3 classrooms) and Skinner (4 classrooms).

INTENSIVE TEACHING TEAMS. Intensive early childhood teams, consisting of teachers, leadership and family support staff, implement a combination of services and supports. The leadership team includes the principal, an early childhood coordinator, and instructional coaches. Each classroom has a lead early childhood teacher, special education teacher, and paraprofessional staff. Using an inclusive model, these professionals work with all children and discuss effective teaching strategies using data for continuous improvement. Using an inclusive model, these professionals work together to foster a supportive environment that promotes strong relationships among staff, students, and families.

REFLECTIVE COACHING. Instructional coaches provide reflective consultation to the teaching staff both inside and outside of the classroom. They use a coaching approach adopted by Omaha Public Schools (i.e., *Teaching Strategies: Coaching With Fidelity*. During one-on-one sessions with teachers, helpful coaching tools include classroom videotapes and photographs. Instructional coaches work to build teacher confidence, increase their active problem-solving skills and attain goals set during their reflective sessions. During these one-on-one sessions with teachers, helpful coaching tools included coaching notes guided by the TS Fidelity Tool and the OPS district "look fors" within the buildings they supported.

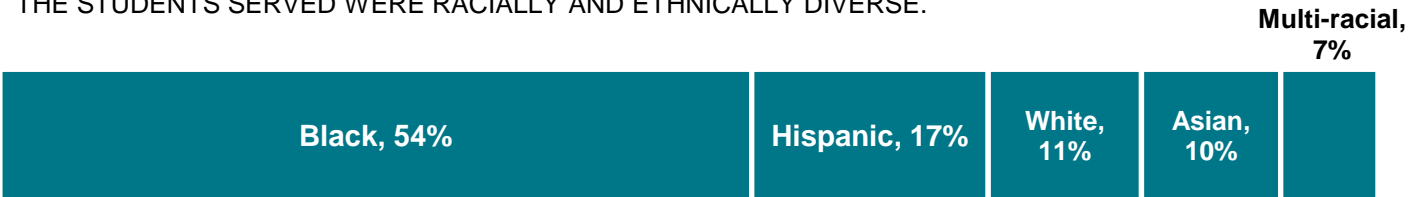
PROFESSIONAL DEVELOPMENT. The teaching teams benefit from 11 days of additional professional development (PD) through the school year. Six of those eleven professional development days are facilitated in each school's Early Childhood Professional Learning Community (i.e., PLC). The PLC framework establishes a collaborative, problem solving approach in review of child data and in team learning to identify strategies to improve student performance. Five of the eleven PD days are full day sessions that extend knowledge of the curriculum, Creative Curriculum, child development best practices, strategies that benefit all students including special instruction, and how to utilize the Teaching Strategies GOLD assessment system. In addition, one PD session focused on how trauma has informed the experiences of the students and how it impacts their performance in school. The PD component is required for teachers at Kellom and Conestoga and elective for teachers at the expanded schools.



DEMOGRAPHICS

In 2022-2023, the Intensive Early Childhood Partnership enrolled 322 Pre-K students across six schools and 20 classrooms who participated in the evaluation. The Intensive Early Childhood Partnership served a racially and ethnically diverse population of children. The majority (54%) of the students are black and 17% identify as Hispanic. The smallest group is Native American, with two students. There were more males (57%) than females (43%) enrolled in the Pre-K classes. **Over one-third (38%) of students were identified for special education services and had an individualized education plan (IEP).** Less than 10% were considered English Learners.

THE STUDENTS SERVED WERE RACIALLY AND ETHNICALLY DIVERSE.



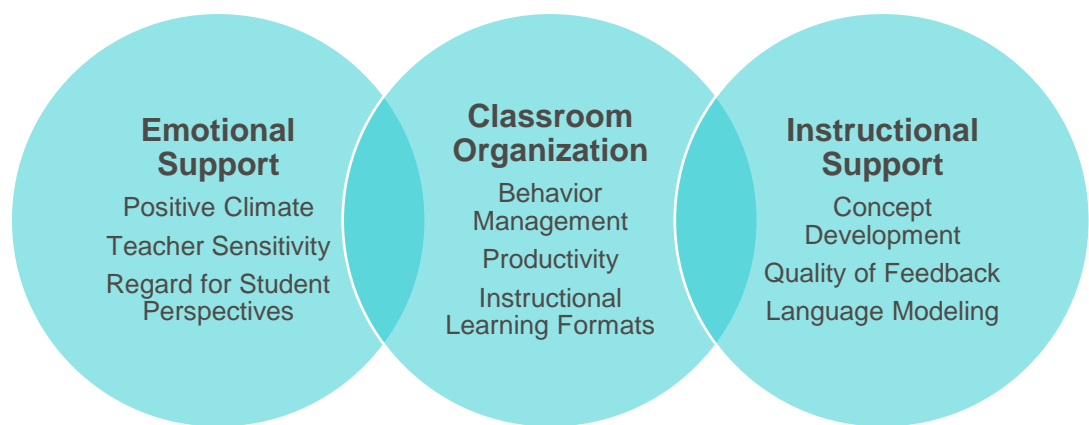
N=304

PROGRAM OUTCOMES

QUALITY INSTRUCTIONAL PRACTICES

METHOD. The Classroom Assessment Scoring System™ (CLASS) was used to evaluate the quality of 16 intensive early childhood preschool classrooms. Results from this assessment are shared with the individual teacher and her coach to build on his/her strengths and identify strategies to improve instructional practices.

CLASS™ has three domains: Emotional Support, Classroom Organizational, and Instructional Support. Classrooms are rated on a one to seven scale with one to two indicated low ratings and six to seven indicating high ratings. Nationally, Instructional Support tends to be the domain with the most opportunity for improvement as it challenges teachers to effectively extend language, to model advanced language, and to promote higher-order thinking skills. Research on the CLASS indicates ratings of 5 or higher within the domains of Emotional Support and Classroom Organization, and 3.25 or higher within the domain of Instructional Support, are the minimum threshold necessary to have impacts on student achievement (Burchinal, Vandergrift, Pianta & Mashburn, 2010). Preschoolers in classrooms with higher quality interactions showed greater gains in school readiness, including the areas of executive functioning and early literacy (Vitiello, Bassock, Hamre, Player, & Williford, 2018).

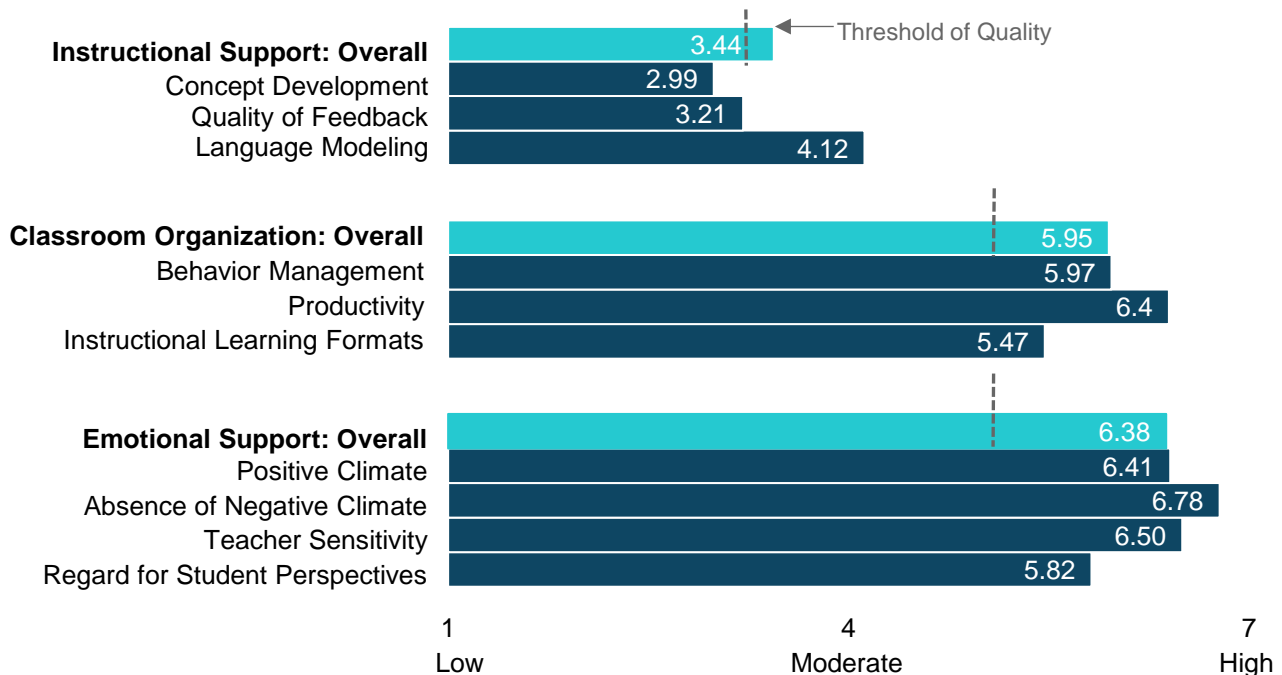


FINDINGS. The scores for the preschool classrooms exceeded research reported thresholds necessary to influence student achievement. The following figure provides the overall scores for each domain and the dimension scores that are related to each overall score. On average, classrooms met the threshold of quality across all three domains. Dimensions that did not meet the threshold to impact student achievement were Concept Development and Quality of Feedback both within the Instructional Support Domain. Classroom Organization and Emotional Support were in the high-quality range. Instructional Support was in the moderate range.

PRE-K CLASSROOMS' STRENGTHS WERE IN THE AREAS OF EMOTIONAL SUPPORT AND CLASSROOM ORGANIZATION.

Language Modeling improved the most from 2021-2022.

n=16



CHILD OUTCOMES

Supporting young children's development in the early years has shown to be important in laying the foundation for later academic skills. Research has shown that high-quality Head Start children had higher cognitive scores than children in low-quality Head Start or center-based care (Lee, 2019). Further, the importance of concept development, particularly for students from diverse cultural and linguistic backgrounds, has been demonstrated in numerous research studies (Neuman, 2006; Panter and Bracken, 2009). In recent years the important contributions of executive functioning to school readiness have been highlighted (Blair & Razza, 2007). Researchers correlate a relationship between executive functioning and a preschooler's ability to learn in the classroom (Benson, et. al., 2013).

SCHOOL READINESS SKILLS

METHOD. The following areas were assessed in the fall and spring:

SOCIAL-EMOTIONAL SKILLS [DEVEREUX EARLY CHILDHOOD ASSESSMENT (DECA)]. This teacher-completed questionnaire assesses young students' social-emotional development by identifying total protective factors overall and in the areas of initiative, self-control, attachment, and behavior. The DECA was completed at all schools with a total of 288 students assessed.

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

The PPVT-IV measures students' vocabulary skills. The PPVT-IV, administered by external evaluators, was completed at all six schools with a total of 276 students assessed.

SCHOOL READINESS SKILLS [BRACKEN SCHOOL READINESS ASSESSMENT (BSRA)]. The BSRA measures the academic readiness skills of young students in the areas of colors, letters, numbers/counting, sizes, comparisons, and shapes. BSRA, administered by external evaluators, was completed at four schools with a total of 199 students assessed.

EXECUTIVE FUNCTIONING SKILLS [THE MINNESOTA EXECUTIVE FUNCTIONING SCALE (MEFS)]. Executive functioning is defined as a student's ability to control impulses that then enable them to plan, initiate, and complete activities needed for learning. This online assessment, administered by external evaluators, was completed with 107 children from two schools.

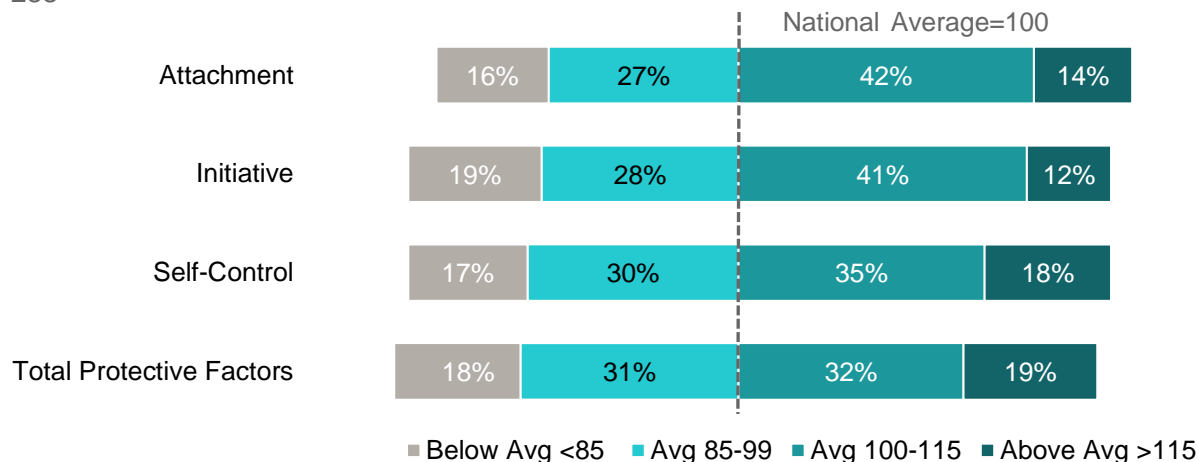
FINDINGS

Social-emotional

The descriptive analyses found that most students scored within the average to above average range across all areas of the social-emotional measure: Total Protective Factors (82%), Attachment (84%), Initiative (81%) and Self-Control (83%). Over half of the students demonstrated social-emotional skills at or above the national average which is a score of 100.

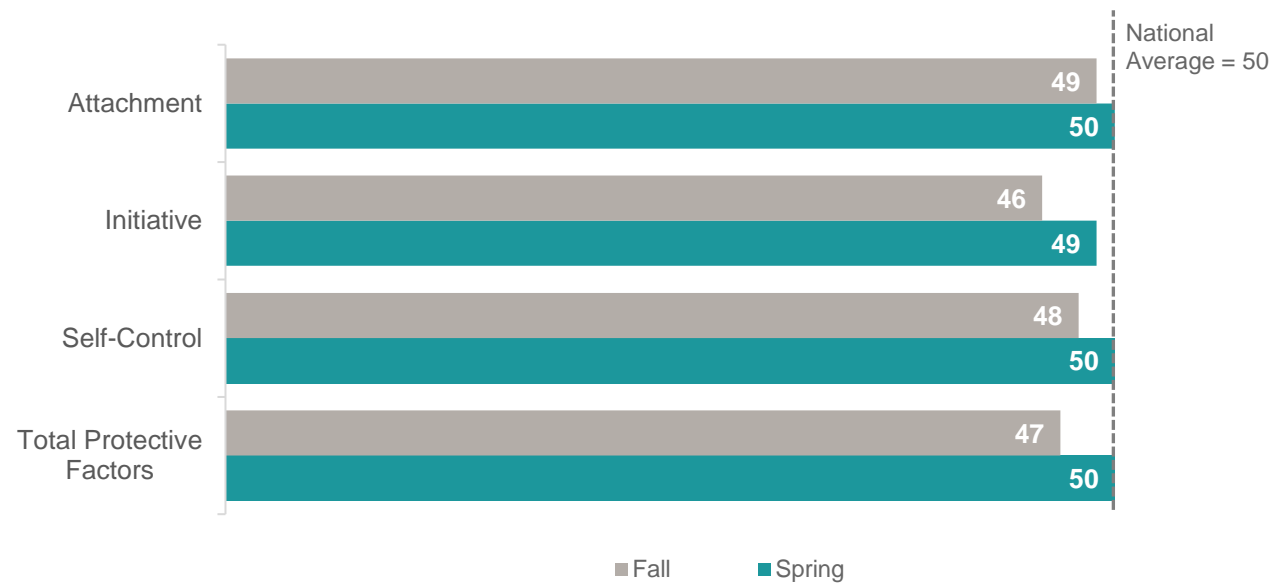
OVERALL, HALF THE STUDENTS SCORED AT THE NATIONAL AVERAGE OR ABOVE ACROSS ALL AREAS BY SPRING.

n=288



A comparison of social-emotional results at fall and spring is reported in the following graph, to show how skills changed over time.

ON AVERAGE, CHILDREN'S SOCIAL-EMOTIONAL SKILLS INCREASED OVER TIME.
By spring, average scores were at or above the national average across all areas except Initiative. n=281



Paired t-test analyses were completed to determine if there were significant changes over time. Significant increases were found across all areas of the social-emotional assessment.

Attachment: [t(280)= -3.61; $p<.01$, $d=0.209$] with the effect size suggesting small meaningful change.

Initiative: [t(280)= -7.397; $p<.001$, $d=0.412$] with the effect size suggesting medium meaningful change.

Self-Control: [t(280)= -4.153; $p<.001$, $d=0.215$] with the effect size suggesting small meaningful change.

Total Protective Factors: [t(280)= -6.091; $p<.001$, $d=0.330$] with the effect size suggesting small meaningful change.



The social-emotional tool also measures behavioral concerns such as having temper tantrums, having a short attention span, and becoming upset easily. In fall and spring, 21% of the students scored in the “concern” range, indicating child behaviors that were outside what is typical for three to five-year old children. A paired t-test analysis did not find that the change over time was significant.

Did student factors impact social-emotional scores?

GENDER. Of interest was whether there were any gender differences in students’ social-emotional outcomes. Significant differences were found for total protective factors, attachment, initiative, self-control, and behavior concerns.

Total Protective Factors: Girls (m=52.80), Boys (m=47.42)
(t,(286)=4.57; p<.01].

Attachment: Girls (m=53.03), Boys (m=48.32)
[t((286)=4.05; p<.01].

Initiative: Girls (m=51.59), Boys (m=46.87)
(t(286)=4.04, p<.01.

Self-Control: Girls (m=52.37, Boys (m=47.85)
(t(286)=3.57, p<.01.

Behavior Concerns: (m=50.44), Boys (m=53.16)
(t(286)=3.514. p<.01.

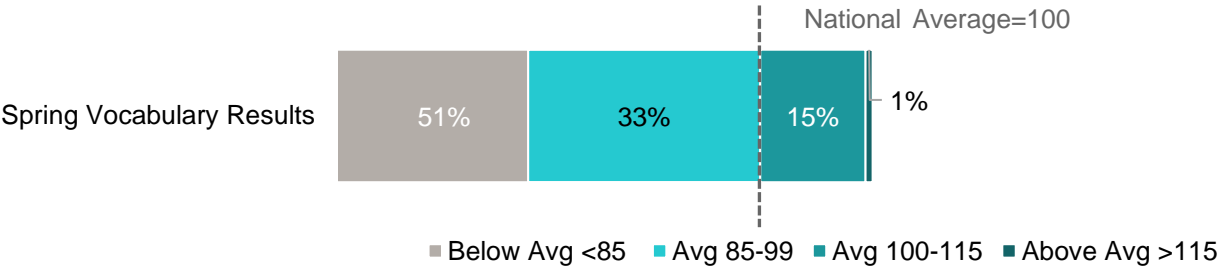
Girls demonstrated stronger social-emotional skills. Boys had significantly more behavior concern scores.

Vocabulary

The descriptive analyses found that most students (51%) scored within the below average range in the spring.

BY SPRING, FEWER THAN 20% OF STUDENTS SCORED AT OR ABOVE THE NATIONAL AVERAGE.

Notably, over half of the students scored in the below average range. n=304

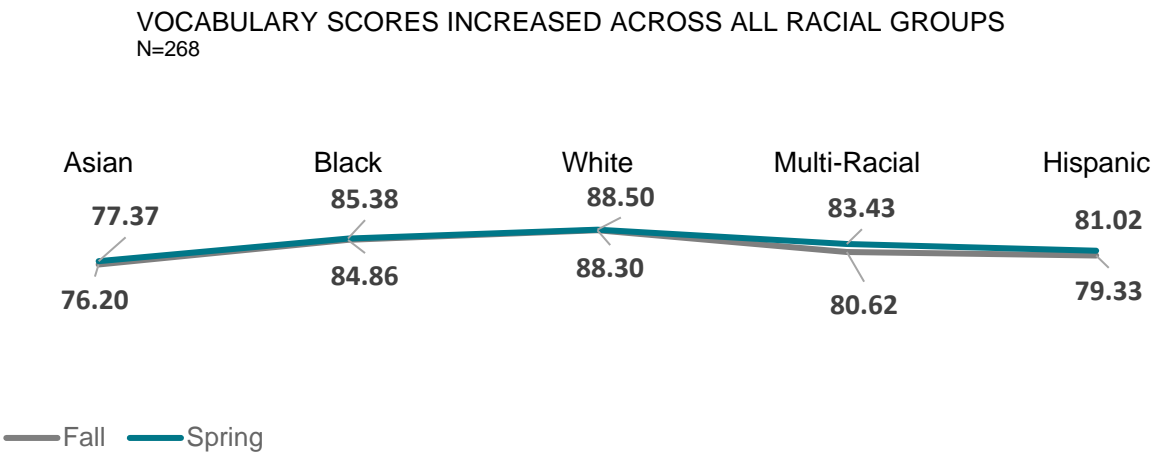


Average standard scores increased from fall (83.48) to spring (84.52). A paired t-test analysis found that the change from fall to spring was significant, $[t(264) = -1.797; p < .05, d = 0.110]$ with the effect size suggesting small change.

Did student factors impact vocabulary scores?

GENDER. Of interest was whether there were any gender differences in students' vocabulary outcomes. An independent sample t-test was conducted and determine that girls ($M = 86.23$) scored significantly higher than boys (82.36) on the spring assessment., $t(274) = 2.145, p < .05$.

RACE/ETHNICITY. Of interest was whether there were any differences between student social-emotional scores over time based on race and/or ethnicity. All racial groups experienced growth from fall to spring. Scores across all groups are in the below average to low average range. This test does not consider if the student's first language is something other than English.

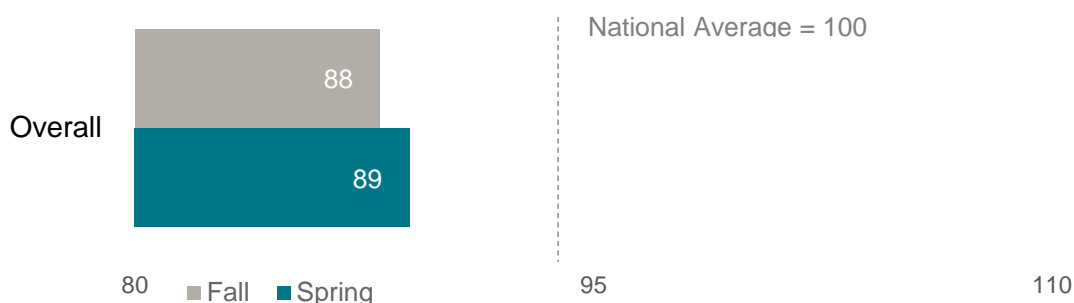


School Readiness Skills

School readiness skills showed modest increases from fall to spring. The overall mean standard scores on the Bracken increased from 88 to 89 remaining in the low end of the average range.

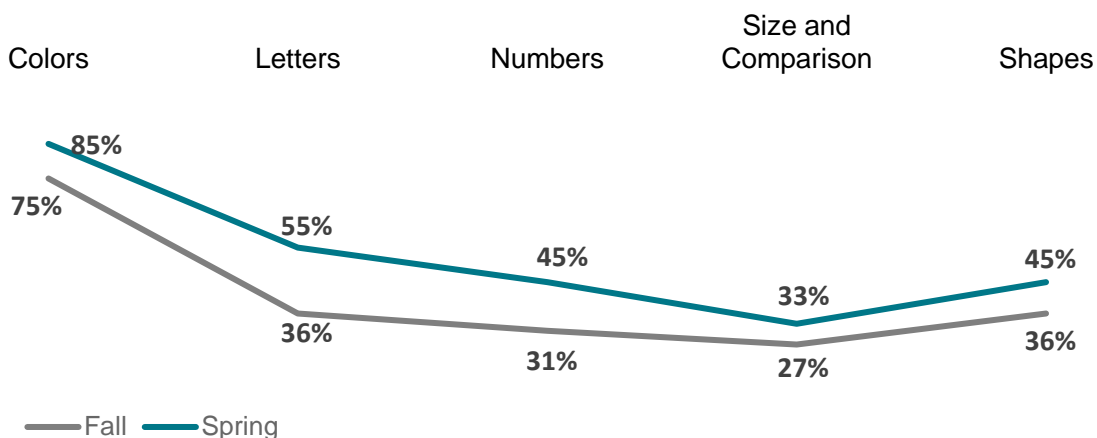
The results of a paired t-test analysis found that the changes were significant $[t(173) = -2.275, p < .05, d = 0.172]$ with the effect size suggesting small meaningful change.

STUDENTS' SCHOOL READINESS SKILLS SHOWED A SMALL INCREASE FROM FALL TO SPRING. N=174



When examining individual subtests, the percentage of mastery increased across all areas. Students started the year with strong mastery of colors and increased that mastery to 85%. The area with the lowest percentage of mastery was Size and Comparison. Students started the year at 27% mastery and ended with 33% mastery. The Size and Comparison subtest assesses students' understanding of location words, comparison concepts, and directional concepts. These are higher order cognitive skills than other areas of the tool.

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



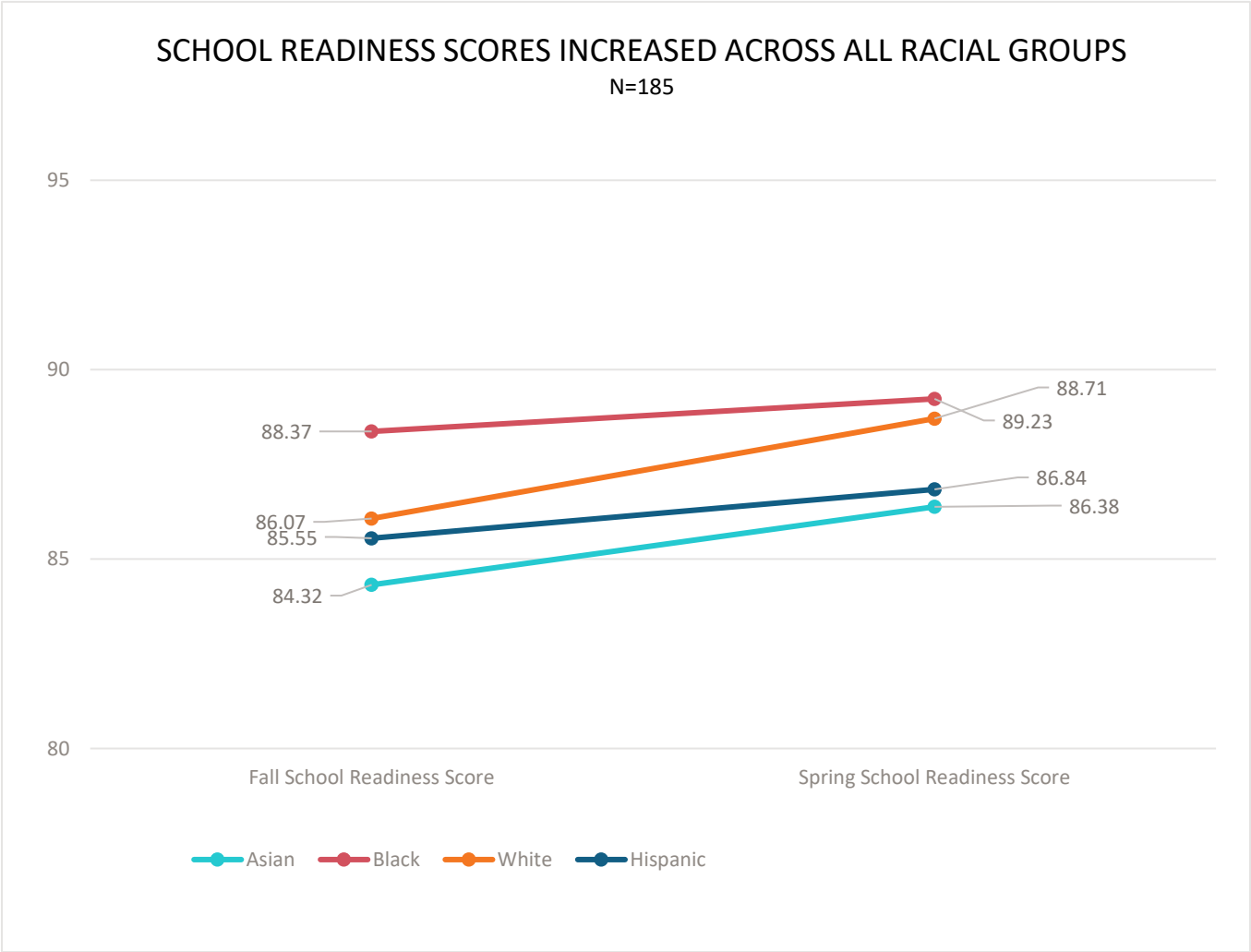
Did student factors impact school readiness scores?

GENDER. Of interest was whether there were any gender differences in students' school readiness outcomes. Independent sample t-tests indicated no significant difference between boys and girls at any time point. While girls had a slightly higher growth score (.30 standard score points) the difference was negligible.

IEP STATUS. Students receiving special education services make up nearly 40% of the students in the IEC classrooms. Therefore, it is important to disaggregate the data to measure the impact

on their development. On the school readiness scale, students with an IEP had a mean score within the average range (M=85) and had an average growth of two standard score points. Independent samples t-tests indicated that while students without an IEP scored significantly higher in the spring $t(183) = 2.04, p < .05$), there was not a significant difference in growth rates.

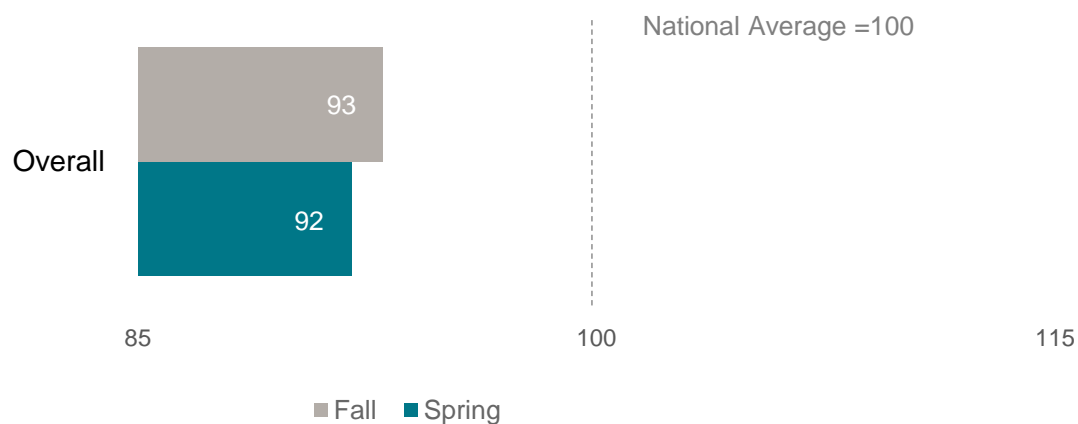
RACE/ETHNICITY. Of interest was whether there were any differences between student school readiness scores over time based on race and/or ethnicity. Only racial groups with at least 10 students are reported in the chart. No significant differences were found between groups.



Executive Functioning Skills

Students’ executive functioning skills showed modest decreases from fall to spring. The overall mean standard scores decreased from 93 to 92. The results of a paired t-test analysis found that the changes were not significant.

STUDENTS' EXECUTIVE FUNCTIONING SKILLS SHOWED MODEST DECREASES FROM FALL TO SPRING.
N=100



Did student factors impact executive functioning scores?

GENDER. Of interest was whether there were any gender differences in students' executive functioning outcomes. No significant differences were found based on gender.



Parent University

STRATEGY IMPLEMENTATION

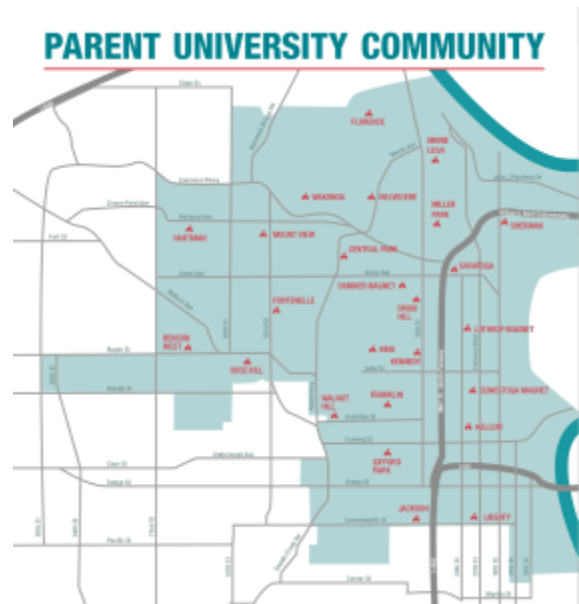
Parent University is a comprehensive, two-generational family engagement program based on research and best practices that began in February 2015 at the Learning Community Center of North Omaha. A two-generational approach allows the program to focus on the whole family while creating opportunities for addressing needs of both children and the adults in their lives simultaneously. In 2019, the partnership expanded to additional (18) schools in North Omaha. Parent University provides individualized and center-based supports and services to families whose children are eligible to participate in the Intensive Early Childhood Partnership and families with a child six years or younger who reside in school attendance areas of the 24 elementary schools reflected (see map).

KEY COMPONENTS

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

EDUCATIONAL NAVIGATORS. Educational Navigators (ENs) serve as personal parent advocates, helping parents gain better understanding of the public school system, community resources, child development, and learning strategies. Navigators build strong relationships with participants to ensure individualized education and support using a research-based home visitation/parenting curriculum. The ENs are the primary point of contact for the participants at Parent University. In addition to monthly home visits, the navigators and liaisons attend courses with parents to be able to assist them in transitioning the concepts learned during center-based virtual learning to opportunities in the home.

Improvements to the program have been made since the last report. Changes included implementing new communication tools such as Remind to facilitate effective communication with our participants and adopting Microsoft Bookings, which allows participants to select their preferred meeting times with Educational Navigators. In preparation for transportation needs, ENs have received training in van driving to ensure safe transportation for participants using a newly acquired van. To better support participants with children on the autism spectrum, ENs have



undergone additional training to deepen their understanding of Autism and provide more informed assistance.

The Educational Navigators have actively contributed to the overall program by organizing and participating in various events. They played a pivotal role in planning and executing the Summer Literacy event, which provided engaging literacy activities for our Parent University participants. Furthermore, the ENs worked closely with the Connections partners to facilitate connections between participants and therapists, ensuring they received the necessary support.

HOME VISITATIONS & GOAL SETTING. Growing Great Kids® curriculum is utilized during home visitations as appropriate. Each participant works with their designated staff member to set personal and familial goals. All goals have strategies and are S.M.A.R.T. (Specific, Measurable, Attainable, Relevant, and Time-bound). Goals and strategies are reviewed during home visitations to ensure they remain relevant to the families' needs.

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

LIBRARY AND LITERACY. The circulation of library materials empowered families as individuals renewed laptops over 75 times, borrowed over 35 books, and explored other resources. The OPL representative aided parents outside of their designated ESL and GED sessions.

Additionally, the OPL representative conducts bi-weekly visits to six North Omaha Schools, to deliver engaging Storytime sessions. Collaborating closely with 2 Early Childhood facilitators and 18 Pre-K teachers, this partnership ensures that each visit is a blend of education and engagement while promoting Parent University's mission.

Finally, the OPL librarian helped facilitate Prime-Time Preschool Program. She assumes the role of a literary conductor, orchestrating Storytime, critical thinking sessions, and center activities for children. The library was involved in the 2022 Literacy Event for 150 participants with bilingual storybook walks and two Storytime sessions.

PARENTING. Parents learn effective ways to parent their child(ren) and ways to support child development and learning through a series of courses designed to strengthen the parent-child bond and interactions. Through courses such as Common Sense Parenting (CSP) for School Success course, parents have gained essential tools to navigate their children's behaviors and build stronger parent-child relationships.

SKILLS AND WELLNESS. Parent University partner organizations provide courses to strengthen family self-sufficiency in areas like adult basic education, English as a Second Language (ESL), and employment skills. A collaboration with Project Harmony, facilitated by a generous grant from the Omaha Community Foundation, has enabled the center to offer mental health services to six families. Through a combination of on-site sessions at LCCNO and the

utilization of Telehealth, crucial support was provided to families, promoting their well-being and resilience.

SCHOOL SUCCESS. To become full partners in their child's education, courses and workshops emphasize the importance of the parents' roles as teachers, responsibilities, and engagement opportunities. Bilingual programming has empowered Spanish-speaking children to develop confidence in their English language abilities, while the Catch Them Being Good courses have reinforced positive behaviors and nurtured a culture of kindness and recognition.

LEADERSHIP. Courses empower parents to take on more active roles in their child's school and their community. Courses teach parents their leadership styles and helped them identify their strengths.

While parents attend courses at the center free childcare is provided. Parent University offers year-round child learning activities for the children focusing on the domains of early childhood development. Over the course of the past year, the childcare room has undergone significant changes. The environment was transformed into a more secure and positive space by introducing engaging activities that focus on reading, art, music, movement, math, science, and writing. Regular story time sessions with our librarian have been implemented during the day. Child Learning Specialists have been instrumental in teaching math and literacy skills, using fun activities to focus on numbers, letters, and different seasons. While working with the children, our Child Learning Specialists have become integral members of the Parent University team, actively participating in team meetings and family engagement events to strengthen relationships with families and helping EN and programming better understand the needs and development of the children in the program.



DEMOGRAPHICS

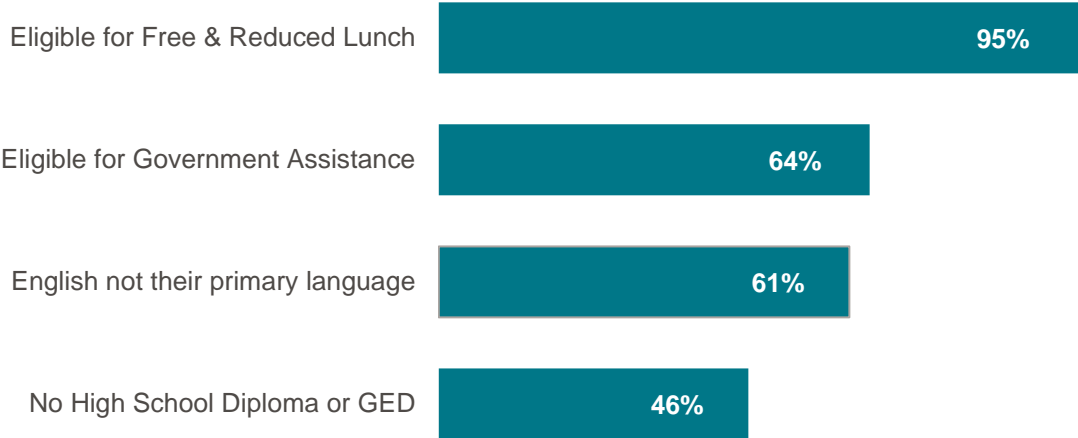
A total 99 families were enrolled in Parent University all of whom participated in the comprehensive program. The families had 259 children of which 135 were within the target age range (birth through Grade 3) for the program. Families represented various languages such as English, Karen, Kirundi, Arabic, Somali, Nepali, and Spanish with 43% indicating that English was their first language and another 39% indicating Spanish. Most of the parents identified as White (47%) or Black (43%) with 44% of the families identifying as Hispanic.

Fifty-four percent of parents completed high school. Of this group, 10% had some college, 4% had an associate's degree, 9% had a bachelor's degree and 2% had a master's degree. Of the parents not completing high school, 23% had some high school, 21% had an 8th grade or less education and 1% had no formal education.

Most parents (95%) have children who qualify for Free and/or Reduced lunch. Sixty-four percent of families received additional government assistance (e.g., SNAP, Medicaid, WIC, TANF, and Title XX).

The challenges that many families face point to the complexity of the lives of the parents in Parent University and provide a context for interpreting the results of this report.

PARENTS HAVE MULTIPLE OBSTACLES THAT ARE ADDRESSED THROUGH 2GEN PROGRAMMING AND OTHER RESOURCES.
N=99



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

Families wanting additional support were provided more frequent home visitation meetings. The family works with their educational navigator or family liaisons to set goals and determine how best to achieve them.

FAMILY OUTCOMES
FAMILY PROTECTIVE FACTORS

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

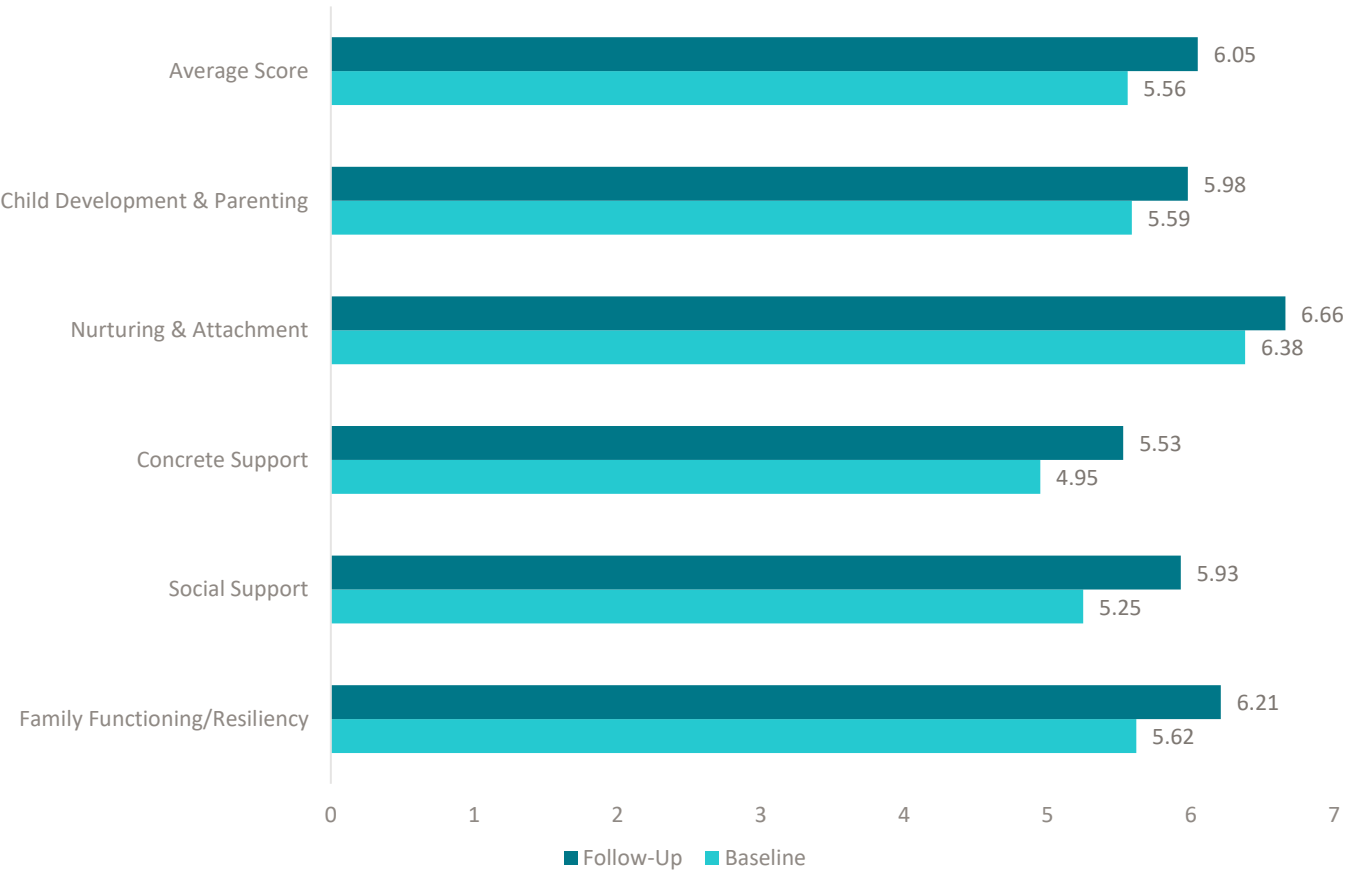
METHOD. The adoption of a strengths-based prevention model embracing protective factors is considered an important approach to prevent child abuse (Langford, J., & Harper-Browne, C., in press). In order to assess family protective factors, participants completed the FRIENDS Protective Factors Survey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

FINDINGS. The results found that parents’ nurturing and attachment skills and family functioning and resiliency were the highest rated areas. Protective factors scores across all areas of the tool were in the strong range. Paired t-test analyses were completed to determine if there were significant changes over time. No significant improvements were found in four of the five protective factors scales:

The following graph shows average scores on the PFS at baseline and follow-up. This graph represents all families at baseline (N=99) and those with a follow-up survey (N=27).

FAMILIES IMPROVED THEIR PROTECTIVE FACTORS AFTER PARTICIPATING IN THE PROGRAM.

Scores indicate families enter the program with a number of strengths.



PARENT SUCCESS STORIES. One participant had a goal of becoming a better parent. Through the guidance and resources provided by our program, particularly the Common-Sense Parenting class, she has gained a new perspective on parenting and has made significant strides in improving her parenting skills.

Another participant, who joined our program in May, has noticed a positive change in her child's behavior. She credited the resources and interventions offered by her Educational Navigator, such as Ready Rosie, Conscious Discipline, and breathing techniques for calming down, her child's behavior has significantly improved.

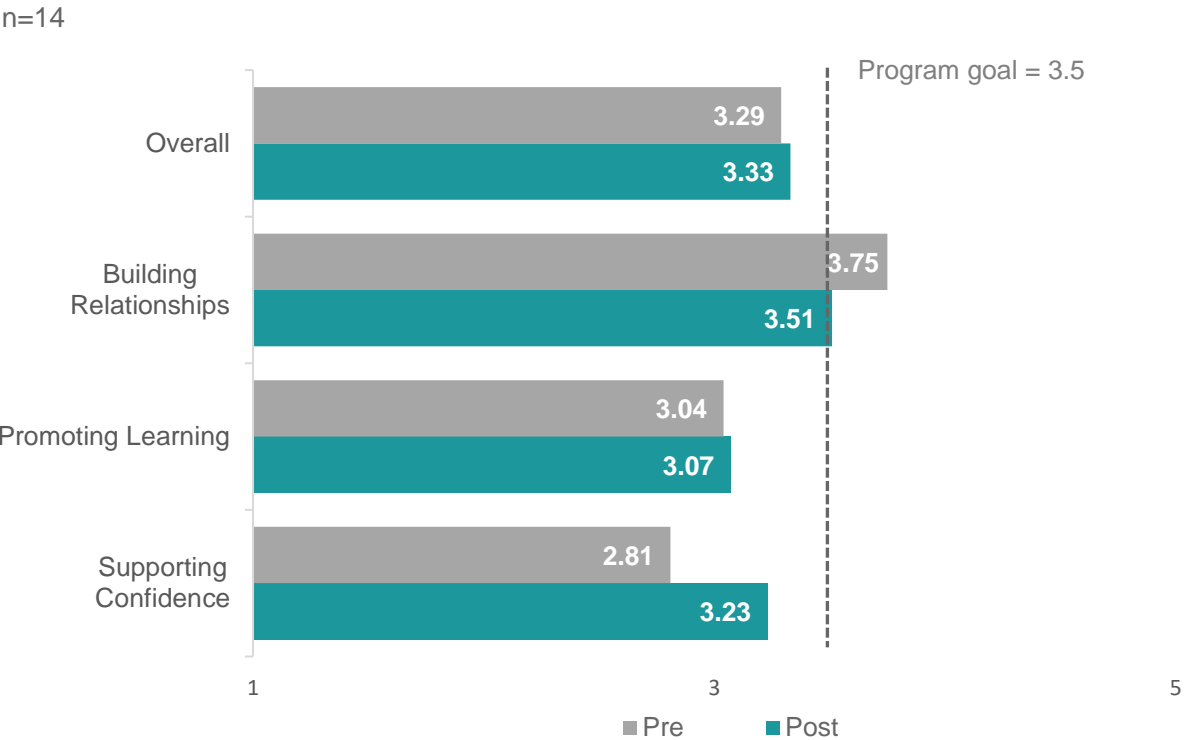
PARENT-CHILD INTERACTION. The Keys to Interactive Parenting Scale (KIPS™) measures parenting behaviors across three areas: Building Relationships, Promoting Learning, and Supporting Confidence, based on a videotape of a parent playing with his or her child. Scores are based on a 5-point scale with 5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

FINDINGS. A total of 14 families enrolled in Parent University had the parent-child interaction assessment at least two points in time. By post, over 60% of parents met the program goal in Building Relationships.

- 36% met goal Overall
- 64% met goal in Building Relationships
- 21% met goal in Promoting Learning
- 33% met goal in Supporting Confidence

The following graph shows average KIPS results for Parent University families at pre and post.

ON AVERAGE, PARENT UNIVERSITY PARENTS MET THE PROGRAM GOAL IN BUILDING RELATIONSHIPS.



Results of paired samples t-tests did not show significant change over time in any of the areas, likely due to the small sample size of parents with both pre and post scores. It is anticipated there

will be more data for the next report as an additional 43 families had their initial assessment during year.

COURSE PARTICIPATION

Program staff tracked parents' participation in the 21 opportunities that were offered this past year. Activities aligned with four primary components within Parent University

Across the 21 activities, 255 participants (duplicated count) were enrolled. Other than the one-time parent engagement opportunities, the largest enrollments were for the WCA Family Safety Course (22 participants) and Supporting Your Child's Social-Emotional Development (30 participants).

For activities with more than one session, the completion rate was 97% - much higher than the completion rate for the last year.

How did Parent University benefit parents' own education?

Parent University offers English as a Second Language (ESL) and General Educational Diploma (GED) courses. In the 2022-2023 program year, Metropolitan Community College facilitated ESL and GED classes using their ESL and GED instructors to come to the North Omaha site and teach Parent University participants. A total of 38 parents participated in one of these two options, ESL (30) and GED (9).

Participant outcomes for ESL and GED courses offered to English language learners are measured using the CASAS® which is a nationally recognized assessment for English Learners and the ABEL for GED participants.

In the ESL courses 27 students had the CASAS® assessment and 14 had at least one assessment at two points in time. Reading and listening skills ranged from beginning literacy indicating the limited ability to express immediate needs and to understand basic learned phrases to high intermediate skills that include the ability to fill out basic forms and to work in entry-level jobs that include simple oral and written communication. At ESL Level 2 a participant understands basic greetings, simple phrases and simple questions but may require the speaker to speak slowly and repeat the items. A person at this level would have difficulty with any direct communication even when simplified. At ESL Level 4, participants can understand simple everyday conversations and have basic routine social interactions. They can follow simple directions are recognizing new words and phrases. Upon reaching an ESL Level 5, a participant understands common vocabulary across familiar subjects. At this point the person can find information in text, follow simple written directions, and understands the language on basic computer applications.

In Listening, 29% had a least one level of growth and at the 2nd assessment 12/14 scored at a level 4 or above. In Reading, 36% had a least one level of growth and 10/14 scored at a level 4 or above. In the GED courses, eight students had the ABEL assessment of math and reading skills, with seven having the assessment as two points in time. Three students gained at least one level in mathematics and two students gained at least one level in reading.

SUCCESS STORIES. A success story for the GED track is one participant who successfully completed two of her official GED tests over the past year. This accomplishment demonstrates her commitment to personal growth and educational advancement.

Another participant who joined the program to improve her English language skills, has shown exceptional dedication. Her commitment has not only led to her own progress in learning English but has also motivated other parents to join the program to work on their language skills.

Finally, one more participant has shown remarkable growth in her ESL proficiency. With a 6-point increase in listening and speaking and an impressive 11-point increase in reading and writing, her progress is compelling.

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

Parent University sponsored one session of the Omaha Bridges Out of Poverty, Getting Ahead in a Just-Getting-By World. This course helps enhance participants' financial, emotional, and social resources by exploring the impact of poverty on their lives. The goal is to support parents in strengthening valuable relationships and securing living-wage job. 100% of the parents enrolled (10/10) completed the 11-week course.

Two additional financial literacy courses were held at Parent University:

- How Money Works - Gain concepts & principles that participants can apply to obtain a lifestyle of health and financial success. This four-week session had 8/9 participants complete the course.
- Financial Survival During Crisis: A 6-week session to guide participant understanding of ways to lower your monthly expenses through comparison shopping, negotiating prices with vendors, budgeting, identifying needs versus wants and learning to save money by couponing and shopping frugally.

What did parents think about participating in Parent University?

FOCUS GROUPS. Focus groups were conducted in 2022-2023 to allow participants the opportunity to relay their experiences with the program, share success stories and provide input on possible improvements to the program. Questions were asked about the participants' overall experience with the program, satisfaction levels with program components (navigators, parenting classes, resources, English classes), and ideas for improvements to the program. Focus groups were conducted with participants and staff members.

RESULTS. Focus groups sessions gathered input from 21 participants who participated in ESL classes, Parent University courses and the GED classes. At least one session was offered in Spanish to capture the perspective of more families.

Participants noted multiple benefits of attending Parent University. Participants discussed the benefits of the different courses offered, the English classes and relationship with the educational navigators as benefiting themselves and their families. Parent University has helped

with parenting, changing relationships, access to mental health and behavioral supports, English skills, and finding resources.

“This is the ONLY POSITIVE PLACE I had when I was transitioning from street life to where I am now. I don’t know what I would be doing now had I not come here. I couldn’t even write a sentence back then and now because of here I have my GED.”

Navigators have been instrumental in helping families find resources and handle challenging situations. Participants talked about building good relationships with their navigators, how they go above and beyond to provide supports, and how they have been instrumental in finding resources. Several participants mentioned the need to hire an additional Spanish speaking navigator as currently only one navigator is in that role, and it limits the amount of support she can provide.

GED classes are seen as a positive and participants appreciated the support from the staff. *“They always answer our questions, and they always encourage us to keep on going, even though if our tests are not that good, they always give the positive encouragement.”*

English skills have improved. Participants were encouraged by the improvement in their English skills and reported feeling increasingly confident in using them. Some mentioned not needing to depend on interpreters when at the doctors or when speaking to school staff. Having their Pre-K and younger students attend the child care on site has helped their children to develop their English skills and increased their independence levels. Parents stated that both would help their students in entering kindergarten.

“Before, I did not know how to say anything. Now, I do know how to speak because I am coming to class, the teacher helps me. Before, I was not reading, but now I am reading a little bit. It is different now.”

Parents continue to have multiple stressors and challenges to handle. Financial challenges were most frequently mentioned. Participants discussed increased prices and inflation as being incredibly challenging and impacting all parts of their lives including housing, employment, and stress level. Parents of children with special needs and/or challenging behavior faced additional challenges in finding care, working with the school systems, and finding effective parenting tools. However, even with the challenges, many identified their navigator as a source of support for finding potential resources and solutions.

Communication could be improved. Participants expressed disappointment over the lack of communication around classes, turnover of navigators, and tickets to special events. They would like to see increased communication and for the communication to be more in advance of special events and changes to programming. It was particularly stressful when navigators changed, and participants were unclear about who their new navigator would be. At times, participants were unclear about the roles of those associated with the Learning Community, program offerings, and who to contact.

Suggestions for improvements were shared. One suggestion was to deliver class content in Spanish more often, so the classes are more effective. Participants expressed concerns with interpretation at times. Participants would like to have an increased variety of classes and for the classes to be held even if a small number enrolls.

“We need more classes. I know numbers can be small sometimes and they will cancel the class, but for those 3-4 people who do sign up they are signing up because that is something they are needing in their life right then. So, isn’t 3-4 better than zero?”

Ideas for additional classes included: CPR classes, citizenship, housing, a job skills program leading to employment, and a basic living skills class.

Other suggestions included allowing other members of the community the opportunity to take classes even if they were not parents, to provide ESL classes for younger adults, provide afternoon classes, and hire other languages for navigators.

Suggestions have been shared with the Parent University leadership team who have been actively working to incorporate changes based on participant feedback.



STUDENT OUTCOMES

In the 2022-2023 program year, the evaluation of student outcomes for the children whose parents are enrolled in Parent University includes three strategies:

1. English language development and social-emotional outcomes are measured through parent-completed assessments for children ages 4 months to 5 years of age.
2. Pre-K outcomes are measured through in-person assessments completed by MMI evaluators and teacher-completed surveys in the six IEC preschool programs.

PARENTS IN PARENT UNIVERSITY: CHILDREN'S (AGES 4 MONTHS TO 11 YEARS) ENGLISH LANGUAGE DEVELOPMENT AND SOCIAL-EMOTIONAL OUTCOMES

METHOD. Parent University families were invited to complete assessments of their children's language development and social-emotional skills in the spring of 2023. The following tools were used:

ENGLISH LANGUAGE DEVELOPMENT SKILLS [DEVELOPMENTAL ASSESSMENT OF YOUNG CHILDREN – 2ND EDITION (DAYC-2)]. The DAYC-2 measures children's English language receptive and expressive language skills. Parents completed the assessment for children aged 16 months to 5 years.

SOCIAL-EMOTIONAL SKILLS [DEVEREUX EARLY CHILDHOOD ASSESSMENT (DECA)]. Parents completed the DECA questionnaire to assess young students' social-emotional development in the areas of initiative, self-control, attachment, and behavior as well as total protective factors overall. The DECA is available in Spanish and English. The DECA was completed for 54 children, ages 4 months to 5 years.

FINDINGS.

English Language Skills

Parents completed English language assessments for children whose home language is English or who are in an English-based childcare environment. The language assessment is normed on a diverse cross section of children, particularly in social-economic status. A total of 48 children had the assessment in the spring of 2023. The descriptive analyses found that 45% of the children were at or above the national average in receptive language and most children (57%) were at or above the national average in expressive language.

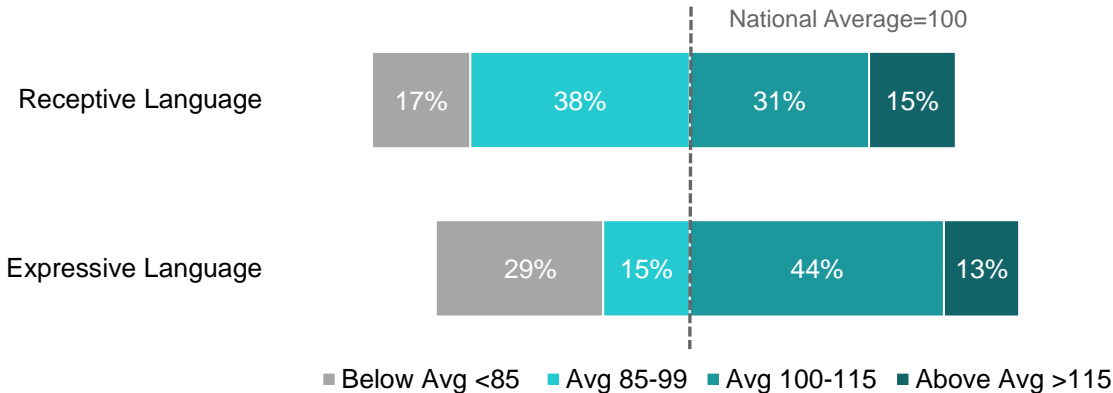
These are strong positive outcomes. By contrast, the children with parents enrolled in Parent University qualify for free & reduced lunch at a much higher rate than the general population, which is an indicator of low income. The fact that approximately half the children score at or above the national average is a compelling finding.

Approximately one quarter (29%) of the children scored in the below average range in expressive language. This indicates that higher percentages than the normed sample are at the below average level. In a typical distribution, approximately 15% of the children would score in the below average range.

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

57% OF THE CHILDREN HAD EXPRESSIVE LANGUAGE SKILLS AT OR ABOVE THE NATIONAL AVERAGE.

Just under half the children (45%) were at the national average in receptive language. n=48



Social-Emotional

Parents whose primary language was English or Spanish, completed a survey about their children's social-emotional skills with a total of 54 being completed.

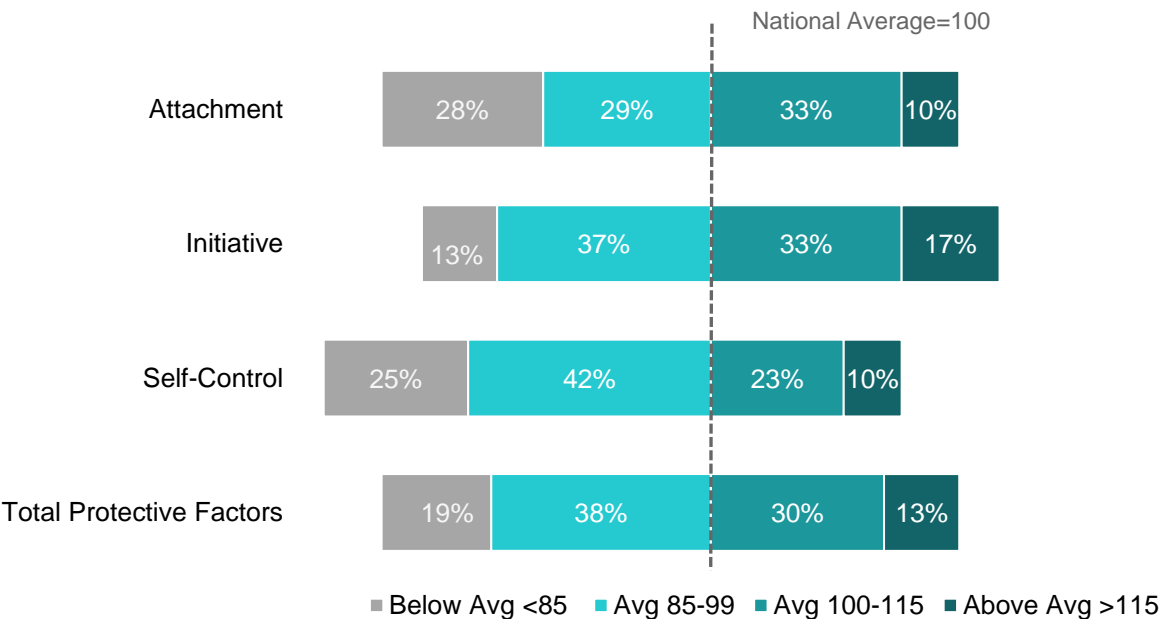
The descriptive analyses found high percentages of children scored within the average to above average range across all areas of the social-emotional measure: total protective factors (78%), attachment (72%), initiative (74%) and self-control (71%). The majority demonstrated social-emotional skills above the national average, which is a score of 100, in the area of initiative (54%).

Like all standardized assessments, the social-emotional assessment is normed on a diverse cross-section of children. The sample of children with parents enrolled in Parent University has high percentages who qualify for free & reduced lunch, which is an indicator of low income. The fact that most of the children scored in the average range or above across all areas is promising.

Majority of students were in the average range across all social-emotional areas.

However, the children scored in the below average range at a rate that is approximately equal to or higher than the national sample. In the area of self-control, 25% scored in the below average range and in attachment 28% scored in the below average range. In the normed sample 15% score in the below average range.

STUDENTS SHOWED THE GREATEST STRENGTH IN INITIATIVE WITH 76% MEETING OR EXCEEDING THE NATIONAL AVERAGE.
n=54



The social-emotional tool also measures behavioral concerns such as having temper tantrums, having a short attention span, and becoming upset easily. At the time of the assessment, 43% of the children scored in the “concern” range, indicating child behaviors that were outside what is typical for three to five-year old children.



Family Learning

learning
community
center
OF SOUTH OMAHA

Learning Community Center of South Omaha

The Learning Community Center of South Omaha is a comprehensive, center-based initiative created using national models and best practices from the two-generational approach. The program originated in 2012 as a collaborative effort between the Learning Community of Douglas and Sarpy Counties and OneWorld Community Health Centers. The Learning Community Center of South Omaha was nationally recognized by the White House as a Bright Spot in Hispanic Education and is a 2GEN network partner through Ascend at the Aspen Institute.

Each family in the program has the opportunity to attend classes or programming an average of seven hours per week during the academic school year and throughout the summer. Families participate in all three of the program's primary components:

- Education for Parents of Young Children
- Early Childhood Education
- Interactive Parent/Child Activities

EDUCATION FOR PARENTS OF YOUNG CHILDREN

Since a parent's level of educational attainment is a strong predictor of a child's academic success, all parents at the center enroll in an English as a Second Language or a GED cohort for six hours a week.

English for Parents: As parents learn English, they become more confident talking to teachers and asking questions about their child's progress, as well as communicating with the broader community. In addition to fundamental language skills, an English for Parents class will teach parents how to use computers to access school information, role-play parent/teacher conferences, and utilize children's books as learning tools. Participants also take field trips to the Omaha Public Library (OPL) and take part in OPL's Summer Reading Program.

GED: In partnership with Metro Community College, the program offers GED classes, and a bilingual ESL instructor provides in-class language supports to parents as needed. The goal of the classes is to help parents increase their educational level and better their family's economic security through more stable and lucrative jobs or new educational pathways only open to GED graduates. GED classes also help parents guide their children on their academic journey (homework help, role modeling, academic language and concepts, etc.).

Along with ESL or GED, parent participants receive:

Parenting Classes and Workshops: Parenting classes and family-focused workshops strengthen and support parents, who are the first and most important teachers for their children. Parents learn practical strategies to support child development and education. Program staff and community organizations provide a wide variety of offerings, including Circle of Security®, Love

and Logic®, domestic violence prevention, financial literacy, and nutritious cooking. All workshops teach skills and techniques to foster learning and wellbeing at home.

| Sample Parent Classes and Workshops |
|---|
| Circle of Security® (program staff) |
| Pyramid Model for Parents (program staff) |
| Digital Literacy 101 (Metro Community College) |
| Baby and Me in Q'anjob'al language (ESU #3 Trainer + LCCSO Navigator) |
| Cooking Matters® (Whispering Roots) |
| Love and Logic® (program staff) |

Educational & Social Assistance Navigation Services: The center employs navigators who develop authentic relationships with parent participants and serve as their advocates. Every parent in the program is assigned an **Educational Navigator**, who conducts home visits with family at least once a month to help connect them with the public school system and provide new insights into child development and learning strategies. Navigators use a research-based home visiting/parenting curriculum, Growing Great Kids®, which ensures effective individualized education and support. **Social Assistance Navigators** assist families who are in crisis or have challenging social or economic needs. These navigators connect parent participants with many community resources, such as pantries, mental health services, and homeless shelters.

| # of personal visits by educational navigator | # of home visits by educational navigator | # of parent/child interactions by educational navigator | Note |
|---|---|---|---|
| 1690 | 1570 | 879 | In-person visits: <u>1570</u> were at the participant's home. |

Workforce Development: Since research shows children, whose parents have higher-wage jobs have better educational outcomes; workforce development classes are offered onsite in collaboration with Metropolitan Community College. Parents learn workforce readiness skills such as resume-building, interview skills, and job search methods and receive certificates in customer service, workforce ethics proficiency, and the National Career Readiness Certificate. A Career Skills Coach also offers individual career coaching or assistance connecting to continued education.

Digital Literacy: Thanks to generous private donors, each parent enrolled in the program is loaned a computer. Since 2020, digital literacy was added into all English for Parents classes, and

parents in the program have become proficient in using Zoom, email, search engines, and Burlington English and gained skills such as using a mouse, copying and pasting, and typing. Additionally, Metropolitan Community College offers computer certificates to parents who take onsite courses that include the following topics: Basic Computer Skills, Internet Basics, Using Email, and Windows.

EARLY CHILDHOOD EDUCATION

While parents attend classes, the Learning Community Center of South Omaha offers year-round learning activities for young children, from newborn to age five. The

primary focus is on building social, emotional, and executive functioning skills as well as cognitive concepts to support school readiness. The program partners with many organizations, including Farm to School (The Big Garden), Story Time (Omaha Public Library), and performing arts sessions (Opera Omaha).



When staff or parents identify children with delayed development or challenging behaviors, the program connects these children and their families to programs such as Omaha Public Schools Early Intervention or KidSquad at Child Saving Institute. That way, young children receive interventions before they enter the public school system. The program also encourages families to enroll children who qualify in early childhood programs through Omaha Public Schools.

Since 2021, the Learning Community Center of South Omaha has partnered with home and center-based childcare providers working in the South Omaha community. Culturally appropriate, bilingual trainings are offered at the center throughout the year along with monthly coaching in order to support providers who want to improve childcare quality.

INTERACTIVE PARENT/CHILD ACTIVITIES

Interactive parent/child activities are offered to families enrolled in the program to promote supportive and responsive parent/child relationships and interactions, which are the building blocks for healthy brain development. Interactive parent/child activities allow parents opportunities to practice new parenting strategies while learning together with their children. Examples of interactive parent/child activities include field trips, special events, or family summer camps with themes such as STEM learning, music, art, or literacy. Other partners bring enrichment programs to the center, including Prime Time Family Reading Time® (Humanities Nebraska), College Prep for Families (UNO Service-Learning Academy) and String Sprouts® (Omaha Conservatory of Music).

COMMUNITY OUTREACH

Learning Community Center of South Omaha provided training and/or coaching for 44 South Omaha childcare providers in 2022-2023. After learning about the lack of bilingual trainers and coaches in the field, several members of the LCCSO team trained to become State of Nebraska-certified trainers and coaches in early childhood development. Two free training sessions were held at the center on the Early Learning Guidelines. In partnership with the Nebraska Children and

Family Foundation, Rooted in Relationships provided bimonthly training, monthly coaching, and collaboration opportunities for 15 childcare providers in the program.

GRADUATION

A parent/child graduation celebrating 98 families was held in April 2023. At the graduation ceremony, 59 parents received one- or two- year participation certificates, 32 parents graduated from the ESL track, and 7 graduated from the GED track.

DEMOGRAPHICS

In 2022-2023, the Family Learning Program served 299 parents and 767 children (494 target students, birth to 6). Of the families served, 261 were enrolled in the comprehensive program while 38 families participated in the auxiliary program. Additionally, 31 spouses/partners of primary participants took part in some pieces of the programming. A total of 286 children were served through Child Learning at the center with 89% of families either currently or previously needing childcare.

Ninety-three percent of families reported qualifying for free/reduced lunch with 76% of earning less than \$50,000 annually. While Spanish is primarily the first language of most participants, other languages included English, K'iche', Mam, and Q'anjobal. Forty percent of participants had an education level of 8th grade or less upon program entry.

OUTCOMES

QUALITY OF PROGRAMMING

METHOD. Multiple tools were used to measure growth, assess perceptions of the participants, and demonstrate program quality. The evaluation is both summative and formative in nature. The tools selected for the evaluation often have a dual purpose to provide outcome results and to inform the team as part of a continuous improvement process.

FOCUS GROUP RESULTS. Focus groups were conducted in 2022-2023 to allow participants the opportunity to relay their experiences with the program, share success stories and provide input on possible improvements to the program. Questions were asked about the participants' overall experience with the program, satisfaction levels with program components (navigators, parenting classes, resources, English classes), and ideas for improvements to the program. Focus groups were conducted with participants and staff members.

FOCUS GROUPS

Summary of Annual Spring Focus Groups

The following is a summary of focus group findings conducted at Learning Community South in the spring of 2023. Focus groups explored people's experiences with English language classes, parenting workshops, relationships with Educational Navigators, on-site childcare, and partnerships with connecting agencies. In all, six in-person focus groups were conducted with 67 participants. To participate in the focus groups, participants must meet a minimum of 6 months of enrollment in the program.

Qualitative analysis revealed six overarching strengths of the programs offered, as well as several suggestions for future improvement.

Theme 1: Participants continue to report a high level of satisfaction with English classes.

Across focus groups, participants reported satisfaction with on-site English classes, as well as satisfaction with their teachers. Participants appreciated the ability to converse with one another and enjoyed the interactive experiences, such as games to learn the English language. Teachers were described as patient and supportive. Participants also appreciated the work of their teachers.

Participation in English classes has resulted in increased confidence to speak English outside of the classroom.

Participants felt more comfortable communicating with physicians and teachers in English. One individual noticed personal advancement due to the number of words she now recognizes at the grocery store.

“I love seeing the effort the teacher uses to teach us. They motivate us to keep learning. If our teacher really makes an effort, then I think we should all really try too.”

Suggestions for future instruction included more interaction and dynamic games. Participants shared concerns about rote memorization and preferred more interactive teaching styles. Several participants also requested more time spent on pronunciation of words and grammar. Participants continue to desire more accessibility to classes, such as classes offered in the evenings or on weekends. Some participants felt the program should be offered to families who do not have young children to serve a wider population.

Participants in one focus group agreed there should be additional ways to measure English language skills before assigning classes (e.g., writing, reading, conversation skills, etc.). One individual noted that the ability to read a sentence is different from the ability to comprehend what is being said and felt that classes should also address reading comprehension.

Theme 2: Families have benefited from parenting classes and parenting workshops.

Participants had the opportunity to take the following classes during the past year: Nebraska Circle of Security Parenting, Love and Logic, Domestic Violence, String Sprouts, Cooking, Prime Time, and Puente al Éxito. There was unanimous agreement that all classes were beneficial to parents and children.

Quotes from participants about classes are provided below:

Nebraska Circle of Security Parenting: “The Circle of Security class helped me a lot with my child. For example, on how kids feel comfortable with us and how to take care of them, and when something happens, they feel comfortable to come back to us. Like having an attachment...a beautiful connection can be formed between them and us.”

Love and Logic: “Before, I did not understand how to raise my daughter with love and affection. Because before, I did not know how to give them love and affection. I didn’t think about hugging them. When they get hurt, I can be there to protect them. Before, I didn’t think about that, and being in those classes, I see that it is important to give them 5-10 minutes a day. Give them joy or a hug before leaving the house or coming home.”

String Sprouts: “I have participated in all of the classes, and the violin was my favorite. I recommend it! It helps not just with learning music, but also reading.”

Prime Time Family Reading: One participant wished there were more than six sessions. Another shared, “I attended Prime Time with my three-year-old. It helped my child to like books. Now he sees a book and shows interest. I learned how to use these books with my child, based on his age level.”

Domestic Violence: “I learned to love and respect myself as a woman. To learn that just because I am a woman, does not mean I cannot do certain things.”

Puente al Éxito: “Very good...My son never really talked about what he was going to study, but when we did this program, my son started to say, ‘I want to study this...’ and ‘I want to go to University.’”

It should be noted that a Workforce Development class has also been offered to primary participants. Of the those who attended this class, participants learned the importance of professional dress attire in the workplace. Some participants shared that the class required accessing different web pages, and their lack of experience with computers made the class more challenging.

Theme 3: Computer classes helped novice users learn how to use the computer.

Several participants shared that they did not know how to use a computer prior to attending classes at the center, e.g., “I’ve never had an opportunity to use the computer before in my life...I’m learning little by little, and the center has helped with that.” Participants reported learning new concepts, such as virus protection, computer security, and monitoring children’s devices through parental controls. Basic concepts, such as typing and Microsoft Word, were also taught in classes offered at the center.

Suggestions for future technology skills included how to make posters or advertising media. One participant requested a “Technology Skills 2.0” course, going beyond the basics to more advanced skills. Participants requested more training with scanning, sharing photos, and apps specific to their children’s school, e.g., Dojo, an app used by teachers to monitor student behavior, and Infinite Campus, a portal with students’ grades accessible for parents.

One emerging topic was the concept that the ability to take a laptop home from the center is connected to attendance in classes. There were many participants who were not aware of the attendance requirement and were uncertain about why they did not get a device to take home.

Theme 4: The companionship of the Educational Navigators continues to be a strength of the program.

Among the positive character traits used to describe the educational navigator, the term “friend” was most consistently used. Educational Navigators were also described as attentive, helpful, professional, and respectful. Participants see the Educational Navigator as a valuable resource to help them with concepts varying from scheduling doctor visits to guidance with parenting skills.

One participant explained she has had several Educational Navigators, and all have been excellent. She further shared how they have helped her with mental health, finding resources, providing guidance, and an ear to listen. Participants observed turnover amongst the Educational Navigator team. Many noticed the frequent changes in assignments and described frustration in starting to become familiar with an individual, and then the individual would leave.

Suggestions for the Educational Navigator component include having afternoon visits so that spouses can join the visit. Another participant requested more focus on older children, e.g., “I would like to see more activities that involve both of my children, not just my youngest child.” Participants also prefer home visits to be scheduled in advance rather than being set up on short notice.

“She makes me feel comfortable and the one thing I like is that she observes my child. She would take brochures and explain information about my child’s needs. Any doubts or questions, the navigator would look for information and would help.”

Theme 5: Participants continue to report an increase in confidence in communicating with their child’s school because of ELL classes.

Better communication with teachers and the ability to call the school to report absences were a few of the improvements in communication noted by participants. *“I can understand better when they send home information about what is going on at my child’s school.” “I was very scared to talk to people who only spoke English. Not only in the schools but in the clinics or hospitals, too. Before, I needed a translator, but now I feel more comfortable...” “My children said, ‘Wow, Mom! You don’t need a translator anymore!’”*

Theme 6: Parents reported a high level of satisfaction with skills taught in the early childhood center.

Across focus groups, parents were happy with the instruction provided to their children in the early childhood center. Children are taught school readiness skills, such as letters, numbers, color recognition, and fine motor skills. The early childhood center also helps with behaviors and socialization, e.g., “My eight-month-old did not want to stay with the childcare. Three days a week, she would cry. Teachers encouraged me to continue coming. Now my daughter is almost two, and she walks right in! Very shocking.” Another parent shared, “Prior to the center, my son did not speak. Six months ago, we started attending the center, and in two weeks, he turned into a parrot! He speaks clearly now.”

Suggestions for the center include more supervision with increased teaching staff. Parents would also like more staff supervision during outdoor play. Suggested new skills for the center include teaching music, cooking, and crafting.

The final focus group question centered on the overall well-being of the participants since the pandemic. Some participants reported financial stress due to inflation, but they stated the diapers donated by the Learning Community have helped a great deal. The overall level of stress has improved because of the ability to leave the house. Overall, the increase in socialization has led to decreased stress.

LCCSO STAFF FOCUS GROUPS OUTCOMES

In August of 2023, the Munroe-Meyer evaluation team conducted a focus group assessment with staff at Learning Community Center South. Staff were comprised of ELL teachers, Educational Navigators, childcare professionals, and front desk staff. Staff participated in focus groups to discover their perceptions about the successes and challenges within the program. Two in-person focus groups were conducted, one in Spanish and one in English, with a total of 12 participants.

Key results and findings

Families are the focus of Learning Community South. Participants in both focus groups described the program as community and family-oriented, e.g., “We all have a similar goal of wanting to help families.” One participant shared that the program meets and addresses family needs. Several staff noted lots of support between staff and families.

Leadership’s openness to new programs and partnerships was also appreciated. Additionally, the center was described as a “good work environment” and a “united and helpful team.”

When asked to share challenges in their role at Learning Community Center South, several staff mentioned the lack of physical building space. This sentiment was supported by staff noting the crowded childcare classrooms.

This evaluation period presented more challenges detailed by the Learning Community Center staff. Staff reported feeling tired and overwhelmed. Several staff reported that understaffing has resulted in a higher caseload for Educational Navigators. Educational Navigators reported feeling over capacity and stressed and are often told they need to increase numbers when there are not sufficient staff available to meet the needs of additional families.

Staff expressed a desire to take part in the decision-making process. Communication is present, but staff do not feel encouraged to make suggestions or share their ideas with lead staff.

Suggestions included having a child psychologist to help early childhood teachers support children with undiagnosed behaviors in the classroom. Classroom educators for both adults and young children would like more time for lesson planning. The ability to work from home in the summer was also requested.

When asked to describe the level of support regarding training, resources, and team meetings, staff appreciated regular check-ins with the administration. They also felt supported by attending monthly meetings and various trainings that have been offered.

Staff were asked to identify the most beneficial changes within their department in the past year. Benefits included making diaper donations a long-term monthly program, implementing a therapy program at the center, and updating information for orientation.

Successes from the past year include adding a Community Navigator, e.g., “Adding new navigator roles has been very beneficial. They can focus on helping families outside of the program.”

Additional successes include creating a system to collect student attendance data, as well as offering parenting and workforce classes. Through the workforce classes, parents are learning the needed skills to acquire a job. Educators have also enjoyed seeing the growth in the children that they work with. Continuing to build trust with families also creates strong relationships between staff and families.

Staff were asked to share any participant or child anecdotes from the past year. Participants believe the parenting classes help to give parents a voice. The platform helps build a community to share personal struggles and help one another. Staff also share in the success of adult learners who now have jobs at a bank or as a nurse because of attending the Learning Community program. Further, watching participants graduate with their GED is a great accomplishment to be a part of. One participant who received their GED decided to continue their education and received a scholarship to Metropolitan Community College.

Successes within the childcare were also reported, e.g., “Children who come here the very first day are very scared, and later they don’t want to leave. They learn to sing songs, letters, and colors. It’s very beautiful.” “Returning children who are now starting middle school or high school come back to the center and tell childcare staff, ‘I remember you! You were my teacher!’”

FAMILY ENGAGEMENT OUTCOMES

SCHOOL & COMMUNITY ENGAGEMENT INCREASED

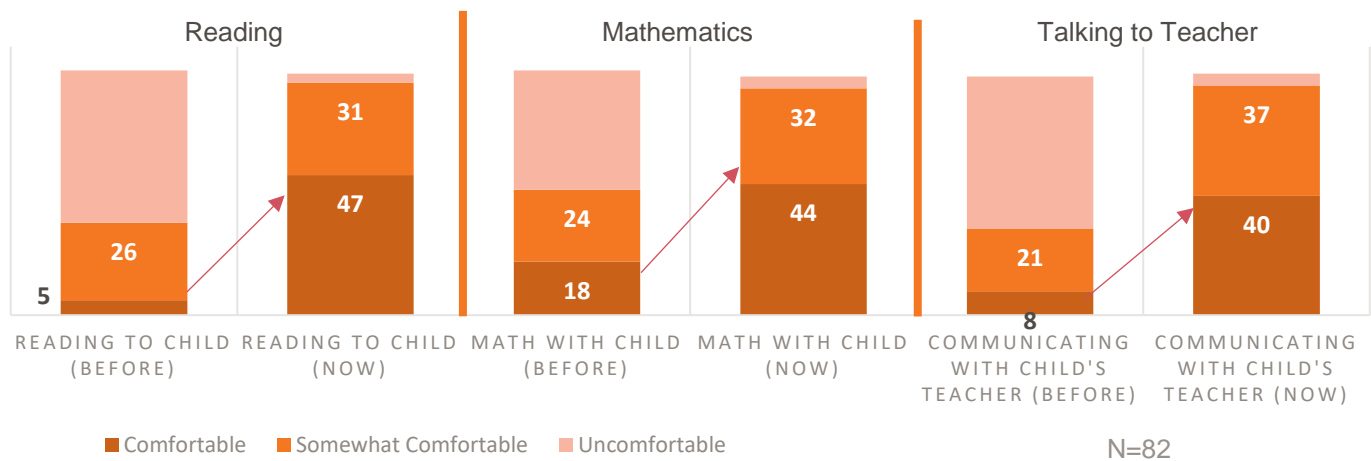
As part of the focus groups, parents reflected on their levels of comfort about engaging with aspects of their children’s education prior to starting the program and how they compared to now after participating in the programming. A total of 82 parents participated in the groups.

The current results are consistent with the past several years of evaluation data. Parents feel increasingly comfortable engaging in school efforts including reading to their child in English, working on mathematics and communicating with the teacher.



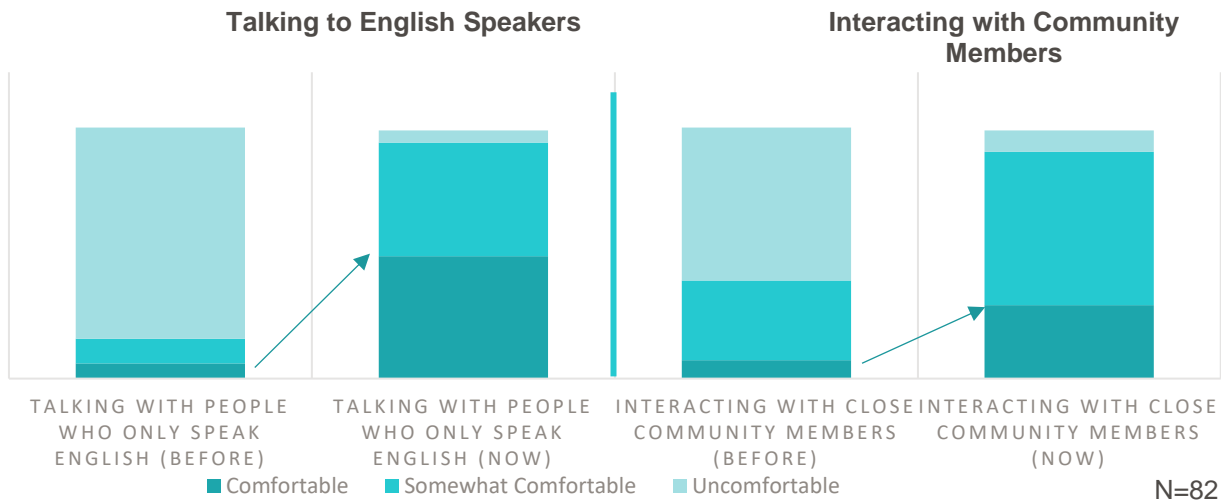
The percent of participants feeling at least somewhat comfortable reading to their child increased from 38% to 95% and from 51% to 93% (+42% increase) for math. Additionally, parents reported feeling more comfortable communicating with their child’s teacher and the school, increasing from 35% to 94% being at least somewhat comfortable.

PARENT ENGAGEMENT AND CONFIDENCE INCREASED ACROSS ALL SCHOOL AREAS.



In addition to school engagement items, participants were asked about their engagement both with English-only speakers and within the community. In both scenarios, participants indicated increased levels of feeling comfortable communicating with English speakers with over 90% feeling at least somewhat comfortable after being the program for at least six months. As participants remain in the program and gain English language skills, comfort levels working on academics, engagement with the school, and community engagement all increase.

CONFIDENCE IN USING ENGLISH SKILLS INCREASED AFTER ATTENDING PROGRAMMING FOR AT LEAST 6 MONTHS.



PARENT EDUCATIONAL OUTCOMES

ENGLISH LANGUAGE ACQUISITION

METHOD. English language skills for listening and reading were assessed using the CASAS®. CASAS® was used for multiple reasons; 1) CASAS® is the nationally recognized assessment for English Learners; 2) It is aligned with the English curriculum used at the center; 3) It provides information that informs classroom instruction; and 4) Participants can easily transition to the GED subtests using the same format. This online assessment was administered by Munroe-Meyer Institute's program evaluators.

ENGLISH LANGUAGE ASSESSMENT RESULTS

FINDINGS. A total of 260 CASAS® assessments were administered in 2022-2023 with 50 participants receiving more than one administration. The assessment is administered after every 60-90 hours of instruction. **Paired samples t-tests revealed significant growth from pre to post test for both Reading, $t(43)=1.803$, $p<.05$, and for Listening, $t(37)=1.76$, $p<.05$.** By the 2nd assessment most participants (75%) were at Level 4 or above for Reading while 12% were at Level 4 or above for Listening.

The levels of the CASAS® indicate increasing level of skills and comfort in being able to listen, understand, and read English. At ESL Level 2 a participant understands basic greetings, simple phrases and simple questions but may require the speaker to speak slowly and repeat the items. A person at this level would have difficulty with any direct communication even when simplified. At ESL Level 4, participants can understand simple everyday conversations and have basic routine social interactions. They can follow simple directions are recognizing new words and phrases. Upon reaching an ESL Level 5, a participant understands common vocabulary across familiar subjects. At this point the person can find information in text, follow simple written directions, and understands the language on basic computer applications.

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

Success Story

Before starting our program, one participant took English as a Second Language classes at Metropolitan Community College, but she had to stop due to a lack of childcare. She learned about our program through another participant. When she arrived at our center, she realized this program was more than English classes and childcare, and she immediately engaged in all the components.

During home visits, the participant learned how to support her daughters' emotions and learned about empathy in children. Her daughters are very kind, and she can tell how they express their sympathy for other people. Despite not knowing English fluently, her daughter tried to help interpret for one of her friends at school.

"I want my daughters to have the opportunity to learn new things since I didn't have the same opportunities. It is also an example for them to see me study and work hard to do the same."

PARENTING PRACTICES

Video observations of parents and their children were submitted to the evaluation team. The Keys to Interactive Parenting Scale (KIPS™) was used to provide feedback to parents and help navigators determine which skills to focus on with parents. As part of the continuous improvement process, educational navigators receive a written report with scores and recommendations to use with families.

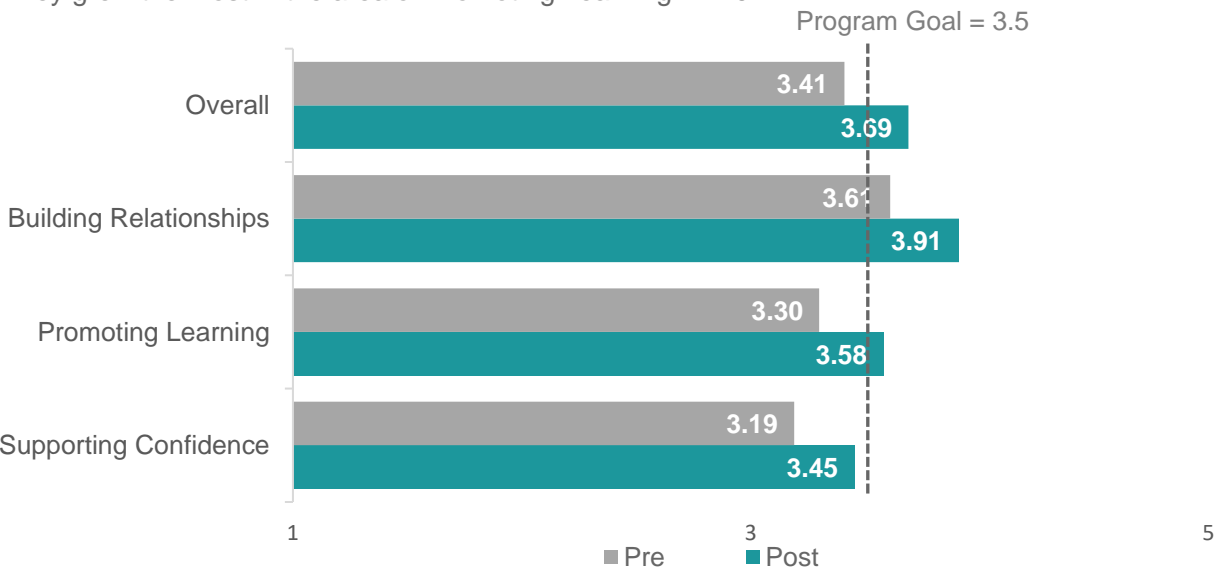
METHOD. The Keys to Interactive Parenting Scale (KIPS™) measures parenting behaviors across three areas: Building Relationships, Promoting Learning, and Supporting Confidence, based on a videotape of a parent interacting with his or her child. Scores are based on a 5-point scale with 5 being high-quality. A program goal is scores of 3.5 or above.

FINDINGS. A total of 70 families enrolled in LCCSO had the parent-child interaction assessment at least two points in time with another 120 families having an initial assessment during the same period. By post, most parents met the program goal in three of the four areas.

- 63% met goal Overall
- 73% met goal in Building Relationships
- 57% met goal in Promoting Learning
- 41% met goal in Supporting Confidence

The following graph shows average KIPS results for LCCSO families at pre and post.

ON AVERAGE, LCCSO PARENTS MET THE PROGRAM GOAL IN EVERY AREA EXCEPT SUPPORTING CONFIDENCE.
They grew the most in the area of Promoting Learning. n=70



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

Overall: $[t(69) = -3.339; p < .001, d = 0.6845]$ with the effect size suggesting medium meaningful change.

Building Relationships: $[t(69) = -2.721; p < .01, d = 0.7906]$ with the effect size suggesting large meaningful change.

Promoting Learning: $[t(69) = -2.970; p < .01, d = 0.7780]$ with the effect size suggesting large meaningful change.

Supporting Confidence: $[t(42) = -2.456; p < .01, d = 0.7036]$ with the effect size suggesting large meaningful change.

WORKFORCE DEVELOPMENT

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

FINDINGS. The following is a list of additional work certificates and the numbers of certificates awarded in each category.

1. National Career Readiness (11)
2. Work Ethics Proficiency (17)
3. North Star Computer Readiness Certifications (161)

Additionally, 37 participants enrolled in two GED cohorts in partnership with Metro Community College. **Of those participants, five earned their GED.** Fifty-six percent in cohort 1 and 52% of cohort two demonstrated measurable skills gains (3-4 grade level increase).

Success Story

A recent success includes one participant's story, who recently graduated from the GED program and wanted to continue his studies at Metropolitan Community College to pursue an Electrical Apprenticeship. Since May of this year, LCCSO began looking for resources to help him pay for his studies. He was recently awarded the True Potential Scholarship, which will help him pay for his tuition and fees at any community college in Nebraska.

SOCIAL ASSISTANCE NAVIGATION SERVICES

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

Simple referrals:

A participant may seek assistance from a social assistance navigator (SAN) when he or she needs help connecting to another agency or filling out paperwork. Once a referral is received, SAN has 48 hours to attempt contact with the participant and assess the level of support the participant may need. Some participants can navigate community resources once directed to the agency. Other participants may encounter other barriers, such as transportation, a language barrier, or feeling insecure about how to proceed. If other barriers are presented, SAN will assist participants with problem-solving strategies and identify the steps to remove barriers. The goal is to empower participants so that they may feel comfortable addressing similar situations in the future.

Complex Referrals:

A complex referral implies a participant has multiple needs to be addressed, for example: seeking financial assistance for rent, utilities, or medical bills, while also needing support to identify a low-cost behavioral health agency. Once a referral is received, SAN has 24 hours to attempt contact with the participant and assess the level of urgency to address the need. Participants under the complex referral will collaborate with SAN to identify the current support group, what the client has attempted in the past when presented with a similar situation and what services may be available in the community to address their needs. Once the goals are established, the participant is empowered to choose which item he or she may want to address first. A complex referral varies in the length of time it will be open. In the process, SAN provides educational resources such as budgeting information and coping skills the participant can attempt as their situation resolves.

FINDINGS. There were **298 family referrals made to the social assistance navigator**. Of those, 220 were simple referrals, 26 were complex referrals, and 52 were preventive assessments. Simple referrals are those in which families may need short-term assistance such as help with paperwork, referrals to other resources (food bank, energy assistance, etc.). **Of the simple referrals, 83% were discharged successfully.**

Complex referrals are those requiring longer engagement, additional support, and involve goal setting with families. Service plans were developed with families who chose to engage to establish goals. By the end of the year, of the families enrolled, **38% were able to close their case successfully while 19% were still in progress**, 27% disengaged in services, and 12% declined services. The remaining families (4%) deferred engaging with the navigator.

Based on Social Assistance 2022-2023 Report, **there was a 50% increase in number of successfully discharged simple referrals**. An 18% increase of number of successfully completed goals in complex cases. The SAN team doubled the number of preventative assessments completed. Overall, successfully discharged complex cases showed positive trends towards self-sufficiency in all subsections of the Self-Sufficiency Matrix, including subscales of Education/Vocation, Family, Social Supports, Living Situation, Medical, Behavioral Health, Legal and Safety. Additionally, successfully discharged complex cases showed overall positive trends towards lower total difficulties score and higher pro-social score from the Strengths and Difficulties Questionnaire. Including, lower overall scores in emotional problems, conduct problems and peer problems. Nine out of 10 successfully discharged complex cases showed decreased stress level upon discharge, 1 reported maintaining the same stress level.

STUDENT OUTCOMES

CHILDREN'S SOCIAL-EMOTIONAL, EXECUTIVE FUNCTIONING AND ACADEMIC SKILLS

METHOD. Families were invited to participate in assessments of their children's executive functioning and academic skills in the spring of 2023. The following tools were used:

EXECUTIVE FUNCTIONING SKILLS

THE MINNESOTA EXECUTIVE FUNCTIONING SCALE (MEFS). Executive functioning is defined as a student's ability to control impulses that then enable them to plan, initiate, and complete activities needed for learning. This an online assessment was administered in English or Spanish by an evaluator from MMI.

ACADEMIC SKILLS

BATERÍA IV WOODCOCK-MUÑOZ. The Bateria IV is a Spanish-language assessment that measure cognitive abilities, achievement, and comparative oral language abilities. Four subscales were utilized in the evaluation: Test 1 Identificación de letras y palabras (Letter-Word Identification), Test 2 Problemas aplicados (Applied Problems), Test 4 Comprensión de textos (Passage Comprehension), Test 5 Cálculo (Calculation). This assessment was administered in Spanish by an evaluator from MMI on children ages 3 and 4.

To assess the academic outcomes of the school-age children whose parents participated in programming at LCCSO, the MAP® Growth™ was used. The NWEA-MAP® Growth™ assessment provides data on student academic growth in the areas of Reading and Math and monitors change over time.

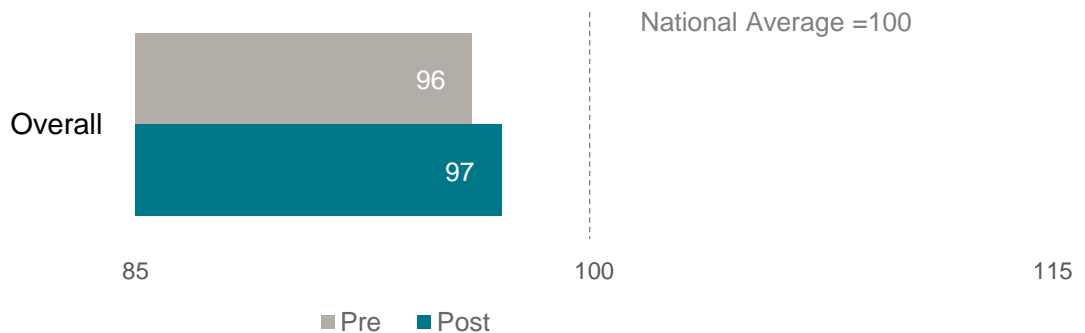
FINDINGS

Executive Functioning

Sixty children were assessed with 48 children having both pre and post assessments. The descriptive analyses found that 96% of the children demonstrated average executive functioning skills. Average scores were 96.36 (pre) and 96.84(post). The national average is a score of 100. A paired samples t-test analysis indicated the growth from pre to post was not significant. However, **96% of the students scored in the average range.**

STUDENTS' EXECUTIVE FUNCTIONING SKILLS DEMONSTRATED SLIGHT IMPROVEMENT FROM PRE TO POST.

96% scored in the average range. N=45



Academic Skills

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

Two areas are in the average range for the first time in 3 years.. n=26



Twenty-six children were administered math and literacy assessments during the spring of 2023. Scores indicated average skills for one mathematics (SS=91) and one literacy assessment (SS=89). Each of the four subscales average scores were higher than last year as in 2021-2022 none of the subscales were in the average range.

ATTENDANCE OUTCOMES

School Attendance data was obtained from Omaha Public Schools on the school-age students of parents participating in the LCCSO program. Those students attend 25 different schools in the district. For those students with parents attending programming **58% missed fewer than 10 days of school**. For K-5 students (n=114), the average of missed days was slightly higher (M=9.84)

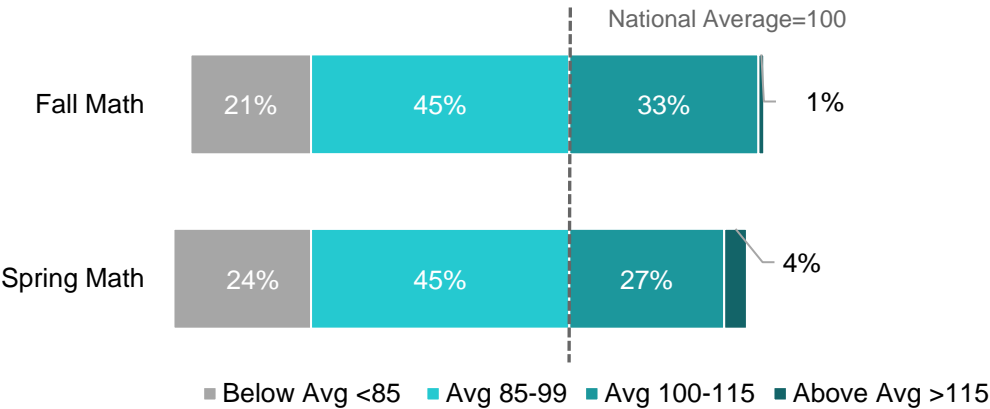
than for students (n=25) in grades 6 and above (M=9.38). The goal for students across the district is to miss fewer than 10 days.

SCHOOL AGE STUDENT OUTCOMES

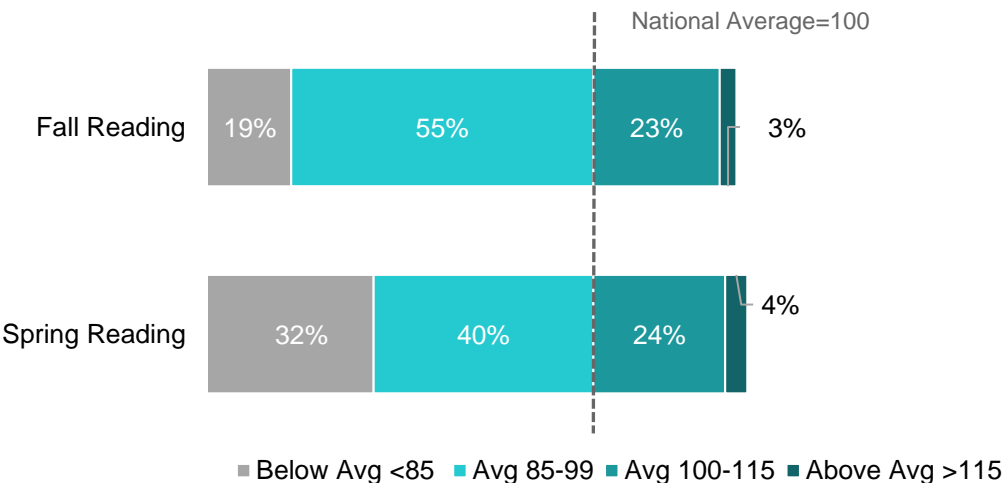
For those students with parents attending the program, academic achievement data were obtained from the district. For purposes of analysis only data for grades K-5 are reported. The sample size for grades 6 and above was too small to be meaningful.

MAP NWEA® data for fall and spring are shown below.

OVER 75% OF STUDENTS SCORED IN THE AVERAGE RANGE IN MATH ACROSS BOTH TIME POINTS.
More students scored above the national average in the spring. n=112

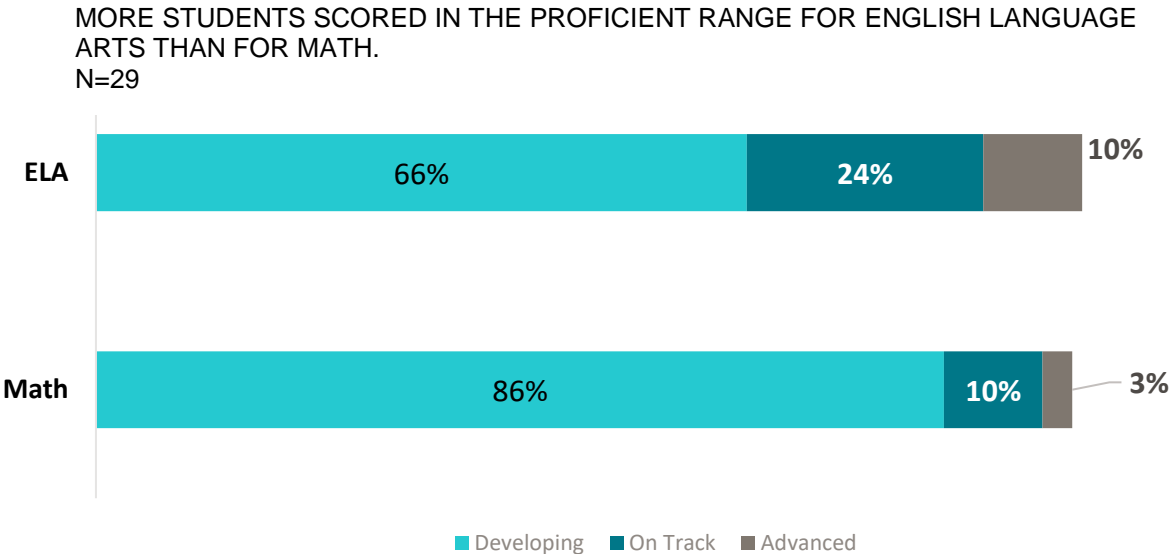


MORE STUDENTS SCORED IN THE AVERAGE RANGE FOR READING IN THE FALL THAN SPRING.
By spring more students scored above the national average. n=112



Students’ scores were stronger in mathematics with 75% of students scoring in the average range at both fall and spring. For reading, more students scored in the below average range in the spring than in the fall. These scores are based on the national averages.

NSCAS proficiency levels were reported for both English Language Arts (ELA) and Mathematics for 3rd-5th grade students (N=29). Unlike MAP data, more students (34%) scored in the proficient range for ELA than for math (13% proficient). Proficiency rates for Omaha Public Schools for grades 3-5 are slightly higher ranging from 37%-42% proficient for ELA and from 33-39% for mathematics. For English Learner, 3rd-5th grade students, proficiency rates ranged from 25-30% for mathematics and 26-32% for ELA. **Students with parents in the program had higher rates of proficiency in ELA and lower rates in math when compared to district data.**



COMMUNITY OF PRACTICE: USE OF DATA

CONTINUOUS QUALITY IMPROVEMENT. The Learning Community Center of South Omaha focuses on using data gathered for the evaluation on an ongoing basis. The evaluation team from MMI and the management team at LCCSO engage in multiple feedback loops to improve programming and make informed decisions. KIPS and CASAS assessments provide valuable information for the family navigators and English teachers to use in their interactions with families and students. Student data on from the executive function and achievement assessments were shared both with program staff and with families. Focus group reports were shared with the management team to provide additional feedback from both participants and staff. These data aid in program improvements and decisions.

SUMMARY

The LCCSO program has demonstrated a pattern of improved participant and child level outcomes highlighting the impact of a 2GEN approach.

School District Initiatives



District Initiatives

The Learning Community supported three school district initiatives: Instructional Coaching, Extended Learning, and Jump Start to Kindergarten. The descriptions of each program and a summary of their evaluation data are found in this section.

INSTRUCTIONAL COACHING

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

STRATEGY IMPLEMENTATION

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

BELLEVUE PUBLIC SCHOOLS. Bellevue Public Schools combined Diane Sweeney's and Jim Knight's coaching frameworks with Charlotte Danielson's teacher evaluation model to provide coaching across seven elementary buildings using six instructional coaches. Coaching cycles were used once teachers enrolled in the coaching process. Coaching activities included leading building professional learning, observations, modeling, individual student problem solving, data analysis and utilization, teacher feedback, and guidance with new curriculum. Instructional Coaches served 118 teachers and approximately 1,919 students.

RALSTON PUBLIC SCHOOLS. The Instructional Coach serves all elementary schools in the district, focusing on teachers that are in their first three years of teaching. A focus on supporting teachers with classroom management, instructional practice, and onboarding of new curriculum is emphasized during collaboration. The instructional coach also assists with the New Teacher Mentoring Program. During 2022-2023, 28 teachers and 1700 students were part of the coaching model.

MILLARD PUBLIC SCHOOLS. Millard Public Schools implemented instructional coaching at two buildings during 2022-2023. Two instructional coaches served 43 teachers and 838 students across two elementary buildings.

OMAHA PUBLIC SCHOOLS. Instructional literacy coaches focused on literacy instruction, foundational skills, comprehension, and vocabulary in kindergarten through sixth grade classrooms. Coaches received professional development every month on best instructional practices for teaching English Language Arts. Approximately 70 teachers and 1,500 students were impacted during the school year.

WESTSIDE COMMUNITY SCHOOLS. Cognitive coaching served as the base for the Instructional Coaching provided to four buildings in Westside. Coaches provided multiple opportunities for K-6 staff with coaching cycles required for new teachers (those within their first three years). Coaching activities included modeling, co-teaching, planning, videotaped observations with feedback, grade level planning and training in large groups. Coaches also provided guidance in lesson planning and support to Professional Learning Communities at the building level. Seventy-five classroom teachers (46 non-tenured) and 1,350 students were impacted by Instructional Coaching.

PARTICIPANTS

In 2022-2023, 334 teachers and 7,307 students were impacted by Learning Community funded Instructional Coaches. All schools funded by the Learning Community for Instructional Coaching were elementary buildings.

OUTCOMES

COACH AND TEACHER FEEDBACK ON INSTRUCTIONAL COACHING

METHOD. A combination of teacher surveys and instructional coach surveys were used to gather information on how both teachers and coaches perceived the instructional coaching programs across the five districts. Data are reported in aggregate, not by individual district.

FINDINGS

TEACHER SURVEY

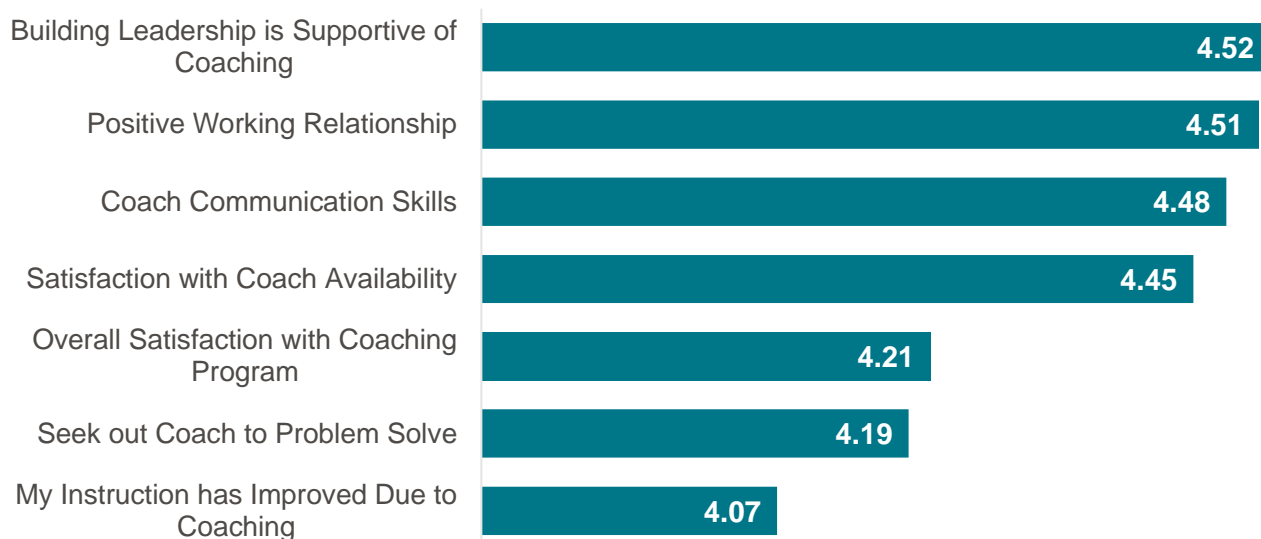
A total of 197 teachers across five districts completed the teacher survey. Most teachers completing the survey had at least 10 years of experience (52%) compared to 29% with 4-10 years of teaching experience and 19% in their first three years of teaching. When asked about the frequency of coaching support, 65% of teachers reported working with a coach at least twice per month.

Teachers rated survey items on a 5-point scale (*1=strongly disagree to 5= strongly agree*). Teachers valued the relationship with their coach, felt supported by their district and had strong overall satisfaction with the coaching program. **Overall, 82% of teachers were satisfied with the coaching received from their district's instructional coaches.**



COACHING WAS SUPPORTED BY DISTRICTS AND BUILDING LEADERSHIP.

82% of teachers were satisfied with the coaching program at their site. n=197



Teachers were asked to rate the utility of each coaching strategy.

| Coaching Strategy | Not at all useful | Slightly useful | Moderately useful | Very useful | Extremely useful |
|--|-------------------|-----------------|-------------------|-------------|------------------|
| Coaching/Feedback | 6.74% | 6.74% | 10.67% | 21.91% | 53.93% |
| Co-Teaching | 19.46% | 7.38% | 6.71% | 22.15% | 44.30% |
| Data Analysis | 4.60% | 7.47% | 13.22% | 22.99% | 51.72% |
| Lesson Planning | 12.20% | 6.71% | 13.41% | 18.90% | 48.78% |
| Modeling Lesson and/or Strategies | 13.61% | 4.14% | 11.24% | 24.26% | 46.75% |
| Observations (Live or Videotaped) | 18.88% | 6.99% | 10.49% | 17.48% | 46.15% |
| Professional Development | 6.38% | 6.38% | 12.23% | 26.60% | 48.40% |
| Small Group/Differentiated Instruction | 9.64% | 4.22% | 12.05% | 19.28% | 54.82% |

Successes

Teachers felt valued and supported by their coaches. Relationships were key in teachers working with and feeling supported by their coach. Several new teachers commented on how imperative it was to have the guidance and expertise of the coach.

“She has gone above and beyond to help me in any way I've needed help and with any questions I've had. If she did not know the answer off the top of her head, she did her research and found the answer for me.”

“As a 1st year teacher, I don't think I would have been nearly as successful if it was not for the coach.”

Coaches were viewed as a resource and a collaborative partner in helping to improve instructional practices and student achievement.

“We worked together to analyze student data so that we can be very purposeful in our planning and determine if our teaching strategies have been successful. According to our data, our efforts have been successful and student engagement and learning has increased. We have seen reading and math scores improve as a result of our efforts.”

“She is always willing to help me problem-solve, she eagerly worked through the Wilson Reading System, and she supported me through my observation cycle so I could be the strongest teacher possible.”

Teachers viewed coaches as passionate about instruction and students. The teachers found the coaches to be a support system not only for themselves but for the students. They felt their time and interactions were valued by the coach and coaches were as invested in student success as they were. Having a strong teacher-coach relationship allowed them to problem-solve and view student challenges in a positive, collaborative manner.

“Often, the solution involves the coach actually providing a direct intervention which she conducts with professionalism and kindness. The students LOVE their time with her, and the teachers appreciate her desire to strengthen our school.”

“Having the ability to work with, co-teach, and brainstorm with our coach has been a major benefit to staff and students. I'd feel lost without her.”

Challenges

Teachers shared frustrations with the numbers of students in their classrooms and the need for interventionists to work directly with students. Some felt coaches would be better utilized in the capacity of direct support to students than as a coach. Others voiced concerns that the coach was often a substitute administrator and therefore not available as a coach or interventionist.

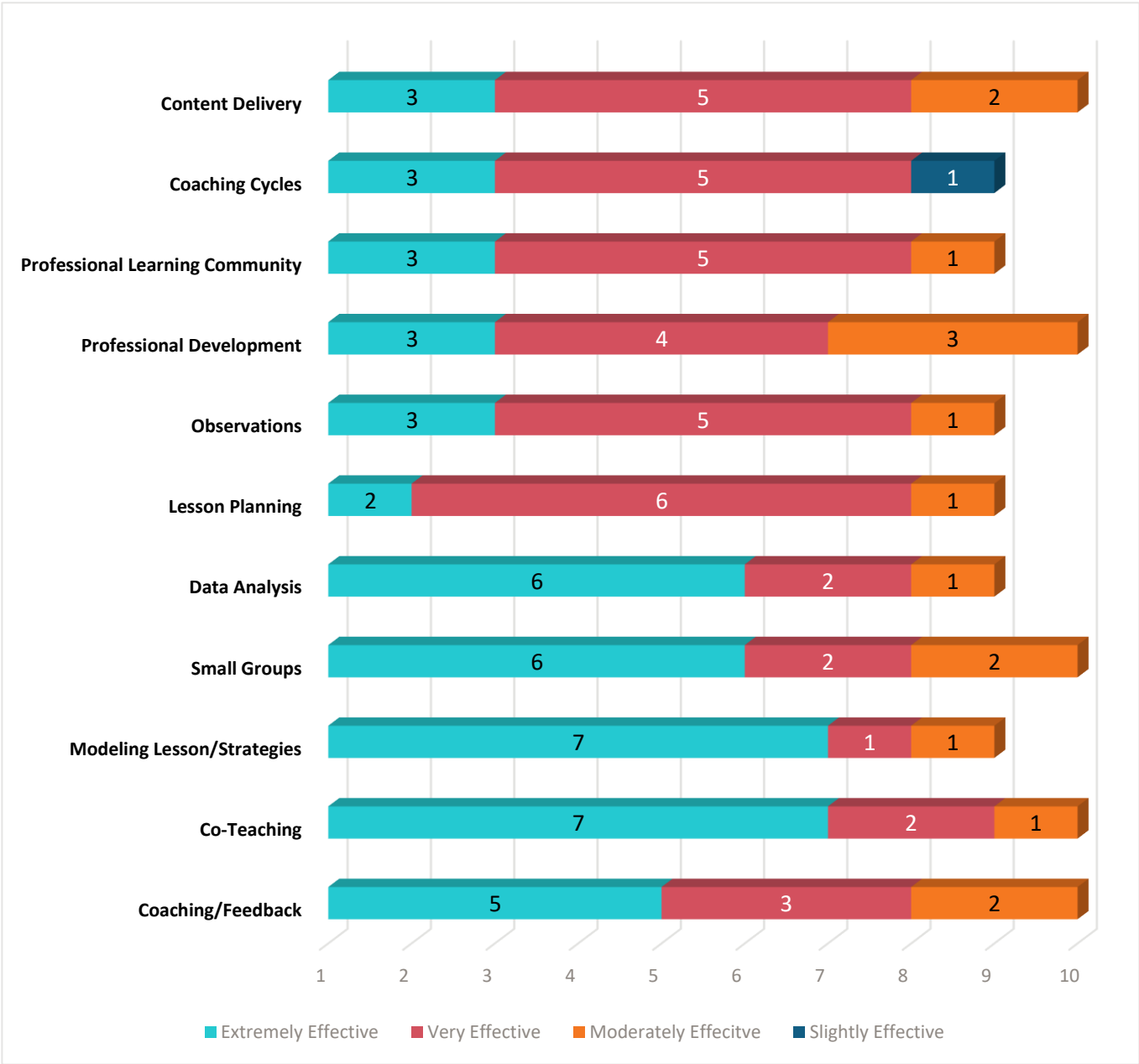
“We need more people working with kids to help them get caught up on skills and learn to read with comprehension. Teachers can only do so much in a day. We need Interventionists for kids!”

“Would like to see her be utilized more as a coach than as an additional admin.”

“When we have 28 kids in a classroom with such wide abilities, the best use of this position and the money spent for it, would be actually working with the students to help with the academic gaps we see.”

Instructional Coach Feedback

Ten coaches representing four districts provided feedback through an online survey. Of the 10 coaches, 9 of them had less than 5 years of experience as a coach and 4 provided supports to more than 20 teachers in a year. Coaches were asked about the effectiveness of several coaching activities. Of the activities, all but one activity (coaching cycles) were rated to be at least moderately effective.



Successes

Coaches were asked to share 2-3 success of their coaching year. Many highlighted the relationships built with teachers as being not only a success of the year but also key to providing effective coaching. Others highlighted working with teacher on implementation of new curricula or pilot materials as a success. Finally, several highlighted the use of data in a collaborative manner with the teachers as a success of the year.

Success Story

“I was able to help three primary educators restructure how they taught small group reading. Together, we utilized multiple coaching strategies to improve the teachers' instructions. I modeled a small group lesson using the LETRs lesson plan template. Then, we lesson-planned together, took a video of the teacher teaching, gathered baseline data, and considered how we could change instruction. Throughout the next two months, we worked together to alter instruction and differentiate for students' needs. Throughout the process, we watched students grow exponentially and reflected on how they could continue to grow their practice. It was exciting to see the educators' and students' growth throughout the process.”

STUDENT OUTCOMES

Nebraska State Assessment Scores are reported by districts participating in the Instructional Coaching program. District averages are the average proficiency rates by grade level across each building in a district receiving instructional coaching. While some schools serve 6th grade not all do, therefore, proficiency rates are reported for 3rd-5th grades only. Free/Reduced price averages are included as the schools with instructional coaching ranged from 44-94% students participating in free/reduced price meals.

District NSCAS scores (3rd – 5th grades)

NSCAS English Language Arts Percent Proficient

| Grade 3 | 2021-2022 | 2022-2023 |
|-----------------------|-----------|-----------|
| All Nebraska Students | 50% | 62% |
| Free/Reduced Lunch | 33% | 48% |
| District A (52% FRL) | 54% | 66% |
| District B (77% FRL) | 32% | 67% |
| District C (77% FRL) | 41% | 56% |
| District D (59% FRL) | 38% | 53% |
| District E (58% FRL) | 32% | 51% |
| | | |
| Grade 4 | 2021-2022 | 2022-2023 |
| All Nebraska Students | 53% | 55% |
| Free/Reduced Lunch | 35% | 40% |

| | | |
|------------|-----|-----|
| District A | 53% | 65% |
| District B | 42% | 51% |
| District C | 45% | 48% |
| District D | 42% | 41% |
| District E | 42% | 45% |
| | | |

| Grade 5 | 2021-2022 | 2022-2023 |
|-----------------------|------------------|------------------|
| All Nebraska Students | 47% | 57% |
| Free/Reduced Lunch | 31% | 41% |
| District A | 57% | 58% |
| District B | 35% | 53% |
| District C | 40% | 37% |
| District D | 37% | 53% |
| District E | 37% | 45% |

NSCAS Mathematics Percent Proficient

| Grade 3 | 2021-2022 | 2022-2023 |
|-----------------------|------------------|------------------|
| All Nebraska Students | 50% | 58% |
| Free/Reduced Lunch | 32% | 42% |
| District A | 49% | 60% |
| District B | 21% | 49% |
| District C | 28% | 50% |
| District D | 38% | 53% |
| District E | 32% | 54% |

| Grade 4 | 2021-2022 | 2022-2023 |
|-----------------------|------------------|------------------|
| All Nebraska Students | 46% | 58% |
| Free/Reduced Lunch | 28% | 42% |
| District A | 41% | 61% |
| District B | 24% | 48% |
| District C | 25% | 41% |
| District D | 26% | 45% |
| District E | 41% | 56% |

| Grade 5 | 2021-2022 | 2022-2023 |
|-----------------------|------------------|------------------|
| All Nebraska Students | 49% | 65% |
| Free/Reduced Lunch | 31% | 49% |
| District A | 53% | 64% |
| District B | 29% | 42% |

| | | |
|------------|-----|-----|
| District C | 29% | 39% |
| District D | 37% | 54% |
| District E | 49% | 65% |

The statewide assessment scores increased across both English Language Arts (ELA) and mathematics for all but two grade levels in two different districts. Students scored indicate higher rates of proficiency than the average proficiency for the FRL state average and are close to the overall state averages.

RECOMMENDATIONS

Instructional Coaches are instrumental in building teacher capacity and supporting teacher instructional growth. To examine more direct effects of coaching, a dosage analysis with ongoing student assessments could be conducted. The statewide assessment is broad and may not capture both the adjustments and growth that occur during a school year.



Extended Learning

STRATEGY IMPLEMENTATION

Extended Learning programs provide additional direct instruction for students with smaller teacher to student ratios and a focus on specific skills identified by district assessments. Summer programming is designed to prevent learning loss so that students are better prepared for academic success as they enter the next school year. Extended learning programs are funded in three districts and one community agency.

DC WEST COMMUNITY SCHOOLS. The summer extended learning program consisted of 12 days, 3 hours each day. Students scoring below the 25th percentile are provided targeted instruction in the areas of ELA and mathematics. Weekly communication and resources are shared with families about their child's progress. The goal of the program is to help students maintain their academic skills over the summer break.

COMPLETELY KIDS. Students in this school year before and after school program were served at Field Club elementary. Completely KIDS focuses on building the social-emotional and academic skills of the students in our programs. Through hands-on project-based learning curriculum, the students learn while doing and stay engaged in the activities. In 2022, 101 students were served in the before school program and 153 after school, 91% were eligible for free or reduced lunch.

ELKHORN PUBLIC SCHOOLS. Jump Start to Reading provided students at-risk for reading failure 12 days of intense reading intervention. The goal of the program is to reduce summer reading loss. The program pulled from multiple curricula (Wonderworks, SRA, CLOSE readers/text-dependent analysis, Guided Reading and/or Guided Writing) and was taught by district teachers. The goal of the program is to reduce summer reading loss. A total of 43 students participated with 19% qualifying for free reduced lunch. Jump Start to Reading serves students who have completed Kindergarten, First, and Second grades.

SPRINGFIELD-PLATTEVIEW COMMUNITY SCHOOLS. This school year the students verified for this program received individual/small group math instruction at two elementary buildings. Students participate one hour per week with intervention lessons that are developed as a result of a collaborative effort between the classroom teacher and the math interventionist. The goal of the program is for at-risk students to be meeting grade level expectations in math by the end of the school year. All students who need support in all grade levels are considered, but there is a focus on students in the intermediate grade range. This year 15 participants across 2 elementary buildings participated in the intervention.

PARTICIPANTS

Two hundred and three students in Grades K-5 were served through extended learning programming across four sites.

OUTCOMES

PARENT SATISFACTION

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

FINDINGS. Parents reported high levels of overall satisfaction ($M=4.62$) with the extended learning programs. Parents rated staff as being excellent ($M=4.62$), believed their child would be more successful the following year in school, and felt their child enjoyed the program.

EXTENDED LEARNING PROGRAMS MET EXPECTATIONS OF PARENTS.
90% of parents feel their child will be more successful in school.



N=67

Parents were asked to provide one to two examples of things the program could better and 1-2 examples of positives about the programming.

Multiple parents mentioned overall satisfaction with the program. Parents loved the smaller student-teacher ratios, small group instruction and the improvement made by their children. Many parents mentioned they felt their child would be more confident for the next school year. A few improvements were noted by parents including more communication on student progress and different hours.

“AWESOME program. The student-teacher ratios are amazing. My kids really grew as readers. I wish the program was longer! They loved it more than regular summer school.”

“Loved the small groups instruction. It was very successful as my son is deaf and learns better in smaller groups.”

- Parents of Students

STUDENT OUTCOMES

Student data was submitted by the districts and/or programs. All the districts used MAP data to track student progress.

District A students **on average increased their percentile rank by over 3 points** from an average percentile rank of 41 in the spring of 2023 to an average percentile rank of 44 in the fall of 2023. For reference a percentile rank of 50 is equal to a standard score of 100.

District B had **most students meet their growth goal for language arts (62%)** while 31% met their growth goal in math. At the post test, 74% scored in the average range or above for reading and 75% were at or above the average range in mathematics.

District C had **50% of intervention students meet or exceed the district growth goal for mathematics** with 17% scoring at or above the district achievement goal.

RECOMMENDATIONS FOR EXTENDED LEARNING

Continue to examine the impact of targeted intervention programs at the district level.

Jump Start to Kindergarten

STRATEGY IMPLEMENTATION

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

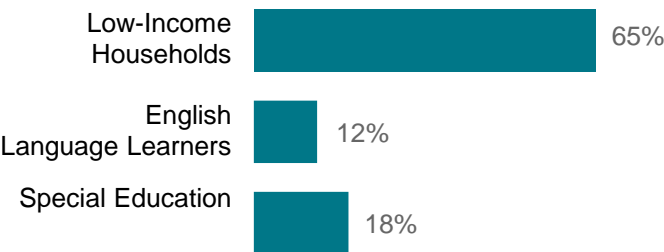
Programming focuses on pre-academic skills, social-emotional-behavioral readiness and orienting students to the processes and procedures of the school. The program includes a strong family engagement component such as home visits. It also utilizes certified teachers for part or all of their staffing. The program ran for three weeks and was a full-day program.



DEMOGRAPHICS

In the summer of 2023, Jump Start to Kindergarten was implemented in one district. A total of 89 kindergarten students were served. The program was implemented in-person and individual child assessments were collected. Demographic information including eligibility for free and reduced lunch, race, ethnicity, and/or enrollment in special education services was collected to help interpret the evaluation findings.

STUDENTS FROM HIGH RISK POPULATIONS WERE SERVED DURING THE JUMP START PROGRAM.



n=89

Jump Start to Kindergarten served 10 classrooms in 5 schools across the participating district. The program served more females (53%) than males (47%). The majority of children served were five years of age.

SOME RACIALLY AND ETHNICALLY DIVERSE STUDENTS WERE SERVED.
There were 21% of students who were Hispanic.



OUTCOMES

EXECUTIVE FUNCTIONING SKILLS

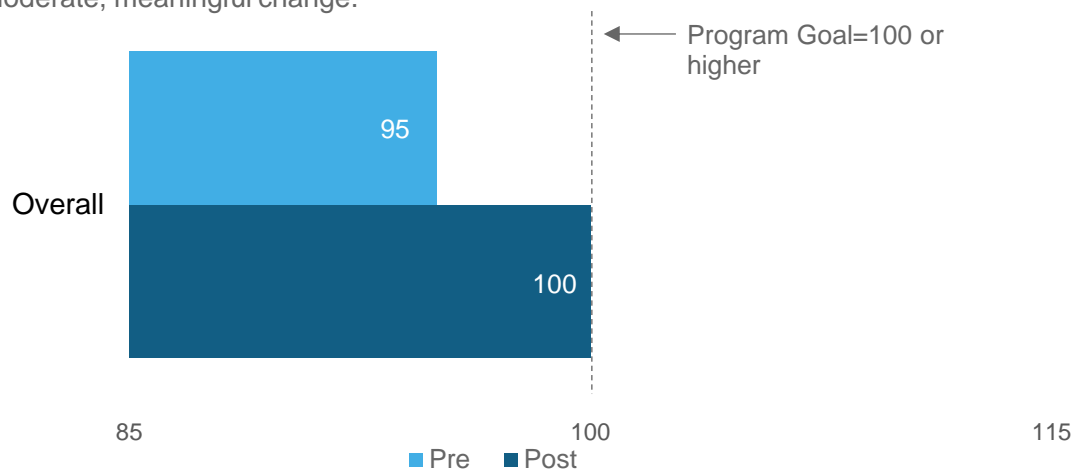
Did the students' executive functioning skills change over time?

METHOD. In recent years the important contributions of executive functioning to school readiness have been highlighted (Blair & Razza, 2007). Executive functioning is defined as a student's ability to control impulses that then enable them to plan, initiate, and complete activities needed for learning. Researchers correlate a relationship between executive functioning and a preschooler's ability to learn in the classroom (Benson, et. al., 2013). The Minnesota Executive Function Scale (MEFS), is an online assessment for children two and older.

EXECUTIVE FUNCTIONING ASSESSMENT RESULTS

For the 2023 summer, pre-post comparisons were made using a paired-samples t-test. The results found that overall, the students made significant gains in the area of executive functioning over the course of the program [$t(68) = -6.368$; $p < .001$, $d = 0.77$] suggesting moderate, meaningful change.

STUDENTS' EXECUTIVE FUNCTIONING SKILLS SIGNIFICANTLY IMPROVED OVERALL.
Effect size suggests moderate, meaningful change.



The overall mean standard scores on the MEFS increased from 95 to 100, moving them to the desired mean of 100. The goal each year is to move the group as close to a mean standard score of 100 or greater as possible.

PARENT SATISFACTION

What did parents report about the Jump Start to Kindergarten Program?

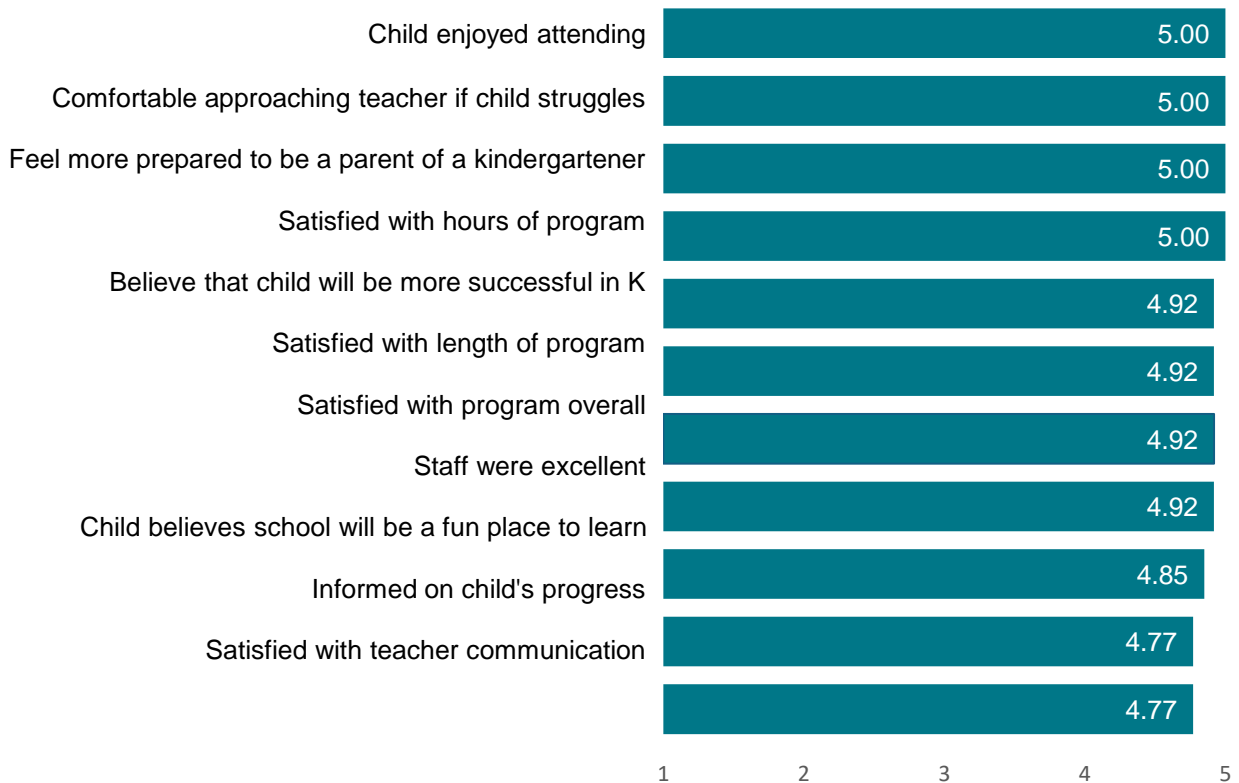
METHOD. Parents provided feedback on the value or usefulness of the Jump Start to Kindergarten Program. Using a collaborative process across all districts and agencies, a master parent survey was developed. Districts or agencies were then able to choose which sections they would use for their program. Parent survey data was received from the participating district. Parent survey results are displayed in the following tables (N=13).

FAMILY SATISFACTION RESULTS

Families reported high overall satisfaction in all areas, including believing that the staff were excellent, the approachability of teachers, and teacher communication. They also reported high levels of satisfaction on such items as their child enjoyed attending the program, parent felt comfortable approaching teacher if child struggles, parent felt more prepared to be a parent of a kindergartener and being satisfied with hours of the program (5.00). The lowest level of satisfaction was for parents feeling informed about child’s progress and satisfied with teacher communication (4.77).



PARENTS REPORTED HIGH LEVELS OF SATISFACTION IN ALL AREAS.



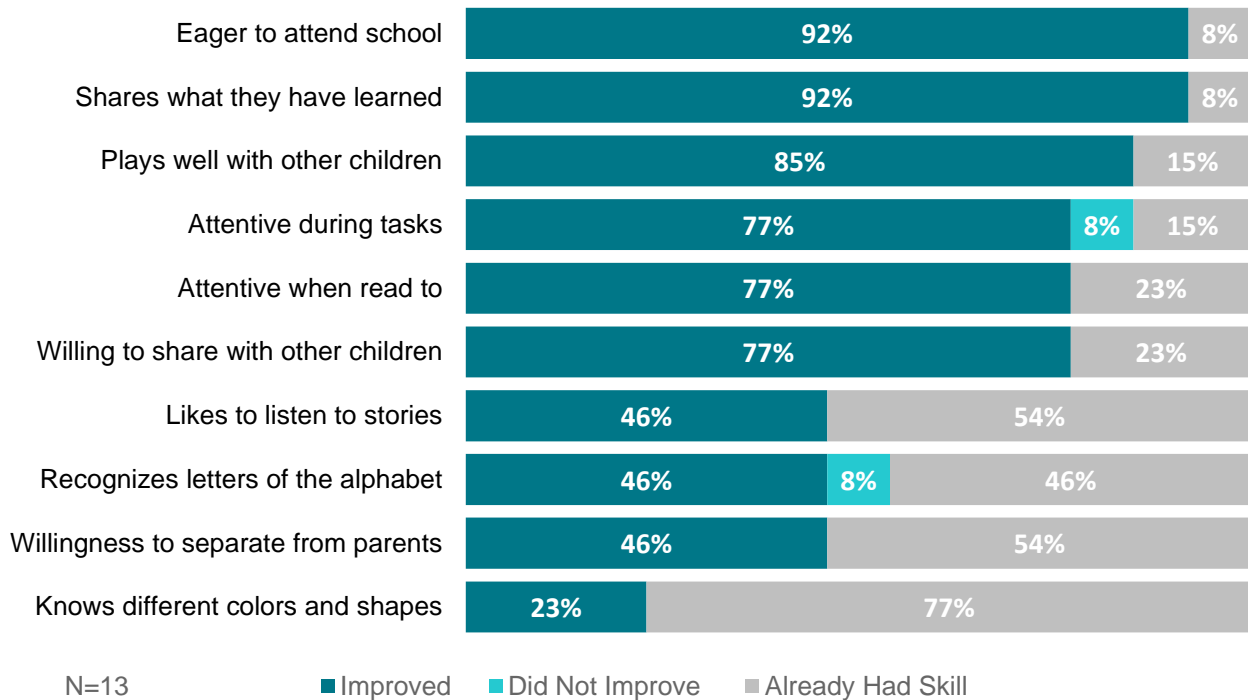
N=13

PARENT RATING OF STUDENT PROGRESS

How did parents rate their students' readiness for school?

Parents were also surveyed about their perceptions of how the program impacted their child. Over half of respondents reported that their child improved in the following areas: eagerness to attend school, sharing what they learned, plays well with other children, attentiveness during tasks, attentive when read to, and willingness to share with other children. Some areas where the majority of students already possessed the skills included: knows different colors and shapes, likes to listen to stories, and willingness to separate from parents. Attentiveness during tasks and recognizes letters of the alphabet “did not improve” (8%).

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



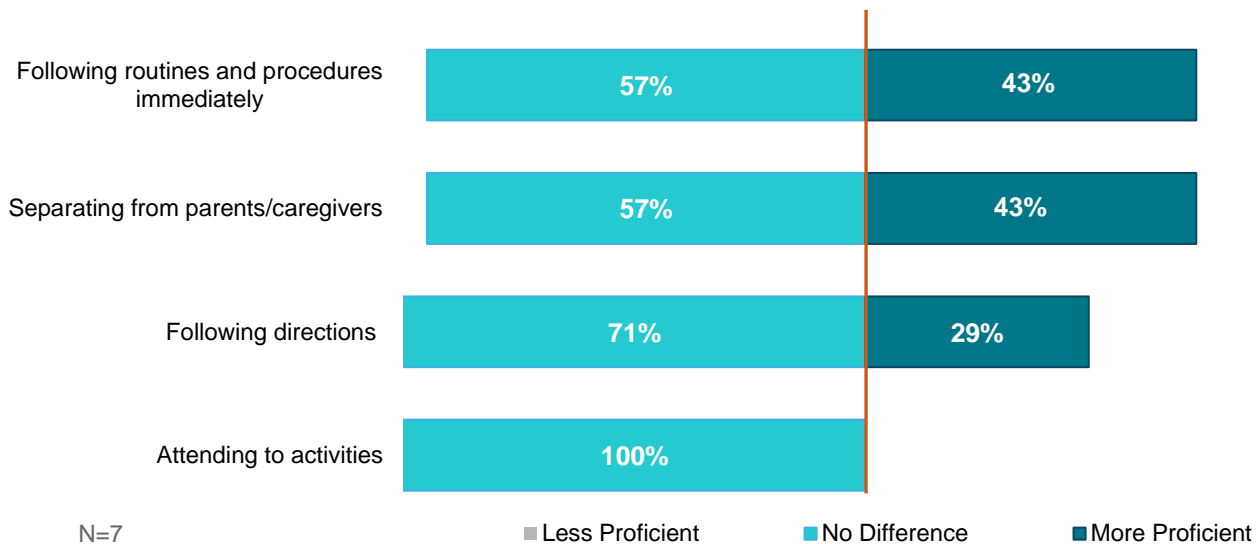
What did teachers report about students who attended the Jump Start to Kindergarten Programs?

METHOD. In the fall of 2023, all kindergarten teachers who had 2023 Jump Start to Kindergarten students in their classroom were asked to fill out a survey about the overall level of proficiency of students who attended the Jump Start to Kindergarten program compared to those that did not. Of the seven teachers that were surveyed, four taught Jump Start to Kindergarten this year.

TEACHER SURVEY RESULTS

Teachers reported high overall proficiency in all areas, including separating from parent/caregivers and following routines and procedures right away. Teachers consistently reported that Jump Start to Kindergarten students were either more proficient, or that there was no difference in skill level, when compared to their peers who did not attend the program. No teachers reported that students that attended the program were less proficient than their peers. Attending to activities had the lowest percent of more proficient (0%).

NEARLY HALF (43%) OF THE STUDENTS WHO ATTENDED THE JUMP START TO KINDERGARTEN PROGRAM WERE RATED MORE PROFICIENT THAN THEIR PEERS WHO DID NOT ATTEND THE PROGRAM IN THE AREA OF FOLLOWING ROUTINES AND PROCEDURES IMMEDIATELY AND SEPARATING FROM PARENTS/CAREGIVERS.



LEARNING COMMUNITY ANNUAL REPORT SUMMARY

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

INTENSIVE EARLY CHILDHOOD EDUCATION

- 322 Pre-K students were enrolled across 6 sites.
- Majority represent diverse racial and ethnic populations.
- 38% were identified for special education services. n=77
- Classroom quality was above the thresholds of quality and in the top 10% of Head Start programs.
- Over half of the students scored at the national average or above for social-emotional skills by spring.
- Girls demonstrated stronger social-emotional skills than boys.
- Significant improvements from fall to spring occurred for vocabulary, school readiness, and social-emotional skills.

PARENT UNIVERSITY

- 99 families were enrolled with majority representing low income (95% qualify for FRL) & culturally diverse populations with over half indicating a language other than English as their primary/first language.
- Enrolled parents had 259 children of which 135 were within the targeted age range.
- 54% of parents completed high school and 64% of families received additional government assistance.
- Parents participated in 21 different course/activities which focused on parenting, school success, leadership, and life skills with a 97% completion rate.
- Parents entered the program with several strengths.
- 64% of parents met the goal for Building Relationships.
- Participants noted multiple benefits to Parent University participation including improved English, access to necessary resources and increased social capital.
- Approximately half of the children of parents enrolled demonstrated language skills that meet or exceed the national average.
- Majority of children were in the average range across all social-emotional areas with strengths found in initiative.

LEARNING COMMUNITY CENTER OF SOUTH OMAHA: FAMILY LEARNING

FAMILY LEARNING

- 299 parents were enrolled.
- 494 0-6 years old children; 767 total children.
- 93% reported qualifying for FRL, 76% earning less than \$50,000 annually.
- 98 families participated in graduation with 32 participants graduating from ESL and 7 from GED.
- Workforce Development participants earned 189 certificates.
- Over 50% of participants made measurable GED gains.
- 37 participants were enrolled in GED classes.
- Participants demonstrated statistically significant gains in English reading and listening skills.

PARENTING OUTCOMES

- Most parents met the program goals in 3 out of 4 areas on the parenting measure with a strength noted in Building Relationships.
- Parent skills improved significantly over time.
- Parents reported increased levels of school and community engagement.
- For parents working with the social assistance navigator, 220 were simple referrals, 26 were complex and 52 were preventative assessments.
- 38% of parents with complex cases and 83% with simple referrals were able to close their cases with the social assistance navigator.

STUDENT OUTCOMES

- K-5 students were absent from school on average fewer than 10 days (M=9.84).
- Two areas on the Bateria were in the average range for the 1st time.
- 96% of students scored in the average range for executive functioning.
- Over 75% of students scored in the average range on NWEA-MAP™ mathematics assessment.
- Students with parents in the program had higher rates of proficiency in ELA when compared to district data.

SCHOOL DISTRICT INITIATIVES

INSTRUCTIONAL COACHING

- Approximately 334 teachers, and 7307 students were served across 5 districts.
- 52% of teachers had at least 10 years of experience; 19% were in their first 3 years.
- 82% of teachers were satisfied with the coaching received.
- Teachers reported that their instruction improved due to coaching.
- Instructional coaches were viewed as passionate about the success of both teachers and students.

JUMP START

- 89 kindergarten eligible students enrolled in Jump Start across one district.
- 65% represented low-income households and 12% were ELL.
- Parents (100%) were satisfied with the program and saw the most improvement in their child's eagerness to attend school.
- Students' executive functioning skills improved significantly from pre to post.
- Kindergarten teachers consistently reported JS students had skills equal to or more proficient than peers not attending the program.

EXTENDED LEARNING

- 203 students were enrolled in Extended Learning.
- 3 districts and 1 community agency participated.
- Parents were highly satisfied with the program.
- Overall satisfaction with the program was 4.62 on a 5-point scale.
- District data from all three districts indicated effectiveness of the interventions.
- Parents believed the program was academic benefit to their students.

References & Appendix



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APPENDIX A. ASSESSMENT TOOLS

| Tool | Author | Purpose |
|--|--|--|
| Bracken School Readiness Assessment, 3 rd Ed. | Bracken, B. (2007) | The Bracken School Readiness Assessment measure school readiness concepts including colors, letters, shapes and concepts and numbers. |
| Bateria IV Woodcock-Munoz | Woodcock, Alvarado, Ruef, & Schrank (2017) | The Bateria IV is a Spanish-language assessment that measures cognitive, achievement and oral language abilities. |
| CASAS® | | THE CASAS® provides a measure of a participants English language skills in reading and listening. |
| Circle of Security Parenting Survey | Jackson, B. (2014) Unpublished | This survey completed by parents evaluates three areas including parenting strategies, parent-child relationships, and parenting stress. It is based on a 5 point Likert scale. |
| Devereux Early Childhood Assessment (DECA), Second Edition | LeBuffe, P. & Naglieri, J. (2012). | The DECA assesses young children's social-emotional protective factors, specifically evaluating, initiative, attachment, behavior concerns, and self-control. |
| FRIENDS Protective Factors Survey (PFS) | FRIENDS National Resource Center for Community Based Child Abuse Prevention (2011) | The PFS is a broad measure of family well-being that examines five factors including: family resiliency, social supports, concrete supports, child development knowledge and nurturing and attachment. It is scored on a 7 point Likert scale. |
| Kaufman Test of Educational Achievement – 3 rd Edition (KTEA-3) | Kaufman, A.S. & Kaufman, N.L. (2014) | The KTEA-3 measure academic skills for ages 4 to 25 years. |
| Minnesota Executive Function Scale (MEFS) | Carlson, S.M. & Zelazo, P. (2014) | The MEFS is a digital assessment measuring student's broad executive function skills. |
| Parenting Children and Adolescents Scale (PARCA) | Hair, E., Anderson, K., Garrett, S., Kinukawa, A., Lippman, I., & Michelson, E. 2005 | This is a parent completed assessment that evaluates three areas including: supporting good behavior, setting limits and being proactive in their parenting. It is based on a 7 point Likert scale. |
| Parenting Stress Scale (PSS) | Berry and Jones (1995) Unpublished | The PSS is completed by the parent to assess parental stress. It is based on a 5 point Likert scale with higher scores reflecting greater stress. |
| Peabody Picture Vocabulary Test- IV | Dunn, L. M., & Dunn, D. M. 2007 Pearson | A measure of receptive vocabulary. |
| Strengths and Difficulties Questionnaire | Goodman et al., 2000 | The SDQ is 25 item parent assessment on a child's behavioral strengths and difficulties. |

Directors of the Learning Community Evaluation

Jolene Johnson, Ed.D.
Assistant Professor, Munroe-Meyer Institute
jolene.johnson@unmc.edu

Munroe-Meyer Institute
University of Nebraska Medical Center
985450 Nebraska Medical Center
Omaha, NE 68198-5450

Evaluation Team

| | |
|-------------------|--------------------|
| Sarah Baird | Abbey Siebler |
| Nicole Buchholz | Cynthia Villanueva |
| Kate Dietrich | Becky Zessin |
| Jennifer Harmon | Yaritza Estrada |
| Kari Price | Sasha Spencer |
| Allison Baldwin | Olivia Rodriguez |
| Clarissa Gonzalez | Nataly Biodrowski |
| Linda Villagomez | |

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Evaluation Report prepared by
Jolene Johnson, Ed.D.,
Abbey Siebler, M.A.
Interdisciplinary Center of Program Evaluation
The University of Nebraska Medical Center's
Munroe-Meyer Institute: A University Center of Excellence for
Developmental Disabilities

